

School District 11
Title I Choice
and
Supplemental Educational Services
Procedures and Implementation
School Year 2004-2005

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Summary of 2003-2004 “Choice” Transportation Costs

During the 2003-2004 school year, 89 students were transported at District expense from the three sending schools to 11 receiving schools. District 11 busses provided most of the transportation; however ten parents were reimbursed for mileage costs incurred by transporting their students themselves. The cost for District 11 bussing was \$12,432.80 for first semester, and \$11,755.30 for second semester. Parents were paid a total of \$2415.04 for the year. Thus, a grand total of \$26,603.14 was paid for Title I “Choice” transportation for the 2003-2004 school year. This cost is 20% less than what was paid in the 2002-2003 school year. None-the-less, it was decided that for the 2004-2005 school year, if a District 11 bus route was established for Title I “Choice” transportation from a particular school to a receiving school, parents would not have the option of being reimbursed for mileage if they chose to transport their children themselves. Parents will be reimbursed only if there is no bus running to their receiving school and they must transport their child/ren themselves.

Title I “Choice” Timelines for Decision Making

The US Department of Education Non-Regulatory Draft Guidance (February 6, 2004) states, “An LEA must make choice available for students not later than the first day of the school year following the school year in which the LEA administered the assessments that resulted in the school being identified as in need of school improvement, corrective action, or restructuring [Section 1116(b)(1)(E)].” District 11 received preliminary AYP data from the Colorado Department of Education in August 2004. Doing what was best for the students in question, the Title I office based its decision to offer Title I “Choice” to Ivywild Elementary School, Monroe Elementary School, East Middle School, and Emerson-Edison Charter Academy on the following factors:

- The federally mandated timelines for offering “Choice”;
- The best interest of potential “Choice” students as far as:
 - Disruptions to the academic progress by switching schools; and
 - Beginning the school year in a school and remaining there versus beginning in the home school and being offered “Choice” after attending the home school and establishing relationships there.
- The preliminary AYP data received from CDE in August 2004;
- The first scheduled day of school;
- The convenience of parents of potential “Choice” students in scheduling transportation; and
- Staffing needs of receiving schools.

Title I “Choice” was offered to students currently enrolled in the four potentially eligible schools beginning on August 6, 2004. Applications were due in the Title I office by August 16, 2004. This enrollment window was extended to September 17, 2004 for students new to District 11 **only**.

On September 21, 2004, data reconciliation between District 11 and CDE revealed that Ivywild K-8 Community School and Monroe Elementary School did, in fact, meet the requirements for AYP, thus rendering them ineligible for Title I “Choice” and the transportation provided. However, it was decided that transportation would continue for these students for the remainder of the year. Parents would be notified that “Choice” transportation would be provided until the end of the 2004-2005 school year, at which time it would cease. The notification schedule is set for October 2004, February 2005 and May 2005.

On October 14, 2004, the CSAP data was finalized with the state. At this time it was revealed that Roosevelt-Edison Charter Academy did not meet the requirements for AYP, placing them back into Second Year Improvement Status. Because of this, Roosevelt-Edison was required to offer both “Choice” and Supplemental Educational Services. Title I “Choice” was offered to Roosevelt-Edison students beginning on the first day of the second semester of the 2004-2005 school year (January 5, 2005). Additionally, all students from Roosevelt-

Edison who exercised Title I “Choice” for the 2002-2003 and 2003-2004 school years who remained at their “Choice” schools (25), and who had not aged out of that school received letters reinstating their Title I “Choice” transportation. This situation underscores the “catch-22” in which school districts are regarding compliance with federal timelines and the reporting of data by the state. Without alignment of these two entities and their timelines, districts will continue to be forced to make decisions based upon preliminary and sometimes incomplete and inaccurate information. These decisions will continue to cost districts financially, or cost students in terms of academic progress and relationships with staff and peers.

Summary of Title I “Choice” Guidelines

- The “Title I Choice” process from the 2003-2004 school year was reviewed in the spring of 2004.
- “Title I Choice” criteria and guidelines were updated consistent with the guidance available in the winter and spring of 2003.
- Four schools were identified as potentially eligible for “Choice” for the 2004-2005 school year after preliminary AYP data became available in August 2004, with a fifth school being identified in October, 2004.
- A notification letter signed by the President of the District 11 Board of Education was prepared for each Title I school potentially eligible for “Title I Choice”. (Four schools in August, one school in October)
- The principal of each school eligible for Title I choice prepared a letter to his/her community indicating the reform efforts underway within the school to increase student achievement.
- The letter from the Board president, the school principal, the one page application and the Choice guidelines were mailed to parents of each student enrolled in the schools.
- This information packet was translated into Spanish. A total of 1504 letters were mailed in August, 579 in November.
- Each parent of a student attending a Title I school on First or Second Year Improvement was given the choice of between two and five schools, each of which had a Governor’s report card rating of average and/or above for Overall Academic Performance, and a rating of stable and/or above for Overall Academic Improvement.
- Parents only had to complete a half page application to initiate the “Title I Choice” Process. Students who were enrolled in Choice schools in the 2003-2004 school year, and whose home schools were still eligible in the 2004-2005 school year (Ivywild Elementary and Monroe Elementary) did not need to reapply.
- Parents sent their “Title I Choice” application directly to the Title I Facilitator for processing and approval.
- The “Title I Choice” process offered two application windows in August and September 2004 to accommodate parents who were new to the District and/or school during the summer and the fall of 2004.
- An additional window for Roosevelt-Edison students **only** was added from November 22, 2004 through December 15, 2004.
- Transportation from sending school to receiving school was provided to all students who were approved for “Title I Choice.”
- Seventeen applications for “Title I Choice” were denied for the 2003-2004 school year.
- A total of 74 students are being transported to seven receiving schools under the Title I “Choice” provision of No Child Left Behind.

Title I “Choice” Transportation Criteria

Colorado Springs School District 11
 Department of Instruction
 Title I

2004-2005 Designated Alternate School and
 Title I Choice/ Transportation Criteria

As of 08/03/04

In determining the “Title I Choice” designated alternate school options for parents of students eligible for “Title I Choice” the committee considered the following items:

- “LEAs must strive to provide the fullest possible menu of school choices to parents and must take into account the parents’ preferences among the choices offered.” (USDOE Guidance, December 2002)
- “An LEA may not use lack of capacity to deny students the option to transfer.” (USDOE Guidance, December 2002)
- Receiving school to be ranked average or above on the most recent State Accountability Report.
- Transportation zones will be created.
- Transportation will be provided from sending school grounds to receiving school grounds except for special education students whose IEP has transportation stated as a related service.
- Peterson Air Force Base may need to be a special stop.

Title I Schools on Improvement Status (From)	Projected Enrollment for 2004-05 as of 4/26/04 *	Estimated travel time to “Choice” Schools	“Title I Choice” Schools (To)	2003-2004 Colorado Accountability Reports Overall Academic Performance and Overall Academic Improvement
Ivywild Elementary Low, Decline	162	45 minutes	Howbert Chipeta Midland Trailblazer	High, Stable Excellent, Stable Average, Significant Improvement Excellent, Stable
Monroe Low, Improvement	454	45 minutes	Audubon Stratton Madison Penrose Henry	Average, Stable Excellent, Stable Average, Stable Average, Stable Average, Stable
East Low, Stable		45-60 minutes	North Sabin	Average, Improvement Average, Stable
Emerson-Edison Low, Stable		45-60 minutes	North Sabin	Average, Improvement Average, Stable

Interim Guidelines

Title I Choice Guidelines for the 2004-2005 School Year
August 5, 2004

- I. Parents/Guardians of students in Title I Schools on School Improvement or Corrective Action may apply for "Title I Choice" from August 16 through August 16, 2004. "Title I Choice" means the opportunity for students who currently attend a Title I School that was on Improvement and/or Corrective Action Status during the 2004-2005 school year to apply to attend a designated alternate District school for the 2004-2005 school year that is not on School Improvement or Corrective Action Status, with transportation provided by the District.
 - A. The time frame to apply for the 2004-2005 school year is from August 9, 2004 through August 16, 2004.
 - B. Parents of students who move into the attendance area of a District Title I School on Improvement and/or Corrective Action Status, after the application time frame closes, will be given a 30-calendar day window to apply for "Title I Choice" at the beginning of the 2004-2005 school year. The designated window will be from August 16, 2004 to September 17, 2004.
 - C. Each parent/guardian of a student currently attending a Title I school on Improvement or Corrective Action Status will be notified by mail of the designated alternate schools available to them in the District's "Title I Choice" program.
 - D. "Title I Choice" will allow students to attend a designated alternate school not on Improvement and/or Corrective Action Status. For the 2004-2005 school year, each designated alternate school will be rated Average or above.
 - E. Only students who reside within Board approved attendance boundaries of a Title I School that is on Improvement Status and/or Corrective Action for the 2004-2005 school year, are eligible to apply for "Title I Choice" for the 2004-2005 school year.
 - F. Students who reside outside of the District and attend a Title I School on Improvement or Corrective Action Status under a voluntary permit are not eligible for "Title I Choice."
 - G. An approved "Title I Choice" application is not considered to be a permit under BOE Policy JFBA/JFBB and as such is not subject to the ordinary permit revocation process as outlined in that Policy.
 1. Approval of a "Title I Choice" application does not exempt the student from other policies, procedures, regulations and/or administrative guidelines including, but not limited to, those relating to student discipline and safe schools.
- II. Except as otherwise permitted by law, transportation will be provided to designated alternate schools provided that the student's home school remains on Title I Improvement and/or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement and/or Corrective Action status.
 - A. Transportation of students approved for "Title I Choice" shall be from the grounds of the sending school to the grounds of the receiving school, except as otherwise required by law.
 - B. Transportation of special education students who's IEP includes transportation as a related service, will be provided transportation from their home or nearest pick-up point to the designated alternate school.

- III. Except as otherwise permitted by law, students who are approved for Title I Choice may remain at the chosen designated alternate school – subject to applicable policies, procedures, regulations and/or administrative guidelines – until they age out of the school provided that the student's home school remains on Title I Improvement and/or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement and/or Corrective Action status. Whether or not transportation is provided by the District for all or a part of the time the student remains at the chosen school is a separate determination that will depend on a number of factors (see Section II above).
- IV. Title I Choice Application Procedures
- A. A parent may apply for their child to attend designated alternate schools that are not on Improvement and/or Corrective Action Status by completing the Title I Choice application and returning it to the Title I Office on or before August 16, 2004.
- B. The Title I Office will rank received applications per school on Improvement or Corrective Action Status based upon the highest academic need as determined by CSAP scores and Free and/or Reduced Lunch Status.
1. Students who have scored the lowest on CSAP and who are Free and/or Reduced Lunch status will be given priority in rank order.
 - a. Students with Disabilities: requests from the parents of students with disabilities for "Title I Choice" to attend another school or program, shall be considered in accordance with these guidelines and applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school or program can meet the student's needs as the school or program currently exists and is staffed.
 2. Applications for "Title I Choice" will be considered consistent with requirements in Section IV, A, B and E herein.
 3. The receiving school and the sending school, as well as the parent/guardian who requested choice, will be notified of the status of the application by phone not later than August 18, 2004.
- V. General "Title I Choice" Guidelines
- A. By granting "Title I Choice" the District is **not** required to:
1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms or otherwise modify facilities within a requested school;
 2. Establish and offer any particular program in a school if such program is not offered currently in that school;
 3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of performance.
 4. Provide Title I services at any designated alternate school unless the school has otherwise been identified by the District as a Title I School.

- B. "Title I Choice" may be denied for the following reasons:
1. The student does not meet the established eligibility criteria for participation in a particular program (including age requirements, course prerequisites, and required levels of performance);
 2. The student has been expelled or is in the process of being expelled for any reason;
 3. The student has been expelled from any school district during the preceding twelve months;
 4. The student's immunization records are incomplete;
 5. The student has exhibited behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other pupils or of school personnel.

Sample Application

COLORADO SPRINGS SCHOOL DISTRICT # 11 TITLE I CHOICE APPLICATION 2004-2005

To be filled out by parent/guardian (please print clearly)

Student's Legal Name: First _____ Middle _____

Last _____

Date of Birth ____/____/____ Address _____

City _____ State _____ ZIP _____

Home Phone Number ____ - _____

Grade Level _____

Is student receiving special services?
(SPED, ESL, Free/Reduced Lunch, etc.) YES _____ NO _____

If yes, what services:

I request Title I Choice from Ivywild Elementary School to: (Circle only one of the schools listed below).

Choices for Kindergarten through 5 th grade students in 2004-05		
Chipeta Elementary	Howbert Elementary	Midland Elementary
Trailblazer Elementary		

PARENT:

I understand that if my child's home school is no longer on Title I School Improvement Plan Status that District 11 is not responsible for the transportation of my child to the Choice school.

I understand that the Title I Choice Guidelines apply to all such applications.

"I HAVE READ AND AGREE TO THE GUIDELINES FOR PROCESSING 2004-05 TITLE I CHOICE APPLICATION. "

PARENT/GUARDIAN SIGNATURE _____

DATE _____

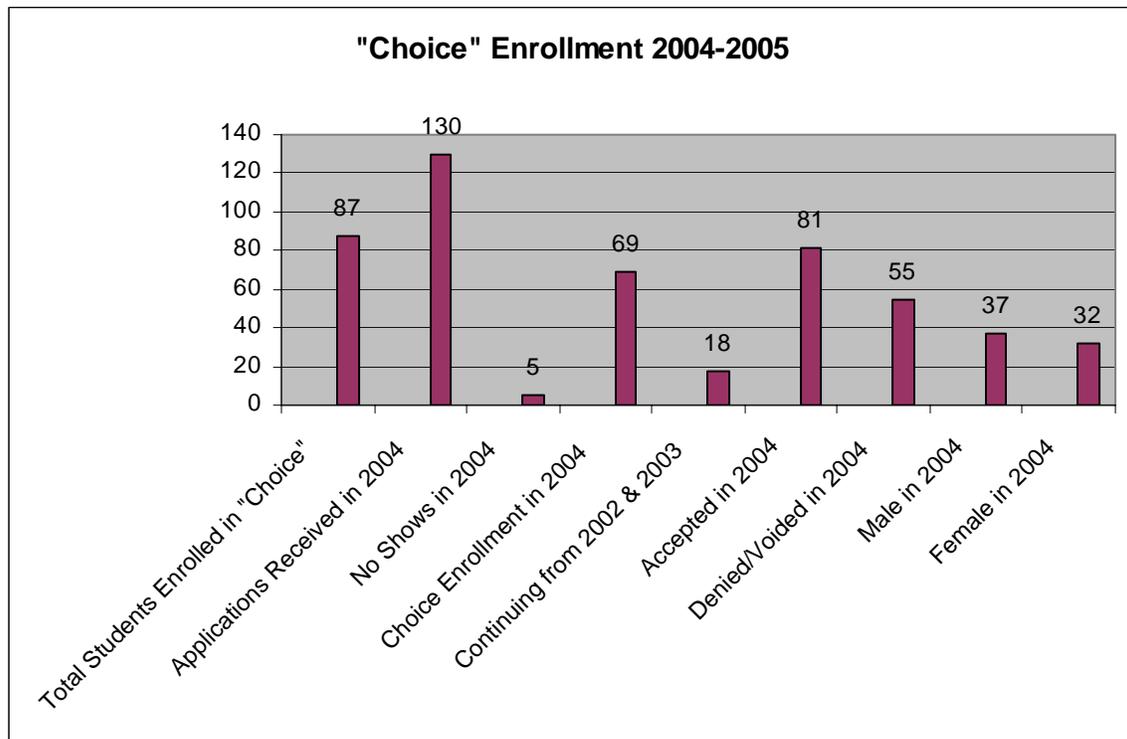
This application must be completed as soon as possible and returned on or before August 16, 2004 to the District 11 Title I Office. Please use the provided self-addressed stamped envelope or mail the completed application to:

Holly Hudson, Title I Facilitator
School District 11
1115 North El Paso
Colorado Springs, Colorado 80903

You may also fax the completed application to the Title I office at 520-2421.

School "Choice" Data

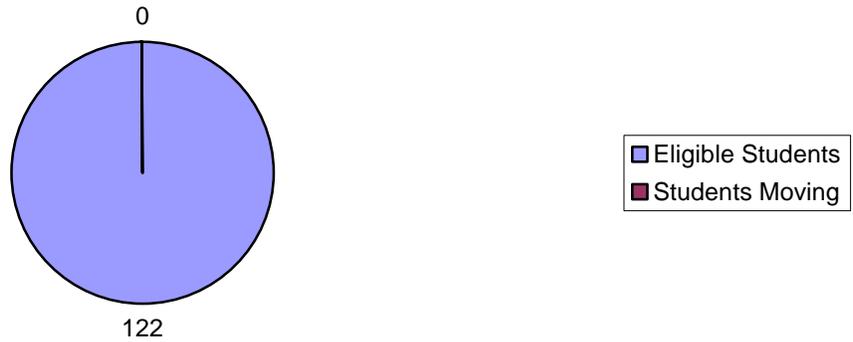
The following chart details the number of Title I "Choice" applications for the 2004-2005 school year, and the number of students who have chosen to exercise their "Choice" option since the inception of the Title I "Choice" program in 2002-2003 school year. Currently we have a total of 87 students enrolled in choice out of 2083 letters offering this option in August and December 2004. One hundred thirty applications were received and processed, and 81 total were accepted. Five students who opted for a "Choice" school did not enroll in that school, while 69 new students did enroll in their "Choice" school. We have 18 students who opted for "Choice" in either 2002-2003 or 2003-2004 who are continuing in their "Choice" school. Seventeen applications were denied because of ESL status (14) and the inability of the receiving school to provide appropriate services; one student was denied because of discipline issues; ten students did not live within the Improvement status school boundaries; and one student was not eligible due to voluntary "Choice" status. Thirty applications were voided due to parent request. Fifty-four percent of "Choice" students are male, while 46% are female.

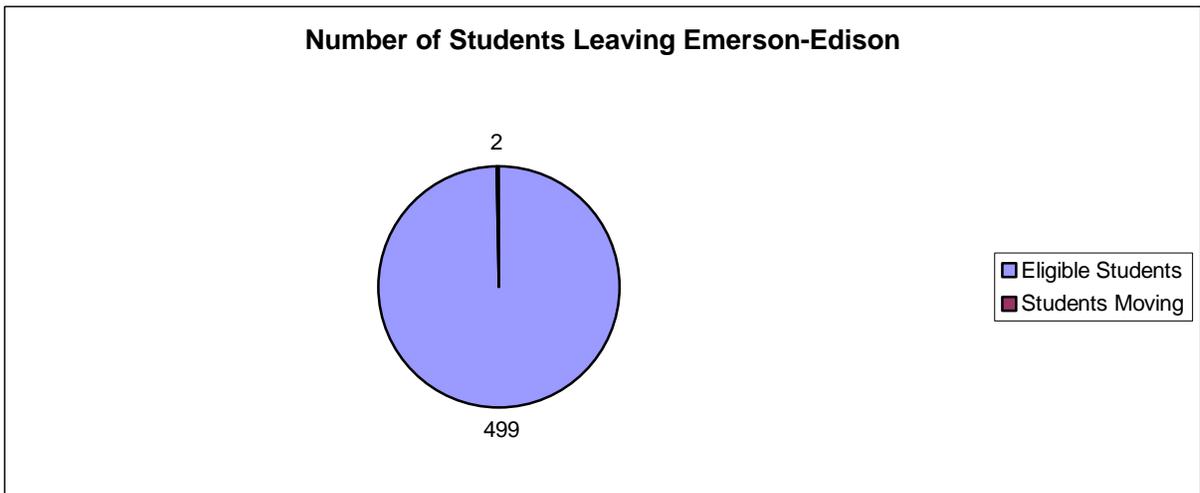
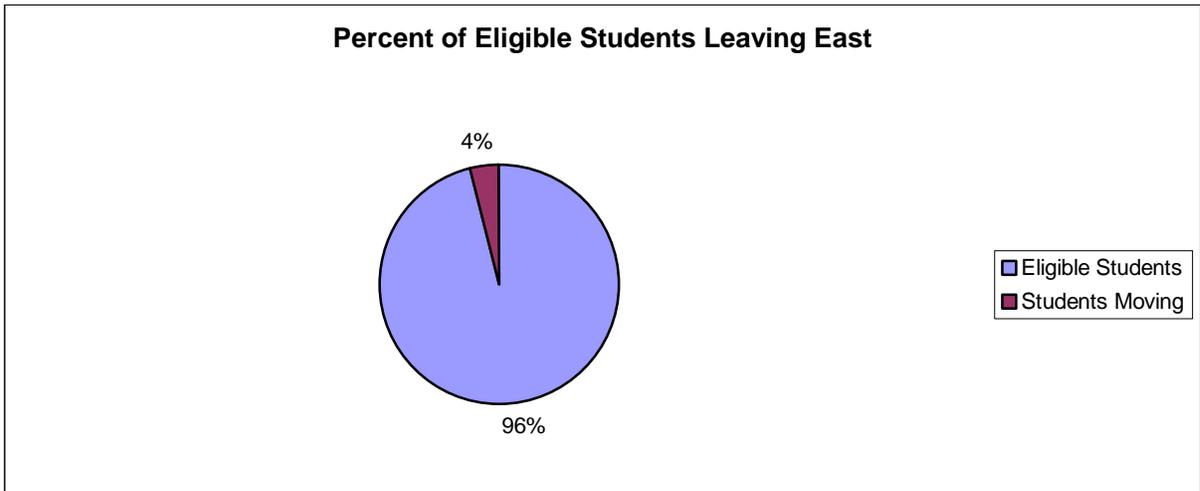
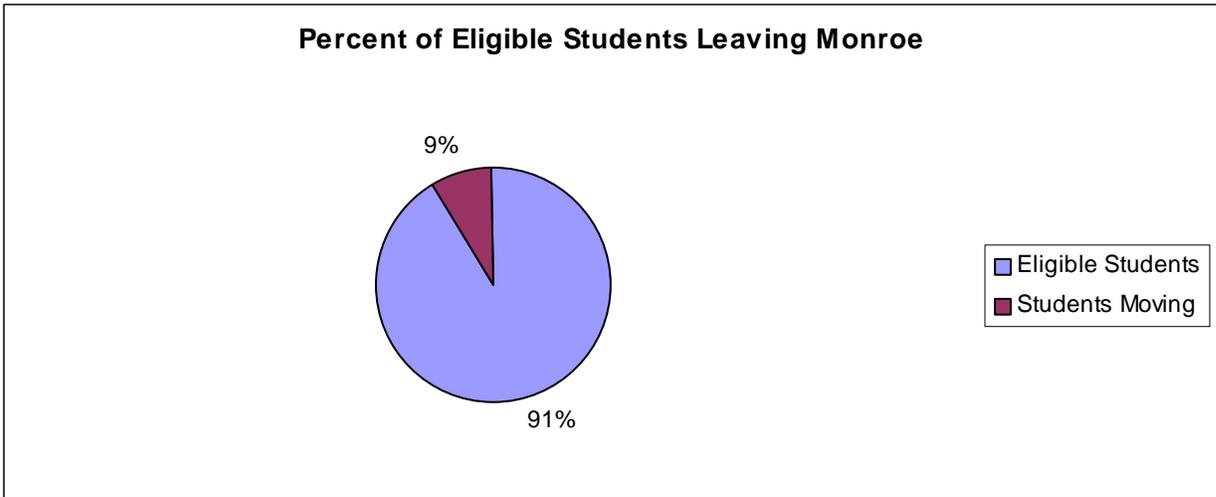


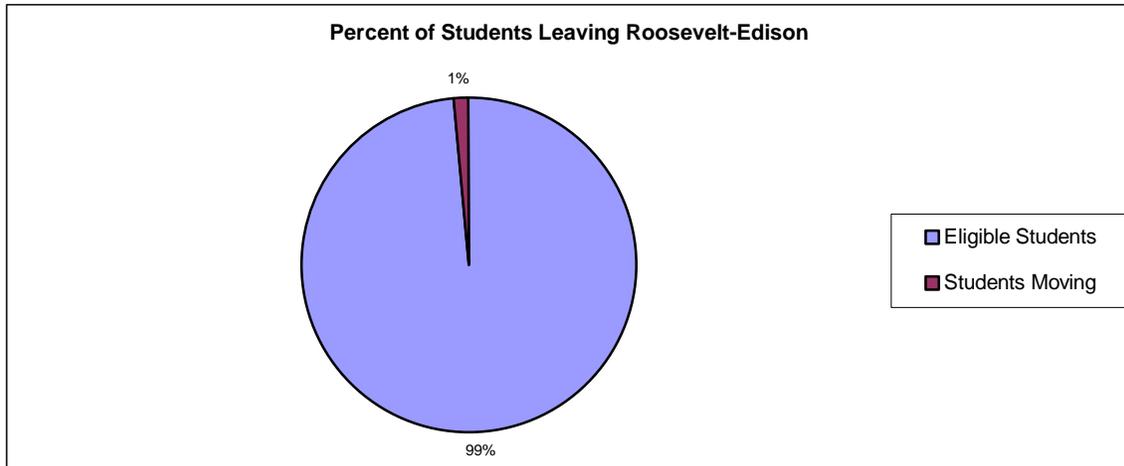
Percent of Eligible Students Leaving Improvement Status Home School



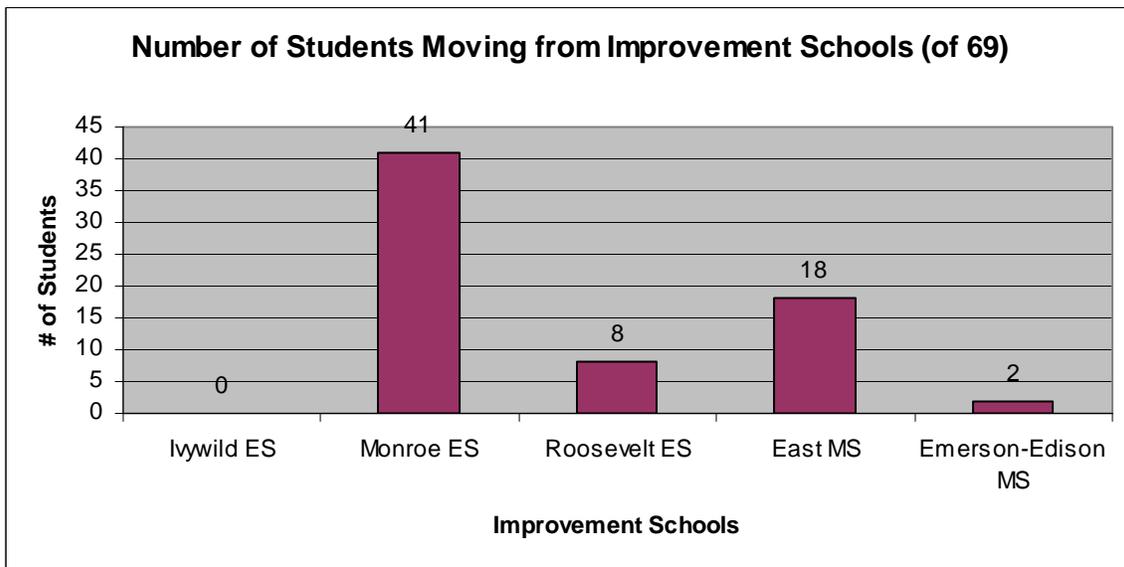
Number of Eligible Students Leaving Ivywild



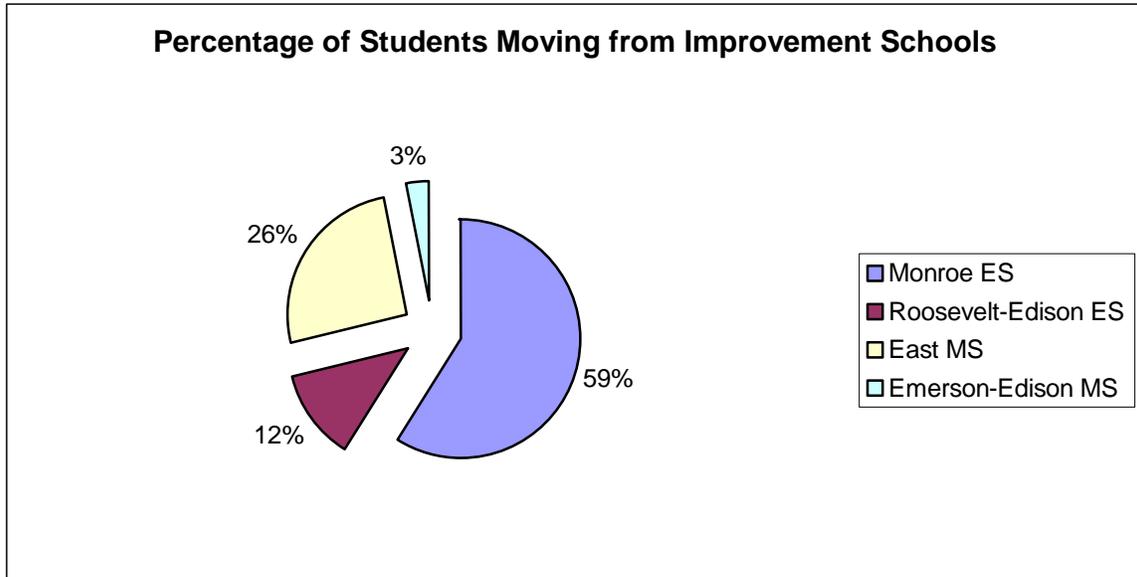




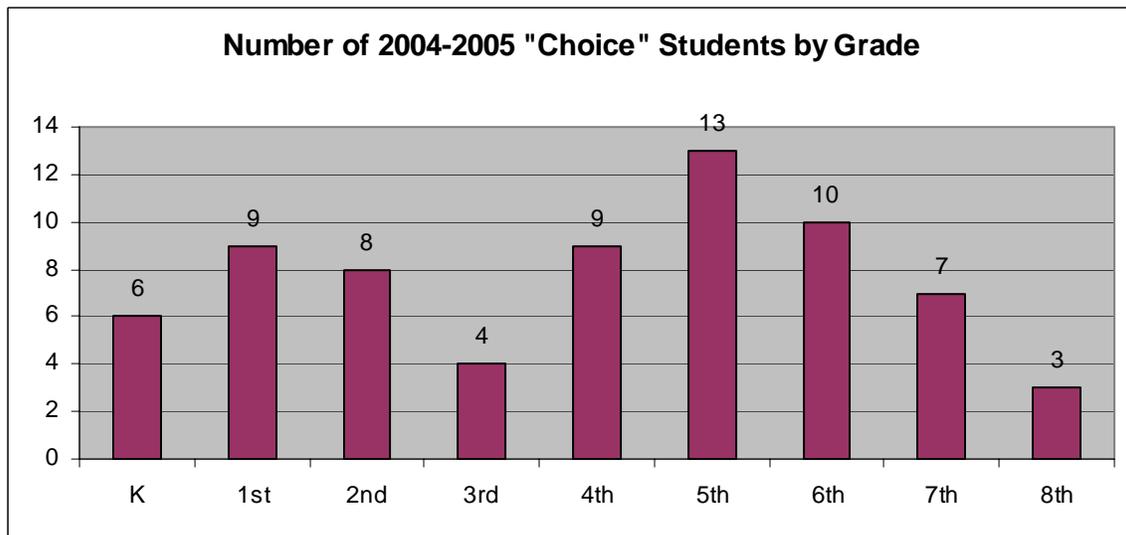
This chart disaggregates the students who actually moved from their Improvement status home schools to a “Choice” school by number and by percentage of the total (69) students. Ivywild, Monroe (removed from Improvement status) and Roosevelt-Edison Elementaries are all on Second Year Improvement status, while East Middle School and Emerson-Edison Charter Academy are both on First Year Improvement status this year. The total of 69 students is slightly above the number who moved in 2003-2004 (67).

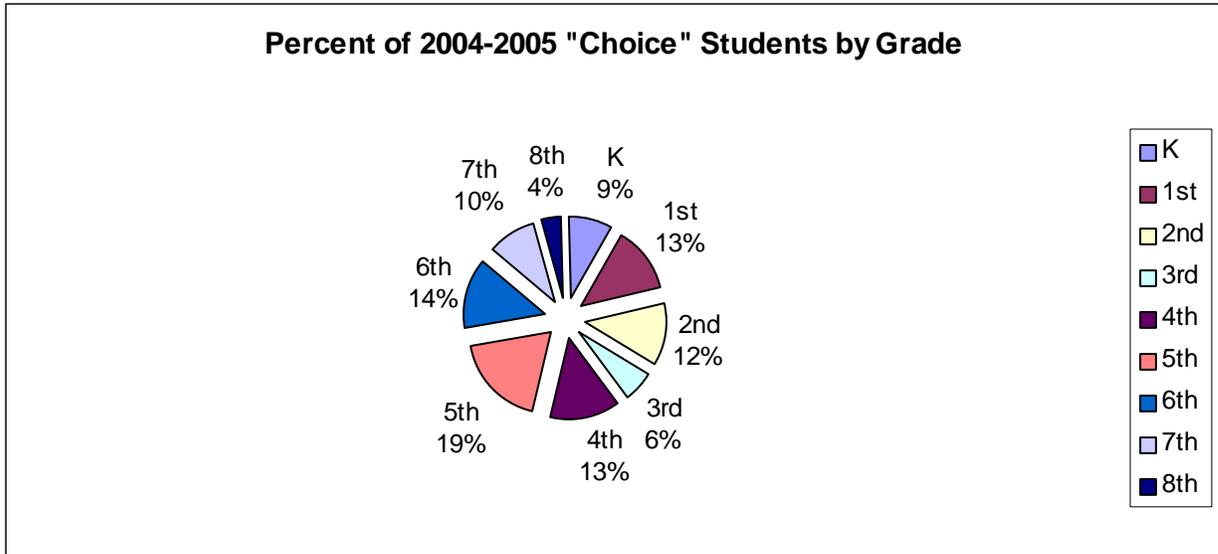


Of the 69 students who actually moved from their Improvement status home school to a "Choice" school, the percentages from sending schools are illustrated below.

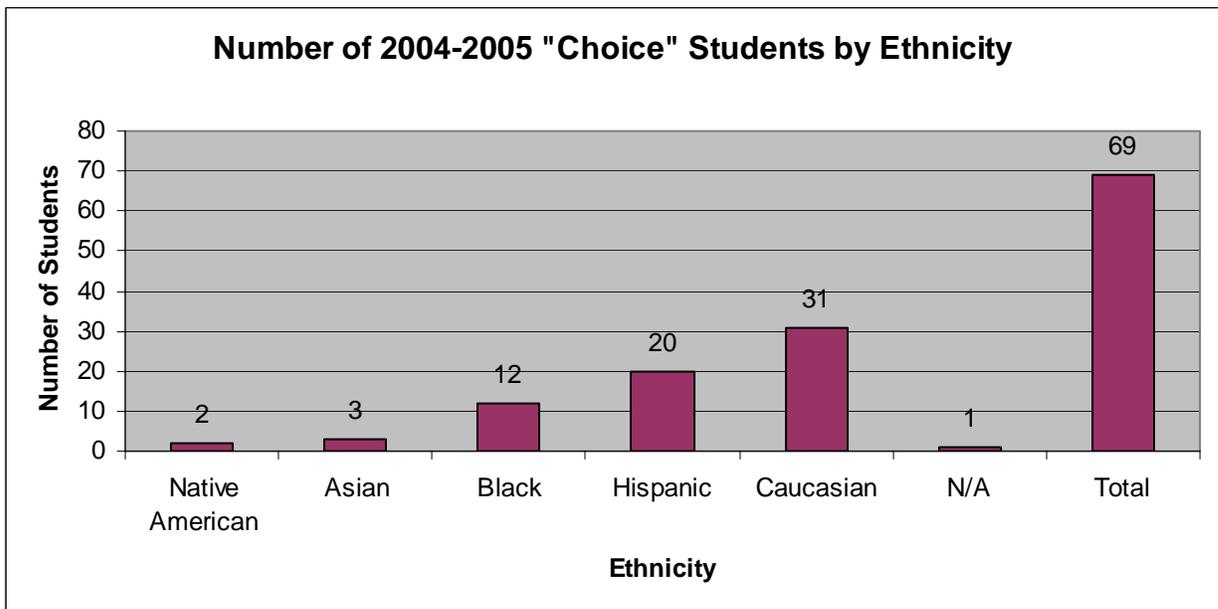


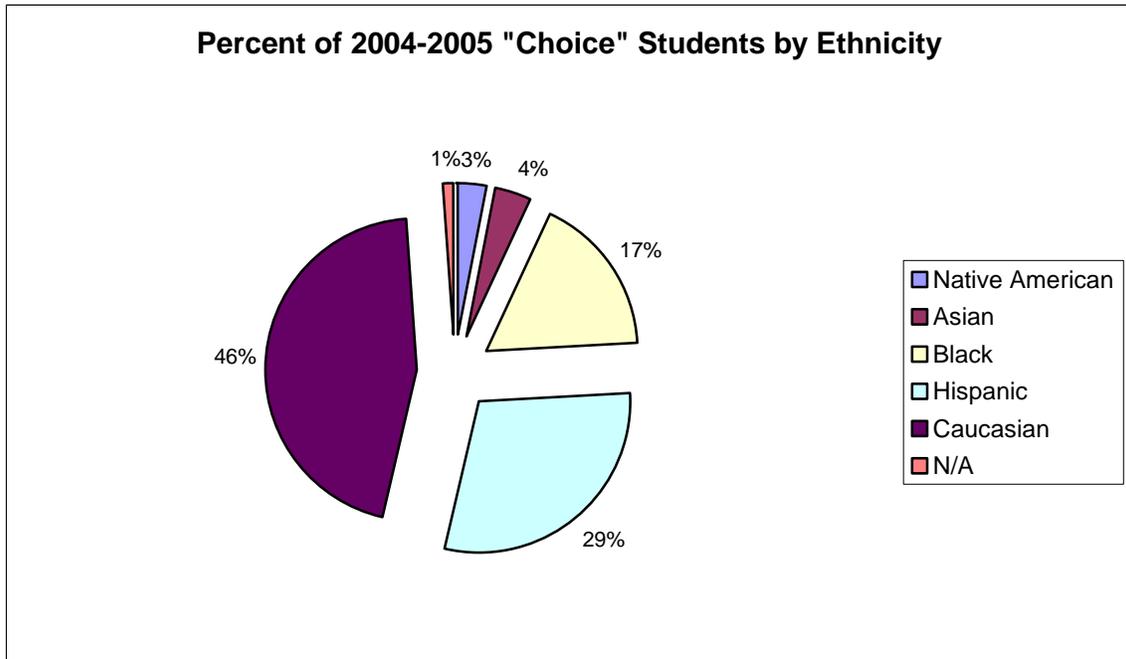
The following shows the disaggregation by grade level of the 69 students who exercised "Choice" for 2004-2005. Nearly one-third of the total appear in just two grade levels, fifth and sixth. However, compared to the 2003-2004 school year, more students from middle school moved, as two (East and Emerson) were added as sending schools. In 2003-2004, 91% of "Choice" students were elementary, and 9% were middle school. In 2004-2005, 71% of the students were elementary, and 29% were middle school.



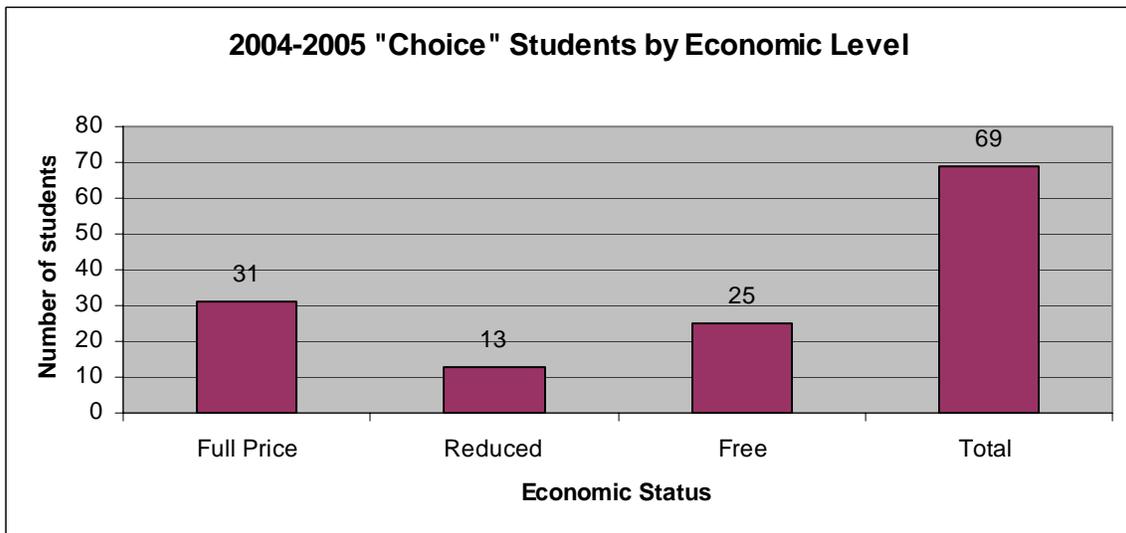


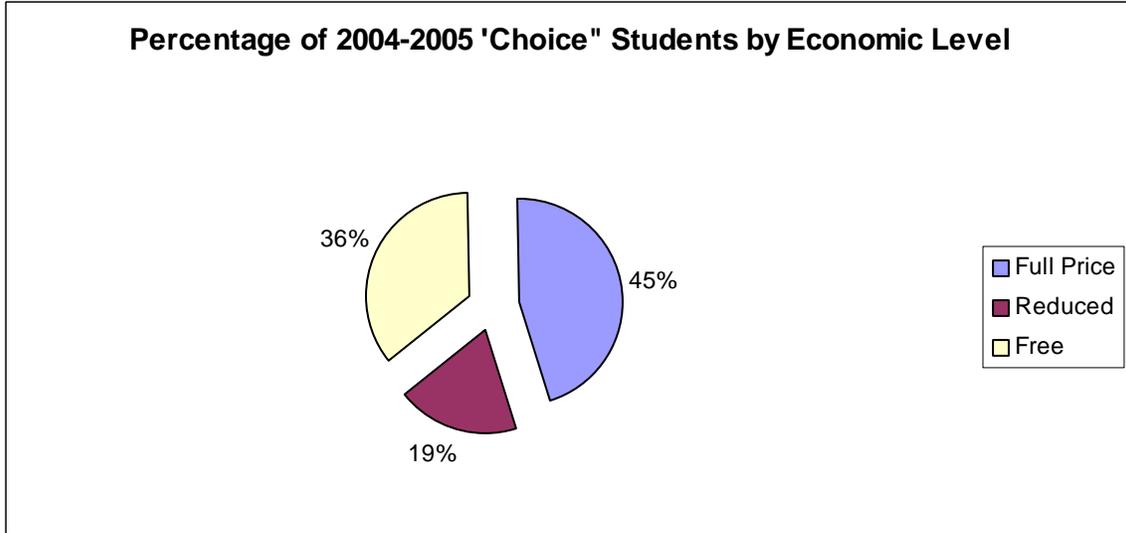
For the past two school years, the majority of "Choice" students have been white with black/African American students being a distant second. This year, Caucasian students still outnumber the other groups and comprise 45% of the total; however, Hispanic students are now second in number while black/African American students are third in number.





The following charts illustrate the number and percent of students exercising Title I "Choice" who are classified as Economically Disadvantaged (Free and Reduced Lunch Status) versus those who are not Economically Disadvantaged. Of the total of 69 students, slightly over half are either Free or Reduced status. This data is similar to that from the 2002-2003 and 2003-2004 school years. Free/Reduced have been approximately half of students who exercise "Choice".



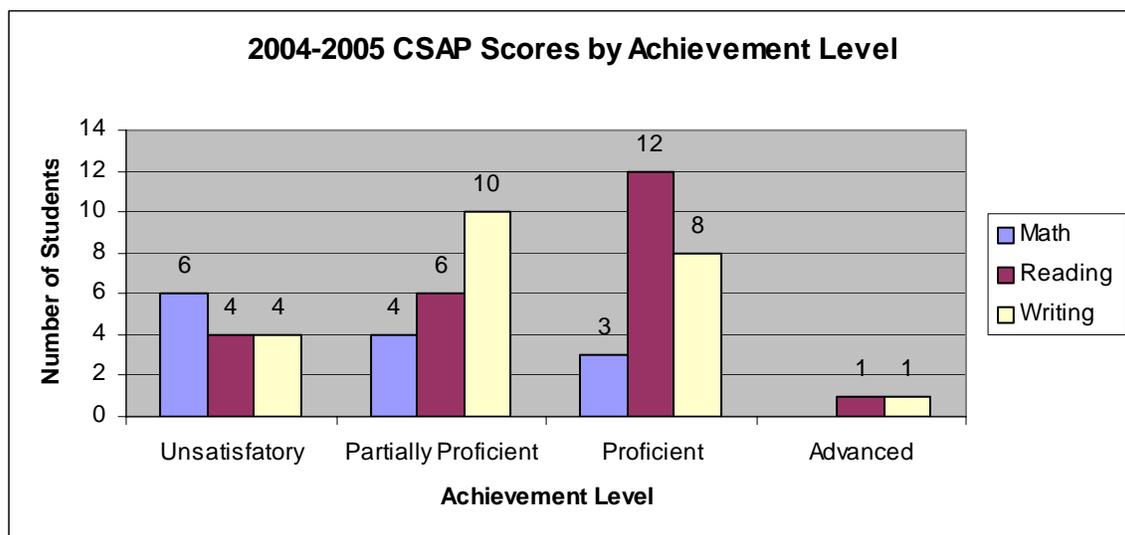


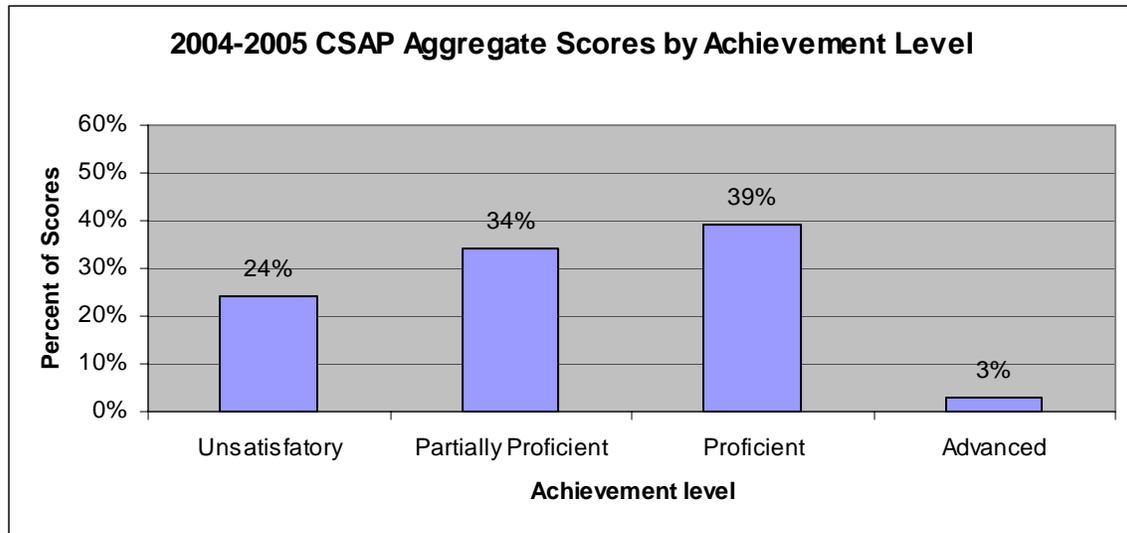
Schools Attended by 2004-2005 “Choice” Students

For the 2004-2005 school year, eleven schools (nine elementary and 2 middle schools) were designated as “receiving” schools for Title I “Choice” students. Of these schools, seven were chosen by parents as receiving schools (Ivywild K-8 Community School had no students leaving). This table shows the number of students leaving a School Improvement status home schools and which receiving school they chose.

Home School	"Choice" School						
	Audubon	Henry	Madison	Stratton	Penrose	North	Sabin
Ivywild	0	0	0	0	0	N/A	N/A
Monroe	2	10	9	13	7	N/A	N/A
East	N/A	N/A	N/A	N/A	N/A	13	5
Emerson	N/A	N/A	N/A	N/A	N/A	1	1
Roosevelt	0	3	0	0	5	N/A	N/A

The following information details the 2003-2004 Colorado Student Assessment Program results from students exercising “Choice” for the 2004-2005 school year. This data only includes students from grades 4-8 for the current school year (grades 3-7 for the 2003-2004 school year) because only students from grades 3-10 are tested annually with CSAP. Of the 42 current 4th through 8th grade students, 16 had no score from the 2004 CSAP testing; these students were new to the district. Of the students who did participate in the 2004 CSAP testing, 59 scores were generated. The following graph shows the breakout of these scores by achievement level.





The state defines Adequate Yearly progress as students who score in the Partially Proficient, Proficient, and Advanced categories. According to this definition, 76% of the students who exercise their Title I “Choice” option are proficient by the state’s definition.

Conclusions

- Issues regarding the timely return of AYP data on which to base Title I “Choice” decisions continue. Districts will continue to face making decisions based upon preliminary data if the timelines remain the way they currently exist. Because of this issue, District 11 is now transporting 41 students who are technically ineligible for Title I “Choice” transportation at an estimated cost of \$18,000.00, or over \$400.00 per student.
- Out of approximately 2083 eligible students, only 69, or 3.3%, actually exercised their Title I “Choice” option by changing schools. This percentage is down from 4.85% in 2003-2004.
- Over one-third of all “Choice” students moved from one building.
- White students still outnumber other ethnic groups in moving from their Improvement status home school.
- Full-price lunch students comprise nearly half of those students transferring to a higher-performing school.
- Title I “Choice” was developed to give poor-performing students an educational option. In District 11, we are finding that more higher performing students are leaving the Improvement schools than lower performing ones. This puts the future of the Improvement status schools in question.

Looking Ahead to the 2005-2006 School Year

Because Monroe and Ivywild, as of September 2004, have been removed from Title I Improvement status, they have been awarded a “clean slate” and will both be ineligible for any further Title I sanctions until the 2006-2007 school year, at the earliest.

East Middle School and Emerson-Edison Charter Academy are in a different position. These middle schools are in the first year of Title I Improvement status. Should these schools meet the requirements for AYP based on the 2005 CSAP administration, they would both go into “hold harmless” for the 2005-2006 schools year. They would both be required to offer Title I “Choice”, but they would not go to the next level of sanctions (Supplemental Educational Services). Should these schools fail to meet the requirements for AYP based on the 2005 CSAP administration, they would be moved to Second Year Improvement status and be required to offer both Title I “Choice” and Supplemental Educational Services.

Roosevelt-Edison will be in the position of offering both Title I “Choice” and Supplemental Educational Services in the 2005-2006 school regardless of AYP results because a school must meet the requirements for AYP two consecutive years before being removed from Improvement status. Should Roosevelt-Edison fail to meet the requirements for AYP in 2005, they will move to the next level of Improvement, Corrective Action.

Two other Title I schools may be in the position of being required to offer Title I “Choice” next year: Twain and Wilson. Neither met the requirements for AYP in reading for 2004. Should either or both of these schools fail to meet the requirements AYP in reading for 2005, they will be on Title I First Year Improvement status for the 2005-2006 school year and be required to offer Title I “Choice”.

Supplemental Educational Services

Ivywild and Monroe Elementary met the requirements for Adequate Yearly Progress and have been awarded “clean slates” as of August and October, respectively. Roosevelt-Edison Charter School, however, was placed back on Second Year Improvement status on October 14, 2004. Roosevelt-Edison began offering Supplemental Educational Services in January 2005.

When Roosevelt was placed back on Second Year Improvement status, communication between the Title I office and the principal commenced immediately. It was decided that one vendor from the state approved vendor list would be placed on-site at Roosevelt. Of the 12 approved vendors for Roosevelt-Edison, three were on-site vendors: Colorado Springs School District 11, John Corcoran Foundation, and Urban League of the Pikes Peak Region. Colorado Springs School District 11 was eliminated because it was placed on Program Improvement and districts on Program Improvement may not provide Supplemental Educational Services. After meetings with Title I, Roosevelt-Edison administration, and the two remaining vendors, it was decided that John Corcoran Foundation would best meet the needs of Roosevelt-Edison students as the on-site vendor. At this time Supplemental Educational Services packets were updated and mailed to all eligible Roosevelt-Edison families (465 total) on December 3, 2004. Parents had until December 22, 2004 to either send in the application form or contact the Title I office for assistance. A total of 46 applications were received with the following requests:

Vendor	Number of Requests	Final Placements
Babbage Net Schools, Inc.	1	0
Brainfuse Online Instruction	1	0
Club Z In Home Tutoring	0	3
Colorado Springs D11	2	0
ESylvan Online	7	0
John Corcoran Foundation	14	40
Urban League	2	0
No Vendor Requested	16	0 (All placed in Corcoran)

Three students were denied services because they had already exercised Title I “Choice” and were planning on attending a different school. The students whose parents had requested the two online vendors, Babbage Net Schools, Inc. and Brainfuse Online Instruction, did not have access to Internet connection, and chose John Corcoran Foundation. Three students were placed in Club Z In Home Tutoring (the original requests were for John Corcoran Foundation [2], and Urban League [1]) because of scheduling conflicts and driving issues. Esylvan is unable to provide services to fewer than 30 students; these students were redirected into Corcoran when parents learned of the on-site convenience. The other request for Urban League was redirected to John Corcoran Foundation

after the parent learned that she would be required to make a nearly six mile round trip to pick up her child from the Urban League location.

Students began tutoring on-site at Roosevelt-Edison on January 18, 2005. Students are tutored three times per week from 3:45-5:00 PM. The 3:45-4:00 PM timeframe is used for grounding and snack; students split the remaining hour in small (3:1) group tutoring and individual computer work time. At the time of writing this report, all students enrolled remained enrolled. The three students enrolled in Club Z In Home Tutoring had not yet begun.

Summary of Supplemental Educational Services Timeline

- **October 2004:** Roosevelt-Edison Charter School placed back on Second Year Improvement status due to failure to meet the requirements for AYP based on the 2004 CSAP.
- **October-December 2004:** Roosevelt-Edison advertises Supplemental Educational Services in school monthly newsletter.
- **November 2004:** Meetings between potential on-site providers, administrative staff of Roosevelt-Edison, and Title I Facilitator.
- **November 2004:** Decision to place John Corcoran Foundation as the on-site provider at Roosevelt-Edison.
- **December 2004:** Letters mailed to 465 eligible families, applications received and processed in the Title I office.
- **December 2004-January 2005:** Contracts established between District 11 and providers of services through the Procurement office on behalf of parents.
- **January 2005:** All parents contacted by the Title I office to confirm or adjust provider choice.
- **January 2005:** Services begin for 40 students at Roosevelt-Edison through the John Corcoran Foundation, and for three students in their homes through Club Z In Home Tutoring.

Procedure for Placing Students in Supplemental Educational Services

Supplemental Services Procedure 2004-2005

Procedure:

1. Letter to parents goes home on December 6, 2004 to eligible students only (Free and/or Reduced lunch).
2. Interested parents return application with chosen vendors or call Title I Office for assistance by December 22, 2004.
 - i. Procedure for Determining Eligibility:
 1. If available space in the program is plentiful, students from low-income families will be readily admitted.
 2. In the event that space becomes limited in the program, the following procedure will be utilized:
 - a. Academic need for reading services will be determined by using the ILP (Individual Literacy Plan) for grades K-2, and ILP and CSAP (Colorado Student Assessment Program) for grades 3-5, and teacher recommendation based upon the student's Body of Evidence for math services. TerraNova results will also be considered in grades 2-5.
 - b. Students in grades K-2 will be prioritized according to ILP Proficiency Level; students being further behind will receive priority.
 - c. Students in grades 3-5 who are on an ILP will be prioritized by CSAP scores; the lowest scoring students will receive priority.
 - d. Students not admitted due to space limitations may reapply for admission later in the year if space becomes available.

3. Title I Office receives and processes parent application received by December 22, 2004.
4. Parents are notified of availability and placement by January 7, 2005.
5. If parents choose vendors who cannot provide services for any reason (e.g. the number of students requesting is insufficient, parents do not have necessary technology available [i.e. Internet access]), or if parents did not indicate a choice, the Title I Facilitator will assist these parents in making another choice.
6. All efforts will be made to place a student with their first choice vendor.
7. All students will be placed if sufficient room is available.
8. Progress must be monitored and reported a minimum of three times during the course of services.
9. If progress is being made, the contract will be continued. If progress is NOT being made, the contract will be terminated.

Billing:

1. The vendor is responsible for sending an invoice to District 11 Title I office each month that includes the identification numbers of the students being tutored, the time each was tutored, and the cost per hour of tutoring.
2. The Title I Facilitator will check that the students being tutored match the student numbers submitted by the vendor, as well as the cumulative record submitted by the vendor.
3. If accurate, invoices will then be paid.

Informational Letter to Parents

December 1, 2004

Dear Parents/Guardians:

Greetings! Roosevelt Edison Charter School gets federal money to support their Title I Schoolwide program. Roosevelt Edison is on 2nd year Title I School Improvement Status. This letter is to inform you that your child may be eligible for free tutoring services.

Why you should sign your child up for these services:

1. Tutoring services will help your child read and do math!
2. Better reading and math skills will help your child achieve more in school and in life!
3. Higher achievement in school will increase the chances of your child going to college!
4. Going to college will allow your child to earn up to \$13,000 more per year than a high school graduate!

If you are interested in having your child participate in and benefit from this exciting opportunity, please turn this page over to learn more about it!

Listed below are important facts about the tutoring services:

- **Who qualifies?** Students who are at risk of not meeting state/district standards in the areas of math and/or reading and qualify for free and/or reduced lunch.
- **Who are the tutors?** Businesses that have met State of Colorado guidelines. These businesses are called **vendors**.
- **How many sessions do I get?** It depends on the vendor, but they are limited.
- **When is tutoring?** Tutoring services are provided outside of the school day.
- **How do students get to tutor?** For most vendors, parents are responsible for getting their child to and from tutoring services. Some vendors will provide on site tutoring or will provide transportation one-way.
- **How do I choose a vendor?** Holly Hudson, School District 11 Title I Facilitator will help you. She may be reached at 520-2372 in person or by voice mail.
- **Who sets it up?** School District 11 will contract with the vendor of your choice.
- **What will my child study?** Individual goals will be established for your child.
- **How do I know how my child is doing?** You will receive at least three progress reports from the vendor during the tutoring.
- **What if tutoring isn't working?** If the tutoring is not helping your child to meet his/her goals you may request a different vendor.
- **Who keeps track of progress?** Holly Hudson, Title I Facilitator, will monitor your child's progress. District 11 has a legal responsibility to cancel services provided to your child if sufficient progress is not made toward their established goals.
- **How long is this program?** Each vendor has its own schedule.

Attached to this letter is the list of approved vendors and a short description of each. Please note that the John Corcoran Foundation* will be offering services on site at Roosevelt Edison for as many as 40 students. I hope that you will sign up for a tutoring service offered by a vendor.

If you:

- Have questions
- Need help choosing a vendor

please contact Holly Hudson, 520-2372.

Respectfully,

Holly A. Hudson
Title I Facilitator

**2004-2005 Supplemental Services Vendor List
for Students Attending Roosevelt-Edison Charter School
Contact Holly Hudson, Title I Facilitator, 520-2372**

Babbage Net Schools
P.O. Box 517
Port Jefferson, NY 11777

The Babbage Net School program is “the best of both worlds!” It allows the student to move as fast as their ability will allow or as slow as they need to achieve success. It also has a certified teacher providing help so every student is successful. This online program allows the student to receive their lessons at any time from any Internet computer. The student begins with a grade level test. After the test the student has a list of lessons on the topics they need to study. The student works on the colorful and interesting lessons until they feel the lesson is learned. A Mastery test checks to make sure the student know the material before they move to the next lesson. The student can review the lesson at any time. And lessons can be added to help the student on topics they are working on in school.

Brainfuse Online Instruction
271 Madison Ave.
New York, NY 10016

Brainfuse is the nation’s leading provider of live, online tutoring to schools. With Brainfuse, your child receives individual attention from highly qualified instructors through fun and engaging online sessions that are preferred by most students over classroom-style group tutoring. No additional equipment is required besides a computer with Internet access. Our research-based program offers some of the nation’s finest tutors with the best teacher-student ratios of any leading provider to ensure that your child will receive premium, customized instruction. Moreover, Brainfuse is a great way to build motivation and self-confidence—surveys indicate that children love learning online with Brainfuse because they are able to ask questions more freely and work from the privacy of their home.

Club Z! In-Home tutoring Service
114 Willowleaf Drive
Littleton, CO 80127

Club Z! In-Home Tutoring provides tutoring for grades K-12 throughout the area. We set up the program to meet each student’s needs based on the specific school’s curriculum. Our goal is to return the students to their classrooms with more confidence and enthusiasm towards learning in the classroom setting. Personal study plans and individual attention are given to the students. We provide teachers in all subject areas and match them with the student’s needs.

District 11
1115 North El Paso
Services offered at Roosevelt-Edison Charter School
205 Byron Drive
Colorado Springs, Colorado 80910

Reading Mastery and Horizons are direct instruction reading programs that focus on the basics of reading and writing. Students will learn to sound out words, read more smoothly, and understand their reading better. Writing skills will also get better. SuccessMaker is a math program that uses instruction and computer practice. Students get better at math facts in a group, and then use the computer to practice their skills. There will also be writing practice with math problems.

CompassLearning Inc.
7878 North 16th Street
Phoenix, Arizona 85020

CompassLearning Odyssey tests students on important national and Colorado skills. The computer scores the test. Using the tests scores, the management system creates personal learning paths. The learning paths focus on the learning need of each student. CompassLearning's management system prints easy to understand reports. The reports give information about how students did on the tests and learning paths. The program can be used anywhere there is a computer with proper Internet access.

ESylvan Online Direct Instruction
1001 Fleet Street
Baltimore, MD 21202

Education Station's eSylvan online tutoring program offers personalized attention from a certified teacher and allows the student and teacher to speak to each other continuously using a hands-free headset, much like talking on the telephone. The student and teacher also write questions and answers in a shared online classroom, displayed on both the student and teacher computer screens using a digital pencil and digital tablet. Our program is designed for all children, even if they have never used a computer before. You will be shipping a personal computer, at no charge. Your child will use this computer to take eSylvan tutoring sessions. You will receive a free computer, a 15" monitor, a headset, a digital pen and writing tablet and Internet service for the duration of the program. All you need is an electrical outlet and a working phone line (cell phones do not qualify).

John Corcoran Foundation
2002 North Drive
Pueblo, Colorado 81008 ****will offer services on site for as many as 40 students***

John Corcoran was a student who could not read when he was in school, although he was very bright. He learned to read only after he was 40 years old. Now, he wants to help students who have the same problem he had. This program helps students who are reading below their grade level. Well-trained tutors will use materials that are just right for each student—and enjoyable to use – including worksheet games and computer programs. Students will be pre-tested and post-tested to make sure that their reading improves significantly.

Kumon Math and Reading Centers
300 Frank Burr Blvd., 5th Floor
Teaneck, NJ 07666

Kumon develops learning skills as well as the basics in math and reading. The method is an individualized approach based on ability, not age. Students gain confidence and a positive feeling through progress and achievement. Individualization is the heart of the Kumon method. Students learn that it is their individual performance that results in their progress. This process encourages the student to take personal responsibility for his or her work and the success realized.

Learning Rx Learning and Reading Center
3208 N. Academy Blvd., Suite 150
Colorado Springs, CO 80917

LearningRx Centers help students of all ages and performance levels. Unlike tutoring that focuses on specific academic skills, LearningRx provides mental skills training that improve the brain's ability to process information. It does for mental abilities what exercise does for the body. The LearningRx training programs go beyond the symptoms of academic struggles. We attack the root problem – the reason the student finds learning difficult. The training enhances mental skills required to learn effectively. Skills like: auditory processing, attention, comprehension, visualization, memory and problem solving. Once strengthened, these skills enhance the student's ability to learn. Positive side effects often include improvement in self-esteem, confidence, and lifetime potential for achievement.

Newton Learning
521 5th Ave., 11th Floor
New York, NY 10175

The Newton Learning program provides Reading and Math lessons after school to elementary and middle school students. Each class lasts one to two hours (for a total of 100 hours), Monday through Thursday. Teachers work with students in small groups on FUN and EXCITING, hands-on activities that get children interested in learning and help them do better in school. If students need extra help, they can also get tutoring and help with homework.

S.M.A.R.T. Schools Inc.
729 Panorama Drive
Colorado Springs, Colorado 80904

S.M.A.R.T. Schools provides K to 12 computer instruction over the Internet at school or at home. We provide computers and Internet if necessary. Initial testing shows basic student weaknesses in reading and math. Weaknesses are corrected before other courses are assigned. Each repeatable lesson is learned when the student scores 80% on the lesson test. Students learn at their own speed. Lessons are 20 to 50 minutes long. Student Internet learning schedules are very flexible.

The Urban League of the Pikes Peak Region
125 N. Parkside Drive, Suite 201
Colorado Springs, CO 80909

The Urban League ROC Center is a community-based learning center with primary mission of assisting children in low-income communities improve their academic achievement through personalized tutoring and mentorship. With a focus on reading, math, science, language arts and technology our curriculum links core academics research-based learning and technology to systemic change at each grade and developmental level in concert with Local Educational Agencies (LEAs) and aligned with the Colorado Model Content Standards.

Supplemental Educational Services Application

COLORADO SPRINGS SCHOOL DISTRICT # 11
TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATION
Roosevelt Edison Charter School
2004-2005

To be filled out by parent/guardian (please print clearly)

Student's Legal Name: First _____ Middle _____ Last _____

Date of Birth ____/____/____ Address _____

City _____ State _____ ZIP _____

Home Phone Number ____ - _____

Current Grade Level _____

Parent Name (please print) _____

Parent Phone Number _____

Best time of day to contact parent a.m. _____ p.m. _____

Yes, I am interested in Supplemental Educational Services for my child.

Vendors I am interested in learning more about: (please rank your choices in order ~ 1=first choice, 2=second choice, 3=third choice)

1. _____

2. _____

3. _____

PARENT/GUARDIAN SIGNATURE _____

DATE _____

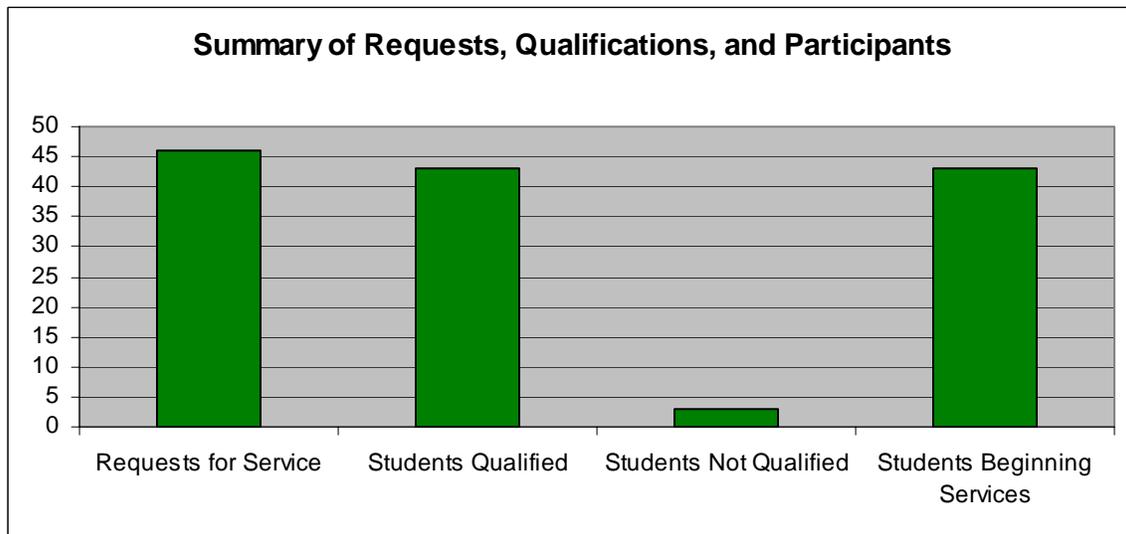
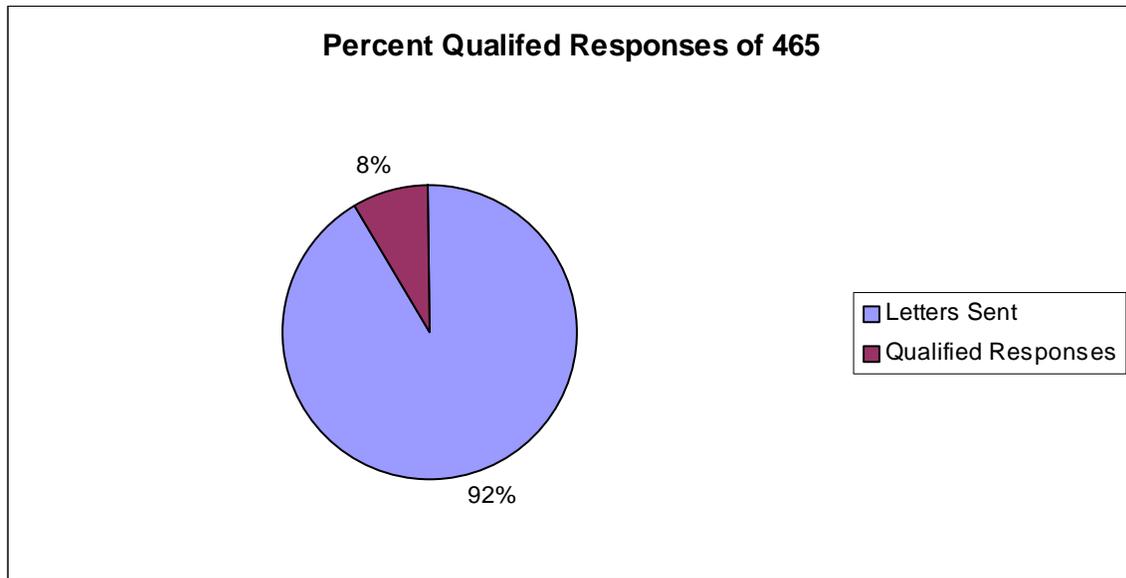
This application must be completed as soon as possible and returned on or before December 22, 2004 to the District 11 Title I Office. Please use the provided business return envelope to mail the completed application to:

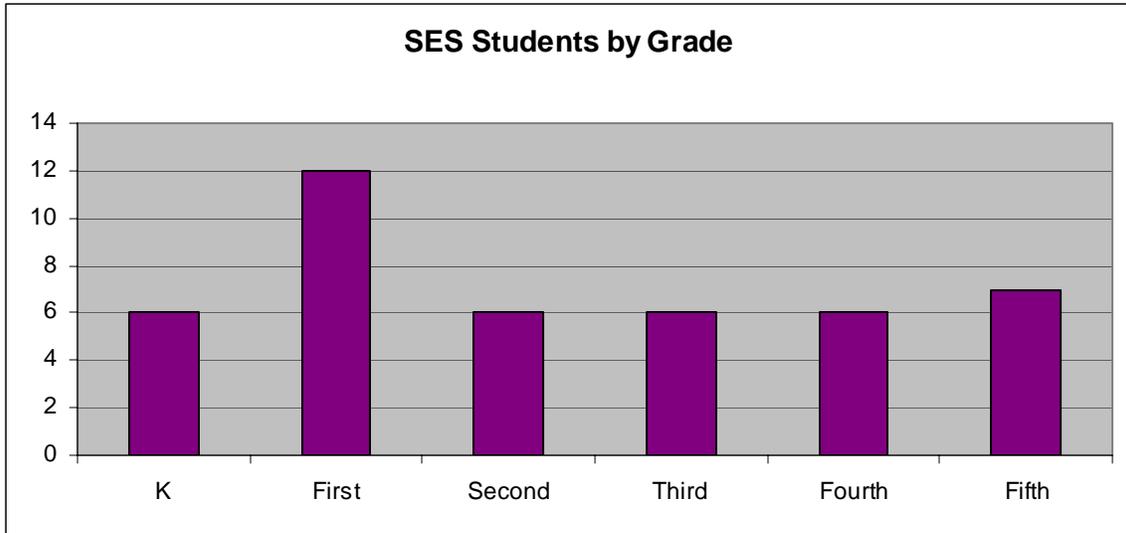
Holly Hudson, Title I Facilitator
School District 11
1115 North El Paso
Colorado Springs, Colorado 80903

Upon receipt, each application will be checked for eligibility and you will be contacted by the Title I Office on or before January 7, 2005. Please make sure this application contains a valid phone number.

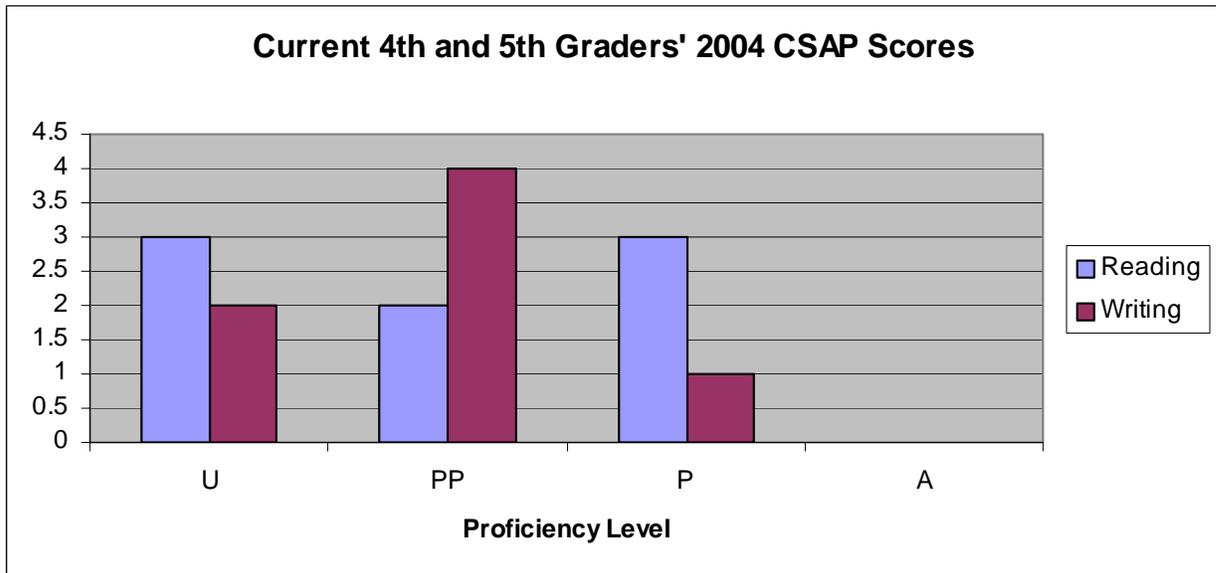
Supplemental Educational Services Data

The following graphs summarize the responses, requests, qualifications and participants in Supplemental Educational Services in 2004-2005.





Of the 13 fourth and fifth grade students who may have been eligible to participate in CSAP, 15 scores were generated from the 2004 CSAP administration. The following charts disaggregate CSAP scores by content area and performance level. Please note that math scores are not received until the end of fifth grade.



Conclusions

Supplemental Educational Services continues to be more successful each year of implementation. This success can be attributed to more collaboration between the principals and the Title I office, which led to better advertising by the school involved. Additionally, placing one state-approved provider on-site at the school offered more convenience for parents. The Title I Office also translates all information mailed to parents into Spanish, and all letters, application, etcetera have English on one side and Spanish on the other. This may aid some families in understanding information that was previously presented in English.¹

Because Roosevelt-Edison must meet the requirements for AYP for two consecutive years to be removed from improvement, Supplemental Educational Services will be offered again for the 2005-2006 school year. Knowing this in advance, rather than waiting until the CSAP results become available and confirmed, will allow Roosevelt and the Title I office to work together this spring and summer to make the SES program even more successful next year. Some possibilities include:

- Implementing two sessions of SES—one first semester and one second semester;
- Working with state-approved vendors to assist them in overcoming barriers to the success of their programs through sharing what we have learned about successful implementation;
- Assisting Roosevelt in hosting a Vendor Fair early in the school year to let vendors speak to parents in person;
- Continuing to encourage entities that have shown positive results with students to apply to become state-approved vendors of Supplemental Educational Services.

While we have better participation this school year than ever before, in order for Supplemental Educational services to truly impact the education and therefore the CSAP scores of students, the program must be extended to more students, and the vendors must provide the highest quality, individually focused services.

¹ Note that written material has always been translated; some families might have been missed if their Zangle records did not state that Spanish was the preferred language.