

Kansas State Department of Education (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS 2011-2012

Instructions: Please review and follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact KSDE Consultant, LaNetra Guess, at 785-296-8965 or email Lguess@ksde.org.

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: Imagine Learning		
Contact Person: Justin Hewett		
Address, City, State: 191 River Park Drive, Provo, UT		Zip Code: 84604
Phone: 816- 226-6874	Email: justin.hewett@imaginelearning.com.	Fax: 801-377- 5072

Applications due on April 8, 2011 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)

Late or incomplete applications will not be reviewed or considered.

Send **one unbound original** (signed in blue ink) **and three copies** of your completed application to:

**Kansas State Department of Education
Title Programs and Services
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

**Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2011-2012**

Part I: Contact Information for: Imagine Learning
Name of provider

A. Provider Contact for State Use: This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

B. Provider Contact for District Use: This contact person is the individual whom the school district personnel will contact regarding provider services.

<input type="checkbox"/> Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

C. Provider Contact for Parent Use: This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

<input type="checkbox"/> Same as Provider Contact for State Use	<input type="checkbox"/> Same as Provider Contact for District Use
Name: Justin Hewitt	
Title: Area Partnership Manager	
Office Phone (Toll-free or local # if out-of-state provider): 816-226-6874	
Hours of Operation: 8:00 a.m. to 5:00 p.m. MST, Monday through Friday	
Fax: 801-377-5072	
E-mail & Website: justin.hewett@imaginelearning.com , www.imaginelearning.com	
Address/City/State/Zip: 191 River Park Drive, Provo, UT 84604	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	Imagine Learning
2. Date Service Provider Formed	<p><i>List the date (month, year) in which this provider first delivered educational services to students.</i></p> <p>October 2008</p>
3. Type of Organization	<p><i>Please check the category that best describes the organization.</i></p> <p> <input checked="" type="checkbox"/> For profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Educational Service Center <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Faith-based organization <input type="checkbox"/> Other (describe) </p>

<p>4. Potential districts to serve</p>	<p><i>Below is a list of potential Kansas districts which may be required to provide SES in 2011-2012. Please identify the district(s) in which you would be willing, have the staffing and sufficient resources in which to provide services starting in <u>all</u> checked districts by October 10, 2011.</i></p> <p><i>If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.</i></p> <p> <input checked="" type="checkbox"/> USD 214 Ulysses <input checked="" type="checkbox"/> USD 259 Wichita <input checked="" type="checkbox"/> USD 261 Haysville <input checked="" type="checkbox"/> USD 308 Hutchinson <input checked="" type="checkbox"/> USD 430 South Brown County <input checked="" type="checkbox"/> USD 453 Leavenworth <input checked="" type="checkbox"/> USD 475 Geary County <input checked="" type="checkbox"/> USD 480 Liberal <input checked="" type="checkbox"/> USD 500 Kansas City Kansas <input checked="" type="checkbox"/> USD 501 Topeka </p>
<p>5. Place of Service</p>	<p><i>Please check the location(s) that best describes where services are delivered to students.</i></p> <p> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business <input type="checkbox"/> Place of religious worship (i.e., church) <input type="checkbox"/> Community center <input type="checkbox"/> Provider's home <input type="checkbox"/> Student's home <input type="checkbox"/> On-line Accessed from: <input type="checkbox"/> Other: </p> <p>How will transportation be addressed, if needed? Parents are responsible for transportation from the school site.</p>
<p>6. Time of Service</p>	<p><i>Please check the time(s) that best describe when services are delivered to students.</i></p> <p> <input checked="" type="checkbox"/> Before School <input checked="" type="checkbox"/> After School </p>

	<input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer Hours of operation: This is dependent on district needs.
7. Subject Areas Covered	<p><i>Check all subjects for which tutoring will be offered.</i></p> <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> English as a Second Language
8. Grade Levels Able to Serve	<p><i>List the grade levels in which services are available.</i></p> <p>K, 1, 2, 3, 4, 5, 6, 7, 8</p>
9. Minimum and Maximum Number of Students Able to Serve	<p><i>Please provide an estimate of the minimum and maximum number of students that may be served.</i></p> <p>Individual site minimum 10</p> <p>Individual site maximum 500</p> <p>District minimum 10</p> <p>District maximum 3000</p> <p><i>Are there a minimum number of students required before services will be provided?</i></p> <p><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</p> <p>Minimum: 10</p>
10. Specific Student Populations Served	<p><i>Please check the students groups your organization will provide educational services.</i></p> <input checked="" type="checkbox"/> Minority students <input checked="" type="checkbox"/> Migrant students <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Special education students <input checked="" type="checkbox"/> 504 student <input checked="" type="checkbox"/> English Language Learner

	<input type="checkbox"/> Other: (describe) Indicate the language(s) other than English in which services are available. Spanish, Portuguese, French, Haitian Creole, Tagalog, Vietnamese, Mandarin, Japanese, Korean, Arabic, Marshallese, Russian
11. Student/ Instructor Ratio	<i>Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor 8:1</i>
12. Mode of Instructional Delivery	<i>Check all that apply:</i> <input checked="" type="checkbox"/> Individual tutoring <input checked="" type="checkbox"/> Small group tutoring <input type="checkbox"/> On-line/Web based <input checked="" type="checkbox"/> Computer Assisted <input type="checkbox"/> Other: _____
13. Cost	<i>Please provide an average per pupil cost, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)</i> Per Pupil Cost \$59 Explain how the cost per pupil is determined The per pupil cost is based on the average district PPA and the recommended number of hours. Are there additional costs? (specify) No.
14. Staff	<i>Please indicate your hiring practices.</i> <input checked="" type="checkbox"/> Hire teachers from within district <input type="checkbox"/> Hire fully licensed teachers from any location <input type="checkbox"/> Hire non-licensed educators

	<input type="checkbox"/> Hire paraprofessional who met Title I education requirements <input type="checkbox"/> Other (explain)
15. Technology	<p><i>If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)</i></p> <p>Hardware District (computer) and Provider (engine)</p> <p>Software Provider</p> <p>Internet access District</p> <p>Software license Provider</p> <p>Direct support to students Provider</p>
16. Other States	<p>The applicant will notify KSDE in writing if they have been an approved SES Provider in other states <u>and</u> if they have been removed (and state reason) from another state's list of approved SES Providers. Failure to disclose removal and/or reason for removal from another state's list of approved SES providers will result in removal from Kansas' approved SES provider list. A list of state(s) where you are currently approved and, if applicable, the state(s) you have been removed from and reason for removal is required.</p> <p>Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?</p> <p>Yes X No</p> <p>If yes, why you were removed? <u>Imagine Learning was removed from the approved provider list for Washington because the company chose not to reapply for the 2010-2011 school year.</u></p> <p>Are you an approved provider in other state(s)? If so, which states? <u>Yes. Imagine Learning is an approved provider in Alabama; Arizona; California; Colorado;</u></p>

	<p><u>Washington, DC; Florida; Georgia; Hawaii; Illinois;</u> <u>Maryland; Massachusetts; Minnesota; New Mexico;</u> <u>New York; North Carolina; Oregon; Texas; Utah;</u> <u>and Virginia</u></p>
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I. Program Overview and Description

Imagine Learning Academy helps English learners, struggling readers, and students with disabilities in kindergarten through grade eight strengthen reading and language skills. The program combines two types of instruction for twice the educational impact: individualized instruction through an engaging software program called Imagine Learning English and one-on-one and group tutoring by licensed teachers. There is never more than eight students per tutor, so students statewide will have the opportunity to receive the extra help and attention they need to truly succeed.

Students attend Imagine Learning Academy for one hour two to three times a week, depending on district need. Because Imagine Learning Academy is held at the students' own schools, it's not only effective, but convenient as well.

Parents, teachers, and administrators will be informed of the students' progress throughout the course of Imagine Learning Academy. Teachers and administrators will receive detailed TrueData™ progress reports at least once a month, or more often by request. Parents will receive letters after every 10 lessons the student completes in the Imagine Learning English software. The letters detail what students have learned and what they still need to practice. Letters can be printed in one of thirteen languages: English, Spanish, Portuguese, French, Haitian Creole, Tagalog, Japanese, Mandarin, Vietnamese, Korean, Arabic, Russian, or Marshallese.

A. Evidence of Effectiveness

1. Program is High-Quality and has been Effective in Raising Student Achievement Levels

Imagine Learning Academy will be a new Supplemental Educational Services program in Kansas; however, the effectiveness of the program has been demonstrated in other locations.

Imagine Learning Academy's instruction is built around the Imagine Learning English software program. Several studies have been conducted regarding the effectiveness of the Imagine Learning English curriculum in raising the English language and literacy scores of students. The following are a few examples of the studies conducted. Full copies of the studies are available by request.

A study titled "Evaluating the Effectiveness of Imagine Learning English in Chula Vista School District, State of California," was conducted by JointStrategy Consulting in 2008. The study measures the positive impact of Imagine Learning English (ILE) on California Standards Test and California English Language Development Test scores. The following is an excerpt from that study.

Improvements in test scores from one administration of the test to the next were compared between ILE participants ($n = 45$, n being the number of participants in the sample) and non-ILE controls ($n = 114$). These analyses used scores from the English-Language Arts subtest of the CST. Additional analyses examined ILE participants' scores for improvements on the Listening and Speaking subtests ($n = 35$) as well as on the Reading and Writing subtests ($n = 15$) of the CELDT.

Results are as follows:

- ILE participants showed greater improvements on the CST than non-ILE controls. The mean increase in CST scale scores for ILE participants was three times the size of the mean increase for non-ILE controls (31 vs. 10, respectively). This difference was statistically significant ($t = 4.19$, $p < .001$, $DF = 102$)^{2,3,4}. Despite some overlap between the two distributions, the ILE distribution of gain scores was generally higher.
- The mean increase in proficiency for ILE participants was one level and was significantly different from the mean of zero levels for the non-ILE controls ($\chi^2 = 15.48$, $p < .004$, $DF = 4$)⁵. The distribution of proficiency level changes was higher for the ILE sample compared to the non-ILE sample.
- The vast majority of ILE students exhibited increases in scale scores on the CELDT subtests for Listening, Speaking, Reading, and Writing (mean gain scores of 88–135 points).
- Similarly, the majority of ILE students exhibited increases in proficiency levels (mean increase of 1–2 levels).

Another study, conducted by ClearVue research, measured the effect of Imagine Learning English on student literacy scores on the Illinois Snapshot of Early Literacy (ISEL). The study focused on struggling readers in kindergarten and first grade. The following is an excerpt of that study.

Students in these schools were given the Illinois Snapshot of Early Literacy (ISEL) assessment, as required by the State of Illinois each year. The ISEL pretest and posttest scores of students from kindergarten and first grade in all three schools were collected for two school years: 2005-2006 and 2006-2007. Imagine Learning English was implemented in 2006-2007, the second year. This offers a look at concurrent control students in the same class or other classes in the selected schools. Sites and data had to meet rigorous criteria to qualify for inclusion in the study.

The overall gains in English literacy were found to be clearly greater for students who had access to the Imagine Learning English system. These gains, when measured by well established statistical methods were statistically significant as shown by the $<.01$ p-value obtained from the two sample t-tests applied to each of the three comparisons.

- Kindergarten students using Imagine Learning English had a median improvement in the pretest to posttest ISEL score of 40%. In comparison, kindergarten students without Imagine Learning English gained less than 20% during the pretest to posttest period.
- First grade students had a median improvement in their pretest to posttest ISEL composite scores of over 30%; while first grade students without Imagine Learning English gained 15%.
- An additional measure of year-to-year differences validates the increased benefit of Imagine Learning English: Kindergarten ISEL pretest to posttest scores from the 2005-2006 school year (before Imagine Learning English was implemented) had a median improvement of 22% compared with the 40% growth achieved by Imagine Learning English students the following year (2006-2007).
- Imagine Learning English has a gap-narrowing effect. Students selected to receive Imagine Learning English were the most needy as evidenced by pre-test scores. However post-test scores show that this gap is narrowed considerably due to the progress of Imagine Learning English students.

2. Evidence of Impact

As mentioned above, Imagine Learning English has been shown to impact student achievement on the California Standards Test (CST), California English Language Development Test (CELDT), and the Illinois Snapshot of Early Literacy (ISEL). All of these assessments are standardized tests. In addition to these gains, there has been additional evidence of impact, including change in school improvement status and teacher satisfaction.

Otay Elementary, the school studied in the Chula Vista report mentioned above, exited California's Program Improvement status during the school year when Imagine Learning English was implemented. The school's high scores on the CST enabled them to be the only school in the Chula Vista Elementary School District to receive the California Distinguished School Award. Otay Elementary School was also the recipient of the Title I Academic Achievement Award, the California Association of Bilingual Education's Seal of Excellence Award, and the California Business for Education Excellence Honor Roll Award. Imagine Learning was proud to contribute to these successes.

A recent survey was conducted among teachers who had students attending Imagine Learning Academy. The results were overwhelmingly positive. One-hundred percent of the teachers surveyed responded that they *somewhat agreed, agreed, or strongly agreed* when asked if they noticed improvement in the students' classroom participation. Ninety-one percent responded that they *somewhat agreed, agreed, or strongly agreed* when asked if they noticed improvement with the student's grades. When asked if they would like their students to continue with Imagine Learning Academy, 100 percent of the teachers surveyed responded that they *somewhat agreed, agreed, or strongly agreed*.

3. Evidence of Positive Impact with Low-Income Underachieving Students, Students with Disabilities, and English Learners

The students studied in the Chula Vista report mentioned above were largely English learners, as well as a few struggling readers and students with disabilities. All were considered underachieving and many were low-income. In addition to this study, another study was conducted in Miami-Dade School District in Florida to determine the effectiveness of Imagine Learning English in helping English learners gain English language skills. The study examined students' scores on the English for Speakers of Other Languages (ESOL), Dynamic Indicator of Early Literacy Skills (DIBELS), and Stanford Achievement Test Reading Stanines (SAT) assessments showed impressive gains associated with Imagine Learning English. Imagine Learning English users experienced the following:

- 48% average gain in ESOL
- Substantial improvement on all DIBELS measures.
- Consistent movement from high risk to grade level
- Achievement gains greater than non-ILE users
- SAT scores equal to peers who were more advanced

A full copy of this study is available by request.

Imagine Learning will soon be conducting studies regarding the gains experienced by students with disabilities. Imagine Learning is looking forward to having an empirical measurement of the success of students with disabilities who use the program. Anecdotal feedback from Special Education instructors has been extremely positive regarding the success of their students.

Christine Bailey, a Special Education Teacher from Place Bridge Academy in Denver, Colorado, shared the story of one of her students with a disability, Alexis. "Alexis is one of my highest readers and one of my hardest workers. I noticed a change in her reading from last year to this year. She's improved, I'd say, by one solid grade, which is really big for one of my students." More testimonials are available by request.

4. Explanation of Evidence of Effectiveness

Evidence of effectiveness was gathered from schools using Imagine Learning English in the classroom outside of an SES setting. The Chula Vista study and the Illinois study were conducted by third-party researchers at the request of Imagine Learning. The Miami-Dade study was conducted internally.

B. Evidence of Links Between Research & Program

Section B1-B2

B1. Explanation of Key Instructional Practices and Major Design Elements

Imagine Learning Academy and Imagine Learning English were designed specifically to increase the achievement of low-income, underachieving students, including English learners, struggling readers, and students with disabilities. Curriculum designers referenced more than 100 books, articles, and experts to implement the most current and confirmed instructional practices into Imagine Learning Academy and Imagine Learning English. The following is a list of a few of the research-based instructional components employed by our program. A full bibliography of research is available by request.

- **Thorough Literacy Instruction (National Reading Panel):** Imagine Learning English teaches phonemic awareness, phonics, fluency, vocabulary, and comprehension, which are the five essential components of effective literacy instruction outlined by the National Reading Panel. It has been found that when instruction includes these skills, students acquire literacy more readily and more successfully.
 - **Phonemic Awareness:** Students learn to recognize phonemes and how to blend phonemes to create words. Students also learn how to segment phonemes and learn the concept of rhyme. Phonemic awareness is taught in fifty engaging activities. LEP students receive specific instruction regarding English phonemes that do not occur in their first language.
 - **Phonics:** Students learn important phonics skills, including letter recognition, letter sounds, and word recognition. Students practice their skills in a selection of more than 700 activities.
 - **Fluency:** Students practice fluency by reading and recording up to 112 books. The books range in difficulty from simple decodable texts to more complex natural texts. Recordings are saved, which allows tutors to track student progress in fluency.
 - **Vocabulary:** Students learn basic and academic vocabulary through explicit instruction and through context. New vocabulary includes 600 cross-curricular academic words that enable students to better understand science, mathematics, and social studies as well as communication arts. Translations of key vocabulary words are available for LEP students through first-language support. Vocabulary is taught through more than 190 activities.
 - **Comprehension:** Students learn comprehension strategies and practice comprehension skills in 178 activities. Students answer comprehension question about main idea, cause and effect, problem and solution, author's purpose, and more. These comprehension questions are similar to questions encountered on state tests.

- **Computer-Delivered Instruction:** Computer-delivered instructional programs such as Imagine Learning English have been found to be effective in assessing and teaching new skills, particularly among low achieving students. This method of instruction allows for differentiated instruction for each student. A placement test determines the appropriate starting point in each curriculum area and regulates instruction based on student performance. A student can also receive first-language support, which is strategically withdrawn as the student progresses. *Research Samples:* LeLoup, et al., 2003; Meskill, 2005; Gersten, et al., 2007; Hall, 2002; Tomlinson, 2000; and Vygotsky, 1978.
- **Class Size and Individualized Instruction:** Imagine Learning Academy combines effective individualized computer-based instruction with the personalized attention of qualified tutors. Individualized instruction has been found to promote greater efficiency in learning because students are able to receive immediate and informative feedback that helps to solidify new skills and knowledge. *Research Samples:* Abell, 2006; Allington, 2004; and MacArthur, et al., 2001.
- **Differentiated Instruction:** Imagine Learning English differentiates instruction for each student. A placement test determines separate starting points in each curriculum area and regulates instruction based on students' performance, re-teaching or accelerating as needed. A student can also receive first-language support, which is strategically withdrawn as the student progresses. It has been found that students make the greatest achievement gains when they receive instruction customized to their individual needs. The differentiated instruction in Imagine Learning English makes this possible for every student in Imagine Learning Academy. *Research Samples:* Gertsen, et al., 2007; Hall, 2002; Tomlinson, 2000; and Vygotsky, 1978.
- **Continual Assessment:** Progress is continually assessed through scored activities and instruction is automatically adjusted based on student progress. Continual assessment not only allows for targeted instruction for every student, but also provides tutors with the information they need to provide additional individualized support for students. *Research Samples:* August & Hakuta, 1998; Graves, Gersten & Haager, 2004; Haager, Gersten & Graves, 2003; and Gersten, et al., 2007.
- **Explicit Instruction:** Imagine Learning Academy provides explicit instruction in reading, listening, and speaking. Students are provided with proven strategies and mediated scaffolding, including language support for English language learners. Explicit instruction and direct explanations have been proven effective for all students, but particularly for the at-risk students served by SES. *Research Samples:* August & Hakuta, 1998; Haager, Gersten & Graves, 2003; Gersten, et al., 2007; Hall, 2002; Linan-Thompson & Vaughn, 2007; and Raphael, et al., 2006.
- **Effective Amounts of Instruction and Practice:** Students spend one hour at Imagine Learning Academy two times per week. Internal studies conducted at Imagine Learning that examined the gains of students using Imagine Learning English found that students make the most gains in the program when they receive twenty hours or more of instruction. Students have multiple opportunities to practice independently and receive feedback through Imagine Learning English and from Imagine Learning Academy tutors. Research shows that students acquire skills more

easily when they have abundant opportunities to practice. *Research Samples:* Graves, et al., 2004; Haager, et al., 2003; August et al, 1997; Jensen, 2005; Frances, et al., 2006; and Linan-Thompson et al., 2007.

- **Essential Instruction for Struggling Students:** Imagine Learning Academy supplements instruction in the five literacy areas with skills that are especially essential to English language learners, struggling readers, and students with disabilities. The program provides appropriate modeling, guided practice, independent practice, instructive feedback, and scaffolding for each student. There is a special focus on academic vocabulary, and students have opportunities to practice academic conversations. Academic vocabulary is one of the most important determinants of academic success. Researchers such as Frances assert that its importance cannot be overstated. *Research Samples:* Frances, et al., 2006; Gersten, et al., 2006; TESOL, 2000; Shanahan & August, 2006; and Snow & Kim, 2007.

B2. Description of How Services Will Raise Reading Achievement

Imagine Learning Academy combines two types of instruction: individualized instruction through Imagine Learning English and one-on-one and group tutoring by licensed teachers. This combination provides a fun environment, individualized attention, and effective instruction that helps to create the achievement gains detailed in Section A of this application.

Imagine Learning English is a computer-delivered language and literacy program that works to close the achievement gap at an accelerated rate by automatically creating a unique curriculum for each student based on his or her needs. It was specifically designed to provide systematic and explicit instruction in both English language and literacy to provide the greatest impact to the largest audience of students.

Imagine Learning English automatically provides differentiated instruction for each student. A placement test determines the appropriate starting point in each curriculum area and regulates instruction based on student performance. If a student struggles with a skill, the program automatically re-teaches it. By uniquely tailoring the curriculum to each student's abilities, Imagine Learning English ensures that students are always challenged, but never overwhelmed. Tutors provide additional support through worksheets and one-on-one instruction.

The scope of Imagine Learning English includes both basic and advanced language and literacy skills. Students learn basic and academic vocabulary words, including cross-curricular words from science, mathematics, and social studies. Through engaging activities, students gain important skills in phonics, phonemic awareness, vocabulary, reading fluency, and reading comprehension. Students have the opportunity to read a broad range of books and articles, ranging from easy-to-read decodable books to more advanced texts. Advanced texts include genres such as biography, myth, drama, and nonfiction. To aid comprehension, students learn and practice comprehension strategies including looking back in the book and using prior knowledge to make inferences. Students also learn how to build story maps and complete graphic organizers. They have the opportunity to use these strategies as they practice answering comprehension questions regarding topics such as main idea and supporting details, problem and solution, compare and contrast, and more.

C. Connection to State Academic Standards and Districts’ Instructional Programs

1. Alignment with Kansas State Standards

The curriculum of Imagine Learning Academy aligns closely with the Common Core English Language Arts standards used by Kansas. The following is a brief overview. A full correlation is available by request.

- **Reading Standards for Informational Text:** Students read along as children narrate stories, and then students identify important ideas in their reading selection by completing an organizer about main idea/supporting details. When students complete the activity “Discover Story Vocabulary” before reading a story, they learn the meaning of some idiomatic expressions or figurative language. *Sample Common Core Standards:* 1, 2, 3, 4, 5, 6, 7, 8, 10.
- **Reading Standards Foundational Skills:** Students learn important print concepts, such as the progression of text from left to right and top to bottom. Students learn to read and understand over 400 decodable and key words presented in context sentences. Students read simplified English by echoing a model and recording each page of a book. Books include both narrative and informational texts. *Sample Common Core Standards:* 1.A, 2.A, 2.B, 2.C, 2.D, 3.A, 3.B, 3.C, 3.G, 4.A, 4.B.
- **Speaking and Listening Standards:** Students learn verbs and adjectives by attaching them to previously learned nouns and seeing illustrative animated images. Students attend to nonverbal cues and listen carefully to determine which phrase or social greeting fits a given situation. *Sample Common Core Standards:* 2, 4, 5, 6.
- **Language Standards:** Students learn each letter by associating it with a noun, seeing it formed, and tracing it onscreen. Students learn nouns in categories and review learned words as they are placed into their word book. Students record learned phrases such as “What is your name?” and learn academic verbs, adjectives, and adverbs. *Sample Common Core Standards:* 1.A, 1.B, 1.F, 2.A, 2.C, 2.D, 3, 4.A, 4.B, 5.A, 5.B, 5.C, 6.

2. Alignment With District Instructional Programs

In addition to alignment with widely-used Common Core Standards in English Language Arts, Imagine Learning English also aligns closely with specific instructional programs and methods used in Kansas schools.

One of these instructional methods is the Sheltered Instruction Observation Protocol (SIOP) model. The following is a brief overview of how Imagine Learning English aligns with the SIOP model of instruction in the areas of lesson preparation, building background, comprehensible input, strategies, practice/application, effectiveness of lesson delivery, and lesson review/evaluation. These features are based on *Making Content Comprehensible for English Learners* by Jana Echevarria, MaryEllen Vogt, and Deborah J. Short. A full correlation is available by request.

- **Content and language objectives are clearly defined, displayed, and reviewed with students.** When a student begins an activity, the objective of that activity is clearly described.

- **Content is adapted to all levels of student proficiency:** The content of Imagine Learning English is adapted to all levels of student proficiency. For example, leveled stories have two levels of difficulty.
- **Meaningful activities integrate lesson concepts with language practice opportunities:** Activities integrate lesson concepts with practice opportunities. For example, students integrate their understanding of the scientific method (a lesson concept) with explaining the method verbally or in a written summary (language practice).
- **Links are explicitly made between past learning and new concepts:** Many different links are made between past and new concepts. For example, leveled reading selections are paired; the first story in the pair provides background information for the second one.
- **Scaffolding techniques are used consistently, assisting and supporting student understanding:** Instruction is automatically scaffolded. Students also learn the meaning of important vocabulary before and during reading. In addition, immediate feedback provides partial support towards finding correct answers in practice activities.
- **Higher-order thinking skills are promoted by a variety of questions or tasks:** In advanced activities, students are invited to compare video contexts to identify the correct academic word that fits a cloze sentence. They also have practice summarizing, identifying cause and effect, and other high-order skills.
- **Hands-on materials are provided for students to practice using new content knowledge:** Students receive printouts that they can use to practice concepts such as letter shapes, story mapping, and more. Activities are hands-on and interactive. Students move objects on the screen in a variety of activities.
- **Activities integrate all language skills:** Students combine language skills in many of the activities in Imagine Learning English. For example, they practice literacy and speech by reading a chant and then singing and recording.
- **Content and language objectives are clearly supported by lesson delivery:** Teachers can read lesson objectives for each activity in the activity menu. Student mastery of objectives can be tracked through real-time reports.
- **Pacing of the lesson is appropriate to students' ability levels:** Imagine Learning English automatically streamlines or extends lessons depending on student performance, re-teaching concepts as needed or moving on to new concepts more quickly when students have mastered a skill.
- **Key concepts and vocabulary are comprehensively reviewed:** Students complete unit reviews in vocabulary and literacy. Unmastered vocabulary is retaught. Students can also review content from the review menu.
- **Students are provided with regular feedback:** The program automatically recognizes student output and provides informative, customized feedback to each response.

3. Description of Instruction Design and Approach

Imagine Learning Academy combines computer-based instruction through Imagine Learning English with tutoring by top teachers. The tutoring sessions are held at the students' own schools. Sessions can be held before school, after school, or on weekends depending on district needs and parent preferences.

When the tutoring session begins, the lead tutor takes and records attendance. Then, the tutor starts Imagine Learning English on all of the computers in the classroom. This is a simple process; it takes about one minute to begin sessions for the entire class.

Students begin Imagine Learning English where they left off at the end of the previous session. There is only one student at each computer, which allows students to receive the most individualized instruction possible. As students learn and practice English language and literacy skills in the program, they receive prompts to print out worksheets. Worksheets vary in content depending on where the student is in the curriculum; for example, students who are learning letters may receive a worksheet on which they practice writing capital or lowercase letters. Students who are more advanced in the curriculum may receive a graphic organizer on which they organize a story's main idea and supporting details. When one of these worksheets is printed, Imagine Learning English pauses and a tutor comes to work individually with the student on the worksheet. If more than one student receives a similar worksheet at the same time, the tutor may work with the students in a small group. Group size will never exceed eight students per tutor.

When the students have finished the worksheet, they resume working on Imagine Learning English. The program automatically stops at the best ending point as students reach the end of the tutoring session. Imagine Learning English saves student information, so students begin the session at the correct spot at the start of the next session.

4. Description of Instructional Materials

Imagine Learning English is an educational software program that uses differentiated instruction and innovative instructional practices to help English learners, struggling readers, students with disabilities, and early childhood education students develop the reading and speaking abilities they need to succeed in the classroom and beyond. The program also offers first-language support, a feature that translates instruction, vocabulary, and feedback into English learners' first languages. This support is available in twelve different languages: Spanish, Portuguese, French, Japanese, Korean, Haitian Creole, Mandarin, Marshallese, Arabic, Vietnamese, Russian, and Tagalog.

The Imagine Learning English curriculum is based on current scientific research and academic standards, including the Common Core Standards. The program uses thousands of engaging activities to teach school readiness, academic vocabulary, and the five essential components of reading: phonemic awareness, phonics, foundational vocabulary, fluency, and comprehension. By uniquely tailoring the curriculum to each student's abilities, Imagine Learning English ensures that students are always challenged, but never overwhelmed.

All instructional materials will be provided by Imagine Learning. The student does not need to provide anything.

D. Monitoring Student Progress

1. Assessment of Individual Student Needs

Students begin Imagine Learning Academy by taking a computer-based placement test called the Imagine Learning English Adaptive Assessment. This adaptive test was designed by David Foster, former president of the American Test Publishers Association, and has been refined based on student and teacher feedback. Through a series of questions, this unique assessment gathers information about the students' needs and knowledge gaps. Questions are selected dynamically based on students' responses, with the goal of determining the appropriate level of difficulty in the courseware at which each student should begin. Imagine Learning English automatically prescribes an instructional course and places students at the best starting point in various curriculum areas, including vocabulary, conversation, and literacy. Performance results are available immediately. Tutors can provide easy-to-read reports for students' classroom teachers and school administrators so they can see the students' starting points within each curriculum area.

Tutors will create an individualized plan of service for each student. Each plan of service will contain measurable achievement goals based on input from classroom teachers, the results of the placement test, and TrueData progress reports.

2. Process of Creating Student Goals and Timetable with the District and School

As mentioned above, tutors will create a student learning plan for each student. Each plan of service will contain measurable achievement goals based on input from classroom teachers, as well as the results of the placement test and ongoing TrueData progress reports.

An Imagine Learning Academy tutor will contact students' classroom teachers to discuss possible goals, including academic goals, behavioral goals, and attendance goals. If for some reason the tutor is unable to get in contact with the teacher or the teacher does not have specific goals, the tutor will create the goals using the placement test and TrueData reports. TrueData progress reports show where students have been placed in each curriculum area following the placement test. The reports show the areas in which students are weakest and need to make the most progress, as well as the areas in which they are strongest. This data enables tutors to make specific achievement goals with students. When possible, goals from IEPs or other learning plans developed by the student's classroom teacher will also be integrated into the student learning plan.

Goals will be associated with a timetable. This timetable will be created based on input from classroom teachers regarding past student achievement and reasonable goals. Progress will be tracked via TrueData reports. If students reach their specified goals sooner than expected, tutors can adjust the goals to provide additional opportunities for growth.

3. Instrument for Monitoring and Tracking Student Progress

Student progress is tracked automatically. As students move through the curriculum, the program continually assesses the student's mastery of the material in each lesson with assessments at the end of the lesson. Student progress is recorded through TrueData progress reports, which will be accessed and printed throughout the course of Imagine Learning Academy. The reports allow tutors, teachers, and administrators to evaluate, monitor, and track student progress through the curriculum. Progress reports show where students are in

each curriculum area, their assessment scores, and which skills they have learned. Reports also show which specific skills students did not master, enabling Imagine Learning Academy's skilled tutors to focus on those skills. Progress reports also enable tutors to keep track of student progress in relation to specific goals.

4. Process for Encouraging Student Attendance

Regular attendance is encouraged through incentives. Students who have completed at least 80 percent of the scheduled tutoring sessions will receive a graduation gift or pizza party. One example of a graduation gift is a small, lightweight book bag. Attendance is also encouraged through a weekly or bi-weekly raffle. Tutors distribute raffle tickets to students who regularly attend. During the raffle, if a student's ticket is drawn the student wins a prize such as a mini eraser or pencil pocket.

E. Communication with Parents/Families, Schools and Districts

1. Process of Creating Student Goals, and Monitoring Progress, and Evaluating Services with Parents

As mentioned in Section D, tutors will create a student learning plan for each student. As they create the goals in the student learning plan, tutors will integrate input from parents as well as from classroom teachers.

After tutors fill out the student learning plans, the students take the plan home to review them with their parents. Parents must sign the plan before the students can begin tutoring. If parents have any changes they would like to make or if they would like to include additional academic, behavioral, or attendance goals, they are invited to contact the tutor.

Imagine Learning gives parents the opportunity to provide feedback regarding Imagine Learning Academy through a parent survey. Printed parent surveys will be distributed to parents when they arrive to pick up their children at the end of a tutoring session. If the adult who picks up the student at the end of tutoring is not the child's parent or legal guardian, the survey will be sent home with the student. Surveys can also be mailed if necessary. The results of parent surveys are compiled by Imagine Learning's SES department and are used to evaluate the effectiveness of the program. Any praise or concerns about the tutors will be addressed with the lead tutor at the tutoring site. Any praise or concerns regarding Imagine Learning English will be discussed with Imagine Learning's production team. Parent satisfaction surveys are currently available in English and Spanish.

2. Process of Reporting Student Progress to Parents, Teachers, and Appropriate Staff

Imagine Learning maintains communication with parents throughout Imagine Learning Academy. When a student begins attending Imagine Learning Academy, the student's parents will receive a letter explaining the program and when and where the tutoring sessions will be held. The letter also contains an email address that they can send questions to at any time. Parents also receive a copy of their child's individualized learning plan so they are aware of the goals that have been set for their child. Parents need to sign this plan and return it to Imagine Learning Academy if they approve of the goals. If they would like to make revisions, they may discuss the changes with an Imagine Learning Academy tutor.

In addition to the information they receive at the beginning of Imagine Learning Academy, parents will also be provided with ongoing easy-to-read progress letters that outline what their child is learning and what skills they can practice at home. These letters can be printed in one of thirteen languages: English, Spanish, Tagalog, Korean, Russian, French, Japanese, Mandarin, Vietnamese, Arabic, Portuguese, Haitian Creole, or Marshallese. These letters are provided after every ten lessons.

Appropriate school staff, such as administrators and classroom teachers, will be regularly provided with easy-to-read TrueData progress reports throughout the course of Imagine Learning English. These reports will be provided at least once a month or more often by request. They can be printed and provided in hardcopy or may be emailed electronically if the recipient specifies. In order to ensure that these reports are being read accurately, staff and administrators can be provided with sample reports that contain explanatory call-outs. Tutors can also explain how to read the reports.

3. Strategies Used to Work with Parents/Families and School Personnel

One of the key strategies Imagine Learning uses to work with parents and families is communication. Imagine Learning will maintain communication with parents, families, and school personnel. As mentioned above, parents receive a letter when their child begins the program that explains what their child will be learning. Parents also receive a copy of their child's student learning plan so they are aware of the goals that have been set for their child. Parents need to sign this plan and return it to Imagine Learning Academy if they approve of the goals. If they would like to make revisions, they may discuss the changes with an Imagine Learning Academy tutor. In addition to the introductory letter and student learning plan, parents receive regular reports on their child's progress. Communications are written in English, Spanish, Tagalog, Korean, Russian, French, Japanese, Mandarin, Vietnamese, Arabic, Portuguese, Haitian Creole, or Marshallese. These progress reports are provided after every ten lessons in Imagine Learning English. When the student finishes Imagine Learning Academy, the student's parents will receive a letter detailing their child's progress and encouraging their child to continue participating in Imagine Learning Academy.

All letters will be delivered by hand when parents pick up their children at the end of the tutoring session. If the adult who picks up the student at the end of tutoring is not the child's parent or legal guardian, letters will be sent home with the student. Letters can also be mailed.

Imagine Learning also maintains contact with appropriate school personnel. Tutors will provide detailed TrueData progress reports throughout the course of Imagine Learning Academy. Progress reports show where students are in each curriculum area, their assessment scores, and which skills they have learned. Reports also show which specific skills students did not master, enabling Imagine Learning Academy's skilled tutors to focus on those skills. These reports can be filtered to show a specific date range and are unique for each student.



4. Languages Used in Parent Communication

Parent letters are written in English, Spanish, Tagalog, Korean, Russian, French, Japanese, Mandarin, Vietnamese, Arabic, Portuguese, Haitian Creole, or Marshallese. Parent surveys are available in English or Spanish.

5. Process for Resolving Disputes

Parents are invited to address their concerns with the lead tutor at each site. These tutors are available in person during each tutoring session, as well as for a few minutes after tutoring.

Every concern or complaint that is addressed to the tutor will be sent to Justin Hewett, area partnership manager, and Denise Dutta, SES manager. Unresolved issues may be sent on to the regional partnership director or to human resources, and so on as necessary. Imagine Learning is committed to addressing all parent concerns promptly and respectfully and will work with parents and district administrators as necessary in order to resolve any issues. Conflict resolution will be conducted via email whenever possible for documentation purposes.

Parents and tutors with concerns may also contact the SES department at Imagine Learning. The SES department may be contacted by email at ses@imaginelearning.com. In the case of an urgent dispute or if the parent is not comfortable discussing the dispute with the lead tutor, the following individuals can be reached between the hours of 8:00 a.m. MST and 5:00 p.m. MST Monday through Friday:

- [REDACTED]
- [REDACTED]

F. Qualification of Instructional Staff

1. Minimum Staff Qualifications, Recruiting, and Hiring

Imagine Learning Academy hires tutors directly from each school's faculty. Potential Imagine Learning Academy employees are considered based on recommendations by the school principal or superintendent. Individuals with state teaching certification and at least two years of teaching experience—including background in teaching English language learners, special education students, and struggling readers—will receive first preference. Candidates must have at least a bachelor's degree and all other licensure required to work as a teacher in the district.

Because all Imagine Learning Academy tutors are certified teachers providing instruction, they will already have current background checks and approval to work with students according to district policies. Imagine Learning will confirm the results of the background check before tutoring sessions commence. Each background check will be checked against national and state criminal databases and national sex offender databases.

Imagine Learning will work with school and district policies regarding hiring and recruiting faculty. For example, if there are any hiring fairs hosted at the district or school, Imagine Learning will participate as required.

Imagine Learning Academy tutors must complete the entire hire process, including training and a criminal background check, before commencing any tutoring sessions.

2. Staff Qualification in Accommodating the Needs of Low-Achieving/At-Risk Students

Imagine Learning Academy hires tutors directly from each school's faculty. Since Imagine Learning Academy hires tutors are hired directly from school faculty, they will already have experience working with the particular student groups present at that school. Teachers will have also received any relevant district-required training for teaching specific student populations such as English learners and students with disabilities.

3. Initial Training and Ongoing Professional Development

Tutors will receive training prior to beginning tutoring. Tutors will be trained on how to conduct assessments, how to use Imagine Learning English, how to access and read TrueData reports, how to take and track attendance, and how to create individual learning plans. Because all tutors have experience working at the school and are in good standing with the school principal or superintendent, they are already familiar with school and district instructional policies. This ensures appropriate use of school facilities and appropriate conduct in the Imagine Learning Academy classroom. Tutors will also be provided with guidelines outlining Imagine Learning Academy policies and procedures. Specific professional development sessions can also be created and scheduled to meet the needs of the district.

Training videos are available online and can be viewed at any time in order to review procedures and best practices.

The effect of training and professional development will be evaluated by the lead tutor, who will report the effectiveness of training and any difficulties to the SES department at Imagine Learning.

4. Evidence of Adequate Staff and Resources

In order to ensure cost effectiveness, Imagine Learning does not begin hiring Imagine Learning Academy tutoring staff until approval is finalized. However, Imagine Learning currently has adequate administrative staff and resources to support services throughout Kansas. For evidence of adequate staff, please see the organizational chart in the following section. For evidence of adequate resources, please see the financial data contained in the following section.