Kansas SES Provider Application
2010-2011

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2010-2011

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: Huddle Learning Inc.		
Contact Person: Donald H. Fast		
Address, City, State:14119 Belrive Circle, Basehor, KS		**Zip Code:66007**
Phone: 316-842-9958	**Email: *dhfast@southwind.net***	**Fax:**

Applications due on <u>April 23, 2010 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)</u>
Late or incomplete applications will not be reviewed or considered.

Send **<u>one unbound original</u>** (signed in blue ink) **<u>and three copies</u>** 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 2010-2011

Part I: Contact Information for: ___Huddle Learning Inc. _____
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:
Hours of Operation: 7-7
Fax: NA
E-mail & Website:, huddle1@sunflower.com, www.huddlelearning.org
Address/City/State/Zip: 14119 Belrive Circle, Basehor, KS 66007

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

Same as Provider Contact for State Use (as above)	
Name: Maureen Weiss	
Title: President	
Office Phone: 913- 486-8345	Cell Phone: 785-554-3505
Hours of Operation:7-7	
Fax: NA	
E-mail & Website: edsmw@sunflower.com, huddle1@sunflower.com, www.huddlelearning.org	
Address/City/State/Zip: 14119 Belrive Circle, Basehor, KS 66007	

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.

☐ Same as Provider Contact for State Use	X Same as Provider Contact for District Use
Name:	
Title:	
Office Phone (Toll-free or local # if out-of-state provider):	
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	**Huddle Learning Inc.**
2. Date Service Provider Formed	***List the date (month, year) in which this provider first delivered educational services to students.*** 4/1//2000
3. Type of Organization	***Please check the category that best describes the organization.*** ☐ For profit X Not for Profit ☐ School ☐ District ☐ Educational Service Center ☐ Institution of Higher Education ☐ Faith-based organization ☐ Other (describe)

4. Potential districts to serve	***Below is a list of potential Kansas districts which may be required to provide SES in 2010-2011. Please identify the districts(s) in which you would be willing, have the staffing and sufficient resources in which to provide services starting in all checked districts by early October 2010.*** ***If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.*** *X* USD 214 Ulysses X USD 259 Wichita X USD 308 Hutchinson X USD 430 South Brown County *X* USD 453 Leavenworth X USD 480 Liberal X USD 500 Kansas City Kansas X USD 501 Topeka
5. Place of Service	***Please check the location(s) that best describes where services are delivered to students.*** X School ☐ Business ☐ Place of religious worship (i.e., church) X Community center ☐ Provider's home ☐ Student's home X On-line Accessed from: ☐ Other: X **How will transportation be addressed, if needed?** Transportation is provided via buses or subsidized parent transportation.

6. Time of Service	***Please check the time(s) that best describe when services are delivered to students.*** X Before School X After School ☐ Weekends ☐ Summer Hours of operation: 7 -8 A.M. OR AFTER SCHOOL FOR 75 MINUTE SESSIONS TWICE WEEKLY OR AS ARRANGED.
7. Subject Areas Covered	***Check all subjects for which tutoring will be offered***. *X Reading* ☐ *Writing* *X Mathematics* ☐ *Science* *X English as a Second Language*
8.Grade Levels Able to Serve	***List the grade levels in which services are available***. Kindergarten through 12th grade
9. Minimum and Maximum Number of Students Able to Serve	***Please provide an estimate of the minimum and maximum number of students that may be served.*** Individual site minimum 6 Individual site maximum no limit District minimum 6-12 District maximum no limit ***Are there a minimum number of students required before services will be provided?*** *6* ☐ No X Yes Minimum: 6
10. Specific Student Populations Served	***Please check the students groups your organization will provide educational services.***

	X Minority students X Migrant students X Homeless X Special education students X 504 student X English Language Learner ☐ Other: (describe) **Indicate the language(s) other than English in which services are available**. SPANISH and others with interpreters
11. Student/ Instructor Ratio	***Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor*** 6 OR SIX
12. Mode of Instructional Delivery	***Check all that apply:*** X Individual tutoring X Small group tutoring X On-line/Web based X Computer Assisted ☐ Other:_____
13. Cost	***Please provide an average <u>per pupil cost</u>, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)*** **AND SERVICES FROM October to June** No cost to parents. Billed per pupil cost is $40 per hour of service for small group and $50 per hour for individualized instruction # of sessions varies 32-50 depending on the length of sessions. **Explain how the cost per pupil is determined** Covers the cost of national tests administered pre and post sessions to measure progress, tutors salary, software licenses, transportation, building fees, snacks and supplies for students. **Are there additional costs? (specify)** NONE

14. Staff	***Please indicate your hiring practices.*** **X** Hire teachers from within district **X** Hire fully licensed teachers from any location ☐ Hire non-licensed educators X Hire paraprofessional who met Title I education requirements AND WHO ARE SUPERVISED BY A LICENSED TEACHER. ☐ Other (explain)
15. Technology	***If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)*** Hardware SCHOOL we PAY FOR TECH SUPPORT Software PROVIDER Internet access SCHOOL Software license PROVIDER Direct support to students PROVIDER
16. Other States	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. **Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?** Yes No X If yes, why you were removed? _____ _____ **Are you an approved provider in other state(s)? If so, which states?** MISSOURI AND NEBRASKA _____ _____ _____

<u>SES Provider Application Rubric 2010-2011*</u>

***The *SES Provider Application Rubric 2010-2011 is* located as a separate attachment at <u>http://www.ksde.org/Default.aspx?tabid=3567</u> . Please review the *Rubric 2010-2011* as you complete the *SES Provider Application 2010-2011*.**

SES applications will be reviewed and scored by team of individuals made up of representatives from districts, *Title I* programs and/or public or private organization that have experience in the area of providing SES using the *SES Provider Application Rubric 2010-2011*. No fewer than 3 readers will review each proposal.

II. Program Overview and Description*

(Limit response to 1 page)

Please write a short narrative overview of the SES services that will be provided. This information may be used for approved providers and placed on the State and district websites for parents to access. If the provider is approved, this information will be requested electronically at a later date.

Information to include in the program overview: subjects being tutored, pupil-tutor ratio, grade levels served, costs per hour, location of services (i.e., small groups at school site, community center, etc), curriculum used, frequency and type of progress monitoring and feedback to be shared with parents, staff working with students (tutors, licensed teachers, special education teachers, etc), and area(s) to be served [i.e., statewide, or specific district(s)]. If applicable, indicate the special groups (English language learners, children with disabilities, etc) which can be served by the provider.

For distance learning providers, include information on how and where students will access online services. If the program will be accessed outside of the student's home discuss the supervision that will be provided while he/she is participating in the program. Identify any costs to the student in addition to the amount paid by the district for accessing computers (i.e., internet connection, software, etc).

HUDDLE Learning Inc. is committed to a program designed to quickly identify student's strengths and weaknesses and to help the student master important reading, language arts and math skills in grades K-12. The program uses a combination of effective tutoring practices and the best of computer assisted learning tools. Students are encouraged to monitor their progress along with their tutors. All computerized programs provide very detailed progress monitoring reports for staff, parents and students. Monthly progress reports are provided to parents, classroom teacher and school administrators to facilitate collaboration and promote greater student success.

Students attend two or three sessions each week before or after school for1.25 hours. Incentives are used to reinforce attainment of goals and advancing to new levels of learning. Student's have typically rated their experience with Huddle at 4.75 on a 5 point is best scale. Parent's rate their experience with HUDDLE Learning Inc. at 4.75 as well. On-line learning in combination with session attendance is an option with parental support and internet in the home at no additional cost to parents.

Achievement is measured pre and post using a third party, nationally rated NWEA test benchmarked against the KS Standards. The gains made by students have consistently exceeded the expected gains established by NWEA's research. This resulted in 75% of the students qualifying for achievement awards and/or certificates of achievement. Services are available to Special Education and English Language Learners with interpreters being used as needed.

Teachers are paid based on attendance and achievement of student using an incentivized pay system. Certified teachers serve 6 students in a small group setting and will schedule individual session with students as needed. Program growth in a school is allowed only when exemplary

results are obtained the previous year. Session billing is done at the rate of forty dollars per hour for small group sessions and fifty dollars per hour for individual sessions. There are no additional costs to parents in the HUDDLE Learning Inc programs. Transportation is provided by buses or subsidy to parents based on parental choice.

The HUDDLE Learning Inc. management team has been working with at risk students for 25 years and they bring school improvement and school administrative experience to the program. As a non-profit 501c3 organization they remain devoted to improving teaching and learning in KS, MO and NE schools. Services are provided based on having one or two groups of six students in a given school district.

III. INDICATORS OF QUALITY

A. Evidence of Effectiveness Limit response to three pages. (Points possible = 12 points)

1. Demonstrate that the program is of high quality and that the applicant has been effective in raising the achievement levels of student who have received services in Kansas. Provide multiple assessment measures that were used to demonstrate effectiveness which can be correlated to Kansas data points (If new to Kansas, provide evidence in locations with similar demographics as Kansas).

HUDDLE Learning, Inc. uses the Northwest Evaluation Association's (NWEA) MAP assessment for pre and post testing of students against KS Standards in Math and Reading. In Kansas schools, the students achieved the following gains in their math and reading RIT scores:

School	Math Gains	Reading Gains
School A	146	23
School B	4	113
School C	151	261
School D	23	30
Totals	324	427
Students Tested	67	65
Average Student Gains in RIT Scores	4.835	6.57

The average reading gains were more than twice as great as the schools did for their students as a whole and both areas exceed **NWEA** expected gains. In another Kansas City metro program, HUDDLE students out performed all of the other providers as measured by the District's assessment program. Considering that the participants in the program were at risk students is further evidence of the program's impact. In some schools **Dibels** is used to measure pre-post progress. *(See A 4)*

2. Provide evidence of impact from standardized tests, or student grades, teachers' assessments, student attendance, retention/promotions rates or other measures that will improve student achievement.

The Lexia Reading program, ALEKS, Symphony and Reading Plus all contain ongoing assessments. These assessments monitor progress of students and groups of students. In Lexia Reading, the reports show progress in a developmental manner that is benchmarked against the National Reading Panels criteria of phonics, phonemic awareness, fluency, vocabulary development and reading comprehension. Symphony benchmarks against the NCTM's Focal Points.
(See appendix H5 for Assessments and for sample class progress reports seeA2).

The Reading Plus program constantly measures student progress against silent reading comprehension and adjusts reading rate as comprehension is maintained. Progress is measured by showing improved comprehension and faster rates of reading (See appendix A2 for a copy of class reports). Students show improvement in key reading strategies such as literal understanding, interpretation, analysis, evaluation, and appreciation.

The ALEKS math program assesses and measures student progress against Kansas standards. *(See the appendix A2 for an Aleks Class Report*) showing progress against national math standards (focal points) after just minimal engagement with the diagnostic/prescriptive program.
Also, see the measures in item 3 below for indicators of quality on standardized assessments.

3. Provide evidence of positive impact on student achievement, particularly low-income underachieving students, students with disabilities, and English Language Learners (ELL). In addition, this evidence is based on Kansas data. (If new to Kansas, provide evidence in locations with similar demographics as Kansas).

In the Kansas schools where HUDDLE provided SES tutoring services during the 2008-09 school year the following reading and math results were achieved by students that completed the HUDDLE tutoring program with approximately 47-50 hours of tutoring time. The following data comes from NWEA MAP results for the 2008-09 school year and all data is reported in RIT units.

Table 2. NWEA RIT Score Gains by Grade for HUDDLE SES Schools in Wichita

Grade	Math					Reading				
	N	Fall	Spring	Gain	Expect Gains	N	Fall	Spring	Gain	Expect Gains
Kdgn	6	144.1	152.7	14.1	8.6					
1st Gr	11	153.36	170.7	17.3	13.3	8	150.88	169.25	18.375	11.7
2nd Gr	5	162	181.6	19.6	11.3	7	174.29	183	8.7	9.9
3rd Gr	10	175.9	182	6	10.3	14	178.86	192.36	13.5	7.4
4th Gr	15	185.93	195.7	9.8	8.4	22	189.82	203.27	12.87	5.7
5th Gr	8	200.63	214.5	13.88	7.5	13	202.46	217.08	14.61	4.7
6th Gr	40	208	212.4	4.4	5.5	40	198.2	205.8	7.6	3.2
7th Gr	28	209.3	219.5	10.3	4.2	29	191.5	204.9	13.4	2.5
8th Gr	11	218.8	226.5	7.6	3.4	11	198.6	207.5	8.9	2.2

Some of the middle school students in the HUDDLE tutoring program were identified by the School District as students involved in an ESL program. The following results show how HUDDLE SES students faired in the reading program.

Table 3. NWEA RIT Score Gains by HUDDLE Tutoring Students English as Second Language Students by Grade

Grade	Reading			
	N	Fall	Spring	Gain
6th Gr	29	196.5	204.2	7.7
7th Gr	25	181.0	194.3	13.3
8th Gr	10	199.7	209.3	9.6

The following Table shows the reading results and positive gains by special education students in middle school tutoring program.

Table 4. NWEA RIT Score Gains by Special Education Students by Grade

Grade	Reading			
	N	Fall	Spring	Gain
6th Gr	8	191.0	198.9	7.9
7th Gr	4	178.8	198.0	19.2
8th Gr	2	173.0	190.0	17.0

These results strongly suggest that use of the two reading software programs, along with direct instruction and homework help, yield strong positive results. In addition, the Fall reading scores for HUDDLE students show that student's average reading scores were at the 3rd and 4th grade when entering middle school. The pattern of lowest NWEA subtest scores for middle school students is in the phonics area, which is strength of the Lexia reading program. This suggests that the solution needs to target development of stronger reading skills at the elementary level where Lexia, in particular, has a strong research base. Initiating this combined program of Lexia and Reading Plus, should yield higher reading scores for students entering middle school.

4. Include details to explain whether this evidence of effectiveness was gathered from services that your organization provided another entity's use of the program, or from third party independent research.

<u>Cite data from:</u>

- **Kansas State Assessments**
- **Districts Assessments (i.e., MAPS)**

Other independent valid and reliable performance tests

(See NWEA third party data above and Dibels third party report A4)

B1-B8. Evidence of Links Between Research & Program Design Limit responses to three pages. In this area, <u>complete only one of the three sections</u> listed below based upon your instructional program(s).
(Points Possible = 16 points in sections B1-B2, B3-B4, <u>or</u> B5-B8).

Reading instruction must include the five dimensions of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the *National Reading Panel*. For more information on the *National Reading Panel* findings, see <u>http://www.nationalreadingpanel.org</u>.

Math instruction must describe how the instruction aligns with the five strands (conceptual understanding, procedural understanding, strategic competence, adaptive reasoning, and productive disposition) associated with mathematical proficiency. For more information on the five strands of mathematical proficiency, see the *National Council of Teachers of Mathematics* at <u>http://www.nctm.org</u>.

1. **Complete Section B1-B2 if <u>only</u> reading instruction will be provided, then proceed to Section C.**

2. **Complete Section B3-B4 if <u>only</u> math instruction will be provided, then proceed to Section C.**

3. **Complete Section B5-B8 if <u>both</u> reading and math instruction will be provided, then proceed to Section C.**

<u>Section B1-B2</u>

B1. Explain how the key instructional practices and major design elements of the reading program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

B2. Describe how services offered will help students improve their reading achievement. See B3-4 Attachment as this page doe now allow insertion of text. Section B3-4 put into a separate section.

<u>Section B3-B4</u>

B3. Explain how the key instructional practices and major design elements of the math program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

Huddle Section B5-B8 ***Huddle offers both Reading and Math Instruction***

B5. Explain how the key instructional practices and major design elements of the reading program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

Lexia Reading addresses the five essential elements of Reading – [phonics, phonemic awareness, fluency, vocabulary and comprehension. Over the past five years, the Lexia research team has published five efficacy studies in peer-reviewed, scientific journals. These studies where characterized by rigorous experimental designs including random assignment of subjects to treatment and control conditions, the use of standardized and norm referenced reading measures, stringent statistical methods of analysis (including a standard of significance at the .05 level of measurement) and, finally, independent peer review by reading professionals affiliated with independent reading journals. Students who participated in these studies comprised a representative sample of students in public schools across the nation including students from low socioeconomic backgrounds, English language learners, students on IEP's, and students in both urban and rural communities. Taken as a whole, these studies document the significant gains in reading performance that can be directly attributed to Lexia use and bear witness to the transferability of those gains to any student population in the United States. Moreover, these published studies have been subject to a secondary level of independent review by national reading research organizations including the Florida Center for Reading Research (FCRR) and the US department of Education's What Works Clearinghouse (WWC). Both organizations concluded that the research on Lexia Reading meets rigorous research standards and represents a valid and reliable resource for educators evaluating the efficacy of the programs**.** *(See Appendix B5-6)*

The Revere Study included in the Lexia Research Summary *(Appendix B5-6)* indicates the programs effectiveness with Title 1 students over four years in a district with a low SES population of 50%. With Gates MacGinitie Reading tests, students in the study out-performed their non-title peers as noted in the *Appendix B5-6*.

B6. Describe how services offered will help students improve their reading achievement.

Student achievement is measured with NWEA Map Assessments and the data is reported in this application. *(Section A3 Page 14)* The NWEA assists the tutors to quickly identify the skill gaps and create a plan to address the missing skills. The plan includes computer aided instruction, offline activities, direct instruction, homework help and on-going assessments to monitor progress. The combination of powerful assessment and teaching tools, highly qualified staff and results based incentives create the Huddle Model.

B7. Explain how the key instructional practices and major design elements of the math program are:

- **High Quality**
- **Research based**
- **Specifically designed to increase the achievement of low-income, underachieving students**
- **Include an explanation of the theoretical and empirical rationale supporting the major elements of the program (e.g., instruction, class size, delivery mode)**

Both Symphony Math and Aleks Math are highly diagnostic and prescriptive and present lessons with visual, auditory and interactive manipulatives. Aleks measure progress against Kansas Standards and Symphony matches NCTM's newest recommendations for in-depth learning of basic math skills. *(See Appendix B5-8 Aleks & Symphony program information))*

One of the major advantages of including computer assisted learning as one component of the SES tutoring model, initial assessments identify reading and math deficiencies and time can be devoted to those weaknesses and not activities that students may have mastered. In the first major synthesis of computer assisted instruction, Northwest Regional Educational Laboratory (NWREL, 1992) concluded that computer assisted instruction has many positive effects on student learning. This included faster learning rates, better retention of skills, improved student attitudes, school attendance, motivation, time-on-task, and student cooperation and collaboration with traditional instruction. The meta-study by North Central Regional Education Laboratory (NCREL, 2000) concurred with the NWREL synthesis and found that computer assisted instruction enhanced levels of learning. In addition, all of the computer assisted learning products used by HUDDLE provide in depth evidence of student progress in both reading and math.

HUDDLE Learning, Inc. is committed to providing the best of educational software in providing supplemental services to SES eligible students, including Reading Plus, Lexia Reading software, Symphony Math, and ALEKS programs. HUDDLE Learning, Inc., in a 2002 pilot study with at risk students in one of the Kansas City school districts, achieved educational and performance gains for targeted students on the state assessment. Twenty at risk, 7th and 8th grade students participated in an after school pilot project. Students were given a computer assisted assessment that was benchmarked against the state assessment standards. From the assessment, each received an academic prescription to complete. Fourteen of the students completed their prescription during the program. Of the 8th graders that finished the program, all completed high school and all entered post secondary learning opportunities after graduation – including four year colleges, tech schools, and community colleges.

As a result of the early findings of the Kansas City study, eight additional pilot programs were initiated. These pilot schools recorded reading and math gains on the Kansas state assessments for the school as a whole. The reading gains, when compared to average states gains for all schools, were more than three times as great. The pilot school gains in math were over four times as great as the average school gain for all Kansas schools. More importantly, the lowest performing group of students at each of the pilot schools out gained the total schools progress (data gathered by program leaders). Clearly, the

program was impacting the target audience of the lowest performing group at the respective schools.

B8. Describe how services offered will help students improve their math achievement.

Student achievement is measured with NWEA Map Assessments and the data is reported in this application. *(Section A3 Page 14)* The NWEA assists the tutors to quickly identify the skill gaps and create a plan to address the missing skills. The plan includes computer aided instruction, offline activities, direct instruction, homework help and on-going assessments to monitor progress. The combination of powerful assessment and teaching tools, highly qualified staff and results based incentives create the Huddle Model.

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

Limit response to three pages. (Points Possible = 12 points)

Kansas State Academic Standards may be reviewed at:
http://www.ksde.org/Default.aspx?tabid=1678.

1. **Describe how the provider has aligned the instructional program to the Kansas State Standards.**

The HUDDLE program addresses the Kansas standards and/or local standards. HUDDLE Regional Directors work directly with each school team to identify which standards will be a focus and align math and reading content to the instructional programs of each district. The NWEA assessment is also aligned to the Kansas standards so with each student beginning with a state standards aligned assessment, the student's learning plan will address the student's learning deficiencies based on State standards. Huddle Regional Directors meet with the building Principal to identify district and building level standards that are a focus for school improvement.

Each session of tutoring involves 1/3 of the time in direct instruction using offline activities and homework assistance. During this time tutors are aligning instruction to problems areas for each student. All computerized programs provide offline activities directly related to the student's area of weakness and tutors print and use these lessons.

The following are examples of curricular alignment by program:
Full curricular alignment documents would add hundreds of pages to this application and we have included some examples.

The Symphony Math program matches NCTM's newest recommendations for in-depth learning of basic math skills.

For example, two of Kansas's first grade math standards:
The student...

- ❑ represents and describes mathematical relationships for whole numbers from 0 through 50 using concrete objects, pictures, oral descriptions, and symbols (2.4.A1a) **($)**.
- ❑ recognizes numerical patterns (counting by 2s, 5s, and 10s) through 50 using a hundred charts (2.4.A1a).

For a full list of the Symphony Math Alignment see Appendix H3.

The following is taken from the Scope and Sequence of Symphony Math

GRADE ONE

- Add and subtract whole numbers
- Model "part-whole," "adding to," "taking away from," and "comparing"
- Understand commutativity and associativity
- Relate addition and subtraction as inverse operations
- Compare and order numbers to 100
- Study numbers between 10 and 100 and manipulate them in terms of tens and ones

The Symphony Math program gives students repeated practice in mastering these essential number concepts until the student has mastered them. The software generates reports to match progress with the Kansas Standards. Through similar means, all standards are addressed and only those that a student has not mastered will be part of the student's learning plan.

Reading Plus -8th grade reading standards:

- ❑ Adjusts reading rate to support comprehension when reading *narrative*, *expository*, *technical*, and *persuasive texts*.

Reading Plus monitors and adapts rates based on the percentage correct on comprehension questions. Slower readers get smaller segments and learn to use the re-reads strategy to improve comprehension. The adjustments are applied dynamically across all genres'. The progress monitoring breaks down success over the last seven days and over all passages.

Lexia example-7th grade reading standards

- ❑ ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲*prefixes*, and ▲*suffixes* to understand complex words, including words in science, mathematics, and social studies

Lexia Reading Scope and Sequence monitors progress in the Strategies for Older Students Level V

Anglo Saxon Prefixes & Suffixes

Anglo Saxon prefixes/suffixes

Unit 1: Prefixes (for, in, out, over, under)
Unit 2: Prefixes (a, be, fore, mis, un)
Unit 3: Sort dictated words w/ -ed (/ed/,/d/,/t/)
Unit 4: Suffixes, unchanged base word (en, er, et, est, ness,less)
Unit 5: Mixed words Units 3 & 4
Unit 6: Suffixes, unchanged base word (ly, ing, ful, y, hood, ward, some)
Unit 7: Suffixes, double letter or omitted e
Unit 8: Mixed words Units 4, 5, 6, & 7
Unit 9: Mixed words Units 4, 5, 6, & 7
Unit 10: Three & four syllable words w/ Anglo Saxon affixes
Unit 11: Three & four syllable words w/ Anglo Saxon affixes
Unit 12: Three & four syllable words w/ Anglo Saxon affixes

Latin Prefixes & Suffixes

Latin prefixes/suffixes

Unit 1: Prefixes, no changes (ad, con, in, dis, ex, re)
Unit 2: Prefixes, no changes (ad, con, in, dis, ex, re)
Unit 3: Prefixes, no changes (de, ob, pre, pro, sub)
Unit 4: Prefixes, no changes (de, ob, pre, pro, sub)
Unit 5: Prefixes, no changes (ab, trans, per, se, inter)
Unit 6: Prefixes, no changes (ab, trans, per, se, inter)
Unit 7: Prefixes, w/ changes (ad, ob, sub)
Unit 8: Prefixes, w/ changes (ad, ob, sub)

Unit 9: Prefixes, w/ changes (con, in, dis, ex)
Unit 10: Prefixes, w/ changes (con, in, dis, ex)
Unit 11: Suffixes (al, ary, ish, ment, us, ty)
Unit 12: Suffixes (al, ary, ish, ment, us, ty)
Unit 13: Suffixes (ure, tude, ile, ize, ory)
Unit 14: Suffixes (ure, tude, ile, ize, ory)
Unit 15: Suffixes (age, ant, ance, ancy, ability, able, ous)
Unit 16: Suffixes (age, ant, ance, ancy, ability, able, ous)
Unit 17: Suffixes (ice, ive, ent, ence, ency, ible, ibilty)
Unit 18: Suffixes (ice, ive, ent, ence, ency, ible, ibilty)
Unit 19: Three & four syllable words /w Latin affixes
Unit 20: Three & four syllable words /w Latin affixes
Unit 21: Three & four syllable words /w Latin affixes

Special Accent Patterns

Special Accent Patterns

Unit 1: -ate,-ite,-ive
Unit 2: -ity,-ic,-ical
Unit 3: Connectives i & u
Unit 4: Connecitve i saying /y/
Unit 5: Ligatured tu & du
Unit 6: Identify words from units 4-5
Unit 7: Identify words from units 1-5
Unit 8: si, ti, ci saying /sh/
Unit 9: si saying /sh/ & /zh/
Unit 10: Identify words all units

Prefix & Root Meanings

Latin root/prefix Meanings

Unit 1: Mngs. of prefixes related to number & amount
Unit 2: Mngs. of prefixes related to negation
Unit 3: Mngs. of prefixes related to direction
Unit 4: Mngs. of other Latin prefixes
Unit 5: Latin roots (tract, duct, ject, struct, flect)
Unit 6: Latin roots (port, form, vert, tend, sist)
Unit 7: Latin roots (vis, aud, voc, tact, dict)
Unit 8: Latin roots (spect, lect, script, rupt, cept)
Unit 9: Latin roots (cede, pose, mit, spire, fer)
Unit 10: Identify words units 5-9

Greek Combining Forms

Greek Combining Form Meanings

Unit 1: bio, phon, geo, theo, psych, tech
Unit 2: derma, arch, chron, phys, astro, path
Unit 3: Mngs. (meter, scope, graph, tele, gram)
Unit 4: Manipulate combining forms
Unit 5: Mngs. (crat, dem, naut, therm, hydro, polis)
Unit 6: Mngs. (biblio, auto, phobia, photo, mania)
Unit 7: Mngs. (hypo, hyper, macro, micro, mega, pyro)
Unit 8: Manipulate combining forms
Unit 9: Mngs. (syn/sym, anti, a/an, pod, neo)
Unit 10: Mngs. (poly, mono, duo, gon, hemi, deca)
Unit 11: Manipulate combining forms

The HUDDLE tutoring program with its careful selection of targeted computer assisted learning and the homework assistance, consistently address the Kansas standards. The above are just three examples. *(See H3 for further alignment documents)*

2. Describe how the provider has aligned the instructional program to the instructional programs of the district. Include specific programs(s) and the direct connections.

Since Kansas has standards, districts are required to meet those standards and the core of the HUDDLE tutoring program targets the State Standards. However, many districts have unique objectives and standards that they consider essential for their students to master. In the initial development of the agreement with a specific District, the HUDDLE management team or a representative meets with key District curriculum staff to identify any unique objectives that differ from the State of Kansas standards. Any differences that the District deems critical for student growth in math, reading, or language arts, will then be incorporated into the HUDDLE tutoring program. Until this happens, it is impossible to know specific objective differences that might exist but each situation will be resolved individually as identified above. Examples in # 1 provide examples of how the programs can be aligned to specific outcomes.

3. **Describe how the provider will approach and design instruction (i.e., direct instruction, small groups, online, etc).**

Each session consists of 1/3 focus on computerized individualized Math and 1/3 on computerized individualized Reading and 1/3 in direct instruction with the tutor. All sessions are in small group 6:1 student teacher ratio and individualized sessions are scheduled as needed. Students who choose to have some sessions on-line will be monitored on-line with reports of activities. Some mastery work will be done while attending a session to validate the work is being done by the student. All programs will place students at a lower level if they struggle. Reading Plus will suspend them if they suddenly start working at a pace outside the expected range based on previous work. Action by the tutor is required to un-suspend them.

4. **Name and describe instructional materials that will be used, what will be provided and what the student provides**.

Students and parents are not required to provide any materials or supplies. *(Appendix B 5-8 contains information on each program available for use with students)* Each student's skill gaps and age will determine which supplemental program is used to aid instruction. The NWEA assessment and the student's grade level will help the tutor determine which tools will be used to support instruction.

E. Communication with parents/families, schools and districts

Limit response to three pages. (Points Possible = 15 points)

1. **Explain how parents and the district will be involved with the provider in the process of setting goals, timetables, monitoring student progress, and evaluating services.**
   The student begins by taking the NWEA MAP assessment in reading, math, and/or language arts. These results are used to design and develop the student's Learning Plan. This plan is developed at a meeting, attended by the parent/guardian and the student's teacher if they are willing. The Learning Plan *(See Appendix H2 for copy)* identifies the student's goals, programs & timetables to be used and the related progress monitoring tools. A Principal's notebook is kept at each school that contains the original learning plan and the monthly updates. A final summary is added for each student to complete the data.
2. **Describe the specific procedures that will be used to report student progress to** parents, teachers, and other appropriate staff. Include details regarding the frequency, content, and method(s) of communication (e.g., email, written letter, phone call). Monthly reports are given to parents along with daily reports for those picking up their children. Each parent, administrator and classroom teacher receives reports from the tutor including the very specific skill reports from the computerized programs. All support teachers are able to ask for reports on any of their students. The building coordinator and the principal are notified of this at the initial meeting.

3. Describe specific strategies used to work with parents/families and school personnel. Parent meetings are held at the beginning of the program to help families understand the HUDDLE program. Interpreters are present to provide support to those needing interpretation. Parents are encouraged to pick their children up after each session to be in more frequent with the tutors. Each parent is encouraged to arrive early and observe their child at work to better understand the program. Parent letters are sent home to all parents in the appropriate language to explain the program. *(See parent letter Appendix H #7)* School personnel are invited to all sessions and events. A parent meeting is held at the end of the program to present final reports and answer questions. Each parent is asked to complete a satisfaction survey. *(See Parent Survey Appendix E3)*

1. **In what languages will information be provided to parents?**

HUDDLE owns software that delivers instruction in Spanish when needed and hires interpreters for all organizational meetings, parent meetings, group functions involving tutoring parents/students and to make phone calls. Some tutors are bi-lingual according to the needs of the school to be served. HUDDLE uses a go to meeting account to bring together interpreters and clients virtually when needed

5. Describe the dispute resolution process should disputes or conflict arise between you and your staff and parents.

Disputes will be resolved through dignity preserving strategies. Opportunities will be provided the aggrieved person(s) to voice, in person and/or in writing, their feelings and their view of the facts or situation. A written procedure will be established for grievances to be filed, heard, and resolved. These procedures may be

posted at the tutoring site. Persons can appeal their grievances to the Management team of HUDDLE Learning, Inc., if the issues cannot be resolved at the aggrieved level.

Tutors are also trained to seek assistance from the Huddle management team if a concern is registered with them or the school. As part of the initial school meeting, administrators from the school are give direct contact information to report any concerns.

F. Qualification of Instructional Staff

Limit response to two pages. (Points Possible = 12 points)

1. **Describe the minimum staff qualifications and process for recruiting and hiring high-quality staff to provide supplemental educational services.**

HUDDLE Learning, Inc. team is made up of individuals with extensive experience in teaching and school leadership. The tutoring staff includes classroom teachers, administrators, retired teachers, as well as others specifically trained to help students with weaknesses in academic achievement. Tutors are recruited through postings at the school, advertisements in area newspapers, and postings at local colleges and universities. *(See H9 Tutors Qualification)*

2. **Describe the staff qualifications in accommodating the needs of students with disabilities, students with limited English proficiency, and low income low-achieving/at-risk students.**

Since most of the tutors are certified teachers, whenever possible tutors are selected who have experience working in Title I schools and who have experience directly working with Title I students either in a pull-out or push-in model of Title I instruction. Some tutors are special education certified and others are bilingual. HUDDLE also contracts with interpreters who are part of the training and understand the Huddle programs. The management team also includes a former pediatric registered nurse who can assist with children with disabilities. The programs design for Huddle is based on 25 years of working with at risk, low achieving, and special needs students. Data collection about results continually drives needed program improvement changes.

3. **Describe the initial training and ongoing professional development offered to staff to improve content instruction, products, and services. Include details regarding frequency, content, and format of training and professional development. How do you determine the effect of training and professional development opportunities have on the way staff provide service?**

Personnel are carefully selected that represent a broad spectrum of educational talents, skills, and certifications. Tutors receive 8 to 12 hours of initial orientation and training that includes training in the use of the four primary software packages. Training also includes effective tutoring practices, steps in monitoring student progress, and facilitating communication with parents and teachers. Monitoring of services is continuous and formally reviewed each semester and summer session and includes student progress, customer satisfaction ratings by parents and school staff, and observation of tutoring sessions by management team members. *(See H9)*

4. **Submit evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand in the State of Kansas.**

The two company owners have experience as District level Title I Director, special education administrator, school board member, nationally certified school improvement trainer, clinical and school psychology, President of the State School Board Association, and services on

many national and state boards and advisory groups. Huddle has an excellent (low risk) rating with Dunn and Bradstreet. *(See H 9)* Our liability insurance is in place with Hicox. *(See H9)* As highly qualified staff members are recruited and trained programs are allowed to grow. First year program results will determine if additional growth is allowed in the region being served. During our second year of operations our demand required us to more than double the size of our staff from 40-96 in three states. Program quality monitoring indicates performance is meeting expectations and we will continue to monitor data on all programs to determine capacity for growth. A student/teacher ratio of 6:1 is used.

When a request is received form an SES school to attend a parent publicity event, the Huddle management:

1. determines the viability of servicing the location
2. advertise for tutors within the district
3. attend marketing events
4. secure adequate number of 6-12 recruited students
5. hire staff and schedule training
6. accept students into the program after staff and local services are secured
    a. computer equipment
    b. technical support from local district
    c. transportation
    d. snack services etc.

Each new program is assigned to one of Huddle's Regional Directors to ensure supervision and quality assurance. Unannounced visits are completed by all directors to observe, assist and maintain an active participation in each program. All testing is done by directors to maintain fidelity of testing due to the bonus structured pay scale. This provides frequent opportunity for observation visits as testing is done at each site.