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: Bluestem Learning, LLC		
Contact Person: Connie Stilwell, Rick Stilwell		
Address, City, State: Box 9101, Shawnee Mission, KS		**Zip Code: 66201-1701**
Phone: 913-522-8864	**Email: cstilwell@bluestemlearning.com**	**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

Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2010-2011

Part I: Contact Information for: Bluestem Learning, LLC
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: Connie Stilwell	Richard W. Stilwell
Title: Chief Education Officer	Managing Member, Chief Operating Officer
Office Phone: 913-522-8864	Cell Phone:
Hours of Operation: 8:00 a.m.– 8:00 p.m.	
Fax:	
E-mail & Website: cstilwell@bluestemlearning.com	information@bluestemlearning.com
Address/City/State/Zip: Box 9101, Shawnee Mission, KS 66201-1701	

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	
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.

I. Basic Program Information

☒ Same as Provider Contact for State Use	☐ 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:	

1. Program Name and Federal FEIN or Social Security Number	Deleted for confidentiality
2. Date Service Provider Formed	*List the date (month, year) in which this provider first delivered educational services to students.* June 2005
3. Type of Organization	*Please check the category that best describes the organization.* ☒ For profit ☐ 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.*** ☐ USD 214 Ulysses ☐ USD 259 Wichita ☐ USD 308 Hutchinson ☐ USD 430 South Brown County ☐ USD 453 Leavenworth ☐ USD 480 Liberal ☐ USD 500 Kansas City Kansas ☐ USD 501 Topeka Our service areas are: USD 512 Shawnee Mission USD 229 Blue Valley USD 233 Olathe We are ready to provide services in these districts as needed during the next two years.
5. Place of Service	*Please check the location(s) that best describes where services are delivered to students.* ☒ School ☐ Business ☐ Place of religious worship (i.e., church) ☐ Community center ☐ Provider's home ☐ Student's home ☐ On-line Accessed from: ☐ Other: **How will transportation be addressed, if needed?** Parents will provide transportation, or district will provide buses.

6. Time of Service	*Please check the time(s) that best describe when services are delivered to students.* ☐ Before School ☒ After School ☐ Weekends ☐ Summer Hours of operation: 8:00 a.m. to 8:00 p.m.
7. Subject Areas Covered	*Check all subjects for which tutoring will be offered.* ☒ *Reading* ☐ *Writing* ☒ *Mathematics* ☐ *Science* ☐ *English as a Second Language*
8.Grade Levels Able to Serve	*List the grade levels in which services are available.* *Grades 3-6*
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 16 Individual site maximum 32 District minimum 16 District maximum 300 *Are there a minimum number of students required before services will be provided?* ☐ No ☒ Yes Minimum: 16 students per school
10. Specific Student Populations Served	*Please check the students groups your organization will provide educational services.* ☒ Minority students

	☒ Migrant students ☒ Homeless ☒ Special education students ☒ 504 student ☒ English Language Learner ☐ Other: (describe) Indicate the language(s) other than English in which services are available. Primarily English is spoken.
11. Student/ Instructor Ratio	***Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor*** **4:1 in small group tutoring**
12. Mode of Instructional Delivery	*Check all that apply:* ☒ Individual tutoring ☒ Small group tutoring ☐ On-line/Web based ☐ Computer Assisted ☐ Other:_____
13. Cost	*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.)* Per Pupil Cost: $55 per session. Students receive tutoring a minimum of two sessions per week. Students are tutored for 13-15 weeks prior to the state assessments. The number of weeks is determined by budget of the school or district. Explain how the cost per pupil is determined The cost has been determined by a survey of current market prices of similar tutoring programs. Are there additional costs? (specify) A two hour set up time is required at each school to organize materials and plan the program by reviewing data with the principal.

14. Staff	*Please indicate your hiring practices.* ☒ Hire teachers from within district ☒ Hire fully licensed teachers from any location ☐ Hire non-licensed educators ☐ Hire paraprofessional who met Title I education requirements ☐ 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)* Technology is not required for this program. Hardware Software Internet access Software license Direct support to students
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?** We are not a provider in other states. We serve Kansas. _____ _____ _____

SES Provider Application Rubric 2010-2011*

***The *SES Provider Application Rubric 2010-2011 is* located as a separate attachment at http://www.ksde.org/Default.aspx?tabid=3567 . 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)

Bluestem Learning provides direct instruction by licensed teachers on skills and concepts identified in the Kansas Standards, Benchmarks and Indicators. The Bluestem Tutoring Program is data-driven and indicator aligned. The Bluestem Tutoring Curriculum was custom-designed to emphasize the skills and content of the assessed indicators at each grade level. Student data directs the depth and the time spent on those indicators. The program has been in use for five years with proven results. Instruction is provided in small groups in reading and mathematics. Tutoring is provided in the student's school. The sessions are one hour long two or three times per week. The number of weeks is based upon the budget of the district or school. Bluestem Learning meets with the school principal to custom-design the program length and frequency of sessions.

Bluestem Learning was founded by teachers who have decades of success with students. Bluestem tutors are licensed teachers who are experienced in motivating all students to learn. All teachers have experience teaching students with learning needs. Bluestem teachers have taught in Kansas schools, so they understand the requirements of the Kansas Standards.

The program offers learning experiences matched to student's needs and abilities. Students are assessed both at the beginning and at the end of the instructional period. Instruction begins at the student's level of success and builds towards meeting the state standards of the student's grade level. Data from previous Kansas Assessments show the focus indicators for each student and the grade level.

Tutors communicate with families and school personnel through both written and verbal conferencing. Proof of learning progress is provided in weekly reports to parents/guardians and school personnel. The Bluestem staff actively works with the school staff to help each student achieve the goals stated in the learning plan and to meet the state standards for the student's grade level.

Bluestem Learning summarizes the results and reports to principals and the district. Recent Kansas Assessment results of Bluestem Learning's On-Site students showed that 83.33% of the students met the standard or above.

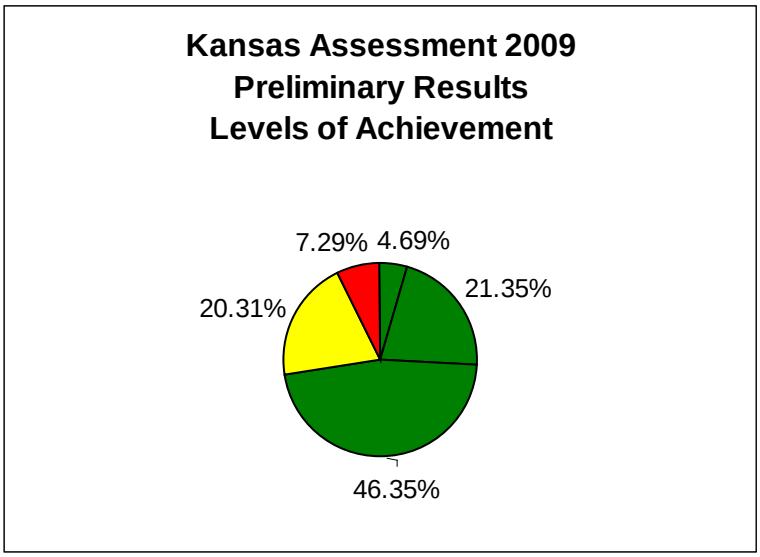
A. Evidence of Effectiveness

A-Q1 Bluestem Learning tutored 192 students in 10 schools during the 2008-2009 school year. Tutoring programs were custom-designed to meet the needs of the school based upon the previous year's Kansas Assessment data. Some schools chose to have tutoring after school, some chose tutoring during the day. Some received tutoring in math and some in reading. The grade levels served and the identified students were based upon results of the previous year. The program was designed to meet the needs of the school based upon their assessment data.

The program is of high quality. It is data driven in that principals use the data to identify students for the program. The data is used to identify focus indicators for both students and the grade level. It is indicator aligned in that lessons were written by Bluestem Learning using indicator information to align with each indicator 3-6 in reading and math. The lessons were written by teachers who have experience in teaching students in Title I schools.

The following data was reported to Bluestem Learning by principals as the Kansas Assessment data became available. The data shows student performance on the Kansas Assessment by levels of achievement as the percentage of the total group of 192 students. Individual reports were prepared for schools that showed the school's levels of achievement, and a final report was presented to the Education Division of the district.

The second part of the report gives the comparative data from the previous year for those students who had data for both years. 124 students had data available for the 2007-2008 school year. The data comparison is for those students.

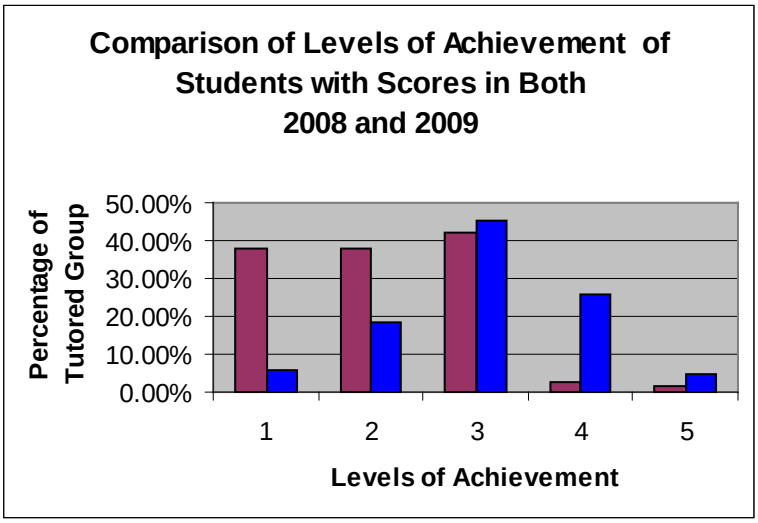


Levels of Achievement for 2009 Kansas Assessment for 192 students in 10 schools

Exemplary	4.69%	
Exceeds Standard	21.35%	
Meets Standard	46.35%	
EX,ES or Meets		**72.40%**
Approaching Standard	20.31%	
Academic Warning	7.29%	
AS or AW		**27.60%**

COMPARISON OF LEVELS OF ACHIEVEMENT OF STUDENTS WITH SCORES ON BOTH THE 2008 AND 2009 ASSESSMENTS

The graph shows 2008 in red and 2009 in blue. Percentage of the group of 124 students with scores in both years are given for each level of achievement.



Key: 1 Academic Warning 2 Approaching Standard 3 Meets Standard 4 Exceeds Standard 5 Exemplary

COMPARISON OF LEVELS OF ACHIEVEMENT

This shows the percentage of the 124 students who had scores in both 2008 and 2009. The level of achievement is shown for 2008 and 2009 with the percentage of the total group scoring at each level of achievement.

Level of Achievement	**2008**	**2009**	**Variance**
5. Exemplary	01.61%	04.83%	+03.22%
4. Exceeds Standard	02.41%	25.80%	+23.39%
3. Meets Standard	41.93%	45.16%	+03.23%
EX, ES, MS	**45.97%**	**75.80%**	**+29.83%**
2. Approaching Standard	37.09%	18.54%	-18.55%
1. Academic Warning	16.12%	05.64%	-10.48%
AS or AW	**54.03%**	**24.19%**	**-29.03%**

A-Q 2 Multiple Sources of Data

Fall and winter MAP scores are used by the tutors to monitor student progress. Those are used in individual schools by the tutors in that school. The scores of students in progress monitoring are given to the tutors by the principals. Also, data from district basic skills tests and DIBELS scores are provided to the tutors by the teachers and the principals.

Attendance Data

The average of student days in attendance is reported for each school. This attendance data includes students who moved or were dropped because of changes in IEP or interventions

School 1	87.25	School 6	80.07
School 2	84.75	School 7	86.11
School 3	96.25	School 8	76.60
School 4	71.5	School 9	89.67
School 5	83.69	School 10	92.62

A-Q3 Positive Impact on Student Achievement

Positive impact on student achievement was shown in the Title I schools served. Data is shown for the four Title I schools who received tutoring services. Data is shown for one school that selected only SPED students for services, because that was the vulnerable subgroup. Finally, shown are schools that included ELL students, because that was a vulnerable subgroup.

Title I Schools		Meets Standard or Above	Approaching Standard or Academic Warning
School 1		62.50%	37.50%
School 2		73.68%	26.31%
School 3		58.33%	41.66%
School 4		73.68%	26.31%
Special Education Students only			
School 1	reading	58.25%	43.75%
School 1	math	50%	50%
ELL Students			
School 1		73.68%	26.31%
School 2		71.43	28.57%

A -Q4 Source of Evidence

Evidence of effectiveness was gathered by the principals at each school from the KSDE preliminary report of student levels of achievement generated after students completed the assessments. The data can be verified by contact with principals or the Director of Assessment and Testing in District 512. Release of Information forms were signed by parents to allow the principals to share the data with Bluestem Learning. Bluestem Learning then completed a school report and a report for the district using the data. The school report was presented to the principal of each school. The district report was presented to the Education Division of the school district.

B5 Evidence of Links Between Research & Program Design

The Benefit to Title I and ELL Students - Bluestem Learning's Title I Teachers met and designed the following tutoring program based upon their years of training and experience in Title I Schools. These teachers have advanced degrees, have attended multiple workshops and staff development sessions explaining the effects of poverty on learning. In addition, they have the field experience of implementing these concepts in their classrooms. The following program description is data driven and indicator aligned.

1. **Focus on Essential Indicators** – The tested indicators for each grade level were identified and presented to the students as the most important skills to know. Kansas Assessment tested indicators are taught and then assessed using the normative assessments on the KSDE website. Opportunity to Learn OTL stated "One of the factors which may influence scores on an achievement examination is whether or note students have had an opportunity to study a particular topic or learn how to solve a particular type of problem presented by the test" (Husen, 1967 pg. 162-163) The concept of OTL states that if students do not have the opportunity to learn in the format expected of them, there is little chance that they will. (What Works in Schools, Marzano pg. 25)

2. **Sequence and Organize to Coordinate with Classroom Instruction** –Instruction on the essential indicators was organized to follow the grade level's long range plans. The school district had created long-range plans correlated to the Kansas Indicators during 2004-2005. Three of our program designers were on the writing team. The tutors followed the long-range plans. Curriculum was organized with the tested objectives taught during the first, three quarters of the school year. The final quarter is the preview of the next grade level.

3. **Emphasize Vocabulary** – Bluestem identified vocabulary for each grade level for both math and reading from the Kansas indicators. Consistent, direct instruction on the vocabulary using paraphrasing, word banks (personal journal), word sorts, and games was a daily routine. A district study found vocabulary success as the highest predictor of success on the Kansas Assessment in math. Systematic vocabulary instruction is one of the most important instructional interventions that teachers can use with low-achieving students, because it bridges the language barrier described by Ruby Payne. Pressley in 1995 found that elaborating on meaning and providing their own produced the greatest gains. Just giving students words, definitions and example sentences increases (33%) their chances that students will learn the words from context when they encounter them in their reading. Imagery –based techniques produced achievement gains that were 21 percentile points higher than techniques that focused on having students write sentences. (Jenkins and others, 1984)The vocabulary procedure: Students were given a brief explanation or description of the word. A non-linguistic representation was shown. Students put the word into their own words "kid talk" and create their own non-linguistic representations. These are kept in a Word Bank.

4. **Provide Multiple Exposures in Multiple Ways** – Assessed indicators were presented multiple times through direct instruction, games, and the application of knowledge experiences. Tutoring sessions were scheduled to be addition to the regular classroom work in reading and math. This provided additional instructional time in a small group setting. Research on increasing the amount of instructional time by Herbert Walberg (1997) found a positive relationship between increased instructional time and learning in 97 percent of 130 studies.

B5 Evidence of Links Between Research and Program Design – National Reading Panel Findings – Based upon "Put Reading First, June 2003"

Our program links to each of the five components identified by The National Reading Panel.

1. Phonemic Awareness: When a student needs reading assistance, we first assess phonemic awareness by asking students which words begin with the same sound, by isolating sounds, by combining sounds or breaking a word into its separate sounds. We test to see whether they can identify phonemes, categorize phonemes, blend phonemes into words, remove or add phonemes to make words and make new words by substituting phonemes. We systematically identify the phonemes that are needed. Rasinkski's model of chunking is used to manipulate phonemes one at a time.

2. Phonics Instruction: When our 3-8 students areneeding phonics instruction, based upon our pre-assessment, we return to phonics as a means to expand their word attack skills. We combine the phonics instruction with context clue strategies to assist the student in using the text and the sound symbol to make appropriate approximations of the word. Since the window for learning phonics in the schools is kindergarten-second grade, our middle readers needing phonics will have little exposure in reading programs.

3. Fluency Instruction: We assess for fluency in our pre-assessment using in an oral passage. We look for several factors to determine fluency needs: if a student makes 10% of word recognition errrors, or if a student cannot read orally with expression, or if there is a difference in comprehension for the text that is read orally. We benchmark readers at 90 words per minute by taking timed oral reading examples. We also consider accepted norms. The norms are 60 words per minute by the end of first grade. 90-100 words per minute by the end of second grade and 114 words per minute by the end of third grade. Tutoring strategies that we use are choral reading, tape-assisted reading, partner reading, and performing the text.

4. Vocabulary: (in both reading and math) -Our approach to vocabulary instruction appears in the previous section. We also analyze words using prefixes, suffixes and base words. At the level 3-8 we are specifically concerned with use of context clues to build vocabulary. We include instruction in the use of definition, restatement, examples or descriptions to help the reader unlock unfamiliar words. Explicit use of context clues is a key to expanding vocabulary. A system called Kid Talk is utilized to provide deep meaning and understanding of word from the Kansas Assessment Indicators.

5. Text Comprehension: As we read with students, we model effective comprehension by using organizers and recording what we do understand and what we do not understand. Then we use strategies to fix the problem. Graphic organizers are used to show the concepts and relationships between concepts. We have students analyze questions using a QAR, (Question Answer Relationship), strategy to determine whether the answer is right there, in several places in the text or coming from our prior knowledge or experience. We teach text monitoring strategies such as paraphrasing developed by the University of Kansas Center for Research on Learning. Students generate questions in a request format in which they read a section and ask questions of the tutor or themselves. We use story structure to organize student's thinking and help them watch for main structures such as setting, conflict, goal, resolution, etc. Students are asked to summarize on post-its using a RAP Strategy of READ, ASK myself what I just read and PARAPHRASE. Finally, we ask students to predict what will happen next in the text. Tutors model this reading metacognition, or "thinking about my reading comprehension". Identification of text structures promotes text analysis.

B6 How Services Offered Will Help Students Improve their Reading Achievement

Students receive services two or three times a week in a small group setting. Students regularly ask questions about the vocabulary and the concepts. There is time for discussion and clarification. Group size is small at four students. Time is provided for intense vocabulary development on the conceptual vocabulary identified on the assessment. Students recognize and understand the concepts and feel comfortable with the vocabulary when they encounter it on the reading assessments. Since the program is directly aligned with the indicators on the assessment, the students see the connection to their classroom reading programs. The assessed indicators for the grade level are taught, so students are more successful when they see these concepts in their classrooms. Targeted lessons on the lowest indicators for the grade level and the student fill in the gaps in learning. The small group format provides the tutor with ease of assessment of needed skills and the ability to work with individual students to support skill needs.

B-Q7 Evidence of Links to Math Research in Program Design –

Math tutors follow the math long-range plans for the school district aligned with state standards. Students receive direct instruction in five areas broad identified by the National Research Council. Additional framework guidelines are those approved by the National Council of Teachers of Mathematics. The areas are Number and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, Problem Solving, Reasoning and Proof, Communications, Connections, and Representations. Students are pre-tested using Comprehensive Assessment of Math Skills. Data is received from the results of their Basic Skills tests and MAPS+ computation program. Students receive practice in items that mirror the assessment

Direct Instruction on needed concept areas emphasizes direct instruction, repeated exposure, problem solving process and the method for assessment of this concept. At the end of the tutoring session students are post-tested. Curriculum Associates reviewed literature published between 2000 beginning in 1989 and Principles and Standards for School Mathematics published in 2000. CA analyzed current achievement tests and a sampling of state proficiency tests. The compilation of research was used as the basis for CAMS and STAMS one of the math programs used by Bluestem Learning. The district math program and long range plans were directly aligned with the Kansas Indicators for each grade level and were used to build Math Basic Skills Tests. The MAPS+ program is based upon spiral design to improve the computational skills of students; to improve the performance of students on routine word problems; to improve the performance of students on problems using graphs and tables; to teach students a mental model to use in problem-solving situations.

The small groups seen several times a week provide an opportunity to practice and pre-teach concepts that will be seen in the classroom. Assessment of student's skills is easily made in the small group, and remediation can happen immediately.

Title I and ELL students benefit from the multiple, spiral practice in computation. It has been demonstrated that graphing of results and the setting of benchmarks and attainable goals benefit Title I students. Targeted instruction on areas of need help Title I students fill in the gaps in their learning. Multiple exposures provide needed practice. Mathematical physical models are used to teach concepts. Repeated practice of facts through instructional games and graphing of results benefit Title I students.

B-Q7 How Services Offered Will Help Students with Their Math Achievement

Students benefit from organized math instruction that emphasizes basic skills and concepts. The repetition and practice given in the tutoring groups helps students through practice and additional instruction on assessed indicators. Time is spent building needed skills required for understanding of indicators at the assessed level. The small group format provides time for questions and clarification of concepts. Since the program is aligned with the district's long range plans, practice can be given near the time the student encounters it in the classroom.

Math students benefit from practice in the format of the assessment. Parallel practice items were written by Bluestem Learning during 2008-2009. Those items give students practice in the assessment format. Additional practice is given in assessment strategies and testing strategies to help the students show what they know on the assessments. Physical models, games and activities provide experience with math concepts.

C Connection to State Academic Standards and District's Instructional Program

C-Q1 Alignment of Instructional Program to the Kansas State Standards

The Bluestem Tutoring Program is data driven and indicator aligned. Tutoring instruction is aligned to the State of Kansas Benchmarks and Assessed Indicators for Grades 3-6. Emphasis is given to targeted, identified, assessed indicators based upon the school results of the Kansas Assessment for the previous year. During the 2004-2005 school year, three of the Bluestem staff participated in the alignment process as staff members of Shawnee Mission Schools. Curriculum was aligned with Kansas Benchmarks and indicators and articulated between grade levels. Long range plans were designed in which assessed indicators are taught during quarters one, two, and three. The fourth quarter was reserved for background for the next grade level. A sample of the alignment document is included in the portfolio (document 3).

On-Site tutors in the schools regularly consult the Kansas Department of Education website for grade level indicators. Example problems from the test specifications are used to understand the question design of the assessment items. The school district has provided instructional support charts that specify the indicator, vocabulary, paraphrased indicator, sample assessment item. Classroom teachers provide data direction obtained from online practice formative assessments. Teachers communicate student needs identified on the formative practice assessments. The student's results on these formative assessments guided the final individual review process for the Kansas Assessment.

In the summer of 2006 a sample lesson was written by Bluestem teachers for each indicator for grades 3-6 in both reading and math. The test specifications and sample problems from the flip charts were used to design an aligned lesson for each indicator in both reading and math for grades 3-6. Samples of these lessons are included in the portfolio (document #4). These sample lessons and supporting resources are provided for each tutor at each school. Tutors follow the lessons and provide the most emphasis on the indicators that are hardest for the building, grade level and students based upon the data provided by the principal. Periodic review of the indicators and the previous assessment scores keeps the program focused on the hardest indicators for the longest period of time.

C-Q2 Alignment to the instructional program of the district

This tutoring curriculum aligned to the state standards is the framework for both private and On-Site Tutoring. Teachers in the On-Site Tutoring program follow the long- range plans developed by the district that contain objectives that have been aligned with state objectives and are articulated by grade level. Tutoring in the schools mirrors the classroom instructional program. The district has provided materials such as distributive practice, basic skills tests, and instructional support charts to assist in the alignment.

Tutors regularly communicate with the classroom teachers to learn the weekly curricular objectives and target indicators, and then they instruct on those objectives. The e-mail connection provides alignment to daily instruction. Tutors recognize the importance of using these objectives and indicators to guide instruction, because this is how student success will be measured and how the success of the school will be assessed. The district has aligned their program with the Kansas Indicators, and we instruct on the Kansas Indicators. Our instructional program is 100% aligned with the assessed standards, district objectives and long range plans.

C-Q3 How Provider Will Approach and Design Instruction

Bluestem On-Site Tutoring provides small group instruction on the grade level indicators. Instruction is provided for grades 3-6. Principals and staff identify grade levels and student needing support. Principals provide grade level data and hardest indicator data. Bluestem Teachers use the data to build a custom-designed program for each school. Added emphasis is given to indicators showing the greatest need by the tutored students on the previous assessments. The group size is no greater than four students for each grade level group. Each school selects students based upon their vulnerable subgroup criteria.

The structure of the tutoring sessions is the same each day. Students receive instruction on the vocabulary of reading or math. They receive direct instruction on the assessed indicator for that day using lessons written by Bluestem Learning based upon the indicator instructional strategies shown on the KSDE website. When writing the lessons, consideration was given to how the test specifications were written in sample problems. Students receive instruction in that format. An example of the lesson format is given in the portfolio as Lesson Design example #1.

C-Q4 Instructional Materials

The tutoring program was written using the assessed indicators for each grade level third through sixth in both reading and math. After analyzing the test specifications and teacher suggestions on the Kansas Indicators, we wrote a specific lesson for each indicator. These lessons are kept in a notebook and given to tutors in each school. The school provides duplication of the notebooks, and the teachers use the notebooks in their daily planning. Since the lesson was written expressly for that indicator using indicator information, the alignment is complete and thorough. Additional resources used during the tutoring time are instructional games created by Bluestem Learning on main idea, factors, etc. Also CARS,STAR, CAMS, STAMS programs from Curriculum Associates are used with certain indicators. In the last quarter of the tutoring sessions testing strategies are practiced using Test Ready materials.

Bluestem Learning creates a 3-prong notebook for each student. It has a list of the assessed indicators for the grade level. It contains essential vocabulary taken from the indicators. The Kid Talk vocabulary strategy developed by Bluestem Learning is also included as well as record sheets for the students to record their Kid Talk vocabulary notes. Bluestem has created vocabulary cards, games, and instructional charts for the indicators.

The student brings a pencil to tutoring class.

D. Monitoring Student Progress

D-Q1 The Process used to Assess/Diagnose Individual Student Needs and Prescribe an Instructional Program.

In the On-site tutoring program tutors receive data from the classroom principal and teachers in both math and reading tutoring. Kansas Assessment Indicator results for the previous year are used to identify focus indicators for the building, grade level and individual student. A quarterly Math Basic Skills test printout itemizing the errors for that child is used to build targeted instruction. In math these district assessments are taken four times a year and shared with the tutors. In Reading progress monitoring including fluency and comprehension checks are given at stated intervals. DIBELS is used for progress monitoring, and the results are shared with tutors. In reading practice assessments given by the classroom teachers, itemize indicators and guide the instructional program for students and the tutoring group. Classroom teachers communicate needed indicators as students complete practice assessments. In addition, tutors have access to a variety of assessment tools such as Three Minute Reading Assessments, The Qualitative Reading Inventory -4, The Quick Phonics Screener. The Comprehensive Assessment of Reading Strategies, The Math Placement Test, The Reading Placement Test.

Student progress on the weekly stated indicators is recorded on a communication sheet that is given to the classroom teacher weekly. The sheet is stapled to student work copies and is sent home to the parents. An example of the record sheet is included in Section E on Communication, and in the portfolio. Fluency is monitored through DIBELS scores shared with the tutor.

D-Q2 Process to facilitate consultation with the district and school and set clear individual student goals. How a timeline for student academic achievement is developed.

Since most of our On-Site Tutoring and private tutoring is in small groups, we rely upon the previous year's Kansas Assessment Data for the individual student and the small group. We chart each student's results on the previous year's assessment, and use that as our pre-assessment. By analyzing the current grade level's data and the previous grade level's data we can pinpoint indicators that need the most review. Using the data we provide targeted direct instruction on the indicators needing the greatest emphasis as well as all of the indicators for the grade level. Achievement timelines are based upon the district's long range plans. The timeline for instruction follows the sequence of the assessed indicators for the grade level and student with review strands built into the program. More time is given to focus indicators and indicators that students in the group need to review to understand the current year's indicators.

D-Q3 The instrument and process that will be used to evaluate, monitor, and track student progress on a continuous and regular basis

The student has a copy of the assessed indicators in the tutoring folder for their reference. The tutor has a chart that shows the indicator numbers. When a student performs at 80% or above, a plus is placed on the chart for that student in the indicator location. The data from the chart is then used in conferences with the classroom teacher, to respond to SIT team requests for data, and to plan reteaching of indicators.

We also use the individual student data provided by the school in MAP testing, individual progress monitoring using DIBELS and Math Basic Skills tests to assess student needs and design appropriate intervention strategies. Ongoing assessment on stated objectives occurs at the end of each instructional topic cluster. In the classrooms formative, practice online state assessment items are used to guide instruction, measure mastery and identify indicators for re-teaching. Practice assessment items are designed by the classroom teachers using state indicator numbers for the grade level. These assessments are built to provide student practice on indicators and on the Kansas Assessment testing format. Indicators needing review identified from these practice assessments are communicated to the tutors. Classroom teachers regularly share progress monitoring information from DIBELS for tutored students. Math Basic Skills results provide item analysis of student needs. Student MAP scores are made available to tutors in the fall and winter. In private tutoring fluency checks, comprehension monitoring, and math practice problems based upon the basic skills program are used.

D-Q4 The Process Used to Encourage and Support Regular Attendance.

We have found that the most effective way to support student attendance is to create a productive, engaging tutoring session. Students know when they are receiving beneficial instruction. The teachers of our tutored students tell us that they are eager to come to tutoring class. We attempt to provide variety in our instructional approaches by using instructional games, multiple practices of indicators and successful, sequential learning steps. We emphasize multiple exposures in multiple ways. We create a sense of community in each tutoring group, and we encourage students to work as a team. We graph and set personal benchmarks, and we attempt to reach group achievement benchmarks. We chart progress and have regular celebrations of successes. Students recognize their responsibility to themselves, their families and their school to do as well as possible on the indicators, and that means attendance at the tutoring sessions. We provide regular, nutritious snacks. Our attendance data has been consistently strong for both during the school day and after school tutoring.

D-Q4 Attendance Data – repeated here for your convenience

The average of student days in attendance is reported for each school. This includes students who moved or were dropped because of changes in IEP or interventions. They were counted as % of the completed program.

School 1	87.25	School 6	80.07
School 2	84.75	School 7	86.11
School 3	96.25	School 8	76.60 – 4 moved
School 4	71.5 3 moved	School 9	89.67
School 5	83.69	School 10	92.62

Attendance is recorded at each session. At the end of each week it is reported to the school secretary. The secretary reports it to the office of the Associate Superintendent. When five absences have been recorded, the principal is notified. The principal or the lead teacher speaks with the student and the parents. When a slot is opened due to student transfer, another student is immediately identified and forms are signed to begin services.

A plan for motivating student attendance is presented in portfolio document #8.

E. Communication with Parents/Families and Districts

E-Q1 How parents and the district will be involved with the provider in the process of setting goals, timetables, monitoring student progress, and evaluating services.

Initial discussions with Curriculum Specialists, Director of Assessment and Associate Superintendents helped us design our program. The lead tutor at each On-Site Tutoring program is responsible for communication with the principal. Each teacher communicates with the teachers of her students. A first meeting with the principal identifies the needs of the school. Communication with teachers is part of a staff development session conducted by Bluestem Learning at the beginning of the tutoring contract.

Bluestem Learning Staff initially meets with the school principal to design the program for each school. A sample of the project planning sheet is included in the portfolio in portfolio document section 1. Each school has different goals, needs, and requirements based upon their data. The program is custom-designed to meet the needs and goals of each student and of each school. Kansas Assessment data results direct the program. The goal is always to increase achievement of the identified students on the Kansas Assessment on specific indicators.

A letter is sent to the parents by the principal with information provided by Bluestem Learning. (document 6) Regular e-mail communication is conducted with the principal of the school by the lead tutor at each site. E-mail addresses of the tutors are provided to the classroom teachers, and regular communication takes place between the tutor and the teachers.

Parents are involved with the classroom teachers in goal setting for individual students. Since our program is aligned with the school's program, we are aligned with the instructional program for students. We support the classroom instructional program for the student. We are not an additional program, but rather a support for the systems in place in the school. Parents regularly attend IEP meetings and conferences with their classroom teacher. Information from the weekly reporting forms explained below is part of the conferences.

E-Q2

Student progress is reported weekly to classroom teachers and parents on this reporting form. The template provides information on the instructional approaches used in the tutoring. The form has been compressed for demonstration here.

STUDENT'S READING COMMUNICATION FOLDER **Nieman Elementary, On-Site Tutoring**

Student Lessons & Progress **By Bluestem Learning, LLC**

Grades 3,4,5,6 **Student Name:** **Classroom Teacher: Bluestem Learning Tutor:**

Tutoring Days: Tuesday, Wednesday, Thursday

Date and Day of Week	
Tuesday	__Kansas Assessment Vocabulary for Reading/Language Arts Words #____ to _____, Introduce each word. Discuss each meaning and rephrase into "Kid Talk". __Vocabulary Games __Comprehension Skills Lesson on _____in STARS __Direct instruction lesson on Kansas Indicator #____ Notes:
Wednesday	__Kansas Assessment Vocabulary for Reading/Language Arts Words #____ to _____, Introduce each word. Discuss each meaning and rephrase into "Kid Talk". __Vocabulary Games __Comprehension Skills Lesson on _____in STARS __Direct instruction lesson on Kansas Indicator #____ Notes:
Thursday	__Vocabulary Games __Kansas Assessment Vocabulary Reading/Language Arts Words #____to_____, Assessment __Comprehension Skills Lesson on _____in STARS __Direct instruction lesson on Kansas Indicator #_____ Notes:

E-Q2 (Continued)
The tutor uses the form as the planning guide for each day. The form always contains the focus indicator and the vocabulary practice for the week. The tutor checks the content for each day. Notes at the bottom of each day show the delivery method: game, direct instruction, worksheet, every pupil response, etc. A note is written at the bottom for the student, teacher and parent to describe the student progress for the week. The principal receives a copy of the form each week. The form is duplicated for each student, stapled to student work and put into teacher mailboxes. The teachers review the information and then send it home to parents.

Tutors routinely send e-mails about student progress without using student names. A phone call identifies the student who the e-mail is concerning. Tutors meet with teachers on a specified day to discuss students. Tutors go to the classroom teachers to discuss student progress, obtain assessment information, and share successful strategies. The student template is used in these discussions.

EQ-3 Specific Strategies to Work with Parents/families and School Personnel
One of our strengths is our work with school personnel. We routinely provide staff development for the schools we are tutoring. At the beginning of the year, a description of the program is given in a staff meeting for the school staff. Specific tutoring strategies and record keeping and reporting systems are explained. Using information provided by Bluestem Learning, the school staff communicates with parents about the program.

A release of information form is obtained, so achievement data can be discussed. An example of the form is in the portfolio. A weekly report is given to the school staff and parents explaining the lesson plans for the week. It is attached to the student's papers. An example of the planning grid appears above. We help schools identify their focus indicators, identify students for services, create materials for assessed indicators. We give teachers packets of materials that we are using with their students. We have also conducted workshops to train aides and paras.

E-Q4 Language Information Provided to Parents
We provide our initial letter and the request for release in the student's family language. The schools help us identify languages that we need to provide and assists with translation. A school interpreter helps us with interpretation for our tutoring students. We also coach the students in reading the weekly communication sheet in English and in their first language. We give it to students at the end of tutoring class, and we read it with the students in English. We remind them to read the communication sheet to their parents when they take it home, so their parents will know what they have been learning.

Information is provided to the school in English. ELL teachers assist us in the translation for families who need translation. When working with a private tutoring client who needs information other than English, we have two staff members who communicate in multiple languages who provide translation for us. Those tutors also tutor ELL students. Most of our communication is to the classroom teacher who identifies when and where translation is needed to assist the parents and the student.

E-Q5 Resolution Process
Parents should contact the principal with a concern, and the principal will communicate the concern to the lead tutor in the school, or notify the Chief Education Officer.

Dispute resolution will be proactive rather than reactive. We always keep close contact with the tutors to detect any potential issues with parents or district staff. Twice each month tutors receive an e-mail or a phone call to check the status of the tutoring. We problem-solve issues before they become conflicts. Tutors regularly communicate with the lead tutor in each school, and with the Chief Education Officer, the director of tutoring services. In case of conflicts they would be resolved with the building principal, the lead teacher in the building or the classroom teacher and the Chief Education Officer of Bluestem Learning.

By using proactive problem resolution we have had only one issue in five years that required a consult with the principal. It involved student transportation by the family at the end of the day. The family was late each session The principal, tutor, learning officer and family member discussed the situation and created a resolution that would work for the family, school and Bluestem tutor.

In the event of disputes between staff members the Chief Education Officer would meet with staff members to resolve the issue. Options would be discussed and a plan with timetables would be written. If changing the tutoring staff for that building would provide relief then that would be an option.

F. Qualifications of Instructional Staff

F-Q1 Minimum Staff Qualifications and Process for Hiring High Quality Staff

All Bluestem Tutors are licensed teachers. Our staff has been personally selected from their home district. Our knowledge of these teachers' instructional skills is first hand. We hired a beginning cadre of high quality teachers who have proven records within the district we serve. They have referred other excellent people to us. We count on our current staff to recommend new people to our group. Whenever a potential staff member is referred to us by a Bluestem Staff member, the Chief Education Officer meets with the person and describes the mission and the processes of Bluestem Learning. The potential staff member completes a skills inventory and a company resume. A contract is signed. Contact is made to all references. A background check is produced or conducted.

At several points during the tutoring contract the Chief Education Officer contacts the principal for feedback on the tutoring program. Performance reviews are conducted with the tutors after these phone calls. The tutor receives feedback in a phone conference on the results of that contact. The On-Site Tutoring team meets at the end of the contract to review positive and challenging elements of the project. Criminal background checks are part of the hiring practice in the district we serve. Most of our staff have received background checks before joining Bluestem Learning, or have worked for this district. Any new tutor serving students under this program will submit to a background check through the Clarence Kelly Agency.

F-Q2 Staff Qualifications in Accommodating the Needs of Students Bluestem Learning has a staff of 41 active and retired teachers. All have advanced degrees. They are specialists in reading, math, and learning disabilities. All are fully licensed teachers. All have provided support to students with learning, behavior or physical disabilities in their classrooms. Bluestem Learning has staff with these represented degrees and experience:

35% are resource room, special education or reading teachers.

39% worked in Title I Schools providing classroom or special program instruction.
Guidance and Counseling Degrees: 2 teachers
Title I math teachers: 4
Reading Specialist Certification: 6
Special Education Resource Room Experience: 16
Math Specialists: 4
Curriculum Authors: 6
School Improvement Team Facilitators: 4
Learning Disabilities Certification: 5
Gifted Education Certification: 2
Behavior Specialists: 2
Spanish speaking 3

BLUESTEM LEARNING STAFF *(Names have been omitted for confidentiality)*

1. retired special education teacher, licensed in learning disabled and behavioral disorder, On-Site Tutor
2. active resource room teacher, Title I school, Bluestem staff development presenter.
3. retired reading teacher and resource room teacher in Title I, special education K-6
4. reading teacher, ELL endorsement, Bluestem On-Site Tutor, ELL staff development
5. retired teacher, special education MR-K-9, Bluestem On-Site Tutor
6. teacher, library media specialist
7. retired teacher, math resource teacher, author of MAPS+, Bluestem curriculum author, staff development presenter
8. active reading teacher, Title I school, Bluestem game author
9. active resource room teacher K-6, learning disabilities
10. on-leave, staff development presenter, teacher in Title I School
11. retired fourth grade teacher, curriculum writer, Bluestem private tutor
12. resource room teacher at Title I school
13. retired reading specialist, Bluestem On-Site Tutor
14. active primary teacher, Title I school, Bluestem private tutor
15. special education learning disabled, Bluestem private tutor
16. active middle school math tutor, private Bluestem tutor and staff development presenter
17. retired and current instructor at Applied Learning
18. on-leave middle school teacher, parochial school, Bluestem computer specialist, staff development, and private tutor.
19. retired elementary teacher, math resource teacher, Bluestem On-Site teacher
20. active Title I teacher, Bluestem private tutor
21. retired teacher Title I School, Bluestem instructional activities designer
22. retired teacher Title I School, Bluestem curriculum writer and On-Site Tutor
23. retired teacher, Bluestem On-Site Tutor
24. retired teacher in Title I Schools, On-Site Tutor
25. retired Title I math teacher, Bluestem curriculum author, staff development presenter
26. active teacher, math and science specialist
27. retired Title I teacher, Bluestem curriculum author, On-Site Tutor and private tutor
28. retired teacher, Bluestem On-Site Tutor
29. on-leave teacher, private tutor
30. active teacher staff development presenter early childhood
31. retired special education teacher, Title I, On-Site Tutor and Private Tutor
32. active special education teacher, Title I, Bluestem Private Tutor
33. retired special education teacher, Bluestem On-Site tutor, private tutor

34. retired special education, learning disabilities, Bluestem On-Site tutoring and private tutoring
35. retired intermediate teacher, Bluestem On-Site and private tutoring
36. active middle school teacher, Bluestem private tutoring
37. active teacher, Bluestem curriculum writer
38. retired teacher, Bluestem curriculum writer, staff development presenter, On-Site Tutor, private tutor, Bluestem co-founder and Chief Learning Officer
39. active businessman, founder of Insight Consulting, Bluestem Learning Co-founder and Chief Operating Officer
40. on-leave teacher, Bluestem On-Site Tutor and private tutor
41 on-Site Tutor and private tutor

F-Q3 Describe Staff Development

Regular Bluestem Staff meetings provide information about current research in tutoring, provide staff development in new strategies, and share success with instructional and tutoring strategies. At the beginning of a school year, the On-Site Tutoring team meets to be trained in tutoring procedures, communication procedures, and state standards. Training in theories of Ruby Payne and Belinda Williams on teaching students of poverty is part of our staff development program. Regular, weekly group communication through e-mail provides additional support. Collaborative planning by levels extends skill levels of all tutors.

In October the On-Site Tutoring Team meets to plan the year. The teachers receive their class lists, materials, and review the procedure for attendance, record keeping, and protocol for working in the schools. The state standards are reviewed and changes noted. New teachers preview the Bluestem Tutoring Notebooks and receive instruction on their use.

In January we conduct a Bluestem Forum. A topic of interest and need is identified and the participants come prepared to share information on the topic. The discussions produce additional strategies and knowledge. This year our topic was Kansas Assessment Testing Strategies.

In April, at the end of On-Site Tutoring, we meet to discuss the challenges and the successes of the year in tutoring. The tutors express their needs and wishes for materials revision. Challenges and Successes are noted as building blocks for the next year's program. Evaluation of the program is the meeting focus.

In June the summer meeting is to organize for private tutoring. During that session we review procedures for an effective tutoring session, provide materials for summer tutoring, and share data from the On-Site Tutoring Program. Topics of interest to new tutors are discussed. Procedural information is given about writing reports and conferencing with parents.

Tutor Training is conducted each summer and each fall to train tutors on tutoring strategies that produce results. A staff development session of tutoring research and strategies is presented given, and participants add observations of their process within the tutoring setting.

Each On-Site Tutoring team meets at the school before the contract begins to analyze data, prepare student materials and to receive the manuals. Training meetings with individual teachers who are hired during the year provide information about our processes. A checklist of private tutoring procedures provides structure. New teachers are also given access to the Bluestem Learning Training Powerpoint, "Tutor Training".

Before each staff development session, the Chief Education Officer surveys the staff for topics of interest and need. Part of the session is devoted to these topics. The effectiveness of our staff development is measured through a short survey given at the end of the session and follow-up e-mail to check implementation. E-mail has proven to be an effective way to provide staff development in small bites. Bi-monthly an e-mail update is sent. We often send electronically forms, Powerpoints, etc. The use of technology has made every person feel included in our training programs.

F-Q4 Evidence demonstrating that the organization possesses adequate staff and resources to meet demand

We have 41 teachers on our staff. 35 of them have worked in either our private tutoring programs or our On-Site Tutoring (School Programs). We have concentrated our efforts in the home district of most of our teachers. Our qualifications are outlined in Question 2 above. We are currently a regional program serving Northeast Kansas, Shawnee Mission, Blue Valley and Olathe.