# KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

## APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
## 2011-2012

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

| Supplemental Educational Services Provider Contact Information | | |
|---|---|---|
| **Provider/Company Name:**<br>**Communities In Schools of Wichita/Sedgwick County, Inc.** | | |
| **Contact Person:**<br>**Suzanne Graham** | | |
| **Address, City, State:**<br>**412 S. Main, Ste 212**<br>**Wichita, KS** | | **Zip Code:**<br>**67202** |
| **Phone:**<br>**316-973-5110** | **Email:**<br>**sgraham@ciswichita.org** | **Fax:**<br>**316-973-5145** |

**Applications due on <u>April 8, 2011 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 2011-2012**

Part I: Contact Information for: Communities In Schools of Wichita/Sedgwick County, 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.

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| Name: |
| Title: President/CEO |
| Office PhoneCell Phone: |
| Hours of Operation: 8:00 am – 5:00 pm |
| Fax: |
| E-mail & Website: |
| Address/City/State/Zip: 412 S. Main, Ste 212 Wichita, KS 67202 |

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

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|---|
| ☐ Same as Provider Contact for State Use |
| Name: Terry Calloway |
| Title: Program Director |
| Office Phone: 316-973-5114 Cell Phone: |
| Hours of Operation: 9:00 am – 4:00 pm |
| Fax: 316-973-5145 |
| E-mail & Website: tcalloway@ciswichita.org www.ciswichita.org |
| Address/City/State/Zip: 412 S. Main, Ste 212 Wichita, KS 67202 |

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.

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|---|---|
| ☐ 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

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| **1. Program Name and Federal FEIN or Social Security Number** | Communities In Schools of Wichita/Sedgwick County, Inc |
| **2. Date Service Provider Formed** | *List the date (month, year) in which this provider first delivered educational services to students.*<br><br>August 1990 |
| **3. Type of Organization** | *Please check the category that best describes the organization.*<br><br>☐ For profit<br>X Not for Profit<br>☐ School<br>☐ District<br>☐ Educational Service Center<br>☐ Institution of Higher Education<br>☐ Faith-based organization<br>☐ Other (describe) |
| **4. Potential districts to serve** | *Below is a list of **potential** Kansas districts which may be required to provide SES in 2011-2012. 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 **October 10, 2011**.*<br><br>***If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.***<br><br>☐ USD 214 Ulysses<br>X USD 259 Wichita<br>X USD 261 Haysville<br>☐ USD 308 Hutchinson |

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| | ☐ USD 430 South Brown County<br>☐ USD 453 Leavenworth<br>☐ USD 475 Geary County<br>☐ USD 480 Liberal<br>☐ USD 500 Kansas City Kansas<br>☐ USD 501 Topeka |
| **5. Place of Service** | *Please check the location(s) that best describes where services are delivered to students.*<br><br>X School<br>☐ Business<br>☐ Place of religious worship (i.e., church)<br>☐ Community center<br>☐ Provider's home<br>☐ Student's home<br>☐ On-line<br>Accessed from:<br><br>☐ Other:<br><br>**How will transportation be addressed, if needed?**<br>Provider will contract with school district or YMCA to transport students home from tutoring. |
| **6. Time of Service** | *Please check the time(s) that best describe when services are delivered to students.*<br><br>☐ Before School<br>X After School<br>☐ Weekends<br>☐ Summer<br>Hours of operation: Tuesday and Thursday after school |

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| **7. Subject Areas Covered** | *Check all subjects for which tutoring will be offered.*<br>X *Reading*<br>☐ *Writing*<br>X *Mathematics*<br>☐ *Science*<br>☐ *English as a Second Language* |
| **8.Grade Levels Able to Serve** | *List the grade levels in which services are available.*<br>3rd – 8th 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.*<br><br>Individual site minimum 5<br><br>Individual site maximum 50<br><br>District minimum 5<br><br>District maximum 400<br><br>*Are there a minimum number of students required before services will be provided?*<br><br>☐ No X Yes<br><br>Minimum: 5 |
| **10. Specific Student Populations Served** | *Please check the students groups your organization will provide educational services.*<br><br>X Minority students<br>X Migrant students<br>X Homeless<br>X Special education students<br>X 504 student<br>X English Language Learner<br>☐ Other: (describe)<br><br>Indicate the language(s) other than English in which services are available. Spanish |

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| **11. Student/ Instructor Ratio** | *Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor.*<br>Target ratio is 1 tutor to 5 students with a range of no more than 1 tutor to 7 students |
| **12. Mode of Instructional Delivery** | *Check all that apply:*<br>☐ Individual tutoring<br>X Small group tutoring<br>☐ On-line/Web based<br>☐ Computer Assisted<br>☐ 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.)*<br><br>Per Pupil Cost $50.00/hour<br>Explain how the cost per pupil is determined<br><br>Based upon the following expenses per site: transportation, incentives, snacks, mileage, teacher compensation, core program support, site coordinator support, supplies and curriculum<br><br>Are there additional costs? (specify)<br><br>No |
| **14. Staff** | *Please indicate your hiring practices.*<br><br>**X** Hire teachers from within district<br>**X** Hire fully licensed teachers from any location<br>☐ Hire non-licensed educators<br>X Hire paraprofessionals who meet Title I education requirements<br>**X** Other (explain) Hire student tutor assistants |

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| **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)*<br><br>Technology is not required.<br><br>Hardware<br><br>Software<br><br>Internet access<br><br>Software license<br><br>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.<br><br>**Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?**<br><br>Yes No X<br><br>If yes, why you were removed?<br>_____<br>_____<br>**Are you an approved provider in other state(s)? No If so, which states?**<br>_____<br>_____ |

## II. Program Overview and Description*
## (Limit response to 1 page)

Communities In Schools of Wichita/Sedgwick County, Inc. (CISW) is a not-for-profit community based organization whose mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CISW has a 20 year history of working with youth in the Sedgwick County area and is applying to be a provider of supplemental educational services in Reading and Mathematics for children in grades 3-8 in Wichita USD 259 and Haysville USD 261. Sessions will be held after school two days a week, at the school site, at a cost of $50.00/hour per pupil. Small group sessions, with a target of one teacher to five students (1:5), and no more than 1:7, of reading and/or mathematics will be taught by certified teachers and support instructional staff, using research based curriculum developed by SRA. All student populations, including minority, migrant, homeless, special education, English Language Learner and 504 students may be served.

At the majority of sites, a CISW site coordinator will work with a lead tutor to coordinate the tutoring, monitor student attendance and assist with monthly parent communication, feedback and tutor support. Students will be provided a snack when school ends, followed by small-group tutoring using direct instruction. Transportation home from tutoring will be provided for those students requesting it. At sites without a site coordinator, these responsibilities will be managed by an identified teacher (lead tutor) employed by CISW.

The SRA Corrective Reading and Mathematics curriculum will be used. Corrective Reading is designed to provide strategic and intensive instruction to students in grades 3 through 8 who have difficulty achieving at grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding and four levels for comprehension address the varied reading deficits and skill levels found among struggling students. Corrective Mathematics provides intensive support for students who have difficulty with mathematics. The series is organized into seven strategic modules that provide teacher-directed instruction on critical skills and concepts which struggling students often fail to grasp. A reading and/or math placement test, which is part of both curriculums, will be administered to the students to assess their instructional needs and placement.

Curriculum-based assessments to formative monitor the student's progress will be administered throughout the year. District Assessments, such as AIMSweb will also be used to progress monitor students. Parents will be a partner in developing an Individual Achievement Plan for their child and will receive monthly communication.

It is important to note that as a non-profit organization currently serving the Wichita and Haysville school districts, Communities In Schools of Wichita/Sedgwick County is able to re-invest service dollars received from this program into the local school systems, increasing the capacity to serve even more students and families.

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III. Indicators of Quality

## A. Evidence of Effectiveness

1. ***Multiple assessment methods were used to demonstrate effectiveness***.

Communities In Schools (CIS) was founded on the concept that students can and will achieve academically when resources to address their academic and social service needs are tailored, coordinated and accessible. CIS employs a collaborative community-oriented approach to service delivery, based on the theory that students benefit from not only the type and quality of services, but also the processes for planning and delivering those services. These community based intervention services, the cornerstone of the CIS model, focus programmatic energy, resources and time on shared school and student goals.

Under the CIS Model, the site coordinator facilitates widely accessible prevention services and resources that are available to entire school populations (school-wide prevention services or Level I) as well as coordinated, targeted and sustained intervention services for that subset of students who are most at risk of dropping out of school (targeted and sustained intervention services or Level II). This blended prevention and intervention strategy is validated and based on the widely accepted model of public health intervention and it has been at the core of the CIS theory of change for many years. Indeed, CIS has documented a 30-year history of producing outcomes at both the student level and school level.

A five-year evaluation conducted by National CIS shows that when the CIS Model is implemented with high fidelity, it results in the strongest reduction in dropout rates of any existing fully scaled dropout prevention program that has been evaluated; has an effect on both reducing dropout rates and increasing on-time graduation rates, and, is effective across states, school settings, grade levels and student ethnicities. For every 1,000 high school students, 36 more students at high implementing CIS schools remain in school and 48 more students graduate on time with a regular diploma. The study also demonstrates that the CIS Model results in a higher percentage of students reaching proficiency in fourth and eighth grade reading and math. (Proficiency is determined by the percentage of students who pass state math and reading achievement tests, according to standards set by each individual state.) Additionally, students in high-implementing CIS schools consistently outperform students in comparison non-CIS schools. For every 1,000 elementary school students, 53 more achieve proficiency in math and 20 more achieve proficiency in reading. For every 1,000 middle school students, 60 more achieve proficiency in math and 49 more achieve proficiency in reading. The study also found that CIS' presence in a school has the potential to improve that school's statewide ranking in reading and math achievement, as measured by the US Department of Education's "improvement index." For example, among schools with high CIS implementation, the improvement index would likely show an increase in a school's ranking by 20 and 14 percentage points, respectively, for eighth grade reading and math. CIS is most effective when it is implemented in a manner congruent with Total Quality Systems (TQS) site standards

Communities In Schools o f Wichita/Sedgwick County (CISW) achieved national accreditation in August 2010 and is considered by CIS National to have a high degree of fidelity to the components of the CIS Model. This process of accreditation, Total Quality Systems (TQS), involves adherence to a comprehensive set of integrated policies and standards designed to reinforce the commitment to evidence-based practice and accountability throughout the network. This implementation of sound business practices and the delivery of needed support across the CIS network translate into stable and sustained delivery of integrated student support services – and better student outcomes.

The instructional program that will be used for the after school tutoring program is the SRA Corrective

Reading and Mathematics series. This is a research-validated direct instruction curricular program designed to accelerate student achievement using interactive, systematic and explicit instruction. It is based on the belief that learning is positively impacted by the sequential development of skills, instructional approaches, amount of skill practice and application, ongoing feedback given to students and continuous monitoring of student progress, producing higher student achievement. SRA direct instruction programs received the highest ranking for program effectiveness in an independent analysis by the American Institutes for Research in 2006.

2. ***Impact on student attendance, retention, improved grades, graduation rates.***

The demonstrated effectiveness of the CIS Model can be seen in the outcomes from the 2009-2010 school year and support the national evaluation outcomes. Considering the greater challenges faced by the CIS-tracked student population, these results are even more remarkable. These are young people who, without the intervention of CIS, would likely fall far below the national average for student success.

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| 91% of CISW seniors eligible to graduate, graduated. | 66% of CISW students improved in reading. |
| 89% of CISW students improved attendance. | 69% of CISW students improved in math. |

CISW is the only affiliate in the state of Kansas with a high school program. The graduation rate for CISW case managed students at West High School and Derby West High School from 2008 to 2010 averaged 95% and 85.5%. These students were referred to CISW as a result of exhibiting one or more risk factors for dropping out of school, i.e. poor attendance, low academic achievement and/or poor behavior. In comparison, the graduation rate for West High School as a whole during the same timeframe averaged 68.3% and Derby High School averaged 88.9%.

As seen from the data above, program measures gathered from all CISW sites following the 2009-2010 school year indicated improvement in reading and math. All students who participated in SES tutoring in 2009-2010 also received case management services by CISW. During that year, the NWEA Measures of Academic Progress (MAP) test was used to evaluate progress of students participating in the CISW after school tutoring program. 81% (n=74) of the students who took both the fall and spring assessments and were receiving services from CISW showed improvement on the MAP test.

Results from the 2009-2010 Kansas State Assessment for all students at the five middle schools receiving SES services indicated that 55.5% of the students scored proficiency or above in reading and 45.4% scored at proficiency or above in math. The subset of students receiving supplemental services from CISW were targeted specifically for low academic achievement in reading and/or math and were also referred for other risk factors associated with dropping out of school. 47% of students participating in the CISW SES program scored at proficiency or above in reading and 31% at proficiency or above in math.

Direct Instruction (DI) is an explicit, intensive instructional teaching method that allows students of all abilities to become confident, capable learners. Over 40 years of research shows that when Direct Instruction is implemented with fidelity, it improves student achievement across a variety of ages, learning abilities, socioeconomic, and cultural backgrounds. Both Corrective Reading and Corrective Mathematics are DI programs.

An independent researcher conducted a meta-analysis of all studies on Direct Instruction programs (Adams & Engelmann, 1996) and found that DI students continued to outperform control students in middle and high school, and two studies found that DI students had higher graduation rates and college acceptance rates than control group students.

3. ***Impact on student achievement among low-income under achieving students.***

According to September 2010 statistics, the average number of students at or below the poverty level at a CISW site was 88%. CIS works with these students and families to ensure that they have the resources available to meet their basic needs so the students can be successful in the classroom.

Both the reading and math programs used by CISW for after-school tutoring are designed to address the needs of all students, but particularly those of low-achieving students and those at risk of not meeting the State's academic standards. The instructional strategy of direct instruction used by CISW is research based and demonstrates proven effectiveness.

Corrective Reading has produced dramatic improvements in reading performance for many different student populations, regardless of the students' ethnic background, language background, intelligence or age. The results of a comparative research evaluation (B. Grossen, 2002) show that students using the Corrective Reading series typically improve their reading at an accelerated rate, thus allowing students eventually to catch up with their peers.

The Corrective Mathematics curriculum carefully constructs interactions between students and teacher. Teachers clearly state a teaching objective and follow a defined instructional sequence. Research shows that direct instruction is especially successful when a child has problems with a specific or isolated skill. (Kroesbergen and Van Luit, 2003). Instructional episodes involve pacing a lesson appropriately, allowing adequate processing and feedback time, encouraging frequent student responses and listening and monitoring throughout a lesson. This systematic and explicit instruction has shown to have a positive effect for both special education and low-achieving students in an analysis of fifty studies (National Council of Teachers of Mathematics, 2007).

112 students participated in the after-school tutoring program through CISW in 2009-2010. Of those 112, 25 were identified as students with disabilities and 34 were identified as English Language Learners. Based on the outcomes of each student's Individual Achievement Plan during that school year, 62% of the 112 students (n=69) met their goals.

Feedback from teachers, parents and students participating in the program is important summative evaluation. Following the 2009-2010 school year, CISW surveyed those groups and those results indicated an overall satisfaction with the program. Tutors appreciated the on-site support from CISW site coordinators as well as using a research–based curriculum. Parents surveyed indicated that their students made gains in areas assessed as well as overall improvement in grades and were also very supportive of CISW site coordinators, many believing that the presence of a site coordinator was the difference in their student's overall success in the tutoring program and success in school. Students surveyed indicated they were pleased with the program too. The majority of students felt that their academic skills improved during tutoring and they also appreciated having the homework help.

**4.** ***Explanation of how and by whom evidence was gathered.***

Both instructional programs show a demonstrated record of effectiveness in improving student academic achievement and use instructional strategies that are high-quality, based upon research and have been shown to increase student academic achievement. Evidence on the effectiveness of these two programs included multiple assessments, formative and summative, by instructional staff, parent, and student surveys, district and state assessments, as well as independent research by third party researchers on implementation of these programs. In addition, site visits were conducted to evaluate implementation of the tutoring programs, curriculum strategies and student behavior.

**Section B5-B8**

**Evidence of Links Between Research & Program Design**

***B5. Program design and instruction alignment to NRP findings***

According to the National Reading Panel (NICHD, 2000), instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension is recommended for reading intervention programs. CISW will utilize the SRA Corrective Reading Program which incorporates all five skills in the following ways:

- Phonemic Awareness is taught directly in the early levels of the program. Phoneme segmenting, blending and manipulating are essential elements in these early lessons. Auditory activities are present in each lesson. The teacher models Phonemic Awareness and provides guided practice.
- Phonics instruction is systematic and explicit. Only frequent, highly regular letter-sound relationships are taught. Segmenting and blending previously learned sounds are included in each lesson. Once letter sounds have been mastered, they are immediately applied to reading words, sentences and texts.
- Fluency Building is addressed in the Group Reading and Reading Checkout parts of each lesson. The research based strategy of partner reading is utilized during the Reading Checkout section. The teacher models prosody and immediate feedback is given to the students in the form of a formal correction procedure. Fluency goals arte included and require students to meet a precise criterion for rate and accuracy.
- Vocabulary is present in the program as a prerequisite to comprehension. In particular, a vocabulary section is included in every lesson before Group Reading. Listening, reading and speaking vocabularies are addressed in the format of the daily lesson. Students are provided with multiple opportunities to work with new words.
- Comprehension is taught using questioning, a research-based strategy proven to increase understanding. Questions are dispersed throughout the text. Prediction questions are provided at the beginning so that students may anticipate content and activate previous knowledge. Students are also taught to interpret graphs, maps, charts and diagrams.

The program is comprehensive, targeting students who are reading one or more years below grade level. It works well for small groups and each lesson is 45 minutes in length. It is tightly sequenced, offering two distinct intervention strands: Decoding and Comprehension.

According to a review of 28 studies published in peer review-reviewed journals released by McGraw Hill, 26 found positive results for students who were taught using Corrective Treading. "For studies using standardized measures, results indicated that most vocabulary and comprehension scores increased from pre- to posttest with similar increases in oral reading fluency".
(https://www.sraonline.com/download/DI/Research/Reading/CR_RschValidation.pdf

**B6.** ***Specific explanation of how services will help students improve their reading achievement***

The proposed after school tutoring reading program will help students build essential skills to achieve in reading. The research based instructional activities and materials help students hear, identify and manipulate individual sounds to improve their word reading and reading comprehension, understand the relationship between written letters and spoken language and

practice reading a text accurately and quickly. Corrective Reading allows for an individualized instructional plan. Some students will require a great deal of intensive remediation; other students will have far fewer skill deficits. Scores on the Decoding Placement test or Comprehension placement test indicate if students have the skill level necessary to enter each level of the program. Thus, students who have mastered the basics and are ready to learn a wider range of complex reading, writing and reasoning skills will be placed in a higher level. Placement at the appropriate instructional level helps ensure students will experience success rather than failure.

**B7.** ***Program design and instruction alignment to NCTM findings-math***

The primary math program for the after school tutoring will be SRA's Corrective Mathematics, a highly focused, intervention/remedial program for students in grades 3-12. The program includes four separate modules: Addition, Subtraction, Multiplication, and Division. In addition, there are three modules called Mathematics Modules that include Basic Fractions; Fractions, Decimals, Percents; and Ratios and Equations.

By focusing on core content and breaking this content into a series of small conceptual steps and embedded skills, Corrective Mathematics enables the teaching and learning of mathematics skills, rules, and strategies efficiently and effectively. It ensures that students will learn to work mathematics problems accurately and confidently. This program is intended to support a high-quality core mathematics program. A placement test provides a plan that identifies which modules need to be covered.

The National Council of Teachers of Mathematics and the National Research Council refer to "mathematical proficiency" as five intertwined strands of:

- Conceptual understanding refers to the "integrated and functional grasp of mathematical ideas", which "enables students to learn new ideas by connecting those ideas to what they already know." Conceptual understanding supports retention, and prevents common errors.
- Procedural fluency is defined as the skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.
- Strategic competence is the ability to formulate, represent, and solve mathematical problems.
- Adaptive reasoning is the capacity for logical thought, reflection, explanation, and justification.
- Productive disposition is the inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

Learning each of these strands is an ongoing process that builds on itself. Corrective Mathematics, a direct instructional program, allows teachers to guide students through a defined instructional sequence. Within this systematic and explicit instruction, students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts.

Consistent communication between teacher and student creates the foundation for the instructional process. Instructional episodes involve pacing a lesson appropriately, allowing adequate processing and feedback time, encouraging frequent student responses and listening and monitoring throughout the lesson.

Placement tests which are a part of the program assessments, allow teachers to place students in the proper level/lesson and to track their performance over time. Students can be skilled grouped based on their performance on the placement test.

Lessons are carefully sequenced to quickly bring students up to date on core skills. Skills are taught so students fully understand them and practiced until mastered. The series focuses on core concepts, rules and mathematical reasoning to help students learn and retain facts, understand place value, understand fractions, decimals and percents, solve computational problems, and accurately translate word problems into numerical statements. These core concepts reflect the five strands of mathematical proficiency.

According to a study conducted by Eastern Washington University, examining the use of peer-delivered Corrective Mathematics program in an urban middle school, both learners and tutors experienced statistically significant gains on the Calculation subtest (at the .01 level) and on the Applied Problems subtest (at the .05 level). Learners also made level gains "ranging from two levels to six levels (average =3.2 levels) as indicated on the Corrective Mathematics placement posttest."
(https://www.sraonline.com/download/DI/Research/Mathematics/research_base_for%20di_math.pdf)

**B8.** ***Specific explanation of how services will help students improve their math achievement***

Students in need of remediation often exhibit similar problems. These include memorization of the basic number facts, standard algorithms, over reliance on estimation, mathematical reasoning and problem-solving competency and understanding of fractions. The after school tutoring program will help students develop these skills. By focusing on this core content and breaking this information into a series of small conceptual steps and embedded skills, the Corrective Mathematics program helps struggling students learn efficiently from grade-level instructional materials.

Assessment informs instructional practice and frequent assessment is integral to this program. Corrective Mathematics makes it easy for teachers to assess students because everything is in place and teachers do not have to develop anything. They just need to analyze performance and make data-based decisions throughout the monitoring process.

This regular and standardized monitoring and adjustment of instruction will maximize effectiveness and positively impact achievement.

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

### 1. *How content is aligned to specific Kansas state curriculum standards*

Both Corrective Reading and Corrective Mathematics are aligned to specific Kansas state curriculum standards. These curricula provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.

The reading program is designed to accommodate the full range of problem readers. Students served may be deficient in decoding skills, comprehension skills or both decoding and comprehension skills. The series consists of two independent strands, both comprising four levels. A Corrective Reading Placement test indicates whether individual students need work in decoding, comprehension or both. The series supports instruction focused on these two strands using meaning, grammar and phonics. Skills are reinforced that the state of Kansas has identified at each level that the students must achieve to become proficient. Corrective Reading activities include instruction in fluency (tracking, reading and rereading decodable connected test, practice for rate and accuracy, charting for daily fluency progress,), phonics and word analysis (sound-symbol relationships, spelling, blending, word reading, reading of decodable connected text), and comprehension (story details, cause and effect, main idea, story grammar/retelling, story summarizing, compare/contrast).

The math program teaches essential number and operations math skills that integrate with core curriculum and address common problems experienced by struggling students. Corrective Mathematics supports students in building a strong foundation in computation, number sense and problem solving, all elements of the Kansas standards. The activities focus on memorization of basic number facts based on the premise that there is no real mathematical fluency without memorization of the most basic facts. Meaningful practice opportunities in algorithms, estimation, mathematical reasoning and problem solving competency and fraction development support students in developing skills needed to meet the state standards of Number and Computation and Problem Solving and Reasoning.

### 2. *How content is aligned to instructional programs of the district*

The reading content and materials of Corrective Reading are aligned with the content of both districts' reading and language arts curriculum and all five essential elements of reading identified by the No Child Left Behind Act: phonemic awareness, phonics, vocabulary, fluency and comprehension. Corrective Mathematics reflects the National Council of Mathematics (NCTM) standards and teaches essential numbers and operations math skills that integrate with a core math curriculum. The program offers a way to strengthen any core instructional program by providing the targeted instruction required in addition, subtraction, multiplication, division and fractions.

Additionally, the Communities In Schools model is aligned with the Kansas Multi-Tier System of Support (MTSS), a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. MTSS is most commonly used in addressing reading, math and behavior and, typically, has three tiers. Each tier provides differing levels of support. The after school tutoring program would focus on Tier II and Tier III students. Research based interventions (Corrective Reading and Mathematics series) will be used to support students in these two subject areas.

The multi-tier reading model uses scientifically based reading researched practices and the five essential areas of reading mentioned above. In Corrective Reading, an initial placement test and subsequent fluency checks and comprehension assessments help gauge the progress of the student. The MTSS framework for mathematics uses the targeted skills model, utilizing a diagnostic assessment process for the purpose of creating small homogenous groupings for supplemental and intensive instruction. Periodic mastery tests help improve student proficiency.

**3**. ***Approach and Design of Instruction***

Tutoring sessions will be small group, no more than 7 students to one tutor, using direct instruction. Sessions will be conducted after school, twice a week for 1 ½ hours. If computers are available at the school site, additional practice work will be made available via a supplemental computer program.

For students in the reading program, a placement test will be administered to each student to determine whether the individual student needs work in decoding, comprehension or both. This assessment tool provides a detailed profile of what students need to learn and which level of the program is most appropriate for them. Students who need instruction in both strands do not necessarily start on the same level in each strand. This independent placement for Decoding and Comprehension assures that the material students read in both strands is appropriate for their skill levels and is aligned with the districts' approach to reading instruction.

The daily lessons are designed so the teacher is able to respond to the performance of each student in the group. Each program is based on cumulative skill development with the difficulty level increasing gradually but steadily. Each program specifies both teacher and student behavior through scripted lessons. This assures the use of uniform wording, use of effective examples and ability to complete a lesson during the class period.

For students in the math program, a placement test is administered to determine the correct entry point for each student. Activities (or tracks) that occur from one lesson to the next are grouped in modules. Each module has four different tracks: facts, place value, operations and story problems which support the districts' approach to math instruction. The program provides a complete script of each lesson's activities. The scripts have been thoroughly tested to ensure they communicate concepts clearly and are easily understood by students.

**4.** ***Instructional Materials used in program***

Corrective Reading materials consist of a Teacher's Guide and one or two Teacher Presentation Books. The Teacher's Guide contains basic information about the program and specific information for presenting exercises and correcting mistakes. The guide also includes a copy of a Placement Test, a Scope and Sequence Chart, a list of Behavioral Objectives, a Skills Profile Chart, scripted lessons and forms for keeping records of student performance. Each student will receive consumable Workbook materials with activities for each lesson.

Corrective Mathematics materials include a Teacher's Guide containing information for presenting exercises, correcting mistakes, and administering the pre-skill and placement tests. There is also a Presentation section that contains detailed lessons plans. Answer Key Booklets quickly and easily compare students' work with the actual calculations and word

problem results.  Each student will receive consumable Workbook materials including daily worksheets and point summary charts for recording student performance and awarding grades.

All instructional materials will be supplied by provider.  Tutoring staff at each site will receive all student and teacher materials for their designated curriculum, supplemental materials as requested, paper, file folders, markers, etc All materials will be provided by CISW.

## D. Monitoring Student Progress

### 1. *Process to assess and diagnose individual student academic needs*

The Placement Tests accompanying the provider's curriculum will be used to identify the educational needs of each student in reading and/or math and an Individual Achievement Plan will be developed for each student enrolled in the program. This plan will identify goals for the student and indicate assessment tools and expectations in student progress and describe how services will be delivered. Tutors will utilize district assessments, such as AIMSweb, to progress monitor students. Parents will review the plan, provide input on services described and sign off on the completed plan. Periodic curriculum-based assessments will be utilized to check and adjust student progress. Students' progress will also be monitored through progress reports and quarterly grades.

In the Corrective Reading series, the teacher is able to monitor and respond to the performance of each student through the use of criterion-referenced Mastery Tests. Each program also provides detailed data on student performance and students are able to see documentation of their improvement as they progress through the program.

In the Corrective Mathematics series, cumulative review worksheets help improve student understanding of previously learned operations and Blackline Masters will be used to provide criteria for evaluation and remediation for students lagging behind. A point system allowing student to monitor their own progress helps turn mathematics instruction into a positive experience.

### 2. *Process for developing individual goal setting and achievement timelines*

Parents will be notified by the district of their child's eligibility for tutoring before school begins, with the enrollment period taking place in the fall. Once providers are notified of the students that have signed up for their programs, the after school program will begin. The anticipated start date is October 10, 2011. Assessment materials are incorporated in the SRA program to assist tutors in developing individual instruction, monitoring growth and diagnosing problems. Remediation activities provide systematic instruction to address deficient skills. CISW site coordinators and/or the lead tutor will work with other tutors/instructional staff and parents or guardians in the development of an Individual Achievement Plan (IAP) for each student. Multiple factors are taken into consideration in developing the IAP. District student test scores from the previous year, student benchmarks needing to be passed, curriculum based placement tests and parent input are reviewed to obtain a profile of a student's current level of performance and, as a result, goals for the tutoring period will be established. The IAP will include: achievement goals, services planned, start and end dates, assessment tools, expected outcomes, method of communication to parents and any assessment scores. The parent(s)/guardian will review the plan and will sign off on their agreement with it. Site coordinators and/or lead tutors will also partner with the building SES coordinator to address overall program needs. CISW will also participate in annual district level meetings to discuss student progress based on assessment test results.

### 3. *Multiple instruments are used to evaluate, monitor and track student progress*.

A strong evaluation component is essential not only for feedback on the overall program but also to measure effectiveness of each student's individualized program. Upon completion of

the after school tutoring program, formal evaluations will be administered by the site coordinator or lead tutor by surveying other instructional staff, parents and students. The site coordinator or lead tutor will communicate with all other instructional staff at each tutoring session to provide support to them and their students as needed. The site coordinator or lead tutor will also conduct a data analysis of report card grades and district assessments (such as AIMSweb) throughout the program to determine student progress and to plan differentiated instruction.

All details of the Corrective Reading series are designed to provide differentiated instruction that is appropriate for each learner. The Placement Tests assess each learner's skill and indicate the appropriate level for different students. The daily lessons are designed so the teacher is able to respond to the performance of each student in the group. The Mastery tests assess the progress of each student in all the skills the program teaches.

There are two placement methods in the Corrective Mathematics series. The preferred method is to administer the Comprehensive Placement Test. The second placement method is to administer the preskill and placement tests that accompany each module. The preskill tests will determine whether a student should be placed in a particular module and, if so, at which lesson. Most students enter ***Corrective Mathematics*** based on the results of the Comprehensive Placement Test. • The placement tests indicate which entry point is appropriate or whether students are too advanced to be placed in the module. Because placement tests indicate whether students have mastered the skills taught in the module, they can also be used as pre- and post-tests to assess growth.

Our high expectations are evident in our criteria for success, as evidenced by the goals and objectives below.

| Goal/Major Outcome | Data to be collected/Frequency | Analysis | Person Responsible |
|---|---|---|---|
| Goal 1: To identify and select students to participate in after school tutoring<br><br>Objective: At least 150 students will receive afterschool tutoring as evidenced by program attendance records. | Referral and Parent Requests/Daily<br><br>Needs Assessments; Participant Demographic Data/Once upon entering program | Documentation of potential participation by referral source and selection outcome. Roster of selected participants will be maintained. | Site Coordinator<br>Program Director |
| Goal 2: To raise math and reading performance<br><br>Objective: 80% of the participants will show | Student Grades/Quarterly<br><br>Number of contact hours/Weekly<br><br>Curriculum | Monitoring of Mastery Tests<br><br>Formative Progress Monitoring (AIMSweb) | Site Coordinator<br>Program Director |

| | | | |
|---|---|---|---|
| improvement in math as evidenced by formative progress monitoring<br><br>Objective: 80% of the participants will show improvement in reading as evidenced by formative progress monitoring | Mastery Tests/Following each unit<br><br>State Assessment scores/Yearly<br><br>Absences/Daily | Frequency of tutorial contact. | |

***4. Process to encourage and support regular student attendance.***

The approach to maintain regular attendance will have three components:

Environment - maintain positive, engaging environments with interesting materials and activities delivered by care and professional staff.

Communication – Provide information regarding students' progress to parents/guardians regularly and in a language and format that is readily understandable.

Incentives – Attendance will be monitored and regular attendance rewarded based on the plan below.

| INCENTIVE | FREQUENCY | PERSON RESPONSIBLE |
|---|---|---|
| Snacks | Daily | Site Coordinator/Lead Tutor |
| Prize Drawing<br>(Examples: pencils, erasers, bouncy balls) | Daily | Site Coordinator/Lead Tutor |
| Perfect Attendance Prize<br>(Examples: pizza coupons, video coupons) | Monthly | Site Coordinator/Lead Tutor |
| Final Prize for Program Completion<br>(Examples: MP3 Players, IPods, gift cards with maximum value of $50) | Yearly | Site Coordinator/Lead Tutor |
| Jump Start Celebration to engage students | Yearly (November) | Site Coordinator/Lead Tutor<br>Program Directors |
| Mid-Year Celebration to maintain momentum | Yearly (January) | Site Coordinator/Lead Tutor<br>Program Directors |
| End of Year Celebration<br>Final prizes awarded | Yearly (March) | Site Coordinator/Lead Tutor<br>Program Directors |

## E. Communication with parents/families, schools and districts

### 1. *Communication with parents and district/school staff and involvement in instructional plan.*

CISW currently has a partnership with Wichita USD 259 and USD 261 and employs site coordinators who office at school sites in both districts. Additionally, representative Board of Education members from each of the districts served are members of the CISW Board of Directors and will also serve on the Program Committee providing oversight to the after school tutoring program.

To facilitate SES, CISW will utilize site coordinators at schools where services will be provided or will independently contract with qualified individuals (a lead tutor) to provide those services. Site coordinators or the lead tutor will be responsible for facilitating a relationship between CISW, other tutors, the school principal and the building SES coordinator. The Chief Operating Officer and the Program Directors, working out of the main CISW office, will provide program oversight.

CISW staff will meet with the principal of each school where tutoring will occur before the beginning of the school year to introduce the program and determine the logistics for the building. Students will be recruited at the individual schools following the process and criteria established by the school district and in adherence to the EIA Code of Ethics. During this period, parents and staff will receive information describing the instructional approach and how tutoring will be implemented. Parents who select CISW as the supplementary service provider will complete an application. Following assessment and diagnosis of the student and prior to the beginning of the tutoring program, the site coordinator or lead tutor will conduct a conference with the student's parent(s)/guardian to obtain their input into the Individual Achievement Plan. Parents have the opportunity to identify the goals they would like to see worked on during tutoring. Each parent will also receive a letter explaining the program and the curriculum and what they can expect.

Tutors will utilize district assessments, such as AIMSweb, to progress monitor students. Periodic SRA curriculum-based assessments will be utilized to check and adjust student progress. Students' progress will also be monitored through progress reports and quarterly grades. At the end of the school year, tutors, parents and students will complete a survey to evaluate the program.

### 2. *Detailed plan of communication of student progress with parents, teachers and appropriate staff.*

Parents and appropriate district staff will receive written and verbal, formal and informal feedback on student progress from CISW staff.

- After student has enrolled with CISW, initial meeting between parent and instructional staff will include review of assessment/diagnostic information and district scores in specific content areas being tutored.
- Development of Individual Achievement Plan will be a joint effort of parent and instructional staff.
- Formative assessment, module and unit tests will occur on regularly scheduled intervals and progress will be communicated to parent.
- Student attendance will be reported to district and parent on monthly basis.
- The site coordinator or lead tutor will contact the student's parent(s)/guardian and teachers on a quarterly basis to discuss attendance and academic progress. Every effort will be made to coordinate this meeting to coincide with school conferences.
- Curriculum based newsletters and activities and games for students to work on at home will be provided to families with explanations on how to use them.
- Parent, Student and Tutor surveys will be completed prior to end of program to help evaluate

services. Returned surveys will be analyzed and the results will be shared with school administration.

- Instructional staff will make phone calls to parents as needed to discuss attendance, behavior and/or progress.
- The site coordinator and the lead tutor will also be available to meet with the student's parent(s)/guardian on an as needed basis.

**3. *Strategies used to work with parents/families and school personnel.***

At the beginning of the program year CISW staff will meet with building principals to introduce the program, discuss space, tutoring times and days and identify upcoming activities where parents might be recruited. At this time CISW will also recruit staff to work as tutors from each eligible school, a positive benefit because the staff is familiar with the students and families in the building. Strategies used to engage parents will be focused on providing information and creating awareness of the availability of tutoring services and CISW as a provider, including: a CISW newsletter and letter thanking parents for choosing CISW will be mailed to CISW families; participation in Back to School Nights; visits to each eligible school and meeting with principal to discuss program; flyers and posters will be disseminated to schools and e-mailed to district staff. During the recruitment process at the school site, CISW staff will be available to answer questions, provide educational resources and recruit for the program. Parent conferences and home visits will be scheduled as necessary to support families with at-risk children or special concerns.

**4. *Communication will be delivered in multiple forms and languages most represented by eligible students.***

All written materials (flyers, brochures, posters, etc.) will be prepared in both English and Spanish, and interpreters will be used at events and activities to ensure that all information disseminated verbally is accurate and complete. Translation into Vietnamese is also available, if needed. During the initial assessment, parent(s)/guardian will be asked to complete an application that will ask the preferred language for communication. Utilizing CISW staff and school personnel, information will be sent home to parents translated into the requested language. In addition to the written information provided to parents, CISW staff will make personal phone calls as necessary to communicate student progress and program services. Program information, recruitment flyers and reports will be disseminated electronically to district staff through e-mail.

**5. *Resolving disputes between parent and provider***

The site coordinator or lead tutor will make every attempt to resolve any parental/guardian or school staff issue at the school site level. If a dispute cannot be resolved by the site coordinator or lead tutor, the issue will be referred to the attention of the appropriate CISW administrative staff member who will work with the Principal and the SES building coordinator to reach a resolution. If the issue is still unresolved, it will be referred to the CISW President/CEO who will work with the district administration until a resolution is reached.

## F. Qualification of Instructional Staff

### 1. *Recruitment and Hiring of Staff*.

The Chief Operating Officer (COO) for CISW and the Program Directors will have the primary responsibility for recruitment, hiring and monitoring of qualified staff for the after school tutoring program. At a minimum each site will be staffed with: a Site Coordinator or lead tutor, Instructional Staff (Tutors), and Student Service Assistants. The number of tutors and Student Service Assistants will vary at sites depending on the number of students enrolled. Teacher/student ratio will be targeted at 1:5 with a maximum of 1:7.

CISW will first attempt to recruit teachers or paraprofessionals from school sites that have been selected to receive SES services. The site coordinator and/or the lead tutor and the designated program director will inform building staff that CISW will be an SES provider. Information sessions for potential tutors will be held after school and flyers will be placed in teachers' boxes. CISW has site coordinators currently in place in several of the schools that have been designated to receive SES services. These site coordinators already have an excellent relationship with the school staff. In those schools where CISW does not have a site coordinator, CISW will recruit a highly qualified individual to serve as a lead tutor.

Each potential instructional staff person will complete an application packet that includes sections requiring information on education background, work experience and references. Applicants who have not completed background checks through the Kansas Bureau of Investigation will complete the necessary paperwork for submission to the state for clearance. CISW partners with Youth Friends, Inc. to complete background checks on all of its employees. The COO and Program Directors will meet with each potential applicant to determine their qualifications and their availability and to review the job description for the position. Applicants will be screened by an interview team to determine suitability for hire based on a 5 point Likert scale.

For those locations where there is a demonstrated need for staff with special qualifications for students with disabilities or limited English proficiency, special efforts will be made to recruit persons with special education certification and/or ESOL experience. In some cases paraprofessionals will be placed in those sites to help support the instructional staff in meeting the needs of students with specific needs. Student Service Assistants will also be hired on an as-needed basis to provide additional support.

Performance reviews of instructional staff to observe implementation of the program and instruction will occur at a minimum of two times a year. An on-site walkthrough will be completed by the COO and/or Program Directors. That information will be utilized to provide feedback to the instructional staff on their performance in carrying out program activities. A written performance review will also be conducted at the end of the program. The site coordinator or lead tutor at each site will be responsible for day to day monitoring of staff and implementation of program activities. Overall ongoing monitoring is conducted by Program Directors. Attendance and progress data will be regularly tracked. All instructional staff will be asked to complete an end-of-year survey to evaluate the tutoring program.

### 2. *Provider's ability to provide high quality services to at-risk/low income, underachieving students*

In accordance with NCLB, CISW will utilize the "Highly Qualified Teachers" criteria for education and content knowledge. The federal definition of a "Highly Qualified" teacher is one who is fully certified and/or licensed by the state; holds at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches. CISW will show a preference for teachers that have taught for at least two years with low income,

underachieving students. Teachers with a Special Education and/or ESOL certification will be recruited when available. Paraprofessionals who meet the qualification requirements for Title I paraprofessionals (secondary school diploma or its recognized equivalent and completed two years of study at an institution of higher education; or obtained an associate's (or higher) degree will receive preference. Education majors from local colleges/universities will also be considered for hire as Student Service Assistants.

**3. *Description of ongoing professional development offered to staff***

At the time of hire staff will receive CISW Handbook. This manual describes the program components and curriculum, roles and responsibilities of staff, expectations around record keeping/reporting/communication with district and parents, instructional resources and includes copies of all forms, timesheets and timelines. There will be a minimum of three large staff meetings during the year: an orientation, curriculum training, and follow-up curriculum training. At the building level, meetings will occur monthly or as needed to review the program content and delivery of services at the site.

Instructional staff will have three opportunities for professional development related to their specific curriculum areas: 1) an initial curriculum training to support successful implementation of the program, 2) a follow-up curriculum training (midyear) to address questions and ensure best practices and 3) embedded professional development (ongoing) that is supported through teacher's guides with step-by-step instructions, clear models, modified scripting and guidance for monitoring student progress. A survey will be collected following each training session to evaluate the effectiveness of the trainings.

**4. *Organization has adequate staff and resources to meet the demand-*.**

Established in 1990, Communities In Schools of Wichita/Sedgwick County, Inc. is a non-profit organization, connecting students in grades K-12 with needed community resources to help them successfully learn, stay in school and prepare for life. The program is part of 181 member national stay-in-school network and currently serves 19 schools in four districts in Sedgwick County: Wichita, Derby, Haysville and Valley Center. During the 2009-2010 school year, CISW served 1,570 students through long-term sustained interventions and an additional 8,967 students received CIS services such as financial literacy and health education. Much of this work was done by leveraging the resources of 1,326 volunteers, loaned staff, VISTAs, AmeriCorps, social work interns, and board members who contributed over 31,593 volunteer hours and included administrative support, in-kind donations, services, and resources valued at more than $1,788,081.

CISW has successfully managed federal grants for the past 20 years, currently managing almost $2 million in federal grants, state grants, foundations and local private funding. An independent audit by Kirkpatrick, Sprecker & Company, LLP in July 2010 reported no significant findings. The audit determined that CIS of Wichita utilizes generally accepted accounting principles. Additionally, CISW has experienced leadership that can provide the oversight to manage national and state funded programs at the local level. It is governed by a Board of Directors that oversees the mission of the organization and hires a President/CEO to manage the day to day operations of the organization. The oversight for the SES program will be the responsibility of the President/CEO, Chief Operating Officer, Controller and the Program Directors.