

# Jefferson Learning

**Jefferson Learning** uses research-proven learning systems and the combined experience of state certified instructors. Our research based learning systems and differentiated instruction in English Language Arts(ELA), Math, and Science have a time-tested and proven success rate with students K-12. We utilize only state certified teachers as tutors. Jefferson Learning's 40 hour program allows students that are on-grade-level or struggling students to master skills that aid in ELA, Math, and Science comprehension. Student instruction takes place at the child's school and is presented in a small group format with no more than 5 students to 1 certified instructor. After serving more than 4,500 students, our programs continually show over a grade and a half improvement in each subject from the beginning to the end of the program. In order to ensure the needs of the student are being targeted, we provide fluency graphs, assessment charts, and strategy reviews that track student progress throughout the program. Our state certified teachers are all trained by Jefferson Learning to monitor progress and effectively score and evaluate the student's skills. Tutors recognize and assess mastery and utilize their years of professional experience to encourage academic growth. Our innovative program has successfully contributed to improving every school in which we've operated. Students respond well to the program and in turn we positively impact attendance and retention rates in Elementary, Middle, and High schools. Jefferson Learning's weekly, bilingual progress reports provide an interface between tutor and parent. Jefferson Learning utilizes CARST<sup>™</sup> and STARST<sup>™</sup> and CAMST<sup>™</sup> and STAMST<sup>™</sup>, Mad Math Minutes, The Six Minutes Solution, Buckle Down Science, and additional research based programs to facilitate ELA, Math, and Science comprehension. Each program is formatted by grade level. Learning strategies are completed at each grade level and assessment is done to determine advancement to the next grade level. Our student diagnostic, on-going assessments, district benchmark data, and state tests are continually reviewed and communicated to the students' parents, teachers, and school. Our program teaches the Arkansas Curriculum Standards in English Language Arts, Math, and Science and encourages students to gain confidence and responsibility in their educational future. Our Science instruction takes place in any regular classroom using our various lab kits and standards based curriculum. Our for-profit tutoring organization continually measures great success at all of its tutoring sites. Our program at Henderson Middle School in Little Rock Public Schools showed 11 of 13 Title 1 students improving over 1 grade level in Math and ELA on the Curriculum Associate's Post Diagnostic. We provided services to 83 Wilson Intermediate students in Malvern Public Schools and found great increases on the student's State Assessment scores. Subsequently, Wilson Intermediate made AYP and was removed from the Improvement List. After providing services in schools throughout South Carolina in 2007-08, students gained an average of 9 RIT on the Measures of Academic Progress ELA assessment and 8 RIT on the MAP Math assessment. Also in 07-08 students made an average gain of 1 grade level on the Curriculum Associates ELA/Math Diagnostics. During the 2006-07 school years at a Junior High in Oklahoma City, OK, we reported that tutoring students that received our ELA instruction showed a 47% average improvement on District ELA Benchmark tests. Let us facilitate your child's success!

## Section IB: Basic Program Information

<i>Applicant Name</i> <b>JEFFERSON LEARNING</b>	<i>Program Name (if different from Applicant Name)</i>
<i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <i>If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.</i>	
<i>Type of organization (indicate with a check in the appropriate box)</i> <input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i>  <b>2007</b> <i>First year applicant approved to offer SES services anywhere</i>  <b>2005</b>
<i>Subject areas to be covered (09-10 indicate with a check in the box)</i>  <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input checked="" type="checkbox"/> Science	<i>Grades to be served (09-10) in each subject area to be covered</i>  <b>Math K - 12</b> <b>English/Language Arts K - 12</b> <b>Science K - 12</b>
<i>Staff availability and qualifications (do not exceed 100 word description)</i> Staff numbers are determined by program participation. All Instructors/Coordinators are Arkansas Certified Teachers. Instructors/Coordinators have experience working with students that are Economically disadvantaged, Varied racial and ethnic groups, Disabilities, and Limited English proficiency.	
<i>Service delivery setting (check all that apply)</i>  <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i>  <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) <u>Spanish, Laotian, Mandarin, Vietnamese, Other</u> <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
<i>Time when services are proposed to be offered</i>	<i>Student/instructor ratio</i>

<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	List the ratio of instructors to children in the proposed program: <b>1 instructor per 5 students</b> Maximum number of students for each instructor (not to exceed 10 students per instructor)
<i>Cost per hour (not to exceed current maximum allowable from RFA)</i> <b>\$45 / hour</b>	<i>Approximate number of hours required for proposed tutoring</i> <b>40 Hours</b>
<i>Minimum number of students that will be served in a single district</i> <b>15</b> <i>Minimum number of students that will be served in a single school or setting</i> <b>5</b>	<i>Will students be transported by this provider?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>School District Transportation Department Contracts where Available.</b>
<i>Provider Contact Information:</i> Contact Person Name: <b>Casey Moore</b> Street Address: <b>10101 Thompkins Ln</b> City: State: Zip: <b>Oklahoma City, OK 73162</b> Contact telephone number: <b>( 866 ) 483-8887</b> Contact fax number: <b>( 405 ) 234-4085</b> Email: <b>camoore@jeffersonlearning.com</b> Web site: <b>http://www.jeffersonlearning.com/</b> Hours of operation: <b>Mon. – Sat. 7AM – 7PM</b>	

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year.

- El Dorado
- Forrest City
- Fort Smith
- Little Rock
- Lonoke
- Pulaski County  
Special

Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 academic year. Jefferson Learning will service all eligible Districts Statewide

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Alma                     | <input type="checkbox"/> County Line          | <input type="checkbox"/> Guy Perkins               |
| <input type="checkbox"/> Alpena                   | <input type="checkbox"/> Cross County         | <input type="checkbox"/> Hackett                   |
| <input type="checkbox"/> Arkadelphia              | <input type="checkbox"/> Crossett             | <input type="checkbox"/> Hamburg                   |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman              | <input type="checkbox"/> Hampton                   |
| <input type="checkbox"/> Ark School for the Deaf  | <input type="checkbox"/> Cutter Morning Star  | <input type="checkbox"/> Harmony Grove (Ouachita)  |
| <input type="checkbox"/> Armorel                  | <input type="checkbox"/> Danville             | <input type="checkbox"/> Harmony Grove (Saline)    |
| <input type="checkbox"/> Ashdown                  | <input type="checkbox"/> Dardanelle           | <input type="checkbox"/> Harrisburg                |
| <input type="checkbox"/> Atkins                   | <input type="checkbox"/> Decatur              | <input type="checkbox"/> Harrison                  |
| <input type="checkbox"/> Augusta                  | <input type="checkbox"/> Deer/Mount Judea     | <input type="checkbox"/> Hartford                  |
| <input type="checkbox"/> Bald Knob                | <input type="checkbox"/> Delight              | <input type="checkbox"/> Hazen                     |
| <input type="checkbox"/> Barton Lexa              | <input type="checkbox"/> DeQueen              | <input type="checkbox"/> Heber Springs             |
| <input type="checkbox"/> Batesville               | <input type="checkbox"/> Dermott              | <input type="checkbox"/> Hector                    |
| <input type="checkbox"/> Bauxite                  | <input type="checkbox"/> Des Arc              | <input type="checkbox"/> Helena/West Helena        |
| <input type="checkbox"/> Bay                      | <input type="checkbox"/> Dewitt               | <input type="checkbox"/> Hermitage                 |
| <input type="checkbox"/> Bearden                  | <input type="checkbox"/> Dierks               | <input type="checkbox"/> Highland                  |
| <input type="checkbox"/> Beebe                    | <input type="checkbox"/> Dollarway            | <input type="checkbox"/> Hillcrest                 |
| <input type="checkbox"/> Benton                   | <input type="checkbox"/> Dover                | <input type="checkbox"/> Hope                      |
| <input type="checkbox"/> Bentonville              | <input type="checkbox"/> Drew Central         | <input type="checkbox"/> Horatio                   |
| <input type="checkbox"/> Bergman                  | <input type="checkbox"/> Dumas                | <input type="checkbox"/> Hot Springs               |
| <input type="checkbox"/> Berryville               | <input type="checkbox"/> Earle                | <input type="checkbox"/> Hoxie                     |
| <input type="checkbox"/> Bismarck                 | <input type="checkbox"/> East End             | <input type="checkbox"/> Hughes                    |
| <input type="checkbox"/> Blevins                  | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Huntsville                |
| <input type="checkbox"/> Blytheville              | <input type="checkbox"/> El Dorado            | <input type="checkbox"/> Izard County Consolidated |
| <input type="checkbox"/> Booneville               | <input type="checkbox"/> Elkins               | <input type="checkbox"/> Jackson County            |
| <input type="checkbox"/> Bradford                 | <input type="checkbox"/> Emerson Taylor       | <input type="checkbox"/> Jasper                    |
| <input type="checkbox"/> Bradley                  | <input type="checkbox"/> England              | <input type="checkbox"/> Jessieville               |
| <input type="checkbox"/> Brinkley                 | <input type="checkbox"/> Eureka Springs       | <input type="checkbox"/> Jonesboro                 |
| <input type="checkbox"/> Brookland                | <input type="checkbox"/> Farmington           | <input type="checkbox"/> Junction City             |
| <input type="checkbox"/> Bryant                   | <input type="checkbox"/> Fayetteville         | <input type="checkbox"/> Kirby                     |
| <input type="checkbox"/> Buffalo Island           | <input type="checkbox"/> Flippin              | <input type="checkbox"/> Lafayette County          |
| <input type="checkbox"/> Cabot                    | <input type="checkbox"/> Fordyce              | <input type="checkbox"/> Lake Hamilton             |
| <input type="checkbox"/> Caddo Hills              | <input type="checkbox"/> Foreman              | <input type="checkbox"/> Lakeside (Chicot)         |
| <input type="checkbox"/> Calico Rock              | <input type="checkbox"/> Forrest City         | <input type="checkbox"/> Lakeside (Garland)        |
| <input type="checkbox"/> Camden Fairview          | <input type="checkbox"/> Fort Smith           | <input type="checkbox"/> Lamar                     |
| <input type="checkbox"/> Carlisle                 | <input type="checkbox"/> Fouke                | <input type="checkbox"/> Lavaca                    |
| <input type="checkbox"/> Cave City                | <input type="checkbox"/> Fountain Lake        | <input type="checkbox"/> Lawrence County           |
| <input type="checkbox"/> Cedar Ridge              | <input type="checkbox"/> Genoa Central        | <input type="checkbox"/> Lead Hill                 |
| <input type="checkbox"/> Cedarville               | <input type="checkbox"/> Gentry               | <input type="checkbox"/> Lee County                |
| <input type="checkbox"/> Center Point             | <input type="checkbox"/> Glen Rose            | <input type="checkbox"/> Lincoln                   |
| <input type="checkbox"/> Charleston               | <input type="checkbox"/> Gosnell              | <input type="checkbox"/> Little Rock               |
| <input type="checkbox"/> Clarendon                | <input type="checkbox"/> Gravette             | <input type="checkbox"/> Lonoke                    |
| <input type="checkbox"/> Clarksville              | <input type="checkbox"/> Green Forest         | <input type="checkbox"/> Magazine                  |
| <input type="checkbox"/> Cleveland County         | <input type="checkbox"/> Greenbrier           | <input type="checkbox"/> Magnet Cove               |
| <input type="checkbox"/> Clinton                  | <input type="checkbox"/> Green County Tech    | <input type="checkbox"/> Magnolia                  |
| <input type="checkbox"/> Concord                  | <input type="checkbox"/> Greenland            | <input type="checkbox"/> Malvern                   |
| <input type="checkbox"/> Conway                   | <input type="checkbox"/> Greenwood            |  |
| <input type="checkbox"/> Corning                  | <input type="checkbox"/> Gurdon               |  |
| <input type="checkbox"/> Cotter                   |   |  |

- Mammoth Spring
- Manila
- Mansfield
- Marion
- Marked Tree
- Marmaduke
- Marvell
- Mayflower
- Maynard
- McCrory
- McGehee
- Melbourne
- Mena
- Midland
- Mineral Springs
- Monticello
- Mount Ida
- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/  
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine  
Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County  
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway  
County
- South Mississippi  
County
- South Side (Bee  
Branch)
- Southside  
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell  
County
- Westside  
(Hartman)
- Westside  
Consolidated
- White County  
Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit

## **Section II.A. Program Overview**

Jefferson Learning's innovative model of instruction revolves around an initial assessment of student needs, an individualized learning plan, highly qualified state certified instructors, ongoing progress reports and assessment data, school and parent communication, curriculum delivery, low instructor to student ratios, continual skill mastery evaluations, bilingual progress reports, and organizational procedures that provide for oversight and monitoring of program quality and effectiveness.

Our initial assessment of student needs involves either the ELA Grade Placement Test, the Math Grade-Placement Test, or Buckle Down Science Test that identifies grade-level placement based on specific areas of understanding. Once the Initial Assessment has been completed and scored, the Instructor, the Onsite Coordinator, the student's parents, and school staff conference to build an Individualized Learning Plan [ILP] that reflects the needs of the student. This ILP contains: Program goals that are clearly defined and communicated to parents, Instructors, and students, A schedule of instruction, Curriculum assignment whether Math, ELA, or Science The Initial Assessment results, Jefferson Learning contact information for parents and teachers, Description of services (snacks, transportation, absence policies, student expectations, etc.), Milestone charts to ensure achievement objectives are being met throughout the schedule, and On-going assessment procedures. Jefferson Learning utilizes the experience and skills of State Certified ELA, Math, or Science teachers that average 7 years in working with Title I students. Our initial training sessions present the program and clearly define the duties that Instructors are responsible for performing. Instructors are given tools to administer the program that consist of curriculum guides, example ILPs, communication logs, student evaluation forms, parent letters, Title I SES compliance information, program schedules, and procedures for additional training as needed or requested by Onsite Coordinators.

Each student is tracked and evaluated throughout the program to ensure goals and objectives are being met. Daily reports are continually evaluated by Instructors and Onsite Coordinators to demonstrate mastery of curriculum standards. Math, ELA, or Science Curriculum Assessments are used to identify progress or a need for additional instruction time on a particular Math, ELA, or Science standard. As at least 75% mastery is achieved, the student continues to the next standard. Instructors log progress of each student as it relates to the student's ILP. If objectives are not being met, the Onsite Coordinator evaluates the Instructor and determines additional training needs or "reassigns" the student to another Instructor to ensure objectives are being met. Jefferson Learning provides continual communication between parents, school officials, and Coordinators. Phone calls, parent surveys, and conferences are examples of this communication. Progress reports are sent home, copied and distributed to the school, District, and State. Our students each receive a student notebook that contains assessment materials, Math (*CAMS & STAMS and Mad Math Minutes*), ELA (*CARS & STARS*), and/or Science (*Buckle Down Science*) research based curriculum, *Six Minutes Solutions* materials and fluency graphs, pencils, scratch paper, Stated Goals Sheets, and a Session Tracker attendance log. Program services are performed at the school site. Students are placed in groups of 5 students per 1 Instructor. These groups are defined by and consist of similarly leveled students. Instructors actively engage the students in the curriculum and continually refer to their Instructor Guide and each student's ILP to facilitate goal achievement in Title I students. Instructors are trained in the curriculum and how to monitor progress via standard assessments and daily reviews. Evaluations that measure mastery of standards occur daily throughout the program. Each standard has reviews and an assessment to measure progress and then mastery. This process happens continually.

Bilingual weekly progress reports are mailed to parents that outline that week's performance and goal status as exemplified by the daily student objective evaluations. Parents are continually

updated on their student's schedule of instruction and stated goal progress. Any parental concerns are addressed by the Instructor, Onsite Coordinator, or Regional Coordinators. Solutions to those concerns are always achieved via an open communication process that involves conferences with all parties involved until the issues are resolved. Jefferson Learning provides Onsite Coordinators at all programs that monitor Instructors, student achievement, attendance, program efficacy, State and District compliance, and work as Parent Liaison. Regional Directors remain in constant communication with Onsite Coordinators to provide support and expertise in program facilitation. Regional Directors serve Onsite Coordinators to ensure student achievement, program success, and State/District SES Compliance. We supply all needed materials and our Science instruction takes place in any regular classroom using our various lab kits and standards based curriculum.

As stated above, Jefferson Learning provides high quality research based instruction to students to foster academic improvement in ELA, Math, and Science. Maximum curriculum effectiveness and student progress are the cornerstones of the Jefferson Learning system. As demonstrated by providing over 180,000 hours of SES service to over 4,500 students in various states, Jefferson Learning changes academic futures of students and works great with schools and Districts to achieve broad measurable success!

### **Section III: Indicators of Quality**

#### **A. Evidence of Links Between Research & Program Design**

**1&2** Jefferson Learning's ELA Program addresses all five dimensions of ELA (Phonemic Awareness, Fluency, Comprehension, Phonics, and Vocabulary) through our research based learning system. Our Math Program addresses the five strands associated with mathematical proficiency (conceptual understanding—comprehension of mathematical concepts, operations, and relations procedural fluency—skill in carrying out procedures flexibly, accurately,

efficiently, and appropriately strategic competence—ability to formulate, represent, and solve mathematical problems adaptive reasoning—capacity for logical thought, reflection, explanation, and justification productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy) through our research based learning system. Our Science Program addresses the five schemes of the Unifying Concepts and Processes standard (Systems, order, and organization-- Evidence, models, and explanation-- Change, constancy, and measurement-- Evolution and equilibrium-- Form and function) through our research based learning system.

Jefferson Learning’s high quality research-based instruction is differentiated using the latest teaching strategies of scaffolding and cooperative learning techniques that research shows makes the largest impact on low income, “at risk”, SPED, and ELL children. We have developed our tutoring service based on research in small group<sup>1</sup> instruction and methodologies incorporating best practices in differentiated instruction<sup>2</sup>. All Arkansas State standards are correlated for every instructional hour to ensure standard driven instruction. Upon implementation of our program a Curriculum Associate’s Math or ELA Grade Placement Test or Buckle Down Science Test is administered and an Individual Learning Plan is developed with input from student, parent, teacher, and Jefferson Learning staff that outlines the student goals, timetable of instruction, and behavior expectations. The parent, teacher, school leader, and the District are given a copy of the Individual Learning Plan. Students are assigned to similarly leveled groups with no more than 5 students to 1 tutor. Our program utilizes a Diagnose, Teach, and Assess methodology. We achieve this by providing each student a Notebook that contains Fluency Graphs, Curriculum Bubble Sheets, and Tutor Evaluation Forms. The tutor assesses student gains to determine progression to the next standard and overall comprehension. Diagnostics are administered at the beginning and end of the program to measure overall improvement. In the ELA and Math

programs, we also utilize a Fluency and Speed ELA lesson (*The Six Minutes Solution*) at the beginning of each session to foster Speed and Accuracy in ELA comprehension. Needs and progress are measured via a Fluency Graph that the tutor and student review together. In our Math programs, *Mad Math Minutes* is also used to further supplement instruction and to provide for differentiated instruction. It creates an individually challenging environment where students strive to improve basic math skills each session. District Benchmark scores and State assessment results are analyzed throughout the program to monitor program efficacy. Student progress is communicated to parents as bilingual Progress Reports. Weekly progress reports are also given to our Site Coordinator and distributed to school leaders, parents, and teachers. Our high quality, results-driven, research-based tutoring services are evidenced by continued positive feedback from school leaders, teachers, parents and students, increased School Performance rates, overall student gains, and School District satisfaction.

1. Foorman, Barbara R. & Torgesen, Joseph (2001) Critical Elements of Classroom and Small-Group Instruction Promote ELA Success in All Children. *Learning Disabilities Research & Practice* 16(4), 203-212. doi: 10.1111/0938-8982.00020

2. Tyner, Beverly (2004) Small-Group ELA Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers. *International ELA Association* 269 ISBN-0-87207-007-7

**B. Links Between Program Design and NRP, NCTM, NSTA standards**  
 Complete the appropriate page for each content area to be covered

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

**Reading**

<b>Dimensions of Reading</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Phonemic Awareness Instruction</b>	Through small group instruction using differentiated instructional practices & <u>Phonics for Reading: Grades k-3, Curriculum Associates</u> <u>Rewards: Grades 4-12, Sopris West</u>
<b>Phonics Instruction</b>	Through small group instruction using differentiated instructional practices & <u>Phonics for Reading: Grades k-3, Curriculum Associates</u> <u>Rewards: Grades 4-12, Sopris West</u>
<b>Fluency</b>	Through small group instruction using differentiated instructional practices & <u>Six Minutes Solution: Grades k-12, Sopris West</u>
<b>Vocabulary</b>	Through small group instruction using differentiated instructional practices & <u>Six Minutes Solution: Grades k-12, Sopris West</u> --- <u>CARS&amp;STARS: Grades K-12, Curr. Associates</u>
<b>Text Comprehension</b>	Through small group instruction using differentiated instructional practices & <u>CARS&amp;STARS: Grades K-12, Curr. Associates</u>
<b>Other</b>	

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

**Mathematics**

<b>Mathematical Process Standards</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Problem Solving</b>	Through small group instruction using differentiated instructional practices & <u>CAMS&amp;STAMS</u> : Grades K-12, Curr. Associates
<b>Reasoning and Proof</b>	Through small group instruction using differentiated instructional practices & <u>CAMS&amp;STAMS</u> : Grades K-12, Curr. Associates
<b>Communication</b>	Through small group instruction using differentiated instructional practices & <u>CAMS&amp;STAMS</u> : Grades K-12, Curr. Associates
<b>Connections</b>	Through small group instruction using differentiated instructional practices & <u>CAMS&amp;STAMS</u> : Grades K-12, Curr. Associates
<b>Representation</b>	Through small group instruction using differentiated instructional practices & <u>CAMS&amp;STAMS</u> : Grades K-12, Curr. Associates
<b>Other</b>	

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

**Science**

<b>Unifying Science Concepts and Processes</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Systems, order, and organization</b>	Through small group instruction using differentiated instructional practices & <u>Buckle Down Science</u> : Grades 3-7, <u>Buckle Down Biology</u> : Grades 9-12 Buckle Down Pub.
<b>Evidence, models, and explanation</b>	Through small group instruction using differentiated instructional practices & <u>Buckle Down Science</u> : Grades 3-7, <u>Buckle Down Biology</u> : Grades 9-12 Buckle Down Pub.
<b>Change, constancy and measurement</b>	Through small group instruction using differentiated instructional practices & <u>Buckle Down Science</u> : Grades 3-7, <u>Buckle Down Biology</u> : Grades 9-12 Buckle Down Pub.
<b>Evolution and equilibrium</b>	Through small group instruction using differentiated instructional practices & <u>Buckle Down Science</u> : Grades 3-7, <u>Buckle Down Biology</u> : Grades 9-12 Buckle Down Pub.
<b>Form and Function</b>	Through small group instruction using differentiated instructional practices & <u>Buckle Down Science</u> : Grades 3-7, <u>Buckle Down Biology</u> : Grades 9-12 Buckle Down Pub.
<b>Other</b>	

### **C. Connection to State Academic Standards and School or School District's Instructional Program(s)**

1. Jefferson Learning's program connects to all Arkansas academic standards in ELA, Math, and Science. Each instructional hour's lesson plan is targeted to specific standards and learning expectations. For example in ELA and Language Arts, a child in 4<sup>th</sup> grade who has state goal *R.9.4.12: Summarize content of selection, identifying important ideas and providing details for each important idea* as one of her goals on her learning plan will receive instruction from her instructor using our lesson plan specifically targeting the state standard summarizing and synthesizing for meaning. In that same lesson, she will also be instructed on the state goal *W.5.4.9 Write summaries based on the main idea of a ELA selection and its most significant details*. An example of how the program connects to Arkansas Math standards, is when a child in 5<sup>th</sup> grade who has state goal *M.13.5.6 Use benchmark angles to estimate the measure of angles* as one of his goals on his learning plan will receive instruction from his instructor using our lesson plan specifically targeting that state standard. A Science example of program connection to state standards is when a child in 5<sup>th</sup> grade who has state goal *LS.2.5.4 Model and identify the parts of animal cells and plant cells:* as one of her goals on her learning plan will receive differentiated instruction from her instructor using our lesson plan involving various resources and instructional strategies specifically targeting that standard. Each individual learning plan contains specific state standards in which the student receives instruction in. Every instructional hour is specifically targeted to Arkansas standards and learning expectations.

**2.** We work with districts and schools in every program to share the focus on state standards and the individual goals of each school. We include benchmark goals, Accelerated Reader point goals, ELA First initiatives, and District and State AYP goals in our programs. For example, in 07-08 at Wilson Intermediate in Malvern, AR we met with their instructional leader and teachers to horizontally align instruction with their specific school goals and timeline for achieving AYP.

**3.** Jefferson Learning provides each child with materials that include: Curriculum Associates ELA or Math Grade Placement Diagnostic, Buckle Down Science Diagnostic, Fluency Graphs that chart and track student progress in the Six Minute Solutions exercise, Six Minute Solutions materials on diagnostic level, Curriculum Associates STARS (ELA) or STAMS (Math) materials on diagnostic level, Buckle Down Science, Curriculum Associates Student Answer Sheets for tracking progress throughout the Program, Mad Math Minutes (Math Programs) materials on diagnostic level, LakeShore Learning Centers to enhance and supplement the STARS/STAMS/Buckle Down materials, additional flash cards, and ELA, Math, and Science activity sets for all grade levels. Jefferson Learning also provides each student his or her Scholastic book of choice. All instructional materials are provided by Jefferson Learning. Each selection of materials provided has proven to be an integral part of ensuring academic success within the program.

**4.** There are no costs to Parents/Families for participation in the program. We provide transportation where available via School District Transportation Contracts. The services are offered at the child's school in order to maximize time on task and to provide a safe and familiar environment for students and parents.

#### **D. Monitoring Student Progress.**

1. Our program utilizes a Diagnose, Teach, and Assess methodology. Our initial assessment of student needs involves either the ELA Grade Placement Test, Math Grade-Placement Test, or Buckle Down Science Test that identifies grade-level placement based on specific areas of understanding. Once the Initial Assessment has been completed and scored, the Instructor, the Onsite Coordinator, the student's parents, and school staff conference to build an Individualized Learning Plan [ILP] that reflects the needs of the student. Interim assessment occurs via a review that is completed after each daily lesson and a test after every 3 lessons. The Instructor then analyzes the Score Sheets to determine progression to the next standard. If progress is slow or lacking, a curriculum intervention evaluation is done by Instructor and Onsite Coordinator to determine Curriculum Level reassignment. If the student continues to have difficulty, a "Team Teacher" will be assigned to that student to facilitate further understanding. Diagnostics are administered at the beginning and end of the program to measure overall student progress. In the ELA, Math, and Science programs, we utilize a ten-minute Fluency and Speed ELA lesson at the beginning of each session to foster Speed and Accuracy in ELA comprehension. The results are measured via a Fluency Graph that the Instructor reviews daily in order to monitor the progress of each student. District Benchmark scores and State assessment results are analyzed throughout the program to monitor program efficacy. Student progress is communicated to parents through weekly, bilingual progress reports. Progress reports are given to the parents, Onsite Coordinator, and school.

#### **D. Monitoring Student Progress (continued...)**

2. Instructors monitor and evaluate student progress during each session. The Instructor reports and logs standard review scores after each session. Progression to the next standard occurs only after a score of 75% is achieved. Fluency Graphs are utilized for the Fluency and Speed ELA lesson to monitor student improvement in “Correct Words Per Minute”. The *Six Minutes Solution* material allows students to visually chart their progress each day. These Graphs are also reviewed by the Instructor and logged to show student progress and improvement.

\*\*\*See Attached *CARS, CAMS, STAMS & STARS, Buckle Down* Score Sheets and *Six Minutes Solution* Fluency Graph.

## **E. Evidence of Effectiveness**

1. Jefferson Learning’s ELA and Math programs raise achievement levels of students in every school that we serve. Both parents and teachers consistently provide feedback to our Onsite Coordinators and Tutors about noticeable increases in academic motivation and decreased time for homework completion. . Our program at Henderson Middle School in Little Rock Public Schools showed 11 of 13 Title 1 students improving over 1 grade level in Math and ELA on the Curriculum Associate’s Post Diagnostic. We provided services to 83 Wilson Intermediate students in Malvern Public Schools and found great increases on the student’s State Assessment scores. Subsequently, Wilson Intermediate made AYP and was removed from the Improvement List. Principals at three of the schools we serviced in Oklahoma in `05-`06 attribute part of their success in achieving AYP to Jefferson Learning in their Title I Improvement End of Year Reports.<sup>1</sup> In 2006-07 we served **470 low-income students** at Jefferson Middle School in Oklahoma City, OK, and District ELA Benchmark results were analyzed at the beginning and end of

the program and reported that tutoring students showed a 47% average improvement in ELA. **Seventy-five ELL tutoring students** that attended showed a 73% avg. improvement on District ELA Benchmark tests. **Thirty-eight Special Ed. tutoring students** that attended showed a 15.25% avg. improvement on District ELA Benchmark tests. Also, in 2006-07 we served **174 low income students** at Coolidge Elementary School in Oklahoma City, OK, and District Math Benchmark results were analyzed at the beginning and end of Jefferson Learning's Math program. The following Math results were reported: 5th Grade tutoring students showed a 32% avg. improvement. 3rd Grade tutoring students showed a 135% avg. improvement. 2nd Grade tutoring students showed a 131% avg. improvement.<sup>2</sup> During the 2006-07 school year at Whittier Elementary School in Kansas City, KS School District, **160+ low income** students were served and showed an average improvement of 1 1/2 grade levels in ELA on Curriculum Associate's ELA/L.A. Grade Placement Test. Also, at Pleasant Valley Middle School in Wichita, KS School District, **22 low income** students were served and showed an average improvement of 1 1/2 grade level in Math on Curriculum Associate's Math Grade Placement Test. During the 2006-07 school year at Haut Gap Middle School in Charleston County Schools, SC, **65 low income students** were served and showed an avg. improvement of 1 1/2 grade levels in ELA and Math on Curriculum Associate's ELA/L.A. and Math Grade Placement Tests. Also, at M.S. Bailey Elementary School in Laurens County SD 56, SC, **28 low income** students were served and showed an avg. improvement of 1 1/2 grade levels in ELA. Using evidence from the Roosevelt Middle School's 2006 State Report Card the principal states in a letter of reference that Jefferson Learning helped the school achieve AYP and get out of site improvement.

<sup>1</sup> 2005-2006 Oklahoma State Report Card (Jefferson MS, Roosevelt MS, Eisenhower ES)

<sup>2</sup> 2006–2007 Oklahoma City District Benchmark Quarterly Reports

**2.** Jefferson Learning positively impacts student performance during the school hour, increases homework completion rates, and increases gains made on quarterly and semester tests. We know this because we conduct school surveys that specifically ask the student’s teachers the successes they have seen in the classroom, and we ask if the student has increased homework completion. The chart below is showing the results of a teacher survey we conducted in South Carolina at Haut Gap Middle School in the Charleston County School District, and we have similar results across all states that we serve.

**3.** Jefferson Learning’s program promotes higher levels of attendance, school involvement, parent academic satisfaction, and aids in improving student behavior during the school day. All schools that we have provided services to have continually shown increased attendance rates on tutoring days. As the program progresses, students tend to miss fewer school days. Attendance rate improvement directly impacts AYP status, therefore Jefferson Learning’s program not only provides targeted, level-oriented instruction in Math, ELA, and Science to students, but assists in improving other areas of AYP requirements. Our small group instructional format increases students’ learning and achievements through active participation, develops higher-level intellectual reasoning and problem-solving skills, develops positive attitudes towards others, and the subject area reduces students’ isolation through one-on-one tutor interaction. We routinely

receive positive feedback in reference to how the students' behavior improves at home and in class. Parents of tutoring students report their child taking less time to complete homework and more motivated to attend school and other after-school functions.

Teachers report fewer discipline problems and noticeable changes in student motivation and confidence in academic performance. Two examples of how we have positively impacted school's AYP status includes: (1) Wilson Intermediate School in Malvern Public Schools. Wilson was in year 2 of Site Improvement, and after instructing more than 80 students for 40 hours, their school made AYP and much of its success is attributed to the many hours and number of students being tutored by Jefferson Learning. (2) Central Middle School in Kansas City Kansas Public Schools. Central needed to make AYP in Math for the 2006 – 2007 school year in order to be removed from the “needs improvement” list. We tutored over 120 students working directly with the Instructional Coach of the school to tailor each tutoring session to that week's State Indicator Work (Benchmarks, etc...). Central made AYP in Math that year and the principal attributed the success to the faculty and staff, but also the large involvement in Jefferson Learning's after school program.

#### **F. Communication with parents and families.**

1. Jefferson Learning provides weekly bilingual progress letters to parents that notate the standards and level in which the student is currently receiving tutoring. These letters are copied and kept with the Instructor, Onsite Coordinator, and school. We send these reports to the parents/families either with the student or via the mail system depending on parent request. We also provide parent feedback forms to address any comments or questions that arise during the program. We translate to languages based on parent

language needs. Our Onsite Coordinators serve as the contact person for parents in regards to any questions or concerns. We specialize in English and Spanish communication and in the event that the parent speaks a language unknown to any Jefferson Learning staff member, translation software and interpreters of their native language are utilized.

**2.** In the case of disputes or conflicts between parents and staff, a separate interview is initiated with both parties in person or by telephone by Jefferson Learning management. A synopsis of events is recorded. Based on analysis of the event or issue and communication with the parent, an amicable solution is presented. Often, reassignment of a student to a different instructor resolves the situation with special attention given to the needs and progress of the student. Conflicts and disputes are moderated by Regional Coordinators as needed to protect the best interest of the student. All communication during dispute resolution is logged in the Onsite Coordinator's Communication log. Parents are involved in our services in the following ways. Upon application to our program, we notify the parents to advise of tutoring schedules and any issues related to special needs or transportation needs. Once the Pre-Diagnostic is administered, students are assigned to similarly leveled groups and parents are notified of the results. Through a face to face conference with Instructor, parent, and Onsite Coordinator, the final ILP is developed. This ILP contains: Program goals that are clearly defined and communicated to parents, Instructors, and students, A schedule of instruction, Curriculum assignment whether Math or ELA, The Initial Assessment results, Jefferson Learning contact information for parents and teachers, Description of services (snacks, transportation, absence policies, student expectations, etc.), Milestone charts to ensure achievement objectives are being met throughout the schedule, and On-going assessment procedures.

Student needs are addressed and goals are set with a common understanding and expectation between parents, Instructor, and Onsite Coordinator.

Jefferson Learning tries to meet the needs and schedules of every parent. The Program takes place after school at the student's school. We provide transportation via contracts with District Transportation Departments. This helps increase student attendance and allows for flexibility in parent schedules. We've provided sessions both before and after school, as well as Saturday mornings at the school site.

## **G. Communication with Districts/Schools.**

**1.** Regardless of subject area, ELA, MATH, or Science, our curriculum aligns with Arkansas State curriculum standards to ensure consistency and success within the instructional program of each school. Our program is scheduled around the needs of parents, school leaders and teachers to ensure maximum “fit”. Where applicable, we work with schools on Accelerated Reader point goals, ELA First initiatives, and District Benchmarks. Once a pre-diagnostic has been administered, an Individual Learning Plan is developed in conjunction with the student, parents, teachers, and Jefferson Learning staff and is retained by parents, teachers, and the District. Weekly, bi-lingual progress reports that notate the progress, standards, and level in which the student is currently receiving tutoring are given to parents, teachers, and School Leaders. Communication logs will be maintained by Instructors and Onsite Coordinators that evidence communication between the Instructor, the school, the district, or the parent. These logs will include Date & Time of Contact, Reason for Contact, and Outcome. A pre and post diagnostic report is given to the parents, teachers, School Leaders, and the District upon program completion. End of year reports, logs, and evidence of program requirements are sent to the District and State as requested.

**2.** Jefferson Learning Instructors and Onsite Coordinators follow specific procedures in communicating with the student’s teachers. Just as weekly progress reports are sent home to parents, the same reports are delivered to the student’s teachers. Instructors regularly conference with the student’s teachers in order to allow for a cooperative connection between SES services and the regular school day. These weekly student progress conferences are recorded in the Instructor’s or Onsite Coordinator’s Communication Log. Any concerns, classroom curriculum changes, or additional areas

of improvement that the teacher feels the Instructor should be aware of are addressed at these times. These conferences are often done via email or in the teacher's room.

Progress reports serve as the main method of communication between Instructor and teacher. Onsite Coordinators are trained to inform each of the school's teaching, administrative, and office staff of their contact information, program schedule, and rooms in which service is being provided.

#### **H. Qualifications of Instructional Staff.**

Jefferson Learning provides an initial 8 hour training session. This session is administered by one of our Regional Directors of Curriculum or Regional Coordinators or both who have extensive knowledge and expertise in teaching techniques, learning styles, differentiated instruction, and evaluative practices. Our training personnel are experts in the Math, ELA, and Science curriculum and program facilitation. NCLB and SES guidelines are discussed and presented. Once the program begins at a site, the Onsite Coordinator routinely evaluates each Instructor based on student performance measured by our assessments, student questionnaires, teacher conferences, and parent communication via feedback forms and phone calls. Our Onsite Coordinators continually provide feedback to the Instructors to ensure program success and facilitation.

Additional training sessions are provided and available anytime throughout the program as needed based on Onsite Coordinator determination. Our program serves the student's needs in academic achievement and has a secondary effect of teaching Instructors how to better teach standards and skills in their everyday classrooms. Often is the case that teachers become more effective instructors after tutoring in our program.

Staff will be hired after contracts are finalized. Jefferson Learning recruits via a

preliminary notification of intent to provide service in a district by email, newspaper ads, and flyers at schools. Each respondent is evaluated based on resume status, area of certification, and years of experience working with Title I students. Once applicants have completed background checks that include fingerprinting, they are scored through an internal process and notified of the results. Our curriculum and program training is then presented to those who qualify. Each Instructor is monitored and performance is measured by a multi-tiered evaluation based on student attendance, achievement, adherence to curriculum, and procedural conduct. If deficiencies are measured or detected, additional training is given to improve the quality of instruction. . If an Instructor is found to be deficient or ineffective, additional training will be provided or a “Team Teacher” will be assigned to ensure our program is being administered effectively. Once intervention steps have been taken and the Instructor is still deficient, no services will continue to be administered by that Instructor. Continual communication between Onsite and Regional Coordinators and feedback from school leaders, parents, and Instructors provides an on-going evaluation of Onsite Coordinators. All of Jefferson Learning’s instructors are state certified teachers that have certifications in Math or ELA and have experience working with Title 1 Students. Our staff, historically, has averaged seven years of experience working in Title 1 instruction. Jefferson Learning also staffs state certified teachers that have experience and certifications to teach students with disabilities and students with limited English proficiency.

### **I. Goals and Objectives.**

Each student that completes our program should be positively impacted by their experience which includes dedicated instruction within small groups, Arkansas State

Certified Instructors, a solid curriculum program based on research and academic outcomes, ongoing assessment, State academic standards mastery, Parent/Teacher/School/Jefferson Learning collaboration, and boosts in self-confidence and personal achievement. This positive experience should lead to greater success in school and in turn greatly impact their overall educational future.

Jefferson Learning's goal as a SES provider is to increase academic achievement on Arkansas State Standards in ELA, Math, and Science among eligible students. We begin the program by assessing the child's needs in ELA, Science, or Math. Once leveled and placed with Instructors, the collaboration mentioned above takes place to create an ILP that clearly states progress goals and curriculum objectives. These goals for achievement are fostered by continual assessment of student performance and outcomes. Each student is monitored for objective completion throughout the program via curriculum reviews that target a minimum 75% mastery of each Standard. Forty lessons are administered at a rate of 1 lesson per hour session. Upon completion of the last standard, students are administered a Post-Diagnostic. The results from this final assessment are compared to the initial Diagnostic to measure overall student gains. Students will increase their ELA, Math, or Science score on the post test 50% from the Pre-Diagnostic. This will indicate that the student accomplished Jefferson Learning's long-term goal. In summary, by the end of 40 sessions, as a result of Jefferson Learning's tutoring services, students will have completed 40 Arkansas State Standard lessons at 75% mastery as measured by curriculum reviews and a 50% improvement from Pre to Post Assessment.

## **J. Cost of Service.**

Cost for each pupil for one instructional Hour is \$35.00.

Cost for each pupil for one instructional Day:

1 Hour Session:	\$45.00 per pupil
1 1/2 Hour Session:	\$67.50 per pupil
2 Hour Session:	\$90.00 per pupil
3 Hour Session (Sat.):	\$135.00 per pupil

Jefferson Learning's pricing structure includes:

- 40 hours of instruction. Jefferson Learning will negotiate on session rates with Districts based on District Per Pupil Allocation Amounts to maximize service lengths.
- A pre-diagnostic and ILP Conferences and Formation
- Student Materials: Math, ELA, or Science Curriculum, Additional Curriculum materials, Student Notebook, writing materials, paper, score sheets, learning centers.
- Ongoing Assessments and Assessment Materials: Mail Outs, Parent/Teacher Conferences, Phone Calls.
- Professional Instructors and Onsite Coordinators.
- Administration Costs: Program Startup, Management, Outcome Evaluations
- Post Diagnostic Analysis and Final Reports
- Miscellaneous Costs: Additional costs related to Facilitating and ensuring Program Success.