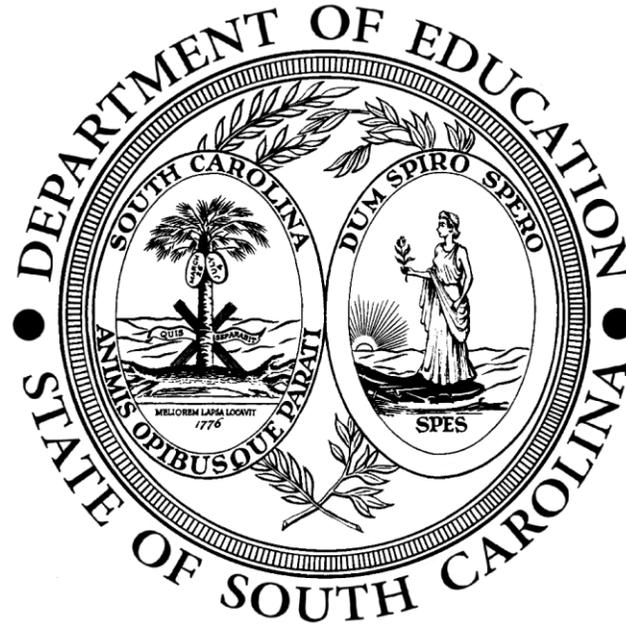


# Supplemental Educational Services

2013–14

## Provider Application Rubric



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### Supplemental Educational Services (SES)

Office of Federal and State Accountability

Division of Accountability

South Carolina Department of Education

1429 Senate Street

Columbia, South Carolina 29201

**Supplemental Educational Services  
Application Rubric 2013–14**

**PART 1: INITIAL SCREENING (General Information)**

**Applicant (Provider) Name:** \_\_\_\_\_ **Reviewer Number:** \_\_\_\_\_

**MET: All Questions Answered  
Application Review Continues**

**NOT MET: All Questions Not Answered: Application Review Complete  
Applicant will not be approved**

Applicants must score a minimum composite of 115 points of the total 140 points. Applicants with scores below 115 will not be approved for the 2013–14 application year.

<i>Applicant must provide a response to all of the items below.</i>	<i>Yes</i>	<i>No</i>
<b>Part I. General Information</b>		
1. SES Provider Name and Contact Information ( <i>Address, Telephone, E-mail, etc.</i> )		
2. Federal EIN or Social Security Number		
3. Type of Application		
4. SES Provider Classification ( <i>For Profit / Non-Profit, LEA, Other</i> )		
5. Location of Services		
6. Serve students With Disabilities ( <i>Responded to Question</i> )		
7. Provide Transportation		
8. Grade Level(s) Proposed To Be Served		
9. Availability of Services		
10. Service Areas		
<b>Part II. Assurances</b>		
1. All Assurances Have Been Checked		
<b>Part III. Abstract/ Program Description</b>		
1. Summary of key services provided and other relevant information that include qualifications of staff and <b>evidence of effectiveness.</b>		
2. Number of Students to Be Served ( <i>Maximum, Minimum, School and District</i> )		
3. Subject Areas		
4. Type of Instruction ( <i>Teacher -Student Ratio</i> ) and Hourly Rate ( <i>Direct, On-Line/Distance Learning</i> )		
5. Type of Languages That Applicant Will Serve If Student Is LEP		
<b>Comments</b>		

## Part 2: Service Description Requirement: Abstract/Scope of Service

NCLB law requires that “(e)(12)(B) the term ‘provider’ means a non-profit entity, for profit entity, or local educational agency that—(i) has a demonstrated record of effectiveness\* in increasing student achievement; (ii) is capable of providing supplemental educational services that are consistent with the instructional program of the local agency and the academic standards described under section 111; and (iii) is financially sound\*”

Abstract/Scope of Service	Quality of Evidence			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>LIMITED Evidence</b> <i>(3-6 points)</i>	<b>LIMITED/NO Evidence</b> <i>(0 points)</i>	
Summarize the key services you provide and other relevant information to include qualifications of staff and evidence of effectiveness.	<ul style="list-style-type: none"> <li>• A clear and concise method for how the proposed program is expected to increase student achievement</li> <li>• Reflects that direct instructional services are to be provided to students</li> <li>• Provides a clear description of program content</li> <li>• Clearly describes how the content is aligned with the South Carolina Department of Education’s curriculum standards</li> <li>• Clearly describes how the program is tailored to meet the needs of special populations</li> <li>• Concise teaching/tutoring methods, strategies, styles, and activities proposed to be used</li> <li>• Includes strategies to work with school personnel</li> <li>• Includes the Qualifications of instructors/tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Method for how the proposed program is expected to increase student achievement is vague or unclear</li> <li>• Reflects that direct instructional services are to be provided to students</li> <li>• Provides a general description of program content</li> <li>• Vaguely describes how the content is aligned with the South Carolina Department of Education’s curriculum standards</li> <li>• Provides general/vague description of how the program is tailored to meet the needs of special populations</li> <li>• Includes general reference of tutoring methods, strategies, styles, and activities</li> <li>• Includes a general reference to the qualifications of staff</li> </ul>	Summary provided is inadequate to determine if the provider has been or is capable of being effective	

**PART 3: QUALITY OF SERVICES PROVIDED**

Experience in Raising Levels of Student Achievement	Quality of Evidence			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>MODERATE Evidence</b> <i>(3-6 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
<b>V-a.</b> Describe your experience in raising academic achievement levels of students. If you have not provided tutoring or teaching services in the past, describe relevant experience you have that suggests you can effectively provide SES.	Data are included that clearly demonstrates past effectiveness in providing SES services. (Student Achievement Data: School/District/Research-based)  Data are included that clearly demonstrates effectiveness in increasing student achievement.	A description of services that have been provided has been included, but data is vague or shows inconsistent results.	Description provided is inadequate to determine if the provider has been effective.  Description provided is inadequate to determine if the applicant will be effective.	No evidence provided.

Qualifications of Instructional Staff	Quality of Evidence			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>MODERATE Evidence</b> <i>(3-6 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
<b>V-b.</b> Provide a description of the qualifications required of your instructors.				
1. Provide your definition of an instructor (teacher/tutor). What qualifications does the position require? Include how the staff's qualifications are appropriate for your program.	Provided clear definition of an instructor  <b>AND</b> Described reasonable and appropriate qualifications and educational background  <b>AND</b> Described reasonable and appropriate educational experience  <b>AND</b> Program will have certified instructors.	Provided general/vague definition of an instructor  <b>AND</b> Described reasonable or appropriate educational background  <b>OR</b> Described reasonable or appropriate educational experience  <b>OR</b> Program will have certified instructors.	Definition of an instructor is unclear and of insignificant relevance  <b>OR</b> Described general education or experience	No evidence provided.

<b>Qualifications of Instructional Staff (Contd.)</b>	<b>Quality of Evidence</b>			
	<b>STRONG Evidence (7-10 points)</b>	<b>MODERATE Evidence (3-6 points)</b>	<b>LIMITED Evidence (1-2 points)</b>	<b>NO Evidence (0 points)</b>
V-b. Provide a description of the qualifications required of your instructors.				
2. Describe how the instructors (teachers/tutors) have been adequately trained to deliver the supplemental educational services.	Initial training/professional development provided <b>AND</b> Training included that demonstrates the ability to teach/tutor high poverty/culturally diverse students <b>AND</b> On-going training described and provided on a regular basis.	Initial training/professional development provided. <b>AND</b> Limited or vague additional training provided.	Only initial training provided referenced.	No evidence provided.

<b>Consistency with the School's Instructional Program</b>	<b>Quality of Evidence</b>			
	<b>STRONG Evidence (3-5 points)</b>	<b>LIMITED Evidence (1-2 points)</b>	<b>NO Evidence (0 points)</b>	
V-c. Explain how you ensure that your services will be Consistent with the instructional program of the school.				
Describe how the applicants' instructional program will be or is consistent with the school district's instructional program (including state standards)	Instructional program has been clearly aligned with/focused on the district's instructional program including standards. <b>AND</b> Explanation of how the district's instructional program is used is clear <b>AND</b> For all content areas proposed to be served.	Instructional program has been vaguely aligned with/focused on district's instructional program including standards. <b>AND</b> In at least one content area proposed to be served (if more than one content area is proposed). <b>Or</b> Using materials provided by teacher, school, or district.	Evidence not provided.	

<b>Connection to State Academic Standards</b>	<b>Quality of Evidence</b>			
	<b>STRONG Evidence</b> <i>(3-5 points)</i>	<b>MODERATE Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>	
<b>V-d.</b> Describe the curriculum you will use, and explain how it is aligned with the South Carolina curriculum standards. Include all grades that applies.				
Describe how the applicant’s instructional program will be or is aligned to the <b>South Carolina Curriculum Standards</b> , which is the state’s academic content and achievement for all content areas (in English language arts/reading, math <u>and/or</u> science), for which supplemental educational services are proposed. ( <b>V – c.</b> )	Standards document used <b>AND</b> Instructional program and materials are clearly aligned to/focused on standards. <b>AND</b> For all content areas proposed to be served.	Instructional program and materials are vaguely aligned to/focused on the standards. <b>OR</b> Standards document used and vaguely aligned to/focused on the standards <b>AND</b> In at least one content area proposed to be served (if more than one content area is proposed).	Evidence not provided.	

Links Between Research & Program Design	Quality of Evidence			
	STRONG Evidence (18-25 points)	MODERATE Evidence (17-10 points)	LIMITED Evidence (9-2 points)	NO Evidence (0 points)
<p>V-e. Describe the tutoring services to be provided. Address how instructional methods will be high quality, research-based and specifically designed to increase student proficiency in ELA/Reading, Math and/o Science.</p>				
<p><b>For all content areas (in English language arts/reading, math <u>and/or</u> science) in which you plan to provide supplemental educational services, explain how the <i>key instructional practices/methods</i> and <i>major design elements</i> of the program described in question V-e are:</b></p> <ol style="list-style-type: none"> <li>high quality (including the instructional methods/materials to be used and methods of assessment),</li> <li>research-based (including a summary and full citations of independent research studies), and</li> <li>specifically designed to increase the achievement of low-income, underachieving students.</li> </ol> <p><b>NOTE: This is not a place to discuss the alignment of your program to standards developed by national associations or others.</b></p>	<p>Explanation is clear and includes all descriptors below <i>for all content areas</i> proposed to be served: (Research cited is recent -3 years old or less)</p> <ul style="list-style-type: none"> <li>high quality- two or more</li> <li>research-summary, citation, and independent research</li> <li>instructional methods— three or more</li> </ul>	<p>Explanation is vague but includes all descriptors below <i>for all content areas</i> proposed to be served:</p> <ul style="list-style-type: none"> <li>high quality- one or more</li> <li>research- summary, citation, and independent research <b>OR</b> research based as determined by reader,</li> <li>instructional methods — two or more.</li> </ul>	<p>Explanation is unclear and only includes descriptors below in at least one content area proposed to be served:</p> <ul style="list-style-type: none"> <li>high quality</li> <li>research</li> <li>instructional methods—one</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Only research citations provided for programs familiar to reviewer (if more than one content area is proposed).</p>	<p>No evidence provided.</p> <p>No research citations provided.</p> <p>No reference made to content area.</p>

**High Quality**

- Appropriate instructional methods used
- Appropriate instructional materials used
- Appropriate methods of assessment used

**Instructional Methods for Low-income, Underachieving Students**

- Methods employ multiple modalities
- Materials require use of multiple modalities
- High interest/motivation levels of materials used
- High interest/motivation levels of methods use

**Research**

- Summary of research
- Full citation of research

Student Needs Assessment	Quality of Evidence			
V–f. Explain how you will assess and diagnose student academic needs.	<b>STRONG Evidence</b> <i>(3-5 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>	
Describe the process to assess/diagnose student academic needs.	<p>Explanation of process used to assess/diagnose student needs and how it is used to prescribe an instructional program is clear and includes all of the following:</p> <ul style="list-style-type: none"> <li>• Evidence of diagnosing student deficiencies (Pre-test, self-developed or standardized test, school records)</li> <li>• Criteria for determining if deficiencies exist (<i>criteria is description of what is being assessed.</i>)</li> <li>• Description of how an individual academic plan is developed</li> </ul>	<p>Explanation of process used to assess/diagnose student needs and how it is used to prescribe an instructional program is vague or clear but includes at least two of the three criteria below:</p> <ul style="list-style-type: none"> <li>• Evidence of diagnosing student deficiencies (Pre-test, self-developed or standardized test, school records)</li> <li>• Criteria for determining if deficiencies exist (<i>criteria is description of what is being assessed.</i>)</li> <li>• Description of how an individual academic plan is developed</li> </ul>	No evidence provided.	

Use of Diagnostic Assessment Data to Address Student Academic Needs	Quality of Evidence			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>LIMITED Evidence</b> <i>(1-3 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>	
V-g. Explain how you will use the assessment and diagnostic information to address student academic needs.				
How will the data from assessing and diagnosing student needs be used to determine the student achievement goal(s), including a timetable for student academic achievement?	Process for establishing and setting student academic achievement goals and timetable for student academic achievement is clearly described. <b>AND</b> Student academic achievement goals and timetable for student achievement may change based on regular evaluation of student progress.	Process for establishing and setting student academic achievement goals and timetable for student academic achievement is vague or unclear.	No evidence provided.	

Parent Involvement	Quality of Evidence			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>MODERATE Evidence</b> <i>(3-6 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
V-h. Explain how you will involve parents in the development and delivery of SES.				

<b>Parent Involvement</b>	<b>Quality of Evidence</b>			
<b>V–h.</b> Explain how you will involve parents in the development and delivery of SES.	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>MODERATE Evidence</b> <i>(3-6 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
<p>Describe how parents will be involved in the process of:</p> <p>1. Setting goals,</p> <p style="text-align: center;"><b>AND</b></p> <p>2. Monitoring student progress.</p>	<p>Describes clear procedures include all of the following:</p> <ul style="list-style-type: none"> <li>• Parents involved with goal setting during contract development.</li> <li>• Parents regularly meet with or receive report from provider to monitor student progress.</li> <li>• Timetable for reporting student progress</li> </ul>	<p>Describes vague or unclear procedures that include at least two of the following:</p> <ul style="list-style-type: none"> <li>• Parents involved with goal setting during contract development.</li> <li>• Parents regularly meet with or receive report from provider to monitor student progress.</li> <li>• Timetable for reporting student progress</li> </ul>	<p>Describes procedures that lack relevance but may include one of the following:</p> <ul style="list-style-type: none"> <li>• Parents involved with goal setting during contract development</li> <li>• Parents regularly meet with or receive report from provider to monitor student progress</li> <li>• Timetable for reporting student progress</li> </ul>	<p>No evidence provided.</p>

<b>Measuring Progress and Communication with Parents and Schools</b>  <b>V-i.</b> Explain how you will measure and monitor student progress and how you will report this information to parents and schools.	<b>Quality of Evidence</b>			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>MODERATE Evidence</b> <i>(3-6 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
Describe how student progress will be measured, or evaluated, and monitored on a continuous and regular basis.	Process described to measure, or evaluate, and monitor student progress on a continuous and regular basis include both of the following: <ul style="list-style-type: none"> <li>• Assessment of student progress toward goals identified on individual academic plan</li> <li>• Progress monitored at regular, pre-determined intervals throughout the duration of contracted services. (daily, weekly, monthly)</li> </ul>	Processes described to measure, or evaluate, and monitor student progress on a continuous and regular basis include one of the following: <ul style="list-style-type: none"> <li>• Assessment of student progress toward goals identified on individual academic plan</li> <li>• Progress monitored at regular, pre-determined intervals throughout the duration of contracted services. (daily, weekly, monthly)</li> </ul>	Process described to measure, or evaluate, and monitor student progress on a continuous and regular basis is vague or unclear.	No evidence provided.

<b>Measuring Progress and Communication with Parents and Schools (Contd.)</b>  <b>V-i.</b> Explain how you will measure student progress and report this information to parents and schools.	<b>Quality of Evidence</b>			
	<b>STRONG Evidence</b> <i>(7-10 points)</i>	<b>MODERATE Evidence</b> <i>(3-6 points)</i>	<b>LIMITED Evidence</b> <i>(1-2 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
Describe the procedures and frequency to report student progress to parents and schools.	<p>Described procedures to report student progress to parents, districts, teachers, and other appropriate staff are clear.</p> <p style="text-align: center;"><b>AND</b></p> <p>Provided schedule for reporting student progress.</p> <p>The description includes all of the following:</p> <ul style="list-style-type: none"> <li>• Face to face conference</li> <li>• Written reports mailed, e-mailed, or provided at parent and teacher conferences.</li> <li>• Reports must exceed a report at the beginning and end of the contracted services.</li> <li>• Timetable for reporting student progress</li> <li>• Appropriate frequency described what will be used to report student progress to parents and includes those parents without access to a computer.</li> </ul>	<p>Described procedures to report student progress to parents, districts, teachers, and other appropriate staff are vague.</p> <p style="text-align: center;"><b>AND</b></p> <p>Provided schedule for reporting student progress.</p> <p>The description include at least three of the following:</p> <ul style="list-style-type: none"> <li>• Face to face conference</li> <li>• Written reports mailed, e-mailed, or provided at parent and teacher conferences.</li> <li>• Reports must exceed a report at the beginning and end of the contracted services.</li> <li>• Appropriate frequency described what will be used to report student progress to parents but does not include those parents without access to a computer.</li> </ul>	<p>Described procedures to report student progress to parents, districts, teachers, and other appropriate staff are unclear and have no relevance.</p> <p style="text-align: center;"><b>OR</b></p> <p>Provided schedule for reporting student progress.</p> <p>The description include at least one of the following:</p> <ul style="list-style-type: none"> <li>• Face to face conference</li> <li>• Written reports mailed, e-mailed, or provided at parent and teacher conferences.</li> <li>• Reports must exceed a report at the beginning and end of the contracted services.</li> <li>• Appropriate is frequency vague or unclear.</li> </ul>	No evidence provided.

Interview Questions  Interview questions may include but are not limited to the following	Quality of Evidence			
	<b>STRONG Evidence</b> <i>(15-20 points)</i>	<b>MODERATE Evidence</b> <i>(9-14 points)</i>	<b>LIMITED Evidence</b> <i>(1-8 points)</i>	<b>NO Evidence</b> <i>(0 points)</i>
<p>1. Describe your experience in raising academic achievement levels of students. If you have not provided tutoring or teaching services in the past, describe relevant experience you have that suggests you can effectively provide SES.</p> <p>2. Briefly discuss how your program will impact student achievement. Please share your success rate with children of poverty, minorities and disabled students (Students with IEPs).</p> <p>3. Describe your process for recruiting teachers, tutors and other staff who will be working directly and indirectly with students.</p> <p>4. Explain how you will involve parents in the development and delivery of SES.</p> <p>5. Briefly explain how your program connects to classroom learning?</p> <p>6. For on-line or distance learning providers: Briefly describe your program. (Is it self-paced, is there an actual person assisting the student? Does it involve a commercial software program? Does it include modules, etc.?)</p> <p>7. How will you ensure your tutors are adequately trained to implement your curriculum?</p>	<p>Response(s) reflected an explicit understanding of the question(s).</p> <p>Response(s) included details and clear examples</p>	<p>Response(s) reflected a general understanding of the question (s); May have missed a detail;</p> <p>Response(s) included general example(s).</p>	<p>Response(s) reflected a Partial or limited understanding of the question (s).</p> <p>Example(s) provided were vague or unclear.</p>	<p>Response(s) did not reflect an understanding of the question (s).</p> <p>No examples provided.</p>

**Supplemental Educational Services Application Scoring Form**

**Summary and Comments for PART 4**

Applicants must score a minimum composite of 115 points of the total 140 points. Applicants with scores below 115 will not be approved.

Applicant (*Provider*) Name: \_\_\_\_\_ Reviewer Number: \_\_\_\_\_

<i>QUALITY OF SERVICES PROVIDED</i>	<i>Maximum Score</i>	<i>Actual Score</i>	<i>Comments</i>
<b>Abstract</b>	<b>10</b>		
<b>V-a. Experience in Raising Student Achievement</b>	<b>10</b>		
<b>V-b. Qualifications of Staff</b>	<b>20</b>		
<b>V-c. Consistency with the Instructional Program</b>	<b>5</b>		
<b>V-d. Connection to State Academic Standards</b>	<b>5</b>		
<b>V-e. Description of Services/Program Design High Quality Research-based Design Elements</b>	<b>25</b>		
<b>V-f. Student Needs Assessment</b>	<b>5</b>		
<b>V-g. Use of Diagnostic Assessment Data to Address Student Academic Needs</b>	<b>10</b>		
<b>V-h. Parent Involvement</b>	<b>10</b>		
<b>V-i. Measuring/Monitoring Progress and Communication with Parents and Schools</b>	<b>20</b>		
<b><i>Preliminary Score</i></b>	<b><i>120</i></b>		
<b>Interview Score</b>	<b>20</b>		
<b><i>Overall Score</i></b>	<b><i>140</i></b>		