

Supplemental Educational Services Rubric

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| Proposal # _____ Reviewer: _____ |
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OVERALL SCORING: _____/100
[Must score at least 80]

Part II: Application Narrative

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| Element I. | Instructional Program | 30 points |
|-------------------|------------------------------|------------------|

- ❖ Describe the plan for the instructional program that will be offered. Be sure to include the following specifics:
 - Location of service delivery.
 - If a distance provider, information on how and where students will access online services
 - Frequency and length of each tutoring session
 - Grade levels served
 - Subject areas covered
 - Instructional strategies and materials used for each subject.
 - Explanation of the pedagogical approach upon which the strategies are based
 - Description of differentiation of student instruction according to student needs
 - Adaptive strategies for special groups (i.e., English Language Learners, Special Education students)
 - Discussion of the transportation arrangements, if applicable

- ❖ Indicate how the instructional content of the supplemental services will be aligned with the Utah State Core Curriculum objectives in the grade levels and for the subject areas covered.

| <p style="text-align: center;">Level I 0-10 points</p> | <p style="text-align: center;">Level II 10-20 points</p> | <p style="text-align: center;">Level III 20-30 points</p> |
|---|---|--|
| <ul style="list-style-type: none"> • Location is off school site and involves extensive travel for students. No minimum of students mentioned. • If distance learning, there is no plan for access to services • Frequency and length of tutoring sessions insufficient to meet student needs. • There is no mention of grade levels that providers are prepared to serve. • There is no mention of subject areas that providers will cover. • Instructional strategies and methods are inadequate or inappropriate to meet the needs of low-performing students. • There is no explanation of the pedagogy behind the strategies. • Student instruction is uniform, with no differentiation made for diverse student learning styles. • There are no adaptive strategies in place for special needs students. • There are no plans for transportation arrangements • There is no clear evidence that the instructional content is aligned with the State Core objectives. | <ul style="list-style-type: none"> • Location is off school site but close enough that travel is minimal. • If distance learning, there is assumption that home or school computers will be used • Frequency and length of tutoring sessions adequate to meet student needs. • Grade levels to be served are unclear. • Subject areas to be covered are unclear. • Instructional strategies and methods are adequate and appropriate to meet the needs of low-performing students. • The pedagogy behind the instructional strategies is explained, but the connection to the instructional needs of low-performing students is questionable. • There is mention that student instruction will be differentiated according to student needs, but little detail is given. • Adaptive strategies are part of the provider’s plan, but they are not clearly explained or they are inappropriate for special needs students. • Transportation arrangements are cumbersome for students and parents. • Includes some evidence of alignment of the instructional content with State Core objectives, but specific subject area and grade level examples are not given. | <ul style="list-style-type: none"> • Service delivery is on school site. • If distance learning, there is a plan to make arrangements for use of school computers or to provide for students who do not have home computers • Frequency and length of tutoring sessions provides students with maximum opportunity to have academic needs met. • Grade levels to be served are clearly stated. • Subject areas to be covered are clearly stated. • Instructional strategies and methods are directly targeted at meeting the needs of low-performing students. • The pedagogy behind the instructional strategies is explained, and there is a clear link to the instructional need of low-performing students. • There is a clear understanding of the principles behind instructional differentiation, and examples are provided from student lessons. • Examples of a variety of adaptive strategies, for a variety of student needs, are given, and they are appropriate for those needs. • If transportation is necessary, it is convenient and takes up minimal time. • Presents strong evidence, with examples from instruction to be provided in different subjects and at different grade levels, that the services offered are aligned with the State Core and consistent with Core objectives. |

Total points for element _____/30

Element II. Staff**20 points**

- ❖ Indicate who will be teaching the instructional program, including information about their qualifications:
 - level of formal education
 - areas of specialized training related to the needs of low-achieving students
 - content area knowledge and past experience
 - experience working with special needs students
- ❖ If a distance provider, indicate
 - level of access to a qualified instructor
 - if services offered outside the student's home, the supervision of students that will be provided while they are participating in the program.
- ❖ Describe the training and ongoing support the staff will receive.

| Level I 0-6 points | Level II 7-13 points | Level III 14-20 points |
|--|--|---|
| <ul style="list-style-type: none"> • All instructors do not have, or it is not clear if they have, at least a high school diploma. • There is no evidence that instructors have areas of specialized training related to the needs of low-achieving students. • There is little evidence of instructors having particular areas of content knowledge or past experience in content areas. • There is little information to indicate that the instructors have experience working with any group of special needs students. • If distance learning, no access to instructor is discussed • If distance learning outside the home, there is no discussion of a plan for student supervision. • The training and ongoing support that will be given to instructors is inadequate to provide them with the expertise necessary to meet student achievement goals. | <ul style="list-style-type: none"> • All instructors have a high school diploma. • There is evidence that some instructors have had specialized training in areas related to the instructional needs of low-achieving students. • There is evidence that instructors possess knowledge in particular content areas and some have had past experience in those areas. • There is information to indicate that some instructors have experience working with special needs students. • If distance learning, there is access to an instructor trained in the online program. • If distance learning outside the home, there is a plan to work with the district to ensure student supervision. • Initial training for instructors is appropriately focused on student achievement goals, but ongoing support is insufficient to provide instructors with the skills necessary to maintain that focus. | <ul style="list-style-type: none"> • All instructors have a high school diploma, and at least some have college credits in areas appropriate to classroom instruction preparation. • All instructors have had specialized training in areas related to the instructional needs of low-performing students, or some have had such training and a plan is in place to give technical assistance to others. • Evidence shows that all instructors have particular areas of content knowledge and past experience in those areas. • All instructors have had experience working with special needs students, or some have had experience working with areas of special needs and a plan is in place for them to give technical assistance to others. • If distance learning, there is access to a content area instructor as part of the online program. • If distance learning outside the home, there is a plan for student supervision already in place. • A comprehensive plan is in place both for initial training and ongoing technical support for instructors that will provide them with, and continually reinforce, the skills to maintain a consistent focus on student achievement goals. |

Total points for element _____/20

Element III. Research Base and Program Effectiveness

20 points

- ❖ Summarize the research, with specific citations, that demonstrates that this is an effective method to increase student achievement.
- ❖ Provide verifiable evidence of the effectiveness of the program’s strategies with a variety of student populations, including Special Education and English Language Learners. If available, include data that supports student academic progress, especially from Utah Core achievement tests.

| Level I 0-6 points | Level II 7-13 points | Level III 14-20 points |
|---|--|--|
| <ul style="list-style-type: none"> • There is little research cited that supports the effectiveness of this method with low-achieving students. • There is limited or inadequate evidence that the program’s strategies have a record of effectiveness with a variety of student populations. | <ul style="list-style-type: none"> • There is adequate research cited that supports the effectiveness of this method, but the proposal generalizes the application of the research. • Shows evidence, using multiple measures of student achievement growth, that the program’s strategies have a record of effectiveness, but there is limited evidence of success with special needs students. | <ul style="list-style-type: none"> • There is extensive research cited that supports the effectiveness of this method with low achieving students, and a clear connection is made between the research and the plans and activities of the program. • Provides strong evidence, including student data from Utah State CRTs, that the program’s strategies have a record of effectiveness. The evidence clearly demonstrates success with a variety of special needs students. |

Total points for element ____/20

Comments:

Element IV. Evaluation/Monitoring**20 points**

- ❖ Describe how the program will be monitored for effectiveness.
- ❖ Describe the plan for designing Individual Student Plans and which sources of data will be used as to set baselines
- ❖ Delineate how the progress of students receiving supplemental educational services will be measured, which assessments will be used, and how the assessment will be linked to instructional practices.
- ❖ Describe how and when the school and parents will be notified of the student’s progress, in their native language if necessary.

| Level I 0-6 points | Level II 7-13 points | Level III 14-20 points |
|---|---|---|
| <ul style="list-style-type: none"> • Does not have an adequate plan for evaluating the success of the program. • Does not have a plan for design of Individual Student Plans • Method for measuring progress of each student receiving assistance is unclear or inadequate, and there is no mention of the link to instructional goals. • Does not adequately explain how parents and schools will be informed of a student’s progress. | <ul style="list-style-type: none"> • Program evaluation is explained, but it occurs only at end of services. • Design for Individual Student Plans only uses provider measurement instrument as baseline. • Explains how student progress will be measured using a clearly described assessment instrument, and there is a general statement of the link to instructional goals. • Explains how parents and schools will be informed of a student’s progress, but it is not on a regularly scheduled or frequent basis. | <ul style="list-style-type: none"> • There is a detailed plan for continuous monitoring of the program’s effectiveness. • The design for Individual Student Plans uses multiple sources for baseline, including Utah CRT scores and provider measurement instrument. • Explains how student progress will be measured using a variety of clearly described assessment tools, and the link to instructional goals is outlined clearly. • Describes plan to thoroughly inform parents and schools of the student’s progress on a frequent, regularly scheduled basis. • There is a plan for informing those parents who do not have convenient access to a computer of their student’s progress. |

Total points for element ____/20

Comments:

Element V. Pricing for Supplemental Educational Services 10 points

- ❖ Indicate the pricing structure per student for providing supplemental services.
- ❖ If a distance learning provider, indicate any costs to the district for computer software or accessing an internet connection.
- ❖ If a distance learning provider, indicate whether there will be extra costs to the district to provide staff for student supervision
- ❖ If a distance learning provider, indicate any costs to the student, in addition to the amounts paid by the district, for accessing an internet connection or computer software

| Level I 0-3 points | Level II 4-7 points | Level III 8-10 points |
|--|---|---|
| <ul style="list-style-type: none"> • Pricing is excessive given the scope of services. • There is no discussion by a distance learning provider of any extra costs associated with software, internet connections, or student supervision. | <ul style="list-style-type: none"> • The explanation of pricing fails to provide a complete understanding of the cost of all services. • If a distance learning provider, there is mention of extra costs for software, internet connections, and/or student supervision, but these are not clearly delineated. | <ul style="list-style-type: none"> • A detailed explanation of pricing explains fully the cost of all aspects of service, including any administrative costs. • If a distance provider, extra costs for software, internet connections, and/or student supervision are explained in detail. |

Total points for element ____/10

Comments: