

## 2006-2007 Scoring Rubric

Applicant Name: \_\_\_\_\_ City/State: \_\_\_\_\_

Reader Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Section I:

- Complete  
 Incomplete

Area(s) Incomplete: \_\_\_\_\_  
\_\_\_\_\_

### Section II:

	(Maximum Points)	
A. Goals and Objectives	18	_____
B. Evidence of Links Between Research and Program Design	18	_____
C. Connection to State Academic Standards and School(s') Instructional Program(s)	18	_____
D. Monitoring Student Progress	18	_____
E. Evidence of Effectiveness	18	_____
F. Communication with Parents and Families	18	_____
G. Communication with Districts and Schools	18	_____

### \*Section III:

Appendix Total Score	(Maximum 10 Points)	_____
Narrative	(Maximum 10 Points)	_____
Reader's Bonus Points	(Maximum 4 Points)	_____

**TOTAL MAXIMUM SCORE 150 POINTS** \_\_\_\_\_

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**A. Goals and Objectives**

**18 Points**

The program's goals and objectives must be in measurable terms.

<b>No/Limited Evidence Not Recommended for Funding 0-6 points</b>	<b>Moderate Evidence May Require Revisions to be Considered for Funding 7-12 points</b>	<b>Strong Evidence Recommended for Funding 13-18 points</b>
<p>Does not describe program's annual Long Term Goals</p> <p>Objectives are not in measurable terms.</p> <p>Objectives are not realistic.</p>	<p>General Long Term Goals are provided.</p> <p>Some of the six parts of the objectives are provided.</p> <p>Objectives are realistic and achievable.</p>	<p>Detailed and specific Long Term Goals are provided.</p> <p>Objectives include all 6 parts (who, what when, how, criterion, level of success).</p> <p>Objectives are measurable, realistic and achievable.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**

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

**18 Points**

This area of the application will be evaluated based on the extent to which it clearly and specifically links the research to the program design.

<p align="center"><b>No/ Limited Evidence Not Recommended for Funding 0-6 points</b></p>	<p align="center"><b>Moderate Evidence May Require Revisions to be Considered for Funding 7-12 points</b></p>	<p align="center"><b>Strong Evidence Recommended for Funding 13-18 points</b></p>
<p>Does not explain how the key instructional practices and major design elements of the program are of high quality.</p> <p>Does not explain how the key instructional practices and major design elements of the program are based on research about achievement outcomes.</p> <p>Does not explain how the key instructional practices and major design elements of the program are specifically designed to increase student academic achievement.</p> <p>Proposal does not describe the methods of delivering the instruction to the students.</p>	<p>General explanation provided of how the key instructional practices and major design elements of the program are high quality.</p> <p>General explanation provided about how the key instructional practices and major design elements of the program are based on research about achievement outcomes.</p> <p>General explanation provided about how the key instructional practices and major design elements of the program are specifically designed to increase student academic achievement.</p> <p>Proposal describes basic or general methods of delivering the instruction to the students.</p>	<p>Well-defined key instructional practices and major design elements. These elements of the program are high quality.</p> <p>Well-defined key instructional practices and major design elements of the program are based on research about achievement outcomes.</p> <p>Well-defined key instructional practices and major design elements of the program are specifically designed to increase student academic Achievement</p> <p>Proposal describes well-defined and very clear methods of delivering instruction to students.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**

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**C. Connection to State Academic Standards and School(s)' Instructional Program(s)**  
 Explain the extent to which the proposed program clearly and specifically describes its connection to state academic standards and school(s) instructional program(s). **18 Points**

<b>No/Limited Evidence Not Recommended for Funding 0-6 points</b>	<b>Moderate Evidence May Require Revisions to be considered for Funding 7-12 points</b>	<b>Strong Evidence Recommended for Funding 13-18 points</b>
<p>The program's connection to specific state academic standards is missing or is very vague.</p> <p>Proposed program did not demonstrate a connection to the instructional program(s) of the school(s) in which services will be provided.</p>	<p>A general program connection is evident to specific state academic standards.</p> <p>Proposed program demonstrates a few workable and realistic connections with the instructional program(s) of the school(s) in which services will be provided.</p>	<p>There is a clearly defined evaluation plan for the program's connection to specific state academic standards.</p> <p>Proposed program is well articulated with numerous aspects of the instructional program(s) of the school(s) in which services will be provided.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**

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**D. Monitoring Student Progress**

**18 Points**

Describe the specific programs and practices used to diagnose a student's need, as well as, evaluate and monitor student's progress toward clearly identified goals.

<p align="center"><b>No/Limited Evidence Not Recommended for Funding 0-6 points</b></p>	<p align="center"><b>Moderate Evidence May Require Revisions to be Considered for Funding 7-12 points</b></p>	<p align="center"><b>Strong Evidence Recommended for Funding 13-18 points</b></p>
<p>Proposal does not adequately describe the specific process to be used to screen and assess/diagnose student needs, identify skill or knowledge gaps.</p> <p>Does not provide an adequate instructional program to meet student's individual needs.</p> <p>Provides a vague or no specific process for evaluating, monitoring, and tracking student progress on a continuous and regular basis.</p> <p>Does not explain how the program proposes to document achievement gains and student outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline.</p>	<p>Proposal generally describes the specific process to be used to screen and assess/diagnose student needs, identify skill or knowledge gaps.</p> <p>Provides an adequate instructional program to meet student's individual needs.</p> <p>Provides specific process for evaluating, monitoring, and tracking student progress on a continuous and regular basis.</p> <p>Explains how the program proposes to document achievement gains and student outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline.</p>	<p>Proposal well defines the specific process to be used to screen and assess/diagnose student needs, identify skill or knowledge gaps.</p> <p>The program provides very clear and well-designed instructional program to meet student's individual needs.</p> <p>Provides a very specific process for evaluating, monitoring, and tracking student progress on a continuous and regular basis.</p> <p>Proposal explains in detail how the program proposes to document achievement gains and student outcomes using data from valid and reliable measures as well as teacher data and data from other sources, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**

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**E. Evidence of Effectiveness**

**18 Points**

Provide a narrative of the program's evidence of effectiveness.

<p align="center"><b>No/Limited Evidence Not Recommended for Funding 0-6 points</b></p>	<p align="center"><b>Moderate Evidence May Require Revisions to be Considered for Funding 7-12 points</b></p>	<p align="center"><b>Strong Evidence Recommended for Funding 13-18 points</b></p>
<p>Proposed program does not provide evidence that it contributes to a positive impact on student achievement.</p> <p>Program description does not provide state, district, and/or independent, valid and reliable performance data that support a positive impact on student's achievement.</p> <p>Target population is not well defined or is missing.</p> <p>The program does not have a positive impact on student performance using school grades, homework completion, or school/teacher administered subject area tests.</p> <p>Limited or no Scientific Based Research is provided.</p>	<p>Proposed program provides evidence that it will have a positive impact on student achievement.</p> <p>Program description provides a basic and clear plan to how state, district, and/or independent, valid and reliable performance data will be used to assess student performance.</p> <p>Target population is defined</p> <p>The program will have a positive impact on student performance using school grades, homework completion, or school/teacher administered subject area test.</p> <p>Scientific Based Research is provided.</p>	<p>Proposed program provides documented evidence that it will have a positive impact on student achievement.</p> <p>Program description provides specific data about the positive benefits/impact of the proposed services/model on student achievement.</p> <p>Target population well-defined (Demographic data available)</p> <p>The program has an excellent proposed positive impact on student performance using school grades, homework completion, or school/teacher administered subject area test.</p> <p>Well-defined Scientific Based Research is provided to support program model.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**

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**F Communication with parents and families**

**18 Points**

This area of the application will be evaluated based on the extent to which it demonstrates a consistent and specific process for providing parents and families of the students with information on the progress of their child in increasing achievement, and providing that information in a format and language that parents can understand. Clearly explain what methods, tools, and processes are used to communicate student progress to the students' parents and families.

**18 Points**

<p align="center"><b>No/Limited Evidence Not Recommended for Funding 0-6 points</b></p>	<p align="center"><b>Moderate Evidence May Require Revisions to be Considered for Funding 7-12 points</b></p>	<p align="center"><b>Strong Evidence Recommended for Funding 13-18 points</b></p>
<p>Does not describe the specific procedures to be used to report on student progress to the student's parents/families.</p> <p>Proposal does not state how often these procedures will be used.</p> <p>Does not clearly describe proposed services to parents and their involvement/role in creating a timetable/goals for the student's academic progress.</p> <p>Does not adequately describe the process for resolving any disputes or conflicts that may arise with parents.</p> <p>Lacks adequate description of how the program works to accommodate the needs and schedules of working parents.</p>	<p>Proposal provides a general description of some procedures used in reporting student's progress to parents/families.</p> <p>Proposal states how often some of these procedures will be employed.</p> <p>Provides a general description of proposed services to parents and parents' involvement/role in creating a timetable/goals for the student's academic progress.</p> <p>Describes a general process for resolving any disputes or conflicts that may arise with parents.</p> <p>There is a general description of how the program works to accommodate the needs and schedules of working parents</p>	<p>Proposal defines and describes the specific procedures to be used to report student's progress to parents/families.</p> <p>Proposal states how often each of these procedures will be employed.</p> <p>There is a very clear description of the proposed services to parents. Parents' involvement/role in creating a timetable/goals for the student's academic progress is provided.</p> <p>A well-defined process for resolving any disputes or conflicts that may arise with parents is provided.</p> <p>An excellent description of how the program works to accommodate the needs and schedules of working parents is provided.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**

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**G. Communication with Districts and Schools**

**18 Points**

Clearly explain the link between the academic programs a student experiences in the regular school day and the instruction and content of the supplemental educational program(s) provided.

<p align="center"><b>No/Limited Evidence Not Recommended for Funding 0-6 points</b></p>	<p align="center"><b>Moderate Evidence May Require Revisions to be Considered for Funding 7-12 points</b></p>	<p align="center"><b>Strong Evidence Recommended for Funding 13-18 points</b></p>
<p>Proposal does not or only vaguely describe how the SES program ensures a connection between the described instructional program and the program in place at the students' school(s).</p> <p>Program does not explain how it differs from the district's prevailing instructional or curricular approach and how it will meet student academic needs. (Programs do not have to differ but, the program must offer some type of "different" approach in the SES)</p> <p>The program does not describe or vaguely describes the specific procedures to ensure communication of student's progress between the SSP and the teacher/designee.</p>	<p>Proposal generally describes how the SES program ensures a connection between the described instructional program and the program in place at the students' school(s).</p> <p>Program generally explains how it differs from the district's prevailing instructional or curricular approach and how it will meet student academic needs. (Programs do not have to differ but, the program must offer some type of "different" approach in the SES)</p> <p>The program provides a general description of the specific procedures to ensure communication of student's progress between the SSP and the teacher/designee.</p>	<p>Proposal provides a well-defined connection between the described instructional program (SES) and the program in place at the school.</p> <p>The Program explains in detail how it differs from the district's prevailing instructional or curricular approach and how it will meet student academic needs. (programs do not have to differ but, the program must offer some type of "different" approach in the SES)</p> <p>The program describes in detail the specific procedures to ensure communication of student's progress between the SSP and the teacher/designee.</p>

**Concerns/Comments:**

\_\_\_\_\_ **Points**



## **Supplemental Education Services Scoring Guide**

### **Section III: Appendix (10 Points)**

The following requirements must be provided in the application. A maximum of 10 points may be earned for Section III. A score of 10 points may only be given if all items are included in the Appendix in the format required. If any key items (those marked with an asterisk **\***) are not included, the score for this section is automatically a "0").

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

- \*** Lists the number of staff available and describes the staff's qualifications and experience using required Staff Matrix.
- \*** Resumes provided for each staff member.
- Provides adequate process for recruiting and hiring high quality staff.
- Provides/offers ongoing training opportunities.
- Regularly reviews staff performance.

#### **I. Cost of Service**

- \*** Provide an average per pupil cost.
- Describes the length of a typical unit of service (i.e., one hour, one month, one semester, one year, etc.) AND provides a specific description of pricing structure.

#### **J. Financial and Organizational Capacity**

The application addresses point 1 below (financial stability) and at least one additional indicator from this category.

- **\*** Submit evidence demonstrating that the organization is financially sound. Evidence may include: a description of how it is currently receiving funds (i.e. grants, fees-for-service, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses and cash flow activity; and/or proof of liability insurance. (Include company name and policy number, or a copy of the policy cover page)
- Submit evidence demonstrating that the organization has a sound management structure. Evidence may include: business plans or profiles; descriptions of an experienced management team (e.g., CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who are involved in setting direction and maintaining a leadership system that enables the students to reach

high standards.

- Submit evidence demonstrating that the organization possesses adequate organizational resources to meet consumer demand. Evidence may include: business plans or profiles, and/or descriptions of financial and staff resources.
- Are contracts, warranties, or guarantees for services provided issued? If yes, please describe this process and submit a sample document.
- Are formal contracts, data collection, accounting, and communications processes and system maintained? If yes, please describe these systems.
- Submit copies of business license or formal documentation of legal status with respect to conducting business in the state.

**K. Letters of Recommendation**

- Five letters of recommendation from collaborative partners, parents, schools or agency.

**L. Compliance with Federal, State and Local Health & Safety Standards**

- \*Are criminal background checks conducted on all employees before hiring?
- Copies of licenses and/or certifications for health/safety and fire inspection. (only applicable for facilities outside of schools or individual homes)
- Description of written procedures, safety procedures and policies are provided.
- Description of the location and environment in which the program's services will be provided.

**M. Compliance with Federal, State and Local Civil Rights Protections**

- \*Evidence demonstrating that the organization complies with federal, state, and local civil rights protections for employees and students.
- \*Assurance that the organization offers instruction that is secular, neutral, and non-ideological.
- \*Evidence demonstrating that the organization complies with Individual Disability Education Act and American Disability Act requirements, if services are provided to students with disabilities.

**N. Statement of Assurance**

- \*The completed, signed Statement of Assurance is attached.

\_\_\_\_\_ **Total Appendix Score (Maximum 10 Points)**

**Concerns/Comments:**

## **N. Narrative Description of Program**

Narrative descriptions should include a description of:

The approach or model of instruction

- How student needs are assessed/diagnosed, skill gaps are identified, and how an instructional program/intervention is prescribed based on the student's individual needs
- How services offered will help Title I students improve their achievement
- Staff training
- The program facilities/equipment, including technology, computers, and software
- Instructional materials provided (and those the student is required to provide, if any)
- Specific strategies used to work with parents/families
- Specific strategies used to work with school personnel
- Specific strategies to evaluate programs effectiveness
  
- 10 Points - Excellent Narrative**
- 7 Points - Provided Requested Information**
- 3 Points – Vague Narrative**
- 0 Points - Lacks Information**

\_\_\_\_\_ **Total Narrative Points (Maximum 10 Points)**

**Reader's Overview:**

**After completing the SES scoring rubric, the reader is asked to provide an overall rating of the proposal's potential for being an Arkansas Supplemental Education Service Provider.**

- 0 Points – Proposal is not recommended.**
- 1 Point – Proposal lacks content and intensity**
- 3 Points – Proposal has potential for improving student achievement**
- 4 Points – Proposal shows well-documented potential for improving student achievement**

\_\_\_\_\_ **Total Reader Additional Points (Maximum 5 Points)**

**Comments:**