Kansas State Department of Education (KSDE)
Title Programs and Services Team

Title I Supplemental Educational Services (SES)

No Child Left Behind Act of 2001
Title I Part A
Section 1116

SES Provider Application Rubric

School Year 2011-2012

Kansas SES Provider Application Deadline: April 8, 2011 (5 p.m. CDT) at KSDE office

(This is not a postmark deadline).

Late or incomplete applications will not be reviewed or considered.

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

Title I Supplemental Educational Services (SES) Provider Application Rubric 2011-2012*

***The *SES Provider Application 2011-2012 is* located as a separate attachment at** http://www.ksde.org/Default.aspx?tabid=3567**.**
Please review the *Rubric 2011-2012* as you complete the *SES Provider Application 2011-2012*.

SES applications will be reviewed and scored by a team of individuals made up of representatives from districts, *Title I* programs and/or public or private organizations. No fewer than 3 readers will review each proposal.

Kansas State Department of Education

Title I Supplemental Educational Services (SES)

Panel Review of *SES Provider Application*

SES Provider Applicant Name: _____

SES Provider Application #: _____

Review Team: # _____, #_____, #_____

Total Score (91 possible): [ ]

<u>Final Approval Scale:</u>

91-82 = 90% _____ Approved (scores 64 – 91)

81-73 = 80%

72-64 = 70% _____ Not Approved (scores 63 -0)

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SES Panel Review Rubric Results
2011-2012

Provider Applicant Name _____ **Application #:** _____

SELECTION CRITERIA	MAXIMUM POINTS	SES APPLICANT'S FINAL SCORES
A. Evidence of Effectiveness	12 points	
B. Research & Program Design	16 points	
C. Connection to State Standards	12 points	
D. Monitoring Student Progress	12 points	
E. Communication w/Parents	15 points	
F. Qualification of Staff	12 points	
G. Financial & Organizational Capacity	3 points	
H. Portfolio of Program Documents	9 points	
Total Points Awarded	91 points	

Kansas Supplemental Educational Services Provider Application Rubric
2011-2012

Category A	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
Evidence of Effectiveness	**3 Points**	**2 Points**	**1 Points**	**0 Points**	**Points Awarded**
Q1.	Multiple assessment measures were used to demonstrate effectiveness which can be correlated to Kansas Data Points. If new to KS, other state data is included.	One assessment measure was used to demonstrate effectiveness. The data point correlated to Kansas Data Points. If new to KS, other state data is included.	One assessment measure was used to demonstrate effectiveness. No correlation to Kansas Data Points.	No Evidence Presented.	Q1. ____
Q2.	Evidence of impact on student attendance, retention/promotion rates, improved grades, improved graduation rates.	Evidence of impact on student attendance and improved grades. No data for retention/promotion rates and graduation dates were included.	Evidence of improved grades.	No Evidence Presented.	Q2.____
Q3.	Evidence of positive impact on student achievement among low-income underachieving students to include ESL and SPED students. Evidence based on Kansas data. If new to KS, other state data is included.	Evidence of positive impact on student achievement among low-income underachieving students to include ESL and SPED students. However, Kansas data was provided. If new to KS, other state data is included.	Evidence of positive impact on student achievement is mentioned but not supported with data.	No Evidence Presented.	Q3.____
Q4.	Explanation of how and by whom evidence was gathered. Third Party Independence research cited.	Explanation of how and by whom evidence was gathered. Another entity's use of the program is cited. No third party research.	Explanation of how and by whom evidence was gathered.	No Evidence Presented.	Q4. ____
Grand Total (Section A—12 points possible):					

<u>Reviewer Comments:</u> **Program Strengths: (Please use page numbers to reference comments).** **Areas of Improvement: (Please use page numbers to reference comments).**	

*Category B1-B2 (Score if providing reading instruction only)	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
	8 Points	5 Points	2 Points	0 Points	Points Awarded
***Within Category B, if only reading instruction will be provided, score sections B1 and B2 ONLY and then skip to Category C and continue scoring. The strong evidence category in this section would score 8 pts each. Total points possible for B1+B2= 16 pts.**					
B1. (Reading) **Evidence of Links Between Research & Program Design - Alignment to *National Reading Panel* Findings.**	Specific explanation of high quality program design and instruction alignment to the NRP findings to promote student reading achievement.	Generalized approach to including the NRP findings into the program design and instructional practice of reading proficiency.	Reference to the NRP findings without inclusion into program design and instructional practice.	No Evidence Presented.	B1. ____
B2. (Reading)	Specific explanation of how services will help students improve their reading achievement.	Generalized approach of how services will help students improve their achievement.	Mention of the 5 strands of reading proficiency but no alignment to instruction and design.	No Evidence Presented.	B2. ____
Grand Total (Section B1- B2—16 points possible):					

Reviewer Comments (Section B1-B2):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

*Category B3-B4 (Score if providing math instruction only)	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
	8 Points	5 Points	2 Points	0 Points	Points Awarded
***Within the Category B section, if only math instruction will be provided, score sections B3 and B4 ONLY and then skip to Category C and continue scoring. The strong evidence category in this section would score 8 pts each. Total points possible for B3+B4= 16 pts.**					
B3. (Math) **Evidence of links between research & program design- Alignment to *National Council of Teaching of Mathematics* five strands of mathematical proficiency.**	Specific explanation of high-quality program design and instruction alignment to the NCTM strands of mathematical proficiency to promote student achievement.	Generalized approach to including the 5 strands of mathematical proficiency into the program design and instructional practice.	Mention of the 5 strands of mathematical proficiency but no alignment to instruction and design.	No Evidence Presented.	B3. ____
B4. (Math)	Specific explanation of how services will help students improve their math achievement.	Generalized approach of how services will help students improve their achievement.	Mention of the 5 strands of math proficiency, but no alignment to instruction and design.	No Evidence Presented.	B4. ____
Grand Total (Section B3 and B4—16 points possible):					

Reviewer Comments (Section B3-B4):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

*Category B5-B8 (Score if providing <u>both reading and math instruction</u>)	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
	4 Points	3 Points	2 Points	0 Points	Points Awarded
***Within Category B section, if <u>reading and math instruction will both be provided</u>, score sections B5-B8 and then skip to Category C and continue scoring. The strong evidence category in this section would score <u>4</u> points each. Total points possible for Sections B5+B6+B7+B8= 16 pts.**					
B5. (Reading) **Evidence of Links Between Research & Program Design - Alignment to *National Reading Panel* Findings.**	Specific explanation of high quality program design and instruction alignment to the NRP findings to promote student reading achievement.	Generalized approach to including the NRP findings into the program design and instructional practice of reading proficiency.	Reference to the NRP findings without inclusion into program design and instructional practice.	No Evidence Presented.	B5. ____
B6. (Reading)	Specific explanation of how services will help students improve their reading achievement.	Generalized approach of how services will help students improve their achievement.	Mention of the 5 strands of reading proficiency but no alignment to instruction and design.	No Evidence Presented.	B6. ____
B7. (Math) **Evidence of links between research & program design- Alignment to *National Council of Teaching of Mathematics* five strands of mathematical proficiency.**	Specific explanation of high-quality program design and instruction alignment to the NCTM strands of mathematical proficiency to promote student achievement.	Generalized approach to including the 5 strands of mathematical proficiency into the program design and instructional practice.	Mention of the 5 strands of mathematical proficiency but no alignment to instruction and design.	No Evidence Presented.	B7. ____

B8. (Math)	Specific explanation of how services will help students improve their math achievement.	Generalized approach of how services will help students improve their achievement.	Mention of the 5 strands of math proficiency, but no alignment to instruction and design.	No Evidence Presented.	B8. ____
Grand Total (Section B5, B6, B7, & B8--16 points possible).					

Reviewer Comments (Section B5, B6, B7, & B8):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

Category C	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
Connection to Kansas State Standards & District Instructional Programs	**3 Points**	**2 Points**	**1 Points**	**0 Points**	**Points Awarded**
Q1.	Clear & specific explanation of how content is aligned to specific Kansas state curriculum standards.	Statement indicating an alignment to Kansas state curriculum standards.	Statement indicating use of standards-based instruction.	No Evidence Presented.	Q1._____
Q2.	Clear & specific explanation of how the provider will align content to the instructional programs of the district. Specific programs and district connections are included.	Description of how the provider will align instruction to the district instructional programs.	Statement indicating alignment of instruction with that of the district's instructional programs.	No Evidence Presented.	Q2._____
Q3.	Clear & specific explanation of how the provider will approach and design instruction (direct instruction, work book, small groups, on-line etc.) to align with the district approach.	Description of how the provider will approach and design instruction to the district instructional programs. No specific examples are named or explained.	Statement indicating an attempt to alignment of instruction with that of the district's instructional programs.	No Evidence Presented.	Q3. _____
Q4.	Instructional materials that will be used are named and a distinction is made between those materials provided and what the student will provide.	The types of instructional materials that may be used are mentioned. Specific instructional materials are not named.	Basic materials provided are named (i.e., paper, homework lists etc).	No Evidence Presented.	Q4. _____
Grand Total (Section C-—12 points possible):					

Reviewer Comments (Section C):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

Category D	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
Monitoring Student Progress	**3 Points**	**2 Points**	**1 Points**	**0 Points**	**Points Awarded**
Q1.	Clear and specific description of process to assess and diagnose individual student academic needs. The diagnostic and assessment tools are identified.	General description of process used to assess and diagnose individual student academic needs. The diagnostic and assessment tools are Not identified.	Statement speaks to the development of an individual student learning plan.	No Evidence Presented.	Q1. ____
Q2.	Clear and specific description of process for developing individual student goal setting & achievement timelines. The role of the district/school is described in this process and results in a great deal of involvement in developing the individual student instructional program.	General description of process used to develop an instructional program, not necessarily an individualized one. Limited, if any, involvement with district/school in developing the individual student instructional program.	Statement speaks to the development of an individual student learning plan. The district/school is provided a copy of the individual student plan but has no involvement in the development of individual student instructional program.	No Evidence Presented.	Q2. ____
Q3.	Multiple instruments are used to evaluate, monitor and track student progress. The process is continuous and consistent.	Assessment measure used is to evaluate, monitor and track is limited to a single instrument. The process used is sporadic at best.	Statement speaks to the evaluation, monitoring and tracking of student progress. No instrument is named.	No Evidence Presented.	Q3. ____
Q4.	Clear and specific description of process to encourage and support regular student attendance. Motivation or incentive programs are described.	General description of process to encourage and support student attendance. It is mentioned that incentives will be used.	Statement speaks to monitoring student attendance.	No Evidence Presented.	Q4. ____
Grand Total (Section D—12 points possible):					

Reviewer Comments (Section D):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

Category E	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
Communication with Parents/Families and district/schools	**3 Points**	**2 Points**	**1 Points**	**0 Points**	**Points Awarded**
Q1.	Description of the way in which parents and district/school staff will be involved in developing all parts of the instructional plan as well as the providing input in evaluating services.	General approach for parent and district/school staff involvement is outlined. It is unclear the extent to which shared decision making and evaluation of services would look.	Parent and district/school involvement in the instructional plan is limited to signing an initial agreement for services.	No Evidence Presented.	Q1.____
Q2.	Detailed plan of communication of student progress with parents, teachers and appropriate staff. The frequency, content and methods of communication are identified.	General plan of communication of student progress with parents, teachers and appropriate staff. The frequency, content and methods of communication are identified.	A plan of communication with teachers and appropriate staff is limited to summative information.	No Evidence Presented.	Q2. ____
Q3.	Description of a variety of strategies used to work with parent/families and school personal (i.e., home visits, open house, fairs or other types of demonstrations, workshops for working with at-risk students).	General strategies used to work with parent/families and school personal are limited in number. A desire to create additional strategies is mentioned.	Statements made regarding the ways to work with parents and teachers are limited to initial contact provider fairs.	No Evidence Presented.	Q3.____
Q4.	Communication will be delivered in multiple forms and in languages most represented by eligible students.	Limited forms of communication of student progress are available in some languages other than English.	It is unclear how the communication will be delivered. One language other than English is named.	No Evidence Presented.	Q4._____

Q5.	Detailed procedure for resolving disputes between parents and the provider/ It is clear who parents should contact with a concern and how conflicts will be resolved.	General mention of dispute resolution procedures. It is unclear who parents would contact with a concern.	Limited mention of a dispute resolution procedure.	No Evidence Presented.	Q5. ____
Grand Total (Section E—15 points possible):					

Reviewer Comments (Section E):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

Category F	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
Qualification of Instructional Staff	**3 Points**	**2 Points**	**1 Points**	**0 Points**	**Points Awarded**
Q1.	Detailed description of recruiting, hiring, and performance review practices.	General description of recruiting and hiring. Performance review practices are not mentioned.	Statement of recruiting, hiring, and performance review practices.	No Evidence Presented.	Q1.____
Q2.	Several examples support the provider's ability to provide high quality services to at-risk/low-income, underachieving students, special needs students, and non-native English speakers.	Few examples support the provider's ability to provide high quality services to low-income, underachieving students, special needs students, and non-native English speakers.	Statements are made that the provider has the ability to provide high quality services to low-income underachieving students, special needs students, and non-native English speakers.	No Evidence Presented.	Q2.____
Q3.	Detailed description of on-going professional development offered to staff to improve content, instruction, assessment and products & services.	General description of professional development is limited to how to implement the program's product and services.	Statement of professional development offered to staff.	No Evidence Presented.	Q3. ____
Q4.	Detailed description of the process that the organization has to ensure adequate staff and resources to meet the demand.	General description of how adequate resources and staff will be obtained.	Statement of adequate staff and resources.	No Evidence Presented.	Q4. ____
Grand Total (Section F—12 points possible)					

Reviewer Comments (Section F):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

Category G	Strong Evidence	Moderate Evidence	Limited Evidence	No Evidence	
Financial and Organizational Capacity	**1 Point**			**0 Points**	**Points Awarded**
Q1.	Strong evidence exist that the provider is financially sound and an experienced manage. Provider has evidence of current funding sources (i.e., grants, fees, etc).			No Evidence Presented.	Q1. ____
Q2.	Provider has evidence in place indicating sound management structure (business plans, descriptions of experienced management team, etc).			No Evidence Presented.	Q2. ____
Q3.	Provider has submitted cover page indicating proof of liability insurance.			No Evidence Presented.	Q3. ____
Grand Total (Section G—3 points possible)					

Reviewer Comments (Section G):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).

Category H	Evidence			No Evidence	
Portfolio of Program Documents (Support Documents)	**1 Point (1 pt per document)**			**0 Points**	**Points Awarded**
Q1.	Summary of program suitable for marketing services to schools, parents, & districts, to include - (marketing materials)			No Evidence Presented.	Q1.____
Q2.	Means of identifying individual student learning needs & how an instructional program or intervention is prescribed for each student (diagnostic instrument and student learning plan template).			No Evidence Presented.	Q2.____
Q3.	Alignment to district and state instructional program (Alignment documentation).			No Evidence Presented.	Q3.____
Q 4.	Content to be learned for reading and mathematics (curriculum scope and sequence or syllabus).			No Evidence Presented.	Q4. ____
Q5.	Assessments used to measure student learning progress (Sample assessment).			No Evidence Presented.	Q5.____

	Evidence			No Evidence	
Category H (continued)	**1 Point (1 pt per document)**			**0 Points**	**Points Awarded**
Portfolio of Program Documents (Support Documents)-continued					
Q6.	Specific strategies used to work with parents & families, namely: a description of the program, instructional design, student expectations, and method and frequency of communication (Parent letter).			No Evidence Presented.	Q6.____
Q7.	Specific strategies used to work with school personnel (teacher letter).			No Evidence Presented.	Q7.____
Q8.	Efforts to encourage student achievement are numerous and systematic (student attendance program).			No Evidence Presented.	Q8.____
Q 9.	Evidence demonstrating that the organization possesses adequate staff and resources to meet consumer demand goes beyond a narrative. Actual data has been gathered to make the decision.			No Evidence Presented.	Q9.____
Grand Total (Section H—9 points possible):					

Reviewer Comments (Section H):

Program Strengths: (Please use page numbers to reference comments).

Areas of Improvement: (Please use page numbers to reference comments).