



**Kansas State Department of Education  
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 2009-2010**

**SES Provider Application Deadline: May 1, 2009 (5 p.m. CDT) at KSDE office  
(This is not a postmark deadline).**

Late or incomplete applications will not be reviewed or considered.

**Title I Supplemental Educational Services (SES) Provider Application Rubric 2009-2010\***

**\*The *SES Provider Application 2009-2010* is located as a separate attachment at [www.ksde.org](http://www.ksde.org). Please review the *Rubric 2009-2010* as you complete the *SES Provider Application 2009-2010*.**

SES applications will be reviewed and scored by team of individuals made up of representatives from districts, *Title I* programs and/or public or private organization that have experience in the area of providing SES using the attached *SES Provider Application Rubric 2009-2010*. No fewer than 3 readers will review each proposal.

**Supplemental Educational Services Provider Application Rubric  
2009-2010**

	<b>Strong Evidence</b>	<b>Moderate Evidence</b>	<b>Limited Evidence</b>	<b>No Evidence</b>	
<b>Category A</b>	<b>20 Points</b>	<b>10 Points</b>	<b>5 Points</b>	<b>0 Points</b>	<b>Total Points</b>
<b>Evidence of Effectiveness</b>	Evidence of positive impact on student achievement among low-income underachieving students to include ESL and SPED students. Evidence based on Kansas data.	Evidence of positive impact on student achievement among low-income underachieving students to include ESL and SPED students. However, Kansas data was provided.	Evidence of positive impact on student achievement is mentioned but not supported with data.		
	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.		
	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.	Evidence of improved grades.		
	Multiple assessment measures were used to demonstrate effectiveness which can be correlated to Kansas Data Points.	One assessment measure was used to demonstrate effectiveness. The data point correlated to Kansas Data Points.	One assessment measure was used to demonstrate effectiveness. No correlation to Kansas Data Points.		

**Reviewer Comments:**

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

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

	<b>Strong Evidence</b>	<b>Moderate Evidence</b>	<b>Limited Evidence</b>	<b>No Evidence</b>	
<b>Category B</b>	<b>20 Points</b>	<b>10 Points</b>	<b>5 Points</b>	<b>0 Points</b>	<b>Total Points</b>
<b>Evidence of Links Between Research &amp; Program Design - Alignment to <i>National Reading Panel Findings</i> (if a reading component is included) Alignment to five strands of mathematical proficiency (if applicable).</b>	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.		
	Specific explanation of how services will help Title I students improve their reading achievement.	Generalized approach of how services will help Title I students improve their achievement.	Mention of the 5 strands of reading proficiency but no alignment to instruction and design.		
<b>Evidence of links between research &amp; program design- Alignment to <i>National Council of Teaching of Mathematics</i> five strands of mathematical proficiency (if applicable).</b>	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.		
	Specific explanation of how services will help Title I students improve their math achievement.	Generalized approach of how services will help Title I students improve their achievement.	Mention of the 5 strands of math proficiency, but no alignment to instruction and design.		

**Reviewer Comments:**

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

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

	<b>Strong Evidence</b>	<b>Moderate Evidence</b>	<b>Limited Evidence</b>	<b>No Evidence</b>	
<b>Category C</b>	<b>20 Points</b>	<b>10 Points</b>	<b>5 Points</b>	<b>0 Points</b>	<b>Total Points</b>
<b>Connection to Kansas State Standards &amp; District Instructional Programs</b>	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.		
	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.		
	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.		
	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).		

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

	<b>Strong Evidence</b>	<b>Moderate Evidence</b>	<b>Limited Evidence</b>	<b>No Evidence</b>	
<b>Category D</b>	<b>20 Points</b>	<b>10 Points</b>	<b>5 Points</b>	<b>0 Points</b>	<b>Total Points</b>
<b>Monitoring Student Progress</b>	Clear and specific description of -	General description of -	Statement is limited-		
	Process to assess and diagnose individual student academic needs The diagnostic and assessment tools are identified.	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.		
	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.	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.		
	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.		
	Process to encourage and support regular student attendance. Motivation or incentive programs are described.	Process to encourage and support student attendance. It is mentioned that incentives will be used.	Statement speaks to monitoring student attendance.		

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

	<b>Strong Evidence</b>	<b>Moderate Evidence</b>	<b>Limited Evidence</b>	<b>No Evidence</b>	
<b>Category E</b>	<b>20 Points</b>	<b>10 Points</b>	<b>5 Points</b>	<b>0 Points</b>	<b>Total Points</b>
<b>Communication with Parents/Families and district/schools</b>	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.		
	Detailed plan of communication of student progress with parents, teachers and appropriate staff. The frequency, content and methods of communication are identified. Communication will be delivered in multiple forms and in languages most represented by eligible students.	General plan of communication of student progress with parents, teachers and appropriate staff. The frequency, content and methods of communication are identified. Limited forms of communication of student progress are available in some languages other than English.	A plan of communication with teachers and appropriate staff is limited to summative information. It is unclear how the communication will be delivered. One language other than English is named.		
	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.		
	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.		

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

	<b>Strong Evidence</b>	<b>Moderate Evidence</b>	<b>Limited Evidence</b>	<b>No Evidence</b>	
<b>Category F</b>	<b>20 Points</b>	<b>10 Points</b>	<b>5 Points</b>	<b>0 Points</b>	<b>Total Points</b>
<b>Qualification of Instructional Staff</b>					
	Description of recruiting, hiring, and performance review practices.	Description of recruiting and hiring. Performance review practices are not mentioned.	Statement of recruiting, hiring, and performance review practices.		
	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.		
	Description of on-going professional development offered to staff to improve content, instruction, assessment and products & services	Description of professional development is limited to how to implement the program's product and services.	Statement of professional development offered to staff.		
	Description of the process that the organization has to ensure adequate staff and resources to meet the demand.	Description of how adequate resources and staff will be obtained.	Statement of adequate staff and resources.		

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

	<b>Evidence</b>			<b>No Evidence</b>	
<b>Category G</b>	<b>10 Points</b>			<b>0 Points</b>	<b>Total Points</b>
<b>Financial and Organizational Capacity</b>	Strong evidence exist that the provider is financially sound and an experienced manage.				
	Provider has evidence of current funding sources.				
	Provider has evidence in place indicating sound management structure (business plans, descriptions of experienced management team, etc).				
	Provider has submitted cover page indicating proof of liability insurance.				

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

	<b>Evidence</b>			<b>No Evidence</b>	
<b>Category H</b>	<b>45 Points (5 pts per document)</b>			<b>0 Points</b>	<b>Total Points</b>
<b>Portfolio of Program Documents (Support Documents)</b>	Summary of program suitable for marketing services to schools, parents, & districts, to include - (marketing materials)				
	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).				
	Alignment to district and state instructional program (Alignment documentation).				
	Content to be learned for reading and mathematics (curriculum scope and sequence or syllabus).				
	Assessments used to measure student learning progress (Sample assessment).				
	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).				

	<b>Evidence</b>			<b>No Evidence</b>	
<b>Category H (continued)</b>	<b>45 Points (5 pts per document)</b>			<b>0 Points</b>	<b>Total Points</b>
<b>Portfolio of Program Documents (Support Documents)-continued</b>					
	Specific strategies used to work with school personnel (teacher letter).				
	Efforts to encourage student achievement are numerous and systematic (student attendance program).				
	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.				

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