

**Title I Supplemental Educational Services Provider Scoring Rubric
 Updated May 2009**

Program Name		Contact Person Name		
Street Address		City	State	Zip
Telephone	Fax	Email Address		
Website Address		Days and Hours of Operation		

The following indicators will be used as criteria to determine whether an applicant is of sufficient quality to be included on the approved list of supplemental services providers. Items are based on a point system to help determine the level of effectiveness of the program. The total possible points are 200. For each indicator of quality outlined in the Application Form, the scoring rubric provides a table that allows reviewers to rate the evidence submitted by an applicant as STRONG, MODERATE, LIMITED, or NO evidence.

Criteria	Maximum Score	Applicant's Score
A. Evidence of Effectiveness	25	
B. Links Between Research and Program Design	25	
C. Connection to State and District('s) Instructional Programs	25	
D. Monitoring Student Progress	20	
E. Communication with Schools and Districts	15	
F. Communication with Parents	15	
G. Qualifications of Instructional Staff	15	
H. Financial and Organizational Capacity	25	
I. Compliance with Federal, State, and Local Health and Safety Standards	10	
J. Compliance with Federal, State, and Local Civil Rights Protections	10	
K. Other Considerations	0	
L. Narrative Description	15	
Total Score	200	

Summary Comments for Application	
<u>Strengths:</u> 	<u>Weaknesses:</u>

This applicant has met the requirements outlined in the application.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
I recommend this applicant to be included on the approved list of Supplemental Services Providers	<input type="checkbox"/> YES	<input type="checkbox"/> NO

A. EVIDENCE OF EFFECTIVENESS (25 POINTS)

Evidence of positive impact on student achievement is the primary concern of the *No Child Left Behind* Act and is most critical to consumers of supplemental services. Less powerful indicators of effectiveness include evidence of positive impact on school grades, student discipline, student attendance, retention/promotion rates, and/or family/parent satisfaction. SEAs should consider an applicant's evidence of improvement in these areas, but this evidence should be considered of secondary importance to evidence of improved student achievement in reading and math (and science in 2005) as demonstrated by performance on valid and reliable assessments.

Applicants should also be able to demonstrate success with students who are similar in prior achievement levels and demographics to those students who will be served under the supplemental services provisions of the *No Child Left Behind* Act. Particular student populations to be considered include: low-achieving, low-income, minority, migrant, limited English proficient, and special education students.

Quality of Evidence			
STRONG Evidence (18-25 points)	MODERATE Evidence (10-17 points)	LIMITED Evidence (1-9 points)	NO Evidence (0 points)

<p>A. Evidence of Effectiveness (<i>Limit two pages</i>)</p> <p>Applicant must provide evidence in <u>all</u> of these categories in order to be approved.</p>
<p>1. The applicant demonstrates a positive impact on student achievement for low-income, underachieving students on a state, district, and/or another independent, valid, and reliable performance test.</p>
<p>2. The applicant demonstrates a positive impact on student performance using a measure that is not national or statewide (i.e. provider developed test) <u>OR</u> using school grades, homework completion, or school/teacher administered subject area test.</p>
<p>3. The applicant submits strong referrals: Letters from previous clients (families, schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of the program (minimum of 5 letters and a maximum of 10).</p>
<p>4. The applicant demonstrates additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student discipline.</p>

Total Points: _____ (25 possible)

Reviewer Comments:

B. EVIDENCE OF LINKS BETWEEN RESEARCH & PROGRAM DESIGN (25 POINTS)

The *No Child Left Behind* Act requires SEAs to ensure that all supplemental services provided are “research-based”. While SEA’s primary considerations should focus on whether the applicant can demonstrate positive effects on student achievement (Section A), consumers of supplemental services considering taking a chance on a program with a weaker evidence of effectiveness may want to know if the provider can clearly explain the theoretical/empirical rationale behind major elements of its program. A newer or very small provider may not have had sufficient time or finances to conduct research on its effectiveness, but that applicant ought to be able to clearly demonstrate that its program *can* work: i.e., that it was built based on solid evidence on what works. Of course, over time an applicant must demonstrate that it *does* work.

Interpretations of the term “research-based” can vary, and evaluating a program’s research-base can be a huge undertaking. To approach this task in a straightforward and transparent manner, SEAs should require applicants to clearly and explicitly demonstrate the links between research-based practice and major instructional components of their program. SEAs can then evaluate an applicant’s research base by examining the extent to which that provider is able to cite quality research studies that provide rationale and evidence for the key instructional practices and major design elements of their program. To the extent known, reviewers should indicate the quality of cited research.

Applicants shall not be disqualified on the grounds that their documentation of instructional strategies does not include ‘scientifically based research’ (as such term is defined in NCLB). This does not mean that you should not use scientifically based research as an indicator of quality, simply that applicants cannot be *disqualified* because they cannot provide a research base to support their instructional strategies.

Applicants who serve reading should address how their instructional program aligns to the findings of the National Reading Panel. Other content areas that may be provided by the applicant should also have a significant basis in research in raising student academic achievement.

Quality of Evidence			
STRONG Evidence (18-25 points)	MODERATE Evidence (10-17 points)	LIMITED Evidence (1-9 points)	NO Evidence (0 points)

B. Evidence of Links between Research & Program Design (<i>Limit two pages</i>)
1. The applicant can clearly and specifically explain the theoretical/empirical rationale behind major instructional elements of its program (research citations must be included).
2. The reading program aligns to the findings of the National Reading Panel’s research on teaching reading.
3. The program of any other content areas where the applicant offers supplemental services is based on proven methods of raising academic achievement in that subject area.

Total Points: _____ (25 possible)

Reviewer Comments:

C. CONNECTION TO STATE ACADEMIC STANDARDS AND DISTRICT ('S) INSTRUCTIONAL PROGRAMS (25 POINTS)

The *No Child Left Behind* Act requires supplemental services to be consistent with the instructional program(s) of the district(s) and with state academic content standards. SEAs should use this checklist to evaluate how clearly and specifically an applicant can demonstrate a connection to specific state standards and the district(s) instructional program(s).

Quality of Evidence			
STRONG Evidence (18-25 points)	MODERATE Evidence (10-17 points)	LIMITED Evidence (1-9 points)	NO Evidence (0 points)

C. Connection to State Academic Standards and District ('s) Instructional Program(s) *(Limit two pages)*

Applicant must provide evidence in all of these categories in order to be approved.

1. The provider can clearly and specifically demonstrate a connection to specific state academic standards.
2. The provider can clearly and specifically demonstrate a connection with the instructional program(s) of the district(s) in which the provider intends to operate. If the program differs from the district's prevailing instructional or curricular approach, the provider must explain why it differs and how it meets student academic needs.

Total Points: _____ (25 possible)

Reviewer Comments:

D. MONITORING STUDENT PROGRESS (20 POINTS)

To ensure that approved providers offer quality programs that will meet the needs of students served, SEAs should consider the specific programs and practices an applicant uses to (1) diagnose a student's needs, (2) prescribe an instructional program to meet that student's needs, and (3) evaluate and monitor the student's progress towards clearly identified goals. The presence of programs and practices that diagnose problems and monitor student progress is an indicator of quality.

Quality of Evidence			
STRONG Evidence (14-20 points)	MODERATE Evidence (7-13 points)	LIMITED Evidence (1-6 points)	NO Evidence (0 points)

D. Monitoring Student Progress (<i>Limit two pages</i>)
Applicant must provide evidence in <u>all</u> of these categories in order to be approved.
1. The provider uses a clearly defined process to assess/diagnose student needs, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs.
2. The provider evaluates, monitors, and tracks student progress on a continuous and regular basis.
3. The provider develops a timetable for each student's achievement progress that includes clear goals for the student.

Total Points: _____ (20 possible)

Reviewer Comments:

E. COMMUNICATION WITH SCHOOLS AND DISTRICTS (15 POINTS)

An approved provider should be able to demonstrate a clear link between the academic program a student experiences in the regular school day, and the instruction and content of the supplemental education program. To ensure instructional and cognitive consistency for the child, an approved provider should have clear, consistent communication on the student's progress with that student's teachers and appropriate school or district staff. Applicants should clearly explain the methods, tools, and processes they use to communicate student progress to schools and should specifically explain how they ensure a connection between the school program and their own services.

Quality of Evidence			
STRONG Evidence (11-15 points)	MODERATE Evidence (5-10 points)	LIMITED Evidence (1-4 points)	NO Evidence (0 points)

<p>E. Communication with Schools and Districts <i>(Limit one page)</i></p> <p style="text-align: center;">Applicant must provide evidence in <u>all</u> of these categories in order to be approved.</p>
<p>1. The provider ensures a connection between their instructional program and the program in place at the student's school.</p>
<p>2. The provider consistently and clearly reports on student progress to the student's teachers and appropriate school or district staff.</p>

Total Points: _____ (15 possible)

Reviewer Comments:

F. COMMUNICATION WITH PARENTS AND FAMILIES (15 POINTS)

The *No Child Left Behind* Act requires applicants to provide parents of children enrolled in a supplemental education program with information on the progress of their child in increasing achievement (in the particular skill/knowledge the applicant was designed to develop) in a format and language that parents can understand. SEAs should ask applicants to clearly explain what methods, tools, and processes they use to communicate student progress to their students' parents and/or families.

Quality of Evidence			
STRONG Evidence (11-15 points)	MODERATE Evidence (5-10 points)	LIMITED Evidence (1-4 points)	NO Evidence (0 points)

<p>F. Communication with Parents (<i>Limit one page</i>)</p> <p>Applicant must provide evidence in <u>five</u> of these categories in order to be approved.</p>
1. The applicant consistently and clearly reports on student progress to the student's parents and families.
2. The applicant clearly explains its services to parents and involves parents in creating a timetable and goals for their child's academic progress.
3. The applicant works to accommodate the needs and schedules of working parents.
4. The applicant has established a fair, consistent process for resolving any disputes or conflicts between parents and the provider.
5. If parents are required to participate in the service provided, the applicant clearly explains the parent's expected contribution.
6. Applicant's staff is trained to work with parents.
7. The applicant has capacity in speaking or translating information into other languages.

Total Points: _____ (15 possible)

Reviewer Comments:

G. QUALIFICATIONS OF INSTRUCTIONAL STAFF (15 POINTS)

SEAs may choose to consider the following information as indicators of staff qualifications:

- The amount and quality of training provided to program staff to deliver the program;
- Years and level of work experience, particularly in working with Title I students;
- Highest degree attained; and/or
- Certification of staff

Overall, SEAs should consider the evidence on staff qualifications provided by the SSP and should look for both demonstrated successful experience as well as evidence that the applicant is committed to ongoing professional development and improvement of its own products and services.

Quality of Evidence			
STRONG Evidence (11-15 points)	MODERATE Evidence (5-10 points)	LIMITED Evidence (1-4 points)	NO Evidence (0 points)

<p>G. Qualifications of Instructional Staff <i>(Limit one page)</i></p> <p style="text-align: center;">Applicant must provide evidence in <u>all</u> of these categories in order to be approved.</p>
1. Staff is qualified to provide high quality supplemental services. (See above for a list of indicators of staff qualifications.)
2. Staff demonstrates adequate experience in working with Title I students.
3. Staff participates in ongoing professional development to improve its instruction, products, and services.
4. The applicant recruits and hires high quality staff, offers ongoing training opportunities, and regularly reviews staff performance.

Total Points: _____ (15 possible)

Reviewer Comments:

H. FINANCIAL AND ORGANIZATIONAL CAPACITY (25 POINTS)

The *No Child Left Behind* Act requires that an SEA's criteria for identifying approved providers must include "evidence that the provider is financially sound". Education consumers need to know that the program provider in which they choose to "invest" has the financial capacity to sustain quality services and support to all its students. These indicators can help SEAs evaluate a program provider's capacity to deliver quality services over time and at scale.

There are a number of ways an applicant might prove that it is financially and organizationally sound, and the acceptable evidence will vary depending on the initial size and capacity of the provider. Individuals applying to be an approved provider will possess different financial and management structures, for example, than large companies applying to be an approved provider. SEAs should take these differences into account when reviewing applications.

Evidence of acceptable financial and management capacity might include:

- Copies of business license or formal documentation of legal status with respect to conducting business in the state (and district(s), if applicable);
- Contracts, warranties, or guarantees for services provided;
- Proof of liability insurance (company name and policy number, or a copy of the policy cover page);
- A description of how the provider currently receives funds (i.e. grants, fees-for-service, etc.);
- Audited financial statements;
- Credit ratings from an independent rating agency;
- Business plans or profiles that might include: goals, timelines and expected outcomes; detailed action steps; descriptions of financial and staff resources; organizational budgets that account for revenues and expenses and cash flow activity; and outlines of roles and responsibilities of staff within the organization;
- Descriptions of an experienced management team (e.g. CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who help set direction and maintain a leadership system; or
- Samples or descriptions of formal contract, data collection, accounting, and communications processes, and systems.

Quality of Evidence			
STRONG Evidence (18-25 points)	MODERATE Evidence (10-17 points)	LIMITED Evidence (1-9 points)	NO Evidence (0 points)

<p>H. Financial and Organizational Capacity (<i>Limit one page</i>)</p> <p>Applicant must provide evidence of effectiveness in <u>Point 1</u> and <u>at least one other indicator</u> in order to be approved.</p>
1. The applicant is financially sound.
2. The applicant has a sound management structure.
3. The applicant possesses adequate organizational resources to meet consumer demand.
4. The applicant issues contracts, warranties, or guarantees for services provided.
5. The applicant maintains formal contract, data collection, accounting, and communications processes and systems.
6. The applicant submitted copies of business license(s) or formal documentation of legal status with respect to conducting business in the State of North Dakota.

Total Points: _____ (25 possible)

Reviewer Comments:

I. COMPLIANCE WITH FEDERAL, STATE, AND LOCAL HEALTH & SAFETY STANDARDS (10 POINTS)

All approved SSPs must comply with federal, state, and local health and safety standards. SEAs should include any indicators specific to their state or district(s) legal requirements for health and safety.

Quality of Evidence			
STRONG Evidence (8-10 points)	MODERATE Evidence (5-7 points)	LIMITED Evidence (1-4 points)	NO Evidence (0 points)

I. Compliance with Federal, State and Local Health & Safety Standards <i>(Limit ½ page)</i> Applicant must respond to <u>all</u> of these categories in order to be approved.		
1. The provider conducts criminal background checks on all employees before hiring. <i>Note: Reviewer should circle YES or NO.</i>	Yes	No
2. The provider holds all required licenses and/or certifications for health and safety. <i>Note: Reviewer should circle YES or NO.</i>	Yes	No
3. The provider possesses satisfactory safety records.		
4. The provider offers services in a safe, clean, and healthy environment.		

Total Points: _____ (10 possible)

Reviewer Comments:

J. COMPLIANCE WITH FEDERAL, STATE, AND LOCAL CIVIL RIGHTS PROTECTIONS (10 POINTS)

All approved providers must comply with federal, state, and local civil rights protections for program employees *and* participants. It should be noted that providers who are religiously affiliated are prohibited from refusing to hire otherwise qualified tutors or denying students who are not of that religion. Applicants must ensure that instruction is secular, neutral, and non-ideological.

Quality of Evidence			
STRONG Evidence (8-10 points)	MODERATE Evidence (5-7 points)	LIMITED Evidence (1-4 points)	NO Evidence (0 points)

<p>J. Compliance with Federal, State and Local Civil Rights Protections (<i>Limit ½ page</i>)</p> <p>Applicant must respond to <u>all</u> of these categories in order to be approved.</p>
1. The applicant complies with federal, state, and local civil rights protections for its employees.
2. The applicant complies with federal, state, and local civil rights protections for its students.
3. The applicant offers instruction that is secular, neutral, and non-ideological.
4. If the applicant plans to provide services to students with disabilities, the applicant can offer accommodations that comply with IDEA and ADA requirements.

Total Points: _____ (10 possible)

Reviewer Comments:

K. OTHER CONSIDERATIONS (0 POINTS)

Applicants are allowed ½ page of text in which to describe any additional considerations they would like you to consider when reviewing this application. *This is an optional section; applicants will not be disqualified if they do not respond to this section.*

K. Other Considerations (Limit ½ page)	
<p>Other considerations offered:</p> <ul style="list-style-type: none">•••••	<p>Comment on the quality of evidence or strength of additional consideration(s) offered:</p> <ul style="list-style-type: none">•••••

Reviewer Comments:

L. NARRATIVE DESCRIPTION OF PROGRAM: OVERVIEW (15 POINTS)

The applicant should summarize the program in a narrative form that can be used to market its service to schools, parents, or districts. All 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; and
- Specific strategies to evaluate the program’s effectiveness.

Quality of Evidence			
STRONG Evidence (11-15 points)	MODERATE Evidence (5-10 points)	LIMITED Evidence (1-4 points)	NO Evidence (0 points)

L. Narrative Description of the Program: Overview <i>(Limit two pages)</i>
1. The applicant’s narrative adequately addresses all of the items required in the narrative description of the program list above.
2. The applicant’s narrative will adequately assist parents in identifying the basic elements of the program.

Total Points: _____ (15 possible)

Reviewer Comments: