

**South Dakota Department of Education
Office of Educational Services & Support**

**Supplemental Educational Services
Proposal Review Form**

Proposal #	Reviewer #	Date:
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Element A: Program

- A.1 Clearly describes the program that will be offered, including the following specifics:
- Description of program content
 - Approach or model of instruction
 - Clearly indicates how the content of the program will be aligned with state academic standards.
 - Instruction is focused, intensive and targeted to student needs
 - Strategies to work with school personnel
- A.2 Describes the method of delivery of instruction:
- Location of service delivery
 - Length of each tutoring session (i.e., everyday, biweekly, summer)
 - Student/teacher ratio (small group, individual)
 - Grade levels served (minimum and maximum number of students able to serve)
 - Special groups or diverse populations served (if applicable)
 - Parents and classroom teachers are involved in developing goals for the student
 - Start date for services
- A.3 If applicable, transportation arrangements were discussed.
- A.4 Limited to four pages

Level I 0-8 points	Level II 9-16 points	Level III 17-25 points
<ul style="list-style-type: none"> • Fails to provide an adequate description of the program • Fails to demonstrate how the provider's services are consistent with state academic standards 	<ul style="list-style-type: none"> • Addresses some of the areas listed above in the program description • Includes some information regarding the alignment of the supplemental educational services offered and state academic standards 	<ul style="list-style-type: none"> • Details clearly the instructional program offered by the provider. Instruction is focused, intensive & targeted to student needs. Addresses each of the areas listed above • Includes strong evidence that the program offered is consistent with state academic standards

Total points for Element A: _____/25

Comments:

Element B: Staff

- B.1 Clearly describes the qualifications of the personnel who will be administering the instruction
- Academic and professional qualifications including licensure and/or certifications
 - Years of experience
 - Level of education
 - Role of each staff member
 - Background check with fingerprinting is required (if applicable)
- B.2 Clearly describes the training and support the instructors will receive (ongoing)
- Instructors are adequately trained to deliver services
- B.3 Clearly describes how the instructors are capable of effectively working with low performing students
- Previous experience
 - Previous training
- B.4 Describes regular review, monitoring, and assessment of staff performance.
- B.5 Limited to two pages

Level I 0-4 points	Level II 5-9 points	Level III 10-15 points
<ul style="list-style-type: none"> • Does not address the qualifications of teachers • Does not provide information about professional development • Instructors do not appear to have capabilities to work with students performing below grade level 	<ul style="list-style-type: none"> • Provides some description of the qualifications of instructors • Discusses some of the ongoing support that will be given to instructors • Instructors have some of the necessary capabilities of working with low achieving students 	<ul style="list-style-type: none"> • Discusses in detail the qualifications of instructors • Includes a comprehensive plan for ongoing, job embedded professional development and technical assistance from high quality staff leaders • Includes a clear and thorough description of how the instructors are capable of effectively working with low achieving students
Total points for Element B: _____/15		
Comments: 		

Element D: Evaluation/Monitoring

- D.1 Clearly describes how the **program** will be monitored for effectiveness in improving reading and mathematics achievement
- Quantitative and qualitative instruments used to measure program effectiveness
 - Includes input from parents and student regarding their satisfaction with the program
 - Explains what process data will be collected
 - Exit protocol for students
- D.2 Clearly describes the pre and post assessment administered to measure the achievement academic goals of students or use of assessments as diagnostic tools.
- Assessment instruments to be used
 - Involvement of parents in developing goals
 - Provides description of assessment used to evaluate ongoing progress of student
 - Students receive constant and systematic feedback on what they are learning
 - Reporting of student progress to district and state SES Coordinator
- D.3 Provides details of school and parental role
- Number of times stakeholders are contacted (teachers, parents, etc.)
 - States how often the stakeholders will be contacted
 - Forms of communication
 - Classroom Teachers involvement (expectations for the student's teacher)
 - Parental involvement (expectations for the parents or guardians)
 - Parents informed about assessment used and the results
- D.4 Limited to four pages

Level I 0-8 points	Level II 9-16 points	Level III 17-25 points
<ul style="list-style-type: none"> • Provides little or no description of how the program will be evaluated • Does not address monitoring progress of each student receiving tutorial assistance • Little or no explanation of how parents and school are involved in the process and how they are informed of student's progress 	<ul style="list-style-type: none"> • Provides some description of how the program will be evaluated • Provides some description of the method of monitoring progress of each student receiving tutorial assistance • Provides some general explanation of how parents and schools are involved in the process and how they are informed of student's progress 	<ul style="list-style-type: none"> • Describes how the program will be consistently monitored to determine its effectiveness in improving the reading and/or math achievement of participating students • Details how student progress will be monitored through a uniform pre and post assessment. Consistently evaluates the performance of student's progress in meeting established academic goals • Indicated the specific process and timetable for involving and informing parents and the school
Total points for Element D:		/25
Comments:		

Element E: Financial and Organizational Capacity

E.1 Clearly describes the program costs

- Cost per student
- What is included in the price
- Length of sessions
- Number of times student meets with instructor
- Length of program
- Other factors

E.2 Limit to one page

Level I 0-3 points	Level II 4-7 points	Level III 8-10 points
<ul style="list-style-type: none"> • The explanation of pricing fails to provide an understanding of the cost of services and does not address the requested elements 	<ul style="list-style-type: none"> • The explanation provides some understanding of the cost and services included. Some of the requested elements are missing 	<ul style="list-style-type: none"> • Indicates the cost of the program per child and specifically identifies what the cost includes. Addresses all elements requested
Total points for element _____ /10		
Comments: 		

Overall Score		
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