

5.0 Review Rubric: Essential Components	Inadequate or No Evidence (0-1 point)	Moderate Evidence (2-3 points) Minimum of 2 points required for approval	Strong Evidence (4-5 points)
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Program Overview	
Summarize the overall proposed program in a narrative including services provided, diagnostic/prescription process, curriculum, type of instruction, mode of instruction, and major elements of the program.	<p style="text-align: center;">ITEM WILL NOT BE SCORED</p> <p style="text-align: center;">The response should give the reviewer an overall summary of the applicant's program.</p>

5.1 Record of Effectiveness			
5.1.1 Describe specific student achievement data to document evidence that the applicant's company or organization had a positive impact on increasing student achievement toward meeting state achievement standards. Include quantitative data that documents student learning gains.	Inadequate or no description of achievement data documenting evidence that the applicant's company/organization had a positive impact on increasing student achievement.	Brief description of achievement data documenting evidence that the applicant's company/organization had a positive impact on increasing student achievement.	Clear and comprehensive description of achievement data documenting evidence that the applicant's company/organization had a positive impact on increasing student achievement.
Note: Current approved providers should describe success with students including student performance data. New applicants may include information on success of program in other states, in the classroom, or other forum.			

5.2 Quality and research based instructional strategies			
5.2.1 Identify the curriculum and quantitative research that documents its effectiveness in increasing student achievement.	Proposed curriculum and research not identified or inadequate.	Proposed curriculum has some evidence of effectiveness.	Proposed curriculum has clear and compelling evidence of effectiveness.

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5.2.2 Identify the key instructional strategies of the proposed program and the quantitative research that documents the effectiveness of the instructional strategies in increasing student achievement. Examples of instructional strategies may include scaffolding, graphic organizers, use of manipulative resources, effective question and answer techniques, use of prior knowledge, direct instruction, directed practice, and mastery learning. For more information on effective instructional strategies, see http://www.cpt.fsu.edu/ESE/in/strmain.html .	Instructional strategies and research not identified or inadequate.	Instructional strategies have some evidence of effectiveness.	Instructional strategies have clear and compelling evidence of effectiveness.
5.2.3 Identify the major design elements and quantitative research that documents the effectiveness of the elements in increasing student achievement. Examples of major elements may include mode of instruction, time on task, or resource materials.	Design elements and research not identified or inadequate.	Design elements have some evidence of effectiveness.	Design elements have clear and compelling evidence of effectiveness.
5.2.4 Identify the delivery model of the proposed program and the quantitative research that documents the effectiveness in increasing student achievement. Include academic research with specific evidence the delivery model has positive impact on increasing student achievement. Examples of delivery models include group size for instruction, direct instruction, distance learning, computer-based, individual tutoring, and in-home tutoring. (NOTE: Homework assistance is not a form of SES.)	Delivery model and research not identified or inadequate.	Delivery model has some evidence of effectiveness.	Delivery model has clear and compelling evidence of effectiveness.

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5.2.5 Describe how instruction will be focused intensive and tailored to meet the needs of individual students including students with disabilities.	Inadequate or no process to ensure that the proposed program is focused, intensive, and tailored to meet the individual needs of students, including special populations.	Brief description of the process to ensure that the proposed program is focused, intensive, and tailored to meet the individual needs of students, including special populations.	Clear and comprehensive description of an effective process to ensure that the proposed program is focused, intensive, and tailored to meet the individual needs of students, including special populations.
5.3 Consistent with district and Sunshine State Standards			
5.3.1 Describe the process the applicant will use to ensure that the proposed curriculum is correlated to the Sunshine State Standards. For information on Florida’s Sunshine State Standards, see http://www.fldoe.org/bii/curriculum/sss/ .	Inadequate or no process to ensure that the proposed curriculum is aligned to the Sunshine State Standards.	Brief description of the process to ensure that the proposed curriculum is aligned to the Sunshine State Standards.	Clear and comprehensive description of the process to ensure that the proposed curriculum is aligned to the Sunshine State Standards.
5.3.2 Describe the process the applicant will use to ensure the proposed program aligns with the instructional program of the school district(s) in which the applicant intends to serve students. Cite at least one example of the correlation of the proposed program and describe its integration with at least one district that the applicant intends to serve.	Inadequate or no process to ensure the proposed program aligns with the instructional program of at least school district.	Brief description of the process to ensure the proposed program aligns with the instructional program of at least one school district.	Clear and comprehensive process to ensure the proposed program aligns with the instructional program of at least one school district.

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5.3.3 Describe the process to ensure that the applicant will coordinate supplemental educational services with the classroom instructional program of the student receiving the services.	Inadequate or no evidence of a process to coordinate supplemental educational services with the classroom instructional.	Brief description of the process to coordinate supplemental educational services with the classroom instructional program.	Clear and comprehensive description of the process to coordinate supplemental educational services with the classroom instructional program.
5.4 Measurable goals, Student Learning Plan, progress			
5.4.1 Describe how diagnostic assessment data will be used to identify the student's knowledge and skills gaps and set measurable goals for the student learning plan. Identify the specific assessment to be administered if district student data are not available for developing the student learning plan.	Inadequate or no process to identify student's knowledge and skills gaps and set measurable goals for the student learning plan. Assessment not identified.	Brief description of a process to identify student's knowledge and skills gaps and set measurable goals for the student learning plan.	Specific and comprehensive description of a process to identify student's knowledge and skills gaps and set measurable goals for the student learning plan.
5.4.2 Describe the process and timelines for the development of the student learning plan.	Inadequate or no description of the process and timelines for the development of the student learning plan.	Brief description of the process and timelines for the development of the student learning plan.	Specific and comprehensive description of the process and timelines for the development of the student learning plan.

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<p>5.4.3 Describe the procedures and timelines to be used to evaluate, monitor, and report each student's progress toward meeting the goals as stated on the student learning plan. Address how applicant ensures that the progress reports are understandable to parents and in parents' native language, if feasible. Include frequency of progress reports to student's parents, teachers, and appropriate school district staff.</p>	<p>Inadequate or no description of the procedures and timelines to be used to evaluate, monitor, and report each student's progress.</p> <p>Inadequate or no description of how progress reports are understandable to parents.</p>	<p>Brief description of the process and timelines to be used to evaluate, monitor, and report each student's progress toward meeting the goals as stated on the student learning plan.</p> <p>Brief description of how progress reports are understandable to parents.</p>	<p>Specific and comprehensive description of the process and timelines to be used to evaluate, monitor, and report each student's progress toward meeting the goals as stated on the student learning plan.</p> <p>Clear and comprehensive description of how progress reports are understandable to parents.</p>
<p>5.4.4 Describe how student attendance and participation data will be collected, verified, and reported to the school district. Include strategies for improving attendance of students who are habitually absent.</p>	<p>Inadequate or no process for collection, verification, and reporting of student attendance and participation to the school district.</p> <p>Inadequate or no strategies to improve student attendance.</p>	<p>Brief description of the process for collection, verification, and reporting of student attendance and participation to the school district.</p> <p>Some strategies to improve student attendance.</p>	<p>Clear and comprehensive process for collection, verification, and reporting of student attendance and participation to the school district,</p> <p>Specific and comprehensive strategies to improve student attendance.</p>

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5.4.5 Describe the process and timelines the applicant will use to ensure that services begin no later than October 15 th of each school year. Include steps and timelines the applicant will implement from approval of the application to the provision of services to students.	Inadequate or no description of the process to ensure that SES begins no later than October 15, 2008.	Brief description of description of the process to ensure that SES begins no later than October 15, 2008.	Specific and comprehensive description of the process to ensure that SES begins no later than October 15, 2008.
5.5 Financial soundness and compliance with health, safety, and civil rights			
5.5.1 Describe the applicant's infrastructure and capacity to ensure services begin no later than October 15 th of each school year. Include roles and responsibilities of staff within the organization.	Inadequate or no description of the infrastructure and capacity to ensure SES begins no later than October 15, 2008. Inadequate or no roles and responsibilities of staff	Brief description of the infrastructure and capacity to ensure SES begins no later than October 15, 2008. Brief description of the roles and responsibilities of staff.	Clear and comprehensive description of the infrastructure and capacity to ensure SES begins no later than October 15, 2008. Clear and specific description of the roles and responsibilities of staff.
5.5.2 Describe the process for recruiting, hiring, and training of high quality staff.	Inadequate or no description of the process for recruiting, hiring, and training of high quality staff.	Brief description of the process for recruiting, hiring, and training of high quality staff.	Clear and comprehensive description of an effective process for recruiting, hiring, and training of high quality staff.

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5.5.3 Describe the professional development and support provided to tutors to ensure that the proposed program is implemented with fidelity.	Inadequate or no description of the professional development and support provided to tutors.	Brief description of the professional development and support provided to tutors.	Clear and comprehensive description of the professional development and support provided to tutors.
5.5.4 Describe procedures for supervising tutors to ensure the proposed program is implemented with fidelity and that all employees comply with ethical business practices pursuant to the Request for Application, such as behavior at provider fairs, quality of tutoring services, and effectiveness of instruction.	Inadequate or no description of the procedures to ensure proper supervision of tutors and staff compliance with ethical business practices.	Brief description of the procedures to ensure proper supervision of tutors and staff compliance with ethical business practices.	Clear and comprehensive description of the procedures to ensure proper supervision of tutors and staff compliance with ethical business practices.
5.5.5 Describe the process and procedures for monitoring the program to ensure the proposed program is implemented with fidelity, such as tutor/student ratio, supervision of students, approved instructional materials, students on task, beginning services on time, etc.	Inadequate or no specific process and procedures for monitoring the program.	Brief description of the process and procedures for monitoring the program.	Clear and comprehensive description of the process and procedures for monitoring the program.

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<p>5.5.6 Describe procedures to be used to ensure that all staff providing direct services to students and/or access to school grounds comply with fingerprint-based background screening pursuant to Section 1012.465, Florida Statutes (Background screening requirements noninstructional school district employees and contractors. For more information, see the related Technical Assistance Paper at http://www.fldoe.org/flbpso/pdf/tap_fingerprint.pdf).</p>	<p>Inadequate or no procedures to ensure that all staff providing direct services to students and having access to school grounds comply with fingerprint-based background screening.</p>	<p>Brief description of the procedures to ensure that all staff providing direct services to students and having access to school grounds comply with fingerprint-based background screening.</p>	<p>Clear and comprehensive description of the procedures to ensure that all staff providing direct services to students and having access to school grounds comply with fingerprint-based background screening.</p>

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