

**EXECUTIVE SUMMARY**

**Title:** Approval of Supplemental Educational Services Provider for 2008-09

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other PL 107-110, No Child Left Behind

**Presenter(s):** Dr. Rebecca Garland (Interim Associate Superintendent, Innovation and School Transformation) and Mrs. Charlotte Hughes (Interim Director, Student Support Services)

**Description:**

The reauthorization of ESEA, Section 1116 of Title I in No Child Left Behind, requires that students attending schools in Title I School Improvement for the second year (failure to make Adequate Yearly Progress (AYP) for three years) receive supplemental educational services paid with Title I funds. Achieve Success Tutoring by University Instructors, Inc. was not recommended as a Supplemental Educational Services (SES) provider and asked for reconsideration. A review team made up of a Title I Consultant, the Acting Director of the Early/Elementary School Council, and the Interim Director of Student Supports Services reviewed the application and unanimously agreed that Achieve Success Tutoring by University Instructors, Inc. met all required components of the application to be recommended for approval as a SES provider.

**Resources:**

Staff time

**Input Process:**

Innovation and School Transformation staff, Title I Lead Attorneys at the U.S. Department of Education, North Carolina Committee of Practitioners, and Title I Directors

**Stakeholders:**

Students, parents, teachers, Title I directors and other staff in North Carolina public schools, public and private sector providers

**Timeline For Action:**

This item is presented for action on first reading.

**Recommendations:**

The State Board is requested to approve Achieve Success Tutoring by University Instructors, Inc. as a Supplemental Educational Services provider.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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\*Person responsible for SBE agenda materials and SBE policy updates: Sylvia Moore, 919-807-4009

**Achieve Success Tutoring by University Instructors, Inc.**

General Contact Person:  Name: Susan Greene Title: North Carolina State Director Organization: Achieve Success Tutoring by University Instructors, Inc. Street Address 1: 5540 Centerview Drive, Suite 303 City: Raleigh State: NC ZIP code: 27606 Phone: (910) 256-0920 FAX: (919) 256-0923 Email: sgreene@universityinstructors.com
Approved Areas: Reading and Math K-8
Geographic Areas: Statewide
Summary of Services: Achieve Success Tutoring by University Instructors provides up to 20 hours or creative and individualized instruction in small groups. Each student is given a personalized learning plan that boosts knowledge where they need help the most. Our program is matched to the NC state testing standards. Under the guidance of our dedicated, trained tutors, last years students showed an average increase in scores of 37%. This is based on assessments given before and after the program.

**NORTH CAROLINA EVALUATION RUBRIC FOR SUPPLEMENTAL SERVICE PROVIDER  
APPLICATIONS  
2008-2009**

**Section IV. A Criteria 1 Evidence of Effectiveness in Improving Student Academic Achievement**

**EXISTING ORGANIZATIONS:**

1. Provide empirical or statistical evidence of significant improvement in student academic achievement in either English/language arts, Mathematics, or both over time as a result of provider services. [Where appropriate, this section should include clearly labeled tables/graphs/charts that depict the academic improvement of students.]

NOTE TO REVIEWERS: If the organization is applying as a new organization, please refer to #1(a) below for review.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show student improvement; if tables/graphs/charts are included, they are highly useful in depicting achievement.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show student improvement; if tables/graphs/charts are included, they are somewhat useful in depicting achievement.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show student improvement; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

**OR**

**NEW ORGANIZATIONS:**

1(a). Provide a specific description of the levels of achievement that you anticipate students will make after participation in your program for one year. Include rationale for anticipated levels of achievement. The organization may have shown success by others who have used the same program/methods.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Description of achievement levels is clear and extensive; anticipated achievement levels appear feasible yet ambitious; rationale is sound and strongly supports anticipated levels.	Description of achievement levels is generally clear; anticipated achievement levels appear possible but not ambitious; rationale is clear and somewhat supports anticipated levels of achievement.	Description of achievement levels is partial or vague; anticipated achievement levels are unclear, overly ambitious, or not feasible or appropriate; rationale is unclear and does not support anticipated levels.	No description is provided.

**Section IV. A Criteria 2 Documentation of High Quality Curriculum and Researched Based Instructional Strategies**

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Tutoring program appears strongly research-based; explanation is extensive; research base is strong; applicant clearly understands research used; explanation includes only research that has been published in peer-reviewed journals.	Tutoring program appears somewhat research-based; explanation of is generally clear but not extensive; research is fairly strong; applicant generally understands research used; explanation includes some research that has been published in peer-reviewed journals.	Tutoring program is not research-based or is weakly linked to research; explanation is partial or vague; research is weak; applicant does not seem to understand research used; explanation includes no research that has been published in peer-reviewed journals.	No explanation is provided.

**Criteria 2 B** Describe the process used to develop an individualized instructional program based on each student’s individual needs with clear goals and a timetable for achievement gains. This section must include a description of how the standardized assessment described in Section IV will be used as part of the program development process.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Process is extensive, extremely clear and likely to be successful at identifying student needs; standardized assessment is clearly connected to program development process; applicant demonstrates a strong understanding of connection between planned programming and goals.	Process is adequate and possible to be successful at identifying student needs; standardized assessment is adequately connected to program development process; applicant demonstrates an adequate understanding of the connection between planned programming and goals.	Process is vague or inadequate and unlikely to be successful at identifying student needs; standardized assessment is poorly connected to program development process; applicant demonstrates a poor understanding of the connection between planned programming and goals.	No description is provided

**Qualifications of Instructional Staff**

Describe your staff qualifications to provide high quality supplemental services. Description of staff qualifications **MUST** include a description of degrees and/or certifications necessary to become a tutor.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Description is extensive; staff qualifications are strong and likely to support high quality services.	Description is clear but not extensive; staff qualifications are adequate to support high quality services.	Description is partial or vague; staff qualifications seem inadequate to support high quality services.	No description is provided OR no description of degrees and/or certifications necessary is provided.

Describe the direct link between your program’s elements (e.g., length & number of sessions, class size, delivery of instruction, lesson plans, etc.) and increased student achievement. Include all necessary research citations.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Described linkages are extensive; evidence provided shows strong connection to program elements and increased student achievement; applicant demonstrates strong understanding of connections.	Described linkages are clear but not extensive; evidence provided shows adequate but not extensive connection to program elements and increased achievement; applicant demonstrates adequate but not extensive understanding of connections.	Described linkages are unclear or inadequate; evidence provided shows inadequate or unclear connection to program elements and increased achievement; applicant demonstrates poor understanding of connections.	No explanation is provided.

**Criteria 3 Connection to North Carolina Standard Course of Study Correlation Chart Part A**

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Connection to standards is strong, extremely clear, and extensively described in their methods/strategies; appropriate materials are specified ,specific standards are cited; applicant demonstrates a strong understanding of the NCSCOS	Connection to standards is somewhat clear; some specific standards are cited; materials are cited and acceptable; applicant demonstrates an adequate understanding of NCSCOS.	Connection to standards is partial or vague; few or no specific standards are cited; materials are questionable; applicant demonstrates a poor understanding of NCSCOS.	No connection to standards is provided.

**Criteria 3 Part B** Applicant must include a detailed sample lesson plan. You only need to submit one lesson plan. If your program includes software, you must include a demo or screen shots of what the student would see. Your lesson plan must explain the role of the teacher and student. Indicate the grade level and objective. Include copies of materials that would be used to teach the lesson. *Failure to include the required attachments will result in your application not being approved.*

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Lesson plan is strong and high quality; clear and extensive references are made to curriculum and instructional strategies; lesson plan is highly appropriate.	Lesson plan is of adequate quality; references to curriculum and instructional strategies are somewhat clear; lesson plan is somewhat appropriate.	Lesson plan is partial, vague, or of low quality; references to curriculum and instructional strategies are unclear; lesson plan is inappropriate.	No lesson plan is provided.

**Criterion 4:  
Financial Soundness and Business Organization**

**Rational:**

SEAs are responsible for developing criteria to determine whether a provider is “financially sound” for the purposes of this program. *Note: By definition, SES providers must be financially sound [NCLB Section 1116(e)(12)(B)(iii)]. Thus, you MUST attach the required documentation in order to be recommended to the NC State Board of Education*

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
The applicant has multiple documents that support fiscal soundness and sound business practices that demonstrate knowledge in being able to conduct business in an effective and professional manner.	Documentation is clear but not extensive; process for business and fiscal soundness are adequate.	Description is partial or vague; process for business is vague and inadequate.	No description is provided.

**d. Qualifications of Instructional Staff [NCLB Section 1119]**

Describe your process for recruiting and retaining high quality staff.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Description is extensive; process for recruiting & retaining is extensive and highly appropriate.	Description is clear but not extensive; process for recruiting & retaining is adequate.	Description is partial or vague; process for recruiting & retaining is vague and inadequate.	No description is provided.

Describe your process for regularly reviewing staff performance.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Description is extensive; process is extensive and highly appropriate and seems likely to support high quality instruction.	Description is clear but not extensive; process is adequate and seems probable to support high quality instruction.	Description is partial or vague; process is inadequate and seems unlikely to support high quality instruction.	No description is provided.

. List and describe the professional development that tutors attend. In addition, explain how these opportunities directly improve the instruction and services offered by the staff (e.g., how will each opportunity enable tutors to help students improve academic achievement?).

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Description is extensive; opportunities are extensive, and highly likely to lead to improved instruction.	Description is clear but not extensive; opportunities are clear but not extensive and somewhat likely to lead to improved instruction.	Description is partial or vague; opportunities are limited and seem inadequate and unlikely to lead to improved instruction.	No description is provided.

**Criterion 5:**

**Evidence of Services Consistent with Federal, State, and Local Health, Safety and Civil Rights Laws**

**Rationale:**

Providers must provide SES consistent with applicable federal, state, and local health, safety, and civil rights laws. Providers, merely by being providers, are not recipients of Federal financial assistance (see U.S. Department of Education, Supplemental Educational Services Non-Regulatory Guidance, C-3)

**Evaluation and Scoring:**

Your application will be evaluated based on your ability to demonstrate that you have a viable plan to comply with federal, state, and local health, safety, and civil rights laws and State SES standards.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Plan is extensive; applicant demonstrates strong knowledge of confidentiality requirements of NCLB and FERPA.	Plan is clear but not extensive; applicant demonstrates fair knowledge of confidentiality requirements of NCLB and FERPA.	Plan is unclear; applicant demonstrates poor knowledge of confidentiality requirements of NCLB and FERPA.	No plan is provided.

**Criterion 6:**

**Development of the Student Learning Plan Agreement**

**Rationale:**

Once parents select a provider for their child, the LEA must enter into an agreement with the provider that includes the following:

*Specific achievement goals for the student, which must be developed in consultation with the student's parents [Section 1116(e)(3)(A)];*

**Evaluation and Scoring:**

Your response will be evaluated based on the extent to which you clearly describe the specific process and practices you use to prescribe an instructional program to meet students' needs and how the school and parents are involved in the process.

- a. What assessment tool(s) (be specific) will you use to assess the students' performance level and identify skill or knowledge gaps? You must include in your explanation why you selected this assessment and what the assessment measures

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Extensive description of assessment is provided; assessment is highly appropriate; applicant demonstrates extensive understanding.	Clear but not extensive description of assessment is provided; assessment is generally appropriate; applicant demonstrates adequate understanding.	Partial or vague description of assessment is provided; assessment is inappropriate; applicant demonstrates poor understanding.	No description is provided or no assessment is used.

- b. Describe your plan to prescribe an instructional program for the Learning Plan Agreement with clearly defined goals and a timetable based on the student's individual needs. Include in your response how the role of the school and parents in the process. Parents/Guardians must sign the Learning Plan Agreements to document this has occurred. You must explain strategies you will use to involve parents in the process and obtain their signature.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Process is extensive, extremely clear and likely to be successful at identifying student needs; standardized assessment is clearly connected to program development process; applicant demonstrates a strong understanding of connection between planned programming and goals.	Process is adequate and possible to be successful at identifying student needs; standardized assessment is adequately connected to program development process; applicant demonstrates an adequate understanding of the connection between planned programming and goals.	Process is vague or inadequate and unlikely to be successful at identifying student needs; standardized assessment is poorly connected to program development process; applicant demonstrates a poor understanding of the connection between planned programming and goals.	No description is provided

- c. Give an example of a typical learning goal for a student and explain the method and reasoning behind your organization's goal setting..

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Rationale behind goal setting is strong and clear; goal clearly ties to rationale; goal is feasible and highly appropriate.	Rationale behind goal setting is somewhat clear; goal somewhat ties to rationale; goal is generally feasible and appropriate.	Rationale behind goal setting is unclear or vague; goal does not clearly tie to rationale; goal is not feasible or is inappropriate.	No goal or description is provided.

**Criterion 7:**

**Monitoring and Communicating Students’ Progress**

**Rationale:**

Once parents select a provider for their child, the LEA must enter into an agreement with the provider that includes the following:  
*A description of how the student’s progress will be measured and how the student’s parents and teachers will be regularly informed of that progress [Section 1116(e)(3)(A) and (B)];*

**Evaluation and Scoring:**

Your response will be evaluated based on the extent to which you clearly describe the specific process and practices you use to report student goals and progress to the students’ teacher(s) and appropriate school or district staff. ***You must include a sample progress report in Appendix.***

- a. Describe the specific procedures that will be used to report student goals and progress to the students’ teacher(s) and appropriate school or district staff (also identify the timetable for reporting this information).

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Procedures are extensive; procedures are extremely clear and more than adequate for reporting progress to necessary parties; procedures appear likely to ensure that all parties are informed of student progress.	Procedures are adequate; procedures are relatively clear and adequate for reporting progress to necessary parties; procedures appear possible to ensure that all parties are informed of student progress.	Procedures are partial or vague; procedures are unclear or seem inadequate for reporting progress to necessary parties; procedures appear inadequate for ensuring that all parties are informed of student progress.	No description is provided.

- b. Describe your progress report and include an actual sample progress report.

<b>STRONG (3 pts.)</b>	<b>MODERATE (2 pts.)</b>	<b>LIMITED (1 pt.)</b>	<b>NOT PROVIDED (0 pts.)</b>
Progress report is extensive and extremely clear. Report seems highly likely to convey appropriate information to necessary parties and support student learning.	Progress report is generally clear but not extensive. Report seems possible to convey appropriate information to necessary parties and support student learning.	Progress report is vague and unclear. Report seems unlikely to convey appropriate information to necessary parties and support student learning.	No report is provided.