**SUPPLEMENTAL EDUCATION SERVICES**

**(Additional Tutoring and Educational Assistance)**

**2016-2017 School Year**

**Plan Template**

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| **District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District Number: \_\_\_\_\_\_\_\_\_\_\_**  **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Number: \_\_\_\_\_\_\_\_\_\_\_\_**  **Number of Year(s)the school has been in Priority Improvement or Turnaround status: \_\_\_\_\_\_**  **SES 2016-2017**  **Number of students served in 2015-2016:\_\_\_\_\_\_\_\_\_**  **Estimated number of students eligible for services in 2016-2017:\_\_\_\_\_\_\_\_**  **Estimated number of estimated students to be served in 2016-2017: \_\_\_\_\_\_**  **Estimated set-aside for services in 2016-2017: \_\_\_\_\_\_** |

Districts with Title IA schools with a plan type assignment of Priority Improvement or Turnaround must use this template to describe the plan for providing additional assistance to students who are academically at risk of failing to meet state standards in these schools. The form should be completed separately for each school that will implement a different program.

Complete the five sections in the template with sufficient details to allow reviewers to have a clear understanding of the extra help students will receive, beyond what will be provided by the school’s Title I program. Each section lists the minimum information that should be addressed in the section.

**SECTION 1:** Student Needs

The needs assessment should provide sufficient description of the areas in which Title I schools assigned a Priority Improvement/Turnaround plan type are not meeting the needs of all students in order to justify the program described in Section 2 (LEAs may include subjects other than English and Math if justified in the school’s needs assessment). The needs assessment should include a thorough evaluation of the previous SES program used, if applicable, and whether or not the program was effective in improving the academic performance of served students, preferably as measured by state assessment(s). Provide rationale that supports the proposed program (Section 2).

Minimum information

* Student needs
* Assessment used to determine eligibility
* How the content area(s) were selected

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| **Narrative:** |

**SECTION 2:** RESEARCH BASED, EFFECTIVENESS OF PROGRAM

Describe the process used by the district to select appropriate and effective SES programs in response to the identified student needs. Districts must provide at least one external provider as an option for parents. The district shall ensure that the program/vendor chosen has a demonstrated record of effectiveness in accelerating the achievement of students previously served. Districts may also choose to provide SES using district staff. Data used to demonstrate effectiveness should be based on valid and reliable measures and based on students who are academically and demographically similar to the students being served in this program.

Minimum information

* Data to demonstrate program effectiveness (describe how the data was analyzed) and how the selected program has increased the academic performance of students similar to the ones being served in this program.
* Alignment with State Standards
* Alignment with student identified need

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| **Narrative:** |

**SECTION 3:** PROGRAM

Describe the additional tutoring/academic supports outside of the Title I program that will be available to students. The description of the proposed program should correlate with the needs identified and described in Section 1 above and provide the minimum information requested below. Parents should have options for selecting the additional educational supports.

Parents must have at least three options including at least one external provider to choose from. Three options must be available at each site required to offer SES.

Minimum information

* Program alignment with classroom instruction
* Program duration and frequency
* A minimum of three (3) program options
  + Program location(s)
  + Method of delivery (e.g., one-one-one or in a group; provide group size if applicable)
  + External provider
* Parent engagement with the process
* Current district work that coordinates with this proposed program

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| **Narrative:** |

**SECTION 4:** STAFF

Describe how the district will ensure that the additional tutoring/educational supports provided to students are being conducted by qualified personnel, who have a clear criminal history (and have passed a finger-print based background check through the Colorado Bureau of Investigation (CBI) or FBI (for out-of-state providers).

The district must develop a hiring protocol that ensures the staff/teachers for the SES program are qualified and effective in raising the achievement of struggling students. All staff that has contact with students must have the appropriate clearances and credentials.

Minimum information

* Qualification and effectiveness of instructional staff
* Supervision of instruction staff
* Process for background checks

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| **Narrative:** |

**SECTION 5:** PROGRAM MONITORING AND EVALUATION

Describe the methods the district will use to collect and submit any required data.

CDE will continue to conduct a statewide evaluation of the effectiveness of these services, including the evaluation of any external providers hired by districts. The district is required to provide, or collaborate with contracted providers to provide, student level data to the CDE for evaluation purposes. Districts will be required to pre and post-test students in the content area of services provided, if an assessment is not available for that content area. For example, if reading services are provided to K-3 students, the READ Act assessments already reported to CDE may be used to meet this requirement. However, if math services are provided to K-3 students, then districts will be required to conduct a pre- and post-test of math or provide the results of a local math assessment. Describe how the district will ensure data submittal to meet this requirement.

Minimum information

* Pre and post assessments
* Tutoring session information (dates, times, content, etc.)

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| **Narrative:** |