

STUDENT SUPPORT CRITERIA FORM

BUDGET YEAR:

Program:

Site(s) and/or Dep't(s):

Date of Submission:

PART A – RUBRIC (To be completed by the person responsible for implementing the program)

This program:	Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1 supports and strengthens other existing programs				
2 duplicates services with other existing programs				
3 uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):				
4 prioritizes the individual student's specific needs in all activities provided				
5 focuses primarily on improved student behavior				
6 focuses primarily on improved student attendance				
7 focuses primarily on increased academic performance				
8 utilizes culturally relevant instructional materials on a regular basis				
9 emphasizes culturally relevant practices significant to all students				
10 has an established a communication feedback protocol with the school day teacher				
11 provides regular updates to the school day teacher on student progress				
12 provides tutoring on a regular basis				
13 is very effective in supporting students needs				

STUDENT SUPPORT CRITERIA FORM

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material				
15	remain in the program all year long				
16	are also served by other support programs				
17	with limited English proficiency are represented in this program				
18	with limited English proficiency have adequate resources available to them to understand the content of the program				
19	show the greatest success when they are pulled out of class for services				
Teachers in this program:					
20	are primarily made up of paraprofessionals				
21	are primarily made up of certified teachers				
22	who are paraprofessionals are closely supervised by appropriately certified personnel				
23	meet regularly as a team to coordinate student support services				
24	represent the ethnic/cultural backgrounds of the students they serve				
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students				
26	receive, on average, about a total of ____ hours per weeks of services				
27	receive, on average, about ____ hours per week of tutoring services specifically				
28	receive, on average, about ____ hours of services during the school day per week				
29	receive, on average, about ____ hours of services before or after school per week				

STUDENT SUPPORT CRITERIA FORM

PART B – EVALUATION (to be completed by the person responsible for implementing the program)

1	Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)?
3	If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.
4	Does the program or strategy focus on students' specific needs? If so, what needs?
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.
8	Does the program or strategy use a "pull-out" method? If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned after what amount of intervention).
9	If tutoring is involved, who provides the tutoring? How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.
10	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which are most cost effective? Could the effects be strengthened if combined w/another program?
11	Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?
12	Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.