ABZ Prep
15310 Amberly Drive #185
Tampa, Florida 33647

Quality Rating and Score

Based on the observation of the Supplemental Educational Service (SES) program, program implementation demonstrated concerns.

Score: 20
Quality Rating: LIMITED

Area of Concern: Construct 1- A focus on learning is maintained.

Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed:

1. A focus on learning is maintained.

- **Target:** A clear learning goal is not established for each child in the tutoring session.
  - Activities do not build students' skills.
  - Activities are unfocused and not structured to develop a particular set of skills.
  - Activities are simply homework assistance.
- **Communication:** Tutor and student interactions are infrequent and one-sided.
  - Tutor does not converse or interact with students.
  - Tutor does not assist students.
  - Students do not participate in discussions.
  - Tutors do not informally assess student learning.

Practice rarely found and is of poor quality:

- **Instructional Techniques:** Tutors do not ask students "why, how and what if" questions as appropriate to the activity.
  - Tutors do not ask students questions that require extended responses.
  - Tutors do not ask students to explain their answers.

Corrective Action Step submitted by provider

The process used in the ABZ Prep formulation of each student's individualized learning plan is given.
Target: Corrective Action Plan is vague. ABZ will implement additional training to its instructional staff to ensure that they understand this correlation between the lesson plans, assigned curriculum and the student's learning plan. ABZ Prep will continue to communicate with teachers, district staff, and parents/guardians to ensure that the learning plan remains viable and designed to achieve improved student academic performance. Based on this ongoing feedback, ABZ Prep supervisory staff can supplement the student's assigned curriculum as necessary to ensure that each student is continuously working toward goal mastery and progressing academically.

Communication: Corrective action plan does not address the construct.

Instructional techniques: Corrective action plan does not address the construct.

Area of Concern: Construct 2- Appropriate support is provided for students to be engaged in learning.

Practice rarely found and is of poor quality:

2. Appropriate support is provided for students to be engaged in learning.

- **Engagement Focus:** Students do not appear to be engaged, focused and interested in their activities.

- Students are off-task or not attentive to the tutor or the activity (disrupting the lesson, blurting out, unseated and wandering about the room.)
- Students are not engaged in the work provided to them; they may be completing the assigned work, but are not actively engaged in the work (daydreaming, taking longer than expected to complete the work, etc.).
- Students appear bored or distracted.

- **Motivation/ Encouragement:** Tutors and/or other provider personnel criticize the student's efforts and discourage the student from making more attempts to develop skills.
  - Tutors and/or other provider personnel blame the student's failure on inability.
  - Tutors and/or other provider personnel do not encourage further efforts to develop the skill.
  - Tutors and/or other provider personnel do not encourage students to try new approaches when struggling.
  - Tutors and/or other provider personnel do not encourage students to challenge themselves.

Practice rarely found and is of poor quality:

- **Progress/Review:** Tutors and/or other provider personnel do not give students the time to reflect on their progress.
  - Student progress is not acknowledged.
  - The student is not encouraged to celebrate successes.

Corrective Action Step submitted by provider

Engagement Focus: Corrective action plan does not address the construct.

Motivation/ Encouragement: Corrective action plan does not address the construct.

A review of the current process used to complete progress report for student is given.
Progress/ Review: Corrective Action Plan does not address all areas of the construct.
Going forward, tutors will use this space (on the progress report) to objectively document whether the student has met the goal, is proficient in the goal, or still needs improvement.
Additional training will be provided to all instructional staff on best practices for recording student progress…Tutors will e trained to utilize the tutoring logs and progress reports to notate student progress toward the learning goals and objectives outlined in the student learning plan.

Area of Concern: Construct 3- The learning environment is supportive of student learning, safety, and well-being.

Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed:

3. The learning environment is supportive of student learning, safety, and well-being.

- **Effective Management:** The provider uses moderate or heavy amounts of ineffectual control tactics.
  - There is evidence of yelling, shaming or disparagement of students by the tutor.
  - Tutors correct students publicly in ways that embarrass or belittle them.
  - Tutors ignore behavioral issues and/or student conflicts.
  - Tutors use hard or rough punishment.
  - Provider allows disruptive or inappropriate situations to get out of hand before intervening.
  - The techniques used by the provider to control the environment are unsuccessful.
- **Level of Control:** Provider is highly over-controlling.
  - Little or no student discussion or involvement.
  - The provider does not encourage student spontaneity and creativity.
  - Activities are provider-directed.

- **Instructional Environment:** The environment does not contribute to learning.
    - Students are out of control during transition, activities, or free time.
    - Students misbehave.
    - Students misuse materials.
    - Distractions outside the observed activity interfere with students' participation and/or experiences.
    - Provider members work at cross-purposes or give conflicting information.

Practice rarely found and is of poor quality:

- **Transitions:** Transitions between activities are chaotic.
    - There are long waits between activities.
    - Materials are not functional or are not available in the necessary quantities.
    - Provider is not prepared for the activity.
    - Students may not know where they are supposed to be or where to go next.

Corrective Action Step (s) submitted by provider

Effective Management: ABZ Prep will provide incentives, such as snacks, stickers, etc. (the specific incentive used will vary depending on the student's age and grade level) as necessary to recognize and reward positive behavior, and to encourage the students to remain focused and attentive throughout the sessions…ABZ Prep has implemented professional development training for all staff regarding student disciplinary policies and procedures…ABZ Prep instructional staff have been trained to immediately contact ABZ prep supervisory staff. If needed the on-site program manage will remove the student from the classroom to guard against the tutorial session being disrupted further and contact the parent/ guardian to make them aware of the unacceptable behavior. The student will be returned to the tutorial session if the discipline issue can be resolved at that time or the parent/ guardian will pick them up. At the conclusion of the tutorial session, ABZ Prep supervisory staff will meet with the tutor to discuss the incident, complete additional paperwork to record the incident, and determine whether additional interventions, modifications, or accommodations needed to be made to the student's instructional program. In the event that behavioral intervention strategies are unsuccessful and discipline problems persist, ABZ prep supervisory staff will determine if a different tutor would be more suitable in the setting or if the supervisor needs to attempt to meet with the classroom teacher, appropriate school district personnel, and the parent(s)/guardian(s) to discuss additional intervention strategies to ensure that all efforts are made so that the student can receive quality supplemental educational services.

Level of Control: Corrective action plan does not address the construct.

Instructional Environment: Prior to the onset of tutoring, all enrolled students and their parents/ guardians will receive a copy of our student behavior expectations as well as stated consequences if the student does not abide by the established rules.

Transitions: Minor discipline matters will be addressed by refocusing the student by changing activities, giving the student a short break, changing seats, discussing the matter with the student and/or using praise to shape the appropriate response. For continuing and more significant discipline matters, the tutor will enlist the assistance of the on-site program manage, and possibly the parent(s)/ guardian(s) to refocus the student.

ABZ Prep's policy for bathroom breaks has been revised as follows- the tutor will give all students an opportunity to visit the restrooms prior to the start of the session. The tutor will personally supervise the students from the classroom to the restroom, and back from the restroom to the classroom, 5 minutes prior to the start if the session.