Supplemental Educational Services (SES)
Quality of Provider Services
Rubric Rating Tool

Trained ODE representatives will observe selected SES providers during tutoring sessions. The SES provider quality of services (QoS) rubric rating tool will be used to determine a quality standard expectation of the provider services.

Review Process

Approximately 45 minutes prior to observing tutoring, the observer should conduct the brief interview with the director of the program using the questions on page 5 of this document. The purpose of the interview is for the evaluator to gather background information about the program. The information obtained should provide the context for observing tutoring. The focus should be on gathering information about the program rather than transcribing direct quotes.

When the tutoring session begins, the observer should start completing the Context and Activities form.

While observing the session, the reviewer should look for indicators of effective practice across the following three constructs:

1. A focus on learning is maintained.
2. Appropriate support is provided for students to be engaged in learning.
3. The learning environment is supportive of student learning, safety and well-being.

After documenting practices observed and collecting data on the entire tutoring session, observers should use the rubric's definitions and examples of effective practice, along with their best judgment, to complete the ratings.

The examples listed under each indicator are not inclusive of all examples and should not be used by the reviewer to help determine a single rating score for a particular indicator. Once the three construct tables are completed, the single rating score generated for each table must be placed into the summary table.

At the end of the review process, once all data have been collected and ratings completed for each construct, the reviewer must determine the overall quality of the session and provide a brief summary of the positive, high-quality aspects of the session and any concerns.

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Observation Rating of Constructs

The reviewer will rate each indicator on a six-point scale, with "0" representing the lowest level of effective practice found and "5" representing the highest level of effective practice found. The following definitions should be used when rating the provider:

Category	Score	Definition
Lowest	0	No evidence found to indicate the specific practice is occurring.
	1	Practice rarely found and is of poor quality.
	2	Insufficient level of practice; not enough in frequency or quality to improve the academic performance of the majority of students observed.
	3	Acceptable, but not remarkable, level of practice; sufficient in quality and frequency to improve the academic performance of a minimum of students observed.
	4	Above-average practice; good in quality and frequency to improve the academic performance of many of the students observed.
Highest	5	High-quality practice occurring frequently across majority of observations; convincing data that the effective practice is improving the academic performance of the majority of students observed.
No Data Collected		The reviewer did not collect evidence on this practice and therefore is unable to select a score for this particular exemplar. Selecting "No Data Collected" will not reduce the rating within the broader construct.

No decimals are permitted when selecting a score. The six-point scale assumes that the reviewer has searched out and collected enough data to respond to each of the indicators. In some instances, however, a reviewer may not have searched for data on a particular indicator and therefore, is unable to select a "0" to "5" score for that particular practice. In these instances, the reviewer should select "No Data Collected."

Note: There is a difference between a score of "0" compared to "No Data Collected "The "0' " scores are averaged into the overall rating for a particular construct (e.g., conducive learning environment) and will, therefore, reduce the overall rating for that area. The "No Data Collected" responses are not included in the average calculation for that particular construct and, therefore, will not reduce the provider's rating for that particular construct.

Promising Practices

The indicators and examples of effective practice on the following pages were informed by the following sources:

- *Community programs to promote youth development.* Eccles, J.S. & Gootman, J.A. (2002);
- *The Study of Promising After-School Programs: Descriptive Report of the Promising Programs*. Vandell, D; Reisner, E.; Brown, B.B.; Pierce, K.; Dadisman, K.; Pechman, E. (February 2004);
- *Study of Promising After-School Programs. Observation Manual for Site Verification Visits*. Policy Studies Associates, Inc., Wisconsin Center for Education Research (Spring 2005);
- *Out-of-School Time (OST) Observation Instrument*. Policy Studies Associates, Inc. (December 2005);
- *Tutoring. Educational Practices Series* - 5. Topping, Keith. (2000) Center on Innovation and Improvement; and
- Center for Research in Educational Policy at the University of Memphis.

Context and Activities Observed

SES Provider

Date: 3/10/11 Cincinnati City

Length of the Tutoring Session(s): 2 hrs

Name of Observer: Larry Cress, Primary Ginny Cress, Secondary

Number of People Observed

of Students Served by the Program: 10

# of Students in Attendance: 8

# of Students Observed: 36

# of Adults Observed 7

Academic Role: 5

Non-Academic Role: 2

Grade Levels Observed (Specify levels within the grade span and note Tutor to Student ratio)

Elementary School 24 T:S 3

Middle School 12 T:S 2

High School T:S

Activity Type (Estimate the percentage of time spent in each activity)

Tutoring 100 %

Study skills/Test preparation %

Computer instruction %

Knowledge / Skill Areas (Check all that apply)

- [x] Math/Numeric
- [ ] Reading/Language Arts
- [ ] Other Academic Area:

Type of Space (Check)

- [x] School Classroom
- [ ] Computer Lab
- [ ] School Library
- [ ] Public Library
- [ ] Home

Materials Used (Check all that apply)

- [ ] Computers
- [ ] Writing Materials
- [ ] Textbooks and Workbooks
- [ ] Research Books
- [ ] Other:

Provider Facility (Describe briefly.)

The Cincinnati Public School uses thier own buildings as the tutoring location. In this case the program was integrated into the Cincinnati Public Schools Extended Learning Program. Over 100 student are engaged in this program at the Academy of World Languages Public School. All students involved in the Extended Learnng Program are provided a snack and then some students are assigned tutoring sessions and others attend a variety of after school programs.

Please provide additional notes on p. 11: (Include information about exceptional or extended services provided to students and their families, regardless of funding source.)

clear form fields

Definitions for Activity Type and Knowledge/Skills

Test preparation/ study skills	Instruction and activities expressly designed to prepare students for standardized achievement tests or to teach them study skills. Activities may include practicing different types of test questions or taking practice tests.
Tutoring	Students work individually or in small groups with a tutor, who helps them work on a particular skill such as reading, math or English language skills.
Computer instruction	Using the computer to practice test-taking skills, practice academic skills or for an academic enrichment activity.
Other	Describe content areas/activities observed that cannot be categorized or grouped above.

Introductory Interview Items:

(Focus on contextual information that will enhance your understanding of the tutoring you are about to observe.)

1. How long have you been a provider of SES services? 2 or 3 years

2. Describe the students you serve.
   a. How many students are you expecting in this session? all but one are ELL students
   b. Do you have non-SES students participating in tutoring? Yes, this is part of the Extended Learning

3. Describe what I/we should see in this session.
   Math is the focus today, students are grouped by grade and ability in groups of around 10 up to 15

4. What else should I/we know about your program?
   All teachers are in this school and use the resources and short cycle data to monitor progress

5. How do you communicate feedback concerning student progress? Monthly mom's meetings and school
   a. What kind of feedback do you provide? The school has a District Dashboard and that information is
   b. How often do you provide feedback? Monthly and normal school channels
   c. What response do you get? Lots of teacher conversations and monthly meetings with parents

Construct **Average Rating** 4

1. A focus on learning is maintained.

High Levels of Effective Practices	Score	Low Levels of Effective Practices
Target A. A clear learning goal is established for each child in the tutoring session. • Skill building activities are provided to students. • The tutor explains to the student what skills he or she is learning.	4	**Target** A. 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.
Content B. The content, as presented by the tutors, is factually, procedurally and conceptually correct and accurate. • Materials are appropriate to the students' instructional level. • Learning is scaffolded for students' understanding.	4	**Content** B. The content, as presented by the tutors, is not factually, procedurally and conceptually correct and/or accurate. • Incorrect information is presented by the tutor(s). • Students' frustration is apparent and is a barrier to learning.
Activities C. The instructions for activities are clear and easily followed by students. • Tutors understand the activities and are prepared to support students in learning. • Students understand and follow instructions. • Tutors explain to students the reasons for the activity.	4	**Activities** C. The instructions are unclear and not easily followed by students. • Students may not know what they are supposed to be doing or why they are doing it.
Communication D. Tutor and student conversations are frequent and reciprocal. • Tutors respond to students' initiation of dialogue and show interest by commenting or asking questions. • Tutors initiate conversations with students. • Students discuss back and forth and offer their comments. • Tutors informally assess student learning.		**Communication** D. 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.
Instructional Techniques E. Tutors ask students "why, how and what if" questions as appropriate to the activity. • Tutors ask students questions that require extended responses. • Tutors ask students to explain their answers.	4	**Instructional Techniques** E. 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.

Please provide additional notes on p. 11:

Construct **Average Rating** 4

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

High Levels of Effective Practices	Score	Low Levels of Effective Practices
Engagement Focus A. Students appear to be engaged, focused and interested in their activities. • Students are engaged in the focal activity and/or are using free time appropriately. • Students follow directions. • Groups of students are fully on-task and contributing during group activity.	4	**Engagement Focus** A. 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.
Relationship/Support B. Tutors and other provider personnel respond to students in a warm, supportive manner. • Tutors use a positive tone of voice and offer encouragement. • Tutors offer specific suggestions to students for improving skills and performance, providing examples of what they like about the work in progress.	4	**Relationship/Support** B. Tutors and/or other provider personnel are flat or negative with students. • Tutors and/or other provider personnel appear bored, tired or distant. • Tutors and/or other provider personnel show disrespect for students.
Motivation/Encouragement C. Tutors and/or other provider personnel praise students' efforts and encourage students to continue working on building skills. • When a student struggles to master a skill, the tutor helps the student see it simply as a setback instead of as an inability. • The tutor encourages the student not to give up trying. • The tutor encourages a struggling student to try a new activity or approach.	4	**Motivation/Encouragement** C. 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.
Progress/Review D. Tutors and/or other provider personnel give students the opportunity to review their progress regularly and to experience ongoing successes. • Questions such as, "What can you do now that you could not do before?" or "What did you learn today?" are asked.	3	**Progress/Review** D. 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.

Please provide additional notes on p. 12:

Construct **Average Rating** 4

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

High Levels of Effective Practices	Score	Low Levels of Effective Practices
Effective Management A. The Provider uses effective techniques to control the environment. • Tutors communicate behavioral expectations and intervene constructively and calmly to address disruptive behavior by redirecting students and/or explaining why the behavior is unacceptable. • Tutor is aware of and addresses teasing, bullying or other conflicts between students. • Provider is aware of all situations in the room. • Distracted students are redirected or refocused. • Provider intervenes when appropriate and necessary.	3	**Effective Management** A. 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 B. Activities and interactions are structured in such a way that levels of Provider control are appropriate. • Provider responds to students who ask for assistance. • Students are not over-controlled. • Provider demonstrates respect for students' autonomy and responsibility.	4	**Level of Control** B. 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.
Transitions C. Activity transitions are orderly and efficient. • The activity area is prepared and ready when students arrive. • Transition times between activities are minimal; students do not need to wait a long time for an activity to start. • Materials are accessible, functioning and efficiently dispersed to students. • There are enough materials to allow students to participate simultaneously in activities.	3	**Transitions** C. 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.
Instructional Environment D. The environment contributes to instruction. • Group order is well-maintained through active student engagement in activities. • Noise levels, talking, movement and classroom interaction are consistent with and related to the instructional activities. • External distractions are minimized and do not impact learning. • Tutors and/or other provider personnel support each other (when multiple provider members are observed).	4	**Instructional Environment** D. 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.

Please provide additional notes on p. 12:

Summary Rating Table

The rating generated for each construct, which is located in the upper right-hand corner of the previous tables, must be written in the following summary table. The reviewer also must provide evidence/notes that justify why a particular rating was made.

Construct	Average Rating	Weight (Multiply by)	Final Score
1. A focus on learning is maintained.	4	5	20
2. Appropriate support is provided for students to be in engaged in learning.	4	3	12
3. The learning environment is supportive of student learning, safety and well-being.	4	2	8
Final Total Score (Sum of all scores)	X	X	40

Summary of the Overall Quality of the Session

At the end of the entire review process, once all data have been collected and ratings completed, the reviewer must summarize the overall quality of the provider session.

The reviewer must select the rating that best represents the overall quality of the provider session, based upon the criteria listed in the right column.

Overall Rating	Level of Quality and Degree of Concerns	Required Scoring Across the Three Constructs
☐ High Quality	The observer has no concerns regarding the quality of services. The provider is encouraged to share best practices.	Range 45-50
☑ Good Quality	The observer has minimal concerns regarding the quality of services. The provider is encouraged to continue implementing quality practices.	Range 35-44
☐ Acceptable Quality	The observer has few concerns regarding the quality of services. The provider is encouraged to consider improving the level of quality practices.	Range 28-34
☐ Limited Quality	The observer has several concerns regarding the quality of services. ODE will be contacting the provider to develop a plan of action to address concerns.	Range 18-27
☐ Poor Quality	The observer has serious concerns regarding the quality of services being provided. ODE will be contacting the provider to develop a plan of action to address concerns and for continued monitoring.	Range 17 or lower

Provide a brief summary of the positive, high-quality aspects of the session and any concerns (if applicable):

The SES program is embedded in the tutoring component of the Cincinnati City Schools Extended Learning Program. This allows this site to use on site teachers as after school tutors. Curriculum and materials are based on the District curriculum. A summary of data including short cycle assessments is available to teachers through the District data "Dashboard". This allows for alignment of learning targets specific to the need of each student.

Tutors from the staff provide a natural avenue of communication to the day time teacher for the student. Routines and other support systems carry over from the student's day experience in the school. Although tutoring groups can be up to 15 students, each group can be divided into subgroups in which different activities are assigned to each subgroup.

Management is provided by a supervisor who knows the students through the school day program. Relationships, routines and expectations from the day program extend into SES tutoring sessions.

Notes from p. 4 – Context and activities observed.

Five Classrooms contained students with a single tutor. A total of 36 students were observed with each classroom having 8 SES students. Most SES students are identified as English Language Learners (ELL) by Cincinnati Public Schools. This school uses their own teaching staff as tutors in the extended learning program and as the SES provider.

The school based program allows for direct update of student data from the Cincinnati Public Schools data "Dashboard" which includes summative data from pre-post and short cycle assessments. It also provides for direct communication with the student's day time teacher since the tutors are often on the same grade level team. Therefore, feedback and progress monitoring between the student's teacher and the tutor have the potential to be up to date and supportive of common learning targets.

The Cincinnati Public Schools pacing guides serve as the foundation for tutoring lessons.

Since language is common barrier, some teachers attend a monthly "mom's" meeting with the parents where interpreters help with school adjustment and provide information to parents.

Notes from p. 6 – A focus on learning is maintained.

The SES is part of the extended learning program of the Cincinnati Public Schools. The SES students are assigned to the tutoring components of this extended learning program.

Classrooms observed were as follows:

Classroom 1 had a 1:7 ratio with the students gathered around the tutor's u-shaped desk. Students were working on a common lesson involving perimeter of a triangle. Questioning ranged from low level understanding to higher order thinking questions throughout the lesson. Discussions between the teacher and students were probing for learning and understanding.

Classroom 2 had a 1:8 ratio with some students working on a white board, some students completing parallel work on pencil and paper and 2 students playing math games on a computer. The teacher was involved in some group work but transitioned to single classroom delivery during the lesson. The main lesson centered on problem solving with students finding ways to figure areas on irregular shapes.

Classroom 3 had a 1:10 ratio in which students were working in two groups. All students were completing worksheets after an introduction to the lesson was provided by the teachers. Students were able to discuss their approaches to the math problems with a partner and all observed conversations were on the assigned task.

Classroom 4 had a ratio of 1:9 in which students were calculating area and square inches. The lesson was single delivery and students completed work on a white board and paper. The tutor used the white board to formatively assess student understanding and provided appropriate support when needed.

In general learning targets clear and appropriate and are differentiated to a small group. Content is one day math delivery and one day reading. Materials are those used by the public school. Activities are worksheets or hands on for small groups. Communication is two way and positive and instructional techniques were varied and appropriate for the situation.

Notes from p. 7 – Appropriate support is provided for students to be engaged in learning.

Learning support is provided through grouping of students by grade level and ability. Subgroups are developed from larger groups which ranged from six to ten students.

Engagement was appropriate in most groups. The large group of 7 to 10 students prohibited individualization of instruction but small group activity kept most students involved with the learning task.

Relationships remained positive with all students and conversation and questions were two way between student and teacher and student to student.

Motivation was appropriate with verbal encouragement from tutors. Tutors celebrated with students through high fives and verbal recognition.

Progress review was not observed and did not appear to be practical due to the ratio brought about by the extended day learning program.

In general the learning support takes advantage of having the students in the daytime environment. Materials are present; tutors are familiar with curriculum, materials and assessment data.

Notes from p. 8 – The learning environment is supportive of student learning, safety and well-being.

The learning environment is the day school for the students. They appear to accept a routine of after school support which includes snacks and other activities in the parallel extended learning program.

Level of control was appropriate with only one classroom demonstrating some difficult student behavior. Tutors called students by name and redirected them when necessary. In one situation a paired learning activity was in progress and students were supportive of each other throughout the task.

A supervisor was available to support the tutor and the other components of the extended learning program.

Transition into the classroom appeared timely and transitions between activities were efficient. Tutors had materials available and students moved well from one activity to another.

Routines from the day school appear to be part of the tutoring sessions and appear as a normal extension of the day program. Teachers appear to be in their day time rooms which allow easy access to curriculum and materials. The learning environment mirrors the culture of school.

clear form fields