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: 11/15/10 Kidz to Success 009945

Length of the Tutoring Session(s): 2 hours

Name of Observer: Larry Cress Lead and Harriet Allen secondary

Number of People Observed

of Students Served by the Program: 7 in this segment

# of Students in Attendance: 7

# of Students Observed: 5 middle school 2 elementary

# of Adults Observed 2 tutors and 3 additional

Academic Role: Primary tutors in each group

Non-Academic Role: 1Owner, 2 managers

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

Elementary School K student and 1st grade student T:S 1/2

Middle School 5 students in grades 3-5 T:S 1/5

High School None 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
- [x] 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
- [x] Writing Materials
- [ ] Textbooks and Workbooks
- [ ] Research Books
- [x] Other:

Provider Facility (Describe briefly.)

The facility has multiple rooms with some rooms reserved as offices and some rooms dedicated to small tutoring rooms approximately (12 ft. by 15 feet). All rooms were carpeted and quiet. Tables and desks are available in the tutoring rooms along with bulletin boards and white boards.

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

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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? 3 years of providing SES servies

2. Describe the students you serve.
   a. How many students are you expecting in this session? 8 students registered and 7 were attending
   b. Do you have non-SES students participating in tutoring? Yes, but only 1 at this time.

3. Describe what I/we should see in this session.
   Tutors working with students on paper work, white boards are routine. Teacher select materials.

4. What else should I/we know about your program?
   Most tutors have a BA or MA. Many were teachers in school. Some have licenses.

5. How do you communicate feedback concerning student progress?
   a. What kind of feedback do you provide? Feedback provided by a progress report
   b. How often do you provide feedback? Feedback is provided weekly to monthly based on request.
   c. What response do you get? Very little response except for requirements from Dayton Public Schools.

Construct **Average Rating** 3

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.	3	**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.	3	**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.	3	**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.	3	**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.	2	**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** 3

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.	3	**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.	2	**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.	4	**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.	3	5	15
2. Appropriate support is provided for students to be in engaged in learning.	3	3	9
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	32

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 facility is appropriate and provides a positive learning environment for students. The ratio of adults to students is appropriate. Pre assessments are provided by the organization but the assessment is limited in scope and depth. School data did not appear to be available during this observation period. Data that would provide a diagnostic prescriptive approach to learning was not available.

Learning is directed toward the content in the learning plan goals. The elementary instruction demonstrated a personalized approach based on the specific learning plans. The middle school room used a single delivery approach general to the student goals and incorporated games that did not serve to specifically support the learning targets.

Management of students in both rooms was positive noting many comments which encouraged student achievement. Engagement of students was high throughout the session with elementary students.

Notes from p. 4 – Context and activities observed.

Approximately 40 students are scheduled with Trotwood Public Schools; an additional 10 students are scheduled with Trotwood Prep Charter School. Most of the public school tutoring will occur at the school site. All sessions are 4 hours per week. Two hours at two sessions per week is the pattern for all SES contracted students.

The facility is a small independent building outside of Trotwood. The building provides a quiet atmosphere for learning. Kidz to Success moved into this facility in April of 2010. The organization hires 6 to 12 tutors per year depending upon participation. Students entering are given a pre-assessment and the same instrument is used as a post assessment. The tool was developed by a local educator and appears to be a sampling of previous Ohio Achievement Assessment questions which are aligned particular standards. The random sampling of these questions is given to the student. The results are used to identify learning gaps which Kidz to success then targets for improvement. The Brigance Test of Basic Skills is used for pre and post assessment of kindergarten students. Learning plans are developed from the assessments. Each learning plan appears to vary slightly allowing for personalization of learning plans.

Feedback is provided to parents and schools through a locally developed progress form except for Dayton City Schools which requires a specific feedback report. Feedback frequency ranges from monthly to weekly (required by Dayton City Schools.

Word walls were posted in each of the tutoring rooms observed. Some Spanish words and posters were also posted. Some student goal sheets or weekly task assignments were posted on the walls in the tutoring rooms.

Students were greeted at the door by an adult and a snack was provided prior to the tutoring session. Elementary students went to one room and middle school students went to a second classroom. Each classroom had one tutor. Supplies were available in each classroom.

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

Learning goals are established for the entire tutoring session based on a sampling of questions from prior Ohio Achievement Assessments or the Brigance Achievement Test for Kindergarten. These goals provide general guidelines for tutors but are not specific enough for learning targets for individual sessions. Data from the schools or a more sophisticated assessment is needed to clarify specific session learning targets. Tutors did explain the intent of the activity in relation to the general goals in the student learning plan.

Content and materials were provided for tutors. The elementary tutor room provided a personalized approach varying content for each student. Some of the educational strategies did not align with the stated goal but still applied to the overarching learning goal. The middle school class was single level delivery with minimal adaptations toward specific student needs.

Multiple activities were observed throughout the tutoring sessions. Transitions were smooth noting limited loss of instructional time. When tutors requested students focus the students were compliant with the directives. Some activities, in the middle school class, specifically several selected educational games, did not contribute toward the students learning goals.

Communication between students and teachers were positive. Teachers called students by name and regularly monitored student work. Students appeared open to asking teachers questions and dialoging about their work.

Instructional techniques were limited to lower level thinking. Most questions were recall and checked for understanding. Higher order thinking skill activities or questions were not observed during this visit.

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

Students in the elementary tutor room exhibited a high level of engagement. Students in the middle school tutoring room began with a high level of engagement but this level showed significant decreases throughout the observation time. Pacing in the elementary room was fast and high energy which supported the engagement.

Tutors and staff exhibited a warm relationship with students throughout the observation period. Tutors were encouraging in their response to student work.

Motivation included positive statements from tutors to students about their work and ability to perform. Some work was noted at the frustration level to some students and at a lower level to other students. Seeking ways to personalize the sessions may help support motivation issues.

Some general learning targets were verbally stated in the elementary room at the beginning of the transition activity. Formal progress reviews of the lessons were not observable during this visit. The learning plans and weekly plans do not provide specific daily or session learning targets, therefore minimizing the opportunities for specific and measureable feedback. Session learning targets tied to indicators or activities may allow for clear and measurable feedback.

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

Effective management techniques were observed in both observed sessions. When teachers requested the students attention students were compliant. The middle school classroom exhibited some issues with students being off task especially when the activities were low level games. These issues then carried over into other activities.

Levels of control were present. Tutors were able to bring students back to full attention when management skills were used.

Transitions were frequent with both sessions offering a variety of activities. Students appear to be used to a routine and change modes when required.

The physical make up of the room is appropriate for group tutoring. Carpet dampens voice levels so small rooms can be beside each other. Group order is appropriate with the exception of some issues as noted earlier in the middle school room. Intentional grouping and activity selection will assist in providing a more positive instructional environment throughout the full two hour session.

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