Achieving New Heights
6340 Silverbell Court
Clayton, OH 45426

Quality Rating and Score

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

Score: 25
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 across the three constructs:

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.
- **Content:** 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 do not build students' skills.
- **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.
- **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

Target: Plan does not address skill development.

- Tutor will discuss with students learning goal for the day. Tutor will explain the purpose and importance of the learning goal. Students will be given the opportunity to ask questions. Tutor will prepare questions for students to pull from a box. This is to ensure participation and understanding from every student.

Content: Action plan does not address rubric.

- Tutor will plan activities that are at the appropriate instructional level for all the students being tutored during that session. Tutor will explain and model for the students how the activity is to be carried out. Tutor will allow students the opportunity to ask questions and then have them repeat the directions to show understanding of the given task.

Communication: Plan meets minimum requirements.

- Tutor will engage all of the students in conversation about the learning activities and tasks given. Tutor will ask students open-ended questions that will allow and encourage students to share ideas and experiences within the tutoring environment. Tutor will use a KWL chart; students will be asked to share what they already know about the learning goal/ activity, what they want to or think they should learn and finally review what they learn. Through this verbal engagement of learning tutor and students will gain full understanding of what they know and still need to learn about the material in the lesson. Tutor will have students write a question on a piece of paper about what the lesson / learning activity they will be participating in for that day. Teacher will address and discuss student's questions.

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

All areas found to be--

Acceptable, but not remarkable, level of practice; sufficient in quality and frequency to improve the academic performance of a minimum of students observed.

Corrective Action Step submitted by provider

Not required.

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 across the three constructs:

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

- **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

Transitions: Corrective action plan meets minimum requirements; however, action plan sets forth a vague procedure for transition between activities.

- Tutor will prepare instructional activities that are differentiated for learners at the appropriate level. Tutor will prepare and have available kinesthetic, auditory, visual aid and/or manipulative activities for students to work on when they are finished with a particular whole-group activity. Tutor will also use a timer as an aid to monitor the amount of time an activity takes to ensure the appropriate amount of time is spent on one activity. Tutor will also set in place a procedure for students to follow transitioning from one activity to another.