American Community Services, Inc. (Americom)
511 Industrial Mile Road
Columbus, OH 43228

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.
- **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.
- **Activities:** 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.

Practice rarely found and is of poor quality:

- **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 is vague regarding how specific learning goals will be determined (clarification needed of "Individual Achievement Plan" and how these lessons will be structured and build upon student skills.
  - At staff meetings, specific student lessons and activities will be planned.
  - Teachers use Individual Achievement Plan for the specific student to evaluate progress and point towards areas to be covered.
- Content- Plan does not address this construct.
- Activities- Plan does not address this construct.
- Communication
  - One-to-one student-to-student or student-to teacher interaction is emphasized throughout the design of the program
- Instructional Techniques- Plan does not address this construct.

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

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

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

- **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.
- **Relationship/ Support:** 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.

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- <u>Plan does not address this construct.</u>
- Relationship/ Support
    - Materials for in-session reading are self-selected; posters, books, and activity placemats are used to vary lessons and keep students interested.
- Progress/ Review- <u>Plan does not address student reflection and feedback to students.</u>
    - Options pre- and post-tests for formal beginning and end state assessment
    - Buckle Down assessments
    - Student trade and grade procedures

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

Plan does not specifically address the constructs in this area. It is recognized that the hiring of additional staff may serve to address the learning environment concerns. However, no specific corrective action step is give to address these areas.

- Effective Management
- Level of Control
- Instructional Environment
- Transitions