

Kenniss Academies

Overall Rating: B-

Contact Information:

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Program Information:

Program Description as Provided by Kenniss Academies: Kenniss is a mastery based learning program. Students are evaluated using nationally recognized, research-based materials to determine the key math, reading, and writing foundation skills to be more successful in school. Individual work plans include interactive activities, achievement targets, and basic skill development. Achievement goals are based on a comparison of the current student skills and Michigan GLCE. Students study after school or on weekends at our 2 Detroit area centers. Our centers are equipped with best practices learning materials. To closely monitor learning activities, our student to instructor ratio does not exceed 3 to 1. Many of our current NCLB students work 1 on 1 with staff. Students generally schedule 2 hour sessions twice each week, dividing their time between math and language arts. Kenniss will operate an off site program if there are a sufficient number of students at one location.

The program description was created by the provider and has not been edited by the Michigan Department of Education.

Number of Students Served in 2006-2007: 16 Offers Transportation: No English Language Learner: No Students With Disabilities: No Place(s) of Service: Some Schools as Selected by the District(s), Place of Business	Subject Areas: English language arts, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 45 Number of Students to be Served: 1-80 Student-Teacher Ratios: <input type="checkbox"/> Classroom: 1 teacher per 3 students <input type="checkbox"/> Computer-based: Not available <input type="checkbox"/> Online instruction: Not available
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Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction				
Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	Statewide Average	This Provider's Rating
Parents	2	Percentage of parents who were satisfied with this tutor	81%	100%
	2	Average letter grade from parents for <i>math</i>	B	A-
	2	Average letter grade from parents for <i>English language arts</i>	B	B
Teachers	2	Average letter grade from teachers for effects on classroom performance	C	B
	2	Percentage of teachers who agreed this tutor positively impacted students' learning	45%	50%

*Please note that for many providers of tutoring services, the number of surveys completed is very low. Readers should consider the number of responses when drawing conclusions about any provider.

Academic Achievement: There are limited or no data available on the basis of which to assess this provider's impact on academic achievement.

2007-2008 Service Areas (Limited to Applicable Districts):

Detroit City School District, Hamtramck Public Schools, Highland Park City Schools, Casa Richard Academy, HEART Academy

How the Statistics Were Calculated:

Consumer satisfaction data is derived from a mail survey of parents and an online survey of teachers concerning students receiving supplemental education services in the 2006-2007 school year.

- Parent satisfaction statistics are based on responses to the question, "Overall, are you satisfied with this tutor?" Parents could respond "yes," "no," or "not sure."
- Parent letter grades are based on responses to the question, "What overall grade would you give your child's tutor?" Parents were asked to provide separate grades for the tutor's performance in math and in English language arts, with response options of "A," "B," "C," "D," or "E – Failing." Responses were converted to a four-point scale and averaged for each provider.
- The teacher letter grade for effects on classroom performance was derived from responses to seven questions about students' classroom performance. An average across all items (excluding items with no response) was calculated for each provider and the top 20% of scores were coded as "A," the next 20% were coded as "B," and so on through "E."
- The rating of teachers' perceptions of provider impact on student learning is based on responses to the agree-disagree question, "This tutor is positively impacting this student's learning." Responses of "agree" or "strongly agree" are considered.

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2005-2006 school year compared to a control group matched to SES recipients based on 2005 MEAP score, economic disadvantage, special education status, and limited English proficiency status. The analysis controlled for the effects of students' schools and the 2005 MEAP score.

The overall grade is a weighted average of the consumer satisfaction and academic achievement data.

Additional information is available upon request from the Michigan Department of Education.