

American Tutoring Services

www.atstutoring.com

Overall Rating: B-
Overall Rating in 2007: Not available

Contact Information:

Frank Tyndell
220 N Center
Royal Oak, MI 48067

Telephone:
313-350-4153

Fax:
248-544-1525

E-mail:
ftyndell@atstutoring.com

Program Information:

Program Description as Provided by American Tutoring Services: American Tutoring Services is a data driven program that will provide Public School students in Grades K-12 with on-site research based tutorial services. The goal of ATS is to improve student achievement under the "No Child Left Behind Act" in English Language Arts and Mathematics with instructional content aligned to the local district Grade Level Content Expectations. Students will receive two hours of instruction per day, three times a week from highly qualified teachers. The program will run for approximately ten weeks and with a total of (60) sixty hours of instruction. Every participating student will be assessed (High/Scope, Focus on MEAP, ACT Preparation) for skill level needs with an individualized learning plan developed for each student. ATS instructors will utilize Computer Based Software programs for measuring student progress. All materials and manuals necessary for successful participation in the program will be provided by ATS.

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

Number of Students Served in 2007-2008: 204
Offers Transportation: No
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Place of Business, Place of Religious Worship, Student's Home

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 60
Number of Students to be Served: 150 - 1200
Student-Teacher Ratios:
 Classroom: 1 teacher per 5 students
 Computer-based: 1 teacher per 8 students
 Online instruction: 1 teacher per 10 students

Performance Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	22	Percent of parents who were satisfied with this tutor	59%	78%
	22	Average overall letter grade from parents	B-	B
Teachers	31	Constructed letter grade from teachers for effects on classroom performance	A	C
	31	Percent of teachers who agreed this tutor positively impacted students' learning	65%	41%

*For many tutors, 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.

2008-2009 Service Areas (Limited to Applicable Districts):

Statewide

How the Statistics Were Calculated:

Consumer satisfaction data is from a mail survey of parents and an online survey of teachers concerning students receiving supplemental education services in the 2007-2008 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 averaged responses to the question, "What overall grade would you give your child's tutor?" with response options of "A - Excellent," "B - Good," "C - Average," "D - Poor," or "E - Failing."
- The teacher letter grade for effects on classroom performance is 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 2006-2007 school year compared to a control group matched to SES recipients based on 2006 MEAP score, economic disadvantage, special education status, limited English proficiency status, and former limited English proficiency status. The analysis controlled for the effects of students' schools and the 2006 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.