

Developing Math Concepts LLC

www.developingmathconcepts.com

Overall Rating: C

Overall Rating in 2007: B

Contact Information:

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Program Information:

Program Description as Provided by Developing Math Concepts LLC: DMC is a company which strives to provide students with appropriate math/reading skills applicable to this 21st century education reform. Our program is designed to close achievement gaps for students in grades K-12. Our instructional approach is aligned with Michigan's Framework of Math and Language Arts. We focus our lessons on differentiated instruction to encompass the student's different learning styles in order to reach and teach all learners. We offer computer based learning and teacher directed instruction. We offer Saturday programs, weekly sessions, and in home tutoring case by case. Each student will receive at least 30 hours of instruction which usually last three to four months. Our assessments are tailored toward individual student needs. All students will utilize technology based learning objectives. All students will be assessed then work toward completing learning goals.

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: 64 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, Via Technology	Subject Areas: English, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 25 Number of Students to be Served: 25 - 800 Student-Teacher Ratios: <input type="checkbox"/> Classroom: 1 teacher per 5 students <input type="checkbox"/> Computer-based: 1 teacher per 8 students <input type="checkbox"/> Online instruction: 1 teacher per 12 students
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Performance Information:

Consumer Satisfaction				
Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	8	Percent of parents who were satisfied with this tutor	100%	78%
	9	Average overall letter grade from parents	B+	B
Teachers	4	Constructed letter grade from teachers for effects on classroom performance	E	C
	4	Percent of teachers who agreed this tutor positively impacted students' learning	0%	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):

Academy of Michigan, Academy of Oak Park, Aisha Shule/WEB DuBois Prep. Academy School, Business Entrepreneurship Science, Tech. Academy, Casa Richard Academy, Center for Literacy and Creativity, Cesar Chavez Academy, Cherry Hill School of Performing Arts, Detroit Academy of Arts and Sciences, Detroit City School District, Hamtramck Public Schools, HEART Academy, Highland Park City Schools, Life Skills Center of Metropolitan Detroit, Life Skills Center of Pontiac, Marilyn F. Lundy Academy, Michigan Health Academy, Michigan Technical Academy, Oakland International Academy, Old Redford Academy, Pontiac Academy for Excellence, River Rouge School District, University Preparatory Academy, Willow Run Community Schools

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.