

Class Act Tutoring and Educational Services, LLC

Overall Rating: C

Overall Rating in 2007: Not available

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Program Information:

Program Description as Provided by Class Act Tutoring and Educational Services, LLC: The Duncan Tutoring and Educational Services, LLC (DTES) provides tutoring in Math and Reading in-home, off-site, or school to children in grades K-12 including special needs students. Our program is a dynamic tutoring program designed to engage students in one-on-one instruction and in small groups of no more than five (5) in creative instructional strategies to include cooperative learning where children work together to solve problems and encourage one another's success, and individual learning styles. DTES completes a pre-test for each learner and uses that information to develop individual plans for students. At the end of the program, a post-test is given to determine the success of the learner. DTES tutors work closely with the parents/guardians of its students and keeps them informed of the learner's progress. Sessions will be held 2-3 times a week in up to two-hour intervals. Tutoring is also available on weekends.

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: 232 Offers Transportation: No English Language Learner: No Students With Disabilities: Yes Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Place of Religious Worship, Student's Home	Subject Areas: English, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 25 Number of Students to be Served: 25 - 300 Student-Teacher Ratios: <input checked="" type="checkbox"/> Classroom: 1 teacher per 5 students <input checked="" type="checkbox"/> Computer-based: Not available <input checked="" type="checkbox"/> Online instruction: Not available
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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	18	Percent of parents who were satisfied with this tutor	83%	78%
	18	Average overall letter grade from parents	B	B
Teachers	29	Constructed letter grade from teachers for effects on classroom performance	D	C
	29	Percent of teachers who agreed this tutor positively impacted students' learning	17%	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 Oak Park, Detroit Academy of Arts and Sciences, Detroit City School District, Hamtramck Public Schools, Highland Park City Schools, Life Skills Center of Metropolitan Detroit, Michigan Technical Academy, Old Redford Academy, Redford Union School

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.