

**Contact Information:**

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**Program Information:**

**Program Description as Provided by GLM Associates:** Students will enjoy learning and mastering the math/reading skills they need to be successful in school, on the MEAP, and in life. Students are given pretests, on-going assessments, and a post test to determine their academic success and we create Individual Educational Plans (IEP) for each child. The tutoring sessions are two and one half hours long, three times a week beginning immediately after school. We begin with direct instruction for forty minutes and then the group is divided in half. While one group uses an educational video game to practice the skill they just learned, the second group receives additional instruction or remediation for 55 minutes, and then the groups reverse. We use the Plato Learning Achieve Now and Great Source After-school Reading/Math Club. Our students love the program and parents love the results.

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

<b>Number of Students Served in 2007-2008:</b> 45	<b>Subject Areas:</b> English, Mathematics
<b>Offers Transportation:</b> No	<b>Grades Served:</b> K-8
<b>English Language Learner:</b> No	<b>Estimated Hours of Tutoring Per Student:</b> 50
<b>Students With Disabilities:</b> Yes	<b>Number of Students to be Served:</b> 24 - 400
<b>Place(s) of Service:</b> Some Schools as Selected by the District(s), Place of Religious Worship	<b>Student-Teacher Ratios:</b>
	■ <b>Classroom:</b> 1 teacher per 5 students
	■ <b>Computer-based:</b> Not available
	■ <b>Online instruction:</b> Not available

**Performance Information:**

**Consumer Satisfaction**

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	7	Percent of parents who were satisfied with this tutor	71%	78%
	7	Average overall letter grade from parents	B+	B
Teachers	1	Constructed letter grade from teachers for effects on classroom performance	A	C
	1	Percent of teachers who agreed this tutor positively impacted students' learning	100%	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: Impact of Provider's Services on 2007 Michigan Educational Assessment Program (MEAP) Scores**

Math			English Language Arts		
Grade Level	Number of Student Scores Considered	Performance Rating	Grade Level	Number of Student Scores Considered	Performance Rating
3	16	C	3	16	C
4	20	C	4	20	C
5	14	C	5	16	C
6	14	C	6	14	C
7	12	C	7	12	C

Key: "A" – substantially above average, "B" – above average, "C" – average, "D" – below average, "E" – substantially below average, "<10" – fewer than 10 students were served for this subject/grade and results are suppressed to protect the confidentiality of students' information.

The analysis of MEAP scores is based on students served in the 2006-2007 school year

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

Detroit City School District

**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.