

Goodman's Place

Overall Rating: A-

Overall Rating in 2007: B

Contact Information:

Eleanor M. Goodman
840 East Ninth Street
Flint, MI 48503

Telephone:
810-787-4757

Fax:
810-787-4757

E-mail:
goodgen44@aol.com

Program Information:

Program Description as Provided by Goodman's Place: Goodman's Place uses Study Island as its model of instruction and assessment. Goal setting begins with data from state, and school assessments. Study Island's web-based, national, state and local content standards-based and alignment, immediate feedback, goal (GLCEs) oriented assessments, cumulative assessment reports for data-driven instruction, and has a positive impact on LEP and underachieving students in the areas of reading and math. Goodman's Place uses the Objective-Based and Inquiry-Based Learning Approaches as the educational approach for building blocks of knowledge and imparting the skills of how-to-learn and apply-that-learning. Goodman's Place works in the school where students spend their regular day; works with small groups (5 to 1) of similar skill needs; uses mini-lessons, appropriate worksheets, charts, and manipulatives to guide student growth. One hour of reading and one hour of math, once per week will give students enough time to connect and digest new information.

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: 9 Offers Transportation: No English Language Learner: Yes Students With Disabilities: Yes Place(s) of Service: Some Schools as Selected by the District(s)	Subject Areas: English, Mathematics Grades Served: K-8 Estimated Hours of Tutoring Per Student: 18 Number of Students to be Served: 1 - 50 Student-Teacher Ratios: <input checked="" type="checkbox"/> Classroom: 1 teacher per 5 students <input checked="" type="checkbox"/> Computer-based: 1 teacher per 8 students <input checked="" type="checkbox"/> Online instruction: 1 teacher per 5 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	1	Percent of parents who were satisfied with this tutor	100%	78%
	1	Average overall letter grade from parents	A	B
Teachers	4	Constructed letter grade from teachers for effects on classroom performance	C	C
	4	Percent of teachers who agreed this tutor positively impacted students' learning	75%	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):

Beecher Community School District, International Academy of Flint, Northridge Academy

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.