

Instant Student Academic Achievement Centers

Overall Rating: B-

Overall Rating in 2007: C-

Contact Information:

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Program Information:

Program Description as Provided by Instant Student Academic Achievement Centers: Instant Reading Achievement Centers specialize in the therapeutic treatment of mild-to-severe learning disabilities in students of all ages. At-risk students who defied traditional reading methodologies in the early years, often struggle or experience total academic failure in later years. These same students usually experience immediate success with the reading process shortly after beginning our computer-assisted tutorials. his success is reflected in grades, attitudes and post assessment results. Speed and results distinguish us from many other reading and diagnostic centers. Our streamline approach helps us achieve the targeted outcomes quickly. We do not waste time, energy and other resources on low-payoff routines. We assess the students using valid reliable diagnostic/prescriptive assessments. We set goals and timelines based on the results of these assessments. We schedule two hours per day and three days per week to attain the 30-35 hours of needed instruction.

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

<p>Number of Students Served in 2007-2008: 171 Offers Transportation: At select sites only English Language Learner: Yes Students With Disabilities: Yes 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</p>	<p>Subject Areas: English, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 35 Number of Students to be Served: 10 - 1500 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 15 students</p>
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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	5	Percent of parents who were satisfied with this tutor	80%	78%
	5	Average overall letter grade from parents	B	B
Teachers	30	Constructed letter grade from teachers for effects on classroom performance	B	C
	30	Percent of teachers who agreed this tutor positively impacted students' learning	23%	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.