Provider Profile
AAA RESOURCE LEARNING CENTERS

Overall Rating: B

Overall Rating in 2008: C-

Contact Information:

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Program Information:

Program Description as Provided by AAA RESOURCE LEARNING CENTERS: AAA Resource Learning Centers (AAA) mission is to motivate every child with a Love for Learning. AAA will teach them the skills that will help them to achieve academic success for the rest of their lives, and improve their MEAP, ACT, MME, SAT, Terra Nova and other standardized test scores. AAA's program offers 36 hours of instruction in the areas of reading and math for grades K-12. Each student is provided with a snack and juice or milk prior to each tutoring session. Bi-weekly progress reports will be provided to the students' parents and teachers upon request. Additionally, each student will be provided with an assessment test, a review of their strengths and weaknesses with their parents, and an Individual Educational Plan. AAA believes that every child is capable of learning with proper teaching, strategic resources, patience, & motivation. Tutoring sessions last for 2-4 hours.

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

Number of Students Served in 2008-2009: 684
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, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 10 - 3000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per student
- **Computer-based:** 1 teacher per student
- **Online instruction:** 1 teacher per student

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement 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	88%	81%
	8	Average overall letter grade from parents	B	B+
Teachers	26	Constructed letter grade from teachers for effects on classroom performance	A	C
	26	Percent of teachers who agreed this tutor positively impacted students' learning	62%	34%

*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 2008 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	13	C	3	14	C
4	16	C	4	15	C
5	28	C	5	27	C
6	26	C	6	26	C
7	30	C	7	29	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 684 parents were asked to participate in this evaluation and 8, or 1%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	8	75	53
Attendance	8	38	38
Study habits	8	50	58
Ease of completing homework	8	75	60
Overall grades	8	38	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	8	25	63
I have seen a copy of the tutoring learning plan	8	25	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 8, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **88%** (number of respondents = 8, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **75%** (number of respondents = 8, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 684 surveys for this evaluation and 26, or 4%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	26	62	31
Attendance	26	58	21
Classroom achievement	26	62	34
Homework	26	62	28
Math grades	26	58	24
English language arts grades	26	42	23
Overall grades	26	58	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	5	80	25
I have seen a copy of the tutoring-specific learning plan for this student	5	80	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **62%** (number of respondents = 26, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **62%** (number of respondents = 26, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		0
Overall tone of parent comments/perceptions of provider	1		0

Provider Profile
EduTech Mobile Learning Center

www.edutech4learning.com

Overall Rating: B

Overall Rating in 2008: B-

Contact Information:

Mary James,M.Ed.
4475 W. Outer Dr.
Detroit, MI 48235

Telephone: 313-595-1496
Fax: 313-340-0086
E-mail: edutechmobile@edutech4learning.com

Program Information:

Program Description as Provided by EduTech Mobile Learning Center: EduTech Mobile Learning Center provides on-line and off-line tutoring to K-12 students. Our tutoring program utilizes a variety of techniques that are proven to help increase the academic achievement levels of all students, including those who are at risk for failing. Our qualified tutors are available to service students at home, at our centers, in schools, or at other locations. Many tutors speak Spanish and are Special Education Certified. Students attend 2-4 hours per class, weekly, after school, weekends, summers and they receive tutoring in one-on-one and/or group sessions. Tutors diagnose each student's needs, and prepare individualized learning plans that utilize direct tutor instruction and on-line computer programs designed to help increase academic achievement, and improve learning and memory skills. Monthly progress is reported to parents and skills growth is measured at the end of the program.

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

Number of Students Served in 2008-2009: 754
Offers Transportation: No
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 20 - 1500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	16	Percent of parents who were satisfied with this tutor	94%	81%
	16	Average overall letter grade from parents	B+	B+
Teachers	119	Constructed letter grade from teachers for effects on classroom performance	C	C
	119	Percent of teachers who agreed this tutor positively impacted students' learning	36%	34%

*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 2008 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	15	C	3	17	C
4	19	C	4	20	B
5	10	C	5	11	C
6	22	C	6	21	C
7	35	C	7	37	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 754 parents were asked to participate in this evaluation and 16, or 2%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	16	44	53
Attendance	16	19	38
Study habits	16	63	58
Ease of completing homework	16	44	60
Overall grades	16	56	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	16	63	63
I have seen a copy of the tutoring learning plan	16	63	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **56%** (number responding to the question = 16, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **88%** (number of respondents = 16, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **94%** (number of respondents = 16, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 754 surveys for this evaluation and 119, or 16%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	119	34	31
Attendance	119	18	21
Classroom achievement	119	33	34
Homework	119	30	28
Math grades	119	24	24
English language arts grades	119	22	23
Overall grades	119	25	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	31	55	25
I have seen a copy of the tutoring-specific learning plan for this student	31	61	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **36%** (number of respondents = 119, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **38%** (number of respondents = 119, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 1 district, or 33%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
W Salome Tutoring

www.wsalometutoring.com

Overall Rating: B-

Overall Rating in 2008: B-

Contact Information:

Jeffery L Frazier
1428 W Court St
Flint, MI 48503

Telephone: 810-287-3244
Fax: 810-407-8102
E-mail: WSALOMELLC@aol.com

Program Information:

Program Description as Provided by W Salome Tutoring: Program Summary W Salome Consultants' LLC misson is to provide quality in-class and online tutoring services that improves academic performance and self-esteem for ALL students in grades K-12 including students with disabilities. We are responsive to the learner in our efforts to build partnerships and demonstrate increases in learning and achievement utilizing research based programs and strategies. Our programs are aligned to the Michigan Curriculum Framework and focus on grade level content standards and extended grade level content standards. Our instructors work on math and reading individually and across the curriculum, while building learner partnerships. We uplift the learner, as well as give the learner the opportunity to uplift others. Service location is W Salome Tutoring located at 1428 W Court, Flint, MI 48503 and other satellite faith based and community centers in the Flint area. Transportation is provided with parent permission.

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

Number of Students Served in 2008-2009: 463
Offers Transportation: Yes
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 28
Number of Students to be Served: 2 - 2000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 7 students
- **Online instruction:** 1 teacher per 20 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	21	Percent of parents who were satisfied with this tutor	67%	81%
	21	Average overall letter grade from parents	B	B+
Teachers	38	Constructed letter grade from teachers for effects on classroom performance	A	C
	38	Percent of teachers who agreed this tutor positively impacted students' learning	53%	34%

*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 2008 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	5	<10	3	5	<10
4	0	Not available	4	0	Not available
5	3	<10	5	3	<10
6	0	Not available	6	0	Not available
7	50	C	7	47	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 463 parents were asked to participate in this evaluation and 21, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	21	76	53
Attendance	21	57	38
Study habits	21	62	58
Ease of completing homework	20	70	60
Overall grades	21	86	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	20	45	63
I have seen a copy of the tutoring learning plan	21	38	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **40%** (number responding to the question = 20, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **71%** (number of respondents = 21, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **57%** (number of respondents = 21, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 463 surveys for this evaluation and 38, or 8%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	38	50	31
Attendance	38	42	21
Classroom achievement	38	47	34
Homework	38	45	28
Math grades	38	18	24
English language arts grades	38	34	23
Overall grades	38	37	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	22	55	25
I have seen a copy of the tutoring-specific learning plan for this student	22	55	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **53%** (number of respondents = 38, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **61%** (number of respondents = 38, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Sylvan Learning of Kalamazoo

www.educate.com

Overall Rating: B

Overall Rating in 2008: B+

Contact Information:

Mindy Olech
1350 West Centre Ave. Suite 120
Portage, MI 49024

Telephone: 269-327-5237
Fax: 269-327-8742
E-mail: slcportage@sbcglobal.net

Program Information:

Program Description as Provided by Sylvan Learning of Kalamazoo: Sylvan Learning seeks to partner with area school districts in order to help students that have been identified by the State of Michigan to develop essential reading and mathematical skills. Sylvan Learning will assess the needs of each student through an assessment to determine specific academic strengths and weaknesses. Each participant will have an individual learning plan designed around the specific needs as identified through the assessment. This program will be taught in the traditional Sylvan method, with each students' progress based on skill mastery determined by scores earned through daily work. Instructional materials are provided for the student based on each individual lesson plan. At the completion of 36 hours, students participating in either Reading or Math programs will be given a final progress assessment to determine overall growth. Each session will range from 1-4 hours and 2-5 visits per week.

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

Number of Students Served in 2008-2009: 55
Offers Transportation: No
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Place of Business

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 3 - 50
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 3 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Allegan, Barry, Kalamazoo, Saint Joseph, and Van Buren counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement 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	75%	81%
	7	Average overall letter grade from parents	B	B+
Teachers	29	Constructed letter grade from teachers for effects on classroom performance	A	C
	29	Percent of teachers who agreed this tutor positively impacted students' learning	76%	34%

*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 2008 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	3	<10	3	3	<10
4	3	<10	4	3	<10
5	3	<10	5	3	<10
6	0	Not available	6	0	Not available
7	11	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 55 parents were asked to participate in this evaluation and 8, or 15%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	8	38	53
Attendance	8	25	38
Study habits	8	63	58
Ease of completing homework	8	50	60
Overall grades	7	57	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	8	100	63
I have seen a copy of the tutoring learning plan	8	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **25%** (number responding to the question = 8, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **88%** (number of respondents = 8, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **63%** (number of respondents = 8, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 55 surveys for this evaluation and 29, or 53%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	29	55	31
Attendance	29	34	21
Classroom achievement	29	62	34
Homework	29	52	28
Math grades	29	66	24
English language arts grades	29	66	23
Overall grades	29	62	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	26	23	25
I have seen a copy of the tutoring-specific learning plan for this student	26	77	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **76%** (number of respondents = 29, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **72%** (number of respondents = 29, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Much Success Tutoring Services

Overall Rating: C

Overall Rating in 2008: A-

Contact Information:

Gregory J. Hattaway
17907 E. Warren
Detroit, MI 48224

Telephone: 313-882-3632
Fax: 313-882-0184
E-mail: muchsuccess@netscape.com

Program Information:

Program Description as Provided by Much Success Tutoring Services: Much Success Tutoring Services is in the business of raising test scores and ensuring academic success in all of our students. We provide small group tutoring (6 students or less), interactive hands on, and minds-on learning for our students. After school tutoring sessions are 2 hours a day, two days a week. Our program aligns with the Michigan Department of Education standards to guarantee your child will receive the best education possible that meets the Michigan Department of Education guidelines. We are equipped to educate our students (from grades K-12) in Math, Reading, and English Language Arts. We develop academic goals that are unique to your child's needs based upon our assessments.

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

Number of Students Served in 2008-2009: 226
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

Subject Areas: English, Mathematics
Grades Served: k-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 5 - 3000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Genesee, Macomb, Oakland, Washtenaw, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	12	Percent of parents who were satisfied with this tutor	67%	81%
	12	Average overall letter grade from parents	B+	B+
Teachers	26	Constructed letter grade from teachers for effects on classroom performance	C	C
	26	Percent of teachers who agreed this tutor positively impacted students' learning	31%	34%

*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 2008 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	0	Not available	3	0	Not available
4	0	Not available	4	0	Not available
5	0	Not available	5	0	Not available
6	0	Not available	6	0	Not available
7	13	C	7	14	B

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 226 parents were asked to participate in this evaluation and 12, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	12	42	53
Attendance	12	33	38
Study habits	12	50	58
Ease of completing homework	12	58	60
Overall grades	12	67	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	12	42	63
I have seen a copy of the tutoring learning plan	12	67	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **64%** (number responding to the question = 11, statewide average = 77%).

- Percentage of parents that would send their child to this tutor again: **75%** (number of respondents = 12, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **75%** (number of respondents = 12, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 226 surveys for this evaluation and 26, or 12%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	26	38	31
Attendance	26	23	21
Classroom achievement	26	35	34
Homework	26	35	28
Math grades	26	15	24
English language arts grades	26	27	23
Overall grades	26	15	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **31%** (number of respondents = 26, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **35%** (number of respondents = 26, statewide average = 33%)

District Coordinator Survey Data

- This provider served 4 districts. Coordinators in 3 districts, or 75%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	2	0	1	0	0
Submission of invoices	2	0	1	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	50	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Metropolitan Certified Teachers Association, LLC (MCTA)

www.themcta.com

Overall Rating: B-

Overall Rating in 2008: C

Contact Information:

Angeli Jones
1245 Harding
Detroit, MI 48214

Telephone: 313-821-6448
Fax: 313-821-6449
E-mail: themctaemail@aol.com

Program Information:

Program Description as Provided by Metropolitan Certified Teachers Association, LLC (MCTA):
Metropolitan Certified Teachers Association, (MTCA) offers a 32-hour Academic Intervention and Extension Support Program in Reading, Math and Content-Area academics for K-12th grade students. The MCTA Tutorial program delivers customized comprehensive instruction in Reading Comprehension, Phonemic Awareness, Phonics, Vocabulary Development, Writing, state-adopted standardized tests preparation (bonus hours), and Mathematical Concepts & Applications. The math component involves students using pencil-to-paper techniques to learn mathematic functions, writing across the curriculum paired with the Fastt Math™ and Go Solve™ computerized-integrated learning systems which build mathematic fluency, problem-solving, decoding word problems, number functions and accuracy in a short period of time.The READ180 program is the premiere product utilized by MCTA. This highly acclaimed reading system promotes direct, explicit comprehension instruction, text-based collaborative learning, strategic tutoring, and a technology component for all students. Students have been found to experience favorable grade level gains after completing this program.

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

Number of Students Served in 2008-2009: 416
Offers Transportation: No
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, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 1 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 10 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	9	Percent of parents who were satisfied with this tutor	89%	81%
	9	Average overall letter grade from parents	B+	B+
Teachers	39	Constructed letter grade from teachers for effects on classroom performance	B	C
	39	Percent of teachers who agreed this tutor positively impacted students' learning	31%	34%

*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 2008 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	13	C	3	13	C
4	9	<10	4	8	<10
5	8	<10	5	9	<10
6	6	<10	6	6	<10
7	38	C	7	39	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 416 parents were asked to participate in this evaluation and 9, or 2%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	9	67	53
Attendance	9	33	38
Study habits	8	63	58
Ease of completing homework	9	67	60
Overall grades	9	67	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	9	67	63
I have seen a copy of the tutoring learning plan	8	63	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **44%** (number responding to the question = 9, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **89%** (number of respondents = 9, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **89%** (number of respondents = 9, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 416 surveys for this evaluation and 39, or 9%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	39	38	31
Attendance	39	23	21
Classroom achievement	39	38	34
Homework	39	33	28
Math grades	39	28	24
English language arts grades	39	18	23
Overall grades	39	36	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	12	42	25
I have seen a copy of the tutoring-specific learning plan for this student	12	33	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **31%** (number of respondents = 39, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **31%** (number of respondents = 39, statewide average = 33%)

District Coordinator Survey Data

- This provider served 4 districts. Coordinators in 4 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	3	0	0	0	0
Submission of student attendance data	3	0	0	0	0
Submission of student progress reports	3	0	0	0	0
Submission of invoices	3	0	1	1	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	1
Program content	1
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	3	67	
Students frequently absent or have sporadic attendance	3	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	3	33	
Overall tone of teacher comments/perceptions of provider	3		33
Overall tone of parent comments/perceptions of provider	3		33

Provider Profile
Academic Tutoring / McCully's
www.merctutoring.com

Overall Rating: B
Overall Rating in 2008: B-

Contact Information:

William McCully
7664 N Canton Center Road
Canton, MI 48187

Telephone: 734-414-7884
Fax: 734-455-2455
E-mail: bmccully@merctutoring.com

Program Information:

Program Description as Provided by Academic Tutoring / McCully's: Academic Tutoring / McCully's was the recipient of the annual award from the Michigan Association of State and Federal Program Specialists for 2008, "In recognition of excellent service and dedication to providing Michigan Teachers with quality professional development and educational programs to help all students succeed." Academic Tutoring/McCully's provides 3 students per teacher as our average student to teacher ratio with a maximum of 5 students. Smaller group sizes or individual tutoring may be provided as needed. Special education students receive services as determined by their Individualized Educational Learning Plan. Our assessment results show an average increase, after approximately 30 hours of tutoring, to be 1 stanine score, or above, of academic growth. We serve students in kindergarten through high school. All instructional materials and books are provided based upon the student's academic assessment. Consistent parent and teacher communication is an important part of our tutoring program.

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

Number of Students Served in 2008-2009: 366
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 15
Number of Students to be Served: 20 - 1500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:
Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	42	Percent of parents who were satisfied with this tutor	86%	81%
	42	Average overall letter grade from parents	A-	B+
Teachers	181	Constructed letter grade from teachers for effects on classroom performance	A	C
	181	Percent of teachers who agreed this tutor positively impacted students' learning	47%	34%

*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 2008 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	41	C	3	40	C
4	32	C	4	33	B
5	26	C	5	26	C
6	20	C	6	20	C
7	31	C	7	30	E

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 366 parents were asked to participate in this evaluation and 42, or 12%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	42	52	53
Attendance	42	45	38
Study habits	41	61	58
Ease of completing homework	42	69	60
Overall grades	42	74	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	42	60	63
I have seen a copy of the tutoring learning plan	42	86	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **65%** (number responding to the question = 40, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **86%** (number of respondents = 42, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **88%** (number of respondents = 42, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 366 surveys for this evaluation and 181, or 50%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	181	37	31
Attendance	181	25	21
Classroom achievement	181	50	34
Homework	181	33	28
Math grades	181	45	24
English language arts grades	181	40	23
Overall grades	181	45	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	104	14	25
I have seen a copy of the tutoring-specific learning plan for this student	104	54	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **47%** (number of respondents = 181, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **45%** (number of respondents = 181, statewide average = 33%)

District Coordinator Survey Data

- This provider served 4 districts. Coordinators in 4 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	4	1	1	0	1
Submission of student attendance data	4	0	1	1	1
Submission of student progress reports	3	0	0	0	0
Submission of invoices	4	0	2	1	1

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	1

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	4	75	
Students frequently absent or have sporadic attendance	4	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	4	100	
Overall tone of teacher comments/perceptions of provider	4		75
Overall tone of parent comments/perceptions of provider	4		75

Provider Profile
McCall Educational Services

Overall Rating: B-

Overall Rating in 2008: B+

Contact Information:

R McCall
P.O. Box 20097
Ferndale, MI 48220

Telephone: 313-384-0166
Fax: 313-368-1622
E-mail: mccalledservices@aol.com

Program Information:

Program Description as Provided by McCall Educational Services: McCall Educational Services is dedicated to improving student achievement through the use of research based instructional strategies. The research validated reading and math programs have a demonstrated success of student achievement in both areas. Each program is aligned with the State standards and produce results that may be demonstrated on both State and LEA assessments. McCall Educational Services provides both small group and individual instruction,each session has a 1 hour minimum. Depending on LEA, sessions will be offered after-school, weekends, and summer. MES has identified 3 as their minimum number of students to be serviced in each district.

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

Number of Students Served in 2008-2009: 548
Offers Transportation: At select sites only
English Language Learner: No
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 9 - 2000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	24	Percent of parents who were satisfied with this tutor	88%	81%
	24	Average overall letter grade from parents	B+	B+
Teachers	102	Constructed letter grade from teachers for effects on classroom performance	B	C
	102	Percent of teachers who agreed this tutor positively impacted students' learning	28%	34%

*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 2008 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	14	C	3	15	C
4	12	C	4	12	A
5	6	<10	5	7	<10
6	8	<10	6	8	<10
7	10	C	7	10	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 548 parents were asked to participate in this evaluation and 24, or 4%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	24	58	53
Attendance	24	25	38
Study habits	24	58	58
Ease of completing homework	24	54	60
Overall grades	24	50	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	24	67	63
I have seen a copy of the tutoring learning plan	24	67	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **39%** (number responding to the question = 23, statewide average = 77%).

- Percentage of parents that would send their child to this tutor again: **88%** (number of respondents = 24, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **88%** (number of respondents = 24, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 548 surveys for this evaluation and 102, or 19%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	102	30	31
Attendance	102	25	21
Classroom achievement	102	34	34
Homework	102	28	28
Math grades	102	26	24
English language arts grades	102	27	23
Overall grades	102	26	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	44	27	25
I have seen a copy of the tutoring-specific learning plan for this student	44	27	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **28%** (number of respondents = 102, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **30%** (number of respondents = 102, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 3 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	3	0	0	0	0
Submission of student attendance data	3	0	0	0	0
Submission of student progress reports	3	0	0	0	0
Submission of invoices	3	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	3	67	
Students frequently absent or have sporadic attendance	3	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	3		33
Overall tone of parent comments/perceptions of provider	3		33

Provider Profile
M.A.D.E. Training & Consulting, Inc. (Making A Difference Everyday)

Overall Rating: C

Overall Rating in 2008: B+

Contact Information:

Glynis Thornton
15533 Woodrow Wilson
Detroit, MI 48238

Telephone: 313-318-6687
Fax: 248-254-1231
E-mail: makingadifferenceeveryday@netscape.com

Program Information:

Program Description as Provided by M.A.D.E. Training & Consulting, Inc. (Making A Difference Everyday): M.A.D.E. (Making A Difference Everday) provides an individualized educational experience based on McMillan/McGraw-Hill's standards-based curriculum. This program helps students to develop a foundation for the following: literacy, reading, language arts and math. Developed by experienced educators, Macmillan/McGraw-Hill's programs are based on scientifically based research and best practices. The Macmillan/McGraw-Hills Triumphs and Building Math Skills Series have been adopted by hundreds of districts nationwide. Both general education and special education students who used these series showed significant gains in both reading and mathematics scores as measured by the Michigan Educational Assessment Program (MEAP). M.A.D.E. provides Supplemental Educational Sessions in after school settings primarily in the public schools the students attend. Typically group sessions will be held in (2) hour sessions, two (2) days per week. Students will receive an average of 30 hours of instruction. The instructional approach consists of specially tailored, small group tutoring delivered

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

Number of Students Served in 2008-2009: 882
Offers Transportation: No
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 30
Number of Students to be Served: 1 - 2000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	31	Percent of parents who were satisfied with this tutor	84%	81%
	31	Average overall letter grade from parents	B+	B+
Teachers	107	Constructed letter grade from teachers for effects on classroom performance	D	C
	107	Percent of teachers who agreed this tutor positively impacted students' learning	21%	34%

*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 2008 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	11	C	3	11	C
4	12	C	4	12	A
5	13	C	5	14	C
6	12	C	6	12	C
7	2	<10	7	2	<10

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 882 parents were asked to participate in this evaluation and 31, or 4%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	31	45	53
Attendance	31	32	38
Study habits	30	63	58
Ease of completing homework	31	68	60
Overall grades	30	57	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	31	61	63
I have seen a copy of the tutoring learning plan	31	39	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **47%** (number responding to the question = 30, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **87%** (number of respondents = 31, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **81%** (number of respondents = 31, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 882 surveys for this evaluation and 107, or 12%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	107	19	31
Attendance	107	16	21
Classroom achievement	107	21	34
Homework	107	18	28
Math grades	107	12	24
English language arts grades	107	16	23
Overall grades	107	19	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	33	24	25
I have seen a copy of the tutoring-specific learning plan for this student	33	21	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **21%** (number of respondents = 107, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **20%** (number of respondents = 107, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 2 districts, or 67%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	1	1	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	50	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	2		50
Overall tone of parent comments/perceptions of provider	2		100

Provider Profile
Learning Edge, The

Overall Rating: C+

Overall Rating in 2008: A

Contact Information:

Juliana Trent
P.O. Box 3474
Southfield, MI 48076

Telephone: 313-617-2606
Fax: 248-353-1977
E-mail: tle.tutoring@gmail.com

Program Information:

Program Description as Provided by Learning Edge, The: THE LEARNING EDGE uses fun, hands-on learning activities to teach reading and math to students in Kindergarten through 5th grade FREE! Our highly qualified, certified teachers use creative ways to keep students motivated and always looking forward to the next session. We believe that in the right environment every child can experience success. Our groups are kept small and meet often so that lesson time can be meaningful and effective. We will design an individual plan of action that focuses on learning needs using age appropriate testing, parent and classroom teacher input. Our program will increase student confidence as skills are mastered and strategies develop that help them become successful learners. Parents will notice student improvement right away through detailed weekly progress reports. So, join us at THE LEARNING EDGE where we are Sharpening Minds One A At Time. (Minimum of 10 students per site)

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

Number of Students Served in 2008-2009: 37
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, Other

Subject Areas: English, Mathematics
Grades Served: K-5
Estimated Hours of Tutoring Per Student: 38
Number of Students to be Served: 20 - 100
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Oak Park City School District, Academy of Oak Park, Detroit City School District, Highland Park City Schools, Redford Union School District, Detroit Community Schools, YMCA Service Learning Academy, Old Redford Academy

Summary Consumer Satisfaction and Academic Achievement 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	0%	81%
	1	Average overall letter grade from parents	C	B+
Teachers	7	Constructed letter grade from teachers for effects on classroom performance	A	C
	7	Percent of teachers who agreed this tutor positively impacted students' learning	57%	34%

*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 2008 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	12	C	3	12	C
4	11	C	4	11	B
5	8	<10	5	8	<10
6	0	Not available	6	0	Not available
7	0	Not available	7	0	Not available

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 37 parents were asked to participate in this evaluation and 1, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	0	53
Attendance	1	0	38
Study habits	1	0	58
Ease of completing homework	1	0	60
Overall grades	1	100	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	1	0	63
I have seen a copy of the tutoring learning plan	1	0	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **0%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **0%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 37 surveys for this evaluation and 7, or 19%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in...	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	7	43	31
Attendance	7	29	21
Classroom achievement	7	71	34
Homework	7	14	28
Math grades	7	57	24
English language arts grades	7	57	23
Overall grades	7	57	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	5	80	25
I have seen a copy of the tutoring-specific learning plan for this student	5	20	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **57%** (number of respondents = 7, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **57%** (number of respondents = 7, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	0	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Poor**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
International After School Program

www.iaspdetroit.com

Overall Rating: B

Overall Rating in 2008: B-

Contact Information:

Darryl Sawyers
9200 Gratiot Avenue Suite 100
Detroit, MI 48213

Telephone: 313-213-6355
Fax: 313-731-0222
E-mail: darrylsawyers@yahoo.com

Program Information:

Program Description as Provided by International After School Program: The International After School Program is a quality after school enrichment program for students in grades 1-12. We offer students computer based tutoring in Language Arts and Mathematics. Our program provides computers for students and we also directly engage parents in the program through parent training sessions designed to increase parental involvement and participation in the educational process. Parents enrolling their child into our program can choose to participate in our onsite and online program or our strictly online program. Our onsite program is held at locals schools and also in the cultural district of Detroit at the Charles Wright Museum of African American History, Detroit Science Center and Youthville. Scheduling is flexible to accommodate parent and students schedules and issues surrounding transportation. IASP is a preferred provider and has well qualified tutors to meet the needs of your child.Please visit us at www.iaspdetroit.com or contact us at 1-313....

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

Number of Students Served in 2008-2009: 226
Offers Transportation: At select sites only
English Language Learner: Yes
Students With Disabilities: No
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Place of Business, Student's Home, Via Technology

Subject Areas: English, Mathematics
Grades Served: 1-12
Estimated Hours of Tutoring Per Student: 27
Number of Students to be Served: 25 - 2500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	19	Percent of parents who were satisfied with this tutor	100%	81%
	19	Average overall letter grade from parents	A	B+
Teachers	51	Constructed letter grade from teachers for effects on classroom performance	B	C
	51	Percent of teachers who agreed this tutor positively impacted students' learning	39%	34%

*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 2008 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	2	<10	3	2	<10
4	0	Not available	4	0	Not available
5	2	<10	5	2	<10
6	10	C	6	10	C
7	11	C	7	11	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 226 parents were asked to participate in this evaluation and 19, or 9%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	19	47	53
Attendance	19	37	38
Study habits	19	79	58
Ease of completing homework	19	74	60
Overall grades	19	74	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	19	74	63
I have seen a copy of the tutoring learning plan	19	89	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **58%** (number responding to the question = 19, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 19, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 19, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 226 surveys for this evaluation and 51, or 23%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	51	33	31
Attendance	51	16	21
Classroom achievement	51	33	34
Homework	51	37	28
Math grades	51	16	24
English language arts grades	51	20	23
Overall grades	51	33	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	8	13	25
I have seen a copy of the tutoring-specific learning plan for this student	8	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **39%** (number of respondents = 51, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **41%** (number of respondents = 51, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Higher Ground Program

www.highergroundprogram.org

Overall Rating: C+

Overall Rating in 2008: B+

Contact Information:

Jackey Wilson
8131 E. Outer Drive
Detroit, MI 48213

Telephone: 313-245-4191
Fax: 313-245-4390
E-mail: jwil@highergroundprogram.org

Program Information:

Program Description as Provided by Higher Ground Program: Since 2005 Higher Ground Program has gained recognition in the State of Michigan in raising the academic achievement levels of students from elementary through 12th grade. Through our nationally recognized, researched-based curriculum (Triumph, Coach Series; which is alligned with Michigan Benchmarks) we tutor students in Mathematics, English/Language Arts, Science, and Social Studies. Higher Ground Program received a B+ grade from the State of Michgan in 2007-2008. The Key components of our program are (1) We employ Certified and Highly-qualified Tutors (2) A strong emphasis is placed on the individual needs of each student by utilizing small classroom settings; we place teacher-assistants in classrooms with students with special needs; we allow parents/students to create flexible schedules (3) We measure student progress by giving: student pre-tests; individual student learning plans; bi-weekly progress reports; and parent/tutor meetings as needed. Free transportation provided in most cases.

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

Number of Students Served in 2008-2009: 953
Offers Transportation: At select sites only
English Language Learner: Yes
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 30
Number of Students to be Served: 20 - 2500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Genesee, Macomb, Oakland, Washtenaw, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	32	Percent of parents who were satisfied with this tutor	78%	81%
	32	Average overall letter grade from parents	B	B+
Teachers	92	Constructed letter grade from teachers for effects on classroom performance	B	C
	92	Percent of teachers who agreed this tutor positively impacted students' learning	45%	34%

*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 2008 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	0	Not available	3	0	Not available
4	0	Not available	4	0	Not available
5	4	<10	5	4	<10
6	9	<10	6	9	<10
7	23	C	7	23	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 953 parents were asked to participate in this evaluation and 33, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	33	42	53
Attendance	32	41	38
Study habits	33	52	58
Ease of completing homework	32	56	60
Overall grades	33	42	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	33	45	63
I have seen a copy of the tutoring learning plan	33	36	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **47%** (number responding to the question = 30, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **71%** (number of respondents = 31, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **81%** (number of respondents = 32, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 953 surveys for this evaluation and 92, or 10%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	92	43	31
Attendance	92	34	21
Classroom achievement	92	46	34
Homework	92	40	28
Math grades	92	34	24
English language arts grades	92	22	23
Overall grades	92	33	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	26	54	25
I have seen a copy of the tutoring-specific learning plan for this student	26	54	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **45%** (number of respondents = 92, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **39%** (number of respondents = 92, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 2 districts, or 67%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Flaggs and Associates Educational Services

Overall Rating: C

Overall Rating in 2008: C-

Contact Information:

Brian Flaggs
4156 Old Dominion Drive
West Bloomfield, MI 48323

Telephone: 248-877-5544
Fax: 248-538-4570
E-mail: info@flaggsandassociates.com

Program Information:

Program Description as Provided by Flaggs and Associates Educational Services: Flaggs and Associates Educational Services will offer a high quality research based instructional program that is designed to raise student achievement. The major components of our program include, diagnostic assessment linked with state standards, development of individualized learning plans, collaboration among teachers, parents, tutors, small group tutoring, ongoing assessments, positive reinforcement, instructional materials and strategies that promote mastery of skills and concepts. The instructional programs are aligned to Michigan Grade Level Content Expectations, Michigan Curriculum Framework and individualized school district curriculum. Our curriculum gives K-5 students the opportunity to enhance skills in English Language Arts and Mathematics. We will utilize problem solving and critical thinking skills with the rigors of our program while incorporating test taking strategies. We will provide students with the opportunity to receive thirty-two (32) hours of service during the program. Tutoring is conveniently held in the student's residential school.

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

Number of Students Served in 2008-2009: 215
Offers Transportation: No
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s), Place of Religious Worship

Subject Areas: English, Mathematics
Grades Served: K-5
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 50 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Numerous in Ingham, Oakland, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	12	Percent of parents who were satisfied with this tutor	75%	81%
	12	Average overall letter grade from parents	B	B+
Teachers	24	Constructed letter grade from teachers for effects on classroom performance	D	C
	24	Percent of teachers who agreed this tutor positively impacted students' learning	33%	34%

*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 2008 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	14	C	3	14	C
4	9	<10	4	9	<10
5	8	<10	5	8	<10
6	0	Not available	6	0	Not available
7	0	Not available	7	0	Not available

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 215 parents were asked to participate in this evaluation and 12, or 6%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	12	50	53
Attendance	12	33	38
Study habits	12	33	58
Ease of completing homework	12	42	60
Overall grades	12	33	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	12	75	63
I have seen a copy of the tutoring learning plan	12	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 12, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 12, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **75%** (number of respondents = 12, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 215 surveys for this evaluation and 24, or 11%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	24	21	31
Attendance	24	8	21
Classroom achievement	24	21	34
Homework	24	8	28
Math grades	24	29	24
English language arts grades	24	13	23
Overall grades	24	21	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	18	22	25
I have seen a copy of the tutoring-specific learning plan for this student	18	28	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **33%** (number of respondents = 24, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **33%** (number of respondents = 24, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Education Fundamentals

Overall Rating: D

Overall Rating in 2008: B

Contact Information:

Constance L. Jackson
18498 Birchcrest Drive
Detroit, MI 48221

Telephone: 313-863-9197
Fax: 313-863-9991
E-mail: educationfundamentals@hotmail.com

Program Information:

Program Description as Provided by Education Fundamentals: Education Fundamentals LLC will feature the Camelot Learning Language Arts and Mathematics Program. Camelot is a manupulative rich, hands on experience that all students will love. Camelot Learning was designed specifically for after school and was created using research proven strategies to close the achievement gap. It incorporates all facets of what makes after school and supplemental instruction effective for all students. Camelot is aligned with the Michigan Grade Level Content Expectations and is proven to raise student achievement in mathematics and language arts. Education Fundamentals will provide 40-42 hours of tutoring to each student. Each student is pre-tested and the skills not mastered will be the focus. After the program is finished, students will be post tested and the skills that they mastered will be identified. Education Fundamentals looks foward to serving you and your child!

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

Number of Students Served in 2008-2009: 339
Offers Transportation: No
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

Subject Areas: English, Mathematics
Grades Served: K-9
Estimated Hours of Tutoring Per Student: 40
Number of Students to be Served: 25 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Macomb, Monroe, Oakland, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	11	Percent of parents who were satisfied with this tutor	73%	81%
	11	Average overall letter grade from parents	B	B+
Teachers	6	Constructed letter grade from teachers for effects on classroom performance	E	C
	6	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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 2008 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	4	<10	3	4	<10
4	0	Not available	4	0	Not available
5	0	Not available	5	0	Not available
6	3	<10	6	3	<10
7	33	C	7	33	D

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 339 parents were asked to participate in this evaluation and 11, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	11	36	53
Attendance	11	36	38
Study habits	11	64	58
Ease of completing homework	11	64	60
Overall grades	11	82	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	10	40	63
I have seen a copy of the tutoring learning plan	11	27	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **55%** (number responding to the question = 11, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **82%** (number of respondents = 11, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **73%** (number of respondents = 11, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 339 surveys for this evaluation and 6, or 2%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	6	0	31
Attendance	6	0	21
Classroom achievement	6	0	34
Homework	6	0	28
Math grades	6	0	24
English language arts grades	6	0	23
Overall grades	6	0	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 6, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 6, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Poor**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	0	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	0		
Overall tone of parent comments/perceptions of provider	0		

Provider Profile
Class Act Tutoring and Educational Services, LLC

Overall Rating: C-

Overall Rating in 2008: C

Contact Information:

Francine Duncan-Martin
19015 Elsmere
Eastpointe, MI 48021

Telephone: 313-657-1993
Fax: 586-776-4553
E-mail: fdmartin@sbcglobal.net

Program Information:

Program Description as Provided by Class Act Tutoring and Educational Services, LLC: The Class Act Tutoring and Educational Services, LLC 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. Class Act 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. Class Act 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 2008-2009: 129
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 Business, Place of Religious Worship, Student's Home, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 25 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	4	Percent of parents who were satisfied with this tutor	75%	81%
	4	Average overall letter grade from parents	B	B+
Teachers	13	Constructed letter grade from teachers for effects on classroom performance	D	C
	13	Percent of teachers who agreed this tutor positively impacted students' learning	15%	34%

*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 2008 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	12	C	3	9	<10
4	10	C	4	8	<10
5	8	<10	5	4	<10
6	15	C	6	12	C
7	14	C	7	14	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 129 parents were asked to participate in this evaluation and 4, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	4	25	53
Attendance	4	0	38
Study habits	4	25	58
Ease of completing homework	4	50	60
Overall grades	4	25	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	4	75	63
I have seen a copy of the tutoring learning plan	4	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 4, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **75%** (number of respondents = 4, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **75%** (number of respondents = 4, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 129 surveys for this evaluation and 13, or 10%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	13	15	31
Attendance	13	15	21
Classroom achievement	13	23	34
Homework	13	15	28
Math grades	13	23	24
English language arts grades	13	15	23
Overall grades	13	15	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	50	25
I have seen a copy of the tutoring-specific learning plan for this student	2	50	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **15%** (number of respondents = 13, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **15%** (number of respondents = 13, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good to Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	50	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	2		100
Overall tone of parent comments/perceptions of provider	2		100

Provider Profile
Educate Online (formerly Catapult Online)

www.educate-online.com

Overall Rating: C+

Overall Rating in 2008: B-

Contact Information:

John McAuliffe
506 S. Central Avenue
Baltimore, MD 21202

Telephone: 410-843-2672
Fax: 410-843-2629
E-mail: state@educate-online.com

Program Information:

Program Description as Provided by Educate Online (formerly Catapult Online): Educate Online is America's leading provider of live, personalized, at-home tutoring. On average, students who complete either our math or reading program gain at least a grade level. All instruction takes place on a computer and headset (with internet connectivity, if needed) provided by Educate Online. Using headset and computer, students log onto our secure website from home, while a teacher logs on from another location. U.S. state-certified teachers work with each student one-one-one in a virtual classroom. Student-to-teacher ratios do not exceed 3:1. Families can choose their own schedules, because sessions are offered seven days a week, after school on weekends. Students typically take two to four one-hour sessions each week, but may choose to accelerate their programs. Our curriculum is all online, and includes more than 15,000 lessons. Students receive all the equipment they need at the beginning of the program. Families incur no extra costs.

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

Number of Students Served in 2008-2009: 152
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Student's Home, Via Technology

Subject Areas: English, Mathematics
Grades Served: 3-12
Estimated Hours of Tutoring Per Student: 20
Number of Students to be Served: 20 - 20000
Student-Teacher Ratios:
- **Classroom:** Not available
- **Computer-based:** 1 teacher per 3 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	14	Percent of parents who were satisfied with this tutor	86%	81%
	14	Average overall letter grade from parents	A-	B+
Teachers	24	Constructed letter grade from teachers for effects on classroom performance	D	C
	24	Percent of teachers who agreed this tutor positively impacted students' learning	29%	34%

*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 2008 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	4	<10	3	4	<10
4	4	<10	4	4	<10
5	4	<10	5	4	<10
6	4	<10	6	4	<10
7	16	C	7	16	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 152 parents were asked to participate in this evaluation and 14, or 9%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	14	57	53
Attendance	14	43	38
Study habits	14	64	58
Ease of completing homework	13	54	60
Overall grades	14	64	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	14	36	63
I have seen a copy of the tutoring learning plan	14	64	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 14, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **86%** (number of respondents = 14, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **93%** (number of respondents = 14, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 152 surveys for this evaluation and 24, or 16%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	24	13	31
Attendance	24	13	21
Classroom achievement	24	17	34
Homework	24	17	28
Math grades	24	0	24
English language arts grades	24	17	23
Overall grades	24	8	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **29%** (number of respondents = 24, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **21%** (number of respondents = 24, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	0	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	0		
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Carter, Reddy & Associates, Inc.

www.crandassociates.org

Overall Rating: B

Overall Rating in 2008: C

Contact Information:

Raahul Reddy
24123 Greenfield Rd-Ste. 307
Southfield, MI 48075

Telephone: 248-233-6370
Fax: 248-233-6173
E-mail: raahulr@hotmail.com

Program Information:

Program Description as Provided by Carter, Reddy & Associates, Inc.: Carter, Reddy & Associates' (C&R) Self-Directed Learners Program offers the following FREE after school tutoring courses: (1) Reading and Writing Acceleration Program (RWAP), (2) Mathematics Acceleration Program (MAP), (3) English as a Second Language Program (ESLP). We guarantee each course strengthens students' reading, mathematics, and writing skills and helps each child to perform better in school. Students complete comprehensive assessments and learn to use learning strategies that help them read better and faster, solve mathematical problems, and write sentences and paragraphs that are correct and in accordance with writing standards. Additionally, we have numerous sites with various schedules (typically 1-2 hour sessions) so that it is very convenient for you no matter where you live. Finally, C&R provides ALL of the materials at NO COST. Let C&R, The Learning Experts, help your student(s) to succeed in school by becoming a Self-Directed Learner! Call us toll-free at 866... (READ).

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

Number of Students Served in 2008-2009: 166
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, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 20
Number of Students to be Served: 20 - 2500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	4	Percent of parents who were satisfied with this tutor	75%	81%
	4	Average overall letter grade from parents	A-	B+
Teachers	18	Constructed letter grade from teachers for effects on classroom performance	A	C
	18	Percent of teachers who agreed this tutor positively impacted students' learning	83%	34%

*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 2008 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	8	<10	3	7	<10
4	2	<10	4	4	<10
5	6	<10	5	6	<10
6	18	C	6	19	C
7	14	C	7	14	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 166 parents were asked to participate in this evaluation and 4, or 2%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	4	75	53
Attendance	4	50	38
Study habits	4	75	58
Ease of completing homework	4	50	60
Overall grades	4	100	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	4	50	63
I have seen a copy of the tutoring learning plan	4	75	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 4, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **75%** (number of respondents = 4, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **75%** (number of respondents = 4, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 166 surveys for this evaluation and 18, or 11%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	18	78	31
Attendance	18	56	21
Classroom achievement	18	83	34
Homework	18	83	28
Math grades	18	28	24
English language arts grades	18	67	23
Overall grades	18	61	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	6	33	25
I have seen a copy of the tutoring-specific learning plan for this student	6	33	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **83%** (number of respondents = 18, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **78%** (number of respondents = 18, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	1	1	1	1

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
C&B Tutoring, LLC

www.cbtutoring.com

Overall Rating: D

Overall Rating in 2008: B-

Contact Information:

MIGNON FOOTMAN
10756 SOMERSET
DETROIT, MI 48224

Telephone: 313-399-8938
Fax: 313-885-4358
E-mail: MFOOTMAN@ATT.NET

Program Information:

Program Description as Provided by C&B Tutoring, LLC: C&B Tutoring, LLC (C&B Tutoring) provides local off-site tutoring to students in grades kindergarten-8th grade and includes small group instruction in ratios of 5 students :1 tutor or 1 student :1 tutor. Group size is held at 25 students; 2 hours per day over a period of 3-4 days per week for 8 weeks. Progress reports are completed weekly and individualized academic plans for students are created and assessed for strengths while recognizing areas which need improvement. C&B Tutoring utilizes curriculum components from Great Source and SkillsTutor. The Every Day Counts Math curriculum will be used and under SkillsTutor, Reading Comprehension and Vocabulary will be used. Both curricula connect to the specific content expectations identified by the state and LEAs in that each curriculum component listed in the state standards corresponds with specific locations within the Great Source and SkillsTutor curricula.

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

Number of Students Served in 2008-2009: 156
Offers Transportation: Yes
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s), Via Technology

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 50
Number of Students to be Served: 10 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 25 students

2009-2010 Service Areas:

Detroit City School District

Summary Consumer Satisfaction and Academic Achievement 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	63%	81%
	8	Average overall letter grade from parents	B-	B+
Teachers	1	Constructed letter grade from teachers for effects on classroom performance	E	C
	1	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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 2008 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	11	C	3	12	C
4	5	<10	4	5	<10
5	9	<10	5	9	<10
6	8	<10	6	8	<10
7	5	<10	7	5	<10

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 156 parents were asked to participate in this evaluation and 8, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	8	50	53
Attendance	8	50	38
Study habits	8	38	58
Ease of completing homework	8	25	60
Overall grades	8	50	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	8	50	63
I have seen a copy of the tutoring learning plan	8	38	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **13%** (number responding to the question = 8, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **63%** (number of respondents = 8, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **63%** (number of respondents = 8, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 156 surveys for this evaluation and 1, or 1%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	1	0	31
Attendance	1	0	21
Classroom achievement	1	0	34
Homework	1	0	28
Math grades	1	0	24
English language arts grades	1	0	23
Overall grades	1	0	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 1, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 1, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	1	1	1	1

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Brain Hurricane
www.brainhurricane.com

Overall Rating: B
Overall Rating in 2008: C+

Contact Information:

Andrew Howard
1 East Erie St. Suite 353
Chicago, IL 60611

Telephone: 312-577-0066
Fax: 888-368-6746
E-mail: andrew@brainhurricane.com

Program Information:

Program Description as Provided by Brain Hurricane: WE MAKE LEARNING FUN! The Brain Hurricane program takes place in your child's school during after-school hours. Brain Hurricane's tutoring program is different from other tutoring programs because Brain Hurricane uses fun and engaging methods to teach. After a long day in school, students need activities to keep them interested. Instead of sitting and listening, students are engaged in problem-solving activities designed to teach important reading and math skills. Because students are paying attention during activities, they remember the important math and reading skills. They look forward to the competitive team-based atmosphere, and are inspired to improve grades and test scores because they LIKE the learning activities, and have FUN learning with their peers. Students demonstrate what they have learned during the program at a fun competition. Parents and family members are invited to attend this fun competition, where students are awarded medals and prizes for good attendance and behavior.

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

Number of Students Served in 2008-2009: 27
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 Religious Worship

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 20
Number of Students to be Served: 40 - 2000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:
Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	9	Percent of parents who were satisfied with this tutor	100%	81%
	9	Average overall letter grade from parents	B	B+
Teachers	12	Constructed letter grade from teachers for effects on classroom performance	C	C
	12	Percent of teachers who agreed this tutor positively impacted students' learning	50%	34%

*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 2008 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	9	<10	3	9	<10
4	10	C	4	10	B
5	14	C	5	14	C
6	7	<10	6	7	<10
7	22	C	7	23	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 27 parents were asked to participate in this evaluation and 9, or 33%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	9	44	53
Attendance	9	22	38
Study habits	9	33	58
Ease of completing homework	9	44	60
Overall grades	9	44	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	9	56	63
I have seen a copy of the tutoring learning plan	9	33	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **89%** (number responding to the question = 9, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 9, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **88%** (number of respondents = 8, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 27 surveys for this evaluation and 12, or 44%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	12	17	31
Attendance	12	17	21
Classroom achievement	12	33	34
Homework	12	25	28
Math grades	12	33	24
English language arts grades	12	33	23
Overall grades	12	33	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	12	25	25
I have seen a copy of the tutoring-specific learning plan for this student	12	50	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **50%** (number of respondents = 12, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **50%** (number of respondents = 12, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	1	1	1	1
Submission of student attendance data	2	1	1	1	1
Submission of student progress reports	2	1	1	1	1
Submission of invoices	2	1	1	1	1

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	100	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	2		0
Overall tone of parent comments/perceptions of provider	2		0

Provider Profile
Beyond The Basics

Overall Rating: C

Overall Rating in 2008: D+

Contact Information:

Margaret Rainer
3121 W. McNichols
Detroit, MI 48221

Telephone: 313-345-5111
Fax: 313-345-8441
E-mail: MargaretRainer@aol.com

Program Information:

Program Description as Provided by Beyond The Basics: Beyond The Basics is designed to meet the individual needs of kindergarten through eighth grade students. We provide quality tutoring that engages and addresses individual learning styles using technology and other learning materials that are fun and challenging. Students will experience activities that will help build their knowledge and competence in reading, language arts and mathematics, as well as computer skills, while improving academic achievement. Our Tutors are trained and experienced in delivering services to students based on research proven pedagogical methods. Students are assessed to ascertain their strengths and challenges. Additional assessments are used to monitor progress and growth. Based on assessments and individual learning styles, tutor, parents, and the students' teachers design Individualized Learning Plans that align with the state standards and local district curriculum. We identify and support the needs of each student through targeted instructions that ensures success in meeting state standards.

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

Number of Students Served in 2008-2009: 133
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

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 40
Number of Students to be Served: 10 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 20 students

2009-2010 Service Areas:

Numerous in Berrien, Calhoun, Eaton, Genesee, Ingham, Jackson, Kalamazoo, Lake, Macomb, Monroe, Muskegon, Oakland, Saginaw, Washtenaw, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement 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	86%	81%
	7	Average overall letter grade from parents	B-	B+
Teachers	16	Constructed letter grade from teachers for effects on classroom performance	D	C
	16	Percent of teachers who agreed this tutor positively impacted students' learning	25%	34%

*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 2008 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	15	C	3	15	C
4	11	C	4	11	B
5	14	C	5	14	C
6	3	<10	6	3	<10
7	0	Not available	7	0	Not available

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 133 parents were asked to participate in this evaluation and 7, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	7	43	53
Attendance	7	29	38
Study habits	7	57	58
Ease of completing homework	7	29	60
Overall grades	7	43	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	7	29	63
I have seen a copy of the tutoring learning plan	7	71	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **29%** (number responding to the question = 7, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **86%** (number of respondents = 7, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **71%** (number of respondents = 7, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 133 surveys for this evaluation and 16, or 12%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	16	25	31
Attendance	16	13	21
Classroom achievement	16	13	34
Homework	16	13	28
Math grades	16	13	24
English language arts grades	16	13	23
Overall grades	16	13	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	8	13	25
I have seen a copy of the tutoring-specific learning plan for this student	8	38	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **25%** (number of respondents = 16, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **19%** (number of respondents = 16, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Angel Land Child Care and Parent Institute

Overall Rating: D

Overall Rating in 2008: B-

Contact Information:

J. Durante Owens
1505 Woodward Ave.
Detroit, MI 48226

Telephone: 313-963-8382
Fax: 313-963-3412
E-mail: jdo3001@sbcglobal.net

Program Information:

Program Description as Provided by Angel Land Child Care and Parent Institute: The Angel Land program provides academic tutorial services for students in grades 6-12, with emphasis on improving achievement of the Michigan standards for reading, writing and mathematics in small group sessions, with the student/teacher ratio averaging 5/1, meeting a minimum of 2 hours a week. Angel Land provides workbooks and computer based lessons, with each student being administered a battery of academic assessments. The result of these assessments will be used to develop the individual achievement plan. Students identified for tutoring in reading/writing will receive services that advance reading and writing proficiency, comprehension skills and improve course grades. Those identified for math tutoring will build the necessary skills needed to successfully connect mathematical concepts in complex ways. We use Math Navigator and an Angel Land customized reading plan as our instructional material. 75% of our teachers are certified.

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

Number of Students Served in 2008-2009: 430
Offers Transportation: At select sites only
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

Subject Areas: English, Mathematics
Grades Served: 6-12
Estimated Hours of Tutoring Per Student: 28
Number of Students to be Served: 50 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	11	Percent of parents who were satisfied with this tutor	36%	81%
	11	Average overall letter grade from parents	B-	B+
Teachers	43	Constructed letter grade from teachers for effects on classroom performance	E	C
	43	Percent of teachers who agreed this tutor positively impacted students' learning	26%	34%

*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 2008 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	0	Not available	3	0	Not available
4	0	Not available	4	0	Not available
5	0	Not available	5	0	Not available
6	19	C	6	18	C
7	23	C	7	23	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 430 parents were asked to participate in this evaluation and 12, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	12	50	53
Attendance	12	33	38
Study habits	12	33	58
Ease of completing homework	12	50	60
Overall grades	12	42	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	12	42	63
I have seen a copy of the tutoring learning plan	12	17	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **27%** (number responding to the question = 11, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **58%** (number of respondents = 12, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **58%** (number of respondents = 12, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 430 surveys for this evaluation and 43, or 10%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	43	16	31
Attendance	43	12	21
Classroom achievement	43	12	34
Homework	43	12	28
Math grades	43	5	24
English language arts grades	43	9	23
Overall grades	43	9	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	3	33	25
I have seen a copy of the tutoring-specific learning plan for this student	3	33	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **26%** (number of respondents = 43, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **28%** (number of respondents = 43, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 2 districts, or 67%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	1	0	1
Submission of student attendance data	2	0	2	1	1
Submission of student progress reports	2	0	1	0	1
Submission of invoices	2	1	2	1	1

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	100	
Students frequently absent or have sporadic attendance	2	50	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	2		50
Overall tone of parent comments/perceptions of provider	2		50

Provider Profile
American Tutoring Services

www.atstutoring.com

Overall Rating: C+

Overall Rating in 2008: B-

Contact Information:

Frank Tyndell
220 N Center
Royal Oak, MI 48067

Telephone: 313-350-4153
Fax: 248-246-2234
E-mail: ftyndell@atstutoring.com

Program Information:

Program Description as Provided by American Tutoring Services: American Tutoring Services is a data driven program that will provide Public School students in Grades K-12 with on-site research based tutorial services. The goal of ATS is to improve student achievement under the "No Child Left Behind Act" in English Language Arts and Mathematics with instructional content aligned to the local district Grade Level Content Expectations. Students will receive two hours of instruction per day, three times a week from highly qualified teachers. The program will run for approximately ten weeks and with a total of (60) sixty hours of instruction. Every participating student will be assessed (High/Scope, Focus on MEAP, ACT Preparation) for skill level needs with an individualized learning plan developed for each student. ATS instructors will utilize Computer Based Software programs for measuring student progress. All materials and manuals necessary for successful participation in the program will be provided by ATS.

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

Number of Students Served in 2008-2009: 92
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 60
Number of Students to be Served: 15 - 1200
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 10 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	6	Percent of parents who were satisfied with this tutor	67%	81%
	6	Average overall letter grade from parents	B-	B+
Teachers	25	Constructed letter grade from teachers for effects on classroom performance	B	C
	25	Percent of teachers who agreed this tutor positively impacted students' learning	56%	34%

*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 2008 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	3	<10	3	3	<10
4	3	<10	4	3	<10
5	4	<10	5	4	<10
6	5	<10	6	5	<10
7	24	C	7	24	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 92 parents were asked to participate in this evaluation and 6, or 7%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	6	67	53
Attendance	6	33	38
Study habits	5	20	58
Ease of completing homework	6	33	60
Overall grades	6	33	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	6	50	63
I have seen a copy of the tutoring learning plan	6	0	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **17%** (number responding to the question = 6, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **50%** (number of respondents = 6, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **67%** (number of respondents = 6, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 92 surveys for this evaluation and 25, or 27%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	25	32	31
Attendance	25	16	21
Classroom achievement	25	44	34
Homework	25	20	28
Math grades	25	24	24
English language arts grades	25	48	23
Overall grades	25	40	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	20	35	25
I have seen a copy of the tutoring-specific learning plan for this student	20	35	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **56%** (number of respondents = 25, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **48%** (number of respondents = 25, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Alkebu-lan Village Tutorial Program

alkebulanvillage.org

Overall Rating: C+

Overall Rating in 2008: B-

Contact Information:

Cynthia Williams-LaNier
7701 Harper Ave.
Detroit, MI 48213

Telephone: 313-268-4041
Fax: 313-921-1151
E-mail: cwmslanier@yahoo.com

Program Information:

Program Description as Provided by Alkebu-lan Village Tutorial Program: Alkebu-lan Village is an African Centered community-based organization committed to developing, nurturing an environment where families work together to build healthy minds, bodies and communities. The Building Positive Leaders'(BPL) Learning System provides ability, age-appropriate academic tutoring to improve a student's READING, WRITING, AND MATH skills. Alkebu-lan Village (BPL) Community-Based Tutorial system includes individual assessment, focused instruction reinforced by "face-to-face" individualized or small group and computerized practice activities. Students attend a minimum of 36 to 60 hours of tutorial instructional delivery during the program. Individual Learning Plans are prescribed for daily sessions. Students can attend weekly and Saturday sessions for practical learning experiences to reinforce or remediate academic development skills through Alkebu-lan Village Academy of the Arts. Daily nutritional snacks are available. In order for Alkebu-lan Village Tutorial Program to service a LEA, a minimum of 60 students must enroll.

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

Number of Students Served in 2008-2009: 321
Offers Transportation: No
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 60 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide (except Detroit)

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	22	Percent of parents who were satisfied with this tutor	73%	81%
	23	Average overall letter grade from parents	B	B+
Teachers	45	Constructed letter grade from teachers for effects on classroom performance	B	C
	45	Percent of teachers who agreed this tutor positively impacted students' learning	36%	34%

*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 2008 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	6	<10	3	6	<10
4	7	<10	4	7	<10
5	6	<10	5	6	<10
6	11	C	6	11	C
7	7	<10	7	9	<10

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 321 parents were asked to participate in this evaluation and 23, or 7%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	23	30	53
Attendance	23	30	38
Study habits	23	61	58
Ease of completing homework	23	52	60
Overall grades	23	52	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	**Number of Parents Responding to the Question**	**Percent "Yes"**	**Percent "Yes" Statewide**
The tutor discussed learning needs with me before tutoring began	23	52	63
I have seen a copy of the tutoring learning plan	23	26	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **32%** (number responding to the question = 22, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **78%** (number of respondents = 23, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **78%** (number of respondents = 23, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 321 surveys for this evaluation and 45, or 14%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	45	36	31
Attendance	45	29	21
Classroom achievement	45	38	34
Homework	45	33	28
Math grades	45	20	24
English language arts grades	45	24	23
Overall grades	45	36	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	16	0	25
I have seen a copy of the tutoring-specific learning plan for this student	16	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **36%** (number of respondents = 45, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **33%** (number of respondents = 45, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 2 districts, or 67%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	1	0
Submission of student attendance data	1	0	0	1	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	1	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		0
Overall tone of parent comments/perceptions of provider	1		0

Provider Profile
Achieving Maximum Potential, LLC (AMP)

Overall Rating: C

Overall Rating in 2008: Not available

Contact Information:

Vencie Jackson
16200 W. Seven Mile Road
Detroit, MI 48235

Telephone: 313-835-3900
Fax: 313-835-7982
E-mail: vjackson@evoaccounting.com

Program Information:

Program Description as Provided by Achieving Maximum Potential, LLC (AMP): AMP staff will meet with each individual student and parents to discuss expectations and program guidelines. Written expectations will be provided to parents and into student personal file. The tutoring model for AMP is one that has been been researced by academic professionals and have proven to be statistically effective. A maximum of 3 sessions per week, Monday thru Thursday, and 2 hours per session will be the standard class schedule, typically over a 10-12 week period. Saturday morning, 2-hour sessions can be made available if the LEA has a special need. All classes will be held in rooms that provide security, good lighting and reasonable protection from outside distractions. Chairs and desks will be as comfortable as reasonable can be to enhance the comfort level of the student. Quality literature will be provided and each student will have own materials.

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

Number of Students Served in 2008-2009: 19
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 Religious Worship, Student's Home

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 40
Number of Students to be Served: 5 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 5 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	0%	81%
	2	Average overall letter grade from parents	C	B+
Teachers	11	Constructed letter grade from teachers for effects on classroom performance	B	C
	11	Percent of teachers who agreed this tutor positively impacted students' learning	55%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 19 parents were asked to participate in this evaluation and 2, or 11%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	0	53
Attendance	2	0	38
Study habits	2	0	58
Ease of completing homework	2	0	60
Overall grades	2	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **0%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **0%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 19 surveys for this evaluation and 11, or 58%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	11	45	31
Attendance	11	9	21
Classroom achievement	11	45	34
Homework	11	27	28
Math grades	11	36	24
English language arts grades	11	45	23
Overall grades	11	36	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	10	0	25
I have seen a copy of the tutoring-specific learning plan for this student	10	10	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **55%** (number of respondents = 11, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **45%** (number of respondents = 11, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good to Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	2	100	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	2		50
Overall tone of parent comments/perceptions of provider	2		100

MICHIGAN Department of Education

Provider Profile
Making the Grade

Overall Rating: B-

Overall Rating in 2008: Not available

Contact Information:

Frankie Smith
15801 W. Parkway
detroit, MI 48223

Telephone: 313-412-2524

Fax:

E-mail: makingthegradeab@yahoo.com

Program Information:

Program Description as Provided by Making the Grade: Making the Grade Tutoring Service is a Supplemental Education Service designed to provide exciting instructional services that offer extra help in reading. We provide over 50 hours of tutorial services. Our reading program has over 40 years of proven results. Our reading program is aligned with state and local standards. We require all children to recognize basic sight words according to their grade level, analyze items cross textually, increase reading fluency, and use a variety of reading strategies. All lessons are fun-filled, with materials to motivate, encourage, and engage children. Our company hires highly qualified teaching staff. Our teachers are master teachers, and hold valid teaching certificates. Our teachers attend ongoing Professional Development Classes. We start by giving each student a Diagnostic Test to identify each child's specific needs. We provide bi-weekly feedback to parents and the school district about each student's progress.

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

Number of Students Served in 2008-2009: 110
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 Business, Place of Religious Worship, Student's Home

Subject Areas: English
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 50
Number of Students to be Served: 5 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 5 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	6	Percent of parents who were satisfied with this tutor	100%	81%
	7	Average overall letter grade from parents	B+	B+
Teachers	7	Constructed letter grade from teachers for effects on classroom performance	C	C
	7	Percent of teachers who agreed this tutor positively impacted students' learning	29%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 110 parents were asked to participate in this evaluation and 7, or 6%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	7	71	53
Attendance	7	71	38
Study habits	7	71	58
Ease of completing homework	6	67	60
Overall grades	7	86	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	7	57	63
I have seen a copy of the tutoring learning plan	7	43	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **71%** (number responding to the question = 7, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **86%** (number of respondents = 7, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 7, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 110 surveys for this evaluation and 7, or 6%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	7	29	31
Attendance	7	29	21
Classroom achievement	7	29	34
Homework	7	29	28
Math grades	7	29	24
English language arts grades	7	0	23
Overall grades	7	29	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **29%** (number of respondents = 7, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **29%** (number of respondents = 7, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		0
Overall tone of parent comments/perceptions of provider	1		0

MICHIGAN Department of Education

Provider Profile
M.O.R.E. Learning

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: Not available

Contact Information:

Jermaine Byrd
P.O. Box 705
Dearborn, MI 48121

Telephone: 313-247-7906
Fax: 313-541-1949
E-mail: morecenter@cox.net

Program Information:

Program Description as Provided by M.O.R.E. Learning: M.O.R.E. Learning, which stands for Multiple Opportunities for Remediation and Enrichment, uses a research-based curriculum that is guaranteed to provide improvement in student achievement. We use a specialized test to determine student needs and work with children at their level. Our goal is to make sure that all children we serve are able to perform at or above grade level each year of their schooling. Education is our highest priority, and we ensure that all children are treated as we would treat our own. Standard tutoring sessions last two hours a day, two days a week for approximately ten weeks. The teacher: student ratio is 1:5 in each class. Students are provided personal workbooks to use that are selected for their particular needs. All of our teachers are highly qualified persons who possess teacher certification and/or meet rigorous teaching criteria.

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

Number of Students Served in 2008-2009: 21
Offers Transportation: No
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s)

Subject Areas: English, Mathematics
Grades Served: 1-8
Estimated Hours of Tutoring Per Student: 30
Number of Students to be Served: 20 - 100
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District, School District of the City of Inkster

Summary Consumer Satisfaction and Academic Achievement 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	0%	81%
	1	Average overall letter grade from parents	D	B+
Teachers	3	Constructed letter grade from teachers for effects on classroom performance	C	C
	3	Percent of teachers who agreed this tutor positively impacted students' learning	33%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 21 parents were asked to participate in this evaluation and 1, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	0	53
Attendance	1	0	38
Study habits	1	0	58
Ease of completing homework	1	0	60
Overall grades	1	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **0%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **0%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 21 surveys for this evaluation and 3, or 14%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	3	0	31
Attendance	3	0	21
Classroom achievement	3	33	34
Homework	3	33	28
Math grades	3	33	24
English language arts grades	3	33	23
Overall grades	3	33	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **33%** (number of respondents = 3, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **33%** (number of respondents = 3, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
HTC Tutoring
www.holytempleafc.org

Overall Rating: B+
Overall Rating in 2008: Not available

Contact Information:

Bernardette Kilgore
8590 Esper
Detroit, MI 48204

Telephone: 313-247-0590
Fax: 313-416-2364
E-mail: pastordixon@holytempleafc.org

Program Information:

Program Description as Provided by HTC Tutoring: H.T.C.'s instructional program incorporates a variety of learning and instructional strategies that differentiate instruction, support multiple instructional models, multiple intelligences, and levels of student achievement. The instructional approach consists of individualized tutoring delivered in 8:1 ratios. Assessment tests are configured to branch up and down "skill trees." This allows educators to identify the lowest and highest levels of mastery of the student. After the assessment test, students are assigned a customized lesson plan containing student-specific activities. The A+nyWhere System has been adopted by hundreds of districts. The data indicates that students who used this program showed significant gains in reading and mathematics on standardized tests. Typically group sessions will be held for in 1 or 2 hour sessions, 1 to 2 days a week. Sessions will be held between the hours of 4:00 p.m. and 8:00 p.m. Students work at individual computer stations and all supplies are provided.

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

Number of Students Served in 2008-2009: 35
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 4 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:
Statewide

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	1	Average overall letter grade from parents	A	B+
Teachers	6	Constructed letter grade from teachers for effects on classroom performance	A	C
	6	Percent of teachers who agreed this tutor positively impacted students' learning	50%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 35 parents were asked to participate in this evaluation and 1, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	100	53
Attendance	1	0	38
Study habits	1	100	58
Ease of completing homework	1	100	60
Overall grades	1	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 35 surveys for this evaluation and 6, or 17%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	6	67	31
Attendance	6	33	21
Classroom achievement	6	67	34
Homework	6	50	28
Math grades	6	17	24
English language arts grades	6	50	23
Overall grades	6	17	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **50%** (number of respondents = 6, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **33%** (number of respondents = 6, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

MICHIGAN Department of Education

Provider Profile
Exceptional Learning

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: Not available

Contact Information:

Stacee Smith
5229 W. Michigan Ave Lot 103
yspilanti, MI 48197

Telephone: 313-304-5013
Fax: 313-937-1494
E-mail: nemiahpickens@yahoo.com

Program Information:

Program Description as Provided by Exceptional Learning: We at Exceptional Learning have created an instructional program that has high quality and is researched based. Our program includes parents, teachers, and the community working collaboratively. We guarantee over 50 hours of tutorial service, we enhance student achievement, we improve student learning, and we create a safe learning environment for all students. We have highly qualified teaching staff, which hold Masters and Bachelor's Degrees. We have 1 teacher for every 5 students, and instruction is individualized to meet each student's need. We set learning goals based on report cards, standardized assessment, and daily monitoring. Our staff receives ongoing professional development, to ensure that Best Practice is being used. Our specialized instructional material includes. Technology, books on tape, graphing calculators, and hands-on materials. We monitor success daily and provide instant feedback to parents, teachers and school officials on a bi-weekly basis. We give many hours of tutorial services.

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

Number of Students Served in 2008-2009: 80
Offers Transportation: Yes
English Language Learner: Yes
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: 50
Number of Students to be Served: 1 - 400
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 5 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District, School District of the City of Inkster, Crestwood School District, Ecorse Public School District, Charlotte Forten Academy, Old Redford Academy, Academy of Inkster, Marilyn F. Lundy Academy

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	50%	81%
	2	Average overall letter grade from parents	B-	B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	B	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 80 parents were asked to participate in this evaluation and 2, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	100	53
Attendance	2	50	38
Study habits	2	50	58
Ease of completing homework	2	50	60
Overall grades	2	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	50	63
I have seen a copy of the tutoring learning plan	2	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **50%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 80 surveys for this evaluation and 2, or 3%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	2	0	31
Attendance	2	0	21
Classroom achievement	2	100	34
Homework	2	50	28
Math grades	2	50	24
English language arts grades	2	50	23
Overall grades	2	0	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
EduTech Cognitive Therapy & Tutorial Services

www.edutech4learning.com

Overall Rating: C

Overall Rating in 2008: Not available

Contact Information:

Roderica James
8900 East Jefferson, Suite 1030
Detroit, MI 48214

Telephone: 248-224-3445
Fax: 313-340-0086
E-mail: edutechcognitive@edutech4learning.com

Program Information:

Program Description as Provided by EduTech Cognitive Therapy & Tutorial Services: EduTech Cognitive Therapy provides on-line and off-line tutoring to K-12 students. Our tutoring program utilizes a variety of effective techniques that are proven to help increase the academic achievement levels of all students, including those with special education needs (e.g. LD, ADHD, ADD, Dyslexia, At-Risk for failure, and ELL Spanish-speaking). Our highly-qualified tutors, service students in schools, churches, on-line, or in the home; and many tutors are Sp.Ed. certified. Students attend up to 4 hours per day, after school, weekends, summers, and they receive a total of 32 hours of tutoring in one-on-one or small group sessions. Tutors diagnose each student's needs, and prepare individualized learning plans (ILP) tthat utilize direct tutor instruction and computer-based programs designed to help increase academic achievement, and improve learning and memory skills. Monthly progress is reported to parents and skills growth is measured at the end of the program.

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

Number of Students Served in 2008-2009: 276
Offers Transportation: No
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 25 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	13	Percent of parents who were satisfied with this tutor	77%	81%
	13	Average overall letter grade from parents	B+	B+
Teachers	50	Constructed letter grade from teachers for effects on classroom performance	C	C
	50	Percent of teachers who agreed this tutor positively impacted students' learning	22%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 276 parents were asked to participate in this evaluation and 13, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	13	46	53
Attendance	13	54	38
Study habits	13	69	58
Ease of completing homework	13	62	60
Overall grades	12	67	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	13	85	63
I have seen a copy of the tutoring learning plan	13	77	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **58%** (number responding to the question = 12, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **85%** (number of respondents = 13, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **77%** (number of respondents = 13, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 276 surveys for this evaluation and 50, or 18%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	50	26	31
Attendance	50	18	21
Classroom achievement	50	26	34
Homework	50	20	28
Math grades	50	16	24
English language arts grades	50	12	23
Overall grades	50	20	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	9	22	25
I have seen a copy of the tutoring-specific learning plan for this student	9	56	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **22%** (number of respondents = 50, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **22%** (number of respondents = 50, statewide average = 33%)

District Coordinator Survey Data

- This provider served 5 districts. Coordinators in 3 districts, or 60%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	3	0	1	1	1

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	3	67	
Students frequently absent or have sporadic attendance	3	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	3		67
Overall tone of parent comments/perceptions of provider	3		67

Provider Profile
ATS Project Success

www.ATSProjectSuccessWorks.com

Overall Rating: B+

Overall Rating in 2008: Not available

Contact Information:

Renee Weaver-Wright
20674 Hall Rd.
Clinton Township, MI 48038

Telephone: 800-297-2119
Fax: 586-465-9481
E-mail: info@ATSProjectSuccessWorks.com

Program Information:

Program Description as Provided by ATS Project Success: ATS Project Success offers eligible K-8 students support in language arts, reading, and mathematics. Services are provided online in the comfort and safety of the students' homes with a loaned, pre-programmed computer, SuccessMaker(r) software, and dial-up Internet service at no cost. Tutors assess students to determine the curriculum, learning objectives, and instructional level activities. Students are encouraged to complete two one-hour sessions a week. Students' progress is monitored online, followed by e-mails to the students, weekly calls and monthly reports (English or Spanish) to the parents, and monthly reports to the district. We work with schools and teachers to make sure the students' efforts in the program are helping them succeed in the classroom as well. Tutors meet or exceed the qualifications for parprofessionals to comply with NCLB legislation; 66% have two years experience, at a minimum, tutoring SES students in the program.

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

Number of Students Served in 2008-2009: 24
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Some Schools as Selected by the District(s), Student's Home, Via Technology

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 1 - 1000
Student-Teacher Ratios:
- **Classroom:** Not available
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per student

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement 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	100%	81%
	5	Average overall letter grade from parents	A-	B+
Teachers	7	Constructed letter grade from teachers for effects on classroom performance	B	C
	7	Percent of teachers who agreed this tutor positively impacted students' learning	57%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 24 parents were asked to participate in this evaluation and 5, or 21%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	5	40	53
Attendance	5	0	38
Study habits	5	80	58
Ease of completing homework	5	60	60
Overall grades	5	40	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	5	100	63
I have seen a copy of the tutoring learning plan	5	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 5, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 5, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 5, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 24 surveys for this evaluation and 7, or 29%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	7	43	31
Attendance	7	29	21
Classroom achievement	7	43	34
Homework	7	14	28
Math grades	7	43	24
English language arts grades	7	43	23
Overall grades	7	43	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	6	50	25
I have seen a copy of the tutoring-specific learning plan for this student	6	83	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **57%** (number of respondents = 7, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **57%** (number of respondents = 7, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 2 districts, or 67%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	1

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	2	100	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	0	
Overall tone of teacher comments/perceptions of provider	2		100
Overall tone of parent comments/perceptions of provider	2		100

Provider Profile
123 Learning

Overall Rating: D+

Overall Rating in 2008: Not available

Contact Information:

Matthew Jones
9755 Chalmers
detroit, MI 48213

Telephone: 313-521-1231

Fax:

E-mail: admin@123learning.net

Program Information:

Program Description as Provided by 123 Learning: 123 Learning takes pride in our instructional program's effectiveness in improving academic achievement. Our program is designed to optimize tutoring time through identifying, prioritizing, and rectifying as many of the students inadequacies as possible. We begin this process with our amazingly efficient assessment tools. Each question in our assessment is aligned with a specific state standard(GLCE). Therefore, each incorrect answer allows us to identify specific areas of weakness. It also allows us to see what skills we need not work on, thus maximizing tutoring time. Next, We create an (Individualized Learning Plan). ILP's are strategic timelines of prioritized areas of need associated with time constraints and improvement percentage estimates. 123 Learning also determines student learner type (haptic, visual, auditory). Partnering the ILP with a specific teaching emphasis, promotes the student's learning style and brings increased academic achievement. We offer tutoring generally 3days/wk for 2hrs/day, in-school, in-home, off-site, and 24hr/day 7days/wk online.

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

Number of Students Served in 2008-2009: 1177
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, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 20
Number of Students to be Served: 10 - 3500
Student-Teacher Ratios:

- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	27	Percent of parents who were satisfied with this tutor	67%	81%
	26	Average overall letter grade from parents	B	B+
Teachers	148	Constructed letter grade from teachers for effects on classroom performance	D	C
	148	Percent of teachers who agreed this tutor positively impacted students' learning	18%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 1177 parents were asked to participate in this evaluation and 27, or 2%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	27	52	53
Attendance	27	30	38
Study habits	27	52	58
Ease of completing homework	27	37	60
Overall grades	27	52	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	27	52	63
I have seen a copy of the tutoring learning plan	27	33	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **26%** (number responding to the question = 27, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **70%** (number of respondents = 27, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **74%** (number of respondents = 27, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 1177 surveys for this evaluation and 148, or 13%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	148	22	31
Attendance	148	14	21
Classroom achievement	148	22	34
Homework	148	20	28
Math grades	148	16	24
English language arts grades	148	14	23
Overall grades	148	13	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	25	16	25
I have seen a copy of the tutoring-specific learning plan for this student	25	12	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **18%** (number of respondents = 148, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **17%** (number of respondents = 148, statewide average = 33%)

District Coordinator Survey Data

- This provider served 4 districts. Coordinators in 3 districts, or 75%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	3	0	1	0	0
Submission of student attendance data	3	0	1	0	0
Submission of student progress reports	3	0	1	0	0
Submission of invoices	3	0	1	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	3	67	
Students frequently absent or have sporadic attendance	3	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	3	33	
Overall tone of teacher comments/perceptions of provider	3		100
Overall tone of parent comments/perceptions of provider	3		100

Provider Profile
Your Financial Insight, LLC

www.yourfinancialinsight..org

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: D+

Contact Information:

	Telephone:	Fax:	E-mail:
Vicky Franklin 19785 W. 12 Mile Rd. #211 Southfield, MI 48076	248-930-8485	313-493-8955	vroshall@yourfinancialinsight.org

Program Information:

Program Description as Provided by Your Financial Insight, LLC: Your Financial Insight's "Banking Your Skills" (BYS) Tutoring Program is designed to help increase academic achievement in math for students in 6th, 7th, and 8th grade. Our program will use the Direct Instruction Method approach. The BYS program integrates financial literacy, mathematics and technology. The BYS program will be offered during the academic year. Each session will be held 2 days a total of 2 hours per week. Students will have one hour of classroom instruction which will include differentiated lessons, lecture, drills and practices and one hour of computer- based instruction to re-enforce materials taught. Students will receive a total of 32 sessions. All materials provided will be aligned to Michigan Grade Level Content Expectations. Classes will be held at a location that is accessible for students (school, community center, etc.). A minimum of 25 students must enroll in order to serve a LEA and a maximum of 100.

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

Number of Students Served in 2008-2009: 16
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 Religious Worship, Student's Home

Subject Areas: Mathematics
Grades Served: 6-8
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 25 - 100
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	1	Average overall letter grade from parents	B	B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	E	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 16 parents were asked to participate in this evaluation and 1, or 6%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	0	53
Attendance	1	0	38
Study habits	1	0	58
Ease of completing homework	1	0	60
Overall grades	1	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **0%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **0%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 16 surveys for this evaluation and 2, or 13%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	2	0	31
Attendance	2	0	21
Classroom achievement	2	0	34
Homework	2	0	28
Math grades	2	0	24
English language arts grades	2	0	23
Overall grades	2	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Sylvan Learning Centers: Dearborn, Lincoln Park, Livonia, N. Canton
www.educate.com

Overall Rating: C+
Overall Rating in 2008: B-

Contact Information:

Frank Jacoby
Sylvan Learning Center
2040 Monroe St. Suite 202
Dearborn, MI 48154

Telephone: 313-724-1500
Fax: 313-724-8317
E-mail: SylvanDbn@aol.com

Program Information:

Program Description as Provided by Sylvan Learning Centers: Dearborn, Lincoln Park, Livonia, N. Canton: Sylvan Learning Center, the nation's leader in supplemental education offers personalized programs in reading and math. We begin by identifying your child's specific needs with a Sylvan Skills Assessment. We administer each program using a method of instruction called mastery learning. Students are taught to master a skill before they move on to the next level. Our teachers are highly trained and certified, they love teaching and motivating students. We keep parents and teachers updated every step of the way. We serve students in grade levels K-12. We offer our services after school, evenings, weekends, and in the summer. We have a maximum student:teacher ratio of 3:1. Length of sessions is a minimum of one hour. Our students attend from 2-6 hours per week.

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

Number of Students Served in 2008-2009: 18
Offers Transportation: No
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Place of Business

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 1 - 600
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 3 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Oakland and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	100%	81%
	2	Average overall letter grade from parents	A-	B+
Teachers	12	Constructed letter grade from teachers for effects on classroom performance	D	C
	12	Percent of teachers who agreed this tutor positively impacted students' learning	33%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 18 parents were asked to participate in this evaluation and 2, or 11%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	50	53
Attendance	2	0	38
Study habits	2	0	58
Ease of completing homework	2	50	60
Overall grades	2	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 18 surveys for this evaluation and 12, or 67%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	12	17	31
Attendance	12	0	21
Classroom achievement	12	33	34
Homework	12	25	28
Math grades	12	33	24
English language arts grades	12	0	23
Overall grades	12	8	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	5	0	25
I have seen a copy of the tutoring-specific learning plan for this student	5	20	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **33%** (number of respondents = 12, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **25%** (number of respondents = 12, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good to Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	2	50	
Students frequently absent or have sporadic attendance	2	50	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Sylvan Auburn Hills - Ace It! Tutoring

www.sylvanlearning.com

Overall Rating: B-

Overall Rating in 2008: B-

Contact Information:

Brenda Jegede
4161 Baldwin Road
Auburn Hills, MI 48326

Telephone: 248-253-1732
Fax: 248-253-1750
E-mail: sylvanaubhills@aol.com

Program Information:

Program Description as Provided by Sylvan Auburn Hills - Ace It! Tutoring: Ace it! Tutoring is a program developed by Sylvan Learning, Inc. The curriculum is targeted to essential skills in reading and math. The Ace it! Tutoring program is delivered in-person in the school or another community location. An assessment is administered to determine specific learning needs. Students are placed in small groups (no more than 5 per group) based on their learning needs and ability levels. The Ace it! Tutoring Reading program teaches word analysis, fluency, comprehension and vocabulary skills. The Ace it! Tutoring Math program teaches basic facts, computational and problem solving skills. Teachers provide instruction on learning objectives, motivate students and reward them for their achievement and effort. Students are given a pre and post assessment to measure student growth. Each session is an hour long and students attend 2 to 6 hours per week. Instructional materials provided. Minimum of 5 students.

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

Number of Students Served in 2008-2009: 80
Offers Transportation: At select sites only
English Language Learner: No
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, Via Technology

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 28
Number of Students to be Served: 5 - 250
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 3 students
- **Online instruction:** 1 teacher per 3 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement 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	89%	81%
	17	Average overall letter grade from parents	A-	B+
Teachers	41	Constructed letter grade from teachers for effects on classroom performance	B	C
	41	Percent of teachers who agreed this tutor positively impacted students' learning	51%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 80 parents were asked to participate in this evaluation and 18, or 23%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	18	44	53
Attendance	18	28	38
Study habits	18	39	58
Ease of completing homework	18	50	60
Overall grades	18	50	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	18	100	63
I have seen a copy of the tutoring learning plan	18	78	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **72%** (number responding to the question = 18, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **83%** (number of respondents = 18, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **83%** (number of respondents = 18, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 80 surveys for this evaluation and 41, or 51%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	41	34	31
Attendance	41	10	21
Classroom achievement	41	41	34
Homework	41	41	28
Math grades	41	27	24
English language arts grades	41	20	23
Overall grades	41	32	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	34	12	25
I have seen a copy of the tutoring-specific learning plan for this student	34	9	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **51%** (number of respondents = 41, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **41%** (number of respondents = 41, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		0
Overall tone of parent comments/perceptions of provider	1		0

Provider Profile
The Saturday School of Excellence

www.thesaturdayschoolofexcellence.com

Overall Rating: A

Overall Rating in 2008: A

Contact Information:

Katrina Dunigan
P. O. Box 754
Southfield, MI 48037

Telephone: 248-552-9404

Fax:

E-mail: katrinadunigan@thesaturdayschoolofexcellence.com

Program Information:

Program Description as Provided by The Saturday School of Excellence: The Saturday School of Excellence(SSE) provide instruction in reading/language arts and mathematics during 9-week, five hour bi-weekly Saturday sessions. We supplement, reinforce and support academic instruction provided in the classroom. We service grades kindergarten through eighth via direct and differentiated instruction and interactive learning. The SSE's curriculum is aligned with state Grade Level Content Expectations (GLCE), district adoptions and schools' instructional programs. Highly-qualified, certified teachers use an array of assessments to focus instruction on each child's specific needs. We work with parents and the classroom teacher to set goals that lead to higher performance. Each child's cofidence increases as skills are mastered and strategies developed that help them become successful learners. The SSE utilizes effective and research-based curriculum (SRA's Open Court Intervention and Breaking the Code, Project Read and Foresman/Wesley Math Reteach). Incentives are given for good attendance and citizenship.

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

Number of Students Served in 2008-2009: 80
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

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 40
Number of Students to be Served: 30 - 200
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Berrien, Ingham, Oakland, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	10	Percent of parents who were satisfied with this tutor	100%	81%
	10	Average overall letter grade from parents	A	B+
Teachers	22	Constructed letter grade from teachers for effects on classroom performance	A	C
	22	Percent of teachers who agreed this tutor positively impacted students' learning	73%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 80 parents were asked to participate in this evaluation and 10, or 13%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	10	60	53
Attendance	10	100	38
Study habits	10	50	58
Ease of completing homework	10	80	60
Overall grades	10	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	10	90	63
I have seen a copy of the tutoring learning plan	10	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **90%** (number responding to the question = 10, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 10, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **90%** (number of respondents = 10, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 80 surveys for this evaluation and 22, or 28%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	22	64	31
Attendance	22	36	21
Classroom achievement	22	59	34
Homework	22	59	28
Math grades	22	45	24
English language arts grades	22	59	23
Overall grades	22	59	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	18	61	25
I have seen a copy of the tutoring-specific learning plan for this student	18	94	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **73%** (number of respondents = 22, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **68%** (number of respondents = 22, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Total Education Solutions

Overall Rating: C+

Overall Rating in 2008: Not available

Contact Information:

Lynne Porter
306 East Fourth Street
Royal Oak, MI 48067

Telephone: 248-544-0360
Fax: 248-544-0388
E-mail: lporter@tesidea.com

Program Information:

Program Description as Provided by Total Education Solutions: Michigan Special Education Solutions (MSES) is the leading national provider of contracted special education compliance and staffing to public, private and charter schools throughout California and Michigan. The goal of MSES' Supplemental Education Services is to assist students to improve their functioning and/or learning capacity. MSES' program includes: Pre- and post testing using standardized academic assessment tools; Individual goals and objectives developed for each student; and Services to special education students and English language learners. Our professional staff of tutors all meet Michigan state requirement for Supplemental Service Providers including DOJ fingerprint clearance. Tutors typically have a Bachelor's degree have experience working with children with remedial needs. All tutors receive on-going supervision and training provided by Supervisors who are directed by MSES Area Coordinator or Regional Manager holding at least a Master's Degree and full special education or related service credentials and at least five years experience in teaching.

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

Number of Students Served in 2008-2009: 12
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Some Schools as Selected by the District(s), Other

Subject Areas: English, Mathematics
Grades Served: 1-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 5 - 20
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Macomb, Oakland, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	1	Average overall letter grade from parents	C	B+
Teachers	9	Constructed letter grade from teachers for effects on classroom performance	C	C
	9	Percent of teachers who agreed this tutor positively impacted students' learning	33%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 12 parents were asked to participate in this evaluation and 1, or 8%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	0	53
Attendance	1	100	38
Study habits	1	100	58
Ease of completing homework	1	0	60
Overall grades	1	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	0	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 12 surveys for this evaluation and 9, or 75%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	9	56	31
Attendance	9	11	21
Classroom achievement	9	33	34
Homework	9	22	28
Math grades	9	33	24
English language arts grades	9	11	23
Overall grades	9	22	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	6	17	25
I have seen a copy of the tutoring-specific learning plan for this student	6	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **33%** (number of respondents = 9, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **33%** (number of respondents = 9, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
MI Learning Unlimited, LLC

Overall Rating: C

Overall Rating in 2008: B-

Contact Information:

Carolyn Darden
8162 E. Jefferson 7A
Detroit, MI 48214

Telephone: 313-492-6626
Fax: 832-442-6626
E-mail: milearningunlimited@yahoo.com

Program Information:

Program Description as Provided by MI Learning Unlimited, LLC: MI LEARNING UNLIMITED (MI L.U.) uses the Diagnostic/Prescriptive Model, recognized widely as being highly effective, to increase student achievement. The staff assesses the skills levels of each student. This information is used to determine those instructional goals and conditions necessary for each student's learning. The tutoring groups consist of 1-8 students with a certified or highly qualified teacher. Each student has a computer generated skills profile for both subjects. The MI.L.U. curricula have been aligned closely with the state content standards. The instructional staff of MI.L.U. are current or retired certified teachers who meet the standards set by the No Child Left Behind Act of 2001. The staff is led and supervised by Carolyn StarkeyDarden (Retired) who served for 37 years in Detroit Public Schools as a reading specialist, administrator and Director of Grant Development. Ms. Darden is also a nationally published author and trainer in the educational industry.

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

Number of Students Served in 2008-2009: 797
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 20 - 3000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Berrien, Eaton, Genesee, Ingham, Kent, Macomb, Oakland, Washtenaw, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	30	Percent of parents who were satisfied with this tutor	73%	81%
	31	Average overall letter grade from parents	B	B+
Teachers	80	Constructed letter grade from teachers for effects on classroom performance	C	C
	80	Percent of teachers who agreed this tutor positively impacted students' learning	30%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 797 parents were asked to participate in this evaluation and 31, or 4%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	31	58	53
Attendance	31	39	38
Study habits	31	61	58
Ease of completing homework	31	71	60
Overall grades	31	52	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	31	58	63
I have seen a copy of the tutoring learning plan	31	45	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **39%** (number responding to the question = 31, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **87%** (number of respondents = 30, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **71%** (number of respondents = 31, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 797 surveys for this evaluation and 80, or 10%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	80	35	31
Attendance	80	21	21
Classroom achievement	80	34	34
Homework	80	29	28
Math grades	80	23	24
English language arts grades	80	19	23
Overall grades	80	24	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	19	47	25
I have seen a copy of the tutoring-specific learning plan for this student	19	47	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **30%** (number of respondents = 80, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **29%** (number of respondents = 80, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	0	0	0	0	0
Submission of student attendance data	0	0	0	0	0
Submission of student progress reports	0	0	0	0	0
Submission of invoices	0	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Not Available**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

Provider Profile
Math Savvy Institute

mathsavvyinstittute.com

Overall Rating: C-

Overall Rating in 2008: C

Contact Information:

Rhonda Alford
18701 Grand River Ave #126
Detroit, MI 48223

Telephone: 313-330-3970
Fax: 313-538-1113
E-mail: ralford@mathsavvyinstitute.com

Program Information:

Program Description as Provided by Math Savvy Institute: The Mathematics Savvy Institute creates small learning communities that engage students in hands- on, real-world activities though the use of computers, software, calculators, mathematics manipulatives and more. The two-hour tutoring session will be available, four days per week between the hours of 4-8 pm to coincide with most school schedules. We feel that our practical application of instruction will produce long term improved academic achievement.

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

Number of Students Served in 2008-2009: 147
Offers Transportation: Yes
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Place of Business, Place of Religious Worship

Subject Areas: Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 240
Number of Students to be Served: 5 - 2000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Oakland County. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	10	Percent of parents who were satisfied with this tutor	80%	81%
	10	Average overall letter grade from parents	B+	B+
Teachers	25	Constructed letter grade from teachers for effects on classroom performance	D	C
	25	Percent of teachers who agreed this tutor positively impacted students' learning	8%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 147 parents were asked to participate in this evaluation and 10, or 7%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	10	40	53
Attendance	10	30	38
Study habits	10	60	58
Ease of completing homework	10	60	60
Overall grades	10	70	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	10	60	63
I have seen a copy of the tutoring learning plan	10	70	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **80%** (number responding to the question = 10, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **80%** (number of respondents = 10, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **80%** (number of respondents = 10, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 147 surveys for this evaluation and 25, or 17%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	25	8	31
Attendance	25	8	21
Classroom achievement	25	12	34
Homework	25	8	28
Math grades	25	16	24
English language arts grades	25	16	23
Overall grades	25	16	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	3	0	25
I have seen a copy of the tutoring-specific learning plan for this student	3	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **8%** (number of respondents = 25, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **8%** (number of respondents = 25, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		0
Overall tone of parent comments/perceptions of provider	1		0

Provider Profile
Learning Disabilities Clinic

ldclinic.com

Overall Rating: C+

Overall Rating in 2008: B-

Contact Information:

Lynne Master, M.Ed.
25611 Coolidge
Oak Park, MI 48237

Telephone: 248-545-6677
Fax: 248-545-2152
E-mail: lynneldc@aol.com

Program Information:

Program Description as Provided by Learning Disabilities Clinic: Opened in 1968, LDC is a respected Detroit area business working with gifted, regular, remedial, and special education students, including learning disabled, emotionally impaired, head injured, cognitive impaired, speech and language impaired, hearing impaired, visually impaired, physically and health impaired, autistic spectrum, Asperger syndrome, Downs syndrome, and others. All teachers are Masters and Ph.D. level, and we provide one-to-one instruction ONLY. Students improve reading, math, study skills, test-taking, and time management. We also offer ACT Test Prep courses. Some students have earned college scholarships as a result of improved test scores. Study rooms have computers, software, and research based instructional materials. We are the only education clinic in the USA to earn accreditation by NCA/CITA. Tutoring lasts one to four hours, depending on student's attention span. We are open seven days at locations in Oak Park and Bloomfield Hills. Students are welcome from Kindergarten – Grade 12.

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

Number of Students Served in 2008-2009: 41
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Place of Business

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 1 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per student
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	100%	81%
	2	Average overall letter grade from parents	A	B+
Teachers	4	Constructed letter grade from teachers for effects on classroom performance	D	C
	4	Percent of teachers who agreed this tutor positively impacted students' learning	25%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 41 parents were asked to participate in this evaluation and 2, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	50	53
Attendance	2	0	38
Study habits	2	50	58
Ease of completing homework	2	50	60
Overall grades	2	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 41 surveys for this evaluation and 4, or 10%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	4	25	31
Attendance	4	0	21
Classroom achievement	4	25	34
Homework	4	25	28
Math grades	4	25	24
English language arts grades	4	0	23
Overall grades	4	25	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **25%** (number of respondents = 4, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 4, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 3 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	3	0	0	0	0
Submission of student attendance data	3	0	0	0	0
Submission of student progress reports	3	0	0	0	0
Submission of invoices	3	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good to Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	3	67	
Students frequently absent or have sporadic attendance	3	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	2		100
Overall tone of parent comments/perceptions of provider	2		100

Provider Profile
K-2 Learning Center, LLC

Overall Rating: A

Overall Rating in 2008: A

Contact Information:

Jacqueline Logan
16952 Mount Vernon
Southfield, MI 48075

Telephone: 248-225-0191
Fax: 248-436-8092
E-mail: k2learning@yahoo.com

Program Information:

Program Description as Provided by K-2 Learning Center, LLC: K-2 Learning Center, LLC provides tutoring services for students in grades K-5. We understand that every child is unique and our tutoring program is designed allow each child to progress at his own rate. Our curriculum is research-based to help students meet state and local standards in reading and math. K-2 students learn in a fun environment. Lessons include hands-on activities and games that are designed keep young students engaged and eager to learn. K-2 will assess each student and develop an Individual Learning Plan that defines achievement goals and sets a timeline for their completion. Ideally, tutoring sessions are held 3 times per week for 2 hours for 8 weeks at a local school. If space in a school is not available, we will tutor students in a nearby church, community center, library, or the student's home.

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

Number of Students Served in 2008-2009: 12
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 Religious Worship, Student's Home

Subject Areas: English, Mathematics
Grades Served: K-5
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 10 - 75
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Oakland International Academy, Detroit City School District, Hamtramck Public Schools, Aisha Shule/WEB Dubois Prep. School

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	3	Percent of parents who were satisfied with this tutor	100%	81%
	3	Average overall letter grade from parents	A	B+
Teachers	4	Constructed letter grade from teachers for effects on classroom performance	A	C
	4	Percent of teachers who agreed this tutor positively impacted students' learning	75%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 12 parents were asked to participate in this evaluation and 3, or 25%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	3	67	53
Attendance	3	33	38
Study habits	3	100	58
Ease of completing homework	3	100	60
Overall grades	3	67	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	3	100	63
I have seen a copy of the tutoring learning plan	3	67	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 3, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 3, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 3, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 12 surveys for this evaluation and 4, or 33%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	4	75	31
Attendance	4	75	21
Classroom achievement	4	75	34
Homework	4	75	28
Math grades	4	75	24
English language arts grades	4	75	23
Overall grades	4	75	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	4	75	25
I have seen a copy of the tutoring-specific learning plan for this student	4	75	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **75%** (number of respondents = 4, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **75%** (number of respondents = 4, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Instant Student Academic Achievement Centers

Instant Reading Achievement

Overall Rating: C+

Overall Rating in 2008: B-

Contact Information:

Richard Hogan
16910 Shaftsbury
Detroit, MI 48219

Telephone: 313-538-2523
Fax: 313-538-2527
E-mail: hoganinstant@aol.com

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.

Number of Students Served in 2008-2009: 68
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

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:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 15 students

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement 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	100%	81%
	5	Average overall letter grade from parents	A	B+
Teachers	19	Constructed letter grade from teachers for effects on classroom performance	E	C
	19	Percent of teachers who agreed this tutor positively impacted students' learning	26%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 68 parents were asked to participate in this evaluation and 5, or 7%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	5	60	53
Attendance	5	60	38
Study habits	5	60	58
Ease of completing homework	5	80	60
Overall grades	5	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	5	100	63
I have seen a copy of the tutoring learning plan	5	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 5, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 5, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 5, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 68 surveys for this evaluation and 19, or 28%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	19	5	31
Attendance	19	0	21
Classroom achievement	19	11	34
Homework	19	5	28

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Math grades	19	5	24
English language arts grades	19	21	23
Overall grades	19	21	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	8	0	25
I have seen a copy of the tutoring-specific learning plan for this student	8	13	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **26%** (number of respondents = 19, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **11%** (number of respondents = 19, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 3 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	50	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
IMAGE Personal Success Training Institute

www.imageofsuccess.com

Overall Rating: C-

Overall Rating in 2008: B+

Contact Information:

Carlos Johnson
21500 Northwestern Hwy., Ste 1105
Northland Mall-lower level
Southfield, MI 48075

Telephone: 248-569-6234
Fax: 248-569-6336
E-mail: info@imageofsuccess.com

Program Information:

Program Description as Provided by IMAGE Personal Success Training Institute: Founded 13 years ago, I.M.A.G.E Personal Success Training Institute (IPSTI) is an organization which provides support to parents and students. Through SRA's researched-based Corrective Mathematics and Reading curricula and individualized learning plans, students in grades sixth through eighth grades are able to increase their comprehension, confidence, and grades. IPSTI strives to help students take full advantage of learning opportunities and achieve personal success. IPSTI has been providing supplemental tutoring services in the community for over two years. Sessions occur in local churches, local schools, libraries, at the IPSTI office and in student homes, when appropriate. During the school year, sessions meet for two hours, twice per week. During the summer months, students meet for two hours, three times a week. On occasion, weekend hours are available to make up missed sessions. All necessary materials, including workbooks and supplies are provided during these sessions.

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

Number of Students Served in 2008-2009: 212
Offers Transportation: No
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s), Place of Business, Place of Religious Worship, Student's Home

Subject Areas: English, Mathematics
Grades Served: 6-12
Estimated Hours of Tutoring Per Student: 15
Number of Students to be Served: 5 - 300
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Oakland and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	6	Percent of parents who were satisfied with this tutor	83%	81%
	6	Average overall letter grade from parents	B+	B+
Teachers	45	Constructed letter grade from teachers for effects on classroom performance	E	C
	45	Percent of teachers who agreed this tutor positively impacted students' learning	13%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 212 parents were asked to participate in this evaluation and 6, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	6	67	53
Attendance	6	33	38
Study habits	5	60	58
Ease of completing homework	6	33	60
Overall grades	6	50	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	6	83	63
I have seen a copy of the tutoring learning plan	5	80	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **60%** (number responding to the question = 5, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **83%** (number of respondents = 6, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **83%** (number of respondents = 6, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 212 surveys for this evaluation and 45, or 21%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	45	11	31
Attendance	45	11	21
Classroom achievement	45	13	34
Homework	45	9	28
Math grades	45	2	24
English language arts grades	45	2	23
Overall grades	45	11	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	6	0	25
I have seen a copy of the tutoring-specific learning plan for this student	6	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **13%** (number of respondents = 45, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **13%** (number of respondents = 45, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 3 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	3	0	0	0	0
Submission of student attendance data	3	0	0	0	0
Submission of student progress reports	3	0	0	0	0
Submission of invoices	3	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	3	100	
Students frequently absent or have sporadic attendance	3	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	100	
Overall tone of teacher comments/perceptions of provider	2		100
Overall tone of parent comments/perceptions of provider	2		100

Provider Profile
Hope4Learning

Overall Rating: C-

Overall Rating in 2008: A

Contact Information:

Elise Webb
P. O. Box 596
Farmington, MI 48332

Telephone: 248-316-2358
Fax: 248-851-3078
E-mail: hope4learning@gmail.com

Program Information:

Program Description as Provided by Hope4Learning: Hope4Learning is designed to meet the academic needs of all students with a specific focus on the Grade Level Content Expectations (GLCE's) which include the knowledge necessary to be successful at each grade level, along with MEAP skills by actively engaging students in "hands-on activities, research, discovery and learning in order to close achievement gaps, and ensure academic success. Hope4Learning's goal is take students from where they are, to where they need to be.

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

Number of Students Served in 2008-2009: 34
Offers Transportation: At select sites only
English Language Learner: No
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, Other

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 31
Number of Students to be Served: 10 - 200
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Oakland International Academy, Redford Union School District, Ecorse Public School District, Aisha Shule/WEB Dubois Prep. School,Marvin L. Winans Academy of Performing Arts, HEART Academy, Timbuktu Academy of Science and Technology, David Ellis Academy, Center for Literacy and Creativity,YMCA Service Learning Academy, Cherry Hill School of Performing Arts

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	3	Percent of parents who were satisfied with this tutor	67%	81%
	3	Average overall letter grade from parents	B+	B+
Teachers	5	Constructed letter grade from teachers for effects on classroom performance	D	C
	5	Percent of teachers who agreed this tutor positively impacted students' learning	20%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 34 parents were asked to participate in this evaluation and 3, or 9%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	3	67	53
Attendance	3	67	38
Study habits	3	33	58
Ease of completing homework	3	67	60
Overall grades	3	33	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	3	100	63
I have seen a copy of the tutoring learning plan	3	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **33%** (number responding to the question = 3, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **67%** (number of respondents = 3, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **33%** (number of respondents = 3, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 34 surveys for this evaluation and 5, or 15%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	5	20	31
Attendance	5	20	21
Classroom achievement	5	20	34
Homework	5	20	28
Math grades	5	0	24
English language arts grades	5	20	23
Overall grades	5	20	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **20%** (number of respondents = 5, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **20%** (number of respondents = 5, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Global Learning Solutions

Overall Rating: C

Overall Rating in 2008: B

Contact Information:

Kila Heath
18701 Grand River, Suite 186
Detroit, MI 48223

Telephone: 313-835-7323
Fax: 313-835-8255
E-mail: kilaheath25@comcast.net

Program Information:

Program Description as Provided by Global Learning Solutions: Global Learning Solutions, hereafter referred to as GLS, is FREE computer based instructional after school tutoring for students grades 2 - 8 who qualify. Technology is our platform for instruction which consist of a computer based curriculum that engage large group (1:8), small group (1:3) and isolated (1:1) instruction. While GLS supports distance learning, all tutoring sessions have an instructor onsite. Our curriculum has been designed to evaluate and strengthen cognitive ability specifically in mathematics and language arts. All instructional methods, curriculum components and evaluation tools used by GLS are aligned with the Michigan Department of Educations Curriculum Framework and Grade Level Content Expectations. The instructional curriculum is intended to increase the student achievement on the MEAP exam. Furthermore, the curriculum is also intended to increase the students experience and confidence towards standardized tests. Only three participants are needed for this great opportunity!

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

Number of Students Served in 2008-2009: 79
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

Subject Areas: English, Mathematics
Grades Served: 2-8
Estimated Hours of Tutoring Per Student: 24
Number of Students to be Served: 25 - 200
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	9	Percent of parents who were satisfied with this tutor	89%	81%
	9	Average overall letter grade from parents	A-	B+
Teachers	17	Constructed letter grade from teachers for effects on classroom performance	D	C
	17	Percent of teachers who agreed this tutor positively impacted students' learning	18%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 79 parents were asked to participate in this evaluation and 9, or 11%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	9	56	53
Attendance	9	44	38
Study habits	9	78	58
Ease of completing homework	9	56	60
Overall grades	9	67	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	9	89	63
I have seen a copy of the tutoring learning plan	9	67	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **44%** (number responding to the question = 9, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **89%** (number of respondents = 9, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **89%** (number of respondents = 9, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 79 surveys for this evaluation and 17, or 22%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	17	24	31
Attendance	17	6	21
Classroom achievement	17	18	34
Homework	17	18	28
Math grades	17	6	24
English language arts grades	17	12	23
Overall grades	17	12	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	7	0	25
I have seen a copy of the tutoring-specific learning plan for this student	7	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **18%** (number of respondents = 17, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **18%** (number of respondents = 17, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

MICHIGAN Department of Education

Provider Profile
Edulutions
www.edulutions.org

Overall Rating: B-
Overall Rating in 2008: B-

Contact Information:

Pamela Taylor
100 Riverfront Dr. Suite 2406
Detroit, MI 48226

Telephone: 313-407-4842
Fax: 313-893-2902
E-mail: pamelaataylor@comcast.net

Program Information:

Program Description as Provided by Edulutions: Edulutions is offering the PLATO, Achieve Now comprehensive design program to students in Michigan. PLATO, Achieve Now is an effective research based reading and math program offered to grades K-8 as an after school program to supplement the students' regular school day curriculum. PLATO, Achieve Now utilizes Sony Playstations as well as customized software. The aim of Edulutions is to integrate standards based processes and technology into the students' daily routine. Edulutions provides free transportation to and from the learning centers utilizing state certified school buses and vehicles. Our staff meet the criteria for school bus safety in Michigan. Transportation is provided at no cost to assist in providing the consistency of learning necessary for measurable gains in student achievement and test scores. Math and Reading tutoring sessions are 2 hour sessions, four times per week. Sessions will run six weeks.

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

Number of Students Served in 2008-2009: 39
Offers Transportation: Yes
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s), Place of Business, Student's Home, Other

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 40
Number of Students to be Served: 25 - 300
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Numerous in Oakland and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	100%	81%
	2	Average overall letter grade from parents	A-	B+
Teachers	9	Constructed letter grade from teachers for effects on classroom performance	C	C
	9	Percent of teachers who agreed this tutor positively impacted students' learning	33%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 39 parents were asked to participate in this evaluation and 2, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	50	53
Attendance	2	0	38
Study habits	2	0	58
Ease of completing homework	2	50	60
Overall grades	2	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 39 surveys for this evaluation and 9, or 23%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	9	33	31
Attendance	9	22	21
Classroom achievement	9	22	34
Homework	9	22	28
Math grades	9	22	24
English language arts grades	9	22	23
Overall grades	9	22	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	3	0	25
I have seen a copy of the tutoring-specific learning plan for this student	3	33	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **33%** (number of respondents = 9, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **44%** (number of respondents = 9, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Educational Escapades

www.myeetutoring.com

Overall Rating: C+

Overall Rating in 2008: D-

Contact Information:

Natasha Smith
20108 Ferguson
Detroit, MI 48235

Telephone: 313-806-3405
Fax: 313-933-1529
E-mail: peart0280@aol.com

Program Information:

Program Description as Provided by Educational Escapades: FREE TUTORING Educational Escapades believes that all students can learn while having fun. Our mathematics & Language Arts K-8 instruction is focused on high expectations for the general and special needs population. Tutors deliver learning strategies by using student data to meet individual needs. Students are tested, given individual plans and materials that will address their own needs. Mathematics sessions teach students basic math skills (solving story problems, counting money, etc). Our Language Arts program develops comprehension skills (reasoning tactics, vocabulary, analyzing evidence) and help students to improve their writing. Students improve reading by practicing blending sounds and reading information. Information is taught through demonstration and practiced until fully understood and each child can apply it. Students practice after school, in school, library, or home ($35.00 per hour). Tutors communicate with parents weekly. Tutors instruct a minimum of 1 up to a maximum of 30 students. Tutor ratio 1:5.

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

Number of Students Served in 2008-2009: 34
Offers Transportation: Yes
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Student's Home

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 2
Number of Students to be Served: 1 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District, Highland Park City Schools

Summary Consumer Satisfaction and Academic Achievement 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	100%	81%
	5	Average overall letter grade from parents	A	B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	E	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	50%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 34 parents were asked to participate in this evaluation and 5, or 15%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	5	80	53
Attendance	5	80	38
Study habits	5	80	58
Ease of completing homework	5	80	60
Overall grades	5	80	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	5	100	63
I have seen a copy of the tutoring learning plan	5	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 5, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 5, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 5, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 34 surveys for this evaluation and 2, or 6%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	2	0	31
Attendance	2	0	21
Classroom achievement	2	0	34
Homework	2	0	28

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Math grades	2	0	24
English language arts grades	2	50	23
Overall grades	2	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **50%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **50%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Developing Math Concepts LLC

www.developingmathconcepts.com

Overall Rating: C+

Overall Rating in 2008: C

Contact Information:

Dyron McCoy
18966 Appoline
Detroit, MI 48235

Telephone: 248-259-9900
Fax: 313-340-1494
E-mail: dmcconsulting@sbcglobal.net

Program Information:

Program Description as Provided by Developing Math Concepts LLC: DMC is an 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 2008-2009: 107
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:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 12 students

2009-2010 Service Areas:

Numerous in Oakland and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	8	Average overall letter grade from parents	A-	B+
Teachers	25	Constructed letter grade from teachers for effects on classroom performance	C	C
	25	Percent of teachers who agreed this tutor positively impacted students' learning	24%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 107 parents were asked to participate in this evaluation and 8, or 8%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	8	63	53
Attendance	8	25	38
Study habits	8	63	58
Ease of completing homework	8	50	60
Overall grades	8	25	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	8	88	63
I have seen a copy of the tutoring learning plan	8	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **88%** (number responding to the question = 8, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 8, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 8, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 107 surveys for this evaluation and 25, or 23%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	25	4	31
Attendance	25	0	21
Classroom achievement	25	36	34
Homework	25	12	28
Math grades	25	32	24
English language arts grades	25	28	23
Overall grades	25	32	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	14	0	25
I have seen a copy of the tutoring-specific learning plan for this student	14	43	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **24%** (number of respondents = 25, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **20%** (number of respondents = 25, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	0	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		0
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Byrnes ELC Tutoring

Byrneselc.com

Overall Rating: D-

Overall Rating in 2008: B-

Contact Information:

Mary James
21971 Coolidge
Oak Park, MI 48237

Telephone: 313-340-0086
Fax: 313-340-0086
E-mail: byrneselc@sbcglobal.net

Program Information:

Program Description as Provided by Byrnes ELC Tutoring: The Direct Instruction Model is used to develop student skills. An assessment aligned to the Michigan standards and grade level expectations is administered to the student. Goals as set using the results of the assessment. The Academic Plan is put together based on the student's needs and in cooperation with the parents, school facilitator and tutor. Tutors are selected based on their experience and expertise. A student with special needs is assigned a tutor who has worked in with special needs students. Our tutoring experience has been with students who are in need of skills to achieve grade level status in the areas of Reading and mathematics. Sessions are one to two times per week for one to two hours each time. We tutor in the student's home with materials that are aligned to the Michigan Standards. All materials are provided. Feedback on student progress is given to parents weekly.

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

Number of Students Served in 2008-2009: 24
Offers Transportation: No
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, Student's Home

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 30
Number of Students to be Served: 25 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 5 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District, Hamtramck Public Schools, Highland Park City Schools

Summary Consumer Satisfaction and Academic Achievement 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	0%	81%
	1	Average overall letter grade from parents	C	B+
Teachers	5	Constructed letter grade from teachers for effects on classroom performance	E	C
	5	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 24 parents were asked to participate in this evaluation and 1, or 4%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	0	53
Attendance	1	100	38
Study habits	1	100	58
Ease of completing homework	1	100	60
Overall grades	1	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **0%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **0%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 24 surveys for this evaluation and 5, or 21%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	5	0	31
Attendance	5	0	21
Classroom achievement	5	0	34
Homework	5	0	28
Math grades	5	0	24
English language arts grades	5	0	23
Overall grades	5	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 5, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 5, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Brainfuse One-to-One Tutoring

www.brainfuse.com

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: Not available

Contact Information:

Francesco Lecciso
271 Madison Avenue
New York, NY 10016

Telephone: 866-272-4638
Fax: 212-504-8184
E-mail: requests@brainfuse.com

Program Information:

Program Description as Provided by Brainfuse One-to-One Tutoring: Brainfuse is the nation's leading provider of one-to-one tutoring to schools, offering online tutoring in Math, Reading, and English Language Arts (grades 3-12). With Brainfuse, students receive individual attention from carefully selected tutors through our kid-friendly online classroom -- all that is required is a computer with Internet access. Each session lasts one hour, and are provided 2-3 times a week. Independent studies confirm that students prefer Brainfuse to traditional group tutoring because Brainfuse provides the best tutor-student ratio available and thus greater opportunities to ask questions, participate in sessions, and receive help in critical areas. In addition, Brainfuse offers complete freedom when scheduling (we are available anytime, day or night, 7 days a week). Learn more at: www.brainfuse.com Or call us toll free at: 1.866.272.4638

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

Number of Students Served in 2008-2009: 6
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s), Student's Home, Via Technology

Subject Areas: English, Mathematics
Grades Served: 3-12
Estimated Hours of Tutoring Per Student: 20
Number of Students to be Served: 15 - 1000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per student
- **Computer-based:** 1 teacher per student
- **Online instruction:** 1 teacher per student

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	1	Average overall letter grade from parents	A	B+
Teachers	1	Constructed letter grade from teachers for effects on classroom performance	E	C
	1	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 6 parents were asked to participate in this evaluation and 1, or 17%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	100	53
Attendance	1	100	38
Study habits	1	100	58
Ease of completing homework	1	100	60
Overall grades	1	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 6 surveys for this evaluation and 1, or 17%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	1	0	31
Attendance	1	0	21
Classroom achievement	1	0	34
Homework	1	0	28
Math grades	1	0	24
English language arts grades	1	0	23
Overall grades	1	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.			25
I have seen a copy of the tutoring-specific learning plan for this student			38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 1, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 1, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	0	0	0	0	0
Submission of student attendance data	0	0	0	0	0
Submission of student progress reports	0	0	0	0	0
Submission of invoices	0	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Not Available**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	
Program content	
Assessments	

Provider Profile
Applied Diligence

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: B-

Contact Information:

Tara Williamson
14103 Faust
Detroit, MI 48223

Telephone: 313-523-6175
Fax: 313-659-5085
E-mail: applieddiligence@yahoo.com

Program Information:

Program Description as Provided by Applied Diligence: Applied Diligence provides reading and math tutorial services to students in grades 6-12. We offer one-on-one tutoring as well as small group sessions. Our bi-weekly two-hour sessions have proven to be effective in raising student achievement. All students are pre-tested using a diagnostic test that is aligned to the Michigan Curriculum Framework and Grade Level Content Standards. The results of the pretest specifically identify which skills the student needs to improve and tutoring services are individualized to meet those needs. . We welcome collaboration with parents and classroom teachers and we strive to motivate students to learn by providing continuous feedback and positive reinforcement. Our tutors are certified teachers or trained professionals. All of our tutors undergo criminal background checks. We will tutor students in their homes or in their neighborhood libraries and community centers.

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

Number of Students Served in 2008-2009: 20
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 Religious Worship, Student's Home

Subject Areas: English, Mathematics
Grades Served: 6-12
Estimated Hours of Tutoring Per Student: 24
Number of Students to be Served: 30 - 300
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Warren Consolidated Schools, Ferndale Public Schools, Detroit City School District, Hamtramck Public Schools, Highland Park City Schools, School District of the City of Inkster

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	3	Percent of parents who were satisfied with this tutor	100%	81%
	3	Average overall letter grade from parents	A-	B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	A	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	50%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 20 parents were asked to participate in this evaluation and 3, or 15%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	3	67	53
Attendance	3	0	38
Study habits	3	33	58
Ease of completing homework	3	67	60
Overall grades	3	33	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	3	100	63
I have seen a copy of the tutoring learning plan	3	67	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **33%** (number responding to the question = 3, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 3, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 3, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 20 surveys for this evaluation and 2, or 10%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	2	50	31
Attendance	2	50	21
Classroom achievement	2	50	34
Homework	2	50	28
Math grades	2	50	24
English language arts grades	2	0	23
Overall grades	2	50	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **50%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

MICHIGAN Department of Education

Provider Profile
"Ace it!" Sylvan Learning: Dearborn, Lincoln Park, Livonia, N. Canton
www.educate.com

Overall Rating: Not available
Too few surveys were returned to estimate an overall grade
Overall Rating in 2008: Not available

Contact Information:

Frank Jacoby
Sylvan Learning Center 2040 Monroe St. Suite 202
Dearborn, MI 48124

Telephone: 313-724-1500
Fax: 313-724-8317
E-mail: Sylvan Dbn@aol.com

Program Information:

Program Description as Provided by "Ace it!" Sylvan Learning: Dearborn, Lincoln Park, Livonia, N. Canton: "Ace it!" is a program designed by Sylvan Learning, Inc. to serve No Child Left Behind students. It is delivered in convenient locations (schools and community centers). The Reading and Math programs are highly structured, systematic and allow the student excellent growth. Our teachers are highly trained and love teaching. We meet with parents regularly and conference with classroom teachers to achieve maximum student growth. Our instruction is a minimum of one hour. Our class size is a maximum of 8 students with every teacher. Average sessions are 2-6 per week.

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

Number of Students Served in 2008-2009: 19
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)

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 30
Number of Students to be Served: 8 - 600
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:
Numerous in Wayne County. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	50%	81%
	2	Average overall letter grade from parents	B-	B+
Teachers	1	Constructed letter grade from teachers for effects on classroom performance	E	C
	1	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 19 parents were asked to participate in this evaluation and 2, or 11%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	50	53
Attendance	2	0	38
Study habits	2	0	58
Ease of completing homework	2	0	60
Overall grades	2	50	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 19 surveys for this evaluation and 1, or 5%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	1	0	31
Attendance	1	0	21
Classroom achievement	1	0	34
Homework	1	0	28
Math grades	1	0	24
English language arts grades	1	0	23
Overall grades	1	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.			25
I have seen a copy of the tutoring-specific learning plan for this student			38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 1, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 1, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Academic Achievement Tutoring Services, LLC

Overall Rating: B

Overall Rating in 2008: C

Contact Information:

S. Adrianne Fletcher
P.O. Box 39939
Redford, MI 48103

Telephone: 734-330-0358
Fax: 734-769-8727
E-mail: aatutoring@aol.com

Program Information:

Program Description as Provided by Academic Achievement Tutoring Services, LLC: Kindergartens thru 12th graders enrolled in the AATS program are taught reading, writing and mathematics lessons that complement their school's curriculum. These lessons, which includes strategies for special education and ELL students focus on state content standards. Each student is given a pretest to diagnose his/her instructional level. An individual educational plan is written based on that diagnosis and discussed with the student's parent and teacher. At the end of the tutoring program the student is given a posttest to evaluate his/her level of achievement. The AATS tutors are certified teachers and degreed professionals. All tutors are trained by educational consultants on the research-based AATS program. The two hour sessions are held two - four times weekly, after school, on weekends and during the summer. The sites include student's home, school, library, church and community center. Parents and teachers receive written quarterly reports from the tutors.

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

Number of Students Served in 2008-2009: 30
Offers Transportation: No
English Language Learner: Yes
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, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 1 - 300
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Oakland, Washtenaw, and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	100%	81%
	2	Average overall letter grade from parents	A	B+
Teachers	6	Constructed letter grade from teachers for effects on classroom performance	B	C
	6	Percent of teachers who agreed this tutor positively impacted students' learning	33%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 30 parents were asked to participate in this evaluation and 2, or 7%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	100	53
Attendance	2	100	38
Study habits	2	100	58
Ease of completing homework	2	100	60
Overall grades	2	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 30 surveys for this evaluation and 6, or 20%, were returned.

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
Attitude toward class	6	33	31
Attendance	6	50	21
Classroom achievement	6	33	34
Homework	6	33	28
Math grades	6	17	24
English language arts grades	6	33	23
Overall grades	6	17	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **33%** (number of respondents = 6, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **17%** (number of respondents = 6, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	1	1	0	1
Submission of student attendance data	1	1	1	1	1
Submission of student progress reports	0	0	0	0	0
Submission of invoices	1	0	1	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Metro Educational Concepts "Visions" Remediation / Tutorial

Overall Rating: B-

Overall Rating in 2008: C-

Contact Information:

Michael Bartley
19785 West Twelve Mile Rd. #367
Southfield, MI 48076

Telephone: 313-220-3518
Fax: 248-564-0917
E-mail: mhbartley@comcast.net

Program Information:

Program Description as Provided by Metro Educational Concepts "Visions" Remediation / Tutorial: Metro Educational Concepts, Inc. Visions Remediation Tutorial Program offers free tutorial services to students before and after school, on-line, in-home, Saturdays and during summer months at local schools, churches, libraries and community centers. Students receive pre and post testing to assess and determine skill levels. Instruction is provided in Math, Language Arts, Writing, & English. ACT Preparation is available. Services are offered to eligible students including male/female student athletes, Special Education, Spanish and Arabic speaking students. Highly qualified certified teachers, and degreed professionals from your local community provide computerized instruction on-line to fit your schedule. Student receive progress reports. We work in direct communication with your child's teachers. Nutritional snacks are provided. Metro Educational Concepts, Inc. Providing Certainty of Opportunity for you and your child's future.

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

Number of Students Served in 2008-2009: 471
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Some Schools as Selected by the District(s), Place of Religious Worship, Student's Home, Via Technology

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 18
Number of Students to be Served: 10 - 300
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	23	Percent of parents who were satisfied with this tutor	87%	81%
	23	Average overall letter grade from parents	B+	B+
Teachers	64	Constructed letter grade from teachers for effects on classroom performance	C	C
	64	Percent of teachers who agreed this tutor positively impacted students' learning	45%	34%

*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 2008 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	3	<10	3	4	<10
4	3	<10	4	3	<10
5	7	<10	5	7	<10
6	20	C	6	20	C
7	6	<10	7	6	<10

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 471 parents were asked to participate in this evaluation and 23, or 5%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	23	52	53
Attendance	22	45	38
Study habits	23	70	58
Ease of completing homework	23	74	60
Overall grades	23	78	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	22	50	63
I have seen a copy of the tutoring learning plan	23	57	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **48%** (number responding to the question = 21, statewide average = 77%).

- Percentage of parents that would send their child to this tutor again: **83%** (number of respondents = 23, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **78%** (number of respondents = 23, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 471 surveys for this evaluation and 64, or 14%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	64	31	31
Attendance	64	9	21
Classroom achievement	64	33	34
Homework	64	25	28
Math grades	64	19	24
English language arts grades	64	9	23
Overall grades	64	19	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	17	0	25
I have seen a copy of the tutoring-specific learning plan for this student	17	18	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **45%** (number of respondents = 64, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **41%** (number of respondents = 64, statewide average = 33%)

District Coordinator Survey Data

- This provider served 4 districts. Coordinators in 3 districts, or 75%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	3	0	1	0	1
Submission of student attendance data	3	0	1	0	0
Submission of student progress reports	3	0	1	0	1
Submission of invoices	3	0	2	1	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair to Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	3	100	
Students frequently absent or have sporadic attendance	3	33	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	3	67	
Overall tone of teacher comments/perceptions of provider	3		67
Overall tone of parent comments/perceptions of provider	2		50

Provider Profile
Life Changing Center Inc.

lcctutoring.com

Overall Rating: C+

Overall Rating in 2008: B-

Contact Information:

David Jones
9801 Chalmers St
Detroit, MI 48213

Telephone: 313-220-3435
Fax: 313-245-4687
E-mail: davidjones@lcctutoring.com

Program Information:

Program Description as Provided by Life Changing Center Inc.: Life Changing Center takes pride in our educational program's effectiveness toward increasing academic achievement. Our program is focused, intensive and tailored to meet individual student's need. When a student enrolls, they will first engage in our assessment process; Test, Asses, Diagnose, & Design of Individual Student Plan. Upon ascertaining any deficiency from State (MI) Content Expectations, IEP's are designed to cover specific needs with realizable short and long term goals. Before entering the classroom, LCC also determines student learner type (haptic, visual, auditory). Partnering the IEP with a specific teaching emphasis, that promotes the student's learning style, brings increased academic achievement. Tutorial sessions are held within the student's school (LEA) or in-home. They last 2 hours and are held 2-3 days a week. Sessions include instructional materials, pen/paper, and a meal. Note: a minimum of 35 students must enroll in LEA's schools for LCC to service that site.

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

Number of Students Served in 2008-2009: 1258
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 12
Number of Students to be Served: 35 - 4000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	16	Percent of parents who were satisfied with this tutor	94%	81%
	16	Average overall letter grade from parents	A-	B+
Teachers	149	Constructed letter grade from teachers for effects on classroom performance	C	C
	149	Percent of teachers who agreed this tutor positively impacted students' learning	25%	34%

*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 2008 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	4	<10	3	4	<10
4	9	<10	4	9	<10
5	20	C	5	20	C
6	4	<10	6	2	<10
7	61	C	7	60	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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 1258 parents were asked to participate in this evaluation and 16, or 1%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	16	81	53
Attendance	15	53	38
Study habits	15	80	58
Ease of completing homework	15	80	60
Overall grades	16	88	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	16	50	63
I have seen a copy of the tutoring learning plan	16	38	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **33%** (number responding to the question = 15, statewide average = 77%).

- Percentage of parents that would send their child to this tutor again: **88%** (number of respondents = 16, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **88%** (number of respondents = 16, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 1258 surveys for this evaluation and 149, or 12%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	149	28	31
Attendance	149	21	21
Classroom achievement	149	29	34
Homework	149	28	28
Math grades	149	17	24
English language arts grades	149	17	23
Overall grades	149	17	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	17	29	25
I have seen a copy of the tutoring-specific learning plan for this student	17	35	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **25%** (number of respondents = 149, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **25%** (number of respondents = 149, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Empowerment Learning Services

Overall Rating: D+

Overall Rating in 2008: C

Contact Information:

Sue Goodman
5713 Beaubien St.
Las Vegas, NV 89142

Telephone: 313-732-7332
Fax: 313-874-3838
E-mail: Empowerment.learning@yahoo.com

Program Information:

Program Description as Provided by Empowerment Learning Services: Empowerment Learning Services instructs with research-based programs that are aligned with the National, State, and District standards. Individual placement tests are provided to ensure that students are being taught at their optimal instructional level. On-going assessments help teacher's track progress and make informed decisions to determine which concepts and skills need to be targeted for further instruction. Direct Instruction programs help teachers and students document achievement and monitor progress toward grade level benchmarks. Tutoring sessions during the week will be twice a week two hours each. Saturday sessions will be four hours each Saturday. Sessions before school will be one hour each morning from Monday thru Thursday, each will last for approximately ten weeks. Summer sessions will be held for two hours a day Monday thru Thursday for five weeks. Sessions will be held on-site, in-home, or at the public library.

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

Number of Students Served in 2008-2009: 143
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)

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 2
Number of Students to be Served: 1 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	12	Percent of parents who were satisfied with this tutor	58%	81%
	12	Average overall letter grade from parents	B	B+
Teachers	42	Constructed letter grade from teachers for effects on classroom performance	C	C
	42	Percent of teachers who agreed this tutor positively impacted students' learning	26%	34%

*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 2008 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	5	<10	3	5	<10
4	8	<10	4	8	<10
5	6	<10	5	6	<10
6	12	C	6	11	C
7	7	<10	7	7	<10

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 2007-2008 school year.

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 2008-2009 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 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 143 parents were asked to participate in this evaluation and 12, or 9%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	12	33	53
Attendance	12	25	38
Study habits	12	42	58
Ease of completing homework	12	50	60
Overall grades	12	58	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	12	58	63
I have seen a copy of the tutoring learning plan	12	67	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **33%** (number responding to the question = 12, statewide average = 77%).

- Percentage of parents that would send their child to this tutor again: **58%** (number of respondents = 12, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **58%** (number of respondents = 12, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 143 surveys for this evaluation and 42, or 30%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	42	26	31
Attendance	42	24	21
Classroom achievement	42	29	34
Homework	42	26	28
Math grades	42	26	24
English language arts grades	42	26	23
Overall grades	42	29	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	16	19	25
I have seen a copy of the tutoring-specific learning plan for this student	16	25	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **26%** (number of respondents = 42, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **29%** (number of respondents = 42, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good to Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	100	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	100	
Overall tone of teacher comments/perceptions of provider	2		100
Overall tone of parent comments/perceptions of provider	2		100

Provider Profile
Sylvan Learning Center - Southfield

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: C+

Contact Information:

Rahshida Stephens
24724 Lahser
Southfield, MI 48075

Telephone: 248-356-4283
Fax: 248-356-4351
E-mail: sylvansouthfieldcenter@yahoo.com

Program Information:

Program Description as Provided by Sylvan Learning Center - Southfield: Sylvan Learning Center uses a diagnostic-prescriptive instructional model that allows for customization and personalization of academic programs. The Sylvan Skills Assessment identifies strengths and weaknesses. Then we design a program to help students catch up and/or move head. Our instruction is delivered by caring, certified teachers who love to teach. In 2005, 81% of Sylvan's reading students, and 87% of Sylvan's math students increased at least one grade equivalent 36 hours of instruction. We offer individualized instruction as well a motivation program to boost self-confidence. Students are tutored onsite at the center. Students are not required to bring any instructional materials to the center. Students receive their own Notebooks that include their personalized lesson plans. Reading texts/anthologies and math manipulatives are provided. Computers are available for instructional use. Tutoring is offered after school Monday- Friday, and on Saturday, for 1- 4 hours, up to four days per week.

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

Number of Students Served in 2008-2009: 11
Offers Transportation: Yes
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Place of Business, Via Technology

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 1 - 750
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 3 students
- **Computer-based:** 1 teacher per 3 students
- **Online instruction:** 1 teacher per student

Summary Consumer Satisfaction and Academic Achievement 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	0%	81%
	1	Average overall letter grade from parents	C	B+
Teachers	3	Constructed letter grade from teachers for effects on classroom performance	D	C
	3	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 11 parents were asked to participate in this evaluation and 1, or 9%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in...	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	100	53
Attendance	1	100	38
Study habits	1	100	58
Ease of completing homework	1	0	60
Overall grades	1	100	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	0	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **0%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **0%** (number of respondents = 1, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 11 surveys for this evaluation and 3, or 27%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in...	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	3	33	31
Attendance	3	0	21
Classroom achievement	3	33	34
Homework	3	33	28
Math grades	3	0	24

Teacher Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	**Number of Teachers Responding to the Question**	**Percent Noting Improvement**	**Statewide Average**
English language arts grades	3	0	23
Overall grades	3	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	2	0	25
I have seen a copy of the tutoring-specific learning plan for this student	2	100	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 3, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 3, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	0		
Overall tone of parent comments/perceptions of provider	0		

MICHIGAN Department of Education

Provider Profile
Sylvan Learning Center

www.educate.com

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: Not available

Contact Information:

Judy Miller
67200 Van Dyke, Suite 201
Washington, MI 48095

Telephone: 586-336-1085
Fax: 586-336-1384
E-mail: jmiller@LearningResultsInc.com

Program Information:

Program Description as Provided by Sylvan Learning Center: We start with a thorough skills assessment and work with the parent to establish goals. The goals are based on teaching the below grade level and on grade level skills identified by the assessment as not yet mastered. Most students achieve at least one year's growth in one area after the initial 36 hours of instruction, based on a standardized test. If the student does not meet this growth, we provide an additional 12 hours of instruction at no additional cost. Our sessions involve a student coming to our center and working with a teacher at a table of no more than 3 students, or working online from home. Most materials are selected from nationally recognized texts and manipulatives, and some computer work may also be performed. Sessions are usually 1-2 hours long. Students usually attend 1-12 hours per week.

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

Number of Students Served in 2008-2009: 9
Offers Transportation: No
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Some Schools as Selected by the District(s), Place of Business, Via Technology

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 1 - 50
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 3 students
- **Computer-based:** 1 teacher per 3 students
- **Online instruction:** 1 teacher per 3 students

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	4	Percent of parents who were satisfied with this tutor	75%	81%
	4	Average overall letter grade from parents	A-	B+
Teachers	1	Constructed letter grade from teachers for effects on classroom performance	E	C
	1	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 9 parents were asked to participate in this evaluation and 4, or 44%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	4	75	53
Attendance	4	25	38
Study habits	4	75	58
Ease of completing homework	4	75	60
Overall grades	4	75	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	4	75	63
I have seen a copy of the tutoring learning plan	4	75	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **75%** (number responding to the question = 4, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **75%** (number of respondents = 4, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **75%** (number of respondents = 4, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 9 surveys for this evaluation and 1, or 11%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	1	0	31
Attendance	1	0	21
Classroom achievement	1	0	34
Homework	1	0	28
Math grades	1	0	24
English language arts grades	1	0	23
Overall grades	1	0	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	100	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 1, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 1, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

MICHIGAN Department of Education

Provider Profile
GLM Associates

glmassociates.com

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: B+

Contact Information:

Linda Pastucha
13834 Fairmount
Detroit, MI 48205

Telephone: 313-461-5809
Fax: 313-527-2915
E-mail: lpastucha@sbcglobal.net

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 on a Sony PlayStation 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.

Number of Students Served in 2008-2009: 14
Offers Transportation: No
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Some Schools as Selected by the District(s), Place of Religious Worship

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 50
Number of Students to be Served: 24 - 400
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	50%	81%
	1	Average overall letter grade from parents	A	B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	B	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	50%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 14 parents were asked to participate in this evaluation and 2, or 14%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	50	53
Attendance	2	50	38
Study habits	2	50	58
Ease of completing homework	2	50	60
Overall grades	2	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	50	63
I have seen a copy of the tutoring learning plan	2	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **50%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **50%** (number of respondents = 2, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 14 surveys for this evaluation and 2, or 14%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	2	50	31
Attendance	2	0	21
Classroom achievement	2	50	34
Homework	2	50	28
Math grades	2	50	24
English language arts grades	2	0	23
Overall grades	2	50	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **50%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **50%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan

	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation

	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Back 2 Basics Tutorial Services, LLC

Overall Rating: B-

Overall Rating in 2008: B+

Contact Information:

Karen McEwen
24301 Eastwood
Oak Park, MI 48237

Telephone: 313-460-6550
Fax: 248-399-7898
E-mail: karen_mcewen@yahoo.com

Program Information:

Program Description as Provided by Back 2 Basics Tutorial Services, LLC: Back 2 Basics Tutorial Services is unique because each student receives an individualized plan of instruction which is designed to meet or exceed his or her specific needs. These needs are determined by various assessments that are completed before the student receives instruction. The students who are enrolled in the program can expect to receive exemplary instruction in a more peaceful and intimate classroom environment, with a student to teacher ratio no greater than 1 to 5, contradictory to the environmnet in an urban public school system. Back 2 Basics is designed to strengthen not only the academic attributes of the student, but to strengthen the relationship between the parent, the educator, and the student.

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

Number of Students Served in 2008-2009: 42
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 Religious Worship, Student's Home, Other

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 26
Number of Students to be Served: 1 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	8	Average overall letter grade from parents	A-	B+
Teachers	15	Constructed letter grade from teachers for effects on classroom performance	B	C
	15	Percent of teachers who agreed this tutor positively impacted students' learning	20%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 42 parents were asked to participate in this evaluation and 8, or 19%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	8	88	53
Attendance	8	50	38
Study habits	8	100	58
Ease of completing homework	8	100	60
Overall grades	8	75	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	8	88	63
I have seen a copy of the tutoring learning plan	8	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **50%** (number responding to the question = 8, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 8, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 8, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 42 surveys for this evaluation and 15, or 36%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	15	47	31
Attendance	15	20	21
Classroom achievement	15	53	34
Homework	15	40	28
Math grades	15	40	24
English language arts grades	15	20	23
Overall grades	15	40	27

Teacher Responses to Questions About Communications With the Provider*			
Survey Question	**Number of Teachers Responding to the Question**	**Percent "Yes"**	**Statewide Average**
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	3	0	25
I have seen a copy of the tutoring-specific learning plan for this student	3	33	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **20%** (number of respondents = 15, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **20%** (number of respondents = 15, statewide average = 33%)

District Coordinator Survey Data

- This provider served 3 districts. Coordinators in 2 districts, or 67%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	2	0	0	0	0
Submission of student attendance data	2	0	0	0	0
Submission of student progress reports	2	0	0	0	0
Submission of invoices	2	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good to Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	2	100	
Students frequently absent or have sporadic attendance	2	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	2	50	
Overall tone of teacher comments/perceptions of provider	2		50
Overall tone of parent comments/perceptions of provider	2		50

Provider Profile
A to Z In-Home Tutoring

www.atoztutoring.com

Overall Rating: B

Overall Rating in 2008: C+

Contact Information:

Don Cochran
306 Jefferson St.
Madison, IN 47250

Telephone: 812-265-7777
Fax: 812-273-7104
E-mail: don.cochran@atoztutoring.com

Program Information:

Program Description as Provided by A to Z In-Home Tutoring: A to Z In-Home Tutoring provides one-on-one instruction in the comfort and convenience of the student's home, or at school in small groups. Students are pre-tested to determine exactly what subject areas in which they need help. The student's family and the tutor determine the tutoring schedule. Days and times for tutoring are coordinated with sessions ranging from two to three times per week and lasting between one and two hours. Students tutored by A to Z tutors in the 2005 to 2006 academic year improved an average of six months in grade level competency with just 25 hours of one-on-one instruction. Students improved an average of nine months in math and five months in reading. All tutors are either local certified teachers or professionals with expertise in the subject matter appropriate for each student. Our staff members are dedicated to the success and overall achievement of each student.

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

Number of Students Served in 2008-2009: 22
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: No
Place(s) of Service: Some Schools as Selected by the District(s), Student's Home

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 1 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	4	Percent of parents who were satisfied with this tutor	100%	81%
	4	Average overall letter grade from parents	A	B+
Teachers	1	Constructed letter grade from teachers for effects on classroom performance	D	C
	1	Percent of teachers who agreed this tutor positively impacted students' learning	100%	34%

*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.

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 2008-2009 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 22 parents were asked to participate in this evaluation and 4, or 18%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	4	75	53
Attendance	4	50	38
Study habits	4	75	58
Ease of completing homework	4	75	60
Overall grades	4	75	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	4	100	63
I have seen a copy of the tutoring learning plan	4	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 4, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 4, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 4, statewide average = 80%)

Teacher Survey Data

- Teachers were asked to complete 22 surveys for this evaluation and 1, or 5%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	1	100	31
Attendance	1	0	21
Classroom achievement	1	0	34
Homework	1	0	28
Math grades	1	0	24
English language arts grades	1	0	23
Overall grades	1	0	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **100%** (number of respondents = 1, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **100%** (number of respondents = 1, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	1	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan

	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation

	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Sylvan Learning Center - Detroit

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: C+

Contact Information:

Rahnetta Stephens
66 Lothrop
Detroit, MI 48223

Telephone: 313-537-7668
Fax: 313-537-8140
E-mail: sylvandetroitcenter@yahoo.com

Program Information:

Program Description as Provided by Sylvan Learning Center - Detroit: Sylvan Learning Center uses a diagnostic-prescriptive instructional model that allows for customization and personalization of academic programs. The Sylvan Skills Assessment identifies strengths and weaknesses. Then we design a program to help students catch up and/or move head. Our instruction is delivered by caring, certified teachers who love to teach. In 2005, 81% of Sylvan's reading students, and 87% of Sylvan's math students increased at least one grade equivalent 36 hours of instruction. We offer individualized instruction as well a motivation program to boost self-confidence. Students are tutored onsite at the center. Students are not required to bring any instructional materials to the center. Students receive their own Notebooks that include their personalized lesson plans. Reading texts/anthologies and math manipulatives are provided. Computers are available for instructional use. Tutoring is offered after school Monday- Friday, and on Saturday, for 1- 4 hours, up to four days per week.

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

Number of Students Served in 2008-2009: 32
Offers Transportation: Yes
English Language Learner: No
Students With Disabilities: No
Place(s) of Service: Place of Business

Subject Areas: 161
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 1 - 300
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 3 students
- **Computer-based:** Not available
- **Online instruction:** 1 teacher per student

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents		Percent of parents who were satisfied with this tutor		81%
		Average overall letter grade from parents		B+
Teachers	3	Constructed letter grade from teachers for effects on classroom performance	A	C
	3	Percent of teachers who agreed this tutor positively impacted students' learning	67%	34%

*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.

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 2008-2009 school year.

- 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Teacher Survey Data

- Teachers were asked to complete 32 surveys for this evaluation and 3, or 9%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	3	67	31
Attendance	3	67	21
Classroom achievement	3	67	34
Homework	3	67	28
Math grades	3	33	24
English language arts grades	3	33	23
Overall grades	3	67	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	100	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **67%** (number of respondents = 3, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **67%** (number of respondents = 3, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 1 district, or 50%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	0	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	0		
Overall tone of parent comments/perceptions of provider	0		

Provider Profile
Mentorscope LLC

www.mentorscope.com

Overall Rating: Not available

No students served in 2008-2009

Overall Rating in 2008: C+

Contact Information:

	Telephone:	Fax:	E-mail:
Anita Jackson P.O. Box 806467 St. Clair Shores, MI 48080	313-673-0040	313-245-4687	ajackson@mentorscope.com

Program Information:

Program Description as Provided by Mentorscope LLC: Mentorscope offers a high quality prescriptive Reading/Language Arts and Mathematics program for grades K-12 for small groups, one-to-one, and on-line instruction designed to improve the performance and achievement of students. Students work at a challenging yet comfortable level in a 5 to 1 student-teacher ratio for small group instruction. All teachers are trained in Mentorscope's teaching methodology, which stresses accurate assessment and achievement of measurable objectives. Administration of a pre and post test allows measurement of each student's progress. All Instructional Specialists and/or administrators will train on reasearch-based instructional strategies and techniques to best meet student's needs, including retired, special education and English as a Second Language(ESOL) teachers. Mentorscope operates under a philosophy of "Guiding Youth to the Pathway of Success" not just in the same way or on the same day! Tutors will be trained to identify each student's independent learning style and create an Individualized Learning Plan accordingly.

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

Number of Students Served in 2008-2009: N/A
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, Other

Subject Areas: 125
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 1 - 1500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

Summary Consumer Satisfaction and Academic Achievement Information:

Although approved in 2008-2009, Mentorscope LLC did not provide any services. Therefore, consumer satisfaction data is not available. Mentorscope LLC is not an approved provider for 2009-2010.

Academic Achievement: There are limited or no data available on the basis of which to assess this provider's impact on academic achievement.

MICHIGAN Department of Education

Provider Profile
Get It Done

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: D

Contact Information:

Krystal Krouch
24724 Lahser Rd.
Southfield, MI 48034

Telephone: 248-396-8794
Fax: 248-350-9411
E-mail: gidpw@yahoo.com

Program Information:

Program Description as Provided by Get It Done: Our assessment pinpoints the precise areas students need help in. We develop a clearly defined individualized program for our students with feedback from both parents and teachers. During the 2005-2006 school year, our students increased as much as 70% on the Math Post-Test. This demonstrates that once students acquire key skills needed they are able to become successful. Our reading students increased by as much as 30% on the post-tests. We adhere strongly to the Grade Level Content Expectations, and assuring students that they can meet those expectations. Students are taught in small settings. Students also attend Skills Workshops to assure that skills are acquire and retained. Tutoring classes last 1-4 hours, and occur Monday-Saturday, up to 4 times a week. Tutoring takes place at our Learning Center. All materials are provided and computers are available for instructional use.

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

Number of Students Served in 2008-2009: N/A
Offers Transportation: Yes
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, Via Technology

Subject Areas: 73
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 15 - 750
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** 1 teacher per student

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents		Percent of parents who were satisfied with this tutor		81%
		Average overall letter grade from parents		B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	A	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	50%	34%

*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.

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 2008-2009 school year.

- 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Teacher Survey Data

- Teachers were asked to complete 4 surveys for this evaluation and 2, or 50%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	2	50	31
Attendance	2	50	21
Classroom achievement	2	50	34
Homework	2	50	28
Math grades	2	50	24
English language arts grades	2	0	23
Overall grades	2	50	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	0	25
I have seen a copy of the tutoring-specific learning plan for this student	1	0	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **50%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **50%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 2 districts. Coordinators in 2 districts, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	0	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	0		
Overall tone of parent comments/perceptions of provider	0		

Provider Profile
Kumon Math and Reading Centers

Overall Rating: Not available

No students served in 2008-2009

Summary Consumer Satisfaction and Academic Achievement Information:

Although approved in 2008-2009, Kumon Math and Reading Centers did not provide any services. Therefore, consumer satisfaction data is not available. Academic achievement data is available for the prior year. Kumon Math and Reading Centers is not an approved provider for 2009-2010.

Academic Achievement: Impact of Provider's Services on 2008 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	19	C	3	19	C
4	9	<10	4	9	<10
5	7	<10	5	7	<10
6	0	Not available	6	0	Not available
7	0	Not available	7	0	Not available

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 2007-2008 school year.

How the Statistics Were Calculated:

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Provider Profile
Community Healing Center

Overall Rating: Not available

No students served in 2008-2009

Summary Consumer Satisfaction and Academic Achievement Information:

Although approved in 2008-2009, Community Healing Center did not provide any services. Therefore, consumer satisfaction data is not available. Academic achievement data is available for the prior year. Community Healing Center is not an approved provider for 2009-2010.

Academic Achievement: Impact of Provider's Services on 2008 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	4	<10	3	4	<10
4	2	<10	4	0	Not available
5	2	<10	5	0	Not available
6	2	<10	6	2	<10
7	10	C	7	10	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 2007-2008 school year.

How the Statistics Were Calculated:

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Provider Profile
Club Z In-home Tutoring

Overall Rating: Not available

No students served in 2008-2009

Summary Consumer Satisfaction and Academic Achievement Information:

Although approved in 2008-2009, Club Z In-home Tutoring did not provide any services. Therefore, consumer satisfaction data is not available. Academic achievement data is available for the prior year. Club Z In-home Tutoring is not an approved provider for 2009-2010.

Academic Achievement: Impact of Provider's Services on 2008 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	31	C	3	31	C
4	15	C	4	14	C
5	4	<10	5	4	<10
6	10	C	6	10	C
7	10	C	7	10	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 2007-2008 school year.

How the Statistics Were Calculated:

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Provider Profile
iLEARNED Online, LLC

www.ilearnedonline.com

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: Not available

Contact Information:

	Telephone:	Fax:	E-mail:
Haaris Ahmad 4153 Monarch Ave. Canton, MI 48188	734-652-0345	480-287-9780	info@ilearnedonline.com

Program Information:

Program Description as Provided by iLEARNED Online, LLC: iLEARNED takes an individualized approach of 1:1 tutoring tailored to MDE and MEAP standards. The student uses an interactive whiteboard where worksheets are worked on in an online real-time collaborative environment. Tutors see what the student is doing and can easily send supplementary material immediately if the student does not understand the topic. Interaction is also via online voice/text chat. This allows multiple touchpoints between tutor and student and allows the student to review the session afterwards. This is especially helpful as the student's learning continues even after the session. Typical sessions are 1 hour with 5 minutes in the beginning to quickly review past material and 5 minutes at the end to answer questions. Students improve academic achievement because they progress at their own pace with a personal tutor watching every step and able to correct mistakes immediately.

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

Number of Students Served in 2008-2009: 48
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: No
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Place of Religious Worship, Via Technology

Subject Areas: English, Mathematics
Grades Served: 1-12
Estimated Hours of Tutoring Per Student: 15
Number of Students to be Served: 5 - 150
Student-Teacher Ratios:
- **Classroom:** Not available
- **Computer-based:** Not available
- **Online instruction:** 1 teacher per student

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	100%	81%
	2	Average overall letter grade from parents	B	B+
Teachers		Constructed letter grade from teachers for effects on classroom performance		C
		Percent of teachers who agreed this tutor positively impacted students' learning		34%

*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 2008 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	0	Not available	3	0	Not available
4	0	Not available	4	0	Not available
5	0	Not available	5	0	Not available
6	0	Not available	6	0	Not available
7	24	C	7	24	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 2007-2008 school year.

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 2008-2009 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."

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 48 parents were asked to participate in this evaluation and 2, or 4%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	0	53
Attendance	2	50	38
Study habits	2	0	58
Ease of completing homework	2	100	60
Overall grades	2	50	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	0	63
I have seen a copy of the tutoring learning plan	2	0	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly,"

"every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.

- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **0%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **50%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **50%** (number of respondents = 2, statewide average = 80%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan

	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation

	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Chancellor Supplemental Educational Services, LLC

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: D+

Contact Information:

G. Alex Fernandez
3250 Mary Street Suite 202
Coconut Grove, FL 33133

Telephone: 305-648-5948
Fax: 305-648-5956
E-mail: alex@chancellorlearning.com

Program Information:

Program Description as Provided by Chancellor Supplemental Educational Services, LLC: Chancellor Supplemental Educational Services, LLC (CSES) provides a tutorial program for students in grades K-12 in Language Arts, Reading & Mathematics. Our model is based on 15 years of independent studies showing improved achievement for low performing students. During a typical 90 minute session, students work at engaging and challenging stations that are both hands-on as well as paper and pencil. Certified instructors provide high quality systematic instruction. At the Teacher Station for both Reading and Mathematics the tutor works one-on-one with the student following an individual plan to address specific needs. A minimum number of 20 students would need to enroll with us at a school site in order to implement our program. We work with Limited English Proficient students as well as students with disabilities with specific learning needs. Parents are kept informed of student progress throughout the cycle via progress reports.

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

Number of Students Served in 2008-2009: 24
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Place of Religious Worship

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 40
Number of Students to be Served: 50 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	2	Percent of parents who were satisfied with this tutor	100%	81%
	2	Average overall letter grade from parents	B	B+
Teachers		Constructed letter grade from teachers for effects on classroom performance		C
		Percent of teachers who agreed this tutor positively impacted students' learning		34%

*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 2008 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	14	C	3	14	C
4	6	<10	4	6	<10
5	11	C	5	11	C
6	6	<10	6	6	<10
7	4	<10	7	4	<10

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 2007-2008 school year.

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 2008-2009 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."

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 24 parents were asked to participate in this evaluation and 2, or 8%, returned a survey.

Parent Responses to Measures of Student Achievement			
Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	2	100	53
Attendance	2	100	38
Study habits	2	100	58
Ease of completing homework	2	100	60
Overall grades	2	100	60

Parent Responses to Questions About Communications With the Provider			
Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	2	100	63
I have seen a copy of the tutoring learning plan	2	50	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**More than once per month**." Choices included "more than once per

month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.

- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 2, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 2, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 2, statewide average = 80%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan

	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation

	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Education Station
www.edstation.net

Overall Rating: Not available
No students served in 2008-2009
Overall Rating in 2008: C

Contact Information:

Heather Sporrer
10106 W San Juan Way, Suite 100
Littleton, CO 80127

Telephone: 800-256-5993
Fax: 800-246-2154
E-mail: EducationStation@klcorp.com

Program Information:

Program Description as Provided by Education Station: Education Station's small group direct instruction is available for students in Grades K-12 who are functioning at instructional levels K-8 in reading and 1-8 in math. Our intensive research-based reading and math programs deliver results by targeting each student's skill gaps. Each student completes an initial assessment which is used to create an individualized Student Plan, our road map to your child's success. Our programs will help your child master the skills needed to catch up and get ahead. Our dedicated and trained teachers understand your child's needs. Our programs, which are aligned to Michigan state standards, are generally delivered at school sites, after the regular school day. Most students will receive two or more, 60-90 minute instructional sessions each week. Education Station strives to minimize student:teacher ratios in the on-site small group instructional programs with a targeted student:teacher ratio of 5:1.

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

Number of Students Served in 2008-2009:
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: Yes
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Place of Religious Worship

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 20
Number of Students to be Served: 25 - 10000
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer satisfaction data is not available because Education Station either did not serve any students in 2008-2009 or no surveys were returned. However, academic achievement data is available. Education Station is not an approved provider for 2009-2010.

Academic Achievement: Impact of Provider's Services on 2008 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	34	C	3	34	C
4	36	C	4	35	A
5	40	C	5	38	C
6	43	C	6	41	C
7	63	C	7	61	E

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 2007-2008 school year.

How the Statistics Were Calculated:

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

MICHIGAN Department of Education

Provider Profile
Ace It Detroit

Overall Rating: Not available

No surveys were returned
Overall Rating in 2008: C+

Contact Information:

Samuel Stephens
24724 Lahser Suite 100
Southfield, MI 48034

Telephone: 248-747-3310
Fax: 877-689-4655
E-mail: aceitdetroit@yahoo.com

Program Information:

Program Description as Provided by Ace It Detroit: "Ace it!" Tutoring is an education model, developed by Sylvan Learning, Inc., which has provided tutoring to more than two million students over 25 years. Students take a Pre-Test to determine skill strengths and weaknesses. Students are tested every two or three lessons throughout the program. Our curriculum is research based and uses a combination of personalized instruction, small class interaction and student motivation. This instructional system allows us to target educational assistance to students where they need it most. The Ace It! program is very hands on, and appeals to many different learning styles. All students receive their own Student Resource Book. The program relies heavily on the use of math manipulatives and high interest reading texts. Tutoring takes place before or after school, and on Saturdays. Classes last from 1 to 4 hours. We tutor in local schools, libraries, community centers, and other neighborhood locations.

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

Number of Students Served in 2008-2009: 8
Offers Transportation: Yes
English Language Learner: Yes
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 15 - 750
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** Not available
- **Online instruction:** Not available

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer satisfaction data is not available because Ace It Detroit either did not serve any students in 2008-2009 or no surveys were returned. However, academic achievement data is available. Ace It Detroit is not an approved provider for 2009-2010.

Academic Achievement: Impact of Provider's Services on 2008 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	12	C	3	12	C
4	11	C	4	11	C
5	8	<10	5	8	<10
6	0	Not available	6	0	Not available
7	0	Not available	7	0	Not available

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 2007-2008 school year.

How the Statistics Were Calculated:

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2007-2008 school year compared to a control group matched to SES recipients based on 2007 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 2007 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.

Provider Profile
Vanguard Community Development Corporation

www.vanguardcdc.org

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: B

Contact Information:

	Telephone:	Fax:	E-mail:
Robert Counts 2785 East Grand Boulevard Detroit, MI 48211	313-872-7831	313-872-7832	rcounts@vanguardcdc.org

Program Information:

Program Description as Provided by Vanguard Community Development Corporation: Vanguard's tutorial approach utilizes a researched-based delivery system that identifies, addresses, and corrects academic deficits, as well as helping students master math and the English Language Arts. In addition to traditional instructional methods, we seek to achieve "Learning through the back door" so as to engage less motivated and achieving students in the learning process. Innovative learning modalities will be used, to include: Smart Boards, On-line learning, Computer lab time, class room relevant learning, real life situations, all within a positive environment. The SES program will offer tutorial services for Middle and High School students at Vanguard Community Center and Second Ebenezer Church. The program will operate Monday thru Thursday from 4:00 to 6:00, Saturday 9:00am to 12:00 pm. On-line tutoring in both English and math will be accessible to students 24 hours a day using Skills Tutor software aligned with the National Education standards and the Michigan Curriculum framework.

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

Number of Students Served in 2008-2009: 24
Offers Transportation: No
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Community Center, Place of Religious Worship

Subject Areas: English, Mathematics
Grades Served: 6-12
Estimated Hours of Tutoring Per Student: 32
Number of Students to be Served: 10 - 500
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per 30 students

2009-2010 Service Areas:

Numerous in Wayne County. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents		Percent of parents who were satisfied with this tutor		81%
		Average overall letter grade from parents		B+
Teachers	3	Constructed letter grade from teachers for effects on classroom performance	A	C
	3	Percent of teachers who agreed this tutor positively impacted students' learning	100%	34%

*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.

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 2008-2009 school year.

- 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Teacher Survey Data

- Teachers were asked to complete 24 surveys for this evaluation and 3, or 13%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	3	100	31
Attendance	3	67	21
Classroom achievement	3	100	34
Homework	3	100	28
Math grades	3	67	24
English language arts grades	3	67	23
Overall grades	3	67	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **100%** (number of respondents = 3, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **100%** (number of respondents = 3, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan

	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	Percent "Yes"	Percent "Mostly Positive"
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
ESRP ComfortZone Tutorial Program

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: Not available

Contact Information:

Cozette Calvert
P O Box 40221
redford Twp, MI 48240

Telephone: 313-948-8364
Fax: 313-534-4209
E-mail: comfortzone@esrpllc.com

Program Information:

Program Description as Provided by ESRP ComfortZone Tutorial Program: The ComfortZone Program incorporates character education and methods of Precision and Direct Instruction to raise academic achievement. Appropriate assessments, covering Michigan Department of Education standards, help set goals to meet MDE, district and classroom objectives. Program effectiveness involves instructor-family-teacher collaboration and practice strategies which foster students' thinking, fluency in subject matters, and positive learning. Standard 1-2 hour sessions, 1-3 times/week, run 6 to 8 weeks to provide approximately 30 service hours; however various schedules may be designed to accommodate families and students. School and community facilities within close proximity to students, schools, and instructional staff are used to provide services. Sites offering environmental intrigue and/or innovative experiences may be used with approval. Presently, the program is not technologically based; however, when needed, public library sessions are held. Instructional materials include course texts and educational resources which foster metacognition, target course objectives and measure performance.

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

Number of Students Served in 2008-2009: 1
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, Other

Subject Areas: English, Mathematics
Grades Served: 3-12
Estimated Hours of Tutoring Per Student: 27
Number of Students to be Served: 2 - 40
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 6 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Oakland and Wayne counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents		Percent of parents who were satisfied with this tutor		81%
		Average overall letter grade from parents		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%	34%

*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.

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 2008-2009 school year.

- 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Teacher Survey Data

- Teachers were asked to complete 1 survey for this evaluation and 1, or 100%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	1	100	31
Attendance	1	100	21
Classroom achievement	1	100	34
Homework	1	0	28
Math grades	1	100	24
English language arts grades	1	0	23
Overall grades	1	100	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	1	100	25
I have seen a copy of the tutoring-specific learning plan for this student	1	100	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Never**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **100%** (number of respondents = 1, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **100%** (number of respondents = 1, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements					
	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	0	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	0		
Overall tone of parent comments/perceptions of provider	0		

Provider Profile
Alternatives Unlimited, Inc.

www.aututoring.com

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: C+

Contact Information:

John Sullivan
8508 Loch Raven Blvd., Suite E

Baltimore, MD 21286

Telephone: 410-339-3945

Fax: 410-339-7496

E-mail: jsullivan@alt-unlimited.com

Program Information:

Program Description as Provided by Alternatives Unlimited, Inc.: The Alternatives Unlimited (AU) tutoring program has been successful in helping students improve skills in reading and mathematics by providing individual and small-group tutoring (1:5-8 student/tutor ratio), twice weekly for 2 hours. AU uses an interactive, hands-on pedagogical approach. While individualized instruction focuses on helping students develop and strengthen the fundamental math and/or language arts skills necessary for academic success, the tutoring activities target the skill sets that the student's assessment and diagnostic data indicate they have not yet mastered. Information provided by parents, teachers, and district resource specialists (when appropriate) is considered along with assessment data, to develop an individualized Student Learning Plan which drives instruction. Alternatives Unlimited will provide highly qualified personnel, all equipment, materials, supplies as well as professional development and parental involvement activities necessary in order to deliver remedial basic skills instruction to students failing or at-risk of failing as required under Title I regulations.

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

Number of Students Served in 2008-2009: 22
Offers Transportation: No
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

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 35
Number of Students to be Served: 7 - 99999
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 8 students
- **Online instruction:** 1 teacher per student

2009-2010 Service Areas:

Statewide

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents		Percent of parents who were satisfied with this tutor		81%
		Average overall letter grade from parents		B+
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	E	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 school year.

- 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Teacher Survey Data

- Teachers were asked to complete 22 surveys for this evaluation and 2, or 9%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	2	0	31
Attendance	2	0	21
Classroom achievement	2	0	34
Homework	2	0	28
Math grades	2	0	24
English language arts grades	2	0	23
Overall grades	2	0	27

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Not available**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 2, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 2, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Good**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
ACCESS Educational Services

www.accesscommunity.org

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: C-

Contact Information:

Sarah Shoucair
2651 Saulino Court Dearborn, MI 48120
Dearborn, MI 48120

Telephone: 313-842-6761

Fax: 313-842-5150

E-mail: sshoucair@accesscommunity.org

Program Information:

Program Description as Provided by ACCESS Educational Services: ACCESS' Educational Services is a high quality, research-based program that is designed to increase student achievement in math and reading. Our highly qualified staff works with each child to determine individualized goals, and utilizes research-based instructional methods to help students meet and exceed state standards in math and reading. We offer: *18 years experience as an Educational Provider *Commitment to improving school performance, particularly in Math & Reading *Research-based curriculum and instructional strategies *Ongoing communication with parents on children's progress *Highly qualified, state-certified teachers *Bilingual staff (Arabic,Spanish, Bangali) **A minimum of 10 students per school is required before arrangements are made with your local schools to provide services in their facilities.

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

Number of Students Served in 2008-2009: 21
Offers Transportation: No
English Language Learner: Yes
Students With Disabilities: No
Place(s) of Service: Community Center, Some Schools as Selected by the District(s), Student's Home

Subject Areas: English, Mathematics
Grades Served: K-8
Estimated Hours of Tutoring Per Student: 25
Number of Students to be Served: 10 - 200
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 5 students
- **Computer-based:** 1 teacher per 5 students
- **Online instruction:** Not available

2009-2010 Service Areas:

Detroit City School District, Dearborn City School District, Dearborn Heights School District #7, Melvindale-North Allen Park Schools, Hamtramck Public Schools, Lincoln Park Public Schools

Summary Consumer Satisfaction and Academic Achievement Information:

Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents		Percent of parents who were satisfied with this tutor		81%
		Average overall letter grade from parents		B+
Teachers	5	Constructed letter grade from teachers for effects on classroom performance	E	C
	5	Percent of teachers who agreed this tutor positively impacted students' learning	0%	34%

*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.

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 2008-2009 school year.

- 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.

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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Teacher Survey Data

- Teachers were asked to complete 21 surveys for this evaluation and 5, or 24%, were returned.

Teacher Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Teachers Responding to the Question	Percent Noting Improvement	Statewide Average
Attitude toward class	5	0	31
Attendance	5	0	21
Classroom achievement	5	0	34
Homework	5	0	28
Math grades	5	0	24
English language arts grades	5	0	23
Overall grades	5	0	27

Teacher Responses to Questions About Communications With the Provider*

Survey Question	Number of Teachers Responding to the Question	Percent "Yes"	Statewide Average
The tutor discussed the student's goals or tutoring plan with me before tutoring began.	4	0	25
I have seen a copy of the tutoring-specific learning plan for this student	4	25	38

*All responses in this section are for only those teachers aware a student was receiving SES before receiving the survey. Many teachers statewide were not aware specific students were receiving SES until they were asked to complete the survey and were not asked these questions.

- When asked, "Approximately how often has the tutor given you written or verbal reports about the student's progress?" the most frequent response was "**Quarterly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Teachers choosing "not sure" or leaving the question blank were not considered. (The most common statewide response was "never.")
- Percentage of teachers agreeing that this tutor positively impacted the student's learning: **0%** (number of respondents = 5, statewide average = 34%)
- Percentage of teachers that would recommend that other students use this tutor: **0%** (number of respondents = 5, statewide average = 33%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	1	1	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Fair**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	100	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100

Provider Profile
Sylvan Learning of Muskegon

www.educate.com

Overall Rating: Not available

Too few surveys were returned to estimate an overall grade

Overall Rating in 2008: A

Contact Information:

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Program Information:

Program Description as Provided by Sylvan Learning of Muskegon: Sylvan Learning seeks to partner with area school districts in order to help students that have been identified by the State of Michigan to develop essential reading and mathematical skills. Sylvan Learning will assess the needs of each student through an assessment to determine specific academic strengths and weaknesses. Each participant will have an individual learning plan designed around the specific needs identified through the assessment. This program will be taught in the traditional Sylvan method, with each students' progress based on skill mastery determined by scores earned through daily work. Instructional materials are provided for the student based on each individual lesson plan. At the completion of 36 hours, students participating in either Reading or Math programs will be given a final progress assessment to determine overall growth. Each session will range from 1-4 hours and 2-5 visits per week.

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

Number of Students Served in 2008-2009: 36
Offers Transportation: No
English Language Learner: No
Students With Disabilities: Yes
Place(s) of Service: Place of Business

Subject Areas: English, Mathematics
Grades Served: K-12
Estimated Hours of Tutoring Per Student: 36
Number of Students to be Served: 3 - 50
Student-Teacher Ratios:
- **Classroom:** 1 teacher per 3 students
- **Computer-based:** Not available
- **Online instruction:** Not available

2009-2010 Service Areas:

Numerous in Lake, Mason, Muskegon, Newaygo, Oceana, and Ottawa counties. Contact provider for details.

Summary Consumer Satisfaction and Academic Achievement 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%	81%
	1	Average overall letter grade from parents	B	B+
Teachers		Constructed letter grade from teachers for effects on classroom performance		C
		Percent of teachers who agreed this tutor positively impacted students' learning		34%

*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.

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 2008-2009 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 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.

Comprehensive Survey Information

The following sections present all useable data from surveys of parents, teachers, and district coordinators. The reader is cautioned that, for many providers, the count of respondents to the parent, teacher, and/or district coordinator surveys is very low. This means that a small number of people have a large amount of influence on the provider rating.

Parent Survey Data

- 36 parents were asked to participate in this evaluation and 1, or 3%, returned a survey.

Parent Responses to Measures of Student Achievement

Improvement Noted Since Tutoring Began in…	Number of Parents Responding to the Question	Percent Noting Improvement	Percent Noting Improvement Statewide
Attitude toward school	1	0	53
Attendance	1	0	38
Study habits	1	0	58
Ease of completing homework	1	0	60
Overall grades	1	0	60

Parent Responses to Questions About Communications With the Provider

Survey Question	Number of Parents Responding to the Question	Percent "Yes"	Percent "Yes" Statewide
The tutor discussed learning needs with me before tutoring began	1	100	63
I have seen a copy of the tutoring learning plan	1	100	57

- When asked, "How often does the tutor talk to you or give you a written report about your child's progress?" the most frequent response was "**Monthly**." Choices included "more than once per month," "monthly," "every two months," "quarterly," or "never." Parents choosing "not sure" or leaving the question blank were not considered.
- Among those receiving written reports on their child's progress (65% of parents statewide received a report), percentage of parents who found such reports "easy to understand": **100%** (number responding to the question = 1, statewide average = 77%).
- Percentage of parents that would send their child to this tutor again: **100%** (number of respondents = 1, statewide average = 83%)
- Percentage of parents that would recommend this tutor to someone else: **100%** (number of respondents = 1, statewide average = 80%)

District Coordinator Survey Data

- This provider served 1 district. Coordinators in 1 district, or 100%, returned a survey.

District Coordinators' Ratings of Compliance With Administrative Requirements

	Number of Districts Reporting That…				
	This is a Requirement	Provider Did **Not** Submit as Required	Submission Was **Not** Timely	Materials Were **Not** Accurate	Materials Were **Not** Complete
Submission of Individual Learning Plans (ILPs)	1	0	0	0	0
Submission of student attendance data	1	0	0	0	0
Submission of student progress reports	1	0	0	0	0
Submission of invoices	1	0	0	0	0

- When asked, "Overall, how would you rate the responsiveness of providers to district requests for the required information?" the average response was "**Excellent**" from choices including "Excellent," "Good," "Fair," or "Poor." Responses of "not sure" are excluded.

District Coordinators' Ratings of Fidelity to the Service Plan	
	Number of Districts Reporting the Service was *Not* Delivered as Stated
Instructional format/Approach to delivering instruction	0
Program content	0
Assessments	0

District Rating of Provider's Implementation			
	Number of Coordinators Responding to the Question	**Percent "Yes"**	**Percent "Mostly Positive"**
Tutoring services offered regularly	1	100	
Students frequently absent or have sporadic attendance	1	0	
If provider utilizes school facilities for tutoring, facilities are used in accordance with district guidelines	1	0	
Overall tone of teacher comments/perceptions of provider	1		100
Overall tone of parent comments/perceptions of provider	1		100