

Contact Information:

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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 through 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 2009-2010: 286 Offers Transportation: Yes English Language Learner: No Students With Disabilities: Yes Place(s) of Service: Place of Business, Place of Religious Worship	Subject Areas: English, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 240 Number of Students to be Served: 5 - 3000 Student-Teacher Ratios: <input checked="" type="checkbox"/> Classroom: 1 teacher per 5 students <input checked="" type="checkbox"/> Computer-based: 1 teacher per 8 students <input checked="" type="checkbox"/> Online instruction: Not available
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2010-2011 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	20	Percent of parents who were satisfied with this tutor	85%	80%
	20	Average overall letter grade from parents	A-	B+
Teachers	26	Constructed letter grade from teachers for effects on classroom performance	B	C
	26	Percent of teachers who agreed this tutor positively impacted students' learning	38%	30%

*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 2009 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	4	<10	4	3	<10
5	4	<10	5	5	C
6	4	<10	6	3	<10
7	14	A	7	13	A

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 2008-2009 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 2009-2010 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 focused on MEAP scores in fall 2009 for students receiving SES in the prior school year. The scaled math and reading scores of SES participants were compared to a matched control group of students not receiving SES. These nonparticipating students were drawn from the same school buildings and grades as SES participants, and matched to SES recipients on the basis of their 2008 MEAP scores, economic disadvantage status, special education status, and limited English proficiency status. The analysis controlled for the effects of students' schools and the 2008 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.