Evaluation of Supplemental Education Services

Summary Report

Prepared for
Michigan Department of Education

Table of Contents

Acknowledgments

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Introduction

This report provides statewide findings from the 2006-2007 evaluation of Supplemental Education Services (SES) in Michigan. The evaluation was conducted by Public Policy Associates, Inc. (PPA), a national public policy research, evaluation, and program development firm located in Lansing, Michigan, on behalf of Michigan Department of Education (MDE).

SES is provided to students throughout Michigan under the federal No Child Left Behind Act (NCLB). Under NCLB, it is the State's responsibility to ensure that the providers that are approved to offer SES meet certain quality standards. This evaluation represents a first step toward creating an effective system for assessing the performance of SES providers and disseminating this information to parents and school districts throughout the state.

The evaluation included four primary strands of activity:

- A survey of parents measured perceptions of the convenience of tutoring services, the quality of communication from the SES provider, student improvement, and overall satisfaction with tutoring.
- A survey of teachers measured the nature and extent of communications between tutors and teachers, and captured data on perceived student improvement and an overall assessment of providers.
- A survey of district-based SES coordinators measured the degree to which providers met the administrative requirements of their contracts, perceptions of program quality, and perceptions of program fidelity.
- An analysis of Michigan Education Assessment Program (MEAP) scores estimated the impact of SES on student achievement in math and English language arts/reading (ELA).

The data collected through these channels were reported in two ways. This report presents findings on the strengths and weaknesses of the SES program statewide. A series of provider-specific program profiles was also developed for posting on the MDE Web site. The profiles capture feedback specific to individual providers as well as descriptive data submitted as part of their applications to MDE for approved-provider status for 2007-2008.

This report on statewide SES program impacts is organized as follows:

- This section, the *Introduction*, provides an overview of the evaluation activities and reporting structure.
- *Survey Findings* presents findings from the parent, teacher, and District Coordinator surveys.
- *Impact of SES on MEAP Scores* presents findings from a statistical exploration of the impact of SES delivered in 2005-2006 on participants' 2006 math and ELA MEAP scores.
- *Conclusions and Recommendations* presents an overall summary of the findings as well as recommendations for the SES program that are suggested by the data.

This report should be read in conjunction with the technical report, submitted under separate cover, which provides a detailed review of the methodology of all three surveys and MEAP analysis as well as recommendations for improvement in the evaluation process.

Survey Findings

This section presents findings from the parent, teacher, and District Coordinator surveys. The reader is advised to consult the technical report for further information about the survey methodologies.

Survey Response Rates

Parent Survey

Statewide, surveys were mailed to 13,480 student households addressed to the parent or guardian of a named SES student. Of those, 1,334 were completed and returned, which is a 9.9% rate of return. Within the 1,334 returned surveys, however, 13.3% of parents reported that their child had not received any SES tutoring.

Ultimately, 1,053 of the 1,334 returned surveys were used in the parent analyses, which represented 78.9% of returned surveys and 7.7% of mailed surveys. Surveys were not usable for the following reasons: parents were unsure whether tutoring took place; parents could not identify the provider; surveys were missing all data; or tutoring was incomplete (i.e., virtually no services had been delivered, based on open-ended responses describing that an assessment had been completed and no actual tutoring services were provided). Table 1 displays the distribution of usable parent surveys across participating school districts.

Districts	Number of Useable Surveys	Percent of All Useable Surveys
Detroit Public Schools	884	84.0
Flint City School District	43	4.1
Willow Run Community Schools	27	2.6
Kalamazoo Public School District	24	2.3
Beecher Community School District	13	1.2
Grand Rapids Public Schools	11	1.0
Taylor School District	8	0.8
Highland Park City Schools	6	0.6
Benton Harbor Area Schools	5	0.5
Muskegon City School District	5	0.5
Redford Union School District	5	0.5
Muskegon Heights School District	4	0.4
Buena Vista School District	3	0.3
Michigan Technical Academy	3	0.3
Pontiac City School District	3	0.3

Table 1: Usable Parent Surveys by District

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Districts	Number of Useable Surveys	Percent of All Useable Surveys
Academy for Business and Technology	2	0.2
Academy of Michigan	2	0.2
Cherry Hill School of Performing Arts	2	0.2
Academy of Oak Park	1	0.1
Hamtramck Public Schools	1	0.1
Northridge Academy	1	0.1
Total	1,053	100.3

Participation in the survey from parents of a child enrolled in the two largest districts in the state was commensurate with these districts' contribution to the total SES student population. The Detroit Public Schools (DPS) district represented 82.5% of all surveys mailed to parents and 84% of the usable returned surveys. The Flint City School District represented 4.5% of all surveys mailed to parents and 4.1% of usable returned surveys.

Teacher Survey

Statewide, 12,615 survey requests were distributed to teachers, each referring to a named SES student.[1] District Coordinators were responsible for identifying the most appropriate teacher to evaluate each child's performance. Teachers could be asked to evaluate more than one child, and indeed, many teachers completed numerous surveys. From the 12,615 survey requests, 4,373 online surveys were completed, which is a 34.7% rate of return. However, 215 of these surveys were duplicates (based on student UIC), 101 had missing or invalid UICs or a parent survey had indicated the child had not received SES, and 692 surveys were blank across all items and were discarded. After these exclusions, the response rate is calculated as 26.7% (or 25% if undeliverable e-mail addresses are retained in the denominator).

Additional exclusions were made for the purposes of this report. Three hundred and fifteen responding teachers indicated that they had a conflict of interest with respect to evaluating a named provider. Although these cases were occasionally used in calculating statistics for provider profiles, they were excluded for this report. An additional 36 cases where the student was not in SES (per the responding teachers) were identified and excluded as well. The data used for this report thus included 3,013 surveys.

The distribution of usable teacher surveys across participating districts is shown in Table 2. Twenty-three districts are represented in the teacher survey data. Three-quarters of all surveys used in the teacher analyses were from the DPS.

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[1] Eight hundred and sixty-five cases in the Detroit e-mail-based sample were associated with undeliverable e-mail addresses.

Table 2: Usable Teacher Surveys by District

Districts	Number	Percent
Detroit Public Schools	2,265	75.2
Flint City School District	131	4.3
Kalamazoo Public School District	91	3.0
Beecher Community School District	85	2.8
Muskegon Heights School District	79	2.6
Highland Park City Schools	74	2.5
Grand Rapids Public Schools	54	1.8
Willow Run Community Schools	52	1.7
Redford Union School District	34	1.1
Northridge Academy	21	0.7
Academy of Oak Park	20	0.7
Michigan Technical Academy	20	0.7
Cherry Hill School of Performing Arts	18	0.6
Taylor School District	17	0.6
Buena Vista School District	13	0.4
Hamtramck Public Schools	10	0.3
Muskegon City School District	10	0.3
Pontiac City School District	6	0.2
Sault Ste. Marie Area Schools	4	0.1
Albion Public Schools	3	0.1
Charlotte Forten Academy	3	0.1
Academy for Business and Technology	2	0.1
Casa Richard Academy	1	0.0
Total	3,013	99.9

District Coordinator Survey

Center for Educational Performance Information (CEPI) data on students, districts, and SES providers included 252 district-provider matches. The 26 District Coordinators were mailed a list of the SES providers serving students in their districts along with the appropriate number of blank survey forms (with a few extras in the event that additional providers not recorded in CEPI were serving district students). On the basis of this request, District Coordinators returned 213 surveys. Five duplicates were deleted, resulting in a database of 208 useable surveys, or an 82.5% response rate.

Of these, two respondents indicated that they had a conflict of interest related to fairly evaluating the performance of the named SES provider and nine additional respondents did not answer this question. These surveys were excluded from the analyses conducted for this report.

Survey Timelines

All three surveys were administered in the last three weeks of May, a time when all districts were expected to have at least initiated their SES programs. Districts varied widely in their SES timelines, with some districts initiating service in September 2006 and others not having yet begun when PPA established contact in mid-March 2007. Although delaying the surveys would have provided additional time for late-starting districts to gain experience with SES, it would also have pushed the evaluation timeline into June, a time when teachers and administrators are caught up in year-end responsibilities and potentially inaccessible once summer vacation begins.

The delayed onset of SES in some districts likely resulted in lower response rates across the surveys as well as significant missing data in some sections of the surveys. The reader is cautioned that the absence of a response to certain questions may reflect the respondent's limited experience with the program as of the survey date.

Survey Reliability

Survey data is typically reported with an estimated margin of error. For the SES evaluation surveys, these margins are as follows:

- Parent survey: plus or minus 2.9%
- Teacher survey: plus or minus 1.5%
- District Coordinator survey: plus or minus 3%

Although it is common practice to report margins of error, it is far less commonly explained that survey quality is a joint function of sample size and sample quality and that the traditional formulas for calculating a margin of error do not, and cannot, correct for issues with sample quality.

In the case of the District Coordinator survey, the healthy response rate means that the sample quality is not in question and the +/-3% margin of error a reasonable estimate of the survey's precision. In the case of the teacher and parent surveys, the relatively poor response rates create great potential that the samples are skewed in unknown ways. For example, respondents may have had more positive experiences, more negative experiences, or more extreme experiences (positive or negative) with SES than nonrespondents, and all of these factors could render the estimated margin of error inaccurate. The reader is urged to consider the findings from the teacher and parent surveys important but potentially incomplete sources of information on the SES program.

Parent Survey Findings

The parent survey[2] included questions that explored the frequency and duration of tutoring sessions, the location of tutoring, the perceived convenience of the service, communication

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[2] An example of the parent survey is included as Appendix A.

between the tutor and parent, and perceived student improvement. The survey also validated the provider name and presence of service and established the content areas (math and/or English language arts/reading [ELA]) in which the child was being tutored.

The number of usable parent surveys returned according to grade grouping was as follows:

- Grades 5 and under: 230 (21.8%)
- Grades 6-8: 294 (27.9%)
- Grades 9 and higher: 529 (50.2%)

Children in grades 5 and under represented approximately 17% of the SES population, while children in grades 6-8 made up 23% of the population, and children in grades 9 and higher, 59%. The sample composition thus features a modest overrepresentation of the parents of a younger child.

Parents who returned surveys reported the subjects in which their child had been tutored. There were 799 students in math tutoring (75.9%) and 729 students in ELA tutoring (69.2%), and some of these overlap. The list below shows the number and percent of students tutored in each subject alone or in combination.

- Math only: 240 (22.8%)
- ELA only: 170 (16.1%)
- Both math and ELA: 559 (53.1%)

Characteristics of the Tutoring Service

Parents of students receiving SES were asked how many tutoring sessions their child attended per week and how long each session lasted. A summary of the results is shown in Table 3.

Table 3: Frequency and Quantity of Tutoring				
	Mean			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Average number of sessions per week	2.6	2.5	2.7	2.6
Average hours per session	2.2	2.3	2.2	2.1
Average hours per week[3]	5.7	5.8	5.9	5.5

As shown in Table 3, the average number of sessions per week attended by all SES students was 2.6. The average number of hours of each SES session was 2.2 hours. There was little difference in the number of sessions or their average duration based on the child's grade level.

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[3] The average hours of SES per week was calculated from the average number of sessions and average hours per session.

Parents were presented with a list of possible locations of tutoring and were asked to identify where their child received tutoring by checking all of the locations that applied. Results are shown in Table 4.

Table 4: Location of Tutoring

Locations	Percentage of SES Students *
In a school building	43.7
At home	24.8
At the tutor's building	20.0
At church, library, or community center	16.0
Total	104.5

* Total exceeds 100% because some of the parents selected more than one type of location.

The most common location for tutoring was in a school building (43.7%). Parents also reported that 24.8% of students were tutored at home, 20% at a tutor's building, and 16% in a church, library, or community center.

Figure 1 shows the location of tutoring by grade groupings, including elementary level (grades 5 and lower), middle school level (grades 6-8), and high school level (grades 9 and higher). Older children were tutored at school more often than any other location, but were more likely than younger children to be tutored at their homes or the tutor's building. Use of community buildings was slightly less common among older children than younger children.

Location of Tutoring
Michigan SES Evaluation, 2006-2007 School Year

□ Grade 5 and lower ▨ Grade 6 through 8 ▨ Grade 9 and higher
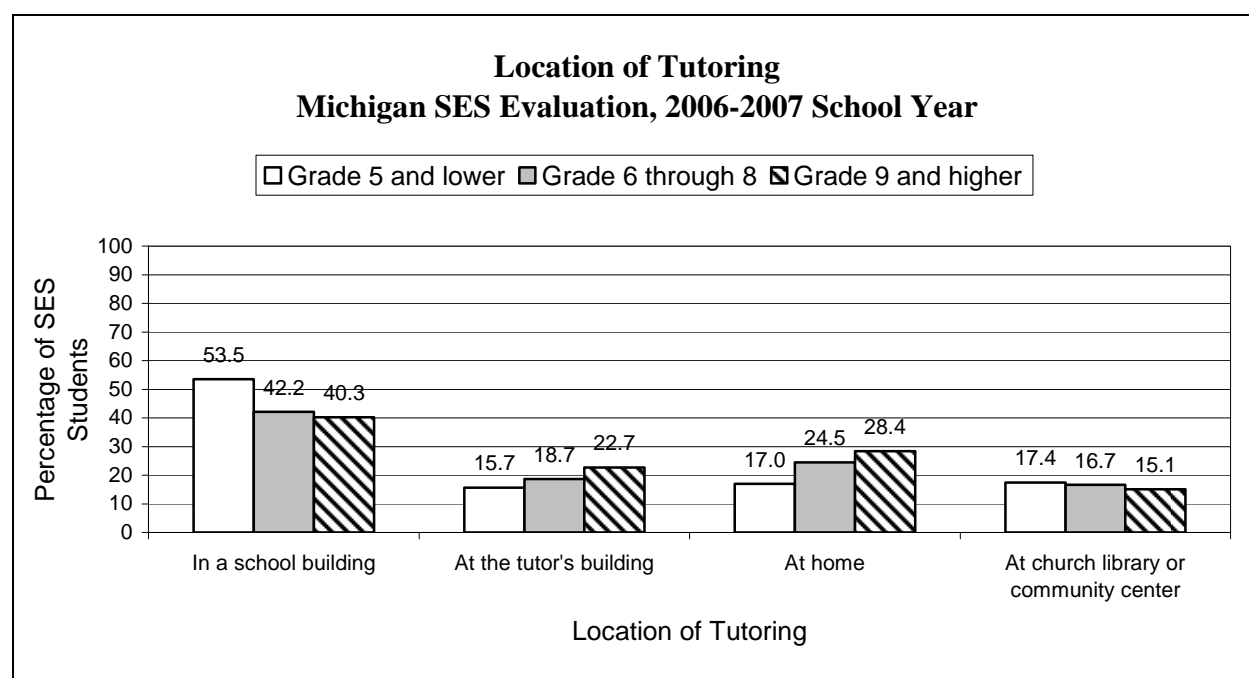
Figure 1

Convenience

Three survey items focused on convenience aspects of tutoring. In 1.2% of cases, parents did not respond to any of these three items, and these cases were dropped from the results shown in this section.

Table 5 shows feedback on the amount of time spent in tutoring. Most parents felt that the amount of time spent was "about right" and extremely few felt that their child spent "too much" time in tutoring. A significant proportion, 18%, felt that their child spent "too little" time in tutoring.

Table 5: Amount of Time in Tutoring				
	Percent			
Is the amount of time spent in tutoring too little, about right, or too much?	*All Students*	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Too little	18.3	20.6	20.6	16.1
About right	80.7	78.0	78.7	82.9
Too much	1.0	1.3	0.7	1.0

When asked about the convenience of the tutoring location, 95.6% of parents reported that the tutoring was at a location that was convenient for them. Table 6 explores the satisfaction with the location, drawing on parents' reports of the type of setting in which their child was tutored.

Table 6: Convenience of Location	
Location	**Percent Who Said Location was Convenient**
At a church, library, or community center	96.9
In a school building	95.3
At home	94.8
At the tutor's building	93.7

There was little variation in the perceived convenience of location regardless of the actual location.

Overall, 96.3% of parents reported that the time of the tutoring was convenient for them. The joint distribution of these convenience items was compared, and it was found that 93.3% of parents said that both location and time were convenient, and 1.2% said that both location and time were inconvenient. Compared to parents who said location and time were convenient, parents who said that both location and time were inconvenient were more likely to have indicated that tutoring took place in multiple locations.

Communication

The parent survey asked a series of questions about communication between parent and tutor. These questions focused on:

- Opportunity for the parent to discuss learning needs with the tutor before services began
- Opportunity for the parent to review the tutor's learning plan for the child
- Frequency of student progress reports
- Accessibility of student progress reports

In 0.9% of cases, parents did not respond to any of the four questions on communication, and those cases are not considered in this section.

Table 7 shows the results of questions about communication between parent and tutor in establishing needs and goals.

Table 7: Communication with the Tutor				
	Percent			
Tutor Communication with Parent	*All Students*	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Did the tutor talk with you about your child's learning needs before the tutoring started?				
Yes	72.2	76.3	71.8	70.6
No	22.8	18.3	21.6	25.3
Not Sure	5.0	5.4	6.5	4.0
Did you see a copy of the tutor's learning plan for your child?				
Yes	58.7	60.4	61.0	56.6
No	35.1	32.0	32.8	37.8
Not Sure	6.2	7.6	6.3	5.6

Overall, 72.2% of parents said that the tutor had talked with them about their child's learning needs before the tutoring started, 22.8% said the tutor had not, and 5% were uncertain. Parents of a child in grades 5 and lower were more likely to report that the tutor had talked with them about their child's learning needs before the tutoring started compared to parents of a child at the middle and high school levels (76.3%, compared to 71.8% and 70.6%).

A comparison of the results according to whether parents were in the DPS district or not in a non-DPS district showed that there was no difference in the percentage of parents who had been contacted by the tutor prior to the start of tutoring.

Among all parents, 58.7% said that they had seen a copy of the tutor's learning plan for their child, 35.1% said that they had not, and 6.2% were uncertain if they had seen the tutor's learning plan. Parents of a child at the high school level were less likely to have seen a learning plan.

Table 8 provides data on the frequency with which parents reported receiving progress reports.

Table 8: How Often Parents Received Progress Reports

How often does the tutor talk to you or give you a written report about your child's progress?	Percent			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
More than once per month	36.9	46.8	36.0	33.1
Monthly	23.6	25.9	19.4	24.8
Every two months	5.6	5.0	4.9	6.3
Quarterly	5.0	3.5	7.7	4.1
Never	28.9	18.9	32.0	31.6

Overall, 6 in 10 parents reported that they received verbal or written progress reports either monthly (23.6%) or more than once per month (36.9%), while 28.9% of parents said that they had never received such tutor communication.

Parents of a child in grades 5 and lower were more likely to receive frequent reports compared to parents of students in higher grade groupings (72.6% either monthly or more than once per month, compared to 55.5% in grades 6-8 and 58% in grades 9 and higher). Parents of a child in grades 5 and lower were much less likely to say that they had never received a progress report than parents of a student in higher grade groupings (18.9%, compared to 32% and 31.6%).

A comparison of the results according to whether parents were in the DPS district or in a non-DPS district showed that there was no difference in the frequency with which parents had received progress reports from tutors, nor in the proportion who had never received progress reports.

Of parents who had ever received progress reports from the tutor, 86.9% said that the written reports were easy to understand.

Student Improvement

Parents were asked a series of questions focused on the impact of tutoring on their child's school performance. The specific types of improvement tested for included ease of completing homework, school attendance, attitude toward school, and study habits. In 2% of cases, parents did not respond to any of the five student-improvement questions, and these cases are not considered in the presentation of the results for this section. Parents' responses to each question are shown in Table 9.

Table 9: Parent Perceptions of Student Improvement

Student Improvement	Percent of Respondents			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Has it been easier for your child to complete English language arts/reading homework since the tutoring started? [A]				
Yes	75.1	72.6	73.5	77.6
No	14.1	16.8	14.7	12.1
Not Sure	10.8	10.5	11.8	10.3
Has it been easier for your child to complete math homework since the tutoring started? [B]				
Yes	74.7	75.7	74.0	74.7
No	14.3	14.7	17.8	12.2
Not Sure	11.0	9.6	8.2	13.2
Has your child's school attendance improved since the tutoring started?				
Yes	71.4	67.5	71.1	73.2
No	22.1	23.8	23.7	20.5
Not Sure	6.5	8.7	5.2	6.4
Has your child's attitude toward school improved since the tutoring started?				
Yes	68.5	69.1	66.7	69.2
No	21.0	21.7	22.9	19.6
Not Sure	10.5	9.2	10.4	11.2
Have your child's study habits improved since the tutoring started?				
Yes	65.2	65.8	61.8	66.8
No	24.2	23.7	25.4	23.7
Not Sure	10.6	10.5	12.7	9.5

[A] Of students whose parent indicated their child was receiving ELA tutoring.
[B] Of students whose parent indicated their child was receiving math tutoring.

Parents had similar perceptions about ELA homework and math homework. Overall, about three-quarters of parents reported that it was easier for their child to complete ELA homework (75.1%) and math homework (74.7%) since the tutoring started.

About 14% of parents said that it was not easier for their child to complete homework, and about 11% said that they were uncertain whether homework was easier.

Parents of a student in grades 9 and higher were slightly more likely to report that it was easier for their child to complete ELA homework compared to parents of a child in lower grade groups (77.6%, compared to 72.6% and 73.5%). In terms of math homework, parents of a child in grades 6-8 were slightly more likely to say that the child did not have an easier time doing math homework since tutoring started compared to other grade groups (17.8%, compared to 14.7% and 12.2%), and parents of a child in grades 9 and higher were slightly more likely to report that they were uncertain whether it was easier to complete math homework (13.2%, versus 9.6% and 8.2%).

Overall, approximately two-thirds or more of responding parents reported that their child's school attendance improved (71.4%), that their child's attitude toward school improved (68.5%), and that their child's study habits improved (65.2%) since the tutoring started. More than 20% of parents did not affirm these behavioral improvements. The remainder was uncertain: 6.5% of parents were uncertain whether their child's school attendance improved; 10.5% were uncertain whether their child's attitude toward school improved; and 10.6% were uncertain whether their child's study habits improved since the tutoring started.

Parents of a child in grades 5 and lower were slightly less likely to report that school attendance improved relative to parents of a child in higher grade groupings (67.5%, compared to 71.1% and 73.2%). Parents of a child in grades 6-8 were slightly less likely to report that study habits improved compared to parents of a child in grades 5 and lower and grades 9 and higher (61.8%, compared to 65.8% and 66.8%).

Parents were also asked whether their child's grades (ELA, math, overall) had improved since SES began. Parents who did not answer any of these three items (6.8%) were excluded from the analyses presented here. Parent responses are shown in Table 10.

Table 10: Student Grade Improvement According to Parents

Grade Improvements	Percent			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Has your child's English language arts/reading grade improved since the tutoring started? [A]				
Yes	73.4	68.2	73.7	76.1
No	19.1	21.2	18.2	18.4
Not Sure	7.6	10.6	8.1	5.5
Has your child's math grade improved since the tutoring started? [B]				
Yes	69.7	70.2	66.7	71.1
No	22.1	19.9	23.2	22.4
Not Sure	8.3	9.9	10.1	6.6
Have your child's overall grades improved since the tutoring started?				
Yes	68.0	63.8	66.9	70.2
No	22.5	23.6	24.2	21.2
Not Sure	9.5	12.6	8.8	8.7

[A] Of students whose parent indicated their child was receiving ELA tutoring.
[B] Of students whose parent indicated their child was receiving math tutoring.

Among parents whose child were receiving ELA tutoring, 73.4% said that their child's ELA grade had improved since tutoring started, 19.1% said it had not, and 7.6% were uncertain if it had improved. Parents' reports of improvement in ELA grades tended to increase with the child's grade level: from 68.2% reporting improvement for grades 5 and lower, to 73.7% for grades 6-8, and 76.1% for grades 9 and higher.

Among parents whose child was receiving math tutoring, 69.7% said that their child's math grade had improved since tutoring started, 22.1% said it had not, and 8.3% were uncertain if it had improved. Parents of a child in grades 6-8 were slightly less likely to say that the math grade had improved since tutoring started compared to other grade groups (66.7%, compared to 70.2% and 71.1%).

Among parents whose child was receiving either ELA or math tutoring, 68% said that their child's overall grades had improved since tutoring started, 22.5% said it had not, and 9.5% were uncertain if overall grades had improved. In a pattern that was similar to parents' reports on ELA tutoring, parents' reports of improvement in overall grades tended to increase with the child's grade level, moving from 63.8% for grades 5 and lower, to 66.9% for grades 6-8, and 70.2% for grades 9 and higher.

Overall Evaluation of Tutoring Services

Parents were asked a short series of questions to measure their overall perceptions of the tutoring provider. In 1.2% of cases, parents did not answer any of these three items, and these cases are excluded from the analyses of these results. The results of these questions are shown in Table 11.

Table 11: Overall Evaluation of Tutoring				
	Percent			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Would you send your child to this tutor again?				
Yes	85.3	85.5	84.3	85.7
No	6.8	7.0	6.3	6.9
Not Sure	7.9	7.5	9.4	7.3
Would you recommend this tutor to someone else?				
Yes	83.2	83.5	81.3	84.2
No	8.4	8.5	9.7	7.7
Not Sure	8.3	8.0	9.0	8.1
Overall, are you satisfied with this tutor?				
Yes	82.4	83.5	81.8	82.2
No	9.1	8.5	7.3	10.3
Not Sure	8.6	8.0	10.8	7.5

Overall, more than 8 in 10 parents said that they would send their child to the tutor again (85.3%); would recommend the tutor to someone else (83.2%); and were satisfied overall with the tutor (82.4%). Between 6% and 11% of parents responded in the negative to these questions, and a similar proportion indicated that they were not sure. There was little variation in responses between different grade groupings.

A comparison of the results according to whether parents were in the DPS district or a non-DPS district showed that the groups were similar in most indicators of tutor satisfaction (i.e., would send their child to the tutor again or would recommend the tutor to someone else), with the exception that 81.8% of the DPS group and 85.5% of the non-DPS group said that they were satisfied overall with the tutor.

Parents were grouped according to their overall satisfaction with the tutor. These groupings were compared to some of the perceptions of student improvement and tutor communication items that were discussed previously in order to understand what factors influence parents' overall satisfaction. These items include:

- Have your child's study habits improved since the tutoring started?
- Has your child's school attendance improved since the tutoring started?
- Has your child's attitude toward school improved since the tutoring started?
- Have your child's overall grades improved since the tutoring started?
- Did the tutor talk with you about your child's learning needs before the tutoring started?

The comparison of items by parent satisfaction groupings are shown in Table 12.

Table 12: Overall Evaluation of Tutoring by Parent Satisfaction

	Percent			
	All Parents	*Satisfied Overall With Tutor*	*Not Satisfied Overall With Tutor*	*Not Sure Of Overall Satisfaction With Tutor*
Have your child's study habits improved since the tutoring started?				
Yes	64.3	74.0	12.1	26.4
No	23.9	14.2	82.4	55.2
Not Sure	11.8	11.8	5.5	18.4
Has your child's school attendance improved since the tutoring started?				
Yes	70.3	76.6	32.1	48.1
No	21.5	15.5	60.7	39.5
Not Sure	8.2	7.8	7.1	12.3
Has your child's attitude toward school improved since the tutoring started?				
Yes	67.7	76.3	14.9	39.1
No	20.8	13.0	70.1	46.0
Not Sure	11.4	10.7	14.9	14.9
Have your child's overall grades improved since the tutoring started?				
Yes	64.3	73.7	12.5	25.0
No	20.8	12.3	73.9	48.8
Not Sure	15.0	14.0	13.6	26.2

Table 12: Overall Evaluation of Tutoring by Parent Satisfaction

	Percent			
	All Parents	*Satisfied Overall With Tutor*	*Not Satisfied Overall With Tutor*	*Not Sure Of Overall Satisfaction With Tutor*
Did the tutor talk with you about your child's learning needs before the tutoring started?				
Yes	72.4	79.6	33.7	44.3
No	22.7	16.0	62.0	45.5
Not Sure	4.9	4.4	4.3	10.2

Among parents who said that they were satisfied, overall, with the tutor, more than 7 in 10 said that their child's study habits improved (74%); child's school attendance improved (76.6%); child's attitude toward school improved (76.3%); child's overall grades improved (73.7%); and that the tutor talked with them about learning needs before the tutoring started (79.6%).

In contrast, of those parents who said that they were not satisfied, overall, with the tutor (95 responding parents), the majority said that their child's study habits had not improved (82.4%); their child's school attendance had not improved (60.7%); their child's attitude toward school had not improved (70.1%); their child's overall grades had not improved (73.9%); and that the tutor had not talked with them about learning needs before the tutoring started (62%).

Parents were asked what overall grade they would give their child's tutor for math and ELA. Figure 2 shows how parents graded their providers for ELA and Figure 3 shows how parents graded their providers for math. Only those parents who indicated that their child was participating in ELA tutoring were considered when developing mean grades for ELA programs, and only those parents who said that their child was participating in math tutoring were considered when developing mean grades for math programs. (There was overlap in these groups: As noted at the start of the parent findings section of this report, 53.1% of students were being tutored in both subjects).

Parent Grades for Providers' ELA Programs
Michigan SES Evaluation, 2006-2007 School Year

E - Failing, 3.4%
D - Poor, 4.0%
C - Average, 14.4%
A - Excellent, 44.7%
B - Good , 33.5%
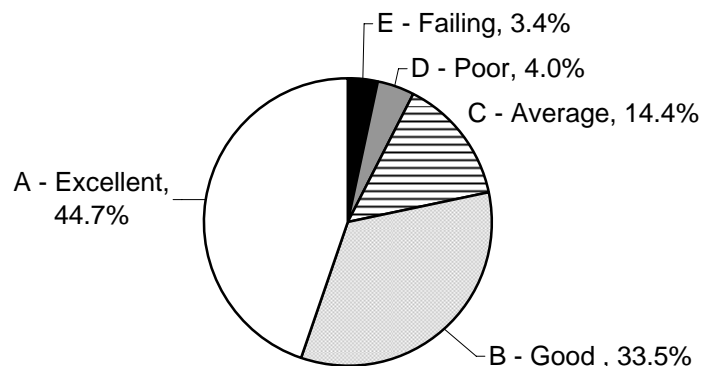
Figure 2

Parent Grade For Providers' Math Programs
Michigan SES Evaluation, 2006-2007 School Year

E - Failing, 4.1%
D - Poor, 3.2%
C - Average, 13.8%
A - Excellent, 45.6%
B - Good , 33.3%
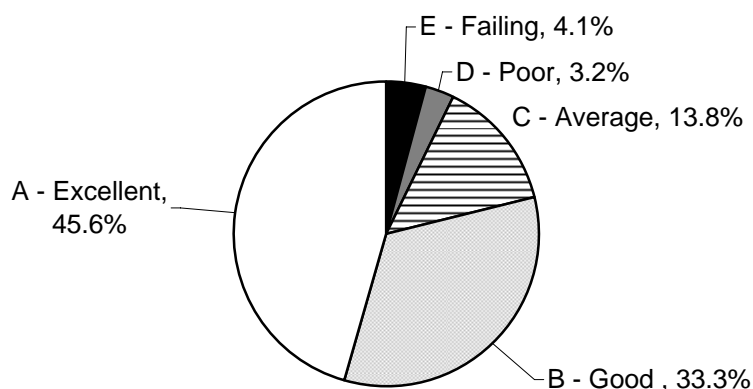
Figure 3

More than three-quarters of parents gave an "A" or "B" to their SES providers for ELA (44.7% "A" and 33.5% "B"). About 1 in 5 parents (21.8%) gave the provider's ELA tutoring a grade of "C," "D," or "E" (14.4%, 4.0%, and 3.4%, respectively).

The grades parents assigned to ELA and math programs were similar. More than three-quarters of parents who had a child in math tutoring gave the provider an "A" or a "B." About 1 in 5 parents (21.1%) gave the math provider a "C," "D," or "E" (13.8%, 3.2%, and 4.1%).

Table 13 presents average grades, converted to a four-point scale, by students' grade levels. In this scale, a grade of "A-Excellent" equaled 4; "B-Good" equaled 3; "C-Average" equaled 2; "D-Poor" equaled 1; and "E-Failing" equaled zero.

Table 13: Parent Grades for Providers' ELA and Math Programs by Student Grade Level

Indicator	Mean on a Scale Where A-Excellent = 4; B-Good = 3; C-Average = 2; D-Poor = 1; and E-Failing =0			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Mean grade for providers' ELA programs	3.12	3.13	3.07	3.15
Mean grade for providers' math programs	3.13	3.30	3.08	3.08

For all students, mean grades approximated a "B" for both ELA and math programs (means of 3.12 and 3.13, respectively). There was little variation in the ratings of ELA programs based on students' grade levels. Parents of a student in grades 5 and lower tended to rate their provider's math program slightly higher than did parents of students in higher grade levels.

End-of-Survey Comments

At the end of the parent survey, parents were welcomed to add any comments about the child's tutor. Nearly half of parents (48.8%, 651 parents) provided commentary.[4] From these responses, 670 comments were coded into categories (a small number of comments were coded under more than one category). About 7 in 10 of the coded comments dealt with the impact or quality of the tutors. The nature and proportion of all the comments fell into the following categories:

- Impact or quality of the tutors:
  - Positive comment on tutor quality, worth, or effectiveness (47.2%)
  - Negative comment on tutor quality, worth, or effectiveness (16.7%)
  - Tutor provided inadequate communication to parents (7.2%)
  - Other comments on tutor (1.0%)

- Other types of comments:
  - How SES is operationalized (9.0%)
  - The child's status in program (7.6%)
  - Other comments (5.5%)

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[4] This number and percentage are based on all returned surveys, including those that were ultimately not considered usable for the bulk of the analysis.

- Comments about their child that did not suggest any judgment about the tutor (4.5%)
- Feedback on the survey instrument (1.3%)

Nearly half of all the comments were a positive appraisal of the tutor, citing qualities such as the professionalism, results, or dedication of the tutor.

> *"Since my son had tutoring, his attitude and grades has truly improved. I'm happy and very comfortable with them."*
> -Parent

Negative comments about the tutors included reports of a lack of professionalism and lack of skill (16.7% of all comments), and an additional 7.2% of parents complained about the lack of communication from tutors (regarding learning plans and progress reports).

Some parents criticized SES operations (9% of comments, or 60 parents), primarily indicating distress that the tutoring started late in the school year, that their child needs additional tutoring, or expressing the hope that tutoring would be available in the next school year. These operational comments included concerns that providers need more monitoring, that providers have conflicts of interest, as well as pleas for a particular location or schedule for tutoring sessions.

> *"It first took us three months to get a tutor in house. She came only two times, and never came again. Didn't call or anything. My child was left behind."*
> -Parent

About 7.6% of parents offering a comment (51 parents) focused on their child's status in the program, primarily that the child in fact received no tutoring. These comments also referenced disorganization and a lack of communication on the part of the district. Many of the parents who said that their child was not enrolled in SES indicated that the tutor interaction consisted solely of an assessment and no tutoring.

Parent Survey Summary

The parent survey earned a 7.7% response rate (considering useable surveys only), with 1,053 useable surveys returned from a mailing of 13,480. The low rate was not unanticipated, but the results should be used cautiously.

Parents reported that their child, on average, spent between five and six hours per week with the tutor. Tutoring services were delivered in a variety of settings and were overwhelmingly considered convenient by parents. Nearly three-quarters of responding parents had an opportunity to discuss their child's learning needs with the tutor before the start of services, and 59% had seen the tutor's learning plan for their child as of the time of the evaluation survey. Sixty percent received progress reports monthly or more often, but 29% had never received an update on their child's progress when they completed the survey. Parents of an older child (middle and high school levels) reported lesser communication with the tutor than parents of an elementary school child.

More than 65% of responding parents have noted improvements in their child's academic performance in the areas of ease of completing homework, attendance, attitude toward school, study habits, and grades. More than 80% expressed overall satisfaction with SES.

Although a relatively small proportion of parents was dissatisfied with SES overall, an examination of the data shows how providers could better respond to the needs and hopes of these parents. Not surprisingly, parents who were dissatisfied, overall, were far less likely than satisfied parents to report that their child's academic performance had improved, but they were particularly unlikely to report any improvement in their child's study habits. Also telling is that dissatisfied parents were far less likely than satisfied parents to have been consulted by the tutor before services began. These issues should be priorities for providers wishing to improve parent satisfaction.

For MDE, a key finding of the parent survey is that numerous surveys were returned indicating that a child had been assessed but had no additional service. Future evaluations of SES should endeavor to better document how often this happens, and why.

Teacher Survey Findings

The teacher survey[5] included questions that explored the teacher's role in relation to the named student and how the teacher had come to learn of the student's involvement in SES, communication between tutor and teacher, and perceived student improvement.

Roles of Responding Teachers

Teachers who responded to the survey were asked to describe their role in connection with the student. About 3.4% of teachers did not respond to this item, and Table 14 shows the distribution of roles among those who did provide this information.

Table 14: Teacher Role in Relation to the Student	
Role	**Percent**
Math teacher	30.4
English language arts/reading teacher	30.1
Elementary classroom teacher	26.4
Special education teacher	8.3
Social studies teacher	1.9
Science teacher	1.9
Other	1.0

About 1 in 3 teacher survey respondents were math teachers to the students, about 1 in 3 were ELA teachers to the students, more than 1 in 4 were elementary classroom teachers, and 8.3% were special education teachers.

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[5] An example of the teacher survey is included as Appendix B.

Involvement in SES

Teachers were asked how they had learned that a student was receiving SES. Results are shown in Table 15 for all students and by grade level. Teachers were asked to indicate all communications channels that applied.

How teachers learned that students were receiving SES	Percent			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
Did not know about SES before being asked to complete the evaluation survey	44.9	40.1	45.1	47.4
SES Provider	24.1	11.9	25.9	29.7
Student	21.0	27.6	22.1	16.8
Parent	6.5	16.1	4.7	2.3
Teacher	5.8	7.5	6.4	4.6
District	4.8	4.8	5.8	4.2
Principal	4.7	4.2	6.7	3.7
Totals	111.8	112.2	116.7	108.7

Table 15: How Teachers Learned about SES Tutoring

A large proportion of teachers (44.9%) reported that they did not know about SES tutoring until they received a request to participate in the teacher survey. Fifty-five percent of teachers outside the DPS had not known their student was receiving SES until being asked to complete the evaluation survey, while 41.5% of DPS teachers had been unaware of their student's SES participation. Other than the evaluation survey, the most common means by which a teacher learned a student was receiving SES was a contact from the SES provider, the student, or a parent.

The channels through which teachers learned that their students were receiving SES varied by student grade levels. Teachers of elementary level students were more likely to have known their students were receiving SES before getting the evaluation survey than middle and high school teachers. Among those elementary school teachers who had known SES was being provided, the most commonly mentioned sources of information were students and parents.

Teachers of older students were more likely to know of SES directly from providers. While only 11.9% of elementary school teachers learned a student was receiving SES through a communication from the provider, 25.9% of teachers at the middle school level and 29.7% of teachers at the high school level learned SES was being delivered through a communication from the provider. Communications from parents were reported substantially less often among middle (4.7%) and high school teachers (2.3%) than among elementary school teachers (16.1%).

Teachers who were aware that their students were receiving SES were asked a series of questions about the degree to which providers had engaged them in developing a strategy for the student. Specifically, teachers were asked if they had seen a copy of the tutoring-specific learning plan and if the tutor had discussed the student's goals or tutoring plan with them before tutoring

began. It was presumed that teachers who did not know about the SES until they were asked to evaluate its impact had not been offered these opportunities, and they were not asked the questions. A small proportion of the remaining teachers participating in the survey (0.6%) did not answer any of the items in this section. These teachers, as well as those who were not aware of SES prior to the survey, are not included in the analyses that follow. Results are described in Table 16.

Table 16: Communication from Tutors to Teachers

	Percent of Teachers Aware of SES Services			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
I have seen a copy of the tutoring-specific learning plan.				
Yes	40.4	13.2	44.7	54.9
No	53.0	79.3	52.2	36.8
Not Sure	6.6	7.5	3.1	8.3
The tutor discussed with me the student's goals or tutoring plan before tutoring began.				
Yes	34.8	16.3	22.5	54.9
No	60.0	79.1	75.0	37.9
Not Sure	5.2	4.6	2.5	7.2

Of teachers who were aware of the student's involvement in SES before receipt of the evaluation survey, 40.4% said that they had seen a copy of the tutoring-specific learning plan and 6.6% were not sure. Overall, 34.8% said that the tutor had discussed the student's goals or plan before tutoring and 5.2% were not sure.

These results, however, varied widely depending on the child's grade level. Teachers of students in higher grades were much more likely to say that they had had these communications with the SES tutors as compared to teachers of students in lower grades; more than 1 in 2 teachers of students in grades 9 and higher had had these communications (54.9%), but less than 1 in 5 teachers of students in grades 5 and lower reported similar communication (13.2% had seen the learning plan and 16.3% had a discussion with the tutor). These percentages reflect responses from only those teachers aware of a student's involvement in SES before being asked to participate in the evaluation survey.

DPS teachers constituted 75% of the responding teachers, and are thus so prominent in the respondent pool that their responses have the capacity to drive the overall survey findings. Further analysis showed significant distinctions between DPS and non-DPS teachers in responses to these questions. Table 17 shows the differences.

Table 17: Tutors' Engagement of DPS and Non-DPS Teachers

	DPS				Non-DPS			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*	*All Students*	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
I have seen a copy of the tutoring-specific learning plan.								
Yes	48.0	14.7	52.6	61.6	7.3	9.9	3.6	6.0
No	45.1	74.9	44.9	30.5	82.6	85.7	89.2	72.0
Not sure	6.9	10.4	2.5	7.9	10.2	4.3	7.2	22.0
The tutor discussed with me the student's goals or tutoring plan before tutoring began.								
Yes	39.9	16.3	24.2	61.8	12.0	16.3	12.3	5.0
No	55.0	78.2	74.0	31.3	77.7	78.1	80.2	75.0
Not sure	5.1	5.5	1.8	7.0	10.3	5.6	7.4	20.0

Forty-eight percent of DPS teachers with prior knowledge of SES (or approximately 29% of all DPS respondents) had seen a copy of the tutoring-specific learning plan and 39.9% of DPS teachers with prior knowledge of SES (or 24% of all DPS respondents) had been consulted by the tutor before services began. Outside of DPS, only 7.3% of teachers with prior knowledge of SES (or 3% of all non-DPS teachers) had seen a copy of the learning plan and only 12% of teachers with prior knowledge of SES (or 5% of non-DPS teachers) had been consulted before tutoring began.

Table 18 shows the teachers' reports of approximately how often the tutor had given them written or verbal reports about students' progress. As with other questions about teacher-tutor communications, the question was asked of only those teachers aware a student was receiving SES before being asked to complete the evaluation survey (55.1% of respondents, or 1,660 teachers).

Table 18: How Often Teachers Received Progress Reports

Approximately how often the tutor had given written or verbal reports about students' progress to teachers	Percent *			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
More than once per month	21.8	9.6	9.9	37.4
Monthly	23.4	10.1	33.3	24.6
Every two months	2.9	3.9	2.6	2.5
Quarterly	5.0	3.7	5.6	5.4
Never	46.9	72.7	48.7	30.1

* Of teachers aware of SES

Nearly half of teachers aware of a student's SES participation reported that they had received written or verbal reports either more than once per month (21.8%) or monthly (23.4%). A small percentage had gotten reports about every two months (2.9%) or quarterly (5%), and 46.9% said that they had never received written or verbal reports about the students' progress. Considering

these results along with the 55.1% of teachers who had not been aware that a student was receiving SES (before receiving the evaluation survey), 76.1% of teachers had never received a progress report.[6] DPS teachers were considerably more likely than non-DPS teachers to have received a report: 60% of DPS teachers with prior knowledge of their student's participation in SES (or 36% overall) had received at least one report, compared to 25% of non-DPS teachers (or 11% overall).

Submission of progress reports also varied widely depending on the grade level of the child. Nearly 73% of teachers with prior knowledge of SES at the elementary level had never received a progress report on their student, while more than 50% of middle school teachers and nearly 70% of high school teachers with prior knowledge of SES had received at least one progress report. These findings are a function of responses from DPS teachers; in other districts, progress reports were very infrequently received by teachers at any grade level.

Student Improvement

Teachers were asked a series of questions to gauge their perceptions of student improvement. For this series of questions, 7.1% of teachers did not answer any items, and these surveys are not considered in the analyses that follow.

The student-improvement items inquired about student performance during the time that tutoring was provided, focusing on attitude, homework, classroom achievement, and class attendance. Teachers' perceptions of student improvement are shown in Table 19.

Table 19: Teacher Perceptions of Improved Student Performance

During the time tutoring was provided. . .	Percent			
	This Student's Attitude Toward Class Improved	*This Student's Homework Improved*	*This Student's Classroom Achievement Improved*	*This Student's Class Attendance Improved*
Strongly Disagree	13.9	15.5	14.4	14.6
Disagree	28.9	30.8	26.9	32.2
Agree	45.4	41.6	46.8	41.7
Strongly Agree	11.8	12.0	11.9	11.5

More than half of teachers agreed or strongly agreed that they had seen improvement in attitude, homework, classroom achievement, and class attendance (57.3%, 53.7%, 58.7%, and 53.2%, respectively[7]).

Table 20 converts the responses to numeric means using a four-point scale in which "strongly agree" is scored as "4," "agree" is scored as "3," "disagree" is scored as "2," and "strongly disagree" is scored as "1". Mean results for all students are presented as well as breakouts by grade level.

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[6] This statistic may reflect the recent startup of SES services for some students.
[7] Some totals appear greater than the sum of "agree" and "strongly agree" due to rounding.

Table 20: Mean Responses, Student Performance Improvements

During the time tutoring was provided. . .	Mean Response on a Scale Where Strongly Agree = 4 and Strongly Disagree = 1			
	All Students	Students in Grades 5 and Lower	Students in Grades 6-8	Students in Grades 9 and Higher
This student's attitude toward class improved.	2.55	2.28	2.59	2.68
This student's homework improved.	2.50	2.24	2.53	2.63
This student's classroom achievement improved.	2.56	2.35	2.58	2.67
This student's class attendance improved.	2.50	2.28	2.54	2.59

Teachers tended to rate each of the four types of student improvement similarly: students deemed to have improved, for example, in classroom achievement, were typically perceived as having improved in homework, classroom achievement, and (to a lesser degree) attendance. Although teachers did not make much distinction between the particular forms of student improvement measured, there were differences in perceived impact depending on the child's grade level. Teachers of students in grades 5 and lower were less likely, on average, to agree that student behavior had improved (improvement means ranged from 2.24 to 2.35) compared to teachers of students in grades 6-8 (means ranged from 2.53 to 2.59) and to teachers of students in grades 9 and higher (means ranged from 2.59 to 2.68). As with reports of teacher-tutor communications, the pattern of stronger perception of improvement in higher grade levels was driven by DPS responses; no similar pattern is evident in the responses of other districts.

Teachers were given the opportunity to describe the degree to which student grades (math, ELA, and overall) had improved during the time of tutoring. In this series of questions about grades, 12.9% of teachers did not answer any of the questions and are excluded from the results in this section. For the math improvement question, only teachers of students enrolled in math tutoring were included in the analyses. For the ELA improvement question, only teachers of students enrolled in ELA tutoring were included in the analyses. Results are shown in Table 21.

Table 21: Improvement in Student Grades According to Teachers

During the time tutoring was provided, the student's (math, ELA, overall) grades improved.	Percent		
	Math Grades [A]	ELA Grades [B]	Overall Grades [C]
Strongly Disagree	15.9	14.2	12.8
Disagree	32.5	31.7	26.6
Agree	39.1	44.3	45.3
Strongly Agree	12.5	9.8	15.3

[A] Math improvement data are based on the responses of only those teachers indicating they were the student's math, elementary classroom, or special education teacher.
[B] ELA improvement data are based on the responses of only those teachers indicating they were the student's ELA, elementary classroom, or special education teacher.
[C] Overall grade improvement data includes all teacher responses.

About half of teachers agreed or strongly agreed that math grades had improved (51.6% combined: 39.1% agreed and 12.5% strongly agreed). Slightly over half of teachers agreed or strongly agreed that ELA grades had improved (54.1% combined: 44.3% agreed and 9.8% strongly agreed). About 6 in 10 teachers agreed or strongly agreed that the overall grades had improved (combined 60.6%: 45.3% agreed and 15.3% strongly agreed).

These perceptions of grade improvements are displayed in Table 22, this time formatted as mean response for all students and by grade groupings.

Table 22: Mean Improvement in Student Grades				
	Mean Response on a Scale Where Strongly Agree = 4 and Strongly Disagree = 1			
During the time tutoring was provided. . .	*All Students*	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
This student's math grades improved.	2.48	2.28	2.61	2.60
This student's English language arts/reading grades improved.	2.50	2.34	2.48	2.70
This student's grades improved overall.	2.63	2.30	2.68	2.87

Teachers were slightly more likely to agree that SES participants' overall grades had improved than to agree that math grades or ELA grades had improved (2.63, compared to 2.48 and 2.50, respectively).

The level of agreement that grades had improved (math, ELA, and overall) tended to be greater among teachers working with older students. Specifically, teachers of students in grades 5 and lower were slightly less likely to agree that math, ELA, and overall grades had improved (means of 2.28, 2.34, 2.30) compared to teachers of students in grades 6-8 (means of 2.61, 2.48, 2.68) and to grades 9 and higher (means of 2.60, 2.70, 2.87). A review of the statistics for DPS and non-DPS teachers showed that the relationship between grades taught and perceptions of improvement was obtained among DPS teachers only.

Overall Evaluation of Tutoring Services

Teachers were asked to respond to two final questions capturing their overall assessment of the worth of the tutoring services. In this series, 25% of teachers did not answer either of these questions, and these cases were dropped from the analyses in this section. Table 23 describes the distribution of teacher responses for all students and by grade grouping.

Table 23: Overall Evaluation of Tutors by Teachers

	Percent			
	All Students	*Students in Grades 5 and Lower*	*Students in Grades 6-8*	*Students in Grades 9 and Higher*
This tutor is positively impacting this student's learning.				
Strongly Disagree or Disagree	31.9	48.8	32.2	22.3
Strongly Agree or Agree	68.1	51.2	67.8	77.7
I would recommend that other students use this tutor.				
Strongly Disagree or Disagree	21.1	37.3	22.1	13.0
Strongly Agree or Agree	78.9	62.7	77.9	87.0

Overall, 68.1% of teachers "agreed" or "strongly agreed" that the tutor was positively impacting the student's learning. Teachers' perceptions of positive impact were strongly related to students' grade levels, with teachers in the higher grades much more likely to agree that the named tutor was affecting the named student's learning.

Most teachers also "strongly agreed" or "agreed" that they would recommend that other students use the provider. Teachers of students in grade 5 and lower were less likely to agree that they would recommend the tutor (62.7%) as compared to teachers in higher grade groupings (77.9% in grade 6-8 and 87% in grade 9 and higher). All patterns of stronger perceived impact among teachers at higher grade levels were driven by DPS responses.

The teachers' perceptions of positive tutor impact on student learning were compared with survey responses measuring the degree of communication between the tutor and the teacher. Results are shown in Table 24. Columns represent three different levels of communication between tutor and teacher, with the leftmost column representing those circumstances where the tutor communicated with the teacher prior to the onset of tutoring and the rightmost column representing those circumstances where the teacher had no communication from the tutor regarding SES for the student. The central column represents circumstances where the survey data is not clear on the presence of tutor-teacher communication.

Table 24: Perceived Positive Impact and Tutor Communication

This tutor is positively impacting this student's learning.	Percent		
	The Tutor Communicated With the Teacher Prior to Tutoring	*Unclear Circumstance Around Tutor Communication*	*Teacher was Unaware of Student Tutoring Until the Evaluation Request Letter*
Strongly Disagree	0.4	10.0	21.4
Disagree	1.7	17.3	33.4
Agree	61.0	61.3	40.7
Strongly Agree	36.9	11.5	4.5
Totals	100.0	100.1	100.0

Ninety-eight percent of teachers who had a discussion with the tutor about the goals of a student learning plan before SES began agreed that the tutor was positively impacting the student's learning. However, only 45.2% of those teachers who were unaware a student was receiving SES until they were asked to evaluate its impact agreed that the tutor was positively impacting the student's learning.

Teacher Survey Open-Ended Comments

At the end of the teacher survey, teachers were offered an opportunity to add any information that could be helpful in evaluating the tutor. About 27.5% (n=830) of teachers with usable surveys had one or more comments. These comments were coded into categories, resulting in 866 coded comments. The coded categories and the percent of comments within each category are shown below.

- Difficulty in adequately evaluating the tutor
  - Student is frequently absent or does not attend school (12.5%)
  - Did not know about the tutoring prior to the evaluation request (7.2%)
  - Questioned whether tutoring had taken place, or said with certainty that the services provided were of limited duration (6.7%)
  - I cannot evaluate this tutor (5.7%)

- Quality of the tutor or student changes
  - Positive comments about providers, or positive changes in student achievement or classroom performance (16.5%)
  - No change in student performance (8.2%)
  - Negative comments about tutor quality (3.1%).
  - Uncertainty whether to attribute changes to the tutor or uncertain whether there was an impact (2.7%)

- Communication is lacking
  - No contact from the provider (2.3%)

- Need communication between the tutor and the teacher before and/or during tutoring services (7%)

■ Other
  - Comments specifically about the student that could not be interpreted as a comment on tutor quality or change in student performance (19.6%)
  - Comments on SES operations (5.4%)
  - Other comments (3.1%)

Nearly one-third of comments indicated difficulty in adequately evaluating the tutor. For example, some teachers specifically said I cannot evaluate this tutor (5.7%); the student's absences are extensive, or the student is not assigned to my class, or the student does not attend school (12.5%); they did not know about the tutoring prior to the evaluation request (7.2%); or that they questioned whether tutoring had taken place, or said with certainty that the services provided were of limited duration (6.7%).

About one in three comments were directed to either the quality of the tutor or student changes. This included positive comments about providers, or positive changes in student achievement or classroom performance (16.5%); no change in student performance (8.2%); uncertainty whether to attribute changes to the tutor or uncertain whether there was an impact (2.7%); and negative comments about tutor quality (3.1%).

Some teachers noted that they had had no contact from the provider (2.3%) and others more specifically indicated that it is crucial to have communication between the tutor and the teacher (primarily) in developing the learning plan, sharing information about the IEP, and in getting progress reports (7%).

About one in five teachers made comments specifically about the student (19.6%) that could not be interpreted as a comment on tutor quality or change in student performance (and in fact some specified that the student status ought not to be considered a reflection on the provider). There were additional comments on SES operations, such as teachers ought to be compensated for the time spent completing the survey, that tutor provision of gift cards to students are highly inappropriate, or that SES resources are not spent on the students in need (5.4%). An additional 3.1% of comments were coded as "other."

Teacher Survey Summary

The teacher survey earned a 26.7% response rate once unusable surveys were eliminated from the response pool. The rate represents 3,013 useable returned surveys out of 12,615 requests (excluding e-mail survey invitations that could not be delivered). While better than the parent response rate, the teacher survey findings should still be used and interpreted cautiously.

Ninety-five percent of responding teachers were the named student's math, ELA, special education, or elementary classroom teacher, all appropriate roles for teachers participating in the evaluation. Forty-five percent were not aware that the named student was an SES participant until they were asked to complete the survey. Among the remainder, teachers typically learned of the child's involvement in SES through a communication with the provider, the student, or

(for elementary school children), a parent. Only 40% of those teachers with prior knowledge of the student's SES involvement (22% of respondents overall) had seen a copy of the tutoring-specific learning plan, and only 35% of those with prior knowledge (19% overall) were consulted by the provider before SES began. Almost half of the responding teachers with prior knowledge of SES have not received an update from the provider since tutoring began; if one assumes that teachers unaware of a student's SES participation could not have received a progress report, more than three-quarters of the responding teachers had never received a progress report on the named SES participant. In DPS, SES providers' engagement with high school teachers (as measured by all forms of interaction) is greater than their engagement with elementary school teachers, with middle school teachers somewhere in the middle.

Between 50% and 60% of responding teachers agreed that student performance had improved since tutoring began in the areas of attitude toward school, attendance, classroom achievement, homework, and grades. Sixty-eight percent agreed the tutor was impacting student learning and 79% would recommend the tutor to others. Positive evaluations of tutor impact and student improvement were strongly related to the extent of communication between tutors and teachers.

The results strongly suggest that teachers credit tutors with positive impact when they have knowledge of the tutor's approach for the student and, perhaps, have been consulted in developing that approach. Perhaps teachers are better positioned to recognize subtle forms of improvement when they are familiar with the tutor's learning plan, or perhaps they credit the provider with improvement when they believe the approach is solid and should result in improvement. It is also possible that, when tutors consult with teachers, they deliver a more appropriate program for the student and that this results in greater impact.

Although the data cannot confirm it, these results suggest that teacher perceptions and expectations have a strong influence on their assessments of student improvement as a consequence of SES. Provider evaluations from teachers would likely improve were more teachers consulted in the development of student learning plans.

District Coordinator Survey Findings

District Coordinators were asked to complete one survey[8] for each provider that served district students in 2006-2007. Thus, for the DPS, the District Coordinator[9] completed 85 surveys regarding 85 different providers, while in other Districts, Coordinators completed between one and sixteen surveys. The total number of surveys submitted was 208 of 252 requests.

In this report, the unit of analysis for District Coordinator surveys is generally referred to as the "contract," representing a relationship between a given provider and a given district. Districts could have more than one contractor and SES providers could be contracted by more than one district.

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[8] An example of the survey is included as Appendix C.
[9] The DPS District Coordinator is supported by building coordinators in each school building where SES is offered. PPA understands these building coordinators to have been involved in responding to the District Coordinator survey.

Because of the unique circumstances of DPS in the SES program, the findings from the District Coordinator survey are presented separately for DPS and all other districts.

Compliance With Administrative Requirements

Survey questions focused on contractors' compliance with administrative requirements explored whether districts required their providers to submit Individual Learning Plans (ILPs), attendance data, progress reports, and invoices. Follow-up questions explored whether, in those circumstances where the documentation was required by contract, these documents were submitted at all, were submitted in a timely fashion, were accurate, and were complete. All questions were simple yes-and-no questions.

Table 25 shows, for districts other than DPS, the percentage of provider contracts with each of these requirements as well as contractors' compliance with the requirements.

Table 25: Compliance With Administrative Requirements
Districts Other Than Detroit Public Schools

| Compliance Indicator | Percent of Contracts | | | |
	ILPs	Student Attendance Data	Student Progress Reports	Invoices
Required in contract	94.6	98.2	91.0	91.0
Submitted (where required)	81.9	82.6	71.3	81.2
Submitted in a timely fashion (where required and where submitted at all)	88.4	91.1	84.7	92.7
Accurate (where required and submitted)	87.2	74.4	62.5	92.7
Complete (where required and submitted)	89.5	93.3	84.7	93.9
Required information submitted, timely, accurate, and complete	70.5	58.7	41.6	72.3

Note: Analysis of these questions treats missing data (nonresponse) as if it were a "no."

Table 26 shows the same data for DPS.

Table 26: Compliance With Administrative Requirements
Detroit Public Schools

Compliance Indicator	Percent of Contracts			
	ILPs	*Student Attendance Data*	*Student Progress Reports*	*Invoices*
Required in contract	100.0	100.0	100.0	100.0
Submitted (where required)	96.7	94.4	17.8	93.3
Submitted in a timely fashion (where required and where submitted at all)	86.2	94.1	93.8	85.7
Accurate (where required and submitted)	87.4	96.5	93.8	84.5
Complete (where required and submitted)	87.4	96.5	87.5	86.9
Required information submitted, timely, accurate, *and* complete	81.1	86.7	13.3	75.6

Note: Analysis of these questions treats missing data (nonresponse) as if it were a "no."

As shown in the tables, all DPS contracts required all four forms of data considered in the survey and the majority of non-DPS contracts did so as well.

Among non-DPS contracts, more than 80% of those required to submit ILPs, attendance data, and invoices did so, and more than 70% of those required to submit progress reports did so. When providers submitted the required data, their submissions were generally considered timely and complete by District Coordinators. Accuracy was a bigger challenge than timeliness or comprehensiveness, particularly for student attendance data and student progress reports. While less than 30% of contractors had any problems with ILP and invoicing requirements, more than 40% of contractors failed to meet one of the standards for student attendance data and nearly 60% of contractors had challenges with student progress reports. Of these, approximately half did not submit as required. A small proportion submitted, but District Coordinators identified their reports as not timely, not complete, or not accurate. In many instances, District Coordinators reported that providers had submitted progress reports, but left the question about the accuracy of progress reports blank, suggesting that coordinators do not review the reports in all districts or that the surveys arrived before coordinators were prepared to respond to these questions.

DPS contractors were highly likely to submit ILPs, attendance data, and invoices, but fewer than one in five submitted student progress reports as required. Where data were received, they were generally considered timely, accurate, and complete.

A comparison of Table 25 and Table 26 shows that DPS was substantially less likely than other districts to receive required student progress reports. In order to further explore this distinction, a list of 34 SES providers serving both DPS and other districts was identified and the data were reanalyzed. For these providers only, non-DPS districts reported that 70% of their contractors submitted progress reports where required, while DPS reported that only 22% of their contractors were in compliance. Given that this subset of providers served both DPS and non-DPS districts, the different experiences are not due to use of different SES providers.

The overall pattern across surveys shows that DPS teachers are much more likely than non-DPS teachers to receive progress reports (although the majority of both groups received none), while the DPS district is significantly less likely than non-DPS districts to receive progress reports. The data do not allow for a perfect sorting-out of the reasons for the differences, and there may be numerous factors at play. There is imperfect agreement across DPS teachers and the district in terms of which providers submit progress reports, so some providers may be submitting to teachers but not to the district, some appear to be submitting to both, and some, to neither.

District Coordinators were also asked to rate providers' responsiveness to district requests for information, using a scale of "excellent," "good," "fair," and "poor." The results are shown in Figure 4 and Figure 5. In non-DPS districts, approximately 75% of contractors received either an "excellent" or "good" rating, while DPS rated 2% of its contractors (one SES provider) as "excellent" and 77% of its contractors as "good." Non-DPS districts were twice as likely to rate their contractors' responsiveness as "poor" than DPS (17% versus 7%).
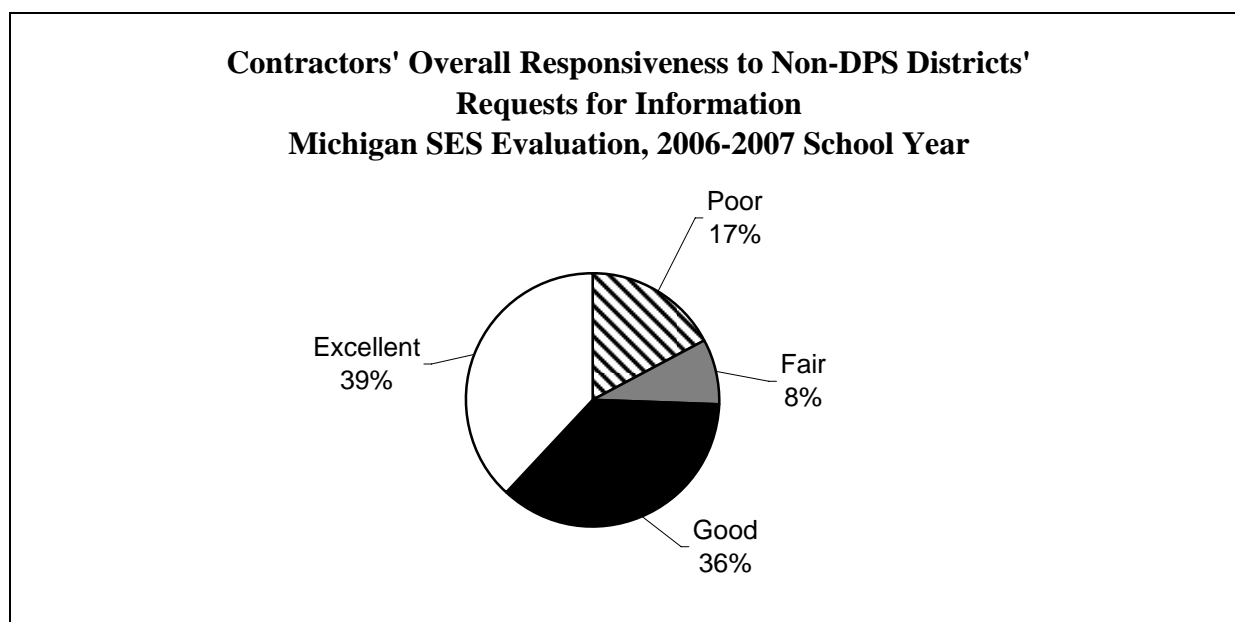
Contractors' Overall Responsiveness to Non-DPS Districts'
Requests for Information
Michigan SES Evaluation, 2006-2007 School Year

Figure 4

**Contractors' Overall Responsiveness to DPS
Requests for Information
Michigan SES Evaluation, 2006-2007 School Year**
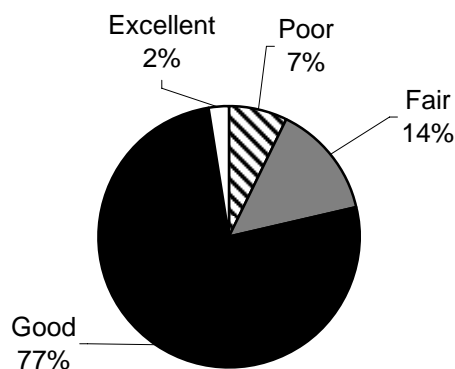
Excellent 2%
Poor 7%
Fair 14%
Good 77%

Figure 5

Coordinators were invited to write in comments about each contractor's compliance with administrative requirements, and 46 surveys included a comment on this issue. Table 27 shows example comments clustered by type of comment.

Table 27: Open-Ended Comments Regarding Compliance With Administrative Requirements

Comment Type	Comment Examples	Percentage of Comments
Positive comment	■ "Tutors were flexible with students and parents to accommodate schedules and communication was excellent." ■ "The provider responded promptly and thoroughly. Personnel and flyers were sent to students' homes to prompt and encourage attendance when they did not come." ■ "Complied with all documentation—very friendly to our public school academy students."	22.0
Accuracy issues	■ "Invoices often needed to be resubmitted for corrections. Corrections were done in a timely manner." ■ "All student goals were identical with the exception of the name." ■ "This provider has not submitted accurate paperwork. We have asked repeatedly for accurate invoices and IEPs."	13.0

Table 27: Open-Ended Comments Regarding Compliance With Administrative Requirements

Comment Type	Comment Examples	Percentage of Comments
Generally noncompliant	■ "Staff and provider owners do not read the contract. They do all that they can to operate outside the contract." ■ "Provider doesn't follow any of the established program procedures." ■ "Although this company signed our contract, the company did not follow through and we were forced to reassign students to another provider late in the school year."	13.0
Multiple complaints	■ "Very difficult to receive communication from this provider. Our district created an invoice for them due to their not having anything in place. Could not provide insurance statement/ policy." ■ "Although the company signed our contract, services were not provided to some students, computers (as promised) were not delivered, and we received several parent complaints. We had to reassign some students to another provider late in the school year." ■ "Paperwork was often incorrect and revisions were not returned in a timely manner. It often took several weeks for provider to return revisions."	10.9
Coordinator clarification of ratings	■ "During one observation, the tutor did not have the student's individual learning plan at the tutoring session, so the observer was unable to determine if student's goals were being addressed."	10.9
No student participation	■ "Students did not attend for their own reasons despite repeated prompts and encouragements from the provider."	6.5
Timeliness issues	■ "Provider did not provide requested materials in a timely manner."	6.5
Invoicing issues	■ "Does not follow established billing procedures."	6.5
All other comments	■ "[Provider] submitted lesson logs instead of progress reports." ■ "Did not follow through with contacting student."	10.7
Totals		100.0

Ratings of Program Quality

Program quality was evaluated through survey questions that asked District Coordinators to give their contractors a letter grade on four program qualities:

■ Curriculum is aligned with State of Michigan Grade Level Content Expectations (GLCEs)
■ Curriculum is aligned with the district curriculum
■ ILPs clearly identify and target individual student needs
■ Overall program quality

Coordinators were asked to grade each contractor's math and ELA programs separately on each element.

Coordinators could also indicate that they were "not sure" about curriculum alignment, ILP quality, and overall program quality, and all DPS surveys indicated "not sure" across the board on this question series. More than half of non-DPS coordinators were similarly not sure if their contractors' curricula were aligned with Michigan GLCEs and nearly half were not sure if the curricula were aligned with their local curricula. Responses from coordinators offering a grade are shown in Table 28. The table also includes the mean grade, calculated by converting "As" to a 4.0, "Bs" to a 3.0, and so on, and identifying the average across the respondent pool. [10]

Table 28: Ratings of Program Quality
Non-DPS Coordinators

Requirement	Percent				Mean, 4-point scale
	A	*B*	*C*	*D*	
Math					
Curriculum is aligned with Michigan GLCEs	42.2	42.4	8.9	6.7	3.20
Curriculum is aligned with the district curriculum	39.3	51.8	3.6	5.4	3.25
ILPs clearly identify and target individual student needs	42.4	29.3	18.5	9.8	3.04
Overall program quality	35.6	35.6	23.0	5.7	3.01
English language arts/reading					
Curriculum is aligned with Michigan GLCEs	41.3	45.7	8.7	4.3	3.24
Curriculum is aligned with the district curriculum	36.2	56.9	1.7	5.2	3.24
ILPs clearly identify and target individual student needs	41.1	30.5	18.9	9.5	3.03
Overall program quality	37.1	37.1	21.3	4.5	3.06

As shown by the mean ratings on a four-point scale, those coordinators offering a grade rated providers, on average, with a "B" for overall program quality as well as ILPs, and slightly more favorably for curriculum alignment. Additional analysis showed that ratings were highly interrelated, individual coordinators almost universally gave the same grades for math and ELA programs on a given item, and very often gave the same grades across the range of items. [11] In conjunction with the large volume of missing data, the findings indicated that many district coordinators do not or cannot monitor providers on these dimensions.

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[10] No providers were given a grade of "E – Failing," although this was a response option.
[11] The lowest inter-item correlation coefficient (Pearson's r) was .614 while the highest was .985. Pearson's r is a correlation statistic that measures the degree to which two variables have a linear relationship. It takes a maximum value of 1.0 and a minimum value of 0.0. While there are no hard and fast rules about how sizeable Pearson's r must be to consider a relationship strong, correlations of this magnitude would meet nearly any guidelines for identifying strong relationships.

Ratings of Program Fidelity

Questions regarding program fidelity evaluated the extent to which SES providers delivered their programs in keeping with parameters defined in their contracts, including instructional format, program content, and amount of tutoring, including hours of service and number of sessions per student. Responses are shown in Table 29 for non-DPS districts.

	Percent of Contracts			
Compliance Indicator	*Instructional Format*	*Program Content*	*Hours Per Student*	*Number of Sessions*
Defined in Contract				
Yes	52.3	50.5	54.1	51.4
No	38.7	39.6	37.8	40.5
Missing Data	9.0	9.9	8.1	8.1
Percentage Delivering as Stated (Where Defined)				
Yes	77.6	76.8	55.0	56.1
No	10.3	8.9	1.7	1.8
Missing Data	12.1	14.3	43.3	42.1

Table 29: Program Fidelity Districts Other than DPS

A little more than half of non-DPS contracts defined instructional format, program content, hours per student, and number of sessions in their contracts. Where format or content was built into the contract, coordinators generally felt their contractors delivered the program as stated. Coordinators were less certain if stipulations regarding levels of student service had been adhered to by their contract. While more than half of the respondents indicated that these provisions had been adhered to, the remainder left the question blank.

The DPS coordinator indicated that no DPS contract stipulated hours of service or number of sessions per district. However, the remaining questions in this section were left blank.[12]

Expected Hours of Service

District Coordinators were also asked to identify the total number of hours of service each contractor was expected to provide to each student for math and ELA (separately identified). Table 30 shows the mean, median, range, and interquartile range of the responses.[13]

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[12] A note was added to each DPS survey in the end-of-survey comments section indicating "Q9 - No chance to observe A & B." Sections A and B in question 9 are the questions about instructional format and program content. The comment seems to suggest that DPS has no data on whether providers delivered instructional formats and content as defined in their contracts. However, the surveys do not indicate that these elements were in fact defined in provider contracts (these questions were not answered).

[13] The median is the midway point if data are arrayed in order from lowest to highest values; 50% of the responses have higher expected hours of service and 50% have lower expected hours of service. "Low – high" represents the lowest reported expectations for hours of service and the highest reported expectations for hours of service. The "25th – 75th percentiles," also known as the interquartile range, provides further information on the distribution of expectations in the population.

Table 30: Expected Hours of Service				
	Mean	**Median**	**Low - High**	**25th – 75th Percentiles**
Non-DPS				
Math	24.32	25.00	9 – 38	17.00 – 30.00
ELA	24.59	26.50	9 – 60	17.12 – 30.00
DPS				
Math	19.39	18.25	9 – 37	15.50 – 21.87
ELA	19.39	18.25	9 – 37	15.50 – 21.87

Non-DPS districts expected approximately five more hours of service in both math and ELA than DPS, on average. Expected hours ranged widely in both DPS and non-DPS settings, with a low of nine expected hours for some contractors and a high of 60 for one non-DPS contractor providing ELA tutoring. The middle 50% of non-DPS contracts ranged from approximately 17 expected hours to 30 expected hours, with 25% of contractors expected to provide more service and 25% expected to provide less service. DPS expectations tended to cluster between 15 and approximately 22 hours of service for the middle 50% of contractors. Thus, in comparison to non-DPS contracts, DPS had proportionately fewer contracts where providers were anticipated to deliver service at the high end of the range.

District Coordinator Survey Summary

The District Coordinator survey enjoyed an excellent response rate, in excess of 80%. Many cases, particularly associated with DPS, had significant missing data. The missing data may indicate that coordinators were not prepared to answer all of the questions posed in the 2006-2007 survey or were not prepared to answer those questions at the time the survey was fielded.

Districts typically required their contractors to submit ILPs, student attendance data, student progress reports, and invoices. Contractors to districts other than DPS actually submitted these forms of data in a timely, complete, and accurate manner in a low of 42% of situations (for student progress reports) and a high of 72% of situations (for invoices). DPS contractors submitted their data in a timely, complete, and accurate manner in 75% or more instances for ILPs, attendance data, and invoices, but only 13% of DPS contractors met these standards with respect to required student progress reports. Between 20% and 25% of contractors were given a "fair" or "poor" rating, by the coordinator, for their responsiveness to district requests for information, but the remainder were rated as "good" or "excellent" on this dimension. Although contractors appear to be responsive, for the most part, numerous providers were not timely, accurate, or complete in meeting administrative requirements, which suggests a considerable administrative burden associated with managing SES providers.

Coordinators were asked to evaluate program quality by assigning a letter grade to four facets of the provider's program, including measures of curriculum alignment, ILP quality, and overall program quality. DPS surveys (85 in total) were uniformly blank for this entire series, while the questions on curriculum alignment were skipped in approximately half of the non-DPS surveys as well, suggesting that many coordinators are not well positioned to evaluate providers on these

dimensions. Coordinators that offered grades rated providers, on average, at a "B" for ILP and total-program quality and a "B+" for curriculum alignment.

Just over 50% of contracts described in the survey also specified the instructional format, program content, hours of service per student, and number of sessions per student. Where format and content were defined, more than 75% of contracts were fulfilled. Where number and frequency of tutoring sessions were defined in the contract language, more than half of the surveys indicated the provider had complied, but many were left blank. These particular questions may be difficult to respond to where SES services are not complete.

Impact of SES on Michigan Education Assessment Program Scores

The impact of SES on Michigan Education Assessment Program (MEAP) scores was analyzed using hierarchical linear modeling (HLM). HLM, also known as multilevel modeling, is commonly used in educational research as it is uniquely suited to "nested" data, such as students grouped in classrooms, classrooms grouped in school buildings, and buildings grouped in school districts. While the primary purpose of the analysis was to identify an estimated impact on the MEAP associated with each distinct SES provider, the results are here presented in terms of the overall impact of SES on 2006 MEAP scores for participating students.

The challenges associated with analyzing hierarchical data are well explained by Jan de Leeuw in his introduction to *Hierarchical Linear Models: Applications and Data Analysis Methods.* As de Leeuw explains, traditional approaches to analyzing student achievement, such as a multiple regression, might include variables measured at the student level (socioeconomic status, prior achievement, limited English proficiency, special education status) and variables measured at the classroom level (average student socioeconomic status, teacher experience, teaching style). While a variable capturing average student socioeconomic status in the classroom is nothing more than an aggregate of individual student data, teacher experience and style cannot be derived from student data, they originate and operate at the classroom level.

Traditional regression analyses allow one to analyze at the individual (student) level or the aggregate (classroom) level, but do not permit a reliable, integrated analysis that adequately considers student and classroom-level factors at the same time. HLM overcomes this limitation by allowing higher-order groupings to mediate the relationships between variables measured at the individual level and by estimating the amount of variation in the outcome of interest that is attributable to individual-level attributes and to group-level contexts.

Michigan's SES program has a "cross-nested" data structure: SES participants are grouped into school buildings and also grouped according to their SES providers; however, not all the SES participants enrolled in a given school building are served by the same SES provider and SES providers can work with more than one building. Available procedures for cross-nested HLM limit the analysis to two cross-nested group contexts; it was not possible to consider district-level factors.

The independent variables considered in the analysis included:

- *The student's 2005 scaled math and ELA scores, representing prior history of academic achievement* (**MATHSS** and **ELASS**). The scaled scores are composites of all questions asked for the given subject matter. By design, the scaled scores have means of 100 multiplied by the student's grade level and standard deviations of 15. Because of this feature of the MEAP's scoring architecture, it was not possible to pool students across grades; instead, the analysis was conducted separately for each grade level for math and for ELA.

- *The student's status as an SES participant or non-SES match (**SES**).* Each SES participant was matched to a non-SES student in his or her grade and attending his or her school building. The matching protocol considered, in order of priority, 2005 scaled math/ELA score (the match was conducted separately for analysis of math and ELA achievement), economic disadvantage status, special education status, and Limited English Proficiency (LEP) status (each coded as yes=1 or no=0). Each non-SES student selected as a match for a given SES participant was assigned to that SES participant's provider. The SES variable was coded yes=1 or no=0.

- *The interaction of SES status and 2005 math/ELA MEAP scores (**MATHSES**, **ELASES**).* While participation in SES could conceivably be associated with an overall increase or decrease in the 2006 MEAP scaled score independent of performance on the MEAP in the prior year (an intercept effect), SES could also affect student achievement by mediating the affect of prior achievement on future achievement (a slope effect). A finding of an intercept effect might be that SES participants scored 5 points higher than their matched counterparts on the 2006 MEAP scaled score for math, while the finding of a slope effect could be that SES participants lost an additional 0.15 points in the 2006 scaled score for every point scored in 2005. In such circumstances, SES could be characterized as driving a 5-point increase among those participants with the lowest scores in 2005, but responsible for lesser gains or none at all among SES participants with higher baseline scores in 2005. The interaction term was specified as the product of the 2005 MEAP score for math/ELA minus the mean 2005 score and the SES variable (yes=1, no=0) minus the mean SES value (0.5).

The contextual variables considered in the analysis included:

- *The student's home school building (**SCHOOLCODE**).* Each school building is identified by an MDE numeric code.

- *The student's SES provider (**PROVIDER**).* Each SES provider was also identified by a numeric code.

The dependent variables were the scaled math/ELA MEAP scores for 2006, ***MATHSS_06*** and ***ELASS_06.***

HLM models are specified at the individual (level 1) and group (level 2) levels. In the case of cross-nested models, one level 2 grouping variable (in this case, the student's home school building) is defined as the "row" variable and the other (in this case, the student's SES provider) is defined as the "column" variable; the analytical process works with matrix cells, or groups that share a common row and column. The level 1 model is indistinguishable from a traditional multiple regression model and, for math, was specified as follows:

MATHSS_06 $= B_{0jk} + B_{1jk}(\textbf{\textit{MATHSS}}) + B_{2jk}(\textbf{\textit{SES}}) + B_{3jk}(\textbf{\textit{MATHSES}}) + e_{ijk}$

- ◼ Where
  - ● j = the student's home school building
  - ● k = the student's SES provider
  - ● B_0 = the intercept term
  - ● $B_{1,2,3}$ = the estimated impact (coefficient) associated with each independent variable
  - ● e = a residual or error term

In HLM, the level 2 model addresses influences associated with higher-order groupings (schools, SES providers) and is used to calculate coefficients for the level 1 model. The level 2 model was specified as follows:

$$B_0jk = \theta_0 + \textbf{\textit{SCHOOLCODE}}_{00} + \textbf{\textit{PROVIDER}}_{00}$$

$$B_1jk = \theta_1 + \textbf{\textit{SCHOOLCODE}}_{10}$$

$$B_2jk = \theta_2 + \textbf{\textit{PROVIDER}}_{20}$$

$$B_3jk = \theta_3 + \textbf{\textit{PROVIDER}}_{30}$$

- ◼ Where
  - ● θ_0 = The model intercept
  - ● $\textbf{\textit{SCHOOLCODE}}_{00}$ = The unique increment to the intercept associated with the student's building
  - ● $\textbf{\textit{PROVIDER}}_{00}$ = The unique increment to the intercept associated with the SES provider
  - ● θ_1 = The model estimate for the impact of 2005 scaled scores on 2006 scaled scores
  - ● $\textbf{\textit{SCHOOLCODE}}_{10}$ = The unique increment to the estimate of the impact of 2005 scaled scores on 2006 scaled scores associated with the student's building
  - ● θ_2 = the model estimate for the impact of SES participation
  - ● $\textbf{\textit{PROVIDER}}_{20}$ = the unique increment to the estimate of the impact of SES participation associated with a specific provider
  - ● θ_3 = the model estimate for the interaction of SES participation and 2005 scaled MEAP score
  - ● $\textbf{\textit{PROVIDER}}_{30}$ = The unique increment to the slope for the interaction of SES participation and 2005 scaled MEAP score associated with a specific SES provider

Translated, the combined model specified the 2006 scaled MEAP score for math as a function of a) an intercept term (B_0jk) representing the predicted 2006 score when the 2005 MEAP score is set to the mean and SES status is set to "no,"[14] itself a joint function of student, school, and provider[15] factors; b) prior achievement as proxied by the prior year's scaled MEAP score for

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[14] Variables measuring prior achievement (2005 MEAP scores) were grand-mean centered. Grand-mean centering influences interpretation of the results. In the absence of centering, the mode's intercept estimate would represent the estimated 2006 score if the 2005 MEAP score was zero—a situation not possible given that the terms of the analysis require valid 2005 and 2006 scores. In the presence of grand-mean centering, the intercept estimate represents the 2006 MEAP score when the 2005 score is estimated at the mean.

[15] The "provider" factor associated with the intercept may appear a strange element of the term given that SES status is set to "no" in calculation of the intercept. Each member of the non-SES matching group was assigned to the same

math (B_1jk), itself a joint function of student and school-based factors; c) participation in SES (B_2jk), a joint function of student and provider-based factors, specified as a "step" or intercept factor (B_2jk) and as a mediating influence on the role of prior achievement (B_3jk); and d) an error term. The model for ELA scores was specified in exactly the same manner with substitution of ELA MEAP scores where appropriate.

While the model above was the *a priori* model, it was not clear that all variables would in fact contribute to explanation of the 2006 MEAP scores. One means of identifying which variables to retain and which to discard is to consider proportional reduction of error associated with each variable. Examination of the reduction in error achieved by adding variables one by one showed that adding the prior achievement term to the model resulted in a significant reduction in unexplained variation (on the order of 40%), adding the SES term (distinguishing SES recipients from non-SES matching students) resulted in a very modest reduction in unexplained variation (on the order of 1% - 2%), and adding the interaction term involving prior achievement and SES participation resulted in almost no reduction in unexplained variation (less than 1%). Accordingly, the interaction term was dropped from the models.

Table 31 shows the results of the level-1 models for math and ELA.

Table 31: Results of HLM Analyses, All Grades and Subjects

Grade in 2005/Subject	Intercept		2005 Scaled Score		SES Recipient	
	Coefficient	*P-value*	*Coefficient*	*P-value*	*Coefficient*	*P-value*
Math						
3rd Grade	402.78	0.00	0.71	0.00	1.06	0.31
4th Grade	495.72	0.00	0.59	0.00	-1.03	0.23
5th Grade	592.37	0.00	0.60	0.00	-0.75	0.32
6th Grade	685.62	0.00	0.60	0.00	-0.83	0.26
7th Grade	792.15	0.00	0.44	0.00	-0.26	0.71
ELA						
3rd Grade	401.20	0.00	0.70	0.00	0.43	0.71
4th Grade	498.86	0.00	0.65	0.00	-0.17	0.88
5th Grade	599.70	0.00	0.74	0.00	-0.32	0.70
6th Grade	694.24	0.00	0.77	0.00	0.46	0.57
7th Grade	791.37	0.00	0.76	0.00	-1.74	0.04

The table findings can be interpreted as follows:

- The intercepts represent the estimated 2006 MEAP score for non-SES students scoring at the mean[16] on the 2005 MEAP.

SES provider as the SES participant to whom he or she was matched. The provider component of the intercept term thus controls for unique characteristics of the student population served by a given provider, whereas the SES term estimates the impact of SES on those students served.

[16] The mean, in the current context, refers to the mean score among students considered in the analysis rather than the mean score associated with the full student population taking the MEAP.

- The coefficients for the 2005 Scaled Score represent the increase in the 2006 score associated with each 1-point increment beyond the mean on the 2005 MEAP. For example, among students in the 3rd grade in 2005, students earned an additional 0.71 points on the scaled math score in the 2006 MEAP for every point they scored above the mean on the 2005 test.

- The coefficients for SES represent the increase or decrease in the scaled 2006 scores associated with participation in the SES program, considering all SES providers collectively.

- The P-values are estimates of the likelihood that the reported impacts are erroneous and that the true value of the coefficients is zero. P-values of less than 0.05 are the typical standard in the social sciences, and that standard is used in this analysis.

As Table 31 shows, SES participation was not associated with any measurable increase in 2006 scaled MEAP scores in either math or ELA in any of the tested grades. Indeed, the only significant finding of SES impact was a modest negative impact associated with SES participation for 7th graders with respect to ELA scores. 2005 scaled scores had a highly significant impact on 2006 scores, ranging from increases of 0.44 to 0.77 points for every point in excess of the mean on the 2005 MEAP. The findings of no significant impact are at odds with a recently released federal study of the impact of SES on student achievement[17] that found modest positive impacts (8% of a standard deviation) of SES participation on student achievement. That study's methodology differs from the approach in this evaluation in numerous ways, the most important being that the federal study did not control for the influence of the school buildings, and the federal-study comparison group appears to have been composed of income-eligible students who did not participate in SES but was not validated against, or matched to, the SES population on such qualities as baseline achievement.

The finding of no significant impact of SES, study-wide, does not preclude a finding of positive impacts associated with specific providers balanced with negative impacts associated with other providers. Analysis of provider-specific coefficients associated with SES participation identified a handful of instances (approximately 10 instances) in which specific providers were associated with very modest positive or negative impacts on MEAP scores in certain grades for certain subjects. However, in the bulk of circumstances, there were no measurable impacts on 2006 scores associated with specific providers.

The analysis is subject to several known limitations that should be considered when interpreting the findings. These include:

- *Quality of the match to non-SES participants.* The HLM analysis did not specifically control for factors that can influence MEAP scores, including economic disadvantage, English language proficiency, and special-education status. Instead, these variables were considered in identifying a matching group and presumed to be controlled through this mechanism.

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[17] Ron Zimmer, Ron, Brian Gill, Paula Razquin, Kevin Booker, and J.R. Lockwood III, "State and Local Implementation of the No Child Left Behind Act: Volume I—Title I School Choice, Supplemental Educational Services, and Student Achievement." (August 15, 2007. <http://www.ed.gov/rschstat/eval/choice/implementation/ achievementanalysis.pdf>

Table 32 provides comparison data on the composition of the SES and matching groups by grade and subject matter, including the percentage of each group identified as economically disadvantaged, special education students, and students with limited English proficiency. The table also provides the mean baseline MEAP scores. Entries in **bold italics** draw attention to distinctions between the SES participants and their comparison groups.

Table 32: Comparison of Participants and Matched Control Group on Variables Used to Construct the Match

| Subject/Grade | Percentage of Group Members With Given Characteristic | | | | | | 2005 Mean MEAP Scores | |
| | *Economic Disadvantage* | | *Special Education* | | *Limited English Proficiency* | | | |
	SES	*Match*	*SES*	*Match*	*SES*	*Match*	*SES*	*Match*
Math								
3rd Grade	89	84	4	4	13	13	303.78	305.80
4th Grade	***89***	***80***	5	6	11	9	399.26	401.72
5th Grade	90	85	8	7	10	9	494.87	495.01
6th Grade	89	85	***13***	***8***	3	4	585.81	586.39
7th Grade	89	86	***12***	***8***	3	4	682.79	682.95
ELA								
3rd Grade	***89***	***82***	3	5	13	12	300.41	302.71
4th Grade	***88***	***82***	6	6	11	10	399.74	400.76
5th Grade	***89***	***82***	9	7	10	8	499.79	499.75
6th Grade	90	86	***12***	***8***	3	4	595.81	596.40
7th Grade	90	85	***12***	***8***	3	4	693.48	693.54

Table 32 confirms that the participant and control groups are reasonably comparable, although there are some distinctions, typically placing the SES group at a relative disadvantage to the control group. While these distinctions could influence the results by underestimating the degree of SES impact, they are too marginal to mask substantively significant impacts of SES.

A more significant limitation of the matched-control design is that the available data on economic disadvantage, special education status, and LEP status is coded on a yes-or-no basis, but students' real-life circumstances will vary in degree. Data on economic disadvantage is also limited in its reliability due to the processes by which a determination of economic disadvantage is made.

- *Uncertain delivery of SES services by subject area.* The 2005-2006 CEPI data collection did not capture data on the subject matters in which students were tutored. PPA asked 2006-2007 district SES coordinators to estimate the fraction of their SES students receiving both math and ELA tutoring in 2005-2006. Where 95% or more of the students were estimated to have received both types of services, a district's students were retained for the analysis, and where fewer students received both services or coordinators were uncertain, a district's students were dropped from the analysis. The inclusion of students in math and ELA analyses was thus heavily dependent on the accuracy of the District Coordinators' responses. To the degree that fewer than 100% of a district's SES population actually received tutoring

in both subjects, the analysis will underestimate the potential impact of SES services by presuming an impact opportunity exists where none in fact did.

- *Lack of data on amount of SES.* The 2005-2006 CEPI data collection did not capture data on the amount of SES received by each student. The student list thus includes participants with only modest exposure to SES as well as students maximizing their participation. Presuming that more SES leads to higher achievement, the analysis should not be viewed as a measure of the impact of a complete SES program on participating students. Instead, it is a measure of the impact of SES as it was variably implemented across students and districts.

Conclusions and Recommendations

Conclusions

■ *Responding parents were highly satisfied with SES.* Parents participating in the survey were highly inclined to rate the services as convenient, to be willing to recommend the tutor to someone else, and to agree that they would send their child to the tutor again. More than 65% noted improvements in the ease with which their child completed homework, attendance, attitude toward schools, study habits, and grades.

■ *Most parents have had some involvement with the tutor in establishing learning needs and goals.* Nearly three-quarters of responding parents had an opportunity to discuss their child's learning needs with the tutor before SES began and 59% had seen the tutor's learning plan for their child.

■ *Providers appear to have done a somewhat better job of communicating with the parents of a young child than with the parents of middle and high school students, but there was room for improvement at all grade levels.* A significant fraction of parents (29%) had never received a progress report. Among parents of students in grades 5 and lower, 19% had never received a report, but more than 30% of parents of middle and high school students had never received a report. Parents of an older child were also modestly less likely to have discussed their child's learning needs with the provider before services began and modestly less likely to have seen the tutor's learning plan.

■ *Responding teachers were often unaware that their student was involved in SES and were rarely consulted in developing a learning plan.* Forty-five percent of responding teachers indicated they had not known a named child was in SES until they were asked to complete an evaluation survey. Of the remaining 55%, only 40% (or 22% of all responding teachers) had seen a copy of the tutor's learning plan and only 35% (or 19% of all responding teachers) had been consulted by the provider before tutoring began. Almost all of the teachers reporting they had seen a learning plan or been consulted before tutoring began were DPS teachers.

■ *In DPS, providers appear to have done a significantly better job of communicating with teachers at middle schools and high schools than with elementary school teachers.* Although middle and high school teachers in Detroit were somewhat less likely than elementary school teachers to have known a student was receiving SES when the request to participate in the evaluation was received, on all other dimensions, middle and high school teachers had been much more significantly engaged in the SES process than were elementary school teachers. Teachers in the higher grades had been more frequently consulted, were more likely to have seen a learning plan, and received significantly more progress reports than teachers of students in grades 5 and lower. Outside of DPS, there was no relationship between grade taught and likelihood of contact, and all forms of contact between tutors and teachers were rare.

- *Teachers were divided on the question of SES's impact on student performance.* More than 50% agreed that the tutoring had positively influenced students' attitude toward class, homework, classroom achievement, attendance, and grades. However, nearly the same proportions disagreed that these impacts were apparent.

- *Teachers at the middle and high school levels gave strong overall evaluations of SES providers, but elementary school teachers were less impressed.* Eighty-seven percent of responding teachers of students in grades 9 and higher would recommend that other students use the tutor in question and 78% "agreed" or "strongly agreed" that the tutor was positively impacting the student's learning. In comparison, only 63% of elementary school teachers would recommend the provider to someone else and only 51% believed the provider has impacted the students' learning. Teacher ratings of SES providers were strongly influenced by the amount of communication between tutor and teacher, and this may account for the relatively high marks given to SES providers by high school teachers.

- *Providers were meeting most of the administrative requirements of their contracts, but significant minorities had not submitted data, had not been timely, had not been accurate, or had not submitted complete data.* While it is positive to see that in most instances providers were submitting the necessary data and doing so properly, the numerous instances of breakdowns in administrative process were likely to have resulted in a significant burden on District Coordinators.

- *Progress reports to the school system were a particular challenge for providers.* Although most parents reported that they had received at least one progress report, only a minority of teachers in DPS had received at least one progress report, and very few teachers outside of DPS had received any student updates. About 30% of contractors to non-DPS districts had not submitted progress reports as required, and some in compliance had submitted their reports in a late or incomplete fashion. Only 13% of DPS contractors had submitted their progress reports in a timely, accurate, and complete fashion.

- *Many District Coordinators were ill-positioned to evaluate program quality—or at the very least, were ill-positioned to do so in late May 2007.* DPS and approximately half of non-DPS coordinators did not answer questions about the alignment of the provider curriculum with Michigan GLCEs. Approximately the same proportion of coordinator surveys were missing data on the alignment of the provider curriculum with the local district curriculum.

- *SES delivered in the 2005-2006 school year resulted in no discernible impact on participants' 2006 math and ELA MEAP scores.* Students' 2006 scores were highly influenced by their 2005 scores and somewhat influenced by their school buildings, but SES (overall) and providers considered individually had little to no influence on the MEAP.

Recommendations

- *Consider expanding the focus of future evaluation of SES to explore factors including student intake, the role of providers in recruiting students, other means by which students and families choose providers, reasons students drop from SES, and the degree of participation*

in SES among eligible students. Data gathered through the evaluation suggested irregularities in process and some churn in the SES population but was inadequate to truly explore these dynamics. An adequate description of the SES system would go far in positioning state staff to interpret data on outcomes and impacts.

■ *Urge providers, either directly or through district staff, to increase efforts to involve parents and teachers in SES.* While overall communication rates for parents were reasonably good, a significant proportion of parents had not had any communication with the provider. Overall communication rates for teachers were far less strong and particularly problematic among elementary-aged students and outside of DPS.

■ *Discuss internally, and with District Coordinators, the ramifications (and meaning) of findings that District Coordinators frequently do not know if a program is aligned with state GLCEs or with their local district curriculum, and frequently do not know if providers are delivering hours of service as expected.* Given that SES startup in 2006-2007 often carried over to very late in the school year, District Coordinators may have been saying that their services are too new to have developed this feedback information. However, they may also be saying that they are not positioned to conduct this level of investigation into provider performance. If the latter, what are the ramifications for an effective monitoring system to encourage compliance? To what degree are providers in fact being monitored? These questions are worthy of discussion with key districts, chief among them DPS.

■ *Explore with DPS the potential reasons that progress reports are not being received at the district.* The finding may be an artifact of the timing of the evaluation survey but may also be a function of unique processes or expectations in Detroit.

■ *Invest in better, more current administrative data.* The CEPI system offers districts limited windows of opportunity in which to input their student data and requires each student be entered individually. Although it is very likely infeasible to implement change for the 2007-2008 school year, ultimately a more fluid system would substantially improve on the quality of student data collected. Specifically, as also recommended in PPA's technical report, were the CEPI system generally open for data input and districts expected to update their SES participant information when district wide services begin, when district wide services end, and at reasonable intervals between (particularly in the case of districts running year-long SES programs), the data to support the evaluation would be of considerably better quality. Additionally, a system that allowed districts to upload a file rather than input data manually would cut costs of compliance and likely result in higher-quality data.

■ *Consider process changes to improve participation in the teacher and parent surveys.* The technical report contains a series of recommendations on changes in survey process that could encourage greater participation. Higher response rates would render the evaluation data significantly more reliable and increase the value of provider profiles distributed to districts and parents.

Appendix A. Parent Survey

Survey of Parent Satisfaction
With After-School Tutoring

To: Parent or guardian of «FNAME» «MI» «LNAME»   «UIC»

- If your child had more than one tutor, you will only be asked about one of the tutors.
- If you have more than one child in tutoring, you will receive a separate survey for each child.
- Please complete this survey by May 31, 2007.
- Your tutor is «Pname»

Tutor Services

1. According to school records, your child was tutored this school year by the tutor listed above. Is this correct? *Please mark one.*

Yes	*No*	*Not sure*	*My child is not in a tutoring program*
○	○	○	○

If no, what is the tutoring company's name and city?

_____

- **If your child did not have tutoring this school year, stop here. Please return this survey with question #1 completed.**
- **If you are not sure whether your child had tutoring this school year, stop here. Please return this survey with question #1 completed.**
- **If you listed a different company, please answer the rest of the survey with that company in mind.**

2. What subject is your child being tutored in? *Please mark all that apply.*

Math	*English language arts/reading*	*Not sure*	*Other*
○	○	○	○

3. How often does/did your child receive tutoring during this school year?

   My child attends/attended _____ tutoring sessions

   per week, and each tutoring session is/was _____

   hours and _____ minutes long.

4. Where did your child receive tutoring? *Please mark all that apply.*

In a school building	○
At the tutor's building	○
At home	○
A church, library, or community center	○

Student Improvement

5. Has it been easier for your child to complete *math* homework since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

6. Has it been easier for your child to complete *English language arts/reading* homework since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

7. Have your child's study habits improved since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

8. Has your child's school attendance improved since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

9. Has your child's attitude toward school improved since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

10. Has your child's *English language arts/reading* grade improved since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

11. Has your child's *math* grade improved since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

12. Have your child's overall grades improved since the tutoring started?

Yes	*No*	*Not sure*
○	○	○

Communication

13. Did the tutor talk with you about your child's learning needs before the tutoring started?

Yes	*No*	*Not sure*
○	○	○

14. Did you see a copy of the tutor's learning plan for your child?

Yes	*No*	*Not sure*
○	○	○

15. How often does the tutor talk to you or give you a written report about your child's progress?

More than once per month	○
Monthly	○
Every two months	○
Quarterly	○
Never	○
Not sure	○

16. If you get written reports, are they easy to understand?

Yes	*No*	*Sometimes*
○	○	○

Your Child's Tutor

17. Is the amount of time spent in tutoring too little, about right, or too much?

Too little	*About right*	*Too much*
○	○	○

18. Is the tutoring at a location that is convenient for you?

Yes	*No*	*Not Sure*
○	○	○

19. Is the tutoring at a time that is convenient for you?

Yes	*No*	*Not Sure*
○	○	○

20. Would you send your child to this tutor again?

Yes	*No*	*Not Sure*
○	○	○

21. Would you recommend this tutor to someone else?

Yes	*No*	*Not Sure*
○	○	○

22. Overall, are you satisfied with this tutor?

Yes	*No*	*Not Sure*
○	○	○

23. What overall grade would you give your child's tutor? ***Please mark one letter grade per subject***.

In math		*In English language arts/reading*	
A- Excellent	○	*A- Excellent*	○
B- Good	○	*B- Good*	○
C- Average	○	*C- Average*	○
D- Poor	○	*D- Poor*	○
E- Failing	○	*E- Failing*	○

24. Please add any comments about your child's tutor here:

Thank you for your time!

Please return the survey by May 31, 2007
Use the pre-paid envelope to send your completed survey to:
Public Policy Associates, Inc., 119 Pere Marquette, Suite 1C, Lansing, MI 48912

Appendix B. Teacher Survey

Michigan Teacher Survey for the Evaluation of Supplemental Education Services Providers

Welcome!

The Michigan Department of Education is working in partnership with Public Policy Associates, Incorporated to evaluate Supplemental Education Services (SES) providers in the state. Our evaluation plan calls for compiling information from multiple sources in order to get a full understanding of providers' effectiveness.

You have been invited to complete this online survey as one important component in this process. As a teacher, you provide a unique and valuable perspective on the possible impact of service delivery.

Directions:

Please have your Teacher Request Letter ready before beginning the survey.

Please complete one survey for each student requested. Answer the questions with this specific student and his or her provider in mind. The survey is NOT in any way an evaluation of your teaching. Please answer the survey as honestly and completely as possible. We understand that you may not be able to answer every question on the survey for every affected student.

The survey should take no more than 5 minutes to complete. We request that you complete the entire survey in a single sitting as you will not be able to return back to an incomplete survey. Once you exit this survey, you will be directed back to the start page and have the option of completing the survey in relation to another student.

Please complete the survey for all students assigned to you by March 28, 2007.

Any questions or concerns should be directed to Jennifer Perez-Brennan
by phone: (517) 485-4477
or email: jperezbrennan@publicpolicy.com

Thank you for your assistance with this important evaluation. Your participation is greatly appreciated!

To begin, please continue to the next page.

Next >>

1. What is your school district?

[dropdown select box]

2. Please enter the student's *first name* as listed on the Teacher Request Letter

[text field]

3. Please enter the student's *last name* as listed on the Teacher Request Letter

[text field]

4. What is the student's UIC as listed on the Teacher Request Letter?

[text field]

<< Prev   Next >>

5. Which of the following best describes your role in connection with this student?
Please choose one.

�〰 Elementary classroom teacher

�〰 English language arts teacher

�〰 Math teacher

�〰 Science teacher

�〰 Social studies teacher

�〰 Other subject-specific teacher

�〰 Title I teacher

�〰 Special education teacher

�〰 Other (please specify)

[ ]

6. Is this student being tutored in English language arts?

Yes	No	Not sure
�〰	�〰	�〰

7. Is this student being tutored in Math?

Yes	No	Not sure
�〰	�〰	�〰

3

**8. How did you learn that the student is receiving SES?
Please choose all that apply.**

☐ I did not know until I received the Teacher Request letter

☐ I was informed by another teacher

☐ The district notified me

☐ Parent

☐ Principal

☐ A contact from the SES Provider

☐ The student

☐ Other (please specify)

[   ]

[NOTE: IF Q8 = "a" skip to Q12]

9. I have seen a copy of the tutoring-specific learning plan for this student.

⬤ Yes

⬤ No

⬤ Not sure/ Don't recall

10. The tutor discussed with me the student's goals or tutoring plan before tutoring began.

⬤ Yes

⬤ No

⬤ Not sure/ Don't recall

11. Approximately how often has the tutor given you written or verbal reports about the student's progress?

⬤ More than once per month

⬤ Monthly

⬤ Every two months

⬤ Quarterly

⬤ Never

⬤ Not sure

12. Please choose one answer for each item below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
During the time tutoring was provided, this student's attitude toward class improved.	○	○	○	○	○
During the time tutoring was provided, this student's homework improved (e.g., quality or timeliness or frequency).	○	○	○	○	○
During the time tutoring was provided, this student's classroom achievement improved.	○	○	○	○	○
During the time tutoring was provided, this student's class attendance improved.	○	○	○	○	○

13. Please choose one answer for each item below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
During the time tutoring was provided, this student's Math grades improved.	○	○	○	○	○
During the time tutoring was provided, this student's English language arts grades improved.	○	○	○	○	○
During the time tutoring was provided, this student's grades improved overall.	○	○	○	○	○

14. Please choose one answer for each item below.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
This tutor is positively impacting this student's learning.	◯	◯	◯	◯	◯
I would recommend that other students use this tutor.	◯	◯	◯	◯	◯

15. Do you have a conflict of interest as regards fairly evaluating the performance of this SES provider?

Examples:
You are working for the SES provider organization or have done so in the last two years, you are on the SES provider organization's board of directors, you have family or personal ties to the SES provider organization's leadership, etc.
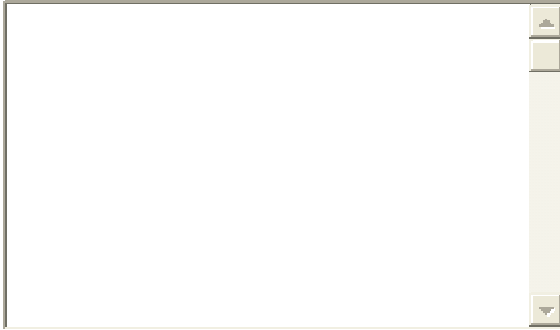
Yes   No

16. Please add any additional information that may be helpful in evaluating the provider.

<< Prev   Next >>

Click on *submit survey* below to complete and end this survey

After you have submitted this survey you will be taken back to the survey homepage where you may enter your responses in relation to another student.

Thank you for your time!

<< Prev   Submit Survey >>

Appendix C. District Coordinator Survey

Survey of District SES or Title I Coordinators
Regarding SES Provider Effectiveness

This survey is being conducted by Public Policy Associates, Incorporated, on behalf of the Michigan Department of Education, to evaluate supplemental education services (SES) providers in the state. The study relies upon information from multiple sources in order to get a full understanding of each provider's effectiveness. This survey is one important component in this process. Title I Coordinators provide a valuable perspective on the impact of SES services.

The purpose of the evaluation is to assess the effectiveness and quality of SES provided to students in the 2006-2007 school year and to identify areas where improvements are needed.

Please complete *one survey for each provider* serving students in your district. If you do not know the answer to any questions, please select "not sure" or leave blank.

We appreciate your time to complete this survey. Please return all district surveys by May 31, 2007.

General Information

1. School District: _____

2. Full name of Provider Organization/Agency and city: _____

3. In what subject areas does this provider offer SES in your district? *Check all that apply.*

        English language arts ☐   Mathematics ☐

Administrative Requirements

4. For each item listed below, please give information on the provider's efforts to meet administrative reporting requirements / performance on the activity.

	Required in District Contract?		Submitted by Provider?		Submitted in Timely Manner?		Materials are Accurate?		Materials are Complete?	
a. Submission of Individual Learning Plans (ILPs)	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
b. Submission of student attendance data	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
c. Submission of student progress reports	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
d. Submission of invoices	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

5. Overall, how would you rate the responsiveness of providers to district requests for the required information?   Excellent   Good   Fair   Poor   Not Sure

6. Please add any additional information related to the provider's response to administrative requirements.

_____

_____

Program Quality

7. For each subject area, please rate the provider's performance on the following, where A=Excellent and E=Failing.

	ENGLISH LANGUAGE ARTS						MATH					
a. Curriculum is aligned with Grade Level Content Expectations (GLCEs)	A	B	C	D	E	Not Sure	A	B	C	D	E	Not Sure
b. Curriculum is aligned with the local district curriculum	A	B	C	D	E	Not Sure	A	B	C	D	E	Not Sure
c. ILPs clearly identify and target individual student needs	A	B	C	D	E	Not Sure	A	B	C	D	E	Not Sure
d. Rate the overall quality of the provider's program in this topic	A	B	C	D	E	Not Sure	A	B	C	D	E	Not Sure

8. Please add any additional information on the provider's program quality.

_____

_____

Program Fidelity

9. Please rate the following to describe the provider's fidelity to the service plan and program content.

	Defined/Stated in District Contract?		Delivered as Stated?	
a. Instructional format/ Approach to delivering instruction	Yes	No	Yes	No
b. Program content	Yes	No	Yes	No
c. Number of tutoring sessions per student	Yes	No	Yes	No
d. Number of hours of service per student	Yes	No	Yes	No
e. How many hours of service total was the provider expected to deliver to each student in their math program?				
f. How many hours of service total was the provider expected to deliver to each student in their English language arts program?				

Other

10. Do you have a conflict of interest related to fairly evaluating the performance of this SES provider? [*Examples:* you work (or have worked) for the provider organization, are on the provider board of directors, or have a friend or family member affiliated with this provider, etc.]   Yes   No

Thank you for your valuable time!