

**Evaluation of
Supplemental
Education Services
2007-2008**

Summary Report

**Prepared for
Michigan Department of Education**

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The SES coordinators in districts throughout Michigan were vital to the administration of data collection. Coordinators oversaw the distribution of parent surveys and monitored teachers' survey completion. Detroit Public Schools District coordinators similarly monitored the completion of teacher surveys. This level of facilitation was essential to the success of the data collection.

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Introduction

This report presents findings from the 2007-2008 evaluation of Supplemental Education Services (SES) in Michigan at a statewide level. 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).

Michigan, like other states, has a series of obligations under the federal No Child Left Behind Act (NCLB). Among these obligations are selecting and monitoring providers to ensure that tutoring services meet quality standards. The evaluation of SES providers is a systematic process that compiles both primary and administrative data in formats that can be shared with key audiences, including school districts and parents.

The evaluation data streams discussed in this report include the following:

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

These data streams have been reported in multiple ways, including provider-specific profiles directed toward school districts and parents. In this current report, the findings are aggregated to better recognize the potency and limitation of the SES program at a statewide level.

This report on the statewide SES program findings is organized in the following manner:

- This section, the *Introduction*, provides an overview of the evaluation context and reporting structure.
- *Survey Findings* presents findings from the parent, teacher, and District Coordinator surveys.
- *Impact of SES on MEAP Scores* presents a statistical study of the impact of SES delivered in 2006-2007 on participants' 2007 math and ELA MEAP scores.
- *Conclusions and Recommendations* presents an overall summary of the findings and recommendations for the SES program based on evaluation findings.

In tandem with this report, the reader is advised to consult the Technical Report, submitted under separate cover, which describes in detail the methodology of all surveys and the MEAP analysis, along with a critique of the evaluation methods.

Survey Findings

In this section, findings from the parent, teacher, and District Coordinator surveys are presented. Further information about the survey methodologies is located in the Technical Report.

Survey Response Rates

Parent Survey

As noted in the Technical Report, the parent data collection was accomplished via a postal mailing of a hardcopy instrument directly to parents or guardians of a named SES student. A total of 15,077 surveys were mailed to student households. Of those, 1,338 were completed and returned, which is a return rate of 8.9%.

All returned surveys, however, were not deemed usable. Surveys in which parents or guardians reported that their child had not received any SES tutoring were excluded from parent analyses. More specifically cases were excluded when: parents were unsure whether tutoring took place; parents reported tutoring did not occur; parents could not identify the provider; surveys were missing all data; or tutoring was terminated. Cases in which the receipt of services could not be confirmed from service hour data were similarly excluded from parent analyses. Eventually, 916 of the 1338 returned surveys were used in the parent analyses, which represented 68.5% of returned surveys and 6.1% of mailed surveys. The distribution of usable parent surveys by district is shown in Table 1.

Table 1: Usable Parent Surveys by District

Districts	Number of Useable Surveys	Percent of All Useable Surveys
Detroit Public Schools	746	81.4%
Flint City School District	47	5.1%
Kalamazoo Public School District	43	4.7%
Beecher Community School District	18	2.0%
Grand Rapids Public Schools	18	2.0%
Muskegon Heights School District	18	2.0%
Hamtramck Public Schools	8	<1%
Academy for Business and Technology	5	<1%
Pontiac City School District	5	<1%
Marilyn F. Lundy Academy	3	<1%
Buena Vista School District	2	<1%
Casa Richard Academy	2	<1%
Northridge Academy	1	<1%
Total	916	100.0

Returns of the parent survey in the larger districts were proportionate to their part in the sample frame. The Detroit Public Schools (DPS) district made up 82.8% of all surveys mailed and 81.4% of the usable parent surveys. The Flint City School District comprised 6.8% of all surveys mailed to parents and 5.1% of usable surveys.

Table 2 below describes the grade distribution of students enrolled in SES according to the initial sample frame, and the grade distribution of students of returned and usable parent surveys. The returned parent surveys tend to under-represent the high school students, and over-represent students in grade five and under.

Grade Categories	Number of Usable Parent Surveys	Percent Usable Parent Surveys	Enrollment in SES
Up to grade 5	325	35.5%	23.4%
Grades 6 to 8	222	24.2%	23.0%
Grades 9 to 12	369	40.3%	53.5%

Teacher Survey

All surveys from teachers were administered online via an internet-based interface. A total of 15,077 survey invitations, each corresponding to a single student, were distributed to teachers. Similar to the year before, District Coordinators identified the most appropriate teacher to evaluate each student’s performance. Many teachers were invited to complete surveys for more than one student.

A total of 3,426 surveys were processed online, which is a 22.7% rate of return. However many of these surveys were missing information; it appears that some teachers accessed the Web page to the survey, but did not complete the full survey. In addition, teacher surveys were considered invalid if the parent indicated that tutoring did not occur or data on service delivery indicated that there were no tutoring service hours provided to the student.

After these exclusions, 1,977 surveys were considered usable and have been included in the analysis that follows. These represent 13.1% of the surveys originally sent out and 57.7% of those returned.

The distribution of usable surveys across school districts is shown in Table 3 below. Although 22 districts comprised the sample frame, teachers across 13 districts provided usable surveys. The distribution of usable surveys across districts shows that more than three-quarters of the surveys came from DPS.

Table 3: Usable Teacher Surveys by District

Districts	Number	Percent
Detroit Public Schools	1507	76%
Kalamazoo Public School District	112	6%
Muskegon Heights School District	95	5%
Beecher Community School District	75	4%
Flint City School District	60	3%
Grand Rapids Public Schools	26	1%
Hamtramck Public Schools	26	1%
Marilyn F. Lundy Academy	22	1%
Academy for Business and Technology	17	<1%
Casa Richard Academy	11	<1%
Michigan Technical Academy	11	<1%
Northridge Academy	9	<1%
Pontiac City School District	6	<1%
Total	1977	100%

Service Hours

In this report, survey responses are presented with breakouts of responses according to the amount of services actually received by students. In the application process, providers stated the intended amount of service hours per student for their particular model or program. Virtually all providers stated that their program delivery would consist of an amount between 16 to 36 hours. Using this as the “typical” range of service hours, a classification was created to reflect the relative amount of services. Receipt of between 16 to 28.9 hours of service was deemed “lesser range of intended service,” and 29 to 35.9 hours was considered “greater range of intended service.” The greater range of intended service is also above the mean number of hours of service for the sample frame. Since no provider proposed giving less than 16 hours of service, that range of actual service was labeled “minimal service,” and because few providers intended to offer more than 36 hours of service, that amount was named “maximum service.”

Table 4 describes these categories of service, along with the number and percentage of students within each category; these are shown for both parent and teacher surveys. The proportion of students falling within each of these categories is similar to the proportion of students in the SES program. The range of services reflected a normal bell-shaped curve distribution, except for a large number of cases receiving two hours of service.

It was deemed important to use the available data on service hours to better interpret the teacher and parent survey results. While there are other factors that are expected to correlate with findings, such as the grade level of the student, the primary breakout of findings in this report is the extent of service hours actually received. Where deemed most relevant, breakouts according to whether a district was Detroit Public School or other than DPS are presented, and breakouts by grade level are reported.

Table 4: Amount of Service Hours

Service Category Label	Description of Intended Service	Hours of Service	Number of Usable Parent Cases	Percentage of Parent Cases	Number of Usable Teacher Cases	Percentage of Teacher Cases
Minimal Service	Below intended range	Less than 16	67	7.3%	288	15%
Lesser Range of Service	Within lower range	16 to 28.9	205	22.4%	479	24%
Greater Range of Service	Within upper range	29 to 35.9	323	35.3%	567	29%
Maximum Service	Above the range of most providers	36 or more	321	35.0%	643	33%

District Coordinator Survey

As detailed in the Technical Report, the district coordinator survey was conducted via a brief hardcopy instrument. All 22 District Coordinators were invited to participate by completing one survey for each provider with whom they had a contract in their respective district. Of the 188 survey requests, 149 were completed, which is a return rate of 79%.

Survey Timelines

The data collection timeframe was bounded on one side by the end of the school year, and on the other by the implementation of services. The goal was to administer the surveys as late in the school year as deemed feasible, so that it would occur after most of the SES services had begun, and before the end of the school year (essentially May) so that teachers and staff would be accessible. Three districts began services prior to December, and as many as five began services in March. The District Coordinator survey was fielded in April and May 2008, and the parent survey in May 2008. The teacher survey was in the field from late May through mid-June 2008.

Survey Reliability

The standard error rates, or margins of error, associated with each of the survey data streams are as follows:

- *Parent survey:* Plus or minus 2.6%
- *Teacher survey:* Plus or minus 1.5%
- *District Coordinator survey:* Plus or minus 3.7%

While it is important to report and consider the margins of error in survey data collection, the quality of survey data is reliant upon several factors, including response rates and sample size. Also relevant is the quality of the sample frame, which is not easily subjected to formulaic measurement.

The District Coordinator survey enjoyed a response from the majority of inquiries, which suggests that the sample quality is acceptable, and the +/-3.7% margin of error a likely approximation of the true audience input. The low response rates of parents and teachers, however, leave open the possibility that respondents are different from non-respondents in ways that influence the results, and in ways that are difficult to quantify. For example, compared to non-respondents, respondents might have more familiarity with the students' tutoring experience, or may have more extreme views of the tutoring, or may have more positive experiences of tutoring. These factors are not reflected in the margin of error, and cannot be well-estimated. Interpretation of survey findings should be considered with the knowledge that parents and teachers are valuable sources of information, but possibly flawed sources in the degree to which they approximate the true value of perceptions in the entire population.

Parent Survey Findings

The parent survey instrument, which is shown in Appendix A, focused on communication between the tutor and parent, perceived student improvement, and satisfaction with the tutoring services. The survey began with screening questions to determine whether the student had enrolled, had received tutoring, and if not, why not. It also asked parents to verify whether or not the provider name listed was correct. Responses to these questions formed a skip pattern that led parents whose child did not receive services to return the survey with only the screening questions answered. These screening questions also allowed a determination of usable survey data.

Communication

The parent survey asked a series of questions about communication, including whether the parent was consulted about the child's learning needs prior to tutoring, had received a copy of the learning plan, and the frequency and clarity of reports from the provider.

In 0.3% of cases, parents did not respond to any of the four questions on communication; these cases are excluded from the findings in this section of the report.

Table 5 below describes the results to the questions (1) "Did the tutor talk with you about your child's learning needs before the tutoring started?" and (2) Did you see a copy of the tutor's learning plan for your child?"

Nearly two-thirds of parents responding to the survey indicated that indeed the provider had consulted them about learning needs, three in ten parents said they were not consulted, and a small percentage was not sure. As for the learning plan, over half of the parents reported that they had seen a copy of the learning plan, but four in ten parents had not. For both of these communication items, the proportion of positive responses from parents is smaller than the prior year.

Provider communication regarding needs and plans varied by the amount of student service hours received. Variations between groups of parents reporting whether the tutor had discussed learning needs prior to the tutoring were not statistically significant.

About one-third of parents of students receiving minimal service said that they had seen a copy of the tutor’s learning plan, compared to over half of parents in other groups who reported the same; in addition to the difference at face value, this finding was statistically significant.

**Table 5: Communication From Tutor to Parent
By Amount of Service**

Tutor Communication with Parent	Percent				
	All Students	Minimal Service	Lesser Range of Service	Greater Range of Service	Maximum Service
<i>Did the tutor talk with you about your child’s learning needs before the tutoring started?</i>					
Yes	64.0%	55.4%	68.8%	59.7%	67.2%
No	31.0%	38.5%	25.7%	35.6%	28.0%
Not Sure	5.0%	6.2%	5.4%	4.7%	4.8%
<i>Did you see a copy of the tutor’s learning plan for your child?</i>					
Yes	54.2%	35.4%	52.0%	54.5%	59.1%
No	39.2%	63.1%	39.2%	38.2%	35.3%
Not Sure	6.6%	1.5%	8.8%	7.2%	5.6%

Parents were asked “How often does the tutor talk to you or give you a written report about your child’s progress?” As shown below in Table 6, about half of parents reported that they heard from the provider monthly (19.4%) or more frequently (29.4%). About one-third said they never had verbal or written progress reports (32.3%), and more than one in ten were uncertain of the frequency (12.3%).

Among parents who could identify the frequency of reports, 22.2% reported that they heard from the provider monthly; 33.5% more than once a month; and 36.8% said they never had verbal or written progress reports (not shown in table).

The frequency of communication to the parents from the provider regarding progress appeared to vary between groups according to amount of service.¹ For example, about one-third of parents in the minimal service group reported communication from the provider either monthly or more than once a month; whereas about half of parents in other groups reported the same. Compared to parents in other groups, parents in the minimal service group were much more likely to indicate that they had never received a verbal or written progress communication from the provider, and that they were uncertain of the communication. Differences between groups in the frequency of verbal or written progress reports were statistically significant.

¹ Education literature suggests that parents of younger students tend to be more involved, so that communication is more salient than for parents of older students. Communication with parents was also broken out according to the grade level of the student. The frequency of communication about student progress did not vary by grade category, but parents of students in grades 5 and lower were more likely to have ever received a progress report from a provider (60%).

**Table 6: How Often Parents Received Verbal or Written Progress Reports
By Amount of Services**

How often does the tutor talk to you or give you a written report about your child's progress?	Percent				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
More than once per month	29.4%	10.9%	32.2%	29.9%	30.8%
Monthly	19.4%	21.9%	17.6%	17.5%	22.0%
Every two months	2.3%	1.6%	2.5%	1.6%	3.1%
Quarterly	4.2%	3.1%	3.0%	5.1%	4.4%
Never	32.3%	43.8%	34.2%	33.8%	27.4%
Not sure	12.3%	18.8%	10.6%	12.1%	12.3%

The final question on communication was focused on written progress reports only, rather than verbal or written reports. This item gauged the degree to which parents found written progress reports easy to understand. As shown in Table 7, among all parents, nearly half indicated that written reports were easy to understand (45.8%), and nearly half of parents had never received written reports (45.9%).²

Among the 489 (54.1%) of parents who had ever received written reports, 84.7% said that they were easy to understand, and 12.9% said they were somewhat easy (not shown in table).

The ease of understanding written reports varied by the amount of student service hours received. Parents of students in the lesser and greater range of service responded very similarly to each other in this regard, the minimal service group reported less positive results, and the maximum service group was most likely to report ease of understanding. For example, about one-third of parents in the minimal service group said that written reports were easy to understand; whereas more than four in ten of the other parents reported the same, and for maximum service group, the proportion was over half.

Similarly, about six in ten parents in the minimal service group reported having never received written progress reports, whereas fewer than half of the other parents reported the same, dropping to less than four in ten for the maximum service group. These differences between the groups were statistically significant.

² The observant reader will note that about one-third of parents reported no verbal or written reports, and about 46% reported no written reports; presumably the difference between these proportions represents parents receiving verbal progress reports only.

**Table 7: Are Written Progress Reports Easy for Parents to Understand
By Amount of Services**

If parents get written reports, are they easy to understand?	Percent				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
Easy to understand	45.8%	35.9%	45.3%	41.7%	52.2%
Somewhat easy	7.0%	3.1%	5.4%	7.5%	8.2%
Not easy to understand	1.3%	0.0%	0.0%	1.3%	2.5%
No written reports	45.9%	60.9%	49.3%	49.5%	37.1%

Student Improvement

Parents were asked a series of questions focused on the impact of tutoring on their child’s school performance. Questions were posed in the following order:

- Has it been easier for your child to complete homework since the tutoring started?
- 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 grades improved since the tutoring started?

In 0.2% of cases, parents did not respond to any of the five student-improvement questions; these cases were excluded from analyses in the following table and discussion.

As shown in Table 8, overall, nearly six in ten parents said that their children’s grades had improved since tutoring had started, and about three in ten said grades had stayed the same.

In terms of studying and homework, over half of parents said that it was easier for the child to complete homework (55.2%), and that study habits had improved (54.2%), but about four in ten said these behaviors were unchanged (i.e., 36.5% reported the same level of ease in completing homework; 40.4% reported the same study habits).

Parents were more divided as to whether attitudes had improved (50.3% improved and 45.2% stayed the same), and, as for attendance, one-third reported improvement (33.6%) and nearly two-thirds said it had stayed the same (63.1%).

There were differences in the perceptions of improvement when findings were broken out by amount of service. Compared to other groups, parents of children in the maximum service hour group were more likely to say that homework was easier to complete since tutoring started, and that grades, study habits, and attitude toward school had improved. In terms of school attendance, the parents with children in the greater range of service or in the maximum range of service were more likely to report improvement than the other groups. Compared to other groups, parents of children who had received minimal service were more likely to report that

homework was harder for the child, or that other behaviors had worsened. Differences between groups in the ease of completing homework, and in attendance were statistically significant.

Table 8: Parent Perceptions of Student Improvement

	Percent				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
<i>Have your child's grades improved since the tutoring started?</i>					
Improved	57.8%	50.0%	53.2%	56.1%	63.9%
Stayed the same	31.5%	37.5%	35.8%	32.6%	26.3%
Worse	3.9%	6.3%	2.5%	3.8%	4.4%
Not sure	6.9%	6.3%	8.5%	7.5%	5.3%
<i>Has it been easier for your child to complete homework since the tutoring started?</i>					
Easier	55.2%	47.6%	49.5%	52.4%	63.1%
Same	36.5%	36.5%	43.5%	37.3%	31.3%
Harder	1.9%	6.3%	1.5%	.9%	2.2%
Not Sure	6.4%	9.5%	5.5%	9.4%	3.4%
<i>Have your child's study habits improved since the tutoring started?</i>					
Improved	54.2%	48.4%	54.4%	50.9%	58.6%
Stayed the same	40.4%	43.8%	42.6%	42.2%	36.4%
Worse	2.3%	6.3%	.5%	2.8%	2.2%
Not sure	3.1%	1.6%	2.5%	4.0%	2.8%
<i>Has your child's attitude toward school improved since the tutoring started?</i>					
Improved	50.3%	49.2%	45.1%	48.4%	55.8%
Stayed the same	45.2%	44.6%	51.5%	46.3%	40.1%
Worse	2.4%	6.2%	2.0%	3.1%	1.3%
Not sure	2.1%	0.0%	1.5%	2.2%	2.8%
<i>Has your child's school attendance improved since the tutoring started?</i>					
Improved	33.6%	29.2%	25.0%	34.7%	39.0%
Stayed the same	63.1%	63.1%	72.5%	60.3%	59.7%
Worse	1.7%	6.2%	.5%	2.5%	.6%
Not sure	1.7%	1.5%	2.0%	2.5%	.6%

Overall Evaluation of Tutoring Services

Parents were asked a short series of questions to measure their overall perceptions of the tutoring provider. Parents were presented with questions in the following order:

- Would you send your child to this tutor again?
- Would you recommend this tutor to someone else?
- Overall, are you satisfied with this tutor?
- What overall grade would you give your child's tutor?

In 0.5% of cases, parents did not answer any of the first three items listed above; these cases were excluded from the following analyses.

As shown in Table 9, parents were mostly positive in their evaluation of providers, with more than three-quarters responding affirmatively that they would use the provider’s services again, would recommend the tutor, and were overall satisfied with the tutor. Overall, less than 10% of parents responded negatively to any these items. In each of these evaluation questions, however, a notable proportion indicated that they were not sure.

Differences emerged in the breakouts by amount of service hours. Parents of children who had received minimal service were more likely to respond in the negative regarding endorsements of their providers, compared to parents of children in the other service categories. At least one in six parents with children receiving a minimal amount of service hours indicated that they would not return to the provider, would not recommend the provider, and were not overall satisfied with the provider. These parents were also less likely than other parent groups to equivocate; less than 10% said they were not sure about these evaluation items. Differences between groups’ responses to sending your child to the tutor and to recommending the tutor were statistically significant.

An analysis of results comparing parents in the DPS district and non-DPS districts showed that the groups were similar in these three indicators of overall provider satisfaction.

**Table 9: Overall Parent Evaluation of Tutoring
By Amount of Services**

	Percent				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
<i>Would you send your child to this tutor again?</i>					
Yes	80.3%	74.6%	79.9%	80.6%	81.3%
No	7.4%	17.5%	8.3%	5.6%	6.5%
Not Sure	12.3%	7.9%	11.8%	13.8%	12.1%
<i>Would you recommend this tutor to someone else?</i>					
Yes	77.2%	75.0%	77.9%	77.1%	77.4%
No	8.8%	18.8%	8.8%	7.8%	7.9%
Not Sure	13.9%	6.3%	13.2%	15.0%	14.8%
<i>Overall, are you satisfied with this tutor?</i>					
Yes	78.6%	73.0%	80.1%	78.3%	79.0%
No	8.7%	17.5%	9.5%	8.2%	6.9%
Not Sure	12.8%	9.5%	10.4%	13.5%	14.1%

Parents’ responses to these evaluation questions are shown in Table 10, along with the findings from the prior year. Compared to the prior year, parents were less affirmative in each of these indicators, and more likely to say that they were not sure about the provider.

**Table 10: Overall Parent Evaluation of Tutoring,
Over Time**

	Percent	
	2006-2007	2007-2008
<i>Would you send your child to this tutor again?</i>		
Yes	85.3%	80.3%
No	6.8%	7.4%
Not Sure	7.9%	12.3%
<i>Would you recommend this tutor to someone else?</i>		
Yes	83.2%	77.2%
No	8.4%	8.8%
Not Sure	8.3%	13.9%
<i>Overall, are you satisfied with this tutor?</i>		
Yes	82.4%	78.6%
No	9.1%	8.7%
Not Sure	8.6%	12.8%

To further refine an understanding of the factors relevant to parents' evaluation of providers, parents were grouped according to their overall satisfaction with the tutor. These groupings were compared to perceptions of student improvement and tutor communication. The analyses considered these items:

- Has it been easier for your child to complete homework since the tutoring started?
- 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 grades improved since the tutoring started?
- Did the tutor talk with you about your child's learning needs before the tutoring started?

These comparisons are shown in Table 11. In this breakdown, it is clear that parents who were dissatisfied overall with the provider and parents who were uncertain of their overall satisfaction with the provider responded differently to the student improvement survey items, compared to parents who were satisfied with the tutor. For each behavior improvement item, the majority of dissatisfied and uncertain parents reported that child behaviors were unchanged. Conversely, the majority of parents who were satisfied with the provider reported improvement or increased ease in each of these behaviors, with the exception of school attendance.

Similarly, in terms of whether the tutor talked with the parent about the child's learning needs before the tutoring started, the majority of satisfied parents reported that they had been consulted, and the majority of dissatisfied and uncertain parents reported that they had not been consulted.

**Table 11: Overall Evaluation of Tutoring
by Parent Satisfaction**

Student Improvement	Percent of Respondents			
	All Parents	Satisfied Overall With Tutor	Not Satisfied Overall With Tutor	Not Sure Of Overall Satisfaction With Tutor
<i>Has it been easier for your child to complete homework since the tutoring started?</i>				
Easier	55.2%	67.0%	6.4%	16.7%
Same	36.5%	28.0%	69.2%	66.7%
Harder	1.9%	0.6%	14.1%	0.0%
Not Sure	6.4%	4.4%	10.3%	16.7%
<i>Has your child's school attendance improved since the tutoring started?</i>				
Improved	33.6%	38.9%	9.0%	16.5%
Same	63.1%	58.5%	84.6%	78.3%
Worse	1.7%	1.1%	5.1%	1.7%
Not Sure	1.7%	1.4%	1.3%	3.5%
<i>Has your child's attitude toward school improved since the tutoring started?</i>				
Improved	50.3%	59.8%	6.4%	21.1%
Same	45.2%	37.8%	78.2%	69.3%
Worse	2.4%	.9%	14.1%	4.4%
Not Sure	2.1%	1.6%	1.3%	5.3%
<i>Have your child's study habits improved since the tutoring started?</i>				
Improved	54.2%	65.2%	6.4%	20.0%
Same	40.4%	32.1%	74.4%	67.0%
Worse	2.3%	0.3%	15.4%	6.1%
Not Sure	3.1%	2.4%	3.8%	7.0%
<i>Have your child's grades improved since the tutoring started?</i>				
Improved	57.8%	68.0%	11.5%	26.5%
Same	31.5%	24.7%	60.3%	53.1%
Worse	3.9%	0.9%	24.4%	8.8%
Not Sure	6.9%	6.4%	3.8%	11.5%
<i>Did the tutor talk with you about your child's learning needs before the tutoring started?</i>				
Yes	64.3%	74.1%	32.5%	26.1%
No	30.7%	21.9%	66.2%	60.0%
Not sure	5.1%	4.0%	1.3%	13.9%

The final item to elicit parents' overall evaluation of providers was, "What overall grade would you give your child's tutor?"

As shown in Figure 1, their overall assessment was positive, with over three-quarters of parents rating the providers' programs as either excellent or good. More specifically, 44.1% rated the

providers' programs as excellent, 33.2% rated them as good, 14.4% rated them as average, 4.9% rated them as poor, and 3.3% suggested a failing grade for providers' programs.

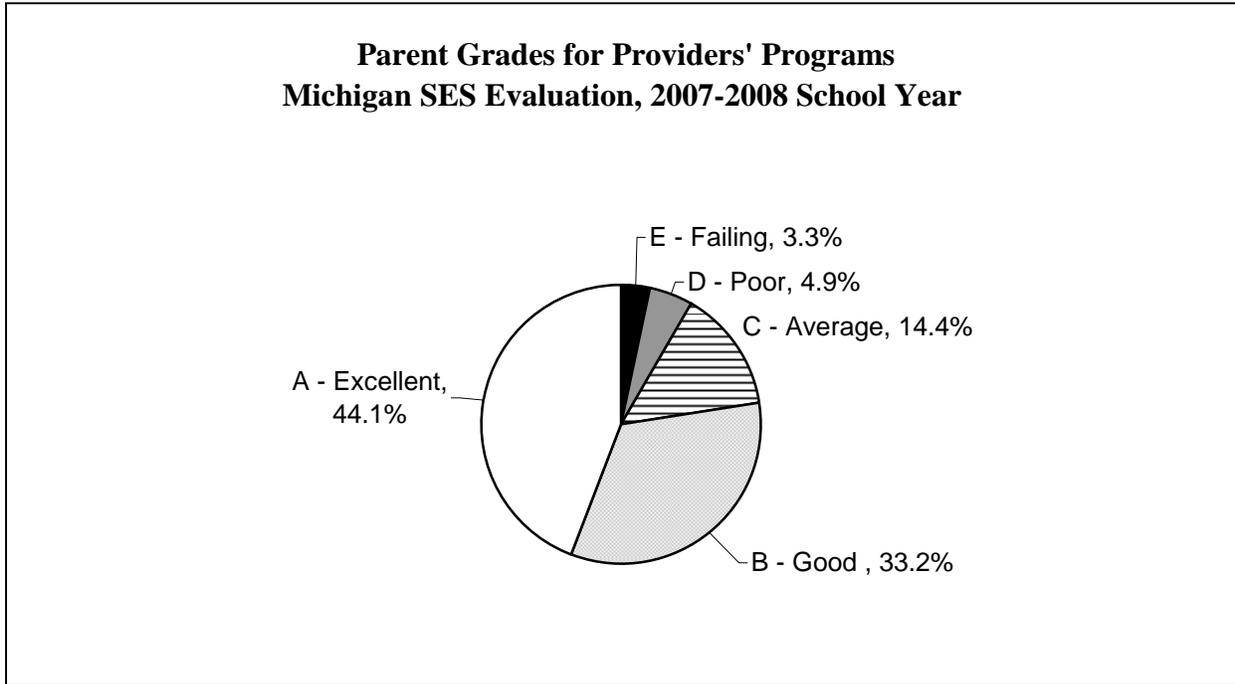


Figure 1

Table 12 looks at parent grading of providers by students' amount of service hours. This display of average grades is converted to a four-point scale, where a grade of "A-Excellent" equaled 4; "B-Good" equaled 3; "C-Average" equaled 2; "D-Poor" equaled 1; and "E-Failing" equaled zero. On average, parents tended to rate providers' programs as "B - good," i.e., with means ranging from 2.89 to 3.15. Slight variations between groups in rating providers were *not* statistically significant.

**Table 12: Parent Grades for Providers' Programs
by Amount of Services**

Indicator	Mean on a Scale Where A-Excellent = 4; B-Good = 3; C-Average = 2; D-Poor = 1; and E-Failing = 0			
	Minimal Service	Lesser Range of Service	Greater Range of Service	Maximum Service
Mean grade for providers' programs	2.89	3.15	3.07	3.13

Finally, Table 13 compares parent grading of providers in the current year compared to parent grading in the prior year. The means are virtually identical over both years, each with means of about 3.1, indicating a rating of "B - good."

**Table 13: Parent Grades for Providers' Programs,
Over Time ³**

Indicator	Mean on a Scale Where A-Excellent = 4; B-Good = 3; C-Average = 2; D-Poor = 1; and E-Failing =0	
	<i>2006-2007</i>	<i>2007-2008</i>
Mean grade for providers' programs, overall	na	3.09
Mean grade for providers' ELA programs	3.12	na
Mean grade for providers' MATH programs	3.13	na

End-of-Survey Comments

At the close of the survey, parents were invited to comment about the child's tutor in an open-end format. Almost half of parents (45.2%, or 414 parents) provided commentary. From the responses 480 comments were coded into categories. Some comments were coded into multiple categories.

Almost half of all coded comments were positive statements about the quality, worth, or effectiveness of the tutor. Virtually all comments about the operation of the SES program were negative comments about the relatively few hours of tutoring available, skepticism that these few hours could have an impact, concern about tutoring starting up late in the school year, or that tutoring needs to occur throughout the entire school year.

The following list describes the nature of comments and their relative frequency:

- Impact or quality of the tutors:
 - Positive comment on tutor quality, worth, or effectiveness (48.3%). Examples:
 - ◆ "I am very grateful for my child to receive free tutoring services; my son has improved a great deal. I hope he has this opportunity again."
 - ◆ "I'm very glad that she was enrolled into this program because it helped her tremendously in Math."
 - ◆ "My son was having problems focusing on his lessons. His tutor was able to get him tuned in and focused on his work, which is a major breakthrough for him!"
 - Negative comment on tutor quality, worth, or effectiveness (14.0%). Examples:
 - ◆ "Never saw an improvement in my child's learning ability."
 - ◆ "They should make sure that tutors who come to help the children are 'certified teachers,' not school aides."
 - ◆ "Would like for the tutor to be more concerned with the child's weak subject."
 - ◆ "No study plan or exclusive homework help was provided."

³ Prior year analyses found no differences in parents' reports of satisfaction or perceived effectiveness of providers' Math programs and providers' ELA programs. The majority of students were tutored in both subjects. Accordingly, the instrument for 2007-2008 did not ask parents to distinguish between Math or ELA program, but instead their tutoring efforts overall.

- Tutor provided inadequate communication to parents (13.1%). Examples:
 - ◆ “I would like more information about my child's progress.”
 - ◆ “I haven't received any letters about her progress. I would like to receive that information.”
 - ◆ “I would like to see a lesson outline, report on strengths and weakness.”
 - ◆ “Need written report sent home.”
 - ◆ “I would have liked to have spoken with the tutor and would have liked a written report.”
- Other comments on tutor (1.5%)
- Other types of comments:
 - Operation of SES program (11.3%). Examples:
 - ◆ “The tutoring program needs to start when school starts (October) not in January. Also the tutoring needs to be for the entire school year.”
 - ◆ “I'm grateful for the free tutoring for my child, but why do they approve the kids so late in the school year? My son just started last month when my paperwork was in as early as November.”
 - ◆ “Once a week for 1.5 hours was not sufficient to make noticeable improvements.”
 - The child's status in program (2.9%).
 - ◆ The majority of these comments referenced that the tutoring had only just started.
 - Other comments (2.9%)
 - Comments about their child that did not suggest any judgment about the tutor (6.0%)

Parent Survey Summary

There are limitations to interpreting the parent survey findings that should be noted. The low response rate to the parent survey warrants viewing the results with caution. In addition, at the time the survey was fielded, tutoring may have been completed, partially completed, or barely begun, and this is not captured in the parent responses.

Communication

Overall, about two-thirds of parents responding to the survey indicated that the provider had consulted them about their child's learning needs before the tutoring started. In addition, over half of the parents reported that they had seen a copy of the learning plan.

About half of parents reported that they received verbal or written progress reports from the provider monthly or more frequently, but about one-third said they never had verbal or written progress reports, and more than one in ten were uncertain of the frequency of such reports. Among parents who had ever received written reports, 85% said that they were easy to understand, and 13% said they were somewhat easy.

Communication to the parents from the provider varied between the groups. About one-third of parents of students receiving minimal service said that they had seen a copy of the tutor's learning plan, and reported communication from the provider either monthly or more than once a month. Compared to parents in other groups, parents in the minimal service group were much more likely to indicate that they had never received a verbal or written progress communication

from the provider, and that they were uncertain of the communication, and that they were less likely to say that written reports were easy to understand.

Student Improvement

In terms of studying and homework, over half of parents said that it was easier for the child to complete homework, and that study habits had improved, but about four in ten said these behaviors were unchanged. Parents overall were evenly split as to whether attitudes had improved or stayed the same, and, in terms of attendance, one-third reported improvement and two-thirds said it had stayed the same.

Differences in the perceptions of improvement were apparent in breakouts by amount of service. Compared to other groups, parents of children in the maximum service hour group were more likely to say that homework was easier to complete since tutoring started, and that grades, study habits, and attitude toward school had improved. In terms of school attendance, the parents with children in the greater range of service or in the maximum range of service were more likely to report improvement than the other groups. Compared to other groups, parents of children who had received minimal service were more likely to report that homework was harder for the child, or that other behaviors had worsened. While perceptions of student improvement varied between parent groups, the overall grade assigned to providers did not, suggesting that the perceptions of student improvement do not influence the overall grade given to providers.

Evaluation of Provider

Overall, parents were mostly positive in their evaluation of providers, with more than three-quarters responding affirmatively that they would use the provider's services again, would recommend the tutor, and were overall satisfied with the tutor. In each of these evaluation questions, however, a notable proportion indicated that they were not sure.

Differences in these satisfaction items emerged in the breakouts by amount of service hours. Parents of children who had received minimal service were more likely to respond in the negative, and less likely to be uncertain, regarding giving endorsements of their providers, compared to parents of children in the other service categories.

Parents' overall evaluation of providers in the form of a "grade" revealed a positive assessment, with over three-quarters of parents rating the providers' programs as either excellent or good, and delivering a "B – good" rating on average. This mean rating of providers did not vary between groups, and was virtually identical to the finding from the prior year.

Nearly half of parents provided open-ended commentary in the survey. Almost half of all coded comments were positive statements about the quality, worth, or effectiveness of the tutor. About 14% of comments were negative about provider quality or impact, and an additional 13% expressed concern over the lack of communication from the provider. About 11% of comments addressed how the SES program is operated and were in essence pointing to inherent limitations of a program that is comprised of relatively few service hours: the amount of tutoring hours available, cynicism about the impact due to the short intervention, and concern about tutoring starting up late in the school year or not occurring throughout the school year.

Implications of Parent Findings

On the positive side of communication, about half of parents reported that they received verbal or written progress reports from the provider monthly or more frequently, and among parents who had ever received a written report, virtually all said that they were easy or somewhat easy to understand.

Despite this good news, communication from the provider is a clear area for improvement: almost half of parents had never seen a learning plan, and nearly half had never received a written progress report. About half of the negative comments about providers were specifically directed to the lack of appropriate and timely communication with the parent.

Communication also holds a relationship to parental satisfaction with provider services: the majority of satisfied parents reported that they had been consulted about the child's learning needs before the tutoring started, and the majority of dissatisfied and uncertain parents reported that they had not been consulted.

Further analyses of satisfaction items revealed a relationship between parent satisfaction and perceived improvement in a variety of student behaviors. For each student behavior improvement item, the majority of dissatisfied parents and uncertain parents reported that child behaviors were unchanged. Conversely, the majority of parents who were satisfied with the provider reported improvement in almost all of these behaviors.

Differences in findings according to the amount of service hours received have implications for program implementation. In most aspects of the parent survey, the parents of children receiving minimal service hours, i.e., fewer hours than any provider intended or was approved for, stood out from other groups in negative ways. Understanding the conditions under which some students receive fewer hours of service than was intended or anticipated at the time of provider approval, and developing and implementing steps to avert this situation, are crucial areas to address and improve parent satisfaction with tutoring services.

There were few differences in parent results among these three groups: students who received the lesser range of intended services, the greater range of intended services, or maximum services. These groups looked similar in their communication experiences, their grading of providers, and their overall satisfaction. Findings of similar levels of satisfaction between parents whose children are receiving very different amounts of service raises programmatic questions regarding optimal use and allocation of resources. This finding suggests that, other considerations being equal, allocation of resources could be optimized by favoring the use of providers with programs that are least costly and provide at least 16 hours of service per student.

An exception to similarities in these three groups was in parent perception of changes in student performance behavior. Compared to other groups, parents of children in the maximum service hour group were more likely to report improvements in student performance or behavior. This finding also raises issues of programmatic resources, but must be considered in the context of other findings, such the measures of improvement within standardized tests.

Teacher Survey Findings

The teacher survey was used to obtain an assessment of progress for each specific student enrolled in SES. The teacher survey instrument, which is shown in Appendix B, remained very similar to the survey used in the previous year. Teachers were asked to describe their role in relation to the named student, their awareness of student's participation in the SES program, communication with tutors, and perceived changes in student's attitude and performance.

Roles of Responding Teachers

Table 14 below describes the teacher role vis-à-vis the SES student.

Role	Percent
ELA teacher	42.8%
Elementary Classroom Teacher	36.6%
Special education teacher	9.4%
Math teacher	5.8%
Social studies teacher	2.4%
Science teacher	1.1%
Other	1.4%
Unknown	0.7%

Among responding teachers, more than three-quarters were either an ELA or an elementary classroom teacher. ELA teachers accounted for the largest fraction of teacher survey respondents. Forty-three percent of teacher survey respondents were ELA teachers while 37% were elementary classroom teachers.

Other roles mentioned included substitute teacher, self-contained class teacher, counselor, and bilingual teacher.

Involvement in SES

Teachers were asked how they had learned that a student was receiving SES. Table 15 displays results for all students under consideration and also displays the results by the amount of SES hours delivered to the student.

Table 15: How Teachers Learned about SES Tutoring

How teachers learned that students were receiving SES	Percent				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
Did not know about SES before being asked to complete the evaluation survey	48.2%	64.5%	52.5%	45.1%	40.2%
SES Provider	18.4%	14.9%	17.6%	17.8%	21.3%
Parent or Student	22.0%	13.4%	21.7%	21.5%	26.7%
Other	11.4%	7.2%	8.2%	15.6%	11.9%

Overall, a large proportion of teacher respondents were unaware of the student enrollment in SES. Forty-eight percent of teachers indicated that they did not know about SES before being asked to complete the survey. Less than a quarter (22%) of the teachers learned about SES delivery from the parent or directly from the student, while less than a fifth (18%) of the teachers learned about SES delivery from the tutoring provider.

Understandably, the fraction of teachers unaware of service delivery was larger in cases where services were administered over fewer hours. Awareness appeared to increase where the hours of service were higher. These differences were statistically significant.⁴

On average, apart from the cases with minimal hours of service, teachers were somewhat more likely to have heard of SES from the parent or student rather than from the provider.

Teachers also reported a number of other sources through which they had learned that the named student was receiving SES. These included the building coordinators, principals, and other school staff. Some teachers specifically mentioned that they had received notification from the school while a handful mentioned that they realized the student was receiving SES when they saw the named student in the tutoring room or in the company of the tutor.

Teachers who had been aware of the SES tutoring prior to completing the survey were asked a series of questions pertaining to the level of communication with the providers. Results are shown in Table 16.

⁴ Communications were expected to vary by grade, and in a further analysis, it was found that teachers of students in middle school and high school were more likely to report that they were unaware of student enrollment in SES (53% and 61%, respectively).

Table 16: Communication from Tutors to Teachers

	Percent among Teachers Aware of SES				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
<i>I have seen a copy of the tutoring-specific learning plan.</i>					
Yes	24.1%	23.7%	31.3%	23.1%	21.0%
No	64.9%	65.7%	56.6%	65.6%	68.9%
Not Sure	10.9%	10.7%	12.1%	11.3%	10.1%
<i>The tutor discussed with me the student's goals or tutoring plan before tutoring began.</i>					
Yes	17.2%	13.2%	24.9%	14.5%	16.4%
No	72.7%	76.0%	66.1%	74.7%	73.9%
Not Sure	10.0%	10.8%	9.0%	10.8%	9.7%

Among teachers who were aware of SES prior to receiving the evaluation survey, less than a quarter (24%) had seen a copy of the tutoring specific learning plan and only 17% had discussed the student's goals or tutoring plan with the provider before tutoring began.

Communication varied based on the amount of service hours the tutor provided. In cases where tutoring hours were in the lesser range of service, teachers were more likely than any other group to have seen a copy of the tutoring plan.

Teachers of students who received the lesser range of service were the most likely to have discussed the student's goals with the tutor before tutoring began. A quarter of these teachers reported that they had discussed the tutoring plan with the provider.

In an attempt to draw out any differences between the large number of cases from DPS and the rest of the respondents, an analysis of responses from DPS teachers was compared with responses from non-DPS teachers. Table 17 displays these responses.

**Table 17: Communication from Tutors to Teachers
By DPS and non-DPS**

	Percent Among Teachers Aware of SES				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
DPS Only					
<i>I have seen a copy of the tutoring-specific learning plan.</i>					
Yes	20.3%	24.6%	25.9%	20.6%	15.7%
No	68.2%	65.1%	61.1%	68.5%	72.8%
Not Sure	11.5%	10.3%	13.0%	10.9%	11.5%
<i>The tutor discussed with me the student's goals or tutoring plan before tutoring began.</i>					
Yes	18.4%	12.8%	26.6%	14.8%	18.7%
No	71.0%	75.2%	62.3%	74.5%	71.3%
Not Sure	10.6%	12.0%	11.1%	10.6%	9.9%
Non-DPS Only					
<i>I have seen a copy of the tutoring-specific learning plan.</i>					
Yes	37.1%	20.9%	44.3%	34.3%	40.2%
No	53.7%	67.4%	45.6%	52.9%	54.9%
Not Sure	9.2%	11.6%	10.1%	12.9%	4.9%
<i>The tutor discussed with me the student's goals or tutoring plan before tutoring began.</i>					
Yes	13.4%	14.3%	20.5%	12.9%	7.9%
No	78.7%	78.6%	75.6%	75.7%	83.2%
Not Sure	7.9%	7.1%	3.8%	11.4%	8.9%

The level of communication among tutors and DPS teachers appears to be rather different from the communication between tutors and non-DPS teachers. Non-DPS teachers were nearly twice as likely to have seen the learning plan as compared to DPS teachers. Only 1 in 5 of the DPS teachers who were aware of SES services had seen a copy of the tutoring-specific plan. In contrast, 37% of the non-DPS teachers with prior awareness of SES had seen a copy of the tutoring plan.

Communication also varied based on the hours of service provided to the students. Within DPS, teachers of students who received minimal service or a lesser range of service were more likely to have seen the tutoring plan compared to teachers of students who received greater hours of service. Conversely, in non-DPS schools, teachers of students with minimal hours of service were the least likely to have seen the tutoring plan.

As for discussion of the tutoring plan with the provider prior to services, DPS teachers were slightly more likely to have discussed the student's goals or tutoring plan before the start of tutoring compared to non-DPS teachers (18% and 13%, respectively).

Teachers who indicated an awareness of SES prior to receiving the evaluation survey were also asked to recall how often the tutor had given reports on students' progress, either written or verbal. Results are shown in Table 18 below.

Table 18: How Often Teachers Received Verbal or Written Progress Reports

	Percent Among Teachers Aware of SES				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
More than once per month	7.7%	7.4%	9.4%	10.7%	4.6%
Monthly	11.9%	5.9%	19.1%	8.0%	12.7%
Every two months	1.7%	.7%	1.7%	2.3%	1.5%
Quarterly	9.5%	4.4%	8.5%	6.7%	14.0%
Never	69.2%	81.6%	61.3%	72.3%	67.2%

The majority of teachers responding indicated that they had never received any progress reports from the tutor. Among those who did receive progress reports, larger fractions reported receiving the reports on a monthly basis (12%), compared to quarterly (10%) or more than once a month (8%).

It turns out that the sharing of progress reports also varied by the number of service hours. Teachers of students who received minimal service were the least likely to have received progress reports while teachers of students who received the lesser range of service were much more likely to have received reports on the student's progress from tutors.

Student Improvement

Teachers were asked a series of questions to gauge their perceptions of student improvement during the time tutoring was provided. Table 19 displays their responses across several different areas where change may have occurred in regards to the named student.

Table 19: Teacher Perceptions of Changes in Student Performance

During the time tutoring was provided...	Improved	Somewhat Improved	Stayed the Same	Somewhat Worsened	Worsened
This student's attitude toward class...	15.8%	22.6%	52.9%	5.1%	3.6%
This student's homework...	15.5%	21.4%	55.2%	4.7%	3.2%
This student's classroom achievement...	16.3%	25.8%	49.3%	5.6%	3.0%
This student's attendance...	14.4%	13.6%	65.0%	4.4%	2.6%
This student's Math grades...	16.6%	24.6%	52.6%	3.4%	2.9%
This student's ELA grades...	16.6%	24.8%	50.8%	5.1%	2.6%
This student's overall grades...	17.2%	23.6%	53.0%	3.9%	2.4%

In general teachers' ratings of the different areas of student improvement during the time tutoring was provided were rather similar; about half of teachers saw no change in behavior and less than

10% perceived worsening. More than one-third of teachers reported improvements in the named student's attitude towards class and student's homework (39% and 36%, respectively), while more than four in ten reported improvements in classroom achievement, math grades, ELA grades (42% in each case) and overall grades (41%). Student's attendance was perceived to have been affected the least; only 28% of teachers perceived an improvement in attendance during the time tutoring was provided. Further analyses regarding perceived change in student behavior based on the amount of service hours revealed no distinct trends or statistically significant differences between groups on any of these items.

The mean ratings for teachers' perceptions of student performance and achievement are shown in Table 20 according to amount of services. The rating scale is depicted numerically where lower numbers depict improvement. Specifically, 1= Improved, 2= Somewhat improved, 3 = Stayed the same, 4= Somewhat worsened and 5= Worsened.

Table 20: Mean Responses, Student Performance and Achievement, According to Teachers

During the time tutoring was provided. . .	Mean Response on a Scale Where Improved = 1 and Worsened =5				
	All Students	Minimal Service	Lesser Range of Service	Greater Range of Service	Maximum Service
This student's attitude toward class	2.58	2.60	2.62	2.59	2.54
This student's homework	2.59	2.58	2.63	2.60	2.55
This student's classroom achievement	2.53	2.56	2.58	2.53	2.48
This student's class attendance	2.67	2.72	2.67	2.68	2.64
This student's Math grades	2.51	2.47	2.51	2.56	2.50
This student's ELA grades	2.52	2.51	2.56	2.56	2.47
This student's overall grades	2.51	2.53	2.53	2.52	2.47

A mean rating of 3 would indicate that on average, performance and achievement remained the same, while ratings progressively decreasing below the level of 3 would indicate that a positive improvement has been perceived. A look at these mean ratings leads to the same conclusions made earlier. Most teachers perceive a somewhat positive impact of tutoring on the student's attitude in class and homework. The perceived impact is somewhat greater in regards to classroom achievement, and student's grades while it is lower in regards to student's class attendance.

Teacher ratings appear to differ slightly based on the level of service hours provided to the student, but only for overall grade were differences statistically significant. In almost all areas, except for the perceived change in Math grades, the teachers of students who received maximum service rated student improvement as greater than teachers of students in other groups. One possible explanation for this may be that the proportion of Math teachers that responded to the

survey is much lower than the proportion of classroom or ELA teachers⁵. Non-math teachers may not be as well tuned to the student’s math performance.

Overall Evaluation of Tutoring Services

Teachers were asked a final series of questions aimed at understanding their overall evaluation of the value of SES. Table 21 displays their responses and Table 23 compares the overall evaluation of SES for the current year compared to responses captured in the previous year.

Table 21: Overall Evaluation of Tutors by Teachers

	Percent				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
<i>This tutor is positively impacting this student's learning.</i>					
Strongly Agree or Agree	76.4%	74.5%	73.0%	74.4%	81.7%
Strongly Disagree or Disagree	23.6%	25.5%	27.0%	25.6%	18.3%
<i>I would recommend that other students use this tutor.</i>					
Strongly Agree or Agree	80.3%	75.6%	81.3%	79.6%	81.9%
Strongly Disagree or Disagree	19.7%	24.4%	18.8%	20.4%	18.1%

More than three-quarters of the teachers responding to this survey felt that the tutor was positively affecting the student’s learning. An even greater fraction (80%) indicated that they would recommend that other students use the same tutor.

Perception of positive impact varied between groups in that teachers of students who received the maximum level of service were more likely to perceive a positive impact as compared to teachers of students in other groups.

In terms of recommendations that other students use the same tutor, responses between groups varied only in that, compared to other groups, teachers of students who received minimal service were somewhat less as likely to recommend the same tutor to other students.

In an attempt to understand if the teachers’ assessment of tutors was related to the level of communication teachers had with the tutor, an analysis was conducted of perceived positive impact by tutor communication.

The level of communication is described within three groups. In one group, the existence or level of communication could not be ascertained. This group of cases is represented in the middle column in Table 22, below. Another group is cases where the teacher was unaware of tutoring until they received the evaluation request (rightmost column in Table 22). The third group consists of cases where it was clear that teachers had communicated with tutors. Specifically, if the teacher mentioned that they learned that the student was receiving SES through the tutor or the teacher mentioned that they had discussed the student’s goals, or tutoring

⁵ See Table 14.

plan with the tutor, or the teacher mentioned that they had received reports (either written or verbal) from the tutor on the student's progress, or it was ascertained that teacher-tutor communication existed.

Table 22: Perceived Positive Impact By Tutor Communication

This tutor is positively impacting this student's learning.	Level of Communication		
	The Tutor Communicated With the Teacher Prior to the Tutoring	Unclear Circumstance Around Tutor Communication	Teacher was Unaware of Student Tutoring Until the Evaluation Request Letter
Strongly Agree or Agree	90.9%	92.2%	68.3%
Strongly Disagree or Disagree	9.1%	7.8%	31.7%

Teachers who had communicated with tutors were much more likely to perceive a positive impact on student learning than teachers who had not had tutor communication. Over nine out of every ten (91%) teachers who had had any communication with the tutor indicated that they felt the tutor was positively affecting the named student's learning. In contrast, only 68% of teachers who had not had any communication with tutors, and only learned of the named student's involvement in SES at the time of the evaluation survey, felt that the tutor had a positive impact on the student's learning. These differences are statistically significant.

The responses pertaining to overall assessment of tutors are compared to responses in the previous year. Table 23 displays the results for both years.

Table 23: Overall Evaluation of Tutors, By Teachers Over Time

Teacher Perception	Percent	
	<i>All Students 2006-2007</i>	<i>All Students 2007-2008</i>
<i>This tutor is positively impacting this student's learning.</i>		
Strongly Agree or Agree	68.1%	76.4%
Strongly Disagree or Disagree	31.9%	23.6%
<i>I would recommend that other students use this tutor.</i>		
Strongly Agree or Agree	78.9%	80.3%
Strongly Disagree or Disagree	21.1%	19.7%

Compared with the previous year (2006-2007 academic year), a larger fraction of teachers perceive a positive impact on students' learning. In the prior year, 68% of teachers felt that the tutor was positively affecting the student's learning, while this year (2007-2008), 77% of teachers perceived a positive impact - an increase of nine percentage points.

Teachers' inclination to recommend that other students use the tutor are virtually unchanged; last year 79% of teachers were inclined to recommend the tutor to other students, while this year 80% of teachers were inclined to do so.

Teacher Survey Open-Ended Comments

The very last sections of the teacher survey invited the teachers to write-in comments and provide any additional information that would be helpful in evaluating the provider. While some teachers made multiple comments, the majority did not have or did not wish to provide any additional information. A total of 358 separate comments were identified⁶. These comments were coded thematically and are presented in Table 24.

Table 24: Teacher's Additional Comments	
Responses	Percent of all comments
<i>Student performance, tutoring quality, tutoring impact</i>	
Positive comment on provider, or positive changes in student achievement or classroom performance	16.2%
No change in student performance	8.7%
Not sure if changes attributable to tutor or if there was an impact	7.8%
Services were not offered long enough to have impact	5.9%
Negative comments about tutor quality	0.8%
<i>Communication</i>	
Did not know about the tutoring before this survey or the completion of the tutoring	14.0%
Little or no contact from the provider	3.9%
Need communication from the tutor	2.0%
<i>Inability to evaluate the impact of tutoring</i>	
Hard to evaluate tutor due to student's misbehavior, poor attendance, illness, and/or special needs	16.5%
Questioned whether tutoring took place or asserted that it had not taken place.	4.5%
I cannot evaluate the tutor	2.2%
<i>Other</i>	
Comments on student- cannot be interpreted as judgment of tutor quality or change in student performance	12.8%
Comments on SES operations	2.2%
Other comments	2.5%

The largest fraction of comments (39%) was related to student performance, tutoring quality or tutoring impact. These included positive comments on the student's learning and achievement or the quality of tutoring provided (16%) as well as a small fraction of negative comments (<1%). Some teachers reported that they did not perceive any change in the student's performance (9%) while another 8% indicated that they had perceived a change in the student's performance but could not be sure that the change was attributable to the tutor. Some teachers specifically noted

⁶ 316 surveys contained additional comments; however, some teachers made more than one comment regarding the same student.

that the tutoring services provided were not adequate or long enough to have an impact on the student (6%).

There were several comments related to communication or the lack thereof between tutors and teachers. In 14% of cases, teachers reiterated that they did not know that tutoring was being provided until they received the evaluation survey or found out after the completion of tutoring. Four percent specifically commented on the lack of contact or the low level of contact that they had with tutors while another 2% specifically outlined the need for more communication.

Twenty-three percent of the comments were related to the teachers' inability to evaluate the tutoring impact effectively. Teachers mentioned that it was hard to assess the impact the tutor was having due to student's misbehavior, poor attendance, illness, or special needs (16%). Four percent of the comments were either questions on whether the student had actually received SES or were comments specifically stating that the teacher did not believe the student received SES. Some teachers (2%) directly stated that they could not evaluate the tutor.

A small number of other comments were also made pertaining to SES operations (2%). Several other comments were made regarding the student (13%). These could not be considered related to tutoring or student performance and are not interpreted to be opinions on tutoring quality or impact.

Teacher Survey Summary

The response rate for the teacher survey was rather low this year, 13%. In light of this low response rate, the teacher survey findings should be used and interpreted with caution. Among teachers responding to the survey, the majority served as the named student's ELA, Elementary Classroom, or Special Education teacher.

Teachers were unaware of the student's involvement in SES in almost half of the cases. Understandably, awareness was greater in cases where the hours of service were higher. On average, in cases where teachers were aware of SES being administered, they were more likely to have heard of SES from the parent or student rather than from the tutoring provider.

Among the cases where teachers were aware of SES prior to receiving the evaluation survey, less than a quarter had seen a copy of the tutoring-specific learning plan, and only 17% had discussed the student's goals with the provider before SES began. Teacher and tutor communication appeared to differ between DPS and non-DPS cases, with non-DPS teachers being much more likely to have received a copy of the learning plan. The pattern of communication from the tutor to the teacher, however, also varied within non-DPS districts. Specifically, in districts other than DPS, nearly three times as many teachers reported receiving copies of the learning plan as reported being consulted prior to tutoring. Conversely, in DPS, similar proportions of teachers received a copy of the learning plan and were consulted prior to tutoring.

In nearly 7 out of every 10 cases, teachers had not received either verbal or written progress reports from the tutor. Sharing of progress reports appeared to be somewhat related to the level of service hours. Teachers of students in the minimal service group were less likely to receive progress reports compared with the teachers in other groups.

In general, about half of teachers saw no change in the different areas of student improvement and less than 10% perceived worsening. More than one-third of teachers reported student performance had improved since tutoring began in regards to attitude towards class and homework, while more than four in ten reported improvements in classroom achievement and grades. Student's attendance was perceived to have been affected the least.

Although less than half of teachers perceived improvement in various aspects of student performance, the majority of teachers were positive about the impact of tutors, and were willing to recommend the tutors. This gap may reflect a belief that teachers value the tutoring or that it is in the right direction, but that the full effects of tutoring have not yet fully manifested in student performance.

Teachers of students who received the maximum level of service were more inclined to offer positive evaluations of tutor impact compared to teachers of students in other service level groups. There was also a clear relationship between perceptions of impact and tutor communication with teachers: Teachers who perceived a positive impact on student learning were more likely to have had communication from the tutor.

Overall, compared to the previous school year, there is an increase of nine percentage points in teachers' perceptions of positive impact on student learning. In 77% of the cases (compared to 68% in the previous year) teachers indicated that the tutor was positively impacting the student's learning.

District Coordinator Survey Findings

The District Coordinator survey for the 2007-2008 school year was a paper-and-pencil survey focused on SES providers, in particular:

- Their compliance with district administrative requirements
- Their responsiveness to districts' requests for required information
- Their program quality and alignment with state and local curricula
- Their fidelity to the approach described in their applications to provide SES

As in the SES evaluation for the 2006-2007 school year, the unit of analysis for the district coordinator survey was the contract: District cCoordinators were asked to complete one survey for each provider with whom they had contracted for service to SES participants.

In the tables that follow, results for the Detroit Public Schools are presented separately from the results for all other districts. The Detroit Public School District serves the vast majority of SES students. Given this and the district's status as the largest school district in Michigan, the district's approach to administering the SES program is sufficiently different from other districts to warrant a separate analysis and presentation. As noted on page 6, of 188 survey requests, 149 were completed, which is a return rate of 79%.

Compliance With Administrative Requirements

District Coordinators were asked a series of questions about SES provider compliance with the contract requirements established by the district. The questions focused on SES providers' creation and submission of learning plans, submission of student attendance reports, submission of student progress reports, and invoicing. For each type of administrative data, District Coordinators were asked whether the provider was required by contract to submit such data, if such data had in fact been submitted, and if it had been submitted in a timely, accurate, and complete manner.

Table 25 presents the results of these questions for districts other than the Detroit Public Schools.

Compliance Indicator	Percent of Contracts			
	<i>Learning Plans</i>	<i>Student Attendance Data</i>	<i>Student Progress Reports</i>	<i>Invoices</i>
Required in contract	83.3%	81.8%	97.0%	97.0%
Submitted (where required)	63.6%	72.2%	70.0%	76.6%
Submitted in a timely fashion (where required and where submitted at all)	85.7%	94.9%	88.1%	93.9%
Accurate (where required and submitted)	88.6%	87.2%	92.9%	87.8%
Complete (where required and submitted)	94.3%	92.3%	92.9%	91.8%
Required information submitted, timely, accurate, and complete	52.7%	63.0%	54.7%	65.6%

Note: Fifteen of 81 non-DPS surveys included no response to any question in this series and these responses are excluded entirely from the analysis. In nearly all cases, coordinators indicated that the provider had been contracted but had not provided any services to students. Blank responses are treated as a “no” where coordinators responded to any question in this series but left some items blank.

As Table 25 shows, nearly all districts required progress reports and invoices, and most required learning plans and student attendance data. Most of the contracts classified as not carrying a requirement to submit learning plans or student attendance data are associated with the Flint Community Schools, where these survey items were left blank. Although nearly all districts required all four forms of administrative data, the required data was often not submitted: in 23% of cases, providers did not invoice as expected; in 28% of cases, providers did not submit expected student attendance data; in 36% of cases, providers did not submit learning plans; and in 30% of cases, providers did not submit student progress reports.

When data were submitted, there were occasional issues with timeliness, with more than 10% of contracts associated with late learning plans and more than 10% associated with late student progress reports. There were also occasional issues with accuracy, with more than 10% of contracts associated with inaccurate student attendance data, more than 10% associated with inaccurate invoices, and more than 10% associated with inaccurate learning plans. Reports of incomplete data ranged from 6% to 8% of contracts depending on the type of data.

When all aspects of administrative compliance are considered, nearly half of all contracts were associated with difficulties complying with requirements for learning plans and student progress reports, and approximately one-third of contracts were associated with less than full compliance with requirements related to attendance data and invoicing.

Table 26 shows the results of questions focused on administrative requirements for the Detroit Public Schools.

**Table 26: Compliance With Administrative Requirements
Detroit Public Schools**

Compliance Indicator	Percent of Contracts			
	<i>Learning Plans</i>	<i>Student Attendance Data</i>	<i>Student Progress Reports</i>	<i>Invoices</i>
Required in contract	100.0%	100.0%	100.0%	100.0%
Submitted (where required)	86.8%	88.2%	77.9%	83.8%
Submitted in a timely fashion (where required and where submitted)	78.0%	75.0%	64.1%	77.2%
Accurate (where required and submitted)	67.8%	66.7%	60.4%	71.9%
Complete (where required and submitted)	76.3%	71.7%	60.4%	75.4%
Required information submitted, timely, accurate, <i>and</i> complete	54.4%	54.4%	47.1%	54.4%

Note: Analysis of these questions excludes missing data.

DPS required all four forms of administrative data of all contractors. Many providers did not submit the required data: 16% of providers did not invoice as expected, 12% did not submit expected student attendance data, 13% did not submit learning plans, and 22% did not submit student progress reports. However, DPS was more likely than other districts to receive the required data.

DPS was less likely than other districts to report that the information received was timely, accurate, and complete. Problems with timeliness were reported for 20% - 25% of the cases where invoices, attendance data, and learning plans were received, and for more than 35% of the cases where student progress reports were received. Problems with accuracy were reported for 28% - 33% of the cases where invoices, attendance data, and learning plans were received, and for nearly 40% of the providers submitting progress reports. Problems with the completeness of data were reported for 25% - 28% of the cases with regard to invoices, attendance data, and learning plans, and for nearly 40% of the cases where student progress reports were submitted.

Overall, fewer than half of the providers working with DPS were reported to have submitted student progress reports as required and in a timely, accurate, and complete manner. Fifty-four percent of the providers met each of the other requirements in a timely, accurate, and complete manner.

Figure 2 shows how coordinators outside of the Detroit Public Schools rated the overall responsiveness of their SES providers to district requests for the required information, using a

scale of “excellent,” “good,” “fair,” and “poor.” Figure 3 shows the same data for Detroit Public School contracts.

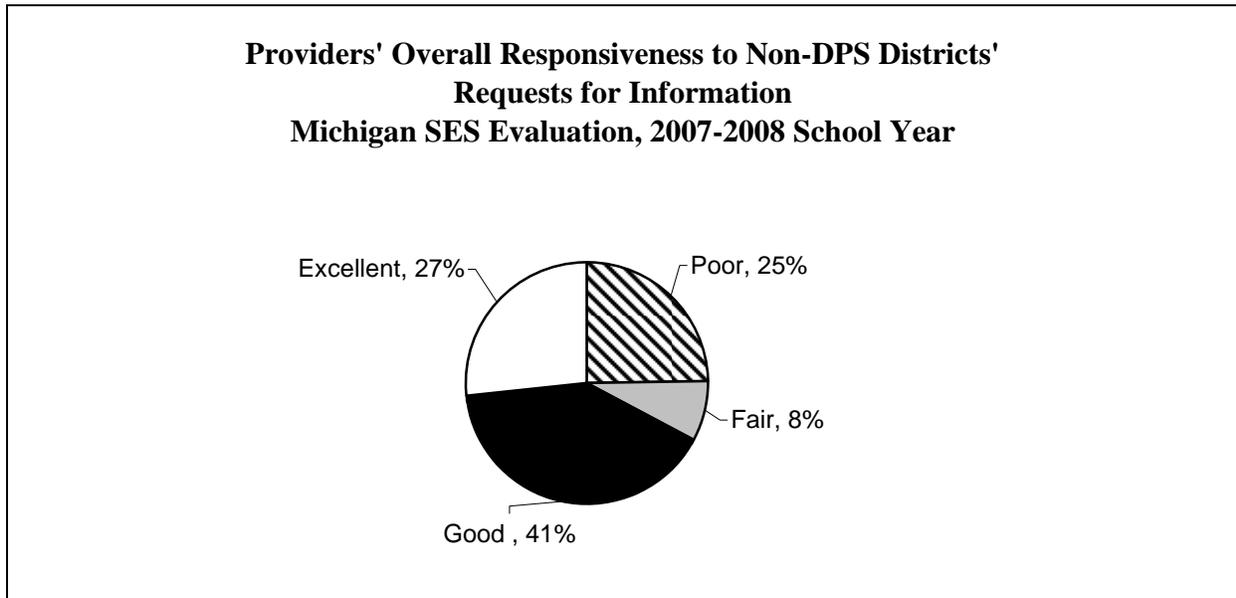


Figure 2

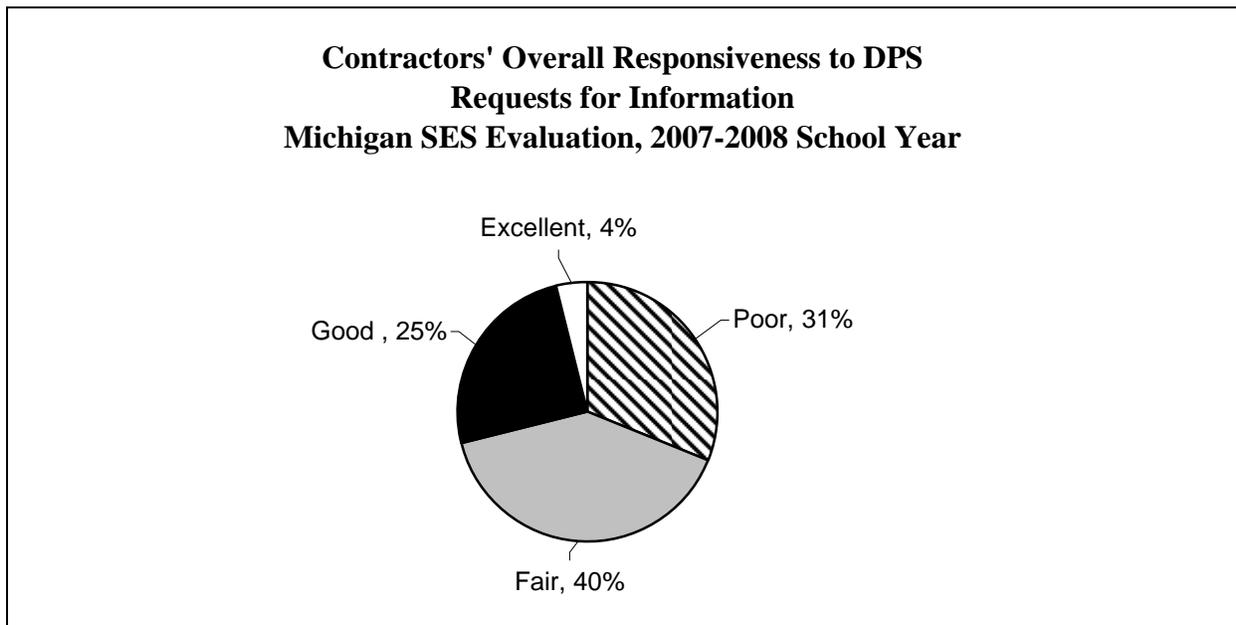


Figure 3

As a comparison of the figures shows, DPS was significantly less satisfied with the responsiveness of its providers than were coordinators in other districts. Provider responsiveness was rated as “excellent” or “good” for 68% of contracts outside of DPS, whereas DPS gave such ratings to only 29% of its providers, rating comparatively many more as only “fair.”

Table 27 presents the results of an open-ended question exploring providers' compliance with administrative requirements. Thirty-four surveys included a comment. There were several positive comments offered by district SES coordinators, and many additional comments were in the nature of a clarification of the district coordinator's rating. The most common substantive comment (7) was that the SES provider had never contacted the student and/or parents to initiate services. Two comments each focused on problems with timeliness and accuracy, and another two comments listed multiple complaints.

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

Comment Type	Comment Examples	Percentage of Comments
Positive comment	<ul style="list-style-type: none"> ■ "Very responsive, nice to work with!" ■ "Sylvan has been wonderful to work with." ■ "Good, always, someone there!" ■ "Francine Martine has been a pleasure to work with." ■ "Extremely cooperative—an asset to our district." 	21.2%
Provider failed to contact student/parents	<ul style="list-style-type: none"> ■ "To my knowledge provider never contacted parents." ■ "Student was never contacted by company." ■ "Provider never followed up to provide services for student. Numerous calls & emails were made." ■ "Provider never contacted students." ■ "Not sure if provider contacted students or parents." 	21.2%
Coordinator clarification of ratings	<ul style="list-style-type: none"> ■ "These requirements were generated from our headquarters." ■ "Program just started. I am unable to rate them at this time." 	21.2%
Accuracy issues	<ul style="list-style-type: none"> ■ "The company has been very unorganized with paperwork." ■ "All of Brain Hurricane's student information has been sent to MDE. Inaccurate information." 	6.1%
Multiple complaints	<ul style="list-style-type: none"> ■ "Very slow response time—[provider] is overbearing & tried to push way into our district. Doesn't have clear understanding of the law." ■ "This company has been slow to start tutoring, very unorganized and constantly requesting the same information." 	6.1%
Timeliness issues	<ul style="list-style-type: none"> ■ "Provider signed contract. However did not send background check or any paperwork timely." ■ "Provider had a late start—with hiring personnel (teachers) to work." 	6.1%
All other comments	<ul style="list-style-type: none"> ■ "We do not allow incentives and Global Learning Solutions is offering computers to parents." ■ "Sometimes difficult to contact." ■ "Provider was contacted because services were not being delivered to students." ■ "Provider has been unable to retain certified mathematics teach to satisfy tutoring hours for student." ■ "No information was sent in from this provider." 	18.2%
Totals		100.1%

Ratings of Program Quality

District coordinators were asked to grade each contracted SES provider on four elements of program quality for both ELA and math tutoring. The elements of quality included:

- Alignment of the provider’s curriculum with the Michigan Grade Level Content Expectations (GLCEs)
- Alignment of the provider’s curriculum with the district curriculum
- Learning plans identify and target individual student needs

A final grade was to be assigned for “overall program quality.”

While these questions were a standard component of each survey, respondents from DPS failed to answer the questions for any SES provider. Accordingly, the presentation of results in Table 28 is for non-DPS coordinators only.

**Table 28: Ratings of Program Quality
Non-DPS Coordinators**

Requirement	Percent						Mean, 4- point scale
	A	B	C	D	E	No rating	
Math							
Curriculum is aligned with Michigan GLCEs	16.0%	18.5%	8.6%	3.7%	0.0%	53.3%	3.00
Curriculum is aligned with the district curriculum	13.6%	21.0%	8.6%	3.7%	0.0%	53.1%	2.95
Learning plans clearly identify and target individual student needs	16.0%	21.0%	18.5%	3.7%	1.2%	39.5%	2.78
Overall program quality	16.0%	18.5%	9.9%	4.9%	0.0%	50.6%	2.95
English language arts/reading							
Curriculum is aligned with Michigan GLCEs	16.0%	21.0%	6.2%	3.7%	0.0%	53.3%	3.05
Curriculum is aligned with the district curriculum	13.6%	22.2%	7.4%	3.7%	0.0%	53.1%	2.97
Learning plans clearly identify and target individual student needs	16.0%	21.0%	18.5%	3.7%	1.2%	39.5%	2.78
Overall program quality	16.0%	18.5%	9.9%	4.9%	0.0%	50.6%	2.92

As Table 28 shows, many of the non-DPS coordinators were unable to answer these questions as well, with more than half unable or unwilling to grade the alignment of the provider’s curriculum to GLCEs and/or the district curriculum, and more than half also unable or unwilling to assign an overall grade for program quality. Those who did grade providers on these dimensions almost always gave the same grades for math and for ELA.

Among those coordinators grading their SES providers, the average grades for providers' learning plans were a "B-" (2.78 out of 4.00 possible points), and average grades for other elements of program quality were approximately a "B."

Ratings of Program Fidelity

Table 29 shows the results of three questions exploring whether the SES provider's program in the field was consistent with the program described in its application. The questions focused on instructional format, program content, and assessment instruments. Table 29 includes results for non-DPS contracts only, as DPS responded "not sure" to all three questions for all of its SES providers.

Table 29: Program Fidelity Non-DPS Coordinators	
Compliance Indicator	Percent of Contracts
<i>Is instructional format or approach to delivery of instruction consistent with the provider application?</i>	
Yes	40.7%
No	2.5%
Not Sure/Blank	56.8%
<i>Is the program content consistent with the provider application?</i>	
Yes	39.5%
No	3.7%
Not Sure/Blank	56.8%
<i>Are the provider's assessment instrument(s) consistent with the provider application?</i>	
Yes	34.6%
No	2.5%
Not Sure/Blank	62.9%

In 35% to 40% of situations, district SES coordinators were able to say that the provider's instructional format, program content, and/or assessment instruments were consistent with the provider's application to provide SES. Very few coordinators reported a lack of consistency; instead, the remaining coordinators indicated they were "not sure."

District Coordinator Survey Summary

The results of the survey of district SES coordinators are largely consistent with the results for the 2006-2007 school year. As with the 2006-2007 data, many surveys had significant missing data. The missing data may indicate that coordinators were not prepared to answer all of the questions posed or were not prepared to answer those questions at the time the survey was fielded.

Districts generally required their contractors to submit learning plans, 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 53% of situations (for student learning plans) and a high of 66% of situations (for invoices). DPS contractors submitted their data in a timely, complete, and accurate manner in 54% of instances for learning plans,

attendance data, and invoices, and 47% of DPS contractors met these standards with respect to required student progress reports. In comparison to 2006-2007 findings, SES providers did a better job of providing student progress reports, particularly to DPS, which received very few progress reports in the past. However, performance on all other types of administrative data declined. In 2006-2007, coordinators rated between 20% and 25% of contractors as “fair” or “poor” for their responsiveness to district requests for information, but in the 2007-2008 school year, the proportion rated “fair” or “poor” surged to 33% outside of DPS and to 71% in DPS.

District 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, considering the providers’ math and ELA programs separately. Non-DPS coordinators left more than half of these items blank, and there was no response at all from DPS on these items. Where programs were rated, the average grades for curriculum alignment and overall program quality were approximately a “B,” and average grades for learning plans were approximately a “B-.” There was virtually no differentiation between math and ELA grades among those offering grades.

Coordinators were finally asked to evaluate the fidelity of providers’ programs to the description submitted with their SES application. In 35% to 40% of situations, district SES coordinators were able to say the provider’s instructional format, program content, and/or assessment instruments were consistent with the application. In the remaining situations, district coordinators were generally “not sure.”

The overall pattern continues to suggest a considerable administrative burden associated with managing SES providers and an inability on the part of coordinators to apply the level of scrutiny anticipated in the survey. Outside the scope of the survey, but worthy of note, is an approximately 25% contraction in the number of contracting arrangements: for 2006-2007, there was a pool of 252 contracting relationships between a district and an SES provider, but in 2006-2007, that pool diminished to 188 contracting relationships while the number of SES participants held approximately constant.

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. The primary purpose of the analysis was to identify an estimated impact on the MEAP associated with each distinct SES provider and to report these results to MDE. In this report, however, the results are presented in terms of the overall impact of SES on 2007 MEAP scores for participating students.

About HLM

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.

HLM Applied to the Michigan SES Context

Structure of the Data and Model

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 has not been possible to consider district-level factors in evaluation of the SES program.

Previously Reported Results for the 2005-2006 School Year

Results of this analysis for the 2005-2006 school year showed that 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. It is possible that the finding of no significant impact of SES, study-wide, reflected positive impacts associated with specific providers balanced with negative impacts associated with other providers. However, analysis of provider-specific coefficients associated with SES participation identified only 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. In the bulk of circumstances, there were no measurable impacts on 2006 scores associated with specific providers.

The 2006-2007 Model

The independent variables considered in the analysis included:

- *The student's 2006 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, 2006 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 student's special education status (SE).* Special education status was coded as yes=1 and no=0. Although special education was a factor in developing the matched comparison group, there were differences in the composition of the SES and matched groups on this variable for some subject matters and grade levels. Accordingly, special education was incorporated into the model as a control variable out of an abundance of caution.

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 2007, *MATHSS_07* and *ELASS_07*.

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:

$$MATHSS_07 = B_{0jk} + B_{1jk}(MATHSS) + B_{2jk}(SES) + B_{3jk}(SE) + e_{ijk}$$

- Where
 - j = the student's home school building
 - k = the student's SES provider
 - B₀ = 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:

$$B_{0jk} = \theta_0 + SCHOOLCODE_{00}$$

$$B_{1jk} = \theta_1 + SCHOOLCODE_{10}$$

$$B_{2jk} = \theta_2 + PROVIDER_{20}$$

$$B_{3jk} = \theta_3$$

- Where
 - θ_0 = The model intercept
 - *SCHOOLCODE*₀₀ = the unique increment to the intercept associated with the student's building
 - θ_1 = the model estimate for the impact of 2006 scaled scores on 2007 scaled scores
 - *SCHOOLCODE*₁₀ = the unique increment to the estimate of the impact of 2006 scaled scores on 2007 scaled scores associated with a specific school building
 - θ_2 = the model estimate for the impact of SES participation
 - *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 impact of special education status

Translated, the combined model specified the 2007 scaled MEAP score for math as a function of a) an intercept term (B_{0jk}) representing the predicted 2007 score when the 2006 MEAP score is set to the mean, SES status is set to “no,” and special education status is set to “no,”⁷ itself a joint function of student and school factors; b) prior achievement as proxied by the prior year’s scaled MEAP score for 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}); d) status as a special education student, a function of student factors only; and e) an error term. The model for ELA scores was specified in exactly the same manner with substitution of ELA MEAP scores where appropriate.⁸

Table 30 shows the results of the level-1 models for math and ELA.

Table 30: Results of HLM Analyses, All Grades and Subjects								
Grade in 2006/Subject	Intercept		2006 Scaled Score		SES Recipient		Special Education Status	
	<i>Coeffi- cient</i>	<i>P-value</i>	<i>Coeffi- cient</i>	<i>P-value</i>	<i>Coeffi- cient</i>	<i>P-value</i>	<i>Coeffi- cient</i>	<i>P-value</i>
Math								
3 rd Grade	406.28	0.00	0.68	0.00	0.31	0.84	-6.79	0.01
4 th Grade	497.84	0.00	0.62	0.00	-1.60	0.25	-2.77	0.23
5 th Grade	592.83	0.00	0.57	0.00	-0.47	0.74	-6.41	0.01
6 th Grade	695.53	0.00	0.67	0.00	-0.56	0.58	-5.93	0.00
7 th Grade	792.28	0.00	0.49	0.00	-1.45	0.05	-5.57	0.00
ELA								
3 rd Grade	401.85	0.00	0.61	0.00	-2.02	0.32	-4.82	0.17
4 th Grade	497.84	0.00	0.71	0.00	-1.39	0.38	-7.01	0.00
5 th Grade	601.34	0.00	0.62	0.00	-3.36	0.04	-4.61	0.06
6 th Grade	694.34	0.00	0.56	0.00	-1.50	0.18	-6.04	0.00
7 th Grade	794.87	0.00	0.59	0.00	-2.49	0.01	-6.76	0.00

The table findings can be interpreted as follows:

⁷ Variables measuring prior achievement (2006 MEAP scores) were grand-mean centered. Grand-mean centering influences interpretation of the results. In the absence of centering, the model’s intercept estimate would represent the estimated 2007 score if the 2006 MEAP score was zero—a situation not possible given that the terms of the analysis require valid 2006 and 2007 scores. In the presence of grand-mean centering, the intercept estimate represents the 2007 MEAP score when the 2006 score is estimated at the mean.

⁸ Analysis of data for the 2005-2006 school year also included an interaction term that combined prior achievement (as measured by the MEAP) and SES participation. The term would capture impacts of SES that mediated the impacts of prior achievement (a “slope effect”). An analysis of the proportional reduction in error associated with each variable in the original model found 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 model in the 2005-2006 analysis and was not incorporated for 2006-2007.

- The intercepts represent the estimated 2007 MEAP scaled score for non-SES, non-special education students scoring at the mean⁹ on the 2006 MEAP.
- The coefficients for the 2006 scaled score represent the increase in the 2007 score associated with each 1-point increment beyond the mean score on the 2006 MEAP. For example, among students in the 3rd grade in 2006, students earned an additional 0.68 points on the scaled math score in the 2007 MEAP for every point they scored above the mean on the 2006 test.
- The coefficients for SES represent the increase or decrease in the scaled 2007 scores associated with participation in the SES program, considering all providers collectively.
- The coefficients for special education represent the decrease in the scaled 2007 score associated with special-education status.
- The p-values are estimates of the likelihood that the reported impacts and relationships are erroneous and that the true value of the coefficients is zero (there is no relationship between the variable and the 2007 MEAP score). For example, the coefficient for special education status as it affects third graders' scaled 2007 ELA scores is -4.82 with a p-value of 0.17, meaning there is a 17% chance that the coefficient of -4.82 is actually zero and there is no true relationship between the status and the score. The typical standard in the social sciences is to accept p-values of 0.05 or less as evidence of a relationship, and that standard is used in this analysis.

As Table 30 shows, SES participation was not associated with any measurable increase in 2007 scaled MEAP scores in either math or ELA in any of the tested grades. Indeed, the only significant findings of SES impact were modest negative impacts for 5th graders with respect to ELA scores and for 7th graders with respect to both math and ELA scaled scores. As in the prior year's analysis, prior achievement—as proxied by the 2006 MEAP score—had a highly significant impact on 2007 scores, ranging from increases of 0.49 to 0.71 points for every point scored in excess of the mean on the 2006 MEAP. Special education status was associated with negative impact on the 2007 MEAP math and ELA scores with a magnitude of approximately 3 to 7 points depending on grade and subject matter.

As also reported last year, 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. However, analysis of provider-specific coefficients associated with SES participation did not identify more than a handful of instances where specific providers had statistically significant impacts on their students' MEAP scores.

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.* With the exception of special education status, the HLM analysis did not specifically control for factors that can influence MEAP scores, including economic disadvantage and English language proficiency. Instead, these variables

⁹ 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.

were considered in identifying a matching group and presumed to be controlled through this mechanism.¹⁰

Table 31 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 31: Comparison of Participants and Matched Control Group on Variables Used to Construct the Match

Subject/Grade	Percentage of Group Members With Given Characteristic						2006 Mean MEAP Scores	
	<i>Economic Disadvantage</i>		<i>Special Education</i>		<i>Limited English Proficiency</i>		SES	Match
	SES	Match	SES	Match	SES	Match		
Math								
3 rd Grade	91	89	9	5	13	12	307.76	307.89
4 th Grade	92	90	12	11	9	11	400.54	401.99
5 th Grade	90	90	16	8	9	9	491.16	491.29
6 th Grade	92	90	15	12	11	10	590.61	590.96
7 th Grade	87	87	14	10	6	6	687.70	687.70
ELA								
3 rd Grade	91	92	10	4	13	11	304.48	305.23
4 th Grade	92	89	12	11	10	12	399.88	401.73
5 th Grade	90	87	17	8	8	9	497.76	497.60
6 th Grade	92	87	14	12	11	10	594.94	595.88
7 th Grade	87	89	14	11	6	5	693.53	693.38

Table 31 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, the special-education distinctions were additionally controlled analytically, and the remaining distinctions 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 by schools and MDE, but students' real-life circumstances will vary in the degree to which these conditions are present. Data on economic disadvantage is further limited in its reliability by the process by which a determination of economic disadvantage is made.

- *Uncertain delivery of SES by subject area and uncertain quantities of SES.* The 2006-2007 CEPI data collection did not capture data on the subject matters in which students were

¹⁰ As noted in preceding pages, special education status was also considered in identifying the matched comparison group. However, the selection process resulted in a matching group notably different from the SES population on the dimension of participation in special education. Accordingly, this variable was controlled analytically.

tutored nor on the amount of tutoring they received. While data entry was reopened in August 2007 to allow districts to add this information, the additional information was not available to PPA to support the analysis (many districts may not have provided the data as requested). To the extent that students identified as SES participants did not receive both math and ELA tutoring, and to the extent students were listed as participants but did not receive services, the analysis will underestimate the potential impact of SES by assuming an impact opportunity exists where none in fact did. The current analysis should thus not be viewed as a measure of the impact of a complete SES experience on SES students. It is, instead, a measure of the impact of SES as it was variably implemented across students and districts.

Conclusions and Recommendations

Conclusions

- *More than half of parents had communication with the tutor prior to services.* Overall, slightly more than half of the parents reported that they had seen a copy of the learning plan, and about two-thirds indicated that the provider had consulted them about their child's learning needs before the tutoring started.
- *Many parents never received progress reports from the tutor.* About half of parents reported that they received verbal or written progress reports from the provider monthly or more frequently, but about one-third said they never had verbal or written progress reports. Among parents who had ever received written reports, virtually all said that they were either easy or somewhat easy to understand.
- *Provider communication with the parent was lacking in the minimal service group.* The degree of communication varied by group. Parents of students receiving minimal service were less likely to have seen a copy of the tutor's learning plan; to have heard from the provider either monthly or more than once a month; and to say that written reports were easy to understand. They were more likely to indicate that they had never received a verbal or written progress communication from the provider, or were uncertain whether this had occurred.
- *Most parents perceived positive changes in indicators of student performance or behavior, except for attendance.* Over half of parents said that it was easier for their child to complete homework and that study habits had improved, and about half said that attitudes had improved. In terms of attendance, one-third reported improvement and two-thirds said it had stayed the same.
- *Parent perceptions of improvement varied by the amount of services received by the student.* Parents of children in the maximum service hour group were more likely than other groups to say that homework was easier to complete since tutoring started, and that grades, study habits, and attitude toward school had improved. Compared to other groups, parents of children who had received minimal service were more likely to report that homework was harder for the child, or that other behaviors had worsened.
- *Most parents expressed overall satisfaction with the providers.* More than three-quarters of parents affirmed that they would use the provider's services again, would recommend the tutor, and were overall satisfied with the tutor. In these evaluative items, however, a notable fraction of parents indicated that they were not sure of their opinion about the provider.
- *Parent satisfaction varied by amount of service hours.* Parents of children who had received minimal service were more likely to respond in the negative, and less likely to respond with uncertainty, in regards to their endorsements of providers.

- *Provider communication to teachers is uncommon.* About half of teachers had no knowledge that the student was receiving SES prior to the survey. Teachers were more likely to hear of this from the student or parent than from the provider. Among teachers who were aware of SES prior to receiving the evaluation survey, less than one-quarter had seen a copy of the tutoring specific learning plan and 13% had discussed the student’s goals or tutoring plan with the provider before tutoring began. Teachers in districts other than DPS, however, were more than twice as likely to have seen the learning plan compared to DPS teachers. The majority of teachers responding indicated that they had never received any progress reports from the tutor.
- *A large minority of teachers reported student performance or behavior improvement.* In a series of questions about changes in student behavior, about half of teachers reported no change. More than one-third of teachers reported improvements in student attitude toward class and student homework, while more than four in ten reported improvements in classroom achievement, math grades, ELA grades, and overall grades. Student attendance was perceived to have been affected the least; only 28% of teachers perceived an improvement in attendance during the time tutoring was provided.
- *The majority of teachers reported that providers had a positive impact on students.* More than three-quarters of the teachers responding to the survey indicated that the tutor was positively affecting the student’s learning, and that they would recommend the tutor. Perception of positive impact varied between groups in that teachers of students who received the maximum level of service were more likely to perceive a positive impact compared to teachers of students in other groups.
- *Providers met most of the administrative requirements of their contracts with districts, but in many situations half of data submissions were not timely, accurate, and complete.* DPS contractors submitted their data in a timely, complete, and accurate manner in 54% of instances for learning plans, attendance data, and invoices, and 47% of instances for student progress reports. Contractors to districts other than DPS submitted required data in a timely, complete, and accurate manner in a low of 53% of situations (for student learning plans) and a high of 66% of situations (for invoices). SES providers did a better job of providing student progress reports, particularly in DPS, compared to the prior year.
- *District coordinators found SES providers unresponsive to district requests for information.* Asked to rate providers’ responsiveness to district requests for information, the proportion rated “fair” or “poor” was 71% in DPS and 33% outside of DPS. This is a dramatic increase over the prior year, in which about 20% to 25% of coordinators had rated provider responsiveness as fair or poor.
- *Coordinators were unprepared to evaluate provider program quality.* When asked to rate providers’ curriculum alignment, ILP quality, and overall program quality, DPS was non-responsive, and non-DPS coordinators left more than half of these items blank.

- *Coordinators were unprepared to evaluate the fidelity of the provider program.* When asked to indicate in a short series of questions whether the providers' programs matched the description submitted with their SES application, the most common response was "not sure." District SES coordinators were able to affirm in 35% to 40% of cases that provider's instructional format, program content, and/or assessment instruments were consistent with the application.
- *SES participation was not associated with any measurable increase in 2007 scaled MEAP scores in either math or ELA in any of the tested grades.* Instead, apparent influences included the 2006 MEAP score, which had a highly significant impact on 2007 scores, and special education status, which was associated with a negative impact on the 2007 MEAP math and ELA scores.

Recommendations

- *Assess the dynamics involved in student SES enrollment and drop out, and barriers to receiving provider programs in their entirety.* Responses from parents and teachers associated with students in the minimal service group reveal dissatisfaction and a perceived lack of impact on the student. This group is clearly different from those associated with students who received an amount of service that was in the intended range of services, or greater. The occurrence of minimal services is likely to represent situations where (1) tutoring is terminated by the student or provider, or (2) students fail to fully participate, or (3) providers fail to deliver the program in its entirety for other reasons. This can occur under several scenarios, such as when students drop out of SES, or change to a new provider, or providers cease services in a district. There is need to assess the dynamics involved in student enrollment and subsequent termination of services, whether needs are being met, and factors influencing whether eligible students receive the full course of a provider's program.
- *Increase involvement of parents and teachers in SES planning, and improve provider reporting on student progress to parents, teachers, and districts.* Teachers and parents who are informed are more satisfied with providers. Providers who attend to progress reporting are likely to increase customer satisfaction as well as administrative compliance. Providers who consistently seek parent and teacher input into learning plans for students may be able to offer improved services.
- *Develop a statewide comprehensive SES data system that integrates all program components, including live data on enrollment and attendance.* Such a system would consist of live data, updated daily, and link components such as enrollment, attendance, invoicing, learning plan approval, and progress reporting. This integrated system would serve some monitoring functions, increase provider administrative compliance, cut costs of compliance, reduce duplication of efforts, and improve data quality. Additional benefits of such a system include improving resource use and the quality of the evaluation sample frame for stakeholder surveys, allowing for inquiries to be directed only in regards to currently enrolled students.

- *Consider additional foci for the SES evaluation to investigate factors related to the SES implementation.* Relevant program elements include best practices in local monitoring of providers, barriers to rapid start up and contracting, reasons students drop or are terminated from SES, and the degree of participation in SES. A better understanding of the implementation of SES would greatly enhance the ability to interpret outcome data.
- *Clarify district and state roles and responsibilities for monitoring program alignment.* As appropriate, engage with District Coordinators to improve their awareness of program alignment with state GLCEs or with their local district curriculum, and other quality and fidelity items. Because SES services started late in the school year for most districts, it may be that District Coordinators did not have sufficient information to provide feedback in May. Alternatively, they may not be well-positioned to ascertain provider performance. This has implications for an adequate monitoring system of provider performance, as well as ability to promote compliance.
- *Use data systems and engagement with District Coordinators to understand and resolve the lack of timely, accurate and complete provider data, and the increase in provider unresponsiveness in the past year.* Lack of complete provider data may be a due to the timing of the survey, or it may be a more systemic issue. Administrative compliance issues would in large part resolve themselves with an integrated data system. Until such a data system is in place, however, an examination of increased provider unresponsiveness is in order.

Appendix A. Parent Survey

Survey of Parent Satisfaction With After-School (SES) Tutoring



To: Parent or guardian of «FirstName» «LastName»

«UIC»

«UIC»

START HERE:

- For each question, fill in the circle next to your answer.
- Please complete this survey by May 29, 2008.
- If you have more than one child in tutoring, you will receive a separate survey for each child.
- Your tutoring company's name is «ProviderName»

1. School records show your child was signed up for free tutoring. Is that correct?

- Yes
- No
- Not sure

If you answered No → You can stop here. Please return this survey.

2. Did your student receive free tutoring?

- Yes
- No
- Not sure

If you answered No → Go to Question 4.

3. Was your child tutored by the tutor listed above?

- Yes
- No **If No→**
- Not sure

What is the correct name of your child's tutoring company?

Please answer the rest of the survey with that company in mind.

4. **IF your child did not receive tutoring, or you are not sure if your child received tutoring, please tell us what happened.**

If your child did not get free after-school SES tutoring →	You can stop here. Please return this survey.
If you are not sure whether your child received tutoring →	You can stop here. Please return this survey.

If your child received tutoring, please go to the next page →

5. Has it been easier for your child to complete homework since the tutoring started?
- Easier
- Same
- Harder
- Not Sure
6. Have your child's study habits improved since the tutoring started?
- Improved
- Same
- Worse
- Not Sure
7. Has your child's school attendance improved since the tutoring started?
- Improved
- Same
- Worse
- Not Sure
8. Has your child's attitude toward school improved since the tutoring started?
- Improved
- Same
- Worse
- Not Sure
9. Have your child's grades improved since the tutoring started?
- Improved
- Same
- Worse
- Not Sure
10. Did the tutor talk with you about your child's learning needs before the tutoring started?
- Yes
- No
- Not sure
11. Did you see a copy of the tutor's learning plan for your child?
- Yes
- No
- Not sure
12. 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
13. If you get written reports, are they easy to understand?
- Easy to understand
- Somewhat easy
- Not easy to understand
- No written reports
14. Would you send your child to this tutor again?
- Yes
- No
- Not sure
15. Would you recommend this tutor to someone else?
- Yes
- No
- Not sure
16. Overall, are you satisfied with this tutor?
- Yes
- No
- Not sure
17. What overall grade would you give your child's tutor?
- A- Excellent
- B- Good
- C- Average
- D- Poor
- E- Failing

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

Thank you for your time!

Please return the survey by May 29, 2008.

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

[THIS IS AN ONLINE FORM. Square brackets are program instructions; not appear to Respondent]

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 requires us to compile information from multiple sources in order to get a full understanding of providers' effectiveness.

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

Each survey should take no more than 5 minutes to complete.

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

INSTRUCTIONS

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.

Please answer the survey as completely as possible. There are response options for "do not know," in case that is relevant.

Once you complete a survey, you will have the option to complete another survey on a different student.

Please complete the surveys for all students on your list by May 30, 2008.

Any questions or concerns should be directed to David McConnell by phone: (517) 485-4477 or email: dmcconnell@publicpolicy.com

TO START please continue to the next page

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

[next screen]

Shown below are the student name, grade, district, and building that we have affiliated with this UIC. Is this the student about whom you were asked to complete a survey?

a. Yes [if yes, they will proceed]

b. No [if no, the teacher will be pushed to the end of the survey]

[mandatory response]

The next series of questions provide the opportunity for you to indicate if there is some reason why you cannot answer this survey.

2A. I cannot answer a survey about this student because I have a conflict of interest that prevents me from objectively evaluating the 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.)

- True
- False

2B. I cannot answer a survey about this student because the student is not enrolled in this school.

- True
- False

2C. I cannot answer a survey about this student because this is not one of my students.

- True
- False

2D. I cannot answer a survey about this student because the student rarely attends my class.

- True
- False

2E. I cannot answer a survey about this student because I know for certain that the student rarely attended SES.

- True
- False

2F. I cannot answer a survey about this student because I know for certain that the student was not enrolled in SES.

- True
- False

**[any "true" to 2A through 2F series will push respondent to the end of the survey]
[2a through 2f are mandatory response]**

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

- a. Elementary classroom teacher
- b. English language arts teacher
- c. Math teacher
- d. Science teacher
- e. Social studies teacher
- f. Other subject-specific teacher
- g. Title I teacher
- h. Special education teacher
- i. Other, please specify _____

4. When did you first learn that the student was receiving SES? [allow one choice]

- a. When I received the Teacher Request letter
- b. When the SES Provider contacted me
- c. The parent or student let me know
- d. Other

[IF Q4 = "a" skip to Q8a]						
5. I have seen a copy of the tutoring-specific learning plan for this student.		Yes	No	Not sure/don't recall		
6. The tutor discussed with me the student's goals or tutoring plan before tutoring began.		Yes	No	Not sure/don't recall		
7. 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

The next questions ask about any changes you saw in the student, regardless of whether you feel that the tutor is responsible.

8a. During the time tutoring was provided, did this student's attitude toward class improve, stay the same, or worsen?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know
8b. During the time tutoring was provided, did this student's homework improve, stay the same, or worsen (e.g., quality or timeliness or frequency)?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know
8c. During the time tutoring was provided, did this student's classroom achievement improve, stay the same, or worsen?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know
8d. During the time tutoring was provided, did this student's class attendance improve, stay the same, or worsen?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know
8e. During the time tutoring was provided, did this student's Math grades improve, stay the same, or worsen?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know
8f. During the time tutoring was provided, did this student's ELA grades improve, stay the same, or worsen?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know
8g. During the time tutoring was provided, did this student's grades overall improve, stay the same, or worsen?	Improved	Somewhat Improved	Stayed the same	Somewhat Worsened	Worsened	Don't Know

The next questions ask about whether you feel positively about the tutor.

9a. This tutor is positively impacting this student's learning.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9b. I would recommend that other students use this tutor.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

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

[Click here to submit your completed survey.](#)

[Last window] Your survey has been submitted. Thank you for your time!

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 the 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 2007-2008 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 sincerely appreciate your time to complete this survey. Please return all district surveys by May 22, 2008.

General Information

1. School District: _____
2. Full name of Provider Organization/Agency and city: _____
- 3a. What was the start date of this provider's services?: _____
- 3b. What was the end date of this provider's services?: _____

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 contract?		Submitted by Provider?		Submitted in Timely Manner?		Materials are Accurate?		Materials are Complete?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
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 responsiveness 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.

a. Is the instructional format / Approach to delivering instruction consistent with the provider application?	Yes	No	Not Sure
b. Is the program content consistent with the provider application?	Yes	No	Not Sure
c. Are the provider's assessment instrument(s) consistent with the provider application?	Yes	No	Not Sure

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!