

Evaluation of
Supplemental
Education Services
2008-2009

Summary Report

Prepared for
Michigan Department of Education

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Executive Summary

The purpose of this report is to summarize the statewide findings of the evaluation of the Supplemental Educational Services (SES) providers in Michigan for the 2008-2009 school year. The primary products of the evaluation are publicly posted provider report cards. These serve to support the Michigan Department of Education (MDE) in the provider review process, and are shared with districts to help parents and guardians make informed decisions when selecting an SES provider.

This evaluation was conducted by Public Policy Associates, Incorporated (PPA), under contract with MDE. The framework of the evaluation assesses SES provider effectiveness by measuring customer satisfaction, administrative competence, and student achievement. PPA utilized several streams of data to determine provider effectiveness in SES tutoring to students during the 2008-2009 school year:

- An analysis of change in Michigan Educational Assessment Program (MEAP) scores.
 - The analysis was conducted using Hierarchical linear modeling (HLM).
- Teacher surveys on student performance and provider effectiveness.
 - The teacher survey was conducted online, and electronic invitations were distributed to teachers, except where e-mail addresses were unavailable, hardcopy invitations were distributed.
- Parent surveys on student performance and customer satisfaction.
 - The input from parents or guardians was gathered from a brief hardcopy survey which was mailed by PPA.
- District coordinator surveys focused on administrative compliance.
 - This was a brief hardcopy instrument that District Coordinators in all 12 districts offering SES were asked to complete regarding each provider contract in their district during the 2008-2009 school year.

Evaluation Findings

Parent Survey

Parents of students who had received SES in the 2008-09 school year were mostly positive in the evaluation of their child's services provider. Approximately 80% of parents indicated that they would use the service provider again, would recommend the tutor, or were overall satisfied with the tutor.

Communication between parents and SES providers varied in type as well as regularity. A large proportion of parents were missing several important communication opportunities with providers. Over 40% of parents reported that they had never received a written progress report from their child's provider. Also, half of the parents reported that they had seen a copy of their child's learning plan; while about 60% of parents indicated that they had talked with their child's provider prior to tutoring services regarding their child's tutoring needs.

Findings were analyzed by breaking down the results by categories that captured the amount of service hours actually received by the student. The parents of students that had received the most SES service hours were more likely to report that their child's grades, attitude, and attendance had improved over the course of the school year.

Teacher Survey

Teachers were asked about their awareness of the student's participation in the SES program; their communication with tutors; if they perceived changes in the student's attitude and academic performance; and, at the end of the instrument, whether, in their opinion, the tutor was positively impacting the student.

Overall, two-thirds of teachers were unaware that their students were enrolled in SES services before being asked to complete PPA's survey, although teachers of students in the highest category of service hours were more likely to be aware. Among teachers who had been aware of that the student was receiving SES services, teachers were twice as likely to have learned about it through parents, the student, and school, than from communication with the providers.

Approximately half of teachers reported that they had observed no change in students' behavior or academic achievement, but approximately four in ten reported improvements in classroom achievement, math grades, English language arts (ELA) grades, and overall grades. Teachers were least likely to report positive impacts on attendance.

While less than half of teachers perceived an improvement in their students' performance, about 80% of the teachers indicated that the impact of the tutors was positive; this may be because teachers found value in the tutoring even though it had not yet produced obvious changes in students' behavior or academic achievement.

District Coordinator Survey

The District Coordinator instrument asked about compliance with administrative requirements (e.g., collaboration in individual learning plans [ILPs], and in the submission of student attendance reports, progress reports, and invoicing); responsiveness to information requests; program implementation issues (e.g., cancelling classes, and frequent student absences); and ratings of program fidelity.

Overall, nearly all of the Detroit Public Schools (DPS) contractors provided the required data in a fully compliant manner (i.e., submitted, if required, and submitted in a timely, accurate, and complete manner) on ILPs, attendance, and student progress reports, but about 8 in 10 providers had issues with compliance with invoicing (i.e., either timeliness, accuracy issues, or submission).

District Coordinators were asked to evaluate the fidelity of providers' programs in conjunction with the description submitted with their SES application. In approximately seventy percent of contracts, non-DPS coordinators reported that the provider's instructional format, program

content, and/or assessment instruments were consistent with the application. DPS was largely unable to respond to this particular inquiry.

Impact of SES on MEAP Scores

PPA analyzed changes in the MEAP scores of students participating in SES using HLM. The purpose of assessing the MEAP scores is to gauge the impact of the SES services on this statewide standardized test.

The 2007-2008 analysis model, which tested a prediction of 2008 MEAP scores, found that SES participation was not associated with any measureable increase in either math or ELA scores in any of the grades that were tested. This was the case for the two prior years analysis models as well (2005-2006 and 2006-2007).

Conclusions and Recommendations

Conclusions

The full Summary Report discusses a series of conclusions, and these are briefly highlighted here.

Parent Feedback

- Over half of the parents had contact with the provider before tutoring services started.
- There is a lack of frequent high-quality communication from the provider to parents during the tutoring.
- Parent satisfaction with the tutor is associated with provider communication.
- A small majority of parents reported improvements in their child's behavior and achievement.
- A parent's satisfaction with the tutor is closely related to the perceived improvement in a student's behaviors and achievement.
- Parents were mostly positive in their evaluation of providers overall, as they had been in the prior two years.

Teacher Feedback

- Teachers tended to be unaware that their students were receiving SES.
- Teachers were unlikely to have received any communication from providers in regards to their students.
- While the majority of teachers saw no behavioral or academic change in the student, approximately four in ten reported improvements in classroom achievement, math grades, ELA grades, and overall grades.
- Most teachers reported a positive impact by the providers.
 - Teachers who had communicated with the tutor before or during the tutoring period were much more likely to perceive a positive impact on a student's learning, as compared to teachers who have not had any communication with the tutor.

- A teacher's perception of an overall positive impact was markedly increased from the two years prior.
- Teachers appear to attribute providers with having a positive impact, even when they do not report a change in the student.

District Feedback

- DPS SES providers have dramatically improved in meeting all district administrative requirements, as compared to the prior year.
- District Coordinators were unable to comment on some facets of provider-specific program implementation.
- District Coordinators were not in a position to evaluate the fidelity of providers' programs relative to that described in their SES application.
- Results overall suggest that the administrative oversight of SES providers continues to be a burden for districts.
- As in prior years, SES participation was not associated with any measurable increase in scaled MEAP scores in either math or ELA in any of the tested grades.

Recommendations

A discussion of recommendations is included in the full Summary Report, and highlights of these are presented concisely below.

- Increase the consistency and quality of provider communication, including progress reporting, to parents and teachers.
- Increase the involvement of providers, teachers, and parents in the development of the students' individual learning plans.
- Develop a comprehensive statewide database to manage SES service data.
- Conduct an additional investigation into the elements of tutoring services (including the quantity of services) that make the greatest contribution to improving a student's outcomes.
- Determine why some students receive fewer hours of service than the providers' programs intended, and what factors are at play in the enrollment and dropping out of the programs.
- Assess features that facilitate the implementation of SES at a district level. Some of the elements that warrant further investigation include the following:
 - Assess the level of resources required to effectively oversee SES providers as well as methods for managing the burden of administration.
 - Assess provider characteristics and district features that allow SES providers to meet all district administrative requirements, and identify methods to foster this scenario.
 - Identify and share best practices for the administration of SES provider contracts, including the ability to accurately document attendance.
 - Identify and share best practices around the monitoring of SES tutoring sessions.
 - Evaluate the fidelity of providers' programs relative to that described in their SES application, and clarify the appropriate roles of various parties in the endeavor.
 - Investigate what the optimal number of provider contracts is for a given district, taking into consideration district size and other features.

Introduction

This report summarizes the findings of an evaluation of Supplemental Education Services (SES) providers in Michigan for the 2008-2009 school year. The primary products of the SES evaluation are federally mandated provider-specific report cards. The Michigan Department of Education (MDE) uses these products as an aid to the process of reviewing provider applications and monitoring performance, as well as to communicate provider effectiveness information to Michigan school districts.

The SES provider evaluation is conducted by Public Policy Associates, Incorporated (PPA), under contract with the MDE. The evaluation framework examines provider effectiveness in terms of customer satisfaction, administrative competence, and student achievement.

The data streams used to inform the SES provider evaluation include:

- An analysis of change in Michigan Educational Assessment Program (MEAP) scores
- Teacher surveys on student performance and provider effectiveness
- Parent surveys on student performance and customer satisfaction
- District coordinator surveys focused on administrative compliance

The primary intended uses of these data lie in constructing provider report cards. However, because the per-provider surveys and analyses are standard throughout Michigan, the data can be combined for a statewide program analysis. This report provides that analysis and overview of the strengths, limits, and characteristics of the SES program in Michigan.

The report is organized as follows.

- *Introduction.* This section provides the context and purpose of the evaluation and introduces the sources of data.
- *Survey Findings.* This section of the report describes the statewide results of teacher surveys, parent surveys, and district surveys.
- *Impact of SES on Michigan Educational Assessment Program (MEAP) Scores.* This section reviews an analysis of the impact of participation in SES on the subsequent year's math and English language arts (ELA) MEAP scores.
- *Conclusions and Recommendations.* The report concludes with a summary of evaluation findings along with recommendations relevant to the ongoing implementation of SES.

Survey Findings

In this section, findings from the parent, teacher, and district coordinator surveys are presented, starting with a description of the response rates. Further information about the survey methodologies is located in the Technical Report.

Survey Response Rates

Parent Survey

A hard-copy survey was mailed directly to parents or guardians of each named Supplemental Education Services (SES) participant in the 2008-2009 school year. A total of 13,736 surveys were mailed to student households. Of those, 802 were completed and returned, which is a return rate of 5.8%.

Some parent surveys could not be used in the analysis. When parents or guardians reported that their child had not received any SES tutoring, these surveys were not included in the parent analyses. More specifically, cases were excluded when parents were unsure whether tutoring took place, parents reported tutoring definitely did not occur, parents could not identify the provider, surveys were missing all data; or tutoring was terminated. Cases in which the receipt of SES could not be confirmed from service hour data¹ were also excluded from parent analyses. Eventually, 517 of the 802 returned surveys were used in the parent analyses for this report, which represents 64.5% of returned surveys and 3.8% 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	Percentage of All Useable Surveys
Detroit Public Schools	460	89.0%
Grand Rapids Public Schools	43	8.3%
Pontiac Academy for Excellence	14	2.7%
Total	517	100%

Returns of the parent survey by district were reasonably proportionate to districts' parts in the sample frame. The Detroit Public Schools (DPS) district made up 92.4% of all surveys mailed and 89.0% of the usable parent surveys. The Grand Rapids Public Schools district comprised 2.8% of all surveys mailed to parents and 8.3% of usable surveys, while Pontiac Academy for Excellence made up less than 1% of all surveys mailed and 2.7% of the usable parent surveys.

¹ Districts offering SES were required to report the number of hours of service received by each child.

Table 2 compares the grade distribution of students enrolled in SES according to the initial sample frame to the grade distribution of students with returned and usable parent surveys. Nearly 70% of all students receiving SES were in high school; however, just over half of all useable parent surveys were from parents of high school students. Overall, the useable parent surveys overrepresent students in grade eight and under.

Table 2: Usable Parent Surveys by Grade

Grade Categories	Number of Usable Parent Surveys	Percentage of Usable Parent Surveys	Enrollment in SES
Up to grade 5	109	24.8%	16.4%
Grades 6 to 8	127	24.6%	15.8%
Grades 9 to 12	262	50.7%	67.9%

Teacher Survey

All teacher surveys were administered online. A total of 13,736 survey invitations, each corresponding to a single student, were distributed to teachers. 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.

In nearly one-quarter of cases, teachers responded to the invitation by opening an online survey regarding a particular student (23.7% response rate). However, in more than 40% of these cases, teachers were turned away from completing the survey due to responses to screening questions that suggested a potential conflict of interest or student ineligibility. A total of 1,955 (post-screening) surveys were processed online, which is a 14.2% rate of return. However, some of these surveys were only partially completed. 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, 1,506 surveys were considered usable and have been included in the analysis that follows. These represent 11.0% of the survey requests distributed and 77.0% of the completed surveys.

The distribution of usable surveys across school districts is shown in Table 3. Although 12 districts extended SES, teachers from only four districts provided usable surveys. The overwhelming majority of teacher surveys were from DPS teachers (85.1%).

Table 3: Usable Teacher Surveys by District

Districts	Number	Percentage
Detroit Public Schools	1,281	85.1%
Grand Rapids Public Schools	186	12.4%
Pontiac Academy for Excellence	32	2.1%
Detroit Midtown Academy	7	<1.0%
Total	1,506	100.0%

Service Hours

Throughout the report, survey responses are presented by categories representing the level of SES received. In the application process, providers stated the intended hours of service per student for their particular model or program, and most providers expressed the intent to deliver between 19 and 36 hours of service. Using this range as the “typical” level of SES, the evaluation team developed a classification system to indicate the amount of service each student received. Students receiving fewer than 19 hours of service were classified as having received “minimal service.” Students receiving at least 19 but fewer than 32 hours of tutoring were classified into the second group, “lesser range of intended service,” while students receiving at least 32 but fewer than 36 hours of service, were classified into group three, “greater range of intended service.” Students receiving more than 36 hours of tutoring comprised the fourth group, “maximum service.”

Table 4 describes these categories of service and provides the number and percentage of students within each category reflected in teacher and parent surveys. The range of services reflected a fairly normal, bell-shaped distribution, except for a large number of students who received two hours of service.

Service-level categories are used throughout this report to examine whether satisfaction with the program, student achievement, attendance, and other variables testing the impact of SES are sensitive to the amount of services actually received.

Table 4: Hours of Service

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 the customary, intended range	Less than 19	66	12.8%	274	18.2%
Lesser range of service	Within the customary, intended range (low)	19 to 31.9	178	34.4%	488	32.4%
Greater range of service	Within the customary, intended range (high)	32 to 35.9	95	18.4%	402	26.7%
Maximum service	Above the customary, intended quantity of service	36 or more	178	34.4%	342	22.7%

District Coordinator Survey

The district coordinator survey was a two-page, hard-copy survey that District Coordinators were asked to complete for each provider contracted by their district during the 2008-2009 school year. The unit of analysis for this instrument was the provider *contract*. The survey focused on each provider's effort to meet administrative requirements, satisfactory implementation of services (e.g., ability to consistently hold sessions, extent of absences, nature of teacher and parent feedback about provider), fidelity to the service plan and program content, and any district concerns about the provider.

Surveys were sent to all 12 SES districts, covering a total of 132 provider contracts. Of these, 11 districts responded to the invitation, returning 110 completed surveys. This represents an 83.3% response rate for contracts, with 91.7% of districts responding.

Survey Timelines

Survey timelines were influenced by several factors, chief among them the availability of SES participant information. The list of SES participants was compiled as late in the school year as feasible to allow a wide window of opportunity for updating cases. Surveys were fielded on a timeline allowing two to four weeks for response, and closed at the end of May 2009.

The teacher survey data was collected online, but the distribution mode of invitations to participate varied by the availability of teacher e-mail addresses. The majority of DPS teachers were invited electronically, using DPS addresses. For districts other than DPS, survey invitations were generated in hard copy and disseminated via the District Coordinators. However, all District Coordinators had the option—where teacher e-mail addresses were available and Coordinators willing—of adding teacher accounts and automating invitations electronically, in lieu of hardcopy invitations.

The online teacher survey was opened, and electronic invitations were sent to DPS teachers, early in May. Teacher hard-copy invitations were sent to non-DPS districts the first week of May with a request to distribute as soon as possible. Parent survey packets of non-DPS districts were packaged and sent to districts with a request to mail them out by May 12, 2009. Surveys to DPS parents were mailed May 1, 2009. District coordinator surveys were distributed along with the parent packages, with a due date of the end of May 2009.

Survey Reliability

Standard error rates, or margins of error, are traditionally reported for survey data. The method for calculating margins of error is based strictly on the number of completed surveys and does not consider important indicators of survey accuracy including response rates. With this caveat, the margins of error associated with each of the survey data streams are as follows:

- *Parent survey*: $\pm 4.2\%$
- *Teacher survey*: $\pm 2.4\%$
- *District coordinator survey*: $\pm 3.8\%$

In addition to the quantity of surveys and response rates, there are some factors affecting data quality that are less easily quantified, such as the quality of the sample frame (the list).

In the district coordinator survey, a majority of surveys were completed and returned, which is a positive indication of sample quality, and with the $\pm 3.8\%$ margin of error, responses are a highly reliable representation of the perceptions of District Coordinators.

The parent and teacher surveys suffered from low response rates, however, and this prompts one to question whether, and in what ways, respondents are different from nonrespondents, and to what degree those differences are reflected in the survey data. For instance, respondents may have had more positive experiences of tutoring relative to those who chose not to respond. These factors cannot be well-estimated and are not a feature of the margin of error. While parents and teachers provide unique and valuable feedback, it is difficult to estimate the extent to which the data in hand represents the true set of perceptions among all teachers and parents.

Finally, participation in the parent and teacher surveys by district was alarmingly low, with responses from only three and four districts, respectively. Although the districts that participated in the teacher and parent surveys represent a minority of districts providing SES, they also represent more than 95% of all the students enrolled in SES in Michigan in 2008-2009. The degree to which and the ways in which parents and teachers in nonparticipating districts are different from those in participating districts is not known, except to say that the nonparticipating districts offer services to a very small group of students (ranging from 17 to 157 students each) compared to participating districts (ranging from 27 to more than 12,000 students each).

The lack of participation among several districts indicates that most districts did not in fact distribute the parent and teacher survey invitations as requested. Were this the case, it would mean that the true rates of return for those receiving a survey request are modestly higher than reported here.

Parent Survey Findings

The parent survey instrument (see Appendix A) focused on:

- Communication between the tutor and parent.
- Perceived student improvement.
- Overall satisfaction with the tutoring services.

The survey began with screening questions to determine whether the student had enrolled in SES and had actually received tutoring, and if not, why tutoring did not take place. It also asked parents to verify whether the provider name embedded in their survey 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 were used to determine which surveys were appropriate to use in the analyses.

Communication

Parents were asked, (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?” The results are shown in Table 5.

Among responding parents, about six in ten had spoken to the tutor about their child’s learning needs prior to the onset of services. Nearly three in ten were not consulted, and about one in ten parents were not sure. Over half of the parents had seen a copy of the tutor’s learning plan (55.4%), but about one third (33.7%) had not. Proportionally fewer responding parents spoke with tutors or saw a learning plan in 2008-2009 than in prior years. The responses were not influenced by the quantity of tutoring students received as measured in service hours.

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

Tutor Communication with Parent	Percentage				
	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	61.4%	59.1%	64.6%	59.1%	58.8%
No	29.0%	30.3%	26.4%	32.3%	30.5%
Not sure	9.6%	10.6%	9.0%	8.6%	10.7%
<i>Did you see a copy of the tutor’s learning plan for your child?</i>					
Yes	55.4%	53.0%	55.1%	55.3%	56.7%
No	33.7%	31.8%	34.3%	36.2%	32.6%
Not sure	10.9%	15.2%	10.7%	8.5%	10.7%

Parents were also asked, “How often does the tutor talk to you or give you a written report about your child’s progress?” The results are shown in Table 6. Half of responding parents had received either verbal or written reports monthly or more often and 9.0% had received reports every two to three months. About 40% received no reports or were not sure of their frequency.

The frequency of verbal or written progress reports varied by service-level category. Parents of students in the lowest serviced bracket heard less frequently from providers. Differences between groups in the frequency of verbal or written progress reports were statistically significant.

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

How often does the tutor talk to you or give you a written report about your child's progress?	Percentage				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
At least once per month	50.0%	34.4%	47.7%	58.9%	53.1%
Every two to three months	9.0%	14.1%	11.4%	5.3%	6.8%
Never/not sure	41.0%	51.6%	40.9%	35.8%	40.1%

The final question on communication was focused on written progress reports only, rather than both verbal and written reports. Parents were asked whether the written reports they received were easy to understand. As shown in Table 7, overall, nearly half of all parents found written reports easy to understand and almost four in ten had never received written reports.

Among the 320 (63.2%)² parents who had ever received written reports, 77.5% said that they were easy to understand (not shown in table).

There were no notable differences associated with students' service hours.

**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?	Percentage				
	<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	49.0%	50.8%	45.9%	48.9%	51.4%
Somewhat easy or not easy to understand	14.2%	12.7%	15.7%	12.8%	14.1%
No written reports	36.8%	36.5%	38.4%	38.3%	34.5%

Student Improvement

Parents were asked a series of questions focused on the impact of tutoring on their child's school performance. These included:

- 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?

Table 8 describes the results.

² Of the parents that received written progress reports, most could recall the frequency of progress reports from the tutor.

**Table 8: Parent Perceptions of Student Improvement
By Amount of Services**

	Percentage				
	<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	61.5%	57.6%	57.9%	57.9%	68.5%
<i>Has it been easier for your child to complete homework since the tutoring started?</i>					
Easier	60.7%	51.5%	60.0%	62.8%	63.8%
<i>Have your child's study habits improved since the tutoring started?</i>					
Improved	58.2%	56.1%	60.1%	57.9%	57.3%
<i>Has your child's attitude toward school improved since the tutoring started?</i>					
Improved	53.6%	43.9%	51.7%	53.7%	59.0%
<i>Has your child's school attendance improved since the tutoring started?</i>					
Improved	38.9%	28.8%	39.8%	32.6%	45.8%

Overall, about six in ten parents said their child's grades had improved since tutoring started. Approximately the same percentages said that it was easier for their child to complete homework (60.7%), and that study habits had improved (58.2%). Just over half of parents noticed an improvement in their child's attitude toward school (53.6%), while nearly four in ten reported that attendance had improved (38.9%).

There were differences in the perception of improvement when findings were broken out by amount of service students received. Compared to other groups, parents of children in the maximum service hour group were more likely to say that grades, attitude toward school, and attendance had improved since the tutoring started; these differences were statistically significant. Parents of children in the minimal service group were less likely than others to report that completing homework was easier since tutoring started; however, this difference was not statistically significant.

Overall Evaluation of Tutoring Services

Parents were asked a short series of questions to measure their overall perception of the tutoring provider. These were:

- 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?

Parents were generally satisfied with their child's tutor. As reported in Table 9, more than 80% of responding parents said they would send their child to the tutor again, that they would recommend the tutor to someone else, and that they were satisfied with the tutor overall. Overall, less than 10% of parents responded negatively to these questions, and the remaining parents were not sure.

Satisfaction appeared somewhat influenced by the amount of service students received. Only 5% or fewer of parents whose children received the highest levels of service would not return their child to the same tutor, would not recommend the tutor, or indicated they were not satisfied. Negative feedback was provided by 9% to 12% of other responding parents.

Differences between groups' responses to sending the child back to the tutor and to recommending the tutor to others were statistically significant but differences in overall satisfaction were not statistically significant.

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

	Percentage				
	<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	82.5%	80.3%	82.3%	78.9%	85.4%
No	7.6%	9.1%	9.1%	11.6%	3.4%
Not sure	9.9%	10.6%	8.6%	9.5%	11.2%
<i>Would you recommend this tutor to someone else?</i>					
Yes	80.8%	71.2%	85.3%	76.8%	82.0%
No	8.1%	12.1%	9.0%	10.5%	4.5%
Not sure	11.0%	16.7%	5.6%	12.6%	13.5%
<i>Overall, are you satisfied with this tutor?</i>					
Yes	81.3%	78.8%	82.4%	80.0%	81.8%
No	9.0%	10.6%	11.4%	10.5%	5.1%
Not sure	9.7%	10.6%	6.3%	9.5%	13.1%

Table 10 shows the results of these questions in comparison to the two immediate past years of the evaluation. There has been no material change in results over time.

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

	Percentage		
	2006-2007	2007-2008	2008-2009
<i>Would you send your child to this tutor again?</i>			
Yes	85.3%	80.3%	82.5%
No	6.8%	7.4%	7.6%
Not sure	7.9%	12.3%	9.9%
<i>Would you recommend this tutor to someone else?</i>			
Yes	83.2%	77.2%	80.8%
No	8.4%	8.8%	8.1%
Not sure	8.3%	13.9%	11.0%
<i>Overall, are you satisfied with this tutor?</i>			
Yes	82.4%	78.6%	81.3%
No	9.1%	8.7%	9.0%
Not sure	8.6%	12.8%	9.7%

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?

As shown in Table 11, parents who were satisfied with the provider were considerably more likely to report improvements in their children's performance in school. Over 60% of satisfied parents reported improvements in homework, attitude toward school, study habits, and/or grades. In comparison, among the dissatisfied parents, reports of improvement ranged from 6% to 15%, depending on the specific question. Reports of improved school attendance were also strongly related to overall satisfaction, although fewer parents reported improvement.

In addition, the majority of satisfied parents reported that they had spoken with the tutor about their child's learning needs before the tutoring started, while the majority of dissatisfied and uncertain parents reported that they had not spoken with the provider.

**Table 11: Parent Perception
of Student Improvement and Tutor Communication
by Parent Satisfaction**

Student Improvement	Percentage of Respondents			
	<i>All Parents</i>	<i>Satisfied Overall With Tutor</i>	<i>Not Satisfied Overall With Tutor</i>	<i>Not Sure of Overall Satisfaction With Tutor</i>
<i>Has it been easier for your child to complete homework since the tutoring started?</i>				
Easier	60.7%	71.3%	10.9%	18.4%
<i>Has your child's school attendance improved since the tutoring started?</i>				
Improved	38.9%	44.8%	8.7%	18.0%
<i>Has your child's attitude toward school improved since the tutoring started?</i>				
Improved	53.6%	61.4%	6.5%	32.0%
<i>Have your child's study habits improved since the tutoring started?</i>				
Improved	58.2%	68.6%	10.9%	16.0%
<i>Have your child's grades improved since the tutoring started?</i>				
Improved	61.5%	70.7%	15.2%	30.0%
Tutor Communication				
<i>Did the tutor talk with you about your child's learning needs before the tutoring started?</i>				
Yes	61.4%	70.5%	19.6%	24.0%
No	29.0%	20.3%	78.3%	56.0%
Not sure	9.6%	9.2%	2.2%	20.0%

Finally, parents were asked to grade the provider overall. As shown in Figure 1 on the following page, their overall assessment was positive. More specifically, 46.1% rated the providers' programs as excellent, 34.0% rated them as good, 12.5% rated them as average, 4.9% rated them as poor, and 2.5% suggested a failing grade for providers' programs.

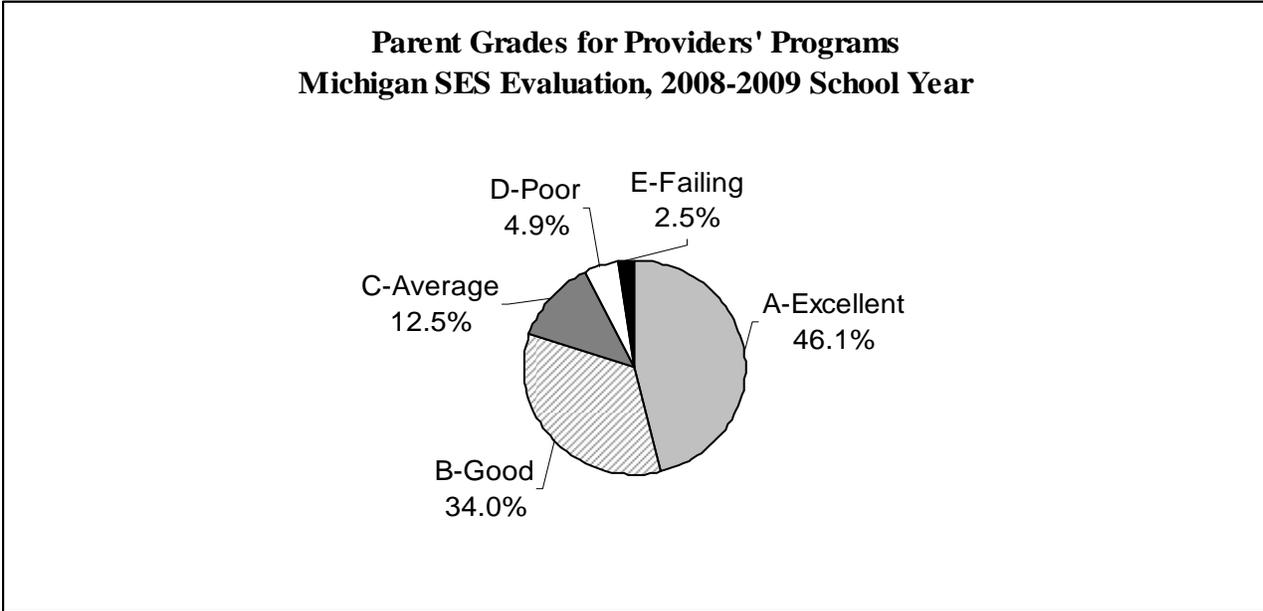


Figure 1

Table 12 shows 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. There was little variation in the grades given to providers by parents of students in different service hour categories. On average, parents rated providers as "B – Good." Mean ratings ranged from 3.03 to 3.26. Variations among groups in provider grades 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			
	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
Mean grade for providers' programs	3.12	3.15	3.03	3.26

Table 13 compares parent grading of providers for 2008-2009 to parent grading in the two prior years. There has been no significant change in results over time.

**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>	<i>2008-2009</i>
Mean grade for providers' programs, overall	na	3.09	3.16
Mean grade for providers' ELA programs	3.12	na	na
Mean grade for providers' math programs	3.13	na	na

Parent Survey Summary

The low rate of response 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

Approximately 60% of parents responding to the survey had talked with the provider about their child's learning needs before the tutoring started. Just over half (55.4%) of the parents reported that they had seen a copy of the learning plan.

Half of the responding parents received verbal or written progress reports from the provider at least monthly and less than 10% received reports every two to three months. A significant portion of parents, 41%, reported that they never received written progress reports or were unsure of their frequency. Among all parents, about half reported that they had received *written* reports *and* that the reports were easy to understand.

Responses to the parent questions about communication with the provider did not vary significantly between the groups for most of the questions.

Student Improvement

About six in ten parents said that their child's grades and study habits had improved and that it was easier for their child to complete homework after the tutoring started. Just over half of parents reported an improvement in the child's attitude toward school and four in ten parents said their child's attendance had improved.

As might be predicted, parents of students receiving the most service were more likely to report that their child's grades, attitude, and attendance had improved.

³ Prior year analyses found no differences in parents' reports of satisfaction or perceived effectiveness of providers' math programs and providers' English language arts (ELA) programs. The majority of students were tutored in both subjects. Accordingly, the instrument for 2007-2008 and 2008-2009 did not ask parents to distinguish between math or ELA programs, but instead asked them to grade providers' tutoring efforts overall.

Evaluation of Provider

Overall, parents were mostly positive in their evaluation of providers. More than eight in ten parents said they would use the provider's services again, would recommend the tutor, and were satisfied overall with the tutor. However, approximately 10%-11% of parents were unsure in their responses to these questions.

Parents' responses to these questions varied somewhat by service hour groups. Parents of children who had received minimal service were less likely to recommend the tutor to someone else, and parents of students in the maximum service category were more likely to say they would send the student to the tutor again, compared to parents of students in the other service categories.

The overall grade assigned to providers by parents was "B – Good."

Implications of Parent Survey Findings

More than half of the responding parents spoke with the tutor before services were extended and/or saw a copy of the learning plan; however, many parents did not have these important forms of contact with the tutor.

It clearly matters to parents that they be involved in the tutoring process, as parents' level of satisfaction with the tutor was related to whether or not parents had been consulted about their child's learning needs prior to when the tutoring started. The majority of satisfied parents reported that they had spoken with the tutor about their child's learning needs before the tutoring began, while the majority of dissatisfied and uncertain parents reported that they had not had such a discussion. This finding should be taken into consideration when the schools revise guidelines and/or requirements for engaging parents in the development of students' learning plans.

In addition to the influence of provider communication, parent satisfaction was also related to perceived improvement in certain student behaviors. For all but one of these items, the majority of parents who were satisfied with the provider also reported improvement in their child's behavior and academic progress.

Differences among the service hour groups were most notable in relationship to parent perception of changes in student behavior and academic achievement. In contrast, there were few differences among the parent groups in the level of provider communication, their grading of providers, and their overall satisfaction. In previous years, the parents of children receiving minimal service hours, i.e., fewer hours than any provider intended or was approved for, stood out more from other groups in negative ways; however these differences were not as evident in 2008-2009. Nevertheless, understanding why some students receive fewer hours of service than originally reported on the provider application, and developing and implementing steps to avert this situation, should help improve parent satisfaction with tutoring services.

There were more noticeable differences between groups in parent's 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 certain student behavior and

academic performance categories. Given that parents' ratings across groups are similar except in their perception of student improvement, this finding suggests that parents may have been inclined to give the provider a favorable rating overall just because their child received any services, but that those tutors that provided more service hours (especially more than 36 hours) were the most likely to actually impact the student's behavior and academic achievement.

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 the student's participation in the SES program, communication with tutors, and perceived changes in the student's attitude and academic performance.

Roles of Responding Teachers

Of those teachers that responded, their role in connection with the SES student is described in Table 14, below. Over 60% of teachers were either math or ELA teachers and just over 20% of teachers were elementary classroom teachers. Special education teachers accounted for approximately 9% of all teacher respondents.

Other roles mentioned included bilingual teacher, administrator, and second-chance teacher.

Table 14: Teacher Role in Relation to the Student

Role	Percentage
Math teacher	30.3%
ELA teacher	30.2%
Elementary classroom teacher	22.7%
Special education teacher	8.9%
Science teacher	1.6%
Social studies teacher	1.5%
Other	3.1%
Unknown	0.3%

Involvement in SES

Teachers were asked how they had learned that a student was receiving SES. The results are shown in Table 15, below, by service group. The majority of teachers (66.8%) did not know the student was receiving SES until they were asked to complete the evaluation survey. Almost a quarter of teachers (22.9%) found out through the school, parent, or student. The remaining 10.9% heard about SES from the provider or another source.

Teachers of students in the minimal, lesser, and greater ranges of service were equally unaware of service delivery (between 68% and 70%). However, teachers of students in the maximum service group were slightly more likely to be aware of service delivery. Differences between the service hour groups were statistically significant.

Teachers were somewhat more likely to have heard of SES from the parent or student rather than from the provider, with the exception of teachers of students in the minimal service group.

Of those teachers that learned of the SES tutoring from a source other than those listed, some teachers were the student's tutor and others saw the student in the tutoring room or in the company of the tutor.

Table 15: How Teachers Learned about SES Tutoring

How Teachers Learned That Students Were Receiving SES	Percentage				
	All Students	Minimal Service	Lesser Range of Service	Greater Range of Service	Maximum Service
Did not know about SES before being asked to complete the evaluation survey	66.8%	68.0%	69.8%	68.0%	60.1%
SES provider	8.0%	9.7%	7.5%	7.8%	7.9%
Parent or student	11.1%	8.2%	8.5%	12.0%	16.0%
School	11.8%	12.3%	11.6%	9.0%	15.1%
Other	2.3%	1.9%	2.7%	3.3%	0.9%

Teachers who were aware of the tutoring prior to receiving the survey then answered a series of questions about their communication with the provider. Results are shown in Table 16 and Table 17.

Among teachers who were aware of SES prior to receiving the evaluation survey, nearly four in ten had seen a copy of the tutoring-specific learning plan and just over a quarter (26.4%) had discussed the student's goals or tutoring plan before the tutoring began. In other words, among all teachers, roughly one in ten had contact with the provider prior to services.

Teachers of students in the greater range of service were the mostly likely to have seen a copy of the tutoring plan (43.1%), and teachers of students in the minimal service group were more likely to say they were not sure (32.6%) compared to teachers of students in other service groups. Differences between the service hour groups were not statistically significant.

In cases where tutoring hours were in the greater range of service, these teachers were again the most likely to have discussed the student’s goals or tutoring plan before tutoring began (31.5%), and again, teachers of students in the minimal service group were more likely to say they were not sure (30.4%) compared to teachers of students in other service groups. About a quarter of the teachers in the other groups had discussed the student’s goals or tutoring plan with the provider. Differences between the service hour groups were not statistically significant.

To summarize the communication pattern overall, approximately one-third of teachers had been aware of the SES for a given student prior to the evaluation. Of those who were aware prior to services, a minority had seen the student learning plans or had discussed services with the provider.

Table 16: Communication from Tutors to Teachers, Among Teachers Aware of SES

	Percentage 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	37.3%	37.0%	33.8%	43.1%	35.9%
No	45.0%	30.4%	49.7%	45.4%	49.0%
Not sure	17.8%	32.6%	16.6%	11.5%	15.2%
<i>The tutor discussed with me the student’s goals or tutoring plan before tutoring began.</i>					
Yes	26.4%	23.9%	25.2%	31.5%	24.8%
No	56.9%	45.7%	61.6%	58.5%	57.9%
Not sure	16.6%	30.4%	13.2%	10.0%	17.2%

Teachers who were aware that the student was receiving SES (i.e., before the survey request) were asked how often the tutor had given them written or verbal progress reports. The results are shown in Table 17, below. Almost half of teachers with prior knowledge reported that they had never received a progress report (48.8%), but approximately a quarter (24.8%) received updates monthly, 13.7% received them more than once per month, 7.4% received them quarterly, and 5.2% received them every two months.

The extent to which providers shared progress reports with teachers varied by the number of service hours the student received. Among teachers who were aware of SES, less than half of teachers with students in the minimal service group and in the lesser range of service group indicated that they had received progress reports from the tutors, while teachers of students who received maximum service were the most likely to have received reports (61.7%). Differences between the service hour groups were statistically significant.

Table 17: How Often Teachers Received Verbal or Written Progress Reports, Among Teachers Aware of SES

	Percentage 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	13.7%	11.0%	10.4%	23.5%	9.8%
Monthly	24.8%	20.7%	28.0%	17.6%	30.8%
Every two months	5.2%	6.1%	4.0%	4.2%	6.8%
Quarterly	7.4%	4.9%	2.4%	6.7%	14.3%
Never	48.8%	57.3%	55.2%	47.9%	38.3%

Student Improvement

Teachers were asked a series of questions about any behavioral or academic improvements they may have seen in the student during the tutoring period. Table 18 shows teacher responses to these questions.

Overall, teachers' ratings were similar across the different areas; about half of teachers saw no change in behavior and less than 10% perceived worsening. Just over one-third of teachers reported improvements the student's attitude towards class and student's homework (38% and 34%, respectively), while approximately four in ten teachers reported improvements in classroom achievement, math grades, ELA grades, and overall grades. Fewer teachers noticed an improvement in the student's attendance, with only a quarter saying it had either improved or somewhat improved.

Table 18: 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...	15.9%	21.8%	55.3%	5.1%	1.9%
This student's homework...	13.3%	20.7%	56.4%	6.6%	2.9%
This student's classroom achievement...	16.1%	24.6%	51.6%	5.7%	2.1%
This student's attendance...	11.5%	13.6%	66.8%	5.7%	2.4%
This student's math grades...	15.9%	23.0%	54.0%	5.6%	1.6%
This student's ELA grades...	14.9%	24.5%	54.4%	4.1%	2.2%
This student's overall grades...	15.1%	24.4%	54.0%	4.6%	1.9%

Mean ratings for teachers' perceptions of student performance, by service group, are shown in Table 19, below. The rating scale is as follows: 1 = Improved, 2 = Somewhat improved, 3 = Stayed the same, 4 = Somewhat worsened, and 5 = Worsened. A mean rating of 3 indicates that on average, performance and achievement remained the same, while ratings less than 3 indicate that a positive improvement was perceived.

**Table 19: 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				
	<i>All Students</i>	<i>Minimal Service</i>	<i>Lesser Range of Service</i>	<i>Greater Range of Service</i>	<i>Maximum Service</i>
This student's attitude toward class	2.55	2.58	2.54	2.59	2.51
This student's homework	2.65	2.58	2.66	2.73	2.61
This student's classroom achievement	2.53	2.55	2.52	2.58	2.47
This student's class attendance	2.74	2.72	2.71	2.80	2.73
This student's math grades	2.54	2.48	2.51	2.59	2.56
This student's ELA grades	2.54	2.50	2.61	2.62	2.40
This student's overall grades	2.54	2.52	2.54	2.60	2.48

The mean ratings corroborate the findings in Table 18. Given that all of the ratings are below three, many teachers observed some improvement in the student's behavior and academic achievement. Teachers perceived the greatest improvements in the student's classroom achievement, grades, and attitude toward class. As with parents, classroom attendance is the area where teachers were least likely to report improvements.

Teacher ratings were fairly consistent across the service hour groups. Differences between the service hour groups were statistically significant only for ELA grades. Teachers of students in the maximum service group rated student improvement as greater than teachers of students in other groups for all areas except for homework, attendance, and math grades.

Overall Evaluation of Tutoring Services

Teachers were asked two final questions about their overall evaluation of the SES provider; specifically, whether the tutor positively impacted the student's learning and whether they would recommend that other students use the tutor. Table 20 displays their responses to these questions and Table 21 compares responses to findings from the previous year.

About eight in ten (79.9%) of all teachers responding to this question felt that the tutor was positively impacting the student's learning. Roughly the same proportion (80.7%) would recommend that other students use the same tutor.

Table 20: Overall Evaluation of Tutors by Teachers

	Percentage				
	<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	79.9%	83.1%	77.5%	77.8%	83.0%
Strongly disagree or disagree	20.1%	16.9%	22.5%	22.2%	17.0%
<i>I would recommend that other students use this tutor.</i>					
Strongly agree or agree	80.7%	86.8%	71.4%	82.6%	88.0%
Strongly disagree or disagree	19.3%	13.2%	28.6%	17.4%	12.0%

As Table 20 also shows, in terms of differences between service hour groups, teachers of students in the maximum and minimal service hour groups were most likely to perceive a positive impact (83% for each group) while teachers in the other groups were slightly less likely to perceive a positive impact (approximately 78% for each group). As for whether or not teachers would recommend that other students use the same tutor, teachers of students in the minimum service group and the maximum service group were much more likely to recommend the same tutor to other students. For both of these overall evaluation items, differences between the service hour groups were statistically significant⁴

To further refine an understanding of the factors relevant to teachers' evaluation of providers, teachers were grouped according to their level of communication with the tutor. These groupings were compared to perceptions of tutor impact on the student's learning.

The level of communication is described within three groups. In one group, the existence or level of communication could not be determined. This group of cases is represented in the middle column in Table 21, below. Another group represents cases where the teacher was unaware of tutoring until they received the evaluation request (rightmost column in Table 21). The third group consists of cases where it was clear that teachers had communicated with tutors at some point prior to or during the tutoring period, or both. These teachers reported that they had learned about the student receiving SES from the tutor or had discussed the student's tutoring plan before the tutoring began.

⁴ One might expect that the teachers of students in the maximum service hour group to respond positively to these two evaluation items, but it is surprising to see a similar response from teachers of students in the minimal service hour group. Despite statistically significant differences between the service hour groups, it is likely that the minimal service group result is an artifact of some covariate with service hours, such as the students' age, or the climate in the school or district.

Table 21: Perceived Positive Impact By Tutor Communication

This tutor is positively impacting this student's learning.	Level of Communication		
	The Tutor Communicated With the Teacher Before or During the Tutoring	Unclear Circumstance Around Tutor Communication	Teacher Was Unaware of Student Tutoring Until the Evaluation Request Letter
Strongly agree or agree	95.6%	74.8%	74.8%
Strongly disagree or disagree	4.4%	25.2%	25.2%

Teachers who had communicated with tutors were much more likely to perceive a positive impact on student learning than those teachers who had not communicated with the tutor. Nearly all (95.6%) teachers who had communicated with the tutor, before or during the tutoring period, said that they felt the tutor was positively affecting the student's learning. On the other hand, of those teachers who learned of the student's participation in SES at the time of the survey, only three-quarters (74.8%) reported that the tutor had a positive impact on the student's learning. Similarly, of those teachers whose communication with the tutor is unidentifiable, three-quarters of those teachers reported that the tutor had a positive impact on the student's learning. These differences between groups are statistically significant.

Table 22 compares teachers' evaluation of providers for 2008-2009 to the evaluations in the two prior years. This year, the proportion of teachers perceiving a positive impact of the tutoring on the student's learning was nearly 80%. This is up slightly from 76.4% in the prior year, and is a large increase of nearly 12 percentage points from 2006-2007.

The proportion of teachers that would recommend the tutor to other students has not changed significantly over the past few years. Approximately 80% of teachers reported that they would recommend the tutor to other students in each of the years.

Table 22: Overall Evaluation of Tutors, By Teachers Over Time

Teacher Perception	Percentage		
	<i>All Students 2006-2007</i>	<i>All Students 2007-2008</i>	<i>All Students 2008-2009</i>
<i>This tutor is positively impacting this student's learning.</i>			
Strongly agree or agree	68.1%	76.4%	79.9%
Strongly disagree or disagree	31.9%	23.6%	20.1%
<i>I would recommend that other students use this tutor.</i>			
Strongly agree or agree	78.9%	80.3%	80.7%
Strongly disagree or disagree	21.1%	19.7%	19.3%

Teacher Survey Summary

The response rate for the teacher survey was only 14.2%, so the findings should be used and interpreted with caution. Among teachers responding to the survey, the majority served as the named student's math or ELA teacher.

Communication

Teachers were unaware that the student was receiving SES before being asked to complete the survey in two-thirds of the cases. Awareness was actually greater in the maximum service hour group. Of those teachers that were aware the student was receiving SES, they were more likely to have learned of it through a parent, student, or the school rather than from the tutoring provider.

Among the cases where teachers were aware of SES prior to receiving the evaluation survey, approximately four in ten had seen a copy of the tutoring-specific learning plan, and a quarter had discussed the student's goals with the provider.

Among teachers who were aware of SES prior to receiving the evaluation survey, nearly half had not received either verbal or written progress reports from the tutor. The sharing of progress reports with teachers varied by the level of service hours. Teachers of students in the minimal and lesser range of service were less likely to receive progress reports compared with the teachers in other groups.

Student Improvement

Overall, approximately half of the teachers saw no behavioral or academic change in the student. More than one-third of teachers reported improvements in the student's attitude toward class and student's homework. Approximately four in ten reported improvements in classroom achievement, math grades, ELA grades, and overall grades. Teachers were least likely to report positive impacts on attendance.

Evaluation of Provider

Although less than half of teachers perceived improvement in various aspects of student performance, approximately 80% of teachers were positive about the impact of tutors and were willing to recommend the tutors. This discrepancy may be because teachers found value in the tutoring even though it had not yet produced obvious changes in student behavior or academic achievement.

Teachers of students who had received the maximum level of service and teachers of students who had received minimal service were more inclined to offer positive evaluations of tutor impact compared to teachers of students in the other two groups. There was a relationship between teacher perceptions of tutor impact on student's learning and tutor communication with teachers; teachers who perceived a positive impact on student learning were much more likely to have had communication with the tutor before or during the tutoring period.

The percentage of teachers that reported the tutor was positively impacting the student's learning was marginally greater than those reported in the prior year but markedly increased from two

years prior. The proportion of teachers willing to recommend the tutor to other students did not vary over time.

Implications of Teacher Survey Findings

Most teachers were unaware the student was receiving tutoring, with nearly seven in ten teachers reporting they learned that the student was receiving SES when they were asked to complete the survey. It follows that most teachers were not consulted about the child's learning needs by the tutor, nor had they seen a copy of the tutoring plan. This indicates that communication prior to the start of tutoring is severely lacking between tutors and teachers, which appears to be a lost opportunity for helpful guidance from the teacher regarding the areas in which the student needs the most help.

In terms of communication during the tutoring period, among teachers who were aware of SES before the survey, about half received verbal or written progress reports at some point. Teachers with prior knowledge who had students in the maximum service hour group were the most likely to have received progress reports (61.7%) and those in the minimal service hour group were the least likely to have received them (42.7%).

There were few differences among the service hour groups in teacher perception of changes in student behavior and academic achievement and the overall evaluation of tutors.

Teachers who had communicated with the tutor before or during the tutoring period were much more likely to perceive a positive impact on student learning compared to teachers who had not had any communication with the tutor (95.6% and 74.8% respectively). Given that teachers' ratings across service groups are similar, but differ greatly when grouped according to their level of communication with the tutor, it is clear that teacher perception of positive impact is closely related to communication with the tutor, independent of the amount of tutoring received.

District Coordinator Survey Findings

The district coordinator survey for the 2008-2009 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 fidelity to the approach described in their applications to provide SES.
- General perceptions of program effectiveness.

As in the SES evaluation for the 2006-2007 and 2007-2008 school years, the unit of analysis for the district coordinator survey was the *contract*: District Coordinators were asked to complete one survey for each provider with whom they had contracted to provide SES services to students in their district. A total of 110 surveys were completed out of a potential pool of 132, representing an 83.3% response rate. Responses came from nearly all of the districts (11 of 12 districts, or 91.7%).

In the tables that follow, results for the Detroit Public Schools are presented separately from the results for all other districts. The Detroit Public Schools 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.

Compliance With Administrative Requirements

Questions about compliance with administrative requirements explored SES providers’ collaboration in the creation of individual learning plans (ILPs), 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 23 presents the results of these questions for districts other than the Detroit Public Schools.

**Table 23: Compliance With Administrative Requirements
Districts Other Than Detroit Public Schools**

Compliance Indicator	Percentage of Contracts			
	<i>Collaboration in Learning Plans</i>	<i>Student Attendance Data</i>	<i>Student Progress Reports</i>	<i>Invoices</i>
Required in contract	94.9%	94.9%	92.5%	97.5%
Submitted (where required)	97.3%	100.0%	97.3%	92.3%
Submitted in a timely fashion (where required and where submitted at all)	91.7%	91.9%	91.7%	88.9%
Accurate (where required and submitted)	100.0%	100.0%	100.0%	100.0%
Complete (where required and submitted)	94.4%	97.3%	94.4%	97.2%
Required information submitted, timely, accurate, and complete	89.0%	89.0%	89.0%	82.0%

Note: Six of 46 non-DPS surveys included no response to any question in this series and these responses are excluded entirely from the analysis. In all six 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 23 shows, nearly all districts required all forms of administrative data considered in the survey and, with isolated exceptions, data were generally submitted as expected.

There were occasional issues with timeliness, with approximately 8% of contracts associated with late ILPs, 8% associated with late attendance data, 8% associated with late student progress reports, and 11% associated with late invoices. However, there were no reported instances of inaccurate provider data and only isolated instances of incomplete data.

When all aspects of administrative compliance are considered, nearly 90% of contracts were fully compliant with requirements related to ILPs, student attendance data, and student progress

reports, meaning all required data were submitted and in a timely, accurate, and complete manner. Eighty-two percent of contracts were fully compliant with respect to invoicing, and of the 18% that were not, most issues were associated with submitting at all and with submitting in a timely manner. The results show substantial improvement relative to last year, when nearly half of all contracts were associated with difficulties complying with requirements for ILPs 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 24 shows the results of questions focused on administrative requirements for the DPS.

**Table 24: Compliance With Administrative Requirements
Detroit Public Schools**

Compliance Indicator	Percentage of Contracts			
	Learning Plans	Student Attendance Data	Student Progress Reports	Invoices
Required in contract	96.7%	96.7%	94.9%	96.7%
Submitted (where required)	96.6%	96.6%	96.4%	93.1%
Submitted in a timely fashion (where required and where submitted)	100.0%	96.4%	100.0%	87.0%
Accurate (where required and submitted)	98.2%	94.6%	100.0%	88.9%
Complete (where required and submitted)	100.0%	98.2%	100.0%	100.0%
Required information submitted, timely, accurate, and complete	95%	91%	96%	79%

Note: Analysis of these questions excludes missing data.

As in other districts in Michigan, DPS required most forms of data in most contracts, and most providers submitted the required data. Whereas in the past, DPS has been generally less likely than other districts to report that providers submitted accurate, complete data in a timely manner, data for the 2008-2009 school year showed no significant difference between DPS and other SES districts.

Overall, 95% of DPS contractors provided required data on ILPs in a fully compliant manner, 91% provided attendance data in a fully compliant manner, and 96% provided student progress reports in a fully compliant manner. Invoicing had higher reported rates of noncompliance (21%), with timeliness issues, accuracy issues, and simple failure to submit, each contributing to this statistic. In 2007-2008, fewer than half of the providers working with DPS provided student progress reports in a timely, accurate, and complete manner, and only 54% of providers met each of the other administrative requirements in full. The data thus show great improvement over the course of the last year.

Figure 2 and Figure 3 show responses to a question asking District Coordinators to rate the overall responsiveness of their SES providers to district requests for the required information on a scale of “excellent,” “good,” “fair,” and “poor.”

**Providers' Overall Responsiveness to Non-DPS Districts'
Requests for Information
Michigan SES Evaluation, 2008-2009 School Year**

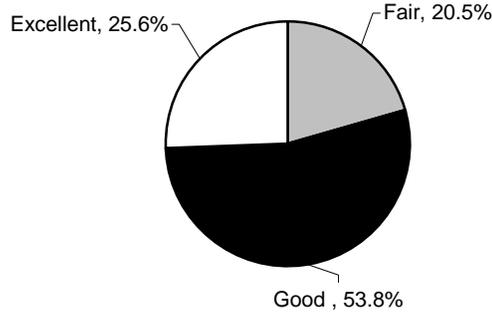


Figure 2

**Contractors' Overall Responsiveness to DPS
Requests for Information
Michigan SES Evaluation, 2008-2009 School Year**

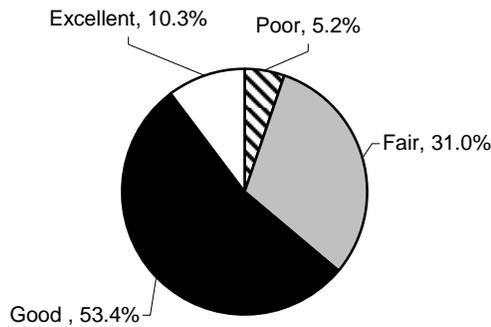


Figure 3

As a comparison of the figures shows, DPS was somewhat less satisfied with the responsiveness of its providers than were Coordinators in other districts. Provider responsiveness was rated as “excellent” for 25.6% of contracts outside of DPS, whereas DPS gave such ratings to only 10.3% of its providers. Ratings of responsiveness were markedly improved from past years, both for DPS and for other districts.

An open-ended question soliciting any additional information related to provider responsiveness yielded 20 comments, of which 5 indicated the provider had not delivered any services to

students in the district. One comment indicated the provider does not respond to district requests for information in a timely manner, six comments offered general praise for the provider's responsiveness,⁵ and four provided further explanation regarding issues with invoices, including two providers that were late, one company that never submitted invoices, and one provider that was in the process of generating missing documentation.

The remaining four comments are reproduced below:

- “Has extended services to students beyond allocation. Provide very concerned care service.” [sic]
- “Students enjoyed the tutoring. However this franchise was difficult to work with. They insist on tutoring the student in only one subject area. They set signs around the school advertising free tutoring, with our school's name on the sign without permission.”
- “This provider is difficult to get hold of when trying to contact them. Student is not satisfied with service.”
- “Documents are still missing. Feedback from school indicates that the program has not improved academic success as hoped.”

Ratings of Program Implementation

District coordinators were asked a set of questions focused on program implementation, including whether tutoring services were regularly offered, whether students were frequently absent, and (where providers are using school facilities) whether facilities were used in accordance with district guidelines. Additional items in this series asked for a rating of the overall tone of teacher and parent comments or perceptions of the provider. Table 25 shows the results for non-DPS districts and Table 26, for DPS.

⁵ These providers were Academic Tutoring/McCully's Educational Resource Center; Sylvan Learning of Kalamazoo; Achieving Maximum Potential (AMP), LLC; 123 Learning Detroit; and Sylvan Learning Centers: Dearborn, Lincoln Park, and Livonia, N. Canton.

**Table 25: Ratings of Program Implementation
Non-DPS Coordinators**

Indicator	Percentage of Contracts			
	<i>Yes</i>	<i>No</i>	<i>Missing/ Not Sure</i>	<i>Not Applicable</i>
Are tutoring services offered regularly (i.e., not frequently cancelled)?	61.5%	7.7%	30.8%	0.0%
Are students frequently absent or do they have sporadic attendance in this program?	7.7%	51.3%	41.0%	0.0%
<i>In cases where providers use school facilities for tutoring: Does this provider use your facilities in accordance with your district guidelines?</i>	52.9%	23.5%	5.9%	17.6%
	<i>Mostly Positive</i>	<i>Mixed</i>	<i>Mostly Negative</i>	<i>Missing/Not Sure</i>
What is the overall tone of teacher comments/perceptions on this provider?	45.0%	27.5%	2.5%	25.0%
What is the overall tone of parent comments/perceptions on this provider?	50.0%	22.5%	0.0%	27.5%

Note: Six of 46 non-DPS surveys included write-in text indicating no students had been served by the provider in question. These surveys are excluded from analysis; missing or “not sure” responses thus represent circumstances where students have received service but the Coordinator was uncertain or did not respond to the question.

**Table 26: Ratings of Program Implementation
DPS Coordinators**

Indicator	Percentage of Contracts			
	<i>Yes</i>	<i>No</i>	<i>Missing/Not Sure</i>	<i>Not Applicable</i>
Are tutoring services offered regularly (i.e., not frequently cancelled)?	94.9%	1.7%	3.4%	0.0%
Are students frequently absent or do they have sporadic attendance in this program?	0.0%	1.7%	98.3%	0.0%
<i>In cases where providers use school facilities for tutoring: Does this provider use your facilities in accordance with your district guidelines?</i>	78.0%	5.1%	1.7%	15.3%
	<i>Mostly Positive</i>	<i>Mixed</i>	<i>Mostly Negative</i>	<i>Missing/ Not Sure</i>
What is the overall tone of teacher comments/perceptions on this provider?	83.1%	10.2%	3.4%	3.4%
What is the overall tone of parent comments/perceptions on this provider?	84.7%	10.2%	3.4%	1.7%

Note: Four of 63 DPS surveys included write-in text indicating no students had been served by the provider in question. These surveys are excluded from analysis; missing or “not sure” responses thus represent circumstances where students have received service but the coordinator was uncertain or did not respond to the question.

Coordinators in DPS and other districts rarely indicated that providers were not offering services regularly or that student attendance was problematic. However, with respect to 30.8% of contracts, non-DPS Coordinators did not know if services were regularly offered, and with respect to 41.0% of contracts, non-DPS Coordinators did not know if programs suffered from attendance issues. In 23.5% of situations outside of DPS, SES providers were using school buildings in a manner *not* in accordance with district guidelines, but this was reported for only 5.1% of DPS contractors. Within DPS, 94.9% of surveys indicated the provider was offering SES services regularly, but 98.3% of surveys included a “don’t know” response or included no response to the question on regular student attendance.

DPS reported “mostly positive” overall tone of both teacher and parent comments for more than 80% of its providers, with 10.2% of providers earning “mixed” reviews and only isolated instances where reviews were predominantly negative or where no information was available. Outside of DPS, for both teacher and parent feedback, Coordinators reported that in approximately half of situations, feedback was “mostly positive,” in approximately one-quarter of situations feedback was “mixed,” and in the remaining one-quarter of situations, the coordinator left the question blank.⁶

Ratings of Program Fidelity

Coordinators were also asked to indicate whether SES providers’ programs were consistent with their applications to provide SES, in the areas of instructional format or approach, content, and assessments. Table 27 shows the results for non-DPS Coordinators and Table 28, for DPS. Both tables exclude surveys where Coordinators indicated no students were served by the provider (six non-DPS providers and four DPS providers).

**Table 27: Program Fidelity
Non-DPS Coordinators**

Compliance Indicator	Percentage of Contracts
<i>Is instructional format or approach to delivery of instruction consistent with the provider application?</i>	
Yes	72.5%
No	2.5%
Not sure/blank	25.0%
<i>Is the program content consistent with the provider application?</i>	
Yes	72.5%
No	2.5%
Not sure/blank	25.0%
<i>Are the provider’s assessment instrument(s) consistent with the provider application?</i>	
Yes	70.0%
No	2.5%
Not sure/blank	27.5%

⁶ Two academies, the Detroit Academy of Arts and Sciences and the Michigan Technical Academy, were the source of most nonresponses on these questions.

**Table 28: Program Fidelity
DPS Coordinators**

Compliance Indicator	Percentage of Contracts
<i>Is instructional format or approach to delivery of instruction consistent with the provider application?</i>	
Yes	1.7%
No	0.0%
Not sure/blank	98.3%
<i>Is the program content consistent with the provider application?</i>	
Yes	1.7%
No	0.0%
Not sure/blank	98.3%
<i>Are the provider's assessment instrument(s) consistent with the provider application?</i>	
Yes	1.7%
No	1.7%
Not sure/blank	96.6%

As shown in the tables, outside of DPS, District Coordinators generally indicated that the SES provider was delivering content and using an instructional format and assessment instruments as indicated on the provider application; in approximately one-quarter of situations, the Coordinator was unable to respond on any of these dimensions. DPS Building Coordinators generally were unable to respond to questions about the fidelity of the providers' work relative to their applications.

District Coordinator Survey Summary

The results of the survey of SES District Coordinators show some important changes in comparison to data collected for 2006-2007 and 2007-2008. Districts generally required their contractors to collaborate in the development of ILPs and to submit 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 82% of situations (for invoices) and a high of 89% of situations (for all other forms of data). DPS contractors submitted their data in a timely, complete, and accurate manner in 95-96% of instances for ILPs and student progress reports, in 91% of instances for student attendance data, and in 79% of instances for invoices. In comparison to findings from the past two years, SES providers did a substantially better job of meeting all administrative requirements. Overall ratings of providers' responsiveness to district requests for information improved accordingly.

In past years, 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. Coordinators were generally unable to answer these questions.

For 2008-2009, Coordinators were more simply asked whether tutoring services were offered regularly, if programs suffered from frequent student absences, and to rate the overall tone of teacher and parent feedback. Non-DPS coordinators reported few problems with attendance and

regular service, but “did not know” in 30.8% of circumstances whether services were regularly provided, and “did not know” in 41.0% of circumstances whether student attendance was reliable. DPS coordinators indicated that 94.9% of their contractors were offering services regularly but were unable to comment on patterns of student attendance. Parent and teacher feedback was classified as “mostly positive” in DPS (83.1%-84.7% of responses), but outside of DPS, in 22.5%-27.5% of situations, the feedback was classified as “mixed.” Non-DPS Coordinators also reported a relatively high rate of problems associated with the use of school buildings by SES providers (83% of providers rated were using school buildings and in 23.5% of cases, not doing so in accordance with district guidelines).

Coordinators were finally asked to evaluate the fidelity of providers’ programs to the description submitted with their SES application. In 70.0%-72.5% of situations, non-DPS SES District 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.” DPS Coordinators were unable to respond with the exception of one or two provider contracts.

The overall pattern of response for 2008-2009 shows improved flow of information between SES providers and districts, but continues to suggest a considerable administrative burden associated with managing SES providers and an inability on the part of Coordinators, particularly within DPS, to fully apply the level of scrutiny anticipated in the survey. Outside the scope of the survey, but worthy of note, is a sharp trend of reduction 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 2007-2008, that pool diminished to 188 contracting relationships, and in 2008-2009, the pool was further diminished to 132 relationships. Over the three years of the evaluation, these changes represent a 48% drop in the number of district-provider contractual agreements.

Impact of SES on Michigan Educational Assessment Program Scores

The impact of Supplemental Education Services (SES) on Michigan Educational 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 MEAP scores associated with each distinct SES provider and to report these results to the Michigan Department of Education (MDE). However, the results are presented here in terms of the overall impact of SES on 2008 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, as 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-level 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. Accordingly, it has not been possible to consider district-level factors in evaluation of the SES program.

Previously Reported Results for the 2005-2006 and 2006-2007 School Years

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 English language arts (ELA) in any of the tested grades. In fact, the only significant finding of SES impact was a modest negative impact associated with SES participation for 7th graders with respect to ELA scores.

In the 2006-2007 school year, SES participation was also not associated with any measurable increase in 2007 scaled MEAP scores in either math or ELA in any of the tested grades. As in the 2005-2006 analysis, the only significant findings of SES impact were modest negative impacts; this time including 5th graders with respect to ELA scores and 7th graders with respect to both math and ELA scaled scores. In both analyses, prior achievement—as proxied by the previous year’s MEAP score—had a highly significant impact on post-program scores.

In a study-wide analysis such as this, there is the opportunity for both positive and negative results for individual providers to, in the aggregate, masquerade as a lack of impact study-wide. However, analysis of provider-specific coefficients associated with SES participation has identified only a handful of instances (less than 10 per year) in which specific providers were associated with very modest positive or negative impacts on MEAP scores in certain grades for certain subjects.

The 2007-2008 Model

The independent variables considered in the analysis included:

- *The student’s 2007 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, 2007 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. For those equations where special education status was not associated with a statistically significant impact, it was dropped from the final model.

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 2008, ***MATHSS_08*** and ***ELASS_08***.

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:

$$MATHSS_08 = B_{0jk} + B_{1jk}(MATHSS) + B_{2jk}(SES) + B_{3jk}(SE) + e_{ijk}$$

- 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 2007 scaled scores on 2008 scaled scores
- $SCHOOLCODE_{10}$ = the unique increment to the estimate of the impact of 2007 scaled scores on 2008 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 2008 scaled MEAP score for math as a function of (1) an intercept term (B_{0jk}) representing the predicted 2008 score when the 2007 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; (2) 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; (3) participation in SES (B_{2jk}), a joint function of student and provider-based factors, specified as a “step” or intercept factor (B_{2jk}); (4) status as a special education student, a function of student factors only; and (5) 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 29 shows the results of the level-1 models for math and ELA.

⁷ Variables measuring prior achievement (2007 MEAP scores) were grand-mean centered. Grand-mean centering influences interpretation of the results. In the absence of centering, the mode's intercept estimate would represent the estimated 2008 score if the 2007 MEAP score was zero—a situation not possible given that the terms of the analysis require valid 2007 and 2008 scores. In the presence of grand-mean centering, the intercept estimate represents the 2008 MEAP score when the 2007 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 beginning with the 2005-2006 analysis (Year One of the evaluation) and has not been incorporated in subsequent years' analyses.

Table 29: Results of HLM Analyses, All Grades and Subjects

Grade in 2007/Subject	Intercept		2007 Scaled Score		SES Recipient		Special Education Status	
	Coefficient	P-value	Coefficient	P-value	Coefficient	P-value	Coefficient	P-value
Math								
3 rd grade	411.63		0.73		-0.36	0.742	NA	
4 th grade	500.89	.000	0.63	.000	-2.23	.107	NA	
5 th grade	603.45	.000	0.55	.000	0.31	.793	NA	
6 th grade	700.94	.000	0.58	.000	-0.91	.372	-6.67	.000
7 th grade	796.71	.000	0.45	.000	0.13	.857	-1.18	.261
ELA								
3 rd grade	397.23	.000	0.70	.000	-0.83	.649	NA	
4 th grade	495.66	.000	0.53	.000	-7.69	.095	NA	
5 th grade	597.07	.000	0.46	.000	0.60	.844	NA	
6 th grade	690.55	.000	0.59	.000	2.86	.485	-8.79	.058
7 th grade	789.82	.000	0.76	.000	-0.08	.983	-14.15	.004

Table 29 findings can be interpreted as follows:

- The intercepts represent the estimated 2008 MEAP scaled score for non-SES, non-special education⁹ students scoring at the mean¹⁰ on the 2007 MEAP.
- The coefficients for the 2007 scaled score represent the increase in the 2008 score associated with each 1-point increment beyond the mean score on the 2007 MEAP. For example, students in the 3rd grade in 2007 earned an additional 0.73 points on the scaled math score in the 2008 MEAP for every point they scored above the mean on the 2007 test.
- The coefficients for SES represent the increase or decrease in the scaled 2008 scores associated with participation in the SES program, considering all providers collectively.
- The coefficients for special education represent the change in the scaled 2008 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 2008 MEAP score). For example, the coefficient for special education status as it affects 7th graders' scaled 2008 math scores is -1.18 with a p-value of 0.261, meaning there is a 26% chance that the coefficient of -1.18 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.

⁹ Where special education status is included in the model. Where special education status is not specified, the term reflects the estimated 2008 MEAP scaled score for non-SES students scoring at the mean (for the analysis group) of the 2007 MEAP.

¹⁰ 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.

As Table 20 shows, SES participation was not associated with any measurable increase in 2008 scaled MEAP scores in either math or ELA in any of the tested grades. Actually, the only findings of SES impact that approached statistical significance were modest negative impacts for 4th graders with respect to both math and ELA scaled scores. As in the prior year's analysis, prior achievement—as proxied by the 2007 MEAP score—had a highly significant impact on 2008 scores, ranging from increases of 0.45 to 0.76 points for every point scored in excess of the mean on the 2007 MEAP. Special education status was associated with negative impact for 6th and 7th graders on the 2008 MEAP math and ELA scores, with a magnitude of approximately 7 to 14 points depending on grade and subject matter.

It is not the case that these study-wide findings mask a mix of both positive and negative effects; analysis of provider-specific coefficients associated with SES participation reveal only a handful of cases (11) where specific providers were associated with statistically significant impacts on their students' MEAP scores. Such impacts were seen only with respect to 6th grade math, 4th grade ELA, and 7th grade ELA; all other subject matter/grade combinations had no measurable impacts on MEAP performance for any measured provider. Of the 11 providers with any measurable SES impacts, 1 was associated with positive impacts in two subject matter/grade combinations, 7 were associated with positive impacts in one subject matter/grade combination, 2 were associated with both one positive and one negative impact, and 1 was associated with a negative impact in one subject matter/grade combination.

Interpretation of the findings should take into consideration the known limitations of the analysis. These include:

- *Quality of the match to non-SES participants.* The HLM analysis controlled for special education status but not for economic disadvantage and English language proficiency, all of which are factors that can influence MEAP scores. Economic disadvantage and English language proficiency were instead considered in identifying a matching group and presumed to be controlled through this mechanism.¹¹

The characteristics of both the SES and matching groups are shown in Table 30. This table displays 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 (LEP). Also shown in the table are the mean baseline MEAP scores. The ***bold italics*** within the table are intended to highlight distinctions between the SES participants and their comparison groups.

¹¹ 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.

Table 30: Comparison of Participants and Matched Control Group on Variables Used to Construct the Match

Subject/Grade	Percentage of Group Members With Given Characteristic						2007 Mean MEAP Scores	
	<i>Economic Disadvantage</i>		<i>Special Education</i>		<i>Limited English Proficiency</i>			
	<i>SES</i>	<i>Match</i>	<i>SES</i>	<i>Match</i>	<i>SES</i>	<i>Match</i>	<i>SES</i>	<i>Match</i>
Math								
3 rd grade	90	90	11	10	13	12	312.51	313.47
4 th grade	91	87	11	10	9	11	402.47	405.92
5 th grade	88	89	9	12	9	9	496.07	497.83
6 th grade	86	86	22	16	3	4	591.56	592.10
7 th grade	81	78	18	14	3	4	693.54	694.70
ELA								
3 rd grade	90	89	11	10	12	12	305.36	307.14
4 th grade	91	89	10	11	5	5	396.92	400.18
5 th grade	88	88	9	12	3	3	496.79	498.47
6 th grade	86	86	22	17	4	4	593.38	593.99
7 th grade	81	79	18	13	7	7	690.03	692.14

As Table 30 reflects, the participant and control groups are reasonably comparable, although there are some distinctions, typically resulting in an SES group with slightly more prevalent barriers to strong test performance than found in the control group. This situation suggests the opportunity to underestimate the degree of SES impact; however, the special-education distinctions were additionally controlled analytically, and the remaining distinctions are too marginal to be of concern.

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 the MDE, but students' real-life circumstances will vary in the degree to which these conditions are present. Data on economic disadvantage are further limited in their 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 2007-2008 datasets (from the Center for Educational Performance Information and the Cayen systems in some districts) did not reliably capture data on the subject matters in which students were tutored nor on the amount of tutoring they received. While some districts reported this information, data-entry processes appeared to vary, with some districts reporting total hours of tutoring (without specifying the subject matter), others appearing to provide distinct hour totals for different subject matters, and others reporting hours in an "other type" field that was difficult to interpret and was used more or less aggressively depending on the district. To the extent that students identified as SES participants did not receive both math and ELA tutoring, 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

- *Over half of parents had contact with the provider before tutoring services started.* About six in ten parents responding to the survey had talked with the provider about their child's learning needs before the tutoring started, and over half of parents had seen a copy of the learning plan.
- *Frequent high-quality communication from the provider to parents during tutoring is lacking.* About four in ten parents never received written progress reports or were unsure of their frequency. Among all parents, only half reported that they had received *written* reports *and* that the reports were easy to understand.
- *Parent satisfaction with the tutor is associated with provider communication.* The majority of dissatisfied and uncertain parents had not been consulted, whereas the majority of satisfied parents reported that they had been consulted by the provider before tutoring began.
- *A small majority of parents reported improvements in their child's behavior and achievement.* About six in ten parents reported that after the tutoring started, they saw improvement in their child's grades and study habits, and in the ease of completing homework. A lower proportion of parents reported an improvement in their child's attitude toward school (over half) and in their child's attendance (approximately four in ten).
- *Parent satisfaction with the tutor is closely related to the perceived improvement in student behaviors and achievement.* The majority of parents who were satisfied with the provider also reported improvement in each indicator of their child's behavior and academic progress (except attendance).
- *Parents were mostly positive in their evaluation of providers overall.* Over 80% of parents said they would use the provider's services again, would recommend the tutor, and were satisfied overall with the tutor. Approximately 10%-11% of parents were unsure in their responses to these questions. Parents assigned to providers an overall grade of "B – Good."
- *Teachers tended to be unaware that their students were receiving Supplemental Education Services (SES).* Before being asked to complete the survey, two-thirds of teachers were unaware that the student was receiving services. Teachers were more likely to have learned that the student was receiving SES through a parent, student, or the school rather than from the tutoring provider. Roughly one in ten teachers who had students in SES had contact with the provider prior to services (i.e., received a copy of the student learning plan or had discussed tutoring goals).
 - Teachers of students in the maximum service group were more likely to be aware of SES compared to other groups.

- *Teachers are unlikely to have received communication from providers in regards to their students.* Among teachers who had been aware of the services prior to the evaluation, approximately half had never received verbal or written progress reports from the tutor. In other words, roughly 15% of all teachers had ever received a progress report.
- *A notable proportion of teachers reported seeing a behavioral or academic change among the students that were receiving services.* More than one-third of teachers reported improvements in the student’s attitude toward class and student’s homework, and about four in ten reported improvements in classroom achievement, math grades, English language arts grades, and overall grades.
- *Most teachers reported a positive impact by the providers.* Whereas less than half of teachers overall perceived improvement in student performance, about eight in ten said that the tutor was “positively impacting the student learning,” and were willing to “recommend” the tutor to other students.
 - *Teacher perception of positive impact varied by provider communication.* Teachers who perceived that the tutor was having a positive impact on student learning were dramatically more likely to have had communication with the tutor before or during the tutoring period.
 - *Teacher perception of overall positive impact was markedly increased from the two years prior.* The percentage of teachers that said the tutor was positively impacting the student’s learning was marginally greater than the percentage reported in the prior year and notably increased from two years prior.
- *Teachers appear to attribute providers with having a positive impact even when they do not report a change in the student.* As summarized previously, while a minority of teachers had perceived improvement in student performance, about eight in ten were positive about the impact of tutors, and were willing to recommend the tutors. This combination of results may reflect teachers’ anticipation of the fruits of the services, or it may be that teachers see a value in tutoring, the nature of which is not yet being measured (e.g., sociological value, cultural impact).
- *SES providers have dramatically improved in meeting all district administrative requirements.* Overall, district coordinators rated providers’ responsiveness to district requests for information as excellent or good in 63.7% of Detroit Public Schools (DPS) contracts, and 79.4% of non-DPS contracts.
 - Considering all aspects of administrative compliance, nearly 90% of non-DPS contracts were fully compliant with requirements related to individual learning plans (ILPs), student attendance data, and student progress reports, meaning all required data was submitted and in a timely, accurate, and complete manner. This is a substantial improvement relative to last year.
 - DPS contractors submitted their data in a timely, complete, and accurate manner in 95%-96% of instances for ILPs and student progress reports, in 91% of instances for student

attendance data, and in 79% of instances for invoices. Again, this is greatly improved over the prior year.

- *District Coordinators were unable to comment on some facets of provider-specific program implementation.* This is in regards to some simple parameters of the providers' program implementation, i.e., whether tutoring services were offered regularly, if programs experienced frequent student attendance issues, and the overall tone of teacher and parent feedback. Non-DPS District Coordinators did not indicate problems with attendance, but could not say in 41.0% of circumstances whether student attendance was reliable. DPS Coordinators indicated that 94.9% of their contractors were offering services regularly but were unable to comment on patterns of student attendance.
- *District Coordinators were not in a position to evaluate the fidelity of providers' programs relative to that described in their SES application.* For roughly 70-73% of contracts, non-DPS District Coordinators reported that provider's instructional format, program content, and/or assessment instruments were consistent with the application, but in the remaining cases, Coordinators were "not sure." DPS Coordinators were unable to respond with the exception of one or two provider contracts.
- *Results overall suggest that administrative oversight of SES providers continues to offer a notable burden for districts.* Coordinators do not necessarily have the resources to inspect all facets of providers' programs, and—particularly within DPS—are not able at this point to fully respond to the survey.
- *As in prior years, SES participation was not associated with any measurable increase in scaled MEAP scores in either math or ELA in any of the tested grades.* Rather, as in the prior year's analysis, past achievement (proxied by the 2007 MEAP score) had a highly significant impact on 2008 scores. MEAP data are used by the Michigan Department of Education primarily to identify an estimated impact associated with each individual SES provider. However, the MEAP analyses are also used here to reveal the overall impact of SES on 2008 MEAP scores for participating students. It is not the case that these findings mask some positive and some negative effects; analysis of provider-specific coefficients associated with SES participation reveal only a handful of cases where specific providers were associated with statistically significant impacts on their students' MEAP scores.

Recommendations

- *Increase the consistency and quality of provider communication, including progress reporting, to parents and teachers.* Providers on average are not contacting a large minority of parents, and are missing opportunities to communicate by (1) sharing the tutoring plan, (2) consulting parents about learning needs before tutoring begins, (3) providing frequent verbal or written progress reports, and (4) providing easy to understand written reports of progress. Parent satisfaction and teacher perception of the tutor's positive contribution and support for student learning would be improved by both initial and ongoing provider communication. Ongoing communication can open a dialogue and help both the tutor and the parent work in partnership to address student needs.
- *Increase the involvement of providers, teachers, and parents in the development of students' learning plans.* Currently the tutoring service is typically not informed by teacher input. Districts are responsible for ensuring that student learning plans are developed, and districts have flexibility in discharging this obligation; they will want to examine the extent to which providers, teachers, and parents are engaged in the development of these plans. A more collaborative approach has the potential to improve parent and teacher satisfaction, and may improve the effectiveness of tutoring services.
- *Develop a comprehensive statewide database to manage SES service data.* Currently, statewide case-level SES service data is captured in a stand-alone portal that exists only for the purpose of the statewide evaluation of providers. The reporting of this information is unevenly reported by districts. A suitable comprehensive database would need to be live and include the entire complement of relevant functions, e.g., track enrollment, attendance, invoicing, parent approval, student learning plan approval, and progress reporting. This would serve logistical needs for providers, districts, and the state. This system would improve the accuracy of information, increase the efficiency of administrative tasks and monitoring, improve resource usage, and reduce duplication of efforts. This would also improve the sample frame lists for evaluation purposes, which improves resource usage.
- *Conduct additional investigation into the elements of tutoring services, including the quantity of services, that make the greatest contribution to improving student outcomes.* Results to date are unclear in regard to whether the amount of service makes a difference for students, and if so, what kind of threshold is relevant. In six of seven indicators, teacher perception of student behavior and academic achievement did not vary according to the service hour groups. On the other hand, parents whose children received more service hours (especially more than 36 hours) were the most likely to report positive improvement in the student's behavior and academic achievement.
- *Determine why some students receive fewer hours of service than the providers' programs intend, and what factors are at play in the enrollment and drop out of programs.* Although not as evident in 2008-2009, in previous years the parents of children receiving minimal service hours, i.e., fewer hours than any provider intended or was approved for, stood out more from other groups in negative ways. Each year there is a bulk of students who enroll in SES but do not receive the complete program of study, and some receive only two hours of

contact. This can occur where (1) tutoring is terminated by the student, (2) tutoring is terminated by the provider, (3) students fail to fully participate, or (4) the provider does not deliver the full program for any reason. It is not uncommon for students to drop out, for providers to terminate all services in a district, or for students to change providers. What is needed is a deep understanding of and remediating of obstacles to the full services, which would alleviate administrative burdens, improve tutoring, and improve parent satisfaction with tutoring services.

- *Assess features that facilitate the implementation of SES at a district level.* Additional assessment would enhance and complement the existing provider evaluation framework, and advance the ability to interpret outcome data. There are several program elements that bear examination, the results of which may be valuable in enhancing the efficiency of SES implementation; distribution of resources; ability to monitor, use, and report administrative data; ability to monitor provider quality; and the understanding of the SES provider results to date. Some of the elements that warrant further investigation include the following.
 - Assess the level of resources required to effectively oversee SES providers as well as methods for managing the burden of administration.
 - Assess provider characteristics and district features that allow SES providers to meet all district administrative requirements, and identify methods to foster this scenario.
 - Identify and share best practices for administration of SES provider contracts, including ability to observe reliability of attendance.
 - Identify and share best practices for monitoring of SES tutoring sessions.
 - Evaluate the fidelity of providers' programs relative to that described in their SES application, and clarify the appropriate roles of various parties in this endeavor.
 - Investigate what the optimal number of provider contracts is for a given district, considering district size and other features.

Appendix A: Parent Survey

Survey of Parent Satisfaction With After-School (SES) Tutoring 2009



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

«UIC»



START HERE:

- For each question, fill in the circle next to your answer.
- Please complete this survey by May 31, 2009.
- 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
- Not sure

If No→

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 31, 2009

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

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, 2009.

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

TO START please continue to the next page

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 [programmed to skip to next item]
- b. No [programmed to skip to end]

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

1A. I have a conflict of interest that prevents me from objectively evaluating the provider.
(Examples: I am working for the SES provider organization or have done so in the last two years; I am on the SES provider organization's board of directors; I have family or personal ties to the SES provider organization's leadership; etc.)

- True
- False

1B. This student is not enrolled in this school.

- True
- False

1C. This is not one of my students.

- True
- False

1D. This student rarely attends my class.

- True
- False

1E. I know for certain that this student rarely attended SES.

- True
- False

1F. I know for certain that this student was not enrolled in SES.

- True
- False

[Programmed to skip to end, if there are "true" responses to 1A. through 1F]

2. 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 _____

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

- a. When I was asked to complete this survey
- b. When the SES Provider contacted me
- c. The parent or student let me know
- d. When the school, (principal, teacher or any other school staff) informed me
- e. Other

[IF Q0 = "a" skip to Q7a]						
4. I have seen a copy of the tutoring-specific learning plan for this student.		Yes	No	Not sure/don't recall		
5. The tutor discussed with me the student's goals or tutoring plan before tutoring began.		Yes	No	Not sure/don't recall		
6. 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.

7A. 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
7B. 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
7C. 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

7D. 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
7E. 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
7F. 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
7G. 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.

8A. This tutor is positively impacting this student's learning.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
8B. I would recommend that other students use this tutor.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

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

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

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 2008-2009 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 29, 2009.

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 /completed by Provider?		Submitted in Timely Manner?		Materials are Accurate?		Materials are Complete?	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
a. Collaboration in creating 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.

Implementation

7. Please rate the following to describe the provider’s implementation of services to students

a. Are tutoring services offered regularly (i.e., not frequently cancelled)?	Yes	No	Not Sure	
b. Are students frequently absent or have sporadic attendance in this program?	Yes	No	Not Sure	
c. What is the overall tone of teacher comments /perceptions on this provider?	Mostly positive	Mixed	Mostly negative	
d. What is the overall tone of parent comments /perceptions on this provider?	Mostly positive	Mixed	Mostly negative	
Question “e” applies only to providers that utilize school facilities for tutoring				
e. Does this provider use your facilities in accordance with your district guidelines (if no, please explain in #8 below)?	Yes	No	Not Sure	Not applicable

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? (e.g., current or former employee: on the board of directors, family member is affiliated with provider, etc.)	Yes	No		
11. Do you have any indication that this provider has engaged in ethically questionable practices?	Yes	No		
12. If yes, have you reported your concerns to MDE?	Yes	No		

Thank you for your valuable time!