

# **Stakeholder Satisfaction Surveys for Supplemental Educational Services (SES), Spring 2008**

## **Results of Title I Director, Parent, Student, Principal, and SES Provider Surveys**

**Prepared for:  
Title I Office  
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## **EXECUTIVE SUMMARY**

The evaluation of Supplemental Educational Services (SES) in Georgia during 2007-2008 by University of Georgia (UGA) external evaluators through surveys of key stakeholders consisted of two data collection activities: (1) an end of year on-line survey of school systems offering SES to gather data on systems, schools, SES students, and providers; (2) stakeholder surveys of SES Title I Directors, providers of SES, principals, parents of children who had received SES, and middle and high school students who had received SES.

The purpose of the system survey was to collect data from school districts about Title I schools required to provide SES, student eligibility for SES, parent requests for SES, student receipt of SES, providers of SES, and expenditures for SES. The purpose of the stakeholder surveys was to provide a statewide perspective of SES from those who had direct experience with SES in 2007-08. These surveys were designed to gather feedback from parents, students, principals, and Title I Directors about SES provider compliance with NCLB legislative requirements for SES, satisfaction with quality of services provided by each provider, and perceptions of the impact of SES on student learning and achievement. Providers were asked to give feedback on SES administration by the school system.

The system, Title I Director, principal, and provider surveys were web-based. These surveys were available on-line from May 19 through June 30, 2008. Data were requested from Title I Directors of all 62 systems required to offer SES in 2007-08. Title I Directors were asked to complete a survey for each provider who had worked with SES students during the school year. Data used in this evaluation were based on the completion of surveys for 99 different providers. Providers were asked to complete a survey for each school district to which they had provided SES during the 2007-08 school year. Evaluators received surveys from 44 providers who had worked with a total of 56 of the 58 school districts with students who received SES. Principals from 88 of the 126 schools with students served through SES completed questionnaires.

The parent and student surveys were paper and pencil questionnaires. Parent and student surveys were distributed by the school systems in April and had a response deadline of May 16, 2008. Evaluators received 2,143 completed parent surveys, a response rate of 21.7 percent, and 2,706 student surveys, a response rate of 32.5 percent. All surveys provided opportunity for respondents to make additional comments.

### **Key Findings from School System Surveys**

The school system survey was completed by the Title I Directors of school systems that were required to offer SES. Three areas of data collection were requested: school information, student information, and provider information.

#### **School Information:**

- 135 schools were required to offer SES
- 126 schools had students requesting and receiving SES

#### **Student Information:**

- 77,576 students were eligible for SES
- 15,320 parents requested SES (19.7%)
- 9,924 students received SES (12.8%)

### **Provider Information**

- 99 SES providers worked with 58 school systems to offer SES to students
- Each school system worked with 1 to 30 providers
- \$8,870,563 of Title I funds were paid to SES providers in 2007-08, an average of \$893.85 per pupil
- 28 school systems said they would be spending SES funds during the month of June, 2008

### **Key Findings from Stakeholder Surveys**

The purpose of the stakeholder surveys was to provide a statewide perspective of SES from those Title I Directors, providers, principals, parents, and middle and high school students who had direct experience with SES in 2007-2008. Surveys had common questions focused on SES provider compliance with NCLB legislative requirements for SES, satisfaction with quality of services provided by each provider, and perceptions of the impact of SES on student learning and achievement.

Survey returns included responses from all Title I Directors whose systems had students served by SES providers, parent surveys representing about one-fifth of all SES students, and student surveys representing about one-third of the middle and high school SES students. Forty-four percent of the SES providers returned surveys. The majority of all stakeholders agreed with each survey statement. The Title I Directors were the most positive in their ratings. Parents and students also reported high levels of satisfaction with SES services. In general, providers rated school systems highly on the survey items.

### **Compliance**

Title I Directors, parents, and students were all highly likely to agree that providers in general were fulfilling their obligations. Title I Directors gave the highest ratings overall; they had an agreement rate of over 90 percent on these items, compared to approximately 75 percent for parents and 67 percent for students. However, almost one in three parents said they did not receive a copy of a progress report for their child on a monthly basis, and one in four parents said they were not given a copy of their child's learning plan. Similarly, nearly half of students reported they did not get a copy of their monthly progress report and nearly one-third did not see their learning plans.

### **Satisfaction**

Directors were generally satisfied with the quality of services offered to students by most of the SES providers and recommended unanimously that 83 of the 99 providers remain on the State-Approved Providers List for the 2008-09 school year. Directors tended to write comments more often that were positive about the quality of instruction, stakeholder satisfaction, and the working relationship with the LEA. Directors' negative comments highlighted problems with some providers related to communication and paperwork as well as issues concerning starting and continuing service delivery.

More than three-quarters of parents agreed with each of the seven satisfaction questions on their survey. More than 90 percent said that tutors answered questions to their satisfaction and that the reports of student progress they received were easy to understand. More than 70 percent of students agreed with each of the seven satisfaction questions. Like their parents,

more than 90 percent said that tutors answered their questions well. Overall, parents and students were satisfied with the services and report it was a good experience. Most indicated they would work with the same provider again, given the opportunity.

### **Impact on Student Learning and Achievement**

Over two-thirds of parents responded that their children are doing better academically after working with a provider. Over 80 percent of students reported that their grades are better since starting tutoring. The largest groups of positive comments by both parents and students focused on the results they experienced because of tutoring, including increases in grades, learning, and confidence.

### **Key Issues from Provider Surveys**

Over 60 percent of the providers who answered the survey said they had never had an on-site monitoring visit by an LEA. Two-thirds of the provider responses did indicate that school system personnel had reviewed SES instructional materials and provided feedback. The vast majority of providers agreed that the systems provided them with a complete list of students whose parents selected their services, entered into contracts in a timely manner, and used contracts that clearly outlined the provider's obligations. Almost all providers also said that school district personnel were easy to contact and worked collaboratively to resolve issues. Even the item with the lowest numbers, concerning provider access to school facilities for SES tutoring, was endorsed in more than 60 percent of responses. Providers' written comments complimented the quality of the relationship between the provider and the system. Negative comments by providers focused on the burden of paperwork and procedures as well as problems with efforts by systems to promote SES to parents.

### **The Future**

Overall participation rates in SES remain relatively low. In 2007-2008, approximately 13 percent of students eligible for SES in Georgia actually received services. In addition, in 2007-08, the gap between the percentage of parents requesting services and the percentage of students receiving services is greater than in any of the past four years. Even though more parents requested service this year than last year, fewer students received SES. There is a need to examine administrative practices so that more eligible students participate in SES. Data from the principal survey are helpful in this regard, but more in-depth study is crucial. Determining barriers to participation should become a greater focus in future studies of the SES program.

Increasing LEA on-site monitoring of providers would be a wise quality control practice, and might also address issues brought up in comments from the various stakeholder groups. Title I Directors continued to express concerns about on-line providers again this year, including technical difficulties, monitoring of student progress, and problems with incentive programs. Issues related to monitoring should continue to be a major focus of SES administration to insure that students receive the help they need and that stakeholders can work together effectively to improve student achievement.

**Report on Results of Supplemental Education Services (SES)**  
**Title I Director, Parent, Student, Principal, and SES Provider Surveys**  
**Spring 2008**

## **Background**

Supplemental Educational Services (SES) includes academic assistance such as tutoring and remediation designed to increase the academic achievement of students in low-performing schools which are provided outside of the regular school day. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made adequate yearly progress (AYP) for three or more years), in corrective action, or in restructuring status are eligible to receive these services. The Georgia Department of Education (Department) is required to identify organizations, both public and private, that qualify to provide these services. Parents of eligible students are then notified by the local education agency (LEA) that SES will be made available, and parents can select any approved provider that they feel will best meet their child's needs in the area served by the LEA or within a reasonable distance of that area. The LEA (usually a school district) will sign an agreement with providers selected by parents, and the provider will then deliver services to the child and report on the child's progress to the parents and to the LEA (*Source: Georgia Department of Education Title I Programs website, 2007*).

The Department has designed an overall framework for annual evaluation of individual state-approved SES providers and the LEAs administering SES in Georgia. The process requires collection and analysis of several types of data to monitor the SES program throughout the state. Georgia's SES evaluation model assesses three important components of SES: 1) Effectiveness, 2) Customer Satisfaction, and 3) Service Delivery.

Customer satisfaction refers to how pleased stakeholders are with SES. Parents, students, LEA Title I coordinators, principals, and providers have valuable information to share about their experiences with SES implementation. This component of the SES evaluation model addresses the following question: *What is the overall experience of stakeholders with the SES program and individual providers?* The Department contracted with the Program Evaluation Group in the Education Policy and Evaluation Center in the College of Education at the University of Georgia (UGA) to assist with data collection for this area of the SES evaluation framework. The UGA researchers were asked to design and administer a series of surveys to capture the unique perspectives of key stakeholder groups, and to analyze and report the survey results to the Department for use in SES program evaluation and improvement. Survey data collection and other evaluation activities carried out by UGA provide assistance to the Department in carrying out monitoring and evaluation of the quality and effectiveness of SES providers and services according to the SES Implementation Guidelines for Georgia State Board of Education Rule 160-4-5-.03.

## **Purpose of the Surveys**

The purpose of the surveys is to provide a statewide perspective of Supplemental Education Services from key stakeholder groups that were involved with SES in Georgia during the 2007-2008 school year. Those groups included Title I Directors in school systems that were required to provide SES, parents or guardians of students who received SES, middle and high

school students who received SES, principals in schools offering SES, and the state-approved providers of SES.

The surveys were designed to gather feedback from parents, students, principals, and directors about SES provider compliance with NCLB legislative requirements for SES, satisfaction with quality of services provided by each provider, and perceptions of the impact of SES on student learning and achievement. Providers supplied feedback on their compliance with SES requirements and SES administration by the school system. The Title I Directors and the providers additionally provided feedback on the support and assistance provided by the Department SES staff. The surveys for the Title I Directors, principals, and for the providers were web-based surveys. Parent and student surveys were paper and pencil. Results have been provided to Department at a statewide level and for individual state-approved SES providers active in each school system offering SES in 2007-08.

### **Instrument Development**

The Program Evaluation Group (formerly the Occupational Research Group) had conducted similar surveys for Title I Directors, parents, students and providers during the 2004-2005, 2005-2006, and the 2006-2007 school years. The researchers and the Department staff reviewed the previous years' surveys and made some changes in wording and formatting. Parents and students were asked to provide more specifics than had been asked in previous years about the type and length of tutoring services. Additionally, open-ended questions were added that asked what was liked best and least about the tutoring experience. The survey for students was developed using many of the questions that were asked of parents, but adapting the language to be more appropriate for adolescents and teenagers. The provider survey was developed by reviewing the most current federal and state guidelines for SES providers. Questions about the provider's interactions with the school system(s) and provider's satisfaction with the process were identified. At the request of the Department to include feedback from another SES stakeholder, a principal survey was developed and administered for the first time this year. The principal survey included questions about overall SES implementation and impact in SES schools, but feedback was not specific to individual providers as it is with the other surveys. Principals were asked about other tutoring opportunities available to students and to provide input on how to increase enrollment in SES. All surveys were developed by researchers experienced in survey development and with input from the Department Title I SES staff. The content and wording of survey items were reviewed, revised as necessary, and approved by the Department staff. Parent surveys also were translated into Spanish. A copy of all survey forms and correspondence may be found in the Appendix to this report.

The **Title I Director's survey** contained 12 statements with Likert scale responses (*strongly agree* to *strongly disagree*) to evaluate compliance and quality of services by each provider. In addition, Title I Directors who reported that they had conducted an on-site visit with the provider and observed the provider's instruction as part of their monitoring were directed to respond to nine additional statements. The survey's final item asked for additional evaluative comments about the provider. Title I Directors were asked to complete a survey for every provider who served students in their district in the 2007-08 school year and to indicate the number of students each SES provider served. A separate on-line survey of 23 questions was also completed by each Title I Director to provider system-level data on SES, Public School Choice, and feedback on state SES staff support. SES questions included information about the number of schools offering SES; the number of students eligible, requesting, and receiving SES; and the amount of Title I funds allowed per student and spent on SES in 2007-08. If systems used SES funds for transportation, the amount spent was reported. For more efficient data

collection by Department, the Public School Choice questions were added to the survey. Five statements with Likert scale responses (*strongly agree* to *strongly disagree*) were included to evaluate support provided by the state SES staff.

The **provider survey** consisted of 22 items about SES administration and 5 statements about support received from the state SES staff. Providers were asked to complete a survey for each school system for which they had provided SES in 2007-08. Twenty-one of the survey items were statements with Likert scale responses (*strongly agree* to *strongly disagree*). Two survey items asked if the school system had engaged in an on-site SES monitoring visit and if the school system had observed the delivery of SES instruction. Also, the providers were asked how long they had worked with each school system. The provider survey allowed for additional comments. The questions related to state SES staff were only completed once by each provider.

The **parent survey** contained 10 questions with response scales of *yes* or *no* to evaluate the quality, compliance, and impact of SES providers. Parents were also asked where tutoring was delivered, the type of tutoring, how the provider was selected, and the number of hours of tutoring provided each week. Demographic data about the student receiving SES, such as student's grade level, gender, race/ethnicity, language, and disability status, were collected. Parents were asked to indicate the subjects in which their child received SES. Parents also were asked what they liked best and least about the tutoring experience.

The **student survey** contained 11 questions with response scales of *yes* or *no* to assess service delivery and student satisfaction with their SES provider. The students were also asked where tutoring was delivered, the type of tutoring, hours of tutoring each week, subject area of tutoring, and how the provider was selected. Demographic data, such as the student's grade level, gender, race/ethnicity, language, and disability status, were collected. Students were also asked to state what they liked best and least about the tutoring experience.

The **principal survey** contained 14 items and the opportunity to add other comments. Principals were asked to report on the comments they heard from teachers, parents, and the Title I Director regarding SES. Principals were asked to indicate other programs available to students to improve academic achievement by selecting from a provided list of options; the reasons why parents do not enroll students in SES; and to suggest ways to increase student enrollment in SES. Additionally, principals were asked about the use of the school facilities by SES providers and their involvement with the providers. Several items addressed service delivery specifically related to individual student plans and providers' communication with parents and teachers. Principals were asked to indicate their level of agreement as to the impact of SES on students' academic achievement. The principal responses were about SES in general, and not specific to any one provider.

## **Survey Administration**

A letter was sent by U.S. mail and email to Title I Directors of school systems which had at least one school that was required to offer SES during the 2007-08 school year. The Department staff also sent a letter about the survey activities to school superintendents. The Department staff provided the list of systems required to offer SES in 2007-08. Title I Directors were responsible for completing the on-line surveys (<http://www.coe.uga.edu/PEG/SES/System/system.html>) for both system-wide information and for each provider the system had used during the 2007-08 school year. Dates for accessing the survey on-line and submitting data were from May 19

through June 30, 2008. Systems that had not completed the surveys were contacted by researchers in July to collect missing data or correct discrepancies in the data.

Providers of SES were also contacted directly by UGA by email, using the list of state-approved providers from the Department. Additionally, the providers received the correspondence about the survey activities at the May state provider meetings. If a provider did not attend a meeting, the state staff mailed the correspondence to them. Providers were asked to complete an on-line survey, (<http://www.coe.uga.edu/PEG/SES/Provider/provider.html>) for each school system where they provided SES during the 2007-08 school year. The on-line survey was available to providers from May 14 through June 16, 2008.

UGA researchers contacted Title I Directors by U.S. mail and email to request that they administer paper questionnaires to parents and students receiving SES in their system in 2007-08. To improve return rates on surveys, the process for collecting surveys was changed from previous years. Title I Directors sent the surveys with the provider information for each student to the students' home schools for distribution. Instead of parents mailing the surveys back to UGA as had been done the past three years, the local schools collected the surveys from students and returned the completed surveys to UGA. Each system received the following materials and instructions for distribution:

- SES parent survey and informational letter (English and Spanish language version)
- SES student survey for 6<sup>th</sup> through 12<sup>th</sup> graders
- List of the names and identification/code numbers of the SES providers serving the school system (from the state-approved list of SES providers for each system)
- Sample memo for principals about the survey distribution and collection procedures

Title I Directors were instructed to identify all SES providers who worked with students in the system during the 2007-08 school year and list all students served by each provider. The provider name and code were written on the parent and student surveys prior to distribution, using the provider codes from UGA. The Title I Directors then prepared packets of materials that were distributed by the students' home schools. Parent and student surveys were distributed by school systems in April and schools were to return the completed surveys to UGA by May 16, 2008. A copy of the directions for administration of SES surveys and correspondence may be found in Appendix J of this report.

The UGA researchers mailed principals at schools required to offer SES information about completing the on-line SES principal survey (<http://www.coe.uga.edu/PEG/SES/Principal/Principal.html>) in early May. Title I Directors were also contacted by email and asked to forward the correspondence to the principals. Principal survey responses were due by June 9, 2008.

The remainder of this report presents the findings from each of the statewide SES surveys. Results of the system and school level data are provided first, followed by results of the Title I Director survey, the parent survey, the student survey, the SES provider survey, the principal survey, and Department satisfaction survey for Title I Directors and SES providers. A discussion of key issues identified across all of the surveys can be found at the end of the survey findings. Information about survey returns are in Appendix A.

## Findings from the System Survey

Sixty-two school systems, with 135 schools within these systems, were required to provide SES during the 2007-08 school year, based on AYP results from the Georgia Department of Education (Department). The Title I Directors of these 62 school systems were asked to provide school, student, and provider information to UGA through an on-line survey.

Title I Directors reported that, statewide, 77,576 students were eligible for SES in school year 2007-08. Statewide, 15,320 (19.7%) of eligible students' parents requested services for their children, and 12.8 percent or 9,924 eligible students received SES. This means that only about two-thirds (64.8%) of the eligible students whose parents requested services actually received services.

The table below shows the SES participation rates for the past five years in Georgia. The number of schools required to offer SES and the number of eligible students has declined each year. However, the percentage of parents requesting services has increased for three years, as has the percentage of eligible students receiving services. Note that in 2007-08, the gap between the percentage of parents requesting services and the percentage of students receiving services is greater than in any of the past four years. Even though more parents requested service this year than last year, fewer students received SES.

	2007-08	2006-07	2005-06	2004-05	2003-04
Students eligible for SES	77,576	83,923	93,308	94,575	152,271
Parents requesting SES for students	15,320 (19.7% of eligible students)	14,009 (16.7% of eligible students)	13,091 (14.0% of eligible students)	9,281 (9.8% of eligible students)	18,473 (12.1% of eligible students)
Students receiving SES	9,924 (12.8% of eligible students)	10,564 (12.6% of eligible students)	9,670 (10.4% of eligible students)	8,514 (9.0% of eligible students)	16,632 (10.9% of eligible students)
Number of schools required to offer SES	135	141	161	203	385

In 2007-08, four of the 62 school systems required to provide SES had no parents requesting services for their children. In those school systems providing SES (58 LEAs), participation rates ranged from 1 percent to 100 percent of eligible students. Thirteen systems (including four where no parents requested service) had a participation rate of less than 5 percent, compared to 26 systems the previous year with less than 5 percent participation rates. In 2007-08, 11 LEAs had a participation rate of more than 20 percent. The median participation rate was 9.3 percent. Based on the number of parents who requested SES for their children, 100 percent of

these students received services in 11 systems. In fact, 30 out of the 58 systems served at least 75 percent of the students seeking services. All but six systems served at least 50 percent of the students seeking services.

Title I Directors reported that 99 different providers served the 58 school systems providing SES in 2007-08. Almost half of the providers served more than one school system. As of the time systems submitted the survey in mid-June 2008, a total of \$8,870,563 of Title I funds had been paid for SES provider services.

The statewide average expenditure per pupil for SES was \$893.85. Across school systems, expenditures ranged from \$165.69 to \$1,480.20 per pupil. The median amount was \$899.25 per pupil. Twenty-eight school systems said they would be spending additional SES funds during the month of June, 2008. Two of the LEAs used SES funds to pay for transportation related to SES services. The two systems spent a little over \$1,000 each for transportation costs. See Appendix B for complete data by system.

## Findings from Title I Director SES Survey

Title I Directors from 58 systems completed 384 surveys evaluating the SES providers who worked with their students in 2007-08. This represented 100 percent of the systems with schools that used providers for their students in 2007-08. Many systems worked with a number of different SES providers during the year, and the directors were asked to submit a separate survey for every provider who delivered services to their students this year. The number of providers evaluated by each director ranged from 1 to 30. A detailed list of the number of surveys submitted by each school system can be found in the appendix to this report.

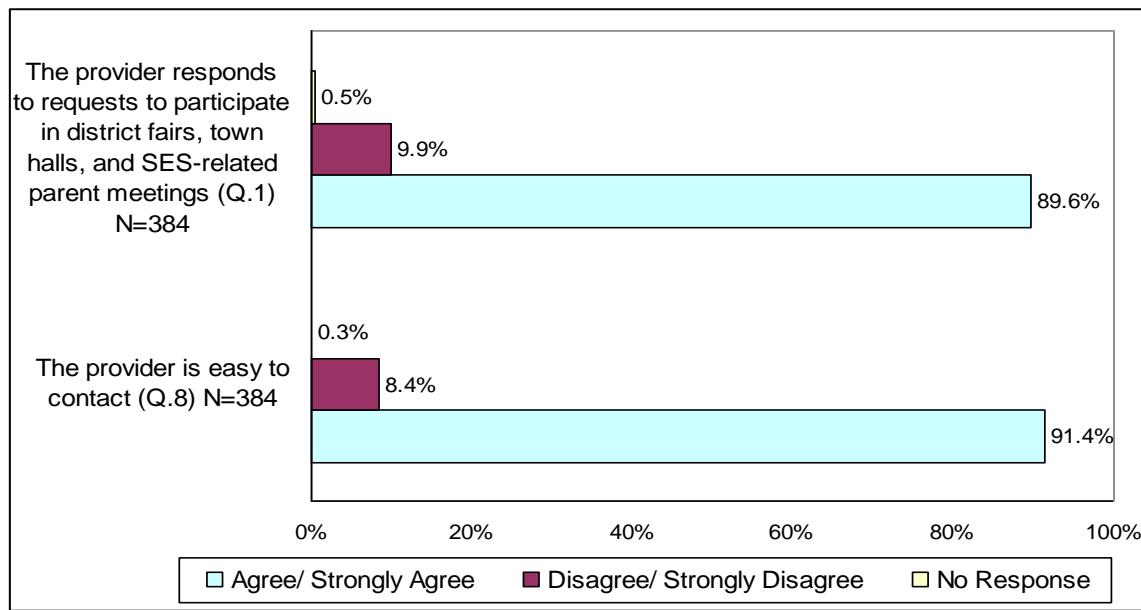
Response summaries in the tables that follow are based on the actual number of director surveys received. Since many SES providers worked with multiple school systems during the year and each system's experience with the provider may have varied, it is important that all of the directors' feedback is reflected in the statewide summary. There were 99 different SES providers represented by the 384 completed director surveys. The frequency and percentage of each response option was calculated based on the 384 surveys. Further analysis looked at how many of the 99 providers represented by the survey responses had only positive feedback (agree or strongly agree) for each survey statement.

The Title I Director survey consisted of 23 statements and an option to provide comments. To facilitate discussion of the findings, the survey statements are grouped into the following areas: communication, delivery of SES, interaction with the district, satisfaction, and monitoring.

### **Communication**

Title I Directors responded to two statements about communication between the school system and the provider. As the table below shows, the majority of the respondents (89.6%) either strongly agreed or agreed that the provider responds to requests to participate in district fairs, town halls, and SES-related events. Out of the 99 providers represented, 74 had only positive feedback for this question. Almost all of the respondents (91.4%) either strongly agreed or agreed that the provider was easy to contact. Only 17 of the 99 providers received negative feedback for this item. (See the appendix section of this document for graphics depicting the numbers of providers represented by directors' responses to each survey item.)

<b>Survey Items on Communication (N=384)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings (Q.1)	147 38.3%	197 51.3%	30 7.8%	8 2.1%	2 0.5%
The provider is easy to contact (Q.8)	122 31.8%	229 59.6%	26 6.8%	6 1.6%	1 0.3%



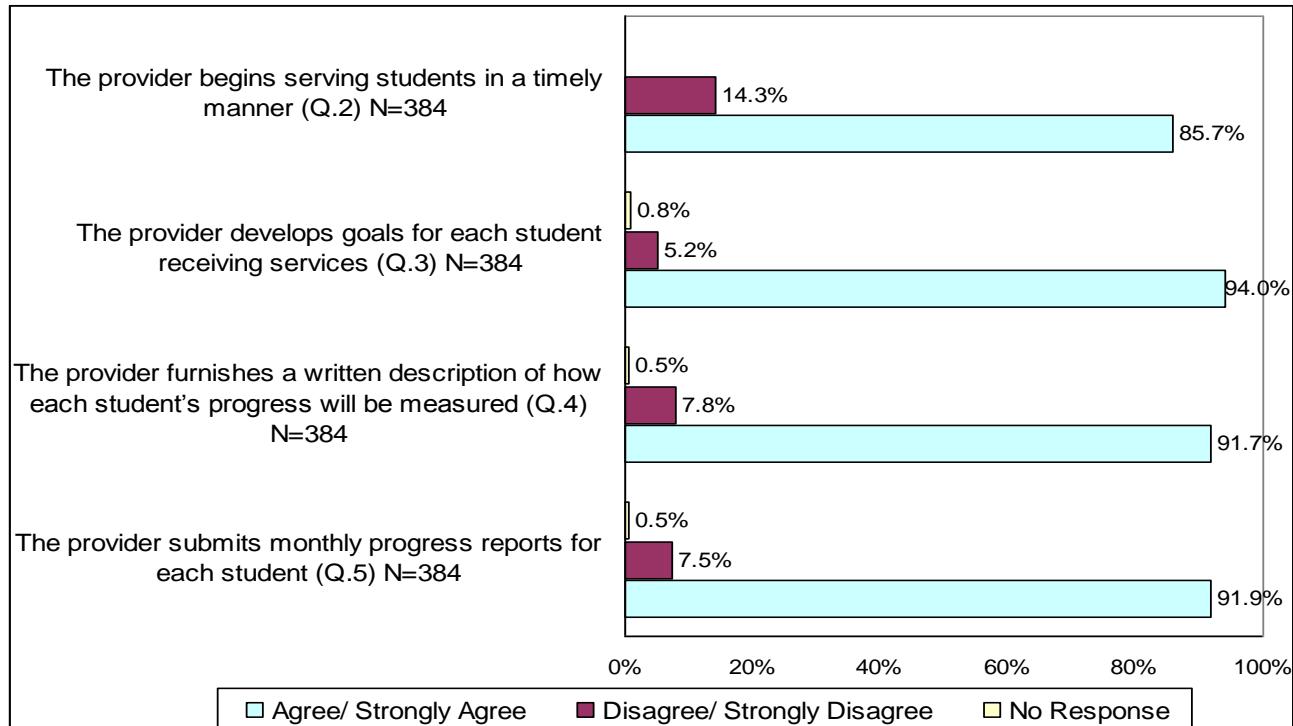
## Service Delivery

Title I Directors responded to four statements about the provider's delivery of SES. Overall, at least 85 percent of the respondents gave a positive response for these items. Almost all of the Title I Directors said the providers were developing goals for each student, evidenced by 94.0 percent choosing the *agree* or *strongly agree* options. Only 14 of the 99 providers received negative feedback concerning goals developed for each student. The feedback in regards to providers furnishing written descriptions of how each student's progress would be measured and whether providers submitted monthly progress reports for each student was almost equally positive, with 92 percent of the respondents marking *agree* or *strongly agree* to these two survey items. Eighty-one of the 99 providers received only positive markings related to submitting student progress reports monthly. A total of 20 providers had negative feedback about furnishing written descriptions of how progress would be measured.

As was the case in 2006-07, the greatest amount of disagreement on the survey was reported for the statement: "The provider begins serving students in a timely manner." However, the results this year were more positive with 85.2 percent of the Title I Directors either strongly agreeing or agreeing with this statement, compared to 77.2 percent last year. Approximately 3 out of 4 providers (74) had only positive ratings for this item in 2007-08.

Survey Items on Service Delivery (N = 384)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The provider begins serving students in a timely manner (Q.2)	116 30.2%	213 55.5%	43 11.2%	12 3.1%	--
The provider develops goals for each student receiving services (Q.3)	111 28.9%	250 65.1%	18 4.7%	2 0.5%	3 0.8%
The provider furnishes a written description of how each student's progress will be measured (Q.4)	102 26.6%	250 65.1%	25 6.5%	5 1.3%	2 0.5%

<b>Survey Items on Service Delivery (N = 384)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The provider submits monthly progress reports for each student (Q. 5)	103 26.8%	250 65.1%	25 6.5%	4 1.0%	2 0.5%

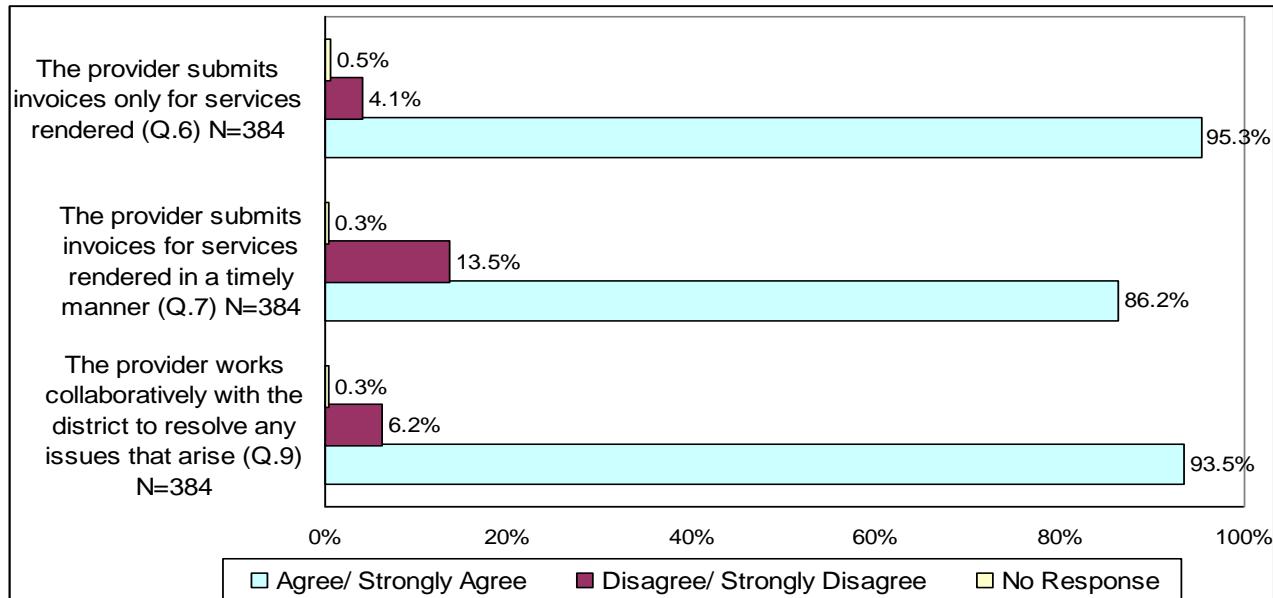


## Interaction with the School System

The next set of statements elicits information about the working relationship between the school systems and the providers. As the table below shows, 95.3 percent of the Title I Directors either agreed or strongly agreed that the provider submits invoices only for services rendered. Out of the 99 providers, 85 had solely positive feedback for this item. As a group, providers seemed to have more difficulty submitting invoices in a timely manner, according to the Title I Directors' feedback. More providers (29 out of 99) received negative feedback for this item than for any other survey item. Overall, 86.2 percent of the 384 respondents agreed or strongly agreed that invoices were submitted in a timely manner. When problems do arise, most providers seem to work collaboratively with the systems for resolution, as evidenced by 93.5 percent of the Title I Directors saying this was the case and 85 of the 99 providers receiving only positive feedback for this item.

<b>Survey Items on Interactions (N = 384)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The provider submits invoices only for services rendered (Q.6)	128 33.3%	238 62.0%	12 3.1%	4 1.0%	2 0.5%
The provider submits invoices for services rendered in a timely manner (Q.7)	104 27.1%	227 59.1%	45 11.7%	7 1.8%	1 0.3%

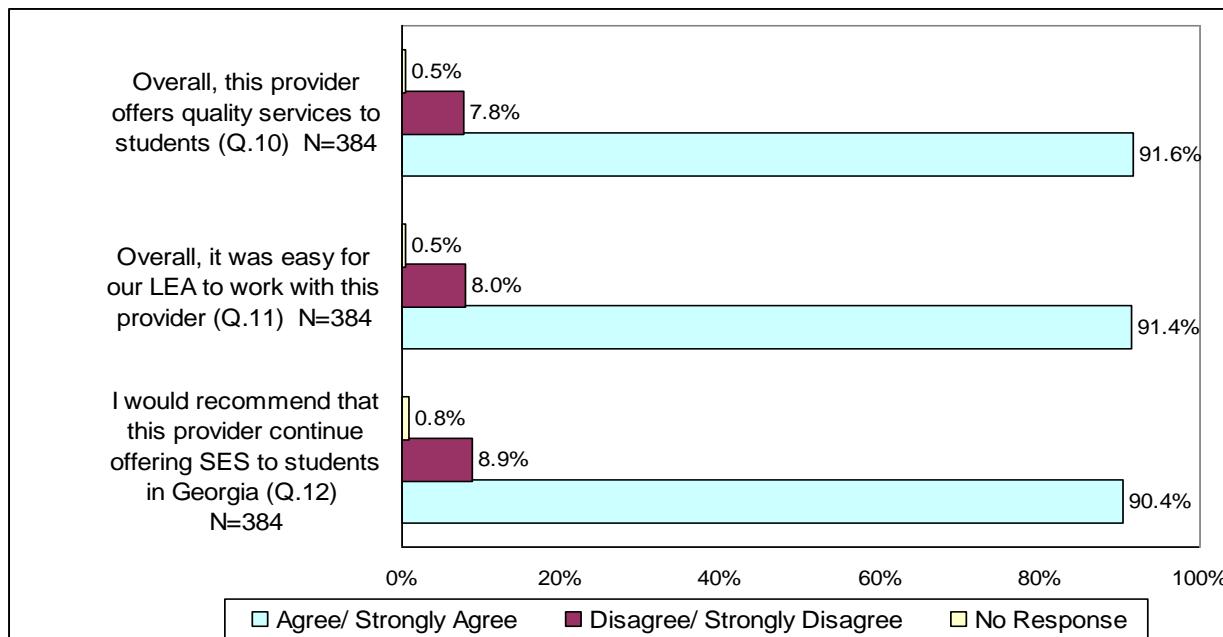
<b>Survey Items on Interactions</b> (N = 384)	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The provider works collaboratively with the district to resolve any issues that arise (Q.9)	124 32.3%	235 61.2%	20 5.2%	4 1.0%	1 0.3%



## Satisfaction

Title I Directors responded to three statements about their satisfaction with the provider's services. Overall the results were positive, with at least 9 out of 10 Title I Directors agreeing or strongly agreeing with the items related to satisfaction. On the satisfaction items, 82 and 83 of the 99 providers had exclusively positive feedback on questions 10 and 11, respectively. However, 30 of the Title I Directors (7.8%) did not agree with the statement that overall a provider offered quality services. Respondents said this was the case for 16 providers. Similar results were recorded when directors responded to an item about the overall ease of working with the provider; 91.4 percent of the responses were positive and 82 providers had only responses of *agree* or *strongly agree*. In conclusion, 90.4 percent of the survey respondents were in agreement that individual providers continue serving SES students in Georgia. In fact, respondents were in total agreement that 83 of the 99 providers should continue serving SES students.

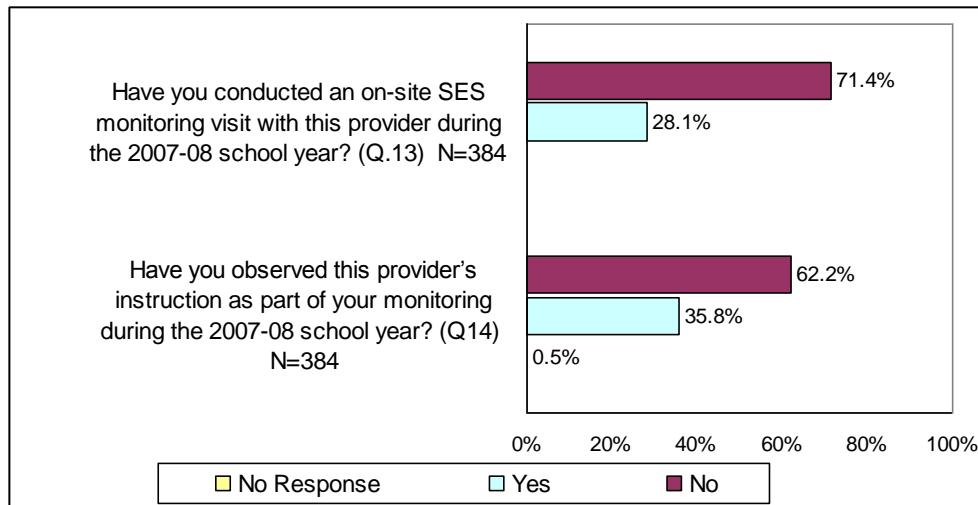
<b>Survey Items on Satisfaction</b> (N = 384)	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
Overall, this provider offers quality services to students (Q.10)	105 27.3%	247 64.3%	28 7.3%	2 0.5%	2 0.5%
Overall, it was easy for our LEA to work with this provider (Q.11)	121 31.5%	230 59.9%	27 7.0%	4 1.0%	2 0.5%
I would recommend that this provider continue offering SES to students in Georgia (Q.12)	116 30.2%	231 60.2%	29 7.6%	5 1.3%	3 0.8%



## Monitoring

The remaining items in the Title I Director survey concerned evaluation and monitoring of the SES provider by the school system. Compared to 2006-07, a smaller percentage of the respondents in 2007-08 reported conducting an on-site monitoring visit. Last year 38.1 percent of the respondents said they monitored, but this year 32.6 percent said they monitored. Out of the 99 providers this year, 28 did not have on-site monitoring by any of the LEAs they served. Only 28.1 percent of the respondents observed a provider's instruction in 2007-08, compared to 35.8 percent the previous year. Further examination reveals that LEA personnel observed the instruction of 63 SES providers out of the 99 represented by the survey respondents. Six providers received an on-site monitoring visit by LEA personnel, but the visit did not include observation of instruction. Several Title I Directors noted in their comments that this had occurred.

<b>Survey Items on Monitoring (N = 384)</b>	<b>Yes</b>	<b>No</b>	<b>No Response</b>
Have you conducted an on-site SES monitoring visit with this provider during the 2007-08 school year? (Q.13)	125 32.6%	259 67.4%	--
Have you observed this provider's instruction as part of your monitoring during the 2007-08 school year? (Q14)	108 28.1%	274 71.4%	2 0.5%



Title I Directors who responded to question 14 that they had observed the provider's instruction (108) were directed to complete additional survey items related to monitoring activities (Q15a-i).

### **Results of Monitoring/Observation**

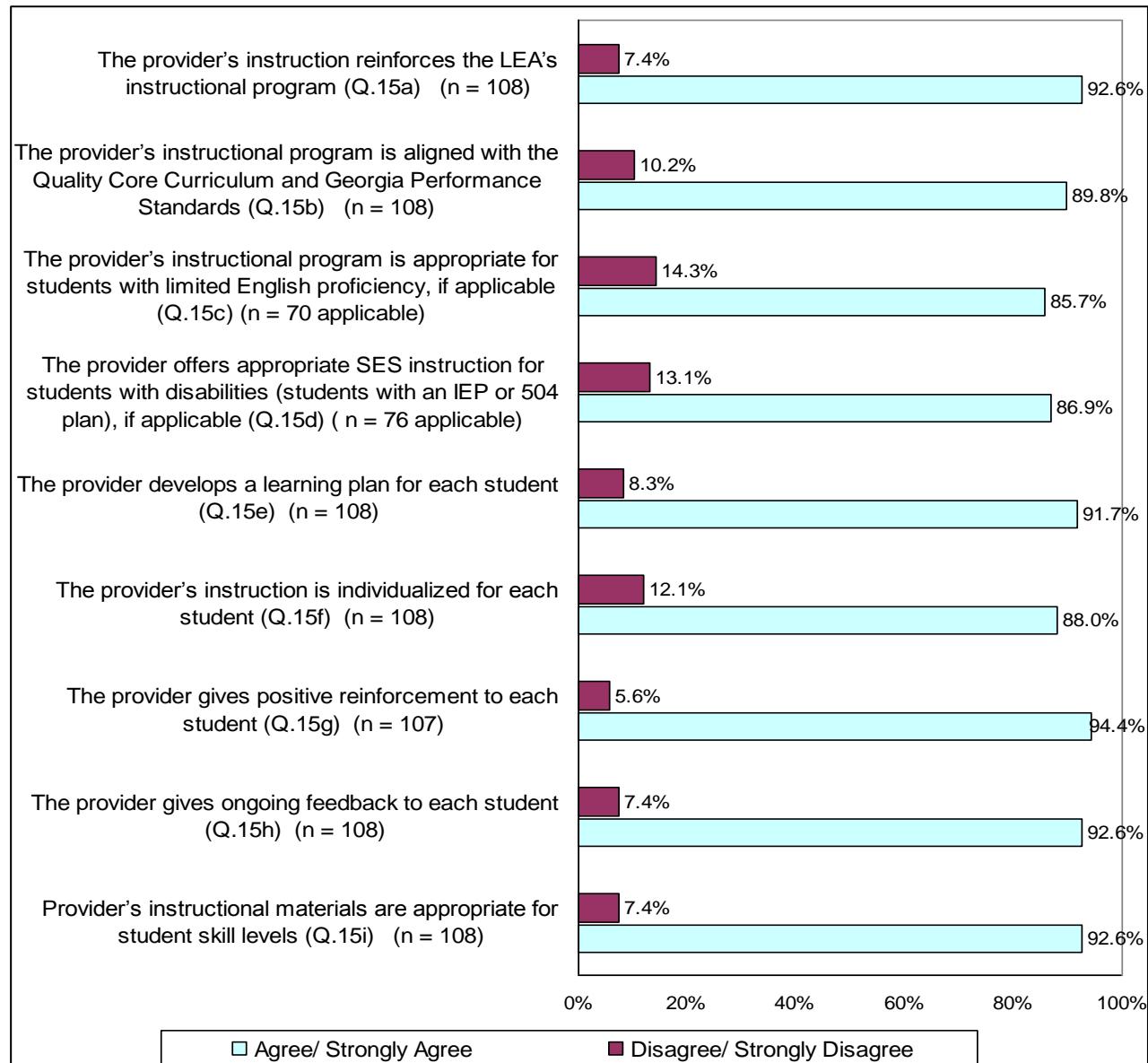
Nine survey items elicited information from Title I Directors about the nature and quality of the SES based on the school district's monitoring and observation of the provider's services. The majority of the 108 respondents who reported observing instruction either agreed or strongly agreed that the providers are providing appropriate instruction to the SES students. The percentage of respondents supporting the statements ranged from 86 percent to 93 percent. The respondents were reporting on 63 different SES providers. Title I Directors most strongly supported the statement, "The provider gives positive reinforcement to each student," with 94.4 percent agreeing or strongly agreeing with this item. Only 5 of the 63 providers were evaluated by any director as not doing this. Title I Directors also strongly affirmed (92.6%) that providers' instruction matched the LEA's instructional program (q.15a), that providers gave on-going feedback to each student (q.15h), and that providers used appropriate materials for student skill levels (q.15i). For each of these three items, 56 of the 63 providers had only *agree* or *strongly agree* responses.

Providers are developing learning plans for each student, according to 91.7 percent of the respondents who observed providers' instruction. This was the consensus of the feedback for 55 of the 63 providers who were observed. Not quite as many respondents, but still the majority (88.0%), said instruction was individualized. However, 10 of the 63 providers received feedback that directors perceived that they do not individualize instruction. Approximately 9 out of 10 respondents (89.9%) said the provider's instructional program was aligned with the Quality Core Curriculum and the Georgia Performance Standards. The survey respondents agreed that this is the case for 54 of the 63 providers.

Two survey items asked about providers' instruction for particular subsets of SES students, including English Language Learners and students with disabilities. Sixty of the 70 responding Title I Directors (85.7%) were in agreement that providers had appropriate programs for students with limited English skills. Similarly, 76 of the 108 Title I Directors responded to the query in regards to students with disabilities and 66 (86.9%) agreed that students with disabilities received appropriate SES instruction. The number of providers represented by the

responses to the question about students with limited English was 47, and 38 of these had only positive feedback. Forty-nine providers were represented by the responses to the item about students with disabilities, of which 41 had only positive feedback.

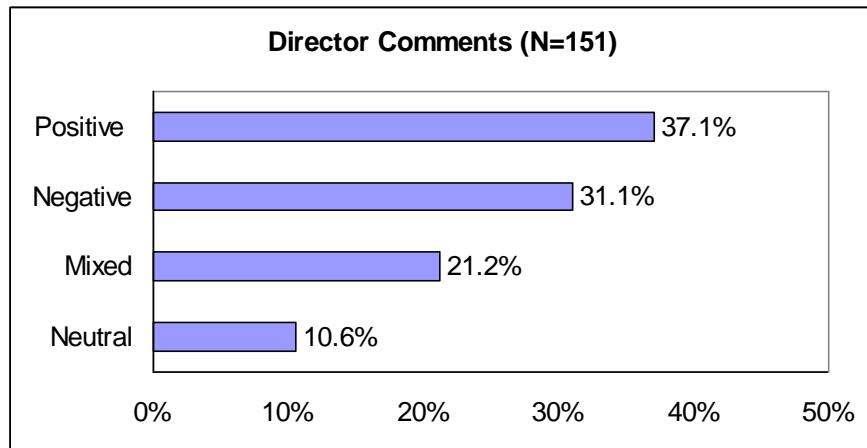
<b>Survey Items on Monitoring Results</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The provider's instruction reinforces the LEA's instructional program (Q.15a) ( <b>n = 108</b> )	24 22.2%	76 70.4%	8 7.4%	--
The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards (Q. 15b) ( <b>n = 108</b> )	24 22.2%	73 67.6%	10 9.3%	1 0.9%
The provider's instructional program is appropriate for students with limited English proficiency, <u>if applicable</u> (Q.15c) ( <b>n = 70 applicable</b> )	12 17.1%	48 68.6%	8 11.4%	2 2.9%
The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), <u>if applicable</u> (Q.15d) ( <b>n = 76 applicable</b> )	10 13.2%	56 73.7%	8 10.5%	2 2.6%
The provider develops a learning plan for each student (Q.15e) ( <b>n = 108</b> )	30 27.8%	69 63.9%	8 7.4%	1 0.9%
The provider's instruction is individualized for each student (Q.15f) ( <b>n = 108</b> )	27 25.0%	68 63.0%	11 10.2%	2 1.9%
The provider gives positive reinforcement to each student (Q.15g) ( <b>n = 107</b> )	37 34.6%	64 59.8%	6 5.6%	--
The provider gives ongoing feedback to each student (Q.15h) ( <b>n = 108</b> )	32 29.6%	68 63.0%	7 6.5%	1 0.9%
Provider's instructional materials are appropriate for student skill levels (Q.15i) ( <b>n = 108</b> )	29 26.9%	71 65.7%	7 6.5%	1 0.9%



### Director Comments about Individual Providers

Directors were asked if they had any comments to offer about each individual provider they had worked with during the 2007-2008 school year. Thirty-two school systems provided 151 comments. Analysis of the Title I Director comments shows that 56 comments (37.1%) were positive in nature; 47 (31.1%) were negative; 32 (21.2%) expressed both positive and negative remarks, and 16 (10.6%) were neutral statements providing further information about a survey response or provider.

The directors made comments about 64 SES providers. The respondents only had positive things to say about 22 of the 64 providers (34.4%). Eleven of the 64 providers (17.2%) received only negative comments. The comments about the remaining 31 providers were mixed or informational in nature.



### **Positive Comments**

Comments in this section identify exclusively positive provider attributes. Mixed comments with both positive and negative components are described in another section. Twenty-two of the 56 positive comments (39.3%) written by the Title I Directors described some aspect of the SES service or the level of satisfaction of the stakeholders. Directors noted the professionalism of the tutors, how well they worked with the students, and the general quality of the program.

*This provider had certified teachers and was extremely well organized.*

*We were very pleased with the service from this provider. Parents were also pleased.*

*Provider maintained professional standards in her delivery of services. Her paperwork and her timeliness are another extension of her professionalism. She has a very strong personal contact with parents and students, and maintained ongoing communication with the LEA. Provider sets very high standards for her students.*

*The provider has received high reviews from the parents of the students in which they served. I was very impressed with the level of professionalism exhibited by this company.*

Approximately 36 percent of the comments categorized as positive focused on how well the provider worked with the LEA.

*This provider has worked with the district for the past 3 years and continues to do a good job in working with our students and adhering to program guidelines.*

*Provider did an excellent job working with our students. The provider was respectful of all guidelines and expectations set by the district. All invoices and requested information was always submitted on time and in accordance to the directions provided.*

Some directors recording positive comments (12.5%) noted that certain providers are particularly responsive to requests for services and begin services in a timely manner.

*I am very impressed with [Provider] as a provider. Whenever a parent calls me because of a schedule change, immediately this provider responds. I have had parents switch from another provider to [Provider] and want to start right away and this provider takes the necessary steps to accommodate the parents. I feel that [Provider] have a strong instructional program and truly cares about our students.*

Five of the comments (8.9%) specifically referred to the academic progress achieved by the tutored students.

*More than 70% of the students in this program passed both the Math and Reading-Language Arts portions of the CRCT. Many of these students had performed poorly on past CRCT tests.*

*This provider had an excellent program. A large percentage of their ESL students passed the GHSGT as first time test takers.*

Positive comments also included references to how well providers individualize instruction (7.1%) with some LEA personnel noting the overall quality of the instruction observed during monitoring visits. Even though some directors said they were not able to conduct monitoring visits with on-line providers or when services were provided in a child's home, they did contact parents to secure feedback about the services. Positive comments about on-site monitoring and positive feedback from parents are recorded in the monitoring category.

*The provider assessed each student prior to the delivery of services in order to tailor the instruction for each. The tutors were very supportive of the students.*

*This provider has done an outstanding job delivering supplemental services to the students of [system]. The un-announced site visits conducted by the central office confirmed that the program supports student achievement and provides quality assistance to struggling students. The provider works collaboratively with the district to ensure that the services provided are meaningful and worthwhile for the students...*

Good communication between providers and LEA or parents was highlighted in a few comments (10.7%). Some of these comments noted the benefit of good communication with on-line providers.

*This provider was diligent in establishing communication with the parents to implement tutoring. The provider dealt with several interruptions of services due to the parent not bringing the student to the agreed upon site. The provider kept the LEA informed of these interruptions. Progress reports were detailed and provided GPS links to lessons.*

*This is an on-line provider that has tried to keep the lines of communication open with the LEA and has responded to concerns and questions in a timely manner.*

*The provider's bilingual tutor was able to communicate with the parents of the one student served this year. The language support was critical to this family in setting up the technical aspects of the on-line tutoring program.*

*3-way communication (provider, school system, and family) was wonderful. It made the efforts much more effective than other providers.*

<b>Positive Comments*</b>	<b>Number</b>	<b>Percent N=56</b>
General quality of instruction/ stakeholder satisfaction	22	39.3
Worked well with LEA	20	35.7
Service delivery: starting and continuing	7	12.5
Academic progress	5	8.9
Individualized instruction	4	7.1
Positive monitoring outcomes	6	10.7
Communication	6	10.7

\* Some comments represented in more than one category

### Negative Comments

Comments in this section represent 31.1 percent of all comments and only describe negative factors with no positive attributes noted. The most frequent concern in the negative comments focused on problems the LEA had working with the provider including paperwork/billing issues and documentation of services. Almost half of the 47 negative comments (48.9%) were in this category. Comments described invoices not submitted in a timely manner, incomplete or poor quality reports, and a breakdown in communication.

*Progress reports submitted to the LEA are generic and only address concepts presented, not objectives met. Attendance sheets show one content area for the month, but progress reports indicate reading, language arts and math concepts were presented for every student. Invoices are submitted every 2-3 months.*

*Provider maintained an ongoing pattern of turning incomplete and late documentation. Students had to be re-assigned after provider was past due serving students on several occasions. This provider had staff complete paperwork and work with students without the proper clearance on file which caused further delay in the processing of their invoices.*

*Several attempts were made to visit this provider. However, they were never available during the scheduled times they provided the LEA. Paperwork has never been submitted in a timely manner therefore, it has been difficult for the LEA to monitor progress of students.*

*Provider did not provide progress reports, invoices or student data in a timely manner. Therefore, it was very difficult for the LEA to monitor student progress. Paperwork had to be returned to the Provider on several occasions due to poor quality. Provider was very difficult to contact. Several attempts were made to observe instruction, however the schedule that was finally provided was not accurate as to time or place tutoring sessions were taking place.*

Title I Directors noted problems with providers' promptness in beginning services and continuing services in 29.8 percent of the negative comments. Directors noted that some students failed to receive services and others had to be reassigned to different providers.

*Provider did not serve students in a timely manner. Students had to be re-assigned to their second choice.*

*This provider was extremely slow to begin services. Parents called me several times complaining that the computers had not been delivered. One parent even decided to change providers because she could not get repairs made even though both she and I contacted the provider as well as his installer. It is not a good idea to utilize out-of-state providers who promise computers. The delay in getting the equipment installed causes many problems.*

*This is an on-line company. They refused to provide services during my second enrollment period. I have dozens of emails that were not responded to by this provider. VERY FRUSTRATING!!!!*

Another concern recorded in 7 of the negative comments focused on the quality and completeness of the tutoring as evidenced by the student progress reports, particularly as to how well instruction aligned with system curricula, Quality Core Curriculum, and Georgia Performance Standards.

*Goals and progress reports are very generic and contain no specific reference to QCC's or Georgia Performance Standards.*

*Site location changed during the year from a commercial office space to a private home. All students are expected to gain the same unit of measurement increase from pre to post testing. Progress reports provide detailed description of tutoring sessions but do not state specific measurable achievements.*

*Statement of goals and individualized plan documents are based solely on provider's curriculum; no link to QCC's or GPS. LEP student's language listed as "barrier" in goals document; no mention of differentiation for this student regarding language acquisition....*

Several directors had comments that pertained particularly to problems with on-line providers (19.1%). Students and parents experienced technical difficulties, had trouble getting needed support, and one director did not believe the students doing on-line tutoring were monitored appropriately to insure that they got the most benefit for the purchased tutoring hours.

*Parent complained about the difficulty with logging on. Student stated that 1 800 number was always busy when he has questions academically or technical*

*.... Scripts between the provider and the students indicated problems with the student understanding some of the concepts, whereas a tutor or a live person on the phone could have provided reteaching. The provider was hard to reach. There were delays in getting answers/communicating*

In comments categorized as relating to incentives, several directors (10.6%) expressed concern that the marketing practices of some on-line providers are misleading regarding students receiving “free” computers.

*...This parent stated that there wasn't anybody monitoring the lessons. If they had a question about a lesson they had to leave a message and wait on an answer that never came...*

*Although the on-line instruction offered by this provider may be of quality, I do not believe that their marketing strategies are within the provider's code of ethic. Most parents sign up with this company to receive a FREE computer. This company uses a FREE computer to sell their services to parents. Throughout the year, parents are consistently requesting a free computer. I have parents from my district of students who qualify and students who DO NOT qualify as well as other school district calling and asking where they can pick up their computers. This gets to be really burdensome because some parents really don't understand when I tell them that I do not have a FREE computer for them.*

*This provider's advertising was misleading to our parents - they promoted a "free computer" on the radio and in flyers, but did not emphasize to parents that the computer was to be used for tutorial - that there was an obligation required by the parent and student.*

A few directors had comments about their attempts to monitor providers and what they saw during monitoring visits (12.8%). Some directors reported attempting to monitor instruction, but providers presented barriers such as not sending requested documents or providing inaccurate tutoring schedules.

*Several attempts were made to visit this provider. However, they were never available during the scheduled times they provided the LEA.*

*I have monitored this provider on several occasions and was extremely dissatisfied with what I saw.... The district office has received complaints from various persons (parents, principals, and employees of the provider) who expressed their dissatisfaction with this provider. They have failed to pay some of their employees and have in some cases over stepped boundaries in the schools. I feel that this provider looks good on paper but in reality is not living up to the level off expertise they claim to have.*

*I did not conduct an on-site visit with this provider. I did request that this provider send me a copy of a [System] student's file because this provider is based outside of [System]. I never received the file.*

Three directors (6.4%) said that they did not see evidence that students made academic progress.

*...All students used their full allocation, but CRCT results are poor and reports from the provider also indicate losses rather than gains...*

*...Judging by our CRCT results, I doubt this program is closely aligned with the GPS.*

In a somewhat related theme, several directors expressed concern that the cost per hour of some providers prohibited students from getting enough tutoring, or directors said students failed to complete their tutoring hours.

*Provider charges \$75.00 per hour which limits the number of hours students can receive services before allocation runs out.*

*Most students complained about the level of difficulty as reflected in our test scores. 2% of the students completed the program based on the per pupil allotment (35). 10 to 20 students returned the computers and dropped out of the program.*

Negative Comments*	Number	Percent n=47
Working with LEA (billing/documentation/communication)	23	48.9
Service delivery: starting and continuing	14	29.8
On-line provider issues	9	19.1
Curriculum alignment/ differentiation	7	14.9
Monitoring outcomes	6	12.8
Incentives/ marketing	5	10.6
Academic progress	3	6.4
Amount of service (\$ and completion rates)	3	6.4

\*Some comments represented in more than one category

### **Mixed Comments**

Approximately one in five comments (32) included both positive and negative reflections on provider service. Directors noted positive components such as the quality of the tutoring, the good communication established with parents, and the positive working relationship established with the LEA. However, in one out of three of these mixed comments directors noted that the curriculum was not aligned with the Quality Core Curriculum and/or the Georgia Performance Standards.

*Statement of Goals document is the same for each student. However, during the LEA monitoring visit, the tutors demonstrated evidence of individualizing their instruction for the group of students they were serving. No documentation in students' documents (goals, plans, or progress reports) to show that they [sic] instruction received is aligned with QCC's or GPS.*

*Statement of Goals and Individualized Plans are unique for each student, based on initial diagnostic information. Progress reports provide parents with visual representation of concepts presented and student's mastery/non-mastery of the goals. No documentation to show how the goals and objectives are aligned with QCC's or GPS. This internet based provider allows students to continue working on the provider's program throughout the year; long after the student has met the maximum per pupil dollar amount.*

*Each student's statement of goals, individualized plan and progress reports provide the parents with detailed descriptions of concepts to be presented, lesson details and measurable student progress. Documents do not specifically state link between concepts and QCC's or GPS. This provider has been instrumental in providing services for several challenging situations involving students with special education needs, limited English parents, and specific transportation issues.*

Another one in four of the mixed comments not only identified positive components, but also noted problems with billing.

*The [Provider] is a very reputable company that works well with the district. They are very cooperative and do a good job working with our students. We did experience invoices being submitted months after they were due which posed a slight delay in processing payments fro [sic] services rendered. Hopefully the provider will do a better job in this area next year.*

*Provider was observed during group instruction, and she appeared to be giving each student positive feedback. Paperwork was submitted continuously late.*

Several of the mixed comments reflected similar concerns expressed in the negative comments with directors being able to monitor on-line providers and delay in services because of technical issues, but also highlighted positive provider attributes. The following mixed comments reflect both strengths and weaknesses of on-line providers.

*The tutorial computer program has its limitations which stem from the reliance on parents to help monitor which strands of study students pursue. Some students spend a great deal of time "exploring" different strands, but don't complete many. Other students use the programs effectively through completion of individual strands. In this case, the program is highly individualized according to each student's progress within the strand.*

*This provider is located out of town and operates an on-line tutorial program. For that reason, a formal site visit was not conducted by the district office. We have had a few issues with this company regarding students who were not contacted after their applications were forwarded to the provider. I had two parents in particular that had issues with this company for that reason. One parent had a child to participate in the program but never received the computer. We are working on resolving that issue now. Based on the progress reports and student print-outs we*

*have received, the program seems to offer some benefits that can be helpful to students who are at risk of failing.*

### **Informational Comments**

Sixteen of the 151 director's comments were neutral and only provided additional information, such as why the provider was not monitored or the completion rate of the students served by the provider.

### **Summary of Title I Director Survey Data**

Title I Directors overall all were extremely positive about the providers. In fact, at least 90 percent of the respondents agreed or strongly agreed with 16 of the 21 questions where level of agreement was the response option. The level of agreement on the remaining 5 questions was 86 percent or greater. Half of the 99 providers represented by the survey responses received only positive feedback. Across the survey items, the number of providers with solely positive feedback ranged from 70 to 85. Only five providers received negative responses on more than 25 percent of the survey items.

<b>Percentage of Negative Responses (disagree or strongly disagree)</b>	<b>Number</b>	<b>Percent</b>
0%	50	50.5
1%-10%	38	38.4
11%-25%	6	6.1
26%-50%	2	2.0
51%-75%	2	2.0
76%-100%	1	1.0
<b>Total</b>	<b>99</b>	<b>100.0</b>

The areas where Title I Directors perceived providers were the weakest included beginning services for students in a timely manner and submitting invoices for services in a timely manner. Response to survey items and directors' comments both provide evidence that some providers need improvement in these areas. Also, these are the two areas in which the largest number of providers received negative feedback (25 and 29 providers, respectively).

The two items most supported by directors were that providers only submitted invoices for services rendered and providers developed goals for each student. This was true for 85 of the 99 providers. Also, directors who conducted monitoring visits where they observed instruction noted that providers were very good at giving positive reinforcement to each student.

Only one-third of the respondents said they conducted a monitoring visit for a given provider and only 28 percent observed instruction. However, 71 of the 99 providers received at least one monitoring visit and 63 providers were observed delivering instruction. Comments revealed that on-line and other in-home providers were less likely to receive monitoring visits. Monitoring was attempted through document review or interviews with parents for these providers.

Negative or mixed comments were recorded for less than half of the providers (42.4%).

## Findings from Parent Survey

Parents of students receiving SES returned 2,143 surveys. The parents responded to questions about 72 SES providers who had provided services in 48 school systems. A total of 313 parents (14.6%) returned a survey in Spanish. Parents responded to 12 questions about the quality, compliance, and impact of tutoring. They also provided demographic data about their children, information about the type and location of tutoring, and commented on what they liked best and what they liked least about their child's SES tutoring experience.

The student demographic data are displayed in the following tables. Most survey participants (64.6%) were parents of middle school students. Elementary and primary parents accounted for 22.6 percent of the responses, while high school parents accounted for 10.0 percent of the responses. Compared to actual enrollment figures for SES, elementary parents are slightly over-represented in the survey and middle school and high school parents are slightly under-represented. Overall, parents of 21.7 percent of SES students returned a survey.

Grade Level	Parent Survey Returns		Actual Enrollment	
	Number of Parents	Percent of Total	Number Of Students	Percent of Total
Primary (K-2 <sup>nd</sup> )	214	10.0	707	7.2
Elementary School (3 <sup>rd</sup> -5 <sup>th</sup> )	271	12.6	829	8.4
Middle Grades (6 <sup>th</sup> -8 <sup>th</sup> )	1,384	64.6	6,769	68.7
High School (9 <sup>th</sup> -12 <sup>th</sup> )	214	10.0	1,532	15.5
No response	60	2.8	17	.2
<b>Total</b>	<b>2,143</b>	<b>100.0</b>	<b>9,854</b>	<b>100.0</b>

Three out of five parents indicated their children received tutoring in more than one subject area. The majority of parents (79.8%) said SES tutoring included instruction in math. Over half (52.6%) of the students were tutored in reading. English/ language arts was identified by parents as an area of tutoring for less than one-third (28.6%) of the students. Occasionally parents said tutoring also included science and/or social studies.

Subject of SES Tutoring (N = 2,143)	Number of Parents	Percent of Total
Math	1,710	79.8
Reading	1,128	52.6
English/ Language Arts	613	28.6
Other (including science, social studies, writing, etc)	73	3.4
No Response	108	5.0

Parent responses represented more students who were female (52.4%) than male (45.5%). Parents most frequently said their children were black (67.8%), English was the child's native language (83.8%), and the child did not receive special education services (70.9%). Hispanic students were represented by 18.1 percent of the respondents and white students by 8.3 percent.

<b>Gender (N = 2,143)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
Male	976	45.5
Female	1,124	52.4
No Response	43	2.0

<b>Ethnicity/Race (N = 2,143)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
Asian-Pacific	26	1.2
Black	1,452	67.8
Hispanic	388	18.1
Native American	9	0.4
White	178	8.3
Multi-Racial	41	1.9
No Response	49	2.3

<b>English as Native Language (N = 2,143)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
Yes	1,796	83.8
No	318	14.8
No Response	29	1.4

<b>Student is receiving Special Education Services (N = 2,143)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
Yes	543	25.3
No	1,519	70.9
No Response	81	3.8

According to the responding parents, tutoring occurred most often at home (39.6%) or at school (31.5%). One in four students went to another location for tutoring, and a few parents said tutoring had taken place at multiple locations. Twice as many parents said their children received instruction as part of a small group (44.2%) than said the instruction was provided on-line (20.2%). Further analysis reveals that if a child received tutoring in the home, it was most likely to be on-line or one-on-one with a tutor. At school, tutoring was likely in a small group or provided in multiple formats. See Appendix D for complete data on relationship of type of tutoring and tutoring location.

<b>Location of Tutoring (N = 2,143)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
At Home	848	39.6
At School	674	31.5
Another Location	551	25.7
Multiple Locations Selected	31	1.4
No Response	39	1.8

Type of Tutoring (N = 2,143)	Number of Parents	Percent of Total
Small Group Tutoring	948	44.2
One-on-One Tutoring	625	29.2
On-line/computer	433	20.2
Multiple Types Selected	61	2.8
No Response	76	3.5

The majority of children (54.2%) spend 2 to 3 hours in tutoring per week according to the parents. Less than one-fourth of the parents report their children receiving tutoring 4 or more hours per week. Parents occasionally recorded other responses such as "my child can go on-line for tutoring at anytime," or the time spent varied from week to week, or the total tutoring time was limited to a few hours. These responses are categorized as "other" in the following table.

Hours per Week (N = 2,143)	Number of Parents	Percent of Total
1 hour	241	11.2
1.5 hours	44	2.1
2 hours	669	31.2
3 hours	493	23.0
4 hours	347	16.2
5 hours	99	4.6
6 hours	51	2.4
Other	132	6.2
No response	67	3.1

Almost one-half (49.8%) of the responding parents said they received assistance from the school in selecting a SES provider for their child. Most other parents either attended a provider's fair (17.1%) or relied on someone else's recommendation (11.3%).

How service was selected (N = 2,143)	Number of Parents	Percent of Total
Attended a Provider's Fair	366	17.1
Child recommended	113	5.3
Someone else recommended	242	11.3
Received assistance from the school	1068	49.8
Other	152	7.1
Combination of choices	53	2.5
No Response	149	7.0

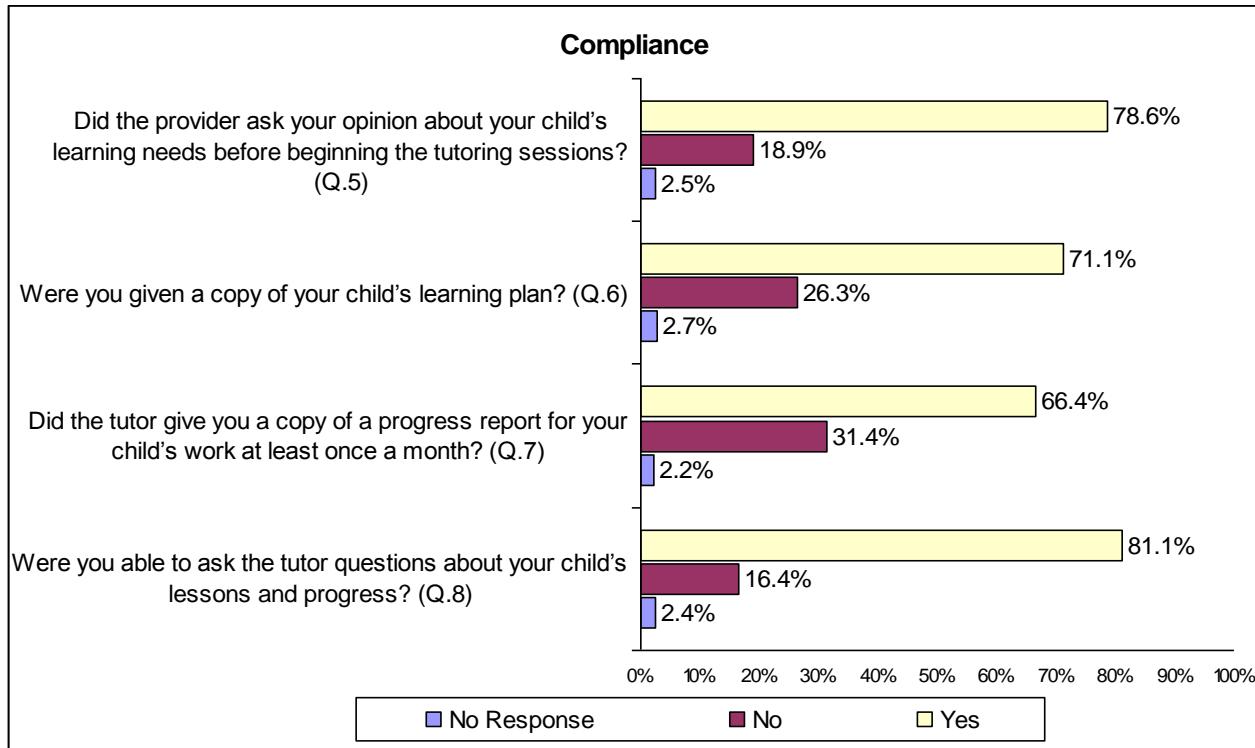
## Compliance

To facilitate discussion of the 12 survey questions, they have been grouped into the areas of compliance, impact, and satisfaction. Four questions addressed provider compliance and focused primarily on the provider's interaction with parents. These survey items help answer

the following compliance question in this evaluation: *To what extent did the SES provider do what it was required to do by federal legislation on SES?*

Overall, parents reported SES providers did a good job of complying with the NCLB guidelines. Approximately 4 out of 5 parents said they had input about their children's learning needs before the tutoring began and that they could ask the tutor questions about the lessons. Parents were slightly less affirmative when asked if they received a copy of the learning plan, but the majority (71.1%) said they did. Fewer parents (66.4%) reported receiving a progress report from the tutor on a monthly basis.

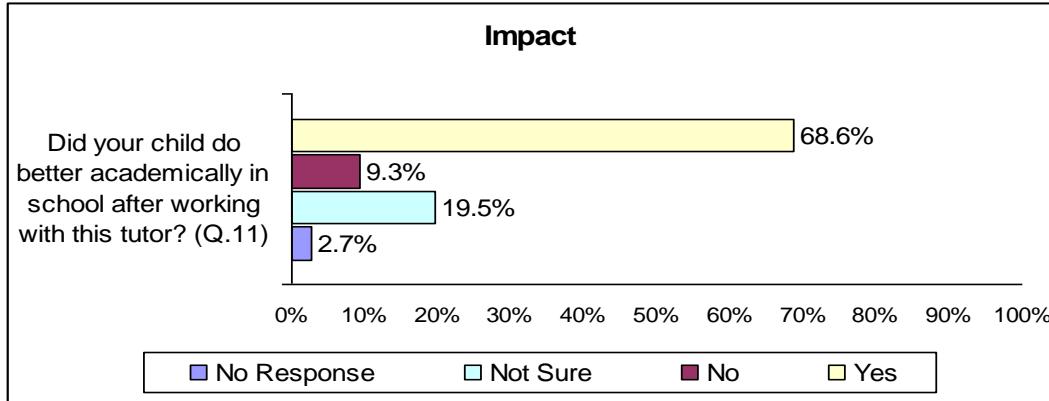
<b>Survey Items on Provider Compliance (N = 2,143)</b>	<b>Yes</b>	<b>No</b>	<b>No Response</b>
Did the provider ask your opinion about your child's learning needs before beginning the tutoring sessions? (Q.5)	1,685 78.6%	405 18.9%	53 2.5%
Were you given a copy of your child's learning plan? (Q.6)	1,523 71.1%	563 26.3%	57 2.7%
Did the tutor give you a copy of a progress report for your child's work at least once a month? (Q.7)	1,424 66.4%	672 31.4%	47 2.2%
Were you able to ask the tutor questions about your child's lessons and progress? (Q.8)	1,739 81.1%	352 16.4%	52 2.4%



## Impact

Parents answered one question regarding impact of SES services on their students: *Did your child do better academically in school after working with this tutor?* The majority of the parents (68.6%) did say yes but quite a few (19.5%) said they were *not sure*. Only 9.3 percent responded *no*.

Survey Item on SES Impact (N = 2,143)	Yes	No	Not Sure	No Response
Did your child do better academically in school after working with this tutor? (Q.11)	1,470 68.6%	199 9.3%	417 19.5%	57 2.7%

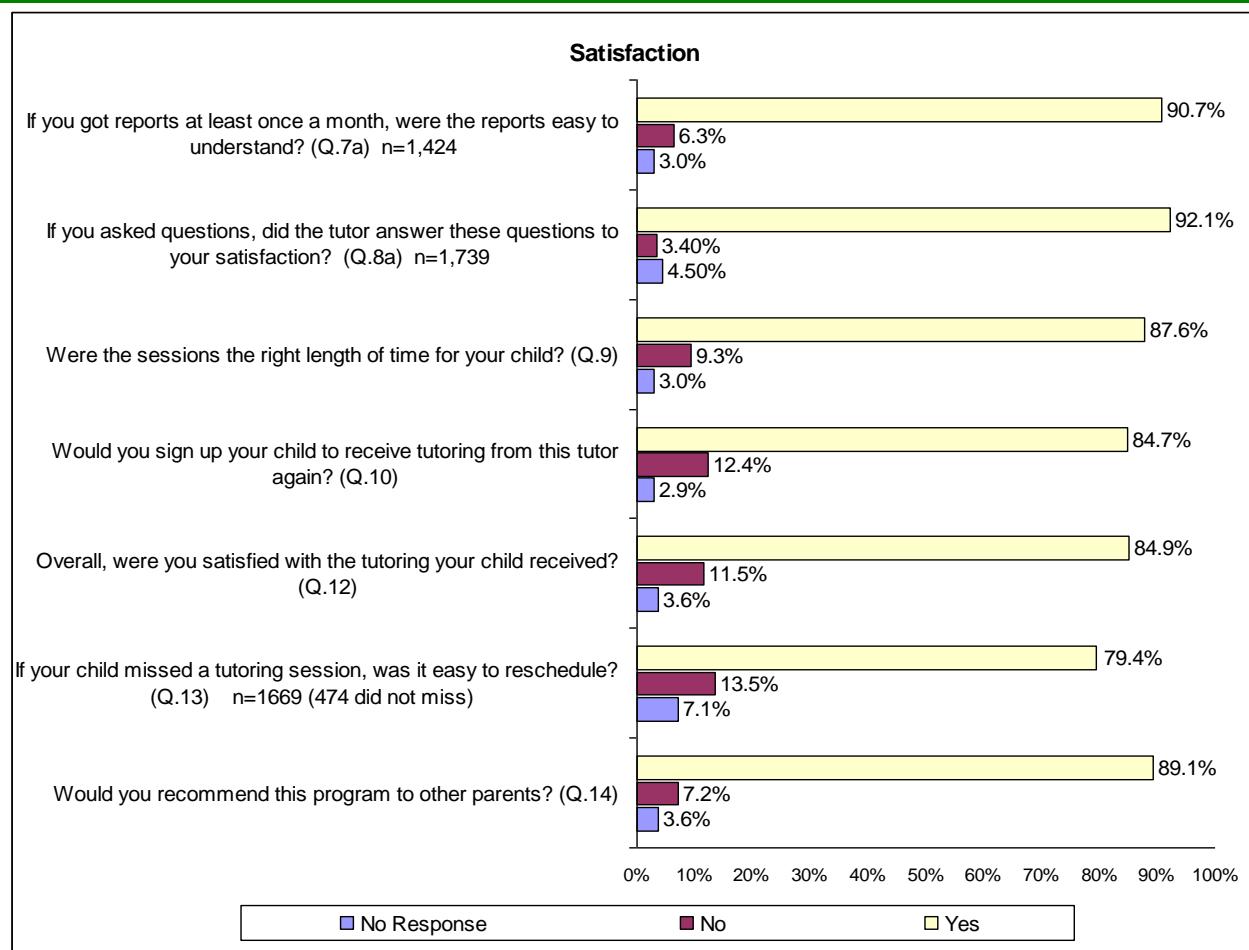


## Satisfaction

Seven questions on the survey probed issues related to parent satisfaction with SES and the providers. These survey items addressed the following satisfaction question in the evaluation: *How pleased are SES recipients with the quality, type, and delivery of SES by providers?*

Parents were asked to provide further feedback on the monthly progress reports if they received them. Two-thirds of the parents said they got progress reports once a month (Q7), and of these parents almost all (90.7%) said the reports were easy to understand. Likewise, most of the 81.1 percent of the parents who said they were able to ask the tutor questions, agreed (92.1%) that the tutor provided satisfactory answers. Most parents were satisfied with the length of the tutoring sessions (87.6%) and a similar number said they would sign their child up to use the same tutor again (84.7%). Over the course of the tutoring, approximately 8 out of 10 students (1,669) missed a session and needed to reschedule. Most (79.4%) of the parents of the students who needed to reschedule said that it was easy to do so. Overall, 84.9 percent of the parents said they were satisfied with the tutoring their children received and 89.1 percent said they would recommend the SES program to other parents. The response pattern to these questions indicates a high degree of parent satisfaction with the SES program. Only three of the questions had more than 10 percent of the parents record a response indicating dissatisfaction.

<b>Survey Items on Satisfaction with SES (N = 2,143)</b>	<b>Yes</b>	<b>No</b>	<b>No Response</b>
If you got (progress) reports at least once a month, were the reports easy to understand? (Q.7a) <i>n= yes responses to Q. 7 (1,424)</i>	1,291 90.7%	90 6.3%	43 3.0%
If you asked questions, did the tutor answer these questions to your satisfaction? (Q.8a) <i>n= yes responses to Q. 8 (1,739)</i>	1,601 92.1%	59 3.4%	79 4.5%
Were the sessions the right length of time for your child? (Q.9)	1,878 87.6%	200 9.3%	65 3.0%
Would you sign up your child to receive tutoring from this tutor again? (Q.10)	1,816 84.7%	265 12.4%	62 2.9%
Overall, were you satisfied with the tutoring your child received? (Q.12)	1,819 84.9%	246 11.5%	78 3.6%
If your child missed a tutoring session, was it easy to reschedule? (Q.13) <i>n=1,669</i> <i>(474 parents said their child did not miss a tutoring session)</i>	1,325 79.4%	225 13.5%	119 7.1%
Would you recommend this program to other parents? (Q.14)	1,910 89.1%	155 7.2%	78 3.6%



## **What Parents Liked Best and Least About Tutoring**

Parents completing the survey had the opportunity to respond to two open-ended questions; one asked what parents liked best about their child's tutoring experience, and the other asked what parents liked least. A total of 1,539 parents (71.8%) recorded a response about what they liked best about tutoring. Fewer parents (41.3%) responded to the question asking what they liked least.

<b>Open-Ended Response Rate (N=2,143)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
What did you like <b>best</b> about your child's tutoring experience?	1,539	71.8
What did you like <b>least</b> about your child's tutoring experience?	885	41.3

The categories used to present the finding from the open-ended questions emerged as the comments were analyzed. The percentages presented in the following tables are based on the actual number of parents responding to the questions, and not the total survey respondents. Some comments were coded in multiple categories.

### **Liked Best**

The most common theme in parent comments about what they liked best about their child's tutoring experience described how students learned and gained confidence. Comments from 17.6 percent of the parents were in this category. A similar theme was evidenced by comments that said specifically that a child's grades in school improved. An additional 7.4 percent of parents made this observation.

*There is improvement in the learning habit. I have observed strong desire to complete school assignment. Reading has improved.*

*That it really help her to do better in school.*

*She learn more than she thought she could.*

*She felt more confident when it came time for her testing for her overall grades.*

*Learning that he can do it if given opportunity.*

*Her grades went up and she stayed focused.*

*All her grades went up one letter grade ALL CLASSES*

*Improvement of her grades overall.*

Almost equal numbers of parents chose to compliment some characteristic of the tutor (14.5%) and/or liked the location or other logistical features of the tutoring (14.4%). Parents described tutors as being patient, caring, friendly, and professional. Logistics, such as when and where tutoring was available, mattered to the parents. Comments were made about the convenience of the tutoring occurring in the home either one-on-one with a tutor, or on-line.

*She (the tutor) is a very good motivator.*

*He was very patient with my son and spent a lot of time explaining the subject. Convenient pick up and drop offs, she learned and enjoyed it, ass't. director seemed like she really cared.*

*It was a friendly atmosphere.*

*He got to choose his own hours.*

*In home - convenient.*

*I was proud to know he would have transportation*

*Location & hours scheduled for tutoring session*

One in ten of the parents provided a generic statement that tutoring was helpful, but did not elaborate as to how it helped. Some parents (7.9%) liked that the instruction was individualized to the needs of the child. Similarly, 7.8 percent of the parents said their child got the help they needed and could ask questions and have those questions answered.

*1 on 1 attention*

*I really liked the individual assistance my son received.*

*It was one on one & they understood his needs from his point of view as well as theirs.*

*The small group sizes that allowed for more one-on-one activity when needed.*

*He was able to ask questions in a private setting and get the answer other than in a class of 20-25 students.*

*The tutor was sensitive to the needs of the child.*

A few parents (70) made statements that related to how the tutor delivered the instruction such as providing multiple approaches for solving problems, teaching small amounts of material at a time, and frequently checking for understanding.

*Her teaching skills, breaking down so the child could understand, did not push the child, was very patient, showed a lot of concern, was very interested in child's learning.*

*She taught the method that made learning easier.*

*That the tutor tried different methods of teaching him.*

Parents of 46 students commented about the pace of the instruction and the fact that their child had appropriate time to complete tasks. Many of the comments about the pacing of the instruction referred to on-line tutoring.

*Able to work at own pace in the comfort of our home when she chose to work. Given the hours & was able to check progress on line.*

*The best about on-line tutoring was working at your own pace as often as you liked, and repeat sessions.*

*The on-line tutoring is self-paced, easier for him to understand.*

Some parents (88) identified a specific subject or activity they appreciated being part of tutoring, such as reading or math, or they liked that tutoring related to what children were doing at school.

*Being able to read passage and understand the main idea. Context clues*

*I like that it reinforced what was being taught in class as well as some computer skills. It is a wonderful program.*

*What I liked the most was that the teacher taught her to speak and read big words.*

Almost 5 percent of the parents were most impressed by the fact that their child enjoyed the experience and had fun learning.

*He was always excited about going & also the sessions.*

*Her enthusiasm after attending tutoring*

*It helped him enjoy learning.*

*I've never seen my son so excited to learn.*

*The instructor [Name] made it a fun learning experience instead of it being a stressful & tension environment.*

A few (52) parents included comments about the good communication that occurred between the parents and the tutors. Parents appreciated being kept informed.

*I like when I was able to ask the teacher questions about my son.*

*I was able to question the tutor as often as I liked and at one time I was able to view the tutor and my child working together.*

*The monthly reports and the telephone calls every week to let me know about my daughter's day in math!!*

About 6 percent of the comments related to either liking the on-line tutoring option, the rewards students earned (including computers), or the fact that tutoring was provided to their child at no charge to the parent.

*Having his chance of gaining a LAPTOP*

*Receiving computer after completing tutorial*

*Rewards, laptop, gift cards, daily reinforced learning*

*The reward program that help him strive to complete the tutoring hours each week.*

*We liked best that it was free (Not everyone can afford private tutors), this is a great program for people in financial problems. And even though it was free she received a quality tutoring.*

The remaining comments were either that the parents just liked everything about the tutoring experience (3.6%) or were negative observations (1.8%). The following table shows the frequency and percentage of comments by category.

<b>Categories – Liked Best (N = 1,539)</b>	<b>Number of Parents</b>	<b>Percent of Total</b>
Learned/ greater confidence/ attitude	271	17.6
Liked tutor	223	14.5
Liked location/ other logistics	221	14.4
Tutoring helpful (generic statement)	159	10.3
Liked that it was individualized	121	7.9
Got needed help/ could ask questions	120	7.8
Child's grades improved	114	7.4
Specific subject/ activity/ relationship to school	88	5.7
More engaging / fun /student likes it	74	4.8
Method of instruction	70	4.5
Liked everything	56	3.6
Tutors communicated with parents	52	3.4
Work schedule/ pace / time for task	46	3.0
Liked computer/ on-line	46	3.0
Prizes/ incentives	33	2.1
The fact that tutoring was free	11	0.7
Negative comment	27	1.8

### **Liked Least**

Only about one-third of the parents (730, 34.1%) completing a survey provided a comment about what they liked least about tutoring. In fact, 155 other parents wrote specifically that they did not have any complaints about the tutoring. In 22.2% of the 730 comments, parents were not dissatisfied with the tutoring that was provided, but said the tutoring hours provided for their children were not sufficient.

*All was very good, but I would have liked more time.*

*Did not last long enough. It should have lasted all year long.*

*Not enough time - started too late. Should start at the beginning of the school year.*

*The program was too short and the time was late. However, it was a wonderful program.*

In the other comments about what was liked least about tutoring, less than 12 percent of the parents responding provided comments that were grouped in a single category. Sixteen categories were evident with 13 to 83 parents commenting on a single category theme. Almost equal numbers of parents complained about their child's tutor (11.4%), stated problems related to computer usage (11.0%), or had logistical concerns (11.0%). Tutor concerns related to tutors not coming on time, leaving early, canceling session, or being distracted during the sessions. Another concern of some parents was the fact that their child had multiple tutors.

*At times the tutor did not come when she was supposed to be there.*

*I was never contacted to say that she would not be giving my son more tutoring and I did not like the irresponsibility from the three tutors who had my son.*

*That they changed the tutor 3 times.*

*The instructors canceled quite often.*

*The tutor did not have patience with the boy.*

Parents who wrote comments about computers referenced technical difficulties such as computers not working and having to be replaced multiple times, slow start-ups, and timing out. Some also stated that it was difficult to get technical support. Logistical concerns of the parents included having to drive to tutoring or not being satisfied with the day and/or time of the tutoring sessions, particularly when it occurred during the weekend. A few parents noted problems with the tutoring site.

*The drive! with gas prices!*

*Was not allowed to tutor on site at Middle School*

*At that location - It appears they need space. It is crowded on Sat. & it may be a distraction.*

*I did not enjoy the 70 miles on the 2 days I carried her, but it was worth it to help her.*

*I did not like the tutoring in my own home. I prefer to take her to an instructional center.*

Some parents (9.9%) expressed general dissatisfaction with the level of communication they had with the tutors, while other parents specifically complained about not knowing their child's work plan and not receiving progress reports (5.1%). Some of these parents said it was difficult to speak with someone when their child had problems associated with working on-line. Others said they left messages that were never returned, never spoke with tutors, and were not informed when the tutoring was to begin and when it ended. Some of these parents had the expectation that the school would be informed and consulted about learning needs, and were disappointed that communication did not occur at that level.

*I had no contact with his tutor & didn't get any progress reports or feedback on what he was doing.*

*I think it was a challenge to get in touch with someone when I had a question.*

*Never talked to the tutor: only individuals in charge of program. Didn't know could reschedule when he was sick. Tutor not informing/contacting parent about child's progress. Was never told I would receive progress reports, etc.*

*The people at [SES Provider] were hard to get in contact, and didn't return calls in a timely manner.*

*Tutor got no info from school, would have been nice if school kept him informed.*

*All the details were not explained when we first got into the program so we had to figure out things on our own.*

*I was never able to get a copy of the progress report, even after I asked several times. All I got was empty promises.*

*What I liked least was that the tutor never showed me a plan [on] how he was going to tutor my daughter and the little communication the tutor and her teachers had...*

Overall, only 35 parents (4.8%) said their child did not improve or had limited improvement as a result of tutoring. The few comments noted that grades did not change, the child did not progress and was still behind, or the help received was not sufficient to make much of a difference. About the same number of parents made comments related to different reasons why a child may not have progressed, such as not getting their questions answered or the tutoring was not individualized for the needs of the child.

*I do not feel that her needs and lack of understanding were addressed & met. Lack of 1 on 1 tutoring.*

*If anything was missed, there was no explanation or help to figure out why he missed it. It was unstructured and unproductive.*

Some parents complained about how the tutor worked with the child, for instance just doing word games or the sessions being too fast or too repetitive. Other complaints were that lessons were too hard or too easy or that the tutoring did not match the child's schoolwork. A very few parents (less than 20) commented that the tutoring was not engaging enough, was too much work for their child in addition to school, or their child was bored. Only 13 out of 730 parents who responded to this question chose to add a negative comment related to program incentives. These parents most often said their child did not get what they were promised, e.g., computer, tennis shoes, gift cards. Categories of what the parents said they liked least about SES tutoring are displayed in the following table.

<b>Categories – Liked Least (N = 730)</b>	<b>Number of Parents</b>	<b>Percent of Parents</b>
Tutoring not long enough; limited contract	162	22.2
Tutor- complaints	83	11.4
Computer issues	80	11.0
Logistical issues, e.g., location. transportation	80	11.0
Poor/ no communication	72	9.9
Limited feedback on progress	37	5.1
Student did not improve/ limited improvement	35	4.8
Questions not answered/ help not provided	34	4.7
Method of working with child	33	4.5
Not individualized enough	28	3.8
Specific tasks; didn't match schoolwork	27	3.7
Need other subject area help	26	3.6
Length of session/ slow startup time	23	3.2
Too hard/ too easy	19	2.6
Too much work/ tutoring in general	18	2.5
Not engaging for child	13	1.8
Incentive related	13	1.8

## **Summary of Parent Survey Data**

Parents reported high levels of satisfaction with tutoring services; between 79.4 and 92.1 percent agreed with each of the seven items measuring satisfaction. They also reported that providers complied with their responsibilities for the most part, however almost one in three parents said they did not receive a copy of a progress report for their child on a monthly basis.

The majority of the parents also agreed with the item concerning the impact of tutoring on academic success at school. However, almost one in five parents was not sure of the impact. Parents were generally very positive about the SES experience, with the majority of the parents agreeing with all survey items. The level of agreement was greater than 78 percent on nine of the 12 survey items.

Parents were more likely to say what they liked best about tutoring rather than identifying a negative. Parents most frequently said what they liked best about tutoring was that their child learned the subject and had greater confidence. In response to what they liked least, the largest group of parents said the tutoring did not last long enough.

## Findings from Student Survey

Middle school and high school students receiving SES during the 2007-2008 school year returned 2,706 student surveys. Student surveys represented 83 different SES providers in 43 schools systems. The number of middle school and high school students reported by Title I directors as receiving SES was 8,335, so the survey return rate was 32.5 percent.

Students responded to 12 questions on the survey, provided demographic data, and described specifics about the tutoring including the location, type, number of hours of service per week, and how the tutoring provider was selected. Students also commented on what they liked best and least about the tutoring experience.

Demographic data are displayed in the following tables. Approximately 86 percent of the student surveys were completed by middle school students, with the rest completed by high school students. The proportion of middle school to high school students reflected in survey results is comparable to the actual population of SES students in 2007-08, where 81 percent of the students in grades 6-12 were in middle school. Middle school students were slightly over represented by student surveys and high school students slightly under represented.

<b>Student's Grade</b>	<b>Student Survey Returns</b>		<b>Actual SES Enrollment</b>	
	<b>Number of Students</b>	<b>Percent of Total</b>	<b>Number of Students</b>	<b>Percent of Total</b>
6 <sup>th</sup>	884	32.7	2,489	29.9
7 <sup>th</sup>	723	26.7	2,203	26.4
8 <sup>th</sup>	711	26.3	2,111	25.3
<b>Middle School Total</b>	<b>2,318</b>	<b>85.7</b>	<b>6,803</b>	<b>81.6</b>
9 <sup>th</sup>	106	3.9	509	6.1
10 <sup>th</sup>	73	2.7	383	4.6
11 <sup>th</sup>	90	3.3	358	4.3
12 <sup>th</sup>	85	3.1	282	3.4
<b>High School Total</b>	<b>354</b>	<b>13.1</b>	<b>1,532</b>	<b>18.4</b>
No Response	34	1.3	--	--
<b>Total</b>	<b>2,706</b>	<b>100.0</b>	--	--

Almost half of the students identified more than one subject area of tutoring. The greatest percentage of students (82.7%) received tutoring in math. Reading was the next most selected subject area of tutoring (43.8%), and then English/language arts (31.7%). At least one in ten students identified additional subject areas such as science, social studies, or writing.

<b>Subject of SES Tutoring</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Math	2,238	82.7
Reading	1,185	43.8

<b>Subject of SES Tutoring</b>	<b>Number of Students</b>	<b>Percent of Total</b>
English/ Language Arts	858	31.7
Other (including science, social studies, writing, etc)	323	11.9
No Response	110	4.1

Slightly more females (51.6%) than males (47.0%) responded to the survey. The majority (71.4%) of the students responding were black. Hispanic students, the second highest response group, accounted for 13.7 percent of the survey respondents in 2007-08. In 2006-07, only 8.5 percent of the respondents were Hispanic. A similar pattern is evident in the data on the native language question where this year 13.1 percent of the students said English is not their native language, compared to 9.7 percent last year. Almost one in four students (23.2%) said they received special education services.

<b>Gender (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Male	1,272	47.0
Female	1,397	51.6
No Response	37	1.4

<b>Ethnicity/Race (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Asian-Pacific	35	1.3
Black	1,931	71.4
Hispanic	371	13.7
Native American	23	0.8
White	207	7.6
Multi-Racial	97	3.6
No Response	42	1.6

<b>English as Native Language (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Yes	2,312	85.4
No	354	13.1
No Response	40	1.5

<b>Student is receiving Special Education Services (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Yes	629	23.2
No	1,964	72.6
No Response	113	4.2

Three questions were added to the survey in 2007-08 in order to collect more specific information about the structure of the tutoring experience. These items asked students where they received tutoring, the delivery method, and the number of hours of tutoring per week. The most frequently identified location of SES services was in the students' homes (41.6%). Almost equal numbers of students report tutoring occurring at school (28.1%) or at another location (27.4%). The most frequently identified delivery method for tutoring was in a small group (41.9%). A cross tabulation analysis of the data for tutoring location and tutoring type reveal that most small group tutoring occurs at school or another location and that 85 percent of on-line

tutoring and 69 percent of one-on-one tutoring occurs in the student's home. See Appendix E for complete data on relationship of type of tutoring and tutoring location.

<b>Location of Tutoring (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
At Home	1,127	41.6
At School	761	28.1
Another Location	741	27.4
Multiple Locations Selected	47	1.7
No Response	30	1.1

<b>Type of Tutoring (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
On-line/computer	591	21.8
One-on-One Tutoring	828	30.6
Small Group Tutoring	1,133	41.9
Multiple Types Selected	97	3.6
No Response	57	2.1

About half of the students said they received either two or three hours of tutoring per week. Students who had one-on-one or small group tutoring were more likely to say they participated two hours a week, while students using on-line tutoring were more likely to report three hours of tutoring per week. The next most frequent response for time spent in tutoring was one hour per week, reported by 16.9 percent of the students. The majority of the students who identified responses coded as "other" was working on-line and said the time spent tutoring varied and was at their discretion. See Appendix E for full data on the relationship between the number of hours of tutoring and type of tutoring.

<b>Hours per Week (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
1 hour	456	16.9
1.5 hours	44	1.6
2 hours	939	34.7
3 hours	562	20.8
4 hours	317	11.7
5 hours	106	3.9
6 hours	42	1.6
Other	179	6.6
No response	61	2.3

According to students, parents most frequently recommended the SES provider selected (40.2%). However, nearly as many students said they received assistance from the school in choosing the provider (35.9%). Attending a Providers' Fair only influenced the selection decision for 13.3 percent of the students. A few students (170, 6.3%) said they based their choice of a provider on several of the selection options. The following table displays all selections made by the students; and because some students identified multiple methods of choosing a tutor, the total of percentages will be greater than 100 percent.

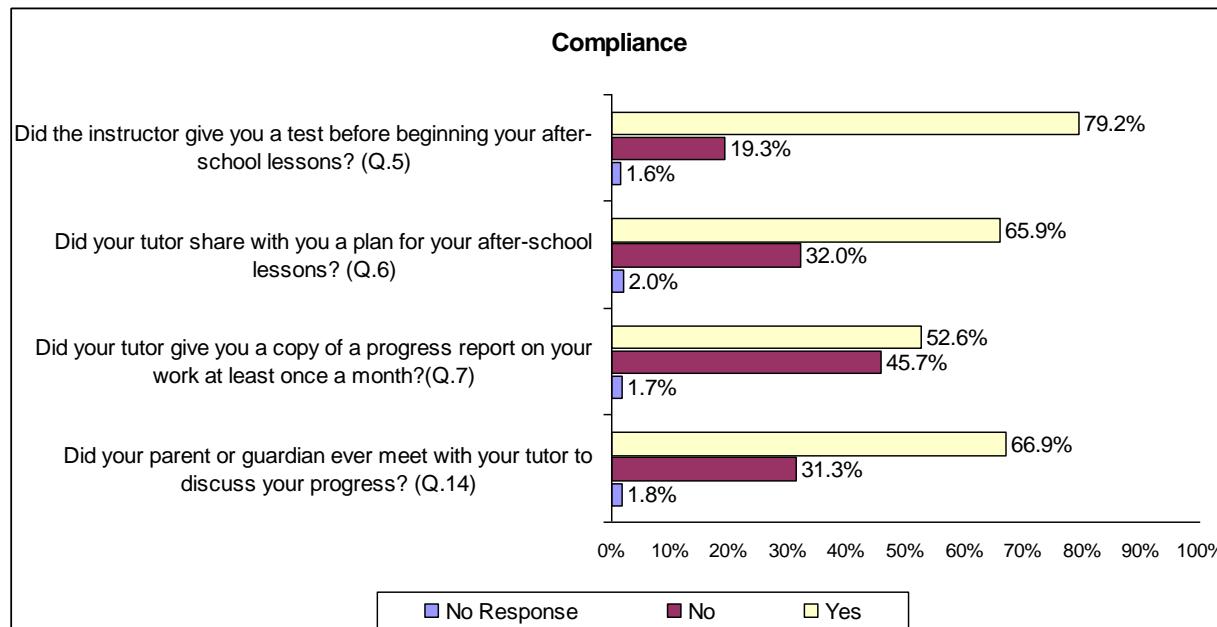
Selecting Tutoring Service (N = 2,706)	Number of Students	Percent of Total
Parent recommended	1,089	40.2
Attended a Providers' Fair	361	13.3
Another student recommended	114	4.2
Received assistance from school	971	35.9
Other	126	4.7
No response	153	5.7

## Compliance

Like the parent survey, questions on the student survey were grouped into three areas: compliance, impact, and satisfaction. Four questions addressed issues of provider compliance with SES requirements. These survey items address the following compliance question in this evaluation: *To what extent did the provider do what he/she was required to do by federal legislation on SES?*

The table below shows student responses to the compliance questions. Almost all of the students responded to these questions. Positive responses to the questions, indicating compliance with service delivery as required by NCLB, ranged from 53 percent to 79 percent. About 4 out of 5 students (79.2%) indicated that the instructor had administered a test before beginning the after-school lessons. Even though instructors are supposed to share a plan with the student for the after-school lessons, 867 students (32.0%) indicated they had not seen a plan. A little more than half (52.6%) of the students said they were given a copy of a progress report at least once a month. Two-thirds of the students responded that their parent or guardian had met with their tutor to discuss student progress.

Survey Items on Compliance (N=2,706)	Yes	No	No Response
Did your tutor give you a test before beginning your after-school lessons? (Q.5)	2,142 79.2%	521 19.3%	43 1.6%
Did your tutor share with you a plan for your after-school lessons? (Q.6)	1,784 65.9%	867 32.0%	55 2.0%
Did your tutor give you a copy of a progress report on your work at least once a month? (Q.7)	1,424 52.6%	1,236 45.7%	46 1.7%
Did your parent or guardian ever meet with your tutor to discuss your progress? (Q.14)	1,811 66.9%	847 31.3%	48 1.8%



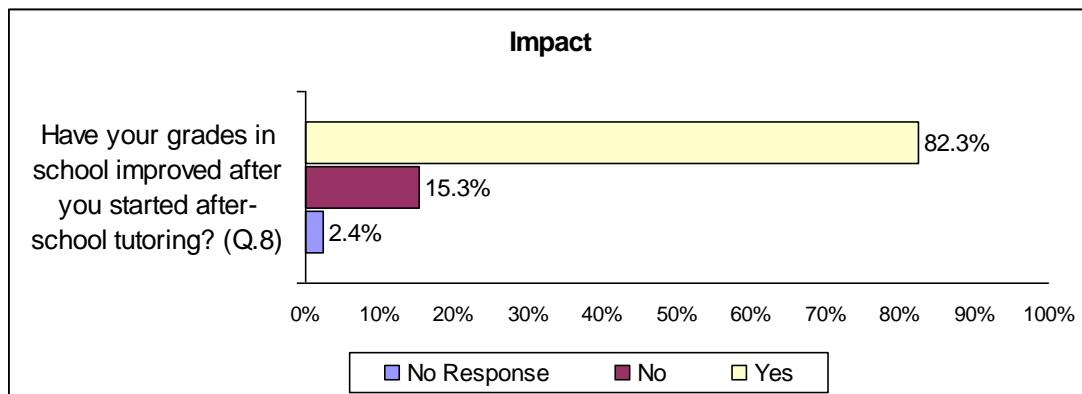
The student responses to the compliance questions were also analyzed by the type of tutoring the student received to identify if there were differences. For this discussion the students who did not identify a type of tutoring, or students who identified multiple types of tutoring, are excluded. The following table presents the percentage of students receiving each type of tutoring who responded “yes” to the compliance question. The students doing on-line tutoring were less likely to say they completed a test prior to beginning tutoring lessons than were those students who worked in a small group or one-on-one with a tutor. The students who received small group tutoring responded yes more frequently than the students receiving the other types of tutoring when asked if the tutor shared a plan for the lessons and when asked if the tutor provided a copy of a progress report at least once a month. Based on the student responses, parents of students receiving one-on-one tutoring are much more likely to meet with the tutors to discuss progress than are parents whose students participate in small group or on-line tutoring. However, the one-on-one tutors are less likely than the other tutors to give students a copy of a progress report.

Compliance Questions	Small Group “Yes”	One-on-One “Yes”	On-line/computer “Yes”	All Types “Yes”
Did your tutor give you a test before beginning your after-school lessons? (Q.5)	83.8%	87.8%	58.5%	79.2%
Did your tutor share with you a plan for your after-school lessons? (Q.6)	70.2%	68.4%	52.6%	65.9%
Did your tutor give you a copy of a progress report on your work at least once a month? (Q.7)	58.5%	43.8%	51.1%	52.6%
Did your parent or guardian ever meet with your tutor to discuss your progress? (Q.14)	59.6%	87.1%	50.4%	66.9%

## **Impact**

Students responded to one question regarding the impact of SES tutoring on their regular school experiences. When asked if their grades improved after beginning tutoring, 82.3 percent of the students said "yes". An examination by the type of tutoring shows that 78.2 percent of the students doing on-line tutoring said their grades improved, compared to 82.6 percent of students participating in one-on-one tutoring and 84.2 percent of students doing small group tutoring. Sixty-five students (2.4%) did not respond, more than for any of the other customer service questions.

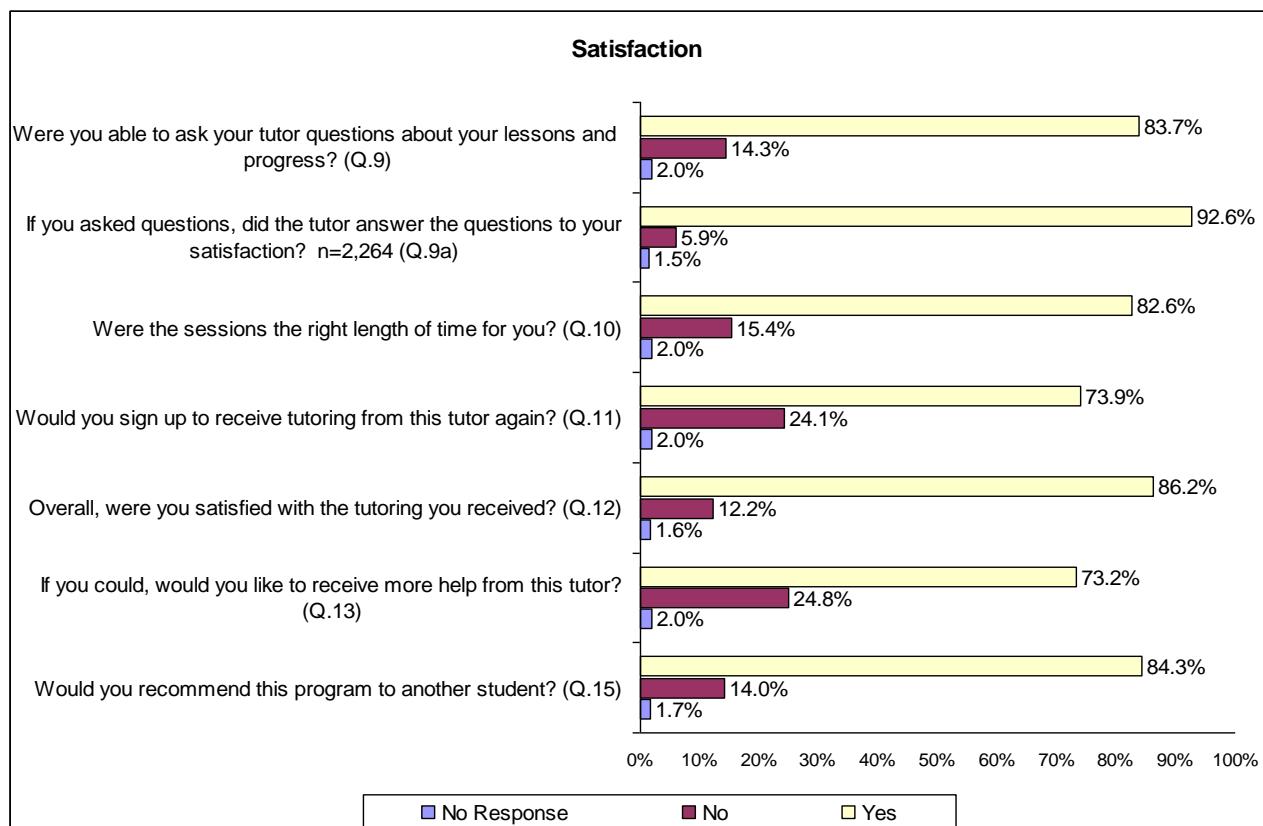
<b>Survey Items on Impact</b>	<b>Yes</b>	<b>No</b>	<b>No Response</b>
Have your grades in school improved after you started after-school tutoring? (Q.8)	2,226 82.3%	415 15.3%	65 2.4%
<b>Response by Type of Tutoring</b>			
Small Group (n=1,133)	84.2%	13.6%	2.2%
One-on-one (n=828)	82.6%	16.8%	.6%
On-line/ computer (n=591)	78.2%	18.1%	3.7%



## **Satisfaction**

Students were asked seven questions about their satisfaction with the SES experience. The majority of student respondents indicated that they were satisfied. When asked if they were able to ask tutors questions about their lessons and progress, 83.7 percent of the students responded "yes." Out of the 2,264 students who said they could ask questions, 92.6 percent said their questions were satisfactorily answered. At least 8 out of 10 students (82.6%) thought their tutoring sessions were the appropriate length of time. Approximately three-fourths of the students said they would sign up to receive service from the same tutor again (73.9%) and that they would like to receive more help from the tutor (73.2%). When asked about overall satisfaction with the tutoring received, 86.2 percent of the students responded positively and 84.3 percent of the students said they would recommend their program to other students.

<b>Survey Items on Satisfaction</b> (N= 2,706)	<b>Yes</b>	<b>No</b>	<b>No Response</b>
Were you able to ask your tutor questions about your lessons and progress? (Q.9)	2,264 83.7%	388 14.3%	54 2.0%
<i>If you asked questions, did the tutor answer the questions to your satisfaction? (Q.9a) n="yes" responses to Q.9 (2,264)</i>	2,097 92.6%	133 5.9%	34 1.5%
Were the sessions the right length of time for you? (Q.10)	2,235 82.6%	417 15.4%	54 2.0%
Would you sign up to receive tutoring from this tutor again? (Q.11)	2,000 73.9%	653 24.1%	53 2.0%
Overall, were you satisfied with the tutoring you received? (Q.12)	2,332 86.2%	330 12.2%	44 1.6%
If you could, would you like to receive more help from this tutor? (Q.13)	1,980 73.2%	671 24.8%	55 2.0%
Would you recommend this program to another student? (Q.15)	2,281 84.3%	378 14.0%	47 1.7%



The satisfaction questions were also analyzed by the type of tutoring the students said they received. Students selecting multiple types of tutoring delivery and students who did not identify the type of deliver are not included in this discussion. Students who received small group

tutoring responded yes to all seven of the satisfaction questions at higher percentages than did the total group of student respondents. Overall, the group of students receiving on-line tutoring responded less positively than the total population of survey respondents to the questions related to satisfaction. Students who received one-on-one tutoring were less inclined to say they would sign up for the same tutor again than were the students who received group tutoring or on-line tutoring. Only 59.9 percent of the students who participated in on-line tutoring said they could ask their tutor questions, but those who responded yes mostly said their questions received answers. Over 90 percent of the students who received small group or one-on-one tutoring said they could ask questions, and over 93 percent said their questions were answered. Students who had small group tutoring were slightly more inclined than the other two groups to say that they would like to receive more help from the same tutor. Regardless of the tutoring type, at least 84 percent of the students said they would recommend the SES program to other students.

	<b>Small Group “Yes”</b>	<b>One-on-one “Yes”</b>	<b>On-line/computer “Yes”</b>	<b>All Types “Yes”</b>
Were you able to ask your tutor questions about your lessons and progress? (Q.9)	90.3%	91.8%	59.9%	83.7%
<i>If you asked questions, did the tutor answer the questions to your satisfaction? (Q.9a) n=“yes” responses to Q.9</i>	93.1%	93.8%	87.3%	92.6%
Were the sessions the right length of time for you? (Q.10)	83.9%	84.3%	77.2%	82.6%
Would you sign up to receive tutoring from this tutor again? (Q.11)	76.4%	69.9%	73.9%	73.9%
Overall, were you satisfied with the tutoring you received? (Q.12)	88.0%	87.0%	82.4%	86.2%
If you could, would you like to receive more help from this tutor? (Q.13)	76.4%	70.3%	70.7%	73.2%
Would you recommend this program to another student? (Q.15)	84.5%	84.9%	83.6%	84.3%

### **What Students Liked Best and Least about Tutoring**

Students completing the survey had the opportunity to respond to two open-ended questions; one asked what students liked best about the tutoring experience and the other asked what students liked least. A total of 2,181 students (80.6%) recorded a response about what they liked best about tutoring. Fewer students (52.0%) responded to the question asking what they liked least. Only 58 students (2.1%) recorded a response about what they liked least, but did not include a response for what they liked best. Some students (17.3%) chose not to respond to either question.

<b>Open-Ended Response Rate (N = 2,706)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
What did you like <b>best</b> about your tutoring experience?	2,181	80.6%
What did you like <b>least</b> about your tutoring experience?	1,408	52.0%

The categories used to present the finding from the open-ended questions emerged as the comments were analyzed. Researchers suspected that a few comments were likely recorded by parents rather than students, but could not accurately determine if this was the case. The decision was made to include all comments recorded on student surveys in the analysis. The percentages presented in the following tables are based on the actual number of students responding to the question, and not the total survey respondents. Some comments were coded in multiple categories.

### Liked Best

The largest group of students (20.0%) commented that what they liked best about tutoring was that they learned more, they had greater confidence, and/or their grades improved. Almost 4 percent of the students specifically referred to an improvement in their grades or a high stakes test result.

*My scores improve from a 498 to 513 on the Graduation Test.*

*It was good, I had lots of fun at tutoring! My grades went up because of it.*

*It brought a 74 up to a 91.*

*I learned more and I was ready for the regular school days.*

*What I like best about the tutoring is that I have more confidence when I take the test.*

Many students (14.9%) provided a generic statement that tutoring was helpful, but did not refer to any specific aspect of the tutoring. However, one in ten students (10.3%) identified a specific activity or subject area they liked best in their tutoring experience.

*I got extra help for the CRCT.*

*I like that it reinforces what is being taught in class and provides some computer skills. It is a wonderful program.*

*Multiplying fractions*

*She help me with my homework. When I read something I didn't understand she gave me a dictionary. I liked everything.*

Almost the same number of students (14.9%) provided comments about the methods of instruction used to engage them in the lessons and help them learn, as well as make the tutoring fun.

*Some trick in math that helped me a lot.*

*I like how she taught me different ways to solve problems and I like the math games we played.*

*They were hands on & they made things or taught me things in a good way to understand.*

*Step by step learning process*

*I had fun and learned at the same time.*

*Patience, they made learning fun for me and the small group was good.*

The other identified categories each represented less than 10 percent of the responses to what students liked best in tutoring, but do provide valuable insight to the tutoring experiences. Almost 10 percent of the students commented on the characteristics of the tutor or tutoring service.

*My teacher cared.*

*That she was nice, encouraging and made math easier.*

*The people that help you.*

A similar number of students (9.4%) liked that they got the help they needed and their questions were answered.

*Every time I didn't understand a assignment my tutor would put it in a way I could understand.*

*I can ask them any question and they will answer it very well, and they are very friendly and I learned a lot.*

*She answered all my questions.*

The incentives such as snacks and prizes were most important to 6 percent of the students.

*After working hard or after your session you get to go to the toy store and get toys.*

*Free laptop*

*The food and drinks*

*The free movie ticket*

A few students (4.1%) said they liked everything, and another 4.1 percent said they particularly liked the individualized, one-on-one help they received.

*Able to focus one on one every week with me*

*I was able to be myself around them, and I didn't have to share my teacher with anyone. Just one-on-one time.*

*The best thing that I liked about it was they asked what you needed help in.*

Approximately 3 percent of the students made comments that were related to being able to work at their own pace and having flexibility about when to do the tutoring. Most of these students were doing the on-line tutoring. About the same number of students said they particularly liked doing the tutoring on-line, with some giving insight to why they liked the on-line option.

*It was on the computer and there was easy access and ways to get explanations.*

*That it's on the internet and that they provided the laptops.*

The logistics of the tutoring sessions, such as taking place at home or at school, or transportation being provided was the main topic in a few (1.8%) of the students' responses. The remaining comments either could not be categorized (2.8%), or students said they liked nothing about tutoring or provided a negative comment (3.0%). The following table depicts the distribution of comments by category.

<b>Categories – Liked Best (N = 2,181)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Learned/ greater confidence/ improved grades	437	20.0%
Tutoring helpful (generic statement)	326	14.9%
Method of instruction/engaging/fun	324	14.9%
Identified a specific subject/ activity	225	10.3%
Liked tutor	214	9.8%
Got needed help/ could ask questions	204	9.4%
Prizes/ incentives/ snacks	130	6.0%
Liked everything	89	4.1%
Liked that it was individualized	89	4.1%
Liked nothing/ negative comment	66	3.0%
Liked the work schedule/ having more time	60	2.8%
Liked using computer/ on-line	59	2.7%
Liked location/ other logistics	39	1.8%
Comment could not be categorized	62	2.8%

### **Liked Least**

Students were less likely to provide a response to what they liked least about tutoring than they were to say what they liked best. Only slightly more than half of the students (52.0%) provided a response to the question "What did you like least about your tutoring experience?" Further, 141 other students wrote that they had no complaints or made a positive remark about tutoring.

Comments related to spending too much time in tutoring were recorded by 18.9 percent of the 1,408 students answering the question, and were the most frequent responses.

*A lot of work and long hours.*

*The time spent there and how long.*

*Working 3 hr. a week.*

*Time consuming.*

*The many hours I had to complete.*

Some students (17.3%) identified specific tasks or subject areas from their tutoring sessions as their least favorite part. Too much testing was a frequent theme in this category. Students also commented on the number of worksheets, having to answer too many questions, and having too many sub-lessons.

*All the testing and work we had to do.*

*How many tests you have to take to get to your regular assignments.*

*Reading stories for a long time.*

*That I had to get homework when I already had homework from my class.*

Approximately one in ten students (11.2%) responding to the question cited complaints related to their tutoring schedule or logistics as what they liked least. Comments included having to come to school too early for tutoring, getting home too late because of tutoring, having to do tutoring on weekends or not liking the assigned weekday of tutoring, having tutoring right after school, having to miss other activities because of tutoring, having to stay at school for tutoring, or having a tutor come to the student's home.

About the same number of students (10.5%) complained about the tutor or tutoring service. Common themes in the comments in this category included tutors not following the tutoring schedule by coming late or not showing up at all, students having multiple tutors, or tutors just not doing a good job.

*Coming late, leaving early, didn't make up missed days, didn't feel as though I were being taught.*

*He wasn't very patient.*

*I didn't like one of the teachers.*

*I didn't like switching teachers.*

*When she didn't come when she said she is coming.*

*That my tutor is very disorganized, & she will almost always come late.*

Some students (7.5%) just didn't like tutoring and doing the work involved.

*Doing the work, they give you about 5 pages!*

*Staying there so long and doing all that work.*

*Doing the work.*

In contrast, 85 students (6.0%) did not think they received enough tutoring hours.

*It ended too soon.*

*I wish she could of come on more days.*

*Not long enough, it only last a couple of weeks, when it should have last all yr. long.*

Less than five percent of the students made comments that fell into the remaining categories. The tutoring lessons were described by 69 students (4.9%) as being either too hard or too easy, or not matching what they learned in school.

*She helped me w/ what I already knew. I did not learn anything I needed help with.*

*I didn't get to spend as much time on areas in which I was struggling in school.*

*I felt everything she taught I already knew.*

*The hard work I didn't understand.*

About the same number of students (4.8%) said they did not get enough help because they couldn't ask questions, they worked on-line and only had on-line hints as help when they had problems, or they could only get tutoring in one subject area, but needed help in multiple subjects. About 3.3 percent of the responding students expressed concern that they were not being successful in tutoring, they were not learning, and that they did not understand what was covered in tutoring. About the same number of students (3.1%) report not being engaged in the tutoring sessions because they were boring.

*It is boring. There's nothing captures my attention. There isn't anything fun like animation or anything that will help me look forward to doing it.*

*It needs to be more fun, so that I would want to learn.*

*It seemed a bit dull and uninteresting so it was easy to lose focus.*

A few students (18) complained that they did not have the time they needed to complete tasks assigned during tutoring or the pace of the sessions was too fast for them to learn. For some students, the other people in tutoring with them were a distraction. Students reported complaints such as, the space was crowded, the environment was noisy, and some people did not behave appropriately. Only a few students made comments related to the incentives provided by some tutors and most of these related to snacks. Evaluators could not categorize 59 of the comments. The following table shows the categories emerging from the analysis of the comments about what students liked least in tutoring.

<b>Categories – Liked Least (N = 1,408)</b>	<b>Number of Students</b>	<b>Percent of Total</b>
Too much time in tutoring	266	18.9%
Specific tasks/ subject areas	244	17.3%
Schedule/logistics	157	11.2%
Tutor complaints	148	10.5%
Working/ tutoring in general	106	7.5%
Computer issues	85	6.0%
Tutoring not long enough	81	5.8%
Too hard or too easy/ did not match school work	69	4.9%
Not enough help provided	67	4.8%
Not being successful/ not understanding	47	3.3%
Not engaging	44	3.1%
Problems w/other people in tutoring	37	2.6%
Not enough time for task provided	18	1.3%
Incentive related	17	1.2%
Comment could not be categorized	59	4.2%

## **Summary of Findings from the Student Survey**

In summary, about 2 out of 3 students said that their providers were complying with guidelines. The students who received one-on-one tutoring were slightly more positive about compliance, with 72 percent responding yes to the compliance questions. Students receiving on-line tutoring were less positive about provider's compliance with the overall average of students responding yes to the 4 questions being 53 percent.

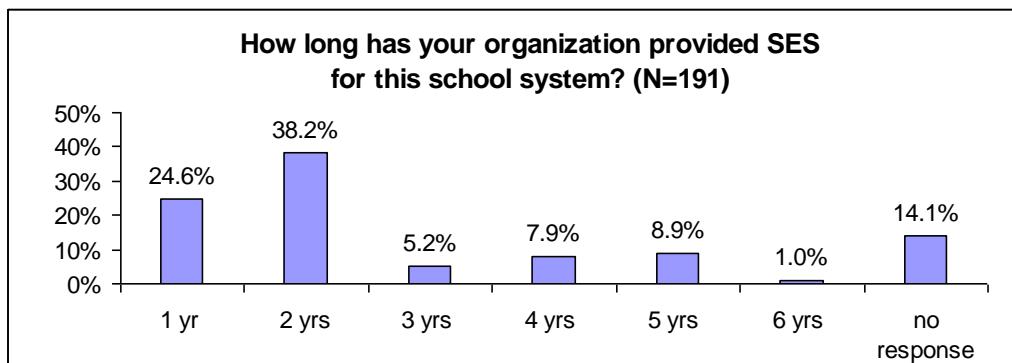
Students overwhelmingly reported that tutoring has had a positive impact on their grades, with 82 percent saying this is the case. Students participating in small group tutoring were slightly more positive of the impact (84%) and students participating in on-line tutoring were slightly less positive (78%). Similar findings were evident for the satisfaction questions. Overall, 82 percent of the students reported satisfaction with tutoring services. Again, students in small groups were the most satisfied (85%) and students doing on-line tutoring were less satisfied (76%).

Students had more to say about what they liked best than what they liked least about tutoring. The category with the most comments related to what students liked best about tutoring was that they learned the subject, their grades improved, and they gained confidence in doing their school work. Students most frequently said what they liked least about tutoring was the time it took to do the work.

## Findings from Provider SES Survey

Providers were asked to complete a survey for each school system for which they provided SES in 2007-08. A total of 58 school systems provided SES in 2007-08 and providers completed surveys for 56 of these school systems. A total of 191 surveys were received from 44 (44%) of the 99 different providers Title I Directors reported served children in Georgia.

The first survey item asked providers how long they had provided SES for each school system they served. In most cases (63%) providers had served districts for one or two years. Very few providers reported working with a district for more than four years. The 15 percent of the responses that show a 5 to 6 year working relationship were reported by only 13 different providers. The 14 percent of surveys with answer of "no response" are predominately from one provider, who worked with many school districts and did not indicate the length of service with each district. Some providers may have delivered service in Georgia for multiple years, but have not worked continuously with the same school systems.



To facilitate discussion of the findings, survey statements are grouped into the following areas: interaction with stakeholders, legal and contractual issues, business procedures, evaluation and monitoring, and satisfaction with the SES program.

### Interaction with Stakeholders

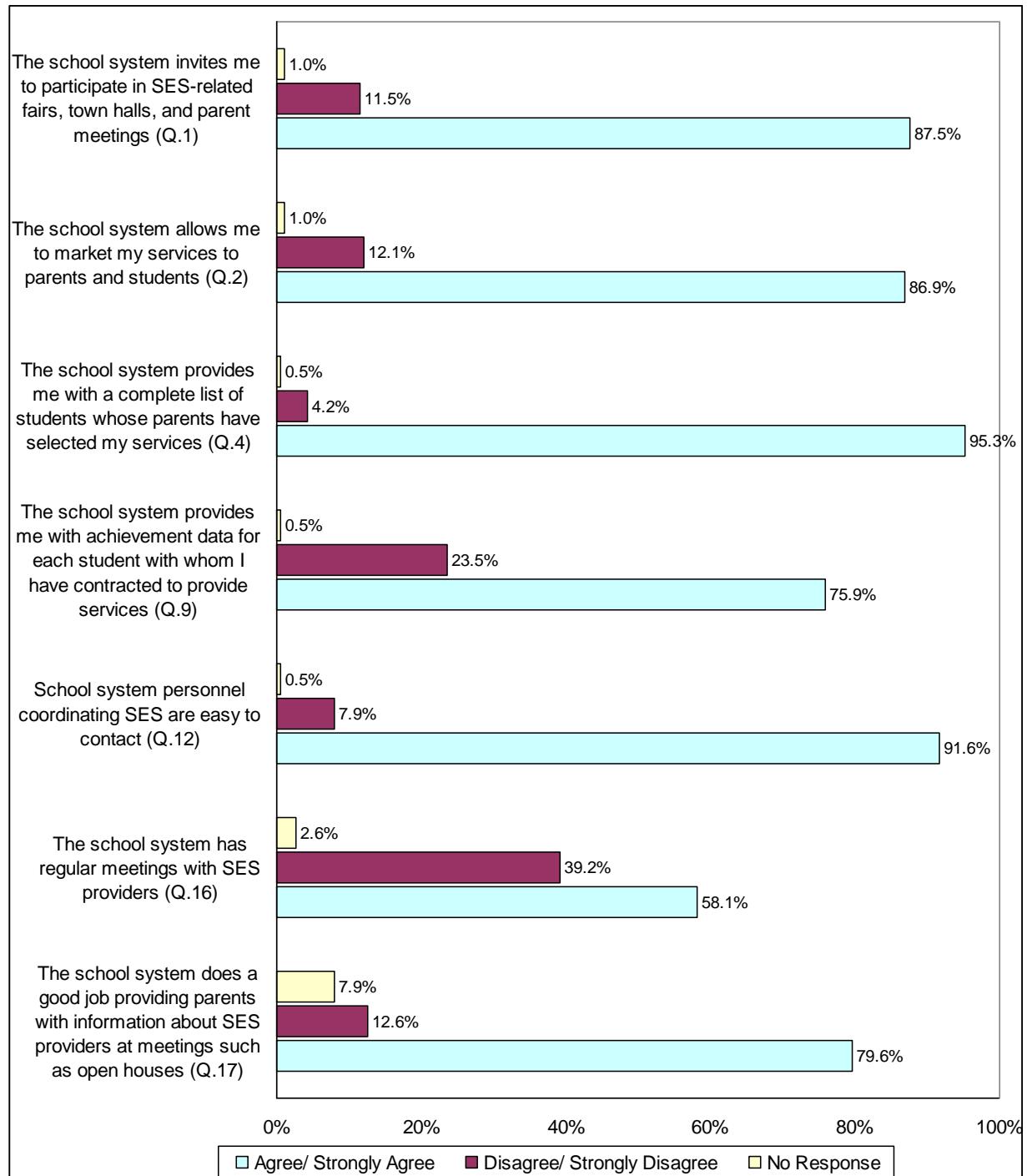
Providers responded to seven items categorized as interaction with stakeholders. The table below shows complete results. Three of these seven items relate to the ability of providers to market their services to parents. The first survey item asked if providers were invited to SES-related fairs, town halls, and parent meetings. A large majority (87.5%) of the respondents either strongly agreed or agreed that they had been invited to these activities. In addition, 86.9 percent either strongly agreed or agreed that the school system allows the provider to market services to parents and students. A lesser percentage (79.6%), but still the majority, either strongly agreed or agreed that the school systems did a good job providing parents with information about SES providers at meetings, such as open houses. Approximately 12.6 percent disagreed or strongly disagreed that systems were doing a good job of getting information to parents and almost 8 percent chose not to respond. Further analysis reveals that only 18 to 19 of the 56 school systems with survey feedback were rated negatively on these

three questions. This means that for two-thirds of the school systems, providers perceived no problems with the marketing of SES.

Two survey items were concerned with the availability of student information. Systems seem to do a good job of supplying the providers with the list of students whose parents select their services, as evidenced by 96.3 percent positive feedback on this item. Only six out of 56 systems had a provider disagree or strongly disagree with the statement that the system provided student lists. Systems, however, did not do quite so well in getting the providers their students' achievement data. Approximately one in four of the respondents disagreed or strongly disagreed with this item. Only half of the 56 systems had all providers in agreement that systems provided achievement data for each student with whom the provider had contracted for SES.

The majority of respondents (91.6%) indicated that school personnel coordinating SES were easy to contact. For 80 percent of the school systems, the providers were in total agreement this was the case. Providers were less likely to agree that school systems held regular meetings with providers. Even though over half of the responses (58.1%) supported the statement, this was the lowest level of support for any item on the survey. Less than one-fourth of the systems had all providers serving the system in agreement that meetings were held regularly.

<b>Interactions with Stakeholders (N = 191)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The school system invites me to participate in SES-related fairs, town halls, and parent meetings (Q.1)	109 57.1%	58 30.4%	21 11.0%	1 0.5%	2 1.0%
The school system allows me to market my services to parents and students (Q.2)	94 49.2%	72 37.7%	20 10.5%	3 1.6%	2 1.0%
The school system provides me with a complete list of students whose parents have selected my services (Q.4)	111 58.1%	71 37.2%	7 3.7%	1 0.5%	1 0.5%
The school system provides me with achievement data for each student with whom I have contracted to provide services (Q.9)	91 47.6%	54 28.3%	39 20.4%	6 3.1%	1 0.5%
School system personnel coordinating SES are easy to contact (Q.12)	98 51.3%	77 40.3%	12 6.3%	3 1.6%	1 0.5%
The school system has regular meetings with SES providers (Q.16)	39 20.4%	72 37.7%	69 36.1%	6 3.1%	5 2.6%
The school system does a good job providing parents with information about SES providers at meetings such as open houses (Q.17)	79 41.4%	73 38.2%	20 10.5%	4 2.1%	15 7.9%



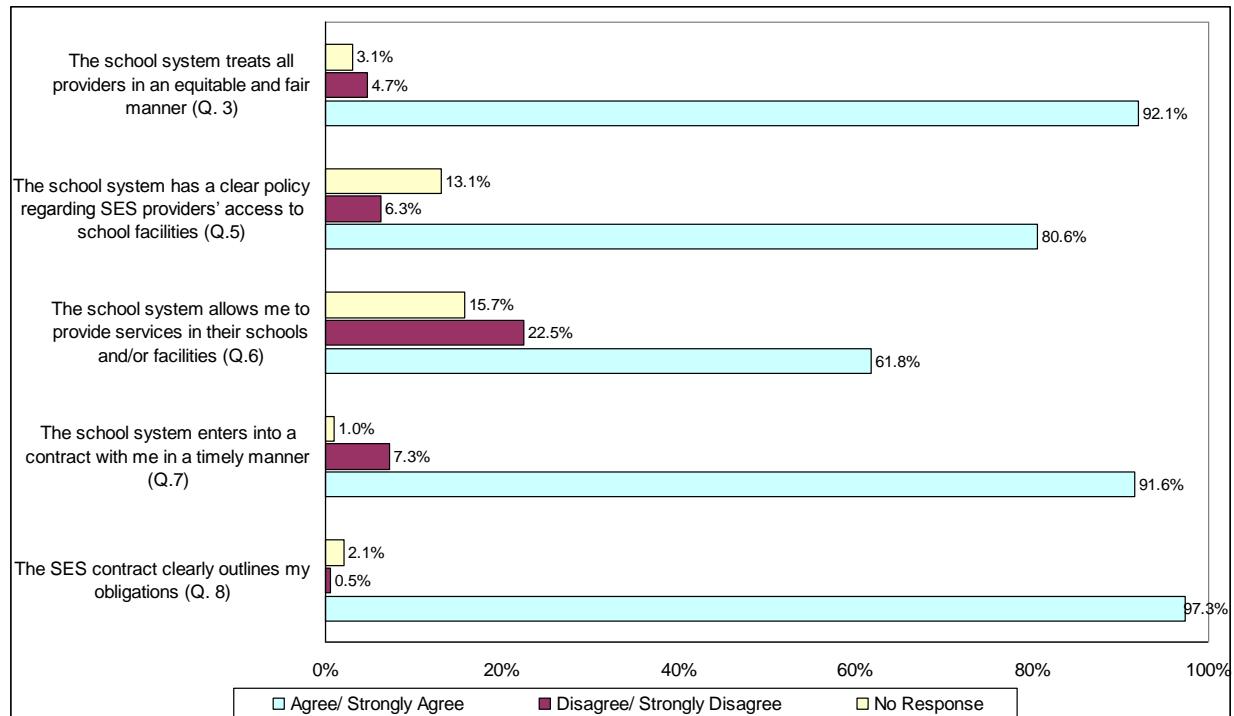
## Legal and Contractual Issues

Providers responded to five items dealing with legal and contractual issues related to how the school system administered its contracts and other responsibilities with SES providers. The table below shows complete results.

Providers were almost in total agreement that the contracts they had with school systems clearly outline their obligations. In fact, there was only one dissenting opinion for one school system. Comments associated with non-respondents for this question clarify that for at least one provider students in the system were not served, but the provider completed the survey because they did work with the system to market services. The majority of the systems (47 out of 56) did a good job of finalizing contracts in a timely manner, according to 91.6 percent of the survey respondents. For the most part, providers also reported that systems are equitable and fair in their treatment of providers. Only 4.7 percent of the respondents disagreed; fair treatment was only a problem for some of the providers in 7 out of the 56 systems.

The two survey items in this section related to use of school facilities had rather high numbers of non-respondents. Comments from these surveys reveal that for some the items seemed to not apply because they were on-line providers, or they did not discuss use of facilities with systems because students were served in another location. A total of 154 out of the 191 respondents (80.6%) reported that systems had clear policies regarding SES providers' access to school facilities and 25 respondents did not respond. Only 10 of the 56 systems had a provider disagree that the policies were clear. Fewer respondents (61.8%) said they were allowed to use school facilities to provide services. However, 30 respondents (15.7%) did not respond to this item. Out of the 56 school systems represented by the survey respondents, 23 (41%) had at least one provider to indicate that the school facilities were not available for SES.

<b>Survey Items about Legal/Contract Issues (N = 191)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
The school system treats all providers in an equitable and fair manner (Q. 3)	94 49.2%	82 42.9%	7 3.7%	2 1.0%	6 3.1%
The school system has a clear policy regarding SES providers' access to school facilities (Q.5)	90 47.1%	64 33.5%	8 4.2%	4 2.1%	25 13.1%
The school system allows me to provide services in their schools and/or facilities (Q.6)	52 27.2%	66 34.6%	26 13.6%	17 8.9%	30 15.7%
The school system enters into a contract with me in a timely manner (Q.7)	95 49.7%	80 41.9%	12 6.3%	2 1.0%	2 1.0%
The SES contract clearly outlines my obligations (Q. 8)	112 58.6%	74 38.7%	1 0.5%	--	4 2.1%

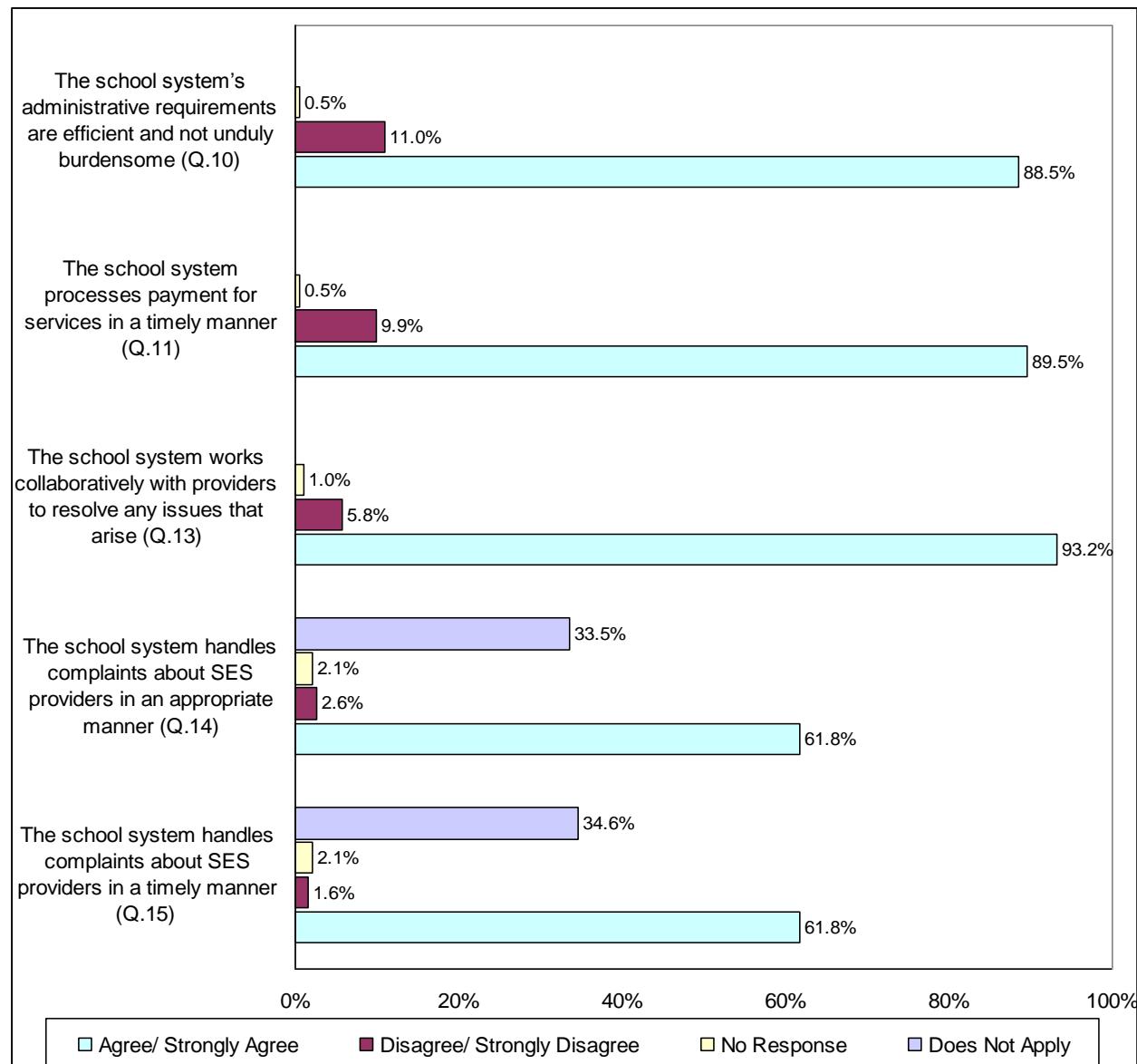


## Business Procedures

Providers responded to five statements that concern business procedures related to the school system's management of SES funding. The table below shows complete results. Providers as a group were complimentary of systems' business procedures. Almost nine out of ten respondents were in agreement that systems had efficient administrative procedures that were not unduly burdensome. Providers were in complete agreement that this was the case for 47 of the 56 systems represented by the respondents. When asked about the timeliness of systems making payments to providers, the survey results were also positive, with 89.5 percent of the respondents saying systems did a good job. Only 7 of the 56 systems had any provider disagree that payments were processed in a timely manner. Systems also do a very good job of working collaboratively with providers to resolve any issues that may arise according to 93.2 percent of the respondents. Again, only 7 of the 56 systems had any provider to disagree this was the case.

The last two items related to business procedures asked about how complaints about providers were resolved. At least one-third of the respondents marked that these items were not applicable, indicating that there had not been complaints made about the provider. Out of the remaining 123 respondents, all but 5 supported the statement that school systems handled complaints in an appropriate manner. For 51 of the 56 systems, all providers were in agreement that systems did a good job. Likewise, providers were extremely supportive of the statement that complaints were addressed in a timely manner, with 118 out 121 respondents in agreement. The three negative responses reflected three separate school systems.

<b>Survey Items about Business Procedures (N=191)</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>	<b>Does Not Apply</b>
The school system's administrative requirements are efficient and not unduly burdensome (Q.10)	100 52.4%	69 36.1%	12 6.3%	9 4.7%	1 0.5%	--
The school system processes payment for services in a timely manner (Q.11)	94 49.2%	77 40.3%	10 5.2%	9 4.7%	1 0.5%	--
The school system works collaboratively with providers to resolve any issues that arise (Q.13)	97 50.8%	81 42.4%	7 3.7%	4 2.1%	2 1.0%	--
The school system handles complaints about SES providers in an <b>appropriate</b> manner (Q.14)	58 30.4%	60 31.4%	5 2.6%	--	4 2.1%	64 33.5%
The school system handles complaints about SES providers in a <b>timely</b> manner (Q.15)	54 28.3%	64 33.5%	3 1.6%	--	4 2.1%	66 34.6%



## Evaluation and Monitoring

The next set of statements addressed evaluation and monitoring of the provider by the school system. The first statement concerned the review of the provider's instructional materials. Approximately two-thirds (67.6%) either strongly agreed or agreed that school system personnel reviewed the provider's instructional materials and provided feedback as necessary. Over half of the 56 systems had at least one provider disagree, indicating that system personnel had not reviewed instructional materials.

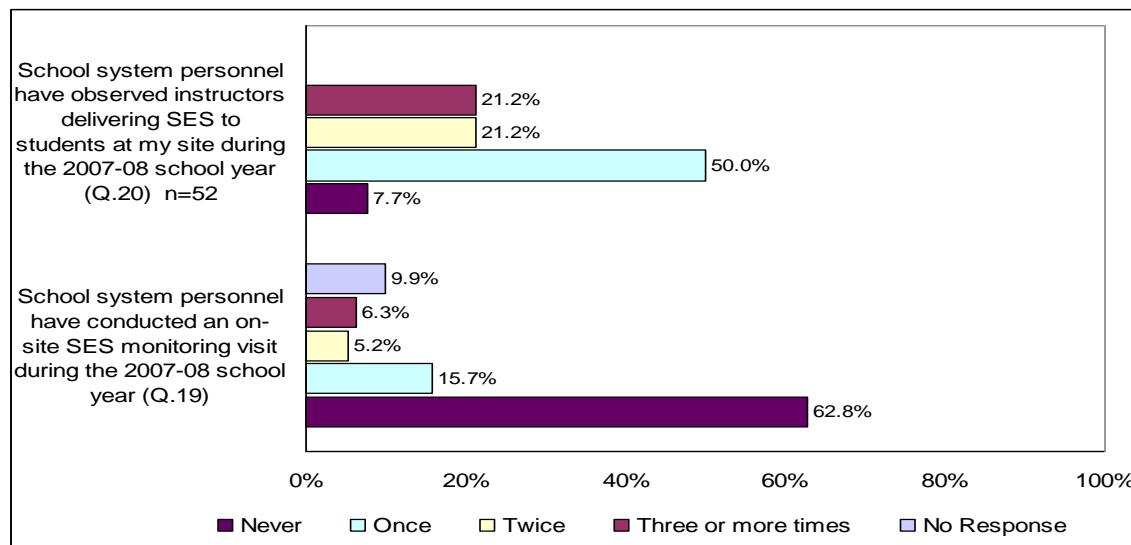
Survey Statement (N=191)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
School system personnel have reviewed our SES instructional materials and provided feedback as necessary (Q.18)	50 26.2%	79 41.4%	49 25.7%	3 1.6%	10 5.2%

Providers were asked how many times school system personnel conducted an on-site monitoring visit during the 2007-2008 school year. Over half of the respondents (62.8%) indicated that they never had an on-site visit. The no response rate for this item was 9.9 percent and these were recorded primarily by one in-home provider for multiple systems. The program coordinator for this provider communicated in a comment being unaware of whether or not monitoring occurred.

A total of 52 respondents indicated they had been monitored and over half (30) said they were monitored once. Provider responses reveal that 25 systems, some served by multiple providers, never conducted on-site monitoring visits. For this survey item, responses were received from 42 different providers, 11 (26.2%) of which report never being monitored.

Providers were asked to indicate how many times system personnel observed instructors delivering SES to students. Out of the 52 respondents who said they had received on-site monitoring (Q19), 50 percent said system personnel observed instructional delivery once. Only 4 (7.7%) of those reporting on-site monitoring said that instruction was never observed. These surveys represented four different providers in four different systems. Less than one-fourth of the respondents (21.2%) who were monitored, said that their instruction was observed three or more times.

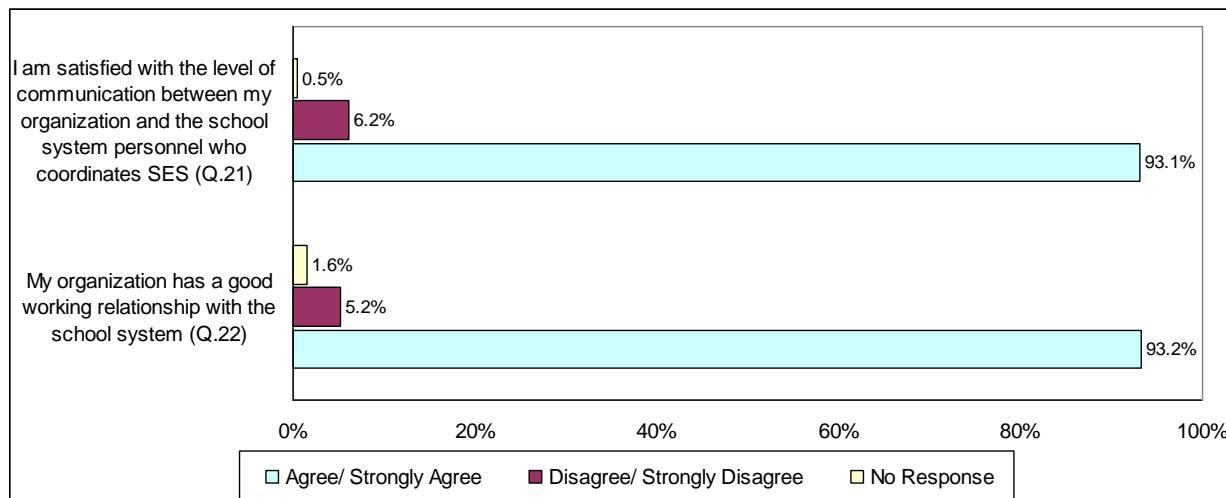
<b>Survey Statement (N=191)</b>	<b>Never</b>	<b>Once</b>	<b>Twice</b>	<b>Three or more times</b>	<b>No Response</b>
School system personnel have conducted an on-site SES monitoring visit during the 2007-08 school year (Q.19)	120 62.8%	30 15.7%	10 5.2%	12 6.3%	19 9.9%
School system personnel have observed instructors delivering SES to students at my site during the 2007-08 school year (Q.20) n=52 (n=Q19 respondents reporting monitoring.)	4 7.7%	26 50.0%	11 21.2%	11 21.2%	--



## Satisfaction

The final two items in the survey concerned overall satisfaction in working with the school system. A large majority (93.1%) of the responses either strongly agreed or agreed that they are satisfied with the level of communication between their organizations and the school system personnel who coordinate SES. There was complete agreement among providers that communication was satisfactory for 47 of the 56 systems. The respondents also overwhelmingly agreed that their organizations have had a good working relationship with the systems. In fact, 63.4 percent strongly agreed with this statement and only 7 systems had any provider disagree that the working relationship was good.

Survey Items about Satisfaction (N=191)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
I am satisfied with the level of communication between my organization and the school system personnel who coordinates SES (Q.21)	108 56.5%	70 36.6%	10 5.2%	2 1.0%	1 0.5%
My organization has a good working relationship with the school system (Q.22)	121 63.4%	57 29.8%	9 4.7%	1 0.5%	3 1.6%



## Comments by Providers

Providers were offered the opportunity to record comments about their work with the school districts and 111 respondents included comments. Some providers wrote the same comment on multiple survey entries, resulting in 54 unique comments. Comments often addressed multiple themes.

### Positive Comments

Half of the comments (27) communicated positive feedback about the working relationship between the provider and the system. Many of these indicated that good communication had been established with the system.

*It has been great working in [system]. [Name] is always available to answer any questions that I have. She works very hard to make sure that the parents are satisfied with their services. They*

*can also always reach her in her office or on her cell phone. [System] have done a great job implementing SES. I have worked in school systems all over the country and none have been as efficient as [system].*

*SES Coordinator has been a pleasure to work with, and she is easy to communicate with as needed.*

*...They are good at communicating with providers and helping providers contact students when needed.*

The systems were described as responsive to provider needs in five (9.3%) of the comments.

*We have enjoyed working with this school district. District office personnel are always pleasant and helpful. Concerns are addressed and resolved in a professional manner. Principals in this district seem to be cooperative, responsive, and supportive of SES.*

*SES staff are knowledgeable and are always willing to listen and assist in resolving concerns.*

*School and district level staff seemed to be very supportive of SES and were always helpful in ensuring a smooth delivery of services.*

Providers also noted the professionalism of the system staff, often naming key personnel.

*Everyone was very professional in the [System].*

*[Name] is a consummate professional and she has improved my perception of [system] each of the three years she has coordinated this program.*

Several comments noted that the system was prompt in beginning the process to enroll students in SES.

*[System] was very good at getting started in a timely manner. They began services in October.... We received all of their test data in October*

Fifteen (27.8%) of the positive comments were generic and simply stated that the provider had enjoyed working with the system.

*This district is a very cooperative and a pleasure to work with.*

*This school district is great to work with.*

*We are very happy with their work.*

### **Negative Comments**

Negative comments were recorded on 15 surveys, mainly noting problems with paperwork or procedural issues, promotion of SES by systems, communication, or problems with payments. Almost half of the negative comments (7) described concerns providers had with system procedures, including undue paperwork, delays in getting contracts, and system requirements.

*Additional background check/volunteer forms are required for tutors and tutors had to return numerous times for "lost" or "never received" forms. Cost to use school facilities was very high compared to other school usage fees in other counties, and was a big jump from the previous year.*

*....Additionally, the Title I Department has asked me on several occasions to sign paperwork that is not required of SES providers, parents, or LEA's (per the 2007-2008 Revisions to the Handbook).*

*I would like the time allotted for entering into a contract with the district to be shorter...*

*The school system did not get started with SES until November. The paperwork is ridiculous. We must complete invoices for each child. Because of that, it took 4 months before I received my first payment. They also require us to fill out an independent contractor agreement for each child, which does not make sense. If there is a mistake on the paperwork, they let 60 days pass before they notify you, and your paperwork goes to the bottom of the list.*

Four comments detailed problems providers perceived with systems not doing enough to promote SES to parents, including poor communication, limited publicity, and poor follow-up with parents requesting services.

*The participation rate is low because the school system does not promote the program. Their Provider Fair was at a central location on the weekend and not at each school. The one school that did have a provider fair told us about it 3 days in advance. Many parents that we met said that the school did not give them the required forms and that they know little about the program.*

*....We were repeatedly informed by parents that they were not aware of any such services. We believe this breakdown in communication was due to the fact that each year, the school assigned a different Title I Director. This year, the school assigned their third Title I Director to work with SES Provision. The school DID NOT hold a fair in 2007, and we only served (6) students. However, two of these parents were not informed about SES through the school. Rather, both came to [Provider] to have their children tested because of struggles in school; one of the families found out that they could have been receiving services for the past three years through SES. The Title I Department simply noted that they felt badly about the "miscommunication." ...*

Several negative comments specifically noted problems with system communications; including not enough notice about provider fairs, problems providers had contacting system personnel, or poor transfer of information.

*[System] notified us only a few days in advance about their Provider Fair. They put their forms on a disc, and no one uses that anymore- we use CD's or it is emailed*

*Communication has been a little cumbersome, as some paperwork goes to another office, despite requests for this information to come to this office. Because the information is faxed to a "head" office instead of this local office, time elapses and miscommunication errors can and have occurred. Attempts were made to adjust this, but was unable to happen for some reason.*

Three providers noted problems with systems processing payments in a timely manner. In fact, one comment detailed the channels a provider had followed in order to get paid for the 2006-07 school year. The provider said they had not yet been paid for all services delivered in 2006-07 or for services in 2007-08. In the other two comments the providers reported that they have not been paid in full for services in 2007-08, even though invoices have been submitted.

### **Mixed Comments and Suggestions**

In some comments providers noted both positive and negative aspects of working with systems. These comments include issues similar to those already described in the previous categories. Eight comments offered suggestions that would improve the SES process.

*We would like to include school teachers in our program and we need their involvement and feedback to improve the student's progress.*

*...Starting tutoring earlier in the year would be beneficial, such as in December or early January.*

*...Services starting earlier in the school year would be beneficial, maybe in November/December.*

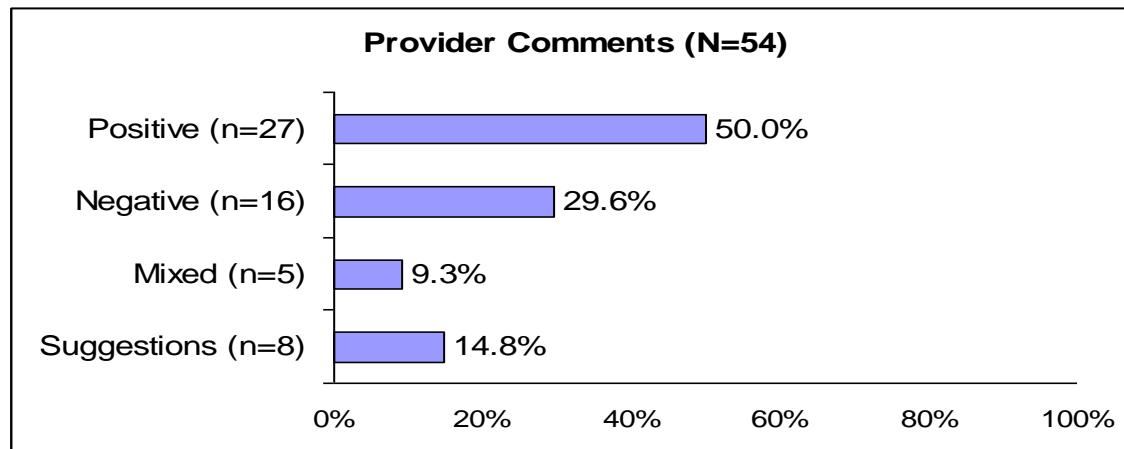
*We would like students lists, addresses and phone numbers verified and confirmed as accurate prior to receipt and would GREATLY appreciate these lists as a computer generated list and emailed to us rather than the hard to read and incomplete paper parent registration forms which are sent to us as copies that do to the nature of the copies are often impossible to clearly distinguish addresses and phone numbers*

*Better assistance marketing services through the LEA will offer more opportunity for students to receive SES.*

1. *Require the schools to have a provider fair and set the schedule for these fairs early.* 2. *When providers bring fliers to the schools, ensure they actually distribute them to parents.* 3. *Would like to have a list of students whose parents selected my services but were not eligible for SES.* 4. *Follow through on getting providers a copy of their approved contract.*

*...I like the fact that all documents are sent back to me in PDF file. I wish [System] could do the same.*

*....I would like for [System] to convert grades/reports/contacts/compacts in PDF as [System] does. That is, once we sign a student up and we mail back the compact for the SES coordinator to sign—[System] signs it and returns it in a PDF file--same with students CRCT reports. Both counties need to continue to work on making more parent familiar with this program. I am not a big proponent of the SES fairs...too many providers and a handful of parents. Something else needs to be done--place adds in local newspapers, flyers where parents/students frequent grocery stores, Laundry mats. Magnets on [System] school buses. Work with local churches....*



### Summary of Provider Survey Data

Provider surveys were received from less than half of the providers reported by systems as serving students in Georgia during 2007-08, but the providers who did respond served almost all the school systems that had students receiving SES. Providers' survey responses and comments indicated that systems, for the most part, do a good job related to administering SES. Survey data strongly support that systems treat providers fairly, have clear policies about use of

facilities, and enter into contracts with providers in a timely manner. About 60 percent of the systems allow providers to use school facilities. Providers reported that two-thirds of the systems consistently do a good job of promoting SES, including informing parents, including providers in fairs, and allowing providers to market services. Providers almost always receive lists of SES eligible students, but less often receive student achievement data. Providers report that most system personnel are easy to contact, but only slightly over half of the respondents said systems held regular meetings with providers. This means that of the systems represented by the survey, less than one-fourth consistently held provider meetings.

Providers gave very positive feedback on systems' business procedures; only a few systems received any negative feedback. When problems arise, providers perceive that systems are very good at resolving issues in a timely and appropriate manner. Systems do not, however, consistently evaluate and monitor SES instruction. Systems are more likely to look at SES instructional materials than they are to conduct an on-site monitoring visit. If they did conduct a visit, most likely they visited once, and the visit included observation of instructors delivering SES.

Relatively few providers recorded additional comments. The majority of comments included positive or mixed feedback. The few negative comments focused mainly on problems with systems promoting SES or procedural issues.

## Findings from SES Principal Surveys

Principal surveys were distributed to each school required to offer SES in 2007-08. The surveys were mailed by US postal service to 126 school sites. Additionally, Title I Directors were asked to share the survey information with the principals at schools in their system, which were required to offer SES. The survey could be completed on-line. Principals returned 88 surveys, representing approximately 70 percent of the schools required to offer SES. The 14-item survey requested principals to provide insight about SES at their schools. Unlike the other stakeholder survey documents, the principal survey was not tied to service by any one provider, but rather solicited global feedback on the program.

The majority of the principals completing the survey represented middle schools, followed by high schools and then elementary schools, as shown in the following table. Even though all principals did not return a survey, the school levels of administrators who did respond closely resembles the distribution of SES schools.

School Level (N = 88)	Number of Principals	Percent of Total
Elementary School	10	11.4
Middle School	49	55.7
High School	18	20.5
Level not identified	11	12.5

### Number of Providers and Use of School Facilities

Principals indicated that the number of providers serving individual schools ranged from 0 to 60. The most frequently identified number of providers serving a school was five, as shown in the following table. Seven of the responding principals indicated that students at their schools were not receiving services. Over half of the principals (52.3%) said the number of providers ranged from one to five. An additional 20.5 percent said the number of providers serving students at their schools was from 6 to 10. Less than 14 percent of the principals indicated that students at any one school used more than 10 providers.

#### Number of SES Providers Serving Students at the School

Providers per School (N = 88)	Number of Principals	Percent of Total
0	7	8.0
1	9	10.2
2	8	9.1
3	9	10.2
4	8	9.1
5	12	13.6
6 - 10	18	20.5
11 - 15	5	5.7
16 - 20	3	3.4
More than 20	4	4.5
No response	5	5.7

Principals identified how many providers used the school as a location for tutoring activities. The numbers provided by the principals ranged from zero to five, with 59 percent indicating that none of the providers used the school site for tutoring. Answers to this item were further evaluated to determine what percentage of the providers serving the students at a school used the facilities. According to the principals, providers are not likely to serve students at their home school location, as indicated by the majority of principals saying that none of their providers offered tutoring at the school. On the other end of the spectrum, 17.6 percent of respondents indicated that all providers served in the school building. The frequency table of these percentages can be found in Appendix G of this report.

<b>Number of Providers Using School Site (N = 88)</b>	<b>Number of Principals</b>	<b>Percent of Total</b>
0	52	59.1
1	15	17.0
2	6	6.8
3	2	2.3
4	3	3.4
5	2	2.3
No response	8	9.1
Total	88	100.0

### **Principal-Provider Relationship**

In order to determine the level of involvement principals had with SES providers, survey items inquired into whether principals communicated with providers and whether they observed instruction. About one-fourth (27%) of principals said they do not communicate with any of the providers serving their school, but one in five principals said they communicate with all of the providers serving their students. About one-third communicate with at least 50 percent of the providers. The following tables show the number of providers that principals say they communicate with (between 0 and 11) and how this compares to the number of providers used by students at each school.

<b>Number of Providers Communicated with Personally (N = 88)</b>	<b>Number of Principals</b>	<b>Percent of Total</b>
0	24	27.3
1	25	28.4
2	11	12.5
3	10	11.4
4	5	5.7
5	3	3.4
6	3	3.4
11	1	1.1
No response	6	6.8

<b>Percentage of Providers Communicated with Personally (N = 74)</b>	<b>Number of Principals*</b>	<b>Percent of Total</b>
0%	20	27.0
1%-25%	14	18.9
26%-49%	15	20.3
50%	4	5.4
51%-75%	5	6.8
76%-99%	1	1.4
100%	15	20.3

\* 14 Principals did not provide the numbers or did not have students served by SES

Less than half of the principals report that they have observed tutoring sessions, as shown in the following table. The number of providers that any one principal observed ranged from zero to six. However, 11 principals said they observed the instruction of all their providers.

<b>Number of Providers Observed Personally (N = 88)</b>	<b>Number of Principals</b>	<b>Percent of Total</b>
0	52	59.1
1	16	18.2
2	7	8.0
3	4	4.5
5	1	1.1
6	1	1.1
No response	7	8.0

<b>Percentage of Providers Observed Personally (N = 75)</b>	<b>Number of Principals*</b>	<b>Percent of Total</b>
0%	46	61.3
1%-25%	8	10.7
26%-49%	6	8.0
50%	2	2.7
51%-75%	2	2.7
76%-99%	-	-
100%	11	14.7

\* 13 Principals did not provide the numbers or did not have students served by SES

## Provider Services

Principals provided feedback on the services rendered by providers; specifically, completing individual student plans (ISPs) and communicating with parents and teachers. Results reveal that at least one in four of the principals did not know about the providers' services in these areas. In fact, more than half of the principals said they did not know whether providers communicated with parents. The majority of the principals who offered an opinion said that providers complete ISPs and communicate with parents and teachers only some of the time. Principals perceived that providers were more likely to complete ISPs than to communicate with parents and teachers.

Provider Services (N = 88)	Completing ISPs		Communicating with Parents		Communicating with Teachers	
	Number of Principals	Percent of Total	Number of Principals	Percent of Total	Number of Principals	Percent of Total
Not at all	6	6.8	1	1.1	20	22.7
Some of the time	22	25.0	14	15.9	23	26.1
Most of the time	11	12.5	10	11.4	11	12.5
All the time	18	20.5	8	9.1	4	4.5
Don't know	24	27.3	47	53.4	22	25.0
No response	7	8.0	8	9.1	8	9.1

### What Principals are Hearing about SES

To garner further insight about SES in individual schools, principals were asked to respond to a series of open-ended queries about what they hear from various stakeholders in the SES program, including teachers, parents, and the Title I Director. The following sections of this report include a summary of the comments for each stakeholder group.

#### Comments Heard from Teachers

Principals were asked to share in an open-ended format the comments they are hearing from teachers about SES providers and their services. Seventy-two respondents provided a comment, and of these 33 (45.8%) said they are not hearing from teachers about SES. Four respondents commented that teachers did not know which students received services and had limited knowledge about the program. An additional 8 respondents said that the collaboration between teachers/schools and SES providers did not exist or was very limited.

*That they are not communicating enough and because of this they are not working on the same things.*

*How do we know what they are helping students with; they don't talk with us to find out what, if anything, the child is having difficulty.*

*There is no interaction between these providers and our teachers. Is there supposed to be?*

Approximately one in four respondents (26.4%) to this question report that at least some of their teachers had positive comments about SES, including that it was helping students to do better academically.

*....teachers were pleased with SES provider. Students from the 7th and 8th grade who attended SES session at school made improvement in reading and math.*

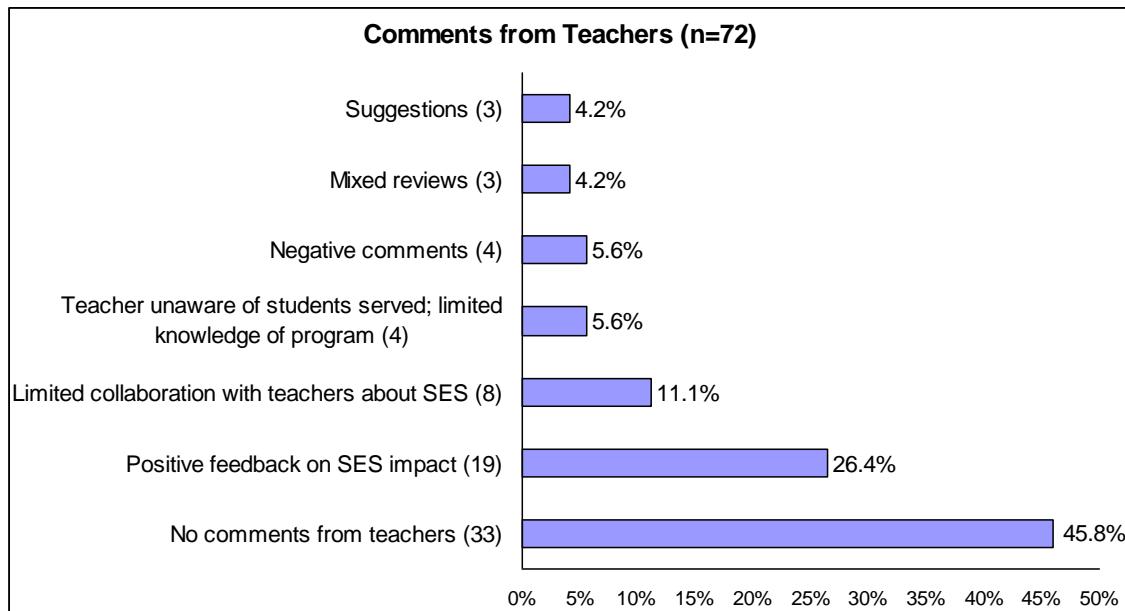
*Is it to late to enroll others? Students that are enrolled are doing better in class.*

*Teachers appreciate the extra support. Many of the students have come back with the background needed for teachers to go deeper with their teaching.*

Three of the principals (4.2%) shared somewhat mixed reviews from teachers including that they are seeing some academic improvements but the students still struggle, or not enough students avail themselves of the service. One comment said that the local, smaller services seem to be “*more smoothly run than the larger companies.*”

Negative feedback from teachers was recorded by four principals (5.6%). Some comments indicated that the services were not effective and did not impact student achievement. Several comments offered suggestions for improving the service, including having tutors focus more on GPS and making teachers more aware of the services. The following comment noted several additional suggestions.

*\*Program needs to last longer    \*More time/Tutoring should extend closer to CRCT test  
 \*Should be offer after-school in the building    \*Incentives for student participation    \*Tutor should work closer with schools/teachers to assure assignments are aligned with GPS*



### Comments from Parents

When asked what types of comments they were hearing from parents, 42.5 percent of the 73 respondents said that they were not hearing from parents about SES. Another 26 principals (35.6%) said comments from most parents were positive. Parents appreciated the services their children received and thought it was impacting achievement. Some parents wanted to extend the service and praised strengths of particular providers.

*Parents are satisfied with the SES providers. Most would like for students to be served for a longer period of time.*

*Very positive in most cases. Parents are appreciative of the service rendered. However, many of them would like more time and money to extend the program. Most parents are asking that tutors be used for homework help, study skills and test prep for class. They are excited that their children have an ISP.*

*[Students are] better organized and focused!*

Four of the principals (5.5%) reported negative feedback from parents. Negative comments included that parents did not see results, were confused by the number of providers, or providers did not follow schedules and often cancelled sessions. About one in ten of the responding principals said parents shared mixed feedback on SES and had questions about the services. Some parents were pleased, and some not, often based on the provider used,

whether the provider communicated with the parents, and followed tutoring schedules. Several comments from this category follow.

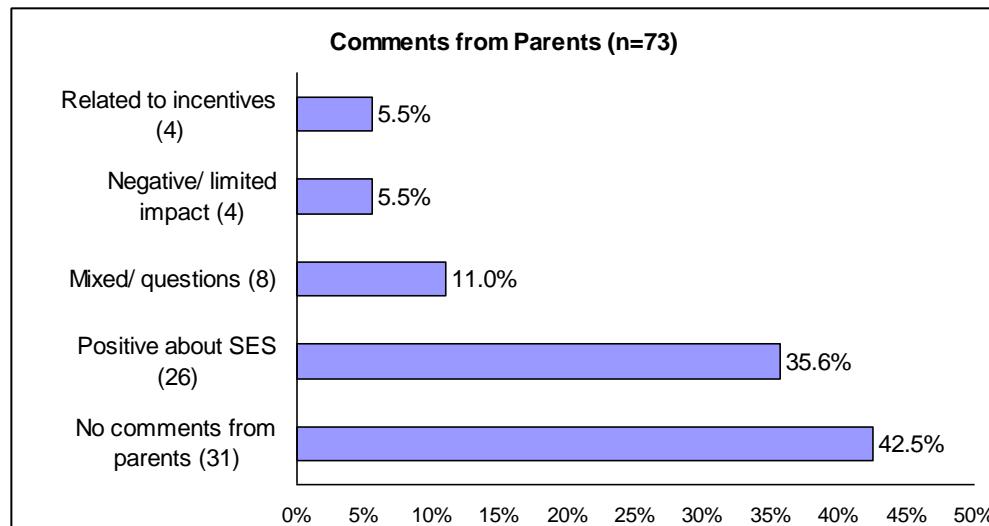
*Most are happy with the providers and they seem to have noticed improvements. The online companies have numerous complaints because of inadequate communications and logistical problems.*

*The parents LOVED the online tutoring. Some of the in home tutors did not show up. Not enough communication about children's progress.*

*Are there any other programs that my child can attend? Will they help my child with homework? Why can't my child attend all year?*

Additionally, principals from four schools (5.5%) said parents provided feedback on the free computer incentive used by some providers. Parents were happy their child got a computer or wanted to know how their child could get a computer. One respondent said parents were concerned that the laptops did not work properly.

The following graphic shows the categories used to describe comments from parents.



#### **Comment from Title I Directors**

Seventy-two principals recorded responses about feedback from Title I Directors related to SES. As was the case for teachers and parents, many (40.3%) reported they have not heard comments from the directors about the services. However, about one-third of the principals said that the directors' comments were positive in tone. Some noted that the services had improved over the years and that most providers were doing a good job. Others reflected that the tutoring helped the students who took advantage of the opportunity, but not all students who needed it participated. Several said directors support the SES program.

*According to the Title I Director the quality of the providers' instructional program has been improved from past years. The Director is positive that each year the program will only get better.*

*Most are doing a good job.*

*The SES program is a fundamental part of the educational process and we need as many students as possible to take advantage of this opportunity.*

*Title I director was pleased with SES for [middle school]. Fewer high school students took advantage of SES program.*

Nine principals (12.5%) said that what they heard about SES from Title I Directors related to communicating about the availability of the services. Directors sent home informational letters and provided provider exposure during open-houses. Two principals commented that they received the list of available providers. Principals varied in their perception about the amount of communication about SES that was shared. For instance, one principal noted only hearing about SES when letters are sent home and students need to be contacted.

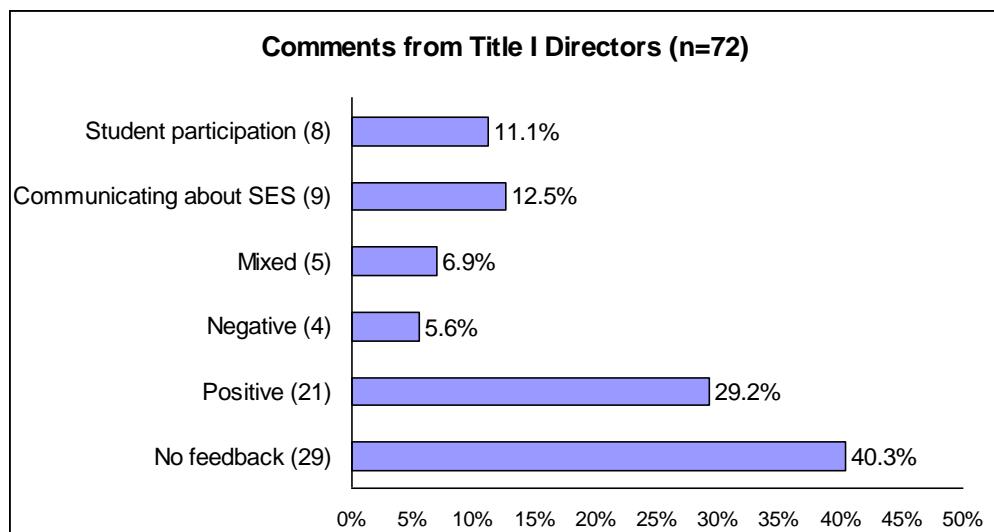
*Information is constantly being communicated and distributed. Schools are aware of procedures.*

*To encourage parents and students who qualify for SES to participate especially if they are struggling. The Title I Director also sends reports from the providers that send one to the district.*

*Our Director does an excellent job to help facilitate the SES process - letters, notifications, qualifications, etc.*

A few of the comments (11.1%) discussed student participation in SES. Directors were concerned about students not signing-up for SES, inconsistently attending tutoring sessions, or signing up for multiple providers. Directors told some principals to promote SES to students and parents.

According to four of the responding principals, directors had negative reports about providers who did not send the LEA required reports, did not promptly begin services or follow through with services, and generally did not work well with the system. A few of the comments reported mixed reviews from directors who said some providers did a good job and some did not. The following graphic shows the comment distribution by category.



## **Why Parents Do Not Enroll Students in SES**

Principals were asked to share their knowledge about reasons that some parents at their schools choose not to enroll children in SES. Sixty-nine principals provided a response, not including 7 who said they did not know the reasons. The largest group of responses (34.2%) included that parents remained unaware, did not understand the service, or were just not interested.

*We have tried very hard to communicate SES (via public forums or by mail) to our parents. However, attendance has been low at these forums and responses few. My opinion is a lot of parents just don't understand the scope of SES and what it can offer their children.*

*The book as it is presented is overwhelming to them. The addresses are misleading, because the addresses where the companies are based may be in a different city or state.*

*Many of our parents lack the knowledge to be able to work their way through the HUGE packet of SES providers to make a good decision to choose one. Also, they listen to their children tell them that they do not want or need extra help.*

The next most frequent reason for not participating related to transportation issues or scheduling problems. The following comment is very representative of the 24 comments (31.6%) in this category.

*Most parents tell us the greatest obstacle to tutoring services deals with the transportation issue. Many parents have work schedules that will not allow them to provide transportation to a tutoring site nor will it allow them to have in-home tutoring services since the parent is not home in the early evening hours/weekends.*

Some principals (17.1%) said the parents utilized other options to get help for their children, such as after-school tutoring provided by the system or other after school programs. Principals noted that parents have more confidence in the abilities of the school personnel to work with the students and know their needs.

*Because the school provides exemplary and varied interventions and remediation for the students- Parents feel the teachers know the students well and can meet their needs.*

*Over the years parents have requested that their children participate in the systems' after school program. They value the communication and networking with local system personnel.*

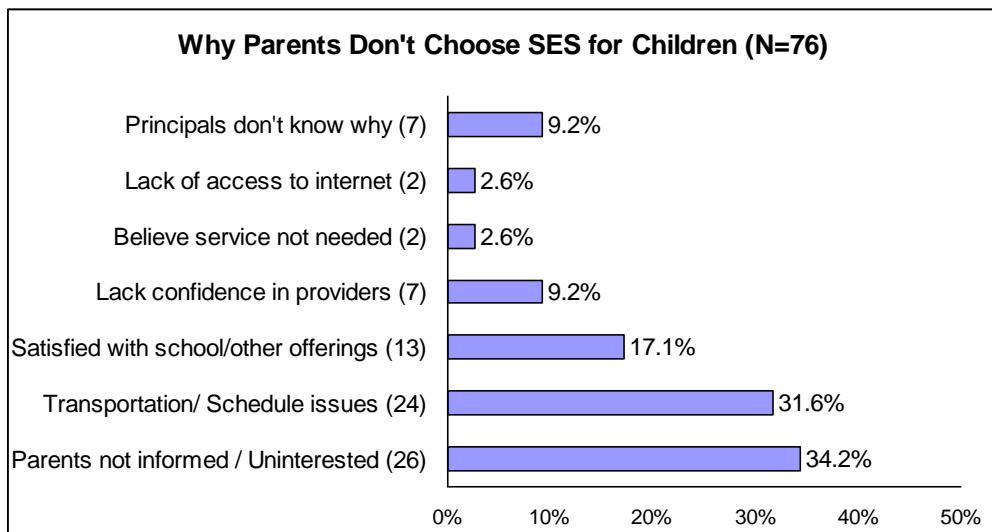
A few principals (9.2%) believe that previous bad experiences with providers influenced some parents not to enroll their children in SES, or there were limited providers available in the area to serve students. Some parents did not like the tutoring options available, such as on-line or in-home, or they generally lacked confidence that the service would be helpful.

*Some feel it's a waste of time because of a bad experience with a provider in the past. Some do not realize the importance of the program and how helpful it can be for their child.*

*There are not enough local providers. A lot of the parents prefer the one on one tutoring or small groups versus having a computer (program) to enhance skills. Direct instruction with immediate feedback!*

A couple of principals also said that some parents just do not think their children need help. Also, two principals said that parents could not afford the internet connection needed for on-line

tutoring in the home. The following graphic shows the categories of why principals believe students fail to enroll in SES.



### Ways to Increase Student Enrollment in SES

Principals were asked to suggest ways to increase student enrollment in SES. Seventy-three principals responded with ideas or comments. Three of the principals noted that they did not have a problem with enrollment and most parents took advantage of the services for their children. One of these principals observed that enrollment had increased because of the *"positive tests results and word of mouth from parents and students."* Apparently, however, this was not the situation in most of the schools represented by the responding principals and they offered suggestions.

Almost half of the principals (45.2%) detailed better ways to inform parents about SES. Some of the principals suggested more frequent, on-going contacts with parents about SES throughout the school year via phone calls and additional mail-outs home. Several of the respondents reported that often parents cannot read, thus information needs to be shared in other formats, including a DVD with information about the providers and through word of mouth. One principal said that the information communicated about SES should include data from previously served students. Principals also noted that the list of providers needs to be made more parent-friendly. The amount of information provided can be overwhelming to parents, and school personnel should be more involved in helping parents select providers.

*The providers should advertise throughout the year.*

*Continue to notify parents about the program!*

*School recommendations will go a long way in increasing the number of students who sign up for these programs.*

*Involve the school in the process more. Parents look to teachers for guidance, but teachers & administrators are given no information about the tutors and so cannot be of help to parents.*

One principal suggested using an easier registration process such as having on-line sign-ups. Principals details a number of ways to better communicate about SES, including holding meetings about SES close to parents' homes, utilizing radio and television broadcasts, using parent conferences and PTO meetings; and one-on-one contacts with parents through case workers, graduation coaches, and Title I parent liaisons.

*Get the graduation coach involved - more follow-up with parents once the information is distributed*

*Sharing info at registration regarding the service and at Parent meetings. Also have each case manager check with their child's parents personally.*

*Get the information to the parents in a different way. Our parents do not show up to the vendor fair.*

*Maybe the DOE can advertise/promote by television, radio, or newspaper the benefits of SES and the potential to increase student achievement for those enrolled in the program. This advertising must be done outside of metro Atlanta too. Ensure that there is equal advertisement across the state.*

Quite a few principals (39.7%) commented on how the organization of SES delivery impacted enrollment. Providing transportation and/or allowing the provider to use school facilities were mentioned in 14 of the comments. A few of the suggestions related to service pertained to offering SES on a consistent schedule, on the weekends, and in a format that allowed success of diverse populations (i.e. students with emotional and behavior issues).

Some of the comments (9) about the organization of SES delivery addressed the importance of alignment between school expectations, including GPS and CRCT achievement, and what the providers offer to students.

*Plan time to meet with the student's teachers (pay teachers for their time) to coordinate instructional support. Provide direct CRCT preparation activities that are continued throughout the school year.*

*...There must be ALIGNMENT between the SES providers and the schools if SES is to be very successful and meaningful...*

*Align the program with GPS and provide more hands on opportunities*

One principal suggested an alternative way to offer tutoring.

*Allow school personnel to provide the services at the local school site. Teachers are familiar with the students and their needs.*

Several principals made observations about who the program currently serves, with one saying the school is moving from "targeted to school-wide." These principals would like to see the program opened for all students.

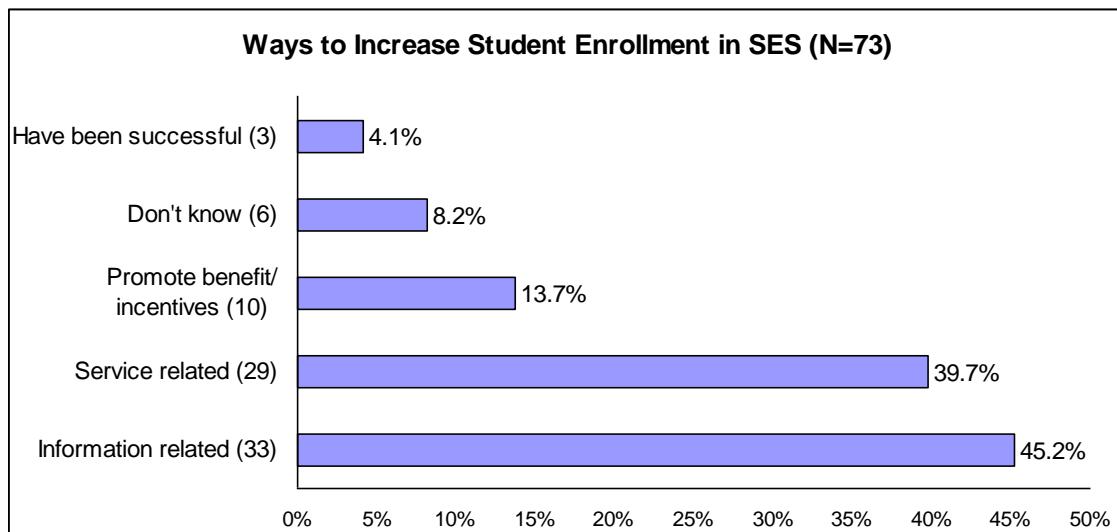
Approximately 14% of the principals answering this question said the focus needed to be on stressing the benefits of the program and possibly using incentives to encourage participation. Several said that children in academic trouble should be required to participate.

*Train parents so they will understand the importance; require parents of failing children to enroll the students in SES services*

\* Incentives are always a plus \* Recognition of participation \* Field trips for those who improve and complete program

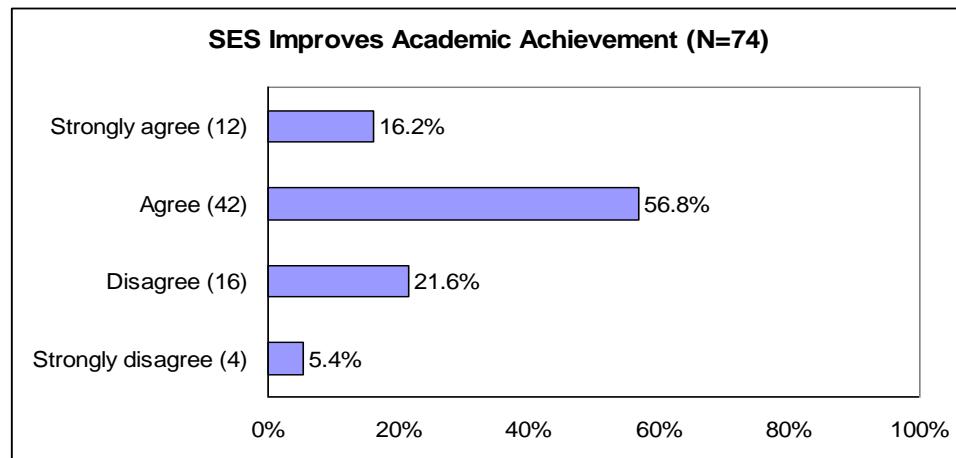
*Provide incentives for students that attend on a consistent basis*

Six of the responding principals expressed that they did not know what would positively impact enrollment in SES. Several of these principals described different approaches that had been tried in their schools, but with limited results. The following graphic displays principals' input.



## SES and Student Achievement Outcomes

Principals were asked to indicate their level of agreement with the following statement: I believe that SES tutoring is improving the academic achievement of students in my school. Response options included *strongly agree*, *agree*, *disagree*, *strongly disagree*, and *does not apply*. Of the 88 principals completing the survey, 9 did not respond to the question and 5 chose the *does not apply* option. Of the 74 principals who provided feedback about the results of SES, 73% agreed or strongly agreed that SES had a positive impact on their students' academic achievement. Results are displayed in the following table.



### **Program Options Other than SES**

The Georgia Department of Education and evaluators recognize that SES is often only one of a variety of services available to students to improve academic achievement. In an effort to gather information about the context of SES as part of multiple opportunities available to students, principals provided information about other programs available at their schools. Principals were requested to select from a list all the other programs that were available for students at their school outside of normal school hours that potentially contribute to student academic gains.

Results indicate that almost all schools (95.5%) have some program designed to improve academic achievement in addition to SES. Extended day programs offered by the school are available in 59.1% of the schools represented by the respondents. Likewise, over half of the schools (54.5%) offer other Title I programs besides SES. Some of these respondents provided fuller descriptions of school sponsored academic assistance programs such as Saturday School, after school tutoring, credit recovery programs, and summer camps. Students in 25.0 percent of the schools can participate in 21<sup>st</sup> Century program offerings. Respondents also had the option of writing in descriptions of community based programs. Twelve principals (13.6%) described community programs sponsored by local churches, local governments, and/or using college students as tutors.

<b>Other Available Programs (N = 88)</b>	<b>Number of Principals</b>	<b>Percent of Total</b>
Extended Day offered by school	52	59.1
Title I (other than SES)	48	54.5
21st Century	22	25.0
Boys and Girls Club	18	20.5
Community-based	12	13.6
PrimeTime (YMCA)	5	5.7

### **Other Comments**

Principals were offered the opportunity to provide additional comments they might have related to SES. A total of 28 comments were recorded. Several of the comments further explained a survey item response, and two principals used this comment to say they had limited information about SES. About one in four of the principals (28.6%) wrote a comment describing a positive

working relationship with a certain provider or were positive about SES in general. A few of the principals (14.3%) said that not enough students enroll in SES and this limits the overall impact of the program. Seven of the comments (25.0%) noted a negative aspect of SES, including limited qualification of tutors, inconsistent service, too much paperwork, and tutoring not being aligned with GPS. Several principals made recommendations for improving SES, including tightening the communication among SES tutors, teachers, counselors, and parents; and considering other curriculum models. Principal comments are included in Appendix G.

### **Summary of Principal Survey Results**

At least 73 percent of the principals completing the survey agreed that SES is improving the academic achievement of their students. SES is not the only option for most students, according to the principals, who report that extended day programs offered by the school and other Title I programs are prevalent.

The number of providers serving students at a school most often ranges from one to five. Over half of the principals report that no providers use the school facilities as a tutoring site. Principals for the most part are not highly involved with SES providers. Only one-third report that they communicate with at least 50 percent of the providers serving their students and less than half say they have observed tutoring sessions. One in four principals were not aware of whether providers completed ISPs or communicated with parents and teachers. Principals did think that providers were more likely to complete ISPs than to communicate with parents and teachers.

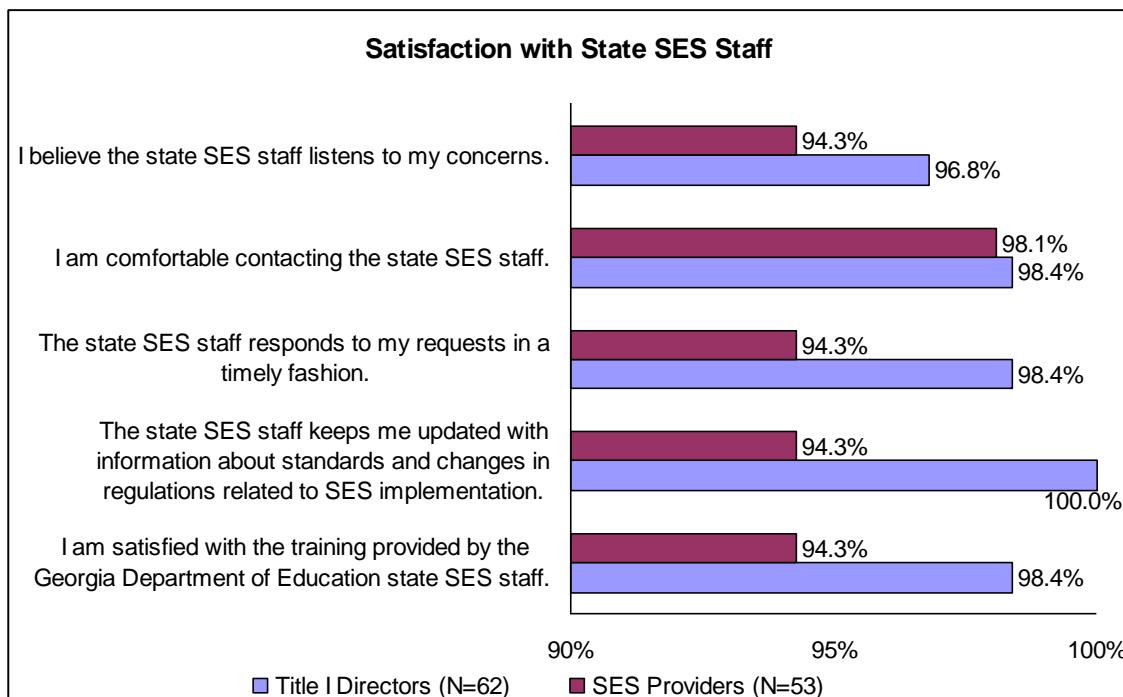
Most principals are not hearing comments about SES from the parents, teachers, or Title I Directors. Those who do hear comments say they are for the most part positive. Principals communicated that parents fail to enroll their children in SES mainly because they are not informed or do not understand the program. Principals suggest improving the communication channels with parents about the program and following up with parents who do not enroll their children initially. Additionally, some principals suggested adjusting the services to provide transportation and allow utilization of school facilities.

## Satisfaction with State SES Staff

The SES provider survey and the SES Title I Director's survey both included five questions soliciting feedback about their working relationship with the state SES staff. Each group was asked to indicate their level of agreement with the statements using a scale of *strongly agree*, *agree*, *disagree*, or *strongly disagree*. The feedback from both groups on these questions was overwhelmingly positive, indicating a high level of satisfaction with the relationship established with the state SES staff.

Sixty-two Title I Directors answered the questions, and for each question at least 59 (96.8%) of the directors agreed or strongly agreed with the survey item. In fact, 100 percent of the directors said that the state staff kept them well informed about SES standards and regulations.

A total of 44 providers submitted 53 response entries for the five satisfaction questions. Five providers had multiple entries. Because the responses varied across multiple entries by the same provider, the decision was made to include all of the data. The assumption was that different individuals representing a provider submitted the responses and may have had different experiences with the state staff. As with the directors, the providers were overwhelmingly positive about their relationship with the state SES staff. At least 50 (94.3%) of the respondents agreed or strongly agreed with each survey item. The following graphic displays the percentages of each group selecting *agree* or *strongly agree* for the survey items.



## Provider Comments

Providers had the opportunity to record additional comments about the services of the state staff. The 53 providers completing the survey offered 19 comments related to state staff. Two-thirds (68.4%) of the comments were positive, noting that the state staff were committed,

responsive, and helpful. One provider said that the audit process was positive and another identified the convenience of having regional training sessions. Three of the providers offering positive comments also stated that they had only limited interactions with state staff.

Three providers (15.8%) wrote comments that were negative. Two of the negative comments addressed problems providers had contacting state staff. One of these providers also said they did not have an inspection by the Department this year. The remaining negative comment was more applicable to a school system and stated that the provider had not been included on the list of providers distributed to parents during the first round of recruitment.

Four providers offered suggestions for improving SES.

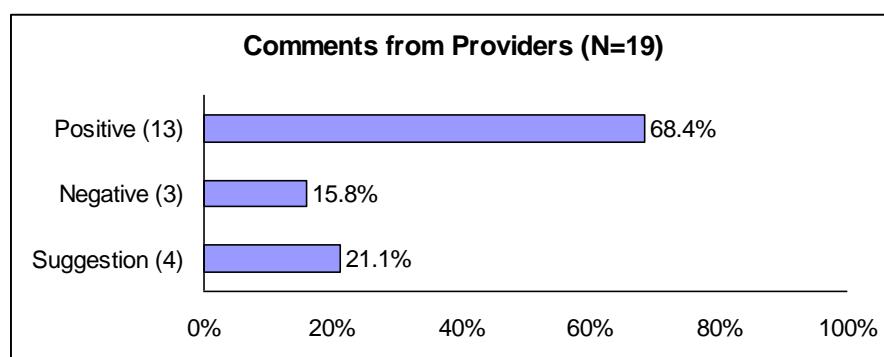
*...1. Send same children if the parent request the services again. 2 Need list of all students who requested services regardless of if they were referred or not because of eligibility issues.  
3.Need CRCT scores for all students-copy of CRCT report preferred 4. Some parents report that their children are sent to provider that district selected even though 1st choice provider was available. 5.Children need to be referred earlier than October before they get too far behind.*

*Require the school districts to give providers a list of students whose parents selected our services but were not eligible for SES....It would be helpful to know how many students are actually signed up, but denied because us ineligibility.*

*We would like the state SES staff to take a look at invoicing requirements for online providers. Most Georgia districts require their own attendance calendars to be signed by the parent. We have our own calendar that prints electronically and having to do a separate calendar takes unnecessary time...*

*...We are almost going completely digital next year. Most information/documents will be available upon request for examination prior to site observations. Long way of asserting I will contribute to maximizing the site visits by submitting documents for review prior to visit. Reviewing documents on site will most likely involve my assistant rather than myself or my partner...*

The provider comments are included in Appendix H.



## Summary Discussion of Key Findings

The purpose of the stakeholder surveys was to provide a statewide perspective of SES from those Title I Directors, providers, principals, parents, and middle and high school students who had direct experience with SES in 2007-2008. These surveys were designed to gather feedback from parents, students, principals, and Title I Directors about SES provider compliance with NCLB legislative requirements for SES, satisfaction with the quality of services provided by each provider, and perceptions of the impact of SES on student learning and achievement. Providers gave feedback on their compliance with SES requirements and SES administration by the school systems.

Title I Directors completed a system survey designed to collect quantitative data on SES participation. Of the 77,576 students eligible for SES in Georgia in the 2007-08 school year, parents requested services for 15,320 (19.7%) and 9,924 (12.8%) received services. These percentages represent increases from the previous year, in which 16.7 percent requested services and 12.6 percent were served.

It was noted in last year's report that further study was needed to determine why more eligible students are not enrolling in SES. In an effort to gather more information, principals were asked directly why, to their knowledge, parents were not enrolling their children in SES. Their insights supplemented responses from parents and providers. Principals noted that the sheer amount of information about SES provided to parents could be overwhelming, and that parents could use more help from school personnel to make their decisions. In fact, about half of the parents surveyed said that they made the decision of which provider to use with assistance from the school. Parents and principals also noted logistical reasons such as transportation affecting parental decisions.

On the three questions dealing with informing parents about SES opportunities (inviting providers to fairs, allowing providers to market their services, and providing information about providers to parents), the large majority of providers agreed that school systems were fulfilling their responsibilities. However, approximately one in nine providers disagreed on each question, representing a non-trivial group. Provider comments also addressed these topics as well as the number of parents who seemed to be uninformed about the program and providers. Comments from the principals addressed these concerns from a slightly different perspective, with some respondents noting that turnout for activities such as provider fairs were relatively small despite the amount of information that was distributed to parents.

The need for information on other academic support programs available to students in addition to SES was cited in the 2007 SES report, and the principal survey included this question. Ninety-five percent of principals reported having some other academic program available to students. More than half had an extended day program run by the school itself and/or a Title I program separate from SES. Parents and students had a number of program options at most schools for improving academic achievement. Some principals noted among the reasons why parents did not enroll their children in SES that parents either did not believe their children needed the extra help or that they were using another program.

Still missing, however, is information about the numbers of SES eligible students who are enrolled in after-school programs other than SES. This would allow a determination of how well

student needs are being addressed through a combination of academic interventions, one of which is SES, and could provide additional documentation explaining low SES participation. Collecting this information would be extremely burdensome for schools, however. A small study of a few volunteer schools might yield insight into the situation.

In 2007-08, the gap between the percentage of parents requesting services and the percentage of students receiving services was greater than in any of the past four years. Even though more parents requested service this year than last year, fewer students received SES. Put another way, about two-thirds (64.8%) of parent requests resulted in service; that was a lower percentage than in 2006-07 (75.4%) or any of the preceding three years. An examination of barriers to service after it has been requested should be conducted to find ways to increase the number of children whose parents want them to participate in SES.

Title I Directors from the 58 school systems in which students received SES also completed surveys about 99 providers which served their systems. Forty-four (44.4%) of those providers, in turn, completed surveys about the districts they served.

More student than parent surveys were completed. The parent surveys returned represented about one-fifth of all students who were receiving SES, while the student surveys returned represented about one-third of all middle and high school students receiving SES. When compared to the available demographic data for the population of SES students, survey respondents were reasonably representative. The majority of students referenced in the student and parent surveys received math assistance and attended middle school.

To summarize the survey results across the three surveys which rated providers, individual items were grouped into five categories: communication & interaction with school system, compliance/service delivery, satisfaction, impact, and monitoring results. A single score for each category was calculated for each participating group. For parents and students, this was the average percentage that answered yes to the questions in the category. For Title I Directors, the score was the average percentage of those who answered either *strongly agree* or *agree* on the items in the category. Not all groups are represented in each category. The results are displayed in the table below. See Appendix I for a complete listing of questions in each category.

Item Category	Directors (% Agree + Strongly Agree)	Parents (% Yes)	Students (% Yes)
Communications & Interaction with School System	91.2%	n/a*	n/a*
Compliance/Service Delivery	90.8%	74.3%	66.2%
Satisfaction	91.0%	86.9%	82.3%
Impact	n/a*	68.6%	82.3%
Monitoring Results	90.5%	n/a*	n/a*

\*Note: This category did not include questions from all three stakeholder surveys

All three groups were highly likely to agree that providers in general were fulfilling their obligations. Title I Directors gave the highest ratings overall. In fact, on the two categories in which all three groups contributed, Title I Directors gave higher ratings than parents and students. The difference was largest on compliance and service delivery items; Title I Directors had an agreement rate of over ninety percent on these items, compared to about three-quarters for parents and two-thirds for students. Parents and students were in general agreement about providers, with a majority agreeing with most of the statements. Both groups had their highest

ratings for satisfaction. However, students gave providers much higher ratings for impact than parents.

Parents reported high levels of satisfaction with providers and that providers complied with their responsibilities for the most part. However, almost one in three parents said they did not receive a copy of a progress report for their child on a monthly basis, and one in four parents said they were not given a copy of their child's learning plan. The majority of the parents also agreed with the item concerning the impact of tutoring on academic success at school. However, almost one in five parents was not sure of the impact. Parents were generally very positive about the SES experience, with the majority of the parents agreeing with all survey items. Parents were more likely to say what they liked best about tutoring rather than identifying a negative. What parents liked best about tutoring was that their child learned the subject and had greater confidence. The most common negative comments involved the tutoring not lasting long enough.

A large majority of students reported satisfaction with their provider and believed that tutoring has had a positive impact on their grades. The majority also said that their providers were complying with guidelines, although nearly half did not get a copy of their monthly progress report and nearly one-third did not see their learning plans. Like their parents, students had more positive than negative comments. What students liked best about tutoring was that they learned the subject, their grades improved, and they gained confidence in doing their school work. What students liked least about tutoring was the time it took to do the work.

Based on the item ratings, both parents and students are generally pleased with the providers and the SES experience. The comments do point out some areas of concern, including logistical issues, specific issues with tutors, and problems surrounding the use of computers in tutoring.

Providers and Title I Directors were very complimentary of one another. More than 86 percent of director surveys agreed or strongly agreed with all of the items assessing the providers. Slightly over half of the providers received no negative feedback at all from Title I Directors. Similarly, more than 65 percent of provider responses agreed or strongly agreed with all but two of the items assessing the directors. Lower levels of agreement were indicated for systems holding regular meetings with providers (58.1%) and the opportunity to use school system facilities for SES tutoring (61.8%).

Providers and Title I Directors also agreed that the majority of providers were not monitored during the year. Directors said they conducted on-site monitoring visits for 32.6 percent of providers and observed instruction by 28.1 percent of providers. The providers put these numbers at 27.2 percent and 25.1 percent, respectively. Directors gave high ratings to the providers they did visit; the lowest level of agreement with any of the monitoring items was 85.7 percent.

Increasing monitoring by school systems would not only be a wise quality control practice, but might also address the issues pointed out in the comments of the various stakeholder groups. Title I Directors continued to express concerns about on-line providers again this year, including technical difficulties, monitoring of student progress, and problems with incentive programs. Issues related to monitoring should continue to be a major focus of SES administration to insure that students receive the help they need and that stakeholders can work together effectively to improve student achievement.

## **Next Steps for the Georgia Department of Education**

The Department is committed to ensuring that the SES program is effective and responsive to the needs of students, parents, school systems, and providers. Therefore, with the information in this report created by the University of Georgia (UGA), the Georgia Department of Education (Department) has outlined several action steps that it has implemented or plans to implement in order to address concerns with the supplemental education services (SES) program.

The Department updated the State Board of Education (SBOE) Rule concerning supplemental education services (SBOE Rule 160.-4-5-.03) in June of 2008. The changes to this rule allowed the Department to be better equipped to assist local education agencies (LEA) and providers with implementing SES as well as remove those providers that fail to comply with SES standards and requirements.

### **Serving Eligible Students**

To ensure that more students who are in need of supplemental education services are able to participate in the program, the Department has expanded the definition of eligible students. Prior to the 2008-2009 school year, eligible students were defined as students from low-income families who attend Title I schools in their second year of school improvement, in corrective action, or in restructuring. With the U.S. Department of Education's (US ED) approval of the Department's Differentiated Accountability Plan, eligibility has been expanded to provide LEAs the option of offering SES to students attending Title I schools in their first year of needs improvement, in corrective action, or in restructuring. These schools would have the option to offer SES to students in the following order:

1. Low-income students who did not pass the state tests.
2. Low-income students who did pass the state tests.
3. All students who did not pass the state tests.
4. All students who did pass the state tests.

While this hierarchy of service still provides preference to the students in most need, it opens the door to more students who may also need additional assistance. The Department views this expansion of eligibility as a step to assist all students in becoming proficient in reading and mathematics. However, schools in their second year of needs improvement or greater would continue to operate under the previous SES guidelines.

### **Addressing Parent Concerns**

To assist parents/legal guardians in becoming informed consumers of supplemental education services, the Department will provide pertinent information in a parent-friendly format for the purpose of choosing an appropriate SES provider for their child(ren). Districts will receive a reformatted summary of all providers that service that district. This summary will include all the information required by the US ED, but be displayed in a compact format that will allow districts to provide parents with a 10-page packet instead of a 70-page packet which can be overwhelming for most parents. The full profile of each provider will still be available to

parents/legal guardians, but this summary will allow parents/legal guardians to choose a few providers whose full profile they would like to review before making a decision on the provider for their child(ren).

A report card on each provider will also be available to parents/legal guardians and districts. These report cards will provide information on the percent of the provider's students passing state tests, the percent of surveys with positive customer service feedback on the provider, and the provider's compliance rate with state standards. Each individual provider's information will be compared to all other providers so that parents can make an informed decision about the performance of providers before making a decision on the provider for their child(ren).

Additionally, providers will be held accountable for providing parents/legal guardians with progress reports on their child. According to the Department's Standards for Monitoring Supplemental Educational Services Providers, providers are responsible for submitting monthly progress reports to parents/legal guardians and the LEA. Compliance with this standard is examined by state monitors to ensure that all providers have these progress reports in each student's file.

### **Working with School Systems**

To ensure that providers have all the necessary information to provide effective instruction, the Department will continue to encourage school systems to provide SES providers with student achievement data. This data will assist providers in developing effective and meaningful individual instructional plans (ISPs) for each student.

Additionally, the Department will continue to encourage school systems to monitor the instructional practices of the providers to ensure alignment with the Georgia Performance Standards (GPS). While the Department does its own monitoring, the additional support from LEAs will help the Department ensure that state-approved providers are providing services that will lead to greater student achievement.

### **Survey Collection**

The data for this report is received from surveys sent to parents of participating students, participating middle and high school students, Title I Directors, school principals, and SES providers. The more surveys that are completed, the more information the Department will have to make effective changes for the SES program. Therefore, the Department will continue to encourage all these stakeholders to complete surveys that provide feedback for improvement of the SES program in Georgia. The Department is expecting to increase the percent of survey responses in each stakeholder group for the 2008-2009 school year.

The Department is also considering a survey to parents of eligible students who did not participate in the program to ascertain reasons for non-participation. This information will allow us to understand what barriers prohibit parents from enrolling in the supplemental education services program. These may be barriers that the Department can address in future years of the program.

### **Assessment Design**

Currently, SES providers' effectiveness is assessed by evaluating CRCT, GHSGT, and EOCT scores of SES students to comparison students who did not receive SES but were eligible. This

analysis is conducted by the University of Georgia (UGA). In the amount of time allotted for SES (10-30 hours), providers are able to provide instruction on only a few concept strands, however the providers' effectiveness is assessed through a cumulative assessment. While a provider may be effective in teaching specific concept strands found on the CRCT such as fractions or comprehension of short stories, the provider will only be considered effective if the student is able to pass the entire subject sections (reading, English/language arts, mathematics) of the test including the additional concept strands found within the assessment not targeted for instruction by the provider. Additionally, this analysis is a time-consuming process for UGA. The UGA staff must match each SES student to another eligible SES student that did not participate in the program, and they both must have the same scale score. This matching proves difficult due to lack of previous year test data and/or student IDs inaccurately reported.

In order to more accurately assess provider effectiveness on student achievement, the Department is considering the use of a Web based, adaptive assessment that is aligned to the Georgia Performance Standards. The pre-test would provide detailed information on the skills that a student is not proficient in at the beginning of the services. The post-test would be used to determine if a provider was effective in increasing student achievement on the skills the student was not proficient in on the pre-test. This assessment model has several advantages: 1) the ability to evaluate a provider on specific skills rather than on a cumulative assessment, 2) supply the provider and LEAs with real-time skills and concepts for instruction at the beginning of SES services, 3) it would be easier to determine student growth between the pre-test and post-test, 4) students would not lose instructional time incurred by completing additional pre-tests and post-tests administered by the provider, and 5) all SES students would be included in the analysis regardless of previous CRCT scores or student IDs.

# **APPENDICES**

- Appendix A:** **Survey Returns**
- Appendix B:** **System Survey**
- Appendix C:** **Title I Director Provider Survey**
- Appendix D:** **Parent Survey**
- Appendix E:** **Student Survey**
- Appendix F:** **SES Provider Survey**
- Appendix G:** **SES Principal Survey**
- Appendix H:** **Feedback on SES State Staff Services**
- Appendix I:** **Summary Documents**
- Appendix J:** **Correspondence and Survey Instruments**

## **APPENDIX A**

- **Survey Returns**

### Title I Director, Student, and Parent Survey Returns by Provider

SES Provider	Provider Code	Director Surveys		Student Surveys		Parent Surveys	
		#	%	#	%	#	%
A Learning Solution (Learning Solutions Tutorial Lab, Inc.)	740	1	0.3	12	0.4	-	-
A to Z In-Home Tutoring	501	40	10.4	246	9.1	266	12.4
Academia.net, Inc.	503	19	4.9	76	2.8	49	2.3
Academic Associates Reading Center, LLC	703	2	0.5	2	0.1	-	-
Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	731	34	8.9	397	14.7	267	12.5
Achieve Results Tutorial and Educational Consulting, LLC	507	6	1.6	38	1.4	28	1.3
Achieve Success Tutoring by University Instructors, Inc.	662	13	3.4	108	4.0	89	4.2
All About Math (D/B/A Math Doctor Learning)	744	5	1.3	44	1.6	24	1.1
Alpha Test Preparation & Tutorial Service	109	1	0.3	-	-	2	0.1
Applied Scholastics	706	1	0.3	3	0.1	1	0.0
Assets Learning Center	110	1	0.3	7	0.3	-	-
ATS Project Success	707	19	4.9	28	1.0	15	0.7
Ava H. White Tutorials	114	1	0.3	3	0.1	24	1.1
Babbage Net School, Inc.	516	1	0.3	-	-	-	-
Back to Basics, Inc.	117	5	1.3	45	1.7	20	0.9
BAWTC, Inc. Tutorial Services	515	1	0.3	5	0.2	-	-
Beacon of Hope, Inc. (BOH)	120	1	0.3	-	-	-	-
Best Education and Sports Today, Inc. (B.E.S.T.)	708	-	-	1	0.0	-	-
Blandy Hills Elementary School	709	1	0.3	26	1.0	17	0.8
Brain Support (a division of JT Carroll & Associates, LLC)	801	1	0.3	-	-	-	-
Brainfuse One-to-One Tutoring	525	4	1.0	-	-	-	-

SES Provider	Provider Code	Director Surveys		Student Surveys		Parent Surveys	
		#	%	#	%	#	%
BridgeHaven Reading Clinic and Tutorial Service	126	1	0.3	18	0.7	11	0.5
Bright Sky Learning, LLC	711	1	0.3	-	-	-	-
Bryan County Schools	127	1	0.3	-	-	-	-
Cambridge Learning of Georgia, Inc.	529	2	0.5	16	0.6	8	0.4
Catapult Online	713	8	2.1	8	0.3	6	0.3
Challenging Failure	803	2	0.5	4	0.1	4	0.2
City of Fitzgerald /Monitor Enrichment Program (MEP)	133	1	0.3	-	-	-	-
CKL (Cool Kids Learn, Inc)	718	1	0.3	1	0.0	1	0.0
Club Z! Inc. (0709)	714	9	2.3	7	0.3	8	0.4
Club-Z! In-Home Tutoring (Academic Coaches, LLC- 8604)	704	2	0.5	40	1.5	19	0.9
Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	742	1	0.3	9	0.3	80	3.7
Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	134	1	0.3	5	0.2	4	0.2
Club-Z! In-Home Tutoring Service (7952)	715	1	0.3	87	3.2	34	1.6
Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	1	0.3	183	6.8	83	3.9
Club-Z! In-Home Tutoring Services (JA-MAR Enterprises, LLC - 9094)	735	1	0.3			14	0.7
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	1	0.3	-	-	-	-
Community Reach Inc.	546	6	1.6	32	1.2	13	0.6
Computer Synectics Inc.	149	1	0.3	3	0.1	3	0.1
Data Friendly, Incorporated	719	1	0.3	-	-	24	1.1
De'Jour Success Achievers, Inc.	720	1	0.3	6	0.2	1	0.0
Education 2020 Virtual Tutor	561	9	2.3	2	0.1	3	0.1
Education and Guidance Services	160	-	-	19	0.7	15	0.7

SES Provider	Provider Code	Director Surveys		Student Surveys		Parent Surveys	
		#	%	#	%	#	%
Educational Access Center	563	5	1.3	138	5.1	66	3.1
Educational Enterprises, Inc.	564	3	0.8	6	0.2	-	-
Educational Tutorial Services	807	1	0.3	-	-	-	-
eProgress Academy	724	3	0.8	13	0.5	4	0.2
Fabric of America	763	1	0.3	2	0.1	-	-
Failure Free Reading	568	2	0.5	-	-	-	-
FitWit, LCC	725	3	0.8	5	0.2	2	0.1
Graham Consulting Group	728	6	1.6	46	1.7	23	1.1
Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Prorgam"	176	3	0.8	52	1.9	18	0.8
GSFA Florida, Inc.	729	2	0.5	1	0.0	24	1.1
Hampton L Daughtry Elementary School	178	1	0.3	-	-	-	-
Harvest Advantage, Inc.	730	1	0.3	2	0.1	2	0.1
High Achievers	180	5	1.3	12	0.4	13	0.6
Huntington Learning Center	181	1	0.3	13	0.5	3	0.1
International After School Program	734	5	1.3	12	0.4	12	0.6
Kelley Lake Elementary School	190	-	-	56	2.1	76	3.5
Key Enhancement Learning Center	809	2	0.5	-	-	-	-
Kultivating Brilliant Minds	736	3	0.8	11	0.4	7	0.3
Kumon of Fayetteville	592	1	0.3	2	0.1	-	-
Laureate Training Center	194	9	2.3	82	3.0	13	0.6
Learning First Educational Services, Inc.	739	4	1.0	52	1.9	7	0.3
Lesye-Anye, Inc.	198	1	0.3	-	-	-	-
Loving Hands After-school Program	200	1	0.3	-	-	-	-

<b>SES Provider</b>	<b>Provider Code</b>	<b>Director Surveys</b>		<b>Student Surveys</b>		<b>Parent Surveys</b>	
		#	%	#	%	#	%
M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Ctr	733	5	1.3	27	1.0	99	4.6
Mainly Math	202	6	1.6	31	1.1	9	0.4
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	9	2.3	167	6.2	205	9.6
Net Tutor™	741	1	0.3	1	0.0	-	-
Pathways of Learning	613	1	0.3	5	0.2	4	0.2
Pinnochio Palace, Inc. A Place Where "Knows" Grow	617	1	0.3	4	0.1	-	-
Project Rebound, INC. d/b/a PRI Youth Development Institute	749	1	0.3	6	0.2	4	0.2
Reading, Phonics, Math and More	166	1	0.3	13	0.5	6	0.3
Reading, Writing, And Arithmetic Tutorial Service	754	1	0.3	3	0.1	-	-
Reef House After-School Program	726	1	0.3	3	0.1	1	0.0
Rhymes and Reason Tutoring Program (Tennis in the 'Hood, Inc. After-School Learning Center)	251	1	0.3	2	0.1	2	0.1
Saint Paul Leadership Academy	750	1	0.3	-	-	-	-
SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	757	1	0.3	1	0.0	1	0.0
Solid Rock Academy	813	1	0.3	1	0.0	-	-
Success Tutoring Center, Inc.	234	-	-	1	0.0	-	-
Sylvan Learning Center (Georgia Learning Centers, Inc.)	237	1	0.3	-	-	13	0.6
Sylvan Learning Center (Ace It!) Buckhead (2296)	760	2	0.5	1	0.0	-	-
Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	238	1	0.3	1	0.0	5	0.2
Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	758	3	0.8	59	2.2	86	4.0
Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	765	2	0.5	11	0.4	9	0.4
Sylvan Learning Center of Cartersville (8267)	745	1	0.3	-	-	-	-
Sylvan Learning Center of Rome (4466)	244	1	0.3	4	0.1	4	0.2

SES Provider	Provider Code	Director Surveys		Student Surveys		Parent Surveys	
		#	%	#	%	#	%
Sylvan Learning Center, Jonesboro (2296)	242	1	0.3	51	1.9	59	2.8
Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	240	3	0.8	18	0.7	16	0.7
Sylvan Learning Centers of Albany, Valdosta & Tifton (FL Learning Ctrs, Inc.)	170	7	1.8	17	0.6	22	1.0
Teach Them to Read, Inc.!	250	2	0.5			4	0.2
Terry Learning Center of Georgia	762	1	0.3	1	0.0	6	0.3
The L.O.F.T Teen Center (Communities In Schools of Laurens Cty, Inc.)	717	1	0.3	3	0.1	5	0.2
The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	764	3	0.8	33	1.2	24	1.1
The Phoenix Center, inc.	254	1	0.3	1	0.0	1	0.0
Tower Educational Consulting Group	766	9	2.3	47	1.7	10	0.5
Tutor Zone, LLC	768	3	0.8	51	1.9	25	1.2
Tutorial Services	769	32	8.3	88	3.3	81	3.8
Tutoring By Design	770	1	0.3	36	1.3	18	0.8
Vidalia Sylvan Learning Center	245	2	0.5	15	0.6	13	0.6
Youth Empowerment Project, Inc.	265	2	0.5	3	0.1	6	0.3
Zena's House, Inc.	773	2	0.5	6	0.2	-	-
Missing Code	no code	-	-	9	0.3	2	0.1
<b>Total</b>		<b>384</b>	<b>100.0</b>	<b>2,706</b>	<b>100.0</b>	<b>2,143</b>	<b>100.0</b>

### SES Providers: Number of Surveys Returned by Each Provider

SES Provider	Provider Code	Provider Surveys	
		#	%
A to Z In-Home Tutoring	501	37	19.4
Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	731	35	18.3
Achieve Results Tutorial and Educational Consulting, LLC	507	6	3.1
Applied Scholastics	706	1	0.5
Assets Learning Center	110	1	0.5
ATS Project Success	707	21	11.0
Back to Basics, Inc.	117	4	2.1
Blandy Hills Elementary School	709	1	0.5
Brainfuse One-to-One Tutoring	525	9	4.7
BridgeHaven Reading Clinic and Tutorial Service	126	1	0.5
Bright Sky Learning, LLC	711	1	0.5
Challenging Failure	803	2	1.0
Club Z! Inc. (0709)	714	13	6.8
Club-Z! In-Home Tutoring (Academic Coaches, LLC- 8604)	704	2	1.0
Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	742	1	0.5
Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	134	1	0.5
Club-Z! In-Home Tutoring Service (7952)	715	2	1.0
Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	1	0.5
Club-Z! In-Home Tutoring Services (JA-MAR Enterprises, LLC - 9094)	735	1	0.5
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	1	0.5
Education 2020 Virtual Tutor	561	3	1.6
Educational Access Center	563	2	1.0
Educational Enterprises, Inc.	564	3	1.6
GSFA Florida, Inc.	729	2	1.0
Hampton L Daughtry Elementary School	178	1	0.5
Harvest Advantage, Inc.	730	1	0.5
High Achievers	180	6	3.1
Kelley Lake Elementary School	190	1	0.5
Key Enhancement Learning Center	809	2	1.0
Kultivating Brilliant Minds	736	3	1.6
M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Ctr	733	5	2.6

<b>SES Provider</b>	<b>Provider Code</b>	<b>Provider Surveys</b>	
		#	%
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	1	0.5
Pinnochio Palace, Inc. A Place Where "Knows" Grow	617	1	0.5
Reading, Writing, And Arithmetic Tutorial Service	754	1	0.5
Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	758	3	1.6
Sylvan Learning Center of Cartersville (8267)	745	1	0.5
Sylvan Learning Center of Rome (4466)	244	1	0.5
Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	240	2	1.0
Teach Them to Read, Inc.!	250	2	1.0
Tutor Zone, LLC	768	4	2.1
Tutoring By Design	770	1	0.5
Vidalia Sylvan Learning Center	245	2	1.0
Zena's House, Inc.	773	2	1.0
<b>Total</b>		<b>191</b>	<b>100.0</b>

### Number of Survey Returned by System

<b>School System</b>	<b>Student Surveys</b>		<b>Parent Surveys</b>		<b>Provider Surveys</b>	
	#	%	#	%	#	%
Atlanta Public Schools	245	9.05	169	7.89	10	5.2
Baldwin County Schools	26	0.96	42	1.96	5	2.6
Bartow County Schools	-	-	-	-	5	2.6
Ben Hill County Schools	-	-	-	-	2	1.0
Bibb County Schools	179	6.61	275	12.83	13	6.8
Brooks County Schools	24	0.89	23	1.07	2	1.0
Bryan County Schools	-	-	-	-	-	-
Bulloch County Schools	9	0.33	-	-	1	0.5
Butts County Schools	-	-	-	-	3	1.6
Calhoun County Schools	-	-	-	-	1	0.5
Chatham County Schools	82	3.03	51	2.38	4	2.1
Chattooga County Schools	-	-	6	0.28	-	-
Clarke County Schools	10	0.37	13	0.61	3	1.6
Clayton County Schools	147	5.43	164	7.65	10	5.2
Cobb County Schools	209	7.72	86	4.01	8	4.2
Coweta County Schools	66	2.44	3	0.14	4	2.1
Crawford County Schools	14	0.52	13	0.61	2	1.0
DeKalb County Schools	332	12.27	181	8.45	10	5.2
Dodge County Schools	11	0.41	11	0.51	1	0.5
Dooly County Schools	-	-	94	4.39	5	2.6
Dougherty County Schools	-	-	-	-	1	0.5
Douglas County Schools	77	2.85	46	2.15	4	2.1
Dublin City Schools	12	0.44	9	0.42	1	0.5
Early County Schools	-	-	6	0.28	4	2.1
Emanuel County Schools	26	0.96	15	0.70	3	1.6
Franklin County Schools	6	0.22	9	0.42	3	1.6
Fulton County Schools	89	3.29	20	0.93	7	3.7
Gilmer County Schools	72	2.66	31	1.45	-	-
Glynn County Schools	18	0.67	11	0.51	1	0.5
Gordon County Schools	8	0.30	8	0.37	3	1.6
Grady County Schools	17	0.63	22	1.03	2	1.0
Gwinnett County Schools	349	12.90	163	7.61	8	4.2

<b>School System</b>	<b>Student Surveys</b>		<b>Parent Surveys</b>		<b>Provider Surveys</b>	
	#	%	#	%	#	%
Hall County Schools	16	0.59	112	5.23	3	1.6
Hancock County Schools	-	-	-	-	2	1.0
Haralson County Schools	5	0.18	5	0.23	1	0.5
Irwin County Schools	7	0.26	7	0.33	1	0.5
Jefferson County Schools	20	0.74	8	0.37	4	2.1
Johnson County Schools	29	1.07	4	0.19	1	0.5
Liberty County Schools	6	0.22	7	0.33	2	1.0
Long County Schools	8	0.30	7	0.33	2	1.0
Macon County Schools	-	-	25	1.17	3	1.6
Meriwether County Schools	67	2.48	43	2.01	4	2.1
Mitchell County Schools	-	-	20	0.93	1	0.5
Muscogee County Schools	60	2.22	42	1.96	4	2.1
Newton County Schools	46	1.70	91	4.25	5	2.6
Pelham City Schools	18	0.67	13	0.61	1	0.5
Richmond County Schools	115	4.25	27	1.26	6	3.1
Spalding County Schools	73	2.70	43	2.01	4	2.1
Sumter County Schools	27	1.00	14	0.65	2	1.0
Talbot County Schools	83	3.07	30	1.40	1	0.5
Taliaferro County Schools	-	-	-	-	1	0.5
Taylor County Schools	-	-	18	0.84	2	1.0
Telfair County Schools	13	0.48	10	0.47	1	0.5
Terrell County Schools	29	1.07	32	1.49	4	2.1
Thomaston-Upson County Schools	-	-	-	-	2	1.0
Thomasville City Schools	-	-	-	-	1	0.5
Valdosta City Schools	8	0.30	15	0.70	-	-
Ware County Schools	-	-	-	-	2	1.0
Washington County Schools	48	1.77	17	0.79	4	2.1
Whitfield County Schools	-	-	82	3.83	1	0.5
<b>Total</b>	<b>2706</b>	<b>100</b>	<b>2143</b>	<b>100</b>	<b>191</b>	<b>100.0</b>

*Title I Directors reported that no students were served in the following systems:*

*Candler County Schools  
Chattooga County Schools  
Seminole County Schools  
Stewart County Schools*

## **APPENDIX B**

- **System Survey Data**

### SES System Data Reported by the Title I Director

System	#Title I / SES offered	#Title I / SES receiving	# students eligible	# requested	# students receiving	% receiving	% requesting	# Providers	\$ Paid	June serv.	\$ Per Student allowed	Average \$ / student
Atlanta Public	13	13	4,025	2,029	1,516	37.7%	74.7%	32	\$ 1,372,430.54	no	\$ 1,463.00	\$ 905.30
Baldwin County	3	3	2,270	240	202	8.9%	84.2%	9	\$ 147,520.00	yes	\$ 1,205.00	\$ 730.30
Bartow County	1	1	397	93	60	15.1%	64.5%	7	\$ 52,942.88	yes	\$ 1,082.00	\$ 882.38
Ben Hill County	1	1	488	40	40	8.2%	100.0%	3	\$ 44,039.70	yes	\$ 1,270.71	\$ 1,100.99
Bibb County	8	8	4,920	1,110	722	14.7%	65.0%	19	\$ 751,026.15	yes	\$ 1,384.00	\$ 1,040.20
Brooks County	1	1	446	49	33	7.4%	67.3%	5	\$ 29,420.39	yes	\$ 1,307.00	\$ 891.53
Bryan County	1	1	249	55	55	22.1%	100.0%	1	\$ 9,113.00	yes	\$ 1,065.00	\$ 165.69
Bulloch County	1	1	403	12	10	2.5%	83.3%	2	\$ 11,528.32	no	\$ 1,202.00	\$ 1,152.83
Butts County	1	1	165	53	48	29.1%	90.6%	4	\$ 17,780.00	yes	\$ 1,167.00	\$ 370.42
Calhoun County	1	1	349	347	23	6.6%	6.6%	3	\$ 22,821.72	no	\$ 1,490.09	\$ 992.25
Candler County	1	0	567	0	0	0.0%	--	0	--	no	\$ 1,706.00	--
Chatham County	6	6	3,202	703	347	10.8%	49.4%	10	\$ 313,472.00	yes	\$ 1,439.00	\$ 903.38
Chattooga Cnty	1	0	165	0	0	0.0%	--	1	--	no	\$ 1,170.00	--
Clarke County	2	2	818	220	133	16.3%	60.5%	6	\$ 129,713.00	yes	\$ 1,287.00	\$ 975.29
Clayton County	9	9	9,320	1,564	984	10.6%	62.9%	30	\$ 1,010,130.00	yes	\$ 1,376.00	\$ 1,026.55
Cobb County	5	5	4,122	550	550	13.3%	100.0%	60	\$ 524,540.00	no	\$ 1,300.00	\$ 953.71
Coweta County	1	1	340	110	81	23.8%	73.6%	8	\$ 63,110.56	no	\$ 1,107.00	\$ 779.14
Crawford County	1	1	265	53	22	8.3%	41.5%	3	\$ 16,549.73	no	\$ 1,201.00	\$ 752.26
DeKalb County	13	13	9,573	1,497	893	9.3%	59.7%	25	\$ 728,776.16	no	\$ 1,453.00	\$ 816.10
Dodge County	1	1	534	29	29	5.4%	100.0%	1	\$ 25,937.50	no	\$ 1,209.00	\$ 894.40
Dooly County	1	1	114	114	114	100%	100.0%	8	\$ 121,492.88	no	\$ 1,338.00	\$ 1,065.73
Dougherty Cnty	1	1	563	24	15	2.7%	62.5%	2	\$ 14,425.00	no	\$ 1,341.00	\$ 961.67
Douglas	1	1	440	173	129	29.3%	74.6%	11	\$ 117,933.37	no	\$ 1,262.76	\$ 914.21
Dublin City	1	1	534	36	33	6.2%	91.7%	3	\$ 23,000.00	no	\$ 1,481.00	\$ 696.97
Early County	1	1	405	92	74	18.3%	80.4%	7	\$ 64,545.00	no	\$ 1,434.00	\$ 872.23
Emanuel County	1	1	371	42	30	8.1%	71.4%	39	\$ 35,403.84	no	\$ 1,489.00	\$ 1,180.13
Franklin County	1	1	443	60	54	12.2%	90.0%		\$ 32,415.35	yes	\$ 1,186.00	\$ 600.28
Fulton County	1	1	481	229	146	30.4%	63.8%	16	\$ 201,782.00	yes	\$ 1,306.00	\$ 1,382.07
Gilmer County	1	1	542	33	33	6.1%	100.0%	1	\$ 40,359.00	no	\$ 1,223.00	\$ 1,223.00

System	#Title I/ SES offered	#Title I/ SES receiving	# students eligible	# requested	# students receiving	% receiving	% requesting	# Providers	\$ Paid	June serv.	\$ Per Student allowed	Average \$ / student
Glynn County	1	1	325	52	48	14.8%	92.3%	1	\$ 54,615.00	yes	\$ 1,328.00	\$ 1,137.81
Gordon County	1	1	409	18	12	2.9%	66.7%	3	\$ 11,091.53	no	\$ 1,200.00	\$ 924.29
Grady County	1	1	430	47	33	7.7%	70.2%	4	\$ 31,988.60	yes	\$ 1,276.00	\$ 969.35
Gwinnett County	5	5	7,360	723	594	8.1%	82.2%	17	\$ 443,037.16	no	\$ 1,417.00	\$ 745.85
Hall County	3	3	1,972	477	387	19.6%	81.1%	7	\$ 395,043.90	yes	\$ 1,114.00	\$ 1,020.79
Hancock County	1	1	335	99	58	17.3%	58.6%	3	\$ 40,379.02	yes	\$ 1,379.15	\$ 696.19
Haralson County	1	1	804	43	23	2.9%	53.5%	2	\$ 19,032.50	yes	\$ 1,233.00	\$ 827.50
Irwin County	2	2	234	12	12	5.1%	100.0%	3	\$ 14,435.00	no	\$ 1,281.00	\$ 1,202.92
Jefferson County	1	1	791	81	46	5.8%	56.8%	5	\$ 34,386.50	yes	\$ 1,275.00	\$ 747.53
Johnson County	1	1	269	36	22	8.2%	61.1%	37	\$ 17,400.00	yes	\$ -	\$ 790.91
Liberty County	1	1	509	43	34	6.7%	79.1%	2	\$ 23,425.00	no	\$ 1,298.71	\$ 688.97
Long County	1	1	365	20	11	3.0%	55.0%	8	\$ 12,385.00	yes	\$ 1,345.00	\$ 1,125.91
Macon County	1	1	748	52	37	4.9%	71.2%	5	\$ 37,275.00	no	\$ 1,343.00	\$ 1,007.43
Meriweather C.	1	1	357	89	67	18.8%	75.3%	7	\$ 56,870.15	yes	\$ 1,300.00	\$ 848.81
Mitchell County	1	1	383	113	98	25.6%	86.7%	1	\$ 75,652.00	no	\$ 1,267.00	\$ 771.96
Muscogee Cnty	3	3	811	283	184	22.7%	65.0%	10	\$ 131,938.54	yes	\$ 1,396.79	\$ 717.06
Newton County	2	2	1,168	456	410	35.1%	89.9%	9	\$ 317,957.51	yes	\$ 1,000.00	\$ 775.51
Pelham City	1	1	214	29	29	13.6%	100.0%	1	\$ 26,898.00	no	\$ 1,437.00	\$ 927.52
Richmond Cnty	10	10	5,778	1,982	630	10.9%	31.8%	15	\$ 484,565.35	yes	\$ 1,394.00	\$ 769.15
Seminole County	1	0	567	0	0	0.0%	--	0	\$ --	no	\$ 1,706.00	--
Spalding County	3	3	1,040	226	116	11.2%	51.3%	10	\$ 72,463.00	yes	\$ 1,282.00	\$ 624.68
Stewart County	1	0	210	0	0	0.0%	--	0	\$ --	no	\$ 1,291.00	--
Sumter County	1	1	362	52	33	9.1%	63.5%	5	\$ 31,698.00	yes	\$ 1,286.00	\$ 960.55
Talbot County	1	1	654	125	106	16.2%	84.8%	1	\$ 92,447.00	no	\$ 1,281.00	\$ 872.14
Taliaferro County	1	1	216	73	9	4.2%	12.3%	2	\$ 13,321.83	yes	\$ 1,614.00	\$ 1,480.20
Taylor County	1	1	575	98	98	17.0%	100.0%	2	\$ 73,374.00	no	\$ 1,248.00	\$ 748.71
Telfair County	1	1	251	44	18	7.2%	40.9%	3	\$ 18,941.00	no	\$ 1,447.00	\$ 1,052.28
Terrell County	1	1	811	162	130	16.0%	80.2%	6	\$ 116,902.90	no	\$ 1,533.00	\$ 899.25
Thomaston-Upson	1	1	756	9	9	1.2%	100.0%	4	\$ 8,671.50	no	\$ 1,246.00	\$ 963.50
Thomasville City	1	1	396	35	24	6.1%	68.6%	5	\$ 13,470.75	yes	\$ 1,287.00	\$ 561.28
Valdosta City	2	2	643	25	25	3.9%	100.0%	2	\$ 20,476.50	no	\$ 1,390.00	\$ 819.06

<b>System</b>	<b>#Title I/ SES offered</b>	<b>#Title I/ SES receiving</b>	<b># students eligible</b>	<b># requested</b>	<b># students receiving</b>	<b>% receiving</b>	<b>% requesting</b>	<b># Providers</b>	<b>\$ Paid</b>	<b>June serv.</b>	<b>\$ Per Student allowed</b>	<b>Average \$ / student</b>
Washington Cnty	1	1	854	54	50	5.9%	92.6%	8	\$ 51,456.29	no	\$ 1,334.00	\$ 1,029.13
Whitfield County	1	1	468	205	195	41.7%	95.1%	3	\$ 206,755.99	no	\$ 1,173.00	\$ 1,060.29
<b>TOTALS</b>	<b>135</b>	<b>131</b>	<b>77,576</b>	<b>15,320</b>	<b>9,924</b>	<b>12.8%</b>	<b>64.8%</b>		<b>\$ 8,870,562.61</b>		<b>\$ 80,347.21</b>	<b>\$ 893.85</b>

#### **Transportation and SES:**

**(Only two systems reported that they used SES funds to pay for transportation)**

<b>Code</b>	<b>System</b>	<b>Did your district use SES funds to pay for transportation for SES services?</b>	<b>If yes, what is the amount of SES funds used for transportation through May 31, 2008?</b>
618	Butts County	yes	\$ 1,040.61
664	Gordon County	yes	\$ 1,022.11
	<b>TOTALS</b>		<b>\$ 2,062.72</b>

#### **Table Key:**

Code - System code

System - Name of school system:

#Title I/SES offered - Total number of Title I schools in your system required to offer SES in 2007-08:

#Title I/SES receiving - Total number of Title I schools in your system with students receiving SES in 2007-08:

# students eligible - Total number of students in your system who were eligible for SES in 2007-08:

# requested - Total number of students in your system whose parents requested SES in 2007-08:

# students receiving - Total number of students in your system who received SES in 2007-08:

% receiving - % eligible receiving services

% requesting - % requested by parents receiving

# Providers - Total number of SES providers offering services to students in this system in 2007-08:

\$ Paid - Total amount of Title I funds paid to all SES providers in 2007-08

June serv. - Will you be spending any SES funds for services delivered during the month of June 2008?

\$ Per Student allowed - What is the maximum dollar amount allowable per student for SES in your system in 2007-08?

Average \$ /student -Average expenditure per child

## **APPENDIX C**

### **Title I Director Provider Survey Data**

## SES Survey of Directors Spring 2008

### STATEWIDE RESULTS

**Number of surveys completed by school system directors:** N= 384

**Number of Providers represented by surveys:** 99

**Number of Systems responding:** 58

**Total number of students reported by each system for each provider ranged from 0 to 603.**

<b>SES Director Survey Questions N=384</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
1. The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings.	147 38.3%	197 51.3%	30 7.8%	8 2.1%	2 0.5%
2. The provider begins serving students in a timely manner.	116 30.2%	213 55.5%	43 11.2%	12 3.0%	--
3. The provider develops goals for each student receiving services.	111 28.9%	250 65.1%	18 4.7%	2 0.5%	3 0.8%
4. The provider furnishes a written description of how each student's progress will be measured.	102 25.6%	250 65.1%	25 6.5%	5 1.3%	2 0.5%
5. The provider submits monthly progress reports for each student.	103 26.8%	250 65.1%	25 6.5%	4 1.0%	2 0.5%
6. The provider submits invoices only for services rendered.	128 33.3%	238 62.0%	12 3.1%	4 1.0%	2 0.5%
7. The provider submits invoices for services rendered in a timely manner.	104 27.1%	227 59.1%	45 11.7%	7 1.8%	1 0.3%
8. The provider is easy to contact.	122 31.8%	229 59.6%	26 6.8%	6 1.6%	1 0.3%
9. The provider works collaboratively with the district to resolve any issues that arise.	124 32.3%	235 61.2%	20 5.2%	4 1.0%	1 0.3%
10. Overall, this provider offers quality instructional services to students.	105 27.3%	247 64.3%	28 7.3%	2 0.5%	2 0.5%
11. Overall, it is easy for our LEA to work with this provider.	121 31.5%	230 59.9%	27 7.0%	4 1.0%	2 0.5%
12. I would recommend that this provider continue offering SES to students in Georgia.	116 30.2%	231 60.2%	29 7.6%	5 1.3%	3 0.8%

<b>SES Director Survey Questions</b>	<b>Yes</b>	<b>No</b>	<b>No Response</b>
13. Have you conducted an on-site SES monitoring visit with this provider during the 2007-08 school year?	125 32.6%	259 67.4%	--
14. Have you observed this provider's instruction as part of your monitoring during the 2007-08 school year?	108 28.1%	274 71.4%	2 0.5%

***Survey instructions said "If your response to #14 is "Yes", please also respond to the following items." The data includes providers selecting yes to question 14.***

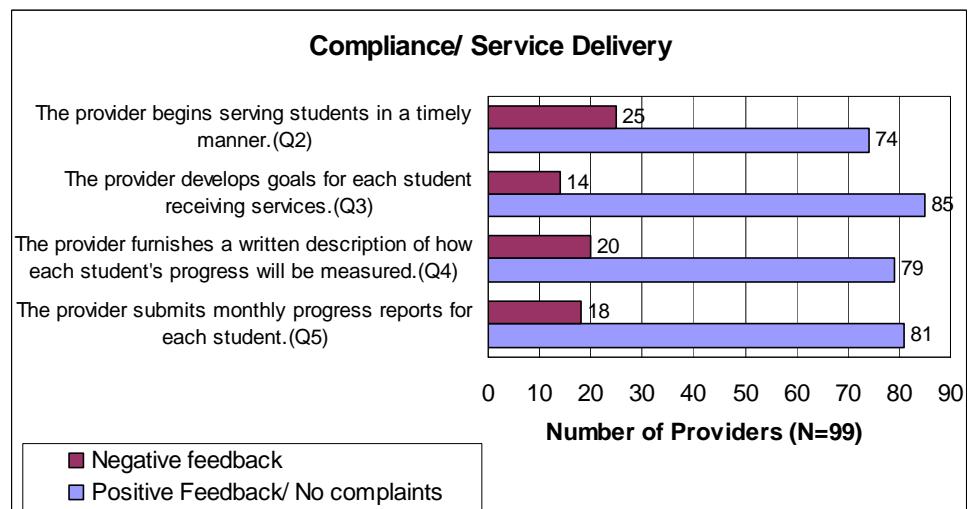
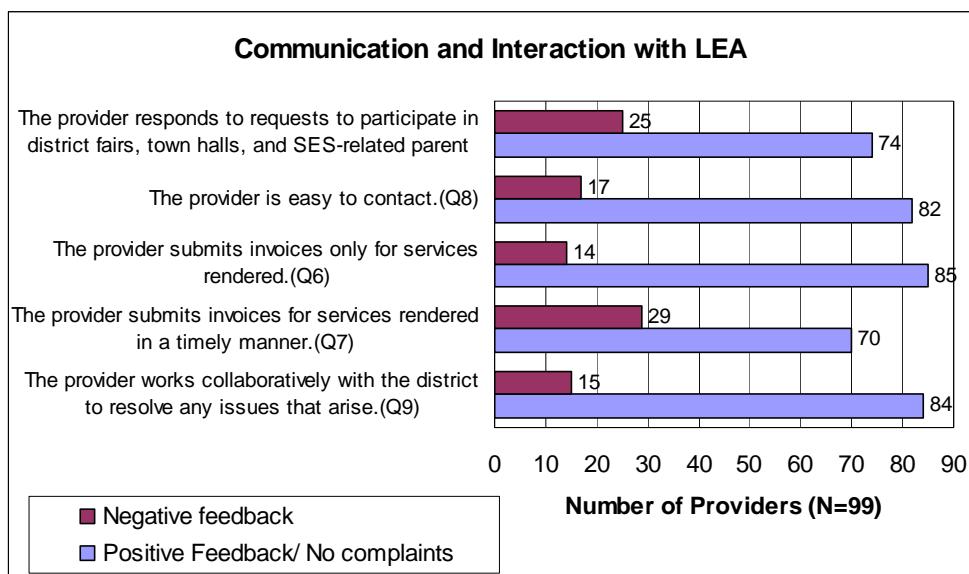
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
15a. The provider's instruction reinforces the LEA's instructional program. N=108	24 22.2%	76 70.4%	8 7.4%	--
15b. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards. N=108	24 22.2%	73 67.6%	10 9.3%	1 0.9%
15c. The provider's instructional program is appropriate for students with limited English proficiency, if applicable. <u>n=70</u>	12 17.1%	48 68.6%	8 11.4%	2 2.9%
15d. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable. <u>n=76</u>	10 13.2%	56 73.7%	8 10.5%	2 2.6%
15e. The provider develops a learning plan for each student. N=108	30 27.8%	69 63.9%	8 7.4%	1 0.9%
15f. The provider's instruction is individualized for each student. N=108	27 25.0%	68 63.0%	11 10.2%	2 1.9%
15g. The provider gives positive reinforcement to each student. n=107	37 34.6%	64 59.8%	6 5.6%	--
15h. The provider gives ongoing feedback to each student. N=108	32 29.6%	68 63.0%	7 6.5%	1 0.9%
15i. Provider's instructional materials are appropriate for student skill levels. N=108	29 26.9%	71 65.7%	7 6.5%	1 0.9%

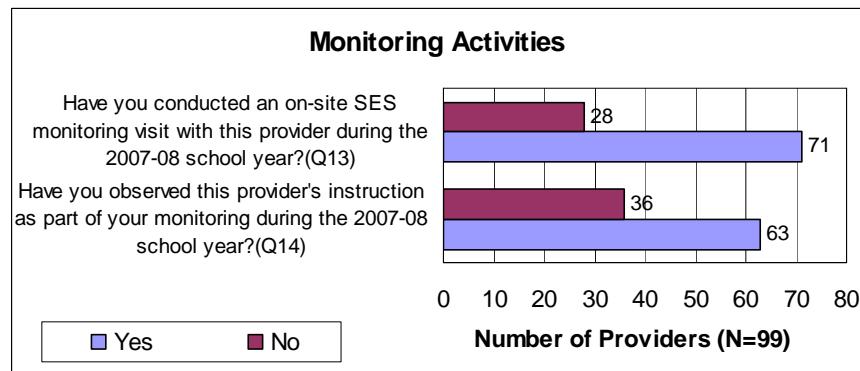
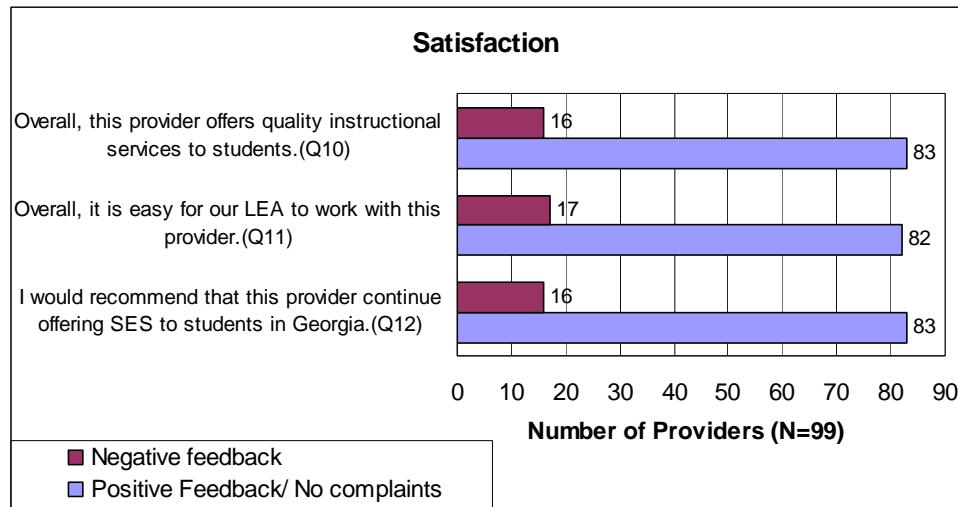
**Comments were included on 151 of the surveys.**

## Results of Title I Director Survey

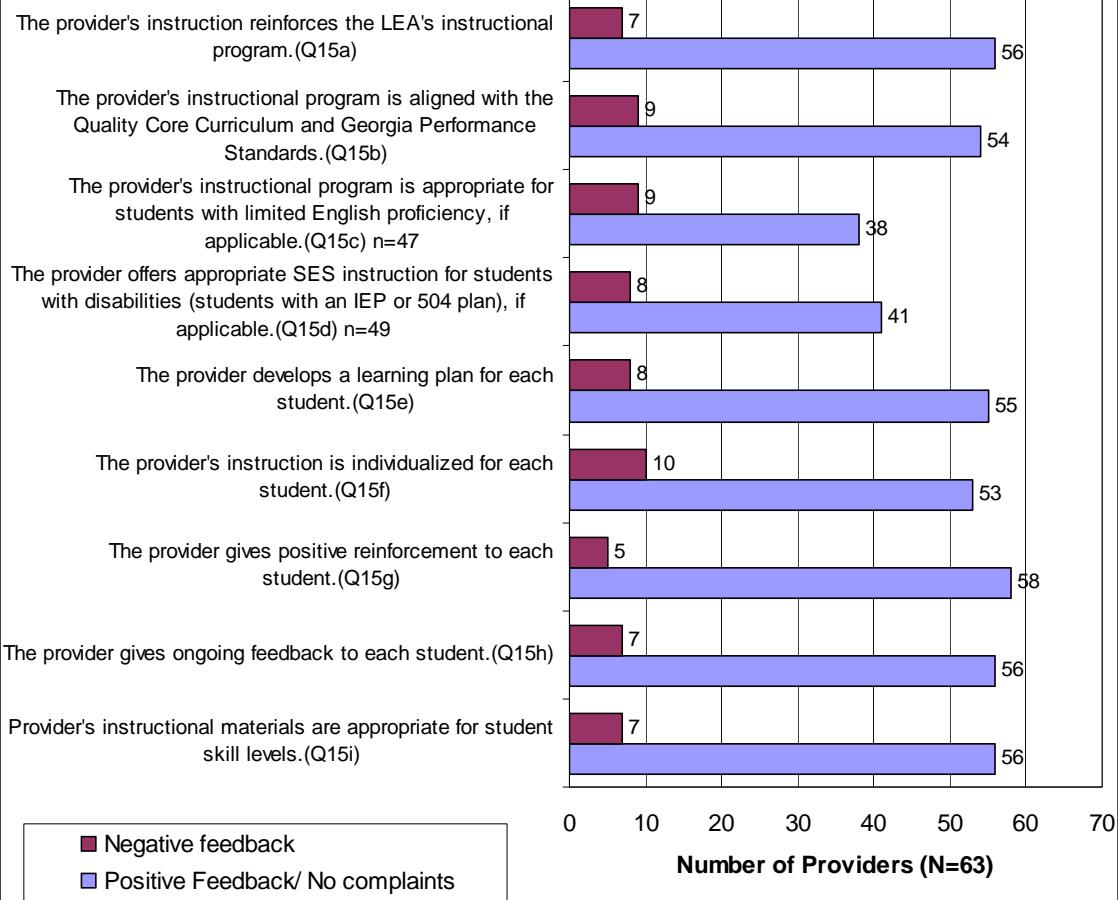
### Number of Providers with Positive and Negative Feedback

*Agree or Strongly Agree* responses = Positive Feedback/ No Complaints  
*Disagree or Strongly Disagree* responses = Negative Feedback





### Monitoring Results



**Director Survey:**  
**SES Provider Survey Completion and Monitoring by School Districts**

School District	Number of Provider Surveys Completed by District	Number of Providers Monitored*	Percent Monitored	Number of Providers Completing Survey for School District
Ben Hill County	3	0	0.0%	2
Clarke County	6	0	0.0%	3
Dodge County	1	0	0.0%	1
Dougherty County	2	0	0.0%	1
Douglas County	10	0	0.0%	4
Dublin City	3	0	0.0%	1
Emanuel County	6	0	0.0%	3
Gordon County	3	0	0.0%	3
Grady County	4	0	0.0%	2
Hall County	7	0	0.0%	3
Haralson County	2	0	0.0%	1
Irwin County	3	0	0.0%	1
Jefferson County	4	0	0.0%	4
Liberty County	2	0	0.0%	2
Long County	4	0	0.0%	2
Macon County	5	0	0.0%	3
Muscogee County	1	0	0.0%	4
Pelham City	1	0	0.0%	1
Taliaferro County	2	0	0.0%	1
Telfair County	3	0	0.0%	1
Chatham County	10	1	10.0%	4
Baldwin County	9	1	11.1%	5
Griffin-Spalding County	9	1	11.1%	4
Bartow County	7	1	14.3%	5
Terrell County	7	1	14.3%	4
Dekalb County	24	4	16.7%	10
Early County	6	1	16.7%	4
Brooks County	5	1	20.0%	2
Sumter County	5	1	20.0%	2
Butts County	4	1	25.0%	3
Thomaston-Upson Cnty	4	1	25.0%	2
Richmond County	15	4	26.7%	6
Crawford County	3	1	33.3%	2
Fulton County	15	5	33.3%	7
Whitfield County	3	1	33.3%	1
Bibb County	19	7	36.8%	13
Gwinnett County	16	6	37.5%	8
Meriwether County	8	3	37.5%	4
Washington County	8	3	37.5%	4
Franklin County	5	2	40.0%	3
Thomasville City	5	2	40.0%	1

School District	Number of Provider Surveys Completed by District	Number of Providers Monitored*	Percent Monitored	Number of Providers Completing Survey for School District
Coweta County	7	3	42.9%	4
Dooly County	7	3	42.9%	5
Newton County	9	4	44.4%	5
Bulloch County	2	1	50.0%	1
Taylor County	2	1	50.0%	2
Valdosta City	2	1	50.0%	--
Clayton County	30	16	53.3%	10
Atlanta Public	29	19	65.5%	10
Calhoun County	3	2	66.7%	1
Cobb County	21	15	71.4%	8
Bryan County	1	1	100.0%	--
Gilmer County	1	1	100.0%	--
Glynn County	1	1	100.0%	1
Hancock County	3	3	100.0%	2
Johnson County	4	4	100.0%	1
Mitchell County	1	1	100.0%	1
Talbot County	1	1	100.0%	1
Ware County	--	--	--	2
System not named	1	0	0.0%	--
<b>Total</b>	<b>384</b>	<b>125</b>	<b>32.6%</b>	<b>191</b>

\* Numbers based on "yes" response to director survey Q. 13. *Have you conducted an on-site SES monitoring visit with this provider during the 2007-08 school year?*

**Director Survey: Scores by Category and SES Provider**  
**(Percent Agree and Strongly Agree Responses)**

The score is the average percentage of those who answered either “strongly agree” or “agree” on the survey items in the category.

Only respondents who answered yes to Q14 (have you observed this provider’s instruction as part of your monitoring during the 2006-07 school year?) are included in the Monitoring Results category. Also, responses of “Does not Apply” and a no response to monitoring questions are not included in the results.

**Title I Directors**

Provider Code	SES Provider Name	N	Communications & Interaction	Compliance/ Service Delivery	Satisfaction	n Monitoring	Monitoring Results
109	Alpha Test Preparation & Tutorial Service	1	100.0%	75.0%	100.0%	--	--
110	Assets Learning Center	1	100.0%	100.0%	100.0%	1	100.0%
114	Ava H. White Tutorials	1	100.0%	100.0%	100.0%	--	--
117	Back to Basics, Inc.	5	100.0%	100.0%	100.0%	1	77.8%
120	Beacon of Hope, Inc. (BOH)	1	80.0%	100.0%	100.0%	--	--
126	BridgeHaven Reading Clinic and Tutorial Service	1	100.0%	100.0%	100.0%	1	100.0%
127	Bryan County Schools	1	100.0%	100.0%	100.0%	1	100.0%
133	City of Fitzgerald /Monitor Enrichment Program (MEP)	1	80.0%	100.0%	100.0%	--	--
134	Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	1	100.0%	100.0%	100.0%	--	--
143	Communities in Schools of Fitzgerald-Ben Hill County, Inc.	1	100.0%	100.0%	100.0%	--	--
149	Computer Synectics Inc.	1	80.0%	100.0%	100.0%	--	--
166	Reading, Phonics, Math and More	1	100.0%	100.0%	100.0%	1	77.8%
170	Sylvan Learning Centers of Albany, Valdosta & Tifton (FL Learning Ctrs, Inc.)	7	91.4%	92.9%	100.0%	3	100.0%
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	3	100.0%	100.0%	100.0%	1	88.9%
178	Hampton L Daughtry Elementary School	1	100.0%	100.0%	100.0%	1	100.0%

**Title I Directors**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Communications &amp; Interaction</b>	<b>Compliance/ Service Delivery</b>	<b>Satisfaction</b>	<b>n Monitoring</b>	<b>Monitoring Results</b>
180	High Achievers	5	64.0%	75.0%	60.0%	--	--
181	Huntington Learning Center	1	40.0%	0.0%	0.0%	1	0.0%
194	Laureate Training Center	9	93.3%	86.1%	85.2%	3	68.5%
198	Lesye-Anye, Inc.	1	100.0%	100.0%	100.0%	--	--
200	Loving Hands After-school Program	1	100.0%	100.0%	100.0%	1	100.0%
202	Mainly Math	6	73.3%	70.8%	83.3%	2	50.0%
237	Sylvan Learning Center (Georgia Learning Centers, Inc.)	1	100.0%	100.0%	100.0%	--	--
238	Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	1	100.0%	100.0%	100.0%	1	77.8%
240	Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	3	93.3%	91.7%	100.0%	--	--
242	Sylvan Learning Center, Jonesboro (2296)	1	100.0%	100.0%	100.0%	1	100.0%
244	Sylvan Learning Center of Rome (4466)	1	100.0%	100.0%	100.0%	--	--
245	Vidalia Sylvan Learning Center	2	100.0%	100.0%	100.0%	--	--
250	Teach Them to Read, Inc.!	2	100.0%	100.0%	100.0%	1	77.8%
251	Rhymes and Reason Tutoring Program (Tennis in the 'Hood, Inc. After-School Learning Center)	1	100.0%	100.0%	100.0%	1	77.8%
254	The Phoenix Center, inc.	1	100.0%	100.0%	100.0%	--	--
265	Youth Empowerment Project, Inc.	2	100.0%	100.0%	100.0%	2	94.4%
501	A to Z In-Home Tutoring	40	94.0%	97.5%	96.7%	4	96.3%
503	Academia.net, Inc.	19	82.1%	73.7%	71.9%	3	100.0%
507	Achieve Results Tutorial and Educational Consulting, LLC	6	80.0%	87.5%	83.3%	4	75.0%
515	BAWTYC, Inc. Tutorial Services	1	100.0%	100.0%	100.0%	1	100.0%
516	Babbage Net School, Inc.	1	100.0%	100.0%	100.0%	--	--
525	Brainfuse One-to-One Tutoring	4	100.0%	100.0%	83.3%	--	--
529	Cambridge Learning of Georgia, Inc.	2	100.0%	87.5%	100.0%	1	88.9%
546	Community Reach Inc.	6	93.3%	95.8%	94.4%	2	100.0%
561	Education 2020 Virtual Tutor	9	88.9%	83.3%	88.9%	--	--

**Title I Directors**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Communications &amp; Interaction</b>	<b>Compliance/ Service Delivery</b>	<b>Satisfaction</b>	<b>n Monitoring</b>	<b>Monitoring Results</b>
563	Educational Access Center	5	96.0%	100.0%	100.0%	4	100.0%
564	Educational Enterprises, Inc.	3	93.3%	91.7%	100.0%	1	55.6%
568	Failure Free Reading	2	90.0%	87.5%	100.0%	2	100.0%
592	Kumon of Fayetteville	1	20.0%	50.0%	0.0%	1	33.3%
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	9	71.1%	75.0%	59.3%	8	69.9%
613	Pathways of Learning	1	100.0%	100.0%	100.0%	--	--
617	Pinnochio Palace, Inc. A Place Where "Knows" Grow	1	80.0%	100.0%	100.0%	1	100.0%
662	Achieve Success Tutoring by University Instructors, Inc.	13	93.8%	96.2%	100.0%	6	100.0%
703	Academic Associates Reading Center, LLC	2	90.0%	100.0%	100.0%	1	77.8%
704	Club-Z! In-Home Tutoring (Academic Coaches, LLC- 8604)	2	100.0%	100.0%	100.0%	1	100.0%
706	Applied Scholastics	1	100.0%	100.0%	100.0%	1	100.0%
707	ATS Project Success	19	97.9%	94.7%	100.0%	4	100.0%
709	Blandy Hills Elementary School	1	100.0%	100.0%	100.0%	1	88.9%
711	Bright Sky Learning, LLC	1	100.0%	100.0%	100.0%	1	100.0%
713	Catapult Online	8	50.0%	71.9%	75.0%	2	100.0%
714	Club Z! Inc. (0709)	9	95.6%	94.4%	85.2%	--	--
715	Club-Z! In-Home Tutoring Service (7952)	1	100.0%	100.0%	100.0%	1	88.9%
717	The L.O.F.T Teen Center (Communities In Schools of Laurens County, Inc.)	1	100.0%	100.0%	100.0%	--	--
718	CKL (Cool Kids Learn, Inc)	1	20.0%	25.0%	0.0%	--	--
719	Data Friendly, Incorporated	1	100.0%	100.0%	100.0%	1	88.9%
720	DeJour Success Achievers, Inc.	1	100.0%	25.0%	0.0%	1	22.2%
724	eProgress Academy	3	100.0%	100.0%	100.0%	3	88.9%
725	FitWit, LCC	3	86.7%	100.0%	100.0%	--	--
726	Reef House After-School Program	1	80.0%	100.0%	100.0%	--	--
728	Graham Consulting Group	6	83.3%	75.0%	83.3%	1	100.0%
729	GSFA Florida, Inc.	2	90.0%	100.0%	100.0%	1	100.0%

**Title I Directors**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Communications &amp; Interaction</b>	<b>Compliance/ Service Delivery</b>	<b>Satisfaction</b>	<b>n Monitoring</b>	<b>Monitoring Results</b>
730	Harvest Advantage, Inc.	1	100.0%	100.0%	100.0%	--	--
731	Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	34	93.5%	91.9%	86.3%	4	97.2%
733	M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Ctr	5	96.0%	100.0%	100.0%	4	100.0%
734	International After School Program	5	88.0%	80.0%	100.0%	1	77.8%
735	Club-Z! In-Home Tutoring Services (JA-MAR Enterprises, LLC - 9094)	1	100.0%	100.0%	100.0%	1	88.9%
736	Kultivating Brilliant Minds	3	100.0%	100.0%	100.0%	--	--
739	Learning First Educational Services, Inc.	4	75.0%	87.5%	100.0%	1	100.0%
740	A Learning Solution (Learning Solutions Tutorial Lab, Inc.)	1	100.0%	75.0%	100.0%	1	88.9%
741	Net Tutor™	1	100.0%	100.0%	100.0%	--	--
742	Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	1	100.0%	100.0%	100.0%	--	--
744	All About Math (D/B/A Math Doctor Learning)	5	92.0%	100.0%	100.0%	1	100.0%
745	Sylvan Learning Center of Cartersville (8267)	1	100.0%	100.0%	100.0%	1	100.0%
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	1	100.0%	100.0%	100.0%	--	--
750	Saint Paul Leadership Academy	1	100.0%	100.0%	100.0%	1	77.8%
754	Reading, Writing, And Arithmetic Tutorial Service	1	100.0%	100.0%	100.0%	1	100.0%
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	100.0%	100.0%	100.0%	1	100.0%
758	Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	3	100.0%	91.7%	100.0%	1	100.0%
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	2	100.0%	100.0%	100.0%	1	100.0%
762	Terry Learning Center of Georgia	1	100.0%	75.0%	100.0%	--	--
763	Fabric of America	1	100.0%	100.0%	100.0%	--	--

### Title I Directors

Provider Code	SES Provider Name	N	Communications & Interaction	Compliance/ Service Delivery	Satisfaction	n Monitoring	Monitoring Results
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	3	93.3%	91.7%	77.8%	1	100.0%
765	Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	2	100.0%	100.0%	100.0%	1	88.9%
766	Tower Educational Consulting Group	9	91.1%	94.4%	96.3%	--	--
767	Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	1	100.0%	100.0%	100.0%	--	--
768	Tutor Zone, LLC	3	93.3%	100.0%	100.0%	1	--
769	Tutorial Services	32	96.3%	91.4%	92.7%	3	59.3%
770	Tutoring By Design	1	100.0%	100.0%	100.0%	1	77.8%
773	Zena's House, Inc.	2	100.0%	100.0%	100.0%	--	--
801	Brain Support (a division of JT Carroll & Associates, LLC)	1	100.0%	100.0%	100.0%	--	--
803	Challenging Failure	2	100.0%	87.5%	100.0%	--	--
807	Educational Tutorial Services	1	100.0%	100.0%	100.0%	--	--
809	Key Enhancement Learning Center	2	100.0%	50.0%	100.0%	1	77.8%
813	Solid Rock Academy	1	100.0%	100.0%	100.0%	1	66.7%
		384	91.2%	90.8%	91.1%	108	90.5%

#### Communication & Interaction w/school system

1. The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings.
6. The provider submits invoices only for services rendered.
7. The provider submits invoices for services rendered in a timely manner.
8. The provider is easy to contact.
9. The provider works collaboratively with the district to resolve any issues that arise.

#### Compliance/ Service Delivery

2. The provider begins serving students in a timely manner.
3. The provider develops goals for each student receiving services.
4. The provider furnishes a written description of how each student's progress will be measured.
5. The provider submits monthly progress reports for each student.

**Satisfaction**

10. Overall, this provider offers quality instructional services to students.
11. Overall, it is easy for our LEA to work with this provider.
12. I would recommend that this provider continue offering SES to students in Georgia.

**Monitoring Results**

- 15a. The provider's instruction reinforces the LEA's instructional program.
- 15b. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards.
- 15c. The provider's instructional program is appropriate for students with limited English proficiency, if applicable.
- 15d. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable.
- 15e. The provider develops a learning plan for each student.
- 15f. The provider's instruction is individualized for each student.
- 15g. The provider gives positive reinforcement to each student.
- 15h. The provider gives ongoing feedback to each student.
- 15i. Provider's instructional materials are appropriate for student skill levels.

## **APPENDIX D**

### **Parent Survey Data**

**Georgia Department of Education and the University of Georgia  
Supplemental Educational Services (SES) Spring 2008**

**PARENT SURVEY RESULTS**

**SES Provider: State Totals**

**Number of Parents Completing Surveys: 2,143**

1. Where did your child receive tutoring?

in home	at school	at another location	multiple locations selected	no response
848 39.6%	674 31.5%	551 25.7%	31 1.4%	39 1.8%

2. What type of tutoring did your child receive?

Online/computer	1 on 1 tutoring	Small group tutoring	multiple types selected	no response
433 20.2%	625 29.2%	948 44.2%	61 2.8%	76 3.5%

3. How many hours of tutoring did your child receive **per week?**

1 hour	1.5 hours	2 hours	3 hours	4 hours	5 hours	6 hours	other	no response
241 11.2%	44 2.1%	669 31.2%	493 23.0%	347 16.2%	99 4.6%	51 2.4%	132 6.2%	67 3.1%

4. How did you select the SES tutoring service for your child?

Attended a Providers' Fair	Child Recommended	Someone else recommended	Received assistance from the school	other	no response
391 18.2%	120 5.6%	259 12.1%	1,115 52.0%	163 7.6%	149 7.0%

(Note that some parents identified more than one source for selecting tutoring service.)

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
5. Did the tutor ask your opinion about your child's learning needs before beginning the tutoring sessions?	1,685 78.6%	405 18.9%	53 2.5%
6. Were you given a copy of your child's learning plan?	1,523 71.1%	57 2.7%	563 26.3%
7. Did the tutor give you a copy of a progress report for your child's work at least once a month?	1,424 66.4%	672 31.4%	47 2.2%
<i>If you got reports at least once a month,</i> were the reports easy to understand? n= yes responses to Q. 7 (1,424)	1,291 90.7%	90 6.3%	43 3.0%
8. Were you able to ask the tutor questions about your child's lessons and progress?	1,739 81.1%	352 16.4%	52 2.4%
<i>If you asked questions,</i> did the tutor answer these questions to your satisfaction? n= yes responses to Q. 8 (1,739)	1,601 92.1%	59 3.4%	79 4.5%
9. Were the sessions the right length of time for your child?	1,878 87.6%	200 9.3%	65 3.0%
10. Would you sign up your child to receive tutoring from this tutor again?	1,816 84.7%	265 12.4%	62 2.9%
11. Did your child do better academically in school after working with this tutor?	1,470 68.6%	199 9.3%	57 2.7%
			<b>Not sure</b>
			417 19.5%

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
12. Overall, were you satisfied with the tutoring your child received?	1,819 84.9%	246 11.5%	78 3.6%
13. If your child missed a tutoring session, was it easy to reschedule?	1,325 61.8%	225 10.5%	119 5.6% <b>Did not miss</b> 474 22.1%
14. Would you <b>recommend this program</b> to other parents?	1,910 89.1%	155 7.2%	78 3.6%

15. What was your child's **grade** in school during the 2007-08 school year?

<u>Primary (K-2<sup>nd</sup>)</u>	<u>Elementary (3<sup>rd</sup> -5<sup>th</sup>)</u>	<u>Middle Grades (6<sup>th</sup> -8<sup>th</sup>)</u>	<u>High School (9<sup>th</sup> -12<sup>th</sup>)</u>	<u>no response</u>
214 10.0%	271 12.6%	1,384 64.6%	214 10.0%	60 2.8%

16. In which **subjects** did your child receive tutoring?

<u>Math</u>	<u>Reading</u>	<u>English/LA</u>	<u>Science</u>	<u>Social Studies</u>	<u>Other</u>	<u>no response</u>
1,710 79.8%	1,128 52.6%	613 28.6%	26 1.2%	23 1.1%	24 1.1%	108 5.0%

(The survey options were math, reading, English/LA and other. Some parents identified more than one subject area.)

17. Is your child:

<u>Male</u>	<u>Female</u>	<u>no response</u>
976 45.5%	1,124 52.4%	43 2.0%

18. Which category best describes your child?

<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Multi-racial</u>	<u>Native Amer.</u>	<u>Asian/Pacific Islander</u>	<u>no response</u>
1,452 67.8%	388 18.1%	178 8.3%	41 1.9%	9 0.4%	26 1.2%	49 2.3%

19. Is English your child's native language?

<u>Yes</u>	<u>No</u>	<u>no response</u>
1,796 83.8%	318 14.8%	29 1.4%

20. Did your child receive Special Education services in school during the 2006-07 school year?

<u>Yes</u>	<u>No</u>	<u>no response</u>
543 25.3%	1,519 70.9%	81 3.8%

21. What did you like **best** about your tutoring experience?

22. What did you like **least** about your tutoring experience?

**Cross Tabulation of Location of Tutoring and Type of Tutoring According to Parents**

Tutoring Location	Type of Tutoring					No Response (n=76)
	Small Group (n=948)	One-on-One (n=625)	On-line/ Computer (n=433)	Multiple Types (n=61)		
At Home	1.9%	68.5%	87.5%	6.6%		25.0%
At School	57.6%	10.1%	3.5%	49.2%		26.3%
Another Location	38.6%	21.0%	6.2%	27.9%		13.2%
Multiple Locations	1.3%	0.5%	1.4%	14.8%		1.3%
No Response	0.6%	0.0%	1.4%	1.6%		34.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>

**Parent Survey: Scores by Category and SES Provider**  
**(Percent Yes Responses)**

The score is the average percentage of those who answered "yes" on the survey items in the category.

<b>Parent Surveys</b>					
<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Compliance/ Service Delivery (4 questions) % Yes</b>	<b>Satisfaction (7 questions) % Yes</b>	<b>Impact (1 question) % Yes</b>
109	Alpha Test Preparation & Tutorial Service	2	100.0%	100.0%	100.0%
114	Ava H. White Tutorials	24	72.9%	85.3%	75.0%
117	Back to Basics, Inc.	20	81.3%	89.5%	75.0%
126	BridgeHaven Reading Clinic and Tutorial Service	11	100.0%	90.7%	72.7%
134	Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	4	93.8%	96.4%	100.0%
149	Computer Synectics Inc.	3	58.3%	100.0%	100.0%
160	Education and Guidance Services	15	80.0%	95.7%	93.3%
166	Reading, Phonics, Math and More	6	75.0%	97.6%	83.3%
170	Sylvan Learning Centers of Albany, Valdosta and Tifton (Florida Learning Centers, Inc.)	22	97.7%	93.8%	72.7%
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Prorgam"	18	93.1%	93.3%	88.9%
180	High Achievers	13	75.0%	85.2%	53.8%
181	Huntington Learning Center	3	75.0%	61.9%	66.7%
190	Kelley Lake Elementary School	76	77.0%	88.7%	68.4%
194	Laureate Training Center	13	80.8%	91.1%	76.9%
202	Mainly Math	9	47.2%	73.0%	55.6%
237	Sylvan Learning Center (Georgia Learning Centers, Inc.)	13	76.9%	83.7%	61.5%
238	Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	5	85.0%	72.9%	60.0%
240	Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	16	87.5%	90.7%	81.3%
242	Sylvan Learning Center, Jonesboro (2296)	59	73.3%	88.2%	55.9%
244	Sylvan Learning Center of Rome (4466)	4	93.8%	96.4%	50.0%
245	Vidalia Sylvan Learning Center	13	98.1%	97.5%	92.3%
250	Teach Them to Read, Inc.!	4	56.3%	82.1%	100.0%
251	Rhymes and Reason Tutoring Program (Tennis in the 'Hood, Inc. After-School Learning Center)	2	100.0%	78.6%	50.0%
254	The Phoenix Center, inc.	1	0.0%	20.0%	0.0%
265	Youth Empowerment Project, Inc.	6	62.5%	95.2%	66.7%

**Parent Surveys**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Compliance/ Service Delivery (4 questions) % Yes</b>	<b>Satisfaction (7 questions) % Yes</b>	<b>Impact (1 question) % Yes</b>
501	A to Z In-Home Tutoring	266	76.8%	88.2%	68.0%
503	Academia.net, Inc.	49	51.0%	71.1%	46.9%
507	Achieve Results Tutorial and Educational Consulting, LLC	28	80.4%	84.6%	53.6%
529	Cambridge Learning of Georgia, Inc.	8	78.1%	89.3%	87.5%
546	Community Reach Inc.	13	67.3%	66.8%	61.5%
561	Education 2020 Virtual Tutor	3	58.3%	76.2%	0.0%
563	Educational Access Center	66	66.7%	90.6%	83.3%
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	205	81.5%	93.4%	81.5%
613	Pathways of Learning	4	56.3%	41.7%	25.0%
662	Achieve Success Tutoring by University Instructors, Inc.	89	62.9%	85.2%	73.0%
704	Club-Z! In-Home Tutoring (Academic Coaches, LLC- 8604)	19	80.3%	85.6%	68.4%
706	Applied Scholastics	1	100.0%	85.7%	100.0%
707	ATS Project Success	15	73.3%	78.7%	80.0%
709	Blandy Hills Elementary School	17	91.2%	89.5%	82.4%
713	Catapult Online	6	41.7%	90.5%	83.3%
714	Club Z! Inc. (0709)	8	90.6%	94.6%	62.5%
715	Club-Z! In-Home Tutoring Service (7952)	34	97.1%	99.6%	97.1%
717	The L.O.F.T Teen Center (Communities In Schools of Laurens County, Inc.)	5	65.0%	83.8%	60.0%
718	CKL (Cool Kids Learn, Inc)	1	0.0%	40.0%	0.0%
719	Data Friendly, Incorporated	24	57.3%	78.4%	66.7%
720	De'Jour Success Achievers, Inc.	1	50.0%	0.0%	0.0%
724	eProgress Academy	4	62.5%	71.4%	25.0%
725	FitWit, LCC	2	50.0%	83.3%	0.0%
726	Reef House After-School Program	1	100.0%	100.0%	100.0%
728	Graham Consulting Group	23	78.3%	84.9%	47.8%
729	GSFA Florida, Inc.	24	61.5%	87.8%	70.8%
730	Harvest Advantage, Inc.	2	50.0%	100.0%	50.0%
731	Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	267	62.9%	81.9%	61.0%
733	M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	99	72.0%	90.0%	69.7%
734	International After School Program	12	66.7%	79.5%	66.7%
735	Club-Z! In-Home Tutoring Services (JA-MAR Enterprises, LLC - 9094)	14	85.7%	75.6%	57.1%
736	Kultivating Brilliant Minds	7	100.0%	100.0%	100.0%
739	Learning First Educational Services, Inc.	7	64.3%	72.5%	85.7%

**Parent Surveys**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Compliance/ Service Delivery (4 questions) % Yes</b>	<b>Satisfaction (7 questions) % Yes</b>	<b>Impact (1 question) % Yes</b>
742	Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	80	81.6%	83.2%	70.0%
744	All About Math (D/B/A Math Doctor Learning)	24	69.8%	85.5%	79.2%
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	4	81.3%	95.2%	100.0%
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	100.0%	85.7%	100.0%
758	Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	86	80.2%	86.4%	54.7%
762	Terry Learning Center of Georgia	6	45.8%	76.2%	66.7%
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	24	87.5%	92.4%	62.5%
765	Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	9	100.0%	100.0%	77.8%
766	Tower Educational Consulting Group	10	75.0%	91.7%	70.0%
767	Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	83	72.6%	83.1%	69.9%
768	Tutor Zone, LLC	25	78.0%	82.1%	64.0%
769	Tutorial Services	81	75.3%	89.4%	60.5%
770	Tutoring By Design	18	83.3%	89.2%	55.6%
803	Challenging Failure	4	75.0%	83.3%	75.0%
	Provider code missing	2	25.0%	66.7%	50.0%
	<b>State Totals</b>	<b>2,143</b>	<b>74.3%</b>	<b>86.9%</b>	<b>68.6%</b>

**Compliance/ Service Delivery**

- 5. Did the tutor ask your opinion about your child's learning needs before beginning the tutoring sessions?
- 6. Were you given a copy of your child's learning plan?
- 7. Did the tutor give you a copy of a progress report for your child's work at least once a month?
- 8. Were you able to ask the tutor questions about your child's lessons and progress?

**Satisfaction**

- 7a. *If you got reports at least once a month*, were the reports easy to understand?
- 8a. *If you asked questions*, did the tutor answer these questions to your satisfaction?
- 9. Were the sessions the right length of time for your child?
- 10. Would you sign up your child to receive tutoring from this tutor again?
- 12. Overall, were you satisfied with the tutoring your child received?
- 13. If your child missed a tutoring session, was it easy to reschedule?
- 14. Would you recommend this program to other parents?

**Impact**

- 11. Did your child do better academically in school after working with this tutor?

## **APPENDIX E**

### **Student Survey Data**

**Georgia Department of Education and the University of Georgia  
Supplemental Educational Services (SES) Spring 2008**

**STUDENT SURVEY RESULTS**

**SES Provider: State Totals**

**Number of Students Completing Surveys: 2,706**

1. Where did you receive your tutoring?

<u>in home</u>	<u>at school</u>	<u>at another location</u>	<u>multiple locations selected</u>	<u>no response</u>
1127	761	741	47	30
41.6%	28.1%	27.4%	1.7%	1.1%

2. What type of tutoring did you receive?

<u>Online/computer</u>	<u>1 on 1 tutoring</u>	<u>Small group tutoring</u>	<u>multiple types selected</u>	<u>no response</u>
591	828	1133	97	57
21.8%	30.6%	41.9%	3.6%	2.1%

3. How many hours of tutoring did you receive per week?

<u>1 hour</u>	<u>1.5 hours</u>	<u>2 hours</u>	<u>3 hours</u>	<u>4 hours</u>	<u>5 hours</u>	<u>6 hours</u>	<u>other</u>	<u>no response</u>
456	44	939	562	317	106	42	179	61
16.9%	1.6%	34.7%	20.8%	11.7%	3.9%	1.6%	6.6%	2.3%

4. How did you select the SES tutoring service you used?

<u>Parent recommended</u>	<u>Attended a Providers' Fair</u>	<u>Another student recommended</u>	<u>Received assistance from the school</u>	<u>other</u>	<u>no response</u>
1,089	361	114	971	126	153
40.2%	13.3%	4.2%	35.9%	4.7%	5.7%

(Note that some students identified more than one source for selecting tutoring service.)

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
5. Did your tutor give you a test before beginning your after-school lessons?	2,142 79.2%	521 19.3%	43 1.6%
6. Did your tutor share with you a plan for your after-school lessons?	1,784 65.9%	867 32.0%	55 2.0%
7. Did your tutor give you a copy of a progress report on your work at least once a month?	1,424 52.6%	1,236 45.7%	46 1.7%
8. Did your grades in school improve after you started after-school tutoring?	2,226 82.3%	415 15.3%	65 2.4%
9. Were you able to ask your tutor questions about your lessons and progress?	2,264 83.7%	388 14.3%	54 2.0%
<i>If you asked questions</i> , did the tutor answer the questions to your satisfaction? ("yes" responses to Q.9 n=2,264)	2,097 92.6%	133 5.9%	34 1.5%
10. Were the sessions the right length of time for you?	2,235 82.6%	417 15.4%	54 2.0%
11. Would you sign up to receive tutoring from this tutor again?	2,000 73.9%	653 24.1%	53 2.0%
12. Overall, were you satisfied with the tutoring you received?	2,332 86.2%	330 12.2%	44 1.6%
13. If you could, would you like to receive more help from this tutor?	1,980 73.2%	671 24.8%	55 2.0%

	<u>Yes</u>	<u>No</u>	<u>No Response</u>
14. Did your parent or guardian ever meet with your tutor to discuss your progress?	1,811 66.9%	847 31.3%	48 1.8%
15. Would you <b>recommend this program</b> to another student?	2,281 84.3%	378 14.0%	47 1.7%

16. What is your **grade** in school?

<u>6<sup>th</sup> grade</u>	<u>7<sup>th</sup> grade</u>	<u>8<sup>th</sup> grade</u>	<u>9<sup>th</sup> grade</u>	<u>10<sup>th</sup> grade</u>	<u>11<sup>th</sup> grade</u>	<u>12<sup>th</sup> grade</u>	<u>no response</u>
884 32.7%	723 26.7%	711 26.3%	106 3.9%	73 2.7%	90 3.3%	85 3.1%	34 1.3%

17. In which **subjects** did you receive tutoring?

<u>Math</u>	<u>Reading</u>	<u>English/LA</u>	<u>Science</u>	<u>Social Studies</u>	<u>Writing</u>	<u>Other</u>	<u>no response</u>
2,238 82.7%	1,185 43.8%	858 31.7%	82 3.0%	61 2.3%	19 0.7%	161 5.9%	110 4.1%

(The survey options were math, reading, English/LA and other. Some students identified more than one subject area.)

18. Are you:

<u>Male</u>	<u>Female</u>	<u>no response</u>
1,272 47.0%	1,397 51.6%	37 1.4%

19. Which describes you?

<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Multi-racial</u>	<u>Native American</u>	<u>Asian/Pacific Islander</u>	<u>no response</u>
1,931 71.4%	371 13.7%	207 7.6%	97 3.6%	23 0.8%	35 1.3%	42 1.6%

20. Is English your native language?

<u>Yes</u>	<u>No</u>	<u>no response</u>
2,312 85.4%	354 13.1%	40 1.5%

21. Did you receive Special Education services in school during the 2007-08 school year?

<u>Yes</u>	<u>No</u>	<u>no response</u>
629 23.2%	1,964 72.6%	113 4.2%

22. What did you like best about your tutoring experience?

23. What did you like least about your tutoring experience?

**Cross Tabulation of Location of Tutoring and Type of Tutoring According to Students**

Tutoring Location	Type of Tutoring				
	Small Group (n=1,133)	One-on-One (n=828)	On-line/ computer (n=591)	Multiple Types (n=97)	No Response (n=57)
At Home	3.2%	68.6%	84.9%	9.3%	41.6%
At School	52.8%	7.6%	7.1%	53.6%	28.1%
Another Location	43.2%	22.5%	6.6%	14.4%	27.4%
Multiple Locations	0.6%	1.2%	1.2%	21.6%	1.7%
No Response	0.2%	0.1%	0.2%	1.0%	1.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Cross Tabulation of Hours of Tutoring per Week and Type of Tutoring According to Students**

Hours Per Week	Type of Tutoring				
	Small Group (n=1,133)	One-on-One (n=828)	On-line/ computer (n=591)	Multiple Types (n=97)	No Response (n=57)
1 hour	7.6%	27.7%	14.0%	54.6%	8.8%
1.5 hours	1.3%	2.9%	0.3%	2.1%	1.8%
2 hours	40.7%	41.4%	18.1%	15.5%	22.8%
3 hours	25.7%	10.5%	29.6%	8.2%	1.8%
4 hours	14.9%	9.9%	8.5%	10.3%	10.5%
5 hours	2.1%	0.8%	12.2%	3.1%	--
6 hours	2.2%	1.1%	1.2%	1.0%	--
other	4.3%	4.2%	14.0%	5.2%	12.3%
No Response	1.1%	1.4%	2.0%	--	42.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Student Survey: Scores by Category and SES Provider  
(Percent Yes Responses)**

The score is the average percentage of those who answered "yes" on the survey items in the category.

**Student Survey Data**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Compliance/ Service Delivery (4 questions) % Yes</b>	<b>Satisfaction (7 questions) % Yes</b>	<b>Impact (1 question) % Yes</b>
110	Assets Learning Center	7	64.3%	98.0%	85.7%
114	Ava H. White Tutorials	3	33.3%	71.4%	66.7%
117	Back to Basics, Inc.	45	74.4%	84.1%	77.8%
126	BridgeHaven Reading Clinic and Tutorial Service	18	68.1%	79.9%	61.1%
134	Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	5	70.0%	80.0%	60.0%
149	Computer Synectics Inc.	3	75.0%	85.7%	100.0%
160	Education and Guidance Services	19	63.2%	94.7%	84.2%
166	Reading, Phonics, Math and More	13	63.5%	76.5%	76.9%
170	Sylvan Learning Centers of Albany, Valdosta and Tifton (Florida Learning Centers, Inc.)	17	77.9%	94.9%	82.4%
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	52	67.3%	85.7%	84.6%
180	High Achievers	12	68.8%	79.8%	83.3%
181	Huntington Learning Center	13	55.8%	62.6%	53.8%
190	Kelley Lake Elementary School	56	69.6%	81.2%	87.5%
194	Laureate Training Center	82	57.0%	80.2%	81.7%
202	Mainly Math	31	61.3%	78.2%	74.2%
234	Success Tutoring Center, Inc.	1	25.0%	16.7%	0.0%
238	Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	1	100.0%	100.0%	100.0%
240	Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	18	75.0%	96.0%	94.4%
242	Sylvan Learning Center, Jonesboro (2296)	51	73.0%	92.1%	68.6%
244	Sylvan Learning Center of Rome (4466)	4	75.0%	89.3%	75.0%
245	Vidalia Sylvan Learning Center	15	68.3%	79.9%	86.7%
251	Rhymes and Reason Tutoring Program (Tennis in the 'Hood, Inc. After-School Learning Center)	2	87.5%	64.3%	100.0%
254	The Phoenix Center, inc.	1	25.0%	0.0%	0.0%
265	Youth Empowerment Project, Inc.	3	75.0%	95.2%	100.0%
501	A to Z In-Home Tutoring	246	69.9%	80.2%	79.3%
503	Acadamia.net, Inc.	76	46.4%	71.1%	80.3%
507	Achieve Results Tutorial and Educational Consulting, LLC	38	79.6%	75.3%	86.8%
515	BAWTYC, Inc. Tutorial Services	5	100.0%	100.0%	100.0%
529	Cambridge Learning of Georgia, Inc.	16	81.3%	83.9%	93.8%

**Student Survey Data**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Compliance/ Service Delivery (4 questions) % Yes</b>	<b>Satisfaction (7 questions) % Yes</b>	<b>Impact (1 question) % Yes</b>
546	Community Reach Inc.	32	70.3%	77.5%	78.1%
561	Education 2020 Virtual Tutor	2	37.5%	92.9%	100.0%
563	Educational Access Center	138	67.4%	92.9%	92.8%
564	Educational Enterprises, Inc.	6	58.3%	69.0%	83.3%
592	Kumon of Fayetteville	2	62.5%	78.6%	50.0%
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	167	74.0%	91.1%	90.4%
613	Pathways of Learning	5	50.0%	91.4%	100.0%
617	Pinocchio Palace, Inc. A Place Where "Knows" Grow	4	81.3%	85.7%	75.0%
662	Achieve Success Tutoring by University Instructors, Inc.	108	55.8%	71.3%	78.7%
703	Academic Associates Reading Center, LLC	2	100.0%	71.4%	100.0%
704	Club-Z! In-Home Tutoring (Academic Coaches, LLC- 8604)	40	76.9%	80.2%	85.0%
706	Applied Scholastics	3	83.3%	90.5%	100.0%
707	ATS Project Success	28	56.3%	75.7%	75.0%
708	Best Education and Sports Today, Inc. (B.E.S.T.)	1	75.0%	100.0%	100.0%
709	Blandy Hills Elementary School	26	85.6%	87.2%	73.1%
713	Catapult Online	8	46.9%	75.0%	62.5%
714	Club Z! Inc. (0709)	7	67.9%	93.9%	100.0%
715	Club-Z! In-Home Tutoring Service (7952)	87	97.7%	98.7%	96.6%
717	The L.O.F.T Teen Center (Communities In Schools of Laurens County, Inc.)	3	75.0%	100.0%	100.0%
718	CKL (Cool Kids Learn, Inc)	1	25.0%	100.0%	100.0%
720	De'Jour Success Achievers, Inc.	6	58.3%	78.6%	50.0%
724	eProgress Academy	13	75.0%	81.0%	69.2%
725	FitWit, LCC	5	85.0%	82.9%	100.0%
726	Reef House After-School Program	3	50.0%	81.0%	66.7%
728	Graham Consulting Group	46	69.0%	80.3%	91.3%
729	GSFA Florida, Inc.	1	100.0%	100.0%	100.0%
730	Harvest Advantage, Inc.	2	75.0%	100.0%	100.0%
731	Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	397	52.2%	76.6%	76.3%
733	M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	27	69.4%	87.3%	96.3%
734	International After School Program	12	60.4%	81.0%	83.3%
736	Kultivating Brilliant Minds	11	79.5%	80.5%	90.9%
739	Learning First Educational Services, Inc.	52	71.6%	92.3%	88.5%
740	A Learning Solution (Learning Solutions Tutorial Lab, Inc.)	12	83.3%	83.1%	83.3%
741	Net Tutor™	1	25.0%	66.7%	100.0%

**Student Survey Data**

<b>Provider Code</b>	<b>SES Provider Name</b>	<b>N</b>	<b>Compliance/ Service Delivery (4 questions) % Yes</b>	<b>Satisfaction (7 questions) % Yes</b>	<b>Impact (1 question) % Yes</b>
742	Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	9	94.4%	95.2%	88.9%
744	All About Math (D/B/A Math Doctor Learning)	44	73.3%	84.4%	86.4%
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	6	62.5%	92.9%	100.0%
754	Reading, Writing, And Arithmetic Tutorial Service	3	66.7%	100.0%	66.7%
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	75.0%	100.0%	100.0%
758	Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	59	69.1%	87.5%	81.4%
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	1	25.0%	100.0%	100.0%
762	Terry Learning Center of Georgia	1	25.0%	100.0%	100.0%
763	Fabric of America	2	50.0%	71.4%	100.0%
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	33	70.5%	89.6%	81.8%
765	Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	11	77.3%	96.1%	90.9%
766	Tower Educational Consulting Group	47	61.2%	79.3%	68.1%
767	Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	183	69.8%	79.1%	82.5%
768	Tutor Zone, LLC	51	74.0%	77.5%	80.4%
769	Tutorial Services	88	50.0%	78.1%	84.1%
770	Tutoring By Design	36	60.4%	78.0%	77.8%
773	Zena's House, Inc.	6	79.2%	90.5%	100.0%
803	Challenging Failure	4	62.5%	96.4%	100.0%
813	Solid Rock Academy	1	100.0%	100.0%	100.0%
	Provider code missing	9	75.0%	71.0%	77.8%
	<b>State Totals</b>	<b>2,706</b>	<b>66.2%</b>	<b>82.3%</b>	<b>82.3%</b>

**Compliance/ Service Delivery**

- 5. Did your tutor give you a test before beginning your after-school lessons?
- 6. Did your tutor share with you a plan for your after-school lessons?
- 7. Did your tutor give you a copy of a progress report on your work at least once a month?
- 14. Did your parent or guardian ever meet with your tutor to discuss your progress?

**Satisfaction**

- 9. Were you able to ask your tutor questions about your lessons and progress?
- 9a. If you asked questions, did the tutor answer the questions to your satisfaction?
- 10. Were the sessions the right length of time for you?
- 11. Would you sign up to receive tutoring from this tutor again?
- 12. Overall, were you satisfied with the tutoring you received?
- 13. If you could, would you like to receive more help from this tutor?
- 15. Would you recommend this program to another student?

**Impact**

- 8. Did your grades in school improve after you started after-school tutoring?

## **APPENDIX F**

### **SES Provider Survey Data**

**Survey of SES Providers  
Spring 2008**

**State-Level Results**

**N= 191 surveys from 44 SES Providers  
School Districts represented by SES Provider surveys: 56**

**How long has your organization provided SES for this school system?**

<b>Years</b>	<b>Number</b>	<b>Percent</b>
1 yr	47	24.6%
2 yrs	73	38.2%
3 yrs	10	5.2%
4 yrs	15	7.9%
5 yrs	17	8.9%
6 yrs	2	1.0%
No Response	27	14.1%

**Feedback on School District**

<b>Survey Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
1. The school system invites me to participate in SES-related fairs, town halls, and parent meetings.	109 57.1%	58 30.4%	21 11.0%	1 0.5%	2 1.0%
2. The school system allows me to market my services to parents and students.	94 49.2%	72 37.7%	20 10.5%	3 1.6%	2 1.0%
3. The school system treats all providers in an equitable and fair manner.	94 49.2%	82 42.9%	7 3.7%	2 1.0%	6 3.1%
4. The school system provides me with a complete list of students whose parents have selected my services.	111 58.1%	71 37.2%	7 3.7%	1 0.5%	1 0.5%
5. The school system has a clear policy regarding SES providers' access to school facilities.	90 47.1%	64 33.5%	8 4.2%	4 2.1%	25 13.1%
6. The school system allows me to provide services in their schools and/ or facilities.	52 27.2%	66 34.6%	26 13.6%	17 8.9%	30 15.7%
7. The school system enters into a contract with me in a timely manner.	95 49.7%	80 41.9%	12 6.3%	2 1.0%	2 1.0%
8. The SES contract clearly outlines my obligations.	112 58.6%	74 38.7%	1 0.5%	--	4 2.1%
9. The school system provides me with achievement data for each student with whom I have contracted to provide services.	91 47.6%	54 28.3%	39 20.4%	6 3.1%	1 0.5%
10. The school system's administrative requirements are efficient and not unduly burdensome.	100 52.4%	69 36.1%	12 6.3%	9 4.7%	1 0.5%

<b>Survey Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
11. The school system processes payment for services in a timely manner.	94 49.2%	77 40.3%	10 5.2%	9 4.7%	1 0.5%
12. School system personnel coordinating SES are easy to contact.	98 51.3%	77 40.3%	12 6.3%	3 1.6%	1 0.5%
13. The school system works collaboratively with providers to resolve any issues that arise.	97 50.8%	81 42.4%	7 3.7%	4 2.1%	2 1.0%
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>SD</b>	<b>No Response</b>
14. The school system handles complaints about SES providers in an <b>appropriate</b> manner.	58 30.4%	60 31.4%	5 2.6%	--	4 2.1% 64 33.5%
15. The school system handles complaints about SES providers in a <b>timely</b> manner.	54 28.3%	64 33.5%	3 1.6%	--	4 2.1% 66 34.6%
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Response</b>
16. The school system has regular meetings with SES providers.	39 20.4%	72 37.7%	69 36.1%	6 3.1%	5 2.6%
17. The school system does a good job providing parents with information about SES providers at meetings such as open houses.	79 41.4%	73 38.2%	20 10.5%	4 2.1%	15 7.9%
18. School system personnel have reviewed our SES instructional materials and provided feedback as necessary.	50 26.2%	79 41.4%	49 25.7%	3 1.6%	10 5.2%
	<b>Never</b>	<b>Once</b>	<b>Twice</b>	<b>Three or more times</b>	<b>No Response</b>
19. School system personnel have conducted an on-site SES monitoring visit during the 2007-08 school year.	120 62.8%	30 15.7%	10 5.2%	12 6.3%	19 9.9%
20. School system personnel have observed instructors delivering SES to students at my site during the 2007-08 school year. (n=Q19 respondents reporting monitoring.)	4 7.7%	26 50.0%	11 21.2%	11 21.2%	

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>No Response</i>
21. I am satisfied with the level of communication between my organization and the school system personnel who coordinate SES.	108 56.5%	70 36.6%	10 5.2%	2 1.0%	1 0.5%
22. My organization has a good working relationship with the school system.	121 63.4%	57 29.8%	9 4.7%	1 0.5%	3 1.6%

### SES Provider Survey - Monitoring

Q 19. School system personnel have conducted an on-site SES monitoring visit during the 2007-08 school year.

<b>SES Provider</b>	<b>Code</b>	<b>once</b>	<b>twice</b>	<b>three or more times</b>	<b>Never</b>	<b>Total</b>
Assets Learning Center	110	0	1	0	0	1
Back to Basics, Inc.	117	2	0	0	2	4
BridgeHaven Reading Clinic and Tutorial Service	126	0	0	1	0	1
Club-Z! In-Home Tutoring (Savannah Edu Services, Inc)	134	0	0	0	1	1
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	0	0	0	1	1
Hampton L Daughtry Elementary School	178	0	0	1	0	1
High Achievers	180	2	1	0	3	6
Kelley Lake Elementary School	190	0	0	1	0	1
Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	240	1	0	0	1	2
Sylvan Learning Center of Rome (4466)	244	0	0	0	1	1
Vidalia Sylvan Learning Center	245	0	0	0	2	2
Teach Them to Read, Inc.!	250	1	1	0	0	2
A to Z In-Home Tutoring	501	3	1	0	15	19
Achieve Results Tutorial and Educational Consulting, LLC	507	5	1	0	0	6
Brainfuse One-to-One Tutoring	525	0	0	1	8	9
Education 2020 Virtual Tutor	561	0	0	0	3	3
Educational Access Center	563	0	0	2	0	2
Educational Enterprises, Inc.	564	0	0	0	3	3
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	0	0	1	0	1
Pinnochio Palace, Inc. A Place Where "Knows" Grow	617	1	0	0	0	1
Club-Z! In-Home Tutoring (Academic Coaches, LLC- 8604)	704	1	0	0	1	2
Applied Scholastics	706	0	1	0	0	1
ATS Project Success	707	0	0	0	21	21
Blandy Hills Elementary School	709	1	0	0	0	1
Bright Sky Learning, LLC	711	0	1	0	0	1
Club Z! Inc. (0709)	714	2	0	0	11	13
Club-Z! In-Home Tutoring Service (7952)	715	1	0	1	0	2
GSFA Florida, Inc.	729	2	0	0	0	2
Achieve HighPoints - (SES offering from HighPoints	731	0	0	0	35	35

SES Provider	Code	three or more times				Never	Total
		once	twice	three or more times	Never		
Learning, Inc.							
M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	733	0	2	3	0	5	
Club-Z! In-Home Tutoring Services (JA-MAR Enterprises, LLC - 9094)	735	0	0	0	1	1	
Kultivating Brilliant Minds	736	0	0	0	3	3	
Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	742	1	0	0	0	1	
Sylvan Learning Center of Cartersville (8267)	745	1	0	0	0	1	
Reading, Writing, And Arithmetic Tutorial Service	754	1	0	0	0	1	
Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	758	1	0	1	1	3	
Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	1	0	0	0	1	
Tutor Zone, LLC	768	1	0	0	3	4	
Tutoring By Design	770	0	1	0	0	1	
Zena's House, Inc.	773	0	0	0	2	2	
Challenging Failure	803	1	0	0	1	2	
Key Enhancement Learning Center	809	1	0	0	1	2	
<b>Total</b>		<b>30</b>	<b>10</b>	<b>12</b>	<b>120</b>	<b>172*</b>	

\* No response = 19

Harvest Advantage, Inc. (730) – no responses to q. 19

## **APPENDIX G**

### **SES Principal Survey Data**

### Number of SES Providers Serving Students at the School

<b>Providers per School</b>	<b>Frequency</b>	<b>Percent</b>
0	7	8.0
1	9	10.2
2	8	9.1
3	9	10.2
4	8	9.1
5	12	13.6
6	7	8.0
7	2	2.3
8	3	3.4
9	3	3.4
10	3	3.4
11	3	3.4
15	2	2.3
18	1	1.1
20	2	2.3
40	1	1.1
42	1	1.1
50	1	1.1
60	1	1.1
No response	5	5.7
<b>Total</b>	<b>88</b>	<b>100.0</b>

### Percentage of Providers Serving School Using the School Location

<b>Percentage</b>	<b>Frequency*</b>	<b>Percent (n=74)</b>
0.0%	46	62.2
6.7%	2	2.7
10.0%	2	2.7
25.0%	1	1.4
28.6%	1	1.4
33.3%	2	2.7
40.0%	2	2.7
50.0%	3	4.1
60.0%	1	1.4
80.0%	1	1.4
100.0%	13	17.6

\* 14 Principals did not provide the numbers or did not have students served by SES

## Other Comments from Principals

- As the building principal, I appreciate EFFECTIVE SES programs. They make my job easier.
- I am sure that it does help the students. I wish more of my parents would take advantage of the service.
- I have a concern with the expertise/qualifications of the SES providers. And their ability to teach the Georgia Performance Standards.
- I have no data to support any answer to this question.
- I have really been impressed with my provider {NAME}. They have been more visible and hands-on.
- I really believe that the intentions of this service are good. However, more time must be devoted to make sure all the students are served. Most importantly, the parents MUST be educated about the program.
- I think it works for the students that are taking advantage of it.
- I think that SES is an excellent program.
- I think that SES providers should be more active in the student's education. They should communicate more with the school and especially with the teacher of the student.
- I think this is a disjointed approach to improve student achievement. I think too many providers are money makers and do not have the students' interests as top priority. The fact that some local tutors are retirees who were not strong teachers in the beginning says a lot about SES.
- I think that the SES tutoring is another tool that assists the school. It is one of the many things that is helping us in our goals to become a top performing school.
- My answer to question 14 is not decided and that option was not available.
- Need to consider other curriculum models. Hire tutors that are highly qualified in the subject area that does not use tutoring as a second job.
- Not enough information to make a comment.
- Our PISC works most directly with the SES program and providers. The PISC would have a more 'first hand' view of this program and should be included in this survey.
- SES is a great opportunity for students to receive additional support to the normal academic day. I wish more parents and students would take advantage of the opportunity.
- SES might work better if parents were held responsible for ensuring their children are enrolled and attending the programs as they should. However, not enough students are taking advantage of the services for the services to really help.
- Some high school students informed me that SES providers did not come to their homes. SES for Middle School [NAME] was successful because it was offered at school.
- Some SES providers have been using paraprofessionals or other non-certified personnel to provide instruction. I am not confident that these instructors have competent instructional skills to meet the needs of students.
- Supplemental Educational Services will have a positive and valuable impact on the academic and social status of students of [Name] Counties, once implemented.
- The communication path between SES teachers, counselors and parents is not tight. We need to improve this.
- The more information that parents know about the opportunity for their students to receive additional tutoring the more students will utilize the services of SES.
- The programs that I am familiar with need to be more in line with GPS.
- The school type is a combine school with Middle/High School.
- The SES provider that worked in my school helped me to make AYP last year. This is because we had good two-way communication between the company and the school. From what I have learned, there are too many SES providers who are in this for the money and not the students. Good SES providers work with the schools to target specific needs and in turn serve as a way to provide extended instructional time for students. I have colleagues who have shared both funny and sad stories about overly ambitious SES providers who do not need to work with children. A rigorous program for detecting and reprimanding unethical providers needs to be developed.
- There's too much paper work for the amount of student academic gains.
- We have thoroughly enjoyed the providers this year for the service render to our children here at Clements.
- Who DOES monitor the outcomes of each program? It seems that they should be held accountable for the amount of money given to them to truly raise students' abilities --- notice I didn't say test scores.

## **APPENDIX H**

### **Feedback on SES State Staff Services**

### Title I Directors' Satisfaction with State SES Staff (N=62)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am satisfied with the training provided by the Georgia Department of Education state SES staff.	28 45.2%	33 53.2%	1 1.6%	--
The state SES staff keeps me updated with information about standards and changes in regulations related to SES implementation.	29 46.8%	33 53.2%	--	--
The state SES staff responds to my requests in a timely fashion.	31 50.0%	30 48.4%	1 1.6%	--
I am comfortable contacting the state SES staff.	37 59.7%	24 38.7%	1 1.6%	--
I believe the state SES staff listens to my concerns.	32 51.6%	28 45.2%	1 1.6%	1 1.6%

### SES Providers' Satisfaction with State SES Staff (N=53)

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
I am satisfied with the training provided by the Georgia Department of Education state SES staff.	32 60.4%	18 34.0%	2 3.8%	--	1 1.9%
The state SES staff keeps me updated with information about standards and changes in regulations related to SES implementation.	31 25.5%	19 35.8%	3 5.7%	--	
The state SES staff responds to my requests in a timely fashion.	32 60.4%	18 34.0%	2 3.8%	--	1 1.9%
I am comfortable contacting the state SES staff.	37 69.8%	15 28.3%	1 1.9%	--	
I believe the state SES staff listens to my concerns.	33 62.3%	17 32.1%	2 3.8%	--	1 1.9%

## Provider Comments Related to State Staff

*Audit experience was positive.*

*Comment for improvement of services for review by SES staff: 1. Send same children if the parent request the services again. 2 Need list of all students who requested services regardless of if they were referred or not because of eligibility issues. 3. Need CRCT scores for all students-copy of CRCT report preferred 4. Some parents report that their children are sent to provider that district selected even though 1st choice provider was available. 5. Children need to be referred earlier than October before they get too far behind.*

*I have had limited interactions with the state Staff. There has not been much communication apart from the Audit and Evaluation meeting. When I do meet with the staff--they are pleasant and answer my questions.*

*I only have one complaint and that is that Applied Scholastics was not printed on the list of providers that was administered to the parents for Round 1 for this school yr. I brought this to the attention of the SES staff and they said it would be handled for the next round.*

*In years past we have found the staff of the GADOE very helpful and we maintain contact with several reps. Only one time this year did we contact (via email) the GADOE staff to express our concerns about the [Name] School System's failure to communicate, but we received no response. Also, NO inspection/observation was conducted this year by the GADOE.*

*It can be difficult to contact the SES staff for this district.*

*[Staff member] was always helpful, easy to contact and always willing to help. Thank you! [Staff member] was our contact with the GADOE and he was wonderful. I knew at any time I could e-mail or phone him with a question/concern and he would get right back to me. His support is greatly appreciated! The trainings were also most-appreciated. This was my first year coordinating with our company, and I would have been extremely lost without said training.*

*[Staff member] maintained communication. We are almost going completely digital next year. Most information/documents will be available upon request for examination prior to site observations. Long way of asserting I will contribute to maximizing the site visits by submitting documents for review prior to visit. Reviewing documents on site will most likely involve my assistant rather than myself or my partner.*

*Opportunities for regional training has made it more convenient than traveling to Atlanta.*

*Require the school districts to give providers a list of students whose parents selected our services but were not eligible for SES. The parent signatures on our log at the fairs often greatly differs from the actual number of students the district sends us. Sometimes parents will notify us that they were denied services because they were not eligible, but most of the time they will not. It would be helpful to know how many students are actually signed up, but denied because of ineligibility.*

*The GA Department of Education State SES Staff is very cooperative and helpful. They are very open to provider feedbacks and also provide us with methods to improve our delivery of services.*

*The staff is fine but communication is limited..*

*The staff is wonderful to work with and have been very cooperative.*

*The staff with whom we have worked seemed committed to improving the quality of lives of our young people in Georgia through education. I consider them partners as we share the same goals.*

*Though there has not been a tremendous amount of our having to contact GA DOE staff, when it has happened the personnel are quite cooperative.*

*Very cooperative!!*

*We appreciate the professionalism, wisdom and compassion of the GDOE staff. It is quite evident that team members take their job of improving academic achievement very seriously, and are committed to ensuring that we, as providers comply with regulations to facilitate quality SES programs. Concerns have always been addressed in an equitable, timely manner, and team members are always available to assist as needed. Thanks for supporting us! We are able to do what we do because of the department's guidance - thank you!!*

*We would like the state SES staff to take a look at invoicing requirements for online providers. Most Georgia districts require their own attendance calendars to be signed by the parent. We have our own calendar that prints electronically and having to do a separate calendar takes unnecessary time. Districts require all calendars to be signed before an invoice can be sent. In our program, attendance electronically transfers to our database system. The students each have their own user name and password to log into the program. We would like the Georgia Department of Education to look at allowing online programs to use the student log in as an electronic signature, and eliminate requirements to have an additional parent signature.*

## **APPENDIX I**

### **Summary Documents**

## SES Categories for Customer Service (Survey Data) 2007-08

	<b>Directors</b>	<b>Parents</b>	<b>Students</b>
<b>Communication &amp; Interaction w/school system (5 questions)</b>	1. The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings. 6. The provider submits invoices only for services rendered. 7. The provider submits invoices for services rendered in a timely manner. 8. The provider is easy to contact. 9. The provider works collaboratively with the district to resolve any issues that arise.		
<b>Compliance/Service Delivery (required by NCLB) (12 questions)</b>	2. The provider begins serving students in a timely manner. 3. The provider develops goals for each student receiving services. 4. The provider furnishes a written description of how each student's progress will be measured. 5. The provider submits monthly progress reports for each student.	5. Did the tutor ask your opinion about your child's learning needs before beginning the tutoring sessions? 6. Were you given a copy of your child's learning plan? 7. Did the tutor give you a copy of a progress report for your child's work at least once a month? 8. Were you able to ask the tutor questions about your child's lessons and progress?	5. Did your tutor give you a test before beginning your after-school lessons? 6. Did your tutor share with you a plan for your after-school lessons? 7. Did your tutor give you a copy of a progress report on your work at least once a month? 14. Did your parent or guardian ever meet with your tutor to discuss your progress?
<b>Satisfaction (17 questions)</b>	10. Overall, this provider offers quality instructional services to students. 11. Overall, it is easy for our LEA to work with this provider. 12. I would recommend that this provider continue offering SES to students in Georgia.	<i>7a.</i> <u>If you got reports at least once a month</u> , were the reports easy to understand? <i>8a.</i> <u>If you asked questions</u> , did the tutor answer these questions to your satisfaction? 9. Were the sessions the right length of time for your child? 10. Would you sign up your child to receive tutoring from this tutor again? 12. Overall, were you satisfied with the tutoring your child received? 13. If your child missed a tutoring session, was it easy to reschedule? 14. Would you recommend this program to other parents?	9. Were you able to ask your tutor questions about your lessons and progress? <i>9a.</i> <u>If you asked questions</u> , did the tutor answer the questions to your satisfaction? 10. Were the sessions the right length of time for you? 11. Would you sign up to receive tutoring from this tutor again? 12. Overall, were you satisfied with the tutoring you received? 13. If you could, would you like to receive more help from this tutor? 15. Would you recommend this program to another student?
<b>Impact (2 questions)</b>		11. Did your child do better academically in school after working with this tutor?	8. Did your grades in school improve after you started after-school tutoring?

	<b>Directors</b>	<b>Parents</b>	<b>Students</b>
<b>Monitoring Results (9 questions)</b>	<p>15a. The provider's instruction reinforces the LEA's instructional program.</p> <p>15b. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards.</p> <p>15c. The provider's instructional program is appropriate for students with limited English proficiency, if applicable.</p> <p>15d. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable.</p> <p>15e. The provider develops a learning plan for each student.</p> <p>15f. The provider's instruction is individualized for each student.</p> <p>15g. The provider gives positive reinforcement to each student.</p> <p>15h. The provider gives ongoing feedback to each student.</p> <p>15i. Provider's instructional materials are appropriate for student skill levels.</p>		

## Customer Satisfaction – State Level Results

	Communication & Interaction w/ School System	Compliance/ Service Delivery	Satisfaction	Impact	Monitoring Results
<b>Directors (n= 384)</b>	91.2%	90.8%	91.0%	--	90.5%
<b>Parents (n= 2,143)</b>	--	74.3%	86.9%	68.6%	--
<b>Students (n= 2,706)</b>	--	66.2%	82.4%	82.3%	--
<b>Total number of survey items in the category</b>	5	12	17	2	9
<b>Overall Category Average</b>	91.2%	77.1%	86.8%	75.5%	90.5%
<b>Category Grade</b>	A	C	B	C	A

### Communication Results by Provider

SES Provider	Code	Number of Surveys				Communication	
		Directors	Parents	Students	Monitoring (yes) Directors	Directors	GRADE
Alpha Test Preparation & Tutorial Service	109	1	2	-	-	100.0%	A
Assets Learning Center	110	1	-	7	1	100.0%	A
Ava H. White Tutorials	114	1	24	3	-	100.0%	A
Back to Basics, Inc.	117	5	20	45	1	100.0%	A
Beacon of Hope, Inc. (BOH)	120	1	-	-	-	80.0%	B
BridgeHaven Reading Clinic and Tutorial Service	126	1	11	18	1	100.0%	A
Bryan County Schools	127	1	-	-	1	100.0%	A
City of Fitzgerald /Monitor Enrichment Program (MEP)	133	1	-	-	-	80.0%	B
Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	134	1	4	5	-	100.0%	A
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	1	-	-	-	100.0%	A
Computer Synectics Inc.	149	1	3	3	-	80.0%	B
Education and Guidance Services	160	-	15	19	-	-	-
Reading, Phonics, Math and More	166	1	6	13	1	100.0%	A
Sylvan Learning Centers of Albany, Valdosta and Tifton (Florida Learning Centers, Inc.)	170	7	22	17	3	91.4%	A
Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Prorgam"	176	3	18	52	1	100.0%	A
Hampton L Daughtry Elementary School	178	1	-	-	1	100.0%	A
High Achievers	180	5	13	12	-	64.0%	D
Huntington Learning Center	181	1	3	13	1	40.0%	F
Kelley Lake Elementary School	190		76	56	-	-	-
Laureate Training Center	194	9	13	82	3	93.3%	A
Lesye-Anye, Inc.	198	1	-	-	-	100.0%	A
Loving Hands After-school Program	200	1	-	-	1	100.0%	A
Mainly Math	202	6	9	31	2	73.3%	C
Success Tutoring Center, Inc.	234	-	-	1	-	-	-
Sylvan Learning Center (Georgia Learning Centers, Inc.)	237	1	13	-	-	100.0%	A
Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	238	1	5	1	1	100.0%	A
Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	240	3	16	18	-	93.3%	A

SES Provider	Code	Number of Surveys				Communication	
		Directors	Parents	Students	Monitoring (yes) Directors	Directors	GRADE
Sylvan Learning Center, Jonesboro (2296)	242	1	59	51	1	100.0%	A
Sylvan Learning Center of Rome (4466)	244	1	4	4	-	100.0%	A
Vidalia Sylvan Learning Center	245	2	13	15	-	100.0%	A
Teach Them to Read, Inc.!	250	2	4	-	1	100.0%	A
Rhymes and Reason Tutoring Program (Tennis in the 'Hood, Inc. After-School Learning Center)	251	1	2	2	1	100.0%	A
The Phoenix Center, inc.	254	1	1	1	-	100.0%	A
Youth Empowerment Project, Inc.	265	2	6	3	2	100.0%	A
A to Z In-Home Tutoring	501	40	266	246	4	94.0%	A
Acadamia.net, Inc.	503	19	49	76	3	82.1%	B
Achieve Results Tutorial and Educational Consulting, LLC	507	6	28	38	4	80.0%	B
BAWTYC, Inc. Tutorial Services	515	1	-	5	1	100.0%	A
Babbage Net School, Inc.	516	1	-	-	-	100.0%	A
Brainfuse One-to-One Tutoring	525	4	-	-	-	100.0%	A
Cambridge Learning of Georgia, Inc.	529	2	8	16	1	100.0%	A
Community Reach Inc.	546	6	13	32	2	93.3%	A
Education 2020 Virtual Tutor	561	9	3	2	-	88.9%	B
Educational Access Center	563	5	66	138	4	96.0%	A
Educational Enterprises, Inc.	564	3	-	6	1	93.3%	A
Failure Free Reading	568	2	-	-	2	90.0%	A
Kumon of Fayetteville	592	1	-	2	1	20.0%	F*
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	9	205	167	8	71.1%	C
Pathways of Learning	613	1	4	5	-	100.0%	A
Pinocchio Palace, Inc. A Place Where "Knows" Grow	617	1	-	4	1	80.0%	B
Achieve Success Tutoring by University Instructors, Inc.	662	13	89	108	6	93.8%	A
Academic Associates Reading Center, LLC	703	2	-	2	1	90.0%	A
Club-Z! In-Home Tutoring (Academic Coaches, LLC-8604)	704	2	19	40	1	100.0%	A
Applied Scholastics	706	1	1	3	1	100.0%	A
ATS Project Success	707	19	15	28	4	97.9%	A
Best Education and Sports Today, Inc. (B.E.S.T.)	708	-	-	1	-	-	-
Blandy Hills Elementary School	709	1	17	26	1	100.0%	A
Bright Sky Learning, LLC	711	1	-	-	1	100.0%	A

SES Provider	Code	Number of Surveys				Communication	
		Directors	Parents	Students	Monitoring (yes) Directors	Directors	GRADE
Catapult Online	713	8	6	8	2	50.0%	F
Club Z! Inc. (0709)	714	9	8	7	-	95.6%	A
Club-Z! In-Home Tutoring Service (7952)	715	1	34	87	1	100.0%	A
The L.O.F.T Teen Center (Communities In Schools of Laurens County, Inc.)	717	1	5	3	-	100.0%	A
CKL (Cool Kids Learn, Inc)	718	1	1	1	-	20.0%	F
Data Friendly, Incorporated	719	1	24	-	1	100.0%	A
De'Jour Success Achievers, Inc.	720	1	1	6	1	100.0%	A
eProgress Academy	724	3	4	13	3	100.0%	A
FitWit, LCC	725	3	2	5	-	86.7%	B
Reef House After-School Program	726	1	1	3	-	80.0%	B
Graham Consulting Group	728	6	23	46	1	83.3%	B
GSFA Florida, Inc.	729	2	24	1	1	90.0%	A
Harvest Advantage, Inc.	730	1	2	2	-	100.0%	A
Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	731	34	267	397	4	93.5%	A
M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	733	5	99	27	4	96.0%	A
International After School Program	734	5	12	12	1	88.0%	B
Club-Z! In-Home Tutoring Services (JA-MAR Enterprises, LLC - 9094)	735	1	14	-	1	100.0%	A
Kultivating Brilliant Minds	736	3	7	11	-	100.0%	A
Learning First Educational Services, Inc.	739	4	7	52	1	75.0%	C
A Learning Solution (Learning Solutions Tutorial Lab, Inc.)	740	1	-	12	1	100.0%	A
Net Tutor™	741	1	-	1	-	100.0%	A
Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	742	1	80	9	-	100.0%	A
All About Math (D/B/A Math Doctor Learning)	744	5	24	44	1	92.0%	A
Sylvan Learning Center of Cartersville (8267)	745	1	-	-	1	100.0%	A
Project Rebound, INC. d/b/a PRI Youth Development Institute	749	1	4	6	-	100.0%	A
Saint Paul Leadership Academy	750	1	-	-	1	100.0%	A
Reading, Writing, And Arithmetic Tutorial Service	754	1	-	3	1	100.0%	A
SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	757	1	1	1	1	100.0%	A

SES Provider	Code	Number of Surveys				Communication	
		Directors	Parents	Students	Monitoring (yes) Directors	Directors	GRADE
Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	758	3	86	59	1	100.0%	A
Sylvan Learning Center (Ace It!) Buckhead (2296)	760	2	-	1	1	100.0%	A
Terry Learning Center of Georgia	762	1	6	1	-	100.0%	A
Fabric of America	763	1	-	2	-	100.0%	A
The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	764	3	24	33	1	93.3%	A
Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	765	2	9	11	1	100.0%	A
Tower Educational Consulting Group	766	9	10	47	-	91.1%	A
Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	1	83	183	-	100.0%	A
Tutor Zone, LLC	768	3	25	51	1	93.3%	A
Tutorial Services	769	32	81	88	3	96.3%	A
Tutoring By Design	770	1	18	36	1	100.0%	A
Zena's House, Inc.	773	2	-	6	-	100.0%	A
Brain Support (a division of JT Carroll & Associates, LLC)	801	1	-	-	-	100.0%	A
Challenging Failure	803	2	4	4	-	100.0%	A
Educational Tutorial Services	807	1	-	-	-	100.0%	A
Key Enhancement Learning Center	809	2	-	-	1	100.0%	A
Solid Rock Academy	813	1	-	1	1	100.0%	A
Missing Provider Code			2	9		-	-
<b>Total</b>		<b>384</b>	<b>2,143</b>	<b>2,706</b>	<b>108</b>	<b>91.2%</b>	<b>A</b>

## Compliance Results by Provider

SES Provider	Code	Compliance					GRADE
		Directors	Parents	Students	TOTAL		
Alpha Test Preparation & Tutorial Service	109	75.0%	100.0%	-	87.5%	B*	
Assets Learning Center	110	100.0%	-	64.3%	82.1%	B*	
Ava H. White Tutorials	114	100.0%	72.9%	33.3%	68.8%	D	
Back to Basics, Inc.	117	100.0%	81.3%	74.4%	85.2%	B	
Beacon of Hope, Inc. (BOH)	120	100.0%	-	-	100.0%	A*	
BridgeHaven Reading Clinic and Tutorial Service	126	100.0%	100.0%	68.1%	89.4%	B	
Bryan County Schools	127	100.0%	-	-	100.0%	A*	
City of Fitzgerald /Monitor Enrichment Program (MEP)	133	100.0%	-	-	100.0%	A*	
Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	134	100.0%	93.8%	70.0%	87.9%	B	
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	100.0%	-	-	100.0%	A*	
Computer Syneetics Inc.	149	100.0%	58.3%	75.0%	77.8%	C	
Education and Guidance Services	160	-	80.0%	63.2%	71.6%	C*	
Reading, Phonics, Math and More	166	100.0%	75.0%	63.5%	79.5%	C	
Sylvan Learning Centers of Albany, Valdosta and Tifton (Florida Learning Centers, Inc.)	170	92.9%	97.7%	77.9%	89.5%	A	
Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Prограм"	176	100.0%	93.1%	67.3%	86.8%	B	
Hampton L Daughtry Elementary School	178	100.0%	-	-	100.0%	A*	
High Achievers	180	75.0%	75.0%	68.8%	72.9%	C	
Huntington Learning Center	181	0.0%	75.0%	55.8%	43.6%	F	
Kelley Lake Elementary School	190	-	77.0%	69.6%	73.3%	C*	
Laureate Training Center	194	86.1%	80.8%	57.0%	74.6%	C	
Lesye-Anye, Inc.	198	100.0%	-	-	100.0%	A*	
Loving Hands After-school Program	200	100.0%	-	-	100.0%	A*	
Mainly Math	202	70.8%	47.2%	61.3%	59.8%	F	
Success Tutoring Center, Inc.	234	-	-	25.0%	25.0%	F*	
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Brainfuse One-to-One Tutoring	525	100.0%	-	-	100.0%	A*	
Cambridge Learning of Georgia, Inc.	529	87.5%	78.1%	81.3%	82.3%	B	
Community Reach Inc.	546	95.8%	67.3%	70.3%	77.8%	C	

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Educational Access Center	563	100.0%	66.7%	67.4%	78.0%	C
Educational Enterprises, Inc.	564	91.7%	-	58.3%	75.0%	C*
Failure Free Reading	568	87.5%	-	-	87.5%	B*
Kumon of Fayetteville	592	50.0%	-	62.5%	56.3%	F*
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	75.0%	81.5%	74.0%	76.8%	C
Pathways of Learning	613	100.0%	56.3%	50.0%	68.8%	D
Pinnochio Palace, Inc. A Place Where "Knows" Grow	617	100.0%	-	81.3%	90.6%	A*
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CKL (Cool Kids Learn, Inc)	718	25.0%	0.0%	25.0%	16.7%	F
Data Friendly, Incorporated	719	100.0%	57.3%	-	78.6%	C*
DeJour Success Achievers, Inc.	720	25.0%	50.0%	58.3%	44.4%	F
eProgress Academy	724	100.0%	62.5%	75.0%	79.2%	C
FitWit, LCC	725	100.0%	50.0%	85.0%	78.3%	C
Reef House After-School Program	726	100.0%	100.0%	50.0%	83.3%	B
Graham Consulting Group	728	75.0%	78.3%	69.0%	74.1%	C
GSFA Florida, Inc.	729	100.0%	61.5%	100.0%	87.2%	B
Harvest Advantage, Inc.	730	100.0%	50.0%	75.0%	75.0%	C
Achieve HighPoints - (SES offering from HighPoints Learning, Inc.	731	91.9%	62.9%	52.2%	69.0%	D
M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	733	100.0%	72.0%	69.4%	80.5%	B
International After School Program	734	80.0%	66.7%	60.4%	69.0%	D
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Kultivating Brilliant Minds	736	100.0%	100.0%	79.5%	93.2%	A
Learning First Educational Services, Inc.	739	87.5%	64.3%	71.6%	74.5%	C
A Learning Solution (Learning Solutions Tutorial Lab, Inc.)	740	75.0%	-	83.3%	79.2%	C*
Net Tutor™	741	100.0%	-	25.0%	62.5%	D*
Club-Z! In-Home Tutoring (Lowfruit Enterprises, LLC - 4098)	742	100.0%	81.6%	94.4%	92.0%	A
All About Math (D/B/A Math Doctor Learning)	744	100.0%	69.8%	73.3%	81.0%	B
Sylvan Learning Center of Cartersville (8267)	745	100.0%	-	-	100.0%	A*
Project Rebound, INC. d/b/a PRI Youth Development Institute	749	100.0%	81.3%	62.5%	81.3%	B
Saint Paul Leadership Academy	750	100.0%	-	-	100.0%	A*
Reading, Writing, And Arithmetic Tutorial Service	754	100.0%	-	66.7%	83.3%	B*
SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	757	100.0%	100.0%	75.0%	91.7%	A

SES Provider	Code	Compliance					GRADE
		Directors	Parents	Students	TOTAL		
Sylvan Learning Center (Southeast Learning Systems, Inc. - 5345)	758	91.7%	80.2%	69.1%	80.3%	B	
Sylvan Learning Center (Ace It!) Buckhead (2296)	760	100.0%	-	25.0%	62.5%	D*	
Terry Learning Center of Georgia	762	75.0%	45.8%	25.0%	48.6%	F	
Fabric of America	763	100.0%	-	50.0%	75.0%	C*	
The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	764	91.7%	87.5%	70.5%	83.2%	B	
Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	765	100.0%	100.0%	77.3%	92.4%	A	
Tower Educational Consulting Group	766	94.4%	75.0%	61.2%	76.9%	C	
Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	100.0%	72.6%	69.8%	80.8%	B	
Tutor Zone, LLC	768	100.0%	78.0%	74.0%	84.0%	B	
Tutorial Services	769	91.4%	75.3%	50.0%	72.2%	C	
Tutoring By Design	770	100.0%	83.3%	60.4%	81.3%	B	
Zena's House, Inc.	773	100.0%	-	79.2%	89.6%	A*	
Brain Support (a division of JT Carroll & Associates, LLC)	801	100.0%	-	-	100.0%	A*	
Challenging Failure	803	87.5%	75.0%	62.5%	75.0%	C	
Educational Tutorial Services	807	100.0%	-	-	100.0%	A*	
Key Enhancement Learning Center	809	50.0%	-	-	50.0%	F*	
Solid Rock Academy	813	100.0%	-	100.0%	100.0%	A*	
Missing Provider Code		-	25.0%	75.0%	50.0%	F*	
<b>Total</b>	<b>total</b>	<b>90.8%</b>	<b>74.3%</b>	<b>66.2%</b>	<b>77.1%</b>	<b>C</b>	

\* Missing responses from one or more stakeholder groups

### Satisfaction Results by Provider

SES Provider	Code	Satisfaction					GRADE
		Directors	Parents	Students	TOTAL		
Alpha Test Preparation & Tutorial Service	109	100.0%	100.0%	-	100.0%	A*	
Assets Learning Center	110	100.0%	-	98.0%	99.0%	A*	
Ava H. White Tutorials	114	100.0%	82.7%	71.4%	84.7%	B	
Back to Basics, Inc.	117	100.0%	88.2%	85.1%	91.1%	A	
Beacon of Hope, Inc. (BOH)	120	100.0%	-	-	100.0%	A*	
BridgeHaven Reading Clinic and Tutorial Service	126	100.0%	88.3%	79.9%	89.4%	B	
Bryan County Schools	127	100.0%	-	-	100.0%	A*	
City of Fitzgerald /Monitor Enrichment Program (MEP)	133	100.0%	-	-	100.0%	A*	
Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	134	100.0%	92.9%	80.0%	91.0%	A	
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	100.0%	-	-	100.0%	A*	
Computer Synectics Inc.	149	100.0%	100.0%	85.7%	95.2%	A	
Education and Guidance Services	160	-	94.8%	94.7%	94.7%	A*	
Reading, Phonics, Math and More	166	100.0%	95.2%	76.5%	90.6%	A	
Sylvan Learning Centers of Albany, Valdosta and Tifton (Florida Learning Centers, Inc.)	170	100.0%	90.9%	95.8%	95.6%	A	
Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	176	100.0%	89.6%	86.6%	92.1%	A	
Hampton L Daughtry Elementary School	178	100.0%	-	-	100.0%	A*	
High Achievers	180	60.0%	82.6%	79.8%	74.1%	C	
Huntington Learning Center	181	0.0%	61.9%	65.5%	42.5%	F	
Kelley Lake Elementary School	190	-	87.0%	82.7%	84.9%	B*	
Laureate Training Center	194	85.2%	88.9%	80.8%	85.0%	B	
Lesye-Anye, Inc.	198	100.0%	-	-	100.0%	A*	
Loving Hands After-school Program	200	100.0%	-	-	100.0%	A*	
Mainly Math	202	83.3%	73.0%	79.3%	78.5%	C	
Success Tutoring Center, Inc.	234	-	-	16.7%	16.7%	F*	
Sylvan Learning Center (Georgia Learning Centers, Inc.)	237	100.0%	81.4%	-	90.7%	A*	
Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	238	100.0%	72.9%	100.0%	91.0%	A	
Sylvan Learning Center:Atlanta Suburbs (Tara Heights Enterpreises, Inc. 9196)	240	100.0%	87.1%	96.9%	94.7%	A	
Sylvan Learning Center, Jonesboro (2296)	242	100.0%	85.4%	92.1%	92.5%	A	
Sylvan Learning Center of Rome (4466)	244	100.0%	92.9%	89.3%	94.0%	A	
Vidalia Sylvan Learning Center	245	100.0%	94.5%	79.9%	91.5%	A	
Teach Them to Read, Inc.!	250	100.0%	78.6%	-	89.3%	B*	
Rhymes and Reason Tutoring Program (Tennis in the 'Hood, Inc. After-School Learning Center)	251	100.0%	71.4%	64.3%	78.6%	C	
The Phoenix Center, inc.	254	100.0%	20.0%	0.0%	40.0%	F	
Youth Empowerment Project, Inc.	265	100.0%	88.1%	95.2%	94.4%	A	
A to Z In-Home Tutoring	501	96.7%	86.2%	80.9%	87.9%	B	
Acadamia.net, Inc.	503	71.9%	68.2%	76.0%	72.0%	C	
Achieve Results Tutorial and Educational Consulting, LLC	507	83.3%	81.9%	76.6%	80.6%	B	
BAWTYC, Inc. Tutorial Services	515	100.0%	-	100.0%	100.0%	A*	
Babbage Net School, Inc.	516	100.0%	-	-	100.0%	A*	
Brainfuse One-to-One Tutoring	525	83.3%	-	-	83.3%	B*	
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Kumon of Fayetteville	592	0.0%	-	78.6%	39.3%	F*
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	59.3%	92.1%	91.4%	80.9%	B
Pathways of Learning	613	100.0%	41.7%	91.4%	77.7%	C
Pinnochio Palace, Inc. A Place Where "Knows" Grow	617	100.0%	-	85.7%	92.9%	A*
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CKL (Cool Kids Learn, Inc)	718	0.0%	40.0%	100.0%	46.7%	F
Data Friendly, Incorporated	719	100.0%	71.4%	-	85.7%	B*
DeJour Success Achievers, Inc.	720	0.0%	0.0%	78.6%	26.2%	F
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Reef House After-School Program	726	100.0%	100.0%	81.0%	93.7%	A
Graham Consulting Group	728	83.3%	83.1%	81.0%	82.5%	B
GSFA Florida, Inc.	729	100.0%	84.6%	100.0%	94.9%	A
Harvest Advantage, Inc.	730	100.0%	100.0%	100.0%	100.0%	A
Achieve HighPoints - (SES offering from HighPoints Learning, Inc.)	731	86.3%	79.4%	78.7%	81.5%	B
M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	733	100.0%	86.2%	87.3%	91.2%	A
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Kultivating Brilliant Minds	736	100.0%	95.9%	80.5%	92.1%	A
Learning First Educational Services, Inc.	739	100.0%	70.8%	92.3%	87.7%	B
A Learning Solution (Learning Solutions Tutorial Lab, Inc.)	740	100.0%	-	86.0%	93.0%	A*
Net Tutor™	741	100.0%	-	66.7%	83.3%	B*
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Terry Learning Center of Georgia	762	100.0%	76.2%	100.0%	92.1%	A	
Fabric of America	763	100.0%	-	71.4%	85.7%	B*	
The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	764	77.8%	89.2%	91.1%	86.0%	B	
Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	765	100.0%	98.4%	96.1%	98.2%	A	
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Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	100.0%	80.0%	80.5%	86.8%	B	
Tutor Zone, LLC	768	100.0%	80.8%	78.4%	86.4%	B	
Tutorial Services	769	92.7%	84.1%	81.1%	86.0%	B	
Tutoring By Design	770	100.0%	88.0%	79.46%	89.2%	B	
Zena's House, Inc.	773	100.0%	-	90.5%	95.2%	A*	
Brain Support (a division of JT Carroll & Associates, LLC)	801	100.0%	-	-	100.0%	A*	
Challenging Failure	803	100.0%	81.0%	96.4%	92.5%	A	
Educational Tutorial Services	807	100.0%	-	-	100.0%	A*	
Key Enhancement Learning Center	809	100.0%	-	-	100.0%	A*	
Solid Rock Academy	813	100.0%	-	100.0%	100.0%	A*	
Missing Provider Code		-	66.7%	71.0%	68.8%	D*	
<b>Total</b>	<b>total</b>	<b>91.1%</b>	<b>84.4%</b>	<b>83.3%</b>	<b>86.3%</b>	<b>B</b>	

\* Missing responses from one or more stakeholder groups

### Impact and Monitoring Results by Provider

Provider	code	Impact				Monitoring	
		Parents	Students	TOTAL	GRADE	Directors	GRADE
Alpha Test Preparation & Tutorial Service	109	100.0%	-	100.0%	A*	-	-
Assets Learning Center	110	-	85.7%	85.7%	B*	100.0%	A
Ava H. White Tutorials	114	75.0%	66.7%	70.8%	C	-	-
Back to Basics, Inc.	117	75.0%	77.8%	76.4%	C	77.8%	C
Beacon of Hope, Inc. (BOH)	120	-	-	-	-	-	-
BridgeHaven Reading Clinic and Tutorial Service	126	72.7%	61.1%	66.9%	D	100.0%	A
Bryan County Schools	127	-	-	-	-	100.0%	A
City of Fitzgerald /Monitor Enrichment Program (MEP)	133	-		-	-	-	-
Club-Z! In-Home Tutoring (Savannah Education Services, Inc)	134	100.0%	60.0%	80.0%	B	-	-
Communities in Schools of Fitzgerald-Ben Hill County, Inc.	143	-	-	-	-	-	-
Computer Synectics Inc.	149	100.0%	100.0%	100.0%	A	-	-
Education and Guidance Services	160	93.3%	84.2%	88.8%	B	-	-
Reading, Phonics, Math and More	166	83.3%	76.9%	80.1%	B	77.8%	C
Sylvan Learning Centers of Albany, Valdosta and Tifton (Florida Learning Centers, Inc.)	170	72.7%	82.4%	77.5%	C	100.0%	A
Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	176	88.9%	84.6%	86.8%	B	88.9%	B
Hampton L Daughtry Elementary School	178	-	-	-	-	100.0%	A
High Achievers	180	53.8%	83.3%	68.6%	D	-	-
Huntington Learning Center	181	66.7%	53.8%	60.3%	D	0.0%	F
Kelley Lake Elementary School	190	68.4%	87.5%	78.0%	C	-	-
Laureate Training Center	194	76.9%	81.7%	79.3%	C	68.5%	D
Lesye-Anye, Inc.	198	-	-	-	-	-	-
Loving Hands After-school Program	200	-	-	-	-	100.0%	A
Mainly Math	202	55.6%	74.2%	64.9%	D	50.0%	F
Success Tutoring Center, Inc.	234	-	0.0%	0.0%	F*	-	-
Sylvan Learning Center (Georgia Learning Centers, Inc.)	237	61.5%	-	61.5%	D*	-	-
Sylvan Learning Center (Charles Scott Enterprises, Inc. - 7457)	238	60.0%	100.0%	80.0%	B	77.8%	C
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Sylvan Learning Center, Jonesboro (2296)	242	55.9%	68.6%	62.3%	D	100.0%	A
Sylvan Learning Center of Rome (4466)	244	50.0%	75.0%	62.5%	D	-	-
Vidalia Sylvan Learning Center	245	92.3%	86.7%	89.5%	B	-	-
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The Phoenix Center, inc.	254	0.0%	0.0%	0.0%	F	-	-
Youth Empowerment Project, Inc.	265	66.7%	100.0%	83.3%	B	94.4%	A
A to Z In-Home Tutoring	501	68.0%	79.3%	73.7%	C	96.3%	A
Acadamia.net, Inc.	503	46.9%	80.3%	63.6%	D	100.0%	A
Achieve Results Tutorial and Educational Consulting, LLC	507	53.6%	86.8%	70.2%	C	75.0%	C
BAWTC, Inc. Tutorial Services	515	-	100.0%	100.0%	A*	100.0%	A
Babbage Net School, Inc.	516	-	-	-	-	-	-
Brainfuse One-to-One Tutoring	525	-	-	-	-	-	-
Cambridge Learning of Georgia, Inc.	529	87.5%	93.8%	90.6%	A	88.9%	B

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Kumon of Fayetteville	592	-	50.0%	50.0%	F*	33.3%	F
Math & Reading Wizards (offered through The National Lighthouse Foundation)	604	81.5%	90.4%	85.9%	B	69.9%	C
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Fabric of America	763	-	100.0%	100.0%	A*	-	-
The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	764	62.5%	81.8%	72.2%	C	100.0%	A
Sylvan Learning Center (TMG Enterprises, Inc. - 7801)	765	77.8%	90.9%	84.3%	B	88.9%	B
Tower Educational Consulting Group	766	70.0%	68.1%	69.0%	D	-	-
Club-Z! In-Home Tutoring Service (Tutor Management Enterprises, LLC - 5811)	767	69.9%	82.5%	76.2%	C	-	-
Tutor Zone, LLC	768	64.0%	80.4%	72.2%	C	-	-
Tutorial Services	769	60.5%	84.1%	72.3%	C	59.3%	F
Tutoring By Design	770	55.6%	77.8%	66.7%	D	77.8%	C
Zena's House, Inc.	773	-	100.0%	100.0%	A*	0.0%	F
Brain Support (a division of JT Carroll & Associates, LLC)	801	-	-	-	-	-	-
Challenging Failure	803	75.0%	100.0%	87.5%	B	-	-
Educational Tutorial Services	807	-	-	-	-	-	-
Key Enhancement Learning Center	809	-	-	-	-	77.8%	C
Solid Rock Academy	813	-	100.0%	100.0%	A*	66.7%	D
Missing Provider Code		50.0%	77.8%	63.9%	D	-	-
<b>Total</b>	<b>total</b>	<b>68.6%</b>	<b>82.3%</b>	<b>75.4%</b>	<b>C</b>	<b>90.5%</b>	<b>A</b>

\* Missing responses from one or more stakeholder groups

## **APPENDIX J**

### **Correspondence and Survey Instruments**

To: Title I Directors  
From: Dorothy Harnish, UGA Evaluation Team for SES  
Re: Title I Supplemental Educational Services (SES) Evaluation Surveys  
Date: April 9, 2008

The Georgia Department of Education (Department) is required by federal and state guidelines to evaluate Supplemental Educational Services (SES). This spring the University of Georgia (UGA) will again collect information from various stakeholders regarding their experiences with SES. The purpose of the evaluation is as follows: 1) to measure client satisfaction with quality of services; 2) to identify the extent of SES providers, Local Educational Agencies (LEAs), and State Educational Agencies (SEAs) compliance with requirements of NCLB legislation and the Georgia State Board of Education (SBOE) Rules for SES; and 3) to identify perceived impacts on student learning and achievement after participating in SES. Questionnaires have been developed for five groups:

- Parents of students receiving SES in 2007-08,
- Students in middle school and high school receiving SES in 2007-08,
- Title I Directors in systems/schools required to offer SES in 2007-08
- Title I Principals of schools offering SES during 2007-08, and
- SES Providers serving students in Georgia during 2007-08.

The Department and UGA will need your assistance with administering the SES survey to **parents and students**. We are asking you to:

- Identify SES parents who should receive a questionnaire and the school the student attends;
- Identify SES middle school and high school students who should receive a questionnaire and their school ;
- Prepare survey packets for identified parent and student participants;
- Contact schools in your district required to offer SES and have them distribute and collect the survey packets.

Specific directions and deadlines for administering these surveys are attached.

In addition, other information you will need to complete includes:

- Online survey evaluating each SES provider working with your system in 2007-08,
- Summary data about SES in your system in 2007-08, and
- Choice Survey data for 2007-08

You will receive a separate mailing with information about the online surveys and other data collection activities. UGA will contact SES Providers directly about the surveys they will complete this year.

We appreciate the time and effort that will be required to complete these tasks. If you need additional support or have any questions, please contact us. We know this is a busy time for everyone. Thank you for your assistance.

Cc: Clara Keith, Title I Office, GDOE  
Diane Jackson-Chapman Title I Office GDOE

## DIRECTIONS FOR ADMINISTRATION OF SES PARENT and STUDENT SURVEYS

<b>PARENT SURVEY &amp; MIDDLE and HIGH SCHOOL STUDENT SURVEY</b>	System sends surveys to local schools no later than: <b><u>Friday, April 18, 2008</u></b>	Parent returns completed survey to student, who returns it to school by <b><u>Friday, May 2, 2008</u></b>
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**NOTE:** To improve return rates on surveys, the process for collecting surveys has changed. As in the past, Title I Directors will send surveys to schools with the provider's name and code on the middle and high school student and parent surveys. (Elementary students do not complete surveys.) Instead of parents mailing the surveys back to UGA, we are asking the local school to collect the surveys from students and return the completed surveys to UGA as described below.

The materials in this packet include the following:

1. SES parent survey (English and Spanish language version)
2. SES student survey for 6<sup>th</sup> through 12<sup>th</sup> graders (English only)
3. Parent informational letter (English and Spanish language version)
4. List of the names and identification/code numbers of the SES Providers serving your school system (from the GADOE approved listing of 2007-08 SES Providers for each system)
5. Sample memo for principals

Title I Directors: Please follow the directions below for preparing the survey packets.

### **Step 1: Identifying active SES Providers for 2007-08**

Identify all of the SES Providers who worked with students in your **system**

### **Step 2: Identifying students receiving SES service**

For each identified SES Provider, create a list of the students who received services during the 2007-08 school year and their school. *Include only those students for whom the SES Provider has billed the system for services.*

### **Step 3: Preparing parent surveys**

- a) Write the **Provider's name** and **code** in the space on the parent survey using the assigned provider identification name and number from the enclosed list.
- b) Copy enough information letters and survey forms to send to the parents of students served by each SES Provider.  
*(For example, ABC Tutoring serves 20 students. Make 20 copies of the letter and the survey form with that Provider's information on top of the page. This will eliminate having to type the Provider's name on 20 surveys.)*
- c) A parent of each student receiving SES should receive a survey to complete.

### **Step 4: Preparing student surveys**

- a) If the SES Provider is serving students in middle or high school, use the same process as you did with the parent survey. Write the **name of the provider** and the **code** on the student survey.
- b) Copy enough survey forms to distribute to all middle/high school students served by each SES Provider.

## **Step 5: Distributing the surveys to schools**

- Prepare and send SES survey packets for distribution to Title I schools who offered SES in 2007-08. Each school should receive:
- Parent packet for each SES student, and
  - Student surveys for students in middle or high school.
  - A master list with the names of students who will receive survey packets (sample form enclosed)

## **Step 6: LEAs directions on distributing and returning surveys**

Provide written instructions to principals in schools which offered SES in 2007-08 regarding distribution and return of surveys. (A sample memo is included. Please edit as needed for your schools and system.)

- a) In the memo, ask the principal to identify a person who will coordinate the distribution and return of surveys
- b) Share with the principal the importance of survey participation (See sample memo)
- c) The school designee distributes parent survey packets, including an envelope to return the survey, to SES students to take home to parents.
- d) Schools can elect to have middle and high school SES students complete the student survey at school or they may send the student survey home with the parent packet for students to complete and return to the school.
- e) The school designee should follow-up with students to ensure a high return rate of surveys.
- f) The school designee mails the completed surveys to:

Jana Thompson  
EPEC, G-25 Aderhold Hall  
110 Carlton Street University of Georgia  
Athens, Georgia 30602

Parents should receive their survey information **no later than Friday, April 25, 2008** and return completed surveys by **Friday, May 2, 2008**. The school designee should follow up with students to ensure a high return rate and mail the completed surveys to UGA by **May 16, 2008**.

### **Timeframe for SES Data Collection, Spring 2008**

<b>Tasks</b>	<b>Complete</b>
Parent and Student surveys distributed to schools by system	By April 18, 2008
Surveys distributed to students by each school	By April 25, 2008
Parent and Student surveys returned to school	By May 2, 2008
School designee follows up with non respondents	By May 9, 2008
Each school sends back packet of completed surveys to UGA	By May 16, 2008
School principal/designee completes online SES survey	By May 23, 2008
Title I Directors complete 2 online SES surveys: (a) System SES data – from all systems who were required to offer services, and (b) evaluation of each SES provider - where services were actually used.	By May 23, 2008
SES providers complete online survey	By May 23, 2008

If you have any questions please contact either of the following:

Jana Thompson, EPEC, College of Education, UGA external evaluation team

Phone: 706-542-6334 email: [jthomps@uga.edu](mailto:jthomps@uga.edu)

Dr. Dottie Harnish, EPEC, College of Education, UGA external evaluation team

Phone: 706-542-4690 email: [Harnish@uga.edu](mailto:Harnish@uga.edu)

## SAMPLE MEMO TO TITLE I PRINCIPALS

April 18, 2008

Dear Title I Principals,

The Georgia Department of Education (Department) is required by federal and state guidelines to evaluate Supplemental Educational Services (SES). This spring the University of Georgia (UGA) will again collect information from various stakeholders regarding their experiences with SES. The purpose of the evaluation is as follows: 1) to identify client satisfaction with quality of services 2) to identify the extent of SES providers, Local Educational Agencies (LEAs), and State Educational Agencies (SEAs) compliance with requirements of NCLB legislation and the Georgia State Board of Education (SBOE) Rules for SES, and 3) to identify perceived impacts on student learning and achievement after participating in SES. Questionnaires have been developed for five groups:

- Parents of students receiving SES in 2007-08 – paper survey
- Students in middle school and high school receiving SES in 2007-08 – paper survey
- Title I Directors in systems/schools required to offer SES in 2007-08 – online survey
- Title I Principals of schools offering SES during 2007-08 – online survey , and
- SES Providers serving students in Georgia during 2007-08 – online survey

*(Principals will receive directions for completing the principal online survey from the UGA evaluators.)*

Important decisions are made based upon responses from the surveys. It is imperative that we increase the return rate from all participants – especially parents and students. Therefore, we need your help, **or a person at the school designated by you**, to facilitate the distribution and collection of parent and middle/high school student surveys in your school.

Directions for administering the SES surveys are as follows:

**Step 1: By Friday, April 25, 2008**, contact students who are enrolled in SES during 2007-08 using the list provided by the district.

**Step 2:** Give students envelope with informational letter and parent survey and ask them to give to their parent/guardian to complete. Instruct students that they are to bring the completed parent survey back to the school in the provided envelope by **Friday, May 2, 2008**.

**Step 3:** Give middle school and high students the student survey and instruct them to complete and return to the school by **Friday, May 2, 2008**. Schools can elect to have middle and high school SES students complete the student survey at school or they may send the student survey home with the parent packet for students to complete and return to the school. (Elementary students do not have a survey.)

**Step 4: May 2, 2008** – contact students to collect surveys. If students did not return surveys, follow up with them.

**Step 5:** Extend deadline to **Friday, May 9, 2008** to allow more time for students and parents to complete surveys.

**Step 6: May 16, 2008** –The school designee mails the completed surveys to:

**Please have your child return the survey to the person at the school who gave it to him/her.**  
**Thanks for your time!**

Jana Thompson  
EPEC, G-25 Aderhold Hall  
110 Carlton Street  
University of Georgia  
Athens, Georgia 30602

Thank you for your assistance and feedback on SES in Georgia. If you have questions, contact Title I Director, \_\_\_\_\_ or Jana Thompson, EPEC, College of Education, UGA external evaluation team Phone: 706-542-6334 email: [jthomps@uga.edu](mailto:jthomps@uga.edu)

SAMPLE FORM - THIS DOES NOT NEED TO BE RETURNED TO UGA

SCHOOL \_\_\_\_\_

## **MASTER LIST OF SES STUDENTS AND PARENTS**

**DUPLICATE AS NEEDED – FOR SCHOOL DISTRICT USE ONLY**

**Please have your child return the survey to the person at the school who gave it to him/her.**  
**Thanks for your time!**

*[The letter and parent survey were also provided in Spanish]*

April 25, 2008

Dear Parent of SES Student,

We want to know what you think about the free tutoring your child received this year through the Supplemental Education Services (SES) program. The attached survey has questions about your child's after-school instruction or tutoring from the group or individual providing this service. Your answers will help us learn if your child's SES provider/tutor is doing a good job or how they should improve. We are asking all parents with children in SES to complete the short survey. It should only take a few minutes of your time. Middle school and high school students who received SES have also been given a survey to complete.

Your opinions are very important to us. No one else will see your responses, and we will not identify you or your child when reporting the results. We hope you will take a few minutes to complete this survey.

Please have your child return the completed survey to the person at school who gave it to them. We would like to receive your survey by **Friday, May 2**.

The University of Georgia is working with the Georgia Department of Education to evaluate the effectiveness of the state's SES program. If you have any questions about this evaluation, please feel free to contact Diane Jackson-Chapman at the Georgia Department of Education (404-657-9864).

Thank you so much for your help.

Sincerely,  
The Supplemental Education Services Evaluation Team  
College of Education, The University of Georgia

[Letter to Parents in Spanish]

Abril 25, 2008

Queridos Padres de los estudiantes SES,

Nosotros queremos saber lo que usted piensa acerca de la tutoria o instruccion gratuita que su hijo/a recibio este ano a travez del programa de Servicios Educativos Suplementarios (SES). La encuesta adjunta tiene preguntas acerca de la tutoria o instruccion despues de la escuela que su hijo/a recibio del grupo o persona proveyendo este servicio. Sus repuestas nos ayudaran a saber si el tutor o instructor proveedor de SES esta haciendo un buen trabajo o como ellos debereian mejorarlo. Nosotros le pedimos a todos los padres de familia de hijos/as en SES que completen esta corta encuesta. Solamente tomara unos pocos minutos de su tiempo. Estudiantes de Elementaria y Bachillerato quienes reciven SES tambien tienen una encuesta para completar.

Sus opinions son muy importantes para nosotros. Nadie vera sus respuestas, y nosotros no identificaremos ni a usted o su hijo/a cuando reportemos los resultados. Nosotros esperamos que usted tome unos minutos para completar esta encuesta.

Porfavor digale a su hijo/a que regrese la encuesta ya terminada a la persona del colegio quien se la entrego. Nos gustaria recibir la encuesta antes del **Viernes, 2 de Mayo.**

La Universidad de Georgia esta trabajando con el Departamento de Educacion de Georgia para evaluar la efectividad del programa SES del estado. Si usted tiene alguna pregunta acerca de esta encuesta o evaluacion, sientase libre de contactar a Diane Jackson-Chapman de el Departamento de Educacion de Georgia al telefono (404-657-9864).

Muchas gracias por su ayuda.

Sinceramente,

El equipo de Evaluacion de los Servicios de Educacion Suplementaria.  
Colegio de Educacion, La Universidad de Georgia.

**Georgia Department of Education and the University of Georgia  
Supplemental Educational Services (SES) Spring 2008  
Parent Survey**

Child's after-school SES tutoring provider: \_\_\_\_\_ Provider Code: \_\_\_\_\_

**Directions: Please mark  your response for each question.**

Your responses will help the Department of Education to bring quality tutoring programs to eligible students throughout Georgia. If you have questions, contact Diane Jackson-Chapman at the Georgia Department of Education (404-657-9864).

1. Where did your child receive tutoring?  in home  at school  at another location
2. What type of tutoring did your child receive  online/computer  1 on 1 tutoring  small group tutoring (2-10 students)
3. How many hours of tutoring did your child receive per week?  
 1 hour  2 hours  3 hours  4 hours  5 hours  Other: \_\_\_\_\_
4. How did you select the SES tutoring service for your child?  
 Attended a Providers' Fair  Child recommended  Someone else recommended  Received assistance from the school  
 Other \_\_\_\_\_

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	5. Did the tutor ask your opinion about your child's learning needs before beginning the tutoring sessions?
<input type="checkbox"/>	<input type="checkbox"/>	6. Were you given a copy of your child's learning plan?
<input type="checkbox"/>	<input type="checkbox"/>	7. Did the tutor give you a copy of a progress report for your child's work at least once a month?
<input type="checkbox"/>	<input type="checkbox"/>	<i>If you got reports at least once a month</i> , were the reports easy to understand?
<input type="checkbox"/>	<input type="checkbox"/>	8. Were you able to ask the tutor questions about your child's lessons and progress?
<input type="checkbox"/>	<input type="checkbox"/>	<i>If you asked questions</i> , did the tutor answer these questions to your satisfaction?
<input type="checkbox"/>	<input type="checkbox"/>	9. Were the sessions the right length of time for your child?
<input type="checkbox"/>	<input type="checkbox"/>	10. Would you sign up your child to receive tutoring from this tutor again?
<input type="checkbox"/>	<input type="checkbox"/>	11. Did your child do better academically in school after working with this tutor? <input type="checkbox"/> Not sure
<input type="checkbox"/>	<input type="checkbox"/>	12. Overall, were you satisfied with the tutoring your child received?
<input type="checkbox"/>	<input type="checkbox"/>	13. If your child missed a tutoring session, was it easy to reschedule? <input type="checkbox"/> Did not miss
<input type="checkbox"/>	<input type="checkbox"/>	14. Would you recommend this program to other parents?

15. What was your child's grade in school during the 2007-08 school year?  
 Primary (K-2<sup>nd</sup>)  Elementary (3<sup>rd</sup>-5<sup>th</sup>)  Middle Grades (6<sup>th</sup>-8<sup>th</sup>)  High School (9<sup>th</sup>-12<sup>th</sup>)
16. In which subjects did your child receive tutoring?  Math  Reading  English/Language Arts  
 Others (please list them, e.g., writing, science, social studies): \_\_\_\_\_
17. Is your child  male or  female?
18. Which category best describes your child?  Black  Hispanic  White  Multi-racial  Native American  Asian/Pacific Islander
19. Is English your child's native language?  Yes  No
20. Did your child receive special education services in school during the 2007-08 school year?  Yes  No
21. What did you like best about your child's tutoring experience?
  
22. What did you like least about your child's tutoring experience?

**Departamento de la Educacion de Georgia y la Universidad de Georgia  
Servicios de Educacion Suplementaria (SES) Primavera 2008**

Encuesta para los Padres

Nombre de el tutor o instructor SES despues del colegio de su hijo/a: \_\_\_\_\_ Codigo del Proveedor: \_\_\_\_\_

**Direcciones: Porfavor market una [X] su respuesta para cada pregunta.**

Su respuesta ayudara al Departamento de Educacion a obtener mejor programas de tutoria para estudiantes elegidos en el Estado de Georgia. Si tiene alguna pregunta, contacte a Diane Jackson-Chapman al Departamento de Educacion de Georgia al (404-657-9864).

1. **Donde** su hijo/a recibio tutoria?  en casa      en el colegio      otra locacion
2. Que **tipo** de tutoria su hijo/arecio?      en linea/computadora      1 con 1 tutor      pequenos grupos con el tutor (2-10 estudiantes)
3. Cuantas **horas** de tutoria su hijo/a recibia **por semana**?  
 1 hora      2 horas      3 horas      4 horas      5 horas      otro: \_\_\_\_\_
4. Como usted **selecto** el servicio de la tutoria SES para su hijo/a?  
 Atendiendo a la reunion      Recomendacion de su hijo/a      Alguien mas lo recomendó      Recibiendo asistencia de el colegio  
 Otro: \_\_\_\_\_

SI	NO	
		5. El tutor o instructor hablo con usted acerca de su opinion en las necesidades de aprendizaje de su hijo/a antes de empezar con las clases de tutoria?
		6. El tutor o instructor le dio una copia del plan de aprendizaje para su hijo/a?
		7. El tutor o instructor le dio alguna copia del progreso de su hijo/a al menos una vez al mes?
		<u>Si usted tiene el reporte una vez al mes,</u> el reporte era facil de comprender para usted?
		8. Usted pudo hacerle preguntas al tutor o instructor acerca de las lecciones y el progreso de su hijo/a?
		<u>Si usted tiene preguntas</u> el tutor o instructor le responde con satisfaccion?
		9. Las clases o lecciones duraron el tiempo adecuado para su hijo/a?
		10. Si usted pudiera firmaria de nuevo para que el mismo tutor o instructor le diera clases o lecciones a su hijo/a nuevamente?
		11. Su hijo/a mejoro las calificaciones escolares desde que trabajo con el tutor o instructor?      No estoy seguro/a
		12. Usted esta satisfactorio/a con la tutoria o ensenanza que su hijo/arecio?
		13. Si su hijo/a extrano o falto una clase fue facil de reprogramarla?      No extrano o falto ninguna clase
		14. Usted <b>recomendaria este programa</b> a otros padres de familia?

15. En que **grado escolar** su hijo/a estaba en el colegio durante el 2007-2008?  
 Primaria (K-2<sup>nd</sup>)      Elementaria (3<sup>rd</sup>-5<sup>th</sup>)      Medio Grados (6<sup>th</sup>-8<sup>th</sup>)      Bachillerato (9<sup>th</sup>-12<sup>th</sup>)
16. En que materias su hijo/arecio tutorial o clases?      Matematicas      Lectura      Ingles/Arte del Lenguaje  
 Otras: (escribalas): \_\_\_\_\_
17. Su hijo/a es:      Masculino      Femenino
18. En que categoria describe a su hijo/a:      Africano      Hispano      Blanco      Multi-Racial      Nativo Americano      Asiatico/del Pacifico
19. El Ingles es la lengua native de su hijo/a?      Si      No
20. Su hijo/arecio Educacion Especial durante el año escolar de el 2007-2008?      Si      No
21. Que le gusto **mas** acerca de la experiencia de la tutoria que su hijo/arecio?
22. Que le gusto **menos** acerca de la experiencia de la tutoria que su hijo/arecio?

Porfavor digale a su hijo/a que regrese la encuesta a la persona del colegio que se la dio. **Gracias por su tiempo!**

**Georgia Department of Education and the University of Georgia  
Supplemental Educational Services (SES) Spring 2008  
Student Survey**

Your after-school SES tutoring provider: \_\_\_\_\_ Provider Code: \_\_\_\_\_

**Directions: Please mark  your response for each question.**

The purpose of this survey is to find out your opinions about your participation in the after-school tutoring program you have received in 2007-08.

1. Where did you receive your tutoring?  in home  at school  at another location
2. What type of tutoring did you receive?  online/computer  1 on 1 tutoring  small group tutoring (2-10 students)
3. How many hours of tutoring did you receive per week?  
 1 hour  2 hours  3 hours  4 hours  5 hours  Other: \_\_\_\_\_
4. How did you select the SES tutoring service you used?  
 Parent recommended  Attended a Providers' Fair  Another student recommended  
 Received assistance from the school  Other \_\_\_\_\_

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	5. Did your tutor give you a test before beginning your after-school lessons?
<input type="checkbox"/>	<input type="checkbox"/>	6. Did your tutor share with you a plan for your after-school lessons?
<input type="checkbox"/>	<input type="checkbox"/>	7. Did your tutor give you a copy of a progress report on your work at least once a month?
<input type="checkbox"/>	<input type="checkbox"/>	8. Did your grades in school improve after you started after-school tutoring?
<input type="checkbox"/>	<input type="checkbox"/>	9. Were you able to ask your tutor questions about your lessons and progress?
<input type="checkbox"/>	<input type="checkbox"/>	<i>If you asked questions</i> , did the tutor answer the questions to your satisfaction?
<input type="checkbox"/>	<input type="checkbox"/>	10. Were the sessions the right length of time for you?
<input type="checkbox"/>	<input type="checkbox"/>	11. Would you sign up to receive tutoring from this tutor again?
<input type="checkbox"/>	<input type="checkbox"/>	12. Overall, were you satisfied with the tutoring you received?
<input type="checkbox"/>	<input type="checkbox"/>	13. If you could, would you like to receive more help from this tutor?
<input type="checkbox"/>	<input type="checkbox"/>	14. Did your parent or guardian ever meet with your tutor to discuss your progress?
<input type="checkbox"/>	<input type="checkbox"/>	15. Would you <b>recommend this program</b> to another student?

16. What is your **grade** in school?  6<sup>th</sup> grade  7<sup>th</sup> grade  8<sup>th</sup> grade  9<sup>th</sup> grade  10<sup>th</sup> grade  11<sup>th</sup> grade  12<sup>th</sup> grade

17. In which **subjects** did you receive tutoring?  Math  Reading  English/Language Arts  
 Others (please list them, e.g., writing, science, social studies): \_\_\_\_\_

18. Are you  male or  female?

19. Which describes you?  Black  Hispanic  White  Multi-racial  Native American  Asian/Pacific Islander

20. Is English your native language?  Yes  No

21. Did you receive Special Education services in school during the 2006-07 school year?  Yes  No

22. What did you like **best** about your tutoring experience?

23. What did you like **least** about your tutoring experience?

Please give your completed survey to the person at the school who gave it to you. Thanks for your time.

To: Title I Directors  
From: Dr. Dottie Harnish, Program Evaluation Group (UGA)  
Subject: Supplemental Educational Services (SES) Data Collection

Thank you for your help with the Georgia Department of Education (Department's) efforts to evaluate the quality and effectiveness of the Supplemental Educational Services being provided to the students in our state. Title I Directors are being asked to complete the remaining data collection tasks listed below.

**I. Enter student data on the Department's website:** Student data should be entered for each student who received SES as of June 9, 2008 and for whom the SES provider has submitted an invoice to the system. [Do not enter student information if the system has not received billing from the provider for the student.] If more than one provider served the student and billed the system, please enter information for each provider. Requested data elements include: system name; system ID; school name; school ID; student's 10-digit GTID; student's FTE number; student's grade level in 2007-08; SES subject area (i.e., reading, math, ELA, or all that apply); student's SES Provider name(s); SES provider code(s); SES provider's hourly rate(s); and amount spent on the student per provider based upon how much was invoiced to school district by June 9, 2008. If you need technical assistance in using the portal, please contact the GaDOE Internal Technology Help Desk at 1-800-869-1011. **Student data is due by June 30, 2008**

**A. Instructions to DOWNLOAD the spreadsheet from the Department's portal:**

1. Login to the portal ([www.portal.doe.k12.ga.us](http://www.portal.doe.k12.ga.us)) using your username and password.
2. The MyGaDOE home page will display. Find the "Surveys" portlet on this page. You will see the Supplemental Education Services Survey. Click on this link.
3. The survey will open. Click "Start".
4. The page will open and you will select your district.
5. Download the spreadsheet by clicking the link.
6. Save the spreadsheet to your computer.
7. Complete spreadsheet

**B. Instructions to SUBMIT the spreadsheet to the Department's portal:**

1. After spreadsheet has been completed, perform steps 1 through 3. ([www.portal.doe.k12.ga.us](http://www.portal.doe.k12.ga.us)) using your username and password.
2. Click the browse button. Find the completed spreadsheet in your files and click open.
3. Click "Save" and then the green checkmark located at the top or bottom of the page.
4. The Summary page of the survey is displayed. You will click, "Submit this survey".
5. A Confirmation message will appear, "Survey has been submitted successfully."
6. Notify your superintendent or the designee that the survey has been submitted.

**II. Enter System data for SES and Choice on the UGA website:**

**A. Instructions**

1. Go to UGA's website at <http://www.coe.uga.edu/PEG/SES/System/system.html>
2. Click on the online questionnaire for System survey
3. Enter system data and respond to the questions evaluating GDOE services
4. Submit completed online survey to UGA by **Monday, June 30, 2008**.

**III. Complete Provider Evaluation Surveys administered by UGA**

#### **A. Instructions**

1. Go to UGA's website at <http://www.coe.uga.edu/PEG/SES/System/system.html>
2. Click on the online questionnaire for Provider survey to evaluate services of that provider.
3. A survey must be completed for each SES provider serving students in your LEA
4. Complete and submit all online surveys by **Monday, June 30, 2008**.

If you need assistance entering data in the Department's portal, please contact Diane Jackson-Chapman, Title I Research and Evaluation Specialist at (404) 657-9864. If you need assistance completing the surveys on UGA's portal, contact Jana Thompson at (706) 542-6334.

CC: Diane Jackson-Chapman  
Area Specialists

**Georgia Title I Supplemental Educational Services (SES)**  
**School System Information Survey**  
**2007-2008 School Year**

**School System Information**

Information to be completed by Title I Director for the school system and submitted to UGA by **June 30, 2008**. The survey asks about SES services provided from **August 1, 2007 through May 31, 2008**. Please include the costs for this timeframe, even if the bills are not received until June. (For examples, if Provider A billed June 10th for services provided May 31, include the cost.)

**School Information**

Name of your school:

1. Total number of Title I schools in your system **required to offer** SES in 2007-08:
2. Total number of Title I schools in your system with **students receiving** SES in 2007-08:

**Student Information**

3. Total number of students in your system who were **eligible** for SES in 2007-08:
4. Total number of students in your system whose parents **requested** SES in 2007-08:
5. Total number of students in your system who **received** SES in 2007-08: (Please include only those students who received services by May 31, 2008 and for whom the system has **received billing** from the provider.)

**SES Funding Information**

6. Total number of SES providers offering services to students in this system in 2007-08:
7. Total amount of Title I funds paid to all SES providers in 2007-08 (for services provided through May 31, 2008):
8. Did your district use SES funds to pay for transportation for SES services?  
If **yes**, what is the amount of SES funds used for transportation through May 31, 2008?
9. Will you be spending any SES funds for services delivered during the month of June 2008?
10. What is the maximum dollar amount allowable per student for SES in your system in 2007-08?

**Public School Choice**

11. Number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2007-08 school year:
12. The number of public schools to which students transferred under the provisions for public school choice during the 2007-08 school year:
13. How many of these schools were charter schools?
14. Provide the number of students who transferred to another public school under the provisions for public school choice during the 2007-08 school year:
15. The number of students who were **eligible to transfer** to another public school under the provisions for public school choice during the 2007-08 school year:
16. The number of students who **applied** to transfer to another public school under the provisions for public school choice during the 2007-08 school year:
17. The number of students among those who applied to transfer to another public school under the provisions for public school choice, who were actually **offered the opportunity** to transfer by their LEAs, during the 2007-08 school year:
18. How much money was spent on transportation for students who opted to transfer to another school during the 2007-08 school year?

**State SES Staff Support**

Please indicate your level of agreement with each of the following statements about the support you have received from the Georgia Department of Education state SES staff. (Strongly Agree, Agree, Disagree, Strongly Disagree)

19. I am satisfied with the training provided by the Georgia Department of Education state SES staff.
20. The state SES staff keeps me updated with information about standards and changes in regulations related to SES implementation.
21. The state SES staff responds to my requests in a timely fashion.
22. I am comfortable contacting the state SES staff.
23. I believe the state SES staff listens to my concerns.

**Supplemental Educational Services (SES)**  
**SES Title I Director's Provider Survey**  
**2007-2008 School Year**

**SES Provider Survey Information**

Please complete a separate survey for **each Provider** used by the school system during the 2007-08 school year. Each survey needs to include the unique six-digit Provider code for your school system. This code can be found in a link on the previous page, in the packet of parent survey materials mailed to the Title I Director or by clicking here on [Provider List](#).

Name of the SES provider: \_\_\_\_\_

Provider Code (from Provider Code list sent to you for parent survey preparation and linked on the previous page): \_\_\_\_\_

Name of your school system: \_\_\_\_\_

Total number of students served by this SES provider in 2007-08: \_\_\_\_\_

Indicate your level of agreement with each statement. (Strongly Agree, Agree, Disagree, Strongly Disagree)

1. The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings.
2. The provider begins serving students in a timely manner.
3. The provider develops goals for each student receiving services.
4. The provider furnishes a written description of how each student's progress will be measured.
5. The provider submits monthly progress reports for each student.
6. The provider submits invoices only for services rendered.
7. The provider submits invoices for services rendered in a timely manner.
8. The provider is easy to contact.
9. The provider works collaboratively with the district to resolve any issues that arise.
10. Overall, this provider offers quality instructional services to students.
11. Overall, it is easy for our LEA to work with this provider.
12. I would recommend that this provider continue offering SES to students in Georgia.
13. Have you conducted an on-site SES monitoring visit with this provider during the 2007-08 school year? (yes, no)
14. Have you observed this provider's instruction as part of your monitoring during the 2007-08 school year? (yes, no)

If your response to #14 is **Yes**, please also respond to 15a-15i: ((Strongly Agree, Agree, Disagree, Strongly Disagree)

- 15a. The provider's instruction reinforces the LEA's instructional program.
  - 15b. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards.
  - 15c. The provider's instructional program is appropriate for students with limited English proficiency, if applicable.
  - 15d. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable.
  - 15e. The provider develops a learning plan for each student.
  - 15f. The provider's instruction is individualized for each student.
  - 15g. The provider gives positive reinforcement to each student.
  - 15h. The provider gives ongoing feedback to each student.
  - 15i. Provider's instructional materials are appropriate for student skill levels.
16. Other comments about this provider?

## **SES Provider Correspondence and Survey Questions**

**THIS INFORMATION IS ALSO BEING EMAILED TO YOU ON MAY 19, 2008. IF YOU DID NOT PROVIDE SES TO STUDENTS IN GEORGIA DURING THE 2007-08 SCHOOL YEAR, YOU DO NOT NEED TO COMPLETE SURVEYS.**

May 16, 2008

Dear SES Provider:

The Georgia Department of Education is working with the University of Georgia to assess the quality and effectiveness of Supplemental Educational Service (SES) providers and services in Georgia. This will help the state to meet federal monitoring requirements and to ensure that all students are receiving high quality Supplemental Educational Services.

The 2007-08 evaluation involves collecting information from various stakeholders about their satisfaction with SES and the providers. We have administered survey questionnaires to all parents of students receiving SES and to middle and high school students receiving SES in 2007-08, as well as to school principals and Title I Directors in systems with schools offering SES. We also want to know about your experiences as a SES provider with the school systems where you served students in 2007-08.

To provide your input, we are asking you or the appropriate person from your organization to complete an online SES Provider Survey for **each** school system where you provided SES to students during this academic year. You can access this survey beginning May 14<sup>th</sup> to submit your responses at the following website address:

<http://www.coe.uga.edu/PEG/SES/Provider/provider.html>

Your responses should be submitted no later than Monday, **June 16, 2008**. You will need to complete a separate survey for each school system where you served students this year.

If you have any questions about the survey, please contact Jana Thompson, UGA, at 706-542-6334 or [jthomps@uga.edu](mailto:jthomps@uga.edu),

Thank you for your help with Georgia's efforts to evaluate the quality and effectiveness of the SES being provided to students in our state.

Sincerely,

Dr. Dorothy Harnish  
SES Evaluator  
College of Education, University of Georgia

Cc: Diane Jackson-Chapman, Georgia Department of Education

**Georgia Title I Supplemental Educational Services (SES)  
Survey of SES Providers  
Spring 2008**

Please complete a separate survey for each school system where you served students. The timeframe covered by this survey is **August 1, 2007 through May 31, 2008**.

**SES Provider and School District**

Name of SES Provider Organization:

Provider ID #:

Name of school system:

How long has your organization provided SES for this school system?

**Feedback on School District**

*Please indicate your level of agreement with each statement. (Strongly Agree, Agree, Disagree, Strongly Disagree)*

1. The school system invites me to participate in SES-related fairs, town halls, and parent meetings.
2. The school system allows me to market my services to parents and students.
3. The school system treats all providers in an equitable and fair manner.
4. The school system provides me with a complete list of students whose parents have selected my services.
5. The school system has a clear policy regarding SES providers' access to school facilities.
6. The school system allows me to provide services in their schools and/ or facilities.
7. The school system enters into a contract with me in a timely manner.
8. The SES contract clearly outlines my obligations.
9. The school system provides me with achievement data for each student with whom I have contracted to provide services.
10. The school system's administrative requirements are efficient and not unduly burdensome.
11. The school system processes payment for services in a timely manner.
12. School system personnel coordinating SES are easy to contact.
13. The school system works collaboratively with providers to resolve any issues that arise.
14. The school system handles complaints about SES providers in an **appropriate** manner.
15. The school system handles complaints about SES providers in a **timely** manner.
16. The school system has regular meetings with SES providers.
17. The school system does a good job providing parents with information about SES providers at meetings such as open houses.
18. School system personnel have reviewed our SES instructional materials and provided feedback as necessary.
19. School system personnel have conducted an on-site SES monitoring visit during the 2007-08 school year. *(Never, Once, Twice, Three or more times)*
20. School system personnel have observed instructors delivering SES to students at my site during the 2007-08 school year. *(Never, Once, Twice, Three or more times)*
21. I am satisfied with the level of communication between my organization and the school system personnel who coordinate SES.
22. My organization has a good working relationship with the school system.
23. Other comments about working with the school district:

**Feedback on Georgia Department of Education State SES Staff**

*Please indicate your level of agreement with each statement. (Strongly Agree, Agree, Disagree, Strongly Disagree)*

24. I am satisfied with the training provided by the Georgia Department of Education state SES staff.
25. The state SES staff keeps me updated with information about standards and changes in regulations related to SES implementation.
26. The state SES staff responds to my requests in a timely fashion.
27. I am comfortable contacting the state SES staff.
28. I believe the state SES staff listens to my concerns.

## **SES Principal Correspondence and Survey Questions**

DATE: May 7, 2008  
TO: Principals of schools required to offer SES in 2007-08  
FROM: UGA SES Evaluation Team  
RE: Online principal survey

Thank you for your help in distributing Georgia Title I Supplemental Educational Services (SES) surveys to the parents of participating students and to SES students in middle and high school. As explained in the earlier correspondence about SES from your Title I director, we also want input from you about SES. You can access the online principal survey at the following web address:

<http://www.coe.uga.edu/PEG/SES/Principal/Principal.html>

Responses to the survey are due by **Monday, June 9, 2008- (extended to June 13)**. Your answers will be kept confidential and your name and the name of your school will never be connected to any specific information that you include in the survey. The results will include the responses from school administrators across Georgia and will only be reported in the aggregate. As a principal, you have a valuable perspective on SES that is an important part of the program review.

Thank you for taking the time to complete the survey. We have enclosed a copy of the principal survey questions you will see when you enter the website. If you have questions, please contact Jana Thompson at 706-542-6334 or by email at [jthomps@uga.edu](mailto:jthomps@uga.edu)

## SES Principal Survey

School type:  high school  middle school  elementary school.

School Name: \_\_\_\_\_

For questions 1-4, please answer with a single number.

1. How many SES providers are serving students from your school? \_\_\_\_\_  
*(If you do not have students served by SES, please skip to question 10.)*
2. How many of those SES providers use your school as a location for tutoring activities? \_\_\_\_\_
3. How many of the SES providers have you communicated with personally? \_\_\_\_\_
4. How many of the SES providers have you observed personally? \_\_\_\_\_

For questions 5-7, please use the following scale: *All of the time, Most of the time, Some of the time, Not at all, or Don't know.*

5. How often are SES providers completing individual student plans (ISPs) for students at your school?
6. How often are SES providers communicating regularly with the **parents** of the students they serve?
7. How often are SES providers communicating regularly with the **teachers** of the students they serve?
8. What types of comments are you hearing from **teachers** about SES providers and their services?
9. What types of comments are you hearing from **parents** about SES providers and their services?
10. What types of comments are you hearing from your **Title I Director** about SES providers and their services?
11. To your knowledge, what are the reasons that some parents at your school choose **not to enroll** their children in SES?
12. What are some ways to increase student enrollment in SES?
13. In addition to SES, what other programs are available for students at your school outside of normal school hours to improve academic achievement? (*Check all that are available.*)
  - a. 21st Century \_\_\_\_\_
  - b. Extended Day offered by school \_\_\_\_\_
  - c. Title I (other than SES) \_\_\_\_\_
  - d. PrimeTime (YMCA) \_\_\_\_\_
  - e. Boys and Girls Club \_\_\_\_\_
  - f. Community based (specify) \_\_\_\_\_
  - g. Other activities (please list and describe briefly)

Please rate your agreement with this item using the following scale: *Strongly Disagree, Disagree, Agree, or Strongly Agree.*

14. I believe that SES tutoring is improving the academic achievement of students in my school.

Please add any other comments you may have about SES.