

Stakeholder Satisfaction Surveys for Supplemental Educational Services (SES), Spring 2007

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

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EXECUTIVE SUMMARY

The evaluation of Supplemental Educational Services (SES) in Georgia during 2006-2007 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, 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 of 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 Title I Directors, providers, parents, and middle and high school students who had direct experience with SES in 2006-07. These surveys were designed to gather feedback from parents, students, 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 were asked to give feedback on SES administration by the school system.

The system, Title I Director, and the provider surveys were web-based. These surveys were available online from May 14 through June 8, 2007. Data were requested from Title I Directors of all 67 systems required to offer SES in 2006-07. 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 386 surveys for 97 different providers. Providers were asked to complete a survey for *each* school district to which they had provided SES during the 2006-07 school year. Evaluators received 237 surveys from 54 providers who had worked with a total of 60 of the 67 school districts.

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 18, 2007. Evaluators received 1,201 completed parent surveys and 1,198 student surveys. 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:

- 141 schools were required to offer SES
- 138 schools had students requesting and receiving SES

Student Information:

- 83,923 students were eligible for SES
- 14,009 parents requested SES (16.7%)
- 10,564 students received SES (12.6%)

Provider Information

- From 1 to 26 SES providers worked with each individual school system to offer SES to students
- \$9,281,932 of Title I funds were paid to SES providers in 2006-07 (through May 31, 2007)
- 41 school systems said they would be spending SES funds during the month of June, 2007

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, parents, and middle and high school students who had direct experience with SES in 2006-2007. 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-ninth of all SES students, and student surveys representing about one-eighth of the middle and high school SES students. About half 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

Directors were particularly positive that most providers developed goals for each student, provided written descriptions of how progress would be measured, and provided regular progress reports. The majority of parents and students agreed that providers had a plan for students' learning and gave regular progress reports to the students and parents that were easy to understand. While most providers are in compliance with the law, some providers are lax in beginning student services in a timely manner. One-third of the parents and students either said no or were not sure that providers had shared a learning plan with them. While less than forty percent of the survey responses indicate that an on-site monitoring visit of the provider had been conducted by the district, those providers that were monitored were rated highly on their adherence to standards. According to parents, most providers complied with their responsibilities.

Satisfaction

Directors are satisfied with the quality of services offered to students by most of the SES providers and they would recommend most providers remain on the approved Georgia provider list for the 2007-08 school year. Directors tended to write comments more often that were negative and highlighted problems with some providers related to communication and paperwork. Directors' positive comments expounded on the good working relationships established with certain providers and providers' compliance with their obligations, and the quality of the tutoring programs and personnel. Most parents report that the tutoring sessions were the right length of time, easy to reschedule when necessary and they think the tutors did a good job. Overall parents and students were satisfied with the services and report it was a good experience. Most indicate they would work with the same provider again, given the

opportunity. A few parents and students provided negative comments relating to issues with pedagogy, tutors not appearing for lessons, providers not delivering services, and communication problems.

Impact on Student Learning and Achievement

At least two-thirds of parents responded that students' reading and math skills improved after working with a provider. Students' grades are better and their attitudes toward school have improved. Three-fourths of the students report that they feel more confident about school work after receiving SES. Many positive comments by students focused on the results they experienced because of tutoring.

Key Issues from Provider Surveys

About three-fourths of the school districts monitored at least some of the providers serving their students. However, over half of the providers who answered the survey said they had never had an on-site monitoring visit. 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. Even the items with the lowest numbers, concerning providing student achievement data and having regular meetings with the providers, were endorsed in approximately sixty percent of responses. Providers' written comments complimented school systems for being well organized and highlighted the quality of the relationship between the provider and the system. Negative comments by providers focused on inequitable treatment among providers by the system and the burden of paperwork.

The Future

In 2006-2007 approximately 13% of students eligible for SES in Georgia actually received services. There is a need to examine administrative practices so that more eligible students participate in SES. For example, would more students participate if transportation were provided? Stakeholder data indicate some problems with finding and retaining tutors for the program. Another issue related to providers signing a contract and actually following through with providing the services. Determining barriers to participation should become a greater focus in future studies of the SES program. Increasing on-site monitoring of providers would be a wise management practice, and might also address issues addressed in comments of the various stakeholder groups. These recommendations are made in order to insure that students receive the help they need and that stakeholders can work together effectively.

Report on Results of Supplemental Education Services (SES) Title I Director, Parent, Student, and SES Provider Surveys Spring 2007

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 (GDOE) 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 supplemental educational services 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 provide 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, 2006)

The GDOE has designed an overall framework for annual evaluation of individual state-approved SES Providers and the Local Educational Agencies 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, LEAs/Title I coordinators, 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 GDOE contracted with the Occupational Research Group 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 GDOE for use in SES program evaluation and improvement. Survey data collection and other evaluation activities carried out by UGA provides assistance to the GDOE 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 2006-2007 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, and the state-approved providers of SES.

The surveys were designed to gather feedback from parents, students, 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 surveys for the Title I Directors and for the Providers were web-based surveys. Parent and student surveys were paper and pencil. Results have been provided to GDOE at a statewide level and for individual state-approved SES providers active in each school system offering SES in 2006-07.

Instrument Development

The Occupational Research Group had conducted similar surveys for Title I Directors and parents during the 2004-2005 and the 2005-2006 school years. The researchers reviewed the previous years' surveys and made some changes in wording and formatting. 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. All surveys were developed by researchers experienced in survey development and with input from the GDOE Title I SES staff. The content and wording of survey items were reviewed, revised as necessary, and approved by the GDOE 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 employed in their district in the 2006-2007 school year and to indicate the number of students each SES provider served. A separate online survey of eight questions also was completed by each Title I Director to provide total system information about the number of schools offering SES; the number of students eligible, requesting, and receiving SES; and the amount of Title I funds spent on SES in 2006-07. A question was added to the survey this year to probe whether systems would continue to utilize SES funds through June, 2007.

The **Provider survey** consisted of 23 items about SES administration and an opportunity to provide additional comments. Providers were asked to complete a survey for each school system for which they had provided SES in 2006-07. Twenty 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 also allowed for additional comments.

The **Parent survey** contained 16 questions with a response scale of yes, no, and not sure to evaluate the quality, compliance, and impact of SES providers. The survey asked if the parent had used the same provider last school year. 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 student received SES. Parents also had an opportunity to provide additional comments.

The **Student survey** contained 10 questions with a response scale of yes, no, and not sure to assess student satisfaction with their SES provider. The student survey also asked if the student had worked with the same provider last school year. Demographic data, such as the student's grade level, gender, race/ethnicity, language, and disability status were also collected. Students were asked to indicate the subjects in which they received SES. Students also had an opportunity to provide additional comments.

Survey Administration

A letter was sent to **Title I Directors** of school systems which had at least one school that was required to offer SES during the 2006-2007 school year. The GDOE website listing of AYP results for 2005-06 was used to identify the systems required to provide information about SES for this survey. Title I Directors were responsible for completing the on-line surveys, accessible through an Internet connection (<http://www.coe.uga.edu/ORG/facilitate/SES>) for both system-wide information and for each provider the system had used during the 2006-2007 school year. Dates for accessing the survey on line and submitting data were from May 14 through June 8, 2007. Systems that had not completed the surveys were contacted by ORG researchers in June to collect missing data or correct discrepancies in the data.

Providers of SES during the 2006-2007 school were also contacted directly by ORG by mailed letter and email, using the list of state approved providers from GDOE. Providers were asked to complete an on-line survey, accessible through an Internet connection (<http://www.coe.uga.edu/ORG/facilitate/SES/providers/>), for each school system they provided SES to during the 2006-2007 school year. The online survey was available to providers from May 14 through June 8, 2007.

The ORG contacted Title I Directors by mail and requested that they administer paper questionnaires to **parents and students** receiving SES in their system in 2006-07. Each system received the following materials and instructions for distribution:

- SES parent survey (English and Spanish language version)
- SES student survey for 6th through 12th graders,
- Two parent informational letters (English and Spanish language version)
 - one letter for parents of K - 5th graders (whose students *will not* be completing a student survey)
 - one letter for parents of 6th - 12th graders (whose students *will be* completing a student survey), and
- List of the names and identification/code numbers of the SES Providers serving the school system (from the GADOE approved listing of SES Providers for each system).

Directors were instructed to identify all SES Providers who worked with students in the system during the 2006-07 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 ORG. The Title I Directors then prepared packets of materials that were distributed to parents using whatever method was most efficient and effective for the schools, including through the students' home schools or mailed to the parents. Parents of kindergarten through fifth grade children receiving SES received packets that included a cover letter explaining the survey and a two-sided survey form with the appropriate provider name and

identification number. The parent survey was designed so that parents could fold the survey form with the UGA return address and pre-paid postage visible on the outside, to be mailed back directly to UGA evaluators.

Parents with middle and/or high school students receiving SES received a different cover letter explaining both the parent survey and student survey. The letter provided instructions and served as parental permission for the student to complete the survey. The packet also included the pre-addressed, pre-stamped parent and student surveys. Parent and student surveys were distributed by school systems in April and had a response deadline of May 18, 2007. A copy of the directions for administration of SES surveys and correspondence may be found in the Appendix to this report.

The remainder of this report presents the findings from each of the statewide SES surveys. Results of the system and school level data is provided first, followed by results of the Title I Director survey, the Parent survey, the Student survey, and the SES Provider survey. A discussion of key issues identified across all of the surveys can be found at the end of the survey findings.

Findings from the System Survey

Sixty-seven school systems, with 141 schools within these systems, were required to provide SES during the 2006-2007 school year, based on AYP results from the Georgia Department of Education. The Title I directors of these 67 school systems were asked to provide school, student, and provider information to UGA through an online survey.

Title I Directors reported that statewide 83,923 students were eligible for SES in school year 2006-2007. Statewide 16.7% (14,009 parents of students) requested services, and 12.6% of eligible students received SES. Three of the 67 school systems required to provide SES had no parents requesting services for their children. In those school systems (64) providing SES, participation rates ranged from less than 1% to 75%. Twenty-four systems had a participation rate of less than 5% and 10 had a participation rate of more than 20%. The median participation rate was 11.4%

Title I Directors also reported that 97 different providers served the 64 school systems providing SES in 2006-07. Some providers served more than one school system. As of May 31, 2007, a total of \$9,281,932.81 of Title I funds were paid for SES provider services. The statewide average expenditure per pupil for SES was \$878.64. In those 64 school systems providing SES, expenditures per pupil ranged from \$206.20 to \$1,465.00. The median amount was \$787.60. Forty-one school systems said they would be spending additional SES funds during the month of June, 2007

The table below shows the SES participation rates for the past four years in Georgia.

	2006-07	2005-06	2004-05	2003-04
Students eligible for SES	83,923	93,308	94,575	152,271
Parents requesting SES for 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	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	141	161	203	385

Findings from Title I Director SES Survey

Title I Directors from 64 systems completed 386 surveys evaluating the SES providers who worked with their students in 2006-07. This represented 100% of the systems with schools that used providers for their students in 2006-07. 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 26, with an average of 6 provider surveys per system. A detailed list of the number of surveys submitted by each school system can be found in the appendix to this report.

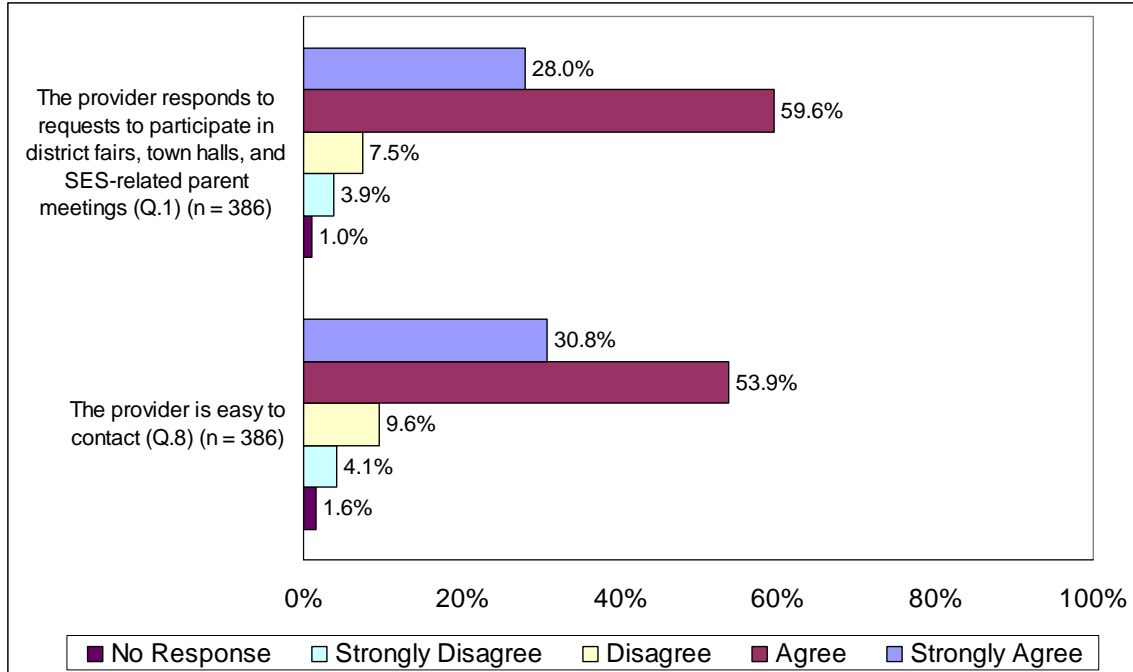
Response summaries in the tables that follow are based on the actual number of director surveys received. Since many SES providers worked with multiple school systems during the year and each system's experience with the provider may have varied, it is important that all of the directors' feedback is reflected in the statewide summary. There were 97 different SES providers represented by the 386 completed director surveys, indicating that many of the providers worked with students in multiple school systems during the year.

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 (87.6%) either strongly agreed or agreed that the provider responds to requests to participate in district fairs, town hall, and SES-related events. A majority of the respondents (84.7%) either strongly agreed or agreed that the provider was easy to contact.

Survey Items on Communication (n = 386)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings (Q.1)	28.0%	59.6%	7.5%	3.9%	1.0%
The provider is easy to contact (Q.8)	30.8%	53.9%	9.6%	4.1%	1.6%

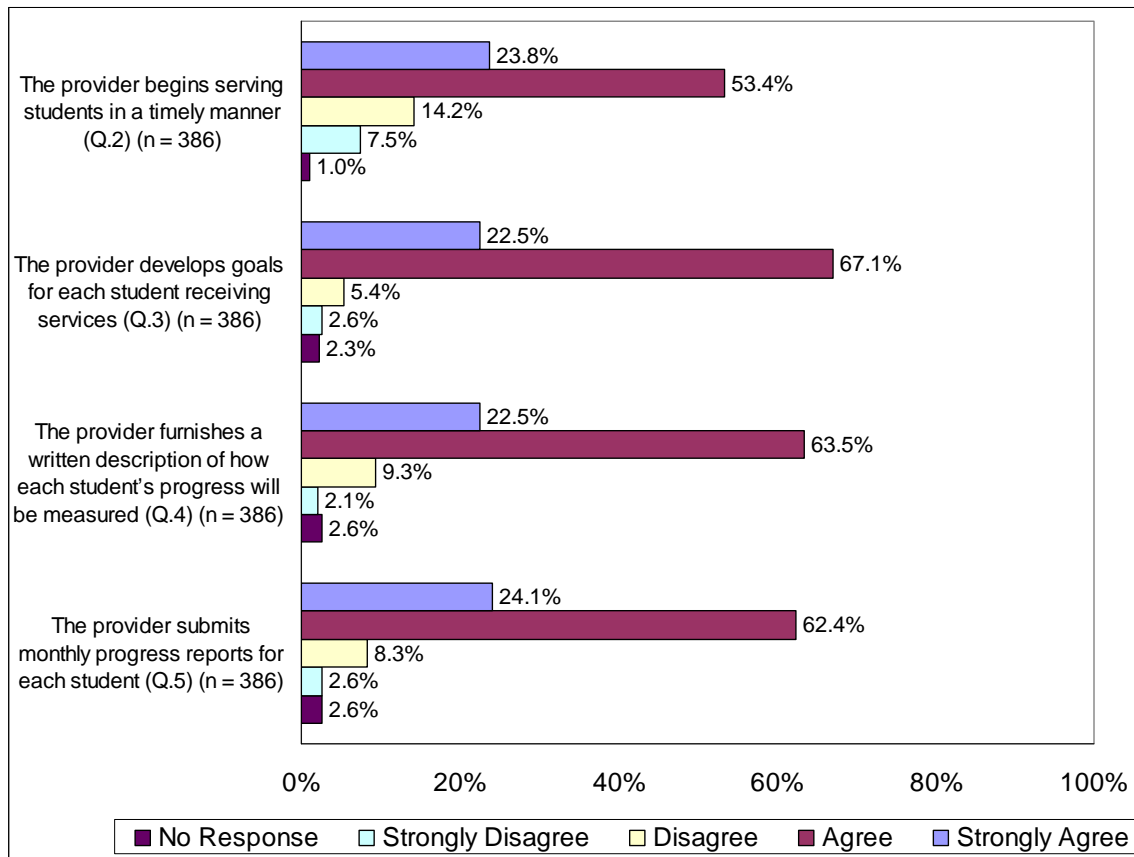


Service Delivery

Title I Directors responded to four statements about the provider’s delivery of supplemental educational services. The greatest amount of disagreement on the survey was reported for the first statement in the section: “The provider begins serving students in a timely manner.” While 77.2% of the Title I Directors either strongly agreed or agreed with this statement, 21.7% either strongly disagreed or disagreed that the provider begins serving students in a timely manner.

Approximately 90% of the Title I Directors either strongly agreed or agreed that the provider develops goals for each student receiving services. Eighty-six percent of the Title I Directors either strongly agreed or agreed that the provider furnishes a written description of how each student’s progress will be measured. In addition, 86.5% of the respondents either strongly agreed or agreed that the provider submits monthly progress reports for each student.

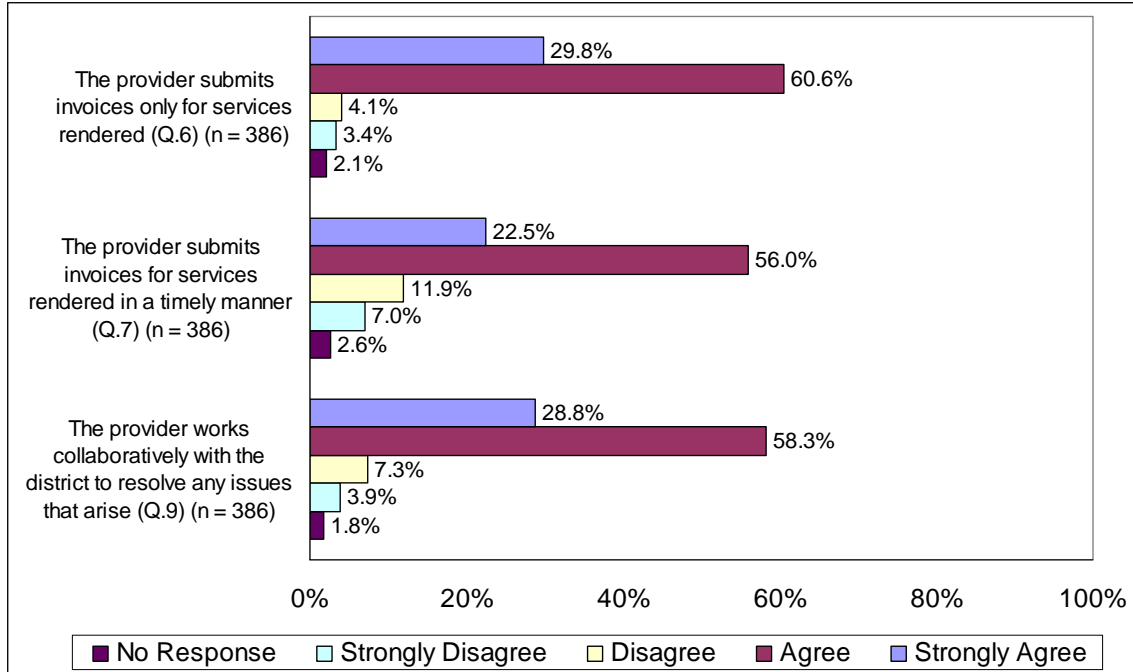
Survey Items on Service Delivery (n = 386)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The provider begins serving students in a timely manner (Q.2)	23.8%	53.4%	14.2%	7.5%	1.0%
The provider develops goals for each student receiving services (Q.3)	22.5%	67.1%	5.4%	2.6%	2.3%
The provider furnishes a written description of how each student’s progress will be measured (Q.4)	22.5%	63.5%	9.3%	2.1%	2.6%
The provider submits monthly progress reports for each student (Q. 5)	24.1%	62.4%	8.3%	2.6%	2.6%



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, 90.4% of the Title I Directors either strongly agreed or agreed that the provider submits invoices only for services rendered. However, only 78.5% strongly agreed or agreed that the provider submits invoices in a timely manner. Approximately 87% of the Title I Directors either strongly agreed or agreed that the provider works collaboratively with the district to resolve any issues that arise.

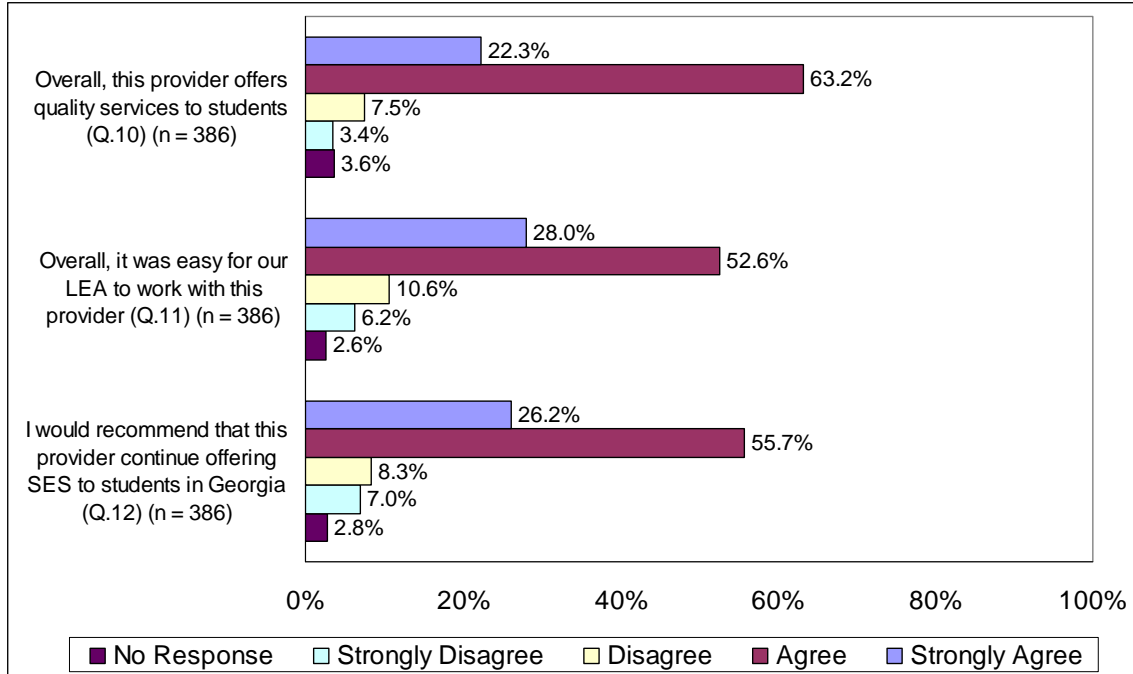
Survey Items on Interactions (n = 386)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The provider submits invoices only for services rendered (Q.6)	29.8%	60.6%	4.1%	3.4%	2.1%
The provider submits invoices for services rendered in a timely manner (Q.7)	22.5%	56.0%	11.9%	7.0%	2.6%
The provider works collaboratively with the district to resolve any issues that arise (Q.9)	28.8%	58.3%	7.3%	3.9%	1.8%



Satisfaction

Title I Directors responded to three statements about their satisfaction with the provider's services. A large majority (85.5%) of the directors either strongly agreed or agreed that the provider offers quality services. Similarly, 80.6% of the Title I Directors strongly agreed or agreed that overall it was easy for the district to work with the provider. In addition, 81.9% of the Title I Directors strongly agreed or agreed that they would recommend that the provider continue offering SES to Georgia students.

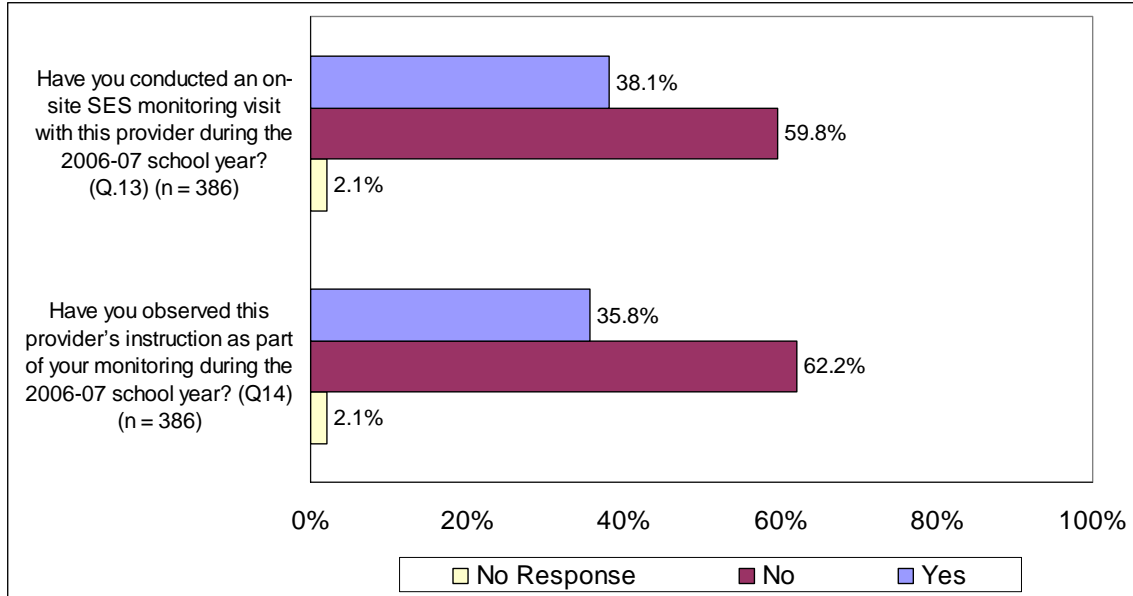
Survey Items on Satisfaction (n = 386)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Overall, this provider offers quality services to students (Q.10)	22.3%	63.2%	7.5%	3.4%	3.6%
Overall, it was easy for our LEA to work with this provider (Q.11)	28.0%	52.6%	10.6%	6.2%	2.6%
I would recommend that this provider continue offering SES to students in Georgia (Q.12)	26.2%	55.7%	8.3%	7.0%	2.8%



Monitoring

The remaining items in the Title I Director survey concerned evaluation and monitoring of the SES provider by the school system. As the table below shows, only 38.1% of the survey responses reflect that an on-site monitoring visit of the provider had been conducted. Even fewer (35.8%) denoted that observation of the provider’s instruction occurred.

Survey Items on Monitoring (n = 386)	Yes	No	No Response
Have you conducted an on-site SES monitoring visit with this provider during the 2006-07 school year? (Q.13)	38.1%	59.8%	2.1%
Have you observed this provider’s instruction as part of your monitoring during the 2006-07 school year? (Q14)	35.8%	62.2%	2.1%



Title I Directors who responded that they had observed the provider's instruction (Question 14) were directed to complete the rest of the survey. This would mean that 138 surveys should have had this section completed. Item 13 asked about conducting an on-site visit, and 147 respondents indicated they had conducted on-site monitoring. The number of respondents for the nine survey items regarding the result of the monitoring/observation ranged from 80 to 139. It appeared that although some directors may not have observed instruction directly, they did conduct on-site visits, and answered the rest of the statements (Q15-23) based on this information. Therefore, a decision was made to include responses from Title I Directors who had answered yes to either question about monitoring (Q13) or observing (Q14).

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/or observation of the provider's services. The majority of Title I Directors either strongly agreed or agreed that the providers are providing appropriate instruction to the students receiving SES based on responses to the statements. The table below shows the percentages.

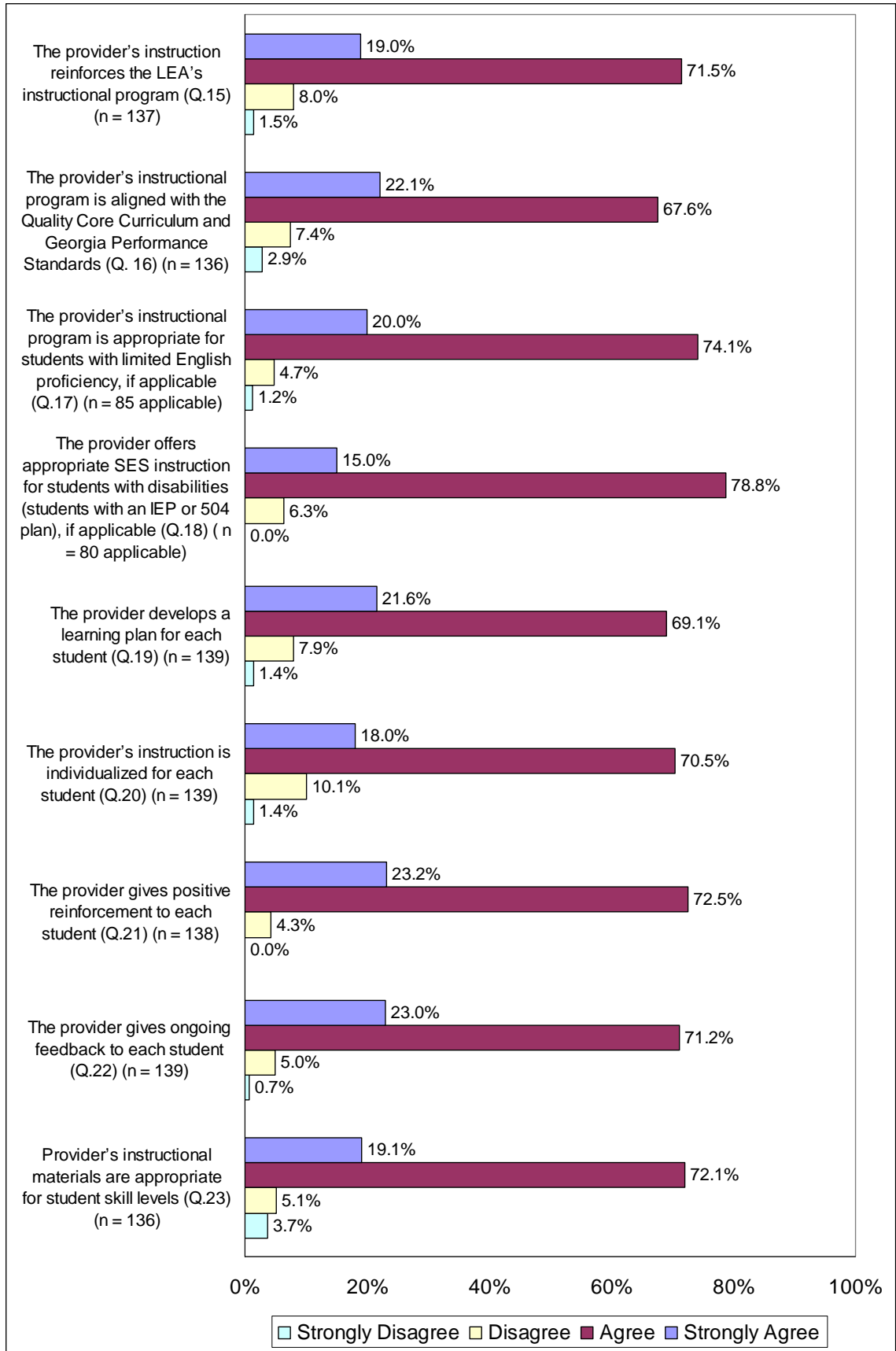
In response to the question about the compatibility of the provider's and LEA's instructional program, 90.5% of directors either strongly agreed or agreed that the provider reinforces the district's instructional program, and 89.7% strongly agreed or agreed that the provider's instructional program is aligned with the Quality Core Curriculum and the Georgia Performance Standards.

On questions about providing services for limited English proficient students and students with disabilities, 94.1% strongly agreed or agreed that the provider's instructional program is appropriate for LEP students and 93.8% strongly agreed or agreed that the provider's instructional program is appropriate for students with disabilities.

On questions about individualizing instruction for students, 90.7% strongly agreed or agreed that the provider develops a learning plan for each student and 88.5% strongly agreed or agreed that the provider's instruction is individualized for each student.

The vast majority (95.7%) strongly agreed or agreed that the provider gives positive reinforcement to each student. A similar percentage (94.2%) strongly agreed or agreed that the provider gives ongoing feedback to each student. Another large majority (91.2%) responded that the provider's instructional materials are appropriate for student skill levels.

Survey Items on Monitoring Results	Strongly Agree	Agree	Disagree	Strongly Disagree
The provider's instruction reinforces the LEA's instructional program (Q.15) (n = 137)	19.0%	71.5%	8.0%	1.5%
The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards (Q. 16) (n = 136)	22.1%	67.6%	7.4%	2.9%
The provider's instructional program is appropriate for students with limited English proficiency, <u>if applicable</u> (Q.17) (n = 85 applicable)	20.0%	74.1%	4.7%	1.2%
The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), <u>if applicable</u> (Q.18) (n = 80 applicable)	15.0%	78.8%	6.3%	0.0%
The provider develops a learning plan for each student (Q.19) (n = 139)	21.6%	69.1%	7.9%	1.4%
The provider's instruction is individualized for each student (Q.20) (n = 139)	18.0%	70.5%	10.1%	1.4%
The provider gives positive reinforcement to each student (Q.21) (n = 138)	23.2%	72.5%	4.3%	0.0%
The provider gives ongoing feedback to each student (Q.22) (n = 139)	23.0%	71.2%	5.0%	0.7%
Provider's instructional materials are appropriate for student skill levels (Q.23) (n = 136)	19.1%	72.1%	5.1%	3.7%



Directors' Comments about Individual Providers

Directors were asked if they had any comments to offer about each individual provider they had worked with during the 2006-2007 school year. Thirty-three school systems (approximately 50% of the systems providing SES) provided 168 comments. Analysis of the Title I Director comments shows that 58 comments (approximately 35%) were positive in nature; 76 (approximately 45%) were negative; 6 (approximately 4%) expressed both positive and negative remarks, and 28 (approximately 17%) were neutral statements.

Positive Comments

Directors reported satisfaction with many providers for a number of reasons. Approximately half of the comments concerned compliance issues and overall ease of working with the providers. Some comments were simply a variation of "a pleasure to work with;" others, such as those below were more detailed.

[Provider] is an online provider. They have been very timely with regards to assistance to the students. Invoices are sent complete and timely.

We have been working with [Provider] now for at least the 2 years I have been here in the Title I office. [Provider] works very hard to ensure that each student is served timely. The provider works very hard with the school personnel as well as the parents. This provider is very organized and timely with invoicing. We never have to ask for anything. They take their time to make sure that every t is crossed and every l is dotted. We here at [District] enjoy working with [Provider], and look forward to working them in the future.

I think this provider so far has been the most cooperative, well organized and student focused—more than any other provider. The volume of students that are being served is great. The invoicing is very timely as well as the organization of the paperwork that is involved. I would highly recommend this provider to any county.

Excellent program! The tutors were very nurturing to the students and provided quality assistance throughout the program. The provider was very receptive to district guidelines and did a wonderful job moving the students to the next level. Many parents gave positive feedback regarding the program and how it has helped their children. The provider was easy to work with and responded to all deadlines as given by the district.

By far, this provider was the most professional to work with. Their rep was responsive and provided SIGNIFICANT support to the tutors. I believe she was in our school more times than all the other providers combined.

Approximately 29% of the positive comments focused on the quality of the SES program and the tutors.

Great program for struggling math students.

[Provider] was one of the top programs offered by SES providers this year. Although they were new to the program, they made a conscious effort to learn the guidelines established by the district and execute them as outlined. The program is beneficial and offers QUALITY instruction to the students. They are one of the few providers that actually implement the components of their application with the state. I highly recommend them to continue in the SES program.

The provider representatives with whom we've worked this year have been highly professional. Tutors are highly qualified – all tutors who worked with our students were qualified teachers. Their program appears to be quite effective at helping students improve their reading skills.

The tutors from [Provider] that have worked with our students this year have been great role models. They are positive and upbeat, and truly seem to enjoy working with the children.

Outstanding instructional services.

This was the only in-home service selected by parents in our system. They began services quickly and were easy to contact. The monthly reports were thorough and demonstrated that the tutors really got to know their students and worked hard to develop lessons and activities that not only would help the students improve their skills but would also be interesting to the students and keep them motivated.

Only a few comments included parental and student satisfaction.

[Provider]. This provider is very cooperative with the LEA and has a positive attitude towards the students. The parents are very pleased with this provider and has stated that grades have improved as well as the students' study habits.

While I did not visit the home of the student who received services through this provider, I did speak several times with her parent. She was extremely pleased with the company and with the materials her daughter was using on line.

Students really like this provider.

It was a pleasure working with this provider. Parents were very pleased with the services.

There were some additional comments about providers who put forth extra effort to help children.

*The provider continues to serve students after the funds have run out.
[This statement was made for two different providers.]*

It has been a pleasure to work with [Provider] this year. Tutors provide one-on-one instruction to their students, and instruction is highly individualized. Tutors were highly qualified and formed close relationships with the children they tutored. In one case, a tutor continued to work with a child on a volunteer basis after the student's funds ran out.

When [Provider] was removed from the provider list, [new Provider] was very accommodating. They actually acquired additional staff in order to be able to provide continued service to those students whose in-home tutoring was affected by the change.

Negative Comments

Approximately 45% of all comments were negative in nature. Approximately 30% of those negative comments concerned communication and paperwork.

There was a lot of turnover at this company over the course of the school year. It was difficult to know whom to contact at any given time because personnel seemed to change so often. Tutors were not well-informed of such logistics as when students' services would end.

They have had some problems with billing in a timely manner. One bill contained 3 months. They billed me twice of [for] a student who had met their \$1175. They sent corrected bills after I called them. I would only recommend them if they can get their act together regarding billing.

Upon monitoring [Provider], our monitors found their curriculum was not aligned with Georgia Performance Standards. [District] sent two emails to [Provider] about this matter and to date we have not received a reply or comment. At the beginning of the school year parents called to state [Provider] demanded students to attend tutoring three days a week for two hours at a time. Parents were furious and demanded to choose their own hours and days. We also received complaints from several parents on [Provider] informing them that their child could not be able to be tutored in math and reading. [Provider] wanted to provide tutoring in only one subject. This was not stated in their SES application. Although learning plans were established little evidence was provided on implementation.

Summary of Title I Director Survey Data

Title I Directors rated providers in a very positive manner on the survey items. More than three-quarters of responses agreed or strongly agreed with each of the statements. Less than forty percent of the survey responses indicate that an on-site monitoring visit of the provider had been conducted. Those providers that were monitored were rated highly on their adherence to standards.

Despite the high item ratings, Title I Directors generated more negative than positive comments about providers. The largest group of negative comments focused on issues of communication and paperwork. The positive comments focused on having a good working relationship with providers, providers' compliance with their obligations, and the quality of the tutoring programs and personnel.

Findings from Parent Survey

Parents of students receiving SES returned 1,201 surveys. The parents responded to questions about 78 SES providers who had provided services in 56 school systems. A total of 258 parents (21.5%) requested a survey in Spanish. Parents responded to 16 questions and were asked to provide student demographic data as well. A total of 365 parents (30%) included a comment on their survey form.

The student demographic data are displayed in the following tables. As the table below shows, most survey participants (61.9%) were parents of middle school students. Elementary parents accounted for 25.8% of the responses, while high school parents accounted for 10.2% of the responses. Compared to actual enrollment figures for SES, elementary parents are over-represented in the survey and middle school parents are under-represented.

Parent Report of SES Student's Grade in School 2006-2007

Grade Level	# Students	% of Total	% by School Type
Kindergarten	49	4.1	
1 st Grade	54	4.5	
2 nd Grade	56	4.7	
3 rd Grade	50	4.2	
4 th Grade	57	4.7	Elementary School: 25.8%
5 th Grade	44	3.7	
6 th Grade	276	23.0	
7 th Grade	249	20.7	Middle School: 61.9%
8 th Grade	218	18.2	
9 th Grade	38	3.2	
10 th Grade	47	3.9	High School: 10.2%
11 th Grade	26	2.2	
12 th Grade	12	1.0	
No response	25	2.1	
Total	1,201	100.0	

Parent responses indicate that 70.3% of the students received SES instruction in math; 55.7% received instruction in reading; and 27.2% received instruction in language arts. (See table below.) Compared to actual figures, parents of students receiving math and reading tutoring are under-represented in this survey.

Percentage of Students by SES Subject Area 2006-2007

Subject of SES Instruction	% Receiving
Math	70.3
Reading	55.7
Language Arts	27.2

Parent responses to demographic questions about the students receiving SES are shown in the table below. Parents of female students accounted for 50% of the responses; parents of male

students accounted for 48.2%; 1.8% of the parents did not respond to this item. According to parent responses, 59.9% of SES recipients were black, 23.1% were Hispanic, 8.2% were white, and 5.1% did not respond. Parent respondents reported that for 20.6% of the students English is not the native language. Parents also reported that 13.3% of the students have a disability and that 17.7% of the students are receiving special education services.

SES Student Gender, Ethnicity/race, Language, Disability 2006- 2007

Gender	Percent
Male	48.2%
Female	50.0%
No Response	1.8%

Ethnicity/Race	Percent
Asian-Pacific	1.1%
Black	59.9%
Hispanic	23.1%
Native American	0.4%
White	8.2%
Multi-Racial	2.2%
No Response	5.1%

English as Native Language	Percent
Yes	76.4%
No	20.6%
No Response	3.1%

Student has a Disability	Percent
Yes	13.3%
No	82.8%
No Response	3.8%

Student is receiving Special Education Services	Percent
Yes	17.7%
No	78.7%
No Response	3.6%

Only 18% of the parents indicated that they had worked with the same SES provider last year as well as the current school year. More than one-fifth either were not sure (7.8%) or did not respond to this item (13.2%).

Use of Same Provider for Two Years (2005-06 and 2006-07)

Survey Item	Yes	No	Not Sure	No Response
Did you work with the same provider last school year?	18.0%	60.9%	7.8%	13.2%

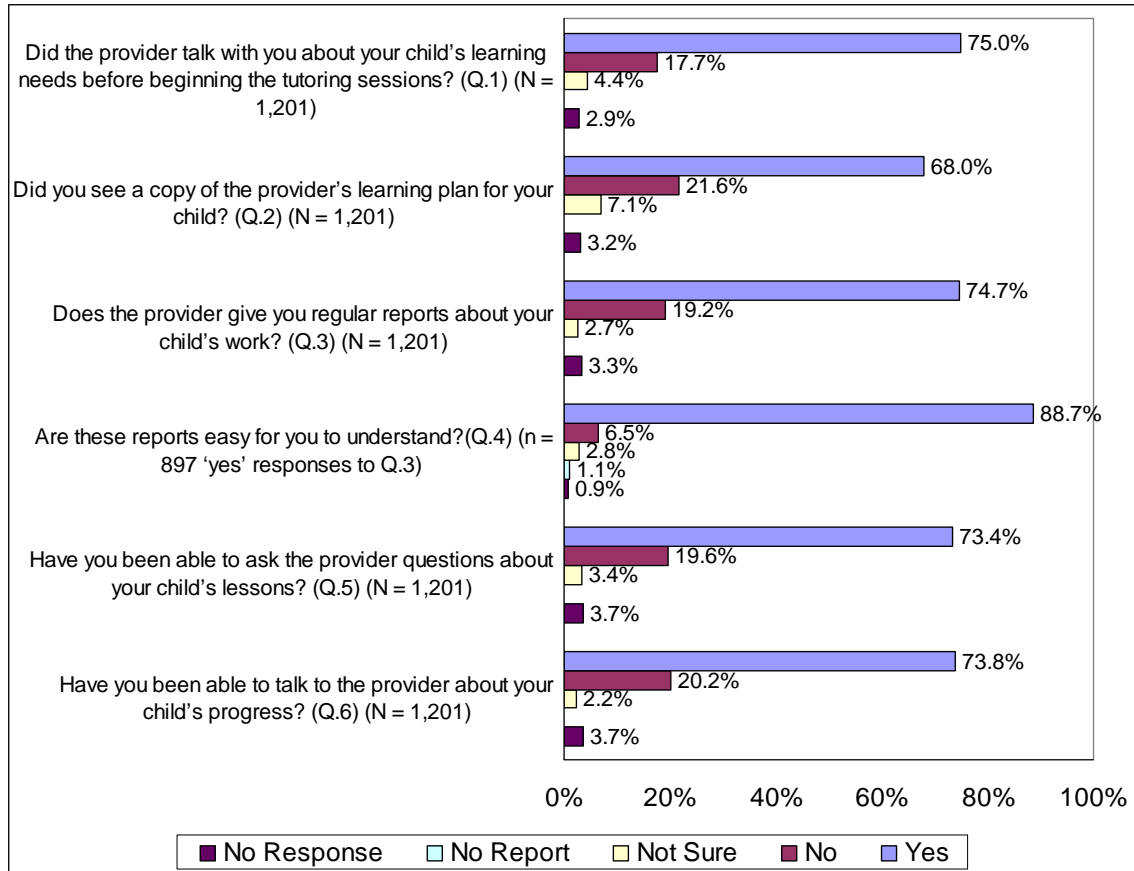
Compliance

To facilitate discussion of the 16 survey questions, they have been grouped into the areas of compliance, impact, and satisfaction. The first six questions addressed provider compliance and focused primarily on the provider's interaction with parents, learning plans, and reports. These survey items address the following compliance question in this evaluation: *To what extent did the SES provider do what they were required to do by federal legislation on SES?*

The majority of parents indicated that the provider did a good job with compliance issues. Parents appear to be satisfied with both verbal and written communication from providers. Three fourths (75.0%) of the responding parents indicated that the provider had talked with the parent about the child's learning needs prior to beginning tutoring. In addition, 73.4% indicated that they were able to ask the provider questions about the child's lessons, and 73.8% indicated that they were able to talk to the provider about their child's progress.

Responses regarding written communication indicate that 68% of the parents saw a copy of the provider's learning plan for their child. In addition, 74.7% of the parents indicated that they received regular reports about the child's work. Of the 897 parents who indicated they received regular reports, 88.7% indicated that the reports were easy to understand.

Survey Items on Provider Compliance (N = 1,201)	Yes	No	Not Sure	No Report	No Response
Did the provider talk with you about your child's learning needs before beginning the tutoring sessions? (Q.1)	75.0%	17.7%	4.4%	n/a	2.9%
Did you see a copy of the provider's learning plan for your child? (Q.2)	68.0%	21.6%	7.1%	n/a	3.2%
Does the provider give you regular reports about your child's work? (Q.3)	74.7%	19.2%	2.7%	n/a	3.3%
Are these reports easy for you to understand?(Q.4) (n = 897 'yes' responses to Q.3)	88.7%	6.5%	2.8%	1.1	0.9%
Have you been able to ask the provider questions about your child's lessons? (Q.5)	73.4%	19.6%	3.4%	n/a	3.7%
Have you been able to talk to the provider about your child's progress? (Q.6)	73.8%	20.2%	2.2%	n/a	3.7%



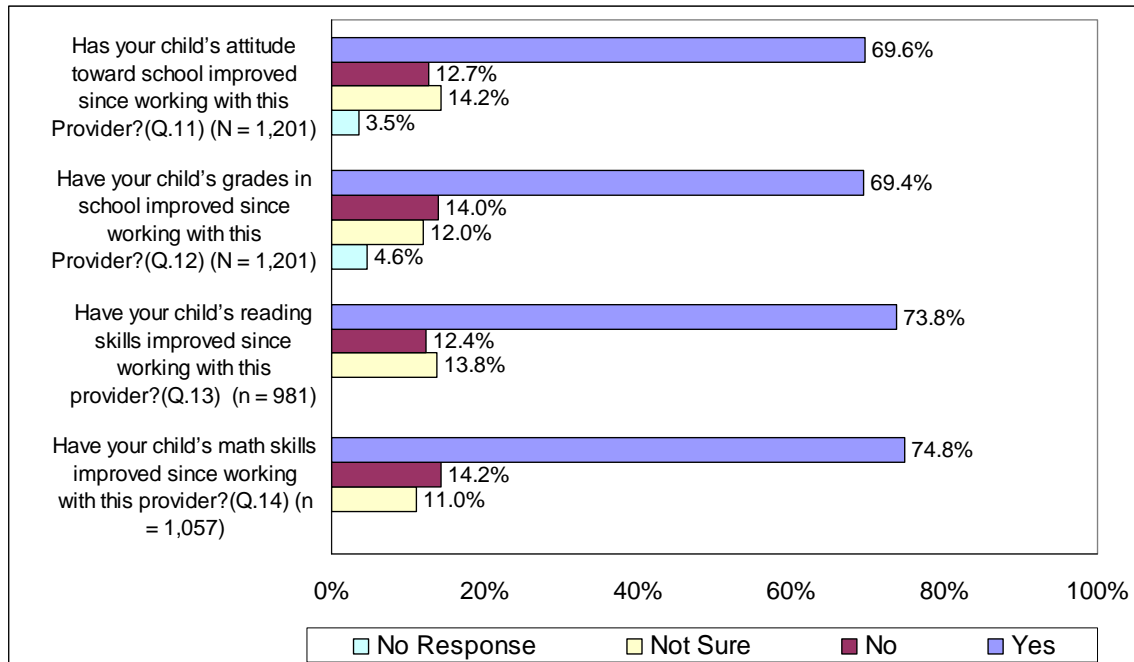
Impact

Parents answered four questions regarding impact of SES services on their student. Results are displayed in the table below. These survey items address the following impact question in this evaluation: *To what extent did the SES provider make a difference in student academic performance or attitude?*

When parents were asked if their student's attitude toward school had changed, 69.6% said yes; however, 26.9% either indicated no or not sure. When asked if their child's grades in school improved since working with the provider, 69.4% indicated yes; however, 26% either indicated "no" or "not sure." 73.8% of the parent respondents indicated that their child's reading skills improved since working with the provider; 26.2% either indicated "no" or "not sure." When asked about math skills, 74.8% of responding parents agreed that their child's math skills had improved since working with this provider' 25.2% either indicated "no" or "not sure."

Survey Items on SES Impact (N = 1,201)	Yes	No	Not Sure	No Response
Has your child's attitude toward school improved since working with this provider?(Q.11)	69.6%	12.7%	14.2%	3.5%
Have your child's grades in school improved since working with this provider?(Q.12)	69.4%	14.0%	12.0%	4.6%

Survey Items on SES Impact (N = 1,201)	Yes	No	Not Sure	No Response
Have your child's reading skills improved since working with this provider?(Q.13) (n = 981)	73.8%	12.4%	13.8%	n/a
Have your child's math skills improved since working with this provider?(Q.14) (n = 1,057)	74.8%	14.2%	11.0%	n/a

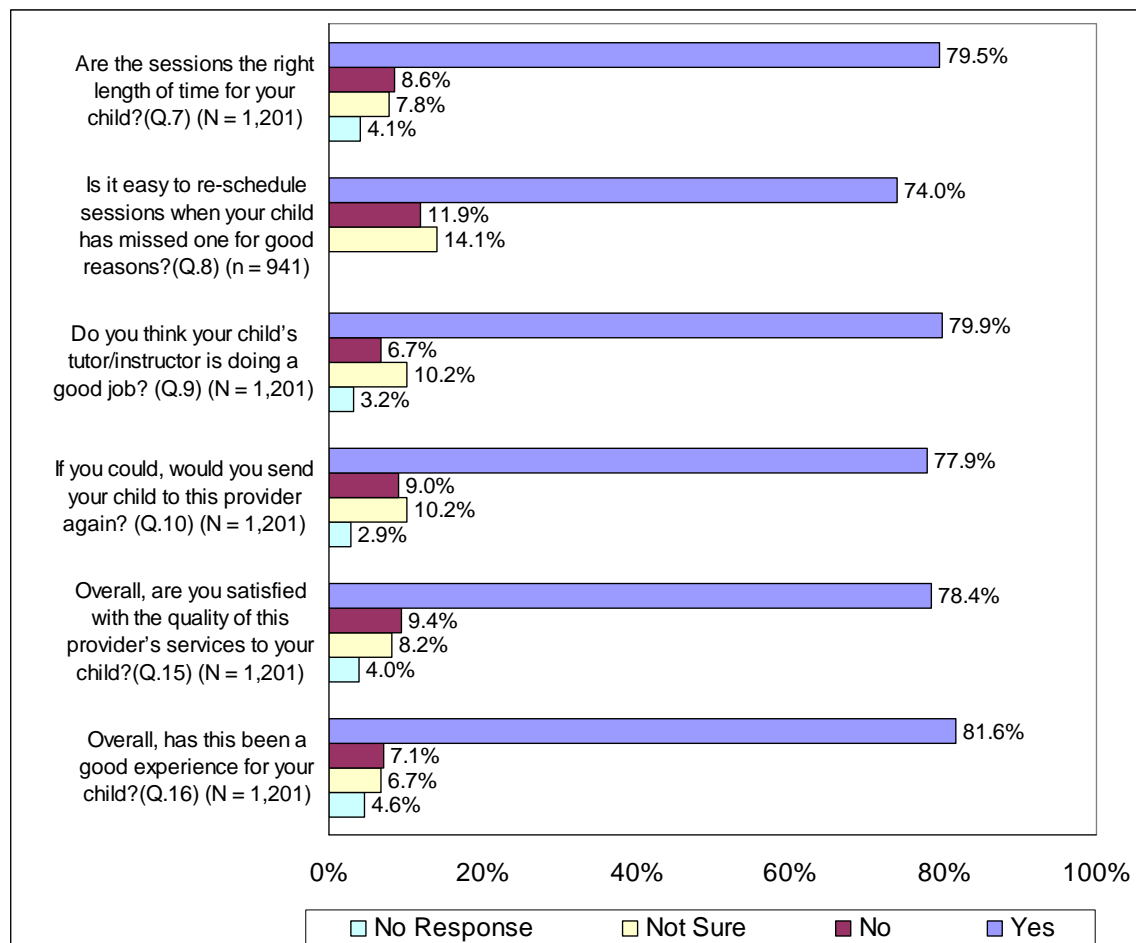


Satisfaction

The last six questions of the survey asked about parent satisfaction with SES and the provider. These survey items addressed the following satisfaction question in this evaluation: *How pleased are SES recipients with the quality, type, and delivery of SES by providers?*

Overall, parents appear to be mostly satisfied with their student's SES experience. When parents were asked if the SES sessions are the right length for their child, 79.5% indicated yes. Only 941 parents responded to the question of whether it is easy to re-schedule sessions for good reasons. Of those, 74% indicated yes, while 26% indicated either no or not sure. Approximately 80% of the parents agreed that the child's tutor/instructor is doing a good job. Additionally, 77.9% of the parents said they would send the child to the same provider if the opportunity arose. In terms of overall satisfaction, 78.4% of the respondents indicated that they were satisfied with the quality of the provider's services. The highest level of satisfaction was shown with the final question, to which 81.6% of the parents indicated that overall, this have been a good experience for their child. Only 7.1% indicated no, while 6.7% were not sure and 4.6% did not respond.

Survey Items on Satisfaction with SES (N=1,201)	Yes	No	Not Sure	No Response
Are the sessions the right length of time for your child?(Q.7)	79.5%	8.6%	7.8%	4.1%
Is it easy to re-schedule sessions when your child has missed one for good reasons?(Q.8) (n = 941)	74.0%	11.9%	14.1%	n/a
Do you think your child's tutor/instructor is doing a good job? (Q.9)	79.9%	6.7%	10.2%	3.2%
If you could, would you send your child to this provider again? (Q.10)	77.9%	9.0%	10.2%	2.9%
Overall, are you satisfied with the quality of this provider's services to your child?(Q.15)	78.4%	9.4%	8.2%	4.0%
Overall, has this been a good experience for your child?(Q.16)	81.6%	7.1%	6.7%	4.6%



Parent Comments about Providers

Parents were offered an opportunity to comment through the final question: Is there anything else you would like us to know about this provider? The comments have been grouped into positive, negative, mixed, and neutral responses.

Positive Comments

Of the 365 comments received, 151 (41%) were positive in nature. Approximately 37% of those positive comments expressed satisfaction with the entire SES experience. Approximately 46% of the comments expressed satisfaction with the tutors who had worked with the students. Impact was also important and comprised 13% of the comments. General statements of appreciation comprised the remaining 4%.

Approximately 37% of the positive comments expressed satisfaction with the overall experience of SES. Representative comments follow:

The program is the best thing for my son.

Wish they did it all year round. And the rest of my kids could attend one.

The program was well organized. It has been a great advantage to us.

Easy to work with...just really good people and tutors.

Please let my child be in this next year.

I am so pleased with the service and assistance that I have received from the provider. The instructor is very knowledgeable – one of a kind. I am truly happy with everything.

Approximately 46% of the parent positive comments specifically addressed satisfaction with the tutors. In some cases, the comments involved impact but were put in this category because the parents were so pleased with the tutor. Following are some representative comments:

They were very, very fortunate in hiring the tutor. I couldn't have asked for a more perfect match. He was patient, attentive and well-educated. Thank you!

The tutor this provider assigned was very patient and thorough. Also, he was organized and executed lesson plans effectively.

Our son's provider is very good. She found out, after testing our child that he is very intelligent and gave him things to strengthen his math for next school year and to make it into the Pre-IB program, so there are no complaints here.

[Tutor] was a great & caring tutor for my daughter . . . even when she resisted!

My child is ADHD and after explaining to the provider, she is very patient and shows exemplary service to my daughter, even when some days are not so good.

[Tutor] did a great job. [Reports] it was posted on child weekly progress, talk w[Tutor] once or twice by phone. Great and friendly attitude.

[Tutor] provided after school tutoring to my son, and not only did he help improve my son's grades, he also gave him advice about life & school that he can carry to the next level. It was a pleasure having [Tutor] tutor my son.

The following comments are representative of what parents said about the impact of SES on their children.

This program helped my child's confidence by putting her in a group that taught her that there were others who needed tutoring in the same subjects she did.

Normally [Student] doesn't like school but she looked forward to attending the tutoring program. This has really been beneficial for [Student] and her ability to learn, thank you.

He helped my child pass EOCT and the High School tests. Thank you.

Awesome job with my child. Before beginning this program his math average was 57, 2 ½ months later he has a "99" average.

My son[s] attitude has changed for the best. He love[s] the one on one. And the instructor.

There were also a few comments that expressed appreciation for the SES program.

Thanks for the help for encouraging my son. I send blessings to all the people that have made possible the help.

They were very helpful and I want to thank you all.

Negative Comments

Of the 365 comments received, 129 (35%) were negative in nature. There were several categories of negative comments. The greatest number (approximately 20%) expressed overall dissatisfaction with the SES experience. Approximately 16% complained that tutors didn't show up or were late, while an additional 17% complained that providers either never contacted the parent or that the contact was made but the program never started. In addition there were concerns about the content or the tutoring and the pedagogy used to deliver the program. There were concerns about communication, length of time of the program, scolding the students, and equipment problems with on-line providers.

The following are representative comments from parents who were dissatisfied with the overall SES experience.

This provider did not meet our expectations. They didn't show up several times. A different instructor with different teaching styles was not good for my child. Instructor [Name] was great. If he was there all the time this would have probably been a better experience. My child spoke highly of [Tutor] and I thought he was the best of the other 2 instructors. We did not complete this session because there [was] no consistency with [Provider], late, no show, etc.

Providers should be more prepared to meet the challenge that they are assigned to.

Before I was able to tell the difference in my child's work after attending the program but this time it seems like a waste of my time and his. It could be because before he worked on math. Prior service with this provider was 2 yrs ago.

She was failing math. They didn't know she had a math weakness. When I received a progress report from her math teacher she was in danger of failing. I consulted the tutor, she didn't know she was behind in math. Once it was brought to her attention. The next day they told me her funds had run out. She could no longer attend.

My kids grades decreased during time in SES. The program did not help them improve or stay the same. At the end of the program I feel they should have shared reports with me but did not.

Approximately 16% of the comments were about the irregularity of tutors and/or tutoring sessions.

This provider never showed up again after the initial visit; not a single call to check on the student.

I can't say I like her because she hasn't been here – as she quit coming. He failed 2 classes. If she would just show up I'd be happier.

I don't like [it] at all that they put another provider in place because it delays my son too much.

When the tutor came by the 1st time she asked me if I would sign the paper for each session and we have to do it every time we met. We only had sessions one time at [Place]. I haven't heard from her. I tried to get her on phone and couldn't. He only had 1 session.

When students are used as tutors provider should state so on brochure. School system should require cities, zip codes, or areas where they in home tutorials is provided. While this is stated as an option on contracts with school system, in practice option is non existent. Schools need to verify options. Also tutors assigned to teach students could be more consistent, stability in who shows up to teach would make it easier to assess if instructor is doing a good job or if student benefits.

In addition to the above comments, approximately 17% of the comments further concerned providers that do not follow through with services.

The tutor that was assigned to my child never showed up. I met with her and signed papers with her agreeing to tutor on Saturdays, but she never came. Hopefully she did not receive payment for these sessions.

I registered my child for the Supplemental Educational Services program. My child did not receive any of the services that I applied for. I was not notified as to why service was not provided.

My child did not receive any services from [Provider]. They failed to contact me. Plus, I was told it was overcrowded. Thank you.

There were also many (19%) comments that expressed displeasure with either the content of the tutoring or the pedagogy used to deliver the program.

[Provider] did not have adequate material to tutor my child and too many students for one tutor.

My child did not get to the level I was expecting. Some of the lessons [were] things she already [knew].. In the future, I wish the center would work with kids on level so they can advance to the next. My daughter is still on the same level as before.

My son is already an "A" student. He got tired of the program.

During the two visits that I made to the site, the hallways were noisy, the doors to the classroom were open. I know my daughter attention span is short, so any disturbance will cause her to lose focus. Less activity in the hallways.

Approximately 12% of the comments concerned communication problems.

I just wanted to let you know that my mom couldn't never talk to the tutor because she don't know how to speak English.

I was only called at "toward" the end of semester to turn in time sheet so [Provider] could be paid.

Except for what my child tries to explain as the afternoon activities. I have no idea what they do in the SES after school class.

Additional negative comments included issues with computer equipment, sessions not being long enough, and of verbally chastising students. Sample comments are below.

As of May 1, 2007, we have not received the computer to utilize [Provider] online.

It would often not work or cease to work in the middle of a session.

Sessions given were not enough to help this student. She definitely needed more help.

Just not enough time for the children to get used to the provider's way of learning skills at the end they get time to leave back to the old ways again.

I don't like the tutor/teacher because they scold them too much and I don't like that.

Sessions would have run better with more supporting teachers that cared about the students rather than insulting them. Please feel free to ask [Name] about this.

Mixed Comments

Of the 365 comments, 20 (5%) of the total contained both positive and negative comments. Below are a few samples.

We had an excellent experience with [Provider], sadly [Provider] was removed from the list of approved list. My daughter did not receive tutoring after January 07 because of this. We were unable to locate another center in the area that provided transportation.

Weekly progress reports would be great. The convenience of attending tutoring on Saturdays at the closest school was a big plus.

I like the tutoring sessions, but my child needed more time in tutoring.

There were also 65 comments (18%) that were considered neutral. These comments merely made statements or asked questions. Some parents indicated the nature of a disability. Others gave the name of the provider. Some asked questions, particularly about the availability of summer sessions. A few wanted to know if other subjects were taught. Some stated that they hadn't received the services.

Summary of Parent Survey Data

Parents reported high levels of satisfaction with tutoring services; between 74.0 and 81.6 percent agreed with each of the six items measuring satisfaction. They also reported that providers complied with their responsibilities for the most part. The majority also agreed with the items concerning the impact of tutoring. Parents were generally very positive about the SES experience, with at least two-thirds of respondents agreeing with each of the survey items.

The plurality of parent comments was positive. These comments centered on the SES experience, the tutors, and the impact of tutoring. Over one-third of comments were negative, however. These comments covered various topics including issues with pedagogy, tutors not appearing for lessons, providers not delivering services, and communication problems.

Findings from Student Survey

Middle school and high school students receiving SES during the 2006-2007 school year returned 1,198 student surveys. A few students did not provide complete identification information about providers, school systems, and/or schools, but they did identify 75 different SES providers and 53 schools systems.

Students responded to 10 questions on the survey and were asked to provide demographic data as well. Of the student surveys completed, 236 included comments. However, in examining the comments, it appeared that 48 survey comments were completed by parents because these were identical to comments on some of the parent surveys; these comments were not eliminated from the evaluation.

Demographic data are displayed in the following tables. Approximately 87% of the 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 2006-07.

Student's Grade in School

Child's Grade	#	%	School Level %
6 th	370	30.9	Middle School (6 th - 8 th) 1,039 86.7%
7 th	342	28.5	
8 th	327	27.3	
9 th	48	4.0	High School (9 th -12 th) 143 11.9%
10 th	51	4.3	
11 th	31	2.6	
12 th	13	1.1	
No Response	16	1.3	
Total	1,198	100.0	

The greatest percentage of students (78.0%) received tutoring in math. Over half (55.4%) of the students reported receiving tutoring in reading, while 36% reported that they received tutoring in language arts.

Subjects in which Student Received SES Instruction

Subject of SES Instruction	% Receiving
Math	78.0%
Reading	55.4%
Language Arts	36.3%

Respondents were evenly divided by gender; 49.4% of the students are male and 48.9% are female, with 1.7% not responding. The majority of students (74.5 %) are black. Hispanic students account for 8.5% of the student respondents. Only 9.7% of students reported that English is not their native language. There was a non-response rate of 2.7% to the native

language question. The table below shows that 10.6% indicated they had a disability; however, 18.4% did not respond to the question.

Gender, Ethnicity/race, Language, Disability

Gender	Percent
Male	49.4%
Female	48.9%
No Response	1.7%

Ethnicity/Race	Percent
Asian-Pacific	1.4%
Black	74.5%
Hispanic	8.5%
Native American	0.7%
White	8.1%
Multi-Racial	3.5%
No Response	3.3%

English as Native Language	Percent
Yes	87.6%
No	9.7%
No Response	2.7%

Student has a Disability	Percent
Yes	10.6%
No	71.0%
No Response	18.4%

One-eighth (12.6%) of the students reported that they had worked with the same provider for two years. However, 37.7% gave no response and 4.8% indicated they were not sure.

Use of Same Provider for Two Years (2004-05 and 2005-06)

Survey Item	Yes	No	Not Sure	No Response
Did you work with the same provider last school year?	12.6%	44.8%	4.8%	37.7%

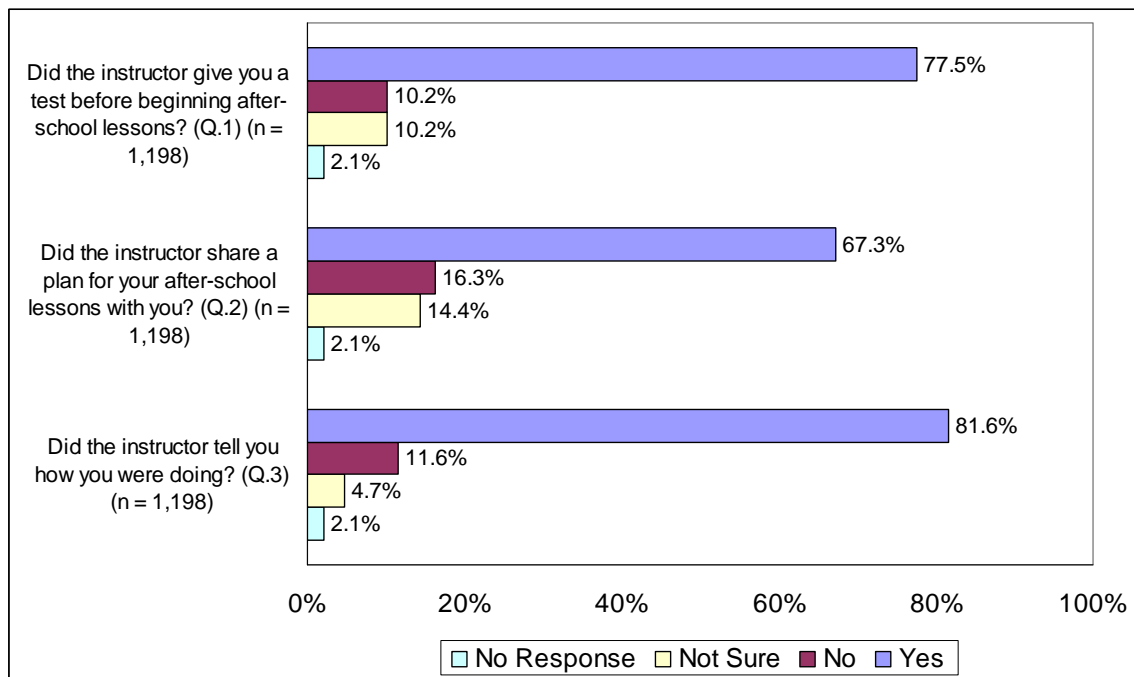
Compliance

Like the parent survey, questions on the student survey were grouped into three areas: compliance, impact, and satisfaction. The first three 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 first three questions. A total of 77.5% of students indicated that the instructor had administered a test before beginning the after-school lessons. Only 10.2% said there was no pre-test, however, 10.2% were not sure. While instructors are supposed to share a plan with the student for the after-school lessons, only

67.3% indicated they had seen a plan, however, 14.4% were not sure. Students indicated that the providers/instructors are doing a good job in telling students how they are doing. Approximately 81.6% of the students indicated they had received feedback.

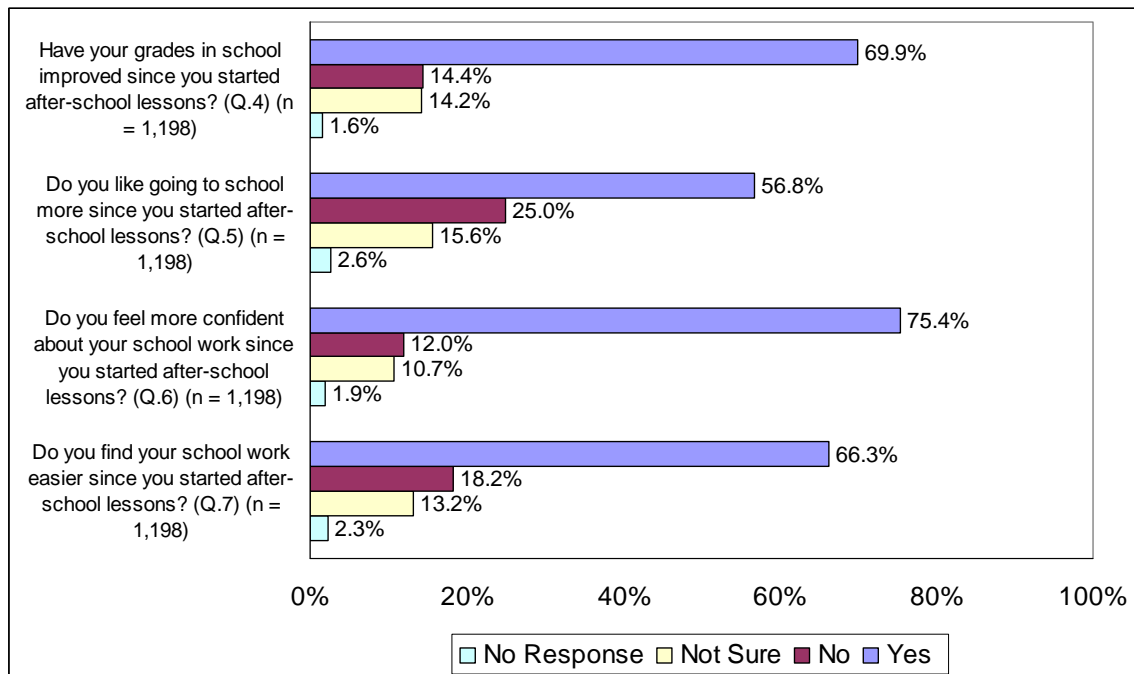
Survey Items on Compliance (n = 1,198)	Yes	No	Not Sure	No Response
Did the instructor give you a test before beginning after-school lessons? (Q.1)	77.5%	10.2%	10.2%	2.1%
Did the instructor share a plan for your after-school lessons with you? (Q.2)	67.3%	16.3%	14.4%	2.1%
Did the instructor tell you how you were doing? (Q.3)	81.6%	11.6%	4.7%	2.1%



Impact

Students responded to four questions regarding the impact of SES tutoring on their regular school experiences. When asked if their grades in school have improved, 69.9% said “yes,” 14.4% said “no,” and 14.2% were not sure. When asked if they like going to school more, 56.8% said “yes,” but 25% said “no,” and 15.6% were unsure. Students were asked if they felt more confident about their school work since they started receiving the tutoring. In response, 75.4% indicated they did feel more confident; only 12% said “no,” and 10.7% were not sure. The final question about impact asked students if their school work was easier since they started the after-school tutoring: 66.3% indicated that it was easier, while 18.2% indicated it was not easier, and 13.2% were unsure.

Survey Items on Impact (n = 1,198)	Yes	No	Not Sure	No Response
Have your grades in school improved since you started after-school lessons? (Q.4)	69.9%	14.4%	14.2%	1.6%
Do you like going to school more since you started after-school lessons? (Q.5)	56.8%	25.0%	15.6%	2.6%
Do you feel more confident about your school work since you started after-school lessons? (Q.6)	75.4%	12.0%	10.7%	1.9%
Do you find your school work easier since you started after-school lessons? (Q.7)	66.3%	18.2%	13.2%	2.3%

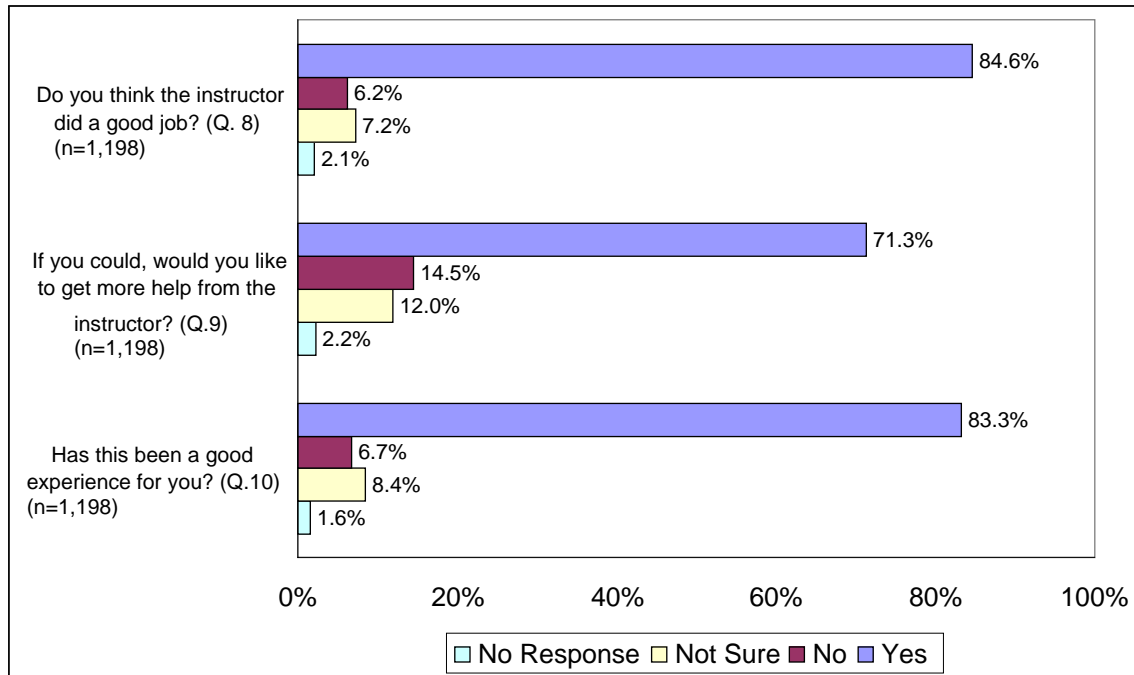


Satisfaction

Students were asked three questions about their satisfaction with the SES experience. The majority of student respondents indicated that they were satisfied. When asked if the instructor had done a good job, 84.6% answered yes; 7.2% were not sure and only 6.2% answered no. When asked if the student would like to receive more help from the after-school instructor, 71.3% said yes, 14.5% said no, and 12% were not sure. The final question asked if this tutoring had been a good experience. In response to this question, 83.3% said “yes.” Only 6.7% said “no,” and 8.4% were unsure.

Survey Items on Satisfaction (n = 1,198)	Yes	No	Not Sure	No Response
Do you think the instructor did a good job? (Q. 8)	84.6%	6.2%	7.2%	2.1%
If you could, would you like to get more help from the instructor? (Q.9)	71.3%	14.5%	12.0%	2.2%

Survey Items on Satisfaction (n = 1,198)	Yes	No	Not Sure	No Response
Has this been a good experience for you? (Q.10)	83.3%	6.7%	8.4%	1.6%



Student Comments about Providers

Students were offered an opportunity to comment through the final survey question which asked: Is there anything else you would like us to know about this provider or this instructor?

Of the 1,198 student surveys, 236 (approximately 20%) included written comments. Analysis of these comments showed that 56% (132) of the comments were of a positive nature while 21% (49) were of a negative nature. Approximately 6% (15) of the comments were categorized as mixed as they contained both positive and negative comments. The remaining 17% (40) of the comments were neutral. It was clear upon examination that approximately 4% of the comments were written by the parent as the comments began with or included a phrase such as “my child” or “my daughter/son.”

Positive Comments

The positive student comments in some way commended the tutors and providers, expressed students’ appreciation for the experience, recommended other students become involved, or requested that they be able to have the experience again next year.

The majority of the comments praised the tutors.

The instructor is easy to work with. She is very positive and extremely helpful. Each session has been a learning experience for me. In enjoy working with her. She has motivated me to do my best.

He was very patient and made sure I understood what I was doing. He didn't rush over the directions. He took his time and showed me the easiest ways to understand the problem and find the answer.

The instructor I was with did a good job because she never let anyone say what they couldn't do and she always put forth her effort to help us.

She makes math fun and more understandable! She's awesome to work with!

Some of the positive comments specifically cited the helpfulness of the tutors.

She was very nice and she helped me a lot.

She did very good job and easy for me to understand and help me improve my homework. I would highly recommend instructor for next student.

These instructors should be thanked for how well they did the helping us out and I am glad that they helped me [do]better in math. I enjoyed being there.

Some students expressed their appreciation in very simple phrases.

I really appreciated the help.

Thank you very much for having an excellent program.

Many of the comments spoke to the impact of the SES program.

If I needed help with homework they would help me! Since they helped me with better test taking strategies, my test grades have gotten a lot better, [not] just in math.

She did a good job because now I am passing all my classes.

I passed the GHSGT.

I passed the graduation tests the first time!

I have fun learning and now [I am] more confident when reading in school.

Other comments were recommendations about SES.

I really enjoyed the sections and I would recommend this to any kid[s] who have school issues.

Hope to get the same provider next school session. It would be a pleasure if I can.

Negative Comments

The majority of the negative comments (approximately 35%) referenced the content of the materials and in some cases the pedagogy.

The instructor taught me stuff that had already learned in math. Sometimes he would leave before time.

In math the teacher needs to talk to us more. We did a lot of worksheets.

We haven't did any work in class for me to feel confident or make work easier. We've had CRCT and studying for the CRCT.

I hoped she could have helped me with my reading more.

The tutor was not a math teacher. Concepts taught was a different method from school teacher which was confusing.

The students also provided negative comments about tutors.

Teacher often made negative comments. She stated she did not like me.

More enthusiasm. Help him open up. Need phonics for reading. I expected more from the company than was promised.

She did not do her best.

Other comments were made about tutor absences.

The Provider miss too many days.

She would sometimes walk out or not show up without calling. She would walk off and leave me. But I enjoyed the program.

The instructor never showed up.

There were also comments (most likely by parents) about communication.

I was very dissatisfied with [Provider] this year. I have been a client before & have never had problems. I was told by my son was a complaint issue by one of your workers this year. I was not told about this from your worker, nor was it brought to my attention before it was told at a meeting to everyone there by the assistant principal.

The final evaluation on test results were never given to the parents.

There were additional complaints about computer problems for those using on-line providers.

Mixed Comments

There were 17 comments that were categorized as mixed, i.e. having both positive and negative elements. Below is a sampling.

[Provider] was a wonderful teacher. I had lots of fun with him. [Provider] was an OK experience for me. It taught me ...that I could use in life but [Provider] became very boring and I stopped liking it.

She's good, just didn't come regular.

She was great at the beginning of the programs but she began to slack off and I haven't heard from her in 8 weeks. She just stopped coming.

Neutral Comments

Forty comments were considered to be neutral statements. These comments provided additional demographic information such as specific disability, ethnic background, and personal history. Some respondents commented that they had never started the SES program. A few asked questions such as availability of tutoring in additional subjects and the possibility of summer sessions.

Summary of Student Survey Data

Students displayed high levels of agreement with the satisfaction and compliance items. The majority agreed with the impact items, but not to the same extent as the other two groups of questions. The majority of respondents agreed with each statement in the survey. The lowest level of agreement (56.8%) was for the item which asked if students enjoyed going to school more since starting SES.

More than half of the comments students made were positive. Positive comments outnumbered negative ones by more than a two to one margin. The positive comments tended to focus on the qualities of the tutors and the results of tutoring. Negative comments touched on several areas including materials and pedagogy, tutor performance, tutor absences, and communication between tutors and parents.

Findings from SES Provider Survey

Providers were asked to complete a survey for each school system for whom they provided SES in 2006-07. A total of 237 surveys were received from 54 different SES providers. These respondents represent 56% of the 97 SES providers that school systems reported had delivered SES to schools in 2006-07. Providers completed surveys for 60 different school systems, which is 94% of the 64 different school systems providing SES in 2006-07.

The first survey item asked providers how long they had provided SES for each school system they served. For most respondents (68.4%) this was their first year of providing SES services. However, this statistic may be misleading as some of the providers may be serving several districts; this may be their first year serving some districts but not their first year in business. As the table below shows, only 15 providers (6.3%) have been providing SES for five years.

Survey Question (n = 237)	One year	Two years	Three years	Four years	Five years	No Response
How long has your organization provided SES for this school system? (Q.1)	68.4%	9.3%	8.9%	6.8%	6.3%	0.4%

To facilitate discussion of the findings, the remaining 22 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.

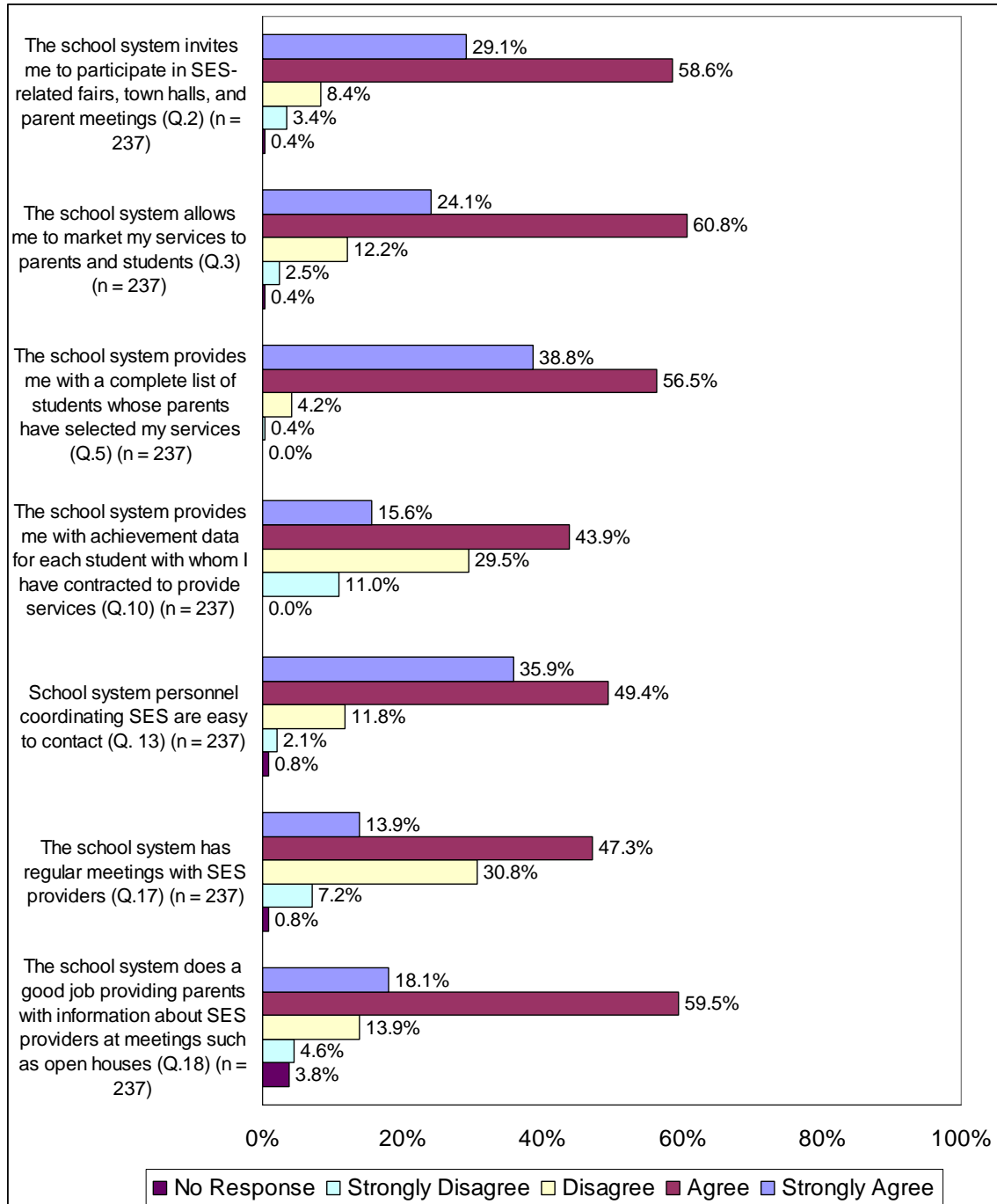
Interaction with Stakeholders

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, 87.7% of the respondents, either strongly agreed (29.1%) or agreed (58.6%) that they had been invited to these activities. In addition, 84.9% either strongly agreed or agreed that the school system allows the provider to market services to parents and students. A lesser percentage (77.6%) either strongly agreed or agreed that the school systems do a good job providing parents with information about SES providers at meetings, such as open houses. Approximately 18.5% strongly disagreed or disagreed that system was doing a good job of getting information to parents.

Two survey items concerned the availability of student information. A total of 95.3% of respondents either strongly agreed or agreed that the school system gives providers a complete list of students whose parents have selected that provider's services. However, only 59.5% strongly agreed or agreed that the school system provides achievement data for each student with whom the provider has contracted to provide SES services.

Two survey items concerned communication with the school system Title I office. In response, 85.3% of providers either strongly agreed or agreed that the school system personnel coordinating SES are easy to contact. In addition, 61.2% of providers strongly agreed or agreed that the school system has regular meetings with SES providers.

Survey Items about Interactions (n = 237)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The school system invites me to participate in SES-related fairs, town halls, and parent meetings (Q.2)	29.1%	58.6%	8.4%	3.4%	0.4%
The school system allows me to market my services to parents and students (Q.3)	24.1%	60.8%	12.2%	2.5%	0.4%
The school system provides me with a complete list of students whose parents have selected my services (Q.5)	38.8%	56.5%	4.2%	0.4%	--
The school system provides me with achievement data for each student with whom I have contracted to provide services (Q.10)	15.6%	43.9%	29.5%	11.0%	--
School system personnel coordinating SES are easy to contact (Q. 13)	35.9%	49.4%	11.8%	2.1%	0.8%
The school system has regular meetings with SES providers (Q.17)	13.9%	47.3%	30.8%	7.2%	0.8%
The school system does a good job providing parents with information about SES providers at meetings such as open houses (Q.18)	18.1%	59.5%	13.9%	4.6%	3.8%



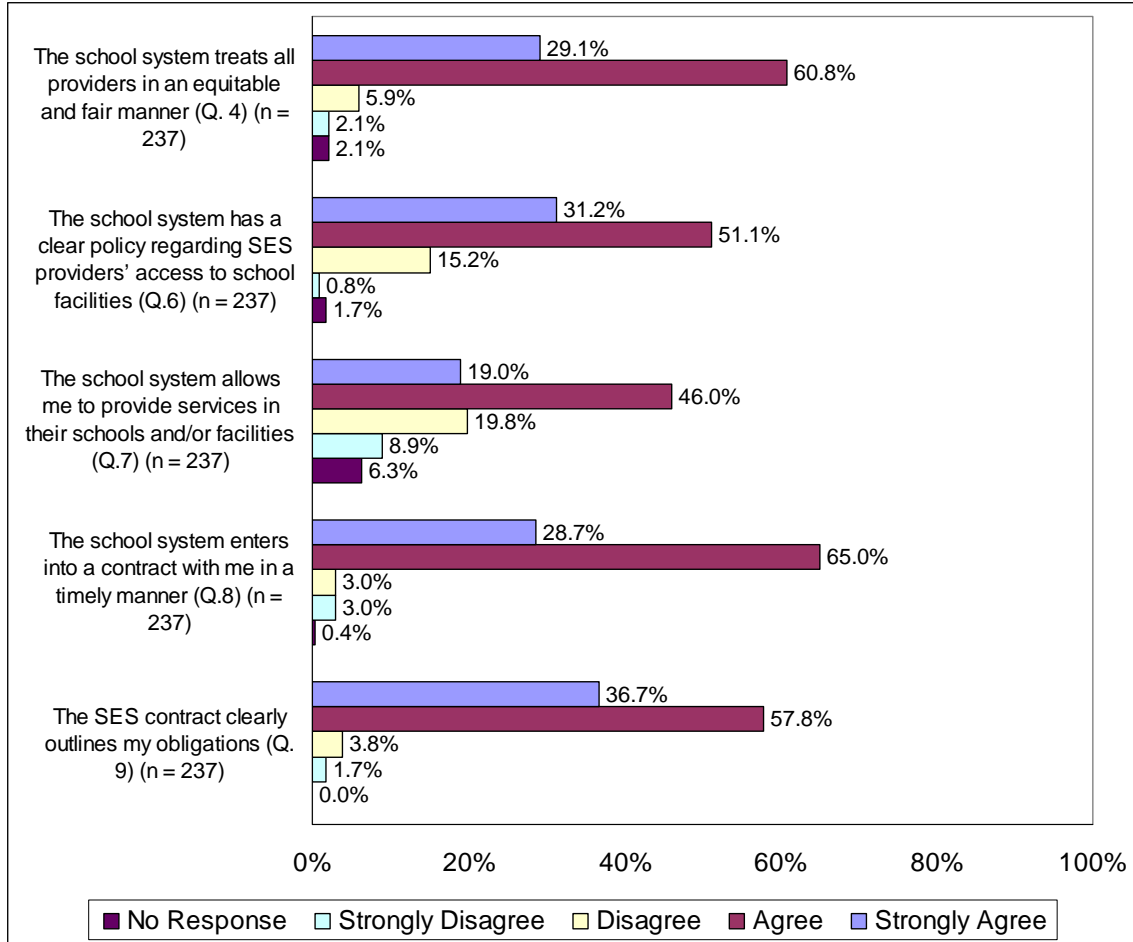
Legal and Contractual Issues

Providers responded to five items dealing with legal and contractual issues related to how the school system administered its contractual and other responsibilities with SES providers. The table below shows complete results. When queried about the system treating all providers in an equitable and fair manner, 89.9% either strongly agreed or agreed. In addition, 82.3% of the respondents either strongly agreed or agreed that the school system has a clear policy on SES provider access to school facilities. Sixty-five percent of the providers either strongly

agreed or agreed that the school system allows them to provide services in their schools and/or facilities.

There was a high level of agreement with both statements regarding contractual issues. Approximately 95% either strongly agreed or agreed that the SES contract clearly outlines the provider's obligations. In addition, 93.7% either strongly agreed or agreed that the school system enters into a contract with the provider in a timely manner.

Survey Items about Legal/Contract Issues (n = 237)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The school system treats all providers in an equitable and fair manner (Q. 4)	29.1%	60.8%	5.9%	2.1%	2.1%
The school system has a clear policy regarding SES providers' access to school facilities (Q.6)	31.2%	51.1%	15.2%	0.8%	1.7%
The school system allows me to provide services in their schools and/or facilities (Q.7)	19.0%	46.0%	19.8%	8.9%	6.3%
The school system enters into a contract with me in a timely manner (Q.8)	28.7%	65.0%	3.0%	3.0%	0.4%
The SES contract clearly outlines my obligations (Q. 9)	36.7%	57.8%	3.8%	1.7%	--

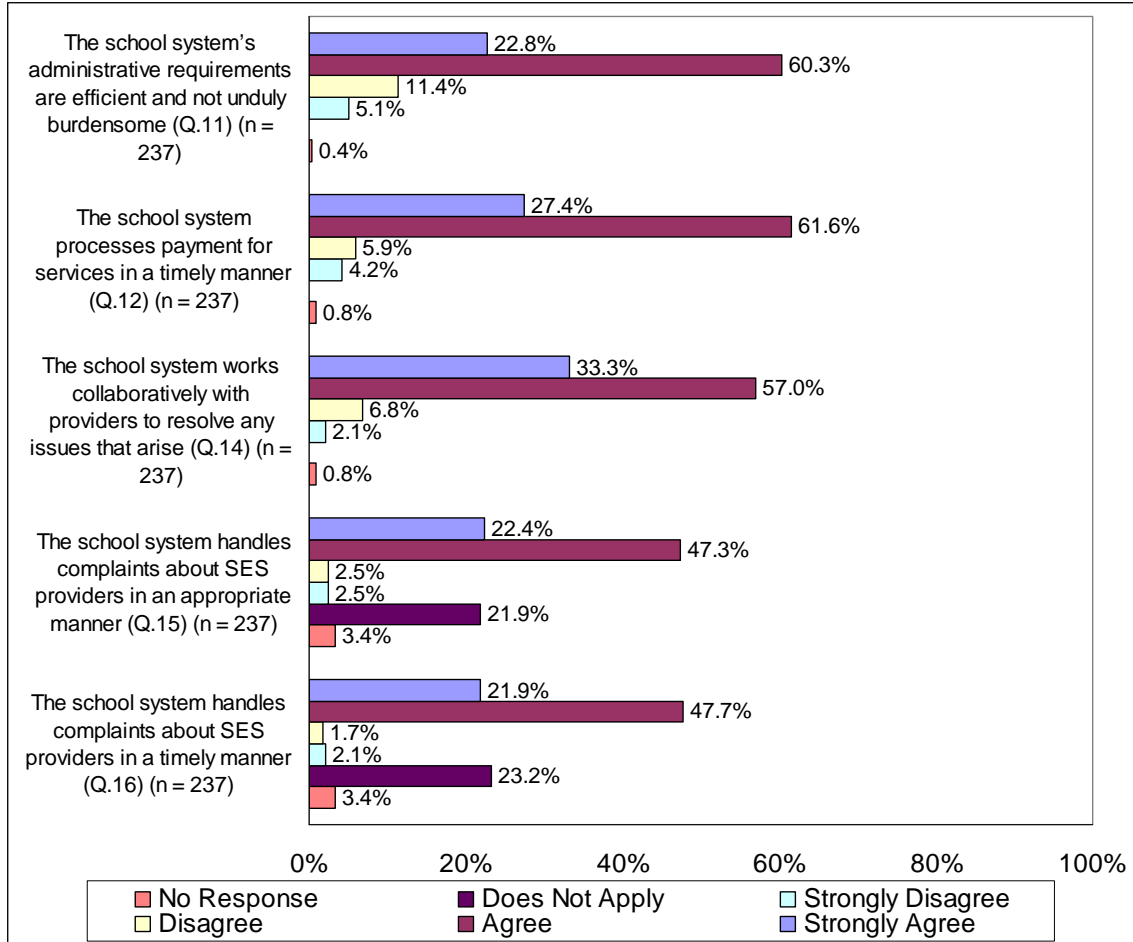


Business Procedures

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. A majority of the providers (83.1%) either strongly agreed or agreed that the school system’s administrative requirements are efficient and not unduly burdensome. An even greater number (89.0%) either strongly agreed or agreed that the system processes payment for services in a timely manner. In addition 90.3% of providers strongly agreed or agreed that the school system works collaboratively with providers to resolve any issues arise.

Two statements concerned the resolution of complaints about the SES providers. The table below shows that approximately one-fifth of responses indicated that there were no complaints about the provider to the system in question (the “Does Not Apply” column.) Only 5.0% of the providers strongly disagreed or disagreed with the statement that the system handles complaints about SES providers in an appropriate manner. Even fewer (3.8%) strongly disagreed or disagreed that the school system handles complaints about SES providers in a timely manner.

Survey Items about Business Procedures (n = 237)	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply	No Response
The school system's administrative requirements are efficient and not unduly burdensome (Q.11)	22.8%	60.3%	11.4%	5.1%	n/a	0.4%
The school system processes payment for services in a timely manner (Q.12)	27.4%	61.6%	5.9%	4.2%	n/a	0.8%
The school system works collaboratively with providers to resolve any issues that arise (Q.14)	33.3%	57.0%	6.8%	2.1%	n/a	0.8%
The school system handles complaints about SES providers in an appropriate manner (Q.15)	22.4%	47.3%	2.5%	2.5%	21.9%	3.4%
The school system handles complaints about SES providers in a timely manner (Q.16)	21.9%	47.7%	1.7%	2.1%	23.2%	3.4%



Evaluation and Monitoring

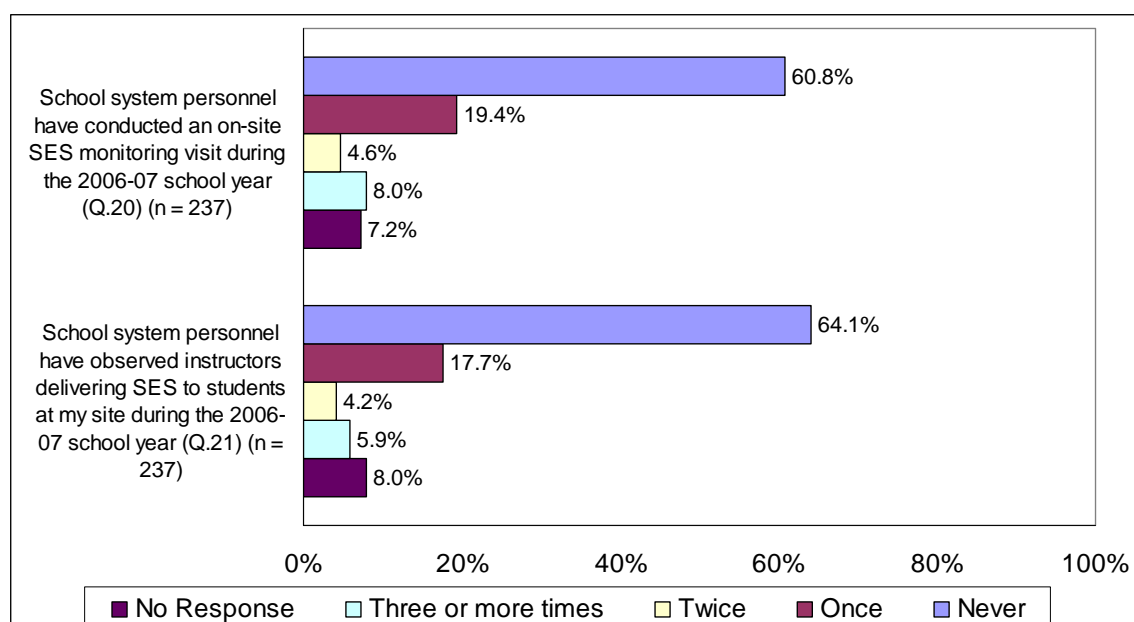
The next set of statements addresses evaluation and monitoring of the provider by the school system. The tables below show complete results. The first statement concerned the review of the provider's instructional materials. Approximately two-thirds (68.4%) either strongly agreed or agreed that the school system personnel reviewed the provider's instructional materials and provided feedback as necessary.

Survey Statement (n = 237)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
School system personnel have reviewed our SES instructional materials and provided feedback as necessary (Q.19)	14.8%	53.6%	26.6%	4.6%	0.4%

Providers were asked how many times school system personnel conducted an on-site monitoring visit during the 2006-2007 school year. The majority (60.8%) indicated that they never had an on-site visit. About one-fifth (19.4%) indicated they had one site visit, 4.6% reported two visits, and 8% indicated three or more visits.

Approximately two-thirds of responses (64.1%) indicated that school system personnel had not observed instructors delivering SES to students at the provider's site during the 2006-2007 school year.

Survey Statement (n = 237)	Never	Once	Twice	Three or more times	No Response
School system personnel have conducted an on-site SES monitoring visit during the 2006-07 school year (Q.20)	60.8%	19.4%	4.6%	8.0%	7.2%
School system personnel have observed instructors delivering SES to students at my site during the 2006-07 school year (Q.21)	64.1%	17.7%	4.2%	5.9%	8.0%

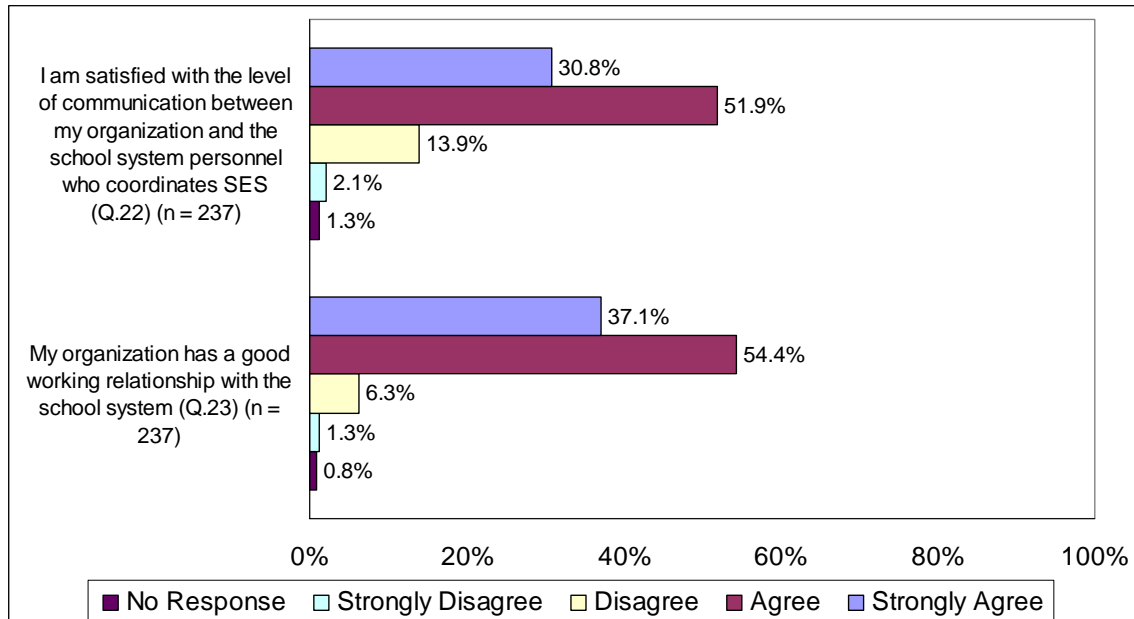


Satisfaction

The final two items in the survey concerned overall satisfaction in working with the school system. A large majority (82.7%) of the respondents 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. In addition, 91.5% either strongly agreed or agreed that their organizations have a good working relationship with the school system.

Survey Items about Satisfaction (n = 237)	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.22)	30.8%	51.9%	13.9%	2.1%	1.3%

Survey Items about Satisfaction (n = 237)	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
My organization has a good working relationship with the school system (Q.23)	37.1%	54.4%	6.3%	1.3%	0.8%



Comments by Providers

Providers were asked if they had other comments about SES. Of the 237 completed surveys, 68 (28.7%) included comments. Analyses of the comments determined that 22 (32%) were positive in nature; 24 (35%) were negative; 8 (12%) were a mixture of both positive and negative comments; and 14 (21%) were neutral statements.

Positive Comments

The majority of the positive comments centered on the support the district and/or Title I Director gave the providers and the program. Some representative comments follow.

We will miss [Director] when she retires. She was the most supportive Title I Coordinator we worked with this year.

Referred students for tutoring through the last month of school, so very proactive school district.

[District] makes excellent use of Title I funds to assist students in need. They are conscientious and caring at all levels.

[District] has been supportive of us and has helped us contact students and encourage attendance.

[District] allocated funds to hire a part-time employee whose only job is to work with SES. This contact facilitates collaboration between provider and school leading to a

more effective program. This was by far the best county to work with. I wish more school districts would embrace its processes and procedures.

Other positive comments spoke of the very positive relationship and ease of working with the districts.

Easy to work with, and gave great detail on the student's learning objectives created by the teachers. Went above and beyond to make the experience work smoothly.

[District] is by far one of the easiest places in reference to working with the teachers and principal. They are very accessible and informative. We have had no problems with this school district.

Negative Comments

The negative comments centered on inequitable treatment and burdensome paperwork. About half of the comments concerned inequitable treatment.

[District] had their Provider Fair at 5 pm when most parents are working, or just getting off from work. The other school systems had their Provider Fairs at 7 pm. They did not give the Providers advance notice. Only one provider was allowed at the school, and it was done by a "drawing" but there was no way to make sure it was legitimate.

Selectively invited SES providers to certain school fairs. Fliers delivered to the schools were not distributed to parents; instead, the schools promoted their own after school programs.

Too many parents have contacted us as a result of word of mouth information from parents of enrolled students. While we certainly appreciate the referrals, the general consensus of parents seem to be "no one told me about the free tutoring services available through SES." Additionally, it is apparent that the LEA, also an SES provider, is not operating equitably by allowing local schools to "lure" parents to their programs through regular on-site marketing, yet providers are prohibited from allowing parents to enroll students during the on-site provider fairs. This appears to be a double standard designed to benefit the LEA. Parents should not be discouraged, by local school staff, from enrolling students with a non LEA provider. Parents should be allowed to enroll students during the provider fair. Not to do so somewhat defeats the purpose of the fairs.

A large number of negative comments concerned burdensome paperwork.

We had several problems with [District] this year. They require a lot of un-needed paperwork.

Hostile rules for parents who select online tutoring. For instance, digitally-signed learning plans, attendance sheets, and compacts are not accepted.

Too much micro-managing. (1) If anyone other than the person who completed the student's Request for SES form signed the student's Record of Attendance we had to "attach a note" explaining why. (2) Wanted their Criminal Background Check form completed by and mailed from the actual agency instead of accepting a statement from us that checks had been done. Made attendance at provider fairs mandatory to be

assigned students, yet, attendance was not accurately reported because the sign-in roster was not given to every provider at the fairs, which I felt was biased.

Mixed Comments

Eight providers submitted comments that included both negative and positive. Sample statements follow.

Overall, [District] office has been great to work with. As a first time provider my experience was good. [Title I Director] and her staff are great. I would like to see checks come in with 2 weeks as opposed to within 45 days. On average it has taken 2-3 weeks. Would like to be in contact with the teachers more. We emailed them and they never responded. Teachers should be more familiar with us and should be made aware of the SES providers and be more willing to share information on their students we are tutoring.

As a SES Provider, the relationship with the school district personnel is great. However, my problem is with individual schools. The school counselors, graduation coaches, and administrators often do not welcome SES providers. Of the 8 high schools in [District] there was only one school that welcomed our services. At the Provider Fair at [school], the assistant principal said "We don't need your services. We have a program that is working for our students." No students registered for our services from [school] this year.

My experience with [District] has been good. However, for the summer program, it would been nice to invite SES Providers to the schools on the days the school system was registering students for the summer program that the school system was offering at Title I schools. Several students registered for our program but opted-out when they were offered tutoring at the school during the summer. In my opinion, this was unfair because as a SES Provider, our company was given an opportunity to speak with parents about the benefits of our program.

Neutral Comments

Fourteen providers submitted comments that were considered to be neutral. Two comments expressed concerns about the survey instrument. (One provider who serves multiple districts submitted the identical comment on each survey.) Both requested additional response options on the survey to address variation in service delivery for some types of providers. This issue needs to be addressed in survey revisions prior to the next round of SES data collection.

Other comments simply told the number of students the provider had served and/or contracted with, or that they were unaware of monitoring.

Summary of SES Provider Survey Data

In general, providers rated school systems highly on the survey items. In particular, 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. Even the items with the lowest numbers, concerning providing student achievement data and having regular meetings with the providers, were endorsed in approximately sixty percent of responses.

Respondents provided nearly equal numbers of positive and negative comments. The positive comments mainly complimented school systems for being well organized and the quality of the relationship between the provider and the system. The negative comments focused on inequitable treatment among providers by the system and the burden of paperwork.

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, parents, and middle and high school students who had direct experience with SES in 2006-2007. These surveys were designed to gather feedback from parents, students, 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 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 83,923 students eligible for SES in Georgia in the 2006-07 school year, parents requested services for 14,009 (16.7%) and 10,564 (12.6%) received services. These percentages represent increases from the previous year, in which 14.0 percent requested services and 10.4 percent were served.

Further study is needed to determine why more eligible students are not enrolling in SES. Administrative practices need to be examined to insure that they facilitate student enrollment in SES and do not in some way hamper student access. Comments from the surveys provide some clues. Only a few comments mentioned transportation, but those who did not choose to participate in SES have not had the chance to tell us if they would participate if transportation were provided. There does seem to be a problem with finding and retaining tutors for the SES programs. While there were many parent and student comments praising the instructors, there were also many comments complaining about the tutors. There also seems to be a discrepancy between the provider signing a contract and actually following through with providing the services. More information is needed about why this is occurring and how to address it. Determining barriers to participation should become a greater focus in future studies of the SES program.

Another possible reason for eligible students not requesting SES is that they are already participating in other after-school programs. The state should consider how to collect 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.

Title I Directors from the 64 school systems in which students received SES also completed surveys about 97 providers which served their systems. Fifty-four (55.7%) of those providers, in turn, completed surveys about the districts they served. Those 54 providers accounted for approximately two-thirds (65.7%) of students who were served.

Similar numbers of parent and student surveys were completed. The parent surveys returned represented about one-ninth of all students who were receiving SES, while the student surveys returned represented about one-eighth 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 and/or reading assistance and attended middle school.

To summarize the survey results across the three surveys which rated providers, individual items were regrouped 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.

Item Category	Directors (% Agree + Strongly Agree)	Parents (% Yes)	Students (% Yes)
Communication & Interaction with School System	85.7%	n/a*	n/a*
Compliance/Service Delivery	84.8%	75.6%	75.5%
Satisfaction	82.7%	78.6%	79.7%
Impact	n/a*	71.9%	67.1%
Monitoring Results	92.3%	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. Parents and students were in general agreement about providers, with a large majority agreeing with most of the statements. Both groups had their highest ratings for satisfaction and their lowest for impact. Parents and students also had similar results on individual items that were common to both surveys.

The majority of parent respondents indicated high levels of agreement that the providers were in compliance, that they saw impact of the program on their children, and that they were satisfied. There were similar numbers of positive and negative comments associated with the providers. Some parents thought the programs were well organized, the students were improving, and the parents themselves were satisfied. Areas of criticism concerned providers who did not follow through on contracts, irregular attendance of tutors, and tutors who stopped coming.

Students also rated providers as having high levels of compliance, impact, and satisfaction. Among impact items, the highest level of agreement was with the item asking if they feel more confident about their school work, and the lowest level of agreement was with the item asking if they like school more since beginning SES. They expressed high levels of satisfaction with the instructors and the overall experience. The majority of the student comments were positive, and most of those comments validate the high levels of satisfaction with the instructors. Negative comments indicated dissatisfaction with instructors and instructional materials.

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 clear areas in which some providers need to improve. Both parents and students expressed concerns about the appropriateness of the materials used, whether providers actually delivered enough tutoring, and individual tutors missing lessons.

Providers and Title I Directors were very complimentary of one another. More than 77 percent of director surveys agreed or strongly agreed with all of the items. Similarly, more than 68 percent of provider responses agreed or strongly agreed with all but three of the items. Lower levels of agreement were indicated for receiving individual student achievement data from the system (59.5%), for systems holding regular meetings with providers (61.2%), and use of school system facilities (65.0%).

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 38.1 percent of providers and observed instruction by 35.8 percent of providers. The providers put these numbers at 32.0 percent and 27.8 percent, respectively. Directors gave high ratings to the providers they did visit; the lowest level of agreement with any of the monitoring items was 88.5 percent.

While almost all systems performed monitoring for at least one provider, only a small percentage of all individual providers were visited. Increasing the percentages would not only be a wise management practice, but might also address the issues pointed out in the comments of the various stakeholder groups. In addition, directors noted difficulties in monitoring on-line providers due to the nature of their model of service delivery. Issues related to monitoring should be addressed in greater depth to insure that students receive the help they need and that stakeholders can work together effectively.

APPENDIX A

Correspondence and Survey Instruments

To: Title I Directors
From: Clara Keith
Re: Title I Supplemental Educational Services (SES) Evaluation Surveys
Date: March 21, 2007

As you begin making preparations for the end of the school year, it is once again time to collect information regarding Title I Supplemental Educational Services (SES). As part of the statewide evaluation of SES, the Georgia Department of Education (Department) is continuing to work with the University of Georgia (UGA) to assess the quality and effectiveness of SES providers. This evaluation helps the Department meet federal monitoring requirements for SES in Georgia.

The 2006-07 evaluation of SES providers and services will involve collecting information both on-line and via paper surveys from the following SES participants: (1) parents, (2) middle and high school students, (3) Title I directors, and (4) providers.

All systems with schools that were required to offer SES will be asked to submit annual system-level data about SES in 2006-07 via an online survey. If your system worked with any SES providers this year, you also will be asked to complete an online survey evaluating each provider and to distribute paper surveys to students receiving SES and to their parents. We will need your help to ensure that parent and student surveys are properly distributed in a timely manner. Specific instructions, timelines, and materials needed for administering these surveys will be provided to you by the UGA evaluators within the next few days.

In addition to the evaluation surveys by UGA, our Title I Office SES staff will be requesting that you submit to the Department individual IDs and related student-level information for each student receiving SES at any school in your system during the 2006-07 school year. This student data will be used to assess provider contribution to student academic progress, as required by federal legislation.

Thank you for your help with this matter. Your full cooperation is requested to assist our evaluators in collecting complete and accurate information needed to inform us about the services being provided to the children of Georgia. I appreciate the additional time and effort on your part to assist us with this data collection effort and for all of your work with Supplemental Educational Services throughout the year.

If you have questions about the survey administration process after you have received the mailing from UGA, please contact Dr. Dorothy Harnish at 706-542-4690 or harnish@uga.edu.

Sincerely,

Clara J. Keith
Title I Director

cc: Dr. Dottie Harnish, UGA
Ms. Jana Thompson, UGA
Ms. Dawn Ferguson, Title I Office

To: Title I Directors
From: Dorothy Harnish, UGA Evaluation Team for SES
Re: Title I Supplemental Educational Services (SES) Evaluation Surveys
Date: April 9, 2007

As part of the statewide evaluation of Title I Supplemental Educational Services (SES) Providers for the Georgia Department of Education and federal monitoring requirements, this spring we will again be collecting information from various stakeholders regarding their experiences with the SES Providers. This data collection will focus on SES Providers who have been working in Georgia during the 2006-07 school year.

The purpose is to identify client satisfaction with quality of services, extent of provider compliance with requirements of NCLB legislation for SES, and perceived impacts on student learning and achievement. Questionnaires have been developed for four groups:

- Parents of students receiving SES in 2006-07,
- Students in middle school and high school receiving SES in 2006-07,
- Title I Directors in systems/schools required to offer SES in 2006-07, and
- SES Providers serving students in Georgia during 2006-07.

We 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;
- Identify SES middle school and high school students who should receive a questionnaire; and
- Prepare and distribute survey packets for identified parent and student participants (questionnaires will be returned directly to UGA).

Specific directions and deadlines for administering these surveys are attached.

We also need to have you complete an online Title I Director survey yourself for each SES provider working with your system in 2006-07, and to provide data about SES in your system this past year.

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 this task and will work with you in whatever way we can to minimize the impact on you and the schools. We know this is a busy time for everyone. Thank you for your assistance.

Cc: Clara Keith, Title I Office, GDOE

DIRECTIONS FOR ADMINISTRATION OF SES EVALUATION SURVEYS

PARENT SURVEY & MIDDLE/HIGH SCHOOL STUDENT SURVEY	System sends surveys to parents no later than: <u>Friday, April 27, 2007</u>	Parents return completed surveys to ORG by <u>Friday, May 18, 2007</u>
--------------------------------------------------------------------------	----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

The materials that were sent by UGA to your system for the parent and student survey distribution include:

- SES parent survey (English and Spanish language version)
- SES student survey for 6th through 12th graders,
- Two parent informational letters (English and Spanish language version)
 - one letter for parents of K - 5th graders (whose students **will not be** completing a student survey)
 - one letter for parents of 6th - 12th graders (whose students **will be** completing a student survey), and
- List of the names and identification/code numbers of the SES Providers serving your school system (from the GADOE approved listing of SES Providers for each system)

Please follow the directions below for preparing the parent survey packets. The parents and students will complete the survey and mail it back directly to the University of Georgia. The parent letter includes instructions on how to fold and seal the survey. No envelope or postage is necessary. The backs of the one-page surveys contain the return address and pre-paid postage.

The parent packets may be distributed through the students' home schools or may be mailed to the parents. If parent packets are distributed through the students, please stress to students the importance of giving this information to their parents.

Instructions for Preparation of Survey Packets for Distribution to Parents:

Step 1:

Identify all of the SES Providers who worked with students in your system during the 2006-07 school year.

Step 2:

For each Provider, list the students served.

Step 3:

Prepare a master document for each SES Provider by doing the following:

- Write the Provider name and code in the space provided on the **parent survey**, using the assigned Provider identification name and number from the attached listing. The parent of each student receiving SES with this provider should receive a survey to complete.

- If the Provider is serving students in middle or high schools, write the Provider name and code on the **student survey** for students in **6th – 12th grade**, using the assigned provider identification name and number from the attached listing. (Students in grades K - 5 will not receive a survey).

Step 4:

Make copies of the master parent survey form for each Provider in sufficient numbers to distribute to parents of all students served by the identified Provider.

For middle and high school students, make copies of the master student survey form for each Provider in sufficient numbers to distribute to all 6th – 12th grade students served by the identified Provider.

Be sure to copy both sides of the survey on a single page (survey questions on one side and the return mail address information on the other side).

Step 5:

Prepare SES survey packets to distribute to parents

- The parent packet for **students in grades K-5** should include:
 - Cover letter for K - 5th grade parents, and
 - Two-sided parent survey form coded with the appropriate provider name and identification number.
- The parent packet for **students in grades 6-12** should include:
 - Cover letter for 6th - 12th grade parents,
 - Two-sided parent survey form coded with the appropriate provider name and identification number, and
 - Two-sided student survey form coded with the appropriate provider name and identification number.

(Note: The parent letter for students in grades 6-12 incorporates information about the student survey and serves as a parental permission for students to complete the survey.)

Step 6:

Distribute SES survey packets to parents of all students receiving SES in 2006-07 using whatever method is most efficient and effective for your schools. Parents should receive their survey information **no later than Friday, April 27, 2007**.

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

Jana Thompson, ORG, College of Education, UGA external evaluation team
Phone: 706-542-6334 email: jthomps@uga.edu

Dr. Dottie Harnish, College of Education, UGA external evaluation team
Phone: 706-542-4690 email: Harnish@uga.edu

TITLE I DIRECTOR SURVEYS 1. Provider Survey 2. System SES Data	Survey available on-line beginning: Monday, May 14	Response are due by: Friday, June 8
-------------------------------------------------------------------------------------------	--------------------------------------------------------------	-----------------------------------------------

The system Title I Director SES Provider survey will be available on-line beginning Monday, May 14, 2007. It will remain open for four (4) weeks for you to submit your responses.

You will need to complete a separate survey for each SES provider who worked with schools in your system in 2006-07.

In addition, a second survey form on the same website will be used to collect summary data on SES in your system during 2006-07 that is required by GDOE for federal reporting. You will need to complete this brief survey for your system information, as well as the provider surveys.

You can access this online survey through the Internet at the following address beginning Monday, May 14:

<http://www.coe.uga.edu/ORG/facilitate/SES/>

Survey responses should be submitted no later than Friday, June 8, 2007.

If you have questions about the surveys or the survey administration process and timeline, please contact either Jana Thompson, UGA, at 706-542-6334 or jthomp@uga.edu or Dr. Dorothy Harnish, UGA, at 706-542-4690 or harnish@uga.edu.

Thank you for your help with Georgia's efforts to evaluate the quality and effectiveness of the Supplemental Educational Services being provided to the students in our state.



Title I Supplemental Educational Services (SES) Title I Director Surveys 2006-2007 School Year

The University of Georgia, on behalf of the Title I office of the Georgia Department of Education, is collecting information as part of the evaluation of SES Providers that is required by federal legislation. The purpose of the evaluation is to understand how SES is being used by each school system and to assess the quality and effectiveness of SES provided to students in 2006-07 in order to make improvements where necessary. As the Title I Director in a system that was required to offer SES this year, your experience with the SES Providers offers a valuable perspective on SES.

This evaluation consists of two separate surveys:

1. Summary of System SES Information
2. SES Provider Survey

Your answers to the Provider survey will be kept confidential and your name and the name of your system will never be connected to any specific information that you include in a questionnaire. The results of the surveys will include the responses from Title I directors across Georgia and will only be reported in the aggregate. All surveys need to be completed no later than **Friday, June 8, 2007**.

This site is set-up so that you are able to complete the **System Survey** and then complete a separate questionnaire for each **Provider** who has delivered SES instruction to eligible students in your system during the 2006-2007 school year. Each provider has been assigned a unique ID for your system. These are listed in the [List of Provider IDS \(click here to open list\)](#) and are the same as the ones you used to identify a Provider for the parent surveys earlier this spring and that you will use to report the test scores for eligible students to GDOE. **You will need to complete a separate survey for each Provider** that was used by students in your system during the 2006-07 school year.

To complete the **System Survey**, select the “**System Survey**” button below. You are required to complete and submit a System Survey even if there were no students in your system who actually received SES this year. Please enter the information for: 1) Number of schools in your system required to offer SES in 2006-07 and 2) Number of students in your system who were eligible for SES in 2006-07. If there were no parent requests, all other information can be entered as 'zero'.

After you complete the System Survey, click on the Save and Submit button at the end of the questionnaire. When your responses have been saved, you will see a page that says, “Your answers have been saved.” On this acknowledgment page, you will see a link to return to the main page, on which you can select the second button “**Provider Survey**.” When the first Provider survey is complete, click on the Save and Submit button. You will then be able to click back to this page, where you can again select the “**Provider Survey**” button to complete surveys for other providers.

You will need to complete each questionnaire at one time, and you can not go back to a specific questionnaire after you “Save and Submit” it. You will be able to come back to this site at a later time to complete surveys about other Providers.

If you have any questions about the questionnaire itself or the procedures for completing it online, please e-mail [Jana Thompson](#) or [Dottie Harnish](#).

**Georgia Title I Supplemental Educational Services (SES)
School System Information Survey
2006-2007 School Year**

School System Information

Information to be completed by Title I Director for the school system. Time period covered by this survey is **August 1, 2006 through May 31, 2007**

Save and Submit Cancel

Please respond to each question by typing the requested information into the space provided. Click on the **Save and Submit** button at the bottom of the survey to save your responses and send them to UGA. If you click on the **Cancel** button or close your browser window **before** using the **Save and Submit** button, your information will **not** be saved.

Please e-mail [Jana Thompson](mailto:Jana.Thompson) with questions about completing this survey.

	Response
School Information	
Name of your school system: <input style="width: 400px; height: 40px;" type="text"/>	
1. Total number of Title I schools in your system required to offer SES in 2006-07	<input style="width: 50px;" type="text" value="0"/>
2. Total number of Title I schools in your system with students receiving SES in 2006-07	<input style="width: 50px;" type="text" value="0"/>
Student Information	
3. Total number of students in your system who were eligible for SES in 2006-07	<input style="width: 50px;" type="text" value="0"/>
4. Total number of students in your system whose parents requested SES in 2006-07	<input style="width: 50px;" type="text" value="0"/>
5. Total number of students in your system who received SES in 2006-07	<input style="width: 50px;" type="text" value="0"/>
Provider Information	
6. Total number of SES providers offering services to students in this system in 2006-07	<input style="width: 50px;" type="text" value="0"/>
7. Total amount of Title I funds paid to all SES providers in 2006-07 (through May 31, 2007)	<input style="width: 50px;" type="text" value="0"/>
8. Will you be spending any SES funds for services during the month of June 2007? <i>(Please select Yes or No)</i>	Please Select <input style="width: 40px;" type="button" value="v"/>
Remember to use the SAVE and SUBMIT button below these questions to record your responses!	

Save and Submit Cancel




















Supplemental Educational Services (SES) SES Provider Survey 2006-2007 School Year

SES Provider Survey Information

A separate survey for **each Provider** used by the system during the 2006-07 school year should be completed by the Title I Director for the school system. Each survey needs to include the unique Provider ID for this system. This ID can be found in a link on the previous page.

Please complete the survey by typing in the space provided or selecting your response from the list to the right of the question. After you complete the survey for one Provider, click on the **Save and Submit** button below the questions to save your responses and send them to UGA. When your responses have been saved, you will see a page that tells you this and provides a link to complete a survey for another Provider. If you click on the **Cancel** button or close your browser window before using the **Save and Submit** your information will not be saved. If you have questions about completing the online survey, e-mail [Jana Thompson](mailto:Jana.Thompson).

	Response
Name of the SES provider:	
<input style="width: 95%; height: 40px;" type="text"/>	
Provider Code (from Provider Code list sent to you for parent survey preparation and linked on the previous page):	
<input style="width: 95%; height: 40px;" type="text"/>	
Name of your school system:	
<input style="width: 95%; height: 40px;" type="text"/>	
Total number of students served by this SES provider in 2006-07:	<input style="width: 60px; text-align: center;" type="text" value="0"/>
<i>Response options are "Strongly Agree-Agree-Disagree-Strongly Disagree" unless otherwise indicated</i>	
1. The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings.	<input style="width: 80%; border: 1px solid gray;" type="text" value="Please Select"/>
2. The provider begins serving students in a timely manner.	<input style="width: 80%; border: 1px solid gray;" type="text" value="Please Select"/>
3. The provider develops goals for each student receiving services.	<input style="width: 80%; border: 1px solid gray;" type="text" value="Please Select"/>
4. The provider furnishes a written description of how each student's progress will be measured.	<input style="width: 80%; border: 1px solid gray;" type="text" value="Please Select"/>

5. The provider submits monthly progress reports for each student.	Please Select 
6. The provider submits invoices only for services rendered.	Please Select 
7. The provider submits invoices for services rendered in a timely manner.	Please Select 
8. The provider is easy to contact.	Please Select 
9. The provider works collaboratively with the district to resolve any issues that arise.	Please Select 
10. Overall, this provider offers quality instructional services to students.	Please Select 
11. Overall, it is easy for our LEA to work with this provider.	Please Select 
12. I would recommend that this provider continue offering SES to students in Georgia.	Please Select 
13. Have you conducted an on-site SES monitoring visit with this provider during the 2006-07 school year? <i>[Yes or No]</i>	Please Select 
14. Have you observed this provider's instruction as part of your monitoring during the 2006-07 school year? <i>[Yes or No]</i>	Please Select 
If your response to #14 is "Yes", please also respond to the following items:	
15. The provider's instruction reinforces the LEA's instructional program.	Please Select 
16. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards.	Please Select 
17. The provider's instructional program is appropriate for students with limited English proficiency, if applicable.	Please Select 
18. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable.	Please Select 
19. The provider develops a learning plan for each student.	Please Select 
20. The provider's instruction is individualized for each student.	Please Select 
21. The provider gives positive reinforcement to each student.	Please Select 
22. The provider gives ongoing feedback to each student.	Please Select 
23. Provider's instructional materials are appropriate for student skill levels.	Please Select 
24. Other comments about this provider?	



Remember to use the SAVE and SUBMIT button below these questions to record your responses!

April 27, 2007

Dear Parent of Elementary School 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.

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 and return it to us. On the back of the survey is our address and prepaid postage. Just fold your survey along the dotted lines on the back so that the UGA address is visible, and tape or staple the edges of the form. No postage stamp is needed; just put it in the mail. We would like to receive your survey by **Friday, May 18**.

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 Jana Thompson at the University of Georgia at 706-542-6334.

Thank you so much for your help.

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

April 27, 2007

Dear Parent of Middle School or High School SES Student,

The University of Georgia is working with the Georgia Department of Education to evaluate the effectiveness of the state's Supplemental Education Services (SES) program. We want to know what you think about the free tutoring your child received this year through this program.

The attached Parent 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.

We would also like students in grades 6 through 12 who received SES services to complete a short survey about their tutor. If you agree to allow your child to complete the survey, please give him/her the enclosed Student Survey form and ask them to mark their response to each question.

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

On the back of each survey is our address and prepaid postage. To return the completed survey, just fold the survey along the dotted lines on the back so that the UGA address is visible on the outside, and then tape or staple the edges of the form to close it. No postage stamp is needed; just put the folded form in the mail. We would like to receive your surveys by **Friday, May 18**.

If you have any questions about this evaluation, please feel free to contact Jana Thompson at the University of Georgia at 706-542-6334.

Thank you so much for your help.

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

Supplemental Educational Services Survey of Parents: Spring 2007

Name of the business or group providing your child's after-school SES instruction (the "provider"):

Provider Code: _____

Did you work with the same provider last school year?
 Yes No Not sure

Please mark ONE response for each question below.

1. Did the provider talk with you about your child's learning needs before beginning the tutoring sessions?
 Yes No Not sure

2. Did you see a copy of the provider's learning plan for your child?
 Yes No Not sure

3. Does the provider give you regular reports about your child's work?
 Yes No Not sure

4. Are these reports easy for you to understand?
 Yes No Not sure No reports

5. Have you been able to ask the provider questions about your child's lessons?
 Yes No Not sure

6. Have you been able to talk to the provider about your child's progress?
 Yes No Not sure

7. Are the sessions the right length of time for your child?
 Yes No Not sure

8. Is it easy to re-schedule sessions when your child has missed one for good reasons?
 Yes No Not sure Does not apply

9. Do you think your child's tutor/instructor is doing a good job?
 Yes No Not sure

10. If you could, would you send your child to this provider again?
 Yes No Not sure

11. Has your child's attitude towards school improved since working with this provider?
 Yes No Not sure

12. Have your child's grades in school improved since working with this provider?
 Yes No Not sure

13. Have your child's reading skills improved since working with this provider?
 Yes No Not sure Does not apply

14. Have your child's math skills improved since working with this provider?
 Yes No Not sure Does not apply

15. Overall, are you satisfied with the quality of this provider's services to your child?
 Yes No Not sure

16. Overall, has this been a good experience for your child?
 Yes No Not sure

17. What school does your child attend?

18. What is your child's grade in school?
 Kindergarten 1st grade 2nd grade 3rd grade 4th grade
 5th grade 6th grade 7th grade 8th grade
 9th grade 10th grade 11th grade 12th grade

19. In which subjects is your child receiving after-school SES instruction?
 Math Reading Language Arts
 Others (please list) _____

20. Is your child male or female?

21. Does your child have a disability?
 Yes No

22. Is your child receiving Special Education at school?
 Yes No

23. Which category best describes your child?
 Black White Asian/Pacific Islander
 Hispanic Multi-racial Native American

24. Is English your child's native language?
 Yes No

Is there anything else you would like us to know about this provider? *Please write your comments below.*

Please fold your survey on the dotted lines on the back of this page so the UGA address is visible, and tape or staple the top edges of the form. No postage stamp is needed. Thanks for your time!

Supplemental Educational Services Survey of Students: Spring 2007

The purpose of this survey is to learn about your experiences with the after-school tutoring you have received this year. Please answer each question below about the instructors with whom you have worked.

Name of the business or group providing your after-school tutoring (the "provider"):

_____ Provider Code: _____

Did you work with the same provider last school year? Yes No Not sure

Name of your school: _____

Please mark one response for each question below.

	Yes	No	Not sure
1. Did the instructor give you a test before beginning after-school lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the instructor share a plan for your after-school lessons with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the instructor tell you how well you were doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have your grades in school improved since you started after-school lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you like going to school more since you started after-school lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you feel more confident about your school work since you started after-school lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you find your school work easier since you started after-school lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you think the instructor did a good job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If you could, would you like to get more help from the instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Has this been a good experience for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What is your grade in school?	<input type="checkbox"/> 6 th grade	<input type="checkbox"/> 7 th grade	<input type="checkbox"/> 8 th grade	<input type="checkbox"/> 9 th grade	<input type="checkbox"/> 10 th grade	<input type="checkbox"/> 11 th grade	<input type="checkbox"/> 12 th grade
12. In which subjects are you getting tutoring?	<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Language Arts	<input type="checkbox"/> Other (please list them): _____			
13. Are you <input type="checkbox"/> male <u>or</u> <input type="checkbox"/> female?	14. Do you have a disability?			<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Which category best describes you?	<input type="checkbox"/> Asian/Pacific Islander	<input type="checkbox"/> Black	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Native American	<input type="checkbox"/> White	<input type="checkbox"/> Multi-racial	
Is English your native language?	<input type="checkbox"/> Yes			<input type="checkbox"/> No			

Is there anything else you would like us to know about this provider or this instructor? *Please write your comments below.*

Please fold your survey on the dotted lines on the back of this page to form an envelope. Be sure that the UGA address is visible. Tape or staple the edges of the form to close it. No postage stamp is needed.

THIS INFORMATION WAS ALSO EMAILED TO YOU ON MAY 4, 2007. IF YOU DID NOT PROVIDE SES TO STUDENTS IN GEORGIA DURING THE 2006-07 SCHOOL YEAR, YOU DO NOT NEED TO COMPLETE SURVEYS.

May 7, 2007

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 2006-07 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 2006-07, as well as to Title I Directors in systems with schools offering SES in 2006-07. We also want to know about your experiences as a SES provider with the school systems where you served students this past year.

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 14th to submit your responses at the following website address:

<http://www.coe.uga.edu/ORG/facilitate/SES/providers/>

Your responses should be submitted no later than Friday, June 8, 2007. 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, or Dr. Dorothy Harnish, UGA, at 706-542-4690 or Harnish@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
Director, Occupational Research Group
College of Education, University of Georgia

Cc: Clara Keith, Title I Director, Georgia Department of Education
Dawn Ferguson, Title I Office, Georgia Department of Education



Georgia Title I Supplemental Educational Services (SES)

Survey of SES Providers Spring 2007

This survey is being conducted by the University of Georgia on behalf of the Title I Office of the Georgia Department of Education as part of the evaluation of Supplemental Educational Services required by federal legislation. The purpose of the study is to assess the quality and effectiveness of SES provided to students in 2006-07 and to make improvements where necessary.

Please complete a separate SES Provider Survey for **each** school system where you provided SES to students during the academic school year beginning **August 1, 2006 through May 31, 2007**.

To begin the survey for the first school system, click on the **Begin the Survey** button. When you **Save and Submit** the first survey, you will be given the option to complete surveys for additional school systems where you provided SES to students this year.

Please e-mail [Jana Thompson](mailto:jana.thompson@uga.edu) in the College of Education at the University of Georgia with questions about completing this survey.

**Georgia Title I Supplemental Educational Services (SES)
Survey of SES Providers
Spring 2007**





















Please complete a separate survey for each school system where you served students. The timeframe covered by this survey is **August 1, 2006 through May 31, 2007**.

Respond to each question by typing the requested information into the space provided or by clicking on the appropriate drop-down menu response.

Click on the **Save and Submit** button at the bottom of the survey to save your responses and send them to UGA. If you click on the **Cancel** button or close your browser window before using the **Save and Submit** button, your information will not be saved.

Please e-mail [Jana Thompson](mailto:jana.thompson@uga.edu) with questions about completing this survey.

Name of SES Provider Organization:	
<input type="text"/>	
Please click on this link Provider List to find the Provider ID #	
Provider ID #:	
<input type="text"/>	
Name of school system:	
<input type="text"/>	
1. How long has your organization provided SES for this school system? (Choose from 1 year, 2 years, 3 years, or 4 years)	<input type="text" value="Please Select"/>
<i>Response options are "Strongly Agree-Agree-Disagree-Strongly Disagree" unless otherwise indicated</i>	
2. The school system invites me to participate in SES-related fairs, town halls, and parent meetings.	<input type="text" value="Please Select"/>

3. The school system allows me to market my services to parents and students.	Please Select 
4. The school system treats all providers in an equitable and fair manner.	Please Select 
5. The school system provides me with a complete list of students whose parents have selected my services.	Please Select 
6. The school system has a clear policy regarding SES providers' access to school facilities.	Please Select 
7. The school system allows me to provide services in their schools and/ or facilities.	Please Select 
8. The school system enters into a contract with me in a timely manner.	Please Select 
9. The SES contract clearly outlines my obligations.	Please Select 
10. The school system provides me with achievement data for each student with whom I have contracted to provide services.	Please Select 
11. The school system's administrative requirements are efficient and not unduly burdensome.	Please Select 
12. The school system processes payment for services in a timely manner.	Please Select 
13. School system personnel coordinating SES are easy to contact.	Please Select 
14. The school system works collaboratively with providers to resolve any issues that arise.	Please Select 
15. The school system handles complaints about SES providers in an appropriate manner. <i>(SA-A-D-SD-Does not apply)</i>	Please Select 
16. The school system handles complaints about SES providers in a timely manner. <i>(SA-A-D-SD-Does not apply)</i>	Please Select 
17. The school system has regular meetings with SES providers.	Please Select 
18. The school system does a good job providing parents with information about SES providers at meetings such as open houses.	Please Select 
19. School system personnel have reviewed our SES instructional materials and provided feedback as necessary.	Please Select 
20. School system personnel have conducted an on-site SES monitoring visit during the 2006-07 school year. <i>(Choose from: Never, Once, Twice, Three or more times)</i>	Please Select 
21. School system personnel have observed instructors delivering SES to students at my site during the 2006-07 school year. <i>(Choose from: Never, Once, Twice, Three or more times)</i>	Please Select 
22. I am satisfied with the level of communication between my organization and the school system personnel who coordinate SES.	Please Select 

23. My organization has a good working relationship with the school system.

Please Select

24. Other comments?



Remember to use the SAVE and SUBMIT button below these questions to record your responses!

Save and Submit

Cancel

APPENDIX B

Survey Results

SES System Survey, 2007: Summary by School System

School System:	Q 1. Total number of Title I schools in your system required to offer SES in 2006-07	Q 2. Total number of Title I schools in your system with students receiving SES in 2006-07	Q 3. Total number of students in your system who were eligible for SES in 2006-07	Q 4. Total number of students in your system whose parents requested SES in 2006-07	Q 5. Total number of students in your system who received SES in 2006-07	Q 6. Total number of SES providers offering services to students in this system in 2006-07	Q 7. Total amount of Title I funds paid to all SES providers in 2006-07 (through May 31, 2007)	Q 8. Will you be spending any SES funds for services during the month of June 2007?	Average per pupil expenditure	Student participation rate
Atlanta Public Schools	11	11	5,673	1,437	1,437	24	\$1,011,022.00	yes	\$703.56	25.3%
Baldwin County	3	3	2,096	196	165	7	\$74,405.22	yes	\$450.94	7.9%
Bartow County	2	2	714	131	92	5	\$72,000.10	yes	\$782.61	12.9%
Ben Hill County	1	1	538	58	55	2	\$35,900.00	yes	\$652.73	10.2%
Bibb County	9	9	5,346	1,275	1,052	18	\$596,010.00	yes	\$566.55	19.7%
Brooks County	1	1	415	45	32	5	\$22,660.00	yes	\$708.13	7.7%
Bryan County	1	1	285	46	46	2	\$9,485.18	no	\$206.20	16.1%
Butts County	1	1	375	54	48	6	\$20,226.37	yes	\$421.38	12.8%
Calhoun County	1	1	313	18	15	2	\$12,571.39	no	\$838.09	4.8%
Chatham County	6	6	4,181	873	352	13	\$293,652.00	yes	\$834.24	8.4%
Clarke County	2	2	910	248	248	14	\$155,915.85	no	\$628.69	27.3%
Clayton County	6	6	4,973	1,196	914	17	\$1,016,954.58	yes	\$1,112.64	18.4%
Cobb County	4	4	3,417	545	535	17	\$393,445.33	yes	\$735.41	15.7%
Colquitt County	1	1	640	22	17	4	\$20,072.95	no	\$1,180.76	2.7%
Columbia County	1	1	430	10	10	3	\$6,158.00	yes	\$615.80	2.3%
Coweta	1	1	344	101	94	10	\$78,500.00	no	\$835.11	27.3%
Crawford	1	1	260	75	54	3	\$20,000.00	no	\$370.37	20.8%
Crisp County	1	1	703	35	35	2	\$9,147.00	no	\$261.34	5.0%
DeKalb County	17	17	14,202	2,246	1,509	26	\$2,210,687.00	yes	\$1,465.00	10.6%
Dodge County	1	1	579	9	6	1	\$5,437.50	no	\$906.25	1.0%
Dooley County	1	1	116	96	87	6	\$60,960.00	yes	\$700.69	75.0%

School System:	Q 1. Total number of Title I schools in your system required to offer SES in 2006-07	Q 2. Total number of Title I schools in your system with students receiving SES in 2006-07	Q 3. Total number of students in your system who were eligible for SES in 2006-07	Q 4. Total number of students in your system whose parents requested SES in 2006-07	Q 5. Total number of students in your system who received SES in 2006-07	Q 6. Total number of SES providers offering services to students in this system in 2006-07	Q 7. Total amount of Title I funds paid to all SES providers in 2006-07 (through May 31, 2007)	Q 8. Will you be spending any SES funds for services during the month of June 2007?	Average per pupil expenditure	Student participation rate
Dougherty County	1	1	535	26	26	3	\$24,957.00	yes	\$959.88	4.9%
Douglas County	1	1	619	128	52	11	\$37,796.73	yes	\$726.86	8.4%
Dublin City	1	1	487	42	28	2	\$30,974.34	yes	\$1,106.23	5.7%
Early County	1	1	1,262	202	151	11	\$131,050.44	no	\$867.88	12.0%
Effingham County	1	1	302	65	53	2	\$32,280.00	no	\$609.06	17.5%
Emanuel County	2	1	360	4	3	3	\$3,670.00	yes	\$1,223.33	0.8%
Franklin County	1	1	461	41	38	5	\$25,898.89	yes	\$681.55	8.2%
Fulton County	1	1	689	337	336	15	\$287,555.00	no	\$855.82	48.8%
Gilmer County	1	1	231	5	5	2	\$6,520.00	yes	\$1,304.00	2.2%
Gordon County	1	1	393	10	10	3	\$8,433.74	no	\$843.37	2.54%
Grady County	1	1	456	68	21	5	\$5,796.35	yes	\$276.02	4.6%
Spalding County	3	3	1,380	110	110	10	\$81,585.00	yes	\$741.68	8.0%
Gwinnett County	4	4	4,903	595	386	18	\$398,048.21	yes	\$1,031.21	7.9%
Hall County	2	2	1,301	339	316	7	\$333,698.43	yes	\$1,056.01	24.3%
Hancock County	1	1	380	82	82	2	\$33,353.92	yes	\$406.76	21.6%
Haralson County	2	2	920	107	45	3	\$35,479.00	yes	\$788.42	4.9%
Irwin County	1	1	238	16	4	4	\$4,372.60	yes	\$1,093.15	1.7%
Jackson County	1	1	379	98	45	6	\$29,789.99	no	\$662.00	11.9%
Jefferson County	2	2	604	9	9	3	\$9,318.00	yes	\$1,035.33	1.5%
Johnson County	1	1	264	20	15	4	\$13,539.25	yes	\$902.62	5.7%
Liberty County	1	1	501	40	32	2	\$20,090.00	no	\$627.81	6.4%
Long County	1	1	370	16	12	2	\$5,450.00	yes	\$454.17	3.2%
Macon County	1	1	1,094	78	46	4	\$39,174.00	yes	\$851.61	4.2%
Marietta City	1	1	1,030	123	89	5	\$80,893.56	no	\$908.92	8.6%

- % of parents requesting SES = 16.7%
- state participation rate for SES in 2006-07 = 12.6%
- average per pupil expenditure on SES in 2006-07 = \$878.64
- 1 to 26 providers worked with individual school systems to offer SES to students
- 41 school systems said they would be spending SES funds during the month of June, 2007

**Returns of Stakeholder Satisfaction Surveys by SES Provider
Spring 2007**

SES Code	SES Provider Name	Director Surveys	Number of Students Served *	Parent Surveys	Student Surveys	Provider Surveys
110	Assets Learning Center	2	86	17	17	--
114	Ava H. White Tutorials	1	62	4	--	1
117	Back To Basics, Inc. d/b/a Club Z! (3505)	3	317	40	35	3
120	Beacon of Hope, Inc. (BOH)	1	10	--	--	--
126	BridgeHaven, Inc. d/b/a BridgeHaven Reading Clinic and Tutorial Service	1	0	--	--	--
127	Bryan County Schools	1	0	--	4	--
134	Savannah Education Services, Inc. d/b/a Club Z! In-Home Tutoring	1	53	7	8	--
139	Jaxco Services, Inc. d/b/a Club Z In- Home Tutoring (6377)	1	29	6	5	--
143	Communities in Schools of Fitzgerald- Ben Hill County, Inc.	1	48	5	38	--
149	Computer Synectics Inc.	2	65	4	4	--
160	Education and Guidance Services	2	78	--	7	--
166	Enlighten, Inc. d/b/a Reading, Phonics, Math and More.	1	10	--	--	--
170	Florida Learning Centers, Inc. d/b/a Sylvan Learning Centers of Albany, Valdosta and Tifton	8	80	12	7	--
172	Get Smart	4	78	2	2	--
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	1	99	19	16	1
178	Hampton L Daughtry Elementary School	1	33	2	2	--
180	High Achievers	8	67	18	33	7
181	Merrick Investments, LLC d/b/a Huntington Learning Center	1	6	1	1	--
190	Kelley Lake Elementary School	1	751	153	125	1
194	Laureate Training Center	1	7	1	--	--
200	Loving Hands Development Corporation d/b/a Loving Hands After-school Program	2	9	--	2	2
202	Mainly Math	2	22	2	1	2
221	Reading Success, Inc.	1	7	--	2	1
222	Royce Learning Center, Inc d/b/a Royce Learning Center	3	95	8	11	3
237	Georgia Learning Centers, Inc. d/b/a Sylvan Learning Center	2	68	16	--	1
238	Charles Scott Enterprises, Inc. d/b/a Sylvan Learning Center (7457)	2	60	1	--	2
240	Tara Heights Enterprises, Inc. d/b/a Sylvan Learning Center: Atlanta Suburbs (9196)	4	130	13	9	3
242	Sylvan Learning Center, Jonesboro (2296)	1	295	22	19	--
244	SUPA Learning Centers, Inc. d/b/a Sylvan Learning Center of Rome (4466)	4	60	10	10	1

SES Code	SES Provider Name	Director Surveys	Number of Students Served *	Parent Surveys	Student Surveys	Provider Surveys
245	Weber Enterprises, Inc. d/b/a Vidalia Sylvan Learning Center	1	3	2	--	1
250	Teach Them to Read, Inc.!	3	12	--	--	--
251	Tennis in the 'Hood, Inc. After-School Learning Center	2	18	1	1	--
254	The Phoenix Center for Reading and Language Development, Inc.	1	11	2	1	1
265	Youth Empowerment Project, Inc.	3	76	6	6	--
501	A to Z In-Home Tutoring LLC d/b/a A to Z In-Home Tutoring (6598)	39	575	107	95	21
503	Academia.net, Inc.	8	95	12	12	7
507	Achieve Results Tutorial and Educational Consulting, LLC	6	240	22	17	5
515	BAWTYC, Inc. Tutorial Services	1	30	1	1	--
525	Brainfuse (a division of The Trustforte Corporation) d/b/a/ Brainfuse One-to-One Tutoring	13	32	10	11	19
546	Community Reach Inc.	8	97	10	12	7
561	E2020, Inc. d/b/a Education 2020 Virtual Tutor	6	15	1	--	7
563	Educational Access Center	4	547	21	11	--
564	Educational Enterprises, Inc.	10	104	12	32	8
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	11	432	22	58	--
609	Next Level Educational Programs, LLC d/b/a Next Level Learning	5	37	2	4	--
613	Pathways of Learning	1	13	4	3	--
617	Pinocchio Palace, Inc. A Place Where "Knows" Grow	1	99	3	2	--
662	University Instructors, Inc.	15	209	33	22	8
701	21st Century Community Learning Centers	1	31	2	--	1
702	Above Average Tutoring Service	2	2	--	--	--
703	Academic Associates Reading Center, LLC	2	8	1	1	--
704	Academic Coaches, LLC d/b/a Club Z! In-Home Tutoring (8604)	2	50	13	19	3
706	Applied Scholastics International d/b/a/ Applied Scholastics	1	3	--	--	1
707	ATS Educational Consulting Services -- Project Success	32	138	29	30	17
708	Best Education and Sports Today, Inc. (B.E.S.T.)	1	29	5	5	--
709	Blandy Hills Elementary School	1	115	18	14	1
710	Bright Futures Learning Center	25	188	26	28	24
713	Catapult Online	2	31	10	10	2
714	Club Z! Inc. (0709)	7	140	10	7	6
715	Club Z! In-Home Tutoring Service (7952)	2	170	44	88	3
717	Communities In Schools of Laurens County, Inc. d/b/a The L.O.F.T Teen Center	1	11	--	--	1

SES Code	SES Provider Name	Director Surveys	Number of Students Served *	Parent Surveys	Student Surveys	Provider Surveys
720	De'Jour Success Achievers, Inc.	3	174	16	16	--
724	eProgress Academy	1	6	1	1	--
725	FitWit	1	59	3	3	--
728	Graham Consulting Group	6	195	35	33	--
729	GSFA Florida, Inc.	1	11	--	--	--
730	Harvest Advantage, Inc.	1	15	5	--	1
731	High Points Learning, Inc.	22	369	51	40	23
733	Inquiring Minds Inc. d/b/a M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	3	152	15	5	3
734	International After School Program	4	172	7	11	--
735	JA-MAR Enterprises, LLC d/b/a Club Z! In Home Tutoring Services (9094)	1	58	--	--	--
736	Krafts Made By hand d/b/a Kultivating Brilliant Minds	4	9	1	2	4
738	Learning Essentials, Inc.	3	108	4	3	--
739	Learning First Educational Services, Inc.	4	100	3	4	5
740	Learning Solutions Tutorial Lab, Inc.	1	89	3	3	--
741	Link Systems International, Inc. d/b/a Net Tutor™	2	2	--	--	2
742	Lowfruit Enterprises, LLC d/b/a ClubZ! In-Home Tutoring (4098)	1	215	57	1	1
744	Math Doctor Learning Center	5	68	7	12	--
745	MGP Educational Services, Inc. d/b/a Sylvan Learning Center of Cartersville (8267)	1	77	9	12	1
747	OPOK, Inc. d/b/a A+ Grades Up	3	57	9	9	--
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	1	49	2	4	1
750	Pryor Road Community Redevelopment Corporation d/b/a Saint Paul Leadership Academy	1	20	--	--	1
751	Raising Expectations Inc.	1	13	--	--	--
754	Reading, Writing, And Arithmetic Tutorial Service	2	83	12	12	1
756	Skion Enterprises d/b/a Academic Coaches Tutoring	--	--	1	1	--
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	1	--	--	--
758	Southeast Learning Systems, Inc. d/b/a Sylvan Learning Center (5345)	2	348	34	25	1
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	1	7	--	--	--
761	Sylvan Learning Center Ace It! Tutoring, Austell (5725)	1	134	8	21	1
763	The Fabric of America	5	229	5	15	3
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	3	158	25	23	3
765	TMG Enterprises, Inc. d/b/a Sylvan Learning Center (7801)	2	34	2	2	1

SES Code	SES Provider Name	Director Surveys	Number of Students Served *	Parent Surveys	Student Surveys	Provider Surveys
766	Tower Educational Consulting Group	6	150	24	26	--
767	Tutor Management Enterprises, LLC d/b/a Club Z! In-Home Tutoring Service (5811)	1	199	39	23	1
768	Tutor Zone, LLC	3	115	9	20	4
769	Tutorial Services	7	33	3	2	7
770	Tutoring By Design	1	55	14	13	1
773	Zena's House, Inc.	1	4	--	--	1
--	Provider Code Missing	--	--	5	8	--
	TOTAL	386	9,754	1,201	1,198	237

***Source: Director surveys. Some Directors recorded all students with a contract, however some of the students with contracts did not receive services.**

Director Survey: Statewide Results

Spring 2007

Number of surveys completed by school system directors: **N= 386**

Total number of students reported on surveys as being served by SES providers in 2006-07: **9,836**

Number of Providers represented by surveys is 97

SES Director Survey Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1. The provider responds to requests to participate in district fairs, town halls, and SES-related parent meetings.	108 28.0%	230 59.6%	29 7.5%	15 3.9%	4 1.0%
2. The provider begins serving students in a timely manner.	92 23.8%	206 53.4%	55 14.2%	29 7.5%	4 1.0%
3. The provider develops goals for each student receiving services.	87 22.5%	259 67.1%	21 5.4%	10 2.6%	9 2.3%
4. The provider furnishes a written description of how each student's progress will be measured.	87 22.5%	245 63.5%	36 9.3%	8 2.1%	10 2.6%
5. The provider submits monthly progress reports for each student.	93 24.1%	241 62.4%	32 8.3%	10 2.6%	10 2.6%
6. The provider submits invoices only for services rendered.	115 29.8%	234 60.6%	16 4.1%	13 3.4%	8 2.1%
7. The provider submits invoices for services rendered in a timely manner.	87 22.5%	216 56.0%	46 11.9%	27 7.0%	10 2.6%
8. The provider is easy to contact.	119 30.8%	208 53.9%	37 9.6%	16 4.1%	6 1.6%
9. The provider works collaboratively with the district to resolve any issues that arise.	111 28.8%	225 58.3%	28 7.3%	15 3.9%	7 1.8%
10. Overall, this provider offers quality instructional services to students.	86 22.3%	244 63.2%	29 7.5%	13 3.4%	14 3.6%
11. Overall, it is easy for our LEA to work with this provider.	108 28.0%	203 52.6%	41 10.6%	24 6.2%	10 2.6%
12. I would recommend that this provider continue offering SES to students in Georgia.	101 26.2%	215 55.7%	32 8.3%	27 7.0%	11 2.8%

SES Director Survey Questions	Yes	No	No Response
13. Have you conducted an on-site SES monitoring visit with this provider during the 2006-07 school year?	147 38.1%	231 59.8%	8 2.1%
14. Have you observed this provider's instruction as part of your monitoring during the 2006-07 school year?	138 35.8%	240 62.2%	8 2.1%

Survey instructions said "If your response to #14 is "Yes", please also respond to the following items." However, some directors who did not mark "yes" for #14 responded to the following questions. The data includes anyone who provided a response, regardless of their response to #14.

	Strongly Agree	Agree	Disagree	Strongly Disagree
15. The provider's instruction reinforces the LEA's instructional program. <u>N=151</u>	26 17.2%	112 74.2%	11 7.3%	2 1.3%
16. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards. <u>N=150</u>	31 20.7%	104 69.3%	10 6.7%	5 3.3%
17. The provider's instructional program is appropriate for students with limited English proficiency, if applicable. <u>N=94</u>	18 19.1%	70 74.5%	5 5.3%	1 1.1%
18. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable. <u>N=89</u>	14 15.7%	68 76.4%	7 7.9%	--
19. The provider develops a learning plan for each student. <u>N=155</u>	30 19.4%	112 72.3%	11 7.1%	2 1.3%
20. The provider's instruction is individualized for each student. <u>N=155</u>	26 16.8%	113 72.9%	14 9.0%	2 1.3%
21. The provider gives positive reinforcement to each student. <u>N=149</u>	32 21.5%	111 74.5%	6 4.0%	--
22. The provider gives ongoing feedback to each student. <u>N=150</u>	32 21.3%	110 73.3%	7 4.7%	1 0.7%
23. Provider's instructional materials are appropriate for student skill levels. <u>N=152</u>	28 18.4%	112 73.7%	7 4.6%	5 3.3%

Comments were included on 167 of the surveys.

**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**
Butts County	6	0	0.0%	4
Columbia County	3	0	0.0%	2
Dodge County	1	0	0.0%	--
Dooly County	6	0	0.0%	4
Emanuel County	1	0	0.0%	1
Franklin County	7	0	0.0%	5
Gordon County	3	0	0.0%	3
Grady County	5	0	0.0%	2
Hall County	7	0	0.0%	8
Haralson County	3	0	0.0%	2
Irwin County	4	0	0.0%	2
Jefferson County	3	0	0.0%	--
Liberty County	2	0	0.0%	2
Marietta City Schools	5	0	0.0%	4
Pelham City Schools	1	0	0.0%	--
Stewart County	1	0	0.0%	--
Valdosta City	3	0	0.0%	1
Worth County	2	0	0.0%	1
DeKalb County	26	3	11.5%	18
Douglas County	8	1	12.5%	3
Terrell County	7	1	14.3%	4
Clayton County	16	3	18.8%	4
Bartow County	5	1	20.0%	3
Muscogee County	5	1	20.0%	5
Newton County	10	2	20.0%	4
Sumter County	5	1	20.0%	2
Colquitt County	4	1	25.0%	2
Johnson County	4	1	25.0%	3
Washington County	4	1	25.0%	4
Gwinnett County	18	5	27.8%	13
Baldwin County	7	2	28.6%	6
Dougherty County	3	1	33.3%	--
Fulton County	15	5	33.3%	9
Long County	3	1	33.3%	3
Richmond County	13	5	38.5%	11
Brooks County	5	2	40.0%	2
Early County	10	4	40.0%	4
Clarke County	13	6	46.2%	7
Ben Hill County	2	1	50.0%	1
Bryan County	2	1	50.0%	--
Calhoun County	2	1	50.0%	1

School District	Number of Provider Surveys Completed by District	Number of Providers Monitored*	Percent Monitored	Number of Providers Completing Survey for School District**
Crisp County	2	1	50.0%	1
Dublin City Schools	2	1	50.0%	2
Effingham County	2	1	50.0%	2
Gilmer County	2	1	50.0%	2
Ware County	4	2	50.0%	2
Whitfield County	2	1	50.0%	2
Coweta County	9	5	55.6%	4
Chatham County	14	8	57.1%	12
Meriwether County	7	4	57.1%	3
Bibb County	17	10	58.8%	9
Mitchell County	5	3	60.0%	4
Crawford	3	2	66.7%	--
Macon County	3	2	66.7%	2
Taylor County	3	2	66.7%	2
Cobb County	17	12	70.6%	10
Atlanta Public Schools	22	20	90.9%	12
Griffin-Spalding	10	10	100.0%	9
Hancock County	1	1	100.0%	1
Jackson County	6	6	100.0%	3
Rome City Schools	2	2	100.0%	--
Talbot County	1	1	100.0%	1
Taliaferro County	1	1	100.0%	1
Thomaston-Upson Cnty	1	1	100.0%	1
System not named				2
Total	386	147	38.1%	237

* Numbers based on "yes" response to director survey Q13. *Have you conducted an on-site SES monitoring visit with this provider during the 2006-07 school year?*

** School system was not clearly identified by two providers submitting surveys.

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

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

SES Provider Code	SES Provider Name	N	Communication & Interaction with School System (5 questions)	Compliance/ Service Delivery (4 questions)	Satisfaction (3 questions)	Monitoring Results (9 questions)
110	Assets Learning Center	2	100.0	100.0	100.0	88.9
114	Ava H. White Tutorials	1	80.0	100.0	100.0	no data
117	Back To Basics, Inc. d/b/a Club Z! (3505)	3	86.7	83.3	77.8	no data
120	Beacon of Hope, Inc. (BOH)	1	80.0	25.0	33.3	44.4
126	BridgeHaven, Inc. d/b/a BridgeHaven Reading Clinic and Tutorial Service	1	20.0	0.0	0.0	no data
127	Bryan County Schools	1	100.0	100.0	100.0	100.0
134	Savannah Education Services, Inc. d/b/a Club Z! In-Home Tutoring	1	100.0	100.0	100.0	100.0
139	Jaxco Services, Inc. d/b/a Club Z In-Home Tutoring (6377)	1	100.0	100.0	100.0	no data
143	Communities in Schools of Fitzgerald-Ben Hill County, Inc.	1	100.0	100.0	100.0	88.9
149	Computer Synectics Inc.	2	90.0	87.5	100.0	100.0
160	Education and Guidance Services	2	100.0	100.0	100.0	88.9
166	Enlighten, Inc. d/b/a Reading, Phonics, Math and More.	1	100.0	100.0	100.0	no data
170	Florida Learning Centers, Inc. d/b/a Sylvan Learning Centers of Albany, Valdosta and Tifton	8	82.5	68.8	79.2	no data
172	Get Smart	4	85.0	68.8	58.3	no data
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	1	100.0	100.0	100.0	100.0
178	Hampton L Daughtry Elementary School	1	100.0	100.0	100.0	no data
180	High Achievers	8	60.0	53.1	37.5	75.0
181	Merrick Investments, LLC d/b/a Huntington Learning	1	100.0	100.0	100.0	77.8

SES Provider Code	SES Provider Name	N	Communication & Interaction with School System (5 questions)	Compliance/ Service Delivery (4 questions)	Satisfaction (3 questions)	Monitoring Results (9 questions)
	Center					
190	Kelley Lake Elementary School	1	100.0	100.0	100.0	100.0
194	Laureate Training Center	1	100.0	50.0	100.0	no data
200	Loving Hands Development Corporation d/b/a Loving Hands After-school Program	2	90.0	87.5	100.0	88.9
202	Mainly Math	2	90.0	100.0	100.0	no data
221	Reading Success, Inc.	1	100.0	100.0	100.0	88.9
222	Royce Learning Center, Inc d/b/a Royce Learning Center	3	100.0	100.0	100.0	100.0
237	Georgia Learning Centers, Inc. d/b/a Sylvan Learning Center	2	100.0	100.0	100.0	100.0
238	Charles Scott Enterprises, Inc. d/b/a Sylvan Learning Center (7457)	2	100.0	100.0	100.0	no data
240	Tara Heights Enterprises, Inc. d/b/a Sylvan Learning Center: Atlanta Suburbs (9196)	4	100.0	100.0	100.0	66.7
242	Sylvan Learning Center, Jonesboro (2296)	1	80.0	50.0	66.7	no data
244	SUPA Learning Centers, Inc. d/b/a Sylvan Learning Center of Rome (4466)	4	100.0	100.0	100.0	77.8
245	Weber Enterprises, Inc. d/b/a Vidalia Sylvan Learning Center	1	100.0	100.0	100.0	no data
250	Teach Them to Read, Inc.!	3	53.3	50.0	55.6	66.7
251	Tennis in the 'Hood, Inc. After-School Learning Center	2	100.0	75.0	100.0	no data
254	The Phoenix Center for Reading and Language Development, Inc.	1	100.0	50.0	100.0	no data
265	Youth Empowerment Project, Inc.	3	86.7	75.0	66.7	85.2
501	A to Z In-Home Tutoring LLC d/b/a A to Z In-Home Tutoring (6598)	39	85.1	89.7	82.9	98.1
503	Academia.net, Inc.	8	72.5	68.8	75.0	no data
507	Achieve Results Tutorial and Educational Consulting, LLC	6	56.7	70.8	55.6	93.5
515	BAWTYC, Inc. Tutorial Services	1	100.0	100.0	100.0	no data
525	Brainfuse (a division of The Trustforte Corporation) d/b/a/ Brainfuse One-to-One	13	84.6	75.0	84.6	88.9

SES Provider Code	SES Provider Name	N	Communication & Interaction with School System (5 questions)	Compliance/ Service Delivery (4 questions)	Satisfaction (3 questions)	Monitoring Results (9 questions)
	Tutoring					
546	Community Reach Inc.	8	80.0	71.9	62.5	84.4
561	E2020, Inc. d/b/a Education 2020 Virtual Tutor	6	83.3	83.3	83.3	no data
563	Educational Access Center	4	100.0	100.0	100.0	94.4
564	Educational Enterprises, Inc.	10	70.0	60.0	56.7	89.8
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	11	67.3	75.0	69.7	79.8
609	Next Level Educational Programs, LLC d/b/a Next Level Learning	5	92.0	90.0	100.0	94.4
613	Pathways of Learning	1	100.0	100.0	100.0	no data
617	Pinnocchio Palace, Inc. A Place Where "Knows" Grow	1	100.0	100.0	100.0	no data
662	University Instructors, Inc.	15	90.7	88.3	91.1	99.0
701	21st Century Community Learning Centers	1	100.0	100.0	100.0	100.0
702	Above Average Tutoring Service	2	50.0	50.0	50.0	no data
703	Academic Associates Reading Center, LLC	2	90.0	100.0	100.0	66.7
704	Academic Coaches, LLC d/b/a Club Z! In-Home Tutoring (8604)	2	100.0	100.0	100.0	77.8
706	Applied Scholastics International d/b/a/ Applied Scholastics	1	100.0	100.0	100.0	77.8
707	ATS Educational Consulting Services -- Project Success	32	91.9	95.3	95.8	100.0
708	Best Education and Sports Today, Inc. (B.E.S.T.)	1	60.0	25.0	33.3	33.3
709	Blandy Hills Elementary School	1	100.0	100.0	100.0	100.0
710	Bright Futures Learning Center	25	96.8	95.0	93.3	96.7
713	Catapult Online	2	50.0	75.0	33.3	no data
714	Club Z! Inc. (0709)	7	65.7	78.6	57.1	81.5
715	Club Z! In-Home Tutoring Service (7952)	2	100.0	100.0	100.0	88.9
717	Communities In Schools of Laurens County, Inc. d/b/a The L.O.F.T Teen Center	1	100.0	100.0	100.0	100.0
720	De'Jour Success Achievers, Inc.	3	66.7	41.7	33.3	0.0

SES Provider Code	SES Provider Name	N	Communication & Interaction with School System (5 questions)	Compliance/ Service Delivery (4 questions)	Satisfaction (3 questions)	Monitoring Results (9 questions)
724	eProgress Academy	1	100.0	100.0	100.0	100.0
725	FitWit	1	100.0	100.0	100.0	66.7
728	Graham Consulting Group	6	83.3	83.3	77.8	88.9
729	GSFA Florida, Inc.	1	80.0	100.0	100.0	100.0
730	Harvest Advantage, Inc.	1	100.0	100.0	100.0	no data
731	High Points Learning, Inc.	22	83.6	86.4	87.9	100.0
733	Inquiring Minds Inc. d/b/a M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	3	100.0	100.0	100.0	100.0
734	International After School Program	4	75.0	75.0	75.0	100.0
735	JA-MAR Enterprises, LLC d/b/a Club Z! In Home Tutoring Services (9094)	1	100.0	100.0	100.0	no data
736	Krafts Made By hand d/b/a Kultivating Brilliant Minds	4	90.0	100.0	100.0	77.8
738	Learning Essentials, Inc.	3	66.7	50.0	55.6	94.4
739	Learning First Educational Services, Inc.	4	95.0	100.0	100.0	100.0
740	Learning Solutions Tutorial Lab, Inc.	1	100.0	100.0	100.0	100.0
741	Link Systems International, Inc. d/b/a Net Tutor™	2	70.0	62.5	50.0	77.8
742	Lowfruit Enterprises, LLC d/b/a ClubZ! In-Home Tutoring (4098)	1	100.0	100.0	100.0	no data
744	Math Doctor Learning Center	5	84.0	80.0	80.0	100.0
745	MGP Educational Services, Inc. d/b/a Sylvan Learning Center of Cartersville (8267)	1	100.0	100.0	100.0	100.0
747	OPOK, Inc. d/b/a A+ Grades Up	3	66.7	33.3	0.0	no data
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	1	100.0	100.0	100.0	no data
750	Pryor Road Community Redevelopment Corporation d/b/a Saint Paul Leadership Academy	1	100.0	100.0	100.0	77.8
751	Raising Expectations Inc.	1	100.0	100.0	100.0	77.8
754	Reading, Writing, And Arithmetic Tutorial Service	2	100.0	100.0	100.0	100.0
756	Skion Enterprises d/b/a Academic Coaches Tutoring	--	no data	no data	no data	no data

SES Provider Code	SES Provider Name	N	Communication & Interaction with School System (5 questions)	Compliance/ Service Delivery (4 questions)	Satisfaction (3 questions)	Monitoring Results (9 questions)
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	100.0	100.0	100.0	100.0
758	Southeast Learning Systems, Inc. d/b/a Sylvan Learning Center (5345)	2	100.0	100.0	100.0	100.0
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	1	0.0	50.0	0.0	no data
761	Sylvan Learning Center Ace It! Tutoring, Austell (5725)	1	100.0	100.0	66.7	33.3
763	The Fabric of America	5	76.0	80.0	40.0	68.9
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	3	100.0	100.0	100.0	88.9
765	TMG Enterprises, Inc. d/b/a Sylvan Learning Center (7801)	2	80.0	100.0	100.0	88.9
766	Tower Educational Consulting Group	6	100.0	100.0	88.9	no data
767	Tutor Management Enterprises, LLC d/b/a Club Z! In-Home Tutoring Service (5811)	1	100.0	75.0	100.0	no data
768	Tutor Zone, LLC	3	100.0	100.0	100.0	100.0
769	Tutorial Services	7	91.4	100.0	100.0	100.0
770	Tutoring By Design	1	100.0	100.0	100.0	100.0
773	Zena's House, Inc.	1	100.0	100.0	100.0	no data

Communication & Interaction with 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

15. The provider's instruction reinforces the LEA's instructional program.
16. The provider's instructional program is aligned with the Quality Core Curriculum and Georgia Performance Standards.
17. The provider's instructional program is appropriate for students with limited English proficiency, if applicable.
18. The provider offers appropriate SES instruction for students with disabilities (students with an IEP or 504 plan), if applicable.
19. The provider develops a learning plan for each student.
20. The provider's instruction is individualized for each student.
21. The provider gives positive reinforcement to each student.
22. The provider gives ongoing feedback to each student.
23. Provider's instructional materials are appropriate for student skill levels.

Parent Survey: Statewide Results Spring 2007

Number of Parents Completing Surveys

N= 1,201

SES Parent Survey Questions	Yes	No	Not Sure	No Reports/ Does Not Apply	No Response
Did you work with the same provider last school year?	216 18.0%	732 60.9%	94 7.8%		159 13.2%
1. Did the provider talk with you about your child's learning needs before beginning the tutoring sessions?	901 75.0%	212 17.7%	53 4.4%		35 2.9%
2. Did you see a copy of the provider's learning plan for your child?	817 68.0%	260 21.6%	85 7.1%		39 3.2%
3. Does the provider give you regular reports about your child's work?	897 74.7%	231 19.2%	33 2.7%		40 3.3%
4. Are these reports easy for you to understand? n= 897 ('yes' responses to Q.3)	796 88.7%	58 6.5%	25 2.8%	10 1.1%	8 0.9%
5. Have you been able to ask the provider questions about your child's lessons?	881 73.4%	235 19.6%	41 3.4%		44 3.7%
6. Have you been able to talk to the provider about your child's progress?	886 73.8%	243 20.2%	27 2.2%		45 3.7%
7. Are the sessions the right length of time for your child?	955 79.5%	103 8.6%	94 7.8%		49 4.1%
8. Is it easy to re-schedule sessions when your child has missed one for good reasons?	696 58.0%	112 9.3%	133 11.1%	201 16.7%	59 4.9%
9. Do you think your child's tutor/instructor is doing a good job?	960 79.9%	81 6.7%	122 10.2%		38 3.2%
10. If you could, would you send your child to this provider again?	936 77.9%	108 9.0%	122 10.2%		35 2.9%
11. Has your child's attitude towards school improved since working with this provider?	836 69.6%	153 12.7%	170 14.2%		42 3.5%
12. Have your child's grades in school improved since working with this provider?	834 69.4%	168 14.0%	144 12.0%		55 4.6%
13. Have your child's reading skills improved since working with this provider?	724 60.3%	122 10.2%	135 11.2%	166 13.8%	54 4.5%

SES Parent Survey Questions		Yes	No	Not Sure	No Reports/ Does Not Apply	No Response
14.	Have your child's math skills improved since working with this provider?	791 65.9%	150 12.5%	116 9.7%	88 7.3%	56 4.7%
15.	Overall, are you satisfied with the quality of this provider's services to your child?	942 78.4%	113 9.4%	98 8.2%		48 4.0%
16.	Overall, has this been a good experience for your child?	980 81.6%	85 7.1%	81 6.7%		55 4.6%

	<u>Math</u>	<u>Reading</u>	<u>Language Arts</u>	<u>No Response</u>
Subjects in which child receives after- school SES instruction.	844 70.3%	669 55.7%	327 27.2%	147 12.2%

Other Subjects and Subject Combinations Identified

Subjects (*n=31)	#
comprehension	2
computer	1
CRCT	1
GHS GT, writing and science	1
science	6
science and social studies	10
singing	1
Spanish	1
Spanish, Technology	2
social studies	5
writing	1

* Not every parent who marked "other" actually listed other subjects

Child's Gender	#	%
Male	579	48.2
Female	600	50.0
No Response	22	1.8

Child's Grade	#	%	School Level %
Kindergarten	49	4.1	
1 st	54	4.5	
2 nd	56	4.7	Elementary (K-5 th) 25.8% of Total
3 rd	50	4.2	
4 th	57	4.7	
5 th	44	3.7	
6 th	276	23.0	Middle School (6 th -8 th) 61.9% of Total
7 th	249	20.7	
8 th	218	18.2	
9 th	38	3.2	
10 th	47	3.9	High School (9 th -12 th) 10.2% of Total
11 th	26	2.2	
12 th	12	1.0	
No Response	25	2.1	

**Does child have a disability and/or receive special education at school?
Is English the child's native language?**

	Disability		Special Education		English	
	#	%	#	%	#	%
Yes	160	13.3	213	17.7	917	76.4
No	995	82.8	945	78.7	247	20.6
No Response	46	3.8	43	3.6	37	3.1

What best describes the child?	#	%
Black	719	59.9
White	98	8.2
Asian/Pacific Islander	13	1.1
Hispanic	278	23.1
Multi-racial	27	2.2
Native American	5	0.4
No Response	61	5.1

386 (32.1%) of the parents responding to the survey provided a comment

258 (21.5%) of the parents completed a Spanish version of the survey

**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.

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (6 questions) % Yes	Satisfaction (6 questions) % Yes	Impact (4 questions) % Yes
110	Assets Learning Center	17	58.8	62.7	48.9
114	Ava H. White Tutorials	4	62.5	79.2	93.8
117	Back To Basics, Inc. d/b/a Club Z! (3505)	40	75.4	72.1	69.3
120	Beacon of Hope, Inc. (BOH)	--	no data	no data	no data
126	BridgeHaven, Inc. d/b/a BridgeHaven Reading Clinic and Tutorial Service	--	no data	no data	no data
127	Bryan County Schools	--	no data	no data	no data
134	Savannah Education Services, Inc. d/b/a Club Z! In-Home Tutoring	7	97.6	95.2	77.4
139	Jaxco Services, Inc. d/b/a Club Z In-Home Tutoring (6377)	6	91.7	94.4	82.5
143	Communities in Schools of Fitzgerald-Ben Hill County, Inc.	5	50.0	60.0	73.8
149	Computer Synectics Inc.	4	10.0	45.8	75.0
160	Education and Guidance Services	--	no data	no data	no data
166	Enlighten, Inc. d/b/a Reading, Phonics, Math and More.	--	no data	no data	no data
170	Florida Learning Centers, Inc. d/b/a Sylvan Learning Centers of Albany, Valdosta and Tifton	12	56.9	52.8	53.5
172	Get Smart	2	50.0	66.7	87.5
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	19	64.0	70.2	65.8
178	Hampton L Daughtry Elementary School	2	50.0	50.0	50.0
180	High Achievers	18	25.9	28.7	25.6
181	Merrick Investments, LLC d/b/a Huntington Learning Center	1	100.0	100.0	100.0
190	Kelley Lake Elementary School	153	68.6	80.5	83.6
194	Laureate Training Center	1	0.0	20.0	no data
200	Loving Hands Development Corporation d/b/a Loving Hands After-school Program	--	no data	no data	no data
202	Mainly Math	2	66.7	75.0	62.5
221	Reading Success, Inc.	--	no data	no data	no data

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (6 questions) % Yes	Satisfaction (6 questions) % Yes	Impact (4 questions) % Yes
222	Royce Learning Center, Inc d/b/a Royce Learning Center	8	41.7	62.5	61.2
237	Georgia Learning Centers, Inc. d/b/a Sylvan Learning Center	16	90.6	92.7	76.3
238	Charles Scott Enterprises, Inc. d/b/a Sylvan Learning Center (7457)	1	83.3	50.0	100.0
240	Tara Heights Enterprises, Inc. d/b/a Sylvan Learning Center: Atlanta Suburbs (9196)	13	70.5	70.5	65.8
242	Sylvan Learning Center, Jonesboro (2296)	22	89.4	82.6	64.3
244	SUPA Learning Centers, Inc. d/b/a Sylvan Learning Center of Rome (4466)	10	100.0	95.0	83.8
245	Weber Enterprises, Inc. d/b/a Vidalia Sylvan Learning Center	2	91.7	100.0	62.5
250	Teach Them to Read, Inc.!	--	no data	no data	no data
251	Tennis in the 'Hood, Inc. After-School Learning Center	1	100.0	83.3	100.0
254	The Phoenix Center for Reading and Language Development, Inc.	2	0.0	8.3	no data
265	Youth Empowerment Project, Inc.	6	77.8	66.7	46.7
501	A to Z In-Home Tutoring LLC d/b/a A to Z In-Home Tutoring (6598)	107	78.5	80.7	78.9
503	Academia.net, Inc.	12	45.8	70.8	83.9
507	Achieve Results Tutorial and Educational Consulting, LLC	22	66.7	66.7	71.9
515	BAWTYC, Inc. Tutorial Services	1	80.0	0.0	no data
525	Brainfuse (a division of The Trustforte Corporation) d/b/a/ Brainfuse One-to-One Tutoring	10	80.0	83.3	66.4
546	Community Reach Inc.	10	65.0	70.0	63.8
561	E2020, Inc. d/b/a Education 2020 Virtual Tutor	1	20.0	25.0	no data
563	Educational Access Center	21	54.8	49.2	61.9
564	Educational Enterprises, Inc.	12	65.3	76.4	70.4
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	22	56.1	63.6	49.9
609	Next Level Educational Programs, LLC d/b/a Next Level Learning	2	100.0	83.3	83.3
613	Pathways of Learning	4	70.8	70.8	43.8
617	Pinocchio Palace, Inc. A Place Where "Knows" Grow	3	50.0	61.1	58.3
662	University Instructors, Inc.	33	77.8	82.3	79.9

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (6 questions) % Yes	Satisfaction (6 questions) % Yes	Impact (4 questions) % Yes
701	21st Century Community Learning Centers	2	10.0	25.0	no data
702	Above Average Tutoring Service	--	no data	no data	no data
703	Academic Associates Reading Center, LLC	1	100.0	100.0	100.0
704	Academic Coaches, LLC d/b/a Club Z! In-Home Tutoring (8604)	13	87.2	89.7	80.3
706	Applied Scholastics International d/b/a/ Applied Scholastics	--	no data	no data	no data
707	ATS Educational Consulting Services -- Project Success	29	81.6	73.6	65.3
708	Best Education and Sports Today, Inc. (B.E.S.T.)	5	76.7	60.0	50.0
709	Blandy Hills Elementary School	18	100.0	88.0	87.5
710	Bright Futures Learning Center	26	69.9	72.4	58.7
713	Catapult Online	10	31.7	83.3	57.5
714	Club Z! Inc. (0709)	10	91.7	90.0	87.5
715	Club Z! In-Home Tutoring Service (7952)	44	95.8	92.4	87.3
717	Communities In Schools of Laurens County, Inc. d/b/a The L.O.F.T Teen Center	--	no data	no data	no data
720	De'Jour Success Achievers, Inc.	16	65.6	72.9	68.3
724	eProgress Academy	1	50.0	80.0	100.0
725	FitWit	3	72.2	83.3	75.0
728	Graham Consulting Group	35	71.0	81.4	70.1
729	GSFA Florida, Inc.	--	no data	no data	no data
730	Harvest Advantage, Inc.	5	70.0	66.7	78.8
731	High Points Learning, Inc.	51	73.9	78.1	73.8
733	Inquiring Minds Inc. d/b/a M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	15	50.0	71.1	80.4
734	International After School Program	7	45.2	85.7	85.7
735	JA-MAR Enterprises, LLC d/b/a Club Z! In Home Tutoring Services (9094)	--	no data	no data	no data
736	Krafts Made By hand d/b/a Kultivating Brilliant Minds	1	100.0	100.0	100.0
738	Learning Essentials, Inc.	4	12.5	12.5	no data
739	Learning First Educational Services, Inc.	3	77.8	61.1	75.0
740	Learning Solutions Tutorial Lab, Inc.	3	72.2	44.4	41.7
741	Link Systems International, Inc. d/b/a Net Tutor™	--	no data	no data	no data

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (6 questions) % Yes	Satisfaction (6 questions) % Yes	Impact (4 questions) % Yes
742	Lowfruit Enterprises, LLC d/b/a ClubZ! In-Home Tutoring (4098)	57	78.1	78.1	78.2
744	Math Doctor Learning Center	7	92.9	85.7	89.3
745	MGP Educational Services, Inc. d/b/a Sylvan Learning Center of Cartersville (8267)	9	100.0	88.9	84.5
747	OPOK, Inc. d/b/a A+ Grades Up	9	44.4	55.6	66.7
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	2	75.0	83.3	62.5
750	Pryor Road Community Redevelopment Corporation d/b/a Saint Paul Leadership Academy	--	no data	no data	no data
751	Raising Expectations Inc.	--	no data	no data	no data
754	Reading, Writing, And Arithmetic Tutorial Service	12	62.5	72.2	70.4
756	Skion Enterprises d/b/a Academic Coaches Tutoring	1	66.7	100.0	100.0
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	--	no data	no data	no data
758	Southeast Learning Systems, Inc. d/b/a Sylvan Learning Center (5345)	34	70.6	77.0	72.8
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	--	no data	no data	no data
761	Sylvan Learning Center Ace It! Tutoring, Austell (5725)	8	97.9	97.9	77.7
763	The Fabric of America	5	53.3	56.7	32.5
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	25	91.3	85.3	75.7
765	TMG Enterprises, Inc. d/b/a Sylvan Learning Center (7801)	2	100.0	100.0	62.5
766	Tower Educational Consulting Group	24	92.4	88.2	73.4
767	Tutor Management Enterprises, LLC d/b/a Club Z! In-Home Tutoring Service (5811)	39	67.9	72.6	67.2
768	Tutor Zone, LLC	9	64.8	68.5	56.0
769	Tutorial Services	3	66.7	61.1	83.3
770	Tutoring By Design	14	76.2	71.4	59.9
773	Zena's House, Inc.	--	no data	no data	no data

Compliance/ Service Delivery

1. Did the provider talk with you about your child's learning needs before beginning the tutoring sessions?
2. Did you see a copy of the provider's learning plan for your child
3. Does the provider give you regular reports about your child's work?
4. Are these reports easy for you to understand?
5. Have you been able to ask the provider questions about your child's lessons?
6. Have you been able to talk to the provider about your child's progress?

Satisfaction

7. Are the sessions the right length of time for your child?
8. Is it easy to re-schedule sessions when your child has missed one for good reasons?
9. Do you think your child's tutor/instructor is doing a good job?
10. If you could, would you send your child to this provider again?
15. Overall, are you satisfied with the quality of this provider's services to your child?
16. Overall, has this been a good experience for your child?

Impact

11. Has your child's attitude towards school improved since working with this provider?
12. Have your child's grades in school improved since working with this provider?
13. Have your child's reading skills improved since working with this provider?
14. Have your child's math skills improved since working with this provider?

Student Survey: Statewide Results Spring 2007

Number of Students Completing Surveys

N= 1,198

SES Student Survey Questions	Yes	No	Not Sure	No Response
Did you work with the same provider last school year?	151 12.6%	537 44.8%	58 4.8%	452 37.7%
1. Did the instructor give you a test before beginning after-school lessons?	929 77.5%	122 10.2%	122 10.2%	25 2.1%
2. Did the instructor share a plan for your after-school lessons with you?	806 67.3%	195 16.3%	172 14.4%	25 2.1%
3. Did the instructor tell you how well you were doing?	978 81.6%	139 11.6%	56 4.7%	25 2.1%
4. Have your grades in school improved since you started after-school lessons?	837 69.9%	172 14.4%	170 14.2%	19 1.6%
5. Do you like going to school more since you started after-school lessons?	680 56.8%	300 25.0%	187 15.6%	31 2.6%
6. Do you feel more confident about your school work since you started after-school lessons?	903 75.4%	144 12.0%	128 10.7%	23 1.9%
7. Do you find your school work easier since you started after-school lessons?	794 66.3%	218 18.2%	158 13.2%	28 2.3%
8. Do you think the instructor did a good job?	1,013 84.6%	74 6.2%	86 7.2%	25 2.1%
9. If you could, would you like to get more help from the instructor?	854 71.3%	174 14.5%	144 12.0%	26 2.2%
10. Has this been a good experience for you?	998 83.3%	80 6.7%	101 8.4%	19 1.6%

	<u>Math</u>	<u>Reading</u>	<u>Language Arts</u>	<u>No Response</u>
Subjects in which child receives after- school SES instruction.	934 78.0%	664 55.4%	435 36.3%	63 5.3%

Other Subjects and Subject Combinations Identified

Subjects (*n=57)	#
Algebra II	1
Biology, All Subjects	1
Biology, World History	1
Chemistry	1
Geometry	1
Georgia History	1
History, Science	1
Science	10
Science, Social Studies	16
Science, Study Skills	1
Social Studies	12
Math/International After School	1
Spanish	1
Spanish & Technology	2
Spanish/Physical Science	1
Spelling	1
Writing and Science	1
All areas, as needed	2
SOS	1
Alternative School	1

* Not every student who marked "other" actually listed other subjects

Child's Grade	#	%	School Level %
6 th	370	30.9	Middle School (6 th - 8 th) 1,039 86.7%
7 th	342	28.5	
8 th	327	27.3	
9 th	48	4.0	High School (9 th -12 th) 143 11.9%
10 th	51	4.3	
11 th	31	2.6	
12 th	13	1.1	
No Response	16	1.3	

Gender of Child	#	%
Male	592	49.4
Female	586	48.9
No Response	20	1.7

Does child have a disability? Is English the child's native language?

	<u>Disability</u>		<u>English</u>	
	#	%	#	%
Yes	127	10.6	1,050	87.6
No	851	71.0	116	9.7
No Response	220	18.4	32	2.7

<u>What best describes the child?</u>	<u>#</u>	<u>%</u>
Black	892	74.5
Hispanic	102	8.5
White	97	8.1
Multi-racial	42	3.5
Asian/Pacific Islander	17	1.4
Native American	8	0.7
No Response	40	3.3

Students 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.

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (3 questions) % Yes	Satisfaction (3 questions) % Yes	Impact (4 questions) % Yes
110	Assets Learning Center	17	64.7	66.7	54.4
114	Ava H. White Tutorials	--	no data	no data	no data
117	Back To Basics, Inc. d/b/a Club Z! (3505)	35	74.3	69.5	64.3
120	Beacon of Hope, Inc. (BOH)	--	no data	no data	no data
126	BridgeHaven, Inc. d/b/a BridgeHaven Reading Clinic and Tutorial Service	--	no data	no data	no data
127	Bryan County Schools	4	33.3	66.7	50.0
134	Savannah Education Services, Inc. d/b/a Club Z! In-Home Tutoring	8	95.8	87.5	81.3
139	Jaxco Services, Inc. d/b/a Club Z In-Home Tutoring (6377)	5	100.0	100.0	75.0
143	Communities in Schools of Fitzgerald-Ben Hill County, Inc.	38	56.1	73.7	64.5
149	Computer Synectics Inc.	4	58.3	100.0	75.0
160	Education and Guidance Services	7	90.5	95.2	75.0
166	Enlighten, Inc. d/b/a Reading, Phonics, Math and More.	--	no data	no data	no data
170	Florida Learning Centers, Inc. d/b/a Sylvan Learning Centers of Albany, Valdosta and Tifton	7	42.9	66.7	39.3
172	Get Smart	2	33.3	66.7	50.0
176	Green Forest Community Development Corp., Inc. "The Greenforest-McCalep Academic Tutorial Program"	16	75.0	83.3	70.3
178	Hampton L Daughtry Elementary School	2	33.3	50.0	50.0
180	High Achievers	33	55.6	61.6	40.2
181	Merrick Investments, LLC d/b/a Huntington Learning Center	1	100.0	100.0	100.0
190	Kelley Lake Elementary School	125	71.2	83.2	68.2
194	Laureate Training Center	--	no data	no data	no data
200	Loving Hands Development Corporation d/b/a Loving Hands After-school Program	2	66.7	100.0	50.0
202	Mainly Math	1	66.7	100.0	75.0
221	Reading Success, Inc.	2	100.0	100.0	75.0
222	Royce Learning Center, Inc d/b/a Royce Learning Center	11	51.5	69.7	63.6

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (3 questions) % Yes	Satisfaction (3 questions) % Yes	Impact (4 questions) % Yes
237	Georgia Learning Centers, Inc. d/b/a Sylvan Learning Center	--	no data	no data	no data
238	Charles Scott Enterprises, Inc. d/b/a Sylvan Learning Center (7457)	--	no data	no data	no data
240	Tara Heights Enterprises, Inc. d/b/a Sylvan Learning Center: Atlanta Suburbs (9196)	9	70.4	70.4	61.1
242	Sylvan Learning Center, Jonesboro (2296)	19	78.9	78.9	71.1
244	SUPA Learning Centers, Inc. d/b/a Sylvan Learning Center of Rome (4466)	10	96.7	93.3	92.5
245	Weber Enterprises, Inc. d/b/a Vidalia Sylvan Learning Center	--	no data	no data	no data
250	Teach Them to Read, Inc.!	--	no data	no data	no data
251	Tennis in the 'Hood, Inc. After-School Learning Center	1	100.0	100.0	100.0
254	The Phoenix Center for Reading and Language Development, Inc.	1	100.0	100.0	75.0
265	Youth Empowerment Project, Inc.	6	61.1	83.3	62.5
501	A to Z In-Home Tutoring LLC d/b/a A to Z In-Home Tutoring (6598)	95	86.7	83.9	71.1
503	Academia.net, Inc.	12	44.4	63.9	79.2
507	Achieve Results Tutorial and Educational Consulting, LLC	17	62.7	66.7	63.2
515	BAWTYC, Inc. Tutorial Services	1	100.0	66.7	25.0
525	Brainfuse (a division of The Trustforte Corporation) d/b/a/ Brainfuse One-to-One Tutoring	11	90.9	81.8	63.6
546	Community Reach Inc.	12	77.8	72.2	66.7
561	E2020, Inc. d/b/a Education 2020 Virtual Tutor	--	no data	no data	no data
563	Educational Access Center	11	42.4	39.4	34.1
564	Educational Enterprises, Inc.	32	70.8	88.5	71.9
604	Math & Reading Wizards (offered through The National Lighthouse Foundation)	58	62.1	81.0	70.7
609	Next Level Educational Programs, LLC d/b/a Next Level Learning	4	100.0	75.0	81.3
613	Pathways of Learning	3	77.8	44.4	25.0
617	Pinocchio Palace, Inc. A Place Where "Knows" Grow	2	66.7	50.0	50.0
662	University Instructors, Inc.	22	83.3	72.7	54.5
701	21st Century Community Learning Centers	--	no data	no data	no data

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (3 questions) % Yes	Satisfaction (3 questions) % Yes	Impact (4 questions) % Yes
702	Above Average Tutoring Service	--	no data	no data	no data
703	Academic Associates Reading Center, LLC	1	100.0	100.0	100.0
704	Academic Coaches, LLC d/b/a Club Z! In-Home Tutoring (8604)	19	89.5	77.2	69.7
706	Applied Scholastics International d/b/a/ Applied Scholastics	--	no data	no data	no data
707	ATS Educational Consulting Services -- Project Success	30	75.6	83.3	70.8
708	Best Education and Sports Today, Inc. (B.E.S.T.)	5	86.7	86.7	65.0
709	Blandy Hills Elementary School	14	81.0	81.0	71.4
710	Bright Futures Learning Center	28	71.4	72.6	67.9
713	Catapult Online	10	63.3	76.7	60.0
714	Club Z! Inc. (0709)	7	100.0	95.2	67.9
715	Club Z! In-Home Tutoring Service (7952)	88	94.3	90.9	83.0
717	Communities In Schools of Laurens County, Inc. d/b/a The L.O.F.T Teen Center	--	no data	no data	no data
720	De'Jour Success Achievers, Inc.	16	81.3	87.5	79.7
724	eProgress Academy	1	100.0	100.0	100.0
725	FitWit	3	77.8	88.9	58.3
728	Graham Consulting Group	33	85.9	89.9	69.7
729	GSFA Florida, Inc.	--	no data	no data	no data
730	Harvest Advantage, Inc.	--	no data	no data	no data
731	High Points Learning, Inc.	40	71.7	80.0	63.8
733	Inquiring Minds Inc. d/b/a M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	5	60.0	100.0	65.0
734	International After School Program	11	60.6	97.0	77.3
735	JA-MAR Enterprises, LLC d/b/a Club Z! In Home Tutoring Services (9094)	--	no data	no data	no data
736	Krafts Made By hand d/b/a Kultivating Brilliant Minds	2	83.3	83.3	100.0
738	Learning Essentials, Inc.	3	55.6	66.7	58.3
739	Learning First Educational Services, Inc.	4	100.0	100.0	75.0
740	Learning Solutions Tutorial Lab, Inc.	3	77.8	66.7	50.0
741	Link Systems International, Inc. d/b/a Net Tutor™	--	no data	no data	no data

Provider Code	SES Provider Name	N	Compliance/ Service Delivery (3 questions) % Yes	Satisfaction (3 questions) % Yes	Impact (4 questions) % Yes
742	Lowfruit Enterprises, LLC d/b/a ClubZ! In-Home Tutoring (4098)	1	100.0	100.0	100.0
744	Math Doctor Learning Center	12	86.1	91.7	68.8
745	MGP Educational Services, Inc. d/b/a Sylvan Learning Center of Cartersville (8267)	12	66.7	63.9	58.3
747	OPOK, Inc. d/b/a A+ Grades Up	9	70.4	63.0	58.3
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	4	100.0	100.0	50.0
750	Pryor Road Community Redevelopment Corporation d/b/a Saint Paul Leadership Academy	--	no data	no data	no data
751	Raising Expectations Inc.	--	no data	no data	no data
754	Reading, Writing, And Arithmetic Tutorial Service	12	75.0	86.1	75.0
756	Skion Enterprises d/b/a Academic Coaches Tutoring	1	33.3	0.0	0.0
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	--	no data	no data	no data
758	Southeast Learning Systems, Inc. d/b/a Sylvan Learning Center (5345)	25	77.3	76.0	67.0
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	--	no data	no data	no data
761	Sylvan Learning Center Ace It! Tutoring, Austell (5725)	21	76.2	73.0	45.2
763	The Fabric of America	15	71.1	77.8	66.7
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	23	89.9	87.0	73.9
765	TMG Enterprises, Inc. d/b/a Sylvan Learning Center (7801)	2	100.0	100.0	25.0
766	Tower Educational Consulting Group	26	87.2	84.6	71.2
767	Tutor Management Enterprises, LLC d/b/a Club Z! In-Home Tutoring Service (5811)	23	72.5	75.4	54.3
768	Tutor Zone, LLC	20	80.0	56.7	56.3
769	Tutorial Services	2	33.3	50.0	50.0
770	Tutoring By Design	13	84.6	89.7	75.0
773	Zena's House, Inc.	--	no data	no data	no data

Eight student surveys did not have the SES Provider identified.

Impact

4. Have your grades in school improved since you started after-school lessons?
5. Do you like going to school more since you started after-school lessons?
6. Do you feel more confident about your school work since you started after-school lessons?
7. Do you find your school work easier since you started after-school lessons?

Compliance/ Service Delivery

1. Did the instructor give you a test before beginning after-school lessons?
2. Did the instructor share a plan for your after-school lessons with you?
3. Did the instructor tell you how well you were doing?

Satisfaction

8. Do you think the instructor did a good job?
9. If you could, would you like to get more help from the instructor?
10. Has this been a good experience for you?

SES Provider Survey: Statewide Results Spring 2007

Number of surveys completed by SES Providers: **N= 237**

SES Provider Survey Questions	1 year	2 years	3 years	4 years	5 years	No Response
1. How long has your organization provided SES for this school system?	162 68.4%	22 9.3%	21 8.9%	16 6.8%	15 6.3%	1 0.4%
		Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
2. The school system invites me to participate in SES-related fairs, town halls, and parent meetings.	69 29.1%	139 58.6%	20 8.4%	8 3.4%	1 0.4%	
3. The school system allows me to market my services to parents and students.	57 24.1%	144 60.8%	29 12.2%	6 2.5%	1 0.4%	
4. The school system treats all providers in an equitable and fair manner.	69 29.1%	144 60.8%	14 5.9%	5 2.1%	5 2.1%	
5. The school system provides me with a complete list of students whose parents have selected my services.	92 38.8%	134 56.5%	10 4.2%	1 0.4%	--	
6. The school system has a clear policy regarding SES providers' access to school facilities.	74 31.2%	121 51.1%	36 15.2%	2 0.8%	4 1.7%	
7. The school system allows me to provide services in their schools and/ or facilities.	45 19.0%	109 46.0%	47 19.8%	21 8.9%	15 6.3%	
8. The school system enters into a contract with me in a timely manner.	68 28.7%	154 65.0%	7 3.0%	7 3.0%	1 0.4%	
9. The SES contract clearly outlines my obligations.	87 36.7%	137 57.8%	9 3.8%	4 1.7%	--	
10. The school system provides me with achievement data for each student with whom I have contracted to provide services.	37 15.6%	104 43.9%	70 29.5%	26 11.0%	--	
11. The school system's administrative requirements are efficient and not unduly burdensome.	54 22.8%	143 60.3%	27 11.4%	12 5.1%	1 0.4%	
12. The school system processes payment for services in a timely manner.	65 27.4%	146 61.6%	14 5.9%	10 4.2%	2 0.8%	
13. School system personnel coordinating SES are easy to contact.	85 35.9%	117 49.4%	28 11.8%	5 2.1%	2 0.8%	

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response	
14. The school system works collaboratively with providers to resolve any issues that arise.	79 33.3%	135 57.0%	16 6.8%	5 2.1%	2 0.8%	
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Does Not Apply</u>	<u>No Response</u>
15. The school system handles complaints about SES providers in an appropriate manner.	53 22.4%	112 47.3%	6 2.5%	6 2.5%	52 21.9%	8 3.4%
16. The school system handles complaints about SES providers in a timely manner.	52 21.9%	113 47.7%	4 1.7%	5 2.1%	55 23.2%	8 3.4%
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Response</u>	
17. The school system has regular meetings with SES providers.	33 13.9%	112 47.3%	73 30.8%	17 7.2%	2 0.8%	
18. The school system does a good job providing parents with information about SES providers at meetings such as open houses.	43 18.1%	141 59.5%	33 13.9%	11 4.6%	9 3.8%	
19. School system personnel have reviewed our SES instructional materials and provided feedback as necessary.	35 14.8%	127 53.6%	63 26.6%	11 4.6%	1 0.4%	
	<u>Never</u>	<u>Once</u>	<u>Twice</u>	<u>Three or more times</u>	<u>No Response</u>	
20. School system personnel have conducted an on-site SES monitoring visit during the 2006-07 school year.	144 60.8%	46 19.4%	11 4.6%	19 8.0%	17 7.2%	
21. School system personnel have observed instructors delivering SES to students at my site during the 2006-07 school year.	152 64.1%	42 17.7%	10 4.2%	14 5.9%	19 8.0%	
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>No Response</u>	
22. I am satisfied with the level of communication between my organization and the school system personnel who coordinate SES.	73 30.8%	123 51.9%	33 13.9%	5 2.1%	3 1.3%	
23. My organization has a good working relationship with the school system.	88 37.1%	129 54.4%	15 6.3%	3 1.3%	2 0.8%	

Providers included additional comments on 68 surveys