

Evaluation of Supplemental Educational Services
(SES)
in Hawaii for School Year 5 (2009-2010)



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Evaluation of Supplemental Educational Services (SES) in Hawaii for School Year 5 (2009-2010)

Executive Summary

Ninety-eight (98) schools and 6,502 students (16.7% of 38,891 eligible) participated in SES during the 2009-2010 school year. This is a 2.2% decrease in student participation compared to 2008-2009. The achievement test analysis was conducted on a subset of 2,138 students tutored in reading or math, or 32.9% of those enrolled in SES.

The evaluation addresses two primary questions: Has the provider contributed to increasing student achievement? Are parents/guardians, and other stakeholders satisfied with tutoring services?

Academic Achievement

Standardized achievement test scores from the Hawaii State Assessment were used to measure the impact of tutoring on academic achievement. With the 2009 test score as the baseline, 2010 test scores among students who received low to high levels of tutoring in reading or math were compared. Priority rank (i.e., academic performance in school) was also included as a predictor variable. Results show that the number of hours of tutoring had limited impact on test scores. For students tutored in reading, hours of tutoring were significant predictors of test scores for all students and for students in Grade 5. For students tutored in mathematics, hours of tutoring was a significant contributor to test scores only for students in Grade 7. In all cases, however, although the effects were significant, the impact appears to be negligible, accounting for only one or two percent of the variance in test scores.

Customer Satisfaction

A. Parents. A 12-item satisfaction survey was mailed by the Department of Education to parents or guardians and 1,628 surveys were returned to SSRI for analysis and reporting. Of these, 1,585 were used in the analysis. As in previous years, parents were pleased with the tutoring and rated almost all aspects highly (76%-95% positive on most questions). Rated highest were tutoring convenience (95% said “yes”) and tutoring starting on time (91%). Eighty-eight percent of the parents said they would tell others to use the provider they used. Similar to previous years, some parents (18%) reportedly did not receive progress reports from their tutor providers.

B. School Personnel. The questionnaire was available on the web site for all SES school principals (or their designees) for completion in May. The results of that survey (based on 69 or 70% of SES schools) indicated that school designees rated over half (15 of 23) of the tutors as average or above average. Respondents were most satisfied with the use of school facilities. School personnel were only somewhat satisfied with service planning, delivery, and monitoring. Respondents were least satisfied with the information given to schools and teachers. As expected, there was a high correlation between providers’ ratings and the percentage of respondents (principals or their designees) wanting to keep the provider on the DOE’s approved list of providers.

C. Complex Area Personnel. The same set of questions was asked about each provider serving the complex. Thirteen of the 23 SES providers received an average or above average mean rating. Of that group, three were considered above average or superior. Six providers were rated just below average and four were rated way below average to below average. There was unanimous agreement that eleven of 23 providers should remain on the state’s approved list. For nine of the remaining 12 providers, the majority of respondents indicated that the vendor should remain listed. Less than half of the respondents indicated that three providers should no longer be on the State’s approved list of providers.

Complex personnel were most satisfied with the timeliness of monthly invoices and least satisfied with information from providers when those providers were unable to deliver timely services. Findings were consistent with survey results in the previous year. However, the overall rating of satisfaction on all eight functions, when combined, was below average (2.75 on a 5-point scale).

Introduction to Supplemental Educational Services

Background on SES

As a major component of the federal government’s educational initiative, No Child Left Behind (NCLB), Supplemental Educational Services (SES) offers free tutoring during non-school hours to students from low income families attending Title I schools¹ that have not made Adequate Yearly Progress (AYP) for at least three years (or schools that are in a second year of “school improvement status”). SES provides free after-school, weekend or summer tutoring for students to improve their academic standing. The goal of the SES program is to increase the academic proficiency of eligible students by providing additional academic instruction outside of the regular school day. Hawaii’s first school year for SES implementation was 2003-2004. The DOE has added new providers to the choices for parents and students every year. The number of students participating in SES has also increased over the years.

SES Evaluation Across the Nation

Hawaii’s evaluation reports from previous years provided information about evaluations of SES in the United States. State reports and any special national reports on SES are reviewed by the Social Science Research Institute (SSRI) evaluators as they become available. Attention is given to the design and methods used for evaluation as well as the results on students’ improvements in academic achievement and customer satisfaction with SES.

For this year, no new major reports have been published but state education departments are providing more comprehensive information on SES on their websites for use by educators and parents. Some are posting their evaluation reports that use essentially the same research methods as Hawaii. Some independent researchers are also conducting

¹ Title I eligibility is based on 35% of students receiving Certified, Free/Reduced price lunch.

studies, e.g., a PhD dissertation which is a meta-analysis of studies to determine whether SES has had any positive effects on student achievement.

SES in Hawaii

For school years 2008-2009 and 2009-2010, Hawaii's performance targets under the No Child Left Behind are 58% in reading and 46% in math. Under current law, these targets will continue to rise until 2014, when 100% of students are mandated under the federal No Child Left Behind Act to demonstrate proficiency in reading and math.

There are 283 schools (255 Public, 28 Charter) in Hawaii that are governed by the rules of No Child Left Behind. Of these schools, 164 failed to make Adequate Yearly Progress (AYP). Seven schools met AYP goals for two consecutive years (2007 and 2008) and are now in unconditional good standing; 112 schools met AYP goals in 2007 but did not meet goals in 2008; 72 schools did not meet AYP goals in 2007 but did meet goals in 2008; and 91 schools failed to meet AYP for the two consecutive years.² For the purposes of this evaluation, schools in *School Improvement Year 2*, *Corrective Action*, *Planning for Restructuring*, and *Restructuring* are qualified to offer SES when 35% of their students qualify and apply for free and reduced priced lunch.³ A total of 123 Public and Charter schools were in one of these statuses; 89 of these schools qualified for SES under NCLB and 87 of these schools participated in SES although it should be noted that three schools from West Hawaii (Honokaa-Kealakehe-Kohala-Konawaena) did not have any students apply for SES.

During the 2009-2010 school year, 38,891 students were eligible to receive SES tutoring.⁴ DOE records indicate that 9,404 students applied for SES and 6,502 were served by twenty-three contracted tutoring providers.⁵ This indicates that 16.7% of Hawaii's eligible students took advantage of free SES tutoring. The number of students enrolled in

² System Evaluation and Reporting Section, Systems Accountability Office (2008). *No Child Left Behind School Reports*. Honolulu, HI: Hawaii State Department of Education.

³ <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>

⁴ Based on DOE 2009-2010 free and reduced price lunch count.

⁵ Based on DOE EPM database for 2009-2010.

tutoring was higher in this school year than in 2008-09, however the percentage of eligible students who participated decreased by 2.2%. By comparison, in 2008-2009, 6,354 students were served by thirteen tutoring providers. Still, this rate was higher than the national participation rate, estimated to have been 7.4% in 2006-07.⁶

Background information on No Child Left Behind and SES and its operation in Hawaii for the last four years can be found in our previous SES annual evaluation reports⁷ and on the websites for the U.S. Department of Education and the State of Hawaii Department of Education.⁸ Additionally, Hawaii's HSA standardized test results, Adequate Yearly Progress reports and schools' statuses are available online.⁹

Evaluation of SES in Hawaii

In 2005, the DOE contracted with the Social Science Research Institute at the University of Hawaii at Mānoa to conduct the evaluation of SES service providers. Specifically, the evaluators were contracted to determine if SES providers are 1) following requirements and guidelines; 2) improving the academic performance of students enrolled in SES; and 3) satisfying “customers”, i.e., parents and other stakeholders.

For all prior year reports, the evaluators found that parents surveyed were overwhelmingly satisfied with SES and that SES providers complied with federal and state laws and rules. In the 2010 report comparing test scores by students in 2008 versus 2009, the evaluators found no significant differences in the adjusted means of achievement scores for students who received at least 80% of the tutoring they were eligible for compared to students who received 19% or less (based on an Analysis of

⁶U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *State and Local Implementation of the No Child Left Behind Act, Volume VII— Title I School Choice and Supplemental Educational Services: Final Report, Washington, D.C., 2009.*

⁷ Inazu, J., Anderson, D., Holmes, J., Marker N., Oda, E. A., Uyeno, R., Zhang, S. (2010) *Evaluation of Supplemental Educational Services (SES) in Hawaii for School Year 4, 2008-2009.*

Social Science Research Institute, University of Hawaii at Manoa. Honolulu, HI: 2010. Available online at <http://doe.k12.hi.us/nclb/vendors/index.htm> See pdf file under SES Provider Evaluation

⁸ US-DOE: <http://www.ed.gov/nclb/choice/help/ses/index.html> and State of Hawaii DOE: <http://doe.k12.hi.us/nclb/index.htm>

⁹ <http://arch.k12.hi.us/school/nclb/nclb.html>

Covariance). After priority rank and 2008 test scores were taken into account, the adjusted means for students tutored in reading and math indicate that tutoring had no significant effect on test performance.¹⁰

Scope of Evaluation Services

The current evaluation (2009-2010) builds on methods and findings from the first four years' reports. The only major difference from previous years was that SPMS has taken over responsibility for the monitoring and compliance of tutoring providers. The evaluation team continued to consult with the DOE for further development of its Enterprise Project Management (EPM) web-based system in order to improve data collection with direct, timely reporting from the complexes and schools. SSRI evaluators also attended an August 20 training for complex personnel about how to navigate and input data into the EPM system and construct the complex areas' EPM SES database. In future years, the school and complex personnel survey may be posted on the DOE's Enterprise Project Management (EPM) website for access by school personnel.

The 2009-2010 Year Evaluation

In 2009-2010, twenty-three SES provider organizations tutored Hawaii students: College Connections Hawaii, Wahiawa Community Schools for Adults, Education Therapy, Inc., Hui Malama Learning Center, A+ It's All About Kids, LLC, Kumon North America, Tutor Hawaii, Educational Enterprises, Imagine Learning Academy, Mathnasium, Kids Talk Story - Learning for a Lifetime, Harvest Learning, Kona Community Schools for Adults, Learning Hale Instructional Center, A Tree of Knowledge, ACE Tutoring Services, Farrington Community School for Adults, Babbage Net School, Club Z! In-Home Tutoring, Creative Academies, Innovadia, The Reading Clinic, and UH On-Line Learning Academy.¹¹ These organizations were posted on the Hawaii Department of

¹⁰Refer to the report for full explanation including methodological issues such as small sample size.<http://doe.k12.hi.us/nclb/vendors/090904dwilliams/SY2007-08%20Evaluation%20Results.pdf>.

¹¹ Parent information on SES tutoring on each provider was made available to parents at <http://doe.k12hi.us/nclb/vendors/index.htm>

Education's website with contact information for parents and other interested persons to identify and learn more about these providers.

The fifth year evaluation (2009-2010) compared students' Hawaii State Assessment test scores before (2009) and after SES (2010) tutoring. A total of 2,138 students were included in the reading (1,002) and math (1,136) datasets.

For 2009-10, parent satisfaction questionnaires were sent by the DOE, requesting that they be returned to SSRI. A total of 1,619 were received and 1,585 analyzed in this Year 5 report. The majority was for a few of the providers as is described in the Customer Satisfaction section of this report. Complex Area personnel who worked most closely with providers were again interviewed about their experiences with and knowledge about each provider. Finally, school principals or their designees completed an on-line evaluation of each tutor providing services at their school.

Evaluation Research Questions

The evaluation of SES in Hawaii focuses on two questions: Has the provider contributed to increasing student achievement? Are parents/guardians, school and complex area personnel satisfied with tutoring services?

As stated earlier, the development of an evaluation methodology for SES in Hawaii was phased in over four years. In the first year (2005-2006), three methodologies were pilot-tested: performance on state-wide standardized assessments using the Hawaii State Assessment Test; customer satisfaction using a parental satisfaction survey developed by SSRI; and compliance with state and federal laws using a compliance checklist and on-site observations. In the second year, these three were retained, with the addition of interviews with complex area personnel responsible for SES. In the third year, interviews with school personnel were added to the previous year's evaluation strategies (i.e., test score analyses, parent satisfaction, complex satisfaction and provider's service delivery interviews). By the fourth year, the same instruments were used except for slight changes to the complex personnel questionnaire and the parental satisfaction survey (e.g., provider

names were updated). This fifth year included revision to the complex area questionnaire for simplification and brevity. The provider interview questionnaire and compliance checklist were made available to SPMS for use in monitoring providers.

Evaluation Research Question 1: Academic Achievement

The calculations are based on the preliminary results of the 2010 Hawaii State Assessment which are used to determine a school's status under No Child Left Behind. For school years 2007-2008, 2008-2009, and 2009-2010, Hawaii's performance targets under the No Child Left Behind are 58% in reading and 46% in math. Under the current law, these targets will continue to rise until 2014, when 100% of students are mandated under the federal No Child Left Behind Act to demonstrate proficiency in reading and math.

Objective of the Analysis

The overall objective of the quantitative analysis was to assess the statistical effect of tutoring services on student performance on the Hawaii State Assessment (HSA) reading and math scores in 2010. Descriptive measures are provided for test takers by priority rank and tutoring provider. Statistical tests of the effect of tutoring services were conducted for all providers as a group and for providers and grade levels with sufficient sample size.

Description of the Data

Two main data sets were used in this analysis.

- (1) Information on the tutoring services received by students was obtained from the DOE complexes, and was collated and vetted by the evaluation team (the "tutor" data set). This data set includes information on all students for whom the DOE was billed for tutoring services during the 2009-2010 period. The relevant variables used in this data set include the total number of tutoring hours the student received and the total cost to the DOE of that tutoring; the subject area (reading or math) of the tutoring;

the provider of the tutoring; and the rank assigned to students by the DOE that indicates academic performance level of need for tutoring services.

- (2) Information on student performance on the 2009 and 2010 HSA exams was obtained from the DOE Testing and Evaluation Office (the “score” data set). This set includes information on all HSA test scores (both reading and math) for the 2009 and 2010 tests. The relevant variables used in this set include the test scores (scaled scores were used) and the student’s grade level.

Both data sets were checked by the evaluation team. Records with missing or duplicate student ID data were eliminated. The information in the tutor data set was then combined with the score data set (indexed on the student ID number), resulting in a comprehensive data set from which two subsets were extracted for the reading and math score analyses, respectively. Each of these subsets was composed of records with valid HSA scaled scores in both 2009 and 2010 for the respective subject area. The final number of valid records for the subsequent analyses is as follows:

Reading data set: N=1,002

Math data set: N=1,136

Tables 1a and 1b break down each of these totals by provider.

**Table 1a. Number of Students Served by Provider from the HSA Test Analysis:
Reading**

Provider	Number of Students	Percent of Total
ACE Tutoring Services	19	1.9
Babbage Net School	146	14.5
Beyond the Bell	1	.1
College Connections Hawaii	42	4.2
Community School of Adults	1	.1
Educational Enterprises	8	.8
Harvest Learning Group	23	2.3
It's All About Kids	271	27.0
Imagine Learning	199	20.0
Innovadia	1	.1
Kids Talk Story: Learning for a Lifetime	23	2.3
Kumon	130	12.9
Learning Hale	54	5.4
Tutor Hawaii	63	6.3
A Tree of Knowledge	21	2.1
Total	1002	100.0

Limitations of the Data

As Tables 2a and 2b indicate, there is wide variation in the number of usable records among providers. As has been the case in previous years, the majority of providers lack sufficient records (sample sizes) for provider-specific analysis. Thus, these providers were included in overall and grade-level analyses, but in order to prevent invalid and potentially unfair conclusions, they were not subject to provider-specific analyses. For the same reason, more focused analyses based on other identifiable geographic or demographic groups within the data were not possible with the given data, and were not conducted.

**Table 1b. Number of Students Served by Provider from the HSA Test Analysis:
Math**

Provider	Number of Students	Percent of Total
ACE Tutoring	17	1.5
Babbage Net	120	10.6
College Connections Hawaii	71	6.2
Club Z!	2	.2
Educational Enterprises	3	.3
Harvest Learning Group	24	2.1
It's All About Kids	323	28.4
Innovadia	13	1.1
Kumon	316	27.8
Learning Hale	63	5.5
Mathnasium	52	4.6
Tutor Hawaii	100	8.8
A Tree of Knowledge	22	1.9
UH On-Line Learning Academy	10	.9
Total	1136	100.0

It should be noted that a repeated-measures analysis based on direct comparison of 2009 and 2010 HSA scores was not possible due to the fact that the HSA tests are not equated from year to year. Thus, it is not possible to use the change in scores from 2009 to 2010 as a valid measure of the effect of tutoring.

Method

The method of analysis selected by the evaluation team was multiple regression analysis. For each subject area, the criterion variable for the analysis was the respective 2010 HSA scaled score. There were three main predictor variables:

- (a) The 2009 HSA scaled score (“2009 Score”). The possible range for the scaled score is 100-500, with scores at and above 300 serving as the cut point between pass and fail for reporting purposes.
- (b) The priority rank (“Rank”) that is assigned to each student eligible to receive tutoring services. A priority rank is assigned to every student bi-annually by the DOE. It is determined by student performance in Language Arts and Math at the school level. For students who qualify for SES tutoring, priority rank ranges from 1 (lowest performance and hence highest need) to 5 (highest performance and hence lowest need).
- (c) The amount of tutoring services actually received (“Hours Received”) by the student, as measured by the number of hours that the student’s provider billed the DOE for services rendered to the student. To be counted for this variable, the services had to be rendered during the period September 2009-March 2010 (i.e., prior to the administration of the 2010 HSA tests).

The analysis proceeded as follows:

- (1) A full model with all predictor variables and their interactions was tested for each subject area in order to determine whether any significant interaction among the predictors was occurring.
- (2) After determining that none of the interaction terms was statistically significant, a model that included only the main effects was tested for both subject areas using all students.
- (3) This main effects-only model was then applied to specific providers and grade levels with sufficient records (minimum n=75).
- (4) An exploratory regression analysis was conducted to ascertain whether the data indicated a threshold point in “hours received” beyond which those tutoring services significantly affected the 2010 score. To do this, dummy variables were created to denote whether the student had received a minimum of 5, 10, 15, or 20 hours of tutoring (0=no, 1=yes). Each of these dummy variables was then included in the main effects-only models in place of the “hours received” variable. A significant dummy variable

would indicate that there was difference between students who received the respective minimum hours of tutoring versus those who didn't with respect to their 2010 scores.

As noted in the discussion of data limitations earlier, the data available for this report impose a constraint on the range of analyses that can be conducted. Provider-specific regression analyses to determine the effect of tutoring services are limited to those providers with sufficient sample size. A power analysis based on conventional assumptions of expected effect size and alpha level indicate that a minimum of about 75 records (n=75) be used to select providers for specific analysis; thus, only those providers with at least 75 usable records will be subject to a provider-specific analysis. Grade-level analyses are also based on this minimum.

Results

Descriptive Measures

Mean HSA 2009 and 2010 scores (reading and math, respectively) are shown in Tables 2a and 2b (by provider) and Tables 3c and 3d (by priority rank). It is important to note that although both 2009 and 2010 scores are included for the purpose of providing a context for the scores, these scores cannot be compared from 2009-2010 due to non-equating of scoring between the two years (as noted above). (Thus, one cannot determine on the basis of these scores that a provider performed "better" because its average 2010 score is higher than its 2009 score.) Also, it should be emphasized that means based on small sample sizes should be interpreted with extreme caution.

Table 2a. Means and SDs for Reading Scores, by Provider, 2009 and 2010

(Note: Mean scores between 2009-2010 should not be compared because of different scoring methods)

Provider	N	2009	SD	2010	SD
ACE	19	290.05	32.74	286.16	46.62
Babbage Net School	146	284.32	30.68	290.19	31.06
Beyond the Bell	1	334.00	n/a	348.00	n/a
College Connections Hawaii	42	270.24	35.40	281.90	36.59
Community Schools for Adults	1	306.00	n/a	305.00	n/a
Educational Enterprises	8	304.88	52.23	327.63	35.05
Harvest Learning Group	23	275.61	35.05	286.22	32.83
It's All About Kids	271	274.07	36.35	279.23	38.54
Imagine Learning	199	274.62	34.69	276.77	36.48
Innovadia	1	303.00	n/a	293.00	n/a
Kids Talk Story Learning for a Lifetime	23	294.48	35.09	305.09	35.10
Kumon	130	283.83	34.29	292.03	37.56
Learning Hale	54	275.26	38.31	278.39	38.59
Tutor Hawaii	63	272.98	32.13	283.37	41.91
A Tree of Knowledge	21	269.05	39.46	279.19	37.90
All Providers	1002	277.84	35.23	283.71	37.66

Table 2b. Means and SDs for Math Scores, by Provider, 2009 and 2010

(Note: Mean scores between 2009-2010 should not be compared because of different scoring methods)

Provider	n	2009	SD	2010	SD
ACE Tutoring	17	264.06	30.28	272.71	34.00
Babbage Net School	120	279.56	33.00	283.02	37.48
College Connections	71	287.99	31.25	290.75	45.60
Club Z!	2	291.50	41.72	295.00	38.18
Educational Enterprises	3	303.33	55.64	297.67	41.43
Harvest Learning Group	24	291.33	38.19	284.75	33.28
It's All About Kids	323	277.28	34.06	281.92	35.49
Innovadia	13	282.38	39.75	298.08	45.66
Kumon	316	288.47	33.46	292.11	35.89
Learning Hale	63	280.06	32.54	283.62	36.71
Mathnasium	52	297.79	39.70	303.63	49.19
Tutor Hawai	100	273.86	33.90	276.93	33.73
A Tree of Knowledge	22	267.18	27.74	260.77	34.04
UH On-Line Learning Academy	10	298.80	26.49	317.30	39.93
All Providers	1136	282.34	34.38	286.14	37.90

Table 2c. Mean Reading Scores by Rank, 2010

Rank	N	2009	SD	2010	SD
1	13	240.31	37.32	231.54	42.92
2	289	255.30	29.85	257.49	33.02
3	509	281.84	29.98	289.46	31.21
4	180	302.68	32.87	309.81	31.41
5	11	322.91	35.12	340.55	18.06
Total	1002	277.84	35.23	283.71	37.67

Table 2d. Mean Math Scores by Rank, 2010

Rank	N	2009	SD	2010	SD
1	20	255.50	21.75	257.50	39.59
2	261	257.22	28.82	258.80	28.42
3	588	281.83	28.63	285.51	32.21
4	244	309.59	31.14	315.40	34.17
5	23	314.78	26.04	327.17	41.67
Total	1136	282.34	34.38	286.14	37.90

The 2010 scores for both reading and math demonstrate the same relationship with rank as was evident in the 2009 scores: i.e., the lower the student's priority rank score (indicating greater need for tutoring services), the lower the test score. For both reading and math, only students at or below a rank of “4” scored above the cut-off point of 300, which signifies “approaching” and/or “meeting” standards.

Multiple Regression Models

The results of the regression analyses are included in Table 3 (reading) and Table 4 (math). From left to right, the table columns can be interpreted as follows:

- (a) The scope of the analysis. The first row shows the results for the entire data set (all grades and all providers) for the respective subject area. Following this are results for models focused on specific grade levels, and then on specific providers.
- (b) The number of records (sample size) for each model tested.
- (c) The F-statistic (with an asterisk denoting statistical significance) for the model tested. Significance indicates that the model as a whole (all predictor variables) explains a statistically significant amount of variation in 2010 scores. Model significance does not indicate specifically which of the components of the model (i.e., which of the predictor variables) is actually “working” to explain the variation; this information is provided by tests of the individual predictor variables, explained in (e) below.
- (d) The model R-squared, which is the percent of variation in 2010 scores that the model is able to explain.
- (e) The unstandardized regression coefficients for the three predictor variables (2009 Score, Rank, and Hours Received). If the variable is statistically significant ($p < .05$), it is marked with an asterisk. Statistically significant coefficients indicate that the predictor variable explains a significant amount of variation in 2010 score, after accounting for the effects of the other variables in the model. The regression coefficient can be interpreted as the change in 2010 score that can be predicted by a one-unit change in the predictor variable. For example, the first row of Table 3 below

indicates that the regression coefficient for Rank is 10.33; thus, the model predicts that a student with a rank of 4 would be expected to score about 10 points higher than a student with a rank of 3 (controlling for all other variables).

- (f) The squared semi-partial correlation coefficients for each of the predictor variables. This number indicates the amount of variation in the 2010 score that can be uniquely attributed to the individual predictor variable, after accounting for the effect of the other variables. For example, in the first row of Table 3 below, the “.03” figure for Rank indicates that a student’s priority rank explains about 3 percent of the variation in 2010 score, after accounting for the effect of the student’s 2009 score and tutoring hours received. (Although similar in concept to the model R-squared figure, it should be noted that the sum total of these squared semi-partial correlations does not equal the model R-squared, because there is “overlap” or correlation among the predictor variables.)

Table 3. Results of Regression Models for Reading Scores

	N	Model F	Model R2	Coefficients			% Effect on 2010 Score		
				2009 Score	Rank	Hours	2009 Score	Rank	Hours
All Grades and Providers	1001	538.00*	0.62	0.71*	10.33*	0.23*	0.33	0.03	0.00
By Grade									
Grade 4	313	160.93*	0.61	0.77*	11.96*	0.30	0.29	0.03	0.00
Grade 5	262	206.91*	0.71	0.66*	10.80*	0.36*	0.34	0.04	0.01
Grade 6	210	111.96*	0.62	0.69*	11.65*	0.17	0.25	0.03	0.00
Grade 7	119	55.38*	0.59	0.74*	9.34*	0.29	0.44	0.04	0.00
Grade 8	92	35.47*	0.55	0.66*	3.55	0.34	0.40	0.01	0.01
By Provider									
Babbage Net	146	54.05*	0.53	0.62*	8.00*	0.15	0.31	0.03	0.00
It’s All About Kids	271	106.34*	0.54	0.64*	10.10*	0.50	0.27	0.03	0.01
Imagine Learning	199	112.81*	0.63	0.74*	7.68*	0.30	0.37	0.02	0.00
Kumon	130	91.50*	0.69	0.72*	13.84*	-0.19	0.31	0.05	0.00

*p<.05

For reading, the main findings are as follows:

- (1) The tested model (main effects of the three predictor variables) is significant for all students as well as all groups of students tested.

- (2) For all students, the model accounts for 62 percent of the variation in 2010 scores. Among grade level groups, the model is most effective in predicting scores for Grade 5 (71 percent). Among provider groups, the model is most effective for Kumon (69 percent).
- (3) 2009 Score and Rank are significant predictors for all students and for most of the grade and provider groups. Hours is a significant predictor only when looking at all students and for Grade 5.
- (4) 2009 Score is the strongest predictor of 2010 Score, accounting for 33 percent of the variation in 2010 Score for all students, and ranging from 25-44 percent for individual groups of students. As predictors, Rank and Hours are much less effective, accounting for 3 and 0 percent of 2010 Score, respectively, for all students.
- (5) Hours accounts for less than 1 percent of the variation in 2010 Score except when looking specifically at Grades 5 and 8, and at provider It's All About Kids. In those cases, Hours accounts for 1 percent of the variation in 2010 Score.

Table 4. Results of Regression Models for Math Scores

	N	Model F	Model R2	Coefficients			% Effect on 2010 Score		
				2009 Score	Rank	Hours	2009 Score	Rank	Hours
All Grades and Providers	1136	565.57*	0.60	0.73*	8.33*	0.16	0.44	0.05	0.00
By Grade Level									
Grade 4	284	147.62*	0.61	0.64*	10.56*	-0.13	0.24	0.03	0.00
Grade 5	277	151.85*	0.63	0.79*	6.66*	0.05	0.34	0.01	0.00
Grade 6	263	157.11*	0.65	0.70*	10.52*	-0.10	0.30	0.03	0.00
Grade 7	181	98.52*	0.63	0.75*	11.78*	0.54*	0.31	0.05	0.02
Grade 8	128	66.97*	0.62	1.02*	0.95	0.39	0.50	0.00	0.01
By Provider									
Babbage Net	120	56.60*	0.59	0.81*	3.68	0.24	0.35	0.01	0.01
It's All About Kids	323	168.87*	0.61	0.76*	4.71*	0.07	0.38	0.01	0.00
Kumon	316	156.32*	0.60	0.67*	10.56*	0.17	0.26	0.03	0.00
Tutor Hawaii	100	48.56*	0.60	0.62*	11.57*	0.02	0.29	0.04	0.00

*p<.05

For math, the main findings are as follows:

- (1) The tested model (main effects of the three predictor variables) is significant for all students as well as all groups of students tested.
- (2) For all students, the model accounts for 60 percent of the variation in 2010 scores. Among grade level groups, the model is most effective in predicting scores for Grade 6 (65 percent). Among provider groups, the model is most effective for It's All About Kids (61 percent).
- (3) 2009 Score and Rank are significant predictors for all students and for most of the groups. Hours is a significant predictor only for Grade 7. When looking at all students, Hours was non-significant at an alpha level of .05, but at $p=.055$ it approached that mark.
- (4) 2009 Score is the strongest predictor of 2010 Score, accounting for 44 percent of the variation in 2010 Score for all students, and ranging from 24-50 percent for individual groups of students. As predictors, Rank and Hours are much less effective, accounting for 5 and 0 percent of 2010 Score, respectively, for all students.
- (5) Hours accounts for less than 1 percent of the variation in 2010 Score except when looking specifically at Grades 7 and 8, and at provider Babbage Net School. In those cases, Hours accounts for 2, 1 and 1 percent of the variation in 2010 Score, respectively. The effect of Hours for Grade 7 is the largest effect found in the set of analyses on Hours.

Exploratory Analysis to Find a "Cut-Point" in Hours

For exploratory purposes, as noted above, various cut-points in the number of hours received were tested to see if the data might reveal a point that could be considered a "minimum" number of hours needed in order to affect 2010 Score. The results are indicated in Table 6. The first column identifies the "cut-point" used to create the

dummy variable in the analysis; for example, for the first row (“5 Hours”), the variable would contain a “0” if the student received less than five hours of tutoring, and a “1” if he/she received five or more hours. This variable was then used in place of the continuous variable Hours, and then the model was run to check the significance of that predictor. A significant result would indicate, for example, that there is a significant difference in 2010 Scores between students who received at least five hours of tutoring and those who did not.

Table 5. Significance of Categorical Variable Reflecting Minimum Hours Received

Cut-Point in Hours Received	Reading	Math
5 Hours	*	n.s.
10 Hours	*	*
15 Hours	n.s.	*
20 Hours	*	n.s.

*p<.05

The results of this exploratory analysis are not clear for Reading. The significance of the variables reflecting cut-points of 5 and 10 hours might indicate that even a small amount of tutoring is statistically effective; however, the 15-hour point is non-significant while the 20-hour point is significant. For Math, the pattern is more consistent. The data appear to indicate that there is a cut-point between 5 and 10 hours that can be considered a minimum, and a point between 15 and 20 hours above which additional tutoring does not affect test performance.

Discussion

The analysis of 2009-2010 HSA scores indicates that, when looking at reading scores and grade 7 math scores, the number of tutoring hours a student receives has a statistically significant effect on 2010 test scores, after accounting for the effect of the student’s prior test score and his/her priority rank. The significance of tutoring hours is not consistent across all students and grades or providers, however. Furthermore, in all cases where the effect of tutoring is statistically significant, the magnitude of that effect is very small.

Consistent with previous years' analyses, a student's 2009 HSA test score is clearly the best predictor of his/her performance in 2010. Also consistent with earlier analyses, priority rank is a significant predictor of 2010 performance, not as strong a predictor as 2009 score but clearly stronger than tutoring hours received.

The results of this analysis of the 2010 data, although based on a slightly different methodology than that used in previous years, nevertheless are consistent with previous findings in demonstrating that the effect of tutoring on HSA test scores is minimal when considered in the context of prior academic and test performance, as well as the demographic, family, and community variables that were not included in the models but are known to have an effect on student achievement. A student's performance on his/her prior year's test remains the single best predictor of his/her current performance.

Evaluation Research Question 2: Customer Satisfaction

In 2009-2010 customer satisfaction measures were obtained from parents or guardians, complex area staff members, and school employees, such as teachers, principals and staff members designated to work on SES.

A. Parental Satisfaction Survey

Method

The Questionnaire

The Parental Satisfaction Survey (PSS) covered 12 questions (see Appendix B). Ten questions asked about parental satisfaction with their child's SES tutoring; the other two questions asked parents to identify the provider they chose and what subject their child was tutored in. One modification was made to the parental satisfaction survey in 2009-2010: a question about the number of hours or sessions the student received was answered by only 5% of the parents/guardians so it was deleted. In January, 2010, the revised survey was emailed to the SPMS (DOE) office for distribution. The DOE was

responsible for sending out parental satisfaction surveys to the parents/guardians of all students who received any SES services during the 2009-2010 school year. The DOE made the survey available to appropriate personnel through email in February, 2010.

Sampling and Mailout

Before the mailout, complex personnel entered the name of the vendor and school on each survey. The mailouts included a cover letter with instructions, the survey and an addressed stamped envelope to SSRI so surveys would be returned to SSRI for analysis (see Appendix B). Complex personnel were instructed to mail surveys to parents/guardians when students completed tutoring or terminated early (e.g., dropped out, switched providers, left the school). Any parent or guardian whose child received tutoring in 2009-2010 and who had not been sent a parental satisfaction survey for the 2009-2010 school year (e.g., student received partial services) was mailed a survey in May although some complexes mailed surveys in August and September of 2010. SSRI stopped accepting surveys on October 1, 2010.

Results

As of December 7, 2010, 1,628 surveys were returned to SSRI. Of those, 1,585 surveys that were received by October 1, 2010 were used in the analysis. The majority of surveys received were for the large vendors (e.g., A+ It's All About Kids, Kumon) while new or "small" vendors' response rates were relatively small. SSRI received only two surveys for Community Schools for Adults and one survey for the University of Hawaii at Manoa OLA; therefore, the analysis may not be representative of parents/guardians whose child was tutored by these vendors.

Overall, parents were satisfied with their child's tutoring services, with positive responses to most questions ranging from 76% - 95% (see Table 6 and Figure 1). Items rated highest for satisfaction were tutoring convenience and tutoring starting on time. Eighty-eight percent of the parents said they would tell other parents to use the provider they chose. As in previous years, the questions showing the least satisfaction were "did not

receive progress reports from providers” (18%) and “their child was doing better in school” (only 76% thought so).

Comparisons Among Providers¹²

- A+ It’s All About Kids: 446 surveys were returned to SSRI. Parental satisfaction overall was moderately high (87%). Among all the items, they received the highest marks in convenience (96%) and enjoyment (94%) and the lowest marks in student’s school improvement (78%) and receiving reports (78%).
- ACE Tutoring Services: 47 surveys were returned to SSRI. Parental satisfaction overall was moderately high (80%). Among all the items, they received the highest marks in convenience (91%) and organization (87%) and the lowest marks in student’s school improvement (53%) and receiving reports (77%).
- A Tree of Knowledge: 20 surveys were returned to SSRI. Parental satisfaction overall was moderately high (83%). Among all the items, they received the highest marks in starting on time (95%) and convenience (96%) and the lowest marks in student’s school improvement (70%) and having clear goals (75%).
- Babbage Net School: 104 surveys were returned to SSRI. Parental satisfaction overall was moderate (73%). Among all the items, they received the highest marks in convenience (88%) and starting on time (88%) and the lowest marks in receiving reports (52%) and student’s school improvement (60%).
- College Connections: 42 surveys were returned to SSRI. Parental satisfaction overall was moderately high (89%). Among all the items, they received the highest marks in convenience (95%), starting on time (92%) and would tell others to use (92%) and the lowest marks in organization (85%) and student’s school improvement (81%).
- Community Schools for Adults: 2 surveys were returned to SSRI. Parental satisfaction overall was moderate (75%). Among all the items, they received the highest marks in convenience, starting on time, student’s school improvement, enjoyment, use again, and tell others to use (all 100%). Their lowest mark was in receiving reports (0%).

¹² Satisfaction ratings for providers were defined as follows: High= 90-100%, Moderately high = 80-89%, Moderate = 70-79%, Low= 60-69%, and Very low = 50-59%.

- Educational Enterprises: 13 surveys were returned to SSRI. Parental satisfaction overall was very low (53%). Among all the items, they received the highest marks in convenience (85%) and starting on time (77%), and their lowest marks were receiving reports (23%) and student's improvement in school (31%).
- Education Therapy: 52 surveys were returned to SSRI. Parental satisfaction overall was moderately high (89%). Among all the items, they received the highest marks in starting on time (96%) clear goals (92%) and organization (92%). Their lowest marks were receiving reports (81%) and student's improvement in school (81%).
- Harvest Learning Group: 36 surveys were returned to SSRI. Parental satisfaction overall was moderate (72%). Among all the items, they received the highest marks in convenience (97%) and starting on time (95%). Their lowest ratings were in Receiving reports (47%) and student's improvement in school (44%).
- Hui Malama Learning Center: 23 surveys were returned to SSRI. Parental satisfaction overall was high (93%). Among all the items, they received the highest marks in convenience, skillful tutor and receiving reports (all 100%). Their lowest mark was in student's improvement in school (78%).
- Imagine Learning Academy: 54 surveys were returned to SSRI. Parental satisfaction was moderately high (85%). Among all the items, they received the highest marks in convenience (93%) and enjoyment (96%). They received their lowest mark in receiving reports (57%).
- Innovadia LLC: 14 surveys were returned to SSRI. Parental satisfaction was moderately high (84%). Among all the items, they received the highest marks in convenience, on time, and skillful tutor (all 100%). They received their lowest mark in receiving reports (21%).
- Kid's Talk Story: 11 surveys were returned to SSRI. Parental satisfaction was high (90%). Among all the items, they received the highest marks in convenience, and receiving reports (both 100%). They received their lowest mark in student's improvement in school (82%).
- Kumon: 477 surveys were returned to SSRI. Parental satisfaction overall was high (91%). Among all the items, they received the highest marks in convenience (96%) and starting on time (96%). Their lowest mark was in receiving reports (83%).

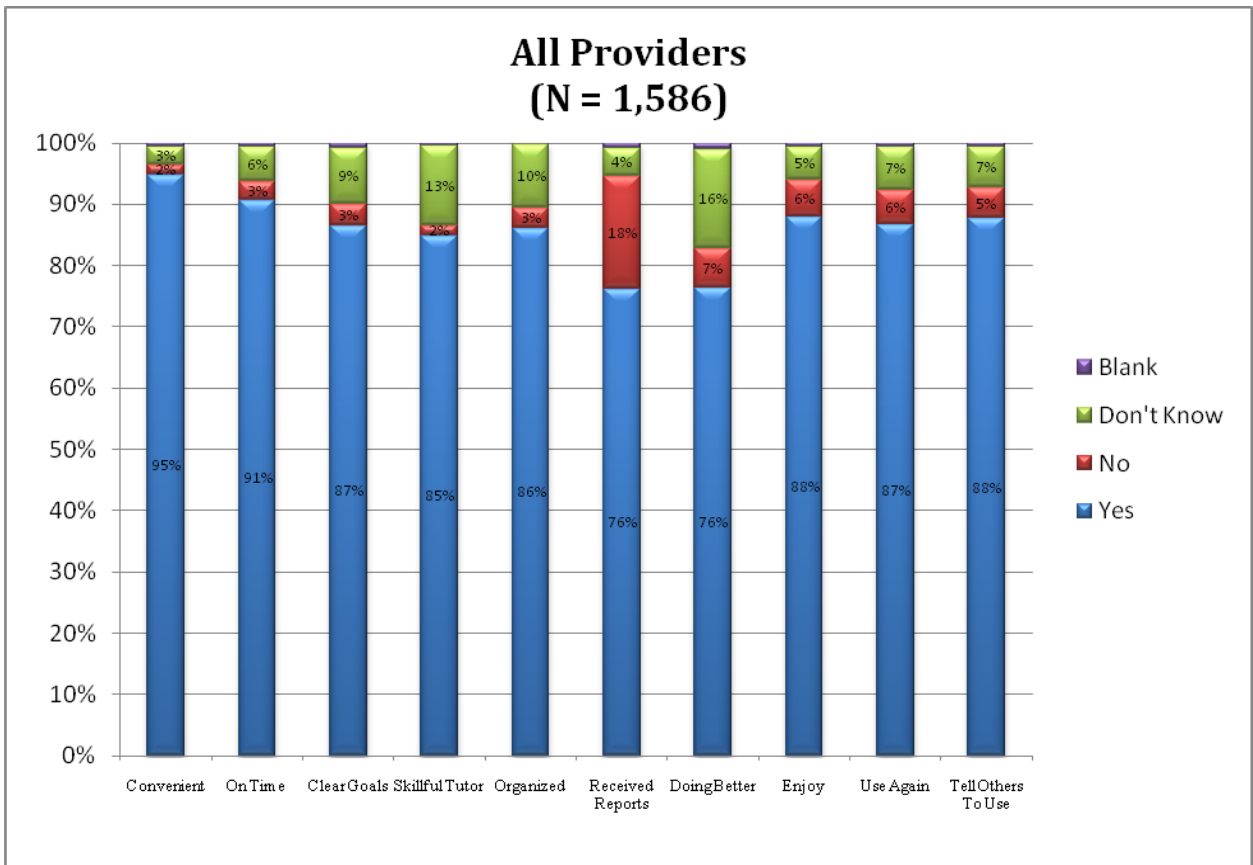
- Learning Hale: 84 surveys were returned to SSRI. Parental satisfaction overall was moderately high (80%). Among all the items, they received the highest mark in convenience (99%). Their lowest mark was student's improvement in school (68%).
- Mathnasium: 32 surveys were returned to SSRI. Parental satisfaction overall was moderately high (82%). Among all the items, they received the highest mark in starting on time (97%) and their lowest mark was receiving reports (69%).
- Tutor Hawaii: 114 surveys were received. Parental satisfaction was moderate (79%). Among all the items, they received the highest mark in convenience (96%) and their lowest mark was student's improvement in school (62%).
- The Reading Clinic: 12 surveys were returned to SSRI. Parental satisfaction overall was high (94%). Among all the items, they received the highest marks in convenience, on time, clear goals, organization, enjoyment, use again, and tell other's to use (all 100%). Their lowest marks were in student's school improvement (75%) and receiving reports (75%).
- University of Hawaii OLA: 1 survey was returned to SSRI. Parental satisfaction overall was moderately high (80%). Among all the items, they received the highest marks in convenience, on time, skillful tutor, clear goals, organization, student's improvement in school, enjoyment, and use again (all 100%). Their lowest marks were in receiving reports and tell others to use (0%).

For more individual PSS provider analysis see Appendix A.

Table 6. Parental Satisfaction Survey 2009-2010: All Providers

Sample Size (N) = 1586	Yes	No	Don't Know	Blank
Convenient?	1505 (95%)	25 (2%)	47 (3%)	9 (1%)
On Time?	1440 (91%)	46 (3%)	91 (6%)	9 (1%)
Clear Goals?	1374 (87%)	55 (3%)	145 (9%)	12 (1%)
Skillful Tutor?	1347 (85%)	27 (2%)	204 (13%)	8 (1%)
Organized?	1367 (86%)	53 (3%)	163 (10%)	3 (0%)
Received Reports?	1210 (76%)	291 (18%)	71 (4%)	14 (1%)
Child Doing Better?	1211 (76%)	104 (7%)	255 (16%)	16 (1%)
Enjoy?	1395 (88%)	97 (6%)	83 (5%)	11 (1%)
Use Service Again?	1375 (87%)	90 (6%)	112 (7%)	9 (1%)
Tell Others To Use?	1391 (88%)	80 (5%)	105 (7%)	10 (1%)

Figure 1. Parent/Guardian Satisfaction with All Providers (N=1,586)



B. School Personnel Interviews

Method

This was the second year that information was provided by school personnel via a web-based survey. Given an increase in the number of SES providers to 23, the survey form was modified in order to facilitate response efficiency. Information about the survey was sent by SSRI to SPMS on April 27. SPMS sent it to all principals of SES schools via email. In addition, the Assistant Superintendent sent out a hardcopy letter, asking schools to complete the web-based survey. School principals and/or school representatives familiar with SES providers were asked to complete the survey by May 21. On June 1 SSRI downloaded the final dataset and analyzed it using Excel and SPSS.

Results

Number of schools responding

Seventy-five (75) individuals responded to the web-based School Survey about Supplemental Educational Services (SES). Unduplicated responses totaled 69 and represented 70% of DOE's 98 schools participating in SES during the 2009-2010 school year.

Respondent role

Individual respondents, or those representing groups of school respondents, identified themselves by role. Among the 69 unduplicated respondents, approximately one third (n=22) were school administrators (principals or vice-principals) or represented groups chaired by administrators. Just under one half (n=33) were coordinators (e.g., SES, Title I, student services, curriculum) and the remaining one-fifth (n=14) identified themselves only by name or as serving in some capacity other than administration or coordination (e.g., counselor, clerk).

Type of school responding

Nearly half (n=32) of those surveyed represented elementary schools. The remaining responses included middle or intermediate schools (n=16 or 23.2%) and high schools or combined schools such as middle and high schools (n=21 or 30.4%).

SES Provider Ratings. Respondents were asked to use a five-point scale (1 low to 5 high) to rate their satisfaction with each SES provider serving their school. The table below lists all 23 SES providers from high to low mean ratings of school satisfaction. The table also includes the numbers of schools (N) rating each provider, the minimum and maximum ratings, and the standard deviation when there is more than one school providing a rating. The standard deviation along with minimum and maximum ratings gives an indication of the variability among school ratings.

Table 7. School Ratings of Satisfaction with SES Providers

Overall, how would you rate the provider organization?	N	Minimum	Maximum	Mean Rating	Std. Deviation
Wahiawa Community School for Adults	1	5	5	5.00	0.0000
The Reading Clinic Inc.	1	5	5	5.00	0.0000
Kumon	48	3	5	4.05	0.7237
A+ It's All About Kids Education Therapy	55	2	5	3.77	0.8323
Learning Hale	8	3	4	3.50	0.5345
Tutor Hawaii	50	2	5	3.37	0.7613
Imagine Learning English Tutoring	51	2	5	3.33	0.7979
College Connections	15	2	5	3.30	0.7020
Hui Malama Learning Center	39	1	5	3.29	0.9011
University of Hawaii Online Learning Academy (OLA)	7	2	4	3.29	0.7559
Mathnasium Learning Center	14	1	5	3.29	0.9944
Kid's Talk Story (Learning for A Life Time)	16	2	5	3.25	0.6831
A Tree of Knowledge	20	1	5	3.10	0.7181
Kona Community School for Adults	25	2	5	3.04	0.8406
Ace Tutoring Services	1	3	3	3.00	0.0000
Innovadia	36	1	5	2.86	0.8333
Harvest Learning Group	14	1	5	2.86	1.1673
Club Z! In-Home Tutoring Services	16	1	3.5	2.84	0.5691
Educational Enterprises	15	1	4	2.60	0.7367
Babbage Net Schools	13	1	3	2.54	0.6602
Creative Academies	30	1	5	2.52	1.0706
Farrington Community School for Adults	6	1	4	2.50	1.2247
	0				

Note: Five-point rating scale: 1 Way Below Average, 2 Below Average, 3 Average, 4 Above Average, and 5 Superior

Approximately one-third of the SES providers (n=7) were rated by eight or fewer school respondents. Three providers were rated by only one school each. One provider received no ratings from responding schools although that provider was rated by four complexes. Caution should be taken in the explanation of findings when the numbers of school respondents rating some of the individual SES providers is so small. Thirty-five percent (n=8) of the SES providers were rated by 13 to 20 school respondents and the remaining 35% (n=8) were rated by 25 to 55 schools.

In spite of the limitations of small numbers of respondents, for approximately 30% of SES providers we can be reasonably confident in the findings when there is a high correlation between the independent ratings of school representatives and complex representatives. An analysis of ratings by both school and complexes respondents for all SES providers revealed a statistically significant and moderately strong correlation ($r=0.68$). When the analysis was controlled for small response size (small response size was defined as being 8 or fewer schools and 6 or fewer complexes) the correlation between school and complex rating was much stronger. For small SES providers the correlation between school and complex ratings was 0.77 and for large SES providers (7 or more complexes and 9 or more schools) the correlation between ratings was 0.81. SES providers that were rated highly by schools were likely to be rated highly by complex personnel.

Approved Provider Listing. School representatives were asked to indicate (“yes” or “no”) if each of the SES providers listed on the survey should remain on the state’s approved list of providers. The table below shows the number of school responding to the question for each provider, the number of positive (“yes”) responses, and the percent of positive responses.

Table 8. School Personnel's Opinion on Provider Listing

Should this provider remain on the State's approved list of providers?	N respond	N yes	% yes
Education Therapy	7	7	100%
Hui Malama Learning Center	7	7	100%
Imagine Learning English Tutoring	13	13	100%
Kona Community School for Adults	1	1	100%
Kumon	47	47	100%
The Reading Clinic Inc.	1	1	100%
Tutor Hawaii	44	44	100%
Wahiawa Community School for Adults Learning Hale	1	1	100%
A+ It's All About Kids	46	45	98%
Kid's Talk Story (Learning for A Life Time)	52	50	96%
Mathnasium Learning Center	20	19	95%
College Connections	16	15	94%
A Tree of Knowledge	37	34	92%
University of Hawaii Online Learning Academy (OLA)	22	20	91%
Ace Tutoring Services	15	13	87%
Club Z! In-Home Tutoring Services	29	24	83%
Harvest Learning Group	10	8	80%
Innovadia	15	12	80%
Babbage Net Schools	10	8	80%
Educational Enterprises	23	15	65%
Creative Academies	15	9	60%
Farrington Community School for Adults	4	2	50%
	0	0	0%

As shown in Table 8, 19 of the 23 SES providers (or 83%) received between 80% and 100% positive responses to the question about remaining on the state's list of approved providers. Again, caution should be taken in the interpretation of findings given small numbers of responses for some SES providers. However, correlation analysis revealed a statistically significant moderate to strong correlation ($r= 0.66$) between the percentage of positive responses to remaining on the state's approved provider list and ratings of satisfaction. The data suggest that both are useful measures of respondent satisfaction with specific SES providers.

General satisfaction. School representatives were asked to rate their satisfaction with SES providers in general by using a five-point scale (1 Very Low to 5 Very High) when

responding to statements about seven key SES functions. Those seven statements were related to SES contractual obligations and included the following tasks: using school facilities, planning and providing student services, monitoring student progress, and providing information to schools and teachers on student progress.

As shown in the table below, responses to all items varied as shown by the range and standard deviation of scores. However, school respondents were most satisfied with the use of school facilities. School personnel were only somewhat satisfied with service planning, delivery, and monitoring. Respondents were least satisfied with the information given to schools and teachers (“very low” average rating on both questions).

Table 9. School Personnel General Satisfaction with SES Provider Performance

Please rate your satisfaction with the SES vendors (in general).	N*	Minimum	Maximum	Mean	Std. Deviation
Use of your school facilities to tutor students	66	2	5	3.51	0.7467
That goals for students are adequately defined in the service agreement	65	2	5	3.20	0.7490
That services are consistent with state content standards	65	1	5	3.20	0.8560
That providers consistently monitor the progress of each student	66	1	5	3.06	0.9467
That services are consistent with the school's instructional program	66	2	5	3.05	0.8626
Information given to the school on the progress of students served	66	1	5	2.80	0.9683
Information given to the teachers on the progress of students served	65	1	5	2.41	0.8878

Note: Satisfaction rating scale: 1 Very Low, 2 Low, 3 Average, 4 High, 5 Very High. Items are listed by means high to low. The mean or means was 3.03.

*The difference in the numbers from the response size of 69 is due to duplication or more than one respondent from a given school. When there was more than one response per school we selected the administrative response.

C. Complex Personnel Satisfaction

Interviews rating 23 SES providers and assessing general satisfaction with SES provider performance were conducted with Department of Education personnel representing all 15 school complex areas. Complex personnel were provided a copy of the survey instrument before being interviewed (see Appendix B). Respondents could choose to complete a web-based survey or a paper survey prior to being interviewed. Interviews were conducted individually, in small groups, or by phone. Those interviewed in small groups were asked to reach a consensus on the answers to questions during the interview. When more than one complex representative completed a web-based or paper survey, the data used for analysis reflected an average response for that complex.

Those interviewed understood that the evaluation of providers would be based on a variety of sources, such as improvement in students' academic achievement based on two consecutive years of HSA test scores, parental satisfaction, and satisfaction by Department of Education personnel (principals and complex area staff members). They were also aware that a DOE Selection Committee was responsible for recommendations to continue current providers and to add new ones. Therefore, respondents knew that their ratings and recommendations would be informative and useful but not necessarily definitive in determining the continuation of providers. Similarly, evaluation results would be informative and useful but not definitive regarding the termination of services.

The table below lists the complexes used for the purpose of assessing complex personnel satisfaction with SES providers. Included in the table are the numbers of SES providers rated by each complex.

Table 10. Complex Area Personnel Interviews

Island	District	Complex	Number of Providers
Hawaii	Hawaii	Hilo-Laupahoehoe-Waiakea	11
Hawaii	Hawaii	Honokaa-Kealakehe-Kohala-Konawaena	13
Hawaii	Hawaii	Kau-Keaau-Pahoa	11
Hawaii	Kauai	Kapaa-Kauai-Waimea	8
Maui	Maui	Baldwin-Kekaulike-Maui	14
Maui	Maui	Hana-Lahaina-Lanai-Molokai	9
Oahu	Central	Aiea-Moanalua-Radford	13
Oahu	Central	Leilehua-Mililani-Waialua	16
Oahu	Honolulu	Farrington and McKinley	18
Oahu	Honolulu	Farrington-Kaiser-Kalani	18
Oahu	Honolulu	McKinley-Roosevelt-Kaimuki	18
Oahu	Honolulu	McKinley-Roosevelt-Kaimuki	18
Oahu	Leeward	Campbell and Waianae	15
Oahu	Leeward	Nanakuli and Waipahu	14
Oahu	Windward	Castle-Kahuku and Kailua-Kalaheo	12

Complex representatives were asked to rate their level of satisfaction with each SES provider serving schools in their complex. Respondents were also asked if the rated provider should remain on the State’s approved list of providers. In addition, respondents were asked about SES providers in general and to rate their satisfaction with each of eight service delivery functions. Statements about service functions addressed areas such as the promotion of SES, communication regarding services to students, accuracy of information about service capacity, and accuracy and timeliness of billing information. Finally, those interviewed were given an opportunity to comment or elaborate on responses and were asked if they were aware of complaints or positive comments from schools, parents, or students.

SES Provider Rating. Respondents were asked to use a five-point scale (1 Way Below Average, 2 Below Average, 3 Average, 4 Above Average, and 5 Superior) to assess SES providers serving their complex. The table below displays ratings for each SES provider on that five-point scale. In some cases a provider may have committed to serve a complex but failed to deliver services. Ratings may reflect that failure to provide services as well as actual services delivered. Some caution should be taken when interpreting findings if ratings are made by only one or two respondents.

Only a few providers served schools in every complex and were rated by all 15 complexes. For each SES provider, the table shows the actual number of complexes giving a rating along with minimum, maximum, and mean ratings. If a provider was rated by more than one complex, the standard deviation is reported as a measure of variability among ratings. As shown, 13 of the 23 SES providers received an average or above average mean rating. Of that group, three were considered above average or superior. Six providers were rated just below average and four were rated way below average to below average.

Table 11. Complex Area Personnel’s Ratings of Providers

Q. Overall, how would you rate the provider organization?					
SES Provider	N	Minimum	Maximum	Mean	Std. Dev.
Wahiawa Community Schools for Adults	1	5	5	5.00	0.0000
Kumon	15	3	5	4.07	0.4577
A+ It's All About Kids	15	3	5	4.00	0.3780
College Connections	15	2	5	3.87	0.9155
Learning Hale	15	3	5	3.83	0.5233
Education Therapy	2	3	4	3.50	0.7071
Tutor Hawaii	15	2	4.5	3.10	0.6601
A Tree of Knowledge	9	2	4	3.06	0.5270
Ace Tutoring Services	14	2	4	3.00	0.6794
Farrington Community Schools for Adults	4	3	3	3.00	0.0000
Harvest Learning Group	9	1	4	3.00	0.8660
Hui Malama Learning Center	2	3	3	3.00	0.0000
The Reading Clinic Inc.	1	3	3	3.00	0.0000
Imagine Learning English Tutoring	10	2	3.5	2.95	0.3689
University of Hawaii Online Learning Academy (OLA)	11	1	4	2.77	0.7538
Educational Enterprises	8	2	3	2.75	0.4629
Mathnasium Learning Center	9	1	3	2.67	0.7071
Kid's Talk Story (Learning for A Life Time)	10	1	3.5	2.65	0.7472
Innovadia	14	1	4	2.32	0.7234
Babbage Net Schools	12	1	3.5	1.79	0.9405
Club Z! In-Home Tutoring Services	10	1	2	1.70	0.4830
Creative Academies	6	1	3	1.33	0.8165
Kona Community Schools for Adults	1	1	1	1.00	0.0000

Rating scale: 1 Way Below Average, 2 Below Average, 3 Average, 4 Above Average and 5 Superior

Approved Provider Listing. Survey respondents were asked to indicate (“yes” or “no”) if the SES provider should remain on the State’s approved list. In the table below, each SES provider is shown in terms of the number of respondents answering the question, the number and the percentage of “yes” responses to the question.

There was agreement (100%) that “yes,” eleven of 23 providers should remain on the state’s approved list. For nine of the remaining 12 providers, the majority of respondents indicated the vendor should remain listed. Less than half of the respondents indicated that three providers should no longer be on the State’s approved list of providers.

Table 12. Complex Area Personnel’s Opinion on Provider Listing

Q. Should this provider remain on the State’s approved list of providers?			
Provider	N	N yes	% yes
A Tree of Knowledge	9	9	100%
A+ It's All About Kids	15	15	100%
College Connections	14	14	100%
Education Therapy	2	2	100%
Farrington Community Schools for Adults	4	4	100%
Harvest Learning Group	8	8	100%
Hui Malama Learning Center	2	2	100%
Kumon	15	15	100%
Learning Hale	15	15	100%
The Reading Clinic Inc.	1	1	100%
Wahiawa Community Schools for Adults	1	1	100%
Tutor Hawaii	15	14	93%
Imagine Learning English Tutoring	10	9	90%
University of Hawaii Online Learning Academy (OLA)	9	8	89%
Ace Tutoring Services	14	12	86%
Kid's Talk Story (Learning for A Life Time)	10	8	80%
Educational Enterprises	8	6	75%
Mathnasium Learning Center	8	6	75%
Innovadia	14	10	71%
Creative Academies	6	4	67%
Club Z! In-Home Tutoring Services	13	6	46%
Babbage Net Schools	12	3	25%
Kona Community Schools for Adults	1	0	0%

The percentages of respondents indicating SES vendors should remain on the state’s provider list corresponded with average provider ratings. The two measures of satisfaction (rating and remain listed) have a strong statistically significant correlation ($r = .80$)

General satisfaction. SES provider performance was assessed by asking complex respondents to rate their satisfaction with the information provided by SES vendors in relation to eight key service functions. Table 13 below displays the eight provider performance statements; the number responding; the minimum, maximum, and mean ratings of satisfaction; and standard deviations. Findings reflect the opinions of complex personnel about all SES providers combined.

As shown below, complex personnel were most satisfied with the timeliness of monthly invoices and least satisfied with information from providers when those providers were unable to deliver timely services. Findings were consistent with survey results from the previous year. However, the overall rating of satisfaction on all eight functions, when combined, was below average (2.75).

Table 13. Complex Area Personnel’s General Satisfaction with Provider Functions

Rating of satisfaction with vendors (in general) providing information:	N	Min	Max	Mean	Std. Deviation
• monthly invoices on a timely basis	15	2.5	4	3.23	0.4952
• billing and related fiscal information	15	2	4	3.03	0.4806
• that promotes SES in general	11	2.5	4	3.00	0.3873
• that informs parents about services	11	2	4	2.86	0.5519
• accurate data on start, end, frequency and type of service for students	15	2	4	2.83	0.6455
• about services to individual students	11	1	4	2.55	0.9606
• about vendors' service capacity	15	1	4	2.37	1.1095
• when vendors are unable to deliver services in a timely way	15	1	3	2.13	0.8121

Note: Satisfaction rating scale: 1 Very Low, 2 Low, 3 Average, 4 High, 5 Very High.

Conclusion

In 2009-2010, 6,502 students (16.7% of those eligible) received SES, which represents an increase in actual participants but a 2.2% decrease in the participation of eligible students over last year. Tutoring services in math or reading were provided by thirteen state-approved vendors on all islands in the State of Hawaii. The evaluation of SES in Year 5 (2009-2010) focused on two questions, each summarized below.

Research Question 1: Has the provider contributed to increasing student achievement? Results of the regression analysis show that the number of hours of tutoring had limited impact on test scores. For students tutored in reading, hours of tutoring were significant predictors of test scores for all students and for students in Grade 5. For students tutored in mathematics, hours of tutoring was a significant contributor to test scores only for students in Grade 7. In all cases, however, although the effects were significant, the impact appears to be negligible, accounting for only one or two percent of the variance in test scores. A student's performance on his/her prior year's test remains the single best predictor of his/her current performance.

Consistent with previous years' analyses, a student's 2009 HSA test score is clearly the best predictor of his/her performance in 2010. Also consistent with earlier analyses, priority rank is a significant predictor of 2010 performance, not as strong a predictor as the 2009 score, but clearly stronger than tutoring hours received.

The results of this analysis of the 2010 data, although based on a slightly different methodology than that used in previous years, are consistent with previous results which also showed that the effect of tutoring on HSA test scores is minimal when considered in the context of prior school and test performance, as well as the demographic, family, and community variables that were not included in the models but are known to have an effect on student achievement.

Research Question 2: Are the parents/guardians, school and complex area personnel, satisfied with tutoring services?

Parental Satisfaction. As in previous years, parents/guardians are generally satisfied with tutoring services, responding to most questions in the range of 80-90% satisfaction. Items rated highest were the convenience of tutoring and services starting on time. The lowest satisfaction were in terms of knowing whether their child was doing better in school as a result of tutoring, and whether they received reports about their child's progress in tutoring.

Satisfaction Among School Personnel. The results of that survey (based on 69 or 70% of SES schools) indicated that school respondents rated over half of the tutors as average or above average on a five-point scale. Respondents were most satisfied with the providers' use of school facilities. School personnel were only somewhat satisfied with providers' service planning, delivery, and monitoring. Respondents were least satisfied with the information providers gave to schools and teachers. As expected, there was a high correlation between providers' ratings and the percentage of respondents (principals or their designees) wanting to keep the provider on the DOE's approved provider list.

Complex Area Personnel. Complex personnel rated thirteen of the 23 SES providers as average or above average overall. There was unanimous agreement that eleven of 23 providers should remain on the state's approved list. For nine of the remaining 12 providers the majority of respondents indicated that the vendor should remain listed. Less than half of the respondents indicated that three providers should no longer be on the State's approved list of providers. However, in terms of specific areas of services (e.g., informing parents about services), complex area personnel rated all providers as "below average".

Appendices

Appendix A: Parent Satisfaction with Tutoring Providers by Provider

Parent Satisfaction Responses by Provider

The following tables present the parental responses on the different aspects of tutoring by provider. Comments by parents were given in 33% of the questionnaires and a few of these comments are presented here along with the quantitative findings. A random sample of comments, using the PSS computer dataset were drawn which was then matched to the questionnaire and written below the chart and table. Six comments on each provider were chosen because that was the cutoff that allowed for inclusion of the most providers who had more than ten surveys returned.

Parental Satisfaction Survey, 2009-2010: All Providers

Sample Size (N = 1586)	Yes	No	Don't Know	Blank
Convenient?	1505 (95%)	25 (2%)	47 (3%)	9 (1%)
On Time?	1440 (91%)	46 (3%)	91 (6%)	9 (1%)
Clear Goals?	1374 (87%)	55 (3%)	145 (9%)	12 (1%)
Skillful Tutor?	1347 (85%)	27 (2%)	204 (13%)	8 (1%)
Organized?	1367 (86%)	53 (3%)	163 (10%)	3 (0%)
Received Reports?	1210 (76%)	291 (18%)	71 (4%)	14 (1%)
Child Doing Better?	1211 (76%)	104 (7%)	255 (16%)	16 (1%)
Enjoy?	1395 (88%)	97 (6%)	83 (5%)	11 (1%)
Use Service Again?	1375 (87%)	90 (6%)	112 (7%)	9 (1%)
Tell Others To Use?	1391 (88%)	80 (5%)	105 (7%)	10 (1%)

Parental Satisfaction Survey, 2009-2010: ACE Tutoring Services

Sample Size (N = 47)	Yes	No	Don't Know	Blank
Convenient?	43 (91%)	3 (6%)	0 (0%)	1 (2%)
On Time?	39 (83%)	5 (11%)	2 (4%)	1 (2%)
Clear Goals?	40 (85%)	2 (4%)	4 (9%)	1 (2%)
Skillful Tutor?	38 (81%)	2 (4%)	6 (13%)	1 (2%)
Organized?	41 (87%)	4 (9%)	1 (2%)	1 (2%)
Received Reports?	36 (77%)	10 (21%)	0 (0%)	1 (2%)
Child Doing Better?	25 (53%)	8 (17%)	12 (26%)	2 (4%)
Enjoy?	38 (81%)	5 (11%)	3 (6%)	1 (2%)
Use Service Again?	37 (79%)	5 (11%)	4 (9%)	1 (2%)
Tell Others To Use?	38 (81%)	5 (11%)	3 (6%)	1 (2%)

Comments:

I wish we got more hours because my child enjoyed being tutored.

Was late very often.

Our tutor was awesome-- explains well and is always on time!!

Overall the tutoring was great but I don't know if it helped my child in school because tutoring and school ended the same time. Will have to see if it helped my child next school year.

Tutor was often frazzled, rushed, frustrated.

This program is "GREAT."

Parental Satisfaction Survey, 2008-2009: A Tree of Knowledge

Sample Size (N = 20)	Yes	No	Don't Know	Blank
Convenient?	18 (90%)	0 (0%)	2 (10%)	0 (0%)
On Time?	19 (95%)	1 (5%)	0 (0%)	0 (0%)
Clear Goals?	15 (75%)	1(5%)	4 (20%)	0 (0%)
Skillful Tutor?	16 (80%)	1 (5%)	3 (15%)	0 (0%)
Organized?	17 (85%)	2 (10%)	1 (5%)	0 (0%)
Received Reports?	17(85%)	2 (10%)	1 (5%)	0 (0%)
Child Doing Better?	14 (70%)	1 (5%)	4 (20%)	1(5%)
Enjoy?	18 (90%)	0 (0%)	2 (10%)	0 (0%)
Use Service Again?	16 (80%)	2 (10%)	2 (10%)	0 (0%)
Tell Others To Use?	16 (80%)	1(5%)	3 (15%)	0 (0%)

Comments:

I really appreciate your program, especially [the tutor] because of her time she spent with my son and I know she improved on her subject at school. So thanks all for your support.

Too early to tell with [student] if he did excel or got better because of their service. Also since he is graduating 6th, he may use other age-appropriate tutoring services at intermediate level.

The tutor really made it convenient for us. She came to our home and made good use of time and space. Kudos!

My boys really looked forward to the one-on-ones. They had a quiet area and the tutor was knowledgeable and patient.

I have no comments due to my child received low grades and/or credits.

Tutoring was done at the end of April and May. Not enough time to see the difference.

Parental Satisfaction Survey, 2009-2010: Babbage Net School

Sample Size (N = 42)	Yes	No	Don't Know	Blank
Convenient?	37 (88%)	0 (0%)	3 (7%)	2 (5%)
On Time?	37 (88%)	2 (5%)	2 (5%)	1 (2%)
Clear Goals?	33 (79%)	4 (10%)	5 (12%)	0 (0%)
Skillful Tutor?	28 (67%)	3 (7%)	8 (19%)	3 (7%)
Organized?	32 (76%)	5(12%)	5 (12%)	0(0%)
Received Reports?	22 (52%)	18 (43%)	1 (2%)	1 (2%)
Child Doing Better?	25 (60%)	7 (17%)	9 (21%)	1(2%)
Enjoy?	32 (76%)	6 (14%)	3 (7%)	1(2%)
Use Service Again?	29 (69%)	6(14%)	7 (17%)	0(0%)
Tell Others To Use?	31 (74%)	6(14%)	5 (12%)	0 (0%)

Comments:

My daughter has improved her understanding of sentence structure.

My child's score improved from the time she came in at a 400 level to the time she finished at an 800 level.

I was the one helping my daughter to understand how to answer the math questions and problems.

Tutoring could make you go into upper levels.

The first netbook that my child received did not work and so the second one that he received did not turn on. There was a change in employees and the contact that I had no longer worked for the company and no one was able to assist me. My son did not receive any tutoring until a month before school ended. Without the help of [DOE employee] my son would not have gotten any help. I was very disappointed and will try to get face-to-face tutoring next.

Tutored my daughter at home with laptop provided.

Parental Satisfaction Survey, 2009-2010: College Connections

Sample Size (N = 104)	Yes	No	Don't Know	Blank
Convenient?	99 (95%)	2 (2%)	2 (2%)	1 (1%)
On Time?	96 (92%)	2 (2%)	6 (6%)	0 (0%)
Clear Goals?	93 (89%)	2 (2%)	8 (8%)	1 (1%)
Skillful Tutor?	92 (88%)	0 (0%)	9 (9%)	3 (3%)
Organized?	88 (85%)	2 (2%)	12 (12%)	2 (2%)
Received Reports?	95 (91%)	5 (5%)	3 (3%)	1 (1%)
Child Doing Better?	84 (81%)	4 (4%)	14 (13%)	2 (2%)
Enjoy?	90 (87%)	1 (1%)	11 (11%)	2 (2%)
Use Service Again?	92 (88%)	2 (2%)	9 (9%)	1 (1%)
Tell Others To Use?	96 (92%)	4 (4%)	2 (2%)	2 (2%)

Comments:

My son really enjoyed his first tutor [name]. I hope I'm spelling her name correctly. She was very kind, patient, and always kept me updated on everything. Maybe she had to quit because of a situation she was put in.

Hope he will have the same program again. Thank you!

Would like information on continuing tutoring, need information.

It's a big help for my daughter and to every student. Thanks a lot.

I would definitely like my son to be tutored again by College Connections. I liked that the tutoring was able to get to at least one-on-one with my son and it wasn't through computerized grading.

SES helped a lot for my child [name]. One of the DOE's best projects. Please continue to support this No Child Left Behind Project. Thank you so much.

Parental Satisfaction Survey, 2009-2010: Educational Enterprise

Sample Size (N = 13)	Yes	No	Don't Know	Blank
Convenient?	11 (85%)	1 (8%)	1 (8%)	0 (0%)
On Time?	10 (77%)	1 (8%)	2 (15%)	0 (0%)
Clear Goals?	6 (46%)	2 (15%)	4 (31%)	1 (8%)
Skillful Tutor?	7 (54%)	0 (0%)	5 (38%)	1 (8%)
Organized?	5 (38%)	2 (15%)	5 (38%)	1 (8%)
Received Reports?	3 (23%)	5 (38%)	3 (23%)	2 (15%)
Child Doing Better?	4 (31%)	2 (15%)	5 (38%)	2 (15%)
Enjoy?	8 (62%)	2 (15%)	3 (23%)	0 (0%)
Use Service Again?	7 (54%)	3 (23%)	3 (23%)	0 (0%)
Tell Others To Use?	7 (54%)	2 (15%)	4 (31%)	0 (0%)

Comments:

My son still had a hard time with math. I think if my son was more vocal about what he understood and what he didn't understand it would have been better.

I requested tutoring for my child but did not have him attend because of transportation. I thought they would tutor the children on school hours as was told to me by his teacher [name]. I will be able to have him attend this school year.

We had to wait a while to get a tutor so my child didn't get started on time so we didn't get a whole section. Other than that, the people were very nice and helpful.

There was a pause in her tutoring to find another tutor and she didn't do tutoring for awhile. I had to continuously call them to get the tutoring started again. Bad experience.

Parental Satisfaction Survey, 2009-2010: Educational Therapy

Sample Size (N = 52)	Yes	No	Don't Know	Blank
Convenient?	47 (90%)	3 (6%)	2 (4%)	0 (0%)
On Time?	50 (96%)	1 (2%)	1 (2%)	0 (0%)
Clear Goals?	48 (92%)	0 (0%)	4 (8%)	0 (0%)
Skillful Tutor?	47 (90%)	0 (0%)	5 (10%)	0 (0%)
Organized?	48 (92%)	1 (2%)	3 (6%)	0 (0%)
Received Reports?	42 (81%)	8 (15%)	2 (4%)	0 (0%)
Child Doing Better?	42 (81%)	2 (4%)	8 (15%)	0 (0%)
Enjoy?	47 (90%)	3 (6%)	2 (4%)	0 (0%)
Use Service Again?	43 (83%)	2 (4%)	7 (13%)	0 (0%)
Tell Others To Use?	47 (90%)	0 (0%)	5 (10%)	0 (0%)

Comments:

West Maui needs tutoring services especially for special education kids. I have 3!

Staff is awesome, would love to work with them again.

{Student name} is doing great in school. 3.8 her GPA. I'm so proud of her.

They were great!

The only thing is that I don't get progress reports. There was also an incident where my son was not notified that the regular meeting room was locked and he could not locate the tutor and he walked home alone. It was not the tutor's fault that the room was locked.

Regarding Question 3, Education Therapy was located in Kahului which wasn't very convenient for us. But besides the location, it was a great program.

Parental Satisfaction Survey, 2009-2010: Harvest Learning Group

Sample Size (N = 36)	Yes	No	Don't Know	Blank
Convenient?	35 (97%)	1 (3%)	0 (0%)	0 (0%)
On Time?	35 (95%)	1 (3%)	0 (0%)	0 (0%)
Clear Goals?	25 (69%)	8 (22%)	3 (8%)	0 (0%)
Skillful Tutor?	26 (72%)	1 (3%)	9 (25%)	0 (0%)
Organized?	24 (67%)	5 (14%)	7 (19%)	0 (0%)
Received Reports?	17 (47%)	18 (50%)	1 (3%)	0 (0%)
Child Doing Better?	16 (44%)	8 (22%)	12 (33%)	0 (0%)
Enjoy?	30 (83%)	4 (11%)	2 (6%)	0 (0%)
Use Service Again?	26 (72%)	6 (17%)	4 (11%)	0 (0%)
Tell Others To Use?	27 (75%)	7 (19%)	2 (6%)	0 (0%)

Comments:

It seems [student] had more fun and ate than did any learning. When we'd ask him what happened in tutoring he always says, "We ate pizza." There were many days when the tutor did not show up and he was left waiting alone after school with no supervision - very unprofessional.

It took a long time for the school to give Harvest Learning a classroom.

Well, I don't think it made much of an impact with my daughter and it seems like they move really slow. I'm still waiting for them to contact us on her progress and school is over already. But I do appreciate tutoring in general. Any sort of tutoring is better than nothing.

My child's reading skills greatly improved.

Was a complicated situation on behalf of my child who is diagnosed with ADHD/ADD. Tutors did their best with her, no complaints there; it's just how she was on the day of tutoring that depended on her personality. Overall it helped when she could focus.

The tutoring program was great, but I wish it had made up the days the teacher was out or because of misunderstanding with the schools event schedule. A little more time for the kids to acquire more help.

Parental Satisfaction Survey, 2009-2010: Hui Malama Learning Center

Sample Size (N = 23)	Yes	No	Don't Know	Blank
Convenient?	23 (100%)	0 (0%)	0 (0%)	0 (0%)
On Time?	21 (91%)	1 (4%)	1 (4%)	0 (0%)
Clear Goals?	22 (96%)	0 (0%)	1 (4%)	0 (0%)
Skillful Tutor?	23 (100%)	0 (0%)	0 (0%)	0 (0%)
Organized?	21 (91%)	1 (4%)	1 (4%)	0 (0%)
Received Reports?	23 (100%)	0 (0%)	0 (0%)	0 (0%)
Child Doing Better?	18 (78%)	0 (0%)	5 (9%)	0 (0%)
Enjoy?	21 (91%)	0 (0%)	2 (4%)	0 (0%)
Use Service Again?	21 (91%)	1 (4%)	1 (4%)	0 (0%)
Tell Others To Use?	22 (96%)	1 (4%)	0 (0%)	0 (0%)

Comments:

{Tutor} was amazing! My daughter had a very hard time reading. She was also placed in a special class for reading but with the extra help from this tutoring program, she improved- unbelievable! I would highly recommend this program to anyone whose child is having a hard time. The 1 on 1 tutoring has helped her so much. Her confidence with a can-do attitude is PRICELESS! Mahalo!

[Tutor] was great with [student]! She had a 1 on 1 tutoring which helped her a lot. She improved so much with her reading.

{Tutor} worked with [student]. He really enjoyed it. She would always encourage him.

[Tutor] was wonderful. We hope to be able to have her again for [student] in 6th grade.

My daughter loves reading now that she has gone to tutoring with Hui Malama Learning Center. She loves to read her chapter books.

I believe my[student] is doing a lot better in school. He made it to 2nd grade. I'm waiting to see next school year because I think his 1st grade teacher was really pushing him.

Parental Satisfaction Survey, 2009-2010: A+ It's All About Kids

Sample Size (N = 446)	Yes	No	Don't Know	Blank
Convenient?	426 (96%)	1 (0%)	18 (4%)	1 (0%)
On Time?	393 (88%)	12 (3%)	38 (9%)	3 (1%)
Clear Goals?	384 (86%)	7 (2%)	51 (11%)	4 (1%)
Skillful Tutor?	372 (83%)	6 (1%)	65 (15%)	3 (1%)
Organized?	367 (82%)	7 (2%)	65 (15%)	7 (2%)
Received Reports?	347 (78%)	66 (15%)	30 (7%)	3 (1%)
Child Doing Better?	347 (78%)	22 (5%)	74 (17%)	3 (1%)
Enjoy?	421 (94%)	10 (2%)	14 (3%)	1 (0%)
Use Service Again?	403 (90%)	9 (2%)	31 (7%)	3 (1%)
Tell Others To Use?	400 (90%)	10 (2%)	34 (8%)	2 (0%)

Comments:

So glad we were able to be a part of the program. The tutor was very personable – great program.

I have told other parents but tutoring is only for a limited number of kids.

My child enjoys IAAK. Last year we tried another tutoring service but [student] wanted to return to IAAK. Still, I appreciate having SES services for my child and I do believe it helps my child to become a better student.

[Tutor] was such an awesome tutor. She made my son enjoy the service better. Thank you.

[Student] still struggles in reading. Don't have much information regarding tutoring but [student] did enjoy it.

Maybe I will suggest that tutor teacher will ask if how he is doing in SFA but anyway my son was promoted from 3.2 in the last quarter to 4.1. Thanks.

Parental Satisfaction Survey, 2009-2010: Imagine Learning Academy

Sample Size (N = 54)	Yes	No	Don't Know	Blank
Convenient?	50 (93%)	0 (0%)	4 (7%)	0 (0%)
On Time?	42 (78%)	3 (6%)	9 (17%)	0 (0%)
Clear Goals?	49 (91%)	0 (0%)	5 (5%)	0 (0%)
Skillful Tutor?	48 (89%)	1 (2%)	4 (7%)	1 (2%)
Organized?	48 (89%)	1 (2%)	5 (9%)	0 (0%)
Received Reports?	31 (57%)	16 (30%)	7 (13%)	0 (0%)
Child Doing Better?	45 (83%)	2 (4%)	7 (13%)	0 (0%)
Enjoy?	52 (96%)	1 (2%)	1 (2%)	0 (0%)
Use Service Again?	48 (89%)	2 (4%)	4 (7%)	0 (0%)
Tell Others To Use?	44 (81%)	3 (6%)	7 (13%)	0 (0%)

Comments:

My child loved it. It allowed her to be able to use a computer.

I hope if I can get more help for my son's reading. Will be very helpful.

Yes, the tutoring helped a lot with her math. I've known my child. She would skip math homework to the last. Now she finishes math homework first before all the other homework. I would love to have this service available to my child.

My children enjoyed this tutoring program! They loved the teacher and the snacks too!!! I love that it was a computer program!

Our child was on the computer all the time. No one-on-one. She hardly could understand the teacher (language barrier). Also, the session ended before the course ended on the designated date.

Excellent tutoring program!

Parental Satisfaction Survey, 2009-2010: Innovadia LLC

Sample Size (N = 14)	Yes	No	Don't Know	Blank
Convenient?	14 (100%)	0 (0%)	0 (0%)	0 (0%)
On Time?	14 (100%)	0 (0%)	0 (0%)	0 (0%)
Clear Goals?	12 (86%)	2 (14%)	0 (0%)	0 (0%)
Skillful Tutor?	14 (100%)	0 (0%)	0 (0%)	0 (0%)
Organized?	11 (79%)	2 (14%)	1 (7%)	0 (0%)
Received Reports?	3 (21%)	11 (79%)	0 (0%)	0 (0%)
Child Doing Better?	11 (79%)	1 (7%)	2 (14%)	0 (0%)
Enjoy?	13 (93%)	1 (7%)	0 (0%)	0 (0%)
Use Service Again?	13 (93%)	1 (7%)	0 (0%)	0 (0%)
Tell Others To Use?	13 (93%)	1 (7%)	0 (0%)	0 (0%)

Comments:

I was very disappointed in this service. It was disorganized and very confusing. My child had a hard time following the instructor. When I called the company the man helping us was very rude. It was hard to get in contact with him. I would not recommend this to any student.

This program really helped my son. I really liked this program.

We got the tutoring too late in the year to know if it improved school work. But he did enjoy it – and it did encourage him to read more. He learned things that the school wasn't covering yet.

[Student] learned a lot and enjoyed the online experience.

Although organized and planned goals in initial document, the tutor did not know what was the appropriate level reading for a five year old. Free netbook tutor still helpful.

Free computer (net book).

Parental Satisfaction Survey, 2009-2010: Kid's Talk Story

Sample Size (N = 11)	Yes	No	Don't Know	Blank
Convenient?	11 (100%)	0 (0%)	0 (0%)	0 (0%)
On Time?	10 (91%)	0 (0%)	0 (0%)	1 (9%)
Clear Goals?	11 (91%)	0 (0%)	0 (0%)	0 (0%)
Skillful Tutor?	10 (91%)	0 (0%)	0 (0%)	1 (9%)
Organized?	10 (91%)	0 (0%)	1 (9%)	0 (0%)
Received Reports?	11 (100%)	0 (0%)	0 (0%)	0 (0%)
Child Doing Better?	9 (82%)	1 (9%)	1 (9%)	0 (0%)
Enjoy?	9 (82%)	1 (9%)	1 (9%)	0 (0%)
Use Service Again?	9 (82%)	1 (9%)	1 (9%)	0 (0%)
Tell Others To Use?	10 (91%)	1 (9%)	0 (0%)	0 (0%)

Comments:

Not enough writing practice in school. He needs writing practice with homework.

My son did not enjoy it because he dislikes reading.

Thank you for giving a free tutorial to my son. It helped a lot to him.

My son's teacher [tutor] was the best. She explained everything to me and my child. He really enjoyed the class.

Could she be based in Babbage Net School so she can earn her own computer?

Waimanalo needs for services for our children.

Parental Satisfaction Survey, 2009-2010: Kumon

Sample Size (N = 477)	Yes	No	Don't Know	Blank
Convenient?	457 (96%)	12 (3%)	6 (1%)	2 (0%)
On Time?	456 (96%)	2 (0%)	18 (4%)	1 (0%)
Clear Goals?	438 (92%)	11 (2%)	26 (5%)	2 (0%)
Skillful Tutor?	431 (90%)	4 (1%)	40 (8%)	2 (0%)
Organized?	451 (95%)	7 (1%)	19 (34%)	0 (0%)
Received Reports?	398 (83%)	67 (14%)	10 (2%)	2 (0%)
Child Doing Better?	407 (85%)	22 (5%)	48 (10%)	0 (0%)
Enjoy?	410 (86%)	47 (10%)	19 (4%)	1 (0%)
Use Service Again?	433 (91%)	23 (5%)	20 (4%)	1 (0%)
Tell Others To Use?	441 (92%)	15 (3%)	21 (4%)	0 (0%)

Comments:

I have seen the great changes in my daughter. She is confident in her math. Thanks!

My child's reading English has gotten better because of the tutoring but it doesn't affect his school work because he is in Hawaiian Immersion and all his school work is in Hawaiian. This tutoring will probably help him do better in school in the upper grades of elementary school.

Excellent program. It is a necessary tool.

[Tutor] and her team do an excellent job.

Teachers should help/assist students more while doing their work.

An awesome program! It really helped to reinforce basic math. My daughter's favorite subject is now math. I wish we could continue.

Parental Satisfaction Survey, 2009-2010: The Learning Hale

Sample Size (N = 84)	Yes	No	Don't Know	Blank
Convenient?	83 (99%)	0 (0%)	1 (1%)	0 (0%)
On Time?	73 (87%)	8 (10%)	3 (4%)	0 (0%)
Clear Goals?	68 (81%)	8 (10%)	8 (10%)	0 (0%)
Skillful Tutor?	65 (77%)	6 (7%)	12 (14%)	1 (1%)
Organized?	64 (76%)	7 (8%)	13 (15%)	0 (0%)
Received Reports?	61 (73%)	19 (23%)	4 (5%)	0 (0%)
Child Doing Better?	57 (68%)	9 (11%)	17 (20%)	1 (1%)
Enjoy?	69 (82%)	6 (7%)	8 (10%)	1 (1%)
Use Service Again?	66 (79%)	12 (14%)	5 (6%)	1 (1%)
Tell Others To Use?	66 (79%)	11 (13%)	5 (6%)	2 (2%)

Comments:

Overall was very good for both child and parents. Thank you.

It took months for this service to begin the tutoring after offer the initial contact in the fall. Unless I keep calling the process with this agency kept stalling. Yes it was convenient but they kept asking to change it and I had to insist several times we needed to stick to the original plan. As a nice touch, [student] did receive a certificate and Borders card.

Thank you all for your time. I'm very thankful for you folks and feel very fortunate for your services.

My son's tutor was very nice and patient with him.

I would like [student] to sign up again. Thank you.

[Tutor] is an asset to your program. I hope she continues to be a part of your program.

Parental Satisfaction Survey, 2009-2010: Mathnasium

Sample Size (N = 32)	Yes	No	Don't Know	Blank
Convenient?	26 (81%)	1 (3%)	5 (16%)	0 (0%)
On Time?	31 (97%)	1 (3%)	0 (0%)	0 (0%)
Clear Goals?	25 (78%)	2 (6%)	5 (16%)	0 (0%)
Skillful Tutor?	27 (84%)	0 (0%)	5 (16%)	0 (0%)
Organized?	30 (94%)	0 (0%)	2 (6%)	0 (0%)
Received Reports?	22 (69%)	7 (22%)	2 (6%)	1 (3%)
Child Doing Better?	24 (75%)	3 (9%)	5 (16%)	0 (0%)
Enjoy?	25 (78%)	3 (9%)	4 (13%)	0 (0%)
Use Service Again?	25 (78%)	3 (9%)	4 (13%)	0 (0%)
Tell Others To Use?	27 (84%)	2 (6%)	3 (9%)	0 (0%)

Comments:

My child will be blessed with another chance of free tutoring.

There is really no communication as to what type of work they were doing and at the end I just received a paper in the mail. If the program is offered again, I would probably choose a different tutoring service (Kumon).

My daughter improved a lot. Her ability to solve math problems is now excellent. She liked to go to tutoring for another subject like science.

I suggest that that tutoring is not supposed to be only for free/reduced lunch students. It should be for everybody who is willing to go to tutoring.

But I would like reading for him for the next tutoring because he doesn't know yet to use the plural and singular. I'd like him to practice to perfect the English language.

Parental Satisfaction Survey, 2009-2010: Tutor Hawaii

Sample Size (N = 114)	Yes	No	Don't Know	Blank
Convenient?	110 (96%)	1 (1%)	3 (3%)	0 (0%)
On Time?	99 (87%)	6 (5%)	9 (8%)	0 (0%)
Clear Goals?	91 (80%)	6 (5%)	16 (14%)	1 (1%)
Skillful Tutor?	90 (79%)	3 (3%)	21 (18%)	0 (0%)
Organized?	86 (75%)	7 (6%)	21 (18%)	0 (0%)
Received Reports?	73 (64%)	34 (30%)	6 (5%)	1 (1%)
Child Doing Better?	71 (62%)	11 (10%)	30 (26%)	2 (2%)
Enjoy?	97 (85%)	7 (6%)	8 (7%)	2 (2%)
Use Service Again?	92 (81%)	12 (11%)	10 (9%)	0 (0%)
Tell Others To Use?	92 (81%)	11 (10%)	10 (9%)	1 (1%)

Comments:

I didn't see any difference in his reading.

Tutors did not return my calls when I left her lots of messages. This was before the winter break. Called after winter break and [student] couldn't start till all papers were signed! She didn't even have the papers sent to me. I waited one week before I got the papers then sent it back. Then called and said she did not get the papers. How can that be for I've also included a letter letting them know how disappointed I was? So, at this time, I'll go on my own and find something. Thank you.

I appreciate the tutoring session and the person who helps out my child and I want this program to be part of his school year.

I would like to receive progress report.

[Student} improved reading. He got outstanding reading.

Only thing was about transportation home. I could not pick him up from school.

Parental Satisfaction Survey, 2009-2010: The Reading Clinic

Sample Size (N = 12)	Yes	No	Don't Know	Blank
Convenient?	12 (100%)	0 (0%)	0 (0%)	0 (0%)
On Time?	12 (100%)	0 (0%)	0 (0%)	0 (0%)
Clear Goals?	12 (100%)	0 (0%)	0 (0%)	0 (0%)
Skillful Tutor?	11 (92%)	0 (0%)	1 (8%)	0 (0%)
Organized?	12 (100%)	0 (0%)	0 (0%)	0 (0%)
Received Reports?	9 (75%)	2 (17%)	1 (8%)	0 (0%)
Child Doing Better?	9 (75%)	1 (8%)	2 (17%)	0 (0%)
Enjoy?	12 (100%)	0 (0%)	0 (0%)	0 (0%)
Use Service Again?	12 (100%)	0 (0%)	0 (0%)	0 (0%)
Tell Others To Use?	12 (100%)	0 (0%)	0 (0%)	0 (0%)

Comments:

He got some improvement but needs a lot more help in sounding his words and comprehending what he has read.

I have sent my children to other tutoring services and The Reading Clinic by far has been the best. I have seen a lot of improvement with both my children, one of which is special education.

These tutors are the best. They care for the kids and make it fun while the children are learning. My child has benefited tremendously from The Reading Clinic. I can't wait to sign him up again.

My child enjoyed going to the Reading Clinic and expressed that Reading Clinic was fun and want to continue going but it doesn't fit in our financial expenses.

Thank you so much for helping my child and I hope you can help again.

Thank you so much for having these program and helping my son and I hope you can help him more.

Parental Satisfaction Survey, 2009-2010: Community School For Adults

Sample Size (N = 2)	Yes	No	Don't Know	Blank
Convenient?	2 (100%)	0 (0%)	0 (0%)	0 (0%)
On Time?	2 (100%)	0 (0%)	0 (0%)	0 (0%)
Clear Goals?	1 (50%)	0 (0%)	1 (50%)	0 (0%)
Skillful Tutor?	1 (50%)	0 (0%)	1 (50%)	0 (0%)
Organized?	1 (50%)	0 (0%)	1 (50%)	0 (0%)
Received Reports?	0 (0%)	2 (100%)	0 (0%)	0 (0%)
Child Doing Better?	2 (100%)	0 (0%)	0 (0%)	0 (0%)
Enjoy?	2 (100%)	0 (0%)	0 (0%)	0 (0%)
Use Service Again?	2 (100%)	0 (0%)	0 (0%)	0 (0%)
Tell Others To Use?	2 (100%)	0 (0%)	0 (0%)	0 (0%)

Parental Satisfaction Survey, 2009-2010: University of Hawaii OLA

Sample Size (N = 1)	Yes	No	Don't Know	Blank
Convenient?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
On Time?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Clear Goals?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Skillful Tutor?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Organized?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Received Reports?	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Child Doing Better?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Enjoy?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Use Service Again?	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Tell Others To Use?	0 (0%)	0 (0%)	1 (100%)	0 (0%)

Appendix B: Supplemental Educational Services Parental Survey

SCHOOL USE ONLY	
Vendor:	
School:	

**Supplemental Educational Services (SES)
(Your Child's Free Tutoring)
School Year 2009-2010**

To: _____

1. Which agency tutored your child? (check one of the following) *FIX on PAGE*

- | | |
|---|---|
| <input type="checkbox"/> A+ It's All About Kids | <input type="checkbox"/> College Connections |
| <input type="checkbox"/> Imagine Learning English Tutoring | <input type="checkbox"/> Harvest Learning Group |
| <input type="checkbox"/> Hui Malama Learning Center | <input type="checkbox"/> The Reading Clinic, Inc. |
| <input type="checkbox"/> Kids Talk Story (Learning for a Lifetime) | <input type="checkbox"/> Babbage Net Schools |
| <input type="checkbox"/> Mathnasium Learning Center | <input type="checkbox"/> Learning Hale |
| <input type="checkbox"/> Educational Enterprises | <input type="checkbox"/> Tutor Hawai'i |
| <input type="checkbox"/> Kona Community School for Adults | <input type="checkbox"/> Education Therapy |
| <input type="checkbox"/> Wahiawa Community School for Adults | <input type="checkbox"/> Creative Academies |
| <input type="checkbox"/> Farrington Community School for Adults | <input type="checkbox"/> Kumon |
| <input type="checkbox"/> Club Z! In-Home Tutoring Services, Inc. | <input type="checkbox"/> A Tree of Knowledge |
| <input type="checkbox"/> Ace Tutoring Services, Inc. | <input type="checkbox"/> Innovadia |
| <input type="checkbox"/> University of Hawaii Online Learning Academy (OLA) | |

2. What kind of tutoring did your child receive? Reading Math Science

Please CHECK Yes, No, or Don't Know for the following questions				
	Y e s	N o	D o n' t K n o w	
3. Were the time and place for tutoring convenient?				
4. Did the tutoring start on time?				
5. Were the tutoring goals clear for your child?				
6. Was your child's tutor knowledgeable and skillful?				
7. Was the tutoring well-organized?				
8. Did you receive reports on your child's progress in tutoring?				
9. Is your child doing better in school because of the tutoring?				
10. Did your child enjoy the tutoring?				
11. Would you use this tutoring service again?				
12. Would you tell other parents to use this tutoring service?				
Additional Comments:				

Signature _____ Date _____

**SES Parental Satisfaction Survey (SY 2009-2010)
Instructions to Complex Areas**

Aloha and thank you for your help in mailing out the Parental Satisfaction Survey to parents and guardians of children in the SES free tutoring program. We would appreciate your help in following these procedures for mailing out the surveys.

1. The survey should be mailed to the child's parent or guardian when the child ends tutoring, that is, when:
 - a) the child stops or drops out of tutoring for whatever reason
 - b) the child completes the entire tutoring program.
 - c) the child receives partial services because the school year ended

ANY child who received ANY services should be sent a survey.

- 2 In the top right hand corner of the survey, indicate the name of the **vendor** and the name of the **school**.

- 3 Make mailing labels using MS Word, which includes the name of the parent/guardian, the name of the student, and the address. The EPM has instructions on how to merge an excel spreadsheet with MS Word to create mailing labels. Make 2 labels for each student – one should be used on the envelope to the parents and the other should be placed on the survey next to the “To:” line.
- 4 Enclose a stamped, self-addressed envelope made out to:

Office for Evaluation and Needs Assessment Services
Social Science Research Institute
University of Hawaii at Manoa
Saunders Hall 704
2424 Maile Way
Honolulu, HI 96822

Please call or email Judith Inazu (inazu@hawaii.edu, 808-956-4584) or Julie Holmes (jholmes@hawaii.edu, 808-956-6814) if you have any questions.

Again, thank you for your assistance.

Instruction Sheet

The attached questionnaire is to evaluate the free tutoring your child received this year. It should take about 10 minutes to complete. Please return the questionnaire to:

Social Science Research Institute
2424 Maile Way
Saunders Hall 704
University of Hawaii at Manoa
Honolulu, Hi 96822

Your participation is voluntary but we appreciate your assistance. If you have questions about this project, please contact (Complex Area) or the researcher, Dr. Judith Inazu, at (808) 956-4584. If you have questions about your rights as a research participant, please contact the University of Hawaii Committee on Human Studies at (808) 956-5007.

You may keep this page for your reference.

Appendix C: Supplemental Educational Services School Survey

Annual Evaluation of Supplemental Educational Services (SES) Tutoring Providers Questionnaire for School Personnel

May, 2009

Instructions

Principals: Please have the person at your school who knows the most about SES and the tutoring providers complete this questionnaire. If more than one person works with the SES providers, they may work together to complete the questionnaire.

Person(s) completing the questionnaire: Please complete one questionnaire per tutoring provider. If you have questions or trouble completing the questionnaire, please call Nancy Marker at UH Manoa-SSRI at 956-7405 or email her at nmarker@hawaii.edu. This survey questionnaire should be completed only once a year for the school year that was just completed. For the school year '08-'09, please complete these by June 30.

Your input is for evaluation purposes only and the name of the school and individual(s) completing it will be kept confidential. The data you provide will only be reported in the aggregate and no school will be identified in the findings.

Name of School _____

Person(s) completing questionnaire and position title of each.

Email address for primary contact _____

Phone No. for primary contact _____

A. What ways did your school help promote SES to parents and students?

(Please check all that apply)

- a. ____ Flyers announcement/information sent home via students
- b. ____ Mailed announcement/information home to parents
- c. ____ Provider sent flyers/brochures home to parents
- d. ____ Answered phone questions about SES from parents and sent them information as a result of the call.
- e. ____ Held parent meeting for providers to speak and hand out materials
- f. ____ Allowed providers to pass out materials before or after school in parking lots.
- g. ____ Posted SES information on school's website
- h. ____ Other Please explain _____
- i. ____ Newsletter

B. Which SES tutoring providers serve your school?

BEGINNING HERE, ONE QUESTIONNAIRE SHOULD BE COMPLETED FOR EACH PROVIDER

C. For Provider No. 1, please complete all of the items 1-10, checking: Yes, No, or, Don't Know, with comments.

Provider 1. (Name) _____

1) Does this provider tutor students at your school?

____ Yes ____ No ____ Don't Know

1a) If yes, is this in any way problematic? ____ Yes ____ No ____ Don't Know

Comment _____

2) The provider defined specific achievement goals for each student receiving SES as defined in the agreement with the DOE and parent/guardian.

Yes No Don't Know

Comment _____

3) The curriculum and instruction provided by the tutor were consistent with the school's instructional program and state content standards.

Yes No Don't Know

Comment _____

4) The provider consistently monitored the progress of each student receiving SES and gave feedback.

Yes No Don't Know

Comment _____

5) The provider gave the school information on the academic achievement progress of children receiving SES.

Yes No Don't Know

If yes, how often? _____

Comment _____

6) The provider gave teachers of students receiving SES information on their academic progress.

Yes No Don't Know. If yes, how often and in what form?

Comment _____

7) The provider gave parents of students receiving SES information on their academic progress.

Yes No Don't Know. If yes, how often and in what form?

Comment _____

8) Overall, how would you rate the provider organization?

1=Superior

2=Above Average

3=Average

4=Below Average

5= Way Below Average

Comment _____

9) What are the provider's specific strengths and weaknesses?

10) Should this tutoring provider remain on the State's approved list of providers?

_____Yes _____No If No, please elaborate here and be specific since this information will be shared with the DOE monitor.

THANK YOU FOR YOUR TIME AND OPINIONS.

Click SUBMIT, please.

Appendix D: Supplemental Educational Services Complex Interview
SES Complex Interview
2009-2010

INSTRUCTIONS

Please have the person at your complex who knows the most about SES and the tutoring providers complete this questionnaire. If more than one person (a team at your complex) works with the SES providers, they may work together to complete the questionnaire. Survey responses should be based on SES services received during the 2009 - 2010 school year only.

Your input is for evaluation purposes only and the name of the complex and individual(s) completing it will be kept confidential. The data you provide will only be reported in the aggregate and no complex will be identified in the findings.

If there are any issues with SES service providers that you would like to talk to us personally about, please address these issues during the complex interview.

1. Name of Complex

2. Person(s) completing questionnaire and position title of each.

3. Email address for primary contact

4. Phone No. for primary contact

5. Please rate each provider for the following questions. For the first question, rate each provider using a 5-point scale: Superior (5), Above Average (4), Average (3), Below Average (2), or Way Below Average (1). Use N/A if the provider did not serve your complex or if the question does not apply. You can also say Don't Know. For the second question indicate one of the following: Yes, No, N/A, or Don't Know.

	Overall, how would you rate the provider organization?	Should this provider remain on the State's approved list of providers?
A Tree of Knowledge		
A+ It's All About Kids		
ACE Tutoring Services		
Babbage Net Schools		
Club Z! In-Home Tutoring Services		
College Connections		
Creative Academies		
Education Therapy		
Educational Enterprises		
Farrington Community School for Adults		
Harvest Learning Group		
Hui Malama Learning Center		
Imagine Learning English Tutoring		
Innovadia		
Kid's Talk Story (Learning for A Life Time)		
Kona Community School for Adults		
Kumon		
Learning Hale		
Mathnasium Learning Center		
The Reading Clinic Inc.		
Tutor Hawaii		
University of Hawaii Online Learning Academy (OLA)		
Wahiawa Community School for Adults		

If you answered that a provider(s) should not be approved again, please explain why.

6. Please rate (circle) your satisfaction with the vendors (in general) providing information...

	very low	low	average	high	very high
that promotes SES in general <input type="checkbox"/>	very low	low	average	high	very high
that informs parents about services <input type="checkbox"/>	very low	low	average	high	very high
about services to individual students <input type="checkbox"/>	very low	low	average	high	very high
about vendors' service capacity	very low	low	average	high	very high
when vendors are unable to deliver services in a timely way <input type="checkbox"/>	very low	low	average	high	very high
billing and related fiscal information <input type="checkbox"/>	<input type="checkbox"/> very low	low	average	high	very high
monthly invoices on a timely basis <input type="checkbox"/>	<input type="checkbox"/> very low	low	average	high	very high
accurate data on start, end, frequency and type of service for students	<input type="checkbox"/> very low	low	average	high	very high

7. Any complaints about vendors from schools, parents, or students?

8. Any positive comments about vendors from schools, parents or students?

9. Please specify any issues or concerns you have with the provider(s).

10. Please specify how the provider(s) can improve.

Thank you for your participation.