

Byrnes ELC Tutoring

Byrneselc.com

Overall Rating: B-
Overall Rating in 2007: Not available

Contact Information:

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Program Information:

Program Description as Provided by Byrnes ELC Tutoring: The Direct Instruction Model is used to develop student skills. An assessment aligned to the Michigan standards and grade level expectations is administered to the student. Goals as set using the results of the assessment. The Academic Plan is put together based on the student's needs and in cooperation with the parents, school facilitator and tutor. Tutors are selected based on their experience and expertise. A student with special needs is assigned a tutor who has worked in with special needs students. Our tutoring experience has been with students who are in need of skills to achieve grade level status in the areas of Reading and mathematics. Sessions are one to two times per week for one to two hours each time. We tutor in the student's home with materials that are aligned to the Michigan Standards. All materials are provided. Feedback on student progress is given to parents weekly.

The program description was created by the provider and has not been edited by the Michigan Department of Education.

Number of Students Served in 2007-2008: 338 Offers Transportation: No English Language Learner: Yes Students With Disabilities: Yes Place(s) of Service: Some Schools as Selected by the District(s), Place of Business, Student's Home	Subject Areas: English, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 30 Number of Students to be Served: 25 - 1000 Student-Teacher Ratios: <input checked="" type="checkbox"/> Classroom: 1 teacher per 5 students <input checked="" type="checkbox"/> Computer-based: 1 teacher per 5 students <input checked="" type="checkbox"/> Online instruction: Not available
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Performance Information:

Consumer Satisfaction				
Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	This Provider's Rating	Statewide Average
Parents	11	Percent of parents who were satisfied with this tutor	100%	78%
	11	Average overall letter grade from parents	A-	B
Teachers	23	Constructed letter grade from teachers for effects on classroom performance	D	C
	23	Percent of teachers who agreed this tutor positively impacted students' learning	26%	41%

*For many tutors, the number of surveys completed is very low. Readers should consider the number of responses when drawing conclusions about any provider.

Academic Achievement: There are limited or no data available on the basis of which to assess this provider's impact on academic achievement.

2008-2009 Service Areas (Limited to Applicable Districts):

Detroit City School District

How the Statistics Were Calculated:

Consumer satisfaction data is from a mail survey of parents and an online survey of teachers concerning students receiving supplemental education services in the 2007-2008 school year.

- Parent satisfaction statistics are based on responses to the question, "Overall, are you satisfied with this tutor?" Parents could respond "yes," "no," or "not sure."
- Parent letter grades are based on averaged responses to the question, "What overall grade would you give your child's tutor?" with response options of "A - Excellent," "B - Good," "C - Average," "D - Poor," or "E - Failing."
- The teacher letter grade for effects on classroom performance is from responses to seven questions about students' classroom performance. An average across all items (excluding items with no response) was calculated for each provider and the top 20% of scores were coded as "A," the next 20% were coded as "B," and so on through "E."
- The rating of teachers' perceptions of provider impact on student learning is based on responses to the agree-disagree question, "This tutor is positively impacting this student's learning." Responses of "agree" or "strongly agree" are considered.

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2006-2007 school year compared to a control group matched to SES recipients based on 2006 MEAP score, economic disadvantage, special education status, limited English proficiency status, and former limited English proficiency status. The analysis controlled for the effects of students' schools and the 2006 MEAP score.

The overall grade is a weighted average of the consumer satisfaction and academic achievement data.

Additional information is available upon request from the Michigan Department of Education.