

## Sylvan Learning - South Canton

### Overall Rating: Not available

Too few surveys were returned to estimate an overall grade  
Overall Rating in 2007: C+

#### Contact Information:

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#### Program Information:

**Program Description as Provided by Sylvan Learning - South Canton:** Sylvan provides reading or math instruction to all students. Each student begins with an assessment. Assessments include computer and paper-based tests. A plan is developed for each individual student. Conferences are held with the parent after the initial assessment and three more times after every twelve hours of instruction. The program is 36 hours. The length of each session is one hour. Students are recommended to attend two to four hours per week, and may attend two hours in one day. The student to teacher ratio is 3:1. Instruction occurs on-site Monday through Friday. Instructional materials include textbooks, worksheets, manipulatives, and computer programs. At the end of the program, a final assessment is given. Sylvan guarantees that students will improve at least one grade level within the Academic Reading or Sylvan Math Essentials programs. Sylvan is 90% effective with the guarantee.

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

<b>Number of Students Served in 2007-2008:</b> 10 <b>Offers Transportation:</b> No <b>English Language Learner:</b> No <b>Students With Disabilities:</b> Yes <b>Place(s) of Service:</b> Place of Business	<b>Subject Areas:</b> English, Mathematics <b>Grades Served:</b> 2-12 <b>Estimated Hours of Tutoring Per Student:</b> 36 <b>Number of Students to be Served:</b> 1 - 100 <b>Student-Teacher Ratios:</b> <input checked="" type="checkbox"/> <b>Classroom:</b> 1 teacher per 3 students <input checked="" type="checkbox"/> <b>Computer-based:</b> Not available <input checked="" type="checkbox"/> <b>Online instruction:</b> 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	1	Percent of parents who were satisfied with this tutor	100%	78%
	1	Average overall letter grade from parents	A	B
Teachers	2	Constructed letter grade from teachers for effects on classroom performance	B	C
	2	Percent of teachers who agreed this tutor positively impacted students' learning	100%	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):***

Cesar Chavez Academy, Cherry Hill School of Performing Arts, School District of the City of Inkster, Willow Run Community Schools

***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.