

Sylvan Learning Center - Detroit

Overall Rating: C

Overall Rating in 2007: C

Contact Information:

Rahnetta Stephens
66 Lothrop
Detroit, MI 48223

Telephone:
313-537-7668

Fax:
313-537-8140

E-mail:
sylvandetroitcenter@yahoo.com

Program Information:

Program Description as Provided by Sylvan Learning Center - Detroit: Sylvan Learning Center uses a diagnostic-prescriptive instructional model that allows for customization and personalization of academic programs. The Sylvan Skills Assessment identifies strengths and weaknesses. Then we design a program to help students catch up and/or move head. Our instruction is delivered by caring, certified teachers who love to teach. In 2005, 81% of Sylvan's reading students, and 87% of Sylvan's math students increased at least one grade equivalent 36 hours of instruction. We offer individualized instruction as well a motivation program to boost self-confidence. Students are tutored onsite at the center. Students are not required to bring any instructional materials to the center. Students receive their own Notebooks that include their personalized lesson plans. Reading texts/anthologies and math manipulatives are provided. Computers are available for instructional use. Tutoring is offered after school Monday - Friday, and on Saturday, for 1- 4 hours, up to four days per week.

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: 348 Offers Transportation: Yes English Language Learner: No Students With Disabilities: No Place(s) of Service: Place of Business	Subject Areas: English, Mathematics Grades Served: K-12 Estimated Hours of Tutoring Per Student: 32 Number of Students to be Served: 1 - 300 Student-Teacher Ratios: <input checked="" type="checkbox"/> Classroom: 1 teacher per 3 students <input checked="" type="checkbox"/> Computer-based: Not available <input checked="" type="checkbox"/> Online instruction: 1 teacher per student
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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	31	Percent of parents who were satisfied with this tutor	81%	78%
	30	Average overall letter grade from parents	B	B
Teachers	84	Constructed letter grade from teachers for effects on classroom performance	C	C
	83	Percent of teachers who agreed this tutor positively impacted students' learning	30%	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: Impact of Provider's Services on 2007 Michigan Educational Assessment Program (MEAP) Scores

Math			English Language Arts		
Grade Level	Number of Student Scores Considered	Performance Rating	Grade Level	Number of Student Scores Considered	Performance Rating
3	4	<10	3	4	<10
4	0	No data available	4	0	No data available
5	0	No data available	5	0	No data available
6	4	<10	6	4	<10
7	14	C	7	14	C

Key: "A" – substantially above average, "B" – above average, "C" – average, "D" – below average, "E" – substantially below average, "<10" – fewer than 10 students were served for this subject/grade and results are suppressed to protect the confidentiality of students' information.

The analysis of MEAP scores is based on students served in the 2006-2007 school year

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

Statewide

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.