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ABSTRACT

This report presents findings from the evaluation of the second year of the professional services agreement between the Detroit, Michigan, Public Schools and Sylvan Learning Systems, Inc. Under a contract with the school system, Sylvan attempted to improve the reading achievement of low-achieving students in 10 Title 1 schools. The program operated in seven elementary schools, two middle schools, and 1 middle/high school. The program agreement specified 72 hours of reading instruction to each of 1,433 students identified as having the greatest need for such services. Each of the school principals indicated that he or she would continue the Sylvan instruction if given the chance. Teachers' responses to the program were mixed. Students received considerably less than the contracted number of hours of service. Although 2,805 students participated to some degree, only 532 received 55 hours of instruction or more from one administration of the state standardized test to the next administration of the test. Overall, 49.3 percent of grade 1 students in Sylvan schools cored at or above grade level in reading, while 45.3 percent of students in a comparison group scored at or above grade level. Three of the seven participating schools had an increase in the number of students in the "satisfactory" category of the fourth grade test. Because of the positive responses of principals, it is recommended that the program be continued for the duration of the contract, but additional monitoring is recommended to increase the number of hours of instruction delivered and adjust them as needed. (Contains 39 tables.) (SLD)

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EVALUATION OF



THE PROFESSIONAL SERVICES AGREEMENT

BETWEEN

THE DETROIT PUBLIC SCHOOLS

AND

SYLVAN LEARNING SYSTEMS, INC.

QUEEN BRAME LOUNDMON, EVALUATOR

OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
DIVISION OF EDUCATIONAL SERVICES

DETROIT PUBLIC SCHOOLS

26 SEPTEMBER, 2000

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PROGRAM FACTS

Name of Program: Sylvan Learning Systems

Funding Year: 1998-99

Purpose of Program: To address the needs of the lower-achieving students by providing supplementary reading instruction, for a period of three years, to selected students in ten Title I schools.

Features of Program: The major components of the program are equipment and materials, diagnostic testing, student instruction, Sylvan personnel, staff development for school personnel, parental involvement, and reports.

Funding Source: Title I

Funding Level: \$2,150,00

Number and Level Of Participants: Contracted for 1433 students to receive 72 hours for a total of 103,176 hours; 2,805 served for various numbers of hours for a total of 91,207 hours

Number and Level of Schools in Program: 7 elementary schools; 2 middle schools; 1 middle/high school with grades 7-12

Staffing Pattern: Two teachers and one director for each school provided by Sylvan

Instructional Time: Centers are open the regular five and one-half hours per day with after school tutoring for some schools; however, students receive one to two hours of instruction per week.

Equipment and Materials: All instructional materials, supplies and equipment (computers on a three-to-one ratio) in each learning center provided by Sylvan.

First Year of Funding: 1997-98

Name of Schools: Brewer, Burbank, Burroughs, Campbell, Cooper, Douglass, Goodale, MAAT Imhotep, Priest, and Stark School of Technology. Bellevue entered the program January 1999 and, therefore, is not included in this evaluation.

1998-99 Evaluation of Sylvan Learning Services, Inc.

Executive Summary

Program Description

On January 29, 1999, Sylvan revised its agreement made with the Detroit Public Schools Board of Education. Of the schools receiving Sylvan services, there are seven elementary - Brewer, Campbell, Cooper, Goodale, MAAT Imhotep, Priest, and Stark School of Technology; two middle schools - Burbank and Burroughs; and Frederick Douglass Academy, a middle/high school with grades 7-12. The Sylvan program agreement specified the provision of 72 hours of reading instruction to 1,433 students identified as having the greatest need for this type of instruction. Bellevue entered the program January 1999 and, therefore, is not included in the evaluation.

The revised agreement reflects the following guarantees:

MEAP Guarantee: Seventy percent (70%) of the grade appropriate students enrolled in the Sylvan Center and who attend the center fifty-five (55) hours or more prior to the MEAP test will attain a satisfactory score. ("Prior to" is defined as the time between the prior year's MEAP test and the current year's test.)

MAT7 Guarantees: Grades 2-10 (in non-MEAP appropriate grades) -

Seventy percent (70%) of the students who attend the center for fifty-five (55) hours prior to the MAT7

test will gain a minimum of three (3) Normal Curve Equivalent (NCE) points on the MAT7 over the previous year's scores. ("Prior to" is defined as the time between the prior year's MAT7 and the current year's MAT7.)

Grade 1 - Seventy percent (70%) of the first grade students who attend the center for fifty-five (55) hours prior to the MAT7 test will score on grade level. ("Prior to" is defined as the time between the beginning of the school year and that year's Spring MAT7 administration.)

If the guarantee is not met (those attending the required number of hours), Sylvan will provide twelve (12) additional hours of instruction per student, at no additional cost to the school, up to the percentage guaranteed. These hours may be added to a student's ongoing instruction or, at the discretion of the principal, may be delivered to other students.

Students who are receiving Special Education or English as a Second Language (ESL) services are covered under this guarantee if their MAT7 and MEAP scores are included in the school summary.

The Sylvan program consists of seven components, 1) the provision of technology, 2) diagnostic testing of students, 3) student instruction in reading, 4) specially trained personnel, 5) staff development for school personnel, 6) the involvement of parents, and 7) regular reports of student progress.

Findings

Each of the ten principals interviewed indicated that if given the choice, he/she would continue the Learning Center in his/her respective buildings. Bellevue is not included in this evaluation because it did not enter the program until January 1999.

Teachers' reactions to the program were mixed.

Students received considerably less than the contracted number of hours of service.

Two thousand eight hundred and five students (2805) in Grades 1-12 received Sylvan instruction during the 1998-99 school year. Of the 2,805 Sylvan students, 532 received 55 or more instructional hours from the prior MEAP administration in 1998 to the 1999 administration (MEAP-to-MEAP). For Grade 4 Sylvan students, 794 took the MEAP; 274 received 55 or more hours of instruction, with 83 (30.3%) of the 274 achieving a satisfactory score on the MEAP Reading. Similarly, of the 354 Grade 7 Sylvan students who took the MEAP, 175 (49.4%) received 55 or more hours of instruction prior to the MEAP. Of the 175 who received 55 or more instructional hours prior to the MEAP, 42 (24.0%) achieved a satisfactory score on the MEAP Reading. Overall, 27.8% of Sylvan students with 55 or more hours of instruction achieved a satisfactory score on the MEAP Reading Test.

There are hours owed the schools because of the MEAP guarantee. At Grade 4 there are 191 students who had 55 or more hours of Sylvan service and did not achieve a satisfactory score. At Grade 7, there are 133 students. The 70% guarantee translates into 191 students at Grade 4 and 133 at Grade 7. Therefore, an additional 3888 hours of service (324 students x 12 hours per contract) are owed. Of the 532 students, 449 MEAP grade appropriate students (274 at Grade 4 and 175 at Grade 7) received 55 or more hours of instruction from MEAP-to-MEAP.

Three (42.9%) of the seven SLC elementary schools had an increase in the number of students in the "Satisfactory" category of the Grade 4 MEAP Reading when 1997-98 scores are compared to 1998-99 scores.

From September 1998 to June 15, 1999, 876 (31.2%) students out of 2,805 received 55 or more Sylvan instructional hours.

From the prior administration of the MAT7 to the 1999 administration, 1438 students from grades 2-10 in non-MEAP appropriate grades received Sylvan instruction. From the 1438 students serviced, ninety-seven received 55 or more hours of instruction. Of the 97 students, 37 (38.1%) received both 55 hours and 3+ NCE gains on the MAT7. The guarantee specifies that 70% of the 97 students with 55 or more hours of instruction make 3 NCE gains, which means that 68 students should have made a growth of 3 NCE points. Only 37 did; therefore, 372 hours are owed ((68-37) (12)).

A control group of students was selected by conducting a post-hoc matching of students using their 1998 MAT7 Reading scores. Results of the 1998-99 MAT7 were obtained for participants in the Sylvan program as well as for the control groups.

Students in grades other than 1, 4, and 7 in the Sylvan schools were compared with students in the control group. Students in the control group achieved higher gains in MAT7 Reading scores than the Sylvan group. Three hundred thirty-seven students (25.7%) in the Sylvan schools achieved a gain of 3+ NCE points on the MAT7 compared to 472 students (38.8%) in the control group who achieved a gain of 3+ NCE points.

Twenty-seven (84.4%) out of thirty-two (32) Grade 1 students who received 55 or more hours of instruction prior to the MAT7 scored at or above grade level.

Contracted costs for each hour of student contact time is \$20.84. The actual cost (number of hours received, 91,207 into the total amount paid of \$2,150,000) computes to \$23.57 per student per hour of instruction. This amount is \$2.73 higher than the contracted hourly rate. The number of hours contracted was 103,176; the number of hours received was 91,207; therefore, contracted hours were more than hours received.

Recommendations

As a result of the positive feedback received from school principals and teachers, it is recommended that the

Sylvan Learning Centers be continued in the schools that have currently contracted for services by Sylvan for the duration of the three year contract.

However, in light of the fact that DPS principals and Sylvan staff did not meet the condition in reference to hours of service, the MEAP guarantee, and the MAT7 guarantee, the following is recommended.

Continue the Sylvan Advisory Committee of representatives from the Division of Educational Services, the legal department, and school principals to monitor the program to ensure that Sylvan and each school obtain and maintain accurate up-to-date data, and review any future agreements with Sylvan Learning Systems, Inc.

Issues to be considered by this committee include the following:

Hours Contracted for Service:

- Adjust the number of hours by reducing the amount initially purchased according to hours actually needed and the number that can be used.
- Amend the contract to allow schools to purchase additional hours, if needed, at a comparable rate of pay.

Guarantees:

MEAP: Student selection should focus on those students who will be administered the MEAP Test.

MAT7: Relative to students in grades 2-10, the focus should be on those students who are in need of preparation prior to the administration of the MAT7.

In addition, students should be allowed to attend the center for a sufficient amount of time to insure that they meet the 55-hour requirement before both the MEAP and MAT7 assessments are administered.

Teacher In-Service Training: To insure that a collaborative relationship is nurtured between the Sylvan staff and the Detroit Public Schools teachers, all administrators should work with Sylvan staff to make sure that in-service training is

scheduled and that all teachers are aware of them.

Parent Involvement/Cooperation:

To foster parent involvement, participation, and cooperation and to develop a collaborative relationship with parents, Sylvan administrators, teachers, and staff should work with parents to insure that parents are made to feel welcome in the schools. Parents also need to feel that their input is of great value to the success of the program and to the academic achievement of their children.

THE DETROIT PUBLIC SCHOOLS DETROIT BOARD OF EDUCATION
RESEARCH, EVALUATION, AND ASSESSMENT

Sylvan Learning Systems, Inc.
1998-99 Program Evaluation

This report presents findings related to the evaluation of the second year of the Sylvan program at ten Title I Detroit Public Schools that included elementary, middle, and high school levels. The purpose of this evaluation is to determine the degree to which Sylvan has attained its goals of: a) increasing, the percent of students in the satisfactory category on the MEAP Reading Test to 70%; b) increasing to 70, the percent of students with 3+ NCE gains on the MAT7 Reading Test; and c) increasing to 70, the percent of Grade 1 students who score at grade level on MAT7. The evaluation also provides a comparison of gains for the schools served by Sylvan during the year of service relative to MEAP Reading scores and a comparison of gains for students served by Sylvan during the year of service for the MAT7 Reading. Findings indicate the following: 1) For Grade 4 and Grade 7, 27.8% of the students who received 55 or more instructional hours prior to the MEAP scored in the satisfactory category on the MEAP Reading Test. 2) For Grades-2 – 10, 38.1% of Sylvan students in grades 2-10 in non-MEAP appropriate grades with 55 or more instructional hours achieved 3+ NCE gains on the MAT7. 3) For Grade 1, 84.4% of the students who received 55 or more instructional hours prior to the MAT7 scored at or above grade level on MAT7 Reading Test. Caution must be used in viewing these data as only one school had Grade 1 students who received 55 or more hours of Sylvan instruction. When compared, 49.3% of Grade 1 students in Sylvan schools scored at or above grade level, while 45.3% of students in a control group scored at or above grade level on MAT7, indicating a 4.0% difference between the two groups.

Introduction

Experts agree that students who fail to learn to read adequately by third grade are at-risk of becoming high school dropouts, teenage delinquents, and victims of unwanted pregnancies along with many other social and economic problems. Many interventions for improved instruction are implemented at the elementary school level. However, it is crucial that attention also be given to the continuous development of students' reading skills

during the middle and high school years.

Braddock and McPartland contend that, at the middle school level, "course failures and grade retention can also be prevented without lowering standards by giving special assistance to students who have the least preparation or who are having specific learning difficulties in a major subject" (1993, 148-149). They reported the results of an NELSS: 88 survey of principals from over 1,000 participants. Among the most effective

"ways of providing 'extra doses' for instruction were (1) offering an extra period in the subject during the regular school day schedule in lieu of an elective and (2) summer school classes" (1993, 149-150).

In order to deal effectively with the problems of inadequate academic skills and preparation, school districts across the nation have responded to the educational needs of at-risk students by contracting out some of its educational services to private organizations. One such organization is Sylvan Learning Systems, Inc. Sylvan started a partnership with the Baltimore City Public Schools in 1993 to serve students at six elementary public schools. Since its beginning, the privatized model that Sylvan offers expanded its services to more than 60 public schools at more than eight other school districts: Dorchester and Talbot Counties in Maryland; Chicago, IL; Washington, D.C.; St. Paul, MN; Pasadena, TX; Broward County, FL; and Detroit, MI. Reports released during the past few years have reviewed achievement test results for the elementary and middle school students who participated in Sylvan programs and who met the attendance requirement.

According to Mike Bowler of the *Baltimore Sun*, Baltimore City Public Schools reported reading gains on the Comprehensive Test of Basic Skills (the test used in the Maryland school performance program) of 1.5 normal curve equivalents in reading and 14 in mathematics. Likewise, Pasadena Independent School District reported average NCE gains of between 8 and 13 on the California Achievement Test

as well as substantial gains on the Texas Assessment of Academic Skills, a criterion-referenced test (Gallegos). Similar results have been reported by The School Board of Broward County, Florida (Blasik) for the 1995-96 school year. One hundred forty-three students tested in Reading Comprehension on the reading subtest of the California Achievement Test (CAT), gained an average 6.2 NCE points in Reading Comprehension. Of the same group, 141 students tested on the Stanford Achievement (SAT8) achieved a 6.5 NCE gain in Reading Comprehension. When Broward compared the gains for Sylvan students to a control group, the study found that average scores indicated that students in the Sylvan program outperformed by two NCE points similar students receiving other Title I services. Broward County decided to discontinue Sylvan at new River Middle and Lauderdale Lakes Middle schools, "as the targeted goals of students served and achievement gains as outlined in the contract were not met for the third consecutive year."

Background

On August 20, 1997, the Detroit Public Schools Board of Education entered into an agreement with Sylvan Learning Systems, Inc. to enable this group to provide supplementary reading instruction, for a period of three years, to selected students in ten Title I schools. The schools selected to receive Sylvan services included elementary, middle, and high school levels. Of the schools receiving Sylvan services, there are seven elementary - Brewer, Campbell, Cooper, Goodale, MAAT Imhotep,

Priest, and Stark School of Technology; two middle schools – Burbank and Burroughs; and one middle/high school (7-12) – Frederick Douglass Academy. The Sylvan program agreement specified the provision of reading instruction to 1,433 students (150 students for 8 schools; one school with 133 students; and one school with 100 students) identified as having the greatest need for this type of instruction. An eleventh school, Bellevue Elementary School, began receiving Sylvan services in January of 1999, and is, therefore, not included in the evaluation.

The provider is to utilize diagnostic testing, a structured reading program with an individualized educational plan for each student, a three-to-one ratio of direct instruction, and technology that is tied to the curriculum. The seven specific components of the Sylvan program include:

1. **Equipment and Materials.** Sylvan staff are to provide each school with all instructional materials, supplies, and equipment necessary to implement the Sylvan program. Sylvan staff have furnished sufficient computers in each learning center to ensure that a three-to-one ratio of students to computers is maintained.
2. **Diagnostic Testing.** Prior to placement in the Sylvan program, each student is to be assessed by program staff using the Reading subtest of the California Achievement Test (R-CAT). Sylvan also administered the Sylvan Learning Center Reading Diagnostic Test (SLCRDT). These

diagnostic tests are used to determine areas of strength and weakness for each student and to develop an individualized prescription instructional plan. The SLCRDT is also used during the year to chart progress.

3. **Student Instruction.** Based on the 1997-98 contract, Sylvan staff were to provide a minimum of 103,176 hours of instruction for the ten participating schools for the second year. Each student in the Sylvan program is prescribed an individualized instructional plan. This plan is provided through direct instruction with a student-teacher ratio of no more than three-to-one.
4. **Sylvan Personnel.** The company states that it uses qualified instructors who hold a duly issued teacher's certificate from a state teacher-licensing agency to provide direct instruction.
5. **Staff Development for School Personnel.** Sylvan staff are to provide inservice staff development training sessions, at least once a semester for each school's teachers and administrators. The purpose of the training sessions is to familiarize school personnel with the Sylvan program instructional methods and to offer suggestions for modification of the learning environment in the program and in the regular classroom.
6. **Parental Involvement.** The Sylvan staff are to host two informational meetings per year for parents of students who receive Sylvan services. Regular parent

conferences are scheduled every other month in addition to at least two learning seminars during the school year to provide parents with ideas for involvement in their children's learning.

- 7. Reports.** Sylvan staff are to prepare and distribute weekly attendance reports, monthly summary reports, and a cumulative report at the end of the school year.

Guarantees

On January 29, 1999, Sylvan revised its agreement with the Detroit Public Schools. The revised agreement reflects the following guarantees:

MEAP Guarantee: Seventy percent (70%) of the grade appropriate students enrolled in the Sylvan Center and who attend the center fifty-five (55) hours or more prior to the MEAP Test will attain a satisfactory score. ("Prior to" is defined as the time between the prior year's MEAP Test and the current year's test.)

MAT7 Guarantees: Grades 2-10 (for students in non-MEAP appropriate grades) – Seventy percent (70%) of the students who attend the center for fifty-five (55) hours prior to the MAT7 Test will gain a minimum of three (3) Normal Curve Equivalent (NCE) points on the MAT7 over the previous year's scores. ("Prior to" is defined as the time between the prior year's MAT7 and the current year's MAT7.)

Grade 1 – Seventy percent (70%) of the first grade students who attend the center for fifty-five (55) hours prior to

the MAT7 Test will score on grade level. ("Prior to" is defined as the time between the beginning of the school year and that year's Spring MAT7 administration.)

If the guarantee is not met for those students who receive the 55 or more hours of instruction, Sylvan will provide twelve (12) additional hours of instruction per student, at no additional cost to the school, up to the percentage guaranteed. These hours may be added to a student's ongoing instruction or, at the discretion of the principal, may be delivered to other students.

Students who are receiving Special Education or English as a Second Language (ESL) services are covered under this guarantee if their MAT7 and MEAP scores are included in the school summary.

Purpose of the Evaluation

The purpose of this evaluation report is to determine the degree to which the Sylvan staff has attained, during the second year of its program, the following expected outcomes:

Sylvan's guarantee of seventy percent (70%) of the grade appropriate students enrolled in the Sylvan Learning Center and who attend the center fifty-five (55) hours or more prior to the MEAP Test will attain a satisfactory score ("Prior to" is defined as the time between the prior year's MEAP Test and the current year's test);

Sylvan's guarantee of seventy percent (70%) of the students in grades 2-10

(in non-MEAP appropriate grades) who attend the Center for fifty-five (55) hours prior to the MAT7 Test will gain a minimum of three (3) NCE units on the MAT7 over the previous year's scores. ("Prior to" is defined as the time between the prior year's MAT7 and the current year's MAT7); and Sylvan's guarantee of seventy percent (70%) of the first grade students who attend the Center for fifty-five (55) hours prior to the MAT7 Test will score on grade level. ("Prior to" is defined as the time between the beginning of the school year and that year's Spring MAT7 administration).

While Sylvan did not guarantee, it did agree to work with DPS staff to make the following provisions for hours of instruction:

At least 55 instructional hours for students by the date on which students began MEAP Testing, January 25, 1999; and

At least 55 instructional hours for students by the date on which students began MAT7 Testing, March 15, 1999.

The evaluation also identifies how students who attended the Sylvan Center for the second year performed when compared to students who did not attend the Sylvan Center.

The Social Skills Rating System Social Skills Questionnaire (SSRS) was administered to five Sylvan schools as a pre-measure to test the hypothesis that the social skills of students receiving Sylvan services will improve. This will be further explored in the year three evaluation.

Evaluation Questions

The following questions will be addressed in this evaluation:

1. How successful were Sylvan and DPS staff in providing at least 55 instructional hours for the students served by the date on which students began MEAP Testing, January 25, 1999?
2. Did seventy percent (70%) of the students who participated in the Sylvan program and who received 55 instructional hours prior to the MEAP Test achieve a satisfactory score on the MEAP?
3. How did schools with the Sylvan Learning Centers compare to a control group of schools on the MEAP?
4. How successful were Sylvan and DPS staff in providing at least 55 instructional hours for the students served by the date on which students began MAT7 Testing, March 15, 1999?
5. Did seventy percent (70%) of the students in grades 2-10 (in non-MEAP appropriate grades) who participated in the Sylvan program and who received 55 instructional hours prior to the MAT7 achieve NCE gains of at least 3 NCE units on the MAT7?
6. Did seventy percent (70%) of the first grade students who participated in the Sylvan program and who received 55 instructional hours prior to the MAT7 score at or above grade level?

The evaluation also compares the achievement of students who attended the Sylvan Center to a control group of students who did not attend the Sylvan Center.

7. Did students who participated in the Sylvan program achieve higher gains in MAT7 Reading NCE scores compared with other students who did not participate?
8. Based on The Social Skills Rating System, is there a relationship between achievement and social skills?

Teacher and principal attitudes toward the Sylvan Learning Centers were also assessed.

9. What were the principals' attitudes toward the SLC?
10. What were the teachers' attitudes toward the SLC?

Methodology

Data Collection

The number of hours of service received by each student in the Sylvan Learning Center was provided to the researcher by the Sylvan staff for four (4) time periods:

- Total hours 1997-98 school year;
- Total hours from September 1998 to February 1999, the date used to collect service hours prior to the MEAP administration (January 25, 1999); MEAP-to-MEAP,
- Total hours from MAT7 to MAT7; and
- Total hours for the 1998-99 school year.

A control group of schools was selected by matching the schools with a Sylvan program to schools without a Sylvan program based on several variables including school enrollment, size, poverty levels, and academic histories. A control group of students was selected by conducting a post-hoc matching of students using their 1998 MAT7 Reading scores. Results of the 1998-99 MAT7 were obtained for participants in the Sylvan program as well as for the control groups. Additionally, demographic data for the program participants and the comparison groups were obtained from district records. Principal interviews were conducted for each participating school and results were compiled. Teacher surveys were administered to the teaching staff at each school and results were compiled. The Social Skills Rating System Social Skills Questionnaire was administered to students in five (5) elementary schools and results were compiled.

This evaluation includes the original ten schools with the Sylvan program; Bellevue did not enter the program until January 1999, and is, therefore, not included.

Data Analyses

Tables are used to present demographic characteristics of the participants reported by number and percent for each category of interest. Student achievement in reading has been summarized through descriptive statistics for both MEAP and MAT7.

Survey responses were summarized and frequency distributions prepared.

General and Contract Specific Findings

The findings are divided into two sections: General Findings and Contract Specific Findings.

General Findings

Cost of the Program

Table 1 lists the cost, number of students, and number of instructional hours contracted for Sylvan services by school. Funding was provided by Title I.

Based on the contract signed August 20, 1997, the total cost of funding 10 Sylvan Learning Centers for the 1998-

99 school year was \$2,150,000. A total of 1,433 students were contracted to receive services during the regular school year. Bellevue Elementary School's contract was not in effect until January 1999, and is not included in the table. A breakdown of the total cost contracted for 103,176 hours of service for 1,433 students computes to an hourly rate of \$20.84 per student.

Table 1

**Cost, Number of Students, and
Number of Instructional Hours Contracted for Service
by School for 1998-99**

School	Cost	Number of Students Contracted to Serve	Number of Hours of Service Contracted
Brewer Elementary	\$225,000	150	10,800
Burbank Middle School	\$225,000	150	10,800
Burroughs Middle School	\$225,000	150	10,800
Campbell Elementary	\$200,000	133	9,576
Cooper Elementary	\$225,000	150	10,800
Frederick Douglass Academy	\$150,000	100	7,200
Goodale Elementary	\$225,000	150	10,800
MAAT Imhotep	\$225,000	150	10,800
Priest Elementary	\$225,000	150	10,800
Stark School of Technology	\$225,000	150	10,800
Total	\$2,150,000	1433	103,176

Participants

Participant Selection

Principals were asked to describe their student selection process for the Sylvan Learning Center (SLC). Seven out of ten principals referenced the need to prepare students for the MEAP as the criterion for selection. Fourth grade students targeted to participate in the 1999 administration of MEAP and third graders who were expected to take the 2000 test were most often selected to participate in the program. At the middle school level, academically challenged sixth and seventh graders were selected to receive Sylvan service. For the school year, September 1998 to June 15, 1999, students received a total of 91,207 instructional hours.

This represents 11,969 hours under the total hours of 103,176 purchased for the year two contract. This also represents hours that were paid for but were not received in the 1998-99 school year.

Sylvan indicated to principals that they planned to deliver unused hours during the summer of 1999. Principals indicated that Sylvan did pay back hours owed.

Grade levels of the students who participated in the Sylvan Learning Centers ranged from Grade 1 to Grade 12. Most of the students are male.

Table 2 presents the number of students in SLC, the number of hours contracted, and the number of hours of instruction received by school.

Table 2

**Cost of Sylvan Program with Number of Students Served,
Number of Students with 55+ Hours of Instruction,
Number of Hours Contracted on 8/20/97,
and the Number of Hours Received
from September 1998 to June 15, 1999**

School	Cost	Students Served	Students With 55+ Hours	Hours Contracted on 8/20/97 for Year Two	Hours Received* from 8/20/98 to 6/15/99
Brewer	\$225,000	309	79	10,800	10399
Burbank	\$225,000	350	102	10,800	10849
Burroughs	\$225,000	390	102	10,800	8867
Campbell	\$200,000	204	99	9,576	9386
Cooper	\$225,000	259	87	10,800	8751
Douglass	\$150,000	42	14	7,200	1374
Goodale	\$225,000	367	117	10,800	10549
MAAT	\$225,000	398	61	10,800	11482
Priest	\$225,000	227	107	10,800	9109
Stark	\$225,000	259	98	10,800	10441
Total	\$2,150,000	2805	876	103,176	91,207

*Hours received indicate actual student attendance.

Grade Level. The grade distribution is displayed in Table 3. Grade 4 had the largest number of students serviced in the centers with 813 (29.0%), followed

by Grade 3 with 764, (27.2%). A total of 356 seventh grade students (12.7%) received instruction in the centers.

Table 3

**Number of Students Attending the
Sylvan Learning Centers by School by Grade
From September 1998 to June 15, 1999**

School	Grade												Group Total
	01	02	03	04	05	06	07	08	09	10	11	12	
Brewer	23	8	143	133	2								309
Burbank						180	170						350
Burroughs						203	186	1					390
Campbell	86	90	27	1									204
Cooper	56	45	13	136	9								259
Douglass									26	6	5	5	42
Goodale	1	28	173	165									367
MAAT	22	26	180	170									398
Priest			86	91	50								227
Stark			142	117									259
Group Total	188	197	764	813	61	383	356	1	26	6	5	5	2805

On average, each child attending SLC received 33 hours of instruction, while fourth graders received an average of 32 hours of instruction (See Table 4). Fourth grade students received an average of 38 hours of instruction, while seventh graders received an average of 32 hours.

Table 4
Average Number of Hours of Instruction
Per Student Attending the Sylvan Learning Centers
from September 1998 to June 15, 1999

School	Grade												Group Average
	01	02	03	04	05	06	07	08	09	10	11	12	
Brewer	19.57	28.25	24.13	46.80	23.50								33.65
Burbank						19.55	43.12						31.00
Burroughs						22.97	22.55	10.00					22.74
Campbell	60.49	35.91	33.00	61.00									46.01
Cooper	32.41	26.73	38.23	36.48	30.56								33.79
Douglass									33.69	31.17	31.20	31.00	32.71
Goodale	6.00	7.00	31.58	29.60									28.74
MAAT	16.91	18.23	28.57	32.32									28.85
Priest			30.50	51.24	36.46								40.13
Stark			38.36	42.68									40.31
Group Average	41.73	27.06	30.78	38.48	35.16	21.36	32.37	10.00	33.69	31.17	31.20	31.00	32.52

A total of 876 students received 55 hours or more of instruction as indicated in Table 5.

Of the 813 fourth graders attending a SLC, 418 students (51.4%) had a

minimum of 55 hours of instruction. Two hundred six (206) out of the 356 seventh grade students (57.9%) received a minimum of 55 hours of instruction.

Table 5

**Number of Students with a Minimum of 55 Hours of Instruction
In the Sylvan Learning Centers
from September 1998 to June 15, 1999**

School	Grade									Group Total
	01	02	03	04	05	06	07	09	12	
Brewer		2	10	66	1					79
Burbank							102			102
Burroughs						1	104			105
Campbell	53	35	12	1						101
Cooper	7	1	8	75	1					92
Douglass								11	3	14
Goodale			15	102						117
MAAT			10	51						61
Priest			7	56	44					107
Stark			31	67						98
Group Total	60	38	93	418	46	1	206	11	3	876

The number of students serviced, the mean hours of service, the standard deviation, the minimum, maximum and

the total student instructional contact hours provided are listed by school in Table 6.

Table 6

**Number of Hours of Instruction for Individual Students
in the Sylvan Learning Centers
by School from September 1998 to June 15, 1999**

School	N	Mean	Std. Deviation	Minimum	Maximum	Sum
Brewer	309	33.65	20.11	2.00	115.00	10399
Burbank	350	31.00	18.30	2.00	81.00	10849
Burroughs	390	22.74	10.89	2.00	55.00	8867
Campbell	204	46.01	31.04	2.00	113.00	9386
Cooper	259	33.79	15.98	2.00	126.00	8751
Douglass	42	32.71	13.13	10.00	50.00	1374
Goodale	367	28.74	14.47	.00	82.00	10549
MAAT	398	28.85	10.27	.00	48.00	11482
Priest	227	40.13	23.21	2.00	94.00	9109
Stark	259	40.31	18.21	2.00	87.00	10441
Total	2805	32.52	18.86	.00	126.00	91207

A grade level distribution of instructional hours provided is listed by school by grade in Table 7.

Table 7

**Number of Student Contact Hours Provided by the
Sylvan Learning Centers by Grade
from September 1998 to June 15, 1999**

School	Grade												Group Total
	01	02	03	04	05	06	07	08	09	10	11	12	
Brewer	450	226	3451	6225	47								10399
Burbank						3519	7330						10849
Burroughs						4663	4194	10					8867
Campbell	5202	3232	891	61									9386
Cooper	1815	1203	497	4961	275								8751
Douglass									876	187	156	155	1374
Goodale	6	196	5463	4884									10549
MAAT	372	474	5142	5494									11482
Priest			2623	4663	1823								9109
Stark			5447	4994									10441
Group Total	7845	5331	23514	31282	2145	8182	11524	10	876	187	156	155	91207

Gender. A larger number of males (1493, 53.2%) than females (1312, 46.8%) were serviced by Sylvan for the 1998-99 school year. In addition, more

males (479, 54.7%) than females (397, 45.3%) received 55 or more Sylvan instructional hours as reflected in Table 8.

Table 8

Number and Percents of Students in the Sylvan Learning Centers by Gender from September 1998 to June 15, 1999

Gender	Number in SLC	Percent in SLC	Number with Hours ≥55	Percent
Female	1312	46.8	397	45.3
Male	1493	53.2	479	54.7
Total	2805	100.0	876	100.0

Contract Specific Findings

MEAP

1. How successful were Sylvan and DPS staff in providing at least 55 instructional hours for the students served by the date on which students began MEAP Testing, January 25, 1999?

The grade distribution is displayed in Table 9. A total of 1,595 students received Sylvan instruction. Grade 4 had the largest number of students serviced in the centers with 794 (49.8%), followed by Grade 7 with 354 (22.2%).

Table 9

Number of Students Attending the Sylvan Learning Centers by School by Grade from MEAP-to-MEAP

School	Grade												Group Total	
	01	02	03	04	05	06	07	08	09	10	11	12		
Brewer		4	15	133	2									154
Burbank							168							168
Burroughs						1	186	1						188
Campbell	73	58	17	1										149
Cooper	13	12	13	128	6									172
Douglass									26	6	5	5		42
Goodale				161										161
MAAT			7	170										177
Priest			70	87	50									207
Stark			63	114										177
Group Total	86	74	185	794	58	1	354	1	26	6	5	5		1595

The number of students serviced, the mean hours of service, the standard deviation, the minimum, maximum and the total student instructional contact hours provided are listed by school in

Table 10. From the administration of the prior MEAP up to February 1999 (MEAP-to-MEAP), Sylvan provided a total of 73,575 student instructional contract hours as reflected in Table 10.

Table 10

**Number of Hours of Instruction in the
Sylvan Learning Centers
from MEAP-to-MEAP**

School	N	Mean	Std. Deviation	Minimum	Maximum	Sum
Brewer	154	42.23	27.44	2.92	146.34	6503
Burbank	168	52.07	19.48	4.00	111.67	8747
Burroughs	188	55.69	33.99	4.83	147.17	10470
Campbell	149	39.58	20.37	2.00	130.92	5897
Cooper	172	43.02	22.70	4.75	125.75	7400
Douglass	42	39.69	34.70	3.67	126.41	1667
Goodale	161	55.12	19.46	10.42	115.08	8874
MAAT	177	41.26	19.62	4.00	99.42	7303
Priest	207	40.49	35.10	2.00	128.00	8381
Stark	177	47.08	26.08	2.00	114.75	8334
Total	1595	46.13	26.91	2.00	147.17	73575

On average, each child attending a Sylvan Learning Center from MEAP test to MEAP test received 46 hours of instruction (See Table 11). Fourth grade students

received an average of 48 hours of instruction, while seventh graders received 54 hours.

Table 11

Average Number of Hours of Instruction Per Student Attending the Sylvan Learning Center by Grade from MEAP-to-MEAP

School	Grade											Group Average	
	01	02	03	04	05	06	07	08	09	10	11		12
Brewer		21.02	35.68	43.36	58.75								42.23
Burbank							52.07						52.07
Burroughs						7.50	56.22	5.67					55.69
Campbell	39.99	33.19	55.12	115.92									39.58
Cooper	22.88	15.76	58.04	47.36	16.02								43.02
Douglass									43.13	22.15	18.57	63.96	39.69
Goodale				55.12									55.12
MAAT			32.08	41.64									41.26
Priest			11.18	43.10	76.96								40.49
Stark			24.40	59.62									47.08
Group Average	37.40	29.70	25.79	48.42	70.03	7.50	54.25	5.67	43.13	22.15	18.57	63.96	46.13

As indicated in Table 12, from the administration of the prior MEAP up to February 1, 1999, (MEAP-to-MEAP), of the 794 Grade 4 students with at least one hour of SLC service, 274

students (34.5%) received 55+ instructional hours. At Grade 7, of the 354 students with at least one hour of SLC service, 175 students (49.4%) received 55+ hours of instruction.

Table 12

**Number of Students with a Minimum of
55 Hours of Instruction
in the Sylvan Learning Centers
from MEAP-to-MEAP**

Grade	Number with 0 Hours*	Number with 1 - 54 Hours	Number with 55+ Hours	Group Total
01	102	78	8	188
02	123	73	1	197
03	579	167	18	764
04	19	520	274	813
05	3	13	45	61
06	382	1	0	383
07	2	179	175	356
08	0	1	0	1
09	0	17	9	26
10	0	6	0	6
11	0	5	0	5
12	0	3	2	5
Total	1210	1063	532	2805

* Entered the Sylvan program after the 1998-99 administration of MEAP.

From the 1998 administration of the MEAP up to the 1999 administration of the MEAP (MEAP-to-MEAP), the SLC provided a total of 73,575 student instructional

contact hours from MEAP-to-MEAP. Table 13 presents a distribution of the hours by school by grade.

Table 13

**Number of Student Contact Hours Provided by the
Sylvan Learning Centers by School by Grade
from MEAP-to-MEAP**

School	Grade												Group Total			
	01	02	03	04	05	06	07	08	09	10	11	12				
Brewer	.00	84.09	535.15	5766.31	117.50											6503
Burbank						.00	8747.46									8747
Burrighs						7.50	10456.88	5.67								10470
Campbell	2918.92	1924.86	937.12	115.92												5897
Cooper	297.42	189.10	754.52	6062.50	96.10											7400
Douglass																1667
Goodale	.00	.00	.00	8874.01					1121.44	132.90	92.83	319.81				8874
MAAT			224.58	7077.95												7303
Priest			782.74	3749.94	3848.12											8381
Stark			1537.33	6796.35												8334
Group Total	3216.34	2198.05	4771.44	38442.98	4061.72	7.50	19204.34	5.67	1121.44	132.90	92.83	319.81				73575

2. Did seventy percent (70%) of the students who participated in the Sylvan program and who received 55 instructional hours prior to the MEAP achieve a satisfactory score on the MEAP?

As indicated in Table 14, of the 794 Grade 4 Sylvan students who took the MEAP, 274 (34.5%) received 55 or more hours of instruction prior to the MEAP. Of the 274 who received 55+ hours of instruction, 83 (30.3%) achieved a satisfactory score on the MEAP Reading. Similarly, of the 354 Grade 7 Sylvan students who took the MEAP, 175 (49.4%) received 55 or more hours of instruction prior to the MEAP. Of the 175 who received 55+

instructional hours prior to the MEAP, 42 (24.0%) achieved a satisfactory score on the MEAP Reading. Overall, 27.8% of Sylvan students with 55 or more hours of instruction achieved a satisfactory score on MEAP Reading Test.

There are hours owed the schools because of the MEAP guarantee. At Grade 4 there are 191 students who had 55+ hours of Sylvan service and did not achieve a satisfactory score. At Grade 7, there are 133 students. The 70% guarantee translates into 191 students at Grade 4 and 133 at Grade 7. Therefore, an additional 3888 hours of service (324 students x 12 hours per contract) are owed.

Table 14

Number and Percent of Students in Grade 4 and Grade 7 with Satisfactory Category on the MEAP Reading and 55+ Hours of Instruction

Grade	Number of Students with MEAP Scores			Number Satisfactory		Percent Satisfactory	
	≤ 54 Hours	≥ 55 Hours	Total Students	≤ 54 Hours	≥ 55 Hours	≤ 54 Hours	≥ 55 Hours
04	520 65.5%	274 34.5%	794 69.2%	181	83	34.8	30.3
07	179 50.6%	175 49.4%	354 30.8%	36	42	20.1	24.0
Group Total	699 60.9%	449 39.1%	1148 100.0%	217	125	31.0	27.8

3. How did Sylvan (SLC) schools compare with control schools on the MEAP?

Although not included in the Sylvan guarantee, part of the evaluation design requires that the schools with a SLC be compared to a control group of schools that have not purchased the SLC program. A comparison group of schools was selected based upon the school membership, the Title I poverty index, the percent of students in the "Satisfactory" category on the 1996-97 MEAP Reading Test, the percent of students in the "Low" category on the 1996-97 MEAP Reading Test, and geographical location.

The Tables displaying these variables are in the Appendix. t-Tests were performed to verify that no significant differences exist between these two groups based upon the selection criteria.

Tables 15a and 15b compare the SLC schools with the control group on the percent of students in the "Satisfactory" category on the Grade 4 MEAP for the 1997-98 and 1998-99 school years.

Three of the seven SLC schools (42.9%) had increases in the percent of students in the "Satisfactory" category between the 1997-98 school year and the 1998-99 school year compared with two of the seven control schools (28.5%). On average, the SLC schools had a loss of 4.2 percentage points. This compares with an average 6.6 percentage point loss by the control group. Of the three Sylvan elementary schools that showed gains on Grade 4 MEAP Reading Test, Campbell had the highest gains with an increase of 20.1 percentage points, followed by Brewer with 4.1 and Priest with 3.1 percentage points.

Table 15a

**Percent Satisfactory on the
1997-98 and 1998-99 Grade 4 MEAP Reading Test
Schools with Sylvan Learning Centers**

School	1997-98 MEAP Grade 4 Reading		1998-99 MEAP Grade 4 Reading		Gain/Loss
	Number Tested	Percent Satisfactory	Number Tested	Percent Satisfactory	
Brewer	123	32.5	112	36.6	4.1
Campbell	52	32.7	53	52.8	20.1
Cooper	85	25.9	112	23.2	-2.7
Goodale	120	65.0	163	43.6	-21.4
MAAT	119	77.3	123	64.2	-13.1
Priest	120	12.5	109	15.6	3.1
Stark	97	29.9	112	23.2	-6.7
Total	716		784		
Weighted Average	102	40.9	112	36.7	-4.2

Table 15b

Percent Satisfactory on the
1997-98 and 1998-99 Grade 4 MEAP Reading Test
Control Schools

School	1997-98 MEAP Grade 4 Reading		1998-99 MEAP Grade 4 Reading		Gain/Loss
	Number Tested	Percent Satisfactory	Number Tested	Percent Satisfactory	
Carleton	168	43.5	198	33.8	-9.7
Carstens	76	11.8	75	36.0	24.2
Clark	126	23.0	169	19.5	-3.5
Holmes AL	88	44.3	86	18.6	-25.7
Neinas	75	62.7	72	43.1	-19.6
Stellwagen	102	50.0	118	33.9	-16.1
White	164	17.7	144	23.6	5.9
Total	799		862		
Weighted Average	114	34.7	123	28.1	-6.6

Tables 16a and 16b compare the SLC schools with the control group on the percent of students in the "Satisfactory" category on the Grade 7 MEAP for the 1997-98 and 1998-99 school years. Each school in the SLC group had an increase in the percent of students in the "Satisfactory" category between the 1997-98 school year and the 1998-99 school year. Burbank had the highest percentage points gain of 16.8, followed by Burroughs with 11.5 and Douglass with a gain of 7.1 percentage points.

One school (Cleveland) in the control group had an increase of 2.1 percentage points gain; while McMillan experienced a loss of 8.1 percent of students in the "Satisfactory" category on the Grade 7 MEAP in percentage points. Foch had no change in the "Satisfactory" category for the 1998-99 school year. On average, the SLC schools increased by 7.9 percentage points. This compares with 0.7 percentage point increase by the control group.

Table 16a

**Percent Satisfactory on the
1997-98 and 1998-99 Grade 7 MEAP Reading Test
Schools with Sylvan Learning Centers**

School	1997-98 MEAP Grade 7 Reading		1998-99 MEAP Grade 7 Reading		Gain/Loss
	Number Tested	Percent Satisfactory	Number Tested	Percent Satisfactory	
Burbank	204	11.8	168	28.6	16.8
Burroughs	264	14.0	274	25.5	11.5
Douglass	25	0.0	14	7.1	7.1
Total	493		456		
Weighted Average	164	18.2	152	26.1	7.9

Table 16b

**Percent Satisfactory on the
1997-98 and 1998-99 Grade 7 MEAP Reading Test
Control Schools**

School	1997-98 MEAP Grade 7 Reading		1998-99 MEAP Grade 7 Reading		Gain/Loss
	Number Tested	Percent Satisfactory	Number Tested	Percent Satisfactory	
Cleveland	227	15.4	200	17.5	2.1
Foch	193	8.8	193	8.8	0.0
McMillan	20	35.0	26	26.9	-8.1
Total	440		419		
Weighted Average	147	13.4	140	14.1	0.7

Because the SLC focuses on students most in need, the percent of students in the "Low" category of achievement of the MEAP was also examined. Tables 17a and 17b list the Grade 4 comparison. Three of the seven SLC schools (42.9%) had decreases in the percent of students in the "Low" category between the 1997-98 school year and the 1998-99 school year, as

did three of the seven control schools (42.9%). On average, the SLC schools increased by 0.7 percentage points. This compares with a 0.5 percentage point increase by the control group. A decrease in the percent of students in the "low" category is considered to be movement in the positive direction.

Table 17a

**Percent Low on the 1997-98 and 1998-99
Grade 4 MEAP Reading Test
Schools with Sylvan Learning Centers**

School	1997-98 MEAP Grade 4 Reading		1998-99 MEAP Grade 4 Reading		Gain/Loss*
	Number Tested	Percent Low	Number Tested	Percent Low	
Brewer	123	37.4	112	36.6	-0.8
Campbell	52	30.8	53	9.4	-21.4
Cooper	85	43.5	112	45.5	2.0
Goodale	120	12.5	163	21.5	9.0
MAAT	119	1.7	123	4.9	3.2
Priest	120	60.8	109	60.6	-0.2
Stark	97	45.4	112	50.0	4.6
Total	716		784		
Weighted Average	102	32.5	112	33.2	0.7

*A negative value (decrease in the Low category) indicates a gain.

Table 17b

**Percent Low on the 1997-98 and 1998-99
Grade 4 MEAP Reading Test
Control Schools**

School	1997-98 MEAP Grade 4 Reading		1998-99 MEAP Grade 4 Reading		Gain/Loss*
	Number Tested	Percent Low	Number Tested	Percent Low	
Carleton	168	25.6	198	37.9	12.3
Carstens	76	61.8	75	32.0	-29.8
Clark	126	46.8	169	37.3	-9.5
Holmes AL	88	27.3	86	57.0	29.7
Neinas	75	28.0	72	43.1	15.1
Stellwagen	102	25.5	118	39.0	13.5
White	164	58.5	144	39.6	-18.9
Total	799		862		
Weighted Average	114	39.5	123	40.0	0.5

*A negative value (decrease in the Low category) indicates a gain.

Tables 18a and 18b list the Grade 7 comparisons. Two of the three SLC schools (66.6%) had decreases in the percent of students in the "Low" category between the 1997-98 school year and the 1998-99 school year, compared with one of the three control

schools (33.3%). On average, the SLC schools decreased the percents of students in the "low" category by 9.2 percentage points. This compares with a 2.6 percentage point decrease in the control group.

Table 18a

**Percent Low on the 1997-98 and 1998-99
Grade 7 MEAP Reading Test
Schools with Sylvan Learning Centers**

School	1997-98 MEAP Grade 7 Reading		1998-99 MEAP Grade 7 Reading		Gain/Loss*
	Number Tested	Percent Low	Number Tested	Percent Low	
Burbank	204	57.4	168	51.8	-5.6
Burroughs	264	49.6	274	39.1	-10.5
Douglass	25	76.0	14	78.6	2.6
Total	493		456		
Weighted Average	164	54.2	152	45.0	-9.2

*A negative value (decrease in the Low category) indicates a gain.

Table 18b

**Percent Low on the 1997-98 and 1998-99
Grade 7 MEAP Reading Test
Control Schools**

School	1997-98 MEAP Grade 7 Reading		1998-99 MEAP Grade 7 Reading		Gain/Loss*
	Number Tested	Percent Low	Number Tested	Percent Low	
Cleveland	227	32.2	200	21.0	-11.2
Foch	193	52.3	193	56.0	3.7
McMillan	20	50.0	26	53.8	3.8
Total	440		419		
Weighted Average	147	41.8	140	39.2	-2.6

*A negative value (decrease in the Low category) indicates a gain.

MAT7

4. How successful were Sylvan and DPS staff in providing at least 55 instructional hours for the students served by the date on which students began MAT7 Testing, March 15, 1999?

Table 19 presents the number and percents of students attending Sylvan Learning Centers by grade. The number of students attending the Sylvan Centers ranges from one

(0.04%) for Grade 8 to 813 (29.0%) for Grade 4, with a total of 2,805 students serviced. Of the 2,805 students attending, the largest numbers are from Grade 4 with 813 (29.0%), followed by Grade 3 with 764 (27.2%), and Grade 6 with 383 (13.7%). Although included in this table, Grades 4 and 7 are MEAP appropriate grades and will, therefore, not be included in the MAT7 evaluation. Grade 1 will be included only in the guarantee specific to first grade level.

Table 19

Number and Percents of Students Attending SLC by Grade from MAT7-to-MAT7

Number Attending Sylvan Center	Grade												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
	188	197	764	813	61	383	356	1	26	6	5	5	2805
Percent	6.7	7.0	27.2	29.0	2.2	13.7	12.7	0.04	0.9	0.2	0.2	0.2	100.0

Table 20 reflects the numbers of students for grades 2-10 in non-MEAP appropriate grades who attended the Sylvan Centers for 55+ hours of instruction by grade by school. The data in the table reflect hours of instruction from prior administration to the present administration of the MAT7 (MAT7-to-MAT7). As reflected in

Table 20, Priest has the largest number of students (44) attending Sylvan Centers 55 or more hours, followed by Campbell (24), and Brewer (11), while Cooper and Douglass both have 8 students attending 55 or more hours. For MAAT and Stark, each has one student with 55 or more hours of instruction.

Table 20

**Number of Students in Non-MEAP Appropriate Grades
Attending Sylvan Learning Center
with 55+ Hours of Instruction
by School by Grade from MAT7 to MAT7**

School	Grade						Group Total
	2	3	5	6	8	9	
Brewer	1	9	1				11
Burbank							0
Burroughs							0
Campbell	16	8					24
Cooper		7	1				8
Douglass						8	8
Goodale							0
MAAT		1					1
Priest			44				44
Stark		1					1
Group Total	17	26	46	0	0	8	97

Table 21 reflects the number and percents of students for grades 2-10 in non-MEAP appropriate grades who received Sylvan services, the number of students with 55+ hours of instruction, and the percents of students with 55+ hours of instruction by school from MAT7-to-MAT7. The percents ranged from 0.0% (Burbank, Burroughs, Goodale) with the lowest percent to the highest 32.4% (Priest).

Douglass had 25.0% of its students with 55 or more hours of instruction, followed by Campbell with 20.5%, Cooper with 11.9%, Brewer with 7.2%, Stark with 0.7%, and MAAT with 0.5%

Overall, 6.7% of the students in non-MEAP appropriate grades who received Sylvan service had at least 55 hours of instruction.

Table 21

Number of Students in Non-MEAP Appropriate Grades Who Received 55+ Hours of Instruction by School from MAT7 to MAT7

School	Number of Students Who Receive Sylvan Services	Number of Students With 55+ Hours of Instruction	Percent of SLC Students With 55+ Hours of Instruction
Brewer	153	11	7.2
Burbank	180	0	0.0
Burroughs	204	0	0.0
Campbell	117	24	20.5
Cooper	67	8	11.9
Douglass	32	8	25.0
Goodale	201	0	0
MAAT	206	1	0.5
Priest	136	44	32.4
Stark	142	1	0.7
Total	1438	97	6.7

4. Did seventy percent (70%) of the students for grades 2-10 in non-MEAP appropriate grades who participated in the Sylvan program and who received 55 instructional hours prior to the MAT7 achieve NCE gains of at least 3 units on the MAT7?

Table 22 presents the number of students for grades 2-10 in non-MEAP appropriate grades with 55+ hours and

3+ NCE gains. Of the group total of 97 students who received 55+ hours of instruction, 37 (38.1%) received both 55 hours and 3+ NCE gains. *The guarantee specifies that 70% of the 97 students with 55+ hours of instruction make 3 NCE gains, which means that 68 students should have made a growth of 3 NCE points. Only 37 did; therefore, 372 hours are owed ((68-37) (12)).*

Table 22

**Number of Students in Non-MEAP Appropriate Grades
Attending Sylvan Learning Center with
3+ NCE Gains and 55+ Hours of Instruction
by School by Grade
from MAT7-to-MAT7 (Reading Test)**

School	Grade							55+ Hours and < 3 NCE Gains	55+ Hours and ≥ 3 NCE Gains	Group Total
	2	3	5	6	8	9	10			
Brewer	1	9		1				6	5	11
Burbank								0	0	0
Burroughs								0	0	0
Campbell	16	8						18	6	24
Cooper		7		1				3	5	8
Douglass						8		4	4	8
Goodale								0	0	0
MAAT		1						1	0	1
Priest				44				28	16	44
Stark		1						0	1	1
Group Total	17	26		46	0	8	0	60	37	97

Table 23 includes the number of students for grades 2-10 in non-MEAP appropriate grades enrolled in SLC, the numbers and percents of students with 55+ instructional hours plus numbers and percents of students with

both 3+ NCE gains and 55+ hours of instruction for each school from MAT7-to-MAT7. Of the students who received 55 or more hours of instruction, the percent of students with 3+ NCE gains is 38.1%.

Table 23

**Number and Percent of Sylvan Students
in Non-MEAP Appropriate Grades
with 55+ Hours of Instruction and 3+ NCE Gains
by School from MAT7-to-MAT7 (Reading Test)**

School	Number of Students Enrolled in Sylvan Learning Centers	Number of Students With 55+ Hours of Instruction	Percent of SLC Students With 55+ Hours of Instruction	Number of Students With Gains of 3+ NCE's and 55+ Hours of Instruction	Percent of SLC Students With 3+ NCE's and 55+ Hours of Instruction
Brewer	153	11	7.2	5	45.5
Burbank	180	0	0.0	0	0.0
Burroughs	204	0	0.0	0	0.0
Campbell	117	24	20.5	6	25.0
Cooper	67	8	11.9	5	62.5
Douglass	42	8	19.0	4	50.0
Goodale	201	0	0.0	0	0.0
MAAT	206	1	0.5	0	0.0
Priest	136	44	32.4	16	36.4
Stark	142	1	0.7	1	100.0
Group Total	1448	97	6.7	37	38.1

Table 24 presents data relative to the number of students in grades other than 1, 4, and 7 with no specific number of hours of instruction who achieved 3+ NCE gains on each subtest of MAT7 Reading. As indicated, it is possible for students to gain 3+ NCE units on one subtest

(comprehension), but not on the other one (vocabulary) as shown at Burroughs. Burroughs has 17 and 33 students respectively attaining 3+ NCE's on the two subtests and 12 students attaining 3+ NCE's on total reading.

Table 24

**Sylvan Students With 3+ NCE Gains
by School
from MAT7-to-MAT7 (Reading Test)**

School	MAT7 Reading Comprehension Gain of 3+ NCE's	MAT7 Reading Vocabulary Gain of 3+ NCE's	MAT7 Reading Total Gain of 3+ NCE's
Brewer	43	40	44
Burbank	36	61	38
Burroughs	17	33	12
Campbell	15	36	19
Cooper	21	20	20
Douglass	8	10	7
Goodale	81	98	93
MAAT	37	36	30
Priest	58	60	56
Stark	30	23	18
Group Total	346	417	337

5. Did students who participated in the SLC achieve higher gains in MAT7 Reading scores compared with other students who did not participate?

A control group of students was selected by conducting a post-hoc matching of students using their 1998 MAT7 Reading scores. Results of the 1998-99 MAT7 were obtained for participants in the Sylvan program as well as for the control groups.

When comparing students in grades other than 1, 4, and 7 in the Sylvan

group with students in the control group, the control group achieved higher gains in MAT7 Reading scores than the Sylvan group. As indicated in Table 25, 472 (38.8%) students in the control group achieved 3+ NCE point gains compared to 337 (25.7%) students in the Sylvan group who achieved 3+ NCE point gains. Based on findings, the Sylvan group did not achieve higher gains in MAT7 Reading scores than students who did not participate in the Sylvan program.

Table 25

NCE Gains of 3+ by Group

Group	Number of Students in Non-MEAP Appropriate Grade	Number of Students with Pre & Post MAT7 Scores	Total Number of Students with 3+ NCE Gains*	Percent of Students with 3+ NCE Gains
Sylvan Group	1448	1311	337	25.7
Control Group	2033	1217	472	38.8
Total	3481	2528	809	32.0

*Includes students in grades other than grades 1, 4, and 7 who achieved 3+ NCE gains regardless of the number of hours of instruction.

6. Did seventy percent (70%) of the first grade students who participated in the Sylvan program and who received 55 instructional hours prior to the MAT7 Test score on grade level?

One hundred eighty-eight (188) first grade students received Sylvan instructional hours. Of the 188 first grade students who participated, thirty-two (17.0%) received 55 hours or more of instruction. Table 26 presents findings relative to hours of instruction and numbers and percents of students who scored at or above grade level (GE 1.7 \geq) on the MAT7.

As indicated, only one school with Grade 1 students receiving Sylvan services had students with 55 or more instructional hours. Campbell had a total of 32 (37.2%) first grade students with hours greater than or equal to 55 and 27 (84.4%) with grade equivalents greater than or equal to 1.7. *The Sylvan guarantee specified that 70% of first grade students who receive Sylvan service and who attend the center for 55 or more hours of instruction would score at grade level of 1.7. Therefore, this contractual objective was met.*

Table 26

Numbers and Percents of Grade 1 Students with 55+ Instructional Hours and Grade Equivalents

School	Number of Sylvan Students	Students with Hours \geq 55		Students With Hours \geq 55 and GE's \geq 1.7	Percent with Hours \geq 55 and GE's \geq 1.7
Brewer	23	0	0.0%	0	00.0
Campbell	86	32	37.2%	27	84.4
Cooper	56	0	0.0%	0.0	0.0
Goodale	1	0	0.0%	0.0	0.0
MAAT	22	0	0.0%	0.0	0.0
Group Total	188	32	17.0%	27	84.4

Table 27 presents data relative to Grade 1 students in the Sylvan schools when compared to the control schools. The number of students tested, the number of students who scored at grade level of 1.7 or higher, and the percents of students scoring at grade level. Forty-nine percent (49.3%) of the students in the Sylvan

schools scored at or above 1.7 grade level compared with 45.3% for the control schools. For the Sylvan schools, the percent of students scoring at grade level ranged from 92.0 at Campbell to 29.0 at Goodale. Likewise, for the control schools the percent ranged from 62.7 at Stellwagen to 29.9 at AL Holmes.

Table 27

Numbers, Grade Equivalents and Percents of Grade 1 Students in Sylvan Schools and Grade 1 Students in Control Schools

Sylvan School	Number of Students	Students With GE's \geq 1.7	Percent With GE's \geq 1.7	Control School	Number of Students	Students With GE's \geq 1.7	Percent with GE's \geq 1.7
Brewer	154	99	64.3	Carleton	185	89	48.1
Campbell	75	69	92.0	Carstens	151	58	38.4
Cooper	132	78	59.1	Clark	219	92	42.0
Goodale	231	67	29.0	Holmes AL	134	40	29.9
MAAT	175	96	54.9	Neinas	110	27	24.5
Priest	129	49	38.0	Stellwagen	126	79	62.7
Stark	145	55	37.9	White	232	139	59.9
Group Total	1041	513	49.3	Group Total	1157	524	45.3

Additional Findings

When asked the effectiveness of Sylvan in improving student learning, three principals indicated that "The program is very effective in improving behavior, self-esteem, collaborative effort, dignity, and self pride." One principal stated that the program had "...a very high impact on self-esteem."

Social skills are socially acceptable learned behaviors that enable a person to interact effectively with others and to avoid socially unacceptable responses (Gresham & Elliott, 1984). Sharing, helping, initiating relationships, requesting help, giving compliments, and saying "please" and "thank you" are examples of social skills. When such social skills are not developed at an early age, children tend to experience not so positive relationships with adults and peers.

The Social Skills Rating System Social Skills (SSRS) Questionnaire is a brief assessment of inappropriate behaviors and the social skills of students. The instrument measures the total social

skills of students along with the following four subclasses: **Assertion, Cooperation, Empathy, and Self-Control.** Emphasizing positive behaviors, the instrument aids in the process of screening, identifying, categorizing, and classifying social skills and inappropriate behaviors, and might serve as a basis for prescribing appropriate intervention strategies and/or activities for students.

The SSRS was administered to five Sylvan schools as a pre-measure to test the hypothesis that the social skills of students receiving Sylvan services will improve. This will be further explored in the year three evaluation.

To examine the possibility of a correlation between students' social skills and academic achievement, a correlation study was conducted. Using the MAT7 scale scores for mathematics, science, and reading, and the subscales on the Social Skills questionnaire, a Pearson Correlation was calculated to determine if a correlation between the two disciplines exists.

Table 28 reflects the following findings indicating that there is a moderate correlation between:

- SSRS Cooperation Raw Score and Behavior Level sub scales with MAT7 Math Concepts and Problem Solving;
- SSRS Empathy Raw Score and Behavior Level sub scales with MAT7 Math Concepts and Problem Solving and Math Procedures; and

- SSRS Total Social Skills Raw Score, Behavior Level, and Standard Score with MAT7 Math Concepts and Problem Solving and Math Procedures.

It is interesting to note that while there is a moderate positive correlation between SSRS Cooperation and Empathy with MAT7 Math Concepts and Problem Solving and Math Procedures, there is no correlation between the SSRS variables and MAT7 Math Total.

Table 28

**MAT7/SSRS Social Skills Questionnaire
Correlation Coefficients**

SSRS Subscales	MAT7 Math Subtests	
	Concepts and Problem Solving	Procedures
Cooperation		
Raw Score	.411	.381
Behavior Level	.402	.383
Empathy		
Raw Score	.450	.414
Behavior Level	.448	.412
Total Social Skills		
Raw Score	.495	.463
Behavior Level	.428	.400
Standard Score	.501	.471

7. What were principals' attitudes toward the SLC?

Principal Interviews

Principals of schools housing Sylvan Learning Centers were asked to participate in an interview regarding

the program. Nine of the ten (90%) principals participated in the interviews. Each principal was asked to respond to a series of questions regarding the centers. The results are outlined below.

Now that you are completing the second year of Sylvan, what is your general overall opinion of the program?

Of the nine principals interviewed, two indicated that the program is helpful and/or very helpful, organized, allows students to grow, and is a confidence booster. Three indicated good, while one indicated that the program worked better this year than last year. One felt that the program has been effective, while one indicated that the program addresses the needs of some of the students, and one indicated that the program is a valuable asset to the school's program.

How many students in your building participate in the Sylvan Learning Center?

When asked how many of their students participated in the center, Burroughs indicated 350 students (175 Grade 6 and 175 Grade 7) participated in the program; MAAT indicated 310 students (150 Grade 4 and 160 Grade 3) participated. Goodale serviced 150 students at a time for a total of 300 students per year in the Learning Center. Stark had a total of 241 students in the program, while both Burbank and Cooper indicated that 150 students were selected. Brewer had a total of 138 students, while Campbell and Douglass indicated 133 and 100 respectively.

How were students selected to participate in the center?

When asked to describe their student selection process for the Sylvan Center, seven out of nine principals

referenced MEAP as the criterion for selection, while one indicated MAT7. Fourth grade students targeted to participate in the 1999 administration of MEAP and third graders who are expected to take the 2000 test were selected to participate in the program. Additional criteria for selecting students to participate in the program included grade failures from all levels, teacher recommendations, students from grades 1 and 2, referrals from the Resource Coordinating Team, and parent requests.

How effective do you feel Sylvan is in improving student learning?

Principals were asked to respond to the effectiveness of Sylvan in improving student learning. Three indicated that the program is very effective in improving study habits, effort, behavior, attendance, self-esteem, collaborative effort, dignity, and self pride, and students enjoy going. It is also very effective in providing a wide variety of enrichment with a strong focus on strengthening reading skills. Overall, the program is very effective for those who attend class regularly as evidenced by pre and posttests. One felt that, "... the program is integrated with what goes on as it helped to give a little more individual attention to students and helped to reinforce and complement classroom learning." One principal stated that she hoped they did better this year than the last one with the problem of attendance. One felt that Sylvan is able to make measurable gains because of the intense direct instruction given to very small groups of students, while one felt that the program assists with building students'

basic skills. One principal felt the program had a very high impact on self-esteem. This principal also felt that students had a sense of being able to accomplish something, a sense of being successful.

How often did you interact with the Sylvan staff?

When asked how often they formally interacted with the Sylvan staff, four principals interacted monthly and one interacted weekly. Informally, one interacted two to three times a week; six interacted daily, and one almost daily. Two principals indicated that they received progress reports monthly while one received a weekly report.

Were any special provisions made for teachers to interact with the Sylvan staff?

When asked if special provisions were made for teachers to interact with the Sylvan staff, one indicated that regular conferences were scheduled with staff and three indicated that Sylvan staff attended their staff meetings. One of the principals indicated that the teachers interacted with the Sylvan staff during their coordinating period, while one scheduled articulation meetings with the Sylvan staff. Two principals indicated that they did not make special provisions this year; however, one of the two indicated that Sylvan is used as a "push-in as opposed to a pull-out" and it is set up as a class. One principal did not respond to the question.

What kind of feedback from teachers have you received

regarding the Sylvan Learning Center?

Principals were asked to describe the feedback they have received from teachers regarding the program. Five out of nine principals indicated that the feedback received from their teachers was positive. Two received mixed (mostly positive, some negative) teacher feedback. One principal indicated that the staff offered resistance due to lack of preparing them for pullouts. One principal did not receive much feedback from staff.

When asked to describe the feedback received from parents regarding the Sylvan program, all nine principals reported positive feedback on the part of parents. Of the nine, one principal indicated that her parents "loved it to death." At least six out of nine reported receiving parental requests for services.

On a scale of 1-10, with 10 as the highest (very, very pleased), how would you rate your decision to continue Sylvan services? Why?

To this question, six out of nine principals indicated 10 (very, very pleased) with their decision to continue Sylvan because of the success of the program. Comments were like: kids love it; parents like it and want it; it's worth the money; it's very effective; and it's what works – a mastery learning program.

One principal rated her decision to continue the program a 9 due to disciplinary problems. Because of budget constraints, she had to do a modified plan. Two principals rated

their decision to continue the program an 8 because of the money constraints. One indicated that while the techniques are effective, they are not new to teaching.

If you had a choice, would you continue the program in the 1999-2000 school year? Why?

When asked if they would continue the program if they had a choice, all nine principals responded "Yes." Some of the reasons offered for their choice include: it is a bright spot in the day of a kid's life at school; offers intrinsic value; kids are excited because they learned to read; all students appreciate learning; the light in the face of a student who has just learned to read and the involvement of the parents; because of commitment, past experience, and satisfaction; and very good job on a whole. Relative to the principals' decision to continue Sylvan services, the overall response was very favorable, and when asked if they would continue if given the choice, all responded affirmatively.

How often did you receive student progress reports from the Sylvan staff? What is the format of the student progress report? Written? Verbal?

In response to the format of and how often the principals received progress reports from the Sylvan staff, five out of nine indicated that they received written reports on a monthly basis. Two indicated receiving written reports every other month and one indicated periodically, while one indicated bi-monthly. Five indicated receiving verbal reports regularly, almost daily or

at least twice or three times a week. One indicated weekly, and one indicated regularly.

Were the reports helpful? In what way?

To these questions eight principals said, "Yes." One principal said, "Yes, the reports let me know we are making progress." All eight indicated that the reports track students' number of hours, students' progress, where they need help, and provide exit reports on students who discontinued the program.

One principal did not respond to the questions.

On a scale of 1-10, with 10 as the highest (very, very much), did the reports meet your expectations and why?

In response to the reports meeting the principals' expectations, four principals indicated 10 stating that clearer documentation was timely and helped to keep on track of contacted hours. One indicated 9, referencing extensive reports as useful information relative to attendance, hours used, and hours owed. Two indicated an 8, citing that in spite of the irregularity of the reports, they were helpful feedback.

Did Sylvan facilitate workshop sessions for teachers? Parents? Did you attend?

For teachers, eight principals indicated that Sylvan did facilitate workshops for teachers and eight noted that Sylvan facilitated workshops for parents. One principal responded, "Not this school

year, but last school year." Four principals attended the workshops, while five did not respond to the question.

Now that you are completing two years with Sylvan, what types of changes would you make in the program?

One principal said he would go back to the original format of reporting, while another one said he would ask Sylvan to prepare summer study packets for students targeted for MEAP. Two principals indicated that they would broaden the range to include and to service more student participants and to assist the students in the lower grades. One responded, "I don't think we need to have Sylvan providing staff development." One principal indicated the need for more experienced directors and staff. Two principals indicated that they could not think of any changes they would make.

Would you recommend that your colleagues purchase Sylvan services? Why? Why not?

When asked if they would recommend that their colleagues purchase Sylvan services, seven out of nine answered "Yes." All indicated their willingness for the following reasons:

"The individual attention for kids; the services are support for classroom instruction; I like what I see; the individualized instruction; to help students increase scores on MEAP and MAT7; to help students with deficiencies receive individualized help; and to help build students' reading skills. One principal said,

"Yes, but it would be a year-by-year thing."

One principal indicated that he, "Would not - I want to be the only one with it." One principal did not respond.

How would you rate the reaction of the following to having the SLC in your school?

Teacher's reaction: On a scale of one to ten with ten as the highest, four principals indicated seven; two indicated nine; and two indicated eight. One did not respond. The mean rating was 7.8.

Parent's reaction: Seven principals indicated ten and two indicated nine. The mean rating was 9.8.

Student's reaction: Seven principals indicated ten; one indicated nine; and one indicated six. The mean rating was 9.4.

On a scale of one to ten with ten as the highest, in your opinion, did the SLC fulfill its contractual obligation regarding:

Number of students served? Seven principals indicated ten; one indicated eight; and one indicated five. The mean rating was 9.2.

Service to students? Six principals indicated ten; one indicated eight; and one indicated seven. The mean rating was 9.4.

Helping students learn? Five principals indicated ten; one indicated nine, while three indicated eight. The mean rating was 9.2

Quality of service provided? Five principals indicated ten; two indicated nine and two indicated eight. The mean rating was 9.3.

Teacher Surveys

Teachers in schools housing Sylvan Centers were asked to respond to a survey regarding their perceptions and

attitudes about the Sylvan Learning Centers. From the ten schools surveyed, 138 completed teacher survey forms were returned. Of this number, the school making the largest contribution was Burroughs Middle School (21.0%). A breakdown of the number and percentage of responses received by school is listed below in Table 29.

Table 29

Number and Percent of Teachers Responding to Survey by School

School	Number of Teachers Responding	Percent of Respondents from Each School
Brewer	4	2.9
Burbank	21	15.2
Burroughs	29	21.0
Campbell	20	14.5
Cooper	8	5.8
Douglass	14	10.1
Goodale	13	9.4
MAAT	19	13.8
Priest	8	5.8
Stark	2	1.4
Total	138	99.9*

*Percent does not equal 100.0 due to rounding.

Grade Level and Subject Area Taught

As shown in Tables 30 and 31 teachers responding to the survey were asked to identify the grade for which they are primarily responsible. Of the total number of

teachers responding to this question, the largest percent identified grades 6 and 7 (20.3%) followed by grade 3 (17.4%). When asked to identify the subject area taught, the area selected by more teachers than any other was language arts (31.9%) followed by homeroom, (21.7%).

Table 30

**Number and Percent of Teachers
by Grade Levels**

Grade Level	Number	Percent
1	16	11.6
2	17	12.3
3	24	17.4
4	22	15.9
5	19	13.8
6	28	20.3
7	28	20.3
8	19	13.8
9	4	2.9
10	6	4.3
11	7	5.1
12	6	4.3
Kindergarten	3	2.2
Other	10	7.2
No Answer	5	3.6
Total	214	155.0

*Note: Figures add to more than 100% due to multiple answers.

Table 31

**Number and Percent of Teachers
by Subject Area**

Category	Number	Percent
Counselor	2	1.4
Homeroom	30	21.7
Language Arts	44	31.9
Mathematics	11	8.0
Physical Education	5	3.6
Science	9	6.5
Self Contained	11	8.0
Social Studies	8	5.8
Special Education	2	1.4
Other	9	6.5
No Answer	7	5.1
Total	138	99.9*

*Note: Percent does not total 100.0 due to rounding.

Percentage of Students Attending the Sylvan Center

Tables 32 and 33 reflect data relative to student attendance in the Sylvan Learning Center. Teachers were asked to identify the percentage of their students who attended the center. Of the total number of

responses received, the largest percentage indicated none (26.8%) followed by more than 50% (24.6%). When asked to select from a list of categories how often their students attended the Sylvan Learning Center, the category selected most often was "frequently" (2 times a week or more) (61.6%).

Table 32

Percent of Students Participating in the Sylvan Learning Center

Category	Number	Percent
None	37	26.8
01 – 10	17	12.3
11 – 20	9	6.5
21 – 30	14	10.1
31 – 40	10	7.2
41 – 50	9	6.5
More than 50%	34	24.6
No Answer	8	5.8
Total	138	99.8*

Table 33

Average Attendance of Students Participating in the Sylvan Learning Center

Category	Number	Percent
Frequently	85	61.6
Often	5	3.6
Somewhat Often	1	0.7
Rarely	3	2.2
Never	22	15.9
No Answer	22	15.9
Total	138	99.9*

*Percent does not total 100.0 due to rounding.

Classroom Continuity

When asked how much their students' participation in the Sylvan center

affected the continuity of their classroom, 22.5% selected the category "a great deal," as indicated in Table 34.

Table 34

The Effect of Participation in SLC on the Continuity of Classroom Instruction

Category	Number	Percent
A Great Deal	31	22.5
A Little	43	31.2
Not at All	24	17.4
No Answer	40	29.0
Total	138	100.1*

*Percent does not total 100.0 due to rounding.

How Effective was Sylvan?

Teachers were asked to select from the categories excellent, good, fair, and poor, the one that best describes how effective they believe Sylvan was in improving the reading vocabulary and comprehension of their students. Of the total number responding, the

category selected by more teachers than any other for both reading vocabulary and comprehension was "good" (31.2% and 29.7% respectively). Table 35 presents data relative to the effectiveness of Sylvan.

Table 35

The Effectiveness of Sylvan in Improving Reading Comprehension and Vocabulary

Category	Number and Percent			
	Vocabulary		Comprehension	
	Number	Percent	Number	Percent
Excellent	12	8.7	13	9.4
Good	43	31.2	41	29.7
Fair	27	19.6	31	22.5
Poor	4	2.9	4	2.9
Did Not Receive	34	24.6	32	23.2
No Answer	18	13.0	17	12.3
Total	138	100.0	138	100.0

As indicated in Table 36, when asked if they would agree to the school continuing the funding for the Sylvan

Center, 64.5% of the responding teachers indicated "strongly agree" or "agree."

Table 36

Number and Percent of Teachers for Continuation of the Sylvan Learning Center Funding

Category	Number	Percent
Strongly Agree	43	31.2
Agree	46	33.3
Disagree	18	13.0
Strongly Disagree	11	8.0
No Answer	20	14.5
Total	138	100.0

Interaction with Sylvan Staff

Teachers were asked to select from a list of categories the one that most accurately describes their level of interaction with the Sylvan instructional staff. The list included frequently (2 times a week or more), often (at least once a week), never as presented in

Table 37. The categories selected by more teachers than any other were "frequently" and "never" (26.1% and 18.8% respectively). In addition, when asked how often they received student progress reports from the Sylvan staff (written or verbal), the category most often selected was "never" (29.0%)

Table 37

Teacher Interaction With Sylvan Staff

Category	Number and Percent			
	Interaction With Sylvan Staff		SLC Progress Reports	
	Number	Percent	Number	Percent
Frequently	36	26.1	15	10.9
Often	19	13.8	14	10.1
Somewhat Often	16	11.6	20	14.5
Rarely	17	12.3	19	13.8
Never	26	18.8	40	29.0
No Answer	24	17.4	30	21.7
Total	138	100.0	138	100.0

Teacher In-service Training

Teachers were asked to respond to the question, "Did you participate in the workshop training facilitated by the Sylvan staff at your school?" Over thirty-nine percent of the teachers surveyed indicated "yes." Those who

indicated that they did not participate (45.7%) were asked to select from a list of categories the one that most accurately describes "why not." The category most often was "none scheduled" (14.5%). The data are presented in Tables 38 and 39.

Table 38

Teacher Participation in In-service Training

Category	Number	Percent
Yes	55	39.9
No	63	45.7
No Answer	20	14.5
Total	138	100.1*

Table 39

Reasons for Non Participation in In-service training

Category	Number	Percent
I did not feel they (in-service) related to me.	5	3.6
I was not invited to participate.	10	7.2
I did not know about them (in-services).	17	12.3
I was not available to attend.	13	9.4
There were none (in-services) scheduled.	20	14.5
No answer	73	52.9
Total	138	99.9*

*Percent does not total 100.0 due to rounding.

There were 54 comments made by responding teachers regarding the program. Of this number, 63.0% of the comments were positive and 29.6% were negative. The remainder, 7.4% was neutral. The majority of the comments made addressed the positive effect Sylvan had on increased student learning.

Conclusions

Each of the ten principals interviewed indicated that if given the choice, he/she would continue the Learning Center in his/her respective buildings. Bellevue is not included in this evaluation because it did not enter the program until January 1999.

Teachers' reactions to the program were mixed.

Students received considerably less than the contracted number of hours of service.

Two thousand eight hundred and five students (2805) in Grades 1-12 received Sylvan instruction during the 1998-99 school year. Of the 2,805 Sylvan students, 532 received 55 or more instructional hours from the prior MEAP administration in 1998 to the 1999 administration (MEAP-to-MEAP). For Grade 4 Sylvan students, 794 took the MEAP; 274 received 55 or more hours of instruction, with 83 (30.3%) of the 274 achieving a satisfactory score on the MEAP Reading. Similarly, of the 354 Grade 7 Sylvan students who took the MEAP, 175 (49.4%) received 55 or more hours of instruction prior to the MEAP. Of the 175 who received 55 or more instructional hours prior to the MEAP, 42 (24.0%) achieved a

satisfactory score on the MEAP Reading. Overall, 27.8% of Sylvan students with 55 or more hours of instruction achieved a satisfactory score on the MEAP Reading Test.

There are hours owed the schools because of the MEAP guarantee. At Grade 4 there are 191 students who had 55 or more hours of Sylvan service and did not achieve a satisfactory score. At Grade 7, there are 133 students. The 70% guarantee translates into 191 students at Grade 4 and 133 at Grade 7. Therefore, an additional 3888 hours of service (324 students x 12 hours per contract) are owed. Of the 532 students, 449 MEAP grade appropriate students (274 at Grade 4 and 175 at Grade 7) received 55 or more hours of instruction from MEAP-to-MEAP.

Three (42.9%) of the seven SLC elementary schools had an increase in the number of students in the "Satisfactory" category of the Grade 4 MEAP Reading when 1997-98 scores are compared to 1998-99 scores.

From September 1998 to June 15, 1999, 876 (31.2%) students out of 2,805 received 55 or more Sylvan instructional hours.

From the prior administration of the MAT7 to the 1999 administration, 1438 students from grades 2-10 in non-MEAP appropriate grades received Sylvan instruction. From the 1438 students serviced, ninety-seven received 55 or more hours of instruction. Of the 97 students, 37 (38.1%) received both 55 hours and 3+ NCE gains on the MAT7. The guarantee specifies that 70% of the 97 students with 55 or more hours of

instruction make 3 NCE gains, which means that 68 students should have made a growth of 3 NCE points. Only 37 did; therefore, 372 hours are owed ((68-37) (12)).

A control group of students was selected by conducting a post-hoc matching of students using their 1998 MAT7 Reading scores. Results of the 1998-99 MAT7 were obtained for participants in the Sylvan program as well as for the control groups.

Students in grades other than 1, 4, and 7 in the Sylvan schools were compared with students in the control group. Students in the control group achieved higher gains in MAT7 Reading scores than the Sylvan group. Three hundred thirty-seven students (25.7%) in the Sylvan schools achieved a gain of 3+ NCE points on the MAT7 compared to 472 students (38.8%) in the control group who achieved a gain of 3+ NCE points.

Twenty-seven (84.4%) out of thirty-two (32) Grade 1 students who received 55 or more hours of instruction prior to the MAT7 scored at or above grade level.

Contracted costs for each hour of student contact time is \$20.84. The actual cost (number of hours received, 91,207 into the total amount paid of \$2,150,000) computes to \$23.57 per student per hour of instruction. This amount is \$2.73 higher than the contracted hourly rate. The number of hours contracted was 103,176; the number of hours received was 91,207; therefore, contracted hours were more than hours received.

Recommendations

As a result of the positive feedback received from school principals and teachers, it is recommended that the Sylvan Learning Centers be continued in the schools that have currently contracted for services by Sylvan for the duration of the three year contract.

However, in light of DPS principals' and Sylvan staff's failure to meet the condition in reference to hours of service, the MEAP guarantee, and the MAT7 guarantee, the following is recommended.

Continue the Sylvan Advisory Committee of representatives from the Division of Educational Services, the legal department, and school principals to monitor the program to ensure that Sylvan and each school obtain and maintain accurate up-to-date data, and review any future agreements with Sylvan Learning Systems, Inc.

Issues to be considered by this committee include the following:

Hours Contracted for Service:

- Adjust the number of hours by reducing the amount initially purchased according to hours actually needed and the number that can be used.
- Amend the contract to allow schools to purchase additional hours, if needed, at a comparable rate of pay.

Guarantees:

MEAP: Student selection should focus on those students who will be administered the MEAP Test.

MAT7: Relative to students in grades 2-10, the focus should be on those students who are in greatest need of preparation prior to the administration of the MAT7.

In addition, students should be allowed to attend the center for a sufficient amount of time to insure that they meet the 55-hour requirement before both the MEAP and MAT7 assessments are administered.

Teacher In-service Training: To insure that a collaborative relationship

is nurtured between the Sylvan staff and the Detroit Public Schools teachers, all administrators should work with Sylvan staff to insure that in-service training is scheduled and that all teachers are aware of them.

Parent Involvement/Cooperation:

To foster parent involvement, participation, and cooperation and to develop a collaborative relationship with parents, Sylvan administrators, teachers, and staff should work with parents to insure that parents are made to feel welcome in the schools. Parents also need to feel that their input is of great value to the success of the program and to the academic achievement of their children.



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