

# Board of Education Agenda Item

Item: \_\_\_\_\_ P. \_\_\_\_\_

Date: April 24, 2008

**Topic:** Report on 2006-2007 Supplemental Educational Services Evaluation

**Presenter:** Ms. Roberta Schlicher, Director, Program Administration and Accountability  
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**Origin:**

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

**Previous Review/Action:**

No previous board review/action

Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

**Background Information:**

In response to a request made by the Board of Education at its January 2008 meeting for information regarding the evaluation of Supplemental Educational Services (SES) providers, the 2006-2007 evaluation report has been prepared. The evaluation is a requirement under Section 1116(e)(4)(D) of the *No Child Left Behind Act of 2001* (NCLB). NCLB requires states to monitor the quality and effectiveness of the services offered by the approved SES providers.

**Summary of Major Elements:**

The report presents the findings of the evaluation conducted by the Center for Research in Educational Policy (CREP) on the implementation and effectiveness of SES in Virginia during the 2006-2007 school year. The report includes the results of both a descriptive study and an evaluative study on SES. The descriptive study consisted of survey results from division SES coordinators, parents of students receiving SES, and SES providers. The evaluative study analyzed Standards of Learning (SOL) scores to examine the effect of SES provider services on student achievement in reading/language arts and mathematics.

A matched-sample comparison and a statistical procedure called analysis of covariance (ANCOVA) were used to examine the effect of the SES provider services on student achievement. The matched-

sample design compares student outcomes in two groups of students. The first group comprises the students who received SES services. The second group is comprised of a group of students who are similar, or “matched,” on a set of student characteristics that can impact student achievement, but who did not receive SES services.

**Superintendent's Recommendation:**

No action is required. The report is for informational purposes only.

**Impact on Resources:**

The agency is able to meet the requirements for evaluation of SES providers through a contractual arrangement with the Center for Research in Educational Policy. No additional agency resources are needed to meet this requirement at this time.

**Timetable for Further Review/Action:**

The 2006-2007 SES evaluation report will be posted to the DOE's Web site.



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# Supplemental Educational Services in the State of Virginia: 2006 – 2007





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## **Supplemental Educational Services in the State of Virginia: 2006 – 2007**

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## **Executive Summary**

### ***Purpose***

Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB), requires state educational agencies to monitor the quality and effectiveness of Supplemental Educational Services (SES). This report presents the findings of a study conducted by the Center for Research in Educational Policy (CREP) on the implementation and effectiveness of SES in Virginia during the 2006-2007 school year.

### ***Research Design***

The report includes the results of both a descriptive study and an evaluative study on SES. The descriptive study consisted of survey results from division SES coordinators, parents of students receiving SES, and SES providers. The evaluative study analyzed Standards of Learning (SOL) test scores to examine the effect of SES provider services on student achievement in reading/language arts and mathematics. The matched program-control design consisted of a pre-program/post-program matched samples comparison of students receiving SES services to students not receiving SES services to examine the Virginia SES program effect on student achievement in the 2006-2007 year. Additionally, a separate analysis was also conducted for schools in divisions participating in the United States Department of Education (USED) pilot for the reversal of SES and PSC.

The matched program-control methodology was the most appropriate and scientifically rigorous design available to meet the monitoring requirements of Title I, NCLB, which is focused on evaluating the quality and effectiveness of the services offered by approved SES providers. To retain scientific validity, the analyses were limited to a non-random subset of students who received SES in Virginia in 2006-2007, and a matched control group. Each analysis comprised no more than 15 percent of students receiving services. These results may

not generalize to the majority of students who participated in SES. A summary of achievement findings is provided in this report along with the survey results.

### ***SES Implementation***

In 2006-2007, 22 SES providers delivered SES services to 3,030 students in 22 school divisions. Descriptive study survey results indicated that a large majority of parents were pleased with the way their school division helped them obtain SES services for their children as well as with the SES services their children received. Survey results also showed that a large majority of division SES coordinators were satisfied with SES provider services overall and believed SES services positively impacted student achievement.

### ***SES Effectiveness***

A state-level study analyzed the effect of all SES providers. The results of the analysis showed no statistically significant difference in 2006-2007 SOL mathematics performance between students receiving SES services and students not receiving SES services. The results of the analysis showed a statistically significant difference in 2006-2007 reading/language arts performance favoring students not receiving SES services.

An SES provider-level analysis was also conducted. This analysis showed no individual SES provider had a statistically significant impact in either 2006-2007 SOL mathematics or reading/language arts performance for students receiving SES services and students not receiving SES services.

### ***Conclusion***

Based on a limited sample of students included in the analyses, 2006-2007 SOL mathematics results showed no statistically significant difference between students receiving SES services and students not receiving SES services at both the state-level and individual SES provider-level. Analyses of 2006-2007 SOL reading/language arts results favored

students not receiving SES in the state-level analysis, but showed no statistically significant difference at the individual SES provider-level. Due to the limited sample required by the study design, these results may not generalize to students who were excluded from the analyses, who comprise the majority of students served through the SES program. Sixteen SES providers did not serve sufficient numbers of students in either subject to evaluate their effectiveness. Supplemental Educational Services providers serving students in Virginia during the 2006-2007 school year received mostly positive comments on the surveys administered to division SES coordinators and parents of students receiving SES services. The survey results showed that division SES coordinators and parents were satisfied with the services students received.

## **Introduction**

Supplemental Educational Services, a requirement under Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB), provide additional academic assistance outside of the regular school day for eligible children. Specifically, students from low-income families who attend Title I schools that have not made adequate yearly progress (AYP) for three consecutive years or more in the same subject area are eligible to receive these services. Additionally, four school divisions in Virginia participated in a United States Department of Education (USED) pilot for reversal of Public School Choice (PSC) and Supplemental Educational Services (SES) during the 2006-2007 school year. These divisions offered SES to eligible students attending schools that have not made AYP for two consecutive years or more in the same subject area.

NCLB requires that states monitor and determine the effectiveness of approved SES providers on an annual or periodic basis. To comply with the NCLB monitoring requirement, Virginia contracted with the Center for Research in Educational Policy (CREP) to conduct a study on the implementation and effectiveness of SES services.

The study design consisted of two parts. The first part was a descriptive study of SES implementation on the part of the school divisions and providers. Information for the descriptive study was collected through a survey to division SES coordinators, parents of students receiving SES services, and SES providers. The second part was an evaluation of the effectiveness of SES services at the state-level and individual SES provider-level. Student achievement data were analyzed for the evaluation study. The primary research questions for the study were:

1. What are the effects of SES provider services on student achievement in reading/language arts and mathematics?

2. Do school divisions make SES available to eligible students?
3. Are SES providers communicating regularly with principals/site coordinators, teachers and parents of students eligible for SES?
4. Are SES providers developing instructional plans geared to student needs?
5. Are SES providers aligning their curricula with local and state academic standards?
6. Are SES providers offering services to special education students and English Language Learners (ELL)?
7. What are the stakeholders' overall assessments of SES provider performance?

### ***Participating School Divisions and SES Providers***

In 2006-2007, 22 SES providers tutored 3,030 students located in 22 school divisions in Virginia. A total of 53 SES providers, approved by the Virginia Board of Education operated in the state, although all providers did not serve all divisions. Parents of eligible students had a choice of at least two providers in each division. Sixteen (16) SES providers delivered SES services in mathematics to 945 students, while 22 SES providers delivered SES services in reading/language arts to 2,641 students. Achieve Success Tutoring (by University Instructors) served the largest percentage of students receiving mathematics services (34 percent), while Ability Plus, Inc., and Kumon North America both served the lowest percentage of students receiving mathematics services (less than 1 percent). Club Z! Inc., served the largest percentage of students receiving reading/language arts services (17.8 percent), while Tsquared Tutors, LLC served the lowest percentage of students receiving reading/language arts services (less than 1 percent).

While the majority of students received services in reading/language arts or mathematics from a single SES provider, some students received services from two or more SES providers. Additionally, many students received services in both reading/language arts

and mathematics. Therefore, certain tables in the report use student contracts as the unit of analysis to capture students that received services in both subject areas. A total of 3,657 SES contracts in mathematics and reading/language arts were delivered in 2006-2007. The following tables one through three provide summaries of SES participation in 2006-2007 by school division, by SES provider, and by subject area.

**Table 1. Number and Percentage of Students with Priority for Services+ Participating in SES by School Division During the 2006-2007 School Year**

<b>Division Name</b>	<b>Number of Students with Priority for Services</b>	<b>Number of Students with Priority for Services Participating in SES</b>	<b>Percentage of Students with Priority for Services Participating in SES</b>
Alexandria City Public Schools**	611	159	26.02
Arlington County Public Schools	1,207	159	13.17
Charles City County Public Schools	172	16	9.30
Essex County Public Schools	735	59	8.03
Fairfax County Public Schools	848	254	29.95
Hampton City Public Schools	1,522	397	26.08
Henry County Public Schools**	308	143	46.43
King George County Public Schools	197	*	*
King William County Public Schools	313	33	10.54
Louisa County Public Schools	273	11	4.03
Newport News City Public Schools**	1,388	847	61.02
Nottoway County Public Schools <sup>o</sup>	201	0	0
Orange County Public Schools	250	17	6.80
Petersburg City Public Schools	1,861	114	6.13
Pittsylvania County Public Schools	300	*	*
Portsmouth City Public Schools	453	227	50.11
Prince Edward County Public Schools	484	46	9.50
Richmond City Public Schools	3,289	257	7.81
Roanoke City Public Schools	1,452	44	3.03
Stafford County Public Schools**	691	77	11.14
Sussex County Public Schools	328	61	18.60
Wythe County Public Schools	135	15	11.11
<b>Total</b>	<b>17,018</b>	<b>2,943</b>	<b>17.29</b>

+ Low-income students receive priority for SES services.

<sup>o</sup> Although the school division offered SES services, no parents chose to enroll their children.

\* Provider served too few students to report information (less than 10).

\*\* Participant in USED pilot to reverse public school choice and SES services.

**Table 2. Number and Percentage of SES-Eligible Students Participating in SES by School Division During the 2006-2007 School Year**

<b>Division Name</b>	<b>Number of SES-Eligible Students Participating in SES</b>	<b>Percentage of SES-Eligible Students Participating in SES</b>
Alexandria City Public Schools**	169	5.6
Arlington County Public Schools	162	5.3
Charles City County Public Schools	20	0.7
Essex County Public Schools	59	1.9
Fairfax County Public Schools	266	8.8
Hampton City Public Schools	365	12.0
Henry County Public Schools**	146	4.8
King George County Public Schools	*	*
King William County Public Schools	40	1.3
Louisa County Public Schools	12	0.4
Newport News City Public Schools**	886	29.2
Nottoway County Public Schools	0	0
Orange County Public Schools	17	0.6
Petersburg City Public Schools	113	3.7
Pittsylvania County Public Schools	*	*
Portsmouth City Public Schools	222	7.3
Prince Edward County Public Schools	54	1.8
Richmond City Public Schools	278	9.2
Roanoke City Public Schools	50	1.7
Stafford County Public Schools**	74	2.4
Sussex County Public Schools	75	2.5
Wythe County Public Schools	15	0
<b>Total</b>	<b>3,030</b>	<b>100.0</b>

\* Provider served too few students to report information (less than 10).

\*\* Participant in USED pilot to reverse public school choice and SES services.

**Table 3. Number of Student Contracts Delivered by SES Provider and Subject During the 2006-2007 School Year**

	Reading/ Language Arts	Mathematics	Total	All SES Student Contracts
	Number	Number	Number	Percentage
A to Z In-Home Tutoring	77	*	*	**
Ability Plus, Inc.	*	*	*	**
Achieve Success Tutoring (by University Instructors)	406	321	727	20.3
Aligned Interventions Educational Services	66	0	66	1.8
Bright Futures Learning Center	351	12	363	10.1
C2 Educational Systems, Inc.	*	*	*	**
Champions Tutoring Program	*	*	*	**
Club Z! Inc.	469	167	636	17.7
Compass Learning Inc.	16	*	25	**
Extended Learning Opportunities (ELO)	108	0	108	3.0
Failure Free Reading Instant Achievement Center	65	0	65	1.8
Huntington Learning	392	130	522	14.6
In-Agape Family Life and Educational Center	74	32	106	29.6
Kumon North America, Inc.	*	*	*	**
NonPublic Educational Services, Inc.	228	126	354	9.9
Park Place School	*	*	*	**
Porter Education and Communications, Inc.	192	100	292	8.1
Sylvan Learning Center Portsmouth	44	0	44	1.2
The Learning Curve	39	11	50	1.4
Trust Tutoring	*	*	15	**
Tsquared Tutors, LLC	*	*	*	**
TutorFind	89	16	105	2.9
<b>Total</b>	<b>2,641</b>	<b>945</b>	<b>3,586</b>	<b>100</b>

**Note:** The total number of students (3,586) is more than the number of unique students (3,030) because some students received tutoring in both subjects.

\* Provider served too few students to report information (fewer than 10).

\*\* Provider served less than 1 percent of total SES contracts.

## **Study Design**

### ***Design and Participants***

The study design consisted of two parts. The first part was a descriptive study of SES implementation on the part of the school divisions and providers. The second part was an evaluation of the effectiveness of SES services at the state-level and individual SES provider-level.

### ***Descriptive study of SES implementation***

The basic design for the descriptive study consisted of surveying division SES coordinators in participating school divisions, parents of students receiving SES services, and SES providers. The surveys created for these groups gathered the respondents' perceptions of SES provider activities and effectiveness. The surveys included a common core set of questions for all groups, such as experiences with SES services and SES providers, and questions geared to specific groups, such as reactions to particular SES providers and the respondent's role. Appendix A contains copies of the surveys distributed to each group.

### ***Evaluative study of SES effectiveness***

The student achievement analysis examined potential gains in academic achievement by evaluating students' Standards of Learning (SOL) mathematics or reading/language arts achievement in 2006-2007 as compared to their achievement in 2005-2006. Each student who received SES services in 2006-2007 was matched to a student who did not receive services in the same year. Matches included students who had identical or highly similar scores for the subject of interest (mathematics or reading/language arts) on the SOL assessments in 2005-2006 and were the same in grade and English Language Learner (ELL) status. To the degree possible, students were also matched according to school, division, race, socio-economic status,

and gender. Student samples were restricted to grades four through eight because the necessary pre-program scores from the prior school year were available only for these grades (grade levels three through eight in 2005-2006).

Only students who received a minimum of 18 hours of SES services were included in the analyses. Additionally, alternative assessment scores, such as the Virginia Grade Level Alternative Program (VGLA), were excluded from the analyses due to differences in the design and content of the assessments. Only SES providers who had at least 10 students to analyze were included in the SES provider-level analyses to increase the reliability of findings and the ability to find significant differences between groups where such differences existed.

One-hundred fifty (150) students receiving mathematics services and two-hundred seventy (270) students receiving reading/language arts services were included in the state-level analyses. One-hundred twenty-nine (129) students receiving mathematics services and two-hundred seventeen (217) students receiving reading/language arts services were included in the state-level analysis. The students included were not randomly sampled. Therefore, the results may not generalize to other students who received SES.

An additional analysis was also done to compare the performance of SES students who attended schools in divisions that participated in the USED pilot for reversal of SES and PSC with SES students who did not attend the schools participating in the pilot.

In addition, a separate descriptive (non-statistical) analysis was conducted for students identified in the SES data file as receiving special education services as these students were not included in the more rigorous matched-pairs analyses. Including special education students in the matched pairs analyses was neither scientifically valid nor methodologically feasible as their numbers were very small by SES provider and individual students' learning disabilities were not available for matching purposes.

## **Descriptive Study Results**

School division SES coordinators, parents of students receiving SES, and SES providers from all 22 school divisions were asked to respond to survey questions. School division SES coordinators were asked to complete separate online surveys for each SES provider serving the school division. Fifty-five (55) percent of school division SES coordinators responded to the survey. Forty-one (41) responses were received from twelve (12) school division SES coordinators. Paper surveys were mailed to participating schools to be distributed to parents of students participating in SES. The percentage of surveys returned by parents is undetermined due to more surveys sent to be distributed than were actually distributed to this group. Three-hundred forty-nine (349) parents responded to the surveys. State-approved SES providers were asked to complete separate online surveys for each school division they served. Seventy-three (73) percent of SES providers responded to the surveys. One-hundred eleven (111) responses were received from sixteen (16) SES providers. The following section summarizes the questions and responses from the survey.

### **1. Do school divisions make SES available to eligible students?**

- Over half of the SES provider representatives (56.7 percent) were either ‘Highly Satisfied’ or ‘Satisfied’ with division cooperation and involvement.
- A large majority of parents (91.9 percent) had positive perceptions of school division efforts to implement SES and noted that they were pleased with the way their school division helped them obtain SES for their children.

**2. Are SES providers communicating regularly with principals/site coordinators, teachers, and parents of students eligible for SES?**

- Over three-fourths of the SES provider representatives (76.5 percent) indicated that their tutors communicated frequently or occasionally with teachers, and 81.1 percent of the SES providers indicated that tutors communicated with parents frequently or occasionally regarding students' progress.
- Many division SES coordinators (68.3 percent) reported that SES providers frequently or occasionally communicated with teachers.
- Most parents (67.0 percent) indicated SES providers frequently or occasionally communicated with them throughout the year.

**3. Are SES providers developing instructional plans geared to student needs?**

- The majority of SES provider representatives (66.7 percent) indicated that their tutors frequently or occasionally integrated tutoring services with classroom learning activities. Over half of the tutors (55 percent) frequently shared their lesson plans or materials with the homeroom or subject teachers of the children with whom they worked.
- Of the 41 division SES coordinators, 43.9 percent indicated that SES providers frequently or occasionally collaborated with them to set goals for student growth during the school year, while 48.8 percent indicated that SES providers did not collaborate with them.
- Most parents (75.7 percent) reported that SES providers helped their children with subjects they were working on in the regular school classroom either frequently or

occasionally.

**4. Are SES providers aligning their curriculum with local and state academic standards?**

- The majority of SES provider representatives (80.2 percent) reported that their tutors frequently or occasionally aligned their services and curriculum with local and state academic standards.
- Many division SES coordinators (65.9 percent) indicated that SES providers' services were aligned with federal, state and local standards.

**5. Are SES providers offering services to special education and ELL students?**

- Most SES provider representatives (74.8 percent) reported that their tutors frequently or occasionally gave instructions to students with disabilities, consistent with their Individualized Education Plans or Individualized Services under Section 504 of the Rehabilitation Act. Most SES providers (71.1 percent) indicated that their tutors frequently or occasionally offered appropriate instruction to ELL students when needed.
- The majority of division SES coordinators (82.9 percent) agreed that SES providers offered services to special education and ELL students.
- Special education contracts comprised 19 percent or 678 of all SES contracts and were served by 16 of 22 providers. ELL students comprised 19 percent or 680 of all SES contracts and were served by 14 of 22 providers.

**6. What are the stakeholders' overall assessments of SES provider performance?**

- Most division SES coordinators (87.8 percent) were satisfied with SES provider

services overall and 83.0 percent indicated that tutoring services positively impacted student achievement.

- The majority of parents (83.4 percent) indicated that they were very pleased with the services that their children received.

Tables four through six on the following pages provide summaries of the survey responses from division SES coordinators, parents of students receiving SES, and SES providers. Table seven provides a statewide summary by SES provider of the percentage of respondents who “strongly agreed or agreed” with the question, “Overall, I am pleased with the services that my child received.”

**Table 4. Aggregate Division SES Coordinator Survey Responses for School Year 2006-2007**

*Total Respondents=41 Division SES Coordinators*

<b>Did the SES provider...</b>	<b>Percentage</b>				
	<b>Frequently</b>	<b>Occasionally</b>	<b>Not at all</b>	<b>Don't know</b>	
Communicate with you during the year?	41.5	51.2	7.3	0.0	
Meet the obligations for conducting tutoring sessions?	75.6	19.5	2.4	2.4	
Communicate with teachers during the school year?	19.5	48.8	19.5	12.2	
Communicate with parents during the year?	24.4	53.7	9.8	12.2	
Collaborate with you to set goals for student growth?	12.2	31.7	48.8	7.3	
<b>The SES provider...</b>	<b>Percentage</b>				
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
Adapted the tutoring services to each school's curriculum.	12.2	22.0	17.1	7.3	41.5
Integrated the tutoring services with classroom learning activities.	12.2	12.2	22.0	9.8	43.9
Aligned their services with federal, state and local standards.	24.4	41.5	4.9	4.9	24.4
Offered services to Special Education and ELL students.	24.4	58.5	14.6	0.0	2.4
Complied with applicable federal NCLB laws.	26.8	31.7	4.9	0.0	36.6
Complied with applicable state and (health, safety, civil rights) local laws.	24.4	73.2	0.0	0.0	2.4
	<b>Percentage</b>				
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
I believe the services offered by this provider positively impacted student achievement.	29.3	53.7	2.4	7.3	7.3
Overall, I am satisfied with the services of this provider.	36.6	51.2	4.9	7.3	0.0

*Note: Item percentages may not total 100 percent because of missing input from some respondents.*

**Table 5. Aggregate Parent Survey Responses for School Year 2006-2007**

Total Respondents=349 parents

Did the SES provider...	Percentage				
	Frequently	Occasionally	Not at all	Don't know	
Talk to me about my child's progress?	33.5	33.5	27.8	2.6	
Talk to my child's teachers about his/her progress?	20.3	21.8	15.5	41.0	
Send letters or notes home to me about my child's progress?	30.4	35.0	30.9	2.0	
Help my child with subjects s/he is working on in the regular school classroom?	51.9	23.8	8.6	14.6	
Start and end the tutoring sessions at the scheduled time?	76.8	12.0	2.9	6.6	
	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The provider started tutoring soon after I requested it.	37.8	42.7	8.6	3.7	6.3
I believe that the services offered have helped my child's achievement.	50.4	35.8	7.4	1.1	4.0
Overall, I am pleased with the services that my child received.	51.0	32.4	9.5	2.6	2.9
	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I was given information about my child's rights under the No Child Left Behind law.	41.8	41.5	4.9	2.9	7.4
I was given enough time to decide which service provider I wanted for my child.	48.7	40.4	5.2	1.4	2.9
I am pleased with the way my school division helped me obtain Supplemental Educational Services for my child.	56.4	35.5	3.4	1.4	1.7

Note: Item percentages may not total 100 percent because of missing input from some respondents.

**Table 6. Aggregate SES Provider Survey Responses for School Year 2006-2007**

*Total Respondents=111 SES Provider Representatives from 16 Companies*

	Percentage				
	Frequently	Occasionally	Not at all	Don't know	
Tutors communicated with teachers regarding progress of their student(s).	27.9	48.6	5.4	0.9	
Tutors communicated with parents/guardians regarding their child's progress.	70.3	10.8	1.8	0.0	
Tutors adapted the supplemental services to each school's curriculum.	61.3	10.8	9.0	2.7	
Tutors aligned the supplemental services with the state academic content and achievement standards.	78.4	1.8	1.8	1.8	
Tutors integrated the tutoring services with classroom learning activities.	51.4	15.3	13.5	3.6	
Tutors showed their lesson plans or materials used for tutoring to the homeroom/subject teacher of each child they worked with.	2.7	52.3	18.9	9.9	
Tutors gave instruction to students with disabilities, consistent with their Individualized Education Plans or Individualized Services under Section 504 of the Rehabilitation Act.	58.6	16.2	4.5	1.8	
Tutors protected from public disclosure the identities of all students served and all students eligible for services.	81.1	1.8	0.0	0.9	
Tutors give appropriate instruction to English Language Learners if it is needed.	36.9	34.2	7.2	0.9	
Tutors use appropriate timetables for improving each student's achievement.	80.2	0.9	0.0	0.0	
	Percentage				
	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Don't know
Parent cooperation/involvement	11.7	29.7	9.9	2.7	12.6
Student attendance	17.1	34.2	16.2	1.8	0.0
Student attitudes (e.g., cooperation, motivation)	15.3	45.9	1.8	1.8	3.6
The ease of developing lessons aligned with the division or school curriculum.	36.9	21.6	0.0	0.0	8.1
Teacher cooperation/involvement	6.3	38.7	3.6	0.0	20.7
Division cooperation/involvement	20.7	36.0	1.8	1.8	9.0
Success at raising student achievement to desired levels	22.5	37.8	4.5	0.0	2.7

*Note: Item percentages may not total 100 percent because of missing input from some respondents.*

**Table 7. Statewide SES Provider Overall Satisfaction**

<b>Question: Overall, I am pleased with the services that my child/student received.</b>				
	<b>Division SES Coordinators</b>		<b>Parents</b>	
	<b>Number of Responses</b>	<b>Percentage Strongly Agree or Agree</b>	<b>Number of Responses</b>	<b>Percentage Strongly Agree or Agree</b>
A to Z In-Home Tutoring	3	33.3	20	90.0
Ability Plus, Inc.	N/A	N/A	N/A	N/A
Achieve Success Tutoring (University Instructors, Inc.)	10	100.0	90	86.6
Aligned Interventions Educational Services	1	100.0	5	100.0
Bright Futures Learning Center	6	83.3	55	94.6
C2 Educational Systems, Inc.	1	100.0	N/A	N/A
Champions Tutoring Program	N/A	N/A	N/A	N/A
Club Z! Inc.	4	100.0	40	87.5
Compass Learning Inc.	N/A	N/A	N/A	N/A
Extended Learning Opportunities (ELO)	1	100.0	17	82.3
Failure Free Reading Instant Achievement Center	2	100.0	9	88.9
Huntington Learning	4	100.0	73	71.2
In-Agape Family Life and Educational Center	N/A	N/A	N/A	N/A
Kumon North America, Inc. North American Headquarters	1	100.0	N/A	N/A
NonPublic Educational Services, Inc. (NESI)	N/A	N/A	10	90.0
Park Place School	N/A	N/A	N/A	N/A
Porter Education and Communications, Inc.	3	66.6	5	80.0
Sylvan Learning Center Portsmouth	1	100.0	7	100.0
The Learning Curve, Inc.	N/A	N/A	4	100.0
Trust Tutoring	N/A	N/A	N/A	N/A
Tsquared Tutors, LLC.	N/A	N/A	N/A	N/A
TutorFind	3	66.6	12	25.0

N/A indicates that no respondents completed surveys about this provider.

## **Student Achievement Results**

### ***Findings***

#### **1. What are the effects of SES provider services on student achievement in reading/language arts and mathematics?**

For the state-level study of the effect of all SES providers combined, the statistical analysis showed no significant differences in 2006-2007 SOL mathematics performance between students receiving SES services and students not receiving SES services, with a small adjusted effect size of 0.086. While not statistically significant, SES students receiving mathematics services had slightly more favorable results than students not receiving SES services. Conversely, the statistical analysis showed a significant program effect in reading/language arts in favor of students not receiving SES services, with a small adjusted effect size of -0.180.

For the SES provider-level study, no individual SES provider was found to have a significant impact on student achievement. The statistical analysis showed no significant differences in either 2006-2007 SOL mathematics or reading/language arts performance between students receiving SES services and students not receiving SES services. For three of five SES providers, mathematics results for students receiving SES were slightly more favorable than students not receiving SES. For two of six SES providers, reading/language arts performance for students receiving SES services was slightly higher than students not receiving SES services. Effect sizes ranged from -0.569 to 0.783 in mathematics and from -0.394 to 0.055 in reading/language arts.

The results of special education students served by all SES providers were aggregated for the descriptive (non-statistical) analysis of 2006-2007 SOL results because of the small

special education population receiving SES services. Without taking hours of attendance into account, 34.1 percent of all special education students were Proficient or Advanced in mathematics and 46.3 percent were Proficient or Advanced in reading/language arts. After excluding special education students with fewer than 18 hours of attendance, 29.7 percent were Proficient or Advanced in mathematics and 44.4 percent were Proficient or Advanced in reading/language arts.

**Table 8. Summary of SES Provider-Level Findings for the 2006-2007 School Year**

<b>No statistically significant results were found for student receiving SES services from any individual providers as compared to students not receiving SES services.</b>		
<b>SES Provider</b>	<b>Number of Students Served in Reading/Language Arts</b>	<b>Number of Students Served in Mathematics</b>
<b>A. Providers included in provider-level analysis</b>		
Achieve Success Tutoring (by University Instructors)	406	321
Bright Futures Learning Center	351	N/A
Club Z! Inc.	469	167
Huntington Learning	392	130
NonPublic Educational Services, Inc.	228	126
Porter Education and Communications, Inc.	192	100
<b>B. Providers not included in provider-level analysis**</b>		
A to Z In-Home Tutoring	77	*
Ability Plus, Inc.	*	N/A
Aligned Interventions Educational Services	66	N/A
C2 Educational Systems, Inc.	*	*
Champions Tutoring Program	*	*
Compass Learning Inc.	16	*
Extended Learning Opportunities (ELO)	108	0
Failure Free Reading Instant Achievement Center	65	N/A
In-Agape Family Life and Educational Center	74	32
Kumon North America, Inc.	*	*
Park Place School	*	0
Sylvan Learning Center Portsmouth	44	0
The Learning Curve	39	11
Trust Tutoring	*	*
Tsquared Tutors, LLC	*	*
TutorFind	89	16

\* Provider served too few students to report information (less than 10).

\*\* Students served by these providers could not be analyzed because the number of students was too few to produce meaningful results after excluding students not in grade four through eight, special education students, and students with less than 10 hours of SES services.

N/A indicates the provider did offer mathematics services.

**2. How did students who received SES services in the schools participating in the USED pilot for reversal of SES and PSC perform relative to the other students attending schools that were not participating in the USED pilot?**

The statistical analysis showed no statistically significant differences in either 2006-2007 SOL mathematics or reading/language arts performance between students that attended schools that participated in the USED pilot and students who attended schools not participating in the USED pilot. The results were slightly more favorable for students attending the pilot schools than for students not receiving SES services in both subjects, with a small adjusted effect size in mathematics (0.048), and a more prominent effect size in reading/language arts (0.224). Overall, the statistical analysis showed no basis for concluding that the effects of SES services on student achievement differed for students attending the schools that participated in the pilot. Appendix B contains student achievement study tables for the state-level, provider-level, and school analyses.

## **Conclusions**

Supplemental Educational Services providers serving students in Virginia during the 2006-2007 school year received mostly positive ratings from survey respondents. Parents were generally pleased with the services their children received. While noting areas for improvement, division SES coordinators also indicated satisfaction with SES services. Efforts at the division level to increase awareness and participation in SES services were reported to be appreciated by the parents.

No SES provider was found to have a statistically significant impact on the students they served in either reading/language arts or mathematics. Students who received SES services scored similarly on the 2006-2007 SOL tests in reading/language arts and/or mathematics to those who did not receive SES services. The state-level study using data from all SES providers combined found no significant differences in mathematics achievement scores between students receiving SES services and those students not receiving SES services. However, a significant difference favoring students not receiving SES services was found in reading/language arts. These results may not generalize to students who were excluded from the analyses, who comprise the majority of students served through the SES program.

Student achievement results should be interpreted with caution. Small sample size, which reduces the ability to detect statistical significance and produce reliable results, was a limiting factor for many SES providers. Also, the degree to which state assessments have adequate sensitivity to detect the contribution of only a limited number of hours of tutoring during a school year is unknown. A minimum of 18 hours of SES service (the most frequent number of hours served in both subjects) was used to determine the students included in the analyses. On average, SES students received a little less than four weeks of tutoring during

the school year. Subsequently, it may not be reasonable to expect that a limited number of tutoring hours will have a notable effect on student achievement. Despite the limitations of the achievement analyses, the present results provide evidence that while no individual SES provider was able to achieve significantly better SOL results, no individual SES provider demonstrated significant negative effects.

As Virginia moves into the next year of SES implementation, SES providers and school divisions should continue to work together to make sure eligible students are encouraged to enroll in SES services. The 2006-2007 survey findings indicate that most SES providers are offering potentially beneficial educational services to students. As more rigorous achievement analyses are conducted in future years, the ability to detect reliable trends for individual SES providers will increase.

Appendix A: SES Surveys

# Virginia Supplemental Educational Services Provider Questionnaire



Please make copies of this form and complete a separate survey for each division with which you have/had a contract to serve students with Supplemental Educational Services in 2006-2007.

## I. Supplemental Educational Services Provider Information

<p>Provider Name: <input type="text"/></p> <p>Contact Person: <input type="text"/></p> <p>Address: <input type="text"/></p> <p>Telephone: <input type="text"/></p> <p>E-Mail: <input type="text"/></p> <p>Division Served: <input type="text"/></p> <p>Name of School served in this division: <input type="text"/></p>	<p><b>Please describe the format of your services by completing the following items:</b></p> <p>Program duration (e.g., 10-weeks; academic year) <input type="text"/></p> <p>Weekly duration (e.g., each student attends twice per week for two hours total) <input type="text"/></p> <p>Setting (e.g., school, your building) <input type="text"/></p> <p>Format (e.g., small group, individual) <input type="text"/></p> <p>If groups are used, what is the average size? <input type="text"/></p> <p>Is transportation provided to students? If so, by whom (you, district, school, etc.)? <input type="text"/></p>
---	--

What is your general instructional approach during the tutoring sessions: (e.g., students work one-on-one with the tutor and then complete practice/review exercises on a computer)?

Is there anything else that you would like to say regarding the format/process of your services?

Qualifications of tutors (certified teachers, teaching aide, training, etc):

Are background checks done on tutors or other personnel that come into contact with students? (If yes, please describe).

Form completed by (if other than contact person):  
Address, Telephone, and Email

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**

**II. Information Regarding Students You Served in this Division**

1. Complete the table below based on data for this division. If unable to respond to a particular section, provide an explanation in the space provided below the table.

Grade Level	# of Total Students Served	# of Special Ed Students Served	# of Limited English Proficiency (LEP) Students Served	# of Students Who Achieved Their Specific Achievement Goals	# of Students Who Made Progress In Their Specific Achievement Goals	# of Students Who Showed No Improvement In Their Specific Achievement Goals	% of Tutoring Sessions Attended by Students

**Notes:** (Use the space below to comment on missing data or any special circumstances relevant to the above outcomes.)

2. For those students who did not achieve their stated goals, explain why this did not happen, either generally or on an individual basis.

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**

3. Indicate the number of students served in each curriculum area in which your organization offered services in this division. Indicate numbers in all that apply.

<input type="radio"/> Reading	<input type="radio"/> Writing	<input type="radio"/> Math	<input type="radio"/> Other _____
K _____	K _____	K _____	K _____
1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____
7 _____	7 _____	7 _____	7 _____
8 _____	8 _____	8 _____	8 _____
9 _____	9 _____	9 _____	9 _____
10 _____	10 _____	10 _____	10 _____
11 _____	11 _____	11 _____	11 _____
12 _____	12 _____	12 _____	12 _____

**III. Provider Perceptions and Activities**

(Indicate your response to each of the following items as they apply to your staff.)

Don't Know  
Not at all  
Occasionally  
Frequently

1. Tutors communicated with teachers regarding progress of their student(s).

*If applicable, briefly describe the process for such communications:*

2. Tutors communicated with parents/guardians regarding their child's progress.

*If applicable, briefly describe the process for such communications:*

3. Tutors adapted the supplemental services to each school's curriculum.

*If applicable, briefly describe the process for such adaptations:*

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**

**III. Provider Perceptions and Activities (Continued)**

Don't Know  
Not at all  
Occasionally  
Frequently

4. Tutors aligned the supplemental services with the state academic content and achievement standards.

*If applicable, briefly describe the process for such alignments:*

5. Tutors integrated the tutoring services with classroom learning activities.

*If applicable, briefly describe the process for such processes:*

6. Tutors showed their lesson plans or materials used for tutoring to the homeroom/subject teacher of each child they worked with.

*If applicable, briefly describe the process for such communications:*

7. Tutors gave instruction to students with disabilities, consistent with their Individualized Education Plans or Individualized Services under Section 504 of the Rehabilitation Act.

*If applicable, briefly describe the process for such activities:*

8. Tutors protected from public disclosure the identities of all students served and all students eligible for services.

*If applicable, briefly describe the process for such activities:*

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**

**III. Provider Perceptions and Activities (Continued)**

9. Tutors give appropriate instruction to English Language Learners if it is needed.

Don't Know  
Not at all  
Occasionally  
Frequently

*If applicable, briefly describe the process for such activities:*

10. Tutors use appropriate timetables for improving each student's achievement.

*If applicable, briefly describe the process for such activities:*

Based on your perceptions and experiences, rate the degree of satisfaction with each of the following areas. Use the accompanying "Comments" section to elaborate if desired, especially where "highly dissatisfied" or "highly satisfied" is indicated.

Highly Dissatisfied  
Dissatisfied  
Don't Know  
Satisfied  
Highly Satisfied

11. Parent cooperation/involvement

*Comments:*

12. Student attendance

*Comments:*

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**



Highly Dissatisfied  
Dissatisfied  
Don't Know  
Satisfied  
Highly Satisfied

13. Student attitudes (e.g., cooperation, motivation)

*Comments:*

14. The ease of developing lessons aligned with the division or school curriculum.

*Comments:*

15. Teacher cooperation/involvement

*Comments:*

16. Division cooperation/involvement

*Comments:*

17. Success at raising student achievement to desired levels

*Comments:*

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**

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**Planning, Measuring and Reporting on Progress:**

18. What achievement data did you use to plan, measure, and report on students' progress for the year?  
Mark all that apply. Please specify where needed.

- Standards of Learning (SOL)                       Reading                       Language                       Math  
 Science     Social Studies

*Specify:*

- Use of local division or school academic achievement data

*Specify:*

- Teacher/Division input

*Specify:*

- Provider assessments (developed by your organization)

*Specify:*

- Use of other standardized tests

*Specify:*

- Other

*Specify:*

**Virginia Supplemental Educational Services Provider Questionnaire  
(continued)**

---

**Overall Impressions**

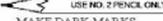
19. What was the most positive outcome or aspect of your work with the division this year?

20. What was the most negative aspect or area in need of improvement regarding your work with this division this year?

21. Additional Comments/Recommendations

**Commonwealth of Virginia  
Supplemental Educational Services  
Division Coordinator Questionnaire**

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**DIRECTIONS**  
USE NO. 2 PENCIL ONLY  
MAKE DARK MARKS  
EX    
ERASE COMPLETELY TO CHANGE

Division Name:

Name and Title of Person  
Completing this Survey:

Provider Name:	Provider Code:
<input type="text"/>	<input type="text"/>
<b>Instructions:</b> Please indicate the particular provider to which this survey pertains. Use only one 2-digit provider code listed on the back of this page. A separate survey is needed for each provider.	<input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9

What was the start date of provider services?	
Month	Date
<input type="radio"/> September 2006	<input type="radio"/> 0 <input type="radio"/> 0
<input type="radio"/> October 2006	<input type="radio"/> 1 <input type="radio"/> 1
<input type="radio"/> November 2006	<input type="radio"/> 2 <input type="radio"/> 2
<input type="radio"/> December 2006	<input type="radio"/> 3 <input type="radio"/> 3
<input type="radio"/> January 2007	<input type="radio"/> 4 <input type="radio"/> 4
<input type="radio"/> February 2007	<input type="radio"/> 5 <input type="radio"/> 5
<input type="radio"/> March 2007	<input type="radio"/> 6 <input type="radio"/> 6
<input type="radio"/> Other	<input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 9

In which subjects did your students receive services from this provider?
<input type="radio"/> Reading/Language Arts only <input type="radio"/> 1-25 <input type="radio"/> 26-50 <input type="radio"/> 51-100 <input type="radio"/> Over 100
<input type="radio"/> Mathematics only <input type="radio"/> 1-25 <input type="radio"/> 26-50 <input type="radio"/> 51-100 <input type="radio"/> Over 100
<input type="radio"/> Both Reading/LA and Mathematics <input type="radio"/> 1-25 <input type="radio"/> 26-50 <input type="radio"/> 51-100 <input type="radio"/> Over 100

**Continue to page 2.**

Commonwealth of Virginia  
**Supplemental Educational Services**  
 Division Coordinator Questionnaire, continued

Are you employed by the provider for which you are completing this survey?  Yes  No

Indicate your response to each of the following items.

Frequently  
Occasionally  
Not at all  
Don't know

**How often does the provider...**

Communicate with you during the school year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet the obligations for conducting tutoring sessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with teachers during the year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with parents during the year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with you to set goals for student growth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The provider...**

Strongly Agree  
Agree  
Disagree  
Strongly Disagree  
Don't know

Adapted the tutoring services to each school's curriculum.	<input type="radio"/>				
Integrated the tutoring services with classroom learning activities.	<input type="radio"/>				
Aligned their services with state and local standards.	<input type="radio"/>				
Offered services to Special Education and ELL students.	<input type="radio"/>				
Complied with applicable federal NCLB laws.	<input type="radio"/>				
Complied with state and local (health, safety, civil rights) laws.	<input type="radio"/>				

**Overall assessment:**

I believe the services offered by this provider positively impacted student achievement.	<input type="radio"/>				
Overall, I am satisfied with the services of this provider.	<input type="radio"/>				

*Additional comments can be provided on the back of this form.*



## Appendix B: Student Achievement Analysis Tables

**Table 9. SES Program Effect at the Provider Level: Matched Pairs Prior Year (2005-2006)  
Standard Score Means, Standard Deviations, and Effect Sizes\***

Provider	Group	Mathematics			Reading/Language Arts		
		Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Achieve Success Tutoring	SES Students	69	-0.8694	0.9691	45	-0.2942	0.8030
	Control students	69	-0.8675	0.9704	45	-0.2945	0.8000
	<b>Effect Size</b>	<b><i>d</i>=-0.002</b>			<b><i>d</i>=0.000</b>		
	One-way ANOVA	<i>MSE</i> =0.940; <i>F</i> =0.00; <i>p</i> =0.991			<i>MSE</i> =0.642; <i>F</i> =0.00; <i>p</i> =0.998		
Club Z! Inc.	SES Students	19	-0.7705	0.8328	47	-0.7147	1.0341
	Control students	19	-0.7690	0.8297	47	-0.7183	1.0402
	<b>Effect Size</b>	<b><i>d</i>=-0.002</b>			<b><i>d</i>=0.004</b>		
	One-way ANOVA	<i>MSE</i> =0.691; <i>F</i> =0.00; <i>p</i> =0.996			<i>MSE</i> =1.076; <i>F</i> =0.00; <i>p</i> =0.987		
Huntington Learning	SES Students	17	-0.8905	0.9116	30	-0.4301	1.1210
	Control students	17	-0.8908	0.9109	30	-0.4324	1.1239
	<b>Effect Size</b>	<b><i>d</i>=0.000</b>			<b><i>d</i>=0.002</b>		
	One-way ANOVA	<i>MSE</i> =0.830; <i>F</i> =0.00; <i>p</i> =0.999			<i>MSE</i> =1.260; <i>F</i> =0.00 ; <i>p</i> =0.994		
NonPublic Educational Services, Inc.	SES Students	13	-0.6839	0.5665	15	-0.4200	0.8449
	Control students	13	-0.6839	0.5665	15	-0.4200	0.8449
	<b>Effect Size</b>	<b><i>d</i>=0.000</b>			<b><i>d</i>=0.000</b>		
	One-way ANOVA	<i>MSE</i> =0.321; <i>F</i> =0.00; <i>p</i> =1.000			<i>MSE</i> =0.714; <i>F</i> =0.00; <i>p</i> =1.000		
Porter Education and Communications, Inc.	SES Students	11	-0.4600	1.0326	22	-0.3824	0.7807
	Control students	11	-0.4664	1.0379	22	-0.3824	0.7807
	<b>Effect Size</b>	<b><i>d</i>=0.006</b>			<b><i>d</i>=0.000</b>		
	One-way ANOVA	<i>MSE</i> =1.072; <i>F</i> =0.00; <i>p</i> =0.989			<i>MSE</i> =0.610; <i>F</i> =0.00; <i>p</i> =1.000		
Bright Futures Learning Center	SES Students	N/A	N/A	N/A	58	-0.8525	1.0058
	Control students	N/A	N/A	N/A	58	-0.8552	1.0073
	<b>Effect Size</b>	N/A			<b><i>d</i>=0.003</b>		
	One-way ANOVA	N/A			<i>MSE</i> =1.013; <i>F</i> =0.00; <i>p</i> =0.989		

\* Effect size was computed as the mean difference of achievement z-scores divided by the pooled standard deviation, and indicated the number of standard deviations by which the SES and non-SES group means differed. Effect sizes exceeding +0.20 were considered meaningful and fairly strong when obtained for a whole-school intervention.

**Table 10. SES Program Effect at the Provider Level: Matched Pairs Current Year (2006-2007)  
Standard Score Means, Standard Deviations, and Effect Sizes\***

Provider	Group	Mathematics				Reading/Language Arts			
		Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
Achieve Success Tutoring	SES Students	69	-0.7296	1.1083	-0.7289	45	-0.3751	1.0058	-0.3752
	Control students	69	-0.8925	0.9395	-0.8932	45	-0.0680	0.9121	-0.0679
	<b>Effect Size</b>	<b>d=0.160</b>				<b>d=-0.324</b>			
	<b>Adj. Effect Size</b>	<b>d=0.223</b>	F=1.68, p=0.197			<b>d=-0.394</b>	F=3.42, p=0.068		
Club Z! Inc.	SES Students	19	-0.4836	1.1267	-0.4828	47	-0.5581	0.9196	-0.5595
	Control students	19	-0.5987	0.9461	-0.5995	47	-0.5955	1.1488	-0.5941
	<b>Effect Size</b>	<b>d=0.114</b>				<b>d=0.036</b>			
	<b>Adj. Effect Size</b>	<b>d=0.221</b>	F=0.44, p=0.512			<b>d=0.052</b>	F=0.06, p=0.803		
Huntington Learning	SES Students	17	-0.6980	0.8016	-0.6981	30	-0.4914	0.9351	-0.4920
	Control students	17	-0.5239	0.7375	-0.5238	30	-0.5264	0.8211	-0.5258
	<b>Effect Size</b>	<b>d=-0.233</b>				<b>d=0.041</b>			
	<b>Adj. Effect Size</b>	<b>d=-0.343</b>	F=0.94, p=0.340			<b>d=0.055</b>	F=0.04, p=0.836		
NonPublic Educational Services, Inc.	SES Students	13	-0.7142	0.8691	-0.7142	15	-0.6613	1.0857	-0.6613
	Control students	13	-0.3365	0.6966	-0.3365	15	-0.4939	1.3204	-0.4939
	<b>Effect Size</b>	<b>d=-0.499</b>				<b>d=-0.143</b>			
	<b>Adj. Effect Size</b>	<b>d=-0.569</b>	F=1.94, p=0.177			<b>d=-0.207</b>	F=0.30, p=0.589		
Porter Education and Communications, Inc.	SES Students	11	-0.0542	1.4478	-0.0571	22	-0.5430	0.7277	-0.5430
	Control students	11	-0.6234	0.8566	-0.6206	22	-0.3636	0.7743	-0.3636
	<b>Effect Size</b>	<b>d=0.502</b>				<b>d=-0.244</b>			
	<b>Adj. Effect Size</b>	<b>d=0.783</b>	F=3.07, p=0.096			<b>d=-0.349</b>	F=1.28, p=0.265		
Bright Futures Learning Center	SES Students	N/A	N/A	N/A	N/A	58	-0.7469	0.7998	-0.7476
	Control students	N/A	N/A	N/A	N/A	58	-0.5257	0.9537	-0.5250
	<b>Effect Size</b>	<b>N/A</b>				<b>d=-0.254</b>			
	<b>Adj. Effect Size</b>	<b>N/A</b>	<b>N/A</b>			<b>d=-0.328</b>	F=3.06, p=0.083		

\* Effect size was computed as the mean difference of achievement z-scores divided by the pooled standard deviation, and indicated the number of standard deviations by which the SES and non-SES group means differed. Effect sizes exceeding +0.20 were considered meaningful and fairly strong when obtained for a whole-school intervention.

**Table 11. SES Program Effect at the State Level: Matched Pairs Prior Year (2005-2006) Standard Score Means, Standard Deviations, and Effect Sizes**

Group	Mathematics			Reading/Language Arts		
	Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
SES Students	150	-0.8021	0.9516	270	-0.5905	0.9430
Control students	150	-0.8011	0.9521	270	-0.5919	0.9443
<b>Effect Size</b>	<b><i>d</i>=-0.001</b>			<b><i>d</i>=0.001</b>		
One-way ANOVA	MSE=0.906 ; F=0.00; p=0.993			MSE=0.890 ; F=0.00; p=0.986		

**Table 12. SES Program Effect at the State Level: Matched Pairs Current Year (2006-2007) Standard Score Means, Standard Deviations, and Effect Sizes**

Group	Mathematics				Reading/Language Arts			
	Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
SES Students	150	-0.6124	1.0842	-0.6121	270	-0.5609	0.9021	-0.5614
Control students	150	-0.6721	0.9459	-0.6724	270	-0.4329	0.9837	-0.4324
<b>Effect Size</b>	<b><i>d</i>=0.059</b>				<b><i>d</i>=-0.136</b>			
<b>Adj. Effect Size</b>	<b><i>d</i>=0.086</b> F=0.55, p=0.458				<b><i>d</i>=-0.180*</b> F=4.37, p=0.037*			
* <i>p</i> < .05								

**Table 13. Pilot School Effect: Matched Pairs Prior Year (2005-2006) Standard Score Means, Standard Deviations, and Effect Sizes**

Group	Mathematics			Reading/Language Arts		
	Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Pilot SES students	24	-0.9382	0.8758	74	-0.4684	0.8776
Non-Pilot SES students	24	-1.0189	0.8094	74	-0.4975	0.8420
<b>Effect Size</b>	<b><i>d</i>=0.098</b>			<b><i>d</i>=0.034</b>		
One-way ANOVA	MSE=0.711; F=0.11; p=0.742			MSE=0.740; F=0.04; p=0.837		

**Table 14. Pilot School Effect: Matched Pairs Current Year (2006-2007) Standard Score Means, Standard Deviations, and Effect Sizes**

Group	Mathematics				Reading/Language Arts			
	Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
Pilot SES students	24	-0.7461	1.0900	-0.7820	74	-0.4574	0.9860	-0.4668
Non-Pilot SES students	24	-0.8532	1.0157	-0.8173	74	-0.6302	0.7764	-0.6208
<b>Effect Size</b>	<b><i>d</i>=0.104</b>				<b><i>d</i>=0.196</b>			
<b>Adj. Effect Size</b>	<b><i>d</i>=0.048</b> F=0.03, p=0.871				<b><i>d</i>=0.224</b> F=1.83, p=0.179			

**Table 15. All Students by SOL Proficiency Level: Mathematics**

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	142	294	34,543	57,004	4.7	9.7	21.6	35.6
Proficient	430	691	44,114	67,716	14.2	22.8	27.6	42.3
Does Not Meet	541	1	26,137	400	17.9	0.0	16.3	0.3
Basic	0.0	513	0.0	28,132	0.0	16.9	0.0	17.6
Below Basic	0.0	143	0.0	5,730	0.0	4.7	0.0	3.6
Did Not Attempt	17	6	1,944	664	0.6	0.2	1.2	0.4
Not Available	1,900	1,382	53,232	324	62.7	45.6	33.3	0.2
Total	3,030	3,030	159,970	159,970	100.0	100.0	100.0	100.0

**Table 16. All Students by SOL Proficiency Level: Reading/Language Arts**

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	153	251	34,049	51,407	5.0	8.3	21.3	32.1
Proficient	521	756	50,638	75,369	17.2	25.0	31.7	47.1
Does Not Meet	433	0.0	19,938	181	14.3	0.0	12.5	0.1
Basic	0.0	473	0.0	25,319	0.0	15.6	0.0	15.8
Below Basic	0.0	136	0.0	5,519	0.0	4.5	0.0	3.5
Did Not Attempt	23	10	1,899	1,089	0.8	0.3	1.2	0.7
Not Available	1,900	1,404	53,446	1,086	62.7	46.3	33.4	0.7
Total	3,030	3,030	159,970	159,970	100.0	100.0	100.0	100.0

**Table 17. Sample for State Level Analysis by Proficiency Level: Mathematics**

Proficiency Level	Number				Percent			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	13	31	13	20	8.7	20.7	8.7	13.3
Proficient	60	50	60	61	40.0	33.3	40.0	40.7
Does Not Meet	77	0.0	77	0.0	51.3	0.0	51.3	0.0
Basic	0.0	56	0.0	59	0.0	37.3	0.0	39.3
Below Basic	0.0	13	0.0	10	0.0	8.7	0.0	6.7
Total	150	150	150	150	100.0	100.0	100.0	100.0

**Table 18. Sample for State Level Analysis by Proficiency Level: Reading/Language Arts**

Proficiency Level	Number				Percent			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	43	40	43	60	15.9	14.8	15.9	22.2
Proficient	137	161	137	141	50.7	59.6	50.7	52.2
Does Not Meet	90	0.0	90	0.0	33.3	0.0	33.3	0.0
Basic	0.0	55	0.0	56	0.0	20.4	0.0	20.7
Below Basic	0.0	14	0.0	13	0.0	5.2	0.0	4.8
Total	270	270	270	270	100.0	100.0	100.0	100.0

**Table 19. Sample for Pilot Analysis by Proficiency Level: Mathematics**

Proficiency Level	Number				Percent			
	Pilot Students		Non-Pilot Students		Pilot Students		Non-Pilot Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	1	6	1	3	4.2	25.0	4.2	12.5
Proficient	14	9	12	8	58.3	37.5	50.0	33.3
Does Not Meet	9	0.0	11	0.0	37.5	0.0	45.8	0.0
Basic	0.0	7	0.0	10	0.0	29.2	0.0	41.7
Below Basic	0.0	2	0.0	3	0.0	8.3	0.0	12.5
Total	24	24	24	24	100.0	100.0	100.0	100.0

**Table 20. Sample for Pilot Analysis by Proficiency Level: Reading/Language Arts**

Proficiency Level	Number				Percent			
	Pilot Students		Non-Pilot Students		Pilot Students		Non-Pilot Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	13	16	12	8	17.6	21.6	16.2	10.8
Proficient	42	39	42	52	56.8	52.7	56.8	70.3
Does Not Meet	19	0.0	20	0.0	25.7	0.0	27.0	0.0
Basic	0.0	18	0.0	9	0.0	24.3	0.0	12.2
Below Basic	0.0	1	0.0	5	0.0	1.4	0.0	6.8
Total	74	74	74	74	100.0	100.0	100.0	100.0