

No Child Left Behind (NCLB) Supplemental Educational Services and Student Achievement

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Introduction

- ✘ At the National level, given the current policy debate associated with the reauthorization of NCLB, it is important to make data-informed policy-making.
- ✘ At the District level, it is important to assess the extent to which SES programs can demonstrate positive effects on reading and mathematics using appropriate measurement.

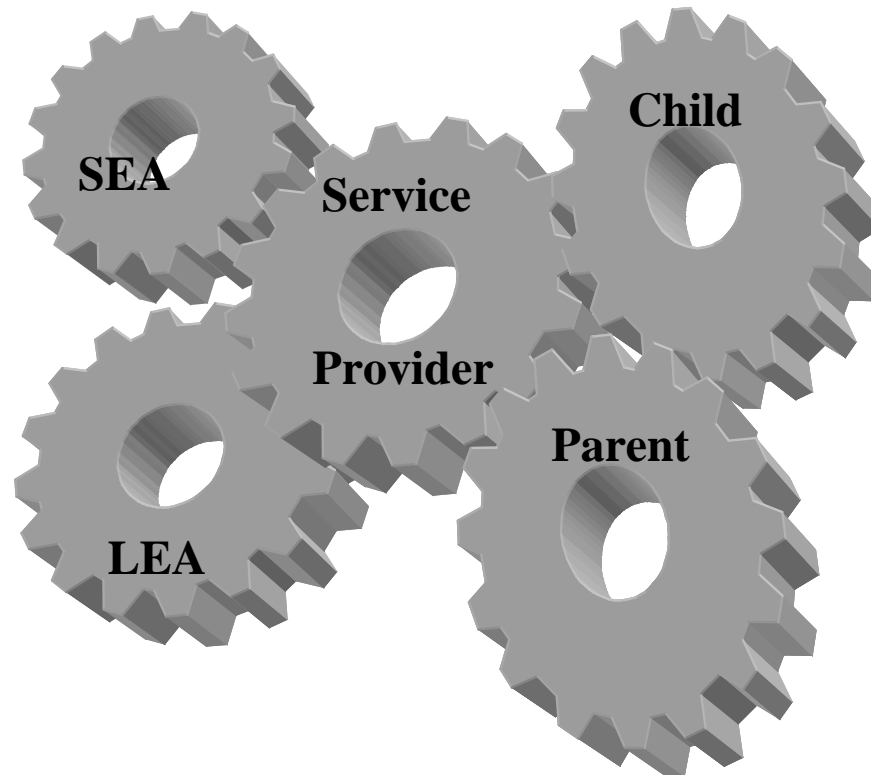
Introduction

- Supplemental Educational Services (SES), a federally mandated program, is designed to raise student achievement in low-performing schools.
- Eligible to receive free tutoring services if they attend a Title I school that has not made adequate yearly progress (AYP) for three or more consecutive years.

Presentation Objectives

- Examine the effectiveness of SES in general and of specific SES providers in raising student achievement in a large urban district.
- Other purposes were to determine the perceptions of varied SES stakeholders—principals/site coordinators, teachers, and parents.

JCPS Title I: Design & Implementation



SES Providers

- Top five providers are:
 - Catapult On-Line; Sylvan Learning Center, Huntington Learning Center, Club Z! In-Home Tutoring, and A Plus In-Home Tutoring.
- The Per Pupil Allocation (PPA) is based on the Title I allocation (\$32,615,814) divided by Census Poverty Data (\$18,430) which results in a PPA of \$1,770.00

Research questions

- How many eligible students utilized Supplemental Educational Services in 2006-2007?
- Did the use of SES had an impact on student learning in reading and math?
 - Overall
 - Service Providers
- What are the perceptions about the SES program?
 - Teachers
 - School Leaders
 - Parents

Research Model & Results

- Mixed-method—quantitative and qualitative data
- Quasi-experimental design
 - Matched treatment-control group pre-posttest design
 - Students demographics, formative, and summative state assessment results for Grades 2 – 11
 - 16,684 (100%) eligible students
 - 3,381 (20%) valid state assessment
 - 2,637 (16%) had state assessment AND previous test scores
 - 2,637 (100%) applied to receive services
 - 1,772 (67%) attended and received services (i.e., treatment group)
 - 865 (33%) applied, but did NOT attend (i.e., control group)
- Program impacts on criterion-referenced test scores
- Included SES service providers (25) with 15 or more students

Teachers' perceptions (N = 78)

Strengths:

- Student's progress did accelerate.
- Very detailed written report on the services provided to my student-very helpful information.
- Phone & progress reports.

Opportunities for Improvement:

- Lack of progress by student.
- No one contacted me personally.
- Although information about the students' progress was received from the provider, their opinions or input as teachers were not solicited.

Principals' perceptions (n = 70)

Strengths:

- Providers sent information regarding students' individual plans and progress.
- The provider was very interested in receiving feedback from the school about the students' performance to best meet their needs.

Opportunities for Improvement:

- Disappointment that providers communicated only to document about participating students.
- Communication occurred very late in the school year.

Parent s' perceptions (N = 267)

Strengths:

- I have been very pleased with the tutoring and that programs like this are available to help my daughter.
- I do like that my child was able to get tutoring. They [the provider] did so well that I will be using them this summer.

Opportunities for Improvement:

- My child was bored with the tutoring she received. She said she would often finish her work before time was up and they would cover stuff she already knew.
- Would like to have more contact about how my child was progressing.

NCLB SES Overall Impact

- Reading:
 - Program effect [$F=1.69$, $p=.19$] indicating non-significant differences between SES and comparison students.
- Mathematics:
 - Program effect was not significant [$F=1.52$, $p=.22$], but adjusted effect sizes (.11) favored SES group.
 - Using number of service hours (i.e., regular attendee > 23.50), KCCT mathematics test scores were directionally higher for regular attendees ($M = 443.74$, $SD = 81.24$), followed by low attendees ($M = 437.23$, $SD = 81.66$) and comparison students ($M = 430.25$, $SD = 82.02$).

NCLB SES individual Provider Impact

READING:

- Huntington Learning ($M_{adj} = 710.64$, $SD = 149.91$) had a *positive* adjusted effect size of $+0.34$ ($F = 8.07$, $p = .01$).
- Sylvan showed a positive trend ($ES = +0.18$) that approximated significance ($F = 3.69$, $p = .06$).

MATHEMATICS:

- Sylvan ($M_{adj} = 444.14$, $SD = 81.36$) had a *positive* adjusted effect size of $+0.35$ ($F = 4.51$, $p = .04$).
- Huntington showed a positive trend ($ES = +0.47$) that approximated significance ($F = 3.40$, $p = .07$).

Overall lessons learned

- Limited duration of the tutoring activity-40 hours; 44 to 88 hours has been recommended by Lauer et al. study (McREL, 2004)
- Failure to implement the interventions; e.g., one-on-one tutoring becomes group tutoring
- Limited communication between providers and teachers/schools (i.e., isolated work)
- The importance of critical teacher buy-in (Datnow et al., 2002; Desimone, 2002)
- Link between intervention and everyday classroom practices (Herman, 2006).

Individual providers lessons learned

- One-on-one tutoring WITH certified personnel AND knowledge of research-based instructional practices
- Providers with “proven” educational programs
- Alignment to state/district curriculum (CCA 4.1)
- Alignment to statewide assessment (KCCT)
- On-going, two-way communication between classroom teachers and service providers
- Frequency and duration of tutoring activities
- Implementation fidelity checks—walk the talk!

Discussion

- Empirical evidence from rigorous research regarding the limited effectiveness of SES in general AND of specific service providers on student achievement.

Limitations:

- Difficult to isolate the impact of SES from other programs (e.g., student motivation, parental involvement).
- SES positive “side effects” (e.g., students’ motivation, self-efficacy, and interest in their education in general).

SEA Implications:

- According to NCLB legislation, SES providers that fail to raise student achievement for two successive years are to be removed from the state-approved list.

Questions and Answers