

The Impact of Supplemental Educational Services on
Standards-Based Assessments

by

Mamie Becenti-Begay

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved April 2015 by the
Graduate Supervisory Committee:

Nicholas Appleton, Chair
Dee Ann Spencer
Loretta Begay-Lynch

ARIZONA STATE UNIVERSITY

May 2015

ABSTRACT

When you have more students who are eligible for tutoring than those who are successfully meeting the academic requirements, then there is a problem. This study examined the impact that NCLB's federal mandates of providing Supplemental Educational tutoring services had on New Mexico's Standards Based Assessment results for eligible elementary students in one district who participated in tutoring for three school years from 2008 to 2011. The quantitative study examined the archived Standards Based Assessment data for each tutored participant leading to the total average means scaled scores per year for four elementary schools in comparison to non-tutored students within the same schools. Research Question 1 asked if Supplemental Educational Services tutoring increased Standards Based Assessment scores. To generalize the results and state whether there was an increase in SBA test scores due to participation in the SES tutoring was not valid. Research Question 2 asked if the number of years tutored increased Standard Based Assessment scores. There were only three students who were tutored for two years consecutively. Research Question 3 asked if one group of providers were more effective than others. One provider was used from 44% to 88% of the time; however, there were no clear findings as to which SES provider was more effective as to SBA gains. Research Question 4 asked as to what services offered from SES providers was the parent choice for tutoring. The researcher found descriptions from the other SES providers to be similar to Club Z! Because interviews were not part of the study and because contacts made with the providers were not successful, pre- and posttest results of participating students were not available. The primary recommendation was that school districts build their own tutoring services that can be monitored.

To

Mother and Father

Bessie Palmer Becenti and the late Richard Becenti, Sr.

They believed formal education could make a difference for those who pursue education but never forget where you came from as a Dine'. They instilled in me to work hard, to love, have faith, and most of all to persevere.

ACKNOWLEDGEMENTS

Above all, I thank my Heavenly Father for his love. Thank you to Arizona State University and my Dissertation Committee. Special thank you to Dr. Dean Webb for the Native American Educational Leadership Cohort. Thank you to my NAEL Cohort and colleagues in the education of our precious little students. Thank you to my husband, Roger Begay for his loving support and never doubting my study. Thank you, Gitana Nicole Yabeny, and Micah Nate Yabeny for enduring the years of my study. To all who I did not mention personally but have been a part of my dissertation journey for many years, thank you.

TABLE OF CONTENTS

	Page
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER	
1 INTRODUCTION	1
Background/Problem Statement.....	1
Purpose of the Study	10
Significance of the Study	11
Definition of Terms.....	12
Assumptions	16
Limitations	16
Organization of Study	17
2 REVIEW OF LITERATURE.....	18
History of No Child Left Behind and Supplemental Educational Services	18
Case Studies of Supplemental Services	19
SES Impact on Student Achievement in a Large Urban District, 2008	19
SES Impact on Tennessee State-Wide Evaluation Study, 2008	20
National Evaluation Reports of Supplemental Educational Services	21

CHAPTER	Page
Title I Program: Stronger Accountability Needed for Performance of Disadvantaged Students, 2000	21
Title I Accountability and School Improvement From 2001 to 2004	22
National Assessment of Title I: Interim Report, Volume 1: Implementation of Title I, 2006	23
State and Local Implementation of the No Child Left Behind Act: Volume I, Title I, School Choice, Supplemental Services, and Student Achievement, 2007	23
National Assessment of Title I: Final Report, Volume I: Implementation, 2007	24
State and Local Implementation of the No Child Left Behind Act: Volume IV, Title I, School Choice and Supplemental Educational Services: Interim Report, 2008	25
Title I Implementation Update on Recent Evaluation Findings, 2009 ...	25
Creating Strong Supplemental Educational Services Programs, 2004 ...	26
Evaluative Reports of SES in New Mexico	27
Supplemental Educational Services Evaluation Report, 2006-07	27
3 METHODOLOGY	41
Introduction	41
Research Design	41

CHAPTER	Page
Population and Sample	42
Selection Criteria and Rationale	43
Data Collection Procedures.....	44
Data and Sources of Data	45
Data Analysis	45
4 DATA ANALYSIS	47
Introduction	47
Data Collection.....	48
Data Analysis	51
School 1: SBA Results (2008-2009).....	62
School 2: SBA Results (2008-2009).....	63
School 3: SBA Results (2008-2009).....	64
School 1: SBA Results (2009-2010).....	65
School 2: SBA Results (2009-2010).....	66
School 3: SBA Results (2009-2010).....	67
School 4: SBM Results (2009-2010)	68
School 1: SBA Results (2010-2011).....	69
School 2: SBA Results (2010-2011).....	70
School 3: SBA Results (2010-2011).....	71
School 4: SBA Results (2008-2009).....	72
Summary	76

CHAPTER	Page
5 SUMMARY/CONCLUSION/RECOMMENDATIONS.....	77
Summary of Findings	79
Research Question 1	79
Research Question 2	81
Research Question 3	82
Research Question 4	83
Conclusion.....	84
Recommendations	85
REFERENCES	87
APPENDIX	
A. GRADE 3: MATH (ENGLISH) PERFORMANCE LEVEL	
DESCRIPTORS	89
B. GRADE 4: MATH (ENGLISH) PERFORMANCE LEVEL	
DESCRIPTORS	92
C. GRADE 5: MATH (ENGLISH) PERFORMANCE LEVEL	
DESCRIPTORS	95
D. GRADE 3: READING (ENGLISH) PERFORMANCE LEVEL	
DESCRIPTORS	98
E. GRADE 4: READING (ENGLISH) PERFORMANCE LEVEL	
DESCRIPTORS	100
F. GRADE 5: READING (ENGLISH) PERFORMANCE LEVEL	
DESCRIPTORS	103

CHAPTER	Page
G. PERMISSION TO CONDUCT RESEARCH STUDY BY NAVAJO NATION.....	106
H. CENTRAL CONSOLIDATED SCHOOL DISTRICT #22 APPROVAL.....	109
I. IRB APPROVAL	111
J. READING AND MATH SCALE SCORES: SCHOOL YEAR 2008-2009.....	113
K. READING AND MATH SCALE SCORES: SCHOOL YEAR 2009-2010.....	115
L. READING AND MATH SCALE SCORES: SCHOOL YEAR 2010-2011.....	117

LIST OF TABLES

Table	Page
1. New Mexico Public Education Department Adequate Yearly Progress	6
2. Ten Elementary Schools Provided SES Tutoring Services Based on Eligibility for Title I Funds for Failing to Make AYP.....	8
3. Evaluation of Supplemental Educational Service Providers in New Mexico (2008- 2009).....	28
4. Evaluation of Supplemental Educational Service Providers in New Mexico (2009-2010).....	32
5. Evaluation of Supplemental Educational Service Providers in New Mexico (2001-2011).....	36
6. Total Choice District Enrollment: Selected School Years.....	42
7. Choice District Total Enrollment: Grades 3, 4, and 5.....	43
8. Choice District Total Enrollment and Percentages: Grades 3, 4, and 5.....	53
9. Choice District Selected Schools Total Enrollment With Percentages Tutored of Third to Fifth Grades	54
10. Enrollment by District and Grade Level at Selected Schools: School Year 2008-2009	55
11. Enrollment by District and Grade Level at Selected Schools: School Year 2009-2010	56
12. Enrollment by District and Grade Level at Selected Schools: School Year 2010-2011	57

Table	Page
13. Selected Schools and SES Tutored Students: Average Mean Scaled Scores in Math and Reading.....	59
14. SES Tutored Students: Math and Reading Total Average Mean Scaled Score.....	60
15. Non-SES Tutored Students: Math and Reading Total Average Mean Scaled Score.....	61
16. School 1 (2008-2009)	63
17. School 2 (2008-2009)	64
18. School 3 (2008-2009)	65
19. School 1 (2009-2010)	66
20. School 2 (2009-2010)	67
21. School 3 (2009-2010)	68
22. School 4 (2009-2010)	69
23. School 1 (2010-2011)	70
24. School 2 (2010-2011)	71
25. School 3 (2010-2011)	72
26. School 4 (2010-2011)	73
27. SES Providers	75
28. Three Students Consecutively Tutored for Two Years.....	81

LIST OF FIGURES

Figure	Page
1. Schools in Need of Improvement—Five Years	7

CHAPTER 1

INTRODUCTION

Background/Problem Statement

Historically, wealthier families had afforded private after-school tutoring. These wealthy families expected their children to increase academic achievement with the individual support of a tutor. The No Child Left Behind Act of 2001 (NCLB) provided the same opportunities for economically disadvantaged students through its supplemental educational service (SES). NCLB built on the 1994 Improving America's Schools Act, to mandate every state and public school districts to improve the academic achievement of students in low-performing schools.

Supplemental Educational Services is part of Parent Choice under NCLB. NCLB provided for children from low-income families enrolled in Title I schools who have not made adequate yearly progress for two years or more to receive supplemental services, including tutoring, remediation, and other academic instruction. Schools qualify for Title I funding based on the number of children who are enrolled and who received free or reduced meals. The Parent Choice is an additional support to assist schools identified as need of improvement. These supplemental educational services need to be consistent with the local educational agency (LEA) and aligned with the state standards. Implementing the supplemental services provisions of NCLB involves cooperation among states, districts, schools, parents, and providers (NCLB, Title I, section 1116[e]). In addition, SES must be high quality and research-based, specifically designed to increase student academic achievement and is provided outside the regular instructional school day.

Initially, after-school programs had targeted latchkey children and were intended to direct children away from alcohol, drug abuse, and gang involvement. By contrast, supplemental educational after-school programs, operating under NCLB, were designed to assist economically disadvantaged students to improve their academic achievement. Prior to NCLB, low-income parents rarely had this option. Now these parents have the opportunity to select tutorial help for their child (U.S. Department of Education, Office of Innovation and Improvement, 2004). Private contractors offering tutoring services to increase student academic achievement in underperforming schools primarily operate these after-school programs. Research shows that schools identified for improvement enroll a disproportionately larger percentage of minorities, low-income, and limited English proficient students, on average, than schools making adequate yearly progress (AYP; Jennings & Rentner, 2006).

The No Child Left Behind Act (NCLB) specifically states the intent to provide parent choice either in the selection of which school their child attends or provides instructional support through SES to increase student achievement, thus changing the designation as being “school in need of improvement.” The federal mandate is clear in its intent to improve schools, by intervening, in states where NCLB’s AYP requirements are not being met. The states are given choices in selecting SES providers that are high quality and research based. The SES providers that the state selects are then made available to their school districts. The school districts then provide a menu of SES providers to local schools who have been designated as a “school in need of improvement.” The local Title I schools pass on the SES listing and descriptions of tutoring services to parents as parent choice. Parents are to decide which tutoring

program best meets their student's academic need. Schools in need of improvement provide an invitation for participation to parents of all students to exercise their choice by selecting a SES provider from whom they would like their child to receive additional supplemental educational services, including tutoring, remediation, and other education interventions. Parents presume that these SES are aligned with the state standards and are of high quality and research based, specifically designed to increase student academic achievement in their respective schools. The school districts and schools presume that these SES providers make a difference in the status of the schools identified as "in need of improvement."

SES tutoring programs target students in low performing schools not making Adequate Yearly Progress (AYP) for two years and identified as a school in need of improvement in one of these designations: *School in need of improvement*, *Corrective Action*, or in *Restructuring* status. After two years, each year that a school does not make AYP, the severity of consequences increases.

A school not making AYP for two years is identified as "in need of improvement" and a school improvement plan is developed. It is expected that the school spends 10% of its Title I funds on professional development and allows parents to transfer their children to a school that has met AYP within the district.

A school not making AYP for three years is identified as "in need of improvement II" and all of the previous consequences apply. In addition, school officials must implement the school improvement plan and provide SES as parent choice.

A school not making AYP for four years is identified as "in corrective action." The school's consequence increases to replacement of staff, changing the curriculum,

decreasing the school's management authority, and hiring outside experts to assist the school in improving its status from corrective action. The school continues to provide parent choice in providing transportation to another AYP school within the district or by providing supplemental educational services.

A school not making AYP for five years is identified as "in restructuring" and all of the above consequences are implemented with choices of choosing an intervention model for the school provided by the state's department of education. The choices are to close the school, reconstitute the school as charter, replace all personnel, or contract with an outside agency for management of the school. A school not making AYP for six years will initiate and implement restructuring plans that will constitute a school reform.

School districts are provided an explanation of the identification and designations of their schools; the reasons for their identification; their comparisons to other schools; and an additional requirement of their low-performing schools to develop a plan to address the problem of low achievement, and what parent options are available. Adequate Yearly Progress (AYP) is a tool required by NCLB to determine meeting academic proficiency targets set by the state in reading and math that school districts and schools must meet to be considered on track for 100% proficiency by the school year 2013-14. Schools are required to meet 95% participation rate on state-mandated assessments, reach targets for proficiency in reading and math or reduce the non-proficiency rates, and reach targets for attendance rates. The subgroups of 25 or more students within the schools have to meet AYP. The subgroups include ethnic/race, economically disadvantaged, students with disabilities, and English Language Learners (NMPED, n.d., *School District Report Card for 2007-08 School Year*)

NCLB outlines responsibilities for the state department of education, local school district, parent, and the SES provider. The state department provides notice to potential SES providers, sets criteria and approves potential SES providers, provides school districts a list of approved SES providers, develops and reports on quality of effectiveness of services offered by approved SES providers as well as provides annual opportunities for interested SES providers. The school district is charged with (a) informing parents of the school's status based on AYP, (b) notifying parents of availability of SES services, (c) providing a list of SES providers, (d) assisting parents if they request assistance in choosing a provider, (e) ensuring the lowest achieving, low-income students receive priority for SES services, (f) collecting parent and student satisfaction surveys, (g) reporting to state on services provided, (h) terminating services of any provider that is not meeting the academic needs of the students, and (i) abiding by the student confidentiality laws.

Supplemental service providers are assumed to provide appropriate tutoring and effective services to meet the academic needs of these students. States are required to monitor and evaluate the effectiveness of supplemental service providers. The most common standard that states have adopted to evaluate the effectiveness of providers is student achievement based on state standard assessments (National Center for Education Evaluation, 2006).

The New Mexico Public Education Department (n.d., *AYP 2011*) clearly defined its expectations for supplemental educational service providers to enhance the regular school-day instruction with high-quality, research-based services specifically designed to increase the academic achievement of qualifying students to meet the New Mexico state

standards through academic assessment. School districts that contract with private tutoring companies to provide after-school tutoring services are challenged to provide after-school tutoring programs to areas serving high rates of economically and educationally disadvantaged minority students with languages other than English. Schools are required to communicate to parents the options for after-school tutoring, clearly emphasizing the NCLB requirements of supplemental educational services, its eligibility, and timelines for applications through appropriate means. Parents are to be provided information in the language that is appropriate for the populations served to help them make informed decisions about which tutoring services that best meet their student’s needs.

Although the intent of offering SES to students in schools not making AYP has been to raise student achievement and improve the status of the school, New Mexico State data indicate a different outcome as seen in Table 1 and Figure 1.

Table 1

New Mexico Public Education Department Adequate Yearly Progress

Status	2005	2006	2007	2008	2009	2010	2011
Made AYP	372 (47.2%)	367 (45.9%)	368 (45.5%)	262 (32.3%)	260 (31.7%)	193 (23.3%)	111 (13.4%)
Did Not Make AYP	416 (52.8%)	433 (54.1%)	440 (54.5%)	549 (67.7%)	560 (68.3%)	634 (76.7%)	720 (86.6%)
Total	788 (100.0%)	800 (100.0%)	808 (100.0%)	811 (100.0%)	820 (100.0%)	827 (100.0%)	831 (100.0%)

Note. Adapted from *AYP 2011*, by New Mexico Public Education Department, n.d.. Retrieved from <http://ped.state.nm.us/ayp2011/><http://ped.state.nm.us/ayp2011/>

Schools in Need of Improvement – 5 Years					
Improvement Category	2005	2006	2007	2008	2009
Progressing	552 (70.0%)	451 (56.4%)	427 (52.8%)	379 (46.7%)	312 (38.0%)
School Improvement I	125 (15.9%)	140 (17.5%)	88 (10.9%)	79 (9.7%)	116 (14.1%)
School Improvement II	33 (4.3%)	110 (13.7%)	104 (12.9%)	85 (10.4%)	73 (8.9%)
Corrective Action	18 (2.3%)	33 (4.1%)	105 (13.0%)	97 (11.9%)	64 (7.8%)
Restructuring I	33 (4.3%)	15 (1.9%)	23 (2.8%)	94 (11.5%)	94 (11.5%)
Restructuring II	27 (3.4%)	51 (6.4%)	61 (7.6%)	77 (9.5%)	161 (19.6%)

Figure 1. Schools in need of improvement—five years

The schools in the State of New Mexico not making Adequate Yearly Progress (AYP) increased each year starting with school year 2005. More than 50% of New Mexico schools failed to make AYP each year with the highest peak at 86.6% in 2011. These schools are identified as schools “in need of improvement” with six categories. Schools that were identified as Progressing declined from 70.0% to 38.0% through the four years while schools in Restructuring I increased from 4.3% to 11.5% and Restructuring II increased from 3.4% to 19.6% during the years 2005 to 2009. Data for 2010 and 2011 were not available. These indicated there are more schools in the State of New Mexico that are failing to meet AYP by 2014 as mandated by NCLB. Bringing this closer to home, the Choice District has a total of 10 elementary schools, with one elementary school under monitoring, of the State of New Mexico Public Education Department’s (n.d., *AYP*) priority schools for failing to make AYP since the initial implementation of NCLB mandate.

The following tables were compiled to track the designations of each elementary school within the Choice District for the last four years. The data presents more schools failed to make AYP and were moving towards corrective action and restructuring

designations each year, thus contributing to the statistics of New Mexico's schools not making AYP in 2010-2011.

Table 2

Ten Elementary Schools Provided SES Tutoring Services Based on Eligibility for Title I Funds for Failing to Make AYP

Choice Elem. Schools	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
School 5	AYP Not Met CA-Delay	AYP Not met R-1	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2
School 6	Meets AYP	AYP Not met	AYP Not met SI-1	AYP Met S-I Delay	AYP Not met SI-2	AYP Not met SI-2 Delay	AYP Met SI-2 Delay	AYP Not met CA
School 7	Meets AYP	AYP Not met	AYP Not met SI-1	Meets AYP SI-1 Delay	AYP Not met SI-1	Meets AYP CA	AYPN Not met CA	AYP Not met R-1
School 2	AYP Not met R-2	Meets AYP R-2 Delay	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2
School 3	Meets AYP	AYP Not met	AYP Not met SI-2 Delay	AYP Not met SI-2	AYP Not met CA	AYP Not met CA	AYP Not met CA	AYP Not met R-1
School 8	AYP Not met R-1	Meets AYP R-1 Delay	AYP Not met R-1	AYP Not met R-2	AYP Not met R-2	Meets AYP R-2 Delay	Closed	Closed
School 9	Meets AYP SI-2 Delay	AYP Not met CA	AYP Not met CA	Meets AYP R-1 Delay	AYP Not met in Prog.	AYP Not met SI-1	AYP Not met SI-1	AYP Met SI-1 Delay
School 4	Meets AYP CA- Delay	AYP Not met R-1	Meets AYP R-1 Delay	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2	AYP Not met R-2
School 1	Meets AYP CA- Delay	Meets AYP	AYP Not met	AYP Not met SI-1	AYP Not met SI-2	AYP Not met CA	AYP Not met R-2	AYP Not met R-2

Table 2 (continued)

Ten Elementary Schools Provided SES Tutoring Services Based on Eligibility for Title I Funds for Failing to Make AYP

School 10	Meets AYP	AYP Not Met	Meets AYP	AYP Not Met Pro- gress- ing	Meets AYP Pro- gress- ing	AYP Not Met Pro- gress- ing	AYP Not Met Pro- gress- ing	AYP Not Met Pro- gress- ing
School 11			Meets AYP		AYP Not Met Pro- gress- ing	Meets AYP Pro- gress- ing	AYP Met Pro- gress- ing	AYP Not Met Pro- gress- ing

Note. No Child Left Behind (NCLB) district accountability data for School Years 2003 to 2009 as posted on the NM Public Education Department website.

Key to Designation:

Progressing - None

SI-1 - School Improvement 1

SI-2 - School Improvement 2

CA – Corrective Action

R-1 – Restructuring 1

R-2 – Restructuring 2

Delay – Made AYP, the first of two years required to return to progressing

These 10 elementary schools were provided SES tutoring services based on their eligibility for Title I funds for failing to make AYP. Table 2 includes eight elementary schools that were closed due to district reconfiguration purposes and a kindergarten-only school called School 11. Parent Choice in transportation or SES tutoring programs was made available through the Choice District in an effort to support the improvement of the school’s designated status. The number of students served at each school through the years and the types of tutoring services provided by selected SES providers are currently not known. The selection process is provided at the Choice District administrative level and the selection of students to receive SES is determined by student assessment data.

Student selection is based on Choice District short-cycle assessments and the lowest scoring students qualifying to receive SES tutoring.

Purpose of the Study

The purpose of this study was to determine whether there was an impact of SES tutoring on the results of Standards Based Assessments for eligible students who participated. The study compared tutored eligible students by examining the following areas: (a) results of average mean scores in reading and math based on New Mexico Standards Based Assessment for selected schools, (b) number of years tutored, (c) a comparison of the results of parent choice SES and SBA scores, and (d) a determination of which SES tutoring services were the result of parent choice for the years selected for the study.

This study evaluated the impact of supplemental educational tutoring services on New Mexico Standard Based Assessment through examination of the math scale scores and reading scaled scores. The research questions to be answered were as follows:

Research Question 1 asked, Does participation in SES tutoring increase Standards Based Assessment scores?

Research Question 2 asked, Does number of years tutored increase Standard Based Assessment scores?

Research Question 3 asked, Which Supplemental Educational Service providers were more effective in academic gains in reading and math based on Standards Based Assessment results?

Research Question 4 asked, What services offered from Supplemental Educational Service providers were parent choice for tutoring.

Significance of the Study

The study can reveal to the researcher, parents, and school districts the academic impact made from implementing NCLB's SES tutoring services for the selected elementary schools. The study can help in evaluating tutoring services provided to students. It will help determine the effectiveness of tutoring services for students who truly need the service. The results of the study could assist school districts in their planning, monitoring, and evaluation of tutoring services. Although SES tutoring is no longer in effect, districts could make better informed decisions regarding tutoring services for students.

The study examined the impact of NCLB's parent choice for this district on the Navajo Nation. SES provider choices seemed limited to students receiving state-approved supplemental educational services through after-school tutoring. The SES provider choices were reduced to a few of the required state-selected private tutoring programs offered by school districts. These SES services were further reduced due to the rural location of some schools serving Navajo students. It is not uncommon for students to travel for an extended amount of time to get to school in rural areas. The technological accessibility and distance traveled to tutoring sites also are problems. These few selected students then receive tutoring for a limited duration and the outcome of the tutoring is not known as to whether it makes a difference for the total school. Are the results of tutoring impacting the students' Standards Based Assessments and contributing to academic gains for the tutored students?

Definition of Terms

Achievement gap. The achievement gap is the difference in academic performance between ethnic groups.

Adequate Yearly Progress. Adequate Yearly Progress (AYP) is the key measure in determining whether a public school or school district is making “annual progress” towards the academic goals set by each state. (NCLB Sections 1111 and 1116).

AYP: AYP is determined by the annual academic proficiency targets set by the state in reading and math that school districts and schools must meet to be considered on track for the federally mandated goal of 100% proficiency by the school year 2013-14. Schools are required to meet a 95% participation rate on state-mandated assessments, reach targets for proficiency in reading and math, or reduce the non-proficiency rates and reach targets for attendance rates. The subgroups of 25 or more students within the schools have to meet AYP. The 95% participation rate applies to subgroups including ethnic/race, economically disadvantaged, students with disabilities, and English Language Learners and subgroups.

Title I school. An elementary or secondary school that receives Title I, Part A Funds. The Title I funds generally support schools in meeting the educational goals of low-income students. A Title I school is required to develop a parent involvement policy with the involvement of parents and community. Title I schools failing to meet AYP requirements face consequences of corrective action and restructuring.

Free and Reduce Price Lunch Program. The National School Lunch program provides cash subsidies for free and reduced-price lunches to students based on family size and income.

Restructuring. The last phase in NCLB's mandate for schools identified in need of improvement. This requires planning and the implementation of an intervention model. The choices are closing the school, reconstituting the school as charter, replacing all personnel, or contracting with an outside agency for management of the school and constituting a school reform.

School improvement designations and requirements. The school's designated status based on not meeting AYP. The phases are School Improvement I, School Improvement II, Corrective Action, Restructuring I, and ending with Restructuring II (Appendices A through F).

Standards Based Assessment. The Standards Based Assessment (SBA) has been used since 2004-2005, and was designed to assess whether students meet grade-specific standards developed by New Mexico professionals. The New Mexico Alternate Performance Assessment (NMAPA) was similarly designed for special education students who meet qualifications for specialized services.

Implementation. The process school districts used to select eligible students to receive SES tutoring. This process began from the time they received a New Mexico State approved SES provider list to actual delivery of SES tutoring to students.

Eligible students. Eligible students were all students from low-income families who attended Title I schools and were in their second year of school improvement, in corrective action, or in restructuring. Eligibility was not dependent on whether a student was a member of a subgroup that caused the school to not make AYP, or whether the student was in a grade that took the statewide assessments as required by Section 1111 of ESEA (Title I, Section 1116 (e)).

Local education agency (LEA). The local education agency is the school in which the student attends. The LEA should work to ensure that parents are receiving easy-to-understand SES information. The LEA must provide parents with an annual notice of SES availability and sufficient time to select the provider they want.

State education agency (SEA). An SEA is typically the State Department of Education or department of public instruction. It is a local state education agency in which the school district and school are located in. The SEA has a responsibility to ensure that high-quality services are delivered. The SEA identifies and approves SES providers and determines whether providers improve student academic achievement. The state must also develop and implement standards and techniques for monitoring quality, performance, and effectiveness of the services offered by the approved SES providers.

Supplemental educational service providers. A provider of supplemental educational services may be any public or private, nonprofit or for-profit, entity that meets the state's criteria for approval. Public schools, including charter schools, private schools, LEAs, educational service agencies, institutions of higher education, faith-based and community-based organizations, and private businesses are among the types of entities that may apply for approval by the SEA. These tutoring services are in addition to academic services that are provided during the school day. Services are designed to increase the academic achievement of students in schools in the second year of improvement, or in corrective action, or restructuring. These services may include tutoring, remediation or other supplemental academic services.

Parent Choice. There are two choice options in the ESEA, as amended by the NCLB. Students attending Title I schools who not made AYP in improving student

academic achievement will be given the option of (a) attending another public school that is making AYP within the district and providing transportation or (b) receiving supplemental educational services, depending on the eligibility of the student and the status of the school. (Title I, Section 1116 (e)).

The school must provide an explanation of the Parent Choice option to all parents of the students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring. The notification must be in an easy-to-understand format and, to the extent practicable, in a language the parents understand.

Outcomes. The increase in student academic achievement documented when students have completed the prescribed SES tutoring time and improvement in AYP status of the school.

Supplemental educational services. Supplemental educational services are additional academic instruction designed to increase the academic achievement of students from low-income families attending Title I schools in their second year of school improvement, in corrective action, or restructuring. These services may include academic assistance such as tutoring, remediation, and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency and are aligned with the state's academic content standards. (Title I, Section 1116(e)).

“Supplemental educational services” means tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on required academic assessments and attain proficiency in meeting the state's academic achievement standards. (Appendix A through F)

Assumptions

The assumption in this study is SES tutoring services do impact those students who are identified as in need of improvement and who participate as a requirement of NCLB's parent choice in schools. It is further assumed the results of the SBA will determine whether SES tutoring services provided by elementary schools do make a difference in reading and math. Additional variables were examined such as the number of years an eligible student was tutored, types of tutoring services, and the contributing factors in the success of SES as part of school improvement.

Limitations

This study was conducted with only one school district and a few selected elementary schools located within the Navajo Nation boundaries. The Navajo Nation is a rural area reaching into New Mexico, Arizona, and Utah. It is a small sample of a greater district and the results may not be indicative and representative of all other schools within the district. The school district has a majority of Navajo students who are enrolled. These schools failed or inconsistently made AYP since the NCLB mandate. These selected elementary schools failed to represent other elementary schools nationwide due to its majority Navajo population and its location on the Navajo Nation.

The findings of this study may lead to better matched selections of supplemental educational services for after-school tutoring programs provided by New Mexico State Department and school districts that serve Navajo students in schools that need improvement. The program design of supplemental educational service providers on improving student achievement may lead to improvement on not only SES program effectiveness or other tutoring programs provided by the federal government but also the

impact SES has on Standards Based Assessment. The evaluation may challenge districts to focus on persistently low-achieving schools by increasing SES providers for that school, extending the length of time with SES tutoring, having consistent effective SES providers, and ensuring district evaluation of selected SES tutoring services and their impact on the improvement of the designated school status based on academic growth gains in reading and math.

Organization of Study

The remainder of the study is organized into four chapters. Chapter 2 presents a review of the literature in SES and its impact on SBA assessments for eligible students. Chapter 3 outlines the research design and methodology of the study. The data sources, data collection and procedures, and data analysis are defined. Chapter 4 presents the data analysis and discussion of the results of the study. Chapter 5 includes the summary of significant findings, conclusions reached as result of the findings, and recommendations of the study for policy, practice, or further research. The study concludes with a bibliography and appendices.

CHAPTER 2

REVIEW OF THE LITERATURE

History of No Child Left Behind and Supplemental Educational Services

The Title I program began in 1965 as part of the Elementary Secondary Education Act (ESEA), the largest federal program supporting elementary and secondary education with the intention of helping all children receive a high-quality education by obtaining proficiency on state standards and assessments. No Child Left Behind was the result of ESEA Reauthorization process beginning in 1999 and became law after the presidency of George W. Bush in January 8, 2002.

Title I targeted additional federal dollars to schools with high concentrations of economically and disadvantaged students both in private and public schools to address the students with the greatest educational needs. These racial and ethnic minority students, low-income students, students with limited English proficiency, and students with disabilities were expected to progress academically and close the achievement gap, reaching 100% proficiency by the year 2014 as stated in NCLB (Webb, 2006).

No Child Left Behind (NCLB), Title I section 1116 (e), Supplemental Educational Services, is a federal mandate to states, school districts, and schools to provide additional academic tutoring after school to increase student academic achievement. This federal mandate specifically stated the expectations of state and local educational agencies and their responsibilities in implementing these tutoring services to eligible students attending schools in need of improvement.

Private tutoring has been evident throughout history. Royalties and upper class families employed private tutors to teach their children academically. Tutoring services

spread to families of the new professions and middle classes in Europe. By 1850 in England, equal amounts of students were being tutored at home as were attending school.

Compulsory education laws came into existence in the early twentieth century after public schools were funded by taxes and movement geared toward teaching the masses rather than on an individual basis. School classrooms were the primary source of academic education. Private tutoring regained its popularity in the early twenty first century for students either at the top or the very low of the lowest academically. The private tutoring services became available to those economically disadvantaged students through NCLB's parent choice. The number of students participating in Title I school choice and SES more than doubled over the three-year period from 2002 to 2005. In 2002, 18,000 students and by 2005, 45,000 students had participated (NCEE, 2006).

In chapter 2, the major topics reviewed are case studies of supplemental services, national evaluation reports of supplemental education services, evaluative reports of supplemental educational reports in New Mexico, and the evaluation of supplemental providers in New Mexico selected to provide services to these elementary schools.

Case Studies of Supplemental Services

Findings from 2003-2004 describe case studies of supplemental services under the No Child Left Behind Act. Under the United States Department of Education, Office of Planning, Evaluation and Policy Development, the initial case studies of school districts providing SES under the NCLB in the years 2003-04 reported their findings were not for evaluative purposes but rather to gain insights on how to improve the implementation of supplemental educational services. In these case studies of the second year of NCLB's SES, purposive samples of six states and nine school districts did not include a nationally

representative sampling. The findings of these case studies revealed the need for accountability measures and a system of implementation for SES tutoring services.

SES Impact on Student Achievement in a Large Urban District, 2008

This study was done in Louisville, Kentucky in 2008. The study involved all the SES participants in the Jefferson County Public Schools. The school served a high percentage rate of at-risk urban students with high poverty levels. The study focused on examining the effectiveness of SES and specific providers in raising student achievement in reading and math. Other purposes were to determine the perceptions of participants and stakeholders regarding SES activities, implementation processes, and educational outcomes. The study revealed no significant difference as to increasing student achievement when they compared the statistics between the treatment and comparison groups for reading and math in tested grades.

SES Impact on Tennessee State-Wide Evaluation Study, 2008

This study focused on the implementation and outcomes of a 2005-2006 evaluation of SES in Tennessee. The study was designed to examine the (a) impacts on student achievement by the individual providers serving students in this state and (b) perceptions of SES implementation and outcomes by all stakeholders. The researchers used value-added methodology to increase the rigor of the achievement analyses conducted in the prior years and in other SES studies by controlling for the effects on achievement scores of both student ability and teacher effectiveness.

The study found that perceptions of the stakeholders had generally positive results towards SES tutoring; however, the effects of the tutoring were small and not significant.

They found that their results were consistent with other studies done on SES and their impact on student achievement.

National Evaluation Reports of Supplemental Educational Services

Title I Program: Stronger Accountability Needed for Performance of Disadvantaged Students, 2000

A congressional report by the United States General Accounting Office in June 2000 requested a stronger accountability for performance of disadvantaged students receiving services under Title I. In this report it was noted that in 1994 there was a turn to school-wide Title I rather than targeted assistance for eligible students. Accountability of educational outcomes for these disadvantaged students created concerns as to the loss of services for students who may have benefited from targeted assistance rather than school-wide programs. Schools that were providing school-wide programs were offering programs with extended instructional time such as tutoring.

The congressional report by the United States General Accounting Office determined at that time that states were not ready to ensure accountability for the educational outcomes of the disadvantaged students in the Title I programs and the results of the overall effectiveness in school-wide programs were inconclusive as the state monitoring procedures varied from state to state (GAO, 2000). As a result, the recommendations made to improve the accountability for the educational outcomes of disadvantaged students were to facilitate the exchange of information between states and more research on the effectiveness of school-wide programs and targeted assistance schools. In this report it was stated schools preferred after-school programs as the choice for additional academic instruction for students who were identified as needing further

assistance. This tutoring choice did not limit the number of students served and may have excluded those students who were performing at a low level, but not the lowest level.

Title I Accountability and School Improvement From 2001 to 2004

The Title I Accountability and School Improvement report began after the NCLB was signed into law nationally. States, school districts, and schools were tracked from the first year of NCLB and into the second year of implementation. The report revealed gaps that emerged between implementation of accountability of states and districts existing systems and what NCLB had envisioned in reaching 100% proficiency in reading and math by 2014. The study also revealed that states, districts, and schools were responding to NCLB's requirements differently based on district size, urban setting, and the level of poverty in schools.

In this report on Title I accountability and school improvement, it was noted that there was an increase from 7% to 19% in SES enrollment in small and rural districts. These small and rural districts were least likely to have students who transferred to other schools within their district or had the fewest alternative schools to choose from. The findings were organized into three sections: eligibility and participation in SES, providers of SES and selections, and barriers to providing and participating in SES. The results showed about the same in increase for eligible students and those who participated in SES between 2002 and 2004. The selected SES provider listings released by states in September for the school year 2002 increased from five states to 19 states in September of 2003, plus the criteria used for selecting SES providers did not change. The barrier identified as the greatest challenge for small and medium districts was the lack of providers available to their students.

National Assessment of Title I: Interim Report, Volume I: Implementation of Title I, 2006

An interim report completed in February 2006 by the Office of Planning, Evaluation and Policy Development on National Assessment of Title I was mandated by the NCLB to evaluate the implementation process and impact of SES. The interim report questioned the number of eligible students and the actual number of students who actually participated, how and when districts and schools inform parents, as well as how the states are monitoring and evaluating the effectiveness of SES.

According to this interim report the number of students participating in Title I school choice and SES more than doubled over the three-year period from 2002 to 2005. In 2002, 18,000 students and by 2005, 45,000 students had participated. Only 1% of eligible students chose to change schools as an option to Title I choice option, and 17% of the eligible students enrolled to receive supplemental educational services indicated that after-school tutoring was more popular. The response to parent notification revealed that various avenues of communication were utilized to inform parents about choice in attending schools; however, the timeline was limiting. The time frame provided gave little time for parents to make a decision on which school their child will attend. This information on school designations came late in the summer from the state departments. The monitoring and evaluations processes were not established by 2005; most states relied on surveys of providers and self-report on student progress (NCEE, 2006-4001).

State and Local Implementation of the No Child Left Behind Act: Volume I, Title I School Choice, Supplemental Educational Services, and Student Achievement, 2007

This report comes from the National Longitudinal Study of No Child Left Behind (NLS-NCLB, 2007). Student data from nine large urban school districts were used to

examine the relationship between participation in the Title I School Choice and SES options and student achievement. The nine large urban school districts selected for this study were Baltimore, Chicago, Denver, Long Beach, Los Angeles, Palm Beach, Philadelphia, San Diego, and Washington, D.C.

The impact of Title I SES on student achievement was found to be statistically significant in reading and math for seven of the nine school districts through meta-analysis, 2002-03 to 2004-05. The students who participated for multiple years in SES tutoring showed greater gains in reading and math. The findings are limited as they are based on a small number of school districts that are not nationally representative; however, the study includes a range of underperforming schools and disadvantaged populations that NCLB was designed to target.

National Assessment of Title I: Final Report, Volume I: Implementation, 2007

The National Assessment of Title I: Final Report was prepared by the Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development to meet the longitudinal study mandate set by Congress for the National Assessment of Title I in its implementation and impact of the program. An earlier interim report had been released in 2006 (Eisner, McCrary, Roney, & Stullich, 2006).

The national assessment report draws from data the National Longitudinal Study of NCLB and the Study of State Implementation of Accountability and Teacher Quality under NCLB dating back to 2004-05. The implementation of Title I school choice and supplemental educational services is one area of focus.

State and Local Implementation of the No Child Left Behind Act: Volume IV, Title I, School Choice and Supplemental Educational Services: Interim Report, 2008

This is a National Longitudinal Study of NCLB and the study of State Implementation of Accountability and Teacher Quality under NCLB. Implementation and monitoring of SES by states, districts, and schools was evaluated with one focus area being SES. Use of state reports, surveys, data from 2004-05 school years and the national database of the 2003-04 AYP status of all schools and schools identified for improvement in 2004-05.

The results reported an average of 57 hours of tutoring services per student per year. From May 2003-2005, the number of approved SES providers increased from 997 to 2,734 with 58% of SES tutoring provided by private providers. The participation of SES services grew from 42,000 in 2002-03 to 233,000 in 2003-04. This interim report found increased hours of tutoring and state-approved SES providers between May 2003 to 2005 and increased participation rate of SES services using data from 2004-2005 school years.

Title I Implementation-Update on Recent Evaluation Findings, 2009

This is a National Longitudinal Study of NCLB and the study of State Implementation of Accountability and Teacher Quality under NCLB. Implementation and monitoring of SES by states, districts, and schools were evaluated with one focus area being SES. Use of state reports, surveys, data from 2004-05 school years and the national database of the 2003-04 AYP status of all schools and schools identified for improvement in 2004-05 including new data from 2006-07 school year. New data includes National

Assessment of Educational Progress (NAEP) and consolidated state student achievement on state assessments, and state-reported data on schools' AYP and improvement status.

The results reported an average of 45 hours of tutoring services per student per year. The participation rate of SES grew from 233,000 in 2003-04 to 449,000 in 2005-06. The number of private SES providers increased from 58% to 76% in 2005-06. By fall of 2006-07, nearly all states had developed systems for monitoring SES providers' effectiveness.

This final report found decreased hours of tutoring and increased participation rates of SES services using data from 2006-07 school years. Nearly all states had developed systems for monitoring SES providers for effectiveness although the evaluation components were generally not as developed as the monitoring components.

Creating Strong Supplemental Educational Services Programs, 2004

This is a report developed by U.S. Department of Education, Office of Innovation and Improvement (2004) for purposes of providing school districts with some guidance in their implementation of SES in their schools. The report defines the roles of the state and the school districts in their bringing SES to families of students who were eligible for tutoring services. The data used were from five districts selected for their strategic plans for administering SES, their strategic plans in outreach and communication, and their explicit recordkeeping practices. The results of the compiled and analyzed data from these identified districts led to some suggested actions for school districts in the form of "how to guidance" in the implementation of SES in their schools.

Evaluation Reports of SES in New Mexico

Supplemental Educational Services Evaluation Report, 2006-07

This summary reports an evaluative study by New Mexico Public Education Department (n.d., *School District Report Card for 2007*) focusing on the SES effectiveness in reading and math and the delivery of services that were analyzed for the State of New Mexico. The outcome of the study revealed statistical significance in math scores based on statistical analysis conducted. The study revealed no statistically significant difference in tutoring as compared to the non-tutored students in achievement scores for reading on SBA tests (Kovacic & Marquez, 2006-07)

Table 3

Evaluation of Supplemental Educational Service Providers in New Mexico (2008- 2009)

Provider name	Subject areas & grades	Ratio hours	Location accessibility	Aligned	Special population	Tutor qualifications	Assessments
Advantage Tutoring Services	LA/Rdg./Math K-8	1:1 to 1:6 22-26 hrs.	Community school Church library	NM State Standards, Bench marks, Performance Standards	ELL Special Education	Licensed teachers w/ BA or higher, AA degree, or high school Diploma/equivalence Background checks	Pre- and post-tests
Babbage Net School, Inc	LA/Rdg./Math 1-12	1:1 to 1:3 40 hrs.	On-line Student's home	Correlate to NM State Academic Standards	ELL Special Education	Licensed teachers w/BA or higher Background checks	Adaptive assessment test
Catapult Online	LA/Rdg./Math 3-12 Keep Computer	1:1 to 1:3 24 hrs.	Student's Home School On-line		ELL Special Education	Licensed teachers w/BA or higher Background checks	Pre- and post-tests
Club Z! in-Home Tutoring Service	LA/Rdg./Math K-12	1:4 to 1:6 17-30 hrs.	Student's home School church Library	NM State Standards, Benchmarks School curriculum	ELL Special Education	Licensed teachers w/BA or higher, more than AA, equiv. w/48 hrs. Background checks	
Club Z! New Mexico, LLC	LA/Rdg./Math K-12	1:1 to 1:3 17.5 to 23.5 hrs.	Student's home School church Library		ELL Special Education Spanish Bilingual	Licensed teachers w/ BA or higher, AA degree, or high school Diploma/equivalence Background checks	

Table 3 (continued)

Evaluation of Supplemental Educational Service Providers in New Mexico (2008 – 2009)

Provider name	Subject areas & grades	Ratio hours	Location Accessibility	Aligned	Special Population	Tutor qualifications	Assessments
Club Z! New Mexico, LLC	LA/Rdg./ Math K-12	1:1 to 1:3 17.5 to 23.5 hrs.	Student's home School Church Library		ELL Special Education Spanish Bilingual	Licensed teachers w/ BA or higher, AA degree, or high school diploma/ equivalence Background checks	
Compass Learning Odyssey	LA/Rdg./ Math K-8	1:1 to 1:3	On-line	State Standards	ELL Special Education	Licensed teachers Background Checks	
Compatible Land, Inc.	LA/Rdg./ Math 2-12	1:1 to 1:3 22-29 hrs.	Student's home, school	NM computer- ized curriculum	ELL Special Education	Licensed teachers Background checks	Skill placement test
Tutorial Services	LA/Rdg./ Math 3-12	1:1 to 1:3	Student's Home On-line		ELL Special Education	Licensed teachers Background checks	
eProgress	LA/Rdg./ Math k-12	1:1 to 1:3 2.5 hrs. per wk.	Student's home On-line		ELL Special Education	Licensed teachers Background checks	
The one- room School House, LLC	LA/Rdg./ Math k-12	1:1 to 1:6 22 hrs.	School Church	NM State Standards, Bench- marks, School curriculum	ELL Special Education	Licensed teachers w/ BA or higher, AA degree, or high school diploma/ equivalence Background checks	
Success Sylvan	LA/Rdg./ Math 2-12	1:1 to 1:3 4-4 hrs. per week	Business		ELL Special Education	Licensed teachers Background checks	Sylvan Skills Assessment

Note. Information gathered from Choice District office, flyers that were provided to parents

These were the 11 selected private after-school tutoring providers with Choice District that were offered as parent choice for school year 2008-2009.

New Mexico, as mandated by the NCLB, provided a listing of eligible Supplemental Educational Service providers to school districts. It is the New State Public Education Department's responsibility to solicit private tutoring companies and screen these providers to be scientifically research based. These selected SES tutoring companies provide a variety of services. There are different characteristics of these SES providers. They have certain subject areas and grades, the ratio of hours, location accessibility, their alignment with state standards, what special populations they serve, the required tutor qualifications, and the types of assessments they use.

SES providers covered subjects in language arts, reading, and math. The grades served varied between kindergartens to 12th grades. Not all grades were tutored. Students were selected for services based on their low achievement status on district assessments.

The ratio of hours varied with the maximum of 30 hours for the total hours. The tutoring was held with one-to-one tutoring or in small groups. Parents determined the location and type of accessibility of tutoring. The majority of these tutoring sessions were held at the student's home school, a few were held at the local church, or held at the student's home. Online tutoring services were limited on the Navajo Nation as students' had no access to the internet. Local schools availed their computer labs for SES tutoring services.

The majority of SES providers stated their curriculum was aligned with the New Mexico State Standards and benchmarks. Some stated they were aligned with the schools' curriculum or used a computerized program that was aligned with New Mexico

curriculum. All the SES providers served all students who were eligible. They served the special population, such as English Learners, Special Education students, and Spanish Bilingual students

The tutor qualifications required by these SES providers clearly stated that tutors were licensed teachers with a high school diploma or equivalence, or Associates of Arts degree, or a Bachelor degree or higher. The distance traveled to provide tutoring services limited outside SES tutors to tutor. Rural school districts utilized their own licensed teachers from within the schools or other qualified teachers from nearby schools to tutor. Some tutoring companies utilized paraprofessionals for their tutors. These tutors had to pass a background check to qualify to be a tutor with these companies.

The assessments that were used by these SES providers were skills placement tests, adaptive assessment tests, and pre- and posttests. These assessments were developed by the SES companies and used to measure student progress at the beginning and end of the tutoring cycle. These selected SES providers were then provided to school districts and on to the parents for their choice of providers.

Table 4

Evaluation of Supplemental Educational Service Providers in New Mexico (2009-2010)

Provider Name	Subject Areas & Grades	Ratio Hours	Location Accessibility	Aligned	Special Population	Tutor Qualifications	Assessments
1 on 1 Tutoring from Club Z!	Reading/LA Math K-12 2x wkly, 1 hr.	1:1	Home School Library		ELL Special Education	Licensed, BA degree or higher, AA degree or higher, HS diploma	
1 Room School House	Reading/LA Math K-8	1:1 to 1:6 2 x wk 1 hr.	School site Community center or private location	99% to NM State Standards	ELL	Licensed, BA degree or higher, AA degree or higher	Pre-post test
100 Plus Tutoring, LLC	Reading/LA Math Science K-12	1:1 to 1:3	Home School site Community Center		ELL Special Education	Licensed, BA degree or higher, AA degree or higher, HS diploma	District assessment or Brigance
A+ Learning Solutions	Reading/LA Math K-12	1:1 to 1:6 16-20 hrs.	School site Home Community Center		ELL Special Education	Licensed, BA degree or higher, AA degree or higher, HS diploma	
A+ Tutoring Services	Reading/LA Math 1-12 Science 3-12 Computerized	1:1 to 1:3	School site Home Community Center On Line		ELL Limited Special Education	Licensed, BA degree or higher	
Advantage Tutoring	Reading/LA Math K-8 2xwkly	1:1 to 1:6	School site Community Center		ELL Special Education	Licensed, BA degree or higher, AA degree or higher	

Table 4 (continued)

Evaluation of Supplemental Educational Service Providers in New Mexico (2009-2010)

Provider Name	Subject Areas & Grades	Ratio Hours	Location Accessibility	Aligned	Special Population	Tutor Qualifications	Assessments
Babbage Net School	Reading/LA Math K-12	1:1 to 1:3	On Line		ELL Special Education	Licensed, BA degree or higher	
Brilliance Academy	Reading/LA Math K-12 3x60 min. wkly	1:7	School site	State and National Standards	ELL Special Education	Licensed, BA degree or higher	
Compatible Land, Inc.	Reading/LA 1-12 Math 3-12	1:1 to 1:3	School site		ELL Special Education	Licensed, BA degree or higher, AA degree or higher	
FELC Tutors	Reading/LA Math K-12	1:1 to 1:7	School site Community Center Student Home		ELL Special Education	Licensed, BA degree or higher, AA degree or higher	Pre/Post Test
Learn it Systems	Reading/LA Math K-8	1:4 to 1:7	School site Community Center Student Home		ELL Special Education	Licensed, BA degree or higher, AA degree or higher	Pre/Post Test
Northern New Mexico Network	Reading/LA Math K-6	1:1 to 1:6	Student Home		ELL Special Education	Licensed, BA degree or higher	
Sylvan Learning Center	Reading/LA Math 2-12	1:1 to 1:6	Center Based in Farmington, NM		ELL Special Education	Licensed teachers or have a bachelor's degree or higher	Sylvan Diagnostic Assessment

Note. Information gathered from Choice District office, flyers that were provided to parents

These are the 13 selected private after-school tutoring providers with Choice District that were offered as parent choice for school year 2009-2010. New Mexico, as mandated by the NCLB, provided a listing of eligible Supplemental Educational Service providers to school districts for school year 2009-2010. It is the New State Public Education Department's responsibility to solicit private tutoring companies and screen these providers to be scientifically research based. These selected SES tutoring companies provided a variety of services. There were different characteristics of these SES providers. They had certain subject areas and grades, the ratio of hours, location accessibility, their alignment with state standards, what special population they served, the required tutor qualifications, and the types of assessments they used.

SES providers for this school year covered subjects in language arts, reading, math, and science. The grades served varied between kindergartens to 12th grades. Students were selected for services based on their low achievement status on district assessments. The total tutoring hours offered by these selected providers were missing on flyers sent to parents. Two SES providers indicated tutoring up to 20 hours. The ratio of tutoring was held with one-to-one tutoring or in small groups up to six.

The parents determined the location and accessibility of services. The majority of these tutoring sessions could be held at a school site, community center, student's home, or online. One SES tutoring service was held in an office located within an hour's drive from the schools. For school year 2009-2010, only two SES providers stated their curriculum was aligned with the New Mexico State Standards and National Standards. All the SES providers served all students who were eligible. They served the special population such as English Learners and Special Education students.

The tutor qualifications required by these SES providers clearly stated that tutors were licensed teachers with a high school diploma or equivalence, or Associates of Arts degree, or a Bachelor's degree or higher. The distance traveled to provide tutoring services limited outside SES tutors to tutor. Rural school districts utilized their own licensed teachers from within the schools or other qualified teachers from nearby schools to tutor. These tutors have to pass a background check to qualify to be a tutor with these companies.

Only a few providers indicated their assessments were a pretest and posttest, used district assessment or Brigance, and Sylvan Diagnostic Assessment. The pretest and posttest assessments were developed by the SES companies and used to measure student progress at the beginning and end of the tutoring cycle.

Table 5

Evaluation of Supplemental Educational Service Providers in New Mexico (2001-2011)

Provider Name	Subject Areas & Grades	Ratio Hours	Location Accessibility	Aligned	Special Population	Tutor Qualifications	Assessments
#1 in Learning	Reading/ LA Math K-12	1:1 1:5	Library Home	National Standard s	ELL Special Education	BA degree or 60 units of college	Pretest Posttest
1 to 1 Tutoring	K-12						Group Reading/ Math and Diagnostic Evaluation
100+ Tutoring LLC	Reading Math Science K-12 17 to 23 hrs.	1:3	Community Center Library School Home	NM State Standard s	ELL Special Education	Certified Teachers or 4 year degrees	
100 Scholars	Reading/ LA Math K-12	1:1 1:5 2 to 3 hrs.	3 rd up Computer based instruction at home				
1 st Advantage Tutoring	Reading Math	1:1 1:5	School site Library				
A 1 New Mexico Teachers	Reading Math	1:1 to 1:3					
A Road 2 Learning	K-2 3-12			NM State Standard s			Pretest
A to Z In-Home Tutoring, LLC	Reading/L A Math	1:1	School site Student Home				Pretest/Post test

Table 5 (continued)

Evaluation of Supplemental Educational Service Providers in New Mexico (2001-2011)

A+ Tutoring Services, Inc.	Reading Writing Math	1:1 1.5- 2.0 2xs wkly	School site Computer based curriculum	
Academia de Ensenanza	2xs wkly		School site Student Home	
Academic Team	Math	1-2 hrs wkly	School site Student Home	
Academic Tutoring Services	1:1 to 1:5			Informal/formal Assessment
ATS Project Success	Reading Math K-12		On Line	
Babbage Net School	Reading Math K-12		On Line	
Brilliance Academy				
Club Z New Mexico, LLC	1:1		School site Student Home Community Center	
Compatible Land, Inc.	Reading/LA Math Writing	1.5 – 2.0 2xs wkly		
Eduwizards, Inc	1:1		Student Home On Line	State Certified Master’s degree or higher
FELC Tutors	Reading/LA Math K-12	1:1 to 1:6 1 to 1.5 hrs.	School Home Online	ELL Special Education

Table 5 (continued)

Evaluation of Supplemental Educational Service Providers in New Mexico (2001-2011)

GradeCracker LLC	1 – 12		On Line	NM State Aligned		Assessment
Grade Plus Tutors	Reading/LA Math K-12	1:1	On Line Student Home			
Imagine Learning	Reading K-8					
Innovadia LLC	1:1		On Line			
Learn-It Systems	Reading Math	1:				
Learning Solutions	Reading Math 2 hrs wkly	1:1 to 1:	School site Student Home	State Standards		
One Room School House	Reading Math	1:1 to 1:6			ELL Special Education	Licensed Teachers or highly qualified College degreed Credential Teachers
Our Place Center of Self-Esteem, Inc.	Reading/LA Math K-12 1.5 hrs 2-3xs wkly	1:1	Student Home			

Note. Information gathered from Choice District office, flyers that were provided to parents.

These are the 27 selected private after-school tutoring providers with Choice District that were offered as parent choice for school year 2010-2011. New Mexico as mandated by the NCLB provides a listing of eligible Supplemental Educational Service providers to school districts for school year 2010-2011. It is the New State Public Education Department's responsibility to solicit private tutoring companies and screen these providers to be scientifically research based. These selected SES tutoring companies provided a variety of services. There were different characteristics of these SES providers. They had certain subject areas and grades, the ratio of hours, location accessibility, their alignment with state standards, what special population they served, the required tutor qualifications, and the types of assessments they used.

SES providers for this school year covered subjects in language arts, reading, math, and science. The grades served varied between kindergarten to 12th grade. Students were selected for services based on their low achievement status on district assessments.

The total hours offered by these selected providers were not indicated by all providers on flyers to parents. One SES provider indicated tutoring up to 20 hours with some providers reporting the duration of two times weekly at two hours per session. The ratio of tutoring was held with one-to-one tutoring or in small groups up to six.

The parents determined the location and accessibility of services. The majority of these tutoring sessions could be held at a school site, community center, student's home, or online. The listing of online tutoring services increased to eight providers rather than five from year 2008-2009 and one from 2009-2010. No SES tutoring services were offered at a local office.

For school year 2010-2011, only five SES providers stated their curriculum was aligned with the New Mexico State Standards only. All SES providers served students who were eligible. Only four out of 27 providers indicated they served the special population such as English Learners and Special Education students.

Only five SES providers clearly stated that tutors were licensed teachers with a high school diploma or equivalence, or Associates of Arts degree, or a Bachelor's degree or higher. The distance traveled to provide tutoring services limited outside SES tutors to tutor. Rural school districts utilized their own licensed teachers from within the schools or other qualified teachers from nearby schools to tutor. These tutors had to pass a background check to qualify to be a tutor with these companies. Only a few SES providers indicated their assessments were a pretest and posttest or an informal assessment developed by the SES companies used to measure student progress at the beginning and end of the tutoring cycle.

A review of the SES provider flyers indicated an increase in the number of available SES tutoring providers in the State of New Mexico for the school years from 2008 through 2011. The first year provider listing was more detailed in the type of services they were willing to provide. In the next two years the flyers became less detailed on the type of services they were providing.

CHAPTER 3

METHODOLOGY

Introduction

This chapter is organized beginning with an introduction, research design, population and sample, sampling procedures, selection criteria and rationale, data collection procedures, data and sources of data, data analysis, and limitations.

Research Design

Quantitative research was used to determine whether there was an impact of SES tutoring on the results of Standards Based Assessments in reading and math. Quantitative research was selected because it is a means to examine the impact of tutored eligible SES students by their results on New Mexico Standards Based Assessments in reading and math within the same school year tutored using the total average math scaled scores and total average reading scaled scores in comparison to the total average math and reading scaled scores of those students who were not tutored from the same school. The quantitative approach provides numerical data through tables showing assumptions on the impact. The decision to use qualitative approach by conducting interviews, focus groups, or surveys would not be appropriate due to the use of archived student SBA data and SES providers. The study examined whether students who may have been tutored for consecutive years had greater increases on the Standards Based Assessment results. The participants from each school beginning with year 2008 were reviewed to identify any students who may have been tutored for consecutive years until 2011. The study further examined which SES providers were parental choice at each school for the years of 2008 through 2011 by disaggregating data from the district SES listing to the actual SES

providers with whom students were tutored. The results of the SBA data determined which types of SES tutoring services were more effective as to impacting academic growth in reading and math as measured by SBA.

Population and Sample

Choice District is the 11th largest school district located northwestern New Mexico. The district has 11 elementary schools, three middle schools, and four high schools. One out of the 11 elementary schools selected was early childhood only. The four schools selected were located within the Navajo Nation boundaries with the majority of the students being Navajo. The selection of schools included Grades 3 to 5 for purpose of sampling from a district with enrollment close to 6,500 students ranging from kindergarten to 12th grades. Table 6 lists the population of students for school years 2008-2009 through 2010-2011.

Table 6

*Total Choice District Enrollment:
Selected School Years*

School Year	Population
2008-2009	6,411
2009-2010	6,236
2010-2011	6,273

The Standards Based Assessment is administered to Grades 3 through 12. The four elementary schools selected enrolled a majority of Navajo students, and all the schools qualified for free or reduced lunch under Title I funding. Title I of the No Child

Left Behind Act is the largest funded program for elementary and secondary schools enrolling children living in poverty and who are not achieving academically.

Choice District reports total student enrollment each school year on the 40th day to the New Mexico State Education Department. Table 7 shows the total district enrollment for Grades 3 through 5 during each selected school year. During school year 2008-2009, 21% of 6,411 students enrolled were in third to fifth grades. During school year 2009-2010, 22% of 6,236 students enrolled were in third to fifth grades. During school year 2010-2011, 23% of 6,273 students enrolled were in third to fifth grades. Table 7 shows the student enrollment only for the four selected schools in this study along with percentages tutored.

Table 7

Choice District Total Enrollment: Grades 3, 4, and 5

School Year	Grade 3	Grade 4	Grade 5	Total
2008-2009	436	453	452	1,341
2009-2010	446	440	466	1,352
2010-2011	498	462	455	1,415

Note. Total Student Enrollment by District for School Years 2008-2011, as submitted on 40th Day Count to Student Teacher Accountability System (STARS)

Selection Criteria and Rationale

The school district selected for this study is located on the Navajo Nation with some schools bordering the Navajo Nation. This district was selected due to the high enrollment of Navajo students and the majority of elementary schools not making AYP for the school years 2008 to 2011. The elementary schools selected are all on the Navajo Nation. Samples include one school with only kindergarten to third grades to ensure the

third grade was represented. The other two selected elementary schools served students in kindergarten through fifth grades, and one elementary school serving only fourth through sixth grades. The selected elementary schools had an enrollment of more than 60 students in Grades 3, 4, and 5 with the assumption there would be enough data for review and analysis.

Data Collection Procedures

Data collection began with approval of the Navajo Nation Internal Review Board to conduct this study on the Navajo Nation (Appendix G). The approval of the Navajo Nation Internal Review Board was required because the data utilized were from schools serving Navajo students. There was not any direct contact with students or parents through interviews, surveys, or focus groups of those who participated in the SES tutoring services for the school years 2008 through 2011.

The approval of Choice School board members and the superintendent was obtained (Appendix H) for the release of participating SES student SBA data from schools serving Navajo students in reading and math from four selected schools identified as “in need of improvement.” The District SES coordinator was contacted to provide a listing of all eligible SES students and a listing of students who participated in SES tutoring for school years from 2008 through 2011. The District data analyst personnel were contacted to provide SBA data of SES eligible students. State Public Education Department’s online site provided available SES evaluation reports. The student data initially consisted of the school names, student names, grade levels, gender, description of selected SES providers, duration of SES tutoring, pre- and post-test SES scores of each student during tutoring, and years of tutoring as well as hours of tutoring services. The

district, school, and student names were changed or deleted during data compilation and analysis for purposes of confidentiality.

The process for approval through the Navajo Nation Internal Review Board (Appendix G) required approval from the Northern Agency Council (Appendix H). The Northern Navajo Agency Council is made up of all the council delegates who represent the northern Navajo Nation Chapters. Further permission to conduct this study was obtained from Arizona State University's Office of Research Integrity and Assurance (Appendix I).

Data and Sources of Data

Data were collected primarily from two institutional data banks. This study utilized archived data from Choice School District's Data Department and the New Mexico State Department's Public Education's website. Choice District's Data Department provided information on SES beginning with 2008-2009 and ending with 2010-2011. The Choice District Data Department retrieved SES provider listings for each school year since the implementation of Parent Choice under the NCLB. The Choice District selected SES providers from the New Mexico State Department's listing of qualified SES providers, additional data to identify the number of eligible students, which (SES providers were selected by parents), and the number of students who participated at each school. The New Mexico Public Education Department's web site was another data source to provide SES information.

Data Analysis

Research questions were answered through comparative data analysis of tutored eligible students based on results of the Standards Based Assessments. The analysis of

the types of selected SES tutoring services and the correlation between SES and SBA results were revealed. The added outcome results of any barriers to school improvement and SES tutoring services were answered through data disaggregation.

CHAPTER 4
DATA ANALYSIS

Introduction

The purpose of this study was to find what impact Supplemental Educational Service tutoring had on Standards Based Assessments in reading and math for students in Grades 3 through 5. The school district selected for this study participated in Parent Choice with NCLB by providing SES tutoring services for eligible students as provided by NCLB's federal mandate. The schools within the school district qualified for SES tutoring services based on their eligibility under Title I and schools not making AYP.

The study examined the impact of SES tutoring on results of SBA in reading and math by disaggregating student data of those who participated in tutoring for three school years. The data were examined by their average scaled scores in reading and math for each student, each school, and for all the three years. The results were compiled by comparing participating subjects to those who did not participate in the SES tutoring for each school and the three school years from the same elementary schools.

The research questions that guided this study were as follows:

1. Does participation in SES tutoring increase Standards Based Assessment scores?
2. Does number of years tutored increase Standard Based Assessment scores?
3. Which Supplemental Educational Service providers were most effective in academic gains in reading and math based on Standards Based Assessment results?
4. What services offered from Supplemental Educational Service providers were the parent choice for tutoring.

To answer these questions the Choice School District SES services and SBA data results were compiled, disaggregated, and analyzed for impact of tutoring on SBA results. The SES tutoring services were provided beginning in the fall of each school year and the SBA were administered in late spring of that same school year allowing for data to be analyzed for immediate results.

Data Collection

The participating students for 2008-2009 to 2010-2011 school years were identified and their Standards Based Assessment results matched to the SES tutored students. The Standards Based Assessments were compiled into average mean scores in math and reading for the whole school and reviewed for increased reading and math proficiency scores based on the New Mexico State proficiency scale cut-off scores for the school years selected.

The collection of data began with listing of all Choice District schools and their AYP rating for each school year to verify their eligibility to receive SES funding for schools within the district not making AYP. The number of SES participants by provider for each school year was provided to reveal parent choice of SES providers for their child. It also provided a description of services that were made available through flyers collected or online provider site information compiled into tables.

Student data analysis began by reviewing a list of eligible SES participants for school years 2008-2009, 2009-2010, and 2010-2011 from the Choice District Data Department. The listing contained identified eligible students who were assigned to a SES provider of their parent choice. The parent selection occurred after the Choice School District provided a menu of SES providers for parents to choose from based on

their child's academic needs. The parents were expected to make a selection and complete a selection form that required they choose three SES providers and rank them as to their first, second, and third choices. This was required in case the SES provider of choice may not be available due to high enrollment or they may have terminated their availability due to lack of enrollment. Once the SES provider enrollment form was returned to the school, the documents were forwarded to the administrator assigned to collect enrollment forms.

Students were placed on the SES-provider listing based on first-come first-serve basis. This means that schools that return their forms immediately got priority for their students being assigned to the SES provider of first choice. Otherwise, students were assigned to their second or third choice they had selected. The District School Title I staff completed the listing of selected students and returned the SES provider listing to the school administrator.

The selection of tutors required to work with SES eligible students was a responsibility of the school. Tutors were not provided by the SES tutoring providers due to the distance traveled to schools in rural areas; therefore, schools utilized their own certified or qualified non-certified staff. The selected schools located on the Navajo Nation and the students' residence were separated by miles and scattered throughout several Navajo Nation communities within the Northern Navajo Agency. Schools encouraged certified teachers and non-certified staff who met the SES provider criteria to tutor and work directly with the SES provider coordinator. Tutors were expected to work with the students after school, at home, or online based on their service description. Some of the SES providers offered online tutoring services where they supplied the computer to the student at their residence. The Navajo Nation had limited locations that have Internet

accessibility; therefore, arrangements were made to utilize the school's computer lab for web-based tutoring. The school had the responsibility of providing transportation during tutoring services until the maximum hours required by the SES provider had been reached. The school campus location was a choice due to the availability of transportation provided by the school district. Very few parents selected providers that requested their student to travel to a center-based tutoring program. SES providers that were center based were selected if parents had the means of transportation or these center-based tutoring programs were located near the parents' residence. Lack of dependable transportation or funds to purchase gas contributed to parent selection of SES providers at their local school.

The data provided by the district personnel coordinating the SES tutoring services included an eligible student response summary report listing the identified total number of eligible students. The report provided a breakdown of the number enrolled and those students actually placed or not yet placed with a provider. Additional information included the number enrolled and on the waiting list as well as the total number who responded or not responded to SES tutoring services offered for the selected school years.

Other information provided on the eligible student response summary were numbers of SES participants for each SES provider selected and the number of students enrolled with that provider for the district during the selected school year. The listing indicates which SES tutoring providers were most favorable to parent choice for that school year (see Table 27).

The next data provided the schools with SES student placement for the selected school year. This information listed each SES provider, tutors, grade levels, and schools

where the tutoring was provided. The students were listed in alphabetical order and not by grades or schools. This information was crucial in the data analysis as it provided the actual SES providers and the students who were tutored for the selected school year.

The SES placement list provided the actual students who were tutored and their choice SES provider. The students' standards-based reading and math scale score assessments were compiled based on this listing. The researcher matched the student with the SES tutoring provider by using the student's name, school, and grade.

Data Analysis

The SBA math scale score and the reading scale score were disaggregated by the school, designated in this research as School 1, School 2, School 3, and School 4 along with their SES providers. Additional data includes the gender, grade level, and the level of proficiency based on the school year's proficiency ranges set by NCLB. Only the grade level and the SBA scaled scores were utilized in this study.

The data presented the favorable parent choice of SES providers at each selected school. The average mean scores of SES eligible participants for the selected elementary schools during school years 2008-2011 were computed according to the grade levels. The average means scale scores were computed for the whole school to get the average mean scale score for all the grades and participants.

Some of the data found there were less than 10 students tutored in small schools. The raw data from each elementary school selected provided the student's name, gender, grade level, and SBA proficiency scores in reading and math. The disaggregated data contained only the number of students who were eligible for SES tutoring and their reading or math standard-based assessment proficiency score.

Table 8 provides a greater picture of all students enrolled during the years of selected study. The Choice District's demographics of total enrollment for all students from K through 12 revealed how many students were qualified to receive SES tutoring for each selected school year.

Another important demographic revealed the total number of third, fourth, and fifth grade students enrolled within Choice District during the school years 2008 through 2011 for Schools 1, 2, 3, and 4 for purposes of clarifying the number of SES-tutored students versus the population at large in those grades. Choice District reported the total student enrollment each school year on the 40th day to the New Mexico State Education Department (see Chapter 3, Table 6).

Table 8 shows the total district enrollment for Grades 3 through 5 during each selected school year. During school year 2008-2009, 21% of 6,411 students enrolled were in third to fifth grades. During school year 2009-2010, 22% of 6,236 students enrolled were in third to fifth grades. During school year 2010-2011, 23% of 6,273 students enrolled were in third to fifth grades. The population of third to fifth graders per School 1, 2, 3, and 4 were consistent in their enrollment for the years 2008-2010, but there was a slight increase for school year 2011.

Table 8

Choice District Total Enrollment and Percentages: Grades 3, 4, and 5

School Year	Grade 3	Grade 4	Grade 5	Total	% of 3,4,5 graders
2008-2009	436	453	452	1,341	21%
2009-2010	446	440	466	1,352	22%
2010-2011	498	462	455	1,415	23%

Note. Total Student Enrollment by District for School Years 2008-2011, as submitted on 40th Day Count to Student Teacher Accountability System (STARS)

Table 9 shows the total number of students enrolled at each school from Grades 3 to 5 for school years 2008 to 2011. There was a gradual increase in percentages of students tutored at Schools 1, 3 and 4, but for School 2 there was a decrease in percentage of students tutored for the third year. School 4 does not show any tutoring for school year 2008-2009 but then picked up for the next two years. The total number of students enrolled and the percentage that received SES tutoring at each school shows some inconsistencies in percentages of students tutored at each school. There is a gradual increase in percentage of students tutored under NCLB's SES for three schools, with School 2 as to their tutored students showing a decline close to half in year 2010-2011. The lowest percentage of tutored students for a school receiving SES tutoring was 9% and the highest percentage of tutored students for a school being 18%. This is double the amount of tutoring one school received versus another school. A closer examination of the four selected schools for this study showed further data disaggregation to reveal the actual students who were tutored with SES.

Table 9

Choice District Selected Schools Total Enrollment With Percentages Tutored of Third to Fifth Grades

	2008-2009		2009-2010		2010-2011	
	Total	SES Tutored	Total	SES Tutored	Total	SES Tutored
School 1	155	9%	152	14%	137	18%
School 2	125	14%	150	14%	190	9%
School 3	169	15%	176	16%	181	18%
School 4	79	0%	73	11%	143	11%

Note. Total Student Enrollment by District for School Years 2008- 2011, as submitted on 40th Day Count to Student Teacher Accountability System (STARS)

Table 10 shows further disaggregation per schools by grade levels during school year 2008-2009. Table 10 reveals the total number of students enrolled per grade in each selected school and the percentage of students who were actually tutored under SES. School 1 had enrollment for Grades 3 through 5 during 2008-2009. Schools 2 and 3 only had fourth and fifth grades. School 4 did not participate in SES tutoring according to data provided for the researcher.

The discrepancy in number of students tutored per grade level at each school revealed how each school within the district varied in providing SES tutoring. For example, School 1 had 22% out of 54 of their third graders enrolled in SES tutoring, School 2 provided 20% out of 59 of their fifth graders tutored, and School 3 had 27% of 85 of their fourth graders tutored.

There is also a difference in the composition of grades prior to district reconfiguration for schools in the year 2010-2011. As Tables 11 and 12 show, until

Choice District reconfigured the elementary schools, only fourth and fifth grades received SES tutoring services because they did not have third graders in their schools at that time.

Table 10

Enrollment by District and Grade Level at Selected Schools: School Year 2008-2009

Choice District	Grade 3	SES Tutored	Grade 4	SES Tutored	Grade 5	SES Tutored	Total
School 1	54	22%	50	2%	51	4%	155
School 2	0	0	66	11%	59	20%	125
School 3	0	0	85	27%	84	4%	169
School 4	79	0	0	0	0	0	79

Note. Total Student Enrollment by District, for SY 2008-2009 as submitted on 40th Day Count to Student Teacher Accountability System (STARS)

Table 11 shows disaggregation of SES tutoring per schools by grade levels during school year 2009-2010. The table reveals the total number of students per grade in each school and the percentage of students who were actually tutored under SES. School 1 had enrollment for Grades 3 through 5 during 2009-2010. Schools 2 and 3 only had fourth and fifth grades, and School 4 had only third grade students tutored.

The discrepancy in number of students tutored per grade level at each school reveals how each school within the district varied in providing SES tutoring. School 1 had 20% of their fourth graders tutored and less of the third and fifth grade students tutored. School 2 provided 19% of their fourth graders being tutored and less of their fifth graders tutored. School 3 had 19% of their fourth graders tutored versus 13% of their fifth graders (Table 11).

The percentages of SES-tutored students per grade for Schools 1, 2, and 3 had a greater percentage of students tutored at Grade 4 with the exception of School 4, which

had 11% of their third grade students tutored because they did not have fourth and fifth graders in their school. Note, there was one student who had no score in the fifth grade at School 2 and was not figured into the percentage for that class (Table 11).

Table 11

Enrollment by District and Grade Level at Selected Schools: School Year 2009-2010

Choice District	Grade 3	SES Tutored	Grade 4	SES Tutored	Grade 5	SES Tutored	Total
School 1	48	4%	45	20%	59	8%	152
School 2	0	0	77	19%	73	8%	150
School 3	0	0	91	19%	85	13%	176
School 4	73	11%	0	0	0	0	73

Note. Total Student Enrollment by District, for SY 2009-2010 as submitted on 40th Day Count to Student Teacher Accountability System (STARS)

Table 12 shows disaggregation of SES tutoring per schools by grade levels during school year 2010-2011. The table reveals the total number of students per grade in each school and the percentage of students who were tutored under SES.

Choice District reconfigured all their elementary schools in the district prior to beginning school year 2010-2011. The reconfiguration resulted with each school teaching grades kindergarten to fifth or sixth grades. School 1 had more students tutored in the fourth and fifth grades at 27% and 26% more than third grade students. School 3 had more students in the fourth grade tutored at 26% than were tutored in the third or fifth grades. School 4 had more third grade students tutored at 18% than were tutored in the fourth and fifth grades at their school (Table 12).

Table 12

Enrollment by District and Grade Level at Selected Schools: School Year 2010-2011

Choice District	Grade 3	SES Tutored	Grade 4	SES Tutored	Grade 5	SES Tutored	Total
School 1	50	4%	44	27%	43	26%	137
School 2	77	4%	60	10%	53	17%	190
School 3	50	18%	53	26%	78	13%	181
School 4	51	18%	47	6%	45	9%	143

Note. Total Student Enrollment by District, for SY 2010-2011 as submitted on 40th Day Count to Student Teacher Accountability System (STARS)

Note that there are missing SBA data in Table 13. One student had no score in the third grade, two students had no scores in the fourth grade, three students had no scores in the fourth grade, and three students had no scores in the fifth grade at School 3. School 4 had one student with no SBA score; all these missing scores were not figured into the percentage for that class. It is not known why these students' scores were not found in Choice District's SBA database. It could be speculated these students transferred outside the school district or they were not present to take the SBA assessments. These missing SBA data were not further investigated at this time.

Table 13 completes the examination of the actual percentage of students who participated in the SES tutoring services for the school years 2008-2011. The following tables show the average mean scaled scores in math and reading for the selected elementary schools.

Table 14 shows the average math and reading scores of combined grades at each selected elementary school. The results are the combined math and reading average of third, fourth, and fifth grades in each school per school year. These numbers represent the actual numbers of students tutored under SES during each school year and the total

average mean scores of all students tutored in each grade. There were variations in numbers per grade tutored as indicated in Tables 11, 12, and 13 due to the configurations of the elementary schools selected. Some schools had third, fourth, and fifth grades, other schools had only fourth and fifth grades, and one school had only third graders tutored.

School year 2008-2009 reveals ranges of math scores from 597 to 621 (Table 13). The ranges of reading scores are from 598 to 620. School year 2009-2010 reveals ranges of math scores from 371 to 619 (Table 13). The ranges of reading scores are from 582 to 619 (Table 13). School year 2010-2011 reveals ranges of math scores from 395 to 465. The ranges of reading scores are from 394 to 466. The result of each school's math and reading scaled scores can be generalized according to the SBA scale range as beginning steps, nearing proficient, proficient, or advanced. The SBA proficiency scales are different for each grade each year of this study (Appendices G, H, and I).

Because the total average mean scores included Grades 3, 4, and 5, to make a general assumption of the proficiency level based on the average mean scale score was inappropriate. School 4 did not participate in tutoring for school year 2008-2009. School 4 would have contributed more SBA scores for third graders to be represented in this study had there been participation in SES tutoring (Table 13).

The average scaled scores are higher in the school year 2008-2009 for School 1, School 2, and School 3. In math, the trend shows a decrease in the total average scale scores each school year with the lowest scaled scores in the year 2010-2011, although there appears to be an increase in the number of students tutored. In reading, Table 13 shows the trend appears to be consistent for school years 2008-2009 and 2009-2010, but drastically decreases for school year 2010-2011.

Table 13

Selected Schools and SES Tutored Students: Average Mean Scaled Scores in Math and Reading

	2008-2009		2009-2010			2010-2011	
	Math	Reading	Math	Reading		Math	Reading
School 1 (3,4,5)	<i>n</i> = 14 597	<i>n</i> = 14 598	<i>n</i> = 16 599	<i>n</i> = 16 605		<i>n</i> = 25 465	<i>n</i> = 25 466
School 2 (4,5)	<i>n</i> = 17 621	<i>n</i> = 17 620	<i>n</i> = 21 619	<i>n</i> = 21 619	School 2 (3,4,5)	<i>n</i> = 18 462	<i>n</i> = 18 462
School 3 (4,5)	<i>n</i> = 26 619	<i>n</i> = 26 614	<i>n</i> = 28 371	<i>n</i> = 28 617	School 3 (3,4,5)	<i>n</i> = 33 436	<i>n</i> = 33 433
School 4 (3)	none	none	<i>n</i> = 8 593	<i>n</i> = 8 582	School 4 (3,4,5)	<i>n</i> = 16 395	<i>n</i> = 16 394

Table 14 reveals the total average mean scaled scores for SES-tutored students from the four selected schools for school years 2008 to 2011. There was an increase in population of students tutored each year for the three years of data compiled. School 1 increased 16 students from school year 2008-2009 to 2009-2010, and then increased 24 students from school year 2009-2010 to 2010-2011. School 3 increased from 26 students during school year 2008-2009 to 33 by year 2010-2011. School 4 increased from eight students during 2009-2010 to the following year 2010-2011 to 16 students.

The math and reading total average mean scaled scores appear to decrease each year for the years selected. Because all the grades are averaged, to compare these average mean scores would not be appropriate as there is variation in each grade's proficiency level. The grade configurations were different for School 1, 2, 3, and 4 throughout the three years. The average mean scaled scores maybe proficient for one grade and nearing proficient or beginning steps in another grade. These proficiency scores also changed from year to year as NCLB's mandate came to a close in 2014.

Table 14

SES Tutored Students: Math and Reading Total Average Mean Scaled Score

Schools 1, 2, 3, 4	2008-2009		2009-2010		2010-2011	
	Math	Reading	Math	Reading	Math	Reading
	<i>n</i> = 57	<i>n</i> = 57	<i>n</i> = 73	<i>n</i> = 73	<i>n</i> = 97	<i>n</i> = 97
Total Average Mean	612	611	546	546	440	439

Table 15 reveals the total average mean scaled scores for non-SES students from the four selected schools for school years 2008-2011. Because all the third, fourth, and fifth grades in the district’s scaled scores were averaged to get these scores, it would not be appropriate to make a comparison directly with the SES-tutored students’ results. The findings were similar to Table 15 where the math and reading average mean scaled scores appear to decrease each year for the years selected. The grade configurations were different for Schools 1, 2, 3, and 4 throughout the three years as previously stated. Again the total scale mean scores maybe be proficient for one grade and nearing proficient or beginning steps in another grade. These proficiency scores also changed from year to year as NCLB’s mandate came to a close in 2014.

The trend revealed in both the SES tutored and non-SES tutored students are similar by higher ranges of total average scaled scores evident in the school year 2008-2009 and then decreasing and presenting lower scores for school year 2010-2011.

Table 15

Non-SES Tutored Students: Math and Reading Total Average Mean Scaled Score

	2008-2009		2009-2010		2010-2011	
Schools 1, 2, 3, 4	Math	Reading	Math	Reading	Math	Reading
Total Average Mean	<i>n</i> = 503 646	<i>n</i> = 504 634	<i>n</i> = 553 603	<i>n</i> = 73 546	<i>n</i> = 191 412	<i>n</i> = 191 408

The trend revealed from examining the mean scaled scores for SES tutored and non-tutored students led to examine whether the years tutored made a difference in SBA scores in reading and math. An attempt was made to track SES tutored students who attended these selected elementary schools from Grade 3 to Grade 5 to determine growth made in SBA scores for school years 2008-2011. To my surprise, I found only two students who were tutored for two years of study from one of the four schools. To present this data would not be appropriate due to confidentiality.

If the study followed students from third grade to 12th grade of NCLB’s SES tutoring implementation, there may have been more success in tracking students for several years with sufficient data. Because the SES tutoring services were parent choice, that was exactly what it turned out to be—a hit and miss approach to tutoring. Consecutive tutoring was not required by NCLB’s parent mandate.

Because parents selected their SES provider for their student each year, I examined their choice of an SES provider for each year studied. The researcher focused on the SES provider with the highest number of students for each school year selected.

The parents chose Club Z! as their SES tutoring provider consistently over the three years beginning from 2008-2011. The data compiled and analyzed were

inconclusive as to which SES provider was more effective in assisting students to make academic gains in reading and math based on their SBA results. The SBA results in reading and math for Grades 3, 4, and 5 were all combined to get the total average mean score.

The SBA results in math and reading were examined in the following tables for each school beginning with school year 2008-2009 with Schools 1, 2, and 3, followed by school year 2009-2010 with Schools 1, 2, 3, and 4, and with school year 2010-2011 with Schools 1, 2, 3, and 4. Each table contains only Club Z! tutored students' SBA results. The designation of beginning step, nearing proficient, or proficient indicates the level of proficiency the student scored on the Standards Based Assessment.

School 1: SBA Results (2008-2009)

The SBA results of School 1 for school year 2008-2009 were reviewed to find which SES providers parents chose to tutor their child. There were a total six different SES providers that were chosen by parents at School 1 during the year 2008-2009 (see Table 27). Club Z! was selected by 44% of these parents during this school year at School 1.

Table 16 presents the SBA designation of the seven students who were tutored by Club Z! Five out of the seven SES-tutored students by Club Z! were third graders with one student data missing the SBA scores and two were fifth graders. In math, three of the third grade students scored nearing proficient and one scored proficient in math. Table 17 reveals there were no fourth grade students who were tutored with Club Z! at School 1. In Table 16, one of the fifth grade students scored one at the beginning step and one scored nearing proficient in math.

In Table 16, in reading, two of the third grade students scored beginning step and two scored proficient in reading. One of the fifth grade students scored beginning step and one scored nearing proficient in reading.

Table 16

School 1 (2008-2009)

SES provider	Grade	Math beginning step	Math nearing proficient	Math proficient	Reading beginning step	Reading nearing proficient	Reading proficient	No score
Club Z!	3rd	0	3	1	2	0	2	
	4th	0	0	0	0	0	0	
	5th	1	1	0	1	1	0	

School 2: SBA Results (2008-2009)

The SBA results of School 2 for school year 2008-2009 were reviewed to find which SES providers parents chose to tutor their child. There were a total of four different SES providers that were chosen by parents to tutor their student for School 2 during the year 2008-2009 (see Table 27). Club Z! was selected by 84% of these parents during this school year at School 2.

Table 17 presents the SBA designation of the 16 students who were tutored by Club Z! There were no third grade students at this school. In math, four of the fourth grade students tutored scored nearing proficient and one scored proficient in math. Nine of the fifth grade students tutored scored nearing proficient, one student scored beginning step, and one student had no SBA score. Table 17 reveals there were more fifth grade

students tutored than fourth grade students in reading. Table 17 reveals School 2 had more students scoring nearing proficient on the SBA.

In reading, one of the fourth grade students scored beginning step, two scored nearing proficient in reading, and two scored proficient. Four of the fifth grade students scored beginning step, six scored nearing proficient, and one student had no SBA score.

Table 17

School 2 (2008-2009)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	0	0	0	0	0	
	4th	0	4	1	1	2	2	
	5th	1	9	0	4	6	0	1

School 3: SBA Results (2008-2009)

The SBA results of School 3 for school year 2008-2009 were reviewed to find which SES providers parents chose to tutor their child. There were a total six different SES providers that were chosen by parents to tutor their students for School 3 during the year 2008-2009 (see Table 27). Club Z! was selected by 65% of these parents during this school year at School 3.

Table 18 presents the SBA designation of the 17 students who were tutored by Club Z! There were no third grade students at this school. In math, one of the fourth grade students tutored scored beginning step, 14 scored nearing proficient, and one scored proficient in math. One of the fifth grade students tutored scored proficient. Table

18 reveals there were more fourth grade students tutored than fifth grade students in math. School 3 had more students scoring nearing proficient on the SBA.

Table 18 shows that in reading seven of the fourth grade students scored beginning step, eight scored nearing proficient in reading, and one scored proficient. One of the fifth grade students scored nearing proficient at School 3. School 3 had more fourth grade students tutored than fifth grade.

Table 18

School 3 (2008-2009)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	0	0	0	0	0	
	4th	1	14	1	7	8	1	
	5th	0	0	1	0	1	0	

School 1: SBA Results (2009-2010)

The SBA results of School 1 for school year 2009-2010 were reviewed to find which SES providers parents chose to tutor their child. There were a total of four different SES providers that were chosen by parents to tutor their students for School 1 during the year 2009-2010 (see Table 27). Club Z! was selected by 50% of these parents during the school year 2009-2010 at School 1.

Table 19 presents the SBA designation of the eight students who were tutored by Club Z! This school had third to fifth grade students who were tutored for this school year. In math, the only third grade student tutored scored proficient in math. Four of the

fourth grade students tutored scored nearing proficient. One of the fifth grade students scored beginning step, two of the fifth grade students scored nearing proficient.

In reading, the only third grade student scored nearing proficient in reading. One of the fourth grade students scored beginning step, and three scored nearing proficient. One of the fifth grade students scored beginning step, and two students scored nearing proficient. All three grades had more students scoring nearing proficient than beginning step. There were no proficient students in reading.

Table 19

School 1 (2009-2010)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	0	1	0	1	0	
	4th		4	0	1	3	0	
	5th	1	2	0	1	2	0	

School 2: SBA Results (2009-2010)

The SBA results of School 2 for school year 2009-2010 were reviewed to find which SES providers parents chose to tutor their child. There were a total of five different SES providers that were chosen by parents to tutor their students for School 2 during the year 2009-2010 (see Table 27). Club Z! was selected by 68% of these parents during the 2009-2010 school year at School 2.

Table 20 presents the SBA designation of the 15 students who were tutored by Club Z! This school had only fourth and fifth grade students who were tutored for this school year. In math, one of the fourth grade students tutored scored beginning step, and

eight scored nearing proficient. Six of the fifth grade students scored nearing proficient. There were more fourth grade students tutored than the fifth graders at this school.

In reading, four of the fourth grade students scored beginning step, four scored nearing proficient, and one scored proficient. Five of the fifth grade students scored nearing proficient and one scored proficient. There were more fourth graders who were at beginning step.

Table 20

School 2 (2009-2010)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	0	0	0	0	0	
	4th	1	8	0	4	4	1	
	5th	0	6	0	0	5	1	

School 3: SBA Results (2009-2010)

The SBA results of School 3 for school year 2009-2010 were reviewed to find which SES providers parents chose to tutor their child. There were a total of four different SES Providers that were chosen by parents to tutor their student for School 3 during the year 2009-2010 (see Table 27). Club Z! was selected by 79% of these parents during the 2009-2010 school year at School 3.

Table 21 presents the SBA designation of the 22 students who were tutored by Club Z! This school had only fourth and fifth grade students who were tutored for this school year. In math, one of the fourth grade students tutored scored beginning step, 12 scored nearing proficient, and one scored proficient. One of the fifth grade students

scored beginning step, and 10 of the fifth grade students scored nearing proficient. There were more fourth grade students tutored than the fifth graders at this school.

In reading, six of the fourth grade students scored beginning step, eight scored nearing proficient, and three scored proficient. Three of the fifth grade students scored beginning step, seven scored nearing proficient, and one scored proficient. There were more fourth graders that were at beginning step.

Table 21

School 3 (2009-2010)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	0	0	0	0	0	
	4th	1	12	4	6	8	3	
	5th	1	10	0	3	7	1	

School 4: SBA Results (2009-2010)

The SBA results of School 4 for school year 2009-2010 were reviewed to find which SES providers parents chose to tutor their child. There were a total of two different SES providers that were chosen by parents to tutor their students for School 4 during the year 2009-2010 (see Table 27). Club Z! was selected by 88% of these parents during school year 2009-2010 at School 4. Table 22 presents the SBA designation of eight students who were tutored by Club Z! This school had only third grade students who were tutored for this school year as it only served kindergarten to third grade. In math, five of the third grade students tutored scored nearing proficient and two scored

proficient. In reading, five of the third grade students scored beginning step, and two scored nearing proficient.

Table 22

School 4 (2009-2010)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	5	2	5	2	0	
	4th	0	0	0	0	0	0	
	5th	0	0	0	0	0	0	

School 1: SBA Results (2010-2011)

The SBA results of School 1 for school year 2010-2011 were reviewed to find which SES providers parents chose to tutor their child. There were a total of seven different SES providers that were chosen by parents at School 1 during the school year 2010-2011 (see Table 27). Club Z! was selected by 64% of these parents during the 2010-2011 school year at School 1.

Table 23 presents the SBA designation of the 16 students who were tutored by Club Z! This school served third, fourth, and fifth graders. In math, one of the third grade students scored beginning step. Three of the fourth graders scored beginning step, six scored nearing proficient, and one scored proficient. Three of the fifth graders scored beginning step, and two scored nearing proficient.

In reading, one of the third grade students scored beginning step. Two of the fourth grade students scored beginning step, six scored nearing proficient, and two scored

proficient. Five of the fifth graders scored nearing proficient. There were more fourth graders who were tutored during the 2010-2011 school year.

Table 23

School 1 (2010-2011)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	1	0	0	1	0	0	
	4th	3	6	1	2	6	2	
	5th	3	2	0	0	5	0	

School 2: SBA Results (2010-2011)

The SBA results of School 2 for school year 2010-2011 were reviewed to find which SES providers parents chose to tutor their child. There were a total of six different SES providers that were chosen by parents at School 2 during the year 2010-2011 (see Table 27). Club Z! was selected by 57% of these parents during the 2010-2011 school year at School 2.

Table 24 presents the SBA designation of 12 students who were tutored by Club Z! This school served third, fourth, and fifth graders. In math, two of the third grade students scored beginning step, one scored proficient, and one student had no SBA score. Three of the fourth graders scored nearing proficient. Three of the fifth graders scored beginning step and four scored nearing proficient.

In reading, two of the third grade students scored beginning step, one scored proficient, and one student had no SBA score. Two of the fourth grade students scored nearing proficient and two students had no SBA scores. Five of the fifth graders scored

beginning step, and seven scored nearing proficient. There were more fifth grade students who were tutored for the school year 2010-2011.

Table 24

School 2 (2010-2011)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	2	0	1	2	0	1	1
	4th	0	3	0	0	2	0	2
	5th	3	4	0	1	7	0	

School 3: SBA Results (2010-2011)

The SBA results of School 3 for school year 2010-2011 were reviewed to find which SES providers parents chose to tutor their child. There were a total of seven different SES providers that were chosen by parents at School 3 during the year 2010-2011 (see Table 27). Club Z! was selected by 72% of these parents during school year 2010-2011 at School 3.

Table 25 presents the SBA designation of the 39 students who were tutored by Club Z! This school served third, fourth, and fifth graders. In math, five of the third grade students scored nearing proficient. Two of the fourth graders scored beginning step, six of the fourth graders scored nearing proficient. Three of the fifth graders scored beginning step, five of the fifth graders scored nearing proficient, and one scored proficient.

In reading, four of the third grade students scored beginning step and one scored nearing proficient. Two of the fourth grade students scored beginning step, six of the

fourth grade students scored nearing proficient, and three students did not have SBA scores. Three of the fifth graders scored beginning step, five of the fifth graders scored nearing proficient, one scored proficient, and three of the fifth graders did not have SBA scores.

Table 25

School 3 (2010-2011)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	0	5	0	4	1	0	
	4th	2	6	0	2	6	0	3
	5th	3	5	1	3	5	1	3

School 4: SBA Results (2010-2011)

The SBA results of School 4 for school year 2010-2011 were reviewed to find which SES providers parents chose to tutor their child. There were a total of three different SES providers that were chosen by parents at School 4 during the year 2010-2011 (see Table 27). Club Z! was selected by 76% of these parents during the 2010-2011 school year at School 4.

Table 26 presents the SBA designation of the 13 students who were tutored by Club Z! This school served third, fourth, and fifth graders. In math, one of the third grade students scored beginning step, five scored nearing proficient, and one scored proficient. Three of the fourth graders scored beginning step. Three of the fifth graders scored beginning step.

In reading, six of the third grade students scored beginning step and one scored nearing proficient. Three of the fourth graders scored beginning step. Three of the fifth graders scored beginning step. There were more third graders who were tutored during this school year.

Table 26

School 4 (2010-2011)

SES Provider	Grade	Math Beginning Step	Math Nearing Proficient	Math Proficient	Reading Beginning Step	Reading Nearing Proficient	Reading Proficient	No Score
Club Z!								
	3rd	1	5	1	6	1	0	
	4th	3	0	0	3	0	0	
	5th	3	0	0	3	0	0	

Table 27 reveals the parent choice in SES providers for the three years of this study. The table indicates the parent choices for the three years reviewed. Club Z! was the one SES provider that was consistently chosen throughout the three years by parents to provide tutoring.

Club Z! had two separate provider listings for school year 2008-2009. The names were Club Z! in-Home Tutoring Service and Club Z! New Mexico, LLC. School year 2008-2009 SES providers listed the provider as Tutoring with Club Z! and for school year 2010-2011 it was only Club Z! New Mexico. It is presumed that these three SES providers are the same provider consistently chosen throughout the three years studied.

Club Z! served grades Kindergarten through the 12th grade and tutored in the areas of language arts, reading, and math. Their tutoring hours began with 17 hours minimum to 23.5 hours maximum. The location accessibility listed as student's home,

school, church, or library. Their curriculum specified alignment with New Mexico Standards and Benchmarks or they used the school's curriculum. The population they served was English Language Learners, Special Education, and Spanish Bilingual. Their tutor qualifications listed were licensed teachers with BA or higher, an AA degree equivalent to 48 hours, or a high school diploma. Each tutor had to have a background check. There were no pre- and posttests administered to students who were listed except for school year 2010-2011.

In reviewing Table 27, Club Z! was overwhelmingly chosen by parents for all three school years chosen for this study. A closer examination of each school year is presented beginning with school year 2008-2009, during which year 66% or 133 out of 203 parents chose Club Z! There were 12 SES providers offered to parents this school year. For school year 2009-2010, 61% or 221 out of 365 parents chose Club Z! There were 13 SES providers offered to parents this school year. For school year 2010-2011, 73% or 74 out of 102 parents chose Club Z! There were 15 SES providers offered to parents this school year.

Table 27

SES Providers

Service Provider SY 2008-2009	Number of SES tutored students	Service Provider SY 2009-2010	Number of SES tutored students	Service Provider SY 2010-2011	Number of SES tutored students
Advantage Tutoring Services (ATS)	11	100+ Tutoring Services, LLC	8	#1 in Learning	3
Alternative Unlimited, Inc.	2	1 st Advantage Tutoring Services	10	100 Scholars	2
Babbage	2	A+ Learning Services	4	100+ Tutoring Services, LLC	11
Club Z! NM	133	A+ Tutoring Services	5	1 st Advantage Tutoring Services	5
Compass Learning	0	Babbage Net School	2	A 1 New Mexico Teachers, LLC	2
Educate Online	2	Brilliance Academy	7	A to Z In-home Tutoring, LLC	0
Florida Education Leadership Counsel (FELC)	16	Club Z! NM	221	A+ Tutoring Services (CBLPC)	0
Northern New Mexico Network	12	CompatibleLand, Inc.	2	ATS Project Success	1
One Room School House	15	FELC Tutors	5	Babbage Net School	2
Save the Children Federation	0	Learn it Systems	1	Club Z! New Mexico, LLC	74
Success Sylvan	10	Northern New Mexico	10	Compatible Land, Inc.	0
Tutorial Services	0	One Room School House	17	Learning Solutions	1
		Sylvan learning Center	73	One Room School House	1
				Power of Math Mathnasium	0
				Project Life Impact	0
				Sylvan Learning Center	5
Total	203	Total	365	Total	107

Summary

In summary, data were collected for the SES participants in third to fifth grades from the selected schools for the three years, as well as data from all non-SES participants in third to fifth grades from the selected schools for three years. The attempt to compare SBA scores of SES-tutored students to non-SES tutored students was not successful due to other variables that were not included in this study.

The sample is not a true cohort because the students did not remain the same throughout the school years examined. The results could be generalized based on the total average mean scores that were compiled with the trends revealed for both SES tutored and non-tutored participants.

In summary, the findings in Chapter 4 present no clear indication of growth made by students who were provided SES tutoring for school years 2008-2011. The findings show similar trends of SES-tutored students and non-SES tutored students' total average mean scaled scores when compared for the three years of the study. The math and reading total average mean scaled scores appear to decrease each year for the years selected. A generalization based on the New Mexico Public Education Department's scaled scores for each year could mean more proficient students within the district but not necessarily the SES-tutored students.

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This final chapter contains the summary of research findings, conclusions, and recommendations for further study on the impact of tutoring services to increase reading and math scores for elementary students. NCLB has expired in its federal mandate to provide parent choice. The initial choice provided students an option to be transferred to a nearby school that was making AYP. The second choice allowed for parents to choose a quality and research-based SES tutoring provider that would meet the needs of their child. NCLB's federal mandate's goal was to close the achievement gaps of students attending schools that did not make AYP for three consecutive years and improve the designated status of these schools. NCLB's federal mandate afforded parents free tutoring in their homes, schools, or within their community. Throughout history private tutors were hired by the wealthy to intervene and assist those who needed additional support. In a sense, NCLB leveled the playing field for all students to receive tutoring and increase their academic standing.

As an educator, SES-tutoring services sparked my interest in whether these tutoring services impacted student learning. It seemed logical that students who received additional targeted instruction above and beyond the regular school day would increase their academic learning. More specifically, did the tutoring services impact the results of the SBA in reading and math for students who were tutored under SES? The tutoring was provided by teachers and qualified staff year after year without any feedback to classroom teachers on increased learning through data from the SES providers or the tutors.

The SBA results were often utilized as the end-all of data in measuring school improvement. Schools that were not performing based on NCLB's AYP goals were scrutinized for their status and faced with threats of takeover by the New Mexico State Education Department. NCLB's federal mandate to provide SES tutoring were embraced by schools to aid in turning schools around that needed the assistance. The years went by and the same schools that failed were joined by other schools within the district and the State of New Mexico as a whole in not making AYP. The purpose of this research was to study the impact of supplemental educational service tutoring on Standards Based Assessments.

Chapter 2 presents literature review consisting of the history of the No Child Left Behind, Title I section 1116 (e), case studies during early implementation of NCLB's SES, case studies of large urban districts examining the effectiveness of SES tutoring; congressional reports of the United States General Accounting Office of Title I; interim reports of Evaluation and Policy Development on National Assessment of Title I; National Longitudinal Study of NCLB U.S. Department of Education Office of Innovation and Improvement; and evaluation reports of SES in New Mexico. Chapter 3 is the methodology presenting the use of quantitative research to determine the impact of SES tutoring on the results of Standards Based Assessments for eligible students who participated. Archived student data were used for this study with limitations on access to pre- and post-test from SES providers. With this awareness the researcher chose not to use qualitative research by conducting interviews, focus groups, or surveys. Chapter 4 results are presented to answer the four research questions.

1. Does participation in Supplemental Educational tutoring increase Standards Based Assessment scores?
2. Does number of years tutored increase Standard Based Assessment scores?
3. Which Supplemental Educational Service were more effective in academic gains in reading and math based on Standards Based Assessment results?
4. What services offered from Supplemental Educational Service providers were the parent choice for tutoring?

Summary of Findings

Research Question 1

Research Question 1 asked, Does participation in Supplemental Educational Services tutoring increase Standards Based Assessment scores? The results of the study were based on SBA results for one school district with elementary schools on or near the Navajo Nation. The researcher selected school years 2008-2011 to study the SBA results in reading and math for four elementary schools that participated in providing SES tutoring to eligible students. The SBA results of SES tutored students were compared to the mean scale scores of non-SES students in the same grades at the same schools within the same school district.

The results of the SBA mean scaled scores resulted in variation in proficiency levels for the SES tutored and non-SES tutored students in reading and math. This is due to the different ranges of scaled scores for each grade each year based on the yearly designation charts put out by the New Mexico Department of Education. A math or reading scale score could result in a difference in designation of beginning step, nearing proficient, proficient, or advanced depending on the year and the grade level. To

generalize the results and state whether there was an increase in SBA test scores due to participation in the SES tutoring would not be valid. A further study applying statistical analysis to the average mean scaled scores is needed to determine whether there was a significant impact on the SBA scores in math or reading. A study done at a large urban district in Kentucky used statistical analysis with non-significant outcomes. They found no difference between the SES and non-SES comparative students in math or reading (Potter et al., 2007).

What was revealed was a trend of decreased mean scaled scores for both reading and math for the three years examined for both the SES tutored students and the non-SES tutored students. In comparing these trend scores with the New Mexico Assessment and Accountability scale scores (Appendices J, K, and L), it generally meant the total school's students and tutored students made gains.

Some additional findings were that not all students who participated in the SES tutoring were students who were in the beginning steps according to their SBA results. Title I statutory provisions funded schools with high concentrations of economically and educationally disadvantaged children. These tutoring programs were designed to bring tutoring services to those students with greatest educational need (Gordon, 2007)

The beginning step score on the SBA would indicate there is an urgent need to assist these students to increase their math or reading scores (Appendices A through F). Instead the raw data revealed a mixture of students who ranged from beginning steps to proficient in Grades 3 to 5 who participated in the SES tutoring for the three years examined. Because it was parent choice, schools had no control over which parents would accept tutoring that was made available to their child. The parents of students who

scored beginning step may not have responded to the offer for their child to receive free SES tutoring.

Research Question 2

Research Question 2 asked, Does the number of years tutored increase Standard Based Assessment scores? The years selected revealed no students were tutored consecutively for the three years studied. The researcher initially thought there would be students who participated throughout the three selected years of study. Each student who participated beginning with third grade as their first year were tracked from 2008-2009 to 2010-2011 hoping to collect two years of SBA data while they were being tutored. To my surprise I found only three students who were tutored for two years consecutively at one school.

Table 28

Three Students Consecutively Tutored for Two Years

	School Year 2008-09		School Year 2009-10	
	3rd Grade		4th Grade	
Student A	Math	Reading	Math	Reading
	571/NP	585/BS	585/NP	727/NP
Student B	Math	Reading	Math	Reading
	585/NP	579/BS	582/BS	553/BS
Student C	Math	Reading	Math	Reading
	600/NP	594/NP	622/NP	638/NP

In examining their data results, the scaled scores remained in the beginning step and nearing proficiency levels although there was increase within each scale score. In generalization, I could say SES tutoring did make a difference in two out of the three students' SBA scores because they increased in their scale scores for one year; however,

it would not be valid to claim there was a significant impact on their SBA scores because of the SES tutoring. There were other variables that could have contributed to this increase in their math and reading SBA scaled scores. It is known these students utilized the same SES provider in third grade and fourth grades.

This would be directly related to parent choice of accepting tutoring service each year for their child. Each year the school district selected SES providers that met criteria and disseminated the listing to the schools. The schools then sent the information home with students for parent review. Did parents receive the information on SES provider services sent with their children? This could lead to parents choosing a different SES provider for their child's tutoring each year causing difficulty in comparing SBA scores as a result of tutoring.

Research Question 3

Which Supplemental Educational Service providers were more effective in academic gains in reading and math based on Standards Based Assessment results? The results of the data analyzed revealed that one SES provider was certainly parent choice. Club Z! was chosen a majority of the time throughout the years. The range of parent choice was 44% to 88% in choosing Club Z! during the school years 2008 through 2011. It is not known exactly why parents chose Club Z! as no interviews were done to collect data on student perspectives, parent perspectives, teacher perspectives, school perspectives, or district perspectives.

The results of math and reading proficiency levels for each school beginning with school year 2008 and ending 2011 indicated no clear findings on which SES provider was more effective as to SBA gains. The data were not disaggregated to indicate which

provider was more effective than the other due the overwhelming parent choice for one SES provider. Generally I could assume that the results of the SBA scaled scores in math and reading reflected Club Z!'s impact; however, it would not be a valid assumption. In fact, it cannot be concluded from the available data that any of the programs or approaches were effective. A study done in Tennessee stated it was challenging to evaluate SES effect due to a student's instructional orientation, multiple providers, schools and districts measuring differently for effects, type of control, and for implementation variables (Ross et al., 2008) There were also potential impacts of treatment contamination produced by multiple variables regarding school programs, curriculum, and teacher effects (Ross et al., 2008).

Additional findings revealed students who scored proficient in either math or reading after participation in the SES tutoring. It is highly unlikely that these students were at the beginning level when they started tutoring in the fall and scored proficient during spring SBA assessment. Students scoring beginning level lacks foundational skills to close the academic gaps. Moving them from beginning level to proficiency would require intensive tutoring in content areas assessed. I say it is highly unlikely because a few hours per week in the case of SES provider services would not close that gap in one year.

Research Question 4

Research Question 4 asked, What services offered from SES providers was the parent choice for tutoring? The parent choice in SES provider was Club Z! This SES provider was chosen overwhelmingly by parents to tutor their student over the three years examined for all the elementary schools studied.

Club Z! provided tutoring in content areas of language arts, reading, and math. Club Z! served kindergarten to 12th grades students who were English Language Learners, in Special Education, and were Spanish bilingual. The tutoring services were provided in small groups of 1:4 to 1:6 beginning with 17 hours and ending with 23.5 hours. The assessments conducted were pre- and posttest. They served students in their homes and in their own community locations, such as the school, library and the church. As the years progressed, the description of tutoring services information was written very general in the flyers that were sent home to the parents. The researcher found descriptions from the other SES providers to be similar to Club Z! The researcher attempted to contact Club Z! through emails and phone calls without any avail for pre- and posttest results of participating students. To interview the tutors with the Club Z! for their perspectives on what could have made a difference for parents to choose Club Z! would have provided further insight for this study.

Conclusion

The study was based solely on the SBA scores of students who participated in SES tutoring for the limited years selected. The participant sample was only third, fourth, and fifth grade Navajo students at a few elementary schools within one district. The study did not account for any variables that possibly would affect the outcome of data due to the timing of the study, which was after the completion of NCLB's federal mandate of parent choice. Beyond NCLB, schools today continue to rely on some type of tutoring program to intervene with students who are not meeting competency in math or reading. Gamoran (2007) stated a program only reaching 20% of eligible students is highly unlikely to have a major impact in raising the overall performance of the group. Tutoring

programs do make an impact on academic growth for students who are not proficient as shown earlier with the three students. As educators we must continue to ask questions and research the impact of tutoring on student learning. Research that helps parents, school leaders, and teachers understand these issues can help facilitate meaningful choice, parental involvement, and a reduction of achievement gaps through better schooling for more students (Sadovnik, O'Day, Bohrnstedt, & Borman, 2008). Part of the reasons for low participation was administrative, and part of the reasons were the preference of parents and the inconvenience of the options offered to them (Stecher & Vernez, 2010).

Recommendations

There are several recommendations as a result of this study as to whether there was an impact of tutoring services on Standards Based Assessments for students who participated. *First, school districts need to build internal monitoring and evaluations for tutoring services that are provided to students for their effectiveness.* Examine closely whether the students receive the maximum benefit desired from the tutoring service for the duration set by use of surveys and interviews inclusive of all stakeholders.

Second, expand on the current study to the whole district and its participants with additional district archived data on SBA and SES providers for the lifetime of NCLB. Although NCLB's parent choice has expired, additional studies will assist school districts to better plan, implement, monitor, and evaluate tutoring services based on previous practices.

Third, ensure that tutors collaborate with classroom teachers on the specific academic needs of students they work with. There needs to be a direct connection

between what skills the student is lacking to the type of instruction that will be provided to remediate gaps.

REFERENCES

- Center on Innovation & Improvement. (n.d.). *Information, tools, training*. Retrieved from www.centerii.org.
- Desimone, L. (2002). How can comprehensive school reform models be successfully implemented? *Review of Educational Research*, 72, 433–479.
- Eisner, E., McCrary J., Roney, C., & Stullich, S. (2006). *National assessment of Title I: Interim report to Congress: Volume I: Implementation of Title I*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development.
- Eisner, E., McCrary J., & Stullich S. (2007). *National Assessment of Title I Final Report Volume I: Implementation*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development.
- Gamoran, A. (2007). *Standards-based reform and the poverty gap: Lessons for No Child Left Behind*. Washington, DC: The Brookings Institution.
- Gordon, E. (2007). *The tutoring revolution: Applying research for best practice, policy implication, and student achievement*. Retrieved from http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0902gor.pdf
- Ikenberry, O. S. (1974). *American Education Foundations: An introduction*. Columbus, OH: Charles E. Merrill Publishing Company.
- Jennings, J., & Rentner, D. (2006). Supplemental Educational Services. *Phi Delta Kappan: The Professional Journal for Education*, 117-122.
- Kovacic, C., & Marquez, S. (2006-2007). *New Mexico Public Education Department Supplemental Educational Services Evaluation Report 2006-2007* [Electronic Version]. Retrieved from <http://ped.state.nm.us/TitleI/SupplementalEducationServices.html>
- Kovacic, C., & Montoya, H. (2005-2006). *New Mexico Public Education Department Supplemental Education Services evaluation report 2005-2006* [Electronic Version]. Retrieved from <http://ped.state.nm.us/TitleI/SupplementalEducationServices.html>

- Marquez, S. (2007-2008). *New Mexico Public Education Department. Supplemental Educational Services in New Mexico SY 2007-2008* [Electronic Version]. Retrieved from <http://ped.state.nm.us/TitleI/SupplementalEducationServices.html>
- Munoz, M., Potter, A., Ross, S. (2008). *Supplemental Educational Services as a consequence of the NCLB Legislation: Evaluating its impact on student achievement in a large urban district* [Electronic Version]. <http://dx.doi.org/10.1080/10824660701860342>
- New Mexico Public Education Department. (n.d.). *School District report card for 2007-08 school year*. Available at the New Mexico Public Education Department website: Retrieved from <http://ped.state.nm.us/TitleI/SupplementalEducationServices.html>
- New Mexico Public Education Department. (n.d.). *AYP 2011*. Retrieved from <http://ped.state.nm.us/ayp2011/>
- Ross, S., Potter, A., Paek, J., McKay, D., Sanders, W., & Ashton, J. (2008). Implementation and outcomes of supplemental educational services: The Tennessee state-wide evaluation study. *Journal of Education for Students Placed at Risk*, 13(1), 26-58. <http://dx.doi.org/10.1080/10824660701860391>
- Sadovnik, A., O'Day, J., Bohrnstedt, G., & Borman, K. (2008). *No Child Left Behind and the reduction of the achievement gap: Sociological perspectives on federal educational*. New York: Routledge.
- Slavin, R., & Fashola, O. (1998). *Show me the evidence! Proven and promising programs for America's schools*. Thousand Oaks, CA: Corwin.
- Stecher, B., & Vernez, G. (2010). *Reauthorizing No Child Left Behind: Facts and recommendations*. Santa Monica, CA, Arlington, VA, Pittsburgh, PA: Rand Corporation.
- U.S. Department of Education, Office of Innovation and Improvement. (2004). *Innovations in education: Creating Strong Supplemental Educational Services Programs* (Contract No. ED-01-CO-0012). Washington, DC: Author.
- Webb, L. D. (2006). *The history of American education: A great American experiment*. Pearson Education, Inc., Upper Saddle River, NJ: Pearson Education.

APPENDIX A
GRADE 3: MATH (ENGLISH)
PERFORMANCE LEVEL DESCRIPTORS

GRADE 3: MATH (ENGLISH) PERFORMANCE LEVEL DESCRIPTORS

ADVANCED

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems and justify their answers
- Work with whole numbers in problem solving situations
- Generate equivalence of common fractions
- Represent simple functional relationships
- Model problem solving situations using equations
- Describe the attributes of quadrilaterals and polygons
- Find the area of rectangles
- Analyze data displayed in a variety of formats

PROFICIENT

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems
- Read, write, compare, add, and subtract whole numbers without regrouping
- Model fractions and whole multiplication
- Create numeric patterns
- Model problem solving situations using pictures, graphs, and tables
- Classify triangles, squares, and rectangles and recognize them in the environment
- Identify and select the type of unit to measure length and time
- Use tally marks, charts, and tables to organize data
- Describe the outcomes of a simple probability experiment

NEARING PROFICIENCY

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems
- Read, write, compare, add, and subtract whole numbers to 100
- Model simple digit multiplication
- Describe numeric patterns
- Model problem solving situations using tables
- Describe triangles, squares, and rectangles
- Measure length and time
- Use tables to organize

BEGINNING STEP

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Use general math vocabulary to solve real world problems
- Read and write whole number to 100
- Model simple fractions
- Extend simple numeric patterns
- Model problem solving situations using pictures
- Identify triangles, squares, rectangles, length, and time
- Use tally marks to identify data

APPENDIX B
GRADE 4: MATH (ENGLISH)
PERFORMANCE LEVEL DESCRIPTORS

GRADE 4: MATH (ENGLISH) Performance Level Descriptors

ADVANCED

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems and justify their answers
- Work with whole numbers
- Add and subtract common fractions and decimals
- Generalize and extend patterns
- Solve one step equations and use properties
- Analyze the properties of two dimensional shapes
- Determine the surface of the rectangular solids
- Interpret schedules of elapsed time
- Analyze data, propose, and justify outcomes
- Describe simple probability experiments

PROFICIENT

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems
- Work with whole numbers including multiply and divide by one digit numbers
- Model common decimals and fractions
- Describe patterns and use variables
- Find the area and perimeter of rectangles
- Describe the properties of two dimensional shapes, parallel and perpendicular lines, and ordered pairs in the first quadrant
- Solve problems involving length, time, and temperature
- Organize data and describe the outcomes of two part combinations

NEARING PROFICIENCY

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand math standards vocabulary to solve real world problems
- Add and subtract whole numbers
- Multiply by one digit numbers
- Identify common fractions
- Complete patterns and use tables
- Find the perimeter of rectangles
- Describe two dimensional shapes
- Measure length, temperature, and time in whole hour increments

- Organize tables and bar graphs
- List the outcomes of two part combinations, and identify likely and unlikely events

BEGINNING STEP

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Use general math vocabulary to solve real world problems
- Read, write, and add whole numbers
- Model common fractions
- Extend patterns and identify variables in a simple expression
- Identify a single line of symmetry
- Measure length and time
- Read and display bar graphs
- Identify certain and impossible events

APPENDIX C
GRADE 5: MATH (ENGLISH)
PERFORMANCE LEVEL DESCRIPTORS

GRADE 5: MATH (ENGLISH) Performance Level Descriptors

ADVANCED

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems and justify their answers
- Work with whole numbers, decimals, fractions, and percentages.
- Solve one step equations
- Interpret and draw two dimensional representations of three dimensional objects
- Describe the properties of circles
- Perform two step conversions with in a system of measurement

PROFICIENT

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand and use math standards vocabulary to solve real world problems
- Work with whole numbers, decimals and fractions
- Think algebraically through generalizing a rule for a pattern, identifying symbols, first quadrant graphing and evaluating an expression
- Classify two and three dimensional objects
- Measure length, time, and angles
- Perform one step conversions within a system
- Find the area and perimeter of rectangles and their related polygons
- Organize data, select an appropriate type of graph
- Describe the outcome of probability

NEARING PROFICIENCY

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Understand math standards vocabulary to solve real world problems
- Work with whole numbers
- Plot first quadrant pairs
- Identify and classify two dimensional objects
- Measure length and time
- Distinguish metric and customary units
- Find the area and perimeter of rectangles
- Organize graphs, tables, and charts
- Determine the outcome of a probability experiment

BEGINNING STEP

At this level and grade, New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to:

- Use general math vocabulary to solve real world problems
- Add, subtract, and multiply whole numbers
- Identify first quadrant pairs, two and three dimensional objects, and customary unit of measure
- Find the perimeter of rectangles
- Read graphs, tables, and charts
- Determine the outcome of a simple probability experiment

APPENDIX D

GRADE 3: READING (ENGLISH)

PERFORMANCE LEVEL DESCRIPTORS

GRADE 3: READING (ENGLISH)

Performance Level Descriptors

ADVANCED

At this level and grade, New Mexico students should be able to use multiple comprehension strategies to analyze and interpret author's purpose, plots, and genres (fiction, poetry, non-fiction)

- Apply new vocabulary acquired through reading to new comprehension situations
- Use personal experiences to connect and explain traits and events
- Use inferences to draw conclusions
- Summarize stories with good organization
- Analyze similarities and differences between texts

PROFICIENT

At this level and grade, New Mexico students should be able to:

- Use multiple comprehension strategies to analyze and interpret author's purpose, plots, and genres (fiction, poetry, non-fiction)
- Acquire new vocabulary through decoding and context
- Use personal experiences to connect to characters and events
- Use inferences to draw conclusions
- Retell stories with good organization
- Find main ideas
- Recognize similarities and differences between texts

NEARING PROFICIENCY

At this level and grade, New Mexico students should be able to:

- Use strategies for comprehension
- Acquire new vocabulary through context clues, decoding, and dictionaries
- Understand main idea, plot, fiction, and non-fiction
- Connect personal experiences to text and relate to a character's viewpoint
- Identify similarities and differences between texts

BEGINNING STEP

At this level and grade, New Mexico students should be able to:

- Identify vowel sounds and use context to determine vocabulary
- Recall details
- Identify plot and reference materials
- Describe character traits
- Form opinions about characters
- Make general predications
- Use personal experience to connect to text

APPENDIX E
GRADE 4: READING (ENGLISH)
PERFORMANCE LEVEL DESCRIPTORS

GRADE 4: READING (ENGLISH)
Performance Level Descriptors

ADVANCED

At this level and grade, New Mexico students should be able to:

- Read and comprehend a variety of texts
- Locate and use information from multiple sources
- Determine key words for research and comprehension
- Interpret and analyze maps, charts and graphs
- Use meta-cognitive strategies to comprehend and evaluate text
- Analyze and evaluate an author's word choice and imagery
- Analyze and evaluate the purpose of non-fiction
- Recall details, paraphrase, accurately sequence what they read, draw and explain logical conclusions
- Determine and explain differing perspectives
- Respond to literature using interpretive, critical, and evaluative processes to analyze character's actions, and motives.

PROFICIENT

At this level and grade, New Mexico students should be able to:

- Read and comprehend text proficiently
- Know how to locate information
- use key words for research
- Interpret maps, charts, and graphs
- Use varied strategies to comprehend text and vocabulary
- Recall, paraphrase, and sequence what they read
- Evaluate fiction and non-fiction
- Draw logical conclusions and demonstrate understanding of word choice and perspective
- Understand basic plots and genres
- Interpret character's motives and actions, and justify and support their answers

NEARING PROFICIENCY

At this level and grade, New Mexico students should be able to:

- Read and comprehend text
- Know how to locate information and use key words for research
- Interpret maps, charts, and graphs
- Use strategies to comprehend text and vocabulary
- Recognize non-fiction and its purpose
- Draw logical conclusions
- Be aware of different perspectives and recognize the author's purpose
- Support answers with details from the text
- Respond to literature by explaining character's actions and motives
- Identify beginning, middle, and end of the plot

BEGINNING STEP

At this level and grade, New Mexico students should be able to:

- Read and decode text
- Use a dictionary and read simple maps, graphs, and charts
- Identify non-fiction
- Recognize the author's purpose
- Use context clues and draw conclusions
- Identify the beginning, middle, and end of a story
- Respond to literature using personal experience
- Describe a character's actions and support their answers with details

APPENDIX F
GRADE 5: READING (ENGLISH)
PERFORMANCE LEVEL DESCRIPTORS

GRADE 5: READING (ENGLISH)
Performance Level Descriptors

ADVANCED

At this level and grade, New Mexico students should be able to:

- Demonstrate knowledge of research techniques and understand primary sources
- Evaluate usefulness of various sources for purposes
- Use multiple vocabulary strategies, analysis, prediction, personal experiences, and inferences to summarize and compare story elements, main ideas
- Explain cause and effect
- Draw conclusions
- Analyze connections noted between literary works
- Identify and explain author's purpose
- Use personal experiences to evaluate information

PROFICIENT

At this level and grade, New Mexico students should be able to:

- Comprehend text in order to determine author's purpose
- Analyze and summarize information
- Distinguish fact and opinion
- Make predications
- Make judgments about usefulness of information
- Use personal experience to evaluate text
- Identify and compare story details
- Make connections among literary works
- Understand concepts of research techniques and primary sources

NEARING PROFICIENCY

At this level and grade, New Mexico students should be able to:

- Use personal experiences and vocabulary strategies to make inferences, predictions, and connections between texts
- Identify main idea, fact and opinion, and story elements
- Draw conclusions
- Recognize author's perspective
- Use appropriate resources and basic research techniques
- Understand primary sources

BEGINNING STEP

At this level and grade, New Mexico students should be able to:

- Identify key ideas, primary sources, facts, main idea, and details
- State opinions
- Use some vocabulary strategies

- Make predictions, connections and draw conclusions from the text
- Recognize author's perspective
- Connect personal experiences to text

APPENDIX G

PERMISSION TO CONDUCT RESEARCH STUDY BY NAVAJO NATION



NORTHERN NAVAJO AGENCY COUNCIL RESOLUTION

NNAC-57-030814

REQUESTING TO CONDUCT A RESEARCH STUDY "THE IMPACT OF SUPPLEMENTAL EDUCATION SERVICES ON STANDARDS BASED ASSESSMENTS".

WHEREAS:

1. The Northern Navajo Agency Council is a recognized political subdivision of the Navajo Nation and has the authority to advocate and make appropriate recommendations on behalf of the 20 Northern Navajo Agency chapters to the Navajo Nation Government, Federal, State, and local entities for appropriate action, and;
2. The Northern Navajo Agency Council understands the purpose of this research study is to examine the impact of supplemental educational services on standards based assessments; and
3. The Northern Navajo Agency Council realizes the study will examine parent selected supplemental educational tutoring programs and the results of the New Mexico State Standards Based Assessment of participating student data. The quantitative data will be accessed through district archive under the No Child Left Behind mandate of parent choice. There will not be any interview of students or parents. Student names will be kept confidential and not utilized in the study but rather examine the correlation between tutoring received and mean scores of New Mexico Standards Based Assessment. Student data will be of Navajo students who attended elementary schools within the Shiprock Agency; and
4. The Northern Navajo Agency Council supports the educational interest of students who reside within the Shiprock Agency; and
5. The Northern Navajo Agency Council recognizes the role of No Child Left Behind in assessing Navajo students to meet proficiency on Standard Based Assessments; and
6. The Northern Navajo Agency Council supports public schools serving Navajo students as they meet the mandates of federal and state laws.

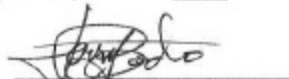
NOW THEREFORE BE IT RESOLVED THAT:

1. The Northern Navajo Agency Council hereby supports the research study: "The Impact of Supplemental Educational Services on Standards Based Assessments".

CERTIFICATION

We hereby certify that the foregoing resolution was duly considered by the Northern Navajo Agency Council at a duly called meeting in Cove, Arizona at which a quorum was present. A motion was made by Irving Gleason and seconded by Arthur J. Yazzie and the same passed by a vote of 52 in favor 00 oppose 01 abstained, this 8th day of March 2014.


David John, Chairperson


Jerry Bodie, Vice Chairperson


Nancy Begay, Secretary



July 30, 2014

Mamie Becenti-Begay
PO Box 1576
Tohatchi, NM 87325

Dear Ms. Becenti-Begay,

This is to advise you that the Study # NNR-14.184T "The Impact of Supplemental Educational Services on Standards Based Assessments" has been presented to the Navajo Nation Human Research Review Board (NNHRRB) on **July 30, 2014**, and the following action taken subject to the conditions and explanation provided below.

On Agenda For:	Procedure
Reasons:	New Application
Description:	Request Acceptance and Approval of New of Application
NNHRRB Action:	Accepted and Approved, From July 30, 2014 to July 30, 2015.
Conditions:	All Standard Condition, and Principal Investigator to secure School Board Resolutions

The Navajo Nation Human Research Review Board has added a very important additional contingency regarding failure to comply with NNHRRB rules, regulations, and submittal of reports which could result in sanctions being placed against your project. This could also affect your funding source and the principal investigator. **Under Part Five: Certification**, please note paragraph five wherein it states: "I agree not to proceed in the research until the problems have been resolved or the Navajo Nation Human Research Review Board has reviewed and approved the changes." Therefore, it is very important to submit quarterly and annual reports on time and if continuation is warranted submit a letter of request sixty (60) days prior to the expiration date.

The following are requirements that apply to all research studies:

1. The Navajo Nation retains ownership of all data obtained within its territorial boundaries. The Principal Investigator shall submit to the NNHRRB a plan and timeline on how and when the data/statistics will be turned over to the Navajo Nation;
2. Only the approved informed consent document(s) will be used in the study;
3. Any proposed future changes to the protocol **or the consent form(s) must again be submitted to the Board** for review and approval prior to implementation of the proposed change;
4. If the results of the study will be published or used for oral presentations at professional conferences, the proposed publication, abstract and/or presentation materials must be submitted to the Navajo Research Program for Board review and prior approval;
5. Upon Board approval, three (3) copies of the final publication must be submitted to the Navajo Research Program;
6. All manuscripts must be submitted to the Navajo Research Program for Board Review and prior approval;
7. The Principal Investigator must submit a dissemination plan on how the results of the study and how these results will be reported back to the Navajo Nation;

Navajo Division of Health
P.O. Box 1390 • Window Rock, Arizona 86515 • Telephone (928) 871-6350 • Fax (928) 871-6254

APPENDIX H

CENTRAL CONSOLIDATED SCHOOL DISTRICT #22 APPROVAL



CENTRAL CONSOLIDATED SCHOOL DISTRICT # 22

Administration Complex

P.O. Box 1199, Shiprock, NM 87420

US Hwy 64 Old High School Rd

Business Office • 505-598-5834/598-9684 • Fax 598-6626

Personnel • 505-598-1018/368-4963 • Fax 598-1019

Administration • 505-368-4984 • Fax 505-368-5232

March 9, 2012

Internal Review Board
Graduate College
Arizona State University

Dear Sir or Madam,

This is to support Ms. Mamie Becenti in her research study on "Evaluating the Impact of Supplemental Educational Services on Standard Based Assessments for School Improvement". It is our understanding that she has requested the use of data from student SBA data in reading and math from schools which we are willing to provide.

We are committed to school improvement among our students at Central Consolidated School District, and we hope that this research will further inform our efforts towards that end. We will provide the data, as available, with the understanding that student confidentiality will not be compromised and that individual teachers or schools will not be compared publicly.

We further hope that this research will be shared with our District after it is completed so that we can be better informed in our efforts towards evaluating the impact of supplemental educational services.

If additional information is needed, I can be reached at (505) 368-4984.

Sincerely,

Don Levinski, Superintendent
Central Consolidated School District

APPENDIX I
IRB APPROVAL

To: Nicholas Appleton
ED

From: Mark Roosa, Chair SM
Soc Beh IRB

Date: 06/12/2013

Committee Action: Exemption Granted

IRB Action Date: 06/12/2013

IRB Protocol #: 1303008945

Study Title: The Impact of Supplemental Educational Tutoring Services in Standards Based Assessments

The above-referenced protocol is considered exempt after review by the Institutional Review Board pursuant to Federal regulations, 45 CFR Part 46.101(b)(1).

This part of the federal regulations requires that the information be recorded by investigators in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. It is necessary that the information obtained not be such that if disclosed outside the research, it could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

You should retain a copy of this letter for your records.

APPENDIX J
READING AND MATH SCALE SCORES
SCHOOL YEAR 2008-2009

Reading and Math Scale Scores
School Year 2008-2009

3rd Grade

Reading		Math	
Proficient	621-669	Proficient	611-659
Nearing Proficient	572-620	Nearing Proficient	562-610
Beginning Step	523-571	Beginning Step	513-561

4th Grade

Reading		Math	
Proficient	640-682	Proficient	636-677
Nearing Proficient	597-639	Nearing Proficient	594-635
Beginning Step	554-596	Beginning Step	552-593

5th Grade

Reading		Math	
Proficient	656-695	Proficient	658-695
Nearing Proficient	616-655	Nearing Proficient	620-657
Beginning Step	576-615	Beginning Step	587-619

APPENDIX K
READING AND MATH SCALE SCORES
SCHOOL YEAR 2009-2010

Reading and Math Scale Scores
School Year 2009-2010

3rd Grade

Reading		Math	
Proficient	621-669	Proficient	611-659
Nearing Proficient	580-620	Nearing Proficient	562-610
Beginning Step	536-579	Beginning Step	513-561

4th Grade

Reading		Math	
Proficient	640-682	Proficient	636-677
Nearing Proficient	598-639	Nearing Proficient	594-635
Beginning Step	556-597	Beginning Step	552-593

5th Grade

Reading		Math	
Proficient	656-695	Proficient	658-695
Nearing Proficient	616-655	Nearing Proficient	620-657
Beginning Step	576-615	Beginning Step	587-619

APPENDIX L
READING AND MATH SCALE SCORES
SCHOOL YEAR 2010-2011

Reading and Math Scale Scores
School Year 2010-2011

3rd Grade

Reading		Math	
Proficient	340-380	Proficient	340-380
Nearing Proficient	299-339	Nearing Proficient	299-339
Beginning Step	258-298	Beginning Step	258-298

4th Grade

Reading		Math	
Proficient	440-480	Proficient	440-480
Nearing Proficient	399-439	Nearing Proficient	399-439
Beginning Step	358-398	Beginning Step	358-398

5th Grade

Reading		Math	
Proficient	540-580	Proficient	540-580
Nearing Proficient	499-539	Nearing Proficient	499-539
Beginning Step	458-498	Beginning Step	458-498
