

SUPPLEMENTAL EDUCATION SERVICES: 2008-09 & 2009-10

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Federal Title I legislation focuses on improving the academic achievement of disadvantaged students. In 2001, Title I, Part A of the Elementary and Secondary Education Act of 1965 was amended by the No Child Left Behind Act of 2001 (NCLB). NCLB created new accountability standards at the school and district level with the ultimate goal of all student subgroups scoring at proficient or higher on state assessments by the end of 2013-14.

Adequate Yearly Progress (AYP) is a series of proficiency targets that schools, school districts, and states must meet each year for each student subgroup (Haynie, 2011). The proficiency targets increase over time, and all subgroups must meet these targets for a school to meet AYP each year.

Title I schools that have not made AYP for three years enter into their second year of school improvement. NCLB requires schools receiving Title I funding in their second year of school improvement to offer eligible students Supplemental Educational Services (SES) in addition to existing Title I services. Eligible students are defined as economically disadvantaged students who receive free or reduced-price lunch (FRL). FRL students are eligible to receive SES regardless of achievement level (*Answers to FAQs*, 2008). SES refers to extra academic instruction offered to eligible students beyond the instruction received during the school day. Offering additional academic opportunities beyond the school day to FRL students recognizes that they may be less likely to have access to these extra opportunities than students from families with higher incomes.

This report describes SES within Wake County Public School System (WCPSS) in terms of the schools, providers, and student participants in 2008-09 and 2009-10. It is the first in a series of three reports related to SES planned to be completed by June of 2011.



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Major Findings

- **Schools offering SES:** In 2008-09, three elementary schools—Brentwood, Wendell, and York—were required to offer SES, and in 2009-10 Fox Road and Poe Elementary schools were also required to offer SES.
- **Student Participants:** Based on the number of FRL students enrolled at these schools, 727 students were eligible to receive SES in 2008-09; 206 students (28%) participated in SES (183 with complete data were included in this study). In 2009-10, 508 of the 1,423 FRL students (36%) were served in SES. Many of the students served were in the subgroups that missed AYP. Overall, 24% of grade 4 and 5 participants in 2008-09 and 29% in 2009-10 scored at or above grade level in reading and mathematics prior to receiving services. The percentage was higher at grades 1-3—43% in 2008-09 and 40% in 2009-10.
- **SES providers:** Six provider agencies served WCPSS students in 2008-09. This increased to 14 provider agencies in 2009-10. Most provided both reading and math instruction in a face-to-face format.
- **Conclusions:** The SES programs for WCPSS in 2008-09 and 2009-10 were in compliance with federal guidelines to make available an SES program, enroll only FRL students, and to use state-approved vendors to deliver the program. SES is designed to improve the achievement of FRL students who score below, at, or above grade level. Therefore, service to some students may help schools reach AYP standards while service to others may help individual students and schools reach ABCs and other standards of academic success.
- **Recommendations:** Schools should do their best to ensure that students who score below grade level who are not FRL are supported through other resources such as regular Title I services, ESL, Special Education, or intervention teachers. Staff should work with providers to increase the percentage of FRL students participating in SES.

Implementation Insights provide basic information on program implementation. These reports may be used by program staff and decision-makers to guide planning for future training and program implementation.

The second report will focus on the implementation of SES and the degree to which short-term and intermediate goals were met and the third and final report will focus on student academic outcomes and the degree to which the long-term goal for the year of improving the academic achievement of eligible students was met.

The purpose of this initial implementation study is to describe SES within WCPSS in terms of the schools, providers, and students involved in the provision and participation of SES. In 2008-09, three WCPSS elementary schools—Brentwood, Wendell, and York—were required to offer SES. In 2009-10, two additional elementary schools—Fox Road and Poe—entered into their second year of school improvement bringing the number of schools offering SES in 2009-10 to five. These two sets of schools will be the focus of this report. As of 2010-11, 10 WCPSS elementary schools were required to offer SES.

Prior Research

SES has been previously evaluated both within WCPSS and at the state level. While WCPSS' evaluation in 2006 was centered at one school, information regarding the implementation and student outcomes was enlightening. The 2006 evaluation of SES at Hodge Road elementary school found that while more than half of the students served by SES providers scored at or above grade level prior to receiving tutoring services, the curriculum materials utilized were remedial and not designed for students already performing at or above grade level. The evaluation found mixed academic achievement results. While in grades 3-5 both students served and not served had improved reading achievement, students with multiple risk factors—limited English proficient (LEP) or students with disabilities (SWD) in addition to FRL showed the greatest increases in the percentage of students at grade level compared to FRL students not served. In grades 1 and 2, the percentage of students reaching grade level in literacy increased for those served, and did not increase for those not-served (Paeplow & Baenen, 2006).

In addition to the district evaluation of Hodge Road, North Carolina's Department of Public Instruction (DPI) contracted the evaluation of the implementation and impact of SES across North Carolina in 2006-07 and 2007-08. The implementation evaluation conducted in 2006-07 by the Center for Research in Educational Policy (CREP) at the University of Memphis examined the SES implementation process within North Carolina. The study indicated positive parental and provider perceptions regarding the implementation of SES within the Local Educational Agencies (LEAs). However, teacher perceptions were less positive, with just over half of teachers reporting they were satisfied with provider services (Ford, Bates, Harrison, et al. 2009). Patterns were similar for the 2007-08 program (Ford, Harrison, Neergaard, et al. 2009). For example, teachers were less likely to agree that providers' services had a positive impact on student achievement than the other groups (district coordinators—72.1%, principals—71.5%, teachers—44.1%, parents—86.2%). Responses regarding frequent communication from providers were more positive from principals and district coordinators than for impact on achievement, but slightly less positive for teachers and parents. Collaboration between providers and school personnel in setting learning goals for participants was weaker, with roughly half of

district coordinators and site coordinators agreeing this occurred frequently or occasionally. Teachers had even less positive responses, and parents were somewhat more positive.

Gallagher and Zoblotsky of CREP (2009a, 2009b) examined the impact of provider services on student achievement outcomes. Students included in the analyses were regular education students in grades 3, 4, and 5 (grade 3 was only included in mathematics). Based on reading and mathematics End-of-Grade (EOG) tests before and after service, no significant positive difference was found for students served in reading or mathematics on the EOG compared to control students. On the other hand, when analyzed by provider, a few negative relationships of service on achievement were found.

In 2009-10, DPI contracted with the SERVE Center to evaluate the performance of SES providers using three criteria: student attendance, parental satisfaction, and academic achievement. In order to determine whether providers were in good standing in accordance with the SES policy, providers were assigned a rating of “Insufficient Information,” “Below Standards,” “Meets Standards,” and “Above Standards” for each of the criteria and an overall composite score was generated based on the weighted average of the three criteria. In 2009-10, 154 providers were on the Authorized NC SES Provider list: 32 did not receive a rating due to insufficient information; 19 received a composite score below 75% (“Probationary Status”); and 103 received a composite score above 75%, thus remained in good standing (Williams, Meli, Poole, & Amwake, 2010).

Methods

This report provides a general description of SES within WCPSS in 2008-09 and 2009-10, a description of the short-term, intermediate, and long-term goals of the program, as well as a description of the students eligible and served by SES and the providers utilized. DPI documents, WCPSS school and central records and data files, and staff interviews provided the necessary information. The logic model and evaluation questions were reviewed with Title I staff. Title I staff also provided participation files for 2008-09 and 2009-10. These files were linked to district databases to answer demographic questions about student characteristics and prior achievement. The rate at which eligible students participated and the extent to which they scored below or at grade level were issues of particular interest. We also compared served students to the groups for which the schools failed to meet AYP to see if the prescribed participants aligned with school needs. In order to analyze the 2008-09 and 2009-10 SES participation data, it was necessary to combine multiple provider files, create a unique student identifier, and merge participation data to demographic and student achievement data (see Appendix). The multiple files had different formats and contents, and some had no student identification numbers. This made the merge process more complex and time consuming than originally anticipated. More consistent electronic data collection systems have now been implemented, and Title I staff have committed to adding student identification numbers for 2010-11.

Evaluation Questions

Given this study’s focus on the initial implementation of SES, the report is organized around the following evaluation questions:

1. What need does SES address, and what are the short-term, intermediate, and long-term goals of SES? Do the program strategies match the needs and goals?
2. What are the requirements regarding SES? What resources are needed to implement SES?
3. What type and how many students were the targets? How were they invited to participate? How many were actually served?
4. What were the characteristics of the students served? Were the appropriate students served?
5. Which vendors were used? In what subjects were vendors offering tutoring?

Question 1: What need does SES address, and what are the short-term, intermediate, and long-term goals of SES? Do the program strategies match the needs and goals?

The SES component of Title I was implemented to provide eligible students (i.e., FRL students) opportunities and choices to ensure they achieve at high levels. “Students from low-income families [FRL] who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services” (U.S. Department of Education, 2009). FRL students are eligible to participate in SES regardless of achievement level (“Answers to FAQs,” 2008). The SES component supplements regular Title I services that target low achievers (regardless of income) or all students within low income schools.

SES programs are designed to improve achievement for low income (FRL) students regardless of prior achievement levels.

The long-term specific goal of SES is to improve the academic achievement of eligible (FRL) students in reading and/or mathematics. Along with other supports, the more general long-term goal is that providing SES to eligible students should improve student achievement at schools not making AYP. Short-term and intermediate goals including enrolling students in SES, monitoring student attendance, developing individual student learning plans, providing instruction specific to student needs, and assessing students on provider pre- and post-assessments were set to improve the likelihood of reaching the long-term goal (see Table 1, page 11). Thus, providing eligible students additional educational services does match both the need and goals of SES. The inputs necessary to implement SES included identification of SES providers and schools not making AYP, identification of FRL students, notification of parents of eligible students regarding their opportunity to select SES providers, and creation of learning plans.

Another way to consider whether SES strategies match its need and goals was to examine the subgroups that did not make AYP within the schools offering SES. Serving students within these struggling subgroups should both address the need and goals of SES and improve the likelihood the school would make AYP.

First, we compared served students to the subgroups for which the schools failed to meet AYP to see if the prescribed participants aligned with each school's needs (see Tables 2 and 3, pages 12 and 13). While FRL students are the focus, regardless of that group's status on AYP, students often have multiple characteristics and some students within each of the subgroups who did not meet AYP were FRL and therefore served. While other non-FRL students in these subgroups were not served in SES, non-FRL students may receive additional support either through other programs within the school (such as Title I, ESL, or Special Education), or academic support outside of school since parents who are not disadvantaged in terms of income may have the resources to secure other support services.

Second, we examined the percentage of students in SES who were from a subgroup not making its AYP target. A school by school examination revealed that more than half to 100% of the students served in SES were from a subgroup that did not make AYP. In 2008-09, the percentage of SES participants in subgroups not making AYP ranged from 64% at Brentwood to 100% at Wendell and York; and in 2009-10 from 57.1% at Poe to 100% at Brentwood, Fox Road, and Wendell. It should be noted that an additional 26.5% of students participating in SES at Brentwood in 2008-09 and 39.3% of students attending Poe in 2009-10 were in a subgroup that made AYP based on Safe Harbor standards¹ (see Table 4, page 14).

Question 2: What are the requirements regarding SES? What resources are needed to implement SES?

NCLB provides various sanctions for Title I schools that do not make AYP standards.

- Schools that fail to make AYP in the same subject for two consecutive years enter into school improvement and must offer students transfer option(s).
- If a school does not make AYP (in the same subject) for three years, the school enters into its second year of school improvement and is required to offer SES to eligible students as well as continuing to offer school transfer option(s) to all students. Schools in corrective action or restructuring status are also required to provide SES (U.S. Department of Education, 2009).

¹ "If a student group meets the 95% participation rate but does not meet the proficiency target, the group can use a Safe Harbor provision to meet proficiency. The student group must show a 10% reduction in the percentage of students not proficient from the preceding year for the subject area and show progress in its attendance/graduation rate" (Adequate Yearly Progress (AYP) Under NCLB, 2008, p. 1).

To exit school improvement status, a school must meet AYP in the same subject for two consecutive years (*Adequate Yearly Progress (AYP) Under NCLB, 2008*).

Prior to 2008-09 only one WCPSS school (Hodge Road) was required to offer SES; however, as AYP targets have increased and the EOG tests that are used to determine AYP have been renormed, additional schools have entered their second year of school improvement. Table 5 (see page 14) shows the AYP history for the schools offering SES in 2008-09 and 2009-10, and Table 6 (see page 15) shows the annual AYP targets. For additional information on AYP, see the ABCs and AYP Results, Wake County Public School System: 2009-10 at: <http://www.wcpss.net/evaluation-research/reports/2011/1020abc-ayp09-10.pdf>.

The provision of additional academic support beyond the school day requires the involvement of multiple stakeholders including the state, LEA (i.e. WCPSS), SES providers, and parents. Thus, there are requirements attached to the provision of SES for each group of stakeholders (as summarized in Table 7, page 15).

- North Carolina, as required under NCLB, has identified qualified agencies both public and private available for parent selection. For DPI to recognize a provider as qualified, the SES provided “must be high quality, research-based, and specifically designed to increase student academic achievement” (U.S. Department of Education, 2009).
- WCPSS and other LEAs are required to identify eligible students and notify parents of these eligible students regarding their provider options.
- Provider responsibilities include providing parents with progress reports, ensuring curriculum materials are consistent with the NC Standard Course of Study, and developing an agreement between the district/school, the provider, and the parents outlining the student’s specific achievement criteria and goals (“Answers to FAQs,” 2008).

NCLB requires joint funding for the provision of school choice and SES in an amount equal to 20% of the district’s Title I, Part A allocation. Thus, as required by NCLB, in 2009-10 WCPSS set aside 20% or \$4,138,186.80 of the \$20,690,934 received in Title I funding for the provision of school choice and SES. The per pupil allocation for SES in 2009-10 was \$1,422.²

² In 2008-09 the per pupil cap was \$1,309.85. “An LEA must calculate the per-pupil cap on SES costs by dividing its Title I, Part A allocation by the number of children residing within the LEA aged 5-17 who are from families below the poverty level, as determined by the most recent census estimates from the Department of Commerce” (U.S. Department of Education, 2009, pg. 48).

Question 3: What type and how many students were the targets? How were they invited to participate? How many were actually served?

In 2008-09, three WCPSS elementary schools offered SES—Brentwood, Wendell, and York. Two additional elementary schools—Fox Road and Poe—were required to offer SES in 2009-10 (see Table 8, page 16). All FRL students attending schools offering SES would be considered eligible for participation.

WCPSS' Title I office sent a notification letter to all parents of students attending schools required to offer SES. The letter informed parents that their child might qualify to receive SES. Parents requesting SES were then notified by the Title I staff if their child qualified and was approved to receive SES.

In 2008-09, 206 students participated in SES in three schools. In 2009-10, 508 students participated, which represented a higher percentage of those eligible.

Of the 727 FRL students attending Brentwood, Wendell, and York in 2008-09, 206 or 28.3% participated in SES; 183 of the 206 participants had complete data and were included in this evaluation. The participation rate for FRL students was higher in 2009-10—508 or 35.7% of the 1,423 FRL students attending Brentwood, Fox Road, Poe, Wendell, or York participated in SES. It should be noted that the percentage of eligible (i.e. FRL) students participating in SES was less than half across schools and years; ranging from 21.7% at Wendell in 2008-09 to 48.4% at Brentwood in 2009-10 (see Table 9, page 16).

Question 4: What were the characteristics of the students served? Were the appropriate students served?

The demographic characteristics of students participating in SES were similar in the two years included in this evaluation. Of the students participating in SES in 2008-09 and 2009-10, 100% were FRL; approximately 14% were SWD; and approximately 40% were LEP (see Table 10, page 17). The ethnic groups represented most were Black/African American students (slightly less than 50%) and Hispanic/Latino students (approximately 40%). Within WCPSS, these ethnic groups have the highest percentage of FRL students. Given that all students participating in SES were FRL students in 2008-09 and 2009-10, the SES eligibility requirement was met both years (see Table 9, page 16).

All participants in SES met the eligibility requirement of receiving free or reduced-price lunches (FRL).

Characteristics of students by grade level and prior achievement were also considered. There were only slight differences between 2008-09 and 2009-10 in the percentage of students participating at each grade level (see Table 11, page 18). Students in grades 1, 2, and 3 were most common both years. An examination of students' reading and mathematics proficiency prior to receiving SES revealed: (see Table 12, page 18)

- Of the grade 4 and 5 students served in 2008-09, 70.6% scored below grade level in reading or mathematics while 23.5% scored at or above grade level in both reading and mathematics. In 2009-10, 69.4% of students in grades 4 and 5 scored below grade level in reading or mathematics while 28.6% scored at or above grade level in both reading and mathematics before service.
- The percentage of students at or above grade level in both reading and mathematics was higher among students in grades 1-3—43.0%. Similar to 2008-09, the percentage of students in grades 1-3 who scored at or above grade level in reading and mathematics was higher—39.5%.

Individual learning plans are written to reflect students' prior achievement. Thus, goals for students scoring below grade level should emphasize strengthening skills to reach grade level, while those for FRL students already scoring at grade level might focus on strengthening a few grade-level skill areas if needed, and/or accelerating a student's learning of skills beyond grade level.

One method of contextualizing students' pre-assessment scores was to consider the scores of students not served by SES (see Figures 1 and 2, page 19).

- Approximately 40% of SES participants in grades 1-3 scored at or above grade level in reading and mathematics before receiving services (based on their prior year's grade level performance on book level and all five math strands). While this percentage was higher for students not served (58.8% of students in 2008-09 and 57.3% of students in 2009-10), approximately one-third of students not served scored below grade level (see Figure 1, page 19).
- The same pattern occurred among students in grades 4 and 5—with approximately one quarter of served students performing at or above grade level in reading and mathematics (based on prior year's reading and mathematics EOGs). Among students not served 42.3% in 2008-09 and 53.4% in 2009-10 scored at or above grade level while 48% in 2008-09 and 38% in 2009-10 scored below grade level (see Figure 2, page 19).

Question 5: Which vendors were used? In what subjects were vendors offering tutoring?

In 2008-09, six of the 19 approved vendors offering SES within WCPSS were selected by parents to provide SES for reading and mathematics—Academics Plus, Inc.; Measurement Inc.; Bright Futures Learning, Inc.; Master Mind Prep Learning Solutions, Inc.; Shaw University; and Sylvan Learning Center/Ace It. While there were six provider agencies, half of the students (92 out of 183) participating in SES in 2008-09 attended Academics Plus, Inc.

Both the number of providers offering SES within WCPSS and those selected by parents increased in 2009-10; 47 vendors offered SES of which 14 were selected by parents (see Table 13, page 20). Thirteen SES providers offered SES services for reading and mathematics and one (It's Simply English) focused only on reading. While two of the providers—ATS Project Success and Learning & You—provided services online, the remainder offered face-to-face instruction. Although students were more evenly distributed across providers in 2009-10, the percentage of students participating in SES ranged by provider from 22.6% attending Sylvan Learning Center to <1% attending It's Simply English and utilizing ATS Project Success (three students each).

CONCLUSIONS

In order to realize a program's anticipated short-term, intermediate, and long-term outcomes, the program's inputs and key strategies must first be in place. The inputs for the implementation of SES included the identification of SES providers and schools not making AYP by DPI, the identification of FRL recipients, the notification of parents about SES opportunities, and the creation of individualized learning plans by providers with input from parents. The SES programs for WCPSS in 2008-09 and 2009-10 were in compliance with federal guidelines to make available an SES program, enroll only FRL students, and to use state-approved vendors to deliver the program. Learning plans and other implementation issues will be re-visited in the second report; achievement outcomes will follow in the third report.

DISCUSSION AND RECOMMENDATIONS

SES is designed to improve the achievement of FRL students regardless of their achievement level. One could argue that it would be more strategic to focus on only those students scoring below grade level. However, targeted assistance programs within Title I already do this. As part of the Title I legislation, SES focuses only on equity for disadvantaged students (as defined by FRL status) as a standard for eligibility. SES service to students below grade level may help schools reach AYP standards while service to students at or above grade level may help individual students and schools reach ABCs growth targets and other standards of academic success.

At this point, we have the following recommendations for improvement of the SES program in WCPSS:

- ***Provide academic support to non-eligible students performing below grade level.*** Schools should do their best to ensure that students who score below grade level who are not FRL are supported through other resources such as regular Title I services, ESL, Special Education, or intervention teachers. These services are designed as support to help students reach grade level performance (upon which AYP targets are based). The development of personalized educational plans represents a key opportunity to consider available resources for individual students.

- ***Increase participation in SES.*** Staff should work with providers to increase the percentage of FRL students who actually participate. In 2009-10, about 36% of those eligible actually participated. Research to date suggests limited benefit for older elementary students (Paeplow & Baenen, 2006; Gallagher & Zoblotsky (2009a, 2009b).
- ***Develop or refine electronic data collection systems with unique student identifiers.*** Clean data collection systems support more streamlined evaluation processes. In the case of SES, the multiple files used had different formats and contents, and some had no student identification numbers. This made the merge process more complex and time consuming than originally anticipated. More consistent electronic data collection systems have now been implemented, but student identification numbers were not included. Since student ID is the key to matching files, Title I staff have committed to adding student identification numbers for 2010-11.

Looking back to the evaluation of the 2005-06 program at Hodge Road, recommendations generally related to implementation and outcome issues to be addressed in the second and third report in this series. Student eligibility requirements were met in the current study and in 2005-06.

The tables and figures which follow substantiate the comments above and may lead to other insights regarding the implementation of SES.

Table 1
Supplemental Education Services Logic Model
2008-09, 2009-10 and 2010-11

Need: “Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provide extra academic assistance for eligible children (i.e free or reduce-priced lunch recipients). Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services.”

INPUTS	STRATEGIES	OUTCOMES – IMPACT		
		Short-Term Beginning of SES Cycle	Intermediate End of SES Cycle	Long-Term End of Year
<p>SES providers identified by the NCDPI (i.e. community-based organizations).</p> <p>Schools not making AYP identified by DPI.</p> <p>Parents provided opportunity to select provider.</p> <p>Free or reduced-price lunch recipients identified.</p> <p>Individualized learning plans created.</p>	<ul style="list-style-type: none"> Additional educational services beyond the instruction provided during the school day (i.e. academic assistance such as tutoring, remediation and other supplemental academic enrichment). Services consistent with the content and instruction utilized by the district and aligned with the NCSCS and achievement standards. 	<ul style="list-style-type: none"> Students enrolled in SES. Provider pre-assesses all participants. 	<ul style="list-style-type: none"> Attendance at SES Progress reports given to all parents Minimum of 30 service hours per child. Provider post-assessments given to completers. 80% of Learning plan goals met. Program monitoring shows implementation occurring. 	<ul style="list-style-type: none"> All sub-groups met reading and mathematics growth targets (academic change) on EOG. A higher percentage of SES participants met reading and mathematics growth targets (academic change) than prior year before receiving SES (grade 4 and 5 only). Higher percentage of SES proficient on EOG than prior year before receiving SES (grade 4 and 5 only).

Data Source: U.S. Department of Education. (2009). *Supplemental Educational Services Non-Regulatory Guidance*.

Table 2
Percentage of Student Subgroups Served in SES by School
2008-09

2008-09			Brentwood	Wendell	York
Risk Factor	FRL	Population	275	254	198
		Served	68	55	60
		% Served	24.7%	21.7%	30.3%
	LEP	Population	134	53	64
		Served	44	10	24
		% Served	32.8%	18.9%	37.5%
	SWD	Population	34	85	55
		Served	5	12	9
		% Served	14.7%	14.1%	16.4%
Ethnicity	American Indian	Population	0	4	1
		Served	0	0	0
		% Served	0.0%	0.0%	0.0%
	Asian	Population	14	4	4
		Served	2	0	0
		% Served	14.3%	0.0%	0.0%
	Black	Population	151	168	128
		Served	18	32	34
		% Served	11.9%	19.0%	26.6%
	Hispanic/Latino	Population	177	101	82
		Served	44	17	18
		% Served	24.9%	16.8%	22.0%
	Multiracial	Population	18	25	29
		Served	3	1	4
		% Served	16.7%	4.0%	13.8%
	White	Population	34	210	175
		Served	1	5	4
		% Served	2.9%	2.4%	2.3%
Total	Population	394	512	419	
	Served	68	55	60	
	% Served	17.3%	10.7%	14.3%	

Note: 1. **Bold** font indicates subgroups missing AYP at the end of 2007-08.
2. The total reflects the total number of students within ethnicity subgroups. Counts of students are duplicated across risk factor categories and ethnicity; thus, students are listed in more than one category (i.e. race and FRL) and may also be SWD and/or LEP.

Data Source: DPI's Adequate Yearly Progress (AYP) Reports for 2007 – 2008; SES student participation data files provided by WCPSS' Title I Department; and WCPSS Demographic data provided by WCPSS' Growth and Planning Department.

Interpretation Example: Brentwood Elementary did not meet AYP for its Hispanic/Latino students in 2007-08. The school was therefore required to offer SES in 2008-09. Of the 177 Hispanic/Latino students attending Brentwood in 2008-09, 44 (24.9%) were served by SES.

Table 3
Percentage of Student Subgroup Served by School
2009-10

2009-10		Brentwood	Fox Road	Poe	Wendell	York	
Risk Factor	FRL	Population	310	549	165	228	171
		Served	150	186	56	66	50
		% Served	48.4%	33.9%	33.9%	28.9%	29.2%
	LEP	Population	164	195	51	49	43
		Served	83	59	29	13	15
		% Served	50.6%	30.3%	56.9%	26.5%	34.9%
	SWD	Population	35	99	29	68	51
		Served	15	30	7	10	7
		% Served	42.9%	30.3%	24.1%	14.7%	13.7%
Ethnicity	American Indian	Population	0	1	1	0	1
		Served	0	0	0	0	0
		% Served	0.0%	0.0%	0.0%	0.0%	0.0%
	Asian	Population	13	43	8	6	2
		Served	2	8	0	1	0
		% Served	15.4%	18.6%	0.0%	16.7%	0.0%
	Black	Population	153	410	122	139	125
		Served	51	107	22	32	27
		% Served	33.3%	26.1%	18.0%	23.0%	21.6%
	Hispanic/Latino	Population	179	218	85	77	54
		Served	86	43	32	23	15
		% Served	48.0%	19.7%	37.6%	29.9%	27.8%
	Multiracial	Population	17	37	10	21	28
		Served	6	10	0	4	3
		% Served	35.3%	27.0%	0.0%	19.0%	10.7%
	White	Population	42	137	116	181	170
		Served	5	18	2	6	5
		% Served	11.9%	13.1%	1.7%	3.3%	2.9%
	Total	Population	404	846	342	424	380
		Served	150	186	56	66	50
		% Served	37.1%	22.0%	16.4%	15.6%	13.2%

Note: 1: **Bold** font indicates subgroups missing AYP at the end of 2008-09.

2: The total reflects the total number of students within ethnicity subgroups. Counts of students are duplicated across risk factor categories and ethnicity.

Data Source: DPI's Adequate Yearly Progress (AYP) Reports for 2008 – 2009; SES student participation data files provided by WCPSS' Title I Department; and WCPSS Demographic data provided by WCPSS' Growth and Planning Department.

Table 4
Percentage of SES Participants in Subgroups Not Making AYP
in 2008-09 and 2009-10

School	Year	Subgroups Not Meeting AYP Target	% of SES Participants in Subgroups not meeting AYP Target
Brentwood	08-09	Hispanic/Latino	64.7%*
	09-10	FRL, LEP, Hispanic/Latino, Total School	100%
Fox Road	08-09	<i>Not offered</i>	
	09-10	LEP, Hispanic/Latino, Total School	100%
Poe	08-09	<i>Not offered</i>	
	09-10	Hispanic/Latino	57.1%*
Wendell	08-09	SWD, Black/African American, Hispanic/Latino, Total School	100%
	09-10	FRL, SWD, Black	100%
York	08-09	FRL, Black/African American	100%
	09-10	<i>None</i>	

Note: * An additional 26.5% of students participating in SES at Brentwood in 2008-09 and an additional 39.3% of students attending Poe in 2009-10 were in a subgroup that made AYP based on Safe Harbor indicating the AYP target was not met but based on the increase in students at or above grade level from the prior year, the subgroup met AYP based on Safe Harbor.

** York did not miss AYP in 2009-10, but was required to offer SES due to the requirement that schools make AYP two consecutive years to exit school improvement.

Data Source: Adequate Yearly Progress (AYP) Reports for 2007 – 2008, North Carolina Department of Public Instruction. Retrieved January 12, 2011, from <http://accrpt.ncpublicschools.org/app/2008/ayp/>

Interpretation Example: 64% of the students participating in SES at Brentwood in 2008-09 were in a subgroup that did not make AYP (i.e., Hispanic/Latino).

Table 5
School Improvement Status, 2004-05 to 2010-11

School	Results for 04-05			Results for 05-06			Results for 06-07			Results for 07-08			Results for 08-09			Results for 09-10		
	R	M	05-06	R	M	06-07	R	M	07-08	R	M	08-09	R	M	09-10	R	M	10-11
Brentwood	✓	✓		R	M	WL	R	M	C 1	R	✓	C 2	✓	M	C 2	R	✓	C 3
Fox Road	R	✓	WL	✓	✓		✓	M	WL	R	M	C 1	✓	M	C 2	✓	M	C 3
Poe	✓	✓		R	✓	WL	✓	M	WL	R	M	C 1	✓	M	C 2	R	M	C 3
Wendell	✓	✓		✓	M	WL	R	M	C 1	R	M	C 2	✓	M	C 3	✓	✓	C 3
York	✓	✓		✓	M	WL	R	M	C 1	R	M	C 2	✓	✓	C 2	✓	✓	

Note: R = Reading M = Mathematics
 ✓ = met AYP C1 = school choice C2 = SES C3 = Corrective Action WL = Watch List

Data Source: Data provided by WCPSS' Title I Department

Interpretation Example: Brentwood Elementary made AYP in reading and mathematics in 2004-05; thus was not required to offer school choice or SES in 2005-06; however, after missing reading and math targets in 2005-06 and 2006-07, Brentwood was required to offer school choice in 2007-08.

Table 6
AYP Proficiency Targets Goals (Revised October 2008)
2007-08 to 2013-14

Year	Grades 3-8 (%)		Grade 10(%)	
	Reading	Mathematics	Reading	Mathematics
2007-08	43.2	77.2	38.5	68.4
2008-09	43.2	77.2	38.5	68.4
2009-10	43.2	77.2	38.5	68.4
2010-11	71.6	88.6	69.3	84.2
2011-12	71.6	88.6	69.3	84.2
2012-13	71.6	88.6	69.3	84.2
2013-14	100	100	100	100

Data Source: Adequate Yearly Progress (AYP) Under NCLB. (2008). Raleigh, NC: North Carolina Department of Public Instruction. Retrieved January 20, 2011, from www.ncpublicschools.org/nclb/abcayp/facts/

Table 7
SES Implementation Responsibilities

Entity	Category
LEA	Identify eligible students
	Notify parents about SES availability
	Identify eligible students to receive services
	Meet 20% funding obligation
	Enter into an agreement with a provider selected by parents of an eligible student
	Ensure that parents are notified by the provider if their child is not attending regularly
	Obtain parent feedback on satisfaction with SES services
Provider	Attend to logistics of agreement with LEA
	Provide instruction based on agreement with LEA
Parent	Select a provider from the State-approved list that is in or near the LEA
	With the LEA and the selected provider, must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement
	Ensure that their child attends the SES sessions in which he or she is enrolled
	Other desired responsibilities <ul style="list-style-type: none"> ✓ Support provider and LEA efforts to work with their child toward attaining achievement goals ✓ Encourage their child to succeed ✓ Provide feedback on satisfaction with SES services

Data Source: U.S. Department of Education (2009). No Child Left Behind: Public School Choice Non-Regulatory Guidance. Retrieved January 20, 2011, from <http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Table 8
Supplemental Educational Services Participation by School
2008-09 and 2009-10

School	2008-09		2009-10	
	Number	Percent	Number	Percent
Brentwood Elementary	68	37.2%	150	29.5%
Fox Road Elementary	N/A		186	36.6%
Poe Elementary	N/A		56	11.0%
Wendell Elementary	55	30.1%	66	13.0%
York Elementary	60	32.8%	50	9.8%
Total	183	100%	508	100%

Note: In 2008-09, Fox Road Elementary and Poe Elementary were in the first year of school improvement and therefore were not required to offer SES.

Data Source: SES student participation data files provided by WCPSS' Title I Department.

Table 9
Percentage of FRL Students by School
2008-09 and 2009-10

School	FRL Students					
	2008-09			2009-10		
	Enrolled at School	Enrolled in SES	% Served	Enrolled at School	Enrolled in SES	% Served
Brentwood Elementary	275	68	24.7%	310	150	48.4%
Fox Road Elementary	N/A			549	186	33.9%
Poe Elementary	N/A			165	56	33.9%
Wendell Elementary	254	55	21.7%	228	66	28.9%
York Elementary	198	60	30.3%	171	50	29.2%
Total	727	183	25.2%	1,423	508	35.7%

Data Source: 1. 2008-09 and 2009-10 WCPSS Elementary School End-of-Year Master Rosters.
 2. SES student participation data files provided by WCPSS' Title I Department; FRL school totals retrieved January 7, 2011, from <http://www.wcpss.net/demographics/special-need/needs-achieve08.pdf> and <http://www.wcpss.net/demographics/reports/book09/VC-ABC.pdf>

Table 10
Demographic Characteristics by Year

	2008-09		2009-10	
	Number	Percent	Number	Percent
Free or reduced-price lunch (FRL)	183	100.0%	508	100.0%
Students with disabilities (SWD)	26	14.2%	69	13.6%
Limited English proficient (LEP)	78	42.6%	199	39.2%
Male	84	45.9%	259	51.0%
Female	99	54.1%	249	49.0%
American Indian	0	0.0%	0	0.0%
Asian	2	1.1%	11	2.2%
Black/African Am.	84	45.9%	239	47.0%
Hispanic/Latino	79	43.2%	199	39.2%
Multiracial	8	4.4%	23	4.5%
White	10	5.5%	36	7.1%
Total	183	100%	508	100%

- Note: 1. Students will appear in more than one category: race, gender, FRL, SWD, and/or LEP.
2. In 2008-09 the 206 students participated in SES; 183 of these students were matched with demographic data and are included in this table. In 2009-10, all 508 students who participated in SES were matched with demographic data and are included in this table.
3. The total $N=183$ for students participating in 2008-09 and $N=508$ for students participating in 2009-10, within race and gender categories.
- Data Source: 2008-09 and 2009-10 WCPSS Elementary School End-of-Year Master Rosters.
- Interpretation Example: Of the 183 SES participants in 2008-09, 26 (14.2%) were SWD students.

Table 11
Supplemental Educational Services Participation by Grade Level
2008-09 and 2009-10

Grade Level	2008-09		2009-10	
	Number	Percent	Number	Percent
Kindergarten	25	13.7%	60	11.8%
Grade 1	35	19.1%	104	20.5%
Grade 2	35	19.1%	111	21.9%
Grade 3	37	20.2%	86	16.9%
Grade 4	30	16.4%	76	15.0%
Grade 5	21	11.5%	71	14.0%
Total	183	100%	508	100%

Data Source: SES student participation data files provided by WCPSS' Title I Department.

Table 12
Percentage of Students Proficient in Reading and/or Mathematics
Prior to SES Participation

Performance on Pre-Assessment	2008-09 Participants		2009-10 Participants	
	Grades 1-3	Grades 4 & 5	Grades 1-3	Grades 4 & 5
At or above grade, reading and math	46 43.0%	12 23.5%	119 39.5%	42 28.6%
Below grade, reading or math	48 44.9%	36 70.6%	160 53.2%	102 69.4%
<i>Missing</i>	13	3	22	3
Total	107	51	301	147

Note:1. For students in grades 4 and 5 the pre-assessment was the 2007-08 Reading and Mathematics EOGs for 2008-09 participants, and the 2008-09 EOGs for 2009-10 participants.

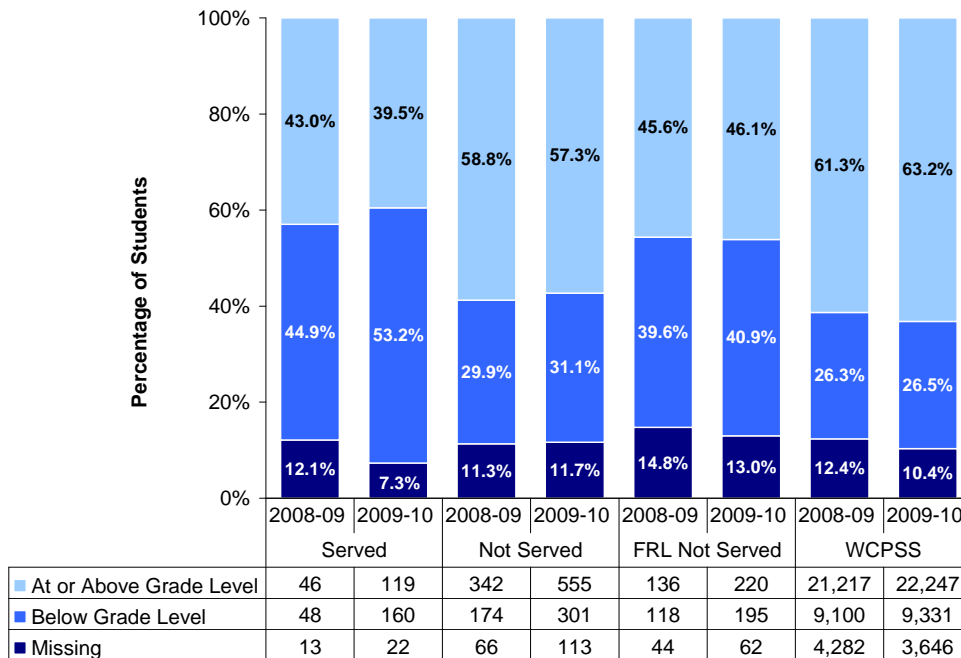
2. For grades 1-3 the pre-assessment was the 2007-08 book level and math strands (proficiency on all five math strands was considered) for 2008-09 participants, and the 2008-09 book level and math strands for 2009-10 participants.

3. Kindergarten students do not have prior year's data and are therefore not reflected in this table.

Data Source: SES student participation data files provided by WCPSS' Title I Department and 2008-09 and 2009-10 WCPSS Elementary School End-of-Year Master Rosters.

Interpretation Example: In grades 1-3, 43.0% of the students served by SES in 2008-09 performed at or above grade level in reading **and** mathematics while 44.9% scored below grade level in **either** reading **or** mathematics **or both**.

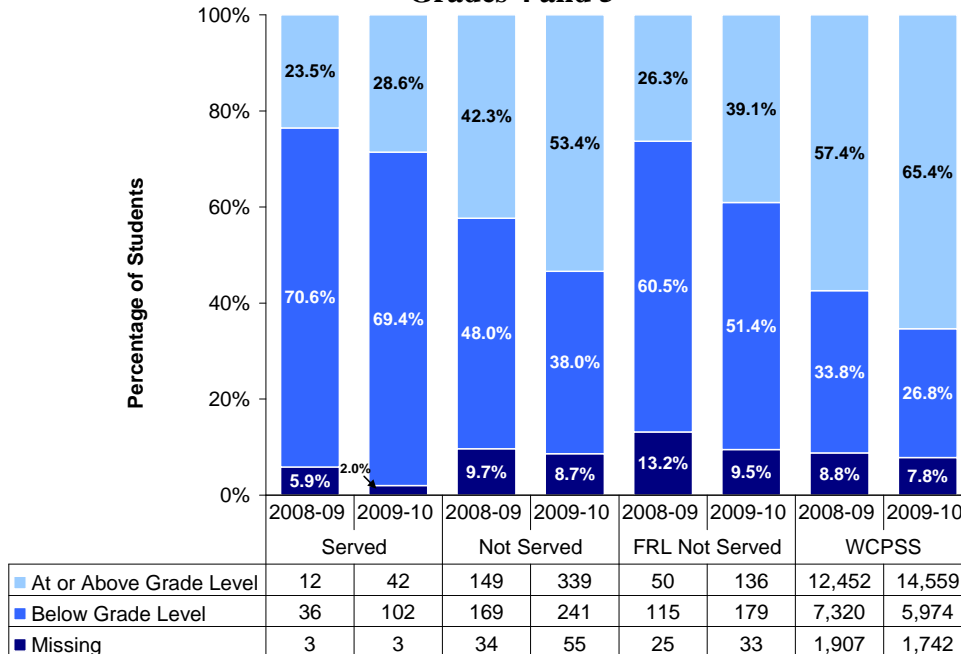
Figure 1
Students' Reading and Mathematics Proficiency Prior to SES Services
Grades 1 – 3



Data Source: SES student participation data files provided by WCPSS' Title I Department and 2008-09 and 2009-10 WCPSS Elementary School End-of-Year Master Rosters.

Interpretation Example: 43% of students receiving SES services in 2008-09 were at or above grade level in both reading (book level) and mathematics (five math strands) in 2007-08, prior to receiving SES services.

Figure 2
Students' Reading and Mathematics Proficiency Prior to SES Services
Grades 4 and 5



Data Source: SES student participation data files provided by WCPSS' Title I Department 2008-09 and 2009-10 WCPSS Elementary School End-of-Year Master Rosters.

Table 13
Supplemental Educational Services Participation by Provider
2008-09 and 2009-10

Provider	Subject	2008-09		2009-10	
		Number	Percent	Number	Percent
Academic Achievers/S&L Consultants	Reading & Math	0	0.0%	57	13.0%
Academics Plus, Inc.	Reading & Math	92	50.3%	80	18.2%
Measurement Incorporated (Accelerated Achievement)	Reading & Math	24	13.1%	57	13.0%
Achieve Success Tutoring by University Instructors	Reading & Math	0	0.0%	12	2.7%
AIM by Salient Learning	Reading & Math	0	0.0%	7	1.6%
Allied Academics	Reading & Math	0	0.0%	9	2.1%
ATS Project Success	Reading & Math	0	0.0%	3	0.7%
Bright Futures Learning, Inc.	Reading & Math	5	2.7%	0	0.0%
It's Simply English	Reading	0	0.0%	3	0.7%
Learning & You	Reading & Math	0	0.0%	36	8.2%
Master Mind Prep Learning Solutions, Inc.	Reading & Math	6	3.3%	7	1.6%
Shaw University/Historically Minority Colleges & Universities Consortium of NC	Reading & Math	20	10.9%	49	11.2%
Sterling Learning Center, Inc.	Reading & Math	0	0.0%	6	1.4%
Sylvan Learning Center / Ace It	Reading & Math	36	19.7%	99	22.6%
Village Learning Solutions	Reading & Math	0	0.0%	14	3.2%
Total		183	100%	439*	100%

Note: In 2009-10, 69 students were missing attendance data; thus, 439 represents the total number of students with complete data.

Data Source: SES student participation data files provided by WCPSS' Title I Department.

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Appendix Steps in SES Analysis

Overview: In order to analyze the 2008-09 and 2009-10 supplemental educational services (SES) participation data, it was necessary to combine multiple provider files and create a student identification variable for matching files in the absence of student NCwise ID numbers. In 2008-09, student participation data were captured by combining multiple attendance files and running repeated merges in order to merge data based on student name, grade, and school. Thus, a student identification variable was created utilizing these variables. The creation of a student identification variable was necessary in order to merge SES attendance data with demographic and student achievement data. However, the newly created student identification was not unique for students sharing the same name, school and grade. Thus, verification of correct merges was done manually by the evaluator. SAS software was utilized to combine SES participation data, create a student identifier, and merge participation data to demographic and student achievement data.

The following steps were taken to create a file for data analysis of the 2008-09 SES participation.

1. Read in Excel SES master file by school. Created identification and soundx variables for merge. Four variables were input from the Excel files (student first name, last name, grade, and total number of hours served). Created school variable when data was read into SAS. NCWise ID not included in the files. First and last names were compressed with spaces, dashes, and apostrophes removed in preparation for creating a unique merge variable. Created three soundx variable which provided numerically coded variables based on concatenating several student level variables. The first soundx variable was the most restrictive concatenating first name (first six letters), last name (first six letters), school, and grade level; the second soundx variable concatenating first name (first six letters), last name (first six letters), and school; and the third soundx variable concatenating first name (first six letters) and last name (first six letters). Sorted on soundx variable.
2. Read in WCPSS student roster file to access student demographics and achievement data. Created identification and soundx variables for merge with provider data utilizing same procedures described in #1. Sorted on soundx variable.
3. Merged data sets from #1 (SES master file) and #2 (student roster) by soundx variable to include additional variables. Ran three merges: the first merge was the most restrictive concatenating first name (first six letters), last name (first six letters), school, and grade level while stripping leading and trailing blank spaces; the second merge concatenating first name (first six letters), last name (first six letters), and school; the third merge and least restrictive merge used the soundx variable. Printed match file to remove duplicate matches. Combined matched data files into one dataset.

4. Read in Excel SES attendance files by school and SES provider supplied by Title I. These files were used to determine students' participation by SES provider. Combined 12 Excel files into one SES data file. The combined 2008-09 data file contained 206 students. Sorted on soundx variable. Sorted combined provider data set from #4 by soundx variable.
5. Merged data sets from #4 (SES attendance) and #3 (SES master file with roster data) by soundx variable to include additional variables. Ran three merges: the first merge was the most restrictive concatenating first name (first six letters), last name (first six letters), school, and grade level while stripping leading and trailing blank spaces; the second merge concatenating first name (first six letters), last name (first six letters), and school; the third merge and least restrictive merge used the soundx variable. Printed match file to remove duplicate matches. Combined matched data files into one dataset. Of the 206 students who participated in 2008-09, 183 students were matched to the student roster.
6. Merged 2007-08 K5 data to capture pre-test scores for students in grade 1-3.
7. Ran output tables.

In 2009-10, SES participation data existed in one Excel file containing NCwise IDs submitted to NCDPI. However in order to access the student participation by provider it required the combining of student attendance files. Similar to 2008-09, the 2009-10 files were separated by school and provider and did not contain NCwise IDs. The following steps were taken to create a file for data analysis of the 2009-10 SES participation.

1. Read in Excel SES file submitted to NCDPI. Created identification and soundx variables for merge with attendance file. The combined 2009-10 data file contained 508 students.
2. Read in WCPSS student roster file to access student demographics and achievement data.
3. Merged data sets from #1 (SES file) and #2 (student roster) by NCwise ID.
4. Sorted on new data set with soundx variable for merge with attendance data.
5. Read in Excel SES attendance files by school and SES provider supplied by Title I. These files were used to determine students' participation by SES provider. Combined 15 Excel files into one SES data file. The 15 files used included multiple tabs by provider which were read in using a macro loop; however, the files were first copied and organized in order to simplify the input. Created identification and soundx variables for merge with SES participation data utilizing same procedures described in #1 for the 2008-09 data analysis. Sorted on soundx variable.

6. Merged data sets from #3 (SES file with roster data) and #5 (SES attendance file) by soundx variable to include additional variables. Ran three merges: the first merge was the most restrictive concatenating first name (first six letters), last name (first six letters), school, and grade level while stripping leading and trailing blank spaces; the second merge concatenating first name (first six letters), last name (first six letters), and school; the third merge and least restrictive merge used the soundx variable. Printed match file to remove duplicate matches. Combined matched data files into one dataset.
7. Merged combined SES/roster data set from #6 with K5 data for 2008-09 for pre assessment information.
8. Ran output tables.