

Executive Summary

Academic Achievement Outcomes, Monitoring, and Customer Satisfaction: Statewide Results 2006-07

Introduction

School Information:

- 141 schools were required to offer SES
- 138 schools had students requesting and receiving SES

Student Information:

- 83,923 students were eligible for SES
- 14,009 parents requested SES (16.7%)
- 10,564 students received SES (12.6%)

Provider Information

- From 1 to 26 SES providers worked with each individual school system to offer SES to students
- \$9,281,932 of Title I funds were paid to SES providers in 2006-07 (through May 31, 2007)
- 41 school systems said they would be spending SES funds during the month of June, 2007
- The table below shows the SES participation rates for the past four years in Georgia.

	2006-07	2005-06	2004-05	2003-04
Students eligible for SES	83,923	93,308	94,575	152,271
Parents requesting SES for students	14,009 (16.7% of eligible students)	13,091 (14.0% of eligible students)	9,281 (9.8% of eligible students)	18,473 (12.1% of eligible students)
Students receiving SES	10,564 (12.6% of eligible students)	9,670 (10.4% of eligible students)	8,514 (9.0% of eligible students)	16,632 (10.9% of eligible students)

The Georgia evaluation program for SES includes three components: (1) effectiveness (a collection and analysis of individual student achievement test results on the Criterion-Referenced Competency Test (CRCT), End of Course Tests (EOCT) and Georgia High School Graduation Test (GHS GT) in Reading, English/Language Arts (ELA), and/or Math), (2) service delivery (on-site monitoring visits to determine quality of the service delivery and compliance), and (3) customer service (client satisfaction survey results to determine the quality of customer service). In addition, the Department collected and analyzed data regarding student participation in the SES program.

In summary, Georgia's approach to provider evaluation using multiple criteria and indicators of academic achievement impact, and the use of a comparison group model for examining SES student test results, provides a broad, comprehensive, and equitable basis for identifying the contributions of SES providers to student academic achievement.

Results at the state level are not positive for the majority of indicators. At a statewide level the analyses presented in this report do not provide strong evidence of the impact of SES on students receiving these services in 2006-07. Despite the limitations of the methodology described in the report, this information may be useful in the ongoing discussions about the value of SES after-school tutoring and its ability to improve student academic proficiency as measured by standardized achievement tests.

Effectiveness

Effectiveness refers to the impact SES has on student achievement. The provider will be determined to have contributed to increasing the academic proficiency of students for two or more consecutive years in the same subject when the Department finds that the provider's students performed better on state assessments than similarly situated students who were eligible for SES but did not receive the services. To control for possible pre-existing differences in achievement, students from these two groups (i.e., participating and non-participating) were matched on prior achievement and selected geographic and/or demographic variables.

The evaluation questions are listed below:

1. Did at least 50% of provider's students increase scores on CRCT from 2006 to 2007?
2. Did the provider have a larger percentage of students with increases on the CRCT from 2006 to 2007 than the comparison group?
3. Did the providers have a larger percentage of students moving to a higher level on the CRCT than the comparison group?
4. Was the average score for provider's students higher than the comparison group on the CRCT, EOCT, and/or GHSGT?
5. Was the difference in average scores between provider's and comparison students meaningful based on an effect size of at least .2?
6. Did at least 50% of provider's students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group? (same question asked in 2005-2006)
7. Did provider have a larger percentage of students passing the CRCT, EOCT, and/or GHSGT than the comparison group?
8. Did provider have a larger % of students passing the CRCT than all GA Title I schools?

Key Findings for SES Effectiveness

Reading

- 60.5% of all SES students increased their CRCT Reading Scaled scores from 2006 to 2007.
- 74.4% of all SES providers (67 out of 90) did not have at least 50% of its students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group.
- The Non-SES students (65.8%) outperformed SES students (60.5%) when comparing the percentage of students whose CRCT scaled scores increased from 2006-2007.
- The Non-SES students (26.7%) outperformed SES students (22.3%) when comparing the percentage of students whose CRCT scores moved to a higher performance level (does not meet, meets, exceeds).
- The Non-SES students (793.4) outperformed SES students (791.2) when comparing the average 2007 CRCT, EOCT, or GHSGT scaled scores from 2006-2007.
- The Non-SES students (72.2%) outperformed SES students (69.4%) when comparing the percentage of students passing the CRCT, EOCT, and/or GHSGT from 2006-2007.

Question 1: Did at least 50% of SES students increase scores on CRCT from 2006 to 2007?

The answer to this question is YES. Over sixty percent of SES students in grades 2 through 8 recorded higher scores in 2007 on the Reading section of the CRCT than in 2006. Approximately two-thirds of students in second, fifth, sixth, and eight grades showed improvement. In grades three and seven, however, fewer than half the SES students earned higher scores in 2007. Table 5 displays the results.

Table 5. SES students whose CRCT Reading scores increased from 2006 to 2007

Grade	SES Students	CRCT Scores Increased	
		Number	Percentage
2	148	98	66.2%
3	141	60	42.6%
4	155	86	55.5%
5	130	87	66.9%
6	1500	1038	69.2%
7	1352	601	44.5%
8	1371	931	67.9%
Total	4797	2901	60.5%

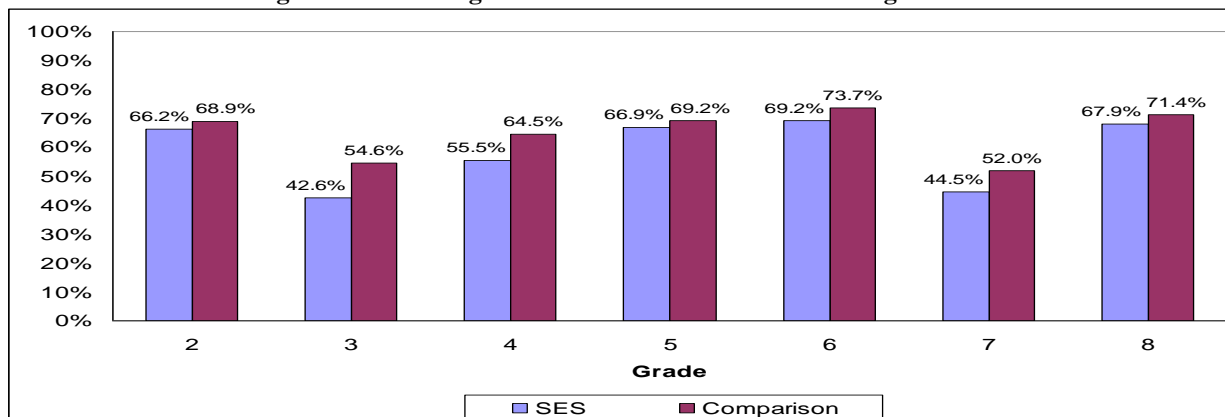
Question 2: Did a larger percentage of SES students have increases on the CRCT from 2006 to 2007 than in the comparison group?

The answer to this question is NO. A larger percentage of comparison group students increased their Reading CRCT scores than did SES students. The difference between the groups is significantly different (chi square = 28.49, $p < .0001$). This pattern was repeated in every grade. More than half of the comparison group students improved their Reading scores in each grade, as well. The smallest difference was seen in fifth grade. The largest differences were observed in grades three, four, and seven; these were also the three grades in which the smallest percentages of SES students showed improvement. Table 6 displays the results in tabular form and Figure 3 presents them in graphic form.

Table 6. Percentage of students with increased Reading CRCT scores

Grade	SES Students	CRCT Scores Increased		Difference
		SES	Comparison	
2	148	66.2%	68.9%	-2.7%
3	141	42.6%	54.6%	-12.0%
4	155	55.5%	64.5%	-9.0%
5	130	66.9%	69.2%	-2.3%
6	1500	69.2%	73.7%	-4.5%
7	1352	44.5%	52.0%	-7.5%
8	1371	67.9%	71.4%	-3.5%
Total	4797	60.5%	65.8%	-5.3%

Figure 3. Percentage of students with increased Reading CRCT scores



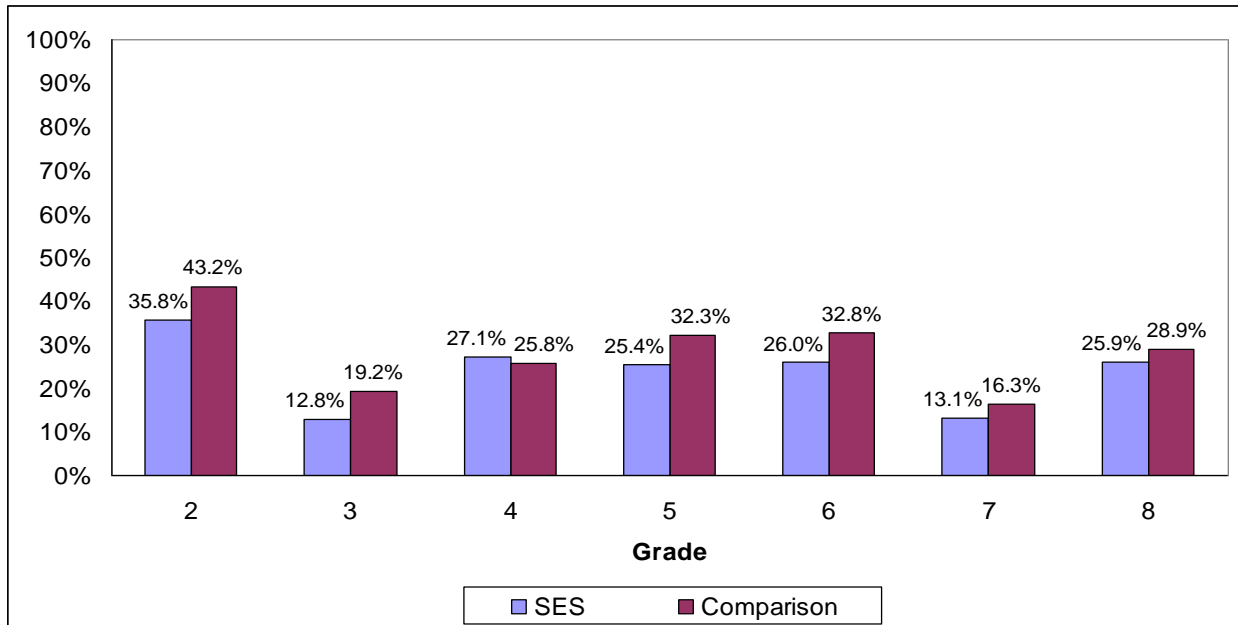
Question 3: Did a larger percentage of SES students move to a higher level on the CRCT than in the comparison group?

The answer to this question is NO. This question contrasts SES and comparison group students on changing among the three classifications of scores on the CRCT. This involves moving from “does not meet standards” to “meets standards,” or from “meets standards” to “exceeds standards.” Overall, and for all but one of the grade levels, more comparison group students improved. The difference between the groups is significantly different (chi square = 25.88, $p < .0001$). The percentage of SES students changing levels exceeded that of comparison students only among fourth grade students. The largest improvement for both SES and comparison students was in second grade students, even though this grade had the largest disparity between groups. Table 7 displays the results in tabular form and Figure 4 presents them in graphic form.

Table 7. Percentage of students moving to a higher level on the Reading CRCT

Grade	SES Students	CRCT Level Increased		Difference
		SES	Comparison	
2	148	35.8%	43.2%	-7.4%
3	141	12.8%	19.2%	-6.4%
4	155	27.1%	25.8%	1.3%
5	130	25.4%	32.3%	-6.9%
6	1500	26.0%	32.8%	-6.8%
7	1352	13.1%	16.3%	-3.2%
8	1371	25.9%	28.9%	-3.0%
Total	4797	22.3%	26.7%	-4.4%

Figure 4. Percentage of students moving to a higher level on the Reading CRCT



Question 4: Were the average 2007 CRCT, EOCT, and/or GHSGT scores higher for SES students than in the comparison group?

The answer to this question is NO. SES students had an average Reading test scores of just over two points lower than comparison group students. The difference between the mean scores was significant ($t = -6.79$, $p < .0001$). Comparison students had higher average scores in every grade except two; SES students in 9th and 11th grades posted slightly higher averages than comparison students. Those two positive results for SES represented the smallest differences between the groups across grades. Consistent with the results in question 3, both groups posted averages in grade 2 that were considerably higher than in all other elementary and middle grades. Table 8 displays the results.

Table 8. Average Reading CRCT, EOCT, and GHSGT scores

Grade	SES Students	Average Test Score		Difference
		SES	Comparison	
2	148	822.6	825.4	-2.8
3	141	809.0	813.7	-4.7
4	155	805.8	807.0	-1.2
5	130	803.3	806.6	-3.3
6	1493	813.6	816.5	-2.9
7	1345	807.2	809.6	-2.4
8	1330	811.4	812.7	-1.3
9	242	455.9	455.5	0.4
10	7	383.1	385.3	-2.2
11	10	411.3	411.1	0.2
12	13	413.8	419.2	-5.4
Total	5014	791.2	793.4	-2.2

Question 5: Was the difference between SES students and comparison group students meaningful, based on an effect size of at least .2?

The answer to this question is NO. As noted in the previous question, SES students scored better than comparison groups students in only two grades. The overall effect size of the difference was .02, far below the meaningful level as defined in the question. The effect size did not reach .02 in any grade. Table 9 shows the average reading score differences and the effect sizes.

Table 9. Average Reading score differences and effect sizes

Grade	SES Students	Average Test Score		Difference	Effect Size
		SES	Comparison		
2	148	822.6	825.4	-2.8	0.10
3	141	809.0	813.7	-4.7	0.17
4	155	805.8	807.0	-1.2	0.05
5	130	803.3	806.6	-3.3	0.16
6	1493	813.6	816.5	-2.9	0.14
7	1345	807.2	809.6	-2.4	0.12
8	1330	811.4	812.7	-1.3	0.06
9	242	455.9	455.5	0.4	0.00
10	7	383.1	385.3	-2.2	0.10
11	10	411.3	411.1	0.2	0.00
12	13	413.8	419.2	-5.4	0.12
Total	5014	791.2	793.4	-2.2	0.02

Question 6: Did at least 50% of SES students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group?

The answer to this question is NO. Overall, 44.1 percent of SES students had higher Reading scores than their matched comparisons. In other words, when examined as individual pairs, about fifty-six percent of comparison students had higher test scores than the SES students with whom they were matched. A large percentage of SES students earned higher scores in grades ten through twelve, but there were so few students that the high percentages did not have much effect on the overall percentage. Table 10 shows the results of SES students scoring higher on Reading.

Table 10. Percentage of SES students scoring higher on Reading

Grade	SES Students	SES Students with Higher Test Scores	
		Number	Percentage
2	148	67	45.3%
3	141	61	43.3%
4	155	69	44.5%
5	130	53	40.8%
6	1500	648	43.2%
7	1352	582	43.1%
8	1371	605	44.1%
9	280	134	47.9%
10	7	7	100.0%
11	18	14	80.0%
12	23	19	84.6%
Total	5125	2260	44.1%

Question 7: Did a larger percentage of SES students pass the CRCT, EOCT, and/or GHSGT than in the comparison group?

The answer to this question is NO. Approximately three percent more comparison group students passed Reading tests than did SES students. The difference in pass rates is significant (chi square = 8.84, $p < .003$). A higher percentage of SES students passed in four grades (2nd, 4th, 10th, and 12th), and the groups were equal in ninth grade. It should be noted that the differences between groups in grades ten and eleven are large because of the small numbers of students involved. In the comparison group, none of the seven 10th grade students passed their tests, but all ten of the 12th grade students passed. Table 11 shows the percentage of SES and comparison students who passed the Reading test.

Table 11. Percentage of SES and Comparison students passing Reading tests

Grade	Number of Students		Percentage Passing		Difference
	SES	Comparison	SES	Comparison	
2	128	125	86.3%	84.5%	1.8%
3	89	95	63.2%	67.4%	-4.2%
4	95	89	61.0%	57.4%	3.6%
5	74	83	56.6%	63.8%	-7.2%
6	1131	1197	75.4%	79.8%	-4.4%
7	886	938	65.5%	69.4%	-3.9%
8	1015	1027	74.0%	74.9%	-0.9%
9	123	123	43.8%	43.8%	0.0%
10	3	0	42.9%	0.0%	42.9%
11	5	18	30.0%	100.0%	-70.0%
12	9	8	38.5%	33.3%	5.2%
Total	3556	3702	69.4%	72.2%	-2.9%

Question 8: Did a larger percentage of SES students pass the CRCT than Georgia Title I students?

The answer to this question is NO. In grades 2-8, 71.2 percent of SES students passed the CRCT in Reading; 84.2 percent of all Title I students passed the test. Only second grade SES students passed at a higher rate than the state. It should be noted that Georgia does not release pass rates by grade, only as an aggregate of all students taking the test. Table 12 displays the passing rates for SES students in all grades for the appropriate test.

Table 12. Percentage of SES students passing Reading tests

Grade	Number of SES Students	Percentage Passing
2	148	86.3%
3	141	63.2%
4	155	61.0%
5	130	56.6%
6	1500	75.4%
7	1352	65.5%
8	1371	74.0%
9	280	43.8%
10	7	42.9%
11	18	30.0%
12	23	38.5%
Total	5125	69.4%

English / Language Arts

- 60.2% of all SES students increased their CRCT English / Language Arts Scaled scores from 2006 to 2007.
- 43.3% of all SES providers (39 out of 90) did not have at least 50% of its students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group.
- The Non-SES students (67.4) outperformed SES students (60.2%) when comparing the percentage of students whose CRCT scaled scores increased from 2006-2007.
- The Non-SES students (22.6%) outperformed SES students (19.4%) when comparing the percentage of students whose CRCT scores moved to a higher performance level (does not meet, meets, exceeds).
- The Non-SES students (814.0) outperformed SES students (811.0) when comparing the average 2007 CRCT, EOCT, or GHSGT scaled scores from 2006-2007.
- The Non-SES students (76.9%) outperformed SES students (73.1%) when comparing the percentage of students passing the CRCT, EOCT, and/or GHSGT from 2006-2007.

Findings for students receiving SES in ELA

Of the 1,983 students who received SES in English/Language Arts, 1,419 (71.6%) had complete testing data for both years of the analysis (i.e. test scores and usable student identification numbers) and were matched with comparison students. Of those, 1,374 (96.8%) were matched with students from the same school. The rest were matched with students in the same grade with an identical score but who were in another school within the same district. None of the high school students receiving SES in this subject were able to be matched, so the results are reported for grades two through eight only.

Question 1: Did at least 50% of SES students increase scores on CRCT from 2006 to 2007?

The answer to this question is YES. Over sixty percent of SES students in grades 2 through 8 recorded higher scores in 2007 on the ELA section of the CRCT than in 2006. Over eighty percent of fifth grade SES students improved, but this was a very small group. Fewer than half of the sixth grade students improved their scores, the only grade in which fewer than sixty percent showed improvement. A greater percentage of SES students in elementary grades improved than did students in middle grades. Table 13 displays the results.

Table 13. SES students whose CRCT ELA scores increased from 2006 to 2007

Grade	SES Students	CRCT Scores Increased	
		Number	Percentage
2	38	25	65.8%
3	63	44	69.8%
4	65	48	73.8%
5	36	30	83.3%
6	424	199	46.9%
7	413	262	63.4%
8	380	247	65.0%
Total	1419	855	60.2%

Question 2: Did a larger percentage of SES students have increases on the CRCT from 2006 to 2007 than in the comparison group?

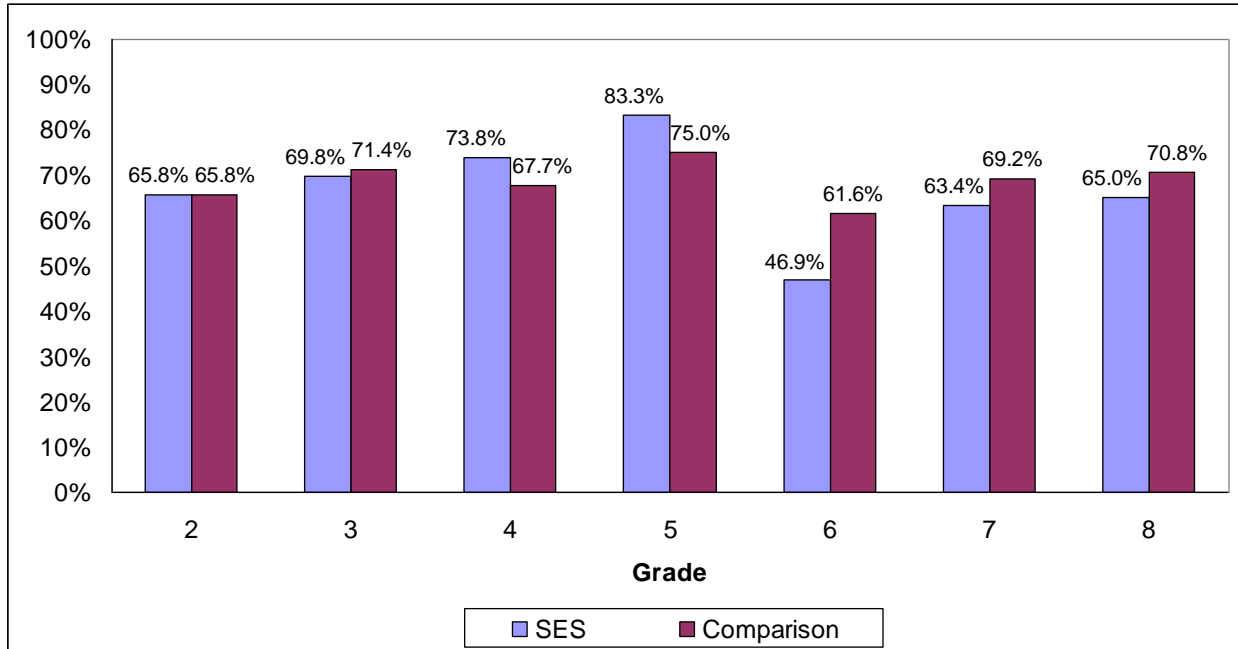
The answer to this question is NO. A larger percentage of comparison group students increased their ELA CRCT scores than did SES students. More than two-thirds of all comparison group students improved their CRCT scores from 2006 to 2007, compared to sixty percent of SES students. The difference between the groups is significantly different (chi square = 15.88, $p < .0001$). This pattern was also evident in four of the seven grade levels. More SES students than comparison group students increased their scores in grades 4 and 5, and the two groups were equal among second graders. More than sixty percent of the comparison group students improved their ELA scores in each grade. The largest difference was observed in sixth grade; this was also the grade in which the smallest percentage of SES students showed improvement.

There are different patterns for elementary and middle grades. Among elementary students, slightly more SES students (72.7%) than comparison students (69.8%) show improvement. In middle school, more comparison students (67.1%) than SES students (58.2%) show improvement. Table 14 displays the results in tabular form and Figure 5 presents them in graphic form.

Table 14. Percentage of students with increased ELA CRCT scores

Grade	SES Students	CRCT Scores Increased		Difference
		SES	Comparison	
2	38	65.8%	65.8%	0.0%
3	63	69.8%	71.4%	-1.6%
4	65	73.8%	67.7%	6.1%
5	36	83.3%	75.0%	8.3%
6	424	46.9%	61.6%	-14.7%
7	413	63.4%	69.2%	-5.8%
8	380	65.0%	70.8%	-5.8%
Total	1419	60.2%	67.4%	-7.2%

Figure 5. Percentage of students with increased ELA CRCT scores



Question 3: Did a larger percentage of SES students move to a higher level on the CRCT than in the comparison group?

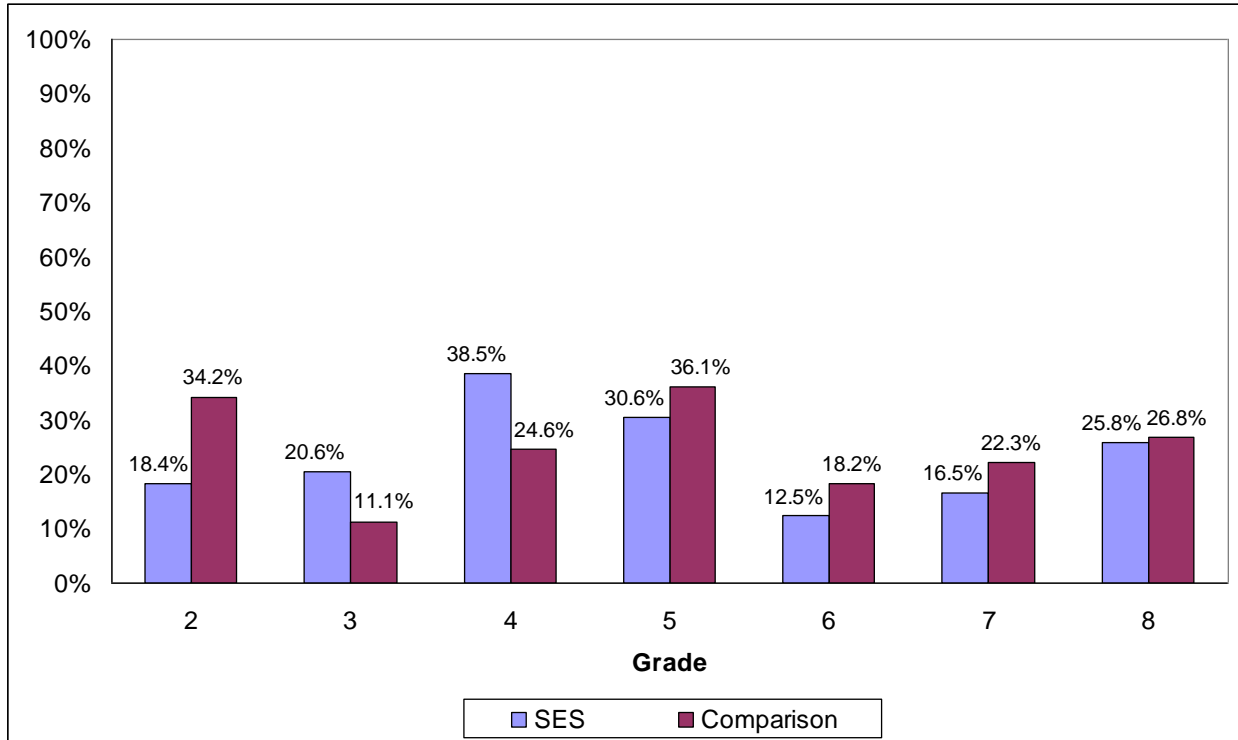
The answer to this question is NO. This question contrasts SES and comparison group students on changing among the three classifications of scores on the CRCT. This involves moving from “does not meet standards” to “meets standards,” or from “meets standards” to “exceeds standards.” Overall, more comparison group than SES students improved a level. The difference between groups is significant (chi square = 4.31, $p < .038$). The percentage of SES students changing levels exceeded that of comparison students only among third and fourth grade students. The largest improvement for SES students was among fourth grade students, and the largest improvement for comparison students was in second grade students.

As in question 2, more SES (27.7%) than comparison (24.2%) students increased a level in elementary grades, while the opposite was true for middle grades (18.0% versus 22.3%). Table 15 displays the results in tabular form and Figure 6 presents them in graphic form.

Table 15. Percentage of students moving to a higher level on the ELA CRCT

Grade	SES Students	CRCT Level Increased		Difference
		SES	Comparison	
2	38	18.4%	34.2%	-15.8%
3	63	20.6%	11.1%	9.5%
4	65	38.5%	24.6%	13.9%
5	36	30.6%	36.1%	-5.5%
6	424	12.5%	18.2%	-5.7%
7	413	16.5%	22.3%	-5.8%
8	380	25.8%	26.8%	-1.0%
Total	1419	19.4%	22.6%	-3.2%

Figure 6. Percentage of students moving to a higher level on the ELA CRCT



Question 4: Was the average 2007 CRCT, EOCT, and/or GHSGT score higher for SES students than in the comparison group?

The answer to this question is NO. SES students had average ELA CRCT scores of just over three points lower than comparison group students. The difference between the mean scores was significant ($t = -5.01, p < .0001$). Comparison students had higher average scores in every grade except two; SES students in 3rd and 4th grades posted higher averages than comparison students. Like the previous two questions, there were different patterns for elementary and middle school students. In elementary grades, SES students (809.1) had higher average scores than comparison students (806.4). The opposite was true (811.3 versus 815.3) in the middle grades. Table 16 displays the results.

Table 16. Average ELA CRCT scores

Grade	SES Students	Average CRCT Score		Difference
		SES	Comparison	
2	38	806.0	809.2	-3.2
3	63	811.6	809.5	2.1
4	65	811.2	802.7	8.5
5	36	804.4	804.5	-0.1
6	424	808.9	814.1	-5.2
7	413	811.5	815.2	-3.7
8	380	813.9	816.6	-2.7
Total	1419	811.0	814.0	-3.0

Question 5: Was the difference between SES students and comparison group students meaningful, based on an effect size of at least .2?

The answer to this question is NO. The overall effect size of the difference was .14, below the meaningful level of .2 as defined in the question. The effect size was above 0.2 for only two grades. In grade 4, SES students scored higher than comparison students, while in grade 6, the reverse was true. Table 17 shows the results.

Table 17. Average ELA score differences and effect sizes

Grade	SES Students	Average CRCT Score		Difference	Effect Size
		SES	Comparison		
2	38	806.0	809.2	-3.2	0.15
3	63	811.6	809.5	2.1	0.11
4	65	811.2	802.7	8.5	0.38
5	36	804.4	804.5	-0.1	0.00
6	424	808.9	814.1	-5.2	0.26
7	413	811.5	815.2	-3.7	0.18
8	380	813.9	816.6	-2.7	0.12
Total	1419	811.0	814.0	-3.0	0.14

Question 6: Did at least 50% of SES students score higher on the CRCT, EOCT and/or GHSGT than the comparison group?

The answer to this question is NO. Overall, 41.5 percent of SES students had higher ELA scores than their matched comparisons which is less than the 50% criterion. However, it should be noted that a larger percentage of SES students earned higher scores in grades three and four. Table 18 displays the results.

Table 18. Percentage of SES students scoring higher on ELA

Grade	SES Students	SES Students with Higher CRCT Scores	
		Number	Percentage
2	38	14	36.8%
3	63	36	57.1%
4	65	42	64.6%
5	36	16	44.4%
6	424	157	37.0%
7	413	164	39.7%
8	380	160	42.1%
Total	1419	589	41.5%

Question 7: Did a larger percentage of SES students pass the CRCT, EOCT, and/or GHSGT than in the comparison group?

The answer to this question is NO. More comparison group students passed ELA tests than did SES students. The difference in pass rates is significant (chi square = 5.29, $p < .021$). A higher percentage of SES students passed in 3rd and 4th grade. Table 19 displays the results.

Table 19. Percentage of students passing ELA tests

Grade	SES	Percentage Passing		Difference
	Students	SES	Comparison	
2	38	62.3%	68.4%	-6.1%
3	63	74.6%	68.3%	6.3%
4	65	69.2%	56.9%	12.3%
5	36	52.8%	58.3%	-5.5%
6	424	68.8%	76.4%	-7.6%
7	413	74.6%	79.6%	-5.0%
8	380	79.8%	81.9%	-2.1%
Total	1419	73.1%	76.9%	-3.7%

Question 8: Did a larger percentage of SES students pass the CRCT than Georgia Title I students?

The answer to this question is NO. In grades 2 through 8, 73.1 percent of SES students passed the CRCT in ELA; 82.3 percent of all Title I students passed the test. In none of these grades did a higher percentage of SES students pass than the overall state pass rate. It should be noted that Georgia does not release pass rates by grade, only as an aggregate of all students taking the test. Table 20 displays the results.

Table 20. Percentage of SES and Title I students passing ELA tests

Grade	Number of SES Students	Percentage Passing
2	38	62.3%
3	63	74.6%
4	65	69.2%
5	36	52.8%
6	424	68.8%
7	413	74.6%
8	380	79.8%
Total	1419	73.1%

Mathematics

- 74.1% of all SES students increased their CRCT Math Scaled scores from 2006 to 2007.
- 67.7% of all SES providers (61 out of 90) did not have at least 50% of its students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group.
- The SES students (618.0) outperformed Non-SES students (614.9) when comparing the average 2007 CRCT, EOCT, or GHSGT scaled scores from 2006-2007.
- The Non-SES students (74.8%) outperformed SES students (74.1%) when comparing the percentage of students whose CRCT scaled scores increased from 2006-2007.
- The Non-SES students (16.8%) outperformed SES students (15.0%) when comparing the percentage of students whose CRCT scores moved to a higher performance level (does not meet, meets, exceeds).
- The Non-SES students (52.0%) outperformed SES students (49.3%) when comparing the percentage of students passing the CRCT, EOCT, and/or GHSGT from 2006-2007.

Findings for students receiving SES in Math

Of the 7,617 students who received SES in Math, 5,217 (68.5%) had complete testing data for both years of the analysis (i.e. test scores and usable student identification numbers) and were matched with comparison students. Of those, 4,887

(93.7%) were matched with students from the same school. The rest were matched with students in the same grade with an identical score but who were in another school within the same school district.

Question 1: Did at least 50% of SES students increase scores on CRCT from 2006 to 2007?

The answer to this question is YES. Over sixty percent of SES students in grades 2 through 8 recorded higher scores in 2007 on the Math section of the CRCT than in 2006. Over three-quarters of fifth grade SES students improved. Less than one-third of the fourth grade students improved their scores, the only grade in which fewer than fifty-five percent showed improvement. Fourth grade also had the smallest number of students. Table 21 displays the results.

Table 21. SES students whose CRCT Math scores increased from 2006 to 2007

Grade	SES Students	CRCT Scores Increased	
		Number	Percentage
2	121	NA	NA
3	156	100	64.1%
4	170	55	32.4%
5	138	105	76.1%
6	1567	NA	NA
7	1447	996	68.8%
8	1421	782	55.0%
Total	5020	2037	61.1%

Question 2: Did a larger percentage of SES students have increases on the CRCT from 2006 to 2007 than in the comparison group?

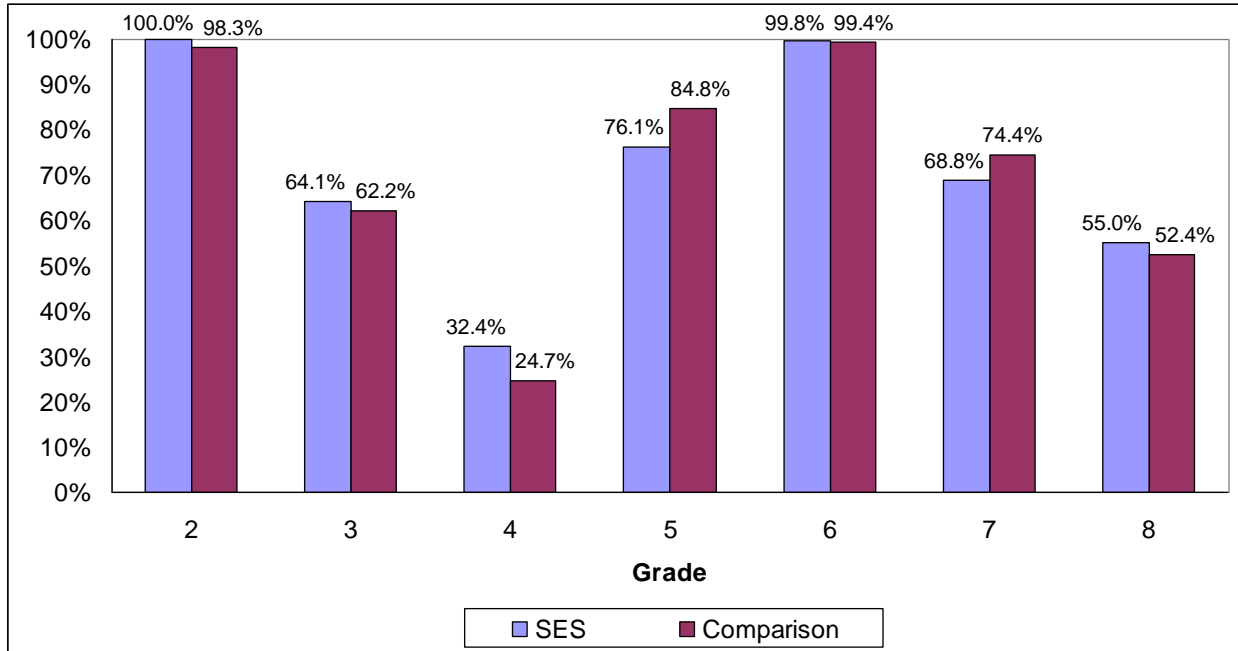
The answer to this question is NO. Over sixty percent of all SES and comparison group students improved their CRCT scores from 2006 to 2007. However, slightly more comparison group students displayed improvement. The difference between groups is not statistically significant. More SES students than comparison students improved in three of the five grades which could be used for this analysis. The reason for these two seemingly contradictory findings relate to the number of students receiving SES in each grade. Comparison students outperformed SES students in seventh grade, which accounts for the most students of any grade. Conversely, the largest gap in favor of SES students came in fourth grade, which has the least number of students.

The percentage of students showing improvement was lowest for both groups in fourth grade. Less than one-third of SES students and less than one-quarter of comparison students scored higher on the CRCT in 2007 than in 2006. These numbers are far below the results for any other grade level. Table 22 displays the results in tabular form and Figure 7 presents them in graphic form.

Table 22. Percentage of students with increased Math CRCT scores

Grade	SES Students	CRCT Scores Increased		Difference
		SES	Comparison	
2	121	NA	NA	NA
3	156	64.1%	62.2%	1.9%
4	170	32.4%	24.7%	7.7%
5	138	76.1%	84.8%	-8.7%
6	1567	NA	NA	NA
7	1447	68.8%	74.4%	-5.6%
8	1421	55.0%	52.4%	2.6%
Total	5020	61.1%	62.3%	-1.2%

Figure 7. Percentage of students with increased Math CRCT scores



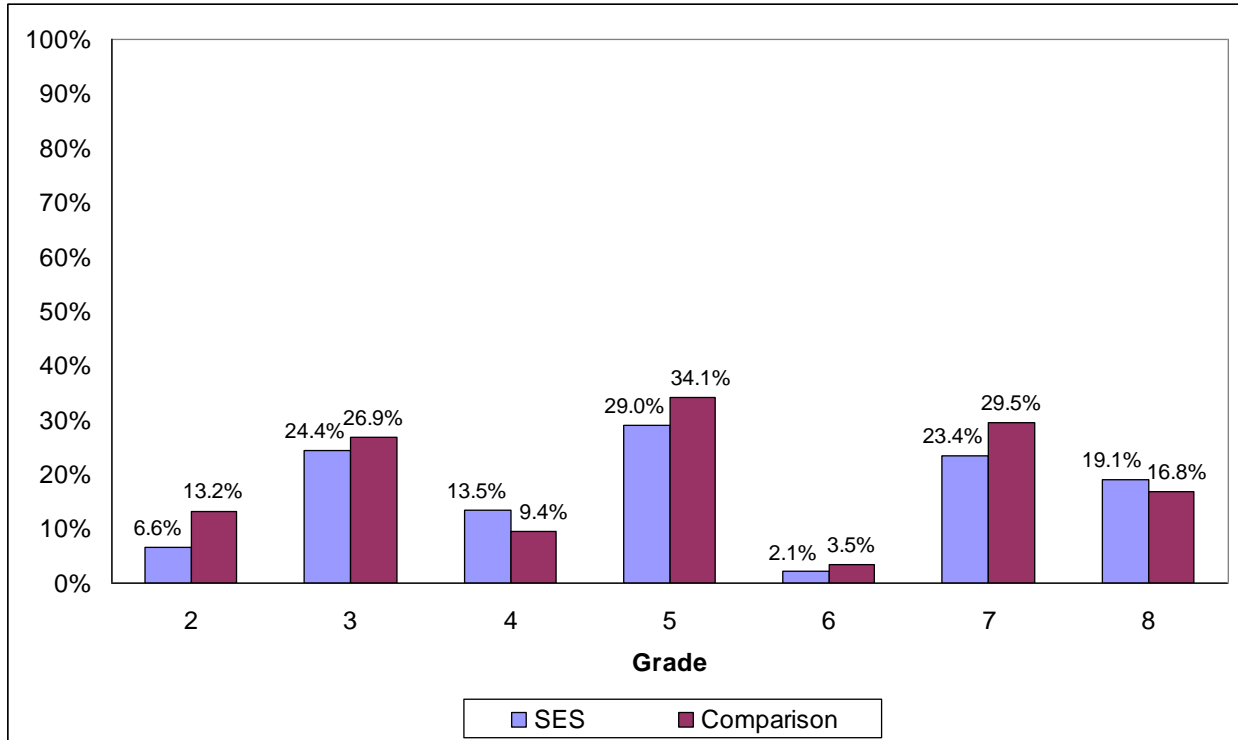
Question 3: Did a larger percentage of SES students move to a higher level on the CRCT than in the comparison group?

The answer to this question is NO. This evaluation question contrasts SES and comparison group students on changing among the three classifications of scores on the CRCT. This involves moving from “does not meet standards” to “meets standards,” or from “meets standards” to “exceeds standards.” Overall, more comparison group than SES students increased by a level. The difference in group percentages is significant (chi square = 6.00, $p < .014$). However, among fourth and eighth grade students, the percentage of SES students changing levels exceeded that of comparison students. The largest improvement for both SES and comparison students was among fifth grade students. The smallest improvement for both groups was among sixth grade students; very few of them improved their scores by a level. Table 23 displays the results in tabular form and Figure 8 presents them in graphic form.

Table 23. Percentage of students moving to a higher level on the Math CRCT

Grade	SES Students	CRCT Level Increased		Difference
		SES	Comparison	
2	121	6.6%	13.2%	-6.6%
3	156	24.4%	26.9%	-2.5%
4	170	13.5%	9.4%	4.1%
5	138	29.0%	34.1%	-5.1%
6	1567	2.1%	3.5%	-1.4%
7	1447	23.4%	29.5%	-6.1%
8	1421	19.1%	16.8%	2.3%
Total	5020	15.0%	16.8%	-1.8%

Figure 8. Percentage of students moving to a higher level on the Math CRCT



Question 4: Was the average 2007 CRCT, EOCT, and/or GHSGT score higher for SES students than in the comparison group?

The answer to this question is YES. SES students averaged higher scores than comparison students. The difference is significant ($t = 2.69, p < .007$). SES students had higher average scores in six of the eleven grades, and the two groups had equal averages in eleventh grade. The difference among second grade students was especially striking; SES 2nd grade students scored over twenty-one points higher than comparison students. Table 24 shows the results.

Table 24. Average Math test scores

Grade	SES Students	Average Test Score		Difference
		SES	Comparison	
2	121	811.2	790.1	21.1
3	156	341.8	335.3	6.5
4	170	315.2	305.4	9.8
5	138	314.2	323.7	-9.5
6	1567	792.6	784.9	7.7
7	1447	797.4	800.0	-2.6
8	1421	328.4	324.5	3.9
9	195	523.0	525.3	-2.3
10	21	576.3	571.1	5.2
11	23	550.1	550.1	0.0
12	3	565.3	572.7	-7.4
Total	5262	618.0	614.9	3.1

Question 5: Was the difference between SES students and comparison group students meaningful, based on an effect size of at least .2?

The answer to this question is NO. The overall effect size of the difference was .01, well below the meaningful level of .2 as defined in the question. Among individual grade levels, there were effect sizes above .20 in favor of SES students in grades 2 and 4, and in favor of comparison group students in grade 12. Table 25 shows these results.

Table 25. Average Math score differences and effect sizes

Grade	Number of Students		Average Test Score		Difference	Effect Size
	SES	Comparison	SES	Comparison		
2	121	121	811.2	790.1	21.1	0.28
3	156	156	341.8	335.3	6.5	0.07
4	170	170	315.2	305.4	9.8	0.22
5	138	138	314.2	323.7	-9.5	0.16
6	1565	1564	792.6	784.9	7.7	0.12
7	1446	1442	797.4	800.0	-2.6	0.06
8	1375	1369	328.4	324.5	3.9	0.04
9	195	194	523.0	525.3	-2.3	0.02
10	21	21	576.3	571.1	5.2	0.16
11	23	23	550.1	550.1	0.0	0.00
12	3	3	565.3	572.7	-7.4	0.51
Total	5213	5201	618.0	614.9	3.1	0.01

Question 6: Did at least 50% of SES students score higher on the CRCT, EOCT, and/or GHSCT than the comparison group?

The answer to this question is NO. Overall, forty-six percent of SES students had higher Math scores than their matched comparisons. A larger percentage of SES students earned higher scores in grades two through four and grades nine through twelve. But because of the large number of students receiving SES in the middle grades, where the percentages were lower, the overall results favor the comparison group.

Table 26. Percentage of SES students scoring higher on Math

Grade	SES Students	SES Students with Higher Test Scores	
		Number	Percentage
2	121	61	50.4%
3	156	83	53.2%
4	170	99	58.2%
5	138	62	44.9%
6	1567	672	42.9%
7	1447	635	43.9%
8	1376	686	48.3%
9	195	98	50.3%
10	21	11	52.4%
11	23	13	56.5%
12	3	2	66.7%
Total	5217	2423	46.0%

Question 7: Did a larger percentage of SES students pass the CRCT, EOCT and/or GHSCT than in the comparison group?

The answer to this question is NO. More comparison group students passed Math tests than did SES students. The difference in pass rates is significant (chi square = 8.26, p < .004). A higher percentage of SES students passed in five of the eleven grades, and the groups were equal in tenth and twelfth grades. Table 27 shows the results.

Table 27. Percentage of students passing Math tests

Grade	Number of Students		Percentage Passing		Difference
	SES	Comparison	SES	Comparison	
2	121	121	70.6%	66.9%	3.7%
3	156	156	83.0%	81.4%	1.6%
4	170	170	61.2%	56.5%	4.7%
5	138	138	65.0%	71.0%	-6.0%
6	1567	1564	35.7%	40.3%	-4.6%
7	1447	1442	46.5%	53.0%	-6.5%
8	1376	1369	61.6%	60.4%	1.2%
9	195	194	34.5%	33.0%	1.5%
10	21	21	9.5%	9.5%	0.0%
11	23	23	56.5%	73.9%	-17.4%
12	3	3	0.0%	0.0%	0.0%
Total	5217	5201	49.3%	52.0%	-2.8%

Question 8: Did a larger percentage of SES students pass the CRCT than Georgia Title I students?

The answer to this question is NO. In grades 2-8, 50.0 percent of SES students passed the CRCT in Math; 76.2 percent of all Title I students passed the test. Only in second grade did a higher percentage of SES students pass than the overall state passing rate. It should be noted that Georgia does not release pass rates by grade, only as an aggregate of all students taking the test. Table 28 displays the passing rates for SES students in all grades for the appropriate test.

Table 28. Percentage of SES and Title I students passing Math tests

Grade	Number of SES Students	Percentage Passing
2	121	70.6%
3	156	83.0%
4	170	61.2%
5	138	65.0%
6	1567	35.7%
7	1447	46.5%
8	1376	61.6%
9	195	34.5%
10	21	9.5%
11	23	56.5%
12	3	0.0%
Total	5217	49.3%

Service Delivery

Service delivery refers to the individual SES provider's compliance with federal, state, and local rules and regulations. The Department will monitor, at least annually, the provider's implementation of SES through onsite monitoring visits to each provider serving students. Providers will be rated in accordance with the Standards for Monitoring SES Providers. Standards for Monitoring SES providers were categorized into five specific areas. These monitoring categories included 1) Implementing the Program, 2) Policies and Procedures, 3) Staff Qualifications, 4) Instructional Program, and 5) Environment. Providers received a finding for every standard found to be in non-compliance. The following findings are a result of those monitoring visits.

Key Findings from State SES Monitoring Visits

- The Department monitored 90 SES sites from November 2006 to April 2007.
- All 90 monitored SES sites received at least a "Meets Standards" rating for 2006-2007.
- 20% of all SES sites (18 out of 90) received an "Exceeded Standards" rating.
- 66 monitored SES sites (73%) did not receive any findings for non-compliance with state monitoring standards.
- 24 monitored SES sites (27%) received findings for non-compliance with state monitoring standards.
- 5 out of 23 State SES Monitoring Standards were most often found to be in non-compliance. These standards were:
 - Implementing the Program – Standard #2: Provider has on file a signed compact with LEA and parent(s)/legal guardian(s) for each student.
 - Implementing the Program – Standard #5: Provider has a written timeline of progress for each student.
 - Implementing the Program – Standard #9: Provider notifies parent(s)/legal guardians(s) of student's academic progress.
 - Policies and Procedures – Standard #1: Provider and instructor(s) address problems with students and issues concerning the program.
 - Instructional Program – Standard #6: Provider's services align with Quality Core Curriculum and Georgia Performance Standards.

Customer Service

Customer service refers to the overall experience of stakeholders with SES. The University of Georgia (UGA), external evaluators for SES in 2006-07, administered surveys to key stakeholders (67 Title I Directors, 54 providers, and 1,201 parents, and 1198 students). The data collection process consisted of two data collection activities: (1) an end of year on-line survey of school systems offering SES to gather data on systems, schools, SES students, and providers; (2) stakeholder surveys of SES Title1 Directors, providers of SES, parents of children who had received SES, and middle and high school students who had received SES. Survey findings were compiled into the categories below listed under each stakeholder's summary report of responses.

Key Findings from Customer Service Stakeholder Surveys from (1) Title I Directors, (2) Parents, (3) Students and (4) Providers

Summary of Title I Directors Responses

Communication

- The majority of the respondents (87.6%) either strongly agreed or agreed that the provider responds to requests to participate in district fairs, town hall, and SES-related events.
- A majority of the respondents (84.7%) either strongly agreed or agreed that the provider was easy to contact.

Interaction with the School System

- 90.4% of the Title I Directors either strongly agreed or agreed that the provider submits invoices only for services rendered.
- 78.5% strongly agreed or agreed that the provider submits invoices in a timely manner.
- Approximately 87% of the Title I Directors either strongly agreed or agreed that the provider works collaboratively with the district to resolve any issues that arise.

Service Delivery

- 77.2% of the Title I Directors either strongly agreed or agreed that providers begin serving students in a timely manner.”
- 21.7% either strongly disagreed or disagreed that the provider begins serving students in a timely manner.
- Approximately 90% of the Title I Directors either strongly agreed or agreed that the provider develops goals for each student receiving services.
- 86% percent of the Title I Directors either strongly agreed or agreed that the provider furnishes a written description of how each student's progress will be measured.
- In addition, 86.5% of the respondents either strongly agreed or agreed that the provider submits monthly progress reports for each student.

Satisfaction

- 85.5% of the directors either strongly agreed or agreed that the provider offers quality services.
- 80.6% of the Title I Directors strongly agreed or agreed that overall it was easy for the district to work with the provider.
- In addition, 81.9% of the Title I Directors strongly agreed or agreed that they would recommend that the provider continue offering SES to Georgia students.

Monitoring

- 38.1% of the survey responses reflect that an on-site monitoring visit of the provider had been conducted.
- 35.8% denoted that observation of the provider's instruction occurred.
- 95.7% strongly agreed or agreed that the provider gives positive reinforcement to each student. 94.2% strongly agreed or agreed that the provider gives ongoing feedback to each student.
- 91.2% responded that the provider's instructional materials are appropriate for student skill levels.

Summary of Parent Responses

Parent responses indicate that 70.3% of the students received SES instruction in math; 55.7% received instruction in reading; and 27.2% received instruction in language arts. Compared to actual figures, parents of students receiving math and reading tutoring are under-represented in this survey.

Compliance

- 75.0% of the responding parents indicated that the provider had talked with the parent about the child's learning needs prior to beginning tutoring.
- 73.4% indicated that they were able to ask the provider questions about the child's lessons, and 73.8% indicated that they were able to talk to the provider about their child's progress.
- 68% of the parents saw a copy of the provider's learning plan for their child.
- In addition, 74.7% of the parents indicated that they received regular reports about the child's work.
- Of the 897 parents who indicated they received regular reports, 88.7% indicated that the reports were easy to understand.

Impact

Parents answered four questions regarding impact of SES services on their student. Results are displayed in the table below. These survey items address the following impact question in this evaluation: *To what extent did the SES provider make a difference in student academic performance or attitude?*

- When parents were asked if their student's attitude toward school had changed, 69.6% said yes; however, 26.9% either indicated no or not sure.
- When asked if their child's grades in school improved since working with the provider, 69.4% indicated yes; however, 26% either indicated "no" or "not sure."
- 73.8% of the parent respondents indicated that their child's reading skills improved since working with the provider; 26.2% either indicated "no" or "not sure."
- When asked about math skills, 74.8% of responding parents agreed that their child's math skills had improved since working with this provider; 25.2% either indicated "no" or "not sure."

Satisfaction

The last six questions of the survey asked about parent satisfaction with SES and the provider. These survey items addressed the following satisfaction question in this evaluation: *How pleased are SES recipients with the quality, type, and delivery of SES by providers?*

- When parents were asked if the SES sessions are the right length for their child, 79.5% indicated yes.
- 941 parents responded to the question of whether it is easy to re-schedule sessions for good reasons. Of those, 74% indicated yes, while 26% indicated either no or not sure.
- Approximately 80% of the parents agreed that the child's tutor/instructor is doing a good job.
- 77.9% of the parents said they would send the child to the same provider if the opportunity arose. In terms of overall satisfaction,

- 78.4% of the respondents indicated that they were satisfied with the quality of the provider’s services.
- 81.6% of the parents indicated that overall, this have been a good experience for their child.
- 7.1% indicated no, while 6.7% were not sure and 4.6% did not respond.
- between 74.0 and 81.6 percent agreed with each of the six items measuring satisfaction. They also reported that providers complied with their responsibilities for the most part.

Summary of Student Responses

Compliance

Like the parent survey, questions on the student survey were grouped into three areas: compliance, impact, and satisfaction. The first three questions addressed issues of provider compliance with SES requirements. These survey items address the following compliance question in this evaluation: *To what extent did the provider do what he/she was required to do by federal legislation on SES?*

- 77.5% of students indicated that the instructor had administered a test before beginning the after-school lessons.
- 10.2% said there was no pre-test, however, 10.2% were not sure.
- 67.3% indicated they the provider presented them with an instructional plan, however, 14.4% were not sure.. 81.6% of the students indicated they had received feedback on how well they were performing.

Impact

- 69.9% said “yes,” when asked if their grades in school have improved, 14.4% said “no,” and 14.2% were not sure.
- 56.8% said “yes,” when asked if they like going to school more, but 25% said “no,” and 15.6% were unsure.
- 75.4% indicated they did feel more confident about their school work since they started receiving tutoring; only 12% said “no,” and 10.7% were not sure.
- 66.3% indicated that their school work was easier since they started the after-school tutoring, while 18.2% indicated it was not easier, and 13.2% were unsure.

Satisfaction

Students were asked three questions about their satisfaction with the SES experience. The majority of student respondents indicated that they were satisfied.

84.6% answered “yes” that they were satisfied with their instruction; 7.2% were not sure and only 6.2% answered no.

When asked if the student would like to receive more help from the after-school instructor, 71.3% said “yes”, they would like to receive more help from the after-school instructor; 4.5% said no, and 12% were not sure.

83.3% said “yes” this tutoring had been a good experience; 6.7% said “no,” and 8.4% were unsure.

Summary of SES Provider Findings

Providers were asked to complete a survey for each school system for whom they provided SES in 2006-07. A total of 237 surveys were received from 54 different SES providers. These respondents represent 56% of the 97 SES providers that school systems reported had delivered SES to schools in 2006-07. Providers completed surveys for 60 different school systems, which is 94% of the 64 different school systems providing SES in 2006-07.

The first survey item asked providers how long they had provided SES for each school system they served. For most respondents (68.4%) this was their first year of providing SES services. However, this statistic may be misleading as some of the providers may be serving several districts; this may be their first year serving

some districts but not their first year in business. As the table below shows, only 15 providers (6.3%) have been providing SES for five years.

Interaction with Stakeholders

Providers responded to seven items categorized as interaction with stakeholders. The table below shows complete results. Three of these seven items relate to the ability of providers to market their services to parents. The first survey item asked if providers were invited to SES-related fairs, town halls, and parent meetings. A large majority, 87.7% of the respondents, either strongly agreed (29.1%) or agreed (58.6%) that they had been invited to these activities. In addition, 84.9% either strongly agreed or agreed that the school system allows the provider to market services to parents and students. A lesser percentage (77.6%) either strongly agreed or agreed that the school systems do a good job providing parents with information about SES providers at meetings, such as open houses. Approximately 18.5% strongly disagreed or disagreed that system was doing a good job of getting information to parents.

Two survey items concerned the availability of student information. A total of 95.3% of respondents either strongly agreed or agreed that the school system gives providers a complete list of students whose parents have selected that provider's services. However, only 59.5% strongly agreed or agreed that the school system provides achievement data for each student with whom the provider has contracted to provide SES services.

Two survey items concerned communication with the school system Title I office. In response, 85.3% of providers either strongly agreed or agreed that the school system personnel coordinating SES are easy to contact. In addition, 61.2% of providers strongly agreed or agreed that the school system has regular meetings with SES providers.

Legal and Contractual Issues

Providers responded to five items dealing with legal and contractual issues related to how the school system administered its contractual and other responsibilities with SES providers. The table below shows complete results. When queried about the system treating all providers in an equitable and fair manner, 89.9% either strongly agreed or agreed. In addition, 82.3% of the respondents either strongly agreed or agreed that the school system has a clear policy on SES provider access to school facilities. Sixty-five percent of the providers either strongly agreed or agreed that the school system allows them to provide services in their schools and/or facilities.

There was a high level of agreement with both statements regarding contractual issues. Approximately 95% either strongly agreed or agreed that the SES contract clearly outlines the provider's obligations. In addition, 93.7% either strongly agreed or agreed that the school system enters into a contract with the provider in a timely manner.

Business Procedures

Providers responded to five statements that concern business procedures related to the school system's management of SES funding. The table below shows complete results. A majority of the providers (83.1%) either strongly agreed or agreed that the school system's administrative requirements are efficient and not unduly burdensome. An even greater number (89.0%) either strongly agreed or agreed that the system processes payment for services in a timely manner. In addition 90.3% of providers strongly agreed or agreed that the school system works collaboratively with providers to resolve any issues arise.

Two statements concerned the resolution of complaints about the SES providers. The table below shows that approximately one-fifth of responses indicated that there were no complaints about the provider to the system in question (the "Does Not Apply" column.) Only 5.0% of the providers strongly disagreed or disagreed with the statement that the system handles complaints about SES providers in an appropriate manner. Even fewer

(3.8%) strongly disagreed or disagreed that the school system handles complaints about SES providers in a timely manner.

Evaluation and Monitoring

The next set of statements addresses evaluation and monitoring of the provider by the school system. The tables below show complete results. The first statement concerned the review of the provider's instructional materials. Approximately two-thirds (68.4%) either strongly agreed or agreed that the school system personnel reviewed the provider's instructional materials and provided feedback as necessary.

Providers were asked how many times school system personnel conducted an on-site monitoring visit during the 2006-2007 school year. The majority (60.8%) indicated that they never had an on-site visit. About one-fifth (19.4%) indicated they had one site visit, 4.6% reported two visits, and 8% indicated three or more visits.

Approximately two-thirds of responses (64.1%) indicated that school system personnel had not observed instructors delivering SES to students at the provider's site during the 2006-2007 school year.

Satisfaction

The final two items in the survey concerned overall satisfaction in working with the school system. A large majority (82.7%) of the respondents either strongly agreed or agreed that they are satisfied with the level of communication between their organizations and the school system personnel who coordinate SES. In addition, 91.5% either strongly agreed or agreed that their organizations have a good working relationship with the school system.

Student Participation

The following statements of finding are based on information received from LEAs about individual SES student participation.

Key Findings for Student Participation

- The number of schools required to offer SES decreased from 154 in 2005-2006 to 138 in 2006-2007.
- The number of eligible SES students decreased from 93,308 in 2005-2006 to 83,923 in 2006-2007.
- The percentage of parents requesting SES increased from 14% (13,091 students) in 2005-2006 to 16.7% (14,009 students) in 2006-2007.
- The percentage of students receiving SES increased from 10.4% (9,670 students) in 2005-2006 to 12.6% (10,564 students) in 2006-2007.
- 72.5% (6,355) of all SES students in 2006-2007 came from middle schools.
- 17.2% (1,505) of all SES students in 2006-2007 came from elementary schools.
- 10.3% (906) of all SES students in 2006-2007 came from high schools.
- The majority of SES students received tutoring in both reading and math.
- 85.9% of all SES students received tutoring in reading.
- 86.9% of all SES students received tutoring in math.
- 22.6% of all SES students received tutoring in English/language arts.
- SES student expenditures increased 22.9% from 2005-2006 (\$7,553,872) to \$9,281,932 in 2006-2007.

Discussion

In summary, Georgia's approach to provider evaluation using multiple criteria and indicators of academic achievement impact, and the use of a comparison group model for examining SES student test results, provides a broad, comprehensive, and equitable basis for identifying the contributions of SES providers to student academic achievement.

Results at the state level are not positive for the majority of indicators. At a statewide level the analyses presented in this report do not provide strong evidence of the impact of SES on students receiving these services in 2006-07. Despite the limitations of the methodology described in the report, this information may be useful in the ongoing discussions about the value of SES after-school tutoring and its ability to improve student academic proficiency as measured by standardized achievement tests.

Table I

Provider: All SES Students in Georgia Evaluation Questions:	Total No. of students served: 8,766		# students used in analysis:	Reading: 5,125	English / Lang Arts: 1,419	Math: 5,262
2006 - 2007 School Year	Reading		English / Language Arts		Mathematics	
SES Student Achievement Results: Criterion Reference Competency Test (CRCT), Georgia High School Graduation Test (GHS GT), or End of Course Test (EOCT)	SES Students	Comparison Group	SES Students	Comparison Group	SES Students	Comparison Group
Percentage of students whose CRCT scaled scores increased from 2006 to 2007	60.5%	65.8%	60.2%	67.4%	74.1%	74.8%
Q1. Did at least 50% of provider's students increase scores on CRCT from 2006 to 2007?	Yes		Yes		Yes*	
Q2. Did the provider have a larger percentage of students with increases on the CRCT from 2006 to 2007 than the comparison group?	No		No		No*	
Percentage of students whose CRCT scores moved to a higher performance level (does not meet/meets/exceeds)	22.3%	26.7%	19.4%	22.6%	15.0%	16.8%
Q3. Did the providers have a larger percentage of students moving to a higher level on the CRCT than the comparison group?	No		No		No	
Average 2007 CRCT, EOCT, or GHS GT scaled scores & comparisons	791.2	793.4	811.0	814.0	618.0	614.9
Q4. Was the average score for provider's students higher than the comparison group on the CRCT, EOCT, and/or GHS GT?	No		No		Yes	
Q5. Was the difference in average scores between provider's and comparison students meaningful based on an effect size of at least .2?	Yes		No		No	
Percentage of SES students scoring higher on the CRCT, GHS GT, EOCT compared to their matched non-SES student	44.1%		41.5%		46.0%	
Q6. Did at least 50% of provider's students score higher on the CRCT, EOCT, and/or GHS GT than the comparison group?	No**		No		No	
Percentage of students passing the CRCT, EOCT and/or GHS GT	69.4%	72.2%	73.1%	76.9%	49.3%	52.0%
Q7. Did provider have a larger percentage of students passing the CRCT, EOCT, and/or GHS GT than the comparison group?	No**		No		No	
Q8. Did provider have a larger % of students passing the CRCT than all GA Title I schools? (Title I GA 2007 pass rates in CRCT: RDG 84.2%, ELA 82.3%, MATH 76.2%)	No***		No		No	
Total Number of criteria met and grade	1 out of 8		1 out of 8		2 out of 8	

* does not include students in grades 2 and 6 (Math) due to CRCT scale changes in Math

** HS students are compared on English EOCT or GHS GT results since HS tests have no Reading component

*** Includes CRCT results only

Table II**Percentage of providers with an answer of “Yes” for each evaluation question**

Evaluation Questions	Reading (N=84) % yes	ELA (N=53) % yes	Math (N=82) % yes
Q 1: Did at least 50% of SES students increase scores on CRCT from 2006 to 2007?	94.0%	83.0%	98.8%
Q 2: Did a larger percentage of SES students have increases on the CRCT from 2006 to 2007 than the comparison group?	31.0%	28.3%	43.9%
Q 3: Did a larger percentage of SES students move to a higher level on the CRCT than in the comparison group?	25.0%	26.4%	35.4%
Q 4: Was the average score for provider’s students higher than the comparison group on the CRCT, EOCT, or GHSGT?	34.1%	26.4%	51.8%
Q 5: Was the difference in average scores between the provider’s and comparison students meaningful, based on an effect size of at least .2?	31.8%	49.1%	5.9%
Percent with SES student scores higher	11.4%	5.7%	4.7%
Percent with comparison students higher	20.5%	43.4%	1.2%
Q 6: Did at least 50% of the provider’s students score higher on the CRCT, EOCT, or GHSGT than their matches in the comparison group?	31.8%	35.8%	38.8%
Q 7: Did the provider have a larger percentage of students passing CRCT, EOCT or GHSGT than the comparison group?	29.5%	28.3%	35.3%
Q 8: Did the provider have a larger percentage of students passing CRCT than all students in Title I schools in Georgia?	9.5%	20.8%	5.9%