

Comparative Study of Academic Achievement Outcomes for Supplemental Educational Services (SES) Participants and non-SES Participants: Statewide Results 2006-07

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INTRODUCTION

The No Child Left Behind Legislation (NCLB) has authorized additional funding to provide Supplemental Educational Services (SES) for low performing schools in poverty area. SES includes academic assistance such as tutoring and remediation designed to increase the academic achievement of students in low-performing schools which are provided outside of the regular school day. 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 adequate yearly progress (AYP) for three or more years), in corrective action, or in restructuring status are eligible to receive these services. The Georgia Department of Education (GDOE) is required to identify organizations, both public and private, that qualify to provide these services. Parents of eligible students are then notified by the local education agency (LEA) that SES will be made available, and parents can select any approved provider that they feel will best meet their child's needs in the area served by the school district or within a reasonable distance of that area. Once an agreement has been signed between the school district and the approved provider, providers will be monitored to determine their effectiveness in improving student achievement. (*Source: Georgia Department of Education Title I Programs website, 2006*)

The Georgia Department of Education (GDOE) is required by the NCLB Act of 2001 to "develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for two (2) consecutive years, to contribute to increasing the academic proficiency of students served under this subsection as described in subparagraph (B)". The GDOE Title I Office has designed an overall structure for annual monitoring and evaluation of individual state-approved SES providers that requires collection and analysis of individual student achievement test results on the Criterion-Referenced Competency Test (CRCT) in Reading, English/Language Arts (ELA), and/or Math as a measure of provider effectiveness, along with GDOE Title I Office on-site monitoring visits to providers as a measure of provider service delivery and compliance.

Data Collection

During spring of 2007 the GDOE Title I Office staff implemented a data collection process to identify all students who received SES during the 2006-07 school year. Local Educational Agencies (LEAs) provided individual student ID numbers for these students to GDOE, as well as the name of the SES provider and subject areas in which they would provide tutoring. The Title I Directors in systems required to offer SES were asked to submit the following information for all students who received SES during 2005-06:

- Student ID Number
- Student Name
- Student Grade
- System Name
- School Name
- SES Received: Math, Reading, and/or ELA
- SES Provider Code
- SES Provider's hourly rate
- Total amount spent on SES for each student

Data Analysis

GDOE contracted with the College of Education at the University of Georgia to conduct an analysis of individual SES student achievement test data statewide and for each individual provider offering SES in 2006-07. The purpose of these analyses was twofold: 1) to identify the contribution of SES to student academic proficiency overall and as part of the required evaluation of individual providers, and 2) to compare academic achievement test results overall for both students receiving SES to comparable students who did not receive SES.

The data used in this study came from the GDOE Spring 2007 test database for the Criterion-Referenced Competency Tests (CRCT) for elementary and middle school students, End Of Course Tests (EOCT), and the Georgia High School Graduation Test (GHSGT) for high school students. UGA evaluators conducted analyses of student achievement test data that compared SES student performance on state assessments with their own scores from the previous year and with those of similarly situated students who were eligible for SES but did not receive SES in 2006-07. Possible pre-existing differences in achievement were controlled for the students in these two groups (SES participants and non-SES participants) by using prior achievement test scores (2006 CRCT and EOCT scores), grade, and school. Each SES student was matched with a non-participant with an identical test score in the previous year who was in the same grade and school, to the extent that this was possible. The process for matching students is described in greater detail in the Findings section.

For the comparative analyses, a statewide summary has been prepared that aggregates all SES student test data for each academic area and grade level in 2007. Results for students participating in SES are compared to eligible students not participating in SES in 2006-07, and to the state of Georgia Title I results for CRCT, EOCT, and GHSGT 2007 testing in Reading, Math, and English/Language Arts. In addition, descriptive information about the students receiving SES has been compiled and is presented in this report. For the statewide summary analyses, results of student testing in each academic area are aggregated for all 2006-07 providers.

Eight evaluation questions were posed to determine the impact of SES:

1. Did at least 50% of the 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 provider have a larger percentage of students moving to a higher level on the CRCT than the comparison group?
4. Was the average score for the provider's students higher than the comparison group on the CRCT, EOCT, and/or GHSGT?
5. Was the difference in average scores between the provider's and comparison students meaningful based on an effect size of at least .2?
6. Did at least 50% of the provider's students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group?
7. Did the provider have a larger percentage of students passing the CRCT, EOCT and/or GHSGT than the comparison group?
8. Did the provider have a larger percentage of students passing the CRCT than Georgia Title I?

The evaluation questions fall into three general categories, comparing 2007 test results for SES students against their own performance in 2006, a matched comparison group, and all students in Title I schools in Georgia. By making these different comparisons, this design provides a variety of ways to assess the impact of SES. Ideally, SES students should show gains over their own previous achievement and greater achievement than both matched comparison students and Title I students in Georgia as a whole. This would demonstrate the effectiveness of the tutoring intervention. Asking a number of questions provides a more detailed way of assessing the strengths and weaknesses of the program as a whole and those of providers individually.

Not all of the questions can be addressed for all students. Kindergarten students are excluded because they do not take the CRCT. Likewise, first grade students are excluded because there can be no matching or change scores because of the lack of CRCT testing in Kindergarten.

Also, high school student data can only be evaluated on questions four through eight, because many students will only take an EOCT or the GHSGT once. Limiting the process of matching only to those who retake the tests would reduce the number of students available for analysis from an already small pool of participants.

Another constraint involves changes in the Math section of the CRCT between 2006 and 2007. The tests for second and seventh grades were reformulated as part of the continuing rollout of the Georgia Performance Standards (GPS). The scales changed, so that the passing score moved from 300 in 2006 to 800 in 2007. Similar changes occurred in the sixth grade Math CRCT in 2005-06. There is no conversion method to compare the scores, which are different between the two years, so students from these grades can not be included in analyses of Math gain scores for the first two questions.

UGA evaluators worked with the GDOE Supplemental Education Services Unit of Title I to compile, analyze, interpret, and report student assessment results for each individual SES provider. Also, they identified, where possible, which providers

contributed to the academic proficiency of students receiving SES, as required for the Georgia evaluation plan to assess individual SES providers. The same eight questions listed earlier were answered for each provider.

FINDINGS

Information on Students Receiving SES

Following is a summary of the statewide descriptive information for students receiving SES in Georgia during 2006-07, based on the data submitted by the school systems to GDOE. These data include all students (8,766) who were identified by Title I directors as receiving at least one hour of SES from a provider in their system during the 2006-07 school year.

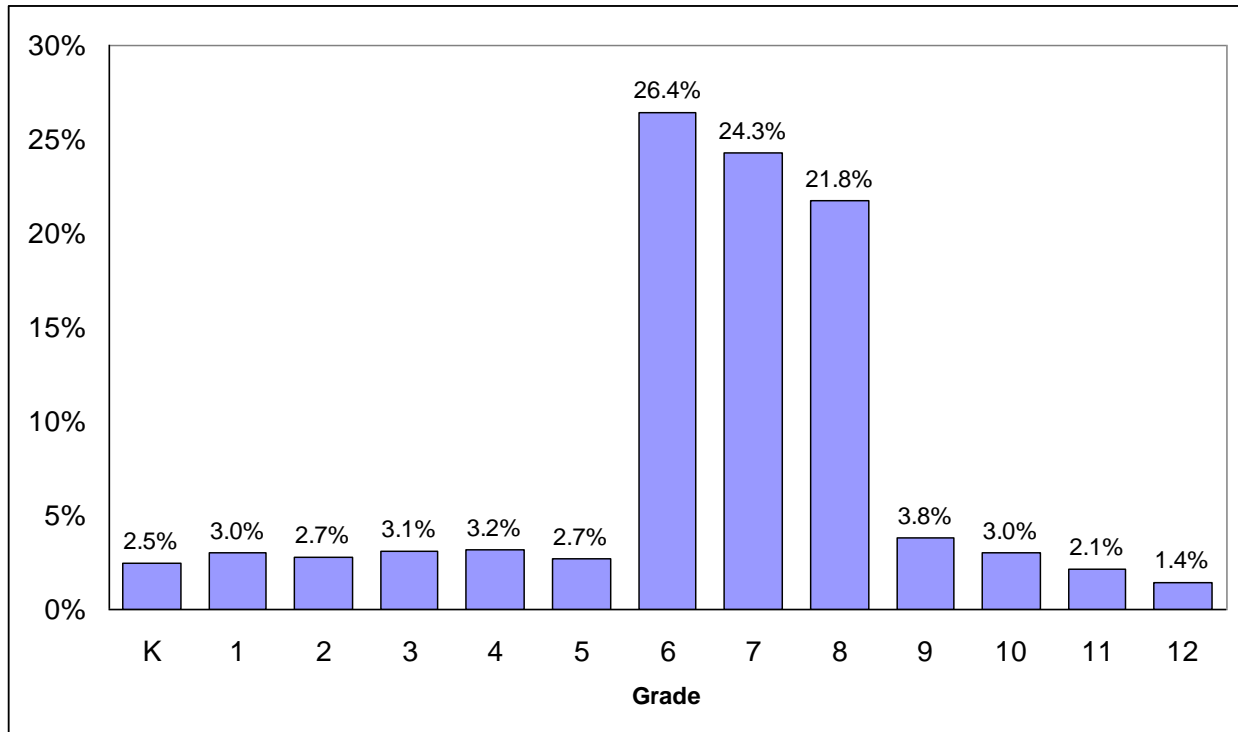
Grade level of SES students (K-12)

Table 1 provides information about the grade level of students receiving SES and the percent of all SES students represented by each grade level. It is clear that most of the students receiving SES in Georgia in 2006-07 were middle school students; this group represented 72.5% of all students who received SES. Within the middle schools, sixth grade students had the highest percentage (26.4% of all SES). The lowest levels of participation were in the high schools, and these students represented only 10.3% of all SES students. Twelfth grade students (1.4% of all SES) had the lowest participation rate. Elementary school students were in the middle with 17.2% of the total, and within this group fourth grade students had the highest participation (3.2% of all SES). Figure 1 graphically presents this percent of participation in Math, ELA, and Reading SES.

Table 1. Total number and percent of SES students by grade (K-12)

Grade Level of SES Students	# of SES Students	% of all SES Students
Kindergarten	216	2.5
1st	267	3.0
2nd	241	2.7
3rd	268	3.1
4th	277	3.2
5th	236	2.7
Elementary subtotal	1,505	17.2
6th	2,318	26.4
7th	2,130	24.3
8th	1,907	21.8
Middle School subtotal	6,355	72.5
9th	334	3.8
10th	263	3.0
11th	185	2.1
12th	124	1.4
High School subtotal	906	10.3
TOTAL	8,766	100.0

Figure 1. Percent of SES students by grade level (N=8,766)



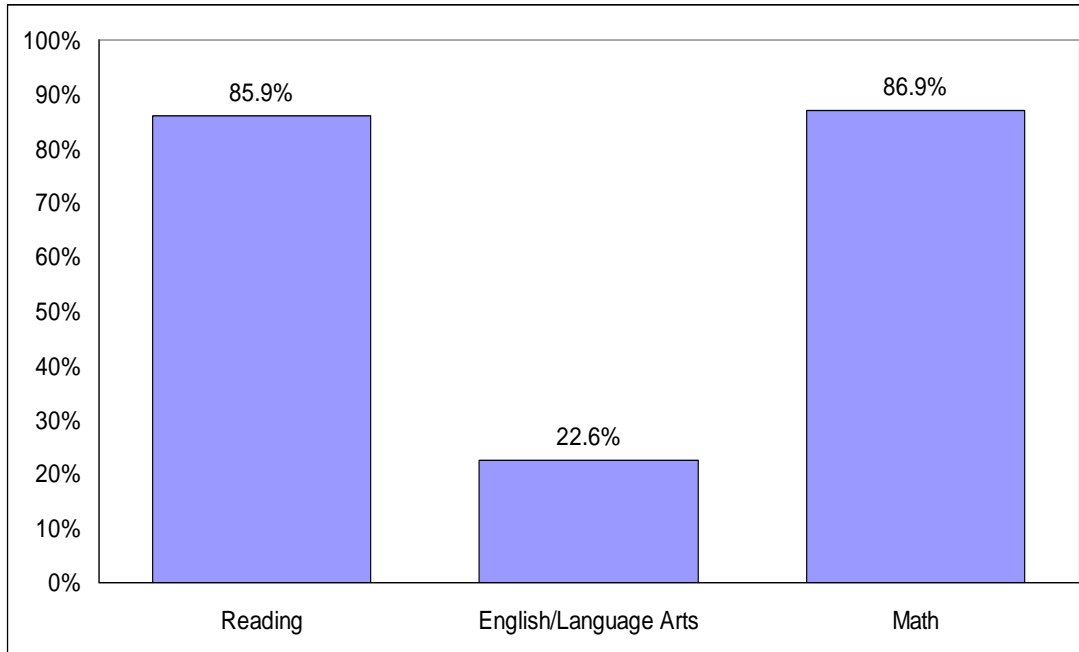
Subject areas (Reading, ELA and Math) of SES students

Table 2 provides information about the number and percentage of students receiving SES in Reading, English/Language Arts, and Mathematics and Figure 2 presents it graphically. Most of the SES students received tutoring in both Reading (85.9%) and Math (86.9%). Less than one-fourth (22.6%) of SES students received tutoring in ELA.

Table 2. Total number and percent of students receiving SES by subject

SES Subject Area	# of Students	% of all SES Students
Reading	7,532	85.9%
English/Language Arts	1,983	22.6%
Math	7,617	86.9%
TOTAL	8,766	100.0%

Figure 2. Percent of all SES students receiving Math, ELA, and Reading (N=8,766)



SES subjects by student grade level

The data on SES subjects and grade levels can be further analyzed to indicate how many students in each grade level received SES instruction in Reading, ELA, and Math. Table 3 shows the number of students in each grade who received SES in each subject and the percentage of the total SES instruction within the grade level that is represented by this number. Almost all high school students received SES in Math. Similarly, almost all students in Kindergarten through second grade received SES in Reading. The percentage of students who received SES in ELA is highest in first grade.

Table 3. Students receiving SES in each grade level by subject

Grade Level	Reading (n=7,532)		ELA (n=1,983)		Math (n=7,617)	
	Number	Percent	Number	Percent	Number	Percent
K	212	98.1%	54	25.0%	159	73.6%
1	261	97.8%	81	30.3%	214	80.1%
2	235	97.5%	48	19.9%	178	73.9%
3	230	85.8%	73	27.2%	216	80.6%
4	248	89.5%	76	27.4%	229	82.7%
5	208	88.1%	39	16.5%	190	80.5%
6	1996	86.1%	534	23.0%	1995	86.1%
7	1819	85.4%	515	24.2%	1892	88.8%
8	1656	86.8%	442	23.2%	1660	87.0%

Grade Level	Reading (n=7,532)		ELA (n=1,983)		Math (n=7,617)	
	Number	Percent	Number	Percent	Number	Percent
9	245	73.4%	60	18.0%	325	97.3%
10	205	77.9%	33	12.5%	254	96.6%
11	126	68.1%	22	11.9%	182	98.4%
12	91	73.4%	6	4.8%	123	99.2%

System, school, and provider SES information

School systems submitted data on students who received SES in response to the request from the GDOE Title I Office. In school year 2006-07, Title I directors from a total of 64 school systems provided data. Information about students receiving SES was reported for a total of 155 schools within these systems. School systems reported that a total of 94 providers offered SES to their students. In addition, directors identified 8,766 students receiving SES during the 2006-07 school year. Table 4 denotes the total list of SES students reported for during the academic school year of 2006-07.

Table 4. Total number of systems, schools, and providers with SES students

Number of systems with SES students	64
Number of schools with SES students	155
Number of providers with SES students*	94
Number of students receiving SES in Georgia	8,766

**Does not include cases where provider code was missing or incorrectly coded.*

Students receiving SES in each system and school

Table A1 in the appendix summarizes the total number of students who received SES in each of the 64 systems providing data to GDOE and the percentage of all SES students represented by each school system. Within each system, the table presents the schools which had SES students in 2006-07 and the number of students in each school who received SES.

To understand which school systems in the state had the greatest number of SES students in 2006-07, table A2 in the appendix presents system SES student figures ordered from highest to lowest percent of all SES students in the state. Five metropolitan school systems from the 64 total systems offering SES this year each had at least five percent of the total SES students in the state and altogether this group of school systems accounted for nearly half (48.5%) of all students receiving SES in Georgia during 2006-07. Over 15% of SES students can be found in one major metro school system. At the other end of the scale, 11 school systems each had fewer than ten students receiving SES.

Students served by each SES provider

School systems reported that 94 providers offered SES to students in their systems during 2006-07. Table A3 in the appendix shows the number of students being served by each provider, ordered from highest to lowest numbers. Table A4 displays an alphabetical listing of providers with the same information. Eight providers had more than 200 students each and together accounted for 38% of all students who received SES in 2006-07. At the other end of the scale, 14 providers served fewer than ten SES students each last year.

The number of contact hours for SES students ranged from one to sixty-four, with a mean of 23.4 hours and a median of 24 hours. Slightly fewer than eight percent of SES students had fewer than five hours of contact with their provider.

Impact of SES Participation on Student Academic Achievement

This section of the report presents findings from a comparative analysis of academic achievement test results for students who received SES and similarly situated students who did not receive SES in 2006-07. The purpose of this analysis was to determine if participation in SES made a difference in student academic achievement as measured by Georgia's major assessment tests (CRCT, EOCT, and GHSGT). Test scores for SES students were compared to their own previous scores, to a matched comparison group, and to students from all Title I schools in Georgia. Covariates were used to control for prior academic achievement of the treatment (SES) and comparison (non-SES) student groups.

To identify the matched student groups of SES participants and non-SES participants, efforts were made to match each student identified in the GDOE database as receiving SES in 2006-07 with a student from the same school and grade who did not receive SES. Student data were used from the 2006 and 2007 state databases of test scores in Reading, English/Language Arts (ELA), and Mathematics. Prior achievement was controlled by matching students on CRCT or EOCT scores from 2006 testing. That is, if possible, each SES student was matched with a non-SES student who had received exactly the same scale score on the appropriate test for their grade level the prior year.

For grades two through nine, all SES students and their matched comparison students were in the same grade in the 2006-07 school year. Students within the same school were matched based upon their test scores. If there was no perfect match found within the school, a match was made with a student from another school in the same school district with the same score.

For high school students above ninth grade, matching was done slightly differently. Students were still matched by grade and school (or system if there was not a perfect match within the school). EOCT results from earlier grades were used to match students for courses that are usually taken in the 10th grade or higher. For example, students taking the American Literature EOCT were matched using the 9th

Grade Literature EOCT. However, if students were retaking the American Literature EOCT, they were matched using their previous score on that test. Eleventh grade students taking the GHSGT were matched using whichever EOCT had been taken most recently. It is likely that most, if not all twelfth grade students were retaking the GHSGT and were matched based on their highest previous score on the section analyzed. However, some of these students could have transferred from other state and were taking the test for the first time.

Spring 2007 test score results were used to conduct a comparative analysis of academic performance of SES and non-SES students. Results of those analyses are described below in separate sections for Reading, ELA, and Math. In each section, the evaluation questions are restated and the findings are presented, with a summary at the end.

Findings are reported by grade level. Although high school results are also reported by grade, those results may include data from more than one assessment test. For example, eleventh grade students may take EOCT as well as the GHSGT.

Findings for students receiving SES in Reading

Of the 7,532 students who received SES in Reading, 5,125 (68.0%) 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, 4,770 (93.1%) 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.

Because there is no Reading EOCT or Reading section of the GHSGT, results on the 9th Grade Literature EOCT, American Literature EOCT, and English section of the GHSGT were used as outcome measures for high school students who received SES in Reading.

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 eighth 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%

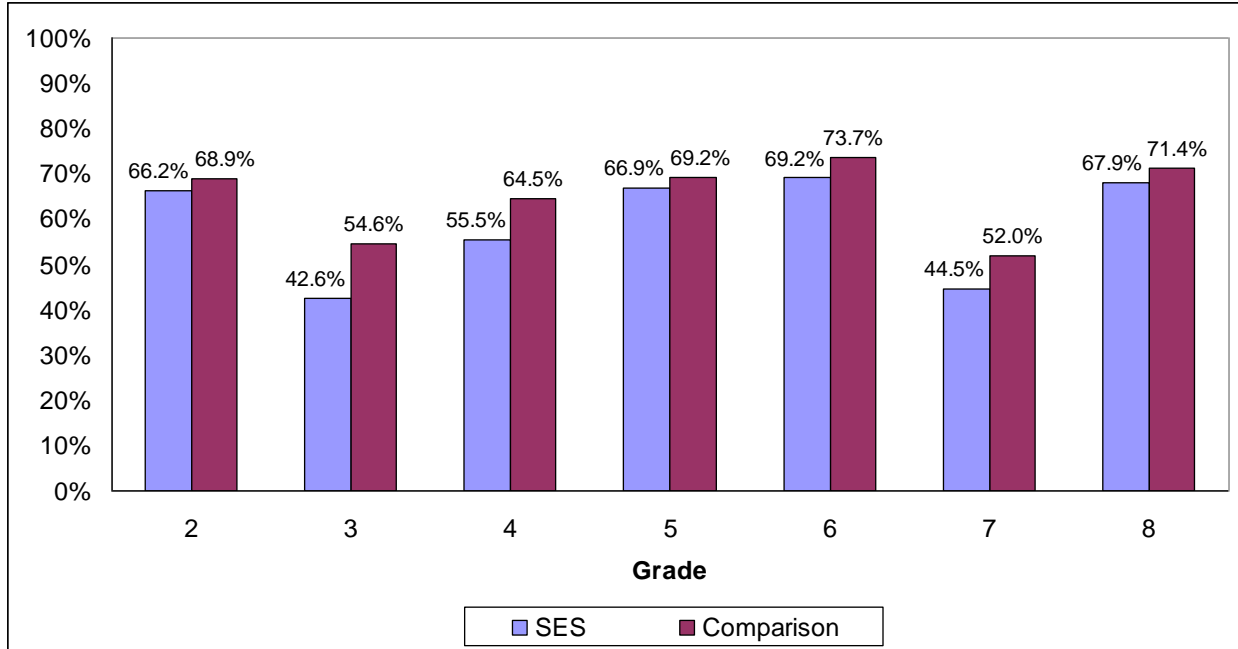
Question 2: Did a larger percentage of SES students have increases on the CRCT from 2006 to 2007 than in the comparison group?

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



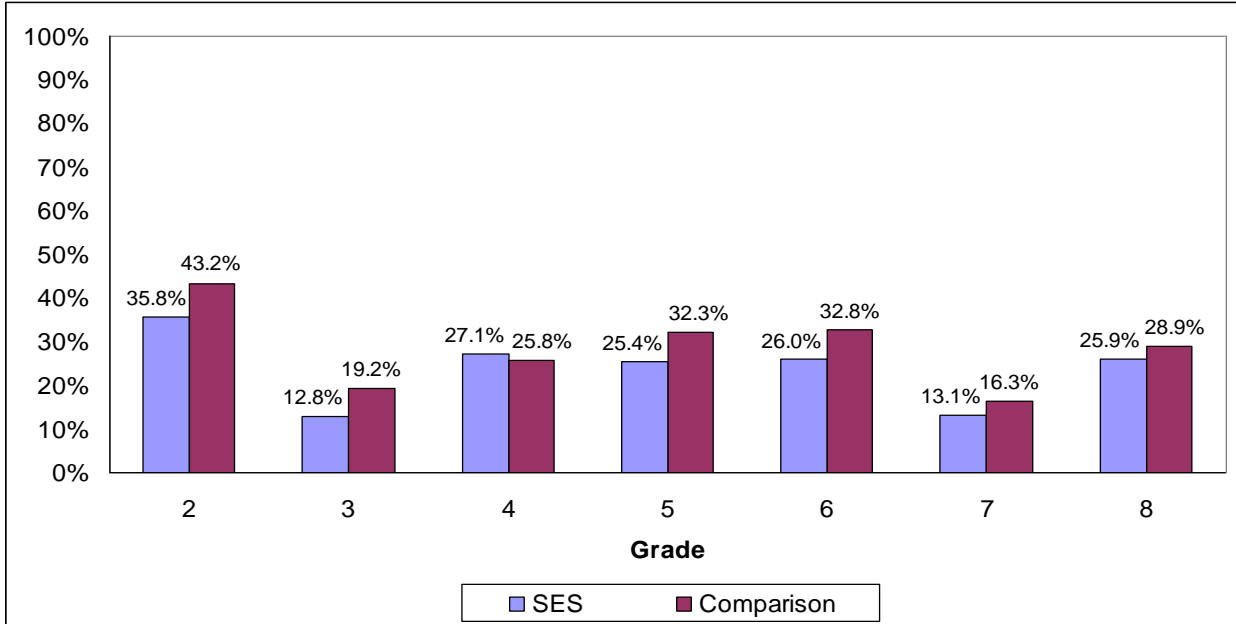
Question 3: Did a larger percentage of SES students move to a higher level on the CRCT than in the comparison group?

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 SES	Average Test Score Comparison	Difference
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 GHS GT 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

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%

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.

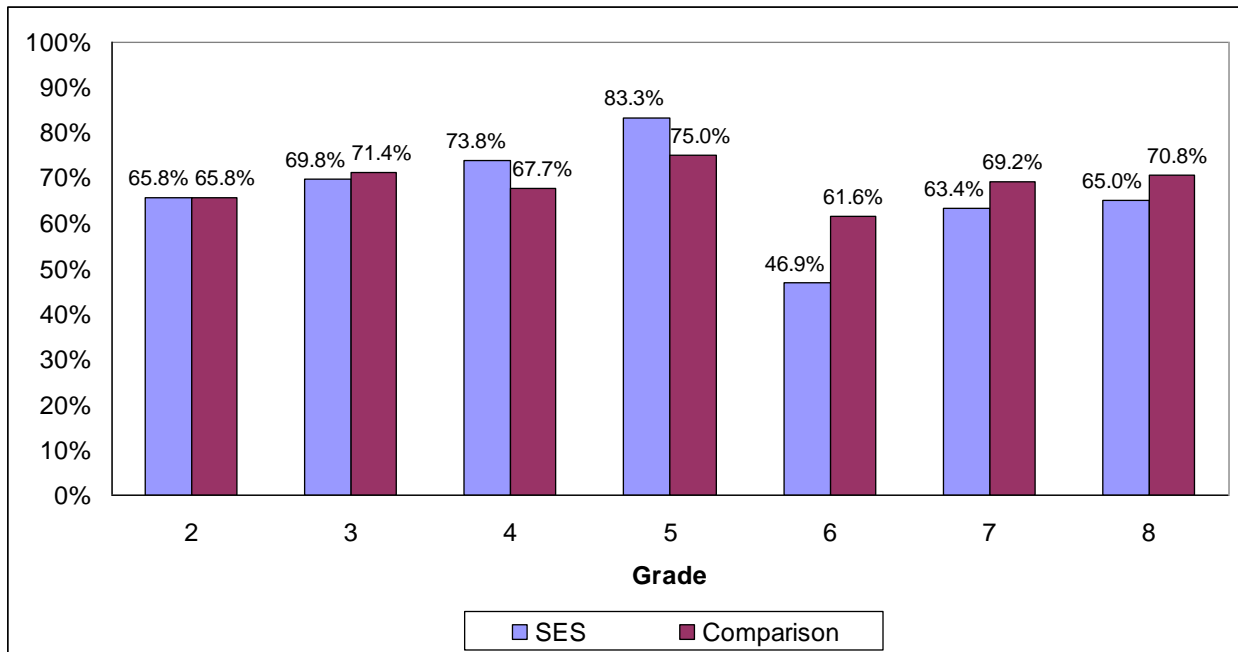
There are different patterns for elementary and middle grades. Among elementary students, slightly more SES students (72.7%) than comparison students (69.8%) show improvement. In middle school, more comparison students (67.1%) than SES students (58.2%) show improvement. Table 14 displays the results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

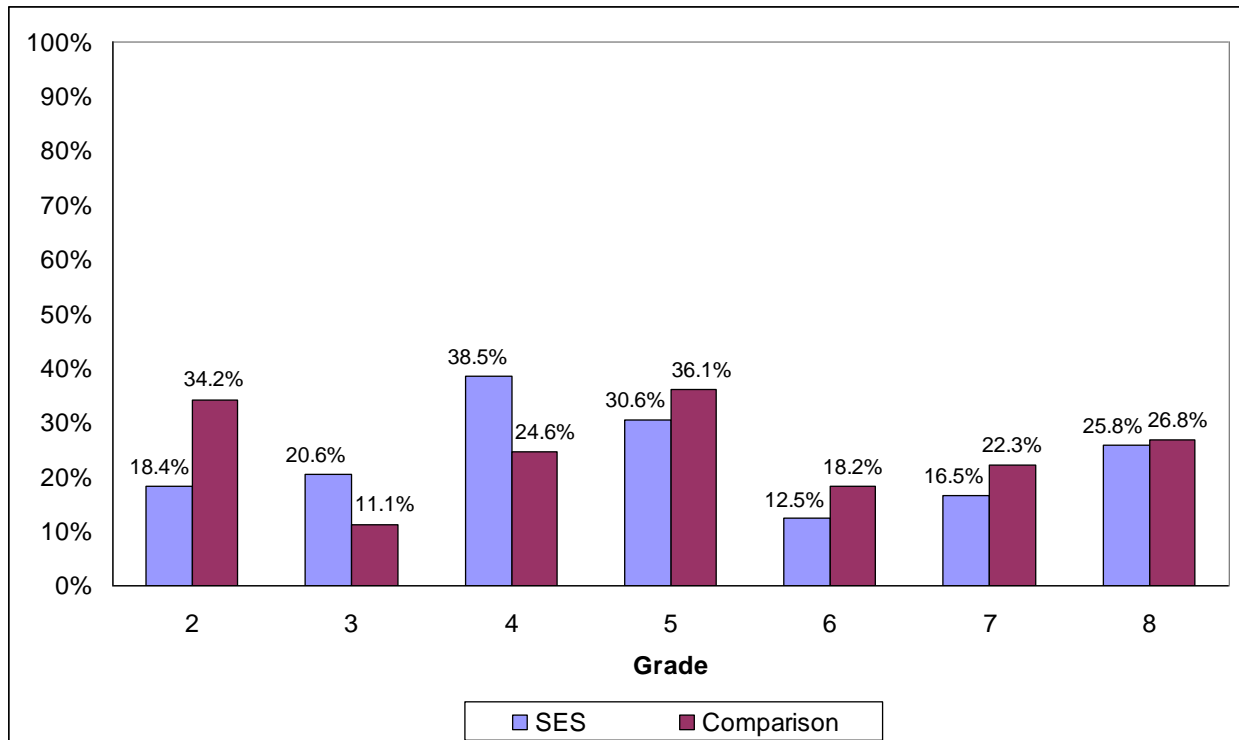
As in question 2, more SES (27.7%) than comparison (24.2%) students increased a level in elementary grades, while the opposite was true for middle grades (18.0% versus 22.3%). Table 15 displays the results in tabular form and Figure 6 presents them in graphic form.

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

Grade	SES Students	CRCT Level Increased SES	CRCT Level Increased Comparison	Difference
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 SES	Average CRCT Score Comparison	Difference
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 Students	Percentage Passing SES	Percentage Passing Comparison	Difference
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%

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.

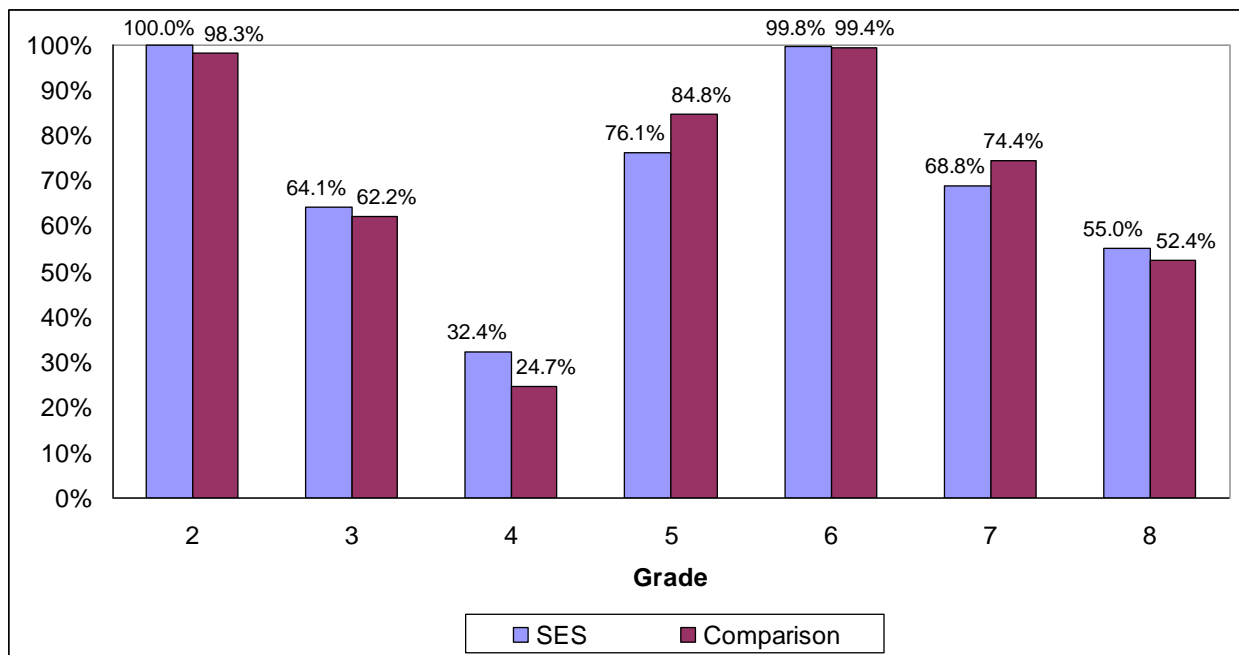
The percentage of students showing improvement was lowest for both groups in fourth grade. Less than one-third of SES students and less than one-quarter of comparison students scored higher on the CRCT in 2007 than in 2006. These

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?

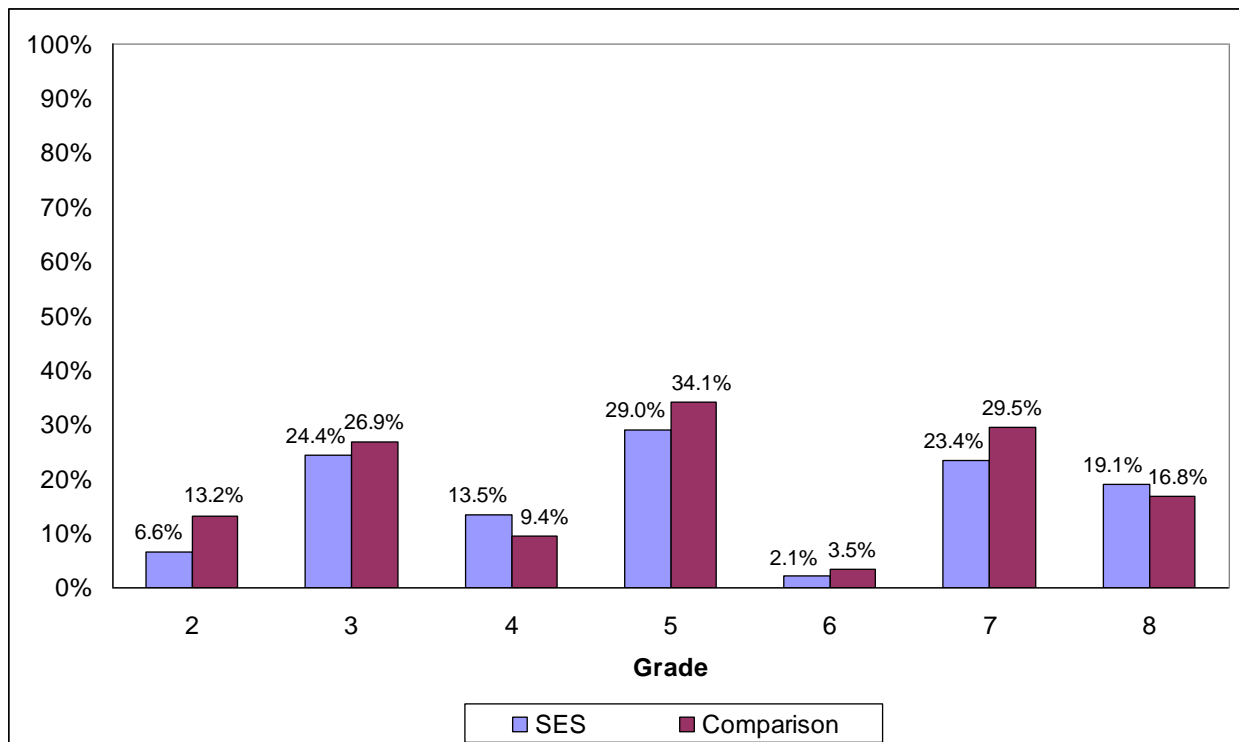
The answer to this question is NO. This evaluation question contrasts SES and comparison group students on changing among the three classifications of scores on the CRCT. This involves moving from “does not meet standards” to “meets standards,” or from “meets standards” to “exceeds standards.” Overall, 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 GHSGT 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 GHSGT 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%

Conclusion and discussion: Student impact

In looking at SES students as a whole, only a few of the evaluation questions can be answered in the affirmative. For all three subjects, more than half of the students receiving SES increased their CRCT scores from 2006 to 2007. In Reading and ELA, this first evaluation question was the only one that had the answer of yes. SES Math students had higher average scores than comparison students, making the answer to question four affirmative as well. The overall score would be one out of eight for Reading and ELA, and two out of eight for Math. If the scoring system for providers was used, these would result in a grade of F for each subject. The table on the next page uses the format of the individual provider summary to demonstrate the statewide results.

Despite these findings, there are some hopeful signs. The results indicate that tutoring is having a positive effect for elementary students receiving SES in ELA; they are outperforming comparison students. In fact, results for elementary students receiving SES in ELA are positive for evaluation questions two, three, four, six, and seven. This is obscured in the overall results because there are far more SES students in middle grades, where comparison students are performing better than SES students.

There are also some encouraging numbers for students receiving SES in Math. The difference in percentages of SES and comparison students improving is about one percent; a slight shift would have changed the answer for question 2 to yes. The difference in percentages moving up one level on the CRCT (question 3) is less than two percent, and the difference in pass rates (question 7) is less than three percent. As with ELA, there is a difference by school type. Results for elementary students receiving SES in Math would be positive for evaluation questions two, six, and seven.

Although comparison students scored significantly higher than SES students in Reading and ELA, the size of the differences was not meaningful. Statistical significance is heavily influenced by the number of observations; the more students that are included, the easier it is to find significance. By examining effect size in question 5, we can examine whether such a difference is really important. The standard of .2 used is considered a small effect, and the differences in Reading and ELA did not even rise to that level.

Provider: All SES Students in Georgia	Total No. of students served: 8,766		# students used in analysis:	Reading: 5,125	English / Lang Arts: 1,419	Math: 5,
2006 - 2007 School Year	Reading		English / Language Arts		Mathematics	
SES Student Achievement Results: Criterion Reference Comptency Test (CRCT), Georgia High School Graduation Test (GHSGT), or End of Course Test (EOCT)	SES Students	Comparison Group	SES Students	Comparison Group	SES Students	Compar 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, and/or GHSGT scaled scores and 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 GHSGT?	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, GHSGT, 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 GHSGT than the comparison group?	No**		No		No	
Percentage of students passing the CRCT, EOCT and/or GHSGT	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 GHSGT than the comparison group?	No**		No		No	
Q8. Did provider have a larger % of students passing the CRCT than GA Title I? (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	1/8 = F		1/8 = F		2/8 = F	
* 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

Provider Contributions to Student Academic Proficiency

This section is organized in a similar fashion as the statewide results described in the previous section. Findings are organized by evaluation question and subject. However, the unit of analysis in this section is the number of providers meeting the criterion for each question, rather than the number of SES students. The data in the tables represent the percent of providers for whom the response to the evaluation question is yes. The number of providers varies by subject and by question. A few Reading and Math providers taught only high school students, so they were not included in the first three questions.

All SES students were included in the comparison if a match existed between at least one student with a useable student ID and a similar non-SES student. Therefore, some of the 94 providers are excluded from the results below. In addition, not all providers offered services in all three subjects. The results reflect outcomes for 88 Reading providers, 53 ELA providers, and 86 Math providers. Results have been generated for each individual provider and submitted separately to the Title I Office of GDOE. A summary chart with these individual provider results can be found in the Appendix to this report. A sample copy of the report form used for each SES provider is also included in the Appendix.

Evaluation Questions

A large majority of providers demonstrated improvement for over half of their students. Almost all of the Math and Reading providers were able to answer the first question in the affirmative, as were over eighty percent of ELA providers.

Question 1: Did at least 50% of SES students increase scores on CRCT from 2006 to 2007?	Reading (N=84)	ELA (N=53)	Math (N=83)
Percent of providers with YES result	94.0%	83.0%	98.8%

A larger percentage of Math providers were able to answer yes to the second evaluation question than providers of Reading and ELA tutoring. Fewer than one-third of Reading and ELA providers met this standard.

Question 2: Did a larger percentage of SES students have increases on the CRCT from 2006 to 2007 than in the comparison group?	Reading (N=84)	ELA (N=53)	Math (N=83)
Percent of providers with YES result	31.0%	28.3%	43.9%

Just over one-third of Math providers had a larger percentage of students move to a higher level on the CRCT than comparison students. About one-quarter of Reading and ELA providers met this criterion.

Question 3: Did a larger percentage of SES students move to a higher level on the CRCT than in the comparison group?	Reading (N=84)	ELA (N=53)	Math (N=83)
Percent of providers with YES result	25.0%	26.4%	35.4%

Over half of the Math providers were able to answer yes on the fourth evaluation question, which asked if SES students' test scores were higher than those of comparison students. Over one-third of reading providers and one-quarter of ELA providers were able to say the same.

Question 4: Was the average 2007 CRCT, EOCT, and/or GHSGT score higher for SES students than in the comparison group?	Reading (N=88)	ELA (N=53)	Math (N=86)
Percent of providers with YES result	34.1%	26.4%	51.8%

Question 5 deals with the size of the difference between the test scores analyzed in the previous question. It does not, however, specify the direction of the difference. The percentages displayed in the table below might be somewhat misleading without making this distinction. As seen in question 4, only a minority of Reading and ELA SES providers had students with higher scores than the comparison group.

In ELA, 26 of the 53 providers (49.1%) could answer yes to question 5. The SES group's score was higher than the comparison group for only 3 (11.5%) of those 26 ELA providers. Taken another way, this means that in the vast majority of cases (88.5%) the comparison group scored higher in a meaningful way, which is the opposite of the desired result for providers. For Reading providers, 10 of 29 (34.5%) who answered yes to question 5 had students with scores averaging more than the comparison group. Conversely, Math SES students had higher scores for four of the five providers (80.0%) who could answer yes to this question.

Question 5: Was the difference between SES students and comparison group students meaningful, based on an effect size of at least .2?	Reading (N=88)	ELA (N=53)	Math (N=86)
Percent of providers with YES result	33.0%	49.1%	5.9%
Percent of YES answers with SES student scores higher	34.5%	11.5%	80.0%
Percent of YES answers with comparison students higher	65.5%	88.5%	20.0%

The percentages of providers with at least half of their students scoring higher on tests were similar across subject areas. Over one-third of Math and ELA providers could answer question 6 in the affirmative.

Question 6: Did at least 50% of SES students score higher on the CRCT, EOCT, and/or GHSGT than the comparison group?	Reading (N=88)	ELA (N=53)	Math (N=86)
Percent of providers with YES result	31.8%	35.8%	38.8%

A higher proportion of Math providers had more of their students passing tests than the comparison group, as compared to providers in other subject areas. Over one-third of Math providers could answer yes to question 7, compared to less than thirty percent of Reading and ELA providers.

Question 7: Did a larger percentage of SES students pass the CRCT, EOCT and/or GHSGT than in the comparison group?	Reading (N=88)	ELA (N=53)	Math (N=86)
Percent of providers with YES result	29.5%	28.3%	35.3

One-fifth of ELA providers had a higher percentage of students passing than the aggregate of Title I schools in Georgia. The percentage was about ten percent for Reading providers and about six percent for Math providers.

Question 8: Did a larger percentage of SES students pass the CRCT, EOCT and/or GHSGT than Georgia Title I students?	Reading (N=88)	ELA (N=53)	Math (N=83)
Percent of providers with YES result	9.5%	20.8%	5.9%

Letter Grades

Providers were assigned letter grades corresponding to the number of evaluation questions they were able to answer in the affirmative. Table 29 below displays the scoring system. Only providers with enough data to answer all eight questions were assigned a letter grade. A few providers of Reading and Math SES taught only high school students and thus could only answer four of the eight evaluation questions.

Table 29. Grading system for providers

Grade	Number of questions answered YES	Percentage of questions answered YES
A	7 - 8	88 - 100%
B	6	75%
C	5	63%

D	3 - 4	38 - 50%
F	0 - 2	0 - 25%

Sixteen percent of ELA providers earned a grade of A or B on the rating scale; about thirteen percent of Reading providers and eleven percent of Math providers earned these grades. Over half of Reading and ELA providers earned a failing grade. Over seventy percent of providers in all three subjects earned a D or F grade. Table 30 below displays the distribution of grades.

Table 30. Provider grades by SES subject area

	Reading		ELA		Math	
	Number	Percent	Number	Percent	Number	Percent
A	6	7.1%	2	3.8%	1	1.2%
B	5	6.0%	7	13.2%	8	9.8%
C	5	6.0%	3	5.7%	13	15.9%
D	18	21.4%	13	24.5%	24	29.3%
F	50	59.5%	28	52.8%	36	43.9%
Total	84	100%	53	100%	82	100%

Four providers had only high school students included in the data analyzed. All four tutored students in Reading, and three tutored students in Math. Because all eight questions could not be answered for these providers, they are not included in Table 30 above. However, it would be inappropriate to remove them completely from the discussion. In Reading, one of these “high school only” provider earned an answer of yes on four of the five questions which were appropriate. Another of these providers answered yes for two, and the remaining two had only one yes answer. In Math, two of the “high school only” providers met two out of the five criteria, and the other met only one. A rating scale was not generated for these few instances, but the proportion of criteria met can be useful in comparing these providers to the ones that were graded.

Conclusion and discussion: Provider contributions

Assigning grades to providers is a way of summarizing the effects they have on their students in a simple way that allows us to compare them against each other using a common set of criteria. The distribution of earned grades is weighted heavily toward the lower end of the scale. The largest group of providers in each subject earned a grade of F; this represented the majority of Reading and ELA providers. Very few providers earned a grade of A. About one-quarter earned a grade of C or higher.

The individual questions provide clues on the strengths and weaknesses of the providers as a whole. The results are strong for the first question; providers’ students are getting higher scores than in the previous year. So compared to their own past performance, most SES students are improving. But for most providers, their students do not compare well to the matched comparison students. In

general, SES providers' students are not doing better than comparison group students in terms of having more SES students increasing CRCT scores (question 2), moving up a level on the CRCT (question 3), making higher scores (except for Math; questions 4 and 6), or passing the relevant test for their grade (question 7). They also do not match up well against students in Title I schools in the state as a whole (question 8).

While these trends are true for all three subjects (with the notable exception of question 4), a higher percentage of Math providers are meeting most criteria. Math providers have the highest percentages across subjects on all questions except questions five and eight. We could only speculate on the reasons why there are differences among subjects; these data do not address that issue. In any event, the majority of Math providers could only answer yes to two of the eight evaluation questions, while the majority of Reading and ELA providers could only do so for one question.

DISCUSSION OF THE EVALUATION PROCESS

NCLB legislation on SES requires states to evaluate SES providers based on their contribution to “increasing the academic proficiency of students served”. Because of the difficulty in determining one best outcome measure for academic proficiency, the state of Georgia is using multiple measures of provider impact on academic achievement, with a combined score to indicate the overall effectiveness of each SES provider serving students in this state. A report card format, similar to that used to rate schools in the state, was chosen to simplify the presentation of findings to a broader audience including educators, policy makers, and parents. The provider evaluation of effectiveness is based on a set of eight questions or criteria that compare the test results of students receiving SES with their prior scores, and with results for a matched group of students not receiving SES. Each of these questions individually has limitations; however, by examining the student achievement test results in eight different ways, providers have multiple chances to demonstrate impact on student achievement. For example, gain scores (changes from last year to this year) can be influenced by numerous factors other than SES. However, by identifying a control group and comparing results of students receiving SES with students not receiving SES in the same grade and school, matched by prior test scores, we have additional indicators that observed differences in the group could be due to SES. It is the cumulative effect of evidence that constitutes the strength of this approach.

The report on statewide outcomes for SES presents the aggregated results at each grade level and overall for SES students and the comparison group, and describes the outcomes for the SES providers as a group on each of the evaluation questions. Individual reports for each SES provider in 2006-07 are being provided to the state education agency (SEA) to address the federal requirements for provider evaluation.

It must be emphasized that a causal relationship cannot be established with the results of these analyses. Student academic achievement outcomes are limited to the results on Georgia’s mandated academic achievement tests (CRCT, EOCT, and GHSGT). Because of the emphasis placed on improving student test scores throughout the state, we can assume that most schools have developed and are using multiple interventions to address the needs of low-achieving students. Isolating the effects of any one of these interventions is extremely difficult. Changes in student test scores may be impacted by any number of school and student-level variables which cannot be assessed or controlled in outcomes studies. We acknowledge the possibility of factors other than SES in accounting for student test score changes. This limitation applies particularly to the first three questions which focus on testing gains. Students in the SES and non-SES comparison groups were matched only by school and prior test scores. Other demographic variables that could affect outcomes were not included in the matching process for reasons of practicality, and it is not known what effect this might have on the comparative analyses.

Another limitation relates to problems with the completeness and accuracy of the student database information on which the analysis is based. Not all students who received SES in 2006-07 were able to be included in the analysis. Students who did not have two years of test data on the CRCT in Reading, ELA, and Math (2006 and 2007 test scores) were not included because prior scores were needed to match SES students with a similar student on the 2006 CRCT scores to control for prior achievement levels. Students in first grade were excluded because they have no prior year scores on CRCT (kindergarten) for comparison. Although efforts were made at the state and district level to collect data on student IDs that was as complete and accurate as possible, some student identifiers were not usable in the matching process. And, students who were identified by districts as receiving SES in 2006-07 but had no hours reported by May 31 (due in part to summer programming) were not included. Finally, the information about the subject area in which students received SES (Reading, ELA, Math) was provided by district offices, and its accuracy is dependent on records kept at this level.

Another limitation was due to changes in the state curriculum and testing in Math from 2005-06 to 2006-07 which resulted in different CRCT standards being used for Math in grades two and six in 2007 testing compared to the previous year. For these grades the analyses of data in questions 1 and 2 do not include students in grades two and six because it was not valid to compare students on two different testing scales. This limitation did not affect Reading and ELA results since the tests were comparable both years.

A final caution relates to the limited analyses that could be done with high school student test data because students do not take EOCT and GHSGT each year. Matching on prior test scores proved problematic for this group (except for ninth grade students, who were matched on eighth grade CRCT), and many students were excluded because of inability to find matching scores on the EOCT. The high school SES students represented about 10% of all students receiving SES, but are not represented at this level in the test data analysis. The other limitation affecting high school students is that there is no Reading component of the GHSGT or EOCT. Therefore, to calculate results for high school students reported as receiving SES in Reading, test results for the two English EOCT and the English component of GHSGT were used.

There are implications at both the state level and for individual providers when the students in the achievement test analysis do not include all students served by SES providers, often resulting in small group sizes. In the individual provider reports we have flagged results that are based on fewer than five students, as a caution in interpreting and using evaluation results. One off-setting factor in this limitation with individual providers is that student test scores were aggregated across all grade levels for each of the testing subject areas, providing a larger pool of students than would have been possible with a grade-level analysis (e.g., only grade 6).

For the first time this year (2006-07), Georgia collected information about the number of SES hours provided to each student. It is possible that the number of hours of tutoring provided to a student may be a factor in the testing outcomes expected, but there is no consensus yet on what an appropriate cut-off is for the minimum hours of SES necessary to produce results in student achievement. Students were not excluded if they received only a small number of SES hours this past year because there is no certainty that even minimal tutoring did not make a difference for a student. UGA has agreed to conduct further analyses on this issue using a regression analysis to determine if hours of SES are related to or predict test outcomes. Results of this analysis may provide a basis for establishing a minimum number of SES hours for including students in the achievement impact assessment in the future.

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. Georgia's grading system for providers clearly defines and applies a common set of expectations to identify the level of contributions to increased academic proficiency. This information should prove useful to the key SES stakeholders: parents, providers, educators, LEAs and the SEA by providing a basis for comparison among the SES providers based on their rating of effectiveness in each SES subject area.

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 study discussed in this section, 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.

APPENDICES

Table A1. Number of students receiving SES in each system and school

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Atlanta Public Schools	880	10.0%
Harper Archer (277)		
Parks Middle School (113)		
Turner Middle School (107)		
Price Middle School (102)		
B.S. Carson Honors Prep. School (90)		
Coan Middle School (70)		
Kennedy Middle School (48)		
Crim High School (32)		
Long Middle School (32)		
King Middle School (8)		
Carver High School (1)		
 Baldwin County	 163	 1.9%
Oak Hill Middle School (96)		
Eagle Ridge Elementary School (55)		
Baldwin High School (12)		
 Bartow County	 91	 1.0%
South Central Middle School (72)		
Adairsville Middle School (19)		
 Ben Hill County	 53	 0.6%
Ben Hill Middle School (53)		
 Bibb County	 470	 5.4%
Bruce Elementary School (97)		
Northeast High School (69)		
Appling Middle School (62)		
Rutland Middle School (56)		
Weaver Middle School (55)		
King-Danforth Elementary School (48)		
Southwest High School (44)		
Hutchings Career Center (23)		
McEvoy Middle School (16)		

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Brooks County Brooks County Middle School (32)	32	0.4%
Bryan County Bryan County Middle School (46)	46	0.5%
Butts County Henderson Middle School (52)	52	0.6%
Calhoun County Calhoun County Middle/High School (15)	15	0.2%
Chatham County Beach High School (74) Bartlett Middle School (57) Myers Middle School (49) DeRenne Middle School (46) West Chatham Middle School (42) Hubert Middle School (38) Savannah High School (33) Tompkins Middle School (11)	350	4.0%
Clarke County Fourth Street Elementary (116) W R Coile Middle School (86)	202	2.3%

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Clayton County	927	10.6%
Pointe South Middle School (164)		
Riverdale Middle School (162)		
Lovejoy Middle School (160)		
Kendrick Middle School (129)		
Mundy's Mill Middle School (112)		
Jonesboro Middle School (111)		
Forest Park Middle School (74)		
Sequoyah Middle School (5)		
Adamson Middle School (2)		
Clayton Alternative Middle School (2)		
M. D. Roberts Middle School (2)		
Morrow Middle School (1)		
North Clayton Middle School (1)		
Rex Mill Middle School (1)		
South Metro PsychoEd (1)		
Cobb County	370	4.2%
Lindley Middle School (135)		
Griffin Middle School (79)		
Campbell Middle School (78)		
Floyd Middle School (78)		
Colquitt County	22	0.3%
Gray Middle School (22)		
Columbia County	8	0.1%
Harlem Middle School (8)		
Coweta County	98	1.1%
Evans Middle School (98)		
Crawford County	7	0.1%
Crawford County Middle School (7)		
Crisp County	35	0.4%
Crisp County Middle School (35)		

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
DeKalb County	1371	15.6%
Dresden Elementary School (299)		
Woodward Elementary School (154)		
Salem Middle School (151)		
Columbia Middle School (101)		
Freedom Middle School (94)		
Clarkston High School (93)		
Chapel Hill Middle School (92)		
Cedar Grove High School (80)		
Redan Middle School (74)		
McNair Middle School (58)		
Miller Grove High School (56)		
Lithonia High School (50)		
Towers High School (30)		
McNair High School (16)		
Shadow Rock Center (7)		
Avondale High School (6)		
Sequoyah Middle School (4)		
Cross Keys High School (3)		
Eagle Woods School (3)		
Dodge County	6	0.1%
Dodge County Middle School (6)		
Dooly County	77	0.9%
Dooly County Elementary School (77)		
Dougherty County	25	0.3%
Merry Acres Middle School (25)		
Douglas County	46	0.5%
Stewart Middle School (46)		
Dublin City Schools	28	0.3%
Dublin High School (28)		
Early County	155	1.8%
Early County Middle School (155)		
Effingham County	53	0.6%
Effingham County Middle School (53)		

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Emanuel County Emanuel County Institute (3)	3	0.0%
Franklin County Franklin County Middle School (36)	36	0.4%
Fulton County Ronald E. McNair Middle School (251)	251	2.9%
Gilmer County Gilmer Middle School (5)	25	0.1%
Gordon County Ashworth Middle School (10)	10	0.1%
Grady County Washington Middle School (20)	20	0.2%
Gwinnett County Lilburn Middle School (159) Sweetwater Middle School (116) Summerour Middle School (94) Meadowcreek High School (22)	391	4.5%
Hall County Lyman Hall Elementary School (256) East Hall Middle School (53)	309	3.5%
Hancock County Hancock Central High School (80)	80	0.9%
Haralson County Haralson County Middle School (36) Haralson County High School (9)	45	0.5%
Irwin County Irwin County Middle School (4)	4	0.0%
Jackson County East Jackson Middle School (47)	47	0.5%

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Jefferson County Wrens Middle School (7) Louisville Middle School (2)	9	0.1%
Johnson County Johnson County Middle School (15)	15	0.2%
Liberty County Midway Middle School (32)	32	0.4%
Long County Long County High School (12)	12	0.1%
Macon County Macon County Elementary School (44)	44	0.5%
Marietta City Schools Marietta High School (89)	89	1.0%
Meriwether County Greenville Middle School (41)	41	0.5%
Mitchell County Mitchell County Middle School (29)	29	0.3%
Muscogee County Marshall Middle School (72) Rothschild Middle School (55) Baker Middle School (31) Eddy Middle School (31) South Columbus Elementary School (15)	204	2.3%
Newton County Clements Middle School (164) Middle Ridge Elementary School (110) No School Code (12)	286	3.3%
Pelham City Pelham City Middle School (2)	2	0.0%

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Richmond County Glenn Hills Middle (122) Sego Middle School (120) Tubman Middle School (92) Josey High School (73) Spirit Creek Middle School (57) Murphey Middle School (55) Morgan Road Middle School (53) East Augusta Middle School (36)	608	6.9%
Rome City Schools Rome Middle School (49)	49	0.6%
Spalding County Flynt Middle School (41) Cowan Road Middle School (38) Taylor Street Middle School (31)	110	1.3%
Stewart County Stewart-Quitman High School (5)	5	0.1%
Sumter County Sumter County Elementary School (27) Staley Middle School (25)	52	0.6%
Talbot County Central Elementary/ High School (127)	127	1.4%
Taliaferro County Taliaferro County School (12)	12	0.1%
Taylor County Taylor County Elementary School (48) Taylor County Middle School (25)	73	0.8%
Terrell County Terrell County Middle-High School (40)	40	0.5%

System and Schools (# of SES students in each school)	# of SES Students in the System	% of All SES Students
Thomaston-Upson Upson-Lee Middle School (5)	5	0.1%
Valdosta City Southeast Elementary School (9) Valdosta Middle School (7) Newbern Middle School (3) West Gordon Elementary School (2)	21	0.2%
Ware County Ware County Middle School (16)	16	0.2%
Washington County T.J. Elder Middle School (14)	14	0.2%
Whitfield County Dawnville Elementary School (82)	82	0.9%
Worth County Worth County Middle School (6)	6	0.1%
TOTAL	8,766	100.0%

Table A2. Ranking of systems by number of students receiving SES

School System	# of students receiving SES	% of all SES students
DeKalb County	1371	15.6%
Clayton County	927	10.6%
Atlanta Public Schools	880	10.0%
Richmond County	608	6.9%
Bibb County	470	5.4%
Gwinnett County	391	4.5%
Cobb County	370	4.2%
Chatham County	350	4.0%
Hall County	309	3.5%
Newton County	286	3.3%
Fulton County	251	2.9%
Muscogee County	204	2.3%
Clarke County	202	2.3%
Baldwin County	163	1.9%
Early County	155	1.8%
Talbot County	127	1.4%
Spalding County	110	1.3%
Coweta County	98	1.1%
Bartow County	91	1.0%
Marietta City Schools	89	1.0%
Whitfield County	82	0.9%
Hancock County	80	0.9%
Dooly County	77	0.9%
Taylor County	73	0.8%
Ben Hill County	53	0.6%
Effingham County	53	0.6%
Butts County	52	0.6%
Sumter County	52	0.6%
Rome City Schools	49	0.6%
Jackson County	47	0.5%
Bryan County	46	0.5%
Douglas County	46	0.5%
Haralson County	45	0.5%
Macon County	44	0.5%
Meriwether County	41	0.5%

School System	# of students receiving SES	% of all SES students
Terrell County	40	0.5%
Franklin County	36	0.4%
Crisp County	35	0.4%
Brooks County	32	0.4%
Liberty County	32	0.4%
Mitchell County	29	0.3%
Dublin City	28	0.3%
Dougherty County	25	0.3%
Colquitt County	22	0.3%
Valdosta City Schools	21	0.2%
Grady County	20	0.2%
Ware County	16	0.2%
Calhoun County	15	0.2%
Johnson County	15	0.2%
Washington County	14	0.2%
Long County	12	0.1%
Taliaferro County	12	0.1%
Gordon County	10	0.1%
Jefferson County	9	0.1%
Columbia County	8	0.1%
Crawford County	7	0.1%
Dodge County	6	0.1%
Worth County	6	0.1%
Gilmer County	5	0.1%
Stewart County	5	0.1%
Thomaston-Upson County	5	0.1%
Irwin County	4	0.0%
Emanuel County	3	0.0%
Pelham City Schools	2	0.0%
TOTAL	8,766	100.0%

Table A3. Number of students served by each SES provider

Provider Code	SES Provider	# of students served	% of all SES students
701	21st Century Community Learning Centers	31	0.4
501	A to Z In-Home Tutoring, LLC	547	6.2
702	Above Average Tutoring Service	1	0.0
503	Acadamia.net, LLP	89	1.0
703	Academic Associates Reading Center, LLC	9	0.1
704	Academic Coaches, LLC d/b/a Club Z! In-Home Tutoring (8604)	50	0.6
507	Achieve Results Tutorial and Educational Consulting Services, LLC	176	2.0
706	Applied Scholastics International d/b/a/ Applied Scholastics	4	0.0
110	Assets Learning Center	85	1.0
707	ATS Educational Consulting Services -- Project Success	109	1.2
114	Ava H. White Tutorials	55	0.6
515	B.A. White Transitional Youth Center, Inc.	30	0.3
117	Back 2 Basics Tutorial, LLC	335	3.8
120	Beacon of Hope, Inc.	10	0.1
708	Best Education and Sports Today, Inc. (B.E.S.T.)	29	0.3
709	Blandy Hills Elementary School	116	1.3
525	Brainfuse, Inc.	16	0.2
710	Bright Futures Learning Center	184	2.1
127	Bryan County Board of Education	45	0.5
713	Catapult Online	18	0.2
134	Club Z! In Home Tutoring Services (0265) (Savannah Edu. Srv. Inc.)	52	0.6
714	Club Z! Inc. (0709)	131	1.5
715	Club Z! In-Home Tutoring Service (7952)	158	1.8
143	Communities in Schools of Fitzgerald-Ben Hill County, Inc.	45	0.5
717	Communities In Schools of Laurens County, Inc. d/b/a The L.O.F.T Teen Center	11	0.1
546	Community Reach, Inc.	97	1.1
149	Computer Synetics, Inc.	43	0.5
720	De'Jour Success Achievers, Inc.	173	2.0
160	Education & Guidance Services	64	0.7
561	Education 2020 Virtual Tutor	8	0.1
563	Educational Access Center	379	4.3
564	Educational Enterprises	66	0.8
166	Enlighten, Inc. d/b/a Reading, Phonics, Math and More.	2	0.0
724	eProgress Academy	6	0.1
725	FitWit	59	0.7
170	FLA Learning Centers, Inc. d/b/a Sylvan Learning Center (8267)	70	0.8
172	Get Smart, Inc.	63	0.7

Provider Code	SES Provider	# of students served	% of all SES students
728	Graham Consulting Group	171	2.0
176	Green Forest Community Development Center	96	1.1
729	GSFA Florida, Inc.	17	0.2
178	Hampton L. Daughtry Elementary	33	0.4
730	Harvest Advantage, Inc.	15	0.2
180	High Achievers	60	0.7
731	High Points Learning, Inc.	315	3.6
733	Inquiring Minds Inc. d/b/a M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	97	1.1
734	International After School Program	190	2.2
735	JA-MAR Enterprises, LLC d/b/a Club Z! In Home Tutoring Services (9094)	57	0.7
190	Kelley Lake Elementary School	751	8.6
736	Krafts Made By hand d/b/a Kultivating Brilliant Minds	10	0.1
194	Laureate Training Center	28	0.3
738	Learning Essentials, Inc.	106	1.2
739	Learning First Educational Services, Inc.	42	0.5
740	Learning Solutions Tutorial Lab, Inc.	89	1.0
741	Link Systems International, Inc. d/b/a Net Tutor™	1	0.0
200	Loving Hands Development Corporation d/b/a Loving Hands After-school Program	9	0.1
742	Lowfruit Enterprises, LLC d/b/a ClubZ! In-Home Tutoring (4098)	219	2.5
202	Mainly Math	21	0.2
604	Math & Reading Wizards (National Lighthouse Foundation)	492	5.6
744	Math Doctor Learning Center	54	0.6
181	Merrick Investments, LLC d/b/a Huntington Learning Center	6	0.1
745	MGP Educational Services, Inc. d/b/a Sylvan Learning Center of Cartersville (8267)	77	0.9
609	Next Level Educational Programs, LLC	34	0.4
747	OPOK, Inc. d/b/a A+ Grades Up	52	0.6
613	Pathways of Learning	13	0.1
617	Pinocchio Palace	98	1.1
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	27	0.3
750	Pryor Road Community Redevelopment Corporation d/b/a Saint Paul Leadership Academy	20	0.2
751	Raising Expectations Inc.	13	0.1
221	Reading Success, Inc.	7	0.1
222	Royce Learning Center, Inc.	95	1.1
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	0.0
758	Southeast Learning Systems, Inc. d/b/a Sylvan Learning	191	2.2

Provider Code	SES Provider	# of students served	% of all SES students
237	Center (5345) Sylvan Learning Center (2498)(Georgia Learning Centers, Inc.)	66	0.8
238	Sylvan Learning Center (7457)	59	0.7
240	Sylvan Learning Center (9196)(Tara Heights Enterprises, Inc.)	125	1.4
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	7	0.1
761	Sylvan Learning Center Ace It! Tutoring, Austell (5725)	133	1.5
242	Sylvan Learning Center of Jonesboro	295	3.4
244	Sylvan Learning Center of Rome (4466) (SUPA Learning Centers)	54	0.6
250	Teach Them to Read, Inc.!	11	0.1
251	Tennis in the Hood, Inc. After-School Learning Center	16	0.2
763	The Fabric of America	164	1.9
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	163	1.9
254	The Phoenix Center for Reading and Language Development	11	0.1
765	TMG Enterprises, Inc. d/b/a Sylvan Learning Center (7801)	32	0.4
766	Tower Educational Consulting Group	137	1.6
767	Tutor Management Enterprises, LLC d/b/a Club Z! In-Home Tutoring Service (5811)	196	2.2
768	Tutor Zone, LLC	107	1.2
769	Tutorial Services	21	0.2
770	Tutoring By Design	55	0.6
662	University Instructors, Inc.	165	1.9
265	Youth Empowerment Project, Inc.	71	0.8
773	Zena's House, Inc.	4	0.0
Missing/ Incorrect Provider Code		1	0.0
TOTAL		8,766	100%

Table A4. Ranking of SES providers by number of students served

Provider Code	SES Provider	# of students served	% of all SES students
190	Kelley Lake Elementary School	751	8.6
501	A to Z In-Home Tutoring, LLC	547	6.2
604	Math & Reading Wizards (National Lighthouse Foundation)	492	5.6
563	Educational Access Center	379	4.3
117	Back 2 Basics Tutorial, LLC	335	3.8
731	High Points Learning, Inc.	315	3.6
242	Sylvan Learning Center of Jonesboro	295	3.4
742	Lowfruit Enterprises, LLC d/b/a ClubZ! In-Home Tutoring (4098)	219	2.5
767	Tutor Management Enterprises, LLC d/b/a Club Z! In-Home Tutoring Service (5811)	196	2.2
758	Southeast Learning Systems, Inc. d/b/a Sylvan Learning Center (5345)	191	2.2
734	International After School Program	190	2.2
710	Bright Futures Learning Center	184	2.1
507	Achieve Results Tutorial and Educational Consulting Services, LLC	176	2.0
720	De'Jour Success Achievers, Inc.	173	2.0
728	Graham Consulting Group	171	2.0
662	University Instructors, Inc.	165	1.9
763	The Fabric of America	164	1.9
764	The Personal Achievement Center of Augusta, Inc. DBA Sylvan Learning Center and Sylvan On-Line, Augusta, Georgia (1985)	163	1.9
715	Club Z! In-Home Tutoring Service (7952)	158	1.8
766	Tower Educational Consulting Group	137	1.6
761	Sylvan Learning Center Ace It! Tutoring, Austell (5725)	133	1.5
714	Club Z! Inc. (0709)	131	1.5
240	Sylvan Learning Center (9196)(Tara Heights Enterprises, Inc.)	125	1.4
709	Blandy Hills Elementary School	116	1.3
707	ATS Educational Consulting Services -- Project Success	109	1.2
768	Tutor Zone, LLC	107	1.2
738	Learning Essentials, Inc.	106	1.2
617	Pinocchio Palace	98	1.1
546	Community Reach, Inc.	97	1.1
733	Inquiring Minds Inc. d/b/a M.O.R.E (Multiple Opportunities for Remediation and Enrichment) Learning Center	97	1.1
176	Green Forest Community Development Center	96	1.1
222	Royce Learning Center, Inc.	95	1.1
503	Academia.net, LLP	89	1.0
740	Learning Solutions Tutorial Lab, Inc.	89	1.0

Provider Code	SES Provider	# of students served	% of all SES students
110	Assets Learning Center	85	1.0
745	MGP Educational Services, Inc. d/b/a Sylvan Learning Center of Cartersville (8267)	77	0.9
265	Youth Empowerment Project, Inc.	71	0.8
170	FLA Learning Centers, Inc. d/b/a Sylvan Learning Center (8267)	70	0.8
237	Sylvan Learning Center (2498)(Georgia Learning Centers, Inc.)	66	0.8
564	Educational Enterprises	66	0.8
160	Education & Guidance Services	64	0.7
172	Get Smart, Inc.	63	0.7
180	High Achievers	60	0.7
238	Sylvan Learning Center (7457)	59	0.7
725	FitWit	59	0.7
735	JA-MAR Enterprises, LLC d/b/a Club Z! In Home Tutoring Services (9094)	57	0.7
114	Ava H. White Tutorials	55	0.6
770	Tutoring By Design	55	0.6
244	Sylvan Learning Center of Rome (4466) (SUPA Learning Centers)	54	0.6
744	Math Doctor Learning Center	54	0.6
134	Club Z! In Home Tutoring Services (0265) (Savannah Edu. Srv. Inc.)	52	0.6
747	OPOK, Inc. d/b/a A+ Grades Up	52	0.6
704	Academic Coaches, LLC d/b/a Club Z! In-Home Tutoring (8604)	50	0.6
127	Bryan County Board of Education	45	0.5
143	Communities in Schools of Fitzgerald-Ben Hill County, Inc.	45	0.5
149	Computer Synetics, Inc.	43	0.5
739	Learning First Educational Services, Inc.	42	0.5
609	Next Level Educational Programs, LLC	34	0.4
178	Hampton L. Daughtry Elementary	33	0.4
765	TMG Enterprises, Inc. d/b/a Sylvan Learning Center (7801)	32	0.4
701	21st Century Community Learning Centers	31	0.4
515	B.A. White Transitional Youth Center, Inc.	30	0.3
708	Best Education and Sports Today, Inc. (B.E.S.T.)	29	0.3
194	Laureate Training Center	28	0.3
749	Project Rebound, INC. d/b/a PRI Youth Development Institute	27	0.3
202	Mainly Math	21	0.2
769	Tutorial Services	21	0.2
750	Pryor Road Community Redevelopment Corporation d/b/a Saint Paul Leadership Academy	20	0.2

Provider Code	SES Provider	# of students served	% of all SES students
713	Catapult Online	18	0.2
729	GSFA Florida, Inc.	17	0.2
251	Tennis in the Hood, Inc. After-School Learning Center	16	0.2
525	Brainfuse, Inc.	16	0.2
730	Harvest Advantage, Inc.	15	0.2
613	Pathways of Learning	13	0.1
751	Raising Expectations Inc.	13	0.1
250	Teach Them to Read, Inc.!	11	0.1
254	The Phoenix Center for Reading and Language Development	11	0.1
717	Communities In Schools of Laurens County, Inc. d/b/a The L.O.F.T Teen Center	11	0.1
120	Beacon of Hope, Inc.	10	0.1
736	Krafts Made By hand d/b/a Kultivating Brilliant Minds	10	0.1
200	Loving Hands Development Corporation d/b/a Loving Hands After-school Program	9	0.1
703	Academic Associates Reading Center, LLC	9	0.1
561	Education 2020 Virtual Tutor	8	0.1
221	Reading Success, Inc.	7	0.1
760	Sylvan Learning Center (Ace It!) Buckhead (2296)	7	0.1
181	Merrick Investments, LLC d/b/a Huntington Learning Center	6	0.1
724	eProgress Academy	6	0.1
706	Applied Scholastics International d/b/a/ Applied Scholastics	4	0.0
773	Zena's House, Inc.	4	0.0
166	Enlighten, Inc. d/b/a Reading, Phonics, Math and More.	2	0.0
702	Above Average Tutoring Service	1	0.0
741	Link Systems International, Inc. d/b/a Net Tutor™	1	0.0
757	SmartKids 1-Dallas, Inc. d/b/a KnowledgePoints (7742)	1	0.0
Missing/ Incorrect Provider Code		1	0.0
TOTAL		8,766	100%