

**SUPPLEMENTAL EDUCATIONAL SERVICES: AN ACTION SCIENCE STUDY
OF ACHIEVING STATE STANDARDS FOR PROVIDER EFFECTIVENESS**

by

Cynthia C. McClintock

BRUCE FRANCIS, PhD, Faculty Mentor and Chair

TIMOTHY DELICATH, EdD, Committee Member

LUCILLE LANG, EdD, Committee Member

Barbara Butts Williams, PhD, Dean, School of Education

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Capella University

July 2012

UMI Number: 3541621

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3541621

Published by ProQuest LLC (2012). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

© Cynthia McClintock, 2012

Abstract

Supplemental educational services are designed to contribute tremendous support to local school districts and communities through state-approved provider programs. The state, however, prior to approving supplemental educational services provider programs, must utilize all available resources to assist in the process of screening and approving provider programs to ensure the programs are of superior quality. Additionally, the need to scrutinize provider applicants carefully is of great significance due to some providers' persistent history of inferior and ineffective performance. While the positive support and presence these community organizations give to school districts is undisputable, the quality of this support has become open to discussion. The absence of current research-based practices from provider programs coupled with insufficient documentation of effectiveness has become apparent, and is growing progressively controversial. This study used action research methodology to explore programmatic practices of one supplemental educational service provider program for the purpose of assessing its traits and aligning the existing traits with those identified to enhance provider effectiveness; as revealed by prior research. Qualitative procedures were utilized to gather data. Site observations provided a first-hand account of provider program practices. The study identifies characteristics for effectiveness within one provider program requisite for the enhancement of student achievement. Whereas the targeted provider program shows evidence of operational consistency within its various sites, incorporation of the most recent research-based practices for effectiveness is not evident.

Dedication

Life presents an ongoing series of opportunities to learn, grow, and evolve into the being the Creator designed one to be. These predestined patterns of learning and growing are often accompanied by experiences; sometimes favorable and sometimes unfavorable. Although we live for the seasons of favor and loathe those we consider dreadful, these two extremes of life are unique yet staggeringly inseparable as we cannot encounter one without instant introduction to the other. Once we realize this basic pattern of life, we become aware of one incredibly significant truth. *Those who provide words of wisdom and encouragement to us as we struggle through our ill-fated experiences of life are our unwavering resources of strength and hope.* These are the sources from whom we draw intensity to overcome pain and adversity, and continue to strive to accomplish our destined purpose. Those who, essentially, help us become who we were created to be.

Mother (Ella D. Tabor McClintock Lawson), I dedicate this work to you. The life lessons of strength and stamina I learned from you are eternally instilled within me. With excellence, you modeled the lessons you learned from your parents (John and Ada Tabor); and I thank you. As a result of your modeling invaluable principles of life I learned, among many lessons, the importance of valuing education and the responsibility to share that which I learn with others. This work is completed as a result of the hope and encouragement you gave to me from infancy, and throughout my life. Your last words spoken to me were those of encouragement that I will always remember and strive to execute. Special thanks to my God through whom all things are made possible.

Acknowledgments

Entering into the EdD program at Capella was the first step into a learning experience that has equipped me with knowledge and skill most beneficial to the success of my future endeavors. It is most appropriate for me to take this opportunity to thank each individual who has led me through the process of learning how to become a scholar. Whereas I extend thanks to each of my instructors for facilitating my coursework, I am most grateful to my committee for the guidance and direction given to me during the writing of my dissertation. I am appreciative to each of you (Dr. Bruce Francis, Dr. Timothy Delicath, and Dr. Lucille Lang) for the time taken from your hectic schedules to offer guidance and direction to me during the preparing of this paper. I am especially grateful to my mentor, Dr. Bruce Francis, for the learning opportunities afforded me through his mentorship. Additionally, appreciation is respectfully given to Dr. Jamie Barron for providing administrative guidance essential to the maintenance of proper perspective during this arduous process.

Table of Contents

Acknowledgments	iv
List of Figures	viii
CHAPTER 1. INTRODUCTION	1
Introduction to the Problem	1
Background, Context, and Theoretical Framework	3
Statement of the Problem	11
Purpose of the Study	11
Research Question	12
Nature of the Study	12
Rationale, Relevance, and Significance of the Study	13
Definition of Terms	14
Assumptions, Limitations, and Delimitations	16
Organization of the Remainder of the Study	17
CHAPTER 2. LITERATURE REVIEW	18
Introduction to the Literature Review	18
Theoretical Framework	20
Review of Research Literature and Methodological Literature	49
Chapter 2 Summary	55
CHAPTER 3. METHODOLOGY	56
Introduction to Chapter 3	56

Research Design	57
Target Population, Sampling Method, and Related Procedures	61
Instrumentation	63
Data Collection	68
Field Test	71
Data Analysis Procedures	72
Limitations of the Research Design	73
Internal Validity	73
External Validity	74
Researcher's Position Statement	75
Chapter 3 Summary	77
CHAPTER 4. DATA ANALYSIS AND RESULTS	79
Introduction	79
Description of the Sample	82
Summary of the Results	84
Detailed Analysis	87
Chapter 4 Summary	94
CHAPTER 5. CONCLUSIONS AND DISCUSSION	96
Introduction	96
Summary of the Results	96
Discussion of the Results	99
Discussion of the Results in Relation to the Literature	103

Limitations	105
Implication of the Results for Practice	106
Recommendations for Further Research	107
Conclusion	109
REFERENCES	111
APPENDIX A TRANSCRIBED INTERVIEWS	116
APPENDIX B .ANALYSIS MATRIX	166

List of Figures

Figure 1. District Demographics	44
Figure 2. Standardized test performance for grades 4 and 8	45
Figure 3. Overall school demographics for Site 1	47
Figure 4. Overall school demographics for Site 2	48
Figure 5. Motivation/Snack	88
Figure 6. Transition	89
Figure 7. Tutoring session - Site 1	90
Figure 8. Tutoring session - Site 2	92
Figure 9. Non-instructional activities	93

CHAPTER 1. INTRODUCTION

Introduction to the Problem

Despite efforts to improve the academic outcomes of its students, Louisiana's low student performance scores and subsequent school failures have grown. Parental options of school choice and supplemental educational services, in addition to other No Child Left Behind (NCLB) reform measures, as of this study, have proven to be ineffective in raising standardized test scores of students, in the state. The inability to improve student academic performance puts into question whether the enactment of those initiatives is enough. If states opt to approve providers based on their own respective criterion, while ignoring any mandated requirement, the differences in characteristics of approved providers will become compounded. Additionally, even if the federal mandates have been completely implemented but the organization is yet proven to function below standard, it then becomes questionable as to whether the means by which monitoring and evaluating those directives are appropriate.

The importance of the provider approval process requires careful consideration. Once providers are approved to render supplemental educational services in a school district they, essentially, become an integral part of that district. The approved provider programs must be held responsible for the guidelines mandated by the federal

government, and the respective states granting approval should enforce the federal mandates. It is the only means by which consistency among districts and providers, as it relates to supplemental educational services, can be ensured. It is the only way, according to Annenberg Institute for School Reform (1997), schools can identify current strengths and areas for development as a basis for finding an appropriate strategy to meet society's needs. The community of Bayou River Delta Parish is in need of stronger schools with the capability of improving student academic performance. The status of the local school district, at this juncture, requires assistance from the community in the form of initiatives such as supplemental educational services provider agencies. Oversight and management of strategic initiatives are necessary as they will enhance the efforts of schools, in the process of meeting the needs of the community.

On February 28, 2012, in an effort to free itself from the burdensome bureaucracy embedded within NCLB, the state requested the United States Department of Education (USDOE) approve its application for a waiver. The state's waiver request aggressively addresses supplemental educational services in two fundamental ways. First the state's waiver makes provision to completely evade NCLB policies as it directs its focus exclusively to 21st Century Community Learning Centers. Secondly the state, in its waiver, has committed to basing the evaluations of providers on the providers' evidence of raising student achievement. The new evaluation system for providers, according to the state, will enhance 21st Century Community Learning Center programs extensively. On May 29, 2012, the state released a notice informing the general public of the decision

USDOE made regarding waiver approval. The upgraded state policies for supplemental educational provider programs are scheduled to commence during the school year of 2012-2013.

Background, Legal Context, and Theoretical Framework

Guidelines for Implementation

The responsibility for approving, monitoring, and evaluating supplemental educational services providers rests on the state. Basic procedures for implementing supplemental educational services have, for ten years, been problematic for the state and districts. It was necessary for the state to consult with parents, teachers, school districts and interested members of the public to identify a large number of supplemental educational services providers so that parents have a large variety of choices (United State Department of Education, 2003). Prior to making the definite decision to approve a supplemental educational services provider, however, the state had to use every possible measure to detect major requirements. For example, the state was (and still is) obligated to make certain the supplemental educational services provider fulfills its contractual agreement with the school district. The local school district in Bayou River Delta parish operates under the auspices of the Louisiana Department of Education (LDOE), and has aligned its criteria for provider approval accordingly. Guidelines established by the department are listed in the *Louisiana SES Provider Application*, made available on the department's website. It remains to be known how the approved waiver will affect the

previous process of provider program application.

An earnest effort must be made to contact and communicate with parents regarding each aspect of supplemental educational services. Since the inception of NCLB, attempts made to notify parents of prospective and participating students have been ineffective (USDOE, 2001). The legislation specifically instructs departments of education to utilize their individual websites as a tool whereby parents can receive information necessary to assist them in the process of making informed decisions. State and district websites, however, are failing to inform parents adequately in this regard. The local school district in Bayou River Delta Parish has significantly more information than does the department of education. More information is necessary, however, and must be made available to parents. Poorly disseminated information to parents causes them to be ill-informed, and consequently impedes their opportunities to fully comprehend the federal initiatives. Most importantly, the failure of parents to receive sufficient information hinders the academic benefits made available to their child. These guidelines remain crucial to the success of supplemental educational services, regardless to the form, by nature of requisite parental involvement.

Primarily, states have the responsibility to gather sufficient data in support of a supplemental educational services provider's capacity to improve the achievement of students. The focus of the initiative is to bridge the *achievement gap* between minority and nonminority students by providing quality instruction to students who, under 'normal' circumstances, are not in the position to receive quality instruction outside of

the regular school day (USDOE, 2001). Therefore, states and respective districts must develop a systematic plan to ensure this goal is accomplished. The time and effort required to develop this type strategy requires collaboration between committed community resources in conjunction with the state and its districts.

Utilizing a well-strategized community effort, states and districts must ensure the best services are made available to the students. Prior to approval, prospective supplemental educational services providers must prove to the state, in detail, their acquisition of knowledge and understanding as it relates to current research in the area of supplemental educational services (USDOE, 2001). The providers must also show evidence of a willingness to incorporate these innovative strategies into their respective programs. The most certain indicator of this acquired knowledge and understanding will evolve as obvious practices within the program, reflecting a culture of learning throughout the organization. Included in each supplemental educational services provider program must be an individualized plan of instruction for each enrolled student, with evidence of these plans enacted.

Providers are responsible for using individualized plans to establish a system of assessing its participants on both an individual and a regular basis (USDOE, 2001). States and districts must hold providers accountable for the establishment of pre and post test assessment procedures for enrollees, during the initial days of their program; and such an assessment plan must be enduring. Throughout the program, the providers have the responsibility to re-teach, instruct, and assess in a cyclical manner to ensure that careful and consistent monitoring of the students' progress takes place. Parents are to

receive accurate and frequent updates of their child's progress. Ultimately, however, the state has the responsibility to make certain the providers' measurement systems are efficient. Research confirming the implementation of these strategies among approved providers does not exist. The state, however, has committed to revamping its monitoring processes, as of the school year 2012-2013 (LDOE, 2012).

Each approved provider, using its own system of notification, has the responsibility to keep parents of student participants duly informed of the students' progress (USDOE, 2001). The choice of communication is left to the discretion of the provider. A provider may choose to simply communicate with parents who visit the school often. If for whatever reason parents are not in the position to visit the school, then communication by phone is appropriate. In situations where parents are not available in-person or by phone, a written communication serves as an acceptable alternative; or perhaps a home visit. Whatever method of communication is most effective should be the adopted mode for the provider, and must be utilized consistently.

The provider's choice of an efficient assessment system should be aligned with the state and district timetables for improving student achievement (USDOE, 2001). During parent conferences and/or communications, the time factor must be at center of the discussion. Parents should have an adequate understanding of provider, district, and state assessments; how often to expect them and the level of their child's readiness to be assessed. Included in this assessment information to parents should be an analysis of the student participant's skill status; to include identification of required skill as well as

mastery and deficiency levels. Additionally, the provider must inform parents of the time element, as related to the participating student's progress.

Any information directly or indirectly related to a participating student's progress or that which is of a personal nature should be kept in the student's personal file and placed under lock and key. According to the USDOE (2001), this information should be kept confidential, unless the provider has permission from the parent to share it with others. Even if a parent does grant the provider permission to share the student's filed information, it must be done cautiously. Some form of written communication, with the parent's signature is the main requirement to release information kept on file. The very fact a student is eligible for and/or receiving supplemental educational services is not to be disclosed.

The federal government has also made it mandatory for state and local districts to assume the responsibility of informing the provider organization of the consequences to be faced if health, safety, and civil rights laws are broken (USDOE, 2001). The provider is responsible for making sure its program does not infringe upon the rights and beliefs of participating students. The time given to supplemental educational services providers must be used to address the academic deficiencies of students participating in their respective programs. Students have the right to participate in programs without encountering remarks or practices capable of distracting from or becoming a hindrance to their academic progress.

A provider should not discriminate against students with disabilities (physical or learning); but must make every effort possible to accommodate, if the parent of a

disabled student opts to enroll their child in the provider's program (USDOE, 2001). Records for students with disabilities should include, in addition to the provider's regular procedure for maintaining records, information regarding the student's IEP. The receiving provider must execute training procedures designed to enhance the learning experiences of the disabled students enrolled into its program. It would be most beneficial to the student if the provider's staff would develop and keep an open line of communication with the student's classroom teacher. The teacher assigned to work with disabled students has a wealth of knowledge and skill that proves beneficial to the student's transition from regular class to tutoring.

In addition to the provider sharing the progress of participating students with parents, it is necessary to inform each agency that has a vested interest in the progress of the students, of the status of progress as well (USDOE, 2001). For example, there must be a consideration given to states and districts when sharing information relative to the students' progress. It is a simple but necessary act of respect to inform those entities providing billions of dollars of funding in support of students receiving the opportunity to improve their academic performance, of what the actual status of progress is for each student. Data in this regard presents the respective funding agencies with multiple opportunities for assessing overall progress, and aids in making informative decisions relative to the initiative(s).

As previously revealed (United States Government Accountability Office [USGAO], 2006), once data reflects evidence of consistent failure of a provider to improve student achievement for two consecutive years, states are required to remove the

cited provider from the approved list. However, in order for this to occur, states must have developed and implemented a systematic means by which approved provider agencies are monitored. A systemic process of monitoring, coupled with necessary documentation, creates a reputable account of the providers' performances and ensures a fair and equitable basis for future determinations. On the other hand, the absence of such a monitoring system leaves the states without evidence to proceed with actions deemed necessary and appropriate. As of the start of the school year 2012-2013, the state, through its newly approved waiver, has the flexibility to implement its new achievement-focused evaluation system.

This study advocates the need for each supplemental educational services provider organization in Louisiana to adopt professional development training into their respective program practices, for the purpose of ensuring effectiveness. The suggested training must meet the professional needs of the organization, in addition to abiding by the state's newly proposed and approved procedures. Included in the study is an intervention suitable for guaranteeing success for supplemental educational services provider programs. The rational alternative for any supplemental educational services provider organization finding itself in a predicament facing failure is to implement professional development training into its routine practices as a means through which its integrity and professional status may be developed and maintained. In an effort to advance collaborative efforts with stakeholders via collected and presented data, this study engaged in the following activities relative to supplemental educational services provider professional development training as well as regular program practices.

- Assessed one new and/or emerging provider against indicators chosen to ensure the organization is successful in meeting state standards;
- Described the changes needed by the new and/or emerging provider (achieved by assisting the provider to become effective as standards are incorporated programmatically);
- Demonstrated a change process with the new and/or emerging provider that includes but is not limited to; discussions, planning, and professional development activities based on effectiveness standards; and
- Assessed the status of the new and/or emerging provider against the set standards on an as necessary basis.

The Education Industry Association (EIA), an education services organization designed to create and enhance a culture of learning within supplemental educational services provider organizations, is an example of an ethics-based agency fundamentally committed toward promoting the practices that affect the ethical aspect and, consequently, the basic principles regarding supplemental educational services organizations. The EIA's policies were used as one of the indicators chosen for this study. The Chappell (2009) characteristics for supplemental educational services provider program effectiveness serves as the second indicator used to guide the study.

Both of these research-based practices were utilized as guides to assist one new and/or emerging provider meet state standards.

Statement of the Problem

Supplemental Educational Services (SES), created to aid in the process of closing the achievement gap, was created to assist in the process of improving student achievement by providing eligible underachieving students with extended instruction beyond the regular school day. This is presently true of the federally funded 21st Century Community Learning Centers, and is expected to expand in scope. Each approved provider agency has the task of assisting failing schools in their efforts to raise test scores of students. The success rate of these provider programs when compared, however, is not the same. According to recent research (Chappell, 2009) the existing discrepancy in provider results is attributed, largely, to the characteristics of these respective programs. It is necessary, therefore, to identify which methods/techniques successful provider programs are using and to proceed to implement them into new and emerging provider programs. One such provider program currently operating in Louisiana was targeted, and the study's findings are considered for use in establishing and incorporating change where necessary.

Purpose of the Study

The intent of this study is to assist one new and/or emerging provider program in the process of incorporating change within its organization congruent to that which replicates characteristics and components of effective provider programs, as defined by

prior research.

Research Question

How can a new and/or emerging supplemental educational services program in Louisiana be helped to attain state standards that characterize effective provider programs? The research question was addressed by conducting interviews, and site visitations.

Nature of the Study

The study is based on action science research methodology. This case study initiates awareness among community stakeholders regarding the quality of supplemental educational services rendered in the local school district. More specifically, the study provides information necessary for stakeholders to gain insight in regards to the quality of supplemental educational services that currently exists in the local school district, and the need to assist provider programs in the process of achieving a quality of service comparable to the meeting of state standards. The local school district is significantly dependent upon supplemental educational services as it strives to improve the academic performance of students. Therefore, the quality of supplemental educational services must, at minimum, meet state standards in order to prove effective.

Qualitative data has been gathered, organized, and analyzed. The collected data

serves as the premise on which discussions for change transpire. In the process of initiating such discussions, the data will be presented to stakeholders in order to assist in the process of making informed decisions. Stakeholders will actively participate in the developing of strategies for change and the implementation of those strategies. The process is iterative.

Significance of the Study

This study is necessary in order to ensure current and ongoing effectiveness within supplemental educational services provider programs. As a result of the academic performance of students remaining persistently in decline, a probe into the components of provider programs that are not meeting expectations as well as new and emerging supplemental educational services provider programs has become necessary. Speculatively, services provided by state approved supplemental educational services providers are important factors which embrace the potential of making a sizeable contribution to the academic performance of students. The Louisiana Department of Education states in its recently approved waiver that community-based partners and other external providers can greatly support districts and schools in increasing student achievement (LDOE, 2012).

Definition of Terms

The following definitions are provided for clarification of this study.

Achievement. Individual student scores on state assessments; the Title I program (and, in many cases, state departments of education) use these scores as the primary criterion for measuring school success (Chappell, 2009).

Achievement gap. The difference in standardized achievement test scores between white and minority students; scores have historically been recorded by the National Assessment of Educational Progress (NAEP) assessments and gaps are reported according to race/ethnicity by the National Center for Educational Statistics (Chappell, 2009).

Adequate Yearly Progress (AYP). An increase in the percentages of students scoring at or above proficiency levels on standardized assessments; AYP goals are set at the state and/or district level. Schools and districts, not meeting AYP goals are expected to receive assistance from the state to help them achieve AYP goals in succeeding years (Chappell, 2009).

Characteristics. Those inherent provider program qualities such as; the qualification of tutors, student/teacher ratio, and provider adopted curriculum, that when utilized by the provider demonstrates the major components of the organization. Once implemented, these qualities may become synonymous with program methods/techniques.

Low-income Student. Students who qualify for free- or reduced- lunch status

(Chappell, 2009).

New and Emerging Provider. An applicant that is either approved or seeking approval as a New and Emerging Program lacks the strong evidence of effectiveness in providing SES type services that a Fully Approved Provider will be able to demonstrate. Applicants that have operated a targeted academic intervention program for one year or less are strongly encouraged to apply as a New and Emerging Program (Center for Innovation Improvement, 2006).

No Child Left Behind. Legislation signed into law in 2002 which mandates that all students must reach levels of proficiency on state administered assessment core academic subjects by the 2013-2014 academic year. This legislation reauthorized the national Title I program and instituted features under which states and districts became more accountable for student progress (Chappell, 2009).

Provider. A public or private agency approved by a state to provide after school tutoring services to low-income students according to state guidelines, under the Supplemental Educational Services option of Title I or the 21st Century Community Learning Center program guidelines.

Restructuring. The process of making major changes in the methods currently practiced in provider programs, to improve student academic performance outcomes.

Structured Provider Approach (SPA). A planned well-monitored routine procedure adopted by supplemental educational services providers that controls the activities of teachers, and students while, simultaneously, maximizing instructional time. This approach to providing supplemental educational services ensures accountability.

Supplemental Educational Services (SES). Out of school tutoring services for low-income students attending Title I schools which have not met AYP for three consecutive years. SES is provided by public or private agencies which have been approved at the state level. Services may be implemented at the students' schools, homes, providers' offices or online. These services are paid for with a portion of the individual district's Title I funds (Chappell, 2009), and through discretionary federal grants.

Title I. Program created in 1965 and renewed continuously as a part of the Elementary and Secondary Education Act of 1965 (ESEA); the purpose of the program is to ensure that all students receive a high-quality education (Chappell, 2009).

Title I, Part A. Supports programs and resources for disadvantaged students. Title I(A) funding is designed to aid districts in closing the achievement gap by placing highly qualified teachers in the classroom (United State Department of Education, 2001).

Unstructured Provider Approach (UPA). Provider technique where teachers utilize spontaneity; this flexible approach allows both teachers and students liberty to address skills/concepts, at will. This approach includes in its process of providing supplemental educational services, freedom from accountability.

Assumptions, Limitations, and Delimitations

This study implicates the need for supplemental educational services providers in the state to be more effective in their efforts to perfect the quality of services rendered to students at times scheduled, and/or independent of regular hours of instruction. This

assumption is primarily based on the fact that, after a decade of providing services to students in the local district, the level of achievement for students remains substandard. A news article published in January 2012 reveals, as Louisiana's most recent progress report in the area of student achievement, a letter grade "F" (Advocate, 2012). Observations and interviews generated data sufficient to answer the research question. The study is limited to; one of fifty states, one of sixty-four parishes in the state, one state approved provider, and two of the provider's multiple sites. Generality of the study encourages replication.

Organization of the Remainder of the Study

The remainder of the study is written in four additional chapters. Chapter 2, a review of relative literature as it exists and relates to the topic, is presented. The literature review presents the most recent research conducted on the topic, and the unique perspective stance(s) the research takes. Chapter 3 represents the study's design, in addition to the processes by which data was collected, organized, and analyzed. Also included in the Chapter is the procedure utilized to protect the identity of participants, to ensure confidentiality. Chapter 4 reveals the results obtained from observational data and interview data. The final chapter, Chapter 5, shares a summarized discussion of the results, in addition to study conclusions and recommendations.

CHAPTER 2. LITERATURE REVIEW

Introduction to the Literature Review

Louisiana's education system, unfortunately, is included in the number of declining school systems across the nation. The state's education system is experiencing difficulty in its efforts to raise the academic achievement of its students to an acceptable standard comparable to the majority of its peer states. Supplemental educational services provide assistance to states and their respective districts, as community agencies offer assistance in the overall effort to improve student achievement. These services are vital to the communities in which they serve as they assist in the education process of students in an obligatory manner. The variety of styles and forms in which supplemental educational services are accessible increases the opportunity to connect with the vast majority of students in need of these services.

In an earnest attempt to incorporate reformation into the school districts, the federal government created initiatives and competitive discretionary grants; such as *No Child Left Behind* and *21st Century Community Learning Centers*, in order to address the academic deficiencies of needy students whose parents are unable to afford quality tutoring. In addition to constructing the initiatives, the federal government, handsomely periodically finances them. A significant amount of these funds were placed into state coffers to finance supplemental educational services. Over half of the states in the nation, after ten years of initial NCLB implementation, remain without a formally adopted

procedure whereby these funds are managed. Louisiana has recently, due to gaining waiver approval from the USDOE, revised the manner in which its federal funds for supplemental educational services are to be utilized. Furthermore, the majority of states are without the premise on which to approve or dismiss providers as appropriate due to the absence of a systematic process of evaluation. The nonexistence of a frequent and consistent evaluation process places states in an awkward predicament at times when it is necessary to reward excellent services, as notable in provider programs with increased student performance; or to act on certain undesirable behaviors and performances of approved providers. The state, however, has proposed a revised system of evaluation to be implemented in the school year 2012-2013. This proposed revamped evaluation procedure is presented in the approved waiver (LDOE, 2012).

The initial process of provider approval includes decisions to approve a diverse pool of prospective providers without giving adequate attention to the quality of services these providers are capable of offering. States have the enormous task of becoming fully aware of an applicant provider's service background, prior to granting approval. This review focuses on fundamental components of NCLB as related to Louisiana's overall supplemental educational services, and as viewed by prior research. As of this study, only a small amount of research exists in the area of supplemental educational services provider program *characteristics* as identified by Chappell (2009). This review, therefore, will explore perspectives of prior research directly related to those areas, and most closely associated with supplemental educational services; emphasizing those qualities most likely to enhance the effectiveness of supplemental educational services

provider programs.

Theoretical Framework

Goal

Supplemental educational services are major reform strategies adopted by the USDOE. These services are implemented in the form of several federal initiatives such as 21st Century Community Learning Centers, focused on closing the achievement gap; and designed to drive broad gains in student achievement while, simultaneously, holding states accountable in the process. Louisiana, given opportunities to implement a significant amount of its own plan for accountability, has not been effective in producing acceptable student achievement gains. The success of NCLB, for example, is largely contingent upon an ongoing compliance of states and subsequent districts. The slightest deviation from the initiative's original goal, and the established course of action to achieve that goal, has the potential to cause the strategy's ultimate demise. NCLB, an academic progress oriented initiative, mandated states to bring all students up to the "proficient" level on state tests by the school session 2013-2014. Individual schools must meet state "adequate yearly progress" (AYP) targets toward this goal (based on a formula spelled out in the law) for both their student populations as a whole and for certain demographic subgroups. If a school receiving federal Title I funding fails to meet the target two years in a row, it must be provided technical assistance and its students must be offered a choice of other public schools to attend. Students in schools that fail to meet

adequate yearly progress three years in a row must also be offered *supplemental educational services (SES)*, including private tutoring (United States Department of Education [USDOE], 2001). Responsibility of implementing NCLB was given to the states and their respective local school districts. The majority of states, however, have developed policies and procedures of their own. Needless to mention, most of the state policies and procedures are independent of the fundamental ideology of the NCLB plan to unify after school programs for students. As of February 28, 2012, Louisiana has gained more flexibility in its decision to utilize its 21st Century Community Learning Centers programs as opposed to remaining under the constraints of NCLB.

The initial task, however, still remains to appropriately screen prospective supplemental educational services providers for approval. As the state proceeds to approve a provider program, cautious consideration must be given to those qualities that define the organization. For example, prior to approving a supplemental educational services provider the state should carefully screen for; the organization's prior performance history, program policies, and its commitment to improving student achievement. Most importantly, this study advocates the aligning of research-based characteristics as previously identified (Chappell, 2009) be used as requisites for approval. The approval process currently varies per state.

Provider Approval

In order to make certain the requirements for approving applications from prospective supplemental educational services providers are met, a rigorous approval

process that considers all relevant information must take place. Such a process must be in force prior to states approving entities to serve as providers. Each state is expected, in addition to establishing necessary standards, to utilize the specified guidelines as requisites. The first, of which, relates to the prospective provider's instructional strategy. The federal government requires states to gather evidence from the applicant provider that shows how the provider's instructional methods and related content are aligned with state academic content and standards. This evidence, as previously stated, must be supported by further proof confirming it is high quality and research-based (USDOE, 2001). If states fail to gather the actual required evidence they, inadvertently, increase the probability of approving substandard providers.

Secondly, prospective providers should be required to submit their prior service history to states, be it favorable or unfavorable (USDOE, 2001). Many supplemental educational services providers render services to more than one region, or state. Providers have the flexibility to move to and from one region to the next, regardless to prior service history. The responsibility to research an applicant provider's prior service history rests on the hiring state. Providers can only be removed from a state approved list if such action is deemed necessary, or when the provider is found in violation of a district, state, or federal directive. Violations cannot possibly be detected, nor can due process be granted, unless a system of accountability and oversight is in place. It is quite possible for states, without adequate evaluation and monitoring systems in place, to hire unproductive providers. The extent to which the service quality of labeled unproductive providers improves, when hired by a different provider, or remains the same is unknown.

According to the next guideline, the federal government (USDOE, 2001) encouraged parental feedback in the forms of recommendations or responses from surveys. Parents are primary sources of information regarding a provider's effectiveness mainly due to their deep understanding of their child (student). It is quite easy for a parent to detect whether services the student receives actually meets the student's needs. The ultimate indicator observed by parents is the documentation of progress in the forms of; frequent provider reports, classroom performance, and school reports. One district in Louisiana (Bayou River Delta Parish School System) has a population of over 40,000 students. Documents reflecting actual feedback from parental surveys taken by an external evaluator showed responses from three parents, each stating their respective approvals of the providers' services. The statements failed to offer supportive information as to why they decided the provider programs were good. This is an example of the current quality of supplemental educational services evaluation data on file in the states (1/4 of 50) where provider evaluations have been performed. USDOE (2001) instructs states to acquire evaluation results that demonstrate and reflect evidence of how a provider's program has improved student achievement. The state's proposed evaluation system, to be implemented in 2012-2013, offers a ray of hope in this area.

As of this study, the majority of states have not released documents to the public showing how any of its approved providers' instructional methods are aligned with academic plans for student achievement. Specifically, not any documentation exists showing the instructional methods and content of the states' approved providers is of

high quality or research-based. As of this study, the reports of the majority of external evaluators are inconclusive due to a lack of sufficient information and consistency regarding parental survey results. Most specifically, documentation demonstrating the instructional program of any approved supplemental educational services provider in Louisiana has improved student achievement is yet to become public information. Attempts to obtain such information have not yielded responses. The state is in need of entering into collaboration with entities capable of assisting in the process of generating the documentation necessary in order to bring it into compliance with federal regulations. Before renewing or withdrawing approval of a provider, states are required, at minimum, to provide evidence that the provider's instructional program meets specified requirements. As of this study, Louisiana has not produced this evidence as based on the unavailability of public notices and, also, the decision to not respond to numerous inquiries made to staff personnel in this regard.

Implementation and Parental Involvement

Parents have a tremendous effect on the success of supplemental educational services. The extent to which parents are involved in the education of their respective children is influenced, in many circumstances, by how well they are informed. In 2002, the majority of states implemented NCLB. After one year of implementation, a study (USDOE, 2002) was performed to gain understanding of how the then novice initiative was progressing. Several issues were reported among the six unnamed states that participated in the study. First and foremost, states and school districts often experienced

difficulty fulfilling their respective responsibilities to inform parents of available supplemental educational services, and to clearly express eligibility requirements for receiving these services. Since the initial stage of supplemental educational services continuing to the present, districts have shared difficulties in the process of notifying parents of service availability. The report's findings included examples relative to how parents received information about supplemental educational services. For example, districts opting to communicate with parents via mail describe responses to mailed notifications as minimal to none.

The perspectives of parents, however, revealed a different concern, regarding communications received. According to the study (USDOE, 2002), parents who participated received varying forms and amounts of information about their provider options. Some parents received only a letter from the district informing them of the supplemental educational services provisions of NCLB. Other parents were invited to and participated in district-sponsored meetings intended to help them understand their options related to supplemental educational services; some parents said they had heard about providers and services in the media; in other cases, parents received very little information on the topic. In one district, not any of the parents who participated as interviewees were aware of their option for supplemental educational services of any form or style (USDOE, 2002).

The concern for efficiency in notifying parents exacerbates as websites, a major mode of informing parents about supplemental educational services, remain substandard. Parents, as of this study, remain uninformed of major aspects of supplemental educational

services such as funding, options to choose which site their child receives services, or the availability of transportation to and from the sites of preference. The knowledge of procedures for monitoring and evaluating providers, and the outcomes of these procedures remains to be critical information in a parent's process of deciding to select a provider program most suitable to them. However, after a decade of initial implementation of NCLB and other supplemental educational services, this information remains unknown to parents. Research supports the idea of encouraging parents to persistently develop an interest in their child's education process. The instructional process is more effective for the child and the education institution or agency providing the instruction when parents are involved. Although most parents do not know how to help their children with their education, with guidance and support they may become increasingly involved in their learning activities and find themselves with opportunities to be models for and to guide their children (Michigan Department of Education, 2001). Based on prior research, if the parents are informed properly and welcomed into the process, the responses to communications, and subsequent involvement becomes more likely. Communicating with and properly informing parents as to how to engage themselves in supplemental educational services for their child is the beginning of very necessary parental involvement. Implementing policies and procedures completely different from what is the norm without having the opportunity to make adjustments can, potentially, spark negative responses. This is the dilemma each state in the nation encountered at the onset of NCLB. The current lack of parental involvement in supplemental educational services fails to reflect any significant change, as of this study.

Supplemental Educational Services in Louisiana

State approved nonprofit, for-profit, and community-based agencies provide supplemental educational services to students in Louisiana. The state's varieties and styles of employed supplemental educational services are reflective of its assertive reform efforts designed to improve the academic performance of its students (Louisiana Department of Education [website], 2012). Two forms of after school tutoring are 1) SES as mandated by No Child Left Behind legislation and 2) 21st Century Community Learning Centers. Both SES (NCLB) and 21st Century Community Learning Centers are state-approved after school initiatives that provide supplemental educational services to students enrolled in the local school district (Bayou River Delta), and whose services are provided on the sites of eligible local public schools. The NCLB supplemental educational services, after ten years of operations, have become burdensome to the state due to its requirement to oversee and subsequently evaluate the provider programs on a consistently frequent basis. The effectiveness of the NCLB supplemental educational services programs, due to the state's inability to properly oversee their operations, is questionable. Moreover, the state's ability to oversee these services is lacking, as has become evidential in the diminished amount of time per session that students in the state are given the opportunity to receive supplemental educational services. The newly granted waiver is expected to allow the state to manage its supplemental educational services with a greater amount of flexibility.

21st Century Community Learning Centers (21st CCLC) support the creation of community learning centers that provide academic enrichment opportunities during non-

school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local district standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children (United States Department of Education, 1998). The state's plans for the 2012-2013 school year include expanding the services of 21st Century Community Learning Centers to include hours during the regular school day, as opposed to currently limiting services to before school, after school, and summer sessions (LDOE, 2010).

The purpose of the High-Quality Supplemental Educational Services and After-School Partnerships Demonstration competition is to encourage the establishment or expansion of partnerships between supplemental educational services programs and 21st Century Community Learning Centers (21stCCLC) projects in order to increase the academic achievement of low-income students in Title I schools identified for improvement, corrective action, or restructuring. Through this competition, the department funds projects that serve as national models of how these two federally authorized after-school initiatives (21st Century Community Learning Centers and NCLB) can be coordinated so that a greater number of students enroll in, participate in, and complete academic after-school services that improve their achievement in reading and mathematics (United States Department of Education, 1998).

The Recovery School District (RSD), the state's lead reform district; communicated directly to parents in the form of a letter, included an online application

for parental completion, and included a list of state approved providers and links leading to important information necessary for parents to make informed decisions. RSD's website provided parents with more information than is found on the state department's website but, as of this study, is still lacking in the quality of information needed to completely comply with the federal government's mandates relative to appropriately informing parents. Insufficient notification to parents by states and districts is directly linked with the parents' lack of interest and subsequent poor student supplemental educational services attendance. In regard to states making it easy for parents to access and comprehend supplemental educational services information as intended, improvements are needed. Districts are in need of assistance from community agencies to be more efficient in this area.

The federally imposed NCLB mandates, in many instances, appear as a distraction to independent reform efforts; causing many states and districts to pursue more flexibility. In a recently distributed United States Department of Education document dated September 28, 2011, the RSD sought to replace currently imposed bureaucratic mandates placed upon them by NCLB legislation. In a request to have the NCLB directives waived, the state clearly includes its accountability plan in reference to after school programs which offered an explanation as to how supplemental educational services would be revamped. As previously mentioned the waiver was granted, permitting the state to move forward more decisively as to policies and procedures regarding supplemental educational services. According to the state, it offered and instituted standards for after-school program providers, basing one third of evaluations

on academic performance, one-third on program compliance, and one-third on parental satisfaction. In an effort to further increase expectations, the state proposed to dramatically increase the percentage of after-school program providers' evaluations that is based on effectiveness in raising student achievement, by 2012-2013. This process will be used to approve providers for supplemental education services (NCLB and 21st Century Community Learning Center) programs and their effectiveness data will be published online for review by education leaders seeking to partner with high-quality providers and parents seeking to enroll their children in effective programs. Additionally, the state committed to require providers to demonstrate the degree in which their programs are aligned with the Common Core State Standards and the new CCSS-aligned Louisiana Comprehensive Curriculum (Louisiana Department of Education, 2012). The state's proposed plan understandably foresees the need to address its historic issue of low student achievement. Moreover, the state's intentions to beef up evaluation procedures, additionally highlights the issue of provider program effectiveness as it relates to improved student achievement.

Leadership Effects

Argyris (1974) advocates in the principles of action research the extent to which engaging with others to make links and to explore basic orientations and values is important. In the field of education, specifically in the area of leadership and management, this proclaimed principle supports basic philosophical principles and serves as a constant reminder of what is essential for the goal of effective leadership; as well as

subsequent healthy academic institutions. The Model II leader representative of this action science principle and the Level 5 leader described by Collins (2007) both exhibit characteristics of effective leadership styles. The two representations of leading are identical in their distinct depictions of how to achieve and maintain organizational success. In order to achieve success it will be necessary for the key stakeholders in the Louisiana education system to engage in collaborative efforts with community educators and educational leaders to implement a plan for evaluations that are both systemic and consistent. The goal is achievable and its potential risks can be dealt with as the focus of improving supplemental educational services provider organizations that are not meeting state standards remains the top priority. This may, in turn, lead to improved student achievement; resulting in a higher rate of graduation and, ultimately, improvement in the quality of life in Louisiana.

Two of the fundamental issues that pose a threat to the supplemental educational services provider's effectiveness are leadership style and a nonexistent culture of learning within the organization. The style of leadership currently practiced at the helm of several supplemental educational services organizations is an issue in the establishment of a culture of learning within these organizations. According to Argyris (1996), the basic goal of action science is increasing professional effectiveness by helping individuals in small groups to shift from using Model I to Model II in resolving difficult problems. Restructuring supplemental educational services provider programs to ensure effectiveness is a difficult problem. Model I and Model II is not always easily distinguishable among leaders as it is possible to possess characteristics of both,

depending on any given situation. It is not easily distinguishable for the state to recognize hidden agendas or sincere intent of supplemental educational services provider CEOs that apply to render services in the local school districts.

Moreover, the attitudes of key stakeholders in the state regarding the federal government's plan for educational reform, a decade ago, was a potential hindrance to progression of subgroups of children who are categorically grouped as culprits of the nation's persistent achievement gap (Coleman, 2003). Instead of adopting new concepts of change within its organization by immediately embracing the federal plan for accountability in 2001, the state insisted its own accountability plan was better. In a study done by Deal & Peterson (2009), the researchers discovered that by embracing the paradoxical nature of their work and by blending multiple messages and roles, a leader addresses contradictions as a way to achieve balance, unity, and harmony that distinguish a robust culture. Although the state goes on record for preserving its beliefs by rejecting change, it remains questionable as to whether the bold stance taken by the state in 2001-2002 was beneficial to its future progress in the area of student achievement. Considering the fact that Model I and theory-in-use are congruent, whenever employed; is it accurate to say that the two are substantial resolutions, or are they practiced as mere temporary quick fixes to organizational problems? Similarly, contemplating the congruence of Model II and espoused theory, is it accurate to say that they should become the primary goal of leaders who desire permanent solutions to difficulties and deficiencies within their organizations? While procedurally engaged in detecting and correcting error, which

is more appropriate and effective; single-loop or double-loop learning? These are critical leadership decisions to make in the process of maintaining sustainability and growth within respective state and supplemental educational services provider agencies. Only strategies with the potential to be effective, however, should be implemented as change agents.

Another key issue is the leader's failure to implement a culture of learning in the supplemental educational services provider organizations. The absence of policies similar to those of the Education Industry Association (EIA), and current research-based practices such as those presented in the Chappell (2009) study, signifies a lack of commitment to effectiveness oriented supplemental educational services provider after-school programs that would generate further professional development training for staff. Extra effort and commitment to excellence is necessary in order for supplemental educational services provider organizations to be successful. At the initial phase of applying for services approval, supplemental educational services provider agencies present lofty goals geared toward increasing standardized test scores. However, once approved, these lofty goals and aspirations convert to the activation of personal independent operational procedures that, more frequently than not, conflict with the originally intended purpose for supplemental educational services provider services. The providers spend an excessive amount of time and resources making and exceeding their quota for participants as they are compensated per student in attendance. For a significant number of these providers, the primary activities are to keep students in their program by appeasing them with tangible rewards (Burch, 2007).

The basic components of the supplemental educational services provider programs such as assessments and remediation designed to supplement the instruction received in regular class, rarely or randomly take place in the programs of many providers. The primary objective of the supplemental educational services provider CEOs seems to include collecting as much money as possible for as long as possible with little or no consideration for the academic status of participating children. The provider CEO with this mindset is exhibiting the behavior of a Model I leader practicing theory-in-use. This type of leader behavior restricts the organizations from developing to their fullest potential, and hinders what should be the organizations' primary aim; to meet the expected state standards.

The Baldrige Report specifies appropriate supplemental educational services activities. Participating children are required to spend two hours twice a week in a state approved supplemental educational services agency, receiving quality remediation services conducive to the enhancement of their learning. This allotted time has been deemed appropriate by the state for the purpose of achieving success in improving academic performance. Although the state has well planned for the improvement of students' learning, the approved supplemental educational services provider organizations are responsible for implementing the proposed design in a manner that compliments maximum effectiveness. At the implementation of this study's plan to assist one new and/or emerging organization, the opportunities for the participating students' academic performance are more probable, and the professional accountability

and consequent effectiveness of the supplemental educational services provider CEOs are positioned to move from Model I leaders practicing theory-in-use to Model II leaders practicing espoused theory. Once this is accomplished, each respective supplemental educational services organization emerges as benefactor of a double-loop learning experience. The CEOs improved leadership styles and the implementing of a culture of learning within the organizations are both highly significant factors in the process of organizational growth and development.

Accountability

A case study (Ebrahim, 2004) reveals how nonprofit organizations are often perceived by the public as being better able to serve local communities than government agencies, and yet are also expected to submit themselves to extensive accountability measures. This research supports the idea that supplemental educational services provider programs (nonprofit organizations) are in need of frequent and consistent oversight as they are personally accountable for meeting requisite outcomes. Each supplemental educational services provider organization inherits a moral obligation to improve student achievement as stated in their respective applications for state approval. This requires each agency to adhere to the guidelines brought forth in the application, to include, an instructional component founded on current research-based practices. Light (2000) says the nonprofits are under pressure to justify not only what services they deliver but also how they operate. He continues this point by explaining that justification based on mission alone is no longer sufficient and must be supported through a demonstration of

programmatic accountability. Additionally, the study performed by Light supports the Ebrahim study as it confirms the need for nonprofit organizations such as supplemental educational services provider programs to account for work for which they take responsibility (Ebrahim, 2002). Moreover, failing to implement what is proposed through application while receiving negotiated compensation can result in costly consequences for the organizations. Each provider organization has, as a fundamental part of the contract agreement with the state, the responsibility to carry out the contractual agreement established with the United States Government Office of Accountability (USGOA). An equal amount of responsibility, however, is placed on the state to hold ineffective or noncompliant supplemental educational services providers accountable for failed and/or ineffective services.

Research supports accountability's need to be systemic in order to reach maximum effectiveness. In regard to responsibility, some researchers believe the multifaceted approach should be utilized. Bonelli (2007) formulated a conclusion that NCLB represented a more systemic approach to achieving reform and improvement by linking requirements and incentives in the areas of student testing, school safety, and reading and math instruction; in addition to, professional development for teachers and instructional assistants. The statement implies how not only should educational staff be motivated to raise student test scores, but that the major idea should be emphasis on several groups as opposed to one staff member or school/district department. Other research places responsibility to improve student achievement on students without diminishing the

significance of the student's responsibility to achieve, despite the individual's assessed learning disability. The bar to achieve must be established initially by the teacher and for each student per class. As the teacher sets the goal and instructs accordingly, the students identify with the goal and strive to attain accordingly. Every student, including those with special needs, should be held accountable for reaching the established set goal (Simpson, Lacova, & Graner, 2004). Similarly, states, and subsequent supplemental educational services provider organizations must be held accountable to the standards of the federal agencies from which funding is received, to ensure improved student achievement.

Achievement Gap

In 1999, prior to the implementation of NCLB, the Louisiana Department of Education (LDOE) created its own system of accountability tailored to meet the political, time, and financial needs of the state. The state acknowledged its need to improve in the area of student achievement and developed a plan it believed would prevent political turmoil, one in which time would not be of essence (as evidenced by the state's intended gradual implementation of the plan overtime), and one in which the costs for the plan would be incremental. Immediately upon the enactment of the NCLB legislation, the LDOE's meticulous plan for accountability was threatened. The state defended its plan as the better one for Louisiana, and did spend several years defending it as such in spite of its obvious lack of congruency with NCLB. Coleman (2003) found how the federal plan aimed to bring up individual subgroups of children to an appropriate level and then the schools, with the consideration that student improvement is needed first then school

improvement follows. The United States Department of Education (UDOE) patiently listened to the state's defense, but would not compromise on the most significant subject of disagreement, *subgroups*.

A significant area of discord between the state's accountability plan and NCLB was centered on the manner in which subgroups were identified. Whereas Louisiana's findings were based on whole school systems, the NCLB legislation required a breakdown of individual subgroups. The National Assessment of Educational Progress (NAEP)'s historic recording of standardized achievement test scores and subsequent analysis of these scores revealed a significant distance between the test scores of minority and non-minority students. Further acknowledgement and assessments of these achievement gaps have been made by the National Center for Educational Statistics (NCES). The state, however remained adamantly in support of its own plan.

Research supporting the need to improve achievement for every subgroup of students suggests the necessity of schools to not be content with 'overall progress', but to also improve for all subgroups within the school (Bonelli, 2007). For whatever reason, there is a significant difference in the rate at which white and minority students master the skills necessary to gain proficient status on state mandated assessments. This lack of proficiency has been identified and must be addressed. Furthermore, the failure to close this achievement gap is directly associated with the inability for school districts across the nation to control the rapid decline in the overall student academic performance resulting in failing schools. Subgroups, however, are not solely identified by race or

ethnicity, but also may include special education students, and English language learners as found by (Reutner & Hamilton, 2003). Nevertheless, this study purports the existing reality as being the need for each student to be held accountable to the state-established standards, and for each educator, supplemental educational services provider organizations inclusive, to assume appropriate responsibility in the area of accountability by providing each student with the quality education necessary to gain proficient status.

Review of the Research Literature and Methodological Literature

Funding

Commencing the enactment of NCLB through the end of May of 2012, state districts were encouraged to provide more parent outreach and other assistance to help parents take advantage of their public school choice and supplemental educational services options. The following statement supported this encouragement: Under the statute, each district was required to spend an amount equal to at least twenty percent of their Title I, Part A allocation on choice-related transportation and supplemental educational services. This was known as the twenty percent obligation. The final regulations permit a district to count a portion of its costs for parent outreach and assistance, up to an amount equal to 0.2 % of its Title I, Part A allocation, toward meeting its twenty percent obligation (United States Department of Education, 2001). Before a district used unspent funds from its twenty percent obligation, it is required to meet, at a minimum, certain criteria. School districts located in Bayou River Delta Parish

in need of assistance to comply with federal mandates, as of May 29, 2012, had not made a decision to partner with other agencies for the purpose of informing both parents and students of the opportunity to transfer to another public school to receive supplemental educational services. For ten years, the procedure local districts used to disseminate sign-up forms and other parental notices had been limited to an on-site enrollment session where all approved providers were present. In this type setting, the opportunity for parents to thoroughly peruse disseminated information for consideration was not available. Local districts were then and, after receiving more flexibility, still are in need of partnering with other community agencies to ensure parents are well informed. The procedure local districts formerly used did not provide adequate time for parents to make informed decisions. The state's newly devised plan is expected to provide an improved system of informing parents of supplemental educational services, to include funding procedures.

Prior to the waiver, local providers were required to organize a minimum of two enrollment windows at separate points of the school year. As reasonable as it may seem to have activated this directive on behalf of ensuring continuity of the remediation supplemental educational services provide for struggling students, it was as equally unreasonable this much needed bi-annual enrollment did not exist (and still does not as of this study) in every district. Most alarming is the number of districts in Louisiana that were not organizing duo enrollment, each year. For example, the Bayou River Delta Parish School System (BRD) is one of four school districts located in the parish of Bayou River Delta. The other three are relatively newly formed districts that seceded from the

BRD system. Two of these school districts (Southland and Pinecone) were free from NCLB mandates because not any of their schools were in corrective actions; a prerequisite for NCLB funds. The two districts remaining in the parish of Bayou River Delta (Comite Parkway and Bayou River Delta) received federal NCLB funds to provide supplemental educational services but did not have enough funds to provide services to students for the second semester of the year 2011-2012. Supplemental educational services district coordinators for Comite Parkway and Bayou River Delta expressed funds were not available to render services to students during the second half of the year 2011-2012. Inquiries made to the Louisiana Department of Education concerning the funding for the school districts in Bayou River Delta Parish for the last half of 2011-2012 did not yield responses. The amount of funds remaining from the twenty percent obligation, if any exists, is unknown.

Furthermore, parents of eligible students were not, for over a decade, properly informed of opportunities to seek transfers for their respective children as explained in the NCLB legislation regarding a district's use of unspent funds. The NCLB legislation directs states to employ their respective monitoring processes to ensure their districts use unspent funds appropriately. Louisiana has not chosen to reveal its documentation of such monitoring for 2011-2012, nor has the state disclosed information regarding documentation of the processes it used to oversee its districts' accountability in the area of federal funds. It is unknown, at this time, why supplemental educational services

provider programs in some states service students the entire school year and others do not. The Louisiana Department of Education (LDOE) had the responsibility to approve and oversee each NCLB agency providing supplemental educational services in the state for over ten years. Data regarding the local district's NCLB providers, however, is not included in this study due to the postponement of services during the second half of the school year 2011-2012. None of the newly Louisiana approved programs in the Bayou River Delta Parish School System or the Comite Parkway School System had a population totaling ten students. Inquiry regarding the non-populated NCLB provider programs in the parish of Bayou River Delta, as revealed by supplemental educational services program providers (NCLB), was due to insufficient funding.

Supplemental educational services provider programs, after a decade of operating in the public school districts of America, are not reaching their intended maximum potential in assisting the school districts with the task of improving the academic performance of students. In the process of ending their most current research study, a group of researchers (Chappell, Nunnery, Pribesh & Hager, 2010) concluded evidence presented provided some guidance for structuring and approving provider programs, and that the small overall effects associated with supplemental educational services suggest, as policy, supplemental educational services are not having the desired effect. In cases where school districts were granted an exception and were allowed to offer their own provider programs, the school districts were three times more effective in increasing math achievement relative to their providers. School district programs also were offered at a

fraction of the cost. The costs of providing supplemental educational services are all marginal for school districts, whereas private and non-profit providers incur additional fixed costs. Federal officials have charged that the states have not taken full advantage of the federal funds available to them (United States Department of Education, 2003). Others have added that the accountability measures prescribed by No Child Left Behind may themselves help ensure that education resources are used more efficiently (West & Peterson, 2003). At the time of this study, the state's improved plan scheduled for school year 2012-2013 had yet to be implemented and, therefore, results regarding newly crafted funding policies and procedures are unknown.

The literature presented in this review represents guidelines for research-based practices associated with supplemental educational services. The writings related to supplemental educational services support this study and, most importantly, increase the potential to improve instruction in the classroom. More specifically, the literature contributes to the improvement of those supplemental educational services provider programs directly linked with classroom instruction. Bayou River Delta is, as of this study, a Louisiana school system with difficulty improving the achievement performance of enrolled students. In close connection with the inability to raise achievement scores to standard, the district has experienced a continual decline in the area of enrolled students. See Figure 1 and Figure 2, respectively.

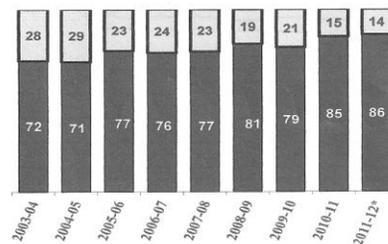
Student Demographics

2011-2012

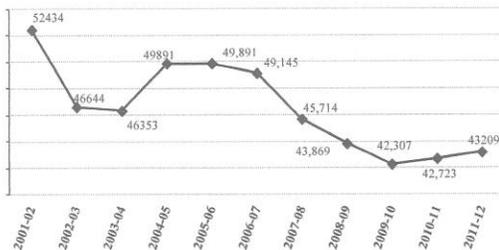
- 43,209 students
- 9.9% students with disabilities
- 2.7% English Language Learners
- 86 school sites and centers



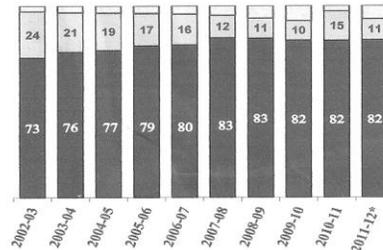
■ Full Pay Lunch ■ Free/Reduced Lunch



Student Enrollment History



■ Black □ White □ Other



Employee Demographics

2011-2012 School Year

- 6,250 employees
- 98.5 % certified / highly qualified teachers
- 146 nationally board certified teachers
- 53 % advanced degreed teachers

Beginning Teacher Salary

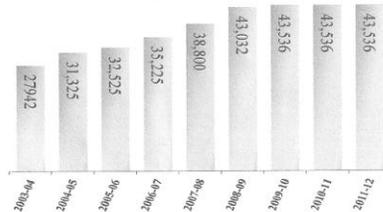
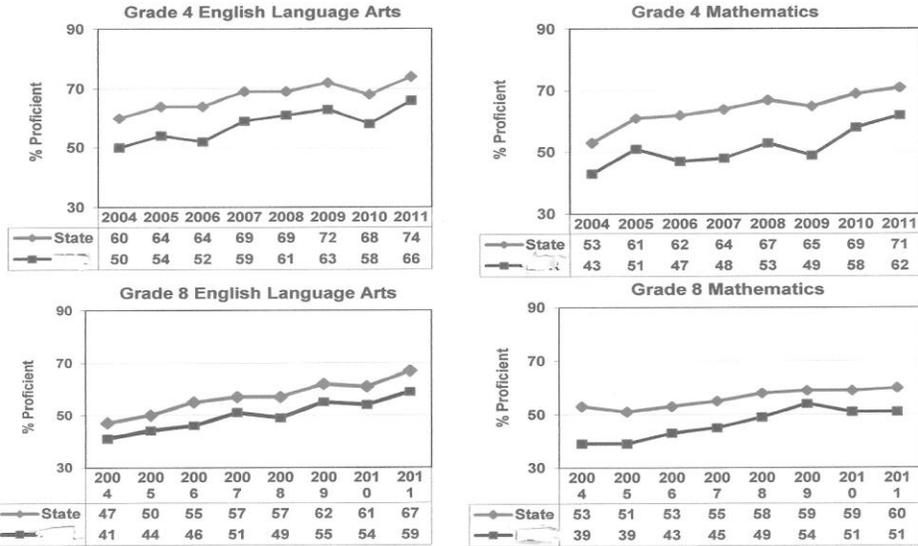


Figure 1. Demographics for the Bayou River Delta Parish School System
 Note. The school district has 9.9 percent of disabled students enrolled. 2.7 percent of the student population is English Language Learners. District enrollment has declined significantly within a ten-year span of time. Within the same time span, three new school districts were formed. Each was a part of the BRD district. A fourth new district is currently in the planning stage. Data in this table is originated by the LDOE, and made available on the Louisiana Department of Education website.

Louisiana Educational Assessment Program Elementary and Middle Schools

Fourth and eighth grade students in [redacted] Parish Schools maintained or improved their proficiency rates in seven of the eight state-mandated tests. Louisiana defines proficient as an achievement level of Basic, Mastery, and Advanced. Since 2006, Louisiana promotion policy requires our fourth and eighth students to be at the proficient level in English Language Arts or Math.



The following graphs represent the increase in the percentage of students promoted from our high stakes testing grades in elementary and middle schools.

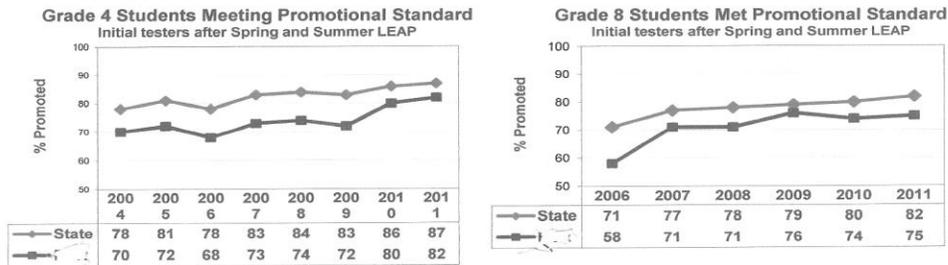


Figure 2. Standardized test performance for grades 4 and 8
Note: Student performance on standardized test for grades 4 and 8 in the district is consistently lower than that of the state. These percentages confirm the need for quality supplemental educational services. This data is originated by the LDOE, and made available through the Louisiana Department of Education website.

Factors signaling dissatisfaction with the district's regular and extended instructional procedures, and serve as obvious contributors to the enrollment decline include the following.

- The implementation of Charter Schools;
- The decision of dissatisfied families to leave the district; and
- The formation of new school districts once a part of BRD.

Additional reasons for enrollment decline are potentially linked to the letter grade given to each individual school located in the local school district. Two of the targeted provider's multiple sites are housed in separate district school buildings. Site 1 received a letter grade of "D" in the area of student performance, and Site 2 received a letter grade of "C". See Figure 3 and Figure 4, respectively.

2010 - 2011 Performance		Student Enrollment <small>(Enrollment Based on October 1, 2010)</small>	
Letter Grade	D	Total	471
Baseline School Performance Score	81.3	Eligible for Federal Free/Reduced Meal Program	95.5%
Percentage of Students Performing At or Above Grade Level <small>(Based on Number of Tests Administered)</small>	53.6%	Minority	97.5%
		Students with Disabilities	8.1%

UNDERSTANDING LETTER GRADES

Letter Grade	SPS Range
A	120.0 - 200.0
B	105.0 - 119.9
C	90.0 - 104.9
D	65.0 - 89.9
F	0.0 - 64.9

+ School met state-established growth target

- School performance score declined by 0.1 point or more

BASELINE SCHOOL PERFORMANCE SCORE

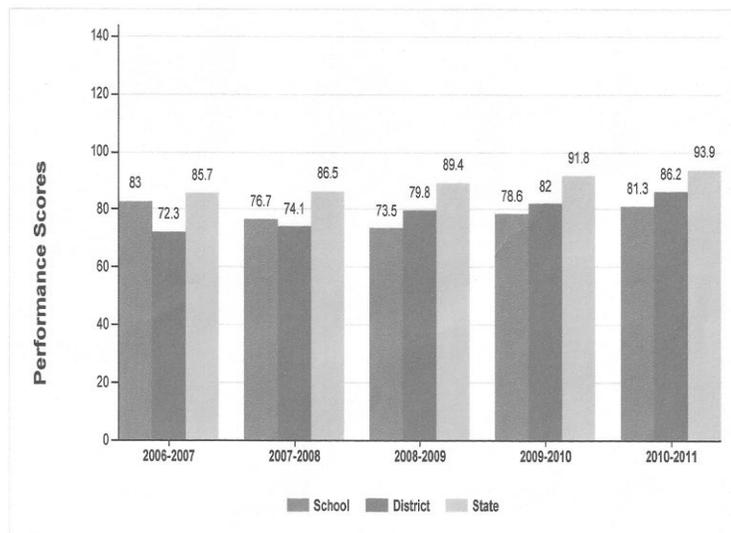


Figure 3. Overall school demographics for Site 1

Note: Site 1 is a representative sample of a school in Bayou River Delta Parish with a performance score of letter grade D. Slightly above half of students at this school perform at or above grade level. The difference between district and site students with disabilities is 1.8 percent. Site 1 is currently behind the district in the area of student performance. This table is originated by the LDOE, and made available through the Louisiana Department of Education website.

2010 - 2011 Performance		Student Enrollment <small>(Enrollment Based on October 1, 2010)</small>	
Letter Grade	C	Total	542
Baseline School Performance Score	92.5	Eligible for Federal Free/Reduced Meal Program	96.1%
Percentage of Students Performing At or Above Grade Level <small>(Based on Number of Tests Administered)</small>	64.1%	Minority	99.1%
		Students with Disabilities	6.6%

UNDERSTANDING LETTER GRADES

Letter Grade	SPS Range
A	120.0 - 200.0
B	105.0 - 119.9
C	90.0 - 104.9
D	65.0 - 89.9
F	0.0 - 64.9

+ School met state-established growth target

- School performance score declined by 0.1 point or more

BASELINE SCHOOL PERFORMANCE SCORE

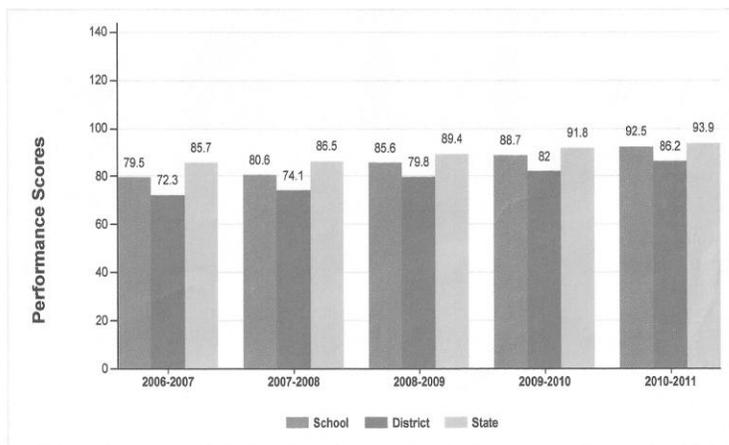


Figure 4. Overall school demographics for Site 2

Note: Site 2 is a representative sample of a school in Bayou River Delta Parish with a performance score of letter grade C. School performance at Site 2 is fourteen percentage points higher than that of Site 1 or above grade level, although the schools have similar demographics. This table is originated by the LDOE, and made available through the Louisiana Department of Education website.

Letter grades for Site 1 and Site 2 are consistent with the academic performance representative of students in grades four as shown on Figure 2. Demographics for both of the targeted provider’s sites are also similar to that of the district.

Review of Research Regarding Supplemental Educational Services: An Action Science Research Study of Achieving State Standards for Provider Effectiveness

The review of literature has presented information regarding prior research performed in the area of supplemental educational services as crafted by federal initiatives. Although an abundance of research has been performed on the topic, this review specifies nine areas directly associated with the status of effectiveness among providers, and how to enhance the services of providers to the extent alignment with state standards is achieved. The LDOE's request for more flexibility through a proposed waiver was approved. Gaining freedom from federal constraints allows the department an opportunity to manage the state's supplemental educational services as outlined in the approved plan. A synthesis of the literature is provided.

Review of Methodological Issues

The study encountered one unexpected circumstance. The desired sample was not available due to an insufficient number of students enrolled into the NCLB supplemental educational services provider programs during the second half of 2011-2012 in the Bayou River Delta and the Comite Parkway School System, respectively. Accommodations to the study's design were promptly made as the well populated pool of 21st Century Community Learning Centers supplemental educational services providers in the parish, identical to NCLB supplemental educational services in the area of eligibility requirements for students, was tapped.

Synthesis of Research Findings

The intent of supplemental educational services is defined by the United States Department of Education [USDOE] (2001). The USDOE communicates the fundamental objectives as listed in a group of guidelines to which states are directed to adhere.

Specifically stated in these guidelines are a state's responsibilities for implementing supplemental educational services effectively. Communicating with parents of participating students is essential to the success of supplemental educational services. Failure to properly implement the plan according to specified guidelines may prove to be detrimental. A study released (USDOE, 2002) reveals prominent issues relative to implementing supplemental educational services. At the time of the study, six unnamed states were in the initial phase of implementation. Issues the states experienced were included, and proved the need for much oversight. The Michigan Department of Education (2001) assumes a position in support of the positive effects parental involvement (specifically communication), has on student achievement and the overall learning process of students. The parent must be given the ultimate choice of selecting an effective provider for their child. This selection process must include adequate dissemination of information to parents, based on established guidelines.

Parents have a fundamental right to be informed of which providers are effective and which are not effective. The process of approving providers varies from state to state. Guidelines set forth (USDOE, 2001) serve as a consistent measure by which states are directed to follow and ensure quality providers are approved for service. Provider

approval procedures are left solely to the discretion of the states, and are likely to vary intrastate. States and districts receive ample funding necessary for recruiting and hiring quality supplemental educational services providers.

As of this study, provider services in Louisiana were rendered through two basic federally funded initiatives; 21st Century Community Learning Centers and NCLB. Funding for supplemental educational services provided during the school year of 2012-2013 will align with the proposed procedure as stated in the approved waiver. The purpose of 21st Century Community Learning Centers is distinctly outlined (USDOE, 1998), and are expected to be enhanced by the state in 2012-2013. As indicated, these centers function in direct correlation with the NCLB initiative. A continual need for improving the quality of the approved services exists in all states as indicated in the steady decline of schools across the nation; including those utilizing supplemental educational services. The Louisiana Recovery School District (LDOE, 2012) presented, in the form of a waiver to the USDOE, its intended improvements in the monitoring process of providers. This acknowledgment marks the beginning of another state opportunity to implement a genuine educational reform effort; particularly in the area of supplemental educational services.

Authentic reform can only manifest under the direction of effective leaders who are sincerely devoted to the organization's wellbeing. The success of supplemental educational services provider programs depends on the leader and quality of leadership provided. Argyris (1974) links the importance of a leader's interaction with others to the process of exploring issues and implementing change when necessary. Research, on two

specific accounts, further explains the concept of a model leader (Argyris, 1996) and (Collins, 2007), respectively. Contrary to effective leadership styles are those where leaders are often reluctant to make decisions in fear of disrupting the status quo. Deal & Peterson (2009) referred to leaders as often existing in a state of inconsistency; not always able (or choosing) to make decisions as necessary.

Failure to incorporate change when change is necessary adversely affects the organization's culture. Although change is often difficult, the benefits of change far outweigh the struggle often associated with the change effort. In reference to implementing a culture of learning within the organization, research (Chappell, 2010) finds some leaders choose to not commit. Research supports the assumption that some CEOs prioritize enrollment numbers over quality of services (Burch, 2007). Placing the quality of service as a secondary priority jeopardizes the quality of the provider organization's success. The Baldrige Report confirms quality is a requirement in supplemental educational services programs ideology.

The improper priorities of some leaders are fundamental reasons why a systematic plan of monitoring must exist within each state. The initial stages of federally funded supplemental educational services proved the need for systematic monitoring of provider programs, inclusive of a systemic evaluation process. The need for nonprofit organizations to commit to quality service is also discussed (Ebrahim, 2004). Additional research advocating program accountability is confirmed (Light, 2000). Research places responsibility for organizations to account for the work they provide (Ebrahim, 2002). (Bonelli, 2007) concludes a systemic approach to reform is more effective; implying such

an approach is better when compared to a variety of effectiveness standards for a variety of situations.

The ultimate purpose for an effective system of monitoring providers is to enhance the opportunities for improved student achievement. Accountability should not be restricted to one aspect of supplemental educational services provider programs but must, consistently, include all facets of the programs. Research supports the belief that effective accountability measures must be in place throughout the educational setting; to include each individual having a role in the education process within the school; including supplemental educational services provider organizations. Accountability should be all inclusive (Simpson, Lacova, & Graner, 2004). Additional research supports the need to require all students to be accountable for their academic performance (Reutner, & Hamilton, 2003). The types of accountability plans became controversial (Coleman, 2003) as research unveiled a major inconsistency between the accountability established by the USDOE and that of the LDOE. Accountability is justified for several reasons; included in the list is accounting for the federal dollars received for the purpose of improving student achievement.

As is true with each facet of supplemental educational services, funding varies intrastate. NCLB funding measures and guidelines for sharing are disclosed (USDOE, 2001). New funding policies are to be implemented in the school year 2012-2013. The need to restructure and improve supplemental educational services due to insufficient desired effects is research supported (Chappell, Nunnery, Pribesh, & Hager, 2010). The finances allocated to achieve the restructuring necessary for improvement must be used

wisely. Research supports the idea that the NCLB accountability measures ensured efficient use of education resources (West & Peterson, 2003). Perhaps the related facts of this noble idea will be clarified once states, such as Louisiana, receive more flexibility in the management of federal funds.

Critique of Previous Research

Research is supportive of parental involvement in the process of providing supplemental educational services. The United States Department of Education has established guidelines for supplemental educational services designed to direct states in the process of implementation and maintaining services. The two federal initiatives employed to provide supplemental educational services in Louisiana for the past decade were No Child Left Behind and 21st Century Community Learning Centers. Research supports the importance of quality leadership as a requisite for successful supplemental educational services provider and other community nonprofit organizations. Certain findings disclose a refusal of some leaders to commit to incorporating a culture of learning within the organization. The research overwhelmingly supports accountability, and this support favors a systematic approach. The achievement gap is strongly acknowledged; approaches as to how to address the achievement gap, however, draws differences in perspectives. Research explains the original intent of funding disclosure for supplemental educational services; included in this shared information were actual dollar amounts. Some entities explicitly disagree with that approach in preference of an

individualistic process of managing funds.

Chapter 2 Summary

Supplemental educational services in Louisiana, as in many other states, are in need of adapting their respective programs to the federal and state standards. Provider agencies are deficient in the quality of services offered in current programs. Research supports the need for supplemental educational services providers to improve in the fundamental areas of parental involvement, leadership, and accountability. The state is encouraged to pursue collaborative efforts to ensure complete compliance with the federal government in the areas of provider approvals, accountability, and the overall scope of supplemental educational services. This study respects the state's plans to implement reformed efforts during the school year 2012-2013.

CHAPTER 3. METHODOLOGY

Introduction to Chapter 3

This action research study focused on improving the degree to which the provider's program was effective, as determined by identified traits of provider effectiveness discovered from prior research (Chappell, 2009). In general, the extent to which the provider's program showed evidence of effectiveness as related to processes, methods, and procedures through which program components were implemented were points of inquiry. More specifically, the study distinctly sought to identify current research-based practices within the targeted program, and to use the absence of these practices as a basic premise on which to make programmatic improvements. A detailed description of the data collection process, inclusive of interactions with the provider, is presented in this chapter. Results, findings and recommendations, are found in subsequent chapters of this paper.

The gathered data, interviews and site observations, provided a wide range of stakeholder attitudes and perspectives toward the study's plan for change. The targeted provider for this study through which presented data was gathered, has multiple international, national, state, and local sites. Two of the local sites were selected. In addition to its own facility, the provider operated in several schools in the Bayou River

Delta Parish School System (BRDPSS). The provider's enrollment was drawn solely from the school's student population (demographics for sites are aforementioned). Data for this study were collected from the two participating provider's sites; both of which were housed within schools in the BRD school system.

Purpose of the Study

This study examined one new and/or emerging supplemental educational services provider program that has been state approved and is currently servicing students in Louisiana. The study focused on improving the quality of the program by implementing an intervention designed to assist the organization in the process of, at minimum, meeting expected standards.

Research Questions and Hypotheses

How can a new and/or emerging SES program in Louisiana be helped to attain state standards that characterize effective SES provider programs?

Research Design

This case study used the method of action science research. It has been classified as an action research case study. For the purpose of establishing standards of

effectiveness for supplemental educational services provider programs, one new and emerging provider program in Louisiana was selected. Qualitative data, in the forms of interviews and observations relative to the characteristics of the program were collected, analyzed, and compared with expected standards of effectiveness for supplemental educational services. Parents, Louisiana Department of Education (LDOE) staff, the provider CEO, and provider staff were each asked to share respective attitudes and opinions regarding proposed supplemental educational services provider program changes for improvement. A scheduled planned discussion includes; results of the analysis presented to key stakeholders, utilizing a variety of procedures such as, for example, power points and meetings. The study was conducted in three phases.

Stage 1 (Study Preparation, Submission, and Approval)

- An initial consultation between LDOE staff, district board member;
- A request to LDOE to release current list of approved SES providers;
- Received LDOE released Louisiana approved supplemental educational services providers from database (providers labeled “New” on the list were highlighted);
- Received district released approved supplemental educational services providers. This list was derived from the state’s list.
- A study proposal letter was sent to each eligible supplemental educational services provider by December 2, 2011. (A copy of the study proposal letter is on file.);

- A deadline for interested providers to respond was set for February 17, 2012; and
- Screenings for and selection of the supplemental educational services provider was completed by February 27, 2012.

Stage 2 (Inquiry)

The following events were scheduled for times shown.

- Interview with LDOE staff coordinator for SES-February 21, 2012
- Interviews with SES District Coordinators-February 21, 2012
- Interview with school board member for local district-February 21, 2012
- Interviews with SES providers CEO-February 21, 2012
- Interviews with parents of SES participants-March 19-30, 2012
- Site visits began-March 19, 2012

Stage 3 (Implementation)

- Discussed Chappell (2010) characteristics and EIA Code of ethics with SES provider CEO or site representative-March 12, 2012;
- Attended regularly scheduled SES provider sessions, activities, and events for the purpose of progressing the data collection process-March 19-30, 2012;
- Began actual observations and documentations of SES provider program-March 19, 2012;

- Held discussions with provider program directors daily; and
 - Daily accomplishments recorded in journal-January 21, 2012 – March 30, 2012.
-
- **Stage 4 (Data Analysis)**
 - Triangulation Matrix (Sagor, 2000) used to organize data; and
 - Data Analysis Matrix (Sagor, 2000) utilized to ensure thorough analysis of data.

Target Population, Sampling Method, and Related Procedures

The population was initially intended to consist of supplemental educational services provider programs, approved by the state, to render NCLB supplemental educational services to students enrolled into their respective programs. The most recently released public document that lists providers approved by the State of Louisiana for the 2011-2012 year included a total of forty-eight providers. Approximately nine of those approved providers were labeled “New”, meaning they were to provide services in Louisiana for the first time. From these nine, approximately eight were approved by the Bayou River Delta Parish School System (BRD), and approximately three were approved by the Comite School District. The numbers provided were current for the fall semester of the year 2011-2012. Neither of the providers labeled “New” on the state’s approved

list had students for the spring semester of 2011-2012 enrolled into their respective programs. The alternative sample was chosen from the pool of ten 21st Century Community Learning Centers in the parish also approved by the state, and differing from NCLB providers only in the manner by which they were funded. Findings of this study seek to set a precedent congruent with successful research-based practices in the area of supplemental educational provider programs, to be modeled by the described population and other provider programs.

Target Population

This case study sample was drawn from the state's approved list of 21st Century Community Learning Center (21st CCLC) supplemental educational services providers. From the targeted provider's multiple sites, two sites were chosen; both of which are public schools in the Bayou River Delta Parish School System. Students enrolled into the provider's program met the same eligibility requirements as those accepted into NCLB provider programs. Students enrolled in the 21st CCLC provider programs are given the opportunity to attend tutoring sessions five days a week as opposed to the limited number of two days per week the NCLB provider programs allow.

Sampling Method

One of the state's approved supplemental educational services provider organizations was chosen as the sample. The participating organization was identified from the state's supplemental educational services database. The provider was considered from a number of such organizations within the same category. The targeted sample was chosen based upon its willingness to fully cooperate with the scheduled activities of the study, having met the specified requisites. Each of the state-approved new and emerging providers for 2011-2012 was contacted for the purpose of screening, and the acquisition of a pool of interested provider organizations from which to choose. From the pool, a determination was made as to which provider would be selected to participate in the study. The following criteria were utilized.

- The organization's ability to implement current research-based practices;
- The extent to which the organization was willing to embrace a culture of learning; and
- Consent (verbal and written) from the organization's CEO (or designated representative) to participate in the study.

A study proposal letter was disseminated among all prospective supplemental educational services provider organizations for the purpose of allowing each to express an interest to participate. The majority of the NCLB approved providers on the state's list were home-based out of state. Responses to the proposal letter totaled nine. Each of the nine respondents had an insufficient number of students enrolled for participation. Upon

the acceptance of the consensual organization and the agreement between stakeholders and the provider organization, the sample was purposively selected.

Sample Size

The provider administers supplemental educational services through several sites in the district. Of the two provider's sites chosen for this study, Site 1 had an enrollment of 92 students and Site 2 had an enrollment of 117 students in their respective programs. From these totals, 16 fourth-grade students from Site 1; and 20 fourth-grade students from Site 2 participated. One tutor and 1 assistant were present at Site 1. At Site 2, 1 tutor and 2 assistants were providing services to students in grade four. Students, tutors, and assistants were engaged in regularly scheduled activities. A combined total of 36 fourth-grade students, and 5 provider staff members were available.

Setting

The study took place in Gulfport, one of the larger cities in Louisiana, in the parish of Bayou River Delta. Although the provider has numerous sites, both nationally and internationally, each participating site was located in the city of Gulfport. Each physical site was utilized as a public school for students in grades K-5. Each physical location was a part of the public school district named the Bayou River Delta Parish School System. The provider's local home office is located in Gulfport, and is

independent from the sites through which the sample performed services.

Instrumentation

A twelve-questioned interview instrument was used in the process of collecting data. Prior to utilizing the instruments, a field test was conducted. Professional staff from the LDOE, in addition to appropriate BRD staff, was asked to examine the instruments for appropriateness. A cover letter attached to the instrument was sent to each individual for feedback. One district coordinator for supplemental educational services responded. Other instruments, specifically designed for this study, included a Triangulation Matrix, Data Analysis Matrix, and Checklist (Sagor, 2000).

Data Collection

Data Collection

In the process of collecting data, this study utilized multiple instruments. Interviews were conducted in order to acquire attitudes and opinions of stakeholders. Collected data proved crucial for information as well as for future collaboration and negotiation purposes. Parents, provider employees, department of education board member, and provider CEO (or designee) were chosen to participate in separate interview sessions, exercising spontaneity. Understanding of stakeholder attitudes based on their comments relative to the supplemental educational services currently provided, in

addition to the opportunities for enhancing those services, was achieved. Most valuable to the study was the first hand information gathered in the process of observations.

Photographs and audio tapings were included, as appropriate. Observations served as the most valuable tool of data collection, as the opportunity to gain a firsthand account of interactive occurrences at the research sites was made readily available. The data gathered from interviews proved instrumental in, as stated earlier, aiding the study in its efforts to understand stakeholders' perceptions and attitudes. More specifically, to enhance the process of implementing the intervention, interview data contributed to gathering stakeholder feedback that contributed greatly to the guiding of the study. In the process of triangulating data, a Triangulation Matrix was used. An Analysis Matrix was used to analyze organized data. The matrices were designed accordingly.

The Triangulation Matrix was prepared as follows.

1. Prepared a six-column; two row matrix.
2. Wrote the research question in column one of row two.
3. Selected the source(s) of data that could best answer the question.
4. Wrote answers in the appropriate column headed by the best choice of data source(s).

The Analysis Matrix was prepared as follows.

1. Prepared a seven-column; eight row matrix.
2. Wrote the research question in column one of row one.
3. Listed all data sources in row one of columns two through seven.
4. Listed both indicators in column one of rows two through seven.

Interviews

In the process of implementing the intervention, interview data contributed to stakeholder feedback, and did guide the study as it offered perceptions regarding extents to which the implementation was effective, or should be improved. Any positive or negative feedback from interview data assisted in the ongoing process of planning and reflecting.

These guidelines for conducting interviews were followed.

- The number of questions was limited to 10-15.
- Extra precautions were taken to ensure the guide included all relevant information.
- A probe for further information was launched, as appropriate.
- The interviews were audio taped.
- Parents, educators, and staff members were asked to participate.

Interviewees were carefully selected and asked to participate in the interview process, based on the following criteria. Stakeholders interviewed displayed a concerted interest in the opportunity to express respective opinions regarding the supplemental educational services provider program. (LDOE staff members, regrettably, were not available for interviews.)

- Those individuals having direct knowledge and experience relative to supplemental educational services provider programs;
- The availability of individuals having an adequate level of experience with supplemental educational services providers;

- Individuals meeting the above criteria who also were willing to reveal their personal opinions in regard to supplemental educational services provider programs; and
- Those individuals meeting the above criteria having adequate communication skills.

As interviewees were appropriately available at both sites, the decision to extend an invitation to participate in an interview session was given. Also, at that juncture, the process of informal screening for qualified interviewees took place. Interviewees were conveniently available at each site. Credibility was enhanced as careful consideration was given to; properly screening the interviewees, ensuring the status of each interviewee's availability, confirming the prior experience(s) between interviewee and supplemental educational services provider programs, and providing the option of audio taping for interviewees granting permission. Audio taped interviews were transcribed, and attached to this report as Appendix A. Members of the school district's staff examined the interview protocol for acceptability.

The following questions were posed, and were used to guide the interview.

1. What do you think supplemental educational services providers should do for students?
2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?
3. How do you feel about one-on-one tutoring?
4. What is your opinion of group tutoring?

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?
6. What do you believe should be the minimum credentials for tutors?
7. How do you feel supplemental educational services providers should use professional development?
8. In your opinion, is ethics important in supplemental educational services provider programs?
9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.
10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?
11. How do you feel the supplemental educational services providers can best help the students?
12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

Data Collection Plan

The plan for data collection proceeded as follows.

- The data gathered from interviews proved instrumental in aiding the study. In the process of implementing the intervention, interview data contributed to stakeholder feedback. Positive and negative feedback from interview data assisted in the process of ongoing planning and reflecting. As prospective

interviewees became available, the decision to extend an invitation to participate in an interview session was given and the process of informal screening for qualified interviewees simultaneously took place. Credibility was enhanced as careful consideration was given to; properly screening the prospective interviewee, ensuring the status of interviewee availability, confirming the prior experience(s) between interviewee and the provider program, and providing the option of audio taping for interviewees granting permission.

- Multiple sources of data were utilized. A triangulation matrix was used to conclude which source(s) of data collection answered the research question most appropriately. The organization was assessed weekly for its progress toward meeting the established standards for supplemental educational services provider organizations, and for its utilization of most recent research-based practices. An organizational chart and checklist served as tools of assessment. The data sources, located in the data collection plan, were designed to address the research question. Each source of gathered qualitative data, interviews and observations, authenticated the research findings by serving as supporting evidence. The intervention was assessed by weighing the program practices against indicators that represented research-based practices. Attitudes of stakeholders proved valuable in regards to the chosen indicators and did reflect respective levels of satisfaction for each. Observations and interviews were made and conducted on a daily basis. The successful findings of the study

serve as a catalyst of change and improvement for both future and existing supplemental educational services provider programs.

- The first of two basic indicators for the supplemental educational services provider was the application of provider program characteristics as described by prior research (Chappell, 2010). As a strategy for documenting the intervention, activities used by the tutor and the provider program were recorded in the research journal as observed. Photographs were taken to provide visual accounts of the activities, and to provide further documentation of the provider's activities.
- The second indicator for program effectiveness was the EIA code of ethics. The emerging provider's acceptance to participate in the study did include the alignment of its policies with those suggested by the EIA. The document entitled, "EIA Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers" outlined the commitment to ethics for the provider's consideration. Included in the study's recommendation is the option for the provider to affiliate either with the EIA or an organization of similar representation. The ultimate decision to join an ethics-based organization is the CEO's. Further information and discussion is necessary with the supplemental educational services provider staff of the document's content and how the organization will align its policies with those as stated by the EIA. Data collected from the triangulation matrix and the checklist together were formed into a data analysis matrix, to ensure maximum analysis. The

objective was to analyze the gathered data to the extent identification of facts relevant to the research question was greatest.

- Once data were analyzed, a procedure inclusive of coordinating and scheduling a combined meeting with stakeholders was implemented. Stakeholders referenced include; LDOE representative staff (as available), supplemental educational services provider organization's CEO and staff, supplemental educational services provider district site coordinators, school board member for the local district, and parents. The scheduled meeting covers data presentations and subsequent interactive discussions among participants.

The researcher anticipated the utilization of fifty percent or greater of data source options located in the Triangulation Matrix. Ninety-nine percent of the data source options were employed.

Field Test

As a measure by which the acceptability of the instrument was confirmed, a field test was conducted. Professional staff was contacted to provide feedback as to the appropriateness of the instrument. Individuals contacted included; Louisiana Department of Education staff members, the district coordinator for supplemental educational services in Bayou River Delta Parish and Comite school systems, respectively; the Chief Officer of Accountability and Testing for BRD; and several supplemental educational services provider CEOs.

Data Analysis Procedures

Data Analysis

The plan for analyzing data was as follows. The combined data collected from the Triangulation Matrix, the Chappell (2010) characteristics checklist, and feedback regarding the EIA Code of Ethics, was compiled in the form of a Data Analysis Matrix. The objective of the matrix was to further analyze the gathered data for the purpose of identifying facts relevant to the research question. (Further identification of relevant facts did prove significant in the process of analysis.) The rows of the matrix comprised the checklist characteristics and the code of ethics. The columns represented any significant change in work habits of students and staff; significant implementation problems; abnormalities in attitudes or behaviors of stakeholders; in addition to previously collected data. Once data had been sufficiently analyzed, scheduling of the following events began.

1. A combined meeting with stakeholders commenced;
2. Data presentations (power points) and subsequent interactive discussion among participants;
3. Review of the research question, as the premise for the meeting;
4. Data Analysis Matrix representing study findings presented for discussion (the matrix's intent proves to be a significant aid as it takes form as the preliminary component for data introduced and discussed, in response to the research question. All data collected was accurately inserted into the matrix.);

Inclusion of data supporting the implementing of the indicators presented and utilized as evidence necessary for proposed change; and

5. Recommendations to stakeholders, and the establishment of a time to implement the devised plan.

Limitations of the Research Design

The study is restricted to one provider organization.

Credibility

The findings of the study serve as a catalyst of change and improvement for both future and existing supplemental educational services provider programs. Moreover, the research design is reliable as it consists of several components worthy of being categorized as consistent. The observational and interview data proved to be most crucial, and were pertinent in the process of measuring outcomes. The observational data combined with the interview data, together, determined findings. Both forms of information measured consistently. In reference to the observational data, this consistency was ensured based upon the lack of existing variance from one observer to the next. A combination of instruments in the forms of a; Triangulation Matrix, Checklist, and Analysis Matrix was utilized. District staff and provider CEOs examined the instruments for acceptability.

Transferability

The improvement of supplemental educational services provider programs services to students was addressed extensively, through this study. The scope and magnitude of the probe ensures the study's validity. The findings of the research will, eventually, be generalized to a larger population than what the study entails. Once the study has been replicated by other supplemental educational services provider programs, the data and subsequent outcomes of the replicating providers will be found consistent with that of the targeted sample used in this study. The design of the study is credible due to; its empathetic consideration for the expressed need for change, the appropriately planned activities that addressed the proposed change, the passionate manner and skill used to facilitate the change, the combined collaborative efforts of the community, and the researcher's lifelong commitment to the overall well-being of the student learning process. Additionally, the potent data fundamentally serves as a basic quality of the study's credibility. A complete and accurate record of the research has been documented and stored in a personal technological system(s). Not any observable or lingering biases emerged during the study.

The Institutional Review Board (IRB) approved the study's application. The IRB concluded the study was exempt in accordance with the federal regulations, 45 CFR 46.101(b). Extra precautions have been taken to protect the identities of participants. For example, pseudonyms have been used to replace the actual names of the provider and the provider sites. Likewise, fictitious names are given to the local districts as well as to the

respective parishes and cities in which the districts are located. Prior to collecting data, the participating provider's CEO responded affirmatively, with provided signature, to a request to visit the chosen sites as dates and times for visitations were assigned.

Permission to interview respondents and take photographs was requested, and promptly granted by respective site directors.

Researcher's Position Statement

Multiple years of cumulative firsthand experiences in the local district directed this study's approach. Adequately acquired knowledge of the internal and external factors that indirectly and/or directly affect the process of educating students in Louisiana was utilized. This preexisting awareness of related factual information proved to be an asset to the process of improving new and emerging supplemental educational services provider organizations, as opposed to a hindrance. Primary focus was placed on how the study would become simplified to others. As a result, reflection on personal educational experiences served as a motivation for the study, and also enriched the study.

Additionally, the qualitative data (observations and interviews) served as a dominant factor that took priority over any potential conscious or unconscious attitudes knowingly or unknowingly entrenched in the study's procedure. Stakeholders had the opportunity to observe the site(s) during the time observations were made, and were kept abreast of events during their visits as well as during their absences.

The responsibility of collecting data was enthusiastically assumed. Pseudonyms, as aforementioned, were utilized to protect the identities of participants. Activities/Events were documented as observed. A position within the classroom suitable for performing multiple action research tasks effectively was maintained. Audio taping and photographing were utilized with appropriate approvals. From the field notes, narratives were written and placed in a journal, for further reference. The primary functional procedure was to gather data. Interactions with the participants were utilized, as appropriate, throughout the procedure. This strategy contributed, significantly, toward the acquisition of maximum understanding of the participants' roles, the methods employed, and how to improve those methods. From a cumulative perspective, consistent and frequent involvement in the study, in addition to making the study more realistic, also, laid the foundation for submitting potent recommendations.

In addition to the procedures explained for interview and observation data; a plan that ensured the study's reliability and validity was designed. To further ensure reliability and validity of the study through triangulation, a matrix depicting an organized method of orchestrating the association between research questions and data sources was constructed. The matrices proved instrumental in data organization and analysis. The research question was accentuated, as the data was organized for presentation. Those data most pertinent to the focal question were selected, for sharing purposes.

The process included, but was not limited to, data organization and preparation. More specifically, information gathered utilizing each instrument was reviewed. Observations reflecting daily activities and events were documented on a daily basis. For

example, the provider's procedures were carefully observed for evidence of EIA policies and identified characteristics for effectiveness. A checklist listing the two indicators was also noted for desired program qualities. The checklist included, in addition to the desired indicators to be reached, dates on which each goal was observed. Data was prepared for sharing with stakeholders.

Chapter 3 Summary

The CEO's designee exercised Model II leadership as a decision to participate in an action research study was made. This decision reflects the administration's confidence in the organization, and the enthusiasm necessary to find out what innovative measures exists that, if implemented, could improve the organization. This study initiated a process of inquiry designed to determine the existing characteristics of one new and emerging supplemental educational services provider for the purpose of assisting the provider in its efforts to meet state standards. Action research was utilized in the process of gaining an understanding of how the provider organization proceeds on a daily basis to instruct its enrolled students, and how the students learn. As the study utilized observations to identify the provider's current qualities, the observed traits were weighed against research-based practices for provider programs that are most current. In addition to observational data, interview data was included to ensure the satisfaction of stakeholders in regards to current and potentially future program practices. Each site administrator was enthusiastic about participating in the study and did project a degree of eagerness

equitable to accepting change. The extent of the proposed change, however, is yet to be determined.

CHAPTER 4. DATA ANALYSIS AND RESULTS

Introduction

In the study's process of assisting one new and emerging supplemental educational services provider program in the process of incorporating change, the provider's tutorial procedures were examined. Supplemental educational services provider agencies contribute, largely, to the local school district's effort to improve student achievement. Two of the most prominent forms of supplemental educational services are both, federally initiated and funded. The supplementary educational provider targeted in this study, in addition to being part of a federally funded initiative, is also a state approved supplemental educational services provider organization.

The data gathered in this study was collected from one of the state approved 21st Century Community Learning Centers providers currently providing after school remedial services to students enrolled in the Bayou River Delta Parish School System. The provider is responsible for various sites. This study has compiled data from two of those sites. Data collected and analyzed resulted in the necessary facts to aid in the process of informing stakeholders of current provider practices and how they may be improved. As data is presented, it serves as a guide in the discussion of strategies while, simultaneously, setting the stage for collaborative efforts designed to implement change conducive to improvement within the provider organization. The data targets fourth-grade students and includes, per site, (a) demographics, (b) provider processes, and (c) stakeholder perceptions.

District

The Bayou River Delta Parish School System (BRD) enrolled over 40,000 students for 2011-2012. Nine and nine-tenths percent of students enrolled have disabilities, and two and seven-tenths percent are English Language Learners (ELL). The percentage of ELL enrolled into the two participating provider sites was insignificant when compared with the percentage of ELL enrolled into both the district and the two participating sites, combined. Neither of the two participating sites had fourth-grade ELL students enrolled. Additionally, students receiving other types of special services were not found among any of the two sites' enrolled fourth-graders. The district has eighty-six schools and centers. District enrollment, however, declined significantly within the past decade (2001-2011). Additionally, three newly formed school districts departed, during the same span of time. As of this study, an additional (fourth) district is in the process of being formed. District enrollment has been in sporadic periods of decline since 2002.

Data released on the (Louisiana Department of Education [LDOE], 2011) website corroborates the observation and interview data collected in the study; relative to the need for current research-based practices as discussed in previous chapters. Observational data explicitly shows the absence of discussed research-based procedures within the targeted provider program's two participating sites. Stakeholders' perspectives of these proposed practices missing in the targeted program's participating sites are documented in transcribed interviews. In spite of the data indicating some periodic gains, the district's percentages remain consistently behind those of the state in the area of student academic performance as measured on standardized tests. The primary goal of supplemental

educational services, as provided by the targeted supplemental educational services provider of this study, is to improve the academic performance of students. Performance levels, according to the LDOE's disclosed information, presents a revelation of an existing urgency to employ the quality provider services that are essential in the process of contributing toward efforts of improving student achievement, and also present a charted guide as to the need for improvement of the assessed students. The district's assessed fourth and eighth-graders' level of achievement is lower than the state's. The district's scores when compared with the state's scores, represent a clear reflection of the district's inability to meet, at minimum, state standards.

The state has received a letter grade "F" in the area of student achievement as issued in a report by Education Week, and discussed in an article published by the local district's newspaper. Each of the accounts reflects the consistent substandard performance of the state's students in the area of achievement. This study, therefore, asserts that the need for quality supplemental educational services in Louisiana is essential. Quality supplemental educational services based on current research-based practices suggest improved student performance. The study's targeted provider, however, did not show evidence of these current research-based practices. Further research is necessary in order to generalize the extent to which such practices exist in other state-approved provider programs.

Description of the Sample

Students Site 1

Demographic data collected from Site 1 provided a descriptive representation of the overall school community. They included pertinent information such as attendance, grade level, ethnicity, gender, enrollment, and overall school performance. Site 1 is a representative sample of a school in Bayou River Delta Parish with a performance score of letter grade D. Slightly above half of students at this school perform at or above grade level. The difference between district and site students with disabilities is 1.8 percent. Site 1 is currently behind the district in the area of student performance (LDOE, 2011).

Site 1 enrolled 92 of the school's total student enrollment for the 2011-2012 school year. 16 fourth-grade students, ages 9-10 years, composed the targeted population at Site 1. The socioeconomic backgrounds of the students are consistent with the school's demographics as well as the eligibility requirements necessary for enrollment into a federally funded supplemental educational services provider program. One hundred percent of the sample was a recipient of free and/or reduced lunch. One hundred percent of the sample was African American. Less than 2 % were disabled. The total sample at Site 1 was composed of 12 boys and 4 girls. Sixteen students were African American. Not any of the students were Caucasian. Not any of the students were categorized as Other. Students were picked up after tutoring by either a parent or a parent-designee, as opposed to riding district transportation.

Students Site 2

As was evident in Site 1, data in Site 2 provided a descriptive representation of the school community. They included pertinent information such as attendance, grade level, ethnicity, gender, enrollment, and overall school performance as well. Site 2 is a representative sample of a school in Bayou River Delta Parish with a performance score of letter grade C. School performance at Site 2 is fourteen percentage points higher than that of Site 1, although the schools have similar demographics.

Site 2 enrolled 71 students more than Site 1. Site 2, however, also had more disabled students than Site 1. Site 2 enrolled 117 students of the school's total enrollment for school year 2011-2012. Twenty fourth-grade students, ages 9-10 years, composed the population of the second of two participating provider sites. The socioeconomic backgrounds of the students are consistent with the school's demographics as well as the eligibility requirements necessary for enrollment into a federally funded supplemental educational services provider program. One hundred percent of the sample was a recipient of free and/or reduced lunch. One hundred percent of the sample was African American. Less than one percent was disabled. The total sample at Site 2 was composed of 8 boys and 12 girls. Not any of the students were Caucasian. Not any of the students were categorized as Other. Eleven percent of the students rode district transportation home from the tutoring session.

Provider Staff

A minimum of 1 tutor and 1 tutor assistant provided services for students at Site 1. One tutor and 2 assistants provided services for students at Site 2. Tutors at both sites were regular fourth-grade classroom teachers. Assistants were either high school graduates, or students with earned college credits. The Director of Site 1 was a seasoned teacher. The Director for Site 2 acquired earned college credits. Credentials for staff at Site 1 and Site 2 ranged from high school students to degreed teachers.

Summary of the Results

The results revealed the following observations, and opinions of stakeholders.

- No preference in the type of curriculum providers should use;
- Providers' curriculums should address state requirements;
- Major criteria for a tutor should be their ability to effectively relate to the student;
- Professional development for tutors is essential;
- One-on-one tutoring is preferred over group tutoring;
- Provider agencies should abide by a code of ethics;
- Maximum time for homework is top priority; and
- Frequent evaluations for providers are essential.

The results from the collected data provided a significant amount of information essential to the ascertaining of strategies appropriate for assisting the participating

provider in the process of meeting state standards. These findings are listed according to the study's indicators and how the indicators were weighed against the provider's program activities. Data included in the Data Analysis Matrix represents the observational data and the interview data collected. Data in each of the sources were combined to produce findings. Findings are as follows.

Prescribed curriculum. Interviewees were neither in favor of, nor against. Whereas each respondent agreed the state's curriculum should be included in the program, most stated it was acceptable for the provider to use its own curriculum with conditions. If the provider chose to use its own curriculum, the general consensus was to make sure it included state requirements.

Employed 4-year teachers. The majority of respondents stated a high school education, as opposed to a 4-year degree, was appropriate for tutoring the students. Stakeholders expressed the need for the tutor to be able to relate to their child as being more important than the same tutor having a degree and not relating well to the student. The ability to relate to the students was the primary concern, and did take precedence over both choices of credentials.

Offered ELL services. Evidence of providing fourth-grade ELL students with tutoring services did not exist at either of the participating sites.

Offered Special Education services. Evidence of providing fourth-grade special education students with tutoring services did not exist at either of the participating sites.

Supplied professional development for tutor. An overwhelming majority of the interviewees agreed to the need of professional development training for tutors. Only one

respondent stated professional development was not necessary. The respondent's rationale was, because the provider program offers a "helping hand" to the students after school, there is no need for it to be evaluated.

Provided both math and reading tutoring. There was no identifiable evidence of a focus on math or reading tutoring among fourth-grade sessions. The provider sessions addressed a mixture of each core subject. There was no evidence of a "reading time" or a "math time" in any of the sessions.

Supplied one-on-one tutoring. One hundred percent of the respondents were in favor of one-on-one tutoring. Whereas group tutoring was acknowledged as having its benefits, one-on-one tutoring was the preference, among each category of respondents.

Code of ethics. One hundred percent of the respondents acknowledged the need for a code of ethics within a supplemental educational services provider agency.

Other Findings. The majority of interviewees expressed strong feelings in favor of the following:

1. Homework assistance was the number one area of concern. A few respondents expressed the importance of non-instructional activities, for the purpose of developing the 'whole child'.
2. One hundred percent of the respondents opined the necessity of performing a system of evaluation to address the effectiveness of provider programs.

Detailed Analysis

The two participating sites of the targeted supplemental educational services provider generated data that is sufficient in providing a solution as to what is necessary in the process of assisting a state approved supplemental educational services provider to meet state standards. The procedure for collecting data at both sites was provided. Each of the sites consistently included a snack time, tutoring session, and a non-instructional activity, as aligned with the general procedure for each of the participating provider's multiple sites. Photographs of each activity are included, as part of the observational data.

Observation Data for Site 1

Observations for Site I were made, and documented as follows. The tutoring schedule for Site I began with a snack/motivation time that lasted approximately 40 minutes. See Figure 5.



Figure 5. Motivation/Snack

Note: Fourth-grade students at Site 1 assemble in the gym for snacks and a motivation period. During this time, all students entered and were assembled in the gymnasium according to grade levels. Photograph courtesy of author, 2012.

Immediately thereafter, students were escorted to their classrooms by tutors and/or assistants. See Figure 6.



Figure 6. Transition

Note: Fourth-grade students in route from the gymnasium to their tutoring session. Photograph courtesy of author, 2012.

Once fourth-grade students arrived in their classroom, they were instructed to select a book from the book rack and read. Simultaneously, the tutor selected groups of 3 students at a time to work at the computer. The tutor rotated time at the computer using this procedure until each student had an opportunity to work on a software program entitled *Renaissance Place*, an accelerated reading program. Once students finished reading their

selected book prior to being chosen to work on the accelerated reading program, they were told to write a summary of what they read. This process continued for approximately 30 minutes. Once this process ended, students were instructed to return books to the rack and sit in groups of four. See Figure 7.



Figure 7. Tutoring session - Site I

Note: Fourth-grade tutor instructs and supervises students at Site 1. Photograph courtesy of author, 2012.

The tutor gave instructions for a game that was primarily reading oriented, but did address a combination of core subjects. The four teams worked collaboratively to answer the questions posed by the tutor. This activity lasted approximately 30 minutes. Shortly thereafter, students were instructed to gather their belongings and report to the

gymnasium for dismissal.

Observation Data for Site 2

Documented observations for Site 2 included the following. The provider's procedure at Site 2 differed slightly. Whereas time was allowed for snacks, tutoring sessions and extra activities, the time for instruction was maximized daily. Maximum use of instructional time confirmed a better organized management procedure. For example, students began the after school session by gathering in the commons area of the school. Tutors and assistants immediately guided their respective groups of students (per grade level) to assigned classrooms. Snack/motivation time was not observed.

The fourth-grade session started with the assistant directing students to complete homework assigned by their regular classroom teacher. Students were comfortable with retrieving prepared handouts from their respective folders once homework assignments were completed, or if there was not any homework assigned to them. Handouts included; reading worksheets, math worksheets, and standardized test practice questions. Students worked collaboratively, raising their hands if assistance was needed. The assistant provided help, dependent upon time needed to address the concern, per pupil. This procedure continued for approximately 50 minutes before the tutor (regular fourth-grade teacher) entered the classroom. The tutor entered and immediately began providing one-on-one assistance, lasting approximately 10 minutes.

Students were instructed to form a line to be transported to the computer lab. While in the lab, each student worked on *Louisiana PASS*, a computerized state

standardized practice test. The tutor worked with students individually upon request, and as needed. See Figure 8



Figure 8. Tutoring session – Site 2

Note: Fourth-graders at Site 2 work at the computers using Louisiana PASS. Photograph courtesy of author, 2012.

This activity continued for 40 minutes. For ten minutes students were allowed to work on their choice of computer programs. Choices were limited to selected instructional software programs listed on the dry erase board. Students were then escorted to the commons area for dismissal. Students at both sites experienced a variety of non-instructional activities. Provider staff at each of the sites monitored a mixture of indoor

and outdoor activities. Students were engaged in these activities, unlike the instructional activities, for an undetermined amount of time. Included in the observed non-instructional activities were times designated for arts and crafts, free play in the gymnasium, and outdoor basketball games. See Figure 9.



Figure 9. Non-instructional activities

Note: Students at Site 2 engaged in a supervised non-instructional activity. Photograph courtesy of the author, 2012.

Stakeholder Perceptions

Stakeholders were asked to state their opinions relating to a twelve-questioned instrument. A total of 16 interviews was conducted. Transcribed interviews are listed as Appendix A. The school board member for the district where Site 1 and Site 2 are located preferred to offer his opinion in the form of a statement as opposed to directly answering the interview questions. Louisiana Department of Education (LDOE) staff members chose to not respond to the interview questions, for undisclosed reasons. Notes from the researcher's journal, interview responses, and data collected from site observations using the checklist generated data.

Chapter 4 Summary

Program procedures and opinions of stakeholders comprised the data from which results of the study were obtained. The study's data was derived from two fundamental sources; onsite observations of the two respective provider sites and feedback from stakeholders via interviews. Demographic data was provided to ensure an opportunity for readers to fully understand the basic environmental qualities representative of the school district's enrolled students in attendance as the traits of the district contribute greatly to academic performance statistics; and do reflect basic qualities of students themselves. A demographic picture of the two elementary schools, located within the district that housed the provider sites, was made available. As previously noted, the two provider sites enrolled students who were attendees of the elementary schools in which the provider

sites were housed. Results of the study were obtained from triangulated, organized, and analyzed data.

CHAPTER 5. CONCLUSIONS AND DISCUSSION

Introduction

This study explored one supplemental educational provider program in Louisiana in search of trait identification; and to associate existing provider qualities with prior research's characteristics of effectiveness. The study's ultimate goal was to assist approved Louisiana providers in the process of meeting state standards. Observations were made and interviews were conducted, to aid in the effort to understand perspectives of stakeholders, as related to the two indicators. A triangulation matrix and an analysis matrix were used in the processes of organizing and analyzing the collected data.

Summary of the Results

Once all sources of data reflecting actual accounts of events (as observed) and stakeholders' expressed opinions were given, the data was prepared for analysis. Results were derived from the combined data as shown in the Data Analysis Matrix. A summary of the results and the extent to which the results aligned with the indicators is given, holistically.

Stakeholders were neutral regarding the provider's use of a prescribed curriculum.

The basis of this neutrality is unclear as it remains unknown at this time whether each stakeholder thoroughly understood the essence of having a prescribed curriculum as opposed to not having a prescribed curriculum. The suspect limited knowledge in reference to the curriculum was compensated as stakeholders overwhelmingly agreed how, regardless to the type, the provider's curriculum needed to be aligned with the state's curriculum. Similarly, stakeholders did not receive coaxing or discussion regarding the benefits of receiving tutoring from a degreed tutor as opposed to a tutor without a degree and, as a result, used their level of understanding in this area accordingly. The findings showed as a significantly basic concern relative to tutor credentials, whether or not the tutor had adequate knowledge of the subject matter and was capable of effectively transferring their acquired knowledge to the student. A need for provider staff to engage in frequent and consistent professional development training was expressed. There is need for the future professional development training selected by the provider to be, specifically, geared to current research-based practices in the area of supplemental educational services. The absence of professional development training during site observations and the lack of notable documentation of such training provoked a legitimate concern. This is especially true due to the provider's sizable percentage of non-degreed tutors who lack any form of professional development training at any given point in time. Selective options for necessary professional development training are included as an integral part of the strategies to be discussed in the plans for collaboration and implementation. One-on-one tutoring was more preferred than group tutoring as

indicated by the majority of data received from stakeholders. Although one-on-one tutoring (as opposed to group) was the more popular option, a concern as to how this strategy would be financed was an expressed issue of stakeholders. The provider's need to adopt and abide by a code of ethics was, without hesitation, expressed by each interviewee. Consideration for the variety of possibilities allows the provider to select an agency of its choosing. Rationale for this widely expressed popularized opinion to incorporate ethics into the provider program focused on existing negative societal conditions to which students have become products, and how to counter the negative influences with positive ones. Thus, the overwhelming decision to require staff members to project what it means to be morally astute was made. Favorable appreciation for homework assistance was greatly acknowledged. The parent sector of stakeholders found relief in the opportunity for students to receive assistance with homework. This welcomed relief was due to factors such as job commitments and inability to assist, inhibiting them from providing help with homework. Finally, the provider's need for frequent evaluations was unanimously opined. Stakeholders, across categories, agreed a system of determining the successes and failures of the provider must be established and activated. The state's commitment to implement new evaluative measures for supplemental educational services in school year 2012-2013 creates much needed optimism in this area.

Discussion of the Result

Included in this discussion is shared information relative to collected observation and interview data. The two data types were combined during the analysis of the study's processes in a recapitulative manner, to ensure a thorough analysis. Components of each indicator are given detailed attention in regards to the distinct purpose in which it has contributed to the study. Most importantly is the contribution each component has to the overall quality of supplemental educational services. The study, through this discussion, makes known its contribution to the field of education as it addresses the controversial improvements proposed. These proposed improvements, once implemented and practiced have the potential to positively impact the field of education's ultimate goal; to improve the academic performance of all students.

Consistency between the subject matter taught in the classroom and that reinforced in the supplemental educational services provider program is essential. This study advocates those skills and concepts addressed in the classroom to also be addressed, extensively, in the provider program. Evidence of alignment between the provider's curriculum and the state's curriculum was limited to sample standardized test items practiced utilizing computer software and worksheets. Computer software and worksheets substituted for actual instruction toward the reinforcement of state standard oriented skills. A structured procedure for worksheet completion and feedback, on an individual basis, was not evident. The provider does allow for non-instructional activities. A considerable amount of the two-hour after school tutoring day is spent on such

activities, on a daily basis. Creativity, as in the regular classroom, is considered a mark of innovation and should be used as frequently as possible in the provider program. It is, therefore, appropriate for the provider to utilize innovative techniques encompassing required skills and concepts covered in the regular classroom setting, during its scheduled non-instructional activities. This procedure is considered a means by which time for instruction is maximized without major adjustments to the provider's programmatic procedure.

A significant amount of professionalism is necessary in order for a tutor to correlate instructional activities between regular instructional hours and hours designated for supplemental educational services. Peer tutors and those without formal training in educational methods and procedures, are likely to encounter more difficulty synchronizing and executing innovative techniques necessary to address the various learning styles of students than tutors having experienced this training and preparation for four (or more) years. Each fourth-grade tutor, per site, was a certified teacher. The provider had the most fundamental resources in place to ensure time allocated for its services is directed to addressing the skill deficiencies of its enrolled students; in the form of certified teachers.

Although skills and concepts covered in the regular classroom setting and the provider program should be identical, it is quite appropriate for the methods and techniques to differ. Most critical, therefore, for staff preparation and the manner in which professional development accommodates the needs of all staff members, is to distinctively address the apparent needs of the staff per category and as a whole. Due to

the probability factor regarding a mixture of degreed and non-degreed tutors, the need for professional development escalates. Evidence of provider professional development was not observed at either of the two sites. The degree of effectiveness the provider program experiences depends on a provision of professional development training that is directed toward helping the staff to understand (a) what is necessary for them to be effective, and (b) how to achieve that required degree of effectiveness.

Providing the most appropriate training for staff enables the provider to have the quality of services research advocates is necessary for supplemental educational services programs. An inexcusable message of unconcern for providing the best quality of services to students is shown once a provider proves negligent and inattentive to this established basic necessity for provider programs. Deliberate and consistent neglect in this area can be linked to a provider's alleged lack of moral and ethical values. Once data was analyzed, evidence of an established code of ethics whereby provider staff members were held accountable was not found. It is difficult to differentiate, at this time, between a provider's lack of understanding of what constitutes quality within its program and the choice a provider intentionally makes to disregard pursuing what is essential for a quality program.

The provider has a moral responsibility to assist the local school district with improving the academic performance of students, and is compensated handsomely once approved to do so. The acceptance of that compensation obligates the provider to, in addition to several other responsibilities, use the time allocated for instruction solely for

that purpose. Instructional time varied between provider sites. Fourth-grade students at Site I spent approximately seventy (70) minutes academically on task. Fourth grade students at Site II used approximately one hundred ten (110) minutes completing academic assignments. A forty minute instructional differential exists within the provider's own sites, contrary to identical factors guiding each site within the provider program such as; two instructional hours a day per site and the same identical components (snack, instructional, and non-instructional times). Additionally, a structured program of consistent one-on-one tutoring was not observed among sites of either of the respective fourth-grade tutoring sessions.

Supplemental educational services provider programs should be held accountable for their services. This study encourages the targeted provider to agree to both internal and external evaluations on a frequent and consistent basis. Data showed stakeholders in overwhelming support of an evaluation process for provider programs. However, evidence of provider program evaluations was not observed. The state's prior evaluations (though limited in number), performed sporadically by an external evaluator, were inconclusive due to a lack of data. This substandard evaluation procedure commenced at the onset of NCLB, and has consistently continued through the school year of 2011-2012. The most recent supplemental educational services provider evaluations completed by the state have not been disclosed. The state's new procedures, to begin the school year of 2012-2013, are expected to provide much needed improvement in this area.

Discussion of the Results in Relation to the Literature

How can a new and/or emerging SES program in Louisiana be helped to attain state standards that characterize effective SES provider programs? This study engaged several activities, in the process of formulating a resolution to this question.

- *Assessments of new and emerging providers against indicators chosen to ensure the organizations are successful in meeting state standards were completed.* Prior to the Chappell (2009) research, traits of success within and among provider programs had not been identified. This study suggests a need to identify traits of effectiveness within provider organizations and to, subsequently, measure provider programs based on those traits as well as state mandates.
- *Descriptions of the changes needing to be made by the new and emerging provider were achieved through observations and other data; specifically, stakeholder interviews.* An assessment of the new and emerging provider was made. The assessment extended the Chappell (2009) research by measuring the new and emerging provider's program practices against the effectiveness characteristics identified in the Chappell (2009) study. Areas in need of improvement were noted based on previously conducted research as well as in addition to the current study. Findings will serve as the premise on which the establishment of planned stakeholder meetings will be made. The meetings will generate further plans for implementing described strategies for change.

Characteristics not currently present in the targeted provider were weighed against stakeholder preferences and the study's indicators, to arrive at recommendations 1-8. Recommendations (1-8) are listed later in Chapter 5.

- *Demonstration of a change process with the new and emerging provider that will include, but will not be limited to; discussions, planning, and professional development activities based on effectiveness standards was confirmed.* The study's objective was to assist the new and emerging provider in the process of meeting state standards. This objective aligns with the state's requirements and expectations for provider effectiveness. The scheduling of stakeholder meetings for the purpose on enacting change is intended at a time convenient for maximum stakeholder participation.
- *Assessment of the planned implementation for the new and emerging provider program against the set standards on an as necessary basis was confirmed.* Aforementioned plans will include details regarding how proposed changes may be best utilized to maximize student performance by enhancing and maintaining provider effectiveness.

Students can benefit greatly from additional reading and math instructional time as determined by prior research. Chappell, Nunnery, Pribesh, & Hager (2010) associated this finding with provider effectiveness. Although one of the two targeted provider's sites kept students on task remarkably well, each of the activities were designed for groups and with minimal consideration for addressing individual math and reading skill deficiencies. Moreover, math and reading are the select subjects the state measures for achievement

growth; indicative of how it prioritizes the importance of skill attainment in these two subject areas. It becomes necessary, therefore, for the provider to maximize skill reinforcement in these subjects.

In addition to an insufficient focus on reading and math as shown by inappropriate time designated specifically for both, there was no observable evidence of instructional provisions made available for English Language Learning or Special Educational students in these two subjects. Provision for SpEd and ELL students is paramount due to credit for the nation's achievement gap being significantly placed on these and other subgroups of students. According to Reutner & Hamilton (2003) subgroups may include racial and ethnic minorities, special education students, and English language learners. Disabled students are included in the annual assessment procedure just as are all other students. These students are also entitled to the reinforcement procedures available through supplemental educational services. Agencies providing supplemental educational services should be held accountable, in a variety of areas, for their respective qualities of service. Chappell (2009) discovered that few providers are represented in any single state or district-level evaluation.

Limitations

The findings of this study are limited to data collected from two sites of one provider; serving students in one school district (Bayou River Delta Parish School System), in one parish (Bayou River Delta Parish), located in one state (Louisiana).

Broadening the scope of the study would have increased its credibility and made its impact on the provider effectiveness more significant. For example, having included more supplemental educational services provider organizations would have potentially created the opportunity for an increase in the variety and amount of data and, speculatively, additional findings capable of making substantial contributions to this study's findings.

Implication of the Results for Practice

The study does contribute considerably to the query regarding what is necessary to assist supplemental educational provider organizations in the process of achieving effectiveness and, by so doing, meeting state standards. Specifically, provider program components, adapted to prior research (Chappell, 2009) and a reputable code of ethics, surpasses an initial phase of program effectiveness. These transformed programs, once implementing and continuing to embrace a culture of learning, are destined to transcend a mere status of effectiveness or the expected meeting of the standards requisite for ongoing state approval. This study makes it possible for the provider programs, and school districts in which they serve, to emerge into agencies of dignity and support for their respective communities; as a concerted effort is made to improve the academic performance of students.

Recommendations for Further Research

Acknowledging the study's limitations, supplemental educational services provider programs are most apt to benefit from the study once it is replicated by other provider programs with similar structures as the one provider examined here. Future research should delve into the state's administrative aspects of supplemental educational services to seek means through which systemic alterations of services may contribute to a greater extent of effectiveness. The generalization of this study makes reproduction possible. As a result of this research study, the following recommendations are made.

1. *Maximize instructional time, on a daily basis.* The primary purpose of supplemental educational services is to improve student academic performance. Whereas there are multiple ways for this goal to be achieved, all of the providers' scheduled activities must include remediation for the skill deficiencies of students.
2. *Schedule a reading period and a math period into each daily session (both periods should last a minimum of 30 minutes each).* Time for reading and math instruction must be reserved and take precedence over all non-instructional activities. The integrating of math and reading skills into non-instructional activities is highly recommended.
3. *Employ a minimum of one four-year degreed tutor per grade level.* Students enrolled in supplemental educational services provider programs meet specific eligibility requirements. Individuals hired as tutors must be adequately

prepared to accommodate by meeting eligibility requirements as well. The fact that a deficiency in reading and math skills may or may not apply to all students enrolled in a provider program is irrelevant to the need for each student to have an experienced tutor. This experience should mirror two basic qualifications in the tutor; (a) knowledge of the subject matter, and (b) the ability to effectively transmit the subject matter to the students. Tutors with such abilities should be employed at each grade level of the provider program. Whereas, it is acceptable for tutors with less than a four-year degree to tutor lower grades, providers should adamantly use extra precaution in the hiring process when staffing programs with tutors

4. *Provide appropriate feedback to each student, on a daily basis.* In the process of learning, quality instruction must be followed by guided practices and independent practices. Students must receive feedback upon completion of these practices, and this feedback must be provided both substantially and efficiently.
5. *Provide professional development training for provider staff members.* The provider is responsible for the quality of services it renders. A plan to schedule and effectively execute meaningful activities is paramount. The strategy must include current research-based practices and must be shared with staff members on a consistent basis so as to keep staff abreast of most current trends in reading instruction, math instruction, and supplemental educational services.

6. *Maximize one-on-one instructional time.* A routine must be developed that will provide one-on-one time with each student.
7. *Affiliate with a SES professional agency committed to ethical practices.* To ensure both professionalism and effectiveness, the provider should become a member of an ethics agency focused on developing and enhancing moral practices within the organization.
8. *Develop an effective system for evaluation.* Accountability is imperative; the lack of accountability discredits effectiveness.

Other recommendations are listed as follows.

- A complete district takeover of supplemental educational services;
- Louisiana Department of Education mandates 1-8 recommended above as requisite criteria for provider approval.
- Future research should explore the actualization and change benefits presented in the recommendations.

Conclusion

Louisiana is one among several states whose education system is endeavoring to improve the achievement scores of the students it educates. Supplemental educational services provider programs, to a large extent, are vitally important to the state's effort to succeed in what has become an overwhelming task. It is, therefore, extremely important for these services to have and meet expectations identical to what is required of the

respective schools and districts they serve; as supplemental educational services must both mimic and extend instruction provided in the regular classroom. This study extended prior research on provider characteristics (Chappell, 2009) and explored the importance of implementing ethics policies in supplemental educational services programs. Future research is necessary to explore the practices of supplemental educational services providers, at scale.

REFERENCES

- Academic Development Institute. (2006). *Center for Innovation Improvement*. Washington, DC: United States Department of Education.
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. Washington, DC.
- Annenberg Institute for School Reform. (2011). *Community Organizing as an Education Reform Series*. Brown University: Nellie Mae Education Foundation.
- Argyris, C. & Schon, D. (1996). *Organizational learning II*. Reading, MA: Addison-Wesley.
- Barankin, J. (2005). *Letter to prospective SES providers*. Retrieved from <http://www.cde.ca.gov/ta/ac/tisuppappcvt.asp>
- Borman, G., Hewes, G., Overman, L., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 125-223.
- Boys and Girls Club of America. (2005). *Boys and Girls Club of America our core promise: 2005 annual report*.
- Bruce, C. (2001). *After-school programs can make a difference: An overview for administrators*. Retrieved from <http://www.naesp.org/ContentLoad.do?content/d=513>

- Burch, P., Steinberg, M., & Donovan, J. (2007). Supplemental educational services and NCLB: Policy assumptions, market practices, emerging issues. *Education Evaluation and Policy Analysis*, 115.
- Chappell, S. (2009a). *A meta analysis of supplemental educational services (SES)*. Ann Arbor, MI: Old Dominion University (EdD diss).
- Chappell, S. (2009b). *Issues in estimating supplemental educational services provider effects: A review of state evaluations*. San Diego , CA.
- Chappell, S., Nunnery, J., Pribesh, S., & Hager, J. (2010). *Supplemental educational services (SES) provision of no child left behind: A synthesis of provider effects*. Norfolk, VA: The Center of Educational Partnerships of Old Dominion University.
- Colasanti, M. (2007). Examples of state monitoring and evaluation of supplemental educational services providers. Denver, CO.
- Collingsworth, J. (2005). *21st Century Community Learning Center program: A study to evaluate the success of a program in a rural county in east Tennessee*. Johnson City, TN: East Tennessee State University (EdD diss).
- Congress of the Unites States. (2001). *No Child Left Behind Act*. Washington, DC.
- Deal, T. & Patterson, K. (2009). *Shaping school culture: Pitfalls, paradoxes, & promises (2nd ed.)*. San Francisco, CA: Jossey-Bass.

- Dynarski, M., Moore, M., Mullens, J., Gleason, P., Burdamy, S., Rosenberg, L., & Levy, D. (n.d.). *When schools stay open late: The national evaluations of the 21st Century Community Learning Centers program*. Washington, DC: United States Department of Education.
- Easterbrook, S. (2007). Scale changes everything: Understanding requirements for systems of systems. 6th IEEE International Conference on COTS-Based Software Systems.
- Ebrahim, A. (2003). Making sense of accountability: Conceptual perspectives for northern and southern nonprofits. *Nonprofit Management and Leadership* (14), p. 191.
- Eckel, P., Green, M., & Hill, B. (n.d.). Riding the waves of change: Insights from transforming institutions on change V. *ACE Project on Leadership and Institutional Transformation and the Kellogg Forum on Higher Education Transformation*.
- Eoyang, G. (1997). *Coping with chaos: Seven simple tools*. Circle Pines, MN: HSD Institute Press.
- Gall, M., Gall, J., & Borg, W. (2007). *Educational research: An introduction (8th ed.)*. Boston, MA: Allyn & Bacon.
- Grogan, M., Donaldson, J., & Simmons, J. (2007). *Disrupting the status quo: The action research dissertation as a transformative strategy*. Retrieved from: <http://cnx.org/content/m14529/1.2/>

- Grossman, A. & Curran, D. (2004). *The Harlem Children's Zone: Driving performance with measurement and evaluation [case study]* (HBS no. 9-303-101). Boston, MA: Business School Publishing.
- Hamel, G. (Director). (2006 [Video/DVD]). *Continuous management innovation: What, why, and how?*
- Hamel, G. (Director). (n.d. [Video/DVD]). *The quest for resilience.*
- Herr, J. & Anderson, G. (2005). *The action research dissertation: A guide for students and faculty.* Thousand Oaks, CA: Sage.
- Hughes, R., Ginnette, R. & Curphy, G. (2006). *Leadership: Enhancing the lessons of experience.* New York, NY: McGraw-Hill.
- Kostere, K., Kostere, S. & Percy, W. (2009). *Qualitative analysis parts I-III: Residences learning activity workshop.* Minneapolis, MN: Capella University.
- Louisiana Department of Education. (2012). *Elementary and Secondary Education Act Waiver (ESEA).* Retrieved from:
http://www.doe.state.la.us/topics/esea_waiver.html
- McCauley, C., Palus, C., Drath, W., Hughes, R., McGuire, J., O'Connor, P. & Van Velsor, E. (2008). *Interdependent leadership in organizations: Evidence from six case studies.* Retrieved from:
<http://www.ccl.org/leadership/pdf/research/interdependentLeadership.pdf>
- McGuire, J., Palus, C., Pasmore, W. & Rhodes, G. (2009). *Transforming your organization.* Global Organization Development White Page Series.

- Read, M. (2000). Leading change. *Executive Excellence*, 17(1), 13.
- Read, S. (n.d.). Best minds on leadership. *Leadership Excellence* 24(11), 2.
- Sagor, R. (2010). *Guiding school improvement with action research*. Alexandria, VA: ASCD.
- Sentell, W. Review gives LA. an 'F' for student achievement. *The Advocate*. 2012.
Available from: 2theadvocate.com.
- Stringer, E. (2007). *Action research (3rd ed.)*. Thousand Oaks, CA: Sage.
- United States Department of Education. (2002). *A study: No Child Left Behind*.
Washington, DC.
- United States Department of Education. (2010). *National Assessment of Educational Progress*. Washington, DC.
- United States Department of Education. (2010). *National Center for Education Statistics*.
Washington, DC: Institute of Education Sciences.
- United States Department of Justice & United States Department of Education. (1998).
Safe and smart: Making after-school hours work for kids. Washington, DC.
- United States Department of Commerce. (2012). Balridge Performance Excellence
Program. *Balridge National Quality Program*. NIST. Retrieved from:
http://www.nist.gov/baldrige/publications/education_criteria.cfm#
- Wheatley, M. & Frieze, D. (2007). How large-scale change really happens: Working with
emergence. *The School Administrator*. Retrieved from:
<http://www.margaretwheatley.com/articles/largescalechange.html>

APPENDIX A. TRANSCRIBED INTERVIEWS

Name: Respondent #1

District: Bayou River Delta Parish School System

School: Site #1

Provider: Local

Date: 3-22-12

Role: Parent Provider Staff State Coordinator District Coordinator

Tutor Provider CEO BESE Member Administrator Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

They should reinforce student curriculum as is required of them. They should engage the students in activities that are meaningful, hands on oriented around reading centers, physical education they need more of that in the afternoons, arts curriculum integrating more of the arts, music, dance, pretty much everything. I think they should cover just as much as the school does.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

Give me specifics. Do you mean regarding...?

Well improvement is always based upon academics...

Do you mean legislation...the current legislation that's being passed?

I'm asking about the current rate of improvement in terms of student achievement.

Extremely important...they should be pushed harder...obviously in the home they are not being pushed therefore when they get to the school they have absolutely no concept of what's being required of them, so I think it needs to be more accelerated I guess; we need to have higher expectations for our students and teachers and even our after school learning program for the students I that program.

3. How do you feel about one-on-one tutoring?

It's really necessary for a lot of our students, especially when we're working in the classroom; differentiated instruction, we don't have a lot of students who are able to keep up, who fall behind so we have to somehow juggle in getting that one-on-one time for students who are struggling.

4. What is your opinion of group tutoring?

I mean we have to be able to do both...and I think the students need both as well because they work together in coming up with ideas and collaborating which is very important for them and stimulates their mind and the way that they think I the way they interact with people in life and both are very essential in the program.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think there should always be a curriculum provided because all of the staff are not teachers and so for them they have absolutely no idea of what the expectations are for students, how to help them questions , key words things that they need so its important that somebody provide them with some instruction model. I don't think that it necessarily has to come from the state. I think the Local is more than capable of producing curriculum for their staff and students.

6. What do you believe should be the minimum credentials for tutors?

Well...honestly, I think higher than a high school education. They should have definitely passed the General Exit Exam or taken some form of higher education coursework just so they have some frame of reference besides high school requirements

Any extent? To what extent after high school education?

I think they should be mentors for their students. They should have some sort of degree to work with students.

7. How do you feel supplemental educational services providers should use professional development?

I think it greatly does benefit them because the ones (staff members) that are in high school DO need that additional support and they need to be focused and understand what is expected of them in terms of what the curriculums are and

what they will be working with like positive behavior, etc. It is a great deal for someone who will need professional development and training; for all members of the staff.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Extremely important...everybody should have some form of ethics training, ethics classes and coursework, some sort of framework in which to know morally in some sort of guide to know what is and what is not morally acceptable.

Is that a general answer or do you have anything in particular you're referencing?

Generally; generally.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

Not necessarily. No, definitely not. I think depending on how the program is different, each school is different, each site is different, so really it's the team and how they affect student achievement and what their goals are; how they work together. Chemistry changes every time faculty changes or staff changes, so it's very important to have all your energy focused into improving student achievement to make the program really work.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Evaluate assessment wise?

Yes.

I think I wouldn't make it as strict as state testing is, but I think to some extent there should be some form of accountability with students; especially if you are "tutoring" then you should have some form of accountability.

Not assessing the students in the programs, but assessing the programs themselves.

That would be interesting...perhaps like a pre and post survey with students, faculty, parents, everybody involved in the community with that program; that would be interesting to see, and just to get feedback just to see how people feel and to know whether the program is or is not affecting their child's work.

11. How do you feel the supplemental educational services providers can best help the students?

I think the main thing is investing more in professionally developing their staff and getting them on target; and once all the staff members understand the expectations then they can model for the students what they are expecting of them; but if you are not a model for them, then they have nothing to look for and if you're supposed to be tutoring them and that's what the goal is then everyone should understand those expectations so they can properly address everything that they're required to learn.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

It should be a large role. I think that it's a symbiotic balance. They work together; the main goal is student achievement, and enriching the students' lives, making everybody better, the community better so if they don't work together, if the school is not a model; if its program does not reflect the school, it does not work out right. So I think they have to have a very balanced relationship, they have to have the same goals, they have to have the same expectations, pretty much have to be the same program, just a little bit different, maybe not have the same staff but they should definitely have the same main goal.

Name: Respondent #2

District: Bayou River Delta Parish School System

School: Site #1

Provider: Local

Date: 3-22-12

**Role: Parent Provider Staff State Coordinator District Coordinator
 Tutor Provider CEO BESE Member Administrator Teacher**

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

Home work assistance; I think that's my biggest area, home work assistance especially with the kids coming home so late now that that will be great.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

I am...I'm pleased with it.

- 3. How do you feel about one-on-one tutoring?**

That will be great. One-on- one tutoring will be great because I know a lot of kids are easily distracted.

- 4. What is your opinion of group tutoring?**

I'm for that too. Depends on the child because I know children learn from each other. So if it's a child that can learn from the other kids then I'm all for it.

- 5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?**

The state because that's what the kids are used to.

- 6. What do you believe should be the minimum credentials for tutors?**

Minimum?

Yes Ma'am. Do you think it's okay for example, high school, or do you think they should have a degree...?

I think high school is fine. I think that it is.

- 7. How do you feel supplemental educational services providers should use professional development?**

Definitely how to work with the students; how to interact; with the students;

- 8. In your opinion, is ethics important in supplemental educational services**

provider programs?

No comment

9. **Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.**

No. I wouldn't think so.

Do you want to share your reason why you feel this way?

Because I know a lot of them, in my opinion, are just babysitting services. The kids are just there to watch movies or to play...there's nothing educationally...just watching the kids.

10. **Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?**

Definitely, definitely. We have to know if it's working or not, and if it's not working, we need to improve it.

11. **How do you feel the supplemental educational services providers can best help the students?**

Can best help student?...I would say spending more time with them , working with them, going over homework, going over if they have study skills and strategies, also discipline. Making sure that they are able to discipline appropriately.

12. **What role, if any, do you think a student's school should have in supplemental educational services tutoring?**

It would be nice if all of the schools would be able to house the kids. If they are able to have those programs in their schools. I know a lot of schools don't have those programs. Materials, especially if it's a up and coming program and the school can afford to share materials, that would be good.

Name: Respondent #3

District: Bayou River Delta Parish School System

School: Site #1

Provider: Local

Date: 3-22-12

**Role: Parent Provider Staff State Coordinator District Coordinator
 Tutor Provider CEO BESE Member Administrator Teacher**

Interview Questions:

1. What do you think supplemental educational services providers should do for students?

What they always doing. They going over they homework and going over they work.

2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?

Yes I do.

3. How do you feel about one-on-one tutoring?

Very good.

4. What is your opinion of group tutoring?

That's good too in some cases.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think both really. Just add their own to the state's.

6. What do you believe should be the minimum credentials for tutors?

2 years of college

7. How do you feel supplemental educational services providers should use professional development?

I guess they use the tutors as the state requires.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yes.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

Yeah I think so; on a average, yeah.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Oh yes.

11. How do you feel the supplemental educational services providers can best help the students?

By seeing them progress, huh?

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

would say teachers help out making sure the homework is done.

Name: Respondent # 4

District: Bayou River Delta Parish School System

School: Site #1

Provider: Local

Date: 3-22-12

Role: __ Parent _x_ Provider Staff __ State Coordinator __ District Coordinator

__ Tutor __ Provider CEO __ BESE Member __ Administrator __ Teacher

Interview Questions:

1. What do you think supplemental educational services providers should do

for students? I think that they're tutors right?...So I think they should be able to just overall help the students improve their knowledge about what they are designated to learn and just overall help improve their grades.

2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?

I think that it could be better. I feel like...I feel like it's not really helping a lot.

3. How do you feel about one-on-one tutoring?

I think it's great. I think it's more encouraging for the student to have like that one person to support them and, I think it's nice. I think there should be more of it.

4. What is your opinion of group tutoring?

That's also good too. It'll help; they'll benefit off each other, they'll learn more from each other, kind a like you know social, I think it's nice as well.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

Maybe a mixture of both.

6. What do you believe should be the minimum credentials for tutors?

Maybe like a high school diploma.

7. How do you feel supplemental educational services providers should use professional development?

Yeah, I think they should. It would be helpful towards them. I think that would be nice.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yes, I think so.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

Yeah. I think so, yeah.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yeah, just to see things are going. Test scores things like that; see how the students are improving.

11. How do you feel the supplemental educational services providers can best help the students?

By encouraging and just supporting the students.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

I think they should have some part in it but I don't really think it should be like a big impact. Helping the child really isn't about the school. So I think they should help some but not really a big impact.

Name: Respondent #5

District: Bayou River Delta Parish School System

School: Site #1

Provider: Local

Date: 3-22-12

Role: Parent Provider Staff State Coordinator District Coordinator

Tutor Provider CEO BESE Member Administrator Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

They should provide a means to help them be successful in life. Make them aware of their surroundings and things that they need to do in the community; to be better, to be great, just to be better citizens to be better students.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

Improvement?

Yes Ma'am. It's like do you think students are doing better as a result of participating in supplemental educational services programs?

I do think that the students that participate in those programs do better; the majority of them. Some of them don't, but I guess that's the norm; but some, yeah I think they do.

- 3. How do you feel about one-on-one tutoring?**

One-on-one tutoring is good for most students. If they had one-on-one tutoring I think they would do better, a lot better with one-on-one; but you know you can't really provide one-on-one for everybody, but if they had it or smaller group settings is better than a big group if it's tutoring.

- 4. What is your opinion of group tutoring?**

Group tutoring, if you're speaking of one level group or a group with multiple levels?

More than one child being taught by one tutor.

I think group tutoring is good, but within the group you still have to do some individualized or one-on-one; within the group, you still have to pull, and I don't know, I don't think that the group should be a large group. You know, not a real large group, but even if you had ten you would still have to do some individualized teaching because all students don't learn at the same rate.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

Well, I think that's a two-sided question. You use your own curriculum, but you still have to meet the state mandated test and requirements. So you just take the state's and adapt it to what you need to do at your own site, or at your own group. You need to go along with what they have but your method of teaching has to be your own way, as long as you are teaching the things they want you to teach.

6. What do you believe should be the minimum credentials for tutors?

The minimum credentials for tutors should be someone who, well I think they should have a high school education at least, and maybe a high school education at least because we do have some high school people who can tutor who are really smart, and they have to be people who are going to gear their education later on in education...you know in the field of education or some kind of child services.

7. How do you feel supplemental educational services providers should use professional development?

No comment

8. In your opinion, is ethics important in supplemental educational services provider programs?

Oh by all means ethics is important because they have to have the roots that's what make them better citizens. I think yeah.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

I think they all could, but I don't think they all are. Maybe because of the teachers who are teaching it, what time of program it is, I don't know – are we talking about a special program?

No ma'am, just in comparing all provider programs. Do you think that all of them reach their goals of help students achieve at the same level? Do you think some programs are behind others? Do you think some programs do a better job than others?

Yes, I think some programs do a better job.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

To evaluate them? I do think they need to be evaluated yes, but on what and whose measures you know that's the thing; but yes I think they need to be evaluated because how are you going to know if they are working if you don't evaluate them? You have to have some type of measure.

11. How do you feel the supplemental educational services providers can best help the students?

Help student to be successful; help students to achieve what they need to complete a grade or...by giving them some enrichment activities as well as education and academics. They need to be well rounded. They need to have those programs in place that's going to take them through everything that will make the whole child.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

The school needs to support...if it's going to be housed at that school they need to support where some of the teachers if we're working...our program is working with those students then we need to have some type of measure they can tell us okay they have this for homework, so that we can you just give us some feedback as to what...collaborative planning-that's it.

Name: Respondent #6

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-27-12

Role: Parent Provider Staff State Coordinator District Coordinator

Tutor Provider CEO BESE Member Administrator Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students**

Help them out with they home work, you know and stuff like that.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

You know, it's helping out good. My little girl she involved and like it so...

- 3. How do you feel about one-on-one tutoring?**

I feel good on that because you know, you know, they learn more from one-on-one.

- 4. What is your opinion of group tutoring?**

I don't think they learn nothing from group tutoring,, I prefer one-on-one.

- 5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?**

Their own.

- 6. What do you believe should be the minimum credentials for tutors?**

It doesn't matter because, you know, they learn the same thing; being going to school or being one-on-one with the kids, they learn the same thing.

- 7. How do you feel supplemental educational services providers should use professional development?**

Well to a certain extent yes.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yes.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

I can't speak because I haven't had any other one.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

They should be evaluated.

11. How do you feel the supplemental educational services providers can best help the students?

Back to the one-on-one tutoring.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

Well, the Local been doing a good job, you know, since she been going so they don't need to help.

Name: Respondent #7

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-27-12

Role: __Parent Provider Staff __ State Coordinator __ District Coordinator
__ Tutor __ Provider CEO __ BESE Member __ Administrator __ Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

I think they should help students with their homework, help them improve on skills they're weak in or not as strong in, they should help them in their everyday life and help improve their everyday life.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

A little more improvement, a little more interaction that's about it.

- 3. How do you feel about one-on-one tutoring?**

One-on-one tutoring is very good. You can sit face to face with the student and you can really focus on just them and not the whole group of students in a classroom.

- 4. What is your opinion of group tutoring?**

Group tutoring it's good also. It can be hard if you're by yourself but if you manage everything right it's not bad either.

- 5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?**

No comment

6. What do you believe should be the minimum credentials for tutors?

Graduated from high school or about to graduate from high school.

7. How do you feel supplemental educational services providers should use professional development?

Should they use it?

Whatever you think. Do you think it's necessary for staff members to go through that type of training before they tutor, or what do you think is necessary in your opinion.

I think it's necessary; you can see where the tutor is; if they're able to tutor someone else.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Ethics is very important because you can...the children can be taught on some things they may not be taught have at home. So I think ethics is very important.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

No, I don't think so.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yes it's very...it should be a requirement.

11. How do you feel the supplemental educational services providers can best help the students?

By first having a positive attitude and they can encourage the students. Cause if the supplemental tutor is not motivated the child may not be motivated either. So the professional should be motivated, energized, and ready to help the student learn something new.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

The school should have...the school should play the major role because the school is with these children most of the time. They're with these children everyday- five days a week. So the school is an important role in the supplemental programs cause they know the kids better, they know some of them on a personal relationship, they know their parents on a personal relationship so I think the school should really be involved.

Name: Respondent #8

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-27-12

Role: _x_ Parent _ Provider Staff _ State Coordinator _ District Coordinator

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

Well I think that it does provide a good service for them. I like how they all stick together, they provide the homework, they help out. It teaches them guidelines above and beyond the school day.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

Yes, I definitely think it does. For instance, my son wasn't on the honor roll before he came here and now he is...one thing, as suggestion would be that the parents to pay a little bit more and they get more snacks everyday because they're always hungry at the end of the day.

- 3. How do you feel about one-on-one tutoring?**

I love it...I love it. It helps my son a whole lot.

- 4. What is your opinion of group tutoring?**

I think that works as well because the students learn how to work as part of a team.

- 5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?**

That's a good one. I would say the state's just because they have the test, you know the LEAP test and everything.

6. What do you believe should be the minimum credentials for tutors?

I think those the parents ask for that should be enough. I wouldn't want to put it on the students grades or anything like that, because a "B" student might want to tutored to get to be an "A" student.

The students who help the kids; do think they should have a certain amount of qualifications, or what are the lowest qualifications you think they should have when they are tutoring students?

I would think that they should have SOME college credits toward education. I wouldn't necessarily say a degree, but some college training toward education.

7. How do you feel supplemental educational services providers should use professional development?

I would suppose more meetings...more workshops, you know.

So you think that it's good?

Yes, of course.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yeah, it really is. Just because, you know, you have so many students from different ethnicities. You want to be able to get on certain levels with students.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

They're different. They're definitely different. I mean it varies from school district to school, I can't say why, but I mean it definitely has an issue to do with the environment, you know, and the community; and more community input is always a good thing.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yes. You definitely want to keep a close eye on everybody.

11. How do you feel the supplemental educational services providers can best help the students?

Patience, discipline and, you know a little bit sincerity...because you never know what these students are going through. Some of them need a little bit more compassion, others a little bit more patience, others a little more discipline. So, it all depends on...you gotta be able to be a little more flexible. You can't just say "I'm a people person"; that doesn't make you good with the kids.

I guess what you're saying is get to know the child and cater to the needs of the child.

Yes, to a certain extent.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

Well they definitely need to work hand in hand. You know you have levels of tutoring that comes directly from the class, you know...they definitely should have some input on the way the students are being tutored and even just watched,

you know. The school rule might be different from the afterschool rules so, that can kinda cause conflict too with a second grader or a first grader, fifth grader, you know.

Name: Respondent #9

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-27-12

**Role: Parent Provider Staff State Coordinator District Coordinator
 Tutor Provider CEO BESE Member Administrator Teacher**

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

The tutoring program?

Yes ma'am.

I guess help with homework ; get the homework done and help, I guess provide a balance like playtime arts and crafts, and stuff like that.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

I think they're doing a good job, but I also think it's the parent's responsibility to reinforce whatever supplemental educational services couldn't provide; or look over. It's not a done deal with the after school.

3. How do you feel about one-on-one tutoring?

I think it's a good thing when it's available. I think it helps the child.

4. What is your opinion of group tutoring?

I think it's good if it's not a large group and all children are willing to participate and understand that it's not one-on-one.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

Whatever works best for the child...whatever gives them a better rate.

So it really doesn't matter, as long as it's helping the student.

Yeah.

6. What do you believe should be the minimum credentials for tutors?

I think they should be knowledgeable in the subject. Well, they don't have to be strong but they can prove that they are knowledgeable in the subject.

Well does that mean they can be a high school graduate or even in high school?

Yeah.

7. How do you feel supplemental educational services providers should use professional development?

I think it's necessary because things change and instructions change, and the way kids are learning change, so I think so.

8. In your opinion, is ethics important in supplemental educational services provider programs?

I think so.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

No, I think it depends on the educators, and I think it depends on the kid. SO I think it's like a case by case basis...some programs are more successful than others.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yeah, to make sure they are on track, and they are hitting the targets, and the kids are getting something out of it.

11. How do you feel the supplemental educational services providers can best help the students?

I think reinforcing the work; and like I said have a balance instead of just work, work, work.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

They should ask the teachers if there is something they would like to do extra after school, like tutoring and make it more beneficial to them; and that way they

will have more qualified tutors in the after school program; because some of the teachers may teach them and work in the afterschool program and I think that helps because the kids know them and the kids are comfortable with them and that helps.

Name: Respondent #10

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-28-12

Role: Parent Provider Staff State Coordinator District Coordinator

Tutor Provider CEO BESE Member Administrator Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

Since it's tutoring I think they help the kids with different subjects they should help them letter better with the subjects they are having problems with.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

Yeah, I very pleased with both of my kids.

3. How do you feel about one-on-one tutoring?

Sometimes it's hard, it's more than one child in the class, but one-one-one the teacher has more time with that one child, you know, versus a group of kids, but it's not a problem having a group, you know a group is good.

4. What is your opinion of group tutoring?

It's okay but it's not like one-on-one tutoring.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think it could be both. Sometimes the teacher might have something better than what the state offers and the kids might learn better you know from the curriculum the teacher has versus what the state is offering.

6. What do you believe should be the minimum credentials for tutors?

No comment.

7. How do you feel supplemental educational services providers should use professional development?

...think the staff should be trained before working with the children.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yeah.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

No, because every teacher does not teach the same and every school is not the same.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Each in a way because some parents don't really care what their child is doing before school and after school and I take caution with my kids being here they been here since pre-K, and I think they should be evaluated.

11. How do you feel the supplemental educational services providers can best help the students?

It can help the students by like I said if they having problem with you know a certain subject the teacher may not be able to help him versus the tutor having one-on one or group time with him ad if it's more than one child they can help each other. The teacher can help explain you know the tutor can help explain. It all depends on that child because some kids learn different than others.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

No comment.

Name: Respondent # 11

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-28-12

**Role: _x_Parent __Provider Staff __State Coordinator __District Coordinator
_Tutor __Provider CEO __BESE Member __Administrator __Teacher**

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

Well – I think that they should help them with their homework basically is what I let my child come for and try to help them in areas that they are weak in that they don't have the chance to get in the classroom with the teacher one-on-one. So those would be my biggest concerns.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

I don't actually see any improvement needed. This is my first year starting it, and I have no complaints they do really good with him, he's a straight "A" student , he reads really well, and he gets one-on-one after school too so I know that's a big part because sometimes I can't do it, I know he can get it here...so far it's been good.

- 3. How do you feel about one-on-one tutoring?**

It helps because you know they have classes with so many kids some teachers can't give them one-on-one time so if they need with some of the students so with

them having it here it's a lot better and it gives them the opportunity to learn here what they couldn't learn in class.

4. What is your opinion of group tutoring?

Group tutoring? It could be good in some areas, with me personally, I just feel I need one-one one and I know my son he's a one-one-one person. Group tutoring could be good too in some cases but I prefer one-on-one.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I would say like both cases because sometimes you know the way you approach it you'll actually get to the student better, but as far as the state because they have to take these state standardized test now I would say (smile) it would be a two-way.

6. What do you believe should be the minimum credentials for tutors?

I honestly don't know. I guess someone who can actually relate to a child first off, and someone that actually knows the subject at hand that they are trying to give to the student. So...

At what level?

I would prefer at least high school. 'Cause you know at college it's different at college, but at least a high school education.

7. How do you feel supplemental educational services providers should use professional development?

In some cases training is necessary like in LEAP testing I would say you know they would need to find out exactly you know what's going to be on the test so

maybe they can train their teachers so they will know what to be working on after school; and in some cases it may not be needed like if it's a child in pre-K it may not be necessary because you already know the fundamentals of what they should be learning. So in some cases yes and some cases no.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yes, it is.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain?

This is my first year, I would hope so but I honestly don't know.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Not really because this is something that is here to help the kids, not to tell you, you know this is how it has to be this way because this is what school is for basically. It's just a helpful hand. No, I don't think so.

11. How do you feel the supplemental educational services providers can best help the students?

I think that they should get with their teachers like on whatever grade-first grade, second grade, or and find out what exactly they learn and find out what exactly the student weakness you know stuff like that. So, it's not they have to actually pinpoint it but you know, just know exactly what is going on in the classroom at that time.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

I think that they should have a role as in helping parents. Like a guess a lot of parents work so this can be a opportunity to give that child the one-on-one they would get at home. You know the parents working so they don't have the time to do it. This is the role what I think they should play. You know kinda help where the parents lag off at.

Name: Respondent #12

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-38-2012

**Role: Parent Provider Staff State Coordinator District Coordinator
 Tutor Provider CEO BESE Member Administrator Teacher**

Interview Questions:

1. What do you think supplemental educational services providers should do for students?

I think they should pick up a continuation of the school day the instructional services like in the evening time pick up on what they left off on, help them with

whatever they're struggling with during the class period when they don't have enough time to do one-on-one.

2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?

I think they're doing very well. Anytime any ideas come about for change is always good but as of right now I would say if I had to ask how I feel about it I'm satisfied.

3. How do you feel about one-on-one tutoring?

Very strong on it because some kids do better when it's just them than versus in a group for several reasons; some kids are shy, some feel intimidated when they may not get the answers right for the other group members. So one-on-one works good.

4. What is your opinion of group tutoring?

Group tutoring can be a plus just depending on what it is they are touching on; you know something that pretty much all the group members can probably participate...the other group members can encourage each other to participate more as well as applaud them for the correct answers. So they can be a plus.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think they should be able to use their own as long as it gears toward what the state is looking for but I think they should be able to use their own.

6. What do you believe should be the minimum credentials for tutors?

I would say some college.

7. How do you feel supplemental educational services providers should use professional development?

I think they...as far as like training should be like continual education training on anything that's current and with anything that may be in existence already just so they'll be able to work with the students better .

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yes.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

No I don't because each program has it's standards. You know some standards...it depends on the qualifications of people you have tutoring.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yeah, just to let them know where they at and get a view from people looking on the outside so if there are any weak areas they can work on...just give them an idea of where they're standing and if they're meeting the purpose for why they're here.

11. How do you feel the supplemental educational services providers can best help the students?

By providing them with as much practice activities that would benefit them for what it is they're learning in school or are going to be learning.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

It would be good if the teachers and principals would be involved, so that way they will know what's going on as well and they would be able to relate with the child and sometime if the school personnel get involved they can let the tutors know what it is they're teaching, that way the tutors will know what they're working on and that way they won't be spinning they're wheels and not knowing what they're touching on. So I think it's a good for both of them to be involved.

Name: Respondent #13

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-28-2012

**Role: Parent Provider Staff State Coordinator District Coordinator
 Tutor Provider CEO BESE Member Administrator Teacher**

Interview Questions:

- 1. What do you think supplemental educational services providers should do**

for students?

I think it's important for them to continue to teach the values that parents do at home...help them like with assignments, help them to grow with each other and how to be socially active.

2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?

Yes, I do (feel as if the programs are doing a good job).

3. How do you feel about one-on-one tutoring?

I think it's a good idea.

4. What is your opinion of group tutoring?

I think that's a good idea too because they can learn from other students as well.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think it should be a combination of both.

6. What do you believe should be the minimum credentials for tutors?

Kinda hard to say...no comment

7. How do you feel supplemental educational services providers should use professional development?

I'm not sure how they should use it but I do think it's important that they have it...additional training.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yeah.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

I'm not sure about that.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yeah I think it's important because if there is some improvement that needs to be done you can put your input in.

11. How do you feel the supplemental educational services providers can best help the students?

So far I have no complaints, I think they're doing a good job.

This question is asking like whatever services they get, which services that are available are the best for the students in really helping to address their academic needs.

One-on-one tutoring

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

I think it would be a big help if the school contributed.

Name: Respondent #14

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-29-2012

Role: __Parent __Provider Staff __State Coordinator __District Coordinator
__Tutor __Provider CEO __BESE Member __Administrator xTeacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

I think they should help the students with any additional homework that they have and any questions they may have from class that they have confusion with then extracurricular activities that they may want to do like learning how to play together well, and those types of things. Oh, and bringing them on field trips because the school does not always have a chance to do that.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

I really don't have a view about that because I'm not really sure of what the rate of improvement should be...one thing I think they need to improve on is the discipline – they need to tighten up a bit on that a little bit.

- 3. How do you feel about one-on-one tutoring?**

I think one-on-one tutoring is definitely needed because some kids don't get that at home, and I know that at the Local some people are able to get that one-on-one

tutoring with the kids and they feel like they're getting the attention that they need. A lot of times the classroom teacher is not able to give them that one-on-one instruction. Something they might miss in class, that one-on-one tutoring can clear it up for them.

4. What is your opinion of group tutoring?

Group tutoring is fine to a certain extent. I would think it would be fine with a homogeneous group; meaning that all the kids are basically on the same level. But if you have like a high kid and a low-low kid and then some scattered all in between makes it a lot more difficult. I really agree with the one-on-one tutoring a little bit better.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think it's best to use the state's with the grade Level Expectations for the kids. I understand that they probably want to use their own, but that has to related to what they're doing in school. So I think, as an educator, I would definitely say the state's standards (GLE's) especially with them going to common core standards next year because they could be working on something hear and that's totally different in the classroom. I think they should use the state standards.

6. What do you believe should be the minimum credentials for tutors?

I think a tutor should at least, especially dealing with elementary students, at least have graduated from high school; and I say that because you can actually benefit from younger people helping.

7. How do you feel supplemental educational services providers should use professional development?

I think they definitely need some training.

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yes, it definitely is.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

Now that I'm not really sure of. I don't think they do, but as for research that I've seen I haven't seen it, so I can't answer that question.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Oh yes. Just like everything else is being evaluated, they need to be evaluated too just to make sure they're being effective... you want a high quality program and the only way you're going to know that is if you evaluate them. I not saying it needs to be a strict evaluation , but we need to know how the kids are benefitting from the program.

11. How do you feel the supplemental educational services providers can best help the students? I think that they can best help the students by giving them that extra push that they need. Especially after school when many of them would go home and not have that support. So that extra support that they give the kids after

school and that leadership and guidance, I think that's the best way they can help them.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

I definitely believe that the school should have some input because the way that the school operates they have to have the staff to be on the same accord. You can't have the program doing one thing and then the school doing something different. They have to be on the same accord. So I definitely think there should be a meeting between the school and the program...the school and the program should definitely have a good rapport.

Name: Respondent #15

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-29-2012

Role: Parent Provider Staff State Coordinator District Coordinator

Tutor Provider CEO BESE Member Administrator Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

Tutorial educational services that compliment the regular program.

2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?

The current rate of improvement...I think it's done well. I think they're trying to connect with the daily activities and make sure that the kids are performing well on work and making sure it supplements their activities as well, not just education but other activities like music drama, etc.

3. How do you feel about one-on-one tutoring?

I think that's great. I think it kinda helps to customize their needs based on the child's needs.

4. What is your opinion of group tutoring?

I think group tutoring is more general, I think it should be at least supplemented by the one-on-one. Group tutoring has it's place but I think one-on-one gets to the fundamentals of the child.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

I think as a part of developing their own curriculum it should be taken under consideration what the needs are of the public school system, which is the state. Either one would be appropriate if they would make sure their own encompasses the needs of the state's.

6. What do you believe should be the minimum credentials for tutors?

At least a degree, a degree in some type of educational program-higher educational program – some type of educational degree...at least a high school diploma or some kind of educational degree.

7. How do you feel supplemental educational services providers should use professional development?

Whatever professional development they get needs to be focused on the services they're trying to provide for the children so that it can be used. They want to make sure they train the staff on things they will be doing...

8. In your opinion, is ethics important in supplemental educational services provider programs?

Yeah, I do believe they're very important.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

I think that that is subjective. I think it is subjective based on the people who administer the services. So I think that could be very diverse.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yes, absolutely. Parents and then other educational services providers need to evaluate them. I think consistently by some governing body of that type of educational services.

11. How do you feel the supplemental educational services providers can best help the students?

One of the things I know is lacking in general public school systems is and private I'm sure, I'm familiar with public I know just generally one of the things they can help with is to have more of a counseling role with the children, or socioeconomic development of the child to help more moral and ethical issues. I know that there are not a lot of educational programs today in the education system that are like that – I know that reaches into the personal areas of the child's life and things like that but if the parent would consent to allow the child to go through those type of ... or be exposed to just basic moral issues that happen every day you know. I think there needs to be a little bit more outreach as far as that's concerned because we don't have enough counsel on a regular basis. They expect kids to perform , but then they don't take into consideration, you know, that each child is an individual and have their own individual lives that are impacting that child that are inhibiting them from learning. So we gotta try, if we really want to improve the educational system and if we want to improve our scores and how well our children do in school I think there needs to be some kind of outreach assistance program or counseling program that's a little more formative than what it is now.

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

Similar to answer #11.

Name: Respondent #16

District: Bayou River Delta Parish School System

School: Site #2

Provider: Local

Date: 3-29-2012

Role: Parent Provider Staff State Coordinator District Coordinator

Tutor Provider CEO BESE Member Administrator Teacher

Interview Questions:

- 1. What do you think supplemental educational services providers should do for students?**

Well, supplemental educational services providers should allow students extra enrichment with things that they have problems with during the average school day. Maybe if there's something that the teacher cannot cover during that period, then the supplemental educational services would be good to provide enrichment for those students.

- 2. What are your views about the current rate of improvement; and what it should be for students enrolled in supplemental educational services?**

I think that right now everything is very...it's been great. It's been a great asset for the kids. For my child it's her second year here, and you can tell the growth from when she started to where she is right now. I can't praise them enough for the services they have provided this far.

3. How do you feel about one-on-one tutoring?

I think...again it goes back to the overall supplemental educational services in which they provide that extra time that the teacher can't provide during that period. So the one-on-one tutoring is excellent as well. Either one-on-one or small groups will be good.

4. What is your opinion of group tutoring?

It's the same thing. Sometimes you may have kids having the same problem. So, they can help each other out along with the teacher.

5. Which do you think supplemental educational services providers should use; their own curriculum, or the state's?

Whoah (smile)...well you judge by the state's curriculum. So I would say the state curriculum.

6. Which do you believe should be the minimum credentials for tutors?

Well...I'm a little different on that I've been in the education system and I've seen it both ways. It's the ability to reach that child, you know. Sometimes you may have...just because you're smart don't make you a good teacher; it just makes you smart. So I look at the overall rate of what you bring to the table with that kid. It could be a high school student. If they have the ability to reach my child, then that's who I want to work with my child.

7. How do you feel supplemental educational services providers should use professional development?

I guess you could use it for other creative ways to reach students. You know education is ever changing, so I think that would be one of things they have to have.

8. In your opinion, is ethics important in supplemental educational services provider programs?

You have to have a code of ethics in everything that you do.

9. Do you believe all supplemental educational services provider programs have the same success rate of improving student achievement? Explain.

I think in the realistic world that's not true.

10. Do you feel it is necessary to evaluate supplemental educational services provider programs? Why? Why not?

Yes.

11. How do you feel the supplemental educational services providers can best help the students?

No comment

12. What role, if any, do you think a student's school should have in supplemental educational services tutoring?

No comment.

APPENDIX B. ANALYSIS MATRIX

Research Question <i>How can a new and emerging SES program in Louisiana be helped to attain state standards that characterize effective SES provider programs?</i>	Status of Staff Morale	Status of Student Attitudes	Status of Stakeholder Attitudes (Parents, CEO, LDOE)	Researcher Journal Notes	Interview Notes	Observation Notes
Used prescribed curriculum	Staff was open and honest.	Students were not asked to interview. Attitudes, in general, were very good.	The attitudes of parents and each program administrator were good. The state department, however, chose not to participate in the interview process. The board member expressed concern only for effectiveness	Neither Site I nor Site II showed evidence of using the state's curriculum. The state's practice test was reviewed via computer and handout.	Interviewees did not express use of any one curriculum, but did state preference for combined curriculum.	Attitudes of parents and each administrator were very good, regardless to the type curriculum used. The provider curriculum varied significantly from that of the state.
Employed only 4-year degreed tutors	All staff chose to prefer tutors with the ability to relate.	N/A	No preference	Fourth grade tutors were certified teachers	No preference (the ability to reach the child was top priority)	Site I and Site II fourth grade tutors were degreed.
Offered ELL services	N/A	N/A	N/A	N/A	N/A	N/A

(p.166cont'd)

Supplied professional development for tutors	Staff stated a need	N/A	N/A	Not observed	Stated as necessary	Not observed
Provided both math and reading tutoring	N/A	N/A	N/A	N/A	N/A	N/A
Supplied one-on-one tutoring	N/A	N/A	N/A	Not observed	Preferred choice	N/A
EIA Code of Ethics	Staff stated need	N/A	N/A	Not observed	General consensus	Not observed

Note: The Data Analysis Matrix includes a combination of data results from the Triangulation Matrix, and Checklist.