



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Supplemental Education Services Annual Evaluation Report 2011-12



Prepared by:

John J. Usera, Ph.D. & Associates, Inc.
1010 Ball Park Road, Suite 9
Sturgis, SD 57785-0174

Table of Contents

Executive Summary 3

Introduction 6

Guiding Questions for Evaluating SES Providers 9

Methodology 10

 Effectiveness Measures 10

 Customer Satisfaction Measures 11

Findings 11

 Demographic Profile 11

 Monitoring 31

 Principal Questionnaire Results 32

 Classroom Teacher Questionnaire Results 34

 Parent Questionnaire Results 35

 District SES Administrator Results 36

 SES Provider Feedback 41

Conclusion 44

Recommendations 46

Appendix

 A : Provider Application 47

 B: Summary Report - Reading Score Difference T-test Analysis 60

 C: Summary Report - Mathematics Score Difference T-test Analysis 63

 D. Reading Plus Evaluation Report 67

 E. Graphic Summation of Reading Plus Results 77

 F. Impact of Reading Plus on DakotaStep (CRT) Scores 83

South Dakota Department of Education Supplemental Educational Services Annual Evaluation Report ■ 2011-12

Executive Summary

The South Dakota Department of Education commissioned the evaluation of the Supplemental Education Services (SES) providers for the 2011-12 school year. The purpose of the evaluation was to determine:

- 1 Do the schools and school district in Level II school improvement provide parents the opportunity to enroll their children in supplemental education services?
- 2 Are supplemental education service providers implementing their programs in the South Dakota schools and districts?
- 3 How effective are the supplemental education services in South Dakota schools and districts?
- 4 As a result of the supplemental services received, do the student participants demonstrate achievement growth as measured by the Dakota STEP assessments in mathematics and reading?

Supplemental educational services are provided free of charge to eligible students (n ≈ 8,600) outside of the regular school day. According to non-regulatory guidance issued by the U.S. Department of Education, such services must be “designed t increase academic achievement of students in schools in need of improvement. These services:

*. . . must include academic assistance such as tutoring, remediation and other educational interventions, provided such approaches are consistent with the state’s academic content standards. Supplemental education services must be of high quality; research based, and specifically designed to increase student academic achievement.*¹

¹ U.S. Department of Education (2005). *Supplemental educational services: Non-regulatory guidance*. Report No. ED/OPBE-91-34 Washington, DC: Author.

In order to determine if SES is an effective intervention strategy for students who need additional instructional support, the evaluation undertaken explores how students improvement upon the state mandated criterion referenced tests in reading and mathematics (Dakota STEP) administered each spring. Additionally, the evaluation procedures explores the level of satisfaction with the services provided by the approved providers by parents, administrators and teachers. The combination of the quantitative analysis of the student's scores on the state assessments over a two year period and input from the users of the providers' intervention strategies, gives the South Dakota Department of Education insight and evidence regarding the effectiveness of the SES programs within the state. It serves to answer a set of critical evaluation questions regarding the impact of SES on South Dakota students requiring academic assistance.

Dakota STEP data was analyzed by providers, grade levels, and school districts for the participating students. Results from the spring 2011 and spring 2012 Dakota STEP were compiled and statistical tests showed that there was a statistically significant positive improvement in the standard scores from 2011 to 2012 in the area of mathematics for the participating students ($p < 0.0001$). In the area of reading there the reading level showed no statistical improvement from 2011 to 2012 assessment scores for all participating students ($p < 0.183$). Positive significant changes were noted from all grade levels in the mathematic scores from 2011 to 2012. In the area of reading, there were either no significant decreases or increases in the Dakota STEP reading scores over the one year period. Less than half of the school districts (46.2%) showed that their students improved in both reading from 2011 to 2012. While 100% of the school districts showed an improvement in the DakotaStep mathematics assessment scores.

The small representative sample of teachers ($n = 18$) and principals ($n = 5$) responded to a questionnaire regarding the providers in their respective schools. They reported mixed satisfaction with their SES providers. About half of the teachers and principals were in regular contact with their providers, but both teachers and principals asked for more communication and reporting of student progress on a regular basis especially in the areas of attendance and academic achievement. Two thirds (61.1%) of the responding teachers believed that the providers were addressing student's academic skill needs and 38.9% of the teachers reported not receiving any information from the provider about their student's progress.

All of the providers stated that good district communication contributed to their success within a school district. Additionally giving parents a choice of provider (83.3%), demonstrating improved student academic performance (91.7%) and parent communication (83.3%) were equally good contributions to the success of their services within the district.

When asked about the challenges for the providers, parent communication was highlighted by 50.0% of the respondents. Linked to this was getting information to parents about SES (33.3%). A challenge was student attendance (25.0%). This was noted by the administrators and teachers as an issue. Some teachers (16.7%) reported that communication between classroom teacher and SES provider was a challenge. The providers reported that the majority of the communication was performed through email, direct mail, and telephone calls.

Overall, SES appear to be effective in improving students' academic achievement in mathematics. The reading areas for all grade levels did not show any gains over a the intervention period. This has been consistent with findings from previous years. There were a set of recommendations made by the evaluator to improve the reporting process and to assure an accurate assessment of the supplemental education services being provide to the eligible children in South Dakota.

South Dakota Department of Education

Supplemental Educational Services

Annual Evaluation Report ■ 2011-12

Introduction

Among the primary accountability measures of the No Child Left Behind Act of 2001 (NCLB) is the requirement for schools to make “adequate yearly progress” (AYP) toward bringing all of their students, categorized by subgroup, to proficiency in mathematics and reading by the end of the 2013-14 school year. Schools that do not make AYP for two consecutive years are identified as being *in need of improvement* or in School Improvement Level I status. Once identified as being in need of improvement, schools are required to offer low-income students the option of transferring to a school that has not been identified as being in the need of improvement. Schools that fail to meet AYP for three consecutive years are categorized as being in School Improvement Level II are required to offer supplemental education services (SES) , in addition to the transfer option, to their low-income students.²

Title I, Section 1116(e) explains that supplemental education services (SES) are “additional instruction designed to increase the academic achievement of students in schools in need of improvement. These services may include academic assistance such as tutoring, remediation, and other educational interventions...”³ Supplemental educational services are provided outside of the regular school day to increase student achievement and may include assistance such as tutoring, remediation, and other academic interventions. Parents of eligible students may obtain these services from their child free of charge from an approved SES provider of their choice. The South Dakota Department of Education are responsible for

² Government Accounting Office (2006). *No Child Left Behind Act: Education actions needed to improve local implementation and state evaluation of supplemental education services*. Report No. GAO 06-758. Washington, DC: Author.

³ U.S. Department of Education (2002). *No Child Left Behind Act: Title I Improving the academic achievement of the disadvantaged*. Public Law 107-110. Washington, DC: Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students.

approving SES providers and providing local districts with a list of the approved providers serving the area.⁴

The supplemental education services must be designed to increase academic achievement of students in schools in need of improvement. These services

*. . . may include academic assistance such as tutoring, remediation and other educational interventions, provided such approaches are consistent with the content and instruction used by the local education agency (LEA) and are aligned with the state's academic content standards. Supplemental education services must be of high quality; research based, and specifically designed to increase student academic achievement.*⁵

Supplemental educational services can be provided by a variety of entities, including non-profit groups, for-profit companies, local community programs, private schools, charter schools, national organizations, faith-based groups, public schools, school districts, and colleges or universities. However, providers must be approved by the state before they can begin offering services.

South Dakota Department of Education (DOE) issued a request for proposals for agencies to provide supplemental education services due on March 18, 2011. (Appendix A) The proposals were reviewed by a team of eight educators on April 7 and 8. The reviewers received training on the guidance for selecting providers and the use of the reviewer's checklist. Two team members reviewed each application. If the review resulted in a significant difference between the scores, then a third team member reviewed the applicant and an average score was assigned to the application. The applications were reviewed based on several criteria. These included a description of the program, staffing, research based and program effectiveness, assessment and monitoring of students, and financial and organizational

⁴ U.S. Department of Education (2007). *Giving parents options: Strategies for informing parents and implementing public school choice and supplemental education services under no child left behind*. Washington, D.C.: Author, Office of Innovation and Improvement.

⁵ U.S. Department of Education (2005). *Supplemental educational services: Non-regulatory guidance*. Report No. ED/OPBE-91-34 Washington, DC: Author.

capacity. The provider was asked to show evidence that the program is aligned to the state standards in the areas of reading and mathematics. The criteria checklist and scores were submitted to the DOE staff for a final review and to resolve any major discrepancies in the application.

Once the SES provider had successfully completed the request for proposal and successfully completed the review process and met the requirements for being an approved service provide, the provider was placed on the DOE approved provider list. The local educational agency (LEA) is required then to notify parents when the LEA has reached Level II of school improvement and offer supplemental education services for their child. Parents may elect or not elect to have their child participate. Upon receipt of acceptance for supplemental education services, the LEA contacts the SES providers and services are contracted for the child. The services are paid by the LEA through allocated Title I funds. The services are provided before or after school. Depending on the provider, services may be implemented in the school or home.

The purpose of this report is to provide data and information regarding the implementation of supplemental education services in South Dakota during the 2011-12 school year. For the reporting period, there were 27 authorized providers in South Dakota that made their services available to 8,041 eligible students residing in 13 school districts. Thirty percent (30.2%) or 2,425 of the students actually participated in one or more of the services. The providers ranged from computer-based programs to face-to-face tutoring.

Guiding Questions For Evaluating SES Providers

To effectively monitor SES providers, the South Dakota Department of Education in collaboration with the Institute for Educational Leadership & Evaluation, develop a set of guiding questions and protocol to measure the impact of the SES provider's services. The guiding questions for evaluating supplemental educational service providers were aligned with Center on Innovation & Improvement suggested strategies.⁶ There were four major questions asked:

1. Did the provider increase student achievement in reading, language arts, and mathematics? [Effectiveness]
2. Are parents of students who receive SES satisfied? [Satisfaction]
3. Are school administrators and teachers satisfied with the SES providers in meeting student academic needs? [Satisfaction]
4. Did the provider comply with applicable South Dakota and district laws and contractual procedures associated with the delivery of SES? [Compliance]

The providers were informed of the expectation to demonstrate effectiveness of their respective programs in serving all types of students including English language learners (ELL) and students with special needs and disabilities. Depending upon the specific locations, delivery methodologies, and resources, the providers were expected to provide information and data about:

1. Tutors' experience and qualifications;
2. The amount of tutoring time students received;
3. The individualized instructional strategies used;
4. Instructor to student ratios and grouping formats;
5. Communication protocols with parents and teachers;
6. Promised transportation of students to and from tutoring; and
7. Promised materials and support systems for the students.

⁶ Harmon, J., Ross, S. & Potter, A. (2006). *Evaluating supplemental educational service providers: Suggested strategies for states*. 2nd Edition. Lincoln, IL: Center for Innovation & Improvement.

Methodology

To address the evaluation questions, the IELE collected data from SD DOE on four monitoring requirements imposed by the U.S. Department of Education. These requirements included measurement of program effectiveness, parent and client satisfaction with services, system for collecting information from the stakeholders (parents, teachers, administrators, and providers), and measurement of student progress.

Effectiveness Measures

Measures of impact on student academic achievement are critical to a state's evaluation of SES providers. This is especially true because the No Child Left Behind Act requires that, a minimum, states remove providers from their approved list if the provider fails to increase students' achievement for two consecutive years.⁷ Data was collected using the Dakota Step to measure annual progress in the areas of reading and mathematics in addition to supplementary individualized assessments, and provider developed assessments to document improved academic achievement.

Many of the providers used pretest and posttest scores to measure changes in student's achievement. The pretest scores served as a guide for developing individualized instructional strategies by the many of the providers. In some case the pretest was used as a diagnostic or screening tool to determine what level and components of instruction were need by the individual student. The validity and reliability of supplementary individualized assessments were monitored and substantiated by the providers when requested. Some of the supplementary assessments were administered at the school site, but in the majority of the cases it was administered during the tutoring period of instruction both on-line and face-to-face.

Provider developed assessments to measure student progress were used in conjunction with specific curriculum materials. The objectivity and validity of the scores could be compromised when the providers themselves were asked to administer and score the tests that would be used to judge the effectiveness of their inventions. For many of the providers,

⁷ U.S. Department of Education (2006). Supplemental educational services non-regulatory guidance. Washington, DC: Author.

these tests served as a diagnostic and formative role rather than a true assessment of achievement.

Customer Satisfaction Measures

Parents, families, and students are SES providers' most important customers. Teachers and school administrators were viewed as passive customers of the SES providers. For the school it was important that program was satisfactory or excellent in helping students receive quality services. To collect information on customer satisfaction regarding the SES providers the **Comprehensive Assessment Systems (CAS)**, a web-based Survey Monkey system, was designed and implemented by South Dakota Department of Education. The CAS included a District Administrator Survey, a SES Provider Survey, a Teacher Survey, a Principal Survey, and a Parent Survey.

All the providers and the schools were contacted to complete the CAS surveys and provide documentation and logs regarding the students served. Additionally, observation and interview protocols were developed to determine the level of provider satisfaction and the quality and status of the implementation of services by the providers.

Findings

Demographic Profile

Data was collected by the South Dakota Department of Education on 2,200 students during the 2011-12 school year. Students who were enrolled in any SES provider's program were tracked using their Student Identification Membership number (SIMS). Data included assessment scores from the Dakota STEP state assessment and the providers' assessments. In the 2011-12 school year, data was collected from 45 schools located in 13 school districts.

Table 1.0 shows the distribution of reports and surveys returned to the South Dakota Department of Education. There were 8,041 eligible students from the reporting school districts for supplemental educational services. Two thousand four hundred twenty-five (n = 2,425) students enrolled in SES during the 2011-12 school year or 30.2% of the eligible students used the services. In 2009-10 school year 1,249 students participated in SES out of 7,615 eligible students or 16.4% of the eligible students. In 2010-11 school 1,940 students participated in SES or 23.0% of the eligible students. The percentage change from 2010-11 to 2011-12 was 31.2% (n = 440 students).

Shannon County School District reported a 100% participation rate while Chamberlain School District had a rate of participation at 53.1% (n = 34) followed by Sioux Falls School District at 36.5% (n = 687) and McLaughlin School District at 33.7% (n = 94). The largest number of students served were in Sioux Falls School District (n = 687), Rapid City School District (n = 455) and Shannon County School District (n = 644). Only Watertown School District reported serving less than ten students during the 2011-12 school year.

For 2010-11, a total of 99 classroom teachers completed a survey regarding SES, while 15 principals completed a survey. The percentage of teachers completing the survey from the previous year increased by 20.7% while the percentage of principals completing the survey decreased by 66.7%. In the 2009-10, 82 teachers and 25 principals completed the SES survey. Twelve district administrators completed a satisfaction survey in 2010-11 as compared to 24 administrators in the previous year.

For 2010-11, a total of 279 parents completed a survey regarding SES. In 2009-10, 18 parents completed the survey. The questionnaires asked questions about the delivery and quality of services from the providers and the participating schools.

Table 2.0 shows the number of students served by 12 of the providers used by eligible school districts. Tables 1.1 and 2.0 present data reported by the providers. Table 2.1 and Table 2.2 show the reported administrator county of the number of students served by 26 of the SES providers. The provider Acadamia.net reported the highest SES use by 506 participating students. The school administrators reported a similar high level at 430 students for Acadamia.net. *A Math Companion* [providers report = 281 students and administrators report = 289 students] and *Sioux Falls Skills Center* [providers report = 283 students and administrators report = 285 students] had the next two highest participation rate.

Table 1.0 Distribution of Surveys & Reports Submitted To The South Dakota Department of Education School District Reports ■ 2011-12									
District	SES District Adm	Principal Survey	Teacher Survey	Parent Survey	Average Number of Providers Used Per District	Number of Eligible Students¹	Number of Students Receiving Services	Number of Students Not Using SES	Percent of Students Served
Andes Central	2	0	0	1	1	123	13	110	10.6%
Bennett County	1	2	6	2	8	242	61	181	25.2%
Chamberlain	1	0	1	1	3	64	34	30	53.1%
Eagle Butte	2	0	0	0	2	360	75	285	20.8%
McLaughlin	1	0	0	0	3	279	94	185	33.7%
Mobridge-Pollock	1	1	3	0	4	214	24	190	11.2%
Oelrichs	1	0	0	0	3	75	17	58	22.7%
Rapid City	2	0	0	0	18	1,632	455	1,177	27.9%
Sioux Falls	2	0	0	0	14	1,881	687	1,194	36.5%
Todd County	1	0	0	0	10	2,008	306	1,702	15.2%
Shannon County	1	2	8	0	14	644	644	0	100.0%
Wagner	1	0	0	0	4	243	15	228	6.2%
Watertown	1	0	0	0	1	276	8	268	2.9%
TOTAL	14	5	18	3	7.5	8,041	2,425	5,616	30.2%

¹ Based on 3rd to 12th grade enrollments for eligible Title I schools within the identified school district.

**Table 1.1
Distribution of Surveys & Reports Submitted To The South Dakota Department of Education
Provider Reports ■ 2010-11**

District	SES District Adm	Principal Survey	Teacher Survey	Parent Survey	Average Number of Providers Used Per District	Number of Eligible Students¹	Number of Students Enrolled	Number of Students Not Using SES	Percent of Students Served
Andes Central	3	0	12	2	3	123	28	95	22.8%
Belle Fourche	0	0	0	1	1	182	8	174	4.4%
Bennett County	0	1	7	0	7	244	84	160	34.4%
Eagle Butte	0	0	0	0	2	346	102	244	29.5%
Huron	2	0	2	26	5	57	57	0	100.0%
McLaughlin	1	1	5	8	3	290	101	189	34.8%
Oelrichs	1	0	0	5	1	15	4	11	26.7%
Sisseton	0	0	0	0	3	390	67	323	17.2%
Rapid City	2	4	15	139	16	1,816	457	1,359	25.2%
Sioux Falls	0	0	0	65	11	1,780	469	1,311	26.3%
Todd County	2	5	36	31	6	1,898	388	1,510	20.4%
White River	0	0	0	0	2	350	102	248	29.1%
Smee	1	1	3	1	2	203	10	193	4.9%
Shannon County	0	3	19	1	7	608	296	312	48.7%
Watertown	0	0	0	0	3	270	6	264	2.2%
TOTAL	12	15	99	279	4.8	8,572	2,179	6,393	25.4%

Table 2.0
SES Providers
Number of Students Served By Providers
(Self-Reported)

District	1 Stop	Babbage Net	Academia Net	SF Skills Center	Club Z	Achieve HP	MG Tutoring	Math Comp.	Home Advantage	Student Nest	Educate Online	Accel Online	Total
Andes Central	13												13
Bennett County	24	3				3		17			1		48
Chamberlain	9		15					13					37
Eagle Butte						16		44		49			109
Huron			34			42		17				3	96
McLaughlin	27		28				25						80
Mobridge					3		5						8
Oelrichs	13		8										21
Rapid City	4	7	57		8	1			3	46	6		132
Shannon Cty	171	5	48		13	22		169		16	25	5	474
Sioux Falls		1		283	50	4			132	5	35	10	520
Sisseton													0
Smee			27			7							34
Todd Cty			196			3	20	12		3	8		242
Wagner			8			1		6					15
Watertown								3					3
White River			85				3						88
Total	261	16	506	283	74	99	53	281	135	119	75	18	1920

**Table 2.1
School District Administrators
Number of Students Receiving Services
(Self-Reported)**

District	1 Stop	Babbage Net	Academia Net	SF Skills Center	Club Z	Achieve HP	MG Tutoring	A Math Comp.	Home Advantage	Student Nest	Educate Online	Accel Online	Total
Bennett County	24	7				3		17			1		52
Chamberlain	9		12					13					34
Eagle Butte						11		37		27			75
McLaughlin	31		25					35					91
Mobridge					6			5					11
Oelrichs	9		7										16
Rapid City	17	7	50		12	1			17	62	6	1	173
Shannon County	171	22	47		5	2		159		16	7	8	437
Sioux Falls		7		285	50	4			130	3	29	8	516
Todd County			196			3	20	17		3	8		247
Wagner			8			1		3					12
Watertown								3					3
White River			85										85
Total	261	43	430	285	73	25	20	289	147	111	51	17	1752

**Table 2.2
School District Administrators
Number of Students Receiving Services
(Self-Reported)**

District	Tutorial Services	ATS Project Success	BHSS	Excel Achiev.	FFR	Focus FT	Group Excell	Ivy League Tutor	Keep Hope Alive	SCSD	Reading Plus	Sylvan RC	Sylvan SF	Tutor Co LLC	Total
Bennett County	4						3					2			9
Chamberlain															0
Eagle Butte															0
Huron															0
McLaughlin															0
Mobridge	9											1			10
Oelrichs	1														1
Rapid City	52	9	20			8	3		2		46	51		76	267
Shannon County	24	3			56					9		73			165
Sioux Falls	17			20				3					64	6	110
Todd County	20	6						4				29			59
Wagner													3		3
Total	127	18	20	20	56	8	6	7	2	9	46	156	67	82	624

**Table 3.0
Distribution of Students by Ethnicity & School District
2011-12**

School District	Asian	Black	Hispanic	American Indian	White	Other	Total
Andes Central	0	0	0	17	4	4	25
Bennett County	0	1	3	37	7	3	51
Chamberlain	0	0	0	21	7	4	32
Eagle Butte	0	0	0	73	0	1	74
McLaughlin	0	0	0	67	3	0	70
Mobridge-Pollock	0	0	0	13	5	0	18
Oelrichs	0	0	0	16	2	0	18
Rapid City	3	10	47	206	84	10	360
Shannon County	0	0	5	441	3	0	449
Sioux Falls	52	222	162	28	186	5	655
Sisseton	0	0	0	17	31	0	48
Todd County	1	1	0	197	10	1	210
Watertown	0	0	0	1	2	1	4
White River	2	1	0	51	9	0	63
TOTAL	58	235	217	1185	353	29	2,077
Percent	2.8%	11.3%	10.4%	57.1%	17.0%	1.4%	100.0%

In 2009-10, 31.6% of the students were White and 43.3% were American Indian. The most diverse student population was reported by Sioux Falls and Rapid City, while the majority of sites report at least two different ethnic groups. Andes Central, Bennett County, and White River reported high numbers of American Indian students due to their location on or near an Indian Reservation. In addition, 47.1% of the students (n = 588) were female and 52.9% (n = 660) were male. One in five students (21.5%, n = 268) had disabilities and 33.6% (n = 314) were identified as special education students.

In 2010-11, 23.7% (n = 456) of the students were White and 54.1% (n = 1,042) were American Indian. The most diverse student populations were reported by Sioux Falls and Rapid City, while the majority of sites report at least two different ethnic groups (Table 3.1). Andes

Central, Bennett County, Eagle Butte, Todd County, and White River reported high numbers of American Indian students due to their location on or near an Indian Reservation. In addition, 52.0% of the students (n = 1,001) were female and 48.0% (n = 926) were male. One in five students (23.1%, n = 268) had disabilities and 22.7% (n = 445) were identified as special education students.

In 2011-12, 17.0% (n = 353) of the students were White and 57.1% (n = 1,185) were American Indian. The most diverse student populations were reported by Sioux Falls and Rapid City, while the majority of sites report at least two different ethnic groups (Table 3.0). All the districts reported high numbers of American Indian students except for Watertown. The gender distribution was 49.0% female and 51.0% male.

Table 3.2							
Distribution of LEP Students By Ethnicity & School District							
2011-2012							
School District	Asian	Black	Hispanic	American Indian	White	Other	Total
Andes Central	0	0	0	1	0	0	1
Eagle Butte	0	0	0	3	0	0	3
Huron	54	0	11	0	0	0	65
Mclaughlin	0	0	0	5	0	0	5
Rapid City	0	0	2	1	0	0	3
Shannon County	0	0	0	81	0	0	81
Sioux Falls	44	166	124	16	17	0	367
Sisseton	0	0	0	9	0	0	9
Todd County	0	0	0	93	2	0	95
Watertown	0	0	0	0	0	1	1
White River	0	0	0	2	0	1	3
TOTAL	98	166	137	211	19	2	633
Percent	15.5%	26.2%	21.6%	33.3%	3.0%	0.3%	100.0%

Table 3.2 shows the limited English proficient (LEP) students participating in a SES program. The majority of the LEP students were American Indian (33.3%) while Black students

formed the second largest LEP group at 26.2% of all the LEP students. Hispanic students made up the third largest ethnic group at 21.6%

Table 3.3 shows the reported number and percentage of students with disabilities served by SES in 2009-10. One in five SES participating student (17.7%, n = 426) were reported to have some type of disability. Sioux Falls served the largest percent of the disabled students (34.3%, n = 146) while Shannon County had the next highest group at 20.2% (n = 86). White students (24.2%) and American Indian students (56.1%) were identified as the ethnic groups with the largest number of SES participating students with disabilities.

Table 3.3							
Distribution of Students With Disabilities By Ethnicity & School District							
2011-2012							
School District	Asian	Black	Hispanic	American Indian	White	Other	Total
Andes Central	0	0	0	3	0	0	3
Bennett County	0	0	2	11	0	0	13
Chamberlain	0	0	0	3	1	1	5
Eagle Butte	0	0	0	17	0	0	17
Huron	2	0	0	0	4	0	6
Mclaughlin	0	0	1	15	0	0	16
Mobridge-Pollock	0	0	0	2	1	0	3
Oelrichs	0	0	0	4	0	0	4
Rapid City	1	3	6	33	18	2	63
Shannon County	0	0	2	82	2	0	86
Sioux Falls	7	33	24	12	70	0	146
Sisseton	0	0	0	8	5	0	13
Todd County	0	0	0	36	0	0	36
Wagner	0	0	0	2	0	0	2
Watertown	0	0	0	1	0	0	1
White River	0	0	0	10	2	0	12
TOTAL	10	36	35	239	103	3	426

The 2010-11 SES Evaluation Report showed similar findings. One in five students (22.9%, n = 445) were reported to have some type of disability. Sioux Falls served the largest percent of the disabled students (35.1%, n = 156) while Rapid City had the next highest group at 20.7% (n = 92). White students (32.6%) and American Indian students (47.6%) were identified as the ethnic groups with the largest number of students with disabilities served through SES.

The *Dakota STEP* results were used as an annual comparison of student progress. Students in grades three through eight, and 11 are tested in the spring of each year in the areas of reading and mathematics. Students who are in kindergarten through second grade are not tested. Table 4.1 shows the two-year descriptive statistics of the students' reading scores by school districts. Table 5.1 shows two-year descriptive statistics of the students' mathematics scores by school districts. A measurable outcome of students participating in SES is to provide additional academic support so that students will be able to improve their *Dakota STEP* scores from year to year advancing to proficiency and above levels.

The *Dakota STEP* fulfills the requirements for statewide assessment contained in the federal *No Child Left Behind Act of 2001* (NCLB). The assessment instruments are composed of multiple-choice items for all content domains and grades. All operational (core) multiple-choice items are worth one raw score point and are the basis of student scores. All students are assessed with the same operational items for each content domain. Linking (anchor or equating) items are operational items used to link the current assessment to the previous year's score scale, and are included in the count of core items.

In Table 4.1 shows the *Dakota STEP* reading scores for SES participants by reporting school district. It shows that 57.0% (n = 1,376) of the students who received SES during the 2011-12 school year completed the *Dakota STEP* in 2010-11. The 2010-11 scores were used as the pre-test scores and were matched with post-test scores from 2011-12. One third (37.5%, n = 6) of the school districts showed an improvement in *Dakota STEP* mean reading scores from pre to post for the participating SES students. The improvement in the mean reading scores by district ranged from 0 to 12.4 while the decrease in mean reading scores ranged from -1.70 to -11.00. Overall, the average reading score change was -1.33 (-0.20%).

Table 4.2 shows the *Dakota STEP* mean reading scores by grade level. There was no statistically significant change in the reading scores from pre to post assessment at the alpha 0.05 level for any grade level. There was no improvement for each grade level except for the high school students. Overall, there were no significant positive difference in the mean scores.

Table 4.1
Dakota STEP Scaled Reading Scores by School District
SES Participants' Reading Scores

School District	2010-11				2011-12				Score Differences		
	Number	Mean	Standard Deviation	Median	Number	Mean	Standard Deviation	Median	Mean (ΔM)	Median (ΔMd)	% Mean Change
Andes Central	9	600.8	35.3	594	12	592.3	36.4	577	(8.50)	(17.0)	-1.4%
Bennett County	32	607.9	35.1	608	38	603.0	35.7	599	(4.90)	(9.0)	-0.8%
Chamberlain	32	605.7	33.0	593	32	602.7	30.8	607	(3.00)	14.0	-0.5%
Eagle Butte	47	574.9	74.4	583	70	579.7	63.4	582	4.80	(1.0)	0.8%
Huron	59	583.9	47.8	577	81	577.0	37.8	574	(6.90)	(3.0)	-1.2%
McLaughlin	26	594.4	27.8	591	36	597.6	31.4	602	3.20	11.0	0.5%
Mobridge-Pollock	7	582.6	15.8	573	13	587.2	20.8	590	4.60	17.0	0.8%
Oelrichs	9	590.2	44.7	589	13	579.2	37.5	573	(11.00)	(16.0)	-1.9%
Rapid City	148	585.2	71.4	589	195	586.3	67.0	593	1.10	4.0	0.2%
Shannon County	261	584.1	51.7	585	325	582.4	45.4	580	(1.70)	(5.0)	-0.3%
Sioux Falls	189	587.3	75.6	595	315	581.9	84.5	590	(5.40)	(5.0)	-0.9%
Sisseton	41	605.6	89.6	617	44	605.6	78.7	614	0.00	(3.0)	0.0%
Todd County	130	585.3	49.1	582	140	581.6	50.4	581	(3.70)	(1.0)	-0.6%
Wagner	11	594.5	33.9	592	11	606.9	36.7	610	12.40	18.0	2.1%
Watertown	3	597.3	11.0	592	2	599.5	30.4	600	2.20	8.0	0.4%
White River	43	598.8	31.7	592	49	594.3	32.9	584	(4.50)	(8.0)	-0.8%
Total/Average	1,047	592.4	45.5	591	1,376	591.1	45.0	591	(1.33)	0.3	-0.2%

Table 4.2 Dakota STEP Reading Scores by Grade Level Comparison of Means By Grade Level									
Current Grade	2010-11			2011-12			Independent Student t-test		
	n	Mean	St Dev	n	Mean	St Dev	df	t	p
4	258	590.5	53.53	267	589.3	43.40	494	-0.28	0.778
5	285	585.3	64.76	294	581.8	70.26	575	-0.62	0.533
6	210	586.1	60.78	217	584.3	64.55	424	-0.30	0.767
7	154	597.2	55.87	170	587.4	49.06	306	-1.67	0.096
8	126	585.0	54.44	140	583.6	52.36	258	-0.21	0.831
9-12	3	583.0	3.46	5	584.0	27.5	4	0.08	0.940
All Grades	988	587.9	48.81	1,307	585.1	51.19	2,174	-1.33	0.183

* Statistically significant at the alpha 0.05 level

An analysis of the change in the mean reading scores (ΔM) was performed to determine any significant difference between the school districts. There was not enough evidence to conclude that the 2012 ΔM score was greater than the 2011 ΔM score at the 0.05 level of significance ($p < 0.980$). At the 90% confidence interval a true difference can be noted (-3.71, -0.42). Appendix B provides a summarized detailed analysis of this conclusion.

In Table 5.1 shows the Dakota STEP mathematics scores for SES participants by reporting school district. It shows that 57.8% ($n = 1,393$) of the students who received SES during the 2011-12 school year completed the Dakota STEP in 2010-11. All of the school districts showed a mean mathematics score improvement for their participating SES students except one school district. Overall the mean mathematics score improved by 9.0 points (1.4%) from pre to post assessment. The range of improvement of the mean mathematics score by district was from 0 to 27.0 points.

When the mean mathematics scores were compared by grade level, a statistically significant improvement was determined at 0.05 alpha level for all grades except for the high school. The 4th graders in 2010-11 and 2011-12 had the lowest mean mathematics score (593.9 and 614.7, respectively). The high school had the highest mean mathematics scores in both years (659.0 and 736.2), respectively). (Table 5.2)

**Table 5.1
Dakota STEP Scaled Mathematics Scores by School District
SES Participants' Mathematics Scores**

School District	2010-11				2011-12				Score Differences		
	Number	Mean	Standard Deviation	Median	Number	Mean	Standard Deviation	Median	Mean (ΔM)	Median (ΔMd)	% Mean Change
Andes Central	9	632.8	37.0	627	12	635.8	44.6	624	3	-3	-1.4%
Bennett County	32	647.2	39.5	649	38	660.5	42.3	670	13	21	3.5%
Chamberlain	32	681.2	31.8	673	32	691.9	39.1	686	11	13	0.7%
Eagle Butte	47	607.3	66.1	615	70	613.0	55.3	617	6	2	1.6%
Huron	71	634.1	47.7	626	94	652.2	48.5	643	18	17	1.4%
McLaughlin	26	633.4	33.6	635	36	638.4	47.8	644	5	9	1.7%
Mobridge-Pollock	7	618.6	31.3	611	13	622.5	31.5	615	4	4	-0.6%
Oelrichs	9	612.8	44.4	609	13	616.8	43.7	610	4	1	-0.5%
Rapid City	147	627.37	57.44	630	195	627.4	61.3	632	0	2	0.7%
Shannon County	261	621.5	55.4	622	325	625.1	50.4	628	4	6	1.0%
Sioux Falls	211	604.2	58.8	606	319	615.6	59.0	618	11	12	2.3%
Sisseton	41	667.5	90.7	691	44	679.2	67.8	691	12	0	3.5%
Todd County	130	616.2	52.2	614	140	624.6	51.2	624	8	10	1.3%
Wagner	11	653.4	41.5	634	11	680.4	28.3	670	27	36	2.5%
Watertown	3	633.7	44.1	615	2	637.0	4.24	637	3	22	0.5%
White River	43	634.6	50.9	627	49	649.7	53.2	654	15	27	3.1%
Total/Average	1,080	632.9	48.9	630	1,393	641.88	45.5	641	9	11	1.4%

Table 5.2 Dakota STEP Mathematic Scores by Grade Level Comparison of Means By Grade Level									
Current Grade	2010-11			2011-12			Independent Student t-test		
	n	Mean	St Dev	n	Mean	St Dev	df	t	p
4	261	593.9	49.69	267	614.7	36.81	479	5.46	0.001*
5	286	610.4	55.62	295	624.6	54.36	577	3.11	0.002*
6	219	628.6	49.81	221	646.5	56.79	431	3.52	0.001*
7	165	656.0	55.54	178	668.6	45.61	317	2.29	0.023*
8	136	662.1	45.40	144	676.9	45.29	277	2.73	0.007*
9-12	15	681.6	15.74	5	695.2	20.28	5	1.37	0.229
All Grades	988	638.8	45.30	1,307	654.4	43.19	2,070	8.33	0.001*

* Statistically significant different at the alpha 0.05 level

Table 6.1 shows a comparison between the reading levels between 2010-11 and 2011-12 school years by service provider. The overall means and medians include all the grade level scores of the participants the provider served during the year. Eleven (11) of the providers showed overall improvement in the mean reading scores. Eleven (11) of the providers showed an improvement or remained constant in their median scores of the participants from pre to post testing. The overall percent change in the mean scores was - 0.2%, while the change in the median scores was + 1.0. The highest mean score was noted by ATS Project Success (M = 632.3) while Achieve High Point showed the greatest positive difference in mean scores from 2011 to 2012 ($\Delta M = 49.9$).

Table 6.2 shows a comparison between the mathematics levels between 2010-11 and 2011-12 school years by service provider. The format for 2010-11 and 2011-12 for the Dakota STEP mathematics tests did not change during the two year period. There was an overall improvement in the change of mean scores by 1.2%. ATS Project Success and Babbage were the only providers that did not show an increase in mean scores of the participants they served. The high mean score was noted by Academy of Learning (M = 679.2) while Accel Online showed the greatest positive change in mean scores from 2011 to 2012 ($\Delta M = 26.8$).

**Table 6.1
Dakota STEP Results by Provider
SES Participants' Reading Scores**

Provider	2010-11				2011-12				Score Differences		
	Number	Mean	Standard Deviation	Median	Number	Mean	Standard Deviation	Median	Mean (ΔM)	Median (ΔMd)	% Mean Change
A Math Companion (AMC)	181	599.0	31.59	595	220	595.0	32.61	591	(4.0)	(4)	-0.7%
Academia (ACA)	200	589.0	31.92	585	226	583.1	42.52	607	(5.9)	22	-1.0%
Academy of Learning (AOL)	41	605.6	89.60	617	44	605.6	78.7	614	0.0	(3)	0.0%
Accel Online (ACC)	6	598.3	26.70	594	10	601.1	25.77	607	2.8	13	0.5%
Achieve High Points (AHP)	37	586.7	36.95	583	59	578.6	34.33	582	(8.1)	(1)	-1.4%
At Home Advantage (AHA)	29	555.2	123.1	589	56	605.1	10.1	580	49.9	(9)	9.0%
ATS Project Success (ATS)	30	604.7	25.06	607	42	632.3	61.8	597	27.6	(10)	4.6%
Babbage (BAB)	7	611.4	28.30	620	9	609.0	41.80	634	(2.4)	14	-0.4%
BH Special Services (BHS)	12	549.2	129.3	582	18	566.7	108.4	587	17.5	5	3.2%
Club Z (CLU)	26	566.6	92.50	583	44	580.8	72.30	592	14.2	9	2.5%
Educate Online (EOL)	33	597.4	47.07	603	46	584.7	71.40	592	(12.7)	(11)	-2.1%
Excel Achievement Center(EAC)	3	617.3	55.20	587	8	565.5	173.0	590	(51.8)	3	-8.4%
Oelrichs (OEL)	9	590.2	44.70	589	11	575.7	36.70	573	(14.5)	(16)	-2.5%
Ivy League (ILT)	6	585.2	35.20	588	7	596.9	37.70	589	11.7	1	2.0%
Learning Solutions (LEA)	25	588.8	36.91	575	31	580.0	41.57	575	(8.8)	0	-1.5%
Marlette Glanzer Tutoring (MGT)	1	568		568	4	578.8	27.80	572	10.8	4	1.9%
S.F. Skills Center (SFS)	79	588.6	64.25	592	126	582.2	74.42	590	(6.4)	(2)	-1.1%
Student Nest (STU)	98	576.8	52.44	583	66	576.5	65.56	581	(0.3)	(2)	-0.1%

**Table 6.1
Dakota STEP Results by Provider
SES Participants' Reading Scores**

1 Stop (STO)	98	576.8	52.44	580	119	577.9	48.53	578	1.1	(2)	0.2%
Sylvan Learning Center (SYL)	106	589.7	52.11	592	138	593.2	55.14	592	3.5	0	0.6%
TutorCO (TUC)	28	570.4	124.7	597	36	576.0	115.0	602	5.6	5	1.0%
Tutorial (TUT)	46	600.6	33.23	598	61	596.2	31.99	595	(4.4)	(3)	-0.7%
TOTAL	1,101	587.1	57.8	591.2	1,381	588.2	58.5	591.8	1.2	1	0.2%

**Table 6.2
Dakota STEP Results by Provider
SES Participants' Mathematics Scores**

Provider	2009-10				2010-11				Score Differences		
	Number	Mean	Standard Deviation	Median	Number	Mean	Standard Deviation	Median	Mean (ΔM)	Median (ΔMd)	% Mean Change
A Math Companion (AMC)	181	639.4	47.17	636	220	644.9	50.43	641	5.5	5	0.9%
Academia (ACA)	205	629.5	45.67	630	231	637.9	48.86	636	8.4	6	1.3%
Academy of Learning (AOL)	41	667.5	90.70	691	44	679.2	67.80	691	11.7	0	1.8%
Accel Online (ACC)	6	595.8	20.96	604	10	622.6	33.80	625	26.8	21	4.5%
Achieve of High Points (AHP)	43	619.8	35.40	620	67	633.2	39.06	630	13.4	10	2.2%
At Home Advantage (AHA)	42	587.0	76.80	605	56	605.1	75.7	622	18.1	17	3.1%
ATS Project Success (ATS)	30	634.1	43.3	626	42	632.3	61.8	629	(1.8)	3	-0.3%
Babbage (BAB)	7	644.3	54.30	642	9	634.1	58.00	626	(10.2)	-16	-1.6%
BH Special Services (BHS)	12	592.1	82.0	610	18	597.6	76.9	616	5.5	6	0.9%
Club Z (CLU)	29	608.6	64.3	611	47	620.6	48.9	622	12.0	11	2.0%
Educate Online (EOL)	35	635.8	40.57	630	46	635.5	54.59	641	(0.3)	11	0.0%
Excel Achievement Center	3	622.3	40.57	614	8	600.5	95.6	623	(21.8)	9	-3.5%

**Table 6.2
Dakota STEP Results by Provider
SES Participants' Mathematics Scores**

Marlette Glanzer Tutoring (MGT)	1	556.0		556	4	578.3	31.20	568	22.3	12	4.0%
Ivy League (ILT)	6	639.7	56.70	644	7	655.7	55.10	661	16.0	17	2.5%
Learning Solutions (LEA)	25	618.6	45.83	610	31	619.5	65.70	625	0.9	15	0.1%
1 Stop (STO)	98	619.3	49.52	620	119	622.4	52.70	626	3.1	6	0.5%
S.F. Skills Center (SFS)	84	599.2	55.74	599	127	612.5	53.47	611	13.3	12	2.2%
Student Nest (STU)	49	597.6	99.9	614	66	612.7	61.26	615	15.1	1	2.5%
Sylvan Learning Center (SYL)	105	628.3	47.63	629	138	632.3	52.91	636	4.0	7	0.6%
TutorCo (TUC)	28	613.6	82.1	622	36	618.1	87.30	628	4.5	6	0.7%
Tutorial Services (TUT)	47	627.3	44.22	632	61	633.7	42.83	631	6.4	-1	1.0%
TOTAL	1,077	617.9	56.2	621.2	1,387	625.2	57.8	628.7	7.3	8	1.2%

An analysis of the change in the mean mathematics scores (ΔM) was performed to determine any significant difference between the school districts. There was enough evidence to conclude that the 2012 ΔM score was greater than the 2011 ΔM score at the 0.05 level of significance ($p < 0.001$). At the 90% confidence interval a true difference can be noted (15.48, 18.31). Appendix C provides a summarized detailed analysis of this conclusion.

	Number of Students	Mean	Minimum	Maximum	Median
2005-2006	139	22.2	1	54	23.0
2006-2007	211	25.1	1	109	21.0
2007-2008	349	20.6	1	62	24.0
2008-2009	616	NA	NA	NA	NA
2009-2010	1,152	33.4	0	216	26.0
2010-2011	2,179	20.3	0	313	22.0
2011-2012	2,412	NA	NA	NA	NA

Table 6.3 shows the a summary of data service reported by providers from 2005 to 2012 regarding the mean number of sessions for the reported student. The number of hours and sessions that a student participated depended on the attendance of the student, the requirements of the provider, and the location of the services. In 2007-08, students participated in an average of 20.6 sessions with minimum number of sessions being 1.0 and the maximum of 62. Half of the students participated in more than 24 sessions. Data for 2008-09 was not available. In 2009-10 the mean number of sessions was at 33.4 with a maximum number of 216 sessions. The average number of hours spent per child was 33.4 hours with a median of 26 hours. In 2010-11 the mean number of sessions was at 20.3 with a maximum number of 313 sessions. The average number of hours spent per child was 22.3 hours with a median of 27 hours. There were no data reported by the provider for 2011-12.

Parent contact is mandatory for the SES providers. In 2005-06, parents were contacted an average of 22.2 times (Table 7.0). In 2006-07, the parents were contacted an average of

12.5 times. But in 2007-08 the average number of contacts per student was 4 times. Half of the 59 students' parents were contacted between 5 and 12 times during the year. In 2008-2009, forty parents reported that they were contacted an average of 4.7 times with half of the respondents report at less four contacts by the provider. Some providers reported contacting parents after each session through the use of the email or on-line services, while other providers sent reports through the mail on a monthly basis. About 27% of the parents who completed the Parent Questionnaire reported never being contacted by the provider in 2008-09. In 2009-10, 596 parents (47.7%) were contacted and given an average of 9.4 reports. Half of the parents received 5 or more reports on the child during the year. In 2010-11, 1,732 parents (79.5%) were contacted and given an average of 9.2 reports in the form of email, postage mail, telephone, and face-to-face. Half of the parents received 6 or more reports on the child during the year. There were no data reported by the provider for 2011-12.

Table 7.0					
Number of Parent Contacts & Reports					
2005-2012					
	Number of Parents	Mean	Minimum	Maximum	Median
2005-2006	139	22.2	1	54	23.0
2006-2007	137	12.5	1	109	10.0
2007-2008	59	4.1	3	12	5.0
2008-2009	40	4.7	0	12	4.0
2009-2010	596	9.4	0	30	5.0
2010-2011	1,732	9.2	0	73	6
2011-2012	1,747	NA	NA	NA	NA

Table 8.0 shows the cost comparison for serving students. The average per pupil cost was \$875.20 with a median at \$1,100 in 2007-08. The cost per hour of service was an average \$71.47 in 2007-08. In 2009-10 the average per pupil cost was \$1,237 with a median of \$1,560. The cost per hour of service was an average of \$53.48 with a median of \$55.00 per hour. There was no data available for 2008-09. In 2010-11, the average per pupil cost was \$2,332 with a median of \$2,409. One of the low cost per pupil providers was Club Z! while

Academia had the highest per pupil cost at \$3,866. There were no data reported by the provider for 2011-12.

Table 8.0				
Provider Costs				
2006-2011				
	Mean	Minimum	Maximum	Median
2006-2007				
Per Pupil Cost	\$938.20	\$7.00	\$2,569.00	\$927.50
Cost Per Hour	\$75.06	\$7.00	\$205.52	\$60.00
2007-2008				
Per Pupil Cost	\$875.20	\$10.00	\$3,052.50	\$1,100.00
Cost Per Hour	\$71.47	\$10.00	\$373.00	\$60.00
2009-2010				
Per Pupil Cost	\$1,294.00	\$0.00	\$3,030.00	\$1,560.00
Cost Per Hour	\$53.48	\$35.50	\$70.00	\$55.00
2010-2011				
Per Pupil Cost	\$2,332.00	\$1,441.00	\$3,866.00	\$2,409.00
Cost Per Hour	\$58.30	\$36.03	\$96.65	\$60.23

Monitoring

The South Dakota Department of Education monitored 45 SES eligible schools and 13 school districts to determine if supplemental education services were being made available to students and parents. In addition to the reports and surveys completed by each provider and teachers, parents, and administrators from each school site, site visits were performed by Dr. Al Koster throughout the year to determine the level and type of services being provided. It served as opportunity to answer questions about SES and be in compliance with the state's reporting requirements. The following are some the highlights of the field notes from the monitoring process during the year. Some of the districts and their respective schools monitored during the 2011-12 school year included Andes Central (Andes Elementary); McLaughlin (McLaughlin Elementary); Oelrichs (Oelrichs Junior High); Rapid City (General Beadle Elementary, Horace Mann Elementary, Knollwood Elementary, Robbinsdale

Elementary, North Middle, and Valley View Elementary); Shannon County (Batesland, Rockyford Upper and Lower Elementary, Wolf Creek Upper and Lower Elementary and the Shannon County Alternative); Sioux Falls (LB Anderson Elementary, Cleveland Elementary, Garfield Elementary, Hawthorne Elementary, Hayward Elementary, and Longfellow Elementary); Smee (Wakpala Elementary, Wakpala Middle, and Wakpala High); Todd County (Todd County High, Todd County Middle, Rosebud Elementary, He Dog Elementary, Spring Creek Elementary, OKreek Elementary, South Elementary, and North Elementary Schools); Watertown (Watertown High School); and White River (White River Elementary, Norris Elementary, and White River Middle Schools).

Principal's Questionnaire Results

There were five principals that responded to a survey asking questions about the supplemental educational services in their respective schools. The principals were asked how they assessed the quality of the SES provider in their respective schools (Table 9.0). Of the five principals that responded to this item 40.0% (n = 2) said that they used the pre and post assessment scores obtained from the instruments used by the provider and 40.0% (duplicated count) used the DakotaStep assessment scores. Three of the principals (60.0%) talked to the participant's teacher and two principals talked with parents about their child's progress based on services received.

Table 9.0 How Quality of SES Is Assessed In Your School Principals' Responses (n = 5)		
	n	Percent
Pre & Post assessment scores administered by the SES provider	2	40.0%
Student state assessment scores (DakotaStep)	2	40.0%
Talk with the teacher regarding student's progress	3	60.0%
Talk with the parent regarding their child's progress	2	40.0%
I do not evaluate the quality of the SES provider	1	20.0%
Other	1	20.0%

Table 10.0		
Where Successes Have Been Experienced		
Principals Responses (n = 5)		
	n	Percent
Improvement in DakotaStep reading assessment scores	1	20.0%
Improvement in DakotaStep mathematics assessment scores	2	40.0%
Improvement in student's attendance in school	1	20.0%
Improvement in student's behavior	1	20.0%
Students who need the support are receiving SES	1	20.0%
SES has small group sessions	3	60.0%
I have not experience any success in providing SES	0	0.0%

The two top ways in which principals judged success of the SES program were by the number of students who needed the help received supplemental educational services (20.0%) Improvement in the student's Dakota STEP reading assessment scores was not chosen a means of measuring SES success (20.0%), while 40.0% of the principals reported success in mathematics by improvement in the mathematics scores. No principal reported that they had not experienced a successful program at their school. (Table 10.0)

Table 11.0		
Challenges Principals Faced in Providing SES in Their Building		
Principals Responses (n = 5)		
	n	Percent
Communication with SES provider	2	40.0%
Students needing academic assistance are not receiving SES	1	20.0%
Capacity to monitor SES provider	1	20.0%
Capacity to monitor students involvement in SES	1	20.0%
Students not attending sessions	2	40.0%
Provider curriculum not aligned with state standards	0	0.0%
Transportation to get students to and from SES location	0	0.0%
SES provider does not provide information regarding student progress	1	20.0%
I have not faced any challenges in providing SES	1	20.0%
Other	1	20.0%

The principals were asked what were some of the challenges in providing SES in their school. Two principals indicated getting to students to attend SES sessions and being able to monitor the students involvement in SES were challenges. Another challenge identified by two principals was having communication with SES providers. One principal faced challenges in his/her capacity to monitor the SES provider to determine their level satisfaction with the work being done and measure the provider's effectiveness. Providing transportation to students to and from the SES location was not reported as a challenge by the five reporting principals. Getting information from the provider was identified as a challenge by one principal. (Table 11.0)

Teacher's Questionnaire Results

There were 18 teachers who completed the teacher questionnaire regarding SES. The majority of the respondents taught in elementary school (44.4%, n = 8) with 33.3% (n =) teaching in the middle school level and 18.1% teaching K-8 grades. Two-thirds of the teachers (66.7%, n = 12) indicated that the SES provided developed and shared an individual supplemental education plan for their student. Five of the teachers (27.8%) indicated that they were involved in the development of this plan or at least in identifying specific educational goals of their students with the provider.

	n	Percent
Student attendance	5	27.8%
Student participation	7	38.9%
Course work information	5	27.8%
Provider assessment scores	3	16.7%
I did not receive any information from the provider	8	44.4%

Table 12.0 shows what type of information teacher's received from the SES provider regarding their participating students. Three teachers (16.7%) reported receiving assessment scores from the provider and seven teachers (38.9%) reported receiving information about

student's participation in the program. Five teachers received information about student's attendance (27.8%) and the same number of teachers reported receiving course work information. Eight teachers (44.4%) did not receive any information from their student's SES provider.

Table 12.1 shows that 11 of the responding teachers (61.1%) stated the provider is addressing their student's academic skills needs. Six teachers (33.3%) stated that the provider kept them informed of their student's progress. Forty percent of the teachers (40.0%, n = 36) indicated that the student's academic performance was stayed about the same as when the SES started, while 60.0% (n =54) had noticed some academic progress in the classroom.

Table 12.1		
Describe the SES Received By Your Students		
Teacher Responses (n = 18)		
	n	Percent
Provider is addressing the student's academic skills needs	11	61.1%
The provider has kept me informed of the student's progress	6	33.3%
The provider has not kept me informed of the student's progress	7	38.9%
The provider is not addressing the student's academic skill needs.	1	5.6%

Teachers had a wide range of experiences with the provider. In some case it was professional and very collaborative while in other cases the provider never made a contact with the teacher. There were no specific comments regarding the program except that it appeared to be an expensive intervention.

Parent Questionnaire Results

There were only three parent questionnaires returned this year. Therefore, there was not sufficient feedback in order to perform a valid response regarding the SES programs or providers for a district.

District SES Administrator

There were 18 district administrators from 14 districts that responded to the on-line questionnaire. Eleven of the respondents were Federal Program Directors and seven were SES District Coordinators. The school district used a variety of ways to inform parents of the supplemental education services that was available to their child. The majority of the district administrators (94.4%) sent out a letter to the parents while 38.9% held parent meetings (duplicated count). Eight of the respondents (44.4%) reported making person contacts with the parents. Other methods included telephone calls (38.9%), newspaper articles (16.7%), public forums (11.1%), school newsletter (15.8%), and brochures (38.9%).

	n	Percent
Provider attendance at provider fair	0	0.0%
Parent attendance at provider fair	4	22.2%
Parents can choose provider	4	22.2%
Monitoring visits conducted by the SD DOE	1	5.6%
Receiving student progress reports from provider	4	22.2%
Getting SES information to parents	0	0.0%
Not all students attend sessions (student attendance)	12	66.7%
Students who would benefit the most do not attend	11	61.1%
Collecting student information from providers	2	11.1%
Communication between classroom teacher and provider	9	50.0%
SES too expensive	9	50.0%
Setting up transportation for students	3	16.7%
Evaluating supplemental educational service providers	2	11.1%
Other	1	5.6%

Table 16.0 provides a list of challenges encountered by the administrator in working with the providers and parents. The most challenging area noted by the respondents was getting the students to attend all sessions (66.7%). Parents signed up their child for SES, but the child did not come or missed a lot of sessions. Students who would benefit the most from SES did not attend (54.5%). Another challenge was the communication link between the classroom teacher and the provider (50.0%). In many cases attendance could be improved if the teacher was informed of the absences. Another area of concern was not receiving student progress reports from the providers (50.0%).

Success in taking advantage of supplemental education services was reported when parent chose the provider (77.8%). Other elements that made SES successful was receiving student progress reports from the provider (66.7%), improved student academic performance (38.9%), monitoring visits conducted by the state (55.6%) and evaluating the service providers (11.1%). (Table 16.1)

Table 16.1 Successes Encountered By Administrators In Providing Supplemental Education Services in Their District (n = 18)		
	n	Percent
Attendance at provider fair	9	50.0%
Parents attendance at fair	5	27.8%
Parents choice of provider	14	77.8%
Monitoring visits conducted by the SD DOE	10	55.6%
Receiving student progress reports from provider	12	66.7%
Improved student academic performance	7	38.9%
Evaluating supplemental educational service providers	2	11.1%
Other	1	5.6%

The administrators were asked to describe the process they used to develop student learning plans and contracts. The following are their responses:

- Each Provider gave a pretest to students who enrolled in their program and, they in turn, developed an ILP for each students based on the needs identified by the assessment.

-
- The student learning plans were developed by Providers (8 responses).
 - The learning plans for the schools were developed by the teachers and principals. Then the plans were sent to the providers--who in turn sent back their learning plans in most cases. Contracts were sent to all providers from the district before services began and were signed by the superintendent and provider. The dates were spelled out and dollar amounts for per hour charge in the contracts so providers knew up front when they could begin and when they needed to end services.
 - When developing the student learning plans we asked the current teacher to determine the current level of the students ability. Most teachers and SES schools used the 2011-2012 beginning of the year test to complete the learning plans.
 - The companies tested and then decided the objectives they would work with. The teachers set areas that they would like to have reinforcement in, but this didn't seem to be implemented by the providers.
 - We used the students learning objectives from district performance assessments along with school learning goals from schoolwide data needs assessments.
 - Providers complete a Student Learning Plan after pre-test and uploads plan to EZSES system. Teacher reviews plan and approves or submits suggestions for revision, then approves after revision. Provider sent SLP to parents for final approval.
 - The providers developed the student learning plans and contracts. The learning plans were sent to the school administrators, parents and SES teachers. The contracts were sent to the school administrators. The School District approved the contracts.
 - SES providers worked with designated individuals within the school district to help in this process.

Administrators were asked to what extent they evaluated the commitment of the supplemental educational service providers in meeting their contractual commitment. The responses included:

- We were very happy with our service providers. We tried using Sylvan On-line, but we had too many issues with our computers being too new and not interfacing well with their program. We ended up being dropped from their service and our students signed up with either Acadamia or 1 Stop Math & Reading.
- Some Providers were very diligent in keeping in contact with the SES Coordinator, principals, tutors, and parents. Some others were not as diligent which led to confusion and frustration on the part of all those involved.
- I asked the providers to send me monthly updates for each student along with hours being completed for each child, it made it easier when it came to billing. Tamra and I could compare notes to make sure things were correct.

-
- We watch billing carefully. The district hires a certified teacher to review the services received by the students vs. the contract commitment.
 - Observation/phone calls and comments from parents.
 - Monitoring through EZSES; personal contact with students at school.
 - The number of students meeting their individual math and reading goals, students earning incentives, and pre/post test scores.
 - We had three individuals within the school monitor the progression of the students in the SES program. The three individuals tried to stay in contact with the providers.
 - The providers were very helpful, answering questions whenever we had an issue and following through on implementing the programs and correcting any problems.

Table 17.0 shows that Sioux Falls Skills Center (n = 285), A Math Companion (n = 289), and Acadamia.Net (n =345) served the largest number of students as reported by the district administrators at 12.1%, 12.3% and 14.7% respectively. The next triad of students served included 1 Stop Math and Reading (n = 261, 11.1%), At Home Advantage (n = 147, 6.2%), and Student Nest (n =111, 4.7%).

Black Hills Special Services and Sioux Falls Skills Center received the highest mean satisfaction rating of 5.0 by the administrators. 1 Stop Math & Reading received a mean satisfaction rating of 4.3. A 4.0 rating was given to Club Z!, Excel Achievement Center, Reading Plus, Student Nest, Sylvan Learning Centers (Rapid City and Sioux Falls), and Tutor Co.

Table 17.0
Administrator's Report on the
Number of Agreements & the Number of Students Served
(n = 18)

	Agreements Signed	Number of Students	Percent of Total	Mean Satisfaction Rating
1 Stop Math & Reading	8	261	11.1%	4.3
A Math Companion	15	289	12.3%	3.6
Academia.Net	9	345	14.7%	3.7
Accel Online	6	17	0.7%	3.0
Achieve High Points	10	25	1.1%	3.2
At Home Advantage	4	147	6.2%	3.0
ATS Project Success	7	76	3.2%	3.0
Babbage Net School	6	43	1.8%	2.8
BH Special Services	2	28	1.2%	5.0
Club Z!	6	73	3.1%	4.0
Educate Online	7	51	2.2%	3.4
Excel Achievement Center	3	20	0.8%	4.0
Failure Free Reading	2	56	2.4%	2.0
Fit n Fun	2	7	0.3%	3.4
Focus First	2	8	0.3%	2.5
Group Excellence	2	6	0.3%	2.5
Ivy League Tutor, Inc.	4	7	0.3%	3.0
Keep Hope Alive	2	2	0.1%	4.0
Marlette Glanzer Tutoring	1	20	0.8%	3.0
Reading Plus	2	46	2.0%	4.0
Sioux Falls Skills Center	2	285	12.1%	5.0
Student Nest	8	111	4.7%	4.0
Sylvan Learning Center (RC)	6	156	6.6%	4.0
Sylvan Learning Center (SF)	2	67	2.8%	4.0
Tutor Co	5	82	3.5%	4.0
Tutorial Services	11	127	5.4%	3.6
Total	134	2,355	100.0%	3.5

SES Provider Feedback

Twenty-five providers completed a questionnaire regarding the services they provided to fifteen school districts in the past year. Twenty-four (96.0%) of the providers reported having no concerns working with school districts in developing agreements. Comments received from the providers included:

- We enjoyed the experience of providing services to the students in South Dakota and look forward to serving students again next year!
- We would like more school/parent involvement. In many of the districts we served there was not any internet connection. It would be very helpful if schools would assist in providing access to labs with internet connection to help students learn.
- The SES program in South Dakota is extremely well run. We always felt listened to and received help whenever we needed it. It was a pleasure working in South Dakota!.
- While I understand the many challenges and shortcomings of SES as currently mandated, I believe tutoring has potential to be a meaningful and effective support to public education. I hope to see it continue in an improved format. We need more parent, school, and district involvement in helping throughout the service during the school year.
- It's always a challenge for us to develop good relationships with classroom teachers. Often, we don't even know who they are. If the districts would provide contact information, especially email address for the teachers, along with the student enrollment info, we'd be in a much stronger position to build those relationships.

When asked about the challenges for the providers, parent communication was highlighted by 50.0% of the respondents. Linked to this was getting information to parents about SES (33.3%). Another challenge was student attendance (25.0%), but not as high as in the past. Only two of the providers reported that communication between classroom teacher and SES provider as a challenge. Typically, the contact person with a school district was not the teacher but a SES coordinator or Federal Program Director. In many cases was difficult to know if the teacher received the provider's report. The line of communications was between parents and district office. The providers reported that the majority of the communication was performed through email, direct mail, and telephone calls.

Table 18.0
Challenges Providers Have Encountered In Providing
Supplemental Education Services
(n = 12)

	n	Percent
Communication with the school district	1	8.3%
Getting SES information to parents	3	25.0%
Parents can choosing provider	4	33.3%
Monitoring visits conducted by the SD DOE	0	0.0%
Parent communication	6	50.0%
Getting SES information to parents	4	33.3%
Student attendance	3	25.0%
Communication between classroom teacher and SES provider	2	16.7%
Transportation for students	1	8.3%
Finding internet services	1	8.3%

Table 18.1
Successes Encountered In Providing Supplemental Education Services
(n = 12)

	n	Percent
Attendance at provider fair	7	58.3%
District communication	12	100.0%
Parent communication	10	83.3%
Monitoring visits conducted by the SD DOE	2	16.7%
Student attendance	9	75.0%
Improved student academic performance	11	91.7%
Technical assistance provided by the SD DOE	3	25.0%

All of the providers stated that good district communication contributed to their success within the district. Additionally giving parents a choice of provider, demonstrating improved student academic performance and parent communication were equally good contributes to the success of the services within the district.

Table 19.0 Providers Report on the Number of Students Served (n = 12)				
	Providers Reporting	Number of Students Served	Percent of Total	Average Number of Students Per Provider
Andes Central	1	13	0.7%	13.0
Bennett County	5	48	2.5%	9.6
Chamberlain	3	37	1.9%	12.3
Eagle Butte	3	109	5.7%	36.3
Huron	4	96	5.0%	24.0
McLaughlin	3	80	4.2%	26.7
Mobridge-Pollock	2	8	0.4%	4.0
Oelrichs	2	21	1.1%	10.5
Rapid City	8	132	6.9%	16.5
Shannon County	9	474	24.7%	52.7
Sioux Falls	8	520	27.1%	65.0
Smee	2	34	1.8%	17.0
Todd County	6	242	12.6%	40.3
Wagner	3	15	0.8%	5.0
Watertown	1	3	0.2%	3.0
White River	2	88	4.6%	44.0
Total	12	1,920	100.0%	160.0

Table 17.0 provides the number of students provided by the 12 reporting providers. From this table, Shannon County, Rapid City, and Sioux Falls had 8 or more providers working in their districts. In Sioux Falls there was an average of 65 students served by each provider followed by Shannon County at 53 students per provider. This table does not align with Table 1.0 since not all providers completed this survey, but it does provide insight into the level of services delivered to the different school districts.

Conclusion

The South Dakota Department of Education commissioned the evaluation of the Supplemental Education Services providers for the 2011-12 school year. The purpose of the evaluation was to determine:

- 1 Do the schools and school district in Level II school improvement provide parents the opportunity to enroll their children in supplemental education services?
- 2 Are supplemental education service providers implementing their programs in the South Dakota schools and districts?
- 3 How effective are the supplemental education services in South Dakota schools and districts?
- 4 As a result of the supplemental services received, do the student participants demonstrate achievement growth as measured by the Dakota STEP assessments in mathematics and reading?

All of the reporting school districts indicated that all the parents had an opportunity to enroll their children in a variety of supplemental education services. The information was provided hosting a provider fair, direct communication by letter or other media outlets, and by direct contact. About one third (30.2%) of the parents took advantage of the services. There was no direct evidence to determine why the other eligible students did not participate in the offerings.

Program completion and attendance was an area where concern expressed by administrators and providers. When parents sign up their child for supplemental education services, they must make an effort to help their child complete the program if he or she is to make any academic progress. Part of issue appears to be linked to communication and transportation. But this appeared to have been resolved in Shannon County School District, Sioux Falls School District, and Rapid City School District. Part of the challenge was that parents and teachers were not informed when students did not attend the scheduled sessions either face-to-face or on-line.

Data was collected through the Department of Education regarding the demographics of students served, assessment data, and service data. The names of students who received services were submitted by the school districts directly to the state (n = 2,199). The number of students did not match with the number of students that the service providers reported (n = 1,920), but this was do the lack of provider reports.. In both cases, the numbers show a

significant gain in serving a larger number of students from the previous year. The percentage of students served in 2011-12 was 30.2% as oppose to 23.0% in 2010-11.

Dakota STEP data was analyzed by providers, grade levels, and school districts for the participating students. Results from the spring 2011 and spring 2012 Dakota STEP were compiled and statistical tests showed that there was a statistically significant positive improvement in the DakotaStep scores from 2011 to 2012 in the area of mathematics for the participating students ($p < 0.001$). In the area of reading the average DakotaStep scores showed no statistical improvement from 2011 to 2012 for all participating students ($p < 0.183$).

Each provider reporting using their own assessment to conduct diagnostic or screening assessments in addition to pre and post achievement tests. There was no data collected to document any improvement based of selected interventions using provider assessment tools. Additionally, the type or form of the assessment tools used were not reported to the Department of Education.

Overall, SES appear to be effective in help students' academic achievement in mathematics. The reading areas for all grade levels did not show any gains over a one year intervention period. This has been consistent with findings from previous years.

Recommendations

Based on the findings in this report, the external evaluator is proposing the following recommendations to be considered for the 2011-12 school year. Some of these recommendations were made in the previous year's evaluation report, but have not been implemented due to technical reasons. These recommendations could strengthen the evaluation report findings. The previous recommendations are still variable for future consideration.

- Identify a set of reading and mathematics standardized assessment tools that all providers can use to measure academic progress for their respective delivery modality. These assessments can be used for formative purposes as well as a means of documenting achievement. Or the provider can report the name or form of assessment being used as part of their intervention strategy. This will provide a consistent pre and post testing data comparative analysis of academic progress. Currently, only the Dakota STEP is being used to document or measure any academic progress in reading and mathematics.
- Dosage of intervention should be recorded and reported. This is a covariate that has not been considered in the analysis of the SES intervention.
- There is still a need to recruit more parents, administrators, and teachers to complete the CAS questionnaires. There are many school sites not providing input to determine if the SES is effective at their location.
- Increase the number of eligible students to participate in SES. Currently only one third of the eligible students are taking advantage of the program. Information should be collected to determine why an eligible child is not participating in SES.

APPENDIX A

PROVIDER APPLICATION



south dakota
DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

REQUEST FOR PROPOSALS
DOE-Title I
SES Providers

RFP: Notice to potential providers of supplemental educational services of the opportunity to provide services under Section 1116 of Title I Part A and the application procedures for obtaining approval from DOE to be an approved provider of those services.

PROPOSAL SUBMISSION DEADLINE:

5:00 PM CST

March 18, 2011

DEPARTMENT CONTACT:

Betsy Chapman

betsy.chapman@state.sd.us

South Dakota Department of Education
Office of Educational Services & Support
800 Governors Drive – Pierre, SD 57501-2291
Ph: (605) 773-4712 Fax: (605) 773-3782

EQUAL OPPORTUNITY EMPLOYER

Overview

Background

As part of the federal **Title I Elementary and Secondary Education Act (NCLB)**, any school district with a school that is in Level 2, 3, 4, or 5 of School Improvement shall arrange for the provision of supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness or a high probability of success, and that is selected by the parents in cooperation with the school district of residence and approved for that purpose by the State educational agency [Section 1116(e)(1)].

Supplemental educational services are additional academic instruction offered outside of the regular school day and designed to increase the academic achievement of low-income students in low-performing Title I schools. These services may be tutoring or other educational services that provide additional academic assistance to students. Supplemental services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children.

Purpose

The purpose of this Request for Proposals (RFP) is to select providers of supplemental services that will be included on South Dakota's Approved Supplemental Educational Services Provider (SES) list. As many providers as possible that meet the criteria specified below may be placed on the list of state approved providers. The list will be maintained by the South Dakota Department of Education and will indicate which of the approved providers offer supplemental services in each school district.

Title I ESEA (NCLB) requires that the state promote maximum participation by providers to ensure that parents have as many choices as possible. The state-approved list will be updated at least annually. Each year, there will be an opportunity for new providers to demonstrate that their organization meets the requirements. Providers of supplemental services can also be removed from the list annually.

It is expected that instruction will be in the areas of **reading and mathematics** in order to help students achieve South Dakota's content standards in reading and mathematics, as demonstrated by improved State assessment scores. Adequate Yearly Progress (AYP) is calculated for both reading and mathematics in all public schools in the state of South Dakota based on results of the Dakota State Test of Educational Progress (Dakota STEP).

Eligibility Requirements

To be included on the approved list of supplemental educational services providers, applicants must:

- Provide a demonstrated record of effectiveness or have a high probability of increasing student academic achievement
- Provide supplemental educational services that are consistent with state core academic standards in reading and mathematics. The South Dakota content standards are available for download from the South Dakota Department of Education's website at <http://doe.sd.gov/contentstandards/index.asp>
- Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State's academic achievement standards. All instruction must be scientifically based and proven to be effective
- Provide letters of reference
- Be financially sound
- Provide instruction that takes place beyond the regular school day
- Provide instruction that is secular, neutral and non-ideological
- Provide parents of each student receiving services on the progress of the student
- Provide the LEA (Local Education Agency) with information on the progress of the student
- Meet all applicable Federal, State, and local health, safety, and civil rights laws
- Provide evidence of satisfactory background checks for all instructional staff
- Adhere to Code of Ethics as adopted by the EIA Board of Directors (Copy found within this document)
- Be able to begin services in South Dakota no later than October 1, 2011
- **Be aware of the challenges and unique situations involved in providing services in South Dakota:**
 - Ø **Limited or no cell phone service in many areas**
 - Ø **Limited cell phone providers (call the SD DOE for more information)**
 - Ø **Online providers offering to provide internet for students must ensure their method of delivery will work in all areas they are applying to serve or make alternate arrangements with the school districts (limited broadband service in most areas)**
 - Ø **Ensure tutors/monitors will be available for hire (districts will NOT provide tutors)**
 - Ø **Eight Native American Indian Reservations in the state.**

Eligible Service Providers

The term Provider is defined as a non-profit entity, a for-profit entity, or a school district. Entities eligible to apply to provide supplemental educational services may include, but are not limited to:

Community agencies
Private schools
Individuals
Child care centers
Public schools
Public school district
Libraries
Community colleges
Universities
Private companies
On-line schools or tutoring services, Family literacy programs/Even Start programs
Faith-based organizations
After-school programs

Please note: A district or school identified for school improvement, corrective action, or restructuring, cannot be an approved supplemental service provider unless a waiver is granted from the US DOE. These waivers are granted on a year-to-year basis and are NOT guaranteed. A

school that is making adequate yearly progress within a district identified for improvement may apply to be an approved provider.

Students to be Served

SES must be made available to all low-income students in low-performing schools. Service providers may not refuse services to a student based on academic standing, identification as a student with disabilities, or limited English proficient status. If situations arise where students cannot benefit from the supplemental educational services, the service provider, parent, teacher, and Title I coordinator should meet and resolve the situation. Services must be made available to all students who are eligible for free/reduced price lunch, to the extent that funds allow. If there are more eligible students than funds can support, schools must prioritize services with students with the greatest achievement need receiving top priority for services.

Students should be served during the entire school year as long as funding allows. In schools following the traditional calendar school year, students are eligible to receive services from the beginning of the school year through June 30th. Each session scheduled must be at least thirty (30) minutes in length. The number of sessions scheduled will vary by student and will be based on the identified needs of each student.

If a student misses two or more sessions, the service provider must consult with the parent and Title I coordinator to determine the nature of the problem and work to resolve the situation. If no solution can be determined, services may be terminated.

Incentives

A provider or school district may not provide incentives to entice a student or a student's parent to choose a provider. After a provider has been chosen, the use of incentives to promote academic achievement and/or attendance is allowable and should be educationally appropriate. A school or district may host provider fairs.

Please note: In the Code of Ethics as adopted by the EIA Board of Directors (Copy found within this document), under “Standards Specific to SES Providers”, #7 states that providers will: “Not offer a student, parent or teacher any form of incentive for signing-up a student with a provider. This includes restricting the promotion of any allowable attendance or performance incentives to the period following student enrollment. Only then may the provider inform the student of any incentives that are directly linked to attendance or performance in SES.”

Provider Minimums and Maximums

Providers will be allowed to set minimum and maximum numbers of students for each LEA in which they agree to provide services. The minimum and maximum may be the number of students the provider will be able to serve on a site-by-site basis or an LEA basis. **Providers will need to make the distinction.** For example, if the minimum number is 5 on a site-by-site basis, then the provider is agreeing to work with any school in that LEA that has at least 5 students enrolled in their program. If it is a minimum of 5 for the LEA, then the provider is agreeing to work with any number at each site as long as the district totals meet the minimum. Once a provider begins services, they will be required to complete services even if the number of students drops below the minimum number. The contract between the LEA and the provider will contain minimum and maximum numbers. The LEA must notify the SEA about any violation in providers serving children as agreed in the contract.

Materials and Supplies

Providers are expected to furnish their own materials to use with students. Schools are neither expected nor required to copy materials or furnish materials for the provider to use with students. The use of worksheets and handouts is discouraged; rather, active learning activities and the use of manipulative usually engage students more fully and result in greater student achievement.

The services and curricula must be aligned with the South Dakota content standards. Providers must work with the LEA to create a Student Learning Plan Agreement for each student. Tutors will have a copy of students' assessment information and the student learning plan on site. Providers must be able to provide verification that the materials to be used with students are aligned and appropriate for student grade levels.

Non-Regulatory Guidance

A copy of the Supplemental Educational Services Non-regulatory guidance can be found at <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

Requirements & Responsibilities of the Approved Provider

Entities included on the Approved Supplemental Services Provider list are responsible for doing the following:

PRIOR to the start of school (July or August), contact each local school district the company is approved to serve and set up a contract that includes:

- The per hour charge
- The location where services will be provided (if the provider will be using district facilities, a separate contract may be needed)
- Provisions for the payment for services to the provider by the school district; Billing must be in hourly increments; Only the time a student spends in actual tutoring will be paid. Providers may not "round up" minutes until the total is calculated
- The means of transporting children to the place of instruction if the services will be provided in a location other than the student's school, if applicable
- Provisions for the termination of such agreement
- An assurance from the provider that the identity of any student eligible for or receiving, supplemental educational services will not be disclosed without the written permission of the parents of the student
- Contact information for customer service, fiscal and who the district will contact concerning Student or Individual Learning Plans
- A start date for services to begin; Failure to meet the start date may be cause for termination of the agreement

ONCE notified by a district of students who have selected their service, enter into an agreement (Individual Learning Plan – ILP) with the local school district that includes:

- A statement of specific achievement goals for each student receiving supplemental educational services based upon the specific educational needs of the child.
- A description of how student progress will be measured.
- A timetable for improving achievement. In the case of a student with disabilities, the timetable will be consistent with the student's individual education program.
- A description of how parents, teacher(s) and the school district will be regularly informed of student progress.

-
- Provisions for termination of agreement with regards to student attendance and/or behavior.
 - The amount of instructional time (in hours) to be provided.

 - PRIOR to beginning services:
 - Be able to obtain a Certificate of Authority or Certificate of Incorporation prior to beginning services. (<http://www.sdsos.gov/contactus/contact.shtm>)

Ensure that the instruction provided is aligned with South Dakota academic achievement standards and in the case of a student with disabilities, is consistent with the student's individualized education program (IEP) under section 614(d) of the Individuals with Disabilities Education Act

Provide parents of children receiving supplemental educational services and the appropriate school with information on the progress of the children in increasing achievement in a format and, to the extent practicable, in a language that such parents can understand

Ensure all individuals who will interact with students are fingerprinted and/or background checked pursuant to procedures set forth in SDCL 13-10-12

Comply with district employee requirements (many districts require documentation of fingerprinting and/or background checks of all employees be provided to the district)

Adhere to the provisions of the approved application

Adhere to the provisions of the signed agreement with the LEA

Provide supplemental educational services that are consistent with South Dakota's core academic standards in reading and mathematics.

Provide instruction that is of high quality, research-based, and specifically designed to increase academic achievement of eligible children on state assessments and attain proficiency in meeting the State's academic achievement standards

- Provide instruction that takes place beyond the regular school day

- Implement the student learning plan as written and agreed upon by the LEA and parents

- Submit to the LEA and SD DOE a final report that summarizes the individual academic progress of each student provided with supplemental services, along with hours of services and total amount billed, by June 15, 2011 of each participating year. The only exception is if services will continue until June 30, 2011. In that case, a final report will be due by July 15, 2011.
- Adhere to Code of Ethics as adopted by the EIA Board of Directors (Copy found within this document)

*Note: Approved providers are expected to deliver services. Providers may hire tutors/teachers at a school site to provide tutoring. However, they MUST provide initial training along with on-going support. Providers must continually monitor their programs provided by tutors. A provider must be prepared to deliver services once approved. If parents have signed up for a provider and the provider is not ready to begin by the start date in the contract between the LEA and the provider, the students will be moved to the parents' next choice

Responsibilities of the School District

Participating school districts are responsible for:

Prior to the start of school: Enter a financial contract, contingent on selection as a provider by parents within the district, with the following items:

- The location where services will be provided
- The means of transporting children to the place of instruction if applicable.
- A description of how parents, teacher(s) and the school district will be regularly informed of student progress
- Provisions for the termination of such agreement
- Provisions for the payment for services to the provider by the school district
- An assurance from the provider that the identity of any student eligible for or receiving, supplemental educational services will not be disclosed without the written permission of the parents of the student
- The qualifications of staff responsible for the delivery of the instructional program

Identify eligible students (Eligible students are all students from low-income families who attend Title I schools that are in Level 2 of school improvement, Corrective Action, or in restructuring.)

Notify parents annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) of:

- The availability of supplemental educational services
- The approved providers whose services are available to their students
- A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider

Contact providers selected by the parents and enter into a contractual agreement on behalf of the student

In addition to the fiscal contract, enter into an agreement that has:

- A statement of specific achievement goals for each student receiving supplemental educational services based upon the specific educational needs of the child
- Description of how the student progress will be measured
- Timetable for improvement; in the case of a student with disabilities, the timetable will be consistent with the student's individual education program
- A description of how student progress will be measured
- A description of how parents, teacher(s) and the school district will be regularly informed of student progress

Ensure that eligible students with disabilities under IDEA and the students covered under Section 504 receive appropriate services with proper accommodations. Districts must share information that will allow providers to know what type of accommodations are necessary to provide appropriate services once a parent has chosen that provider and an agreement for that student has been signed. This could include student goals and/or classroom accommodations.

Ensure that eligible students who have limited English proficiency receive appropriate services with language assistance

Monitor the "Responsibilities of the Approved Provider"

Apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students. Providers may, with parent permission, provide a delayed start of services in order to accommodate all students

Do not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student

Please note: Districts are NOT required to provide transportation home for those students with services provided at the school facility after school hours or to those student with services offered away from the school location, unless arrangements are made with the provider to cover the costs.

School districts may make suggestions to parents on transportation methods and may provide transportation if funding allows. Districts are not required to provide space or resources (i.e., computer, materials, copies, or staff). If the provider and district both agree, a contract can be written for use of district facility. A district may require additional fees for the use of space and equipment, and the provider must ensure that there will be on-site supervision of students.

Service Discrepancies and Dissatisfaction

Parents/guardians or school personnel who are dissatisfied with the services provided will notify the LEA. The LEA will notify the SD State SES Coordinator with these concerns. The State Coordinator will then investigate the complaints and make a decision about further action for the service provider.

Monitoring

The South Dakota Department of Education, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by providers and to withdraw approval from providers that fail, for two years, to contribute to increasing the academic proficiency of students to whom they provide services or that fail to meet any of the other provider requirements or assurances. SEA monitoring will be conducted through contact with local school districts to ascertain an evaluation and demonstration of the effectiveness of providers and through on-site monitoring. Failing to operate in accordance with Provider responsibilities or assurances will constitute grounds for immediate removal from the state-approved list. Providers not being utilized in the state within a two-year period will need to reapply.

SD DOE has contracted with an external evaluator to help determine the effectiveness of approved providers. Approved providers will be made aware of the requirements of the evaluation system.

Removal Policy

The State Education Agency is required to monitor the quality and effectiveness of state approved Supplemental Educational Service (SES) providers in accordance with Public Law 107-110 Section 1116(e)(4)(D) of Title I Part A of No Child Left Behind, corresponding regulation 200.47(a)(4)(ii), and South Dakota Administrative Rule 24:42:02:48. The South Dakota Department of Education (SD DOE) has developed the following policy for removal of SES providers from the state approved list.

The SD DOE will withdraw approval for SES providers that fail, for two years, to contribute to increasing the academic proficiency of students to whom they provide services. Providers that fail to meet any of the other provider requirements or assurances may be removed from the approved list. Failing to operate in accordance with certain provider requirements or assurances will constitute grounds for immediate removal from the state-approved list.

Procedure

The South Dakota Department of Education will use the following procedure for removal from the state approved provider list.

Gathering Information

- s DOE reviews submitted district and provider reports along with its own monitoring reports.
- s DOE reviews evaluation reports from a third-party evaluator.
- s Potential violations cited.
- s District and parent complaint through the district received by DOE

Evaluation of Information

- s Notification to provider of complaints and/or violations
- s DOE further investigates alleged violations.
- s Committee convened to review findings if warranted. Recommendations provided to DOE.
- s DOE renders decision for removal based upon findings and committee recommendations.

Resulting Action

- s First violations for the provider will be noted and the provider is informed of the decision.
- s If the offence is the second violation in two years, the provider's approval status will be removed. Provider may appeal the decision through the appeals process.
- s Decision and timeline for appeal process communicated to the provider.
- s Removal from the state approved provider list. Provider will be immediately notified.
- s Districts will be immediately notified of provider's removal from state approved list.
- s Provider may reapply during the application next window.

Application Review Committee

The Committee to review the findings will consist of DOE staff, Committee of Practitioners, School Support Team members, and representation from Title I districts with schools with experience with Supplemental Educational Services. The Committee will make recommendations to the South Dakota Department of Education.

Appeals Process

If a provider believes that removal from the state's approved SES provider list is unwarranted due to statistical or other substantive reasons, the provider may submit evidence to the SD DOE to support such belief.

Appeal

- The provider will submit a letter and supporting evidence to the DOE indicating the appeal no later than ten working days after receipt of the notice of removal.
- The Department of Education will review the evidence provided.
- Based on the evidence, the Department of Education may either rescind or retain its decision to remove the provider from the list.
- If the decision for removal stands, the Department of Education will activate the appeals committee and inform the provider of details of the appeals committee review.

Appeals Committee Review

- The provider will be given the opportunity to present evidence in person, by written correspondence, or by conference call to the appeals committee.
- The appeals committee will notify the Department of Education of its decision within 10 working days after the review.
- The appeals committee's decision is final.
- The Department of Education will notify the provider of the appeals committee's decision within 20 days of the review.

Appeals Committee

The appeals committee will consist of 3 to 5 members representing state practitioners with expertise in Title I Part A programs. Members of the appeals committee will be neutral to the SES process; they are not part of the application approval process, nor represent a district where services from the provider have been used.

Timeline

Providers will be evaluated each summer. If violations are cited, the review committee will be convened in a timely manner in order that removal from the state's approved provider list, if necessary, takes place prior to the start of the school year. Violations of certain requirements may constitute immediate removal. Department of Education retains the right to convene the review committee on an as-needed basis throughout the year.

Reporting

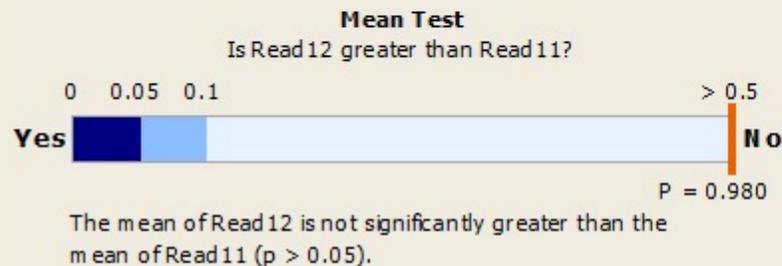
No later than June 15 of each participating year, providers will submit to the LEA and SD DOE a final written report that summarizes the individual academic progress of each student provided with supplemental services, along with the number of hours served and total amount billed for the services. **Failure to submit a report to the LEA and SD DOE in a timely fashion may be grounds for removal from the state's approved provider list.** The LEA (Local Education Agency) will then submit their report, including each student's SIMS number, to the South Dakota Department of Education's Title I Office for review, **no later than June 30**. This information will be used to help determine if a provider will remain on the state-approved list. All state approved providers are strongly encouraged to maintain documentation of their communication with the parents, school and LEA on the academic progress of each student throughout the school year. **The only exceptions are for providers that serve students until June 30th. The final report will be due within two weeks of the last day of service or by July 15th.**

The providers and tutors must also complete online surveys at the end of the services or by June 15. The online survey links will be emailed to each provider's state contact. They will then be responsible for ensuring that providers administering the program and the tutors complete the survey.

APPENDIX B

Paired t-Test Summary Report for Reading Score Differences

Paired t Test for the Mean of Read12 and Read11 Summary Report

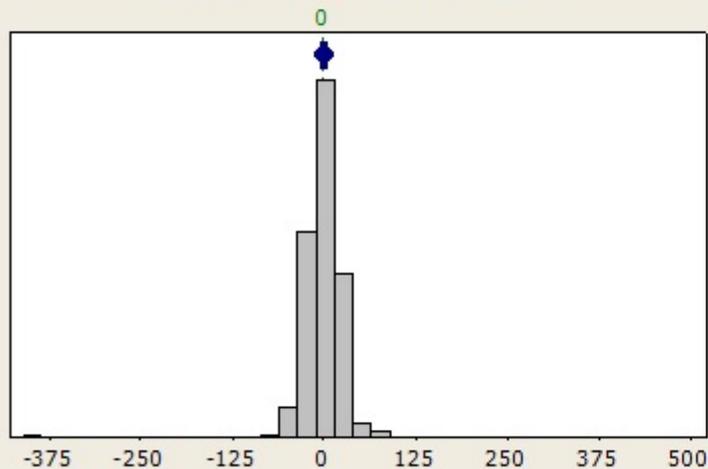


Statistics	Paired Differences *
Sample size	1052
Mean	-2.0658
90% CI	(-3.7138, -0.41788)
Standard deviation	31.937

* The difference is defined as Read12 - Read11.

	Read12	Read11
Mean	585.90	587.97
Standard deviation	60.429	60.748

Distribution of the Differences
Where are the differences relative to zero?

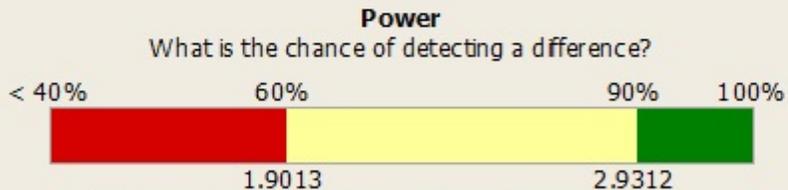
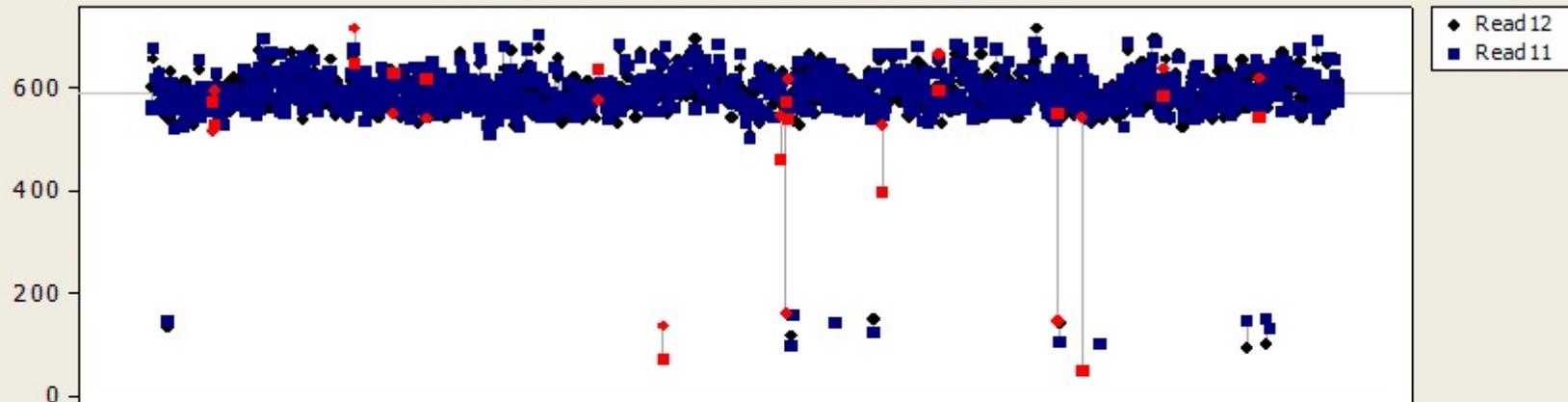


Comments

- Test: There is not enough evidence to conclude that the mean of Read12 is greater than Read11 at the 0.05 level of significance.
- CI: Quantifies the uncertainty associated with estimating the difference from sample data. You can be 90% confident that the true difference is between -3.7138 and -0.41788.
- Distribution of differences: Compare the location of the differences to zero. Look for unusual differences before interpreting the results of the test.

Paired t Test for the Mean of Read12 and Read11 Diagnostic Report

Paired Data in Worksheet Order
Investigate pairs with unusual differences (marked in red).



For $\alpha = 0.05$ and sample size = 1018:
If the true mean of Read12 was 1.9013 greater than Read11,
you would have a 60% chance of detecting the difference
with a paired test. If Read12 was 2.9312 greater than
Read11, you would have a 90% chance.

What difference can you detect with a
sample size of 1018?

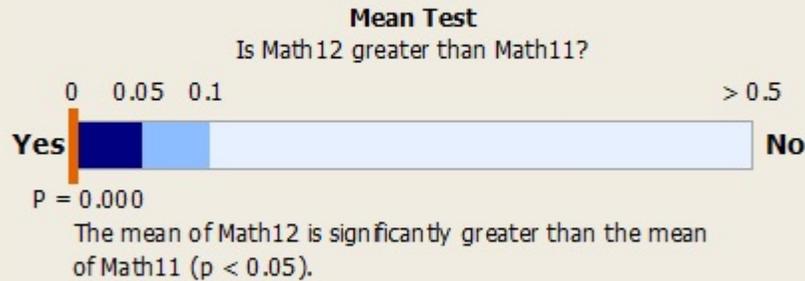
Difference	Power
1.9013	60.0
2.1728	70.0
2.4905	80.0
2.9312	90.0

Power is a function of the sample size and the standard deviation. To detect a difference smaller than 2.4905, consider increasing the sample size.

APPENDIX C

Paired t-Test Summary Report for Mathematics Score Differences

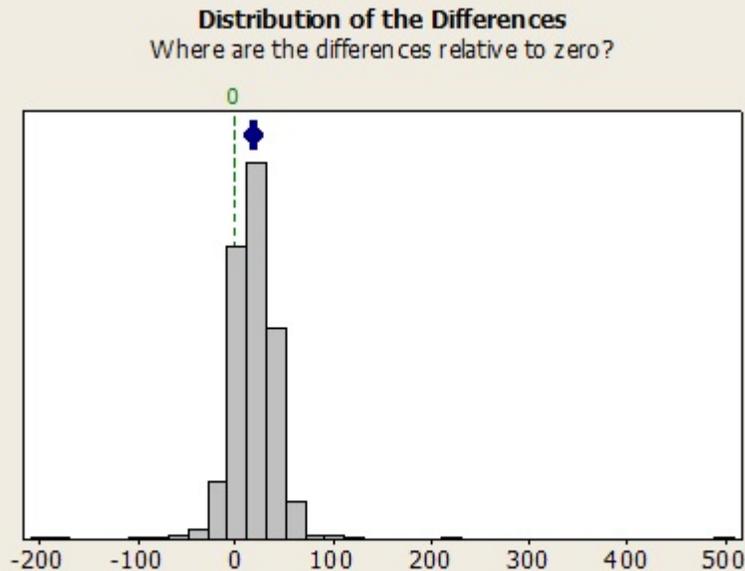
Paired t Test for the Mean of Math12 and Math11 Summary Report



Statistics	Paired Differences *
Sample size	1086
Mean	16.894
90% CI	(15.477, 18.312)
Standard deviation	27.919

* The difference is defined as Math12 - Math11.

	Math12	Math11
Mean	640.06	623.17
Standard deviation	55.564	58.330

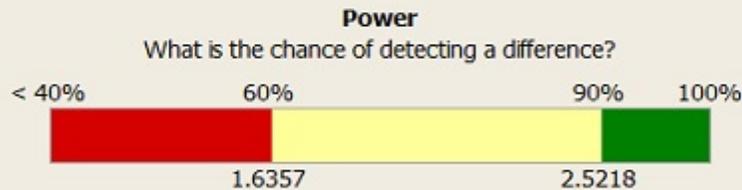
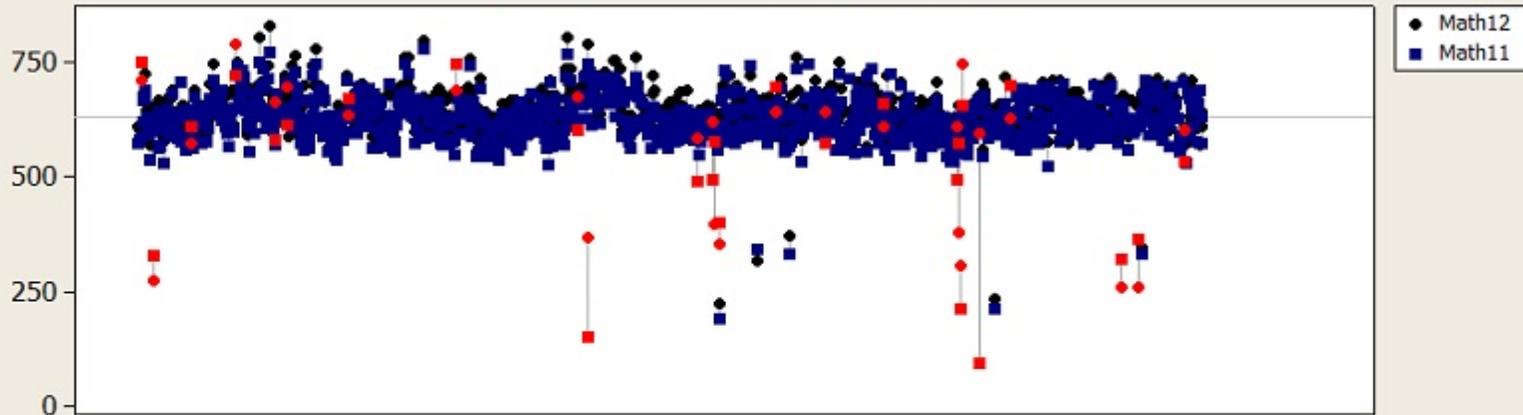


Comments

- Test: You can conclude that the mean of Math12 is greater than Math11 at the 0.05 level of significance. The mean of the paired differences is greater than zero.
- CI: Quantifies the uncertainty associated with estimating the difference from sample data. You can be 90% confident that the true difference is between 15.477 and 18.312.
- Distribution of differences: Compare the location of the differences to zero. Look for unusual differences before interpreting the results of the test.

Paired t Test for the Mean of Math12 and Math11 Diagnostic Report

Paired Data in Worksheet Order
Investigate pairs with unusual differences (marked in red).



For alpha = 0.05 and sample size = 1051:
If the true mean of Math12 was 1.6357 greater than Math11,
you would have a 60% chance of detecting the difference
with a paired test. If Math12 was 2.5218 greater than
Math11, you would have a 90% chance.

What difference can you detect with a
sample size of 1051?

Difference	Power
1.6357	60.0
1.8693	70.0
2.1427	80.0
2.5218	90.0

Power is a function of the sample size and the standard deviation. To detect a difference smaller than 2.1427, consider increasing the sample size.

APPENDIX D

Reading Plus Evaluation Report

Reading Plus Evaluation Report

2011-12

Overview

Reading Plus® is a computer-based reading intervention system that uses technology to provide individualized scaffolded silent reading practice for students in the second grade and higher. St. Elizabeth Seton Elementary School introduced the program into their current reading program in order to help students improve upon their reading proficiency. The seven components of Reading Plus® provide extensive engagement through differentiated reading activities.

Reading Plus® picks up where phonics and oral reading instruction leave off, providing rapid and sustainable comprehension and silent reading fluency gains. The program provides sustained attention, word recognition automaticity, grade appropriate reading rates, enhanced vocabulary, and improved reading comprehension. A 20-minute computer-based placement test is administered to determine the appropriate instructional programs and effective starting levels for each student. Instructional paths are individually designed and dynamically adjusted for each student, ensuring effective practice with activities that build attention and concentration, silent reading fluency, vocabulary enhancement, and comprehension skill mastery.

Guided Reading

Guided Reading™ is designed to improve visual and perceptual skills, short-term memory, and silent reading fluency skills. In addition to improvements in rate and comprehension, students increase their ease and comfort in reading and their concentration. Reading selections provided are leveled to the student's reading ability in a variety of genres to motivate student to read.

Students read each story in a self-paced format, a timed format, or a guided window format. Within a reading selection, students complete a number of skill-coded questions with re-reading opportunities. These questions focus on the development of a set of major comprehension competencies. These competencies include literal understanding, analysis, appreciation, interpretation, and evaluation.

Reading rates are automatically elevated in Guided Reading™ as students complete lessons with 70% comprehension or higher. Initially, students are assigned a starting rate the first time they achieve 70% or higher comprehension. From this point forward, a student's training rate will be elevated slightly each time 70% plus comprehension is achieved in a given reading selection. These rate increments may be modest, average, or more aggressive increases based on an analysis of average comprehension performance of a student. Norm and target rates have been set for each grade level. As students achieve the target rate for a grade level, then he or she becomes eligible for the next grade level. These target rates are displayed in the chart below in relation to grade-level content and norm rates.

Table 1.0												
Guiding Reading Target Rates												
Words Per Minute (wpm)												
Grade Level	1	2	3	4	5	6	7	8	9	10	11	12
Norm Rates	80	115	138	158	173	185	195	204	214	224	237	250
Target Rates	140	170	200	230	250	270	280	300	310	325	345	365

Students will engage in Perceptual Accuracy Visual Efficiency (PAVE) scan training that will greatly facilitate their competency in terms of visual and functional factors. A growth in visual competency facilitates higher reading rates.

Perceptual Accuracy/Visual Efficiency (PAVE)

The Reading Plus PAVE™ warm-up program, through scan and flash activities, builds visual skills and visual memory, the most basic skills necessary for fluent and efficient reading and improved spelling.

In **Scan**, students are asked to count the number of times a “target” element (number or letter) appears on the screen as three random elements are presented in a left-to-right manner. The initial speed of the scan is determined by the student's grade level and increases, remains stable, or decreased, based on correct responses, with 120 lines per minute as the maximum. The scan rate range for students K-1 is 10 to 60 lines per minute (lpm) with an initial rate of 20 lpm, or 1 second per element scanned. The scan rate range for grades 2-4 is 10 to 70 lpm with an

initial scanning rate of 30 lpm or 0.66 seconds per element scanned. The scan rate range for grades 5 and higher is 20 to 80 lpm with an initial scanning rate of 40 lpm or 0.5 seconds per element scanned.

In **Flash**, a series of ten exposures, a set of one to nine elements (numbers, uppercase letters or lowercase letters) is flashed at 1/10 of a second. The initial number of elements is determined by a student's grade level, and increases as the student correctly types in what was seen. A student is permitted 2 errors out of each series of 10 to advance to training with one more element than is easily seen. The goal of Flash Training is to develop the ability to see and repeat a desired number of elements in a single fixation, thus facilitating the retention of words in continuous reading as well as spelling.

Cloze Plus

The Cloze Plus™ program contains 20 lessons in each of its eight levels to develop vocabulary use and comprehension through structured context analysis activities in which students learn to use clues from surrounding context to complete syntax. These lessons improve predictive and inferential comprehension as well as vocabulary and provide invaluable guidance in terms of these cognitive processes. Levels 1 and 2 are based on the Spache Readability Formula⁸ and Levels 3-8 on the Frye Readability Formula.⁹

There are three major types of completion activities:

1. **Meaning Completion Cloze** in which the student reads a paragraph in which a word is missing. He/She will then select the correct word from 4 choices, with only one being the correct answer.
2. **Syntax Completion Cloze** involves a student reading a paragraph with a missing word. The student will then be asked to type in the omitted word. Two or four different appropriate words may be used and the student is correct if he/she selects any one of the appropriate words.
3. **Vocabulary in Context** involves the student selecting the meaning of a "difficult" or unfamiliar word by using the context clues in the sentences surrounding the word.

Students are placed in reading levels based on Reading Plus assignments. After completing a set of Cloze lessons, the students are assessed to determine if they are ready for the next level. The

⁸ Spache, G. (1982). *Diagnostic reading scales*. New York: CTB McGraw-Hill.

⁹ Fry, E. (1977). *Elementary reading instruction*. New York : McGraw Hill.

number of successful lessons completed and levels gained are indicators of student reading improvement.

The Reading Around Words™

The Reading Around Words™ (RAW) vocabulary program enables students to discover word meaning through structured contextual analysis activities that promote meaning integration, comprehension skills, and predictive ability.

Each Reading Around Words™ practice level (D-L) contains 240 key vocabulary words. Students take a series of 16 five-minute pre-tests at intervals on each level and then complete word meaning and use practice activities with the words missed in each pre-test.

Initially, the target word is omitted from a sentence and flashed for students to create orthographic recognition of the new word. The word is then presented in a paragraph in which they select the correct meaning (or meanings) for the word. The paragraph is automatically available for re-reading with highlighted clues after an incorrect response (or clues may be requested before a response is made). After the context clue activity, the target word is again flashed for students but now must be typed in from memory for spelling reinforcement.

Results

There were four areas within the Reading Plus program that were assessed. Each area provided data and information about the student's reading ability. In the Guiding Reading component students were measured at number of words per minute (wpm) they could read which was then used to determine a reading level. Table 2.0 shows the mean rates and reading levels by grade while Table 3.0 provides the same values by teacher.

The third grade students showed a 47.6% gain in their mean guided reading rate from the initial rate of 123.1 wpm. This was a statistically significant change at the 0.01 alpha level [$t(32) = 8.74, p < 0.001$]. There was a 27.4% improvement in their independent reading rate which was a statistically significant change [$t(33) = 4.09, p < 0.001$]. When the students were analyzed based on the amount of lessons completed, students who complete 26 or more lessons showed the greatest percentage change. There was a strong correlation between reading level and both independent reading rates ($r = 0.477, p < 0.001$) and guided reading rates ($r = 0.509, p < 0.001$).

The fourth grade students showed a 52.7% gain in their mean guided reading rate from the initial rate of 150.6 wpm. This was a statistically significant change at the 0.01 alpha level [$t(38) = 7.47, p < 0.001$]. There was a 51.7% improvement in their independent reading rate which was a statistically significant change [$t(32) = 5.77, p < 0.001$]. When the students were analyzed based on the amount of lessons completed, students who complete 26 or more lessons showed

the greatest percentage change. For example, students completing 26 to 50 lessons, demonstrated a 48.2% gain in the mean guided reading rates.

The fifth grade students showed a 29.7% gain in their mean guided reading rate from the initial rate of 142.0 wpm. This was a statistically significant change at the 0.05 alpha level [$t(13) = 2.69, p < 0.018$]. There was a 13.7% improvement in their independent reading rate which was not a statistically significant change at the 0.05 alpha level [$t(15) = 1.32, p < 0.207$]. When the students were analyzed based on the amount of lessons completed, students who complete 26 or more lessons showed the greatest percentage change. For example, students completing 26 to 50 lessons, demonstrated a 46.3% gain in the mean guided reading rates and a 25.3% gain in the mean independent reading rates.

There was a correlation between CLOZE levels gained and total lessons completed [$r = 0.815, p < 0.001$]. For the third grade, students who completed 31 to 60 lessons showed an average of 1.5 gain in the levels of meaning and syntax completion. As more lessons were completed (> 91 lessons), the average level gain was 2.5. Similar gains were noted for the fourth and fifth grades. Students completing 31 to 60 lessons showed a 1.0 to 1.7 level gain, while students completing 91 or more lessons showed a 2.0 level gain. (Appendix E)

For all the students involved in this study ($n = 52$), there was no significant correlation between PAVE scan rates (lpm) and flash counts in this study [$r = 0.306, p < 0.085$]. Additionally, there was no significant correlation between scan rates and independent reading rates [$r = 0.172, p < 0.233$] and guided reading rates [$r = 0.163, p < 0.263$]. There was a significant correlation between flash counts and independent reading rates [$r = 0.386, p < 0.006$] and guided reading rates [$r = 0.413, p < 0.003$]. The mean scan rate for all the students was 100.4 lpm with the fourth graders having the largest mean scan rate at 108.6 lpm and the fifth graders have the smallest mean rate at 82.5 lpm. Similar results were noted for the flash count with an overall mean of 4.3 and fourth graders having the largest count at 4.6.

There was a significant correlation between the number of RAW lessons completed and levels gain for all the students [$r = 0.848, p < 0.001$]. The fourth graders completed the largest average number of lessons (14.3) and had the largest average gain at 0.4. The fifth graders completed the smallest number of lessons (4.3) and had an average zero gain.

Table 2.0
Reading Plus
Mean Reading Score & Rate Analysis By Grade Level
2011-12

Grade	n	Guided Reading					CLOZE		PAVE		RAW	
		Level Gain	Initial Rate (wpm)	Current I-Rate (wpm)	Current G-Rate (wpm)	I-Rate Gained (wpm)	Level Gain	Total Lessons	Scan Rate ¹ (lpm)	Current Flash	Total Lessons	Level Gain
3	18	1.6	123.1	156.9	186.5	33.8	1.7	76.9	98.8	4.3	8.7	0.1
4	25	1.8	150.6	228.4	230.0	77.8	1.7	58.7	108.6	4.6	14.3	0.4
5	9	0.8	142.0	161.4	188.1	19.4	0.6	30.4	82.5	3.8	4.3	0
All	52	1.5	139.6	192.0	208.5	52.4	1.5	60.1	100.4	4.3	11.8	0.3

Note 1: The scan rate range for grades 2-4 is 10-70 lpm with an initial scanning rate of 30 lpm. The scan rate range for grades 5 and higher is 20-80 lpm with an initial scanning rate of 40 lpm.

Table 3.0
Pearson Correlation & p Value of Reading Scores & Rates
2011-12

	Guided Reading					CLOZE		PAVE		RAW	
	Level Gain	Initial Rate (wpm)	Current I-Rate (wpm)	Current G-Rate (wpm)	I-Rate Gained (wpm)	Level Gain	Total Lessons	Scan Rate (lpm)	Current Flash	Total Lessons	Level Gain
GR Level Gain	r = p <	0.089 0.531	0.477 0.001	0.509 0.001	0.588 0.001	0.650 0.001	0.535 0.001	0.415 0.003	0.573 0.001	0.563 0.001	0.455 0.007
GR Initial Rate	0.089 0.531		0.711 0.001	0.731 0.001	0.301 0.030	-0.127 0.370	-0.241 0.085	0.076 0.600	0.141 0.330	0.270 0.123	0.180 0.309
Current I-Rate	0.477 0.001	0.711 0.001		0.944 0.001	0.885 0.003	0.163 0.249	-0.084 0.552	0.172 0.233	0.386 0.006	0.533 0.001	0.494 0.003
Current G-Rate	0.509 0.001	0.731 0.001	0.944 0.001		0.792 0.001	0.128 0.378	-0.078 0.592	0.163 0.263	0.413 0.003	0.569 0.001	0.501 0.003
CLOZE Level Gain	0.650 0.001	-0.127 0.370	0.163 0.249	0.128 0.378	0.305 0.028		0.815 0.001	0.307 0.030	0.536 0.001	0.455 0.007	0.305 0.079
CLOZE Total Lessons	0.535 0.001	-0.241 0.085	-0.084 0.552	-0.078 0.592	0.046 0.748	0.815 0.001		0.202 0.159	0.335 0.018	0.149 0.401	-0.033 0.852
PAVE Scan Rate	0.415 0.003	0.076 0.600	0.172 0.233	0.163 0.263	0.180 0.210	0.307 0.030	0.202 0.159		0.306 0.085	0.364 0.034	0.428 0.012
PAVE Current Flash	0.573 0.001	0.141 0.330	0.386 0.006	0.413 0.003	0.425 0.002	0.536 0.001	0.335 0.018	0.306 0.085		0.428 0.012	0.255 0.146
RAW Lessons	0.563 0.001	0.270 0.123	0.533 0.001	0.569 0.001	0.574 0.001	0.455 0.007	0.149 0.401	0.364 0.034	0.428 0.012		0.848 0.001
RAW Gain	0.455 0.007	0.180 0.309	0.494 0.003	0.501 0.003	0.578 0.001	0.305 0.079	-0.033 0.852	0.331 0.056	0.255 0.146	0.848 0.001	

Table 4.0
Reading Plus
Mean Reading Score & Rate Analysis By Teacher
2011-12

Teacher	n	Guided Reading					CLOZE		PAVE		RAW	
		Level Gain	Initial Rate (wpm)	Current I-Rate (wpm)	Current G-Rate (wpm)	I-Rate Gained (wpm)	Level Gain	Total Lessons	Scan Rate ¹ (lpm)	Current Flash	Total Lessons	Level Gain
B	8	1.6	119.8	151.3	186.9	31.5	1.9	88.5	98.8	4.4	9.5	0.17
C	5	0.4	129.4	150.6	180.6	21.2	0.6	33.6	77.5	3.8	1.5	0.0
E	2	2.5	153.0	188.0	215.5	35.0	1.0	47.0	97.5	4.5	10.0	0.0
J	2	0.0	162.5	162.0	171.0	(0.5)	0.0	6.0	82.5	3.0		
K	3	0.0	119.0	151.0	168.0	32.0	0.0	4.0				
O	3	1.3	138.0	173.0	194.7	35.0	1.0	62.3	100.0	3.3	1.5	0.0
S	5	2.2	121.2	158.6	184.8	37.4	2.4	96.2	98.0	4.6	13.5	0.0
T	25	1.9	150.6	228.4	230.0	77.8	1.7	60.9	108.6	4.6	14.3	0.13
All	15	1.5	139.6	192.0	208.5	52.4	1.5	60.1	100.4	4.3	11.8	0.3

B = Brockman

J = Janes

S = Schweppe

E = Eldridge

O = Oleson

C = Christopherson

K = Kellar

T = Trinter

Conclusion

The results of this study show that the Reading Plus program was successful in the improvement of individual student and group reading skills. The evidence shows that when students had completed more than 25 guided reading lessons and more than 30 CLOZE lessons, that there were substantial gains in reading levels and ability. These gains are supported from a variety of published and reported research.¹⁰ It was noted that the computer-based program employed dynamic, scaffolded methods which provided reading experiences matched to individual student needs. Both formative and summative assessments were used to assign students to an appropriate reading level with a prescribed intervention.¹¹ The computerized reading placement appraisal helped to determine the student's tentative independent reading level rate, comprehension skills level, and vocabulary level.

This study documents the necessity for teaching the total process of reading. The interpretive skills were part of the development of fundamental reading skills. Correlations were found between the guiding reading, CLOZE, PAVE, and RAW components of the program. For example, in improving word meaning the vocabulary contextual analysis portion of CLOZE helped students to compare, contrast, and interpret the meaning of words in different situations. Having a good understanding of words, as determined in this study, was correlated to reading comprehension.¹²

Overall, the program focused on student achievement of reading skills and comprehension by mastery of competencies in literal understanding, appreciation, interpretation, analysis, and critical evaluation.

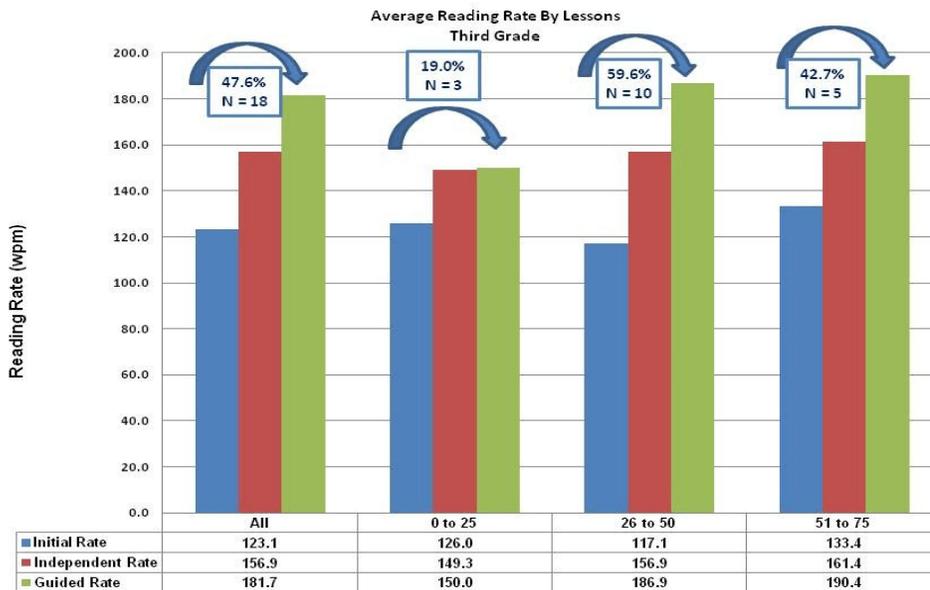
¹⁰ Taylor Associates (2009). *Reading Plus: Research, rationale & results*. Huntington Station, NY: Author.

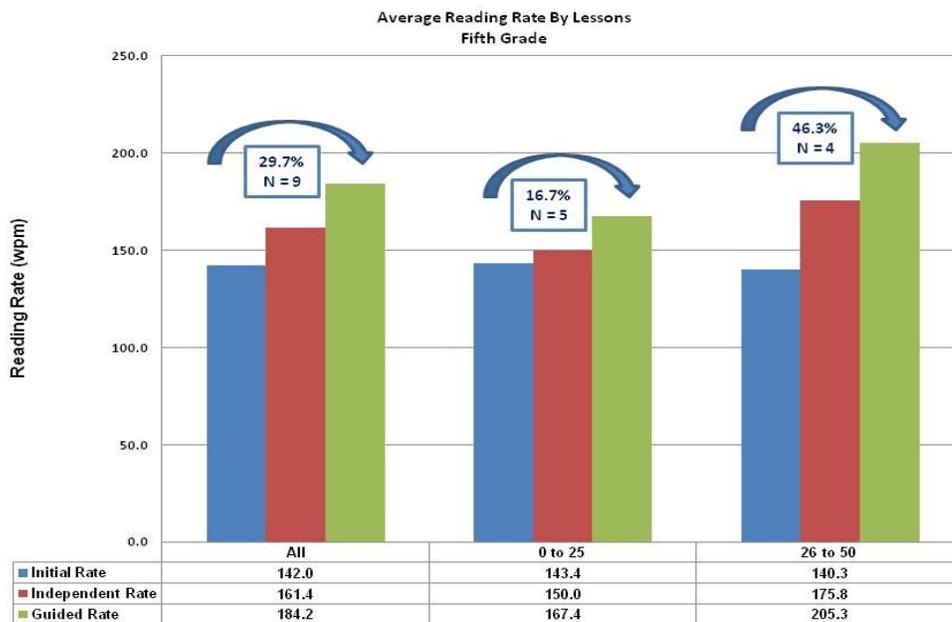
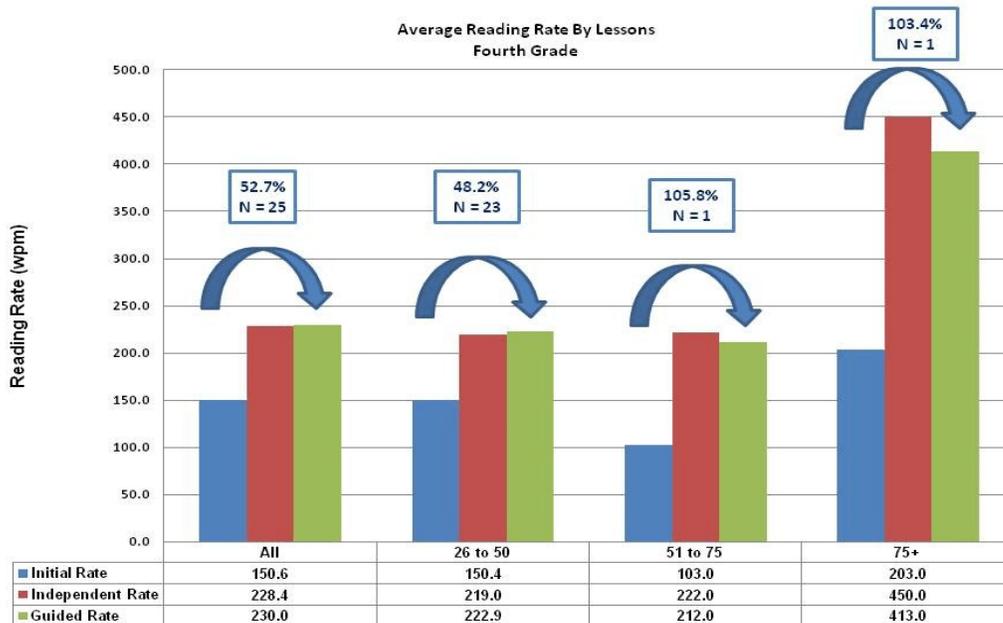
¹¹ Hiebert, E. (2006). Becoming fluent: Repeated reading with scaffolded texts. In S.J. Samuels & A.E. Farstrup (Eds.), *What research has to say about fluency instruction* (pp 204-226). Newark, DE: International Reading Association.

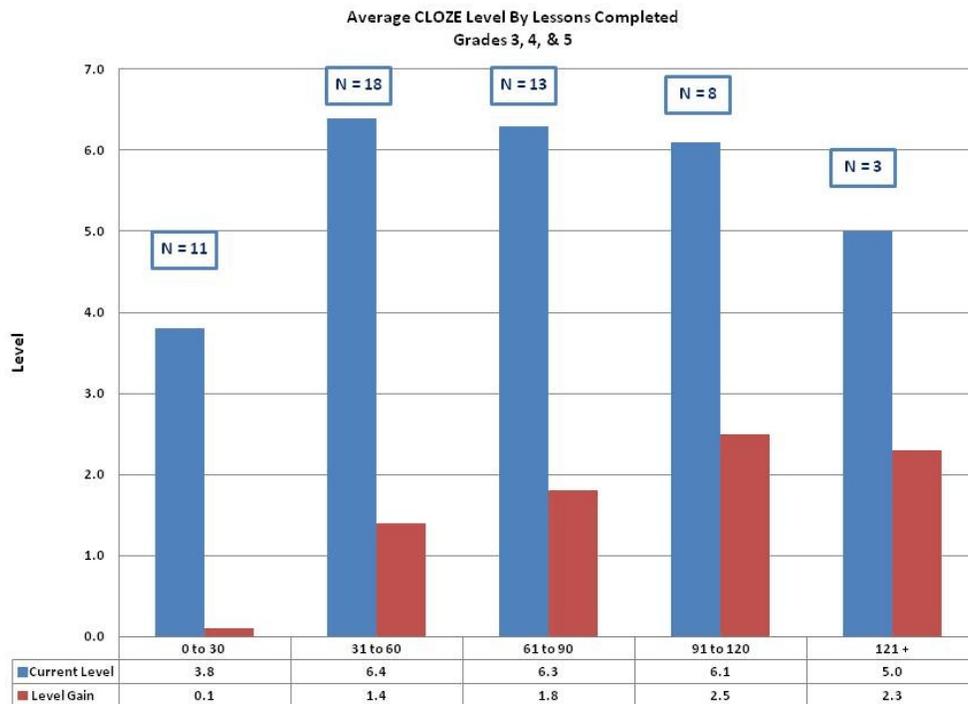
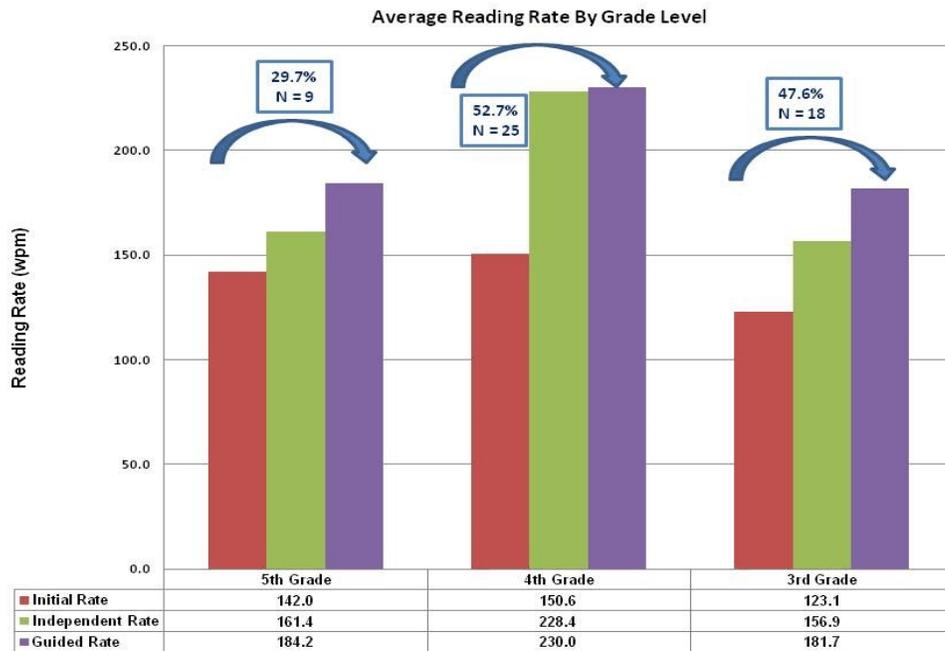
¹² Sternberg, R. (1987). Most vocabulary is learned from context. In M.G. McKeown & M.S. Curtis (Eds.), *The nature of vocabulary acquisition* (pp 89-105). Hillsdale, NJ: Erlbaum.

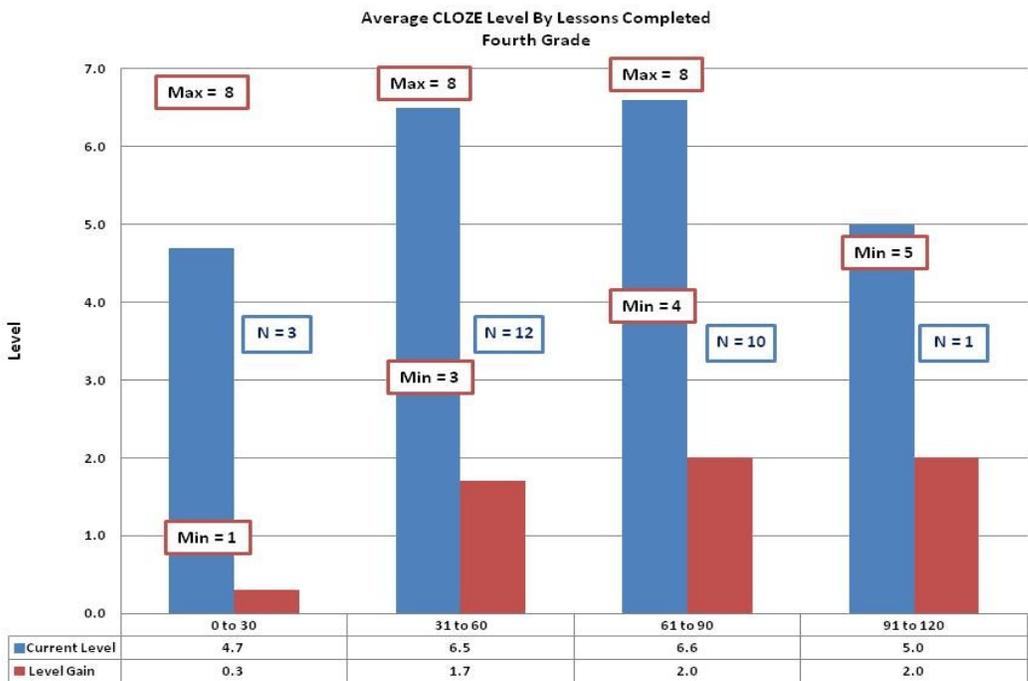
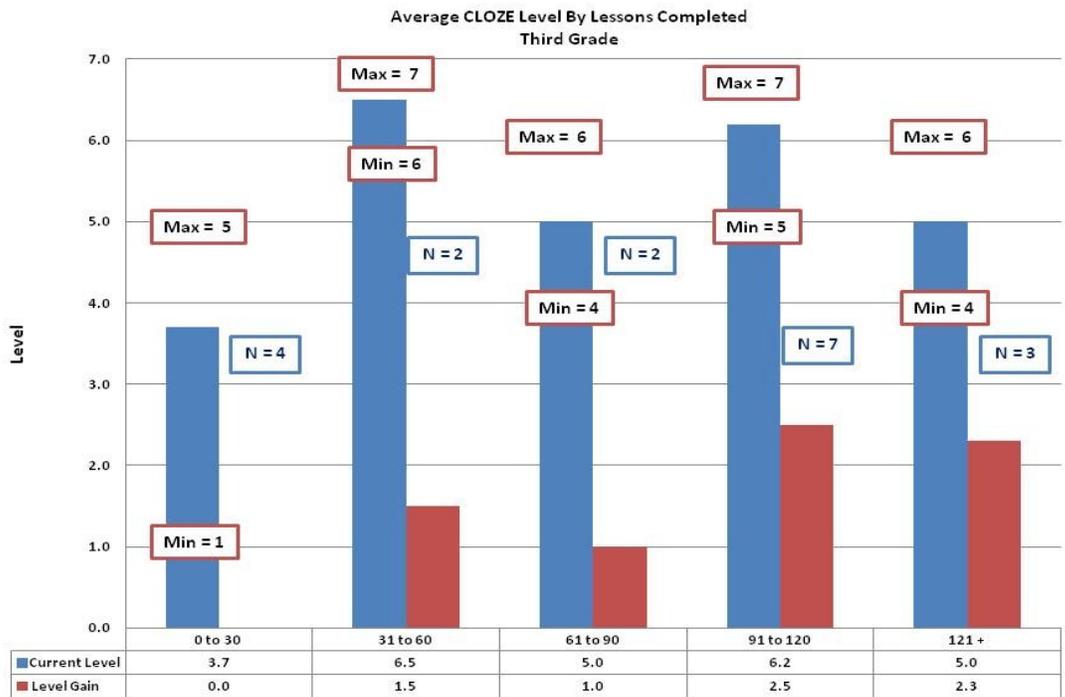
Appendix E

Graphic Summation of Reading Plus Results

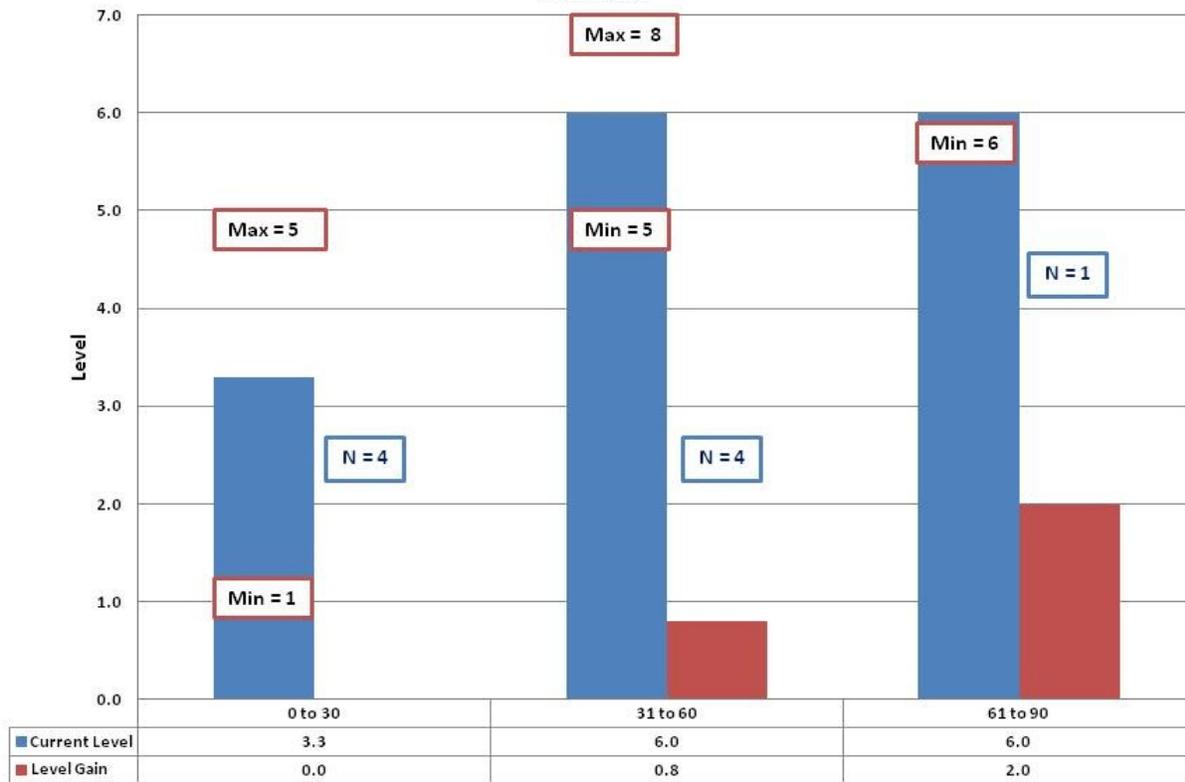








Average CLOZE Level By Lessons Completed
Fifth Grade



Appendix F

Reading Plus ® Program: Impact on Reading CRT Scores By Improving Concurrently Visual, Perceptual & Cognitive Skills

What is Reading Plus?

The Reading Plus® Program improves reading proficiency by helping struggling students with silent reading fluency, vocabulary development, and comprehension. While Reading Plus® develops essential vocabulary, analytical reading and comprehension skills, it is the fluency building activities that make the system unique and successful. Reading Plus® assesses and develops a student's Fundamental Reading Process, visual, perceptual and cognitive skills that are essential for fluent silent reading at adequate rates with excellent comprehension. These skills are subliminal, and involve over 15 high speed visual and perceptual processes that interact from 3 to 5 times per second as the reader's eyes move along lines of print.

Since these processes are subliminal, they cannot be directed by a teacher, nor controlled by a student. If a student's visual skills are inadequate, words may be blurred or doubled, reading will be less comfortable and attention will suffer. If students cannot perceive words accurately in a fraction of their usual eye pause time, they will inadvertently make multiple eye-stops to recognize each word. This delayed word recognition encourages visual wandering which consequently reduces comprehension. The silent reading fluency skills developed by Reading Plus® improve attention and concentration, short term memory, literal understanding and the rate at which students can read comfortably with excellent comprehension. (Southwest Education, 2012)

Review of Literature

How important is reading fluency? According to Hudson, Lane, and Pullen (2005), "Reading fluency is one of the defining characteristics of good readers." Each of the features of fluent reading can be linked to reading proficiency. Reading accuracy is linked to reading proficiency because it encompasses many reading skills. In order to accurately identify words students must utilize visual, semantic, and syntactic cuing systems. Students must have a strong ability to blend phonemes, recognize phonograms, and understand sound-symbol correspondence.

The second link is to reading rate. Reading quickly demonstrates a student's mastery of word recognition displayed by fluid and effortless reading. Students have developed rapid word recognition skills, and apply it to text. Readers move swiftly across the page leaving cognition free for comprehension (Hudson, et al., 2005).

Finally, prosody is linked to proficient reading. Prosodic readers demonstrate an understanding of morphemic, syntactic, semantic, and pragmatic systems to read with expression (Hudson, et al., 2005). This expression and intonation is also linked to comprehension (Goodman, 1964). The key player in each of these links is the notion that reading fluency is related to comprehension. The characteristics of reading fluency, effortless word recognition, reading in

meaningful phrases, reading at an appropriate rate, and prosodic reading, if done automatically, allow cognition to be focused on comprehending the text (Hudson, et al., 2005).

All aspects of fluency can be explicitly instructed, and precisely assessed. Fluency can be used to aid in comprehension, as well as assess it. How has fluency's role in reading education changed? It defines proficient readers, and is incorporated into the balanced literacy program (Rasinski, 2004). Reading fluency is composed of accuracy, word recognition, and prosody; by no amount of neglect can it ever be taken away thanks to the diligence in reading fluency research.

Rasinski et al. (2011) examined a large-scale implementation of Reading Plus® to validate the effects as well as the feasibility of deployment of Reading Plus® within a wide range of school settings. A total of 16,143 students from grades 4 through 10 in 23 schools in Regions II and III in the Miami-Dade County Public Schools participated in the study. The results indicated that students participating in Reading Plus® for a minimum of 40 or more lessons over approximately six months made significantly greater gains on both the criterion-referenced and norm-referenced reading tests that are part of the Florida Comprehensive Achievement Test (FCAT) than students who did not participate in the program. Positive results also were demonstrated for various subpopulations often considered at risk for reading difficulties. Black, Hispanic, special education, and learning disabled students who participated in the Reading Plus® intervention demonstrated significantly and substantially greater gains in measures of reading achievement on both the criterion referenced test (CRT) and norm referenced test (NRT) portions of the FCAT than students not participating in the intervention.

Schlange, et al. (1999) evaluated Reading Plus 2000 at Shields Elementary School in Chicago on sixth and eighth grade students. The at-risk students received three sessions per week for a total of 40 sessions, in addition to their regular classroom instruction. The results showed that students in the sixth and eighth grades who received training with Reading Plus® made significant improvements ($p < 0.001$) with a gain of 0.9 and 2.3 levels in their GLE as measured by the Visagraph, respectively. In addition, the sixth and eighth graders had a significant average ITBS gain of 1 year 5 months ($p < 0.001$) as compared to the school's average student gain of 1 year 1 month. Beyond the reading gains, students also improved in visual skills, reducing instances in which the two eyes performed differently in terms of binocular coordination ($p < 0.0005$).

Program Intervention

Reading Plus® is a computer-based reading intervention system that uses technology to provide individualized scaffolded silent reading practice for students in the second grade and higher. St. Elizabeth Seton Elementary School introduced the program into their current reading program in order to help students improve upon their reading proficiency. The seven components of Reading Plus® provide extensive engagement through differentiated reading activities.

Reading Plus® picks up where phonics and oral reading instruction leave off, providing rapid and sustainable comprehension and silent reading fluency gains. The program provides sustained attention, word recognition automaticity, grade appropriate reading rates, enhanced vocabulary, and improved reading comprehension. A 20-minute computer-based placement test is administered to determine the appropriate instructional programs and effective starting levels for each student. Instructional paths are individually designed and dynamically adjusted for each student, ensuring effective practice with activities that build attention and concentration, silent reading fluency, vocabulary enhancement, and comprehension skill mastery.

Guided Reading

Guided Reading™ is designed to improve visual and perceptual skills, short-term memory, and silent reading fluency skills. In addition to improvements in rate and comprehension, students increase their ease and comfort in reading and their concentration. Reading selections provided are leveled to the student's reading ability in a variety of genres to motivate student to read. Students read each story in a self-paced format, a timed format, or a guided window format. Within a reading selection, students complete a number of skill-coded questions with re-reading opportunities. These questions focus on the development of a set of major comprehension competencies. These competencies include literal understanding, analysis, appreciation, interpretation, and evaluation.

Reading rates are automatically elevated in Guided Reading™ as students complete lessons with 70% comprehension or higher. Initially, students are assigned a starting rate the first time they achieve 70% or higher comprehension. From this point forward, a student's training rate will be elevated slightly each time 70% plus comprehension is achieved in a given reading selection. These rate increments may be modest, average, or more aggressive increases based on an analysis of average comprehension performance of a student. Norm and target rates have been set for each grade level. As students achieve the target rate for a grade level, then he or she becomes eligible for the next grade level. These target rates are displayed in the chart below in relation to grade-level content and norm rates.

Table 1.0												
Guiding Reading Target Rates												
Words Per Minute (wpm)												
Grade Level	1	2	3	4	5	6	7	8	9	10	11	12
Norm Rates	80	115	138	158	173	185	195	204	214	224	237	250
Target Rates	140	170	200	230	250	270	280	300	310	325	345	365

Students will engage in Perceptual Accuracy Visual Efficiency (PAVE) scan training that will greatly facilitate their competency in terms of visual and functional factors. A growth in visual competency facilitates higher reading rates.

Perceptual Accuracy/Visual Efficiency (PAVE)

The Reading Plus PAVE™ warm-up program, through scan and flash activities, builds visual skills and visual memory, the most basic skills necessary for fluent and efficient reading and improved spelling. In **Scan**, students are asked to count the number of times a “target” element (number or letter) appears on the screen as three random elements are presented in a left-to-right manner. The initial speed of the scan is determined by the student’s grade level and increases, remains stable, or decreased, based on correct responses, with 120 lines per minute as the maximum. The scan rate range for students K-1 is 10 to 60 lines per minute (lpm) with an initial rate of 20 lpm, or 1 second per element scanned. The scan rate range for grades 2-4 is 10 to 70 lpm with an initial scanning rate of 30 lpm or 0.66 seconds per element scanned. The scan rate range for grades 5 and higher is 20 to 80 lpm with an initial scanning rate of 40 lpm or 0.5 seconds per element scanned.

In **Flash**, a series of ten exposures, a set of one to nine elements (numbers, uppercase letters or lowercase letters) is flashed at 1/10 of a second. The initial number of elements is determined by a student’s grade level, and increases as the student correctly types in what was seen. A student is permitted 2 errors out of each series of 10 to advance to training with one more element than is easily seen. The goal of Flash Training is to develop the ability to see and repeat a desired number of elements in a single fixation, thus facilitating the retention of words in continuous reading as well as spelling.

Cloze Plus

The Cloze Plus™ program contains 20 lessons in each of its eight levels to develop vocabulary use and comprehension through structured context analysis activities in which students learn to use clues from surrounding context to complete syntax. These lessons improve predictive and inferential comprehension as well as vocabulary and provide invaluable guidance in terms of these cognitive processes. Levels 1 and 2 are based on the Spache Readability Formula (Spache, 1982) and Levels 3-8 on the Frye Readability Formula (Frye, 1977).

There are three major types of completion activities:

1. **Meaning Completion Cloze** in which the student reads a paragraph in which a word is missing. He/She will then select the correct word from 4 choices, with only one being the correct answer.
2. **Syntax Completion Cloze** involves a student reading a paragraph with a missing word. The student will then be asked to type in the omitted word. Two or four different appropriate words may be used and the student is correct if he/she selects any one of the appropriate words.
3. **Vocabulary in Context** involves the student selecting the meaning of a “difficult” or unfamiliar word by using the context clues in the sentences surrounding the word.

Students are placed in reading levels based on Reading Plus assignments. After completing a set of Cloze lessons, the students are assessed to determine if they are ready for the next level. The number of successful lessons completed and levels gained are indicators of student reading improvement.

The Reading Around Words™

The Reading Around Words™ (RAW) vocabulary program enables students to discover word meaning through structured contextual analysis activities that promote meaning integration, comprehension skills, and predictive ability. Each Reading Around Words™ practice level (D-L) contains 240 key vocabulary words. Students take a series of 16 five-minute pre-tests at intervals on each level and then complete word meaning and use practice activities with the words missed in each pre-test.

Initially, the target word is omitted from a sentence and flashed for students to create orthographic recognition of the new word. The word is then presented in a paragraph in which they select the correct meaning (or meanings) for the word. The paragraph is automatically available for re-reading with highlighted clues after an incorrect response (or clues may be requested before a response is made). After the context clue activity, the target word is again flashed for students but now must be typed in from memory for spelling reinforcement.

Methodology

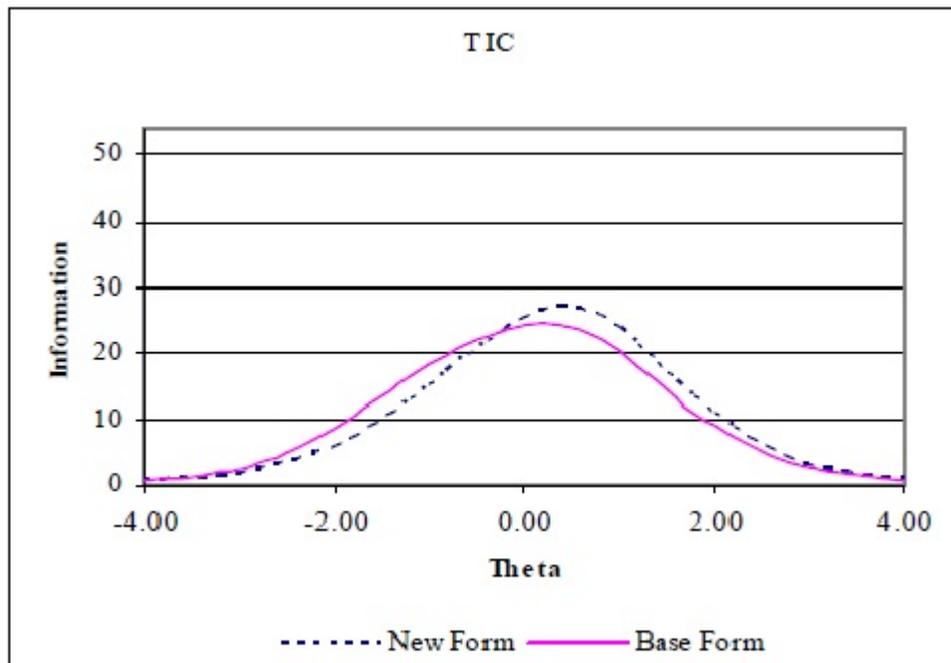
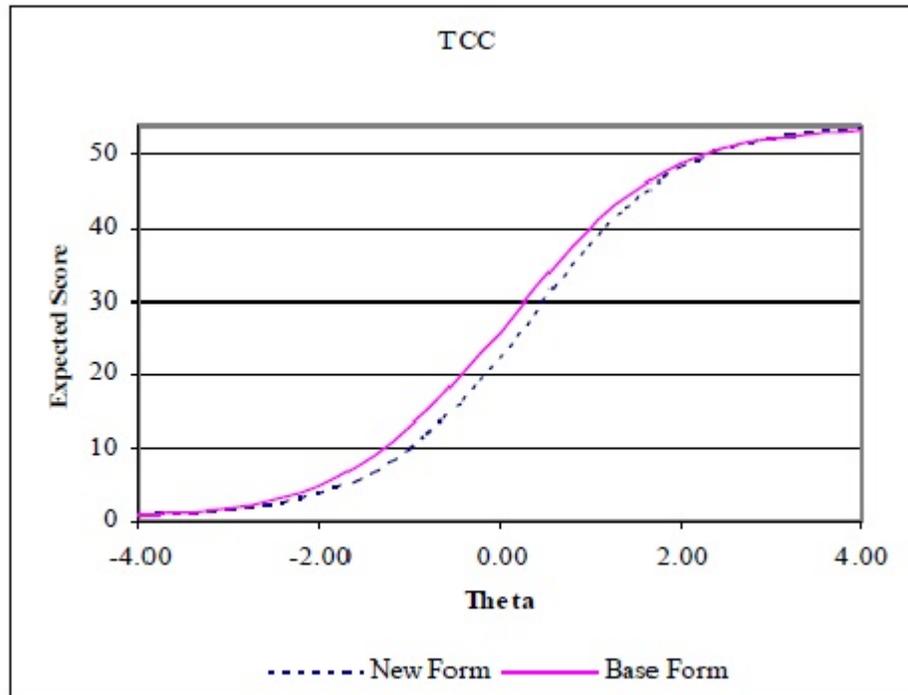
A sample of 52 3rd to 5th grade students enrolled at St. Elizabeth Seton Elementary School participated in this study. Reading Plus was the assigned intervention for these students in order to help them improve upon their fluency level, vocabulary, and comprehension skills. The DakotaStep reading test (South Dakota state achievement test) score were used to measure any change in the student scores from the spring of 2011 (pre) to the spring of 2012 (post). Additionally, a series of on-going assessments were performed by the program to measure progress in the four program components (Guided Reading, CLOZE, PAVE & RAW). Pearson correlations were performed to measure relationships between the various program component scores, rates, or gains. The Student t-test was performed to measure any significant change in the DakotaStep scores as a consequence of completing a series of lessons.

The *Dakota STEP* is South Dakota's annual statewide assessment of student progress. It is administered to students in grades 3 through 8 and 11 for Reading and Mathematics, grades 5, 8, and 11 for Science, each spring. The *Dakota STEP* fulfills the requirements for statewide assessment contained in the federal *No Child Left Behind Act of 2001* (NCLB). The assessment instruments are composed of multiple-choice items for all content domains and grades. All operational (core) multiple-choice items are worth one raw score point and are the basis of student scores. All students are assessed with the same operational items for each content domain. Linking (anchor or equating) items are operational items used to link the current assessment to the previous year's score scale, and are included in the count of core items.

Scaling and equating of the *Dakota STEP* test is performed using the Rasch IRT model (Rasch, 1960). A useful feature of the IRT model is that the test characteristic curve (TCC) constructed as the sum of item characteristic curves (ICC) for items included in the test. Coincidentally, the test information curve, a composite of item information, can be computed as well. This figure is useful in guiding the form pulling process so that the new forms not only meet test specifications and maximize test information, but also are as parallel as possible across years.

In IRT, TCC is the sum of the item characteristic curve of each item in the test. TCC can be computed based on the previous year's test to assist form pulling as the baseline TCC. A new TCC that is based on the items selected by content specialists based on the test specifications

can be computed. If a new form's TCC shifts to the right from the baseline, it indicates that the new form is more difficult than the baseline, and vice versa. However, a perfect TCC match is not required but it is preferable to have a close match TCC between the new and base form. Item information is an indicator of test reliability in IRT. Test information is the sum of the item information based on all the items in the test. The higher value of test information indicates better reliability. The process and principles of matching TIC are similar to which of the TCC.



Results

There were four areas within the Reading Plus program that were assessed. Each area provided data and information about the student's reading ability. In the Guiding Reading component students were measured at number of words per minute (wpm) they could read which was then used to determine a reading level. Table 2.0 shows the mean rates and reading levels by grade while Table 4.0 provides the same values by teacher. Table 3.0 shows the correlation between the various component outcomes.

The third grade students showed a 47.6% gain in their mean guided reading rate from the initial rate of 123.1 wpm. This was a statistically significant change at the 0.01 alpha level [$t(32) = 8.74, p < 0.001$]. There was a 27.4% improvement in their independent reading rate which was a statistically significant change [$t(33) = 4.09, p < 0.001$]. When the students were analyzed based on the amount of lessons completed, students who complete 26 or more lessons showed the greatest percentage change. There was a strong correlation between reading level and both independent reading rates ($r = 0.477, p < 0.001$) and guided reading rates ($r = 0.509, p < 0.001$).

The fourth grade students showed a 52.7% gain in their mean guided reading rate from the initial rate of 150.6 wpm. This was a statistically significant change at the 0.01 alpha level [$t(38) = 7.47, p < 0.001$]. There was a 51.7% improvement in their independent reading rate which was a statistically significant change [$t(32) = 5.77, p < 0.001$]. When the students were analyzed based on the amount of lessons completed, students who complete 26 or more lessons showed the greatest percentage change. For example, students completing 26 to 50 lessons, demonstrated a 48.2% gained in the mean guided reading rates.

The fifth grade students showed a 29.7% gain in their mean guided reading rate from the initial rate of 142.0 wpm. This was a statistically significant change at the 0.05 alpha level [$t(13) = 2.69, p < 0.018$]. There was a 13.7% improvement in their independent reading rate which was not a statistically significant change at the 0.05 alpha level [$t(15) = 1.32, p < 0.207$]. When the students were analyzed based on the amount of lessons completed, students who complete 26 or more lessons showed the greatest percentage change. For example, students completing 26 to 50 lessons, demonstrated a 46.3% gain in the mean guided reading rates and a 25.3% gain in the mean independent reading rates.

There was a correlation between CLOZE levels gained and total lessons completed [$r = 0.815, p < 0.001$]. For the third grade, students who completed 31 to 60 lessons showed an average of 1.5 gain in the levels of meaning and syntax completion. As more lessons were completed (> 91 lessons), the average level gain was 2.5. Similar gains were noted for the fourth and fifth grades. Students completing 31 to 60 lessons showed a 1.0 to 1.7 level gain, while students completing 91 or more lessons showed a 2.0 level gain. (Appendix E)

Table 2.0
Reading Plus
Mean Reading Score & Rate Analysis By Grade Level
2011-12

Grade	n	Guided Reading					CLOZE		PAVE		RAW	
		Level Gain	Initial Rate (wpm)	Current I-Rate (wpm)	Current G-Rate (wpm)	I-Rate Gained (wpm)	Level Gain	Total Lessons	Scan Rate ¹ (lpm)	Current Flash	Total Lessons	Level Gain
3	18	1.6	123.1	156.9	186.5	33.8	1.7	76.9	98.8	4.3	8.7	0.1
4	25	1.8	150.6	228.4	230.0	77.8	1.7	58.7	108.6	4.6	14.3	0.4
5	9	0.8	142.0	161.4	188.1	19.4	0.6	30.4	82.5	3.8	4.3	0
All	52	1.5	139.6	192.0	208.5	52.4	1.5	60.1	100.4	4.3	11.8	0.3

Note 1: The scan rate range for grades 2-4 is 10-70 lpm with an initial scanning rate of 30 lpm. The scan rate range for grades 5 and higher is 20-80 lpm with an initial scanning rate of 40 lpm.

Table 3.0
Pearson Correlation & p Value of Reading Scores & Rates
2011-12

	Guided Reading					CLOZE		PAVE		RAW	
	Level Gain	Initial Rate (wpm)	Current I-Rate (wpm)	Current G-Rate (wpm)	I-Rate Gained (wpm)	Level Gain	Total Lessons	Scan Rate (lpm)	Current Flash	Total Lessons	Level Gain
GR Level Gain	r = p <	0.089 0.531	0.477 0.001	0.509 0.001	0.588 0.001	0.650 0.001	0.535 0.001	0.415 0.003	0.573 0.001	0.563 0.001	0.455 0.007
GR Initial Rate	0.089 0.531		0.711 0.001	0.731 0.001	0.301 0.030	-0.127 0.370	-0.241 0.085	0.076 0.600	0.141 0.330	0.270 0.123	0.180 0.309
Current I-Rate	0.477 0.001	0.711 0.001		0.944 0.001	0.885 0.003	0.163 0.249	-0.084 0.552	0.172 0.233	0.386 0.006	0.533 0.001	0.494 0.003
Current G-Rate	0.509 0.001	0.731 0.001	0.944 0.001		0.792 0.001	0.128 0.378	-0.078 0.592	0.163 0.263	0.413 0.003	0.569 0.001	0.501 0.003
CLOZE Level Gain	0.650 0.001	-0.127 0.370	0.163 0.249	0.128 0.378	0.305 0.028		0.815 0.001	0.307 0.030	0.536 0.001	0.455 0.007	0.305 0.079
CLOZE Total Lessons	0.535 0.001	-0.241 0.085	-0.084 0.552	-0.078 0.592	0.046 0.748	0.815 0.001		0.202 0.159	0.335 0.018	0.149 0.401	-0.033 0.852
PAVE Scan Rate	0.415 0.003	0.076 0.600	0.172 0.233	0.163 0.263	0.180 0.210	0.307 0.030	0.202 0.159		0.306 0.085	0.364 0.034	0.428 0.012
PAVE Current Flash	0.573 0.001	0.141 0.330	0.386 0.006	0.413 0.003	0.425 0.002	0.536 0.001	0.335 0.018	0.306 0.085		0.428 0.012	0.255 0.146
RAW Lessons	0.563 0.001	0.270 0.123	0.533 0.001	0.569 0.001	0.574 0.001	0.455 0.007	0.149 0.401	0.364 0.034	0.428 0.012		0.848 0.001
RAW Gain	0.455 0.007	0.180 0.309	0.494 0.003	0.501 0.003	0.578 0.001	0.305 0.079	-0.033 0.852	0.331 0.056	0.255 0.146	0.848 0.001	

Table 4.0
Reading Plus
Mean Reading Score & Rate Analysis By Teacher
2011-12

Teacher	n	Guided Reading					CLOZE		PAVE		RAW	
		Level Gain	Initial Rate (wpm)	Current I-Rate (wpm)	Current G-Rate (wpm)	I-Rate Gained (wpm)	Level Gain	Total Lessons	Scan Rate ¹ (lpm)	Current Flash	Total Lessons	Level Gain
B	8	1.6	119.8	151.3	186.9	31.5	1.9	88.5	98.8	4.4	9.5	0.17
C	5	0.4	129.4	150.6	180.6	21.2	0.6	33.6	77.5	3.8	1.5	0.0
E	2	2.5	153.0	188.0	215.5	35.0	1.0	47.0	97.5	4.5	10.0	0.0
J	2	0.0	162.5	162.0	171.0	(0.5)	0.0	6.0	82.5	3.0		
K	3	0.0	119.0	151.0	168.0	32.0	0.0	4.0				
O	3	1.3	138.0	173.0	194.7	35.0	1.0	62.3	100.0	3.3	1.5	0.0
S	5	2.2	121.2	158.6	184.8	37.4	2.4	96.2	98.0	4.6	13.5	0.0
T	25	1.9	150.6	228.4	230.0	77.8	1.7	60.9	108.6	4.6	14.3	0.13
All	15	1.5	139.6	192.0	208.5	52.4	1.5	60.1	100.4	4.3	11.8	0.3

B = Brockman

J = Janes

S = Schweppe

E = Eldridge

O = Oleson

C = Christopherson

K = Kellar

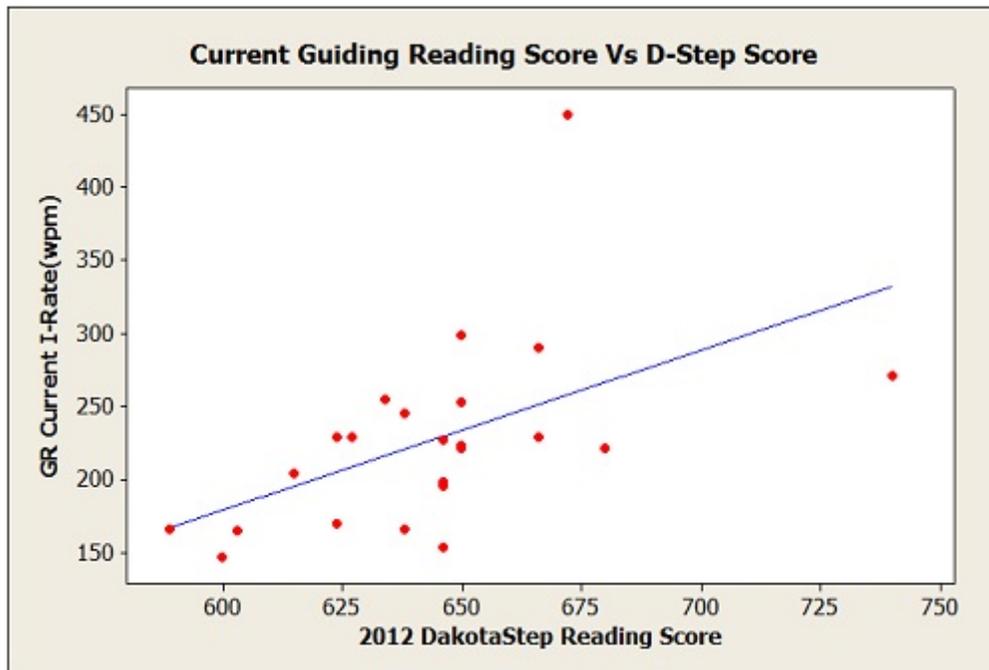
T = Trinter

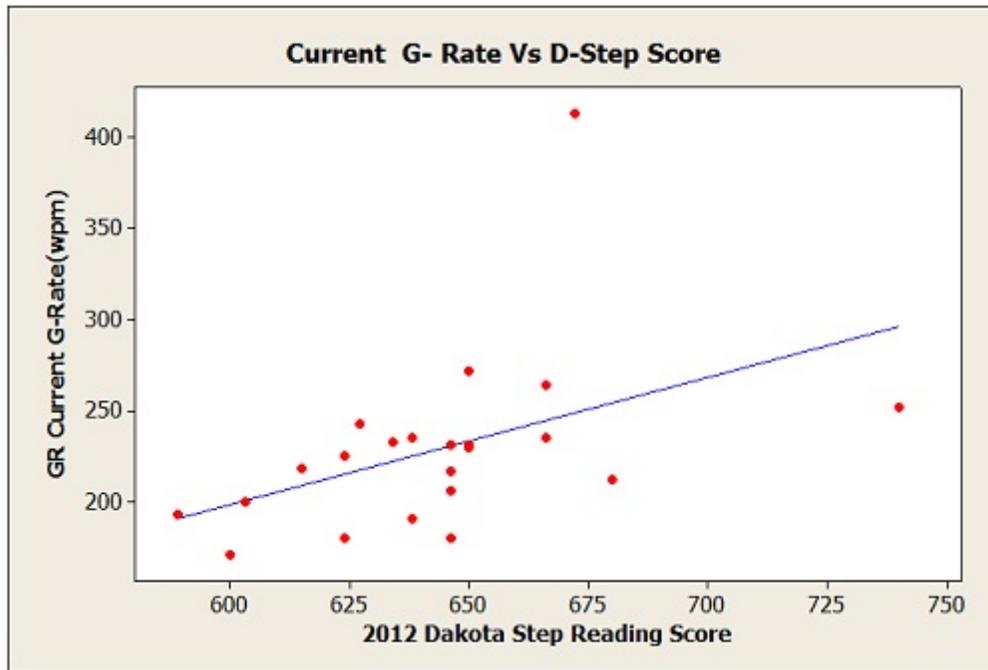
For all the students involved in this study (n = 52), there was no significant correlation between PAVE scan rates (lpm) and flash counts in this study [r = 0.306, p < 0.085]. Additionally, there was no significant correlation between scan rates and independent reading rates [r = 0.172, p < 0.233] and guided reading rates [r = 0.163, p < 0.263]. There was a significant correlation between flash counts and independent reading rates [r = 0.386, p < 0.006] and guided reading rates [r = 0.413, p < 0.003]. The mean scan rate for all the students was 100.4 lpm with the fourth graders having the largest mean scan rate at 108.6 lpm and the fifth graders have the smallest mean rate at 82.5 lpm. Similar results were noted for the flash count with an overall mean of 4.3 and fourth graders having the largest count at 4.6.

There was a significant correlation between the number of RAW lessons completed and levels gain for all the students [r = 0.848, p < 0.001]. The fourth graders completed the largest average number of lessons (14.3) and had the largest average gain at 0.4. The fifth graders completed the smallest number of lessons (4.3) and had an average zero gain.

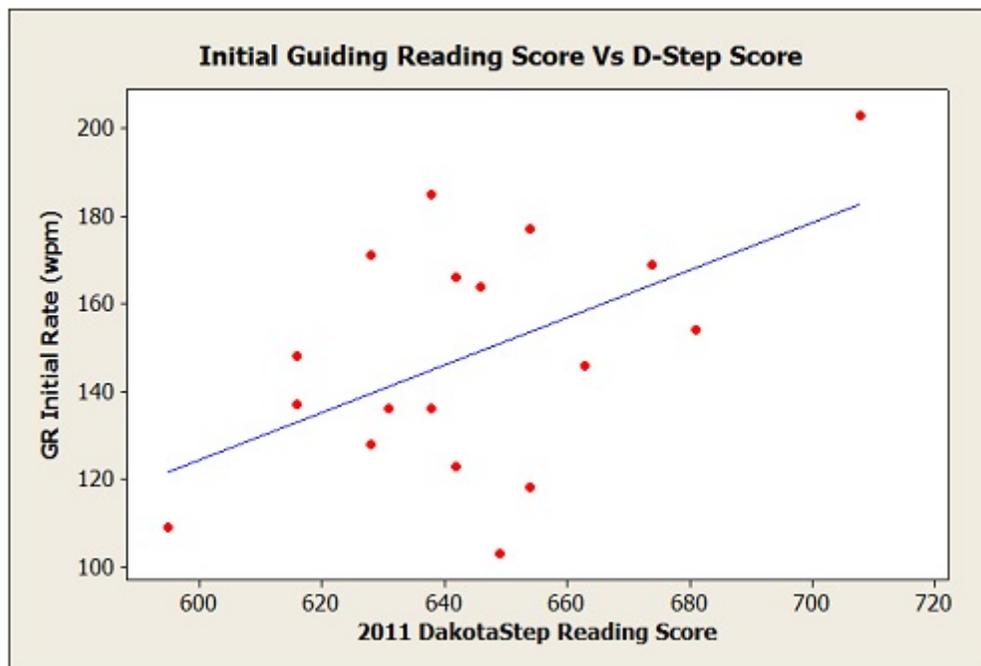
Fourth Grade

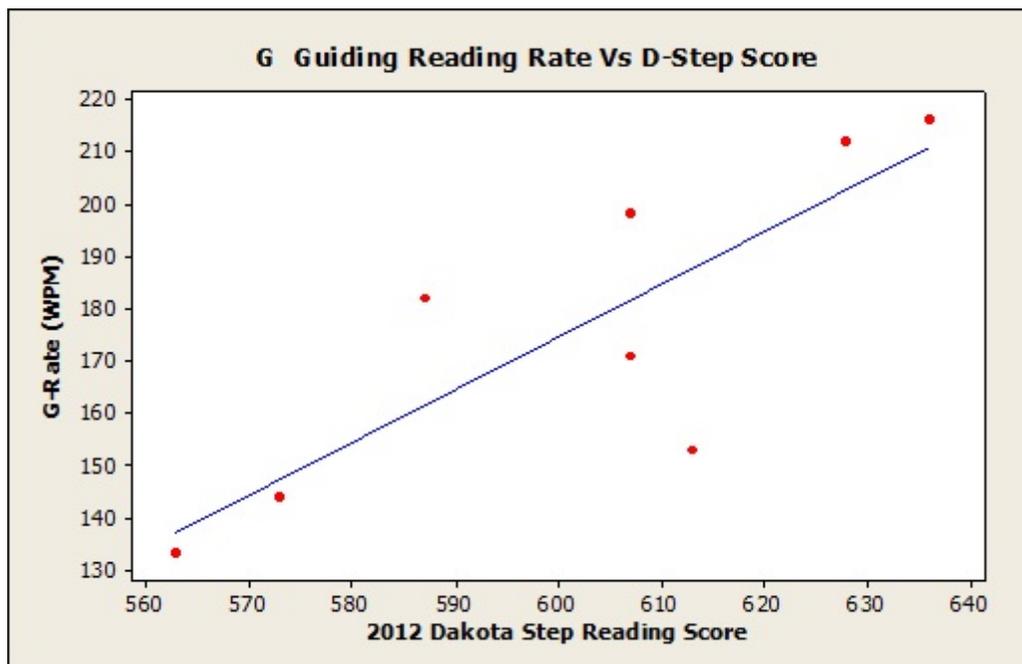
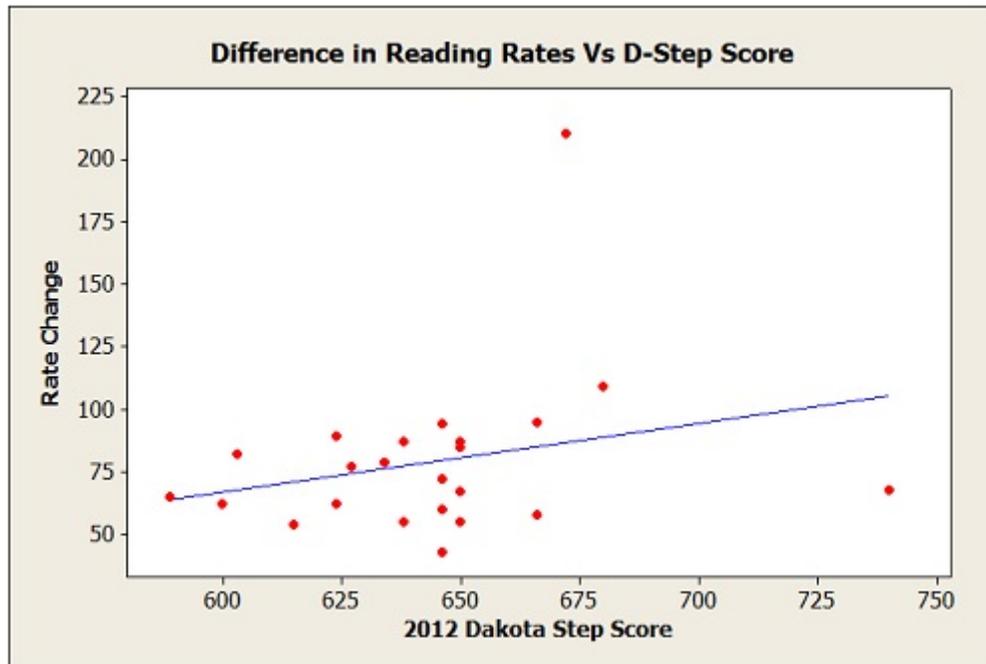
When the fourth grade 2011 Dakota Step score in reading was compared to the initial guided reading rate (wpm). The Pearson correlation of 0.519 (p < 0.027) was computed to be significant. The 2012 Dakota Step score in reading was compared to the current guided reading I-rate and had a significant correlation of 0.526 (p < 0.010).





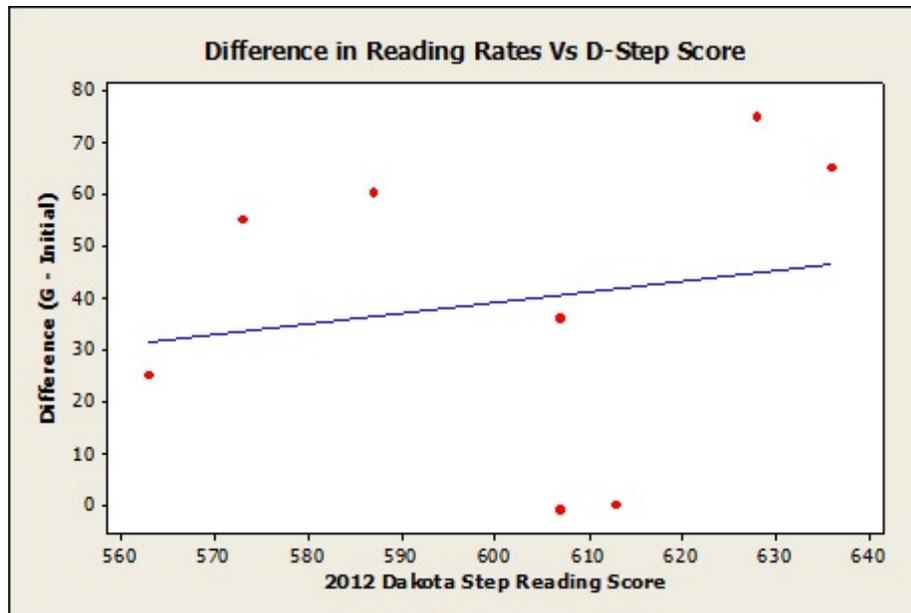
The 2012 Dakota Step score in reading was compared to the current guided reading G-rate and had a significant correlation of 0.452 ($p < 0.031$). The difference between the initial reading rate and G reading rate showed a correlation of 0.256 ($p < 0.238$).





Fifth Grade

When the fifth grade 2011 Dakota Step score in reading was compared to the initial guided reading rate (wpm). The Pearson correlation of -0.631 ($p < 0.129$) was computed not to be significant. The 2012 Dakota Step score in reading was compared to the current guided reading I-rate and had a significant correlation of 0.725 ($p < 0.042$).



The 2012 Dakota Step score in reading was compared to the current guided reading G-rate and had a significant correlation of 0.0.829 ($p < 0.011$). The difference between the initial reading rate and I reading rate showed a correlation of 0.180 ($p < 0.670$).

A positive change in Dakota Step reading scores was noted for both the 4th and 5th graders. The difference in reading rates from the initial reading rate (pre) to the current reading rate (post) was greater with the fourth grade and showed a positive significant correlation. The difference for the fifth grade was positive but the correlation between the two variables was not statistically significant.

Conclusion

The results of this study show that the Reading Plus program was successful in the improvement of individual student and group reading skills. The evidence shows that when students had completed more than 25 guided reading lessons and more than 30 CLOZE lessons, that there were substantial gains in reading levels and ability. These gains are supported from a variety of published and reported research (Taylor Associates, 2009). It was noted that the computer-based program employed dynamic, scaffolded methods which provided reading experiences matched to individual student needs. Both formative and summative assessments were used to assign students to an appropriate reading level with a prescribed intervention (Hiebert, 2009). The computerized reading placement appraisal helped to determine the student's tentative independent reading level rate, comprehension skills level, and vocabulary level.

This study documents the necessity for teaching the total process of reading. The interpretive skills were part of the development of fundamental reading skills. Correlations were found between the guiding reading, CLOZE, PAVE, and RAW components of the program. For example, in improving word meaning the vocabulary contextual analysis portion of CLOZE helped students to compare, contrast, and interpret the meaning of words in different situations. Having a good understanding of words, as determined in this study, was correlated to reading comprehension (Sternberg, 1987).

Overall, the program focused on student achievement of reading skills and comprehension by mastery of competencies in literal understanding, appreciation, interpretation, analysis, and critical evaluation.

References

- Allington, R. L. (2006). Fluency: Still waiting after all these years. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about fluency instruction* (pp. 94-105). Newark, DE: International Reading Association.
- Bottomly, F. (1961). An experiment with the Controlled Reader. *Journal of Educational Research*, 54 (7), 265-269.
- Chinn, C. A., Waggoner, M. A., Anderson, R. C., Schommer, M., & Wilkinson, I. A. (1993). Situated action in the small-group reading lesson: A microanalysis of oral reading error episodes. *American Educational Research Journal*, 30, 361-392.
- Chomsky, C. (1976). After decoding: What? *Language Arts*, 53, 288-296.
- Dynarski, M., Agodini, R., Heaviside, S., Novak, T., Carey, N., Campuzano, L., et al. (2007). *Effectiveness of reading and mathematics software products: Findings from the first student cohort*. Washington, D.C.: Department of Education, Institute of Education Sciences.
- Eder, D., & Felmlee, D. (1984). The development of attention norms in ability groups. In P. L. Peterson, L. C. Wilkinson, & M. Hallinan (Eds.), *The social context of instruction: Group organization and group processes*. New York: Academic Press.
- Frye, E. (1977). *Elementary reading instruction*. New York : McGraw Hill.
- Gelzer, A., & Santore, N. J. (1968). A comparison of various reading improvement approaches. *Journal of Educational Research*, 61(6), 267-272.
- Goodman, K. (1964). *A linguistic study of cues and miscues in reading*. Chicago, IL: American Educational Research Association
- Graham, S., & Harris, K. R. (1999). Addressing problems in attention, memory, and executive functioning. In G. R. Lyon & N. A. Krasnegor (Eds.), *Attention, memory, and executive function* (2nd printing, pp. 349-365). Baltimore: Paul H. Brookes.
- Gresham, F. M. (1989). Assessment of treatment integrity in school consultation and prereferral intervention. *School Psychology Review*, 18, 37-50.
- Heckelman, R. G. (1969). A neurological impress method of reading instruction. *Academic Therapy*, 4, 277-282.
- Hetrick, W. M., & Wilson, F. R. (1968). The use of the EDL Controlled Reader at Lincoln School. E.S.E.A. Evaluation Report of the Monroe (Michigan) Public Schools.
- Hiebert, E. H. (2006). Becoming fluent: Repeated reading with scaffolded texts. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about fluency instruction* (pp. 204-226). Newark, DE: International Reading Association.

Hiebert, E. H. (1983). An examination of ability grouping for reading instruction. *Reading Research Quarterly*, 18(3), 231-255.

Hoffman, J. V. (1984). Guided oral reading and miscue focused verbal feedback in second-grade classrooms. *Reading Research Quarterly*, 19(3), 367-384.

Hudson, R. F., Lane, H. B., Pullen, P.C. (2005). Reading fluency assessment and instruction: What, why how? *The Reading Teacher*, 58, 702-714.

Levin, H. M., Catlin, D., & Elson, A. (2005). Costs of implementing adolescent literacy programs. (Report dated August 31, 2005.) Prepared for Carnegie Corporation of New York.

Miller, G.A. (1956). The magic number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63, 81-97.

O'Connor, R. E., Bell, K. M., Harty, K. R., Larkin, L. K., Sackor, S. M., & Zigmund, N. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology*, 94(3), 474-485.

Rasinski, T., Padak, N. (2004). Beyond consensus—beyond balance: Toward a comprehensive literacy curriculum. *Reading & Writing Quarterly*, 20, 91-102.

Rasinski, T., Samuels, S.J., Hiebert, E. & Petscher, Y. (2011). The relationship between a silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting. *Reading Psychology*, 32 (1), 75-97.

Schlange, D.G., Patel, H, & Caden, B. (1999). Evaluation of the Reading Plus® 2000 and Visagraph System as a remedial program for academically at risk sixth and eighth grade students: A pilot study. *Optometry and Vision Science*, Vol. 76 (11).

Spache, G. (1982). *Diagnostic reading scales*. New York: CTB McGraw-Hill.

Taylor Associates (2009). *Reading Plus: Research, rationale & results*. Huntington Station, NY: Author.

Sternberg, R. (1987). Most vocabulary is learned from context. In M.G. McKeown & M.S. Curtis (Eds.), *The nature of vocabulary acquisition* (pp 89-105). Hillsdale, NJ: Erlbaum.

Taylor, E. A. (1966). *The fundamental reading skill as related to eye-movement photography and visual anomalies* (2nd ed.). Springfield, IL: Charles C. Thomas.

Taylor, E. A. (1937). *Controlled reading: A correlation of diagnostic, teaching and corrective techniques*. Chicago: University of Chicago Press.

Taylor, S. E. (1981). National study of fluency in the primary grades, phase II--Final report school years 1978-81. Monograph No. 11 (p. 29). Huntington, New York: Instructional/Communication Technology, Inc.

Taylor, S. E., Frackenpohl, H., & Pettee, J. L. (1960). *Grade level norms for the components of the fundamental reading skills*. EDL Research and Information Bulletin No. 3 (p. 22). New York: EDL/McGraw Hill.

Torgesen, J. K. (2005). Preventing reading disabilities in young children: Requirements at the classroom and school level. Presented at the Western North Carolina LD/ADD Symposium, Asheville.

Waldstreicher, J. S. (1962). Educational rehabilitation and visual education--An integrated approach. *Optical Journal and Review of Optometry*, 1-11.

Warren, M. B. (1962). The Massapequa Junior High School reading program. *Journal of Developmental Reading*, 5, 245-255.

Witham, A. P. (1966). *An investigation of a controlled reading technique with eighth-grade students*. Doctoral Dissertation, Wayne State University, Detroit, MI.

Witzeman, B. E. (1941). An experimental study using the Ophthalm-O-Graph and Metron-O-Scope in the diagnosis and treatment of reading defects. *Journal of Psychology*, 11, 307-334.