



## State and Local Implementation of the *No Child Left Behind Act*

Volume VII—Title I School Choice and Supplemental  
Educational Services: Final Report





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**State and Local Implementation of the  
*No Child Left Behind Act*  
Volume VII—Title I School Choice and Supplemental  
Educational Services: Final Report**

A report from the National Longitudinal Study of *No Child Left Behind* (NLS-NCLB) and the Study of State Implementation of Accountability and Teacher Quality Under *No Child Left Behind* (SSI-NCLB)

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## PREFACE

This report presents findings about Title I school choice and supplemental educational services from two longitudinal studies, the National Longitudinal Study of *No Child Left Behind* (NLS-*NCLB*) and the Study of State Implementation of Accountability and Teacher Quality Under *No Child Left Behind* (SSI-*NCLB*). The research teams for these two studies have collaborated to provide an integrated evaluation of the implementation of key *NCLB* provisions at the state level (SSI-*NCLB*) and at the district and school levels (NLS-*NCLB*). Together, the two studies are the basis for a series of reports on the topics of accountability, teacher quality, Title I public school choice and supplemental educational services, and targeting and resource allocation.

This publication is the seventh volume in this report series. The other six volumes are:

Volume I—Title I School Choice, Supplemental Educational Services, and Student Achievement

Volume II—Teacher Quality Under *NCLB*: Interim Report

Volume III—Accountability Under *NCLB*: Interim Report

Volume IV—Title I School Choice and Supplemental Educational Services: Interim Report

Volume V—Including Students With Disabilities in Adequate Yearly Progress: Implementation of the 1 Percent Rule and 2 Percent Interim Policy Options

Volume VI—Targeting and Uses of Federal Education Funds



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The information in this report was provided through two studies done by independent research firms under contract to the U.S. Department of Education:

- The National Longitudinal Study of *No Child Left Behind* (NLS-NCLB), led by Georges Vernez of the RAND Corporation and Michael Garett and Beatrice Birman of the American Institutes for Research, assisted by Brian Stecher (accountability team leader), Brian Gill (choice team leader), and Meredith Ludwig (teacher quality team leader). Marie Halverson of the National Opinion Research Center directed data collections for the NLS-NCLB.
- The Study of State Implementation of Accountability and Teacher Quality Under *No Child Left Behind* (SSI-NCLB), led by Jennifer O'Day and Kerstin Carlson Le Floch of the American Institutes for Research. A team led by Ralph Blank at Council of Chief State School Officers (CCSSO) assisted with state-level data collections.

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## EXECUTIVE SUMMARY

A key goal of the federal *No Child Left Behind Act of 2001* (NCLB) is to provide new educational options to parents whose children attend Title I schools<sup>1</sup> that are identified for improvement, corrective action or restructuring because the schools have not made adequate yearly progress (AYP) toward meeting state standards for two or more years. The first of these options is the opportunity for parents to transfer their children to another school in the district that has not been identified for improvement. The second option is the opportunity for parents to enroll their children in supplemental educational services such as tutoring, remediation or other academic instruction that are offered by a state-approved provider and are in addition to instruction provided during the school day. This option is available to low-income families whose children attend a Title I school that is in Year 2 (or a later year) of improvement.

This report presents trends on the implementation of Title I parental choice options from the National Longitudinal Study of *No Child Left Behind* (NLS-NCLB) and the Study of State Implementation of Accountability and Teacher Quality Under *No Child Left Behind* (SSI-NCLB). The report uses data from state-level interviews; surveys of a nationally representative sample of district officials, principals and teachers; surveys of parents in eight school districts; and surveys of supplemental educational service providers in 16 districts to examine the implementation across the country of the school choice and supplemental educational service components of Title I through 2006–07. It is based on data collected in 2004–05 and 2006–07. This report updates findings from the interim report that was based on data collected in 2004–05.

### FOCUS OF THE REPORT

This report addresses three broad areas in evaluating the Title I provisions for providing public school choice and supplemental educational services for students in schools identified for improvement, corrective action or restructuring:

1. Trends in who is eligible for and participates in public school choice and supplemental educational services under Title I and what choices are made available.
2. Trends in how states, districts and schools provide information to make parents aware of their options and what information parents have and use to make decisions about their Title I public school choice and supplemental educational service options.
3. Trends in how states, districts and schools support, monitor and collaborate in the implementation of supplemental educational services under Title I.

### KEY FINDINGS

In 2006–07, 6.9 million students were eligible for Title I public school choice, a fourfold increase since 2002–03, and more than 3.3 million were eligible for Title I supplemental educational services, a nearly sixfold increase since 2002–03. However, participation rates remained low at 1 percent for the Title I public school choice option and 17 percent for supplemental educational services. Public school choice was constrained at the middle and high school levels because large numbers of school districts have only

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<sup>1</sup> Title I schools are schools that operate programs funded under Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), the largest federal program supporting elementary and secondary education (funded at \$12.7 billion in FY 2006). Title I, Part A, targets-poverty districts and schools where the needs are greatest and includes the two parental choice options that are the subject of this paper. The *No Child Left Behind Act of 2001* is the most recent reauthorization of the ESEA.

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one middle school and one high school. Eligible high school students also continued to have fewer Title I supplemental educational service providers from which to choose.

In 2005–06, districts spent \$375 million for Title I supplemental educational services and \$56 million for transportation of students who transferred to an alternate school under Title I public school choice.

Districts that offered Title I public school choice and supplemental educational services showed an increase in the number of transfer options and providers that parents could choose from over the time period covered in this study. For example, 69 percent of districts offering supplemental educational services in 2005–06 reported that parents could choose from at least five Title I supplemental educational service providers, up from 38 percent in 2003–04.

Communication with parents about Title I public school choice and supplemental educational services continued to be an issue in 2006–07. Forty-three percent of districts that were required to offer Title I public school choice in 2006–07 notified parents before the start of the school year. However, many parents surveyed in eight large, urban districts continued to report that they had not received any information about the Title I public school choice or supplemental educational service options.

By 2006–07, 42 states, the District of Columbia and Puerto Rico had developed systems for monitoring and evaluating the effectiveness of Title I supplemental educational service providers, but only eight states had databases containing student achievement and participation information that would permit rigorous evaluations of achievement effects of providers on a statewide basis.

## OTHER FINDINGS

### Eligibility, Availability and Participation

**The number of students participating in Title I public school choice and supplemental educational services increased substantially from 2002–03 to 2005–06, but the percentage of eligible students participating remained constant, with most eligible students not participating.**

Participation in Title I public school choice increased from 38,000 in 2003–04 to 58,500 in 2005–06 and then declined to 45,000 in 2006–07. Participation in supplemental educational services increased more rapidly, from 233,000 in 2003–04 to 449,000 in 2005–06.<sup>2</sup> The yearly public school choice participation rate remained at about 1 percent of eligible students, and the supplemental educational service participation rate remained at about 17 percent throughout the time period.<sup>3</sup>

**In 2005–06, as in 2004–05, high-poverty, high-minority and urban Title I schools were more likely to have students who were eligible for Title I public school choice and supplemental educational services than low-poverty schools outside of urban areas.**

Forty percent of high-poverty Title I schools had students eligible for school choice compared with 6 percent of low-poverty Title I schools. Similarly, 29 percent of high-poverty Title I schools had students eligible for supplemental educational services, compared with 3 percent of low-poverty Title I schools.

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<sup>2</sup> The 449,000 students using Title I supplemental educational services may include an unknown number of students not eligible for such services under the law because some districts notified a larger pool of students than the law required.

<sup>3</sup> The yearly participation rate includes only those students participating in Title I parental choice in a specific school year. Over multiple years, the cumulative participation rate can be expected to be higher.

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Urban schools likewise made up a disproportionate share of those required to offer Title I public school choice and supplemental educational services.

**Private providers (which includes both for-profit and nonprofit providers) served 76 percent of students participating in Title I supplemental educational services in 2005–06, compared with 58 percent in 2003–04; another 13 percent of students received supplemental educational services from districts or public schools in 2005–06, a decline from 34 percent in 2003–04.**

The number of providers steadily increased from 1,024 in May 2003 to 3,234 in May 2007 and has remained roughly at this level (3,050 in 2008). Private providers accounted for 88 percent of all state-approved providers in May 2008, up from 60 percent in May 2003. Ten percent of providers were school districts and public schools, a decrease from 32 percent in 2003.<sup>4</sup>

**As the number of Title I supplemental educational service providers increased from 2004–05 to 2006–07, their size and staff characteristics also changed.**

The average size of Title I supplemental educational service providers in a subsample of 16 districts more than doubled between 2004–05 and 2006–07 from an average of 36 staff to an average of 79 staff members per provider. At the same time, the experience levels of their staff members decreased. The average tutoring experience of staff members declined from an average of 10 years in 2004–05 to an average of seven years in 2006–07. Providers also became less likely to rely on full-time teachers tutoring in their school's district.

**In 2006–07, Title I supplemental educational service providers reported offering an average of 45 hours of services per student per year.**

Providers in the subsample of 16 districts reported offering an average of 2.4 sessions per week and 76 minutes per session, suggesting a weekly average of about three hours of services per student. They also reported offering an average of about 36 sessions to students annually, suggesting an average duration of services of 15 weeks. Districts and parents reported a similar intensity of weekly services as that reported by providers.

## **Communication With Parents**

**In 2006–07, 95 percent of districts required to offer Title I public school choice or supplemental educational services reported that they notified parents of eligible students of these options. Nonetheless, most parents of eligible students in a sample of eight large, urban districts continued to say they had not been notified.**

In 2006–07, 95 percent of the districts required to offer Title I public school choice reported that they notified parents of the options available to their children, an increase from 64 percent in 2004–05. All districts required to offer supplemental educational services also reported they had notified parents of this option in 2006–07, as nearly all did in 2004–05.

Nonetheless, in both 2004–05 and 2006–07, in a sample of eight large, urban districts, only one out of five parents of students eligible for Title I public school choice indicated they had been notified of their

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<sup>4</sup> Determined by a Policy and Program Studies Services review of state education agency Web sites.

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option to move their child to another school. Fifty-nine percent of eligible parents said they were notified of the Title I supplemental educational service option.

**Of the parents who reported that they were notified that their child was eligible for the Title I public school choice and supplemental educational service options, about 90 percent reported that the information they received about their choices was somewhat easy to very easy to understand.**

The majority of parents indicated, however, that the information received did not contain basic information such as how to apply to move their child to another school, whom to contact with questions, or availability of transportation.

**In 2006–07, 78 percent of Title I supplemental educational service providers in the subsample of 16 districts reported that they communicated with the parents of participating students at least a few times monthly.**

Similarly, about two-thirds of parents of supplemental educational service participants in eight large, urban districts reported that they (or another adult in the household) discussed their child’s learning needs, educational progress and/or attendance with the provider (parents were not asked about the frequency of contact with providers). Student progress and student attendance related to supplemental educational service activities were the most frequently discussed topics.

## **Implementing and Monitoring Supplemental Educational Services**

**Although *NCLB* does not give districts a formal role in the monitoring and evaluation of Title I supplemental educational services, providers continued to report that a larger percentage of districts monitored their services at least a few times a year than did states.**

In 2006–07, 69 percent of providers in a subsample of 16 districts reported that student attendance rates at supplemental educational services were tracked by districts at least a few times per year while only 36 percent reported a similar frequency of monitoring by states. Also, 50 percent of providers reported that districts observed supplemental educational service sessions at least a few times per year while 24 percent reported their state did so at this frequency. This pattern has not changed since 2004–05.

**In 2006–07, 59 percent of providers of Title I supplemental educational services reported they had been required to renew their state certification.**

In the subsample of 16 districts, 59 percent of providers of Title I supplemental educational services reported that they had been required to re-apply for state approval since they had first been approved. Most of these providers said the renewal process was more demanding than the initial application process.

**Compared with 2004–05, in 2006–07, more principals of schools with students eligible for Title I supplemental educational services reported that these services were well aligned with school academic content standards.**

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Forty-four percent of principals reported that the services provided to their students were well aligned with school academic content standards in mathematics and reading in 2005–06, an increase from 32 and 24 percent in 2003–04 and 2004–05, respectively.<sup>5</sup>

**In 2006–07, nearly all providers of Title I supplemental educational services reported that they were communicating with the regular classroom teachers of their students at least a few times per year.**

Providers in the 16-district subsample communicated with teachers most often concerning their students' progress and about coordination of their curriculum and instruction. Teachers reported a similar pattern of communications with providers. Nearly all providers reported progress on individual students to their parents at least a few times a year. Fifty-five percent of providers did so a few times per month.

**In 2006–07, as in 2004–05, 56 percent of providers of Title I supplemental educational services received some information on the students they served before beginning tutoring services.**

Fifty-six percent of providers reported receiving any one of several types of information about their students' academic performance before the initiation of services. Student scores on state assessment tests were given to 43 percent of providers, while student scores on other standardized tests and report cards were given to less than 33 percent of providers. Forty-four percent of providers reported that they did not receive any of the following: test scores, report card grades, examples of student work, or Individualized Education Programs.

## **CONCLUSIONS**

Most districts reported that they offered Title I public school choice and supplemental educational services if they were required to do so, and the number of students participating in both options (especially supplemental educational services) increased substantially from the initial implementation of *NCLB* to the most recent year with available data. Nonetheless, only a small proportion of eligible students actually participated in school choice or supplemental educational services, and the participation rates have remained relatively constant.

Four notable issues appeared to continue to contribute to low participation rates, in spite of the progress that had been made on some of these issues.

First, the supply of options for both Title I public school choice and supplemental educational services was limited at the secondary level. More than half of districts required to offer choice had no alternate middle or high schools to which students in identified schools could be transferred. Similarly, providers of supplemental educational services were less likely to offer services to high school students than to elementary and middle school students.

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<sup>5</sup> Although schools do not generally have their own unique academic content standards, the survey question asked about the school's standards to avoid potential confusion between state standards and district standards. The phrasing was intended to allow principals to report on the content standards in use in their schools, regardless of the source of those standards.

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Second, about half of districts continued to be unable to notify parents of students eligible for Title I public school choice of that option before the beginning of the school year, despite the progress that states have made in notifying districts of the identified status of their schools early in the summer.

Third, a majority of parents (in a subsample of eight districts) of students eligible for Title I public school choice and more than one-third of parents of students eligible for supplemental educational services continued to say they were not notified of those options, even though the districts documented that they had sent out written notifications.

And fourth, even when parents said they were notified, nine out of 10 parents of students eligible for Title I public school choice and nearly half of parents of students eligible for Title I supplemental educational services chose not to participate (in eight urban districts). A primary reason for nonparticipation in Title I public school choice was satisfaction with the child's current school. Parents chose not to enroll children in supplemental educational services primarily because of a belief that their child did not need help. Inconvenient locations of alternate schools and inconvenient times at which services were provided were also frequently given as reasons for nonparticipation in Title I public school choice and supplemental educational services, respectively.

Although there continue to be issues around availability of Title I public school choice and supplemental educational services and timely notification of and communication with parents, in the end, it is parents of eligible students who will decide whether they want to avail themselves of the options offered to their children. To date, parents have shown a low propensity to do so for both public school choice and supplemental educational services.

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## I. INTRODUCTION

One objective of the federal *No Child Left Behind Act of 2001 (NCLB)* is to provide new educational options to parents whose children attend Title I schools<sup>6</sup> that are identified for improvement, corrective action or restructuring because the schools have not made adequate yearly progress (AYP) toward meeting state standards for two or more years. The first of these options is the opportunity for parents to transfer their children to another school in the district that has not been identified for improvement, corrective action or restructuring. The second option is the opportunity for parents to enroll their children in supplemental educational services such as tutoring, remediation or other academic instruction that are offered by a state-approved provider and are in addition to instruction provided during the school day. This option is available to low-income families whose children attend a Title I school that is in Year 2 (or a later year) of improvement.

This report presents trends on the implementation of the Title I public school choice and supplemental educational services options from the National Longitudinal Study of *No Child Left Behind (NLS-NCLB)* and the Study of State Implementation of Accountability and Teacher Quality Under *No Child Left Behind (SSI-NCLB)*. Together, these two studies were designed to provide an integrated longitudinal evaluation of the implementation of key *NCLB* provisions by states, districts and schools, focusing primarily on the following four areas: accountability, teacher quality, school choice and supplemental educational services, and targeting and resource allocation. Using state reports, extant data on student and school outcomes, and interviews with state-level administrators, the *SSI-NCLB* analyzed implementation in each of the 50 states, the District of Columbia and Puerto Rico in 2004–05 and 2006–07. During the same two years, the *NLS-NCLB* tracked implementation in a nationally representative sample of districts and schools through surveys of district administrators, principals and teachers as well as through surveys of parents in eight districts, surveys of supplemental educational service providers in 16 districts, and analysis of student-level demographic and achievement data in nine districts.<sup>7</sup> Data in this final report are based on the 2004–05 and 2006–07 data collection cycles for both studies and on a national database of the 2003–04 and 2005–06 AYP status of all schools and of schools identified for improvement in 2004–05 and 2006–07. This report updates findings from the interim report that was based on 2004–05 data.

Two companion final reports, also based on these studies, will address *NCLB* implementation and progress in the areas of accountability and teacher quality, and a fourth report will examine resource targeting and allocation under Title I and certain other federal education programs.

### OVERVIEW OF THE PARENTAL CHOICE PROVISIONS OF *NCLB*

Increased choice for parents is one of the key principles of *NCLB*.<sup>8</sup> Title I schools that fail to meet state goals for AYP for two consecutive years are identified as being in need of improvement. *NCLB* requires that all students in Title I schools that are identified for improvement be given the option to transfer to another public school in the district that has not been identified for improvement, with transportation

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<sup>6</sup> Title I schools are schools that operate programs funded under Title I of the *Elementary and Secondary Education Act of 1965 (ESEA)*, the largest federal program supporting elementary and secondary education. Title I, Part A, includes the two parental choice options that are the subject of this paper. The *No Child Left Behind Act of 2001* is the most recent reauthorization of *ESEA*.

<sup>7</sup> The parent survey was intended to be conducted in the same nine districts as the student-level achievement analysis, but one of the districts did not provide the data needed to draw a sample of parents so the parent survey was conducted in eight of the nine districts.

<sup>8</sup> The main parental choice sections of the *No Child Left Behind Act of 2001* are §§ 1116(b)(1), 1116(b)(9–13) and 1116(e).

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provided or paid for by the district. If demand for Title I public school choice exceeds available funding, priority for transportation must be given to the lowest-achieving, low-income students requesting transfers, although the district must allow all students requesting to transfer to do so. Districts must offer more than one choice of transfer options to eligible students if more than one choice exists. Students may stay in the new school until they complete that school's highest grade, but districts are not required to provide transportation to these students once their school of origin is no longer identified for improvement.

Access to supplemental educational services is an additional parental choice available under *NCLB*. Students from low-income families in Title I schools that have been identified either for improvement for two years or for corrective action or restructuring are eligible to receive supplemental educational services from a provider selected by their parents. These services are free to parents and students; must be provided outside the regular school day; and may include tutoring, after-school services and summer school. Parents are permitted to select a supplemental educational service provider from a list of providers that have been approved by the state to offer services. School districts, in consultation with parents and providers, must develop specific educational goals for each participating student. Supplemental educational service providers are responsible for measuring students' progress and reporting regularly on that progress to teachers and parents.

Supplemental educational services may be provided by a variety of organizations, including approved for-profit and nonprofit organizations, school districts, faith-based organizations and public or private schools. Each state is responsible for developing criteria for approving providers and for providing school districts with a list of available approved providers in their geographic locations. Although all low-income students who attend Title I schools that are in the second year of improvement and beyond are eligible to receive supplemental educational services, if district funds are not sufficient to provide services to all eligible students whose parents request the services, then the district must give priority to the lowest-achieving eligible students. Districts with students eligible for Title I public school choice and supplemental educational services are required to spend an amount equal to 20 percent of their Title I, Part A, allocations for supplemental educational services and for transportation for students using public school choice, if sufficient demand exists.

These parental choice options are closely linked to the accountability provisions of *NCLB* that give parents information on which schools in their communities are succeeding and which are not. Indeed, districts are also required (a) to notify parents of eligible students of all available choice options in a timely manner and (b) to provide parents with the information needed to make informed decisions. These two provisions are intended to provide better options to individual students in low-performing schools, improve outcomes for students who transfer or receive supplemental educational services, and pressure low-performing schools to improve. The law thereby is intended to improve outcomes for all students.

## **EVALUATION QUESTIONS AND DATA SOURCES FOR THIS REPORT**

This report addresses three broad areas of inquiry about the Title I provisions for providing public school choice and supplemental educational services for students in low-performing schools:

1. Trends on who is eligible and participates in public school choice and supplemental educational services under Title I and on what choices are made available.



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2. Trends on how states, districts and schools provide information to make parents aware of their options and on what information parents have and use to make decisions about their public school choice and supplemental educational service options.
  3. Trends on how states, districts and schools support, monitor and collaborate in the implementation of supplemental educational services under Title I.

These three areas are each addressed by a chapter in this report. Another report<sup>9</sup> addresses a fourth evaluation question:

4. What are the effects of the Title I public school choice and supplemental educational service provisions on the achievement of participating students?

The *SSI-NCLB* and the *NLS-NCLB*, which provide the data to address the above questions, are part of the congressionally mandated National Assessment of Title I being conducted by the U.S. Department of Education. The *SSI-NCLB* examines state implementation of *NCLB* in the areas of accountability and teacher quality through (a) analysis of school performance data and state documents (including state Web sites and consolidated applications and reports) and (b) telephone interviews with state officials responsible for implementation of the accountability, teacher quality, and Title III and supplemental educational services requirements of *NCLB*. Administrators in all states, Puerto Rico and the District of Columbia were interviewed during fall and winter 2004–05 and 2006–07. The response rate for both waves of state interviews was 100 percent.<sup>10</sup>

For this report on Title I parental choice options, the *SSI-NCLB* survey data primarily included information about state monitoring and evaluation of supplemental educational services. The *SSI-NCLB* also collected state lists of schools identified for improvement, which were used to estimate the number of students eligible for the public school choice and supplemental educational service options. The resulting 2003–04 National Database of School AYP and Identification was merged with National Center for Education Statistics data on school poverty, size, grades served and urbanicity from the 2002–03 Common Core of Data for the 2003–04 database and from the 2004–05 Common Core of Data for the 2005–06 database to examine how eligibility and participation vary by school demographic characteristics.

The *NLS-NCLB* includes nationally representative samples of districts, principals and teachers as well as samples of parents and supplemental educational service providers in a subsample of eight and 16 districts, respectively. Student-level demographic and achievement data were also collected in the same subsample of districts used for parent surveys, plus one additional district. Specifically, the 2004–05 sample included a national representation of 300 districts within which is a sample of 1,483 schools, including a mix of elementary, middle and high schools. The school sample included 557 schools that were identified for improvement under *NCLB*. In each school, six teachers were randomly selected: at the elementary school level, one teacher in each grade; at the secondary school level, three English teachers and three math teachers. In total, the *NLS-NCLB* surveyed 4,772 elementary teachers, 2,081 secondary English language arts teachers and 1,938 secondary mathematics teachers in 2004–05. In addition, 1,483 principals, 300 district administrators, 1,408 special education teachers and 950 Title I paraprofessionals (teacher aides) were surveyed. Response rates ranged from 82 percent to 96 percent. In 2006–07, the same 300 districts and 1,487 schools, of which 1,287 were in the 2004–05 sample, were again surveyed, as were a new random sample of 4,783 elementary teachers, 2,116 secondary English teachers, 2,020 secondary mathematics teachers, 1,416 special education teachers and 820 paraprofessionals.

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<sup>9</sup> See U.S. Department of Education (2007).

<sup>10</sup> Including all 50 states, the District of Columbia and Puerto Rico.

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Taken together, the purpose of these two studies is to provide an integrated longitudinal evaluation of the implementation of *NCLB* at the state, district and school levels, with particular focus in four areas: (a) accountability, (b) teacher quality, (c) Title I public school choice and supplemental educational services and (d) resource allocation and targeting.

This report focuses on the Title I public school choice and supplemental educational service provisions, which only districts with Title I schools identified for improvement are required to offer; therefore, fewer respondents were eligible to answer these sections. The surveys asked district administrators and principals about Title I public school choice in 2003–04, 2004–05 and 2006–07 and about supplemental educational services in 2003–04 and 2005–06.<sup>11</sup> The teacher surveys also included questions about supplemental educational services. For the school choice sections, 125 district administrators and 278 principals responded for the 2004–05 school year, and 147 district administrators and 433 principals for the 2006–07 school year. Respondents to questions about supplemental educational services in 2003–04 included 102 district administrators and 220 principals and, in 2005–06, included 129 district administrators and 383 principals.

For the parent survey, a different stratified random sample was drawn from a subset of eight large urban school districts with substantial numbers of participants in the Title I public school choice and supplemental educational service options in each of the survey years.<sup>12</sup> Four groups of parents were surveyed, based on district identification of parent eligibility and participation in public school choice and supplemental educational services: (a) parents of students in elementary schools that were not identified for improvement under *NCLB*, (b) parents of students in elementary schools identified for improvement who used supplemental educational services, (c) parents of students in elementary schools identified for improvement who did not use supplemental educational services, and (d) parents who used the option to transfer their child to a non-identified school. One parent per student was surveyed. A total of 1,866 parents completed surveys for a response rate of 61 percent in 2004–05, and a total of 1,876 parents completed surveys for a 63 percent response rate in 2006–07.

For the supplemental educational service provider survey, different random samples of 125 and 130 state-approved providers were surveyed in 16 districts in 2004–05 and 2006–07, respectively, including the same eight districts used for the parent survey and eight additional districts selected to ensure variation in geographic regions, district size and urbanicity. Surveys were completed by 103 providers for a response rate of 82 percent in 2004–05 and by 107 providers for a response rate of 82 percent in 2006–07. In 2004–05, 85 percent of these providers were private providers compared with 84 percent of all providers nationally; in 2006–07, 77 percent of the providers sampled were private providers, compared with 86 percent nationally. Five percent of the responding providers were school districts in 2004–05, compared with 14 percent nationally. In 2006–07, 3 percent of the sampled providers were schools or school districts, compared with 11 percent nationally. More details are provided in Appendix A.

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<sup>11</sup> This report does not provide data on supplemental educational services offered in 2004–05 and 2006–07 because districts often do not have complete data about participation in this option until the end of the school year, and the surveys were completed primarily during the fall and winter of those school years. Unlike public school choice, in which participants usually choose to participate before or at the beginning of the school year, supplemental educational service participants often may enroll in the middle of the school year. Consequently, the surveys administered in 2004–05 and 2006–07 asked about supplemental educational services provided in the prior year, not the current year, but asked about participation in the public school choice option for both the prior year and the current year.

<sup>12</sup> One of the nine districts surveyed did not provide the data needed to draw a sample of parents, so the parent data are based on eight districts.

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## Technical Note

References in the text to differences between groups or differences over time that are based on nationally representative samples highlight only those differences that are statistically significant using the  $t$ -value and a significance level of 0.05. The significance level, or alpha level, reflects the probability that a difference between groups as large as the one observed could arise simply because of sampling variation if there were no true difference between groups in the population. The tests were conducted by calculating a  $t$ -value for the difference between a pair of means and comparing that value with a published table of critical values for  $t$ .



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## II. ELIGIBILITY, AVAILABILITY AND PARTICIPATION

*No Child Left Behind* is intended to make additional educational options, including the option to choose another school and the option to receive supplemental educational services, available to the parents of students in Title I schools identified for improvement. This chapter describes the students eligible for these choices and the schools in which they are enrolled; the availability of the options offered to their parents, including the characteristics of supplemental educational service providers; and rates of participation in the options.

### Key Findings

- **The number of students eligible for Title I public school choice quadrupled between 2002–03 and 2006–07 from 1.5 to 6.9 million. In 2006–07, more than 3.3 million students were eligible for Title I supplemental educational services, a nearly sixfold increase since 2002–03.**
- **The participation rate for Title I supplemental educational services (17 percent) continued to be substantially higher than for Title I public school choice (1 percent), but in both instances, most eligible students continued to not participate.**
- **Districts that offered Title I public school choice and supplemental educational services generally offered parents of eligible students more transfer options and providers of supplemental educational services from which to choose in 2006–07 than in 2004–05.**
- **In 2006–07, as in 2004–05, most districts (67 percent) that were required to offer Title I public school choice reported doing so at the elementary school level, but continued to be less likely to do so at the middle school (41 percent) and high school (22 percent) levels.** Most districts that were required to offer Title I supplemental educational services reported doing so for elementary and middle school students, but only one-third of districts did so for eligible high school students.
- **From May 2003 to May 2007, the number of state-approved Title I supplemental educational service providers in the nation more than tripled from 887 to 3,234 providers.** The largest increase occurred among private providers, which includes both for-profit and nonprofit providers. About 9 percent of all providers provided services online.
- **Private providers served three-quarters of students participating in Title I supplemental educational services in 2005–06 compared with 58 percent in 2003–04;** another 13 percent of students received supplemental educational services from districts or public schools, a decline from 34 percent in 2003–04.
- **As the number of Title I supplemental educational service providers increased between 2004–05 and 2006–07, their characteristics also changed.** The average staff size of providers doubled between 2004–05 and 2006–07, and the average number of years of tutoring experience among their staff members declined from 10 years to seven years.
- **Supplemental educational service providers reported offering an average of 45 hours of services per student per year in 2006–07.** Most parents of students participating in supplemental educational services in a subsample of urban districts reported that the students received these services at their own schools and that the services were often one-on-one.

## ELIGIBILITY FOR PARENTAL CHOICE

In 2006–07, about 3.3 million students were eligible for Title I supplemental educational services, a nearly sixfold increase since 2002–03; the number of students eligible for Title I public school choice more than quadrupled between 2002–03 and 2006–07 from 1.5 to 6.9 million.

In 2006–07, 13 percent of K–12 students in Title I schools were eligible for Title I supplemental educational services, compared with 11 percent the previous year and 2 percent in 2002–03. A larger share (26 percent) of students were eligible for Title I public school choice, an increase from 6 percent in 2002–03 (see Exhibit 1).

<b>Exhibit 1</b>				
<b>Number and Percentage of Students Eligible for Title I Public School Choice and Supplemental Educational Services, and Number and Percentage of Title I Schools With Eligible Students, 2002–03 Through 2006–07</b>				
	<b>Students Eligible</b>		<b>Title I Schools With Eligible Students</b>	
<b>Year</b>	<b>Number of Students</b>	<b>Percentage of Students in Title I Schools</b>	<b>Number of Title I Schools</b>	<b>Percentage of Title I Schools</b>
<b>Public School Choice</b>				
2002–03	1,535,000	6%	6,094	12%
2003–04	3,946,000	16%	6,219	12%
2004–05	6,185,000	26%	9,333	18%
2005–06	6,468,000	24%	9,694	18%
2006–07	6,858,000	26%	10,781	20%
<b>Supplemental Educational Services</b>				
2002–03	592,000	2%	1,300	2%
2003–04	1,377,000 <sup>a</sup>	6%	3,191	6%
2004–05	1,828,000 <sup>a</sup>	8%	3,851	8%
2005–06	2,844,000 <sup>a</sup>	11%	6,590	12%
2006–07	3,299,000 <sup>a</sup>	13%	7,254	13%
<p><b>Exhibit reads:</b> In 2002–03, 1,535,000 students were eligible for Title I public school choice, representing 6 percent of all students in Title I schools. In 2002–03, 6,094 schools, representing 12 percent of all Title I schools, had students eligible for school choice.</p> <p><sup>a</sup> The number of students eligible for supplemental educational services is the maximum number of students potentially eligible, estimated from the number of students receiving free or reduced-price lunches in Title I schools that were required to offer supplemental educational services.</p> <p>Sources: U.S. Department of Education (2006) for 2002–03; SSI-NCLB National AYP and Identification Database for 2003–04, 2004–05, 2005–06, and 2006–07 based on data reported by 50 states and the District of Columbia for 50,731, 52,581, 53,420 and 54,247 Title I schools in 2003–04, 2004–05, 2005–06 and 2006–07, respectively.</p>				

In 2006–07, as in previous years, most districts were not required to offer these two parental choice options because most Title I schools were not identified for improvement; districts that had no Title I schools identified for improvement were not required to offer these two options. In 2006–07, 20 percent of Title I schools were identified for improvement, an increase from 18 percent in 2004–05, with the

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consequence that their students were eligible for public school choice (see Exhibit 1). Sixty percent of these schools—14 percent of all Title I schools—were in the second year of improvement status or beyond, making their students also eligible for supplemental educational services.<sup>13</sup> Among districts required to offer supplemental educational services in 2005–06, 14 percent reported that they also offered these services to students in schools in the first year of improvement, down from 35 percent in 2004–05.

Some states have expanded eligibility for parental choice options beyond the students that *NCLB* requires they serve. Arkansas, Georgia, Hawaii, Idaho and New Mexico required non–Title I schools that have been identified for improvement to offer public school choice, and Tennessee required non–Title I schools in restructuring to offer public school choice. Districts in these states are not required to pay for the transportation of students who choose to transfer to a school that is not identified. Georgia, Hawaii and Idaho also required districts to offer supplemental educational services in non–Title I identified schools. (Note that Exhibit 1 includes only Title I schools.)

The number of students eligible for Title I supplemental educational services grew substantially, being nearly six times greater in 2006–07 than in 2002–03, as did the number of schools with such students (see Exhibit 1).<sup>14</sup> By 2006–07, nearly 3.3 million students were eligible for these services. The number of students eligible for public school choice also grew rapidly, more than quadrupling from 1,535,000 in 2002–03 to 6,858,000 in 2006–07.

**In 2006–07, as in 2004–05, high-poverty and urban Title I schools were more likely to have students eligible for Title I public school choice and supplemental educational services than low-poverty and suburban and rural schools.**

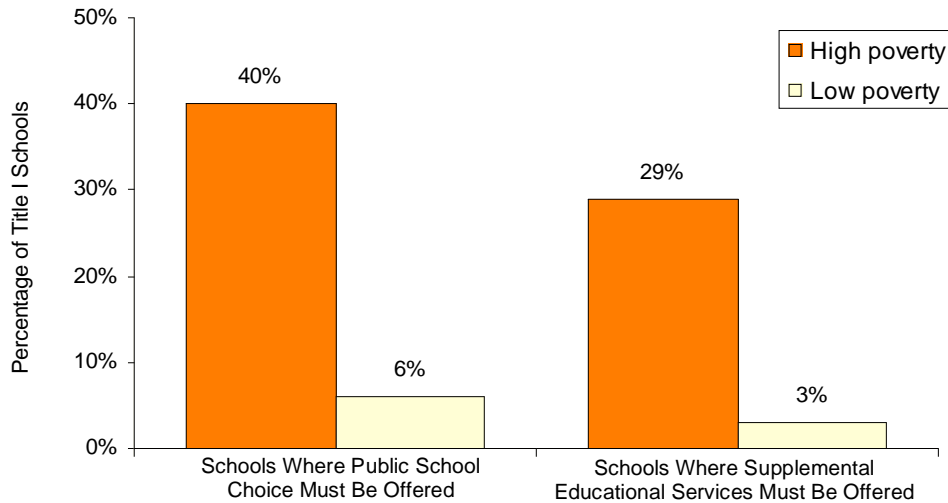
In 2006–07, 40 percent of high-poverty Title I schools (schools with 75 percent or more of students receiving free or reduced-price lunches) had students eligible for public school choice, compared with 6 percent of low-poverty Title I schools (schools with less than 35 percent of students receiving free or reduced-price lunches) (see Exhibit 2). Similarly, 29 percent of high-poverty Title I schools had students eligible for supplemental educational services, compared with 3 percent of low-poverty Title I schools.

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<sup>13</sup> These findings are in line with the most recent report issued by the Center on Education Policy (2006), which found that in 2005–06, 12 percent of districts were required to offer supplemental educational services.

<sup>14</sup> The U.S. Department of Education’s 2006 report on the implementation of Title I suggests that the seemingly inconsistent doubling of the number of students eligible for school choice from 2002–03 to 2003–04 while the number of schools with such students declined may be because *NCLB* led to the identification of an increasing proportion of large schools.

**Exhibit 2**  
**Percentage of Title I Schools With Students Eligible for Title I Public School Choice and Supplemental Educational Services, by Poverty Status, 2006–07**



**Exhibit reads:** In 2006–07, 40 percent of high-poverty Title I schools had students eligible for public school choice, compared with 6 percent of low-poverty Title I schools.

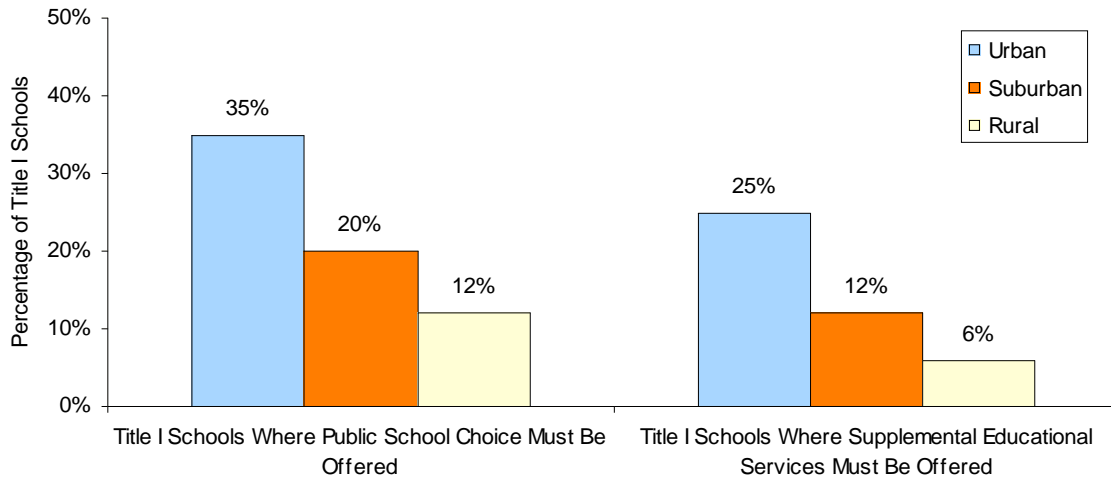
Source: SSI-NCLB National AYP and Identification Database (based on data reported by 50 states and the District of Columbia for 49,378 Title I schools).

Urban schools were more likely than suburban and rural schools to have students eligible for the Title I choice options. In 2006–07, 35 percent of urban Title I schools had students eligible for public school choice, compared with 20 percent of suburban Title I schools and 12 percent of rural Title I schools (see Exhibit 3). A similar pattern was seen with supplemental educational services.<sup>15</sup>

<sup>15</sup> The Center on Education Policy (2006) report likewise found that urban districts were most likely to be required to offer supplemental educational services and that rural districts were least likely to be required to offer the services.



**Exhibit 3**  
**Percentage of Title I Schools With Students Eligible for Title I Public School Choice and Supplemental Educational Services, by Urbanicity, 2006–07**

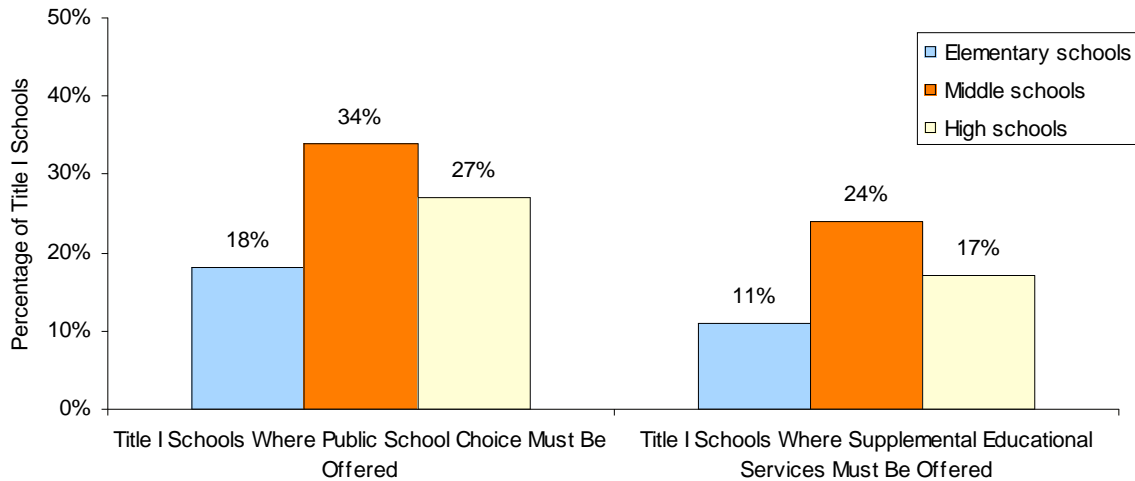


**Exhibit reads:** In 2006–07, 35 percent of urban Title I schools had students eligible for public school choice, compared with 20 percent of suburban and 12 percent of rural Title I schools.

Source: SSI-NCLB, National AYP and Identification Database (based on data reported by 50 states and the District of Columbia for 52,581 Title I schools).

Secondary Title I schools were more likely to be identified for improvement than elementary Title I schools. While students in 18 percent of Title I elementary schools were eligible for public school choice, students in 34 percent of Title I middle schools and 27 percent of Title I high schools were eligible. Similarly, students in 11 percent of Title I elementary schools were eligible for supplemental educational services, compared with students in 24 percent of Title I middle schools and 17 percent of Title I high schools (see Exhibit 4).

**Exhibit 4**  
**Percentage of Title I Schools With Students Eligible for Title I Public School Choice and Supplemental Educational Services, by School Level, 2006–07**



**Exhibit reads:** In 2006–07, 18 percent of elementary Title I schools had students eligible for public school choice, compared with 34 percent of Title I middle schools and 27 percent of Title I high schools.

Source: SSI-NCLB, National AYP and Identification Database (based on data reported by 50 states and the District of Columbia for 50,663 Title I schools).

## PARTICIPATION IN TITLE I CHOICE OPTIONS

The number of students participating in Title I public school choice and supplemental educational services increased substantially from 2002–03 to 2006–07.

Both public school choice and supplemental educational services showed increases in the number of students participating. Nationally, school choice participation increased from 38,000 in 2003–04 to 58,500 in 2005–06 and then decreased to 45,000 in 2006–07. Participation in supplemental educational services grew more rapidly, from 233,000 in 2003–04 to 449,000 in 2005–06.<sup>16</sup>

Nationally, the participation rate for Title I supplemental educational services continued to be substantially higher than for Title I public school choice, but in both instances, most eligible students did not participate.

In 2005–06, students participating in Title I public school choice represented about 1 percent of eligible students and 1 percent of notified students, a participation rate that was comparable with that of previous years, while students enrolled in Title I supplemental educational services represented about 17 percent of the number of students estimated to be eligible for these services nationally in 2005–06 (see

<sup>16</sup> The 449,000 students participating in supplemental educational services may include some who were not required to have been offered Title I supplemental educational services under the law; some districts notified a larger pool of students than the law required.

Exhibit 5). In 2005–06, districts also reported that 378,000 students completed Title I supplemental educational services, about 84 percent of students that had enrolled in the services.

<b>Exhibit 5</b>							
<b>Notification, Application, and Participation in Title I Public School Choice and Supplemental Educational Services, 2003–04 to 2006–07 (as Reported by Districts)<sup>a</sup></b>							
School Year ( <i>n</i> = Number of Districts)	Number of Students				Percentage of Eligible Students		
	Eligible <sup>b</sup>	Notified	Applied	Participants	Notified	Applied	Participants
<b>Public School Choice</b>							
2003–04 ( <i>n</i> = 109)	3,850,000	3,269,000	68,000	38,000	85%	2%	1%
2004–05 ( <i>n</i> = 121)	6,526,000	4,175,000	82,000	45,000	64%	1%	1%
2005–06 ( <i>n</i> = 110)	6,064,000	4,826,000	111,000	58,000	80%	2%	1%
2006–07 ( <i>n</i> = 95)	5,981,000	4,616,000	97,000	45,000	77%	2%	1%
<b>Supplemental Educational Services</b>							
2003–04 ( <i>n</i> = 80)	1,380,000	1,714,000	265,000	233,000 <sup>c</sup>	124%	19%	17%
2005–06 ( <i>n</i> = 116)	2,662,000	3,555,000	493,000	449,000 <sup>c</sup>	134%	19%	17%
<p><b>Exhibit reads:</b> In 2003–04, 3,850,000 students were eligible for Title I public school choice, 3,269,000 of those students were notified of their eligibility, 68,000 of those applied, and 38,000 actually participated.</p> <p><sup>a</sup> For alternate data on participation trends dating from the 2002–03 school year, see the forthcoming report, <i>Title I Implementation: Update on Recent Evaluation Findings</i> (U.S. Department of Education, forthcoming), which uses data from Consolidated State Performance Reports (CSPRs) submitted by state education agencies. The two data sources—CSPR state reports and NLS district survey-based estimates—produced similar trends for the period from 2002–03 to 2005–06, although numbers for individual years vary. For example, in 2005–06, the NLS estimate and the CSPR count of school choice participation were 58,000 and 65,000, respectively, and supplemental services participation was at 449,000 and 497,000 students, respectively. However, the 2006–07 NLS school choice participation estimate of 45,000 was less than half the count from the CSPR (120,000). In 2006–07, U.S. Department of Education changed its guidance and instructed states to include in the CSPR all students who transferred from a school identified for improvement to a non-identified school, regardless of whether students transferred under <i>NCLB</i> Title I school choice or another choice option.</p> <p><sup>b</sup> The number of eligible students in this exhibit differs from the number of eligible students in Exhibit 1 because they are based on different sources. This exhibit’s estimates were based on responses from the NLS-<i>NCLB</i> sample of districts because only this database permitted estimating the number of students who were notified, who applied and who participated in the two parental options whereas Exhibit 1 was based on administrative records of the universe of schools in the nation, but the information it contained was limited to school status and number of students enrolled in these schools. The percentage of eligible students was estimated based on two different sources of data—the estimated number of students notified (taken from district survey responses) and actual national counts of students eligible for choice and supplemental educational services.</p> <p><sup>c</sup> The 2003–04 estimate is of students who received supplemental educational services as reported by districts while the 2005–06 estimate is of students who enrolled for these services, also as reported by districts. The estimates of students who received or enrolled in supplemental educational services may include students that districts were not legally required to provide with services. Some districts offered these services to students in schools in the first year of not making AYP and others to students in non-Title I schools.</p>							
Source: NLS- <i>NCLB</i> , District Survey; SSI- <i>NCLB</i> National AYP and Identification Database.							

These participation rates are similar to those estimated by the Center on Education Policy (2006) study, which reported that about 1 percent of eligible students were using the Title I public school choice option during the 2004–05 school year and about 18 percent of eligible students were using *NCLB*-related supplemental educational services during the 2004–05 school year. The Government Accountability Office (2006) counted 245,000 students participating in supplemental educational services in 2003–04, a result similar to the one reported in Exhibit 5.

Principals of schools with eligible students also reported an average student participation rate (16 percent) in supplemental educational services comparable with that reported by districts. One in 10 schools reported having no students participating, and 42 percent of schools reported having less than 10 percent of their eligible students participating. About 30 percent of schools had 20 percent or more of their eligible students participating. Principals also reported that, on the average, 17 percent of their students participating in Title I supplemental educational services were students with disabilities and another 17 percent were limited English proficient students.

**Sixty-two percent of schools designated by their district to receive students eligible to transfer under Title I public school choice had no students transferring into their schools; students who transferred under Title I public school choice accounted for no more than 5 percent of enrollment in most schools.**

Districts required to offer Title I public school choice designated 62 percent of their schools not identified for improvement to receive transferring students under *NCLB*. About two-thirds of these schools reported that no students transferred into their schools. Only 4 percent of designated schools reported that more than 5 percent of their students were transfers from schools identified for improvement (see Exhibit 6). On average, middle schools receiving transferring students under Title I public school choice received three students, while elementary and high schools received one student.

<b>Exhibit 6</b>	
<b>Percentage of Schools Designated to Receive Transferring Students Under Title I Public School Choice, by Percentage of Schools' Populations Who Were Transfers, 2004–05</b>	
<b>Percentage of Receiving Schools' Populations That Transferred Under Public School Choice</b>	<b>Percentage of Receiving Schools (<i>n</i> = 404)</b>
0%	62%
0.1% to 1%	18%
1.1% to 2%	4%
2.1% to 5%	12%
5.1% or more	4%

**Exhibit reads:** Sixty-two percent of schools designated to receive transfer students under Title I public school choice received no students.  
Source: NLS-*NCLB*, Principal Survey.

Few of the principals of schools that were designated to receive transferring students reported that they needed additional resources to accommodate these students. Less than 13 percent of these principals reported that they needed additional books and instructional materials, classroom teachers, instruction specialists or facilities. If they did need these additional resources, they received them to varying extents: 72 percent of receiving schools needing books and instructional materials received them, about 50

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percent of schools needing classroom teachers or facilities received them, and 12 percent of receiving schools needing instructional specialists received them.

## **OPTIONS OFFERED BY DISTRICTS**

### **Title I Public School Choice Options**

**In 2006–07, as in 2004–05, most districts that were required to offer Title I public school choice reported offering this option to eligible elementary students; however, districts continued to be less likely to provide this option at the middle and high school levels.**

In 2006–07, at the elementary school level, 67 percent of districts with one or more elementary schools identified for improvement reported offering students in those schools the option to transfer to another school (see Exhibit 7). At the middle school level, 41 percent of affected districts reported offering the public school choice option (an increase from 20 percent in 2004–05) while the comparable figure for the high school level was 22 percent. About half of districts with middle or high schools that were identified for improvement were not offering public school choice at those grade levels because all the schools at that grade level were identified for improvement. Across the country, 77 percent of school districts with high schools have only one high school, 67 percent of districts with middle schools have one middle school, and 53 percent of districts with elementary schools have one elementary school.<sup>17</sup> In such districts, if the one school at the pertinent grade level is identified for improvement, then the district must, to the extent possible, establish a cooperative agreement to allow transfer to nonidentified schools in one or more districts in the area<sup>18</sup> and may offer supplemental educational services to eligible students.

Among districts offering public school choice to eligible students, 51 percent reported that at least one student actually transferred schools for 2006–07. Although about 20 percent of districts required to offer Title I public school choice did not offer this choice to all eligible students, such districts accounted for a relatively small percentage of students eligible for school choice. Large districts include more students and have a greater capacity to offer school choice. Thus, although 67 percent of districts required to offer public school choice at the elementary level did so, 94 percent of students in districts required to offer school choice attended schools in a district that offered the option. Similarly, 73 percent and 69 percent of eligible middle and high school students, respectively, attended schools in a district that reported offering public school choice.

**More than one-quarter of districts reported that lack of space in nonidentified schools was a major obstacle to offering Title I public school choice.**

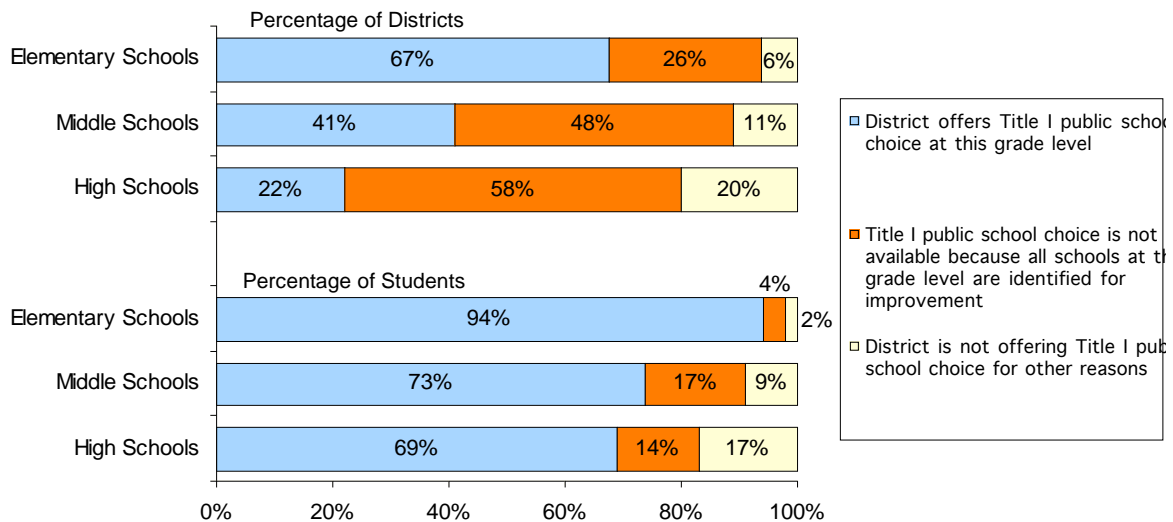
Some districts that had nonidentified schools at the appropriate school level found it difficult to offer public school choice to eligible students: 27 percent of districts reported they were constrained by lack of space in nonidentified schools. In 15 percent of districts, a major challenge was an inability to negotiate agreements with other districts for interdistrict transfers. Finally, 10 percent of districts reported that inadequate funding and an inability to meet the needs of students with disabilities or LEP students were major challenges.

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<sup>17</sup> Special tabulation by the National Center for Education Statistics, based on the Common Core of Data, 2002–03.

<sup>18</sup> In 2006–07, 17 percent of districts reported they had negotiated an agreement with one or more neighboring districts to accommodate students who wish to transfer.

**Exhibit 7**  
**Percentage of Districts Required to Offer Title I Public School Choice That Offered This Option and Percentage of Students in These Districts, by School Level, 2006–07**



**Exhibit reads:** Sixty-seven percent of districts required to offer public school choice at the elementary level reported they were offering school choice at that school level. Ninety-four percent of elementary school students in districts required to offer school choice at the elementary level, were in a district that offered this option.

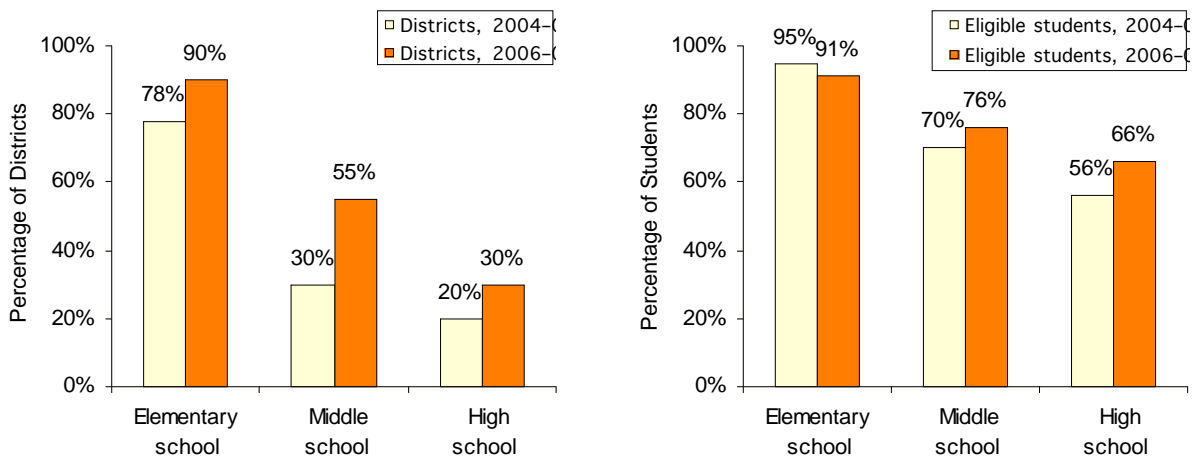
Source: NLS-NCLB, District Survey (*n* = 108, 114 and 54 districts, respectively, for elementary, middle and high schools).

Some districts with schools identified for improvement reported taking various measures to expand public school choice options for parents of students eligible for transfer. Sixteen percent of districts added teachers or classrooms, 17 percent negotiated agreements with one or more neighboring districts, and 6.5 percent allowed students to transfer to private schools at district expense. Other actions such as establishing new schools, schools within schools or charter schools were reported by less than 6 percent of districts.

**Districts that offered Title I public school choice generally offered parents of eligible elementary students more transfer schools from which to choose in 2006–07 than in 2004–05.**

The number of options that districts offered to parents of students eligible for Title I public school choice increased between 2004–05 and 2006–07. Of districts that reported offering school choice at the elementary school level in 2006–07, 90 percent of districts offered two or more alternate schools, an increase from 78 percent in 2004–05. Similarly, the share of districts offering more than two options to parents of middle school students increased from 30 to 55 percent from 2004–05 to 2006–07. In 2006–07, 30 percent of districts that offered Title I public school choice offered more than two options to parents of high school students, which was not a significant change from the 20 percent of districts that offered such options in 2004–05 (see Exhibit 8).

**Exhibit 8**  
**Percentage of Districts Offering Title I Public School Choice That Offered Parents of Eligible Students Two or More Alternate Schools, by School Level, 2004–05 and 2006–07**



**Exhibit reads:** In 2004–05, 78 percent of districts offered public school choice at the elementary school level and reported they offered parents of students eligible for school choice at least two alternate schools compared to 90 percent in 2006–07. In the same year, 95 percent of elementary school students were in districts that offered school choice and offered two or more alternate schools.

Source: NLS-NCLB, District Survey ( $n = 67, 106$  and  $188$  districts, respectively, for high, middle and elementary schools in 2004–05;  $n = 68, 105$  and  $103$  districts, respectively, for high, middle and elementary schools in 2006–07).

Because eligible students are disproportionately located in large districts, the proportion of students eligible for public school choice who were offered at least two options of transfer schools was substantially higher than the proportion of districts able to offer such options. In 2006–07, 95 percent of eligible elementary students had at least two schools from which to choose, as did 76 percent of middle school students and 66 percent of high school students.

Districts in the subsample of eight large, urban districts in which parents were surveyed, reported offering parents of eligible students an average of seven elementary schools from which to choose, although parents in these districts reported being actually offered an average of three schools. Sixty-seven percent of parents taking advantage of the Title I public school choice option reported they had been allowed to transfer their child to their first-choice transfer school in 2006–07, the same proportion as in 2004–05.

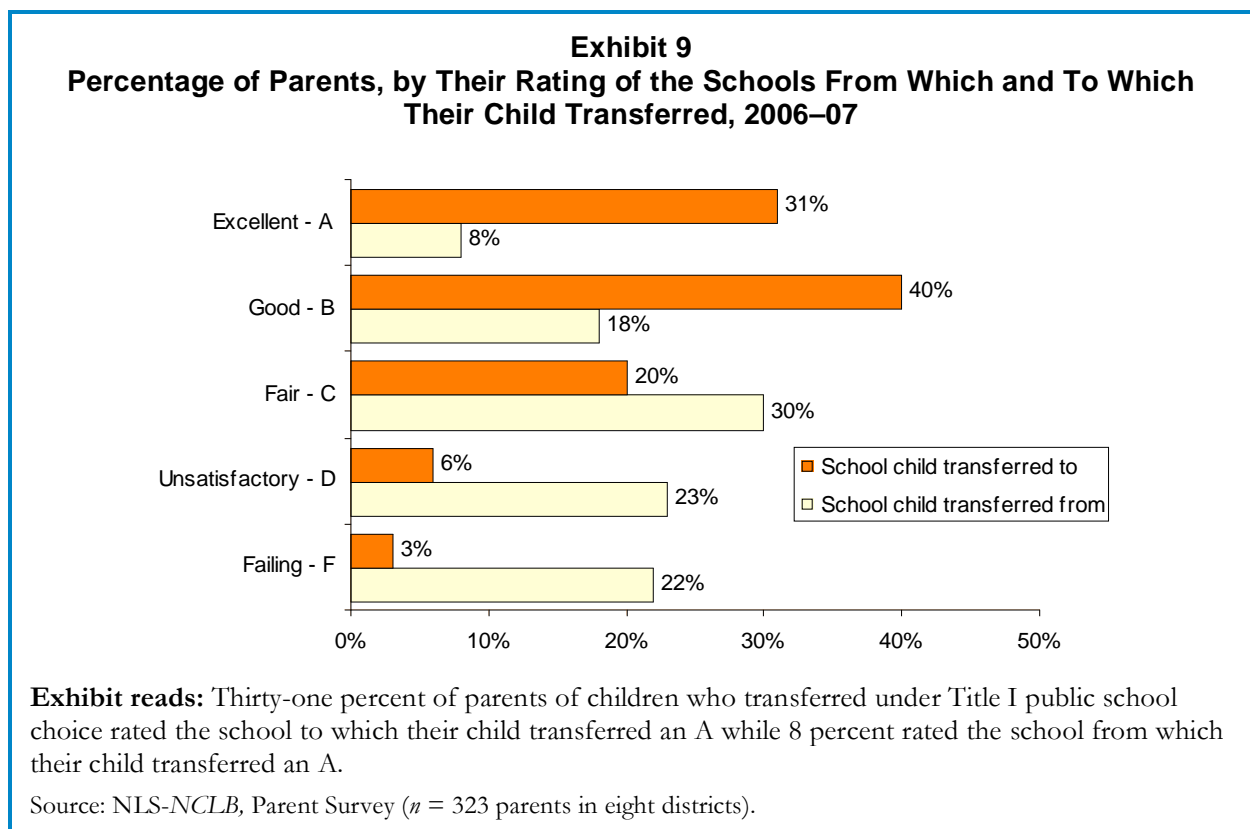
In the eight-district sample, among parents who said they were notified that their child was eligible to move to another school, 8 percent reported that they actually applied for a school transfer. One-third of these applicants reported their child had been approved to transfer.

**In 2006–07, as in 2004–05, more than eight out of 10 parents in eight large, urban districts who took advantage of the Title I public school choice option were satisfied with their decision.**

Among parents who transferred their child to a nonidentified school, one-half reported that they were “very satisfied” with their decision, and another third reported that they were “satisfied,” in both 2004–05 and 2006–07.

**In 2006–07, as in 2004–05, parents of students who transferred under the Title I public school option rated the school to which their child transferred much higher than the school they left.**

Seventy-one percent of parents rated the school to which their child transferred under Title I public school choice as a B or above, but only about 25 percent of these parents rated the school their child left at the same levels. At the same time, only 9 percent of parents rated their child’s new school a D or F while five times more parents rated the school their child left a D or an F (see Exhibit 9). Parents reported similar ratings in 2004–05.



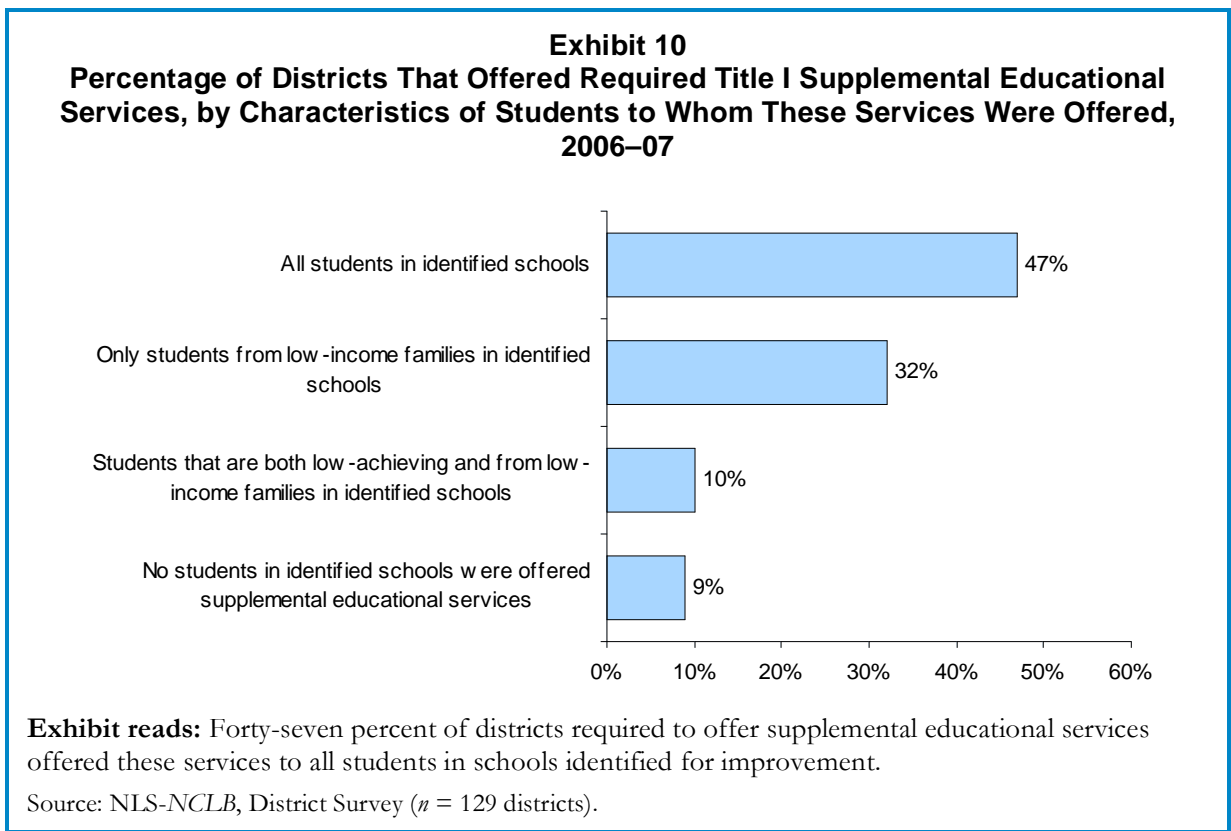
## Supplemental Educational Service Options

**In 2006–07, as in 2004–05, most that were districts required to offer Title I supplemental educational services reported offering these services to eligible elementary and middle school students; about one-third of districts did so for eligible high school students.**

More than three-quarters of districts with eligible elementary and middle school students offered supplemental educational services to these students in 2004–05 and in 2006–07. At the high school level, only about one-third of districts offered the services to eligible students.



In 2006–07, 47 percent of the districts offering supplemental educational services said that they offered them to all students in schools identified for improvement, regardless of income level, 30 percent of districts offered them to students from low-income families only, and 10 percent offered them only to low-achieving students from low-income families (see Exhibit 10).



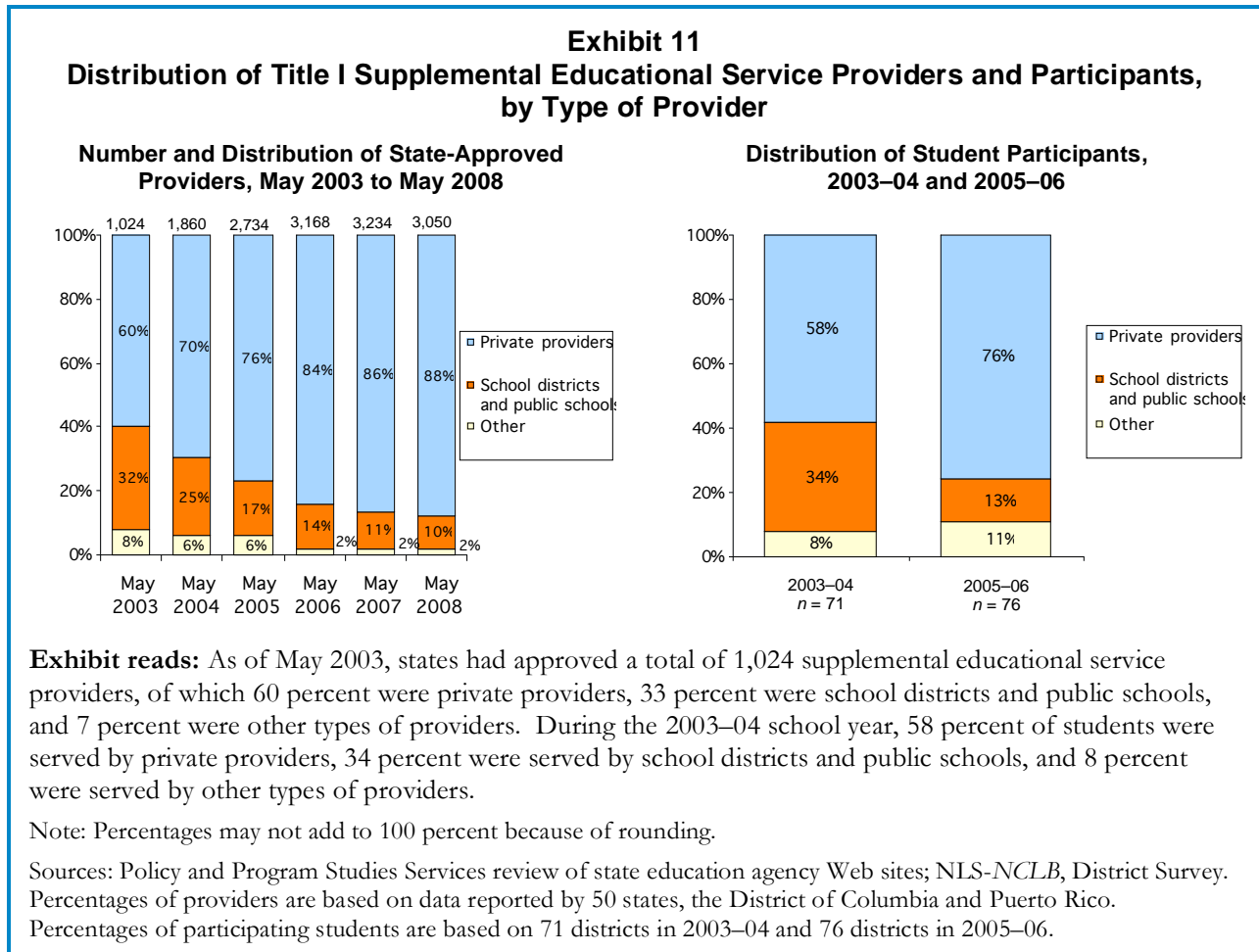
From May 2003 to May 2007, the number of state-approved Title I supplemental educational service providers in the nation more than tripled, but has stabilized in 2008 at 3,050.

The number of supplemental educational service providers increased from 1,024 in May 2003 to 3,234 in May 2007 and has remained roughly at this level (3,050 in 2008).<sup>19</sup> The largest increase in the number of providers occurred among private providers. Private providers accounted for 88 percent of all state-approved providers in May 2008, up from 60 percent in May 2003 (see Exhibit 11). In 2008, these providers included 201 faith-based private providers (7 percent of all approved providers), an increase from 18 faith-based providers in May 2003. Meanwhile, the proportion of providers that were school districts or public schools decreased from 32 percent in May 2003 to 10 percent in May 2008. Their numbers decreased from a high of 444 in May 2006 to 291 in May 2008.

<sup>19</sup> Policy and Program Studies Service, 2008 review of state education agency Web sites.

Private providers served 76 percent of students participating in Title I supplemental educational services in 2005–06 compared with 58 percent in 2003–04; 13 percent of students received supplemental educational services from districts or public schools in 2005–06, a decline from 34 percent in 2003–04.

The proportion of students served by private supplemental educational service providers increased between 2003–04 and 2005–06 while the proportion of students served by public districts or schools declined over these two years. The proportion of participating students served by private providers increased from 58 percent in 2003–04 to 76 percent in 2005–06 while the proportion of students served by districts and schools decreased by two-thirds from 34 percent to 13 percent (see Exhibit 11).

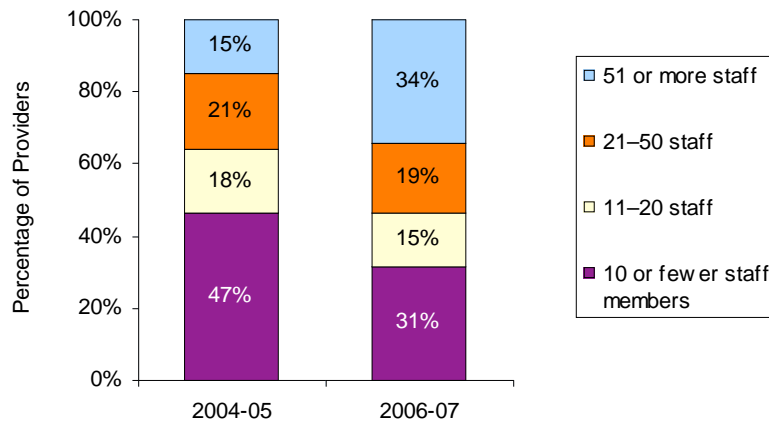


In 2006–07, about one-third of principals of schools with students eligible for supplemental educational services reported that the largest provider of these services was their district. The other two-thirds of principals reported that the largest provider was a private provider.

**As the number of Title I supplemental educational service providers increased between 2004–05 and 2006–07, their size and staff characteristics also changed.**

One in three providers had 50 or more staff members, and fewer than one in three had ten or fewer staff members in 2006–07. In 2004–05, 15 percent of providers had 50 or more staff members, and nearly 50 percent had 10 or fewer staff members (see Exhibit 12). Overall, the average-size provider had 79 staff members, more than twice as many as in 2004–05 (36 staff members). Also, in 2006–07, nearly 66 percent of providers operated in two or more districts.

**Exhibit 12**  
**Distribution of Supplemental Educational Service Providers, by Staff Size, 2004–05 and 2006–07**



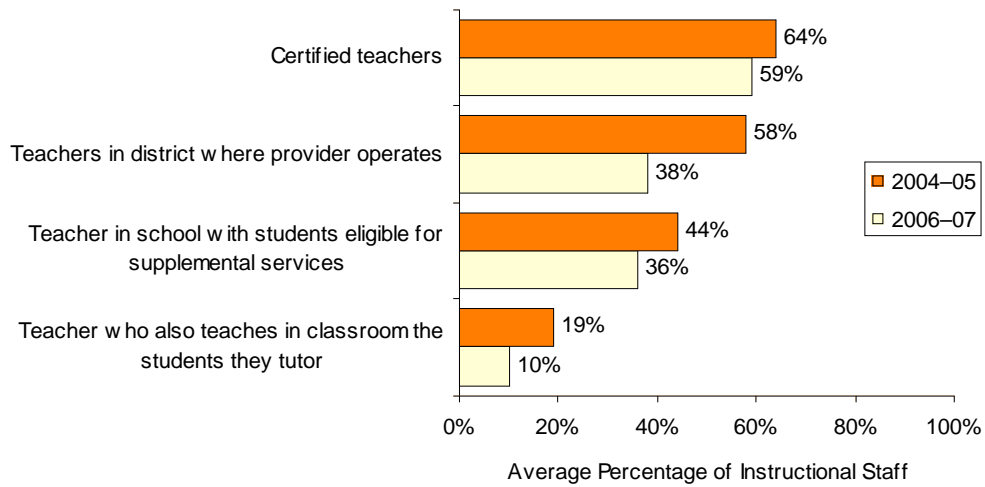
**Exhibit reads:** In 2004–05, 47 percent of providers had 10 or fewer staff members.

Note: Percentages may not add to 100 percent because of rounding.

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 99$  providers in 2004–05 and 98 providers in 2006–07 in 16 districts).

Along with the changes in number and size of providers came a change in the characteristics of their staff members. The average number of years of staff tutoring experience decreased from nearly 10 years to seven years between 2004–05 and 2006–07.<sup>20</sup> The share of staff members with three or fewer years of experience increased from 10 percent to 20 percent over the two years. At the same time, providers became less likely to rely on full-time teachers from the district in which they operated; 58 percent of providers relied on these teachers in 2004–05, but 38 percent of providers did in 2006–07 (see Exhibit 13).

**Exhibit 13**  
**Percentage of Provider Staff Members, by Type of Instructional Staff,**  
**2004–05 and 2006–07**



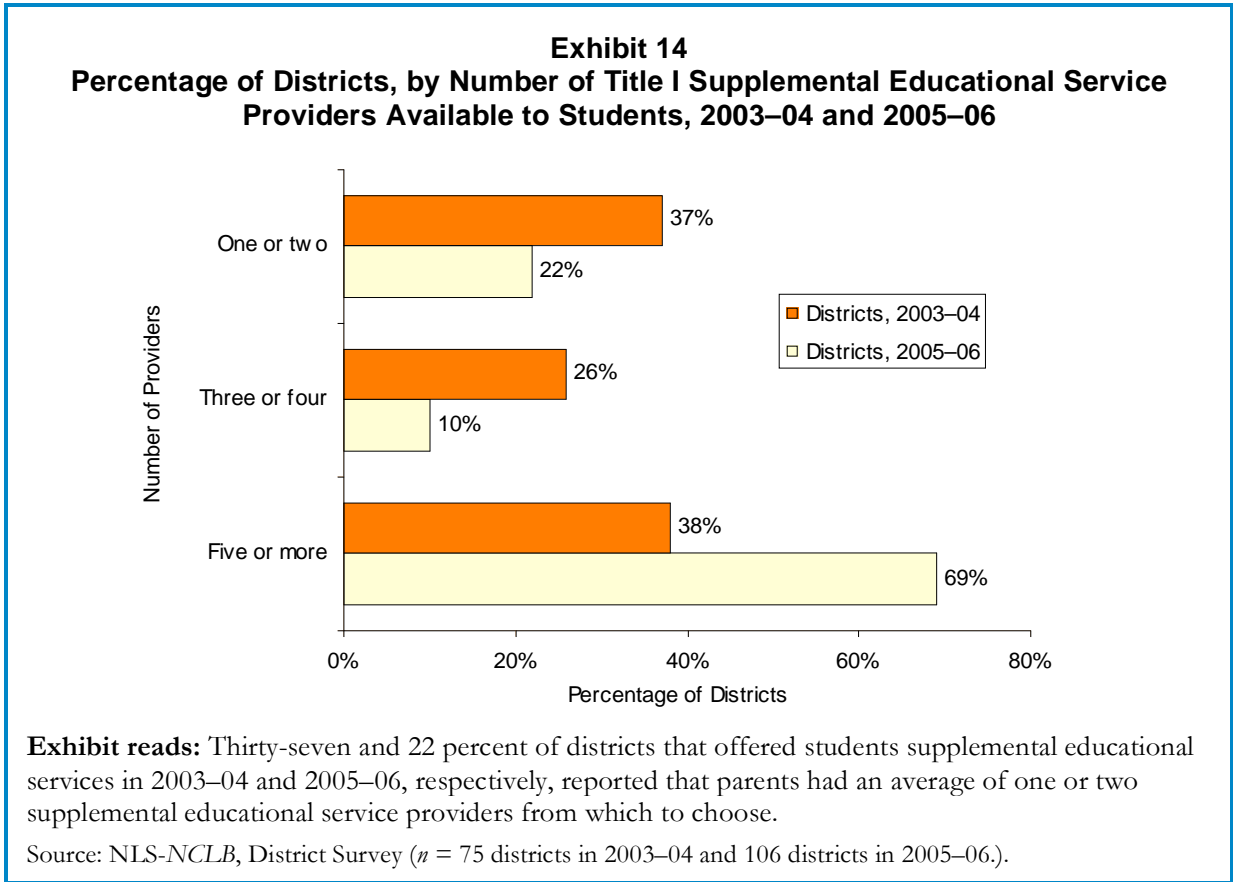
**Exhibit reads:** In 2004–05, 64 percent of provider staff members were certified teachers.

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 100$  providers in 2004–05 and 103 providers in 2006–07 in 16 districts).

<sup>20</sup> Statistically significant at .10.

**Among districts required to offer Title I supplemental educational services, twice as many districts offered five or more options of providers in 2005–06 than in 2003–04.**

In 2003–04, parents had five or more options of providers in approximately one-third of districts that offered supplemental educational services; by 2005–06, parents had these multiple options in more than two-thirds of districts (see Exhibit 14).



Supplemental educational service providers operating in a subsample of 16 geographically diverse districts were more likely in 2006–07 to serve five or more districts (50 percent) than they were in 2004–05 (34 percent).<sup>21</sup> Twenty-seven percent of providers served only one school district in 2006–07 compared with 42 percent in 2004–05. Half of these providers were not operating before the passage of *NCLB*, and three-quarters of these providers had been providing *NCLB*-related services for three or fewer years.

In 2006–07, as in 2004–05, providers of supplemental educational services in the 16-district subsample continued to concentrate their services on students in the elementary and middle school grades, primarily in mathematics and reading. More than three-quarters of providers offered services in reading and mathematics in elementary and middle school grades, but only approximately one-third of providers offered these services to high school students (see Exhibit 15). Writing was the next most-common

<sup>21</sup> Providers were surveyed in eight large, urban districts where parents were also surveyed and where achievement data were collected, and in eight other rural, suburban and mid-sized urban districts representing a range of geographic regions. Sampling of providers is described in more detail in Appendix A.

subject for which services were offered, although less than one provider in seven offered services in that subject. Almost no provider offered services in other subjects, including science, reflecting the initial emphasis placed by *NCLB* on holding schools and districts accountable for reading and mathematics.<sup>22</sup>

<b>Exhibit 15</b>			
<b>Percentage of Title I Supplemental Educational Service Providers, by Academic Subject and Grades Served, 2006–07</b>			
<b>Service Provided</b>	<b>Served Grades K–5</b>	<b>Served Grades 6–8</b>	<b>Served Grades 9–12</b>
Reading	91%	82%	38%
Mathematics	84%	78%	38%
Writing	14%	12%	9%
Social studies or history	0%	1%	1%
Science	0%	1%	1%
Other	1%	1%	1%
Offering services in any of the above subjects	96%	86%	41%

**Exhibit reads:** In a sample of 16 geographically diverse districts, 91 percent of providers offered services in reading for students in grades K–5.

Source: NLS-*NCLB*, Supplemental Educational Service Provider Survey (*n* = 100 providers in 16 districts).

All providers served students performing below grade level, and a majority of providers reported that they continued to provide services to special populations: 88 percent served students with disabilities, and 86 percent served students with limited English proficiency.

Service providers operating in the subsample of 16 districts reported that they were less able to meet parental demand and student needs in 2006–07 than in 2004–05, possibly because of increased demand in these districts. Forty-eight percent of providers in 2006–07 reported being able to serve all students whom parents asked them to serve, compared with 76 percent in 2004–05. Providers cited various barriers limiting the number of students they could serve. Access to school facilities and contractual agreements were mentioned most frequently, by about one-third of providers. Competition with extracurricular activities, late notification of parents, confusing notification letters to parents, and restriction on marketing to parents were cited by about one-quarter of providers. The ability to hire tutors was cited as a barrier by a little more than 10 percent of providers (see Exhibit C.1, Appendix C).

**Inconvenient access to providers presented a major challenge to the use of Title I supplemental educational services in one out of five districts.**

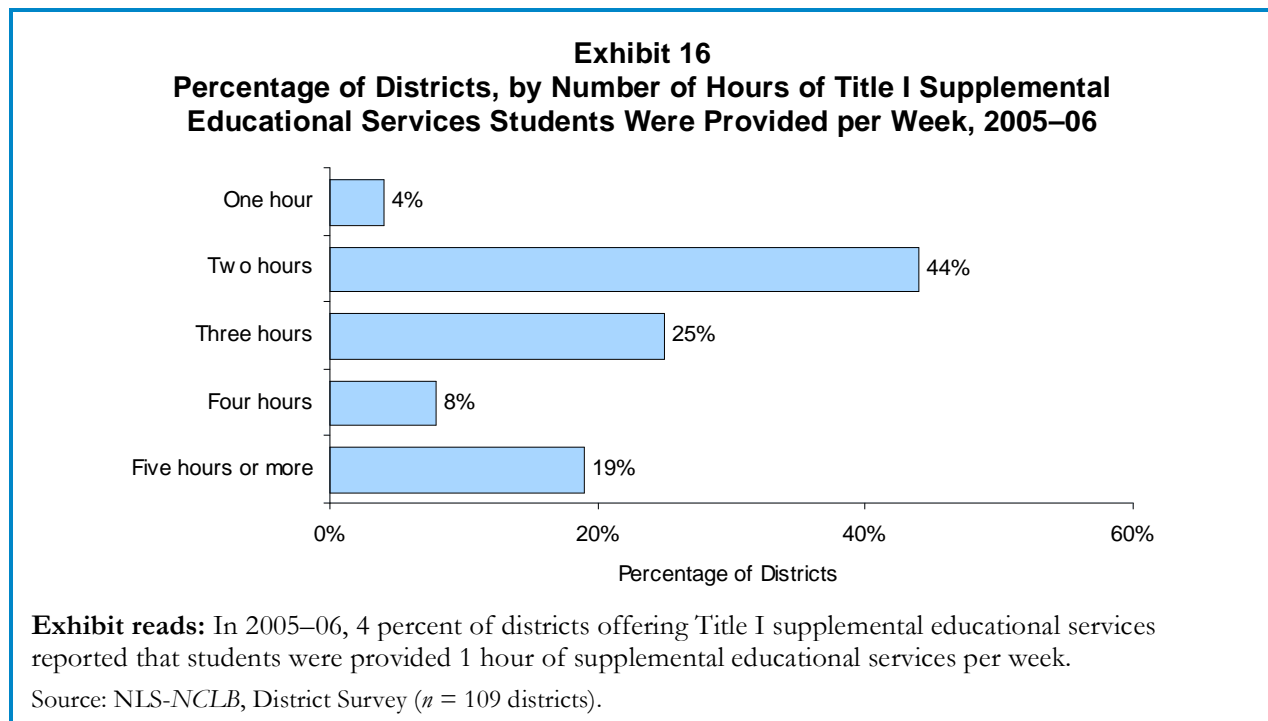
Districts reported various challenges to parents’ accessing supplemental educational services. In 2006–07, as in 2004–05, 20 percent of districts reported that the location of supplemental educational services was a barrier for parents. A similar proportion of districts reported that inadequate access to

<sup>22</sup> Under *NCLB*, testing for science was not required to begin until school year 2007–08. States and districts must report science scores, but those scores are not included in AYP determinations.

online providers was a major challenge. Approximately one-third of parents (35 percent) further indicated that providers' service hours were not convenient for their families (see Chapter 3).

## Amount and Type of Title I Supplemental Educational Services Offered

The number of hours and duration of supplemental educational services that a student can receive is not specified in the *NCLB* statute and can vary across districts and providers. About half of districts offering Title I supplemental educational services reported that students were provided one or two hours of supplemental educational services per week in 2005–06, as they had reported in 2003–04. Also in 2005–06, about 33 percent of districts reported that students were provided services for three or four hours per week, and 19 percent reported that students were provided services for five or more hours per week (see Exhibit 16). On average, districts reported that students were provided about three hours and 10 minutes per week of supplemental educational services, an amount similar to the average weekly hours providers reported offering.

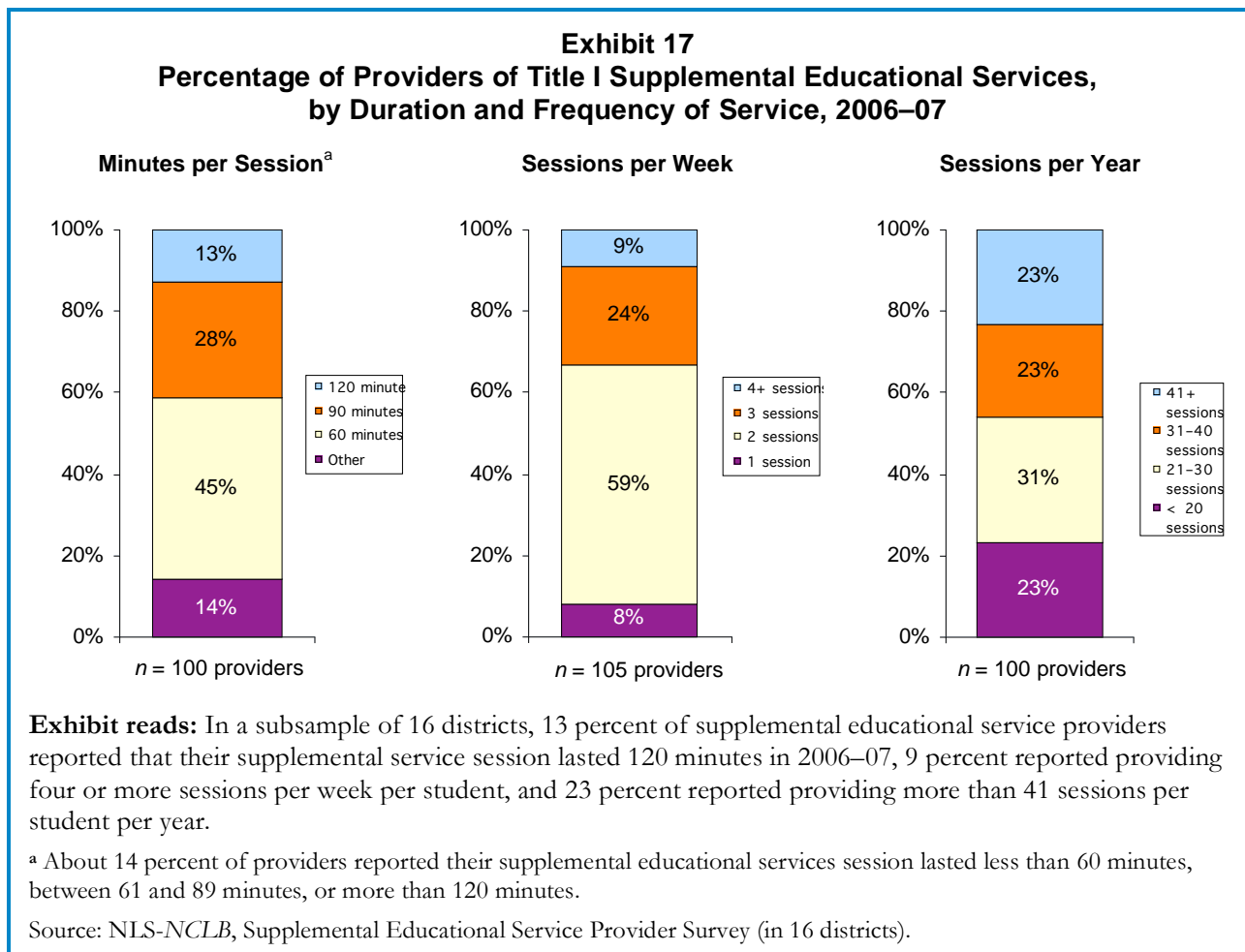


**In 2006–07, Title I supplemental educational service providers in a subsample of 16 districts reported providing an average of 45 hours of services per student per year.**

In 2006–07, providers in the subsample of 16 districts reported offering an average of 76 minutes per session and 2.4 sessions per week, suggesting a weekly average of services of about three hours (see Exhibit 17). They also reported an average of 36 sessions offered to students annually, suggesting an average duration of services of 15 weeks. This level of service was not significantly different from that provided in 2004–05. Parents reported a greater intensity of weekly services than reported by providers

in 2006–07, but their reports did not distinguish *NCLB*-related services from other similar services that may have been provided.<sup>23</sup>

A 2005 U.S. Department of Education report involving case studies of supplemental educational service providers found a range of 18–120 hours of services per student per year, with an average of 60 hours per year (U.S. Department of Education 2005a). Another analysis of a separate survey of providers across the country found that about 50 percent of providers offered between 31 and 60 hours of instruction per student (American Institutes for Research and Education Industry Association 2005).



Providers in the 16-district subsample reported that student attendance rates for supplemental educational services averaged 76 percent in 2006–07 (similar to the 78 percent reported in 2004–05), ranging from a low of 30 percent reported by three providers to a high of 100 percent reported by four providers. Nearly all providers reported making reminder calls to students’ homes to promote student attendance, and 57 percent of providers called the students’ schools.

In 2006–07, the average student-to-tutor ratio was four to one, ranging from one to one (reported by one-third of providers) to six or more to one (reported by 23 percent of providers).

<sup>23</sup> Parents reported that their children received an average of six hours of services per week over six months per year.



**Most Title I supplemental educational service providers reported serving students at the students' schools and often provided these services one-on-one.**

According to supplemental educational service providers in the 16-district subsample, about half offered services at the schools of the students they served either often or always, and almost one-third offered these services at the student's home either often or always (see Exhibit 18). Services were somewhat less likely to be given at public buildings or at the local offices of the provider, a pattern similar to the one reported in 2004–05.

Principals were also more likely to report that their students were receiving supplemental educational services at their school than at another location. Seventy percent of principals of schools with students eligible for supplemental educational services reported that their students were receiving these services in their school building regardless of the type of provider.

<b>Exhibit 18</b>				
<b>Percentage of Title I Supplemental Educational Service Providers, by Location of and Grouping of Students for Delivery of Services, 2006–07</b>				
<b>Location and Student Grouping</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
<b>Location where supplemental educational services are provided</b>				
At the schools of served students ( <i>n</i> = 103)	37%	10%	7%	46%
At other schools or administrative buildings in the district ( <i>n</i> = 98)	1%	5%	6%	87%
At a public building such as a library or community center ( <i>n</i> = 100)	4%	18%	22%	56%
At the local office of the provider ( <i>n</i> = 97)	16%	9%	5%	71%
At the student's home ( <i>n</i> = 99)	9%	21%	5%	65%
On the internet ( <i>n</i> = 100)	15%	2%	4%	79%
<b>Student grouping for delivery of supplemental educational services</b>				
In large groups ( <i>n</i> = 92)	11%	15%	17%	57%
In small groups ( <i>n</i> = 99)	20%	17%	30%	32%
One-on-one ( <i>n</i> = 100)	33%	20%	27%	20%
<b>Exhibit reads:</b> In a subsample of 16 districts, 37 percent of supplemental educational service providers reported that they always provided services at the schools of the students they served.				
Note: Percentages may not add to 100 percent because of rounding.				
Source: NLS-NCLB, Supplemental Educational Service Provider Survey (in 16 districts).				

Parents of students participating in supplemental educational services in eight large, urban districts reported a similar pattern, with 83 percent reporting their child received free tutoring at their school and 20 percent reporting their child received free tutoring at their home. A little more than 6 percent of parents reported that their child had received services at a public facility, and less than 3 percent reported that their child had received services at the local office of the provider (see Exhibit C.2, Appendix C).

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In 2006–07, as in 2005–06, about half of providers in the 16-district subsample reported offering services one-on-one either often or always. But providers were less likely to offer services in small groups in 2006–07 than they did in 2004–05. One-third of providers offered services in small groups either often or always in 2006–07, compared with a little more than half of providers in 2005–06. One-quarter to one-third of providers during these years reported offering services in large groups always or often.

The majority of parents (76 percent) of children participating in supplemental educational services in eight large, urban districts reported that their child received these services in groups; 25 percent of parents reported their child received services in one-on-one sessions. Eighty-three percent of these parents reported that their child received supplemental educational services after the end of the school day and 20 percent of parents reported that they received them on weekends. Relatively few parents reported that their child received supplemental educational services during the summer (12 percent), school vacations (12 percent) or before the start of the school day (8 percent).

**In 2006–07, as in 2004–05, more than eight out of 10 parents of students participating in Title I public school choice and supplemental educational services were satisfied with their decision; a little less than half were very satisfied.**

The overwhelming majority (85 percent) of responding parents of students participating in supplemental educational services reported satisfaction with the services provided; 41 percent were very satisfied. Among parents who transferred their child to a nonidentified school, 84 percent were satisfied with their decision and 49 percent were very satisfied.

## **DISCUSSION**

Since 2002–03, the number of students eligible for Title I public school choice has more than quadrupled to 6.9 million in 2006–07 and the number of students eligible for Title I supplemental educational services has increased nearly six times to 3.3 million. About 25 percent of the nation’s students in Title I schools were eligible for public school choice, and 13 percent of students in Title I schools were eligible for supplemental educational services.

Lack of available public school choice and supplemental educational service options for a significant proportion of students likely has contributed to the continued low participation of eligible students in these two options. The estimated participation rate of eligible students for Title I public school choice has remained at approximately 1 percent, even though the number of participants increased to 58,000 in 2005–06 from 38,000 in 2003–04, and decreased back to 45,000 in 2006–07. Similarly, the participation rate for supplemental educational services has remained at about 17 percent, in spite of a doubling in the number of participants to nearly half a million. As discussed in the next chapter, ineffective notification of parents of students eligible for these two options and parental preferences also have contributed to these low participation rates.

The ability of districts to offer Title I public school choice to parents of eligible students has continued to be constrained by the unavailability and lack of space in nonidentified schools, most particularly at the middle and high school levels. About one-quarter and one-third of middle and high school students, respectively, were affected. In districts that were able to offer public school choice, however, parents were offered more options of nonidentified schools in 2006–07 than in 2004–05 at the elementary and middle school levels, although not at the high school level.

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Availability of Title I supplemental educational services was also constrained, in part by providers who were less likely to provide services at the high school level than at the other two levels. About one-quarter of districts did not have such services available for eligible elementary and middle school students. Three-quarters of districts did not have them available for high school students.

In those districts that offered Title I supplemental educational services, the number of service provider options increased. The number of supplemental educational service providers more than tripled between 2003 and 2007 to 3,234, although the number has leveled in 2008 at 3,050 providers. Private providers accounted for most of the increase. Along with the increase in the number of providers came a doubling in their average staff size, a decrease in staff tutoring experience, and a decrease in the share of provider staff members who teach in the district in which they tutor. Students were offered an average of 45 hours of services in 2006–07. Providers reported offering these services most frequently at their students' school or home and on a one-on-one basis.



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### III. COMMUNICATION WITH PARENTS

When students are eligible for Title I public school choice or supplemental educational services under *NCLB*, districts are required to notify parents in a timely manner of all options available to them and to provide parents with the information needed to make informed decisions. School districts, at their discretion, may use a variety of methods to communicate with parents about parental choices, including relying to some extent on principals and teachers to communicate with parents of eligible students.

#### Key Findings

- **In 2006–07, nearly all districts required to offer Title I public school choice and supplemental educational services reported notifying eligible parents of their options.** However, similarly to 2004–05, many eligible parents in a sample of eight large, urban districts continued to report in 2006–07 they had not been notified, despite the fact that all eight districts offered these choice options and produced notification letters.
- **In a sample of eight large, urban districts, less than one-quarter of parents of students in elementary schools identified for improvement knew that the schools were so identified in either 2006–07 or 2004–05.**
- **In 2006–07, 43 percent of districts required to offer Title I public school choice notified parents of eligible students before the beginning of the school year.** Many states continued to release school identification status data too late to permit districts to notify parents before the start of the 2006–07 school year.
- **Districts that notified parents about the Title I public school choice option before the first day of school had continuously higher participation rates than districts that notified parents on or after the first day of school.**
- **About 90 percent of parents notified that their child was eligible for Title I public school choice or supplemental educational services reported that the information they received about their choices was understandable.** But the majority of parents indicated that the information received did not contain basic information such as how to apply, where to call for questions or what transportation was available.
- **About three-quarters of teachers in schools in which students were eligible for supplemental educational services reported talking with parents about this option.**
- **Satisfaction with the quality of teaching at their child’s school and the convenience of the location of their child’s school were cited by nearly two-thirds of parents as reasons they chose not to transfer their child to a nonidentified school.**
- **Inconvenient time and location of tutoring services, as well as their child’s not needing help were the reasons most frequently cited by parents for nonparticipation of their eligible child in Title I supplemental educational services.**

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## NOTIFICATION OF OPTIONS

**In 2006–07, nearly all districts (95 percent) required to offer Title I public school choice reported that they notified parents of eligible students of this option, up from 64 percent in 2004–05. All districts required to offer Title I supplemental educational services also reported that they notified parents of eligible students of this option.**

In 2006–07, 95 percent of the districts required to offer Title I public school choice reported that they notified parents of the option to transfer their children to another school, an increase from 64 percent in 2004–05. The few districts required to offer public school choice that did not notify parents reported that they could not offer school choice because they did not have transfer options available at all grade levels. All districts required to offer supplemental educational services reported that they had notified parents of this option in 2006–07, as they nearly all did in 2004–05.

**Nonetheless, most eligible parents in a sample of eight large, urban districts continued to say they had not been notified of their Title I public school choice option—despite the fact that all eight districts offered this option and produced notification letters.**

In a subsample of eight urban districts, only one out of five parents of elementary students (20 percent) who were eligible for Title I public school choice indicated they had been notified of the option to transfer their child to another school in either 2004–05 or 2006–07—despite the fact that all eight districts reported that they had offered this choice option to parents and sent notification letters (see Exhibit 19). Of the remaining parents, 68 percent said they were not notified, and 11 percent were not sure whether they had been notified.<sup>24</sup>

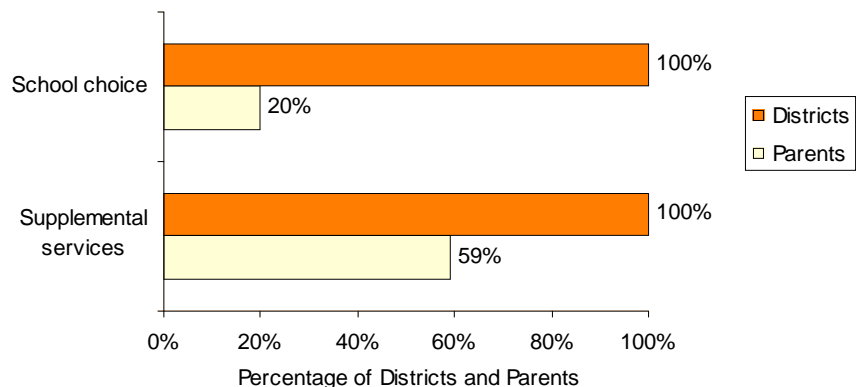
A larger percentage (59 percent) of parents of elementary students eligible for Title I supplemental educational services in these eight districts reported they had been notified of this option, the same percentage as in the earlier year. Again, all eight districts reported sending notification letters to parents.<sup>25</sup> Of the remaining parents, 31 percent said they had not been told of the supplemental educational service option and 10 percent were not sure whether or not they had been told (see Exhibit 20). Parents of eligible students who used supplemental educational services were more likely to report having been notified (81 percent) than those who did not (about one-half).

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<sup>24</sup> Percentages do not add to 100 percent because of rounding.

<sup>25</sup> Districts were asked whether they had notified parents in writing either the current year or the preceding year because, in some districts, supplemental educational services for the year in which the survey was conducted were not fully underway at the time of the survey. It is therefore possible that some districts responded with respect to the previous year. Nevertheless, most parent surveys were completed several months after the administration of the district surveys, late in the school year, by which time most required notifications should have been sent.

**Exhibit 19**  
**Percentage of Districts That Notified Parents of Elementary Students of Their Title I Public School Choice and Supplemental Educational Service Options and Percentage of These Parents Who Reported They Were Notified, 2006–07 (in Eight Urban Districts)**



**Exhibit reads:** In a sample of eight urban districts, all of the districts reported notifying parents of eligible elementary students of their Title I public school choice and supplemental educational service options, but only 20 percent of these parents said they were notified about the school choice option and only 59 percent of these parents said they were notified about the supplemental educational services option.

Sources: NLS-NCLB, District and Parent Surveys (*n* = 961 parents for school choice and 959 parents for supplemental educational services in eight districts).

**Exhibit 20**  
**Percentage of Parents of Elementary Students Who Reported They Were Notified of Their Child’s Eligibility for Title I Supplemental Educational Services, by Choice Decision, 2006–07 (in Eight Urban Districts)**

Parents Were Notified	Percentage of Parents of Eligible Students (Including Participating and Nonparticipating Students) ( <i>n</i> = 959)	Percentage of Parents of Participating Students ( <i>n</i> = 505)	Percentage of Parents of Nonparticipating Students ( <i>n</i> = 454)
Yes	59%	81%	54%
No	31%	15%	35%
Not sure	10%	4%	12%

**Exhibit reads:** In a sample of eight urban districts, 59 percent of all parents of elementary students eligible for supplemental educational services reported that they were told that their child was eligible to receive these services.

Note: Percentages may not add to 100 percent because of rounding.

Source: NLS-NCLB, Parent Survey (in eight districts).

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More than half (57 percent) of the parents who were notified that their child was eligible for Title I supplemental educational services reported that their child had received extra help during the 2006–07 school year.

**In a sample of eight urban districts, less than one-quarter of parents of students in schools identified for improvement knew that the schools were so identified in both 2004–05 and 2006–07.**

In 2006–07, 74 percent of parents of students in elementary schools identified for improvement in eight large, urban districts had heard of *NCLB* and 57 percent knew that, according to *NCLB*, they must be given the choice to move their child to another school. The latter is an increase from 40 percent in 2004–05. However, only 19 percent of parents of students in schools identified for improvement knew that their child’s school was so identified. A substantial number of parents continued to be unsure of whether their child’s school was identified for improvement under *NCLB*. Sixty-eight percent of parents of students in schools identified for improvement were unsure whether their school was low-performing and another 13 percent incorrectly thought their child’s school was not on the list of low-performing schools.

## **Timing of Parental Notification for Title I Public School Choice**

**More states released preliminary data on schools identified for improvement, on corrective action or on restructuring before the start of the 2006–07 school year than they did before the start of the 2004–05 school year.**

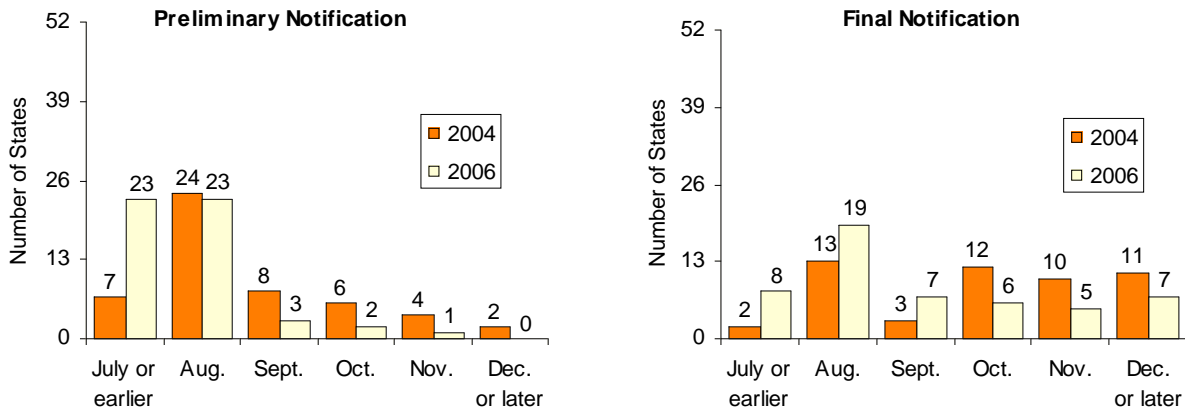
In 2004–05, many states released school identification status data too late to permit districts to notify parents before the start of the school year; however, more states released preliminary notification before the 2006–07 school year. Before districts can notify parents of eligible students about Title I public school choice and supplemental educational services, the districts must first receive information from their states about the schools’ identification status. Twenty-four states released information on schools identified for improvement before August 2006, compared with only seven states that did so before August 2004 (see Exhibit 21). Twenty-three more states released preliminary results in August 2006, leaving limited time before the start of the school year. Timely release of data still proved a challenge for seven states that released information on schools identified for improvement in December 2006 or later. Overall, states notified districts of the final results on their schools’ status two to three months after having released preliminary results.

**In 2006–07, 43 percent of districts required to offer Title I public school choice notified parents of eligible students before the beginning of the school year.**

In part because of the delay in states’ reports of school identification, a majority of districts continued to be unable to notify parents of their options in a timely manner. More than half of the districts required to offer choice reported that they notified eligible parents of the availability of this option on or after the first day of school, and those districts notified parents an average of five weeks after the beginning of the school year (see Exhibit 22).



**Exhibit 21**  
**Number of States, by Month of States' Release of School Identification for Improvement Status, 2004 and 2006**

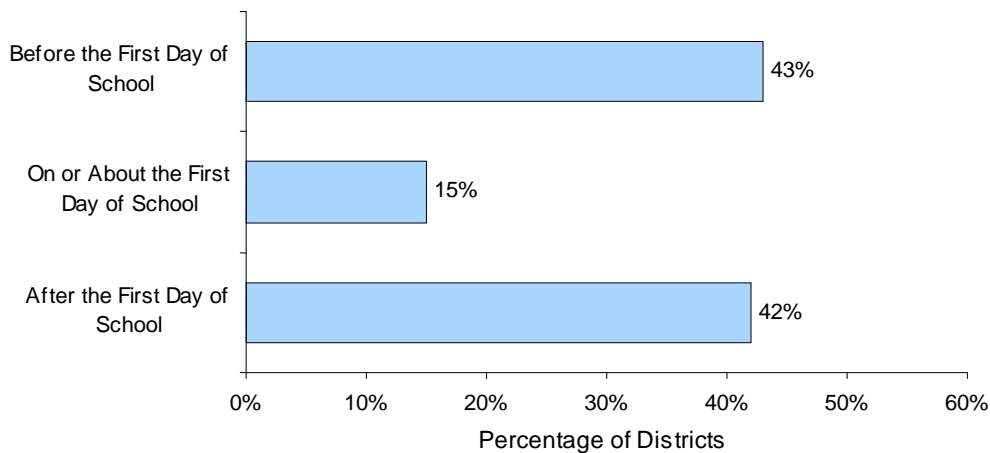


**Exhibit reads:** Seven states released preliminary notification regarding school identification for improvement status in July or earlier in 2004 whereas 24 states did so in 2006.

Note: If states released accountability results at different dates for elementary and high schools, the earlier month was counted for the purpose of this exhibit.

Source: SSI-NCLB, Accountability Interviews and state education agency Web sites (*n* = 50 states and Puerto Rico for 2004, and 50 states, the District of Columbia and Puerto Rico for 2006).

**Exhibit 22**  
**Timing of Parent Notification About Title I Public School Choice as Reported by Districts, 2006–07**



**Exhibit reads:** In 2006–07, 43 percent of districts required to offer Title I public school choice notified eligible parents before the first day of school.

Source: NLS-NCLB, District Survey (*n* = 132 districts).

In 2006–07, the timing of the release of final state information on school AYP and identification for improvement was weakly correlated with districts' timing of parental notifications about choice options.

In 26 states that notified districts about their schools' identification status before Labor Day (which is near the start of the school year in many states and districts), 49 percent of the districts reported notifying eligible parents about public school choice options before the first day of school. In contrast, in the 26 states that released final school identification data after Labor Day, 37 percent of the districts notified eligible parents about public school choice options before the first day of school. Many of these districts had received preliminary notification of their schools' status before the beginning of the school year and went ahead to notify parents.

**Districts that notified parents about their Title I public school choice option before the first day of school had continuously higher participation rates than districts that notified parents on or after the first day of school.**

In districts where parents were notified about Title I public school choice before the start of the school year, eligible students' participation in school choice varied from 1.4 to 3.2 percent between 2003–04 and 2006–07. In contrast, in the districts that did not notify eligible parents until after school started, the participation rates varied between 0.1 and 0.6 percent over these four years (see Exhibit 23).

<b>Exhibit 23</b>				
<b>Percentage of Eligible Students Transferring Schools, by When District First Notified Parents About Their Title I Public School Choice, 2003–04 to 2006–07</b>				
<b>Timing of Parent Notification</b>	<b>Percentage of Students Transferring Schools in 2003–04 (n = 118)</b>	<b>Percentage of Students Transferring Schools in 2004–05 (n = 159)</b>	<b>Percentage of Students Transferring Schools in 2005–06 (n = 135)</b>	<b>Percentage of Students Transferring Schools in 2006–07 (n = 127)</b>
<i>Before the first day</i>	3.2%	2.9%	1.7%	1.4%
<i>On or about the first day</i>	1.6%	1.8%	0.5%	0.6%
<i>After the first day</i>	0.4%	0.2%	0.2%	0.1%
<i>Notified any time</i>	1.0%	0.9%	0.9%	0.8%

**Exhibit reads:** In 2003–04, in districts that reported notifying parents of Title I public school choice before the first day of the school year, 3.2 percent of students eligible for Title I public school choice actually transferred schools.  
Source: NLS-NCLB, District Survey.

This finding is consistent with the parent reports in a subsample of eight large, urban districts. In 2006–07, 62 percent of parents who took advantage of the Title I public school choice option reported having been informed before the start of the school year, compared with 26 percent of parents who did not take advantage of the Title I public school choice option (see Exhibit 24).

**Exhibit 24**  
**Percentage of Parents of Eligible Students Notified of Title I Public School Choice,  
 by When First Notified and Choice Decision, 2006–07**

Parent Notified	Percentage of Parents of Eligible Students (Including Both Participating and Nonparticipating Students) ( <i>n</i> = 542)	Percentage of Parents of Nonparticipating Students ( <i>n</i> = 237)	Percentage of Parents of Participating Students ( <i>n</i> = 305)
<i>Before</i> the first day of the 2006–07 school year	46%	26%	62%
<i>On or about</i> the first day of the 2006–07 school year	5%	7%	4%
<i>After</i> the first day of the 2006–07 school year	28%	45%	14%
Not sure	21%	22%	20%

**Exhibit reads:** Among parents of all eligible students in identified schools, 46 percent said they were notified of their public school choice options before the start of the school year.

Source: NLS-NCLB, Parent Survey (in eight districts).

## METHODS OF COMMUNICATION WITH PARENTS

According to the U.S. Department of Education’s nonregulatory guidance on the Title I public school choice option (U.S. Department of Education 2005b), school districts must “provide an explanation of the choice option to all parents of students enrolled in Title I schools that have been identified for school improvement, corrective action, or restructuring” and “must be in a comprehensive, easy-to-understand format.” At a minimum, the notification must (a) inform parents of their child’s eligibility to attend another school because the current school is identified for improvement, (b) name the specific public schools available for choice and (c) include information on student achievement in the schools available for choice.

Similarly, school districts must “provide notice to the parents of each eligible student regarding the availability of supplemental educational services.” At a minimum, the notice must (a) identify each approved provider, (b) describe each provider’s services, qualifications and evidence of effectiveness, (c) describe the process by which parents may select and enroll with a provider and (d) be easily available and understandable, in languages other than English if necessary and practicable (U.S. Department of Education 2005b).

Districts used various methods to notify parents regarding Title I public school choice and supplemental educational services. Written communication was the most frequently used means of notification. More than 90 percent of districts used written communication in English to notify parents of their children’s eligibility for Title I supplemental educational services and public school choice (see Exhibit 25). Approximately two-thirds of districts also reported providing written materials in languages other than English: 59 percent for school choice and 67 percent for supplemental educational services, an increase from 47 and 53 percent, respectively, in 2004–05. In addition, districts frequently used individual meetings with interested parents and placed notices in district or school newsletters. Relatively few districts held enrollment fairs or open houses, placed notices in public newspapers or made public

service announcements, although a higher percentage of districts used these means of communication in 2006–07 than in 2004–05.

<b>Exhibit 25</b>				
<b>Percentage of Districts Communicating With Parents About Title I Public School Choice and Supplemental Educational Services and of Eligible Students in These Districts, by Method of Communication, 2006–07</b>				
Method of Communication	Public School Choice (n = 156)		Supplemental Educational Services (n = 129)	
	Percentage of Districts	Percentage of Eligible Students	Percentage of Districts	Percentage of Eligible Students
Written notification in English	99%	99%	91%	98%
Written notification in language(s) other than English	59%	74%	67%	83%
Enrollment fairs or open houses	22%	47%	63%	82%
Individual meetings with interested parents	61%	73%	63%	83%
Notices in district or school newsletters	53%	67%	50%	63%
Public service announcements	15%	26%	31%	42%
Worked with a local community partner	17%	31%	33%	40%
Notices in public newspapers	26%	35%	13%	37%
Notices on school district's Web site	24%	53%	31%	63%
Other	43%	53%	35%	59%

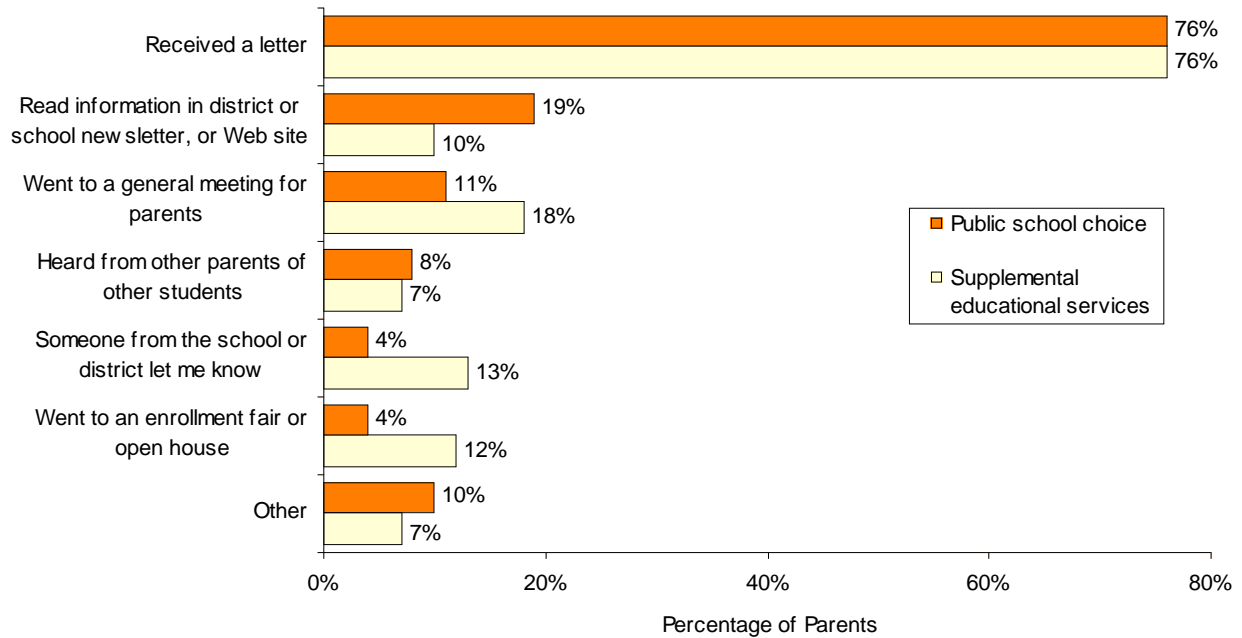
**Exhibit reads:** Ninety-nine percent of districts that were required to offer Title I public school choice reported notifying parents about their choice options through written materials in English; 99 percent of students in districts required to offer school choice were located in districts that notified parents about their choice options through written materials in English.

Source: NLS-NCLB, District Survey.

**Approximately three-quarters of parents who said they were notified of their child's eligibility for either of the Title I parental options reported receiving a written notification.**

Among parents in eight large, urban districts who said they had been informed of their child's eligibility for Title I public school choice or supplemental educational services, 76 percent said they had received this notification through a letter or other written communication from the school or district. For Title I school choice, the next most common ways that parents learned of their child's eligibility were through a district or school newsletter or Web site (19 percent) and through general school meetings for parents (11 percent). For supplemental educational services, the next most common ways that parents learned of their child's eligibility was through general school meetings for parents (18 percent), by someone from the school or district letting them know (13 percent), and through an enrollment fair or open house (12 percent) (see Exhibit 26).

**Exhibit 26**  
**Percentage of Parents Reporting They Received Notice of Their Child’s Eligibility for Title I Public School Choice or Supplemental Educational Services, by How They Learned Their Child Was Eligible, 2006–07**



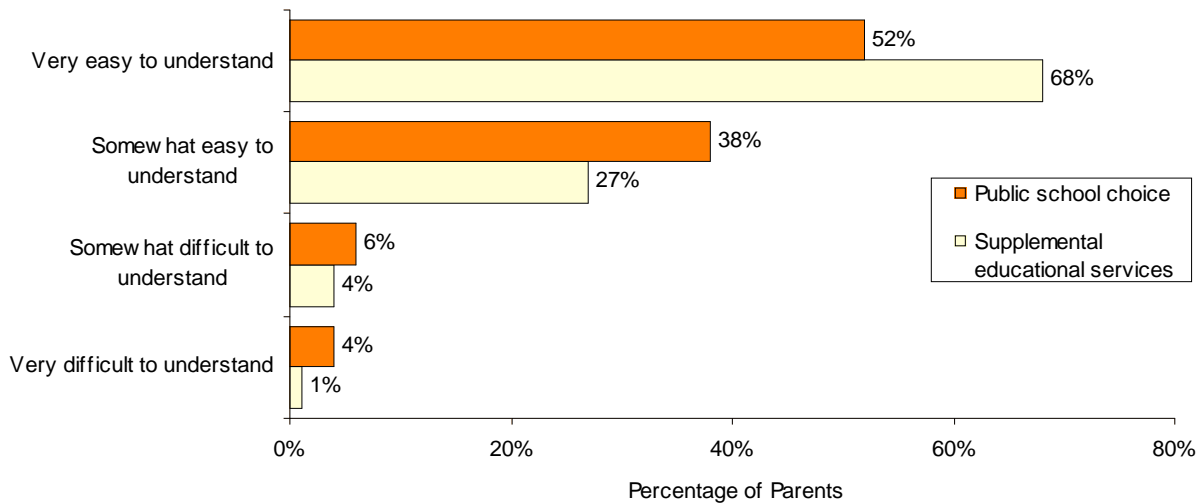
**Exhibit reads:** Seventy-six percent of parents of students eligible for Title I public school choice learned of their child’s eligibility by receiving a letter.

Source: NLS-NCLB, Parent Survey (*n* = 239 and 652 parents for public school choice and supplemental educational services, respectively, in eight districts).

**About 90 percent of parents who were notified that their child was eligible for the Title I parental choice options reported that the information they received was somewhat easy or very easy to understand.**

When asked how well they understood the information they received about their child’s eligibility for Title I public school choice and their options of schools in 2006–07, a majority of parents in eight large, urban districts said, as they did in 2004–05, that the information received was very easy to understand. Another 38 percent said the information received was somewhat easy to understand (see Exhibit 27).

**Exhibit 27**  
**Percentage of Parents Notified of Their Child’s Eligibility for Title I Parental Choice, by How Understandable the Information Was, 2006–07**



**Exhibit reads:** Fifty-two percent of parents of students eligible for public school choice that received information about school choice rated that information very easy to understand.

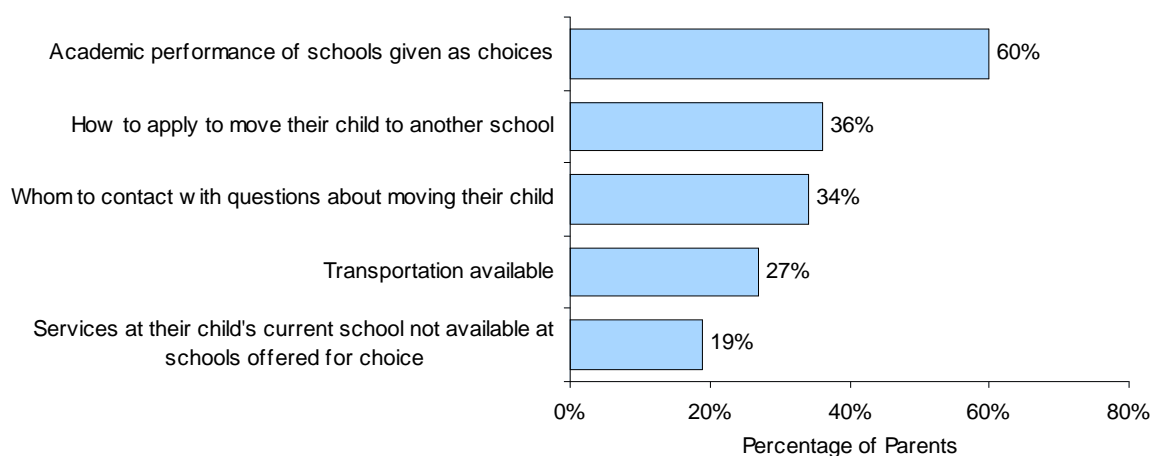
Source: NLS-NCLB, Parent Survey (*n* = 239 and 652 parents for public school choice and supplemental educational services, respectively, in eight districts).

About one-third or fewer parents reported that the information they received provided information about how to apply to move their child, whom to contact with questions about transferring their child, and what transportation was available (see Exhibit 28). Sixty percent of parents reported receiving information on the academic performance of the schools from which parents could choose.

**A majority of schools with students eligible for Title I supplemental educational services notified parents of this opportunity for their children.**

Eighty-one percent of principals of schools with students eligible for Title I supplemental educational services reported that their school had notified parents of the availability of these services, with the remaining principals reporting that only their districts had done so. Similar to districts, nearly all schools (99 percent) provided written information, and about three-quarters of schools provided information in languages other than English, held group discussions with parents, held individual meetings, placed notices in their school newsletters or some combination of approaches. Nevertheless, about 40 percent of parents of children eligible for supplemental educational services in eight large, urban districts reported that they had not received notification regarding their child’s eligibility for supplemental educational services or that they were not sure they had been notified.

**Exhibit 28**  
**Percentage of Parents of Students Eligible for Title I Public School Choice,**  
**by Type of Information They Received About Their Options, 2006–07**



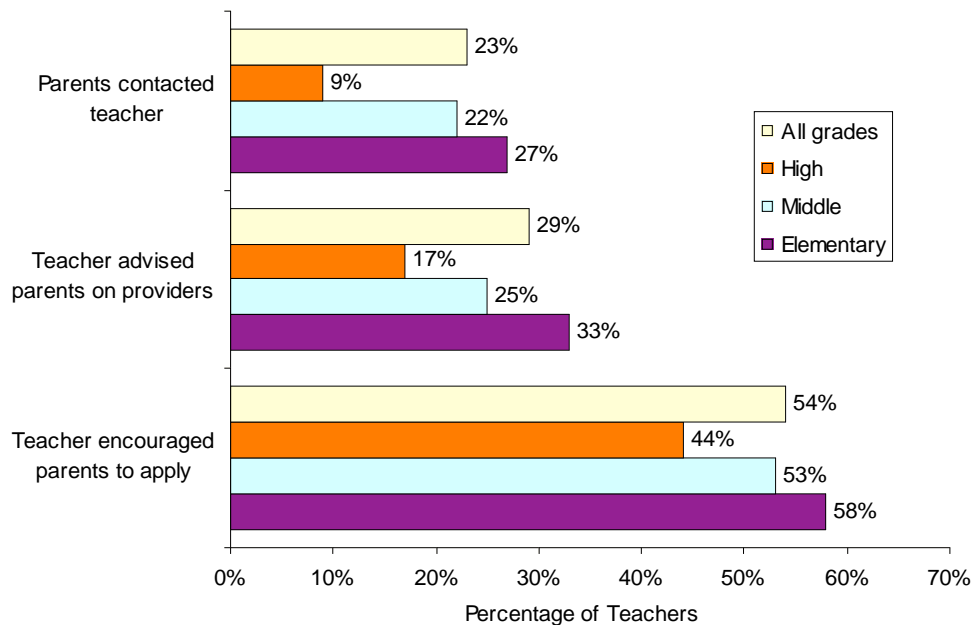
**Exhibit reads:** Sixty percent of parents of students eligible for Title I school choice received information about the academic performance of schools given as choices.

Source: *NLS-NCLB*, Parent Survey ( $n = 230$  parents in eight districts).

**In 2006–07, 54 percent of teachers who knew their students were eligible for Title I supplemental educational services reported they encouraged parents to apply for the services.**

Among teachers who knew that some of their own students were eligible for supplemental educational services, a little more than three out of four reported that they communicated with parents about these services. More than half of these teachers, including 58 percent of elementary school teachers, 53 percent of middle school teachers, and 44 percent of high school teachers, encouraged parents to apply (see Exhibit 29). About one-third of teachers also provided advice to parents on selecting supplemental educational service providers; and a little less than one-quarter of teachers reported that parents contacted them regarding supplemental educational service options.

**Exhibit 29**  
**Percentage of Teachers Communicating With Parents About Title I Supplemental Educational Services, by Type of Communication and School Level, 2006–07**  
**(Among Teachers Who Knew Their Students Were Eligible for These Services)**



**Exhibit reads:** Among all teachers in schools with students eligible for supplemental educational services in 2006–07, 23 percent reported that parents had contacted them about supplemental educational services. Source: NLS-NCLB, Teacher Survey ( $n = 150, 316$  and  $531$  teachers, respectively, for high, middle and elementary schools).

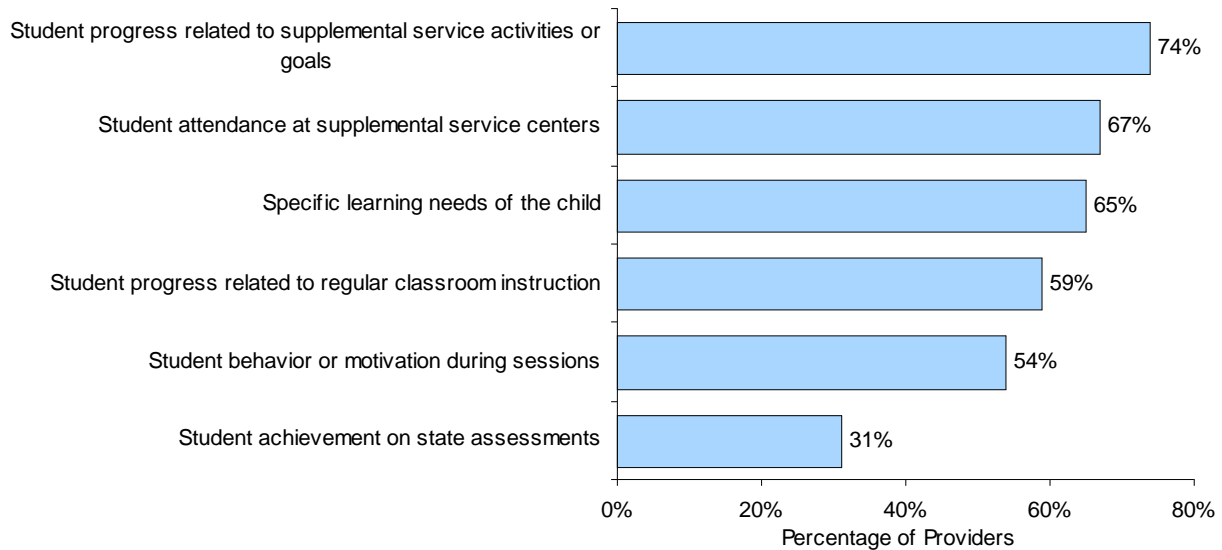
## SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS' COMMUNICATION WITH PARENTS

**In 2006–07, about three-quarters of Title I supplemental educational service providers in a subsample of 16 districts reported that they communicated with the parents of participating students "often or always."**

Providers in the 16-district subsample reported that they communicated with parents about a variety of topics. Seventy-four percent of providers discussed student progress and 67 percent discussed student attendance "often or always" when they communicated with parents. Providers were less likely to discuss student attendance in 2006–07 than in 2004–05 when 84 percent of providers reported discussing attendance "often or always" when they communicated with parents. Providers in 2006–07 also were less likely to discuss student achievement on state assessments with parents; about one-third of providers did so "often or always" when they communicated with parents (see Exhibit 30).



**Exhibit 30**  
**Percentage of Providers Communicating Often or Always With the Parents of Students Participating in Title I Supplemental Educational Services, by Topic, 2006–07**



**Exhibit reads:** Seventy-four percent of supplemental educational service providers in 16 districts reported discussing student progress related to supplemental educational service activities or goals “often or always” when they communicated with parents of students they served.

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 103$  providers in 16 districts).

About two-thirds of parents of supplemental educational service participants in eight large, urban districts reported that they (or another adult in the household) discussed their child’s learning needs, educational progress, attendance or some combination with the provider (parents were not asked about the frequency of contact with providers).

Supplemental educational service providers in the 16-district subsample indicated they encountered few serious challenges communicating with parents. Serious challenges reported by these providers included parent’s lack of an e-mail address (38 percent of providers), parent’s work schedule (26 percent), and parent’s lack of a telephone (21 percent). Ninety-one percent of providers indicated they had the capability to communicate with parents in languages other than English.

## **REASONS FOR PARTICIPATION IN TITLE I PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES**

In eight large, urban districts, about one in 10 parents who were notified that their child was eligible for Title I public school choice applied to transfer their child to another school. Among parents with students participating in Title I public school choice, the most frequent reasons for doing so were “the quality of teaching is better at the new school” (mentioned by 62 percent of parents who chose this option) and “my child’s old school was not meeting his/her needs” (also mentioned by 62 percent of parents who took advantage of this option). A third reason reported by about half of parents was that the “new school has good discipline, safety, and order” (see Exhibit 31).

**Exhibit 31**  
**Percentage of Parents of Students Participating in**  
**Title I Public School Choice, by Reason for Participating, 2006–07**

Reason	Percentage of Parents of Students Participating in Public School Choice (n = 282)
The quality of teaching at the new school is better	62%
My child's old school was not meeting his/her needs	62%
There is good discipline, safety, and order at the new school	47%
My child got transportation to the new school	35%
The new school is located in a place that is easy to get to	30%
There are different academic programs at the new school	30%
My child wanted to change schools	28%
There are activities after school and sports teams at the new school	24%
There is free tutoring or other extra help with schoolwork at the new school	20%
My child had been getting bad grades	19%
There are services for children with disabilities at the new school	12%
My child's old teacher thought he/she should move	11%
There are services at the school for children whose first language is not English	5%

**Exhibit reads:** Among parents choosing to move their child to a school not identified for improvement, 62 percent reported that one reason for their decision was that the quality of teaching at their child's new school was better.

Source: NLS-NCLB, Parent Survey (in eight districts).

**Satisfaction with quality of teaching at their child's school and convenience of their child's school location were the reasons most frequently cited by nearly two-thirds of parents of students eligible for Title I public school choice who chose not to transfer their child to a school not identified for improvement.**

Among parents of students eligible for Title I public school choice who chose to keep their child in their current school, the reason mentioned most often (by 63 percent of parents, almost two-thirds) for the decision not to take advantage of the choice option was that they were satisfied with the quality of teaching at their child's school. The next-most-frequent reason, mentioned by 60 percent of parents, was that their child's school was conveniently located. Concerns about change were also frequently reported: Forty-five percent of parents reported that their child wanted to stay, 42 percent that their child was getting good grades at the current school and 42 percent that they did not want to disrupt their child (see Exhibit 32).

<b>Exhibit 32</b>	
<b>Percentage of Parents of Eligible Students Not Participating in Title I Public School Choice, by Reason for Not Participating, 2006–07</b>	
Reason	Percentage of Parents of Eligible Students Not Participating in Public School Choice ( <i>n</i> = 220)
I was satisfied with the quality of teaching at my child’s school	63%
My child’s school is located in a place that is easy to get to	60%
My child wanted to stay	45%
My child was getting good grades at the current school	42%
I didn’t want to disrupt my child	42%
There is free tutoring or other extra help with schoolwork at my child’s school	34%
There are activities after school and sports teams at my child’s school	33%
There is good discipline, safety, and order at my child’s school	28%
There are different academic programs at my child’s school	25%
There are services at my child’s school for children whose first language is not English	25%
There are services at my child’s school for children with disabilities	21%
I didn’t have enough information about the schools from which I could choose	13%
There was no space for my child at the school I wanted	5%
The district did not have transportation to any of the new schools from which I could choose	4%
I was not given enough time to make the decision to move my child to another school	2%
<p><b>Exhibit reads:</b> Among parents of students in schools identified for improvement, 63 percent chose to keep their child in their current school because they were satisfied with the quality of teaching at their child’s school.</p> <p>Source: NLS-NCLB, Parent Survey (in eight districts).</p>	

In the eight large, urban districts, 57 percent of parents who were notified of their child’s eligibility for these services enrolled their child in supplemental educational services. Parents who enrolled their children in Title I supplemental educational services most often reported that they did so because tutoring was free (53 percent), there was tutoring in the subject area in which their child needed extra help (51 percent), their child’s teacher thought the child should get this extra help (48 percent) or some combination (see Exhibit 33). In addition, 35 percent of parents reported that their child wanted to get the extra help.

**Exhibit 33**  
**Percentage of Parents of Students Participating in Title I**  
**Supplemental Educational Services, by Reason for Participating, 2006–07**

Reason	Percentage of Parents of Students Participating in Supplemental Educational Services ( <i>n</i> = 452)
Tutoring is free	53%
There is tutoring in the subject area (or areas) in which my child needs extra help	51%
My child's teacher thought he/she should get this extra help	48%
My child wanted to get this extra help	35%
Tutoring is given at a place that is easy to get to	30%
My child got a low score on a yearly achievement test	29%
My child had been getting bad grades	27%
There is tutoring for children with disabilities	14%
There is tutoring for children whose first language is not English	9%
My child's school is not meeting his/her needs	8%
I needed after-school care	8%

**Exhibit reads:** Fifty-three percent of parents of students enrolled in supplemental educational services reported that one of the reasons they decided to have their child enroll in these services was that tutoring was free.

Source: NLS-NCLB, Parent Survey (in eight districts).

**Parents most frequently cited inconvenient time and location of tutoring services and their child not needing help as the reasons for nonparticipation of their eligible child in Title I supplemental educational services.**

Among parents who had declined the offer of Title I supplemental educational services for their child, nearly half, or 46 percent of responding parents in the eight-district subsample, stated as the most common reason that their child did not need the help. In addition, a little more than one-third (35 percent) of parents reported that tutoring was given “at times that are not good for my family” (see Exhibit 34). Other reasons were cited by 15 percent (or less) of parents.

**Exhibit 34**  
**Percentage of Parents of Eligible Students Not Participating in**  
**Title I Supplemental Educational Services, by Reason for Not Participating, 2006–07**

Reason	Percentage of Parents of Eligible Students Not Participating in Supplemental Educational Services (n = 125)
My child doesn't need help	46%
Tutoring is given at times that are not good for my family	35%
Tutoring is given at a place that is not easy to get to	15%
My child did not want to get this extra help	13%
There is no tutoring in the subject areas in which my child needs extra help	11%
Tutoring does not meet the needs of children whose first language is not English	3%
Tutoring does not meet the needs of children with disabilities	2%
There is no tutoring at my child's grade level	1%
<p><b>Exhibit reads:</b> Among parents of eligible students deciding not to have their child enroll in supplemental educational services, 46 percent reported that they did not take advantage of this option because their child did not need help.</p> <p>Source: NLS-NCLB, Parent Survey (in eight districts).</p>	

## DISCUSSION

In 2006–07, 24 states provided districts with preliminary notification of the identification status of their schools before the month of August, more than three times as many as the seven states in 2004–05. In 2006–07, 43 percent of districts reported they had notified parents of students in identified schools of their eligibility for Title I public school choice before the beginning of the school year. In 2006–07, as in 2004–05, parents notified of their eligibility before the beginning of the school year were twice as likely to transfer their child to a nonidentified school as parents who were notified on or after the first day of the school year.

The share of districts that reported they eventually notified parents of their parental choice options increased from 64 to 95 percent between 2004–05 and 2006–07. However, in eight large, urban districts that had notified parents and where parents were surveyed, only 20 percent of parents of students in identified schools reported that they were notified of their public school choice option, and 59 percent reported that they were notified of their supplemental educational service option in 2006–07, as they had reported in 2004–05. Similarly, only 19 percent of parents of students in identified schools knew that their child's school was a school in need of improvement, and about two-thirds of parents were unsure of their child's school status.

Written notification to communicate with parents on public school choice and supplemental educational services was the most common notification strategy used by districts in 2006–07, as in 2004–05.

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Fifty-three percent of districts included notices in district and school newsletters and significantly fewer districts made public service announcements or included notices on school websites. Most principals also reported sending notifications to parents of students eligible for supplemental educational services and held parent meetings regarding supplemental educational services. In addition, 54 percent of teachers who knew their students were eligible for Title I supplemental educational services said they encouraged parents to apply for these services.

Although districts and schools used multiple methods to reach parents, most parents learned of their child's eligibility for Title I public school choice or supplemental educational services by receiving written notification. The majority of these parents rated the letters they received somewhat to very easy to understand, but also reported that some key information was not included in the letters. For instance, two-thirds of parents notified of their child's eligibility for public school choice reported their notification did not contain information on how to apply to move their child to another school, whom to contact with questions about moving their child, transportation availability or some combination.

A better quality of teachers and the desire to better meet the educational needs of their child were the reasons most frequently reported by parents who transferred their child to a nonidentified school (in a sample of parents in eight large, urban school districts). For parents who did not participate in public school choice, the most frequently reported reason (by two-thirds of sampled parents) was that they were satisfied with their child's current school. The convenient location of their child's current school and the desire of their child to stay in their current school were also frequently mentioned. Lack of available space and lack of transportation were rarely given as reasons for not participating in public school choice.

In a sample of eight large, urban school districts, parents of students participating in Title I supplemental educational services frequently reported that they enrolled their child in supplemental educational services because they or their child's teacher thought their child needed extra help. Another frequently reported reason for participating was the free tutoring. The reason most frequently given by parents for not participating in supplemental educational services was that their child did not need the help. Also frequently reported as reasons for nonparticipation were the inconvenient times and locations at which tutoring was provided.

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## IV. IMPLEMENTING AND MONITORING TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES

*No Child Left Behind* gives states and districts different responsibilities in implementing the supplemental educational services provisions of the law. States must develop, apply and publicly report objective criteria for approving supplemental educational service providers. Once providers are operating, states are expected to monitor them and evaluate their performance. States are also expected to ensure that districts' implementation of the supplemental educational service option is in conformance with the law. Districts are responsible for contracting with the providers for services and paying for services. In addition, individual schools may work with providers in various ways, from providing space to communicating with providers about students' academic needs, objectives and progress.

### Key Findings

- **By 2006–07, 42 states, the District of Columbia and Puerto Rico had developed systems for monitoring and evaluating Title I supplemental educational service providers' effectiveness; however, few states had databases that would permit statewide examination of the achievement results of participating students.**
- **By 2006–07, more than half of the states had begun to conduct evaluations of the effectiveness of Title I supplemental educational service providers.**
- **Although *NCLB* does not give districts a formal role in monitoring and evaluating Title I supplemental educational services, providers continued to report higher frequencies of monitoring of their services by districts than by states.**
- **In 2006–07, 59 percent of providers reported they had been required to renew their state certification.** Most reported the renewal process was more demanding than the initial application process.
- **Average per pupil expenditures for Title I supplemental educational services remained constant between 2003–04 and 2005–06 at about \$838, but total expenditures for these services nearly doubled between these two years because of an increase in participants.** Total spending on Title I supplemental educational services increased to \$375 million in 2005–06 from \$192 million in 2003–04. Expenditures for transportation of students transferred under Title I public school choice increased from \$24 million in 2003–04 to \$56 million in 2005–06.
- **In 2006–07, 40 percent of principals of schools with students eligible for Title I supplemental educational services reported that these services were well-aligned with their school's academic content standards, an increase from 24 percent of principals in 2003–04.**
- **In 2006–07, nearly all providers reported that they communicated with the regular classroom teachers of their students at least a few times a year.**
- **In 2006–07, as in 2004–05, a majority of Title I supplemental educational service providers received little or no information on the students they served before beginning supplemental educational services.**

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## STATES' APPROVAL OF TITLE I SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

*NCLB* requires that states ensure that each approved supplemental educational service provider

- has a demonstrated record of effectiveness in increasing student academic achievement;
- uses instructional strategies that are high quality, research-based, and designed to increase student academic achievement;
- provides services that are consistent with the instructional program of the local education agency and with state academic content and state student achievement standards;
- is financially sound;
- provides supplemental educational services consistent with applicable federal, state and local health, safety and civil rights laws;
- provides instruction and content that are secular, neutral and nonideological; and
- provides services in addition to instruction provided during the regular school day.

In 2004–05, state applications for Title I supplemental educational service providers focused most closely on the first four of the above criteria, with the majority of states requiring potential providers to include a narrative description of how the criteria would be met. States were less demanding of providers with respect to the requirement to provide services consistent with applicable federal, state and local health, safety and civil rights laws and the requirement to provide instruction and content that are secular, neutral and nonideological, with most states requiring a signed checklist but not a narrative of how these criteria would be met. The requirement to provide services in addition to instruction provided during the school day received the least attention in states' provider application forms.

By 2006–07, thirty-two states, the District of Columbia and Puerto Rico reported that they had updated their initial application forms. Although 10 of these states reported that the changes were relatively minor, seven states and Puerto Rico reported that their applications were more rigorous, and four states reported that they required more specific evidence regarding the effectiveness of providers. Two states and the District of Columbia reported that they changed their applications to require providers to detail measurable outcomes and goals. Other changes reported by states were the inclusion of statements regarding financial stability or pricing (five states), ethical practices (three states), or implementing an online application (two states). Six states reported stricter requirements for individuals who provide tutoring services, including minimum educational levels and background checks.

In nearly all states (48 states, the District of Columbia and Puerto Rico), applications are evaluated with a rubric by a team that may consist of teachers, district administrators, state education staff members or university professors.<sup>26</sup> In 37 states, the District of Columbia and Puerto Rico, applications are reviewed once or twice a year; in 10 states, applications are accepted on an ongoing basis. South Dakota now requires a telephone interview as part of the application process, and the District of Columbia was considering adding a site visit component.

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<sup>26</sup> In Illinois, applications were evaluated by a team of outside evaluators and, in Nevada, by a Committee of Practitioners (which included parents, district-level coordinators and a superintendent).



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*NCLB* requires that states withdraw from the approved list any provider that fails, for two consecutive years, to contribute to increased student proficiency relative to state academic content and achievement standards. States are also expected to remove providers that fail to provide supplemental educational services consistent with applicable health, safety and civil rights requirements at any time.

**About 1 percent of approved providers, approximately 80 providers in 13 states, had their state approvals withdrawn between 2005–06 and 2006–07.**

By 2006–07, 21 states, the District of Columbia and Puerto Rico had official standards in place for withdrawing supplemental educational service providers from state-approved lists, and 12 states reported that they were developing such standards.<sup>27</sup> States that removed providers from the approved list did so for a variety of reasons, including the following: the providers had failed to deliver services; the providers engaged in illegal or unethical activities; and, in one case, the provider refused to participate in an external evaluation. Three states reported that providers were removed because they failed to demonstrate improvement in student achievement. Pennsylvania, for example, reported that it removed providers if they did not demonstrate that 80 percent of students showed at least 10 percent improvement in grades. In addition, a few district providers became ineligible to offer services when the districts became identified for improvement.

## **DISTRICT CONTRACTS WITH TITLE I SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS**

Among the statutory requirements for school districts is the obligation to establish contracts with providers. *NCLB* identifies six specific elements of these formal agreements:

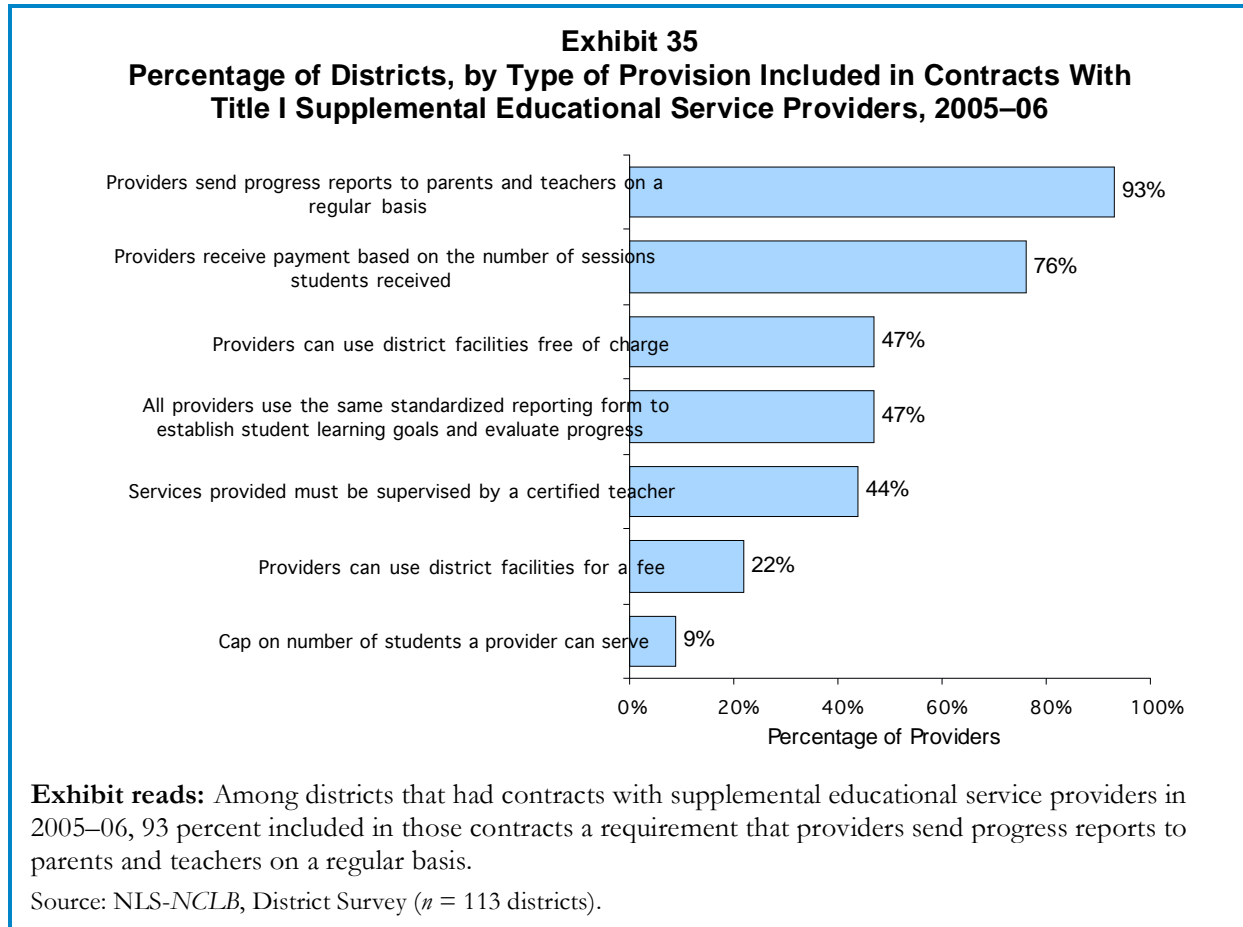
1. Specific achievement goals for the student, which must be developed in consultation with the student's parents (Section 1116(e)(3)(A));
2. A description of how the student's progress will be measured and how the student's parents and teachers will be regularly informed of that progress (Section 1116(e)(3)(A) and (B));
3. A timetable for improving the student's achievement (Section 1116(e)(3)(A));
4. A provision for termination of the agreement if the provider fails to meet student progress goals and timetables (Section 1116(e)(3)(C));
5. Provisions governing payment for the services (Section 1116(e)(3)(D)); and
6. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student's parents (Section 1116(e)(3)(E)).

According to districts, other provisions beyond those explicitly required by the law are often included in their contracts with providers. Ninety-three percent of districts required providers to submit regular reports to parents and teachers. Many districts included a provision in their contracts regarding providers' use of district facilities; about half of districts offered providers the use of district facilities for free while about one-fifth said they offered providers the use of district facilities for a fee. Forty-four percent of districts reported that their provider contracts required services to be supervised by certified

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<sup>27</sup> Information from SSI-*NCLB* Interviews. Data were available from 49 states, the District of Columbia and Puerto Rico.

teachers.<sup>28</sup> Nine percent of districts reported that they imposed caps on the number of students a provider could serve (see Exhibit 35). In 2005–06, more districts (47 percent) required that providers use the same standardized form for reporting on student learning goals and progress toward those goals than in 2004–05 (25 percent).



**In 2006–07, 59 percent of providers reported they had been required to renew their state certification.**

Fifty-nine percent of providers of Title I supplemental educational services in 16 diverse districts reported that their state had required them to re-apply since they had first been approved by the state. Eighty percent of these providers said the renewal process was more demanding than the initial application process. And nearly all (95 percent) said that they were required to demonstrate that the services they had provided had resulted in measurable achievement benefits for participating students.

<sup>28</sup> Under *NCLB*, states are responsible to develop and apply objective criteria to ensure that the programs of approved supplemental educational service providers have a demonstrated record of effectiveness in increasing the academic proficiency of students (*NCLB* section 116(e)(4)(B)). A district may not include additional criteria to those of the state’s in its contracts with providers. However, a district may include in its provider contracts provisions that are consistent with the criteria developed by the state. For example, if the state requires that providers offer services that are supervised by certified teachers, then a district may include a provision regarding that requirement in its contract.

In the subsample of 16 districts, most supplemental educational service providers described contractual provisions that were consistent with those described by the districts (see Exhibit 36). Forty percent of these providers' contracts included a provision that allowed their use of district facilities for a fee; 14 percent were allowed to do so free of charge. Nearly all providers in the 16-district subsample reported that they were required to use a standardized form to establish student learning goals and evaluate progress. Also, nearly all of these providers were restricted on how they could market their services to parents or school staff members.

<b>Exhibit 36 Percentage of Title I Supplemental Educational Service Providers, by Type of Provisions Included in Contracts With Districts, 2006–07</b>	
Provision Included in Contract	Percentage of Providers
Provision that your organization set academic goals for each individual student in collaboration with the district, school and/or parents	95%
Provision that your organization will receive payment based on the number of sessions of tutoring that students attend	95%
Requirement that your organization send progress reports to parents on a regular basis	93%
Requirement that your organization use a standardized reporting form to establish student learning goals and evaluate progress	88%
Restrictions on how you may market your services to parents or school staff	86%
Requirement that your organization send progress reports to teachers on a regular basis	56%
Agreement that your organization can use district facilities for a fee	40%
Cap on the number of students your organization can serve	35%
Requirement that services provided to students be supervised or attended by certified teacher	22%
Agreement that your organization can use district facilities free of charge	14%
<p><b>Exhibit reads:</b> Ninety-five percent of supplemental educational service providers in a subsample of 16 districts reported that their contracts required them to set academic goals for each individual student.</p> <p>Source: NLS-NCLB, Supplemental Educational Service Provider Survey (<math>n = 100</math> providers in 16 districts).</p>	

Although nearly all providers in the district subsample reported that they were contractually required to set academic goals for each individual student in collaboration with the district, school, parents or some combination, 60 percent of them reported they did so with districts for all or some students, and 81 percent did so with a parent of their students for all or some students.

Several state respondents expressed continuing concerns about providers of Title I supplemental educational services. Eight states reported concerns regarding student recruitment strategies (primarily inappropriate use of incentives), five cited low quality of services, and three had reservations about

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providers' ethics. In addition, five states reported concerns specific to rural states, most notably a lack of providers.

## **MONITORING OF PROVIDER PERFORMANCE**

**By 2006–07, 42 states, the District of Columbia and Puerto Rico had developed systems for monitoring Title I supplemental educational service providers' effectiveness; however, very few had databases that would permit statewide examination of the achievement results of participating students.**

In 2004–05, states were still developing standards and processes for monitoring the performance of Title I supplemental educational service providers. Even among the 16 states that had documented monitoring standards in 2005, officials often reported that they were still fine-tuning the way in which they monitored providers. By 2006–07, however, 42 states, the District of Columbia and Puerto Rico had documented monitoring standards, and in 17 of those states, officials had finalized them. Rural states with small numbers of students participating in Title I supplemental educational services (e.g., Idaho, Iowa, Montana) had made little progress in establishing monitoring processes by 2006–07.

In 2006–07, the most common data sources that states used to monitor providers included surveys of districts, parents or students (in 13 states) and reports of student enrollment or attendance (11 states, the District of Columbia and Puerto Rico). Eight states, the District of Columbia and Puerto Rico took test scores into account, either from state assessments or from pre- and posttests administered by the providers. Officials in six states also monitored compliance issues, both legal and financial. Some states reported specific monitoring objectives. For example, Alaska monitored provider contacts with teachers, and Puerto Rico collected data on how providers communicated with parents. The District of Columbia monitored providers for enrollment of students with disabilities or limited English proficiency. Eight states reported that monitoring was a task that was generally left to the discretion of school districts. Nearly all state respondents reported that they were refining strategies to manage monitoring tasks but that staff capacity was a constraint.

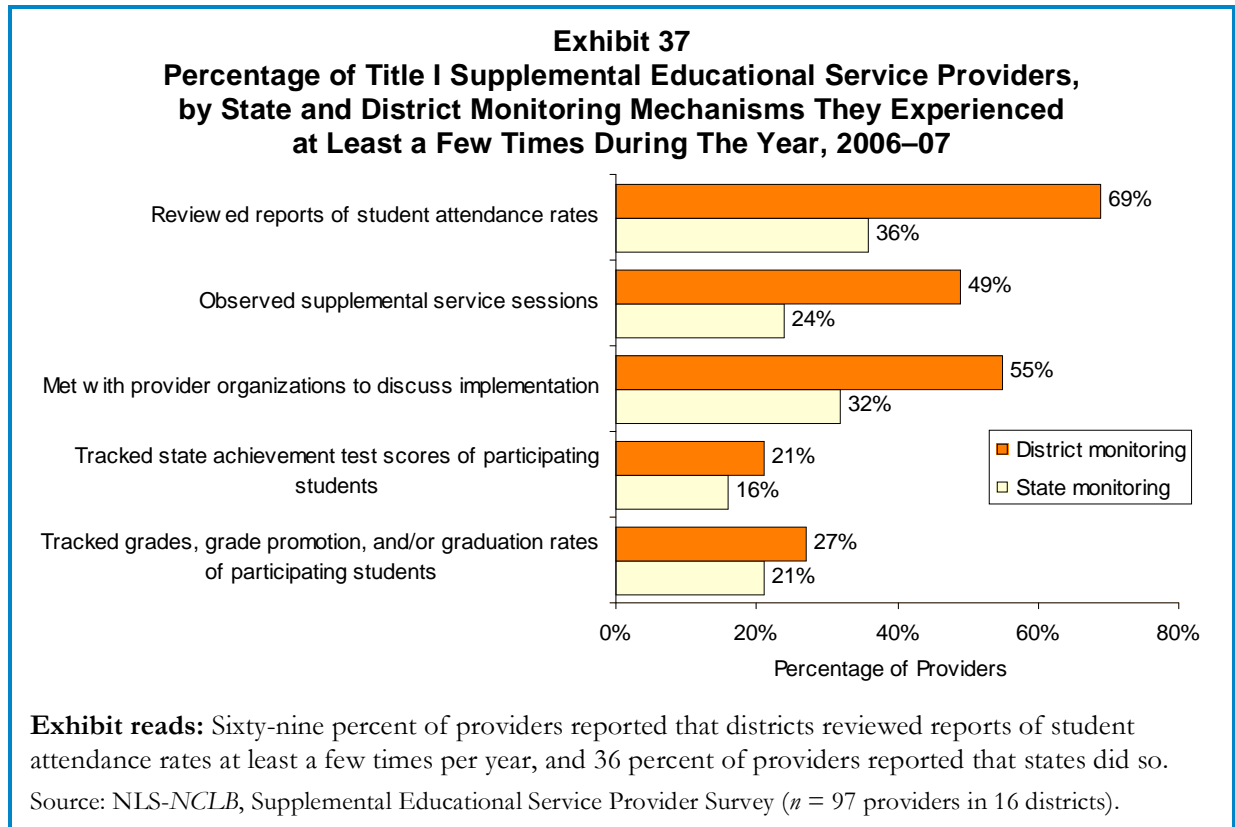
**By 2006–07, 32 states and Puerto Rico had begun to conduct evaluations of the effectiveness of Title I supplemental educational service providers.**

By fall of the 2006–07 school year, 32 states and Puerto Rico had begun their supplemental educational service evaluations, and another 10 states anticipated beginning evaluations later in the school year. Of the states that had either started evaluations or planned to begin in the near future, 18 states and Puerto Rico were conducting the evaluation within the state education agency, and 22 states had hired external consultants to conduct the evaluation. One state—Oregon—was using both state education agency staff members and an external consultant for the evaluation.

Thirty-two states and Puerto Rico planned to use state achievement test results as a primary source of data in their evaluation; of these, 12 states reported plans to use a matched comparison group of students. Twenty-one states and Puerto Rico also reported using achievement results from provider-developed assessments. With regard to other data sources, 26 states and Puerto Rico collected data on client satisfaction (primarily students and parents), six states on student attendance, and five states on school grades of participating students.

As of 2006–07, eight states had databases containing student achievement and participation information that would permit rigorous evaluations of achievement effects of providers on a statewide basis. The states were Hawaii, Indiana, Louisiana, Massachusetts, Mississippi, Utah, Virginia and Tennessee.

About one-third of providers of Title I supplemental educational services in 16 geographically diverse districts reported that states reviewed their reports of student attendance and met with districts to discuss implementation at least a few times during the year (see Exhibit 37). Twenty-four percent of providers reported that states observed supplemental educational service sessions, and 16 percent reported that states tracked the academic achievement of participating students at least a few times a year.



**Although *NCLB* does not give districts a formal role in the monitoring and evaluation of Title I supplemental educational services, providers continued to report that a larger percentage of districts monitored their services at least a few times a year than did states.**

About one-third of providers in a 16-district subsample reported that states tracked student attendance at least a few times a year, but almost three-quarters of providers reported that districts did so (see Exhibit 37). A little more than half of providers reported that districts met with them at least a few times per year to discuss implementation, while about one-third reported that states did so. Forty-nine percent of providers reported that districts observed supplemental educational service sessions, compared with 24 percent of providers who reported that states did. This pattern has not changed since 2004–05.

A few providers (10 percent) reported that they were not monitored by the state in any way, though less than 1 percent reported that they had received no monitoring from either their district or their state.

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## STATE-PROVIDED TECHNICAL ASSISTANCE FOR TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES

All states provided some level of technical assistance regarding Title I supplemental educational services.

In 2006–07, all states, the District of Columbia and Puerto Rico reported that they provided some technical assistance to districts regarding the provision of Title I supplemental educational services, an increase from 40 states and the District of Columbia providing this assistance in 2004–05. Twenty-five states, the District of Columbia and Puerto Rico provided support through conferences or workshops; 27 states provided written or Web-based materials, including sample letters or a toolkit. Officials from 20 states and the District of Columbia reported that they were available by phone or e-mail on an “as-needed” basis, and 10 states held local meetings or conducted visits to districts with identified schools. Some states noted that they sought to facilitate contacts among districts: In Nevada, for example, state officials held meetings for districts with affected schools to “develop common contacts,” and in Indiana, successful districts led workshops for other districts. States also made use of regional networks. For example, Georgia conducted 15 regional conferences.

State education agencies allocated an average of 1.3 full-time equivalent (FTE) staff members to these technical assistance-related tasks in 2006–07. Staffing ranged from 0.2 FTE staff members in West Virginia and Utah to nine FTE staff members in Florida.

## EXPENDITURES FOR TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES

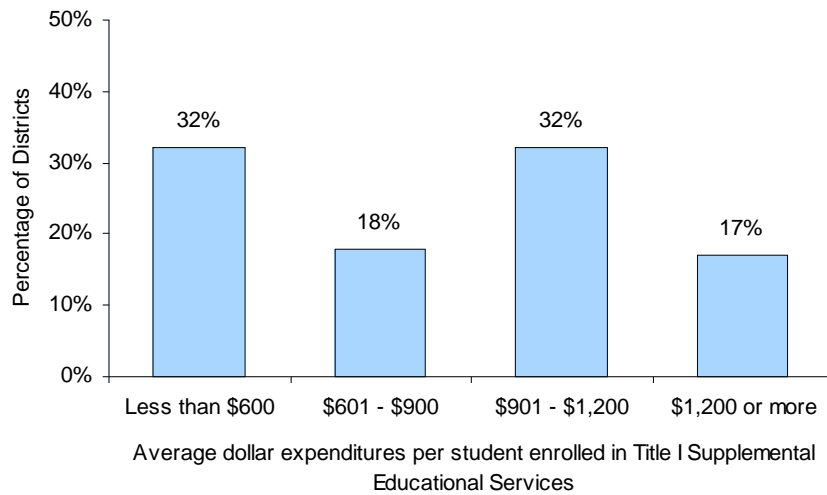
Average per pupil expenditures for Title I supplemental educational services remained constant between 2003–04 and 2005–06 at about \$838, but total expenditures for these services nearly doubled between these two years because of an increase in participants.

Districts varied broadly in the amount they spent per student enrolled in Title I supplemental educational services. Thirty-two percent of districts spent less than \$600 per student enrolled while 17 percent spent \$1,200 or more (see Exhibit 38). Although districts’ average expenditure per student enrolled remained constant at \$838 between 2003–04 and 2005–06, the average maximum amount that districts reported allocating per pupil for Title I supplemental educational services decreased by 20 percent from 2003–04 (\$1,434) to 2005–06 (\$1,134).<sup>29</sup> Total spending on Title I supplemental educational services increased to \$375 million in 2005–06 from \$192 million in 2003–04 while expenditures for transportation of students who transferred under Title I public school choice increased from \$24 million in 2003–04 to \$56 million in 2005–06.

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<sup>29</sup> The maximum amount a district may pay a provider for each child receiving services is the lesser of either (a) the actual cost of the services received by the child or (b) an amount equal to the district’s Title I, Part A allocation received from the state divided by the number of children ages 5–17 from families below the poverty level in the district (*No Child Left Behind Act of 2001*, section 1116(e)(6)). This maximum per child expenditure for supplemental educational services varies broadly across states and districts within states.

**Exhibit 38**  
**Percentage of Districts, by Average Expenditure per Student Enrolled in Title I Supplemental Educational Services, 2005–06**



**Exhibit reads:** Thirty-two percent of districts spent an average of \$600 or less per student enrolled in Title I supplemental educational services.

Note: Percentages may not add to 100 percent because of rounding.

Source: NLS-NCLB, District survey ( $n = 100$  districts).

According to providers in the 16-district subsample, however, the average rate they charged to districts for services was \$44 per student per hour, which has been estimated to average \$1,584 per student in 2005–06. This estimation is about twice the national average reported by districts.<sup>30</sup>

Twenty-three percent of Title I supplemental service providers reported receiving payment for their services within one month of submitting their invoices. Another 64 percent received payment within one to two months of submitting their invoices, and 13 percent received payment after three months of submitting their invoices.

## SCHOOLS' RELATIONSHIP WITH TITLE I SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

In 2006–07, more principals of schools with students eligible for Title I supplemental educational services reported that these services were well aligned with school academic content standards than in 2003–04.

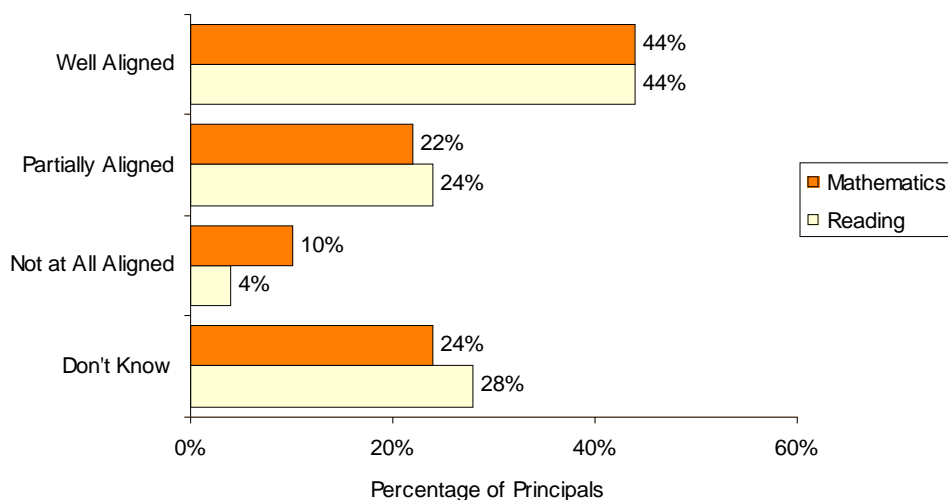
Forty-four percent of principals reported that the Title I supplemental educational services provided to their students were well aligned with school academic content standards in mathematics and reading in 2005–06, an increase from 24 percent of principals in 2003–04 and from 32 percent of principals in 2004–05.<sup>31</sup> Fewer principals reported in 2005–06 that they did not know how supplemental educational

<sup>30</sup> NLS-NCLB, District Survey.

<sup>31</sup> Although schools do not generally have their own unique academic content standards, the survey question asked about the schools' standards to avoid potential confusion between state standards and district standards. The phrasing

services in mathematics and reading were aligned with school academic standards than they did in 2003–04, about 25 percent in 2005–06 compared with about 40 percent in 2003–04 (see Exhibit 39).

**Exhibit 39**  
**Percentage of Principals at Schools With Students Eligible for Title I Supplemental Educational Services, by Degree of Alignment of Services With School Academic Content Standards and Subject Area, 2005–06**



**Exhibit reads:** In 2005–06, 44 percent of the principals at schools with students eligible for supplemental educational services said the services were well aligned with school academic content standards in reading. Source: NLS-NCLB, Principal Survey ( $n = 326$  and  $317$  principals, respectively, for reading and mathematics).

Teachers generally displayed less knowledge about the Title I supplemental educational services offered to students in their schools than principals did. In schools with students eligible for Title I supplemental educational services, 35 percent of teachers did not know whether students in their schools were actually being offered supplemental educational services. Elementary and middle school teachers were more likely than high school teachers to report that they knew whether their students were receiving these services (74 percent in elementary schools, 66 percent in middle schools, and 48 percent in high schools).

Among teachers aware that students in their schools were participating in Title I supplemental educational services, the majority (91 percent) knew whether their own students were participating, and as discussed earlier in Chapter III, many of these teachers communicated with parents about their supplemental educational service options.

**In 2006–07, nearly all providers reported that they were communicating with the regular classroom teachers of their students at least a few times per year.**

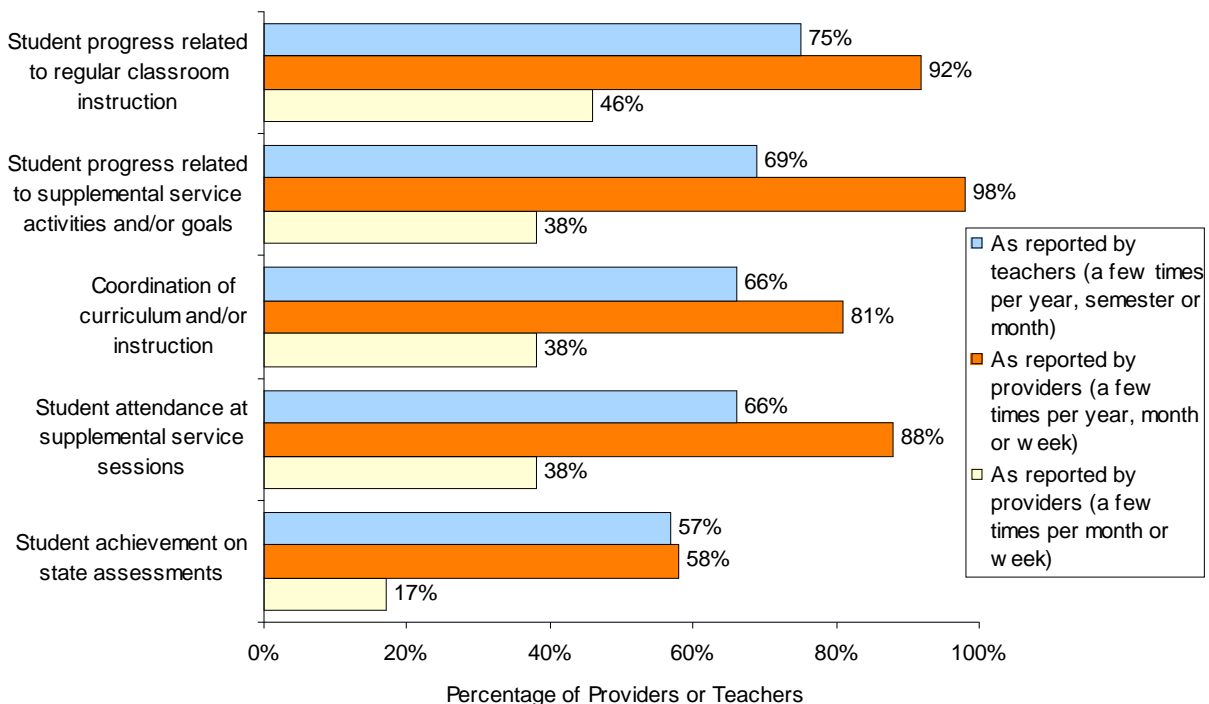
Most providers in the 16-district subsample reported that, at least a few times per year, they communicated with their students' teachers regarding student progress, student attendance and coordination of curriculum and instruction (see Exhibit 40). Fewer providers (58 percent) discussed their students' achievement on state assessments with the students' teachers a few times a year. Less than 50

was intended to allow principals to report on the content standards in use in their schools, regardless of the source of those standards.



percent of providers communicated with teachers on any of these topics more often than a few times per year, such as monthly or weekly.

**Exhibit 40**  
**Percentage of Title I Supplemental Educational Service Providers and of Teachers Reporting That They Communicate With One Another, by Type of Communication, 2006–07**



**Exhibit reads:** Seventy-five percent of teachers who knew their own students were receiving supplemental educational services reported that they communicated at least a few times per year with the supplemental educational service providers serving their students regarding student progress related to regular classroom instruction.

*Sources:* Data from NLS-NCLB, Teacher Survey and Supplemental Educational Service Provider Survey ( $n = 71$  providers in 16 districts and 1,874 teachers).

Among teachers who knew their own students were receiving supplemental educational services, three-quarters said they had communicated at least a few times a year with supplemental educational service providers on student progress related to regular instruction. About two-thirds of these teachers communicated with providers at least a few times a year about their students’ progress on goals, coordination of curriculum or instruction, and students’ attendance (see Exhibit 40).

About half of providers (55 percent) in the 16-district subsample reported progress on individual students to their parents at least a few times a month, and 76 percent did so at least a few times per semester (see Exhibit 41). Compared with their communication with parents, providers were less likely to report to teachers, principals or district officials on individual student progress a few times per month, but they were more likely to report to teachers and district officials, and equally likely to report to principals, at least a few times per semester. Providers rarely reported to the state more than once or a few times per year about the progress of individual students; about 13 percent of providers reported to

the state on individual student progress at least a few times per semester. About one-quarter of providers never reported progress on individual students to their teachers or principals.

<b>Exhibit 41</b>				
<b>Percentage of Title I Supplemental Educational Service Providers Reporting on the Progress of Individual Students, by Type of Recipient and Frequency, 2006–07</b>				
<b>Recipient</b>	<b>Frequency of Reporting</b>			
	<b>After Every Session or a Few Times a Month</b>	<b>Few Times Per Semester</b>	<b>Once Per Year or a Few Times Per Year</b>	<b>Never</b>
Parents	55%	21%	24%	0%
Teachers	21%	29%	23%	26%
Principals	13%	21%	36%	30%
District officials	15%	31%	45%	11%
The state	10%	3%	62%	25%

**Exhibit reads:** Fifty-five percent of supplemental educational service providers reported that they reported to parents of students they served after every session or a few times per month.

Note: Percentages may not add to 100 percent because of rounding.

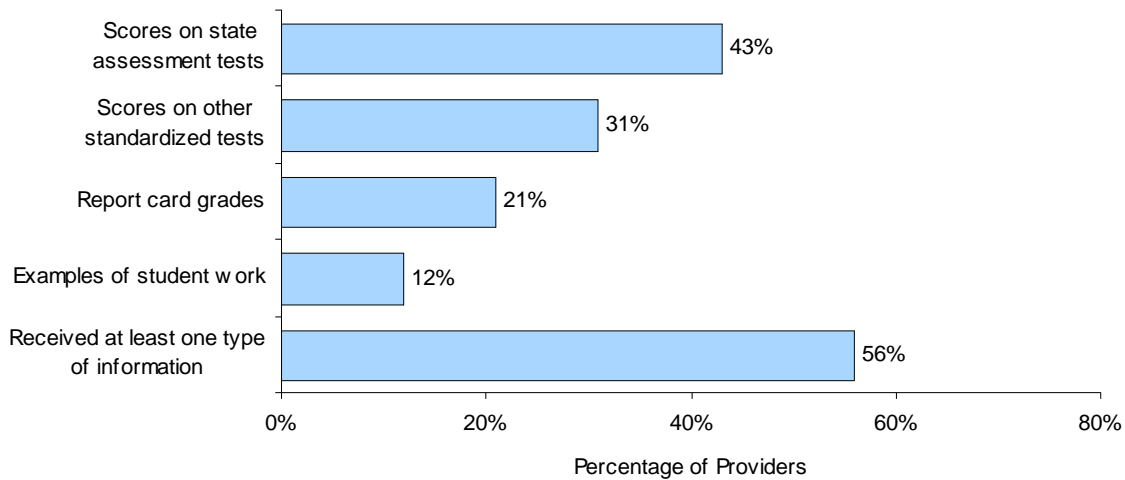
Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 97$  providers in 16 districts).

## PROVIDERS AND STUDENT ASSESSMENT

**In 2006–07, as in 2004–05, about half of providers of Title I supplemental educational services received certain information on the students they served before beginning tutoring services.**

Fifty-six percent of providers reported receiving at least one of several types of information about their students' academic performance Before the initiation of services (see Exhibit 42). Forty-three percent of providers received student scores on state assessment, 31 percent of providers received student scores on other standardized tests and 21 percent received information on report cards.

**Exhibit 42**  
**Percentage of Title I Supplemental Educational Service Providers, by Type of Information Received on Individual Students Before Providing Services, 2006–07**



**Exhibit reads:** Forty-three percent of supplemental educational service providers reported that they received student scores on state assessment tests before providing supplemental educational services.

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 101$  providers in 16 districts).

Although many providers did not receive information about students' academic backgrounds, 95 percent of providers in the 16-district subsample reported formally assessing students before providing Title I supplemental educational services. Providers reported using a variety of instruments to assess the progress of students they were serving (see Exhibit 43). Approximately three quarters of providers assessed student progress at least a few times a month using assignments completed by students during the sessions, with nearly 80 percent of these providers doing it after every session. Approximately one-half of the providers used their own provider-developed tests or tests aligned with regular classroom instruction to evaluate student progress at least a few times per semester. About one-third of providers reported they used portfolios to assess progress at least a few times per semester.

With two exceptions, the type of tests shown in Exhibit 43 that were used by providers to assess students' achievement progress did not change between 2004–05 and 2006–07. In 2006–07, 14 percent of providers used district-developed assessments or benchmarks tests while 45 percent of providers used them in 2004–05. Similarly, fewer providers used assignments completed outside of their session in 2006–07 than in 2004–05 (31 percent compared with 53 percent in 2004–05).

**Exhibit 43**  
**Percentage of Title I Supplemental Educational Service Providers Assessing Students, by Type of Measure and Frequency, 2006–07**

	Frequency of Assessment			
	After Every Session or a Few Times Per Month	Few Times Per Semester	Once Per Year or a Few Times Per Year	Never
Tests developed by your organization	31%	21%	37%	11%
Tests aligned with regular classroom instruction	28%	23%	21%	28%
District-developed assessments or benchmark tests	5%	1%	8%	86%
Practice tests for state assessments	13%	4%	25%	58%
Assignments completed by students during sessions with your organization	78%	5%	11%	6%
Assignments completed by students outside of sessions with your organization	18%	1%	12%	68%
Student portfolios	16%	20%	11%	52%

**Exhibit reads:** Thirty-one percent of supplemental educational service providers reported using tests developed by their own organization to assess students after every session or a few times per month.

Note: Percentages may not sum to 100 percent because of rounding.

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 101$  providers in 16 districts).

## DISCUSSION

Per pupil expenditures for Title I supplemental educational services in 2005–06 were similar to those in 2003–04, averaging about \$838, but overall expenditures nearly doubled to \$375 million from \$192 million, mostly because of increased participation. The average maximum amount allocated per student for supplemental educational services decreased from \$1,434 in 2004–05 to \$1,134 in 2005–06.

By 2006–07, 42 states, the District of Columbia and Puerto Rico, twice as many states as in 2004–05, had documented standards to monitor providers of Title I supplemental educational services and evaluate their effectiveness. Also, 32 states and Puerto Rico had begun to conduct evaluations of the effectiveness of their supplemental educational service providers, with about half of states using or planning to use external consultants to conduct this evaluation.

Fifty-nine percent of providers reported that they had to renew their state approval for the 2006–07 school year. Most providers rated the renewal process more demanding than the initial application. Only one change was made between 2004–05 and 2005–06 in the type and frequency of provisions included in provider contracts with districts; in 2005–06, twice as many districts than in 2004–05 required that their providers use the same standardized reporting form to establish student learning goals and evaluate student progress.

According to providers, in 2006–07, as in 2004–05, districts were about twice as likely as states to observe supplemental educational service sessions and monitor supplemental educational service providers for student attendance, although *NCLB* only requires that states do so. When either states or

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districts did monitor providers, they most often reviewed student attendance records or observed service sessions. Less frequently, states and districts reviewed student grades and scores on state tests.

Communications between providers and schools continued to be uneven. More principals knew whether the supplemental educational services provided to their students were well aligned with their school academic content standards in reading or math in 2005–06 than in 2003–04, but nearly a quarter of principals did not know how their standards aligned with those of providers serving their students. At the same time, almost half of providers continued to receive no information on individual student academic performance before providing services. Providers continued to rely primarily on tests developed by their organization and on completion of assignments during tutoring sessions to assess student performance and progress.

As typically required by their contracts with districts, providers reported that they regularly communicated with teachers and parents. About three-quarters of providers reported on the progress of individual students “at least a few times per semester” to parents and one-half of providers did so with teachers. Many providers also reported discussing coordination of their curriculum and instruction with teachers, although less frequently than they discussed individual student progress.



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## CONCLUSIONS

The number of students eligible for Title I public school choice and supplemental educational services has steadily increased since 2002–03 to reach 6.9 million students eligible for public school choice and 3.3 million eligible for supplemental educational services in 2006–07. The participation rates for these two programs, however, has remained steady at about 1 percent of students eligible for school choice and about 17 percent of those eligible for supplemental educational services. Although progress has been made, several notable issues may continue to contribute to these relatively low participation rates:

1. **Absence of available options.** Although most districts that were required to offer Title I public school choice did so at the elementary level, fewer districts did so at the middle school level (41 percent) and at the high school level (22 percent). About half the districts that did not offer school choice at the middle school and high school levels did not offer it because all of their schools at the relevant grade levels were identified for improvement (which is not unusual in small districts that have only a few schools). With respect to supplemental educational services, providers were far less likely to offer services to high school students than to elementary and middle school students.
2. **Timing of notification.** Even though many more states were able to provide districts with preliminary notification of the identification status of their schools before August in 2006–07 than in 2004–05 (24 compared with seven), a majority of districts continued not to notify parents of students eligible for Title I public school choice before the beginning of the school year or in time for parents to make an informed decision. In 2006–07, 57 percent of districts did not notify parents before the first day of school. Districts that notified parents of students eligible for school choice before the beginning of the school year continued to have higher participation rates than did those that notified parents after school had started.
3. **Poor communication with parents.** Although almost all of the districts offering Title I public school choice and supplemental educational services reported that they notified parents of the options available to their children, many parents of eligible students continued to report that they were not aware of these options. In eight large, urban districts subsampled for additional study, only 20 percent of parents of elementary students who were eligible for public school choice indicated they had been notified of the availability of the option to move their child to another school in 2006–07, the same percentage as in 2004–05. About 60 percent of parents reported they were notified about the availability of supplemental educational services. When parents reported that they had been notified (most frequently by written notification), they also reported that, although the information they received was understandable, it often did not contain information on how to apply or whom to contact with questions.
4. **Parental Preferences.** In a sample of eight large, urban districts, more than nine in ten parents who were notified that their child was eligible for Title I public school choice did not apply to transfer to another school. The most common reasons given for the decision not to transfer were satisfaction with the quality of their child’s school, convenience of their child’s school, and the fact that their child did not want to move. More parents in the eight large, urban district sample chose to enroll eligible children in supplemental educational services. However, 43 percent of parents who were notified of their child’s eligibility for these services did not enroll their child for such services. About half of these parents said they had

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declined to participate because their child did not need the help. Another frequently given reason was that the services were provided at a time that was inconvenient for the family.

Although few parents availed themselves of the Title I public school choice option, when they did, they rated the school to which their child transferred much higher (an average of B) than the school their child had left (an average of C-).

Parents of students eligible for the Title I parental choice options were offered an increasing number of transfer schools and supplemental educational service providers from which they could choose during the time period covered by this study. For instance, 90 percent of districts that offered public school choice offered two or more choices of transfer elementary schools in 2006–07, up from 78 percent in 2004–05. Similarly, 69 percent of districts offered five or more providers of supplemental educational services in 2005–06, up from 38 percent in 2003–04.

Increased parental choices of Title I supplemental educational service providers resulted from the rapid growth in the number of providers, which more than tripled between May 2003 and May 2007, leveling off at about 3,050 in 2008. This growth in number of providers has come with a change in type and characteristics of providers. Between May 2003 and May 2008, the share of private supplemental educational service providers increased from 60 percent to 88 percent while the share of district and school providers decreased from 32 percent to 10 percent. The average size of supplemental educational service providers doubled between 2004–05 and 2006–07 to an average of 79 staff members per provider. At the same time, the experience of their staff members decreased. The average tutoring experience of staff members declined from an average of 10 years in 2004–05 to an average of seven years in 2006–07. Providers also became less likely to rely on full-time teachers tutoring in their school's district and also less likely to employ teachers whose classroom students they also tutored. The number of hours of services to participating students averaged 45.

By 2006–07, states made further progress developing documented standards to monitor providers of Title I supplemental educational services and evaluate their effectiveness. Forty-two states, the District of Columbia and Puerto Rico had documented monitoring standards in 2006–07 compared with 16 states in 2004–05. Thirty-two of these states and Puerto Rico had begun to conduct evaluations of the effectiveness of their Title I supplemental educational service providers, although most did not yet have the capacity to evaluate providers on the basis of progress in student achievement. Providers reported that they had to renew their state approvals for the 2006–07 school year, and they rated the renewal process as being more demanding than the initial application.

Although all providers reported that they generally communicated with the parents of their students with some frequency, communications among providers, teachers and principals continued to be uneven. Twenty-six percent of providers reported that they never reported on the progress of individual students to any of their teachers, almost half of providers did not receive information on the academic performance of the students they served before beginning services, and about a quarter of principals did not know how the services provided to their students were aligned with their schools' standards in reading or math.



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## APPENDIX A

### DESCRIPTION OF NLS-NCLB AND SSI-NCLB METHODOLOGIES

The purpose of the NLS-NCLB and SSI-NCLB is to provide an integrated longitudinal evaluation of the implementation of *No Child Left Behind* by states, districts and schools, focusing primarily on NCLB provisions in the following four areas: accountability, teacher quality, school choice and supplemental educational services, and targeting and resource allocation.

The development of data collection instruments for the NLS-NCLB and SSI-NCLB was coordinated to ensure coverage of the same set of policy issues through an integrated set of questions pertinent to each type of respondent at the state, district and school levels. Taken together, the two studies provide a linked dataset based on surveys of states, districts, schools, teachers, paraprofessionals, parents and providers of supplemental educational services as well as extant data on resource allocation and student achievement, that provides a unique resource for understanding the implementation of the key provisions of *No Child Left Behind* in both Title I and non-Title I schools. Two waves of data were collected: the first in the 2004–05 school year and the second in the 2006–07 school year.

#### **SAMPLE AND RESPONSE RATES**

The nationally representative sample selected for NLS-NCLB included 300 districts plus three replacement districts. The sampling frame included all districts with at least one public and regular school in the 2001 National Center for Education Statistics Common Core of Data school database. The sample was selected using a probability proportional to size scheme in which the measure of size was district enrollment; 36 very large districts were selected with certainty. To ensure sufficient sample sizes of schools identified for improvement under Title I, the study oversampled high-poverty districts, defined as those in the highest poverty quartile. District poverty quartiles were based on Census Bureau estimates of the number of school-age children and poor children living in each district (2002 Small-Area Income and Poverty Estimates). The poverty quartiles were created by ranking all districts by the percentage school-age children who were poor and then dividing these districts into quartiles that each contains 25 percent of the school-age children. The same 300 districts were surveyed in 2004–05 and 2006–07.

The 2004–05 school sample included 1,502 schools randomly sampled from strata within sampled districts. Title I schools, high-poverty schools, and elementary schools with Comprehensive School Reform (CSR) programs were oversampled. Title I status and the percentage of students eligible for free or reduced-price lunches in schools were taken from the Common Core of Data maintained by the National Center for Education Statistics. The eligibility threshold for the subsidized lunch program is lower than the official poverty definition. Elementary CSR schools were identified through the Southwest Educational Development Laboratory database on CSR schools. The sample of schools was designed so, on average, two non-CSR schools, one CSR school, one middle school, and one high school were selected from each district. The same schools were surveyed in both waves. The Wave 2 school sample (1,487) that was surveyed was slightly larger than the Wave 1 sample (1,483) because (a) some schools changed status between waves, resulting in splits and mergers, and (b) our sampling rules called for maintaining in the Wave 2 sample the Wave 1 schools and their immediate successors.

The teacher samples included approximately seven teachers per school (six classroom teachers and one special education teacher). School staff rosters were collected and divided into teacher strata by grade level taught; a stratum of Title I paraprofessionals was also created. After school rosters were stratified, independent random sampling took place within each stratum. At the elementary level, one teacher was selected per grade. At the secondary level, about three math teachers and three English teachers were

selected per school. One Title I paraprofessional was selected from each Title I school. A different sample of teachers was drawn in 2004–05 and in 2006–07, with an effort not to select the same teachers in both waves. The resulting 2004–05 sample included a total of 8,791 classroom teachers (4,772 elementary teachers, 2,081 secondary English teachers and 1,938 secondary mathematics teachers), 1,408 special education teachers and 950 paraprofessionals. The 2006–07 sample included a total of 8,919 classroom teachers (4,783 elementary teachers, 2,116 English teachers and 2,020 mathematics teachers), 1,416 special education teachers and 820 paraprofessionals. Both waves of the study used a system of Permanent Random Numbers for purposes of selecting teachers within grade and subject specific teacher strata (Ohlsson 1995). The method minimized the overlap between the sets of teachers selected in 2004–05 and 2006–07, thus controlling response burden and potential conditioning effects.

Of the 303 districts initially selected as the 2004–05 sample, 300 districts agreed to participate. The project achieved a cooperation rate of 99 percent in 2004–05. Of the 300 Title I coordinators that received a district official survey within the cooperating districts, 289 responded by returning completed surveys in 2004–05, yielding a completion rate of 96 percent. In 2006–07, continued participation was agreed on by all 300 districts; two Title I coordinators did not return completed surveys in 2006–2007 for a completion rate of 99 percent. The completion rate for principal surveys in sampled schools in 2004–05 was 89 percent and in 2006–07, 94 percent. Among teachers, completion rates were highest for elementary teachers at 86 percent (2004–05) and 87 percent (2006–07) while English and mathematics teachers responded at rates of 82 percent to 85 percent in both waves (see Exhibit A.1).

<b>Exhibit A.1</b>						
<b>Sample Sizes and Survey Completion Rates for National Longitudinal Study of NCLB Surveys, 2004–05 and 2006–07</b>						
	<b>Sample Size</b>		<b>Completed Surveys</b>		<b>Survey Completion Rate</b>	
	<b>2004–05</b>	<b>2006–07</b>	<b>2004–05</b>	<b>2006–07</b>	<b>2004–05</b>	<b>2006–07</b>
Districts	300	300	289	298	96%	99%
School principals	1,483	1,487	1,315	1,392	89%	94%
Elementary teachers	4,772	4,783	4,089	4,162	86%	87%
English teachers	2,081	2,116	1,707	1,777	82%	84%
Mathematics teachers	1,938	2,020	1,598	1,706	82%	85%
Special education teachers	1,408	1,416	1,191	1,194	85%	84%
Paraprofessionals	950	820	828	746	87%	91%

Exhibit A.2 presents characteristics of the 2004–05 district and school samples compared with the universe of districts and schools based on the Common Core of Data files. As intended, the sample contains higher proportions of high-poverty districts and schools compared with the universe.

**Exhibit A.2**  
**Characteristics of National Longitudinal Study of NCLB District and School Sample**  
**Compared with the Universe of Districts and Schools, 2004–05**

	Sample		Universe	
	Number	Percentage	Number	Percentage
Districts, by poverty quartile (census poverty)	300		14,972	
Highest poverty quartile	163	54%	3,743	25%
Second highest poverty quartile	41	14%	3,743	25%
Second lowest poverty quartile	50	17%	3,743	25%
Lowest poverty quartile	46	15%	3,743	25%
Schools, by poverty level	1,502		83,298	
75–100% eligible for free or reduced-price lunches	596	40%	11,282	13%
50–74% eligible for free or reduced-price lunches	363	24%	15,461	19%
35–49% eligible for free or reduced-price lunches	106	7%	12,844	15%
< 35% eligible for free or reduced-price lunches	291	19%	33,884	41%
Data missing	146	10%	9,827	12%
Schools, by Title I status	1,502		83,298	
Title I	1,163	77%	46,048	55%
Non–Title I	259	17%	31,312	38%
Data missing	80	5%	5,938	7%
Schools, by grade level	1,502		83,298	
Elementary	906	60%	50,597	61%
Middle	298	20%	15,700	19%
High	298	20%	17,001	20%

Note: Percentages may not add to 100 percent because of rounding.

Source: Sample and universe based on 2001–02 National Center for Education Statistics Common Core of Data.

In addition, a subsample of nine large, urban districts was selected for additional data collection focused on student-level demographic and achievement data as well as a survey of parents. The nine districts were selected based on (a) availability of the necessary longitudinal individual student achievement data and (b) sufficient numbers of students participating in the Title I public school choice and supplemental educational services options to enable sampling of about 100 parents in each district who had children participating in the Title I public school choice option and an additional 100 parents with children receiving Title I supplemental educational services. Because these districts were all large, urban districts, they do not reflect the diversity of Title I districts. In 2004–05, only eight districts could provide the necessary information to sample parents (one of the original nine districts selected in Wave 1 did not provide the data needed to select a parent sample). In 2006–07, separate sets of parents were sampled in these same eight districts.

A stratified simple random sample of about 400 parents was selected in each of the eight districts in 2004–05 and 2006–07. In each district, four strata were created for use in sampling parents. Three of the strata included parents of children in elementary schools identified for improvement. Depending on what action was taken by the parents of these children who were all eligible to transfer, receive

supplemental educational services or both, the parents fell into one of three strata: Stratum 1— parents of children who transferred under *NCLB*; Stratum 2— parents of children who did not transfer, but who received supplemental educational services; or Stratum 3— parents of children who did not transfer or receive supplemental educational services. Stratum 4 included parents of children who were in elementary schools not identified for improvement.

Sample sizes of 100 students were randomly selected with equal probabilities from each stratum within each district. Districts generally fell short of the 100 sample size within the transfer stratum, and thus the total sample size in some districts was fewer than 400. One district did not distinguish transfers under *NCLB* from other transfers in their district and thus had a sample equally distributed within strata 1, 2, and 3. In 2004–05, a total of 3,094 parents were sampled of whom 1,866 completed surveys for a response rate of 60 percent, and in 2006–07, 3,051 parents were sampled of whom 1,876 completed surveys for a response rate of 61 percent.

<b>Exhibit A.3 Sample Sizes and Response Rates for National Longitudinal Study of <i>NCLB</i> Parent Surveys</b>						
	Sample Size		Completed Surveys		Survey Completion Rate	
	2004–05	2006–07	2004–05	2006–07	2004–05	2006–07
Parents of children who transferred under <i>NCLB</i>	602	538	403	337	67%	63%
Parents of children in identified schools participating in supplemental educational services under <i>NCLB</i>	839	833	493	512	59%	61%
Parents of children in identified schools who did not transfer or participate in supplemental educational services under <i>NCLB</i>	798	842	439	458	55%	54%
Parents of children who were in schools not identified for improvement	855	838	531	569	62%	68%
All parents	3,094	3,051	1,866	1,876	60%	61%

Supplemental educational service providers were also surveyed in these eight districts and in an additional eight districts where supplemental educational services were being offered in both 2004–05 and 2006–07. The additional eight districts were randomly selected in 2004–05 from high-poverty districts distributed across regions and across mid-sized cities and suburban and rural areas. Ten supplemental educational service providers were randomly chosen in each of the 16 districts, except in districts with fewer than 10 providers, where all providers were surveyed. In districts where the district itself was providing supplemental educational services, the district was surveyed in addition to the 10 other providers. In 2004–05, a total of 125 providers were surveyed and 103 surveys were completed for a response rate of 82 percent. In 2006–07, a total of 130 providers were surveyed (drawn separately from the 2004-05 sample) and 107 surveys were completed for a response rate of 82 percent.

In the above 16 districts, plus 9 additional districts, again randomly selected from the study sample of districts, various documents were collected in 2004–05 only, including district improvement plans, district report cards, parental choice notification letters, and school improvement plans for selected schools. All of these districts cooperated with the document collection activities.

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Across all survey items, nonresponse was generally very low. That is, respondents tended to answer all questions in the surveys. Survey items with item nonresponse rates greater than 10 percent are generally not included in the report. When items with high nonresponse are reported, the nonresponse rate is reported and discussed in the text.

Item-level imputations for missing data were made in only one instance in 2004–05. Missing data were imputed for principal survey data on the total number of elementary classroom teachers and secondary classes, which were used as denominators for calculating the percentage of elementary teachers who were considered highly qualified under *NCLB* and the percentage of secondary classes that were taught by highly qualified teachers, respectively. Out of 930 elementary school principals, 18 did not answer the survey item asking about the total number of classroom teachers at their schools, and 36 out of 385 secondary school principals did not answer the survey item about the total number of class sections. Data for elementary classroom teachers were imputed by taking the student-to-teacher ratios for the principals who answered the item and then fitting a regression model onto this ratio using the total number of students enrolled and the school poverty level as the predictors. Using the regression coefficients, the predicted student-teacher ratio was computed for each of the 18 schools and then converted to the estimated number of classroom teachers in the school. Data on the total number of secondary class sections were imputed in a similar manner. There were two elementary school principals and five secondary school principals whose values could not be imputed because of missing values in the predictor variables.

The interview sample for the *SSI-NCLB* was straightforward, including all 50 states plus the District of Columbia and Puerto Rico. The response rate for all four types of interviews (accountability, teacher quality, supplemental educational services and Title III) was 100 percent. However, responses for some specific variables were occasionally less than 100 percent if respondents did not respond to the interview question or if data were absent from state documentation.

## **DATA COLLECTION**

*NLS-NCLB* data used in this report were gathered using instruments that included mail surveys of district federal program coordinators, school principals, classroom teachers, Title I paraprofessionals, parents and supplemental educational service providers. In some instances, parents were surveyed by telephone. Survey administration for Wave 1 began in October 2004 and was completed in March 2005, except for the parent and supplemental educational service provider surveys that began in early 2005 and extended into October 2005. Survey administration of the second wave began in October 2006 and was completed in April 2007, except for the parent and supplemental educational service providers that extended into May 2007. Topics covered in the survey questionnaires included accountability systems, AYP and school and district identification for improvement, technical assistance, improvement strategies, use of assessment results, Title I public school choice and supplemental educational services, teacher quality, and professional development. In addition, in 2004–05, *NLS-NCLB* gathered pertinent documents, including district and school improvement plans and school report cards, parental notifications about choice options, teacher qualifications and achievement test scores of children.

The *SSI-NCLB* relied on interviews with state education officials and extant data. Interviews were conducted between September 2004 and February 2005 with state officials who had primary responsibility for accountability, teacher quality, supplemental educational services, and Title III implementation. A second wave of interviews was conducted in the 2006–07 school year. The interview protocols addressed topics including assessments, AYP definitions, state support for schools identified for improvement, sanctions for schools in corrective action and restructuring, state data systems, state definitions of highly qualified teachers, professional development, technical assistance for teacher quality,

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monitoring of supplemental educational service providers, and state approaches to the implementation of *NCLB* provisions related to English language proficiency. Each interview included a short section of survey questions to which state officials responded in writing (these were referred to as “Introductory Materials”) and a document request, if necessary.

States are required to submit much documentation to the U.S. Department of Education, and the SSI-*NCLB* collected documents such as the Consolidated State Applications under *NCLB* (primarily the state accountability workbooks) and the annual Consolidated State Performance Reports (CSPRs). In addition, state education agency Web sites were an important source of data on topics including high objective uniform state standard of evaluation policies, assessment systems and technical assistance.

A national database of the AYP and improvement statuses of all schools in the country was created from data provided by state education officials, located on state education agency Web sites, reported on the CSPRs and (for approximately half of the states in 2005–06) provided by state education officials through the Education Data Exchange Network (EDEN). The database contains AYP results from 2003–04, 2004–05 and 2005–06 and identification for improvement statuses for 2004–05, 2005–06 and 2006–07. The resulting database contains more than 89,000 schools (including both Title I and non-Title I schools) in 50 states, the District of Columbia and Puerto Rico. It does not include approximately 3,500 schools for which states reported AYP as “not determined” as well as about 4,000 schools that were not included in state-provided data files.

## **SAMPLE WEIGHTS FOR NLS-*NCLB* SURVEY DATA**

Survey data were weighted to adjust for differences between the composition of the sample and the composition of the population of interest. These differences arose partly by design—for example, differential sampling rates for high- and low-poverty districts. However, differences between the composition of the sample and that of the population also arose because of differences in cooperation rates. Not every district, school or teacher agreed to participate in the survey, and members of some groups cooperated at higher rates than members of other groups. Differences between the composition of the sample and that of the universe may also arise because of various forms of under-coverage. Weights were used to compensate for all of these differences between the samples and the defined survey population, and the weights were controlled to the population counts of districts and schools.

Two sets of weights were created for districts and schools: A-weights and B-weights. The A-weights were used to compute enrollment-weighted estimates (i.e., the percentage of students enrolled in districts or schools that have specific features), and the B-weights were used to compute estimates of the percentage of districts or schools. B-weights also were calculated for teachers.

In addition to the weights mentioned above, several sets of longitudinal weights were calculated. Although all 300 Wave 1 districts also cooperated in Wave 2, there was differential nonresponse with respect to the number of Title I coordinators who returned completed questionnaires. For 11 districts, the Title I coordinator responded in Wave 2 but not in Wave 1, and in one district, the Title I coordinator did not respond in either wave, leaving 288 longitudinal district weights.

There were 1,363 schools that continued from Wave 1 to Wave 2 without any major status changes and that had a principal respondent, teacher respondent or both in both waves. Three sets of school level weights were used as base weights for calculating principal and teacher weights for respective respondents in these 1,363 longitudinal schools. There were 1,165 longitudinal schools that had survey responses from principals in both waves (not necessarily the same individuals) and 1,326 longitudinal schools that had responses from teachers or paraprofessionals in both waves. School-level base weights



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for 1,315 responding Wave 1 principals, already adjusted for nonresponse and forced to add up to the Wave 1 control total of 83,298 schools (principals), were used as input to calculate the 1,165 longitudinal principal weights. Base weights used for calculating weights for the 8,488 (Wave 1) and 8,623 (Wave 2) teachers in these schools were already adjusted for school-level nonresponse related to the appropriate wave before multiplying by their respective conditional teacher weights. The calculation methods for the sets of Wave 2 cross-sectional and all longitudinal weights for districts, schools and teachers are described below.

## **District Weights—2004–05**

- Step 1. Base weights were computed as the reciprocal of the inclusion probability, corresponding to the original sample of 300. The frame included all districts with at least one public and regular school in the 2001 National Center for Education Statistics Common Core of Data school database, stratified by region (NE, MW, S, W) crossed with poverty status (high, low). The sample was selected using a probability proportional to size scheme, where the measure of size was district enrollment; however, 36 very large districts were selected with certainty.
- Step 2. After substitution for three noncooperating districts, revised base weights corresponding to the expanded sample of 303 districts were computed.
- Step 3. Noncooperation-adjusted weights were computed. Because there were only three noncooperating districts, response rates approached 100 percent. The noncooperation adjustment cells were defined by crossing district certainty status (certainty, noncertainty) by stratum. Because all certainty districts responded, no nonresponse adjustment was made to them.
- Step 4. A second adjustment was made for nonresponse, accounting for 11 cooperating districts that did not complete and return the district questionnaire. Similar to the noncooperation adjustment in Step 3, response rates approached 100 percent. The nonresponse cells were defined by crossing district certainty status (certainty, noncertainty) by region (NE, MW, S, W) and poverty status (high, low). Because all certainty districts responded, no nonresponse adjustment was made to them.
- Step 5. A Winsorization adjustment was applied to four district outlier weights.
- Step 6. The weights were raked to control totals for number of districts in the universe on three dimensions: district size (four categories), region by poverty strata (eight categories) and Metropolitan Status Code 2001 (three categories). With a tolerance level set at 0.001, convergence was satisfied after six iterations. It should be noted that raking of district weights was applied only to the noncertainty districts. The certainty districts maintained their original weights of 1.0.
- Step 7. Three noncertainty districts had a raked weight of less than 1.00. The raked weight was reset to 1.00 for these three districts to produce the final raked B-weights for districts.
- Step 8. The final raked weights were then multiplied by district enrollment.
- Step 9. Finally, those weights were raked to enrollment totals on three dimensions: district size (four categories), region by poverty strata (eight categories) and Metropolitan Status Code 2001 (three categories). With a tolerance level set at 0.001, convergence was satisfied after eight iterations. These raked weights are the final raked district A-weights that represent the population of

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students. One may use these weights to estimate the number or proportion of students who are in districts with a certain attribute.

## **District Weights—2006–07**

- Step 1. All 300 Wave 1 cooperating districts also cooperated in Wave 2. So beginning with the noncooperation-adjusted weights discussed under district weights for 2004–05, a second adjustment was made, accounting for 2 cooperating districts whose Title I coordinators did not complete and return their questionnaires (recall that there were 11 such districts in Wave 1). Similar to the noncooperation adjustment, response rates approached 100 percent. The nonresponse cells were defined by crossing district certainty status (certainty, noncertainty) by region (NE, MW, S, W) and poverty status (high, low). Because all certainty districts responded, no nonresponse adjustment was made to them.
- Step 2. A Winsorization adjustment was applied to three district outlier weights for the Wave 2 cross-sectional weights.
- Step 3. Raking to district totals was based on three dimensions: district size (four categories), region by poverty strata (eight categories) and Metropolitan Status Code 2001 (three categories). With a tolerance level set at 0.0001, convergence was satisfied after eight iterations. Note that raking applied only to the noncertainty districts.
- Step 4. Five noncertainty Wave 2 districts had a raked weight of less than 1.00. The raked weights were reset to 1.00 for these five districts to produce final district B-weights. These weights are to be used for the cross-sectional Title I coordinator analyses.
- Step 5. The final district level raked cross-sectional B-weights were then multiplied by district enrollment (obtained from the district level 2001–02 Common Core of Data file).
- Step 6. Finally, those weights were raked to enrollment totals on three dimensions: district size (four categories), region by poverty strata (eight categories) and Metropolitan Status Code 2001 (three categories). With a tolerance level set at 0.0001, convergence was satisfied after 10 iterations (for each set). These raked weights are the final district level A-weights that represent the population of students. One may use these weights to estimate the number or proportion of students who are in districts with a certain attribute.

## **Title I Coordinator Survey Longitudinal Weights—2006–07**

- Step 1. Longitudinal district weights for the NCLB Title I Coordinator Longitudinal Survey began with the noncooperation-adjusted district weights calculated for 2004–05.
- Step 2. One of the 2 districts whose Title I coordinator did not complete and return the questionnaire for Wave 2 was also among the 11 nonresponding districts in Wave 1. Thus, 12 of 300 districts did not respond in either Wave 1 or Wave 2, leaving 288 districts whose Title I coordinators responded in both waves. Similar to the noncooperation adjustment, response rates approached 100 percent. The nonresponse cells were defined by crossing district certainty status (certainty, noncertainty) by stratum. Because all certainty districts responded, no nonresponse adjustment was made to them.

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- Step 3. A Winsorization adjustment was applied to three district outlier weights for the longitudinal weights.
- Step 4. Raking to district totals was based on three dimensions: district size (four categories), region by poverty strata (eight categories) and Metropolitan Status Code 2001 (three categories). With a tolerance level set at 0.0001, convergence was satisfied after eight iterations. Note that raking applied only to the noncertainty districts.
- Step 5. Four noncertainty longitudinal districts had a raked weight of less than 1.00. The raked weights were reset to 1.00 for these four districts to produce the final district level B-weights for longitudinal Title I coordinator analyses.
- Step 6. The final district-level raked longitudinal A-weights were then multiplied by the corresponding district enrollment (obtained from the district level 2001–02 Common Core of Data file).
- Step 7. Finally, those weights were raked to enrollment totals on three dimensions: district size (four categories), region by poverty strata (eight categories) and Metropolitan Status Code 2001 (three categories). With a tolerance level set at 0.0001, convergence was satisfied after 10 iterations. These raked weights are the final district-level A-weights that represent the population of students. One may use these weights to estimate the number or proportion of students who are in districts with a certain attribute.

## **School Weights—2004–05**

- Step 1. Principal (school level) weights began with the 2004–05 noncooperation adjusted district weights.
- Step 2. The conditional school (principal) base weight was computed as the reciprocal of the school inclusion probability after allowing for replacement schools, mergers, splits and any other status changes.
- Step 3. School base weights were computed by multiplying the district weights (Step 1) by the Step 2 school conditional weights.
- Step 4. A Winsorization adjustment was applied to four outliers.
- Step 5. Schools that were closed were given a weight of zero.
- Step 6. An adjustment was made to the weights for the remaining (open) schools, accounting for noncooperating schools.
- Step 7. Using the noncooperation-adjusted school weight from Step 6, a second nonresponse adjustment was made for responding principals, accounting for 168 missing principal questionnaires.
- Step 8. A Winsorization adjustment was made for seven extreme principal weights, resulting in preliminary principal B-weights.
- Step 9. These weights were raked to school (principal) totals on four dimensions: school size (four categories), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and school type (four categories). With a tolerance level set at 0.001, convergence was satisfied after seven iterations. The result is called the preliminary raked principal B-weight.

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- Step 10. Two cases had weights Winsorized. The result is called the outlier adjusted raked principal B-weight.
- Step 11. Ten principals had a raked weight of less than 1.00. They were reset to 1.00 while the rest of the principal sample maintained its weights from Step 11. The result is the final raked principal B-weights.
- Step 12. These raked B-weights were multiplied by school enrollment (obtained from the school-level Common Core of Data file).
- Step 13. A Winsorization adjustment was made for seven extreme weights. The result is called the preliminary A-weights.
- Step 14. Finally, these weights were raked to school enrollment on four dimensions: school size (four categories), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and school type (four categories). With a tolerance level set at 0.001, convergence was satisfied after eight iterations. The resulting weights are the final raked principal A-weights that represent the population of students. One may use these weights to estimate the number or proportion of students who are in schools with a certain attribute.

## **School Weights—2006–07**

- Step 1. Principal (school level) cross-sectional weights for Wave 2 began with the 2006–07 noncooperation-adjusted district weights.
- Step 2. A Winsorization adjustment was applied to four district outliers.
- Step 3. The conditional school (principal) base weight was computed as the reciprocal of the final 1,483 Wave 1 school inclusion probabilities after allowing for Wave 2 splits, merges, redistricting and any other status changes that resulted in the 1,488 schools eligible to participate in Wave 2. Only one of these 1,488 Wave 2 schools failed to cooperate.
- Step 4. The school base weight was computed by multiplying the Step 2 district level weights by the Step 3 school conditional weights.
- Step 5. Schools determined to be closed since Wave 1 were given a weight of zero if one or more successors had been identified; that is, the probabilities of selection were updated for the successor schools. Schools determined to be out-of-scope in Wave 1 or since Wave 1 were given missing weights.
- Step 6. An adjustment distributing the weights of the closed schools that did not have successors identified and of the weight of the one noncooperating school was made to the weights for the remaining (open) schools.
- Step 7. Using the adjusted school weight from Step 6, a second nonresponse adjustment was made, accounting for 95 missing Wave 2 principal questionnaires from the 1,487 Wave 2 schools that had agreed to cooperate (recall that there were 168 principals with missing questionnaires—1,315 principal respondents—in Wave 1).
- Step 8. A Winsorization adjustment was made for four extreme principal weights resulting in preliminary principal B weights.

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Step 9. Step 8 weights were raked to school (principal) totals on four dimensions: school size (four categories, imputed for nonlongitudinal Wave 2 schools using the previous record's school size value after sorting the dataset by imputed school level—elementary, middle and high school—region and poverty level, district size, metropolitan status, district, low and high grade and school unidentifiable identification code), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and school type (four categories based on imputed school level and CSR/Title I status). With a tolerance level set at 0.001, convergence was satisfied after six iterations.

Step 10. Four extreme principal weights were Winsorized.

Step 11. Finally, 15 principals had a raked weight of less than 1.00. They were reset to 1.00 while the rest of the principal sample maintained its weights from Step 10. The result is the final Wave 2 principal B-weight. Note that the sum of the Wave 1 and Wave 2 B-weights differ little (83,298 in Wave 1 versus 83,301.38 in Wave 2).

Step 12. These principal B-weights were then multiplied by school enrollment (obtained from the school level 2001–02 Common Core of Data file).

Step 13. A Winsorization adjustment was made for one extreme weight.

Step 14. Finally, these weights were raked to school enrollment on four dimensions: imputed school size (four categories), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and imputed school type (four categories as described above). With a tolerance level set at 0.001, convergence was satisfied after seven iterations. The resulting weights are the final principal A-weights that represent the population of students. One may use these weights to estimate the number or proportion of students who are in schools with a certain attribute.

## **Principal Survey Longitudinal Weights—2006–07**

Step 1. Longitudinal principal survey weights began with 1,315 final Wave 1 weights already adjusted for nonresponse and forced to add up to the Wave 1 control total of 83,298 schools(principals).

Step 2. Using the nonresponse-adjusted principal weight from Step 1, a second nonresponse adjustment was made, accounting for 150 of the 1,315 Wave 1 principals that either were missing a questionnaire from Wave 2 or were not in one of the 1,363 longitudinal schools (of which 1,287 had principals who responded in either Wave 1 or Wave 2).

Step 3. A Winsorization adjustment was made for four extreme principal weights.

Step 4. Step 3 weights were raked to school (principal) totals on four dimensions: school size (four categories, imputed for nonlongitudinal Wave 2 schools using the previous record's school size value after sorting the dataset by imputed school level—elementary, middle and high school—region and poverty level, district size, metropolitan status, district, low and high grade, and school unidentifiable identification code), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and school type (four categories based on imputed school level and CSR/Title I Status). With a tolerance level set at 0.001, convergence was satisfied after six iterations.

Step 5. Four cases had weights Winsorized.

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- Step 6. Fifteen principals had a raked weight of less than 1.00. They were reset to 1.00 while the rest of the principal sample maintained its weights from Step 5. The result is the final longitudinal principal B-weight. Note that both Wave 1 and Wave 2 B-weights totaled 83,298.
- Step 7. These principal B-weights were then multiplied by school enrollment (obtained from the school level 2001–02 Common Core of Data file).
- Step 8. A Winsorization adjustment was made for one extreme weight.
- Step 9. Finally, these weights were raked to school enrollment on four dimensions: imputed school size (four categories), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and imputed school type (four categories as described above). With a tolerance level set at 0.001, convergence was satisfied after seven iterations. The resulting weights are the final A-weights that represent the population of students. One may use these weights to estimate the number or proportion of students who are in schools with a certain attribute.

## **Teacher Weights—2004–05**

- Step 1. Teacher weights began with the noncooperation-adjusted school weight from Step 6 of the 2004–05 principal (school) B-weights.
- Step 2. A Winsorization adjustment was applied to seven extreme school weights.
- Step 3. Those weights were then raked to school totals on four dimensions: school size (four categories), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and school type (four categories). With a tolerance level set at 0.001, convergence was satisfied after six iterations.
- Step 4. Two cases had weights Winsorized.
- Step 5. Fifteen schools had a raked weight of less than 1.00. These weights were reset to 1.00, while the rest of the school sample maintained the weight from Step 4.
- Step 6. The conditional teacher base weight was computed as the reciprocal of the teacher probability of selection.
- Step 7. The teacher base weight was calculated by multiplying the Step 5 weight by the Step 6 conditional weight.
- Step 8. Teachers determined to be ineligible or out of scope (assuming no permanent replacement teacher was available) were given a weight of zero.
- Step 9. A nonresponse adjustment was made for teachers who refused to complete the questionnaire and for a proportion of the teachers with unknown eligibility (this weight adjustment was implemented in two steps, first, adjusting for nonresolution of eligibility status and, second, adjusting for nonresponse). Nonresponse adjustment cells were defined by crossing region by poverty strata (eight categories) by teacher strata (14 categories), with the collapsing of a few small cells (those with fewer than 30 cases). Collapsing of small cells involved cells for sixth-grade classroom teachers, seventh- and eighth-grade mathematics teachers, and seventh- and eighth-grade English language arts teachers.

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Step 10. The nonresponse adjusted weights were then adjusted for outliers. Outliers were defined to be any weights that were at or above the 99.5 percentile within a nonresponse adjustment cell. Fifty-one outliers were flagged and Winsorized.

## **Longitudinal Teacher Survey Weights—2004–05**

Step 1. Longitudinal teacher survey weights began with the raked Winsorized noncooperation-adjusted school weight from Step 5 of the 2004–05 teacher B-weights.

Step 2. Selecting only the weights from the 1,326 longitudinal schools that had a teacher, paraprofessional or both who responded in both waves, these weights were renormalized so they total 82838.65, the sum of the raked school weights in Wave 1.

Step 3. The conditional teacher base weight was computed as the reciprocal of the teacher probability of selection.

Step 4. The teacher base weights were calculated by multiplying the Step 2 weights by the Step 3 conditional weights.

Step 5. Teachers determined to be ineligible or out of scope (assuming no permanent replacement teacher was available) were given a weight of zero.

Step 6. A nonresponse adjustment was made for teachers who refused to complete the questionnaire and for a proportion of the teachers with unknown eligibility (this weight adjustment was implemented in two steps, first, adjusting for nonresolution of eligibility status and, second, adjusting for nonresponse). Nonresponse adjustment cells were defined by crossing region by poverty strata (eight categories) by teacher strata (14 categories), with the collapsing of a few small cells (those with fewer than 30 cases). Collapsing of small cells involved cells for seventh- and eighth-grade mathematics teachers, and seventh- and eighth-grade English language arts teachers.

Step 7. The nonresponse adjusted weights were then adjusted for outliers. Outliers were defined to be any weights that were at or above the 99.5 percentile within a nonresponse adjustment cell. Forty-six outliers were flagged and Winsorized.

Step 8. Finally, the above weights are renormalized so they add to the sum of the final Wave 1 weights within each teacher stratum.

## **Teacher Weights—2006–07**

Step 1. Teacher weights began with the noncooperation-adjusted school weight from Step 6 of the 2006–07 principal (school) B-weights.

Step 2. Using the noncooperation-adjusted school weight from Step 1, a second adjustment was made, accounting for five rostered Wave 2 schools that had agreed to cooperate, but in the end did not complete and return any type of questionnaire for the principal or any teacher (or paraprofessional).

Step 3. A Winsorization adjustment was applied to four extreme school weights.

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- Step 4. Those weights were then raked to school totals on four dimensions: school size (four categories, imputed for nonlongitudinal Wave 2 schools using the previous record's school size value after sorting the dataset by imputed school level—elementary, middle and high school—region and poverty level, district size, metropolitan status, district, low and high grade, and school unidentifiable identification code), region by poverty strata (eight categories), Metropolitan Status Code 2001 (three categories) and school type (four categories based on imputed school level and CSR/Title I Status). With a tolerance level set at 0.001, convergence was satisfied after six iterations.
- Step 5. Four cases had weights Winsorized.
- Step 6. Fifteen schools had a raked weight of less than 1.00. These weights were reset to 1.00 while the rest of the school sample maintained the weight from Step 4. Note that the sums of the Wave 1 and Wave 2 B-weights differ very little (83,298 in Wave 1 versus 83,301.28 in Wave 2).
- Step 7. The conditional teacher base weight was computed as the reciprocal of the teacher probability of selection.
- Step 8. The teacher base weight was calculated by multiplying the Step 5 weight by the Step 6 conditional weight.
- Step 9. Teachers determined to be ineligible or out of scope (assuming no permanent replacement teacher was available) were given a weight of zero.
- Step 10. A nonresponse adjustment was made for teachers who refused to complete the questionnaire and for a proportion of the teachers with unknown eligibility (this weight adjustment was implemented in two steps, first, adjusting for nonresolution of eligibility status and, second, adjusting for nonresponse). Nonresponse adjustment cells were defined by crossing region by poverty strata (eight categories) by teacher strata (14 categories), with the collapsing of a few small cells (those with fewer than 30 cases). Collapsing of small cells involved cells for sixth-grade classroom teachers, seventh- and eighth-grade mathematics teachers, and seventh- and eighth-grade English language arts teachers.
- Step 11. The nonresponse adjusted weights were then adjusted for outliers. Outliers were defined to be any weights that were at or above the 99.5 percentile within nonresponse adjustment cell. Fifty outliers were flagged and Winsorized.
- Step 12. Finally, the above weights are renormalized so they add to the sum of the final Wave 1 teacher weights within each teacher stratum.

## **Longitudinal Teacher Survey Weights—2006–07**

- Step 1. Longitudinal teacher survey weights began with the raked Winsorized noncooperation-adjusted school weight from Step 5 of the 2006–07 teacher B-weights.
- Step 2. Selecting only the weights from the 1,326 longitudinal schools that had a teacher, paraprofessional or both who responded in both waves, these weights were renormalized so they total 82838.65, the sum of the raked school weights in Wave 1.



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- Step 3. The conditional teacher base weight was computed as the reciprocal of the teacher probability of selection.
- Step 4. The teacher base weights were calculated by multiplying the Step 2 weights by the Step 3 conditional weights.
- Step 5. Teachers determined to be ineligible or out of scope (assuming no permanent replacement teacher was available) were given a weight of zero.
- Step 6. A nonresponse adjustment was made for teachers who refused to complete the questionnaire and for a proportion of the teachers with unknown eligibility (this weight adjustment was implemented in two steps, first, adjusting for nonresolution of eligibility status and, second, adjusting for nonresponse). Nonresponse adjustment cells were defined by crossing region by poverty strata (eight categories) by teacher strata (14 categories), with the collapsing of a few small cells (those with fewer than 30 cases). Collapsing of small cells involved cells for sixth-grade classroom teachers, seventh- and eighth-grade mathematics teachers, and seventh- and eighth-grade English language arts teachers.
- Step 7. The nonresponse adjusted weights were then adjusted for outliers. Outliers were defined to be any weights that were at or above the 99.5 percentile within a nonresponse adjustment cell. Forty-eight outliers were flagged and Winsorized.
- Step 8. Finally, the above weights are renormalized so they add to the sum of the final Wave 1 weights within each teacher stratum.

## STANDARD ERRORS

Design-appropriate standard errors were estimated using SAS statistical software that makes use of the Taylor expansion method. The standard errors provide an indicator of the reliability of each estimate. For example, if all possible samples of the same size were surveyed under identical conditions, an interval calculated by adding and subtracting 1.96 times the standard error from a particular estimate would include the population value in approximately 95 percent of the samples.

## STATISTICAL TESTS

All comparisons between groups discussed in the text and all comparisons over time have been tested for statistical significance, using a significance level of 0.05. The significance level, or alpha, reflects the probability that a difference between groups as large as the one observed could arise simply because of sampling variation, if there were no true difference between groups in the population.

The approach to significance testing differed for cross-sectional comparisons (e.g., comparisons among subgroups within either the 2004–05 or 2006–07 of the survey) and longitudinal comparisons (e.g., comparisons between results in 2004–05 and 2006–07). Cross-sectional differences between subgroup means or ratios were tested by calculating a *t*-statistic based on the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{SE_1^2 + SE_2^2}}$$

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where  $\bar{x}_1$  and  $\bar{x}_2$  are the estimated means or ratios being compared and  $SE_1$  and  $SE_2$  are their corresponding standard errors. The  $t$  value was then compared with the critical value for an alpha level of 0.05, which was set conservatively at 2.0. Differences between proportions were tested using a design-adjusted chi-square statistic.

When more than two groups were compared (for example, high-, medium- and low-poverty districts), comparisons were conducted separately for each pair of groups (for example, high- versus medium-poverty districts, medium- versus low-poverty districts, and high- versus low-poverty districts).

We used several approaches to test differences in responses between Wave 1 and Wave 2. For the district survey data, we restricted the sample to the 288 districts that responded in both waves. All differences discussed in the text change in percentage for dichotomous outcomes, so we used a design-adjusted McNemar test for these analyses.<sup>32</sup>

For comparisons of outcomes in Wave 1 and Wave 2 relying on principal survey data, we used the full sample of respondents at each wave, and we conducted statistical tests assuming independence between waves, using either a design-adjusted  $t$ -test or chi-square. These tests are likely to be slightly conservative if responses across the two waves are positively correlated. We explored restricting the analyses to data from schools that provided responses in both waves and taking the dependence between waves into account, but the reduction in sample size resulted in standard errors that were approximately the same as those we obtained using the full sample.

For comparisons of teacher outcomes in Wave 1 and Wave 2, we also used the full sample of respondents at both waves, and we conducted statistical tests assuming independence between waves, using either a design-adjusted  $t$ -test or chi-square. Like the tests for principles, these tests are likely to be slightly conservative because they ignore the dependence resulting from the fact that teachers were sampled from the same schools at Wave 1 and Wave 2. (As described above, the sampling design did not involve following teachers longitudinally; instead, schools were followed over time, and a separate random sample of teachers was drawn at each time point, minimizing the number of teachers sampled in Wave 1 that would be drawn in Wave 2.)

## **NATIONAL AYP AND IDENTIFICATION DATABASES**

The Study of State Implementation of Accountability and Teacher Quality under *NCLB* National AYP and Identification Database contains more than 89,000 schools (Title I and non–Title I) with valid improvement status and AYP status located in approximately 15,000 districts across 50 states, the District of Columbia and Puerto Rico. The Common Core of Data indicated that there were approximately 97,000 public schools in the 50 states, the District of Columbia and Puerto Rico. When merged with the SSI-*NCLB* National AYP and Identification Database, there were 3,500 of these 97,000 schools for which states reported AYP as “not determined,” or “not relevant,” or for which there were “no data.” Another 4,000 of these 97,000 schools were not reported in state-provided AYP files because some states were not explicit about schools for which AYP was not determined or were not reported in identification files; that is, none of these schools appeared on state identified-for-improvement lists provided as a part of their respective state’s Consolidated State Performance Report. These 4,000 schools do not have uniform characteristics, but many are coded as “Other/Alternative” type schools or they reported zero students enrolled.

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<sup>32</sup> We implemented the McNemar test using SAS Proc SurveyFreq.

**APPENDIX B**  
**STANDARD ERROR EXHIBITS<sup>33</sup>**

**Exhibit B.1**  
**Notification, Application and Participation in Title I Public School Choice and Supplemental Educational Services, 2003–04 to 2006–07 (as Reported by Districts)**

	Public School Choice								Supplemental Educational Services			
	2003–04 (n = 109)		2004–05 (n = 121)		2005–06 (n = 131)		2006–07 (n = 135)		2003–04 (n = 80)		2005–06 (n = 127)	
	Estimated Number of Students	Percentage of Eligible Students	Estimated Number of Students	Percentage of Eligible Students	Estimated Number of Students	Percentage of Eligible Students	Estimated Number of Students	Percentage of Eligible Students	Estimated Number of Students	Percentage of Eligible Students	Estimated Number of Students	Percentage of Eligible Students
Eligible	3,850,000 (269,713)	N/A	6,526,000 (373,560)	N/A	6,064,000 (342,781)	N/A	5,981,000 (377,802)	N/A	1,380,000 (101,885)	N/A	2,662,000 (128,076)	N/A
Notified	3,269,00 (274,279)	84.9%	4,175,000 (303,227)	64.0%	4,826,000 (333,196)	79.6%	4,616,000 (298,247)	72.2%	1,714,000 (89,237)	124.3%	3,555,000 (205,056)	133.5%
Applied	68,00 (6,624)	1.8%	82,000 (12,936)	1.3%	111,000 (12,036)	1.8%	97,000 (10,295)	1.6%	265,000 (15,650)	19.2%	493,000 (29,383)	18.5%
Participated	38,000 (6,248)	1.0%	45,000 (8,870)	0.7%	58,000 (8,244)	1.0%	45,000 (6,188)	0.8%	233,000 (15,515)	16.9%	449,000 (50,384)	16.9%

Note: N/A =not available.

Source: NLS-NCLB, District Survey; SSI-NCLB National AYP and Identification Database.

**Exhibit B.2**  
**Percentage of Schools Designated to Receive Transferring Students Under Title I Public School Choice, by Percentage of Schools' Populations Who Were Transferred, 2006–07**

Percentage of Schools' Students Who Were Transferred	Percentage of Receiving Schools
0	62.1 (5.9)
0.1 to 1	18.0 (4.5)
1.1 to 2	3.7 (1.0)
2.1 to 5	12.1 (5.1)
5.1 or more	4.1 (1.6)

Source: NCL-NCLB, Principal Survey (n = 404 principals, or schools).

<sup>33</sup> In the following exhibits, standard errors are provided in parenthesis after each estimate.

**Exhibit B.3**  
**Percentage of Districts Required to Offer Title I Public School Choice That Offered This Option and Percentage of Students in These Districts, by School Level, 2006–07**

	Elementary Schools		Middle Schools		High Schools	
	Percentage of Districts ( <i>n</i> = 108)	Percentage of Students	Percentage of Districts ( <i>n</i> = 114)	Percentage of Students	Percentage of Districts ( <i>n</i> = 54)	Percentage of Students
District offers Title I public school choice at this grade level	67.3 (10.8)	94.5 (1.7)	41.3 (9.8) <sup>a</sup>	73.3 (4.1)	21.9 (9.1)	69.3 (3.3) <sup>a</sup>
Title I public school choice not available because all schools at this grade level are identified for improvement	26.0 (11.1)	3.8 (1.5)	48.2 (9.8)	17.3 (2.5)	58.3 (13.9)	13.8 (3.8)
District is not offering Title I public school choice for other reasons	6.3 (4.4)	1.7 (1.0)	10.6 (4.0)	9.4 (4.0)	19.8 (11.5)	16.9 (3.0) <sup>a</sup>

<sup>a</sup> Significantly different from 2004–05.

Source: NLS-NCLB, District Survey; SSI-NCLB National Database of School AYP and Identification.

**Exhibit B.4**  
**Percentage of Districts Offering Title I Public School Choice That Offered Parents of Eligible Students Two or More Alternate Schools, by School Level, 2006–07**

	Elementary Schools ( <i>n</i> = 109)	Middle Schools ( <i>n</i> = 110)	High Schools ( <i>n</i> = 71)
Districts offering two or more alternate schools	90.2 (5.5)	54.8 (11.1)	30.0 (10.7)
Students in districts offered two or more alternate schools	90.8 (4.5)	75.7 (5.1)	66.4 (5.9)

Source: NLS-NCLB, District Survey.

**Exhibit B.5**  
**Percentage of Parents, by Rating of the Schools From Which and To Which**  
**Their Child Transferred, 2006–07**

	<b>School From Which Child Transferred</b> ( <i>n</i> = 316)	<b>School To Which Child Transferred</b> ( <i>n</i> = 309)
A—Excellent	7.5 (1.5)	31.1 (2.8)
B—Good	17.9 (2.2)	40.1 (2.9)
C—Fair	29.8 (2.6)	19.6 (2.3)
D—Unsatisfactory	22.7 (2.5)	5.9 (1.4)
F—Failing	22.1 (2.4)	3.0 (0.8)

Note: Percentages may not add to 100.0 percent because of rounding.

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.6**  
**Percentage of Districts That Offered Required Title I Supplemental Educational**  
**Services, by Characteristics of Students to Whom These Services Were Offered,**  
**2006–07**

	<b>Percentage of Districts</b> ( <i>n</i> = 129)
All students	46.8 (9.6)
Only students from low-income families	31.8 (6.8)
Students that are both low achieving and from low-income families	10.4 (4.3)
No students were offered supplemental educational services	8.7 (5.4)
Other	2.2 (1.5)

Note: Percentages may not add to 100.0 percent because of rounding.

Source: NLS-NCLB, District Survey.

**Exhibit B.7**  
**Distribution of Title I Supplemental Educational Service Providers and of Participants, by Type of Provider, 2005–06**

Provider Type	Percentage of Approved Providers	Percentage of Participating Students
All private providers	82.5 (7.4)	76.0 (4.7)
Faith-based providers	0.4 (0.3)	0.6 (0.2)
Districts and public schools	9.3 (4.6)	12.9 (2.6)
Colleges and universities	8.1 (4.9)	11.2 (4.2)

Note: Percentages may not add to 100.0 percent because of rounding.

Source: NLS-NCLB, District Survey ( $n = 76$  districts).

**Exhibit B.8**  
**Distribution of Title I Supplemental Educational Service Providers, by Staff Size, 2004–05 and 2006–07**

Number of Instructional Staff Members	2004–05 ( $n = 99$ )	2006–07 ( $n = 98$ )
10 or fewer	46.6 (6.3)	31.3 (6.1)
11–20	17.9 (4.1)	15.1 (4.7)
21–50	20.8 (4.5)	19.2 (4.5)
51 or more	14.7 (4.0)	34.4 (6.9)
Mean	36.2 (7.2)	78.7 (16.1)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey (in 16 districts).

**Exhibit B.9**  
**Percentage of Provider Staff Members, by Type of Instructional Staff, 2004–05 and 2006–07**

Type of Instructional Staff Members	2004–05 ( $n = 100$ )	2006–07 ( $n = 103$ )
Certified teachers	63.5 (4.6)	58.9 (4.7)
Teachers in district where provider operates	57.8 (4.8)	38.0 (4.6)
Teacher in school with students eligible for supplemental educational services	44.4 (5.8)	36.0 (5.0)
Teacher who also teaches in classroom of the students they tutor	19.1 (4.3)	10.4 (2.5)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey (in 16 districts).

**Exhibit B.10**  
**Percentage of Districts, by Number of Title I Supplemental Educational Service Providers Available to Students, 2003–04 and 2005–06**

Number of Providers	Percentage of Districts ( <i>n</i> = 106)
One or two providers	21.8 (12.9)
Three or four providers	9.7 (5.2)
Five or more providers	68.5 (12.5)

Source: NLS-NCLB, District Survey.

**Exhibit B.11**  
**Percentage of Title I Supplemental Educational Service Providers, by Academic Subject and Grades Served, 2006–07**

Academic Subject	Grades K–5	Grades 6–8	Grades 9–12
Reading	91.4 (3.6)	81.8 (4.7)	38.2 (6.1)
Mathematics	83.5 (4.2)	77.5 (4.8)	38.1 (6.1)
Writing	13.7 (3.3)	12.1 (3.2)	8.5 (3.1)
Social studies or history	0.0	1.1 (0.8)	0.6 (0.6)
Science	0.0	1.1 (0.8)	0.6 (0.6)
Other	0.8 (0.8)	0.6 (0.6)	0.6 (0.6)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey (*n* = 100 providers in 16 districts).

**Exhibit B.12**  
**Percentage of Districts, by Number of Hours of Title I Supplemental Educational Services Students Were Provided per Week, 2005–06**

Number of Hours	Percentage of Districts ( <i>n</i> = 109)
One or two hours	47.7 (10.4)
Three hours	25.1 (6.9)
Four hours	7.8 (3.4)
Five hours or more	19.4 (13.8)

Source: NLS-NCLB, District Survey.

<b>Exhibit B.13</b>	
<b>Percentage of Providers of Title I Supplemental Educational Services, by Duration and Frequency of Service, 2006–07</b>	
<b>Minutes per Session (n = 100)</b>	
60	44.9 (6.6)
90	28.0 (6.6)
120	12.9 (3.6)
Other	14.2 (3.8)
<b>Sessions per Week (n = 105)</b>	
1	8.2 (3.0)
2	58.5 (6.2)
3	24.3 (5.4)
4 or more	9.0 (2.7)
Mean	2.4 (0.1)
<b>Sessions per Year (n = 100)</b>	
< 20	22.5 (5.5)
21–30	30.9 (6.8)
31–40	23.4 (5.4)
41 or more	23.4 (4.9)
Mean	35.5 (2.2)
Note: Percentages may not add to 100.0 percent because of rounding.	
Source: NLS-NCLB, Supplemental Educational Service Provider Survey (in 16 districts).	



**Exhibit B.14**  
**Percentage of Title I Supplemental Educational Service Providers,**  
**by Location of and Grouping of Students for Delivery of Services, 2006–07**

<b>Location and Student Grouping</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>Location where supplemental educational services are provided</b>				
At the schools of served students ( <i>n</i> = 103)	46.1 (6.6)	6.8 (2.5)	9.8 (3.4)	37.3 (6.5)
At other schools or administrative buildings in the district ( <i>n</i> = 98)	87.3 (3.7)	6.3 (2.7)	5.2 (2.4)	1.2 (0.9)
At a public building, or community center ( <i>n</i> = 100)	55.9 (6.6)	22.2 (5.9)	17.5 (4.9)	4.3 (1.7)
At the local office of the provider ( <i>n</i> = 97)	70.5 (5.7)	5.1 (1.9)	8.7 (3.8)	15.6 (4.4)
At the student's home ( <i>n</i> = 99)	65.2 (6.4)	5.0 (2.9)	20.8 (6.0)	9.0 (2.9)
On the Internet ( <i>n</i> = 100)	79.2 (5.4)	3.9 (2.6)	2.8 (2.3)	14.6 (4.5)
<b>Student grouping for delivery of supplemental educational services</b>				
In large groups ( <i>n</i> = 92)	56.5 (7.0)	17.2 (6.0)	14.8 (4.0)	11.4 (5.0)
In small groups ( <i>n</i> = 99)	32.4 (6.5)	30.3 (6.9)	16.9 (4.0)	20.4 (4.5)
One-on-one ( <i>n</i> = 100)	20.1 (5.4)	26.8 (6.0)	20.2 (4.8)	32.9 (6.4)
Source: NLS-NCLB, Supplemental Educational Service Provider Survey (in 16 districts).				

**Exhibit B.15**  
**Percentage of Districts That Notified Parents of Elementary Students of Their**  
**Title I Public School Choice and Supplemental Educational Service Options and**  
**Percentage of These Parents Who Reported They Were Notified, 2006–07**  
**(in Eight Urban Districts)**

	<b>Parents of Students Eligible for Public School Choice</b> ( <i>n</i> = 961)	<b>Parents of Students Eligible for Supplemental Educational Services</b> ( <i>n</i> = 959)
Yes	20.4 (2.2)	58.7 (2.8)
No	68.2 (2.6)	31.2 (2.6)
Not sure	11.4 (1.8)	10.1 (1.8)
Source: NLS-NCLB, Parent Survey (in eight districts).		

**Exhibit B.16**  
**Percentage of Parents of Elementary Students Who Reported They Were Notified of Their Child's Eligibility for Title I Supplemental Educational Services, by Choice Decision, 2006–07 (in Eight Urban Districts)**

	Percentage of Parents of Eligible Students (Including Participating and Nonparticipating Students) (n = 959)	Percentage of Parents of Eligible Nonparticipating Students (n = 454)	Percentage of Parents of Participating Students (n = 505)
Yes	58.7 (2.8)	53.5 (3.3)	81.4 (3.4)
No	31.2 (2.6)	34.9 (3.1)	15.1 (3.2)
Not sure	10.1 (1.8)	11.6 (2.2)	3.5 (1.6)

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.17**  
**Timing of Parent Notification About Title I Public School Choice as Reported by Districts, 2003–04 to 2006–07**

Parent Notified	2003–04 (n = 104)	2004–05 (n = 181)	2006–07 (n = 132)
<i>Before</i> the first day of school	23.1 (9.9)	29.5 (8.9)	43.1 (8.5)
<i>On or about</i> the first day of school	38.7 (19.4)	21.2 (14.8)	14.7 (5.5)
<i>After</i> the first day of school	38.2 (12.4)	49.4 (12.1)	42.2 (9.4)

Note: Percentages may not add to 100.0 percent because of rounding.

Source: NLS-NCLB, District Survey.

**Exhibit B.18**  
**Percentage of Eligible Students Transferring Schools, by When District First Notified Parents About Their Title I Public School Choice, 2003–04 to 2006–07**

Timing of Parent Notification	Percentage of Students Transferring Schools in 2003–04 (n = 118)	Percentage of Students Transferring Schools in 2004–05 (n = 159)	Percentage of Students Transferring Schools in 2005–06 (n = 135)	Percentage of Students Transferring Schools in 2006–07 (n = 127)
<i>Before</i> the first day of the 2004–05 school year	3.2 (0.008)	2.9 (0.004)	1.7 (0.005)	1.4 (0.003)
<i>On or about</i> the first day of the 2004–05 school year	1.6 (0.0002)	1.8 (0.009)	0.5 (0.004)	0.6 (0.004)
<i>After</i> the first day of the 2004–05 school year	0.4 (0.002)	0.2 (.0002)	0.2 (0.001)	0.1 (0.001)
Notified anytime	1.0 (0.003)	0.9 (0.003)	0.9 (0.002)	0.8 (0.002)

Source: NLS-NCLB, District Survey.

**Exhibit B.19**  
**Percentage of Parents of Eligible Students Notified of Title I Public School Choice, by**  
**When First Notified and Choice Decision, 2006–07**

Parent Notified	Percentage of Parents of Nonparticipating Students ( <i>n</i> = 237)	Percentage of Parents of Participating Students ( <i>n</i> = 305)	Percentage of Parents of All Eligible Students ( <i>n</i> = 542)
<i>Before</i> the first day of the 2004–05 school year	26.1 (4.9)	62.4 (3.0)	46.3 (4.0)
<i>On or about</i> the first day of the 2004–05 school year	6.9 (2.9)	3.5 (0.9)	5.3 (2.0)
<i>After</i> the first day of the 2004–05 school year	45.0 (6.1)	13.8 (2.1)	27.6 (3.8)
Not sure	22.0 (4.7)	20.3 (2.5)	20.9 (3.5)

Note: Percentages may not add to 100.0 percent because of rounding.

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.20**  
**Percentage of Districts Communicating With Parents About Title I Public School Choice**  
**and Supplemental Educational Services and of Eligible Students in These Districts,**  
**by Method of Communication, 2006–07**

Method of Communication	Public School Choice ( <i>n</i> = 146)		Supplemental Educational Services ( <i>n</i> = 129)	
	Percentage of Districts	Percentage of Students	Percentage of Districts	Percentage of Students
Written notification in English	98.7 (1.3)	92.2 (0.8)	91.3 (5.4)	97.7 (1.1)
Written notification in language(s) other than English	59.4 (8.3)	73.7 (4.8)	6.9 (8.4)	82.6 (4.0)
Enrollment fairs or open houses	22.5 (5.4)	46.5 (5.0)	62.9 (9.2)	81.8 (2.7)
Individual meetings with interested parents	60.5 (8.6)	73.0 (4.6)	62.8 (9.4)	82.6 (3.7)
Notices in district or school newsletters	53.3 (8.6)	66.9 (4.9)	49.5 (9.4)	63.1 (4.3)
Public service announcements	14.9 (4.6)	26.1 (4.0)	30.8 (9.8)	42.1 (4.9)
Notices made in collaboration with a local community partner	16.8 (5.4)	31.0 (4.4)	33.0 (9.6)	40.4 (4.9)
Notices in public newspapers	25.6 (6.5)	35.0 (4.6)	12.7 (4.6)	37.0 (4.8)
Notices on school district's Web site	24.4 (6.2)	53.4 (5.2)	30.8 (7.0)	63.0 (4.9)
Instructions to principals to inform parents of availability of services	N/A	N/A	79.1 (7.0)	91.4 (3.1)
Information provided during regularly scheduled parent-teacher conferences	N/A	N/A	60.7 (9.4)	71.9 (5.1)
Other	43.0 (11.1)	55.7 (6.5)	34.6 (7.1)	58.6 (4.6)

Note: N/A = not available.

Source: NLS-NCLB, District Survey.

**Exhibit B.21**  
**Percentage of Parents Reporting They Received Notice of Their Child's Eligibility for Title I Public School Choice or Supplemental Educational Services, by How They Learned Their Child Was Eligible, 2006–07**

How Parents Learned of Their Child's Eligibility	Percentage of Parents	
	Public School Choice (n = 249)	Supplemental Educational Services (n = 676)
Received a letter	76.2 (5.7)	75.9 (3.1)
Read information in district or school newsletter	18.7 (5.0)	9.7 (2.2)
Went to a general meeting for parents	10.7 (2.9)	18.4 (2.6)
Heard from other parents of other students	8.3 (2.8)	7.4 (1.9)
Was notified by the school or district	4.3 (1.9)	12.8 (2.3)
Went to an enrollment fair or open house	4.2 (2.5)	11.8 (2.3)
Other	10.3 (3.8)	7.0 (1.4)

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.22**  
**Percentage of Parents Notified of Their Child's Eligibility for Title I Parental Choice, by How Understandable the Information Was, 2006–07**

Information Received was	School Choice (n = 239)	Supplemental Educational Services (n = 652)
Very easy to understand	52.4 (5.9)	67.9 (3.4)
Somewhat easy to understand	37.9 (5.5)	27.2 (3.2)
Somewhat difficult to understand	6.1 (2.7)	3.6 (1.2)
Very difficult to understand	3.6 (2.5)	1.3 (0.9)

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.23**  
**Percentage of Parents Notified of Their Child's Eligibility for Title I Public School Choice, by Type of Information They Received About Their Options, 2006–07**

Received Information About	Percentage of Parents ( <i>n</i> = 230)
The optional schools' academic performance	60.1 (3.5)
How to apply to move their child to another school	35.7 (5.4)
Whom to contact with questions about moving their child	33.6 (5.4)
Transportation available	26.7 (5.2)
Services at their child's current school not available at schools offered for choice	18.9 (4.6)

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.24**  
**Percentage of Teachers Communicating With Parents About Title I Supplemental Educational Services, by Type of Communication and Grade Level, 2006–07**  
**(Among Teachers Who Knew Their Students Were Eligible for These Services)**

Type of Communication	All Grades ( <i>n</i> = 1,018)	Elementary School ( <i>n</i> = 531)	Middle School ( <i>n</i> = 316)	High School ( <i>n</i> = 150)
I encouraged parents to apply	54.0 (3.7)	58.3 (5.5)	52.7 (5.1)	43.6 (10.2)
I advised parents on providers	28.9 (3.2)	33.4 (4.7)	25.1 (3.4)	17.4 (3.1)
Parents contacted me	23.2 (2.3)	27.4 (2.9)	21.8 (5.0)	8.8 (2.4)
Other	23.0 (2.2)	21.4 (2.5)	27.6 (5.0)	21.0 (3.7)
I have not communicated with parents	24.3 (3.0)	20.9 (4.0)	25.0 (3.9)	35.1 (6.6)

Source: NLS-NCLB, Teacher Survey.

**Exhibit B.25**  
**Percentage of Providers Communicating With the Parents of Students Participating in Title I Supplemental Educational Services, by Topic and Frequency, 2006–07**

Topic	Never	Sometimes	Often or Always
Student attendance at supplemental educational service centers	0.0 (0.0)	33.2 (6.2)	66.8 (6.6)
Student progress related to regular classroom instruction	11.2 (5.2)	29.7 (5.7)	59.2 (6.5)
Student progress related to supplemental educational service activities or goals	0.0 (0.0)	26.4 (6.4)	73.8 (6.4)
Student achievement on state achievement tests	22.2 (5.7)	46.5 (6.9)	31.5 (6.1)
Student behavior or motivation during sessions	0.5 (0.5)	45.2 (6.7)	54.6 (6.7)
Specific learning needs of the child	0.8 (0.8)	33.9 (7.1)	65.4 (7.0)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 101$  providers in 16 districts).

**Exhibit B.26**  
**Percentage of Parents of Students Participating In Title I Public School Choice, by Reason for Participating, 2006–07**

Reason	Percentage of Parents of Students Participating in Public School Choice ( $n = 282$ )
The quality of teaching at the new school was better	62.4 (3.1)
My child's old school was not meeting his or her needs	62.0 (3.1)
There is good discipline, safety and order at the new school	46.9 (3.2)
My child got transportation to the new school	34.6 (3.0)
The new school is located in a place that is easy to get to	30.3 (2.9)
There are different academic programs at the new school	30.0 (3.0)
My child wanted to change schools	28.0 (2.8)
There are activities after school and sports teams at the new school	24.0 (2.7)
There is free tutoring or other extra help with schoolwork at the new school	20.2 (2.6)
My child had been getting bad grades	19.3 (2.5)
There are services for children with disabilities at the new school	11.8 (2.0)
My child's old teacher thought he or she should move	10.9 (1.9)
There are services at the school for children whose first language is not English	4.8 (1.4)

Source: NLS-NCLB, Parent Survey (in eight districts).

**Exhibit B.27**  
**Percentage of Parents of Eligible Students Not Participating in**  
**Title I Public School Choice, by Reason for Not Participating, 2006–07**

Reason	Percentage of Parents of Eligible Students Not Participating in Public School Choice ( <i>n</i> = 220)
I was satisfied with the quality of teaching at my child's school	63.0 (5.8)
My child's school is located in a place that is easy to get to	60.3 (6.1)
My child wanted to stay	44.8 (6.1)
My child was getting good grades at the current school	42.4 (6.1)
I didn't want to disrupt my child	41.5 (6.1)
There is free tutoring or other extra help with schoolwork at my child's school	33.8 (5.7)
There are activities after school and sports teams at my child's school	33.3 (5.9)
There is good discipline, safety and order at my child's school	28.1 (5.2)
There are services at my child's school for children whose first language is not English	25.4 (5.8)
There are different academic programs at my child's school	25.1 (5.3)
There are services at my child's school for children with disabilities	21.2 (5.3)
I didn't have enough information about the schools I could choose from	12.5 (4.2)
There was no space for my child at the school I wanted	4.8 (2.7)
The district did not have transportation to any of the new schools I could choose from	4.4 (1.5)
I was not given enough time to make the decision to move my child to another school	2.0 (1.0)
Source: NLS-NCLB, Parent Survey (in eight districts).	

**Exhibit B.28**  
**Percentage of Parents of Students Participating in Title I Supplemental Educational Services, by Reason for Participating, 2006–07**

Reason	Percentage of Parents of Students Participating in Supplemental Educational Services ( <i>n</i> = 452)
Tutoring is free	52.8 (4.5)
There is tutoring in the subject area (or areas) in which my child needs extra help	50.8 (4.5)
My child's teacher thought he or she should get this extra help	48.1 (4.5)
My child wanted to get this extra help	34.7 (4.1)
Tutoring is given at a place that is easy to get to	30.2 (4.0)
My child got a low score on a yearly achievement test	29.0 (4.0)
My child had been getting bad grades	26.9 (4.0)
There is tutoring for children with disabilities	13.5 (2.9)
There is tutoring for children whose first language is not English	8.9 (2.8)
I needed after-school care	8.1 (2.2)
My child's school is not meeting his or her needs	7.8 (2.2)
Source: NLS-NCLB, Parent Survey (in eight districts).	

**Exhibit B.29**  
**Percentage of Parents of Eligible Students Not Participating in Title I Supplemental Educational Services, by Reason for Not Participating, 2006–07**

Reason	Parents of Eligible Students Not Participating in Supplemental Educational Services ( <i>n</i> = 125)
My child doesn't need help	45.6 (7.4)
Tutoring is given at times that are not good for my family	34.6 (6.9)
Tutoring is given at a place that is not easy to get to	15.2 (4.9)
My child did not want to get this extra help	13.3 (5.5)
There is no tutoring in the subject areas where my child needs extra help	10.5 (5.0)
Tutoring does not meet the needs of children whose first language is not English	3.4 (3.3)
Tutoring does not meet the needs of children with disabilities	2.3 (1.3)
There is no tutoring at my child's grade level	0.8 (0.4)
Source: NLS-NCLB, Parent Survey (in eight districts).	



**Exhibit B.30**  
**Percentage of Districts, by Type of Provision Included in Contracts With**  
**Title I Supplemental Educational Service Providers, 2005–06**

Provision Included in Contract	Percentage of Districts (n = 113)
Providers send progress reports to parents and teachers on a regular basis	92.5 (3.7)
Providers receive payment based on the number of sessions students received	75.9 (11.4)
Providers can use district facilities free of charge	47.2 (10.7)
Providers can use district facilities for a fee	21.8 (6.9)
Services provided must be supervised by a certified teacher	43.5 (11.3)
All providers use the same standardized reporting form to establish student learning goals and evaluate progress	46.7 (10.2)
Cap on number of students a provider can serve	9.1 (4.8)
Source: NLS-NCLB, District Survey.	

**Exhibit B.31**  
**Percentage of Title I Supplemental Educational Service Providers,**  
**by Type of Provision Included in Contracts With Districts, 2006–07**

Provision Included in Contract	Percentage of Providers
Agreement that your organization can use district facilities for a fee	40.2 (6.7)
Requirement that your organization send progress reports to parents on a regular basis	93.3 (3.5)
Requirement that your organization send progress reports to teachers on a regular basis	55.5 (6.7)
Requirement that services provided to students be supervised or attended by certified teacher	22.0 (5.6)
Requirement that your organization set academic goals for each individual student in collaboration with the district, school, and/or parents	95.2 (2.3)
Requirement that your organization use a standardized reporting form to establish student learning goals and evaluate progress	87.5 (3.3)
Restrictions on how you may market your services to parents or school staff	85.5 (3.4)
Agreement that your organization can use district facilities free of charge	14.4 (3.4)
Cap on the number of students your organization can serve	35.4 (6.5)
Provision that your organization will receive payment based on the number of sessions of tutoring that students attend	94.5 (2.4)
Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 100$ providers in 16 districts).	

**Exhibit B.32**  
**Percentage of Title I Supplemental Educational Service Providers Reporting State Monitoring of Their Services, by Monitoring Mechanism and Frequency, 2006–07**

State Monitoring Mechanism	Monthly	A Few Times Per Year	Once Per Year	Every Two Years	Never
Reviewed reports of student attendance rates at supplemental educational service sessions	15.7 (4.5)	20.5 (4.6)	33.3 (7.0)	0.0 (0.0)	30.7 (6.4)
Observed supplemental educational service sessions	1.3 (0.9)	22.5 (4.8)	27.7 (6.2)	0.8 (0.8)	47.7 (6.9)
Met with provider organizations to discuss implementation	4.7 (1.9)	27.4 (5.4)	41.3 (7.1)	7.0 (3.5)	19.5 (5.0)
Tracked the state achievement test scores of participating students	3.0 (2.5)	13.1 (4.1)	61.6 (6.7)	1.1 (0.8)	21.1 (5.9)
Tracked the academic success of participating students in terms of grades, promotion, and/or graduation	4.3 (2.7)	17.0 (4.6)	35.1 (7.2)	0.0 (0.0)	43.7 (6.8)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 95$  providers in 16 districts).

**Exhibit B.33**  
**Percentage of Title I Supplemental Educational Service Providers Reporting District Monitoring of Their Services, by Monitoring Mechanism and Frequency, 2006–07**

District Monitoring Mechanism	Monthly	A Few Times Per Year	Once Per Year	Every Two Years	Never
Reviewed reports of student attendance rates at supplemental educational service sessions	44.6 (6.8)	23.4 (5.9)	21.2 (6.3)	0.6 (0.6)	10.2 (3.1)
Observed supplemental educational service sessions	15.7 (6.5)	33.0 (5.8)	30.3 (6.3)	2.8 (1.4)	18.1 (5.0)
Tracked the academic success of participating students in terms of grades, promotion or graduation	2.5 (1.5)	24.0 (6.3)	43.8 (7.3)	0.0 (0.0)	29.7 (5.7)
Tracked the state achievement test scores of participating students	8.5 (5.5)	12.7 (3.9)	60.9 (6.9)	5.4 (3.5)	12.4 (3.5)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 97$  providers in 16 districts).

**Exhibit B.34**  
**Percentage of Districts, by Average Expenditure per Student Enrolled in Title I Supplemental Educational Services, 2006–07**

Average Expenditure Per Pupil	Percentage of Districts
0–300	22.9 (13.3)
301–600	9.0 (3.6)
601–900	18.0 (6.8)
901–1,200	32.8 (8.7)
1,200 or more	17.3 (6.4)

Source: NLS-NCLB, District Survey ( $n = 100$  districts).

**Exhibit B.35**  
**Percentage of Principals at Schools With Students Eligible for Title I Supplemental Educational Services, by Degree of Alignment of Services With School Academic Content Standards and Subject Area, 2005–06**

Aligned With Content Standards	Reading ( $n = 326$ )	Mathematics ( $n = 317$ )
Not at all aligned	10.1 (6.3)	4.3 (1.4)
Partially aligned	21.8 (3.7)	24.2 (4.2)
Well aligned	44.4 (6.1)	43.9 (4.9)
Don't know	23.6 (4.3)	27.6 (4.6)

Note: Percentages may not add to 100.0 percent because of rounding.

Source: NLS-NCLB, Principal Survey.

**Exhibit B.36**  
**Percentage of Title I Supplemental Educational Service Providers Communicating**  
**With the Regular Classroom Teachers of Students Receiving Their Services,**  
**by Type and Frequency of Communication, 2006–07**

Type of Communication	Percentage of Providers	
	A few times per month or week	A few times per year, month or week
Student progress related to regular classroom instruction	45.7 (7.3)	91.6 (3.4)
Student progress related to supplemental educational service activities or goals	37.5 (6.8)	98.3 (1.3)
Coordination of curriculum and/or instruction	38.1 (7.1)	80.8 (5.3)
Student attendance at supplemental educational service sessions	37.6 (7.1)	88.4 (4.0)
Student achievement on state assessments	16.6 (5.7)	58.4 (8.3)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey (*n* = 71 providers in 16 districts).]

**Exhibit B.37**  
**Percentage of Teachers Communicating With Title I Supplemental Educational**  
**Service Providers, by Type of Communication, 2006–07**

Type of Communication	Percentage of Teachers	
	A few times per semester or month	A few times per year, semester or month
Student attendance at supplemental educational service sessions	46.4 (2.2)	65.6 (2.0)
Student progress related to regular instruction	57.5 (2.2)	75.0 (1.8)
Student progress related to supplemental educational service activities and/or goals	50.9 (2.2)	69.3 (1.8)
Student achievement on state assessments	35.1 (2.3)	56.5 (2.5)
Coordination of curriculum and/or instruction	49.0 (2.1)	66.1 (2.1)

Source: NLS-NCLB, Teacher Survey (*n* = 1,886 teachers).

**Exhibit B.38**  
**Percentage of Title I Supplemental Educational Service Providers Reporting on the Progress of Individual Students, by Type of Recipient and Frequency, 2006–07**

	After Every Session	A Few Times Per Month	A Few Times Per Semester	A Few Times Per Year	Once Per Year	Never
Parents	30.0 (6.4)	25.3 (6.2)	20.5 (4.6)	24.2 (5.9)	0.0	0.0
Teachers	0.6 (0.6)	20.6 (6.0)	29.1 (6.2)	13.3 (3.8)	10.1 (4.9)	26.2 (5.8)
Principals	0.6 (0.6)	11.8 (5.4)	21.4 (5.7)	23.4 (5.1)	13.3 (5.3)	29.5 (6.0)
District officials	0.6 (0.6)	13.6 (5.8)	30.7 (6.3)	28.8 (6.3)	15.7 (3.9)	10.6 (4.3)
The state	1.4 (1.1)	8.7 (5.5)	2.5 (1.3)	14.4 (5.4)	48.1 (6.8)	24.8 (5.4)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 97$  providers in 16 districts).

**Exhibit B.39**  
**Percentage of Title I Supplemental Educational Service Providers, by Type of Information Received on Individual Students Before Providing Services, 2006–07**

Type of Information Received on Students	Percentage of Providers Receiving Information Before Providing Services
Scores on state assessment tests	43.4 (6.7)
Scores on other standardized tests	31.2 (6.4)
Report card grades	20.6 (4.8)
Examples of student work	11.9 (3.4)
Individualized Education Programs	31.6 (6.4)
At least one of the above types of information	55.9 (6.6)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 101$  providers in 16 districts).

**Exhibit B.40**  
**Percentage of Title I Supplemental Educational Service Providers Assessing Students,**  
**by Type of Measure and Frequency, 2006–07**

<b>Measure</b>	<b>After Every Session</b>	<b>A Few Times Per Month</b>	<b>A Few Times Per Semester</b>	<b>A Few Times Per Year</b>	<b>Once Per Year</b>	<b>Never</b>
Tests developed by your organization	8.5 (3.3)	22.3 (6.1)	20.7 (5.8)	37.1 (6.6)	0.0	11.4 (3.9)
Tests aligned with regular classroom instruction	4.9 (2.5)	22.9 (6.4)	23.2 (7.1)	20.0 (4.7)	1.1 (1.11)	27.9 (5.3)
District-developed assessments or benchmark tests	3.7 (2.2)	1.1 (1.1)	1.0 (0.7)	5.4 (1.9)	2.7 (1.4)	86.2 (3.5)
Practice tests for state assessments	2.8 (1.6)	10.0 (3.5)	4.1 (1.7)	20.8 (6.3)	4.4 (2.3)	57.9 (6.6)
Assignments completed by students during sessions with your organization	63.9 (5.8)	14.3 (3.8)	4.5 (1.8)	10.4 (3.7)	0.7 (0.7)	6.2 (2.2)
Assignments completed by students outside of sessions with your organization	7.3 (3.4)	11.4 (3.6)	1.1 (0.8)	6.3 (2.8)	5.7 (3.1)	68.3 (5.9)
Student portfolios	8.4 (2.9)	7.4 (3.6)	19.8 (6.7)	8.4 (3.2)	3.4 (1.6)	52.0 (6.9)

Source: NLS-NCLB, Supplemental Educational Service Provider Survey ( $n = 101$  providers in 16 districts).

## APPENDIX C SUPPLEMENTAL EXHIBITS<sup>34</sup>

<b>Exhibit C.1 Percentage of Title I Supplemental Educational Service Providers, by Major Barriers Limiting the Number of Students They Can Serve, 2006–07</b>	
<b>Barriers</b>	<b>Percentage of Providers (<i>n</i> = 49)</b>
Competition with the school districts that also provide supplemental educational services	39.9 (8.7)
Access to school facilities	33.7 (8.2)
Contractual requirement	32.4 (8.5)
Confusing, deceptive or discouraging notification to parents by district	28.8 (9.4)
District restrictions on marketing to parents	26.2 (7.2)
Competition with student's nonacademic activities	24.6 (9.7)
Late notice to parents to enroll children	21.9 (6.2)
District restrictions on marketing to teachers	20.4 (6.7)
Ability to hire qualified tutors	10.5 (5.1)
Information required on the enrollment for supplemental educational services	6.1 (4.5)
<p><b>Exhibit reads:</b> Forty percent of supplemental educational service providers reported that competition with school districts that also provide these services was a major barrier preventing them from serving more eligible students.</p> <p>Source: NLS-NCLB, Provider Survey (in 16 districts).</p>	

<sup>34</sup> In the following exhibits, standard errors are provided in parenthesis after each estimate.



**Exhibit C.2**  
**Percentage of Parents of Students Participating in Title I Supplemental Educational Services, by Location at Which Their Child Gets These Services, 2006–07**

Location	Percentage of Parents ( <i>n</i> = 385)
At my child's school	83.4 (3.9)
At another school in the district	2.3 (1.8)
At another public location	6.2 (2.1)
At a tutoring company	2.3 (1.0)
At home	20.3 (3.8)
Other	3.5 (1.3)

**Exhibit reads:** Eighty-three percent of parents of students participating in supplemental educational services reported their child received these services at their child's school.

Source: NLS-NCLB, Parent Survey (in eight districts).



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