

VALUE-ADDED EFFECTS OF DISADVANTAGED STUDENT SUPPLEMENTAL
FUNDING ON STUDENTS IN THE SURRY COUNTY SCHOOLS

A Dissertation
by
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ABSTRACT

VALUE-ADDED EFFECTS OF DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING ON STUDENTS IN THE SURRY COUNTY SCHOOLS (December 2010)

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This study examined the value-added effects of tutoring funded through Disadvantaged Student Supplemental Funding (DSSF) on the academic achievement growth of students in the Surry County (NC) Schools from 2007-08 to 2009-10 in reading and mathematics. Created in response to a judicially mandated attempt to provide equitable instruction to all students across North Carolina, DSSF tutoring intends to help academically disadvantaged students receive a sound basic education. A sound basic education was legally defined by the Wake County Superior Court as one in which a student receives an academic performance level at or above Level III (proficient) on the End-of-Grade tests (EOG). Students achieving at an academic performance level less than Level III are designated academically disadvantaged. To determine progress toward the goal of a sound basic education, this study sought to determine 1) whether students who participated in DSSF tutoring had higher academic achievement growth rates in reading and mathematics than students who did not participate in tutoring, 2) whether

some schools had more effective tutoring programs than others, 3) the characteristics of effective programs. To gather evidence to answer the questions, a three-level model composed of three years of student EOG developmental scale scores was developed. The data were analyzed using the software, Hierarchical Linear and Nonlinear Modeling (HLM). In addition, administrators at each school were interviewed regarding their DSSF tutoring programs. Results of the multi-level analysis showed a significantly increased achievement growth rate for tutored students as compared to non-tutored students in reading, but not in mathematics. Additionally, analysis of residual variance from the multi-level model showed that some schools had significantly more effective tutoring programs than others. Interview data collected from the school administrators indicated similar interventions, procedures, and organizational structures in both effective and less effective schools and therefore did not assist in identifying unique characteristics of the more effective programs.