



Issue Brief: SES Report Update - Preliminary Findings, February 2011

Study Background

The supplemental educational services (SES) research coalition at SESIQ2 released a new policy brief on February 1st, *Preliminary Findings of a Multisite Study of the Implementation and Effects of Supplemental Education Services (SES)*. The project is a joint effort of four major universities, housed within the Value Added Research Project at the Wisconsin Center for Education Research.

The project is a three-phase study. Phase 1 is a qualitative study of the key elements of SES program models. Phase 2 is a quantitative study, investigating SES program profiles and impacts. Phase 3 is an overtime, follow-up study. SESIQ2 is conducting this research in five school districts: Milwaukee, WI; Minneapolis, MN; Chicago, IL; and Austin and Dallas, TX.

This report provides limited preliminary analyses of the Phase 1 and Phase 2 data. There are a lot of data and a more complete report is on the way.

Key Preliminary Findings

- SES makes a critical difference in the elementary grades for math and reading. SES delivers statistically significant effects in students' math and reading scores for elementary students (grades K-5), and math scores for middle school students (grades 6-8) who received 40+ hours of tutoring.
- Time on task matters. The number of SES attended hours is a statistically significant (positive) predictor of students' math and reading gains across providers.
- The costs of SES services and per pupil allotment are related to the hours of student use. Chicago, for example, had the highest hours attended in the study, a function of higher per-student allocations and lower than average provider hourly rates. More per-pupil funding in conjunction with cheaper services results in more student SES hours.
- Parents strongly support SES and report that they want clearer and timelier information from their district regarding their options. Parents are often not fully informed about their options.
- Communication between districts and SES providers needs to be better. SES providers report that building positive relationships with the districts is a challenge.
- The exchange of information between district and SES providers needs to improve. SES providers have limited access to students' individual education plans, students with disabilities classification or English Language Learners classification.

- Students who attended SES in the prior school year are more likely to register for SES and attend SES, and, at the elementary level, to attend at least 40 hours.
- Registration and attendance is best in the elementary grades. Elementary school students were more likely to register for SES and attend more hours than middle and high school students.

SES Makes a Difference

These data are only preliminary. Even at this early stage, however, it is clear that SES is working, particularly for elementary grades (K-5) for math and reading and for middle school math students (6-8). This benefit occurs despite sub-optimal communication and information from the district to the SES providers.

The report also confirms that there is strong parental support for SES, despite the lack of clear and timely data they get from the district. The lack of timely or complete data is all too common. According to the most recent National Assessment of Title I survey, only about half of eligible parents were aware of their tutoring options. Of those who knew about their options, many found the notification letters and process confusing.

For more on the preliminary report visit: “Working Papers and Publications,” Supplemental Educational Services: Integrated Qualitative and Quantitative Study of Implementation and Impact, <http://sesiq2.wceruw.org/papers.html>

Our Coalition

- The Tutor Our Children coalition represents and has helped to animate a national network of private providers, community and faith based organizations, and nonprofits enabled to provide Supplemental Educational Services (SES) under the No Child Left Behind Act.
- Our growing network currently includes hundreds of nonprofit SES providers and affiliated organizations from 28 states including the Greater Cincinnati YMCA and Urban League of Miami.
- We have deep roots in, and support from the school choice community, and are collaborating with National School Choice Week, Ed Reform Now, The Education Breakthrough Network, Black Alliance for Educational Options and others.

