



Issue Brief: Department of Education Study Shows Positive Impact of SES Tutoring on Student Outcomes - March 2011

This March, the U.S. Department of Education (ED) released a report on Supplemental Educational Services impact on student achievement. The report looks at the few district providers of supplemental educational services (SES) and examines whether district provided SES was associated with comparable achievement gains with those of students served by non-district providers.

Key findings include:

- The vast majority of students that participate in SES are from underrepresented minority backgrounds.
- Averaged across the five districts, the overall association between SES participation and achievement gains was statistically significant in both mathematics and reading, relative to nonparticipation.
- Across the five districts, the achievement gains associated with SES participation relative to nonparticipation did not differ for district and non-district providers for either mathematics or reading. The non-district providers also demonstrated achievement gains.

Exhibit 7
Demographic Characteristics of Students Participating in SES in 2008–09, by School District and by Provider Type

	Percentage Minority		Percentage With Limited English Proficiency		Percentage With Disabilities	
	District Provider	Non-District Providers	District Provider	Non-District Providers	District Provider	Non-District Providers
Anchorage	92	84	26	26	14*	22*
Boston	92	91	38*	22*	24	26
Charlotte-Mecklenburg	98	98	30*	25*	14	14
Chicago	99	98	20	16	14	14
Hillsborough	84*	87*	35	32	29	28

Exhibit reads: In Anchorage in 2008–09, 92 percent of students who participated with the district provider were of a minority race or ethnicity, and 84 percent of students who participated with the non-district providers were of a minority race or ethnicity. This difference was not statistically significant.

Notes: SES = Supplemental Educational Services.
The grades included vary by district: grades K–12 in Anchorage, Boston and Hillsborough; grades K–8 in Charlotte-Mecklenburg; and grades 3–8 in Chicago.
Minority includes African American, Hispanic, Asian, American Indian, Alaska Natives and multiracial students.

* Indicates a statistically significant difference between the percentage of district SES participants and the percentage of non-district SES participants in the indicated demographic group at the 0.05 level.

Source: Administrative data provided by the Anchorage, Boston, Charlotte-Mecklenburg, Chicago and Hillsborough school districts, 2008–09.

Our Coalition

- The Tutor Our Children has helped to animate a national network of private providers, community and faith based organizations, and nonprofits that support Supplemental Educational Services (SES).
- Our network currently includes hundreds of nonprofit SES providers and affiliated organizations from 28 states including the Greater Cincinnati YMCA and Urban League of Miami.

