

Supplemental Educational Services: Integrated Qualitative and Quantitative Study of Implementation and Impact

**THE MULTISITE STUDY OF THE
IMPLEMENTATION AND IMPACT OF
SUPPLEMENTAL EDUCATIONAL SERVICES**

***REVIEW OF FINDINGS FOR
DALLAS INDEPENDENT SCHOOL DISTRICT***

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- **Study web page:** www.sesiq2.wceruw.org
- **Toll-free number:** 1-855-471-1700

SESIQ²: Research objectives and questions

- Improve student learning and achievement by identifying successful approaches (and variables that increase success) in the organization and management of Supplemental Educational Services (SES) in school districts and delivery of SES by providers
- What constitutes a high-quality SES program?
- Is SES effective in improving student achievement (in reading and math), and what types (and which) SES providers are more effective in improving educational outcomes for low-income and disadvantaged students?
- What policy tools are available to state and local educational agencies to ensure that SES services are available and effective?

Accountability for SES

- Expectation that parents and students will exercise choice using information distributed by districts and SES providers
- State agencies and districts required to:
 - Identify organizations that provide services consistent with state/local instructional programs
 - Withdraw approval from SES providers that fail to increase student academic achievement for 2 or more academic years
- Cost-reimbursement contracts: providers invoice districts for hours of SES students attend, up to a maximum per-student dollar allocation

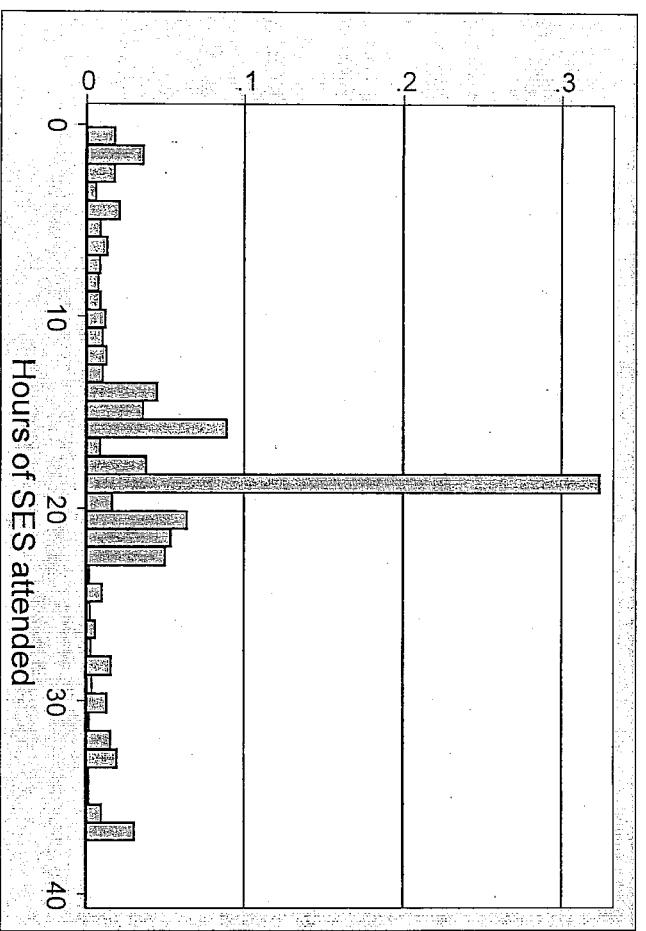
Market for SES

- Providers are national and local organizations, for-profit and nonprofit, on-line and off-line, on-site at schools and off-site, and schools districts engaging directly in SES provision
- Hourly rates, service costs, tutor qualifications, tutoring session length, instructional strategies, and curricula vary widely
 - What takes place in an hour of SES—instructional time, students-provider interactions, etc.—is less visible to states and school districts
 - School districts cannot impose requirements on tutors and can only recommend termination of provider contracts with evidence of fraud or violation of district policies

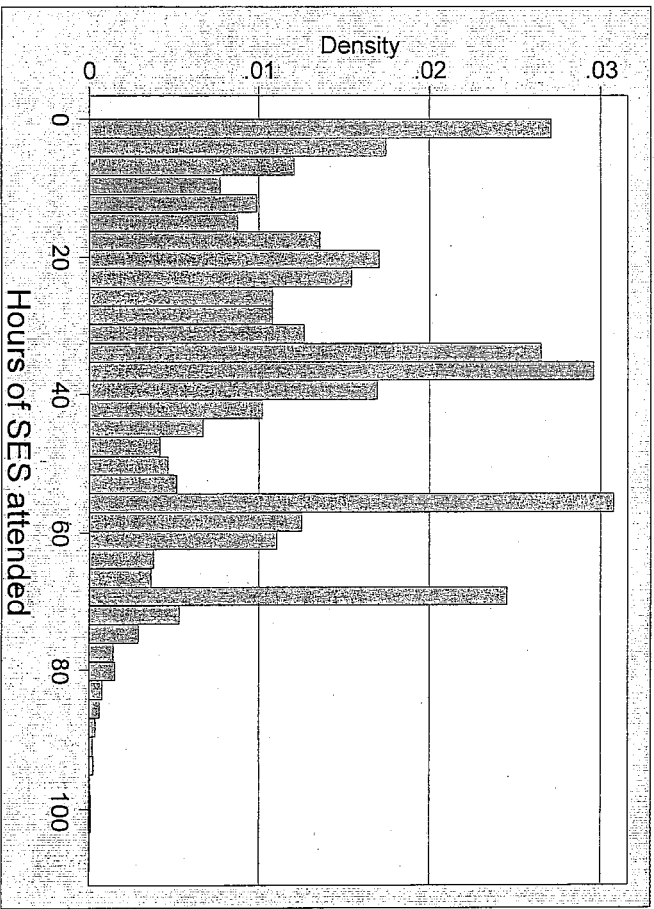
Even in cases of fraud, the termination process can be slow, e.g., Dallas ISD

SES hours attended in past two school years in DISD by participating students

SES hours by participating students, 2010-11



SES hours by participating students, 2009-10



Findings: Average effects of attending SES in DISD

- We do not find statistically significant, average (+) effects of attending SES on students' reading gains in Dallas, 2010-11
 - Students attended the fewest number of hours of SES in Dallas ISD in 2010-11 (significant decline from 2009-10) across our study districts; most positive SES effects were observed in Chicago Public Schools where tutoring hours are double the number of those provided in Dallas ISD
- Effect sizes are mostly in the range of 0.04 to 0.10 s.d., although they are smaller for students with disabilities, and a few estimates are higher
 - Some studies estimate SES effect sizes of 0.07-0.09 s.d.; other studies find no effects

Findings: Cumulative effects of SES

- Do SES effects potentially increase as hours of SES attended accumulate (over 1 or more school years)?
- We estimated the average effects of attending SES for 1, 2 or 3 years, summing hours across the years attended
 - Value-added models with school fixed effects
 - Generalized propensity score models that estimate effects at a larger number of intervals (up to 80 hours of SES attended)
- We find positive, cumulative effects of attending SES on student reading and math gains in Dallas

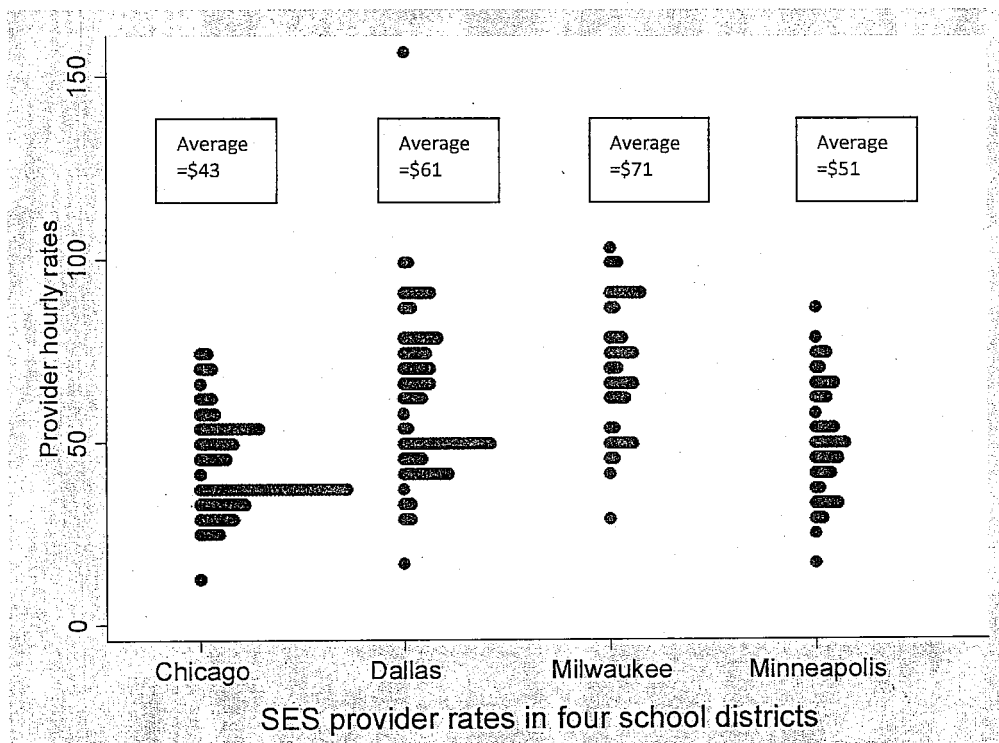
Findings: Insight into Limits to SES Effectiveness

- Advertised/invoiced time often does not equate to actual instructional time
- Attendance flux limits intensity of instruction
 - ▣ Students start a session and miss part of it, come in late or leave the session altogether
- Instruction resembled that of traditional whole group model; limited use of other activities identified as key to quality instruction
- **Bottom line: students do not get enough hours of innovative, high-quality tutoring**

Findings: Nature of Services for Students with Special Needs

- Instruction rarely individualized or differentiated
- Few highly qualified tutors
 - Inadequate professional development
 - Lack of materials and/or training for tutors on differentiation for students with special needs
 - Lack of administrative or instructional staff fluent in families' native languages
- Inappropriate accommodations due to lack of student assessment/IEP information
 - Lowering curriculum level, slowing curriculum down
- Confusion over legal responsibilities of services and data-sharing

SES Provider Hourly Rates by District, 2008-2011



The bars in the above graph (for each district site) plot the number of providers offering Supplemental Educational Services (SES) at a given rate (rates shown on the Y axis).

SES provider rates are the second highest in Dallas ISD, with the highest hourly rate charged over \$150 per hour.

Between 2008 and 2011, SES hourly rates changed as follows in these school districts:

- Chicago Public Schools: 22 SES providers increased their rates (by 5.02% on average), while 15 providers decreased rates (by 13.27% on average)
- Dallas Independent School District: 6 SES providers increased their rates by an average of 36.33%
- Milwaukee Public Schools: 11 SES providers increased their rates by an average of 14%
- Minneapolis Public Schools: 10 SES providers increased their rates (by 25.20% on average), while 3 providers decreased rates (by 6.33% on average)

Results of a Multisite Study of the Implementation and Effects of Supplemental Educational Services, funded by the Institute of Education Sciences, PR/Award number: R305A090301.