

### IMPLEMENTATION OF SUPPLEMENTAL EDUCATION SERVICES: 2009-10

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Supplemental Education Services (SES) provide extra academic instruction to eligible students (i.e., economically disadvantaged students who receive free or reduced-price lunch [FRL]) beyond the instruction received during the school day.

Based on Title I, Part A of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (NCLB), Title I schools that have not made Adequate Yearly Progress (AYP) for three years enter into their second year of school improvement and are required to offer FRL students SES in addition to existing Title I services. For additional information on AYP see ABCs and AYP results, WCPSS: 2009-10: at <http://www.wcpss.net/evaluation-research/reports/2011/1020abc-ayp09-10.pdf>. Federal Title I legislation focuses on improving the academic achievement of disadvantaged students; thus, students who receive FRL are eligible for SES regardless of their achievement level (DPI, 2008). Offering FRL students additional academic opportunities beyond the school day recognizes the economic constraints that restrict these students from accessing extra learning opportunities in the same manner as students from more affluent families.

This report is the second of three reports examining SES within WCPSS. The first report provided a description of SES within WCPSS in terms of the schools, providers, and student participants in 2008-09 and 2009-10 (Supplemental Education Services: 2008-09 & 2009-10 at: <http://www.wcpss.net/evaluation-research/reports/2011/1101ses09-10.pdf>). This report will focus on

### Major Findings

- **Implementation Requirements:** SES has 13 implementation requirements for the Local Educational Agency (7), providers (2), and parents (4). Nine were fully met, with four partially met.
- **Characteristics of the SES Program:** Five elementary schools—Brentwood, Fox Road, Poe, Wendell, and York—provided SES to 508 (36%) of the 1,423 students eligible in 2009-10. Parents selected 14 of the 47 provider agencies available to WCPSS students. Most students received tutoring services in reading and mathematics twice a week after school. While on average groups consisted of five students, group size ranged from one to eight students.
- **Short-term and Intermediate Goals:** The two short-term goals—student enrollment in SES and providers pre-assess *all* participants—were met. Three of the six intermediate goals were met (progress reports given to parents, minimum of 30 hours offered to each student, monitoring showed implementation occurring) and two additional goals were partially met (attendance at SES and post-assessments given to completers).
- **Study Conclusions:** In 2009-10, the SES program was largely implemented with fidelity, with some areas needing refinement related to communication and monitoring. Monitoring reports noted appropriate instruction based on learning plans was occurring.
- **Recommendations:** Site Coordinators should share information generated from tutoring services with classroom teachers to improve understanding of students' academic needs. Greater collaboration in this area could increase impact based on prior research. Ways to ensure pre- and post-assessment data are accessible should be built into the monitoring system. Additionally, the monitoring system should include a process for verifying that all parents are contacted with regard to excessive student absences.

*Implementation Insights reports provide basic information on program implementation. These reports should be used by program staff and decision-makers as guides to determine the future needs and direction of training and program implementation.*

the implementation of SES, and the degree to which short-term and intermediate goals were met. The third and final report, planned to be completed by June 2011, will focus on student academic outcomes in the five elementary schools that participated in SES in 2009-10: Brentwood, Fox Road, Poe, Wendell, and York. The number of schools in WCPSS required to offer SES increased to 10 in 2010-11.

## Methods

In order to provide a comprehensive examination of the implementation of SES, feedback on SES implementation in 2009-10 was gathered from multiple sources—North Carolina’s Department of Public Instruction (DPI) documents and data files, WCPSS school and central records and data files, staff and provider surveys, and staff interviews. Two online surveys were administered in February 2011, one to site coordinators at each of the schools offering SES in 2009-10 and one to contacts at each of the provider agencies that serviced WCPSS students in 2009-10 (see Appendixes B and C for survey instruments). The site coordinator survey had a response rate of 100%, with all five of the site coordinators in 2009-10 responding, and the provider survey had a response rate of 79%, with 11 of the 14 provider agencies responding. Central services Title I staff were also interviewed regarding the implementation of SES in 2009-10. The logic model and evaluation questions were reviewed with Title I staff (see Appendix A). SES participation data were obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System.

## Evaluation Questions

This evaluation examines the implementation of SES within WCPSS in 2009-10 and provides a description of the degree to which the short-term and intermediate goals of the program were met. This report is organized around the following evaluation questions:

1. Were SES implementation requirements met in 2009-10?
2. What were the characteristics of the SES programs in which students participated in 2009-10? In what subjects were students tutored?
3. Were SES short-term and intermediate goals met? The short-term and intermediate program goals included:
  - students are enrolled in SES;
  - provider pre-assesses all participants;
  - students attend SES sessions;
  - progress reports are given to all parents;
  - a minimum of 30 service hours are offered per child;
  - provider post-assessments are given to completers;
  - 80% of learning plan goals are met; and
  - program monitoring shows implementation is occurring.

**Question 1: Were SES implementation requirements met in 2009-10?**

The provision of SES requires the involvement of multiple stakeholders—states, i.e., North Carolina, Local Education Agencies (LEAs) i.e., WCPSS, provider agencies, and parents. For each group of stakeholders there are requirements attached to the provision of SES as summarized in Table 1. The degree to which each requirement was met is also shown (see Attachment D for more details).

**Table 1**  
**SES Implementation Responsibilities and Status**

Entity	Category	Status	Comment
LEA	Identify eligible students	✓	1,423 FRL students attended schools offering SES and were thus eligible for SES in 2009-10.
	Notify parents about SES availability	✓	WCPSS sent notification letters and schools held provider fairs to notify parents (see Appendix E).
	Identify eligible students to receive services (if not all students can be served)	✓	No prioritizing was necessary: all eligible students requesting SES were able to receive services.
	Meet 20% funding obligation	✓	In 2009-10, WCPSS set aside \$4,138,186.80 (20%) of the \$20,690,934 received in Title I funding for the provision of school choice/SES.
	Enter into an agreement with a provider selected by parents of an eligible student	✓	An agreement between the LEA and each provider was signed. The agreement form met U.S. Dept. of Education and DPI requirements.
	Ensure that parents are notified by the provider if their child is not attending regularly	Partially Met	81.8% of providers reported they were monitored by the school site coordinator, WCPSS administrator, and/or DPI staff (see Figure 1).
	Obtain parent feedback on satisfaction with SES services	✓	A parent survey was administered by SERVE and distributed by LEAs.
Provider	Attend to logistics of agreement with LEA	✓	Overall, site coordinators and providers reported favorably regarding SES session logistics.
	Provide instruction based on agreement with LEA	Partially Met	Post-assessments were not given to all completers. Nearly all reported learning plans were developed based on pre-assessments, but LEA and parent or guardians were not always involved.
Parent	Select a provider from the State-approved list that is in or near the LEA	✓	Parents selected 14 of the 47 state approved providers offering SES within WCPSS.
	With the LEA and the selected provider, develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement	Partially Met	Providers reported collaboration with parents did not always occur as required.
	Ensure that their child attends the SES sessions in which he or she is enrolled	Partially Met	70.6% of students received 26 or more hours of tutoring; > one-third attended 100% of sessions.
	Other desired responsibilities <ul style="list-style-type: none"> <li>• Support provider and LEA efforts to work with their child to attain achievement goals</li> <li>• Encourage their child to succeed</li> <li>• Provide feedback on satisfaction with SES</li> </ul>	✓	Overall, 10,936 parents in NC provided feedback on the parent survey. The survey did not address whether parents encouraged their child to succeed, and therefore was not measured.

Note: DPI contracted with the SERVE center to administer parent satisfaction surveys. Surveys were sent to LEA/Charter School representatives at 82 districts and Charter Schools and representatives sent the survey home with SES-enrolled students.

Data Source: U.S. Department of Education (2009). No Child Left Behind: Public School Choice Non-Regulatory Guidance.

Retrieved January 20, 2011, from <http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc>; 2009-10 SES Implementation Site Coordinator and Provider Surveys; Title I staff interviews.

## State and LEA Requirements

At the state and LEA level, DPI was required to identify qualified agencies, both public and private, available for parent selection and WCPSS was required to identify eligible students and notify parents of these eligible students regarding their provider options.<sup>1</sup> The first SES report in this series (Supplemental Education Services: 2008-09 & 2009-10 at: <http://www.wcpss.net/evaluation-research/reports/2011/1101ses09-10.pdf>) found that the SES programs for WCPSS in 2008-09 and 2009-10 were in compliance with federal guidelines to make available an SES program, enroll only FRL students, and to use state-approved vendors to deliver the program. Additional LEA requirements included obtaining parent feedback on their satisfaction with SES programs and ensuring parents are notified by the provider if their child is not attending regularly. Parent surveys were conducted in 2009-10 and will be addressed in the parent requirements section of this report.

*Title I staff reported SES sessions were routinely monitored by school site coordinators, WCPSS representatives, and DPI representatives,*

*and*

*81.8% of providers reported being monitored by WCPSS and/or DPI staff.*

While two of the 11 providers (18.2%) did not report monitoring by WCPSS or DPI staff, the remaining nine (81.8%) providers reported being monitored by WCPSS and/or DPI staff. WCPSS Title I staff reported SES sessions were routinely monitored by school site coordinators, WCPSS representatives, and DPI representatives. Monitoring included:

- on-site visits;
- observations of tutoring sessions;
- reviews of learning plans; and
- tutor interviews.

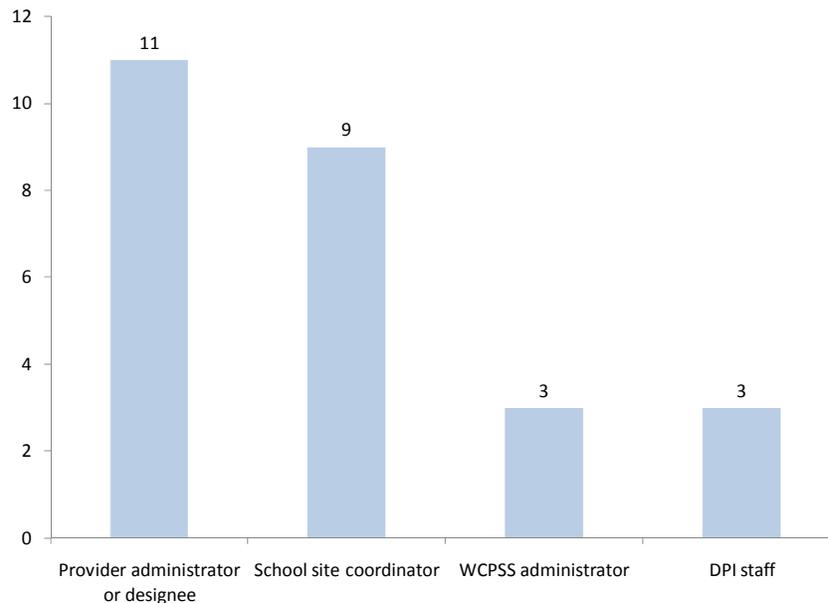
Monitoring of SES programs is essential to ensuring providers notify parents of students with poor attendance. In addition to self-monitoring conducted by provider administrators or designees:

- nine of the 11 (81.8%) providers reported that their SES program was monitored by the school site coordinator,
- three out of the 11 (27.3%) by WCPSS administrator, and/or
- three out of the 11 (27.3%) by DPI staff.

The two providers who reported that they were not monitored by WCPSS or DPI staff may have been unaware of the monitoring of their learning plans performed after submission.

<sup>1</sup> Qualified SES “must be high quality, research-based, and specifically designed to increase student academic achievement” (U.S. Department of Education, 2009).

**Figure 1**  
**SES Providers Report on Who Monitored SES Sessions**



Note: 1.  $N=11$  provider contacts who responded to the survey.  
 2. Categories are not mutually exclusive.  
 Data Source: 2009-10 SES Implementation Provider Survey.

## Provider Requirements

Provider responsibilities included ensuring curriculum materials were consistent with the NC Standard Course of Study; developing an agreement between the district/school, the provider, and the parents outlining the student's specific achievement criteria and goals; and providing parents with progress reports (DPI, 2008). In order to assess the degree to which providers met SES requirements, this section examines student learning plans, communication across groups of stakeholders, and session logistics.

*Student learning plans were based on the NCSCS and pre-assessment nearly all of the time, but required collaboration with parents did not always occur.*

## Student Learning Plans

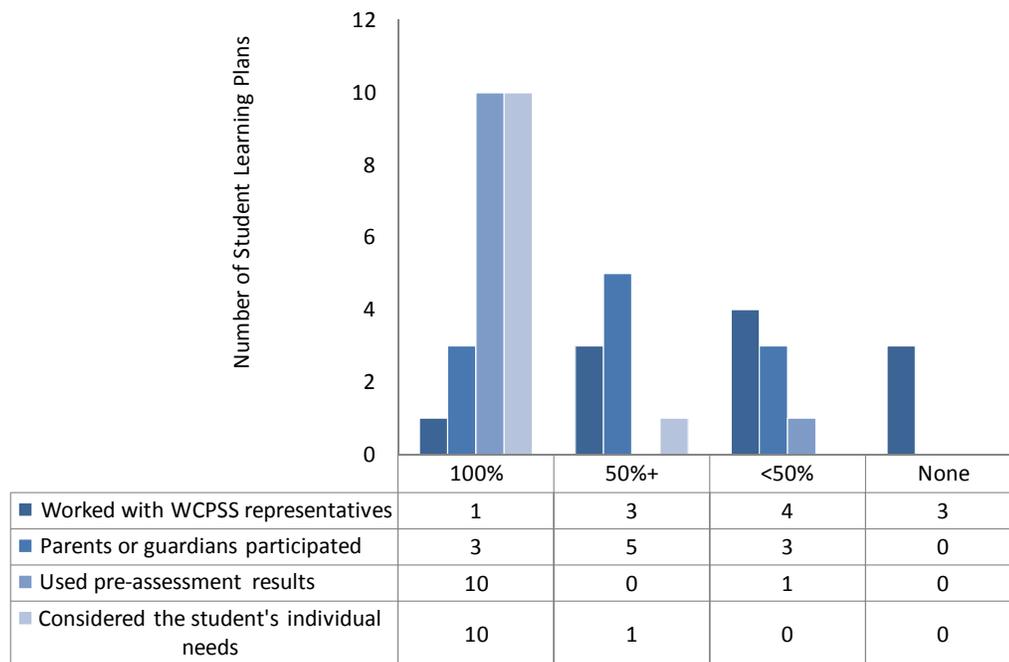
Learning plans matching student academic needs were to be developed collaboratively between providers, WCPSS staff, and parents. The learning plan templates provided by DPI and WCPSS included both pre-assessment and prior student achievement (see Appendix F for a WCPSS learning plan template). Title I staff reported that individual learning plans built upon the NC Standard Course of Study competencies and matching students' needs were developed for served students. Almost all (90.9%) provider contacts who responded to the survey reported that both pre-assessment results and the consideration of individual student needs were used in the development of student learning plans 100% of the time (see Figure 2).

WCPSS Title I staff reported the learning plan development process required providers to submit individualized learning plans—developed following the administration of the pre-assessment—to the Title I office for approval. Learning plans were reviewed by Title I staff and either approved or disapproved and returned to the provider for modifications. In addition to the development process, WCPSS staff also monitored SES sessions to determine if providers were following student learning plans. Provider contacts, however, did not always report working with WCPSS staff to develop learning plans. This mismatch may be the result of a different definition of collaboration, with some providers expecting more active involvement in the development phase from school or central WCPSS staff.

- Only one of the 11 respondents (9.1%) reported that they worked with a WCPSS representative 100% of the time;
- Three out of 11 respondents (27.3%) reported they worked with a WCPSS representative at least half of the time, but did not always do so; and
- Seven out of 11 respondents (63.6%) reported they worked with a WCPSS representative less than 50% of the time (27.3% reported not doing it at all).

While working with parents to develop student learning plans was reported as a more common practice, providers reported collaboration with parents did not always occur: three out of 11 (27.3%) reported this occurred less than 50% of the time.

**Figure 2**  
**Provider Report on Development of Learning Plans in 2009-10**

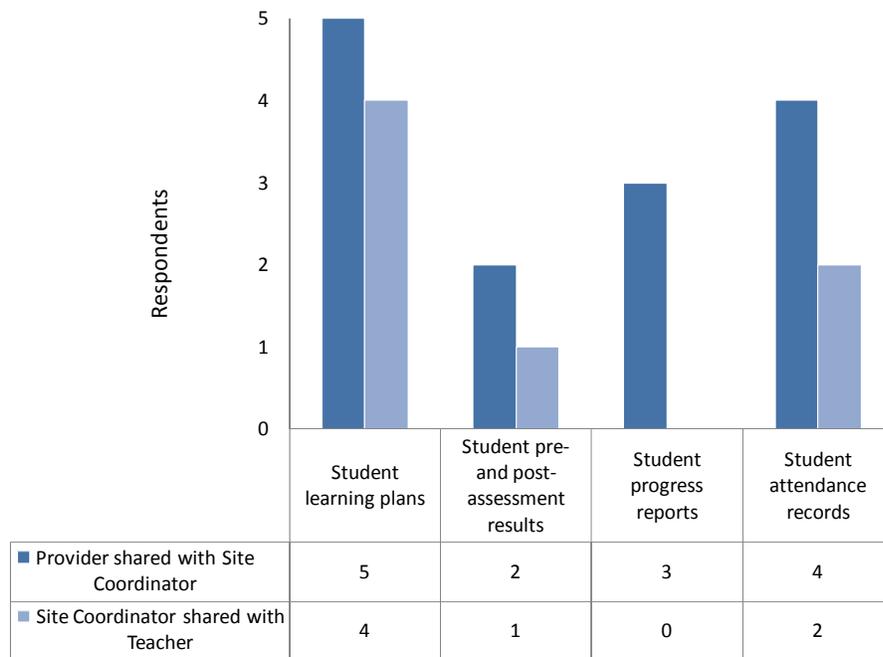


Note: N= 11 provider contacts who responded to the survey.  
Data Source: 2009-10 SES Implementation Provider Survey.

*Communication*

Site coordinators most often reported that providers shared student learning plans (five out of five or 100%) and attendance records (four out of five or 80.0%) with them (see Figure 3). Fewer site coordinators reported receiving student progress reports (three out of five or 60.0%) and/or pre- and post-assessment results (two out of five or 40.0%). It should be noted that in each instance, site coordinators were less likely to share the information received from providers with the students’ teachers. Indeed, although three of the five site coordinators reported receiving student progress reports from provider agencies, none shared this information with the students’ teachers. Title I staff reported that site coordinators were expected to share student progress with teachers upon request. We have no data to inform why site coordinators shared learning plans and not progress reports.

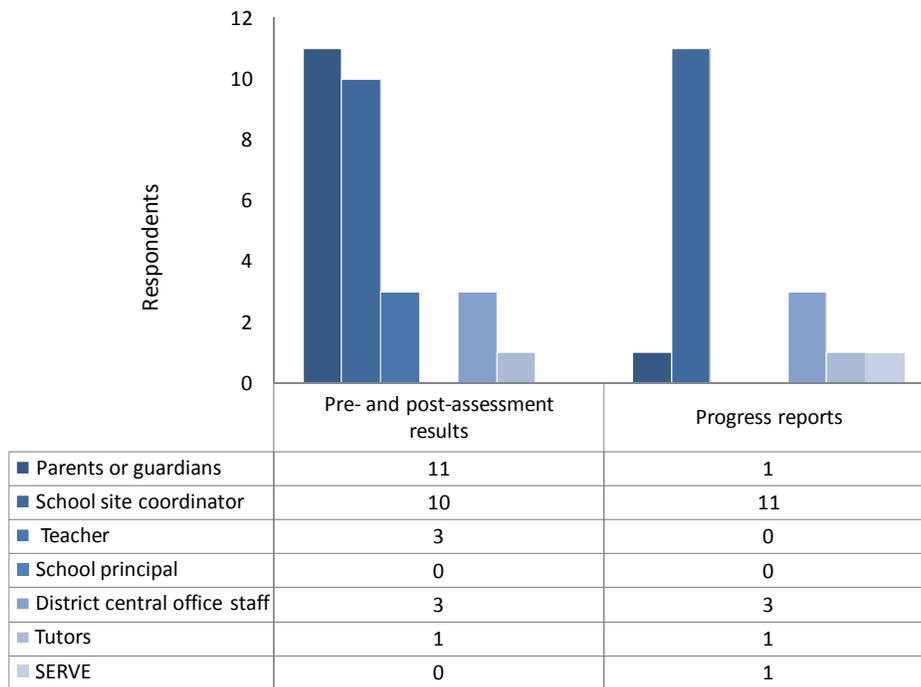
**Figure 3**  
**Site Coordinators’ Report on Communication Regarding SES Students’ Progress in 2009-10**



Note: N=5 2009-10 site coordinators.  
 Data Source: 2009-10 SES Implementation Site Coordinator Survey.

Providers reported that they always shared student progress reports and pre- and post-assessment results with parents and 10 out of 11 or 90.9% also reported sharing this information with site coordinators; this was much higher than reported by site coordinators (see Figure 4).

**Figure 4**  
**Providers' Report on Communication Regarding SES Students' Progress in 2009-10**



Note: In 2009-10, DPI contracted with the SERVE Center to evaluate the performance of SES providers using three criteria: student attendance, parental satisfaction, and academic achievement.

Data Source: 2009-10 SES Implementation Provider Survey.

In addition to the creation of learning plans and notification of student progress, another area in which communication was an important consideration was that of student attendance. WCPSS was required to ensure providers notified parents if their child was not attending SES sessions regularly.

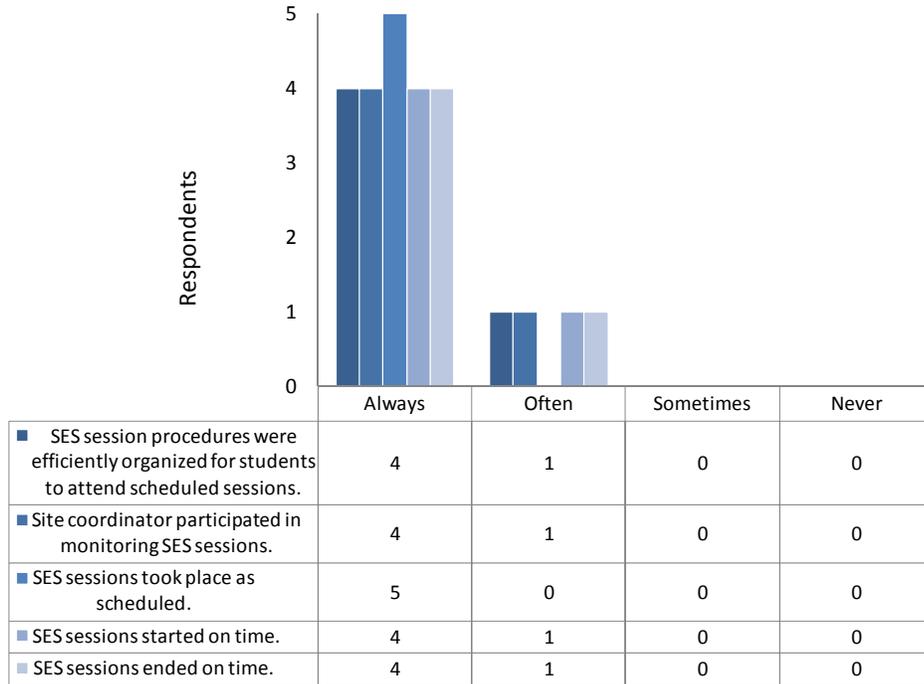
Approximately two-thirds (63.6%) of provider contacts reported *always* contacting parents of students not attending SES sessions regularly; 27.3% reported this occurred *often*; and 9.1% reported it occurred *sometimes*.

*Approximately two-thirds (63.6%) of provider contacts reported always contacting parents of students not attending SES sessions regularly.*

**Session Logistics**

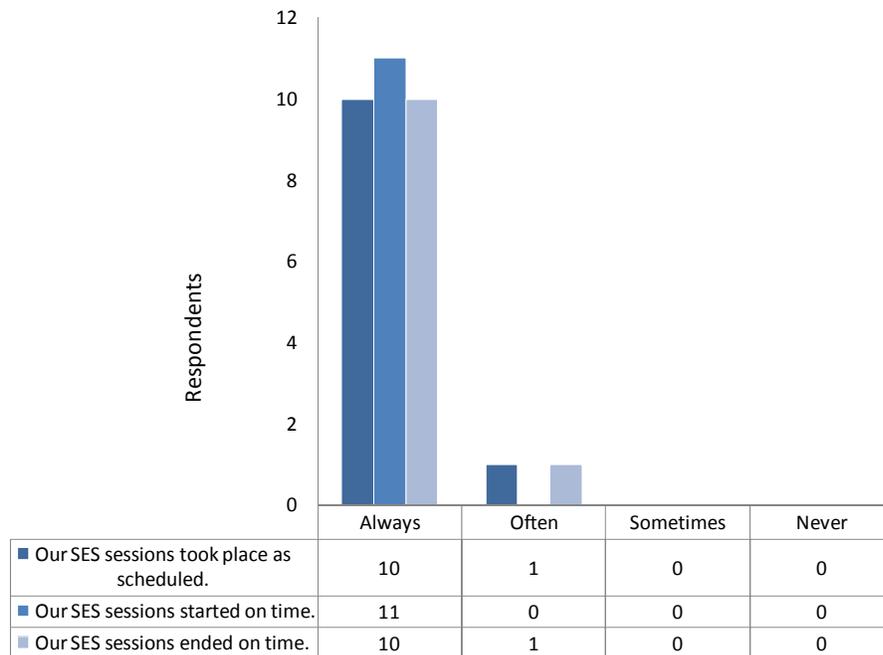
Overall, site coordinators and providers reported favorably regarding SES session logistics. The vast majority (four out of five or 80.0%) of site coordinators and almost all (10 out of 11 or 90.9%) of the contact persons at each of the provider agencies who responded to the survey reported that sessions *always* took place as scheduled and started and ended on time (see Figures 5 and 6).

**Figure 5**  
**Site Coordinator Report on Frequency of SES Activities in 2009-10**



Data Source: 2009-10 SES Implementation Site Coordinator Survey.

**Figure 6**  
**Provider Agency Contacts Report on Frequency of SES Activities in 2009-10**



Data Source: 2009-10 SES Implementation Provider Survey.

All of the provider agencies offered students 30 or more hours of tutoring—13 providers offered students the required 30 hours of services while one agency (Sterling Learning Centers) offered students 40 hours of services. Thus, all of the 508 students enrolled in SES in 2009-10 were offered 30 hours fulfilling the SES requirement.

No common implementation concerns were shared across site coordinators. One site coordinator reported concern over staffing while another mentioned that scheduling was an issue. Another implementation concern mentioned was the timeliness of paperwork from the providers. One site coordinator reported that some provider agencies filed Facility Use forms late, requiring schools and Title I staff to reassign students at the last minute (in some cases the day prior to tutoring sessions beginning). In some cases, “providers, especially those out-of-area, did not even realize that their local reps had not filed the paperwork.” A provider contact also stated, “facilities usage and the deadlines set for the SES program were not congruent and created a communication gap.”

Sylvan Learning Center, the largest SES provider in 2009-10, was originally expected to serve students on-site, but switched to off-site services after parents had already selected this provider. One site coordinator reported, “Sylvan ended up tutoring students several months after the parents had anticipated the tutoring to begin.” Logistical concerns regarding Sylvan Learning Center were also shared by Title I staff who reported scheduling had been an issue with this provider. Other implementation concerns mentioned by site coordinators included: completion of attendance reports by providers, students being picked up in a timely manner, and notification letters to parents. Three of the five site coordinators reported parents were notified in time for their child to attend the first scheduled SES session.

Provider contacts had two shared concerns: scheduling (36.4%) and staffing (54.5%). Four of 11 providers said they had issues with scheduling for SES program implementation; three specified the following problems:

- “*getting accurate student data (e.g., accurate telephone numbers, accurate home address)*”;
- “*unable to get accurate contact information for students*”; and
- “*timeliness procedures and lack of understanding by Facilities [Communities in Schools] Department with its bureaucratic layers of review of SES provider's submitted facility use forms.*”

Six of 11 providers said they had issues with staffing for the SES program implementation; five specified with the following:

- “*finding quality and passionate staff*”;
- “*rarely able to recruit teachers from school*”;
- “*not sufficient time to hire, train and do background checks of teachers between district releasing student enrollment list and start date of tutoring*”;
- “*finding committed staff; teachers from school are least likely willing to serve as dependable, reliable tutors to follow SES procedures for which Provider is held accountable*”; and
- “*schedules of certified teachers in school did not allow hiring them as tutors.*”

## Parent Requirements

There were also requirements associated with parents including:

- selecting a provider from the state-approved list that is in or near the LEA;
- working with the LEA and the selected provider to develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement;
- ensuring that their child attends the SES sessions in which he or she is enrolled;
- supporting provider and LEA efforts to work with their child toward attaining achievement goals;
- encouraging their child to succeed; and
- providing feedback on satisfaction with SES services.

In 2009-10, 14 of the 47 providers offering SES within WCPSS were selected by parents to provide SES services to WCPSS students. Providers did report working with most parents to develop student learning plans; 72.8% of providers reported this always occurred or occurred with at least half of the parents (see Figure 2). While parent support of provider and LEA efforts and level of encouragement given to their child was not directly observable, attendance (i.e., ensuring students attend regularly) could be considered a proxy for parental support. Thus, the final parental requirements examined were student enrollment and attendance and parent feedback.

## *Student Enrollment and Attendance*

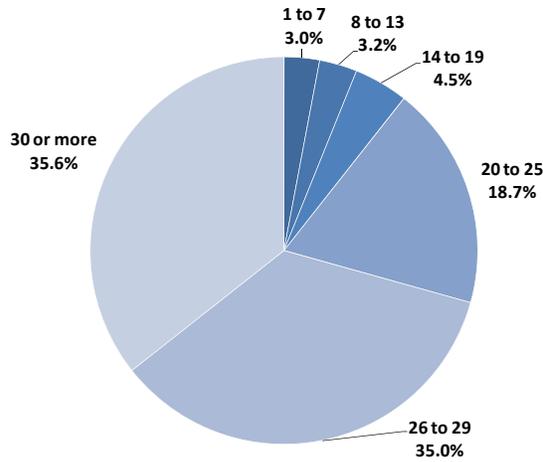
Although the number of hours of tutoring received by SES participants ranged from 1.5 to 38 hours, over two-thirds (70.6%) of students did attend 26 or more hours of tutoring (see Figure 7). More than one-third (35.6%) of students attended 30 or more hours and an additional 35.0% attended between 26 to 29 hours. Of course, this means 29.3% of attendees received fewer than 26 hours of tutoring.

*“Most attendance issues are due to parents not having access to transportation to pick up kids”  
(provider contact)*

Attendance rates were generally strong; the average attendance rate was 87.2%. Indeed, Figure 8 shows that the vast majority (84.0%) of students attended 80% or more of their sessions. However, 73% of providers reported attendance was an issue. Among these providers, most listed transportation as the reason for the difficulties associated with attendance. Transportation was not provided by WCPSS; thus, all transportation was arranged between parents and providers. Provider comments regarding poor attendance included statements such as:

- *“Most attendance issues are due to parents not having access to transportation to pick up kids”;*
- *“Students did not have transportation”;* and
- *“Lack of transportation or conflicts with parent work schedules.”*

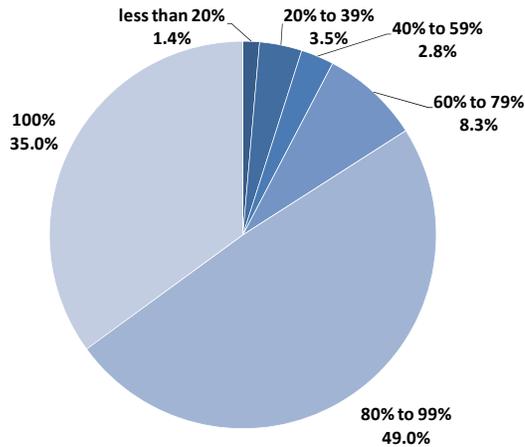
**Figure 7**  
**Percentage of Students by Number of Hours Served in SES**  
**2009-10**



Hours Received	Number	Percent
1 to 7	15	3.0%
8 to 13	16	3.2%
14 to 19	23	4.5%
20 to 25	95	18.7%
26 to 29	178	35.0%
30 or more	181	35.6%
<b>Total</b>	<b>508</b>	<b>100.0%</b>

Data Source: Data file obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System.

**Figure 8**  
**SES Students' Attendance Rates by Range**  
**2009-10**

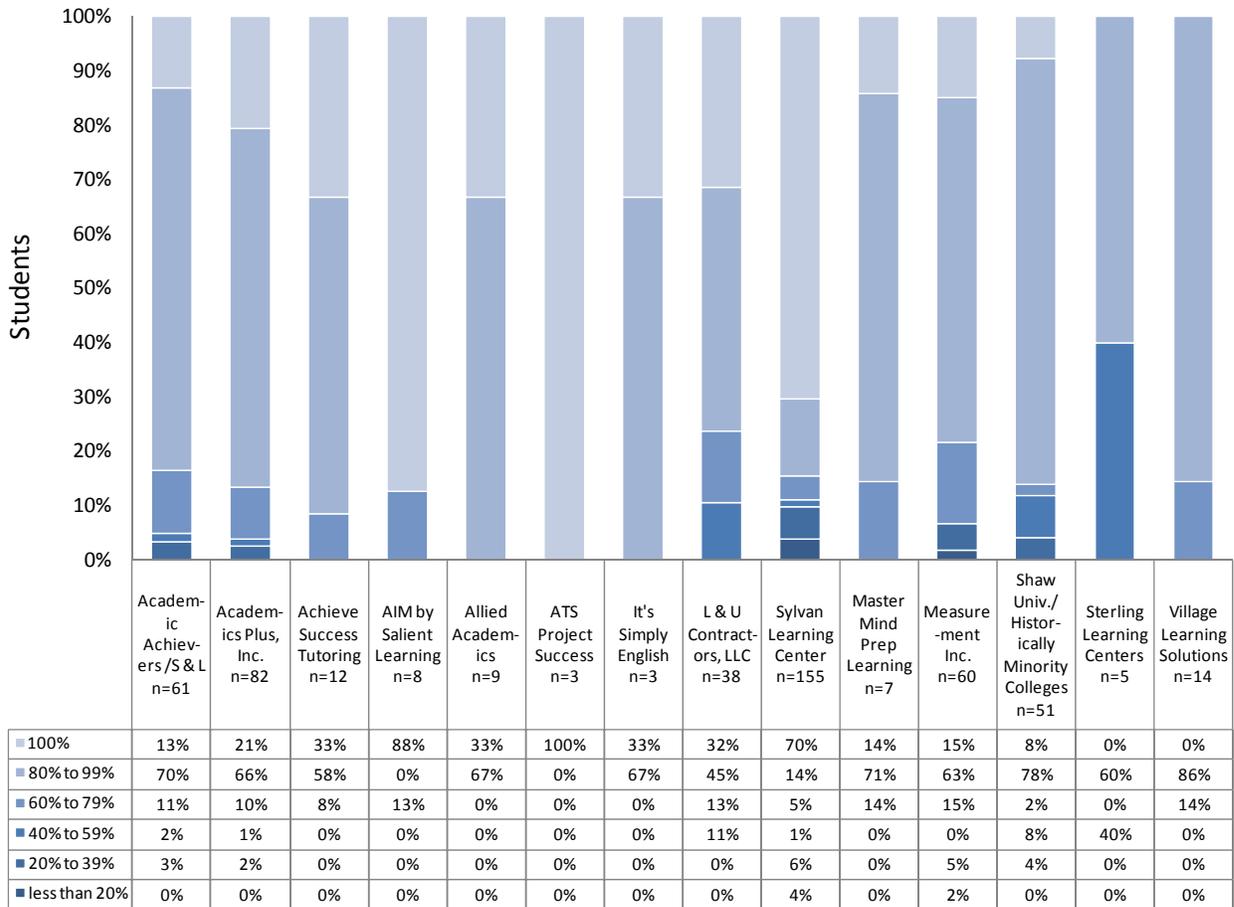


Attendance Rate	Number	Percent
less than 20%	7	1.4%
20% to 39%	18	3.5%
40% to 59%	14	2.8%
60% to 79%	42	8.3%
80% to 99%	249	49.0%
100%	178	35.0%
<b>Total</b>	<b>508</b>	<b>100.0%</b>

Data Source: Data file obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System.

Figure 9 displays enrollment and attendance rates by provider agency. The number enrolled by site varied from three at two sites to 155 at Sylvan Learning Center. Seventy percent of students attending Sylvan in 2009-10, had 100% attendance. Attendance in the range of 80-99% was most common by provider. It should be noted that since six providers served fewer than ten students each; percentages based on small numbers of students should be viewed with caution.

**Figure 9**  
**Attendance Rates by SES Provider**  
**2009-10**



Note: Percentages based on small numbers of students should be viewed with caution.

Data Source: Data file obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System.

### *Parent Feedback*

In 2009-10, SERVE Center (under contract with DPI) evaluated the performance of SES providers using three criteria: student attendance, parental satisfaction, and academic achievement.

Parent satisfaction was measured via parent surveys developed utilizing DPI approved survey questions (Williams, Meli, Poole, & Amwake, 2010). Parent survey data were used as an indicator to rate provider standing in accordance with the SES policy. A

composite score for providers was generated based on the weighted average of the three criteria (student attendance, parental satisfaction, and academic achievement); therefore, the parent survey was not analyzed separately. District level data were reported but only for selected questions related to the provider selection process and communication. The seven questions pertaining to parent satisfaction with WCPSS programs are presented in Appendix H. Parent survey results in 2009-10 indicated:

*Overall parents were satisfied with WCPSS in regards to provider selection and communication.*

- Overall, parents were satisfied with WCPSS in regards to provider selection and communication. The percentage of parents with positive responses ranged from 71.9% to 93.5% for the seven questions.
- The vast majority of parents reported that the tutoring services had improved their child's academic skills (86.6%) and they would have their child participate in SES in the next year (91.8%).

### **Question 2: What were the characteristics of the SES programs in which students participated in 2009-10? In what subjects were students tutored?**

In 2009-10, five WCPSS elementary schools offered SES: Brentwood, Fox Road, Poe, Wendell, and York. SES was offered in two rounds: the first round began in November 2010 and the second in February 2011. WCPSS notified parents of SES opportunities through letters and schools held provider fairs.

*Most students received tutoring services in reading and mathematics twice a week after school.*

Site coordinators (100%) and provider contacts (90.9%) reported students received tutoring services twice a week after school. Most (72.7%) provider contacts reported the typical session was 1.5 hours long. Site coordinators reported the typical group size ranged from three to eight students.<sup>2</sup> All of the 11 provider contacts who responded to the survey reported providing services on-site (at the school). However, Sylvan (the largest provider in 2009-10) served students off-site.<sup>3</sup>

<sup>2</sup> Due to questions regarding responses, follow-up calls were conducted. Four of the five site coordinators were contacted and their data are discussed here. Follow-up calls were unsuccessful in reaching the other site coordinator.

<sup>3</sup> The contact from Sylvan did not respond to the provider survey.

In 2009-10, 47 vendors offered SES in WCPSS; 14 were selected by parents to provide tutoring services. While two of the providers—ATS Project Success and Learning & You—provided services online, the remainder offered face-to-face instruction. The percentage of students participating in SES by provider ranged from 31% attending Sylvan Learning Center to <1% attending It's Simply English and utilizing ATS Project Success (three students each), see Table 2.

**Table 2**  
**Supplemental Educational Services Participation by Provider**  
**2009-10**

<b>Provider</b>	<b>Number</b>	<b>Percent</b>
Academic Achievers/S&L Consultants	61	12.0%
Academics Plus, Inc.	82	16.1%
Achieve Success Tutoring by University Instructors	12	2.4%
AIM by Salient Learning	8	1.6%
Allied Academics	9	1.8%
ATS Project Success	3	0.6%
It's Simply English	3	0.6%
Learning & You Contractors, LLC	38	7.5%
Master Mind Prep Learning Solutions, Inc.	7	1.4%
Measurement Incorporated (Accelerated Achievement )	60	11.8%
Shaw University/Historically Minority Colleges & Universities Consortium of NC	51	10.0%
Sterling Learning Center, Inc.	5	1.0%
Sylvan Learning Center (Ace It)	155	30.5%
Village Learning Solutions	14	2.8%
<b>Total</b>	<b>508</b>	<b>100%</b>

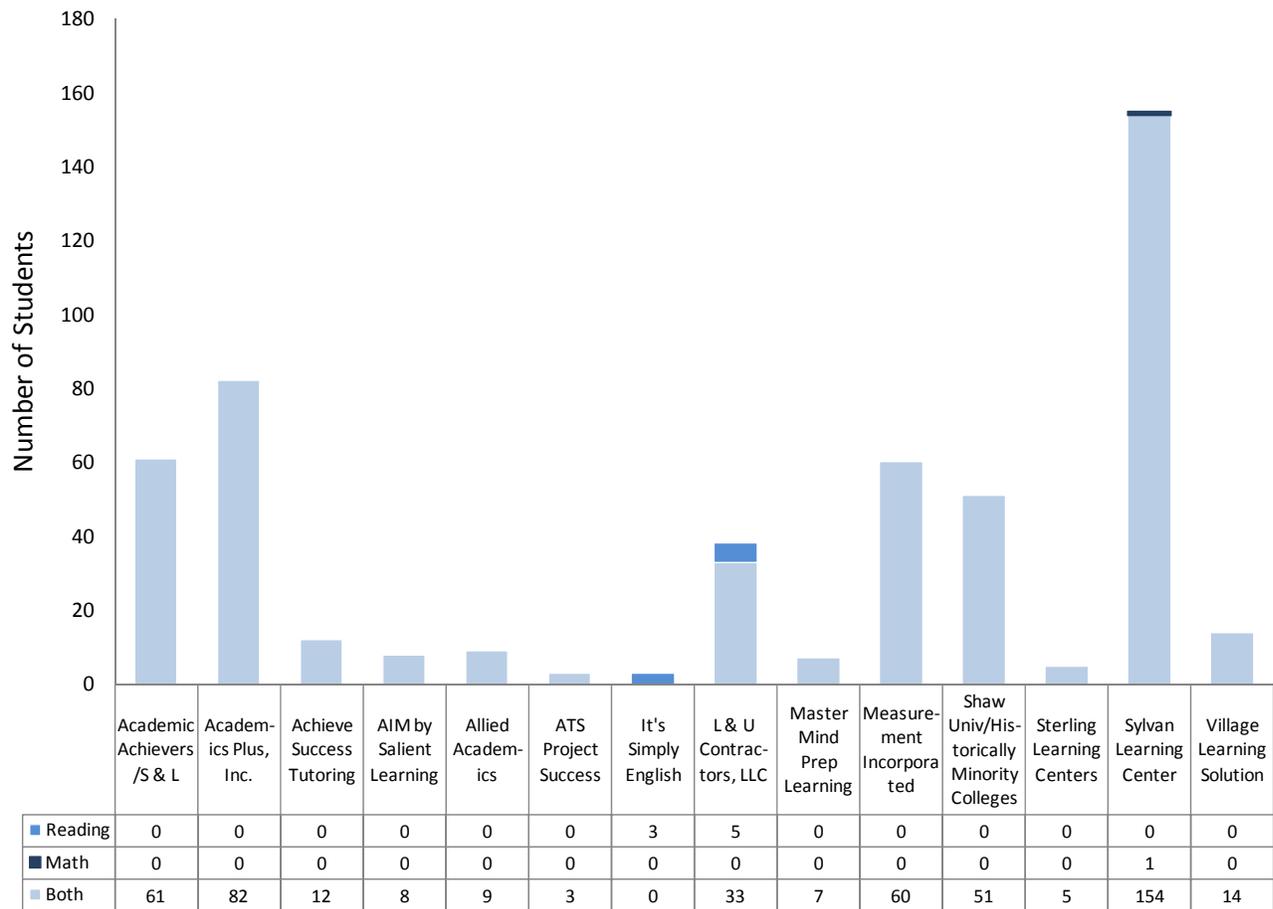
Note: Data based on complete data file from DPI; thus, numbers and percentages do not correspond to those reported in prior SES report (Supplemental Education Services: 2008-09 & 2009-10 at: <http://www.wcpss.net/evaluation-research/reports/2011/1101ses09-10.pdf>)

Data Source: Data obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System.

**Subjects Tutored**

In 2009-10, all but one of the 14 SES providers selected (It’s Simply English, which focused only on reading) offered SES tutoring in reading and mathematics (see Figure 10). Of the 508 students participating in SES in 2009-10, almost all (98%) were tutored in reading and mathematics. Across providers eight students received tutoring in reading only and one student in mathematics only, and the remaining 499 students received tutoring in both reading and mathematics.

**Figure 10**  
**Number of Students Served in SES by Provider Agency and Subject**  
**2009-10**



Note: Number of students by provider is based on the 508 students participating in SES in 2009-10; thus, the number of students shown here reflects a higher number than reported in the previous report.

Data Source: Data file obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System.

**Question 3: Were SES short-term and intermediate goals met?**

Table 3 displays the status of each of the short-term and intermediate goals of the SES program. There were two short-term goals identified within the logic model (see Appendix A)—students enrolled in SES, and providers pre-assess all participants.

- The first short-term goal of student enrollment in SES was met, with 508 eligible students participating at the five schools required to offer SES in 2009-10.
- The second short-term goal was met. Based on a random sample of individual student learning plans all student records sampled had a pre-assessment score recorded on the student's learning plan. However, the centrally collected data file was incomplete. While the vast majority (88.8%) of students with complete data did have a pre-assessment score recorded, 11.2%, or 36 students did not.

Three of the six intermediate goals were met. Two additional goals were partially met, and one could not be assessed due to a lack of data (see Table 3).

- Overall, monitoring revealed implementation occurred, provider agencies reported sharing progress reports with parents, and all students were offered 30 or more hours of service; thus, these intermediate goals were met.
- However, two additional intermediate goals were only partially met.
  - ▶ While students attended regularly, with an average attendance rate of 87.3%, 29.4% attended less than 26 hours of services.
  - ▶ Based on available data, 81.5% of students with 25 or more hours of service received had a post-assessment score. Providers reported reasons for students not being assessed were attrition or absences. One provider reported, “students who did not attend the last session were not post-tested. Scheduling make-ups would require paperwork for facility use. It is not feasible to consider make-up sessions.”
- Finally, the degree to which the intermediate goal of 80% of individual student learning plans being met could not be determined due to a lack of data. In 2009-10, while there was a process of submitting learning plans, there were no procedures in place to review learning plans and determine the degree to which students' goals were met through SES.

The long term goal for the year of improved student achievement will be evaluated in the third and final report in this series due out in June 2011.

**Table 3**  
**Status of Supplemental Education Services Goals**

<b>Level</b>	<b>Goal</b>	<b>Status of Goal</b>
Short-term	Students enrolled in SES.	<b>Met</b> 508 FRL students enrolled in 2009-10
	Provider pre-assesses <b>all</b> participants.	<b>Met</b> 100% of sampled student learning plans included a pre-assessment score
Intermediate	Attendance at SES (26 out of 30 hours attended)	<b>Partially Met</b> 70.6% of students received 26 or more hours of tutoring
	Progress reports given to all parents	<b>Met</b> 100% of providers
	Minimum of 30 service hours offered per child.	<b>Met</b>
	Provider post-assessments given to completers.	<b>Partially Met</b> 81.5% (159 of the 195) students with 25 or more hours of service received had a post-test score
	80% of learning plan goals met.	<b>Unknown</b>
	Program monitoring shows implementation occurring.	<b>Met</b>
Long-term	All sub-groups met reading and mathematics growth targets (academic change) on EOG.	Will be examined in Report 3
	A higher percentage of SES participants met reading and mathematics growth targets (academic change) than prior year before receiving SES (grades 4 and 5).	Will be examined in Report 3
	Higher percentage of SES participants proficient on EOG than prior year before receiving SES (grade 4 and 5 only).	Will be examined in Report 3

Data Source: Data file obtained from DPI via an electronic data file generated from the Consolidated Federal Data Collection System and 2009-10 SES Implementation Site Coordinator and Provider Surveys.

## CONCLUSIONS AND DISCUSSION

Fidelity of implementation is an important contributor to program success. Short-term and intermediate goals were set to ensure SES was implemented with fidelity, requirements were met, and to improve the likelihood of reaching the long-term goal of improved student achievement by the end of the school year. The provision of SES is a NCLB requirement for schools in their second year of school improvement; thus, this implementation evaluation reviewed both the degree to which requirements were satisfied and short-term and intermediate goals were met. In 2009-10, most of the LEA, provider, and parent requirements were met. Both short-term goals and half of the intermediate goals were also met; however, goals involving post-assessments and attendance were only partially met.

Short-term and intermediate goals included: enrolling students in SES, monitoring student attendance, developing individual student learning plans, providing instruction specific to student needs, and assessing students on provider pre- and post-assessments. As with most programs, the enrollment of appropriate students is key to the successful implementation of SES. Although the short-term goal of student enrollment in SES was met with 508 students attending SES in 2009-10, only 36% of eligible students participated in the SES program, which left room for increased participation within this program.

Overall, the SES program was largely implemented with fidelity, with some areas for refinement related to communication and monitoring. Although four of the five (80%) site coordinators reported sharing learning plans with classroom teachers, only one reported sharing pre- and post-assessments, and none reported sharing student progress reports. The reason for this is unclear. While parents give permission for the teachers to be contacted, site coordinators may be unclear about what and when to share information with teachers.

There were conflicting reports regarding the monitoring of SES in 2009-10. Two of the 11 providers who responded to the survey reported they had not been monitored by either WCPSS or DPI staff. Yet, DPI and WCPSS site coordinators and central services staff reported monitoring provider agencies. Additionally, document review of Title I files revealed monitoring reports (which dealt with issues such as the match of tutoring services provided and student learning plans) were filed (see Appendix G for WCPSS monitoring form template).

Additionally, working with the LEA to create learning plans also revealed conflicting reports between provider contacts and Title I staff. While Title I staff described a process of reviewing submitted learning plans in addition to site visits and interviews, provider contacts did not always recognize working with WCPSS staff to develop learning plans. Indeed, only one of the 11 respondents reported that they worked with a WCPSS representative 100% of the time. This is likely because the process of reviewing learning plans within the Title I office did not require follow-up to providers if learning plans were approved without modifications. Providers were only contacted if student learning plans were not approved and required modifications; thus, the provider

may have viewed the submission of the learning plans as strictly an administrative task and may have been unaware of the review process. Providers may also have been hoping for earlier involvement by school staff.

One additional implementation concern—expressed by more than half of the provider contacts—was the difficulty of securing qualified tutors. Providers stated that hiring teachers from the school was difficult if not logistically impossible due to schedules conflicts. They also mentioned that it was difficult to find “quality,” “committed,” and “passionate” staff which was probably exacerbated by their inability to hire teachers from the students’ schools.

In 2005-06, Hodge Road Elementary was the first WCPSS school required to offer SES. Looking back to the evaluation of the 2005-06 program at Hodge Road, implementation concerns included problems associated with session logistics and the inappropriate use of remedial curriculum materials with those FRL students who began the program at or above grade level (Paeplow & Baenen, 2006). Concerns reported in the evaluation of the 2005-06 program at Hodge Road were either not found or were less evident in 2009-10. The logistical problems such as absent or late tutors were not reported in 2009-10. Furthermore, in 2009-10 students were offered tutoring services based on individualized learning plans developed utilizing prior student achievement. While lack of transportation and procedures related to facility use were mentioned as logistic concerns, there were no concerns shared across site coordinators and overall site coordinators reported favorably regarding session logistics. It appears that prior experiences and reports contributed to more specific requirements, greater use of pre-assessments, stronger individual plans, and increased monitoring.

SES is focused on equity for disadvantaged (i.e., FRL) students, and is designed to improve the achievement of FRL students regardless of their achievement level. Thus, in 2009-10, to ensure students were served at the appropriate achievement level, individual learning plans were developed.

## RECOMMENDATIONS

In 2009-10, SES was implemented with fidelity within WCPSS with minor exceptions. While overall the implementation was good, there were a few areas for improvement. At this point, we have the following recommendations for improved communication, monitoring, and increased participation in the SES program in WCPSS:

- ***Site Coordinators share information with classroom teachers.*** The sharing of information between the classroom and tutoring services will improve both teachers’ and tutors’ understanding of a student’s academic needs; thus, coordinators should share information generated from tutoring services with classroom teachers. Parent consent could be solicited to allow the sharing of information with classroom teachers and ensure confidentiality requirements are observed.

- ***Increase collaboration and clarify and refine existing monitoring procedures.*** Title I staff should communicate monitoring procedures related to the development and submission of learning plans to the providers. Inconsistent reports from Title I staff and provider contacts suggest procedures are in place to review learning plans, but the purpose of these procedures may not be understood by providers. Given that collaboration is a required element of the development of learning plans, any procedure that satisfies this requirement should be understood by all stakeholders. Teachers, for example, fill in background information on student needs. Staff should review the monitoring and learning plan forms to see if they need to be more specific regarding issues such as differentiation. Additionally, in 2009-10 there was no WCPSS procedure in place to monitor that individual goals within students' learning plans were being met.

In 2010-11, an electronic data collection process was implemented which allowed for the electronic submission of learning plans. The purpose of this submission process should be communicated to all stakeholders, and the degree to which student goals were met should also be captured either within this system or with an alternative method.

- ***Monitor providers to ensure that parents of students not attending are contacted.*** Ensuring providers contact parents of students not attending regularly is currently an LEA requirement. Given this, the LEA monitoring process should include questions about attendance and vendor follow-up on absences. Vendors could be asked to maintain documentation of attempts to contact parents of students and to forward these to the Title I office or site coordinators (after a certain number of absences). Long-term, it seems this requirement would be better placed as a provider requirement, and district staff could lobby for this change.
- ***Collect pre- and post assessment results centrally and post-assess program completers.*** Although a sample of individual student records indicated student learning plans included pre-assessments, this information should be consistently captured centrally. In 2009-10, centrally collected data showed 88.8% (286 of the 322) of students with assessment data had a pre-assessment score; however, 100% of student learning plans sampled included pre-assessment data. Given this is a SES requirement, this data should be captured centrally perhaps via the newly created Title I electronic system. In terms of post-assessments, 81.5% (159 of the 195) students with 25 or more hours of service had a score; therefore, 19.5% of students who completed greater than 80% of the program were not administered a post-assessment. Program attrition and absences on the day of testing were noted as reasons for the lack of post-assessments for some students. Alternative make-up sessions (either at the school or the provider agency), could be offered to students missing the last day of tutoring. Additionally, over one-third (36.6%) of served students did not have assessment data available centrally; thus, a process of collecting this data centrally would ensure requirements associated with pre- and post-assessments were monitored and in turn met.

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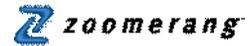
**Appendix A  
Supplemental Education Services Logic Model  
2008-09, 2009-10 and 2010-11**

**Need:** “Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provide extra academic assistance for eligible children (i.e free or reduce-priced lunch recipients). Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services.”

INPUTS	STRATEGIES	OUTCOMES – IMPACT		
		Short-Term Beginning of SES Cycle	Intermediate End of SES Cycle	Long-Term End of Year
<p>SES providers identified by the NCDPI (i.e., community-based organizations).</p> <p>Schools not making AYP identified by DPI.</p> <p>Parents provided opportunity to select provider.</p> <p>Free or reduced-price lunch recipients identified.</p> <p>Individualized learning plans created.</p>	<ul style="list-style-type: none"> <li>Additional educational services beyond the instruction provided during the school day (i.e., academic assistance such as tutoring, remediation and other supplemental academic enrichment).</li> <li>Services consistent with the content and instruction utilized by the district and aligned with the NCSCS and achievement standards.</li> </ul>	<ul style="list-style-type: none"> <li>Students enrolled in SES.</li> <li>Provider pre-assesses all participants.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at SES</li> <li>Progress reports given to all parents</li> <li>Minimum of 30 service hours per child.</li> <li>Provider post-assessments given to completers.</li> <li>80% of Learning plan goals met.</li> <li>Program monitoring shows implementation occurring.</li> </ul>	<ul style="list-style-type: none"> <li>All sub-groups met reading and mathematics growth targets (academic change) on EOG.</li> <li>A higher percentage of SES participants met reading and mathematics growth targets (academic change) than prior year before receiving SES (grade 4 and 5 only).</li> <li>Higher percentage of SES participants proficient on EOG than prior year before receiving SES (grade 4 and 5 only).</li> </ul>

Data Source: U.S. Department of Education. (2009). *Supplemental Educational Services Non-Regulatory Guidance*.

Appendix B



## 2009-10 Supplemental Education Services (SES) Implementation School Site Coordinator Survey

Created: February 09 2011, 8:49 AM  
Last Modified: February 21 2011, 9:01 PM  
Design Theme: Basic Blue  
Language: English  
Button Options: Labels  
Disable Browser "Back" Button: False

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### 2009-10 Supplemental Education Services (SES) Implementation School Site Coordinator Survey



Page 1 - Question 1 - Choice - One Answer (Bullets)

What percent of the parents of SES students at your school were notified in a timely manner so that their child could attend the first scheduled SES session?

- 100%
- 50% or more
- Less than 50%
- None

Page 1 - Question 2 - Choice - Multiple Answers (Bullets)

Please indicate which of the following items the providers typically shared with you. (Select all that apply).

- Student learning plans
- Student pre- and post-assessment results
- Student progress reports
- Student attendance records

Page 1 - Question 3 - Choice - Multiple Answers (Bullets)

Please indicate which of the following items you typically shared with the SES students' teachers. (Select all that apply).

- Student learning plans
- Student pre- and post-assessment results
- Student progress reports
- Student attendance records

Page 1 - Question 4 - Rating Scale - Matrix

Please indicate how often each of the following activities occurred throughout the 2009-10 school year. (Select one response per row).

	Always	Often	Sometimes	Never	Don't Know
School procedures for SES sessions were organized in an efficient manner for SES-eligible students to attend their sessions as scheduled.	<input type="radio"/>				
I participated in the monitoring of 2009-10 SES sessions.	<input type="radio"/>				
SES sessions took place as scheduled.	<input type="radio"/>				
SES sessions started on time.	<input type="radio"/>				
SES sessions ended on time.	<input type="radio"/>				

Page 1 - Question 5 - Choice - Multiple Answers (Bullets)

Indicate any issues you had with the SES program implementation for SES students. (Select all that apply).

- None
- Staffing concerns
- Scheduling concerns
- Other, please specify

Page 1 - Question 6 - Choice - Multiple Answers (Bullets)

SES sessions took place at the following time(s). (Select all that apply).

- Before school
- After school
- On Saturdays
- During student's track-out

Page 1 - Question 7 - Choice - One Answer (Bullets)

What was the typical duration of an SES session at your school?

- 1 hour
- 1.5 hours
- 2 hours
- Other, please specify

Page 1 - Question 8 - Choice - One Answer (Bullets)

With what frequency did SES sessions occur at your school?

- Once a week
- Twice a week
- Other, please specify

Page 1 - Question 9 - Choice - Multiple Answers (Bullets)

At what location were your school's SES sessions held? (Select all that apply).

- At the school site
- Away from the school site

Page 1 - Question 10 - Open Ended - One Line

What was the typical number of students in your SES students' group session.

Page 1 - Question 11 - Open Ended - One Line

How many students were in your SES program's largest group session?

Page 1 - Question 12 - Open Ended - One Line

How many students were in your SES program's smallest group session?

Page 1 - Question 13 - Open Ended - Comments Box

Please provide any additional comments you have regarding the 2009-10 SES Implementation.

Page 1 - Question 14 - Choice - One Answer (Drop Down)

At what school were you the site coordinator in 2009-10?

- Brentwood Elementary
- Fox Road Elementary
- Poe Elementary
- Wendell Elementary
- York Elementary

Page 1 - Heading

This is the end of the survey. Please click the "Submit" button below in order to save your responses. You may review or change your responses prior to clicking "Submit."

Thank You Page

Thank you for your participation!

Appendix C



**2009-10 Supplemental Education Services (SES) Implementation Provider Survey**

Created: February 10 2011, 10:18 AM  
 Last Modified: February 21 2011, 9:01 PM  
 Design Theme: Basic Blue  
 Language: English  
 Button Options: Labels  
 Disable Browser "Back" Button: False

**2009-10 Supplemental Education Services (SES) Implementation Provider Survey**



Page 1 - Question 1 - Rating Scale - Matrix

What percent of the time did each of the following occur when developing learning plans for SES student participants in 2009-10? (Select one response per row).

	100%	50% or more	Fewer than 50%	None
Worked with WCPSS representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents or guardians participated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used pre-assessment results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considered the student's individual needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 - Question 2 - Rating Scale - Matrix

Please indicate how often each of the following activities occurred throughout the 2009-10 school year. (Select one response per row).

	Always	Often	Sometimes	Never
SES pre- and post-assessments were administered to students receiving services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our SES sessions took place as scheduled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our SES sessions started on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our SES sessions ended on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We contacted parents of those students not attending SES sessions regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 - Question 3 - Choice - Multiple Answers (Bullets)

With whom do you typically share each student's SES pre- and post-assessment results? (Select all that apply).

- Parents or guardians
- School site coordinator
- Teacher(s)
- School principal
- Other, please specify

Page 1 - Question 4 - Choice - Multiple Answers (Bullets)

With whom do you typically share each student's SES progress reports? (Select all that apply).

- Parents or guardians
- School site coordinator
- Teacher(s)
- School principal
- Other, please specify

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Page 1 - Question 5 - Choice - Multiple Answers (Bullets)

Who monitored your SES sessions? (Select all that apply).

- Provider administrator or designee
- School site coordinator
- WCPSS administrator
- NCDPI staff
- Other, please specify

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Page 1 - Question 6 - Yes or No

Did you have any issues with staffing for the SES program implementation?

- Yes
- No
- Please describe any issues.

-----

Page 1 - Question 7 - Yes or No

Did you have any issues with scheduling for the SES program implementation?

- Yes
- No
- Please describe any issues.

-----

Page 1 - Question 8 - Open Ended - Comments Box

Please describe any other issues you had with the SES program implementation.

.....

.....

.....

.....

Page 1 - Question 9 - Choice - Multiple Answers (Bullets)

SES sessions took place at the following time(s). (Select all that apply).

- Before school
- After school
- On Saturdays
- During the SES student's track-out

Page 1 - Question 10 - Choice - One Answer (Bullets)

What was the typical duration of an SES session?

- 1 hour
- 1.5 hours
- 2 hours
- Other, please specify

Page 1 - Question 11 - Choice - One Answer (Bullets)

With what frequency did SES sessions occur?

- Once a week
- Twice a week
- Other, please specify

Page 1 - Question 12 - Choice - Multiple Answers (Bullets)

At what location were your school's SES sessions held? (Select all that apply).

- At the school site
- Away from the school site

Page 1 - Question 13 - Open Ended - One Line

What was the typical number of students in your SES students' group session?

Page 1 - Question 14 - Open Ended - One Line

How many students were in your largest group session?

Page 1 - Question 15 - Open Ended - One Line

How many students were in your smallest group session?

Page 1 - Question 16 - Rating Scale - Matrix

Please indicate your level of agreement with each of the following statements. (Select one response per row).

	Strongly Agree	Agree	Disagree	Strongly Disagree
School procedures for SES sessions were organized in a manner that enabled SES-eligible students to attend their sessions as scheduled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance improved for those students not attending SES sessions regularly after we contacted their parents or guardians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents or guardians were given an opportunity to provide feedback regarding their satisfaction with their child's SES sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 - Question 17 - Yes or No

Were there any participants who were not administered a post-assessment?

- Yes
- No
- If "Yes," why?

Page 1 - Question 18 - Yes or No

Were any service plans changed during the implementation period?

- Yes
- No
- If "Yes," why?

Page 1 - Question 19 - Yes or No

Were there any students who had attendance issues?

- Yes
- No
- If "Yes," why?

Page 1 - Question 20 - Open Ended - Comments Box

Please provide any additional comments you have regarding the 2009-10 SES Implementation.

Page 1 - Question 21 - Choice - One Answer (Drop Down)

Please select the name of your organization which provided SES in 2009-10.

- Academic Achievers/S&L Consultants
- Academics Plus, Inc.
- Measurement Incorporated (Accelerated Achievement)
- Achieve Success Tutoring by University Instructors
- AIM by Salient Learning
- Allied Academics
- ATS Project Success
- It's Simply English
- Learning & You
- Master Mind Prep Learning Solutions, Inc.
- Shaw University/Historically Minority Colleges & Universities Consortium of NC
- Sterling Learning Center, Inc.
- Sylvan Learning Center / Ace It
- Village Learning Solutions

Page 1 - Heading

This is the end of the survey. Please click the "Submit" button below in order to save your responses. You may review or change your responses prior to clicking "Submit."

### Appendix D SES Implementation Responsibilities

Entity	Category	Details
LEA	A. Identify eligible students	<ol style="list-style-type: none"> <li>1. All students receiving free or reduced priced lunches are eligible</li> <li>2. Students not receiving free or reduced priced lunches may receive SES, but funds spent on providing SES to non-low-income students toward meeting its 20 percent obligation may not be used.</li> </ol>
	B. Notify parents about SES availability	<ol style="list-style-type: none"> <li>1. Content of notice                             <ol style="list-style-type: none"> <li>a) Explain how parents can obtain SES for their child</li> <li>b) Identify each approved SES provider within the LEA or in its general geographic location, including providers that are accessible through technology, such as distance learning</li> <li>c) Describe briefly the services, qualifications and evidence of effectiveness for each provider</li> <li>d) Indicate providers that are able to serve students with disabilities or LEP students</li> <li>e) Explain benefits of receiving SES</li> <li>f) Describe the procedures and timelines that parents must follow to select a provider to serve their child                                     <ol style="list-style-type: none"> <li>(1) where and when to return a completed application</li> <li>(2) when and how the LEA will notify parents about enrollment dates and start dates</li> <li>(3) whom to contact for more information</li> <li>(4) how priorities will be set in order to determine which eligible students receive services if insufficient funds to serve all eligible students</li> </ol> </li> </ol> </li> <li>2. Format of notice                             <ol style="list-style-type: none"> <li>a) Easily understandable, in a uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand</li> <li>b) Clear and concise, and clearly distinguishable from other information on school improvement</li> </ol> </li> <li>3. Help parents choose a provider, if requested</li> </ol>
	C. Identify eligible students that will be receiving services	<ol style="list-style-type: none"> <li>1. Apply fair and equitable procedures for serving students if not all students can be served                             <ol style="list-style-type: none"> <li>a) Cut-off scores – lowest achievers in all grade levels</li> <li>b) Specific identified grade levels – lowest achievers</li> <li>c) Specific identified subject areas – lowest achievers</li> </ol> </li> <li>2. Ensure that participating students with disabilities and LEP students receive appropriate services</li> <li>3. Ensure parents requesting service are aware of SES logistics regarding time period, session lengths, location, provider qualifications (subject areas, use of a variety of instructional methods, SWD and ESL accommodations, etc.)</li> <li>4. Prominently display on its Web site current information:                             <ol style="list-style-type: none"> <li>a) number of eligible students</li> <li>b) number of participating students</li> <li>c) list of approved providers and the locations where services are provided</li> </ol> </li> </ol>
	D. Meet 20% funding obligation	<ol style="list-style-type: none"> <li>1. SES provider programs</li> <li>2. Transportation</li> <li>3. Parent outreach and assistance</li> </ol>

Data Source: U.S. Department of Education (2009). No Child Left Behind: Public School Choice Non-Regulatory Guidance. Retrieved January 20, 2011, from <http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

**Appendix D continued**  
**SES Implementation Responsibilities**

LEA (continue d)	A. Enter into an agreement with a provider selected by parents of an eligible student	<ol style="list-style-type: none"> <li>1. Provisions regarding payments for services:               <ol style="list-style-type: none"> <li>a) frequency of payments</li> <li>b) may address missed sessions</li> <li>c) may be based on student attendance</li> </ol> </li> <li>2. Provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the written permission of the student’s parents</li> <li>3. Assurance that SES will be provided consistent with applicable health, safety, and civil rights laws</li> <li>4. Develop specific achievement goals for the student in consultation with the provider and the student’s parents</li> <li>5. Describe how student progress toward achievement goals will be measured and how the student’s parents and teachers will be regularly informed of that progress</li> <li>6. Create timetable for improving the student’s achievement</li> <li>7. Provisions for terminating a provider’s services:               <ol style="list-style-type: none"> <li>a) to specific students if the provider fails to meet those student’s achievement goals and timetables</li> <li>b) if the provider violates its agreement regarding                   <ol style="list-style-type: none"> <li>(1) invoicing of payments for services</li> <li>(2) maintaining student privacy</li> <li>(3) adherence to applicable health safety, and civil rights laws</li> <li>(4) meeting other terms such as background checks of LEA contractors</li> <li>(5) providing student progress reports regularly</li> </ol> </li> </ol> </li> </ol>
	B. Ensure that parents are notified by the provider if their child is not attending regularly.	
	C. Obtain parent feedback on satisfaction with SES service.	
Provider	A. Attend to logistics of agreement with LEA	<ol style="list-style-type: none"> <li>1. Provide SES to eligible students receiving services until the end of the school year based on available funds and service intensity</li> <li>2. Agree with school and parents on a schedule for informing parents and the student’s teacher(s) about the student’s progress</li> <li>3. Provide SES consistent with applicable health, safety, and civil rights laws</li> <li>4. Provide SES that are secular, neutral, and non-ideological</li> <li>5. Conduct scheduled sessions</li> <li>6. Start and end SES sessions on time</li> <li>7. Maintain appropriate group sizes for instruction</li> </ol>

Data Source: U.S. Department of Education (2009). No Child Left Behind: Public School Choice Non-Regulatory Guidance. Retrieved January 20, 2011, from <http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

**Appendix D continued**  
**SES Implementation Responsibilities**

<p>Provider (continued)</p>	<p>A. Provide instruction based on agreement with LEA</p>	<ol style="list-style-type: none"> <li>1. Administer pre/post assessments</li> <li>2. Work with LEA and parents in development of learning plan                         <ol style="list-style-type: none"> <li>a) Consistent with the instructional program of the LEA</li> <li>b) Consistent with SWD IEP of participating students</li> <li>c) Consistent with Section 504 needs of participating students</li> <li>d) Consistent with LEP needs of participating students</li> <li>e) Aligned with State academic content and student academic achievement standards</li> </ol> </li> <li>3. Adhere to learning plan</li> <li>4. Enable the student to attain his or her specific achievement goals                         <ol style="list-style-type: none"> <li>a) Provide high quality, research-based instruction (e.g., differentiation) that is focused, intensive, and targeted to student needs and designed to increase student academic achievement</li> <li>b) Provide constant and systematic feedback to students on what they are learning</li> </ol> </li> <li>5. Measure the student's progress according to agreed-upon schedule</li> <li>6. Regularly inform the student's parents and teachers of student progress</li> <li>7. Inform parents if child is not attending sessions regularly</li> <li>8. Measure whether participating students and their parents are satisfied with the instructional program</li> </ol>
<p>Parent</p>	<p>B. Select a provider from the State-approved list that is in or near the LEA.</p>	
	<p>C. With the LEA and the selected provider, must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement.</p>	
	<p>D. Ensure that their child attends the SES sessions in which he or she is enrolled.</p>	
	<p>E. Other desired responsibilities</p>	<ol style="list-style-type: none"> <li>1. Support provider and LEA efforts to work with their child toward attaining achievement goals</li> <li>2. Encourage their child to succeed</li> <li>3. Provide feedback on satisfaction with SES services</li> </ol>

Data Source: U.S. Department of Education (2009). No Child Left Behind: Public School Choice Non-Regulatory Guidance. Retrieved January 20, 2011, from <http://www2.ed.gov/policy/elsec/guid/suppsvcsguid.doc>.

**Appendix E**  
**Title I School Improvement Provisions under No Child Left Behind Legislation**  
**Implementation Timeline –Supplemental Educational Services Round 1**

<b>Date</b>	<b>What</b>	<b>Explanation</b>	<b>Notes</b>
September 2009	Communication with Principals	Plan for provider fair	Identify provider fair dates
September 18, 2009	Provider list updated	Final list of service providers posted on the DPI homepage	Local superintendents, Title I directors and others review provider list. Superintendents and Title I directors notified of the posting
September 21, 2009	Provider Meeting	Discuss parameters and arrangements for services and provider fair	Tights and loose of SES
September 24, 2009	Principal Meeting	Discuss parameters and arrangements for services and provider fair	Tights and loose of SES
September 30, 2009	Notification to parents	SES letter sent	Letter will state: <ul style="list-style-type: none"> <li>• Potential for schools offering SES</li> <li>• Students <u>may</u> be eligible</li> <li>• Parents' responsibility in process</li> </ul>
October 5-16, 2009	Parent/Provider Fair	Each school will hold provider fair for parents	Parents select provider for services
October 26-30, 2009	Complete contracts	WCPSS will enter into contract agreements with providers	Each student contract will <ul style="list-style-type: none"> <li>• be based on the identified needs</li> <li>• Outline sessions</li> <li>• Provide for assessment information and progress reports</li> </ul>
October 30, 2009	Deadline for SES requests	SES requests must be received	
November 2009	Notify parents of assigned provider	Send letters to parents with contact info of provider	
	Meeting with providers and parents	Providers and parents discuss educational plan	Provider must develop educational plan with parent participation
	Update provider rosters	Send rosters to site coordinators and providers	
November 16, 2009	Start services	Provider will begin services	Provider will send monthly reports to site SES Coordinator, the Title I director and parent
November 2009	Calendars and Schedules	Providers will receive detailed calendar for each site	Calendars will include projected end dates

Data Source: WCPSS Title I Department

**Appendix E continued**  
**Title I School Improvement Provisions under No Child Left Behind Legislation**  
**Implementation Timeline –Supplemental Educational Services Round 2**

Date	What	Explanation	Notes
December 2010	Round 2 Notifications	Send letters about round 2 enrollment period to parents and display at schools	Timeline for requests
January 4-15, 2010	Parent requests	Parents select providers to start round 2 of tutoring	
	Notify parents of assigned provider	Send letters to parents with contact info of providers	
Week of January 18, 2010	Meeting with providers and parents	Providers and parents discuss educational plan	Provider must develop educational plan with parent participation
January 2010	Update provider rosters	Send rosters to site coordinators and providers	
Week of February 1, 2010	Start services	Provider will begin services	Provider will send monthly reports to site SES Coordinator, the Title I director and parent
February 2010	Calendars and Schedules	Providers will receive detailed calendar for each site	Calendars will include projected end dates

Data Source: WCPSS Title I Department

**Appendix F**  
**WCPSS Learning Plan Template 2009-10**



**Supplemental Educational Services  
Personalized Education/Focused Learning Plan**

**Part I: Descriptive Information**

SCHOOL COMPLETES

<b>Student Name</b>		<b>Student Birth Date</b> M/D/Y	<b>Teacher Name</b> Reading_____	<b>School</b> Elementary
			Math_____	
<b>Student ID #</b>	<b>Parent / Guardian Name</b>		<b>Home Telephone</b>	<b>Work Telephone</b>
<b>Student Race (Circle)</b>		<b>Student Gender</b> <input type="checkbox"/> Female <input type="checkbox"/> Male	<b>Student Language</b> <input type="checkbox"/> English Speaking <input type="checkbox"/> Non English Speaking	<b>List language, if other than English</b>
Asian	American Indian			
Black	Hispanic			
Multi-racial	White			
Other_____ (list)				
<b>Student Address</b>				

SCHOOL COMPLETES

**Check All Appropriate**

<input type="checkbox"/> Exceptional Child	<input type="checkbox"/> AIG	<input type="checkbox"/> 504	<input type="checkbox"/> Prior Retainee and Grade Retained_____
<input type="checkbox"/> Other:	<input type="checkbox"/> LEP	<input type="checkbox"/> Regular Education	

**Please list IEP goals if applicable**

Reading IEP Goals	
Math IEP Goals	

**Part II: Modification(s) for Instruction:** *(Select all appropriate)*

SCHOOL COMPLETES

	<b>Modified Instruction</b>	<b>Comments</b>
<input type="checkbox"/>	visual examples	
<input type="checkbox"/>	modify length of assignment	
<input type="checkbox"/>	divide task into parts	
<input type="checkbox"/>	concrete instruction (hands on)	
<input type="checkbox"/>	mark in book	
<input type="checkbox"/>	extended time	
<input type="checkbox"/>	oral tests	
<input type="checkbox"/>	use of a dual language dictionary	
<input type="checkbox"/>	ESL class	
<input type="checkbox"/>	EC services	
<input type="checkbox"/>	Other	

**Appendix F continued  
WCPSS Learning Plan Template 2009-10**

**Part III: Diagnostic Information**

SCHOOL COMPLETES

Area	Comments	Performance Level
Reading		
Math		

**Part IV: Results of Provider Diagnostic Information**

PROVIDER COMPLETES

Assessments	Pre Test Score/Date	Post Test Score/Date	Comments

**Part V: Provider Instructional Materials**

PROVIDER COMPLETES

	Provider Instructional Materials/Programs	Interventions that will be used
<input type="checkbox"/>		

**Part VIII: Timeline**

PROVIDER, PARENT, PRINCIPAL, TEACHER COMPLETES

<b>Length/number of sessions to be provided</b> Session length in minutes:	<b>Number of weekly sessions:</b> <b>Total number of sessions:</b>
<b>Dates of sessions</b> Beginning date: Ending date: Days of the week tutoring will occur:	<b>Location of services</b> Services will be provided in the following location:

**I have reviewed the Learning Plan Agreement. I agree to the statement of goals and timeline stated in this agreement. I have been given the opportunity to participate in the development of this plan.**

**Signatures indicate agreement with the Learning Plan Agreement**

<b>X</b> Provider Signature and Company Name Date	<b>X</b> Parent Signature Date
<b>X</b> Teacher Signature Date	<b>X</b> Principal Signature Date

**Appendix G  
SUPPLEMENTAL EDUCATIONAL SERVICES MONITORING TOOL**

Name of Observer \_\_\_\_\_

Date \_\_\_\_\_

Activity: Announced/Unannounced Visit

Begin Time \_\_\_\_\_ End Time \_\_\_\_\_

<i>Name of SES Provider</i>	<i>Name of SES Schools</i>

MANAGEMENT	YES	NO	NOT OBSERVED
1. Provider's site coordinator or designee is present before the delivery of services and assumes responsibility for students until tutoring begins.			
2. Provider's site coordinator or designee is available to monitor program implementation and has no instructional responsibilities.			
3. Provider's site coordinator or designee is present during the delivery of services.			
4. Provider's site coordinator or designee assumes responsibility for students after the delivery of services and remains until all participants are picked up by an authorized person			
5. Time for snacks, breaks, or incentives is provided outside of the contracted time for the tutoring session.			
6. The number of students in the group meets contractual specifications.			
7. All assigned tutors are present.			

***NOTES/OBSERVATIONS***

Number of Students Observed: _____	Reading	Math	Location
Name of Tutor Observed: _____			

Instructional Methods	YES	NO	NOT OBSERVED
8. The tutor is prepared and begins instruction on time.			
9. The tutor continues to provide instruction throughout the contracted time for the tutoring session.			
10. The tutoring session is focused on instruction.			
11. Instructional materials are available for all students.			
12. The instructional materials are matched to the needs/level of the students as determined by the pre-assessment.			
13. Tutors give consistent verbal and/or written feedback to students on what they are learning.			
14. Instruction is aligned with the NCSCOS.			
15. The tutor uses appropriate high quality instructional strategies which are matched to the needs of the student.			
16. The instructor provides services that are secular, neutral, and non-ideological in content.			

***NOTES/OBSERVATIONS***

**Appendix H**  
**Results of NC Supplemental Educational Services (SES)**  
**Parent Satisfaction Survey – Questions 15-21 –Wake County Public School System**

Questions 15-21 pertain to parent satisfaction with the school district in terms of communication and the provider selection process. Means and standard deviations are calculated based on a 4-point Likert-type scale with the following values: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. Calculations are made separately for each session and a combined score is also provided. Cells indicate frequency of response, followed by percentage of response in parentheses.

Total N=171

Results for a particular question may not always sum to 100% due to non-respondents.

	Questions Indicate how much you agree or disagree with the following items about the school district:	Mean	Stand Dev	Strongly Disagree (1)		Disagree (2)		Agree (3)		Strongly Agree (4)		Don't Know		N/A	
				n	%	n	%	n	%	n	%	n	%	n	%
				15	I was notified by my child’s school about free tutoring...	3.56	0.66	5	2.9%	-	-	58	33.9%	102	59.6%
16	The district provided the necessary information to help me select a tutoring provider...	3.48	0.69	4	2.3%	6	3.50%	62	36.3%	93	54.4%	4	2.30%	-	-
17	I was given enough time to decide which tutoring provider I wanted for my child...	3.39	0.76	6	3.5%	9	5.30%	61	35.7%	83	48.5%	8	4.70%	3	1.8%
18	The district returned phone calls, addressed questions pertaining to free tutoring in a timely manner...	3.25	0.78	5	2.9%	14	8.20%	63	36.8%	60	35.1%	9	5.30%	16	9.4%
19	I am happy with the way my school district helped to get free tutoring for my child...	3.53	0.64	3	1.8%	4	2.30%	59	34.5%	95	55.6%	5	2.90%	2	1.2%
20	I feel free tutoring improved my child's academic skills this year...	3.42	0.67	3	1.8%	7	4.10%	69	40.4%	79	46.2%	8	4.70%	2	1.2%
21	I would have my child participate again in free tutoring next year...	3.69	0.62	4	2.3%	1	0.60%	37	21.6%	120	70.2%	6	3.50%	2	1.2%

Williams, M., Meli, J., Poole, A., & Amwake, L. (2010). *NC DPI supplemental educational services (SES) 2009-2010 evaluation report*. Raleigh, NC: North Carolina Department of Public Instruction. Retrieved January 7, 2011, from <http://www.ncpublicschools.org/docs/program-monitoring/titleIA/ses/evalreports/ses09-10.pdf>