

**FINAL EVALUATION REPORT:  
Massachusetts Title I Supplementary Educational Services  
(SES) Program**

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## BACKGROUND

Supplemental Educational Services (SES) are additional, free, academic instruction designed to increase the academic achievement of students in schools identified for improvement, corrective action, or restructuring under the No Child Left Behind Act (NCLB). These services may include academic assistance such as tutoring and remediation, provided they are consistent with the content and instruction used by the local school district and are aligned with the state's academic content standards. SES must be provided outside of the regular school day and must be of high quality, research-based, and specifically designed to increase student academic achievement.

Students from low-income families attending Title I schools in their second year of school improvement [i.e., have not made Adequate Yearly Progress (AYP) for three or more years], in corrective action, or in restructuring status are eligible to receive SES.

The Massachusetts Department of Education (MADOE) contracted with Learning Innovations at WestEd to conduct an evaluation of the SES program in the Commonwealth. During the first year of the evaluation, data were collected to provide descriptive information about the services provided and student participation. The results of the evaluation activities are reported in this document.

## DATA AND METHODS

### ***2005-2006 SES Participation Data Compiled by MADOE***

During the 2005-2006 school year SES services were provided by 50 of the 62 districts required to provide these services.<sup>1</sup> Forty-four (44) districts returned MADOE surveys and 30 provided SES student participation information.<sup>2</sup> District student records for 4,491 SES Participants were successfully merged with SES provider data and SIMS (Student Information Management System) data.<sup>3</sup> This merged student dataset was analyzed to determine the profiles of SES participants and providers, patterns of enrollment, and achievement trends. Table 1 shows the number of “eligible” students per district (estimated maximum number of SES students that each district could potentially accommodate, based on the 20% SES set-aside of districts’ Title I allocations<sup>4</sup>), along with actual participation numbers. The table also shows the number of merged student records that were available and analyzed for each district.

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<sup>1</sup> See Appendix A for a list of districts that did not provide services for their SES-eligible students.

<sup>2</sup> The five districts that provided SES services but did not submit data are: Framingham, Gardner, Gloucester, Holyoke, and Wareham.

<sup>3</sup> Not all student records data from providers were successfully merged with district data because students’ unique identifiers used in the two different sources of data did not always match.

<sup>4</sup> Although 76,973 students in the Commonwealth were eligible for SES services, based on low-income and school improvement status, the cost of services is such that services could not be provided for all students, should they request them, with districts’ 20% of Title I SES set-aside funds.

**Table 1: Overview of 2005-2006 SES Participation by District**

<b>DISTRICT (N=30)</b>	<b>PROVIDERS USED BY DISTRICT</b>	<b># ELIGIBLE STUDENTS**</b>	<b># STUDENTS PARTICIPATED</b>	<b>% ELIGIBLE STUDENT PARTICIPATION</b>	<b># MERGED STUDENT RECORDS</b>
Barnstable	Brainfuse, Club Z!, Education Station	184	24	13.04%	0
Benjamin Banneker	Kaplan	224	41	18.30%	0
Boston	AIP, ACLC, BELL, BLC, BPS, Brainfuse, Citizen Schools, Club Z!, Education Station, Huntington	18,377	4,619	25.13%	3,596
Boston Renaissance	Brainfuse	942	141	14.97%	135
Cambridge	Club Z! Huntington	985	31	3.15%	12
Chelsea	Brainfuse, Club Z!, Education Station, Huntington	2,379	53	2.23%	48
Chicopee	Catapult, Education Station, Learning Styles	920	120	13.04%	76
Fairhaven	Club Z!	128	15	11.72%	13
Fall River	Brainfuse, Club Z!	2,729	167	6.12%	92
Framingham	Club Z!, The Knowledge Connection	473	45	9.51%	33
Gloucester	Failure Free Reading	233	28	12.02%	17
Greenfield	Brainfuse	365	12	3.29%	6
Lawrence	Club Z!	5,311	15	0.28%	0
Lawrence Family Dev CS	Club Z!	435	1	0.23%	0
Lowell	Club Z!	6,492	42	0.65%	6
Lynn	Brainfuse	2,052	66	3.22%	56

DISTRICT (N=30)	PROVIDERS USED BY DISTRICT	# ELIGIBLE STUDENTS**	# STUDENTS PARTICIPATED	% ELIGIBLE STUDENT PARTICIPATION	# MERGED STUDENT RECORDS
Malden	Club Z!	1,146	1	0.09%	0
Marlborough	Club Z!	217	28	12.90%	27
Marshfield	Club Z!, Summit	64	3	4.69%	0
Middleborough	Club Z!	142	10	7.04%	0
New Bedford	Citizen Schools	4,459	59	1.32%	0
North Adams	Club Z!	215	14	6.51%	0
North Central CS	Club Z!	106	5	4.72%	3
Northampton	Club Z!, Learning Styles	222	8	3.60%	7
Randolph	Pinnacle	201	15	7.46%	0
Seven Hills CS	Club Z!, Failure Free Reading	425	21	4.94%	5
South Hadley	Club Z!, Learning Styles	97	11	11.34%	9
Springfield	Catapult, Club Z!, Education Station, Failure Free Reading, Learning Styles, The Knowledge Connection	9,775	1,293	13.23%	348
Worcester	Club Z!	4,042	3	0.07%	2
<b>TOTALS</b> 30		63,427	6,891	10.86%	4,491
* Estimated maximum number of SES students districts could accommodate, based on 20% set-aside of Title I allocations.					

**Telephone Interviews with 2005-2006 SES Providers**

Telephone interviews were conducted with a contact person at 12 of the 14 2005-2006 SES providers who provided data on their services that could be merged.<sup>5</sup> The interviews allowed the evaluators to gain information on providers' curricula and

<sup>5</sup> Two of the 14 providers were unresponsive to the request for an interview.

assessment tools. Samples of curricula, assessments, and individual student learning plans collected from each provider. These were analyzed qualitatively to provide an overview of providers' instructional approaches and materials.

**2006-2007 Satisfaction Surveys**

Principal, teacher, parent, and student satisfaction surveys were developed collaboratively with MADOE and distributed through Title I directors at SES-eligible districts. These surveys collected data for the 2006-2007 academic year.<sup>6</sup> All principals of SES-eligible schools and all teachers with SES participants were requested to complete an online survey.

A parent and student sampling pattern was determined with MADOE that was intended to yield reasonably representative data across the various providers without placing undue burden on parents and students. Title I directors were instructed to distribute the surveys to 337 parents, 145 middle school students, and 13 high school students. Table 2 shows the total and per-district responses received.

**Table 2: Satisfaction Survey Responses**

	PRINCIPALS	TEACHERS	PARENTS	MS STUDENTS	HS STUDENTS
<b>Total # of Responses</b> (28 of 62 districts)	<b>56</b>	<b>192</b>	<b>55</b>	<b>23</b>	<b>0</b>
Benjamin Banneker	0	1	0	0	0
Boston	5	39	6	3	0
Boston Renaissance	1	26	0	0	0
Cambridge	6	21	6	2	0
Chelsea	0	0	4	1	0
Chicopee	2	17	0	0	0
Easthampton	4	4	0	0	0
Fairhaven	1	6	1	1	0
Fall River	0	6	5	0	0
Fitchburg	1	2	0	0	0

<sup>6</sup> Satisfaction survey data were not collected during the 2005-2006 year. In the future, reports will include satisfaction and participation data for each year.

	PRINCIPALS	TEACHERS	PARENTS	MS STUDENTS	HS STUDENTS
Framingham	0	0	7	1	0
Gardner	1	0	0	0	0
Gloucester	1	7	2	0	0
Lawrence	1	3	0	0	0
Lawrence FDC	1	1	0	0	0
Lowell	7	16	3	0	0
Lynn	2	3	9	5	0
Malden	2	0	0	0	0
Marlborough	0	2	1	0	0
Middleborough	0	4	0	0	0
North Central CS	0	0	4	4	0
Northampton	0	0	1	1	0
Salem	1	4	0	0	0
Seven Hills CS	0	3	0	0	0
Springfield	7	6	0	0	0
Uxbridge	0	5	0	0	0
Webster	2	9	0	0	0
Worcester	1	3	0	0	0
TOTALS*	46	187	49	18	0

\*District response totals differ from total survey responses because not all respondents identified their district.

## FINDINGS

### SES Student and Provider Profiles

#### SES Participants by District<sup>7</sup>

Eighty percent (80%) of 2005-2006 SES participants came from Boston public schools. The second largest, though much smaller, concentration of participants came from Springfield (8%). The following table shows the numbers and percentages of SES participants per district.

**Table 3: 2005-2006 SES Participants by District (N=4,491)**

<b>PARTICIPATING SES DISTRICTS</b>	<b># OF SES PARTICIPANTS</b>	<b>% OF SES PARTICIPANTS IN COMMONWEALTH</b>
Boston Public Schools	3,596	80.07%
Boston Renaissance	135	3.01%
Cambridge	12	0.27%
Chelsea	48	1.07%
Chicopee	76	1.69%
Fairhaven	13	0.29%
Fall River	92	2.05%
Framingham	33	0.73%
Gloucester	17	0.38%
Greenfield	6	0.13%
Lowell	6	0.13%
Lynn	56	1.25%
Marlborough	27	0.60%
North Central Charter	3	0.07%
Northampton	7	0.16%
Seven Hill's Charter	5	0.11%
South Hadley	9	0.20%
Springfield	348	7.75%

<sup>7</sup> Five districts that provided SES services did not submit data: Framingham, Gardner, Gloucester, Holyoke, and Wareham. See Appendix A for a list of SES-eligible districts that did not provide services.

<b>PARTICIPATING SES DISTRICTS</b>	<b># OF SES PARTICIPANTS</b>	<b>% OF SES PARTICIPANTS IN COMMONWEALTH</b>
Worcester	2	0.04%
TOTALS <sup>8</sup>	4,491	100.00%

### SES Sub-Groups

As shown below in Tables 4-8, 42% of SES participants were identified as Asian and 39% as Hispanic. In addition, 92% of students for whom data were available were identified as low-income, 26% were classified as SPED, and 20% were identified as LEP. Four percent (4%) were identified as a combination of low-income, LEP, and SPED.

**Table 4: Ethnicities of 2005-2006 SES Participants (n=4,491)**

<b>ETHNICITY</b>	<b># OF STUDENTS</b>	<b>% OF TOTAL</b>
Asian	1,886	42.00%
Hispanic	1,758	39.14%
Native Hawaiian and other Pacific Islanders	383	8.53%
White	22	0.49%
African American	174	3.87%
Not Identified	268	5.97%
TOTALS	4,491	100.00%

**Table 5: Proportion of Low-Income 2005-2006 SES Participants (n=4,223)<sup>9</sup>**

	<b>LOW-INCOME</b>	<b>NOT LOW-INCOME<sup>10</sup></b>	<b>TOTALS</b>
# of Students	3,866	357	4,223
% of Total	91.55%	8.45%	100%

<sup>8</sup> Due to rounding of percentages, columns in tables may not sum precisely to 100%.

<sup>9</sup> Data on low-income, SPED, and LEP classification were unavailable for 268 (6%) of participants.

<sup>10</sup> Although the SES program is intended for low-income students, some low-income participants may not have been correctly identified in the database.

**Table 6: Proportion of SPED 2005-2006 SES Participants (n=4,223)**

	<b>SPED</b>	<b>NOT SPED</b>	<b>TOTALS</b>
# of Students	1,096	3,127	4,223
% of Total	25.95%	74.05%	100%

**Table 7: Proportion of LEP 2005-2006 SES Participants (n=4,223)**

	<b>LEP</b>	<b>NOT LEP</b>	<b>TOTALS</b>
# of Students	862	3,361	4,223
% of Total	20.41%	79.59%	100%

**Table 8: Sub-Groups of Low-Income SES Participants (n=4,223)**

<b>LOW-INCOME SUB-GROUP</b>	<b># OF STUDENTS</b>	<b>% OF TOTAL</b>
Low-Income and SPED	1,007	23.85%
Low-Income and LEP	826	19.56%
Low-Income, SPED, and LEP	184	4.36%

**SES Participants by Grade Level**

As shown below in Table 9, students in grades K-5 made up 53% of SES participants. Students in grades 6-8 made up 43% of SES participants, while high school students (grades 9-12) accounted for only 3.5% of SES participants.

**Table 9: 2005-2006 SES Participants by Grade (N=4,491)**

<b>GRADE</b>	<b># OF STUDENTS</b>	<b>% OF TOTAL</b>
K	92	2.05%
1	277	6.17%
2	387	8.62%
3	559	12.45%
4	667	14.85%
5	408	9.08%
<b>Total K-5</b>	<b>2,390</b>	<b>53.22%</b>
6	818	18.21%
7	614	13.67%
8	501	11.16%
<b>Total 6-8</b>	<b>1,933</b>	<b>43.04%</b>
9	37	0.82%
10	80	1.78%
11	26	0.58%
12	12	0.27%
<b>Total 9-12</b>	<b>155</b>	<b>3.45%</b>
Data unavailable	13	0.29%
<b>TOTALS</b>	<b>4,491</b>	<b>100.00%</b>

**Profile of 2005-2006 SES Providers**

The majority of participants (67.5%) attended the district-provided Boston Public Schools (BPS) tutoring program, which was the SES provider for 84% of participants in the Boston Public Schools district. After BPS, Education Station served the largest percentage of participants (7%), followed by Club Z! (6%). The majority of SES participants (84%) received tutoring at their schools. Table 10 lists the 14 SES providers by type and service site and the number of participants served by each.

**Table 10: 2005-2006 SES Providers by Type, Site, and Participants Served**

<b>PROVIDER</b>	<b>TYPE</b>	<b>SERVICE SITE</b>	<b># SERVED</b>	<b>% OF TOTAL (N=4,491)</b>
Alliance for Inclusion, Prevention	Non-profit	School	43	0.96%
Ann's Christian Learning Center	Faith-based	Center	4	0.09%
BELL	Non-profit	School	141	3.14%
Boston Learning Center	Non-profit	School,	81	1.80%
Boston Public Schools	School district	School	3,034	67.56%
Brainfuse	For-profit	Online	217	4.83%
Catapult Online	For-profit	Online	130	2.89%
Citizen Schools	Non-profit	School	170	3.79%
Club Z!	For-profit	Home, school	257	5.72%
Education Station	For-profit	School	316	7.04%
Failure Free Reading	For-profit	School	29	0.65%
Huntington Learning Center	For-profit	Center	11	0.24%
The Knowledge Connection	For-profit	School	20	0.44%
Learning Styles	For-profit	Community	38	0.85%
<b>TOTALS</b>			<b>4,491</b>	<b>100.00%</b>

## Instructional Groups

Most participants (69%) received SES instruction in small groups of three to five students. Table 11, below, shows the number of participants who received instruction in each of four types of instructional groups.

**Table 11: SES Instructional Groups**

TYPE OF INSTRUCTIONAL GROUP	PROVIDERS THAT EMPLOYED EACH TYPE OF INSTRUCTIONAL GROUP	# OF PARTICIPANTS SERVED	% OF TOTAL PARTICIPANTS (n=4,485) <sup>11</sup>
One-on-One	Ann's Christian Learning Center, Boston Learning Center, Brainfuse, Club Z!, Huntington, Learning Styles, Knowledge Connection (7)	574	12.80%
Small Group (3-5)	Boston Learning Center, Boston Public Schools, Club Z!, Failure Free Reading, Huntington (5)	3,087	68.83%
Medium Group (6-10)	Alliance for Inclusion, Prevention, BELL, Boston Learning Center, Citizen Schools, Education Station (5)	694	15.47%
Large Group (11+)*	Catapult Online (1) <sup>12</sup>	130	2.90%
TOTALS		4,485	100.00%

<sup>11</sup> The type of instructional group was not available for six participants.

<sup>12</sup> Although the data indicated that Catapult Online provided large-group instruction, the Catapult Online model is generally one-on-one online instruction.

## Dates of Initiation and End of Services

As shown below in Table 12, the majority of SES enrollments took place in December (64%), followed by 18% in January. Only 10% of participants enrolled before December. Most SES programs had ended by July, but 9 participants finished their programs in July, and 63 finished in August.

**Table 12: Month of Initiation of SES Services**

Month of Service Initiation	# of Participants			% OF TOTAL Participants		
	All Districts	Boston <sup>13</sup>	Others	All Districts (n=4,339)	Boston (n=3,548)	Others (n=791)
September	30	30	0	0.69%	0.85%	0.00%
October	8	8	0	0.18%	0.23%	0.00%
November	375	55	320	8.64%	1.55%	40.46%
December	2,764	2,716	48	63.70%	76.55%	6.07%
January	786	517	269	18.11%	14.57%	34.01%
February	171	131	40	3.94%	3.69%	5.06%
March	152	74	78	3.50%	2.09%	9.86%
April	41	17	24	0.94%	0.48%	3.03%
May	12	0	12	0.28%	0.00%	1.52%
TOTALS	4,339	3,548	791	100.00%	100.00%	100.00%

## Subjects of SES Instruction

SES participants received instruction in the subject areas of reading, writing, and/or math. Although the data were incomplete in this area<sup>14</sup>, the available data showed that most SES instruction was in math (41%). Reading accounted for 38% of SES instruction and 21% of participants received writing instruction. More than half of all SES participants enrolled in two or more subjects. Tables 13 and 14 show the students who received instruction in each subject.

<sup>13</sup> Because the large majority of SES participants were from Boston, this and other tables disaggregate Boston figures.

<sup>14</sup> The subject(s) of instruction were available for only 1,383 students (31%). Boston provided these data for only 498 students.

**Table 13: 2005-2006 SES Enrollments in Reading, Writing, Math \***

<b>SUBJECT(S)</b>	<b># OF PARTICIPANTS WHO RECEIVED INSTRUCTION IN EACH SUBJECT</b>	<b>% OF TOTAL PARTICIPANTS WHO RECEIVED INSTRUCTION IN EACH SUBJECT (n=1,383)</b>
Reading	868	62.76%
Writing	484	34.10%
Math	938	67.82%
Data Unavailable	3,108	

\*Participants may have received instruction in more than one subject.

**Table 14: 2005-2006 SES Enrollments by Subject Combinations**

<b>SUBJECT(S)</b>	<b># OF PARTICIPANTS WHO RECEIVED INSTRUCTION IN SUBJECT(S)</b>	<b>% OF TOTAL PARTICIPANTS WHO RECEIVED INSTRUCTION SUBJECT(S) (n=1,383)</b>
Reading Only	291	21.04%
Writing Only	4	0.29%
Math Only	346	25.02%
Reading and Math	262	18.94%
Reading and Writing	150	10.85%
Math and Writing	165	11.93%
Reading, Writing, and Math	165	11.93%
TOTALS	1,383	100.00%

## **DISCUSSION: SES Student and Provider Profiles**

### Participation Rate

As shown above, a very small percentage of eligible students participated in SES in 2005-2006. In most districts, well under 15% of the maximum number of SES students that could potentially be served with available Title I funds actually participated. A key priority of the SES program moving forward should be to determine why more students are not participating and to ensure that parents of low-income students in SES-eligible schools are receiving sufficient outreach and support to enroll their children in SES.

### Participation by Grade

Of those students who did participate in SES in 2005-2006, very few (only 3%) were high school students. Struggling high school students may be in particular need of supplementary educational services to ensure that they receive the additional support they need to pass high-stakes tests and graduate from high school. Often, older students are put off by the perceived stigma of receiving tutoring and see SES services as meant for younger students. In addition, high school students often have after-school schedules that are packed with extra-curricular activities or part-time jobs. Thus, targeted outreach efforts to parents and students, including offering various SES options and schedules, are necessary to encourage the participation of more high school students in SES.

### Ensuring Parent Choice

Boston Public Schools had the largest number of SES participants in 2005-2006, and 67% of Boston SES students attended the Boston Public Schools district-provided SES program, making BPS the largest SES provider in the commonwealth. Twenty-four other schools had all of their SES students enrolled with only one provider. Many parents choose to enroll their child in district-provided SES services because they are conveniently located at their child's school, or because they know and trust the teachers providing tutoring. Certain SES providers may be attractive to parents because of accessibility—many non-district SES programs make arrangements with schools to provide services on campus—scheduling, or various other program features. However, sometimes parents may not be made aware of all of the SES options that are available to them, or districts or schools promote certain providers or allow the providers to promote themselves, over others. SES guidance from the Department of Education stipulates that the SEA should watch for LEA practices that give preferential treatment to certain providers and should ensure that parents are aware of all of the options that are available to them.

### Beginning Services Early in the School Year

As shown above, in 2005-2006 only 10% of SES instruction began before December. Beginning SES tutoring late reduces the impact the services can have on students achievement and fails to take advantage of the enthusiasm and motivation that parents and students feel earlier in the school year. Early, targeted outreach to parents can help to ensure that services begin on time. Multiple outreach strategies should be employed to target hard-to-reach parents and to ensure that they understand the SES options that are available to their children and that they feel supported in the process. In addition, steps should be taken to ensure that providers begin services very shortly after students enroll.

## 2005-2006 SES Participation and Achievement Trends

### Hours of Instruction

On average, participants completed 37.5 hours of SES instruction (range of 1-246). As shown below in Table 15, this represents 50% fewer instructional hours than the average 74.6 hours of instruction originally contracted.

**Table 15: Total Hours of Instruction Contracted and Completed by 2005-2006 SES Participants**

DISTRICT(S)	MEAN CONTRACTED HOURS	MEAN COMPLETED HOURS	DIFFERENCE BETWEEN CONTRACTED & COMPLETED	% CONTRACTED HOURS COMPLETED
Boston PS (N=3,595)	81.5	39.8	-41.7	48.83%
Other Districts (N=544)	29	22.2	-6.8	76.55%
<b>ALL Districts (n=4,139)</b>	<b>74.6</b>	<b>37.5</b>	<b>-37.1</b>	<b>50.27%</b>

**Table 16: Hours of Instruction Contracted and Completed by Subject by Participants for whom Data were available for both Measures<sup>15</sup>**

SUBJECT	MEAN CONTRACTED HOURS	MEAN COMPLETED HOURS	DIFFERENCE BETWEEN CONTRACTED & COMPLETED HOURS	% CONTRACTED HOURS COMPLETED
Math (n=609)	21.3	21.2	-1	99.53%
Reading (n=584)	25.7	18.8	-6.9	73.15%
Writing (n=407)	27.8	26.8	-1	96.64%

### Program Completion and Achievement of Learning Goals

Twelve percent (12%) of participants were listed as having completed their contracted hours and achieved their learning goals and four percent (4%) achieved their goals in fewer hours than contracted. The data also show that 40% of students ended services for unspecified reasons (“other”), 24% because a “parent ended services”, and 15% because the “student stopped attending”.

<sup>15</sup> Boston Public Schools did not supply these data, so the differences between contracted and completed hours per subject do not appear nearly as large as the average difference between total contracted and completed hours for all SES participants.

**Table 17: Program Completion Characterization of SES Participants (N=4,491)**

<b>Program Completion Characterization</b>	<b># of Participants</b>	<b>% of Total Participants</b>
Completed contracted hours <i>and</i> achieved goals	520	11.58%
Completed contracted hours <i>but did not</i> achieve goals	108	2.40%
Total students who completed hours	628	13.98%
Student completed all goals in fewer hours than contracted	181	4.03%
Parent ended services	1,065	23.71%
Attendance was inconsistent	170	3.79%
Student stopped attending	654	14.56%
Enrolled, did not attend	10	0.22%
Other	1,883	39.70%
TOTALS	4,491	100.00%

**Providers' Descriptions of Progress Made by Participants**

Tables 18-23 disaggregate providers' descriptions of participants' progress by subject(s) of enrollment and by whether or not students completed their instructional hours.

**Table 18: Providers' Descriptions of Participants' Progress**

<b>PROGRESS DESCRIPTION</b>	<b>READING</b>		<b>WRITING</b>		<b>MATH</b>	
	<b>All Students<sup>16</sup> (n=601)</b>	<b>Completed Hours (n=290)</b>	<b>All Students (n=215)</b>	<b>Completed Hours (n=46)</b>	<b>All Students (n=802)</b>	<b>Completed Hours (n=396)</b>
Exceptional	30.45%	33.79%	22.79%	6.52%	29.80%	33.08%
Good	12.98%	18.62%	30.70%	39.13%	18.33%	22.98%
Moderate	10.65%	12.07%	20.93%	30.43%	10.35%	9.85%
Limited	14.14%	15.52%	13.02%	15.22%	12.34%	14.39%
None	31.78%	20.00%	12.56%	8.70%	29.18%	19.70%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

As shown in Table 18, providers reported that forty-three percent (43%) of students made "Exceptional" or "Good" progress in reading, but 46% were described as making

<sup>16</sup> In this and subsequent tables, "All Students" refers to all of the students enrolled in the subject, whether or not they completed their contracted hours. "Completed Hours" refers to those students who completed their contracted hours.

“Limited” or “No” progress. For writing, 53% showed progress and 26% showed a lack of progress. For math, 48% showed exceptional or good progress and 42% showed limited or no progress. However, students who completed their instructional hours made slightly higher percentages of exceptional or good progress.

Tables 19-23 show progress descriptions for participants enrolled in only one subject, and that of participants enrolled in the various combinations of subjects.

**Table 19: Providers' Descriptions of Progress of Participants Enrolled in Only One Subject**

PROGRESS DESCRIPTION	READING ONLY		MATH ONLY	
	All Students (n=240)	Completed Hours (n=32)	All Students (n=328)	Completed Hours (n=176)
Exceptional	38.75%	75.00%	38.41%	39.77%
Good	7.08%	0.00%	17.07%	28.98%
Moderate	9.58%	12.50%	4.57%	4.55%
Limited	7.50%	0.00%	10.06%	13.64%
None	37.08%	12.50%	29.88%	13.07%
TOTALS	100.00%	100.00%	100.00%	100.00%

\* Writing is not included in the table because no participants enrolled in writing only.

**Table 20: Providers' Descriptions of Progress Made by Participants Enrolled in Both Reading and Math**

PROGRESS DESCRIPTION	READING		MATH	
	ALL STUDENTS	COMPLETED HOURS	ALL STUDENTS	COMPLETED HOURS
	(n=253)	(n=168)	(n=253)	(n=168)
Exceptional	24.90%	29.17%	21.65%	29.76%
Good	5.93%	7.14%	11.81%	14.29%
Moderate	9.88%	13.10%	11.81%	14.88%
Limited	20.55%	20.83%	12.20%	10.71%
None	38.74%	29.76%	42.52%	30.36%
TOTALS	100.00%	100.00%	100.00%	100.00%

**Table 21: Providers' Description of Progress Made by Participants Enrolled in Both Reading and Writing \***

PROGRESS DESCRIPTION	READING	
	ALL STUDENTS (n=42)	COMPLETED HOURS (n=41)
Exceptional	33.33%	34.15%
Good	59.52%	58.54%
Moderate	2.38%	2.44%
Limited	4.76%	4.88%
None	0.00%	0.00%
TOTALS	100.00	100.00%

\* No achievement data were available for writing.

**Table 22: Providers' Description of Progress Made by Participants Enrolled in All Three Subjects<sup>17</sup>**

PROGRESS	READING		MATH		WRITING	
	ALL STUDENTS (n=66)	COMPLETED HOURS (n=49)	ALL STUDENTS (n=70)	COMPLETED HOURS (n=52)	ALL STUDENTS (n=64)	COMPLETED HOURS (n=46)
Exceptional	19.70%	22.45%	18.57%	21.15%	6.25%	6.52%
Good	31.82%	36.73%	27.14%	30.77%	35.94%	39.13%
Moderate	22.73%	16.33%	14.29%	11.54%	26.56%	30.43%
Limited	19.70%	16.33%	30.00%	28.85%	21.88%	15.22%
None	6.06%	8.16%	10.00%	7.69%	9.38%	8.70%
TOTALS	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 23 below shows that the progress of 92.95% of students who took reading *and* writing was rated as Exceptional or Good. However, only 43.43% who took reading *only* were rated as positively.

<sup>17</sup> The n's for "All Students" are the numbers of students in each subject for whom progress descriptions were available; the n's in each subject are slightly different because a progress description was not provided for every student.

**Table 23: Providers' Description of Progress Made by Participants Enrolled in Reading plus Either Writing or Math**

PROGRESS DESCRIPTION	READING ONLY		READING (IF ALSO TAKING WRITING)		READING (IF ALSO TAKING WRITING AND MATH)	
	All Students <sup>18</sup>	Completed Hours	ALL STUDENTS	COMPLETED HOURS	ALL STUDENTS	COMPLETED HOURS
	(n=240)	(n=32)	(n=42)	(n=41)	(n=66)	(n=49)
Exceptional	38.75%	75.00%	33.33%	34.15%	19.70%	22.45%
Good	7.08%	0.00%	59.52%	58.54%	31.82%	36.73%
Moderate	9.58%	12.50%	2.38%	2.44%	22.73%	16.33%
Limited	7.50%	0.00%	4.76%	4.88%	19.70%	16.33%
None	37.08%	12.50%	0.00%	0.00%	6.06%	8.16%
TOTALS	100.00%	100.00%	100.00	100.00%	100.00%	100.00%

### Assessment Data

The 2006-2007 report will include outcome information based on MCAS scores for SES participants and a matched group of non-SES participants. No assessment results are available for this report.

### Key Enrollment and Achievement Trends by Provider

Table 24 summarizes key enrollment and achievement trends by provider.

<sup>18</sup> In this and subsequent tables, "All Students" refers to all of the students enrolled in the subject, whether or not they completed their contracted hours. "Completed Hours" refers to those students who completed their contracted hours.

**Table 24: Selected Enrollment and Achievement Trends by Provider**

Provider	District(s) Served by Provider	# Enrolled	# Completed	Mean Hours		% Students Making Progress in Each Subject					
				Contracted	Completed	Exceptional/Good			Limited/No		
						R	W	M	R	W	M
Alliance for Inclusion/P revention	Boston	43	35	0.00	170.60	56	47	53	7	21	28
Ann's Christian Learning Center	Boston	4	0	43.00	30.75	75	75	0	0	0	0
BELL	Boston	141	118	126.00	52.45	27	N/A	N/A	1	N/A	N/A
Boston Learning Center	Boston	81	50	53.58	28.90	49	N/A	41	11	N/A	12
Boston Public Schools	Boston	3,034	0	83.00	36.24	No data available in time to be included in this report.					
Brainfuse	Boston/Boston Ren/Chelsea/Fall River Greenfield /Lynn	217	168	29.03	18.38	12	N/A	5	20	N/A	41
Catapult Online	Chicopee /Springfield	130	89	32.30	32.03	3	N/A	5	50	N/A	51
Citizen Schools	Boston	170	0	80	75.17	N/A	52	52	N/A	22	22
Club Z!	Boston /Cambridge/Chelsea/Fairhaven Fall River Framingham/ Lowell Marlborough North Central Northampton/ Seven Hills S.Hadley/ Springfield Worcester	257	116	30.35	20.74	4	2	6	4	0.8	9

## **DISCUSSION: SES Achievement Trends**

### Assessment Data

Of central concern to evaluation of the SES program is its effectiveness in increasing student achievement. While feedback from parents, students, and school staff yields important insight, quantitative student achievement data are necessary to substantiate stakeholder perceptions. Thus, significant effort should be placed upon ensuring that such data, in a useable format, is obtained from all providers. For the present evaluation, student achievement data from provider-administered assessments were available for only 6% of SES participants, and the availability of MCAS data ranged from 13% to 46%.<sup>19</sup> While provider-administered exams are not ideal measures of the program's effectiveness, they can provide a degree of information on individual student progress. Therefore, it is important to ensure that providers have valid pre and post assessments in place, that they administer these assessments uniformly to all students, and that they provide intelligible pretest and posttest scores for all of their participants.

While noting the importance of obtaining these data, however, it should be emphasized that more conclusive evidence regarding the effectiveness of SES in raising student achievement cannot be obtained from the various provider-administered assessments. A more valid evaluation would analyze the pre and post intervention MCAS scores not only of SES participants, but also of a control group, such as low-income students who were eligible for SES services but did not enroll. However, because of the brief duration of the SES intervention, it is unlikely that MCAS scores will show substantial improvement. Furthermore, comparing scaled MCAS scores over various grades is problematic, as MCAS is not vertically aligned, and would require a sophisticated study design to be validly undertaken.

### Program Completion

Very few (only 9%) SES participants completed all of their contracted instructional hours. On average, students completed only half of their contracted hours. This trend was particularly pronounced in Boston Public Schools District, which accounted for the majority of SES participants. In the other districts, students completed around 75% of their contracted hours, on average. It is important to explore this trend to determine the reasons that students are dropping out of SES before completing their programs. The reason most commonly cited by providers for students not completing their hours was "other", followed by "parent ended services". Thus, it is important to pinpoint and address the precise reasons that students are not completing their hours, in order to increase retention and achievement. Ensuring that, to the extent possible, parents and students complete an exit interview and/or a satisfaction survey after ending services would give them an opportunity to express their opinion on the quality of the service and share their reasons for withdrawing. This would yield detailed information to inform modifications to the program that would make it more responsive to families' needs.

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<sup>19</sup> The availability of MCAS data varied according to the year (2005, 2006) and the subject (ELA, math).

### Providers' Characterizations of Students' Progress

Providers were asked to rate each of their students' progress as "Exceptional", "Good", "Moderate", "Limited", or "No." This information was provided for only 24% of SES participants, limiting the value of the findings. Those students for whom this information was available showed progress that was almost evenly divided between "Exceptional" or "Good" achievement and "Limited" or "No" achievement. The percentages of students showing "Exceptional" or "Good" progress rose slightly when students who completed their instructional hours were disaggregated. Still, of those students who completed their instructional hours, 36% showed "Limited" or "No" progress in reading and 34% showed a similar lack of progress in math. It is important to ensure that all providers submit this information on the progress of all of their students, in order identify trends in achievement. It is also important to note that because the providers themselves rate student progress, this measure is subject to bias and subjectivity.

Although the possible trend suggested by the student progress data—that those students who enrolled in only one subject may have shown greater achievement than those who enrolled in multiple subjects—warrants further investigation, the incomplete dataset and small sample sizes preclude drawing any firm conclusions regarding this possibility. In addition, further analysis and a more complete dataset would be necessary to determine whether students enrolled in only one subject completed more instructional hours in that subject and thus showed greater achievement than students who divided their instructional hours among multiple subjects.

### Key Enrollment and Achievement Trends by Provider

Table 24 summarizes key enrollment and achievement trends by provider, including the following selected findings:

- BELL had the highest number of participants completing their program, followed by Alliance for Inclusion/Prevention and Brainfuse.
- The average number of completed program hours was highest for The Knowledge Connection (although mean contracted hours was only 30), followed by Catapult Online (mean contracted hours=32) and Citizen Schools (mean contracted hours=80).
- Club Z! served the largest number of districts (14), followed by Brainfuse (6)
- Ann's Christian Learning Center had the highest percentage of participants with exceptional/good progress (although it only served 4 students), followed by Alliance for Inclusion/Prevention
- Catapult Online had the highest percentage of participants with little/no progress.

### **Interviews with 2005-2006 Providers Regarding Curriculum**

An initial review of the providers' curricula and assessments reveal a great deal of variety among providers. The telephone interviews conducted with providers yielded important information regarding the instructional approach, assessments, and

instructional materials used by the different providers, as well as their practices regarding collaboration with students' schools and tailoring their curriculum to meet individual students' needs. Below, findings are detailed related to identifying student needs, developing student plans, and instructional materials used.

### Identifying Individual Student Needs

As shown below in Table 25, most providers rely on diagnostic pretests to identify student needs. A few providers, including the district-provided SES program and programs with prior experience working with the schools, leverage their close relationship with the school and acquaintances with students in identifying needs

**Table 25: Means Used by Providers for Identifying Student Needs**

MEANS OF IDENTIFYING STUDENT NEEDS	# OF RESPONSES <sup>20</sup>
Diagnostic pretest	9
Close relationship with schools	3
Use school-developed learning plan	1
Consultation with parents and teachers	2

### Developing Student Learning Plans

Providers were asked to comment on the extent of their collaboration with school staff in the development of students' individual learning plans. While half of interviewees said that tutors met with teachers to develop plans, informal means of collecting feedback to inform learning plans seem to be more often employed

**Table 26: Extent of Provider-School Collaboration in Developing Student Plans**

CHARACTERIZATION OF COLLABORATION	# OF RESPONSES
Tutors meet with teachers	6
School teachers are SES tutors	4
Informally collect feedback	2
"Try our best" to work with schools	2
Schools must seek collaboration	1
Use school-developed plan	1
Don't seek collaboration with schools	1

<sup>20</sup> While 12 provider interviews were conducted, the numbers in tables 43-46 may add up to more than 12 if providers reported more than one means of identifying student needs.

## Individualizing the Curriculum to Meet Student Needs

Providers were asked how their curricula are tailored to meet students' individual needs. The majority (75%) of providers responded that they used the results of a diagnostic pretest to select various instructional materials to meet students' learning needs. Provider responses are detailed below in Table 27.

**Table 27: Ways Providers Individualize Curriculum to Student Needs**

<b>HOW CURRICULUM TAILORED TO STUDENT NEEDS</b>	<b># OF PROVIDERS</b>
Identify instructional materials based on diagnostic	9
Tutors individualize instruction as needed	5
Help with school work is provided	2
Communication with parents and teachers	2
"Open program" based on student questions	1

## Curriculum

Nearly half of the providers reported that they use an in-house curriculum based on state standards and MCAS. Two providers described the proprietary programs that they have developed for teaching reading, writing, and math. Provider responses are detailed below in Table 28.

**Table 28: Description of Providers' Curricula**

<b>DESCRIPTION OF CURRICULUM</b>	<b># OF PROVIDERS</b>
In-house curriculum based on MCAS	5
Proprietary program	2
Various materials linked to diagnostic	3
School books and homework	3
District-developed curriculum	1

## **DISCUSSION: Providers' Curricula**

Most providers rely on diagnostic assessments, purportedly aligned with state standards, to identify students' learning needs and to identify instructional materials and activities to address deficiencies identified on the pretest. Teachers and parents were not generally consulted in the identification of students needs, although tutors from around one-third of the providers reported that they consult with teachers in developing individual student learning plans.

While the initial analysis of providers' curricula and instructional approaches included in this evaluation provides a useful overview, the data were obtained largely through interviews with the providers. This data source could be supplemented by richer and more objective data obtained through site visits and observations of instructional time that would contribute to a comprehensive assessment of providers' effectiveness. Site visits and observations would enable the evaluator to examine instructional materials and assessments used by providers and to assess other aspects of instruction such as student placement and grouping, pedagogical approaches, individualized instruction, student engagement, use of instructional time, and provider interactions with parents.

## **2006-2007 Stakeholder Satisfaction Surveys**

### **Principal Satisfaction Survey Findings**

Table 29 shows the principal satisfaction surveys received. Fifty-four responses were received from the 251 schools required to provide SES services. Because principals were instructed to complete a separate response for each provider used at the school, the 54 responses actually represent 45 principals/schools. Eight principals indicated that they did not have SES participants in their schools this year; the four principals who provided an explanation indicated that there had been no interest in SES services by parents and students in their schools.

**Table 29: Principal Satisfaction Survey Responses Received**

<b>DISTRICT(S)</b>	<b># of SURVEYS RECEIVED</b>
Boston PS	5
Other Districts	49
<b>ALL Districts</b>	<b>54</b>

Surveys were received in reference to 15 providers from the list of the 35 approved providers for 2006-2007 (See Table 30).

**Table 30: Providers Referenced in Principal Satisfaction Surveys**

<b>Provider Referenced</b>	<b>Count</b>	<b>%</b>
Alliance for Inclusion and Prevention, Inc.	1	2.17%
Boston Learning Center	7	15.22%
Boston Public School District	2	4.35%
Brainfuse One-to-One Tutoring	5	10.87%
Catapult Online	2	4.35%
Citizen Schools	1	2.17%
Club Z! In-Home Tutoring Services	12	26.09%
Education Station	5	10.87%
Failure Free Reading	1	2.17%
Huntington Learning Centers, Inc.	1	2.17%
Kumon North America, Inc.	1	2.17%
Learning Styles L.L.C.	1	2.17%
Pinnacle Learning Center	1	2.17%
Princeton Review K-12 Services	5	10.87%
The Writers' Express	1	2.17%
TOTALS	46	100.00%

## Academic Achievement

Thirty-four percent (34%) of responses indicated that principals did not know what percentage of students in their school demonstrated increased academic achievement after enrolling with an SES provider. The full responses are illustrated below in Table 31.

**Table 31: Responses to item: What percentage of your students has demonstrated increased academic achievement? (n=44)<sup>21</sup>**

RESPONSE	# OF RESPONSES	% OF TOTAL RESPONSES
100%	1	2.27%
75-99%	6	13.64%
50-74%	9	20.45%
25-49%	2	4.55%
1-24%	3	6.82%
0%	8	18.18%
Don't Know	15	34.09%
TOTALS	44	100.00%

## Satisfaction with Specific Provider Services

Table 32 details selected results from the principal satisfaction survey regarding specific provider services. Twenty-seven percent (27%) of responses indicated that principals were “Very Dissatisfied” with provider communication with the school about student progress, representing the highest percentage of this response for all the survey items.

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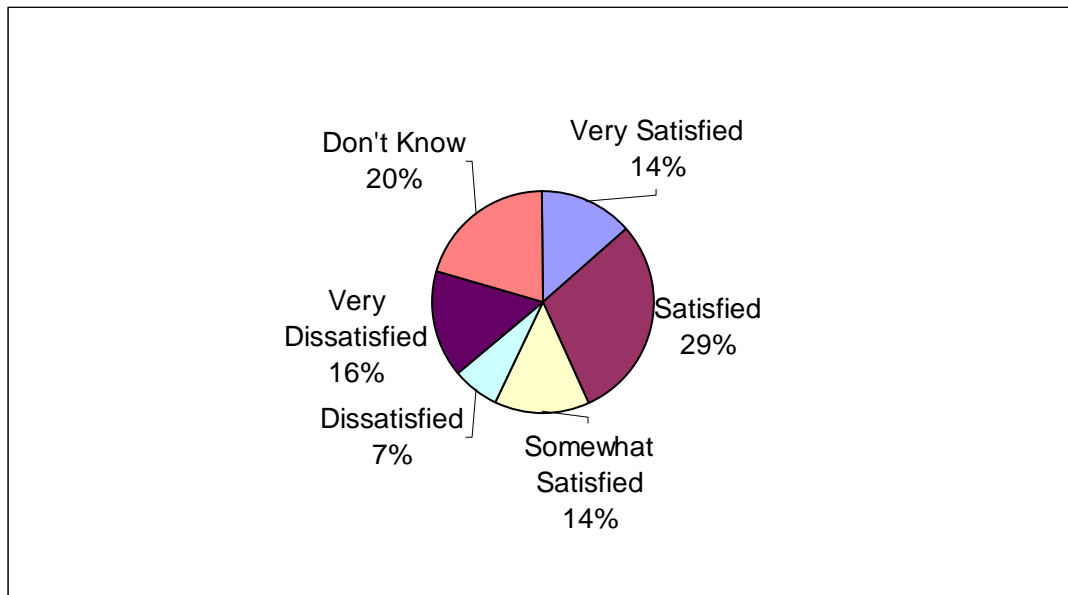
<sup>21</sup> In this survey analysis, n's will vary based on the numbers of responses received for each question.

**Table 32: Principal Satisfaction with Specific Provider Services (n=45)**

Provider Service	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
Initializing services in a timely manner	18%	33%	4%	18%	9%	18%
Quality of assessment tools	11%	16%	9%	5%	7%	52%
Consulting with school in developing student learning plans	7%	22%	18%	18%	20%	16%
Aligning instruction with learning plans	4%	24%	18%	11%	9%	33%
Aligning instruction with school program	11%	22%	20%	16%	20%	11%
Meeting students' individual needs	11%	22%	24%	4%	9%	29%
Size of instructional groups	31%	33%	11%	0%	4%	20%
Quality of tutors	27%	16%	9%	4%	7%	38%
Communicating about students progress	11%	33%	7%	16%	27%	7%

**Overall Satisfaction with Services**

As shown in Figure 1, 14% of responses indicated that principals were "Very Satisfied" or "Satisfied" overall with the providers' services. Twenty-three percent (23%) of responses indicated that they were "Dissatisfied" or "Very Dissatisfied."



**Figure 1: Overall Satisfaction with Quality of Provider Services (n=44)**

## Teacher Satisfaction Survey Findings

One hundred ninety (190) completed surveys were received from teachers in 22 districts. Table 33 shows the responses from Boston and Other Districts.

**Table 33: Teacher Satisfaction Survey Responses Received**

<b>DISTRICT(S)</b>	<b># of SURVEYS RECEIVED</b>
Boston PS	39
Other Districts	151
<b>ALL Districts</b>	<b>190</b>

Surveys were received in reference to 15 providers (See Table 34).

**Table 34: Providers Referenced in Teacher Satisfaction Surveys (n=190)**

<b>Provider</b>	<b>Count</b>	<b>%</b>
Boston Learning Center	13	6.84%
Boston Public School District	28	14.74%
Brainfuse One-to-One Tutoring	15	7.89%
Catapult Online	5	2.63%
Club Z!	47	24.74%
Education Station	21	11.05%
Failure Free Reading	1	0.53%
Generations Incorporated	1	0.53%
Huntington Learning Centers, Inc.	3	1.58%
Kumon North America, Inc.	1	0.53%
Learning Styles L.L.C.	3	1.58%
Pinnacle Learning Center	13	6.84%
Princeton Review K-12 Services	2	1.05%
Sylvan Learning Center	2	1.05%
The Writers' Express	18	9.47%
Did not name provider	17	8.95%
<b>TOTALS</b>	<b>190</b>	<b>100.00%</b>

## Student Learning Plans

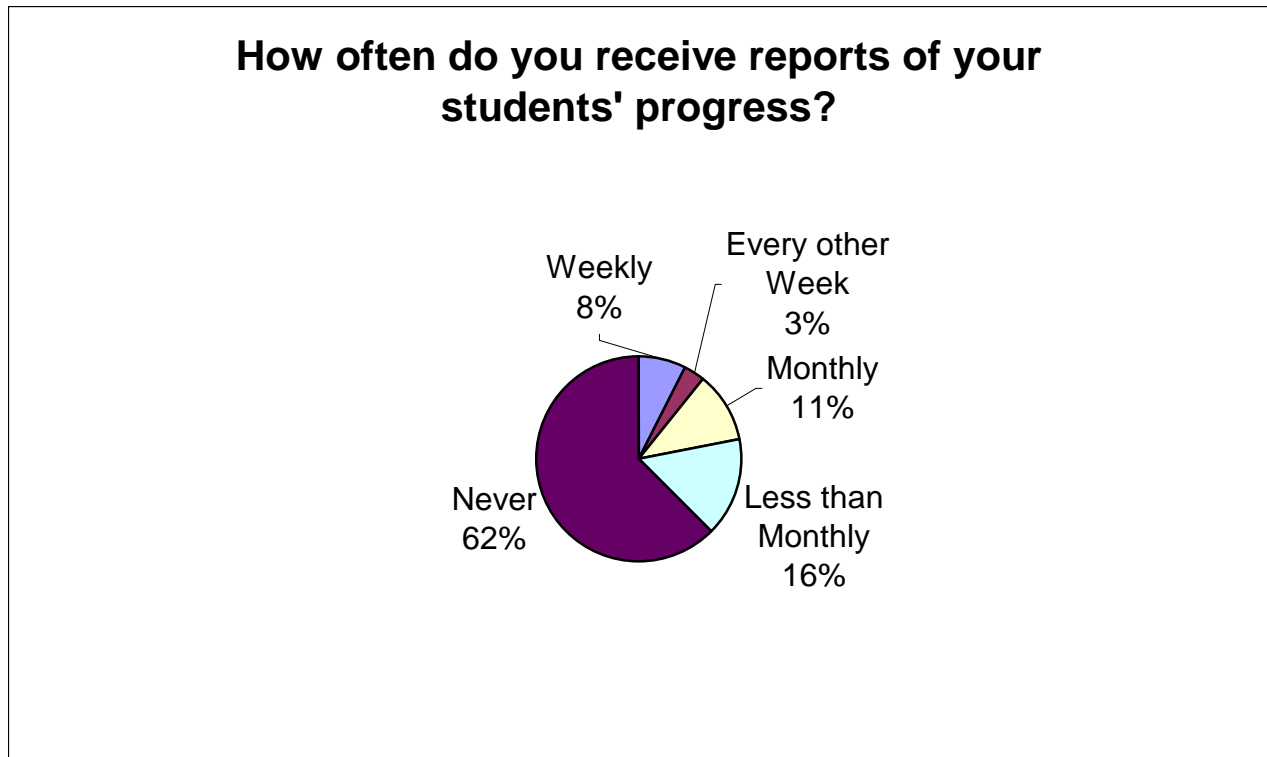
Forty-nine percent (49%) of respondents indicated that student learning plans for their students were developed without any input from the school. Only 31% indicated that the provider shared the learning plans with the school. The results regarding student learning plans are detailed below in Table 35.

**Table 35: Teacher Survey Responses Regarding Student Learning Plans (n=190)**

	YES	NO	IN SOME CASES
Plans developed with school input	38%	49%	13%
Provider shared plans with school	31%	59%	10%
Plans aligned with needs	44%	33%	23%
Plans aligned with school program	43%	32%	25%

**Provider Communication with Teacher Regarding Student Progress**

As shown below in Figure 2, the majority of respondents (62%) reported that they never received reports of their students' progress in their SES programs. Twenty-five percent (25%) reported receiving progress reports monthly or less than monthly.



**Figure 2: Teacher Survey Results Regarding Frequency of Progress Reports (n=186)**

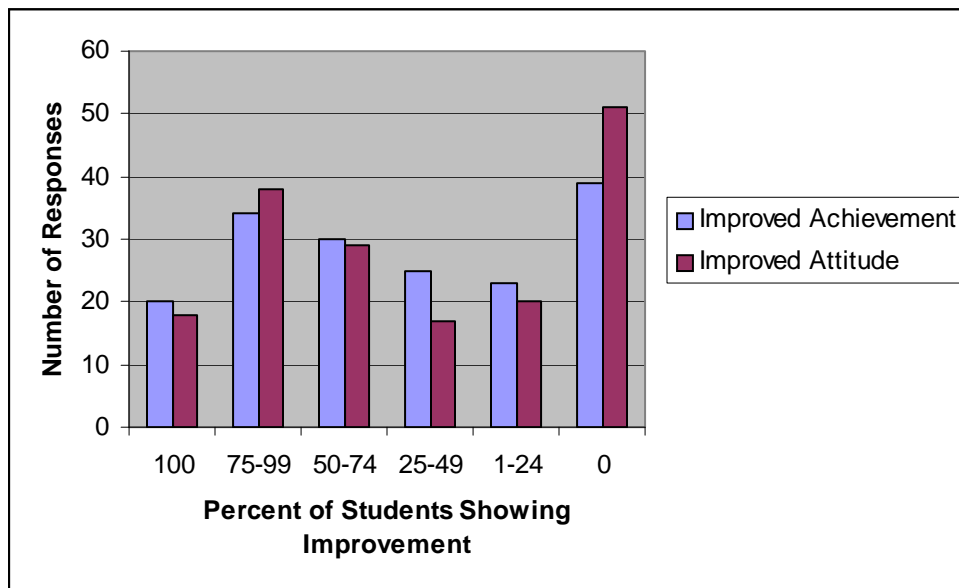
Of those teachers who did receive reports, most reported that they were satisfied with provider reports and that reports are easy to read and informative, at least in some cases (see Table 36 below).

**Table 36: Teacher’s Satisfaction with Provider Reports on Student Progress**

	<b>YES</b>	<b>NO</b>	<b>IN SOME CASES</b>
Reports easy to read/informative? (n=38)	45%	8%	47%
Satisfied with reports? (n=37)	54%	14%	32%

### Student Achievement

Two survey items asked teachers what percentage of their students demonstrated academic progress and improved attitudes toward school or learning since enrolling in an SES program. Figure 3 displays the responses. The majority of respondents believed at least some of their students demonstrated improved academic outcomes and attitudes



**Figure 3: Percentage of SES Students Demonstrating Improved Academic Achievement and Attitudes, as Reported by Teachers (n=171)**

### Parent Satisfaction Survey Findings

Forty-four completed responses were received from parents with children in 12 districts. Surveys were received in reference to nine providers<sup>22</sup>. Key findings related to provider services, district and provider communication, and student achievement are detailed below.

<sup>22</sup> Providers were not identified on 15 surveys (Eight parents provided names of individuals, rather than the provider name; one parent named an organization that was not an SES provider; 6 parents left the question blank, presumably because they did not know the name of their child’s provider.)

**Table 37: Providers Referenced in Parent Satisfaction Surveys (n=44)**

Provider	Count	%
Alliance for Inclusion and Prevention	2	4.55%
Boston Learning Center	2	4.55%
Boston Public School District	1	2.27%
Brainfuse One-to-One Tutoring	2	4.55%
Club Z! In-Home Tutoring Services	10	22.73%
Education Station	1	2.27%
Huntington Learning Centers, Inc.	4	9.09%
Knowledge Points	3	6.82%
Pinnacle Learning Center	3	6.82%
Sylvan Learning Center	1	2.27%
No Response	15	34.41
TOTALS	44	100.00

**Provider Services**

As shown below in Table 38, the majority of the parents who responded to the surveys indicated satisfaction with provider services.

**Table 38: Parent Satisfaction with Provider Services (n=44)**

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
Quality of lessons	52%	25%	17%	0%	0%	9%
Meeting child's needs	57%	16%	17%	5%	0%	9%
Quality of tutors	55%	25%	7%	0%	0%	17%
Overall service quality	50%	27%	7%	2%	0%	17%

## District and Provider Communication

**Table 39: Parent Satisfaction with District and Provider Communication (n=44)**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Answer
The school district gave me enough information	31%	43%	12%	8%	6%	2%
Tutoring services began promptly	20%	53%	4%	18%	2%	2%
Reports are easy to understand	34%	34%	7%	5%	0%	20%
Provider answers my questions	45%	41%	2%	7%	0%	5%

## Student Achievement

As shown below in Table 40, over 70% of parents indicated that their child's academics and attitude toward school improved since working with an SES provider. In addition, around 80% of parents indicated that their child demonstrated improvement in the subject(s) in which he or she received instruction.<sup>23</sup>

**Table 40: Parent Survey Responses Regarding their Child's Achievement**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	No Answer
Improved attitude (n=44)	29%	41%	14%	7%	0%	9%
Improved grades (n=44)	30%	41%	16%	9%	2%	2%
Improved reading (n=23)	43%	39%	13%	0%	0%	4%
Improved writing (n=19)	26%	53%	21%	0%	0%	0%
Improved math (n=36)	39%	44%	14%	3%	0%	0%

## Student Satisfaction Survey Findings

Eighteen completed surveys were received from middle school students in seven districts. Surveys were received in reference to five providers; three respondents did not identify the provider they were reporting on (See Table 41).

<sup>23</sup> The sample sizes for each subject represent those parents whose child was enrolled in that subject.

**Table 41: Providers Referenced in Student Satisfaction Surveys (N=18)**

Provider	Count	%
Alliance for Inclusion and Prevention	2	11.11%
Brainfuse One-to-One Tutoring	4	22.22%
Club Z! In-Home Tutoring Services	6	33.33%
Huntington Learning Centers, Inc.	2	11.11%
Sylvan Learning Center	1	5.56%
Not Identified	3	16.67%
TOTALS	18	100.00%

### Provider Staff and Communication

As detailed below in Table 42, the majority of student respondents agreed that provider staff treated them with respect and communicated their progress to them. While 82% of respondents indicated that their parents were aware of what they learned in the tutoring program, less than half of respondents indicated that their teachers at school knew what they learned in tutoring.

**Table 42: Provider Staff and Communication (n=18)**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Respectful staff	78%	22%	0%	0%	0%
Tutors communicate progress	55%	33%	0%	0%	6%
Teachers know what I am learning	18%	29%	35%	12%	6%
Parents know what I am learning	53%	29%	6%	6%	6%

### Achievement

Seventy-eight percent (78%) of respondents indicated that the work at the tutoring program was “Just right for me,” while 22% indicated that it was “Easy for me.” The majority of respondents (62%) indicated that the tutoring helped them do better on their schoolwork, and 82% reported that their grades in school improved since they started attending an SES program.

### DISCUSSION: Stakeholder Surveys

Ascertaining the extent of stakeholder satisfaction is key to effective program implementation. The satisfaction surveys developed for this evaluation provided valuable insight into the experiences the stakeholders who responded. However, due to a limited sampling frame and low response rate, few parent and student surveys were

received for analysis. Furthermore, the sample of parent and student survey respondents did not include SES participants who had dropped the program or parents who could not respond in English. Recommendations for maximizing the value of this important data source are provided later in this report.

While parents and students in the limited survey sample were overwhelmingly positive in their responses to the satisfaction surveys, the responses to the principal and teacher surveys revealed some areas of concern. In particular, principals and teachers did not feel that they were sufficiently consulted in the process of identifying student needs and developing student learning plans, and that providers did not regularly communicate with them regarding student progress. In addition, many principals and teachers did not feel that providers' instruction was well aligned with student needs or with the regular school program. Clearly, school-provider communication and collaboration is a key area for further development and monitoring within the SES program.

Important to note, large percentages of principals indicated that they did not know about many elements of the providers' service, including whether or not assessments or tutors were of high quality, whether instruction was aligned with the school program or met students' needs, or whether students made progress. This finding indicates an opportunity for principals to become more informed about SES services and take a more active role in their monitoring.

## Student Learning Plans

Samples of completed student learning plans were received from only five providers. Table 43 shows the number of plans received from each provider.

**Table 43: Student Learning Plans Received From Providers**

<b>Provider</b>	<b># of Plans</b>
Lawrence Family Development Charter School	1
Summit	3
Pinnacle Learning Center	6
Princeton Review	1
Club Z!	3
TOTAL	14

While some specific and measurable skills to be addressed were listed in eight of the plans, other plans were very general. The basic format of all the plans included a list of three to five student learning goals, sometimes accompanied by comments about the student. Many of the student "goals" were vague or very general, e.g., "Focus on math skills", "Comprehension", "Build upon skills taught in students' class." The most thorough plans were provided by Pinnacle Learning Center. These plans included student background and learning objectives, in addition to specific skills to be improved under reading, writing, and math.

## RECOMMENDATIONS

Given the findings of this initial evaluation, MA DOE, along with other program stakeholders, may wish to consider and broadly discuss the following suggestions in the categories of recruitment, timely initiation of services, quality instruction, data-collection modifications, and on-going program evaluation.

Recruitment: Assess current district and school recruitment procedures and enhance recruitment efforts, in order to encourage wider participation in SES.

Nationwide evaluations of SES have shown higher participation rates in schools where principals and teachers are centrally involved in the recruitment process. These evaluations have also shown that many parents do not take the time to read, or do not understand, the information they receive about SES until teachers and principals follow up and provide additional explanation and encouragement. The following recommendations address this issue.

- Encourage schools to take ownership of SES implementation and enlist schools in a campaign to reach parents.
  - Define/expand roles of principals and teachers in encouraging parents to enroll their children in SES and in acting as a resource for parents.
  - Encourage schools to personalize recruitment letters to parents and to ensure that information sent to parents is as simple and clear as possible.
  - Encourage schools to follow up with calls to parents of children who would benefit from SES and with parent meetings to discuss the program.
- Ensure that LEAs provide teachers and principals in their district with sufficient information about SES and local providers that they can advise parents.
- Encourage LEAs to remove barriers to participation, such as by making the registration process as open and accessible as possible and making the registration process as convenient as possible.
- Watch for inappropriate practices at the district or school level that indicate deliberate discouragement of SES participation, such as using abstruse language in mailings sent to parents, withholding information from parents, or making it difficult for providers to work in their schools.
- Ensure parental choice.
  - Consider developing a uniform contract that all districts use to ensure that LEAs use fair and equitable contracts and do not unfairly marginalize certain providers or limit providers' abilities to promote their programs and services. State guidance might also cover procedures for allowing providers to operate their programs in school buildings.
  - Watch for LEA practices that give preferential treatment to certain providers. Maintain balanced variety of program configurations so parents have many options to choose from.

Timely initiation of services: Ensure that services begin early in the school year and shortly after parents sign up. Timely initiation of services will increase retention and the potential for learning gains and will ensure that all students can finish their programs during the school year. The following strategies could be employed.

- Early, targeted outreach to parents (as described above)
- Establish a uniform deadline for SES services to begin and ensure that both districts and providers meet this deadline
- Allow parents less time to decide if their child will participate, but increase outreach
- Ensure that there are enough staff at the district and school levels to manage the SES program in an efficient and timely manner
- Streamline paperwork
- Track time between request of service and start of service

Quality instruction: Verify whether providers are using high-quality instructional strategies and providing services that are consistent with the instructional program of the LEA and with state standards.

Because providers were approved based on their SEA application, it is important to determine the extent of the fidelity of actual services provided to the program design outlined in the application. The following questions should be answered in determining the quality of instruction:

1. Is the progress of students receiving these services regularly monitored?
2. Is the instruction focused, intensive, and targeted to student needs?
3. Do students receive constant and systematic feedback on what they are learning?
4. Are instructors adequately trained to deliver the supplemental educational services?
  - Consider making periodic site visits to observe tutors' instruction, view instructional materials, and determine whether instruction is aligned with LEAs instructional programs and state academic student achievement standards.
  - Establish how often communication between the tutors and parents and teachers should occur and see that providers record all communication dates in students' files.
  - Reevaluate providers' applications in light of the current evaluation to ensure that services delivered match expectations. Implement evaluation activities as needed to evaluate relationship between expectations and actual services (i.e. experience and qualification of tutors, amount of tutoring time received by students, teaching strategies used, instructional grouping, communication with teachers and parents).

Data gathering modifications: Consider making the following modifications to piloted data-gathering activities and instruments.

The data gathering instruments that were piloted during this initial evaluation should be carefully reevaluated, and modified as necessary, to ensure that they effectively collect the information that is of most value to MADOE in assessing the SES program.

Additionally, the satisfaction survey sampling method should be revised to ensure greater representation of all stakeholders.

#### Satisfaction Survey Sample

- Ensure that more teachers and principals complete the satisfaction survey by distributing it well before the deadline and providing reminders.
- Provide for the translation of satisfaction surveys into parents' first language.
- Broaden the sampling frame so that more, if not all, SES parents and students have the opportunity to complete a satisfaction survey.
- Ensure that the survey sample includes parents of students who have dropped out after enrolling in SES.
- Develop a survey for parents of SES-eligible students who did not choose to take advantage of SES, in order to determine why more families do not participate.
- Provide opportunities for students to complete the survey online at school.

#### Modifications to Piloted Instruments

- Have teachers supply evidence of students' improved academics on surveys (rather than merely indicating the percentage of students who have improved).
- Include an "I do not receive reports" option to the question on the teacher survey of whether reports are easy to read and informative.
- Include item on parent survey about whether they provided input on developing student learning plans.
- Include an item on the teacher survey for teachers to indicate overall satisfaction with the provider.
- Add one or two open-ended questions to each survey.
- Better-align principal, teacher, parent, and student surveys to make items and responses more uniform and facilitate cross-survey comparisons.

On-going program evaluation: Establish a clear plan for on-going data gathering and evaluation and communicate plan and expectations to all stakeholders.

- Consider requiring providers to acknowledge formally that they are both aware of evaluation requirements and will cooperate with data collection as needed.

- Improve and maintain the database housing SES information and consider including information about eligible students who do not participate, to lay the groundwork for a possible quasi-experimental student-level design.
- Ensure that all districts and providers track and submit in a timely manner all of the required reporting information for each one of their SES participants.
- Drawing on the findings of this report, develop and articulate clear standards and evaluation techniques for monitoring the quality and effectiveness of services offered by approved SES providers, and for withdrawing approval from unsatisfactory providers.
  - Develop a provider evaluation rubric to synthesize multiple data sources that reflect providers' activities and outcomes, and score it to clarify how well each provider meets expected outcomes and standards.
  - Modify criteria used to approve providers in consultation with LEAs, parents, teachers, and other interested members of the public.
- Consider allocating resources to a rigorous study design of providers' effectiveness in increasing student achievement, such as a multiple linear regression design or a merged treatment-control group design.
- Make evaluation findings available to the appropriate stakeholders.
  - Make selected evaluation results available to parents to help them choose a provider, and to teachers and principals to support parents in this process.
  - Communicate selected evaluation results to providers to help them understand the strengths and weaknesses of their SES programs and make needed improvements.
  - Communicate selected evaluation results to SEAs to encourage compliance with SES procedures.
  - Incorporate selected evaluation results into publicly available lists of approved SES providers.

**APPENDIX A: SES-Eligible Districts That Did Not Provide Services in  
2005-2006**

Billerica  
East Longmeadow  
Haverhill  
Milford  
Peabody  
Sandwich  
Southbridge  
New Leadership HMCS  
Dennis-Yarmouth  
Freetown-Lakeville  
Hampshire  
Greater Lawrence RVT