



FY09 Supplemental Educational Services (SES) Monitoring Report

June 15, 2010

FY09 Supplemental Educational Services (SES) Monitoring Report

Contents

Introduction.....	3
Data Collection Methods.....	3
Findings and Recommendations	5
Appendix A: Sample District Monitoring Schedule	11
Appendix B: Sample Provider Monitoring Schedule	12
Appendix C: Results of Principal Satisfaction Surveys	13
Appendix D: Results of Title I Director Satisfaction Surveys	16
Appendix E: Summary Data	18
Appendix F: Student Achievement Data	20

Introduction

Supplemental educational services (SES) are additional academic instruction designed to increase the academic achievement of eligible (low income) students in Title I schools in the second year of improvement, corrective action, or restructuring. These services, which are in addition to the instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services consistent with the content and instruction used by the local school district and aligned with Massachusetts' academic content and achievement standards. SES must be high quality, research-based, and specifically designed to increase student academic achievement.

This report is based on information gathered during on-site monitoring visits to five (5) local school districts and twelve (12) SES providers, as well as other data collected by ESE during the 2008-09 program year. Monitoring visits are conducted each year to ensure that districts and providers of SES adhere to certain parameters in the design and delivery of SES programs and to monitor the performance, and effectiveness of the services offered by approved SES providers.

Data Collection Methods

On-Site Monitoring

Local school districts and SES providers are monitored for compliance with SES requirements through on-site monitoring visits and direct observations of services, when possible. These visits, which last between one and two days, include document reviews, observations of services being provided, and interviews with district SES staff, principals, administrators of SES programs, and tutors. (Please refer to Appendices A and B for sample district and provider monitoring schedules.) In a given program year, ESE staff visit approximately five (5) urban districts where services are provided by multiple providers. Information from these monitoring visits is used in conjunction with information and data from other sources to develop findings and to communicate recommendations for program improvement statewide.

Surveys

Each year ESE surveys district, school, and SES staff regarding the quality, performance, and effectiveness of the services offered by approved SES providers.

SES Data Collections

All districts that had Title I schools in their second year of improvement (i.e., have not made Adequate Yearly Progress (AYP) for three or more years), in corrective action, or in restructuring status are required to report data to ESE by the end of the school year on student participation in SES. These data are subsequently shared with providers, who report information about the attendance and achievement of the students in the local school districts in which they operate.

ESE makes available to each district (and later to providers) a data collection tool that is pre-populated with the names of students who were eligible to receive SES during the year. The roster is posted in the Security Portal, a secure website used for exchanging confidential data.

Title I Data Collection

The Department collects information about Title I programming at the district and school level via the online Title I Data Collection Application. For example, local school districts report how much of the district's current year Title I allocation was spent on choice-related transportation and/or SES; describe why the district did not spend all of the funds it reserved for choice-related transportation and/or SES, if applicable; describe how they intend to increase participation in SES in the future, if appropriate; and the date parents/guardians were notified of the option to transfer and/or sign up to receive SES.

Monitoring of SES-Related Complaints

If ESE, in its sole discretion, determines that one or more complaints about a provider may have validity, ESE may choose to commence a review of the provider outside the annual review process. Complaints may be from a school or school district, a parent/guardian, a student, a mandated reporter (any person legally obligated to report suspected abuse or neglect of a child to the Department of Social Services, pursuant to MGL ch. 51A), a representative of a governmental entity, an ESE quality review, or another source deemed credible by ESE.

If ESE receives a written complaint from a provider about a parent/guardian or student, ESE will refer the written complaint to the appropriate school principal, school district superintendent, or assignee thereof. ESE, in its sole discretion, may also refer the written complaint to the appropriate legal/code enforcement authorities for investigation. If, upon investigation, a provider is deemed in violation of the RFR or state or federal law, the provider shall be immediately withdrawn from approval.

In other cases, ESE will order the provider to take one or more corrective actions specified by ESE within 30 days. If after 30 days ESE determines that the provider did not take corrective action, the provider shall be immediately withdrawn from approval.

If ESE receives a complaint from a parent/guardian, student, or provider about a school or school district regarding a potential violation of education law or regulations ESE's Problem Resolution System will be implemented as stipulated at <http://www.doe.mass.edu/pqa/prs/>.

Title I Program Review

Local school districts are reviewed as part of the Title I Program Review every six years. The review ensures district compliance with statutory and regulatory requirements, and provides evidence that district Title I programs and policies exhibit a focus on improving student academic achievement. The Title I Program Review process is described here: www.doe.mass.edu/titlei/monitoring/.

Title I Grant Reviews

ESE staff review each district's Title I grants and supporting documents annually to ensure that districts set aside the appropriate funds for SES and school choice.

Other Data

Other methods of collecting data include telephone calls, emails, and face-to-face communications throughout the year.

Findings and Recommendations

The below findings and recommendations are aligned to the criteria set forth in ESE's district and provider monitoring instruments, available online at <http://www.doe.mass.edu/ses/monitoring.html>.

Notification of Service Availability: Does the district notify parents/guardians of the availability of SES in a timely, clear, and accessible way?

Findings:

- Parent/guardian communications from districts regarding service availability were often mailed home to the parents/guardians of eligible students after the beginning of the school year—most often between October and November—resulting in the delay of services. This was most prominent in the case of parents/guardians of students with limited English proficiency.
- Parent/guardian communications from districts often did not indicate whether providers would be able to serve students with disabilities or students with limited English proficiency.
- Several districts did not develop enrollment policies that outlined the procedures and timelines they would follow internally regarding the identification and selection of eligible students to receive services. As a result, services that started late in the school year did not allow providers to offer an adequate number of tutorial hours to impact student achievement.

Recommendations:

- District administrators of SES should contact SES providers during the summer months to begin building a business relationship and sign contracts/agreements.
- District administrators of SES should plan to notify the parents/guardians of eligible students as to the availability of the SES services during the month of September.
- The parents/guardians of eligible students with disabilities and students with limited English proficiency should be notified of the availability of services at the same time as other students.
- District administrators of SES should develop clear enrollment policies and timelines to identify the procedures for the selection of students who will be receiving SES services in

accordance to guidelines and regulations. Enrollment policies should be distributed to providers, staff, and, if requested, to parents/guardians.

- District administrators of SES should ensure that students receive a minimum of 25 hours in a small group setting and 20-25 hours in an individual, one-on one setting. This requirement should be explicitly included in the contract/agreement between the district and SES provider.

Accessibility of Services: Does the district ensure that all eligible parents/guardians and their children have access to the information they need to make informed decisions for their child and participate as partners in their child's education?

Findings:

- Parent/guardian involvement and outreach across districts was inconsistent. Some districts provided parents/guardians with open houses, letters in multiple languages, outreach using community organizations, multiple enrollment windows, and a process to assist parents/guardians in selecting a provider if requested. Others only provided parents/guardians with written communications, without additional support or opportunities for them to better understand SES and the options available to them.
- Most districts did not have a way of knowing whether eligible students with disabilities or students with limited English proficiency had equitable access to SES and/or received appropriate services.

Recommendations:

- District administrators of SES should maintain accurate records of students with disabilities and students with limited English proficiency participating in SES. If enrollment is projected to be low in proportion to the number of eligible students, district administrators of SES should coordinate parent/guardian outreach and involvement strategies with district staff responsible for special education and English language acquisition.
- Local school districts should work in coordination local community-based organizations that work with parents/guardians who speak languages other than English to increase awareness of SES opportunities; provide assistance in selecting a provider and signing up for services, if desired; and helping parents/guardians interpret and understand regular reports of student progress.

Service Delivery: Has the district entered into agreements with providers selected by parents of eligible students [Section 1116(e)(3); 34 C.F.R. §200.46(b)] that ensures high quality services are delivered in a safe, healthy environment?

Findings:

- Many district administrators of SES did not ensure that all providers developed policies and procedures to address safety issues, reporting procedures of suspected physical abuse, and emergency protocols.
- The majority of district administrators of SES did not visit sites where SES services were provided to ensure implementation of services according to educational plans and contracts/agreements with SES providers.
- Many districts contract/agreements with providers did not have specific language related to enrollment policies, billing procedures, and other related expenditures and logistics.
- Ongoing communications with both districts and providers highlighted that there were instances where school principals discouraged SES providers from offering services to students in their schools.

Recommendations:

- Districts administrators of SES should request that providers supply a copy of their organizational protocols, including how providers and their staff address safety issues, emergency protocols, and the reporting of abuse. In addition, the district should request a copy of a description of the specific professional development staff undergo addressing those subjects.
- Districts administrators of SES should develop a visitation schedule to ensure that providers are providing services that is in compliance with contract/agreements, SES regulations, and guidelines.
- Districts administrators of SES should remind principals that all SES providers are to be treated fairly and without bias. In addition, district administration and staff should understand that parents/guardians are responsible for selecting providers but are allowed to provide assistance only if requested by the parent/guardian.

SES Student Learning Plans: Are SES Student Learning Plans tailored to the educational needs of individual students, aligned to State and local academic achievement standards, and designed to help parents/guardians, district personnel, and the provider monitor student progress?

Findings:

- On-site monitoring in conjunction with ongoing communication with districts and providers indicated that services, in some cases, were provided to students without a student learning plan. In other instances, providers developed student learning plans with no input from district administrators or parents/guardians.
- Student learning plans often contained multiple academic goals that were not prioritized.

- Documents supporting student learning plans, such as assessments and progress reports were oftentimes were misaligned.
- Assessment of student performance by SES providers was often not based on quantifiable measures to indicated students' progress towards the learning goals as stated in the student learning plan; instead, they provided qualitative descriptions of student's achievement, making it difficult to properly monitor and report student progress.

Recommendations:

- SES providers should focus on fewer and more specified individualized learning goals that allow for measurable achievement.
- Student learning plans must include timelines indicating how and when educational goals will be met.

Instructional Program: Does the SES provider implement a sound instructional program that helps all students achieve proficiency in targeted areas of knowledge and skills?

Findings:

- Although the majority of district administrators indicated satisfaction with the quality of services provided, many expressed their concerns about the validity of assessments used by providers to measure academic performance.
- Many SES providers did not have planned professional development activities regarding the effective implementation of curriculum, methods of instruction and assessment to bolster their employees' ability in successfully put into service the approved curriculum.

Recommendations:

- Providers should have a record of professional development activities that their staff are required to attend related to the effective implementation of program curricula and methods of assessments.

Local School District Coordination: Does the SES provider fulfill their responsibilities in coordinating the initiation and delivery of educational services with the local school district?

Findings:

- Due to the late communications to parents/guardians of eligible students regarding the availability of SES cited above, there were corresponding delays in student enrollment in and the initiation of services.
- Many districts did not develop enrollment policies to outline procedures and timeline in identifying and on the selection of eligible students for SES services. In turn, services began late in the school year did not allow providers to offer an adequate number of tutorial hours to ensure academic improvement. For example, some providers offered only 10 hours of instruction.

Recommendations:

- Providers should request the district's enrollment policies and timelines to identify the procedures for the selection of students who will be receiving SES services in accordance to guidelines and regulations.
- Providers should plan on offering a minimum of 25 hours (small group instruction) and 20 hours (one-on-one instruction). Providers should schedule these of service hours over an appropriate length of time.

Parent / Guardian Involvement: Does the SES provider involve parents/guardians as active participants in the SES program?

Findings:

- Interviews with providers suggest that they did not provide sufficient opportunities to parents/guardians to be actively involved in the program or to be adequately informed about the services their child was receiving.
- The majority of district administrators of SES were unaware of any communications that occurred between providers, teachers, and parents/guardians concerning the academic progress of students.
- In some instances, services were not provided in every subject selected by parents/guardians, even though their child was eligible to receive instruction in multiple subjects.
- The degree to which providers involved parents/guardians in developing and identifying specific achievement goals for the students was inconsistent.
- Progress reports informing parents about their child's academic achievement were sometimes given twice throughout the duration of services instead of the suggested three times.

Recommendations:

- Providers should plan on disseminating at least three progress reports to parents, teachers, and principals.
- District administrators should include language in the contract/agreement requiring that include the expected number of progress reports to be issued.
- Progress reports should be based on quantitative data that measures student achievement with respect to specific learning goals.
- Providers are encouraged to meet with parents/guardians to discuss the progress of their child and to ensure they understand the progress reports.

Instructional Staff: Does the SES provider employ staff as proposed in its application to the State?

Findings:

- In some cases, providers lacked the documentation to support that tutors received professional development on the curriculum and assessments used by the provider.

Recommendations:

- Providers should maintain a detailed description of the coaching, supervision and performance evaluation procedures used to document the effectiveness of their tutors' ability in meeting the academic needs of the students they serve.
- Providers should maintain a professional development schedule containing information on the activities that providers offer to their staff to ensure the effective implementation of the program curriculum, methods of assessment, recoding progress, and appropriate classroom management practices and expectations. Professional development activities should include training on organizational procedures related to health safety, reporting incidents of physical, sexual, mental abuse, and creating effective communication with parents.

Business Practices: Does the SES provider engage in sound business practices with parents/guardians, local school districts, and the State?

Findings:

- Many providers did not have a code of conduct to ensure implementation of services according to regulations and guidelines.

Recommendations:

- SES providers should develop a code of conduct to ensure implementation of services according to regulation and guidelines, districts enrollment policies, and required procedures for reporting incidents of physical, sexual, mental abuse.

Appendix A: Sample District Monitoring Schedule

Monitoring visits last between 1 and 2 days.

Day One Morning: At the administration building	Department staff review goals and expectations for monitoring visit with district SES administrator
	Department staff review district-level documentation, such as contracts/agreements, attendance records, financial data, and parent/guardian communication and outreach materials
	Department staff complete monitoring instrument with district SES administrator
Day One Afternoon: Site(s) where services are provided, if applicable	Department staff meet with school principal, site coordinator, or SES provider
	Department staff observe tutorial services
	Department staff review site-level documentation, such as SES Student Learning Plans, and information related to instructional staff, health, and safety
	Department staff meet with school principal, site coordinator, or SES provider
	Department staff debrief initial findings with district SES administrator
Day Two (If required)	Department staff review additional evidence and conduct additional observations, as needed
Approximately 2 weeks after visit	Department forwards draft report to district SES administrator for fact-checking
Approximately 3 weeks after visit	District SES administrator has opportunity to respond to draft report
Approximately 5 weeks after visit	Department forwards final monitoring report, including any corrective action required, to district

Appendix B: Sample Provider Monitoring Schedule

Monitoring visits last between 1 and 2 days.

Day One Morning: Prior to observation of services	Department staff review goals and expectations for monitoring visit with SES provider
	Department staff review documentation such as SES Student Learning Plans, curricula and assessments, and information related to instructional staff, health, and safety
<i>Day One Afternoon:</i> Site where services are provided	Department staff observe services
	Department staff interview tutors, as needed, for clarification on services, including curricula, instruction, and assessment
	Department staff debrief initial findings with SES provider
<i>Day Two</i> (If required)	Department staff review additional evidence and conduct additional observations, as needed
<i>Approximately 2 weeks after visit</i>	Department forwards draft report to SES provider for fact-checking
<i>Approximately 3 weeks after visit</i>	SES provider has opportunity to respond to draft report
<i>Approximately 5 weeks after visit</i>	Department forwards final monitoring report, including any follow-up required, to provider

Appendix C: Results of Principal Satisfaction Surveys

A survey was sent to all principals in the 444 Title I schools that was identified in 2008-09 for improvement (year 2), corrective action, or restructuring under the No Child Left Behind Act, and thus was required to offer SES to all low-income students in the school.

Number of Survey Sent	444
Number of Survey Received	217
Number of Total Responses	323
Schools with no Student Participation	53
Number of SES Providers with Results	27

Schools with No Participation

Among the 53 principals who responded to the survey, 44 explained the reason why there was a lack of participation.

Common reasons:

- Information and letters were sent to parents but parents / students showed no interest
- Parents opted for school's existing after or during school programs
- Schools already has an extended day program

Other reasons:

- Did not meet the minimum enrollment size
- Provider did not follow up on student who signed up for services

Summary Results

Please rate your level of agreement with each of the statements below.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable / Don't Know
The provider's service reinforced participating students' regular academic program at school.	56	106	38	19	51
	21%	39%	14%	7%	19%
The provider provided appropriate SES instruction for students with disabilities who participated in the services.	46	101	24	14	85
	17%	37%	9%	5%	31%
The provider provided appropriate SES instruction for limited English proficient (LEP) students who participated in the services.	34	75	24	14	123
	13%	28%	9%	5%	46%
I would have no concerns if parents chose this provider in the future.	67	100	39	26	38
	25%	37%	14%	10%	14%
Started services in a timely manner	55	100	41	26	48
	20%	37%	15%	10%	18%
Provided service regardless of number of enrollments	75	118	11	10	56
	28%	44%	4%	4%	21%

Please indicate your satisfaction with each element of the provider's service

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable / Don't Know
Quality of provider's assessment tools	47	102	26	15	80
	17%	38%	10%	6%	30%
Consulted with teachers and/or other school staff in developing student learning plans	45	67	66	40	52
	17%	25%	24%	15%	19%
Met the needs identified in the student's individual learning plans	46	104	27	24	69
	17%	39%	10%	9%	26%
Aligned tutorial services with school's curriculum	49	93	40	25	63
	18%	34%	15%	9%	23%
Size of instructional groups	77	99	10	8	76
	29%	37%	4%	3%	28%
Quality of tutors	72	85	21	10	82
	27%	31%	8%	4%	30%
Communicated frequently with the school about students' academic progress	52	69	62	58	29
	19%	26%	23%	21%	11%
Communicated frequently with parents about students' academic progress	44	74	25	10	117
	16%	27%	9%	4%	43%
Overall satisfaction with quality of services	59	99	39	35	38
	22%	37%	14%	13%	14%

Appendix D: Results of Title I Director Satisfaction Surveys

A survey was sent to all Title I directors in districts with schools that in 2008-09 were identified for Improvement Year 2, Corrective Action, or Restructuring under the No Child Left Behind Act, and thus was required to offer SES to all low-income students in such schools.

Number of Surveys Sent	128
Number of Surveys Received	45
Number of Total Responses	106
Responding Districts with no Student Participation in SES	13
Number of SES Providers with Results	21

Districts with no Student Participation in SES

Among the 45 Title I directors who responded to the survey, 12 explained the reason why there was a lack of participation.

Common reasons:

- Information and letters were sent to parents but parents / students showed no interest
- Parents opted for school's existing after or during school programs
- Schools already has an extended day program

Summary Results

Please rate your level of agreement with each of the statements below.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable / Don't Know
The provider's service reinforced participating students' regular academic program at school.	11	45	13	9	15
	12%	48%	14%	10%	16%
The provider provided appropriate SES instruction for students with disabilities who participated in the services.	11	45	6	7	24
	12%	48%	6%	8%	26%
The provider provided appropriate SES instruction for limited English proficient (LEP) students who participated in the services.	4	34	7	7	41
	4%	37%	8%	8%	44%
I would have no concerns if parents chose this provider in the future.	21	41	16	14	1
	23%	44%	17%	15%	1%

Please indicate your satisfaction with each element of the provider's service.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable / Don't Know
Started services in a timely manner	20	46	14	13	0
	22%	49%	15%	14%	0%
Provided service regardless of number of enrollments	31	50	5	5	2
	33%	54%	5%	5%	2%
Quality of provider's assessment tools	15	45	12	6	15
	16%	48%	13%	6%	16%
Consulted with teachers and/or other school staff in developing student learning plans	6	33	25	14	15
	6%	35%	27%	15%	16%
Met the needs identified in the student's individual learning plans	9	41	16	11	16
	10%	44%	17%	12%	17%
Aligned tutorial services with school's curriculum	9	34	23	12	15
	10%	37%	25%	13%	16%
Size of instructional groups	40	41	4	4	4
	43%	44%	4%	4%	4%
Quality of tutors	17	44	7	8	17
	18%	47%	8%	9%	18%
Communicated frequently with the school about students' academic progress	7	31	21	17	17
	8%	33%	23%	18%	18%
Communicated frequently with parents about students' academic progress	17	35	10	5	26
	18%	38%	11%	5%	28%
Overall satisfaction with quality of services	17	49	10	15	2
	18%	53%	11%	16%	2%

Appendix E: Summary Data

General SES Information

Districts required to offer SES in SY 2008-09	92
Schools required to offer SES in SY 2008-09	444
Students statewide potentially eligible for SES in SY 2008-09	140,745
Students eligible for SES based on 20% reservation:	21, 1701

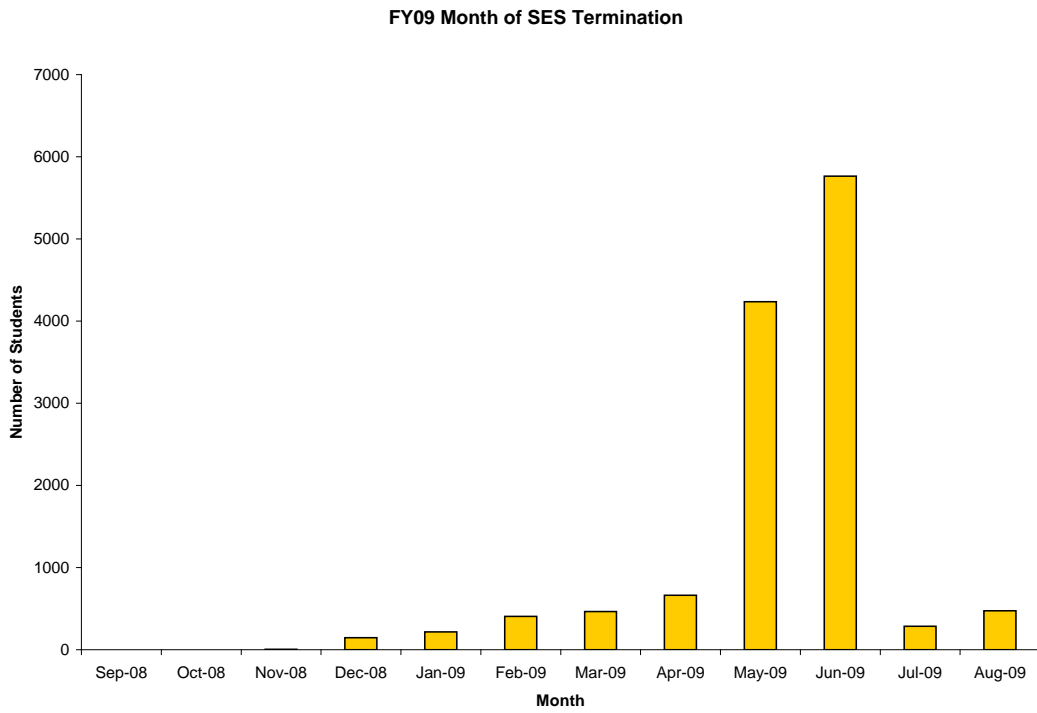
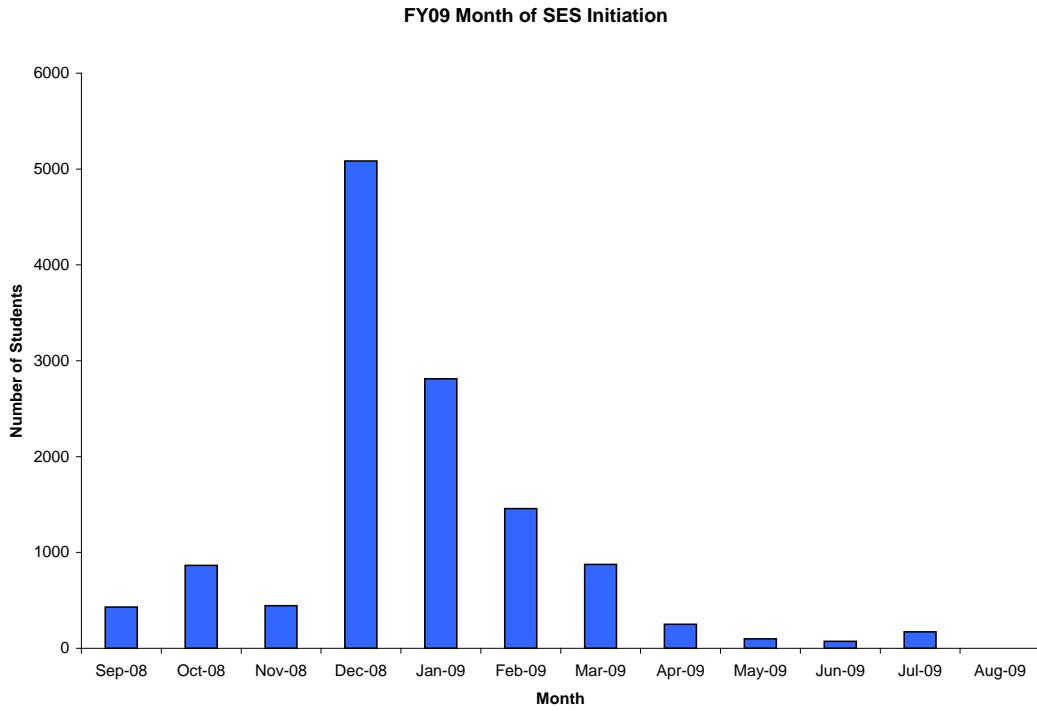
Provider Characteristics

State approved SES providers during the 2008-09 school year	~68
Providers that serviced students in the 2008-09 school year	38
Providers identified as a not for profit organization	19
Providers identified as a for profit organization	39
Providers identified as public school districts	19
Providers identified as a religious organization	1
Providers identified as a minority owned business or organization (non-profit and for-profit)	11

Participation

Number of students who received SES in SY2008-09	8,423
Number of students who applied for SES but not served in SY2008-09	880

Starting and Ending Dates of Services



Appendix F: Student Achievement Data

On-Site Monitoring

Subjects of service

Number of students/ percentage of total

Number of students completed/ not completed (break up by reason)

Number of achieved goals as stated by provider