



FY10 Supplemental Educational Services (SES) Monitoring Report

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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.

Supplemental educational services in each district are funded through Title I, Part A of the federal Elementary and Secondary Education Act. Twenty percent of Title I, Part A funds must be set aside for SES and School Choice in each district that has one or more schools in improvement status based on yearly state-wide standardized assessment data. At no cost to eligible families, the program allows low-achieving students in high-poverty schools to receive additional academic services in order to improve overall student achievement. These funds can also be used for the professional development of staff in schools that receive these federal funds.

This report is based on the following information collected by the Massachusetts Department of Elementary and Secondary Education (ESE) during the 2009-10 SES program year: information from on-site monitoring visits to five (5) local school districts and eleven (11) SES providers; thirteen (13) desk-based reviews of local public school districts; data on student participation, attendance, and achievement submitted to ESE by districts and providers; and satisfaction surveys completed by Title I Directors and Principals at the end of the program year.

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.

Desk-Based Reviews

Local school districts are monitored for compliance with SES requirements through desk-based reviews as well as on-site monitoring visits. Desk-based reviews require districts to respond to the ESE SES District Monitoring Tool and submit additional documentation, including: samples of the district's SES notification letters to parents/guardians; copies of contract/agreement with SES provider(s); and copies of progress reports submitted to the district by SES provider(s).

Surveys

Each year ESE aspires to survey district, school, and SES staff regarding the quality, performance, and effectiveness of the services offered by approved SES providers. ESE also administered a pilot survey for parents/guardians. Although parents/guardians from any district could take the survey, ESE focused its technical assistance and outreach efforts on the following urban districts: Boston, Brockton, Fall River, Holyoke, Lawrence, Lowell, Malden, New Bedford, Springfield, and Worcester.

ESE partnered with the Massachusetts Parent Information & Resource Center (PIRC), a U.S. Department of Education-funded organization, to develop the surveys and provide districts with technical assistance. Online surveys were developed in English, Spanish, Portuguese, and Haitian Creole. In addition, hardcopy surveys were available in the above languages plus Arabic, Albanian, Chinese, French, French Patios, Russian, Swahili, Twi, and Vietnamese. Districts were encouraged to administer the online version of the survey to parents and guardians at home, in the library, in the district's parent information center, or in another convenient location with internet access. ESE also made available a limited number of stamped, self-addressed envelopes for parents and guardians to mail their responses directly back to ESE.

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 SES student participation data to ESE by the end of the school year. 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 and Review

The Department collects information about Title I programming at the district and school level via the secure 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.

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/.

ESE staff review each district's Title I grants and supporting documents annually to ensure that districts reserved the appropriate funds for SES and school choice and followed the necessary requirements prior to reallocating any remaining funds reserved for SES and school choice for other allowable Title I activities.

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 begin 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 removed from the list of active approved providers.

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/>.

Overview of SY 2009-10 SES Program Data

During the 2009-10 school year, 957,053 students were enrolled in public schools in the Commonwealth of Massachusetts. Students attended 1,831 schools in 392 local school districts. The tables below summarize SES student eligibility and participation based on the total number of students, districts, and schools within the state. General SES provider characteristics are also reported.

Table 1: General SES Information

Districts required to offer SES in SY2009-10	152
	39%
Schools required to offer SES in SY2009-10	501
	27%
Students statewide potentially eligible for SES in SY2009-10	163,727
	17%
Students eligible for SES based on 20% Title I reservation* :	23,821
	2.5%
Number of students who received SES in SY2009-10	10162
	1%
Number of students who applied for SES but not served in SY2009-10	2,306
	0.2%

Table 2: Provider Characteristics

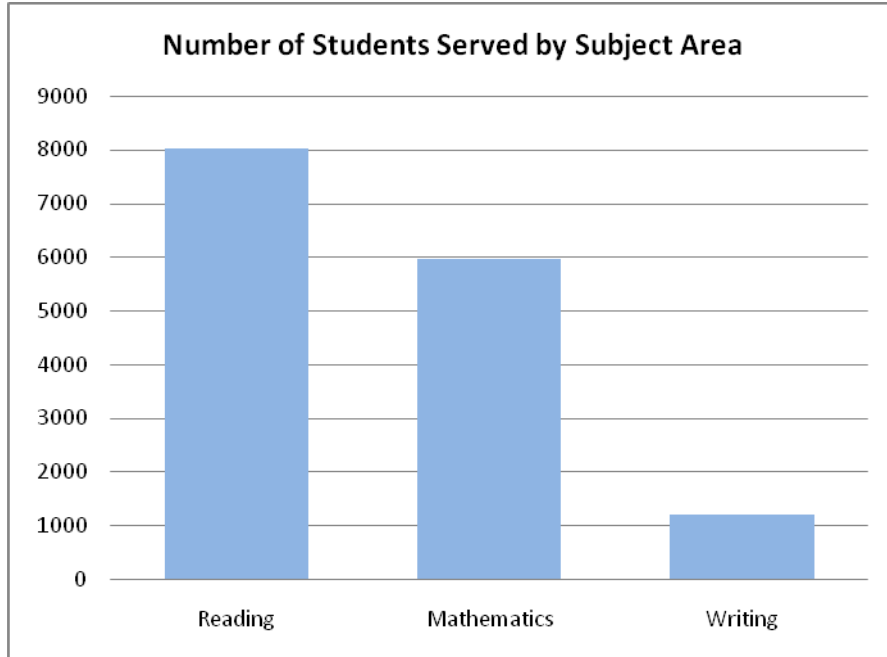
State approved SES providers during the 2009-10 school year	68
Providers that served students in the 2009-10 school year	64
Providers identified as:	
Not for Profit Organization	14
For Profit organization	32
Public School or School District	19
Faith-Based Organization	2
Private School or Institute of Higher Learning	1

*Eligibility cap is calculated by dividing 20 percent of the district's Title I allocation by the district's per pupil amount for SES. The per-pupil cap on SES costs is calculated by dividing each district's Title I allocation by the number of children ages 5-17 residing within the district who are from families below the poverty level, as reported by the most recent Census from the Department of Commerce.

Subjects of Service

Students who participated in the SES program in the 2009-10 school year were eligible to receive tutoring in reading, writing, and mathematics. The following chart depicts the number of students served by subject area, including students who elected to receive services in multiple subjects.

Table 3: Number of Students Served by Subject Area



The majority of SES students (79%) received instruction in the area of reading. Similarly, 59% of students received instruction in mathematics. While instruction focused exclusively on writing occurred less frequently comprising approximately 12% of students—many SES programs with a reading focus also emphasized writing.

Enrollment by Provider

In 2009-10, 68 organizations, including public school districts, were approved by the Massachusetts Department of Elementary and Secondary Education as SES Providers. Parents of students eligible for the SES program were able to choose their preferred SES provider. Of the 68 approved providers, 64 served Massachusetts students during the 2009-10 program year.

Two providers served more than half of the total number of students who participated in SES in 2009-10. Boston Public Schools served 2,868 students, and Club Z! In-Home Tutoring served 2,345 students. All other providers serving students in 2009-10 are displayed in the tables 4 and 5 below.

Table 4: Providers Serving 100 or More Students

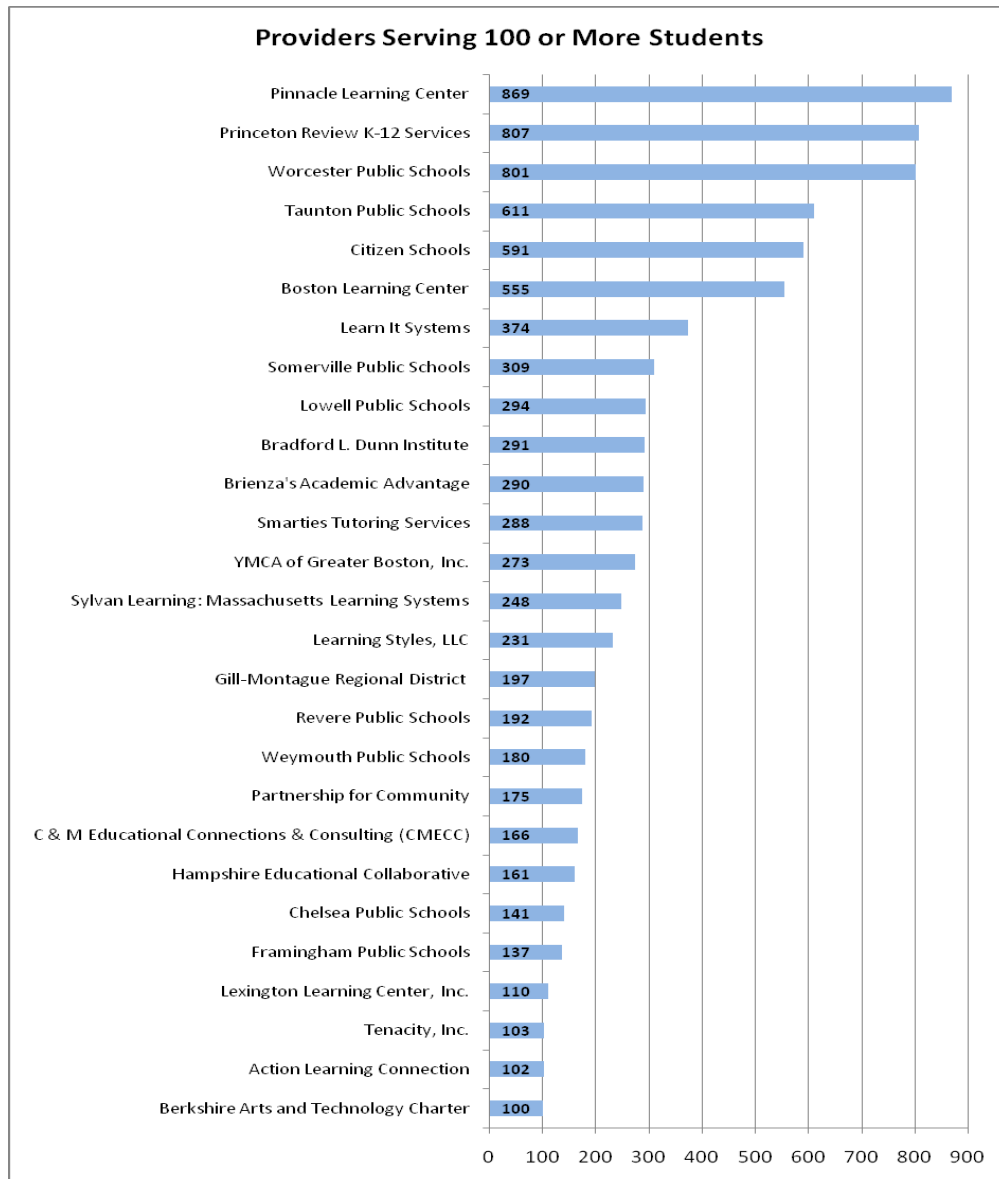
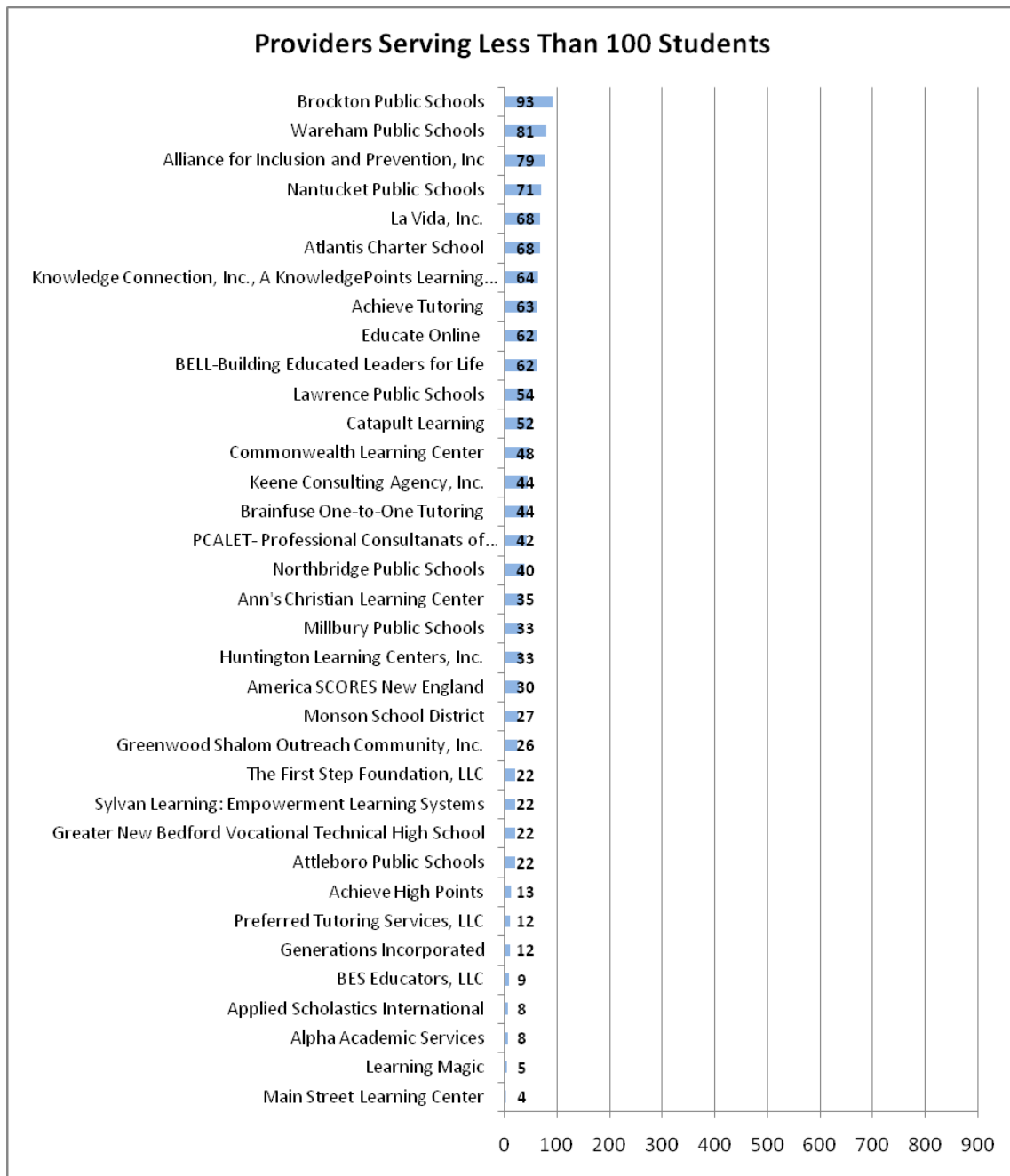


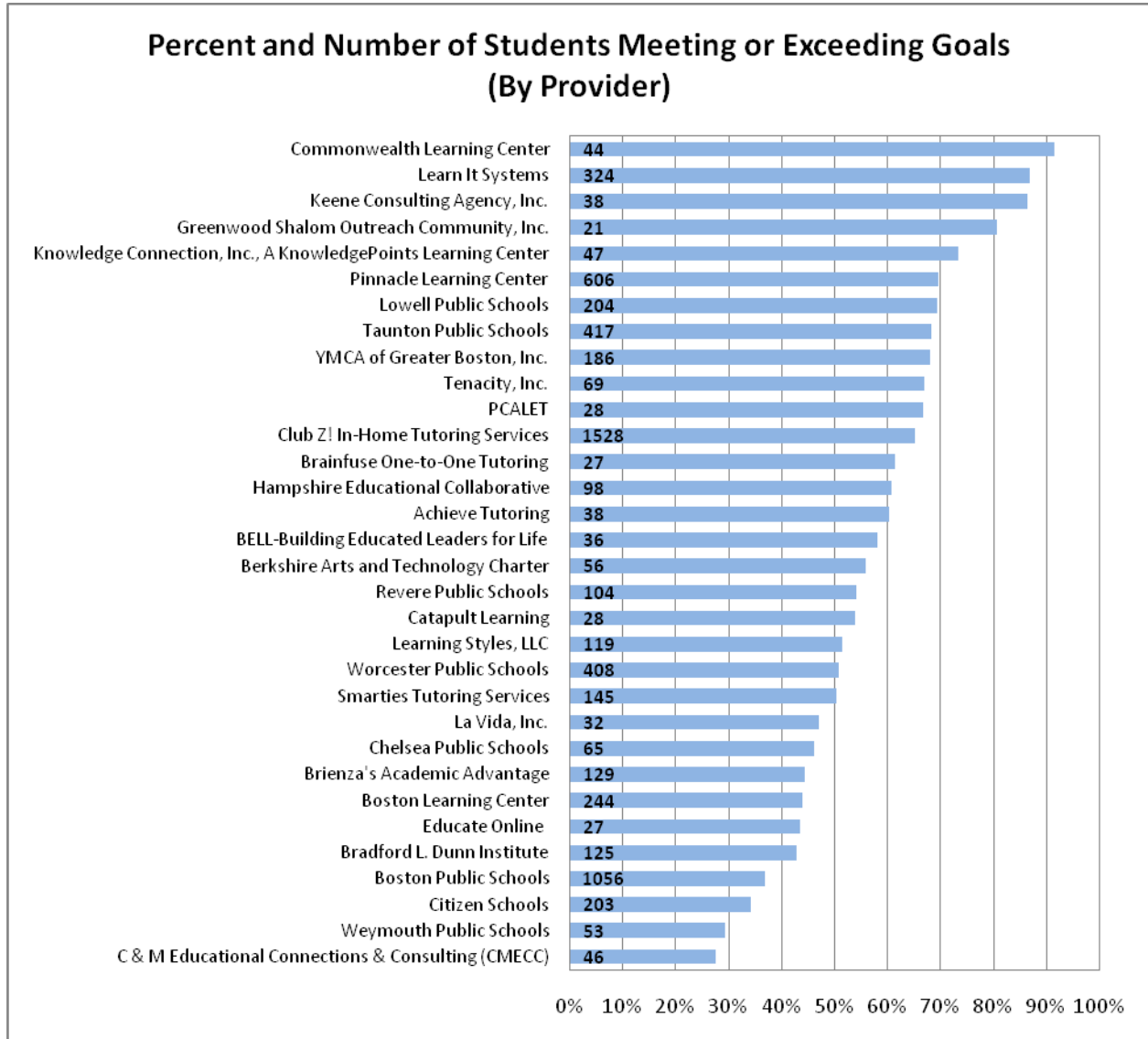
Table 5: Provider Serving Less Than 100 Students



Achievement by Provider

The data below depicts the percent and number of students who met or exceeded the initial goals as specified in their SES learning plans. It includes only providers who served 20 or more students during the 2009-10 school year.

Table 6: Percent and Number of Students Meeting or Exceeding Goals



On-Site and Desk-Based Review Findings and Recommendations for Program Improvement

The findings and recommendations below 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>. Each of the overarching questions is one that the district or provider must respond to based on criteria set forth in the Federal Non-Regulatory Guidance on Supplemental Educational Services.

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

- Parent/guardian communications from districts regarding service availability were mailed home to the parents/guardians of eligible students after the beginning of the school year—most often between September and October—resulting in the delay of services.
- Parent/guardian communications from districts did not consistently 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:

In order to ensure the timely delivery of SES, District administrators should consider:

- Contacting SES providers during the summer months to begin building a business relationship and enter into contracts/agreements.
- Planning to notify the parents/guardians of eligible students as to the availability of the SES services no later than 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.
- Developing 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.

- Ensuring that students receive a minimum of 25 hours in a small group setting and 22 hours in an individual, one-on-one setting. This requirement must 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.
- Some districts reported that they did not have a way of knowing whether eligible students with disabilities or students with limited English proficiency received appropriate services.

Recommendations:

In order to provide equal access and the appropriate delivery of SES:

- 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 with 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 help 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:

- District administrators and SES providers developed agreements containing an assurance that SES will be provided consistent with applicable health, safety, and civil rights laws. This included the furnishing of a provider's liability insurance and the practice of performing CORI checks on all SES staff that would have contact with students.
- 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.
- District administrators of SES consistently did not visit sites where SES were provided to ensure implementation of services according to educational plans and contracts/agreements with SES providers.
- Ongoing communications with both districts and providers indicated some instances in which principals discouraged SES providers from offering services to students in their schools.

Recommendations:

To remain in accordance with health and safety regulations, District administrators may:

- Require providers to supply a copy of their organizational protocols, including how providers and their staff address safety issues, emergency procedures, 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.
- Develop a visitation schedule to ensure that providers are providing services that is in compliance with contract/agreements, SES regulations, and SES student learning plans.

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 an approved SES student learning plan. In other instances, providers developed student learning plans with no input from district administrators or parents/guardians.
- 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:

- Fewer and more specified individualized goals in each student's learning plan will allow for clearer, more measurable achievement.
- Student learning plans must include timelines indicating how and when academic 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:

- Many SES providers did not have regular, 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 maintain a record of professional development activities that their staff is 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 (Please refer to Appendix C for a timeline of student learning plan start and completion months).
- 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 must offer a minimum of 25 hours of small group instruction or 22 hours of individualized instruction. Providers should schedule these of service hours over an appropriate length of time, as agreed to by the district and the student's parents/guardians.

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

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.

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.

Results of Principal Satisfaction Surveys

An online survey was sent to principals in each of the 501 Title I schools that were identified in 2009-10 for improvement (year 2), corrective action, or restructuring under the No Child Left Behind Act, and thus were required to offer SES to all low-income students in the school. Of the 501 surveys sent, 54 principals responded to the survey, representing 11% of participating schools. Among the 54 principals who responded to the survey, four indicated that no students participated in SES in 2009-10 and explained the reasons for the lack of participation. They reported that schools were not able to contact providers who were offering services in their district, or parents opted for schools' existing after or during school programs. The remaining fifty (50) principals submitted a total of 109 unique responses regarding the services delivered by twenty seven, or 42%, of the active SES providers that year.

Results

Principals were asked to rate their level of agreement based on a series of statements. They were directed to rate their experiences with individual providers separately. The chart below displays the 109 responses from the 50 principals whose schools had SES participation.

Table 7: Principal Satisfaction Survey Results

	Agree or Strongly Agree	Disagree or Strongly Disagree	Not Applicable /Don't Know
The provider's service reinforced participating students' regular academic program at school.	66	20	23
	61%	18%	21%
The provider provided appropriate SES instruction for students with disabilities who participated in the services.	55	8	46
	50%	7%	43%
The provider provided appropriate SES instruction for limited English proficient (LEP) students who participated in the services.	43	9	57
	39%	9%	52%
I would have no concerns if parents chose this provider in the future.	65	24	20
	60%	22%	18%

Started services in a timely manner	58	20	31
	63%	18%	19%
Provided service regardless of number of enrollments	81	8	20
	74%	8%	18%

	Satisfied or Very Satisfied	Dissatisfied or Very Dissatisfied	Not Applicable /Don't Know
Quality of provider's assessment tools	58	21	30
	53%	19%	28%
Consulted with teachers and/or other school staff in developing student learning plans	52	40	17
	48%	37%	15%
Met the needs identified in the student's individual learning plans	53	21	35
	49%	19%	32%
Aligned tutorial services with school's curriculum	55	32	22
	50%	30%	20%
Size of instructional groups	81	4	24
	74%	4%	22%
Quality of tutors	62	13	34
	57%	12%	31%
Communicated frequently with the school about students' academic progress	53	39	17
	48%	36%	16%
Communicated frequently with parents about students' academic progress	58	8	43
	53%	8%	39%

Overall satisfaction with quality of services	63	35	11
	58%	32%	10%

Summary and Recommendations

In general, principals reported that they were satisfied with the general program design used by providers. They were satisfied with the alignment of SES instruction to district curriculum, and felt that parents received communication regarding the progress of their students. However, many principals did not receive communication regarding student progress and achievement, nor did they 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.

Providers should ensure that principals are receiving updates on the students' progress at least three times over the course of the program. Providers and principals should determine the most effective way to communicate progress and achievement, and create a timeline for doing so. They also should outline the specific ways in which their program addresses the unique needs of students with disabilities and limited English proficiency, and ensure that this is reflected in the student learning plan.

Results of Title I Director Satisfaction Surveys

An online survey was sent to the Title I Director in each of the 152 districts with schools required to offer SES in the 2009-10 school year.

An online survey was sent to Title I Directors in each of the 152 districts that were required to offer SES in the 2009-10 school year. Of the 152 surveys sent, 67 Title I Directors responded to the survey, representing 44% of participating districts. Among the 67 Title I Directors who responded to the survey, fourteen indicated that no students participated in SES in 2009-10, but offered no explanation for lack of participation. The remaining fifty three (53) Title I Directors submitted a total of 152 unique responses regarding the services delivered by forty, or 63%, of the active SES providers that year.

Results

Title I Directors were asked to rate their level of agreement based on a series of statements. They were directed to assess their experiences with individual providers separately. The chart below displays the 152 responses from the 53 Title I Directors whose schools or districts had SES participation.

Table 8: Title I Director Satisfaction Survey Results

	Agree or Strongly Agree	Disagree or Strongly Disagree	Not Applicable /Don't Know
The provider's service reinforced participating students' regular academic program at school.	120	14	18
	79%	9%	12%
The provider provided appropriate SES instruction for students with disabilities who participated in the services.	105	4	43
	69%	3%	28%
The provider provided appropriate SES instruction for limited English proficient (LEP) students who participated in the services.	79	2	71
	52%	1%	47%
I would have no concerns if parents chose this provider in the future.	123	28	1
	81%	18%	1%
Started services in a timely manner	134	18	0
	88%	12%	0%
Provided service regardless of number of enrollments	143	8	1
	94%	5%	1%

	Satisfied or Very Satisfied	Dissatisfied or Very Dissatisfied	Not Applicable /Don't Know
Quality of provider's assessment tools	122	23	7
	80%	15%	5%
Consulted with teachers and/or other school staff in developing student learning plans	99	23	30
	65%	15%	20%
Met the needs identified in the student's individual learning plans	109	13	30
	72%	8%	20%
Aligned tutorial services with school's curriculum	96	21	35
	63%	14%	23%
Size of instructional groups	144	4	4
	94%	3%	3%
Quality of tutors	123	9	20
	81%	6%	13%
Communicated frequently with the school about students' academic progress	94	24	34
	62%	16%	22%
Communicated frequently with parents about students' academic progress	117	15	20
	77%	10%	13%
Overall satisfaction with quality of services	130	18	4
	84%	13%	3%

Summary and Recommendations

Overall, Title I directors were satisfied with the quality of service and program design of the individual providers they communicated with. Alignment with school and district curriculum was evident, and students' needs, as outlined in the individual learning plans, were met. However, many Title I directors were unsure of the appropriateness of the instruction as it was delivered to students with disabilities and LEP students. Providers, in collaboration with Title I directors, parents, and school teachers, should communicate the level and type of support that their program offers students with disabilities and limited English proficiency. The ways in which these students' unique needs are addressed should be presented in the students learning plan.

Appendix A: Sample District Monitoring Schedule

**Monitoring visits last between 1 and 2 days.*

Day One Morning:	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.*

<i>Day One Morning:</i>	Department staff review goals and expectations for monitoring visit with SES provider
Prior to observation of services	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>	Department staff observe services
Site where services are provided	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 (if required)</i>	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: Timeline of Student Learning Plans

The tables below show the student learning plan start and end dates by number and percentage for all students who participated in SES in the 2009-10 school year. Due to late parent notification, many students (32%) did not begin services until the month of November. The relatively large number of students starting services in December and January (a combined 37%) result from two factors: late communication by the local school districts and additional enrollment periods incited by the district in response to low participation earlier in the academic year.

Program completion occurred most frequently in the months of May (33%) and June (45%), as the school year neared its end. Districts often require SES providers to complete services by early June, though some do allow services to continue into the summertime in the interest of allowing students who entered the program later in the school year to complete their programs.

**Includes students who were tutored in multiple programs over the course of the 2009-10 school year.*

