



FY2011 Supplemental Educational Services (SES) Year-End Report

This report gives information on the implementation of Supplemental Educational Services (SES) in the Commonwealth of Massachusetts in the 2010-11 school year. It provides an overview of the data collection methods used to summarize key information about student participation and achievement in SES, and shares findings from on-site and desk-based monitoring reviews of districts and providers.

December 2011



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Purpose of this Report

This report gives information on the implementation of Supplemental Educational Services (SES) in the Commonwealth of Massachusetts in the 2010-11 school year. It provides an overview of the data collection methods used to summarize key information about student participation and achievement in SES, and shares findings from on-site and desk-based monitoring reviews of districts and providers.

About Supplemental Educational Services (SES)

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.

SES are provided at no cost to the families of eligible students. Each school district is required to reserve up to an amount equal to 20 percent of its Title I, Part A allocation, from which it must spend: an amount equal to 5 percent for choice-related transportation; an amount equal to 5 percent to provide SES; and an amount equal to the remaining 10 percent for choice-related transportation, SES, or both, as the district determines.

An SES provider may be any public or private (non-profit or for-profit) organization or entity that meets the State's criteria for approval, such as: public schools (including charter schools), private schools, districts, educational service agencies, institutions of higher education, faith-based and community-based organizations, and private businesses. Prospective providers can apply to become an approved provider in reading, writing, mathematics, and science and technology.¹

Data Collection Methods

This report is based on the following information collected by the Massachusetts Department of Elementary and Secondary Education (ESE) during the 2010-11 SES program year: information from on-site monitoring visits to three (3) local school districts and five (5) SES providers; one (1) desk-based review of a school district's own SES program; and data on student participation, attendance, and achievement submitted to ESE by districts and providers.

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, and interviews with district SES staff, principals, administrators of SES programs, and tutors.² In a given program year, ESE staff strive to visit approximately five (5) districts where services are provided. Information from these monitoring visits is used in conjunction with

¹ Please refer to Appendix D for a complete list of the 79 providers approved to serve Massachusetts students in 2010-11.

² Please refer to Appendices A and B for sample district and provider monitoring schedules.

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 *SES District Desk-Based Review Monitoring Instrument* and submit additional documentation, including: dated copies of district's SES notification letters to parents/guardians; documentation of enrollment policies and procedures; documentation of outreach efforts to parents/guardians; copies of contracts/agreements with SES providers; and copies of progress reports submitted to districts and parents/guardians by SES providers. The district's Title I, Part A grant application and related amendments are also reviewed.

SES providers are also monitored for compliance through desk-based reviews. Similar to district desk-based reviews, providers must respond to the *Provider Desk-Based Review Monitoring Instrument* and submit supporting documents, which include, but are not limited to: copies of résumés for all staff working for the provider; evidence of liability insurance; documents pertaining to the hiring, training, evaluation, and corrective action of tutors and other staff; copies of completed student learning plans; and copies of progress reports submitted to parents and the district.

Title I and SES Data Collections

ESE collects information about Title I programming at the district and school level via the online Title I Data Collection Application in the ESE Security Portal, a secure website used for exchanging confidential data. 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; give an explanation for any unspent expenditures 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.

Additionally, all districts with Title I schools that were required to offer SES to eligible students in a given school year are required to report SES student participation data to ESE at the end of the year using the Title I Data Collection Application. The application is pre-populated with the names of students who were eligible to receive SES during the year. The district must report, for each student who applied for and/or received services, the following information:

- *Status*: The default status for all eligible students is "Not Served". For each student who applied for but did not receive services, the district selects "Applied/Not Served". For each student receiving services, the district selects "Served".
- *Provider*: The district indicates the name of the provider(s) for all served students.
- *Subject Area*: The district indicates the subject(s) in which served students received services.
- *Start Date*: The district selects the month/year services began for each served student.
- *End Date*: The district selects the month/year services ended for each served student.

- *Completion of Contracted Hours*: The district indicates whether or not each student completed their contracted hours; if he or she did not, the district must select the appropriate reason why from the options in the dropdown menu: “Yes, student completed all contracted hours”, “No, student did not attend regularly”, “No, parent ended services”, “No, district ended services”, “No, provider ended services”, or “No, provider did not serve student”.
- *Achievement/Progress*: Using year-end student achievement data given to the district by providers, the district indicates the level of achievement attained by each student who completed all of their contracted hours by selecting one of the following statements: “Exceeded goals”, “Met goals”, “Made progress but did not meet goals”, “Made no progress towards goals”.

It is the provider’s responsibility to ensure that the district has the appropriate information needed to accurately report student-level data to ESE. Providers are asked to submit an end-of-year report that summarizes each student’s achievement in accordance with the summative statements used in the Title I Data Collection Application.

Title I Program Reviews

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 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 is immediately removed from the list of active approved providers.

In some cases, ESE may order a provider to take one or more corrective actions within 30 days. If after 30 days ESE determines that the provider did not take corrective action, the provider is 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 2010-11 SES Program Data

During the 2010-11 school year, 955,563 students were enrolled in 1,824 public schools in 393 local school districts in the Commonwealth of Massachusetts. Of those, approximately 177,373 students enrolled in 566 schools in 185 districts were potentially eligible for SES in 2010-11.

As shown in Table 1 below, of the 177,373 students statewide who were potentially eligible for SES in 2010-11 (i.e., students enrolled in Title I schools in the second year of improvement, corrective action, or restructuring), approximately 20,772, or 12 percent, were potentially eligible based each district’s 20 percent obligation for choice and SES. Therefore, while 7 percent of eligible students statewide received SES, approximately 61 percent of students were served once the dollars available to fund SES were taken into account.³

Table 1: General SES Information

Districts and Schools Required to Offer SES	Count	Percent of Statewide Total
Districts required to offer SES in SY 2010-11	185	47%
Schools required to offer SES in SY 2010-11	566	31%
Student Participation in SES		Percent of All Eligible Students
Students statewide potentially eligible for SES in SY 2010-11 ⁴	177,373	100%
Number of available “slots” for SES based on 20% Title I reservation ⁵	20,772	12%
Number of students who received SES in SY 2010-11	12,720	7%
Number of students who applied for SES in SY 2010-11 but were not served	1,831	1%

Table 2 gives certain characteristics of SES providers approved to serve Massachusetts in 2010-11.

³ The number of available “slots” for SES is calculated by dividing each district’s per-pupil cap for SES by the total amount of funds reserved for public school choice and SES. This calculation does not account for district expenditures for public school choice.

⁴ Low income students attending Title I schools required to offer SES in the 2010-11 school year.

⁵ The eligibility cap is calculated by dividing 20 percent of the district’s Title I, Part A allocation by the district’s per-pupil amount for SES. A district’s maximum SES per-pupil amount is calculated by dividing each district’s Title I, Part A allocation by the number of children ages 5 to 17 residing within the district that are from families below the poverty level, as reported by the most recent Census from the Department of Commerce.

Table 2: Provider Characteristics

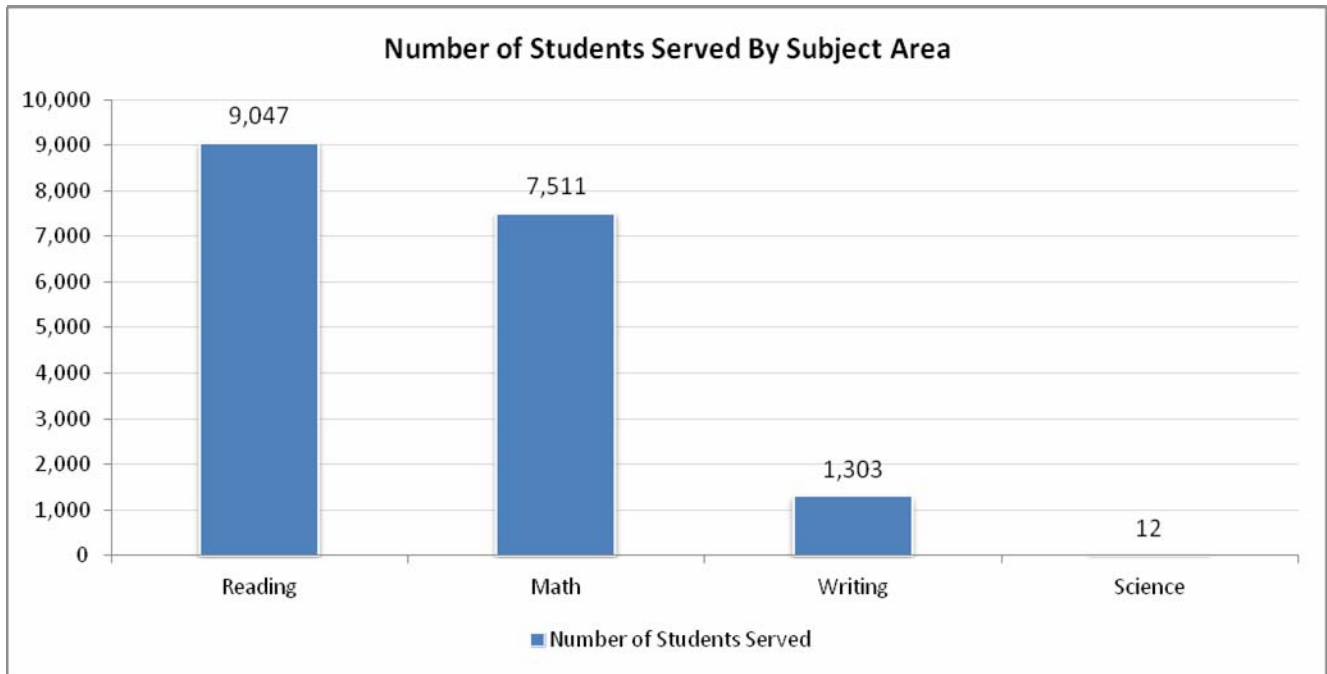
Description	Count	Percent of Total
State-approved SES providers during SY 2010-11	79	100%
Providers actively offering SES in SY 2010-11	67	85%
Providers identified as: ⁶		
Not for Profit Organization	16	20%
For Profit Organization	38	48%
Public School or School District	24	30%
Faith-Based Organization	2	3%
Private School or Institute of Higher Learning	1	1%

⁶ Providers are asked to identify their organization type in their initial and renewal applications to ESE. A provider may identify itself as more than one organization type.

Subjects of Service

Students who participated in the SES program in the 2010-11 school year were eligible to receive tutoring in reading, writing, mathematics, and science, and providers may provide services in one or more areas depending on their approved program design. In the 2010-11 school year, all 79 providers offered instruction in mathematics, 71 (90%) offered reading instruction, 50 offered services in writing (63%), and 4 offered services in science (5%).⁷ 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



Of the 12,720 students who received SES in the 2010-11 program year, the majority received instruction in reading (71%) and mathematics (59%). While instruction focused exclusively on writing occurred less frequently, comprising approximately 10% of students, many SES reading programs also emphasized writing. The 2010-11 school year marked the first time in which students received SES in science (12 students, approximately 0.1%).⁸

⁷ The subject or subjects in which the student received tutoring is determined based on consultation among district educators, the provider, and the student's parent/guardian.

⁸ Enrollment counts in the four subjects shown above include students who received tutoring in more than one subject area.

Enrollment by Provider

In 2010-11, the State List of Approved SES Providers included 79 organizations, including 24 public schools and districts. Of the 79 approved providers, 67 (about 85%) served Massachusetts students during the 2010-11 program year.

As shown in Table 4, three providers served more than one third of the total number of students who participated in SES in 2010-11: Club Z! In-Home Tutoring (1,913 students); Boston Public Schools' SES program (1,457 students), and Worcester Public Schools' SES program (1,371 students). All other providers serving students in 2010-11 are displayed in Tables 5 and 6 below.

Table 4: Providers Serving More Than 1,000 Students

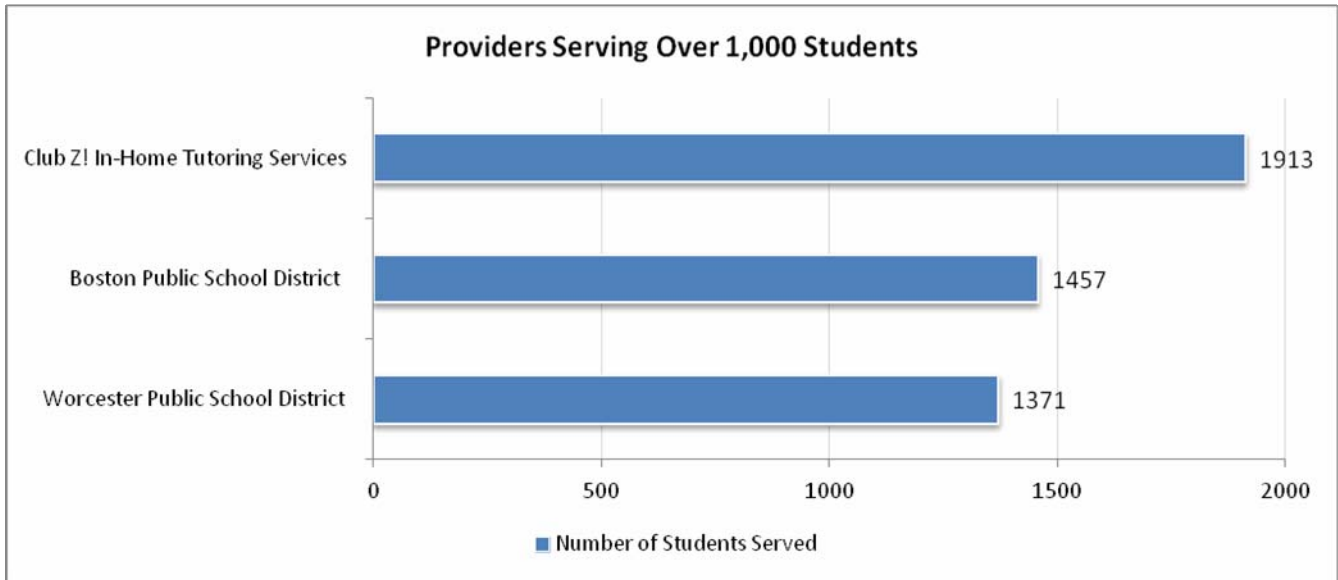


Table 5: Providers Serving More Than 100 Students

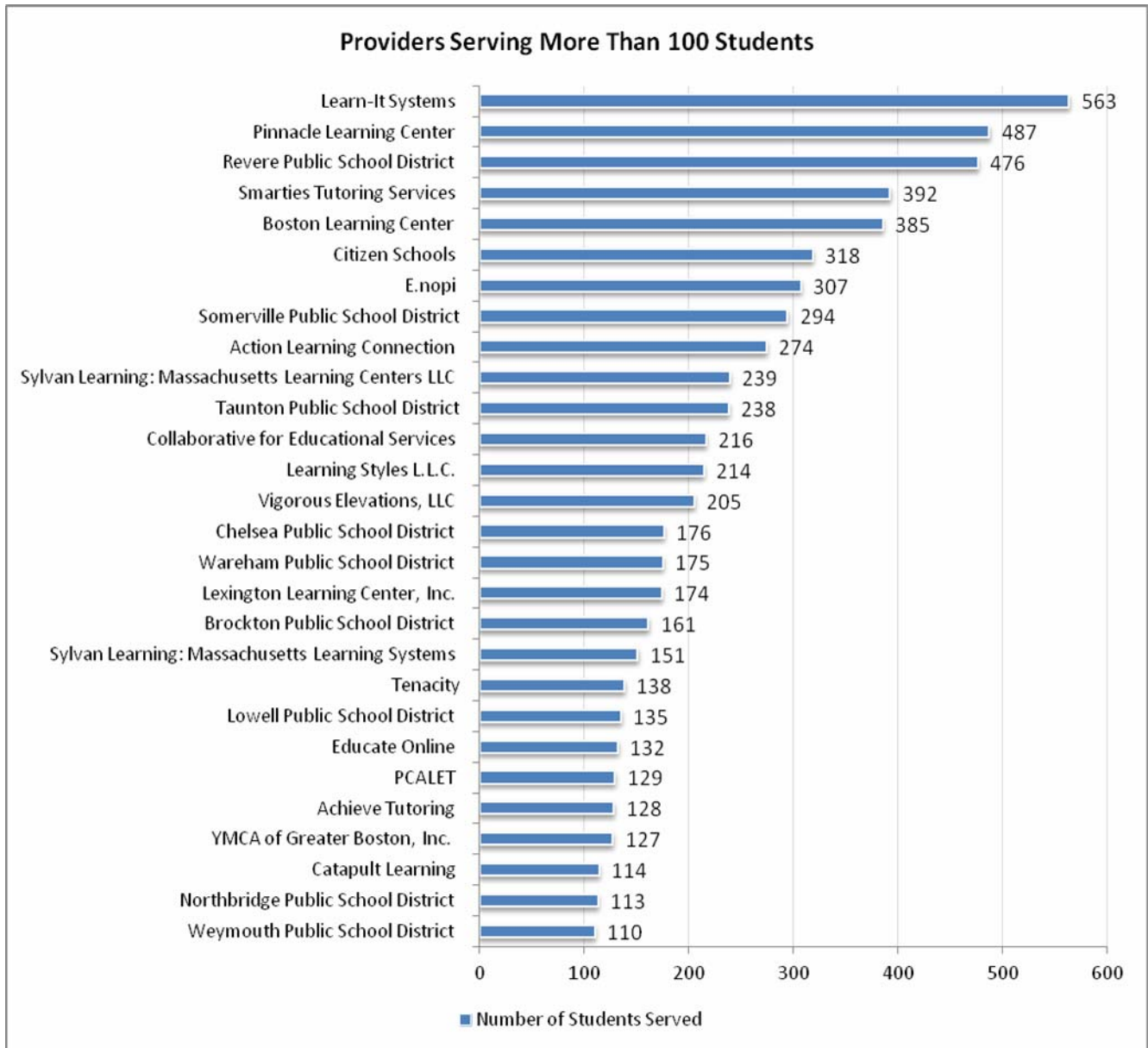
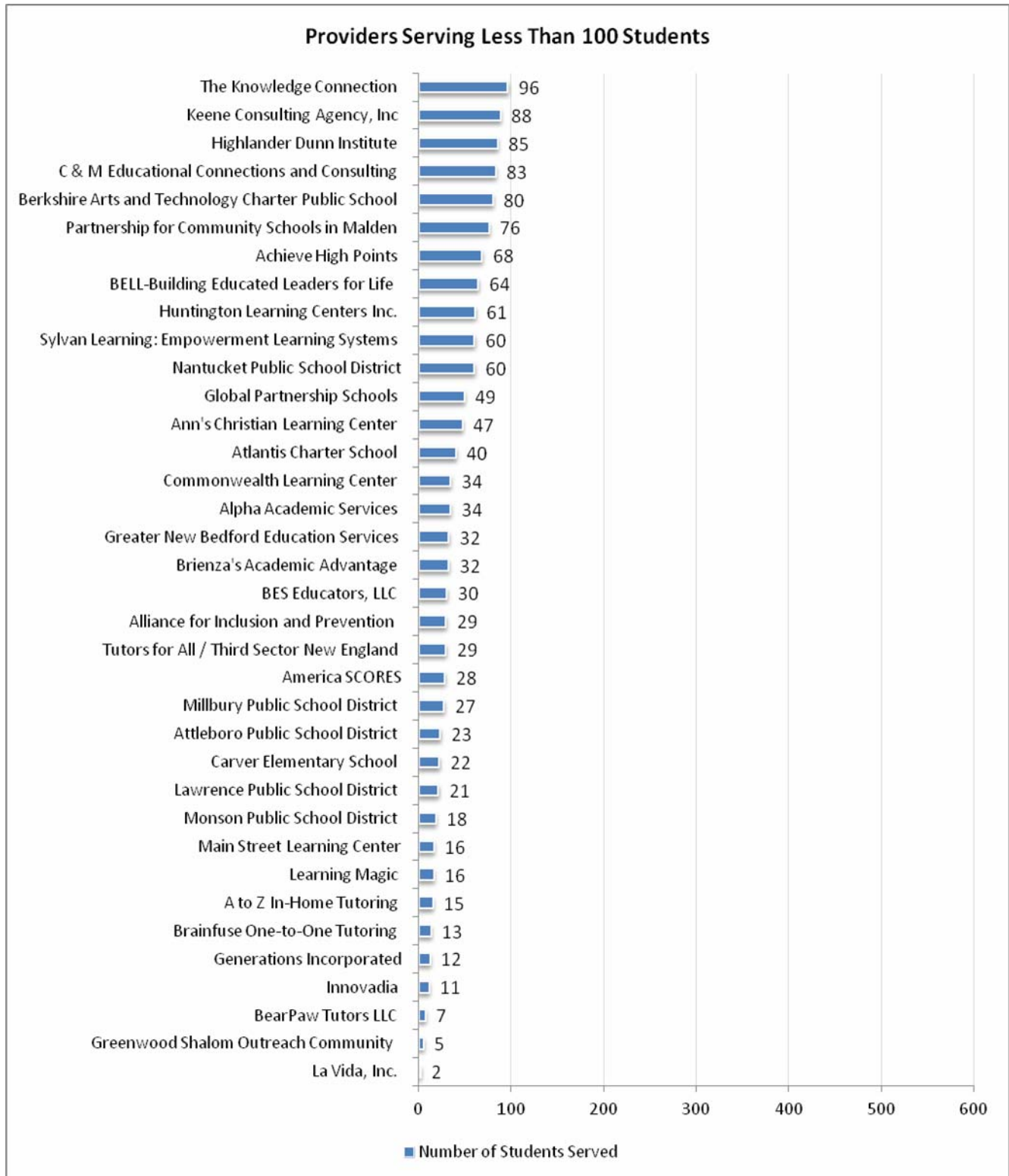


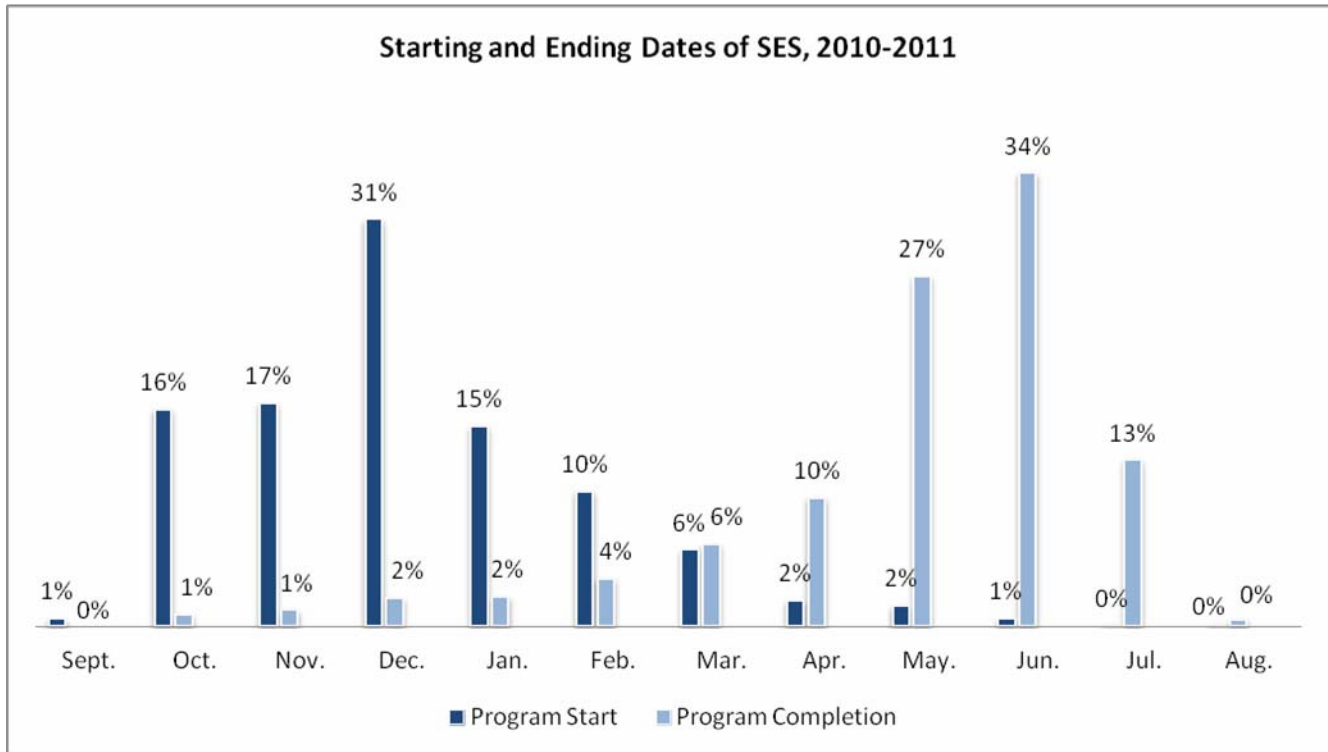
Table 6: Providers Serving Less Than 100 Students



Start and End Dates of Services

Table 7 below shows the starting and ending dates of services in the 2010-11 school year as reported by local school districts.⁹ Services began for the majority of students (64 percent) during the months of October, November, and December. Services tended to conclude during the months of May and June. Approximately 61 percent of all services concluded during the months of May and June.¹⁰

Table 7: Timeline of Services



⁹ Student learning plan start and end date percentages include students who received tutoring in more than one subject area over the course of the year, as well as students who began services with one SES provider but transferred to a different provider, both cases resulting in more than one start and end date.

¹⁰ 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.

Program Completion

Tables 8 through 10 below show the percentage of students who completed all contracted hours with their preferred provider.¹¹ The data are broken down by subject area to account for students who received instruction in multiple subject areas, and includes only providers who served 20 or more students in that subject.¹² In sum, providers completed services for students approximately 56 percent of the time.

The number of contracted hours a student may receive is determined by dividing the district's per-pupil amount for SES by the provider's hourly rate for services. Regardless of the specified per-pupil amount or provider rate, ESE requires that districts and providers allow each student to receive, at a minimum, 22 hours of individual instruction, or 25 hours of group instruction. Parents, providers, and districts work in partnership to determine how the hours should be divided up by subject, if the student requires tutoring in more than one area.

¹¹ Program completion is determined by whether or not the student attended all sessions as noted in the contract/agreement between the district and the provider.

¹² Some providers, though actively serving students in the 2010-11 SES program year, do not appear on one or more of the tables, as they did not provide services to more than 20 students in a given subject area. Additionally, data for students receiving services in science are not available, as fewer than 20 students statewide received instruction in science in the 2010-11 school year.

Table 8: Program Completion in Reading

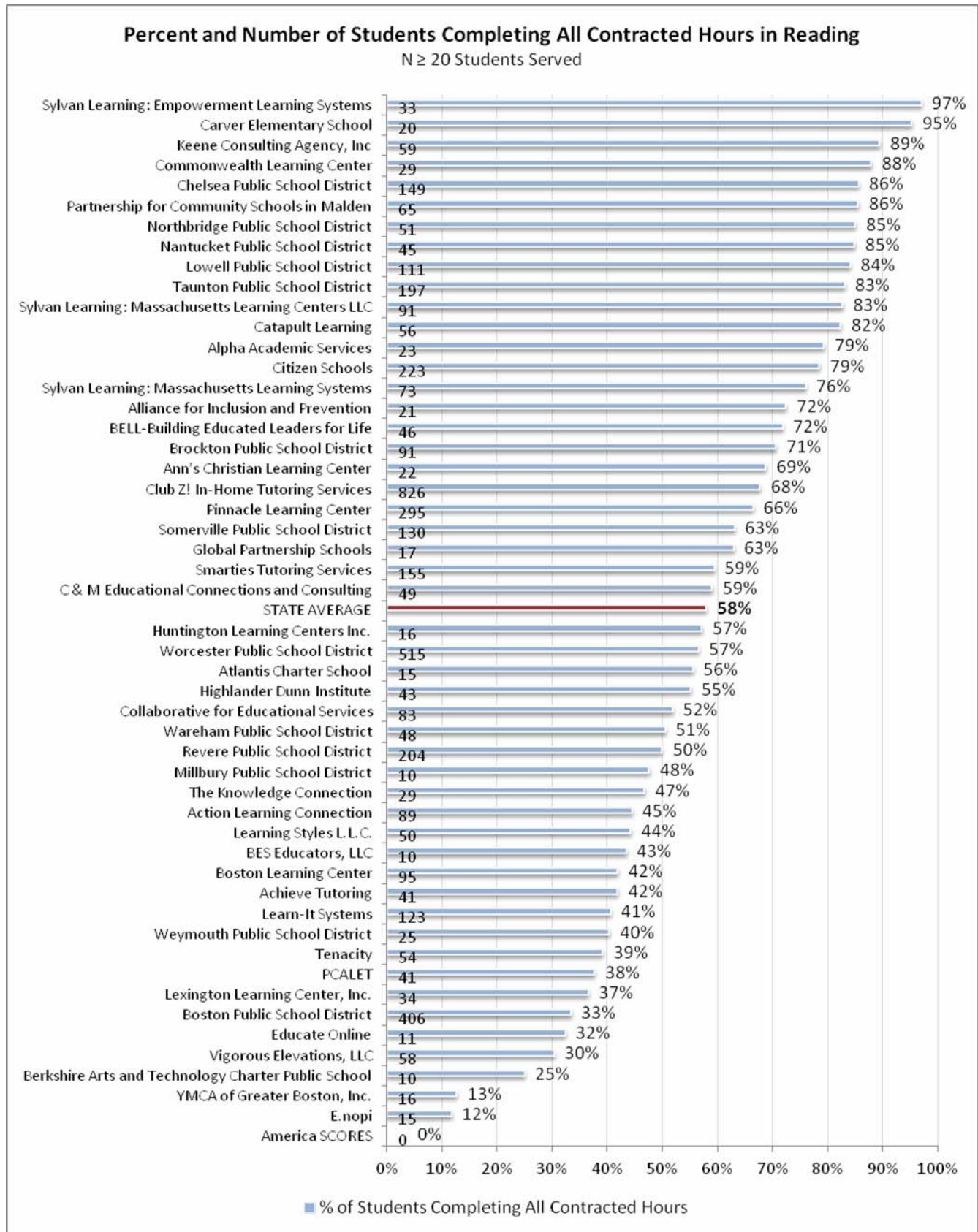


Table 9: Program Completion in Math

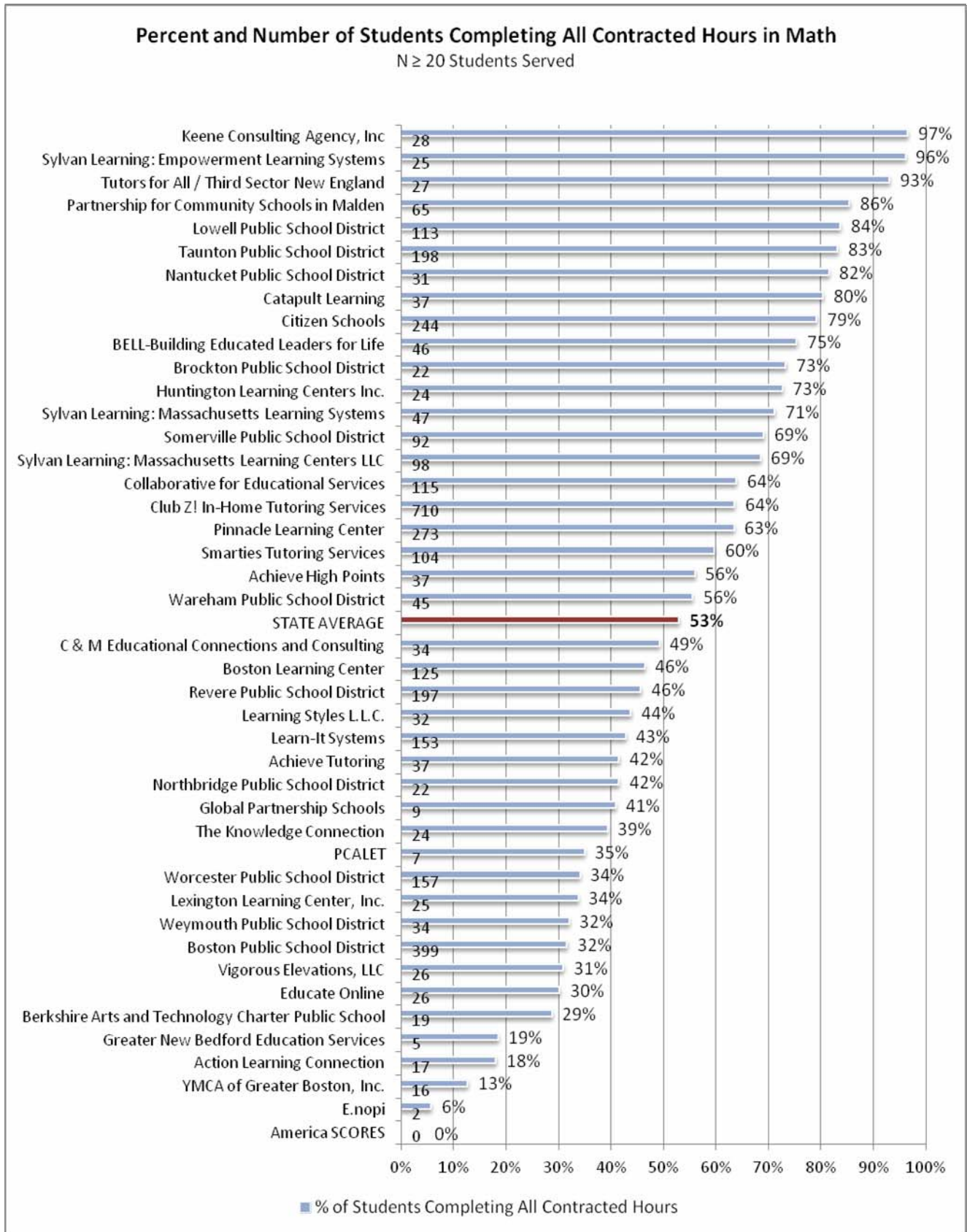
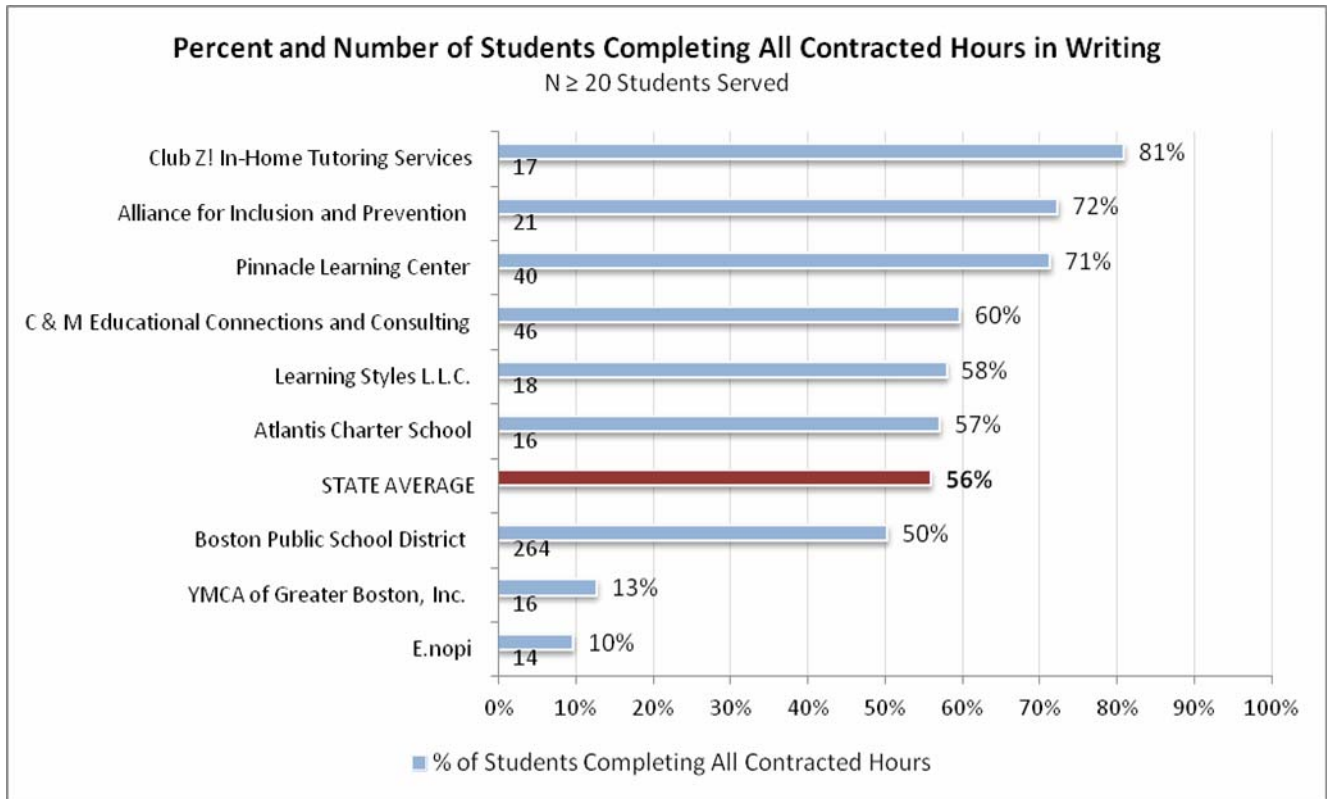


Table 10: Program Completion in Writing



Student Achievement

For those students who completed all contracted hours, providers were asked to summarize for districts the overall student achievement with one of the following summative statements: *Exceeded Goals*, *Met Goals*, *Made Progress But Did Not Meet Goals*, or *Made No Progress Towards Goals*. Districts then reported these data ESE. The tables below depict aggregated student achievement data in relation to the initial goals as specified in their learning plans and as self-reported by SES providers. The data are broken down by subject area to account for students who received services in multiple subjects, and include only providers who served 20 or more students in the measured subject area during the 2010-11 school year.^{13 14 15 16}

Below is a summary of findings for students who completed all of their contracted hours:

- BELL, Alliance for Inclusion and Prevention, and BES Educators reported a 100% success rate in helping students meet or exceed their reading goals.
- BELL, E.nopi, and the Boston Public School district reported a 100% success rate in helping students meet or exceed their mathematics goals.
- The Boston Public School District, E.nopi, Pinnacle Learning Center, and Alliance for Inclusion and Prevention reported a 100% success rate in helping students meet or exceed their writing goals.
- Across all providers in reading, approximately 75% of students met or exceeded their goals.
- Across all providers in mathematics, approximately 72% of students met or exceeded their goals.
- Across all providers in writing, approximately 79% of students met or exceeded their goals.

¹³ Data for students receiving services in science are not available, as fewer than 20 students statewide received instruction in science in the 2010-11 school year.

¹⁴ Reading achievement data are not shown for the following providers because they provided services to 20 or fewer students: BearPaw Tutors, Achieve High Points, La Vida, Inc., Greater New Bedford Education Services, Greenwood Shalom Outreach Community, Innovadia, Generations Incorporated, Lawrence Public School District, Brainfuse One-to-One Tutoring, Attleboro Public School District, Brienza's Academic Advantage, Learning Magic, A to Z In-Home Tutoring, Main Street Learning Center.

¹⁵ Mathematics achievement data are not shown for the following providers because they provided services to 20 or fewer students: Generations Incorporated, Tenacity, Main Street Learning Center, Carver Elementary School, Commonwealth Learning Center, La Vida, Inc., Learning Magic, Chelsea Public School District, Alpha Academic Services, Greenwood Shalom Outreach Community, Innovadia, BearPaw Tutors, Lawrence Public School District, Attleboro Public School District, Highlander Dunn Institute, Alliance for Inclusion and Prevention, Atlantis Charter School, BES Educators, Brainfuse One-to-One Tutoring, A to Z In-Home Tutoring, Monson Public School District, Ann's Christian Learning Center, Millbury Public School District, Brienza's Academic Advantage.

¹⁶ Writing achievement data are not shown for the following providers because they provided services to 20 or fewer students: Keene Consulting Agency, Achieve Tutoring, Greenwood Shalom Outreach Community, Sylvan Learning: Empowerment Learning Systems, Brockton Public School District, Smarties Tutoring Services, Ann's Christian Learning Center, Learning Magic, and Sylvan Learning: Massachusetts Learning Systems.

Table 11: Student Achievement in Reading (Providers Serving 20 or more Students)

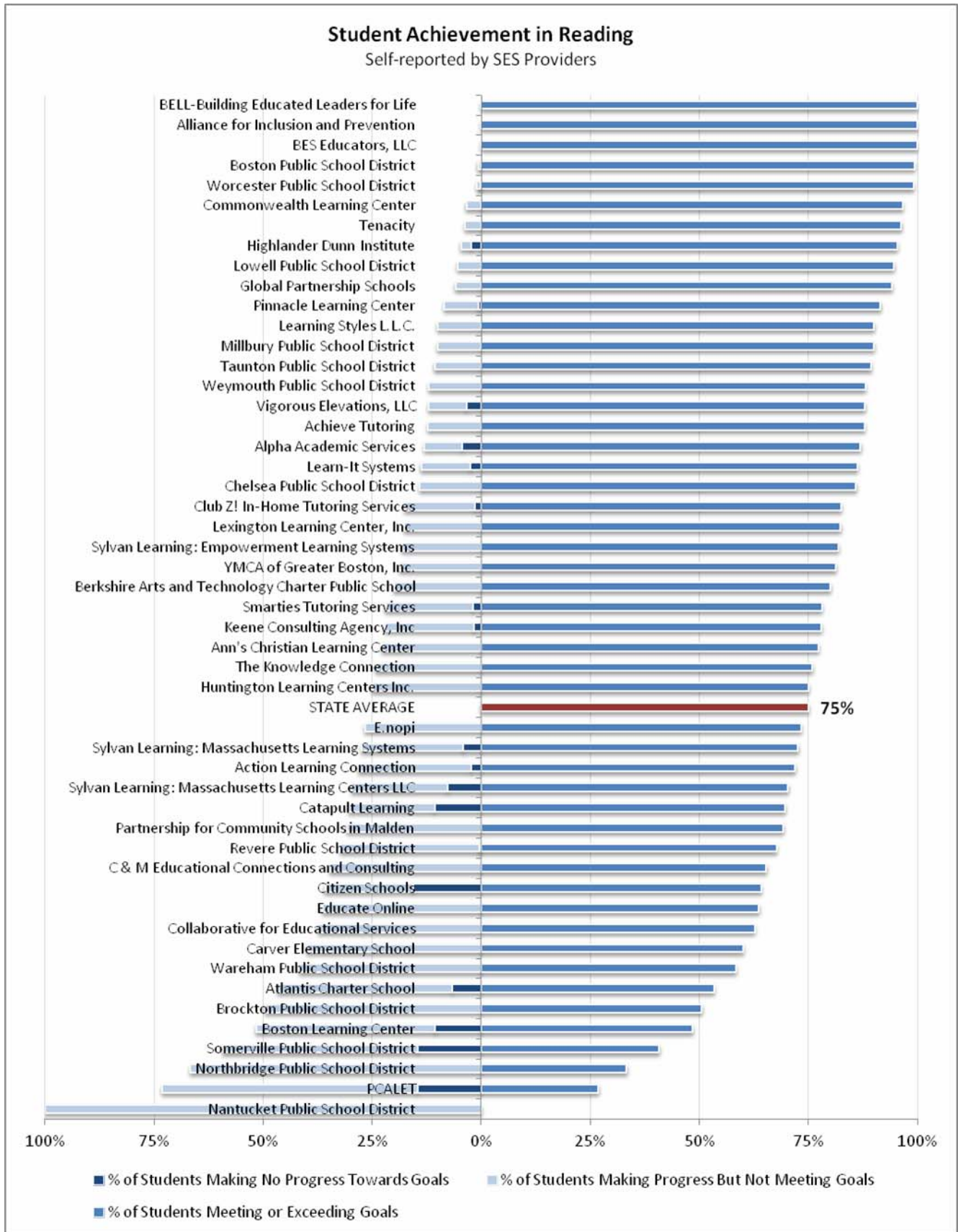


Table 12: Student Achievement in Math (Providers Serving 20 or more Students)

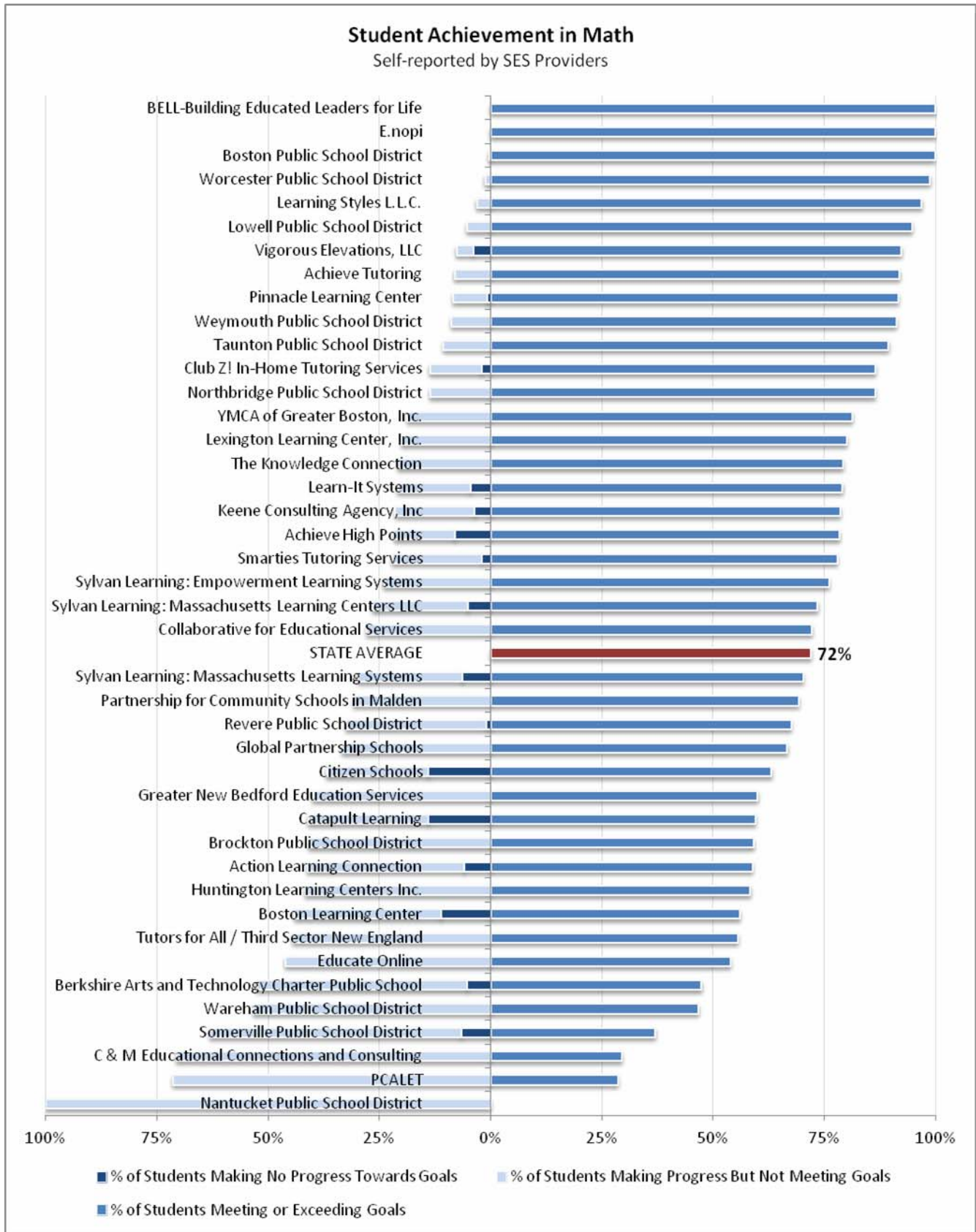
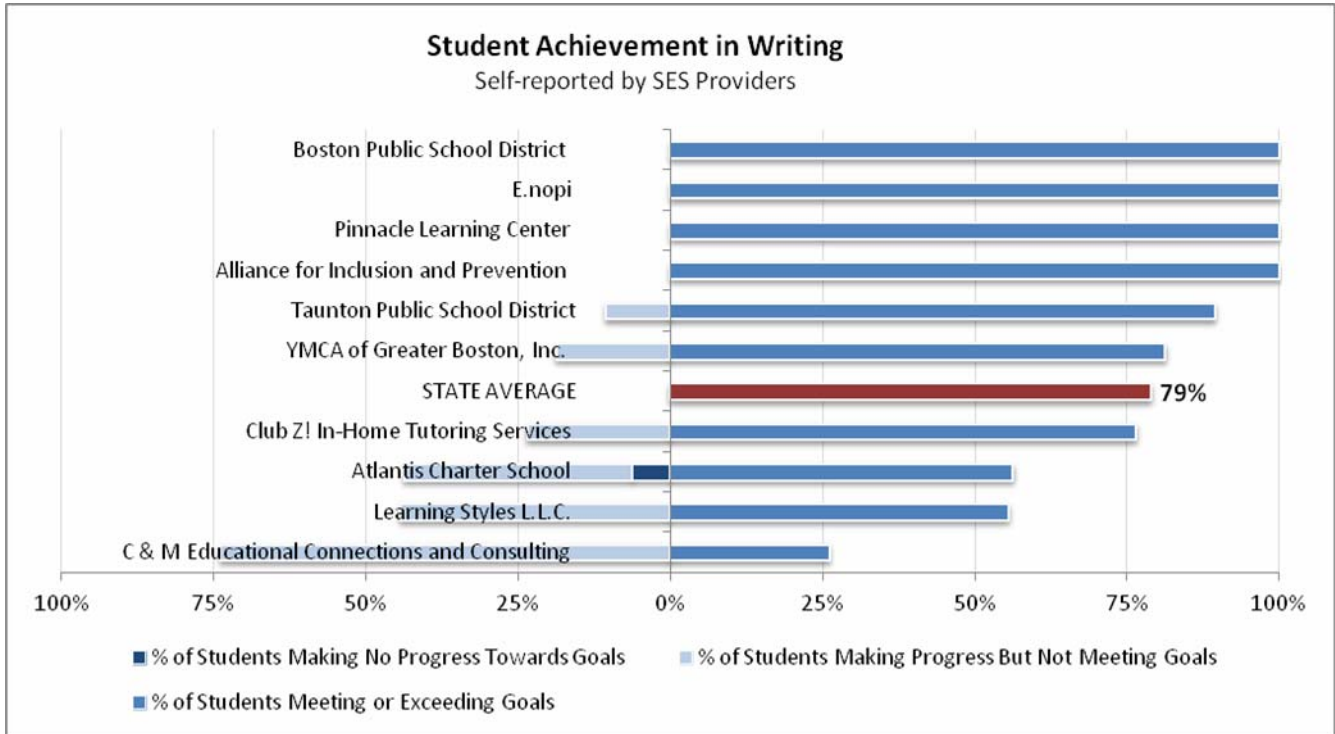


Table 13: Student Achievement in Writing (Providers Serving 20 or more Students)



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

The findings and recommendations below are based on data gathered during an SES monitoring review of three districts and six SES providers. They 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.¹⁷

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

Findings:

- All districts sent notices home at the beginning of the school year in backpack mail. In one district, letters were also sent by mail to the families of high school students in order to ensure that parents received the information.
- In all districts, notices were translated into the major languages spoken by families enrolled in the eligible schools.
- Each district hosted SES provider fairs in order to allow parents to obtain more information about the available providers.
- The districts used liaisons in the district to help coordinate parent outreach and provide information to families seeking more information from the districts.
- One district had a long enrollment window that did not allow for services to begin until late spring.

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 October.
- Offering one extended enrollment window which will allow service to begin in late fall, or two shorter windows which will still allow services to start in the fall and early winter.
- 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.

¹⁷ <http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

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 consistent. Outreach took place in the form of newspaper ads, open houses, district-sponsored events, and outreach by SES coordinators or liaisons.
- Districts offered help for those families seeking assistance in choosing a provider for their child. Some districts shared English Language Learner or Special Education information with providers once the students were assigned to their tutor. Other districts did not distinguish levels of need between English versus non-English speaking students and families or students with or without disabilities, though they encouraged or required providers to offer consultations with the providers to determine that appropriate supports would be available for those students with language or learning differences.

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 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:

- In each 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.
- Contract/agreements required providers to share individual CORI reports. This occurred in all districts, in accordance with ESE requirements.
- Contract/agreements did not contain information regarding the termination of individual learning plans due to lack of student improvement, as districts were not aware that they could utilize such a provision.
- Consistently, contract/agreements did not address recent clarification of the Conflict of Interest Law. This finding, however, was expected, as the clarification of the law came months after districts and providers had begun services.

- Most on-site providers were not informed of the school building’s emergency policies and procedures.

Recommendations:

- Districts should require that providers submit a list of CORI checked staff members as proof of conducting these checks. Individual CORI reports cannot be furnished to the district by the provider, as only authorized CORI submitters are allowed to view the results of each staff person’s CORI report.
- Contract/agreements should contain a provision for terminating an individual learning plan due the provider’s failure to comply with the district’s policies on attendance, student progress, or timelines.
- Contract/agreements should contain a provision for terminating individual student learning plans if the provider is not in compliance with the Massachusetts’ Conflict of Interest Law.
- Districts should supply a copy of their organizational protocols, including how to address safety issues, evacuations, emergency procedures, and the reporting of abuse to the on-site provider staff. In addition, the district should identify a contact person who will be available in the school building while the provider is on site.

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 with an incomplete learning plan.
- In the majority of learning plans, both district- and provider-created, it was unclear in the learning plans how goals and progress were noted, as well as whether or not a timeline for achievement was set.
- In all districts reviewed, achievement data lacked a crosswalk between the provider’s assessment scores and each of the four summative outcome statements: *Exceeded Goals, Met Goals, Made Progress But Did Not Meet Goals, Made No Progress Towards Goals*.

Recommendations:

- Districts should not approve learning plans unless they are filled out completely. Whoever is in charge of creating the learning plan—the district or the provider—should be held responsible for this task.
- Student learning plans must include timelines indicating how and when academic goals will be met.
- Providers must create a rubric that links assessment scores to the appropriate student achievement statements.

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:

- Providers noted that students received on-going verbal and written feedback from instructors. In accordance with ESE requirements, written communications on progress were sent home about once per month, and at least three times over the life of the learning plan.

Recommendations:

- Providers should strive to meet with parents/guardians in person so that they may provide discuss the student's progress and encourage parents/guardians to be active participants in the education of their child.

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:**

- All providers explained that they reached out to classroom teachers at the beginning of the student's program. However, it was noted that there was not a great deal of ongoing communication between classroom teachers and SES tutors.
- Many of the providers noted that they were able to adjust the order of content taught to align with the student's daytime learning, but preferred to prioritize remedial skills first.

Recommendations:

- Districts should maintain and communicate with providers the formal structures and processes for matters such as: communication between tutors and teachers about how SES augments the instruction students receive during the regular school day and is meeting the individual needs of students; the provision of progress reports to district personnel and school staff at least three times over the course of the student learning plan; and relevant information about students with disabilities, students with 504 plans, or English language learners.

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

- One provider encouraged parents to pick up their children so that parents could interact with the tutors and discuss their child's progress.
- Another provider occasionally offered a coffee hour as a venue for parents to share information with the provider. This provider also surveys parents.
- In most cases, tutors had a conversation with parents to ascertain their child's strengths and needs. Once the district initiated services, the provider asked parents to give them information about the child's strengths and needs. This information was integrated into lessons.
- In some programs, parents were encouraged to observe the tutoring sessions.

Recommendations:

- Providers must disseminate progress reports to parents, teachers, and principals at least three times over the course of the SES student learning plan. Providers should endeavor 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:**

- Some providers did not require tutors to have certification. In such cases, they preferred tutors with a minimum number credit hours or a degree. Other providers required teachers to be licensed.
- All providers furnished documentation relevant to the training of staff, including a sample schedule and a sample template for progress reports.
- Multiple providers noted that site coordinators or area managers monitored the provision of services in classrooms using a monitoring tool.
- In schools serving large populations of students, external providers hired a lead teacher to supervise the staff on site and work with the tutors in case there were programmatic issues.
- When requested, providers showed evidence of policies regarding the removal of tutors who did not meet expectations.

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 must have a plan that details the new recruiting and hiring process to be used in order to comply with the Conflict of Interest Law (G.L. c. 268A) as it pertains to SES.

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

- In all cases, providers showed evidence of engaging in sound business practices with all involved parties, by way of following the contract/agreements between districts and providers, and acting in accordance with the Assurances and Certification statement to ESE.

Recommendations:

- Districts are encouraged to include a Code of Professional Conduct and Business Ethics for SES Providers to ensure that providers are aware of acceptable business practices allowed in the districts.

Appendix A: Sample District Monitoring Schedule

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

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

Appendix B: Sample Provider Monitoring Schedule

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

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

Appendix C: 2010-11 State List of Approved SES Providers

The table below lists the 79 approved providers of SES in the 2010-11 school year.

A to Z In-Home Tutoring	Huntington Learning Centers Inc.
Achieve High Points	Imagine Learning
Achieve Tutoring	Innovadia
Action Learning Connection	Keene Consulting Agency, Inc
Alliance for Inclusion and Prevention	Kinetic Potential Scholars
Alpha Academic Services	La Vida, Inc.
America SCORES - New England	Lawrence Public School District
Ann's Christian Learning Center	Learning Magic
Applied Scholastics International	Learning Styles L.L.C.
Aspire Reading Tutor	Learn-It Systems
Atlantis Charter School	Lexington Learning Center, Inc.
Attleboro Public School District	Lowell Public School District
BearPaw Tutors LLC	Main Street Learning Center
BELL-Building Educated Leaders for Life	Malden Public School District
Berkshire Arts and Technology Charter Public School	Millbury Public School District
BES Educators, LLC	Monson Public School District
Boston Day and Evening Academy	Nantucket Public School District
Boston Learning Center	NonPublic Educational Services, Inc. (NESI)
Boston Public School District	Northbridge Public School District
Brainfuse One-to-One Tutoring	Partnership for Community Schools in Malden
Brienza's Academic Advantage	PCALET- Professional Consultants of Affective, Labor, and Educational Training of Massachusetts, Corp.
Brockton Public School District	Pinnacle Learning Center
C & M Educational Connections and Consulting	Revere Public School District
Carver Elementary School	Smarties Tutoring Services
Catapult Online	Somerville Public School District
Chelsea Public School District	Sylvan Learning: Empowerment Learning Systems
Citizen Schools	Sylvan Learning: Massachusetts Learning Systems
Class Measures	Sylvan Learning: Massachusetts Learning Centers LLC
Club Z! In-Home Tutoring Service	Taunton Public School District
Collaborative for Educational Services	Tenacity, Inc.
Commonwealth Learning Center	The Achievement Academy
E.nopi	The First Step Foundation, LLC
Educate Online	The Knowledge Connection
Generations Incorporated	Tutors for All / Third Sector New England
Gill-Montague Regional School District	Vigorous Elevations, LLC
Global Partnership Schools	Wareham Public School District
Greater New Bedford Education Services	Weymouth Public School District
Greenwood Shalom Outreach Community	Worcester Public School District
Highlander Dunn Institute	YMCA of Greater Boston
Holyoke Public Schools	