



# **The Performance and Promise of Supplemental Educational Services Under “No Child Left Behind”**

**A Compilation of Research and Perspective**

**From  
The Education Industry Association  
[www.educationindustry.org](http://www.educationindustry.org)**

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## Forward

Since the program was introduced under “No Child Left Behind” during the 2002-03 school year, supplemental educational services (SES) has given hundreds of thousands of low income students attending struggling schools additional academic help. In addition, these specialized tutoring services have been used by schools to help close the achievement gap of many of their Title I students and get back on track for adequate yearly progress (AYP).

The Education Industry Association (EIA) -- the premier organization of education entrepreneurs who deliver service, innovation and results to families and schools -- is proud that so many of our members not only have been instrumental in the development and success of SES on a national scale, but that they have made a positive impact on the lives of so many children and families who typically have so few choices. At the same time, EIA salutes all of our members' partners -- teachers, principals, and local school district administrators -- without whose support such progress could not have been made.

### **A Need for Assessment – but a Lack of Assessments**

Given their critical role, the members of EIA believe it is not only important, but essential, that parents, schools and the public education system in general have access to information on what is working, and what requires improvement, with SES programs nationwide. In fact, EIA feels so strongly about the necessity for fair and comprehensive evaluation of SES that the organization has made it a cornerstone of our “Guiding Legislative Principles for NCLB Reauthorization” (see link to all recommendations on EIA’s website homepage at [www.educationindustry.org](http://www.educationindustry.org)).

Under NCLB, state departments of education are responsible for ensuring the quality and accountability of SES tutoring programs through the upfront approval of providers, monitoring of ongoing operations and the evaluation of program impact. The EIA, through our SES Code of Business Ethics, has helped states establish high standards of professional conduct for providers. On the back-end of accountability, however, SES impact evaluations have been relatively few in number, for a variety of reasons including limited funding and staffing, a lack of student –specific data collected by states, and uncertainties about how to isolate and measure the effect of SES tutoring apart from other instruction and influences on the child during the regular school day.

### **Growing Evidence About the Positive Impact of SES**

Despite the lack of numerous state-administered SES evaluation programs, however, there is a growing body of evidence that SES is, in fact, having a positive impact in a number of areas. Students and their families are largely pleased with SES, and believe it is having a beneficial influence on student motivation and grades. Teachers and school administrators are somewhat more mixed in their praise of SES, but they too indicate in a number of published reports that the program is working. Other studies which compare participation in SES programs with performance on standardized achievement tests indicate a modest, positive influence on the part of federally funded tutoring. And finally, SES providers themselves report that the programs, and

their roles within it, have produced teaching, learning and administrative innovations that we believe will have lasting, positive effects on students, parents and schools.

This report documents much of the evidence generated to date in all of these areas. In it, EIA details studies conducted by a handful of state departments of education, as well as local education agencies, education policy organizations and SES providers themselves. The report is not meant to be an exhaustive or final review of all that has been studied and said of SES, but is rather an initial compilation of public studies which shows that SES, in its current design, is working, is effective, and should be retained as a core program of “No Child Left Behind.”

### **Moving Forward on SES Evaluation**

While EIA and our members hope this compilation of SES evaluation information is useful in itself to Congress, policymakers, state and local education officials, and parents, we hope it also will encourage the implementation and reporting of numerous, comprehensive, and fair evaluation programs by states nationwide.

In terms of how those evaluation programs can best and most fairly assess the true value of SES, EIA offers its perspective in our “SES Evaluation Principles” (the document may be found on EIA’s website by going to <http://www.educationindustry.org/tier.asp?sid=2>). EIA agrees with the assessment of national SES evaluation expert, Dr. Steven Ross of the Center for Research in Education Policy at the University of Memphis, who is working with at least six state education agencies to complete their first comprehensive evaluations of SES programs. He writes, “. . . we focus on the apparent potential of the providers to help motivate children, engage them in productive activities, and improve learning over time. . . we’re continuing to try to evolve evaluations that primarily help providers, districts, and states to work better together rather than judge providers on the basis of the effects of limited hours on high-stakes objective tests.”

EIA will regularly update this report as we uncover additional evidence of the impact and future potential of SES. Meantime we thank you for taking an interest in SES and our nation’s most at-risk children, and for letting us know if we can answer any questions or address your concerns.

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March 12, 2007

### **Background on Tutoring**

While SES is clearly a recent phenomenon, born of the “No Child Left Behind” act of 2002, tutoring – instruction that is supplemental to that provided during the regular school session – has been administered for as long as there have been teachers, students, and expectations of academic achievement and advancement.

Over the years, tutoring has been studied by education scholars, who conclude that when tutoring is well-planned and –delivered, it can improve student motivation, close skill gaps, and reinforce how-to-learn strategies.

In *The Tutoring Revolution, Applying Research for Best Practices, Policy Implications, and Student Achievement*, ( Rowman and Littlefield, 2007) Dr. Edward Gordon compiles and cites much of the published academic research. Some of Dr. Gordon’s findings:

- Four comprehensive reviews on tutoring published between 1969 and 1982 (Devin-Sheehan, Feldman and Allen, 1976; Ellison, 1976; Fitz-Gibbon, 1977 and Rosenhine and Furst, 1969) reported significant learning gains in reading, math and other content areas.
- Shanahan (1998) wrote that “tutoring works best when students have a clear feeling that the tutors are trying to help,” adding that “tutoring can be undermined by poor teaching,” and that “tutoring is usually effective but the availability of tutoring does not guarantee learning.”
- Given that positive results have been documented in studies in which tutoring was combined with direct instruction (Simmons, et al 1995) and large scale programmatic curricular reform efforts (Ross, et al 1995), there is considerable evidence that can be used to support the use of tutoring instruction within the context of instructional design improvements and large scale education reform efforts.
- Instead of informally guessing what the student has mastered, tutors should concentrate on diagnosing individual student learning issues, analyzing the related skill areas, and selecting the tutoring instructional methods that will work best for each learner (Gordon, Ponticell, and Morgan, 1998, 1991).
- Promising research (Gordon et al, 1995) shows that to increase student motivation, initial tutoring sessions should focus on academic material at the student’s independent skill level. This will help the tutor give the student the positive reinforcement of immediate success. Tutoring can then be gradually adjusted to the student’s capacity and instructional levels while still reinforcing a positive self image as a learner.

The upshot of much of the research cited by Dr. Gordon: tutoring can be an effective supplement to traditional, classroom-based instruction to the extent that it diagnoses and addresses individual skill deficiencies, and features a structured curriculum that makes a connection between what the student knows and the skills that need to be learned.

The education industry market research company Eduventures estimates that \$5 to \$6 billion is spent annually for tutoring services in the United States, but a vast majority of that market historically has served the middle class and more affluent families obtaining tutoring and test prep services from a variety of sources. Under “No Child Left Behind,” SES for the first time brings these same high-quality tutoring services, and their well-established benefits, to low-income families with children in struggling schools, who simply cannot afford private tutoring. Thus, SES represents a breakthrough in the search for equitable access to supplemental education support, allowing low-income students a real opportunity to close the achievement gap with their more affluent peers.

## **The Positive Impact of Supplemental Educational Services**

While the general practice of tutoring has been shown to be effective, the relative newness of supplemental educational services (SES), as well as budgetary and personnel considerations, have left SES with few comprehensive state-directed evaluations (although a number of states indicate they will issue SES evaluations during the first half of 2007). Even so, some of the key players and observers of SES – SES providers themselves, local school districts, education policy organizations and a handful of states – have produced studies and have had experiences which demonstrate the program is having a positive impact in four areas:

- **Customer Satisfaction** – Perceptions of students, parents, teachers and education administrators regarding the impact and influence of SES programs.
- **Student Academic Achievement** – Studies correlating student participation in SES programs with academic achievement, as measured by states and school districts.
- **Student SES Program Achievement** – Results of pre- and post-testing, administered by SES providers, which demonstrate student advancement against SES program learning goals.
- **Instructional Innovations** – Reports on the accomplishments of SES providers in such areas as teaching methods, the use of technology, student recruitment and parental involvement.

### **Customer Satisfaction: SES Programs Receive Good Marks from Students, Parents and Schools**

According to a number of studies, most “customers” of SES –students, their parents, their principals and other education administrators – perceive the tutoring program to be effective in terms of having a positive effect on student motivation and academic achievement.

- In August, 2006 the **U.S. Government Accountability Office (GAO)** reported that 90 % of the districts surveyed reported “good,” “very good,” or “excellent” working relationships with providers during 2004-05, and that relatively few districts reported that providers signed up ineligible students or billed for services not performed. (Source: “No Child Left Behind Act: Education Actions Needed to Improve Local Implementation and State Evaluation of Supplemental Educational Services,” U.S. General Accounting Office, <http://www.gao.gov/new.items/d06758.pdf>)
- Preliminary results of **SES evaluations of four states** by Dr. Steven Ross, Faudree Professor and Director of the Center for Research in Educational Policy at the University of Memphis, indicate that:

- More than 82% of nearly 1,400 **parents** surveyed agreed or strongly agreed that they were **pleased with the SES services received by their children, and believed these services helped their children's achievement.**
- Similar percentages of parents (83% +) also reported being **satisfied with the type, amount and timing of information supplied to them by their school district, and with the alignment of SES services with subjects taught in the classroom.**
- More than half of 149 district SES coordinators surveyed, about half of 753 teachers polled, and about 40% of more than 200 **principals/site coordinators** surveyed said they **were satisfied with SES services, and indicated the services offered by SES providers positively impacted student achievement.**
- **Teachers, however, were seeking more communication and coordination** with SES providers, with more than two-thirds (67%) indicating that SES providers communicated with them “occasionally” or “not at all.”  
(Source: Preliminary results emailed by Center for Research in Education, University of Memphis, <http://crep.memphis.edu>)
- A **New Mexico Public Education Department** evaluation report on SES programs in that state during the 2005-2006 school year showed that **almost 90 percent of surveyed parents said that SES resulted in “some,” “a lot,” or “extensive” academic progress on the part of their children.** The report further pointed out that 64 percent of teachers “agreed” or “strongly agreed” that students demonstrated academic progress as a result of their participation in SES programs. (Source: “Supplemental Educational Services Evaluation, 2004-05 Summary Report,” New Mexico Public Education Department, <http://www.ped.state.nm.us/fedpro/downloads/sess/final%2005%20report.pdf>)
- As part of a 2005 SES evaluation, **Chicago Public Schools** found that **nearly 87 percent of parents were satisfied with their child's instruction,** with at least 8 in 10 parents indicating that their children's' participation in SES improved study skills, made homework easier, and led to higher grades (Source: “SES After School Tutoring Program,” Chicago Public Schools, <http://cps.k12.il.us/>)
- A **Georgia Department of Education** report evaluating SES during the 2004-05 school year indicated a high level of parental satisfaction with the program, with more than **71% of the 790 parents surveyed pointing to improvement in their children's reading or math skills since working with their SES provider,** and more than 68% saying that their children's grades had improved. Georgia teachers also had positive things to say about the perceived impact of SES, with 50% “strongly agreeing” or “agreeing” that SES led to academic improvement, and influenced positive changes in student attitudes toward school. (Source: “Report on Results of Parent, Teacher, and Title 1 Director SES Satisfaction Surveys, Spring 2005,” Georgia Department of Education, <http://www.doe.k12.ga.us/>)
- A follow-up report by the **Georgia Department of Education** on SES administered during the 2005-06 school year indicated that while SES participation had little discernable impact

on students' standardized test scores in reading, English language arts and mathematics, parents and students agreed that their SES experience was useful and beneficial, and that students' grades and attitudes toward school had improved as a result of SES participation. (Source: "External Evaluation of Supplemental Educational Services, 2005-06," Georgia Department of Education, <http://www.doe.k12.ga.us/>)

- A December, **2006 Rand Education** study commissioned by **Pittsburgh Public Schools** concluded that the district's SES program, as well as its own after-school Educational Assistance Program (EAP) "appear to have the potential to accomplish important educational goals and are making a difference in student achievement." The study, which tracked achievement data from more than 30,000 students, found the greatest achievement gains attributable to SES in math skills and knowledge. It also suggested an achievement gain for African-American students participating in both programs "that is equivalent to 40 percent of the district's overall achievement gap in math between African American and white students." (Source: "Evaluation of Two Out-of-School Programs in Pittsburgh Public Schools," Rand Education, <http://www.rand.org/education/>)
- In December, 2006, the education research firm **Eduventures** published a report on SES which found that 92% of nearly 2,000 parents surveyed nationwide indicated that they saw substantive value in SES, and that **almost half thought that the most important outcome of SES was improvement in their child's academic performance at school.** (Source: "Educational Reinforcement: An Examination of Publicly-Funded K-12 Tutoring," from Eduventures, [www.eduventures.com](http://www.eduventures.com))
- The **Center for Education Policy (CEP)**, in a March, 2006 report, indicated that about half of states responding to its survey indicated that "**supplemental services offer parents and students new educational options.**" The report says that one official wrote, "**Thousands of students received tutoring assistance, many of which otherwise may have not been able to afford such services.**" (Source: "Year 4 of the No Child Left Behind Act," Center for Education Policy (CEP), <http://www.cep-dc.org/nclb/Year4/Press/>)
- Independent research, conducted by **Rockman Et Al**, an independent research firm based in San Francisco, CA, of the **Catapult Online Supplemental Educational Service Program** revealed that the vast majority of more than 140 students and their parents surveyed believe the program helps students do better in school and improve their grades:
  - Among students, 82% indicated their Catapult Online work helps them do better in school, and 64% said their grades had improved.
  - Among parents, 88% said Catapult Online had helped their child do better in school, and 73% said the experience had improved their child's attitude toward school.(Source: "Independent Research Findings: Catapult Online Supplemental Educational Service Program," Catapult Online, [www.catapultonline.com](http://www.catapultonline.com))
- A 2005-2006 national survey by **Knowledge Learning Corporation School Partnerships** of principals, parents and students regarding their experience with the company's SES program, **Education Station**, found that:

- 86% of principals were satisfied with the Education Station program, and nearly 80% agreed that it had been a partner in their efforts to achieve Adequate Yearly Progress student performance goals.
- 96% of parents said they were happy with Education Station and would recommend it to others, and 93% said they believed their children were performing better at school as a result of the after-school tutoring.
- 87% of students said they enjoyed being enrolled in the Education Station program, and more than 70% believed their grades had improved since being in the program.

(Source: "Education Station's Supplemental Education Services Program, Chicago Public Schools 2005-2006, KLC School Partnerships, [www.knowledgeu.com](http://www.knowledgeu.com))

## Student Academic Achievement: SES Has Modest, Positive Impact on Academic Performance

Assessing the impact of SES on student academic achievement, the penultimate goal of the state education departments, has proven to be a task more challenging than surveying SES customers. Numerous factors, including the quality of classroom instruction during regular school hours, the timing of SES after school programs vis a vis standardized testing, the sample size of provider programs, variation in program models, and student attendance of both school and SES sessions, all influence student performance on state-administered standardized tests. These are just some of complicated methodological issues that confront and confound state agencies, which often find themselves lacking sufficient capacity to carry out this role.

For a more detailed discussion on the methodological options available to states, the USDE-OII commissioned a white paper written by Dr. Steven Ross ("*Evaluating SES Providers: Suggested Strategies for States*," Center on Innovation and Improvement, [http://www.centerii.org/ses/resources/SES\\_evaluation\\_guide.pdf](http://www.centerii.org/ses/resources/SES_evaluation_guide.pdf))

Though the number of comprehensive studies is small, a number of jurisdictions have undertaken efforts to assess the influence of SES programs on student performance. Early indications from public reports suggest that despite typically delivering less than 40 hours of instruction during at 180-day school year, SES tutoring programs have a positive, albeit modest, influence on student achievement.

- The **Los Angeles Unified School District** produced a January, 2006 report covering the academic performance of more than 14,000 students who attended SES programs during the 2004-2005 school-year. The study found that students who attended at least 90% of offered SES sessions demonstrated **statistically significantly higher academic performance, as measured by results on the California Standards Test (CST)** than students with lower attendance records, or eligible students who did not attend SES programs. Gains were demonstrated in both English language arts and in mathematics,

and were most pronounced among elementary school students, who represented the majority of enrolled students. This analysis also confirmed that 13% of eligible students (922,279) applied for SES and that 8% (14,156) actually attended a program. Of these, 3% exhibited high attendance (completing 90% of scheduled hours). (Source: "LAUSD Report #295, "The Impact of Supplemental Educational Services Participation on Student Achievement 2004-2005," by the Los Angeles United School District Program Evaluation and Research Branch, [http://notebook.lausd.net/portal/page?\\_pageid=33,102413&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,102413&_dad=ptl&_schema=PTL_EP))

- The **Los Angeles Unified School District** conducted a second SES evaluation study of nearly 15,000 SES program participants, reported in January, 2007, which confirmed the first study's findings that **SES participation led to a "statistically higher, yet substantively negligible performance gain" on the California Standards Test (CST)**. The report once again indicated that the gains were greatest among students with high SES attendance records, and were most pronounced among elementary school students. (Source: "LAUSD Report #352, "The Impact of Supplemental Educational Services Participation on Student Achievement 2005-2006," by the Los Angeles United School District Program Evaluation and Research Branch, [http://notebook.lausd.net/portal/page?\\_pageid=33,102413&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,102413&_dad=ptl&_schema=PTL_EP))
- **Chicago Public Schools (CPS)** in its August, 2005 evaluation of SES, found that SES programs were most helpful for those students who were farthest behind in reading and math. According to the CPS report, the federally funded tutoring **"seemed to have helped students catch up to their peers in terms of gains on the ITBS (the Illinois Test of Basic Skills) in both math and reading."** Moreover, Chicago students who completed tutoring programs had higher gains in reading and math than did students who did not receive tutoring, but who were eligible. The overall gain on the Illinois standard math test for all tutored students was .94 of a year of gain, while students in the tutoring program on average gained slightly more than a year (1.09) in reading. During a press conference at which the CPS results were announced, Chicago Public Schools CEO Arne Duncan said, "Tutoring made a significant difference in kids' lives who have struggled." (Source: "SES After School Tutoring Program," Chicago Public Schools Office of Research, Evaluation and Accountability, <http://cps.k12.il.us/>)
- The **New Mexico Public Education Department** similarly found that **SES program participation from 2003 to 2005 made a difference on student scores on the New Mexico Standards Based Assessment**, with 18 percent of students showing progress in mathematics, and 27 percent showing progress in reading. The effect of SES on students' grades was even more pronounced, with nearly 74 percent in mathematics and 77 percent in reading receiving the same or a better grade. . (Source: "Supplemental Educational Services Evaluation, 2004-05 Summary Report," New Mexico Public Education Department, <http://www.ped.state.nm.us/fedpro/downloads/sess/final%2005%20report.pdf>)
- **More than one-third of the 142 SES providers rated by the Ohio Department of Education during the 2005-2006 school year scored in the "effective" range**, receiving high marks on such performance indicators as student achievement, communication with parents and schools, staff qualifications and program alignment. (Source: Ohio Department of Education, [www.ode.state.oh.us](http://www.ode.state.oh.us))

- Although the **Center for Education Policy** report on Year 4 of No Child Left Behind indicated that only 10% of state and district administrators rated SES as “important” or “very important” to increased student achievement, fully **33 states indicated that they use before- or after-school programs to raise student achievement.** (Source: “Year 4 of the No Child Left Behind Act,” Center for Education Policy (CEP), <http://www.cep-dc.org/nclb/Year4/Press/>)

## **Student SES Program Achievement – Self-Assessments by SES Providers Show Positive Impact of Tutoring on Student Skills, Knowledge**

Most SES providers, for reasons of internal quality control as well as to satisfy the requirements of school districts and states, administer their own pre- and post-program tests, evaluating student progress against the learning objectives of the SES program itself.

This self-monitoring, which allows SES providers to make program adjustments to continually improve their services, indicates the positive impact SES programs often have on students who regularly attend sessions.

- **Catapult Online** studies indicate that its online SES programs (24-40 hours) typically produce a +1 grade level increase in reading and math performance, as measured by the California Achievement Test. (Source: Catapult Online-provided information, [www.catapultonline.com](http://www.catapultonline.com))
- **Progressive Learning's** SES program, as measured by Chicago Public Schools during the 2003-04 school year, produced an average student gain of 1.44 years in reading – the highest among all SES providers that year. (Source: Progressive Learning-provided information, [www.progressivelearning.com](http://www.progressivelearning.com))
- **KLC School Partnerships' Education Station** programs in the 2005-2006 school year delivered a mean student gain of 8 percent in math and 6% in reading, as measured by pre- and post-tests with students who received more than 20 hours of instruction. Among student sub-groups:
  - African American students showed a 5.9% gain in reading and a 6.7% gain in math as measured by pre- and post-tests.
  - Hispanic students enrolled in Education Station programs showed a 6.4% gain in reading and a 6.8% gain in math as measured by pre- and post-tests.
  - English Language Learners enrolled in Education Station programs showed a 6.5% gain in reading and a 6.6% gain in math as measured by pre- and post-tests.
 (Source: Knowledge Learning Corporation School partnerships, [www.klcschoolpartnerships.com](http://www.klcschoolpartnerships.com))
- **Club Z** SES programs in Kentucky and Indiana produced academic gains during the 2004-2005 school year. In Kentucky, Club Z SES students had average grade level equivalency increases of 1.6 for math, 1.4 for reading, and .6 for spelling. In Indiana, Club Z received an “overall grade” of B+ from the state department of education, due to average grade level equivalency increases of 1.1 for math and 1.9 for language arts. (Source: Club Z-provided information, [www.clubz.com](http://www.clubz.com))

- **University Instructors** measured significant student progress on pre- and post-tests among those students who attended 70% or more of the scheduled sessions. Of this 'high attendance percentage' group in the company's 2005-06 SES programs in Virginia, North Carolina, South Carolina and Georgia at more than 150 schools, nearly three-quarters of the students showed progress, with an average gain of 25% in language arts and math skills. (Source: University Instructors-provided information, [www.universityinstructors.com](http://www.universityinstructors.com))
- **Brain Hurricane** detected statistically significant increases in student performance on pre- and post-SES program assessments in both the 2004-2005 and 2005-2006 school year, across seven California school districts. The company utilized the services of Dr. Steve Ross of the Center for Research in Educational Policy (CREP) at the University of Memphis for the analysis, who found statistically significant gains among the more than 450 early elementary, elementary and middle/junior high grade-level students tested. (Source: Brain Hurricane-provided information, [www.brainhurricane.com](http://www.brainhurricane.com))

## **Instructional Innovations: SES Providers Adopt Practices that Improve the Overall Educational Landscape**

While discussions continue at the national, state, and local levels about the best way to measure the impact of federally funded tutoring on student performance, SES providers have made important contributions in another way: through the instructional and outreach practices they have adopted as SES has grown – approaches whose impact and benefits are only now being felt.

From teaching methods and the use of technology, to strategies for involving parents and retaining students in their programs, SES providers are responsible for a range of innovations which collectively are changing the educational landscape, and which should be taken into consideration as Congress approaches the reauthorization of No Child Left Behind.

- **Catapult Online: Using Technology to Improve Reach and Impact** – Catapult Online ([www.catapultonline.com](http://www.catapultonline.com)) offers an interactive online SES program which allows students and instructors to communicate via telephone and online simultaneously, and which offers powerful assessment tools. This unique approach has produced some surprising benefits and outcomes:
  - Greater parental involvement and control with 24 x 7 online access to details on their child's work and progress.
  - Session attendance rates above 80%, attributable to the convenience and safety of the in-home tutoring program.
  - Greater reach among hard-to-serve students in rural school districts, among high school students (who find the online nature of the program to offer more privacy and anonymity than a site-based program), and students with special needs, including those enrolled in math and language special education, and English as a second language programs.

- **Edison Schools' Newton Learning: An Interactive, Standards-Based Curriculum to Engage and Motivate Students** -- For the 2006-2007 school year, Edison Schools' Newton Learning division ([www.edisonschools.com/newton-learning](http://www.edisonschools.com/newton-learning)) developed and implemented a new standards-based SES curriculum for grades 3-8. Newton's *Reading Force* and *Math Force* instructional models include motivational warm-up activity, initial direct instruction, guided practice, and independent practice components. Direct instruction and guided practice activities are highly interactive, ensuring strong teacher-student engagement in each lesson. In conjunction with the new curriculum, Newton also redesigned student pre- and post-assessments to align with standards and sub-skills included in *Reading Force* and *Math Force* – increasing the accuracy of scores as a result.
- **Progressive Learning: Instructional Practices Result in Student Success** – Progressive Learning ([www.progressivelearning.com](http://www.progressivelearning.com)) combines all of its SES instruction within a strong mentoring component, which provides a high level of individual motivation. At the same time, an important element of the Progressive Learning SES curriculum is applied learning. During each session, students are required to communicate in writing with their academic coaches. The results: exceptional gains in reading and writing, and numerous individual success stories.
- **ClubZ: Comprehensive Assessments to Ensure Individualized Instruction** – Because the ClubZ ([www.clubztutoring.com](http://www.clubztutoring.com)) education model focuses on individualized instruction for students, the SES provider performs a number of operational functions to identify and assess knowledge gaps, and then develops specific achievement goals. These steps include a review of any student information supplied by the school district, and the administration of the norm-referenced *Kaufman Test of Educational Achievement (KTE)* or *Reading and Math Level Indicator Tests (RLI and MLI)* to determine student grade level equivalency. The results of the assessments are used to build individualized learning plans.
- **eProgress Academy: Keeping Parents and Schools in the Loop** – eProgress ([www.eprogressacademy.org](http://www.eprogressacademy.org)) provides one on one tutoring via the Internet or live in the student's home. The SES provider places a premium on maintaining good and regular communication with parents as well as teachers and school officials, looking toward both groups as important partners in the education and instruction of the student. Results are being compiled showing significant gains in grades of students participating with eProgress, and the students' hard work is evident.
- **Kumon: Providing Instruction in a Focused, Well-Resourced Environment** – Some parents are looking for SES outside of the routine school environment. Kumon Math and Reading Centers ([www.kumon.com](http://www.kumon.com)) are in dedicated locations where the benefits of instruction are maximized and a wide variety of learning materials and resources are readily available. Kumon SES programs provide instruction to children without the distractions common to a busy school building.
- **Education Station: Facilitating and Encouraging Parental Involvement with the "Home Connection"** – To help parents/guardians become more involved in their child's

instructional experience, Education Station ([www.edstation.net](http://www.edstation.net)) provides them with the *HomeConnection*. The *HomeConnection* includes a parent guide (in both English and Spanish) with information on the Education Station program, as well as additional reading materials and at-home activities to support their child's reading development. Parents are also invited to two workshops to be introduced to the *HomeConnection* materials, and to review the activities they can work on with their child to help him/her become a more strategic and confident reader.

- **University Instructors: Maintaining Open Lines of Communication** – University Instructors' ([www.universityinstructors.com](http://www.universityinstructors.com)) field delivery plan incorporates an Instructional Coordinator, who is directly responsible for parent, teacher, school and school district communications. University Instructors finds that the arrangement has produced constructive input and has kept all SES stakeholders better informed. Beyond this, University Instructor's mix of well-educated instructors allows students to be exposed to a large number of diverse individuals with whom they would not normally come into contact. Although not all of these instructors are directed toward the field of education as a career, they are excellent role models and bring talent, enthusiasm and a fresh perspective to the process.

## **Conclusion**

Supplemental educational services under "No Child Left Behind" is widely regarded as one of the law's most innovative components. For the first time, parents and students who most need help, are to be treated as customers, to be given choices, and to receive extra academic help that had previously been unavailable in under-performing school environments.

While SES today is far from perfect, and while additional research, evaluation and fine-tuning is clearly called for, early evidence suggests the program is having an impact, and making a difference for its customers. Parents, students, and many, many teachers, principals and administrators believe SES is boosting skills, improving grades, and helping to instill a love of learning. A few studies suggest SES is having a modest positive impact on standardized test scores. And SES providers themselves point to their innovations and successes as further evidence the program is not only worth preserving, but expanding.

EIA is encouraged not only by this progress to date, but by the outlook for the future. Dr. Steven Ross and his colleagues at the Center for Research in Educational Policy at the University of Memphis, leaders in the evaluation of SES programs nationwide, perhaps best articulate our sentiments in a recent article for *Phi Delta Kappan* (Phi Delta Kappan, February 2007, Volume 88, Number 6, page 479):

*"Our studies have shown links between community partnerships and increased parent and teacher satisfaction with tutoring services. The majority of parents express gratitude for the help their children have received, while there are some who still struggle to navigate the system to gain services for their children. Providers are increasingly redoubling their efforts to involve teachers in students' individual learning plans. Student achievement analyses have shown trends toward increased student proficiency as actual tutoring time approaches hours contracted."*

EIA hopes this compilation of research and perspective is useful to all who care about our nation's schools and students. And on behalf of our members, who proudly serve thousands of students every day, we welcome your comments, questions and support as we continue working to improve the reach, implementation, and influence of SES.

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