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DALLAS INDEPENDENT SCHOOLS DISTRICT
REVIEW OF FINDINGS FOR
SUPPLEMENTAL EDUCATIONAL SERVICES
IMPLEMENTATION AND IMPACT OF
THE MULTISITE STUDY OF THE
Supplemental Educational Services: Integrated Qualitative and Quantitative Study of Implementation and Impact
Acknowledgements
What policy tools are available to state and local educational agencies to ensure that SES services are available and effective?

What constitutes a high-quality SES program?

Is SES effective in improving educational outcomes for low-income and disadvantaged students?

Effective in improving educational outcomes for low-income and math, and what types (and which) SES providers are more effective in improving student achievement (in reading, writing, and math)?

Identifying successful approaches (and variables that improve student learning and achievement by SEISO? Research objectives and questions
Cost-reimbursable contracts: providers invoice
more academic years
increase student academic achievement for 2 or
withdraw approval from SES providers that fail to
consistent with state/local instructional programs
identity organizations that provide services
State agencies and districts required to:

Exercise choice using information distributed by
Expectation that parents and students will

Accountability for SES
Violation of district policies and contracts with evidence of fraud or
provider misconduct. School districts cannot impose requirements on
visible to states and school districts—time, students, interactions, etc.—is less
What takes place in an hour of SES—Instructional
and curriculum vary widely. Instructional length, instructional strategies,
Hourly rates, service costs, qualifications,
engaging directly in SES provision at schools and off-site, and schools districts
Providers are national and local organizations.

Market for SES
Students, 2009-10
SES hours by participating

Students, 2010-11
SES hours by participating

Years in DISD by participating students
SES hours attended in past two school
Studies find no effects. Some studies estimate SES effect sizes of 0.06-0.09, while others estimate effects are higher although they are smaller for students with disabilities and effect sizes are mostly in the range of 0.04 to 0.10.

Effect sizes are doubled in the number of those provided in the ISD. Chicago Public Schools where tutoring hours are double the number of those observed in ISD in 2010-11 (significantly declining from 2009-10) across our study districts; most positive SES effects were observed in students of Smaller attendance SES on students’ reading gains in Dallas in 2010-11 in DISD. We do not find statistically significantly average, average (+) effects of attending SES.
SES on student reading and math gains in Dallas

We find positive, cumulative effects of attending

(SES attended)

Effects at a larger number of intervals (up to 80 hours of
generalized propensity score models that estimate

value-added models with school-fixed effects

attended

For 1, 2 or 3 years, summing hours across the years

we estimated the average effects of attending SES

attended accumulate (over 1 or more school years)?

Do SES effects potentially increase as hours of SES

Findings: Cumulative effects of SES
Innovative, high-quality tutoring

Bottom line: students do not get enough hours of

identified as key to quality instruction

Group model: limited use of other activities

Instruction resembled that of traditional whole

late or leave the session altogether

Students start a session and miss part of it, come in

Attendance flux limits intensity of instruction

actual instructional time

Advertised/invoiced time often does not equate to

Effectiveness

Findings: Insight into limits to SES
Data-sharing

Confusion over legal responsibilities of services and

Lowering curriculum level, slowing curriculum down

Student assessment/IEP information

Inappropriate accommodations due to lack of

Inappropriate native languages

Families

Lack of administrative or instructional staff fluent in

Differentiation for students with special needs

Lack of materials and/or training for tutors on

Inadequate professional development

Few highly qualified tutors

Institution rarely individualized or differentiated

FINDINGS

Students with Special Needs
The bars in the above graph (for each district site) plot the number of providers offering Supplemental Educational Services (SES) at a given rate (rates shown on the Y axis).

SES provider rates are the second highest in Dallas ISD, with the highest hourly rate charged over $150 per hour.

Between 2008 and 2011, SES hourly rates changed as follows in these school districts:

- Chicago Public Schools: 22 SES providers increased their rates (by 5.02% on average), while 15 providers decreased rates (by 13.27% on average)
- Dallas Independent School District: 6 SES providers increased their rates by an average of 36.33%
- Milwaukee Public Schools: 11 SES providers increased their rates by an average of 14%
- Minneapolis Public Schools: 10 SES providers increased their rates (by 25.20% on average), while 3 providers decreased rates (by 6.33% on average)

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