



## 2009-2010 Supplemental Educational Services in Missouri

Supplemental Educational Services (SES) were established under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001*. The SES provision was designed to offer low-income students in struggling schools additional educational support in the form of tutoring, with the goal of increasing the academic achievement of participating students and increasing the performance of the school as a whole. According to the U.S. Department of Education (2009), students who are eligible to receive SES are from low-income families and attend Title I schools that are in their second or subsequent year of school improvement status (i.e., schools have failed to make adequate yearly progress for at least three years, are in corrective action, or are in restructuring status).

The SES tutoring offered to students is offered by providers that are external to the student's school building. SES providers may be for-profit or non-profit entities. Potential providers of SES must apply to, and be approved to provide SES by the state educational agency (i.e., the Missouri Department of Elementary and Secondary Education). If there is no evidence to support that an SES provider is contributing to the academic achievement of the students it serves for two consecutive years, the provider is removed from the roster of entities approved to provide SES in the state.

This report focuses on the evaluation of SES in Missouri during the 2009-2010 academic year, with the goal of determining the extent to which receipt of SES affected students' achievement on the MAP Math and Communication Arts tests.

### Summary and Conclusions

A matched control design was used in order to examine whether SES was effective. Specifically, each SES student included in the final samples was paired (or "matched") with a student who did not receive SES. In order for there to be the greatest level of comparability between the SES and control groups, several criteria were applied in order to select students in the control groups that were as similar as possible to those in the SES analysis groups. No statistical differences were found between the control groups and the SES Analysis groups.

Very few significant differences were found in MAP achievement scores between students who received SES and comparable students who did not receive SES, which is consistent with research finding few or mixed effects of SES on student achievement (e.g., Heinrich, Meyer, & Whitten, 2010). The only statistically significant findings indicated a negative effect for SES. Specifically, analysis of the statewide data for MAP Communication Arts data indicated that student achievement was lower for those students who received SES tutoring in reading; this was a small effect, however.

Caution should be used in interpreting these results, however. The sample sizes achieved for these analyses were very small and may not be representative of the SES experience as a whole.