



2012  
NEW FROM THE OFFICE OF RESEARCH • AUGUST

## Supplemental Educational Services in the State of West Virginia

Evaluation Report for 2011-2012

Students who received both math and RLA tutoring had higher rates of proficiency in those subjects than students who received math or RLA tutoring alone.

District coordinator, principal/site coordinator, teacher, and parent stakeholder groups had large majorities who agreed or strongly agreed they were satisfied with provider services.

All stakeholder groups, including providers, should be encouraged to participate in the evaluation at higher levels than observed this year.

This report presents findings of an evaluation of the 2011-2012 supplemental educational services (SES) program in West Virginia. The primary purpose of the evaluation was to examine SES provider effectiveness by analyzing (a) achievement outcomes of students who received SES and (b) the perceptions of key stakeholders in participating school districts in West Virginia.

*Method of study.* We compared math and reading/language arts (RLA) scores of SES-participating students with scores of students in four other comparison groups: (a) students at SES-eligible schools where some students took advantage of SES services; (b) students at SES-eligible schools where no students took advantage of SES services; (c) all other Title I schools across WV; and (d) all remaining (non-Title I) schools. This comparison was limited to low socioeconomic status students in Grades 3 through 8 from schools with 10 or more students tested. We also investigated stakeholder perceptions about SES implementation and outcomes statewide, through surveys administered to SES providers and four stakeholder groups: district coordinators, principals/site coordinators, teachers, and parents of students receiving SES.

*Findings.* Only RESA 1 and RESA 3 had at least 10 students available for analysis in math and RLA; these students had lower proficiency rates than the four comparison groups. However, students who received both math and RLA tutoring had higher rates of proficiency in those subjects than students who received math or RLA tutoring alone. Stakeholders held positive views about providers' performance, including making services available, having a positive impact on student achievement, adapting materials, and aligning with local and state standards to meet student needs, including special education and ELL students. Stakeholders had less favorable views about the levels of collaboration and communication with providers.

*Limitations of study.* The analyses were based on small sample sizes for many providers, which reduced the number of providers available for reliable evaluation. In RLA as well as math, only two providers had 10 or more students available with 2011-2012 test data. When limiting the analysis to students with at least 50% attendance rates, these numbers were even smaller. One must note that such small samples may not reliably represent the quality of services provided across the state. Additionally, students attended SES services an average of 19.05 hours, a utilization rate of 61.12%. This number of hours, spread over the course of a school year, is much lower than that reported by providers in the previous academic year, and it begs the question as to whether dramatic improvements in proficiency should be expected.

*Recommendations.* The primary areas for program improvement as identified by respondent stakeholder groups were to (a) increase the frequency with which providers communicate with principals/site coordinators, teachers, and parents, (b) increase the frequency with which providers collaborate with district and school personnel to set goals for student growth, and (c) increase the rate of attendance and utilization of SES services. All stakeholder groups should be encouraged to participate in the evaluation at higher levels than observed this year.

*For more information,* contact author, Anduamlak Meharie, West Virginia Department of Education Office of Research ([ameharie@access.k12.wv.us](mailto:ameharie@access.k12.wv.us)), or download the full report, *Supplemental Educational Services in the State of West Virginia: Evaluation Report for 2011-2012*, from the Office of Research website at <http://wvde.state.wv.us/research/reports2012.html>.