

Supplemental Educational Services
 Provider Self-Evaluation Annual Report Results
 2008-2009

Supplemental Educational Services (SES) providers are required to submit data about the services they provided during the 2008-09 project period which began September 1, 2008 and ended August 31, 2009. 84 out of 101 providers responded to this SES provider survey. The survey results provide one picture of how SES was implemented to students in New Jersey.

Form A: SES Program Implementation

Purpose: The purpose of Form A is to determine implementation practices.

1. What were the types and frequency of communication that the provider used to contact the district administration, classroom teacher and parents?

	District	Teacher	Parents
Letters			
As Needed.....	30	35	25
Daily.....	0	0	2
Weekly.....	12	5	3
Bi-Weekly.....	3	1	3
Monthly.....	23	15	36
Quarterly.....	2	2	1
When Required...	0	0	0
End of Tutoring..	0	0	0
N/A.....	22	26	14
Email	---	---	---
As Needed.....	41	43	41
Daily.....	1	0	1
Weekly.....	12	8	6
Bi-Weekly.....	2	1	0
Monthly.....	6	3	3
Quarterly.....	1	0	1
When Required...	0	0	0
Initial Contact....	0	0	0
N/A.....	21	29	32
Reports	---	---	---
As Needed.....	2	11	2
Daily.....	1	0	2
Weekly.....	1	4	7
Bi-Weekly.....	6	3	4
Monthly.....	55	46	55
Quarterly.....	7	4	4
When Required...	0	0	0
Initial Contact....	0	0	0
N/A.....	12	16	10
Phoned	---	---	---
As Needed.....	57	54	49
Daily.....	1	1	1
Weekly.....	5	2	12
Bi-Weekly.....	5	1	4
Monthly.....	1	1	6
Quarterly.....	0	0	1
When Required...	0	0	0
Initial Contact....	0	0	0
N/A.....	15	24	11

	District	Teacher	Parents
In Person.....			
As Needed.....	---	---	---
Daily.....	45	40	37
Weekly.....	1	0	1
Bi-Weekly.....	4	8	8
Monthly.....	1	2	6
Quarterly.....	9	7	12
When Required...	2	3	4
Initial Contact.....	0	0	0
N/A.....	0	0	0
Other	22	24	15
Informational			Before Program
As Needed.....	---	---	Starts
Daily.....	40	42	44
Weekly.....	1	1	4
Bi-Weekly.....	5	7	7
Monthly.....	3	2	2
Quarterly.....	3	1	1
When Required...	1	0	0
Initial Contact.....	0	0	0
Website	0	0	0
N/A.....	0	0	0
	31	31	26

2. What were the challenging implementation issues for your organization during the 2008-2009 school year?

- 64% (54)** Low parent turnout for provider fairs
- 60% (50)** Signing up students
- 50% (42)** Student attendance
- 30% (25)** Failure to receive student academic information from district
- 19% (16)** Communicating with parents
- 19% (16)** Communicating with teachers and/or administrators
- 14% (12)** Resolving other problems with district
- 7% (6)** Cash-flow concerns
- 13% (11)** Billing issues with the district
- 9% (8)** Location of services for students

Others:

- ✚ Principal refused to allow SES providers in building
- ✚ Inefficient and tardy implementation by district
- ✚ Scheduling between NJASK & SES
- ✚ Transportation of students
- ✚ District days off – vacation and testing
- ✚ Having school administrators be in full compliance with NJDOE's regulations
- ✚ Teachers were not informed/aware of SES
- ✚ Districts paying in timely fashion
- ✚ Student recruitment is made too difficult

3. Provide the total number of <u>certified</u> instructional staff that you employed to provide SES in New Jersey Public Schools during the 2008-2009 school year.	2,728															
4. Provide the total number of <u>non-certified</u> instructional staff you employed to provide SES services in New Jersey Public Schools during the 2008-2009 school year.	355															
5. Indicate the types of professional development offered to SES instructors:	<p>Subject/Topics:</p> <ul style="list-style-type: none"> + General Program Orientation + Assessment and Reporting + Differentiated Instructional Strategies + Student Behavior + Provider Organizational Information + Communicating Student Performance + Math Curriculum Content + Language Arts Curriculum Content + ESL/Bilingual Education + Working with Disabled Students + Orientation to Instructional Materials + Program Implementation + Child Development + Math and Reading Curriculum + Tutor troubleshooting workshop + Critical Thinking Skills + Lesson Planning, Class Management, Admin + Orientation to SES + Study Island Training + Accommodating Individual Learning Styles + Teaching to Both Sides of the Brain + SES Coordination + Discipline, Health and Safety + Commitment to Diversity and Non-Discrimination + Weekly Sessions on Data Analysis + Closing out the Program + Motivational Strategies/Techniques + Computer Skills/Online Program Training + Discipline With Dignity + Comprehension Strategies + Terra Nova Assessment Orientation + Student Self Esteem 															
6. Were there complaints against this provider during the 2008-2009 school year by any of the following groups.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>Parent</td> <td style="text-align: center;">3</td> <td style="text-align: center;">81</td> </tr> <tr> <td>District Administrative Staff</td> <td style="text-align: center;">4</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Teachers</td> <td style="text-align: center;">2</td> <td style="text-align: center;">82</td> </tr> <tr> <td>Others</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> + Community groups + Tutor + Other SES Providers 		YES	NO	Parent	3	81	District Administrative Staff	4	80	Teachers	2	82	Others		
	YES	NO														
Parent	3	81														
District Administrative Staff	4	80														
Teachers	2	82														
Others																

Responses to Questions

Question 6: Below are self reported concerns:

- ✦ Many building principals are unsupportive of SES and our complaints to the district appear to go unanswered. This results in difficulty serving students.
- ✦ Districts have decided to only allow certain vendors to service kids and have prevented our organization from actively participating and providing parents with choices.
- ✦ NJ school districts are not supportive in the implementation of SES.
- ✦ It has been very difficult to sign up students to our program. As a result we were not able to provide services.
- ✦ Other providers took students from our program, they got students list earlier and started earlier.
- ✦ We needed to employ 10 non-certified instructional staff as classroom aides to support the certified teachers leading the instructional sessions.
- ✦ Last year we had difficulty registering students for the SES program. The entire registration process went through district parent liaisons. Some schools had no liaisons and it was difficult to register students there. The employee's hours were not convenient for parents.
- ✦ There were unethical providers working in the district and that made the registration process harder because it caused the district to be very restrictive with the registration process.
- ✦ There were a few students who progressed slower than others due to poor attendance. Even though SES tutoring helps students with their achievement, it also helps districts get out of failure status. Districts do nothing to support student participation.
- ✦ The instructional staff participated in weekly rounds in which they discussed best practices for tutoring and student performance, and avenues for collaboration.
- ✦ Students would benefit if they began tutoring earlier (around September) and stayed in the program for the whole academic year (September – June), but the funding doesn't cover that time period.
- ✦ Since many students come to us with very weak skills, the funding allocated for SES tutoring is insufficient to make a significant difference. As a result, we are unable to remedy many of their academic deficiencies.
- ✦ Once the students and parents know that they have completed their final class of the academic component of the program, many of the students do not come in to take the post-test, which makes it difficult for us to assess the student's progress thoroughly.
- ✦ Due to the extent of the student's deficiencies, in the past we have avoided using the valuable final instructional hours for the post-test; however, it seems that we will have to test students during their final hour of tutoring because they don't want to participate in another test.
- ✦ Schools did not help with the individual achievement plans that were developed for each child who completed both the mathematics and language arts pre-tests during the 2008-09 SES program. The individual achievement plans were based largely on our test score data, as well as input from students' parents.
- ✦ District removed several students who were enrolled in our program.
- ✦ District assigned teachers and did not let us select our own teachers, therefore, supervision could not be effective.

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Form B: Data for Districts Served

Purpose: This table has two purposes:

- To determine all of the individual districts that the provider served during the 2008-2009 school year.
- To collect data on student participation and progress during the 2008-2009 school year.

1. How many students had an Individual Student Learning Plan? (Attrition prevents 100% outcome.)	18,179 (95%)*
2. Indicate the total number of students who were enrolled or served by the SES provider. (This includes all enrolled students who attended at least one session.)	19,111 (100%)
3. Indicate the number of enrolled students who completed all of the <u>predetermined</u> SES sessions.	8,368 (44%)
4. Indicate the number of enrolled students who completed 80 percent or more of the predetermined SES sessions in the 2008-2009 school year.	11,445 (60%)
5. Indicate the average length of tutoring sessions (in minutes) in the 2008-2009 school year.	80 Minutes
6. Indicate the average number of tutoring sessions that the students who enrolled in the SES program received in the 2008-2009 school year.	23.26
7. Indicate the number of eligible students served by the SES provider in the 2008-2009 school year who are Limited English Proficient (LEP) English Language Learners (ELL).	1,931 (10%)
8. Indicate the number of eligible students served by the SES provider in the 2008-2009 school year who are students with disabilities (IDEA/Special Education; Section 504).	1,526 (08%)
9. Indicate the number of eligible students served by the SES provider in the language arts/literacy content area in the 2008-2009 school year.	17,099 (89%)
10. Indicate the number of eligible students served by the SES provider in the mathematics content area in the 2008-2009 school year.	15,584 (82%)

11. Indicate all of the assessments used by the provider to diagnose or determine student academic progress.

- a. State Assessments: **38%**
- b. Provider test: **03%**
- c. Other assessments used: **59%**

ACHIEVE
 California Achievement Test
 OPTIONS
 GMADE
 Terra Nova

12. As a result of an increase between the pre- and post-assessment(s) used above, how many students served in the language arts/literacy content area made academic progress in reading/language arts literacy? **10,356 (54%)**

13. As a result of an increase between the pre- and post-assessment(s) used above, how many students served in the mathematics content area (Q. 10) in this district in the 2008-2009 school year made academic progress in math? **9,692 (56%)**

14. Indicate all of the perceived reasons why individual student SES academic goals were not achieved.

✚ Poor Student Attendance: Participated less than 75 percent of the required time at either the SES site or website	215
✚ No post test data	161
✚ Attrition: Moved, started late, student dropped out	153
✚ Student Attitude: Disposition and/or value toward learning	112
✚ Behavior: Lack of self-control and focus to learn	58
✚ Difficulty determining student needs	04
✚ Undiagnosed learning disability	22
✚ District interference	14
✚ Poor student-teacher interaction	04
✚ Provider stopped providing SES	03
✚ N/A	65
Other:	
✚ High School student who adds with his fingers	
✚ Program focused on L/A	
✚ Program was too condensed...many students balked at retaking post test so soon after pre-test.	
✚ Limited English Proficiency	
✚ District ran out of funds, many did not get all hours	
✚ Measurable gains are difficult to achieve in the limited number of hours of tutoring.	
✚ Two students in LAL dropped 2% and 5% respectively might be attributed to just poor test results.	
✚ One student had a poor test day; He still scored in the 90 th percentile.	
✚ Student remained the same.	
✚ Students' age (Kindergarten is too young)	
✚ Students' age and lack of guardian support	
✚ Schedules conflicted with other afterschool programs.	
✚ H1N1 hit the school and student attendance dropped.	

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Form D: SES Instructors and Qualifications

Total Number	Type of Staff	Degrees Earned	Institution that Granted Degree	NJ Certification	Criminal Clearance		
3083	Instructional (86%)	2,627	BA 2,343 (76%)	422 (20%) replied	2,728 (89%)	Yes- 3083	
	Supervisory (10%)	322	MA 542 (17%)				No- 0
	Both (04%)	134	Ph.D. 11 (1%)				
			60 credits or A.A. 187 (6%)				