Under the No Child Left Behind (NCLB) Act, schools or local education agencies that haven’t made adequate yearly progress (AYP) for three or more consecutive years must provide supplemental educational services to eligible students. In the Northwest region, each state has successfully complied with this requirement. However, the states now face the challenge of monitoring and evaluating their supplemental service providers.

The law allows flexibility in designing and implementing this process, but developing a set of successful practices is just the beginning. Ensuring that eligible students measurably benefit from supplemental educational services will require states to be innovative in fulfilling their responsibility.

This Topical Summary focuses on evaluating supplemental service providers, but some general information about the requirements is needed to provide context. The following information is summarized from NCLB—available at www.ed.gov/nclb/landing.html—and the U.S. Department of Education’s Supplemental Educational Services Non-regulatory Guidance, www.ed.gov/policy/elsec/guid/suppsvcsguid.doc.

Defining Supplemental Educational Services

Supplemental educational services are academic interventions such as tutoring and remediation that take place outside the regular school day. Supplemental educational services must be consistent with the content and instruction used by the local education agency (LEA) and must align with the state education agency’s (SEA) academic standards. In addition, supplemental services must be of high quality, research-based, and designed to increase academic achievement.

Students eligible for supplemental services attend Title I schools that haven’t made AYP for three consecutive years and opt to stay at the school rather than enroll in another one under the choice provisions of NCLB. Supplemental service providers apply to the SEA, which creates a statewide list of approved public and private providers. Local education agencies must notify parents that their child is eligible to receive services and give them a list of approved local providers.

Responsibilities of the States

States are required to do the following:

- Consult with parents, teachers, LEAs, and interested members of the public to identify a large number of supplemental service providers so parents have a wide variety of choices

- Broadly disseminate an annual notice to potential providers that outlines the process for obtaining approval

- Develop and apply objective criteria for approving potential providers
- Maintain an updated list of approved providers
- Give school districts a list of available approved providers in their general geographic location
- Develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved providers

Surveying the parents and teachers of children receiving supplemental educational services will increase the reliability and utility of the evaluation.

The relationship between the process for approving providers and evaluating them as they deliver services will be discussed later in this Topical Summary. States are encouraged to be innovative and flexible in the approval process, with strong participation from LEAs, parents, teachers, and other stakeholders. However, NCLB requires SEAs to ensure that each approved provider meets the following criteria:
- Has a demonstrated record of effectiveness in improving student academic achievement
- Uses instructional strategies that are high quality, research-based, and designed to increase student academic achievement
- Provides services that are consistent with the instructional program of the LEA and with state academic content and achievement standards
- Is financially sound
- Provides supplemental educational services consistent with applicable federal, state, and local health, safety, and civil rights laws

At least once a year, the state must update its list and notify current and potential providers of the procedures to be used for approval.

Local education agencies have their own responsibilities under NCLB, but they must also assist the SEA with gathering information to evaluate and monitor supplemental service providers. Specifically, LEAs must:
- Notify parents, at least annually, about the availability of services
- Help parents choose a provider, if requested
- Determine which students can receive services, if all students can’t be served
- Enter into an agreement with a provider selected by parents of an eligible student
- Assist the SEA in identifying potential providers within the LEA
- Protect the privacy of students who receive supplemental educational services, according to the Family Educational Rights and Privacy Act.

It is important to note that since NCLB was authorized in 2001, only a relatively small number of schools have been identified as not making AYP. Consequently, the need for providers is not as great as it will be in later years.

In its report, From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act, the Center on Education Policy states “since supplemental education services are only one part of the educational process that could affect learning and achievement, it will be difficult to identify whether a particular service actually improves student achievement, and if so, to what extent. States face a challenge in figuring out how to isolate this part of the educational process.”

The Council of Chief State School Officers has drafted an SEA toolkit on supplemental educational services, which is available at www.ccsso.org/content/pdfs/SSPToolkit.pdf. This toolkit offers many resources for approving supplemental service providers, but the draft document doesn’t directly address the need to evaluate providers once they are approved. The process for approving applications can certainly inform evaluation, but it is more concerned with technical compliance. Evaluating an operating service provider requires data from multiple sources. Also, during the approval process, the onus is on the provider to meet application requirements; during evaluation, the onus is on both the provider and the LEA to report to the SEA both compliance by providers and indicators of quality and effectiveness.

In formulating provider evaluation plans, SEA personnel should consult the CCSSO toolkit. The Resources
section (Page 9) may also be helpful as you begin the process of evaluating supplemental service providers.

**Evaluation Issues**

To develop successful practices and a research base for evaluating supplemental educational service providers, SEAs and LEAs should start with a look at program evaluation research, existing Title I monitoring practices, and after-school/out-of-school time programs. Using information from existing knowledge bases is desirable for several reasons: providers will be recruited from existing after-school and out-of-school time programs and will likely be familiar with that evaluation process; using common vocabulary and language will help facilitate reporting; and there is an existing record of successful and unsuccessful programs.

Deciding what to use from these sources depends on the type of provider, the services offered, and the specific objectives and outcomes contained in the contract with the provider and the parents of eligible students. Also, there are several key components that must be considered when evaluating supplemental service providers. These include complying with NCLB and other laws; documenting student achievement outcomes; determining stakeholders’ satisfaction with the providers; assessing the extent of communication and collaboration among key parties; ensuring appropriate administration by the LEA; and making certain that student needs are met.

It is important to point out the difference between quality and/or effectiveness of providers and technical compliance. The SEA may approve providers based on their compliance with NCLB. However, LEAs—working with stakeholders—must develop quality and effectiveness indicators for evaluating the providers. As LEAs are required to develop contracts with providers, the contract performance objectives can be used to write the quality/effectiveness indicators.

**Research-Based Practices for Student Achievement**

The NCLB Act requires supplemental educational services to be “high quality and research based.” Scientifically-based research is defined as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (Beghetto, 2003).

During the application process, the provider should submit information about the relevant interventions that it plans to use with the student. The Council of Chief State School Officers’ \*SEA Toolkit on Supplemental Educational Services\* provides excellent tools for determining if the evidence submitted in the provider application meets this requirement. These indicators can also be used to evaluate providers once they are operating. For example, if a supplemental service provider tutors a student to increase achievement in reading, the provider should utilize the findings from the National Reading Panel and other successful practices in reading research. Although standardized test scores are useful in measuring a student’s achievement, there is a danger when those are the only criteria used to evaluate an educational program or supplemental educational service provider (Beswick, 1990).

When an SEA evaluates the provider, the provider should be responsible for reporting the effectiveness of the intervention and its research base. States can ensure the accuracy of the provider’s claims of research-based interventions by using resources such as the What Works Clearinghouse at www.w-w-c.org/index.html or the National Reading Panel at www.nationalreadingpanel.org/.

**Program Evaluation**

The field of program evaluation offers a long and lengthy research base on which to draw. \*The Program Evaluation Standards\* (1995), an ERIC digest from the ERIC Clearinghouse for Assessment and Evaluation, states that sound program evaluation should have four basic attributes: utility, propriety, feasibility, and accuracy.

- **Utility** means the evaluation will serve the information needs of intended users. State education agencies should ensure the process for evaluating supplemental service providers is not cumbersome and will gather the necessary information. The process should be accomplished in a relatively short time period since lists of approved providers must be updated annually.

- **Propriety** ensures that evaluations are conducted legally, ethically, and with due regard to the welfare and privacy of both the student and the provider.

- **Feasibility** means that the evaluation will be realistic and within the means of the SEA.
<table>
<thead>
<tr>
<th>EVALUATION PROMPT</th>
<th>EVIDENCE/INDICATORS</th>
<th>QUALITY INDICATOR</th>
<th>COMPLIANCE INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the provider a legal entity and approved to provide services?</td>
<td>Business license, 501(c)3 determination letter, etc.</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Does the provider offer services consistent with applicable federal, state, and</td>
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<tr>
<td>local laws?</td>
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<td></td>
<td>Statement of</td>
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<td></td>
<td></td>
<td></td>
<td>assurances</td>
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<td>Is the provider financially sound?</td>
<td>Financial statements, audits performed by state auditor, bank letters of reference</td>
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<tr>
<td>Are the requirements of the Family Educational Rights and Privacy Act followed</td>
<td>Survey instruments</td>
<td></td>
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<tr>
<td>in all transactions and communications while planning, delivering, and monitoring</td>
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<tr>
<td>supplemental educational services?</td>
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<tr>
<td>If the provider is a faith-based organization, are its services secular, neutral,</td>
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<td></td>
<td>Survey instruments</td>
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<tr>
<td>and nonideological? How does the faith-based organization maintain financial</td>
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<td>records on the supplemental services contract?</td>
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<tr>
<td>Are the services consistent with the LEAs instructional program and aligned</td>
<td>Sample descriptions of services, surveys</td>
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<tr>
<td>with the state's content and academic achievement standards?</td>
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<tr>
<td>If eligible students have limited English proficiency or disabilities, does the</td>
<td>Student pre- and post-data, writing samples</td>
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<tr>
<td>provider contract contain provisions to address these needs as appropriate?</td>
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<tr>
<td>Has the provider developed specific achievement goals for the student in</td>
<td>Provider assessments, school assessments, portfolios of student work</td>
<td></td>
<td>Contract language,</td>
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<tr>
<td>consultation with the parent, child, and LEA?</td>
<td></td>
<td></td>
<td>contract performance</td>
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<td></td>
<td></td>
<td></td>
<td>objectives</td>
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<tr>
<td>How does the provider measure and document student progress?</td>
<td>Criterion-referenced assessments, student portfolios, district assessment data</td>
<td></td>
<td></td>
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<tr>
<td>Does the provider regularly inform parents and teachers of the student’s</td>
<td>Letters, Web page communications, individual contact</td>
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<tr>
<td>progress?</td>
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<tr>
<td>Has the provider developed and adhered to a timetable for improving the</td>
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<td>student’s achievement in consultation with the parents and LEA?</td>
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<tr>
<td>Are the methods used to deliver supplemental educational services based on</td>
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<tr>
<td>research?</td>
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## Evaluation Prompts

<table>
<thead>
<tr>
<th>Evaluation Prompt</th>
<th>Evidence/Indicators</th>
<th>Quality Indicator</th>
<th>Compliance Indicator</th>
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<tbody>
<tr>
<td><strong>LEA . . .</strong></td>
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<tr>
<td>Has the LEA notified parents at least annually of the availability of services?</td>
<td>Legal notices, newsletters, Internet sites</td>
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<tr>
<td>What mechanisms are in place to assist parents in choosing a provider?</td>
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<td>How has the LEA determined which students receive services if demand is greater than available resources?</td>
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<td>What mechanism is in place for the LEA to help the state identify potential providers?</td>
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<tr>
<td>Does the agreement between the LEA and the provider contain the following:</td>
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<tr>
<td>1. Proper accounting of funds for supplemental educational services</td>
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<tr>
<td>2. Proper accounting of payments for supplemental services</td>
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<tr>
<td>3. Specific achievement goals for the student developed in consultation with the student’s parents</td>
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<tr>
<td>4. A description of how the student’s progress will be measured, and how parents and teacher will be informed</td>
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<tr>
<td>5. A timetable for improving the student’s achievement</td>
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<tr>
<td>6. Provisions for terminating the agreement if the provider fails to meet student progress goals and timetables</td>
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<tr>
<td>7. Provisions for payment of services</td>
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<tr>
<td>8. Provisions for protecting student privacy and nondisclosure of information without parent’s written consent</td>
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<tr>
<td>9. Assurances that services will meet all applicable health, safety, and civil rights laws</td>
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</table>
Accuracy ensures the evaluation reveals adequate information to determine merit.

All these attributes help the SEA design an evaluation system that guards against hasty judgments, lets providers know exactly how they will be evaluated, and links expected outcomes to increased student achievement.

Incorporating multiple sources greatly increases the accuracy and usefulness of the evaluation for stakeholders, policymakers, and providers.

**After School/Out-of-School Time Evaluation Tools**

When evaluating supplemental service providers, it is critical to document individual student achievement. However, the importance of evaluating a provider in a larger context should not be overlooked. Many providers will come from existing after-school and out-of-school time programs, and there are excellent evaluation tools available in this field. Two examples are Northwest Regional Educational Laboratory’s *Out-of-School Time Program Evaluation: Tools for Action* (Geiger & Britsch, 2003) and Harvard Family Research Project and the Finance Project’s *Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs* (Little, DuPree, & Deich, 2002). These publications provide useful information about designing and implementing evaluation systems, including collecting multiple data sources and effectively using stakeholder surveys to enrich the evaluation. Surveying the parents and teachers of children receiving supplemental educational services will increase the reliability and utility of the evaluation.

Studies have shown that when existing after-school programs seek to become supplemental service providers, states will recruit better applicants if the providers are informed about the requirements (Flynn, 2002). Faith-based and community organizations are eligible to become supplemental service providers, and they face specific requirements. States should encourage these organizations to consult the *Toolkit for Faith-Based and Community Organizations to Provide Extra Academic Help* available at www.ed.gov/admins/comm/suppsvcs/toolkit.pdf.

**Existing Title I Monitoring Practices**

Evaluating supplemental service providers is just one part of overall Title I monitoring. Consequently, states should integrate the evaluation of providers into existing practices, thus saving time and money. For example, the SEA is responsible for determining if the LEA is in compliance with Title I. While performing this monitoring, the state should also make certain that the LEA is meeting its responsibilities in terms of supplemental service providers. State and local education agencies must work together to ensure that the supplemental service requirements are met.

The table on pages 4–5 is a summary of the basic prompts that states can use when designing the summative component of the supplemental educational service evaluation system. For each prompt, states should identify various types of evidence and key indicators that will document whether the prompt has been met. The columns in the table for evidence and indicators have been left blank intentionally, except for a few examples. States should determine their own indicators and standards for acceptable evidence. To enrich the evaluation, it is desirable to use other data such as parent and student surveys, standardized test scores, and assessments administered by the provider. Incorporating multiple sources greatly increases the accuracy and usefulness of the evaluation for stakeholders, policymakers, and providers.
SUMMARY

Evaluation of supplemental educational service providers is one of many responsibilities that SEAs and LEAs now must fulfill under the No Child Left Behind Act. Perhaps more important, evaluation is a way to determine if stakeholder needs are being met. To successfully meet this challenge and ensure that eligible students are receiving high-quality supplemental services, SEAs and LEAs should work together, collect and analyze data from multiple sources, and borrow from the best practices of other program evaluations.

Northwest states have always been known for their ability to meet new challenges with innovation and thoughtfulness. By demonstrating leadership in evaluating supplemental service providers, the Northwest region can inspire others to not just comply with the requirements of NCLB, but to ensure quality and make the intent of NCLB a reality.
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www.eed.state.ak.us/nclb/sesfaq.html

Approved list of providers
www.eed.state.ak.us/nclb/providers.html

Application for providers
www.eed.state.ak.us/nclb/pdf/SSP_RFA.pdf

Schools not meeting AYP and/or with students eligible for services
www.eed.state.ak.us/nclb/silist.html
www.eed.state.ak.us/nclb/districtchart.html

IDAHO

Idaho State Department of Education
www.sde.state.id.us/dept/

Title I programs
www.sde.state.id.us/sasa/

Application for providers
www.sde.state.id.us/nclb/pdf/SSP_RFA.pdf

Approved list of providers
www.sde.state.id.us/sasa/docs/resources/SupplementalServices.pdf

Schools not meeting AYP and/or with students eligible for services
www.sde.state.id.us/sasa/resources.asp#Supplemental

Tool for evidence of effectiveness for scientifically-based research
www.sde.state.id.us/sasa/docs/resources/SBR.pdf

MONTANA

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www.opi.state.mt.us/

Title I programs
www.opi.state.mt.us/TitleI/index.html

Approved list of providers
www.opi.state.mt.us/PDF/TitleI/ApprovedProvider.pdf

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www.opi.state.mt.us/PDF/TitleI/SupServPacket.pdf

OREGON

Oregon Department of Education
www.ode.state.or.us/

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www.ode.state.or.us/iasa/

Supplemental services information
www.ode.state.or.us/iasa/supped/index.htm

Supplemental services provider criteria list
www.ode.state.or.us/iasa/supped/providercriteria.pdf

Approved list of providers and application (Word document available on this Web page)
www.ode.state.or.us/iasa/supped/index.htm
Schools not meeting AYP and/or with students eligible for services and sample parent notification letters
www.ode.state.or.us/nclb/

WASHINGTON

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www.k12.wa.us/

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(Word document available on this Web page)
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Extending learning in a safe, drug-free environment before and after school, by U.S. Department of Education, Partnership for Family Involvement in Education
www.ed.gov/pubs/LearnCenters/index.html
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Supplemental educational services: Non-regulatory guidance, by U.S. Department of Education
www.ed.gov/policy/elsec/guid/suppvsrvcsguid.doc
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www.acf.dhhs.gov/programs/core/pubs_reports/prog_mgr.html
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www.financeprojectinfo.org/
Finance Project, Out-of-school time
www.financeprojectinfo.org/OST/default.asp
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Harvard Graduate School of Education, Harvard Family Research Project
www.gse.harvard.edu/hfrp/

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www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html
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“By demonstrating leadership in evaluating supplemental service providers, the Northwest region can inspire others to not just comply with the requirements of NCLB, but to ensure quality and make the intent of NCLB a reality.”