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Supplemental Educational Services

Presented by the NC Department of Public Instruction

TRANSCRIPT

The major goal of the federal No Child Left Behind law is for all public school children to perform at grade level in reading and math by the end of the 2013-14 school year. Adequate Yearly Progress, or AYP, measures the yearly progress of different groups of students against yearly targets in reading and math.

No Child Left Behind defines student groups according to race, income and different backgrounds and abilities. If just one student group in math or reading at a school does not meet the targeted goal, then the school might not make AYP for that year.

A Title I school that doesn't make AYP in the same subject for two years in a row must give its parents the option to transfer their children to another school designated by the district that is not in Title I School Improvement.

After not making AYP for three years in a row in the same subject, a Title I school must offer extra tutoring services, or supplemental educational services, or SES, to low-income students while continuing to offer public school choice to all students.

What exactly are supplemental educational services? They are extra tutoring services offered to low-income students, or students qualifying for free or reduced-price lunch, outside of regular school hours. Services are designed to increase academic achievement, particularly in the areas of reading, language arts and math.

Dr. Lynn Warren, Section Chief, Compensatory Education, NCDPI: "The providers are approved through the state and they are public, they're private, they're profit, nonprofit organizations who offer tutoring services to children. Sometimes they're offered on the school site. At other times, they're offered at the vendor's site. The service is in addition to all of the other services provided to children at the school. This is an additional service beyond any other tutoring that might be taking place at the school. It's an opportunity to get some additional, supplemental help."

Each district determines its own policies regarding when and where services are provided and who provides transportation for students to and from the services. Services are offered before school, after school, on Saturdays and during school breaks or any combination of these, as long as they are offered outside the regular school day. These extra tutoring services are meant to be just that, in addition to what's offered during the school day.

Pactolus Elementary Principal Chris Moxley: "We all are after the same thing. We're very welcoming of the process because we want our children to be successful and we're very happy to welcome in organizations that can help our children be successful. We opened up our building, opened up our classrooms, as I said, shared our buses, did all we could to make it successful. And, for their part, the SES providers were all very positive, very helpful, very upfront about what they were doing, and very interested in tailoring what they were doing so that the schedule that they were sort of obliged to follow would work with the schedule that we were able to follow."

Each student receiving these tutoring services has a Learning Plan Agreement. As part of the agreement, the student's performance is evaluated as it relates to the North Carolina Standard Course of Study. Goals are set around objectives that the student has not mastered that would significantly contribute to the



student's success in reading and/or math. The Agreement determines the length and number of sessions to be provided, the dates of the sessions, and the location. If a student has an individual education program, or IEP, goals are set to be in agreement with IEP goals.

Dr. Lynn Warren, Section Chief, Compensatory Education, NCDPI: "We're getting some positive feedback about the opportunity for parents to enroll their children in supplemental educational services. They feel like No Child Left Behind is provided them with an option that they would not otherwise be able to take advantage of and that it is helping their children to get some additional help beyond everything else that the school is doing to help with their achievement."

Pitt County schools mom and daughter: "I'm so proud of my daughter. She made a III on the end-of-grade the first time she took it and I am so proud of the people who helped her and so thankful for her tutors after school that did such a wonderful job in bringing up her self esteem and making her feel so good about her reading. McCallah, how do you feel about reading now?" "I love to read. When I was like in fourth or third grade I didn't like to read, but now I do." "Good. I'm so proud of you."

Winston-Salem/Forsyth Schools grandmother and grandson: "It's been great. I just really love the teachers and they've been very supportive. As a matter of fact, I didn't even want to leave the last day. I had had an F, I have F, D's and C's and I got it up to A's and B's."

Hill Middle School Principal Becky Hodges: "We have had 15 SES providers this year and it's been a wonderful experience working with other professionals helping us to grow our students. We have had the opportunity to work one-on-one. We have had a school liaison who works very closely with the program to make sure that we're looking at our data, that we're looking at our student weaknesses, but we're all on the same page no matter which provider it is as far as our goal to increase our student achievement. So we've had a wonderful experience with the SES program."

Here are some questions you may have about the SES program.

Question: Can schools that don't make AYP in reading for three years in a row NOT offer these extra tutoring services?

Answer: Only Title I schools missing AYP for three years in a row must offer the extra tutoring services.

Question: My school offers the SES program to low-income students, but also offers after-school help to students who are in academic need, but aren't low-income. Can a school have more than one tutoring program?

Answer: Yes. Title I School Improvement schools can offer other tutoring services in addition to the SES program, but not instead of it. Since the SES program is based on income eligibility alone, schools often have to address the needs of struggling students who aren't eligible for SES services in other ways.

Question: My school didn't make AYP in reading, but my student really needs help in math. Can he get the help he needs?

Answer: Learning Plan Agreements for SES students address individual student needs, not the overall needs of the school.

Question: My student is eligible for SES, but performs at Level III on the end-of-grade tests. Can he still get services?

Answer: Yes. These special tutoring services are designed to help a student go beyond his or her current performance, regardless of what that performance is.

As we close this presentation, let's outline the steps in the SES process.

First, the school must be a Title I school and it must miss making Adequate Yearly Progress, or AYP, for at least three years in a row in the same subject area, reading or math.

Secondly, the school must make its parents aware that it has missed making AYP and that eligible students can take advantage of the opportunity to receive supplemental educational services, or SES. The school must inform parents of the different SES providers. Schools often have fairs or information sessions where parents can meet prospective providers to help in the decision of what's best for their child.

The third step is for parents to respond that they would like for their child to receive SES services according to the method and timeframe outlined by the district. This may involve completing a form, returning a postcard, or making a phone call by a certain date.



Next a Learning Plan Agreement is developed, based on the student's needs.

Finally, the student begins receiving services according to the agreement.

To get more information on supplemental educational services, contact your school principal or access the Web at <http://www.ncpublicschools.org/nclb/ses>.

