

Supplemental Education Services in 2014-2015

Executive Summary

When ESEA was reauthorized as NCLB in 2001, Supplemental Education Services was a requirement for districts with Title I schools that were not making Adequate Yearly Progress with subgroups of students. The rules and guidance for SES were very restrictive and required that all districts provide exactly the same types of academic supports/tutoring through state approved providers. Unfortunately, the rules did not account for the various ways in which districts operate nor the differences inherent in small versus large districts or rural versus urban districts. As it is, many districts have adjusted how they help their struggling schools, necessitating the state to consider more flexibility in the design of an SES program for 2014-2015.

Nonetheless, the intent of SES is still a worthwhile endeavor. That is, to provide additional tutoring or education supports to nonproficient students enrolled in Title I schools that are struggling to meet their academic needs, so that all students graduate career ready. In these schools, additional funds and supports are available for educators, but this may not necessarily be true for students. The School Improvement literature suggests that it can take up to three years for struggling schools to improve their practices and be able to meet the needs of their enrolled students. Thus, Colorado will continue to require districts with Title I schools assigned plan types of Priority Improvement or Turnaround to provide additional educational supports to students in these schools that are not yet proficient. But how these additional supports look may vary according to many factors including: the presence of exiting after school tutoring programs that data shows are improving student outcomes; the size and location of a district, which sometimes reflects a small Title I allocation; a current extended day program (currently required in TIG schools) that data shows is effective; and the lack of on-site providers.

The following basic framework will guide districts in the development of an 2014-15 SES program:

- Districts may choose to contract with an outside vendor for the purpose of providing additional tutoring to nonproficient students, but there must be data that demonstrate the vendor is effective in raising the achievement of the subgroups of students to be served
- CDE will work with each district required to provide SES, in order to explore and identify all the options for providing additional education supports to eligible students
- Districts will continue to report to CDE the local assessment data used to track participating students' academic achievement in the SES program
- CDE will continue to track the effectiveness of district programs in increasing student outcomes
- Parents of students eligible for SES must be provided the opportunity to help develop the plan for SES in 14-15

CDE is committed to assisting districts to develop their plans for 14-15 and will have tools available to assist with this process.