TO: School Board Members

FROM: Abelardo Saavedra
Superintendent of Schools

SUBJECT: SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER REVIEW 2008–2009

CONTACT: Carla Stevens, 713-556-6700

HISD students on Title I campuses who failed to make adequate yearly progress (AYP) for three or more consecutive years (Title I School Improvement Stage 2 or higher) were given an opportunity to seek external tutoring services. Supplemental Educational Services (SES) were made available by the district to increase their academic achievement. These services consisted of academic assistance in the areas of reading, language arts, and mathematics. These services were offered by state-approved providers who attested to keeping intervention methods consistent with the content and instruction used by the district and with the State's academic content standards. According to the No Child Left Behind Act, these services were required to be high-quality, research-based, specifically designed to increase student academic achievement, and offered outside of the regular school day (Title I, Section 1116(e)(12)(C)).

Students in grades 6–12 qualifying for free and reduced lunch status (economically disadvantaged) were eligible to participate in the SES programs. Parents of eligible students were notified by the Department of External Funding that supplemental educational services were available. Parents were then given an opportunity to select providers for services they felt best met the needs of their children. Agreements were made between parents and providers to ensure that students attended the programs. The providers committed to produce information to the district on the status of the students’ academic achievement.

Data were collected to determine the level of improvement of 2008–2009 participating SES students based on their performance on the Texas Assessment of Knowledge and Skills (TAKS) and Stanford Achievement Test Series, Tenth Edition (Stanford 10) for the past two years (2007–2008 and 2008–2009). Students identified for analysis were enrolled at Title I campuses that failed to make AYP for the third year. The Department of External Funding provided the names and identification numbers of students who received services from the selected providers, the schools they attended, and the number of hours they attended the providers' programs. Students’ grade levels were based on matching their identification numbers with the grade levels recorded in Chancery. Consequently, Stanford 10 results were reported for twelfth grade students. The students’ TAKS 2008 and 2009 percent passing mathematics and reading were based on the grades 3–11 spring TAKS administrations, and the 2008 and 2009 Stanford 10 NCEs for mathematics, reading, and language subtests were obtained from the grades 1–11 Stanford 10 spring administrations.
It should be noted that in 2009, Pearson, Inc. updated the Stanford Achievement Test Series, Tenth Edition (Stanford 10) to the 2007 norms. The previous Stanford 10 results used 2002 norms. This update caused a shift in the NPR and NCE scores, which is typical when a test changes norms. Pearson provided the 2008 Stanford 10 data using the updated 2007 norms so that a two-year comparison could be made with the 2009 data (Houston Independent School District, Stanford 10 and Aprenda 3 Report, Spring 2009).

Providers’ and schools’ grade level performance on TAKS and Stanford 10, the differences from 2008 to 2009, the number of students served, and the average number of provider service hours were identified. Providers and schools were ranked based on the number of occurrences of positive gains in each category, by grade level. The leading providers and schools had the most occurrences by grade level and in each category.

Table 1 provides a summary of the leading SES providers and schools. The providers with the most leading academic outcomes were Educate Online (Catapult Online); Fostering Stars Learning & Resource Center, Inc.; Jet Learning Laboratory, Inc.; and Read and Succeed, LLC. Of the four, Educate Online (Catapult Online) had the greatest number of improvements in academic progress outcomes in TAKS and Stanford 10, 18 categories; followed by Jet Learning Laboratory, Inc. with 13 leading academic outcomes based on test differences. The schools with the most leading outcomes were César Chávez, Phillis Wheatley, and Jack Yates high schools and James Ryan Middle School. Yates and Wheatley high schools had the most leading outcomes, 12 and 11, respectively.

The students’ outcomes of all the SES providers were presented in Table 2. The providers were listed alphabetically and the information includes the number served, the average number of provider service hours per student, 2008 and 2009 TAKS and Stanford 10 performance of the participating students, and the TAKS and Stanford 10 performance differences from 2008 to 2009. Table 3 includes the same types of data for the schools whose students were receiving providers’ services. The number of economically disadvantaged students enrolled at each school is also included. The number of participating students was lower than the number of economically disadvantaged students on each campus who qualified for the services. During the 2008–2009 school year, 10 percent of the eligible economically disadvantaged students were served.

Table 4 provides a cross-tabulation of the numbers of students participating in the providers’ programs and the schools that they attended. Educate Online (Catapult Online) and Jet Learning Laboratory, Inc. were among the leading providers with the highest numbers of students participating in their programs. Of leading providers, Jet Learning Laboratory, Inc. enlisted the most students, 310, and included students from all but 4 participating schools. Leading providers serving the most students among the leading schools listed in Table 1 were:

- Educate Online (Catapult Online) (Chávez, N=44);
- Fostering Stars Learning & Resource Center, Inc. (Yates, N=47);
- Jet Learning Laboratory, Inc. (Westbury, N=86; Wheatley, N=80);
- Read, and Succeed, LLC (Dowling, N=49; Austin, N=43);
- Group Excellence, Ltd.: (Chávez, N=112)
Should you have any further questions, please contact my office or Carla Stevens in the Research and Accountability Department at (713) 556-6700.

Attachments

cc: Superintendent’s Direct Reports
    Thelma Garza
    Regional Superintendents
    Executive Principals
    Noela Garza
    Pamela Evans
Table 1
HISD Leading Supplemental Educational Services Providers and Schools
2008-2009

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<th>Average Provider Service Hours</th>
<th>TAKS % Met Standard</th>
<th>Stanford 10-Mean NCEs</th>
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Note: Leading outcomes are indicated by shading and bold fonts.
* Fewer than five students tested.
† No students tested.

Research and Accountability
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Note: Leading outcomes are indicated by shading and bold fonts.
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Research and Accountability
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Note: Leading outcomes are indicated by shading and bold fonts.
* Fewer than five students tested.
† No students tested.
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Research and Accountability
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2008-2009

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† No Students tested.
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2008-2009

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