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MATHEMATICA
Policy Research, Inc.

Supplemental Educational Services (SES) Provider Survey

June 4, 2009

Please answer the questions thinking about Supplemental Educational Services your organization provides to students under the provisions of the federal No Child Left Behind in the district named below during the 2008-2009 school year.

District Name: _____

Your responses to this data collection are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Responses to this data collection will be used only for statistical purposes. Mathematica Policy Research (MPR) will present the information collected as part of this survey in an aggregate form, and will not associate responses to any of the individual SES providers who participate. MPR will not provide information that identifies you and your organization to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0858. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537.

Thank you for taking time to complete this questionnaire.
Your responses are very important to us.

INSTRUCTIONS

*PLEASE READ THESE IMPORTANT INSTRUCTIONS
BEFORE COMPLETING THE QUESTIONNAIRE*

- All of your answers should focus on the Supplemental Educational Services provided by your organization to **students in the district named on the front cover** of this questionnaire **during the 2008-2009** school year.
- If you serve students in more than one participating district, you will be sent a different questionnaire for each district.
- When answering questions that require marking a box, please use an "X."
- Follow all "GO TO" instructions after marking a box. If no such instruction is provided, you should continue to the next question.
- The contact information you supply at the end of the questionnaire will be used only if we have to contact you for clarification about a particular response.
- Return the completed questionnaire in the FedEx envelope provided. Include the completed check request form as well.
- If you no longer have the envelope, please mail the questionnaire and check request form to:

Mathematica Policy Research, Inc.
Attn: Project #6413
P.O. Box 2393
Princeton, NJ 08543-2393

- If you have any questions about the study, please contact Karen Bogen, the MPR Survey Director, at 617-674-8355 or kbogen@mathematica-mpr.com.

Thank you again for your participation in this important study.

A. PROVIDER CHARACTERISTICS

A1. Which of the following best describes your organization?

MARK ONE ONLY

- 1 Faith-based organization
- 2 Community-based organization
- 3 For-profit company
- 4 Charter school
- 5 Public school district (including intermediate agency)
- 6 Public school
- 7 Private school (K-12)
- 8 College or university
- 9 Other (Please specify)

A2. In how many school districts did your organization provide Supplemental Educational Services (SES) to students during the 2008-2009 school year?

MARK ONE ONLY

- 1 One district
- 2 2-5 districts
- 3 More than 5 districts

A3. In how many states did your organization provide SES to students during the 2008-2009 school year?

MARK ONE ONLY

- 1 One state
- 2 2-5 states
- 3 More than 5 states

A4. Overall, about how many years has your organization provided:

NUMBER OF YEARS

- a. SES to students in this district? | |
- b. Other educational services to students in this district? | |

(ENTER "0" IF YOU HAVE NEVER PROVIDED THE SERVICE; ENTER "1" IF PROVIDED FOR LESS THAN ONE YEAR)

A5. Focusing on the district listed on the front cover, please indicate whether during the 2008-2009 school year your organization delivered SES in each of the following locations, understanding that some students may have received services in more than one of these locations.

MARK "YES" OR "NO" FOR EACH

	YES	NO
a. At the student's home (in-person tutoring)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. At the student's home (on-line services)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. At the school of the served student	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. At other school district facilities	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. At your organization's own facility ..	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. At some other location (e.g., at another facility such as a library or community center)	1 <input type="checkbox"/>	0 <input type="checkbox"/>

A6. If your organization provided SES at locations other than the student's home or school, please list the address(es) of all of the locations where you provided SES for students in this district.

MARK HERE IF YOUR ORGANIZATION PROVIDED SERVICES ONLY AT STUDENTS' HOME OR SCHOOL, THEN SKIP TO A7

NUMBER AND STREET ADDRESS	CITY/TOWN	ZIP
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(If you provided services in more than ten locations, please list the additional locations on the back cover of this questionnaire.)

A7. Did your organization offer transportation services to students in this district who attended SES during the 2008-2009 school year?

MARK ONE ONLY

1 Yes (either to sessions or returning home)

0 No

B. STAFF CHARACTERISTICS

B1. How many instructional staff members did your organization use to provide SES in this district during the 2008-2009 school year?

____ NUMBER OF INSTRUCTIONAL STAFF

B2a. Are the instructional staff members of your organization required to be certified school teachers?

1 Yes → GO TO B3

0 No

B2b. What is the minimum educational or professional qualification required to be an instructional staff person in your organization?

MARK ONE ONLY

- 1 Prior experience as a school teacher
- 2 Prior experience teaching or tutoring academic content
- 3 Minimum score on assessment of content mastery or teaching skills (for example, Praxis, state licensure exam)
- 4 Four-year college degree with academic major, minor, or minimum number of college credit hours in content area
- 5 Any four-year college degree
- 6 Some college coursework
- 7 High school degree
- 8 Other (Please specify)

B3. Does your organization provide instructional staff with training on the curriculum, materials, and instructional methods of your program?

1 Yes

0 No → GO TO B5

B4. How many hours of training do instructional staff usually receive during their first year on your organization's SES program?

____ NUMBER OF HOURS OF TRAINING DURING THEIR FIRST YEAR

B5. During the 2008-2009 school year, approximately what percentage of your SES instructors were...

	PERCENT
a. ...school teachers currently employed in this district?	____ %
b. ...school teachers who are not currently employed in this district (e.g., teachers employed by other districts or retired teachers)?	____ %
c. ...enrolled as high school students?	____ %
d. ...enrolled as college students?	____ %
NOTE: Might not add to 100%	

B6. For your instructional staff providing SES to students in this district, approximately how many years of experience teaching and/or tutoring do they have, on average?

____ AVERAGE YEARS OF EXPERIENCE

B7. For your instructional staff who provided SES to students in this district, what is the...

	RATE PER HOUR
a. Lowest hourly wage?	\$ ____.
b. Highest hourly wage?	\$ ____.
c. Average hourly wage?	\$ ____.

C. SERVICES

Once again, questions in this section target those services offered in the district named on the front cover served by your organization.

C1a. In this section of the questionnaire, we use the following categories for grade levels: primary elementary grades, intermediate elementary grades, and middle school grades. The specific grades that would be included in each of the three grade categories may vary by school district, since, for example, some districts include 6th grade in intermediate elementary and others include it in middle school. Please list which specific grades are included in each of the grade categories, based on the students you serve in the district for which you are answering.

Grade Categories	Please circle the specific grades you will include in each category. No grade should be included in more than one category.								
	K	1	2	3	4	5	6	7	8
a. Primary elementary grades.....	K	1	2	3	4	5	6	7	8
b. Intermediate elementary grades.....	K	1	2	3	4	5	6	7	8
c. Middle school grades.....	K	1	2	3	4	5	6	7	8

C1b. During the 2008-2009 school year, for which individual subjects did your organization provide SES at the different grade levels in this district?

MARK ALL THAT APPLY FOR EACH GRADE LEVEL

Content Areas	Primary elementary grades	Intermediate elementary grades	Middle school grades
	a. Reading/Language Arts/English	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b. Mathematics.....	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Social Studies/History	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Science.....	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Writing.....	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Other subjects (<i>Please specify</i>).....	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>

NO SES PROVIDED TO THESE GRADE LEVELS	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>

C1c. During the 2008-2009 school year, in what other areas did your organization provide SES at the different grade levels in this district?

MARK ALL THAT APPLY FOR EACH GRADE LEVEL

Other Areas of Help	Primary elementary grades	Intermediate elementary grades	Middle school grades
	a. Help with homework assigned by students' school teachers	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b. Test-taking skills.....	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Study skills or organizational skills.....	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Other (<i>Please specify</i>).....	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>

NO SES PROVIDED TO THESE GRADE LEVELS	n <input type="checkbox"/>	n <input type="checkbox"/>	n <input type="checkbox"/>

C2. During the 2008-2009 school year, did your organization provide SES to each of the following student populations in this district?

MARK "YES"
OR "NO"
FOR EACH

	YES	NO
a. Students with Individualized Education Programs (IEPs, i.e. students who are entitled to special education services because they have a disability)	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Students with Limited English Proficiency (LEP)	1 <input type="checkbox"/>	0 <input type="checkbox"/>

C3a. Most students that you serve in grades 4 through 8 would have taken a state assessment in the spring of the school year before they enrolled in SES. Before starting the 2008-2009 services, for how many of your SES students in grades 4-8 was your organization given any prior-year state assessment scores from this district?

MARK ONE ONLY

- 1 Received scores for **all or nearly all** of your grade 4-8 SES students in this district
- 2 Received scores for **more than half** of your grade 4-8 SES students in this district
- 3 Received scores for **about half** of your grade 4-8 SES students in this district
- 4 Received scores for **less than half** of your grade 4-8 SES students in this district
- 5 Received scores for **none** of your grade 4-8 SES students in this district

C3b. This school year, for how many participating students in this district did your organization receive report card grades prior to providing SES to them?

MARK ONE ONLY

- 1 Received grades for **all or nearly all** of your SES students in this district
- 2 Received grades for **more than half** of your SES students in this district
- 3 Received grades for **about half** of your SES students in this district
- 4 Received grades for **less than half** of your SES students in this district
- 5 Received grades for **none** of your SES students in this district

C3c. This school year, for how many participating students in this district did your organization receive examples of student work prior to providing SES to them?

MARK ONE ONLY

- 1 Received student work for **all or nearly all** of your SES students in this district
- 2 Received student work for **more than half** of your SES students in this district
- 3 Received student work for **about half** of your SES students in this district
- 4 Received student work for **less than half** of your SES students in this district
- 5 Received student work for **none** of your SES students in this district

C4a. In the 2008-2009 school year, did your organization administer diagnostic assessments to all, some, or none of the participating students in this district, at the beginning of their course of services?

- 1 All → GO TO C5
- 2 Some
- 3 None → GO TO C6

C4b. Which SES students were given a diagnostic assessment at the beginning of the course of services?

MARK ALL THAT APPLY

- 1 Students in grades not given state assessment or other standardized tests
 - 2 Students for whom you did not have state assessment scores
 - 3 Students for whom you did not have other standardized test scores
 - 4 Other students (*Please describe*)
-

C5. Were the diagnostic assessments developed by your organization or purchased from a publisher?

MARK ONE ONLY

- 1 Developed by your organization
- 2 Purchased from a publisher
- 3 Combination of purchased and self-developed

C6. Think now about student learning plans, that is, the written, systematic plans that describe instruction tailored to each student's individual needs. Sometimes parents or teachers or school district officials might be unable to participate in the development of the plan, in which case some students might not have a student learning plan in place. During the 2008-2009 school year, what percentage of SES participants from this district did your organization serve without a written student learning plan in place?

_____% WITHOUT A STUDENT LEARNING PLAN

C7a. During the 2008-2009 school year, how many of the students' parents or guardians contributed to the development of students' learning plans in each of the following ways?

MARK ONE IN EACH ROW

	Most parents/guardians (more than 50%)	Some parents/guardians (25-50%)	Few parents/guardians (less than 25%)	None of the parents/ guardians
a. Approved the plan but did not contribute substantively to its development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Contributed substantively to the content of the plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. No involvement in developing or approving the plan.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C7b. During the 2008-2009 school year, how many of the students' school teachers contributed to the development of students' learning plans in each of the following ways?

MARK ONE IN EACH ROW

	Most school teachers (more than 50%)	Some school teachers (25-50%)	Few school teachers (less than 25%)	None of the school teachers
a. Approved the plan but did not contribute substantively to its development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Contributed substantively to the content of the plan	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. No involvement in developing or approving the plan.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C7c. Besides the school teachers of SES students, to what extent did any other staff from the student's school or district contribute substantively, beyond just final approval, to the content of students' learning plans?

- 1 For most of the students (more than 50%)
- 2 For some of the students (25-50%)
- 3 For a few of the students (less than 25%)
- 4 For none of the students

C8. Which of the following best describes your organization's timing of assessments for SES students in this district?

MARK ALL THAT APPLY

- 1 We used prior test scores provided by the district
- 2 We administered tests at the beginning, or "pre" services
- 3 We administered tests at the end of the year, or "post" services
- 4 We administered one or more additional tests in between "pre" and "post"

C9. In total, about how many times over the course of the year did you conduct assessments with your typical Reading/Language Arts/English student and your typical Mathematics student?

IF YOU DO NOT DO ANY TESTING OR YOU RELY ONLY ON STATE OR DISTRICT PROVIDED SCORES, ENTER 0

_____ Total number of Reading/Language Arts/English tests per year for typical SES student

_____ Total number of Math tests per year for typical SES student

C10a. When choosing or developing curriculum and materials for instruction of SES participants in this district, which of the following were important considerations (column A) and which was the single most important consideration (column B)?

	COLUMN A	COLUMN B
	MARK ALL THE IMPORTANT CONSIDERATIONS	MARK THE <u>SINGLE MOST IMPORTANT</u> CONSIDERATION (JUST ONE, PLEASE)
a. Nationally recognized standards in reading and mathematics (e.g., National Council of Teachers of Mathematics or National Council of Teachers of English)	1 <input type="checkbox"/>	1 <input type="checkbox"/>
b. Common standards across the states where we operate	2 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Standards of this state	3 <input type="checkbox"/>	3 <input type="checkbox"/>
d. This school district's curriculum materials	4 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Other (<i>Please specify</i>)..... _____	5 <input type="checkbox"/>	5 <input type="checkbox"/>

C10b. On a scale of 0 to 10, how closely aligned do you think your curriculum is to the state standards?

CIRCLE ONE NUMBER ONLY

Not at all aligned with the state

Completely aligned with the state

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

C10c. On a scale of 0 to 10, how closely aligned do you think your curriculum is to this district's curriculum?

CIRCLE ONE NUMBER ONLY

Not at all aligned with this district

Completely aligned with this district

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

C11a. For each subject and grade level, please indicate the source(s) of the curriculum and materials you used with participating SES students.

	Source of Curriculum/Materials			We didn't provide SES in this subject/grade
	MARK ALL THAT APPLY			
	Developed by your organization	Purchased from publisher	Other	
Primary/Intermediate Elementary Grades				
Reading/Language Arts/English	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
Middle School Grades				
Reading/Language Arts/English	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>
Mathematics	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	0 <input type="checkbox"/>

IF USED PUBLISHED CURRICULUM AND MATERIALS, PLEASE ANSWER C11b.

THOSE NOT USING PUBLISHED MATERIALS → GO TO C12

C11b. Please list the publisher's name and title of all curriculum and materials that you used for Reading/ Language Arts/English and Math with SES students in this district. Note the subject and grade level for which each was used.

	Publisher Name	Title of Curriculum or Material	Subject area (Reading/Language Arts/English or Math)	Grade level(s) for which this material is used
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

(Please use the back cover of this questionnaire if you need additional space.)

C12. Which of the following teaching aids were used in Reading/Language Arts/English SES?

MARK HERE IF NO TUTORING IN READING/
LANGUAGE ARTS/ENGLISH → GO TO C13

MARK "YES" OR
"NO" FOR EACH

	YES	NO
a. Textbooks	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Worksheets or workbooks	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Computer software	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Games	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Flashcards	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Practice tests	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Other (Please specify)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

C13. Which of the following teaching aids were used in Mathematics SES?

MARK HERE IF NO TUTORING IN
MATHEMATICS → GO TO C14

MARK "YES" OR
"NO" FOR EACH

	YES	NO
a. Textbooks	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Worksheets or workbooks	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Computer software	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Games	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Flashcards	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Practice tests	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Math manipulatives.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Other (Please specify)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

C14. Please mark all of the descriptions that apply to how individual SES sessions were handled by instructional staff at your organization.

MARK ALL THAT APPLY

- 1 A standard curriculum with sequenced materials that teaching staff cannot modify
- 2 A standard curriculum that teaching staff may vary in the sequencing of materials as needed
- 4 A standard curriculum that teaching staff may vary in the amount of time spent on specific content elements as needed
- 3 A flexible curriculum that teaching staff may vary in the content elements covered as needed
- 5 No set curriculum; teaching staff have discretion to choose among a range of materials depending on the needs of their students

C15. What was the total number of SES hours a student in this district could attend during the course of the year?

	Number of hours per year
a. Primary elementary grades.....	__ __
b. Intermediate elementary grades ..	__ __
c. Middle school grades	__ __

C16. What was the duration of a typical SES session offered to students in this district by your organization? Please write in the average number of contact minutes per session for each of the grades below.

	Minutes per session
a. Primary elementary grades.....	__ __ __
b. Intermediate elementary grades ..	__ __ __
c. Middle school grades	__ __ __

C17. For the typical SES participant that you served in this district during the 2008-2009 school year, how many weeks did it take to complete a full course of SES services?

|_|_| WEEKS

C18. How many times a week did the typical participant you served in this district attend SES sessions?

ENTER "0" IF NO TUTORING IN THE GRADE

_____ Times per week primary elementary grades

_____ Times per week intermediate elementary grades

_____ Times per week middle school grades

C19. What percentage of the SES provided by your organization to students in this district was:

ENTER "0" IF NONE.

PERCENT

a. Face to face instruction.....|_|_|_| %

b. Distance education (by phone, video, and/or networked computer)|_|_|_| %

**100%
TOTAL SHOULD
ADD UP TO 100%**

C20. During the 2008-2009 school year, what percentage of your SES services to students in this district were provided in each of the following ways?

ENTER "0" IF NONE.

PERCENT

a. In one-on-one sessions (NO other students present).....|_|_|_| %

b. In groups of 2 to 5 students|_|_|_| %

c. In groups of 6 to 10 students|_|_|_| %

d. In groups of more than 10 students|_|_|_| %

100%

D. COMMUNICATION



IMPORTANT:

The items in this section ask about communications between your organization and parents, school teachers, school staff, and district staff regarding SES students. We are interested in all means of communication (written, phone, email, reports, etc.) that are about individual students' instructional matters (progress, performance, etc.). Please do NOT include administrative or management communication about things such as logistics and billing.

D1. There are a number of different ways that your organization might have communicated with parents about their child's progress during the 2008-2009 school year. For each of these different ways of communicating, about how often did a parent of a typical SES student receive information from you regarding their child's progress?

MARK ONE IN EACH ROW

	At least once a week	A few times a month	At least once a month	A few times a year	Didn't use this mode of communication
a. By telephone	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
b. By email	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
c. By regular mail	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
d. In-person	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Notes sent home with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Other mode of communication (Please describe)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

D2. When communicating with parents of students receiving SES, how often were the following addressed?

MARK HERE IF NOT APPLICABLE BECAUSE STAFF MEMBERS DO NOT COMMUNICATE WITH PARENTS → GO TO D4

MARK ONE IN EACH ROW

	At least once a week	A few times per month	At least once a month	A few times a year	Never	Don't know
a. Student attendance at SES sessions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
b. Student behavior or motivation during sessions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
c. Student progress (e.g., related to regular classroom instruction or SES goals or specific learning needs)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>

D3. To what degree was each of the following a challenge to successful communication with parents in this district?

MARK ONE IN EACH ROW

	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
a. Language barriers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Work schedule of parent.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Work schedule of instructional staff members.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Wrong, non-working, or disconnected phone numbers for parents.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Parent lack of access to email.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. District inhibits or discourages communications with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

D4. There are a number of different ways that your organization might have communicated with school teachers of students receiving SES during the 2008-2009 school year. For each of these different ways of communicating, about how often did a school teacher of a typical SES student receive information from you regarding their student's progress?

MARK ONE IN EACH ROW

	At least once a week	A few times a month	At least once a month	A few times a year	Don't use this mode of communication
a. By telephone.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
b. By email	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
c. By regular mail.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
d. In-person.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Notes left for the teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Other mode of communication (Please describe)..... _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	0 <input type="checkbox"/>

D5. When communicating with school teachers of students receiving SES, how often were the following addressed in conversations or progress reports or any other communications?

MARK HERE IF NOT APPLICABLE BECAUSE STAFF MEMBERS
DO NOT COMMUNICATE WITH CLASSROOM TEACHERS → GO TO D7

MARK ONE IN EACH ROW

	At least once a week	A few times per month	At least once a month	A few times a year	Never	Don't know
a. Student attendance at SES sessions.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
b. Student progress related to regular classroom instruction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
c. Upcoming standardized tests	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
d. Student progress related to SES activities or goals.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
e. Academic topics addressed most recently in students' SES services	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
f. Upcoming academic topics to be covered in school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
g. Student behavior or motivation during sessions.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>
h. Specific learning needs of the student.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	d <input type="checkbox"/>

D6. To what degree was each of the following a challenge to successful communication with school teachers in this district?

MARK ONE IN EACH ROW

	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
a. Work schedule of the school teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Work schedule of SES instructional staff members	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teacher lack of access to a telephone	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Teacher lack of access to email	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Lack of information about how to reach teachers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. District inhibits or discourages communications with teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Willingness of the school teachers to talk with you	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

D7. During the 2008-2009 school year, about how often did staff members in your organization communicate with anyone else in the school besides the child's teachers (e.g., principals, guidance counselors, on-site coordinators) about instructional progress of students receiving SES?

MARK ONE ONLY

- 1 At least once a week
- 2 A few times per month
- 3 At least once a month
- 4 A few times per year
- 5 SES Staff members did not communicate with other school staff
- d Don't know

D8. During the 2008-2009 school year, about how often did you or other staff members in your organization communicate with district central office staff about SES students' progress or performance?

MARK ONE ONLY

- 1 At least once a week
- 2 A few times per month
- 3 At least once a month
- 4 A few times per year
- 5 SES staff members did not communicate with district central office
- d Don't know

D9. On a scale of 0 to 10, how would you describe the relationship of the school district's central office with your organization regarding SES during the 2008-2009 school year?

CIRCLE ONE NUMBER ONLY

District was
difficult,
unresponsive,
adversarial

District was
supportive,
responsive,
collaborative

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

D10. Among the SES participants your organization served in the local district (that is, the district listed on the front cover), how many different schools were they enrolled in?

NUMBER OF SCHOOLS IN THE LOCAL DISTRICT
 THAT ENROLL SES PARTICIPANTS WE SERVED

D11. Please mark which textbooks and curriculum materials were used in the grades and subjects listed below in schools in this district for the 2008-2009 school year.

GRADE 3 Reading/Language Arts/English

- 1 Publisher's name, Title 1
- 2 Publisher's name, Title 2
- 3 Publisher's name, Title 3
- 4 Publisher's name, Title 4
- 5 Publisher's name, Title 5
- 6 Other (*Specify*)

d Don't know

GRADE 3 Mathematics

- 1 Publisher's name, Title 1
- 2 Publisher's name, Title 2
- 3 Publisher's name, Title 3
- 4 Publisher's name, Title 4
- 5 Publisher's name, Title 5
- 6 Other (*Specify*)

d Don't know

GRADE 7 Reading/Language Arts/English

- 1 Publisher's name, Title 1
- 2 Publisher's name, Title 2
- 3 Publisher's name, Title 3
- 4 Publisher's name, Title 4
- 5 Publisher's name, Title 5
- 6 Other (*Specify*)

d Don't know

GRADE 7 Mathematics

- 1 Publisher's name, Title 1
- 2 Publisher's name, Title 2
- 3 Publisher's name, Title 3
- 4 Publisher's name, Title 4
- 5 Publisher's name, Title 5
- 6 Other (*Specify*)

d Don't know

D12. Who was primarily responsible for completing this form? *This information will be used only if we need to contact you about your responses.*

Name: _____

Title: _____

Phone Number: _____

Email Address: _____

Thank you for your participation. Please return this questionnaire and your check request form in the envelope provided. If you no longer have the envelope, please mail this questionnaire to:

MATHEMATICA POLICY RESEARCH, INC.

ATTN: Project #6413

P.O. Box 2393

Princeton, NJ 08543-2393



UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

National Center for Education Evaluation and Regional Assistance

June 2009

Dear SES Provider:

The U.S. Department of Education has contracted with Mathematica Policy Research, Inc. (MPR) to conduct an important study to evaluate the impact on student achievement of Supplemental Educational Services (SES) under Title I of the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001. As part of this evaluation, we are contacting your organization to gather information about the SES you provide to students in [NAME OF DISTRICT]. Both your state Department of Education and your school district are participating in this study, and they encourage your participation.

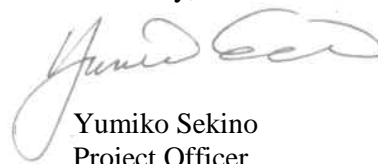
The enclosed questionnaire should take about 30 minutes to complete. All of your answers should focus only on the services provided to students from [NAME OF DISTRICT] for the 2008-2009 school year. Participation in this survey is voluntary. We hope you will answer as many questions as you can. Information from your organization is essential in order to provide a comprehensive picture of SES being implemented in districts across the U.S. You will receive a check for \$30 for completing the questionnaire. Please complete the enclosed check request form to indicate where the check should be sent, and return it with your completed questionnaire.

Your responses to this data collection are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Responses to this data collection will be used only for statistical purposes. Mathematica Policy Research (MPR) will present the information collected as part of this survey in an aggregate form, and will not associate responses to any of the individual SES providers who participate. MPR will not provide information that identifies you and your organization to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

By participating, you will be making a contribution to a study that will inform district officials, policymakers, and parents about the supplemental services available under NCLB. You are welcome to discuss your participation in the study in your informational materials.

Please feel free to consult with your colleagues if you are unsure about the answers to some of the questions. If you have questions about the study, please contact Karen Bogen, the MPR Survey Director. She can be reached at 617-674-8355 or at kbogen@mathematica-mpr.com. Thank you in advance for your assistance with this important study.

Sincerely,



Yumiko Sekino
Project Officer



Bridgeport Public Schools
2008 – 2009

CITY HALL

45 Lyon Terr. – Room # 306
Bridgeport, Connecticut 06604
Telephone (203) 275-1018/ 275-1019 Fax (203) 337-0160

KATHLEEN H. FLYNN
Priority District Grant Manager
KFlynn@bridgeportedu.net

June 2009

Dear SES Provider:

The U.S. Department of Education (ED) has asked our district to participate in a study to evaluate the impact on student achievement of Supplemental Educational Services (SES). The Bridgeport Public School District is working closely with Mathematica Policy Research, Inc. (MPR), the organization contracted by the Department of Education to conduct the study. As part of this evaluation, MPR is contacting SES providers to gather information about the SES you provide to our students.

I would like to encourage you to participate in the study by completing the enclosed questionnaire. Participation in this survey is voluntary. We hope you will answer as many questions as you can. You will receive a check for \$30 from MPR for completing the questionnaire. Please complete the enclosed check request form to indicate where the check should be sent, and return it with your completed questionnaire.

Your responses to this data collection are protected from disclosure per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Responses to this data collection will be used only for statistical purposes. Mathematica Policy Research (MPR) will present the information collected as part of this survey in an aggregate form, and will not associate responses to any of the individual SES providers who participate. MPR will not provide information that identifies you and your organization to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony.

Not only will your participation inform policymakers and parents about supplemental services, it will also help our district get a clearer picture of the services being provided to our students and the characteristics of the organizations serving them. If it will be useful or beneficial to your organization, you can discuss your participation in this study.

If you have questions about the study, please contact Karen Bogen, the MPR Survey Director. She can be reached at 617-674-8355 or at kbogen@mathematica-mpr.com.

Thanks for being a member of our SES team and helping out with this important study.

Sincerely,

District SES Coordinator