



A descriptive study of enrollment in supplemental educational services in the four REL Appalachia region states





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Summary

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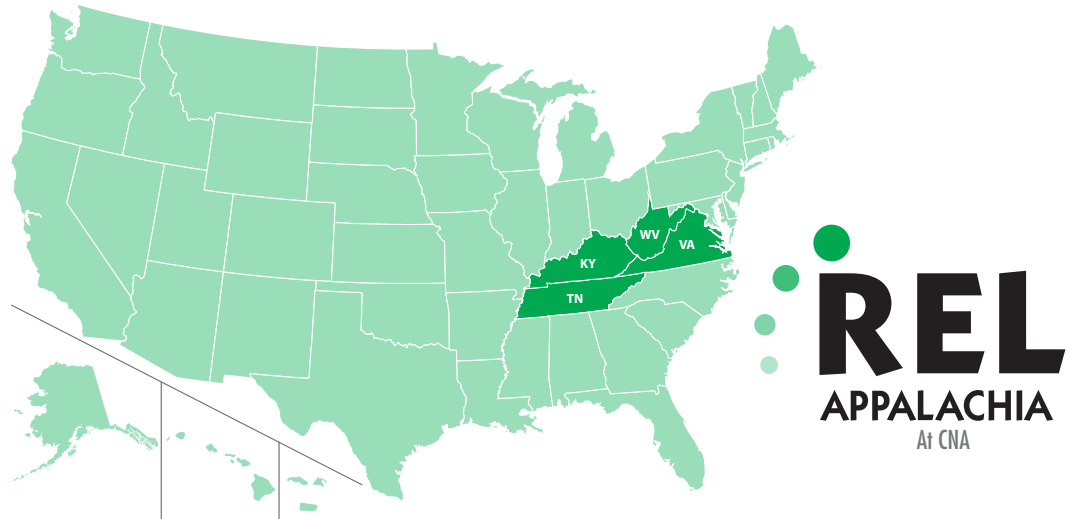
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# A descriptive study of enrollment in supplemental educational services in the four REL Appalachia region states

**This study of the Title I supplemental educational services program in the Regional Educational Laboratory Appalachia region looks at enrollment rates, number of tutoring hours contracted for and attended by students, and variations in the type of instruction across providers and enrollees in 2007/08.**

The supplemental educational services program is a core provision of the No Child Left Behind (NCLB) Act of 2001. The program offers free tutoring in reading/language arts and math from state-approved providers outside of regular school hours. Students are eligible for the program if they are from a low-income household (typically determined by eligibility for the National School Lunch Program) and attend a Title I school that has not made adequate yearly progress for at least three consecutive years.<sup>1</sup> State education agencies are responsible for approving providers, monitoring their performance, and evaluating their effectiveness in improving student achievement. For each of these functions, state education agencies are allowed flexibility in setting guidelines, though they must ensure that the program is available to all eligible students and must offer parents choices in selecting a provider.

This report explores differences across states and school urban and rural locales in providing supplemental educational services. Although specific challenges persist in administering specialized academic programs in remote areas (Jimerson 2007; U.S. Government Accountability Office 2004), no formal studies have compared, across school locales, the percentages of eligible students who enrolled in supplemental educational services or the types of instruction (conventional, computer-only, or mixed-mode, which combines face-to-face and computer-delivered services) offered by providers and used by students. This report addresses these issues using 2007/08 data from state department of education websites, state and district supplemental educational services coordinators, and the National Center for Education Statistics Common Core of Data (U.S. Department of Education 2008).

The study examines six research questions:

- What percentage of students were eligible to enroll in supplemental educational services, what percentage enrolled, and how did enrollment vary by state and school locale?
- How many tutoring hours did enrollees contract for, and how did these hours vary by state and school locale?

- How many tutoring hours and what percentage of contracted hours did enrollees attend, and how did these hours vary by state and school locale?
- How many approved providers did each state have, and how did the number of providers vary by state?
- What types of instruction were offered, what percentage of providers offered each type, and how did the percentages vary by state and locale?
- What percentage of enrollees received each type of instruction, and how did the percentages vary by state and locale?

Key findings include:

- In Kentucky, Tennessee, and Virginia, enrollment rates among eligible students were lower in rural schools than in urban schools, with differences ranging from 7 to 12 percentage points. In contrast, enrollment rates among eligible students in West Virginia were similar in urban and rural schools (around 4 percent of eligible students).
- On average, enrollees in supplemental educational services contracted for 38 hours of tutoring a year in Tennessee and 42 hours in West Virginia. In Tennessee, students contracted for more hours in urban schools (38) than in rural schools (31). In contrast, in West Virginia, enrollees contracted for fewer hours in urban schools (30) than in rural schools (55). Data were not available on the number of contracted hours per enrollee for students in Kentucky and Virginia.
- In Kentucky and Tennessee, enrollees in rural schools attended fewer hours of tutoring, on average, than did enrollees in urban schools and in schools in towns and suburbs. In Virginia, enrollees in rural schools attended more hours of tutoring, on average, than did enrollees in urban schools and in schools in towns and suburbs. In West Virginia, the average number of tutoring hours attended by enrollees was about 25 in all school locales. The average number of tutoring hours attended was greatest in Tennessee (28) and smallest in Kentucky (15). On average, enrollees received 72 percent of their contracted hours in Tennessee and 60 percent in West Virginia. Data were not available on contract completion in Kentucky and Virginia.
- The most common type of instruction offered by providers in all states was conventional face-to-face instruction. Between 52 percent (West Virginia) and 76 percent (Kentucky) of providers offered face-to-face instruction. Conventional instruction was more prevalent in urban schools than in rural schools in Kentucky (72 percent versus 67 percent), Tennessee (67 percent versus 61 percent), and Virginia (63 percent versus 56 percent). In contrast, in West Virginia, conventional instruction was more prevalent in rural areas (50 percent) than in urban schools (37 percent).
- A great majority of students in all four states enrolled with providers offering conventional instruction, with rates ranging from 73 percent in Kentucky to 95 percent in West Virginia. In Kentucky, Tennessee, and Virginia, conventional instruction was especially prevalent among students in urban schools.

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**Note**

1. Title 1 of the No Child Left Behind Act aims to bridge the gap between students from low-income households and other students by providing supplemental funding to local school districts with high percentages of students at-risk and students from low-income households. Schools must make adequate yearly progress on state assessments and focus on best teaching practices in order to continue receiving funds.

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