



Center for Research in Educational Policy

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Supplemental Educational Services in the State of North Carolina: 2007 – 2008 Implementation Overview





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June 2009

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Supplemental Educational Services: Implementation Overview for the State of North Carolina 2007-2008

This report presents an overview of the 2007-2008 implementation of Supplemental Educational Services (SES) in North Carolina, as reported by district coordinators. The findings are a part of the 2007-2008 evaluation of Supplemental Educational Services (SES) in North Carolina, which was conducted by the Center for Research in Educational Policy (CREP) at The University of Memphis. The primary purpose of the evaluation was to examine SES provider effectiveness through analyzing SES student achievement outcomes and the perceptions of key stakeholders in specified districts in North Carolina. Those results are presented in separate reports¹.

As part of the overall evaluation, questions to address statewide implementation of SES were presented to SES district coordinators in NC. The SES district coordinators were given the opportunity to respond to items regarding implementation and facilitation of SES through a brief online questionnaire. As the responses regarding implementation of SES in North Carolina do not directly correspond with the purpose of the provider evaluation, the findings have been assimilated in this separate overview. Data from this report may be used in conjunction with data from other respondent groups as part of the state's interest in continued improvement.

District Coordinators

During the 2007-2008 school year, SES district coordinators in 33 SES eligible districts responded to questions regarding the state of NC's facilitation of SES. Regarding specific implementation activities, all of the district coordinator respondents (100.0%) agreed that the state maintained a list of approved providers. Thirty of 33 (89.5%) responses indicated satisfaction with the help they received at the state level in SES implementation. Of the 33 district coordinators that responded, 81.8% (n=27) indicated that the state developed objective criteria for approving potential providers. Twenty-six of 33 district coordinators (78.8%) responded that the state organized or supported provider and LEA meetings; while 69.7% (n=23) stated that the quality and effectiveness of provider services were monitored by the state. Finally, 60.6% (n=20) indicated that the state developed methods for withdrawing approval from providers, and 15.2% (n=5) chose "Other" in order create their own comments regarding state facilitation of SES. Results are presented in Table 1.

Ford, J., Harrison, L., Neergaard, L., Hunter, C., Bates, J. & McKay, D. (March 2009). *Supplemental Educational Services in the State of North Carolina: 2007-2008*. Memphis, TN: Center for Research in Educational Policy, The University of Memphis.

Gallagher, B., & Zoblotsky, T. (March 2009). *Supplemental Educational Services in the State of North Carolina: 2007-2008 Student Achievement Analysis*. Memphis, TN: Center for Research in Educational Policy, The University of Memphis.

Table 1: District Coordinator Responses: State Implementation
N=33

1. The state facilitated SES in the following ways: (check all that apply)	Percentage
Developed objective criteria for approving potential providers.	81.8%
Maintained a list of approved providers.	100.0%
Organized or supported provider and LEA meetings.	78.8%
Monitored the quality and effectiveness of provider services.	69.7%
Developed methods for withdrawing approval from providers.	60.6%
Other	15.2%
Other	
Convened a SES task force	
Need to develop provisional guidelines for SES providers that are struggling	
Provided on-going technical assistance for LEAs	
The SEA...	Percentage Strongly Agree/Agree
2. Overall, I am satisfied with the way my SEA helped our district implement Supplemental Educational Services.	89.5%

Summary

Overall, responding district coordinators indicated satisfaction with implementation throughout the state. Most of the district coordinator respondents were satisfied with the assistance and direction provided by the state. Two possible areas of improvement include developing or improving processes to monitor the quality and effectiveness of provider services, in addition to developing or improving processes for withdrawing approval from providers. As North Carolina continues to further develop its SES program, the state should strive to ensure all districts are aware of SES-related services, as well as continuing to focus on implementation activities at all levels—state, district, and school.

References

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