

**SES Tutoring Programs:
An evaluation of the second year –
Part one of a two part report**

August 2005



**Chicago Public Schools
Office of Research, Evaluation and Accountability
Department of Evaluation and Data Analysis**

What is SES Tutoring?

The Chicago Public Schools has offered after school programs for many years as a means to bolster student learning. However, with the No Child Left Behind Act, more than half of the schools in the system are now required to offer free tutoring to students. This year Chicago Public Schools in partnership with 30 private companies and agencies provided tutoring services to more than 60,000 students in 343 schools.

Who was eligible for tutoring in 2004/05?

To be eligible for tutoring, students must be in a school which did not meet adequate yearly progress (AYP) as defined by the state for two consecutive years and must be low income as designated by the student's free or reduced lunch status. Although achievement level was not a criterion, nearly three-quarters of the students receiving tutoring scored below the 50th percentile on the ITBS last year.

Students in the SES Tutoring Program by Grade Level

Students in both elementary and high schools were eligible for tutoring. The largest number of students was clustered in grades 1-5 with grade three having over 9,000 students. Parents of students in earlier grades may have been more willing to sign their child up for tutoring because the program offered a secure (and cost free) environment after school for their children. Additionally, younger students may be less likely to have other activities after school competing for their time.

Table 1 Number of students in the tutoring program by grade level

Grade	Number of Students
Pre K	11
K	64
1	7,198
2	7,703
3	9,252
4	8,100
5	7,807
6	6,881
7	5,540
8	5,945
9	1,030
10	618
11	1,073
12	244
All	61,466

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Comparing baseline achievement level of students with tutoring to those without tutoring

In the schools that did not make AYP during the spring of the 2003-04 school year, all low income students were eligible for after school tutoring, but only about one-third of the students enrolled. Because it is difficult to determine whether student gains from tutoring are the result of tutoring and not due instruction during the regular school day, we tracked baseline data for students enrolled in tutoring and those who were eligible, but did not enroll. As a point of comparison, we examined the percentage of students at or above the 50th percentile on the 2004 ITBS for students who received tutoring to those who did not. Both groups performed significantly below the national and citywide averages in reading and math, but the group receiving tutoring had lower test scores before their tutoring began. Of the students who received tutoring, 25% scored at national norms (at or above the 50th percentile) on ITBS reading and 29% on math. Students who did not receive tutoring had higher test scores at the start of the year with 31% at or above national norms in reading and 34% in math.

**Table 2 Baseline data
Percentage of students at or above the 50th percentile on ITBS from May 2004**

	ITBS Reading 2004		ITBS Math 2004	
	Percent at or above 50th percentile	Number of students	Percent at or above the 50th percentile	Number of students
Students who received tutoring	25.1	41,684	28.8	34,961
Students who did NOT receive tutoring, but were eligible	31.1	92,273	34.4	95,150
Citywide*	42.9	158,745	47.5	158,444

* The citywide numbers include all students in all schools for whom scores are traditionally reported. For more information on reporting test scores, see ‘Key to which students are included in ITBS and TAP Reporting’ on the CPS Research website research.cps.k12.il.us. Unlike the citywide numbers, the numbers for students in the SES schools (both tutored and non-tutored students) include only those students who are designated as low income by their free and reduced lunch status.

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Who tutored students?

Both for profit and not for profits groups tutored CPS students. In addition, CPS sponsored its own program which accounted for nearly half of the students tutored. Other large providers included Platform Learning, Newton Learning and Education Station (formerly Sylvan). Most students were tutored in their school although some chose an off site provider. Students also had the choice of receiving their tutoring online through Brainfuse, Progressive Learning, and Socratic Learning. This year parents could choose either the CPS program or a private provider, but for logistical reasons principals were allowed to select which private providers would offer services. Most principals selected between one and three private providers in addition to the CPS program.

Table 3 SES Tutoring Providers

Provider	Number of Students*	Percent	Max. Hours of Tutoring	Max. Class Size
A+ Tutoring Service Onsite	242	0.4	80	6
Brainfuse Online	482	0.8	40	10
CS&C Offsite	6	0	60	6
CS&C Onsite	334	0.5	60	6
Cambridge Educational Services Onsite	938	1.5	40	12
Chicago Charter School Foundation Onsite	625	1	80	15
Chicago Public Schools Onsite	30,803	48.5	80	15
EdSolutions ONSITE	2,197	3.5	60	8
Education Station-Sylvan Onsite	3,976	6.3	60	15
Failure Free Onsite	233	0.4	40	5
Kaplan Onsite	322	0.5	80	8
Newton Learning Onsite	8,861	14	80	10
One to One Onsite	348	0.6	80	8
Plato Learning Onsite	1,088	1.7	60	10
Platform Learning Onsite	10,639	16.8	80	10
Princeton Onsite	769	1.2	80	10
Progressive Learning Online	504	0.8	40	15
Reading in Motion Onsite	65	0.1	60	8
Socratic Learning Center Offsite/Online*	50	0.1	60	1
Teachers Academy for Math and Science Onsite	333	0.5	80	10
Unparalleled Solutions Onsite	503	0.8	80	6
Wicker Park Onsite	35	0.1	80	5

* The number of students enrolled with the providers is 63,488. However, approximately 2,000 of these students were listed with more than one provider and, therefore, were counted twice in this table.

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Gains on ITBS Reading and Math from 2004-2005

Tutoring is one aspect of a student's learning opportunities and, therefore, gains in learning cannot be easily apportioned to gains attributed to learning in the classroom, in after school tutoring, at home or some other environment. To gauge whether tutoring has had an impact, we compared students who attended tutoring to students who were eligible for these services, but did not sign up. We also compared gains on ITBS in reading and math for students who received at least forty hour of tutoring to students with little or no tutoring. Finally, we examined gains between the providers to determine whether one tutoring provider's students outperformed students from other providers.

Because students have different starting points in terms of their academic achievement, we looked at actual gains they made on a standardized test (ITBS) given in May 2004 to the ITBS test given in the May 2005. Gain scores are calculated by taking the difference in the scores on ITBS in 2004 and 2005 and dividing it by the expected gain. A gain of 1.0 equals one year's growth in achievement. If a student gain is more than 1.0, the student learned more than the average student and; likewise, if the student gain is less than 1.0, the student gain is less than the average student. A student gain of .93 means that the student gained 93% of an expected year's growth in achievement. Student gains are then aggregated to calculate grade level and system wide gains. For example a gain of .85 in sixth grade reading means that students in the sixth grade gained on average 85% of one year's growth.

In reading, students with tutoring had an average gain of 1.09 compared to a gain of 1.03 for students who were eligible for tutoring but did not enroll and 1.06 average gain for all students citywide. In math, the gains for all groups were lower than in reading. The math gain for all tutored students was .94 compared to an average gain of .92 for non-tutored students and a citywide gain of 1.01.

When gains on ITBS by grade level are examined for all students regardless of the number of hours tutored, there is little difference between tutored students and those who were eligible, but did not received tutoring. The only noticeable distinctions are in 7th and 8th grade where tutored students outperformed non-tutored students in reading and in 8th grade math where students with no tutoring had larger gains.

The intent of the tutoring program is for students to receive between forty and eighty hours of instruction with many providers, including the CPS program, offering 80 hours. Although 82% of students had providers who offered 80 hours of tutoring, only 62% of all students had at least forty hours of instruction.

The reading gains by grade(see table 4) for students with a significant amount of tutoring (40 hours or more) ranged from a low of .78 in sixth grade to a high of 1.54 in eighth grade. For these students, the composite reading gain (grades 4-8 combined) was 1.11 compared to 1.09 for all tutored students. For math, the composite gain is .97 compared to .94 for all tutored students and ranged from a low of .86 in sixth grade to a high of 1.28 in eighth grade.

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Students who had at least forty hours of tutoring outperformed those with no tutoring in every grade for both reading and math although in some cases the differences between the two groups are quite small. In comparing these two groups of students, tutoring seems to have had the greatest impact in grades 5, 7, and 8 for both reading and math.

When students with 40 or more hours of tutoring are compared to citywide gains, these students had similar gains in reading for grades 4, 5, and 6, but students with extensive tutoring had higher gains in grades 7 and 8. In math, students with 40 or more hours of tutoring still lagged behind citywide gains in grades 4 and 6, but had similar gains in grades 5, 7, and 8.

**Table 4
Gain Scores from 2004-2005 on ITBS in Reading and Math (Across All Providers)
compared to students with no tutoring and citywide**

ITBS Reading Gains					ITBS Math Gains			
Grade	No tutoring, but eligible for it	Tutoring (all hours)	At least 40 hours of tutoring	City wide	No tutoring, but eligible for it	Tutoring (all hours)	At least 40 hours of tutoring	City wide
4	0.92	0.94	0.96	0.98	0.87	0.88	0.91	0.97
5	1.09	1.15	1.19	1.16	0.82	0.86	0.91	0.92
6	0.77	0.79	0.78	0.79	0.85	0.86	0.86	0.95
7	1.09	1.20	1.24	1.13	0.85	0.89	0.94	0.96
8	1.23	1.49	1.54	1.24	1.18	1.26	1.28	1.26
Composite 4-8	1.03	1.09	1.11	1.06	0.92	0.94	0.97	1.01

Comparing gains from 2003-04 to 2004-05

When gains are examined over time (see table 5), students who received tutoring this year had lower test gains in spring 2004 – before the start of this year’s tutoring program in October 2004 compared to their gains one year later in 2005 after the tutoring program. In fact these students’ gains were significantly less than a year in reading (.80) and slightly less than a year in math (.92) in 2004. In reading if this trend had continued, these students would have fallen even further behind in academic achievement. However, the tutoring program seems to have helped students catch up to their peers in terms of gains on the ITBS in both math and reading. Although students without tutoring had higher gains in 2005 in reading compared to their gains in 2004 (1.03 in 2005 and .97 in 2004), students with tutoring had even stronger

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gains in reading (1.09 in 2005 and .80 in 2004). In math, gains were lower for students who did not receive tutoring (.96 in 2004 and .92 in 2005), but students who received tutoring had a slight increase in their gains from .92 in 2004 to .94 in 2005.

Table 5 Comparing gains from 2003 to 2004 and from 2004-2005

	Reading Gains from 2003 to 2004	Reading Gains from 2004 to 2005	Math Gains from 2003 to 2004	Math Gains from 2004 to 2005
Students who did NOT receive tutoring, but were eligible in 2004-05	0.97	1.03	0.96	0.92
Students who received tutoring 2004-2005	0.80	1.09	0.92	0.94
Students in the CPS sponsored program	0.83	1.08	0.95	0.97
Students in the private provider programs	0.78	1.10	0.89	0.90
Citywide	1.01	1.06	1.02	1.01

Although students who received tutoring still lag behind in the percentage of students at or above the 50th percentile, there were slightly more students at national norms in 2005 than in 2004 in both math and reading while students who did not receive tutoring had slightly fewer students at national norms in 2005 than in 2004.

Table 6 Percentage of students at or above the 50th percentile on ITBS in 2004 and 2005

	2004 Reading	2005 Reading	2004 Math	2005 Math
Students who received tutoring	25.0	26.2	28.8	29.8
Students who did NOT receive tutoring, but were eligible	31.1	30.6	34.4	33.2
Students in the CPS sponsored program	24.4	25.2	28.8	30.7
Students in the private provider programs	25.6	27.0	28.7	28.6
Citywide	42.9	43.7	47.5	46.6

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Students who enrolled in tutoring were academically weaker prior to the beginning of their tutoring program. Using test data from the 2003-04 school year, these students had lower gains and were less likely to perform at national norms compared to students with no tutoring. However, as the tables above show, students who completed the tutoring program had higher gains compared to students without tutoring. Additionally, as a group, the students with tutoring increased the percentage at national norms from 2004 to 2005 while those students without tutoring had slightly fewer students at national norms in 2005 compared to 2004.

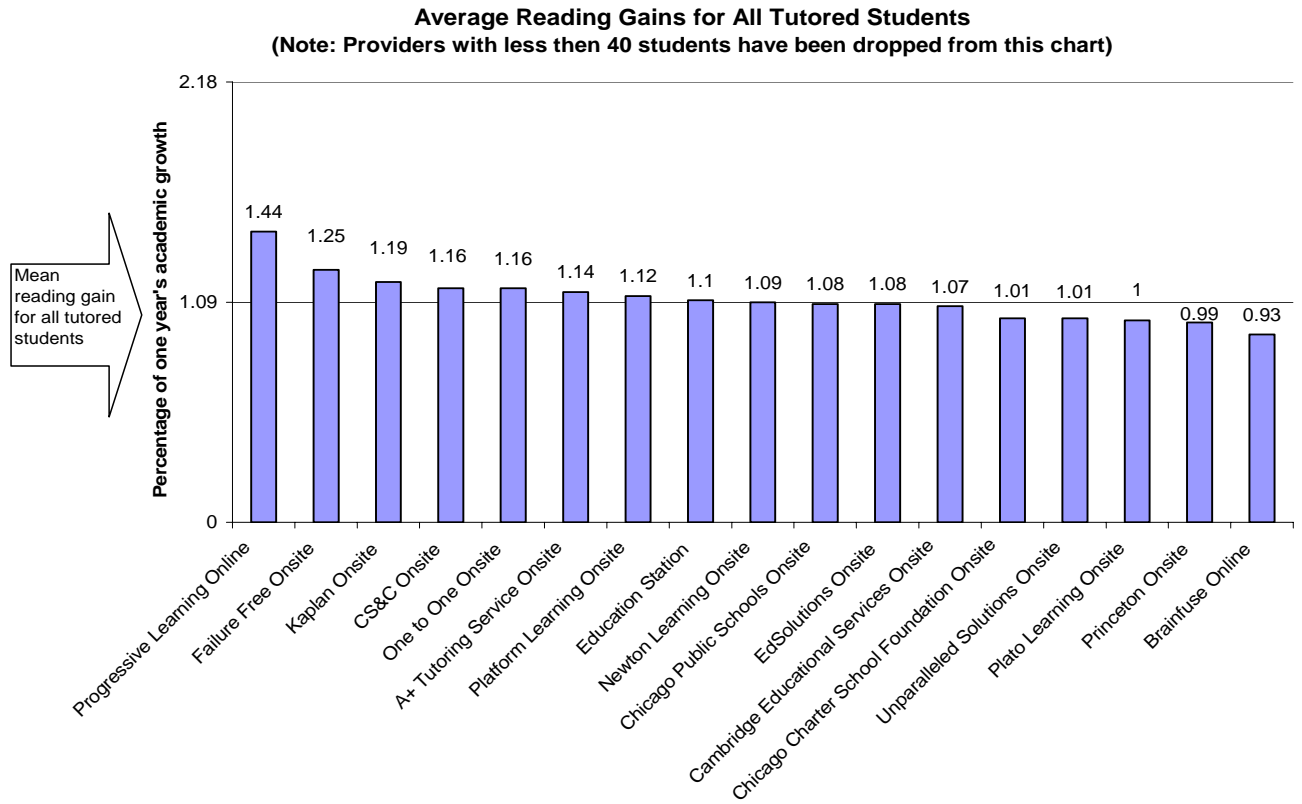
Gains in Reading on ITBS (broken down by provider)

Students in the tutoring program on average gained slightly more than a year (1.09) in reading. Students with Progressive Learning posted an average gain of 1.44, the highest among the providers. Tutors with Progressive Learning provide instruction in CPS schools, using an on-line curriculum. Students are not allowed to log on outside of their designated tutoring time. Progressive provided a maximum of forty hours for its students; therefore, its students had large gains often with fewer hours of instruction. Students Failure Free and Kaplan posted larger than expected gains with gains of 1.25 and 1.19 respectively. Students in two of the providers' program failed to make a year's gain: Princeton (.99) and Brainfuse (.93).

When looking at gains for students with more than 40 hours, we deleted those providers with less than 40 students because of the likelihood that a few cases would skew the gains in either a positive or negative direction. Providers whose students had the largest gain in this group include A+ Tutoring Service (1.27), Education Station (1.18) and Platform Learning (1.17).

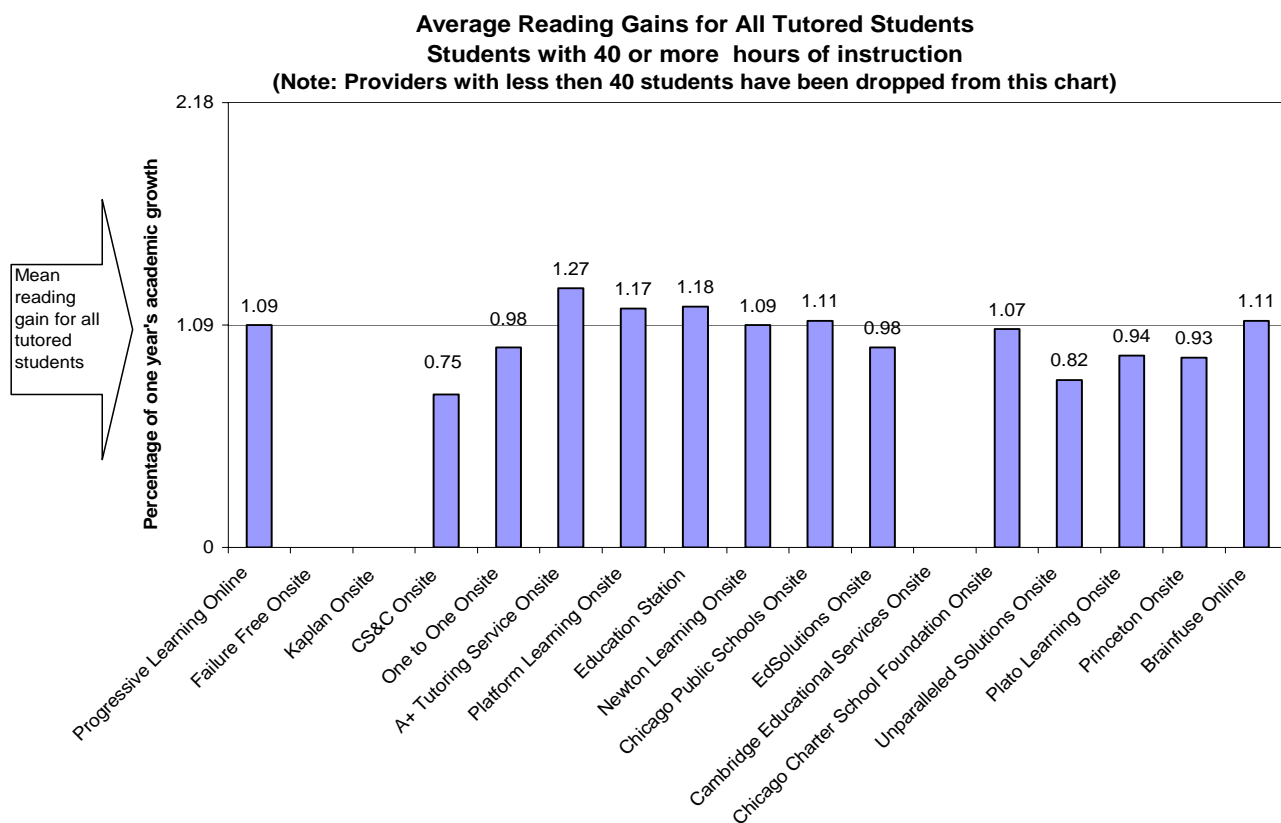
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Chart 1



Example interpretation: On average students had an average gain of .93 years on their ITBS Reading score in comparison to an average of 1.09 gain for all students who received after school tutoring irrespective of provider.

Chart 2



Example interpretation: On average Brainfuse students had an average gain of 1.11 years on their ITBS Reading score in comparison to an average of 1.09 gain for all students who received after school tutoring irrespective of provider.

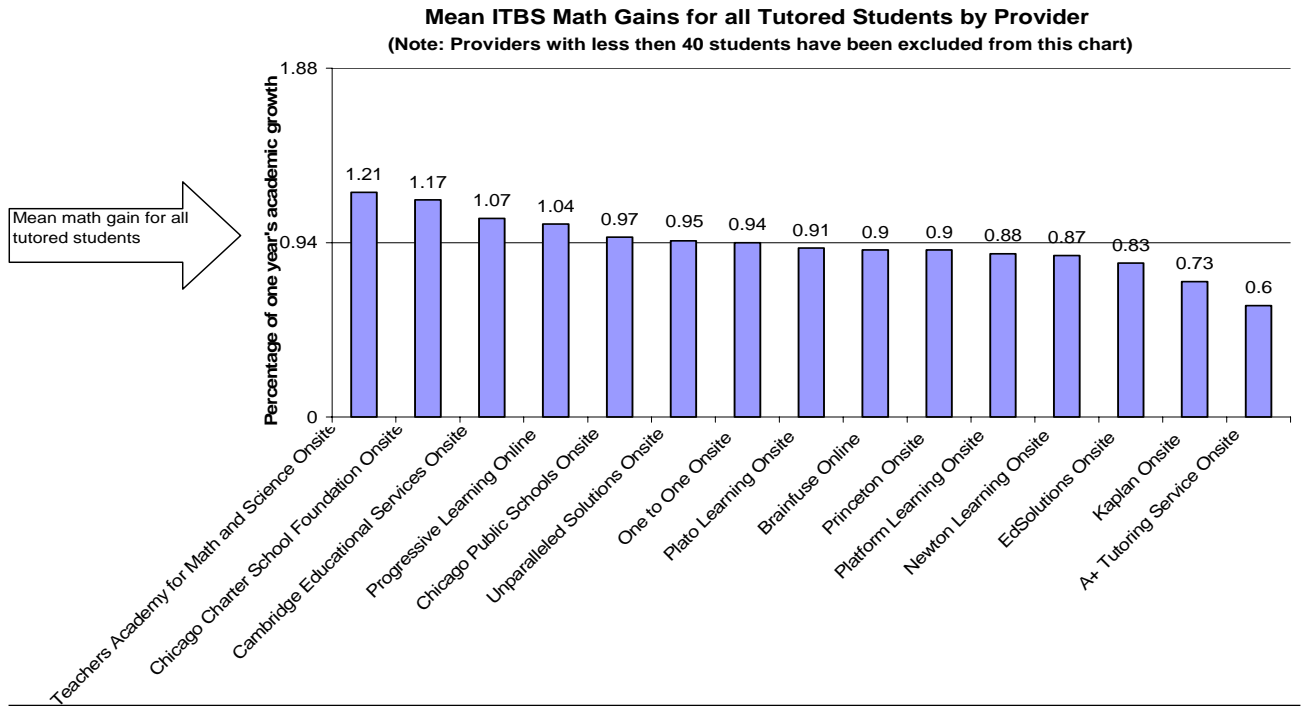
Gains in Math on ITBS

The overall gain on the ITBS math for all tutored students is .94. This means that students gained on average 94% of a year of achievement. The Teachers Academy for Math and Science, the only provider to specialize in math, had the highest math gain (1.21) followed closely by the Chicago Charter School Foundation (1.17) which services students in the Charter Schools. Cambridge Educational Services (1.07) and Progressive (1.04) also posted gains of more than one year. Kaplan and EdSolutions had the lowest gains with .73 and .84 respectively.

When we examined gains for students with at least 40 hours of tutoring in math, the highest were posted by Teachers Academy for math and Science (1.33), Chicago Charter School Foundation (1.14) and the Chicago Public School (.99)

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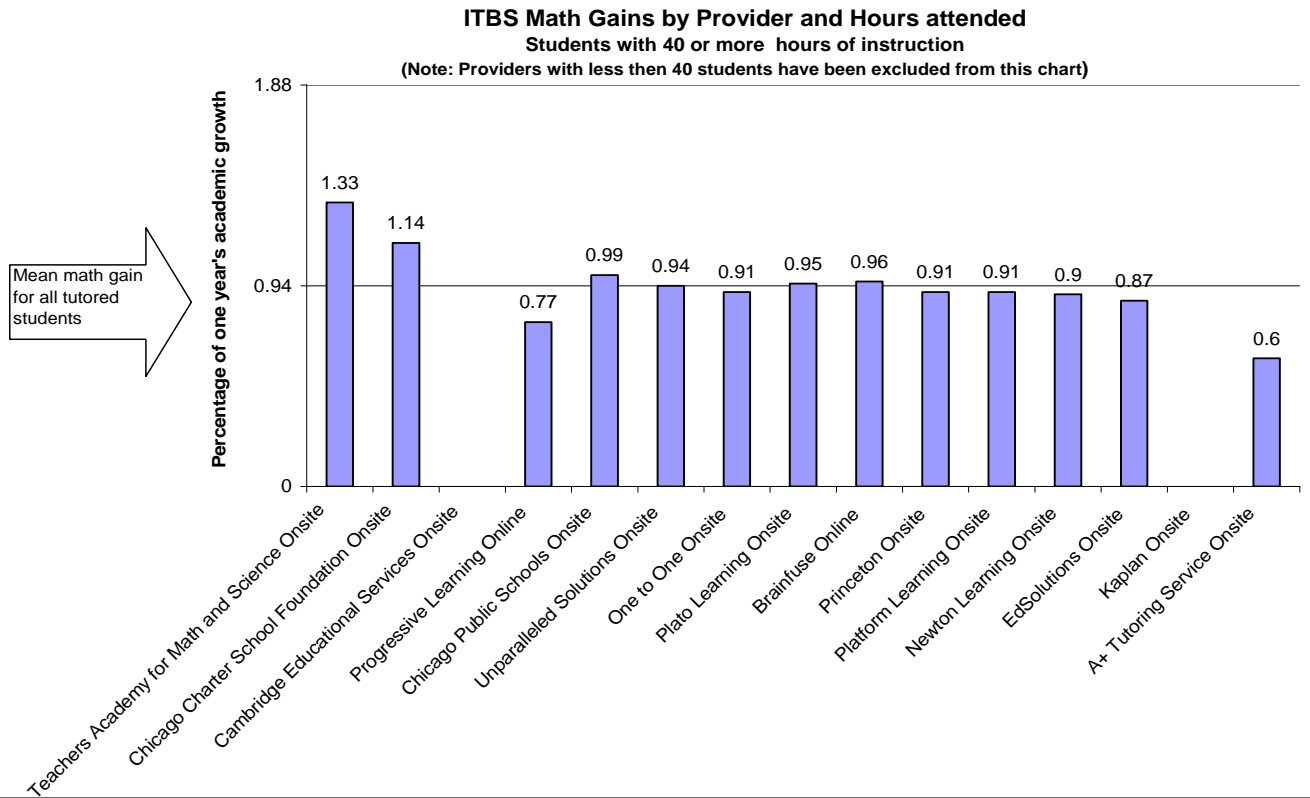
Chart 3



Example interpretation: On average, Brainfuse students had an average gain .9 years gain on their ITBS Math in comparison to an average of .94 gain for all students who received tutoring irrespective of Provider.

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Chart 4



Example interpretation: On average students who attended Brainfuse for 40 or more hours found an average increase of .96 years on their Math ITBS score . This number can then be compared to the average ITBS Math gain of .94 years for all students who received after school tutoring regardless of provider.

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What were the attendance rates for each provider?

Although the tutoring program was voluntary and held after the school day, most students regularly attended. Attendance rates are calculated from the After School Attendance Reporting (ASAR) database. SES coordinators in the schools were responsible for entering student attendance on the database weekly. Attendance rates are a ratio of the number of minutes that a student attended tutoring to the number of minutes the student was scheduled to attend.

It should be noted, however, that attendance data was problematic at best. The raw data was riddled with extraneous entries other than that of “absent” or the time attended for that session. Furthermore in some cases it was observed that students attended a session for much longer than the session scheduled. During data cleaning efforts, data that could not be discerned into a logical category was dropped from further analysis. Additionally, since coordinators were not responsible for recording attendance for students receiving services off site, these providers are not included.

Overall, the attendance rate was 82.5%. In the CPS sponsored program, attendance was 84%. The private onsite providers had an average attendance rate of 79%. Unparalleled Solutions had the highest attendance rate with 86.3% and was followed closely by Wicker Park, Failure Free, Newton, and the Chicago Public Schools.

Table 7 SES Tutoring Attendance Rates by Provider

Provider	Number of students	Attendance Rate
Unparalleled Solutions Onsite	503	86.3
Wicker Park Onsite	35	85.6
Failure Free Onsite	233	85.6
Newton Learning Onsite	8,861	84.8
Chicago Public Schools Onsite	30,803	84.0
CS&C Onsite	334	83.7
Platform Learning Onsite	10,639	83.1
Teachers Academy for Math and Science Onsite	333	81.9
PLATO Learning Onsite	1,088	80.3
Education Station-Sylvan Onsite	3,976	78.8
EdSolutions ONSITE	2,197	78.6
Reading in Motion ONSITE	65	77.9
Chicago Charter School Foundation Onsite	625	76.6
Cambridge Educational Services Onsite	938	74.3
Brainfuse Online	482	72.5
A+ Tutoring Service Onsite	242	72.3
Princeton Onsite	769	72.1
Socratic Learning Center Online	50	69.8
One to One Onsite	348	69.7
Kaplan Onsite	322	69.1
Progressive Learning Online	504	64.2
All	63,482	82.5

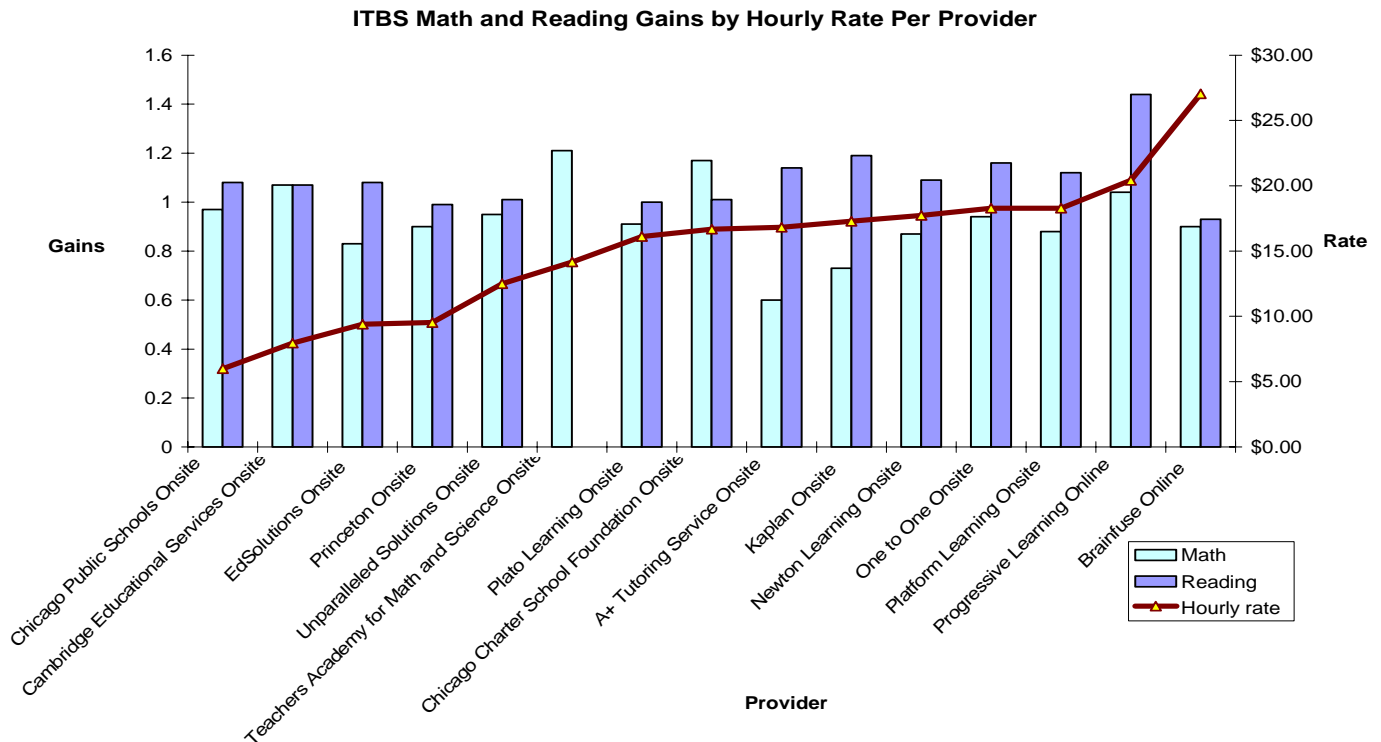
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The cost of tutoring and academic achievement (see chart 5)

Running a tutoring program for over 60,000 students is expensive. The Chicago Public Schools projected that the tutoring program will cost \$50 million this year. Although the Chicago Public Schools had some bargaining power with the provider by capping the total amount they would pay for a student, providers could still set an hourly rate for its students. Cost per hour per student ranged on the low of \$6.00 an hour for the CPS program to a high of \$27.05 for Brainfuse Online program. Although class size varied by provider, there was not a direct correlation between class size and the charge per student. The three most cost effective programs were CPS*, and Cambridge Educational Services. These providers had relatively low cost programs and with reading gains of 1.08 and 1.07, respectively - just shy of average gain of 1.09. In math, the gains for CPS (.97) and Cambridge (1.07) were above the average gain of .94 for all providers.

* Note on computing per hour cost for CPS. In computing program costs, the CPS program differs from other providers in that it does not charge an hourly rate for each student. The CPS program costs \$400 per student for eighty hours of tutoring. The official attendance rate for CPS was 83.95% meaning that on average students attended 67.2 hours of the maximum eighty hours allowed. The hourly rate was then calculated by taking \$400/67.2 for an hourly cost of \$5.95.

Chart 5



Example interpretation: Students who attended CPS's after school program improved their ITBS reading scores by 1.08 years and they gained an average of .96 on their math score from the pervious year. This was achieved at an hourly rate of \$6.00 per child.

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What did parents think about the results of the program?

In April 2005 parents in 107 schools were surveyed about the tutoring program. More than 8,000 parents (approximately 50%) in these schools completed the 13 item questionnaire indicating that on average they were very satisfied with the after school tutoring program. Only those tutoring providers with at least 70 students citywide were included in the sample. The charts below show the number of parents who responded to each items with either strongly disagree, disagree, agree or strongly agree. All items were stated in the positive, so the higher the percentage of agree or strongly agree to a statement, the higher the level of satisfaction. Some of the providers with fewer students in their program had a smaller number of parent responses. In cases where the sample size is small, use caution in interpreting the results as a few responses can skew the results.

Parents’ Satisfaction with Tutoring Program

Nearly 87 percent of parents indicated that they were satisfied with their child’s instruction. Although the vast majority of parents were satisfied, the providers where a third or more of the parents strongly agreed with this item were One to One (45%), CPS (36%), Unparalleled Solutions (36%), Newton (35%) and Princeton (33%).

Table 8 Parents’ response to “I am satisfied with my child’s after school instruction.”

	I am satisfied with my child's after school instruction				Number Responding N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
	Percent	Percent	Percent	Percent	
PROVIDER					
A+ Tutoring Service	6	3	66	25	32
Cambridge Ed Svc.	2	2	67	28	43
Chicago Charter Sch. Foundation	8	17	52	23	179
Chicago Public Schools	3	8	53	36	3474
EdSolutions	7	13	50	30	362
Education Station	5	9	58	28	633
Newton Learning	5	8	52	35	1720
One to One	3	6	46	45	65
Platform Learning	4	12	57	26	1337
Plato Learning	4	7	59	30	107
Princeton	5	7	54	33	57
Teachers Acad. For Math and Science	.	11	63	26	38
Unparalleled Solutions	8	11	44	36	72
All	4	9	54	33	8119

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More than 80 percent of parents indicated that their child studies more effectively as a result of the after school tutoring. The providers with the most positive response to this item are One to One (89%), Princeton (88%) and Cambridge (87%). Only the Chicago Charter School Foundation had more than a third of its parents respond negatively to this question.

Table 9 Parents’ response to “As a result of after school instruction, my child studies more effectively.”

	My child studies more effectively				Number Responding
	Strongly Disagree	Disagree	Agree	Strongly Agree	
	Percent	Percent	Percent	Percent	N
PROVIDER					
A+ Tutoring Service	.	25	56	19	32
Cambridge Ed Svc.	4	9	59	28	46
Chicago Charter Sch. Foundation	9	27	44	19	180
Chicago Public Schools	3	11	55	30	3512
EdSolutions	7	18	51	24	371
Education Station	5	14	57	23	639
Newton Learning	5	15	54	26	1740
One to One	3	8	47	42	66
Platform Learning	4	17	56	22	1354
Plato Learning	3	21	48	28	104
Princeton	2	11	61	27	56
Teachers Acad. for Math and Science	.	15	67	18	39
Unparalleled Solutions	5	21	46	28	76
All	4	14	55	27	8215

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When parents were asked whether their child had an easier time doing homework as a result of the tutoring program, 82% agreed that this was true. There was little variation among the providers for this item with the exception of the Charter School Foundation and the Teachers Math and Science Academy where approximately 30 percent of parents did not think that tutoring made it easier for students to do their homework. Some parents commented on the survey that the tutoring program made it more difficult to get homework completed because the normal afternoon homework time was taken up by after school tutoring.

Table 10 Parents’ response to “My child has an easier time doing homework.”

	My child has an easier time doing homework				Number Responding
	Strongly Disagree	Disagree	Agree	Strongly Agree	
	Percent	Percent	Percent	Percent	N
PROVIDER					
A+ Tutoring Service	3	16	50	31	32
Cambridge Ed Svc.	4	4	61	30	46
Chicago Charter Sch. Foundation	8	22	52	18	177
Chicago Public Schools	4	11	54	32	3491
EdSolutions	7	21	44	28	366
Education Station	4	18	53	25	640
Newton Learning	5	14	53	28	1729
One to One	3	12	42	43	67
Platform Learning	5	16	56	23	1350
Plato Learning	5	13	63	20	104
Princeton	5	12	55	28	58
Teachers Acad. for Math and Science	.	29	45	26	38
Unparalleled Solutions	11	16	45	29	76
All	5	14	53	28	8174

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Parents were asked whether tutoring helped raise their child’s grades. As with the other survey items, parents were overwhelmingly positive with 80% stating that tutoring helped raise their child’s grades. All providers did well on this item with Cambridge Educational Services, One to One, and CPS having the greatest percentage of parents who strongly agreed with this statement.

Table 11 Parents’ response to “After school instruction helped raise my child’s grades.”

	After school instruction helped raise my child's grades				Number Responding N
	Strongly Disagree	Disagree	Agree	Strongly Agree	
	Percent	Percent	Percent	Percent	
PROVIDER					
A+ Tutoring Service	3	13	58	26	31
Cambridge Ed Svc.	2	11	52	34	44
Chicago Charter Sch. Foundation	10	26	47	18	178
Chicago Public Schools	4	12	51	32	3423
EdSolutions	9	19	48	24	367
Education Station	6	18	53	23	625
Newton Learning	6	14	52	29	1703
One to One	3	8	55	34	65
Platform Learning	6	17	54	22	1326
Plato Learning	4	18	58	20	105
Princeton	4	11	48	37	54
Teachers Acad. for Math and Science	3	16	58	24	38
Unparalleled Solutions	9	23	43	24	74
All	5	15	52	28	8033

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Parents were asked three items to gauge how well providers kept parents informed about the tutoring program. These items included whether parents received written progress reports and a copy of their child’s individual tutoring plan and whether the provider met with the parent.

Overall, three-quarters of parents who responded indicated that they received written progress reports from their provider. One to One had the most positive response to this item with 91% of parents saying they received written progress reports while 86% of parents stated the same about Education Station and Plato Learning. Three providers, (EdSolutions, Platform Learning and Unparalleled Learning) had the lowest rating with 68% of parents agreeing or strongly agreeing that they received written progress reports.

Table 12 Parents’ response to “I received written reports that helped me understand my child’s progress.

	I received written progress reports.			
	Strongly Disagree	Disagree	Agree	Strongly Agree
	Percent	Percent	Percent	Percent
PROVIDER				
A+ Tutoring Service	6	13	61	19
Cambridge Ed Svc.	2	20	40	38
Chicago Charter Sch. Foundation	10	16	53	21
Chicago Public Schools	5	16	51	28
EdSolutions	11	21	46	22
Education Station	4	10	56	30
Newton Learning	5	14	51	30
One to One	3	6	38	53
Platform Learning	9	23	47	21
Plato Learning	6	8	60	26
Princeton	2	16	55	27
Teachers Acad. for Math and Science	.	21	63	16
Unparalleled Solutions	15	17	35	33
All	6	16	50	27

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As part of the tutoring program, all providers are required to give parents an ‘Individual Tutoring Plan’ (ITP) that explains the type of services offered to their child. It includes an assessment of the child’s academic weaknesses and a specific plan to remedy these deficits. Although parents were to sign off on the plan and return it to the tutor, some providers complained that they could not get all of their ITPs returned despite repeated attempts to contact parents. The majority of parents (74%) indicated that they received an ITP. One on One had the greatest percentage (88%) of parents saying they received the Individual Tutoring Plan while EdSolutions and Platform Learning had the lowest with 65% and 69% respectively.

Table 13 Parents’ response to “I received my child’s Individual Tutoring Plan.”

	I received my child's Individual Tutoring Plan (ITP)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
	Percent	Percent	Percent	Percent
PROVIDER				
A+ Tutoring Service	6	22	53	19
Cambridge Ed Svc.	2	19	57	21
Chicago Charter Sch. Foundation	8	21	51	20
Chicago Public Schools	7	19	47	26
EdSolutions	12	23	45	20
Education Station	4	13	54	28
Newton Learning	6	15	51	29
One to One	5	13	48	34
Platform Learning	8	23	51	18
Plato Learning	4	9	62	26
Princeton	4	16	57	23
Teachers Acad. for Math and Science	.	27	57	16
Unparalleled Solutions	12	5	48	34
All	7	18	49	25

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The final survey item regarding communication with parents was whether the tutor met or called the parents to discuss the student’s progress. Unlike the written progress reports and the Individual Tutoring Plan, tutoring providers were not required to meet with parents, and therefore, not surprisingly, the percentage of parents who stated that they were called or met with their child’s tutor is lower. Overall, 61% of parents said the instructor met or called them to discuss their child’s progress. A+ Tutoring had the highest percentage of parents (78%) who said that the tutor called or met with them. This is in contrast to EdSolutions and Unparalleled Solutions which had less than half of parents who said their child’s tutor met with or called them to discuss their child’s progress.

Table 14 Parents’ response to “The instructor met with me or call me to discuss my child’s progress.

	The instructor met with me or called me to discuss my child's progress			
	Strongly Disagree	Disagree	Agree	Strongly Agree
	Percent	Percent	Percent	Percent
PROVIDER				
A+ Tutoring Service	3	19	56	22
Cambridge Ed Svc.	14	34	30	23
Chicago Charter Sch. Foundation	20	31	34	15
Chicago Public Schools	10	26	40	24
EdSolutions	18	29	35	18
Education Station	13	34	38	16
Newton Learning	10	27	41	22
One to One	17	23	37	23
Platform Learning	12	28	42	17
Plato Learning	7	26	42	24
Princeton	5	32	40	23
Teachers Acad. for Math and Science	3	31	53	14
Unparalleled Solutions	19	34	25	22
All	11	28	40	21

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Parents' responses to outreach initiatives and signing up for tutoring

In addition to survey items about the services offered by the tutoring providers, parents were also asked about the process of signing their students up for tutoring. During the first year of NCLB tutoring, some parents complained about the lack of information available on providers and the confusion in enrolling their child for tutoring. This past year, the administration of the NCLB tutoring program shifted to the Department of After School Programs and Community Schools. Staff within the After School Programs instituted several changes to address parents and providers complaints about the first year's tutoring program. One change was to give a tutoring brochure to every parent with a description of tutoring providers. The brochure also contained an enrollment form that parents could submit to the school. As a result of this brochure and several other outreach initiatives this year, 95% of parents said it was easy to sign their child up for tutoring. Additionally, 80% of parents stated that they "had enough information about the different programs available".

Summary of parent survey items

Parents are very satisfied with the tutoring programs and this satisfaction is across all providers. When asked about particular results of the program, 82% said that their child studies more effectively and that their child also has an easier time doing homework while 80% of parents said tutoring helped to raise their child's grades. These indicators are important as the test score data is only one component of achievement and may not capture other benefits of tutoring. When we examined the level of communication between parents and the tutoring provider, approximately 75% said that they received their child's Individual Tutoring Report (ITP) and a written progress report. However, providers were less likely to use other means of communicating with parents with 61% of parents indicating that they received a call or met with the provider to discuss their child's progress.

Next steps

This report is part one of a two part final report. We are currently developing models to determine which variables (student level, program/provider level, and school level) in the gains models are significant. These models will be in the second part of this report. We are also examining which schools' tutoring programs had the largest gains in reading and math as a result of the tutoring program. Additionally, results from the SES coordinator survey and a summary of comments from interviews will also be included in part two.