Rossier Researchers Examine Federally-Mandated Supplemental Educational Services

UNDER NO CHILD LEFT BEHIND (NCLB), schools that have not made adequate yearly progress are required to offer parents of children in low-income families the opportunity to receive extra academic assistance, tutoring, as enacted by providers and as regulated by districts and programs within school districts and the delivery of SES programs by approved SES providers. With funding from a $3.5 million grant from the U.S. Department of Education’s Institute for Education Sciences, Burch and her research team aim to address the following major questions about the implementation and efficacy of SES:

1. How can school districts maximize participation in SES by those students who are eligible and most likely to benefit?
2. What factors influence parent and student choices in selecting (and staying with) SES providers?
3. What are the key characteristics of different program models of SES tutoring, as enacted by providers and as regulated by districts and states, and how do they influence SES net program impacts?
4. What is the net impact of SES on student achievement?
5. What are the policy levers and program administration variables that state and local educational agencies can use to increase SES program effectiveness?

Currently, Burch has been gathering qualitative and quantitative data on 20 SES vendors in five urban school districts with varying student demographics in Milwaukee, Minneapolis, Chicago, Austin, and Dallas. Preliminary findings are available on the project website and will be presented at the annual meetings of the American Educational Research Association and the American Sociological Association and at a March 2011 meeting organized by the Center for American Progress and the American Enterprise Institute and aimed at informing reauthorization of NCLB.

In an effort to support public access of data and cross-district exchange of information, the team launched a website with working papers, publications, information on the study design, staffing and activities, and contact information for the study, available at www.usc.edu/cegov.

I hope that you will contact me, or any of our Research faculty, if you have questions about our work.

Karen Symms Gallagher, Ph.D.  
Emmy Stoops and  
Joyce King Stoops Dean
that invites users to compare a single school’s performance over time and to benchmark the performance of groups of schools.

Reformers envisioned that charter schools would serve as “idea labs” for public schooling – places where new ideas could be developed, incubated and scaled-up if they worked. There’s a gap, however, between idea creators and potential users – diffusing innovation and scaling-up successful models of schooling hasn’t occurred much.

To help address the gap, CEG, in collaboration with the charter community, has held competitions to identify promising practices in school leadership, governance, finance and curriculum and instruction. The award winners are profiled in an on-line compendium of promising practices. The compendium is designed around school problems that affect the quality of schooling and ultimately student achievement. The profiles are intended to get users to think out-of-the-box and what their appetite to try something new. A contact person at the school site and relevant resources are also provided in the profile so that users can follow-up easily with creators of the practice.

Charter schools, themselves, have also been concerned about replicating innovation and with help from the philanthropic community, a new phenomenon has emerged, charter management organizations (CMOs) – networks of schools that share the same education program. CEG’s research, the first national study of CMOs, examined the process of scaling-up.

CMOs are about to embark on a new study examining CMOs to traditional school districts. Are CMOs bureaucracies like school districts, or do they represent a different form of organization? Early evidence suggests many CMOs are highly successful in educating the students they serve – largely urban, poor, ethnic minorities. CEG’s study asks questions that compare the structures and processes of the two systems.

The pioneering work of CEG continues to lead the field in the study of governance, management and performance of charter schools.


to selected teams for implementing their plans. The research project is particularly significant because the PSCI model may provide important data to inform similar reforms across the country. With the Initiative, LAUSD joins a growing number of districts that are implementing school Portfolio District Reform and school turnaround models. The LAUSD Initiative is innovative in its commitment to ensure that the newly implemented schools – whether focus or relief schools – meet the contextualized needs of their communities. The Initiative provides a distinct opportunity to study the portfolio-turnaround hybrid model of reform and obtain reliable outcomes estimates, made possible by LAUSD’s commitment to transparency and the administration’s desire to partner with the Rosier research team.