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CONTACT: Albert Lang (202) 955-9450 ext. 317 or alang@communicationworks.com

States Face Challenges in Monitoring Supplemental Education Services under the No Child Left Behind Act

Most Cite Inadequate Federal Funds and Lack of Staff as Key Impediments

WASHINGTON – March 14, 2007 – Most states are struggling to monitor the impact of supplemental educational services – tutoring, remediation, and other interventions – available to students in schools identified for improvement under the No Child Left Behind Act, according to a new report from the Washington, D.C.-based Center on Education Policy (CEP).

Supplemental services, intended to boost student achievement, must be provided to low-income students in Title I schools that have failed to meet adequate yearly progress (AYP) targets for three or more consecutive years under the No Child Left Behind Act. According to CEP's 2006 report on the implementation of NCLB, 12 percent of all Title I districts – including over 50,000 schools enrolling 12.5 million students – were required to offer supplemental services in 2005-06, and 15 percent of the students in those districts were eligible to receive the extra support.

While supplemental services are federally mandated, state education agencies are charged with identifying, approving, and monitoring the effectiveness of organizations that provide them. But in a survey conducted in the fall of 2006 for its study, *State Monitoring of Supplemental Educational Service Providers Under the No Child Left Behind Act*, CEP reports that 38 states say they are unable to monitor "to a great extent" the "quality and effectiveness" of supplemental service providers. In most cases, states report having insufficient staff and inadequate federal funding to monitor effectively.

"The bottom line is that states need more federal support to effectively carry out their duties in overseeing supplemental education service providers," said Jack Jennings, President & CEO of CEP. "Right now, not every state is able to ensure that the entities providing the services are of high quality, and we don't know if these services are improving student achievement."

The report indicates that almost all states (between 47 and 49) have used criteria required by NCLB to review and approve applications from potential supplemental service providers. These criteria are designed to ensure that providers have a record of effectiveness, offer services consistent with district instructional programs, and meet a range of quality, health and safety standards as well as civil rights laws.

But the report also notes wide variance in reapplication policies across states, with providers in some states having to reapply every year, while providers elsewhere are never required to formally reapply.

The report is part of the Center's ongoing efforts to assess the federal, state, and local implementation of the No Child Left Behind Act. Throughout 2007, CEP will release additional new research on the implementation of the federal education law.

Based in Washington, D.C. and founded in January 1995, by Jack Jennings, the Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. The Center does not represent any special interests. Instead the Center helps citizens make sense of the conflicting opinions and perceptions about public education and create conditions that will lead to better public schools.

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For more information on state and local implementation of the supplemental educational services provisions under NCLB, see *From the Capital to the Classroom: Year 4 of the No Child Left Behind Act*, released by CEP in March 2006.