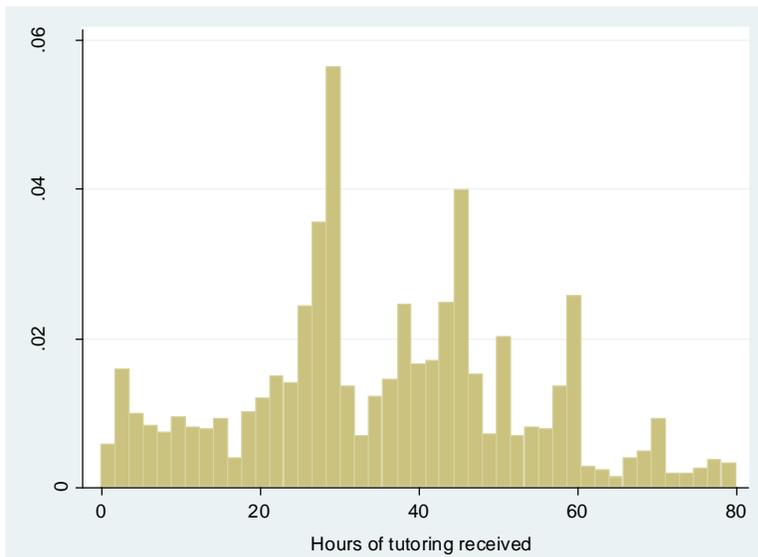


Provider name	Positive impacts on student achievement	High impact (greater than average)	Average hours of SES received by students				% of tutoring received by 2012 ISAT test date
			2008-09	2009-10	2010-11	2011-12	
Brainfuse <i>(small provider in 2011-12)</i>	reading (2010-11)	reading (2010-11)	22.7/ 24.4 (on-line)	27.5/ 24.8 (on-line)	22.0	21.0	84.2
Breakthrough Urban Ministries					40.5		
Brilliance Academy			24.7	31.3	41.2		
Cambridge Educational Services	reading (2008-09) reading (2009-10) math (2008-09) math (2010-11)	reading (2008-09) math (2008-09) math (2010-11)	27.0	24.4	31.2	25.2	87.1
Center of Higher Development					43.3		
Chess Academy	math (2008-09) math (2009-10) reading (2010-11) math (2010-11) reading (2011-12) math (2011-12)	math (2008-09) math (2009-10) reading (2010-11) math (2010-11) reading (2011-12) math (2011-12)	48.4	43.5	47.8	42.4	60.2
Chicago Ace it Tutoring					24.4		
Children's Home + Aid Society, Inc.	math (2008-09) math (2009-10)	math (2008-09) math (2009-10)	36.8	31.7	37.7		
ClubZ! Tutoring Service, Inc.	math (2010-11)	math (2010-11)	32.9	33.6	50.8		
CSC Julex Learning			50.3				
Educate Online (formerly Catapult)	reading (2009-10) math (2011-12)	reading (2009-10)	18.6	23.1		32.5	43.4
Education Masters	math (2011-12)					29.3	58.2
Educational Specialties				47.9			
Failure Free Reading			27.0/ 31.9 (on-site)				
GradeCracker LLC						29.7	18.6
Huntington	reading (2008-09) reading (2010-11) reading (2011-12) math (2011-12)	reading (2008-09) reading (2010-11) reading (2011-12)	31.7	36.2	33.6	35.3	65.4
IEP	reading (2008-09) reading (2009-10)	reading (2008-09)	46.3	46.4	44.9	44.8	75.4

Summary of Findings on SES Impacts in Chicago Public Schools, August 6, 2013, C. Heinrich, SESIQ2

**This information on Supplemental Educational Services (SES) effectiveness and provider impacts in Chicago Public Schools (CPS) is produced by the Multisite Study of the Implementation and Impact of Supplemental Educational Services (funded by the Institute of Education Sciences, PR/Award number: R305A090301, [www.sesiq2.wceruw.org](http://www.sesiq2.wceruw.org)) through econometric analyses that use gains in reading and math test scores as the outcome measures.**

In the four school years in which we have measured SES impacts in CPS (2008-09, 2009-10, 2010-11 and 2012), the following SES providers were found to have impacts on student reading and/or math achievement every year (average hours of tutoring provided in 2011-12 in parentheses): **A.I.M. High (50.6), Brain Hurricane (34.8), Chess Academy (42.4), Huntington (35.3), Newton Learning (38.7), Orion's Mind (34.6), SES of Illinois (33.1), School Service Systems (52.1) and Unparalleled Solutions (54.4)**. Their average effect sizes<sup>1</sup> in 2011-12 ranged from 0.053 to 0.114 standard deviations (s.d.), and 5 of these 9 providers delivered higher than average hours of SES (the average hours of SES attended with all providers was 35.7 hours). The histogram below shows the number of hours CPS students attended SES in the 2011-12 school year:



It is important to note that in the 2011-12 school year, many providers continued to tutor students after the March 2012 ISAT testing dates. As a result, the estimated effects for providers will only reflect the hours of tutoring that took place before the March testing dates, and therefore, for many of these providers, the effects may be underestimated (smaller than the true effects). For these 9 providers identified as effective, the fraction of their average tutoring hours provided that are included in the estimation of SES effects are as follows: A.I.M. High (60.3), Brain Hurricane (59.6), Chess Academy (60.2), Huntington (65.4), Newton Learning (61.4), Orion's Mind (63.9), SES of Illinois (64.5), School Service Systems (73.4) and Unparalleled Solutions (67.9).

<sup>1</sup> As measured in this study, an effect size is the change—in standard deviations—in an average student's outcome that is expected if the student participates in SES. The standard deviation indicates how different (or far away) a value is from the district average gain, so that a larger standard deviation implies a bigger effect.