

Tutoring: Supplemental Educational Services (under Title I) Pre-K to 12 Education

Benefit-cost estimates updated December 2019. Literature review updated May 2015.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our [Technical Documentation](#).

Program Description: Current federal education law directs school districts who do not make "Adequate Yearly Progress" toward student proficiency standards to provide "Supplemental Educational Services"—primarily out-of-school-time tutoring—to eligible students at no charge to students and their families. Providers of SES include local and national for-profit and non-profit organizations as well as school districts themselves (unless they are identified as "in need of improvement" under AYP or have a waiver). Delivery methods (e.g., one-on-one, group, or online) vary; the amount of tutoring ranges from approximately 20 to 40 hours. This analysis estimates the impact of offering SES in school districts throughout the United States on reading and math test scores.

Benefit-Cost Summary Statistics Per Participant

Benefits to:

Taxpayers	\$815	Benefit to cost ratio	\$1.63
Participants	\$1,914	Benefits minus costs	\$1,112
Others	\$1,010	Chance the program will produce	
Indirect	(\$876)	benefits greater than the costs	61 %
Total benefits	\$2,864		
Net program cost	(\$1,751)		
Benefits minus cost	\$1,112		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2018). The chance the benefits exceed the costs are derived from a Monte Carlo risk analysis. The details on this, as well as the economic discount rates and other relevant parameters are described in our [Technical Documentation](#).

Detailed Monetary Benefit Estimates Per Participant

Benefits from changes to: ¹	Benefits to:				
	Participants	Taxpayers	Others ²	Indirect ³	Total
Labor market earnings associated with test scores	\$1,914	\$815	\$1,010	\$0	\$3,739
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$876)	(\$876)
Totals	\$1,914	\$815	\$1,010	(\$876)	\$2,864

¹In addition to the outcomes measured in the meta-analysis table, WSIPP measures benefits and costs estimated from other outcomes associated with those reported in the evaluation literature. For example, empirical research demonstrates that high school graduation leads to reduced crime. These associated measures provide a more complete picture of the detailed costs and benefits of the program.

²"Others" includes benefits to people other than taxpayers and participants. Depending on the program, it could include reductions in crime victimization, the economic benefits from a more educated workforce, and the benefits from employer-paid health insurance.

³"Indirect benefits" includes estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

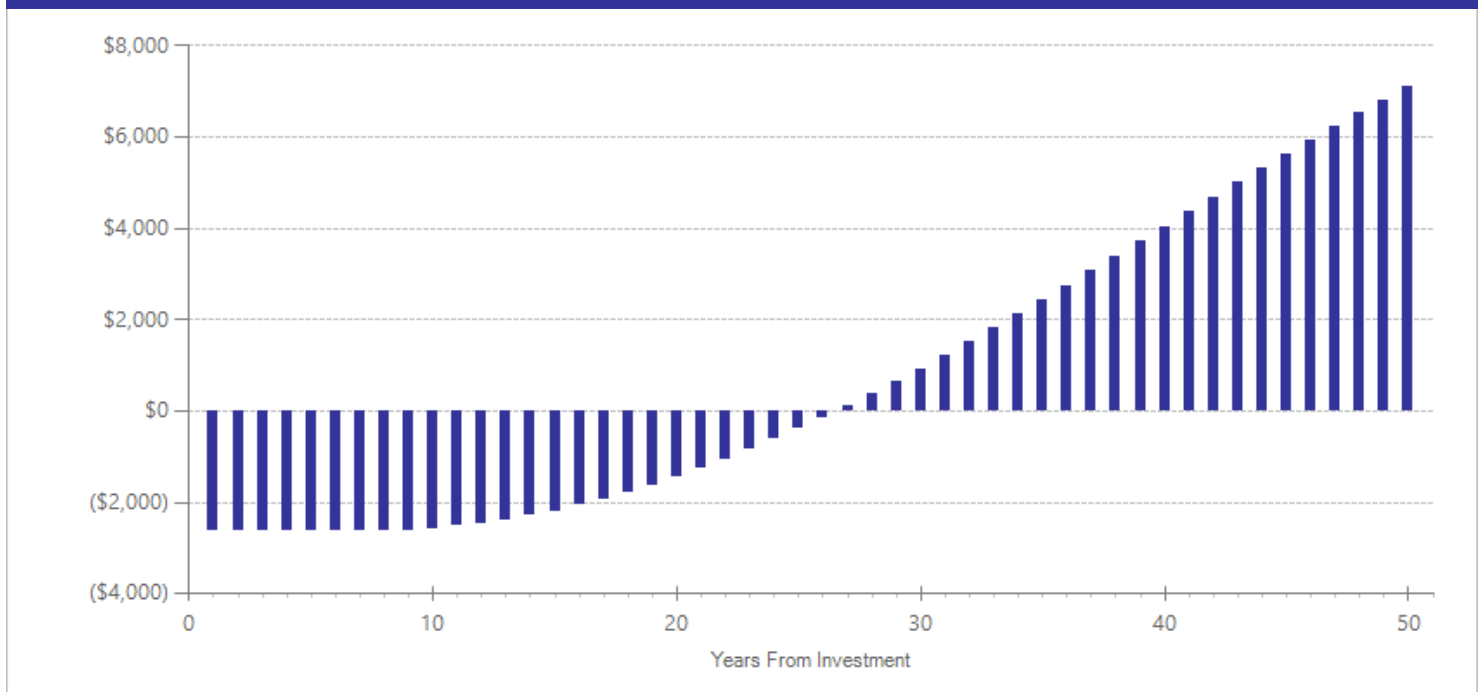
Detailed Annual Cost Estimates Per Participant

	Annual cost	Year dollars	Summary	
Program costs	\$1,550	2010	Present value of net program costs (in 2018 dollars)	(\$1,751)
Comparison costs	\$0	2010	Cost range (+ or -)	30 %

Average costs are estimated in the range (\$1,100 to \$2,000) reported in Heinrich, C.J., Burch, P., Good, A., Acosta, R., Cheng, H., Dillender, M., Kirshbaum, C., . . . Stewart, M. (2014). Improving the implementation and effectiveness of out-of-school time tutoring. *Journal of Policy Analysis and Management*, 1-34.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The cost range reported above reflects potential variation or uncertainty in the cost estimate; more detail can be found in our [Technical Documentation](#).

Detailed Annual Cost Estimates Per Participant



The graph above illustrates the estimated cumulative net benefits per-participant for the first fifty years beyond the initial investment in the program. We present these cash flows in non-discounted dollars to simplify the “break-even” point from a budgeting perspective. If the dollars are negative (bars below \$0 line), the cumulative benefits do not outweigh the cost of the program up to that point in time. The program breaks even when the dollars reach \$0. At this point, the total benefits to participants, taxpayers, and others, are equal to the cost of the program. If the dollars are above \$0, the benefits of the program exceed the initial investment.

Meta-Analysis of Program Effects											
Outcomes measured	Treatment age	No. of effect sizes	Treatment N	Adjusted effect sizes and standard errors used in the benefit-cost analysis						Unadjusted effect size (random effects model)	
				First time ES is estimated			Second time ES is estimated			ES	p-value
				ES	SE	Age	ES	SE	Age		
Test scores	10	22	293256	0.029	0.010	11	0.021	0.011	17	0.029	0.006

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

Deke, J., Gill, B., Dragoset, L., & Bogen, K. (2014). Effectiveness of Supplemental Educational Services. *Journal of Research on Educational Effectiveness*, 7(2), 137-165.

Heinrich, C.J., Burch, P., Good, A., Acosta, R., Cheng, H., Dillender, M., . . . Stewart, M. (2014). Improving the implementation and effectiveness of out-of-school time tutoring. *Journal of Policy Analysis and Management*, 1-34.

Munoz, M.A., Potter, A.P., & Ross, S.M. (2008). Supplemental Educational Services as a consequence of the NCLB legislation: Evaluating its impact on student achievement in a large urban district. *Journal of Education for Students Placed at Risk*, 13(1), 1-25.

Munoz, M.A., Chang, F., & Ross, S.M. (2012). No Child Left Behind and tutoring in reading and mathematics: Impact of Supplemental Educational Services on large scale assessment. *Journal of Education for Students Placed at Risk*, 17(3), 186-200.

Springer, M.G., Pepper, M.J., & Ghosh-Dastidar, B. (2014). Supplemental Educational Services and student test score gains: Evidence from a large, urban school district. Working Paper. *Journal of Education Finance*, 39(4), 370-403.

Zimmer, R., Gill, B., Razquin, P., Booker, K., & Lockwood, J.R. (2007). *State and local implementation of the No Child Left Behind Act: Volume I - Title I school choice, supplemental educational services, and student achievement*. Washington DC: U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service.

Zimmer, R., Hamilton, L., & Christina, R. (2010). After-school tutoring in the context of No Child Left Behind: Effectiveness of two programs in the Pittsburgh Public Schools. *Economics of Education Review*, 29(1), 18-28.

For further information, contact:
(360) 664-9800, institute@wsipp.wa.gov

Printed on 04-08-2020



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