



**ALBUQUERQUE
PUBLIC SCHOOLS**

Title I Private School Program Evaluation

2005-2006

District Goal: Academic Excellence

March 2007
Debra Heath



ALBUQUERQUE PUBLIC SCHOOLS

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Title I Private School Program Evaluation 2005-2006 Albuquerque Public Schools Executive Summary

Under Title I - Part A of the federal Elementary and Secondary Education Act, the Albuquerque Public School (APS) district is required to provide educational services for private school students who have academic need and reside in Title I public school attendance areas. In 2005-06, APS sponsored 10 individual private school Title I educational programs, reaching 232 students. The goal of these programs was to improve the reading comprehension and/or basic math skills of at least 80 percent of Title I students by a minimum of 0.5 grade level equivalents.

Research, Development and Accountability conducted an evaluation of APS-sponsored Title I programs for private school children to satisfy federal and state requirements and to provide information for program improvement. Highlights from the evaluation are below.

Student Achievement Outcomes - Annual Progress

- ◆ In reading and language arts, 80 percent of private school students who received Title I services improved skills by 0.5 grade level equivalents or more.
- ◆ In math, 76 percent of private students who received Title I services improved skills by 0.5 grade level equivalents or more.
- ◆ Five of eight private school programs met the annual progress goal in reading.
- ◆ Three of four private school programs met the annual progress goal in math.
- ◆ Thirty-eight percent of students with special needs, compared to 87 percent of regular education students, met the annual progress goal in reading.

Title I Services

- ◆ Ten private school programs provided Title I supplementary instructional services, mostly in reading and language arts, to 232 students.
- ◆ About half the students identified for Title I services received them.
- ◆ The average student had longer but less frequent Title I sessions compared to 2004-05.
- ◆ The amount, frequency, context and duration of instructional services provided by most private school Title I programs did not align with research-based recommendations.
- ◆ Each private school held between one and four parent involvement meetings attended by an average of 19 parents.
- ◆ Private schools used Title I-A professional development funds in a variety of self-determined ways, for example to send teachers to conferences.
- ◆ Private school officials reported less consideration of private school views in APS decisions and less satisfaction with information timeliness, budget loading and procurement, compared to 2004-05.

Evaluation results and national research suggest that Title I private school programs have the potential to enhance their impact on students by maximizing the frequency, duration and total time of instruction. APS Title I staff and instructional coaches are well positioned to help private schools identify and incorporate the most effective strategies.

Background and Purpose

Since it was first authorized in 1965, The Elementary and Secondary Education Act (ESEA) has required local education agencies (LEAs) to use federal Title I funds to provide supplemental educational services to private school students. Eligible private school students meet two criteria: (1) they live in Title I designated public school attendance areas, and (2) they are at risk of failing to meet high academic standards.

For many years, Albuquerque Public Schools (APS) provided a computer-assisted instructional (CAI) program for Title I-eligible private school students. APS teachers or educational assistants staffed the program, which was held in APS portables on private school grounds.

APS' Title I program for private school students shifted dramatically in 2002-03. The ESEA's 2001 reauthorization, called No Child Left Behind (NCLB), ended funding for non-public capital expenses. This forced APS to terminate the CAI program. Starting in 2002-03, APS' Grants Management and Title I offices asked each private school to develop its own proposal for using Title I funds. This practice paralleled the public school Title I grant allocation process.

Federal expectations for evaluating Title I programs for private school children also changed. Starting in 2002-03, APS' department of Research, Development and Accountability shifted its evaluation efforts to meet the following state and federal expectations:

1. Consult annually with private school officials about evaluation methods, measures and the use of evaluation results.
2. Define academic "annual progress" goals against which to evaluate the effectiveness of Title I programs for private school students (similar to Adequate Yearly Progress for public schools).
3. Evaluate services and "annual progress" outcomes on an annual basis.
4. If students fail to meet annual progress goals, recommend how Title I services will be improved.

RDA used the following data collection tools for the 2005-06 evaluation:

Table 1. 2005-06 Evaluation Data Collection Tools and Sources

Data Collection Tool	Data Source
1. Service delivery spreadsheet	Title I teachers and/or private school officials
2. Questionnaire	Title I teachers and/or private school officials
3. Allocation and expenditure records	Title I Instructional Coordinator & Grants Management Coordinator

Annual Progress

Federal law states that private school students who participate in Title I programs must be held to the same challenging standards that the state expects all public school students to meet. The law further states that the “LEA must annually assess the progress of the Title I program toward enabling private school Title I participants to meet the agreed-upon standards.” To do this, “every year the LEA and private school officials must consult on what constitutes ‘annual progress’ for the Title I program.”¹

Guidelines related to defining and evaluating “annual progress” are fairly general. The October 2003 Non-Regulatory Guidance for Title I Services to Private School Children provides the following parameters:

- Annual progress goals should align with state content and student achievement standards or with private school standards that are just as challenging as state standards.
- The LEA only needs to assess private school students in the subjects in which the LEA provides Title I services.
- Private school officials may provide the LEA with assessment data it has collected as part of its testing program. Alternatively, Title I funds may be used to assess private school children if the assessment is used only for Title I purposes.

¹ Title I Services to Eligible Private School Children: Non-Regulatory Guidance, October 17, 2003, page 31.

- The LEA has flexibility to group student data in ways that will produce the most accurate information about student progress.
- The LEA must evaluate the effect of all Title I services, including professional development services, on academic achievement.

Title I and RDA staff facilitated a number of group meetings and one-on-one discussions with private school representatives to set the following 2005-2006 annual progress goals for Title I private school students:

- 80% of Title I students will improve their *reading comprehension* skills by 0.5 grade level equivalents (GE's), and
- 80% of Title I students will improve their *basic math* skills by 0.5 grade level equivalents (GE's).

The 80% target was considered more realistic than the 2004-05 target of 100% because annual progress measures must include special needs students. Results from 2004-05 assessments showed that special needs students were less likely to meet annual progress goals, possibly because they show academic progress over longer periods of time.

Results

Description of Services

Title I Allocations and Expenditures

APS allocated a total of \$158,500 for 11 private school Title I programs in 2005-06, plus a total of \$11,000 for parent involvement activities and \$10,897 for professional development. Actual expenditures totaled \$130,856 for programs at 10 private schools (73% of total allocations).² Individual school expenditures ranged from a low of \$4,385 to a high of \$45,902. All 10 private school programs used Title I funds to pay for teacher or tutor salaries.

Students Served

Private school Title I services reached 232 students in 2005-06, an increase of 58 students compared to 2004-05.³ Ninety percent of students served were in kindergarten through fifth grade. The remaining 10 percent were in grades 6 through 8. All schools but one increased the numbers of students they served compared to the previous year. Figures between 2003-04 and 2005-06 suggest a gradual return toward the 310 students served in 2000-01, when APS provided a computer-assisted instructional program for Title I private school students.

Table 2. Number of Students That Received Direct Title I Instructional Services by Private School: 2005-06 Compared to Previous Years.

School	Number of Students Served				
	2000-01	2001-02	2003-04	2004-05	2005-06
Holy Ghost	25	44	34	21	27
Immanuel Lutheran	29	34	7	6	6
Queen of Heaven	NA	25	24	17	30
St. Charles	31	26	18	44	47
St. Mary's	58	24	35	41	48
Salam Academy	NA	NA	NA	NA	3
San Felipe de Neri	57	52	21	25	33
Our Lady of Fatima	26	16	0	10	2
St. Therese	36	NA	0	10	23
Our Lady's Assumption	48	40	0	0	13
TOTALS	310	237	139	174	232

NA = Not available or no Title I activity.

² One private school closed and therefore did not use its Title I allocation.

³ 21 of the 232 students did not receive services for the full school year.

About half the students originally deemed eligible for Title I services actually received them in 2005-06. In the spring and fall of 2005, classroom teachers identified a total of 503 students who met residential criteria and also needed academic help.⁴ Two hundred and eleven students received Title I services for the entire school year; 21 received services for part of the year.

Private school survey responses and information provided in school reports to RDA suggest the following reasons for serving a subset of students rather than the total number in need:

- Title I allocation was too small;
- Hard to find appropriate teachers or tutors;
- Alternative instructional program (e.g., Foundations Phonics) provided in regular classroom setting;
- Classroom teacher asked that Title I students not be pulled out from regular class;
- Students were found to be at grade level at the start of the school year;
- APS funds were delayed; and/or
- Parents, guardians or students declined services.

In addition, one or two schools demonstrated administrative problems that delayed or limited the implementation of Title I services. For example, one school reported starting Title I services in January even though federal law requires services to start at the beginning of the school year.⁵

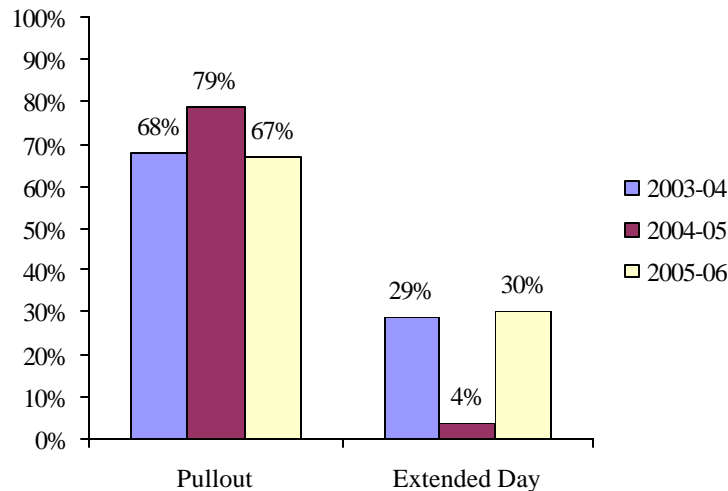
Contexts of Instructional Service(s)

The most common approach to providing Title I instructional services to private school students in 2005-06 involved pulling students out of their regular classes. Two-thirds of Title I participants received pullout services. Almost one-third received Title I instruction in addition to their regular school day. As illustrated in Figure 1, the pullout approach was less common in 2005-06 than in 2004-05 but equivalent to levels seen in 2003-04.

⁴ Private school teachers rated students' academic need in the spring of 2005. Not all these students reenrolled for the 2005-06 school year. New students assessed to have academic need were added in the fall of 2005.

⁵ "Under the equitable service provision of the Title I statute, the Title I program for private school students must begin at the same time as the Title I program for public school participants." *Title I Services to Eligible Private School Children: Non-Regulatory Guidance, October 17, 2003*, page 22.

Figure 1. Percentages of Private School Students in Pullout and Extended Day Programs: 2005-06 Compared to 2004-05 and 2003-04.



The emphasis on pullout services contradicted Title I statutes, which require the LEA to “give primary consideration to providing extended learning time.”⁶ The pullout approach also contradicts research showing that struggling students need more hours of instruction than low-risk students.⁷ Furthermore, the emphasis on pullout services may have limited the number of Title I service hours that students received. One school reported that ten children did not receive Title I services because their classroom teachers did not want them pulled out of class. At least one Title I teacher reported that scheduling conflicts during the school day occasionally constrained the regularity and length of Title I sessions.

Previous evaluations of APS’ Title I Private School Program have recommended reducing pullout services and increasing extended day services. However, private school officials cite the following barriers in response to an RDA survey:

- Conflicts with other after-school activities,
- Lack of teacher availability, and
- Transportation difficulties.

⁶ Title I Services to Eligible Private School Children: Non-Regulatory Guidance, October 17, 2003, page 21.

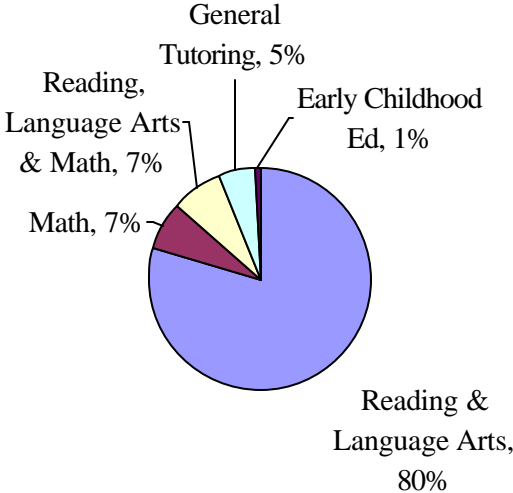
⁷ Preventing Reading Difficulties in Young Children (1998), Committee on the Prevention of Reading Difficulties in Young Children, National Research Council, edited by Catherine Snow, M. Susan Burns, & Peg Griffin, pp. 273-274.

One possible solution that warrants investigation is to pull students out for Title I instruction during times when regularly scheduled content is not occurring. This would extend students' learning time within the regular school day.

Curricular Focus

Reading/language arts was the most popular curricular focus of private school Title I services. Eighty percent of students (182) received instruction in reading and language arts, and another seven percent of students (16) received instruction in a combination of reading, language arts and math. Seven percent of students (16) received math assistance alone. Five percent of students (12) received general tutoring and one percent (2) received Early Childhood Education.

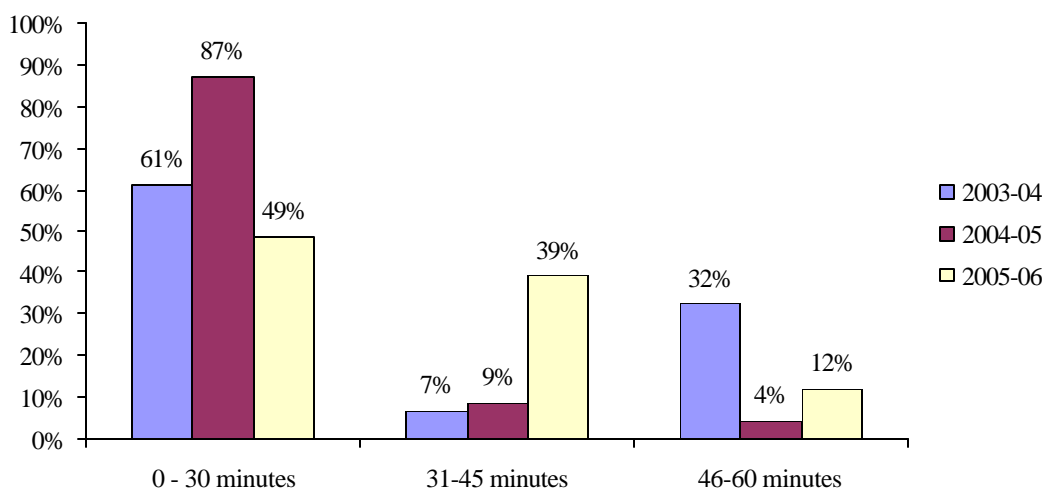
Figure 2. Percentages of Private School Students by Title I Curricular Focus, 2005-06.



Duration and Frequency of Instruction

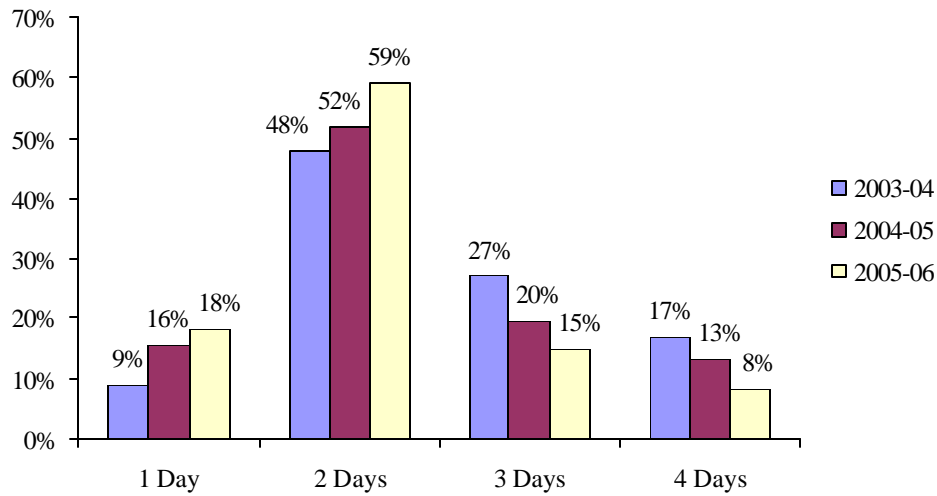
Overall, private school students received longer Title I instructional sessions than provided the previous two years. About half of the students receiving Title I services (51%) had sessions of 31 minutes or more, far more than in 2004-05 when only 13% had sessions longer than 30 minutes.

Figure 3. Percent Students by Length of Title I Instructional Sessions, 2005-06 Compared to 2004-05 & 2003-04.



Increases in the length of Title I sessions for many students were offset with *decreases* in the frequency of instruction. As depicted in Figure 5, the proportion of private school Title I students receiving instruction more than 2 days per week decreased each year between 2003-04 and 2005-06. In 2005-06, only 15% of students received 3 days of Title I instruction per week and only 8% received 4 days per week. Moreover, the length of these more frequent sessions was 30 minutes or less. The largest proportion of students (59%) received 2 days of instruction per week.

Figure 4. Percent Students by Number of Days per Week of Title I Instruction, 2005-06 Compared to 2004-05 and 2003-04.



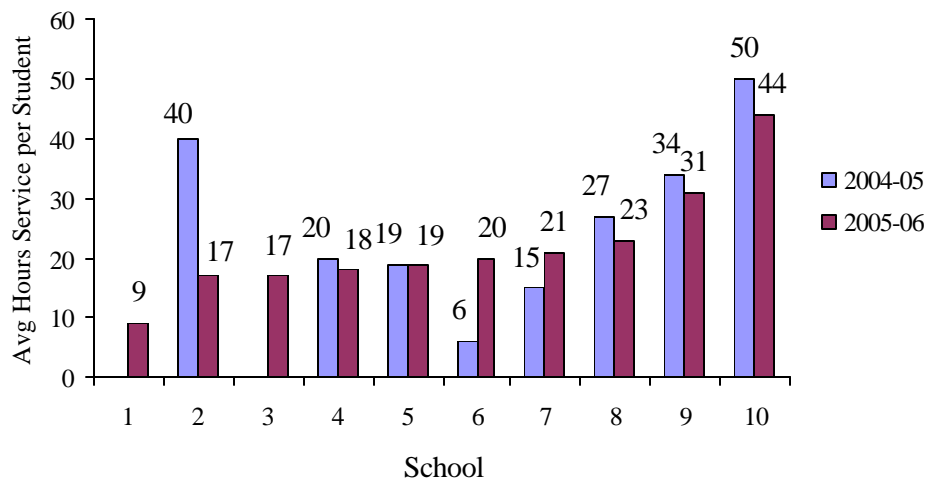
Some private school survey respondents cited reasons for not offering longer or more frequent Title I instructional sessions. They included:

- Title I allocations were too small to support longer or more frequent sessions;
- Shorter or less frequent sessions were considered more effective and/or more developmentally appropriate; and
- Classroom teachers objected to having students pulled out of their classes for long periods of time.

Total Hours of Instruction

Private school students received an average of 24 hours of Title I instruction in 2005-06. The total number of hours received per student varied greatly, ranging from 1 hour to 86 hours.⁸ By school, the total hours of Title I instruction delivered to students ranged from an average of 9 hours per student to an average of 44 hours per student (see Figure 3). At most schools, the total hours of instruction per student declined compared to 2004-05, probably due to decreases in the frequency of instruction.

Figure 5. Total Hours of Title I Instruction Received on Average Per Student by School: 2005-06 Compared to 2004-05.



⁸ These figures include only students who participated in Title I services for the entire school year.

Annual Progress

The ‘annual progress’ goal set by private school and APS representatives in 2005-06 was that at least eighty percent of Title I students would improve their reading comprehension and/or basic math skills by a minimum of 0.5 grade level equivalents. Schools provided RDA with test results from their regular testing programs. Table 3 lists the assessments used to measure annual progress in reading and in math, as well as the number of schools using each assessment.

Table 3. Annual Progress Goals and Assessments, 2005-06

Annual Progress Goal	Assessments & (Number of Schools)
80% of Title I students will improve their <i>reading comprehension</i> skills by 0.5 grade level equivalents (GE’s).	Early Literacy (1) STAR Reading (5) Developmental Reading Assessment (1) Iowa Test of Basic Skills (2) Woodcock (1)
80% of Title I students will improve their <i>basic math</i> skills by 0.5 grade level equivalents (GE’s).	STAR Math (2) Iowa Test of Basic Skills (2)

Most schools submitted pre-test information from the fall of 2005. The two schools that used the Iowa Test of Basic Skills submitted scores from the spring of 2005 as pre-test data for the 2005-06 year. As a whole, schools submitted pre- and post-test scores for 25 out of 32 students who received Title I math services for a full year, and for 149 out of 198 students who received reading and language arts services for a full year.

These assessment results provide only a gross indicator of Title I program success. We cannot isolate the effects of Title I instruction from the effects of their regular classroom experience or from other education they may have received. Furthermore, because APS did not require private school Title I programs to use a consistent assessment, it is not possible to compare the results of different private school programs. Nevertheless, annual progress results do offer a way to identify private school Title I programs that may require monitoring and/or technical assistance.

As a whole, APS-sponsored private school Title I programs met the annual progress goal in reading and almost met the annual progress goal in math during 2005-06. Eighty percent of

private school students receiving Title I reading and language arts instruction improved their reading comprehension skills by 0.5 grade level equivalents. Of those receiving Title I math instruction, 76% improved their basic math skills by 0.5 grade level equivalents.

By school, five out of the eight schools that submitted pre- and post-test scores met the annual progress goal in reading. Three out of four met the annual progress goal in math, although one of the schools submitted scores for only one student. Table 4 shows the percentages of Title I students that met the annual progress goal (i.e., improved their reading/language arts and/or math scores by 0.5 grade level equivalents or more), by school.

Table 4. Percentages of Title I Students Improving Reading and Math Scores by 0.5 Grade Level Equivalents or More, by Private School, 2005-06.⁹

School	Reading		Math	
	Percent	Number/ Total Tested	Percent	Number/ Total Tested
1	100%	35/35	NA	NA
2	82%	31/38	NA	NA
3	46%	5/11	60%	9/15
4	67%	16/24	NA	NA
5	80%	20/25	NA	NA
6	0%	0/2	NA	NA
7	90%	9/10	100%	5/5
8	100%	4/4	100%	4/4
9	NA	NA	100%	1/1
TOTALS	80.5%	120/149	76%	19/25

Data collected from private schools provide little insight about the factors that promote student achievement among Title I students. Statistical tests reveal no apparent correlations between annual progress achievement and the total amount, frequency or duration of Title I instructional services.¹⁰ Nor did staffing appear to matter. Unlike results from 2004-05, Title I programs staffed by APS teachers were no more likely to outperform programs staffed by private school teachers/tutors.

⁹ The school numbers are not consistent with school numbers used in Figure 3. One school is not included because it did not submit both pre and post-test assessment data in Grade Equivalents.

¹⁰ Only full-year students with pre- and post-test scores reported in grade level equivalents were included in analyses.

Performance of Special Needs Students

Private school representatives asked RDA to evaluate the annual progress of special needs students as a separate sub-group.¹¹ They wished to know how students with special needs affected aggregate results. They also wanted information that would help them know whether specialized programs such as Wilson Reading were improving students' academic progress. Five private schools submitted information to RDA identifying students with special needs. Four of these schools submitted useable pre- and post-test score data for a total of 16 special needs students.

Analyses suggest that students with special needs were far less likely than regular education students to meet the annual progress goal in reading. Of the 16 students identified as special needs who also had pre- and post-test scores in reading, 38% (6) improved their reading comprehension skills by 0.5 grade level equivalents. This is a notably lower proportion than the 87% of Title I students not identified as having special needs who met the annual progress goal in those same schools.

Table 5. Percentages of Title I Students Improving Reading Scores by 0.5 Grade Level Equivalents or More: Special Needs Students Compared to Regular Education Students in Four Private Schools, 2005-06.

School	Special Needs		Regular Education	
	Percent	Number / Total Tested	Percent	Number / Total Tested
4	0%	0/6	89%	16/18
5	71%	5/7	83%	15/18
6	0%	0/2	NA	NA
8	100%	1/1	100%	3/3
TOTALS	37.5%	6/16	87.2%	34/39

Results also suggest that the poorer performance of special needs students may depress a school's likelihood of meeting annual progress goals. Among schools that submitted special

¹¹ "Special needs" includes students with formal documentation of disabilities, such as IEP's and 504's, as well as students observed to have disabilities but without formal documentation due to parent refusal or other reasons.

needs and test score data, the only school that failed to meet annual progress would have done so if special needs students had been excluded.

One school provided information that may explain why some special needs students were more likely than others to meet the annual progress goal in reading. Four of the school's five special needs students who met annual progress received Wilson Reading instruction for 45 minutes three times per week in addition to Title I instruction. In order for RDA to conduct a more complete evaluation of the annual progress of students with special needs, more schools would have to provide special needs data. RDA also would need to collect more information on instructional programming.

Parent Involvement

Section 1118 of the Title I statute requires APS to provide equitable services to parents of private school participants using funds reserved off the top of its Title I allocation. The purpose is to help children achieve high academic standards. The October 2003 Non-Regulatory Guidance suggests the following parent involvement activities: written agreements between the LEA and parents, parent meetings, communications between Title I instructors and parents, parent-teacher conferences and parent education. The LEA must plan and implement activities in consultation with private school officials and parents.

APS' Title I resource teacher in charge of parent involvement met with private school officials at least four times during 2005-06. She also held 6 parent meetings. The meetings provided opportunities for teachers, educational assistants, parent liaisons, and parents to collaborate, share ideas, and get information about reading, math and parent programs, speakers and strategies for maximizing parent involvement. APS' Title I resource teacher also clarified Title I guidelines and expectations for parent involvement.

APS allocated \$1,000 per school for parent involvement activities in 2005-06. These funds supported the purchase of food, supplies, books and speakers for parent meetings, as well as postage and paper. According to survey results from six private schools, each school held

between one and four 4 parent involvement meetings over the course of the year. On average a total of 19 parents attended.

Professional Development

APS is required to provide equitable professional development services to teachers of private school Title I students. Funds must come from the Title I-A professional development set-aside and must be proportional to the number of private school children eligible for Title I funding. Professional development activities should address how private school teachers can serve Title I students better, such as by providing information on research-based reading and math instruction. Title I funds also may be used to pay for the stipends of private school teachers so they can participate in professional development activities. The cost of training Title I teachers who are employees of APS, however, must be paid from the funds reserved for the professional development of APS teachers.¹²

APS allocated a total of \$10,897 for Title I professional development in 2005-06. School allocations ranged from \$67 to \$2,588, depending on the size of each school's Title I-A eligible population. Originally, APS planned to use the funds to support the participation of private school teachers in professional development sessions conducted by APS' Teaching and Learning Systems (TLS) department. By December of 2005, it became apparent that Title I funds had not been put in the appropriate accounts for use by TLS. This discovery, paired with feedback from private school officials that the content of TLS sessions was not relevant to private school teachers' needs, compelled APS to allow each private school to determine independently the use of its professional development allocation. For example, one school used the funds to send a teacher to a kindergarten conference.

¹² *Title I Services to Eligible Private School Children: Non-Regulatory Guidance, October 17, 2003*, page 30.

Private School Satisfaction

APS' Title I office began working to reestablish positive relations with private schools in the fall of 2003, after federal changes and APS staffing and accounting problems had compromised Title I services for private school students. To measure the effects of APS' efforts, RDA has conducted four surveys of private school officials. The first one in September 2003 asked private school officials to comment on the 2002-03 school year. The second one, conducted in April 2004, showed improved satisfaction and understanding among school officials. Results from the third survey, in April 2005, indicated almost universal satisfaction with APS' handling of Title I affairs.

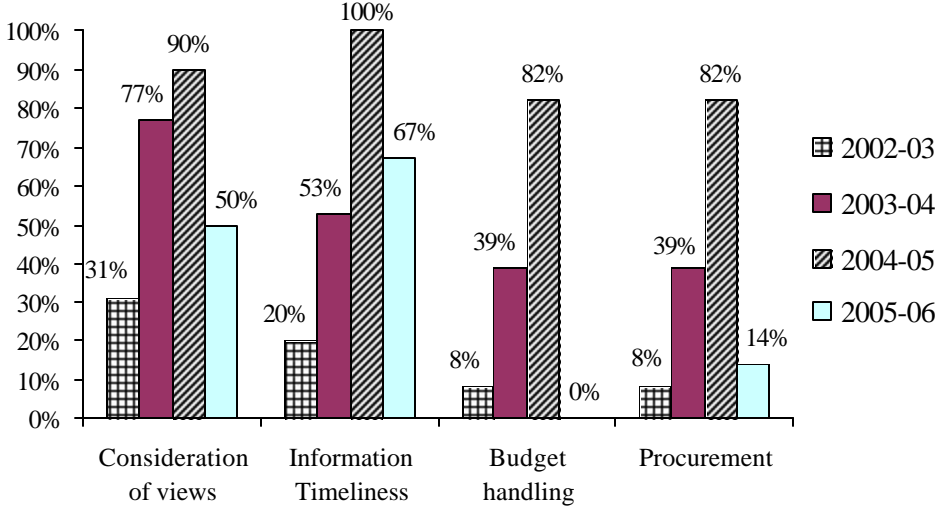
Results from the May 2006 survey show sustained satisfaction with most aspects of Title I management but less satisfaction in some areas. All private school respondents felt meetings were productive. All were satisfied with the clarity, accuracy and completeness of information and with the quality of APS' administrative support. All but one respondent said they knew and understood NCLB requirements and how APS calculates funding allocations.

However, survey results also suggest that satisfaction declined in the following areas of Title I management (see Figure 6):

- Only 50 percent of respondents agreed that APS took private school views and interests into account when making decisions about programmatic and budgetary issues related to private schools.
- Compared to previous years, representatives expressed less satisfaction with information timeliness, budget loading and procurement (purchases and budget transfers).

In written survey comments, private school officials noted delays in processing requests for computer software, as well as concerns about tight proposal development timelines and professional development funding delays and requirements. APS Title I program staff could use regularly scheduled private school meetings to investigate the causes of dissatisfaction and identify ways to rectify problems.

Figure 6. Percentages of Private School Survey Respondents Expressing Satisfaction with APS' Handling of Title I Program Affairs: 2002-03 to 2005-06.



Conclusions

Ten APS-sponsored private school Title I programs provided direct instructional services, mostly in reading and language arts, to 232 students in 2005-06. Small increases in the number of schools providing services and in the number of students receiving services, compared to 2003-04 and 2004-05, may suggest a gradual return toward pre-NCLB levels of activity. At the same time, only about half the students originally identified as needing and eligible for Title I instruction actually received it.

Title I instructional sessions tended to be longer in 2005-06 than in 2004-05. However, for the second year in a row the frequency of Title I sessions declined. The total hours of instruction per student declined as well. On average, students received 24 total hours of Title I instruction in 2005-06 compared to an average of 31 hours in 2004-05.

School officials explained that Title I instructional services were limited by the size of Title I allocations, by parent and student refusals to participate, by difficulties in finding appropriate teachers or tutors, and by APS funding delays. In some cases, shorter and/or less frequent sessions were considered more effective and/or more developmentally appropriate. Additionally, some classroom teachers did not want students pulled out of their classes. In at least one case, administrative problems within the private school may have interfered with attempts to establish and run a viable Title I program.

As a whole, APS-sponsored private school Title I programs met the annual progress goal in reading and almost met the annual progress goal in math.

- 80% of private school students receiving Title I reading and language arts instruction improved their reading comprehension skills by at least 0.5 grade level equivalents.
- 76% of students receiving Title I math instruction improved their basic math skills by at least 0.5 grade level equivalents.

By school, many but not all Title I programs met the annual progress goals.

- Five out of eight schools met the annual progress goal in reading.
- Three out of four schools met the annual progress goal in math.

Finally, special needs students were far less likely than regular education students to meet the annual progress goal.

Data collected from private schools provide little insight about the factors that promoted student achievement among Title I students in 2005-06. However, national research studies suggest that increasing the total amount, context, frequency and duration of instructional services could enhance effectiveness. Table 6 identifies divergences from nationally recognized supplemental literacy practices.¹³

Table 6. Alignment of Title I Private School Supplementary Literacy Practices with Research-Based Recommendations.

Research-based recommendations for supplemental literacy interventions	Title I private school program characteristics in 2005-06
1. Occur on a <i>daily</i> basis for the duration of a school year or most of the school year	77% of students received 1 or 2 days per week of Title I supplementary instruction.
2. Involve <i>more time</i> in reading and writing than for children not at risk	2 out of 3 students received Title I services during the regular school day, which did not provide them extended time compared to lower-risk students.

Improving instruction for Title I students in private schools depends on continuing to cultivate reflective collaboration and a climate of trust between APS and private schools. The participation of private school officials in APS’ regular consultation meetings is critical, as is their openness to examining strategies for improving Title I programming in their schools. APS Title I staff and instructional coaches are well positioned to help schools identify the most effective instructional strategies. Effective collaboration depends also on APS’ transparency about its handling of Title I funds and about how programmatic decisions are made.

¹³ Preventing Reading Difficulties in Young Children (1998), National Research Council, pp. 273-274.

Recommendations

RDA recommends the following actions to strengthen APS' Title I private school program, increase its benefit for students and meet federal requirements:

1. Consider how to increase the number of students receiving Title I instruction in *addition* to regular instructional time, rather than as a replacement (pullout). One strategy that could extend learning time within the school day is to pull students out for Title I instruction during times when regularly scheduled content is not occurring.
2. Consider how to increase the number of Title I students receiving 4 or 5 days per week of supplementary instruction, as recommended by the National Research Council's review of successful literacy interventions.
3. Consider collecting additional data on instructional programming that can be used to investigate the factors that enhance the impact of Title I services on students' academic achievement.
4. Investigate the causes of private school dissatisfaction with APS and identify ways to foster productive relations.