

Questions from Consultation Meeting held November 11, 2010

From: Kimberly Fisher
Risen Savior Lutheran School

Question:

Could you explain the reason for the district citing research in class size reduction as justification for mandatory group size of 6-8 when federal policy clearly prohibits the use of Title I money for class size reduction models in non-public schools?

(CSR-California, STAR-Tennessee, and SAGE-Wisconsin class size reduction only reports)

*STAR Research- The Peabody Journal (Vol. 67, No. 1, Fall
1989/1992),www.heros-inc.org/star.htm*

CSR Research-California's Class Size Reduction

IMPLICATIONS FOR EQUITY, PRACTICE & IMPLEMENTATION-

http://www.wested.org/policy/pubs/full_text/class_size/sect1.htm

Answer:

Class size reduction was not cited as a manner of justification for mandatory group size of 6-8, but was used only as an example of how the 6-8 model serves less students than most class size reduction programs. Also, the examples that were provided, were in response to a question on the difference between Sage Research and Intervention Research.

Consultation Question:

1. (Q) There were several concerns about the adequacy about the research to determine the 1.6 ratio, *it was stated that Sage research and Intervention research differ.*

(A) Ms. Jones gave the following examples:

California, Tennessee, and Wisconsin set different thresholds for student-teacher ratios which include both Sage and Intervention research:

- California's CSR (Class Size Reduction) program defined a small class as one with a ratio of 1:20 (intervention)
- Tennessee's Project STAR (Student Teacher Achievement Ratio) defined a small class as one with a ratio in the 1:13-1:17 range (intervention)
- Wisconsin's SAGE defined a small class as one with a ratio of 15:1.
- Also, as previously stated 1:6 ratio is cost effective.

Ms. Jones also recommended schools to visit <http://dpi.wi.gov/sage/> for more information on Sage.

Question:

Could you please explain why evidence based practice (Daly, et.al,1999; Begeny, Martens 2006, Studies; U of Kansas & U of Oregon) for supplemental instruction group size for early intervening and prevention of learning difficulties, encouraged in PL104.45, is disregarded by the district when deciding on effective small group size for Title I intervention in the non-public schools?

Daly, E. J., III, Martens, B. K., Hamler, K. R., Dool, E. J., & Eckert, T. L.
(1999). A brief experimental analysis for identifying instructional components needed to improve oral reading fluency. *Journal of Applied Behavior Analysis*, 32, 83-94.

Begeny, J. C., & Martens, B. K. (2006). Assisting low-performing readers with a group-based reading fluency intervention. *School Psychology Review*, 35, 91-107.

Begeny, J. C., & Silber, J. M. (2006). An examination of group-based treatment packages for increasing elementary-aged students' reading fluency. *Psychology in the Schools*, 43, 183-195.

<http://reading.uoregon.edu/curricula/models.php>

<http://www.jgcp.ku.edu/>

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Answer:

- a. MPS is not disregarding the research of others; however, we stated during the consultation that in regards to small groups, it is not cost effective to implement a 1:1 or even a 1:4 model. That we must look across the city of Milwaukee at large and take into consideration the number of Milwaukee resident students who would not receive services with a 1:1 model. Also, as previously stated the state has also confirmed and recommended that 1:6 is more reasonable and cost effective.

Question:

Is it being mandated from MPS that Title I teachers serving within non-public schools carry a minimum class load of 48? Is there a minimum case load for full time teacher rosters? It is accurate that instructional time will be cut if there is not at least 48 students on the specific teachers' roster?

Answer:

Our goal is to serve as many students as allowed within the Title I regulations. The case load is based on the amount of Title I funds allocated to serve Milwaukee resident students attending non-public schools.

Question:

Can you cite specific examples in equitable participation where MPS district interventionists are required to have 48 as a sole case load?

Answer:

Please see response above.

**Khawla Asmar
Salam**

Question:

Can we place smartboards in a fixed position rather than portable and in which classrooms?

Answer: We use portable items because all Title I materials and equipment belongs to the Milwaukee Public Schools. It is easier to removed portable items than fixed items.

**Mary Banach
Catholic East**

Question:

Could we change the consultation meeting scheduled for Holy Thursday (4/21/11)?

Answer: We can conduct a survey during the next consultation to determine if the other private schools have the same recommendation.

**Judy Birlem
Prince of Peace**

Question:

How can we know what questions we will have until we are listening to you? How is this a meaningful consultation?

Answer: Remember you are able to write down questions during the consultation also and we will answer them and place them at the end of the consultation minutes. During the last consultation, we answered questions and were able to stay focus on the agenda.

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Claire Bretka
St. Anthony's

Question #1: Can the date for the consultation meeting be moved from the Holy Thursday (4/21/11)?
Thanks!

Answer: We can conduct a survey during the next consultation to determine if the other private schools have the same recommendation.

Question #2: I am concerned with the change in looking at grade equivalent score instead of NCE to show progress. Especially w/ newly arrived ELL's

Answer: Milwaukee Public Schools will be collecting the Growth Scale Value (GSV) and Grade Equivalent (GE) which was recommended by Pearson. However, we are still reviewing the NCE to show progress also.

Remember the Title I program doesn't specify any subgroup. ELL and special education students enter the Title I program based on the same criteria as regular education students.

Katherine Horn
Omni

Question: Suppose a student has been receiving Title I services at another school and then transfers to one of our schools. Do Title I services, along with all criteria, follow that student and thus that student can continue receiving services in the new school?

Answer: Students must be served based on rank order.

- If the student was receiving Title I services at another school and transfers
- All ranked 1 students are being served at the school
- The transfer student is ranked as a 1 and there is a spot

Then the transferred student may receive Title I services. However, the school would need to secure the data used to determine eligible from the previous school.

Angela M. Lampkin
Child Dev. Cnt of St. Joseph

Question#1: How is your curriculum developed to support the curriculum used at the private school?

Answer: The curriculum used is based on the needs of the students.

Question #2: What strategies are used to be consistent with the learning styles of children and research-based instructional practices?

Answer: This is a question you should be consulting with your non-public school vendor because all vendors use research-based instructional practices, but responses may vary as to the types strategies used for the various learning styles of children.

Question #3: Does the private school participate in the selection of the Title funded staff assigned to private schools?

Answer: No, the private school does not participate in determining the Title I staff. Remember, the Title I program is a Milwaukee Public School program and not a private school program.

Question #4: What is the cost of services provided to the private school?

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Answer: This information was provided to all schools during the vendor selection process. Please see the minutes from February 2010.

Question #5: What are the success rates for improving math and reading scores?

Answer: Unfortunately, this information is not collected. We can only provide you with assessment data for the Title I program. Individual private schools can determine the success rate for improving math and reading scores. However, based on our GRADE and GMADE data almost all students are gaining.

Question #6: What types of supplies, materials, space is needed for Title teachers?

Answer: This question varies from location to location as it relates to supplies and materials. However, space is needed for the Title I teachers to implement the program. A classroom is preferably.

Mary Lubarski
St. Adalbert

Question#1: Please change consultation meeting scheduled for Holy Thursday (4/21/10). This impacts all Catholic/Christian schools.

Answer: We can conduct a survey at the next consultation to determine if the other private schools have the same recommendation.

Sandy O'Brien
St. Marcus

Question#1: How long is the process of purchasing instructional materials through Title I funding / vendor?

Answer: The vendor's must submit a pre-approval form by the end of the month, we respond within 10 days and materials can be order if approved. Vendor's also have the option of submitting an "expedited request" if there is something that is needed immediately.

From: Kathy Vincent
St. Vincent Pallotti

Question#1: How is MPS monitoring that the vendor is providing adequate materials and programming for Title I students?

Answer: Pre-approval process, ongoing site visit, concerns from private school, and contractual agreement.

Question#2: What amount/percentage of money allocates for Title I services can be used to provide instructional materials?

Answer: There is no set amount/percentage for purchasing instructional materials, although all instructional materials must be reasonable and necessary.

Answer:

Question#3: Will private schools be receiving a breakdown (budget) of how the money that was allocated to our schools is being used? (We discussed this at the last RISAC meeting).

Answer: As stated at the RISAC, the private schools have a tool to monitor their Title II spending.

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**From: Barbara Zbikowski
Marquette Univ. H.S.**

Question#1: How often may we expect an itemized balance sheet of services from our Title I vendor? I have requested one or expected one, each quarter. I did receive one at the beginning of this year for last year.

Answer: If this is something you have requested from your vendor and they have not complied, please contact our office at 475-8892.