



MILWAUKEE PUBLIC SCHOOLS
Division of Teaching and Learning
Title I Section

**Milwaukee Public Schools
Evaluation of 2003-2004 School Year Title IA Services
Eligible City of Milwaukee Resident Students Attending
Non-public Schools**

Introduction

The Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act* of 2001 (NCLB), provides benefits to non-public school students, teachers and other educational personnel, including those in religiously affiliated schools. These services are considered to be assistance to students and teachers and not to non-public schools. The reauthorized ESEA requires the equitable participation of non-public school students, teachers, and other educational personnel in some of its major programs.

Milwaukee Public Schools is required to provide services to eligible non-public school children, teachers and other personnel consistent with the number of eligible children enrolled in non-public elementary and secondary schools in the City of Milwaukee. These services and other benefits must be comparable to the services and other benefits provided to public school children and teachers participating in the program and the services must be provided in a timely manner.

ESEA contains requirements for timely and meaningful consultation between appropriate public and non-public school officials. The goal of the consultation process is to meet the needs of eligible non-public school students and/or teachers and other educational personnel. Consultation between the entity receiving federal financial assistance and non-public school officials must occur before any decision is made that could affect the ability of private school students, teachers and other educational personnel to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

NCLB also requires consultation between the Title program Local Educational Agency (LEA) and non-public schools. Specifically, the law requires MPS to consult on these questions:

- How the LEA will identify the needs of eligible private school children
- What services the LEA will offer to private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contracted third party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with §200.78 to determine the number of private school children from low income families residing in participating public school attendance areas.
- The equitable services the LEA will provide to teachers and families of participating private school children.
- The provision of a copy of the Title I application to private school officials, if requested.
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

Consultation on these issues is ongoing and directed toward continuous improvement of ESEA-related services.

Service Delivery

Title IA services to eligible Milwaukee resident students attending non-public schools underwent dramatic changes in 2003-2004. The service model went from Computer Assisted Instruction provided through MPS paraprofessionals to a teacher led small group instruction program provided through third party providers. As this transition was made, an influx of non-public school program participants led to the extension of services to over 100 schools, where approximately 60 had been served in previous years.

Information about service delivery options under ESEA was shared with non-public schools and their opinions were solicited regarding the types and forms of service that would meet the needs of their eligible students. Non-public schools indicated that they were interested in K-12 programming that was flexible, cost effective and comprehensive. They requested that services be delivered during the regular school day, before and after school or on Saturdays. They requested services that would allow them to continue to make use of CAI resources when possible. They requested that MPS enter into agreements with third party vendors to allow for a full range of tutoring services delivered at flexible times.

The Milwaukee Public Schools Title I staff explored the possibility of providing required services through third party vendors and worked with the U.S. Department of Education to develop MPS Request for Proposals #402 to solicit vendors that could provide the range of services being requested.

The RFP process led to the recommendation of The Learning Exchange, a Brookfield, Wisconsin based company with 4 years experience providing supplemental education services in City of Milwaukee non-public schools; Nonpublic Educational Services, Inc., a Salem, Massachusetts based educational organization, with over 25 years experience in Title I for non-public schools, currently servicing 72 school districts in two states; and Sylvan Education Solutions, a Baltimore, Maryland based company which provided educational services to more than 69,000 students in more than 900 public and non-public schools and 150 school districts across the country during the 2001-2002 school year as service providers for the 2003-2004 school year.

Upon approval by the Milwaukee Board of School Directors, participating non-public schools were provided with information about vendor service models and offered a choice of Title IA service providers. Schools that did not make a selection were assigned a provider. MPS then entered into contracts with the three service providers for the 2003-2004 school year. The contracts and associated RFP contained requirements for both annual pre and post testing with reading/language and math assessments to be selected by each service provider and an annual standardized assessment to be selected by MPS. Data on Students Served

The chart on the following page provides information about schools served by each provider. About 20 schools that had expressed an interest in Title IA services did not have allocations large enough to sustain Title IA educational services at the minimum levels required by the district. These schools had these options: decline service and leave funds to be put into carryover for the next year, donate funds to another school in a "pooling" arrangement allowed under the law, or use allocations to participate in parental involvement and professional development activities.

School Data			
	Sylvan	Learning Exchange	NESI
Schools Selecting/Assigned to this provider	52	9	56
Elementary (inc. k-8) Served	24	7	42
Middle Schools Served	2	0	0
High Schools Served	8	0	3
Middle/High Schools Served	5	0	2
K9/K12 Schools Served	5	1	3
Schools Served	44	8	50
Declined/Pooled Funds	8	1	6

The following chart provides information about the services provided by each provider. The number of students served does not match the totals of services provided for Sylvan and NESI because many students received Title IA services in more than one subject area.

Students Served Data: Spring Eligibility Reports			
	Sylvan	Learning Exchange	NESI
Reading	1108	490	1178
Math	454	0	202
Math and Reading	256	0	0
Other Support Services	125	0	0
Totals (Unduplicated Counts)	1306	490	1380

Summary of Annual Assessment and Evaluation Requirements for Non-public School Title IA Service Providers

Request for Proposals 402 outlined requirements for assessment and evaluation for contractors providing Title IA services to eligible Milwaukee resident students in non-public schools. Contractors must:

- Annually assess students served in terms of progress in meeting Wisconsin academic achievement standards, or the alternative standards of participating non-public schools
- Consult with non-public schools and MPS to establish ways to measure progress
- Prepare and submit an evaluation report, which includes:
 - The results of the assessment of the Title I programs the contractor is providing,
 - A description of program services and activities, especially new services, activities, methods, etc., and the result of their use;
 - A description of the performance of Title I personnel, including a description of performance ratings,
 - Description of exceptional instruction and services,
 - Description of and reasons for unsatisfactory performance, and

- Other information on teacher performance that may have affected, positively or negatively, student achievement;
- An evaluation of the content and effectiveness of the parental involvement policy
 - To determine the effectiveness of the policy in increasing the participation of parents,
 - To identify barriers to greater participation of parents in activities, and
 - To use the findings to improve the strategies for program improvement and parental involvement;
- Special problems encountered and solutions applied or anticipated; and
- Complaints and status of their resolution.

Summative Data

MPS identified the Terra Nova assessment to reflect the progress of children served toward meeting challenging academic content and student academic achievement standards. In March of 2004, 2,455 Title IA students in grades one to 12 were tested in reading, language arts and/or math.

The following items need to be considered during an analysis of performance on this test:

- Title IA is required to provide “Targeted Assistance” to students enrolled in non-public schools. This means that schools and service providers have to work together to identify and serve the most academically needy students at Title IA schools. Enrollment at Milwaukee Title IA non-public schools in 2003-2004 was 21,205. The 2,455 students tested represent slightly less than 11.6% of the students at those schools. The data provided from Terra Nova testing only represents the results from this 11.6% of non-public school students who were identified as “most at risk” academically.
- Comparing data across participating non-public schools is problematic because of the different populations served at the schools. Some non-public schools are designed only to work with at risk students while others are designed as college preparatory schools with demanding entrance requirements.
- 2003-2004 was the first year of Terra Nova testing for non-public school students enrolled in Title IA; so comparative summative data from the previous year is not available.
- Grade level standardized tests tend to be less reliable for students that are either very advanced or very far below grade level. In theory, the entire Title IA population tested falls into the latter group.

In spite of the items listed above, some analysis of test results is possible. Grade level results for math and reading were grouped in the Minimal, Basic, Proficient and Advanced categories used in MPS reporting of Terra Nova results. No student who is performing at a Proficient or Advanced level would be expected to qualify for Title IA services. Any students who reached Proficient or Advanced levels after 6 or 7 months of Title IA service would be candidates for dismissal from the program based upon their demonstrated academic progress. The charts below offer data on numbers of Title IA students reaching those levels at each grade level in reading and math.

Table 1: 2003-2004 Terra Nova Reading Results for Students Receiving Title IA Instruction in Milwaukee Non-public Schools (data not available above 9th grade): Percent of students at each proficiency level at each grade level.

2003-2004 Terra Nova Reading Results – Title IA Students in Non-public Schools									
Percent:	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Advanced	3.3	0.6	0.3	1.6	0.0	0.0	0.0	0.0	0.6
Proficient	23.2	14.1	13.2	6.6	14.2	7.9	17.8	10.4	21.2
Basic	25.8	30.3	31.2	19.3	25.1	33.1	23.0	31.9	22.3
Minimal	47.6	55.0	55.3	72.5	60.7	59.0	59.2	57.7	55.9
# Tested	271	327	311	305	219	178	152	163	179

Table 2: 2003-2004 Terra Nova Math Results for Students Receiving Title IA Instruction in Milwaukee Non-public Schools (data not available above 9th grade): Percent of students at each proficiency level at each grade level.

2003-2004 Terra Nova Math Results – Title IA Students in Non-public Schools									
Percent:	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Advanced	0.4	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Proficient	9.5	5.9	8.1	3.4	4.4	3.2	1.5	2.6	4.7
Basic	11.9	12.0	8.5	3.1	14.1	12.1	9.6	8.4	9.3
Minimal	78.2	81.8	83.4	93.5	81.6	84.7	89.0	89.0	86.0
# Tested	243	324	295	293	206	157	136	155	193

Table 3: 2003-2004 Terra Nova Reading Results for Students Receiving Title IA Instruction in Milwaukee Non-public Schools (data not available above 9th grade): Number of students and percent at each proficiency level.

2003-2004 Terra Nova Results – Number and Percent at Each Proficiency Level in Reading and Math				
	Reading		Math	
	Number	Percent	Number	Percent
Advanced	18	.86	2	.08
Proficient	297	14.1	105	4.55
Basic	566	26.89	194	8.42
Minimal	1224	58.14	2002	86.93

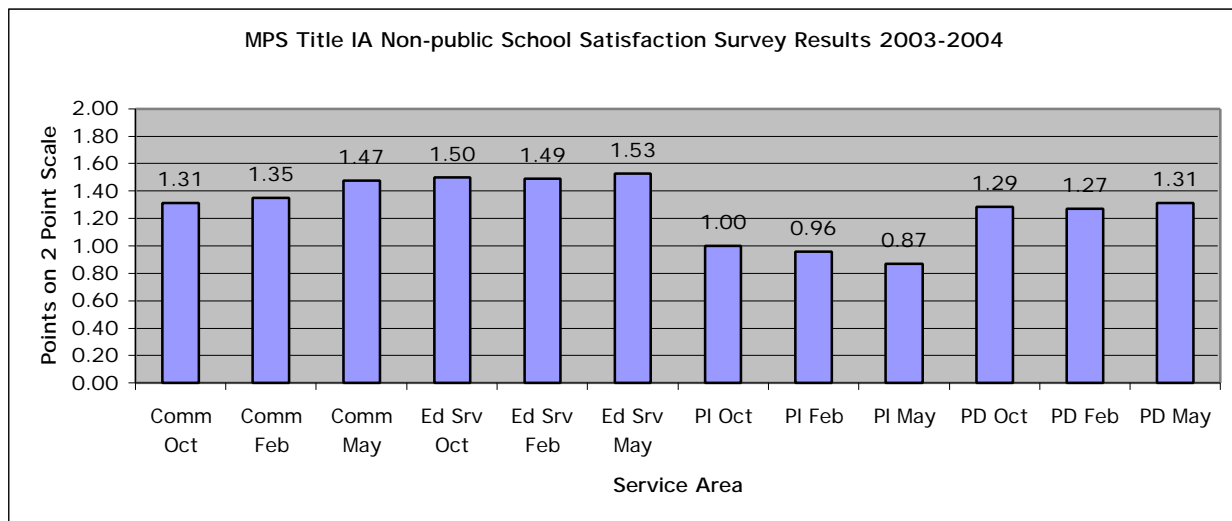
Title IA students served in kindergarten and grades 10 to 12 are not included. Kindergarten students were not tested. Cut points for proficiency levels have not been established for 10th to 12th grade students.

Data from Surveys and Other Sources

Each Title IA service provider collected information related to pre and post testing for Title IA programs offered in 2003-2004 as well as survey data from students, parents and non-public school staff members (including administrators). A sampling of their data is shown here in chart format. MPS collected additional survey data from participating non-public school administrators three times during the 2003-2004 school year. It is shown below in chart form. The surveys show consistent improvement in school satisfaction with Title IA programs for all providers as the year progresses. Eighty-six schools responded to at least one of the surveys.

Surveys were sent to non-public school administrators at schools getting Title IA services from one of three Title IA service providers in the 2003-2004 school year. Principals were asked to rate service provider on the following criteria: communication, educational services, parental involvement activities for Title IA families, and professional development for non-public school staff members working with Title IA students. Responses of “Very Good” were given 2 points, responses of “Adequate” were given 1 point, and responses of “Poor” were given 0 points. The average response score was calculated by dividing the total of points by the number of respondents scoring.

Graph 3: MPS Satisfaction Survey:



In the start up year for the new MPS Title IA service delivery model for non-public schools, service providers concentrated on establishing communication with participating non-public schools and on the delivery of educational services. Survey results indicate a higher level of satisfaction in those two areas, with generally increasing satisfaction levels as the year progressed. Many more respondents did not evaluate parental involvement and professional development provided by Title IA service providers with approximately 6% of available funds. The relatively lower satisfaction levels with these aspects of the Title IA program point to the need to improve those aspects of the program in year two.

Discussion

In 2003-2004, Title IA non-public school program evaluation focused on both individual student achievement and the effectiveness of Title IA educational programs. The cooperative efforts of MPS, Title IA service providers and participating non-public schools made the transition from the CAI model to the teacher-led, small group instruction model possible. The early signs of success as measured by both numbers of students moving to proficiency and by school satisfaction with Title IA services offer reasons to be both gratified and challenged.

In coming years, MPS will work with service providers to develop common pre and post test materials for service providers as well as additional common instruments to collect survey data from parents, students and non-public school staff members. We also plan to improve tracking of individual student progress in the program.

MPS will again use the Terra Nova as one measure of student progress in the 2004-2005 school year. Since NCLB mandates that the effectiveness of Title IA programs is to be gauged in terms of standards set in non-public schools where such services are provided, MPS has been urged to consider accepting the results of summative measures being used at those participating non-public schools as a measure of the Title IA program's effectiveness. A transition to the use of local school results will be a topic for required consultation with participating non-public schools in March of 2005. Copies of evaluation reports provided by individual Title IA service providers are available upon request.

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