

# Title I Programs in Private Schools and Institutions for Neglected or Delinquent Children and Youth: 2003-04

REIS04-154-4

## *At a Glance*

In accordance with the Elementary and Secondary Education Act of 1988, as amended by the Improving America's School Act of 1994, the Dallas Independent School District (DISD) provided Title I, Part A services to eligible students enrolled in private schools and to neglected or delinquent children and youth residing in institutions for the 2003-04 school year. The overall purpose of the Title I program is to help disadvantaged children meet high standards by enabling schools to provide opportunities for children served to acquire the knowledge and skills contained in the State content standards and meet the State performance standards that was developed for all children. Services were provided through supplemental instruction in reading in the private schools and supplemental instruction and tutoring in the institutions in all subjects.

### **Demographics**

#### Private Schools

Title I program services were provided to eligible students in ten different private schools, all of which had a religious affiliation. The private schools included eight Catholic Diocese schools, Akiba Academy and St. Philip's School. The Catholic Diocese schools included Our Lady of Perpetual Help, St. Augustine, St. Bernard, St. Cecelia, Santa Clara Catholic Academy, St. Mary of Carmel, St. Philip, and St. Pius. A total of 416 children enrolled in Pre-K through Grade 8 was served during the 2003-04 school year. The grade-wise distribution ranged from six students in Grade 8 to 71 students in Grade 3. The majority (73%) served was Hispanic, 22% were White, 4% were African American, and 1% was Other. Fifty-four percent (54%) were male and 46% female.

Catapult Learning (formerly Sylvan Education Solutions), a third party contractor, implemented the Title I program in the eight

Catholic Diocese schools, while the Dallas Independent School District (DISD) retained responsibility for fiscal matters, monitoring the quality of services, program evaluation and ensuring that services provided were reasonably equitable to those provided to public school students. The DISD on the other hand, was directly responsible for providing administrative, technical, fiscal management, program evaluation, personnel and staff development support to the non-Catholic Diocese Schools.

#### Institutions

Four institutions implemented the Title I program under Title I, Part A, which included Buckner Children and Family Services, Casa Shelter, Juliette Fowler Homes, and Promise House. The institutions served neglected, abused or delinquent children and youth. Five hundred ninety-four (594) students in Grades Pk-12 were served in 2003-04. The number of students served by institution ranged from 37 (6%) to 225 (38%) students. Forty-eight percent (48%) of students were African American, 26% were Hispanic, 25% were White, and 1% was Other. There were 307 (52%) female and 287 (48%) male participants.

### **Program Methods**

#### Private Schools

Title I services at the Catholic Diocese schools were provided to improve reading skills through teacher-directed instruction in small groups of six students. Two schools provided instruction three times a week for a total of 135 minutes each. The other five schools provided instruction two times a week for a total of 90 minutes each.

Akiba Academy and St. Philips School provided Title I services through age/grade appropriate supplemental instruction materials in classrooms, presented by teachers in direct,

small group, one on one, and computer assisted instruction. Akiba Academy provided instructional services to improve reading skills while St. Philip's focused on math skills.

Catapult Learning hired five teachers for the eight Catholic Diocese schools through Title I funds. One teacher was assigned per school to deliver Title I services to eligible students, however, due to a shortage, some taught at two schools. Teachers from Akiba Academy and St. Philips School were not funded through Title I, however they provided supplemental instruction to eligible students using instructional, testing and general materials, as well as technical equipment purchased with Title I funds.

### Institutions

Supplemental instruction in all subject areas including preparation for the General Equivalency Diploma (GED) was provided through computer-assisted instruction, small group instruction, tutoring, one-to-one, multi-age grouping, etc. Two instructional delivery models, "pull-out" and "add-on", were used to provide the Title I services in the institutions for neglected or delinquent children and youth. The overall teacher-student ratio was 1:1, while instruction periods varied from 25 minutes to four hours. The institutions addressed the special needs of all the residents through their own program services that included the development of social, study, and behavioral skills. They provided counseling, vocational and job-skills training, college preparation, and independent living skills/training.

The DISD provided teaching support through the Hospital/Homebound Program to Promise House and Juliette Fowler Homes. Due to funding cutbacks, Casa Shelter was without a teacher therefore the shelter staff filled in throughout the 2003-04 school year. Title I funds were used to hire a part-time teacher/tutor, each, at Juliette Fowler Homes and Buckner Children and Family Services. All institutions used Title I funds for educational materials and supplies.

### **Outcomes**

#### Private Schools

The *Stanford Achievement Test, Ninth Edition (Stanford 9)* pretest (fall 2003) and posttest (spring 2004) reading scores for Catholic Diocese students in Grades 2-8 were compared

to find out whether they had made substantial progress to determine program success. All eight Diocese schools, showed positive Normal Curve Equivalent (NCE) mean gains, ranging from 4.5 to 11.0. The pretest and posttest NCEs for the eight Catholic Diocese schools were 26.7 and 33.5, respectively. The aggregate NCE mean gain was positive at 6.8.

Akiba Academy administered the reading and math subtests of the *Terra Nova* norm-referenced test to students in Grades K-2 and the *Iowa Tests of Basic Skills (ITBS)* to students in Grades 3-6. Ninety-seven percent (97%) of the students tested in Grades K-2 scored at or above the 50<sup>th</sup> percentile on both subtests. Seventy-five percent (75%) of the students tested in Grades 3-6 scored at or above the 50<sup>th</sup> percentile on these subtests.

St. Philips School administered the *Stanford 9* test to students in Grades K-6. Fifty-eight percent (58%) of the students tested scored at or above the 50<sup>th</sup> percentile. Based on the students' performance on these tests, it was apparent that the supplemental programs at the Catholic Diocese schools and Akiba were successful but not as successful at St. Philips.

### Institutions

Title I students in the institutions did not reside long enough to be tested. Consequently, no test data were available for Buckner Children and Family Services, Juliette Fowler Homes, Casa Shelter, and Promise House. The transient nature of these students makes it difficult to provide comparable test information. No other measurement indicators of program success were available for the institutions.