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**ACCELERATED LEARNING PROGRAM (ALP)
GRADES 3-5: EVALUATION 2007-08**

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ABSTRACT

ALP 2007-08 was designed to primarily support Level I and II student below grade levels, with others supported as funds allowed. Evidence indicates many students scoring proficient were served (especially in literacy) while some students scoring below grade level received no documented support. ALP reached less than half of students scoring below grade level in literacy and in mathematics. Literacy achievement growth outcomes for Level I-II students below grade level were about the same as for other Level I-II students (many of whom received other services); ALP results were less positive for students who scored at grade level prior to service than for similar students. Mathematics proficiency results were less positive than for those served in other programs or not served. Achievement outcomes were similar for students served during the school day or outside of the school day.

SUMMARY

The Accelerated Learning Program (ALP) at grades 3-5 in 2007-08 had documented service to 4,945 individual students—3,529 students in literacy and 3,904 in mathematics. Although ALP was designed primarily to help students reach proficiency as measured by End-of-Grade (EOG) tests, only 41.1% of those served showed below-grade-level scores on standard tests before service in literacy. In mathematics, 73.3% of students served had below-grade-level scores. ALP served about 40% of students who scored below grade level within literacy and within mathematics, with other services supporting many others. No service was documented for 7.8% of below-grade-level students in literacy and 17.4% in mathematics. Many students received more than one form of support. Achievement outcomes showed 39.4% of ALP literacy students exceeded growth targets in 2007-08. Compared to those not served, results for Level I-II students were similar, but results for Level III-IV students were less positive. One-third of non-proficient ALP mathematics students reached proficiency in 2008, compared to 42.1% of other students. Assistance provided during the day and outside of the school day led to similar achievement outcomes in reading and mathematics. Greater detail is shown in Table 1.

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Table 1
ALP Evaluation – Key Questions and Answers

QUESTION	ANSWER
Need	
What need is ALP designed to meet? What are the program's goals?	Some students in WCPSS do not meet grade-level standards on state and local assessments; ALP was designed to help them reach these standards.
Participation	
How many students participated in ALP in 2007-08? <ul style="list-style-type: none"> • How many scored below grade-level prior to service by subject? • How many other students participated in ALP by subject? 	Overall, 4,945 students participated in ALP 3-5 during the 2007-08 academic year: <ul style="list-style-type: none"> • 41.1% of those served in literacy and 73.3% of those served in mathematics were not proficient prior to participation in ALP. • The majority of students in ALP literacy and close to 30% of those in ALP mathematics scored at grade level prior to service.
How many students in grades 3 through 5 scored below grade level in 2007?	In 2006-07, 7,394 students in grades 3 through 5 scored below grade level: 4,388 in mathematics only, 966 in reading only, and 2,040 in both reading and mathematics (See Figure 3).
How many of the students who scored below grade level were served through ALP? <ul style="list-style-type: none"> • If students were not in ALP, were they served through Special Education or Title I services? • If not, did they receive ESL or other support? 	ALP served about 40% of those who scored below grade level within literacy (3,006) and within mathematics (6,428) See Figure 4. <ul style="list-style-type: none"> • Special Education or Title I supported additional students-- 41.5% in literacy and 21.9% in mathematics. • Beyond this, English as a Second Language or another support was provided for 336 students in literacy and 1,372 in mathematics. No service was documented for 7.8% of students in literacy and 17.4% in mathematics.
Implementation	
<ul style="list-style-type: none"> • How was ALP implemented in schools? What models were used? • How many hours of assistance did students receive? 	<ul style="list-style-type: none"> • Schools provided ALP both during and outside of the school day. Service was most commonly provided during the school day in small groups or flexible skill-based remedial groups. • Most students received 50 hours or more of service in ALP literacy and in mathematics. The most common range of hours provided was 50-99 per student per subject.
Achievement Outcomes	
<ul style="list-style-type: none"> • In literacy, what percentage of students exceeded reading growth targets in 2007-08 (reading tests were renormed in 2007-08)? • In mathematics, how many below-grade-level ALP students reached proficiency? How many students who started out proficient stayed proficient? 	<ul style="list-style-type: none"> • In literacy at grades 4 and 5, 39.4% of ALP students exceeded reading growth targets. ALP students who did not score proficient before service were about as likely to exceed growth targets as similar students not served (42.0% versus 39.5%). Those proficient before service were less likely than other proficient students to exceed growth targets (36.0% versus 48.8%). • In mathematics, one third (33.0%) of ALP students who were below grade level on their 2007 mathematics EOGs reached proficiency on their 2008 mathematics EOGs (compared to 42.1% of other non-proficient students). Most (70.0%) Level III and IV students participating in ALP mathematics scored Level III or Level IV on their 2008 mathematics EOGs, but this was lower than for other proficient students (94.9%).
Did time of day of services impact achievement?	Students served during the day or outside of the day had similar achievement outcomes in literacy and mathematics.

ALP HISTORY

The original (1999-2000) focus of the Accelerated Learning Program (ALP) was to help the Wake County Public School System (WCPSS) meet an achievement goal to have 95% of its students scoring at or above grade level in grades 3-8 (as measured by the North Carolina End-of-Grade [EOG] tests in reading and mathematics). ALP was initially designed to help students who scored below grade level on standardized tests reach proficiency by providing additional instruction outside of the school day.

North Carolina Student Accountability Standards require that students who score below grade level receive targeted intervention. Moreover, Wake County School Board Policy states:

Focused intervention strategies and accelerated activities must be provided and should include research-based best practices that meet the needs of students (5530.3.2, R&P).

The type of targeted intervention is flexible in state standards, including modified instructional programs, summer school, special homework, extended school day, and tutorial sessions. ALP was considered the primary way this support was provided in WCPSS initially. Special Education and English as a Second Language (ESL) students were to be invited to participate. In some cases, Special Education or Title I services could be considered more appropriate. Because of the nature of ESL service, it was generally considered a complementary service rather than a substitute for ALP. Support from the regular teacher or another professional in the classroom was not considered sufficient support, although it could complement other supports.

IMPLEMENTATION AND PARTICIPATION

In 1999-2000, ALP was implemented in grades 3-8 at all WCPSS schools and replaced local efforts that targeted only schools with the greatest needs. Thus, assistance was available to all students scoring below grade level on EOG exams regardless of the school they attended. ALP was initiated as a way to extend time for learning; therefore, services initially were to be provided outside of the school day. This assistance was in addition to other programs available to students in some schools, such as Special Education, Title 1, ESL, Language Arts Resource Teachers, and Communities in Schools. About 70% of students scoring below grade level Levels I and II in the EOG tests received additional assistance from ALP during the 1999-2000 school year (Baenen & Lloyd, 2000).

Since its inception, ALP has undergone several modifications. The 2001-02 and 2002-03 school years saw increased flexibility in participation requirements at grades 3-8, with schools allowed to assist Level III proficient students through ALP based on available space (through local funds). ALP also became more of an option for service rather than an additional service. Title I schools used multiple criteria to determine service, rather than just one test score. Central coordinators for ALP recommended that students with the greatest need be served by Title I, with ALP serving others with needs who still scored below grade level. Substantial changes in funding formulas were undertaken in 2002-03 by allocating funds to schools as teacher months of employment (MOEs) rather than dollars per student scoring below grade level. These changes

allowed more planning and control for school principals and simplified finance procedures related to ALP staffing. On the other hand, it also made it more likely that full- or half-time teachers would be hired for ALP rather than one month of additional time for a number of teachers (which was more conducive to service outside of the school day). The time of day that services could be provided was also relaxed over time (Baenen, Yaman, & Lindblad, 2002; Baenen, Yaman, & Lindblad, 2003). Finally, in 2008-09, ALP was renamed Intervention Months, with new criteria and guidelines.

EFFECTIVENESS

ALP implementation in 1999-2000 saw positive results in student achievement, primarily at the elementary level. Students scoring at Level I and II showed exemplary growth, with 80% of schools showing exemplary growth for this group of students. By Spring 2001, Level I and II ALP students showed high growth on EOGs at both elementary and middle schools (grades 3-8). Coupled with an increase in the percentage of students rising to Level III, these improvements supported the effectiveness of ALP at grades 3-8 (Baenen et al., 2002).

In 2001-02 student proficiency continued to improve, with the percentage of below-grade-level students reaching Level III or IV in one year steadily rising since ALP began (e.g., from 39% in reading in 1999-2000 to over 50% in 2001-02 across grades 3-8)[Baenen et al., 2003]).

TIME OF DAY

During the first year, ALP was to be an initiative that provided low-achieving students with up to 22 days of additional focused instruction outside of the regular school day. Furthermore, there were to be a variety of times that ALP instruction would be offered to students: up to a third could be before or after school, with the rest offered on teacher workdays, holidays, Saturdays and, for year-round schools, during student intersession vacations. During 1999-2000, Saturdays and after-school programs were used primarily in traditional-calendar schools, with intersessions being mainly for students attending year-round schools (Baenen & Lloyd, 2000).

In 2000-01, schools reported lower attendance at ALP sessions held outside of the school day (particularly on Saturdays and before school). Session-time restrictions were lessened and services were allowed to be conducted during the day in addition to instruction occurring outside of school hours. At the elementary level, 34% of schools offered some assistance during the school day, with after-school and Saturday options continuing to be most common among schools (Baenen et al., 2002).

Assistance during the school day through ALP increased each year, especially in traditional-calendar schools. The percentage of elementary schools offering ALP during the school day increased from 0% in 1999-2000 to 34% in 2000-01 and 42.5% in 2001-02. In 2002-03, more than 70% of traditional-calendar schools reported that at least some of their ALP services were provided during the school day. Similarly, the percentage of traditional calendar middle schools offering ALP during the school day increased from 0% in 1999-2000 to 89.5% in the same time period (Baenen et al., 2003; Baenen, Yaman, & Febbo-Hunt, 2004).

Findings vary on the results of services provided during the school day versus an extension of the school day. For example, in the 2000-01 school year, findings suggested that elementary mathematics gains were not influenced by the time of day of ALP support. However, reading gains were significantly higher for students who received instruction only outside of the school day in comparison to those receiving ALP instruction both during and outside of school hours. Middle school students, however, displayed the strongest growth in mathematics when they received services during the school day. Overall, elementary schools with the highest growth of students below grade level in the 2001-02 school year offered most ALP instruction outside of the school day, compared to those schools with the lowest growth (Baenen et. al., 2002).

Nationally, there is little research that directly compares the effectiveness of supplemental education based on time of service. Evaluations focus on the success of individual programs. Seiler et al. (2008) reported on out-of-school time supplemental programs and indicated that implementation often varies based on the focus of the intervention (e.g., curriculum extension or one-on-one tutoring) and the time services are offered (e.g., after school, summer school, intersession). Lauer et al. (2004) reported disparate results on student achievement based on geographic location, grade level, academic focus, and hours of instruction. It appears that time of day is just one important variable to consider in measuring the effectiveness of programs.

EVALUATION PLAN AND DATA SOURCES

The focus of this evaluation is on the implementation and outcomes of ALP in the 2007-08 academic year. Key questions have to do with the need for the program, students selected to participate, implementation, and achievement outcomes (see Table 1 in the summary).

Information on participation in ALP at grades 3-5 was obtained from K-5 assessment data capture forms collected in May 2008. Classroom teachers were asked to indicate whether each student who had difficulty mastering expected skills for the grade level in literacy or in mathematics received additional instruction through ALP in that subject, as well as the approximate number of hours of service the student received in the 2007-08 academic year. In addition, the Prevention Services Department provided the Evaluation and Research (E&R) Department with models used by each school based on plans submitted to them.

There are a few limitations to the data used in this evaluation. First, in terms of students served, K-5 Assessment Data Capture Forms were completed by classroom teachers, who sometimes do not know the source of funding for support students receive. Therefore, these counts may under-represent the actual number of students served by ALP in each subject. Currently, there are no other means of documenting ALP participation.

Second, in reading, standards were in a state of transition in 2007-08. Scale scores associated with each level became more rigorous in spring of 2007-08. This meant fewer students scored below grade level in literacy than mathematics in 2006-07, which seemed to impact participation patterns. Proficiency level data for 2006-07 and 2007-08 were also not comparable. Growth as measured by academic change was used instead. Grade 3 reading pretests were not administered in the fall of 2007, so reading growth reflects grades 4 and 5. Counts of those with below-grade-level status for grade 3 were based on book-level scores from spring of 2007. Book-level scores

from spring to fall have been found to vary in prior studies (Baenen & Paepflow, 2006), but spring scores were the only scores available.

Third, some students may have received assistance through ALP only because of difficulty in writing rather than reading; these students could account for some students served who scored at grade level in literacy.

Fourth, 18.0% of the students served by ALP literacy did not have 2006-07 reading EOG levels or instructional book-level scores, and 11.6% of ALP mathematics students had missing scores for 2006-07 mathematics EOG levels or grade 3 mathematics pretest levels that were also unavailable. These students may have been new to the district, absent on the day of testing, or taken an alternate assessment. Those who took an alternate assessment were likely in need of services, while others may have been served based on classroom performance or other assessment results. For participation rates and achievement outcomes, we excluded analyses from students with missing scores.

METHODS

The population of interest varies for some key evaluation questions, with some analyses including all students served in ALP, and others including all students scoring below grade level in spring or fall of 2007. Analyses were completed using the Statistical Analysis System (SAS). Participation analyses involved calculation of numbers and percentages of students meeting various criteria. Reading growth was examined based on academic change scores used in state ABCs calculations. Of interest was the number and percentage of students who exceeded growth targets. Mathematics proficiency scores in 2006-07 were compared to 2007-08 scores to measure the effectiveness of ALP mathematics. Specifically, the number and percentage of below-grade-level students who reached grade level was of interest, as were the number and percentage of proficient students who remained proficient. Additional information on methods is provided in each section pertaining to achievement outcomes.

NEED

What need is ALP designed to meet? What are the program's goals?

Students in grade 3 through 5 scoring below grade level in reading and mathematics were the priority and primary target for ALP services and the group on which allocations were based. However, guidelines allowed students scoring at grade level who were demonstrating below grade level skills on formative assessments to be served. This report will review targeted students and participation in ALP literacy and mathematics separately, because individual students scoring below grade level vary by subject. The logic model shown in Table 2 highlights the needs, resources, and goals of the program.

Table 2
ALP Logic Model

Need: Some students perform below grade level expectations in WCPSS. This percentage has increased as standards have become more rigorous. Having students score at grade level will increase the likelihood that they will graduate on time.

INPUTS	STRATEGIES	OUTCOMES – IMPACT		
		Short-Term	Intermediate	Long-Term
Allotments provided based on students scoring below grade level Allotments support staff and materials for tutorial support services to students in literacy and math	Schools select model for service: <ul style="list-style-type: none"> • time of day • group size/ setting • materials used • students to serve 	<ul style="list-style-type: none"> • ALP program implemented effectively • Students provided with interventions targeted to their needs • Students show improved ability to meet grade-level expectations in core classes 	<ul style="list-style-type: none"> • Students increase proficiency on EOGs (e.g., Level I to II, Level II to III) • Students meeting reading and/or mathematics growth targets (academic change) on EOGs • Students served who were initially proficient remain proficient on EOGs 	All students score proficient on EOGs

STUDENT PARTICIPATION

How many students participated in ALP in 2007-08?

As Table 3 shows, 4,945 students participated in ALP 3-5 during the 2007-08 academic year. Of these students:

- 3,529 were served by ALP literacy, and
- 3,904 by ALP mathematics.

Within these program counts, 2,488 students were served for both subjects.

Table 3
2007-08 ALP Participation by Subject and Grade Level

Grade Level	ALP Literacy Total	ALP Mathematics Total	Both ALP Mathematics and Literacy	ALP Total (Literacy and/or Mathematics)
3 rd Grade	1,317	1,423	893	1,847
4 th Grade	1,193	1,176	807	1,562
5 th Grade	1,019	1,305	788	1,536
Total	3,529	3,904	2,488	4,945

Data Source: 2007-08 K-5 Assessment Data.

Interpretation Example: There were 4,945 total students served by ALP (literacy or mathematics) during the 2007-08 academic year. Of these students, 2,488 received assistance from both ALP literacy and ALP mathematics.

Of the students served, how many scored below grade level by subject prior to participating in ALP? How many other students participated in ALP by subject?

Mathematics and reading EOGs from the year 2006-07 were examined for students documented as served by either ALP literacy and/or ALP mathematics in 2007-08 on K-5 data capture forms.

As Table 4 shows, both proficient and non-proficient students were served, plus some students for whom scores were missing. Reasons for missing scores vary: Some students took an alternative assessment that did not yield the same type of level score, some were new to the district, some did not take the appropriate assessment, and some scores were unavailable for unknown reasons. Therefore, the fairest way to determine the percent proficient/not proficient of students served was to skip students with missing scores. Of those with level scores from the regular assessments, 41.1% of those served in literacy and 73.3% of those served in mathematics were not proficient prior to participation in ALP. The percentage of students served who were not proficient before service is much lower than in the early years of ALP (in the first year only non-proficient students were served and in 2001-02, 67% of those in ALP 3-5 were non-proficient students (Baenen & Lloyd, 2000; Baenen & Yaman, 2001).

The expectation was that most of the students served would be below grade level in the respective subject. Schools were advised they could serve students scoring at grade level in 2006-07 if students demonstrated below-grade-level skills on formative assessments. We have to assume that those with proficient scores or those with missing test scores showed a need for assistance based on formative assessments or multiple criteria.

Readers are reminded that the number of students scoring below grade level in the spring of 2007 was considerably lower in reading than mathematics because of the more rigorous mathematics standards. (Reading standards increased after the spring 2008 EOG administration.)

Table 4
ALP Participation in 2007-08 by 2006-07 Proficiency

Type	Not Proficient	Proficient	Missing Scores	Total
ALP literacy	1,188	1,706	635	3,529
ALP mathematics	2,531	922	451	3,904

Notes: Counts are duplicated. Students served by ALP mathematics and literacy are counted in both rows.

Proficiency is based on the same subject that the student received services in.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Of the 3,904 students served by ALP mathematics in 2007-08, 2,531 were below grade level on their 2007 mathematics EOG.

ALP Literacy by Grade

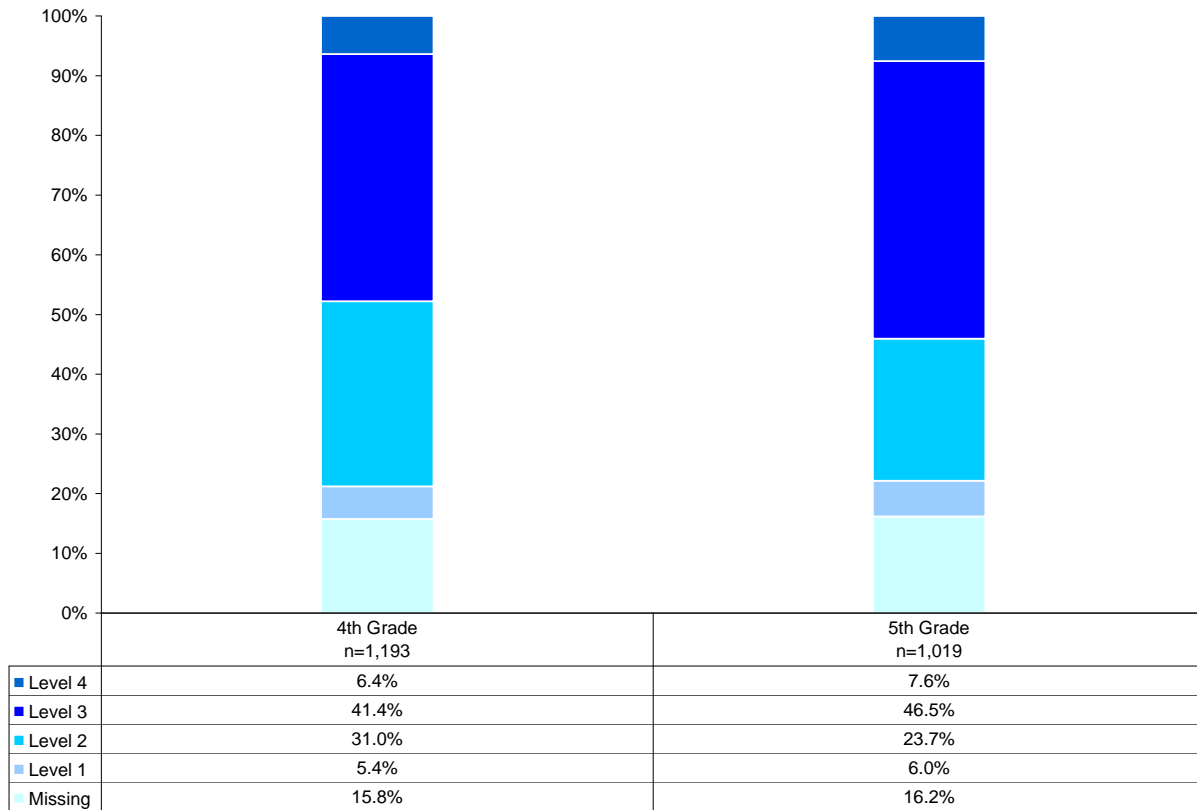
Grade 3: Overall, there were more proficient students than nonproficient students served in ALP literacy:

- Just over one third (34.2%) of those served scored below grade level the prior spring based on book-level standards in 2nd grade;
- Nearly 45% of 2007-08 3rd-grade ALP literacy students had reached or exceeded book-level standards in 2nd-grade,
- 21.4% of those in ALP were missing book-level scores from spring of 2nd grade.

Criteria for service in grade 3 are particularly subjective. Pre-test assessments in grade 3 were not administered in the beginning of the 2007-08 academic year. E&R examined proficiency for this evaluation based on 2006-07 2nd-grade book levels in reading for 2007-08 grade 3 students. Because teachers anticipated that the standards for proficiency would increase in spring 2007-08, they may have recommended that some students who previously scored proficient be served if they believed students were at risk of not scoring proficient with the new, more rigorous standards.

Grades 4-5: As with grade 3, more 2007-08 ALP literacy participants were proficient in 2007 in grades 4 and 5 than were not (see Figure 1). Overall, 47.8% of grade 4 and 54.1% of grade 5 students scored proficient in reading prior to service in ALP. Moreover, more Level IV students were served than Level I students. The remaining Level I students may have been served by other programs in 2007-08 (addressed later in this report).

Figure 1
2007-08 Grades 4-5 ALP Literacy Participation by
2006-07 Reading EOG Achievement Level



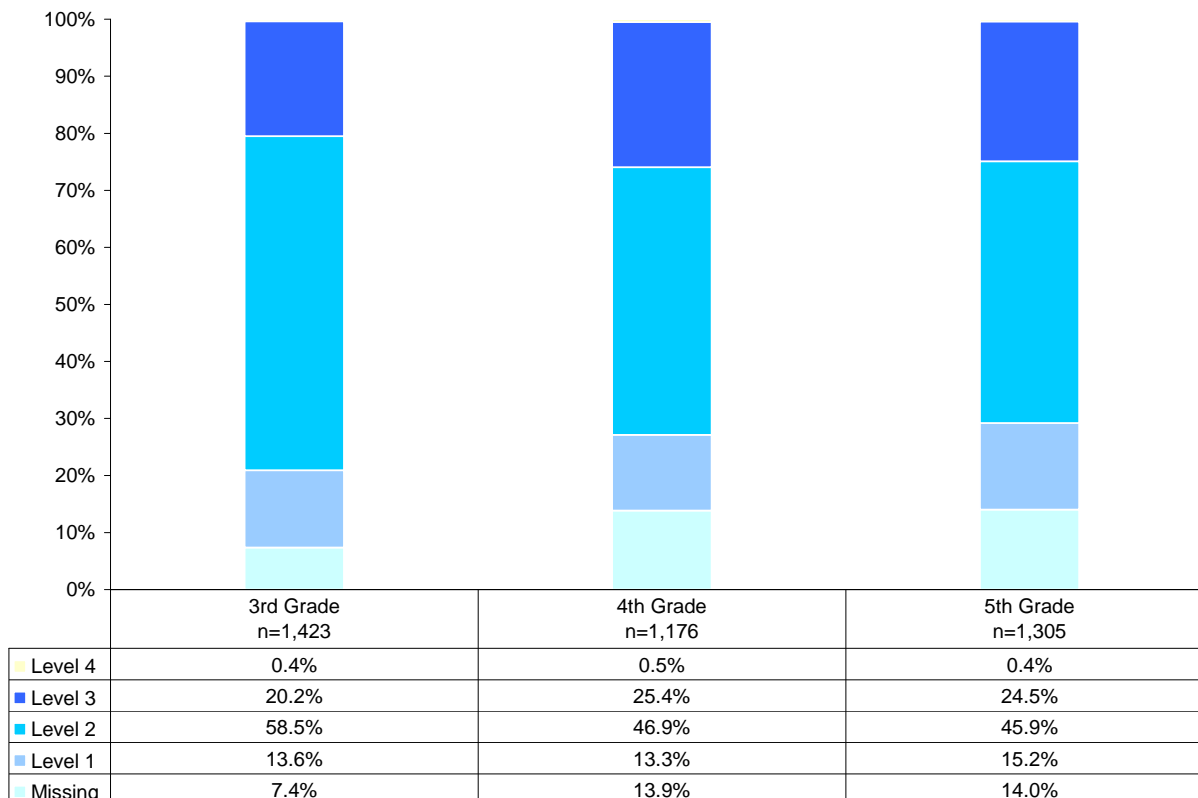
Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Of the 1,193 grade 4 students who participated in ALP literacy in 2007-08, 5.4% scored a Level I and 31.0% a Level II on the 2006-07 Reading EOG.

ALP Mathematics

As Figure 2 shows, student participation in ALP mathematics matched the program's goals more closely than did participation in ALP literacy. Across grades 3 through 5, more Level I and II students than Level III and IV students were served (based on Spring 2007 mathematics EOGs for grades 4 and 5 and Fall 2007 mathematics pre-tests for grade 3).

Figure 2
2007-08 ALP Mathematics Participation by 2006-07 Mathematics EOG Achievement Level



Note: Grade 3 pretests given in fall 2007 are used for grade 3 students.

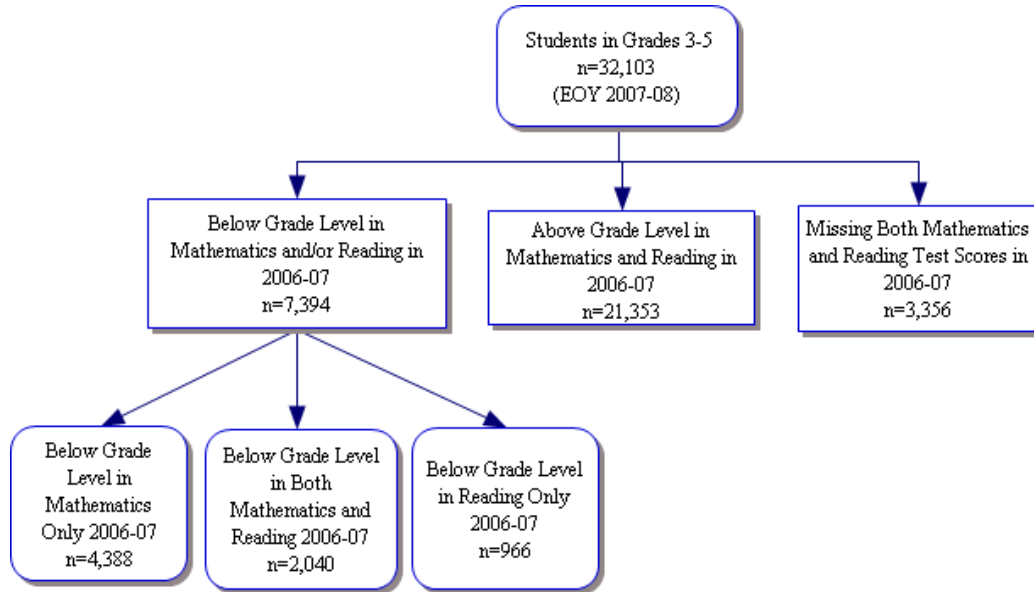
Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Of the 1,423 grade 3 students who participated in ALP mathematics in 2007-08, 72.1% scored at Level I or II on their 2006-07 mathematics EOG.

How many students in grades 3 through 5 scored below grade level in 2007?

In 2006-07, 7,394 students in grades 3 through 5 scored below grade level based on standard spring 2007 reading and mathematics EOG scores at grades 4-5 and instructional book-level scores at grade 2. Level-score standards for EOG had been revised to be more rigorous for mathematics but not for reading as of spring 2007. As Figure 3 shows, more students were below grade level in mathematics than in reading (6,428 and 3,006, respectively). Slightly more than 2,000 students were below grade level in both subjects.

Figure 3
2007-08 Student Counts and 2006-07 Achievement Levels



Note: Students with missing scores are included in counts. For example, a student scoring below-grade-level in mathematics and a missing reading test score is included in the below-grade-level in mathematics-only total.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data

Interpretation Example: Of the 32,103 students enrolled at the end of the year in 2007-08 in grades 3-5, 2,040 were below grade level in both reading and mathematics on their 2006-07 EOGs or on grade 2 book-level standards.

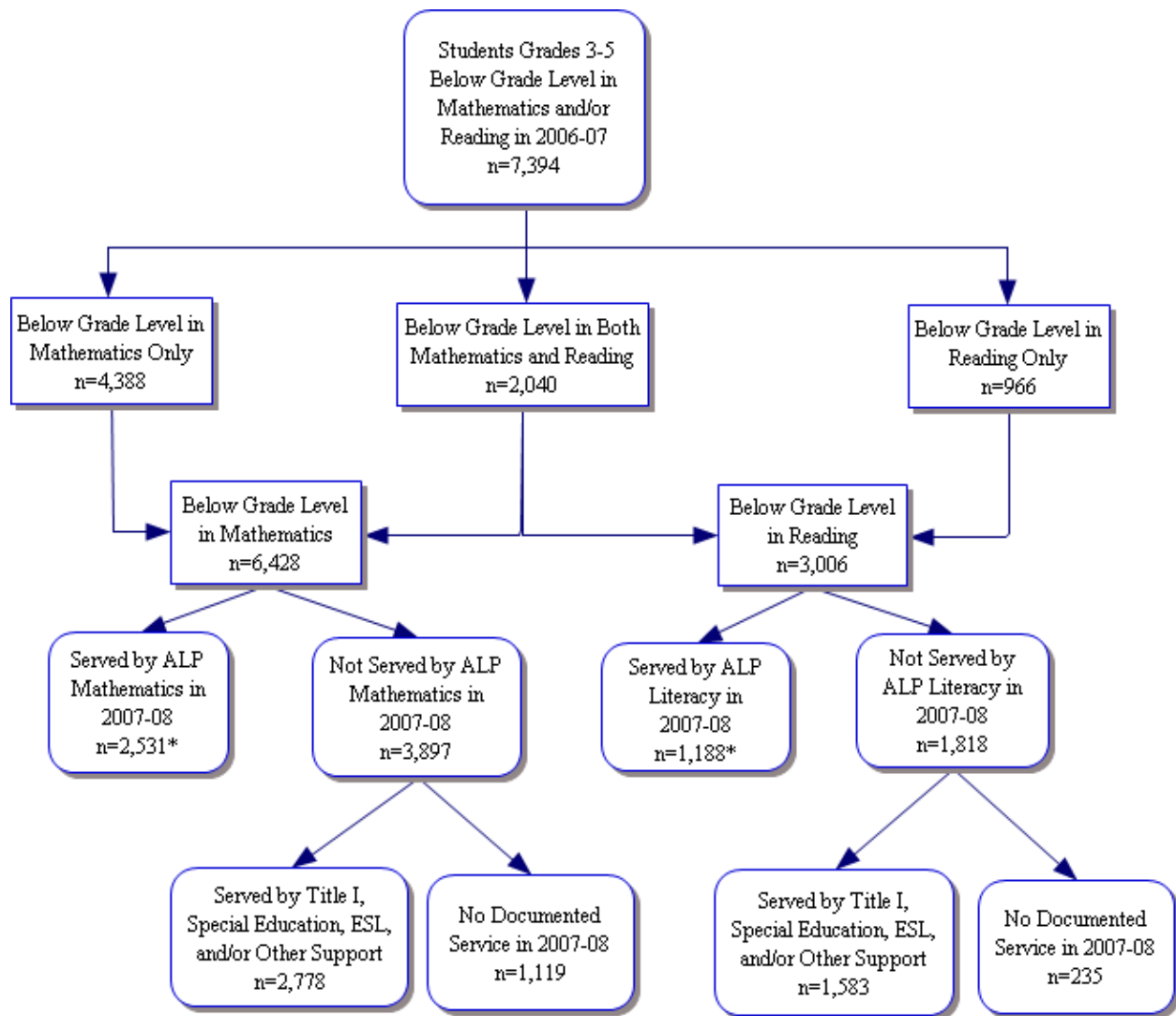
The budget for the K-8 intervention in the 2007-08 academic year was \$7,628,739 in state and local funds. This included teacher, materials, and transportation costs. One month was allotted for every 13 students scoring below grade level through ALP funds, with an additional allotment through Challenged Schools funds for schools with higher percentages of low-income students. Individual students were counted once. These funds provided 865 months of employment (MOEs) to 97 elementary schools. Therefore, we estimated the cost of the K-5 program to be \$4,370,845 based on the MOE conversion rate. We were not able to determine a cost for grades 3-5 with the financial records provided. Schools were allotted months based on the number of students scoring below grade level the prior year. Allotments for incoming 3rd- and 4th-grade students were based on spring 2007 EOG results for 3rd-grade students. Program guidelines indicated that these MOEs were allotted to help schools provide academic interventions to students performing below grade level in reading and mathematics in grades 3-8. Other students in grades 3-5 and students in grades K-2 could receive academic assistance as long as the needs of students scoring below grade level in grades 3-5 were first met.

Principals were permitted to convert MOEs to hourly tutor, clerical staff, technology assistant, or teacher assistant MOEs if needed to support their school's model. Guidelines were provided to

school staff to govern the conversion of these MOEs. Plans were to be submitted before conversions were approved.

**How many of the students who scored below grade level were served through ALP?
 If students were not served by ALP, did they receive Special Education or Title I services?
 If not, did they receive ESL or other support?**

**Figure 4
 Program Participation of Students Scoring Below Grade Level in 2006-07**



Note: *Students served by ALP mathematics and/or ALP literacy may have received other services.
 Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data
 Interpretation Example: Of the 6,428 students scoring below grade level in mathematics prior to service, 2,531 received support from ALP mathematics.

Literacy

Another way to examine the extent to which ALP was meeting the needs of the primary target audience is to start with those scoring below grade level in spring or fall of 2007 and examine the extent to which ALP supported these students. Of the students scoring below grade level in reading in 2007:

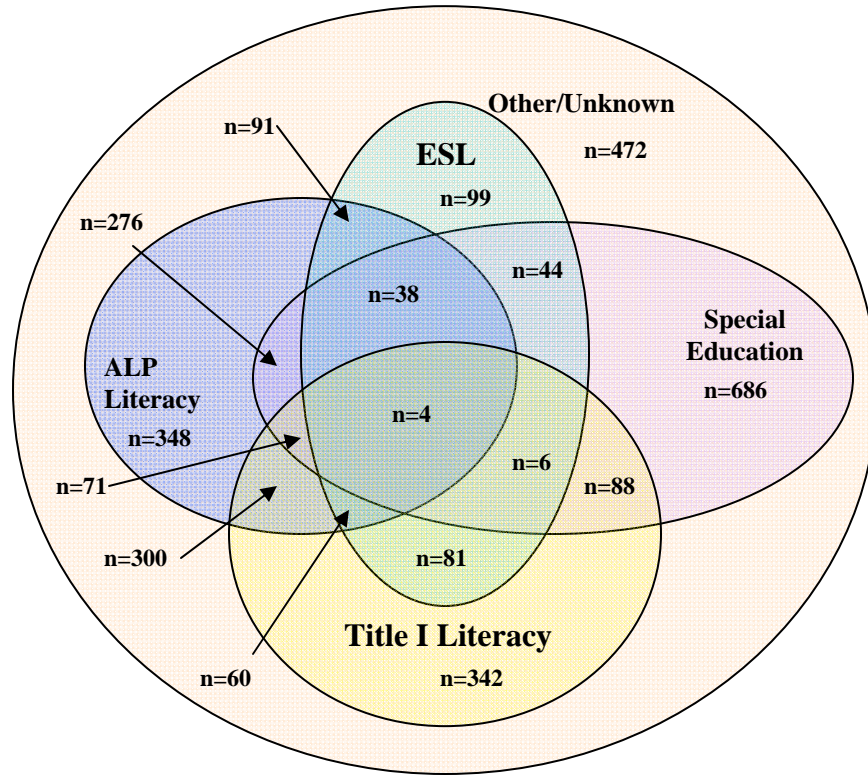
- 1,188 were served by ALP literacy (some of whom received additional services),
- An additional 1,247 received Title I literacy and/or Special Education services,
- 99 received services from ESL only,
- An additional 237 received additional help only from their classroom teacher or another professional, and
- 235 had no documented services.

Overall, 39.5% of the students who scored below grade level in literacy received ALP literacy service and an additional 41.5% received services from Title I literacy and/or Special Education.

Thus, of the 3,006 students who scored below grade level in reading at grades 3-5, 81.0% received support through ALP, Title I, and/or Special Education.

Figure 5 illustrates the complexities of service combinations. In terms of ALP's unique support to students scoring below grade level, only 348 students were served in ALP literacy and no other service. It is not known to what extent one service was during the day and one outside of the day, but multiple services for students during the day are generally not encouraged because students can miss important regular instruction.

Figure 5
2007-08 Program Overlap of ALP Literacy and Other Support Services
for Students Scoring Below-Grade-Level in Reading in 2007



n = 3,006

Note 1: The objects in this figure are not drawn to scale.

Note 2: Of the 472 students who received none of the above services, 237 had additional services provided by their regular classroom teacher or another teacher in literacy and 235 had no service.

Data Source: 2007-08 K-5 Assessment Data, 2007-08 End-of-Year WCPSS Student Locator Data, and Title I Fulcrum Data Base.

Interpretation Example: In 2007-08 there were 348 below grade level students served only by ALP literacy based on 2006-07 book-levels and reading EOGs. An additional 435 students were in both ALP literacy and Title I literacy.

- Over a quarter (27.9%) of the total group of 3,006 students received ALP and at least one other major service in literacy.
- Of the 1,188 students served in ALP, 435 also received Title I literacy services and 389 received Special Education services. Overall, 70.7% of those in ALP literacy also received at least one other service.
- The number of below-grade-level students served in ALP (1,188) and Special Education (1,213) were similar, with Title I slightly lower (952).
- The number of students receiving only ALP services was small, at 348 students.

Table 5
Major Services Provided in 2007-08 to Students Scoring Below Grade Level in Reading in Spring 2007

Service Name	Only	+1 Other	+2 Others	+3 Others	Total
ALP Literacy	348	667	169	4	1,188
ESL	99	216	104	4	423
Special Ed	686	408	115	4	1,213
Title I Literacy	342	469	137	4	952

$n = 2,534$

Note 1: Counts are duplicated.

Note 2: Students with no documented service or service only through the classroom teacher or another professional are not included (472 students).

Data Source: 2007-08 K-5 Assessment Data, 2007-08 End-of-Year WCPSS Student Locator Data, and Title I Fulcrum Database.

Interpretation Example: Of the students enrolled at the EOY 2008 who scored below grade level in 2007, 348 received ALP literacy services only, while 667 received ALP literacy and one other service and 169 received ALP literacy and two other services.

Mathematics

ALP mathematics served 39.4% (2,531) of the 6,428 students who scored below grade level in mathematics in 2007. An additional 21.9% received services from Title I mathematics and/or Special Education. More specifically, of the students scoring below grade level in mathematics in 2007:

- 2,531 were served by ALP mathematics (42.2% of whom received additional services).
- 1,406 received Title I mathematics and/or Special Education services.

Overall, 61.2% of the 6,428 students who scored below grade level in spring 2007 received one of these services. Some other students who scored below grade level received service only through an option considered a complement rather than an alternative to ALP:

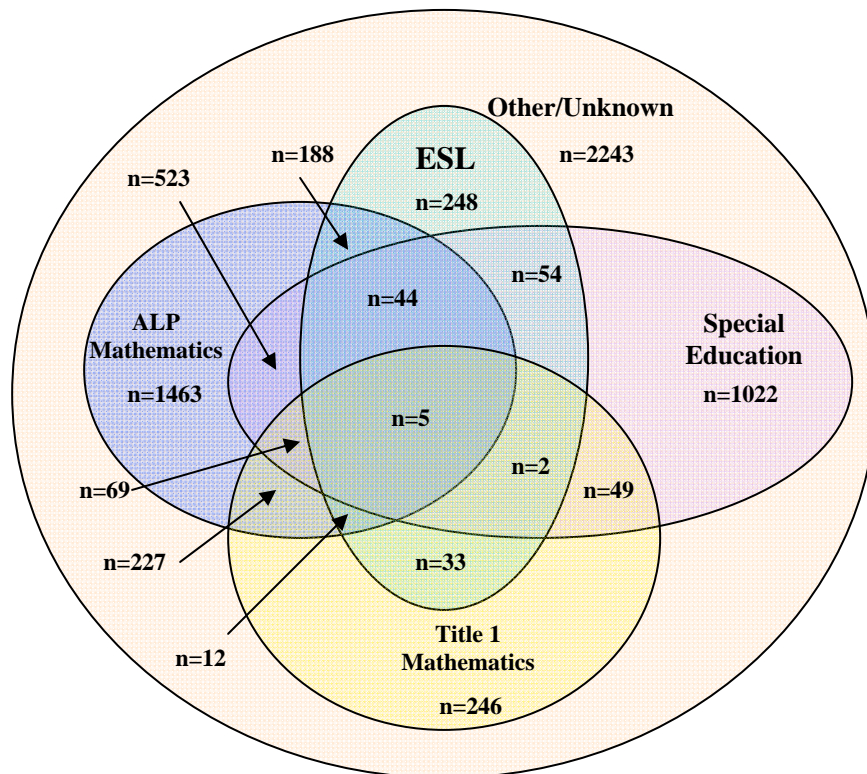
- 248 received ESL service only, and
- 1,124 received additional help from their classroom teacher or another professional.

No documentation was provided of mathematics service for 1,119 students (17.4% of all students in grades 3-5 who were below grade level in mathematics).

On the other hand, 16.6% of the total group of 6,428 students received ALP and at least one other major service. Of the 2,531 students served in ALP, 313 received Title I mathematics services as well and 641 received Special Education services.

Figure 6 illustrates that if the goal was to provide at least one service for all Level I and II students, it could be argued that ALP funding would be needed for the 1,463 students served only in ALP and the 2,243 for who received service only in the classroom or with no documented service (3,706 students total).

Figure 6
2007-08 Program Overlap of ALP Mathematics and Other Support Services
For Students Scoring Below-Grade-Level in Mathematics in 2007



n = 6,428

Note 1: The objects in this figure are not drawn to scale.

Note 2: Of the 2,243 students who received none of the above services, 1,124 received additional help from their regular classroom or another teacher in mathematics.

Data Source: 2007-08 K-5 Assessment Data, 2007-08 End-of-Year WCPSS Student Locator Data, and Title I Fulcrum Data Base.

Interpretation Example: In 2007-08 there were 1,463 below grade level students, based on 2006-07 mathematics EOGs served by ALP mathematics only. Moreover, an additional 227 students were in both ALP and Title I mathematics

Table 6 illustrates in another way the overlap in services for students scoring below grade level in mathematics.

- More than half of those in ALP mathematics received at least one other service.
- The majority of students received just one support, but over half of those in ESL and Title I mathematics had one or more additional supports provided.

Table 6
Major Services Provided in 2007-08 to Students Scoring Below Grade Level in Mathematics in 2007

Service Name	Only	+1 other	+2 others	+3 others	Total
ALP Mathematics	1,463	938	125	5	2,531
ESL	248	275	58	5	586
Special Ed	1,022	626	115	5	1,768
Title I Mathematics	246	309	83	5	643

n = 4,185

Note: Counts are duplicated.

Data Source: 2007-08 K-5 Assessment Data, 2007-08 End-of-Year WCPSS Student Locator Data, and Title I Fulcrum Data Base.

Interpretation Example: Of the students who scored below grade level in mathematics on pretests, 1,463 were served by ALP mathematics only, while an additional 938 students were in ALP mathematics and one other program and 125 were in ALP mathematics and two other programs. There were 5 students that were in ALP mathematics and 3 other programs.

IMPLEMENTATION

How was ALP implemented in schools? What models were used?

Principals were asked to carefully assess the needs and characteristics of their Level I and II students before choosing an ALP model for 2007-08. Program staff developed the following models to guide school-based decisions about programs funded with ALP funds:

- Daytime electives in remedial reading and/or mathematics that were supplemental to the student's regular or special education program and that consisted of no more than 15 students.
- Daytime small group instruction that supplemented reading and math. The recommendation was that services be delivered to in-class groups of six students outside of the regular core instruction.
- Out of school small group (six students) instruction for a minimum of one hour after school and/or three hours on Saturday.
- Out of school instruction taking place in small groups of 15 to 20 students during intercession breaks.

Schools with larger ALP populations were encouraged to combine models to ensure that all students had an opportunity for support.

Schools provided to ALP program staff the time of day and setting for the use of the intervention funds they were allotted. Several schools indicated that they had implemented more than one model. As Table 7 shows, the most common time of day for ALP was during the school day and small-group instruction was the most common setting.

Table 7
Number of Elementary Schools Reporting Various ALP Models

	Small Group	One-on-One Tutoring	Daily Supplemental Elective	Flexible Skill-Based Remedial Groups
After School	15	3	-	5
Before School	3	2	-	1
During School	78	23	10	53
Intersession	4	-	-	1
Saturday	1	-	-	-

$n = 91$

Notes: Plans were not available for six elementary schools in 2007-08.

Counts are duplicated. Schools with more than one time of day or setting are included in each cell.

Data Source: 2007-08 ALP Plans.

Interpretation Example: Small group intervention provided during the school day was most common in 2007-08, with 78 elementary schools reporting that combination of time and setting.

How many hours of assistance did students receive?

Program guidelines indicated the goal of ALP was to ensure that Level I and II students were offered at least 80 hours of targeted help during the 2007-08 academic year.

Literacy

The number of hours of service each student received in 2007-08 was analyzed based on 2007 reading achievement level. We expected students who scored at or above grade level before service but were struggling with skills at some point during the year to receive fewer hours of service compared to those who were below grade level prior to the 2007-08 academic year.

As Table 8 demonstrates, a higher percentage of grade 3 students entering as below-grade-level in reading received 50 or more hours of literacy services than did students scoring at or above grade-level standards prior to service (80.7% versus 66.3%). However, regardless of book-level scores, the majority (52.5%) of grade 3 ALP students received 50 to 99 hours of literacy services. Thus, differences in service hours were smaller than expected.

Table 8
2007-08 Hours of ALP Literacy Service by 2006-07 Book-Level – Grade 3 Only

	Fewer Than 10 Hours		10-49 Hours		50-99 Hours		100 or More Hours		Total
	n	%	n	%	n	%	n	%	n
Below Grade-Level	12	2.7	75	16.7	261	58.0	102	22.7	450
At or Above Grade-Level	33	5.6	164	28.0	288	49.2	100	17.1	585
Level Unavailable	8	2.8	75	26.6	143	50.7	56	19.9	282
Total	53	4.0%	314	23.8%	692	52.5%	258	19.6%	1,317

Note: The book-level standard for grade 2 in 2006-07 was 23-24.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Of the grade 3 students who did not meet book-level standards in 2006-0, 58.0% received 50 to 99 hours of additional help in literacy.

Results were similar for grades 4 and 5. As Table 9 shows, slightly fewer than half (45.7%) of students received 50 to 99 hours of ALP literacy services regardless of their 2006-07 reading EOG level. The percentage of students receiving 100 or more hours of literacy assistance was higher for Level I and II students than Level III and IV students, indicating that students below grade level received more long-term help than did those at or above grade level. Still, differences in service hours were smaller than expected.

Table 9
2007-08 Hours of ALP Literacy Service by 2006-07 Reading EOG – Grades 4 and 5

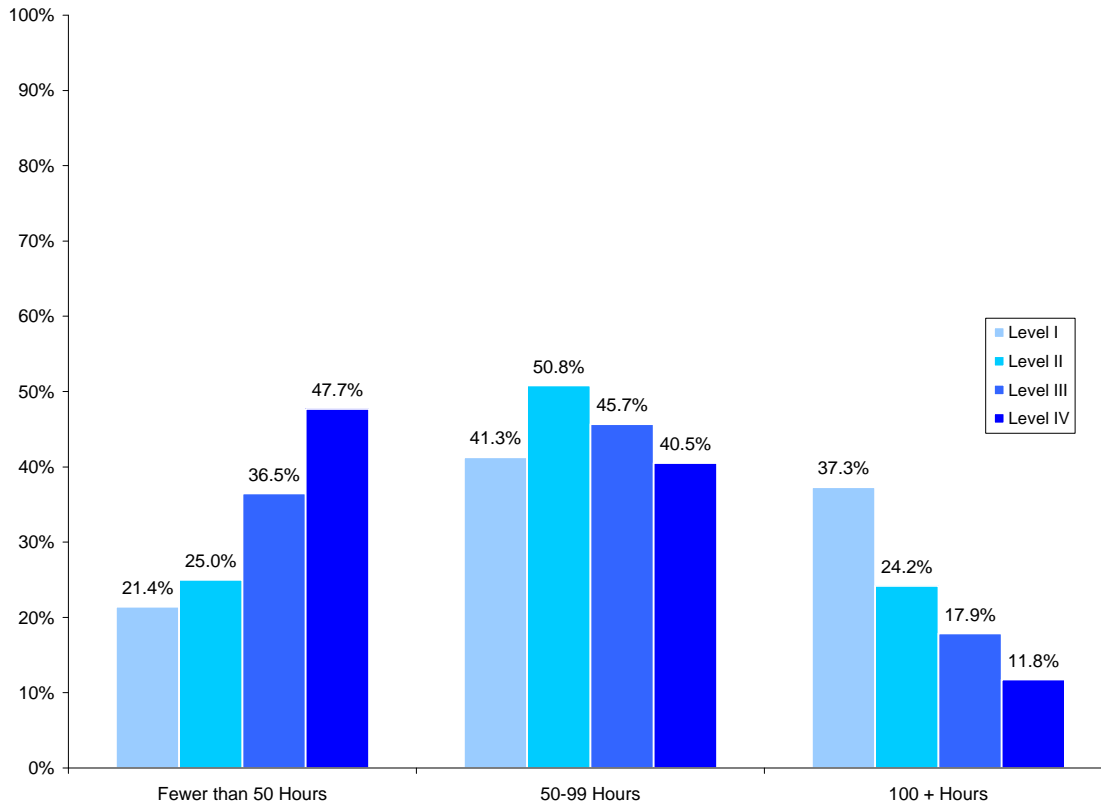
Level/Hours	Fewer Than 10 Hours		10-49 Hours		50-99 Hours		100 or More Hours		Total
	n	%	n	%	n	%	n	%	n
Level I	3	2.4	24	19.0	52	41.3	47	37.3	126
Level II	20	3.3	133	21.7	311	50.8	148	24.2	612
Level III	54	5.6	299	30.9	442	45.7	173	17.9	968
Level IV	10	6.5	63	41.2	62	40.5	18	11.8	153
Level Unavailable	11	3.1	111	31.4	143	40.5	88	24.9	353
Total	98	4.4%	630	28.5%	1,010	45.7%	474	21.4%	2,212

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: About half (50.8%) of the grade 4 and 5 students served by ALP literacy in 2007-08 who scored Level II on their 2007 reading EOGs received 50 to 99 hours of literacy service.

Figure 7 shows that a higher percentage of Level I and II students received more than 50 hours of ALP literacy than did Level III and IV students. Overall, a higher percentage of students at or above grade level received fewer hours (fewer than 50 hours) than below-grade level students. For students scoring below grade level, the opposite was true: a higher percentage of these students received more hours of assistance (50 hours or more).

Figure 7
Hours of Literacy Service in 2007-08 by 2006-07 Reading EOG – Grades 4 and 5



n = 1,859

Notes: 2006-07 Reading EOG levels were not available for 353 ALP literacy students in grades 4 and 5
 Pretest values were not available for grade 3 students in 2007.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Slightly fewer than half (47.7%) of 4th- and 5th- grade students in ALP literacy who scored Level IV on their 2006-07 reading EOGs received fewer than 50 hours of literacy assistance in 2007-08.

Mathematics

As with ALP literacy, and as Table 10 shows, 50 to 99 hours was the most frequent range of service hours for ALP mathematics students. Moreover, 50 to 99 hours was the most common amount of mathematics service for students scoring Level I and II on their 2007 mathematics EOGs. For students scoring Level III or IV on their 2007 mathematics EOGs, 10 to 49 hours was the most common range of mathematics service hours.

Table 10
2007-08 Hours of ALP Mathematics Service by 2006-07 Mathematics EOG – Grades 3-5

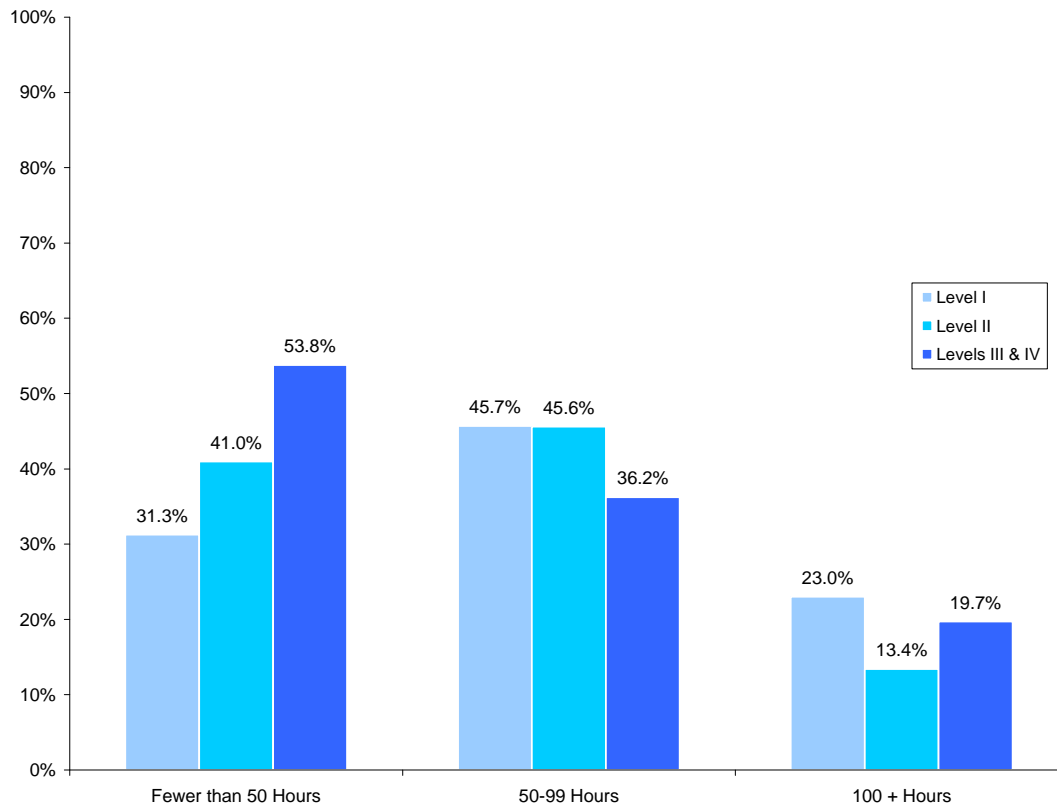
Level/Hours	Fewer Than 10 Hours		10-49 Hours		50-99 Hours		100 or More Hours		Total n
	n	%	n	%	n	%	n	%	
Level I	21	3.8	150	27.4	250	45.7	126	23.0	547
Level II	93	4.7	720	36.3	905	45.6	266	13.4	1,984
Level III	72	7.9	415	45.8	329	36.3	90	9.9	906
Level IV	1	6.3	8	50.0	5	31.3	2	12.5	16
Level Missing	22	4.9	185	41.0	183	40.6	61	13.5	451
Total	209	5.4%	1,478	37.9%	1,672	42.8%	545	14.0%	3,904

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Half (50.0%) of the students in grades 3 through 5 who were served by ALP mathematics in 2007-08 and scored Level IV on their 2007 mathematics EOGs received 10 to 49 hours of mathematics service.

Figure 8 shows that the frequency of students scoring Level III or IV on their 2007 mathematics EOGs decreased as the hours of mathematics service increased. Level III and IV students are combined because of the small number of Level IV students. The percentage of students scoring Level I or II on 2007 mathematics EOGs increased from below 50 hours to 50 to 99 hours of mathematics service. The smallest percentage of Level I and II students received 100 or more hours.

Figure 8
Hours of Mathematics Service in 2007-08 by 2006-07 Mathematics EOG – Grades 3 - 5



$n = 3,453$

Note: 2006-07 mathematics EOG levels were not available for 451 ALP mathematics students in grades 3-5.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Slightly fewer than one-fourth (23.0%) of ALP mathematics students in grades 3 through 5 who scored Level I on their 2007 mathematics EOGs received 100 or more hours of mathematics assistance in 2007-08.

ACHIEVEMENT OUTCOMES

In literacy, what percentage of students exceeded reading growth targets in 2007-08?

The cut score to show proficiency was increased for reading EOG tests in 2007-08. Although the goal of ALP may be to raise students' achievement to proficient levels, comparing 2006-07 to 2007-08 reading proficiency offers an invalid comparison. We therefore analyzed the extent to which ALP students met or exceeded growth targets for ABCs based on academic change scores. Meeting a growth target means that students showed enough academic growth to maintain their position relative to other students tested. To meet ALP goals, students would need to exceed their growth targets.

Growth scores were not available for grade 3 students because pretest data were not available. As Table 11 shows, for those who had appropriate scores both years, 60.1% of the ALP literacy students in grades 4 and 5 were below their reading targets in 2008. Across grades 4 and 5, 39.4% of ALP literacy students exceeded their reading targets.

Table 11
2007-08 ALP Literacy Students Status on
Reading Growth Targets by Grade – Grades 4 and 5

	Below Target		At Target		Exceeding Target		Missing	Total
	n	%	n	%	n	%	n	n
Grade 4	604	60.6	5	0.5	387	38.9	197	1,193
Grade 5	502	59.5	3	0.4	338	40.1	176	1,019
Total	1,106	60.1%	8	0.4%	725	39.4%	373	2,212

n = 2,212

Note: Reading growth is not available for grade 3 students in 2007-08 because reading pretests were not given.

Also, growth values were unavailable for 373 ALP literacy students in 2007-08.

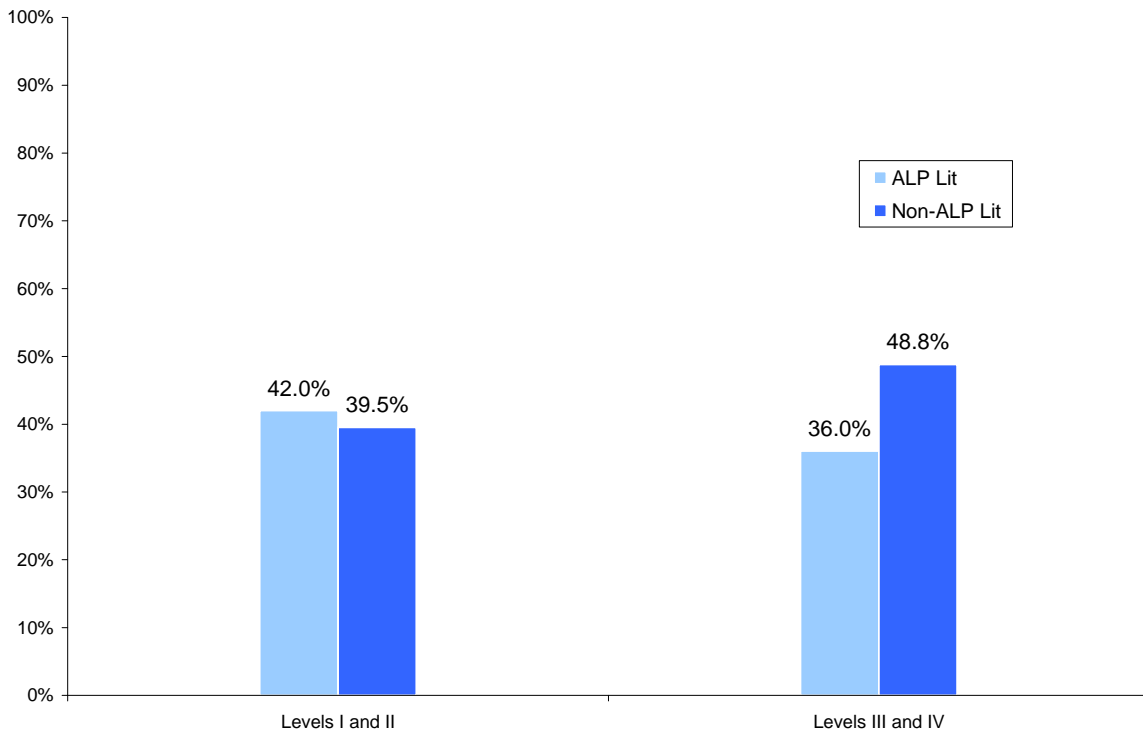
Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data.

Interpretation Example: Just over 4 out of 10 (40.1%) of grade 5 ALP literacy students exceeded their reading growth targets in 2008.

The percentage of students exceeding reading growth targets for both ALP literacy students and the remaining population of students in grades 4 and 5 were analyzed by 2007 reading EOG level. Comparisons were more positive for those scoring below grade level before service in ALP (see Figure 8).

- 42.1% of ALP literacy students scoring below grade level on their 2007 reading EOGs exceeded their reading growth targets in 2008, compared to 39.5% of the remaining students in grades 4 and 5 with the same achievement levels.
- Students who scored proficient before service in ALP literacy were less likely to exceed growth targets than those in ALP who scored below grade level prior to service (36.% compared to 420%).
- For students in grades 4 and 5 scoring Level III or IV in 2007, those in ALP were less likely to exceed their growth targets than those not in ALP in 2008 (36.% versus 48.8%). It is important to recognize Level III and IV students included in ALP literacy were likely to have been struggling with specific skills or have scores close to the cut score, while this was less frequent for the rest of the students.

Figure 9
Percentage of ALP Literacy Students Exceeding Growth Targets
in 2008 by 2007 Reading EOG Level - Grades 4 and 5



ALP literacy $n = 2,212$, non-ALP literacy $n = 19,025$

Note: Reading growth values were unavailable for grade 3 students in 2007-08 because pretests were not given to students in grades 4 and 5.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data

Interpretation Example: The percentage of 2007-08 ALP literacy students in grades 4 and 5 who were below grade level in 2007 and exceeded their reading growth targets in 2008 was 42%.

**In mathematics, how many below-grade-level ALP students reached proficiency?
 How many students who started out proficient stayed proficient?**

Achievement levels of ALP mathematics students in 2006-07 were compared to those in 2007-08. Overall, 41.3% of ALP mathematics students either reached or maintained proficiency in 2008. More specifically and as Figure 10 shows,

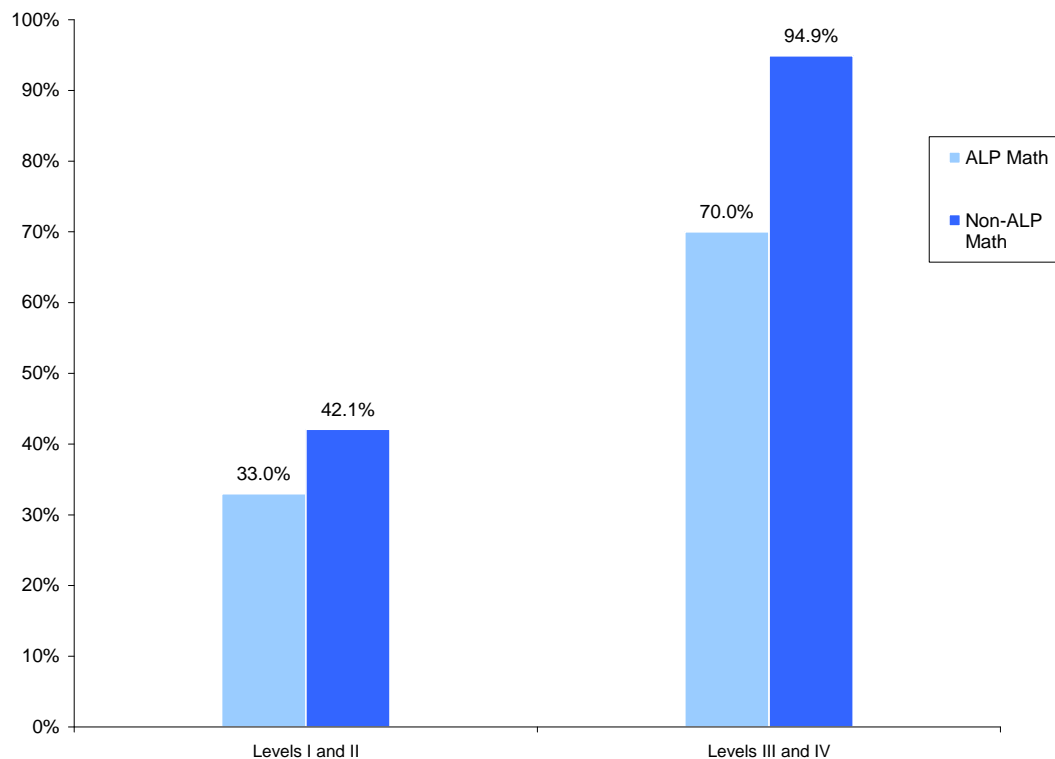
- 33.0% of ALP mathematics students who were below grade level on their 2007 mathematics EOGs reached proficiency on their 2008 mathematics EOGs compared to 42.1% of the remaining students not served by ALP mathematics. Two-thirds of 2007 Level I and II students in ALP mathematics remained below grade level in 2008.
- 70% of Level III and IV students participating in ALP mathematics scored Level III or Level IV on their 2008 mathematics EOGs, with 30% falling to Level I or II. Nearly all (94.9%)

of the other Level III or IV students stayed proficient, but this group includes a much larger percentage of high Level III and Level IV students.

- Removing Level IV students from the analysis still revealed the same pattern, with 91.1% of non-ALP Level III students in 2007 maintaining proficiency in 2008, compared to 69.5% of ALP Level III mathematics students (not pictured).

Results do not support strong effectiveness for the services provided to students through ALP in mathematics as implemented in 2007-08.

Figure 10
Percentage of ALP Mathematics Students Reaching Proficiency on 2008
Mathematics EOG by 2007 Mathematics EOG Level – Grades 3-5



ALP mathematics $n = 3,451$, non-ALP mathematics $n = 25,071$.

Note: Achievement values were unavailable for 453 ALP mathematics students and 3,128 non-ALP mathematics students.

Data Source: 2006-07 and 2007-08 End-of Year WCPSS Student Locator Data.

Interpretation Example: The percentage of 2007-08 ALP mathematics students reaching grade level after scoring below grade level in 2006-07 was 33.0%, compared to non-ALP mathematics at 42.1%.

Also as Table 12 shows, 47.3% of ALP mathematics students scoring Level I on their 2007 mathematics EOGs reached Level II in 2008, and another 14.9% reached proficiency. Increasing from Level I to II is a first step towards proficiency for Level I students, who are unlikely to jump from Level I to III in just one year. For Level II students, 37.4% reached Level III in one year. It was most common for Level II and III students to maintain their same respective level in 2008 on their mathematics EOGs (51.2% and 66.9%, respectively).

Table 12
2006-07 and 2007-08 Mathematics EOG Achievement Levels Grades 3-5
Students Participating in ALP Mathematics in 2007-08

	2007-08								Total n
	Level I		Level II		Level III		Level IV		
2006-07	n	%	n	%	n	%	n	%	n
Level I	207	37.9	258	47.3	80	14.7	1	0.2	546
Level II	213	10.7	1,016	51.2	741	37.4	13	0.7	1,983
Level III	11	1.2	265	29.2	606	66.9	24	2.6	906
Level IV	0	0.0	1	6.3	12	75.0	3	16.0	16
Unavailable	106	23.6	212	47.1	126	28.0	6	1.3	450
Total	537	13.8%	1,752	44.9%	1,565	40.1%	47	1.2%	3,901

Note: Grade 3 pretests were used for 2007-08 grade 3 students in 2006-07. Mathematics EOG scores were unavailable for three ALP mathematics students in 2007-08 and were omitted.

Data Source: 2007-08 K-5 Assessment Data and 2007-08 End-of-Year WCPSS Student Locator Data

Interpretation Example: Of the students participating in ALP mathematics in 2007-08 who scored Level II on their mathematics pretest, 37.4% reached Level III on their 2008 mathematics EOG.

Did time of day of services impact achievement? Did students who received instruction during the school day have more positive achievement patterns than those served outside of the school day?

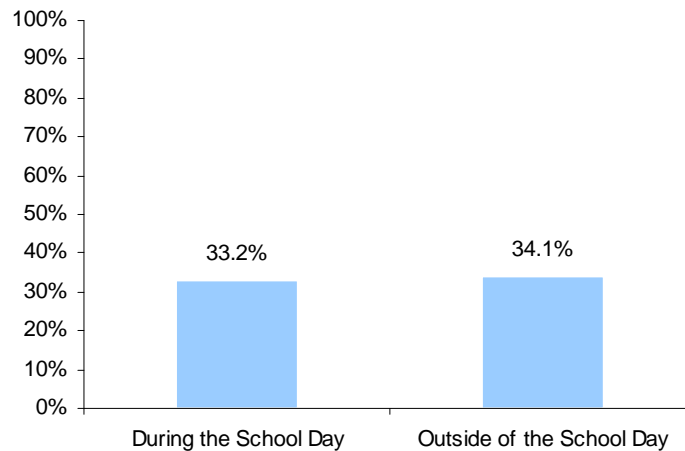
Schools that reported serving students only during the school day were compared to those that reported serving students outside of the school day (before or after school, during intersession, and/or on Saturdays). During-the-school-day models were more common (see Table 7) than outside-of-the-school-day models (69 and 7 schools, respectively). Note that the total number of students served during the school day is over five times greater than the number of students served outside the school day (1,430 and 270, respectively).

Literacy

As mentioned previously, reading growth was examined rather than EOG scores to determine the effectiveness of ALP literacy due to the renorming of reading EOGs in 2008. Also, growth values were not available for 3rd- grade students because pretests were not given in the fall of 2007.

As Figure 11 shows, 33.2% of students served by an ALP literacy program that took place during the school day exceeded growth targets. Growth was similar for those served outside the day, with 34.1% of students exceeding reading targets.

Figure 11
Students Exceeding 2007-08 Growth Targets in Reading:
ALP Literacy Students Grades 4 and 5, by Time of Day



During School Hours $n = 1,430$, Outside of the School Day $n = 270$

Note: Growth values for grade 3 students in 2007-08 are unavailable.

Data Source: 2007-08 K-5 Assessment Data, 2007-08 End-of-Year WCPSS Student Locator Data, and 2007-08 ALP Plans.

Interpretation Example: 33.2% of ALP literacy students served during school hours exceeded their reading target in reading growth in 2007-08.

Mathematics

As Table 13 shows, mathematics achievement was similar for ALP mathematics students served during the day and those served outside of the school day. The percentage of students remaining proficient on their 2008 mathematics EOGs was slightly higher for students served outside of the school day than those served during the school day (74.3% and 66.0%, respectively). In addition, slightly more students served during the school day went from Level III in 2007 to Level II in 2008 than was true for students served outside of the school day (29.8% and 22.8%, respectively). Also, a greater percentage of students served during the school day went from

Level I to Level II than those that were served outside of the day (49.5% and 42.5%, respectively). Differences for all others were only within four percentage points of one another.

Table 13
2006-07 and 2007-08 Mathematics Achievement by Time of Day
ALP Mathematics Students Grades 3-5

2007 Level	2008 Level								Total <i>n</i>	
	Level I		Level II		Level III		Level IV			
	During	Outside	During	Outside	During	Outside	During	Outside	During	Outside
Lev I	36.4%	41.1%	49.5%	42.5%	13.8%	16.4%	0.3%	0.0%	327	73
Lev II	10.8%	7.9%	50.8%	51.2%	37.6%	39.7%	0.7%	1.2%	1239	252
Lev III	1.2%	2.0%	29.8%	22.8%	66.0%	74.3%	2.9%	1.0%	648	101
Missing	23.6%	17.4%	50.8%	32.6%	24.6%	47.8%	1.0%	2.2%	301	49
Total <i>n</i>	332	60	1139	198	1021	210	33	5	2525	473

Note: Level IV data from 2007 are not shown because the frequency was less than 5 students. Grade 3 mathematics pretest scores are used for 2006-07 mathematics level scores for grade 3 ALP mathematics students.

Data Source: 2007-08 K-5 Assessment Data, 2007-08 End-of-Year WCPSS Student Locator Data, and 2007-08 ALP Plans.

Interpretation Example: Of students, who received ALP mathematics services during the school day in 2007-08 and scored Level III in 2007, 66% scored a Level III and 2.9% scored a Level IV on their 2008 mathematics EOG compared to 74.3% and 1.0% of students who received services outside of the school day.

RECOMMENDATIONS

ALP was initiated in 1999-2000 to help all students become proficient. The strategy was to provide *extended* learning time available for *all students below grade level* beyond the school day. In addition, ALP made support available to all schools-not just those in schools with higher concentrations of students with needs. Over time, changes have occurred that have eroded the extent to which these original intents are being met. The level of funding available for ALP and other support services overall and by school have changed, along with the way funds are allocated to schools. The number of non proficient students has also increased in recent years. Finally, schools' willingness and ability to provide services outside the regular school day has changed.

The need for services such as ALP continues, particularly since achieving at grade level will make it more likely students will graduate on time. However, 2007-08 ALP results suggest ALP reached less than half of those scoring below grade level while serving numerous students scoring proficient before service. Results also did not support strong effectiveness, especially in mathematics overall and in literacy and mathematics for those proficient before service. Based on this evaluation, we recommend staff consider changes in several areas for the funding source now known as Intervention Months.

Documenting Participants

Students served through Intervention Months should be documented more closely.

While services are now called Intervention Months, the basic purpose of the service has not changed. Central Services staff has required schools to submit a plan annually for use of these funds. However, individual participants in ALP were documented only through classroom teachers at the end of the year for a number of years. Because the sources of funding for various supports available to students are not always clear to classroom teachers, this is not ideal, and some students may not be properly documented. Central Services staff has indicated that the instructional methods and materials used have become more similar over time, so whether students scoring below grade level are getting support is more important than the actual funding source. However, documenting participants in interventions is a basic need to allow school and Central Services staff to accurately monitor use of funds, progress of those served, and impact of the program.

E&R staff members have had discussions with central program contacts about providing electronic rosters to school staff on which they can indicate students served and other key information. If sorted by scale score, those with the lowest to highest scores could be easily identified; this may already be available in Title I schools. Decisions will need to be made about who will record the information and the data elements to be recorded.

One needed data element would be individual students served; the reason students scoring below grade level were not served could also be quite valuable. For service, the important data elements collected might be the subject, time of day, and approximate number of hours of service. If setting and model of service vary by student within a school, this might be important

information to gather as well. If this is considered too time consuming for all students, a sample of students could be selected for collection of some of these data elements.

Student Selection and Funding Formulas

Adherence to student selection criteria must be emphasized and monitored more closely. Funding formulas should be reviewed given patterns of service. It may be that ALP could become a smaller program with a more defined role, or that allotment funds need to be shifted somewhat.

Allocations for ALP (now Intervention Months) are made based on students scoring below grade level, with these students as the primary target group (with some leeway to serve students who perform poorly on performance assessments during the year).

Many students served in ALP in 2007-08 were not, however, in the primary target group of non-proficient students, and only 40% of this target group was reached through ALP. In addition, many students received multiple services, the number of students who received ALP as their only service was relatively low, and some students who scored below grade level still received no documented service in 2007-08. Mathematics should be considered the most representative subject for participation given that proficiency standards had already been raised. Overlap issues were not as severe in mathematics as in reading, but larger percentages of students received no instructional support.

The criteria used to identify students for service has evolved over time to become more flexible. Guidance to schools in 2007-08 was that students scoring below grade level be provided with ALP but that another suitable support such as Title I or special education might sometimes be appropriate. In addition, schools were also advised that students scoring at grade level could be supported through ALP based on low performance assessment scores during the year. Multiple criteria also are used in Title I schools, which could decrease the importance of the EOG or the 2nd grade assessment score in selecting students. This added flexibility, especially in literacy, appears to have decreased the extent to which ALP reached its primary target group.

Other developments should be considered in considering how to best utilize Intervention Months in schools.

- First, the change in name of ALP to Intervention Months was partly because the materials used for intervention have become more uniform. Schools were advised starting in 2008-09 that they should use the same materials and basic instructional materials as Title I and other efforts driven by Curriculum and Instruction department staff. To some extent, Special Education also uses similar materials. Thus, Intervention Months became more a source of funding than a unique program. This development suggests more students are being assigned to multiple supports than may be appropriate—especially if services pull students from the regular classroom which can lead to the student missing important instruction. The extent of overlap seems very high.

- Second, Intervention Alignment efforts emphasize supporting students within the regular classroom as much as possible. While some ALP efforts are outside of the school day and some may be teaming in the classroom, others involve pulling students from classrooms.
- Third, budget cuts mean many class sizes will increase, which may make it more difficult for teachers to differentiate instruction as fully.

Given these trends, it may be the models used for Intervention Months for grades 3-5 should be monitored more closely in the coming year. Services provided during the day should be reviewed to see that students are not pulled from important regular instruction to receive support. Appropriate uses might include remedial (or accelerated) electives, remediation time as scheduled in Project Achieve schools, or differentiated small-group instruction in the classroom while the regular teacher works with other small groups.

These results raise questions for future funding and eligibility criteria. Funding formulas were reduced in 2009-10, and this could have a positive benefit in terms of focusing service more tightly on those with the highest need. In terms of eligibility, it may be time to revisit the ways in which students are selected and supported for various services at a more global level.

- How do Intervention Months fit within the broader set of supports available to students?
- Are allotments appropriate if some students' needs are not met and other students receive multiple services? An examination of service levels by school may be helpful to this discussion.
- How can student participation be monitored more easily and checked earlier in the school year?
- Is the fact that students scoring at grade level are served keeping some needy students scoring below grade level from getting service?
- Is the nature of service provided to those scoring at grade level more short-term and different from that of the other students?
- Should schools be required to provide more data about the models they intend to use before funds are released? Should funds be taken back after a certain date if a plan is not being implemented?

Intervention Alignment efforts emphasize creating a plan of appropriate interventions in regular classrooms first and then through supplemental services if necessary. This complicates the funding, service, and documentation issues somewhat. First, Level I and II students should not generally be referred to supplemental services until classroom interventions are tried. Second, classroom interventions are not well documented at this point. Third, class sizes are increasing at this point in WCPSS and North Carolina overall, so some form of small group support within the classroom might be considered as a valid use of Intervention Month funds.

Student Outcomes and Best Practices

Achievement outcomes need to improve if WCPSS is to meet the key goal of all students graduating on time. This will require a review of the nature of the actual services requested and actually provided.

A goal had not been established for the percentage of students who would reach proficiency each year or who would meet growth targets based on ALP service. This would help as a way to monitor success. The percentage of students able to reach grade level in one year increased about 12% between 1999-2000 and 2001-02 (Baenen et al., 2003) so that is an example of a reasonable two-year goal for the program to set.

Defining best practices for support to those scoring below grade level could be helpful in encouraging effective strategies across schools. Identifying schools that had the best outcomes for these students and reviewing the strategies used could be quite helpful if shared with other schools.

The Central Services staff in charge of ALP has already taken steps to strengthen the instructional methods used in ALP. The materials and approaches used were brought in line with materials used in Title I in 2008-09. However, the effectiveness of these approaches as implemented in WCPSS has not been studied in recent years, and fidelity of implementation should be monitored.

In summary, support to students scoring below grade level is needed, but the best way for Intervention Months to be used in light of other resources should be revisited.

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