

23. Service Delivery Models

Statutory Requirements: Section 1114, 1115

Overview

The No Child Left Behind Act recommends the provision of additional assistance to children who are failing, or at risk of failing, to meet the state's challenging student academic achievement standards. Several delivery model examples include extended day/year, in-class, pull-out, or a combination. Training opportunities are recommended for teachers regarding how to identify students who need extra assistance. Principals, paraprofessionals, and parents are also essential individuals in this process. The progress of students in both Targeted Assistance and Schoolwide programs should be reviewed on an ongoing basis and appropriate delivery models developed to address student needs.

Extended Day/Year

- *Summer School*
 1. Students are selected on the basis of their status as failing to meet, or at-risk of not meeting, student academic achievement standards.
 2. Preschool programs can give at-risk students opportunities for building essential emergent skills.
- *Before- or After-School Programs*
 1. Title I interventions can be scheduled before the start of the regular school day. Activities will be focused on areas identified through collaboration with classroom teachers, as well as with teachers of eligible students with disabilities and/or limited English proficiency. Before-school classes are sometimes combined with a breakfast program.
 2. Title I services can be scheduled at the end of the school day. In some instances it will be necessary to provide transportation for students, (e.g., students in rural settings) if another "late bus" is not available.
- *Extended Week/Year Programs*
 1. Identified students might attend a longer school week or year than their classmates.
 2. Students identified as needing additional assistance might begin school earlier than their classmates.

In-Class

- Title I personnel in a targeted assistance school may collaboratively teach with classroom teachers if the collaborative teaching directly benefits participating Title I students. The setting can be self-contained or departmentalized classrooms at any grade level, PK-12. Usually the classroom has heterogeneously grouped students. Subject areas are identified by the annual needs assessment. Services concentrate on one or more of the core subject areas where students are not meeting proficient or advanced achievement levels. The in-class model can be used either in Title I Targeted Assistance schools or Title I Schoolwide programs, although it will differ in some ways between the two.
- Services in targeted assistance schools are directed toward those students at risk of failing to meet the state's academic achievement standards. An in-class Title I teacher has a student list and is accountable for those students' progress in the same way as in other Title I pull-out programs. Multiple criteria for selection are most often used. Criteria include test scores as well as indicators of classroom performance, such as grades, teacher input, performance assessments, tests, and reading or mathematics levels.

- All students in a schoolwide school or building are eligible for Title I. The designation of “Title I teacher” no longer exists in this type of program because all funds are blended together to improve the whole school. Sometimes Title I staff may be known as program implementers, literacy coaches, reading resource teachers, program support staff, mathematics support teachers, or other title. Staff has great flexibility to determine grouping and delivery, however, continuous progress monitoring must identify students not making appropriate academic growth, and a plan to strengthen or modify instruction for those students must be designed and implemented. Programmatic changes will be reflected as annual updates are made to the building’s schoolwide plan.
- Most classrooms already have an activity area that is used for different student activities. This area or other arrangement is important for in-class services so the class may sometimes be divided into two or more groups for instruction. In both targeted assistance and schoolwide programs it’s best to name the common area of instruction as the “activity area” or other more general label, rather than the “Title I area”.
- The “in-class model” has several advantages, including:
 1. maximizing student time-on-task
 2. promoting positive self-image
 3. increasing coordination with regular classroom curriculum
 4. decreasing negative attitudes by students not in the program
 5. increasing realistic grade-level expectations for the Title I teacher
 6. learning additional teaching styles and strategies
 7. providing collegial support (strategies, meeting individual needs, best practices, etc.).
- Some of the challenges in providing appropriate in-class instruction include:
 1. scheduling (among classrooms, within the day or week, etc.)
 2. transportation of materials
 3. space availability within the regular classroom
 4. scheduled collegial planning time
 5. distractions for some students
 6. keeping the focus on goals and objectives for Title I students as a first priority.

Although Title I services can now be provided within private school buildings, Title I regulations do not support in-class, or team teaching services in private schools. (See *Agostini vs. Felton, 1997*) Refer to “*Private School Children*” in this document for more information on acceptable and appropriate Title I services to students attending private schools.

Pull-Out

The pull-out model is the most traditional model of Title I service delivery in targeted assistance schools. In this model, groups of students with similar academic needs are removed from the regular classroom setting and taken to a separate instructional setting by Title I teachers. The instruction provided is supplemental and complimentary to the regular classroom instruction. Pull-out can be used as remediation for skills that students have not yet mastered or internalized. It can also be used very effectively to pre-teach essential concepts or skills in preparation for upcoming lessons, thus establishing foundations and building background knowledge. One of the biggest advantages of the pull-out model is the existence of fewer distractions amongst students. On the other hand, two of the biggest disadvantages are the stigmatization of students and the reduction of time exposed to regular instruction.

Since the reauthorization of ESEA in 1994 much greater emphasis has been placed on “push-in” models, such as in-class, along with extended learning opportunities.

Team Teaching

In schoolwide programs team teaching is usually not an issue due to the way Title I funds combine with regular funding to improve the whole school.

Team teaching is no longer considered to be a viable model in targeted assistance programs, because it usually results in reducing the class-size ratio and does not necessarily reach the intended students. It also may, in some cases, result in a supplanting situation where the Title I staff provides instruction which takes the place of the district staff obligation to provide the baseline of instruction. Title I must supplement and not supplant the district program. Team teaching is allowable in the context of the in-class model according to the above guidelines. Local Title I coordinators should consult with their Title I consultant as questions arise regarding acceptable team teaching approaches or models.