



# **Title I Program Standard Program Evaluation**

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## **Program Evaluation Question(s)**

1. Are students who are receiving services in the Title I programs\* showing progress in areas in which they are receiving services?
2. What is the extent/level of parent or guardian participation in the educational process of students who are receiving Title I\* services?

\* The Title I programs are Title I.A: Improving the Academic Achievement of the Disadvantaged and Title I.D: Prevention and Intervention Programs for Delinquent and At-Risk Students.

## **I. Program/Service Information**

1. Name of Program or Services:  
Federal Grant Program: Title I
2. Personnel Responsible for Evaluation and Program (list):  
Phyllis Kulp – Federal Programs Coordinator
3. Demographic Description of Program:

Title I is one of the entitlement grants that make up the Consolidated Federal Programs, a set of grants funded by the federal government and administered by the state through the Federal Grants Management Division of the Department of Elementary and Secondary Education. Title I includes Title I.A funds for targeted assistance programs that qualify schools based on the number of students who receive free or reduced lunches and Title I.D that qualify schools for funds based on being a delinquent institution. There are five sites that qualify for funding in 2006-2007 under Title I.A: Ackerman, Bridges, Litzsinger, Neuwoehner, and Northview. Lakeside Center and the Juvenile Detention Center (JDC) receive funding under Title I.D. The district uses Title I funds to employ one literacy coach/reading specialist and six reading specialists paid out of Title I, as well as partially fund an administrative assistant and a federal programs coordinator. Approximately 102 students from Ackerman, Litzsinger, Neuwoehner, and Northview receive services under Title I.A. Students who are reading and writing below expected levels and are not diagnosed as LD in reading or written language, are eligible for service. Eligibility is determined each year. As students' skills reach expectancy, they are exited from the program based on fall testing scores, ensuring they have maintained expectancy. All students at Lakeside and JDC are eligible for Title I services.

4. Date of Evaluation (Year/Duration):  
November 2006 - February 2007



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5. Goal/Objective of Program/Services:

The goal of the Title I Program is to improve the academic achievement of the disadvantaged and students in delinquent institutions by providing supplemental reading and writing instruction to eligible students.

6. Brief description of relationship between program goals, CSIP and MSIP Standards:

Program goals are related to CSIP and MSIP standards. The questions submitted by the committee were intended to review the progress of the Title I program after its 2005 In-depth Program Evaluation and to reflect the standards set by the Missouri School Improvement Program (MSIP Standard 6.3, 6.3.1, 6.3.2, 6.3.3, 6.3.6, and 7.5).

## **II. Evaluation Criteria for Programs/Services Offered (check type utilized)**

Title I.A/V.A Parent Phone Survey – April 2004-2006

Cross-reference FY06 Parent Survey Results with FY06 Contacts by Reading Specialists - Fall 2006

Achievement Data:

Title I.A Woodcock Johnson-III- FY01-FY06

Title I.A Developmental Reading Assessment (DRA) – Spring FY04-FY06

Title I.A Writing Rubric Achievement Data – Spring FY04-FY06

Title I.D Standardized Test for the Assessment of Reading (STAR) Data – Spring FY06

Program Evaluation for Consolidated Federal Programs, June 2005

## **III. Description of Stakeholders' Engagement in Program Evaluation**

The stakeholders listed below met in October 2006 to discuss the outcomes from the 2005 Federal Programs evaluation and to define the questions for the February 2007 program evaluation. The committee met again on November 14, 2006 to analyze the data and determine strengths, concerns, and recommendations. Information was shared with members who were not able to attend; notes of the meetings along with any handouts were mailed or e-mailed. All participants received the notes from each meeting. Additional information was shared via e-mails, phone conversations, and smaller group meetings.

1. Phyllis Kulp, Federal Programs Coordinator and Chairperson
2. Paul Bauer, Director of Special Education Schools
3. Susan Dawson, Grant Accountant
4. Pam Braun, Title I.D Reading Specialist at Lakeside Center
5. Sharon Campione, Assistant Principal at Northview School
6. Renee Strickland, Title I Parent from Ackerman School
7. Peggy Conroy-Oge, Classroom Teacher at Litzsinger who has students who receive Title I services
8. Carolyn Taylor, Federal Programs Parent Advisory Member, Community Member, and Neuwoehner Parent
9. Judy Presberg, Administrative Liaison, Parent Education and Diversity Awareness



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## IV. Results

### Title I.A/V.A Parent Phone Survey:

Parent Phone Surveys were completed in the spring of FY04, FY05, and FY06. Only parents of students in the Title I.A/V.A reading programs in the special education schools were surveyed. The return rate increased over the 3 year period: FY04 return rate was 71% (50 of 70 surveyed); FY05 return rate was 82% (75 of 92 surveyed); FY06 return rate was 84% (75 of 89 surveyed) (Appendix 4-1 and 4-2).

There were a total of 20 items on the parent phone survey. The ratings for 15 of the items were based on yes/no answers and are reported as the percent of parents who responded “yes”. Five of the yes/no questions were parent preferences on topics for the Title I.A Newsletter (Appendix 4-3) and will not be considered either a strength or weakness. The ratings for five items were based on a Likert scale, with a rating of 1 representing strongly disagrees and a rating of 5 denoting strongly agrees. Overall, the parents indicated that they agreed, strongly agreed, or answered yes on the majority of items. There were four areas of strength on the items for which scores were at or above a 4.0 average. There were three areas of strength on the yes indicators for which scores were above 70%. All indicators that were strengths in FY04 remained so across all three years, however slight dips were noted from FY04 to FY05. Three indicators rebounded in FY06; three remained the same from FY05 to FY06; one decreased from FY05 to FY06. The strengths are noted in Table 1.

**Table 1. Strength Areas on Parent Phone Survey**

Indicator (mean of 4.0 and above)	Mean 2004	Mean 2005	Mean 2006
Parent involvement activities were very enjoyable.	4.8	4.7	4.8
Satisfied with the Title I.A/II.A(2005)/V.A (2006) program.	4.7	4.4	4.4
Title I parent Newsletter was very useful.	4.6	4.3	4.3
Dial-A-Story stories were very enjoyable for child.	4.4	4.6	4.2

Indicator (70% or above)	Yes 2004	Yes 2005	Yes 2006
Child’s reading and writing have improved this year.	96%	87%	94%
Parent would be willing to be called to get their perspective if changes were being made.	96%	93%	93%
Parent indicated having read monthly Title I.A Newsletters.	82%	70%	81%



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There was one indicator for which the score was still above average, but fell below 4.0. There were two yes indicators that fell in the 50 to 70 percent range. These areas are considered progressing. All indicators that were progressing in FY04 remained so across all three years. There has been a steady increase in the percent of parents who have had contact with the reading specialist. The remaining two progressing indicators dipped slightly from FY04 to FY05, but rebounded in FY06. Progressing indicators are itemized in Table 2.

**Table 2. Progressing Areas on Parent Phone Survey**

Indicator (mean between 3.0-4.0)	Mean 2004	Mean 2005	Mean 2006
The degree of reading and writing improvement this year.	4.0	3.4	3.6
Indicator (50-70%)	Yes 2004	Yes 2005	Yes 2006
Familiar with the types of activities child does in Title I.A/II.A classes.	68%	57%	68%
Have met or talked with the reading specialist.	53%	58%	63%

There were four yes indicators that fell below 50%. These areas are considered areas of concern and all deal with parent participation and interest; however, there was an increase in three of the four indicators from FY04 to FY06. The concern indicators are itemized in Table 3.

**Table 3. Concern Areas on Parent Phone Survey**

Indicator (below 50%)	Yes 2004	Yes 2005	Yes 2006
Parent was interested in serving on a school or district parent committee.	27%	36%	30%
Parent participated in parent activities at their child's school this year.	20%	25%	25%
Family listened to Dial-A-Story.	24%	16%	18%
Parent participated in SSD workshops listed in Parent Newsletter.	6%	18%	12%



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## Cross-reference FY06 Parent Survey Results with FY06 Contacts by Reading Specialists:

One of the concerns from the June 2005 Program Evaluation was lack of parent recognition of the reading specialist, parent understanding of Title I activities, and parent participation at school activities. Action steps included: cross-referencing parent contact logs with the Parent Phone Survey results, reading specialists making a minimum of 4 parent contacts with a maximum of 8 attempts, providing transportation to school activities, and identifying and “targeting” those parents from the previous year that responded they did not know or had no contact with the Title I teacher. To gain further insight into parent responses on the Parent Phone Survey, the survey results from FY05 and FY06 were cross-referenced with the parent contact logs each reading specialist keeps throughout the year. The percent of parents’ yes responses to question #1 concerning parents talking to the reading specialist, question #2 concerning parents being familiar with the types of activities done in Title I, and question #8 concerning parents participating in activities at school were cross-referenced with the average number of contacts made by the reading specialist during the year. In FY06 the number of contacts made by the reading specialist throughout the year had very little bearing on parents knowing the reading specialist, being familiar with Title I activities, or participating in school activities. Results for individual sites were similar. This is consistent with cross-reference results from FY05. The FY06 cross-referenced results are itemized in Table 4.

**Table 4. Summary of Cross-reference FY06 Parent Phone Survey Results with FY06 Contacts by Reading Specialists**

School	Response to Parent Survey Question 1: Do you know or has anyone in your family talked with ***, your child's reading specialist?	Response to Parent Survey Question 2: Are you familiar with the types of reading activities your child does in the Title I Program at ***school?	Response to Parent Survey Question 8: Did you have the opportunity to participate in any parent activities at school this year?	Average Number of Verbal Contacts, Voicemail Messages, and Written Contacts (Not Progress Reports or Intro. Packet) by reading specialist
<b>Northview</b>	Yes - 11 (61%) No - 7	Yes - 13 (72%) No - 5	Yes - 5 (28%) No - 13	6.28
<b>Ackerman</b>	Yes - 9 (50%) No - 9	Yes - 14 (78%) No - 4	Yes - 3 (17%) No - 15	3.00
<b>Neuwoehner</b>	Yes - 5 (50%) No - 5	Yes - 4 (40%) No - 6	Yes - 4 (40%) No - 6	4.30
<b>Litzsinger</b>	Yes - 10 (83%) No - 2	Yes - 10 (83%) No - 2	Yes - 3 (25%) No - 9	2.77
<b>Totals</b>	Yes - 35 (60%) No - 23	Yes - 41 (71%) NO - 17	Yes - 15 (26%) No - 43	4.09



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## Achievement Data:

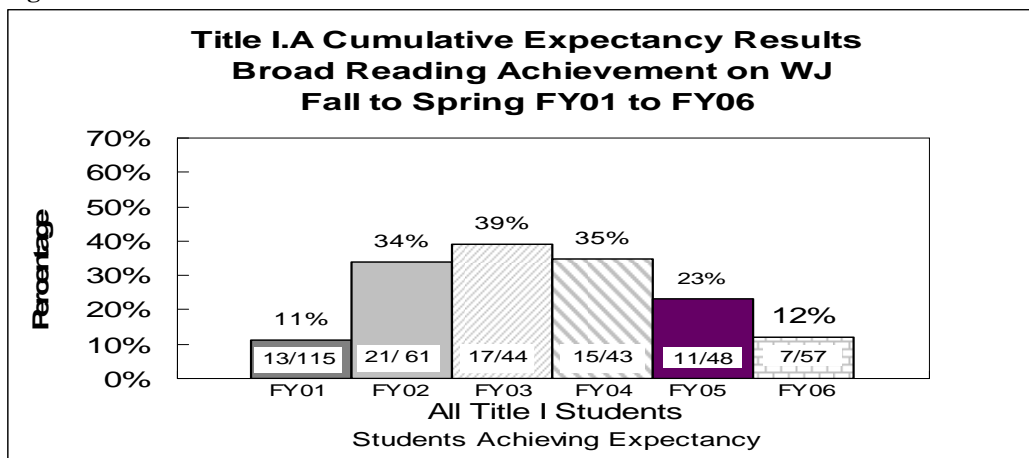
### *Title I.A Woodcock Johnson-III, Developmental Reading Assessment (DRA), and Writing Rubric Achievement Data*

Figure 1 shows the cumulative expectancy results for broad reading on the Woodcock-Johnson Psycho-Educational Battery (WJ) for students in the Title I.A program. The WJ-Revised was used in FY01, FY02, FY03, and FY04. The WJ-III was used in FY05 and FY06 and included additional subtests in reading fluency and writing fluency. It should be noted that norms for the WJ were established based on the general education population of children. If a student's standard score remains the same from one year to the next, that is an indication that the student's skill level has increased by one year, keeping pace with the amount of knowledge expected for a student of that age. For a student to reach expectancy his/her standard score must get higher in subsequent testing. Therefore, to achieve expectancy a student must make more than one year's growth in a year's time.

At the end of the 2005-2006 school year, 12% (7 out of 57) of the students who received instruction from the Title I.A reading specialist in the area of reading were reading at expectancy, a level commensurate with their ability. Significant increases in reading were achieved between FY01 and FY02. Students achieving expectancy remained fairly even over three years, then declined in the last two years (Figure 1).

One possible explanation for the decline in students achieving expectancy over the last several years may have to do with the prevailing instructional model being used in Title I.A. The decline corresponds with the increase in the use of the push-in instructional model. The push-in model is the instructional model Federal Grants management of DESE has recommended since the Improving America's Schools Act (the predecessor to the No Child Left Behind) was authorized. The push-in model eliminates students missing content classes to receive Title I services, increases the instructional skills of the classroom teacher, eliminates students being singled out, and benefits all students in the classroom, not just the Title I students. However, the push-in model dilutes the instructional focus for identified students. The data used to assess the Title I.A program centers only on the eligible students.

**Figure 1.**

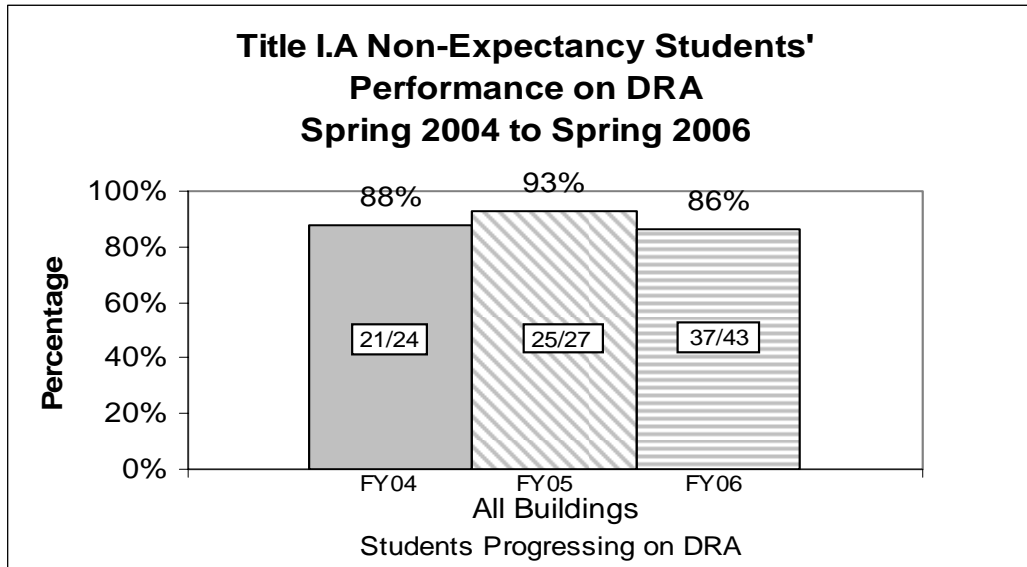




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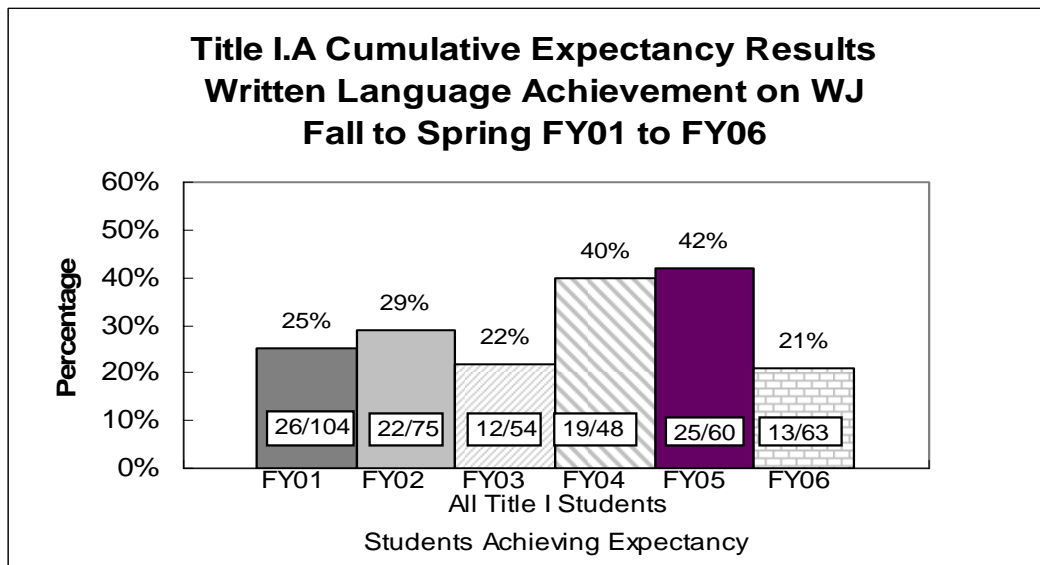
Performance on the Developmental Reading Assessment (DRA) is an additional achievement measure used to track reading progress. Of the 43 students who were not at expectancy in reading at the end of the FY06 and had received services for at least six months, 37 made progress (86%) as measured by their performance on the DRA (Figure 2).

Figure 2



For the 63 students who received help with writing, 21% were at expectancy (showed more than a year's growth in a year's time) at the end of the 2005-2006 school year as measured by the WJ-III broad written language score. Trend data over the last six years in written language shows a positive trend, with a sharp drop in the last year (Figure 3).

Figure 3.



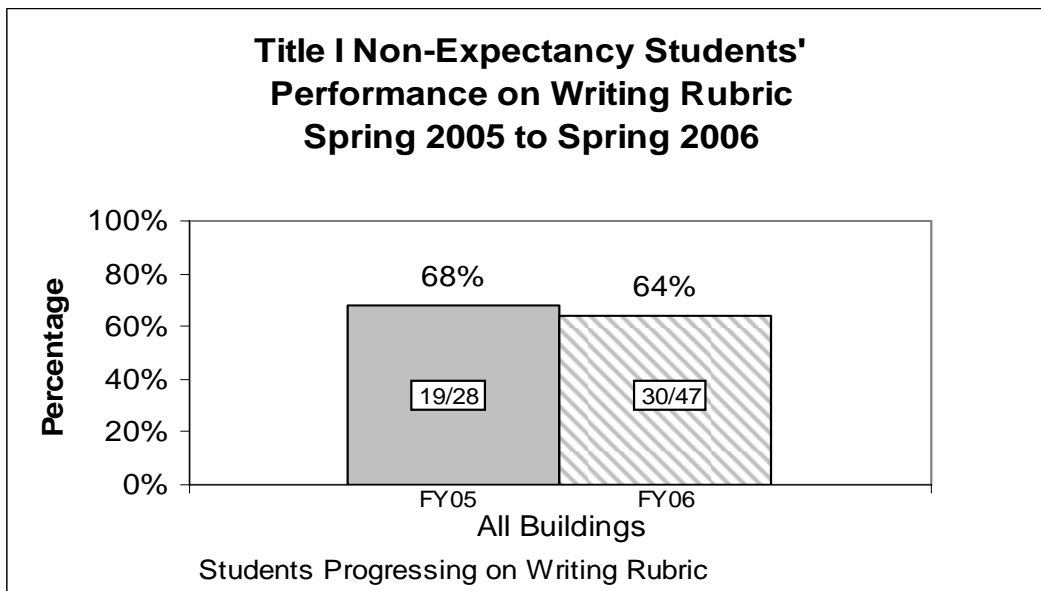


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Performance on the Writing Rubric, an assessment using writing samples done in the fall and spring with students who receive written language Title I.A service, is an additional achievement measure used to track progress in written language. Of the 47 students who were not at expectancy in written language at the end of the year and had received services for at least six months, 30 made progress (64%) (Figure 4).

Figure 4.







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Title I.A reading and written language cumulative expectancy results were disaggregated by race and gender. Title I.A cumulative expectancy data in spring 2006 for reading and written language indicated there was a small achievement gap between black and white students (Figures 5 & 6). No statistical comparison can be made here because of the small cell/sample size.

Figure 5.

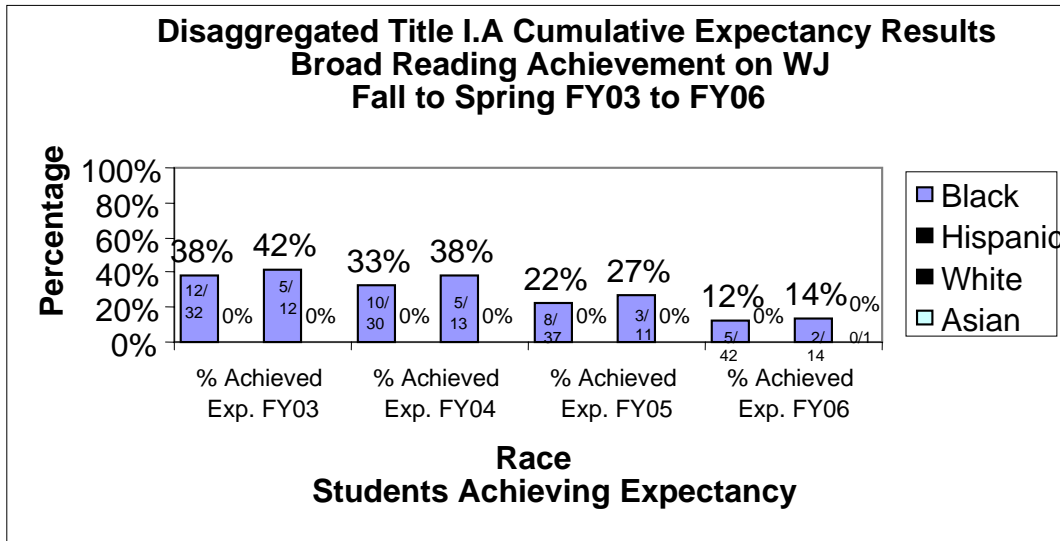
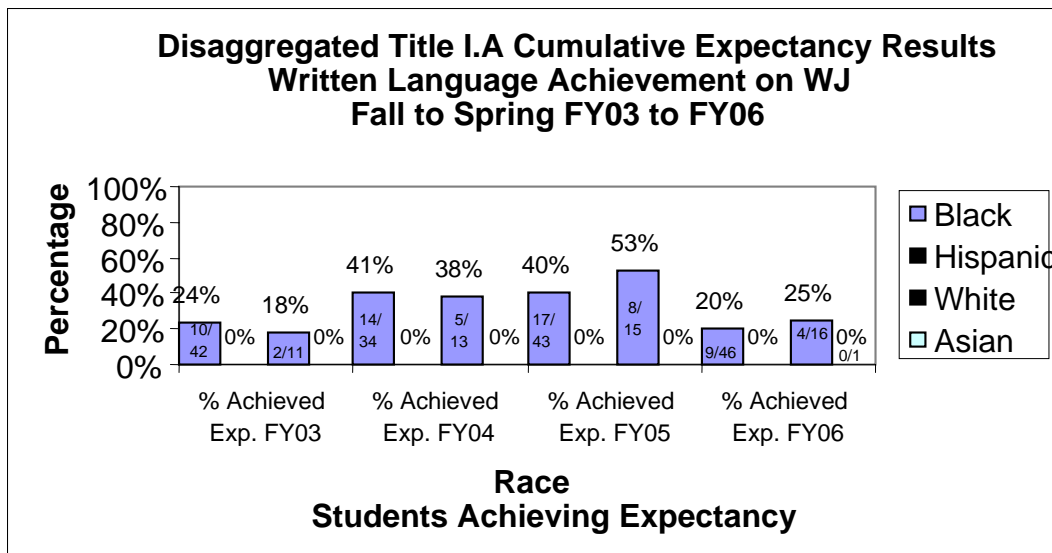


Figure 6.





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Disaggregated gender data was difficult to interpret because of the small sample size for females (Figures 7 & 8).

Figure 7.

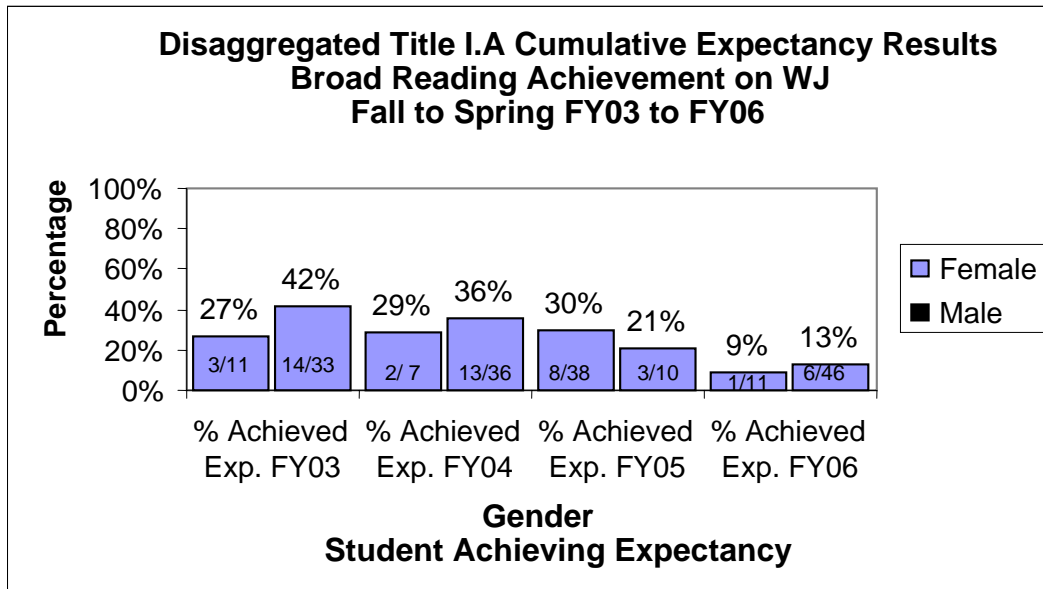
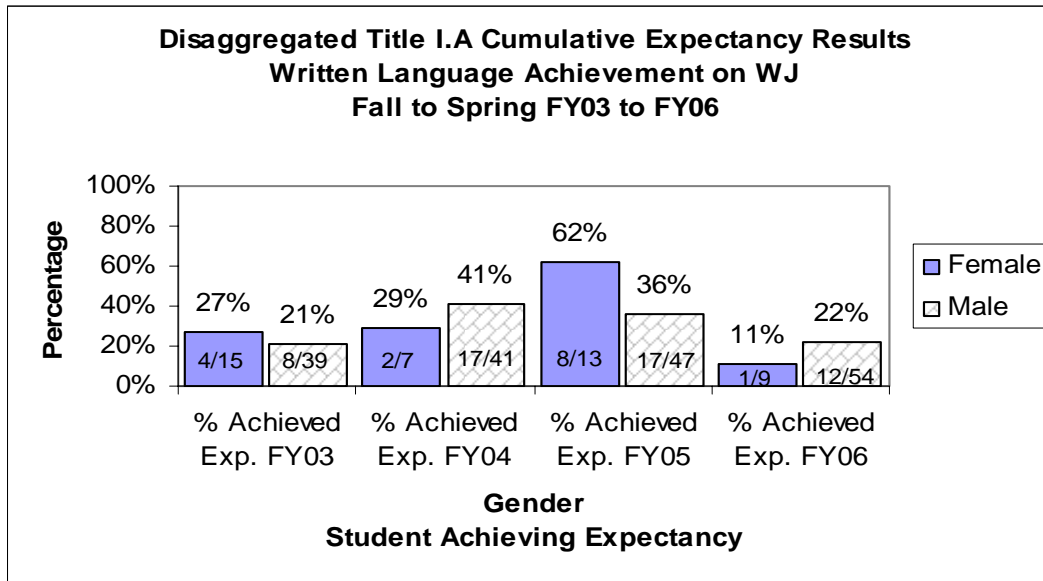


Figure 8.



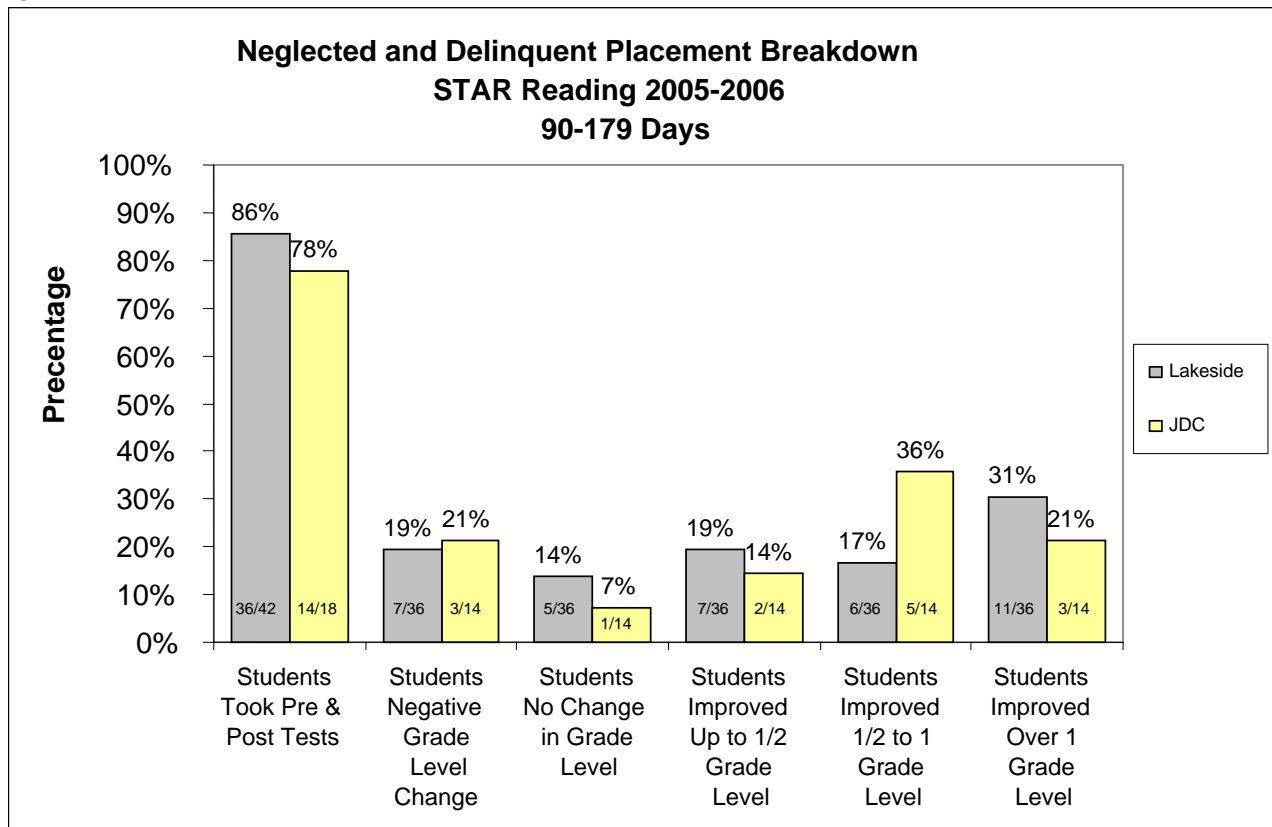


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## *Title I.D Standardized Test for the Assessment of Reading ( STAR) Reading*

Due to a change in Federal regulations for delinquent programs, Title I.D STAR Reading and STAR Math data was collected at JDC and Lakeside Center starting in FY06. Upon entry to JDC and Lakeside students were given the STAR Reading assessment which measures the students' grade level in reading. If a student exited the school any time after 90 consecutive days, a post test was given. Results were reported to the Department of Elementary and Secondary Education (DESE) for students who were at the site for 90-179 consecutive days, 180-269 consecutive days, and more than 270 consecutive days. Some students did not receive post testing because they departed unexpectedly. Of the 36 students at Lakeside who were there 90-169 days and received pre and post testing, 24 (67%) showed a ½ or more grade level increase in reading (Figure 9). Of the 14 students at JDC who were there 90-169 days and received pre and post testing, 10 (71%) showed a ½ or more grade level increase in reading.

Figure 9.

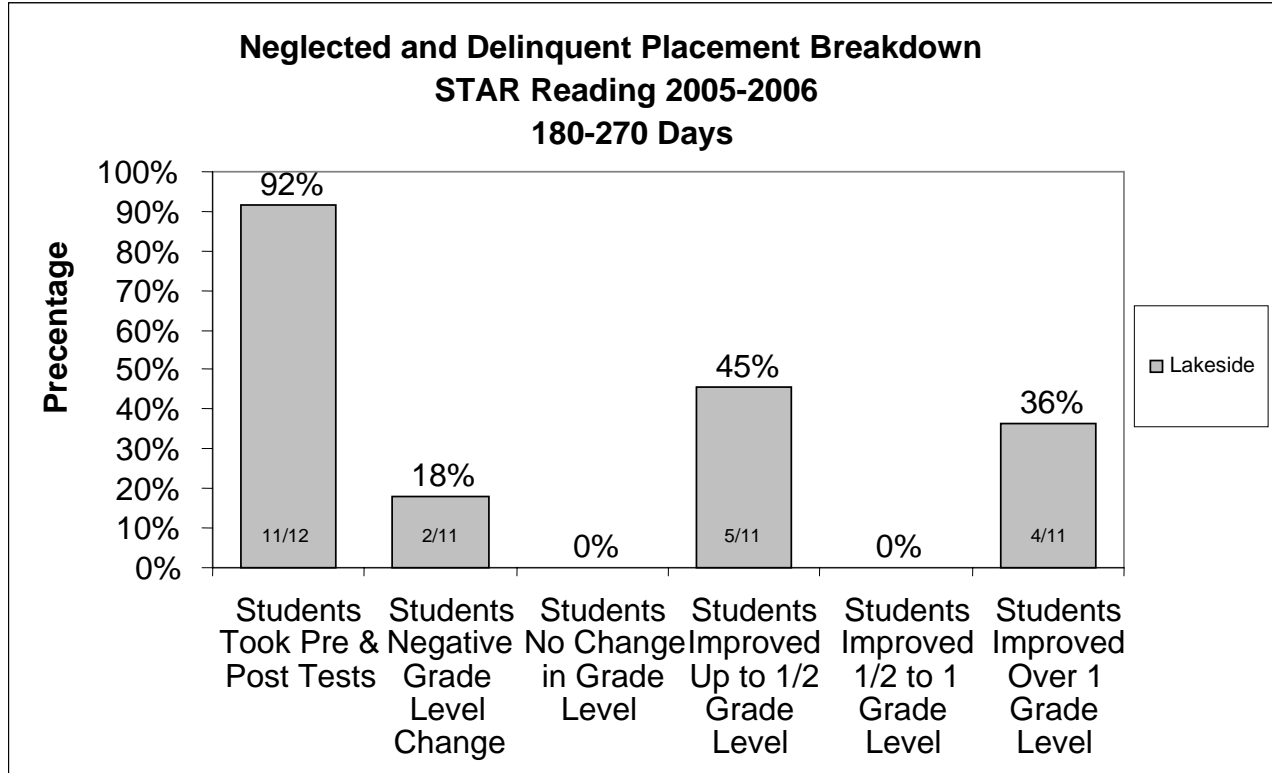




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Of the 11 students at Lakeside who were there 180-269 days and received pre and post testing, nine (82%) showed a ½ or more grade level increase in reading (Figure 10). No students were at JDC 180-269 days.

Figure 10.

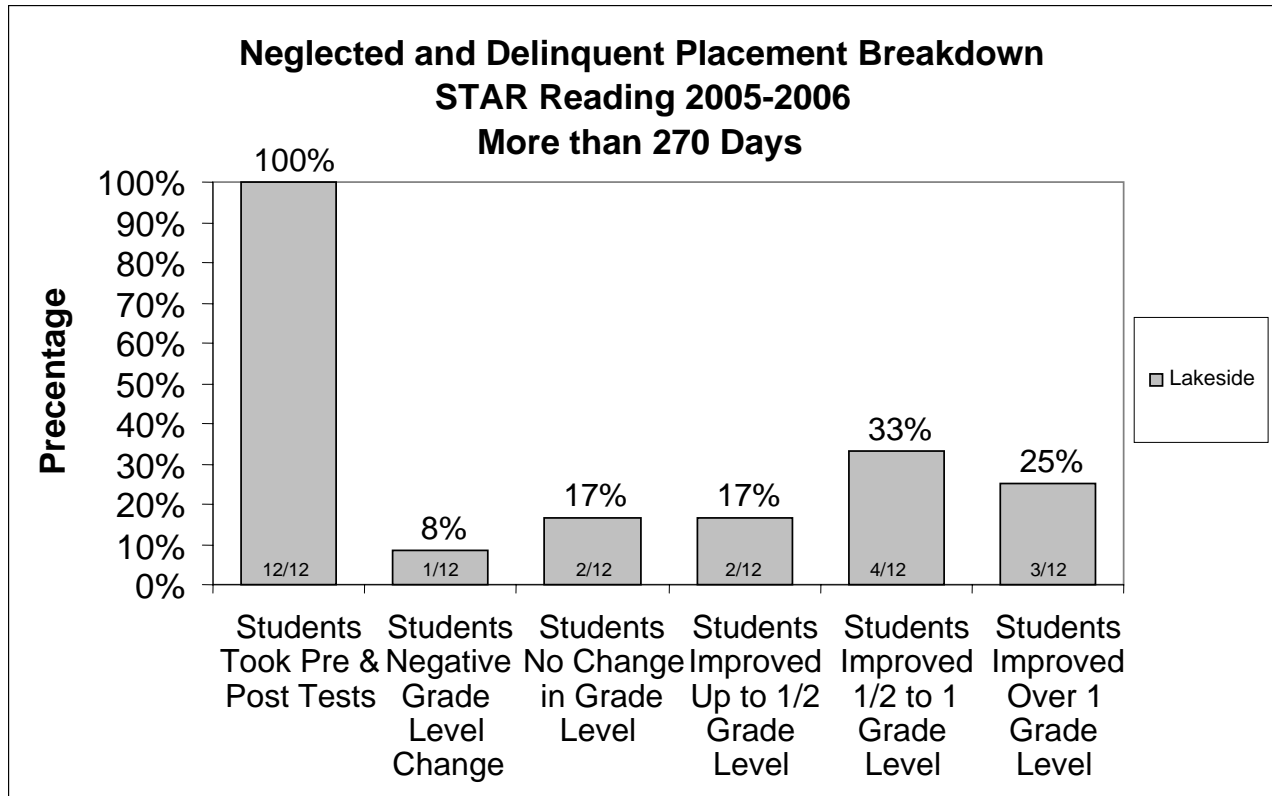




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Of the 12 students at Lakeside who were there 270 days or more days and received pre and post testing, nine (75%) showed a ½ or more grade level increase in reading (Figure 11). No students were at JDC more than 270 days.

Figure 11.

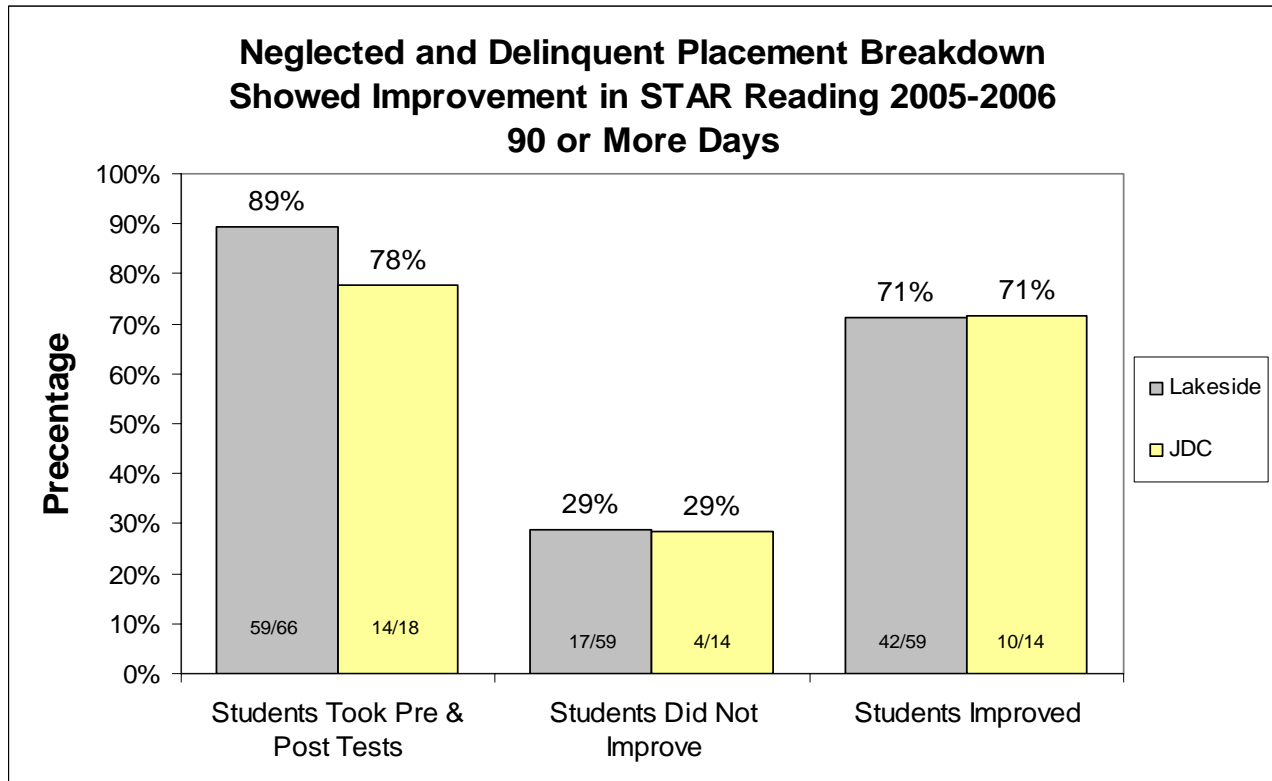




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Seventy-one percent of all students who had taken a pre and post test and were at JDC and Lakeside more than 90 days, showed a ½ grade level or more of improvement (Figure 12).

Figure 12:



## 1. Strengths of Title I.A and Title I.D program/service:

Based on the Title I.A/V.A Parent Phone Survey

- Parent's satisfaction with the Title I.A program remains very high with almost all parents seeing improvement in their child's reading and writing.
- All parents/guardians who attended activities at their child's school found them a positive experience.
- The Title I.A Newsletter was read by parents/guardians and found to be useful. Dial-a-Story was enjoyed by the children that used it.
- While most parents/guardians did not attend activities at their child's school, they were willing to participate by phone.
- The percent of parents/guardians who have met or talked with the reading specialist has increased each year over the last three years.



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Based on Achievement Data

- Despite the severity of the disabilities of the students in the special education schools, students receiving reading and/or writing instruction from the reading specialist continue to make progress.
- Students who do not reach expectancy by the end of the year are still making progress.
- Progress is being monitored and planning is done for those students who do not reach expectancy.
- Students who were at JDC and Lakeside 90 days or more, demonstrated progress in reading.
- Many students at JDC and Lakeside are showing a year or more increase in reading level in less than a year's time.

## **2. Concerns regarding program/service:**

- While parent participation at school activities has increased over the last 3 years, parents actually going to workshops or participating at events at school continue to be very limited.
- Parent involvement as presently defined by the phone survey is too limited and embraces an older definition of parent involvement that identifies participation only as attendance at a school or district function. Current best practice, as outlined in the SSD Board of Education Parent Involvement Policy and SSD Parent Program Evaluation, is not only those parents who are physically present, but also those who actively support the school's goals for their child's learning.
- There has been a decline in the percent of students reaching and maintaining expectancy in reading and written language over the last two years. In that same time period, Title I teachers have dramatically decreased the amount of time they are doing pull-out, one-on-one, and small group instruction and increased the amount of collaborative push-in instruction. The focus has been not only on increasing the literacy skills of students, but also on increasing the instructional skills of the classroom teacher. What we are using to evaluate the success of the Title I program may not be appropriate for the instruction that is being provided. Presently data used to evaluate the Title I program centers on the students who are identified for Title I service. It should be noted that the Spring FY06 District K-11 Literacy data for the special education schools shows an increase in the number of students making progress in reading.

## **3. Recommendations regarding program/service:**

- Redesign the Parent Phone Survey and in so doing expand the definition of parent involvement. Include a question that will identify the obstacles that keep parents from attending activities at school.
- In an attempt to determine the reason for the decrease in performance, we will focus on 3 possible causal factors.



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1. For those students who have not made progress or reached expectancy in reading and written language, cross-reference scores with attendance.
2. Explore breaking down WJ-III achievement data differently, possibly in bands of 10 Standard Score points to help define progress for students who are far from reaching expectancy. Determine the percent of students that increased their standard Score by 10 points, 20 points, 30 points, 40 points, etc.
3. Determine which instructional models/methods/programs being used are most effective by correlating achievement data, including MAP scores, with instructional models/methods/programs.

## **V. Action Plan for Recommendations as A Result of Program Evaluation**

Person responsible to champion action plan: Phyllis Kulp, Federal Programs Coordinator

Timeframe for reporting updates to Board of Education

1<sup>st</sup> Update:

2<sup>nd</sup> Update:

\_\_\_\_\_ Date: \_\_\_\_\_  
**Signature of Administrator Responsible for Chairing Evaluation**

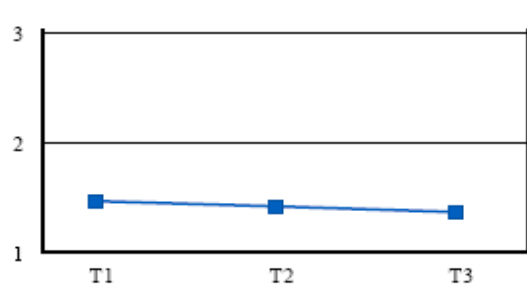


## APPENDIX 4-1

## Title I Parent Phone Survey Spring 2006 Comparison Report for 2004, 2005 and 2006

	Time Interval	
T1	1/1/2004 to 12/31/2004	50
T2	1/1/2005 to 12/31/2005	75
T3	1/1/2006 to 5/3/2006	75

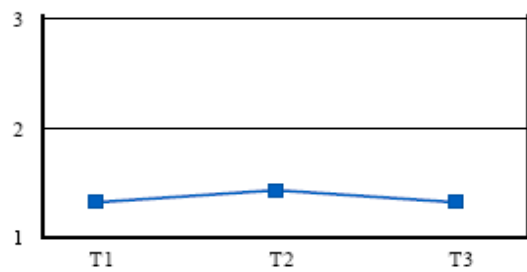
1. Do you know or have you talked with teacher's name, your child's Title I teacher this year?



- 1. Yes
- 2. No

	Resp	Avg
T1	49	1.47
T2	74	1.42
T3	67	1.37

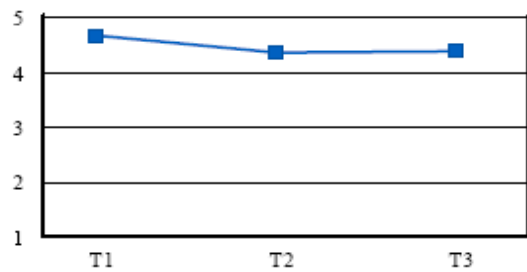
2. Are you familiar with the types of reading activities your child does in the Title I program at school name?



- 1. Yes
- 2. No

	Resp	Avg
T1	50	1.32
T2	74	1.43
T3	66	1.32

3. How satisfied are you with your child's Title I program?



- 1. Very Dissatisfied
- 2. Dissatisfied
- 3. Neutral
- 4. Satisfied
- 5. Very Satisfied

	Resp	Avg
T1	34	4.68
T2	65	4.37
T3	57	4.39

## Title I Parent Phone Survey Spring 2006 Comparison Report for 2004, 2005 and 2006

6. Does your child talk about the Title I program?



1. Yes
2. No

	Resp	Avg
T1	50	1.54
T2	0	N/A
T3	0	N/A

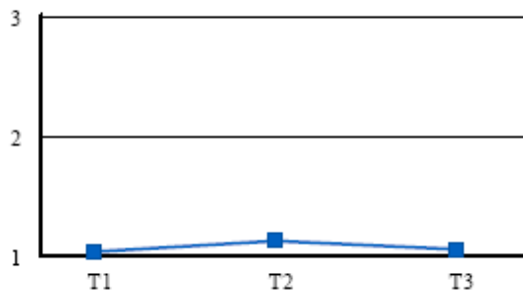
7. How does your child like it?



1. Not like it at all
2. Somewhat likes it
3. Moderate
4. Likes it
5. Likes it very much

	Resp	Avg
T1	25	4.64
T2	0	N/A
T3	0	N/A

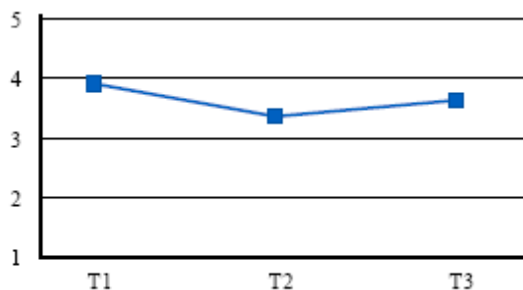
8. Do you think that your child's reading/writing skills have improved this year?



1. Yes
2. No

	Resp	Avg
T1	49	1.04
T2	70	1.13
T3	62	1.06

9. If yes, to what degree?

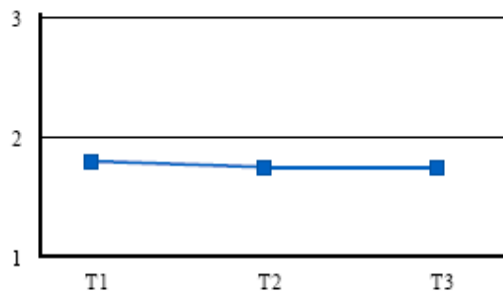


1. Little improvement
2. Somewhat improvement
3. Moderate
4. Improvement
5. Lot of improvement

	Resp	Avg
T1	47	3.91
T2	59	3.36
T3	57	3.63

## Title I Parent Phone Survey Spring 2006 Comparison Report for 2004, 2005 and 2006

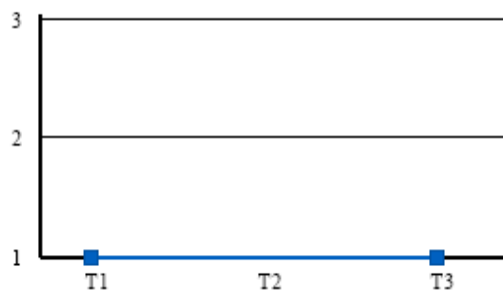
10. Did you have the opportunity to participate in any parent activities at school this year?



1. Yes  
2. No

	Resp	Avg
T1	50	1.80
T2	75	1.75
T3	67	1.75

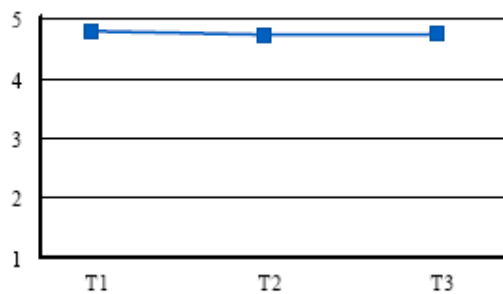
11. Was it a good experience for you?



1. Yes  
2. No

	Resp	Avg
T1	10	1.00
T2	0	N/A
T3	13	1.00

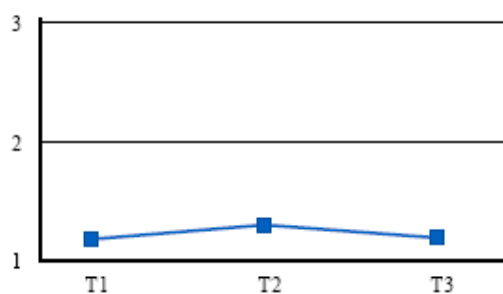
12. How would you rate the experience?



1. Not enjoyable  
2. Somewhat enjoyable  
3. Moderate  
4. Enjoyable  
5. Very enjoyable

	Resp	Avg
T1	10	4.80
T2	19	4.74
T3	16	4.75

13. We have sent monthly Title I newsletters to parents/guardians. Have you had a chance to read it?

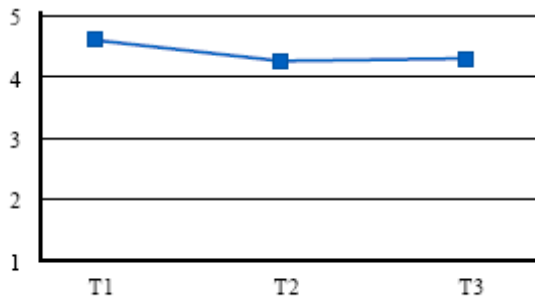


1. Yes  
2. No

	Resp	Avg
T1	40	1.18
T2	63	1.30
T3	52	1.19

## Title I Parent Phone Survey Spring 2006 Comparison Report for 2004, 2005 and 2006

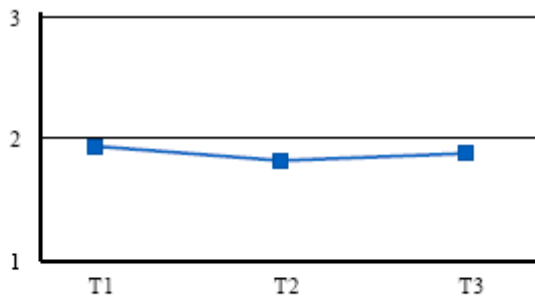
14. How useful is the newsletter?



- 1. Not useful
- 2. Somewhat useful
- 3. Moderate
- 4. Useful
- 5. Very useful

	Resp	Avg
T1	31	4.61
T2	44	4.27
T3	45	4.31

16. Have you been able to attend any of the workshops for parents that are listed in the Title I newsletter?

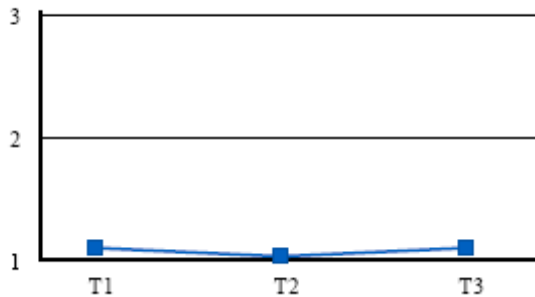


- 1. Yes
- 2. No

	Resp	Avg
T1	32	1.94
T2	45	1.82
T3	41	1.88

17. Here are some ideas we're thinking of including in the newsletter next year, do you think they would be helpful?

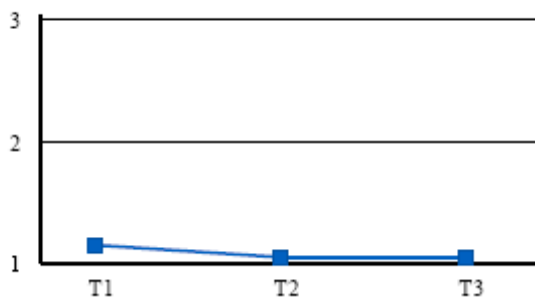
17.1 Low cost place for your family to visit?



- 1. Yes
- 2. No

	Resp	Avg
T1	39	1.10
T2	61	1.03
T3	58	1.10

17.2 Articles on parenting

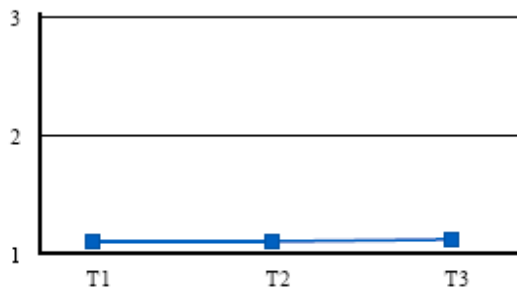


- 1. Yes
- 2. No

	Resp	Avg
T1	39	1.15
T2	63	1.05
T3	58	1.05

## Title I Parent Phone Survey Spring 2006 Comparison Report for 2004, 2005 and 2006

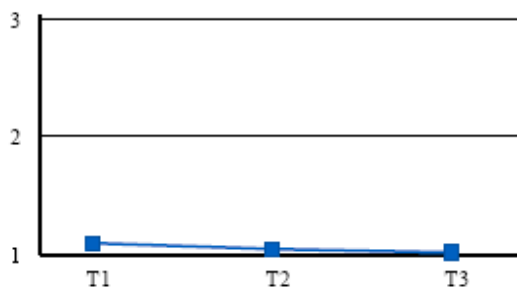
### 17.3 Homework help



1. Yes  
2. No

	Resp	Avg
T1	39	1.10
T2	63	1.10
T3	58	1.12

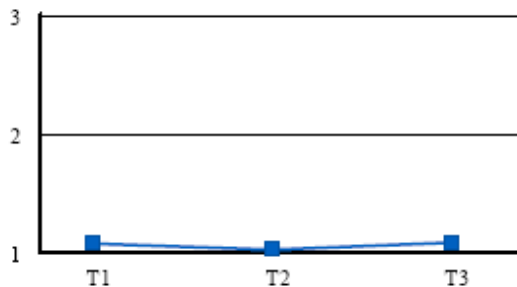
### 17.4 Reading



1. Yes  
2. No

	Resp	Avg
T1	39	1.10
T2	62	1.05
T3	58	1.02

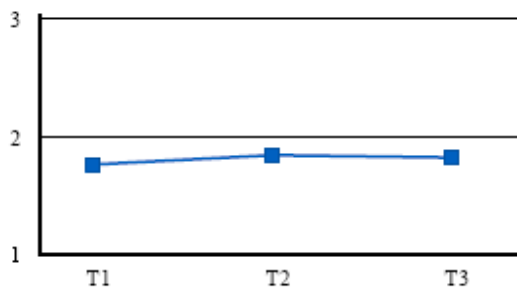
### 17.5 Discipline



1. Yes  
2. No

	Resp	Avg
T1	39	1.08
T2	62	1.03
T3	58	1.09

### 19. Did your family have the opportunity to listen to any Dial-A-Story stories?

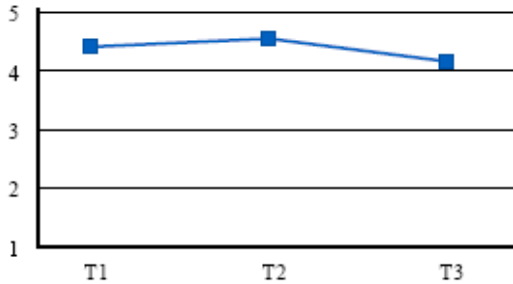


1. Yes  
2. No

	Resp	Avg
T1	49	1.76
T2	62	1.84
T3	73	1.82

## Title I Parent Phone Survey Spring 2006 Comparison Report for 2004, 2005 and 2006

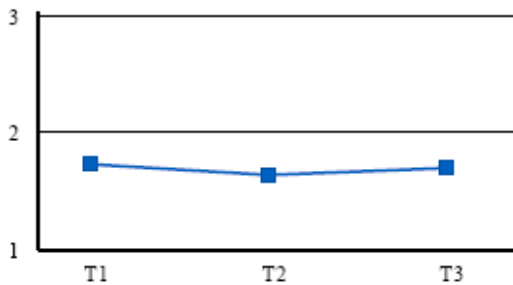
20. Did your child enjoy the story/stories?



- 1. Not enjoyable
- 2. Somewhat enjoyable
- 3. Moderate
- 4. Enjoyable
- 5. Very enjoyable

	Resp	Avg
T1	12	4.42
T2	9	4.56
T3	12	4.17

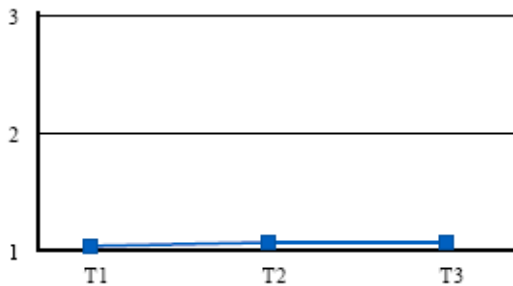
21. Would you be interested in serving on a school or district parent committee?



- 1. Yes
- 2. No

	Resp	Avg
T1	48	1.73
T2	74	1.64
T3	74	1.70

22. If we're making changes in the Title I program and need parent perspective, would you be willing for me to call you to get your opinion?



- 1. Yes
- 2. No

	Resp	Avg
T1	49	1.04
T2	74	1.07
T3	74	1.07

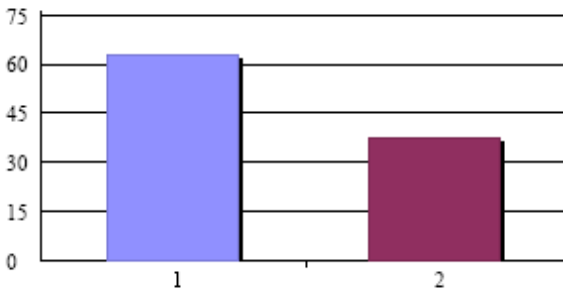
## APPENDIX 4-2



# Title I Parent Phone Survey Spring 2006

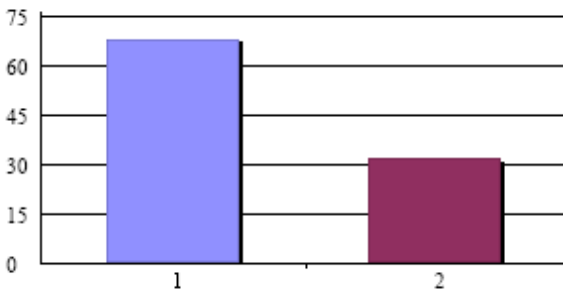
Creation Date: 5/3/2006  
Time Interval: 1/1/2006 to 5/3/2006  
Total Respondents: 75

1. Do you know or have you talked with teacher's name, your child's Title I teacher this year?



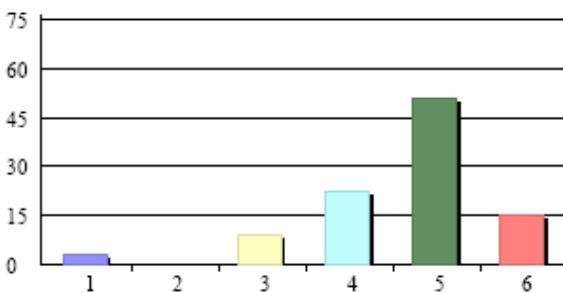
1. Yes 42 63%  
2. No 25 37%  
Total Responses: 67  
Mean: 1.37 Standard Deviation: 0.49

2. Are you familiar with the types of reading activities your child does in the Title I program at school name?



1. Yes 45 68%  
2. No 21 32%  
Total Responses: 66  
Mean: 1.32 Standard Deviation: 0.47

3. How satisfied are you with your child's Title I program?



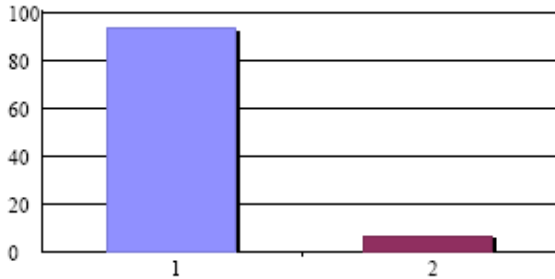
1. Very Dissatisfied 2 3%  
2. Dissatisfied 0 0%  
3. Neutral 6 9%  
4. Satisfied 15 22%  
5. Very Satisfied 34 51%  
6. Not Applicable/Do Not Know 10 15%  
Total Responses: 67  
Mean: 4.39 Standard Deviation: 0.94

6. Does your child talk about the Title I program?  
There are no responses to this question.

7. How does your child like it?  
There are no responses to this question.

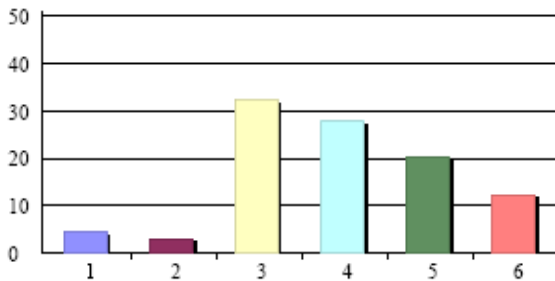
## Title I Parent Phone Survey Spring 2006

8. Do you think that your child's reading/writing skills have improved this year?



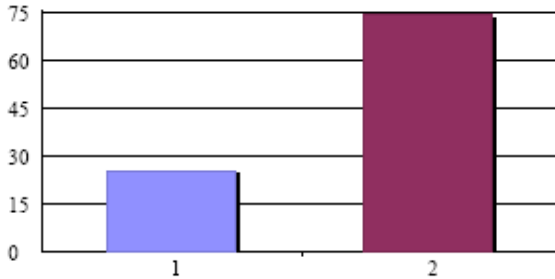
1. Yes 58 94%  
2. No 4 6%  
Total Responses: 62  
Mean: 1.06 Standard Deviation: 0.25

9. If yes, to what degree?



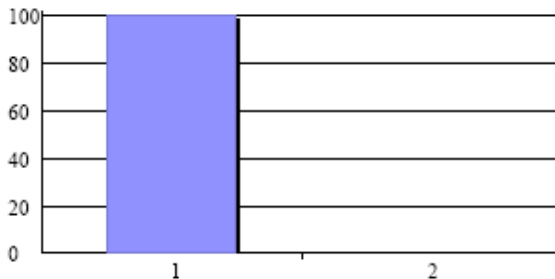
1. Little improvement 3 5%  
2. Somewhat improvement 2 3%  
3. Moderate 21 32%  
4. Improvement 18 28%  
5. Lot of improvement 13 20%  
6. Not applicable/I do not know 8 12%  
Total Responses: 65  
Mean: 3.63 Standard Deviation: 1.05

10. Did you have the opportunity to participate in any parent activities at school this year?



1. Yes 17 25%  
2. No 50 75%  
Total Responses: 67  
Mean: 1.75 Standard Deviation: 0.44

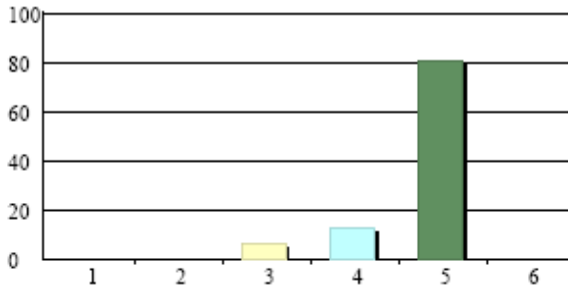
11. Was it a good experience for you?



1. Yes 13 100%  
2. No 0 0%  
Total Responses: 13  
Mean: 1.00 Standard Deviation: 0.00

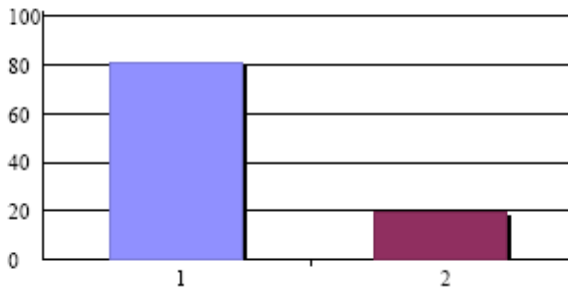
## Title I Parent Phone Survey Spring 2006

12. How would you rate the experience?



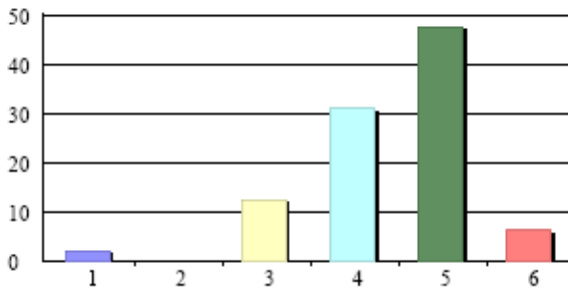
1. Not enjoyable	0	0%
2. Somewhat enjoyable	0	0%
3. Moderate	1	6%
4. Enjoyable	2	12%
5. Very enjoyable	13	81%
6. Not applicable/I do not know	0	0%
Total Responses:	16	
Mean: 4.75	Standard Deviation: 0.58	

13. We have sent monthly Title I newsletters to parents/guardians. Have you had a chance to read it?



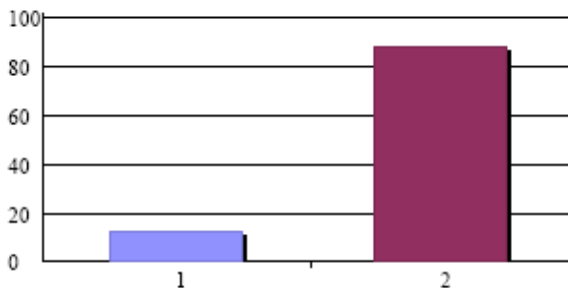
1. Yes	42	81%
2. No	10	19%
Total Responses:	52	
Mean: 1.19	Standard Deviation: 0.40	

14. How useful is the newsletter?



1. Not useful	1	2%
2. Somewhat useful	0	0%
3. Moderate	6	12%
4. Useful	15	31%
5. Very useful	23	48%
6. Not applicable/I do not know	3	6%
Total Responses:	48	
Mean: 4.31	Standard Deviation: 0.87	

16. Have you been able to attend any of the workshops for parents that are listed in the Title I newsletter?

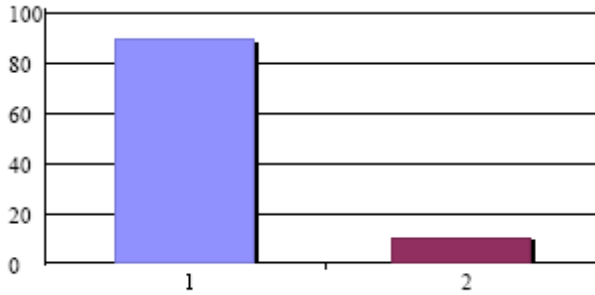


1. Yes	5	12%
2. No	36	88%
Total Responses:	41	
Mean: 1.88	Standard Deviation: 0.33	

## Title I Parent Phone Survey Spring 2006

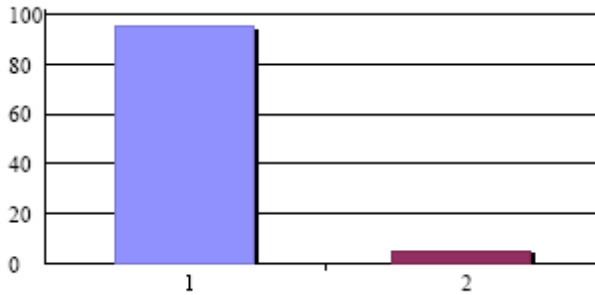
17. Here are some ideas we're thinking of including in the newsletter next year, do you think they would be helpful?

17.1 Low cost place for your family to visit?



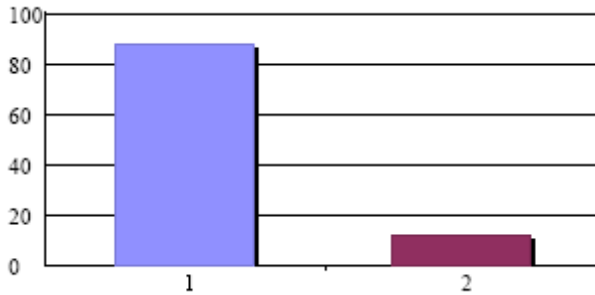
1. Yes 52 90%  
2. No 6 10%  
Total Responses: 58  
Mean: 1.10 Standard Deviation: 0.31

17.2 Articles on parenting



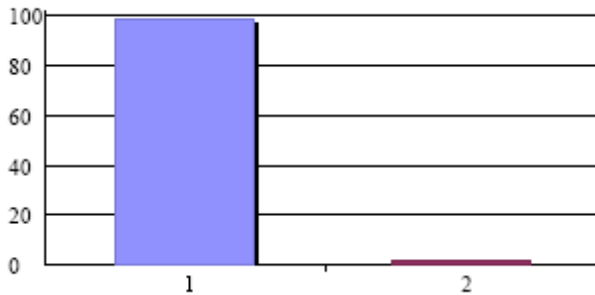
1. Yes 55 95%  
2. No 3 5%  
Total Responses: 58  
Mean: 1.05 Standard Deviation: 0.22

17.3 Homework help



1. Yes 51 88%  
2. No 7 12%  
Total Responses: 58  
Mean: 1.12 Standard Deviation: 0.33

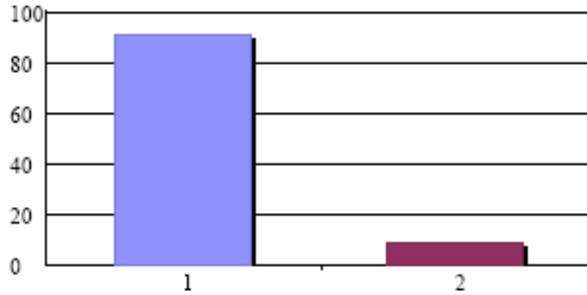
17.4 Reading



1. Yes 57 98%  
2. No 1 2%  
Total Responses: 58  
Mean: 1.02 Standard Deviation: 0.13

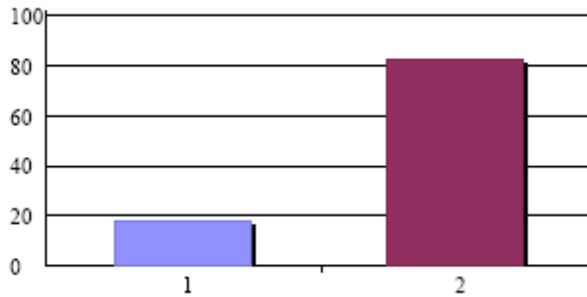
## Title I Parent Phone Survey Spring 2006

17.5 Discipline



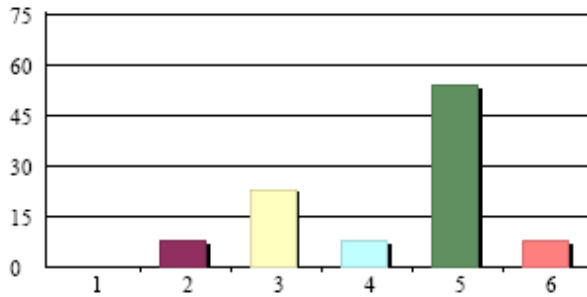
1. Yes 53 91%  
 2. No 5 9%  
 Total Responses: 58  
 Mean: 1.09 Standard Deviation: 0.28

19. Did your family have the opportunity to listen to any Dial-A-Story stories?



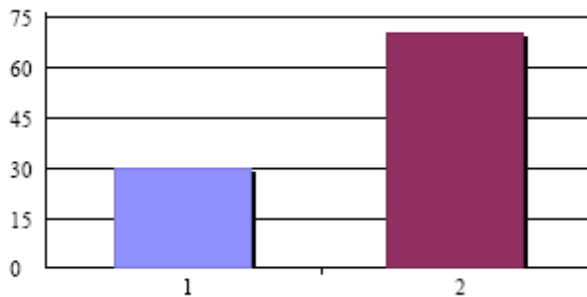
1. Yes 13 18%  
 2. No 60 82%  
 Total Responses: 73  
 Mean: 1.82 Standard Deviation: 0.39

20. Did your child enjoy the story/stories?



1. Not enjoyable 0 0%  
 2. Somewhat enjoyable 1 8%  
 3. Moderate 3 23%  
 4. Enjoyable 1 8%  
 5. Very enjoyable 7 54%  
 6. Not applicable/I do not know 1 8%  
 Total Responses: 13  
 Mean: 4.17 Standard Deviation: 1.11

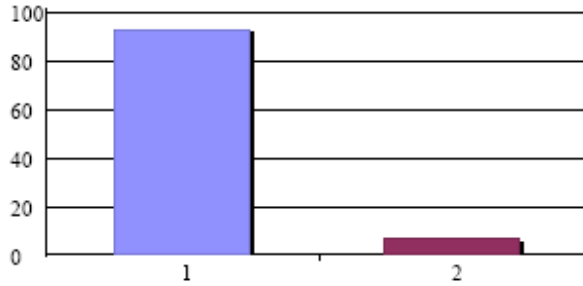
21. Would you be interested in serving on a school or district parent committee?



1. Yes 22 30%  
 2. No 52 70%  
 Total Responses: 74  
 Mean: 1.70 Standard Deviation: 0.46

## Title I Parent Phone Survey Spring 2006

22. If we're making changes in the Title I program and need parent perspective, would you be willing for me to call you to get your opinion?



1. Yes 69 93%  
2. No 5 7%  
Total Responses: 74  
Mean: 1.07 Standard Deviation: 0.25