



**Coordinator Name**

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**Planning Team**

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**Description of the Program (2012-2013)**

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. Title I is designed to help achieve proficiency on state academic assessments by improving reading and math skills.

**Description of How the Program's Services are Developed and Delivered**

SSD schools qualify for Title I.A funds based upon free and reduced lunch percentages. The district uses a set of weighted criteria to determine which students will receive services. Title I.A-funded staff provides supplemental instruction both in the classroom (push-in) and one-to-one (pull-out). Students exit the program when their skills reach expectancy (achievement commensurate with ability).

The court programs (Juvenile Detention Center and Lakeside) qualify for Title I.D funds based upon a census count of enrollment taken in the fall of each year. All students in the Court programs are eligible for Title I.D services. Title I.D staff provide one-to-one (pull-out) supplemental reading instruction to students with the greatest need as measured by the STAR reading assessment.

Parent involvement is a key component of the Title I program. In addition to parent involvement activities that occur at the school level, the Federal Programs Parent and Community Advisory Committee meets three times each year to provide a meaningful and ongoing communication with parents to aid in developing the Federal grants application and administering the Title programs.

**Key Program Stakeholder Groups**

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|--|---|
| <input checked="" type="checkbox"/> Students       | <input type="checkbox"/> Board of Education |
| <input checked="" type="checkbox"/> Parents        | <input type="checkbox"/> Taxpayers          |
| <input checked="" type="checkbox"/> Staff          | <input type="checkbox"/> Other (30T)        |
| <input checked="" type="checkbox"/> Administrators |   |

**Student and/or Stakeholder Needs Addressed by the Program**

The Title I program is designed to:

1. Address the needs of students in the special education schools whose reading and writing is not at expectancy (achievement commensurate with cognitive ability) and students in the Court programs whose reading and writing skills are not at grade level.
2. Provide classroom teachers access to reading specialists (collaboration) so classroom teachers may gain a deeper knowledge of researched-based reading strategies.
3. Provide parents with increased knowledge of their child's overall literacy skills through conferences, quarterly progress reports, and Title I newsletters.
4. Increase parent involvement both at the school level and through membership on the district-level Federal Programs Parent and Community Advisory Committee.

### Overall Goals of the Program

### Expected Measurable Outcomes

Goal 1: The Title I program will meet all state and federal compliance requirements.	1.1 SSD Title I programs will meet 100% of state and federal compliance requirements as indicated on the Federal Programs Self-Monitoring Checklist.
Goal 2: Students who receive Title I services in reading will increase their reading proficiency.	2.1 Special education schools: 100% of students receiving Title I services in reading will increase their reading score or maintain an above grade level average reading standard score on the Woodcock-Johnson III. 2.2 Court Program: 100% of students at the Juvenile Detention Center (JDC) or Lakeside who are at the facility 90 or more consecutive days will increase their reading score or will maintain an above grade level average STAR reading score.
Goal 3: Students who receive Title I services in writing will increase their writing proficiency.	3.1 Special education schools: 100% of participating students who receive Title I services in written language will increase their writing score or maintain an above average written language standard score on the Woodcock-Johnson III.

### Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

### Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)



**Evaluation Results**

What is the status of the program's progress toward achieving the goals?

Goal 1: The Title I program will meet all state and federal compliance requirements.

Measurable Objective 1:	SSD Title I programs will meet 100% of state and federal compliance requirements as indicated on the Federal Programs Self-Monitoring Checklist.
Results: The 2012-2013 No Child Left Behind (NCLB) Self-Monitoring Checklist showed 98.3% district compliance. One item out of 59 was marked as "district resolving": The district did not meet the 100% highly qualified teacher benchmark required by the state.	

Goal 2: Students who receive Title I services in reading will increase their reading proficiency.

Measurable Objective 1:	Special education schools: 100% of students receiving Title I services in reading will increase their reading score or maintain an above grade level reading standard score on the Woodcock-Johnson III.
Results: In the 2012-2013 school year, 82% (42/51) of students either maintained or increased their reading standard score on the Woodcock-Johnson III.	

Measurable Objective 2:	Court Programs: 100% of students at the Juvenile Detention Center (JDC) or Lakeside who are at the facility 90 or more consecutive days will increase their reading score or will maintain an above grade level STAR reading score.
Results: In the 2012-2013 school year, 96% (64/67) of students at JDC or Lakeside 90 consecutive days or more either increased their STAR reading score or maintained an above grade-level reading score.	

Goal 3: Students who receive Title I services in writing will increase their writing proficiency.

Measurable Objective 1:	Special education schools: 100% of participating students who receive Title I services in written language will increase their writing score or maintain an above average written language standard score on the Woodcock-Johnson III.
Results: In the 2012-2013 school year, 80% (35/44) of students either increased their written language standard score or maintained at above-average score on the Woodcock-Johnson III.	

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

<p>Strengths</p> <p>Title I Reading specialists report:</p> <ul style="list-style-type: none"> <li>• Special School District was 98.3% district compliant as measured by the NCLB Self-Monitoring Checklist (SMC).</li> <li>• 82% of special education students served in the area of reading improved their reading score.</li> </ul>
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- 96% of court program students served in the area of reading showed progress or maintained the highest level on the STAR reading assessment.
- 80% of special education students served in the area of written language improved their written language score.
- Teachers have many instructional resources.
- Reading specialists use data to make instructional decisions at each school.
- Parent survey (Title I.A) indicates that parents feel their child is reading more frequently and reading more difficult materials
- Administrators, teachers, and reading specialists work well as a team.

Opportunities/Weaknesses

- Not all students are seen by the reading specialist
- Woodcock-Johnson III is not a good measure of achievement for many students.
- Some schools do not have a full-time reading specialist.

How well aligned are the program’s priorities and processes with the goals of the program?

The Title I goals are well aligned with the program’s priorities and processes.

Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should priorities be changed to put more focus on achieving the goals?  Yes  No

Should goals be changed, added or removed?  Yes  No

**Evaluation Implications**

**General Recommendation Resulting from the Evaluation**

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

**Action Plan**

Title I teachers will use STAR as a progress monitoring assessment instead of the Woodcock Johnson.

Targeted Title I programs will be replaced with a Schoolwide Title I programs in the separate schools. This replacement will address the reading needs of all students.

## **A review of the recommendations of the 2012-2013 Program Evaluation:**

1. Vocabulary development - Title I teachers will meet with collaborative classroom teachers to share research-based vocabulary strategies to be implemented within the classroom.

*During the FY14 school year, Title I teachers will share a research-based vocabulary strategy with classroom teachers during monthly collaborative meetings. This strategy will be reflected in the Title I teacher's monthly documentation.*

2. Students scoring at the highest level on the STAR - Measure student reading progress using scale scores and/or instructional reading level in addition to grade level.

*During the FY14 school year, Title I teachers will record grade equivalent, instructional reading level, and scale scores from the STAR Reading Assessment for all students. The instructional reading level and scale scores (which are usually lower than the grade equivalent) will be used to evaluate progress for students who score a grade equivalent of 12.9 on the STAR.*

### **Cost and Funding Source**

No additional funding needed. Federal grants fully fund this program.