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Name**

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Program Description

Purpose or Mandate

The purpose of SSD’s Title I.A program is to help ensure that all children, especially low-achieving students, meet challenging state academic standards. The key elements of this program include enriched and accelerated instruction, high quality professional development, and expanded family engagement opportunities.

Summary Description of Program

Title I.A is one of the federal programs authorized by the No Child Left Behind (NCLB) Act of 2001. Title I.A funding is determined by the free and reduced lunch count in SSD schools. Title I.A funds are used to meet the academic needs of low-achieving students.

Title I.A funds may be used to provide targeted instruction to students who meet pre-defined criteria, or those same funds may be used to move an entire educational program forward through the creation and implementation of a Schoolwide Plan. All SSD schools receiving Title I.A funds currently operate under DESE-approved Title I.A Schoolwide Plans.

Which specific CSIP goals and PCF processes does this Program support?

- CSIP 1.1 Ensure achievement for all students.
- CSIP 5.2 Increase engagement with parents and the community through collaborative relationships.
- PCF 2.2 Design effective instructional programs
- PCF 13.4 Design and implement parent engagement program

Who are the Customers/Stakeholders?

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other School Community

What are the Customer/Stakeholder requirements?

Students receiving supplementary instruction from a Title I.A reading specialist expect improved reading scores and better outcomes on state achievement tests. Additionally, families expect an increased level of family engagement through academic meetings at school, as well as through the sharing of information and resources that will help families support student learning at home

What is this program expected to accomplish?

The outcomes expected from the Title I.A program include:

- Improved student scores on district and state assessments.
- Increased level of family engagement that is linked to learning.
- Improved quality of family engagement that is linked to learning

Briefly describe how this Program works

Each Title I.A school has a caseload plan that is used to determine which students will receive one-to-one reading instruction from a Title I.A reading specialist. The caseload plan first looks at students who are close to moving to the next level on the state assessment, then which of those students are reading more than one year below grade level. Students meeting this criteria are placed on the reading specialists' caseload.

Caseload students are given the STAR Reading Assessment at the end of each quarter. Student progress is evaluated and instructional plans for remediation are adjusted as needed.

Any additional Title I.A funds will be used to support the goals of each school's DESE-approved Schoolwide Plan.

What resources (type and quantity) are required to execute this plan?

Resources will vary by school, but in general the resource list will include one or more of the following: reading specialist, math specialist, supplementary instructional materials, resources and materials to support student learning at home (family engagement), and high-quality professional development for instructional staff.

Action Plan Summary

Previous Cycle Goals and Measurable Objectives

2012-2013 Overall Goals and Measurable Objectives

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

Objective 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.

Objective 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 reading standard score on the Woodcock-Johnson III.

Objective 2.2: 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.

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

Objective 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.

2013-2014 Overall Goals and Measurable Objectives

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

Objective 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.

Objective 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 reading standard score on the Woodcock-Johnson III.

Objective 2.2: 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.

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

Objective 3.1: 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.

Objective 3.2: 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.

Current Cycle Goals and Measurable Objectives

2014-2015 Overall Goals and Measurable Objectives

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

Objective 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.

Objective 2.1: 100% of students who receive Title 1 services in reading will be on track to increase their reading level by at least 0.4 years per quarter as indicated by the STAR reading assessment.

Current Cycle (2014-2015) Action Plans

Short-term (within the next school year)

- STAR Reading Assessment will replace Woodcock-Johnson III as a progress monitoring tool.
- Targeted Title I.A program will be replaced with Title I.A Schoolwide Plan.

Medium-term (1-2 years)

None

Long-term (3 years and more)

None

Evaluation Plan Summary

Program Evaluation Authority

DESE requires an annual evaluation of the Title I.A program.

SSD Board Policy IM, adopted October 28, 2014, requires a biennial evaluation of the Title I program.

The last evaluation of this program was approved by the Board of Education on September 24, 2013.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?

- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?

Quantitative Measures - Evaluation questions to be used

- What is the status of the program’s progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?

Quantitative Measures – Criteria for Evaluation

Measure to be used	2014-2015 Target
Measure 1.1: Count of items on Self-Monitoring Checklist, expressed as a percentage of all items.	100%
Measure 2.1: Number of students who increase their STAR reading assessment level by 0.4 years per quarter, expressed as a percentage of all students.	100%



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Evaluation Summary

Purpose or Mandate

Title I.A (Part A), commonly called "Title I", is one of the federal programs authorized by the No Child Left Behind (NCLB) Act of 2001. The purpose of SSD's Title I program is to help ensure that all children, especially low-achieving students, meet challenging state academic standards.

The CSIP goals and PCF processes supported by this program include:

- CSIP 1.1 Ensure achievement for all students.
- CSIP 5.2 Increase engagement with parents and the community through collaborative relationships.
- PCF 2.2 Design effective instructional programs
- PCF 13.4 Design and implement parent engagement program

Program Description

The Title I program is one of several SSD programs which are similar in purpose and sometimes confusing in names. These are all eligible for separate NCLB grant funding. They are managed separately within SSD and are evaluated separately on their agreed schedules. These programs are:

- Title I.A ("Part A"), improving basic LEA programs, is the focus of SSD's "Title I" program. This part is the subject of the present Evaluation Report.
- Title I.C ("Part C"), Education of Migratory Children, is the focus of SSD's "Migratory" program.
- Title I.D ("Part D"), Programs for Children Who Are Neglected, Delinquent, or At-Risk, is the focus of SSD's "At Risk" program.
- Title III, English Language Learners, is the focus of SSD's "ELL" program.
- Title X, Homeless Learners, is the focus of SSD's "Homeless" program.

A biennial evaluation of the "Title I" program is mandated by Board Policy IM (revised October 28, 2014). The last evaluation of this program was approved by the Board on September 24, 2013.

Title I.A funding is determined by the free and reduced lunch count in SSD schools. Funds may be used to provide targeted instruction to students who meet pre-defined criteria, or those same funds may be used to move an entire educational program forward through the creation and implementation of a Schoolwide Plan. All SSD schools receiving Title I.A funds currently operate under DESE-approved Title I.A Schoolwide Plans.

The key elements of this program include enriched and accelerated instruction, high quality professional development, and expanded family engagement opportunities.

What were the major accomplishments or benefits of this program?

There was a significant increase in the percentage of Title I caseload students who met the reading achievement goal (from 37% in FY14 to 55% in FY15).

How well did this program fulfill its purpose or mandate?

- Inadequate Approaching Satisfactory Satisfactory Excellent

What factors made essential contributions (+/-) to this rating?

Individualized, research-based reading instruction based on analysis of data.

What is the general level of customer or stakeholder satisfaction with this program?

- Not at all Satisfied Somewhat Satisfied Very Satisfied Completely Satisfied

What factors made essential contributions (+/-) to this rating?

Responses on the Parent Survey indicate that 81% of families believe their child’s reading level has improved. Parent perception combined with the increased percentage of students who met the reading achievement goal would indicate that stakeholders are very satisfied.

Evaluation Results

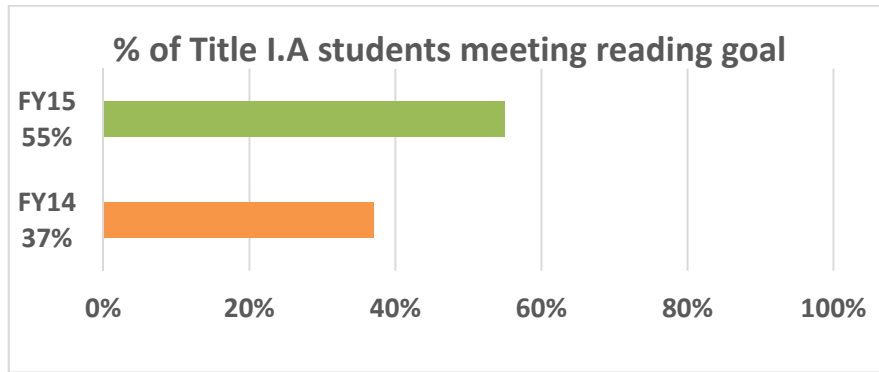
What is the status of the program’s progress toward achieving its goals?

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

Measurable Objective 1:	SSD Title I.A programs will meet 100% of state and federal compliance requirements as indicated on the Federal Programs Self-Monitoring Checklist.
<p>Results: SUBSTANTIALLY MET</p> <p>SSD was 98% compliant (146/149 items) in FY15. The district did not meet the 100% highly qualified teacher requirement and two required documents (meeting sign-in sheets) were not received by the Federal Programs office. The district was 98.3% compliant in FY13.</p>	

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

Measurable Objective 1:	100% of students who receive Title I.A services in reading will be on track to increase their reading level by at least 0.4 years per quarter as indicated by the STAR reading assessment.
<p>Results: NOT MET</p> <p>In FY15, 55% of students receiving Title I.A services in reading met the goal. In FY14, the percentage of students meeting the same goal was 37%.</p>	



Results from earlier years are not comparable because the measurable objective and assessment tool changed in FY14.

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

Strengths

- The percentage of students meeting the FY15 Title I.A reading goal increased from FY14.
- Families report that they have seen an improvement in their child’s reading (81%).
- Families are discussing the books their child is reading (84%).

Opportunities/Weaknesses

- Provide families with reading strategies and resources to support their child’s learning at home.
- Need to determine why 45% of students did not meet the reading goal.

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

The program’s processes are well aligned with the goals of the Title I.A program.

Deployment Level of Program Services

- Little or no deployment of program services.
- The program services are in the early stages of deployment in most areas or schools.
- Services are deployed, although some areas or schools are in early stages of deployment.
- Services are well deployed, although deployment may vary in some areas or schools.
- Services are well deployed, with no significant gaps.
- Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should resources be changed to improve this program?

Yes **No**

If Yes, describe changes.

The number of students meeting goal was lowest at the three schools that do not have a full-time reading specialist for caseload students. In one case, the reading specialist provides reading instruction 40% of the time and functions as a literacy coach the remaining 60% of the time.

The other two schools share the services of one reading specialist. She is at one school two days per week and the second school the remaining three days.

Ideally, there would be a 1.0 FTE reading specialist at each school dedicated to providing individualized reading instruction 100% of the time.

Should goals be changed, added or removed?

Yes **No**

If Yes, describe changes.

n/a

Evaluation Implications

What are the actual costs of this program, and how do they compare to budget?

Total Annual Expenditures:	\$446,116.37	Total Annual Budget:	\$487,067.89
Staff	\$365,379.00	Staff	\$365,379.00
Technology	\$ 36,647.64	Technology	\$ 61,567.00

What are the major sources and amounts of funds?

Title I.A Grant \$498,182

How many customers (students) are served by this program? 195

What is this program's annual cost per customer (student)? \$ 2,288

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

General Recommendation Resulting from this Evaluation

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Continue the program as is with specific action plans for improvement.
- 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 Plans

Review of Action Plan progress since last report.

Action Plan 1

<p>Opportunity for Improvement Title I.A teachers will use STAR as a progress monitoring assessment instead of Woodcock-Johnson III.</p>
<p>Action Plan Begin using STAR Reading to establish baseline at the beginning of the year and as a progress monitoring tool at the end of each quarter.</p>
<p>Progress on Action Plan Action plan is fully implemented.</p>

Action Plan 2

<p>Opportunity for Improvement Targeted Title I.A programs will be replaced with Schoolwide Title I.A programs in SSD schools.</p>
<p>Action Plan</p> <ol style="list-style-type: none">1. School administrators will conduct a needs assessment,2. Form a committee of stakeholders,3. Use data from the needs assessment to determine schoolwide academic goals for all students, but especially for low-achieving students,4. Write a schoolwide Title I.A plan that will move the entire educational program forward, with special consideration of the needs of low-achieving students, Submit plan to LEA for approval,5. Submit LEA-approved plan to DESE for approval.
<p>Progress on Action Plan All SSD schools are currently operating under a DESE-approved Schoolwide Title I.A plan.</p>

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

none

Medium-term (1-2 years)

none

Long-term (3 years and more)

none