



# DARTMOUTH PUBLIC SCHOOLS

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## TITLE I PROGRAM EVALUATION SUMMARY

### SCHOOL YEAR 2015-2016

Dartmouth Public Schools' annual program evaluation is based on four primary questions. (1) Has the Title I program produced positive growth and achievement? (2) What has worked well in the Title I program? (3) What has not worked well in the Title I program? (4) What needs to be changed? To answer these questions, collected data was analyzed and integrated into this document.

#### 1. Has the Title I program produced positive growth and achievement?

##### Positive Growth:

The Title I program employs 1.5 Math Specialists and 1 Math Coach at Potter Elementary School. Using the STAR Assessment, different data points are measured, and the original Title I Cohort of grade 2 through grade 5 students is compared to the entire grade 2 through grade 5 student body in the school. Based on the data in the table below, the growth for the Title I cohort is equal to, or greater than, the student body at large for all categories.

Potter	Total Students	SGP	SS	GE	PR
All Grade 2 – Grade 5 Students	280	51	+82	+1.2	+5
Original Title One Cohort	40	57	+98	+1.2	+11

(SGP – Student Growth Percentile, SS – Scaled Score, GE – Grade Equivalent, PR – Percentile Rank)

The Title I program employs 1 Math Specialist and 1 Math Coach at Quinn Elementary School. Using the STAR Assessment, different data points are measured, and the original Title I Cohort of grade 2 and grade 3 students is compared to the entire grade 2 and grade 3 student body in the school. Based on the data in the table below, the growth in each area is greater in the Title I Cohort compared to the student body at large.

#### “Quality Education for All Learners”

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<b>Quinn</b>	<b>Total Students</b>	<b>SGP</b>	<b>SS</b>	<b>GE</b>	<b>PR</b>
<b>All Grade 2 – 3 Students</b>	<b>209</b>	<b>59</b>	<b>+112</b>	<b>+1.3</b>	<b>+14</b>
<b>Original Title I Cohort</b>	<b>38</b>	<b>66</b>	<b>+152</b>	<b>+1.5</b>	<b>+28</b>

(SGP – Student Growth Percentile, SS – Scaled Score, GE – Grade Equivalent, PR – Percentile Rank)

The Title 1 program employs 0.4 Literacy Coach/Reading Specialist at Cushman Elementary School. Using the STAR Assessment and the DIBELS Letter Naming Fluency (LNF) subtest, Title 1 students are compared to the entire kindergarten cohort at the Cushman school. Based on the table below, the growth in each area is larger in the Title 1 Cohort compared to the student body at large.

<b>Cushman</b>	<b>Total Students</b>	<b>SGP</b>
<b>Median All Kindergarten Students</b>	65	67%
<b>Median Title 1 Cohort</b>	10	76%

**Positive Achievement:**

At Potter, the 2<sup>nd</sup> grade cohort has positive achievement based on the STAR assessment. STAR Math provides information to classify students as Below Grade Level, On Grade Level, and Above Grade Level based on students’ scaled scores (SS). On Grade Level is 70% mastery across standards. For the 2<sup>nd</sup> grade cohort, a scaled score of 479-502 is considered On Grade Level. The 2<sup>nd</sup> grade cohort averaged a scaled score of 480 which puts the cohort On Grade level.

At Potter, the 3<sup>rd</sup> grade cohort has positive achievement based on the STAR assessment. For the 3<sup>rd</sup> grade cohort, a scaled score of 587-627 is considered On Grade Level. The 3<sup>rd</sup> grade cohort averaged a scaled score of 589 which puts the cohort On Grade Level.

At Quinn, the 2<sup>nd</sup> grade cohort has positive achievement based on the STAR assessment. For the 2<sup>nd</sup> grade cohort, a scaled score of 479 – 502 is considered On Grade Level. The 2<sup>nd</sup> grade cohort averaged a scaled score of 522, which puts the cohort at Above Grade Level.

At Quinn, the 3<sup>rd</sup> grade cohort also has positive achievement. The 3<sup>rd</sup> grade cohort has an average scaled score of 542. This shows an increase of 136 points, on average, for the year, and is considered On Grade Level. For the 3<sup>rd</sup> grade cohort a scaled score of 503 – 627 is within the On Grade Level range.

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## 2. What has worked well in the Title I program?

The Title I program has funded 2.5 Math Specialist positions that have provided direct mathematical instruction to over 100 children at Quinn and Potter Elementary Schools throughout the 2015-2016 school year. These students received small group instruction as well as individual instruction for those students in need of Tier 3 support. The Math and Literacy Coaches at Potter, Quinn and Cushman Schools have also positively impacted whole class instruction throughout the schools on a larger scale.

The small group instruction model has enabled students struggling with mathematical concepts to access instructional support providing immediate intervention through differentiation. Students were able to access the classroom curriculum while practicing skills and completing learning objectives at a more individualized pace. This model also allows classroom teachers to pace instruction for the remainder of the class receiving whole group instruction. Throughout the year Title I staff collaborated with classroom teachers to plan instruction. There were many opportunities to explore the co-teaching model to support students on all levels. Classroom teachers have reported a positive experience for their students receiving Title I support. Students have been engaged and enthusiastic to work with Title I staff.

The Title I staff hosted family nights for all Title I elementary students in the district at Cushman, Quinn and Potter Elementary Schools and the events were well attended. These events fostered family engagement and provided students with an opportunity to share their learning experiences with their family members. Families were able to interact with the Title I staff which supported future school-to-home communication. Families left the event with fun learning activities that they could engage in with their children at home.

In the past, parent involvement had been limited. This year, however, there was an increase in attendance, as the Title I staff offered separate meetings at each school, adjusted the time based on parent feedback, and combined literacy and math at Potter Elementary.

Additionally, Potter Elementary Title I staff gave presentations at grade-specific math nights. Students were also given an opportunity to share their learning opportunities with their parents with the use of technology. Parents found the presentations to be informative and useful and responded overwhelmingly to surveys, indicating that the information shared was “excellent.”

Initiating data collection at the end of the prior school year was also a positive change for the Title I program. Math Specialists were able to begin working with students nearly immediately, so that areas of need could be identified and addressed earlier in the school year.

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Families (13) responded to an end of year Title I survey with a majority of respondents indicating that the Title I program was a positive experience for their children and that the program helped them improve skills. Also, most families also indicated that the Title I program offered opportunities for parent/guardian involvement; some parents were looking for more communication home and school. The following is an example of positive family feedback: “Gained confidence with her math skills and got the help on a one on one basic that she needed.” “Small group help with topics she struggles on.”

### **3. What Has Not Worked Well in the Title Program?**

At times, elementary school schedules require that the Title 1 Math Specialists work with students during their designated math blocks. Because of this, Math Specialists have to find ways to balance addressing current level math skills and critical areas of need that require re-teaching.

### **4. What needs to be changed?**

- The district may want to consider offering a homework club or extended day math instruction for qualifying students.
- In order to maintain vertical alignment within and across schools, staff should meet on a regular basis, possibly once a trimester. The additional collaboration will allow for consistent materials and best practices.
- School-wide progress monitoring at Envision/STAR midpoints would be helpful so that there are multiple data points to consider throughout the year.
- Establish Title I newsletters to increase parent communication.

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