

Title I Student Selection

Using Multiple Criteria

STUDENT SELECTION OVERVIEW

In a Title I Targeted Assisted Program, students' eligibility for Title I services must be determined using a multicriteria approach. Each student is evaluated using the same criteria to determine which children have the greatest need for services.

Selection of Criteria

Criteria should be selected to provide the most accurate reflection of a student's academic and developmental ability. **A minimum of two criteria must be used to determine student placement at all levels.** Each criterion must be objective and educationally related. Teacher judgment may not be used. The criteria do not need to be the same for all grade levels. However, they should be consistent within each grade level served.

Students in kindergarten through grade two must be selected based on objective, developmentally appropriate criteria. Examples of criteria that may be used for kindergarten through grade two can include classroom assessments aligned to the curriculum, screening assessments, and other developmentally appropriate measures.

Criteria for grades three through twelve may include standardized test scores, diagnostic screeners, curriculum-aligned assessments, and other developmentally appropriate measures.

Each criterion should be weighted and an overall cutoff score established. **The weighting and cutoff score should be such that no student may qualify from a single criterion.**

Title I Eligibility Profile

Once the criteria are determined, each student's eligibility profile is completed. A profile contains data about each student in relation to the multiple criteria. After completing these profiles, the students may be ranked in the order of need.

Master List of Eligible Title I Students

After the students are in ranked order by need using the eligibility profiles; this information is transferred to the master list. The master list contains the eligible students' names, the criteria used, the weighted points for each criterion, and the overall cutoff score. The points each student receives for each criterion are indicated next to the student's name. The first name on the list should be the child with the greatest need, with the remainder of the students listed in descending order. Students must be served in order of greatest need. A master list should be completed for each grade level served.

Example of Selection Process

In grades kindergarten through two, the district has selected Lexia Core 5, MAP Reading Fluency Assessment, and curriculum-aligned assessments for the Title I Reading Program. In grades three and four, the district has selected Lexia Core 5, RAPID Assessment, state assessments (if applicable), and curriculum-aligned assessments for the Title I Reading Program. An example of the point values assigned are as follows:

Grades K-2		Grades 3-4		Grade 4	
Map Reading Fluency		RAPID		State Test	
K-1 (Approaching)	10 pts	70-99	0 points	Proficient	0 points
2nd Grade (36 in fall)	10 pts	30-69	10 points	Basic	10 points
		0-29	20 points	Limited	20 points

Curriculum Aligned Assessments	
D or Below	10 points
C or Above	0 points

Lexia Core 5 Placement	
On Grade Level	0 points
One Grade Level Below	10 points
Two Grade Levels Below	20 points

Using these point values, the student with the greatest need could have a total of 70 points. After completing an eligibility profile for each student, a master eligibility list is completed.

*Documentation will be available to verify that a selection score will be on file before the student is provided with Title I services.

* If a parent wishes the student not to be served by Title I, a signed waiver must be placed on file.

* New students entering the school will be ranked using the testing information received from the previous school and teacher referral. Multi-criteria selection will also be used. These students will be on the waiting list and served according to rank as openings occur.

In grades five through eight, the district has selected State Assessment Data, Classroom Assessments, and Lexia RAPID for the Title I Reading Program. An example of the point values assigned are as follows:

Grades 5-8		Grades 5-8	
RAPID		State Test	
70-99	0 points	Proficient	0 points
30-69	10 points	Basic	10 points
0-29	20 points	Limited	20 points

Curriculum Aligned Assessments	
D or Below	10 points
C or Above	0 points

Lexia Core 5/Power Up Placement	
On Grade Level	0 points
One Grade Level Below	10 points
Two Grade Levels Below	20 points

Using these point values, the student with the greatest need could have a total of 70 points. After completing an eligibility profile for each student, a master eligibility list is completed.

*Documentation will be available to verify that a selection score will be on file before the student is provided with Title I services.

* If a parent wishes the student not to be served by Title I, a signed waiver must be placed on file.

* New students entering the school will be ranked using the testing information received from the previous school and teacher referral. Multi-criteria selection will also be used. These students will be on the waiting list and served according to rank as openings occur.

Appendix A

TITLE I STUDENT ELIGIBILITY PROFILE

STUDENT'S NAME _____

DATE: _____

TEACHER'S NAME _____

GRADE: _____

Grades K-2		Grades 3-4		Grade 4	
Map Reading Fluency		RAPID		State Test	
K-1 (Approaching)	10 pts	70-99	0 points	Proficient	0 points
2nd Grade (36 in fall)	10 pts	30-69	10 points	Basic	10 points
		0-29	20 points	Limited	20 points

Subtotal _____

Curriculum Aligned Assessments	
D or Below	10 points
C or Above	0 points

Subtotal _____

Lexia Core 5 Placement	
On Grade Level	0 points
One Grade Level Below	10 points
Two Grade Levels Below	20 points

Subtotal _____

TOTAL COMPOSITE POINTS EARNED: _____

This student earned _____ points and

_____ *is eligible for services.

_____ *is not eligible for services.

Appendix A

TITLE I STUDENT ELIGIBILITY PROFILE

STUDENT'S NAME _____

DATE: _____

TEACHER'S NAME _____

GRADE: _____

Grades 5-8		Grades 5-8	
RAPID		State Test	
70-99	0 points	Proficient	0 points
30-69	10 points	Basic	10 points
0-29	20 points	Limited	20 points

Subtotal_____

Curriculum Aligned Assessments	
D or Below	10 points
C or Above	0 points

Subtotal_____

Lexia Core 5/Power Up Placement	
On Grade Level	0 points
One Grade Level Below	10 points
Two Grade Levels Below	20 points

Subtotal_____

TOTAL COMPOSITE POINTS EARNED: _____

This student earned _____ points and

_____ *is eligible for services.

_____ is not eligible for services.

Appendix B

MASTER LIST OF ELIGIBLE TITLE I STUDENTS

GRADE _____

Student Name	Teacher Name	Points Assigned to Each Criterion				Total Points	Served (+) or Not Served (-)	Reason for Exclusion
Total Number of Eligible Students								
Total Number of Participants								

1. List each criterion used for selection
2. Enter the points assigned to each criterion
3. Enter the students' names, teachers' names, and the points earned on each criterion - do not leave any box empty
4. Indicate whether the child will receive services (+ or -)
5. If a child is not served, indicate the reason for exclusion
6. Enter the total number of eligible students
7. Enter the total number of participating students

ST. CLAIRSVILLE-RICHLAND CITY SCHOOL DISTRICT

108 Woodrow Avenue, St. Clairsville, OH 43950
Phone: 740-695-1624
Fax: 740-695-1627

Dr. Walter Skaggs, Superintendent
Mrs. Christina Laudermilt, Asst. Superintendent
Mrs. Amy Porter, Treasurer

2022-2023 TITLE I SCHOOL-PARENT COMPACT

It is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective environment that enables the children to meet the State's student performance standards. Each parent is responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to their children's education and positive use of extra-curricular time.

PARENT/GUARDIAN

Communication between teachers and parents is important. As a parent or adult responsible for the child, I will attend parent-teacher conferences during which this compact will be discussed regarding my child's achievement. I will read each progress report and talk to my child about the progress report. I understand that I will have reasonable access to my child's teacher and opportunities to volunteer, participate in my child's class, and observe classroom activities.

Other ways I can support my child's learning include:

- Reading progress reports
- Monitoring attendance
- Verifying that homework is done
- Establishing a place for study
- Supporting the school in its efforts to maintaining proper discipline
- Assisting my child in learning how to resolve conflicts in positive ways
- Discussing progress reports
- Monitoring television time
- Participating in conferences
- Establishing a time for homework
- Respecting all school staff and the cultural differences of others

Signature of Parent

Date

STUDENT

Students can be responsible for improving personal achievement in the following ways:

- Attending school regularly
- Behaving well
- Establishing a time for homework
- Preparing for class
- Studying assignments
- Respecting and cooperating with students and adults
- Asking questions
- Completing homework
- Listening in class
- Participating in class
- Going to bed early
- Supporting and abiding by all school rules and conduct

Signature of Student

Date

STAFF/TEACHER

- The entire staff of St. Clairsville Richland City School District will share responsibility for improved student achievement.
- Provide a high quality curriculum that enables the child to meet state performance standards
- Notify parents of changes affecting attendance, achievement, grades, or behavior in the Title I classes
- Increasing communication between parents and Title I Teachers
- Participating in conferences
- Utilizing parent volunteers
- Being available to staff and parents

Signature of Classroom Teacher

Date

Signature of Title I Teacher

Date

PRINCIPAL

I support parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between home and school, Title I teacher, parent and student
- Provide opportunities for parents to be involved in school and their child's education
- Encourage Title I teachers to provide homework assignments that reinforce classroom instruction

Signature of Principal

Date

ST. CLAIRSVILLE-RICHLAND CITY SCHOOL DISTRICT

108 Woodrow Avenue, St. Clairsville, OH 43950

Phone: 740-695-1624

Fax: 740-695-1627

Dr. Walter Skaggs, Superintendent

Mrs. Christina Laudermilt, Asst. Superintendent

Mrs. Amy Porter, Treasurer

Dear Parent/Guardian:

We are excited that St. Clairsville Richland City School District is offering a Title I Reading Program. Strategic assistance and direct services are provided to grade K - 8 students at risk of not meeting the state standards in the area of Reading. Students to be served are strictly selected based on their academic needs. The Title I grant offers our elementary school a great opportunity to provide targeted assistance to improve outcomes for all children who qualify.

Your child has qualified to receive Title I Reading instruction. Here are some important aspects of the Title I program:

- The program allows the students struggling with reading to practice skills such as how letters are related to sounds, how the sounds make words, etc., so they can read words and then full sentences.
- Eligibility is determined based on diagnostic screeners, curriculum-aligned assessments, and Lexia Core5/PowerUp placement scores.
- No new core instruction occurs in the general education class when your child leaves the class for Title I services. This is NOT a special education service. Students stay within their class for core reading and go to the Title I Teacher for additional review and specific intervention in their areas of weakness in reading.

The final decision about your students' participation in the program is yours. If you do NOT want your child to participate in this program, complete and return the attached Title I Removal Form.

Please contact your child's building principal, classroom teacher, or me if you have any questions. I can be reached at christina.laudermilt@stcschools.com or 740-699-2253.

Have a great school year!

Yours in Education,

Christina Laudermilt
Director of Curriculum and Instruction

7/1/2022

Assistant Superintendent

**St. Clairsville-Richland City School District
Title I
Program Removal Form**

To decline your child from receiving Title I Reading Support ONLY, please complete and sign this form and return it to your child's school office. You do not need to sign or return any paperwork if you want your child to receive services.

STUDENT'S NAME: _____

GRADE: _____

HOMEROOM TEACHER: _____

_____ I **DO NOT** want my child to participate in the Title I Reading Program.

Note to Parents: If you choose to remove your child from the Title I Reading Program, that spot is usually offered to another student. If you change your mind about participation later, please let us know. We cannot guarantee that a spot will be available throughout the academic year. Eligibility determinations are recalculated after the middle of the year assessments.

Parent Signature

Date

TITLE I Survey

Please respond to the following questions according to your level of agreement with the statement by circling 4,3,2,1 or NA.

4 - Strong Agreement 3 - Moderate Agreement 2 - Low Agreement 1 - Disagree NA - Not Applicable

I receive information about what I can do at home to help my child improve or advance his/her learning.

4 3 2 1 NA

I receive information on what my child should learn and be able to do in each grade.

4 3 2 1 NA

My child's teacher asks to meet with me face-to-face at least once a year to talk about how my child is doing.

4 3 2 1 NA

My child's school is very good about staying in touch with me (e.g. letters, phone calls, emails, etc)

4 3 2 1 NA

My child receives the academic support needed to meet his/her individual needs.

4 3 2 1 NA

My child's teachers hold high expectations for my child.

4 3 2 1 NA

I can be involved in school improvement planning and decision-making at my child's school.

4 3 2 1 NA

My involvement in my child's education is valued at my school.

4 3 2 1 NA

The school helps my child feel comfortable as he/she moves from one grade level to the next.

4 3 2 1 NA

The school offers family events to keep me involved with my child's education.

4 3 2 1 NA

Child's Grade Level: **K 1 2 3 4 5 6 7 8**

Comments for School Improvement, Student Learning or Communication
