

Title I Student Selection Procedure – Elementary

The procedure described below is used to identify students that are struggling, or most at-risk of struggling, to meet grade-level benchmarks in English Language Arts and Mathematics. This procedure, which was developed by a team of experienced educators, is based on multiple measures of student progress that are consistently deployed throughout the Beecher Community School District. All services and interventions are provided, to Title I eligible students, through a Multi-Tiered System of Support (MTSS).

Title I eligible students are identified in schools through a selection process that begins in the spring, prior to each school year. Note: Students (e.g., kindergarten) may also become eligible for Title I services throughout the school year if they meet the eligibility requirements described below.

Step #1: The classroom teacher administers a screening assessment (e.g., STAR) to all students in order to determine whether each student is at, above, or below grade-level benchmarks in reading and mathematics. The screening assessments are administered, at least, three times each year in the fall, winter, and spring.

Step #2: Students that are determined to be below benchmark based on their screening assessment results are referred to their grade-level Professional Learning Community (PLC). The grade-level PLCs typically consist of the building principal, classroom teachers, a special education teacher, and a reading and/or math specialist.

Step #3: The members of the PLC discuss each referred student's current skill levels and any strategies that they have utilized to support that student's academic progress. If the PLC determines, based on screening data and previous supports, that Title I services are appropriate, the classroom teacher notifies the principal and Title I teacher (if not present) that a student is recommended for Title I services. The classroom teacher also informs the student's parents of the eligibility for Title I services and explains that the student will be further assessed by the reading or math specialist. Note: Title I services are in addition to the regular classroom instruction not in place of the teacher's instruction.

Step #4: The reading and/or math specialist will complete additional diagnostic assessments to confirm the student's eligibility and propose a plan of support (employing Title I services). Determination of the most appropriate services given to a student will be decided by the grade-level PLC based on student need and availability of resources. Students who qualify may continue to receive services until they have been in Tier I (on grade-level benchmark) for two consecutive data periods.

Economically disadvantaged, learning disabled, LEP, and migrant students are selected on the same basis as all other students and will not be excluded because they may be receiving other services.