

# Title I.A Program Evaluation

## Willard Public Schools



September 2014

### Evaluation Committee Members

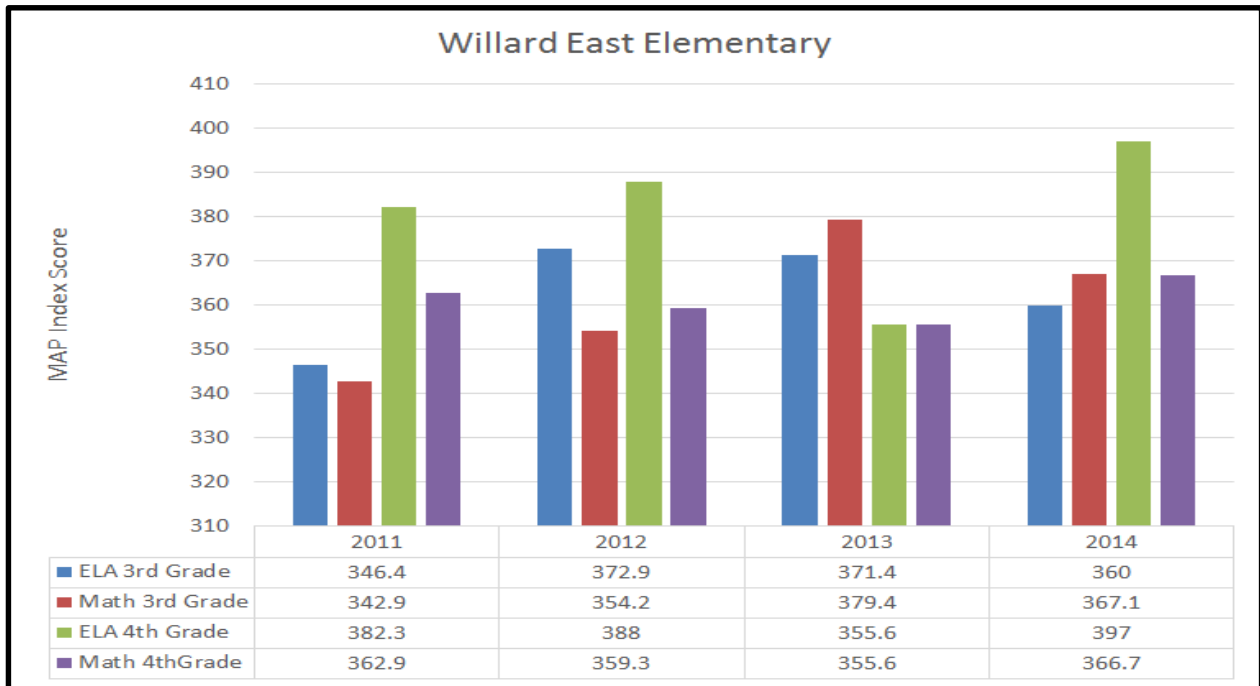
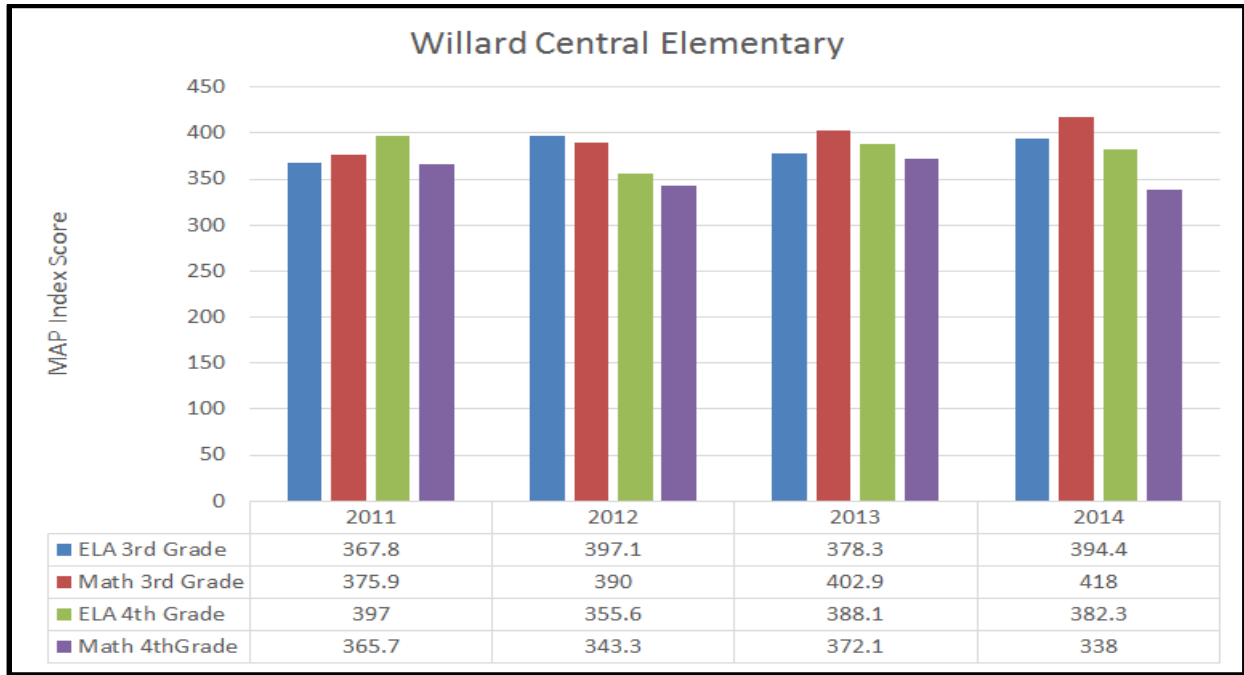
Invited to participate in the Evaluation Committee were: Title I teachers and paraprofessionals, classroom teachers, and building administrators.

- Cynthia Clutter, Title I Reading Recovery Teacher, Orchard Hills Elementary
- Jodie Friebe, Title I Reading Recovery Teacher, Orchard Hills Elementary
- Karen Collins, Title I Reading Recovery Teacher, Central Elementary
- Trudy Puckett, Title I Reading Recovery Teacher, Central Elementary
- Leslie Arnold, Title I Reading Recovery Teacher, South Elementary
- Marla McKan Title I Reading Recovery Teacher, South Elementary
- Diana Thompson, Title I Reading Recovery Teacher, South Elementary
- Suzanne Roeder, Title 1 Reading Recovery Teacher, North Elementary
- Christy Pyle, Title 1 Reading Recovery Teacher, North Elementary
- Dana Meads, Title 1 Reading Recovery Teacher, East Elementary
- Natalie Miller, Title 1 Reading Recovery Teacher, East Elementary
- Emily Gehring, Title I Language Arts Teacher, Intermediate School
- Shana Toler, Title I Language Arts Teacher, Intermediate School
- Leah Stowe, Title I Language Arts Teacher, Middle School
- Tom Davis, Principal, Intermediate School
- Stacey Pippin, Assistant Principal, Intermediate School
- Amy Sims, Principal, Middle School
- Amelia Yates, Assistant Principal, Middle School
- Shane Medlin, Principal, Central Elementary
- Rhonda Bishop, Principal, Orchard Hills Elementary
- Angela Stevens, Director of Curriculum
- Amanda Hambey, Principal, North Elementary
- Melinda Miller, Principal, East Elementary
- Kara Crighton-Smith, Federal Programs Director

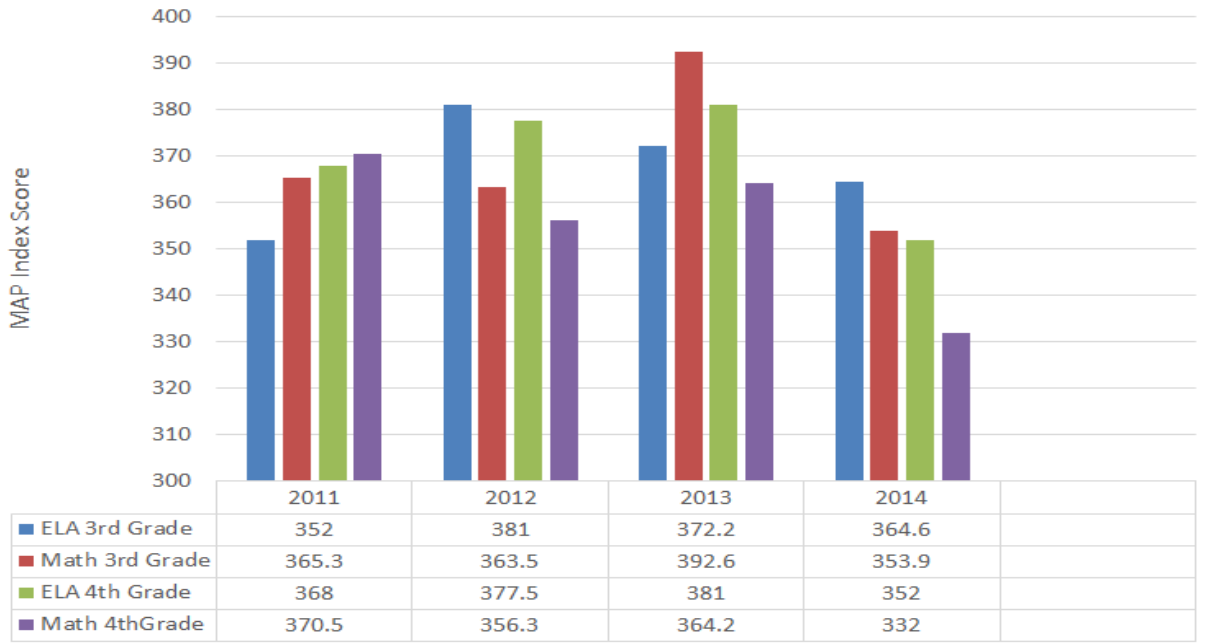
### Program Goals

- Seventy-five percent of first grade students, receiving a full Reading Recovery program, will transition out of the program.
- Seventy-five percent of Literacy Group and Language Arts students, receiving a full program, will show one year's progress.

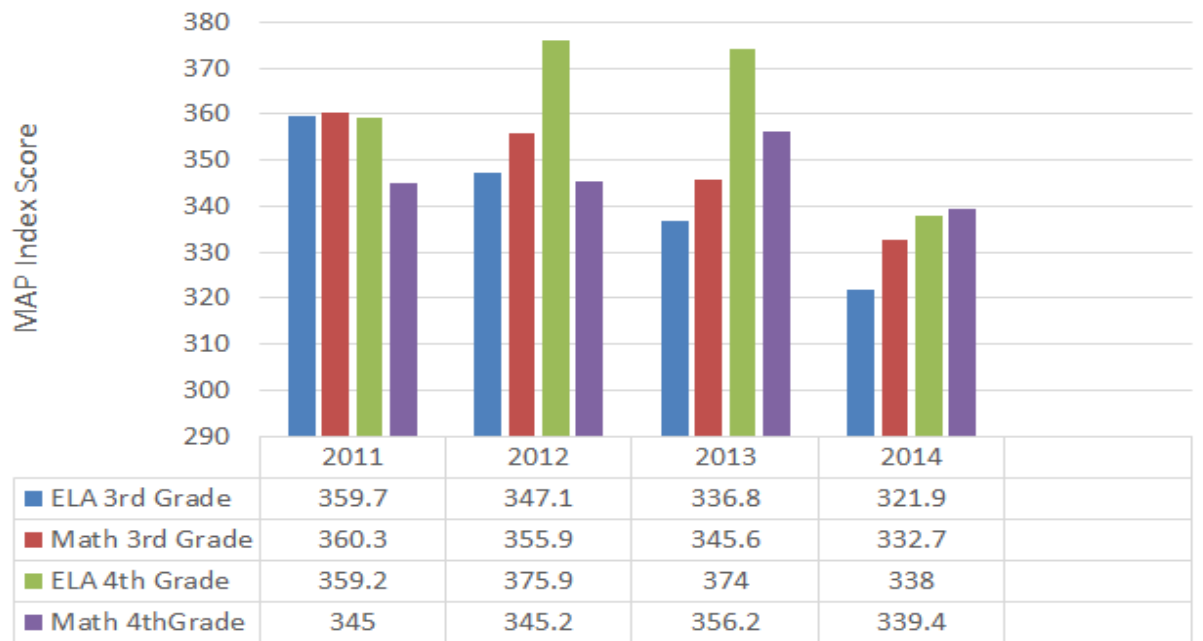
# MAP Data



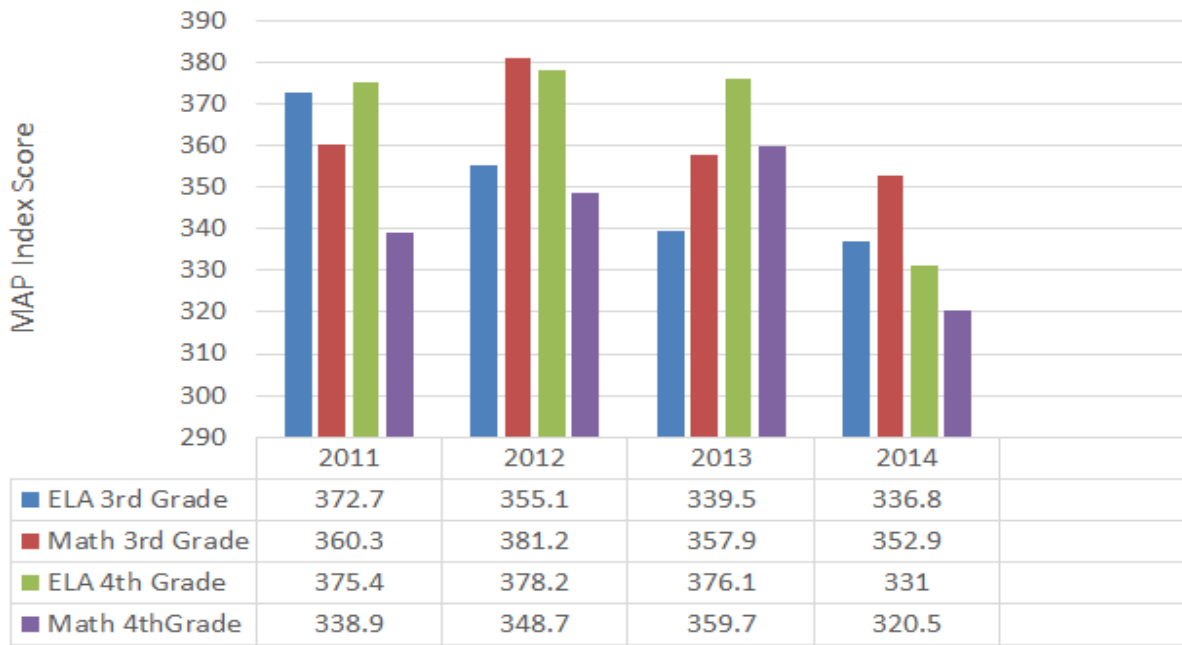
### Willard North Elementary



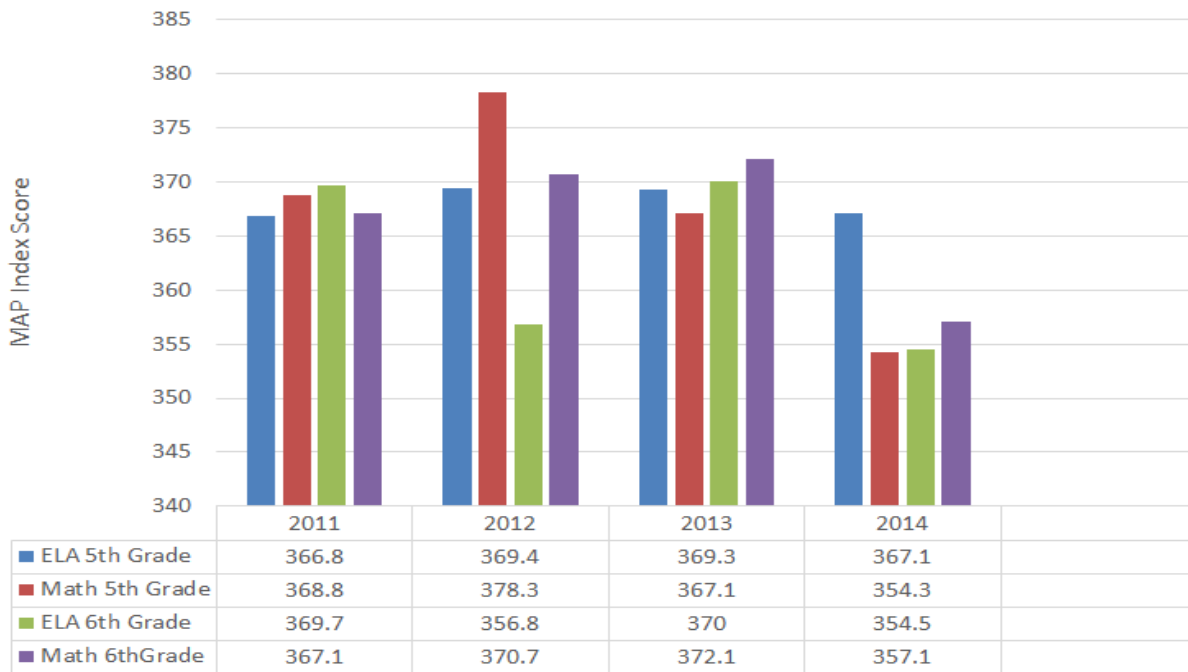
### Willard Orchard Hills Elementary

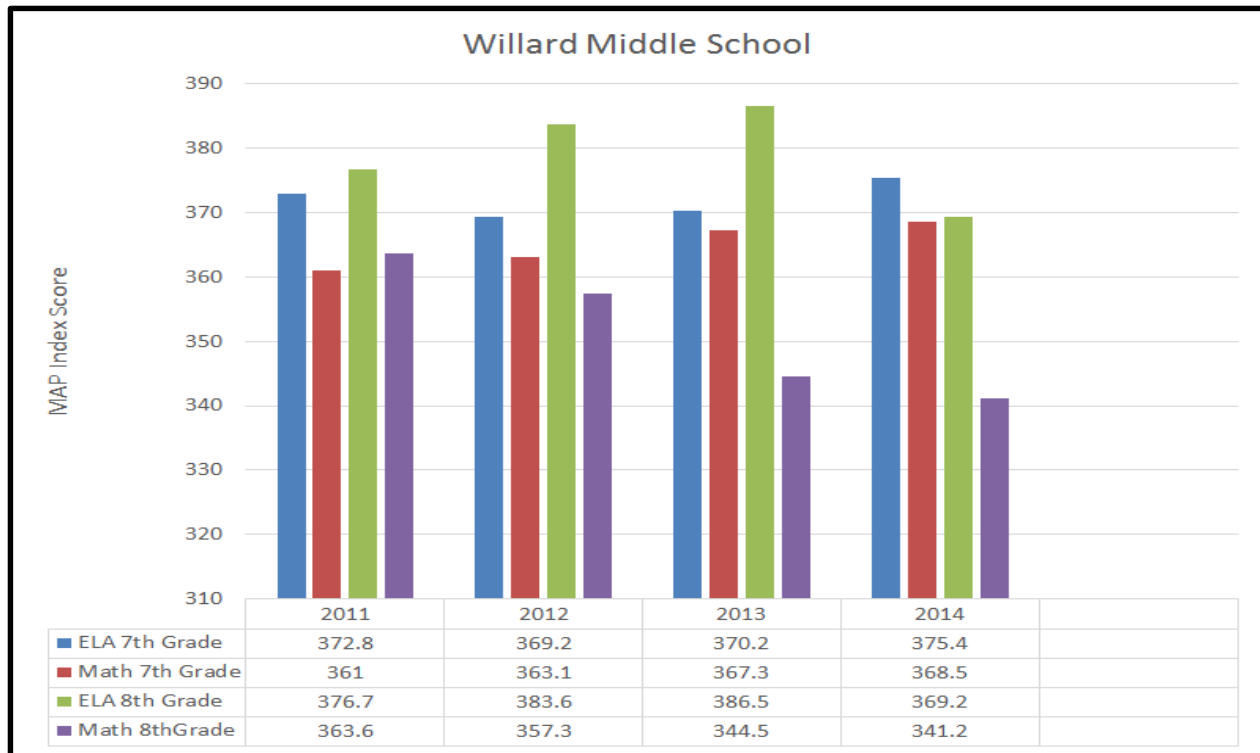


### Willard South Elementary



### Willard Intermediate Elementary





## Reading Recovery Graduates

All Reading Recovery students are in first grade. This is intensive one-on-one instruction. Each of the Title I.A elementary teachers are expected to serve 4 students per semester.

The number of children who graduated is examined as a percentage of the children who had an opportunity for a full program. Children's programs that are cut short by moving, insufficient time at the end of the school year, or by rare and extreme circumstances cannot be considered full instructional programs.

<b>Percentage of Students Receiving Full Program and Graduating</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>GOALS</b>	75%	75%	75%	75%
<b>District</b>	77%	77%	85%	80%
<b>Willard Central</b>	75%	75%	87%	93%
<b>Willard East</b>	N/A	N/A	N/A	67%
<b>Willard North</b>	N/A	N/A	N/A	73%
<b>Willard Orchard Hills</b>	77%	77%	93%	86%
<b>Willard South</b>	79%	79%	80%	82%

## Literacy and Language Arts Groups

Research states that during a school year, students can be expected to make one year's progress at the most. This chart shows the percentage of Literacy and Language Arts Group students making one year's progress, not including those students who moved, were retained, placed in Special Education, or in Reading Recovery. 101%+ indicates some students without a full program still showed 1 year+ progress.

						Percentage of Students Showing 1 Year+ Progress Goal 75%			
	Grade	Students Served	Incomplete program	Adjusted Total	1 Year + Progress	2014	2013	2012	2011
<b>Central</b>	<b>K-4</b>	<b>58</b>	<b>12</b>	<b>46</b>	<b>44</b>	<b>95%</b>	<b>74%</b>	<b>77%</b>	<b>97%</b>
2 teachers	K	25	4	21	20	95%	NA	NA	NA
	1	16	4	12	12	100%	89%	88%	71%
	2	17	4	13	12	92%	83%	91%	71%
	3	NA	NA	NA	NA	NA	70%	100%	140%
	4	NA	NA	NA	NA	NA	40%	20%	200%
<b>East</b>	<b>K-2</b>	<b>50</b>	<b>12</b>	<b>38</b>	<b>31</b>	<b>81%</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
1.5 teachers	K	13	0	13	12	92%	NA	NA	NA
	1	26	11	15	12	80%	NA	NA	NA
	2	11	1	10	7	70%	NA	NA	NA
<b>North</b>	<b>1-2</b>	<b>55</b>	<b>10</b>	<b>45</b>	<b>31</b>	<b>68%</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
2 teachers	1	32	6	26	18	69%	NA	NA	NA
	2	23	4	19	13	68%	NA	NA	NA
<b>Orchard Hills</b>	<b>1-3</b>	<b>44</b>	<b>8</b>	<b>36</b>	<b>29</b>	<b>80%</b>	<b>87%</b>	<b>92%</b>	<b>117%</b>
2.5 teachers	1	16	4	12	9	75%	96%	90%	126%
	2	26	4	22	19	86%	75%	94%	106%
	3	2	0	2	1	50%	NA	NA	NA
<b>South</b>	<b>K-3</b>	<b>92</b>	<b>22</b>	<b>70</b>	<b>59</b>	<b>84%</b>	<b>81%</b>	<b>80%</b>	<b>65%</b>
3 teachers	K	11	5	6	4	66%	NA	NA	NA
	1	34	7	27	27	100%	79%	90%	65%
	2	28	7	21	14	66%	82%	82%	67%
	3	19	3	16	14	87%	82%	58%	60%
<b>IS</b>	<b>5-6</b>	<b>99</b>	<b>11</b>	<b>88</b>	<b>87</b>	<b>98%</b>	<b>101%</b>	<b>101%</b>	<b>79%</b>
2 teachers	5	49	6	43	47	109%	100%	95%	55%
	6	50	5	45	40	88%	103%	109%	96%
<b>MS</b>	<b>7-8</b>	<b>70</b>	<b>27</b>	<b>33</b>	<b>45</b>	<b>136%</b>	<b>200%</b>	<b>100%</b>	<b>80%</b>
1 teacher	7	35	17	18	21	116%	144%	94%	72%
	8	35	20	15	24	160%	229%	105%	86%
<b>District</b>		<b>468</b>	<b>102</b>	<b>356</b>	<b>326</b>	<b>91%</b>	<b>98%</b>	<b>91%</b>	<b>84%</b>

## Review of Parents' Surveys

2013-2014 Completed Parent Surveys							
	Central	East	North	Orchard	South	Intermediate	Middle
# of surveys sent	58	50	55	44	92	99	70
# of surveys completed	10	26	30	28	14	93	6
Percentage of completed surveys	17%	52%	60%	63%	15%	93%	8%

Parent Survey Results							
Questions	Central	East	North	Orchard	South	Intermediate	Middle
Noticed improvement in child's reading	10	26	30	26	13	91	6
Noticed improvement in child's attitude/interest in reading	10	23	28	26	12	73	6
Child benefited from participation	10	26	29	28	13	91	6
Did not attend any parent nights	1	7	18	8	5	34	2
Attended some of the parent nights	9	13	6	16	5	28	4
Attended all of the parent nights	0	6	4	4	1	19	0
Reasons parents did not attend							
Inconvenient time	0	1	2	8	0	16	0
Child involved in other activities	0	5	10	6	4	25	2
Needed childcare	0	2	2	2	1	0	0
No transportation	0	0	1	0	0	4	0
Did not know about it	0	1	7	3	3	21	3
Other	2	0	6	0	4	12	0

## **Parent Survey Comments and Recommendations**

### **Comments**

- You do an amazing job. I love how you make the family feel a part of the whole process. Thank you for all you do!
- Keep up the good work!
- Our family would like to take a moment to thank each of you for always taking the time to encourage, push, praise, and guide our son to enjoy reading. Because we all work together, he has the drive and want-to to continue to become stronger and better every day. Thank you for caring.
- Thank you for all of your hard work.
- This is a wonderful and helpful program. Thank you for your support and teaching.
- My child now loves to read.
- We appreciate your help in reading.
- We are very proud of our daughter. We saw her last report card and her reading had already improved. I am excited to see where it will be now.
- I know my son, who does not show interest in reading at home really liked the five stars on the calendar and the treat-type reward. It was a motivation for him! Thanks for your hard work. I have seen great reading improvements!
- Everything has been great! Your family activities have been very enjoyable. Thank you for all you do!
- This program is very beneficial. Her reading has improved quite a bit by participating in the program.
- Love it! Keep up the great work.
- This program has helped my daughter increase her reading level.
- Thank you for your focus on my child's reading success.
- I think you do an outstanding job. I know my son has enjoyed your help with his reading.
- I am happy to see extra programs for the kids that need it.

### **Recommendations**

- Extra ideas of what we can do at home to help.
- Just let me know when the parent nights are so I can attend.
- He was only in for one month at the end of the year. I would have liked to have him in reading all year.
- I really don't feel my child needed to be in the program. The level she was at was close enough to the level she needed to be at. Being in the program made her feel less than adequate.
- Does the Title 1 program involve Common Core?
- Not enough communication or progress reports
- Perhaps more progress between quarters.
- Emails or updates to help stay on top of reading assignments.
- It would be helpful to be informed of improvements more often.
- Would be fun to have a potluck with other families.
- Maybe some suggestions on things to do at home.



## **Review of Program Strengths and Recommendations**

### **Strengths**

- As a District 80% of our Reading Recovery Students who received a full program graduated from the program, meeting and exceeding our 75% goal.
- All buildings met the goal of 75% of Reading Recovery Students receiving a full program will graduate from the program.
- As a District 91% of our Literacy and Language Arts Groups Students who received a full program showed one year or more progress, meeting and exceeding our 75% goal.
- Reading Recovery is fully implemented in all five Elementary buildings.
- A majority of parents report seeing an improvement in their child's reading, and an improvement in their child's attitude and interest in reading.
- A majority of parents report their child benefited from participation in Title I.
- The Title IA programs provide a Tier 2 Response to Intervention.

### **Recommendations and Revisions**

- Teachers will continue using a multi-criteria checklist to identify the most educationally disadvantaged students in need of enriched and accelerated supplemental reading services.
- Multi-criteria sheets will be updated to reflect data recorded by classroom to help select appropriate grade level criteria for program placement.
- Five elementary Reading Recovery teachers are participating in the Comprehensive Intervention Model (CIM) training in Nixa this school year. This is facilitated by Cindy Owens and teachers are receiving graduate credit for the professional development training. This is paid for with grant money.
- Title I teachers will continue to collaborate on a regular basis with classroom teachers.
- Title I teachers will continue to participate in high quality professional development to implement a research based balanced literacy program. (workshops, continuing contact hours, conferences...)
- Title I teachers will host a minimum of 2 Parent Events and will provide parents reading strategies they can use to improve their child's reading skills.
- We will review our criteria for one year's grow and verify that it is still appropriate.
- Title 1 teachers will create a program outline of the services provided for all students including specific guidelines and requirements for parents, students and teachers.