



# Ray-Pec School District

Title I  
Program Review  
May 2019



## Team Members

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## Program Impact

- Federal funds are allocated to the district based on the number of students who qualify for free and reduced lunch.
- The greatest impact of the program is the district's ability to hire Reading Interventionists , Teacher Associates, and Core Resource teachers.
- Reading intervention is provided through small group work, classroom support and the facilitation of student work with computer-based programs.
- Continuous identification of students ensures all students receive services when needed.
- Students who are not progressing through the intervention program may be referred to special education.



## Program Highlights

- Multi-tiered System of Support (MTSS) in place, providing common indicators for service qualification and interventions; even if a student moves buildings, the services will be consistent.
- NWEA allows for benchmark assessment and provides specific information on areas of challenge to address through individual goals
- AIMSweb enables RIs and TAs to monitor progress of individuals weekly/bi-weekly
- “Core Reading” course offering for qualifying 6th graders began in 2017-2018 school year.
- Interventionists and Instructional Coaches provide continued professional development to support classroom teachers with effective instructional practice
- Family engagement activities provide avenues to share literacy strategies with families



## Previous Department Goals & Results

- Goal 1: By the end of the 2017-2018 school year, 40% of students will exit from the reading intervention program.
  - Goal Not Met: 32% of students exited reading intervention over the course of that year (Spring 2017 to Spring 2018).
- Goal 2: By the end of the 2017-2018 school year, the average NWEA growth percentile (K-2) will increase to 50%.
  - Goal Met: The average NWEA growth percentile in K-2 was 51%, which is significant for our at risk population.
- Goal 3: By the end of the 2017-2018 school year, the average student growth on Fountas & Pinnell will be at 5.0.
  - Goal Not Met: The average growth of K-5 students in intervention was 3.24. In all but one grade level, students in intervention exceeded the growth rate on F&P as compared with peers not receiving intervention.



## Ray-Pec Program Scorecard: Title I (Reading Intervention)

			SCORING CRITERIA										
			Basic			Nearing Goal			Goal	Advanced			
	Measures	Spring 2019	1	2	3	4	5	6	7	8	9	10	Raw Score
1	Average NWEA Conditional Growth Percentile (all K-2) in reading	51%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	7
2	Average Lexile Growth (3rd-4th grade students in intervention)	190.2	110	120	130	140	150	160	170	180	190	200	9
3	Average Lexile Growth (5th-6th grade students in intervention)	67.3	30	40	50	60	70	80	90	100	110	120	4
4	Percentage of students exiting the reading intervention program	32%	27%	28%	29%	30%	31%	32%	33%	34%	35%	36%	6
5	Percentage of students in reading intervention improving reading NWEA (percentile rank)	42%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	5
6	Survey: Teachers discuss with parents/students goals and ways to improve.	90.1%	78%	80%	82%	84%	86%	88%	90%	92%	94%	96%	7
<b>TOTAL SCORE</b>			1	2	3	4	5	6	7	8	9	10	6.3





## Department Goals

- Goal 1: By the end of the 2019-20 school year, the average NWEA conditional growth percentile for all K-2 students will surpass the norm (51%ile or higher).
- Goal 2: By the end of the 2019-20 school year, the average growth for Grades 3-5 students in Tier 2 or 3 reading intervention will surpass that of non-intervention students.
- Goal 3: By the end of the 2019-20 school year, the percentage of K-5 students exiting reading intervention will be 33%.
- Goal 4: By the end of the 2019-20 school year, 45% of students in grades K-6 receiving reading intervention will see a net increase in their reading percentile rank on NWEA.



## Opportunities for Improvement

- Continue focused professional development with the reading interventionists and teacher associates on how to best serve our students.
- Continue to enlist interventionists and instructional coaches to support classroom teachers with professional development on effective reading instruction
- Continued focus on how to target our interventions and our intervention programming in reading and now mathematics
- Training to transition from former AIMSweb 1.0 (discontinued) to AIMSweb Plus





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# Questions?