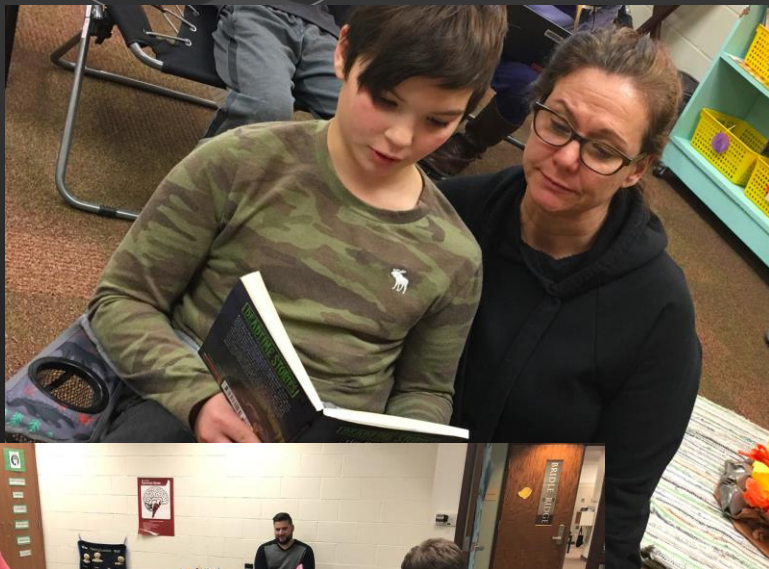




Ray-Pec School District

Title I
Program Review
June 2021





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 has been the district's ability to hire Reading Interventionists and Teacher Associates (TAs).
 - For 2021-2022, math support will shift to include two certified Math Interventionists
- Reading and math intervention is provided to in-person and virtual students through small group work, classroom support and, when relevant, the facilitation of student work with computer-based programs.
- Continuous identification of students through universal screening, and screening of new students for risk factors, 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) provides common indicators for service qualification and interventions; even if a student moves buildings, the services will be consistent.
- NWEA allows for universal/benchmark assessment 3x/year and provides specific information to teachers on areas of challenge to address through individual goals.
- Formative assessments (e.g. Acadience, running records) enable staff to monitor progress of individuals weekly/bi-weekly.
- Reading 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 2019-20 school year, the average NWEA student median conditional growth percentile for all K-2 students will surpass the norm (51%ile or higher).
 - Did not have spring 2019-2020 results for comparison due to pandemic
 - Fall-to-Spring 2020-2021 results: Yes-55%ile; Goal met.

- 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.
 - Did not have spring 2019-2020 results for comparison due to pandemic
 - Fall-to-Spring 2020-2021 results: Yes; Goal Met.

- Goal 3: By the end of the 2019-20 school year, the percentage of K-5 students exiting reading intervention will be 33%.
 - Did not have spring 2019-2020 results for comparison due to pandemic
 - Fall-to-Spring 2020-2021 results: 33%; Goal met.

- 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.
 - Did not have spring 2019-2020 results for comparison due to pandemic
 - Fall-to-Spring 2020-2021 K-5 results: Goal Met. 45.84%



Ray-Pec Program Scorecard: Title I

			SCORING CRITERIA										
			Basic			Nearing Goal			Goal	Advanced			
	Measures	2020-2021	1	2	3	4	5	6	7	8	9	10	Raw Score
1	Average NWEA Student Median Conditional Growth Percentile (all K-2) in reading	55% (Fall-to-Spring 2020-21)	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	8
2	Average Lexile Growth (3rd-5th grade students in intervention)	155	110	120	130	140	155	160	170	180	190	200	5
3	Percentage of students exiting the reading intervention program	33% (Fall-to-Spring 2020-21)	30%	31%	32%	33%	34%	35%	36%	37%	38%	39%	4
4	Average NWEA Student Median Conditional Growth Percentile (all K-5) in math.	55.8%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	8
5	Survey: "I was kept informed of my child's progress through written quarterly progress updates and personal contact as needed."	87.8%	76%	78%	80%	82%	84%	86%	88%	90%	92%	94%	6
TOTAL SCORE			1	2	3	4	5	6	7	8	9	10	6.2



Department Goals

- Goal 1: By the end of the 2022-2023 school year, the average NWEA student median conditional growth percentile for all K-2 students in reading will surpass the norm (51%ile or higher).
- Goal 2: By the end of the 2022-2023 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 2022-2023 school year, the percentage of K-5 students exiting reading intervention will be 36%.
- Goal 4: By the end of the 2022-2023 school year, the average NWEA student median conditional growth percentile for all K-5 students in math will surpass the norm (51%ile or higher).



Opportunities for Improvement

- Continue focused professional development with the interventionists on implementing evidence-based interventions in reading and math for our students eligible for intervention.
- Continue to enlist reading interventionists and instructional coaches to support classroom teachers with planning effective reading instruction in the classroom.
- Implement training to support transition to a more robust progress-monitoring system.
- Develop the new certified math interventionist role; continue to expand staffing to other Title schools.



Title I Program Review

Questions?