

Title I Evaluation

Providing Services to Eligible Private School Children

Pinellas County School District

12/1/2011

Executive Summary

Under Title I of the Elementary and Secondary Education Act (ESEA), as amended under the No Child Left Behind Act (NCLB), local education agencies (LEAs) receiving Title I funds are required to provide services to eligible public and private school students. The purpose of this evaluation is to comply with federal requirements established under Title I regarding the implementation of the Title I program in private schools. This evaluation is formative and employs an objectives-based utilization-focused evaluation approach. Results will be utilized to make program improvements.

Evaluation methods included interviews with the Pinellas County School District's (PCS) Title I private school program supervisors which provided the context for the description of the consultation process, determination of eligible children, and services provided to eligible private school children. In addition, participating private school parents, teachers, principals, and Title I hourly teachers were surveyed in order to assess program satisfaction, and private school students were assessed in reading during the school year at three different intervals in order to evaluate student growth.

Report Findings

The study resulted in several key findings:

- 63% of the district's approved non-profit private schools are participating in the Title I Program, including most of the district's Catholic schools (67%).
- 60% of the private school students participating in Title I services were enrolled in grades K-2.
- Progress monitoring was conducted for foundational skills in reading only.
- 85% of the private school students participating in the Title I program were on grade level or better in reading, as measured by the Diagnostic Assessments of Reading (DAR) by the end of the 2010-2011 school year in Oral Reading Accuracy.
- 100% of the private school principals reported satisfaction with the implementation of the Title I program at their school.
- 90% of the Title I funded hourly teachers reported satisfaction with district support of the Title I program.
- 90% of the private school parents reported satisfaction with academic instruction and outcomes provided by Title I funded hourly teachers in their private school.
- Title I private school pull-out program model included "Highly Qualified Teachers," conducting small group instruction in reading and math during the school day.

Table of Contents

Executive Summary	i
Introduction	1
Background	1
Purpose of the Evaluation.....	2
Evaluation Questions	3
Evaluation Instruments	4
Progress monitoring.....	4
Survey instruments.	6
Results.....	7
Private School Participation and Student Eligibility.....	7
Initial student eligibility	9
Academic progress.	10
<i>Word analysis.</i>	18
<i>Consultation</i>	19
<i>Private School Principals.</i>	19
Title I Hourly and Classroom Teachers.....	20
<i>Private School Parents.</i>	23
<i>Delivery of Services</i>	26
<i>Hourly Teacher Model</i>	26
<i>Supplemental Instruction.</i>	27
Conclusions	29
Private School Participation and Student Eligibility.....	29
<i>Private School Participation.</i>	29
Student Eligibility and Participation.....	29
<i>Academic Progress.</i>	30
<i>Consultation</i>	31
<i>Private School Principals.</i>	32
Title I Hourly and Classroom Teachers	32
<i>Private School Parents.</i>	32

<i>Delivery of Services</i>	33
<i>Hourly Teacher Model</i>	33
<i>Supplemental Instruction</i>	33
Recommendations	34
Private School Participation and Student Eligibility.....	34
Student Eligibility and Participation.....	34
<i>Academic Progress</i>	34
<i>Consultation</i>	36
<i>Private School Principals</i>	36
Private School Hourly and Classroom Teachers.....	36
<i>Private School Parents</i>	36
<i>Delivery of Services</i>	37
<i>Hourly Teacher Model</i>	37
<i>Supplemental Instruction</i>	37
References	38
Appendices	40
PCS Title I Participating Private Schools.....	40
Appendix B	41
Classroom Assessments	41
Appendix C	43
Ranking Eligible Private School Students	43
Appendix D.....	44
Non-Public School Survey for Principals	44
Appendix E	45
Professional Development Non Public Title I Teachers October	45
Appendix F	46
Professional Development Non Public Title I Teachers November	46
Appendix G.....	47
Professional Development Non Public Title I Hourly Teacher February.....	47
Appendix H.....	48
Professional Development Non Public Title I Hourly Teacher March.....	48

Appendix I 49
Professional Development Non Public Title I Hourly Teacher April..... 49

Appendix J 50
Classroom Teacher/Title I Teacher Communication Form 50

Appendix K 51
PROFESSIONAL DEVELOPMENT READING FLUENCY 51

Appendix L..... 52
Title I Annual Hourly Teacher Survey 2011 52

Appendix M..... 54
Private School Hourly Teacher Observation Check List 54

Appendix N..... 55
TITLE I PROGRAM PARENT SURVEY 2010-2011 55

Appendix O..... 57
Research Based Instructional Strategies Implemented by Title I Hourly Teachers 57

Index of Tables

Table 1: Organization of the DAR Subtests	6
Table 2: Private Schools Participating in District Title I Program	9
Table 3: Private School Participants by Grade Level	10
Table 4: Kindergarten Mastery of Skills by DAR Subtest	12
Table 5: Kindergarten Word Recognition 47% All 3 Cycles	12
Table 6: Percentage of Students Present for All DAR Screenings by Grade	14
Table 7: Students at Grade Level Word Recognition by Grade	14
Table 8: Students at Grade Level or Above Oral Reading Accuracy by Grade	15
Table 9: Students at Grade Level or Above Silent Reading by Grade	16
Table 10: Students at Grade Level or Above Spelling by Grade	17
Table 11: Students at Grade Level or Above Word Analysis Subtest 3 Cycles	18
Table 12: Title I Hourly Teacher Preferred Areas Reading/Math Additional Training	21

Index of Figures

Figure 1: Percentage of Students at Grade Level or Above Word Recognition	15
Figure 2: Percentage of Students at Grade Level or Above Oral Reading Accuracy	16
Figure 3: Percentage of Students at Grade Level or Above Silent Reading	17
Figure 4: Percentage of Students at Grade Level or Above Spelling	18
Figure 5: Title I Hourly Teacher Preferred Areas of Additional Training	20
Figure 6: Parent Survey Responses to Title I Academics Questions	23
Figure 7: Parent Survey Responses to Title I Educational Resources Questions	23
Figure 8: Parent Responses about Title I Hourly Teachers	24

Introduction

Background

The Title I program provides supplemental instructional services so that all children have a fair, equal, and substantial opportunity to obtain a high-quality education. Public school districts receiving Title I funds are required to provide equitable services to eligible private school students through the *Elementary and Secondary Education Act (ESEA)*, as reauthorized by the *No Child Left Behind Act of 2001 (NCLB)*. In particular, Section 1120 of Title I, Part A, requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. The NCLB also requires that public school districts engage in timely and meaningful consultation with private schools about the provision of services to private school students and their teachers and parents. This consultation process must occur in order to insure that mutual determinations which impact the opportunities for private school students, teachers, and parents to participate are made by district and private school officials. The consultation process must continue throughout the design, development, implementation, and assessment of those services.¹

The amount of Title I funds allocated to each participating public school is determined solely on the basis of the total number of low-income students (both public and private school students) residing in each Title I public school's attendance area. Eligible private school students are those students who would be eligible to receive Title I services from the district if they were attending public schools (Florida Department of Education, 2009). Expenditures for private school students in each attendance area are determined based on the proportion of students from low-income families residing in that attendance area who attend private school. To be eligible for Title I services, a private school child must reside in a participating public school

¹ ESEA, Section 9501(c)(3), Section 1120

attendance area and must meet the requirements of Title I, which includes the use of multiple, educationally related, objective criteria in selecting children to participate in the Title I program. A participating public school attendance area is one in which Title I funding is used to provide services to children. In Pinellas County, during the 2010-2011 school year, Title I funds were distributed between 69 elementary, middle, and high schools. The Pinellas County School's (PCS) Title I Office must select private school children who reside in any of these 69 Title I attendance areas and who are failing, or most at risk of failing, to meet the identified academic achievement standards *that are comparable to those required by the state's academic content and student academic achievement standards* for Title I program participation.

This report describes the determination and participation of eligible private school students in the PCS Title I program, the consultation process between private schools and the PCS Title I Office, and the delivery of Title I services to private school students. The results presented in this report are based on surveys and assessments administered in 2010-2011 to the participants in all of the 19 private schools receiving Title I services, input from Title I supervisors, and an assortment of documents such as the district's Rank and File Reports, Title I meeting agendas, and Title I teacher observation checklist.

Purpose of the Evaluation

The purpose of this evaluation is to evaluate the overall effectiveness of the PCS Title I Office's implementation of providing services to eligible private school children and compliance with federal requirements established under Title I regarding the implementation of the Title I program in private schools. Results will be utilized to make program improvements.

For the purpose of this evaluation, the key stakeholder of this evaluation is the Director of the Title I Program in the Pinellas County School District. In addition, the primary audience for this evaluation includes PCS School Board members, PCS Superintendent, and participating private school parents, students, teachers, and administrators. During the initial stages of this evaluation, the primary stakeholders were identified to include the PCS Title I Office, and private school parents, teachers, and administrators.

Following the principle that evaluation is a learning tool for improving program implementation, an objectives-based utilization-focused evaluation approach was used in this evaluation in order to assess whether program objectives were achieved and to assist the Pinellas County School District's Title I office in making decisions based on the evaluation findings and recommendations. The framework for the evaluation is based on the objectives that are outlined by Section 1120 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act, and Sections 200.62 through 200.67 of the Title I regulations.

Evaluation Questions

Based on initial discussions with the key stakeholder and federal program requirements, three general evaluation questions were defined. The following are the main questions that were addressed by the evaluation, as well as some sub-questions:

1. *How were participating private school students identified and monitored?*
 - a. How was initial eligibility determined?
 - b. What academic criteria were considered in identifying the most educationally needy students?
 - c. How were participating students' academic progress assessed annually?
 - d. Did private school students show academic progress based on the assessments?
2. *Were Title I services for private school students developed in consultation with officials of the private schools in a timely and meaningful manner?*
 - a. Were Title I services provided for private school participants designed to meet students' educational needs and supplement classroom instruction?
 - b. Were activities for the parents of private school participants implemented?
 - c. Were activities for the teachers of private school participants implemented?
3. *How were the services for private school participants delivered?*
 - a. Were methods and instructional strategies for improving academic achievement been shown to be effective through scientifically-based research?
 - b. Did services complement classroom instruction?

- c. Were Title I teachers highly qualified and employed independent from private schools and religious organizations?

Evaluation Instruments

Progress monitoring. In an effort to measure students' reading progress, students were administered the Diagnostic Assessments of Reading (DAR) at three intervals during the school year. Although some private school students received services related to math, there was no progress monitoring in place for mathematics. It was the first time that hourly teachers administered the DAR to private school students, and teacher training in administration of the DAC occurred during spring of the previous school year.

However, in this program a cause and effect relationship between the Title I program and student performance as measured by the DAR cannot be established. Increases in student test scores cannot be attributed to interventions provided by the Title I program due to the many threats to the internal validity of the treatment. Threats to the internal validity include maturation (student growth, especially in Kindergarten), repeated testing (by virtue of exposure to test multiple times may affect the score), and regression (outliers have natural tendency to move up or down without treatment). In order for internal validity to be present, all extraneous variables would need to be accounted for and controlled. Internal validity is about causal control.

The DAR is composed of nine subtests which include; Print Awareness, Phonological Awareness, Letters and Sounds, Word Recognition, Word Analysis, Oral Reading, Silent Reading Comprehension, Spelling, and Word Meaning. In this Title I program, the DAR is administered by the Title I hourly teacher, and it is essential that each Title I teacher met with the student's classroom teacher to explain the results in detail along with observations that are not necessarily part of the assessment, but provide additional information about how this student processes during reading.

Kindergarten students' reading progress was primarily evaluated using the DAR Phonological Awareness and Letters and Sounds subtests. Some Kindergarten students were also assessed

with Word Recognition, Word Analysis, and Oral Reading subtests, especially as the year progressed.

Student reading performance in grades 1 through 6 were evaluated based on the 4 DAR subtests that produce leveled data; Word Recognition, Spelling, Oral Reading, and Silent Reading Comprehension. Word Recognition assesses the student's ability to read words increasing with difficulty with each increase in level and the Spelling subtest evaluates the student's knowledge of the alphabetic principal. The Oral Reading subtest incorporates a student's ability to read words, but focuses on fluency, word meanings, and comprehension, while the Silent Reading Comprehension subtest evaluates the student's ability to incorporate all of the reading skills in order to understand what is being read.

Table 1 displays the order and levels in which the DAR subtests are administered and the grade level equivalents of each subtest. The DAR level "NA" indicates that these subtests are suitable for students at any grade level as long as the student is routed there from previous subtests. The DAR levels 1-1 and 1-2 indicate that the student is a first grader whose reading skill is either at the beginning (1-1) or the end (1-2) of the first grade year. Kindergarten students begin with Print Awareness and proceed to Phonological Awareness, then to Letters and Sounds. Students in grades 1 and above begin with the Word Recognition subtest and are routed to the next subtest based on their performance. Because the DAR is adaptive, the progression of subtests is determined by the needs of the student, and some students may be routed *back* to Print Awareness. Each subtest provides information about the student's level in reading related areas.

Students in grades 1 and higher begin with the Word Recognition level where they are most likely to succeed. Each Word Recognition level contains a list of 10 words. Students must correctly read 7 of the words in order to "master" a level. When students master a level, they go on to the next level until they reach their highest level of mastery in Word Recognition. The student's highest mastery for the Word Recognition test becomes the entry level for most of the other DAR subtests. Students whose highest level of mastery is grade 3 or lower are routed to the Word Analysis subtests (Roswell & Chall, 2005). Students whose highest level mastery is above grade 3 proceed to the Oral Reading subtest.

Table 1

Organization of the DAR Subtests

DAR Test	DAR Levels (Grade Level Equivalent)											
Print Awareness	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Phonological Awareness	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Letters and Sounds	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Word Recognition	1-1	1-2	2	3	4	5	6	7	8	9/10	11/12	
Word Analysis	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Oral Reading	1-1	1-2	2	3	4	5	6	7	8	9/10	11/12	
Silent Reading Comprehension		1-2	2	3	4	5	6	7	8	9/10	11/12	
Spelling	1-1	1-2	2	3	4	5	6	7	8	9/10	11/12	

Although the Title I teacher used student performance information from the DAR to evaluate each student’s reading risk level in order to drive instruction, for the purpose of measuring student progress in this evaluation, we will compare the percentage of students who scored at grade level or above on each subtest during cycle 1 to the percentage of students who scored at grade level or above on each subtest during cycle 3. Only students who have valid scores on each subtest for both cycles will be considered.

Survey instruments. Questionnaires were developed to gather empirical data. Satisfaction questionnaires were specifically designed and distributed to private school Title I hourly teachers, classroom teachers, parents, and principals. They are presented in Appendix C, D, E, and F. Each survey contained a combination of Likert scale questions and open ended questions for individual feedback.

These questionnaires captured the satisfaction of the individual stakeholders along with feedback concerning the services provided through the Title I Office. The questionnaires were shared in advance with the PCS Title I Office’s private school program supervisors for feedback. It was anticipated that the surveys would take approximately 15-20 minutes to be completed. Surveys were administered to private school principals electronically through Survey Monkey. Parent surveys were distributed and collected by the Title I hourly teachers, and Title I hourly surveys were distributed and collected by Title I supervisors during a Title I meeting.

Results

Private School Participation and Student Eligibility

The obligation to initiate private school participation in receiving Title I services lies with the Pinellas County School District's (PCS) Special Projects Office. Officials from the PCS Special Projects Office contact officials from private schools located within the district to begin the consultation process on key issues that are relevant to the equitable participation of private school students and teachers in the numerous federally funded education programs administered through the district. The PCS Special Projects Office contacts and begins consultation with representative private school officials from the various private schools located within district boundaries.

A "Non Public Schools Intent to Participate in Federal Funding" form is a document that PCS officials from the Special Projects Office sends annually to private school officials inquiring as to their interest in having their students and teachers participate in any of the federally funded education programs. PCS uses this form to assist in determining early those private school officials that are interested in participating in any of the federally funded education programs. Private school officials indicate on the form which federal education programs they are interested in participating. Private schools are included in the consultation process only for the federal programs they selected from the form. In review of the PCS district's "Non Public Schools Intent to Participate in Federal Funding," data, 11 of the non-profit private schools indicated they did not want to participate in the Title I program. It was not clear from the records what the reason for non-participation was, but some of the same schools elected to participate in other federal funding programs. Overall, 63% of the nonprofit private schools in Pinellas County had at students participating in the Title I program. The private school with the highest student enrollment participating in the PCS Title I program was Yvonne C. Reed Christian School with 57 students participating. The private school with the smallest enrollment in the PCS Title I program was St. Raphael's with 5 students participating. Appendix A contains a list of all participating private schools with enrollment.

Table 2 displays the assortment of participating private schools in the PCS Title I program. An examination of this data shows that the Title I program is being implemented at 67% of the

total number of approved Catholic schools in the district. The representation of Title I in other Christian schools is disproportionate to the number of approved Christian schools in the district. Thus, over half of the private schools participating in Title I are Catholic and only 10% of the participating private schools do not have a religious affiliation.

Table 2

Private Schools Participating in District Title I Program

Type of Private School	Number of Approved Schools in the District	Number Participating in Title I	Percentage within type of school participating in Title I	Percentage of Participating Title I Schools in the District
Catholic	15	10	67%	53%
Christian	12	7	58%	37%
Non-Sectarian	3	2	67%	10%
Total	30	19		63%

The number of private school students that participated during the 2010-2011 school year from the 19 private schools in the PCS Title I program was 380. Table 3 displays the number of participating students by grade level. During the 2010-2011 school year, 60% of the participating private school students were in grades K-2, and 40% of the students were in grades 3-8. Thus, there were proportionately more students served in the primary grades than the intermediate grades.

Table 3

Private School Participants by Grade Level

Grade	Number of Students
KG	81
1 st	87
2 nd	65
3 rd	47
4 th	38
5 th	33
6 th	23
7 th , 8 th	3
Total	380

Initial student eligibility. Only students at private schools with official nonprofit status are eligible to be considered for Title I, Part A, services, and the PCS Title I Office must only consider private school children who are failing, or most at risk of failing, to meet the identified academic achievement standards that are comparable to those required by the state's academic content (reading) and student academic achievement standards.

A review of documents and interviews with PCS Title I supervisors revealed that prospective private school students were first recommended for Title I services from participating private school classroom teachers at the end of the prior school year based on students' standardized test scores and/or classroom performance. Each school chooses its own standardized test, i.e., Iowa Test of Basic Skills, Stanford 10, et al. In addition to the results of standardized tests, individual students' performance was assessed using teacher-generated formal and informal tests. Considerations of report card grades, classroom performance, and work habits helped to guide final decisions. Recommended students were submitted by classroom teachers (Student Rank and Order Referral form, Appendix A and B) to the Title I hourly teacher. Private school classroom teachers reviewed the list of their students, and checked the appropriate boxes in order to determine the most academically at risk.

In addition to the student ranking by classroom teachers, Title I hourly teachers administered the DAR to all eligible students in order to gain supplementary information of the students' reading abilities. Thus, the academic criteria in identifying the most academically at risk students were determined through a combination of the results from the Diagnostic Assessments of Reading (DAR) tests, and the information from the Rank and Order Form (Appendix A and B).

Next, PCS Title I Office private school supervisors checked all recommended students' for eligibility based on the student residing in a Title I school zoned area. Private school students who resided in PCS district's Title I participating public school attendance areas were eligible to receive Title I services, regardless of the physical location of the student's participating private school, as long as they were failing or most at risk for failing the state's student academic achievement standards.

Finally, principals and classroom teachers decided, through consultation and collaboration with PCS Title I Office private school supervisors, which students would be served by the Title I program. The students that resided within a Title I school attendance area and were deemed the most at risk were served by Title I, and all remaining students on the list of eligible students were wait-listed to be enrolled as openings occurred throughout the year, in order of their academic need.

Academic progress. Students were administered the Diagnostic Assessments of Reading (DAR) at three intervals during the school year. Although the Title I teacher used this information to evaluate each student’s reading risk level and drive instruction, for the purpose of measuring student progress, we compared the percentage of students who mastered grade level or above on each subtest during cycle 1 to the percentage of students who mastered grade level or above on each subtest during cycle 3. Only students who have valid scores on each subtest for both cycles will be considered.

Eighty-one Kindergarten students’ reading progress was primarily evaluated using the Phonological Awareness and Letters and Sounds subtests. Kindergarten students demonstrating mastery of these skills were also assessed with Word Recognition, Word Analysis, and Oral Reading subtests, especially as the year progressed. Table 4 displays the percentage of Kindergarten students that mastered each phonological, letter, or sound skill by cycle.

Table 4
Kindergarten Mastery by DAR Phonological Awareness/Letters and Sounds Subtests

Cycle N=81	Rhyme Words	Segment Words	Initial Cons Sounds	Final Cons Sounds	Auditory Blending	Name Capital Letter	Name Lower Case Letter	Match Letter	Match Word	Writing Word
Number of Kindergarten Students = 81										
Cycle 1	77%	63%	68%	57%	76%	68%	40%	82%	47%	87%
Cycle 2	77%	89%	98%	93%	95%	88%	84%	100%	90%	100%
Cycle 3	100%	94%	98%	98%	97%	95%	90%	100%	97%	100%

Closer examination of the data in Table 4 indicates that by cycle 3, at least 90% of the Kindergarten students who were assessed at all 3 intervals achieved skill mastery on all of the Phonological Awareness and Letters and Sounds subtests. By the time students were assessed during the second cycle, most of the students had mastered these skills. In addition to the Phonological Awareness and Letters and Sounds subtests, 38 Kindergarten students were administered the Word Recognition subtest at all of the test cycles. Table 5 contains the results of these students' performance. The Word Recognition subtest includes grade level lists of 10 words, which students have to master (7 out of 10) one grade level list before progressing to the next. It is recommended that students begin at a level where the student can be successful, which is usually one or two grade levels below the students' current grade level (Roswell & Chall, 2005).

Table 5

Kindergarten Word Recognition All 3 Cycles (47% Tested)

Reading Subtest N=38	Number of Students at Each Level		
Word Recognition Level	Cycle 1	Cycle 2	Cycle 3
0	33 (87%)	24 (63%)	
1.1 and Above	5 (13%)	14 (37%)	38 (100%)
Total KG Word Recognition Level	38	38	38

Since the Word Recognition subtest begins with a word list leveled at grade one, it's not recommended to test Kindergarten students at the beginning of the year on this subtest, especially those students identified as at-risk. However, there were some Kindergarten students (5) who were able to master at least the grade one word list at cycle 1, and more students (14) who mastered at least the grade level one list during cycle 2, and by the end of the year all of the 33 Kindergarteners who were administered the Word Recognition subtest during each cycle were able to successfully master at least the grade one level word list.

Student reading performance in grades 1 through 6 was evaluated using the 4 DAR subtests that produce grade leveled data; Word Recognition, Spelling, Oral Reading, and Silent Reading Comprehension. Only students in grades 1 through 6 whose reading performances were evaluated based on the 4 DAR subtests during cycles 1 and 3 that produce grade leveled data

were analyzed. These students began DAR testing on the Word Recognition subtest, and were guided to the next test based on Word Recognition performance. Students who were able to master the word lists at grades 4 and above were directed next to the Oral Reading subtest, while students mastering the lists from grades 2 and 3 moved to the Word Analysis section of the DAR which consists of 9 additional phonetic subtests. Students who were able to master only the grade one list were directed to start at the first DAR subtest in Phonological Awareness, which is where Kindergarten students typically begin.

Because of the adaptive nature of the DAR, the percentage of students who were administered subtests during each test cycle varies with each subtest. For example, because only students who master grade level 2 or above on the Oral Reading subtest are directed to proceed to the Silent Reading subtest, there are fewer students who were administered the Silent Reading subtest for all three cycles, and there were no Kindergarten students who were administered the Silent Reading subtest.

Only students who were able to master the Oral Reading subtest at grade level 1 were directed to the Spelling subtest, which also has a lower percentage of students who were administered that subtest, and also no Kindergarten students were administered the Spelling subtest. The percentages of students administered each subtest aligns with the adaptive nature of the DAR. Students in grades 1 through 6 all begin with the Word Recognition subtest and proceed to Oral and Silent Reading. Most Kindergarten students would not begin at the Word Recognition level because word lists begin at the first grade level.

The first subtest students in grades 1 through 6 were administered was the Word Recognition test. Students began with a word list that was at or slightly below the student's actual grade level in order to build confidence. Table 7 displays the percentage of students who mastered their grade level list or above during each cycle, and Figure 1 is a graphical display of the total percentage of students who tested at grade level or above on the Word Recognition subtest.

Table 6

Percentage of Students Present for All DAR Screenings by Grade Level

Grade	Word Recognition	Oral Reading Accuracy	Silent Reading	Spelling	Total
KG	38 (47%)	31 (38%)	0	0	81
1	72 (83%)	67 (77%)	41 (47%)	71 (82%)	87
2	51 (79%)	47 (72%)	37 (57%)	51 (78%)	65
3	37 (79%)	37 (79%)	37 (79%)	37 (79%)	47
4	33 (87%)	27 (71%)	32 (84%)	33 (87%)	38
5	22 (67%)	19 (57%)	21 (64%)	21 (64%)	33
6	15 (65%)	10 (44%)	14 (61%)	15 (65%)	23
Total	271 (72%)	240 (64%)	183 (48%)	228 (60%)	377

During the cycle 1 testing at the beginning of the school year, 93 (41%) of all of the students who were administered the Word Recognition subtest during all three cycles mastered the word list associated with their grade level or above. At the cycle 2 test cycle, 155 (68%) of the same students mastered the grade level or above word list, and by the end of the year cycle 3, 196 (86%) of the students were able to master their grade level or above word list.

This shows that a majority of students progressed during the year on this skill. However, when examining student performance by grade level, the percentage of students at the lower grade levels had higher percentages achieving grade level or above on this subtest than did students in grades 4, 5 and 6. Once students complete the Word Recognition subtest, those who demonstrate mastery at grade 4 or above proceed to the Oral Reading Accuracy subtest.

Table 7

Students at Grade Level Word Recognition by Grade (All Students tested all 3 Cycles)

Grade	Word Recognition Cycle 1	Word Recognition Cycle 2	Word Recognition Cycle 3	Total Tested All 3 Cycles
1	50 (69%)	63 (87%)	69 (96%)	72 (100%)
2	3 (6%)	35 (69%)	45 (88%)	51 (100%)
3	15 (40%)	21 (57%)	34 (92%)	37 (100%)
4	16 (48%)	19 (58%)	26 (78%)	33 (100%)
5	7 (33%)	12 (57%)	14 (67%)	21 (100%)
6	2 (13%)	5 (33%)	8 (53%)	15 (100%)
Total	93 (41%)	155 (68%)	196 (86%)	229 (100%)

Students at Grade Level or Above Word Recognition All Cycles

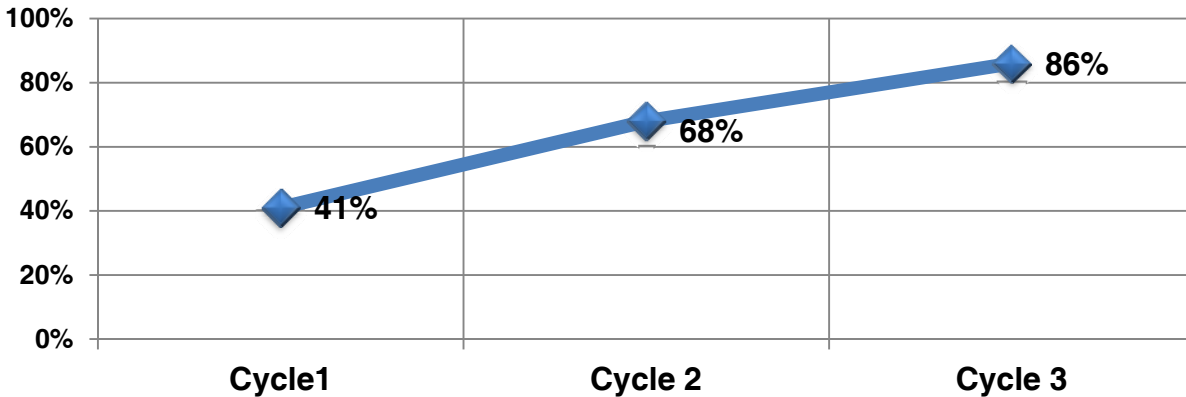


Figure 1. Percentage of students at grade level or above on the Word Recognition subtest. This data includes only students who were present for all three test cycles.

Table 8 displays the percentage of students who mastered grade level or above Oral Reading Accuracy subtest during each cycle, and Figure 2 is a graphical display of the total percentage of students who tested at grade level or above on the Oral Reading Accuracy subtest. A closer examination of the graph reveals that almost half of the students who were identified as at risk, mastered the Oral Reading Accuracy subtest at grade level or above during cycle 1 testing. At cycle 2 testing, 77% of the students were able to master grade level or above and at the last test cycle, 90% of the students who were administered the Oral Reading Accuracy subtest at each interval were able to master grade level or above on the subtest.

Consistent with the Word Recognition subtest, results from the Oral Reading Accuracy subtest shows that a majority of students progressed during the year on this skill. In concordance with the pattern from the Word Recognition subtest, when examining student performance by grade level, the percentage of students at the lower grade levels had higher percentages achieving grade level or above on this subtest than did students in grades 4, 5 and 6.

Table 8

Students at Grade Level or Above Oral Reading Accuracy by Grade All 3 Cycles

Grade	Oral Reading Accuracy Cycle 1	Oral Reading Accuracy Cycle 2	Oral Reading Accuracy Cycle 3	Oral Reading Accuracy Total Tested All 3 Cycles
1	46 (68%)	58 (87%)	67 (100%)	67 (100%)
2	16 (33%)	35 (74%)	43 (92%)	47 (100%)
3	17 (46%)	25 (67%)	35 (95%)	37 (100%)
4	11 (41%)	25 (92%)	22 (81%)	27 (100%)
5	3 (17%)	13 (72%)	15 (83%)	18 (100%)
6	0	3 (30%)	4 (40%)	10 (100%)
Total	93 (45%)	159 (77%)	186 (90%)	206 (100%)

Students who master the grade 2 or above on the Oral Reading Accuracy subtest proceed to the Silent Reading subtest. Table 9 displays the percentage of students who mastered the grade level Silent Reading subtest or above each cycle, and Figure 3 is a graphical display of the total percentage of students who tested at grade level or above on the Silent Reading subtest.

Students at Grade Level or Above Oral Reading Accuracy All Cycles

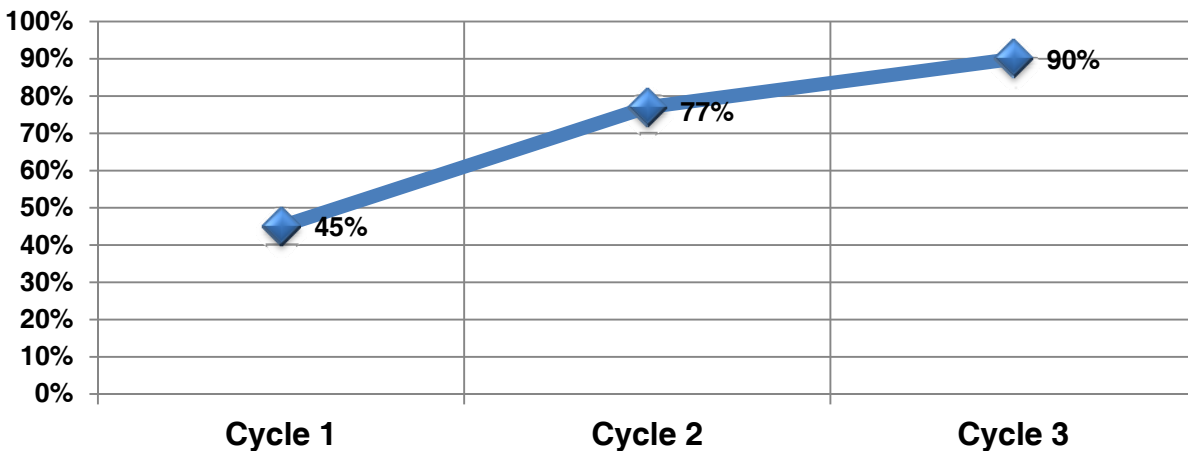


Figure 2: Percentage of students at grade level or above Oral Reading Accuracy. This data includes only students who were present for all three test cycles.

Table 9

Students at Grade Level or Above Silent Reading by Grade All 3 Cycles

Grade	Silent Reading Cycle 1	Silent Reading Cycle 2	Silent Reading Cycle 3	Silent Reading Total Tested All 3 Cycles
1	5 (12%)	12 (29%)	24 (58%)	41 (100%)
2	8 (22%)	20 (54%)	33 (89%)	37 (100%)
3	8 (22%)	20 (54%)	30 (81%)	37 (100%)
4	8 (25%)	16 (50%)	20 (63%)	32 (100%)
5	6 (30%)	13 (65%)	16 (80%)	20 (100%)
6	1 (7%)	1 (7%)	7 (50%)	14 (100%)
Total	36 (20%)	82 (45%)	130 (72%)	181 (100%)

Fewer students (181) were administered the Silent Reading subtest during all 3 cycles than other subtests. This is because of the adaptive nature of the test, and the mastery levels required prior to administering this subtest to a student. As indicated in Figure 3, over 3 times as many students were Silent Reading at grade level or above during the cycle 3 testing than there were during the cycle 1 test cycle.

This also shows that a majority of students progressed during the year on this skill. Unlike the grade level results from the Word Recognition and Oral Reading Accuracy subtests, the percentage of students within the lower grade levels did not necessarily produce higher percentages of students achieving grade level or above on this subtest than did students in grades 4, 5 and 6.

Students at Grade Level or Above Silent Reading All Cycles

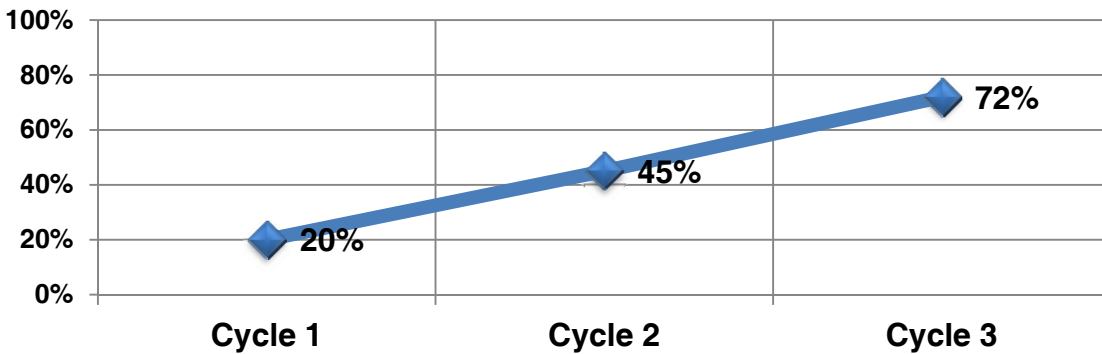


Figure 3. Percentage of students at grade level or above in Silent Reading subtest. This data includes only students who were present for all three test cycles.

Students are administered the Spelling subtest beginning with the grade level they mastered on the Word Recognition subtest. Table 10 displays the percentage of students who mastered the grade level Spelling subtest or above each cycle, and Figure 4 is a graphical display of the total percentage of students who tested at grade level or above on the Spelling subtest.

Table 10

Students at Grade Level or Above Spelling by Grade All 3 Cycles

Grade	Spelling Cycle 1	Spelling Cycle 2	Spelling Cycle 3	Spelling Total Tested All 3 Cycles
1	34 (48%)	60 (84%)	68 (96%)	71 (100%)
2	9 (18%)	22 (43%)	36 (70%)	51 (100%)
3	11 (30%)	12 (32%)	26 (70%)	37 (100%)
4	10 (30%)	17 (51%)	20 (61%)	33 (100%)
5	9 (43%)	11 (52%)	12 (57%)	21 (100%)
6	0	0	0	15 (100%)
Total	73 (32%)	122 (53%)	162 (71%)	228 (100%)

Although the percentage of students who mastered grade level or above on the Spelling subtest increased more than double from cycle 1 to cycle 3, the probability of mastering grade

level decreased as the grade level of the student increased. These results were similar to the Word Recognition and Oral Reading Accuracy subtest results.

Students at Grade Level or Above Spelling All 3 Cycles

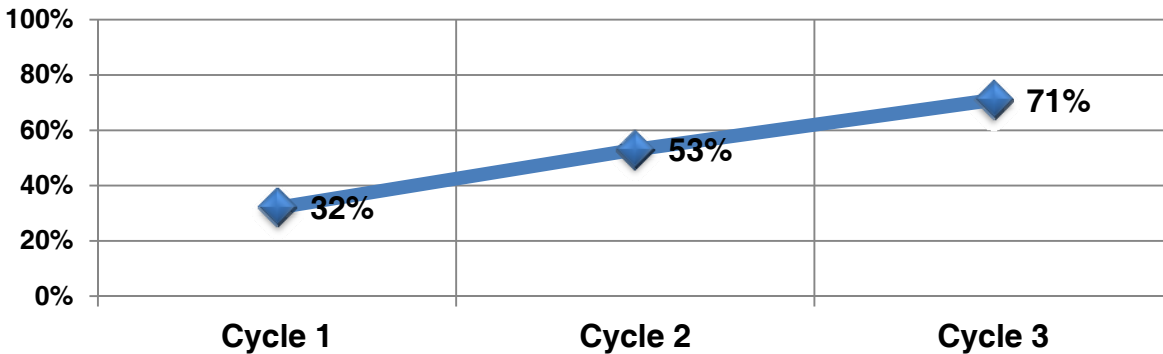


Figure 4. Percentage of students at grade level or above on Spelling subtest. This data includes only students who were present for all three test cycles.

Word analysis. Students who score at various levels on the Oral Reading Accuracy subtest are directed to the Word Analysis section of the DAR and to the subtest that is most appropriate. There are 9 subtests in the Word Analysis section that include subtests on phonics, digraphs, diphthongs, vowels, and syllables. Thus, results from these subtests provide valuable diagnostic information on students and reveal potential areas of additional instruction.

Table 11

Students at Grade Level or Above Word Analysis Subtest 3 Cycles

Cycle	Consonant Sounds	Consonant Blends	Short Vowel Sounds	Rule of Silent E	Vowel Digraphs	Diphthong	Vowels with R
Cycle 1	204 (93%)	125 (76%)	174 (85%)	102 (71%)	103 (80%)	64 (60%)	65 (75%)
Cycle 2	217 (99%)	158 (96%)	196 (96%)	133 (92%)	123 (95%)	98 (92%)	82 (95%)
Cycle 3	220 (100%)	162 (99%)	201 (98%)	139 (97%)	127 (98%)	103 (96%)	85 (98%)

Table 11 displays the number and percentage of students who mastered each subtest skill in the Word Analysis section during each testing cycle. Because of the adaptive nature of the DAR, it is expected that a higher number of students would be administered the consonant and vowel subtests than the more challenging syllable subtests. A closer look at table 11 reveals that more than 90% of the students tested achieved mastery by the end of the school year, only 78% of the students mastered the Polysyllabic Words subtest, and only slightly more than 10% of the students were administered this subtest.

Consultation

Private school principals. According to interviews with PCS Title I Office private school supervisors and relevant documentation such as meeting agendas, PCS Title I Office private school supervisors met with the principals of each private school in order to design specific plans for their sites which included program activities, professional development for classroom teachers of Title I students and training for the parents of participating students. In consultation with private school participants, the program design for each school was to provide highly qualified Title I teachers to work with eligible struggling students.

School principals determined grade levels to be served and classroom teachers made student participation recommendations based on which students were at risk for failing either reading or math. Although Title I student eligibility requirements are based solely on students' zoned school, selection criteria for participation in the Title I program also included the academic needs of the student. Academic needs were determined by multiple, educationally related objective criteria; teacher judgment, school standardized test results, most current report card grades, school generated formal and informal tests results, and results from the DAR tests which were administered by hourly teachers at three intervals throughout the school year.

Principal surveys were electronically distributed to all 19 private school principals. The response rate was 68% (13). The survey was divided into two sections with Likert scaled questions; Title I Basics (consultation and funding items) and Title I Satisfaction may be viewed in Appendix C. One hundred percent of the principals surveyed agreed that the PCS Title I Office private school supervisors consulted with them concerning the Title I program

implementation, that they understood how Title I funding was calculated for private schools, that they received all of the necessary information during Title I meetings throughout the school year, and that they were promptly informed of budget changes to the Title I program at their school.

In addition, 100% of the private school principals also agreed that they were satisfied with the quality of the Title I hourly teachers at their school, PCS district's implementation of the Title I program at their schools, and the overall quality of the Title I program. Comments elicited from principals were all positive, and primarily concerned positive interactions between the Title I Office staff. These comments included, *"I have always been impressed with the level of professionalism from the ladies in the Title I office. They are good communicators and very dependable," and Great staff with cooperative spirits."*

Title I hourly and classroom teachers. Title I hourly teachers participated in professional development opportunities to learn the best practices in reading and math designed to support at-risk students during small group instruction. Training was conducted for the purpose of providing continued support of the DAR assessment process. Meeting agendas from these monthly professional development meetings are located in Appendix D, E, F, G, and H. Hourly teachers participated in a book study, "Making Sense of Phonics" by Isabel Beck to increase struggling students' word attack skills. Three trainings were offered per semester.

In addition to the Title I hourly teacher training, the PCS Title I Office private school supervisors offered professional development to private school classroom teachers of Title I students regarding utilizing student DAR results to plan extra instruction for their Title I students in the regular classroom. Title I hourly teachers used communication forms, (Appendix I) to keep classroom teachers informed on the progress of their students that participate in the Title I Program. Title I also provided classroom teacher training for individual schools based on the needs of the school. A sample training agenda for one of the private school classroom teacher trainings is included in Appendix J of this evaluation.

Title I hourly teachers were surveyed in order to elicit information on the types of professional development, curriculum supports, and other additional assistance they would like to participate in through the PCS Title I Office (Appendix K). The survey response rate was 89%

(17). Figure 5 graphically displays Title I hourly teacher responses to question regarding preferred areas of future professional development that was currently available from the Title I Office.

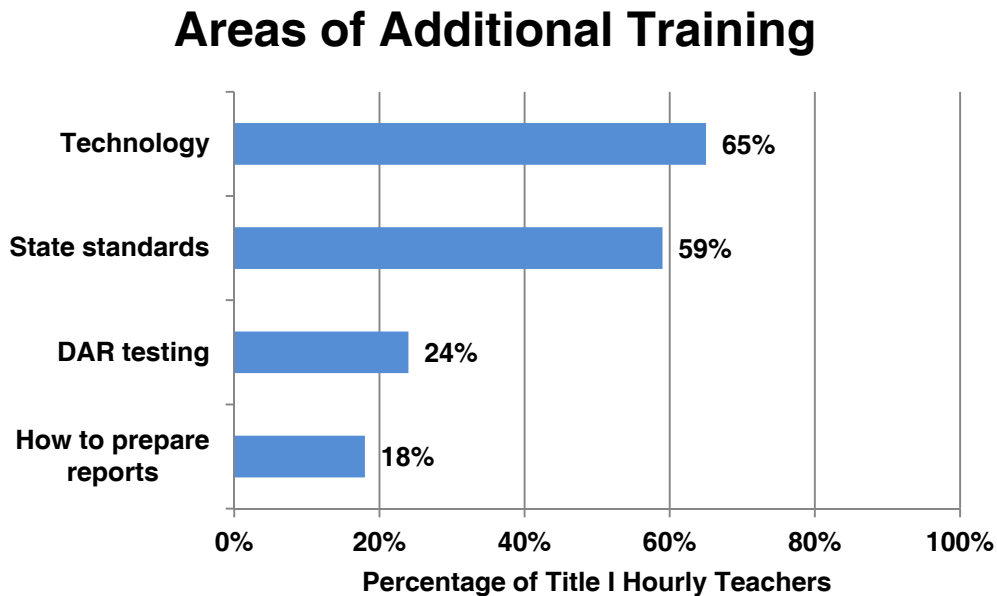


Figure 5. Title I hourly teacher preferred areas of additional training from Title I. Teachers could choose more than one type of training.

As illustrated on the graph in figure 5, over half of the Title I hourly teachers indicated they would prefer additional training in technology and in learning the Sunshine State Standards/Grade level expectations. Only a few teachers expressed interest in additional professional development in administering the DAR assessments or learning to write reports.

In addition to these responses, in the comments section of the survey, Title I hourly teachers specifically mentioned, *“Technology and guided lessons with Kindergarten,”* *“Technology/Computer Kineo,”* and *“How to use a Smart Board,”* as three potential areas in technology training they preferred.

Title I hourly teachers were specifically asked which areas in math and reading they would prefer additional professional development. Table 12 displays the topics in math and reading teachers indicated were areas of interest for additional training. According to the results in table 12, 35% of the responding teachers expressed interest in further math training in the area

of “*algebraic thinking*,” and 41% of the teachers expressed interest in further reading training in the areas of “*word work*,” and “*anchor charts*.”

Table 12

Title I Hourly Teacher Preferred Areas Reading/Math Additional Training (N=17)

Reading				Math			
Word Work	Anchor Charts	Guided Reading	Running Records	Algebraic Thinking	Geometry	Measurement	Number Sense
7 (41%)	7 (41%)	2 (12%)	1 (6%)	6 (35%)	3 (18%)	3 (18%)	3 (18%)

When asked about the quality of supports provided by the Title I Office, 100% of the Title I hourly teachers expressed satisfaction with the support, technical assistance, and resources provided by the PCS Title I Office private school supervisors. Additional comments written by the Title I hourly teachers regarding the support received from the Title I Office included, “*Can't ask for anything more - they go beyond,*” *This a marvelous program, and I enjoy working with the students, staff of Title I, and the other teachers. Thanks for making this a great year!*” and *I am happy to be a part of this intelligent, caring group of educators.*”

When Title I hourly teachers were asked about additional on-site training, 4 of the 17 (24%) responding teachers mentioned the possibility of learning more strategies concerning teaching exceptional students such as students with autism and special needs students. Additional curriculum comments from Title I hourly teachers expressed satisfaction with the DAR assessments and the usefulness of this diagnostic tool.

In addition to group trainings, the Title I staff developer visited the Title I hourly teachers, as needed and as practicable, with a minimum of two visits per school per year. Visits included observing instructional practice, modeling, assisting with assessment/data analysis and mentoring and co-teaching. Appendix L is the observation tool used by the Title I staff developer that was used to document teacher progress and drive teacher training.

Private school parents. The annual parent meeting was conducted in September 2010, offering parents two different dates and in two different locations to accommodate parent needs. The purpose of these meetings was to inform parents of all of the Title I requirements, have them participate in a workshop on how to help their children learn at home, and receive instructional materials and brochures on helping their children with reading and math at home.

Title I results from the annual parent survey were shared. Parents were invited to join the District Advisory Council and to be a part of the annual review/revision team for the 2011-12 Title I Parent Involvement Policy and Title I plans. They were informed of the different parent involvement workshops to be offered throughout the year at a central location. They also received a Title I newsletter informing them of the “Parents’ Right to know” and contact information for the Title I Office. Title I students and families were invited to visit the Title I Family Resource Center for professional development activities and to check out materials. The center is open on school days during the school year from 8:30am-5:00pm. Packets containing the annual meeting information along with contact information were sent home with Title I students for parents not in attendance.

At the end of the school year, private school parents were surveyed regarding the implementation of the Title I program at their school, the impact instruction had on their child, and overall satisfaction with the program. The parent survey was organized into 4 sections; program academics, education resources, instruction, and communication. There were 18 Likert scale questions and an opportunity for parents to make additional comments. The survey response rate was 55% (200/361) and may be viewed in Appendix M. Figures 6, 7, and 8 display the results from the survey.

Figure 6 displays the parent survey results regarding the Title I academics portion of the survey. Parents’ perception was overwhelmingly positive concerning the impact the academic program had on their children. Parents believed that the Title I program helped their child improve in reading and math, helped their child gain confidence, provided quality materials, and provided information to help their child at home academically. Overall, the majority of parents expressed satisfaction with their children’s progress in the Title I program.

Typical positive parent written comments included: *“I am happy with the class and see no need for improvement,” “My daughter enjoys the Title I program and I am glad she is in it,” “Title I is a very good program and very helpful,” and “We appreciate the extra help for our child.”* Specific written comments concerning the perception of student progress included: *“I have noticed a very drastic improvement in her reading since the Title I tutoring,” “My daughter is very confident in reading. I'm very pleased with her progress,” “My son enjoys Title I very much. His progress speaks for itself about how beneficial it is,” “This program is extremely valuable and very helpful to my daughter. She loves Reading. Title I has given her the guidance and confidence to be a successful reader,” and “My daughter's math skills improved.”*

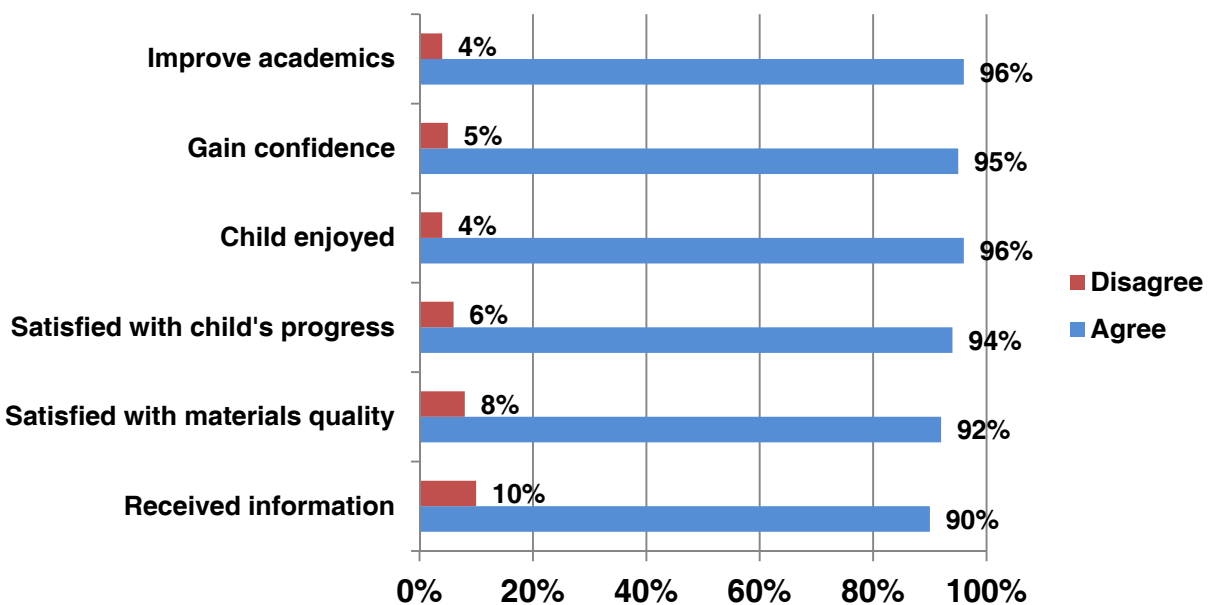


Figure 6. Parent Survey responses to Title I academics questions. Over 90% of the parents responding indicated satisfaction with the Title I Program.

Parents were also asked how much interest they had in using specific educational resources in order to help their child at home. Figure 7 contains a graph of parent responses regarding the educational resources that are available to parents from the Title I Office. As illustrated in figure 7, over three-fourths of the parents expressed much interest in taking books home to read to their children. In addition, 31 parents responded that they are currently using this

strategy with their child and find the practice of using books from school to help their child at home very useful.

Two-thirds of parents surveyed expressed much interest in take-home reading activities such as phonics or word work to help their child at home, and over half of the parents expressed interest in the various other activities that are available through the Title I Office. When combined, 96% of parents expressed at least some interest in bringing books home to help their child, and 91% of the parents expressed at least some interest in bringing home additional reading activities that involve phonics or word patterns.

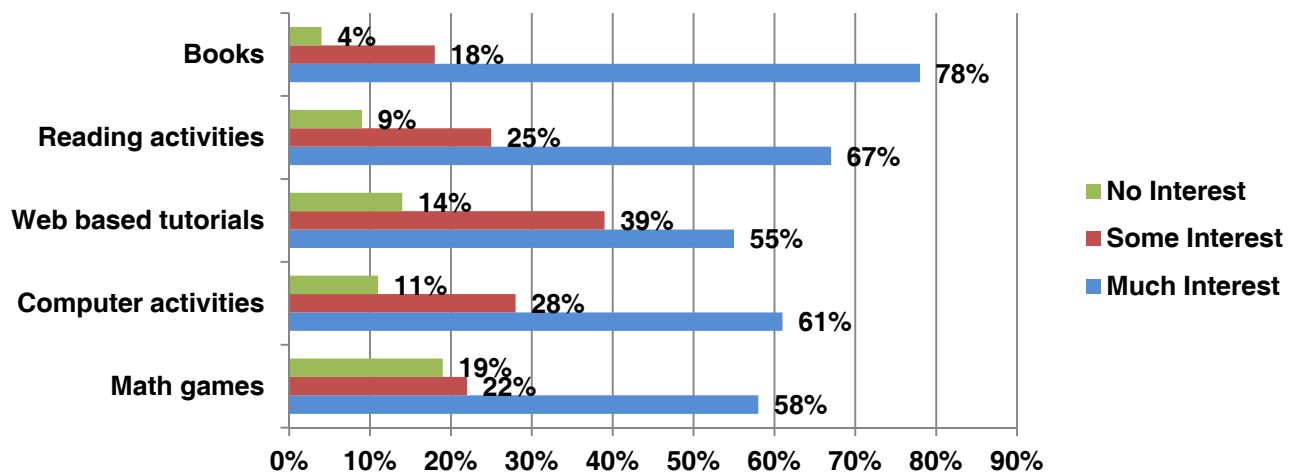


Figure 7. Parent Survey responses to Title I educational resources questions. Parents could choose multiple areas and levels of interest.

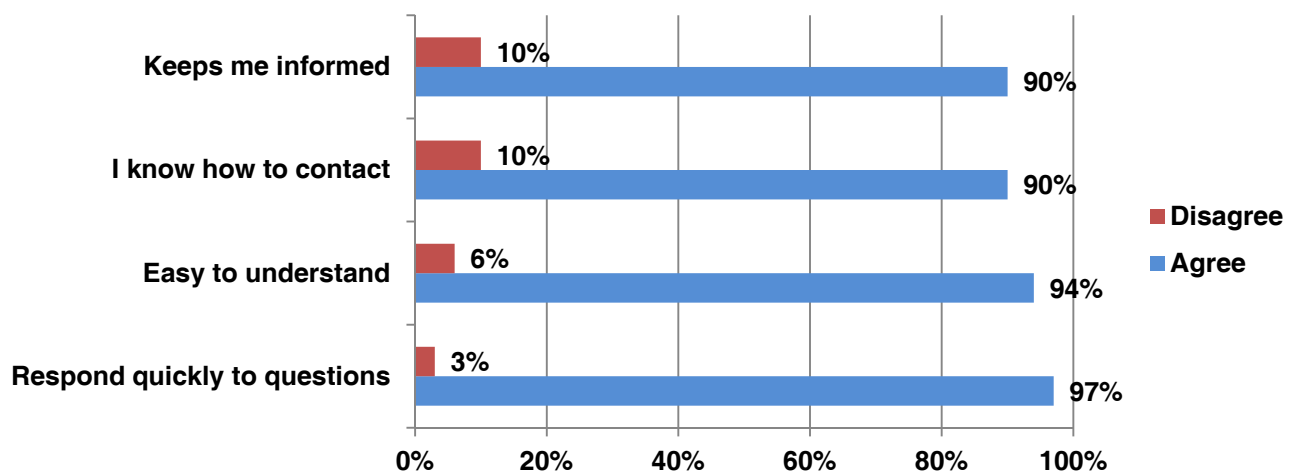


Figure 8. Parent responses about Title I hourly teachers. Parents indicated overall satisfaction with Title I hourly teachers.

Lastly, parents were asked about the Title I hourly teachers that were providing services to their child. Figure 8 is a graphical representation of this data. As illustrated in figure 8, parents overwhelmingly expressed positive sentiment regarding the quality of the Title I hourly teacher. Over 90% of the parents perceived the Title I hourly teacher as accessible, easy to understand, responsive, and informative.

Delivery of Services

Hourly teacher model. After consultation, the PCS Title I Office supervisors in collaboration with appropriate private school officials designed a Title I program that would meet the needs of its private school participants. Based on the needs of the children to be served, a pull-out instructional model was chosen which supplemented and was well coordinated with the instruction that private school children are receiving in their regular classrooms. In this pull-out model, “Highly Qualified” hourly Title I teachers were hired for small group instruction of Title I students. This program complemented classroom instruction and was not a separate instructional program. The PCS Title I Office was responsible for planning, designing, and implementing the Title I program and as required by the grant, did not delegate that responsibility to the private schools or their officials.

The state of Florida defines a “Highly Qualified Teacher,” as a teacher who gives instruction in the core academic subjects of Art-Visual Arts, Drama-Theater, English, Language Arts, Mathematics, Foreign Language, Music, Reading, Science, Social Studies, and KG-6 Graded Self-Contained at any level must hold an acceptable bachelor’s or higher degree, and hold a valid Temporary or Professional certificate. In addition, all teachers of core academic subjects and either hold a valid Temporary or Professional certificate in the subject they teach and have passed the subject area test in the assigned subject, or have a Florida Professional Certificate appropriate for the grade level(s) assigned and verification from another state of passing the appropriate subject area exam (Florida Department of Education, 2002). All of the participating Title I hourly teachers met the requirements of the “Highly Qualified Teacher,” according to this definition, and were recruited and retained by the PCS Title I Office separate from the private school or religious organization in which they served.

School based Title I hourly teachers were assigned to schools based on each schools' allocation of instructional hours. The school allocation was then divided by the hourly wage of the Title I teachers. Title I hourly teachers instructed small groups of students, (4 or less) for at least two time periods each week for 30-40 minutes. Although some students received remediation in math, the majority of students experienced reading instruction through the Title I hourly teacher. Student progression in reading was the only subject that was formally monitored, and teacher instruction focused on foundational reading skills.

In addition to the hourly teachers, the PCS Title I Office provided participating private schools support with program implementation and monitoring of program requirements/services. A Title I Instructional Staff Developer provided assistance, professional development, and mentoring in the use of curriculum materials, assessment strategies, and best practices to improve achievement for struggling students. The staff developer also coordinated training with the family education specialist for parents to support student learning at home.

Supplemental instruction. After the first cycle of administration of the DAR assessments at the beginning of the school year, results were used to diagnose student reading deficiencies and plan initial reading instruction. The second cycle of DAR assessments occurred mid-year for the purpose of progress monitoring, so Title I hourly teachers may plan student instruction from information gleaned from these assessments as well. The last cycle of the DAR occurred at the end of year, and was used in combination with the Cycle 1 DAR results to measure the effectiveness of Title I reading services.

Weekly student instruction varied based on the needs of students being served. Research based reading programs implemented by Title I hourly teachers included: Guided Reading developed by Fountas and Pinnell, Rasinski's reading fluency strategies, and SRA's reading laboratory kits. In addition to weekly instruction, students were provided with materials, supplies, or technology to support student learning in the student's classroom and at home. Appendix O contains current research pertaining to these strategies.

Implementation of the Guided Reading program began after students were assessed with DAR; students were grouped by their strengths and needs in order for more efficient reading instruction to occur. While individual students always vary, the students in small groups were

alike enough that they could be effectively taught in a group. Texts were selected from a collection arranged along a gradient of difficulty, and the Title I hourly teacher selected texts that students would be able to process successfully with instruction.

In addition to Guided Reading instruction, Title I hourly teachers utilized Rasinski's reading fluency strategies such as audiotapes and paired reading in order to remediate this deficiency. Fluency instruction is not a reading program itself, but it is part of a comprehensive reading program that emphasizes both research-based practices and reading for meaning.

Title I hourly teachers employed SRA's Reading Laboratories kits to provide individualized reading instruction to a whole classroom of readers at different levels. The Labs kit offers lessons in phonics, decodable text, timed reading and fluency, comprehension, vocabulary, test preparation, and literature.

Thus, the reading intervention varied depending on the needs of the student and expertise of the Title I hourly teacher. There were programs that used whole group guided reading, individualized programs for a diverse small group, and targeted skills instruction utilized by the Title I hourly teachers. All Title I private school student intervention instruction was provided by highly qualified Title I hourly teachers.

Besides instruction, appropriate materials and equipment was purchased to support the instruction of students, hourly teachers, classroom teachers, and parents. A comprehensive inventory of materials is housed at the individual schools and the Title I district office. Documentation for all aspects of school and classroom visits, professional development for teachers, and workshops for parents are filed at the PCS Title I Office. The PCS Title I Office clerk is available daily as the contact for the nonpublic coordinator and instructional staff developer. Parents and school staff may phone, email or visit The Title I Office or district website for questions about Title I.

Conclusions

Private School Participation and Student Eligibility

Private school participation. All eligible non-profit private schools in the school district that requested Title I services did participate in the Title I program during the 2010-2011 school year. The Title I program is currently implemented at 63% of the total number of approved Catholic schools in the district. The representation of Title I in other Christian schools is disproportionate to the number of approved Christian schools in the district. Thus, over half of the private schools participating in Title I are Catholic and only 10% of the participating private schools do not have a religious affiliation. At the national level, an evaluation conducted by the United States Department of Education yielded similar results (United States Department of Education, 2007). In its evaluation, Catholic schools were more likely than other private schools to have at least one participant in an *ESEA* program (80 percent), and non-sectarian schools composed only 6% of participating private schools.

Student eligibility and participation. The amount of Title I funds allocated to each participating public school was determined solely on the basis of the total number of low-income students (both public and private school students) residing in each Title I public school's attendance.

Private school students residing in participating public school attendance areas who were identified as failing, or most at risk of failing, to meet the identified academic achievement standards *that are comparable to those required by the state's academic content and student academic achievement standards* participated in PCS's Title I program. While the evidence used in selecting students for services through Title I was diverse and ample, there lacked an overall standardization of academic selection criteria within and among the participating private schools. Standardized test scores did not exist for students in some of the primary grades, and teacher generated data such as report card grades, teacher made tests, and classroom performance observations lack the objectivity and accountability required by the grant.

There were proportionately more students served in the primary grades than the intermediate grades. Because there is evidence to suggest that children who encounter difficulty in learning to read fall further and further behind their achieving peers (Stanovich, 1986), it is more

common to employ focused reading interventions in the primary grades. The Title I program does not provide initial student instruction, and the supplemental instruction is designed to complement what the student is encountering in the regular classroom. However, the high number of Kindergarten students served through Title I indicates that supplemental instruction may be overlapping with initial instruction since most Kindergarten students have not had sufficient practice with reading skills in order to be deemed at-risk for failure.

Academic progress. To the extent appropriate, the PCS Title I Office must select private school children who reside in any of the Title I attendance areas and who are failing, or most at risk of failing, to meet the identified academic achievement standards *that are comparable to those required by the state's academic content and student academic achievement standards* for Title I program participation. With this requirement in mind, almost half of the Kindergarten students mastered at least first grade level on the Word Recognition subtest by the year's end, these students' at-risk status is questionable. The 5 students who demonstrated mastery of the first grade word list at the beginning of the school year would most likely not be at risk for reading failure. The Word Recognition subtest begins with a word list leveled at grade one, and it's not recommended to test Kindergarten students at the beginning of the year on this subtest, especially those students identified as at-risk.

There were a high percentage of Kindergarten students (90%) that achieved skill mastery on all of the Phonological Awareness and Letters and Sounds subtests by the end of the school year. Because it is recommended that DAR testing begin at a level where the student can be successful, the administration of this subtest to beginning Kindergarten students had the potential to frustrate and negatively affect students' performances on subsequent subtests. Students in Kindergarten and 1st grade are still receiving initial instruction in many of the skills that are assessed by the DAR (Roswell & Chall, 2005). Thus, the DAR is not generally used for emergent and early readers. However it is particularly helpful in the upper grades because it provides an opportunity to look back at phonics and phonemic awareness problems which may be interfering with reading progress yet is difficult to access with students at this level. Once a student is determined to still be struggling in 2nd grade or higher, or is retained, it becomes valuable for the purpose of uncovering the learning challenges the student is experiencing.

For students in grades 1 through 6, the percentages of students administered each subtest aligns with the adaptive nature of the DAR. Twice as many students ended the school year at grade level or above on the Word Recognition, Oral Reading, and Spelling subtests during the cycle 3 administration, than did during the first cycle of testing. Over 3 times as many students had mastered the Silent Reading subtest at grade level or above than did during the cycle 1 DAR administration. These results show that a majority of students progressed during the year on these skills. However, when examining student performance by grade level, the percentage of students at the lower grade levels had higher percentages achieving grade level or above on these subtests than did students in grades 4, 5 and 6. Potential reasons for this occurrence could be that there are fewer intervention materials available at the higher grade levels, or the identification of primary students who are at-risk of failing is questionable. More than 90% of the students in the Word Analysis section of the DAR tested achieved mastery by the end of the school year on all but one of the subtests. However, only 78% of the students mastered the Polysyllabic Words subtest by the end of the school year, and only slightly more than 10% of the students were administered this subtest. Thus, potential areas for intervention would be in the category of two-syllable and polysyllabic words.

Consultation

The PCS Title I Office engaged in timely and meaningful consultation with private schools about the provision of services to private school students and their teachers and parents. Meetings with principals and Title I hourly staff began at the beginning of the school year and continued consistently throughout the year. Principals and classroom teachers decided, through consultation and collaboration with Title I staff, which students would be served by the Title I program, and what activities the Title I program would entail. Title I requires that private school parents participate in a workshop on how to help their children learn at home, and receive instructional materials and brochures on helping their children with reading and math at home. The PCS Title I Office met this requirement by hosting several parent nights at the Title I Center.

Private school principals. Private school principals were surveyed to gather empirical data and continue the consultation process. Survey participation was high for this group. Results from these surveys showed an overwhelming satisfaction from these three stakeholder groups with the way the Title I program was working for their students. One hundred percent of the principals surveyed agreed that the PCS Title I Office consults with them concerning the Title I program implementation, they understand how Title I funding was calculated for private schools, that they receive all of the necessary information during Title I meetings throughout the school year, and that they were promptly informed of budget changes to the Title I program at their school.

Title I hourly and classroom teachers. With respect to additional professional development support, the Title I hourly teachers expressed interest in participating in more training in technology and in learning the Sunshine State Standards/Grade level expectations. When Title I hourly teachers were specifically asked which areas in math and reading that they would prefer additional professional development, almost half of the teachers expressed interest in further math training in the area of *“algebraic thinking,”* and over half of the teachers expressed interest in further reading training in the areas of *“word work,”* and *“anchor charts.”*

Private school parents. Parent survey results revealed parents’ perception was also overwhelmingly positive concerning the impact the academic program had on their children. Parents believed that the Title I program helped their child improve in reading and math, helped their child gain confidence, provided quality materials, and provided information to help their child at home academically. Overall, the majority of parents expressed satisfaction with their children’s progress in the Title I program. Over three-fourths of the parents expressed much interest in taking books home to read to their children. In addition, 31 (15%) parents responded that they are currently using this strategy with their child and find the practice of using books from school to help their child at home very useful. Two-thirds of parents expressed much interest in take-home reading activities such as phonics or word work to help their child at home, and over half of the parents expressed interest in the various other activities that are available through the Title I Office.

Delivery of Services

After consultation, the PCS Title I Office supervisors in collaboration with appropriate private school officials designed a Title I program that would meet the needs of its private school participants. Based on the needs of the children to be served, a pull-out instructional model was chosen which supplemented and was well coordinated with the instruction that private school children are receiving in their regular classrooms. In this pull-out model, “Highly Qualified” hourly Title I teachers were hired for small group instruction of Title I students.

Hourly teacher model. Title I hourly teachers implemented a pull-out model of intervention instruction with small groups of students. For most of these students, teacher instruction focused on foundational reading skills. The PCS Title I Office private school supervisors planned, designed, and implemented the Title I program as required by the grant, and did not delegate that responsibility to the private schools or their officials.

According to the Florida Department of Education Title I grant recommendations, Title I private services may include a wide range of allowable activities such as extended-day services, summer programs, Saturday programs, computer-assisted instruction, or home tutoring. However, in the delivery of instructional services to eligible students, the pull-out model is not recommended. The topic of pull-out programs has been one of the most controversial topics that educators and administrators alike have been struggling to answer for the past decade. Critics of the pull-out instructional model often cite the fact that many teachers are finding it increasingly difficult to find times for the students who participate in pull-out programs to leave so that they do not miss important events in the classroom.

Supplemental instruction. The reading interventions employed within the pull-out model by the Title I hourly teachers varied depending on the needs of the student and expertise of the Title I hourly teacher. Title I hourly teachers employed whole group guided reading instruction, individualized strategies for a diverse small group, and targeted skills instruction. All methods and instructional strategies have been shown to be effective through scientifically-based research. However, for most of these students, teacher instruction focused on foundational reading skills. All Title I private school student intervention instruction was provided by highly qualified Title I hourly teachers.

Recommendations

Private School Participation and Student Eligibility

Student eligibility and participation. Because standardized test scores did not exist for students in some of the primary grades, and teacher generated data lacks objectivity and accountability, alternative assessment methods for student selection should be considered. There are many assessments available within PCS that have been used to identify at risk students. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), has been used to assess reading ability for many years. Measures from the DIBELS such as Initial Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency are commonly used to identify students at-risk for reading and as progress monitoring tools for students in the primary grades. There is also a DIBELS risk level chart that assists in determining students' risk status for reading based on the individual student's performance on each of the measures.

Using a standardized measure will improve the quality of the private school Title I program by providing a shared understanding of what "at-risk" means as it relates to the state standards. The at-risk definition is clear; private school students identified as most at risk of failing, to meet the identified academic achievement standards *that are comparable to those required by the state's academic content and student academic achievement standards* are eligible to participate. Yet the interpretation of this at-risk definition by the various private schools is unclear and inconsistent as evident by the high number of primary students who have been identified as at-risk, but have demonstrated mastery on many of the reading skills at or above grade level on the DAR. Many of these students have not had sufficient practice with reading skills in order to be deemed at-risk for failure. Thus, at-risk determination should be aligned with state standards and not totally left to the discretion of private school officials. Currently, there is no standardized assessment to identify students at-risk for failing math. Determining a consistent way to identify students at-risk for failing math that aligns to the state standards is also needed.

Academic progress. The DAR is commonly used to identify placement of students for instructional purposes and is a powerful diagnostic tool in reading; it was not intended for progress monitoring. The untimed, qualitative nature of the assessments does not lend

themselves easily for this purpose. It was designed for instructional diagnosis of at-risk students in reading. Therefore, alternate means of progress monitoring should be considered. In addition to the incorrect use of the DAR for progress monitoring, teachers were new to the administration of the DAR this year, and the reliability of the results was jeopardized as teachers struggled with navigating through the maze of subtests. In addition, reliability and validity were more fluid because they are dependent upon the test administration, which was difficult to implement with fidelity between schools. Additional training focused on inter-rater reliability would help make the assessments more consistent among the private schools and improve the reliability of the results.

Currently the DAR is administered at three intervals during the school year, but should be reduced to two annual administration, since it takes so long to administer, can only be administered to one student at a time, and only two forms of the test exist, which increases the possibility of student error if students remembers the content from administration to the next. The Dar is not generally used for emergent and early readers. However, it is particularly helpful in the upper grades because it provides an opportunity to look back at phonics and phonemic awareness problems which may be interfering with reading progress and are difficult to access with students at this level. Therefore, maintaining DAR testing with older students will still improve the outcomes of the Title I program as teachers pinpoint and remediate student weaknesses in reading.

Currently, a progress monitoring tool for math achievement does not exist in the Title I program. Tests for early numeracy, computations, and number facts are available from a multitude of resources and can be aligned to grade level state standards.

Consultation

Private school principals. Consultation with private school principals should include the establishment of math standards and objectives as well as a way to assess math if math intervention is an option within the Title I Program. With the inclusion of secondary students in the Title I Program, it is also necessary to select secondary math and reading standards and establish measurable objectives.

Private school hourly and classroom teachers. With respect to additional professional development support, opportunities for the Title I hourly teachers to participate in extra technology training and learning the Sunshine State Standards/Grade level expectations is recommended. Further consultation with hourly teachers will help to ascertain exactly what specific professional development that would prefer. Additional math and reading professional development should be related to *“algebraic thinking” strategies* in math, and *“word work,”* and using *“anchor charts”* in reading.

Surveys should be distributed to private school classroom teachers that have students participating in the Title I program. Surveys of classroom teachers will yield information concerning participating students’ progress within the classroom, teacher training needs, and assist in evaluating the Title I program within schools.

Private School Parents. Since over three-fourths of the parents expressed much interest in taking books home to read to their children, and another two-thirds of parents expressed much interest in take-home reading activities to help their child at home, a closer examination of the types of books and activities is needed and a process for parents to borrow books should be established.

Because there was inconsistency in parent survey participation between schools, surveys should be mailed to parents instead of relying on the Title I hourly teachers to distribute and collect the surveys. This will help to insure a more reliable way of collecting the data.

Delivery of Services

Hourly teacher model. Since the topic of pull-out programs has been one of the most controversial topics that educators and administrators alike have been struggling to answer for the past decade, and teachers are finding it increasingly difficult to find times for the students who participate in pull-out programs to leave so that they do not miss important instruction in the classroom, consideration of alternative instructional models should be explored. Instituting an extended-learning program would maintain the Title I hourly teacher model, but provide students support outside the regular school day.

It may also become necessary to hire Title I teachers certified in secondary education, as more secondary students may begin to participate in the Title I program. To be highly qualified, secondary teachers must be subject certified.

Supplemental instruction. With the addition of secondary students to the Title I program, efforts should be spent on researching reading and math practices that are research-based secondary strategies. Besides instruction, appropriate materials and equipment may need to be purchased to support the instruction of secondary students, hourly teachers, classroom teachers, and parents.

References

- Chall, J. (1996). *Learning to read: The great debate*. New York: McGraw-Hill.
- Collins, C. (1991). Reading instruction that increases thinking abilities. *Journal of Reading* , 510-516.
- Florida Department of Education. (2009, July 24). *Equitable Services to Eligible Private School Students, Teachers, and Parents* . Retrieved June 12, 2011, from Bureau Of Federal Educational Programs : <http://www.fldoe.org/bsa/title1/equitableservices.asp>
- Florida Department of Education. (2002, July 1). *FLORIDA DEPARTMENT OF EDUCATION DOE INFORMATION DATA BASE REQUIREMENTS*. Retrieved June 1, 2011, from Florida Department of Education Database Requirements: http://www.fldoe.org/eias/dataweb/database_0708/st170_1.pdf
- Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Goldenberg, C. N. (1992). Instructional conversations: Promoting comprehension through discussion. *The Reading Teacher* , 316-326.
- Kuhn, M., & Stahl, S. A. (2000). *Fluency: A review of developmental and remedial practices*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
- McKeown, M., Beck, I., Omanson, R., & Pople, M. (1985). Some effects of the nature and frequency of vocabulary. *Reading Research Quarterly* , 522-535.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington, D.C.: U.S. Department of Health and Human Services.
- Rasinski, T. (2004). *Assessing Reading Fluency*. Honolulu: Pacific Resources for Education and Learning.
- Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic.
- Rasinski, T. V., & Zutell, J. B. (1996). Is fluency yet a goal of the reading curriculum? . In C. R. Association, *Growing literacy: 18th Yearbook of the College Reading Association* (pp. 237–246). Harrisonburg, VA: College Reading Association.
- Rosenshine, B., & Meister, C. (1997). Cognitive strategy instruction in reading. In S. Stahl, & D. Hayes, *Instructional models in reading* (pp. 85-107). Mahwah, NJ: Lawrence Erlbaum Associates.
- Roswell, F., & Chall, J. (2005). Introduction into the DAR. *DAR Diagnostic Assessments of Reading Teacher's Manual Form A* . Itasca, Illinois, USA: Riverside Publishing.

Stanovich, K. E. (1986). "Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy." . *Reading Research Quarterly* , 301-406.

The Joint Committee on Standards for Educational Evaluation. (1994). *Standards for evaluations of educational programs, projects, and materials. 2nd ed.* Sage Publications.

Trial Teaching Strategies. (2006). *Strategies to Connect Testing to Teaching*. Retrieved June 14, 2011, from Trial Teaching Strategies: <http://www.dar-tts.com/about/aboutDARProductInfo.aspx>

United States Department of Education. (2007). *Private School Participants in Programs under the No Child Left Behind Act and the Individuals with Disabilities Education Act:Private School and Public School District Perspectives*. Washington, D.C.: The Urban Institute.

Wagner, R., Torgesen, J., & Rashotte, C. (1999). *Comprehensive test of phonological processes*. Austin, TX: Pro-Ed.

Appendices

Appendix A

PCS Title I Participating Private Schools

Private School	Title I Enrollment
Blessed Sacrament	12
Broach School	11
Cathedral Sch. of St. Jude	21
Cornerstone Christian	16
Elim Jr. Academy	14
Esther's	17
Grace Lutheran	19
Gulf Coast Christian	19
Holy Family	21
Indian Rocks Christian	26
Our Lady of Lourdes	7
Sacred Heart	23
St. Cecelia	39
St. John Vianney	17
St. Patrick	12
St. Paul	32
St. Pete. Christian	12
St. Raphael	5
Yvonne C. Reed Christian	57
Total	380

Appendix B

Classroom Assessments

Grade	Motor Skills	Perception (Spatial/Visual)	Language Development	Reading Skills
	Fluently pencil correctly			
	Cutting properly with scissors			
	Copying, shaping, symbols			
	Printing naming			
	Recognizing shaping			
	Recognizing colors			
	Sorting by size			
	Knowing directionality-up/down, left/right, top/bottom, etc.			
	Speaking in sentencings			
	Telling simple stories			
	Recognizing rhyming			
	Recognizing letter sounds			
	Reciting the alphabet			
	Knowing letter/sound relationship			
	Ordering picturing in sequence			
	Recalling facts from story			
	Relating words to picturing			
	Recognizing simple sight words			

Mathematical Skills

Skills								Rec.
Name	Recognizing numerals 1–20	Recognizing number words to 10	(numbers to quantities)	Understanding correspondence	Recognizing simple shapes	(penny, nickel, dime, quarter)	Recognizing money	

Appendix C

Ranking Eligible Private School Students

Instructions

1. Once students have been identified as eligible for Title I services, the classroom teacher lists the names of those who qualified on the Title I Student Rank and Order Referral form and checks boxes in appropriate columns. **The “Recommend for Title I Class” column must be checked.**
2. The Title I teacher creates a rank ordered list of qualifying students by educational need (greatest to least number of checked boxes in columns) following the directions below.

The students who are most at risk should be the first to receive Title I services based on teaching hours and space available. The remainder of students on the list becomes the Wait List of students to be served as openings become available.

RANKING for GRADES 1–8 for READING and MATH

Rank for each subject recommended in the following order: #1 = most at risk; #5 = least at risk.

1. Checks in **all** first three qualification columns, including a **low test score**.
2. Checks in **any** of the three columns, a **low test score**.
3. Checks in **any** of the three columns.
4. A **low test** score only.
5. **Comments** only.

RANKING for KINDERGARTEN

1. Checks in all six columns.
2. Checks in all four columns plus Work Habits.
3. Checks in any columns plus Work Habits.

Appendix D

Non-Public School Survey for Principals

1. Title I NonPublic School Survey for Principals				
Thank you for participating in the 2010-11 Title I NonPublic School Principal Survey. It will take between ten and fifteen minutes to complete.				
This survey is anonymous and results will be used to make improvements in the Title I Program at your school.				
2. Title I Basics				
1. How strongly do you <u>AGREE</u> or <u>DISAGREE</u> with the following statements.				
	Strongly Agree	Agree	Disagree	Strongly Disagree
The Pinellas County Public School District consults with me about the Title I program at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how Title I funding for my school is calculated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand "pooling."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive all of the information I need during the scheduled Title I meetings throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was informed when there were changes in the Title I budget or allocations within the budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Satisfaction				
1. Please select your level of <u>SATISFACTION</u> with the following.				
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
How satisfied are you with the quality of the Title I teacher(s) at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with the Pinellas County Public School District's implementation of the Title I program at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, how satisfied are you with the Title I program at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Thanks!				
Thanks for your participation in this survey!				
Please click "DONE" in order to exit the survey.				

Appendix E

Professional Development Non Public Title I Teachers October



“You can either fight assessment or embrace it. However, you cannot be a high-performing school without embracing assessment.”

Dave Montaque (Distinguished Principal of the Year, Washington Elementary School, Washington State,)

AGENDA

9:00- 9:20	Welcome/Update - Betsy Blackwell
9:20 - 9:40	Take Home Reading Program - Sue Casto Teacher Observation checklist Sunshine State Standards Frye’s Phrases (Fluency)
9:40 - 11:30	DAR Training – Sue Casto & Mary Agliano
11:30 - 12:30	Lunch
12:30-1:00	DAR Training (Continued)
1:00- 1:45	Greg Walker – Assessment Data Consultant
1:45-2:00	Resource Center – Gini Crump Evaluation Pick Up Materials

Appendix F

Professional Development Non Public Title I Teachers November



Using Assessment to Plan for Instruction

AGENDA

9:00-9:30	Welcome/Update	Betsy Blackwell
9:30-9:40	Take Home Reading	Mary Agliano Sue Casto
9:40-10:15	PLC - DAR Feedback What We Learned/Now What?	All
10:15-10:45	BREAK	
10:45-11:30	FCRR Materials	Gini Crump
11:30-12:30	LUNCH	
12:30-1:50	Planning for Instruction	All
1:50-2:00	Wrap-Up/Questions Evaluation	Betsy

Appendix G

Professional Development Non Public Title I Hourly Teacher February



Kindergarten Small Group Instruction

Best Practices

AGENDA

9:00-9:30	Welcome/Update	Betsy Blackwell
9:30-10:15	Kindg. Best Practices	Nancy Allyson
10:15-10:30	BREAK	
10:30-12:00	Kindg. Best Practices (cont.)	Nancy
12:00-1:00	LUNCH	
1:00-1:45	Planning for Instruction	All
1:45-2:00	Wrap-Up/Questions Evaluation	Betsy

Next Professional Development Meeting –April 14, 2011

Appendix H

Professional Development Non Public Title I Hourly Teacher March

Wednesday, March 11, 2009

9:00 a.m. - 2:00 p.m.

Title I Center

Agenda

9:00-9:30	Title I Update	Betsy
	New Time frame for Meetings	
	Education Stimulus Package	
	General knowledge test	
	Summer institute	
	Breakfast Snacks and Books	
	MAPPS (Math and Parent Partnerships)	
	Q&A	
9:30-10:15	Evaluation/Feedback – February Meeting	Sue
	<i>What's Happening in the Classroom?</i>	Michelle
	Group Sharing - Best Practices	
10:15-10:30	BREAK	
10:30-11:30	Good-Bye Round Robin	Sue
	Jigsaw Reading Assignments/Poster Project	
11:30-12:30	LUNCH	
12:30-1:45	Good-Bye Round Robin (continued)	All
	Complete Project/Group Presentations	
1:45-2:00	Wrap-up	Betsy
	April 14 th Meeting Information	
	Evaluation of Today's Meeting	

Appendix I

Professional Development Non Public Title I Hourly Teacher April

April 14, 2011

9:00 a.m. – 2:00 p.m.

Agenda

9:00-9:30	Welcome/Title I Update	Betsy
9:30-10:15	Student Demo (Guided Reading/Writing/Cut-Up Sentence)	Sue Yvonne Reed Students
10:15-10:30	Break	
10:30-11:30	Demo Debrief	All
11:30-12:30	Lunch	
12:00-1:45	Breakfast and Books	
	Holy Family Slideshow	Kathy
	Indian Rocks	Linda and Diane
	Group Sharing	
	Good-Bye Round Robin (Poetry Club)	Joan
	Classroom Fluency Activities	All
	Open	
1:45-2:00	Wrap-up	Betsy & Sue
	MAPPS – Flyer Distribution	
	Student Summer Activities Packets	
	Evaluation	

Appendix J

Classroom Teacher/Title I Teacher Communication Form

Return to Title I by: _____

School: _____

Title I Teacher: _____

Classroom Teacher: _____
(Grade)

READING

<u>Students</u>	<u>Classroom Teacher’s Instructional focus for Title I students in small group (phonemic awareness, phonics, vocabulary, comprehension, fluency):</u>

Appendix K

PROFESSIONAL DEVELOPMENT READING FLUENCY GULF COAST CHRISTIAN SCHOOL

Classroom Teachers
Presented by Title I
February 13, 2011
Title I Center



AGENDA

8:30-9:00	Opening Introductions
	School Business
	Warm-up Activities
9:00-10:00	Power Point Reading Fluency
10:-10:15	Break
10:15-11:15	Power Point Reading Fluency (cont.)
11:15-11:45	Video
11:45-12:00	Wrap-up
	Resources
	Starfish Poem
	Thank You
	Evaluation

Appendix L

Title I Annual Hourly Teacher Survey 2011

In order to better serve the students of your school, we would like your opinions about your experiences in the Title I Program.

Your time, comments, and suggestions are valued and appreciated!

Curriculum	
In which areas would you like to receive additional training or coaching?	
<i>Please check all that apply.</i>	
Technology _____	Diagnostic Assessment of Reading (DAR) _____
How to Write a Parent Report _____	Grade Level Expectations – Sunshine State Standards _____
Math	Reading
Algebraic Thinking _____ Geometry _____ Measurement _____ Number Sense _____ Other: _____	Guided _____ Word Work _____ Anchor charts _____ Running Records _____ Other: _____

Please list any additional **onsite** training/coaching that you are interested in receiving:

Please list two successful strategies for working with students that you have learned/tried this year?

1.

2.

What is expected of you in your job assignment that you wish you knew more about?

Title I Annual Hourly Teacher Survey 2011

Title I District Support					
How strongly do you <i>agree</i> or <i>disagree</i> with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
Title I district staff provided sufficient resources for me to use to best serve my students in the Title I program.					
Title I district staff provided sufficient support to me throughout the year.					
Title I district staff provided sufficient technical assistance to me regarding Title I Program implementation.					
Overall, I am satisfied with the services received from the district Title I staff.					

Please list any additional resources, supports, or technical assistance you would like to receive from the district Title I staff.

Please write any additional comments regarding the Title I Program:

**Thanks so much for your time in completing this survey.
Your input is valued and appreciated!**

Appendix M

Private School Hourly Teacher Observation Check List

Teacher: _____ School: _____ Date: _____

Grade: _____ Number of Students: _____ Reading: Math:

- Teacher had folders for each child containing:
work samples assessment information classroom/parent communications other
- Teacher followed classroom teacher's skill/strategy lesson recommendations.
- Teacher lesson plans identify Florida Sunshine State Standard(s) being taught.
- Class started on time.
- Materials were ready and easily distributed.
- Lesson was on student(s)' instructional level.
- Teacher displayed and referenced strategy charts and/or other visual supports.
- Teacher followed components of an effective mini lesson:
connect/intro teach/model active engagement/practice link/summary
- Teacher incorporated:
word work writing reading real text turn and talk manipulatives
- Teacher incorporated assessment: formal informal
- Students: demonstrated knowledge of an established routine were attentive and on task
- Teacher implemented *Title I Take-Home Reading Program* for current school year.

Additional Comments:

Title I Staff Signature: _____ **Title I Hourly Teacher Signature:** _____

Appendix N

TITLE I PROGRAM PARENT SURVEY 2010-2011

Dear Parents/Guardians:

In order to better serve the students of our school, we would like your opinion about your child's experience in the Title I Program.

Your time, comments, and suggestions are valued and appreciated!

Title I Program Basics

1. My child attends _____ school.
2. My child is in grade _____ during the current school year.
3. My child receives extra instruction from the Title I teacher in:

Title I Academics

4. How strongly do you AGREE or DISAGREE with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not apply
a. The Title I program helped improve my child's skills in reading.					
b. The Title I program helped improve my child's skills in math.					
c. I received information about what I can do at home to help my child do better in school from Title I.					
d. The Title I Program has helped my child gain confidence.					
e. My child enjoyed participating in the Title I Program.					
f. I am satisfied with my child's progress in the Title I Program.					
g. I am satisfied with the quality of the educational materials used in the Title I Program at my child's school.					
				Already use this tool	
5. How much interest do you have in using the following educational materials to help your child practice reading/and or math at home?	Much Interest	Some Interest	No Interest	I find this Useful	I don't find this Useful
a. Take home books from school.					
b. Take home video cassettes with activity books from school.					
c. Take home computer activities.					
d. Web based programs/tutorials.					

e. Take home math games.					
f. Take home reading activities that deal with word patterns or letter sounds.					

Title I Parent Survey (continued)

Title I Instruction

6. How strongly do you AGREE or DISAGREE with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree	Does not apply
a. The Title I teacher keeps me informed about my child's progress.					
b. I know how to contact my child's Title I teacher.					
c. When I ask my child's Title I teacher for information, materials, or to set up a conference, they respond quickly.					
d. Information from my child's Title I teacher is easy to understand.					
e. Information from my child's Title I teacher is in a language that I understand.					

7. How does the Title I teacher keep you informed of your child's progress in the Title I program? (Please check up to 3 choices)

- | | |
|------------------------------------|--------------------------------------|
| _____ a. In-person meeting(s) | _____ d. Progress reports |
| _____ b. Telephone call(s) | _____ e. Other written communication |
| _____ c. Parent/teacher conference | _____ f. I was not informed |

Comments

Please share any additional comments or suggestions for improving the quality of the Title I Program at our school.

Please return the completed survey to your child's Title I teacher on or before Friday, May 6th, 2011

Appendix O

Research Based Instructional Strategies Implemented by Title I Hourly Teachers

Guided Reading

Guided reading is small-group reading instruction designed to provide *differentiated teaching* that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. In this guided reading program, teachers take the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

In guided reading, teachers provide specific demonstrations and teaching of comprehension strategies such as inferring, synthesizing, analyzing, and critiquing. Teachers prompt readers to think and talk in these strategic ways. This kind of teaching is supported by research. The National Reading Panel (National Institute of Child Health and Human Development, 2000), has suggested that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts. Discussion-based guided reading lessons are “geared toward creating richly textured opportunities for students’ conceptual and linguistic development” (Goldenberg, 1992). Goldenberg found that talk surrounding texts has greater depth, and it can stretch students’ language abilities.

Fluency

There are several research-based general recommendations for how to provide reading instruction to build fluency with struggling readers. Rasinski’s research with average, struggling, and learning-disabled students indicates that teachers should take the following steps in remediation of fluency: model fluent oral reading, provide oral support and modeling for readers using assisted reading, choral reading, paired reading, audiotapes, and computer programs, and offer many opportunities for practice using repeated readings of progressively more difficult text (Rasinski T. , 2003).

A recent study sponsored by the U.S. Department of Education found that fourth grade students oral reading fluency is a strong predictor of silent reading comprehension. Moreover, the same study found that nearly half of the fourth graders studied had not achieved even a minimally acceptable level of reading fluency. Fortunately, a solid body of evidence suggests that fluency can be taught and that effective instruction in fluency leads to overall improvements in reading.

In their research conducted over a decade ago, Rasinski and Zutell (Rasinski & Zutell, 1996) reported that mainstream reading instruction programs gave little attention to direct or indirect instruction in reading fluency. However, with the publication of the Report of the National

Reading Panel (National Institute of Child Health and Human Development, 2000), reading fluency has emerged as an important component in effective reading instruction for elementary grade students. In terms of assessment, research has found that measures of reading fluency, whether through reading speed or measures of students' oral reading, were significantly associated with measures of reading comprehension and other more general measures of reading achievement (Rasinski T. , 2004). These research reviews also noted that reading fluency instruction resulted in improvements in students' reading fluency and, more importantly, in their overall reading achievement (Kuhn & Stahl, 2000).

SRA Reading Laboratories

The National Reading Panel research fully supports the fundamental concepts and instructional design of SRA's Reading Laboratories (National Institute of Child Health and Human Development, 2000).

The National Reading Panel's report includes research documentation that supports the comprehension skills instruction, practice, and strategies found in SRA's Reading Laboratories (Collins, 1991) (Rosenshine & Meister, 1997), research documentation that supports the phonics skills and strategies (Chall, 1996) which are part of the SRA program, research documentation that supports the vocabulary skills and instructional practices (McKeown, Beck, Omanson, & Pople, 1985) included in SRA's program, and research documentation that supports the fluency instruction and practices also found (Wagner, Torgesen, & Rashotte, 1999) in SRA's Reading Laboratories.