Elementary Title 1 Program Review 2023-24

The purpose of this review is to help each school determine the effectiveness of the Title 1 programs and funding in their school.

The main part of this support is received as para and teacher support during interventions. It also supports coaching, PD, certification, and special populations like migrant and EL. As you review the questions below, please consider these resources and how you use them in your school.

Date: May 31, 2024

School: Harwood
This year's academic SMART GOALS: (Tied to strategic plan goal #1)

ELA: Each grade level will increase by at least 5 percentage points on ISAT ELA compared to the same cohort for the previous year.

Math: Each grade level will increase by at least 5 percentage points on ISAT Math compared to the same cohort for the previous year.

Easy CBM: All students are counted in the first two columns for their grade. The next four columns break them into subcategories. Students were placed in subcategories with Resource being filled first, then Hispanic/Latino, White, and then 2 or more races. This way the students are only counted in one subcategory even if they fall into more than one area.

Easy CBM Reading	Boys (whole grade)		Girls (whole grade)		Non-Hispanic /White		Hispanic/Latino		Resource and/or Speech		2 or more	
Kinder Total	# of	41 =54%	# of	35 =46%	# of	51	# of	13	#of	7	# of	5
	Green	35= 85%	Green	32 =91%	Green	48=94%	Green	10= 77%	Green	5=71%	Green	5=100%
	Yellow	1 = 2%	Yellow	1 = 3%	Yellow	1=2%	Yellow	0	Yellow	0	Yellow	0
	Red	5 = 12%	Red	2 = 6%	Red	2=4%	Red	3= 23%	Red	2=29%	Red	0
1st Total	# of	48	# of	38	# of	52	# of	21	#of	15	# of	3
	Green	28=58%	Green	22=58%	Green	34=66%	Green	8=38%	Green	6=40%	Green	3=100%
	Yellow	6=12%	Yellow	11=29%	Yellow	11=21%	Yellow	3=14%	Yellow	1=7%	Yellow	0
	Red	15=30%	Red	5=13%	Red	7=13%	Red	10=48%	Red	8=53%	Red	0
2nd Total	# of	33	# of	29	# of	39	# of	10	#of	14	# of	0
	Green	19=58%	Green	21=73%	Green	29=74%	Green	4=40%	Green	5=36%	Green	0
	Yellow	4=12%	Yellow	1=3%	Yellow	3=8%	Yellow	3=30%	Yellow	1=7%	Yellow	0
	Red	10=30%	Red	7=24%	Red	7=18%	Red	3=30%	Red	8=57%	Red	0
3rd Total	# of	36	# of	33	# of	39	# of	17	#of	13	# of	3
	Green	25=70%	Green	22=67%	Green	29=74%	Green	11=64%	Green	8=62%	Green	3=100%
	Yellow	4=11%	Yellow	5=15%	Yellow	5=13%	Yellow	3=18%	Yellow	3=23%	Yellow	0
	Red	7=19%	Red	6=18%	Red	5=13%	Red	3=18%	Red	2=15%	Red	0

4th Total	# of	30	# of	32	# of	43	# of	15	#of	5	# of	0
	Green	21=70%	Green	24=74%	Green	34=79%	Green	9=60%	Green	2=40%	Green	0
	Yellow	4=13%	Yellow	4=13%	Yellow	5=12%	Yellow	2=13%	Yellow	1=20%	Yellow	0
	Red	5=17%	Red	4=13%	Red	4=9%	Red	4=27%	Red	2=40%	Red	0

5th Total	# of	31	# of	31	# of	15	# of	11	#of	6	# of	3
	Green	16=52%	Green	19=62%	Green	11=73%	Green	5=46%	Green	1=17%	Green	2=67%
	Yellow	4=13%	Yellow	6=19%	Yellow	3=20%	Yellow	3=27%	Yellow	1=17%	Yellow	0
	Red	11=35%	Red	6=19%	Red	1=7%	Red	3=27%	Red	4=66%	Red	1=33%

Istation: All students are counted in the first two columns. Next 2 columns break students into subcategories by ethnicity but not gender.

IstationReading	Boys		Girls		Non-Hispanic/White		Hispanic/Latino	
Kinder Total	# of	35	# of	41	# of	63	# of	13
	Tier 1	24=69%	Tier 1	31=76%	Tier 1	50=79%	Tier 1	5=38%
	Tier 2	6=17%	Tier 2	8=20%	Tier 2	9=14%	Tier 2	5=38%
	Tier 3	5=14%	Tier3	2=5%	Tier 3	4=6%	Tier 3	3=23%
1st Total	# of	48	# of	38	# of	64	# of	20
	Tier 1	29=60%	Tier 1	31=82%	Tier 1	52=81%	Tier 1	8=36%
	Tier 2	12=25%	Tier 2	3=8%	Tier 2	9=14%	Tier 2	6=27%
	Tier 3	7=15%	Tier3	4=11%	Tier 3	3=5%	Tier 3	8=36%
2nd	# of	34	# of	29	# of	51	# of	12

Total							
Tier 1	19=56%	Tier 1	17=59%	Tier 1	31=61%	Tier 1	5=42%
Tier 2	6=18%	Tier 2	8=28%	Tier 2	12=24%	Tier 2	2=16%
Tier 3	9=26%	Tier3	4=14%	Tier 3	8=16%	Tier 3	5=42%

3rd Total

# of	36	# of	33	# of	52	# of	17
Tier 1	26=72%	Tier 1	19=58%	Tier 1	39=75%	Tier 1	6=35%
Tier 2	4=11%	Tier 2	11=33%	Tier 2	8=15%	Tier 2	7=41%
Tier 3	6=17%	Tier3	3=9%	Tier 3	5=10%	Tier 3	4=24%

4th Total

# of	32	# of	30	# of	47	# of	15
Tier 1	17=53%	Tier 1	22=73%	Tier 1	34=72%	Tier 1	5=33%
Tier 2	10=31%	Tier 2	5=17%	Tier 2	8=17%	Tier 2	7=47%
Tier 3	5=16%	Tier3	3=10%	Tier 3	5=11%	Tier 3	3=20%

5th Total

# of	31	# of	31	# of	45	# of	17
Tier 1	21=68%	Tier 1	20=65%	Tier 1	32=71%	Tier 1	9=53%
Tier 2	6=19%	Tier 2	6=19%	Tier 2	6=13%	Tier 2	6=35%
Tier 3	4=13%	Tier3	5=16%	Tier 3	7=16%	Tier 3	2=12%

ISAT: The reports shown below have 4 achievement levels. Level 4: exceeded achievement standards(blue). Level 3: met achievement standards(green). Level 2: nearly met achievement standards(yellow). Level 1: has not met achievement standards(red).

3rd Total	# of	69	4th Total	# of	61	5th Total	# of	58
Reading ISAT	Level4	12%		Level4	20%		Level4	14%
	Level3	14%		Level3	21%		Level3	28%

Level2	**32%**		Level2	**34%**		Level2	**33%**
Level1	**42%**		Level1	**25%**		Level1	**26%**

Describe the academic performance outcomes based on this year's goals and the performance data for the assessments being used. What are the results, are students growing, in all grade levels, and sub populations? Please describe.

EZcbm: Our school goal is 80% of our students make benchmark on Easy CBM in the fall. We have one grade(kindergarten) who reached this goal with boys, girls, non-Hispanic/White, and 2+ race/ethnicity. Hispanic and Resource populations were not 80% in any grade level. All students grew approximately 1 to 1.5 words/sounds each week but began strategically low and could not overcome multiple year deficits.
Istation: 2 sub populations met 80% benchmark in general classrooms. (1st girls and non-Hipanic/White) This shows classroom curriculum is not meeting academic needs. Students show growth in Istation reading but not enough to meet benchmark goals.
ISAT: Students in 3rd-5th grade did not perform to the expected standards on their ISAT testing. 5th grade Science is our best score.

Describe what you feel is the impact from the CORE instruction on these outcomes. What is working, what may need to improve?

CORE curriculum does not meet the needs of our students, so we are not at 80% benchmark. This is because the students who come in as benchmark understand academic language and instructions. Student scores in our middle (not benchmark-not strategic) are students who understand some classroom instruction but need extra help to reach benchmark. This requires reteaching or using different strategies. Strategic students are not able to understand academic instruction, lessening their chances at growing academically. This level requires extra instruction, one on one, small group, and diversified lesson planning. I hope PLC can continue improving so teachers will use this time to assess the needs of individual students.

Describe what you feel is the impact from the Tier II

interventions. What is working, what may need to improve?

Tier II interventions have a large impact on students who are below level and strategic. Their growth is evident in the progress they make through our skill-based groups. The increase in words/sounds from fall to spring is also a great indication they are growing academically. Practices which work are assessing and using data, keeping groups fluid, being intentional while teaching deficit skill. We began using a Tier II intervention program from 95% phonics. It has proven to be effective in meeting academic needs for struggling students. This year we are changing the assessment we use to create our deficit skill groups. We are changing to the PSI test provided with 95% so it will align with our Tier II intervention materials. We changed our supplemental files to reflect the groups our students will be placed in, so we have researched based materials to help us improve instruction and intentionality.

What areas do you see a need to maintain and target next year? Please list the SMART goals you may want to consider for next year.

Next year targets: Intentionality. Tier II program introduction and proper use training for classroom teachers. Changing student file information from CORE PS to 95% phonics PSI for any student who does not meet the fall benchmark.

Use the following data tables to look at your current year's Math data and then discuss the questions below. The data may be entered ISAT, ISTATION or other data used to measure the goals and progress of students and staff. You may copy this spreadsheet and use it for various assessments or data.

Istation: All students are counted in the first two columns. These 2 columns break students into subcategories by ethnicity but not gender.

IstationMath	Boys		Girls		Non-Hispanic /White		Hispanic/Latino	
Kinder Total	# of	35	# of	41	# of	63	# of	13
	Tier 1	24=69%	Tier 1	31=76%	Tier 1	50=80%	Tier 1	5=38%
	Tier 2	6=17%	Tier 2	8=20%	Tier 2	9=14%	Tier 2	5=38%
	Tier 3	5=14%	Tier3	2=5%	Tier 3	4=6%	Tier 3	3=24%
1st Total	# of	48	# of	38	# of	64	# of	22
	Tier 1	29=60%	Tier 1	31=82%	Tier 1	52-81%	Tier 1	8=36%
	Tier 2	12=25%	Tier 2	3=8%	Tier 2	9-14%	Tier 2	6=27%
	Tier 3	7+15%	Tier3	4=11%	Tier 3	3-5%	Tier 3	8=36%
2nd Total	# of	34	# of	29	# of	51	# of	12
	Tier 1	19=56%	Tier 1	17=59%	Tier 1	31=61%	Tier 1	
	Tier 2	6=18%	Tier 2	8=28%	Tier 2	12=24%	Tier 2	
	Tier 3	9=26%	Tier3	4=14%	Tier 3	8=15%	Tier 3	
3rd Total	# of	36	# of	33	# of	52	# of	17
	Tier 1	26=72%	Tier 1	19=58%	Tier 1	39=75%	Tier 1	6=35%

Tier 2	4=11%	Tier 2	11=33%	Tier 2	8=15%	Tier 2	7=41%
Tier 3	6=17%	Tier3	3=9%	Tier 3	5=10%	Tier 3	4=24%
# of	32	# of	30	# of	47	# of	15
Tier 1	17=53%	Tier 1	22=73%	Tier 1	34=72%	Tier 1	5=33%
Tier 2	10=31%	Tier 2	5=17%	Tier 2	8=17%	Tier 2	7=47%
Tier 3	5=16%	Tier3	3=10%	Tier 3	3=10%	Tier 3	3=20%
# of	31	# of	31	# of	45	# of	17
Tier 1	21=68%	Tier 1	20=65%	Tier 1	32-71%	Tier 1	32=71%
Tier 2	6=19%%	Tier 2	10=6=19%	Tier 2	6=13%	Tier 2	6=35%
Tier 3	4=13%	Tier3	5=16%	Tier 3	7=16%	Tier 3	2=12%

4th Total (left label for the second section)

5th Total (left label for the third section)

ISAT: The reports shown below have 4 achievement levels. Level 4: exceeded achievement standards(blue). Level 3: met achievement standards(green). Level 2: nearly met achievement standards(yellow). Level 1: has not met achievement standards(red).

ISAT Math								
3rd Total	# of	69	4th Total	# of	62	5th Total	# of	62
	Level4	14%		Level4	23%		Level4	18%
	Level3	29%		Level3	26%		Level3	26%
	Level2	26%		Level2	29%		Level2	24%
	Level1	30%		Level1	23%		Level1	32%

Describe the academic performance outcomes based on this year's goals and the performance data for the assessments being used. What are the results, are students growing, in all grade levels, and sub populations? Please describe.

Istation Math: There are 3 sub populations who met 80% benchmark within their general classroom. (Kindergarten non-Hispanic/White & 1st grade girls and non-Hipanic/White) This shows that classroom curriculum is not meeting the academic needs of our students. The students show growth within Istation math but not enough to meet benchmark goals.
ISAT: Students in 3rd-5th grade did not perform to the expected standards on their ISAT testing.

Describe what you feel is the impact from the CORE instruction on these outcomes. What is working, what may need to improve?

CORE instruction addresses grade level materials but not necessarily missing skills from previous grades.

Describe what you feel is the impact from the Tier II interventions. What is working, what may need to improve?

Math intervention needs to be adjusted. Data is collected but not always used to create groups, teachers do not agree on what should be the overall measure for their grade level, students are stuck in groups and not moved around very often. There is not a structured system.
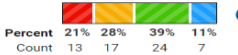
What areas do you see a need to maintain and target next year? Please list the SMART goals you may want to consider for next year.

Intervention but with a structured program

Please review your instructional goal and discuss the results. This may include PD, instructional focuses, or other training or goals for this year.

Our students who took ISATs did not grow as we intended.

Other items you would like to note or consider as a part of the Title 1 Programs?

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 5 Science ISAT Summative	ISAT Summative	5	Spring 2024 (ISAT Summative Science)	61	502 ± 3	Percent 21% 28% 39% 11% Count 13 17 24 7	03/27/2024

Science 5th grade 2023-2024 school year.

Principal *	Don Fryberger
Title 1 Teacher *	Sonya D. Baisch

Parent * EL	
Parent *	
Teacher(s) *	
Paraprofessionals*	Valerie Bowen, Camille Barnes, Amy Sievers, Andrea Keller.
EL Coach*	Kim Bishop