HOW ARE CHILDREN CHOSEN FOR TITLE I SERVICES? (5-2017)

Title I Student Selection Process

The student selection process of ranking will be conducted three times each school year. This ranking will be used to determine continued need of additional reading services or if a change in service may be necessary based on the data.

In targeted elementary schools (Grimsrud), Title I law requires that the selection of Title I students be based on objective, uniformly applied criteria given to ALL students at each grade level. Priority is given to students in K-3. Students in grade 4-5 are served by greatest need as staffing allows. The Bismarck Title I program utilizes the following criteria in consideration of student selection:

1. AIMSweb
   a. Kindergarten (beginning, middle, and end of the year)
      i. AIMS Letter Sound fluency
   b. 1st grade (middle of the year and end of the year)
      i. R-CBM fluency
   c. 2nd-5th grade
      i. R-CBM fluency
      ii. R-CBM accuracy
2. English Language Arts Standards Based Progress Report Trigger in grades K-1 (2 triggers in kindergarten; 3 in first grade for BOY and 2 in first grade for MOY and EOY)
3. Measures of Academic Performance (MAP) test for students in grades 2-5

The 3 sets of information are used to rank students indicating the students in greatest need of Title I support services. Unless a parent declines, students receive additional reading services. The Title I services are in addition to the regular classroom instruction NOT in place of the classroom teacher’s reading instruction.

Students who qualify may continue to receive services until they have been in Tier I (on level) for two consecutive data tiering periods, if caseloads allow and it is determined appropriate by additional data and the grade level PLC team. Economically disa
dvantage, learning disabled, EL, and migrant students are selected on the same basis as all other students and will not be excluded because they may be receiving other services. Determination of the most appropriate support services given to a student will be determined by the grade level PLC team or the building level support team based on student need and availability of resources. The average caseload of a Title I reading teacher is 25-35 students.

In schoolwide schools (Jeannette Myhre, Dorothy Moses, Will-Moore, Miller, Roosevelt, Pioneer, and Northridge), all students are considered Title I students and are eligible for additional support services.

Other elementary schools in our district (Highland Acres, Lincoln, Prairie Rose, Solheim, Centennial, Sunrise, Liberty & Rita Murphy) provide additional reading support to students in need, but are NOT funded through Title I. The Bismarck Public School District has demonstrated its commitment for ALL students to receive additional reading support by providing the funding for reading programs in these schools. According to Title I law, the supplemental reading program provided in these schools must be a “look alike” program to the Title I program. The student selection process outlined above is used to determine eligibility of services in the non-Title I schools.