

## STUDENT SELECTION FOR NCLB TITLE I PROGRAM

The *Needs Assessment and Student Selection Model* as required by the federal No Child Left Behind Act of 2001, provides the basic format by which the School District of Amery selects and prioritizes students most in need of Title I services in grades Kindergarten through five. In accordance with this model, assessments include grade level curriculum-based and local assessments.

In the fall of each school year, as part of the district needs assessment procedure, Title I and Kindergarten teachers will determine which Kindergarten students are to receive Title I services. A district checklist of readiness skills will be administered and the students will be ranked. Title I services for qualifying students will begin at the end of the first quarter.

For students in grades one through five, the district's needs assessment procedure considers academic, cognitive, and affective factors, allowing for norm-referenced and criterion-referenced input, as well as subjective observations from classroom teachers. After becoming part of the eligible pool (as determined by the needs assessment procedure), the students' needs are listed on an individual assessment form. Following determination of the special needs of the students through this composite instrument, the students are ranked according to their own individual needs. Students, including English Language Learners, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children are provided Title I services based on this ranking.

The areas that are analyzed to determine students' strengths and weaknesses are the same skills and/or strategies that will be used as the objectives of the instructional program. Examples would include reading comprehension strategies, reading fluency, written communication, decoding/word analysis, mathematical problem solving, mathematical estimation and mathematical computation.

Before a student is added to the Title I program during the school year, the following needs assessment procedure will be followed:

- 1) The student's cumulative folder will be reviewed by the student's teacher and Title I staff.
- 2) A referral will be made by the classroom teacher after the student has been in the district for 15 days.
- 3) The student will be evaluated by Title I staff.
- 4) The student's name will be added to the prioritized list.
- 5) Parents will be notified when Title I service begins.

When the classroom and Title I teachers both agree that a student is performing at grade level, the student may be removed from daily Title I service and placed on a Monitor Status. The Title I and classroom teachers will then closely monitor classroom performance for continued success. Before a student is placed on a Monitor Status from the Title I program during the school year, the following process will be followed:

- 1) Student demonstrates improved classroom performance.
- 2) Classroom and Title I teachers recommend student be placed on Monitor Status.
- 3) The student meets one of the following criteria:
  - a. Achieves grade level benchmark standards in reading or math.
  - b. Demonstrates improved classroom performance based on teacher judgment using progress monitoring.
- 4) Parents will be notified when the student is placed on Monitor Status.

Students on the prioritized ranking list will not receive services if the student is already receiving services from another program (i.e. Special Education, English Language Learner) in that curricular area or if the student's parents have sent written refusal.

CROSS REF.: 342.5 - Comparability within NCLB (Title) Programs Board Policy

APPROVED: February 20, 2006

REVISED: March 17, 2008