

## Bayou Woods Elementary Title I Evaluation of the 2015-2016 school year

During the 2015-16 school year, Bayou Woods Elementary Title I Funds used 4.9% for a Mental Health Provider. During the year she served 31 students throughout the year who were referred to her for services. In order to determine success, data would indicate a 20% decrease in number of referrals for students in the MHP caseload this year vs. number of referrals in MHP caseload last year. In addition, ELA and Math grades would improve or stay the same. When we reviewed JPAMS discipline data and report card grades in ELA and Math in May 2016, 26/31 students had fewer referrals. 84% demonstrated success. In addition, 28/31 had grades stay the same or increase. 88.1% of the students experienced academic success with the MHP program. Although the program indicated success, we noted that some students showed progress with monitoring support while others needed intense/frequent support and intervention.

3.9 % of Title I Funds were used for Professional Development Program. In addition the district provided a Literacy Teacher to assist with Professional Learning Communities. Schoolwide PGP data was collected at the end of the year by administrators. 90% of teachers were expected to meet their PGP goals. Grade level unit plan and common assessment will tie this data to student achievement. Teachers must meet all six steps of the action plan to score a "1". Others will score a zero. Teachers who met their PGP/SLT goal received 1 point. Those who did not were assigned 0 points. The total number of points was divided by the total number of teachers and a percent of success was calculated. After reviewing and discussing PGP's with teachers, 94% met their PGP goal.

1.7% of Title I was used to increase the Parental Involvement Program. Due to the changing needs of our population we agreed that translation services should be provided at school events. Having 60% of events/activities have translation services available will be considered meeting the goal. We counted the number of events where translation services were needed and compared to the number of time services were provided. Throughout the year family events were held in which translation services would have been beneficial to our ESL population. Nine out of the eleven events had a translator available. Therefore we achieved an 82% rate of success. Last year we had 0% of events covered. This was a high level achievement and a needed service for many of our parents.

9.4 % of the Title I Budget was spent on the BURST Reading Intervention Program for materials and licenses. In addition, a BURST interventionist was provided by the district along with a ROUF tutor. DIBELS Success of the program would be indicated by 70% of students meeting stated goals on EOY Benchmark DIBELS testing. Results were based on Non Word Fluency in K and Oral Reading Fluency in Grades 1-3. Kindergarten results indicated a 70% success. First Grade indicated a 30% success. Second Grade had 60% success. Third Grade had 20% success. BURST scores are weighted based on accuracy in Grades 1-3. When reviewing our data we felt that evaluation should include accuracy as a goal too due to the discrepancy between our overall scores. We noted that in 3rd grade overall our benchmark increased 8% and

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intensive decreased 5 %. In addition to BURST we will review core instruction to assure that it is meeting the needs of all learners also.

3.1% of the budget was used to provide a Helping Hands Tutor to work with the literacy coach to provide My Reading Coach as an intervention for strategic or low benchmark students in second and third grade. Success would be determined if the student achieved Benchmark on ORF at a 70% success rate. 80% were successful based on the scores of 10 students in Second Grade. Eight students met benchmark in 3rd grade which indicated a 50% success rate. Second grade students using My Reading Coach showed significant gains and met the goal. However, 3rd grade students did not show as much success based on ORF. If you review the composite scores; however, 3rd grade made significant gains.

2.4% of the Title I budget was used this year to provide Helping Hands in kindergarten. Teachers created a list of students with frequent needs and who scored strategic on DIBELS. A phonemic awareness checklist of skills was used to obtain baseline data. At the end of the year, each student had to score an 80% on the checklist to be considered successful. The goal was for at least 70% of the children to be successful. 100% of targeted students (strategic students) achieved 80% or more on the end of the year checklist. This program is very successful in kindergarten. We want to continue the program next year. We believe that targeting the strategic students was beneficial.

2.6 of the Title I Budget was used for the Second and Third Grade After School & Before School Tutoring Program. 80% of student success was the program goal.

Administration completed spreadsheets to determine if students meet target goals. Second Grade After School ELA Tutoring showed a 67% success rate. Third Grade Before School ELA Tutoring showed 83% success rate. We showed more growth in students tutored in 3rd grade than 2<sup>nd</sup> grade in ELA. We recommend to continue tutoring next year but to review materials used as part of the 2nd grade program.

Funding was provided by the district for third grade after school math tutoring. Based on students meeting target goals, this program showed an 89% success rate. Third Grade tutoring in Math was very successful. In addition to the achievement levels, the attendance was high throughout the program since we were able to offer transportation.

.7% of the Title I Budget was used to purchase Brainpop software program which was used in grades K- 3. Usage was measured by the company Teacher Log-in report. Teachers were expected to log in at least three times per week. Average logs should be equivalent to three times per week. The total number of log ins, divided by the total number of teacher accounts were divided by the total number of weeks. 1462 Log Ins were divided by 20 accounts divided by 30 weeks There was 2.44 average log in per week When looking at the log in entries, kindergarten and first grade utilized this program more. Third grade usage dropped particularly near the end of the year. We recommend professional development on this program to increase effective usage.

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59.1% of the Title I budget was used this year to provide a teacher and para for the Title I Pre-K program. Success was assessed based on the end of the year assessment, TS Gold. 90% of students achieving their target goal would determine success. 17 out of 17 students met their growth target on the End of the Year TS Gold assessment. 100% of students met goal. Our Pre K program continues to be highly successful. We will continue tracking students by documenting their Fall 2016 DIBELS scores.

J. Helmstetter was our Title I CSR teacher this year. Funding was provided by the district. A CSR teacher was required to reduce the class size to 20:1 or less. The teacher pupil ratio in Ms. Helmstetter's (first grade) with and without the CSR teacher was calculated to determine success. The number of classes paid by general fund (4) divided by the number of students compared to the 5 classes divided by the number of students provided the class size data.  $91 \text{ students} \div 4 = 22.75$ ;  $91 \div 5 = 18.2$  By hiring an additional first grade teacher we reduced class size to 18.2. We feel the use of Title I funds to hire a CSR teacher at our school is very beneficial. We recommend for a CSR teacher to be hired for the 2016-17 school year.