

Glynn H. Brock Elementary Title I Evaluation Summary

2015-2016

During the 2015-16 school year Brock Elementary spent 7% of our Title I Budget on providing MHP services for students who needed it. MHP services were primarily focused on 41 students. Our goal for the students in this program was that we would have a decrease or stay the same in the number of discipline referrals and students would show academic growth from the first to the third quarters. Students could earn up to two points, one for improved or stable academic growth and I for a decrease in referrals. Our data shows that we had a 79% decrease in discipline referrals and academic growth for the students who were served by the MHP. Our MHP program is a very important program for our students who need services in order to help them maintain or improve their behavior and grades. It is clearly evident that this program is successful and we plan to continue it during the 2016-17 school year.

We spent 4.9% on Professional Development which included Math Curriculum Specialists provided by the district. Student Learning Targets (Math) data was collected to evaluate the effectiveness of the program. The goal was for 85% of the teachers to score proficient on their Math SLTs. The percentage of teachers meeting this goal was calculated by a spreadsheet. Teachers who met their SLT goal received one point. Those who did not were assigned zero points. The total number of points was divided by the total number of teachers and a percent of success was calculated. Our data shows that 60% of our teachers met their SLT goal. The majority of students reached full attainment on their SLTs. We will continue to focus on math for all students as part of our professional developmental program.

Brock Elementary spent 1.7% of our Title I Budget on the Parental Involvement Program. Data collected to determine success of the program included the Title I Surveys. The goal was to have a 40% increase in the number of responses collected. We met this goal. We also noted recommendations for improvement such as parents wanted more activities they can use at home with their children. We will continue to try to improve our communication with our parents.

Brock spent 47.1% of the Title I budget on two full time paraprofessionals who worked with teachers in the classrooms. SLT data was used to determine if the use of the paraprofessionals was a success. The goal was for 80% of the teachers in the program to reach their growth target on the ELA and Math SLTs. Each teacher was entered on a spreadsheet and it was noted if they met their goal. Teachers who met their SLT goal received one point. Those who do not were assigned zero points. The total number of points was divided by the total number of teachers and a percentage of success was calculated. It was noted that 62% of the teachers reached their SLT goals. Even though we did not reach our goal of 80% the majority of students are reaching full attainment on their SLTs. The paraprofessionals allow the teachers to work with at risk students and then assist with reviewing and reinforcing. The paraprofessionals work with all grade levels.

The Title I Program which included the ROUF Tutor and a certified Tutor used 10.9% of the school budget. We used DIBELS data to determine the effectiveness of this program. The goal was for students to show growth in the following measures: from the middle-of-the-year to

the end-of-the year kindergarten will show an increase of 11 correct letter sounds in Nonsense Word Fluency; from the beginning-of-the-year to the end-of- year first grade will show an increase of at least 31 correct letter sounds in Nonsense Word Fluency; from the beginning-of-the-year to the end-of- year second grade will show an increase of 35 correct words in Oral Reading Fluency; and from the beginning-of-the-year to the end-of- year third grade will show an increase of 35 words in Oral Reading Fluency. All students were entered on a spreadsheet. Students who met or exceeded the required growth received “1” and the others received “0”. Unless they fall into the benchmark category at the end-of-the-year and then they receive a “1”.. The total number of points was divided by the total number of students and a percent of success was calculated. It was noted that 81% of kindergarten students met the goal, 68% of first grade students met the goal, 43% of second grade students met the goal and 53% of third grade students met the goal. We did not meet the overall goal of 80% but all students did show growth even if they did not meet their target. It was noted we had more success in the lower grades (especially in kindergarten) than the upper grades (2/3 grades).

Brock spent 8.0% of its Title I Budget on the fourth and fifth grade Helping Hands Program. SLT data was used to determine success of the program. The goal was for 80% of the teachers to reach their SLT goal. Each teacher was entered in a spreadsheet and it was noted if they met their goal. Teachers who met their SLT goal received one point. Those who do not were assigned zero points. The total number of points was divided by the total number of teachers and a percentage of success was calculated. It was noted that there was 62% of the teachers who met their goal. Teachers did not reach the goal of 80% of students meeting their goal but most students are reaching full attainment on their SLTs. The Helping Hands allows the teachers to work with at risk students and then assist with reviewing and reinforcing.

The Title I Program spent 1.8% of the Title I Budget on STAR and Accelerated Reader. Students will show a growth of 0.7 years to determine the success of the program. A spreadsheet will be used to chart the students’ beginning-of-the-year and end-of-the year STAR test results. If a student makes the expected growth, one point will be given and zero points will be given if there is not an increase. The total number of points was divided by the total number of students and a percentage of success was calculated. It was noted that there was a 57% increase in the number showing growth. This was short of our goal of 70% of the students showing the desired growth. This is the second year we have not met our goal for Accelerated Reader we will discontinue the program.

Brock spent 1.6% of its Title I budget on BrainPOP. The program will be considered a success if teachers use it at least 60 minutes or greater. To determine success we will look at the total number of minutes used for the entire school and divide this by the number of teachers. We have met our goal for BrainPOP, teachers have used it on an average of 120 minutes. Teachers and students find this program very beneficial to academic learning and success.

During the 2015-2016 school year, Brock had a Title I Class Size Reduction Teacher in order to better meet the 20:1 desired teacher pupil ratio. The number of students in the grade level was divided by the number of teachers to determine the teacher/pupil ratio. The total number of students in grade 2 is 55. The total number of students was divided by 2 to determine the class size without the Title I CSR teacher. Then the number was divided by 3 to indicate the class size reduction. The number of students per class without the Title I CRS teacher would

have been 27 or 28. (28/1 teacher /pupil ratio) By adding a CSR teacher, we were able to meet the 20:1 ratio in the second grade.

The information from this Title I Evaluation for the 2015-2016 school year will be shared on the school website and by the principal during a presentation at our Grade Level Breakfasts along with an overview of the Title I Program for 2016-2017 school year.