

Title I Student Selection Procedure in Targeted Assistance Schools

Each district must have a procedure outlining the process used in Targeted Assistance schools to identify students failing, or most at-risk of failing to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related objective criteria established by the district and supplemented by the school.

The sample templates are not official Massachusetts Department of Elementary and Secondary Education documents. They are provided only as examples.

Student Selection Procedure – Sample 1

Eligible students are identified in targeted assistance schools through a student selection process that begins in May, prior to each school year. First, classroom teachers in conjunction with Title I teachers complete a Student Eligibility form for each student that is most in need of Title I English Language Arts and Mathematics academic support. In kindergarten all students will have an eligibility form completed since this form is used for a dual purpose, eligibility and assessment portfolio checklist.

The completion of the student eligibility forms will generate a composite score. From the composite scores a rank ordered list of eligible students will result. The student eligibility process will be completed by June of each year in preparation for the next school year.

At the beginning of each school year, Title I teachers confer with classroom teachers to assure that the eligibility information is accurate, and that the neediest students will be serviced. Also, since each classroom teacher administered informal English Language Arts and Mathematics assessments at the beginning of each school year, these test results are also referred to.

The criteria used for selection was developed by a team of Title I teachers, classroom teachers, Title I Directors, building principals and members of the Title I Parents' Advisory Council. Students with limited English proficiency and students with disabilities are given equal consideration for the Title I services.

Copies of all eligibility forms are included with this document.

Student Selection Procedure – Sample 2

The School District has developed a procedure for identifying students who are failing, or most at-risk of failing to meet the State's challenging academic achievement standards. Eligibility for Title I Reading services is based on multiple, educationally related, objective criteria that were developed by a team with input from Reading Specialists, classroom teachers, Title I Director, building Principal, Director of Student Services and parents. Students with limited English proficiency and those with disabilities are given equal consideration for Title I services.

Eligible students are identified for the Targeted Assistance Program at through a student selection process that begins in May, prior to each school year. Students may be added to the Title I Program throughout the school year if they meet eligibility requirements.

- Teachers who have concerns about students' reading skills refer them to the Student Support Team (SST). The Team consists of the SST Coordinator, Principal, Reading Specialist, and Classroom Teacher. Teachers follow the SST process which includes reports of students' current skill levels and documentation of strategies that teachers have used in class.
- When applicable, general education accommodations/ interventions are recommended by SST. Effectiveness of the intervention is evaluated by the Team after a set period of time.
- If the Student Support Team determines that a referral for Title I eligibility is appropriate, the SST coordinator notifies the Title I Director that a student has been referred for the Eligibility Process.
- The classroom teacher completes a section of the Title I Reading Criteria Sheet as part of the Eligibility Process. The classroom teacher informs the student's parents of the eligibility referral and explains that the student will be assessed by the Reading Specialist.
- The Reading Specialist completes the reading assessment and adds assessment data to the Criteria Sheet along with the information that the teacher filled in.
- The Reading Specialist scores each section of the Reading Criteria Sheet using a point system that was developed to generate an overall composite score for each student who participates in the process. From the composite scores, a rank ordered list of students is created.
- Students with the highest scores demonstrate the most need and therefore qualify for Title I services. Limitations of staff schedules may impact the total number of students who are involved in the program in a given year.
- Once the eligibility process is complete, the Title I Director contacts the SST coordinator with details about students' eligibility status.
- The Title I Director or Reading Specialist completes an Eligibility Determination Letter for the each student stating whether or not the student qualified for Title I Reading services. One copy of the letter is sent to students' parents, another is placed in their files, and another is kept on file with the Title I Director.

The student eligibility process is completed by June of each year in preparation for the next school year. At the beginning of each school year, Title I teachers confer with classroom teachers to assure that the eligibility information is accurate, and that the neediest students will receive services. The same process is followed for students who are referred for Title I eligibility during the school year.

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