

HOW ARE CHILDREN CHOSEN FOR TITLE I SERVICES?

In targeted schools, (Robert Miller, Dorothy Moses, Roosevelt, and Pioneer), 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. The Bismarck Title I program utilizes the following criteria in consideration of student selection:

- 1) classroom performance in the area of reading,
- 2) the Scott Foresman baseline reading assessment (given each fall), and
- 3) the Measures of Academic Performance (MAP) test for students in grades 3-6 or the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test for student in grades K-2.

These 3 sets of information are used to rank students indicating the students in greatest need of Title I support services. Upon parent permission, students receive approximately 30 minutes of additional reading services daily. The Title I services are in addition to the regular classroom instruction NOT in place of the classroom teacher's reading instruction.

The average caseload of a Title I reading teacher is 25-35 students. Economically disadvantaged, learning disabled, LEP, 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 made by the building level support team based on student need and availability of resources.

In schoolwide schools (Jeannette Myhre, Riverside, Will-Moore, Saxvik, and Wachter), all students are considered Title I students and are eligible for additional support services based on need.

The other elementary schools in our district (Highland Acres, Grimsrud, Prairie Rose, Solheim, Northridge, Centennial, & Rita Murphy) also provide additional reading support to students in need, but are NOT funded through Title I. The Bismarck Public School Board has demonstrated its commitment for ALL students to receive additional reading support by providing the funding for reading programs in these schools. The student selection process outlined above is used to determine eligibility of services in the non-Title I schools. By law, the district funded schools must be a "look alike" to the Targeted Title I schools.

The student selection ranking process is conducted in the fall of each school year but can be redone throughout the year as needs arise. Students in the program are automatically considered enrolled from one year to the next until the student ranking process is done each fall. Students are dismissed from the program when the indicators show that students have reached a proficiency level in reading.