



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

RAMS Targeted Assistance Program 2020-21

1.3 Targeted Assistance Programs

Targeted Assistance Programs identify students who are failing or at risk of failing to meet the state standards and provide Title I services (for example, an inclusion-push-in, pull-out or combination service delivery model). Title I funds can only be used for supplemental services to Title I students, their families and Title I staff.

1.3.1 What are the student selection criteria used for identifying Title I students?

(Multiple objective measures are required for entrance and exit from the program.)

Selection Criteria

Reading

- MCA 7th Grade – Score less than 650 on Reading 2018-2019 MCA test
- MCA 8th Grade –Score less than 750 on Reading 2018-2019 MCA test
- FAST aReading - Score below the 50th percentile
- Teacher recommendations based on observations, grades, and tests

Math

- MCA 7th Grade –Score less than 650 on Math 2018-2019 MCA test
- MCA 8th Grade – Score less than 750 o on Math 2018-2019 MCA test
- FAST aMath - Score below the 50th percentile
- Teacher recommendations based on observations, grades, and tests.

Exit Criteria

- a. Proficiency on the MCA test.
- b. Student performing above the 80th percentile on the aReading and/or aMath assessment **and** has shown consistent evidence of application of reading and/or math skills as measured by grades.

c. The current intervention strategies have not been effective and other interventions are needed.

1.3.2 List the reading services to students, including the service model to be used. (Example: inclusion – push in, pull-out, or combination.)

Pull out - The Literacy Academy or Learning Academy class is an additional class that students will take for 1, 2, or 3 trimesters each school year.

1.3.3 List the mathematics services to students, including the service model to be used. (Example: inclusion – push in, pull-out, or combination.)

Pull out – Math Academy or Learning Academy class is an additional class that students will take for 1, 2, or 3 trimesters each school year.

Push in – Enrolled in level appropriate math class

1.3.4 Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement.

Data will drive the evaluation process. Data will include progress monitoring assessments as well as summative data: AIMSweb, MobyMax, Number Worlds quizzes and tests and MCA. Baseline data will be collected on students in the spring or the beginning of the school year. During the school year, staff will monitor student progress on a weekly or biweekly basis. This would allow staff to determine if the interventions are working, if they need to be tweaked or changed, or if other interventions may be needed. Staff will use progress monitoring data and summative assessment data to monitor students' progress as well as evaluate the program on an ongoing basis. FAST testing will happen at least once per trimester. Results from FAST testing will be shared with families at the end of each trimester.

The Academy team will analyze and review data monthly. Data could include progress monitoring assessments, formative assessments, exit slips, Principal classroom visits as well as summative data. Baseline data will be collected on students in beginning of the school year. During the school year, staff will monitor student progress on a biweekly basis. This would allow staff to determine if the interventions are working, if they need to be tweaked or changed, or if other interventions may be needed. Staff will use progress monitoring data and summative assessment data to monitor students' progress as well as evaluate the program on an ongoing basis.

1.3.5 Describe how the Title I Targeted Assistance Program was developed in consultation with teachers, administrators, families, and other appropriate school personnel.

Staff reviewed and analyzed student assessment data (MCA, grades, FAST data) and student performance on assessments and in class work. Staff determined that there needed to be Tier 2 interventions in place for students not proficient in Math and Reading. Staff discussed the need at a parent teacher association meeting and from there Learning Academy, Literacy Academy and Math Academy were created.