

Madison Middle School
Evaluation of School's Title I
Program for FY24

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What is Title I?

Title I is a federal grant that:

- provides supplemental funds to school districts with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- assists with building capacity of parents and teachers; and encourages parents to be involved in their children's education.

Funds come from the federal government through the state to districts.



What is the school's allocation based on?

(How much Title I money do we get and what can we spend it on?)

Title I funds for each school are primarily based on the number of qualifying students counted during FTE week which occurs in early February the previous year.

These federal funds may be spent in three areas and the purchases must be above and beyond what the district/charter is already expected to be purchasing for students and teachers.

The three general areas that funds can be used to support are:

- 1. student achievement in the areas the school has identified as needing improvement*
- 2. professional development (teacher trainings) to help teachers improve their teaching skills in the areas that have been identified as needing support*
- 3. parent and family engagement activities to provide support and strategies for parents and caregivers to support children at home with areas that may influence child's academic achievement.*



What is the Title I Program Evaluation ?

Ways Title I program is evaluated:

1. **Track student achievement progress:** Title I programs regularly assess student academic progress. This helps us provide targeted support where needed.
2. **Measure program impact:** We regularly check if Title I programs are working. This ensures resources are used effectively for your child's benefit.
3. **Family involvement:** Share your thoughts! Your input helps improve Title I programs to better support all students.
4. **Transparency and communication:** Schools should provide transparent information about their Title I program. Look for regular updates and communication from the school or district to stay informed about the impact of Title I funding on your child's education.



SIP Focus area 1: Positive Culture and Environment

Specifically relating to Teacher Retention and Recruitment

Spent a total of \$5,145.00

- Substitute pay during Collaborative Planning
- Extra duty Pay for Teachers during Title 1 Family Engagement Training
- Extra duty pay for Morning School



Progress Monitoring Data for Positive Culture and Teacher Retention

For school year 2025 will be to retain 95% of teachers from school year 2024.

- Monthly induction meeting discussions (currently 14 mentees, 7 mentors)
- Informal communications between administration, teacher leaders, and faculty/staff.
- PAR status (faculty/staff retention numbers) 100% of our instructional staff remained for 23-24 school year.
- For 24-25 school year there are only 4 teachers leaving Madison, 1 returning to their country of origin, one resigning from teaching, 2 seeking employment in BPS.



SIP Focus area 2: ESSA Subgroups specifically relating to Outcomes for Multiple Subgroups

Spent a total of \$114,901

- Parent Attendance Liaison
- Student academic supplies
- Morning School
- Title 1 Interventionist (Math)
- Technology



Progress Monitoring Data for Outcomes for Multiple Subgroups

- Our goal is for all subgroups (SWD and Af. Am) to meet achievement of 50% or greater.

FAST Data- ESE performing on grade level as measured using FAST data:

- ESE / ELA PM 1- 7% of our ESE students in ELA showed achieving proficiency.
- ESE / ELA PM 2- 14% of our ESE students in ELA showed achieving proficiency. (7% increase)
- ESE/ ELA PM 3 – 18% of our ESE students showed achieving proficiency. (4% increase)
- PM 2 Level 1: 50 (57%) Level 2: 26 (30%) Level 3: 7 (8%) Level 4: 5 (6%) Level 5: 0 (0%)
- PM 3 Level 1: 39 (48%) Level 2: 28 (34%) Level 3: 11 (13%) Level 4: 2 (2%) Level 5: (2 (2%)

- Af. Am. / ELA PM 1- 21% of our Af. Am. students in ELA showed achieving proficiency.
- Af. Am. / ELA PM 2- 24% of our Af. Am. students in ELA showed achieving proficiency. (3% increase)
- Af. Am./ ELA PM 3 – 30% of our Af. Am. Students showed achieving proficiency (6% increase)
- PM 2 Level 1: 31 (46%) Level 2: 20 (30%) Level 3: 10 (15%) Level 4: 5 (7%) Level 5: 1 (1%)
- PM3 Level 1: 27 (45%) Level 2: 15 (25%) Level 3: 13 (22%) Level 4: 5 (8%) Level 5: 0 (0%)



SIP Focus area 3: Instructional Practice

Specifically relating to Collaborative Planning

Spent a total of \$13,394

- Substitutes paid during collaborative planning
- Collaborative summer planning CNA
- Summer PD ELA and Math





Progress Monitoring Data for Instructional Practice relating to Collaborative Planning

Madison's ELA and Math Goal is 45%, our Science Goal is 43% and our Civics Goal is 50% proficiency.

- ELA overall 47%
- Fast Math overall 25%
- B.E.S.T. EOC overall 51%
- Science 51%
- Civics 58%



Summer Title I Plans

Total Held for Summer Plans: 7,500

- Critical Needs Assessment team summer work
- Summer Professional Development
- Summer slide materials sent home and available in the front office.



As a Valued Member (Stakeholder) of this school - We Need You...

- to be part of our decision-making activities by completing the survey for this presentation. We use all input to determine our focus areas.
- to tell us what you want us to spend next year's Title I funds on that will support learning at our school.
- to let us know we are doing that is working and what you feel we need to update, get rid of, or create new.
- to be an active part of our school family.

All input is reviewed and considered by the **Comprehensive Needs Assessment Team.**

<https://forms.gle/mwA3NCgmJrsufAnV9>

