

MSAD #40 Title IA/Academic Intervention Selection Criteria and Process

MSAD #40 is committed to providing effective instruction to all students. **Title IA services are supplemental to what is provided to all students.**

The purpose of Title IA is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on the Learning Results.

THE IDENTIFICATION AND SELECTION OF STUDENTS “MOST AT RISK OF FAILURE” FOR TITLE IA SERVICES

A combination of assessment scores and teacher judgment is used in MSAD #40 to determine eligibility for supplemental help in reading and mathematics. Parents of students selected for participation in the Title IA program are notified each fall. Classroom teachers may make referrals throughout the school year; parents are notified at these times as well.

Individual schools play a key role in selecting children to participate in Title IA programs. MSAD #40 has established multiple, educationally related, objective criteria for the identification and selection of students to participate in Title IA programs. (See below.) The school, including building administration, teachers, and interventionists, uses the district criteria to identify and select from among its eligible children those who are in the greatest need of assistance.

Children eligible for Title IA services **must** be from the following populations:

- ◆ Children not older than age 21 who are entitled to a free public education through grade 12.
- ◆ Children who are not yet at a grade level where the LEA provides free public education, yet are of an age at which they can benefit from an organized instructional program provided in a school or other educational setting.
- ◆ Eligible children are children who are failing, or most at risk of failing, to meet the Learning Results and are identified on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Children who are economically disadvantaged, children with disabilities, migrant children and limited English proficient children are eligible for services on the same basis as other children that are selected for services.
- ◆ Children from preschool through grade two are selected on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures that determine when children are failing or most at risk of failing
- ◆ The following children are considered at risk and are eligible for Title IA services by virtue of their status:
 - Children who participated in a Head Start, Even Start or Early Reading First program at any time during the preceding two years
 - Children who received services under a program for youth who are neglected, delinquent or at risk of dropping out at any time in the two preceding years.
 - Children in a local institution for neglected or delinquent children or attending a community day program.
 - Homeless children attending any school in the district.

Specific MSAD #40 guidelines for selection for academic interventions, including Title IA services:

Potential grade K-6 Title IA students will be assessed in the fall with reading and math assessments.

Reading: K - letter ID and other developmentally appropriate measures; grade one-observation survey with emphasis on text level; grade 2-8-NWEA and running records, NECAP grade 3+

Math: k-8 curriculum based measures such as Everyday Math and CMP assessments; NWEA; and NECAP grade 3+

A student whose academic performance, as measured by local and state assessments:

- a. does not meet minimum standards,
- b. is in the lowest quartile in the school, and/or
- c. is at least one year below grade level

is eligible for consideration for Title IA supplemental academic support. The building administrator will prioritize supplemental instruction/academic interventions after consultation with building interventionists and the Title IA coordinator and/or the RtI team.

If the need for supplemental instruction exceeds the resources, students' needs will be prioritized, and students not receiving services will be monitored and served when resources become available.

In addition to district assessments, regular informal assessments will be used to monitor student progress and make instructional/programming decisions.

**Submitted to the MSAD #40 Board Curriculum Committee by Ann Hassett,
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