

PROGRAM EVALUATION
(please attach pages as needed)

1. Evaluation of: **Title I, Part A** (‘08-‘09)

2. Number of students served by this program: 1935

3. Program goal(s): (↓ These should be the same goals identified on eGap.) **Please number each goal.**
 Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading and math; and, where applicable, in other academic and technical areas.

4. What data were used to identify the program goal(s)? (**A data source should be tied to each goal by number.**) For example, goal number #1 should be based on/tied to data source # 1.
 Data Source #1:
 State’s assessment: Alabama Reading and Math Test (ARMT) and DIBELS;
 Other Sources:
 - **Administrators’ Survey or Teacher Evaluations**
 - **Accountability Report**

5. What strategies were used to accomplish each goal (s)? (**Strategies should be tied to each goal by number.**)
 1. **Provide tutoring, by Highly Qualified teachers, and other focused supplemental supports for children most at risk in reading and mathematics. (2.1)**
 2. **Provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading, mathematics, and language arts. (2.2)**
 3. **Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. (2.3)**
 4. **Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district (including Homeless students). (2.5)**
 5. **Provide funds for .90 coordinator, and .40 clerical to efficiently implement programs adopted by schools, monitor Parental Involvement plans, and all components of the Title I SW program. Cover indirect cost. (2.6)**

6. What resources (budget) were expended to accomplish the goal(s)? (**Resources should be tied to each goal by number**)
 Budget for Goal #1: \$1,239,157.44 (includes ‘07-‘08 Carryover)
 - **Prevention/Intervention (Reading & math): Teachers Sal/Ben \$119,654; Aides sal/ben. \$339,863; Purchase Service - Retired Teachers \$149,168)**

- Pre-Kindergarten Program: Teachers Sal/Ben \$80,435; Aides Sal/Ben \$32,231; Bus Drivers (2) Sal/Ben \$51,808; Substitutes \$1,234; Mileage Cost \$5,999; Pre-K Supplies \$3,669; Non-Cap Equip (Safety Seats for Bus) \$1,755
- Credit Recovery (Summer program for delinquent students) \$350
- Guidance Counselors Sal/Ben \$19862
- Parental Involvement Sal/Ben \$52,836; Supplies \$7,159; Non-cap Equipment (digital Camera) \$100
- Stipends \$20,672
- Travel/Training Costs for teacher and administrators \$13,510
- Professional Development: Consultants \$20,443; Substitutes Sal/Ben \$8,076; Rdg. Coashes/Media Spec. Summer Add'l Pay \$11,323; Training Supplies \$850; HQ consultant \$400; Fees & Dues to Assist in HQ completion \$360
- Resource Teacher: Sal/Ben \$98,044
- Resources: Homeless materials \$2,150; Materials and supplies \$64,672.44; software \$3,000; non-cap equipment \$4,130; non-cap audio visual \$1,700; non-cap computer equipment \$1,500
- Administrative Support: Federal Programs Coordinator (90%) Sal/Ben \$81,569; Clerical Sal/Ben \$18,046; Indirect Cost \$16,989; Office Supplies \$600; Travel/Training \$5,000

7. Provide data/specific evidence used to determine the success of the Program: (**Specific evidence should be tied to goals by number**).

GOAL #1:

2.1 Prevention/Intervention (Reading & Mathematics)

- **Performance Measures:** Increase percentage of students that score proficient on state mandated assessments. Close achievement gap between at least on subgroup relative to meeting state standards. Increase graduation rate. Continue to make AYP.
 - All Title I School site (all elementary schools) made **AYP** based on the Alabama Accountability Report.
 - The System had an average decrease of .18% on the percentage of students scoring proficient on ARMT in Reading for grades 3rd - 5th.

- The system had an average decrease of 1.19% on the percentage of students scoring proficient on ARMT in Math for grades 3rd, 4th, & 5th.
 - Closing Achievement Gap: The difference in percentages between black and white students scoring proficient on ARMT in Reading for 2007-2008 was 14.5% in grades 3-5 and 12.88% in 2008-2009, which was a decrease of 1.62%.
 - In math, the difference in percentage between black and white students scoring proficient was an average of 20.98% in 2007-08 and an average of 18.27% in 2008-09. This is a decrease of 2.71%. The achievement gap of blacks and whites was decreased in both reading and math.
 - Graduation Rate: There was an increase of 8%. The graduation rate of 2007-2008 was 78% and 86% for 2008-2009
 - DIBELS: Students in grade kindergarten-third grade showed an increase of .25% in the percentage of students scoring low risk or established on DIBELS. Grades 1 had a gain of 4%, grade 2 a gain of 1%, and grade 4 a gain of 4% in Oral Reading Fluency. In Nonsense Word Fluency grade 1 had a gain of 2%, and grade 2 had a loss of 2%. For Letter Naming Fluency kindergarten remained the same in '08-'09 as '07-'08 and grade 1 had a decline of 9%.
- HQ Status: All elementary schools had 100% HQ teachers & paraprofessionals

2.2 Parental Involvement (Reading and Mathematics)

- Performance Measure: Increase workshops and other opportunities for family literacy, parenting skills, and research based parenting information. Increase community and church involvement for hosting parent education activities.
 - Parent education workshops were increased by three additional workshops offered to parents of all Title I schools. Five sessions were offered and two were offered in 2007-2008.
 - Church involvement for hosting parent education activities was activated with three sites. Only two sites (St. James and Antioch) remain active.

- Community sites for hosting parent education activities did not increase. However, the boys' and Girls' Club of Greater Lee County and Greater Peace Baptist Church continue to work with the system as partners.

2.3 Professional Development – Improve Student Performance

- **Performance Measure:** Increase percentage of students scoring proficient on state mandated assessment; close achievement gap between at least one subgroup relative to state standards; improve teacher performance as measured by teacher evaluations; continue making AYP; increase graduation rate.
 - All Title I School site (all elementary schools) made **AYP** based on the Alabama Accountability Report.
 - The System had an average decrease of .18% on the percentage of students scoring proficient on ARMT in Reading for grades 3rd - 5th.
 - The system an average decrease of 1.19% on the percentage of students scoring proficient on ARMT in Math for grades 3rd, 4th, & 5th.
 - Schools had an average decrease of 1.17 on the percentage of students scoring proficient on ARMT in Math: grades 3rd, 4th, & 5th.
 - Closing Achievement Gap: The difference in percentages between black and white students scoring proficient on ARMT in Reading for 2007-2008 was 14.5% in grades 3-5 and 12.88% in 2008-2009, which was a decrease of 1.62%.
 - In math, the difference in percentage between black and white students scoring proficient was an average of 20.98% in 2007-08 and an average of 18.27% in 2008-09. This is a decrease of 2.71%. The achievement gap of blacks and whites was decreased in both reading and math.
 - Graduation Rate: There was an increase of 8%. The graduation rate of 2007-2008 was 78% and 86% for 2008-2009
 - DIBELS: Students in grade kindergarten-third grade showed an increase of .25% in the percentage of students scoring low risk or established on DIBELS. Grades 1 had a gain of 4%, grade 2 a gain of 1%, and grade 4 a gain of 4% in Oral Reading Fluency. In Nonsense Word Fluency grade 1 had a gain of 2%, and grade 2 had a loss of 2%. For Letter

Naming Fluency kindergarten remained the same in '08-'09 as '07-'08 and grade 1 had a decline of 9%.

- HQ Status: All elementary schools had 100% HQ teachers & paraprofessionals

2.5 Instructional and Educational Materials

- **Performance Measure:** Increase percentage of students scoring proficient on state mandated assessments. Close achievement gap between at least one subgroup relative to state standards. Increase graduation ate. Continue to make AYP.
 - See 2.1

2.6 Administrative Support

Performance Measure: Title I evaluations indicating an increase in the number of students scoring proficient on the state mandated assessments; close achievement gap between at least one subgroup relative to state standards; improve teacher performance as measured by evaluation instrument; increase parental involvement activities, parent skills, and family literacy. Continue to make AYP.

- See 2.2
- See 2.3
- Increased parent education workshops by three additional workshops offered to parents of all Title I schools.
- Increased church involvement for hosting parent education activities with adding three sites.
- Maintained the community sites for hosting parent education activities.
- Improve performance as measured by Teacher Evaluations
- HQ Status: All elementary schools had 100% HQ teachers & paraprofessionals

8. Was each goal accomplished? (The success of each goal should be based on data used as specific evidence).

Goal #1 was not accomplished based on performance measures:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, gender, migrant status economically disadvantaged students, children with disabilities, students with limited English proficiency), who are at or above the proficient level in reading/language arts on the State's assessment (ESEA Section 1111(h)(1)(C)(i)).

- All Title I schools made AYP

- All subgroups are at or above proficiency level in reading and math except students with disabilities in grades 3-5 on the ARMT
- The weighted non-proficiency report when averaged for grades K-7 on DIBELS and ARMT indicate 19.29% non-proficient in 2008 and 17.71% non proficient in 2009. Therefore, 80.71% were proficient in 2008 and 82.29% were proficient in 2009. There is a difference of 1.58%. This report matches individual students' scores from one year to the next.
- Test results indicated an increase in the percentage of students scoring proficient in grade 5th on ARMT in reading.
- There was an increase in the percentage students scoring proficient on ARMT in Math in grades 3rd & 5th.
- The achievement gap of blacks and whites was decreased by 2.71% in Math and 1.62% in Reading.
- There was a decrease in the average percentage of students scoring proficient in grades 3-5 on AMRT in Reading and Math.
- Graduation rate increased by 8% for 2008-09.
- Parent Involvement activities increased by 3 events
- Church and community involvement for hosting parent education activities was increased by adding three new church sites.
- All elementary schools had 100% HQ teachers & paraprofessionals

9. What are the future implications of the program evaluation? Some new goals may be necessary, other goals may require revisions or continuance.

Goal #1 The goal will not change but strategy revision will be implemented:

- Expand on prevention and intervention in Title I schools for Reading and Math, which includes expansion of Pre-K program.
- Continue providing professional development to meet the needs of faculty and staff.
- Expand parental involvement activities to support parents in helping their children learn. _
- Continue tutoring to provide more individual assistance to struggling students
- Expand services to Opelika Middle School to serve students who left elementary school before reaching proficiency on grade levels.

- Add full-time counselors at each elementary school to coping skills and help students focus on academic achievement and assist with parent involvement activities (Title I pays 50% of their salaries).

LEA Opelika City Schools

Date: Aug. 31, 2009

Person(s) providing oversight of the program:

Frazelma Crittenden-Lynn