

PROGRAM EVALUATION
(please attach pages as needed)

1. Evaluation of: Title II-A ('08-'09)

2. Number of students served by this program: 4143

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: ARMT
 - Teacher Evaluation Survey
 - State 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 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 performances. (2.3)
 3. Employ highly qualified teachers in order to reduce class size. (2.4)

6. What resources (budget) were expended to accomplish the goal(s)? (Resources should be tied to each goal by number)
 - 2.1.1 Recruiting Highly qualified teachers \$6,056
 - 2.3.1 Stipends for PD Trainings \$63,806
 - 2.3.2 Travel/Training \$1,640; Training Supplies \$901; Staff Dev/Prof. Dev. Fees \$360
 - 2.3.3 Substitutes \$5,733; Consultant \$10,998.60
 - 2.3.4 Targeting Reading Proficiency \$20,000
 - 2.4.1 Class Size Reduction Teachers \$240,197
 - Total Budget \$349,691.60

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

Performance Measures

Increase percentage of students scoring proficient on state mandated assessments at Morris Ave., and West Forest Intermediate Schools.

- Morris Ave. showed an average increase of .346% in math and 1.33% in reading of students scoring proficient on the ARMT in grades 3-5. The fifth grade had the strongest increase of students scoring proficient on the ARMT with 4.10% in reading and 3.66% in math.
- West Forest did not show an increase on the ARMT. The school had an average decrease of 1.08% in reading and 3.78% in math of student's scoring proficient. West Forest did show an increase in 4.76% of students scoring proficient in fifth grade math.

Performance Measures

Increase percentage of students scoring proficient on state mandated assessments; close achievement gap between at least one subgroup relative to state standards; increase graduation rate; improve teacher performance as measured by teacher evaluation; continue making AYP.

- Teacher Evaluation Survey Results:

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

- Goal #1 was partially 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 and Opelika Middle School made AYP
 - All subgroups, in grades 3-8, are at or above proficiency level in reading and math except students with disabilities at the elementary level on the ARMT.
 - Morris Ave. showed an increase in percentage of students scoring proficient on the ARMT in reading and math.
 - West Forest showed a decrease in percentage of students scoring proficient on the ARMT in reading and math.
 - The achievement gap between black and white students in reading and math was decreased by 2.71%.
 - The graduation rate showed an increase of 8% for 2008-2009.
 - Teachers' performance was improved based on student performance results and survey results from administrators.

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

- The goal will remain the same with these strategies:
 - Identify additional professional development activities for teachers in reading and math to increase students performance
 - Continue to implement professional development strategies (presented in '08-'09) on data analysis to monitor and revise instruction.
 - Continue to employ class-size reduction teachers to provide more instructional time for struggling students by reducing the teacher student ratio.

LEA Opelika City Schools

Date: 9/15/09

Person(s) providing oversight of the program:

Frazelma Crittenden-Lynn