



Title I/31a Student Selection Procedure – Elementary

The procedure described below is used to identify students that are struggling, or most at-risk of struggling, to meet grade-level benchmarks in core content areas, particularly English Language Arts and Mathematics. This procedure, which was developed by a team of experienced educators, is based on multiple measures of student progress that are consistently deployed throughout the Wyoming Public School District. All services and interventions are provided, to Title I/31a eligible students, through a Multi-Tiered System of Support (MTSS).

Title I/31a eligible students are identified in schools through a selection process that is ongoing throughout the year, but receives significant emphasis in the spring, prior to each school year. Note: Students (e.g., kindergarten) may also become eligible for Title I/31a services throughout the school year if they meet the eligibility requirements described below.

Step #1: The classroom teacher administers a screening assessment (e.g., Dibels, district standards assessment, etc.) to all students in order to determine whether each student is at, above, or below grade-level benchmarks in core content areas, more specifically reading and mathematics. The screening assessments are administered, at least, three times each year in the fall, winter, and spring.

Step #2: Students that are determined to be below benchmark based on their screening assessment results are referred to a building team consisting of the building principal, classroom teachers, a special education teacher, EL teacher, and/or a reading and/or math specialist.

Step #3: The members of the team discuss each referred student's current skill levels and any strategies that they have utilized to support that student's academic progress. If the team determines, based on screening data and previous supports, that Title I/31a services are appropriate, the team notifies the classroom teacher (if not present) that a student is recommended for Title I/31 support services. The school staff/classroom teacher also informs the student's parents of the eligibility for Title I services, possible options related to support services, and explains that the student may be further assessed by the assessment specialist. Note: Title I/31a services are in addition to the regular classroom instruction not in place of the teacher's instruction.

Step #4: The assessment specialist may complete additional diagnostic assessments to confirm the student's eligibility and propose a more specific plan of support (employing Title I/31a services). Determination of the most appropriate services given to a student will be decided by the team based on student need and availability of resources. Students who qualify may continue to receive services until they have been in Tier I (on grade-level benchmark) for two consecutive data periods. Economically disadvantaged, learning disabled, LEP, and migrant students are selected on the same basis as all other students and will not be excluded because they may be receiving other services.

NOTE: The Wyoming Elementary Schools are Schoolwide Title I programs. Because of this certain strategies are eligible for students/parents who may not directly be supported by the programs. This may include programs where all students/parents may participate or students from certain demographics based on subgroup performance.