



Title I/31a Student Selection Procedure – Secondary

The procedure described below is used to identify students that are struggling, or most at-risk of struggling, to meet grade-level benchmarks in 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 eligible students, through a Multi-Tiered System of Support (MTSS).

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

Step #1: The classroom teacher administers a screening assessment (e.g., Scholastic Reading Inventory, SRI; Scholastic Mathematics Inventory, SMI) to all students in order to determine whether each student is at, above, or below grade-level benchmarks in reading and mathematics and skill set growth. The screening assessments are administered, at least, three times each year in the fall, winter, and spring. In addition, student achievement in course work toward graduation and/or promotion is a significant factor along with State assessment results.

Step #2: Students that are determined to be below benchmark based on their screening assessment, currently failing, or have failed core content/graduation required courses, and/or not meeting State assessment expectations are identified and referred for eligibility by an academic team for a relevant support program. This team typically consists of the building principal, classroom teachers, a support teacher, and a counselor.

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 to this point. If the team determines, based on screening data, achievement data, and previous supports, that Title I/31a services are appropriate, the classroom teacher/program director/para or other support person notes the services provided on an appropriate time/date log. The school also informs the student's parents of the eligibility for Title I/31a services and explains that the student may be further assessed and what support options are currently going to be used or offered for their child. Note: Title I/31a support services are in addition to the regular classroom instruction not in place of the teacher's instruction.

Step #4: The support specialist may complete additional diagnostic assessments to confirm the student's eligibility and propose a plan of support (employing Title I/31a services). Determination of the most appropriate services given to a student will be decided by the support 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 disadvantage, 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 Intermediate, Junior and Senior High 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.