City of Milwaukee Resident Title I-A Non-public School Student Selection & Eligibility, Grades K5-12: General Information

Title I-A Ranked Need: The classroom teacher and/or administrator work with their Title I-A service provider to assign a rank score number for each child indicating the level of need. Select one of the following numbers in the appropriate place: 1 = High Need 2 = Moderate Need 3 = Low Need. This information will be used as a starting point for decisions about the students who will get services if more are identified than can be served. **All students in highest ranks must be served before service is extended to any students in lower ranks regardless of grade levels.** A ranking is required for all students listed.

Title I-A Subject Area Support: Only check these boxes if students are receiving Title I-A services in the subject area indicated. While it is possible to serve students in more than one subject area, it is generally not recommended. Serving in multiple subject areas can substantially increase student time away from regular classroom activities or can diminish time available to concentrate on grade level gain in an area of greatest need. Students should only be served in those areas where they are experiencing academic difficulties.

School Information: The information in the "School Information" box needs only to be entered once for the entire school. E-mail and FAX information is not required. As a non-public program, your site is designated for "targeted assistance" Under controlling legal precedent, Title I-A services are to be provided for eligible students and not their schools. Serving all or nearly all of the students in a targeted assistance school would constitute service to the school. If Title I-A subject area support is indicated for an inordinate number of pupils in a school, then the school will be required to reduce the number of students served and to resubmit the eligibility report.

STUDENT SELECTION GUIDELINES FOR GRADES K4/5 - GRADE 2

The following represents those multiple criteria to be used by the non-public classroom teacher to make judgments about student needs for Title I-A service.

The Teacher Recommendation Form is based upon a synthesis of information for grades 1, 2 and kindergarten. The non-public classroom teacher and/or administrator should use the Title I-A non-public school Student Identification sheets for students in Grades 1, 2 and kindergarten (Kindergarten students are ordinarily listed only to identify students in the spring semester for service during the fall term and/or summer school). After referencing these indicators, the teacher may suggest the "level of need".

STUDENT SELECTION GUIDELINES FOR GRADES 3-12

READING, WRITING/LANGUAGE ARTS AND MATHEMATICS

Enter an "X" in the appropriate space, if in the judgment of the classroom teacher/administrator the student is in need of service in the above area(s). This decision must be based on the following criteria and other available data.

a. Reading Report Card Grade
- D or F - High Need
- C - Moderate Need
- B (with support) - Low Need

b. Reading Level
- 1 year or more below grade level - High Need
- 1/2 year below grade level - Moderate Need
- At grade level (with support) - Low Need

c. Reading Comprehension Score on a Standardized Test
- 22% or below - High Need
- 23-39% - Moderate Need
- 40-59% (with support) - Low Need

d. Writing/Language Arts Report Card Grade
- D or F - High Need
- C - Moderate Need
- B (with support) - Low Need

e. A lack of progress in writing as indicated on a variety of dated work samples from a portfolio.

f. Writing/Language Arts Score on a Standardized Test
- 22% or below - High Need
- 23-39% - Moderate Need
- 40-59% (with support) - Low Need

g. Mathematics Report Card Grade
- D or F - High Need
- C - Moderate Need
- B (with support) - Low Need

h. Teacher observation of need in problem solving strategies as indicated by daily work, portfolios, or end-of-chapter or unit tests

i. Mathematics Problem Solving Score on a Standardized Test
- 22% or below - High Need
- 23-39% - Moderate Need
- 40-59% (with support) - Low Need

Schools Student Identification
Kindergarten Screening for Title I-A Services

Assessment of Reading/Language Arts & Mathematics Indicators

DIRECTIONS: Indicate the child's need for additional help by placing a check (√) mark in the appropriate box. Your input should be combined with other criteria to identify kindergarten pupils who are eligible for Title I-A service. Kindergarten students are ordinarily listed only to identify students in the spring semester for service during the fall term and/or summer school.

READING/LANGUAGE ARTS/MATHEMATICS INDICATORS	NEED
1. Listens for meaning and responds to stories and poems read aloud.	
2. Uses appropriate language to convey ideas for a variety of purposes.	
3. Demonstrates knowledge about concepts of print.	
4. Recognizes some words and the association between spoken and written language.	
5. Shows interest in independent reading and reading related activities.	
6. Predicts story endings & events using pictures & context; retells story information.	
7. Dictates meaningful thoughts.	
8. Experiments with writing by drawing, copying and using approximated spelling.	
9. Uses the senses to seek information about the environment.	
10. Shows interest in mathematical problem solving.	
11. Recognizes patterns, duplicates and extends them.	
12. Sorts, classifies and orders using a variety of attributes.	
13. Understands the concepts of numbers, quantities and their relations.	
14. Uses appropriate language to discuss mathematical concepts.	

TEACHER'S RECOMMENDATION

NOTE: Based on the needs identified above along with other information about the child, use the scale below and record the "Teacher's Overall Recommendation" on the "Title I-A Student Selection and Eligibility" form for Grades K-5 through grade 2.

Level of Title I-A ranked need: 1-High; 2-Moderate; 3-Low

Student Identification
Grades 1 and 2 Screening for Title I-A Services

Assessment of Reading/Language Arts & Mathematics Indicators

DIRECTIONS: Indicate the child's need for additional help by placing a check (√) mark in the appropriate box. Your input will be combined with other criteria to identify first and second grade pupils who are eligible for Title I-A service.

READING/LANGUAGE ARTS/MATHEMATICS INDICATORS	NEED
1. Listen for meaning to stories and text read aloud.	
2. Speak easily to convey ideas in discussion and conversation.	
3. Applies meaning, structure and visual curs.	
4. Predicts and retells stories sequentially.	
5. Uses a variety of strategies to construct meaning and interpret text.	
6. Generates ideas for stories and composes drafts	
7. Writes to convey meaning using approximated and conventional spelling.	
8. Chooses independent reading and writing activities.	
9. Describes & explains mathematical thinking through manipulatives, drawings & words.	
10. Sorts, classifies and compares objects using attributes and quantities.	
11. Models, reads, writes and compares whole numbers.	
12. Uses strategies to solve grade appropriate operations.	
13. Shows a developing understanding of place value	
14. Makes reasonable estimates of quantities and checks answers.	

TEACHER'S RECOMMENDATION

NOTE: Based on the needs identified above along with other information about the child, use the scale below and record the "Teacher's Overall Recommendation" on the "Title I-A Student.

Level of Title I-A ranked need: 1-High; 2-Moderate; 3-Low