

Letter from MDE Auditor

To make a final determination, it would help to receive additional information from you. Separately for 3rd and 4th grade and for math and reading in each grade, please send the following:

- List of students identified for Title I support
- List of students in the class who participate in “push-in” services provided by the Title I teachers
- List of students who receive Title I support some other time of the day
- Daily class schedule (for students) including times for large group and small group (ex: guided reading) instruction
- Daily schedule for classroom teachers
- Daily schedule for the Title I teachers

In addition to the lists and schedules, I welcome any other information you wish to provide about how the school provides supplemental instruction; which is the purpose of the Title I Targeted Assistance model.

Please let me know if you have any questions and, at a minimum, reply with a date by which you expect to send the above information. I am out monitoring all of next week but could review the information you send during the week of March 30th.

Title I Follow Up Question Response prepared by Traci Moore

1. XXXXXXXX is not a Title I teacher. She is part of our ADSIS program. Sorry for the confusion on that. For internal intervention schedules, we work closely so that our services and students do not overlap.
2. The “Title I Master List” has tabs at the bottom for each grade level’s list. So, fourth grade is in the same document. Third grade is the only grade to receive Title reading services in a push in model.
3. The four other students have exited Title this year. What you have is the master list of all students who have received any services from Title this school year.
4. I think you are looking at schedules from different points in the year. We sometimes make modifications to the schedules to maintain same level guided reading groups. In that case, we check with the other interventionists and make sure that there is not a schedule conflict (and sometimes, they make changes to accommodate the change.). There are no students with overlapping times. I am sending you all of our current schedules so you can see nothing is overlapping. Students that were on previous lists and now do not appear on the schedule have been exited from Title services.
5. The four students in XXXXX’s class have support from our Title I para, XXXXX. XXXX pushes in to XXXXX’s class. XXXXX serves as XXX’s oversight teacher during that time, providing skill work and reading support materials for her to use with

those students. Those four students do not see a Title I teacher. They only receive small group support in their classroom from XXX. They still participate in all of the large group reading lessons as well as their at-level guided reading group, as every other student at third grade does. So, their “extra” is the small group support they receive from XXXX in their classroom, that other students do not get.

For the schedule, third grade has WIN (What I Need) time from 10:50-11:30. During that time, XXXX’s class does some of their Daily 5 activities while XXXX conducts Guided Reading with some groups. The core reading instruction (large group) takes place from 12:30-12:55. That time is termed MONDO/Making Meaning in the schedule. XXX, the Title I para who pushes in to that classroom, works with XXX, XXX, XXX, XXX from 12:30-12:50 in a small group within the classroom. Then again from 1:00-1:30, XXXXX’s class does more Daily 5 stations while she conducts more Guided Reading Groups. XXX, XXX, XXX, XXX have their guided reading group from 1:10-1:30 or, depending on the specialist class between 1:45-2:30. Some days, gym, music, piano, or art times fall during that 1:00-1:30 time so it is shifted to between 1:45 -2:30. That is why you are seeing the differing times.