



# MONTCLAIR PUBLIC SCHOOLS

## OFFICE OF THE SUPERINTENDENT

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*Superintendent of Schools*

### **Board Presentation: Annual Title I Review Summary Document June 6, 2018**

#### **Purpose for the Review:**

Pursuant to District Goal 3, The Montclair Public Schools will continue to strive to reduce achievement gaps and address issues of equity as measured by the achievement. According to objective 3B, a program review of Title I to determine effective use of funds as evidenced by student outcomes should occur by June 2018.

#### **Purpose of Title I Funding:**

Districts receive Title I funding based on the number of students participating in the Free and Reduced Meals Program (FARMS). Title I funding should be used to address the students who require academic support irrespective of their participation in FARMS. In Montclair Public Schools, our district FARMS average is 16.8%. And, said average generates approximately \$549,000 annual in Title I funding. For the 2017-2018 school year, a significant percent of the district's Title I funding was allocated to extended day programs.

#### **Students Serviced:**

Currently, we have six schools that receive Title I funding (four are elementary schools and two are middle schools). The schools are: Buzz Aldrin, Charles H. Bullock, Edgemont, Hillside, Glenfield and Nishuane.

<b>Elementary Schools</b>	<b>KF</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>Total</b>
Charles H. Bullock School		8	4	9			21
Edgemont Elementary School			11	9	13	8	41
Hillside Elementary School				19	19	21	59
Nishuane Elementary School	11	10	7				28
<b>Elementary Total</b>	<b>11</b>	<b>18</b>	<b>22</b>	<b>37</b>	<b>32</b>	<b>29</b>	<b>149</b>

<b>Middle Schools</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>Total</b>
Buzz Aldrin Middle School	19	16	25	60
Glenfield Middle School	19	13	10	42
<b>Middle School Total</b>	<b>38</b>	<b>29</b>	<b>35</b>	<b>102</b>

The extended day program currently serves primarily Black or African-American students, who make up 60% of program participants. Another 16% of participants are Hispanic or Latino, with White, Asian, and Multiracial students constituting the remaining quarter of participants.

Participants are split more or less evenly by gender; 130, or 52%, are male, while 121 (48%) are female. In addition, 24% of participants have an active IEP, while 4% are in an ELL program.

## **Student Outcomes**

### **A. Attendance**

Students who participated in the Title I Extended Day program were significantly less likely to have been chronically absent than students who were invited but declined to participate in the program. (For the purposes of this analysis, we will define chronic absence as having missed 10% or more days of school.) As of May 14, 2018, 10% of the 251 students participating in the program had been chronically absent in the 2017-18 school year to date, compared to 15% of the 121 students who had declined to attend the program. In other words, students participating in the program were 36% less likely to have been chronically absent than students who had declined to participate in the program.

### **B. DRA2: Developmental Reading Assessment**

While we do not yet have end-of-year DRA2 results (as of May 16, 2018) to more fully evaluate growth over the year, 41% of elementary-level students participating in the extended day program tested at a DRA level at or above their corresponding MPS grade-level benchmark in January 2018 (Period 2), up from 38% earlier in the year. Among students who had declined to participate in the extended-day program, 37% tested at grade-level or above on the DRA2 in Period 2, up from 31% in Period 1.

### **C. STAR Reading**

While we are still awaiting the completion of end-of-year STAR Reading assessments, in comparing fall to winter results, we see that 21% of program participants met or exceeded district benchmarks on the winter STAR Reading assessment, up from 18% in the fall.

### **D. STAR Math**

STAR Math results showed less difference between the two populations of students; 35% of program participants met or exceeded district benchmarks on the winter administration of STAR Math, upticking from 34% in the fall. Students who had declined to participate in the Title I Extended Day Program posted similar results, with 35% of these students meeting or exceeding expectations on the winter administration of STAR Math, down slightly from 36% in the fall.

## **Conclusion**

Preliminary data for Title I Extended Day program participants suggests that participation in the program may help improve attendance and reading ability. Reviewing the data once end-of-year results are available may also reveal more progress over the full school year; however, it is important to note that most extended day programs focus on reading/literacy skills. Information from this annual review will inform the 2018-2019 Title I funded extended day programming.