



**Title I
Student
Selection**

**Using Multiple
Criteria**

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STUDENT SELECTION OVERVIEW AND EXAMPLES

In a Title I targeted assistance program, eligibility of students for Title I services must be determined using a multicriteria approach. Each student is evaluated using the same criteria to determine which children have the greatest need for services.

Selection of Criteria

Criteria should be selected that will provide the most accurate reflection of a student's academic and developmental ability. **A minimum of two criteria must be used to determine student placement at all levels.** Each criterion must be objective and educationally related. Teacher judgment may be used but should be quantified on a rating scale or checklist. The criteria do not need to be the same for all grades. However, they should be consistent within each grade level served. In a multiple attendance area the criteria may vary from school to school.

Students in preschool through grade two must be selected on the basis of objective, developmentally appropriate criteria. Examples of criteria that may be used for preschool selection include the components that are utilized in a PAT screening, the Dial-R, Denver Developmental Screening, parent questionnaires, and teacher checklists. Criteria for kindergarten through grade two may include teacher rating scales, Project Construct assessments, and other developmentally appropriate measures. Standardized test scores are not to be used as criteria in preschool through grade two.

Criteria for selection of students in grades three through twelve may include MAP scores, other standardized test scores, locally developed assessments, teacher checklists, and grades. **MAP scores should be used as one of the criteria for the grades in which it is administered.** If available, other standardized test scores should be used as one of the criteria for the grade levels in which the MAP is not administered.

Each criterion should be weighted and an overall cutoff score established. **The weighting and cutoff score should be such that no student may qualify from a single criterion.**

Title I Eligibility Profile

Once the criteria are determined, student eligibility profiles are completed for each student. A profile contains data about each student in relation to the multiple criteria. After these profiles are completed, the students may be ranked in the order of need. (Appendix A, p. 6)

Note: A larger attendance center would not be required to complete an eligibility profile on every child. Instead, after an initial screening to determine potential need for services, the students would be further assessed using the same multiple criteria as for other students in that grade level.

Master List of Eligible Title I Students

After the students are rank ordered by need using the eligibility profiles, this information is transferred to the master list. The master list contains the eligible students' names, the criteria used, the weighted points for each criterion, and the overall cutoff score. The points that each student received for each of the criteria are indicated next to the student's name. The first name

on the list should be the child with the greatest need with the remainder of the students listed in descending order. Students must be served in order of greatest need. A master list should be completed for each grade level served. (Appendix B, p. 7)

EXAMPLE of SELECTION PROCESS

The district has selected MAP scores, grades, and teacher checklist as multiple criteria for grade four to determine eligibility for the Title I reading program. The criteria are weighted (assigned point values). The criteria may be assigned any point values deemed appropriate based upon the information that they provide. The cutoff score should be established so that a student cannot qualify based on one criterion. Point values could be assigned as follows:

Student proficiency level for MAP

advanced	= 0 points
proficient	= 0 points
basic	= 15 points
below basic	= 20 points

Grades:

D or below	= 10 points
C or above	= 0 points

Teacher checklist (See Appendix C for examples of Teacher Checklists)

14-32 points on checklist	= 0 points
33-51 points on checklist	= 5 points
52-70 points on checklist	= 10 points

Using these point values, the student with the greatest need could have a total of 40 points. The following profile examples indicate each student's performance on the selected criteria and the corresponding points assigned.

John

MAP level, basic = 15 points
Grade, C = 0 points
Teacher checklist, 55 points = 10 points

John would have an overall score of 25 points. He would receive 15 points for his MAP proficiency level, 0 points for his "C" grade, and 10 points from the teacher checklist.

Emily

MAP level, below basic = 20 points
Grades, D = 10 points
Teacher checklist, 55 points = 10 points

Emily would have a score of 40 points. She would receive 20 points for her MAP proficiency level, 10 points for her "D" grade, and 10 points for the teacher checklist. Emily would be listed before John on the master eligibility list because her need is greater.

After completing an eligibility profile for each student, a master eligibility list is completed. (See Appendix D for an example of a partially completed Master Eligibility List)

APPENDIX A

TITLE I STUDENT ELIGIBILITY PROFILE

STUDENT'S NAME _____ DATE _____

TEACHER'S NAME _____

SCHOOL _____ GRADE _____

The student's MAP proficiency level for _____ :

Subject

Advanced	_____	(0)	
Proficient	_____	(0)	
Basic	_____	(15)	
Below Basic	_____	(20)	_____
			Subtotal

The student's most recent grade in _____ is:

Subject

"C" or above:	_____	(0)	
"D" or below:	_____	(10)	_____
			Subtotal

Teacher Checklist Total:

14-32	_____	(0)	
33-51	_____	(5)	
52-70	_____	(10)	_____
			Subtotal

TOTAL COMPOSITE POINTS Earned: _____

TOTAL COMPOSITE POINTS Possible: _____

If a student earns _____ points or more, the student is eligible for services.

APPENDIX C

TEACHER CHECKLISTS

This section contains examples of checklists to be completed by the classroom teacher and used as one of the criteria in the selection process. These examples were adapted from the Mathematics and Communication Arts Assessment Annotations for the Curriculum Frameworks. To select students for Communication Arts instruction, the Reading and Language Arts checklists may be combined.

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TITLE I SKILLS/ABILITIES CHECKLIST

Grade 4 Reading

(To be filled in by Classroom Teacher)

STUDENT'S NAME _____ DATE _____ GRADE _____

SCHOOL _____ TEACHER'S NAME _____

RATING SCALE - INSTRUCTIONS: Read each item carefully. Please indicate in the parentheses which most closely reflects your judgment of the frequency of the described behavior.

	1	2	3	4	5
	almost always				almost never
1. Uses pictures, titles, contexts, structures of texts, patterns of language, and personal experiences to make predictions and comprehend texts.	()	()	()	()	()
2. Gathers information from first-hand experiences and second-hand sources.	()	()	()	()	()
3. Recognizes similarities and differences in words, stories, and ideas.	()	()	()	()	()
4. Uses story elements (characters, setting, problem, events, and ending) to predict and recall events.	()	()	()	()	()
5. Asks questions to clarify understanding.	()	()	()	()	()
6. Demonstrates understanding of texts by writing, painting, dramatizing, discussing, etc.	()	()	()	()	()
7. Makes connections between concepts and ideas in texts and his/her own experiences.	()	()	()	()	()
8. Applies knowledge of language conventions (story structure, letter-sound relationships, capital letters and periods) to aid in interpreting communications.	()	()	()	()	()
9. Supplies words and phrases in predictable texts.	()	()	()	()	()
10. Identifies familiar words in new contexts.	()	()	()	()	()
11. Talks about characters and their actions in stories.	()	()	()	()	()
12. Writes about, draws, or retells information or ideas discovered in writing or oral texts or videos.	()	()	()	()	()
13. Demonstrates understanding by drawing, tallying, labeling, writing, explaining, creating models, dramatizing, etc.	()	()	()	()	()
14. Extends comprehension by role-playing, questioning, and referring to personal experiences.	()	()	()	()	()

Total Points Possible:

Total Points Earned:

TITLE I SKILLS/ABILITIES CHECKLIST

Grade 4 Language Arts

(To be filled in by Classroom Teacher)

STUDENT'S NAME _____ DATE _____ GRADE _____

SCHOOL _____ TEACHER'S NAME _____

RATING SCALE - INSTRUCTIONS: Read each item carefully. Please indicate in the parentheses which most closely reflects your judgment of the frequency of the described behavior.

	1	2	3	4	5
	almost always				almost never
1. Uses classroom resources (environmental print, predictable texts, peers' stories, etc) as models for writing.	()	()	()	()	()
2. Writes daily about a variety of topics using a variety of formats.	()	()	()	()	()
3. Tells or writes stories with a setting, plot, and characters.	()	()	()	()	()
4. Speaks and writes in complete thoughts to communicate clearly.	()	()	()	()	()
5. Organizes and sequences thoughts and ideas logically.	()	()	()	()	()
6. Uses complete sentences in writing.	()	()	()	()	()
7. Is increasing proficiency in using correct end punctuation and capital letters.	()	()	()	()	()
8. Spells an increasing number of words using letter-sound associations and letter patterns.	()	()	()	()	()

Total Points Possible:

Total Points Earned:

TITLE I SKILLS/ABILITIES CHECKLIST

GRADE 5 Mathematics

(To be filled in by Classroom Teacher)

STUDENT'S NAME _____ DATE _____ GRADE _____

SCHOOL _____ TEACHER'S NAME _____

RATING SCALE - INSTRUCTIONS: Read each item carefully. Please indicate in the parentheses which most closely reflects your judgment of the frequency of the described behavior.

	1	2	3	4	5
	almost always				almost never
1. Uses problem solving strategies to construct meaning from mathematical tasks.	()	()	()	()	()
2. Recognizes and defines theoretical and actual problems encountered in everyday life, mathematical situations, and various disciplines.	()	()	()	()	()
3. Develops and applies strategies to predict, prevent, and solve a wide variety of problems.	()	()	()	()	()
4. Selects and applies appropriate mathematical tools and technology to solve problems.	()	()	()	()	()
5. Relates physical materials, pictures, and diagrams to mathematical ideas.	()	()	()	()	()
6. Uses models, known facts, properties, and relationships to explain their thinking.	()	()	()	()	()
7. Uses patterns and relationships to analyze mathematical situations.	()	()	()	()	()
8. Models, explores, develops, and explains number operations for whole numbers.	()	()	()	()	()
9. Uses physical models and real-world experiences to construct number meanings.	()	()	()	()	()
10. Demonstrates an understanding of our numeration system by relating counting, grouping, and place value concepts.	()	()	()	()	()
11. Utilizes number sense to develop number meanings and explore number relationships.	()	()	()	()	()
12. Uses a variety of mental computation and estimation strategies to solve specific problems.	()	()	()	()	()

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 13. Demonstrates an understanding of the attributes of length, capacity, weight, area, volume, time, temperature, and angle. | () | () | () | () | () |
| 14. Makes and uses standard and nonstandard measurements in problems and everyday situations. | () | () | () | () | () |
| 15. Demonstrates an understanding of the concepts of fractions, mixed numbers, and decimals and is able to apply them to problem situations. | () | () | () | () | () |
| 16. Describes, models, draws, and classifies shapes. | () | () | () | () | () |
| 17. Investigates and predicts the results of combining, subdividing, and changing shapes. | () | () | () | () | () |
| 18. Connects geometric ideas to number and measurement ideas. | () | () | () | () | () |
| 19. Demonstrates understanding of concepts of lines, angles, similarity, congruence, and symmetry. | () | () | () | () | () |
| 20. Demonstrates understanding of capacity, weight, mass, area, volume, time, and temperature. | () | () | () | () | () |
| 21. Constructs, reads, and interprets displays of data through verbal, nonverbal, symbolic, and graphic forms. | () | () | () | () | () |
| 22. Solves problems that require collecting and analyzing data. | () | () | () | () | () |
| 23. Creates, recognizes, describes, and extends a wide variety of patterns. | () | () | () | () | () |
| 24. Investigates the use of variables and open sentences in expressing relationships. | () | () | () | () | () |
| 25. Develops and uses number operations and order relations for decimals (money). | () | () | () | () | () |
| 26. Demonstrates an understanding of how basic arithmetic operations are related to one another. | () | () | () | () | () |
| 27. Develops and uses number theory concepts, including factors and multiples in problem solving. | () | () | () | () | () |
| 28. Demonstrates proficiency in defining and comparing sets (of objects) and subsets. | () | () | () | () | () |

Total Points Possible:

Total Points Earned:

