**Suggested Sample**

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| **Reading Achievement Chart for Title I K-6 Students** **and** **Subsequent Program Modification Discussions** |

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|  **Reading Achievement of Title I Students** |
| **Grade Level(s)** | **Instruments\*** | **Annual Progress-****Reading Goals\*** | **Percentage of Students Achieving Reading Goals** |
| **Kindergarten** | Kindergarten checklist | 100% will master each item on the checklist | 92% |
| **Grades 1-2** | Publisher’s test fromnon-public school reading series | 100% will read at grade level | 75% |
| **Grades 3-6** | Standardized testtaken by all non-public school students | 100% will score at the 60th percentile or above | 70% |

***\*Note:*** *the instruments used and annual progress goals for student reading achievement were determined in consultation between public and non-public school officials.*

**Using this Chart to Make Decisions on Modifications to the Title I Program**

The percentage of children achieving the annual progress goals necessitates the public and non-public school officials to ask: Is the percentage of Title I students achieving the annual progress goals acceptable?

* In kindergarten, 92% of the students master every item on the checklist. What strategies did the LEA use to achieve this goal? What additional approaches should the LEA use for the

8 percent of the students who did not make the goal?

* In grades 1-2, 25% of the students are not at grade level in reading. Should the LEA modify the Title I program or should the LEA continue the program with no changes?
* In grades 3-6, almost one-third of the students (30 percent) scored below the 60th percentile.

Should the LEA modify the Title I program or should the LEA continue the program with no changes?

*This information was adapted from the U.S. Department of Education’s publication, “Ensuring Equitable Services to Private School Children: A Title I Resource Took Kit”.*