

GATEWAY REGIONAL SCHOOL DISTRICT

TITLE I Program Evaluation Summary

2024-2025

Methods of data collection:

I-Ready student data, Safe and Supportive Schools self-assessment tool, Mid-year school culture survey, Parent Information Meeting, Scheduling Data, Attendance data

(1) Has the Title I program been effective?

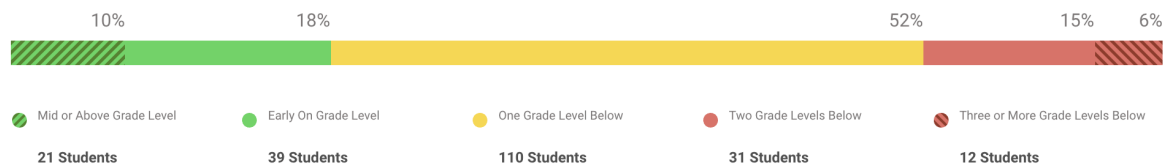
The 2024-2025 school year has seen successes and areas for improvement in our Title I services. The overall program has been effective, meeting some goals and seeing progress toward other goals.

(2) What has worked well in the Title I program?

- Tutoring has been shifted out of Title I and into our Early Literacy Consortium grant funds, which allow more opportunities for tutors.
- Gateway Regional has secured PRISM I early literacy grant funds to support further improving our early literacy practices.
- Littleville Elementary School saw the following growth on the I-Ready between the beginning of the year and the mid-year diagnostic:
Beginning of Year-

Overall Placement

Students Assessed/Total: 213/227

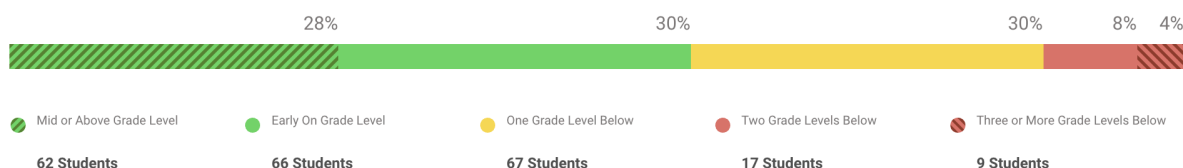


[The Mapping Between 5-Level and 3-Level Placements](#)

Mid-Year-

Overall Placement

Students Assessed/Total: 221/227

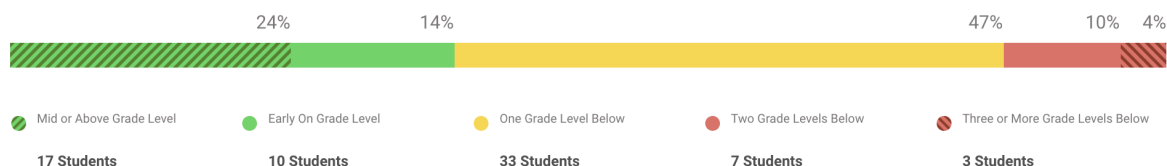


[The Mapping Between 5-Level and 3-Level Placements](#)

- Chester Elementary School saw the following growth on the I-Ready between the beginning of the year and the mid-year diagnostic:
Beginning of Year-

Overall Placement

Students Assessed/Total: 70/87

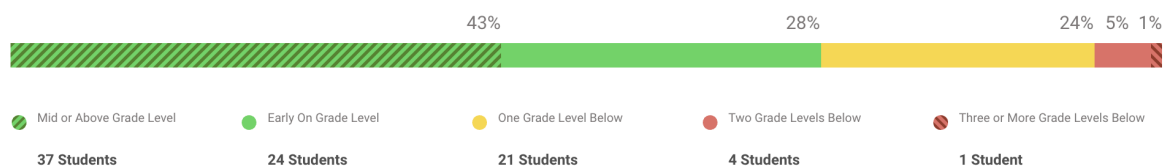


[The Mapping Between 5-Level and 3-Level Placements](#)

Mid-Year-

Overall Placement

Students Assessed/Total: 87/87



[The Mapping Between 5-Level and 3-Level Placements](#)

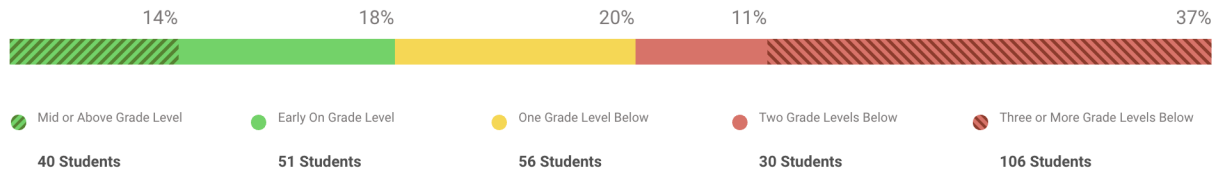
(3) What has not worked well in the Title I program?

- Family outreach was identified through our Safe and Supportive Schools self-assessment as an area for growth across the district. Our Youth Truth survey data from all schools, minimal family participation in our annual title I meetings at each building, as well as the discovery that we are not collecting fidelity data regularly on family outreach determined this as an area for growth.
- Gateway Regional School saw the following growth on the I-Ready between the beginning of the year and the mid-year diagnostic:

Beginning of Year-

Overall Placement

Students Assessed/Total: 283/325

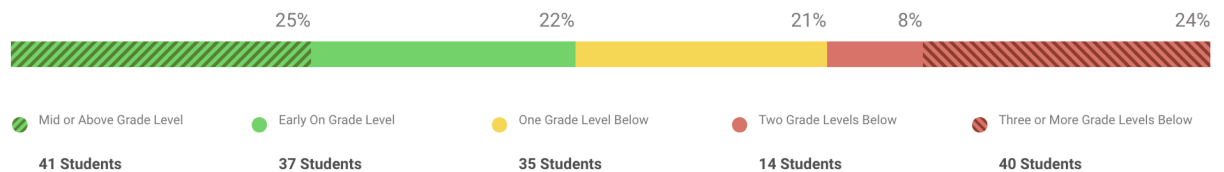


[The Mapping Between 5-Level and 3-Level Placements](#)

Middle of Year-

Overall Placement

Students Assessed/Total: 167/325



[The Mapping Between 5-Level and 3-Level Placements](#)

As evidenced from this data, we do not have a consistent assessment to collect BOY/MOY/EOY data from all students to effectively monitor their progress in reading, and the same challenge holds true for math.

(4) How should the Title I program be refined?

- District-wide Title I Programming can focus in the 2024-2025 school year on clear communication of expectations, specifically looking at individualized communication around student growth. This will begin with report card communications, and expand to I-Ready parent data letters, Individualized MTSS letters, and Title I communication with specific data and a designated contact person.
- Individual school fund allocation and usage will be carefully budgeted for school year 2025-2026 to ensure that staff feel that they have the resources they need to supplement core instruction in a meaningful way and to ensure that all spending meets grant expectations given that school and district leadership is changing..
- Family communication will be prioritized during the 2025-2026 school year beginning with redesigning the annual meeting to increase participation. The School committee also discussed this and provided feedback to help us think about how we can make this happen.
- Tier 2 and Tier 3 interventions will be clearly defined and use a systematic approach with integrated interventions and assessments, which will use a collaborative and inclusive selection process including literacy staff through our PRISM I grant work.