

Title I Program Evaluation
May 12, 2026

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 Dr. Odetta Smith, Director of Innovation & Life Readiness

About the Program

The purpose of Title I is to improve student achievement in reading, language, and mathematics by providing additional instructional resources for economically and educationally disadvantaged students. Title I provides federal funds to meet the educational needs of economically disadvantaged students, close the achievement gap, provide high-quality professional development, expand family involvement, and give students extended learning time.

Title I Staffing for 2025-2026

School	FTE	Position	Role
BW	1	Certified Teacher	Supplemental Math & Supplemental ELA
BW	1	Certified Teacher	Supplemental Math & Supplemental Science
DR	.34	Certified Teacher	Reading Specialist
DR	1	Certified Teacher	Supplemental Math & Supplemental ELA
DR	1	Certified Teacher	Supplemental Math & Supplemental ELA
DR	1	Certified Teacher	Supplemental Math
PW	1	Certified Teacher	Supplemental Math & Supplemental ELA
PW	1	Certified Teacher	Class Size Reduction
WB	1	Certified Teacher	Supplemental Math
WB	1	Certified Teacher	Class Size Reduction

Context

Title I is a federal program administered through the Missouri Department of Elementary and Secondary Education (DESE). Buildings qualify for Title I programs based on Free and Reduced Lunch (FRL) rates. This school year’s Title I schools in Pattonville are Bridgeway, Drummond, Parkwood, and Willow Brook. As a schoolwide Title I program, the school can take advantage of schoolwide initiatives for which all students automatically qualify. Title I funds in Pattonville support academic interventions, including an additional reading specialist, certified teachers for supplemental instruction, tutoring, and parent involvement activities.

Title I guidelines include offering participation in non-public schools, parent advisory group meetings, progress reports to parents, parent/school compacts (agreements between school and home on responsibilities), and adequate yearly progress on assessments. All of the Title I guidelines have been followed.

Assessment

As a school district, Pattonville has selected the Star Reading and Math assessments as its local assessment tool. Star assessments are locally determined assessments that students take in three benchmarks throughout the year: Fall, Winter, and Spring. Star assessments are computer-adaptive and quickly provide educators with accurate, reliable, and valid data to make informed instructional and intervention decisions. These benchmarks aim to assess students’ performance on the MLS and set learning goals for the following benchmark.

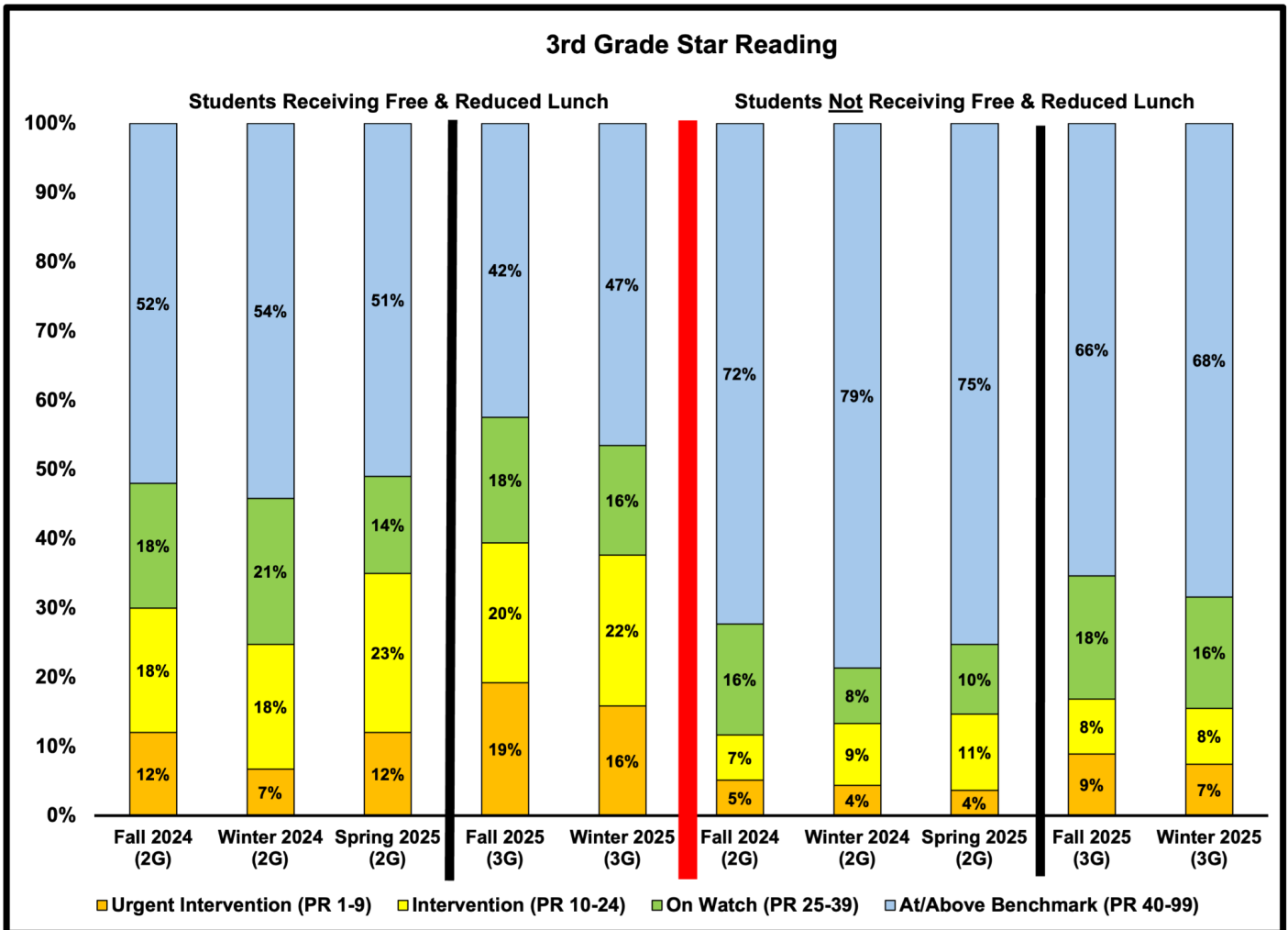
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Relationship of Benchmark Level to Grade Level Equivalence

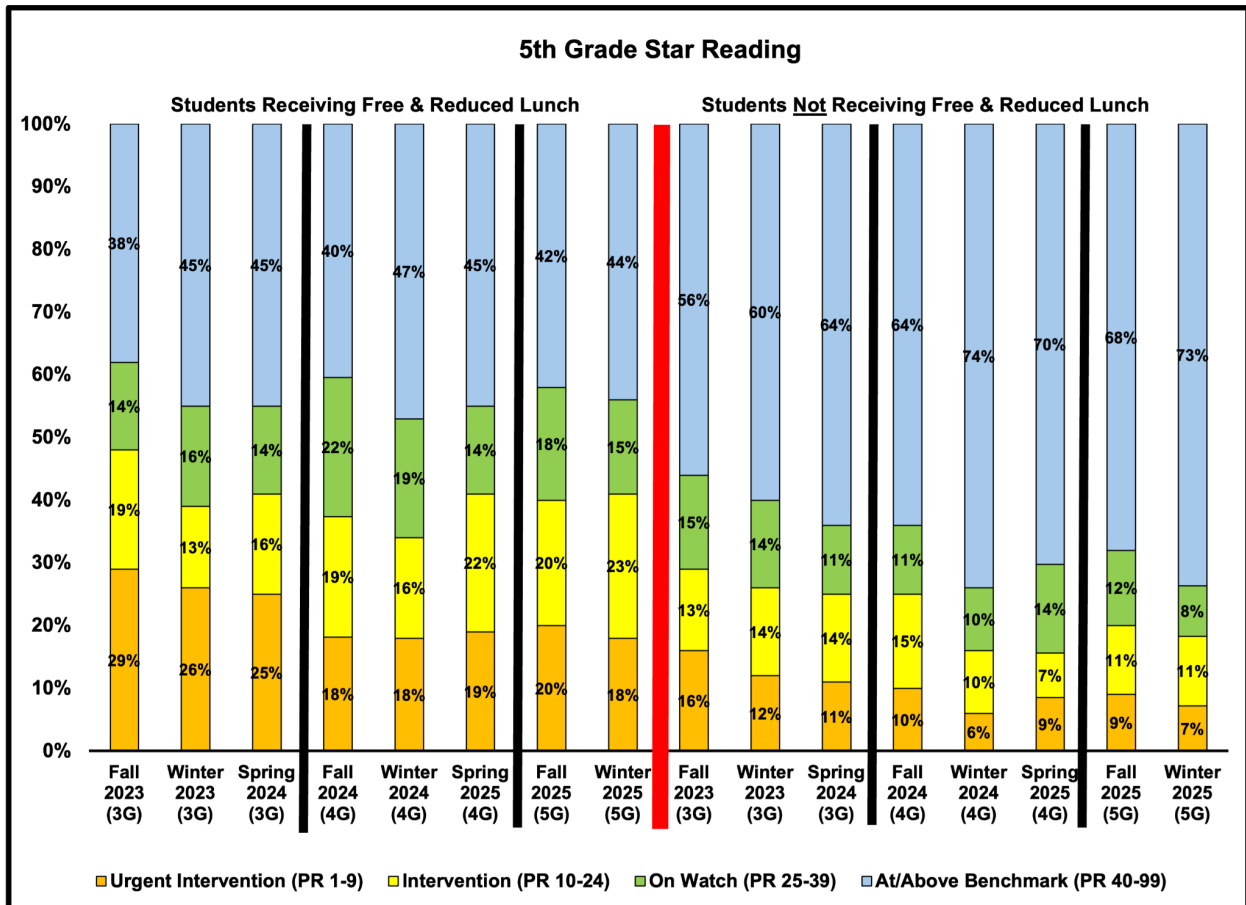
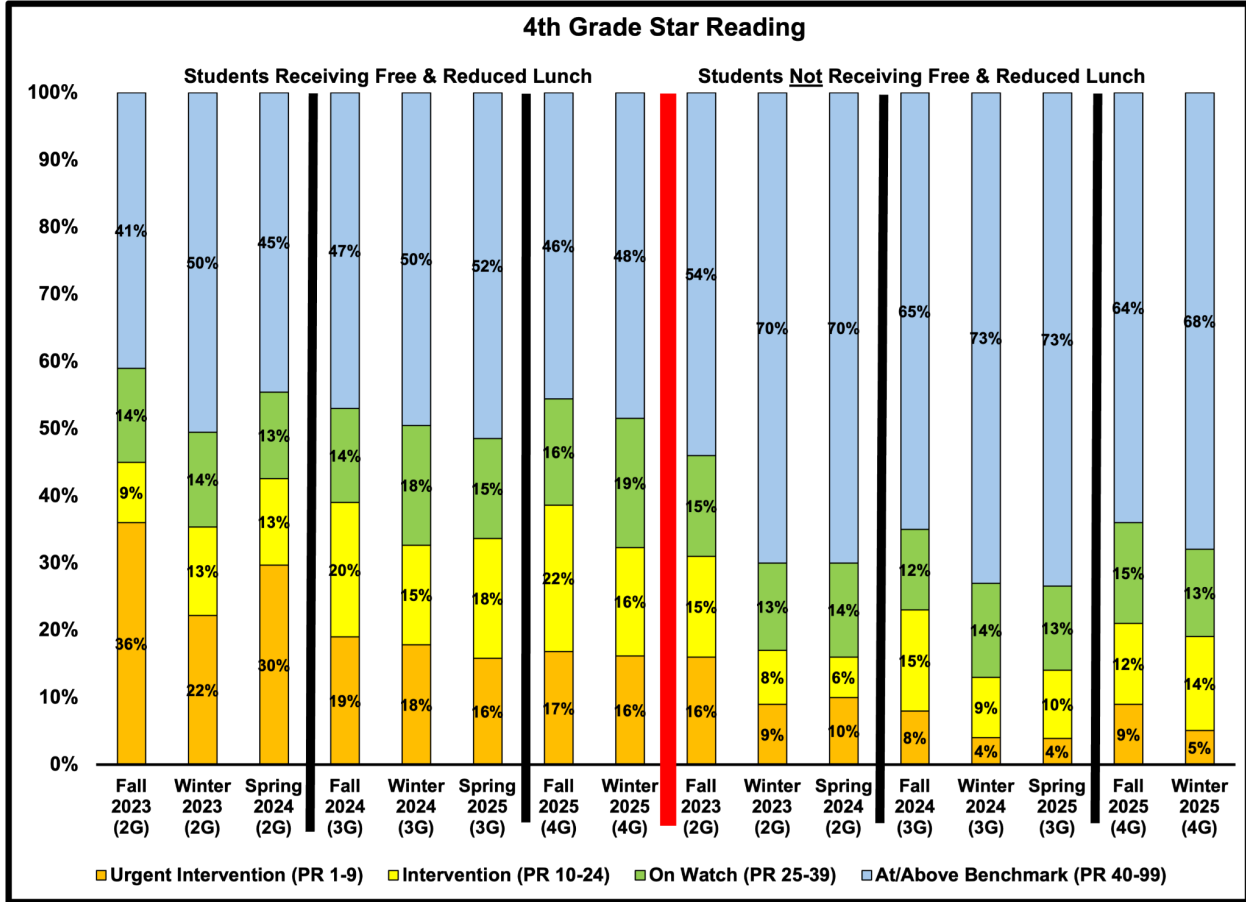
Level Name	Percentile Range	Grade Level Equivalence
Urgent Intervention	1-9	More than a year below grade level.
Intervention	10-24	Within a year of grade level but more than ½ year below grade level.
On Watch	25-39	Within a ½ year of grade level.
At/Above Benchmark	40-99	At or above grade level.

Data in the following charts are organized by grade-level cohorts from the Fall 2023 through Winter 2025 Star administrations.

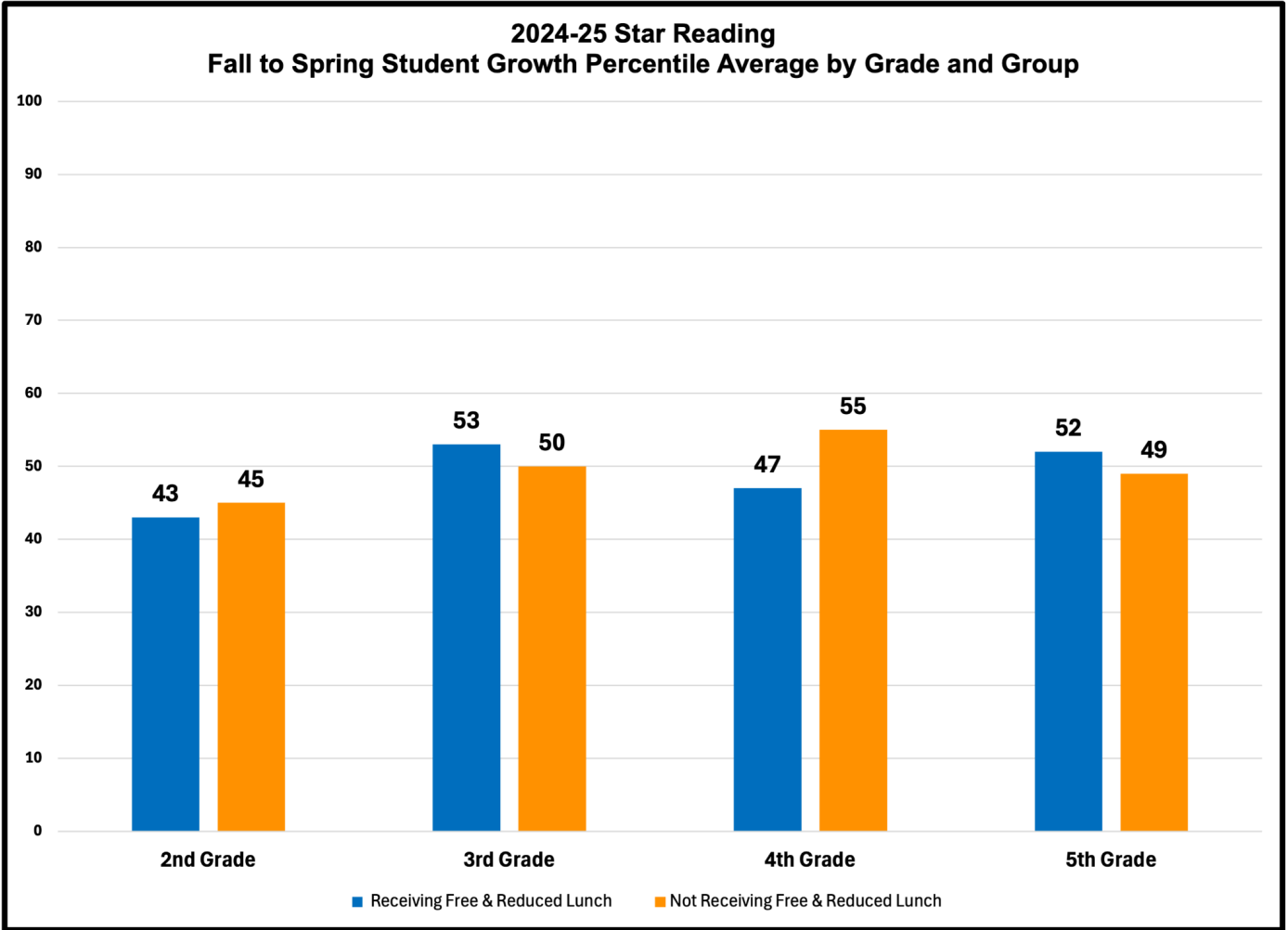
Star Reading, Grades 3-5



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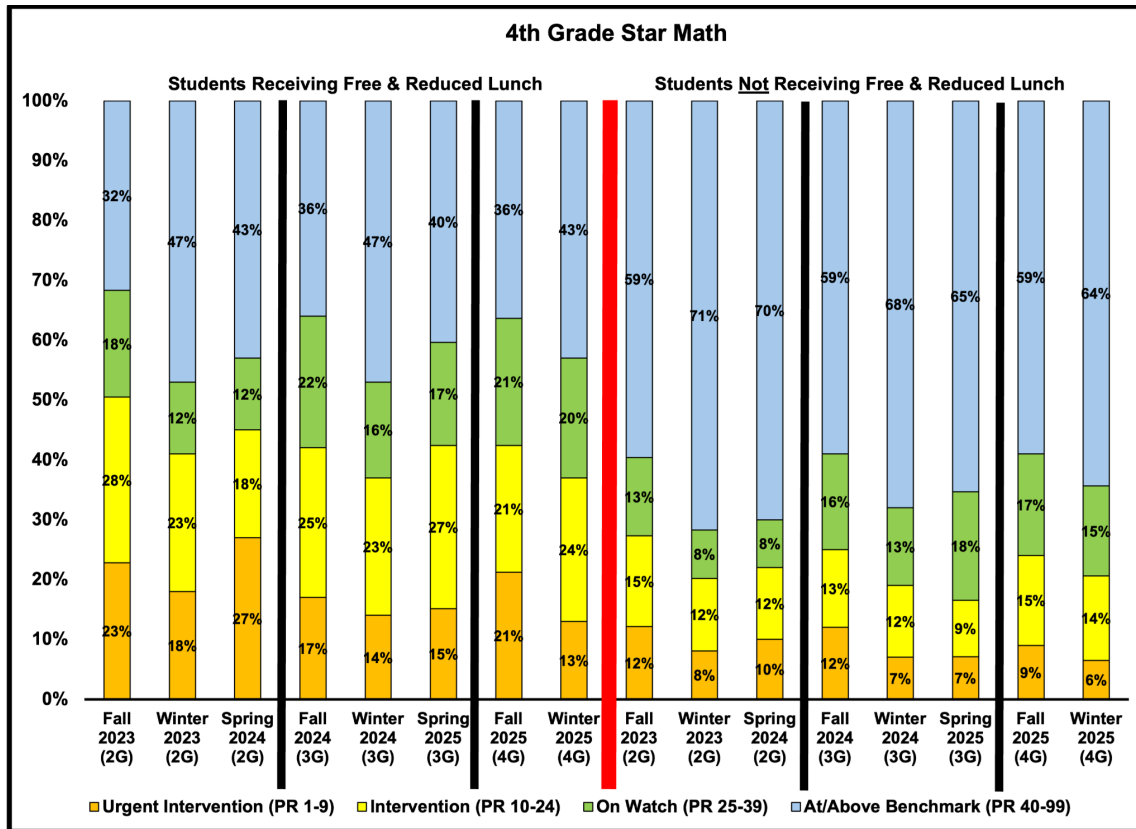
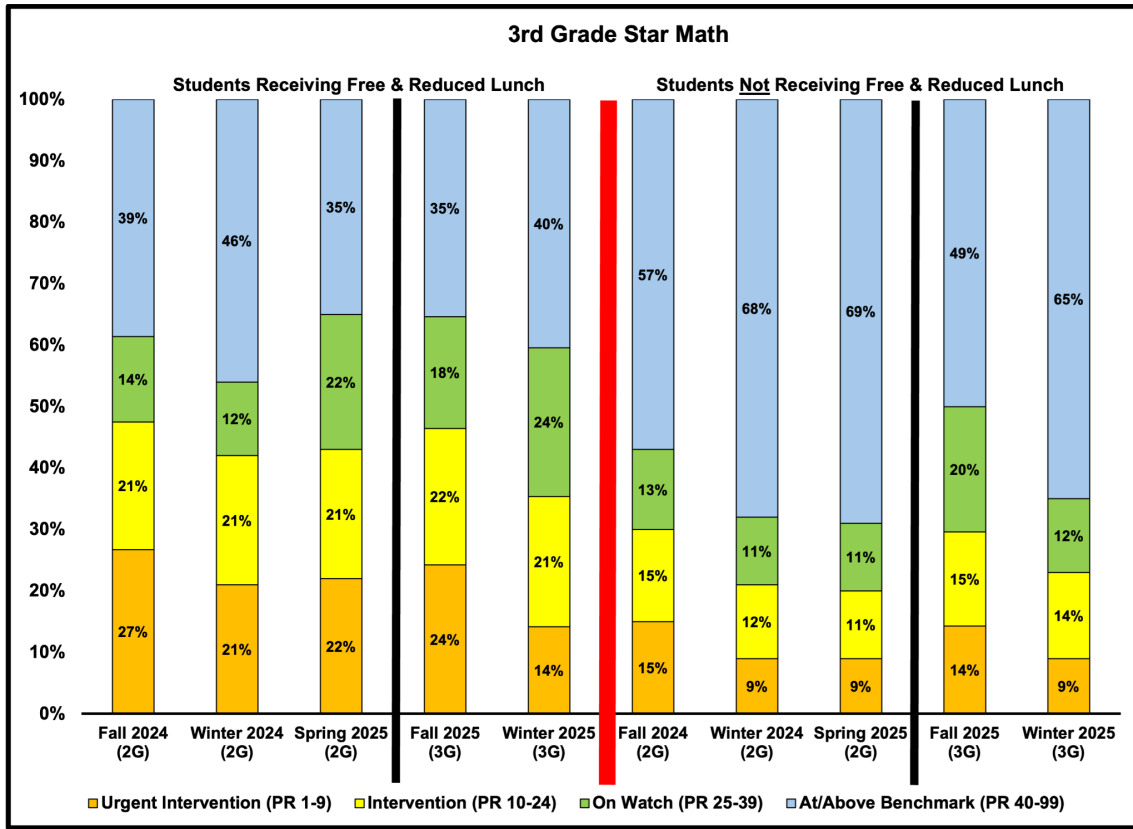


Summary of Star Reading

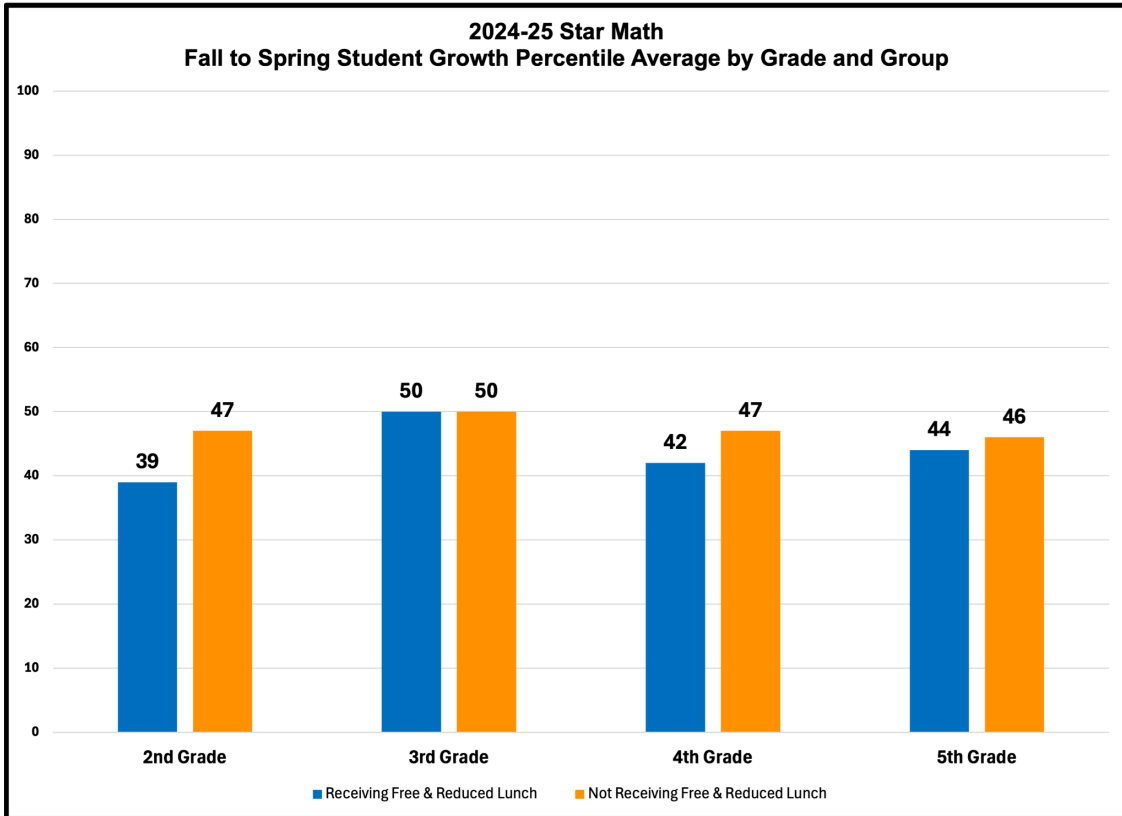
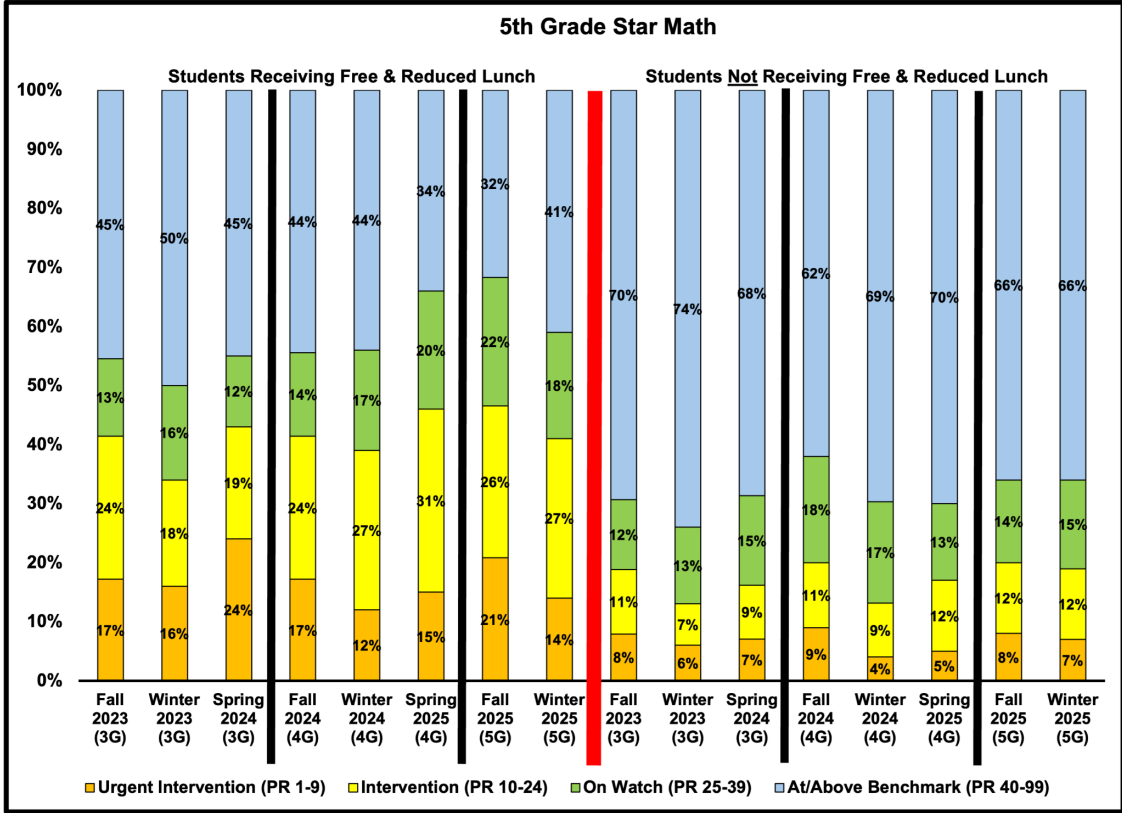
Star Reading assessments for grades 2 through 5 reveal a consistent trend of students advancing into the "At/Above Benchmark" category by Spring, while the percentage of students in the "Urgent Intervention" category generally declines as the school year progresses. Notable progress was observed this year among students receiving Free and Reduced Lunch, with the 3rd-grade cohort reducing their "Urgent Intervention" population from 19% in the Fall to 16% by Winter, and the 5th-grade cohort decreasing from 20% to 18%, continuing a long-term downward trend from a high of 29% in their 3rd-grade year. Compared to the Star national benchmark for 'typical growth' (a student growth percentile of 50), Pattonville students receiving free and reduced-price lunch in grades 3 and 5 are growing faster than both the national average and their peers not receiving Free & Reduced Lunch in Pattonville.

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Star Math, Grades 3-5



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Summary of Star Math

Star Math assessments for grades 3 through 5 show a consistent multi-year trend: students move into the "At/Above Benchmark" level by Spring, while the percentage of students requiring "Urgent Intervention" decreases throughout the school year. This progress is particularly evident among students receiving Free and Reduced Lunch, with the 3rd-grade cohort reducing their "Urgent Intervention" population from 24% in the Fall 2025 to 14% by Winter 2025, and the 5th-grade cohort seeing a similar decrease from 21% to 14% in the same assessment window. Compared to the Star national benchmark for 'typical growth' (an SGP of 50), Pattonville students receiving free and reduced-price lunch in 3rd grade are growing at the same rate national average and their peers not receiving Free & Reduced Lunch in Pattonville. According to the Star national growth model, students across all achievement levels possess an equivalent opportunity to exhibit high growth. Pattonville's assessment data reflects this principle: while achievement gaps persist, students receiving Free and Reduced Lunch are demonstrating growth rates (student growth percentile of 39–50) that closely mirror those of their non-FRL peers (SGPs of 46–50).

Action Steps

1. Continued focus on ensuring all students are proficient in English Language Arts and mathematics through interventions provided through Title I funds.
2. Continue prioritizing allocating funding towards hiring highly qualified staff to maximize the impact on student achievement in reading and math.
3. Continue systematic review of district-level assessment data to identify achievement trends across student cohorts and subgroups