



Colorado Springs School District 11
Department of Instructional Services
Title I Office

Title I School Choice
and
Supplemental Educational Services
Procedures and Implementation
2002-2003



"No Child Left Behind makes history in American education
and builds futures for America's students."

Rod Paige, U.S. Secretary of Education

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Summary of "Title I Choice" Guidelines.

- A task force was formed in January of 2002 to begin designing the "Title I Choice" process.
- "Title I Choice" criteria and guidelines were developed consistent with the guidance available in the winter and spring of 2002.
- Principals of the seven schools designated to be named as Title I Choice Schools were provided with an inservice on the process.
- A notification letter, signed by the President of the District 11 School Board was prepared for each Title I school eligible for "Title I Choice." (Ten schools)
- The principal of each school eligible for Title I choice prepared a letter to his/her community indicating the reform efforts underway within their school to increase student achievement.
- The letter from the Board president, the school principal, the one page application and the Choice guidelines were mailed to each parent of the student enrolled within the school as well as those students who were eligible for enrolling in the fall of 2003.
- This information packet was translated into Spanish, Vietnamese, Kurdish, Korean and Chinese and disseminated to 2,441 parents. Only 14 were returned as undeliverable.
- Each parent of a Title I school on 1st year improvement was given the choice of two schools, which had a Governor's report card rating of average and/or above.
- Parent only had to complete a half page application to initiate the "Title I Choice" Process.
- Parent sent their "Title I Choice" application directly to the Director of Title I for processing and approval.
- All parents eligible for "Title I Choice" received their first "choice".
- The "Title I Choice" process offered three application windows from May 2002 to September 2002 to accommodate parents who were new to the District and/or school during the summer and the fall of 2002.
- Transportation from sending school to receiving school was provided to all students who were approved for "Title I Choice."
- Only five applications for "Title I Choice" were denied. These were because the student no longer lived in the attendance area of the Title I school or the student had completed the highest grade in the school eligible for "Title I Choice."

The following communication was delivered on May 2, 2002 to all principals of schools required to offer school choice. It contains the criteria for choosing the "Choice Schools", the schools required to offer school choice, the receiving schools, building capacities and projected enrollments for all schools involved, estimated travel times, and 2001 Colorado Accountability Ratings. From this information, principals of schools required to offer choice were able to draft a letter to parents outlining the efforts under way within their school to increase student achievement.

Colorado Springs School District 11
Department of Instruction
Title I

2002-03 Designated Alternate School and
Title I Choice/ Transportation Criteria

In determining the "Title I Choice" designated alternate school options for parents of students eligible for "Title I Choice" the committee considered the following items:

- Availability of space based upon working capacity in receiving school.
- Availability of transportation.
- Receiving school to be ranked average or above on the most recent State Accountability Report.
- Travel time should not exceed a range of 30-40 minutes one way.
- Parents will be provided two schools from which to choose to which transportation will be provided.
- Transportation will be provided from sending school grounds to receiving school grounds except for special education students whose IEP has transportation stated as a related service.
- Peterson Air Force Base may need to be a special stop.

2002-03 Choice Selection Criteria

Title I Schools on Improvement Status (From)	Projected Enrollment for 2002-03 as of 4/19/02 *	Estimated travel time to "Choice" Schools	"Choice" Schools (To)	Working Capacity for 2002-03	Projected Enrollment for 2002-03 as of 4/19/02 *	Capacity at each "Choice" School (Based upon working capacity less projected enrollment)	2001 Colorado Accountability Rating (Average or Higher)
Ivywild Hunt	164 218	35 minutes	Bristol Edison	325 400	224 240	101 160	Average Average
Roosevelt- Edison	650	35 minutes	Penrose Audubon	600 600	489 318	111 282	Average Average
Adams Queen Palmer	258 280	35 minutes	Audubon Edison	600 400	318 240	282 160	Average Average
Wilson	500	30 minutes	Penrose Madison	600 450	489 321	111 129	Average Average
Monroe	450	30 minutes	Penrose Madison	600 450	489 321	111 129	Average Average
Pike	139	35 minutes	Bristol Buena Vista	325 350	224 193	101 157	Average Average
Whittier	156	30 minutes	Howbert Buena Vista	250 350	204 193	46 157	High Average
Midland	133	30 minutes	Howbert Buena Vista	250 350	204 193	46 157	High Average

* Projected enrollment numbers have been rounded to the nearest whole number.

The following document contains the Interim Department Guidelines regarding Title I Choice for the 2002-2003 School Year. This document outlines eligibility, timelines, transportation, application procedures, general guidelines, and reasons why "Choice" may be denied. This document was created as by Sharon Thomas, Holmes, Roberts, and Owen Law Offices, Dr. John Griego, Executive Director of School Leadership, District 11, and Dr. Taylor Young, Director of Title I, District 11.

Title I Choice Guidelines for the 2002-2003 School Year*
April 1, 2002

- I. Parents/Guardians of students in Title I Schools on School Improvement or Corrective Action may apply for "Title I Choice" from April 19 through May 10, 2002. "Title I Choice" means the opportunity for students who currently attend a Title I school that was on Improvement or Corrective Action status during the 2001-02 school year to apply to attend a designated alternate District school for the 2002-03 school year that is not on School Improvement or Corrective Action Status, with transportation provided by the District.
 - A. The time frame to apply for the 2002-03 school year is from April 19, 2002 to May 10, 2002.
 - B. Parents of students who move into the attendance area of a District Title I school on Improvement or Corrective Action Status after the application time frame closes will be given a 30-calendar day window to apply for "Title I Choice" at the beginning of the 2002-03 school year. The designated window will be from August 20, 2002 to September 20, 2002.
 - C. Each parent/guardian of a student currently attending a Title I school on Improvement or Corrective Action Status will be notified by mail of the designated alternate schools available to them in the District's "Title I Choice" program.
 - D. "Title I Choice" will allow students to attend a designated alternate school that is not on Improvement or Corrective Action Status. For the 2002-03 school year, each designated alternate school will be rated Average or above.
 - E. Only students who reside within Board approved attendance boundaries of a Title I School that was on Improvement Status or Corrective Action

for the 2001-02 school year, are eligible to apply for "Title I Choice" for the 2002-03 school year.

- F. Students who reside outside of the District and attend a Title I School on Improvement or Corrective Action Status under a voluntary permit are not eligible for "Title I Choice."
 - G. An approved "Title I Choice" application is not considered to be a permit under Policy JFBA/JFBB and as such is not subject to the ordinary permit revocation process as outlined in that Policy.
 - H. Approval of a "Title I Choice" application does not exempt the student from other policies, procedures, regulations and/or administrative guidelines including, but not limited to, those relating to student discipline and safe schools.
- II. Except as otherwise permitted by law, transportation will be provided to designated alternate schools provided that the student's home school remains on Title I Improvement or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement or Corrective Action status.
- A. Transportation of students approved for "Title I Choice" shall be from the grounds of the sending school to the grounds of the receiving school, except as otherwise required by law.
 - B. Transportation of special education students whose IEP includes transportation as a related service will be provided transportation from their home or nearest pick up point to the designated alternate school.
- III. Except as otherwise permitted by law, students who are approved for Title I Choice may remain at the chosen designated alternate school – subject to applicable policies, procedures, regulations and/or administrative guidelines – until they age out of the school provided that the student's home school remains on Title I Improvement or Corrective Action Status, the student retains his or her eligibility under the program, the chosen school remains a designated alternate school under "Title I Choice," and the chosen school is not itself on Improvement or Corrective Action status. Whether or not transportation is provided by the District for all or a part of the time the student remains at the chosen school is a separate determination that will depend on a number of factors (see Section II above).
- IV. Title I Choice Application Procedures
- A. A parent may apply for their child to attend designated alternate schools that are not on Improvement or Corrective Action Status by completing the Title I Choice application and returning it to the school they currently attend on or before May 10, 2002.

*All provisions subject to change

- B. The school principal will forward all received "Title I Choice" applications to the Title I Office. The Title I Office will rank received applications per school on Improvement or Corrective Action Status based upon the highest academic need as determined by CSAP scores and Free and/or Reduced Lunch Status.
 - 1. Students who have scored the lowest on CSAP and who are Free and/or Reduced Lunch status will be given priority in rank order.
 - a. Students with Disabilities: requests from the parents of students with disabilities for "Title I Choice" to attend another school or program, shall be considered in accordance with these guidelines and applicable state and federal laws. The student's current Individual Education Plan (IEP) shall be used to determine if the requested school or program can meet the student's needs as the school or program currently exists and is staffed. Both school principals and special education teams will be involved in the decision-making process, in consultation with the special education supervisor.
 - 2. Applications for "Title I Choice" will be considered consistent with requirements in Section IV, A, B and E herein, taking into consideration the established occupancy rate of the designated buildings selected by the District to receive "Title I Choice" students.
 - 3. The receiving school and the sending school, as well as the parent/guardian who requested choice, will be notified of the status of the application by letter dated not later than June 15, 2002.
- V. General "Title I Choice" Guidelines
- A. By granting "Title I Choice" the District is not required to:
 - 1. Make alterations in the structure of a requested school or make alterations to the arrangement or function of rooms or otherwise modify facilities within a requested school;
 - 2. Establish and offer any particular program in a school if such program is not offered currently in that school;
 - 3. Alter or waive any established eligibility criteria for participation in a particular program including age requirements, course prerequisites and required levels of performance.
 - 4. Provide Title I services at any designated alternate school unless the school has otherwise been identified by the District as a Title I School.
 - B. "Title I Choice" may be denied for the following reasons:

1. There is a lack of space or specialized teaching staff within a particular program or school requested.
2. The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the student or does not offer a particular program requested;
3. The student does not meet the established eligibility criteria for participation in a particular program (including age requirements, course prerequisites, and required levels of performance);
4. The student has been expelled or is in the process of being expelled for any reason;
5. The student has been expelled from any school district during the preceding twelve months;
6. The student's immunization records are incomplete;
7. The student has exhibited behavior in another school district during the preceding twelve months that is detrimental to the welfare of safety of other pupils or of school personnel.

COLORADO SPRINGS PUBLIC SCHOOLS

TITLE I CHOICE APPLICATION

PART A (To be filled out by parent/guardian)

Student's Legal Name: First _____ Middle _____ Last _____
Date of Birth ____/____/____ Address _____
City _____ ZIP _____ Home Phone Number ____ - _____

Is student receiving special services? YES _____ NO _____
If yes, what services (s):

This application must be completed between April 26 - May 24, 2002 and returned to the home school of the student not later than May 24, 2002.

I request Title I Choice from Home School _____ to (Priority School # 1 Audubon or Edison) (Priority School #2 Audubon or Edison) (Circle the school of choice for 1st and 2nd priority).

PARENT/GUARDIAN:

I understand it may not be possible to grant my TITLE I CHOICE application and that the interim Title I Choice Guidelines apply to all such applications.

" I HAVE READ AND AGREE TO THE INTERIM GUIDELINES FOR PROCESSING 2002-03 TITLE I CHOICE APPLICATION. "

PARENT/GUARDIAN SIGNATURE

DATE

PART B (To be filled out by the Title I Office)

Free or Reduced Status: _____ Special Education Status: Yes _____ No _____

Can IEP be implemented in Title I Choice School? Yes _____ No _____

If No, why not?

2001 CSAP Performance: Reading _____ Math _____ Writing _____

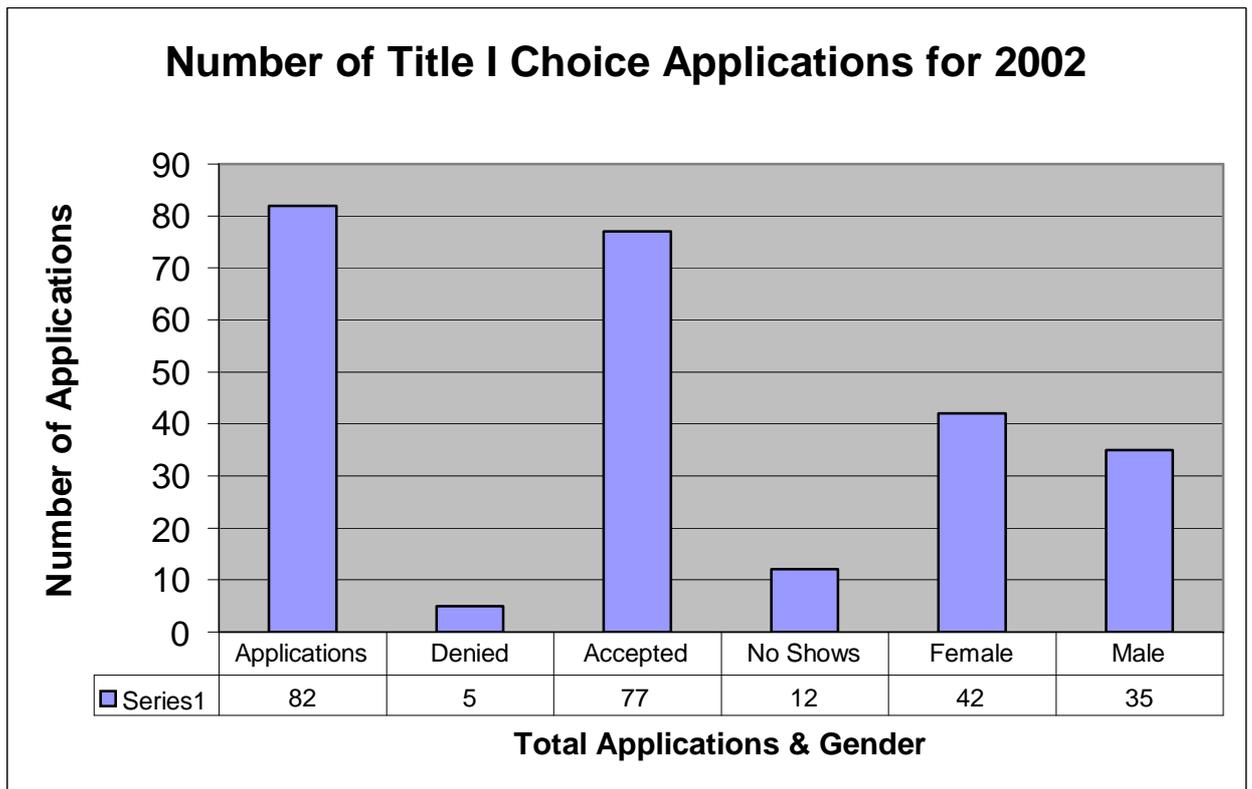
Disposition of Application: Title I Choice School assigned for 2002-03 _____

Note: _____

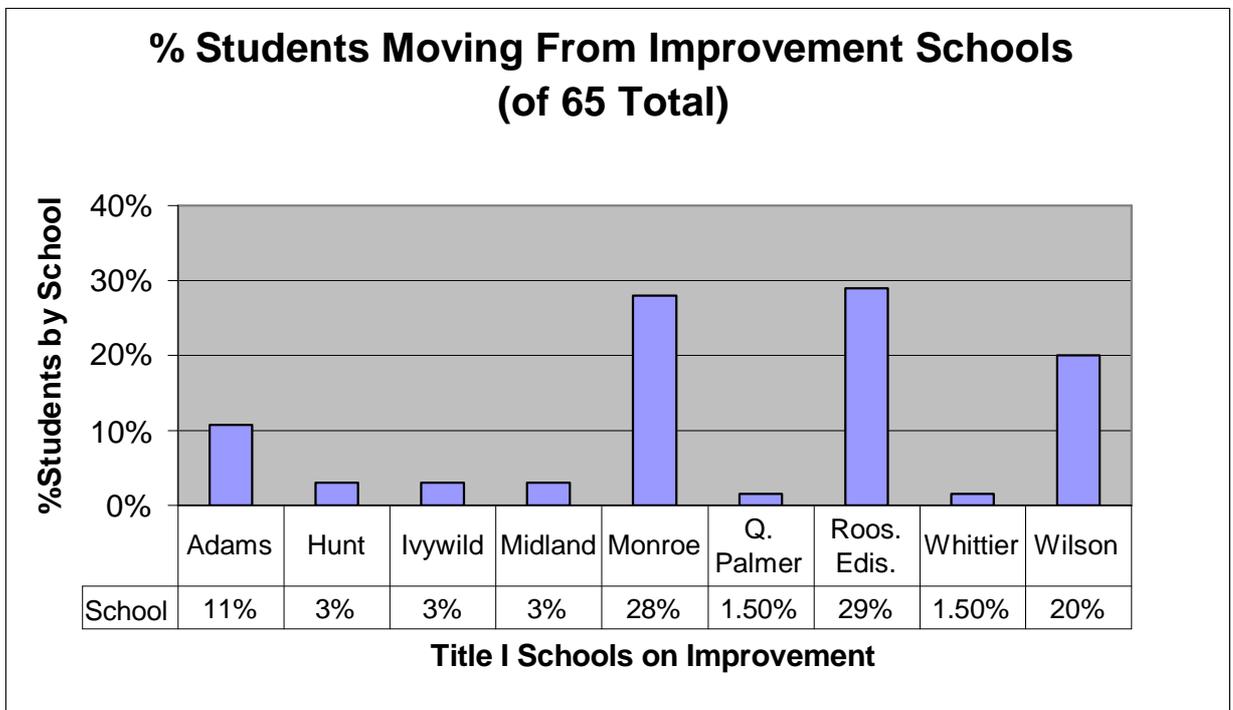
Title I Administrator Signature

Date

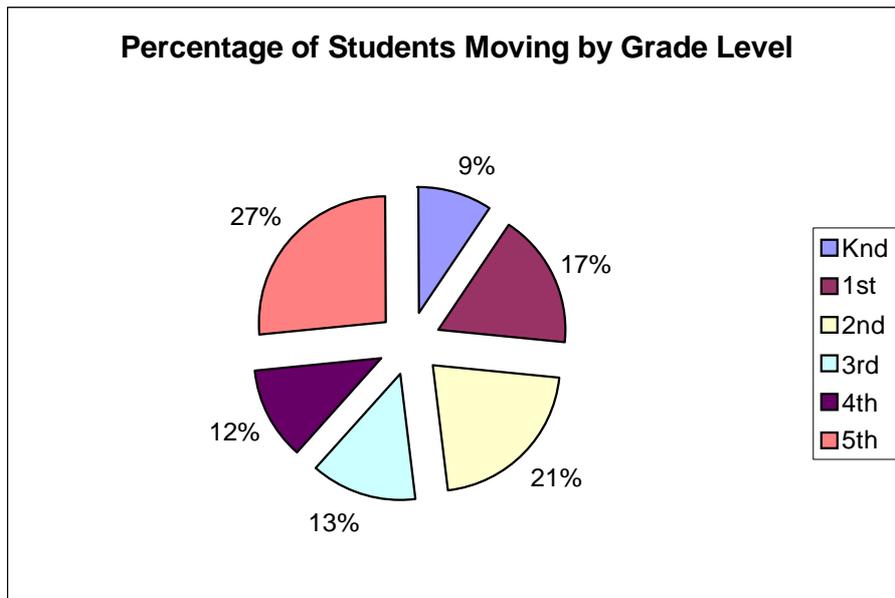
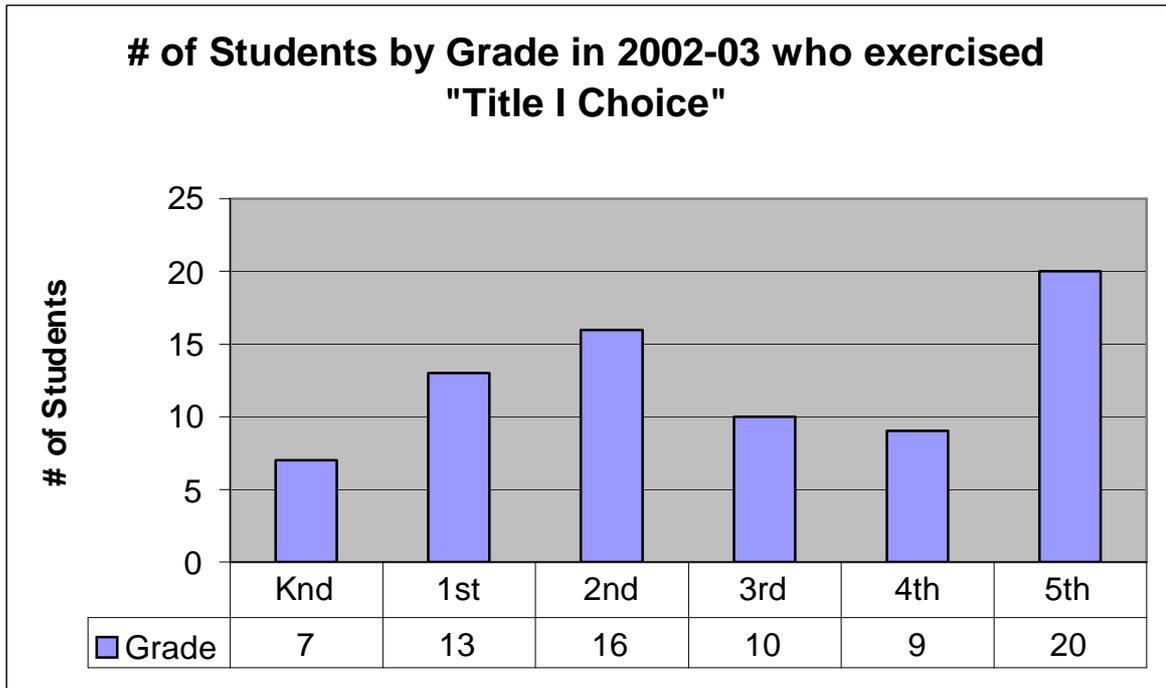
The following chart details the number of “Title I Choice” applications for the 2002-2003 school year. Eighty-two applications were submitted. Five applications were denied because these students were fifth graders who moved to Middle School, they chose a school that was not a designated “Choice” school, or they lived outside the attendance area of the Improvement Status school they attended. Of the 77 applications accepted, all were awarded their first choice of designated “Choice” schools, and a telephone call and follow-up letter informed them of this. Of the 77 accepted applications, 12 parents decided to remain at the Improvement Status School after acceptance.



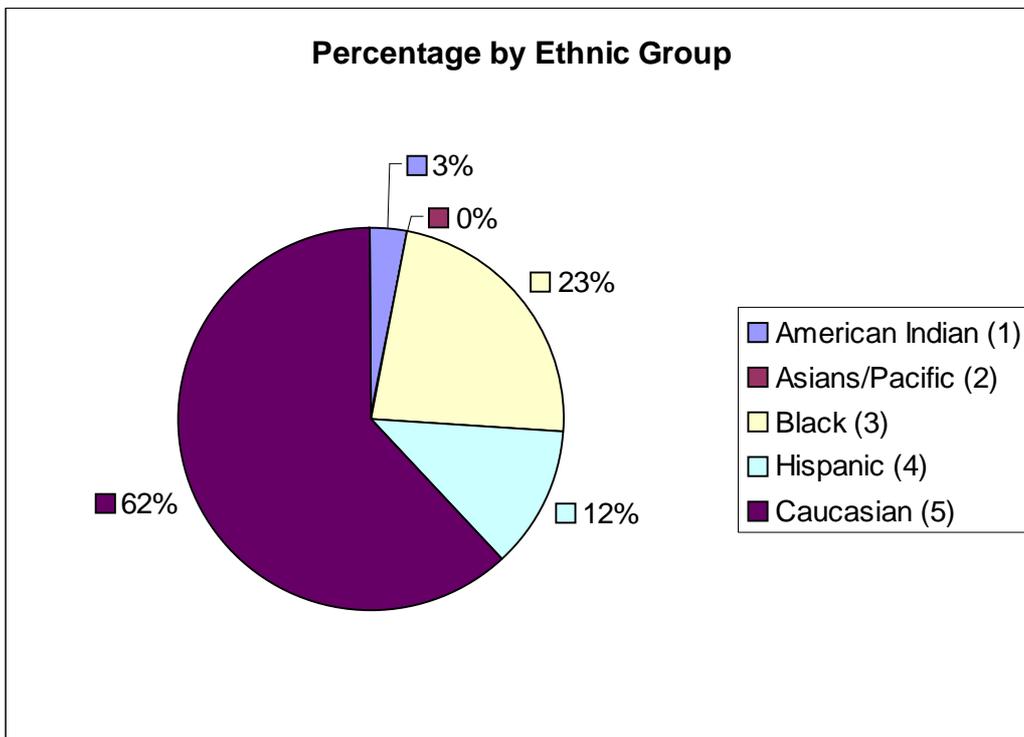
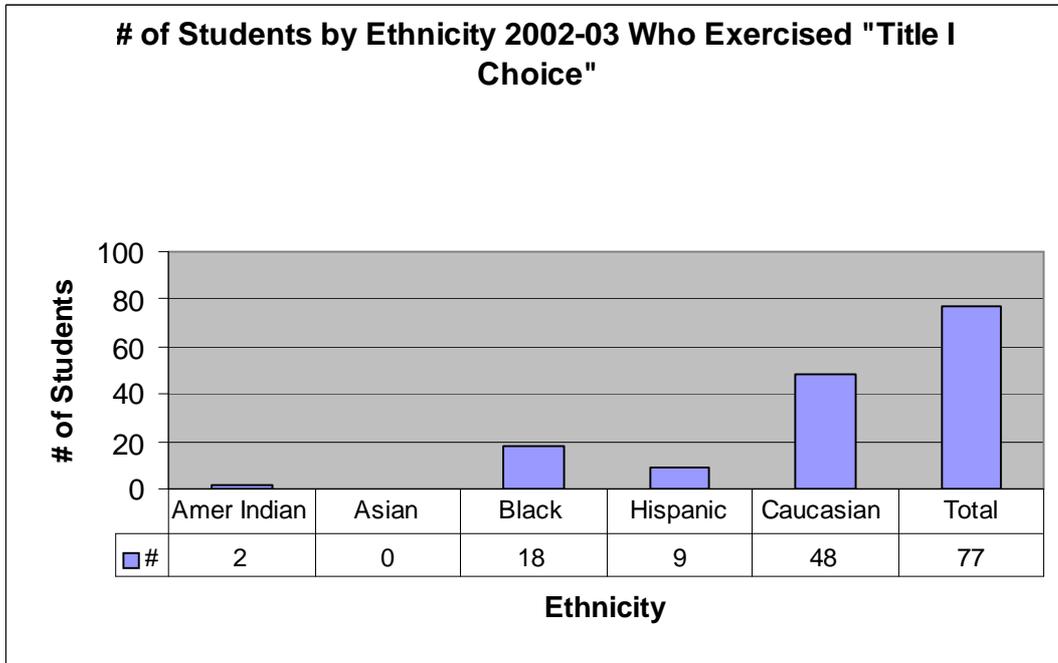
This chart disaggregates the 65 students who actually moved from their Improvement Status home school by percent per school. Hunt was on Second Year Improvement Status while all others were on First Year Improvement Status.



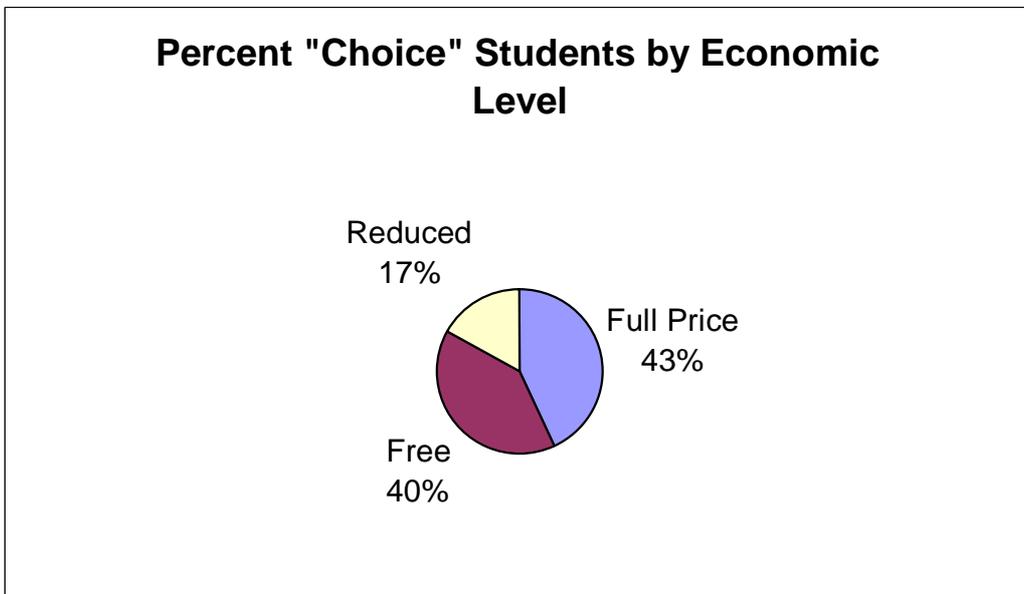
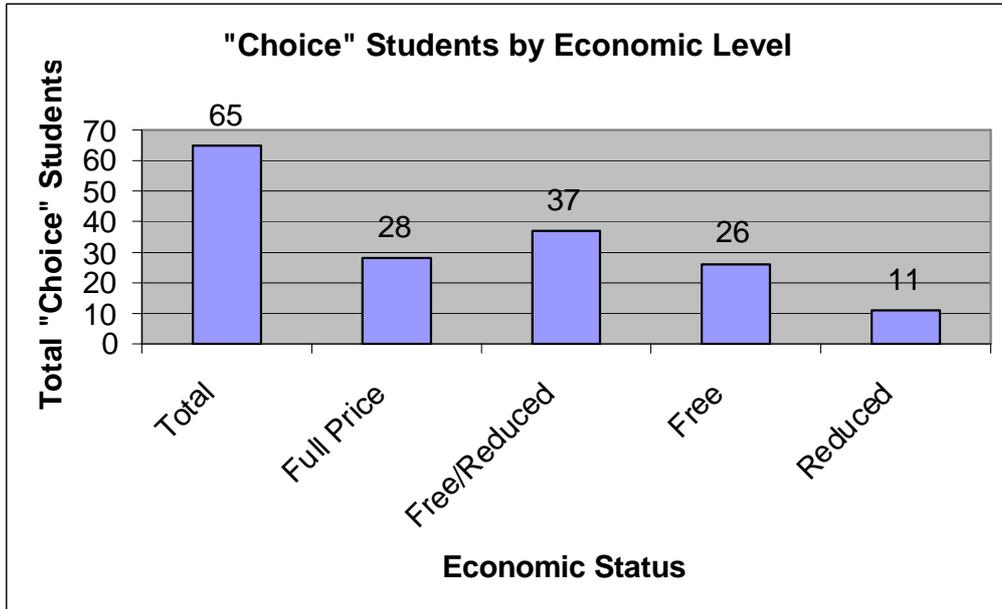
These graphics show the number and percent of students, by grade level, who exercised "Title I Choice". It is possible that parents desired the last year in elementary school for fifth grade students to be spent in a higher achieving school in preparation for the move the Middle School.

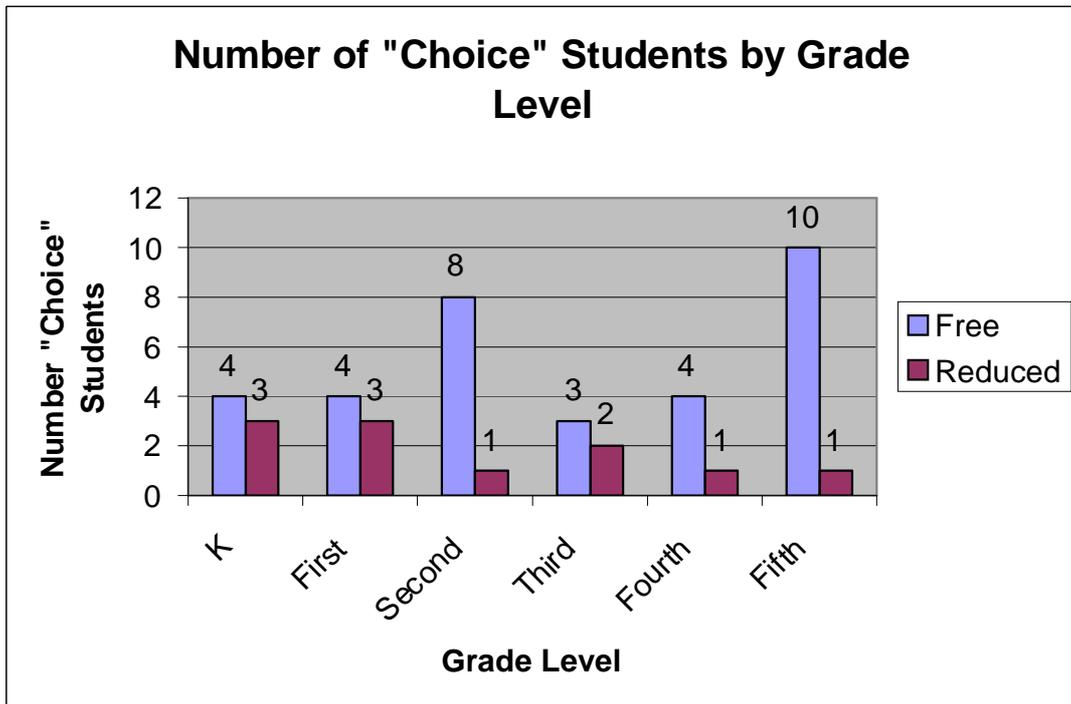


While one concern regarding "Title I Choice" was the possibility that minority groups would "flee" from Improvement Status Schools, this chart reveals that 48 Caucasian students, 62% of the total, were the overwhelming majority of students exercising "Title I Choice". Black students were a distant second with 23% of the total.



The following charts illustrate the number and percent of students collectively and by grade levels who actually did change schools under "Title I Choice", and who were classified as Economically Disadvantaged. Over half of those who exercised "Title I Choice" are Economically Disadvantaged.

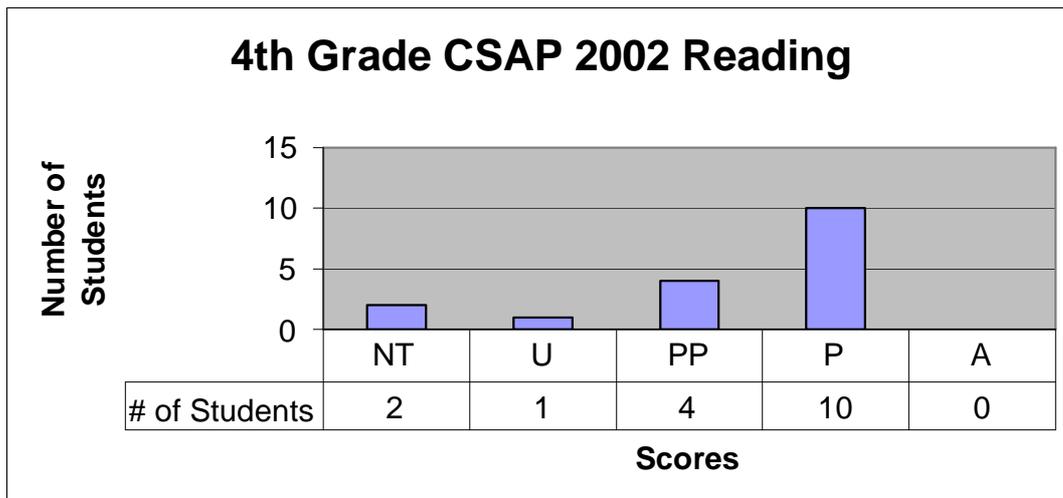


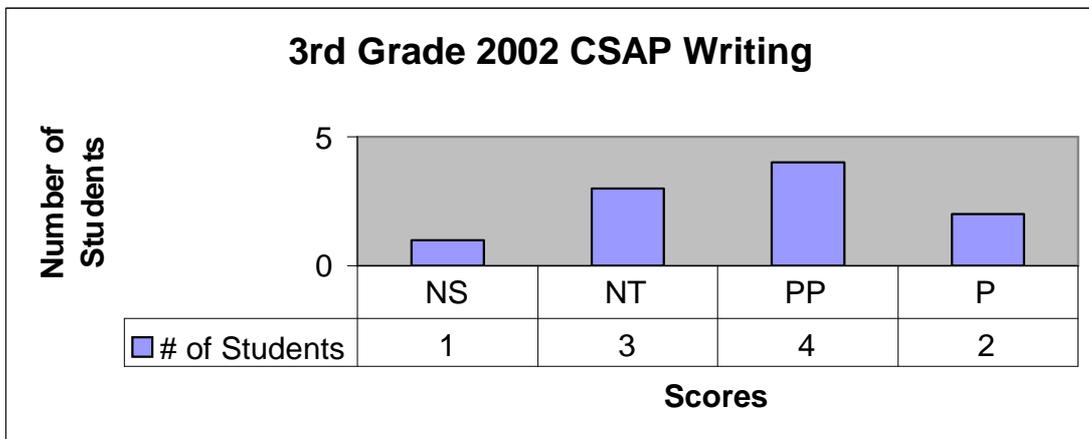
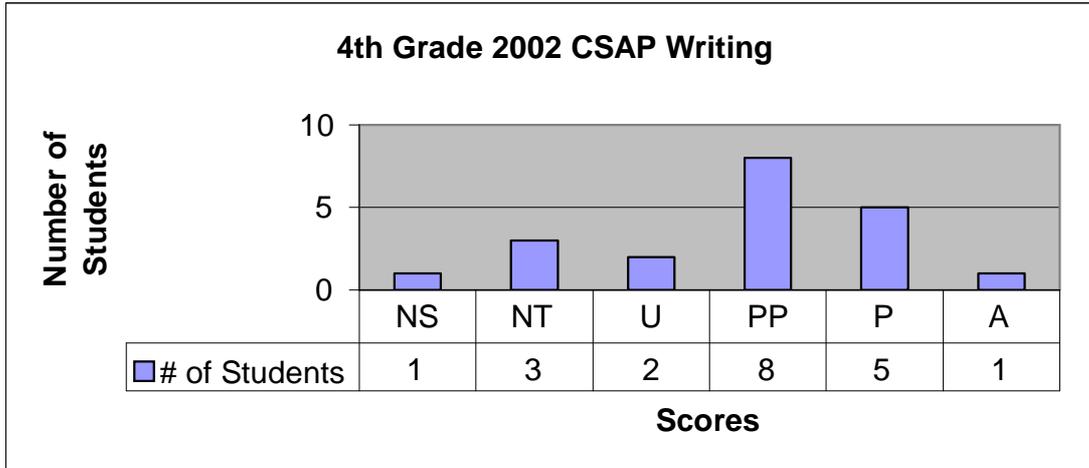


Of the seven designated "Title I Choice" receiving schools, parents chose six. This table correlates Improvement Status Home Schools with receiving schools by number of students moving.

Home School	Choice School					
	Audubon	Bristol	Buena Vista	Howbert	Madison	Penrose
Adams	7					
Hunt		2				
Ivywild		2				
Midland			1	1		
Monroe					9	9
Q. Palmer	1					
Roos/Ed	3					16
Whittier				1		
Wilson					8	5
Total	11	4	1	2	17	30

The following three charts correlate scores from the 2002 Colorado Student Assessment Program (CSAP). No CSAP data is available for kindergarten through third grade students (as they have not taken CSAP). Of the third and fourth grade students who moved (these are current fourth and fifth graders), more students in the Partially Proficient (PP), Proficient (P), and Advanced (A) categories moved than did those in the Unsatisfactory (U), Not Tested (NT) and No Score (NS) categories. The distribution of the scores is not reflective of the District as a whole.





Supplemental Services Summary

School District 11 learned in January 2002 when the No Child Left Behind Act was signed into law that two of its elementary schools, Helen Hunt and Zebulon Pike, would be placed on Second Year Improvement Status for the 2002-2003 school year. District 11 began two separate processes at this time: 1) completion of the Colorado Department of Education Supplemental Educational Service Providers application; and 2) establishing processes and procedures for implementing Supplemental Educational Services. In July 2002, District 11 was approved by the State of Colorado as a Provider of Supplemental Educational Services, and in August 2002, creation of contracts between District 11 and the five additional approved providers was begun.

The next step in the process was to inform parents/guardians of students at Hunt and Pike that Supplemental Educational Services would be available to economically disadvantaged, academically impacted students. The District 11 Title I staff drafted a letter to parents/guardians to inform them of this opportunity. The letter was crafted to thoroughly explain Supplemental Educational Services while maintaining a reading level appropriate for this parent/guardian group. This letter was translated into Spanish and a total of 291 letters (285 English, 6 Spanish) were delivered on September 25, 2002 by mail to families of Hunt and Pike students. All families received a letter because free and/or reduced lunch status (the determining factor of economic disadvantage) is confidential information. Parents were asked to call Holly Hudson, District 11 Title I Coordinator/Supplemental Educational Services Contracting Officer Technical Representative (COTR) if they had questions, needed assistance in choosing a vendor, or were ready to sign up. Similar information was posted on the District 11 cable television station during half times of prerecorded football games, and was shown on the station several times per week.

The first calls from parents/guardians came in on October 1, 2002, and continued through October 21, 2002. A total of seven parents/guardians (2% of all parents/guardians) contacted Holly Hudson, with requests for Supplemental Educational Services for ten students. Of these seven parents, six met with Holly in person, five at the Title I Central Administration Office, and one meeting occurred at the school site with a Spanish translator provided by District 11. Of the ten students for whom Supplemental Educational Services were requested, six students qualified according to both economic and academic criteria, three qualified according to economic criteria only, and one qualified according to academic criteria only. No parents made a decision at the time of initial meeting as to which Supplemental Educational Services provider they would prefer; all stated that they would call back upon arriving at that decision. No parents called back to reveal their preference, and upon multiple calls from Holly Hudson, only two parents definitively decided on a provider. Of these two families, one began Supplemental Educational Services with District 11 as the provider (but was determined to be at or above grade level in reading upon the initial assessment and thus services were terminated), and the other opted for a tutoring program not associated with Supplemental Educational Services.

In December 2002, District 11 received its Annual Yearly Progress results from Colorado Department of Education and learned that both Hunt and Pike had been removed from Second Year Improvement Status thus rendering them ineligible for Supplemental Educational Services. In December 2002 and January 2003, all ten parents/guardians who had contacted Holly Hudson regarding Supplemental Educational Services were

contacted by telephone and follow-up letter to inform them their school's loss of eligibility for Supplemental Educational Services.

Conclusions

Only a very small percent of parents/guardians initially contacted by letter responded to this opportunity. Although not all students at these schools would meet both the economic and academic criteria, it is clear that the possibility of obtaining these services was not investigated on the behalf of many eligible students. Of the parents/guardians who did investigate Supplemental Educational Services more thoroughly, only two were willing to make a decision regarding a provider, even when coached through the decision-making process. The overwhelming reason for this was that input from friends and/or family was desired prior to making the decision. Once out of the Title I office, however, this input was apparently not received, or it was not acted upon. When follow-up phone calls were made to parents/guardians, decisions had not been made or the parents/guardians could not be reached by phone and did not return messages.

Upon speaking with the parents on the phone and in person, several factors became apparent. First, although the initial letter was crafted to be understandable to parents/guardians, and in fact was written at a sixth grade reading level, parents/guardians did not fully understand the contents of the letter. One point in particular was the necessity of parents providing transportation to the place of business of the Supplemental Educational Services Provider. Another factor was the parent's/guardian's heavy reliance on the Title I Coordinator to choose the provider for them. Parents/guardians made comments during the initial interviews such as, "I don't know where my child is reading...", "I don't know which vendor's program would meet my child's needs best..." and, "The school knows about this better than I do...". Because choosing the provider was not the responsibility of the Title I Coordinator, and in fact was not allowed (Sect. 1116, (e) (2) (B) "...if requested, **assist** parents in choosing a provider from the list of approved providers maintained by the State;"), it is possible that parents/guardians felt unqualified to make this decision, and therefore simply chose not to make it. A final factor was that parents/guardians often stated upon follow-up contacts that they "had been meaning to do that" and "I'm going to do that this week".

Although the number of parents/guardians taking advantage of Supplemental Educational Services was lower than expected, some future possibilities became evident this year. The initial paper contact with parents may need to be preceded by face-to-face contact, perhaps at the school level. More methods of reaching parents such as newspaper advertisements, posters within the school buildings, and individual phone calls might be employed. School personnel with whom these parents/guardians have a trusting relationship might be enlisted to follow-up initial contacts. We are dedicated to increasing the participation of families in the Supplemental Educational Services program in future years.

Summary of Supplemental Educational Services Timeline

School District Number 11 Title I Department employed the following process in the implementation of Supplemental Educational Services for the 2002-2003 school year.

- **June 2002:** Completed application from the Colorado Department of Education for Supplemental Educational Services Providers.
- **July 2002:** Application for Supplemental Educational Service Providers approved by Colorado Department of Education.
- **August 2002:** The list of approved Supplemental Educational Service Providers for the State of Colorado delivered to school districts from Colorado Department of Education.
- **August 2002:** School District 11 Procurement Department created a contract for each Provider offering services in the School District 11 area.
- **August/September 2002:** Training of potential tutors for the School District 11 Supplemental Services programs (50 individuals trained).
- **September 2002:** Letter outlining Supplemental Educational Services in parent-friendly language sent to all parents/guardians of students attending Second Year Improvement schools.
- **September 2002:** Information for parents regarding Supplemental Educational Services placed on the School District 11 cable television channel scroll and displayed during the half-time break of School District 11 High School football games.
- **October 2002:** Parents began contacting Schools District 11 Title I Coordinator to make appointments to discuss Supplemental Educational Services (7 parent contacts).
- **November 2002:** One student enrolled in Supplemental Educational Services with School District 11 as provider of services.
- **November 2002:** Enrolled student determined to not meet academic performance criteria for Supplemental Educational Services; enrollment terminated.
- **December 2002:** Annual Yearly Progress calculations received from Colorado Department of Education. Both Second Year Improvement Status schools removed from Improvement Status thus rendering them ineligible for Supplemental Educational Services.
- **January 2003:** The seven parents who contacted the Title I Office to discuss Supplemental Educational Services were contacted by telephone and follow-up letter to inform them that these services were no longer available.

Procedure for Determining Eligibility

This is the procedure employed to determine eligibility of students [per the No Child Left Behind Act, Sect. 1116, (e)(2)(C)] for whom Supplemental Education Services were requested. All students for whom Services were requested went through this process up to meeting with Holly Hudson, Title I Coordinator/ Contracting Officer Technical Representative (COTR). One parent went through the process to the point of meeting with the COTR and a representative from a local vendor of services, and enrolling in a program. This student's enrollment was terminated, however, after it was determined that he did not meet the academic criteria. The point of monitoring and billing was never reached.

Supplemental Services Procedure

Procedure:

1. Letter to parents went home on or about September 25, 2002
2. Interested parents called Title I Office to determine eligibility
 - a. Free and/or reduced lunch status confirmed by Food Services
 - b. Academic need
 - i. Procedure for Determining Eligibility:
 1. Student will be located on the Free/Reduced lunch list from Food Services.
 2. If available space in the program is plentiful, eligible students from low-income families will be readily admitted.
 3. In the event that space becomes limited in the program, the following procedure will be utilized:
 - a. Academic need for reading services will be determined by using the ILP (Individual Literacy Plan) for grades K-2, and ILP and CSAP (Colorado Student Assessment Program) for grades 3-5, and teacher recommendation based upon the student's Body of Evidence for math services.
 - b. Students in grades K-2 will be prioritized according to ILP Proficiency Level; students being further behind will receive priority.
 - c. CSAP scores will prioritize students in grades 3-5 who are on an ILP; the lowest scoring students will receive priority.
 - d. Students not admitted due to space limitations may reapply for admission later in the year if space becomes available.

3. Holly Hudson, Title I Coordinator/Supplemental Educational Services Contracting Officer Technical Representative (COTR) asks if parents would like assistance in choosing a vendor upon initial contact:

<i>Assistance Requested</i>	<i>No Assistance Requested</i>
Meet w/parents: probably at the school site	Parent makes choice
Discuss vendor choices	Title I Coordinator contacts vendor and provides a letter allowing initiation of services
Parent makes choice	Vendor sets up a meeting between itself, parents, and Title I Coordinator to establish/write student's goals, progress measuring, timetable
Title I Coordinator contacts vendor and provides a letter allowing initiation of services	Contract is established between Title I Coordinator/COTR and vendor
Vendor sets up a meeting between itself, parents, and Title I Coordinator to establish/write student's goals, progress measuring, timetable	Services provided
Contract is established between Title I Coordinator/COTR and vendor	
Services provided	

4. Progress is monitored a **minimum** of three times during the course of the services: initial baseline, midpoint, and summative.
5. If progress is being made, the contract will be continued. If progress is NOT being made, contract will be terminated.

Billing:

1. The vendor is responsible for sending an invoice to District 11 Title I office (COTR) each month.
2. COTR will check that the students being tutored match the student numbers submitted by the vendor, as well as the cumulative record submitted by the vendor.
3. These records, if accurate, will be submitted to Dr. Taylor Young, Title I Director, for payment.

Informational Letter to Parents

September 25, 2002

Dear Parents/Guardians:

Greetings! We want to welcome you and your child (ren) back to school. Hunt Elementary School gets federal money to support their Title I Schoolwide program. Hunt is on 2nd year Title I School Improvement Status. This letter is to inform you that your child may be eligible for free tutoring services.

Why you should sign your child up for these services:

1. Tutoring services will help your child read and do math!
2. Better reading and math skills will help your child achieve more in school and in life!
3. Higher achievement in school will increase the chances of your child going to college!
4. Going to college will allow your child to earn up to \$13,000 more per year than a high school graduate!

If you are interested in having your child participate in and benefit from this exciting opportunity, please turn this page over to learn more about it!

Listed below are important facts about the tutoring services:

- **Who qualifies?** Students who are at risk of not meeting state/district standards in the areas of math and/or reading and qualify for free and/or reduced lunch.
- **Who are the tutors?** Businesses that have met State of Colorado guidelines. These businesses are called **vendors**.
- **How many sessions do I get?** It depends on the vendor, but they are limited.
- **How do students get to tutoring?** Parents are responsible for getting their child to and from tutoring services.
- **When is tutoring?** Tutoring services are provided outside of the school day.
- **How do I choose a vendor?** Holly Hudson, School District 11 Title I Coordinator will help you. She may be reached at 520-2372 in person or by voice mail.
- **Who sets it up?** School District 11 will contract with the vendor of your choice.
- **What will my child study?** Individual goals will be established for your child.
- **How do I know how my child is doing?** You will receive at least three progress reports from the vendor during the tutoring.
- **What if tutoring isn't working?** If the tutoring is not helping your child to meet his/her goals you may request a different vendor.
- **Who keeps track of progress?** Holly Hudson, Title I Coordinator, will monitor your child's progress. District 11 has a legal responsibility to cancel services provided to your child if sufficient progress is not made toward their established goals.
- **How long is this program?** Your child is eligible to receive the tutoring service as long as his/her school is required to provide this service.

Attached to this letter is the list of approved vendors and a short description of each. I hope that you will sign up for a tutoring service offered by a vendor. If you:

- Have questions
- Need help choosing a vendor
- Are ready to sign up

please contact Holly Hudson, 520-2372.

Respectfully,
Holly A. Hudson
Title I Coordinator

**2002-2003 Supplemental Services Vendor List
for Students Attending Hunt and Pike Elementaries
Contact Holly Hudson, Title I Coordinator, 520-2372**

Children's Literacy Center
33 North Institute
Colorado Springs, Colorado 80903

Peak Reader, a research-based literacy curriculum and tutorial package, includes assessments, the essential characteristics of an effective early reading program (book and print awareness, phonemic awareness, oral reading and analysis of miscues, response to written text, comprehension, and writing) and high quality tutor training as well as reading expert supervision. Students in grades 1 – 5 receive one-to-one tutoring, two hours per week throughout a twelve-week period. Each school creates their own location in collaboration with the Children's Literacy Center. Peak Reader is a flexible program with a 95 percent success rate that can be used before, during and after school hours.

School District 11
1115 North El Paso
Services offered at Hunt Elementary
917 East Moreno
Colorado Springs, Colorado 80903
And
Pike Elementary
2510 North Chestnut
Colorado Springs, Colorado 80907

Reading Mastery and Horizons are direct instruction reading programs whose focus is on phonemic awareness, systematic phonics instruction, and application of these skills in meaningful reading and writing tasks. The program goal is to provide basic decoding skills to increase oral fluency and comprehension.
SuccessMaker, an interactive software program, focuses on building individual students' basic computation skills through computer tutorial and individual instruction. An application format is offered through investigation and writing strands.

Illuminate
1000 West McNab Road
Pompano Beach, FL 33069

vTutor(tm) is an online homework help and tutorial service that provides real-time access to highly qualified instructors to students in 5th - 12th Grade Mathematics and English Language Arts (ELA) Monday through Friday, 8 hours per day. All you need to access vTutor is a computer with Internet access. Students communicate with our highly qualified instructors over the Internet using 2-way audio communications (voice), chat, and a shared, interactive whiteboard to display educational content. Student progress is monitored utilizing assessment tests and instructor reports. Results are available online to students and parents. Contact us at sales@illuminate.com or by calling 866-388-8674 to arrange for a demonstration or to sign up to vTutor.

Kumon North America, Inc.
V.P. Educational Services Group
Glenpointe Centre East, 5th Fl.
300 Frank W. Rurr Blvd.
Teaneck, NJ 07666

The Kumon Method is an individualized approach that is based on ability, not age or grade. A short placement test is used to begin students at their 100% confidence level, allowing them to progress with ease from the start. Students advance by practicing the assignments in short increments every day – twice a week in the Center and five days at home. The results are stronger concentration and better math and reading skills. The Kumon materials are organized into skill levels ranging from pre-school through high school concepts. The mathematics curriculum thoroughly covers number facts, arithmetic, pre-algebra and algebra. The reading curriculum uses exercises with phonics, vocabulary, paragraph construction, summary and analysis to build strong reading comprehension skills.

Success For All
200 West Tounsontown Blvd.
Baltimore, MD 21204

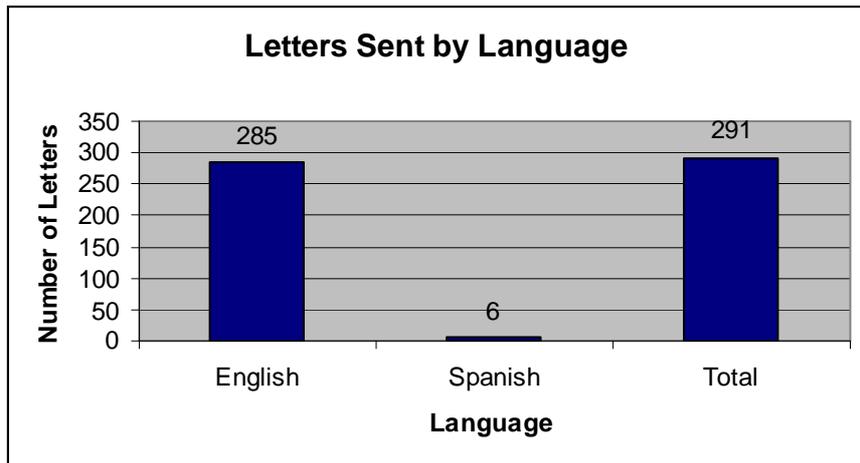
The Success for All Foundation (SFA) is a nonprofit organization that develops and disseminates educational reform models developed at Johns Hopkins University. SFA has been serving high-poverty, at-risk students for 15 years. More than 50 studies, done by researchers in many locations have documented the impact of SFA on student reading success. The tutoring model places a substantial focus on the five major elements of scientifically-based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Tutoring sessions are designed to reinforce classroom instruction and are aligned with state reading and language arts expectations. Tutors, in communication with the classroom teacher, diagnose student needs and tailor instruction to meet those needs. Individual student progress is continuously measured and reported during the course of tutoring so that progress can be noted and celebrated by the student, school, and parent, and so that troubleshooting strategies can be implemented for students not making adequate progress.

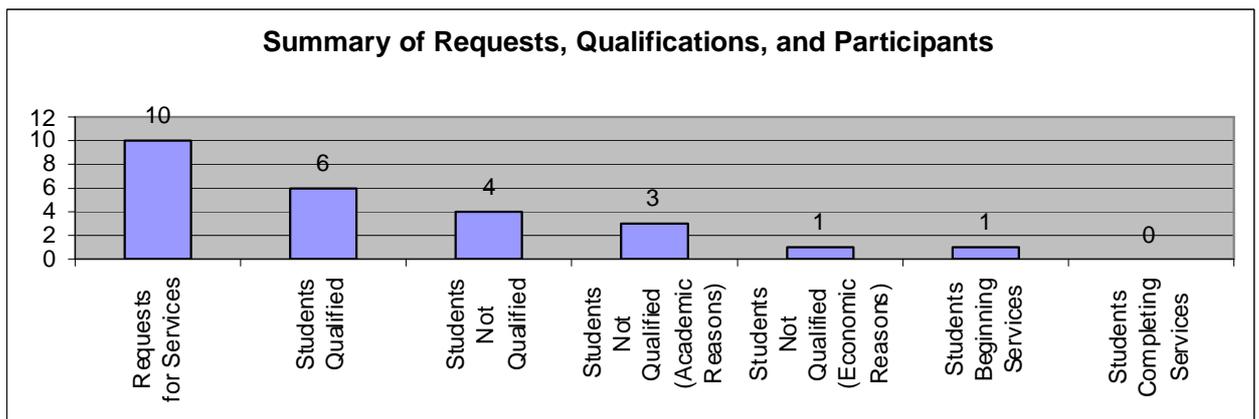
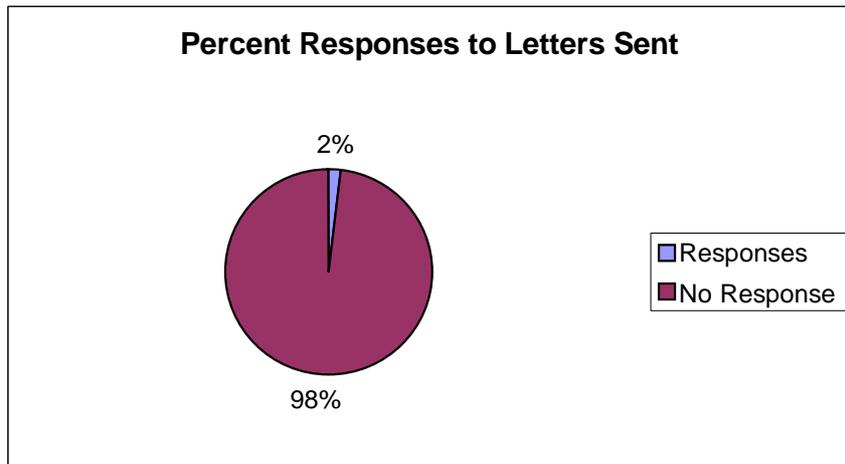
Summit Scholars Program
UCCS, College of Education
Special Education Program
1420 Austin Bluffs Parkway
P.O. Box 7150
Colorado Springs, Colorado 80933-7150

Summit Scholars is a low-cost reading tutoring service for children 1st through 6th grade available in the Pikes Peak region. Children are tutored 3 to 4 days per week for one hour per day. Children are assessed and placed in either one-to-one tutoring or in small group instruction depending upon the needs of the child. Faculty devise a research-based reading program for the children and then supervise tutors who are university students.

Summary of Informational Parent Letters Sent and Responses

Total letters sent to parents/guardians of students at Helen Hunt Elementary and Zebulon Pike Elementary: 291
Letters sent in English: 285
Letters sent in Spanish (determined by parents' stated preference on Home Language Questionnaire): 6
Responses from parents: 7
Students for whom services were requested: 10
Students who qualified: 6
Students who began services: 1
Students who completed services: 0





Appendix A: School Board Choice Letters to Parents

Adams Elementary
Hunt Elementary
Ivywild Elementary
Midland Elementary
Monroe Elementary
Pike Elementary
Queen Palmer Elementary
Roosevelt-Edison Charter School
Whittier Elementary
Wilson Elementary

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Adams Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Adams Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03, Adams Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Adams Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the principal, Ms. Sherry Ramirez, at 328-2500. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade Colorado Student Achievement Program (CSAP) scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the Qualitative Reading Inventory (QRI-II) (Grades 2,3,4,5), District Achievement Level Test (DALT) (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on Individualized Literacy Plans (ILP) who do not evidence "special needs conditions" (on Individualized Educational Plan) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in Help One Student to Succeed (H.O.S.T.S.) daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Adams Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Adams Elementary,

Mrs. Sherry Ramirez, at 328-2500. In addition, Adams Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Ramirez. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued, but the District is required to provide to parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year, interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Audubon Elementary, located at 2400 East Van Buren and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Adams Elementary to either Audubon or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Audubon and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Audubon or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 28, 2002.

All Title I Choice applications will be reviewed after May 28 and priority given to children with the highest academic need as determined by CSAP or ILPs, and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed to the parent/guardian by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education that removes your child's home school from School Improvement status, thus affecting your child's eligibility to participate in the submitted "Title I Choice" program, you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Hunt receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Hunt Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Hunt Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03, Hunt Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Hunt Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Jan Noble at 328-2900. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of

the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued, but the District is required to provide to parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year, interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at 890 N. Walnut St. and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority given to children with the highest academic need as determined by CSAP or ILPs and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed to the parent/guardian by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education that removes your child's home school from School Improvement status, thus affecting your child's eligibility to participate in the submitted "Title I Choice" program, you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Ivywild Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Ivywild Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03, Ivywild Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Ivywild Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Joe Madril at 328-4300. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability

Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued, but the District is required to provide to parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year, interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority given to children with the highest academic need as determined by CSAP or ILPs and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed to the parent/guardian by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education that removes your child's home school from School Improvement status, thus affecting your child's eligibility to participate in the submitted "Title I Choice" program, you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Midland receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Midland Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Midland Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03, Midland Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Midland Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Barbara Bishop at 328-4500. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school that is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued, but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year, interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at _____ and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority given to children with the highest academic need as determined by CSAP or ILPs and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed to the parent/guardian by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education that removes your child's home school from School Improvement status, thus affecting your child's eligibility to participate in the submitted "Title I Choice" program, you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process, please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Monroe Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Monroe Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03 Monroe Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school to analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Monroe Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Darcell Sutton at 328-7400. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school, which is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority will be given to children with the highest academic need as determined by CSAP and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education, which removes your child's home, school from School Improvement status thus affecting your child's eligibility to participate in the a submitted "Title I Choice " program you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Pike Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Pike Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03 Pike Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school to analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Pike Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Rick Barry at 328-4600. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school, which is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at _____ and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am. Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority will be given to children with the highest academic need as determined by CSAP and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education, which removes your child's home, school from School Improvement status thus affecting your child's eligibility to participate in the a submitted "Title I Choice " program you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Queen Palmer Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Queen Palmer Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03 Queen Palmer Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school to analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Queen Palmer Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Priscilla Barsotti at 328-3200. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school, which is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority will be given to children with the highest academic need as determined by CSAP and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education, which removes your child's home, school from School Improvement status thus affecting your child's eligibility to participate in the a submitted "Title I Choice " program you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Roosevelt-Edison Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Roosevelt-Edison Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03 Roosevelt-Edison Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school to analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Roosevelt-Edison Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Vicky Axford at 637-0311. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary,

Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school, which is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am. Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority will be given to children with the highest academic need as determined by CSAP and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education, which removes your child's home, school from School Improvement status thus affecting your child's eligibility to participate in the a submitted "Title I Choice " program you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Whittier Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Whittier Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03 Whittier Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school to analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Whittier Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Larry Richardson at 328-4900. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability

Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school, which is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority will be given to children with the highest academic need as determined by CSAP and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education, which removes your child's home, school from School Improvement status thus affecting your child's eligibility to participate in the a submitted "Title I Choice " program you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

May 3, 2002

Dear Parent/Guardian:

As this year is coming to a close, we want to thank you for supporting your child/ren in achieving their educational goals. As a Title I school, Adams receives federal funding to support their schoolwide program. There are specific state and federal rules that govern the performance of students in Title I schools. A requirement of these rules is that parents must be informed when their school is on Title I School Improvement Status as a result of not making Adequate Yearly Progress.

Wilson Elementary is completing its first year on Title I School Improvement Plan Status as a result of not having demonstrated Adequate Yearly Progress during the 1998-99 and 1999-2000 school years. During the 2001-02 school year, Wilson Elementary was offered technical assistance by District level staff in the revision and completion of its current Title I School Improvement Plan. In 2002-03 Wilson Elementary will receive technical assistance from District level staff as long as they remain on a Title I School Improvement Plan. The technical assistance to be provided will range from helping the school to analyze student achievement data, identifying and addressing problems in instruction if any exist, identifying and implementing professional development and implementation of parent involvement requirements.

During the 2001-02 school year, Wilson Elementary has worked with staff and parents/guardians to write a new school improvement plan. To review and/or receive a copy of the school improvement plan, contact the Principal Sandra Suddarth at 328-7800. The plan addresses the following goals:

- During the school year 2001-02, the number of proficient or above students on 5th grade CSAP scores will increase 33% through the application of the specific strategies that support the learning for students at risk for not meeting standards.
- During the school year 2001-02, 25% of the identified non-proficient readers, using Multi-Sensory Instruction, Balanced Literacy, and Corrective Reading methods, will be assessed as proficient or advanced as measured by the QRI-II (Grades 2,3,4,5), DALT (Grades 3,4,5), and CSAP (Grades 3,4,5) by 2002.
- 54% of students on ILP's who do not evidence "special needs conditions" (on IEP) and who receive daily small group reading instruction using Multi-Sensory Instruction, Balanced Literacy, or Corrective Reading methods and who participate in H.O.S.T.S. daily tutorial program, and the after-school tutorial program for 80% of the year will move from non-proficient to proficient and above as indicated by the QRI-II, DALT, and CSAP spring (April 2002) assessment.

Hunt Elementary School must involve parents in the discussion, review and formulation of its Title I School Improvement Plan. To become involved in this process, please contact the principal of Hunt Elementary, Mrs. Jan Noble at 328-2900. In addition, Hunt Elementary has a Building Advisory and Accountability Committee (BAAC) comprised of parents and community members who provide input into the formation of the goals, programs and services developed by the school. You may obtain information regarding joining this committee by contacting Mrs. Noble. Your involvement is encouraged and appreciated.

Based on Federal law, students in schools on Title I School Improvement Status are eligible to attend a school, which is not on Title I School Improvement Status. As regulations clarifying the new law have not yet been issued but the District is required to provide to Parents of children attending Title I schools an opportunity to participate in "Title I Choice" for the 2002-03 school year interim procedures and guidelines have been developed to serve on a temporary basis. As a result, the designated alternate schools from which you may select for the 2002-03 school year are: Bristol Elementary, located at and Thomas Edison Elementary, located at 3125 North Hancock Avenue. District Eleven will provide transportation from Hunt Elementary to either Bristol or Edison Elementary. It is estimated that the departure time from your child's home school to the "Choice" school will be approximately 7:15 am.

Bristol and Edison received an Average rating on the most recent State Accountability Report. If you want your child to attend Bristol or Edison for the 2002-03 school year, complete the enclosed Title I Choice Application and return it to your child's school on or before May 24, 2002.

All Title I Choice applications will be reviewed after May 24th and priority will be given to children with the highest academic need as determined by CSAP and who qualify for Free and/or Reduced lunch. Notices of the status of an application will be mailed by June 10, 2002. In the event that new Adequate Yearly Progress information is provided by the Colorado Department of Education, which removes your child's home, school from School Improvement status thus affecting your child's eligibility to participate in the a submitted "Title I Choice " program you will be contacted as soon as possible.

Should you have any questions about the "Title I Choice" process please do not hesitate to contact me at 520-2443.

Sincerely,

Waynette Rand
President
District Eleven Board of Education

Appendix B: Building Choice Letters to Parents

Adams Elementary
Hunt Elementary
Ivywild Elementary
Midland Elementary
Monroe Elementary
Pike Elementary
Queen Palmer Elementary
Roosevelt-Edison Charter School
Whittier Elementary
Wilson Elementary