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TO: Title I A Coordinator: Meg Peterson
Superintendent: Bob Marquis
FROM: Mary Bubnis, NH DOE Title 1 South Central Regional Manager
RE: Title 1 A 2016 2017 onsite visit
DATES: Visit: December 5, 2016, and December 19, 2016
Report January 18, 2017

Thank you for organizing very successful onsite visits. I appreciate all the time and effort that went into the preparation for the visit. Special thanks should go to Meg Peterson, and all of the school staff for making all the arrangements and submitting all the required documentation prior to the review. I would also like to thank you and all your staff for your willingness to share your thoughts about the Title I A program and for all the time you set-aside to meet with me. I was able to develop a good understanding of what the Title I program looks like and how it operates in your district.

This final report is divided into two categories. They are as follows:

Compliance Issues: None
Recommendations: This is a model program,, very creative and responsive to changing needs.

Additional comments:

Documentation: The needed compliance documentation including program records, student assessment and all required items were well organized, complete and thorough. The program application is carefully completed and all forms and signatures are evident.

Family Involvement: There is consistent effort to gather parent input about the program and hold annual meetings. Families noted that there are opportunities to learn about Title I A , and the staff is friendly and supportive; offering parents ideas to help their students, including selecting books. It was mentioned that the children have more confidence because of Title I A and one parent noted her child actually enjoys doing homework since starting Title I A. Parents noted online and other resources are shared and they wish the program could begin services earlier in the year. They also felt the after school program was helpful. They find the program has been very beneficial to their children.

Observations: Students were attentive and challenged by the work observed. It was apparent that the work is aligned with classroom lessons and the skills needed by the students. The content seemed motivating and rewarding. Instruction was intentional: All Title I A staff members observed were able to engage the students and the observations went smoothly.

Title 1 A staff: In both schools the staff stated that their team is great to work with, they bounce ideas off each other, and that administration is very helpful with getting materials and what is needed for the programs. Their feedback about the children is respected and included to determine how to best serve the students. They noted that very few parents refuse services because there is no stigma and the positive results are pretty well known. They noted that scheduling is challenging but has improved. They reported feeling respected by their colleagues and the administration, and stated that teachers are flexible and appreciative. They said that small group instruction and consistency was very beneficial, and that the program targets the skills students need. They stated that parents feel comfortable in the school and coming to talk with them; and that the community enjoys an easygoing relationship with the school and staff and this helps support the program.

Classroom teachers: Teachers were very supportive of the program and explain to parents that this gives the children an “extra boost”. Teachers noted that they are familiar with Title 1 A progress reports before they go home to parents. The assistance students receive is very personalized. Teachers see skills transfer from Title 1 A to classroom work, and described evidence of both academic growth and increased confidence. They had positive feedback about many aspects of the Title 1 A program, and praise for the Title I A staff members. It was mentioned that some parents were initially reluctant to sign the students into Title 1 A, but once they do, they seem to love the program and love seeing their children enjoy success.

Principals and Superintendent: They have not received negative feedback from or about Title 1 A, and overall the parents seem pleased. They said the program is well recognized in the community as a positive experience. Sometimes families want their children to participate when they are not eligible and M. Peterson is adept at handling these delicate conversations. They feel that the program is not static, it is consistently managed to improve the quality and outcomes.

This was a very pleasant visit and the program meets the Title I A program expectations.



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