

Linden Unified School District
BOARD ACTION ITEM

Date: October 7, 2014

To: Superintendent

From: Janet Handley
Director of Curriculum

Subject: Title I & III Academic Progress and LEA Plan

BACKGROUND:

This report is a summary of progress our students are making in the Title I and English Language Programs. The first part of the report summarizes how students at Linden Elementary and Glenwood are doing in grades K – 3. The data presented represents the growth students have made in the 2013 – 2014 school year of students who have been identified for Title I services.

The second portion of the report reviews how English Language students are progressing in their acquisition of English and academically in their content subjects for grades K – 12. LUSD performed very well on the CELDT with our district meeting AMAO goals 1 and 2. All districts are frozen for goal 3 due to no statewide testing information.

The last portion of the report summarizes our progress on our Local Educational Plan. This plan details how our district is providing support to students and parents to close the achievement gap. As you will see, we have followed the plan and are continuing to work towards closing our achievement gap.

FINANCIAL IMPACT: Information only

RECOMMENDATION: Information only

Title III Accountability Report

	2011-2012	2012-2013	2013-2014
AMAO 1 Percentage of ELs Making Annual Progress in Learning English			
Percentage Meeting AMAO 1 in LEA	59.5	62.7	62.6
School Year Target	56.0	57.5	59.0
Met Target for AMAO 1	Yes	Yes	Yes
AMAO 2 Percentage of ELs Attaining the English Proficient Level on the CELDT			
Less than 5 Years Cohort			
Percentage in Cohort Attaining the English Proficient Level	17.7	24.3	23.4
School Year Target	20.1	21.4	22.8
Cohort Met Target	No	Yes	Yes
5 Years or More Cohort			
Percentage in Cohort Attaining the English Proficient Level	40.6	51.5	55.6
School Year Target	45.1	47.0	49.0
Cohort Met Target	No	Yes	Yes
Met Targets for AMAO 2	No	Yes	Yes
AMAO 3 Adequate Yearly Progress for EL Student Group at the LEA Level			
English Language Arts			
Met Percent Proficient or Above for English Learner Student	Yes	No	No
Mathematics			
Met Percent Proficient or Above for English Learner Student	No	No	No
Met Targets for AMAO 3	No	No	No

Title I and Title III Student Achievement and Progress on the LEA Plan

The district receives extra money from the Federal Government to help close the achievement gap of our low socio-economic students and English learners. One of the sources of extra money is a fund called Title I.

We identify students as Title I each fall by looking at assessment scores. If a student does not meet benchmarks in 2 or more assessed areas, we qualify them as Title I students at the beginning of the year. We then provide extra interventions in the areas of reading, writing and math; both during the day and after school.

Students are re-assessed in these same assessment areas at the end of each trimester. At the end of the year we see how many of our Title I students are able to meet the benchmarks in the areas assessed.

Percent of Title I students at Linden Elementary and Glenwood Elementary by Grade Level in the school year 2013-2014

	September 2013 % of students at each grade level that were Identified Title I	May 2014 % of students that still met Title I criteria* at end of year	Change in percent (decrease)
Linden Elementary			
Kindergarten	64%	24%	40%
First Grade	65%	28%	37%
Second grade	71%	47%	24%
Third grade	58%	31%	27%
Glenwood			
Kindergarten	48%	18%	30%
First Grade	52%	32%	20%
Second Grade	54%	25%	29%
Third Grade	65%	47%	18%

In all grade levels there was a decrease of at least 18%

Interventions for Reading and Math

Both schools	Linden Elementary	Glenwood
Language for Learning	Levelled Literacy Intervention	SRA Mastery Reading
PALS	iREAD online	Reads Naturally online
Dreambox math online	System 44	Lexia online
	Reading for Success	Reading Club
	Guided reading and notetaking	

During the school day interventions are scheduled during the first 30 minutes of the day or the last part of the school day so student's won't miss core classroom instruction. After school interventions are scheduled the first hour after school is out.

*Title I criteria: Identifying Title I students in Linden Unified

9-13-13

Our Local Education Area plan states that "students who are not yet at grade level" in grades kindergarten through eighth grade are eligible for Title I support in schools that qualify for Title I.

We determine who is eligible for Title I using the following criteria:

Kinder-Second:

- Students who are not meeting benchmarks on BELL assessments in at least 2 areas.

Kindergarten BELL assessments include: letter names, letter sounds, print concepts, sight words, reading consonant vowel consonant words, text level reading, phonics dictation, district writing assessment, district math assessment.*

First Grade BELL assessments include: basic phonics skills test, high frequency word reading, text level reading, district writing assessment, district math assessment.*

Second Grade BELL assessments include: basic phonics skills test, text reading level, STAR accelerated reader benchmark, district writing assessment, district math assessment.*

Third grade- Fourth grade

- Students scoring below the benchmark on STAR accelerated reader or the district math assessments.

**We also count English Learners in grades kinder – fourth grade who have not scored early advanced or advanced on the CELDT as Title I.