

**Farmersville High School:
Title III Year 4 LEA Needs Assessment**

1a. Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE and other assessments used by the LEA to measure EL student English proficiency and academic achievement.

Response:

After a thorough analysis of the above mention assessments, it is apparent to the staff at Farmersville High School that the overall ELL population is not making overall annual progress in learning English and Mathematics. Furthermore, it is determined that the majority of ELL students who tested in the CELDT assessment are performing at the Intermediate level, while minor gains are being made at the Early Advance/Advance levels. It can also be determined that ELL students who have tested at the English Proficient levels of the CELDT assessment are scoring significantly lower than non-ELL students in the areas of ELA and Mathematics portions of the state administered CST.

1b. Describe the strengths and weaknesses in the implementation of the LEA's current Title III Year 2 Improvement Plan Addendum or Title I LEA Plan Addendum.

Response:

The major weakness to the district and site Title III Improvement Plan is getting all certificated staff to fully implement all of the research based strategies and best practices that have been shared over the past two-three years. This includes the usage of curriculum maps, Write Tools; delivering standards based instruction, utilization of benchmark assessments, the implementation and utilization of data to drive instruction, effective follow up and staff collaboration.

2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how the root causes were verified.

Response:

- 1) Farmersville High School was previously on an Eight Period Block Schedule. This was believed to be a major contributor to the lack of success for all students. As a result, the block schedule has been eliminated.
- 2) Another contributing factor to the ELL student population struggles has been the lack of available intervention classes available to students during an eight period block schedule. Students were essentially enrolled in alternating classes every other day.
- 3) Lack of monitoring procedures for all ELL students.

- 4) The Math Department scheduling of students under the previous block schedule was ineffective. The majority of entering 9th grade students were enrolled in Algebra 1B at the beginning of the second semester, thus eliminating any math classes for students at the beginning of the school year.
- 5) Data that is collected is not being utilized collectively across the core content areas.
- 6) lack of research based reading program

3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions chosen specifically to solve the achievement problem (s) identified above.

Response:

- 1) Farmersville High School is now operating under a Traditional Seven Period Day. All students are now in “Year Round” classes and are scheduled with the same teacher for the entire school year. We believe that the consistency and every day instruction will assist our ELL student population.
- 2) All ELL students who have scored at the CELDT level 3 and below are assigned an extra period of ELA Intervention in addition to their regularly scheduled grade level class. In addition, students who are identified at the above mentioned achievement levels are also assigned after-school tutorial.
- 3) All ELL students are now a part of a comprehensive monitoring system that begins at the time of entry to Farmersville High School and continues through their four years of high school. This process also includes students that have been previously re-classified. There is an assurance that all ELL students are closely monitored and prescribed the appropriate interventions services in order to close the achievement gap.
- 4) All ELL students are now appropriately placed in their math classes based on the following data; CST scores, previous math grades, current math assessment at time of entry and teacher recommendation. All students are then placed in a one year algebra 1 class or a 2 year algebra 1 class based on the above mentioned data. These students receive instruction from the same teacher for the entire school year. They are regularly assessed and monitored utilizing departmental benchmark assessments.
- 5) All teachers are going through training on how to utilize the Edusoft software program. In addition, staff developments are being used to train all certificated staff on how to analyze student data, which in turn will drive the instruction.
- 6) Ongoing development of a research based literacy program for the entire school.
- 7) Consideration of hiring a reading specialist.