

## **Title III Year 4: Needs Assessment Farmersville U.S.D.**

### **ELSSA**

37% or 40/107 of this cohort is meeting ELA standards. However the most success is from the 2nd through fifth grades. 51% or 32/62 2nd through 5th graders met standards whereas only 17% or 8/46 sixth through eight graders met standards. From sixth grade on, our ELs have a much poorer success rate at attaining the ELA standards.

6.b 70% or 61/87 of this cohort is meeting MATH standards. However the most success is from the 2nd through fifth grades. 70% or 61/87 2nd through 5th graders met standards whereas only 32% or 8/25 sixth through seventh graders met standards. From sixth grade on, our ELs have a much poorer success rate at attaining the MATH standards than the earlier grades. However, overall, our EL success rate is higher in math than in ELA.

7.a. 8% or 24/292 of this cohort of Intermediate CELDT ELs is meeting ELA standards. However, the most success is from the 2nd through fifth grades where 23/209 or 11% met standards. The least success is from the sixth and seventh grades where 1/83 or 1% met standards.

8 a. Our R-FEP students are our strongest students in the district and this data confirms this. The disparity of poorer results in the junior high grades that we see among the general EL population is NOT as great among the R-FEPs. The percentage of R-FEPs in the BB and FBB categories is half that of the EL intermediates. It is gratifying to see 46% of this cohort meeting ELA standards!

8.b. Our R-FEP students in grades 4-7 scored higher in Math than in ELA. 61% of the R-FEPs attained proficient and advanced. Again, our R-FEP students show the strongest academic skills of any other cohorts.

9.a. The initial passing rate in math is 42% or double than that of ELA which is 19%. The proficient level is also twice as much in math, 9%, than it is in ELA, 5%. The optimal number of years in the district for ELA passage appears to be 0 to 2 years. Curiously the optimal number of years in the district for math passage appears to be 6 to 8 years with 0 to 5 closely behind. Those students with 9+ years in the district displayed the worst record in math, 15%.

10. The initial CAHSEE passing rate in math among the R-FEPs is 79% and in ELA is 82%. Hence R-FEPs are doing extremely well in comparison to ELs. The Math CAHSEE passing rate for R-FEPs is double that of ELs; the ELA CAHSEE passing rate for R-FEPs is quadruple that of ELs.

**Edit Title III Needs Assessment-Complete the needs assessment and base your plan on the findings.**

**1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.**

- a. *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.*

**Hester:** Both AMAO 1 and 2 have been met. Each year approximately 70% of the incoming kinder are English Learners. They require a great deal of interactive language in order to catch up quickly.

**Snowden:** EL students are not meeting AMAO I or II. Furthermore only 16% of the ELs met the ELA CST standards whereas 25% of EOs and FEPs met standards. 33% of EL students made math standards and 45% of the EOs and FEPs made math standards. The API goal was met.

**Freedom:** The ELs are consistently missing the ELA goal on the CST exams. They are meeting their math goals. However, Freedom was the only school in the district who met the AYP goal. A discrepancy on the CELDT tests between the written and oral portions has been identified.

**Jr. High:** EL students in the 6<sup>th</sup> – 8<sup>th</sup> grades who are at the *English Proficient level on the CELDT* are demonstrating low levels on ELA CSTs. 30% of the 6<sup>th</sup> graders, 40% of the 7<sup>th</sup> graders, and 29% of the 8<sup>th</sup> graders scored Below Basic and Far Below Basic in ELA (33% on average across the three grades) . Below Basic and Far Below Basic Math results were 40% (4/10); 46% (7/15); 19% (4/21) (35% on average across the three grades).

When analyzing results of those at the *CELDT Intermediate levels*, the results are similar: ELA- 6<sup>th</sup>- 62% (23/37); 7<sup>th</sup> -76% (16/21); 8<sup>th</sup>- 80% (20/25) (72% on average across the three grades). Math- 6<sup>th</sup>-47% (17/36); 7<sup>th</sup>-62% (13/21); and 8<sup>th</sup> – 60% (15/25) (56% on average across the three grades).

Reading and Writing levels at 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades are not commensurate with the speaking and listening results.

Correct placement of EL students in intervention classes continues to need refinement. Students are placed in an intervention class because of their assessment data. However, sometimes poor ELA results are due to lack of motivation as opposed to lack of ability. Hence each student’s intervention placement needs to be looked at carefully by teachers who know the students.

Teachers discuss student concerns among themselves, at staff meetings, and in SST meetings, about the lack of motivation for many students. Student attitude among some who are failing academics or who are experiencing severe behavioral problems is reported to be one of, “Who cares? Why do I gotta learn this anyway....?” School culture including the arts, music, and sports is a known positive of a student school day. However, many of our students have no day time opportunity for electives because of the increases time for academics. The problem

**High School:** This downward trend continues at the high school level. EL students in 9<sup>th</sup> – 11<sup>th</sup> grades who are at the *English Proficient level on the CELDT* are demonstrating extremely low levels on the ELA CSTs. 47% of the 9<sup>th</sup> graders, 83% of the 10<sup>th</sup> graders, and 77% of the 11<sup>th</sup> graders scored Below Basic and Far

Below Basic in ELA (69% on average) . Math results were 57%, (12/21) 86% (1315) and 88% (7/8) respectively (77% on average).

When analyzing results of those at the *CELDT Intermediate levels*, the results are similar: ELA- 9<sup>th</sup>- 80% (12/15); 10<sup>th</sup> -83% (15/18) (88% on average); 11<sup>th</sup>- 100% (12/12). Math- 9<sup>th</sup>-86% (13/15); 10<sup>th</sup>-85% (11/13); and 11<sup>th</sup> – 100% (7/7) (90% on average).

**b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA Plan Addendum.**

**Hester and Snowden:** The LEA Plan called for a systematic ELD program. *Avenues*, by Hampton Brown, has been successfully implemented at both sites for 30 – 45 minutes a day. The LEA Plan did not address the issue of intervention at Snowden. The elimination of class size reduction in grades K and 3 was identified as a hindrance. As of 2007-08, class size reduction has been reinstated in grades K and 3. Software program *LEXIA*, as cited in the previous Title III Plan continues to be used for all grade 2-3 students, including ELs who need extra support. At Hester, also as cited in the previous Title III Plan, the software program *Earobics* is being used to provide extra support for struggling K-1 students including ELs.

**Freedom:** Freedom successfully implemented *High Point* for all students. ELs are receiving 45 minutes of ELD everyday. English Only (EO) students receive High Point and/or other resources for additional ELA support or extension.

**Jr. High and High Schools:** The LEA Plan addressed the issue of poor math performance and the need and subsequent plan for additional intervention classes. Large class size was also identified as a hindrance. The lack of year round ELD at the High School level was addressed and corrected once the block schedule was eliminated. **High Point ELD** has been implemented at both the junior and senior high schools. **High Point Intervention** has been implemented at the junior high.

**Overall:** One hundred percent (100%) of FUSD teachers hold an appropriate English Learner authorization. All sites, with the exception of the continuation school, maintain minimally 95% attendance rate. QEIA including class size reduction in grades K-8 has been implemented. The need for ELD benchmarks was cited in the previous plan. High School ELD benchmarks have been in place for two years. ELD Benchmarks are now in place and being refined in grades K-8. As part of the AGB process, ELD benchmark results are reported to the School Board three times a year. High School benchmarks, including those for ELD, will need to be added to the AGB process.

## **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 root causes were verified. \***

**Hester K-1:** More than 70% of our children come from second language homes. Parents have to be introduced to our school system so that they may understand our educational institutions in this country. Our goal is to include parents at all levels of their children's education enabling them to be their children's BEST first teachers, and to become part of the FUSD learning community. Parental support helps students succeed at school.

**Snowden 2-3:** For many years the staff did not understand the need to aggressively attack the issue of ELD and SDAIE at their grade level.

**Freedom 4-5:** English Learners need more skillfully constructed SDAIE classroom strategies throughout the day. Students take the oral part of the CELDT with instructional aides who may not know the students and may not have the same rapport the classroom teacher has with the students.

**Jr. High 6-8:** The major stumbling block has been to provide appropriate scheduling for students. Sixth graders need the more nurturing environment of self contained classes. ELD was not uniformly being provided. Lastly the issue of providing an hour of core math AND 30 minutes of intervention math has not been 100% successful.

**High School:** Farmersville High School was, until end of 2006, on a compressed 4 x 4 Block Schedule. This was believed to be a major contributor to the lack of success for all students especially for ELs because most academic classes were taught in one semester. The following year the scheduling was an alternating A-B eight period block which hindered the availability of intervention classes. The block scheduling frequently prevented students, including ELs, from having math in the freshman fall semester.

Consistent monitoring procedures for EL students, including appropriate scheduling and appropriate course identification needed refinement. A research based high school level reading program such as **EDGE by Hampton Brown**, needs to replace **High Point** which is used in grades four through eight.

Data that is collected is not being utilized collectively across the core content areas.

High School has consciously focused on benchmarks, best practices, Write Tools, staff collaboration, and EL-ELA strategies. The 2007 research based book **50 Content Area Strategies for Adolescent Literacy** was a focal study guide in 06-07 led by Assistant Superintendent and TCOE ELD specialist- C. Friesen. Per the site administration, one of the identified causes is effectively monitoring the implementation of the site's ongoing professional development.

**Overall:** Throughout our grades we must be more aggressive in selecting those ELs in need of additional support as well as providing the differentiated instruction as determined. Furthermore the continued monitoring of English Learner student progress must be in place and carried out more faithfully throughout all the grades.

### **3. IDENTIFY THE SOLUTION(S):**

*Describe the research-based solutions to solve the low achievement problem(s) listed above.*

Six of the nine Marzano strategies as described *Classroom Instruction that Works* have been introduced in 07-08. The remaining two will be studied in 08-09. The AGB team walk through observation tool includes six of the strategies. Teachers will be asked to identify the Marzano strategies used in their lesson plans. Benchmarks for ELD, ELA, and math are in place K-12. The analysis procedures need to be improved.

**Hester K-1:** Continue with the successful **Family Reading Nights** where parents and students spend an hour with other students in their grade level and their teachers participating in hands on literacy and numeracy activities. Continue working with the area pre-schools so that parents and teachers understand the kindergarten standards.

Hester made their AMAO I and II goals. Because several of the kindergarten classes are predominantly populated with EL students, and several teachers are participating in professional development led by Carmen Friesen at TCOE, the site in November of 2008 has started deploying for ELD to give dominant Spanish speakers ample practice in using English in various settings.

**Snowden 2-3:** ELD schedules are being followed. Teachers will be asked to deploy for ELD beginning in fall 2009. Classroom teachers will be taught to administer the CELDT tests to their own students in order to increase ownership by the teachers and to create a less stressful/more positive atmosphere for the students.

At **Freedom Elementary** (gr 4-5) Classroom teachers will be taught to administer the CELDT tests to their own students in order to increase ownership by the teachers and to create a less stressful/more positive atmosphere for the students.

**Jr. High 6-8:** A new principal, with a stated and heartfelt goal of working to create the correct scheduling and environment for English Learners is now in place. Tulare County Office of Education math consultants are continuing a second year contract working with the math department to develop (this year is refinement) and effectively implement benchmarks. Teachers are being taught to analyze results and alter instructional practices to meet the needs of the students. We will continue with this support until no longer needed. Several days of ELA/ELD consultants from TCOE were contracted at the end of summer 2008 to help revamp the ELD program. **High Point** assessment support was purchased (including a day of training) and has been implemented using our **Edusoft** assessment tracking/analyzing system.

Administration needs to better organize and guide the placement of EL students prior to school starting in the fall. Data analysis also needs to be looked at in a more systematic manner at the end of each quarter. Continue monitoring EL progress of those 3-4-5's who are mainstreamed in departmentalized (7<sup>th</sup>-8<sup>th</sup> grades) English Language Arts.

**High School:** The block schedule, which effectively hindered not only ELD but all other academic classes, has been eliminated. Working for three years with the Office for Civil Rights at the High School provided needed support. The current principal, now in his second year at the High School is providing leadership and guidance to the staff and students.

Monitoring EL students is part of a comprehensive system that begins at the time of entry to FHS and continues through graduation. Reclassified students are now monitored appropriately for two years after their reclassification date. Teachers provide written feedback to students and counselors with the principal

overseeing the process. Els with CELDT scores of 3 or below are assigned an extra period of ELA intervention as well as after-school tutorials which are part of our ASSETS- 21<sup>st</sup> Century program.

All EL students are now appropriately placed in a math class 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 or two year algebra 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. As of November 2008, all high school teachers have been asked to create seating charts identifying CELDT levels, CST levels, EL status, and RSP status for each period. Furthermore, each FHS teacher has been asked to identify 3 to 5 students scoring at the Basic or below on any portion of the previous year CST tests. The teachers have been directed to provide extra assistance and mentoring to these students for the rest of this year. The plan is to continue this in 09-10 making refinements where necessary.

All teachers are being training in the effective utilization of the Edusoft data collection and analysis software program. Additionally monthly staff development time is devoted to training all certificated staff on how to analyze student data, which in turn will drive the instruction.

High School will adopt a new, research based literacy intervention program in 2009-10 such as EDGE by Hampton Brown. Depending on 2009-2010 budget, high school administration is considering hiring a reading specialist/coach.

**Overall:** As per the 2007 CDE *Reading/Language Arts Framework* as a district we must be more systematic when identifying students in need of intervention. Furthermore, the monitoring process must be strictly enforced so that our students are not allowed to fail. A form has been developed to identify the strategic and intervention groups of learners. Principals, counselors, and teachers will be introduced to the form in 2008-09 and be expected to complete them for students in need.

The 2007 CDE *Reading/Language Arts Framework* has been purchased for all classroom and ELA/ELD teachers as well as for administrators. Sites will focus on their grade level standards, instructional practices, assessments and universal access. We continue to use the WestEd English Learner standards guide. All new teachers have received them and have reviewed them with colleagues and site administrators.

All teachers (within whatever budget and economic uncertainties are imposed in the coming months and year) will be expected to participate in the SB472 English Learner Professional Development training. Program Improvement sites will be targeted first.

*Thinking Maps* professional development (focusing on graphic organizers) will continue in 08-09. 7.25 hours of training was held in August of 2008. The following up 7.25 hours will occur January 12, 2009. The use of graphic organizers is one of the key research based elements identified by Marzano.

In 2009-10 professional development we will focus on English Learners. We will be partnering with TCOE Program Director, Dr. Guadalupe Solís to provide three days of training to our 140 certificated staff members. Teachers will use *Classroom Instruction that Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn which builds on the previously mentioned Marzano instructional strategies. As part of the focus each school site will be responsible for reading and applying the Marzano strategies~ *Building Background Knowledge for Academic Achievement-Research on What Works in Schools*. The author's DVD : *A Six-Step Process for Teaching Vocabulary* has been purchased for each site. Grade levels and departments will work to develop, apply, and monitor key vocabulary lists.

In 2007-2008 the District provided three early-out collaborative events. In 2008-2009, the District has put into place *five early out collaborative afternoons*.

In summary, FUSD solutions will be focused on four areas.

- First, full implementation of ELD standards, including time on task as well as monitoring will be achieved.
- Second, consistent and correct ELA and Math placement and interventions will be ensured. As part of this focus area, our assessment systems including the software which store results will be monitored and supported. We will continue our emphasis on revising benchmarks AND analyzing results to improve instruction. AGB walk-throughs, which demand rigorous instructional strategies and learning environments will continue and include the high schools.
- Third, we will continue our parenting activities which we feel are providing needed support and information to our families.
- Fourth, professional development will continue with an emphasis on providing effective teaching/learning strategies to enable all EL students to reach NCLB goals