



Title I: Improving Academic Achievement Outcomes

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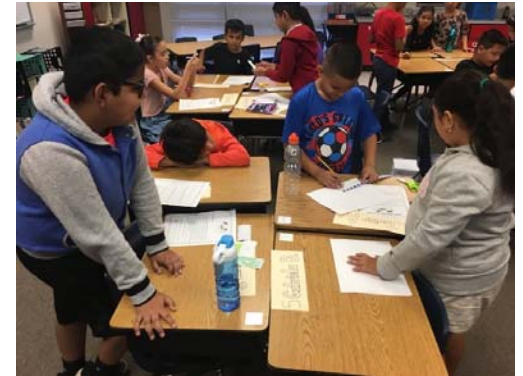
October 25, 2018
Board of Trustees

Title I Funding

Title I: federal funding to schools to help students who are low achieving or at most risk of falling behind.

Title I is allocated based on % free/reduced lunch. This is how economically disadvantaged students are identified.

Purpose of the funding: extra educational services to help at risk students



Federal Requirements for Title I



The federal reauthorization of ESEA (Elementary and Secondary Education Act), ESSA (Every Student Succeeds Act), includes requirements to ensure students who lives in poverty have their needs met.

These requirements include:

- A comprehensive needs assessment process, using verifiable state (CAASPP) and local data (I-ready, MAP), to determine student needs
- A plan for meeting the needs of those students, using research based strategies, including goals and metrics for measuring success
- Monitoring of the plan, throughout the year, and making changes to improve implementation and success
- Ed Services is working closely with site administrators to align interventions, monitor effectiveness, and improve implementation of strategies designed to improve student learning.

WJUSD District Wide Title I program funds:

- Summer school, academic conferencing, district attendance liaisons, administration of the program, homeless and foster youth programs

School Sites receive 85% of funding :

- Software remediation and acceleration programs, such as IXL and Accelerated Reader
- STEAM and enrichment programs
- Instructional Coaching and Intervention
- Professional Learning to improve teaching
- Parent education (CABE)
- Collaboration for grade level teams to improve instruction
- Site Rtl teams to differentiate students' education based on need



The California Way

The California ELA/ELD framework:



Poverty is a **risk factor** for poor academic outcomes.

In other words, children and youth living in poverty are **more likely** than their peers to experience **academic difficulty**.

BUT

The **effects** poverty has on individuals **vary** based on based on each person's characteristics, life experiences, context and positive relationships

California ELA/ELD Framework

Thus, the **respectful , positive, and supportive schools** called for through out this chapter...are especially crucial for students living in the psychologically and physically stressful circumstances that come with poverty.



California ELA/ELD Framework

- It is essential that teachers and districts **identify student instructional needs early** and work to determine how such needs can be addressed.
- Notably, children living in poverty who do experience academic success in the early years of school are more likely to succeed in subsequent years; **early success in reading has been demonstrated to have particular significance for this population of students** (Herbers, and others 2012) .



Recommendations from the Framework

Health and Nutrition

Ensure students have daily opportunities for physical activity and that they and their families are aware of free and reduced lunch programs and medical, including mental health , services offered in the community.

Academic Language

Attend to academic language development in all areas of the curriculum and in classroom routines. As noted throughout this ELA/ELD Framework, academic language, which includes vocabulary, is a crucial component of ELA/ literacy programs and disciplinary learning (as well as all aspects of life and learning). Provide rich language models, prompt and extend responses, and engage the student in discussions.

Recommendations from the Framework

Effort

Recognize the critical role that teachers and schools play in students' willingness to exert themselves academically. Strengthen relationships between the school and students.

Hope and Growth Mindset

Ensure that students know that their futures and their abilities are not fixed. Provide high-quality feedback that is task-specific and actionable. Support students' beliefs in their potential (not their limitations) and the rewards of effort.

Recommendations from the Framework

Cognition

Break content into smaller, manageable components. Ensure that all students receive a rich , engaging , and intellectually stimulating curriculum . Encourage students and provide positive feedback.

Relationships

Ensure that adults at school are positive, caring , and respectful . Make expectations clear . Above all , treat students living in poverty, as well as their families, with dignity, and convey the attitude that all students are welcome and capable of achieving to the highest levels.

Distress

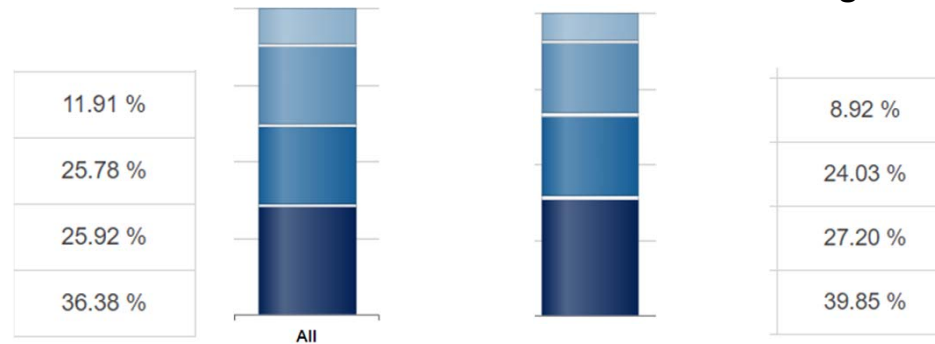
Recognize the cause of the behavior . Build positive and respectful relationships. Teach coping skills. Seek advice from other school or district professionals, when appropriate.

Smarter Balanced Results

California
Economically
Disadvantaged

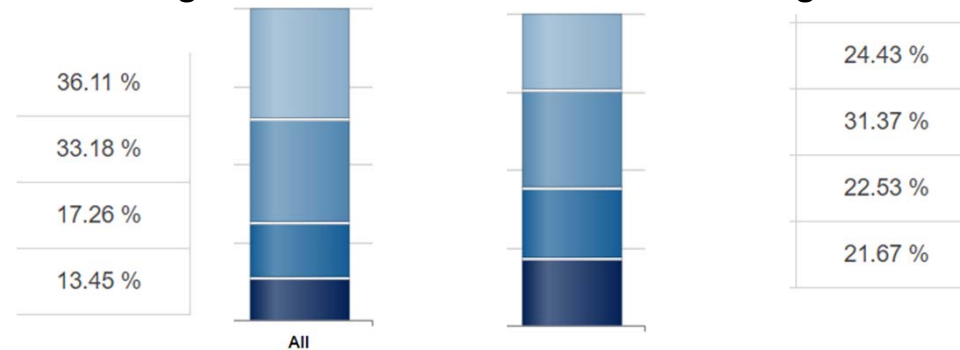
ELA

WJUSD
Economically
Disadvantaged



California
Non-Economically
Disadvantaged

WJUSD
Non-Economically
Disadvantaged

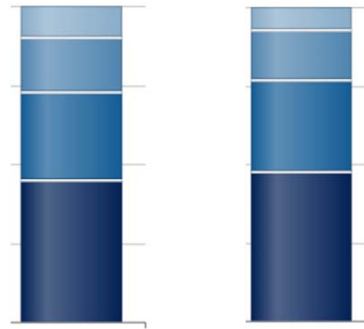


Smarter Balanced Results

Math

California
Economically
Disadvantaged

9.44 %
16.79 %
27.92 %
45.85 %

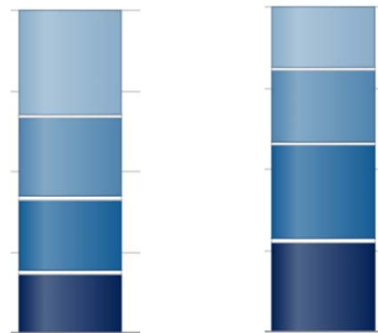


WJUSD
Economically
Disadvantaged

6.88 %
15.48 %
28.96 %
48.68 %

California
Non-Economically
Disadvantaged

33.30 %
25.13 %
22.68 %
18.89 %



WJUSD
Non-Economically
Disadvantaged

19.11 %
22.78 %
29.64 %
28.48 %



Questions and Comments

It's about meeting the needs of our students, through quality first instruction.