

LODI UNIFIED SCHOOL DISTRICT

Rule 6191

Instruction

Criteria for the Annual Evaluation of Consolidated Programs

Evaluation of Consolidated/Categorical Programs

I. Services to Title I Students

The following criteria will be used to evaluate the progress of students at Title I schools:

A. Academic Performance Indicators (API)

1. Meet school-wide and all subgroup growth targets two out of every three years beginning in the 2002-03 school year.

B. Literacy

1. Reading Recovery

- a. Sixty-six percent (66%) of all students served in Reading Recovery will discontinue the program reading at grade level.

2. Early Literacy Groups

- a. Goals for 2002-03: 50% of all students who are served in an early literacy group for at least 12 weeks will reach grade level in reading.
- b. Goals for 2003-04: 60% of all students who are served in an early literacy group for at least 12 weeks will reach grade level in reading.
- c. Goals for 2004-05: 66% of all students who are served in an early literacy group for at least 12 weeks will reach grade level in reading.

3. S.C.O.R.E. - School Challenge of Reading Excellence

- a. Goals for 2002-03: After five weeks of literacy instruction, we will maintain 75% increase on word isolation assessments, 90% increase on fluency rate, and 60% of our students will increase in all three assessment measures: word isolation, fluency rate, and comprehension oral retell. We will further observe comparing Modified Traditional calendar of 38 days of instruction vs. Concept 6 calendar of 25 days of instruction and

determine how number of days served influences increases in assessment measures.

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- b. Goals for 2003-04: After five weeks of literacy instruction, we will increase student performance to 77% on word isolation, 92% on fluency rate, and 63% of our students will increase in all three assessment measures: word isolation, fluency rate, and comprehension oral retell. We will continue to observe comparison of Concept 6 plan vs. Modified Traditional plan in regard to number of days served.
- c. Goals for 2004-05: After five weeks of literacy instruction, we will increase student performance to 79% on word isolation, 94% on fluency rate, and 66% of our students will increase in all three assessment measures: word isolation, fluency rate, and comprehension oral retell. Continue to compare differing YRE in regard to number of days served.

C. Writing

1. District Writing Assessment

- a. Sixty percent (60%) of the students who scored below grade level on the district writing assessment will demonstrate a minimum growth of one profile.

D. Math

1. A minimum of three Normal Curve Equivalent (NCE) points in total mathematics on the state mandated test.

The following criteria will be used to evaluate the progress of preschool students at Title I schools:

A. Children show self-awareness and a positive self-concept

1. Seventy-five percent (75%) of students enrolled in a State Preschool/Better Beginnings class for at least six months will demonstrate effective social and interpersonal skills using the Desired Results Development Profile.

B. Children are effective learners

1. Sixty percent (60%) of students who are enrolled in a State Preschool/Better Beginnings class for at least six months will demonstrate ability to count to 10 by rote memorization and will understand that letters make up words.

C. Children show physical and motor competence

1. Students who are enrolled in a State Preschool/Better Beginnings class for at least 6 months will demonstrate “Almost Mastered” competency level on 60% of Desired Results indicators.

D. Children are safe and healthy

1. Seventy-five percent (75%) of students who are enrolled in a State Preschool/Better Beginnings class for at least five months will communicate to another, the need to avoid dangerous behavior.

II. Services to English Language Learners

The following criteria will be used to evaluate the progress of English Learners in the area of English language development:

A. California English Language Development Test (CELDT)

1. A minimum growth of two proficiency levels over a three-year period.

B. Student Oral Language Observation Matrix (SOLOM)

1. In grades 4-12, a minimum growth of three points if the student’s previous score was between one and 14 inclusive.
2. A minimum growth of two points if the student’s previous score was between 15 and 23 inclusive.

The following criteria will be used to evaluate the growth in academic achievement for English Language students:

A. State-mandated norm referenced test

1. A minimum of 80% of the overall district Normal Curve Equivalent (NCE) growth in total reading, language arts, and mathematics.

B. District Writing Assessment

1. Sixty percent (60%) of the students identified as intermediate or above on the CELDT will demonstrate a minimum growth of one profile on the district writing assessment.

III. Re-designated Limited English Proficient (LEP) and Fluent English Proficient (FEP) Students

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The expected achievement of re-designated LEP students and FEP students is:

- A. A minimum of 60% of re-designated FEP students will score above the 50th NCE In total reading, language arts, and mathematics on the state mandated norm referenced test.
- B. A minimum of 60% of all re-designated FEP students will demonstrate grade level proficiency in writing by earning a score of three or higher on the district Rubric.

IV. School Improvement/California Professional Development Program

Each school site with either funding source shall annually provide a report summarizing the relationship between the school plan and/or WASC recommendations, the site expenditure of program funds, and the program outcomes, along with indicating the progress made towards accomplishing its school improvement and professional development goals.

V. Title V

An annual report shall be provided by the district's Title V Coordinator(s), summarizing the number of students served through Title V funds, and the use of these funds to support student achievement/academic programs.

Rule

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