



# Grass Valley School District Special Education

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Grass Valley, CA 95945

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## Title I Services 2015-2016 Board Report June 21, 2016

### Students Served by Title I Staff:

Bell Hill Academy	29 per trimester
Scotten School	126 annually
Lyman Gilmore	80 5 <sup>th</sup> Grade annually
	82* 6 <sup>th</sup> -8 <sup>th</sup> Grade ELA
	117* 6 <sup>th</sup> -8 <sup>th</sup> Grade Math
	(* Some students receive both ELA and Math support)

As can be seen from the attached summaries, each site has selected a service delivery model that best meets their school model and student needs. Students are selected to receive services based on academic scores from the end of the previous school year, as well as initial Accelerated Reader (AR) assessments conducted at the beginning of the year. The BPST is administered at the K-2 level. All Title I staff provide small group intervention for targeted skill development, as well as accommodated access to grade level curriculum.

With our shift to Illuminate as our Student Information/Learning Management System, we are continuing to identify and develop common assessments with which to measure progress. At this time, our primary measure is through the CAASPP system, which allows us to use the SBAC interim and summative assessments as benchmarks for third through eighth grade. AR is also used to measure skill growth in reading; we continue to work with staff on the consistent use of this measure.

I am currently working with Tina on how to best utilize Illuminate to improve our data collection and analysis. It appears we will be able to easily create groups in the fall which will allow us to specifically analyze the performance of our students receiving Title I services at each of the sites, a task which has been daunting this year, as it requires multiple steps working through both PowerSchool and Illuminate and to pull individual student information, rather than a group.

I am pleased to report that draft results from the CAASPP are already coming in; I have shared a sample Parent Report which allows parents to easily see their student's grade level performance, as well as year to year growth. I look forward to being able to share student progress in August when these results are "official."

# Title 1 Report Bell Hill Academy 2015/16

This report is a summary of the Title I school year 2015/16. The Title I team served an average of 29 students each Trimester.

Bell Hill Academy is a Title I school, with an over arching theme of Global Studies. We have two strands: 1. Dual Immersion, Spanish/English, 90/10 model, 2. English only, Global Studies. The Intervention Team provided the majority of academic support using the push-in model. We provided small group instruction using grade level curriculum within the general education setting. We also provide a small number of discrete skill development groups using the push-in model.

The assessment tool Dibels is used three time a year. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. The assessment is designed to be a series of short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

In addition, for our Dual Immersion Classrooms, we use IDEL 7, which is a research-based formative assessment series designed to measure the basic early literacy skills of children learning to read in Spanish. The IDEL measures are not a translation of DIBELS, although they are based on the same research-based evidence of how children learn to read in alphabetic languages.

For the purpose of this summary, Dibels assessment in English was used for grades K-4 in the classes where English was the language of instruction. Dibels in English was also used in grades 1-3 in the classes where Spanish was the language of instruction.

## Growth Report for Learning Center/Title I Students

### Growth Table for Title I students –Reading Fluency

Grade Level	0-25% Growth	26-75% Growth	76-100% Growth
First	75%	25%	
Second	29%	71%	
Third	18%	73%	9%
Fourth	33%	67%	

### Growth Table for Title I students –Accuracy

Grade Level	0-25% Growth	26-75% Growth	76-100% Growth
First	75%	25%	
Second	100%		
Third	90%	10%	
Fourth	100%		

Title 1 Teacher:  
Rosanne Paul: 0.5 FTE  
California Clear, Multiple Subject Teaching Credential,  
Education Specialist Credential,  
ASD Authorization,  
MAT, in progress

Learning Center Instructional Assistants:  
Elizabeth Collins: 0.7 FTE  
Cinthia Orozco: 0.2 FTE

Title 1 Programs Grades 1-4

#### ACCELERATED READING

World's most widely used reading software program that personalizes reading practice to each student's current level. Uses software to place, assess, and guide student's reading.

#### LEXIA READING

A computer-based program that provides explicit, systematic and structured practice on the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### OPEN COURT

Core reading program with components for remedial services: English-language development, re-teach, and intervention.

#### READ NATURALLY LIVE

A fluency-building program that incorporates comprehension and writing.

#### SIPPS

A systematic instruction in phoneme awareness, phonics and sight words.

#### STEP UP TO WRITING

A writing program that teaches basic, practical, and helpful instruction for writing assignments, assessments, and everyday writing tasks.

GO! Math (grade 3)

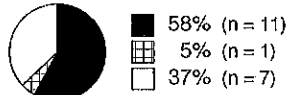
ST Math (grades K- 4)

**Beginning of Year**

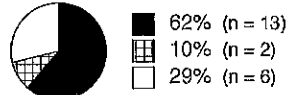
**Middle of Year**

**End of Year**

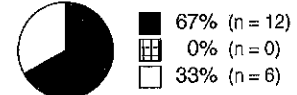
**DIBELS Composite Score**



Number of Students = 19  
 Average = 106.4  
 Standard Deviation = 47.7  
 Score Range = 18 to 165



Number of Students = 21  
 Average = 176.4  
 Standard Deviation = 105.6  
 Score Range = 18 to 404

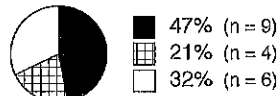


Number of Students = 18  
 Average = 198.3  
 Standard Deviation = 107.4  
 Score Range = 12 to 331

**Letter Naming Fluency**

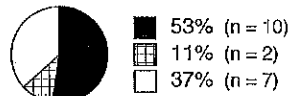
Number of Students = 19  
 Average = 45.5  
 Standard Deviation = 20.9  
 Score Range = 3 to 82

**Phoneme Segmentation Fluency**



Number of Students = 19  
 Average = 34.7  
 Standard Deviation = 19.1  
 Score Range = 0 to 58

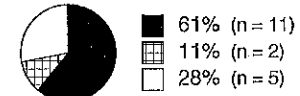
**NWF Correct Letter Sounds**



Number of Students = 19  
 Average = 26.1  
 Standard Deviation = 15.6  
 Score Range = 2 to 63



Number of Students = 21  
 Average = 57.5  
 Standard Deviation = 36.2  
 Score Range = 12 to 143

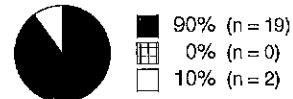


Number of Students = 18  
 Average = 85.2  
 Standard Deviation = 45.5  
 Score Range = 13 to 143

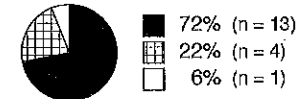
**NWF Whole Words Read**



Number of Students = 19  
 Average = 7.4  
 Standard Deviation = 5.6  
 Score Range = 0 to 21



Number of Students = 21  
 Average = 18.7  
 Standard Deviation = 13.2  
 Score Range = 0 to 50



Number of Students = 18  
 Average = 28.5  
 Standard Deviation = 16.9  
 Score Range = 3 to 50

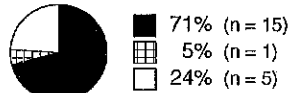
Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
▣	Below Benchmark	Likely to Need Strategic Support
□	Well Below Benchmark	Likely to Need Intensive Support

**Beginning of Year**

**Middle of Year**

**End of Year**

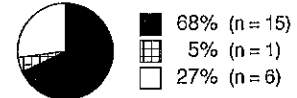
**DIBELS Composite Score**



Number of Students = 21  
 Average = 176.3  
 Standard Deviation = 80.5  
 Score Range = 31 to 301



Number of Students = 22  
 Average = 224.1  
 Standard Deviation = 90.1  
 Score Range = 46 to 356



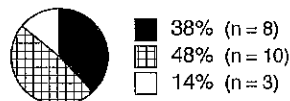
Number of Students = 22  
 Average = 259  
 Standard Deviation = 100.2  
 Score Range = 79 to 427

**NWF Correct Letter Sounds**



Number of Students = 21  
 Average = 48.2  
 Standard Deviation = 31.5  
 Score Range = 10 to 137

**NWF Whole Words Read**

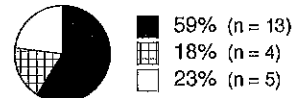


Number of Students = 21  
 Average = 14.6  
 Standard Deviation = 11.3  
 Score Range = 2 to 47

**DORF Words Correct**



Number of Students = 21  
 Average = 67.9  
 Standard Deviation = 38.4  
 Score Range = 11 to 128

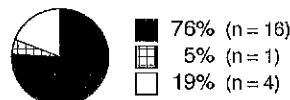


Number of Students = 22  
 Average = 85.6  
 Standard Deviation = 40  
 Score Range = 28 to 176

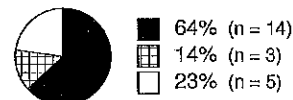


Number of Students = 22  
 Average = 104.2  
 Standard Deviation = 48.8  
 Score Range = 33 to 183

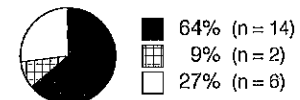
**DORF Accuracy**



Number of Students = 21  
 Average = 90.9  
 Standard Deviation = 10.8  
 Score Range = 61 to 100



Number of Students = 22  
 Average = 93.4  
 Standard Deviation = 8.9  
 Score Range = 74 to 100



Number of Students = 22  
 Average = 95.1  
 Standard Deviation = 6.3  
 Score Range = 81 to 100

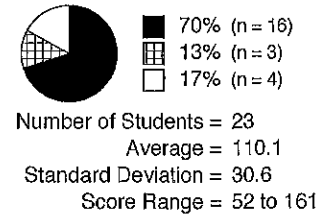
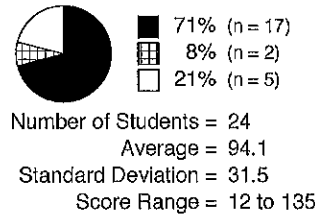
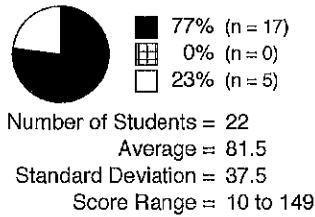
Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
▤	Below Benchmark	Likely to Need Strategic Support
□	Well Below Benchmark	Likely to Need Intensive Support

**Beginning of Year**

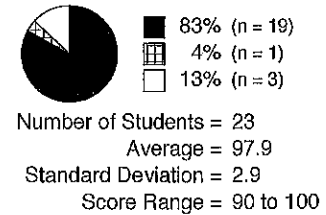
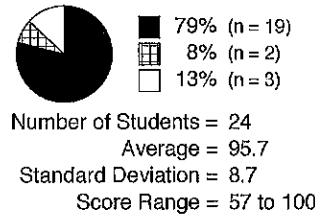
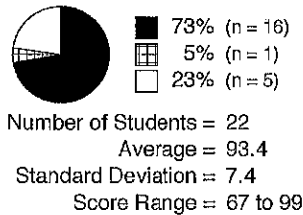
**Middle of Year**

**End of Year**

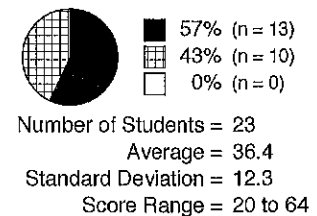
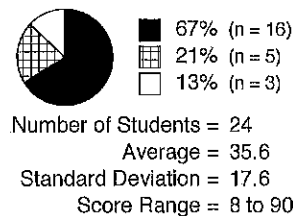
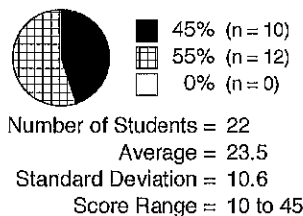
**DORF Words Correct**



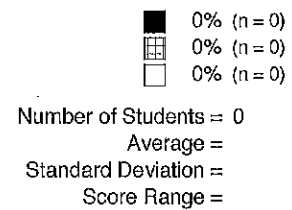
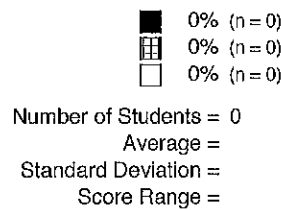
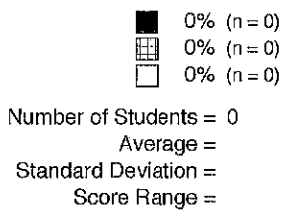
**DORF Accuracy**



**Retell**



**Daze Adjusted Score**



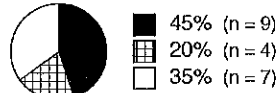
Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
▣	Below Benchmark	Likely to Need Strategic Support
□	Well Below Benchmark	Likely to Need Intensive Support

**Beginning of Year**

**Middle of Year**

**End of Year**

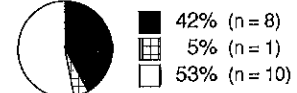
**DORF Words Correct**



Number of Students = 20  
 Average = 73.2  
 Standard Deviation = 44  
 Score Range = 10 to 155

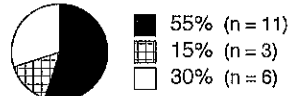


Number of Students = 20  
 Average = 86.1  
 Standard Deviation = 47.5  
 Score Range = 16 to 168

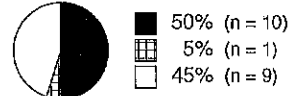


Number of Students = 19  
 Average = 92.3  
 Standard Deviation = 48.1  
 Score Range = 19 to 166

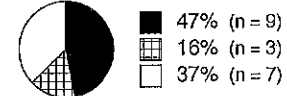
**DORF Accuracy**



Number of Students = 20  
 Average = 88.9  
 Standard Deviation = 13  
 Score Range = 53 to 100



Number of Students = 20  
 Average = 90.5  
 Standard Deviation = 10.1  
 Score Range = 62 to 100

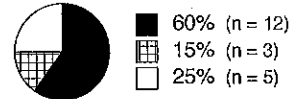


Number of Students = 19  
 Average = 93.7  
 Standard Deviation = 7.8  
 Score Range = 73 to 100

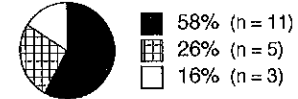
**Retell**



Number of Students = 20  
 Average = 29.1  
 Standard Deviation = 18.6  
 Score Range = 7 to 80

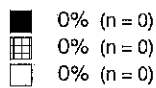


Number of Students = 20  
 Average = 32.1  
 Standard Deviation = 20.1  
 Score Range = 0 to 82

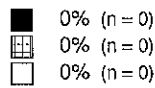


Number of Students = 19  
 Average = 40.2  
 Standard Deviation = 23.3  
 Score Range = 7 to 94

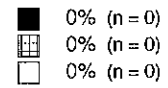
**Daze Adjusted Score**



Number of Students = 0  
 Average =  
 Standard Deviation =  
 Score Range =



Number of Students = 0  
 Average =  
 Standard Deviation =  
 Score Range =



Number of Students = 0  
 Average =  
 Standard Deviation =  
 Score Range =

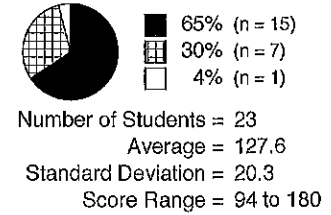
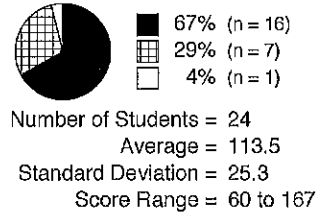
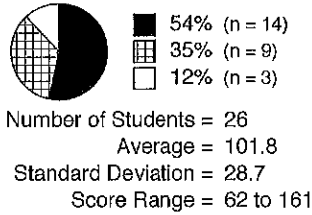
Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
▤	Below Benchmark	Likely to Need Strategic Support
□	Well Below Benchmark	Likely to Need Intensive Support

**Beginning of Year**

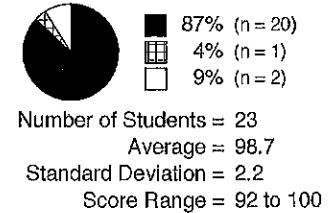
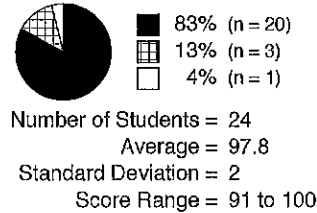
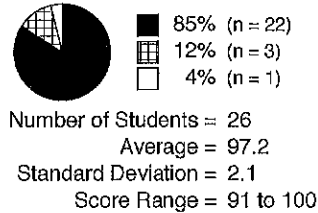
**Middle of Year**

**End of Year**

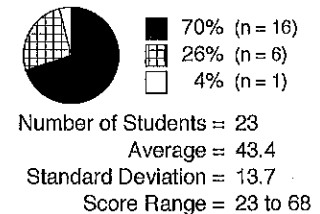
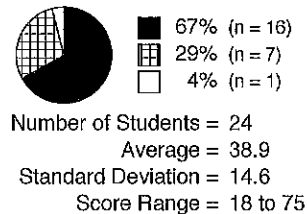
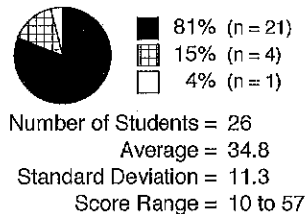
**DORF Words Correct**



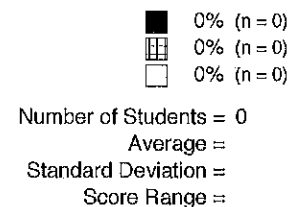
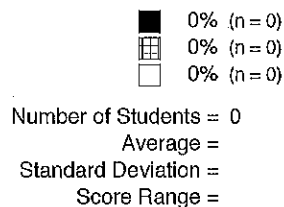
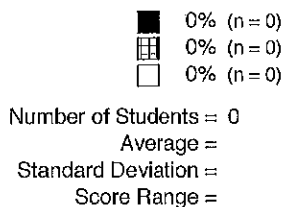
**DORF Accuracy**



**Retell**



**Daze Adjusted Score**



Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
▣	Below Benchmark	Likely to Need Strategic Support
□	Well Below Benchmark	Likely to Need Intensive Support



# Title I Report Summary Scotten School 2015/16

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Scotten School is considered a Title I school based on our demographics of low socio-economic families, foster placements and our homeless populations. Using a needs-based assessment LCAP survey, Scotten School assessed the needs of students and families and created programs to address these needs. Our school serves all students in a variety of ways, often through Title I. We offer a morning Computer Lab from 8:35 – 8:55 in which Lexia and ST math programs are monitored by a Title I assistant. In classroom D1, where some of our Title I teachers are located, an open library of Accelerated Reader books is provided to students who often lack books at home. Scotten has implemented a STEAM Academy where enrichment in the sciences, technology, engineering, arts and math is provided to all students during the school day.

The Title I intervention team provided direct English Language Arts services to 126 below grade level students (24% of the student body) during the school year. The morning Lexia Lab had 47 students enrolled from September to May. We served 78 identified students (16% of the student body) with Math intervention services provided through a push-in model to the classroom. Mrs. Brady serves both RSP and Title I students. Her Special Education credential was a great asset for Title I students that were far below grade level and required the most intensive services.

Our Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade classrooms have Instructional Assistants with 3 hours of direct interaction with below grade level students. Instructional Assistants (Kindergarten – 2<sup>nd</sup> grades) received training through a “workshop model” of professional development each month. Title I teachers, Ms. Arnett and Mrs. Vanderleun, researched and implemented workshops that the assistants could use with their students. These included assessment training using the Read Naturally Fluency Monitor and The Rigby Running Records. Another set of workshops taught the use of Guided Reading methods: print concepts, phonological awareness, alphabetic principle, and reading strategies. An overview of Brain Gym, using kinesthetic exercises to decrease environmental stress and activate the brain was another training provided to our K- 2<sup>nd</sup> assistants.

Parent participation took place throughout the year. At back to school night our Title I handbook was distributed to parents in both English and Spanish. Our student support team (part of our Tier II/III program), held “Muffins with Moms” and “Doughnuts with Dads” events; both were honoring to our parents and students. We also participate in Science Night and other family oriented events. Ms. Arnett and Mrs. Brady contacted parents by phone, email, and letter to update and encourage parents’ participation in their children’s learning. The Title I staff participated in PBIS, SST, IEP and parent conference meetings throughout the year. Developing these relationships was a valuable (though not measurable) action.

## Growth Report for Title I Students

Several formative assessments were used during the year to measure student progress. The following reports were cumulative assessments.

### ELA

#### Kindergarten

Working in small groups, Kindergarten students worked with Instructional Assistants three hours a day. Please refer to the trainings mentioned earlier in this report.

#### 1<sup>st</sup> grade

Assessment Tool: Running Records (Rigby Benchmark)

Grade level expectation: Winter – Spring = 3 levels

Title I students: Winter – Spring = 6 levels (twice the expectation)

#### 2<sup>nd</sup> grade

Assessment Tool: Running Records (Rigby Benchmark)

Grade level expectation: Fall – Spring = 6 levels

Title I students: Fall – Spring = 6.6 levels

Assessment Tool: STAR (Accelerated Reader)

Class Average Growth: Fall – Spring = 0.8 year's growth

Title I Student Growth: Fall – Spring = 1.3 year/s growth

#### 3<sup>rd</sup> grade

Assessment Tool: STAR (Accelerated Reader)

Class Average Growth: Fall – Spring = 1.2 year's growth

Title I Student Growth: Fall – Spring = 1.3 year's growth

#### 4<sup>th</sup> grade

Assessment Tool: STAR (Accelerated Reader)

Class Average Growth: Fall – Spring = 1.2 year's growth

Title I Student Growth: Fall – Spring = 1.2 year's growth

### MATH

Using a Title I Assistant we provided math intervention within classrooms. Many children received help in classrooms including the 78 students identified as needing specific intervention.

#### 2<sup>nd</sup> grade

Assessment Tool: Math Benchmarks 1 & 3	Fall 2015	Spring 2016
	100% not mastered	32% not mastered
		68% mastered

#### 3<sup>rd</sup> grade

Assessment Tool: Math Benchmarks 1 & 3	Fall 2015	Spring 2016
	80% not mastered	52% not mastered
		48% mastered

#### 4<sup>th</sup> grade

Assessment Tool: Math Benchmarks 1 & 3	Fall 2015	Spring 2016
	100% not mastered	59% not mastered
		41% mastered

## Highly Qualified Teachers and Assistants

### **Title I Teachers:**

Melody Arnett: 0.9 FTE

California Clear, *Multiple Subject Teaching Credential,*  
*Master of Teaching*

Sharon Brady: 0.5 FTE

*Multiple Subject Teaching Credential,*  
*Lifetime Resource Certification,*  
*Special Education Credential*

### **Title I Assistants:**

Kim Vanderleun: 1.0 FTE

Vera Klinge: 0.5 FTE

### Title I Programs

Grades 1- 4

#### ***ACCELERATED READING***

World's most widely used reading software program that personalizes reading practice to each student's current level. Uses software to place, assess, and guide student's reading.

#### ***LEXIA READING***

A computer-based program that provides explicit, systematic and structured practice on the essential reading skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

#### ***CORRECTIVE READING PROGRAMS***

A powerful Direct Instruction remedial **reading** series that solves a wide range of problems for struggling older readers, even if they have failed with other approaches.

#### ***OPEN COURT***

Core reading program with components for remedial services: English-language development, re-teach, and intervention.

#### ***READ NATURALLY LIVE***

A fluency-building program that incorporates comprehension and writing.

#### ***SIPPS***

A systematic instruction in phoneme awareness, phonics and sight words.

#### ***SOAR to Success***

A small group reading intervention program (grades 2 – 4) that uses authentic literature the four strategies of SUMMARIZE, CLARIFY, QUESTION and PREDICT.

#### ***STEP UP TO WRITING***

A writing program that teaches basic, practical, and helpful instruction for writing assignments, assessments, and everyday writing tasks.

#### ***SMILEY SIGHT WORDS***

An APP on iPads to practice sight words.

***GO! Math*** (grades K - 4)

***ST Math*** (grades K- 4)

Submitted by:

Melody Arnett and Sharon Brady

Title I Teachers

Scotten School, GVSD

## TITLE 1 SERVICES AT LYMAN GILMORE MIDDLE SCHOOL 2015/2016

This school year, with one 0.5 FTE Title 1 position, support services focused on 5th grade Language Arts, with some support for Math. At Gilmore, students receive Title 1 services based on teacher recommendation, academic benchmarks, prior standardized testing, and observation in the classrooms. There is no formal Title 1 designation of individual students, but I concentrated my support on students functioning two years or more below grade level and those struggling with grade level instructional materials.

Beginning STAR (AR)	Out of 139 5th grade students tested:
	67 (48%) at or above grade level
	72 (52 %) below grade level
<hr/>	
	44 (32%) 2 or more years below grade level

Ending STAR (AR)	Out of 137 students tested
	70 (51%) at or above grade level
	67 (49%) below grade level
<hr/>	
	27 (20%) 2 or more years below grade level

Working with fifth grade students in the morning, I established a schedule of push in/pull out time, along with a drop in period focusing on math skills. Michelle Lewis, the special ed teacher, and I pushed into the five fifth grade classes during Language Arts and Math time. Michelle pushed into classes with special ed students and I concentrated on classes with academically challenged students. I pushed in to work with small groups of students in their classrooms and at times pulled out a small group to work in my classroom.

My classroom was open for homework and unfinished work during 5th grade recess. In addition, Michelle and I ran a Read Naturally Lab in the afternoon. We chose students for this group based on STAR reading scores, beginning of the year assessments, and teacher recommendations. Students were rotated in and out of Read Naturally based on their progress, their ability to access grade level materials in their classroom, and classroom teacher input.

Students who participated regularly (two periods per week) were able to advance in reading levels by showing proficiency in fluency, vocabulary, reading analysis, and summarization. In addition to Read Naturally (RN) reports and data, students reported feeling more comfortable and confident in reading the selections. Many were eager to come to RN sessions and showed pride in passing stories and advancing levels.

"This is much easier now."

"Can I try a higher level?"

"I'm a better reader than I used to be."

“Can we have extra Read Naturally time this week?”

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34 students were served in Read Naturally.

Average Read Naturally levels achieved 2 per student (68 levels for 34 students)

Average hours per student 11.5 hours

Average hour spent per level 5.5 hours

*Note: Each Read Naturally level represents 0.5 of a year*

Fifth Grade students served with Title 1 services:

Push in: Three classrooms, approximately 80 students

Read Naturally groups : 34 students

Homework and classwork help outside of regular classroom: Approximately 25 students

In conclusion, students have benefited from Title 1 services in many ways at Gilmore. Collaborating with the 5th grade team and integrating support services within the classrooms and in pull out programs has helped me foster academic growth, competence, and confidence in struggling students. I hope that Title 1 services can be increased to benefit more students and more grade levels.

Respectfully submitted,

Linda More

In sixth through eighth grade, 82 students received reading/ELA support and 117 received math support through intervention (RtI) periods. These intervention periods allowed for students to receive intensive support from a credentialed teacher in a smaller group setting. Students were selected for the RtI period based on on report card grades, trimester benchmarks (both summative and formative), and teacher recommendation. In some cases, parents requested their student placed in the intervention class. Completed benchmark assessments for these students were the CAASPP interim and summative assessments. This data is being rolled out this week and will not be finalized by the State until August. We will be working with the teachers next year on how to best include additional data in Illuminate so that we can measure progress with multiple measures.