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LOS ANGELES UNIFIED SCHOOL DISTRICT Specially Funded and Parent/Community Programs Division

DISTRIBUTION:	All Title I Schools Local District Superintendent Offices	<u>ROUTING</u> Local District Superintendents Local District Directors of Instruction Local District School Support Directors Local District Categorical Support Staff School Administrators School Title I Coordinators
SUBJECT:	REFERENCE GUIDE NO. 500 (Rev.) GUIDELINES AND PROCEDURES FOR IDENTIFYING TITLE I-ELIGIBLE STUDENTS	
DATE:	August 15, 2003	
DIVISION:	Specially Funded and Parent/Community Programs	
APPROVED:	THEODORE T. ALEXANDER JR., Associate Superintendent	

For assistance with Title I identification procedures, call (213) 229-2001. For assistance with SIS, elementary schools call (213) 241-4617 and secondary schools call (213) 241-4850.

I. BACKGROUND

Title I schools are either Targeted Assistance schools or schools that have written a schoolwide plan and have been approved by the California State Department of Education to operate a schoolwide program. Schools operating approved schoolwide programs may use Title I funds to serve all students and the identification of individual Title I-eligible students is not required.

In Targeted Assistance schools, only students identified as Title I eligible may receive services funded by Title I. A student is eligible for Title I services if identified by school staff as failing or as being most at risk of failing to meet the state student performance standards. The identification of Title I-eligible students must be based on multiple, educationally related, objective criteria established by the District and supplemented by the school.

II. TITLE I ELIGIBILITY CRITERIA FOR STUDENTS IN TARGETED ASSISTANCE SCHOOLS

Title I-eligible students should be identified at the beginning of the school year and as they enroll. In Targeted Assistance schools, a student is Title I eligible if the student meets one or more of the following criteria:

- Identified by school staff as performing below grade level in reading/language arts and/or mathematics based on multiple measures.
- Identified by school staff as being most at risk of failing to meet grade-level standards.
- Attended Head Start, Even Start, or Early Reading First at any time in the two years preceding the year of identification.
- Identified on a Special Education Individualized Educational Plan (IEP) as functioning below average-age expectancy or identified as being most at risk of not being able to function at average-age expectancy.

- Received services under Title X, Part C (Homeless Education) at any time in the two years preceding the year for which the determination is made or is currently homeless.

III. PROCEDURES FOR IDENTIFYING TITLE I-ELIGIBLE STUDENTS

- Step 1: Use information from a minimum of two reading/language arts and two mathematics assessment measures to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. The measures must have grade-level performance criteria and may be supplemented with additional information from other sources. The use of a variety of information enables the teacher to make the most informed decision about the achievement level of each student. (See Section IV of this reference guide for the selection of academic achievement assessment measures and Attachment A for examples on how to use multiple measures to identify students performing below grade level.)
- Step 2: Determine the at-risk factors (behaviors) and criteria the school will use to identify the students who demonstrate behavior(s) that put them most at risk of failing to meet grade-level standards. (See Section V of this reference guide for the identification of at-risk factors.)
- Step 3: Analyze all achievement and at-risk data collected for each student and based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics and/or exhibiting behavior that places the student at risk of failing to meet grade-level standards.
- Step 4: Identify a student as Title I eligible if the student is judged to be performing below grade level in either reading/language arts or mathematics and/or is judged to be most at risk of failing to meet grade-level standards in reading/language arts or mathematics.
- Step 5: Document the school's Title I student identification procedures as described in Section VI of this reference guide.

IV. SELECTION OF ACADEMIC ACHIEVEMENT ASSESSMENT MEASURES

Schools may use District measures at specified grade levels, measures developed or adopted by the school, or a combination of District and school measures. The measures used should be consistent with those used in the school level plan. Norm-referenced tests may not be used at the kindergarten level and grades 1 and 2. District assessment measures have established grade-level performance criteria and if District scored, the results are in the School Information System (SIS) and/or on test reports sent to schools. District and state standards, the District Courses of Study, and the California curriculum frameworks should be used as guides to establish grade-level standards for local school-developed or school-adopted measures.

DISTRICT ASSESSMENT MEASURES

- Kindergarten Checklist: Below grade-level performance is a score of 22 or below during the first semester of kindergarten, and a score of 29 or below during the second semester of kindergarten. For Kindergarten Checklist administration and scoring procedures, refer to the Planning, Assessment and Research Division, Reference Guide No. BT-283 "Kindergarten Checklist Administration," July 28, 2003.
- CAT 6, Stanford 9 and Aprenda (Grades 3-12): Below grade-level performance is a reading or mathematics percentile score of 49 or below for CAT 6 or Aprenda for 2003. Other data that can be used includes a reading or mathematics score of 49 or below in Stanford 9 or Aprenda assessments for spring 2001 or spring 2002. The scores are available in the SIS and/or on test reports sent to the school. (CAT 6, Stanford 9 and Aprenda may not be used at the kindergarten level and grades 1-2.)

- California Standards Test (CST)(Grades 3-11): Below grade-level performance is an English/Language arts or Mathematics score at the level of far below basic, below basic or basic. These scores are available from test reports sent to the school.
- BEST (Grades 3-12): Below grade-level performance is a reading or mathematics score equivalent to the 49th percentile or below during 2002-2003. (BEST is used for students who do not have a norm-referenced test score and not as a second measure in conjunction with CAT 6, Stanford 9, or Aprenda.) Refer to the Planning, Assessment and Research Division, Reference Guide No. 271 "Basic Elementary-Secondary Test (BEST) Administration," July 28, 2003, for BEST administration and scoring procedures.

SCHOOL DEVELOPED OR ADOPTED ACADEMIC ACHIEVEMENT ASSESSMENT MEASURES—READING/LANGUAGE ARTS AND MATHEMATICS

- Publisher's tests that accompany the reading/language arts and mathematics programs
- Placement tests
- Diagnostic criterion/standard-referenced tests
- Rubric-scored portfolios
- Rubric-scored performance-based tests/assignments
- Inventories and checklists
- Report-card marks based on District guidelines
- Other school-identified measures

V. IDENTIFICATION OF AT-RISK FACTORS

The factors and criteria used to identify students most at risk of failing to meet grade-level standards may vary from student to student and must be determined by each school. The academic record of a student identified as Title I eligible based on at-risk factor(s) should clearly indicate that the student is at risk of failing to meet the state standards in reading/language arts and mathematics. There should be a clear link between the student's at-risk factor(s) and the student's academic achievement. A sample of at-risk behaviors is listed below. See Attachment A for examples on how to use at-risk factor(s) in the identification process.

- Excessive absences or tardiness
- Frequent change of residence
- Grade retention
- Inability to tolerate structure
- Low self-esteem
- Poor peer relationships
- Immature-easily influenced
- Disruptive behavior
- Frequent suspensions/expulsions
- Frequent health problems

VI. DOCUMENTATION OF THE SCHOOL'S TITLE I IDENTIFICATION PROCESS

- Academic Achievement Assessment Measures Used to Identify Title I-Eligible Students: Each Targeted Assistance school must complete and submit to the local district categorical support staff the enclosed Attachment C, "Form 1, Assessment Measures Used to Identify Title I-Eligible Students" on or before the second Friday of December 2003. Further instructions on how to complete and submit Form 1 will be provided in the Specially Funded and Parent/Community Programs Division, Reference Guide "Title I Student Identification Rosters and Assessment Measures," September 2003.
- Title I Student Identification Rosters: Each Title I Targeted Assistance school must submit Title I Student Identification Rosters to the local district categorical support staff on or before the second Friday of December 2003. Further instructions on generating and submitting the rosters, will be provided in the Specially Funded and Parent/Community Programs Division, Reference Guide "Title I Student

Identification Rosters and Assessment Measures” September 2003. The rosters must be on file at the school and teachers must keep a current roster of the Title I participants in their classrooms.

- Using the Student Information System (SIS): To maintain Title I student identification information in the SIS and to generate the required student identification rosters from the SIS, for each student identified, complete the following:
 - Elementary SIS, enter a "Y" indicator in Title I field 116
 - Secondary SIS, enter "S" indicator in the school program fields 221-225

Update the SIS as new students enroll and are identified as Title I eligible.

For further instructions on using the SIS to document the Title I identification process, see Attachment B.

VII. LOCAL DISTRICT REVIEW AND SUBMISSION OF TITLE I IDENTIFICATION DOCUMENTS FOR TARGETED ASSISTANCE SCHOOLS

- On or before the second Friday of December 2003, the local district categorical support staff should have collected Attachment C “Form 1, Assessment Measures Used to Identify Title I-Eligible Student, and Title I Student Identification Rosters” from each Title I Targeted Assistance school in the local district.
- The local district categorical staff should review each school’s Form 1 and identification rosters and have the school to make corrections as necessary. Form 1 should be reviewed to ensure the appropriate measures were used for each grade level. Rosters should be reviewed to ensure that the correct rosters were submitted and signed by school staff.
- On or before the third Friday of January 2004, the **local district categorical support staff** should submit for each Title I Targeted Assistance school a Form 1 and Title I Student Identification Roster to the Specially Funded Programs Branch, Compensatory Education Compliance Evaluation Unit, Grand Plaza Building.

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ATTACHMENT A

**EXAMPLES OF USING MULTIPLE ACHIEVEMENT MEASURES AND AT-RISK FACTORS TO IDENTIFY
TITLE I ELIGIBLE STUDENTS**

Example 1: A grade 6 student scored at the 15th percentile (below grade level) in reading and at the 61st percentile (above grade level) in mathematics on the spring 2003 CAT 6. The teacher's analysis of the student's achievement information from additional supplemental measures revealed that (1) the student recently tested at the 8th grade level in both reading comprehension and vocabulary and at the 7th grade level in mathematics on the school's reading and mathematics program placement tests; (2) the student is scheduled to be tested for the gifted program; and (3) the student's report-card marks and comments from former teachers indicate that the student is a high achiever. The student is judged not to be performing below grade level in reading or mathematics or at risk of failing grade-level standards. The student was identified as ineligible for Title I services.

Example 2: A grade 10 student received a score equivalent to above the 49th percentile (above grade level) in reading and mathematics on the BEST during the 2003-2004 school year. The student also scored at grade level in reading and mathematics on the school's placement test this year. A review of the student's report-card marks indicates the student received a "C" in both English and algebra in the last three reporting periods, a decline from previous grade levels; the student had 60 unexcused absences and was suspended from school two times during the 2002-2003 school year for fighting and other anti-social behaviors. The school psychologist, the PSA counselor, the parent, and the algebra and English teachers agree that this student is most at risk of failing to meet 10th grade-level standards and the student was identified as Title I eligible.

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ATTACHMENT B

ELEMENTARY SCHOOL INSTRUCTIONS FOR USING THE SIS
TO DOCUMENT THE TITLE I IDENTIFICATION PROCESS

1. Determine what District scored test results have been downloaded into the SIS. Print the Title I Worksheet to review the test results. To print the Title I Worksheet, follow the instructions below:
 - At the SIS Menu, type 20 and press <Enter>.
 - Select Option 17 (by room) or Option 18 (by track) and press <Enter>.

Note: Aprenda, CAT/6, BEST, and Kindergarten Checklist scores of students whose names could not be matched by the computer are sent to schools in "No Match Reports."
2. Hand enter the test results from the "No Match Reports" and the hand-scored Kindergarten Checklists and BEST into the SIS.
 - Kindergarten Checklist (Screen 19, fields 410, 411, 412)
 - BEST Reading, Mathematics (Screen 19, fields 200, 201, 202)
 - CAT/6 Testing – (Screen 7), selection 1, Option 1(Scaled Scores) and Option 2 (Percentiles)
 - Aprenda 2 Testing (Screen 7), selection 3, Option 1 (NCE scores only)
3. The Local Assessment Data for Title I identification can be entered in Screen 19 fields 404-409. Up to three codes may be used in each field for Reading, Math and At-Risk factors. The needed codes for these fields can be found in the Elementary SIS Manual.
4. Print the Title I Worksheet and verify the codes for the local school assessment data if they have been entered in the SIS computer. Keep a copy of this completed worksheet on file at the school.
5. Analyze the data (achievement and at risk) and determine which students are Title I eligible.
6. On the printed worksheet, enter a "Y" in the Title I column for each student judged to be Title I eligible. An "N" may be used to indicate the students who are not Title I eligible.
7. Use the completed Title I Worksheet to enter a "Y" into SIS, Screen 19, field 116 for each student identified as Title I eligible. Optional: the codes for the at risk-factors and local assessment data may be entered in SIS on Screen 19, fields 404, 405, 406, 407, 408 and 409.
8. Rerun the Title I Worksheet to verify the Title I status of the students. To print the worksheet, select Screen 20 - Special Report Menu, and Option 17 (by room) or Option 18 (by track).
9. Print the final Title I Report from Screen 20 - Special Report Menu, Option 10 (by room) or Option 11 (by track). This report will only have the names of the Title I eligible students and the requested information.

For telephone assistance, call Elementary SIS support, (213) 241-4617.

SECONDARY SCHOOL INSTRUCTIONS FOR USING THE SIS
TO DOCUMENT THE TITLE I IDENTIFICATION PROCESS**ENTERING TEST DATA INTO THE SIS**

- Test data are automatically downloaded to the schools.

ENTERING TITLE I STATUS INTO THE SIS

- Once a student has been identified as Title I eligible, **enter an "S"** in one of the school program **fields 221-225** using either programs **ID01**, **ID04**, or **ID05**.

PRINTING THE STUDENT IDENTIFICATION ROSTERS

1. At the SIS Menu, **type ID99, 3** and press **<Enter>**.
2. For enrollment status selection, **type 4** and **press <Enter>** then **press <Enter> again** to accept current effective data.
3. For student selection, **type 226 C S** and **press <Enter>** (226 for any of the school program **fields 221-225**, C for contains S is the Title I code). **Press <Enter>** to end student selection.
4. For sort and page break selection, **type 142 141 101** and **press <Enter>**. **Press F1** for "Do" to start a new page for change of grade, then **press F3** for "Do" to start a new page for change of track **Press <Enter>**.
5. For a new report format, **press <F4>**, **type "2003-04 Title I Eligibility Report"** then press **<Enter>**.
6. For print field selection, **type 101 141 142 104 107 108 341** (name, grade, track, birthday, sex, ethnicity, language classification code and date). **Press <Enter>** to end print field selection. Verify fields to be printed.
7. To print the report, **press F1**.

TELEPHONE ASSISTANCE

- Secondary schools call Secondary SIS Support, (213) 241-4850.

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ATTACHMENT C

Form 1, Assessment Measures Used to Identify Title I Eligible Students the 2003-2004 School Year

School _____ School Location Code ____ _ Local District _____ Date _____

Each school must complete the sections below for Reading/Language Arts and Mathematics. Use the assessment codes listed below to indicate the two measures used by each grade level to identify Title I-eligible students. District assessments may only be used for one measure. The second assessment must be a local school developed/adopted measure. Write the name of each school developed/adopted measure. Submit this completed form along with the Title I Student Identification Rosters to the local district categorical support staff by the **second Friday in December 2003**.

Reading/Language Arts

Mathematics

<u>Grade Level</u>	<u>Assessment Code</u>	<u>District Assessment/School Developed/Adopted Measure</u>	<u>Grade Level</u>	<u>Assessment Code</u>	<u>District Assessment/School Developed/Adopted Measure</u>
_____	1. _____	_____	_____	1. _____	_____
_____	2. _____	_____	_____	2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
_____	2. _____	_____	_____	2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
_____	2. _____	_____	_____	2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
_____	2. _____	_____	_____	2. _____	_____

Assessment Codes for District Measures		Assessment Codes for Local School Developed/Adopted Measures			
	<u>Code</u>		<u>Code</u>		<u>Code</u>
CAT 6	A	Publisher's tests that accompany the reading/		Rubric-scored performance-based tests	5
SAT 9 (2001 or 2002)	A	language arts or mathematics programs	1	Inventories and checklists	6
Aprenda	B	Placement tests	2	Report card marks based on District	
*BEST	C	Diagnostic criterion/standard-reference tests	3	guidelines	7
Kindergarten Checklist	D	Rubric-scored portfolios	4	Other school-identified measures (be specific)	8
California Standards Test (CST)	E				

*May not be used as a second measure in conjunction with CAT 6 or Aprenda.

Name of person completing this form: _____ Position: _____ Telephone number: _____

NOTE: THIS FORM IS DUE ON OR BEFORE THE SECOND FRIDAY OF DECEMBER 2003