

# Cliffside Park Public Schools

## Title I Entrance Criteria

All students from all populations and all subgroups in the Title I school that meet the poverty level guidelines, demonstrate academic need, and/or are at risk of not meeting the grade-appropriate CCSS and NJCCCS, will be eligible for participation in the Title I program based on the some, or all, of the following criteria:

### **Kindergarten-(ELA only beginning in January)**

- Report Card of "approaching or needs more time and support to develop in ELA
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Below proficiency level on Kindergarten assessments
- Below proficiency level on FUNdations Unit Tests
- Teacher Recommendation

### **First Grade-ELA ONLY**

- Report Card of "approaching or needs more time and support to develop in ELA
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Observation Survey scores below stanine level
- Below proficiency level on FUNdations Unit Tests
- Teacher Recommendation

### **Second Grade-ELA ONLY**

- Report Card of "approaching or needs more time and support to develop in ELA
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Below proficiency level on FUNdations Unit Tests
- Publish writing sample with annotations and rubric
- Teacher Recommendation

### **Third Grade-ELA & MATH**

- Report Card of "approaching or needs more time and support to develop in ELA & Math
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Publish writing sample with annotations and rubric
- Significantly below grade level on IXL Diagnostic Assessment
- Below 65% score on initial math placement assessment
- Teacher Recommendation

#### **Fourth Grade ELA & MATH**

- Report Card indicating “approaching or needs more time and support to develop in ELA & Math
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Publish writing sample with annotations and rubric
- Below 65% score on initial math placement assessment
- Significantly below grade level on IXL Diagnostic Assessment
- “Strong support may be needed” on the Fall Start Strong Assessment
- “Partially met expectations” or “approached expectations” on NJSLA assessment
- Teacher Recommendation

#### **Fifth Grade ELA & MATH**

- Report Card indicating “approaching” or “needs more time and support to develop” in ELA & Math average score of 69 or below.
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Publish writing sample with annotations and rubric
- Below 65% score on initial math placement assessment (if given)
- Significantly below grade level on IXL Diagnostic Assessment
- “Strong support may be needed” on the Fall Start Strong Assessment
- “Partially met expectations” or “approached expectations” on NJSLA assessment
- Teacher Recommendation

#### **Sixth Grade ELA & MATH**

- Report Card indicating a 69 or below in ELA and/or Math
- Not meeting Fountas & Pinnell BAS criteria for district benchmark
- Publish writing sample with annotations and rubric
- Below 65% score on initial math placement assessment (if given)
- Significantly below grade level on IXL Diagnostic Assessment
- “Strong support may be needed” on the Fall Start Strong Assessment
- “Partially met expectations” or “approached expectations” on NJSLA assessment
- Teacher Recommendation

## **TITLE I EXIT CRITERIA:**

Students will be considered to exit from participating in the Title I program if there is evidence of:

- Achieving proficiency on state assessments in ELA and/or math
- Transfer of skills for independence
- Meeting grade level benchmarks in literacy as measured by the DRA2 and in math based on benchmark assessments
- Report card grades indicating a student's success in meeting grade level standards
- Interviews with parents and parent recommendation
- Teacher recommendation
- Other developmentally appropriate measures

***Entrance into and Exit from the Title I program will be based on multiple measures and documented criteria.***