SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: October 18, 2016

To: Principals, Vice Principals, and Teachers of **Elementary Students**; Division and Department Heads; Area Superintendents

Subject: SUPPORT FOR AT-RISK STUDENTS AT THE ELEMENTARY LEVEL (Intervention Plans)

**Department and/or
Persons Concerned:**   Principals, Vice Principals, and Teachers at **Elementary Schools**

Due Date: **Complete required actions according to timeline in Attachment 1, which are based on California Education Code 48070.**

Reference: Administrative Procedure 4755: Promotion/Retention and Placement/Articulation, TK-6 (Elementary);

Action Requested: Ensure support for each at-risk elementary student by developing and implementing an Intervention Plan. For the 2016-17 academic year, use the district-approved Intervention Plans Elementary Learning Contract 2016-17 (Attachment 4).

Attachments:
1. At-Risk Identification, Intervention, Support Timeline for First Semester
2. Literacy Performance Expectations, Grades TK-6
3. Mathematics Performance Expectations, Grades TK-6
4. Elementary Learning Contract 2016-17

Brief Explanation:

> **The purpose of this circular is to outline the process and timeline for 1) identifying students who are at risk of not meeting grade level expectations and are in need of additional support, 2) developing Intervention Plans as part of the ongoing support system for these students, and 3) notification of parents.**

Students experiencing difficulty in meeting grade-level standards in literacy and/or mathematics must be identified as at-risk within the first ten weeks of enrollment and site staff must develop an Intervention Plan within four weeks following the end of the 9- or 12-week grading period (or within four weeks of identification for newly enrolled students). This is based on California Education Code 48070. Once students have been identified at-risk, parents/guardians must be notified and interventions and progress monitoring should begin as soon as possible.

The Intervention Plan documents each student's strengths and needs and delineates evidence-based interventions to support improvement. Student learning must be progress monitored and communicated to parents on an ongoing basis throughout the year. Administrative Procedure 4755 covers the promotion/retention and intervention processes for elementary students in Kindergarten through Grade 6.

Step 1: Using the literacy and/or mathematics performance expectations provided in Attachments 2 and 3, as well as objective teacher evaluations; identify at-risk students within the first 10 weeks of enrollment.

- **Attachment 1** provides the At-Risk Identification, Intervention, and Support Timeline.

- **Attachment 2** provides Literacy Performance Expectations for All Students: Grades TK-6.

- **Attachment 3** provides the Mathematics Performance Expectations for All Students: Grades TK-6.

Step 2: Generate an Intervention Plan for each student who is "below expectations" or "far below expectations" in literacy and/or mathematics, based on performance expectations specified in Attachments 2 and 3 and objective teacher evaluations.

The Intervention Plan:
- serves as an agreement among the school, parent/guardian, and student;
- outlines which intervention(s) will be provided for the student;
- documents student's academic progress;
- delineates required intervention goals; and
- makes the potential consequences clear to all stakeholders.

An Intervention Plan must be developed within four weeks following the end of the first grading period (or within four weeks of identification for newly enrolled students). Ideally, the Intervention Plan should be distributed and discussed at a parent/guardian conference, but it may be sent home for parent/guardian signature. (Note: All parents/guardians **must be** given the opportunity to request a conference to discuss the Intervention Plan.)

- **Attachment 4** Elementary Learning Contract 2016-17

Step 3: Implement appropriate interventions and supports for each at-risk student, and communicate regularly with parents/guardians about the student's academic needs and progress.

It is crucial to inform parents and enlist their support during every point in the at-risk student identification and intervention process to ensure that all students are provided every opportunity to meet grade-level standards and be prepared for the next grade level. **A final report of progress must be given to parents/guardians in the spring, along with a decision regarding promotion/retention and placement for the following school year.**

Please direct questions to Donna Marriott via email at dmarriott@sandi.net or by phone at 619-725-7380.

Donna Marriott
Program Manager, Teaching and Learning
Office of Leadership and Learning

APPROVED:

Jim Solo
Executive Director: Office of Leadership and Learning

Attachments (4)

San Diego Unified
SCHOOL DISTRICT

At-Risk Identification, Intervention, and Support Timeline
Grades 1-6*
2016-17 Academic Year

Action Date	Action Taken	Responsible Party
a. First four (4) weeks of student enrollment	Provide information to parent(s)/guardians(s) about district's promotion/retention policy (e.g., Facts for Parents, School Handbook).	Principal
b. No later than tenth week of enrollment (Grades 1-6)	Formally identify at-risk students based on assessment information and objective progress monitoring data; ensure that students who were promoted last year "with interventions" are included in the identification process based on California Education Code 48070.	Assigned Classroom Teacher(s)
	Notify parent(s)/guardians(s) of student's at-risk status.	Teacher(s)
	Initiate appropriate interventions based on student's identified need.	Teacher(s)/ Collaboration Team
c. No later than four (4) weeks following the end of the first grading period **OR** within four (4) weeks of identification for newly enrolled students	Convene and conduct meetings/conferences with parent(s)/ guardians(s) to document student's at-risk status; develop an Intervention Plan; and obtain signatures by teacher, student, and parent/guardian.	Teacher(s)
d. On-going	Implement student interventions outlined in the Intervention Plan through the Elementary Learning Contract 2016-17.	Teacher(s)
	Assess student and maintain progress monitoring data.	Teacher(s)
	Communicate with parent(s)/guardians(s) concerning the student progress. Document each communication and/or parent meeting.	Teacher(s)
e. End of second grading period	Inform parent(s)/guardians(s) of student progress through distribution of report cards.	Principal
	Conduct Problem Solving Meetings with parent(s)/guardians(s) to discuss student learning as evidenced by progress monitoring data.	Teacher(s)

* Transitional Kindergarten and Kindergarten Students: Teachers should discuss student progress in relation to grade-level expectations during parent conferences. Intervention Plans are not required for Transitional Kindergarten or Kindergarten students.

LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS
GRADES TK-6

Identification of At-Risk Students: Fluent English and English Learners
Students are considered in need of additional support in literacy if they are not meeting grade-level expectations in literacy. Beginning at Grade 1, an Intervention Plan must be developed and implemented for each student who is Below and Far Below Grade Level Expectations to define:
1. The intervention recommendations
2. Which interventions the student will receive
3. When progress monitoring will take place
4. The roles and responsibilities of each stakeholder in the learning process.

Retention Considerations
Grade 1 and Grade 3 students who are Far Below Expectations **at the end of the school year** may be retained. Except in specific circumstances, retention for English learners in first grade is not recommended - see notes below. Even though Intervention Plans are not required for at-risk Transitional Kindergarten or Kindergarten students, teachers should discuss student progress in relation to grade level expectations during parent conferences. Retention is strongly discouraged.

Additional Considerations for English Learners
In most cases, English Learners are considered at risk of not meeting grade-level standards in English literacy until they are reclassified as Fluent English Proficient (FEP).

- English Learners, in any instructional program, reading Above/At/Close to Expectations based on the English literacy performance expectations in the preceding charts should be considered for reclassification and should continue to receive appropriate grade-level instruction as the reclassification criteria are met. An Intervention Plan is not required.

- English Learners, in any instructional program, reading Below or Far Below Expectations are at risk of not meeting grade-level expectations in English Language Arts and an Intervention Plan must be developed. The following chart may be used to identify whether students are making timely progress in developing English language proficiency. For students performing at the expected level of proficiency, supports should focus on continued development of literacy and enriched English language skills. For students performing Below or Far Below Expectations, additional interventions should focus on accelerating literacy through English language development.

- For English Learners in Alternative Bilingual (Biliteracy) programs in need of an Intervention Plan, also consider the student's reading level and skills in Spanish in order to pinpoint specific literacy strengths and needs and develop subsequent instruction and interventions.

- Progress in English Language Development (ELD) is a key consideration in determining adequate gains and eligibility for retention:
  - Grade 1 ELs who entered school (in TK, K, or 1st) at the Beginning or Early Intermediate level of English should not be retained as they have not had adequate time to develop English language proficiency.
  - ELs with fewer than three years of English instruction generally should **not** be retained as they have not had adequate time to develop English. They may be recommended for retention if:
  1. They are also not making adequate yearly progress in English Language Development (i.e., Far Below Performance Expectations for ELD), **and**
  2. Staff and parents jointly decide that it is in the best interest of the child.

![San Diego Unified School District logo]

SDUSD Grade Level Reading Expectations
And Reading Assessment Crosswalk

(light gray)	**Below Grade Level Expectations**
(medium gray)	**At Grade Level Expectations**
(dark gray)	**Above Grade Level Expectations**

Assessment			Grade Level																					
			TK			K			1			2			3			4			5			
Lexile Range	DRA2*	Fountas & Pinnell*	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
BR	A	0																						
	1	A																						
	2	B																						
	3	C																						
	4	D																						
	6/8	E																						
	10	F																						
	12	G																						
	14	H																						
	16	I																						
	18	J																						
	20	K																						
	24	L																						
450-575	28	M																						
	30	N																						
	34	O																						
650-725	38	P																						
	40	Q																						
	40	R																						
800-875	>40	S																						
		T																						
900-980	>	U																						
		V																						
		W																						
		X																						
		Y/Z																						

*Instructional Reading Level

Please note the following information for the chart on page 2:

The Developmental Reading Assessment (DRA2) is designed to assess and document students' growth as readers over time. Using this individually-administered assessment, teachers observe, record, and analyze individual student's reading strategies, fluency, comprehension, and accuracy rate using specific leveled texts.

Sites are encouraged to use the DRA2 (as appropriate) and/**or similar assessments** to monitor reading levels. These data will be used to monitor student progress and ensure timely and appropriate supports for students who are experiencing difficulty.

The primary purpose of any assessment tool is to inform instruction. The DRA2 or **similar assessments** provides data that can clarify what readers do well and where they need support. Other assessments, including running records on texts other than the DRA2 books, should be used regularly throughout the academic year to monitor student progress and determine students' instructional needs.

Measures of Academic Progress (MAP)

Grade Level	Time of Year	Grade-Level Expectation (RIT)	Close to, At, or Above Grade Level Expectations	Below Expectation	Far Below Expectation
3	Beginning of Year	191.6	179.7 +	160.2-179.6	Less than 160.2
4	Beginning of Year	200.1	191.6 +	179.7-191.5	Less than 179.7
5	Beginning of Year	206.7	200.1 +	191.6-200.0	Less than 191.6
6	Beginning of Year	211.6	206.7 +	200.1-206.6	Less than 200.1

English Learner Performance Expectations for English Language Development (ELD)

Initial OPL[1] or Year 1 Enrolled[2]	Year 2 Enrolled			Year 3 Enrolled			Year 4 Enrolled			Year 5 Enrolled			Year 6+ Enrolled		
	eOPL[3]	Below	Far Below	eOPL[3]	Below	Far Below	eOPL[3]	Below	Far Below	eOPL[3]	Below	Far Below	eOPL[3]	Below	Far Below
B	EI	B	—	I	EI	B	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below
EI	I	EI	B or below	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below
I	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below
EA	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below
A	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below

[1] OPL (Overall Proficiency Level): B = Beginning; EI = Early Intermediate; I = Intermediate; EA = Early Advanced; A = Advanced;
 RFEP = Reclassified Fluent English Proficient

[2] For students not initially assessed with CELDT, expectations are based on years enrolled.

[3] eOPL = Expected OPL

MATHEMATICS PERFORMANCE EXPECTATIONS FOR ALL STUDENTS
GRADES TK-6

Identification of At-Risk Students:
Students are considered in need of additional support in mathematics if they are not meeting grade-level expectations in mathematics. Beginning at Grade 1, an Intervention Plan must be developed and implemented for each student who is Below and Far Below Expectations (Standard Not Met) to define:
1. Intervention recommendations
2. Which interventions the student will receive
3. When progress monitoring will take place
4. The roles and responsibilities of each stakeholder in the learning process

A student is considered below basic/standard not met and at-risk when he/she rarely meets grade-level expectations as demonstrated by a variety of work, and progress monitoring which shows minimal evidence of growth and understanding and use of grade-level concepts.

Indicators:
➢ Data from End-of-Topic Multiple Choice Assessments (Gr. 3-5) – available on Illuminate
➢ Data from End-of-Unit Multiple Assessments (Gr. 6)
➢ Measures of Academic Progress (MAP) for mathematics (performance expectations provided below)
➢ Classroom test and quiz data; Exit Slips; Quick Writes; Math Journals
➢ Progress monitoring measures linked to Intervention Plans and specific goals
➢ Teacher observation of student performance
➢ Alternative Assessments; Performance Assessments

Retention Considerations
Grade 1 and Grade 3 students who are Below Expectations **at the end of the school year** may be retained. Except in specific circumstances, retention for English learners in first grade is not recommended. **Refer to "Additional Considerations for English Learners" in Attachment 2-Literacy Performance Expectations.

Measures of Academic Progress (MAP)

Grade Level	Time of Year	Grade-Level Expectation (RtI)	Close to, At, or Above Grade Level Expectations	Below Expectation	Far Below Expectation
3	Beginning of Year	192.1	179.5 +	163.4-179.4	Less than 163.4
4	Beginning of Year	203.0	192.1 +	179.5-192.0	Less than 179.5
5	Beginning of Year	211.7	203.0 +	192.1-202.9	Less than 192.1
6	Beginning of Year	218.3	211.7 +	203.0-211.6	Less than 203.0

San Diego Unified School District
Elementary Learning Contract: 2016-17

School _____

Student Name _____ ID No._____ Grade Level_____

Collaboration Team_____

At Risk Status Based on the Information Below (Attach Illuminate Student Profile and Progress Report):

_____SBAC _____CELDT _____DRA2(or equivalent) _____Math Screening_____Report Card
_____eOPL

_____Assessments (specify): _____

_____Behavior Record _____ Attendance Record _____Other (Specify)_____

Initial Academic Recommendations:			
Initial Behavior Recommendations:			
Tier 1 Intervention(s)	**Dates**	**Results**	**Next Steps** ____ Discontinue Intervention–Goals achieved ____ Continue Intervention–Making progress ___ Continue to monitor ____ Modify Interventions
	Dates	**Results**	**Next Steps** ____ Discontinue Intervention–Goals achieved ____ Continue Intervention–Making progress Continue to monitor ____ Modify Interventions
Tier 2 Intervention(s)	**Dates**	**Results**	**Next Steps** ____ Discontinue Intervention–Goals achieved ____ Continue Intervention–Making progress Continue to monitor ____ Modify Interventions
	Dates	**Results**	**Next Steps** ____ Discontinue Intervention–Goals achieved ____ Continue Intervention–Making progress Continue to monitor ____ Modify Interventions
Tier 3 Intervention(s)	**Dates**	**Results**	**Next Steps** ____ Discontinue Intervention–Goals achieved ____ Continue Intervention–Making progress Continue to monitor ____ Modify Interventions
	Dates	**Results**	**Next Steps** ____ Discontinue Intervention–Goals achieved ____ Continue Intervention–Making progress Continue to monitor ____ Modify Interventions

Required Meeting to discuss Intervention Plan (At Risk Meeting by Week 12):

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Distrito Escolar Unificado de San Diego
Contrato de Aprendizaje de Primaria: 2016-17

Escuela _____

Nombre del/de la Alumno(a) _____ # de Iden. _____ Grado ____

Equipo Colaborativo_____

Asignado(a) en Riesgo con Base en la Siguiente Información (Incluir el Perfil Estudiantil Illuminate y la Boleta):

____SBAC ____CELDT ____DRA2 (*or equivalent*) _____Matemáticas ____Reporte de Progreso
____eOPL

Evaluaciones (Especifique):_____

____Expediente de Conducta ____Expediente de Asistencia ____Otro (Especifique) _____

Recomendaciones Académicas Iniciales:			
Recomendaciones Iniciales de Conducta:			
Intervención(es) del Nivel 1	Fechas	Resultados	**Siguientes Pasos** ____ Discontinuar Intervención-Metas logradas ____ Continuar Intervención-Progresando. Continuar monitoreando ____ Modifiquen las Intervenciones
	Fechas	Resultados	**Siguientes Pasos** ____ Discontinuar Intervención-Metas logradas ____ Continuar Intervención-Progresando. Continuar monitoreando ____ Modifiquen las Intervenciones
Intervención(es) del Nivel 2	Fechas	Resultados	**Siguientes Pasos** ____ Discontinuar Intervención-Metas logradas ____ Continuar Intervención-Progresando. Continuar monitoreando ____ Modifiquen las Intervenciones
	Fechas	Resultados	**Siguientes Pasos** ____ Discontinuar Intervención-Metas logradas ____ Continuar Intervención-Progresando. Continuar monitoreando ____ Modifiquen las Intervenciones
Intervención(es) del Nivel 3	Fechas	Resultados	**Siguientes Pasos** ____ Discontinuar Intervención-Metas logradas ____ Continuar Intervención-Progresando. Continuar monitoreando ____ Modifiquen las Intervenciones
	Fechas	Resultados	**Siguientes Pasos** ____ Discontinuar Intervención-Metas logradas ____ Continuar Intervención-Progresando. Continuar monitoreando ____ Modifiquen las Intervenciones

Reunión Obligatoria para discutir el Plan de Intervención (Reunión de Riesgo antes de la Semana 12):

Firma del/de la Padre/Madre: _____ Fecha: _____

Firma del/de la Alumno(a): _____ Fecha: _____

Firma del/de la Administrador(a): _____ Fecha: _____