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CARLSBAD MUNICIPAL SCHOOLS
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Early Literacy Intervention, Promotion and Retention

Triangular Data:

- Data points
 - Universal Screening- Short Cycle Assessment
 - Classroom grades
 - Required state tests
 - Student Growth Percentile- Compared to Academic Peers

Interventions in the Core Classroom Instruction- Tier 1

- Flowchart

Interventions in the Student Assistant Team Process- Tier II

- Flowchart
 - Student Assistant Team Meetings
 - Smart Goals/Interventions
 - Progress Monitoring set by an Academic Calendar
- Promotion/Retention

Response to Intervention

- Data
- Core Instruction
- RtI
- Intervention/Curriculum
- Leadership and Assessment
 - PLC- Building and District
- Progress Monitoring
- Family Engagement
- Resources/Professional Development

Kindergarten - Tier 1 Visual tool as a predictor of your child's success in the 1st Grade

Name: _____ Teacher: _____

Classroom Grades

Your child must have S's to be considered on target

<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Reading <input type="checkbox"/>	Reading <input type="checkbox"/>	Reading <input type="checkbox"/>
Math <input type="checkbox"/>	Math <input type="checkbox"/>	Math <input type="checkbox"/>
Language Arts <input type="checkbox"/>	Language Arts <input type="checkbox"/>	Language Arts <input type="checkbox"/>

Istation-State Reading Test

<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
Tier I: >180	Tier I: >193	Tier I: >201
Tier II: 171-180	Tier II: 184-193	Tier II: 192-201
Tier III: <171	Tier III: <184	Tier III: <192

STAR - Math Level

<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
140 <small>(Late Emergent)</small>	197 <small>(Late Emergent)</small>	263 <small>(Late Emergent)</small>

Gain: _____

Gain: _____

STAR Early Literature Level

<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
555 <small>(Late Emergent)</small>	636 <small>(Late Emergent)</small>	712 <small>(Transitional)</small>

Gain: _____

Gain: _____

Classification	Classification	Classification
<small>(Early Emergent- Late Emergent- Transitional- Probable)</small>		
300-487	488-674	675-774 775-900

 SGP: 41

 SGP: 41

Your child's - DATA POINTS

/6

/7

/7

If your child has stars in all **6-7 data points**, it is predicted that they will be **successful** in the transition to the next grade level. If your child has met **5-4** of the above data points, they are considered to be **on track** to advance to the next grade level. If your child has met only **3** of the above data points, they are considered **"at risk"** and will be closely monitored. If your child has only met **2** of the above data points, **your child will be placed in the SAT intervention program**. If your child has **2-0** of the above data points, interventions will be made through the SAT process and **possible retention might occur**.

Please keep in mind that Classroom grades stem from interventions and re-teaching in the classroom on a daily basis. S.T.A.R. and Istation on the other hand, measure what your child is doing on an *individual* level without the help of a classroom teacher. As a result, it is very important that your child take these three measurement tools seriously and attempt to do their very best work when asked to complete testing.

Current Lexia Level: 1 2 3 4 5 6 Goal: Level 5 by May 2017

Parent Signature: _____ Date: _____

3rd Grade Tier 1 - FALL

Visual tool as a predictor of your child's success in the 4th Grade next year

Student Name: _____ Grade: _____

Retained: Grade _____

SPED

Bilingual

STAR Reading

Your child has met or exceeded the target score in each subject area for their current grade level.

Reading SS/GE Level: _____

SS Target: **357**

SGP: **41**

STAR Math

Your child has met or exceeded the target score in each subject area for their current grade level.

Math SS/GE Level: _____

SS Target: **500**

SGP: **41**

Classroom Grades

Your child has A's, B's, and C's in

Reading: _____

Math: _____

LA: _____

If your child has stars in all **seven data points**, it is predicted that they will be successful in the transition to the next grade level. If your child has met **five to six** of the above data points, they are considered to be on track to advance to the next grade level. If your child has met only **four** of the above data points, they are considered "at risk" and will be closely monitored. If your child has only met **three** of the above data points, your child will be placed in the SAT intervention program. If your child fails to meet any of the above data points, interventions will be made through the SAT process **and** possible retention might occur.

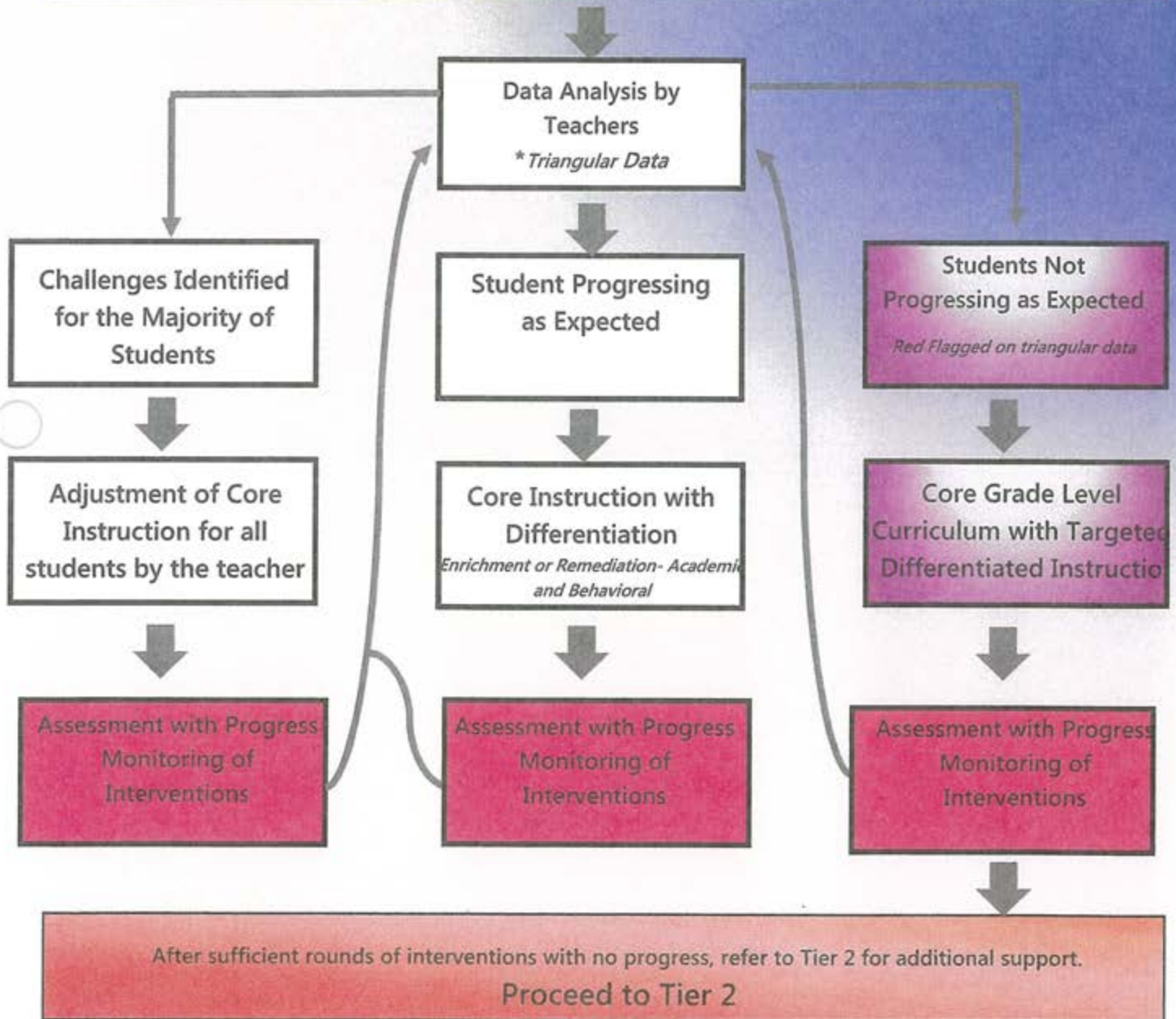
Please keep in mind that Classroom grades stem from interventions and re-teaching in the classroom on a daily basis. S.T.A.R. testing, on the other hand, measures what your child is doing on an *individual* level without the help of a classroom teacher. As a result, it is very important that your child takes this assessment tool seriously and attempts to do their very best work when asked to complete testing.

Parent Signature: _____ Date: _____

Tier 1: Carlsbad Municipal School District

For ALL Students: *Appropriate Core Instruction with Differentiation and Interventions*

Universal Screening
STAR: K – 10th





SAT Follow-Up Meeting Minutes

Student _____ Grade _____

School _____ Teacher _____

Date of SAT Meeting _____ Time of Meeting _____

Printed Name	Title	Signature/Initials

I. DETERMINE IF INTERVENTION GOALS WERE MET

Review the intervention plan and Progress Monitoring Chart of progress in the area(s) of academic/behavioral concern. Review the documentation kept during the intervention time period and any collected outcome data. Briefly note the main points of the discussion below:

1. Was the SMART Goal achieved? Yes ___ No ___

Explain: _____

2. If SMART Goal was not achieved, was there improvement? Yes ___ No ___

Explain: _____

3. *Based on the information above, what is the next step?*

Triangular Data and/or reports must be attached as evidence that Interventions were successful / unsuccessful.

- a. *Discontinue the present interventions because all goals have been achieved. Move student back to Tier I level instruction.*
- b. *Continue with the present intervention without changes because student is showing significant growth and smart goal was met.*
- c. *Continue with the present intervention with minor changes because the student is showing some improvement, but did not meet Smart Goal.*
- d. *Substantially revise or replace the present intervention because after a minimum of 9 weeks of interventions, the student made little or no improvement.*

New SMART goal for this meeting: (could be totally adjusted of minimally).

Specify changes:

1. **Who provides the intervention?**

2. **Where does the interventions occur? (Indicate one-on-one or small group)**

3. **Time needed to increase skill level of student.**

4. **Specific research based intrevention integrated with Tier I content and NMCCSS**

- e. *Little to no progress was evident after allowing sufficient time for well implemented intervention plan time to take effect after a minimum of 18 weeks. Triangular Data and STAR reports are attached.*

SAT team completes Request for Multidisciplinary Testing form and submits to the principal with the SAT folder.

DO NOT OBTAIN PERMISSION TO TEST.

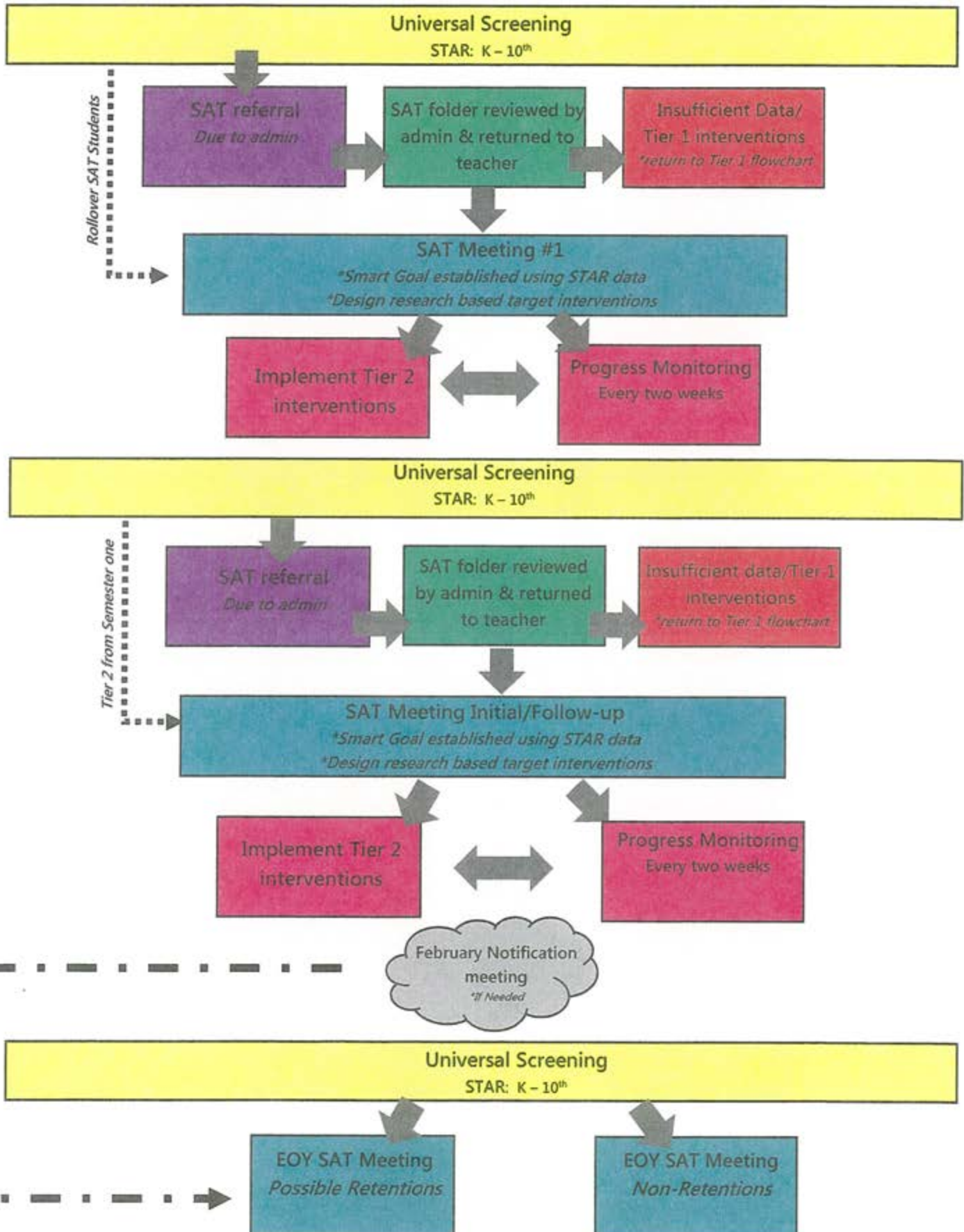
II. MEETING CONCLUSION

THE S.A.T. WILL MEET AGAIN ON: _____

(Record day and date of next meeting – or indicate if no follow-up is needed.)

Additional Comments/Information: _____

Tier 2: Carlsbad Municipal School District



SAT
Tier II
2016-2017

•Universal Screening (ALL students): STAR (Math and Reading)

August 15th- September 2nd

Analyze data and form Rtl groups.....September 6th – 9th
Triangular Data due (ALL students).....September 9th
Rtl begins.....September 12th
New SAT referrals due to principals.....no later than September 14th
SAT meeting for new referrals and rollover students.....September 23rd
(Parent Teacher Conference Day)
Progress Monitoring – End of 9 wks. (mandatory for SAT students and optional for other students) STAR (Math and Reading).....October 3rd – October 14th
Progress Monitoring for SAT students only.....October 31st – November 4th

•Universal Screening (ALL students): STAR (Math and Reading)

December 1st- December 16th

Triangular Data due (ALL students).....January 27th
Progress Monitoring for SAT students or potential SAT students only.....
Jan. 30th – February 5th
February Notification Meetings/SAT Meetings: February 17th
(Parent Teacher Conference Day)
End of 9 wks Progress Monitoring (mandatory for SAT students and optional for other students): March 6th – March 17th

•Universal Screening (ALL students): STAR (Math and Reading)

May 1st – May 11th

EOY- SAT meetings for NON-RETENTION students.....April 24th – May 19th
EOY –SAT meetings for Possible Retention students.....May 15th – May 19th
End of Year Triangular data due..... May 26th (Copy sent home with report card and put in cum folder)

Promotion Practices Data Collection Form



District/Charter School:	Carlsbad Municipal Schools
Date:	8/12/2016
Name of Person Completing Form:	Kim Arrington
Role/Position/Title:	Director of Elementary Education
Email Address:	kim.arrington@carlsbad.k12.nm.us

1. Provide information below outlining data from district and school records.

School	2015-2016 # of Students not Proficient in Reading			2015-2016 # of SAT Teams Convened for Non-Proficient Students			2015-2016 # of Retention Letters Sent to Parents			2015-2016 # of Waivers Signed by Parents			2015-2016 # of Non-Proficient Students Passed on to the Next Grade		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
	Craft	0	0	1	1	1	1	0	0	0	0	0	0	0	0
Joe Stanley Smith	2	2	2	1	1	1	4	8	1	3	2	1	0	0	1
Hillcrest	1	1	1	1	1	1	2	1	0	0	0	0	0	0	1
Monterrey	4	0	1	1	1	1	10	5	1	2	1	1	0	0	0
Pate	8	1	2	1	1	1	1	3	3	0	0	0	7	0	0
Puckett	4	0	2	1	1	1	6	0	3	0	0	0	0	0	0
Riverside	0	0	1	1	1	1	0	0	0	0	0	0	0	0	1
Sunset	4	0	2	1	1	1	5	2	0	0	0	0	0	0	2

2. Describe the data indicators that your district or charter school uses to determine reading proficiency for informing promotion and retention decisions.

Carlsbad Municipal Schools' district grading policy is that 60% and above determines reading proficiency. However, Carlsbad Municipal Schools utilizes the data points of a triangular data form as a resource tool and guide for teachers. The triangular data form is a visual tool used as a predictor of a student's success in the transition to the next grade level and guides teachers in a students' need for intervention in Tier I or Tier II depending on the number of data points met. Last year, for grades 1st and 2nd, the data points on the triangular data sheet which were used as benchmark cut scores were from DIBELS, STAR Reading and classroom Reading grades. For 3rd grade, the data points on the triangular data sheet which were used as benchmark cut scores were from STAR Reading and classroom Reading grades.

3. Please attach a copy of your district/charter parent waiver letter, and a copy of all letters actually sent to parents.

**Carlsbad Municipal Schools
Elementary
Response to Intervention Plan - Tier 1
2016 - 2017**

**Tier I Plans due
BOY - September 30, 2016
MOY - January 27, 2017
EOY - May 26, 2017**

Name of School: Principal: Rtl Champion:					BOY	MOY	EOY
1. DATA: Istation AND STAR Number of students at each grade level identified by data in the following differentiated intervention groups:					2. CORE INSTRUCTION Differentiated Target Instruction at core grade level should take place all day. Please circle or name these suggested Tier 1 interventions being used during core instruction time as identified by the NM Response to Intervention Framework 2015: Remedial Strategies Smaller group instruction Flexible grouping Tiered assignments Curriculum compacting Cross-age grouping Independent study Learning or behavioral contracts Remedial Scaffolding Other:		
1st Grade:	BOY	MOY	EOY	+ / -			
Progress to Probable: Deep Green							
At Benchmark: Light Green							
On Watch: Blue							
Intervention: Yellow							
Urgent Intervention							
2nd Grade:							
At Grade Level or Above							
At Benchmark: Light Green							
On Watch: Blue							
Intervention: Yellow							
Urgent Intervention							
3rd Grade:							
At Grade Level or Above							
At Benchmark: Light Green							
On Watch: Blue							
Intervention: Yellow							
Urgent Intervention							
4th Grade:							
At Grade Level or Above							
At Benchmark: Light Green							
On Watch: Blue							
Intervention: Yellow							
Urgent Intervention							
5th Grade:							
At Grade Level or Above							
At Benchmark: Light Green							
On Watch: Blue							
Intervention: Yellow							
Urgent Intervention							

<p>3. RTI Differentiated Instruction at the skill level of the student as identified by data takes place at a designated RtI time (suggested one hour four days a week for effective small group instruction). No grades should be given at this time.</p> <p>*Time for each grade:</p> <p>*Place:</p> <p>*Staff:</p>	<p>4. INTERVENTIONS/CURRICULUM Please describe interventions and curriculum provided to your students during the designated RtI time:</p> <p>A. Change the intensity/duration of the intervention program (Lexia, Reading Plus, Compass, AM)</p> <p>B. Small group instruction</p> <p>C. Reteach or add intervention program with research based differentiated instruction at the student skill level (during RtI designated time only)</p>
<p>5. LEADERSHIP AND ASSESSMENT Short cycle assessment and triangular data will determine students' level of interventions. Groups are fluid and can be changed according to student need. Formative Assessments and PLC collaborative planning time will be used to analyze data and student work to determine when groups need to be changed.</p> <p>PLC times designated at school:</p> <p>Types of assessment used:</p>	<p>6. PROGRESS MONITORING What is your school's method of monitoring student progress? (examples: STAR; DIBELS, weekly data from Lexia, Reading Plus, Compass, AR, AM; and weekly progress reports). Progress monitoring reports should be attached to weekly progress reports.</p>
<p>7. FAMILY ENGAGEMENT Identify how the school will communicate and engage families and parents in student progress and growth. Which progress monitoring reports will be attached to weekly progress reports in order to inform parents of student proficiency and growth? If there are any Literacy family events planned or needed, please list them here.</p>	<p>8. RESOURCES/PROFESSIONAL DEVELOPMENT What resources are you utilizing in your RtI plan? What resources does your school need to make your RtI plan successful? What Professional Development do you have planned or need to support your staff in order for your RtI plan to be successful.</p>
<p>Please list any other information regarding your school's Response to Intervention plan:</p>	<p>Name(s) of individuals of the Leadership Team who completed this questionnaire:</p> <p>Principal Signature:</p> <p>Date:</p>