

**At-Risk Identification, Intervention, and Support Timeline
Grades 1-6*
2010-11 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 teacher judgment; ensure that students who were promoted last year "with interventions" are included in the identification process. Notify parent(s)/guardians(s) of student's at-risk status. Initiate placement of student in appropriate interventions available at school site.	Assigned Classroom Teacher(s) Teacher(s) 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 conference with parent(s)/guardians(s) to document student's at-risk status; develop Learning Contract; and obtain signatures on contract by teacher, student, and parent/guardian.	Teacher(s)
d. On-going	Implement student intervention strategies outlined in Learning Contract. Assess student progress on an on-going basis. Communicate with parent(s)/guardians(s) concerning the student's progress. Document each communication.	Teacher(s) Teacher(s) Teacher(s)
e. End of second grading period	Inform parent(s)/guardians(s) of student progress through distribution of report cards. Conduct conferences with parent(s)/guardians(s) to discuss student progress.	Principal Teacher(s)

* **Kindergarten Students:** Teachers should discuss student progress in relation to grade-level expectations during parent conferences. Learning Contracts are not required for Kindergarten students.

LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES K-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, a Learning Contract must be developed and implemented for each student who is Below and Far Below Expectations to outline 1) supports and interventions and 2) 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.) Students may be retained at any grade level if they are Far Below Expectations at the end of the year and have **not** participated in recommended supports and intervention programs.

Fountas and Pinnell Instructional Reading Levels

Grade Level	Time of Year	Grade-Level Minimum Expectation	Below Expectation	Far Below Expectation
K	Beginning of Year	A	Even though Learning Contracts are not required for at-risk Kindergarten students, teachers should discuss student progress in relation to grade level expectations during parent conferences. Retention is strongly discouraged.	
	Cycle 1	A-B		
	Cycle 2	A-B		
	Cycle 3	C		
1	Beginning of Year	C		
	Cycle 1	E	D	C
	Cycle 2	G	F	E
	Cycle 3	I	G-H	F
2	Beginning of Year	I		
	Cycle 1	J-K	H-I	G
	Cycle 2	L	J-K	I
	Cycle 3	M	K-L	J
3	Beginning of Year	M		
	Cycle 1	N	L-M	K
	Cycle 2	O	M-N	L
	Cycle 3	P	N-O	M
4	Beginning of Year	P		
	Cycle 1	P-Q	N-O	M
	Cycle 2	Q	O-P	N
	Cycle 3	R	P-Q	O
5	Beginning of Year	R		
	Cycle 1	R-S	Q	P
	Cycle 2	S	R	Q
	Cycle 3	T	S	R
6	Beginning of Year	T		
	Cycle 1	T-U	R-S	Q
	Cycle 2	U-W	S-T	R
	Cycle 3	W-Z	T-V	S

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

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. A Learning Contract 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. A Learning Contract must be developed for them. Include additional information such as timely progress in developing English, in identifying relevant supports and interventions. 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 supports should focus on accelerating literacy through English language development.
- For English Learners in Alternative Bilingual (Biliteracy) programs in need of a Learning Contract, also consider the student's reading level and skills in Spanish in order to pinpoint specific literacy strengths and needs and develop subsequent supports 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 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 (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.

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 K-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, a Learning Contract must be developed and implemented for each student who is Below Basic in one or more strands on the Standards-Based Report Card.

The Learning Contract will outline:

1. Supports and interventions
2. The roles and responsibilities of each stakeholder in the learning process.

Teachers should review a body of evidence when identifying students as at-risk. A student is considered below basic and at-risk when he/she rarely meets grade-level standards as demonstrated by a variety of work that shows minimal understanding and use of grade-level concepts.

Indicators:

- Benchmark Exam #1 data
- Data from End-of-Topic Multiple Choice Assessments (Gr. 1-5) – available on DataDirector
- Data from End-of-Module Multiple Choice 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
- Teacher observation of student performance
- Alternative Assessments; Performance Assessments

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. **Refer to “Additional Considerations for English Learners” in Attachment 2-Literacy Performance Expectations.) Students may be retained at any grade level if they are Far Below Expectations at the end of the year and have **not** participated in recommended supports and intervention programs.

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: 2010-11**

School _____

Student Name _____ ID No. _____ Grade Level _____

Collaboration Team _____

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

____ CST ____ CELDT ____ WRAP/DRA ____ Math Screening ____ SBRC ____ eOPL

____ **Benchmarks Assessments (Specify):** _____

____ **Behavior Record** ____ **Attendance Record** ____ **Other (Specify)** _____

Initial Academic Recommendations:

Initial Behavior Recommendations:

Tier 1 Intervention(s)	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
Tier 2 Intervention(s)	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
Tier 3 Intervention(s)	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> 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: 2010-11**

Escuela _____

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

Equipo Colaborativo _____

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

____ CST ____ CELDT ____ WRAP/DRA ____ Matemáticas ____ SBRC ____ eOPL

Evaluaciones de Punto de Referencia (Especifique): _____

____ Expediente de Conducta ____ Expediente de Asistencia ____ Otro (Especifique) _____

Recomendaciones Académicas Iniciales:

Recomendaciones Iniciales de Conducta:

Intervención(es) del Nivel 1	Fechas	Resultados	Siguietes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progressando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	Siguietes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progressando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
Intervención(es) del Nivel 2	Fechas	Resultados	Siguietes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progressando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	Siguietes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progressando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
Intervención(es) del Nivel 3	Fechas	Resultados	Siguietes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progressando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	Siguietes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progressando. Continuar monitoreando. <input type="checkbox"/> 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: _____

Accessing Electronic Learning Contracts on SISCS

SISCS will fill in students' names and ID numbers into the Learning Contract forms. This information may also be completed by hand.

How to Access Learning Contracts Electronically

1. Log on to the District's SISCS menu. (From your computer's Start Menu, select "SDCS Applications," select "Support Applications," then select "Student Information Systems")
2. When you are logged in select "Reports".
3. Select "Query".
4. In the window that opens, select "Category," A drop-down menu will appear with a list of available queries. Select "Learning Contract," then press "Search."

5. All options available for Learning Contract forms will appear in the main text box.

- * Elementary
- * Elementary (Spanish)
- * Secondary
- * Secondary (Spanish)

Query Name	Query ID	Description
Learning Contract Elem	669	Learning Contract - Elementary
Learning Contract Elem Spanist	671	Learning Contract - Elementary (Spanish)
Learning Contract Secd	668	Learning Contract - Secondary
Learning Contract Secd Spanist	670	Learning Contract - Secondary (Spanish)

6. Choose the desired Learning Contract query by double clicking on it or highlighting it, then press the "Select" button. A new screen will appear; press "Execute."

7. A new window will open with prompts for entering the Student ID or grade level; and the school number. Learning Contracts may be printed by entering an individual student ID or grade level.

8. After entering the data, press "OK." The next screen will show the selected student's customized Learning Contract with his/her name, ID number, and grade level included.

9. To print the Learning Contract, go to the File menu in the toolbar and select "Print."

Directions for Completing Learning Contracts

Directions for teachers to complete the Learning Contract and an information letter for parents/ guardians (in English and in Spanish) are available from the Instructional Support Services website at <http://www.sandi.net/20451072011455933/site/default.asp>.

Information for the Parent or Guardian:

Each school in the district is working with children, parents, and guardians to help students succeed academically and meet state grade-level standards. These standards are what we expect students to know and be able to do at each grade level. San Diego Unified School District is committed to providing all children with the instructional supports they need to be able to perform at grade level.

A Learning Contract is developed for each at-risk student who is experiencing difficulty in meeting state standards in reading and/or mathematics according to district and state assessments. The Learning Contract recommends supports and interventions that the teacher and school will provide to help your student succeed and be promoted to the next grade. A student who does not meet grade-level standards during this school year may have to repeat the current grade level.

Family involvement plays a critical role in children’s success at school. For students to improve their academic performance, it is essential that their schools and families work together to provide encouragement and support. Learning Contracts are designed to help students, their families, and schools become effective partners so all students can achieve at higher levels. If you would like to learn more about how you can help your child succeed in school, please contact your child’s school. We also invite you to visit the district’s website with information for parents at <http://www.sandi.net/indices/parents.htm>.

The Learning Contract lists the test results used to evaluate your child’s academic performance as well as academic interventions and supports your child will receive this year. The DataDirector Student Profile and the Learning Contract provide a range of assessment data, which are explained in the chart below.

EXPLANATION OF SCORES

Assessment	What the Score Means...
Writing and Reading Assessment Profile (WRAP)/ Developmental Reading Assessment (DRA)	Indicates the level of book your student can read with the teacher’s guidance.
Mathematics Assessments	Shows whether your student has mastered grade-level mathematics concepts.
CA Standards Test (CST): English Language Arts, Mathematics	Shows the Scale Scores and performance levels for English Language Arts (ELA) and Mathematics, as well as how well your student did on each strand in ELA and Mathematics.
CA English Language Development Test (CELDT) <i>for English Learners only</i>	Shows the Overall English Language Proficiency Level (OPL) for your student at the time of testing (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).
Expected Overall English Language Proficiency Level (eOPL) <i>for English Learners only</i>	Shows the Overall English Language Proficiency Level expected for your child, based on the length of time he/she has been enrolled in school.
District Benchmark Assessments: Literacy and Mathematics	Shows how well your student did on end-of-unit assessments in Literacy and Mathematics.

Información para Padres o Tutores:

Cada escuela en el distrito está trabajando con niños, padres, y tutores para ayudar a los alumnos a triunfar académicamente y cubrir los criterios estatales de su grado. Estos criterios son lo que esperamos que sepan y puedan hacer los alumnos en cada grado. El Distrito Escolar Unificado de San Diego está comprometido a proporcionarles a todos los niños los apoyos de enseñanza que necesitan para desempeñarse al nivel de su grado.

Se crea un Contrato de Aprendizaje para cada alumno en riesgo a quien se le dificulta cubrir los criterios estatales de lectura y/o matemáticas de acuerdo a las evaluaciones del distrito y estatales. El Contrato de Aprendizaje recomienda apoyos e intervenciones que proporcionará el/la maestro(a) y la escuela para ayudar al/a la alumno(a) a tener éxito y ser promovido(a) al siguiente grado. Es posible que el alumno que no cubra los criterios de su grado durante el año escolar repita su grado actual.

La participación de la familia tiene un papel crítico en el éxito escolar de los niños. Para que los alumnos mejoren su desempeño académico, es esencial que las escuelas y familias trabajen unidas para proporcionar apoyo. Los Contratos de Aprendizaje están diseñados para ayudar a alumnos, familias, y para que las escuelas sean aliados eficaces para que todos los alumnos se desempeñen mejor. Si quiere informarse sobre cómo puede ayudarle a su hijo(a) a triunfar en la escuela, por favor comuníquese con la escuela de su hijo(a). También los invitamos a visitar el sitio de Internet del distrito donde encontrarán información para padres en <http://www.sandi.net/indices/parents.htm>.

El Contrato de Aprendizaje indica los resultados de las evaluaciones utilizadas para evaluar el desempeño académico de su hijo(a) y también menciona intervenciones y apoyos académicos que su hijo(a) recibirá durante el año. El Perfil Estudiantil DataDirector y el Contrato de Aprendizaje proporcionan una variedad de información evaluativa, que es explicada en la siguiente gráfica.

EXPLICACIÓN DE RESULTADOS

Evaluación	Lo Que Significa el Resultado...
Perfil de Evaluaciones de Escritura y Lectura (WRAP)/ Evaluación del Desarrollo de la Lectura (EDL)	Indica el nivel del libro que puede leer su hijo(a) con ayuda del/de la maestro(a).
Evaluaciones de Matemáticas	Indica si su hijo(a) ha dominado los conceptos matemáticos de su grado.
Evaluación de Criterios de CA (CST): Disciplinas Lingüísticas de Inglés, Matemáticas	Indica los Resultados en la Escala y niveles de desempeño en Disciplinas Lingüísticas de Inglés (ELA) y Matemáticas, y los resultados de su hijo(a) en cada área de ELA y Matemáticas.
Prueba de California de Desarrollo del Idioma Inglés (CELDT) <i>Solo para las personas que están aprendiendo Ingles</i>	Indica el Nivel General de Dominio del Idioma Inglés (OPL) de su hijo(a) al momento de ser evaluado(a) (Principiante, Intermedio Principiante, Intermedio, Avanzado Principiante, o Avanzado).
Nivel General de Dominio del Idioma Inglés Esperado (eOPL) <i>Solo para las personas que están aprendiendo Ingles</i>	Indica el Nivel General de Dominio del Idioma Inglés que se espera de su hijo(a), con base en el tiempo que el o ella ha estado inscrito(a) en la escuela.
Evaluaciones de Punto de Referencia del Distrito: Lectoescritura y Matemáticas	Indica los resultados de su hijo(a) en las evaluaciones de fin de unidad en Lectoescritura y Matemáticas.