

MARGATE CITY PUBLIC SCHOOLS

BASIC SKILLS IMPROVEMENT PROGRAM

ENTRANCE QUALIFICATIONS AND EXIT PROCEDURES

Eligibility and Identification

- I. **Standardized Tests:** The state no longer requires that school districts use commercial standardized tests to identify students for the program. Those students whose scores on the NJSLA place them in categories 1-2 will be automatically placed.

- II. **Multiple Measures:** The main objective for including multiple measures in the identification of Title I students is to place more emphasis on teacher input. Teachers have the ability to recognize intangibles in student performance that are often not picked up in standardized testing. We may also place students who demonstrate strictly academic needs into the program but whose scores may be slightly above minimum levels of proficiency. Because we may not have NJSLA scores for all students or some students who scored “approaching grade level expectations” may exhibit a need for remediation, we also use the following sources for identification:
 - Interim and/or Report Card grades
 - Portfolios
 - Curriculum-based assessments (including Study Island, IXL, or other software)
 - BSI teacher checklist
 - F&P Reading Level
 - LinkIt! Benchmark scores

- III. **ELL (English Language Learners)** are automatically placed into the program.

Entrance Criteria and Protocols

Kindergarten

1. BSI and classroom teacher observation
2. Formal and informal curriculum-based assessments
3. Parent request → go directly to 5
4. Documented intervention strategies
5. BSI Screening and/or recommendation

Gr 1 -3

1. Prior participation in the program → go directly to 6
2. BSI and classroom teacher observation
3. Formal and informal curriculum-based assessments
4. Parent request → go directly to 5
5. Documented intervention strategies
6. Referral to I&RS, parental contact
7. BSI Screening and/or recommendation

Gr 4-8

1. Prior participation in the program → go directly to 8
2. State Assessment Performance Level 1,2, → go directly to 8

3. Parent request→ go directly to 7
4. Classroom teacher observation
5. Formal and informal curriculum-based assessments/PARCC level 3
6. Documented intervention strategies
7. Referral to I&RS, parental contact
8. BSI Screening and/or recommendation

Tracking Students

Each of the BSI teachers must maintain a record for each student in the program so that they can organize and track performance and behaviors of the identified students. These are for teacher notes and usage, not for the students to use. They should be used to keep copies of student work samples, evidence from teacher observations, notes on parent contact/meeting, emails to I&RS, etc...anything to document the performance of these students.

In the spring, the BSI teachers will evaluate the overall achievement of the students who have participated in the program and submit a report recommending whether the students should continue or exit the program.

Parent Communication

Parental involvement and support is essential to student success. Student growth and performance will be noted on marking period report cards. Parent/BSI Teacher conferences will be scheduled to coincide with regular classroom conferences and/or as needed.