

EARLY INTERVENTION TEAM

CAMPUS

Frank Macias Elementary School
Exemplary 2005-06

DISTRICT

Clint ISD

INITIAL IMPLEMENTATION

2001-02

PROGRAM SUMMARY

The **goal** of Macias Elementary’s program is to improve student performance in reading and mathematics.

Key strategies of the program include the creation of intervention teams to provide support for students identified as at risk of failing, frequent and systematic monitoring of student progress, and collaboration with parents.

Outcomes of the program include improvement in the percentage of students passing reading and mathematics TAKS.

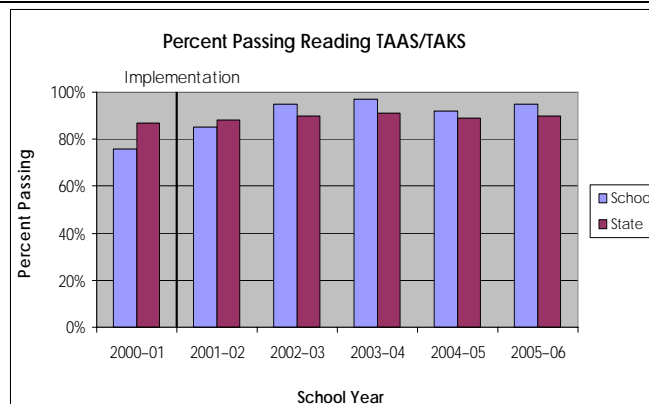
EFFECTIVENESS

Before

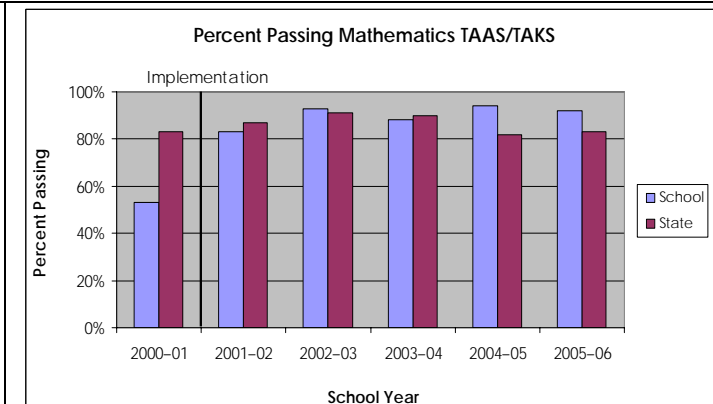
Prior to program implementation, in 2000-01, the percentage of grade 3 students passing TAAS reading was 76%, compared to the state average of 87%. The percentage passing mathematics was 53%, compared to the state average of 83%.

After

After implementation, grade 3 student performance in reading and mathematics improved. In 2005-06, 95% of grade 3 students passed reading TAKS, compared to the state average of 90%, and 92% passed mathematics, compared to the state average of 83%.



Source: AEIS



Source: AEIS

CONTEXT/IMPLEMENTATION

Demographics (2005-06)

Grade Levels Served		PK-3		Campus Enrollment		894	
Ethnic Distribution				Economically Disadvantaged		841	94.1%
Hispanic	878	98.2%	Limited English Proficient (LEP)		639	71.5%	
White	13	1.5%	At-risk		686	76.7%	
				Mobility (2004-05)		105	18.1%

Source: AEIS

Background

- Macias Elementary served grades PK-5 in 2001-02. In 2003-03, Macias became a PK-3 campus and in 2003-04 an EE-3 campus.
- In 2005-06, the campus served a student population that was 94% economically disadvantaged and 72% LEP.
- The initial development of the early intervention program was part of a pilot Response to Intervention program on early reading and positive behavior interventions conducted by the University of Texas at El Paso.

Procedures

- Intervention teams were created that included classroom teachers, counselors, administrators, and reading, literacy, and mathematics specialists.
- Students were referred to the program by classroom teachers. Classroom work, school records, and teacher observations were reviewed to substantiate the referral.
- Teams created referral packets for individual students and used the Individual Education Program (IEP) model to develop specific strategies for improving student skills in reading and mathematics.
- As appropriate for some students, the team incorporated strategies from a character education model into the student’s IEP, and the counselor monitored progress.
- Teams met regularly (every two weeks) to review student progress and make necessary modifications in strategies. The consistency of meetings was identified as a crucial component of the program.
- The team met with parents to inform them about the plan and to collect parent observations on student progress.

	<ul style="list-style-type: none"> Ongoing records were kept in students' files, including student work and original and modified intervention plans, so that the team could continue to work with students as they moved to the next grade. 		
	<p>CAMPUS/DISTRICT STAFF</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Bill Patti, Assistant Principal Frank Macias Elementary Clint ISD 14400 Golden Eagle El Paso, TX 79928 915-926-4600</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Ricardo Estrada, Superintendent Clint ISD 14521 Horizon Boulevard El Paso, TX 79928 915-926-4600</p> </td> </tr> </table>	<p>Bill Patti, Assistant Principal Frank Macias Elementary Clint ISD 14400 Golden Eagle El Paso, TX 79928 915-926-4600</p>	<p>Ricardo Estrada, Superintendent Clint ISD 14521 Horizon Boulevard El Paso, TX 79928 915-926-4600</p>
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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)