



**STATE  
COMPENSATORY  
EDUCATION  
WORKBOOK**

**SCE  
2025-2026**



STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL

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## Canutillo ISD

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## Section 1: Program Overview

Statutory/Regulatory Reference: TEC §11.252, §11.253, §29.081, §42.152 [c] and [q]; and TAC §105.11

### Program Purpose

In keeping with the intent and purpose of the Texas Education Code §29.081 addressing compensatory, Intensive, and Accelerated Instruction, the District shall provide compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified (using specific state criteria) as at risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met - to increase the academic achievement and reduce the drop-out rate of students meeting the state-defined eligibility criteria.

SCE program as a result of the passage of HB 3:

\* Increased overall allotment:

♣ From 0.20 to a range from 0.225 – 0.275

♣ Students who are designated as educationally disadvantaged are now eligible to receive supplemental services paid for with compensatory education funds.

\*Established a new allotment methodology:

♣ accounts for severe economic disadvantage in a student's neighborhood based on the census block in which the student resides and the index category of the census block.

\* Changed spending requirements:

♣ Added childcare services and life skills programs (program for teen parents)

♣ Requires 55% of the allotment be spent on the SCE program

♣ Streamlined reporting

♣ SCE Allotment Advisory Committee ≤

Does not prohibit the use of SCE funds that were authorized under former TEC, §42.152. SCE program as a result of the Passage of HB3 and the increase of SCE Funds & Use of 55%

### All District SCE Program Goals and Services

The goals and services are to reduce any disparity in performance on assessment instruments administered under **Texas Education Code, Chapter 39, Subchapter B**, and to reduce or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other District students (Texas Education Code §29.081 and 77 REGULATIONS SB 702 Enrolled - Bill Text).

DIP/CIP Texas Education Code §11.252, §11.253 and §29.081 require the district and/or campus improvement plans to include specific components for SCE such as FTEs, supplemental resources, funding/dollar amounts, strategies for serving students in at-risk situations, needs assessment information from STAAR, dropout rate and language barrier.

## General Use of Funds

The district shall use SCE funds for services beyond those offered through the regular education program and shall allocate at least 52 percent of its SCE allotment to campuses based on the greatest need for programs/services to supplement the regular education program for students in at-risk situations. SCE funds do not supplant funds for the regular education program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves kindergarten through grade 12 (e.g., English Language Arts, Mathematics, Science, Social Studies). State Compensatory funds are to encompass all 15 At Risk criteria and to ensure student progress by decreasing failure rates. The district's staffing formula provides a benchmark figure that is used to calculate supplemental full-time equivalent (FTE) staff which will follow the Personnel process and procedures. The number of excess FTE's resulting from smaller class sizes is determined from campus staffing formulas. The district shall ensure that all campuses continue to receive their fair share of state and local funds for conducting the regular education program and shall ensure that the intent and purpose of the SCE Program will be met. The allocation of SCE funds is revisited annually during the budget development process.

### TEC 48.104(k)(1-2)

(k) At least 55% of the funds allocated under this section must be used to:

- (1) fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between:
  - (A) students who are educationally disadvantaged and students who are not educationally disadvantaged; and
  - (B) students at risk of dropping out of school, as defined by Section 29.081, and all other students; or
- (2) support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Pub. L. No. 103- 832 and its subsequent amendments, and by federal regulations implementing that Act.

### SCE is a State Mandated Program

SCE funds **may only supplement** the regular education program for educationally disadvantaged and at-risk students.

What does “**basic program**” mean?

- All students have the right to an education paid for with unrestricted funds. This includes a **teacher textbooks and instructional materials**.

What does “**supplement the basic program**” mean?

- SCE funds are to be used to support and supplement the basic instruction program for students at risk of dropping out of school.
- Examples: Intervention programs for core, homeless needs etc.
- SCE funds cannot be used to pay for services and material that students must have as part of their basic educational program.

TEC, §48.104(k)

## **Training process:**

- ❖ Training process for identifying and monitoring at-risk students will take place at the beginning of the year, with elementary schools grouped at the same time and holding middle schools together with individual campus training at the secondary level.
- ❖ We will provide a schedule for pulse checks to support at risk teams during the coding process.
- ❖ Add-Value team will continue to work on an audit process for the intervention plans (Blue Folders) that will be taking place in the month of January. Selected schools will be notified and provided with further details.
- ❖ Oath verifications will be sent to campuses as described in Table 2 for documentation
- ❖ We will set end of year visits for reflection and review. In addition, process and procedures will be discussed.

\*Please address with your campus the examples that are provided below to ensure correct documentation and provide effective service to our students.

## **Section 2: Student Eligibility Criteria**

The district has adopted the 15 criteria delineated in the Texas Education Code 29.081 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

**CISD TEAMS AT RISK REASON CODES**

**Update 8/2024**

<b>PEIMS Criteria</b>	<b>At Risk Reason Name</b>	<b>Category</b>
ADV	Retained for 1 or more school years	At-Risk (Reason)
DRP	Has been previously reported as a dropout through Public Education Information Management System( PEIMS)	At-Risk (Reason)
INC	has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student	At-Risk (Reason)
PRNT	Parent	At-Risk (Reason)
PREG	Pregnant	At-Risk (Reason)
DPRS	In custody of/referred to Department of Protective Regulatory Services (DPRS)	At-Risk (Reason)
DRS	is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school	At-Risk (Reason)
HM	Homeless student	At-Risk (Reason)
LEP	Limited English Proficiency (LEP) <i>Emergent bilingual student (EB)</i>	At-Risk (Reason)
PRL	On parole, probation, deferred prosecution, other conditional release	At-Risk (Reason)
RD	PK-3 did not perform satisfactory on readiness test of assessment instrument	At-Risk (Reason)
AS	Did not perform satisfactory on assessment instrument	At-Risk (Reason)
AS%	Did not perform satisfactory on assessment instrument using 110%	At-Risk (Reason)
AEP	Placed in alternative education program (AEP) in prior or current school year	At-Risk (Reason)
EXP	Expelled in prior or current school year	At-Risk (Reason)
GRD	7-12 did not maintain 70 average in 2+ core courses during the semester in the preceding or current school year or is not maintaining such an average in the current semester	At-Risk (Reason)
RPF	Resides/resided in a residential placement facility in district	At-Risk (Reason)

Codes are permanent/ never removed
Yearly Codes
Two year codes (4 consecutive semesters)

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A student at risk of dropping out of school includes each student who is under 26 years of age and who...

**TABLE 1**



<b>CONTACT PERSON C.O.</b>	<b>CRITERIA/ CODE</b>	<b>DETAILS</b>	<b>CAMPUS RESPONSIBLE PERSON</b>
<p><b>RLA Coordinator (S. Leggett)</b> Ext. 7433</p> <p><b>Program Compliance Dir. (J. Melendez)</b> Ext. 7459</p>	<p><b>Code: RD</b></p> <p>Student is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during <b>the current school year</b>.</p> <p>Acceleration Instruction Plan and Intervention for all areas</p> <p><b>PRE-K- CIRCLE</b> Progress Monitoring Pre-K (CPM)</p> <p><b>Window for Assessments:</b> <b>August 25th through September 26th</b></p> <p><b>KINDER- CIRCLE</b> Kindergarten Progress Monitoring KPM (Formerly TX-KEA)</p> <p><b>Window for Assessments:</b> <b>August 25th through September 26th</b></p>	<p><b>Pre-Kindergarten - CIRCLE</b></p> <p>CIRCLE progress monitoring system will be utilized at the BOY, MOY and EOY of the current school year.</p> <p>Students who score <b>Monitor</b> or <b>Needs Support</b> in 2 or more sections <b>will be identified "At-Risk" for Criterial RD.</b></p> <p><b>Sections to be measured and identified as at risk:</b></p> <ol style="list-style-type: none"> <li>1. Social Emotional Behaviors Total</li> <li>2. Math - Total</li> <li>3. Phonological Awareness - Total</li> <li>4. Approaches to Learning - Total</li> <li>5. Physical Development and Health- Total</li> </ol> <p>★ <b>Remove Code at End of School Year</b></p> <p><b>Kindergarten -Circle Kindergarten Progress Monitoring KPM</b></p> <p>KPM will be utilized at the BOY, MOY and EOY of the current school year.</p> <p>Students <b>will be identified "At Risk" for Criteria RD</b>, if the student scored "Need Support" <b>RED</b> or "Monitors" <b>YELLOW</b> in two of the following sections.</p> <p>Sections to be measured:</p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Letter Names</li> <li>3. Spelling</li> <li>4. Decoding</li> <li>5. Letter Sounds</li> </ol> <p>★ <b>Remove Code at End of School Year</b></p>	<ul style="list-style-type: none"> <li>❖ AP's</li> <li>❖ Instructional Coach</li> <li>❖ At Risk Teacher</li> <li>❖ Teacher</li> </ul>

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CONTACT PERSON C.O.	CRITERIA/ CODE	DETAILS	CAMPUS RESPONSIBLE PERSON
	<p><b>1<sup>ST</sup> &amp; 2<sup>ND</sup> GRADES-</b> TPRI/TEJAS LEE</p>	<p><b>1<sup>st</sup> GRADE - TPRI/Tejas LEE</b> TPRI/Tejas LEE will be utilized at the BOY of the current school year.</p> <p>Identified <b>RED</b> on TPRI or Tejas LEE (based on first language) <b>will be identified as “At Risk” for Criteria RD.</b></p> <p>Students <b>will be identified “At Risk” for Criteria RD</b>, if the student scored Still Developing or Excluded (<b>RED</b>) in 5 or more of the following sections.</p> <p><b>TPRI- English 1<sup>st</sup></b></p> <ol style="list-style-type: none"> <li><b>1. Word Reading 1</b></li> <li><b>2. Word Reading 2</b></li> <li><b>3. Word Reading 3</b></li> <li><b>4. Word Reading 4</b></li> <li><b>5. Reading Accuracy Story 1</b></li> <li><b>6. Reading Accuracy Story 2</b></li> <li><b>7. Reading Fluency Story 1</b></li> <li><b>8. Reading Fluency Story 2</b></li> <li><b>9. Reading Comprehension Story 1</b></li> <li><b>10. Reading Comprehension Story 2</b></li> <li><b>11. Blending Phonemes PA 2</b></li> </ol> <p><b>Tejas Lee 1st Grade - Students will be identified “At Risk” for Criteria RD</b>, if the student scored NI, NE or Excluded (<b>RED</b>) in 2 or more of the following sections.</p> <p><b>Tejas LEE – Spanish 1<sup>st</sup></b></p> <ol style="list-style-type: none"> <li><b>1. Blending Phonemes</b></li> <li><b>2. Word Reading</b></li> <li><b>3. Reading Accuracy</b></li> <li><b>4. Reading Fluency</b></li> <li><b>5. Reading Comprehension</b></li> </ol> <p><b>★ Remove Code at End of School Year</b></p> <p><b>2<sup>nd</sup> GRADE:</b> TPRI/Tejas LEE will be utilized at the BOY of the current school year.</p> <p>Students <b>will be identified “At Risk” for Criteria RD</b>, if the student scored <b>RED</b> in 7 or more of the following sections.</p>	

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	<p><b>3<sup>rd</sup> GRADE ONLY</b> <b>September 2nd through</b> <b>12th Renaissance STAR</b> <b>Reading</b></p>	<p><b>TPRI- English- 2<sup>nd</sup></b></p> <ol style="list-style-type: none"> <li>1. Word Reading 1</li> <li>2. Word Reading 2</li> <li>3. Word Reading 3</li> <li>4. Word Reading 4</li> <li>5. Reading Accuracy Story 1</li> <li>6. Reading Accuracy Story 2</li> <li>7. Reading Fluency Story 1</li> <li>8. Reading Fluency Story 2</li> <li>9. Reading Comprehension Story 1</li> <li>10. Reading Comprehension Story 2</li> <li>11. Spelling 1</li> <li>12. Spelling 2</li> <li>13. Spelling 3</li> <li>14. Spelling 4</li> </ol> <p><b>Tejas Lee 2nd Grade - Students will be identified "At Risk" for Criteria RD, if the student scored NI, NE or Excluded (RED) in 2 or more of the following sections.</b></p> <p><b>Tejas LEE- Spanish- 2nd</b></p>	
	<p>(A) English language arts (B) mathematics (C) science; and (D) social studies</p> <p>The level of the course does not affect whether it is a foundation course, so advanced foundation courses are included.</p>	<ol style="list-style-type: none"> <li>1. Word Reading</li> <li>2. Reading Accuracy</li> <li>3. Reading Fluency</li> <li>4. Reading Comprehension</li> <li>5. Spelling</li> </ol> <p> <b>Remove Code at End of School Year</b></p> <p><b>3rd grade- Renaissance STAR</b></p>	
<p><b>Program Compliance Dir. (J. Melendez) Ext. 7459</b></p> <p><b>SECONDARY: Intervention Specialist (I. Lothamer) Ext. 7863</b></p>	<p><b>Code: ADV</b></p> <p>Was <b>not</b> advanced from one grade level to the next <b>for one or more school years.</b></p>	<p><b>Note:</b> Students scoring <b>RED</b> (Excluded) from this criteria in Overall Reading or Kindergarten students who were not advanced to the next grade level as a result of a <b>documented</b> request by the student's parent.</p> <p><b>Window Assessment:</b> A student remains at-risk until the September 2nd through 12th remainder of his/her public-school education. <b>(Never exits)</b> Take the score from the first assessment – if you tested twice.</p>	<ul style="list-style-type: none"> <li>❖ AP's</li> <li>❖ At Risk Coordinator</li> <li>❖ Counselors</li> <li>❖ Registrar</li> <li>❖ Attendance</li> <li>❖ At Risk Teacher</li> <li>❖ At Risk Teacher</li> </ul>
		<p><b>Use September data</b></p> <p> <b>Remove Code at End of School Year</b></p>	

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<p><b>Testing &amp; Accountability (J. Harrison) Ext. 7434</b></p> <p><b>**For students with failing STAAR scores, please refer to requirements that must be met under HB1416</b></p> <p><b>- Accelerated Instruction.</b></p>	<p><b>Code: AS -Did <u>not</u> perform satisfactorily</b> on a state assessment instrument administered to the student under Subchapter B, Chapter 39 (Public School System Accountability), in the <b>current</b> year.</p> <p><b>Code AS % - Did not perform satisfactorily in the <u>previous year and in the current year</u> did not perform at a level equal to at least 110% of the level of satisfactory.</b> If a student approaches but <b>does not pass at 110% code AS%.</b></p> <p><b>Elementary</b> Ex: 2023 STAAR R did not meet and 2024 STAAR R approached but not at 110%, code AS%</p> <p><b>Middle/High School</b> Ex: 2023 - Look at students with AS%,110%, (AS%), if in 2025 they still don't pass at 110% keep the AS%, if they pass at over 110% remove AS% code</p> <p>Acceleration Instruction Plan and Intervention for all areas</p> <p>*When a student does not pass a STAAR assessment (any subject) in grades 3–8 or EOC, the school district must provide supplemental accelerated instruction/ tutoring in the failed subject area during the following school year.</p>	<p><b>For STAAR 3-8:</b> First time STAAR taker: If the student "Did Not Meet", then he/she is considered at-risk.</p> <p>If the student was previously Coded At Risk and failed to meet 110% passing, the student remains At Risk.</p> <p><b>For STAAR EOC:</b> If the student was previously Coded At-Risk for a failed examination and failed to meet 110% passing on the same EOC examination, the student remains At Risk.</p> <p><b>FOR ALL GRADE LEVELS:</b></p> <p><u>Scores must be evaluated in all tested STAAR subjects.</u></p> <p><u>If a student achieves or surpasses the cut score for 110%, he/she exits at-risk.</u></p> <p><u>Elementary Scores must be reviewed once a year. (June)</u></p> <p><b>★ STAAR EOC scores must be reviewed after each EOC assessment window (January, June &amp; August)</b></p>	<ul style="list-style-type: none"> <li>❖ District Test Coordinator</li> <li>❖ Principal/AP's</li> <li>❖ Testing Coordinator</li> <li>❖ At Risk Coordinator</li> <li>❖ Counselors</li> <li>❖ Instructional Coach</li> <li>❖ Registrar</li> <li>❖ Attendance</li> <li>❖ At Risk Teacher</li> <li>Teacher</li> </ul>
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<p><b>Supplemental Educational Svc. Educator (A. Cardiel) Ext. 7655</b></p>	<p><b>Code: PREG &amp;/OR PRNT</b></p> <p>Is <b>pregnant</b> or is a <b>parent</b>;</p>	<p><b>Note:</b> A student never exits, unless voluntarily or involuntarily loss of child. (Exited by campus staff)</p>	<ul style="list-style-type: none"> <li>❖ TOA/PRS Teacher</li> <li>❖ Student Support Services</li> <li>❖ Counselors</li> <li>❖ At Risk Coordinator</li> <li>❖ Nurses</li> </ul>
<p><b>Intervention Specialist (I. Lothamer) Ext. 7863</b></p>	<p><b>Code: AEP</b> Has been placed in an alternative education program in accordance with §37.006 (Removal for Certain Conduct) during the <b>preceding or current school year</b>;</p>	<p><b>Note:</b> Discipline incident reasons codes not included under these criteria are 01, 20, 21, -21g, 22-22c, 33. 34. 41</p> <p>Discipline Report <b>Duration of two years. (End of the second school year after placement)</b></p>	<ul style="list-style-type: none"> <li>❖ DAEP Coordinator</li> <li>❖ APs</li> <li>❖ At Risk Coordinator</li> <li>❖ PEIMS/ Discipline Clerks</li> </ul>

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<p><b>DAEP Coordinator (S. Garcia)</b> Ext. 7667</p> <p><b>Intervention Specialist (I. Lothamer)</b> Ext. 7863</p>	<p><b>Code: EXP</b></p> <p>Has been expelled in accordance with §37.007 (Expulsion for Serious Offenses) during the preceding or current school year;</p>	<p><b>Note:</b> <b>Duration of two years</b> (End of the second school year upon successful completion of expulsion for a complete academic school year.)</p>	<ul style="list-style-type: none"> <li>❖ Attendance</li> <li>❖ PEIMS Clerks</li> <li>❖ Registrar</li> <li>❖ Principal /APs</li> </ul>
<p><b>DAEP Coordinator (S. Garcia)</b> Ext. 7667</p> <p><b>Intervention Specialist (I. Lothamer)</b> Ext. 7863</p>	<p><b>Code: PRL</b></p> <p>Is <b>currently on parole, probation, deferred prosecution, or other conditional release;</b></p>	<p><b>Note:</b> Remove at the end of the current school year <b>IF</b> legally removed from the condition.</p>	<ul style="list-style-type: none"> <li>❖ Principal/APs</li> <li>❖ At Risk Coordinator</li> <li>❖ Registrar</li> <li>❖ Counselor</li> <li>❖ Chief of Police</li> </ul>
<p><b>Intervention Specialist (I. Lothamer )</b> Ext. 7863</p>	<p><b>Code: DRP</b></p> <p>Was previously reported through the Public Education Information Management System (PEIMS) to have <b>dropped out of school (grades 7-12);</b></p>	<p><b>Note:</b> Check in PEIMS for a dropout list from the previous year. If they have not been re-enrolled in school this year, they are At Risk.</p> <p><b>**If a student is on the Leaver List and returns to current school year, determine the reason they left. If the student remained in the U.S and did not enroll in a school during the time they were gone, Code with DRP.</b></p> <p>A student <b>remains at-risk</b> until the remainder of his/her public-school education. <b>(never exits)</b></p>	<ul style="list-style-type: none"> <li>❖ Registrar</li> <li>❖ PEIMS Clerks</li> <li>❖ Counselors</li> <li>❖ At Risk Coordinator</li> </ul>
<p><b>Bilingual Coordinator (E. Aguilera)</b> Ext. 7439</p>	<p><b>Code: LEP</b></p> <p>Is an emergent bilingual student, as defined by §29.052; <b>(limited English proficiency)</b></p>	<p><b>Note:</b> <b>Code is only removed by an LPAC decision-</b> Section 29.052 gives the definition “Student of limited English Proficiency” as a student whose primary language is other than English and whose English Language skills are such that the student has difficulty performing ordinary classwork in English.</p>	<ul style="list-style-type: none"> <li>❖ EB Data Entry District/Campus</li> <li>❖ LPAC Aide</li> <li>❖ Counselors</li> <li>❖ At Risk Coordinator</li> <li>❖ At Risk Teacher</li> </ul>
<p><b>Executive Director SSS (M. Reyes)</b> Ext. 7650</p> <p><b>School Social Worker (L. Lopez)</b> Ext. 7661</p>	<p><b>Code: DPRS</b></p> <p>Is in the <b>custody or care of the Department of Protective and Regulatory Services</b> or has, during the current school year, been referred to the department by a school official, officer of the <b>juvenile court</b>, or law enforcement official.</p>	<p><b>Note:</b> Campuses must maintain documentation if referral to the department of protective and regulatory services by a school official is the sole criteria for At-Risk Identification.</p> <p>This criterion includes students in foster care.</p> <p><b>Remove Code at End of School Year</b></p>	<ul style="list-style-type: none"> <li>❖ Attendance Clerks</li> <li>❖ At Risk Coordinator</li> <li>❖ Counselors</li> <li>❖ Social Worker</li> </ul>

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<p><b>Executive Director SSS (M. Reyes) Ext. 7650</b></p> <p><b>School Social Worker (D. Carrillo) Ext. 7653</b></p>	<p><b>Code: HM</b></p> <p>Is <b>homeless</b>, as defined by <b>McKinney-Vento Act</b> Sec.725 (2); 42 U.S.C. Section 11435(2) and its amendments</p>	<p><b>Note:</b> Parent Liaison is in contact with Student Services for Homeless Coding approval. Student Services will enter PEIMS for Homeless indicator.</p> <p><b>Remove Code at End of School Year</b></p>	<ul style="list-style-type: none"> <li>❖ Student Support Services</li> <li>❖ Parent Liaison</li> <li>❖ Counselor</li> <li>❖ Social Worker</li> </ul>
<p><b>Executive Director SSS (M. Reyes) Ext. 7650</b></p>	<p><b>Code: RPF</b></p> <p>Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>	<p><b>Note:</b> <b>Duration of two years. (End of the second school year after placement.)</b></p>	<ul style="list-style-type: none"> <li>❖ Attendance Clerk</li> <li>❖ Principal/AP</li> <li>❖ Counselors</li> <li>❖ Registrar</li> <li>❖ Social Worker</li> <li>❖ Student Support Services</li> </ul>
<p><b>Executive Director of SSS (M. Reyes) Ext. 7650</b></p>	<p><b>Code: INC</b></p> <p>Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.</p>	<p><b>Note:</b> Reminder that any student, guardian or parent that has been incarcerated during any time of the student's school life will be coded at Risk and remains up until graduation.</p> <p>Assure incarcerated form is transcribed for documentation.</p>	<ul style="list-style-type: none"> <li>❖ Counselors</li> <li>❖ Registrar</li> <li>❖ Social Worker</li> <li>❖ Principal/A</li> <li>❖ Student Support Services</li> </ul>
<p><b>Executive Director SSS (M. Reyes) Ext. 7650</b></p>	<p><b>Code: DRS</b></p> <p>Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school Section 39.0548;</p>	<p><b>Note:</b> <b>(current school year only)</b></p>	<ul style="list-style-type: none"> <li>❖ Principal/APs</li> <li>❖ Registrar</li> <li>❖ Counselor</li> </ul>
<p><b>Executive Director SSS (M. Reyes) Ext. 7650</b></p> <p><b>Program Compliance Dir. (J. Melendez) Ext. 7459</b></p>	<p><b>Code:</b></p> <p>Is a chronically absent student, as defined by Section 48.009;</p>	<p><b>Note:</b> <b>Sec. 48.009. REQUIRED PEIM REPORTING.</b> (a) In this section: (1) "Chronically absent student" means a student who is absent from school for more than 10 percent of the school's required operation and instructional time within: (A) a school year; or (B) an enrollment period that exceeds 30 instructional days.</p> <p><b>Remove Code at End of School Year</b></p>	<ul style="list-style-type: none"> <li>❖ Attendance</li> <li>❖ PEIMS Clerks</li> <li>❖ Registrar</li> <li>❖ Principal /APs</li> </ul>

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL

<p><b>Executive Director SSS (M. Reyes) Ext. 7650</b></p>	<p><b>Code:</b> is required to attend school under Section 25.085, is not exempted under Section 25.086, and fails to attend school without excuse for 10 or more days or parts of days within a six-month period in the same school year;</p>	<p><b>Note:</b> Criteria for Truancy: A student is truant after 10 or more unexcused absences within six months in the same school year.</p> <p style="background-color: yellow; text-align: center;"><b>Remove Code at End of School Year</b></p>	<ul style="list-style-type: none"> <li>❖ Attendance</li> <li>❖ PEIMS</li> <li>❖ Clerks</li> <li>❖ Registrar</li> <li>❖ Principal</li> <li>/APs</li> </ul>
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### Early Childhood Assessments

#### CLI Engage

[www.cliengage.org](http://www.cliengage.org)

### PreK- CIRCLE Progress Monitoring

CIRCLE progress monitoring system will be utilized at the BOY, MOY and EOY of the current school year.

Students who score **Monitor** or **Needs Support** in 2 or more sections **will be identified "At-Risk" for Critical RD.**

Sections to be measured and identified as at risk:

1. Social Emotional Behaviors Total
2. Math - Total
3. Phonological Awareness - Total
4. Approaches to Learning - Total
5. Physical Development and Health- Total

## Class Summary Report

### CIRCLE Progress Monitoring

CIRCLE Progress Monitoring																			
1					2							3						1	
Rapid Vocabulary			Total		Rote Counting		Math			Social Emotional Behaviors				Total		Early Writing	Admin...		
Rapid Letter Naming	Rapid Vocabulary	Total	Rote Counting	Shape Naming	Number Discrimination	Number Naming	Shape Discrimination	Counting Sets	Operations	Total	Positive Social Behaviors	Classroom Community	Emotion and Behavior	Self-Care	Approaches to Learning	Total	Early Writing	Admin...	
52	55	55	2	5	2	5	6	5	3	28	18	12	16	4	12	62	20	3	
0	14	14	1	3	2	1	0	1	0	6	-	-	-	-	-	-	2	-	
3	14	14	1	2	1	3	2	3	1	13	14	12	13	4	10	53	4	-	
19	20	20	2	5	2	4	6	3	3	25	14	12	16	4	12	58	11	-	
2	17	17	1	5	2	3	6	5	3	25	-	-	-	-	-	-	5	-	
21	19	19	1	5	2	3	6	4	2	23	10	11	12	4	12	49	5	-	
0	13	13	0	5	2	1	3	3	2	16	-	-	-	-	-	-	3	-	
9	16	16	1	5	2	4	5	4	2	23	5	6	2	2	9	24	1	-	

## Kindergarten- KPM- Kindergarten Progress Monitoring

KPM will be utilized at the BOY, MOY and EOY of the current school year.

Students **will be identified "At Risk" for Criteria RD**, if the student scored "Need Support" **RED** or "Monitors" **YELLOW** in two of the following sections.

Sections to be measured:

- 6. Vocabulary
- 7. Letter Names
- 8. Spelling
- 9. Decoding
- 10. Letter Sounds

### Class Summary Report TX KEA Progress Monitoring

Ed (Former)  English Learner  Econ Disadvantaged  Dyslexia

Texas KEA

1 Raw Scores											2			3		1	
Vocabulary		Spelling			Listening Co ...		Letter Sound ...		Blending		Math			Social Emotional	Emotion	Academic Motor	Administration
Vocabulary 1	Total	Letter Names	Spelling 1	Total	Listening Comprehens...	Total	Letter Sounds 1	Total	Blending 1	Total	Math Part 1	Math Part 2	Total	Social Emotional	Emotion	Academic Motor	Administration
16	16	11	15	15	19	19	15	15	14	14	8	8	16	22	12	7	3
8	8	11	15	15	19	19	15	15	14	14	7	7	15	-	-	7	1
9	9	9	3	3	12	12	12	12	8	8	3	6	9	-	-	4	2
10	10	5	2	2	15	15	6	6	7	7	6	4	15	-	-	7	1
13	13	2	2	2	15	15	9	9	9	9	5	6	11	-	-	7	1
2	2	2	2	2	9	9	2	2	2	2	3	4	2	-	-	2	1
10	10	1	0	0	15	15	6	6	11	11	5	2	2	-	-	2	2
8	8	2	0	0	9	9	6	6	2	2	1	3	4	-	-	3	1
15	15	10	6	6	11	11	9	9	12	12	6	5	11	-	-	6	2
10	10	6	0	0	11	11	10	10	5	5	4	6	10	-	-	16	2
15	15	6	0	0	15	15	15	15	12	12	6	7	15	-	-	4	2
13	13	6	2	2	15	15	12	12	11	11	4	6	10	-	-	6	2
11	11	6	5	5	13	13	12	12	6	6	5	4	9	-	-	7	1
8	8	2	2	2	12	12	11	11	13	13	5	5	10	-	-	2	2
14	14	7	1	1	15	15	12	12	10	10	7	5	12	-	-	4	2
2	2	6	6	6	15	15	15	15	8	8	4	7	11	-	-	3	2
13	13	1	1	1	9	9	12	12	8	8	6	4	10	-	-	2	2
12	12	6	6	6	15	15	6	6	8	8	7	7	12	-	-	7	2

Screeener



STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL



	Measure	Maximum Score	Wave 1
1	SCR-1 Letter Sound	10	10
	SCR-2 Word Reading	8	7
	SCR-3 Blending Phonemes	6	6
2	Blending Word Parts	5	4
	Blending Phonemes	5	5
	Deleting Initial Sounds	5	2
	Deleting Final Sounds	5	1
3	Initial Consonant Substitution	5	5
	Final Consonant Substitution	5	5
	Middle Vowel Substitution	5	5
	Initial Blending Substitution	5	5
	Blends in Final Position	5	2
4	Word Reading 1	5	3
	Word Reading 2	5	2
	Word Reading 3	5	3
	Word Reading 4	5	1
5	Listening Comp - Tut	6	2
	Accuracy Level - Tut	2	0
	Listening Comp - Baseball Game	6	2
	Accuracy Level - Baseball Game	2	0
	Administration Mode	3	1



Student Summary Report

### Tejas LEE 1<sup>st</sup> Grade - Progress Monitoring

Tejas Lee 1st Grade - Students will be identified "At Risk" for Criteria RD, if the student scored NI, NE or Excluded (RED) in 2 or more of the following sections.

#### Tejas LEE - Spanish 1<sup>st</sup>

1. Blending Phonemes
2. Word Reading
3. Reading Accuracy
4. Reading Fluency
5. Reading Comprehension

### Class Summary Report Tejas LEE 1<sup>st</sup> Grade - Progress Monitoring

		Tejas LEE 1st Grade																
		1			2			3			4			5				
		Identificación de ...			Unión y segmentaci ...			Omisión de sonidos ...			Reconocimiento			Comprensión de				
		Identificación del s ...	Identificación del s ...	Total	Unión de sonidos	Segmentación de soni ...	Total	Omisión del sonido l ...	Omisión del sonido f ...	Total	Reconocimiento de las pa ...	Fluidez - El pato	Comprensión de lectura - ...	Exactitud - El pato Lalo ...	Fluidez - Meme y el fútbol ...	Comprensión de lectura - ...	Exactitud - Meme y el fútbol ...	Modo r agr...
re		8	8	16	8	8	16	5	5	10	15	-	5	2	-	5	2	3
op		8	1	9	3	5	8	5	1	6	12	3	2	0	-	-	-	2
o		8	6	14	0	0	0	0	0	0	0	0	-	-	-	-	-	-
		7	3	10	4	5	9	2	1	3	8	15	0	0	-	-	-	1
z		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
i		8	8	16	6	7	13	5	5	10	15	10	4	2	9	4	2	1
ez		4	0	4	0	2	2	1	0	1	0	0	-	-	-	-	-	1
		8	8	16	8	7	15	5	5	10	14	7	2	2	2	2	2	2

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL

**2<sup>nd</sup> GRADE:**

TPRI/Tejas LEE will be utilized at the BOY of the current school year.

Students will be identified "At Risk" for Criteria RD, if the student scored **RED** in 7 or more of the following sections.

**TPRI- English- 2<sup>nd</sup>**

1. Word Reading 1
2. Word Reading 2
3. Word Reading 3
4. Word Reading 4
5. Reading Accuracy Story 1
6. Reading Accuracy Story 2
7. Reading Fluency Story 1
8. Reading Fluency Story 2
9. Reading Comprehension Story 1
10. Reading Comprehension Story 2
11. Spelling 1
12. Spelling 2
13. Spelling 3
14. Spelling 4

**Class Summary Report**  
**TPRI 2<sup>nd</sup> Grade - Progress Monitoring**

TPRI 2nd Grade															
<input type="checkbox"/> Special Ed (Former) <input type="checkbox"/> English Learner <input type="checkbox"/> Econ Disadvantaged <input type="checkbox"/> Dyslexia															
	1					2					Raw Scores				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
	SC Word Reading	Spelling Set 1	Spelling Set 2	Spelling Set 3	Spelling Set 4	Word Reading Set 1	Word Reading Set 2	Word Reading Set 3	Word Reading Set 4	Fluency - Rosa's New F...	Read Comp - Rosa's New F...	Lis Comp - Rosa's New F...	Accu Level - Rosa's New F...	Administration Mode	
ore	12	5	5	5	5	5	5	5	5	-	6	6	2	3	
→	11	3	2	3	2	5	5	4	5	71	6	-	2	2	
→	8	3	1	4	2	4	1	2	0	59	5	-	1	2	
on ...	12	3	5	5	3	5	5	5	5	123	6	-	2	2	
ez	2	2	0	0	0	2	2	0	0	18	-	2	0	1	
jue	8	1	1	2	0	5	2	2	2	56	5	-	1	2	
Ma ...	7	3	2	1	1	3	4	3	4	57	6	-	1	2	
nd	8	3	2	1	0	5	5	3	2	70	5	-	1	1	
→	12	4	5	4	3	5	5	5	5	102	6	-	2	2	
an	10	4	1	0	0	5	3	4	3	52	4	-	0	2	
-R ...	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
sa ...	6	0	0	1	0	3	1	2	0	0	-	6	0	2	
art	11	5	2	2	2	4	5	3	4	77	4	-	2	1	
	10	3	2	4	4	4	4	4	5	73	4	-	2	1	
so	0	2	0	0	0	0	0	0	0	0	-	3	0	2	
z	12	4	1	2	1	5	5	4	3	83	5	-	2	2	
ez	12	4	4	5	4	5	5	5	4	104	6	-	2	1	
ta	9	2	0	1	0	4	1	1	1	54	6	-	1	1	
an ...	11	4	3	4	4	5	5	5	5	108	5	-	2	2	

**Tejas Lee 2nd Grade** - Students **will be identified "At Risk" for Criteria RD**, if the student scored NI, NE or Excluded (**RED**) in 2 or more of the following sections.

**Tejas LEE- Spanish- 2nd**

1. Word Reading
2. Reading Accuracy
3. Reading Fluency
4. Reading Comprehension
5. Spelling

**Tejas LEE - 2nd Grade**

**Class Summary Report**  
**Tejas LEE 2<sup>nd</sup> Grade - Progress Monitoring**

Tejas LEE 2nd Grade							
		<input type="checkbox"/> English Learner		<input type="checkbox"/> Econ Disadvantaged		<input type="checkbox"/> Dyslexia	
		1		Raw Scores		2	
		3				Dictado	
		Reconocimiento de las pa ...		Fluidez - El abuelo de N ...		Comprensión de lectura - ...	
		Exactitud - El abuelo de ...		Dictado		Total	
		Modo de administración					
re	15	-	8	2	10	10	3
	2	7	4	0	3	3	1
z ...	6	8	2	0	9	9	3
lo	1	0	-	0	5	5	2
a	14	51	2	2	10	10	2
ez	5	11	3	0	2	2	1
i	2	15	3	0	7	7	1
	9	57	3	2	8	8	2
s	3	29	5	1	9	9	2
z ...	0	0	-	0	7	7	2
	13	65	7	2	10	10	1
o ...	1	17	3	0	8	8	2

### 3rd Grade Renaissance STAR

Students scoring **RED** (Did Not Meet) or **YELLOW** (Approaches) in **Overall Reading** in their **NATIVE LANGUAGE** assessment will be identified as **At-Risk for Criteria RD**. Use the Star Record Book to identify students. Ensure the State Benchmark is selected.

Star Record Book

[View Reports](#) [Manage Groups](#) [Manage Goals & Benchmarks](#) [Plan Instruction](#)

English Español

Subject:


School:

Class or Group:

Latest Assessment Results


**Star Reading**

State Benchmark



**Star Lectura**

State Benchmark



**Latest Assessments** Screening Comparison

Plan Instruction with nearpod

Star Unified Scale

Student ↑	GL	English		Spanish	
		Star Adaptive (SS / PR)		Star Adaptive (SS / PR)	
<input type="text" value="REDACTED"/>	3	<span style="color: green;">■</span> <b>1010 / 82</b>	Reading 09/09/2025	<span style="color: red;">■</span> <b>807 / 16</b>	Reading 09/10/2025
<input type="text" value="REDACTED"/>	3	<span style="color: blue;">■</span> <b>930 / 42</b>	Reading 09/09/2025	<span style="color: blue;">■</span> <b>942 / 81</b>	Reading 09/10/2025
<input type="text" value="REDACTED"/>	3	<span style="color: orange;">■</span> <b>907 / 32</b>	Reading 09/09/2025	<span style="color: orange;">■</span> <b>892 / 56</b>	Reading 09/10/2025
<input type="text" value="REDACTED"/>	3	<span style="color: green;">■</span> <b>1078 / 98</b>	Reading 09/09/2025	<span style="color: orange;">■</span> <b>897 / 59</b>	Reading 09/10/2025

### Criteria: D -sheets 110% score

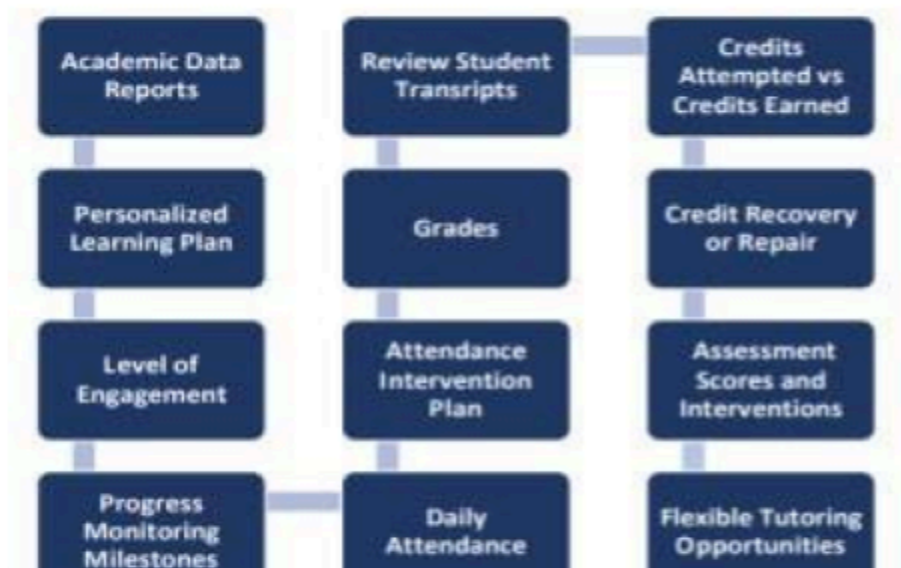
#### 2025-2026 STAAR Raw Score Conversion Tables

Mathematics							
Grade	Administration	Standard	Total Points Possible	2025 Raw Points Cut Score	Approaches Min Scale Score	110% Raw Points Score	110% Scale Score
3 & Spanish	Spring 2025	Approaches	40	17	1462	19	1494
4 & Spanish	Spring 2025	Approaches	40	17	1462	19	1494
5 & Spanish	Spring 2025	Approaches	42	17	1515	19	1545
6	Spring 2025	Approaches	43	16	1616	18	1647
7	Spring 2025	Approaches	46	19	1703	21	1740
8	Spring 2025	Approaches	48	17	1754	19	1787
Algebra I	Dec-24	Approaches	59	20	3550	22	3630
	Spring 2025	Approaches	59	20	3550	22	3666
	Jun-25	Approaches	59	19	3550	21	3627
RLA							
Grade	Administration	Standard	Total Points Possible	2025 Raw Points Cut Score	Approaches Min Scale Score	110% Raw Points Score	110% Scale Score
3	Spring 2025	Approaches	52	18	1345	20	1380
3- Spanish	Spring 2025	Approaches	52	22	1318	25	1362
4	Spring 2025	Approaches	52	17	1414	19	1446
4-Spanish	Spring 2025	Approaches	52	25	1408	28	1451
5	Spring 2025	Approaches	52	22	1475	25	1529
5-Spanish	Spring 2025	Approaches	52	23	1431	26	1469
6	Spring 2025	Approaches	56	21	1535	24	1572
7	Spring 2025	Approaches	56	23	1564	26	1602
8	Spring 2025	Approaches	56	20	1592	22	1616
English							
Test	Administration	Standard	Total Points Possible	2025 Raw Points Cut Score	Approaches Min Scale Score	110% Raw Points Score	110% Scale Score
English I	Dec-24	Approaches	64	28	3775	31	3862
	Spring 2025	Approaches	64	28	3775	31	3865
	Jun-25	Approaches	64	28	3775	31	3927
English II	Dec-24	Approaches	64	27	3775	30	3871
	Spring 2025	Approaches	64	27	3775	30	3872
	Jun-25	Approaches	64	28	3775	31	3879
Social Studies							
Grade	Administration	Standard	Total Points Possible	2025 Raw Points Cut Score	Approaches Min Scale Score	110% Raw Points Score	110% Scale Score
8	Spring 2025	Approaches	49	21	3550	24	3743
U.S. History	Dec-24	Approaches	78	24	3550	27	3673
	Spring 2025	Approaches	78	23	3550	26	3678
	Jun-25	Approaches	78	24	3550	27	3673
Science							
Grade	Administration	Standard	Total Points Possible	2025 Raw Points Cut Score	Approaches Min Scale Score	110% Raw Points Score	110% Scale Score
5 & Span	Spring 2025	Approaches	39	18	3550	20	3692
8	Spring 2025	Approaches	46	18	3550	20	3672
Biology	Dec-24	Approaches	53	16	3550	18	3646
	Spring 2025	Approaches	53	16	3550	18	3650
	Jun-25	Approaches	53	16	3550	18	3686

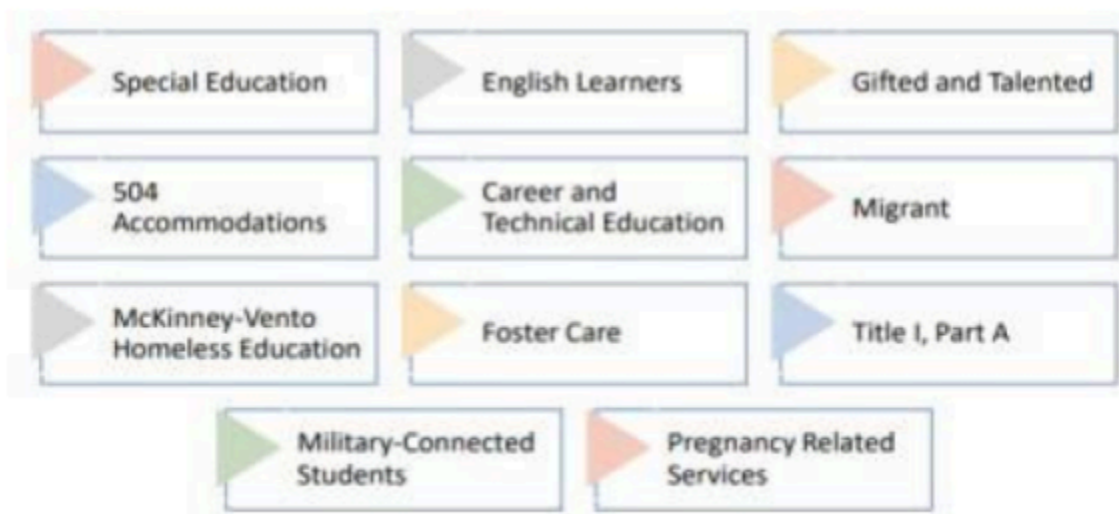
**\*\*FOR MORE INFORMATION ON SPECIFIC CRITERIA D – call J. Harrison Ext. 7434**

**Progress Monitoring:** As we analyze Academic data reports it is detrimental to follow up with a roadmap for progress monitoring as indicated below:

### Student Academic Progress Monitoring Roadmap



- Provide a multi-tiered level of support by collaborating with other student programs such as:



### **Section 3: Identification Procedures**

#### ***Students need to be identified, at a minimum***

- Upon initial enrollment through the “At-risk Dropout Prevention” (EHBC exhibit A or B), this profile should be kept in the student’s cumulative folder inserted with the blue folder.
- In the fall of each school year, for reporting on the fall PEIMS submission,
- In the spring after the fall semester grades are finalized and
- In the summer, after the state assessment reports are received.
- After each revision, a signature and date is required.

### **Responsibilities**

#### ***Campus Add-Value Contact***

Each campus principal shall appoint an Add-Value Campus Contact and create an Add-Value team.

Responsibilities of each contact include the following:

- Oversee process for initial and ongoing identification of students
- Review campus at-risk data input
- Compare at-risk numbers with previous years' numbers (by number and by percent and look for reasons for a 10 percent or more variance of numbers).
- Maintain a roster of identified students with the qualifying criterion/criteria listed
- Run and review queries to check for errors or missing students
- ***Inform campus staff of the status of identified students.***
- Oversee process for timely review of student progress to determine the need for continued services or continued eligibility every 6 weeks and ensure that the program of each student not making acceptable progress is modified
- Collaborate with the campus administration, staff and CIC to ensure appropriate services are available for identified student
- Share information of individual At-Risk Record to District AEP and collaborate with the District AEP staff to ensure proper identification of Add-Value students and appropriate services. Attached will be the “At-Risk Dropout Prevention and Personal Graduation plan” form to utilize for intake with other required paperwork.
- Review cumulative folders for current Add-Value Student Record form and the accuracy of the criteria selected (all previous forms remain in cumulative folder)
- Plan and conduct, in coordination with the campus administration and CIC, an annual evaluation of effectiveness of Add-Value services provided at the campus (use SCE Annual Campus Performance Report)
- Collaborate with the campus administration and CIC or campus staff to provide appropriate staff development sessions on identification of and strategies for serving students in at-risk situations
- Centralize a binder for all students that are receiving tutoring sessions with sign in sheets, with the list of intervention programs they are receiving, and any type of presentations provided to teachers/students/parents regarding interventions and/or notifications. Through collaboration of CIC provide a needs assessment of FTE’s that may be needed to provide supplemental and effective support to our at-risk students.
- Reminder, these processes and programs are embedded within the TTESS rubric to
- ensure teacher growth and student success.

### **Procedures for Identifying Eligible Students:**

The campus shall follow established procedures for identifying students utilizing a District-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State. Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly (see EHBC Regulation for the above).

### **Procedures for NEW students as they enroll throughout the year:**

As students enroll, verification for all At Risk Codes must be done. If you have any questions on any specific at-risk criteria, refer to the contact person from the Central Office listed on the left side of Table 1. Phone number is listed.

### **Periodic Updates and Eligibility Review - Campus Responsibilities**

The campus contact and the campus principal and/or his designee(s) shall follow established procedures to conduct the initial review in the fall and periodic reviews throughout the school year (including student data listed in, but not limited to At-Risk Student Identification Data), to identify and input into the District At-Risk data base for PEIMS additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

**TABLE 2**  
**State Compensatory Education At A Glance Timelines**

JULY	AUGUST	SEPTEMBER	OCTOBER
	4 <sup>th</sup> – First day of school for students	11 <sup>th</sup> - ADD Value Training <ul style="list-style-type: none"> <li>Elementary – 8:30-10:30</li> <li>Secondary – 1:30-3:30</li> </ul> <p>Continue to gather data and start meetings with ADD Value Teams.</p> <p>Coding in progress!!</p>	6 <sup>th</sup> -10 <sup>th</sup> – ALL coding must be completed in TEAMS to be ready for PEIMS DEADLINE.
	<b>Entire Month</b> Gather ALL data to analyze for coding.	<b>CIRCLE- TPRI-TEJAS LEE, KPM</b>  <b>Window for Assessments:</b>  <b>Aug. 25<sup>th</sup> thru Sept. 26<sup>th</sup>, 2025</b>	20 <sup>st</sup> -24 <sup>th</sup> – Review and cross reference ALL coding.  Last editing
	<b>3<sup>rd</sup> GRADE READING</b> Renaissance STAR  <b>Window for Assessments:</b>  <b>September 2<sup>n</sup>d thru 12<sup>th</sup> 2025</b>  Use September data.		31 <sup>st</sup> - Last Friday of month <b>SNAPSHOT DAY</b> (October 31)  Karina Anchieta, PEIMS Specialist
NOVEMBER	DECEMBER	JANUARY	FEBRUARY
3 <sup>rd</sup> – Send Verification List  1 <sup>st</sup> -30 <sup>th</sup> Intervention Collaboration with TEAMS/Update Fall Documentation  Sign Verifications/Oaths and resubmit to K. Anchieta	<b>Dec. 8, 2025</b> – Update Documentation and Intervention Collaboration  Dec. 11, 2025 Fall Submission Due.	Organize blue sheets in binders in preparation for audit process by ADD Value Team.  After Audit:  **BLUE FOLDERS: Blue sheets will be placed in Blue Folders and filed in Cumulative Folders once audit is completed.  *Secondary campuses record based on December/EOC data.	Send Verification and Oaths.  Resubmit to K. Anchieta, PEIMS Specialist.  PEIMS Specialist will send At-Risk listings to ALL campuses for Verification along with the Affidavit and Oath.
MARCH	APRIL	MAY	JUNE
<b>March 5, 2026</b> Intervention collaboration with TEAMS updates on ALL documentation for Spring.		<b>May 1<sup>st</sup>, 2026</b> – PEIMS Specialist will send At-Risk listings to all campuses for verification  <b>May 15<sup>th</sup>, 2026</b> Sign and return to PEIMS Specialist  K. Anchieta will send At-Risk listing to ALL campuses for Verification.  Sign and return  End of Year Collaboration Party for removal of codes for those who are eligible., <b>Date must be AFTER the last day of school and BEFORE the first day of instruction for new school year.</b>  Last day of school May 28, 2026	Coding continued ALL month.  <b>Window for Code “End All” or “removal”:</b>  Date must be <b>AFTER</b> the last day of school and <b>BEFORE</b> the first day of instruction for new school year.  <b>ONLY</b> for Eligible Students/Codes can be “ended” or “removed”.

## Oaths and Verifications Forms

Page 1



### *Canutillo Independent School District*

#### *Add-Value Team*

TO: All Principals

FROM: ADD VALUE TEAM DATE:

SUBJECT: AT-RISK STUDENT VERIFICATION, 2025-2026 School Year

Enclosed is the list of students enrolled as of \_\_\_\_\_.

Please thoroughly review and verify the student *at-risk indicators* shown on this list. If corrections are necessary, please post them to the TEAMS Student System *and* highlight their names on the list indicating the changes.

Again, please review and verify the list, clearly noting corrections where necessary, and return it to me signed and dated by \_\_\_\_\_.

Please feel free to contact me for assistance at 877-7422.

Add-Value Team

cc:

Dr. Monica Reyes

Julie Melendez

Karina Anchieta

Corina Fernandez

Jessica Harrison

Esmeralda Aguilera

Shawn Leggett

Claudia Olivera



*Canutillo Independent School District*  
*ADD-VALUE TEAM*

**1<sup>st</sup>- 6 weeks** – (This will change every six weeks-2<sup>nd</sup>, 3<sup>rd</sup>, etc...)

OATHS & AFFIDAVITS

I, \_\_\_\_\_ the undersigned, hereby offer assurances that I have taken measures to verify the accuracy and authenticity of the information recorded in the student detail report and that the information is in accordance with laws and regulations pertaining to students at risk coding. I further affirm that the data appearing in the student at-risk detail report is the basis for information appearing in the summary reports and in the state required PEIMS submission.

Campus \_\_\_\_\_

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date



***Canutillo Independent School District  
Add-Value Team***

TO: SECONDARY PRINCIPALS  
FROM:  
DATE:  
SUBJECT: ADD-VALUE STUDENT VERIFICATION, 2025/26 School Year

Enclosed is the list of students enrolled as of \_\_\_\_\_ that will be reported to T.E.A. during the window for submission. Please thoroughly review and verify the student *at-risk indicators* shown on this list. If corrections are necessary, please post them to the TEAMS Student System *and* indicate them clearly on the list. The PEIMS at-risk definitions and related text are enclosed.

Please review and verify the list: Boxes checked below indicate that we are monitoring and clearly noting corrections where necessary.

Return verification oath to me signed and dated by \_\_\_\_\_.

If some indicators above were not completed be sure to cross it out and initial. Please feel free to contact me for assistance at 877-7422.

Campus \_\_\_\_\_

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

### **Direct Student Services:**

Upon identification of students, the campus Add-Value Contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

1. Monitor General/Academic Progress
2. Bilingual/ESL Strategies
3. Special Education
4. Group Guidance/Individual Guidance
5. Character Education
6. Contact with Parents
7. Referral to Community Agency
8. RTI Interventions Tier I and II
9. Academic Tutoring / Timely Assistance Interventions within the instructional day
10. Life Skills/Student Skills
11. Mentoring
12. Computer Assisted Instruction
13. STAAR Prep/EOC Prep
14. Summer School Accelerated Instruction
15. Classroom Placement Change
16. GPC Plan
17. On-Line Credit Recovery
18. Credit by Exam
19. District AEP program
20. Pregnancy, Education & Parenting / Pregnancy Related Services
21. Teen Parents
22. One-on One Family Guidance
23. Alcohol Substance and Violence Prevention
24. Mother/Daughter or Father/Son
25. Four Year Graduation Plan
26. Accelerated Instruction and Intervention Plan (HB1416)
27. Behavioral Health AC+ION Student Assistance Program

### **Indirect Student Services**

1. Training sessions for staff and parents of identified students to ensure at-risk student support
2. Programs (including STAAR / EOC support) to help parents become more effective partners in helping Add-Value children succeed
3. Professional development relating to at-risk criteria.
4. Parent Engagement / Parent University

### **Monitoring**

**The Texas Education Code §29.081 (c) (d)** requires the assessment of the academic achievement of each student identified as at risk of dropping out of school. The campus At-Risk Contact, in consultation with appropriate staff, will review measures for timely monitoring of the student's progress. Such measures may include but are not limited to the following:

1. Periodic interviews
2. Written progress reports
2. Periodic literacy and benchmark assessments
3. Grading cycle subject area performance, retention list and semester failure lists
4. **Eduphoria Journaling must be done 5th/6th and 8th/9th. \*Other grades optional for progress**

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**monitoring.** (Transition Purposes)

5. Campus quarterly discipline reports
6. Annual LPACs
7. Data for campus students enrolled at the Lone Star Academy (DAEP)
8. Other measures as set forth in the campus improvement plan
9. To the extent possible, quarterly and/or other timely consultations with law enforcement agents
10. As appropriate, review impact of counseling services offered to identify students

## Section 5: Student Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject foundation courses, on readiness tests, on state assessments, pregnancy or parent status, expulsion time frame, LEP status, homeless or residential placement timeframes), the campus At-Risk Contact, in consultation with the principal and/or the appropriate staff, shall determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include but are not limited to the following:

**REMINDER**, asterisks indicate that these sections will be completed by Central Office only

**Code ADV:** was not advanced from one grade level to the next for one or more school years

**\*\*Code DRP:** Custody or care of Department of Protective and Regulatory Services

**Code INC:** Incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student

**\*\*Code PREG/PRNT:** Pregnancy or parent status

**Code DPRS:** In custody of/referred to Department of Protective Regulatory Services (DPRS)

**Code DRS:** is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school

**Code LEP:** LEP status

**Code PRL:** Parole, probation or conditional release status

**Code RD:** PK-3 did not perform satisfactory on readiness test or assessment instrument

**Code AS:** Did not perform satisfactory on state assessment instrument

**Code AS%:** A level of satisfactory performance at 100 percent on state assessments after previous failure (at 110% on Title I Campuses)

**Code AEP:** Alternative education program placement or expulsion timeframe

**Code EXP:** Expelled in prior or current school year

**Code GRD:** Maintenance of grades of 70 or greater in foundation courses timeframe

**Code RPF:** Residential placement facility time frame

To remove or exit a student from SCE services, the Add-Value Contact shall fill out an At-Risk Student Record form and follow the instructions found in the Appendix. The student is still considered at-risk until the information is input into the District's at-Risk database. After input, the completed form is filed and remains in the student's cumulative folder.

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**At Risk Procedures for Exiting and Updating Students**

<b>ADV</b> was not advanced from one grade level to the next for one or more school years	Code remains for the duration of <b>public school</b> education, never removed. <i>ENTRY Coding Window: June 1st – July 29th</i>
<b>DRP</b> was previously reported through PEIMS to have dropped out of school	Code remains for the duration of <b>public school</b> education, never removed. <i>ENTRY Coding: Individual basis</i>
<b>INC</b> Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution.	Code remains for the duration of <b>public school</b> education, never removed. <i>ENTRY Coding: Individual basis - First day of knowledge</i>
<b>PRNT</b> Parent	Code remains for the duration of <b>public school</b> education, never removed. <i>ENTRY Coding: Individual basis - First day of knowledge</i>
<b>PREG</b> is pregnant	<b>EXIT</b> by District Intervention Specialist Only <i>ENTRY Coding: Individual case basis</i>
<b>DPRS</b> is in the custody or care of DPS or has, during the current school year, been referred to by a school official, officer of the juvenile the department by a school official, officer of the juvenile court, or law enforcement official	<b>EXIT: At the end of the current school year, after the last day of school.</b> <i>ENTRY Coding: Individual basis – based on date of knowledge</i>
<b>DRS</b> Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery.	<b>EXIT: At the end of the current school year, after the last day of school.</b> <i>ENTRY Coding: by October Snapshot</i>
<b>HM</b> is homeless	<b>EXIT: At the end of the current school year, after the last day of school.</b> <i>ENTRY Coding: Individual basis – First day of enrollment</i>
<b>PRL</b> is currently on parole, probation, deferred prosecution, or other conditional release.	<b>EXIT: End of the school year that the parole probation occurred after the last day of school.</b> <i>ENTRY Coding: Individual basis – based on date of knowledge</i>
<b>RD-</b> In pre-k, kinder, 1st, 2nd, or 3rd grade and did not perform satisfactorily on a readiness test or assessment.	<b>EXIT: End of the current school year after last day of school</b> <i>ENTRY Coding: by October Snapshot</i> <b>ELEMENTARY ONLY</b>
<b>AS</b> did not perform satisfactorily on STAAR	<b>EXIT 4AS: If the student has passed all STAAR tests above 110%</b> <i>ENTRY Coding: Reviewed and updated after each test administration.</i> <b>Codes must be accurate by Fall Snapshot</b>
<b>AS%</b> did not performed on STAAR at a level equal to at least 110% of the level of satisfactory performance on that instrument.	<b>KEEP 4AS%: If the student passed, but not above 110%</b> <i>ENTRY Coding: Reviewed and updated after each test administration.</i> <b>Codes must be accurate by Fall Snapshot</b>
<b>LEP</b> is a student of limited English proficiency, EB	<b>EXIT: When student has been exited by LPAC</b> <i>ENTRY Coding: Individual basis &amp; program criteria</i>
<b>AEP</b> has been placed in DAEP during the preceding or current school year.	<b>EXIT: End of the second school year after placement</b> <i>ENTRY Coding: First day of DAEP placement</i> <b>MIDDLE SCHOOL/HIGH SCHOOL</b>
<b>EXP</b> has been expelled during the preceding or current school year.	<b>EXIT: End of the second school year after placement, after the last day of school</b> <i>ENTRY Coding Window: First day of IJAP Assignment</i>
<b>GRD:</b> Grade 7th thru 12th grade and did not maintain an average equivalent to 70% in two or more subjects in the 4 core subjects during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the core curriculum in the current semester.	<b>EXIT: The student is failing not more than one core subject in the year the student was identified and in the following year, after the last day of school.</b> <i>ENTRY Coding: After each grading period</i> <b>MIDDLE SCHOOL/HIGH SCHOOL ONLY</b>
<b>RPF</b> Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.	<b>EXIT: At the end of the 2nd school year of attendance after the placement has ended, after last day</b> <i>ENTRY Coding: Individual basis - First day of knowledge</i>

**Yellow Codes are NEVER removed**

Green Codes are YEARLY Codes

Purple Codes are updated based on specific events

Blue Codes are **TWO year** codes, must be reviewed frequently

## **Section 6: District Monitoring and Program Evaluation**

### **Required Overall Program Evaluation**

The District shall conduct an annual program evaluation, with assistance from District research and assessment personnel and campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. Performance on Chapter 39 Assessments (see State Assessment Comparisons for SCE); and
2. Rates of high school completion
3. **Completion of the State Compensatory Education Program Effectiveness Report Mid-June annually.**

### **ADD-Value Audits**

Canutillo ISD may conduct audits of at-risk data on the campuses. It is required that all Add- Value students be monitored and tracked until they exit the program. Each campus is required to identify a committee that will support in identification, the proper coding and interventions provided for students. **See Table 2 for all auditable items.**

## **Section 7: Campus Level Services**

**TEC §11.252, §11.253, §29.081 require specific services funded by state compensatory dollars to be listed in the campus improvement plan** and identify the number of FTE's in the personnel section of the CIP in Plan4Learning. As additional students are identified, additional services may be added, and others may be modified or deleted. Each campus shall also maintain a list of additional services and programs available to at-risk students that are funded by other sources.

### **ADD-Value Student**

#### ***Identification and Exit Procedures***

1. In TEAMS under "Special Programs" to access the At-Risk Report.
  - a. All data must be verified by **October 10, 2025**, to be ready for the PEIMS deadline.
  - b. **SNAPSHOT Day, October 31, 2025.**
  - c. Check all forms for completion of input into TEAMS
  - d. Run and review the At-Risk student report, Ms. Anchieta will also be providing you with the at-risk report for verification on **November 3, 2025**, as indicated in Table 2.
  - e. Run queries against the forms to check for errors or missing students.
2. File ADD-Value Student Record Forms
  - a. All individual student At-Risk Student Record forms must be filed in a **BLUE FOLDER** in the students' Cumulative Folders (Do not throw away previous years' forms - they remain in the cumulative folder with changes).
  - b. Insert **NEW UPDATED** At-Risk form into students' cumulative folder.
  - c. There will be random Cumulative folder spot checks at selected campuses.
3. Exit in May for those that are Eligible.

Windo for drop date will be effective as of **last day of instruction to the 1<sup>st</sup> day of instruction (Summer) you can use any dates between the Windows given above – Do not place dates outside of the window.**

### ***Identification of Homeless Students***

Children and youth in many different living situations are considered homeless under Federal law. Homelessness is a lack of permanent housing resulting from extreme poverty or from the lack of a safe and stable living arrangement. Children and youth in homeless situations often do not fit society's stereotypical images of homelessness. Therefore, educators may not realize students who are considered homeless under the McKinney-Vento Act and, as such, qualify for its protections and services. The McKinney-Vento Act contains a specific definition of homelessness that includes a broad array of inadequate living situations and contains a more comprehensive definition of homelessness than the **Stewart B. McKinney Act, 42 U.S.C. § 11301, et seq. (1994)**.

#### **Definition of Homelessness (McKinney-Vento Act Sec. 725(2); 42 U.S.C. 11435(2))**

The term "homeless children and youths" means:

- (A) Individuals who lack a fixed, regular, and adequate nighttime residence...; and includes:
- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
  - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - (iv) Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

### ***Procedures for Identifying Homeless Students***

If student/parent or guardian indicates that they are Homeless/Hurricane:

1. Complete Student Residency Form
2. Submit the original copy to parent Liaison/Student Support Services for coding approval.
3. District Homeless Liaison Dr. Monica Reyes will enter all Codes for McKinney-Vento Students that qualify.
4. Maintain a copy at campus.
5. All Homeless Students are automatically considered Title I and are eligible for free lunch.
6. Verification of coding by external coordinator and compliance for funding.
7. Complete an At-Risk form for all Homeless Students.

**For detail information on homeless, refer to end of workbook.**

## **TEAMS ADD-Value Procedure for Coding**

### **Adding At-Risk Codes**

1. Type in effective date
2. In the At-Risk indicator – click the drop-down arrow to select Yes.
3. In the At-Risk reasons – click the drop-down arrow to select the At-Risk reason Code(s)
4. Click on ADD and the information should then appear below in the “Student At-Risk” details.

### **Adding At-Risk Code(s) at a later date**

1. Type in effective date – because this is a change you will need an effective date.

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2. In the At-Risk Reasons – select the additional At-Risk reason Code you would like to add.
3. Click on ADD and you should see the additional At-Risk Code(s) with the new effective date in the “Student At-Risk” details.

**Removing At-Risk Code(s)**

*If you have more than 1 At-Risk Code and would like to end at least ONE:*

1. Enter effective date
2. Click on the trash can icon next to the At-Risk reason Code(s) you would like to end.
3. Click ADD and the “Student At-Risk” details line should now reflect the change.

**Ending At-Risk Code(s)**

1. Click on END ALL.
2. Type in effective date to end the service.
3. Click on END ALL again and the effective date will show as the last entry in the “Student At-Risk” details line.

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**At-Risk /Dropout prevention and personal graduation plan  
Grades PK-5th (Exhibit A) (Blue Sheet)**

STATE COMPENSATORY EDUCATION IDENTIFICATION OF  
STUDENTS AT-RISK OF DROPPING OUT OF SCHOOL

EHBC  
(Exhibit A)

<b>Student Name:</b>		<b>Student ID:</b>	<b>Grade:</b>	
<b>At-Risk /Dropout prevention and personal graduation plan Grades PK-5<sup>th</sup> (EHBC Exhibit A Form PreK-5)</b>				
<b>CODE</b>	<b>Mandated Criteria</b>	<b>Identify all Reasons the Student is At-Risk/Intervention Criterion</b>	<b>Possible Interventions</b>	<b>AR Code</b>
ADV	I. On-going criteria	The student was not advanced from one grade level to the next for one or more years (retained in grades(s))	1 – 13, 16, 20, 27-28 Academic Interv 13, 16-20, 25 Soc Emotional	
DRP	I. On-going criteria	Previously reported through PEIMS to have dropped out of school	10-13, 16, 20 Academic Interv 13, 16-17, 19-20, 25; Soc Emotional	
INC	I. On-going criteria	Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, penal institution as defined by Section 10.07, Penal Code	1-3, 16, 20, 27-28 Academic Interv 13, 16-17, 19-20, 25-28 Soc Emotional	
PRNT	I. On-going criteria	Parenting	1, 4-16, 20 Academic Interv 13, 16-20, 25 Soc Emotional	
PREG	II. During the current year	Is pregnant	1, 4-16, 20 Academic Interv 13, 16-20, 25 Soc Emotional	
DPRS	II. During the current year	Has been referred during the current year to the Department of Protective and Regulatory Services (DPS) by a school official, juvenile officer, or law enforcement officer, OR is in custody or care of DPS.	1, 6, 10-13, 16, 20, 27-28 Academic Interv 13, 16-17, 19-20, 25-28; Soc Emotional	
DRS	II. During the current year	Is enrolled in a school district or open-enrollment charter school.	1-3, 16, 20, 27-29 Academic Interv 16-17, 19-20, 25-29 Soc Emotional	
HM	II. During the current year	Homeless, as defined by the McKinney-Vento Act of 2001	11-13, 16, 20, 27-28 Academic Interv 13, 16-17, 19-20, 25-28 Soc Emotional	
LEP	II. During the current year	The student is identified as Limited English Proficiency (LEP)	1-16, 20, 27-28 Academic Interv 17-19, 27-28 Soc Emotional	
PRL	II. During the current year	The student is currently on parole, probation, deferred prosecution, and another conditional release.	1, 6, 10-13, 16, 20, 27-28 Academic Interv 13, 16-17, 19-20, 25-26 Soc/Emotional	
RD	II. During the current year	Is in pre-kindergarten, kindergarten, or grade 1,2, or 3 and did not perform <b>satisfactorily</b> on a readiness test or assessment administered during the current school year.	1-13, 16 Academic Interv 12-13, 16-17 Soc Emotional	
AS	III. During the previous or current school year (STAAR)	Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that Instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.	1-13, 16, 29 Academic Interv 13, 16-17, 29 Soc Emotional	
AS%	III. During the previous or current school year (STAAR)	Did not perform at a level equal to at least 110% of the level of satisfactory performance on the appropriate subtest	1-13, 16, 29 Academic Interv 13, 16-17, 29 Soc Emotion	
AEP	III. During the previous or current school year	Has been in an alternative education program.	1, 6, 7, 9- 13, 16, 20 Academic Interv 13, 16-17, 19-20, 26; Soc Emotional	
EXP	III. During the previous or current school year	Has been expelled.	1, 6, 7, 9- 13, 16, 20 Academic Interv 13, 16-17, 19-20, 26 Soc Emotional	
GRD	III. During the previous or current school year	Failed 2 or more foundation curriculum subjects (indicates subjects)	1-3, 16, 20, 27-28 Academic Interv 16-20, 25 Soc Emotional	
RPF	III. During the previous or current school year	Resided in a residential placement facility (detention, substance abuse treatment, emergency shelter, psychiatric hospital, halfway house, or foster home located within the district.	1-13, 16, 20, 27-28 Academic Interv 13, 16-17, 19-20, 25-28 Soc Emotional	
<b>Verified At-Risk Classification Date:</b>		<b>Campus Representative/Teacher Signature:</b>	<b>Confirmed Exit of At-Risk Classification Date:</b>	

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EHBC  
(Exhibit A)

INTERVENTION:		Sources of Documentation:	Notes:
Academic Tutoring /Timely Assistance Interventions within the day	1	Title I Binder	Academic Intervention
CEI (Creative Education Institute)	2	Principal	Academic Intervention
Classroom Placement Change	3	Principal, AP, Counselor	Academic Intervention
College Career Readiness	4	Counseling, At-Risk Coordinator	Academic Intervention
Computer-Assisted Instruction	5	Counseling, At-Risk Coordinator, AP	Academic Intervention
Contact with Parents	6	Teacher, Counselors, At-Risk Teacher/Coordinator, AP	Academic Intervention
ESL Education Strategies	7	LPAC/Teacher	Academic Intervention
Monitor General / Academic Progress/ Personal Grad Plan	8	Counselor, At-Risk Coordinator, At-Risk Teacher	Academic Intervention
Online Credit Recovery	9	Principal, Counseling	Academic Intervention
Participating in Credit Recovery	10	TOA; Counselor, AP, Credit Recovery Teacher	Academic Intervention
RTI Intervention Tier I, II, III	11	Interventionist/At-Risk Coordinator, At-Risk Teacher	Academic Intervention
Special Education Tier III	12	ARD Teacher, At-Risk Coordinator, At-Risk Teacher	Academic Intervention
STAAR/Intensive remediation services for the state assessments	13	Teacher, ICs, Counselor, At-Risk Teacher, Interventionist	Academic Intervention
Summer School	14	Counselor, AP, At-Risk Coordinator	Academic Intervention
(PEP, PRS)	15	Support Services/Principal	Academic Intervention/Social/Emotional
Accelerated Instruction and Intervention Plan (HB1416)	16	Teacher, ICs, Counselor, At-Risk Teacher	Academic Intervention/Social/Emotional
District DAEP Program	17	Special Ed. Dir., DAEP Coord, DAEP Counselor, Social Worker, Case Manager	Academic Intervention/Social/Emotional
Father/Son	18	Student Support Services/Principal	Academic Intervention/Social/Emotional
Goal-setting sessions	19	Counseling, At Risk Coord, DAEP Counselor, VP's	Academic Intervention/Social/Emotional
Individual /Group Guidance	20	Counseling, Social Worker	Academic Intervention/Social/Emotional
Mentoring	21	Counseling, At-Risk Coord, DAEP Counselor, Social Worker, Case Manager	Academic Intervention/Social/Emotional
Mother/Daughter	22	Student Support Services/Principal	Academic Intervention/Social/Emotional
Referral to Community Agency	23	Counseling	Academic Intervention/Social/Emotional
Teen Parents	24	Student Support Services/Principal	Academic Intervention/Social/Emotional
Behavioral Health AC+ION Student Assistance Program	25	Counseling, Social Worker, Case Manager, Student Support Svc	Social/Emotional
Character Education	26	Counseling, DAEP Contact, At-Risk Teacher	Social/Emotional
Life Skills/Student Skills	27	Counseling/Parent Liaison/Social Worker	Social/Emotional
One-on-One Family Guidance	28	Student Support Services/Principal	Social/Emotional
Social Emotional Learning	29	Student Support Services/Principal	Social/Emotional
Violence, Alcohol, Substance Prevention	30	Student Support Services/Principal	Social/Emotional
<b>Teacher Providing Interventions:</b>			<b>Date:</b>
<p><b>Removal Criteria:</b></p> <ul style="list-style-type: none"> <li>❖ <i>ADV</i>-Was not advanced from one grade level to the next for one or more school years. Code NEVER removed.</li> <li>❖ <i>DRP</i> -Was previously reported through PEIMS to have dropped out of school. Code NEVER removed.</li> <li>❖ <i>INC</i> -Any student, parent, or guardian who has been incarcerated, within the lifetime of the student, penal institution as defined by Section 10.07, Penal Code. Code NEVER removed</li> <li>❖ <i>PRNT</i> - Parenting: Code NEVER removed.</li> <li>❖ <i>PREG</i> - Is pregnant: Code removed at the end of the school year in which the student gives birth, voluntary or involuntary loss of a child</li> <li>❖ <i>DPRS</i> - Released by DHS - end of the academic year (Central Office removal)</li> <li>❖ <i>HM</i> - No longer is homeless - kept till the end of the academic year (Central Office removal)</li> <li>❖ <i>LEP</i> -LPAC decision or passed STAAR Reading</li> <li>❖ <i>PRL</i> - Released by the court - end of the current academic year.</li> <li>❖ <i>RD</i> - End of school year, remove code</li> <li>❖ <i>AS</i> - Remove when the student performs satisfactorily on the appropriate subtest</li> <li>❖ <i>AS%</i> Performs at a level equal to at least 110% of the level of satisfactory performance on the appropriate subtest</li> <li>❖ <i>AEP</i> - No longer in DAEP for a year-end of the second year after placement</li> <li>❖ <i>EXP</i> - Remove at the end of the second school year upon successful completion of expulsion.</li> <li>❖ <i>GRD</i> - No longer failing two or more core classes after the second year.</li> <li>❖ <i>RPF</i> - No longer resided in placement facility - kept till the end of the academic year.</li> </ul> <p><b>Other:</b> _____</p>			

## At-Risk /Dropout prevention and personal graduation plan Blue Sheet Grades 6th- 12th (Exhibit B) (Blue Sheet)

STATE COMPENSATORY EDUCATION IDENTIFICATION OF  
STUDENTS AT-RISK OF DROPPING OUT OF SCHOOL

EHBC  
Exhibit B

<b>Student Name:</b>		<b>Student ID:</b>		<b>Grade:</b>
<b>At-Risk /Dropout prevention and personal graduation plan Grades 6<sup>th</sup>-12<sup>th</sup> (EHBC Exhibit B Form 6th-12th)</b>				
CODE	Mandated Criteria	Identify all Reasons the Student is At-Risk/Intervention Criterion	Possible Interventions	AR Code
ADV	I. On-going criteria	The student was not advanced from one grade level to the next for one or more years (retained in grades(s))	1 – 13, 16, 20, 27-28 Acad Interv 13, 16-20, 25 Soc Emotion	
DRP	I. On-going criteria	Was previously reported through PEIMS to have dropped out of school	10-13, 16, 20 Acad Interv 13, 16-17, 19-20, 25; Soc Emotion	
INC	I. On-going criteria	Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, penal institution as defined by Section 10.07, Penal Code	1-3, 16, 20, 27-28 Acad Interv 13, 16-17, 19-20, 25-28 Soc Emotion	
PRNT	I. On-going criteria	Parenting	1, 4-16, 20 Acad Interv 13, 16-20, 25 Soc Emotion	
PREG	II. During the current year	Is pregnant	1, 4-16, 20 Acad Interv 13, 16-20, 25 Soc Emotion	
DPRS	II. During the current year	Has been referred during the current year to the Department of Protective and Regulatory Services (DPS) by a school official, juvenile officer, or law enforcement officer, OR is in the custody of care of DPS.	1, 6, 10-13, 16, 20, 27-28 Acad Interv 13, 16-17, 19-20, 25-28; Soc Emotion	
DRS	II. During the current year	Is enrolled in a school district or open-enrollment charter school.	1-3, 16, 20, 27-29 Acad Interv 16-17, 19-20, 25-29 Soc Emotion	
HM	II. During the current year	Homeless as defined by the McKinney-Vento Act of 2001	11-13, 16, 20, 27-28 Acad Interv 13, 16-17, 19-20, 25-28 Soc Emotion	
LEP	II. During the current year	is identified as Limited English Proficiency (LEP)	1-16, 20, 27-28 Acad Interv 17-19, 27-28 Soc Emotion	
PRL	II. During the current year	Is currently on parole, probation, deferred prosecution, and another conditional release.	1, 6, 10-13, 16, 20, 27-28 Acad Interv 13, 16-17, 19-20, 25-26 Soc/Emotion	
RD	II. During the current year	Is in pre-kindergarten, kindergarten, or grade 1,2, or 3 and did not perform satisfactorily on a readiness test or assessment administered during the current school year.	1-13, 16 Acad Interv 12-13, 16-17 Soc/Emotion	
AS	III. During the previous or current school year (STAAR)	Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.	1-13, 16, 29 Acad Interv 13, 16-17, 29 Soc Emotion	
AS%	III. During the previous or current school year (STAAR)	Did not perform at a level equal to at least 110% of the level of satisfactory performance on the appropriate subtest	1-13, 16, 29 Acad Interv 13, 16-17, 29 Soc Emotion	
AEP	III. During the previous or current school year	Has been in an alternative education program.	1, 6, 7, 9- 13, 16, 20 Acad Interv 13, 16-17, 19-20, 26; Soc Emotion	
EXP	III. During the previous or current school year	Has been expelled.	1, 6, 7, 9- 13, 16, 20 Acad Interv 13, 16-17, 19-20, 26 Soc Emotion	
GRD	III. During the previous or current school year	Failed 2 or more foundation curriculum subjects (indicates subjects)	1-3, 16, 20, 27-28 Acad Interv 16-20, 25 Soc Emotion	
RPF	III. During the previous or current school year	Resided in a residential placement facility (detention, substance abuse treatment, emergency shelter, psychiatric hospital, halfway house, or foster (home) located within the district.	1-13, 16, 20, 27-28 Acad Interv 13, 16-17, 19-20, 25-28 Soc Emotion	
<b>Verified At-Risk Classification Date:</b>		<b>Campus Representative/Teacher Signature:</b>	<b>Confirmed Exit of At-Risk Classification Date:</b>	

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL

STATE COMPENSATORY EDUCATION IDENTIFICATION OF  
STUDENTS AT-RISK OF DROPPING OUT OF SCHOOL

EHBC  
Exhibit B

INTERVENTION:		Sources of Documentation:	Notes:
Academic Tutoring /Timely Assistance Interventions within the day	1	Title I Binder	Academic Intervention
CEI (creative Education Institute)	2	Principal	Academic Intervention
Classroom Placement Change	3	Principal, VP, Counselor	Academic Intervention
College Career Readiness	4	Counseling, At-Risk Coordinator	Academic Intervention
Computer Assisted Instruction	5	Counseling, At Risk C, AP	Academic Intervention
Contact with Parents	6	Teacher Log, Counselors, At-Risk	Academic Intervention
ESL Education Strategies	7	LPAC/Teacher	Academic Intervention
Monitor General / Academic Progress/ Personal Grad Plan	8	Counseling Log/At-Risk Coordinator	Academic Intervention
Online Credit Recovery	9	Principal, Counseling	Academic Intervention
Participating in Credit Recovery	10	TOA; Counselor, AP, Credit Recovery Teacher	Academic Intervention
RTI Intervention Tier I, II, III	11	Interventionist/At-Risk Coordinator, At-Risk Teacher	Academic Intervention
Special Education Tier III	12	ARD Teacher, At-Risk Coordinator, At-Risk Teacher	Academic Intervention
STAAR/Intensive remediation services for state assessments	13	Teacher, ICs, Counselor, At Risk Teacher	Academic Intervention
Summer School	14	Counselor, AP, At-Risk	Academic Intervention
(PEP, PRS)	15	Support Services/Principal	Academic Intervention/Social/Emotional
Accelerated Instruction and Intervention Plan (HB1416)	16	Teacher, ICs, Counselor, At Risk Teacher	Academic Intervention/Social/Emotional
District DAEP Program	17	Special Ed. Director	Academic Intervention/Social/Emotional
Father/Son	18	Support Services/Principal	Academic Intervention/Social/Emotional
Goal-setting sessions	19	Counseling, At Risk C, DAEP, VP's	Academic Intervention/Social/Emotional
Individual /Group Guidance	20	Counseling, Social Worker, At Risk	Academic Intervention/Social/Emotional
Mentoring	21	Counseling, At Risk C, DAEP, Social <u>Wkr</u>	Academic Intervention/Social/Emotional
Mother/Daughter	22	Support Services/Principal	Academic Intervention/Social/Emotional
Referral to Community Agency	23	Counseling	Academic Intervention/Social/Emotional
Teen Parents	24	Support Services/Principal	Academic Intervention/Social/Emotional
Behavioral Health AC+ION Student Assistance Program	25	Counseling, Social Worker, At Risk	Social/Emotional
Character Education	26	Counseling, DAEP Contact, At-Risk Teacher	Social/Emotional
Life Skills/Student Skills	27	Counseling/Parent Liaison/Social <u>Wkr</u>	Social/Emotional
One on One Family Guidance	28	Support Services/Principal	Social/Emotional
Social Emotional Learning	29	Support Services/Principal	Social/Emotional
Violence, Alcohol, Substance Prevention	30	Support Services/Principal	Social/Emotional
<b>Teacher Providing Interventions:</b>			<b>Date:</b>
<p><b>Removal Criteria:</b></p> <ul style="list-style-type: none"> <li>➤ <b>ADV</b>- Was not advanced from one grade level to the next for one or more school years. Code NEVER removed.</li> <li>➤ <b>DRP</b> - Was previously reported through PEIMS to have dropped out of school. Code NEVER removed.</li> <li>➤ <b>INC</b> – Any student, parent or guardian who has been incarcerated, within the lifetime of the student, penal institution as defined by Section 10.07, Penal Code. Code NEVER removed</li> <li>➤ <b>PRNT</b> – Parenting: Code NEVER removed. .</li> <li>➤ <b>PREG</b> – Is pregnant: Code removed at the end of the school in which student gives birth, voluntary or <u>unvoluntary</u> loss of child</li> <li>➤ <b>DPRS</b> - Released by DHS - end of the academic year <u>(Central Office removal)</u></li> <li>➤ <b>HM</b> - No longer is homeless – kept till the end of the academic year <u>(Central Office removal)</u></li> <li>➤ <b>LEP</b> -LPAC decision or passed STAAR Reading</li> <li>➤ <b>PRL</b> -Released by the court – end of the current academic year.</li> <li>➤ <b>RD</b> – End of school year, remove code</li> <li>➤ <b>AS</b> - Remove when student performs satisfactory on the appropriate subtest</li> <li>➤ <b>AS%</b> Performs at a level equal to at least 110% Of the level of satisfactory performance on the appropriate subtest</li> <li>➤ <b>AEP</b>- No longer in DAEP for a year-end of the second year after placement</li> <li>➤ <b>EXP</b> – Remove <u>at end of second</u> school year upon successful completion of expulsion.</li> <li>➤ <b>GRD</b> - No longer failing two or more core classes/after the second year.</li> <li>➤ <b>RPF</b> - No longer resided in placement facility – kept till the end of the academic year.</li> </ul> <p><b>Other:</b> _____</p>			

## Canutillo ISD

### At Risk Code INC Verbal Statement Form/Telephone Contact

**Code INC- Student has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 10.07, Penal Code.**

***Note: Penal Code, 1.07(a)(37) defines "penal institution" as "a place designated by law for confinement of persons arrested for, charged with, or convicted of an offense." TEA considers the term "incarcerated" in the TEC, 29.081, to mean conviction for a criminal offense and consequent sentencing and confinement to jail or prison. The juvenile equivalent is adjudication and consequent placement in a juvenile detention facility.***

#### Code INC

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Campus: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Date of knowledge/contact of student/parent or guardian being under Code INC:

\_\_\_\_\_

CISD name of authorized representative: \_\_\_\_\_

CISD title: \_\_\_\_\_

Method of contact:

\_\_\_\_\_ Telephone    \_\_\_\_\_ Verbal conversation    \_\_\_\_\_ Other - Describe if Needed:

\_\_\_\_\_  
\_\_\_\_\_

Contact name providing information: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

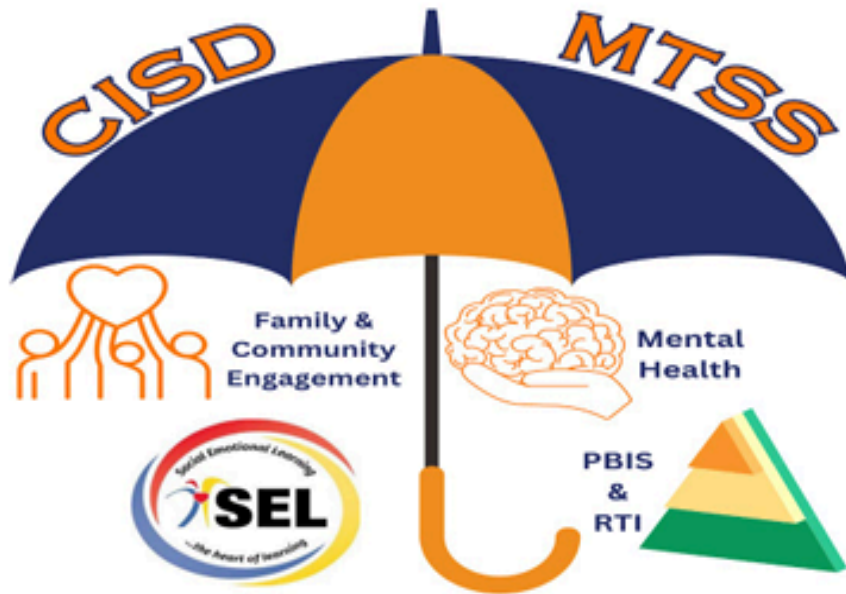
Describe in detail the result of this contact: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of CISD authorized representative

\_\_\_\_\_  
Date

**Section 8: MTSS/Multi-Tiered Student Support Process-** for further details, refer to the "Response to Intervention Operational Guidelines, Policy and Procedures" located on the website under Special Education Department.



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## MTSS GOALS

To create a systematic process that ensures every child receives the time and support needed to learn.	To provide proactive, instructional, and inclusive intervention activities.	To develop, promote, and provide parent engagement.
Focus on positive outcomes/student growth.	To utilize Evidence Based Practices.	To utilize ongoing progress monitoring.

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## CLASSROOM TEACHER(S)

- Provide effective instruction to students in **Tier 1, Tier 2, and possibly Tier 3**
- Provide differentiated instruction in Tier 1 before referral to Campus MTSS team meeting
- Participate in Grade-level PLC Meeting
- Track student progress
- Assess students
- Participate in ongoing PD
- Communicate with parent about student's progress or need (Parent Communication Log)
- Complete and maintain all Academic and Behavior Intervention Logs

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## WHAT HAPPENS WHEN A STUDENT IS STRUGGLING WITH ACADEMICS OR BEHAVIOR?

Collaborate	Documentation	Complete
Collaborate with peers, parents, administrators, and community.	Start logging behaviors and interventions.	Complete Tier 1 referral form and provide it to your campus MTSS lead.

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## RLA TIER RESOURCES

Suggested **READING** programs for Tier 1, 2, and 3 (depending on what campuses utilize)

GRADE	Tier 1	Tier 2	Tier 3
K – 2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>• Texas Wonders (English Language)</li> <li>• Texas Maravillas (Spanish Language)</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Adaptive Learning</li> <li>• Texas Wonders (English Language) Tier 2 Supports</li> <li>• Texas Maravillas (Spanish Language) Tier 2 Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment-Self Contained Support</li> <li>• N2y Unique Learning System</li> </ul>
3 <sup>rd</sup> -5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• Texas Wonders (English Language)</li> <li>• Texas Maravillas (Spanish Language)</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Adaptive Learning</li> <li>• Texas Wonders (English Language) Tier 2 Supports</li> <li>• Texas Maravillas (Spanish Language) Tier 2 Supports</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment-Self Contained Support</li> <li>• N2y Unique Learning System</li> </ul>
6 <sup>th</sup> -8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• myPerspectives</li> </ul>	<ul style="list-style-type: none"> <li>• myPerspectives Tier 2 supports</li> <li>• Lexia Power Up</li> </ul>	<ul style="list-style-type: none"> <li>• Lift – ELDA for Newcomers</li> <li>• Attainment-Self Contained Support</li> <li>• N2y Unique Learning System – Self Contained Support</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• myPerspectives</li> </ul>	<ul style="list-style-type: none"> <li>• myPerspectives Tier 2 supports</li> <li>• Lexia Power Up</li> </ul>	<ul style="list-style-type: none"> <li>• Lift – ELDA for Newcomers</li> <li>• Attainment - Self Contained Support</li> <li>• N2y Unique Learning System – Self Contained Support</li> </ul>

## MATH TIER RESOURCES

Suggested **MATH** programs for Tier 1, 2, and 3 (depending on what campuses utilize)

GRADE	Tier 1	Tier 2	Tier 3
Kinder – 2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>• STEMscopes Math</li> </ul>	<p><a href="#">Response to Intervention! Texas Education Agency</a></p> <ul style="list-style-type: none"> <li>• STEMscopes Math Intervention and Acceleration Modules</li> </ul>	<p><a href="#">Response to Intervention! Texas Education Agency</a></p> <ul style="list-style-type: none"> <li>• Attainment-Self Contained Support</li> <li>• n2y Unique Learning System</li> </ul>
3 <sup>rd</sup> -5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>• STEMscopes Math</li> </ul>	<ul style="list-style-type: none"> <li>• STEMscopes Math Intervention and Acceleration Modules</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment-Self Contained Support</li> <li>• n2y Unique Learning System</li> </ul>
6 <sup>th</sup> -8 <sup>th</sup>	<ul style="list-style-type: none"> <li>• STEMscopes Math</li> </ul>	<ul style="list-style-type: none"> <li>• STEMscopes Math Intervention and Acceleration Modules</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment-Self Contained Support</li> <li>• n2y Unique Learning System</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Glencoe Algebra I and II Geometry, Pre-Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• ALEKS - McGraw Hill</li> </ul>	<ul style="list-style-type: none"> <li>• ALEKS - McGraw Hill • Attainment</li> <li>• n2y Unique Learning System</li> </ul>

### **EHBC Regulation**

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL

CANUTILLO ISD 071907

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT RISK OF  
DROPPING OUT OF SCHOOLS

EHBC  
(REGULATION)

**SCE CRITERIA** The district uses the state criteria (1-15, **A-O**) to identify students at-risk. The district does not use local criteria to provide State Compensatory Education services, but does collect information on local criteria in order to help select strategies for funding by other sources and to identify criteria that might be considered for Board adoption and State Compensatory Education program support in the future.

**SCE ANNUAL PROCEDURES** Students are formally identified, at a minimum:

- Upon initial enrollment (through the at-risk profile form)-profile form should be kept in the student's cumulative folder (blue folder).
- In the fall of each school year, for reporting on the fall PEIMS submission,
- In the spring after the fall semester grades are finalized, and
- In the summer, after the state assessment reports are received.

The Add Value Team consists of the Assistant Principal, Instructional Coach, LPAC Paraprofessional, and other pertinent members who keep documentation upon enrollment and as status changes. An at-risk profile for each student for each year enrolled in the district is stored in TEAMS, the district's student information system, and in cumulative student folder. Profiles are updated and verified annually. At-risk information is kept in a Blue Folder in student's cumulative folder. Both the campus and program management staff is responsible for updating and verifying the information.

Campus percentages of students at-risk of dropping out of school are computed at the October PEIMS Snapshot date. These percentages are used to determine percentages of excess cost, teachers' salaries and benefits to be charged to SCE.

Instructional Coaches/AP will assist in the coding of "at-risk" students with other team members, which include bilingual paraprofessional, counselor, parent liaison and administrator.

Instructional Coaches/AP responsibilities include:

**AT-RISK PROGRAM STUDENT IDENTIFICATION EXIT CRITERIA, INSTRUCTIONAL COACHES**

1. Assist the campus in identifying students in an at-risk situation in accordance with the criteria specified by the state. Identification efforts are continual.
2. Maintain auditable information concerning each student identified.
3. Ensure that the Bilingual paraprofessional on the campus is provided with the names of students and the applicable at-risk PEIMS code.
4. Bilingual Paraprofessionals responsibilities include: coding and

DATE REVISED: 08-14-23  
EHBC (REGULATION)

PAGE 1 OF 10

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT-RISK  
OF DROPPING OUT OF SCHOOL

CANUTILLO ISD 071907

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT RISK OF  
DROPPING OUT OF SCHOOLS

EHBC  
(REGULATION)

submitting copies of TELPAS and SELP results to the instructional coach.

Campus Administration will ensure that:

1. All staff and teachers of students who have been identified as students in an at-risk situation know who these students are.
2. Ensure that students in an at-risk situation are provided instruction and/or interventions designed to meet their identified needs.
3. At risk team will check the progress of each identified student every six weeks and ensure that the program of each student not making acceptable progress is modified.
4. The at-risk team will ensure that each student who no longer meets the criteria for a student in an at-risk situation is removed from PEIMS identification and maintain documentation of the reason for each removal.
5. Ensure that the campus at-risk program is evaluated at least annually by comparing the performance on the STAAR of the students identified as at-risk and those that are not with the intent of closing the gap in the performance of the two groups. At the middle school and high school level, a comparison is also to be made of the high school completion rate of at-risk students and all other students. Other measures of assessing the effectiveness of the campus program for at-risk students may also be used and should be addressed in the form of formative and summative assessments.
6. Ensure that the campus needs assessment includes an assessment of the needs of students in an at-risk situation and that findings are reported by grade level.
7. Ensure that all requirements for the Campus Improvement Plan that pertain to students in an at-risk situation are met.

AT-RISK 15 (A-O)  
CRITERIONS

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- A. Is in pre-kindergarten, kindergarten or grades 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. CISD will use the following assessment criteria to identify at-risk students in these grade levels: (Code 1RDT)
  - a. **Pre-Kindergarten:** All pre-kindergarten students will be assessed in their native language utilizing a teacher prepared checklist at the beginning, middle and end of the school year. The checklist will assess reading readiness or math concepts. Students will be identified "at-risk" based on the teacher checklist, Circle progress monitoring, teacher observation and the recommendation of the teacher. (Code 10LP)

**Exit Criteria:** The teacher prepared checklist

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PAGE 2 OF 10

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STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT RISK OF  
DROPPING OUT OF SCHOOLS

EHBC  
(REGULATION)

named above will be utilized to assess students at the end of the year to exit the child identified "at-risk" due to academic progress made in reading readiness, math concepts, and physical or social factors that impede academic progress.

- b. **Kindergarten - 3rd Grade:** All students in kindergarten through 2nd Grade will be tested at the beginning of the year, at mid-year and in the spring. Based on the results of TEA approved/recommended assessments for progress monitoring such as Tx-KEA for Kindergarten, TPRI/Tejas Lee for first and second graders, and IStation/Isip for third grade. Monolingual English language students and EL students will be identified as students in an at-risk if their overall score for student performance is at Tier II or Tier III.
- B. Is in grade 6, 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum that includes English language arts; mathematics; science; and social studies, consisting of Texas, United States and world history, government, and geography in the current semester. (Code 2GRD)

**Exit Criteria:** Students in grade 7, 8, 9, 10, 11, or 12 will no longer be coded at-risk when they either pass all subjects in both semesters of a school year with a 70 or higher average or do not fail more than one subject in the foundation curriculum in both semesters of a school year.

- C. Was not advanced from one grade level to the next for one or more school years. (Code 3RET)
- D. Did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous school year or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.  
(Code 4AS and 4AS %)

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STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT RISK OF  
DROPPING OUT OF SCHOOLS

EHBC  
(REGULATION)

Students will be identified as students in an at-risk situation if they meet the following criteria:

Tier II or III if no testing data is available

Failed to meet STAAR passing standards.

Monolingual English language students will be identified as students in an at-risk situation if they do not meet the standard (fail) the Grade 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> Grade STAAR reading test in the Spring.

Students in bilingual classrooms will be identified as students in an at-risk situation if they do not meet the standard (fail) the Grade 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> Spanish STAAR reading test in the spring.

**Exit Criteria:** Remove code at the end of school year and reevaluate at the beginning of next school year.

TELPAS – must be advanced high and passing STAAR criteria.

A table for 4AS% will be provided to determine if the student met the criteria for 110% passing.

A special education student who does not perform at the level of progress established by the ARD Committee is considered at-risk of dropping out of school. The ARD Committee will decide when the student has met the assessment goal for exiting the student from being at-risk of dropping out of school based on the STAAR and STAAR ALT.

- E. Is pregnant or a parent. This does not include a student whose child has been adopted or a male student who has no association with his child. In order to be considered a parent, the following conditions must be met:
- the child of the student must still be alive;
  - the student must continue to have regular contact with the child; and,
  - the student must continue to provide regular emotional and physical support (e.g., food, clothing, shelter, and health care) for the child.

Also, to be identified are students who, while not a birth parent, are assuming responsibility for the regular provision of emotional and physical support for a child (e.g., a sibling). A stepfather or a stepmother can also be considered a parent if he/she meets the conditions listed above. (Code

CANUTILLO ISD 071907

STATE COMPENSATORY EDUCATION  
IDENTIFICATION OF STUDENTS AT RISK OF  
DROPPING OUT OF SCHOOLS  
5PRG or 5PRN)

EHBC  
(REGULATION)

**Exit Criteria:** Students will no longer be considered at-risk when they fail to have regular contact with the child and/or do not continue to provide regular emotional and physical support.

- F. Has been placed in a disciplinary alternative education program in accordance with Section 37.006 during the preceding or current school year. The at-risk code "O" would only apply to students whose disciplinary placement to the DAEP, resulted from following types of conduct:
- Punishable as a felony
  - Abuse of glue or aerosol
  - Public lewdness or indecent exposure  
Criminal mischief
  - Terrorist threat
  - Assault against a school district employee
  - Assault against someone other than a school district employee
  - Possessed, sold, used or was under the influence of a controlled substance
  - Possessed, sold, used and for under the influence of an alcoholic beverage
  - Retaliation against a school employee
  - Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses listed in Title 5, Penal Code-TEC 37.006
  - Used, exhibited or possessed a firearm
  - Used, exhibited or possessed an illegal knife
  - Used, exhibited or possessed an illegal club
  - Used, exhibited or possessed a weapon
  - Arson
  - Murder, capital murder, attempt to commit murder
  - Indecency with a child
  - Aggravated kidnapping
  - Aggravated assault against someone other than a school district employee
  - Sexual assault or aggravated sexual assault against someone other than a

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school district employee  
(Code 6AEP)

Note: Discretionary placements for offenses such as Disruptive Behavior or a Code of Conduct Violation would not identify the student as at-risk, as these placements are not mandatory under TEC section 37.006.

**Exit Criteria:** Students will no longer be considered to be at-risk when they are not in a disciplinary alternative education program for a period of one (1) year.

- G. Has been expelled in accordance with Section 37.007 during the preceding or current school year. (Code 7EXP)

**Exit Criteria:** A student will no longer be considered at-risk upon successful attendance and meeting requirements for re-admittance to school.

- H. Is currently on parole, probation, deferred prosecution, or other conditional release. (Code 8PRL)

**Exit Criteria:**  
Students will no longer be considered at-risk when they are legally removed from the designated condition.

- I. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school. (Code 9DRP)

**Exit Criteria:**  
The student will be identified as at-risk until graduation.

- J. Is a student of Limited English Proficiency, as defined by Section 29.052. "Student of Limited English Proficiency" is a student whose primary language is other than English and his/her language skills are such that the student has difficulty performing ordinary class work in English. Such students will be coded at-risk using the following criteria: (Code 10LEP)

- a. Pre-Kindergarten students whom

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- Home Language Survey (HLS) indicates a language other than English, will be administered the English/Spanish SELP test at registration or within five days after registration. The Language Proficiency Assessment Committee (LPAC) must identify English Learners/LEP students and place them within the first 10 school days of enrollment. All necessary signed documents will be in the student's bilingual education folder included on the cum folder.
- b. K-12 students new to the districts whose Home Language Survey (HLS) indicates a language other than English, must be tested to determine English proficiency. The LPAC must identify English Learners/LEP students and place them within the first 20 school days of enrollment. All the necessary signed documents will be in the student's bilingual education folder included on the cum folder.
  - c. Students who are parent denials are classified as at-risk students due to their LEP status. Parent denials will not be classified as at-risk based on LEP criteria after meeting the Texas Education Agency (TEA) assessment requirements.
  - d. At the end of the school year, a LEP student who did not meet all three TEA assessment requirements and a subjective teacher evaluation will continue to be classified as an at-risk student.

**Exit Criteria:** At the end of the current school year, students who meet TEA assessment requirements, depending on grade level, will be considered by the LPAC to exit the Bilingual Education Program. Exited students will be identified as first year (F) and second year (S) monitored students. Title 19 Texas Administration Code chapter (TAC) 89 indicates the three assessment areas: (1) Agency approved English Oral Language Proficiency Test (Grades 4-11), (2) English Reading STAAR (Grades 4- 9) or English

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ELA STAAR (Grades 10- 11), and (3) English Writing STAAR (Grades 4 and 7) or agency approved writing test or TELPAS writing Adv. High (Grades 5, 6, 8, 9).

**Exit Criteria:** LEP students served in the Bilingual Program: Upon exit of the Bilingual Program through the recommendation from the LPAC, LEP students who are not served in the Bilingual Program; no longer meet the at-risk criteria when they pass the English Reading STAAR, and advanced high on TELPAS.

- K.** Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official. (Code 11DP)

**Exit Criteria:** A student will no longer be classified as at-risk when he/she has been out of such circumstance described above for a minimum of one (1) year.

- L.** Is homeless, as defined by 42 U.S.C. Sections 11302, and its subsequent amendments, see (Exhibit C). Homeless children or youths as defined by 42 USC, Section 11434a (2) and the revised definition of "homeless child or youth" in NCLB as defined by the McKinney-Vento Homeless Education Assistance Improvement Act of 2001, Section 725--- (2) The term "homeless children and youths":  
(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a) (1) of this title); and  
(B) Includes:

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. children and youths who have a primary nighttime

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residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a) (2) (C) of this title);

3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. migratory children (as such term is defined in section 6539 of Title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii). (Code 12HM)

**Exit Criteria:** The student will no longer be at-risk when he/she is no longer considered homeless under 42 U.S.C., sections 11302, and its subsequent amendments.

- M. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. (Code 13RP)

**Exit Criteria:** A student will no longer be considered at-risk when he/she has fulfilled his/her obligation successfully for a period of one (1) year.

- N. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code. Penal Code, 1.07(a)(37), defines "penal code" as "a place designated by law for confinement of persons arrested for, charged with, or convicted of an offense." TEA considers the term "incarcerated" in the TEC, 29.081, to mean conviction for a criminal offense and consequent sentencing and confinement to jail to prison. The juvenile equivalent is adjudication and consequent placement in a juvenile detention facility. (Code 14IN)

- **Timeline for identification.** This begins as soon as the appropriate school staff is informed of a student's incarceration or that a student's parent or guardian has been incarcerated in a penal institution in the

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student's lifetime.

- **Start date.** This is the date of disclosure to campus staff.
- **End Date.** The student remains identified as at risk for the remainder of his/her public-school education.

**Note:** Districts may legal request this information. Documentation must be maintained and may include a memo to file.

*Memo-to-file details the sensitive information you gathered to maintain for documentary purposes.*

- O. Is enrolled in a school district or open-enrollment charter school, to a campus of a school district or open enrollment charter school, that is designated as a dropout recovery school under TEC, 39.0548; (current school year only) (Code 15DRS)

- Updated at risk criterion is reflected in TEC, 29.081(d)(O).

AT-RISK STUDENTS  
INDIVIDUAL PROFILE

The At-Risk Team will be responsible for keeping an individual profile for each student identified "at-risk" in their campus in a blue folder in the individual cumulative folder.

The individual profile will serve to document the one or more risk factors identities for the child to be "at-risk". The profile will further include the following information:

1. Date of Identification
2. Students Intervention Plan
3. Location or additional information
4. Reason for exiting the child.

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## APPENDIX --- SCENARIOS

EXAMPLE OF AN "END ALL" DONE CORRECTLY

THERE IS NO "Y" OR "N" THIS WILL NOT COUNT IN THE AT RISK COUNT

IF CODED WITH AN "N" THE STUDENT WILL STILL BE COUNTED AS "AT RISK".

Effective Date:

At-Risk Indicator:

At-Risk Reasons:

7-12 did not maint 70 avg in 2+ core courses prior/cur yr,cur sm

Retained for 1 or more school years

Student At-Risk Details <span style="float: right;">9 Records</span>		
Effective Date	At-Risk Indicator	At-Risk Reasons
08-10-2006	Y	
08-24-2009		LEP
08-23-2010	Y	LEP, AS
06-01-2011	Y	LEP
06-03-2011		
01-09-2013	Y	GRD
08-24-2015	Y	GRD, AEP
10-17-2016	Y	GRD, AEP, ADV
08-29-2017	Y	GRD, ADV

**NOTE:**  
 IN 8/24/2009 – STUDENT WAS "LEP"  
 IN 8/23/2010; STUDENT FAILED ASSESSMENT "AS"  
 IN 06-01-2011 STUDENT HAS BEENN REMOVED FROM "AS"  
 IN 06/03/2011 ENDED ALL AT-RISK INDICATORS

**ADV – WILL REMAIN IN THE SYSTEM**  
**GRD MAY CHANGE AFTER TWO YEARS BASED ON THE CORE CLASS GRADES.**  
**AEP REMAINED FOR TWO YEARS AND WAS REMOVED DUE TO NO NEW INCIDENTS.**

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**REMINDER:**

**IF YOU ARE REMOVING AN AT RISK CODE/INDICATOR, YOU DO SO BY SELECTING THE TRASH CAN OF THAT CODE TO BE REMOVED.**

**Add/Modify Student At-Risk Detail**

Effective Date: ★

At-Risk Indicator: ★ Y-Yes (1)

At-Risk Reasons:

- Did not perform satisfactorily on assessment instrument
- 7-12 did not maintain 70 average in 2+ core courses prior/current year, current semester
- LEP student
- Parent
- Retained for 1 or more school years


**Add** **Clear** **End All**


Student At-Risk Details		
Effective Date	At-Risk Indicator	At-Risk Reasons
08-10-2006	Y	
08-24-2009	Y	AS, LEP
02-13-2013	Y	AS, LEP, AEP
08-26-2013	Y	AS, GRD, LEP, AEP
08-22-2016	Y	AS, GRD, LEP, AEP, ADV
11-28-2016	Y	PREG, AS, GRD, LEP, PRNT, AEP, ADV
08-28-2017	Y	AS, GRD, LEP, AEP, PRNT, ADV


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EXAMPLE OF A STUDENT THAT IS STILL CODED AS AT RISK/STILL IN AT RISK COUNT DUE TO HAVING AN "N" IN THE 08/24/2015. THEY SHOULD HAVE "END ALL" TO REMOVE INDICATOR/CODE COMPLETELY. (TWO YEARS LATER, THIS CODE IS STILL IN THE SYSTEM.)

**Add/Modify Student At-Risk Detail**

Effective Date:  

At-Risk Indicator:  

At-Risk Reasons:  

Student At-Risk Details		
Effective Date	At-Risk Indicator	At-Risk Reasons
08-23-2010	Y	RD
06-03-2011		
08-25-2014	Y	AS%
08-24-2015	N	AS%

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**EXAMPLE: RD**  
**THE STUDENT IS CODED FOR THE YEAR AND IS REMOVED AT THE END OF THE YEAR.**

**Add/Modify Student At-Risk Detail**

Effective Date:

At-Risk Indicator:

At-Risk Reasons:

LEP student

Retained for 1 or more school years

**Add** **Clear** **End All**

---

**Student At-Risk Details**

Effective Date	At-Risk Indicator	At-Risk Reasons
08-23-2010	Y	10LP
10-17-2011	Y	LEP, RD
09-27-2012	Y	10LP
10-10-2012	Y	LEP, RD
10-10-2013	Y	10LP
10-15-2015	Y	10LP,3RET

**Select** **Delete**

**NOTE: STUDENT HAS COTINUE TO BE LEP 2010-2015 AND ULTIMATELY FAILED A GRADE: "ADV"**

STATE COMPENSATORY EDUCATION  
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STUDENT EXAMPLE OF HM – THIS CODE NEEDS VERIFICATION AT THE BEGINNING OF THE YEAR.

**Maintain Student At-Risk**

---

**Add/Modify Student At-Risk Detail**

Effective Date: ★

At-Risk Indicator: ★ Y-Yes (1)

At-Risk Reasons:

7-12 did not maint 70 avg in 2+ core courses prior/cur yr,cur sm

Homeless student

Retained for 1 or more school years

**Add** **Clear** **End All**

☰ Student At-Risk Details		
Effective Date	At-Risk Indicator	At-Risk Reasons
01-09-2016	Y	2GRD
10-11-2016	Y	2GRD,3RET
11-15-2016	Y	2GRD,12HM,3RET

ADV  
 HM, ADV

# ADD-VALUE TEAM

## General Ethics in Texas

### PROCESSES AND EXPECTATIONS

#### GENERAL ETHICS IN STATE OF TEXAS

Examples:

- **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

## ETHICAL GUIDELINES

- Official records:
  - Grades
  - IEPs
  - At-risk lists.
- Never fabricate reports. **Be Honest**
- Do not share confidential information
- Treat everyone ethically and equally - NO FAVORITISM
  - Parents
  - Volunteers
  - Administrators
  - Vendors
  - Students
- Report unethical behavior

Always-focus on an ethical resolution



**No room for  
gossip and  
unconstructive  
criticism**

## ETHICS IN SCHOOLS

### Students:

- Model ethical behavior - even when you think no one is watching.
- Build a positive rapport with students

**No  
Favorites!**

**Listen -  
Be present!**

**Don't  
Discriminate!**

**Be Fair!**

## ETHICAL TREATMENT OF STUDENTS

Ethical treatment of students is of paramount importance

- Check with your administrator:
  - Before you reveal confidential information
    - medical condition, problem at home
- Provide a safe environment for all
  - Treatment to others that adversely affect learning, their health and safety is NOT accepted

Negative discussions and comments about students & staff are not welcomed at Canutillo ISD!

## IS CUSTOMER SERVICE REALLY THAT IMPORTANT?

- YES!
  - Customer satisfaction is an essential part of quality in education
    - Everyone should be professional, friendly, and courteous
  - Customer service WILL increase productivity and ACADEMIC SUCCESS

Good customer service is as critical in education as it is in business.

# FERPA

The Family Educational Rights and Privacy Act

## PROCESSES AND EXPECTATIONS

### **THE GENERAL RESPONSIBILITIES OF STAFF MEMBERS UNDER FERPA**

- Some information should never be shared without parent consent
- Understand the importance of confidentiality and the rules governing disclosure and accessing and reviewing educational records.
- Disclosure means to permit access to, or release, transfer or other communication of personally identifiable information contained in education records

## **THE GENERAL RESPONSIBILITIES OF STAFF MEMBERS UNDER FERPA**

- Parents or eligible students have the right to inspect and review their child's education records maintained by school.
- As specified by FERPA, noncustodial parents have the full right as parent for access to student records.
- If the district denies the request, the parents have a right to a formal hearing with a district appointed hearing officer.
- The Parent or eligible student has the right to place a statement with the record setting forth their view about the contested information and must stay with record.

# **HIPAA**

The Health Insurance Portability and Accountability Act of 1996

## **PROCESSES AND EXPECTATIONS**

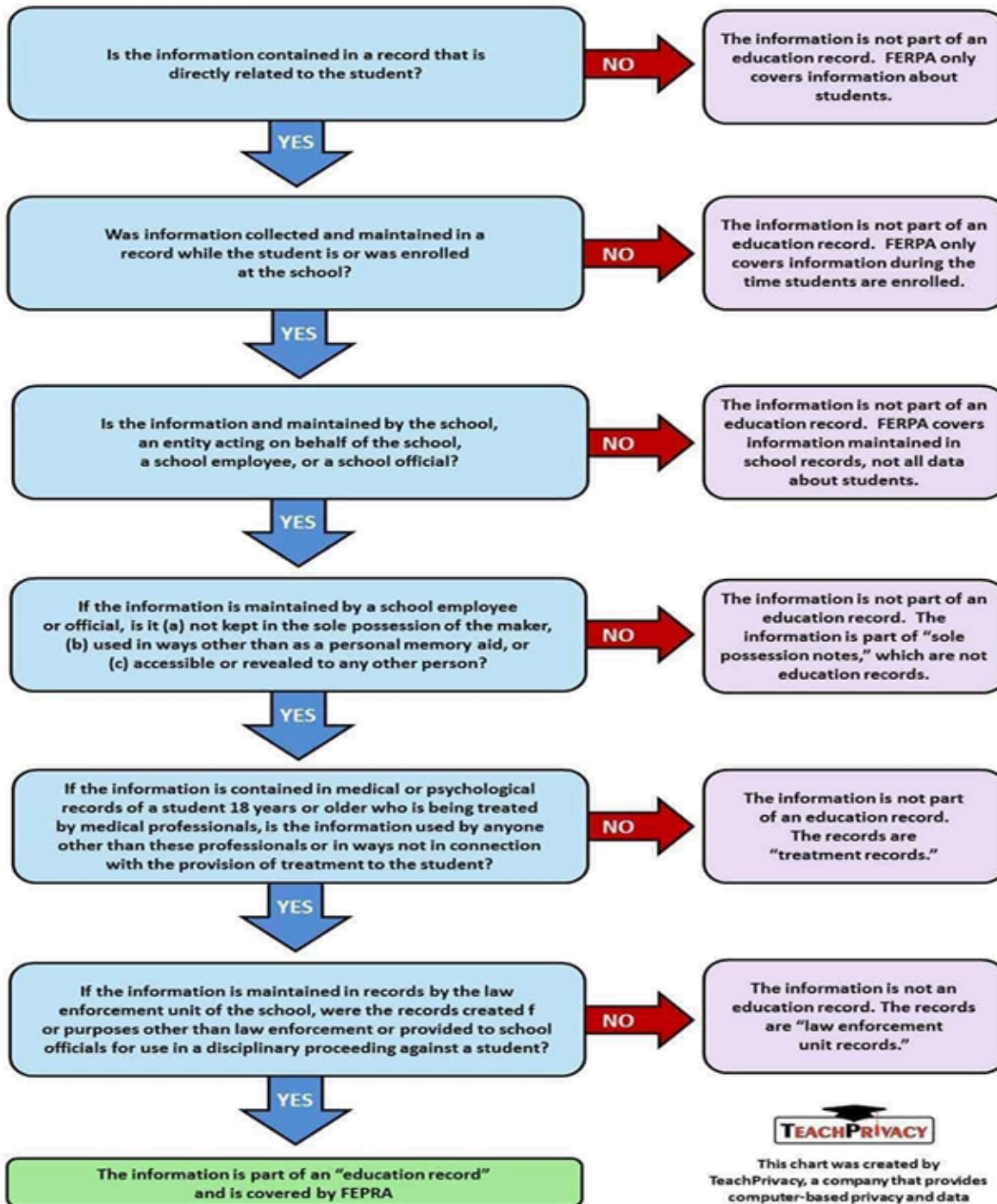
## **DO SCHOOLS NEED TO FOLLOW HIPAA?**

- Schools are regulated by the Family Educational Rights and Privacy Act (FERPA)
- HIPAA applies to schools when:
  - Students are served by a school based health center
  - The school transmits individual health information electronically
  - The district operates and maintains its own self-insured health plan









## **HOW DO YOU COMPLY WITH THE LAW?**

- Always keep student health information confidential
- Ask your school nurse what procedures must be followed before sharing student health information
- Always discuss student health issues in a confidential secure location
- Do not leave confidential health records where others could read or access them. This includes records that are on a computer screen.
- Limit the release of information to the minimum reasonably needed for the purpose of the disclosure

## CANUTILLO ISD FERPA CHEAT SHEET



This chart was created by TeachPrivacy, a company that provides computer-based privacy and data security training, including FERPA training. [www.teachprivacy.com](http://www.teachprivacy.com)

		Who must comply?	Protected information	Permitted disclosures <sup>1</sup>
FERPA	<p>The <b>Family Educational Rights and Privacy Act (FERPA)</b> is a federal law enacted in 1974 that protects the privacy of <b>student education records</b>.</p> <p>The Act serves two primary purposes:</p> <ol style="list-style-type: none"> <li>1. Gives parents or eligible students more control of their educational records</li> <li>2. Prohibits educational institutions from disclosing "personally identifiable information in education records" without written consent</li> </ol> 	 <ul style="list-style-type: none"> <li>• Any public or private school:               <ul style="list-style-type: none"> <li>– Elementary</li> <li>– Secondary</li> <li>– Post-secondary</li> </ul> </li> <li>• Any state or local education agency</li> </ul> <p>Any of the above must receive funds under an applicable program of the US Department of Education</p>	 <p><b>Student Education Record:</b> Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution</p>	 <ul style="list-style-type: none"> <li>• School officials</li> <li>• Schools to which a student is transferring</li> <li>• Specified officials for audit or evaluation purposes</li> <li>• Appropriate parties in connection with financial aid to a student</li> <li>• Organizations conducting certain studies for or on behalf of the school</li> <li>• Accrediting organizations</li> <li>• Appropriate officials in cases of health and safety emergencies</li> <li>• State and local authorities, within a juvenile justice system, pursuant to specific state law</li> <li>• To comply with a judicial order or lawfully issued subpoena</li> </ul>
HIPAA	<p>The <b>Health Insurance Portability and Accountability Act (HIPAA)</b> is a national standard that protects sensitive <b>patient health information</b> from being disclosed without the patient's consent or knowledge. Via the Privacy Rule, the main goal is to</p> <ul style="list-style-type: none"> <li>• Ensure that individuals' health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.</li> </ul> 	 <ul style="list-style-type: none"> <li>• Every healthcare provider who electronically transmits health information in connection with certain transactions</li> <li>• Health plans</li> <li>• Healthcare clearinghouses</li> <li>• Business associates that act on behalf of a covered entity, including claims processing, data analysis, utilization review, and billing</li> </ul>	 <p><b>Protected Health Information<sup>2</sup>:</b> Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records</p>	 <ul style="list-style-type: none"> <li>• To the individual</li> <li>• Treatment, payment, and healthcare operations</li> <li>• Uses and disclosures with opportunity to agree or object by asking the individual or giving opportunity to agree or object</li> <li>• Incident to an otherwise permitted use and disclosure</li> <li>• Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health and safety)</li> <li>• Limited dataset for the purposes of research, public health, or healthcare operations</li> </ul>

1. Permitted disclosures mean the information can be, but is not required to be, shared without individual authorization.

2. Protected health information or individually identifiable health information includes demographic information collected from an individual and 1) is created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse and 2) relates to the past, present, or future physical or mental health or condition of an individual; the provision of healthcare to an individual; or the cost, payment, or future payment for the provision of healthcare to an individual; and

(i) That identifies the individual, or

(ii) With respect to which there is a reasonable basis to believe the information can be used to identify the individual.

For more information, please visit the Department of Health and Human Services' [HIPAA website](#) and the Department of Education's [FERPA website](#).

