



**THE DISTRICT**  
YSLETA INDEPENDENT SCHOOL DISTRICT

**2023-2024**

**State Compensatory  
Education Program  
Policies and Procedures**



Ysleta Independent School District  
Program Description Manual  
Local Procedures

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## THE DISTRICT

# Ysleta Independent School District Program Description Manual Local Procedures

## Section 1: Program Overview

TEC 29.081; TEC 42.152(B); TAC 61.1027

### Purpose

State Compensatory Education (SCE) funds may be used to provide a **compensatory, intensive, or accelerated instruction** program that enables the students to be performing at grade level at the conclusion of the next regular school term. Compensatory education is defined in law as programs and/or services designed **to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school.**

### Goal

The goal of state compensatory education is to provide a challenging and meaningful instructional program and at the same time reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students.

### Funding Considerations

State compensatory education funds must be used to provide support programs and/or services that supplement the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed in school. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rule may not be funded with SCE funds. The services must be part of delivery of academic instruction supplemental to the regular program and be reflected in the comprehensive needs assessment.

#### Ensure that positions funded with SCE:

- Provide direct instruction/services to at-risk students associated with the foundation curriculum;
- Are supplemental to the basic instructional program not the basic fund allotment;
- Meet a need identified in the comprehensive needs assessment and
- Are identified in the DIP/CIP

## Section 2: At-Risk Student Eligibility Criteria

Ysleta ISD uses the 14 criteria delineated in Texas Education Code 29.081 and redefined by Senate Bill 702 as the sole criteria in identifying students who are eligible to receive intensive, supplemental services.

These criteria include the following:



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## At-Risk Student Eligibility Criteria

*Includes each student under the age of 26 who:*

<p><b>1</b> Elem. only</p>	<p>Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered <b>during the current school year</b>; <b>NOTE:</b> Do not use previous year's score for classification. (Math &amp; Reading)</p>	<p>All students <b>exited at the District level</b> at the end of the current school year regardless whether student failed or passed the assessment.</p>
<p><b>2</b> Sec. only</p>	<p>Is in grade 7, 8, 9, 10, 11, or 12, and <b>did not maintain an average equivalent to 70</b> on a scale of 100 <b>in two or more subjects in the foundation curriculum</b> during a semester in the <b>preceding</b> or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the <b>current semester</b></p>	<p><b>Exited at the District level</b> if two years have elapsed from entry date, and student has maintained passing grade <math>\geq 70</math></p>
<p><b>3</b> All Levels</p>	<p>Was <b>not advanced from one grade level to the next</b> for one or more school years.</p>	<p><b>Students never exit</b></p>
<p><b>4</b> 3<sup>rd</sup> -12<sup>th</sup> only</p>	<p>Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the <b>previous or current school year</b> subsequently performed on that instrument or another appropriate instrument at a level equal to at least <b>110 percent</b> of the level of satisfactory performance on that instrument;</p>	<p><b>Exited at the District level</b> if student passes the previously failed assessment at a level equal to at least <b>110%</b> of the level of satisfactory performance on that instrument.</p>
<p><b>5</b> Sec. only</p>	<p>Is <b>pregnant</b> or is a <b>parent</b> <b>Note:</b> Students who give up their child for adoption or lose child involuntarily shall not be identified under this criterion. Include both parents if enrolled in YISD.</p>	<p><b>Student never exits, unless - voluntarily or involuntarily loss of child. Exited manually at the campus level</b> through E-EschoolPlus under the YISD At Risk Manual Entry screen.</p>
<p><b>6</b> Sec. only</p>	<p>Has been placed in an alternative education program in accordance with TEC Section 37.006 <b>during the preceding or current school year</b>; <b>NOTE:</b> Section 37.006 describes a disciplinary education program. Not an in-school suspension (ISS) program or a JJAEP</p>	<p><b>Exited at the District level</b> at the end of the second school year after placement</p>
<p><b>7</b> All Levels</p>	<p>Has been <b>expelled</b> in accordance with TEC Section 37.007, <b>during the preceding or current school year</b></p>	<p><b>Exited at the District level</b> at the end of the second school year after placement.</p>



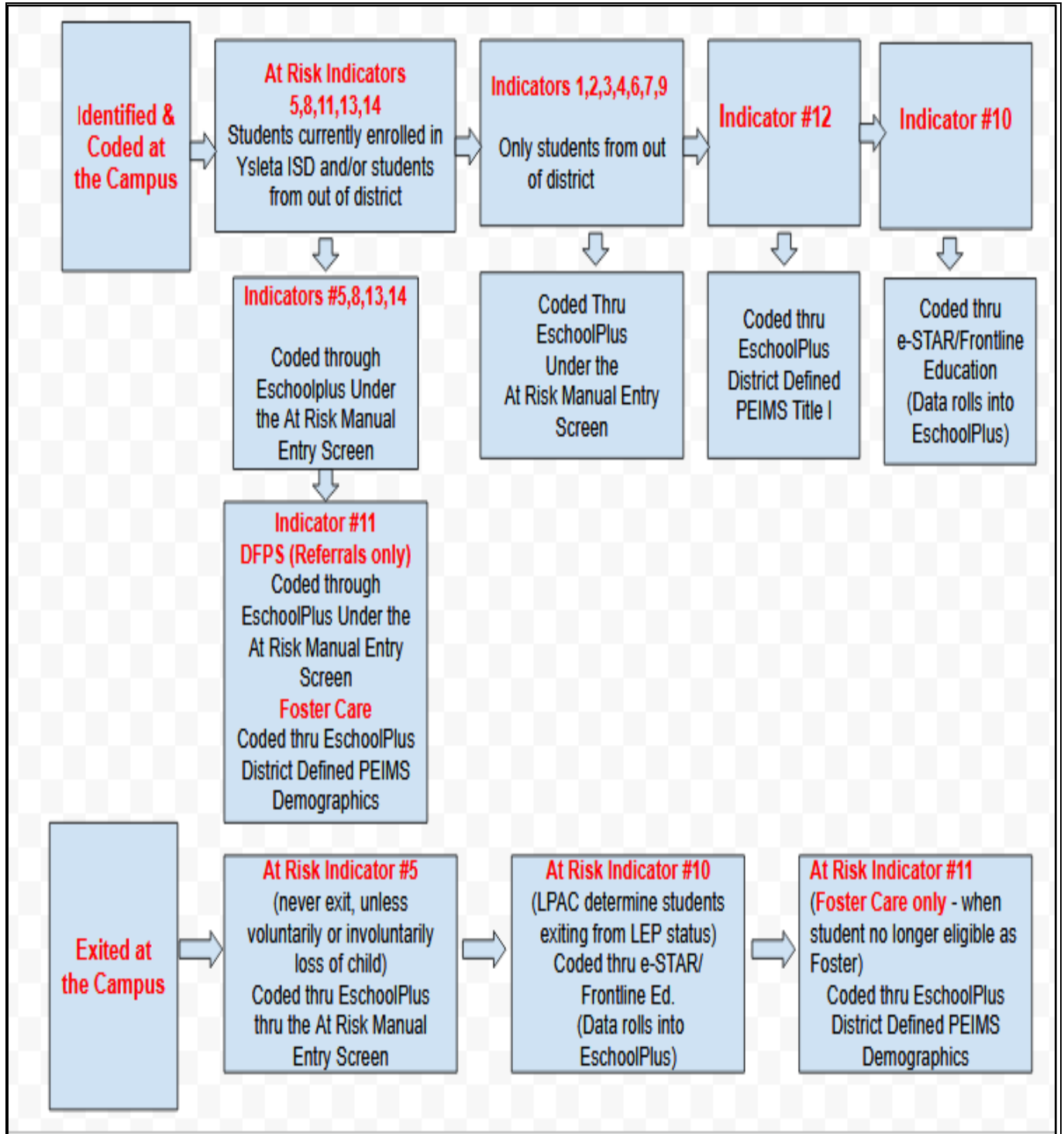
# THE DISTRICT

<p><b>8</b> All Levels</p>	<p>Is <b>currently</b> on parole, probation, deferred prosecution, or other conditional release;</p>	<p><b>Exited at the District level</b> at the end of the current school year</p>
<p><b>9</b> Sec. only</p>	<p>Was <b>previously reported through PEIMS to have dropped out of school</b>;</p>	<p><b>Students never exit</b></p>
<p><b>10</b> All Levels</p>	<p>Is a student of <b>limited English proficiency</b>, as defined by Section 29.052;</p>	<p>LPAC determines students exiting from LEP status. <b>Exited at the campus level through e-STAR/Frontline Education</b> after they meet exit criteria (Data is rolled over into EschoolPlus)</p>
<p><b>11</b> All Levels</p>	<p>Is in the custody <b>or care of the Department of Family &amp; Protective Services</b> or has <b>during the current school year, been referred to the department</b> by a school official, officer of the juvenile court, or law enforcement official.</p>	<p>All students (with the exception of Foster) <b>exited</b> at the end of each school year <b>at the District level</b>.</p>
<p><b>12</b> All levels</p>	<p>Is <b>homeless</b>, as defined by 42 U.S.C. Sec. 11302, and Its subsequent amendments; Refer to: McKinney-Vento Homeless Assistance Act of 2001, Sec. 725.</p>	<p><b>Exited at the District level</b> at the end of each school year.</p>
<p><b>13</b> All levels</p>	<p><b>Resided in the preceding school year or resides in the current school year in a residential placement facility in the district</b>, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, <b>cottage home operation, specialized child-care home, or general residential operation</b>. <b>Note:</b> Student cannot be counted by two districts during the same time-period</p>	<p><b>Exited at the District level</b> at the end of the second school year after placement</p>
<p><b>14</b> All levels</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 10.07, Penal Code”.</p>	<p><b>Students never exit</b></p>
<p><b>15</b> Se. Only</p>	<p>Enrolled in a Drop Out Recovery Program</p>	<p><b>Exited at the District level</b> at the end of the second school year after placement</p>



# THE DISTRICT State Compensatory Education

## Identification/Exiting Coding @ Campus Level

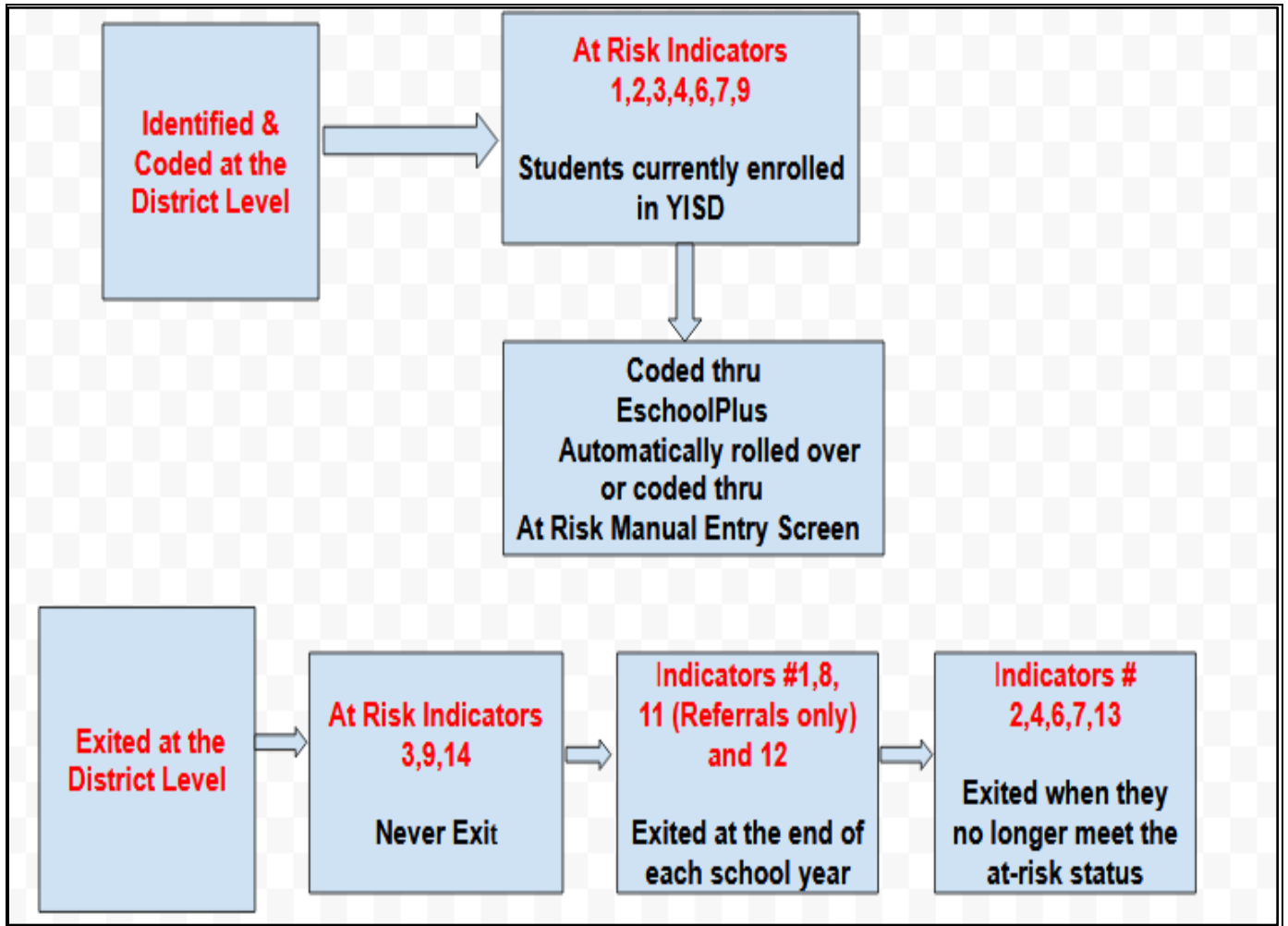




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## State Compensatory Education

### Identification/Exiting Coding @ District Level





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

### **Campus At-Risk Coordinator Responsibilities (Assistant Principal or Counselor)**

The District through the principals, shall appoint an At-Risk coordinator for each campus. Responsibilities of each coordinator include the following:

- Oversee process for identification of students based on the 14 criteria
- Maintain a list of identified students with the qualifying criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Collaborate with campus administration and staff to ensure appropriate interventions/services are available to identified students
- Oversee process for 9 weeks monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and site-based team to provide appropriate and timely staff development sessions for proper identification and interventions/services

### **Procedures for Identification of Eligible Students**

YISD Policy EHBC – Reg.

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. Each campus coordinator shall oversee identification process at each respective campus and shall ensure that PEIMS at-risk data is updated accordingly.

### **Periodic Updates and Eligibility Review**

The campus coordinator, in consultation with the district coordinator and the campus principal, shall establish procedures to conduct 9-week reviews, at a minimum, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data reviewed shall include, but may not be limited to, the following:

- For PreK-3rd grade students only – student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7<sup>th</sup> – 12<sup>th</sup> only – Student must maintain a grade of 70 or above in two or more core subjects in the foundation curriculum in a semester preceding the current school year or in a semester within the current school year. (failure to maintain a 70 or above in two or more core subjects qualify students to be identified as at risk)
- Retention rates





### Periodic Updates and Eligibility Review (continued)

Student data reviewed shall include, but may not be limited to, the following:

- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records(current or preceding school year)
- To the extent possible data regarding parole, deferred prosecution or other conditional releases
- Previous dropout information
- LEP status
- Dept. of Family & Protective Services records
- Homeless status
- Residential facility placement data (current or preceding school year)
- Incarcerated records (within the life time of the student)

### Section 4: Provisions of Services and Monitoring

#### Services

After identification of students, the campus coordinator, in collaboration with 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:

Intensive remediation services for state assessments	Extended day, week, year learning opportunities
Prescriptive supplemental reading programs	Study skills sessions
Homebound Instruction	Peer, teacher, community-member mentoring services
Counseling sessions	Training sessions for parents of identified students
Summer enhancement programs	Individualized or small group instruction
Goal-setting sessions	Class-size reduction measures
Computer assisted instruction	Test preparation tutorials
Specialized reading and math programs	Instructional interventions*

\*The instructional intervention model is used across all YISD campuses to ensure that those students qualifying under any of the at-risk criteria are provided the necessary services based on their needs. This process combines scientific research-based interventions in the general educational setting, decision making and multi-tiered service delivery model to improve educational and behavioral outcomes for all



## THE DISTRICT

### Services (continued)

students. The intervention process provides a systematic assessment for the measurement of the student's development based on the implemented tiered interventions. The intervention process is an on-going problem-solving approach that uses progress monitoring documentation and feedback to the campus committees.

### Monitoring

Ysleta ISD will consistently evaluate the students' progress every nine weeks receiving compensatory education services in the areas of academic, attendance, and discipline. Progress monitoring data will be recorded at each individual campus.

Such measures may include the following, but are not limited to:

- Weekly grades
- Written progress reports
- Review of subject area performance
- 3-weeks, unit and benchmark assessments
- Review of nine-weeks failure reports
- Periodic interviews with service providers
- Review impact of counseling and/or other services offered to identified students
- Quarterly and/or timely consultations with law enforcement agencies and or representatives of DFPS, as required

### Extended Monitoring for Exited Students

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus coordinator will establish periodic reviews of student performance for those students who have exited from the SCE program.

At a minimum review of the student's performance should consist of:

- 1) Review of the last (2) nine weeks grading reports
- 2) Review of the last (2) nine weeks attendance; and
- 3) Review of any assessments taken in the current school year.

### Monitoring Plan for District SCE Coordinator

YISD SCE District Coordinator will also review and monitor the academic plans completed by the campuses.



## Monitoring Plan for District SCE Coordinator (continued)

Annually, the District Coordinator will review the campus use of SCE funds to ensure that the use of funds is targeting students who are at risk. Salaries (FTE"s) being paid through SCE will also be reviewed to ensure that there are identified actions or strategies highlighted in the campus improvement plans (CIPs) or the district improvement plan (DIP).

### Section 5: Exit Procedures

#### Exit Review

Since some criteria may only temporarily qualify students for SCE services, the campus coordinator, in consultation with the principal and appropriate staff, will determine through the nine-week review of student data the students continued services. All decisions for exiting a student from SCE program will be based upon the review of student data and may include the following under the different criteria:

- Criteria #2 – Maintenance of passing grades with a score of 70 or greater
- Criteria #4 – 110% level of satisfactory performance on state assessments
- Criteria #5 – Condition of pregnancy or parental status
- Criteria #6 – Alternative education program placements timeframe
- Criteria #7 -- Expelled
- Criteria #10- LEP status
- Criteria #13- Residential placement status

The following criteria are automatically "exited" at the end of each school year by TIS central office staff. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date (last day of the regular school calendar).

- Criteria #1 – PK-3<sup>rd</sup> Readiness assessment
- Criteria #8 – On parole, probation, or deferred prosecution
- Criteria #11- In the custody or care of Dept. of Family/Protective Services (referrals made at the Campus to the DFPS are exited; Foster students remain as at risk)
- Criteria #12- Is identified homeless under the McKinney-Vento Homeless Assistance Act

Students never exit when identified as at risk under the following criteria:

- Criteria #3 – Not advanced from one grade level to the next
- Criteria #9 – Was previously reported through PEIMS to have dropped out of school
- Criteria #14-Incarceration of Student, parent or guardian - (within lifetime of the student)



## Section 6: Program Evaluation

### Required Overall Program Evaluation

The YISD district coordinator, along with the campus coordinator, will conduct an annual evaluation of programs funded with SCE funds and will use the findings of this and other evaluations **to modify, discontinue or maintain the program**. Evaluation results are to be disaggregated to show the effectiveness in reducing:

1. The disparity in performance on Chapter 39 (state assessments) and
2. The disparity in the rates of high school completion.

### Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data obtained from specific services or interventions provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative may be found in the campus' improvement plans.

## Section 7: Campus Level Services

Based upon students' qualifying criteria, specific services funded by State Compensatory funds may vary from campus to campus as stated in their campus improvement plans. Services will vary and are subject to change based on student's identification, re-evaluation and changes in coding.

### Other Service and Fund Utilization

In addition to information contained in campus improvement plans, Ysleta ISD coordinates and utilizes other fund sources to support services that address the needs of students identified as being at risk. Federal and local funds along with special grants also support district initiatives, instructional programs and staff development to support student learning.

## Section 8: At-Risk Audits

Ysleta ISD annually conducts audits of at-risk data on the campuses. It is required that all at-risk students be monitored and tracked until they exit the program. Student tracking is accomplished through the EschoolPlus student information system that lists the entry and exit to the program, along with the identifying criteria.

Each campus is required to identify a committee of certified staff members that will support in the identification, the proper coding and interventions provided for students. The committee members must include but are not limited to:



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**At-Risk Audits (cont.)**

<p><b>Elementary Staff</b></p> <p><b>Administrator</b> <b>Homeroom Teacher</b></p>	<p><b>Secondary Staff</b></p> <p><b>Administrator</b> <b>Homeroom Teacher</b> <b>Small Learning Community Teachers and/or</b> <b>Academic Team Teachers</b></p>
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In order to track student progress, update campus at-risk files and accurately report PEIMS data, the committee should meet in the early fall prior to the district PEIMS submission and every 9 weeks after that to record progress.

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>
<b>Ongoing</b>	During the school year (at any time that changes occur to student's information), campuses should make any changes necessary to coincide with the at-risk status of the student for all 14 criteria	Campus Committee & Campus Attendance Clerk
<b>Ongoing</b>	At any time during the school year, if a student was coded as a dropout as per PEIMS with a code 88, 89, or 98 and re-enrolls in school, he/she should be coded with At-Risk Criteria #9	Campus Committee & Campus Attendance Clerk If Student is <b>Out of District</b>  Automatically picked up through EschoolPlus If student is <b>Within our</b> <b>District</b>
<b>Ongoing</b>	Throughout the school year, Foster Care students who are identified with Criteria #11 and #13 must have a copy of Form 2085 on file .The document is confidential and must be kept in a secured file.	Assistant Principal & Campus Attendance Clerk
<b>Ongoing</b>	Out of district students sent to JJAEP will be coded as At-Risk with Criteria #6 by JJAEP At-Risk Coordinator or JJAEP Campus Attendance Clerk  Students within our district sent to JJAEP will be coded automatically through EschoolPlus	Assistant Principal & Campus Attendance Clerk  Automatically picked up through EschoolPlus
<b>Every 9 Weeks ***</b> (see appendix for actual dates)	*Monitor and record progress of interventions – make changes as needed *Review report card failure reports	Campus Committee



**At-Risk Audits (cont.)**

Timeline	Activity	Persons Responsible
<p><b>September</b></p>	<p>At the beginning of the school year, print a list of at-risk students from EschoolPlus for your campus. This list will be a reference point. <b>Ensure that all students who previously had Criteria #1, #8, #11 (only foster students remain under #11), and #12 as indicators are removed for the new school year.</b> These indicators must be entered yearly based on BOY assessments and upon verification of the student's situations</p>	<p>Campus Committee &amp; Campus Attendance Clerk</p>
	<p><b>After the summer STAAR &amp; EOC administration, students who were not successful in passing should be identified with Criteria #4 or students who passed with 110% should have the criteria removed.</b></p>	<p>District will update &amp; provide list. Students will automatically be picked up or exited through EschoolPlus.</p>
<p><b>October 27</b></p>	<p><b>All students MUST be properly identified using all 15 criteria in EschoolPlus for PEIMS snapshot</b></p>	<p>Campus Committee and Campus Attendance Clerk</p>
<p><b>November</b></p>	<p>After PEIMS snapshot generate a list of all At-Risk students from EschoolPlus to ensure that all the changes you made are correct; if any errors are found, corrections should be done on EschoolPlus. This will be <b>PEIMS final submission</b></p>	<p>Campus Committee &amp; District SCE Director</p>
<p><b>January</b></p>	<p>7<sup>th</sup> – 12<sup>th</sup> students who did not pass 2 or more core subjects during the Fall Semester should be coded with Criteria #2</p>	<p>Students will automatically be picked up through EschoolPlus</p>
<p><b>January</b></p>	<p>A high school student who did not pass the EOC exam during the Fall semester should have Criteria #4</p>	<p>Students will automatically be picked up through EschoolPlus</p>
<p><b>January</b></p>	<p>MOY K-3 – Review readiness test or assessment (for possible exits or newly identified for Criteria #1)</p>	<p>Students will automatically be picked up or exited through EschoolPlus</p>
<p><b>May</b></p>	<p>After STAAR/EOC testing, review scores to identify students who did not meet the state standards and assign Criteria #4</p>	<p>Students will automatically be picked up through EschoolPlus</p>

Identification and exit criteria must be completed and documented as appropriate in order to maintain compliance. **A list of committee members and sign-in sheets for each meeting session must be maintained at the campus**



**SCE Interventions – Student Success Plans**

<b>Attendance</b>		
	Student Contracts	Communities in Schools
<b>Behavior and/or Social</b>		
	PBIS Committee	Counseling (Individual and/or group)
	Parent Communications	Mentor
	In-School Alternative Program	SEL Activities
	Behavioral Contract	Referral to Outside Agencies
	Conscious Discipline	PALS (Peer Mediation/Conflict Resolution)
	Alternative Placement	Other Behavioral/Social Support (specify)
	Teen Parenting Service-Homebound Instruction (Middle & High School)	
<b>Progress/Report Cards</b>		
	<b>Language Arts Interventions</b>	<b>Math Interventions</b>
	Computer Aided Language Arts Instruction	Computer Aided Instruction Math
	Phonemic Awareness	Teacher Created Materials
	Phonics	Concrete, visual representation
	Fluency	Measurement
	Vocabulary	Probability and Statistics
	Comprehension	Algebraic Reasoning
	Florida Center for Reading Research	Region 4 Math Interventions
	Just-Word Strategies	Math Other (specify)
	Fun-dations	Small Group Differentiated Instruction
	Wilson Program	<b>Social Studies Interventions</b>
	Esperanza	Social Studies Weekly
	GLAD (Guided Language Acquisition Design)	Social Studies Other (specify)
	SIOP (Sheltered Instruction Observation Protocol)	
	Small Group Differentiated Instruction	<b>Science Interventions</b>
	Language Arts Other (Specify)	Stemscopes
	Double-blocked Language Arts (Middle & High School)	Region 4 Science Interventions
		Science Other (specify)
	<b>General Interventions</b>	<b>General Interventions</b>
	Chunking Assignments	Extended Day, Week, Year Support
	Graphic Organizers	Test Preparation (STAAR/EOC) Strategies
	Personal Agenda	Tutors (Adult, AVID...)
	Personal Dictionary	Edgenuity (Credit Recovery- (High School)
	Foldables	Intervention Period (Middle & High Schools)
	Cooperative Learning Techniques	Twenty First Century Schools (Middle)
	Advisory Period (Middle & High School)	No Senior Left Behind (High School)
	Small Learning Communities/or Academic Teams (Middle & High Schools)	



**YSLETA INDEPENDENT SCHOOL DISTRICT**

**DIVISION OF ACADEMICS**

**Criteria for At-Risk Coding/Pre-K  
2023-2024**

<b>Grade</b>	<b>Time</b>	<b>Criteria- CIRCLE Progress Monitoring Pre-K</b>
Pre-Kindergarten	BOY	<ul style="list-style-type: none"><li>• Identified as “Needs Support” in Phonological Awareness and Rapid Letter Naming in the CIRCLE Progress Monitoring Pre-K Assessment</li></ul> OR <ul style="list-style-type: none"><li>• Identified as “Needs Support” in Math in the CIRCLE Progress Monitoring Pre-K Assessment</li></ul>
	MOY	<ul style="list-style-type: none"><li>• Awareness and Rapid Letter Naming in the CIRCLE Progress Monitoring Pre-K Assessment</li></ul> OR <ul style="list-style-type: none"><li>• Identified as “Identified as “Needs Support” in Phonological Needs Support” in Math in the CIRCLE Progress Monitoring Pre-K Assessment</li></ul>
	EOY	<ul style="list-style-type: none"><li>• Identified as “Needs Support” in Phonological Awareness and Rapid Letter Naming in the CIRCLE Progress Monitoring Pre-K Assessment</li></ul> OR <ul style="list-style-type: none"><li>• Identified as “Needs Support” in Math in the CIRCLE Progress Monitoring Pre-K Assessment</li></ul>





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**YSLETA INDEPENDENT SCHOOL DISTRICT**

**DIVISION OF ACADEMICS**

**Criteria for At-Risk Coding**

**2023-2024**

Grade	Time	Criteria based on M Class Quantile Score for respective grade level
Kindergarten	BOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	MOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	EOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
Grade 1	BOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	MOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	EOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
Grade 2	BOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	MOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	EOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
Grade 3	BOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	MOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	EOY	STAAR
Grade 4	BOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	MOY	Identified as <i>Far Below Basic</i> OR <i>Below Basic</i>
	EOY	STAAR



Grade	Time	Criteria
Kindergarten	BOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report after initial screening
	MOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
	EOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
First Grade	BOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report after initial screening
	MOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
	EOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
Second Grade	BOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report after initial screening
	MOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
	EOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
Third Grade	BOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report after initial screening
	MOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
	EOY	STAAR
Fourth Grade	BOY (August)	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report after initial screening
	MOY	Identified as Critical Intervention (Tier III & 10 <sup>th</sup> Percentile Rank) on Classroom Summary Report
	EOY	STAAR