

AT- RISK  
COORDINATORS

District-level At-Risk Coordinators:

The District shall identify one or more District-level at-risk coordinators who shall collect and disseminate data regarding dropouts and at-risk students in the District, and coordinate the District's program for students who are at high risk of dropping out of school.

Campus-level At-Risk Coordinators:

Each campus shall identify a campus at-risk coordinator. Campus at-risk coordinators' responsibilities include:

1. Lead 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 PEIMS clerk on the campus is provided with the names of students and the applicable at-risk PEIMS code.
4. Ensure that teachers of students who have been identified as students in an at-risk situation know who these students are.
5. Ensure that students in an at-risk situation are provided instruction designed to meet their identified needs.
6. Check the progress of each identified student every nine weeks. Ensure that the program of each student not making acceptable progress is modified.
7. Ensure that each student who no longer meets the criteria for a student in an at-risk situation is removed from PEIMS identification. Maintain documentation of the reason for each removal.
8. 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.
9. Ensure that the campus needs assessment includes an

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

assessment of the needs of students in an at-risk situation and that findings are reported by grade level.

10. Ensure that all requirements for the Campus Improvement Plan that pertain to students in an at-risk situation are met.

DROPOUT  
REDUCTION PLAN

Each school year, the District-level at-risk coordinator(s) shall prepare a dropout reduction plan that identifies:

1. The number of District students who dropped out in the preceding regular school term.
2. The number of students in grades PK-12 who are at risk of dropping out.
3. The District's dropout rate goal for the next school year.
4. The dropout reduction programs, resources, and strategies to be used during the school year.

The Board shall review and approve the plan and shall make it available to the public.

AT-RISK PROGRAM  
STUDENT  
IDENTIFICATION/  
each CODE REMOVAL  
CRITERIA

Identification/At-Risk Code Removal Criteria:

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

- a. 1. 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. SISD will use the following assessment criteria to identify at-risk students in these grade levels: (Code F)

Pre-Kindergarten:

Assessment: District Approved Reading Assessment

Assessment Windows

Time	Grade	Subject	Month
BOY	Pre-K	Rapid Letter Naming Math	September
MOY	Pre-K	Rapid Letter Naming Math	January
EOY	Pre-K	Rapid Letter naming Vocabulary Set 3 Math	May

Pre-Kindergarten students will be administered the District Approved Reading Assessment at the beginning (BOY), middle (MOY) and end (EOY) of the school year during the designated District testing windows. All students coded Limited English Proficient (LEP), whether served in the Bilingual Program or not, shall be identified as at-risk. (Code H) Students tested with District Approved Reading Assessment will be identified and coded at-risk if they are identified as NS(Needs Support) at the beginning of the year (BOY) in the Overall Outcome section of the following measures:

- Rapid Letter Naming BOY (Code F-R)
- Math Screener BOY (Code F-M)

Students tested with District Approved Reading Assessment will be identified and coded at -risk if they are identified as NS(Needs Support) at the middle of the year (MOY) in the Overall Outcome section of the following measures:

- Rapid Letter Naming MOY (Code F-R)
- Math Screener MOY (Code F-M)

Students tested with District Approved Reading Assessment will be identified and coded at-risk if they are identified as NS(Needs Support) at the end of the year (EOY) in the Overall Outcome section of the following measures:

- Rapid Letter Naming EOY (Code F-R) OR
- Rapid Vocabulary Naming Set 3 (Code F-R)OR
- Math Screener EOY (Code F-M)

Removal of Code F-R and F-M:

Prekindergarten students identified as OT(On Track) in the Overall Outcome sections of all District Approved Reading Assessment measures at the end of the school year will no longer be identified as at-risk (Code F). Limited English Proficient (LEP) served and not served students will continue to be identified as at-risk until the established TEA LEP exit criteria has been met standards for exit from the Bilingual Program are met (Code H).

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

Kindergarten:

Assessment Window:

Time	Grade	District Approved for Assessment for Math and Reading	Month
BOY	Kindergarten		September
MOY	Kindergarten		January
EOY	Kindergarten		May

Students receiving English language reading instruction will be administered a District-approved reading diagnostic assessment. Students receiving Spanish language reading instruction will be administered a Spanish reading diagnostic assessment. All students will be administered a mathematics diagnostic assessment at the beginning of the year (BOY).

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 3 criteria at the beginning of the year (BOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the beginning of the year (BOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the middle of the year (MOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the middle of the year (MOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the end of the year (EOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the end of the year (EOY) if they meet the following criteria:

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

- Fall below 70% percentile

First Grade: Assessment

Windows

Time	Grade	District Approved Assessment	Month
BOY	Grade 1	Reading	August
MOY	Grade 1	Reading	January
EOY	Grade 1	Reading	May

Time	Grade	District Approved Assessment	Month
BOY	Grade 1	Mathematics	September
MOY	Grade 1	Mathematics	January
EOY	Grade 1	Mathematics	May

All students in 1st grade will be tested at the beginning of the year (BOY), at the middle of the year (MOY) and at the end of year (EOY).

Students receiving English language reading instruction will be administered a District-approved reading diagnostic assessment. Students receiving Spanish language reading instruction will be administered a Spanish reading diagnostic assessment. All students will be administered a mathematics diagnostic assessment at the beginning of the year (BOY).

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 3 criteria at the beginning of the year (BOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the beginning of the year (BOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the middle of the year (MOY).

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the middle of the year (MOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the end of the year (EOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the end of the year (EOY) if they meet the following criteria:

- Fall below 70% percentile

Second Grade: Assessment Windows

Time	Grade	District Approved Assessment	Month
BOY	Grade 2	Mathematics	September
MOY	Grade 2	Mathematics	January
EOY	Grade 2	Mathematics	May

Time	Grade	District Approved Assessment	Month
BOY	Grade 2	Reading	August
MOY	Grade 2	Reading	January
EOY	Grade 2	Reading	May

All students in 2nd grade will be tested at the beginning of the year (BOY), at the middle of the year (MOY) and at the end of year (EOY).

Students receiving English language reading instruction will be administered a District-approved reading diagnostic assessment. Students receiving Spanish language reading instruction will be administered a Spanish reading diagnostic assessment. All students will be administered a mathematics diagnostic assessment at the beginning of the year (BOY).

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 3 criteria at the beginning

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES  
of the year (BOY).

EHBC  
(REGULATION)

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the beginning of the year (BOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the middle of the year (MOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the middle of the year (MOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the end of the year (EOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the end of the year (EOY) if they meet the following criteria:

- Fall below 70% percentile

Third Grade:

Assessment Windows

Time	Grade	District Approved Assessment	Month
BOY	Grade 3	Reading	August
MOY	Grade 3	Reading	January
EOY	Grade 3	Reading	May Campus-based Decision
EOY	Grade 3	State-Mandated Assessment	May

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

Time	Grade	District Approved Assessment	Month
BOY	Grade 3	Mathematics	September
MOY	Grade 3	Mathematics	January
EOY	Grade 3	Mathematics	May Campus-based Decision
EOY	Grade 3	State-Mandated Assessment	May

All students in 3rd grade will be tested at the beginning of the year (BOY), at the middle of the year (MOY) and at the end of year (EOY).

Students receiving English language reading instruction will be administered a District-approved reading diagnostic assessment. Students receiving Spanish language reading instruction will be administered a Spanish reading diagnostic assessment. All students will be administered a mathematics diagnostic assessment at the beginning of the year (BOY)

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 3 criteria at the beginning of the year (BOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the beginning of the year (BOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a reading diagnostic assessment will be identified and coded as at-risk (Code F-R) if they meet the Tier 2 or Tier 3 criteria at the middle of the year (MOY).

All students tested with a mathematics diagnostic assessment will be identified and coded at risk (Code F-M) at the middle of the year (MOY) if they meet the following criteria:

- Fall below 70% percentile

All students tested with a state-mandated assessment in Reading



STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

will be identified and coded at risk (Code F-R) at the end of the year (EOY) if they meet the following criteria:

- Level 1: Unsatisfactory

All students tested with a state-mandated assessment in Math will be identified and coded at risk (Code F-M) at the end of the year (EOY) if they meet the following criteria:

- Level 1: Unsatisfactory

Removal of Code F-R and F-M:

1. In grades K-3, acceptable performance is required on the District-approved reading diagnostic assessment or the District-approved Spanish reading diagnostic assessment (Code F-R) and in grades K-2 a mathematics diagnostic assessment (Code F-M); however, all Limited English Proficient (LEP) served and not served students will be coded at-risk (Code H) until they meet the established TEA exit criteria.

In addition, as per §29.081, TEC, of the TEA Fiscal and Program Compliance Manual for State Compensatory Education:

*For grades prekindergarten, kindergarten or grade 1, 2, or 3, a district is NOT to use the previous year's score for classification.*

Therefore, at-risk Codes F-R and F-M shall be removed from all active students at the beginning of each school. All students who had a F-R or F-M code due to a reading diagnostic assessment, a Spanish reading diagnostic assessment or a mathematic diagnostic assessment results for the previous school year, will start with a "clean" slate and be coded based on this current beginning-of-year (BOY) results.

2. Is in grade 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 C)

Removal of Code C:

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.

3. Was not advanced from one grade level to the next for one or more school years. (Code A) Note: Pre-Kindergarten or Kindergarten students who did not advance to the next grade level only as a result of the request of the student's parents are excluded from this identification.

Removal of Code A:

The student will be identified as at-risk until graduation.

4. 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 percent of the level of satisfactory performance on that instrument. (Code D)

Removal of Code D:

A student obtaining a score equal to or exceeding 110% of the passing score set by the State Board of Education or the Commissioner of Education on the same or comparable subject area that the student previously failed on the state mandated test will be exited.

5. 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

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

stepfather or a stepmother can also be considered a parent if he/she meets the conditions listed above. (Code E)

Removal of Code E:

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.

6. Has been placed in a disciplinary alternative education program in accordance with Section 37.006 during the preceding or current school year. (Code O) Documentation will be given to the District At-Risk Coordinator and will be maintained in a confidential manner at the district office. 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 paint
- 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 a school district employee
- Aggravated assault against someone other than a school district employee
- \* Sexual assault or aggravated sexual assault against someone other than a school district

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES  
employee

EHBC  
(REGULATION)

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.

Removal of Code O:

Students will no longer be considered to be at-risk when they are not in a disciplinary alternative education program for a complete academic school year.

7. Has been expelled in accordance with Section 37.007 during the preceding or current school year. (Code P)  
Documentation will be given to the district at-risk coordinator and will be maintained in a confidential manner at the district office.

Removal of Code P:

A student will no longer be considered at-risk upon successful completion of expulsion for a complete academic school year.

8. Is currently on parole, probation, deferred prosecution, or other conditional release. (Code R)  
Documentation will be given to the District At-Risk Coordinator and will be maintained in a confidential manner at the district office.

Removal of Code R:

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

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

Removal of Code Q:

The student will be identified as at-risk until graduation.

10. Is a student 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:

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

- a. Pre-Kindergarten, Kindergarten, and Grade 1 students will be administered the grade appropriate oral language proficiency test designated by the District. Students who score limited proficient will be coded at-risk. (Code H)
- b. Grades 2-12 students will be administered the grade appropriate oral language proficiency test designated by the District. Students who score limited proficient will be coded at-risk. (Code H)
  1. A norm referenced test will be administered. If a student scores below the 40<sup>th</sup> percentile on the reading and/or language arts sub-test, he/she will be coded at-risk. (Code H) The student must take both the reading and the language arts sub-test.

LEP students served in the Bilingual Program: Upon meeting the established TEA LEP Exit Criteria LEP students who are not served in the Bilingual Program: No longer meet the at-risk criteria when they meet the established TEA LEP exit criteria.

11. 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 S)

Removal of Code S:

At the beginning of the subsequent school year, a student will no longer be classified as at-risk when he/she has been out of such circumstance described above Is homeless, as defined by 42 U.S.C. Sections 11302, and its subsequent amendments. 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" means

(A) 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

STATE AND FEDERAL PROGRAMS  
COMPENSATORY/ACCELERATED SERVICES

EHBC  
(REGULATION)

- 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 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 T)

12. Removal of Code T:

At the beginning of the subsequent school year, a 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 amen 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 V)

Removal of Code V:

A student will no longer be considered at-risk when he/she has been removed from the designated facility for a complete academic school year.

Approved:

Jose Espinoza, Ed. D., Superintendent

August 1, 2018

Board Policy Committee Review

September 10, 2018