



2022-2023

STATE COMPENSATORY EDUCATION PROGRAM DESCRIPTION MANUAL



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Under Section 29.081 of the Texas Education Code (TEC), State Compensatory Education (SCE) districts and schools utilize funds from the state to provide a compensatory, intensive, or accelerated instruction program. Such programs enable the students to be performing at grade level after the next regular school term. The law defines compensatory education as programs or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. Districts and campuses must reflect the services in the comprehensive needs assessment (CNA). A district or campus cannot fund any program activity, personnel, or materials required by federal law, state law, or State Board of Education rule with SCE funds.

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 TEC, or disparity in the rates of high school completion between students At-Risk of dropping out of school and all other district students (TEC Section 29.081).

All campuses that receive SCE funds to support At-Risk students must have the following in their Campus Improvement Plans:

- A thorough data analysis that identifies At-Risk students, explains the conclusions from the analysis, and labels the data sources.
- Data-Informed Problem Statements and Mirror Root Causes that pinpoint the reasons for gaps causing students to become academically At-Risk.
- SMART Performance Objectives that directly impact the problem statements.
- BEST Strategies that will eliminate the root causes.
- SCE Expenditures
 - total amount of SCE funds allocated for resources and staff
 - Supplemental FTEs (full-time equivalent) for SCE
 - Supplemental resources/materials for SCE
- Quarterly reviews of all strategies
- A summative evaluation of all performance objectives and strategies at the end of the year.

In SAISD, the SCE Coordinator is a resource and evaluator At-Risk programs at each campus. The SCE Coordinator supports all campuses by providing professional development, creating specific timelines, and conferencing with Campus Compliance Coordinator upon request. Another role the coordinator is responsible for is the monitoring of all campuses' At-Risk programs through check points, audits and feedback.

A Frequently Asked Questions section is available on the [SCE SharePoint](#).

To become eligible for At-Risk services provided by SCE, the student needs to be under the age of 26 and experienced one or more of the following conditions:

Has the student -

- not advanced from one grade level to the next for one or more school years, unless not advanced from pre-kindergarten or kindergarten to the next grade level only because of the request of the student's parent?
- in grades 7–12 not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the core 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 core curriculum in the current semester?
- not performed satisfactorily on a state assessment instrument 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?
- in pre, kindergarten, or grades 1– 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year?
- currently pregnant or is a parent?
- placed in a DAEP in accordance with Education Code 37.006 (mandatory placement) during the preceding or current school year?
- been expelled during the preceding or current school year?
- currently on parole, probation, deferred prosecution, or other conditional release?
- been previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school?
- been determined of limited English proficiency, as defined by Section 29.052.
- been in custody, is currently in custody or care of the Department of Family and Protective Services or has been referred to the department by a school official, officer of the juvenile court, or law enforcement official during the current school year?
- become homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments?
- 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?
- 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 the Texas Penal Code, §1.07?
- become enrolled in a school district or open-enrollment charter school designated as a dropout recovery school under Section 39.0548?

Before conducting the beginning of year (BOY) procedures, the At-Risk team must meet to review timelines and procedures. The At-Risk team will consist of the principal, assistant principal, counselor, social worker, nurse, and the LPAC chairperson. One identified member must be the Campus Compliance Coordinator from the At-Risk team. The Campus Compliance Coordinator will be responsible for notifying the District Coordinator for State Compensatory Education (SCE) of the identification. The principal's responsibility is to ensure all steps have been followed and completed.

During the first two weeks in October, the At-Risk team will download a copy of the SCE Program Worksheet for the Identification of At-Risk Students form (Identification Worksheets) through the BI Platform. The copy reflects the current Fiscal Year. For example, the school year 2022-2023 will be dated 2023 in BI. Circulation of the Identification Worksheets remains at the At-Risk team's level of responsibility, not intended for classroom teachers. This printout is to be considered an audible document and should remain on file for five years.

Once the download of the Identification Worksheets is complete, the At-Risk team is to check for non-assessed students. Students in non-state tested grade levels who have not taken the CIRCLE or MAP BOY assessments are in this category. Also, students who should have assessed but missed taking the STAAR at the last administration may be in this category. Finally, check students new to SAISD who do not have any BOY or STAAR data. Ensure all non-assessed students have completed the BOY CIRCLE or MAP as soon as possible.

By the third week of October, the POC will complete the verification of the Identification Worksheets for all students who meet one or more of the fifteen At-Risk indicators. Those on the At-Risk team will verify, make additions, and make corrections on the auditable version of the Identification Worksheet. The Campus Compliance Coordinator will re-submit changes to the campus data clerk, who will enter information into the Frontline PEIMS At-Risk platform.

The PEIMS snapshot for SCE Program compensation occurs on the last Friday of October. The Campus Compliance Coordinator will generate a second (revised) version of the SCE Identification Worksheet using the BI platform on or before the deadline. The At-Risk team will need to review and compare the revised worksheet with the original version. If corrections or additions need to be made, they must be noted on the original auditable copy and resubmitted to the data clerk for entry, the data clerk will initial and date the Identification Worksheets. The Identification Worksheets will be uploaded into the Campus At-Risk Google Folder. Campuses can choose to keep the original copy on file.

After the snapshot, run the Identification Worksheets once again, reflecting updated CIRCLE and MAP information. PEIMS and Data Services will periodically run job updates to identify At-Risk students throughout the school year.

SAISD currently has several campuses considered to be “Non-Traditional.” Non-Traditional labels are given to campuses with a unique coding, staffing, and student population. They function almost exactly like a traditional campus but with some exceptions on coding and SCE Program procedures. Please consider these unique characteristics when examining At-Risk Criteria for students.

Upon identification of students, the Campus Compliance Coordinator, in collaboration with the principal and appropriate staff, shall ensure that identified At-Risk students receive direct instructional services that address the student’s qualifying criteria. These services may include, but are not limited to, the following:

- Tutorials in core subject areas of math, reading, science, and social studies
- Computer-assisted instruction
- Counseling sessions
- Student conferences
- Individualized instruction
- Extended learning opportunities
- Peer, teacher, community member mentoring sessions
- LEP services
- ARD Recommendations
- Referrals to alternative settings
- Collaboration with external agencies
- Multi-Tiered Systems of Support (MTSS)
- Goal setting sessions
- Intensive, supplemental reading/math programs
- Study skills sessions
- Training or informational meetings for parents of identified students
- Summer enhancement programs
- Attendance strategies
- Flexible scheduling
- Credit Attainment
- Grade Placement Committee (GPC)

After completing identification, campus teachers begin building an academic intervention plan in Branching Minds for each student identified as At-Risk. Core foundation teachers and other designated teachers will be responsible for entering the goals, interventions, and strategies in Branching Minds. The goals should be specific and clear, achievable, measurable, time-based, and relative to the state standards in areas identified for support. Academic-based goals should be “chunked” throughout the year instead of one broad goal for an entire semester. Interventions and strategies should either be evidence-based or research-based. Evidence-Based is when we have seen documented examples of where something works. Research-Based is when someone conducts an intentional, peer-reviewed study with a specific stimulus and response. The teacher(s) will enter the goal, intervention, and progress monitors for the identified At-Risk student.

For secondary campuses, if the student’s At-Risk eligibility criterion does not apply to the designated core teacher, then the intervention and strategy section will not be completed by that core teacher. In addition to checking the interventions and strategies, teachers may also indicate “Other” on the intervention and strategy section and provide a brief description. Campus Compliance Coordinator will print Identification Worksheets separated by Core Teacher.

For non-academic At-Risk students, other district or campus stakeholders will be responsible for the goals, interventions, strategies, and progressions. For example, a student who becomes homeless but is not academically identified, that student’s interventions will be completed by the school counselor.

The SCE Coordinator and Campus Compliance Coordinator will facilitate the SCE Program At-Risk Student profiles in Branching Minds. They will check profiles for goals, interventions, progress monitors, and progressions. Checkpoints by the SCE Coordinator will occur at least twice a semester. A formal yearly audit will be completed in the spring. Feedback on the findings will be provided to each campus.

The Campus Compliance Coordinator and the SCE Coordinator will audit and examine the information within Branching Minds to ensure that:

- the plans are effective
- teachers are monitoring the intervention plans
- goals, interventions, and progress monitors are consistently modified and updated according to the needs of the student.

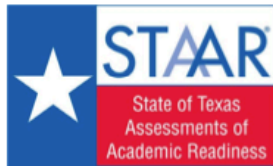
The Campus Compliance Coordinator and the SCE Coordinator will also audit the Campus Improvement Plan to ensure the following components are contained within -

- A thorough data analysis that identifies At-Risk students, explains the conclusions from the analysis, and labels the data sources.
- Data-Informed Problem Statements and Mirror Root Causes that pinpoint the reasons for gaps causing students to become academically At-Risk.
- SMART Performance Objectives that directly impact the problem statements.
- BEST Strategies that will eliminate the root causes.
- SCE Expenditures
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 - Supplemental resources/materials for SCE
- Quarterly reviews of all strategies
- A summative evaluation of all performance objectives and strategies at the end of the year.

A student At-Risk of dropping out of school includes each student who is under 26 years of age and who:			
	Entry Criteria	Documentation	Exiting Criteria
A	Was Retained - Did not advance from one grade level to the next for one or more school years.	Only if the information is not available in the CRF, PEIMS Frontline, iData Portal, etc.	NO EXIT: The student remains at risk of dropping out of school until the student graduates from high school.
B	Failed 2+ Courses (Grades 7 - 12) - Did not maintain an average ranging from 70 to 100 in two or more core subjects during the preceding or current semester	Supportive Documentation is needed only if the information is not available in the CRF, PEIMS Frontline, iData Portal, etc. and Supportive Documentation (Plan)	The student is not failing more than one core subject during the year the student <u>was identified</u> and in the following year.
C	STAAR Performance - Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39.	Documentation of the scores only if the information is not available in the CRF, PEIMS Frontline, iData Portal, etc., and the Supportive Documentation (Plan)	Scored at least 110% of the state's passing standard for the subtest previously failed.
D	PK-3 Readiness - Is currently enrolled in PK-3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.	Readiness Screening for State Compensatory Education At-Risk form generated through BI Platform; POC will keep and manage the originals for all teachers. Supportive Documentation (Plan)	End of the current school year.
E	Parent - Is pregnant or is a parent. The father, if known, is also included.	School Age Parenting Program (SAPP) and/or nurse will keep documentation, enter, and code students in PEIMS.	School Age Parenting will code, enter, and exit students.
F	AEP Placement - Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.	Supportive Documentation is needed only if the information is not available in the CRF, PEIMS Frontline, iData Portal, etc.	End of the second school year after placement.
G	Expulsion - Has been expelled in accordance with Section 37.007 TEC during the preceding or current school year.	Supportive Documentation is needed only if the information is not available in the CRF, PEIMS Frontline, iData Portal, etc.	End of the second school year after placement.
H	Conditional Release - is currently on parole, probation, deferred prosecution, or other conditional releases.	Copy of one of the following is to be uploaded in Frontline: Administrative Form F8-B (includes the juvenile probation officer's badge). Or a signed/dated verification letter from an administrator verifying parole, or probation for the current school year would be sufficient.	End of the school year that the parole, probation, etc. ends.
I	Dropout - Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school.	Supportive Documentation is needed only if the information is not available in the CRF, PEIMS Frontline, iData Portal, etc.	NO EXIT: The student remains at risk of dropping out of school until the student graduates from high school.
J	LEP - Is a student of limited English proficiency, as defined by Section 29.052.	LPAC Folder is already included in CRF. No additional documentation is needed. If the student is an LEP denial, the denial letter is filed.	The student is no longer At-Risk once exited from the program by the LPAC.

A student At-Risk of dropping out of school includes each student who is under 26 years of age and who:			
	Entry Criteria	Documentation	Exiting Criteria
K	Custody or CPS - Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, an officer of the juvenile court, or a law enforcement official.	Copy of one of the following is to be uploaded in Frontline: Administrative Form F8-B (includes the CPS investigator's badge), DFPS Form 2085 – KF, FC, KO, or CPS Safety Plan(s) Form 2604 –B, 2298. An official DFPS letter verifying custodial care. Or a signed/ dated verification letter from an administrator for the current school year .	At the end of the current school year.
L	Homelessness - Is homeless - McKinney-Vento, as defined by 42 U.S.C. Section 11302, and subsequent amendments.	Data Clerk will code and enter students in PEIMS Frontline. Upload Administrative Form F1-K to the student's record on PEIMS Frontline under Attachments.	At the end of the current school year.
M	Residential Placement 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.	Supportive Documentation needed only if information is not available in the CRF, PEIMS Frontline, iData Portal, etc. Copies of documents verifying residential placement may be uploaded into Frontline.	At the end of the school year after the placement has ended.
N	Incarceration - 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.	Districts may legally request this information. Documentation must be maintained and may include a detailed "memo-to-file." Use the "Letter of Incarceration" to document this criterion and upload to Frontline.	NO EXIT: Student remains at risk of dropping out of school until the student graduates from high school.
O	Recovery Campus - Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.	Data Clerk will code and enter students in PEIMS Frontline.	End of the current school year.
Teachers and/or administrators should maintain documentation that supports the interventions for the At-Risk student. Examples may be but are not limited to attendance sheets, sample student work, intervention lists, and tutoring logs. The SCE Coordinator will review the supportive documentation for At-Risk eligibility during information audits.			

For students who failed a STAAR exam, in order to exit they must score 110% higher on the following assessment. Here is how you calculate the necessary threshold -



Raw Score Conversion Table

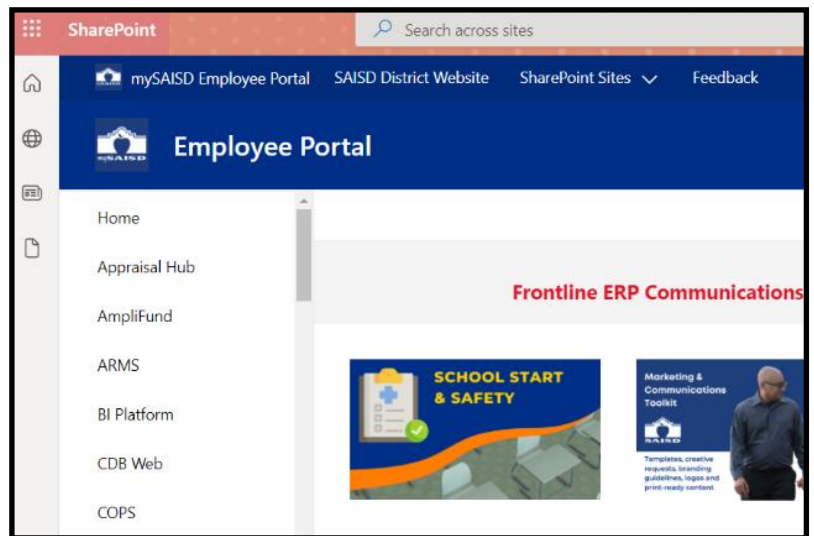
Grade 5 Reading

Spring 2022

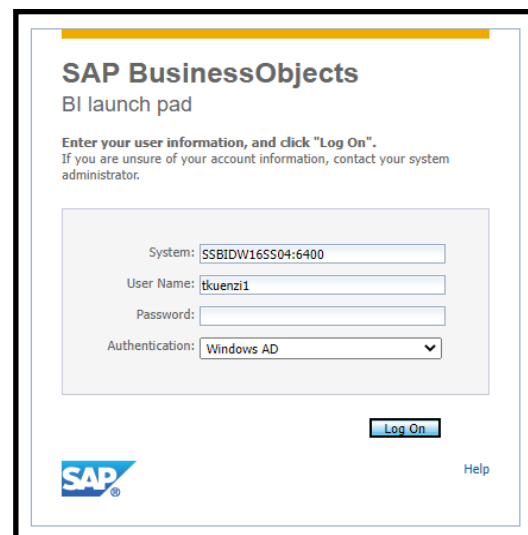
Raw Score	Scale Score		Percentile	Lexile
0	861	Did Not Meet	0	BR
1	1002		0	BR
2	1086		0	30L
3	1138		0	125L
4	1176		0	195L
5	1207		0	255L
6	1233		1	300L
7	1256		2	345L
8	1276		3	380L
9	1295		4	415L
10	1313		6	445L
11	1329		8	475L
12	1345		11	505L
13	1360		13	535L
14	1375		15	560L
15	1389		18	585L
16	1403		20	610L
17	1416		22	635L
18	1430		24	660L
19	1443		27	685L
20	1456		29	710L
21	1470		31	735L
22	1483	Approaches	35	760L
23	1497		38	785L
24	1511		41	810L
25	1525		44	835L
26	1540		47	860L
27	1555		51	890L
28	1571	Meets	55	920L
29	1582		60	940L
30	1607		64	985L
31	1627	Masters	69	1020L
32	1650		73	1065L
33	1667		76	1095L
34	1705		85	1165L
35	1742		91	1230L
36	1793		95	1325L
37	1876		98	1400L
38	2016		100	1400L

1. Access the [Raw Conversion Table](#) for the STAAR assessment the student just took.
2. Locate the minimum Raw Score.
3. Multiply by 110% and this is the threshold a student must reach.

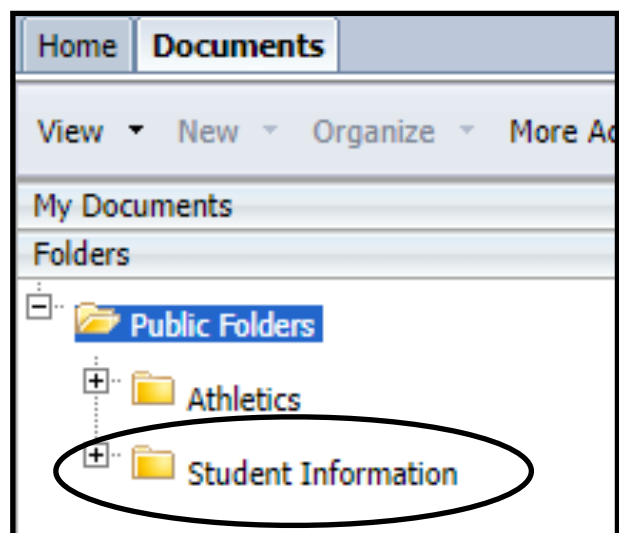
Navigate to the [SAISD Homepage](#). On the top ribbon, click on Employees. When the Employee Portal loads, click on the BI Platform link located on the right side of the page.



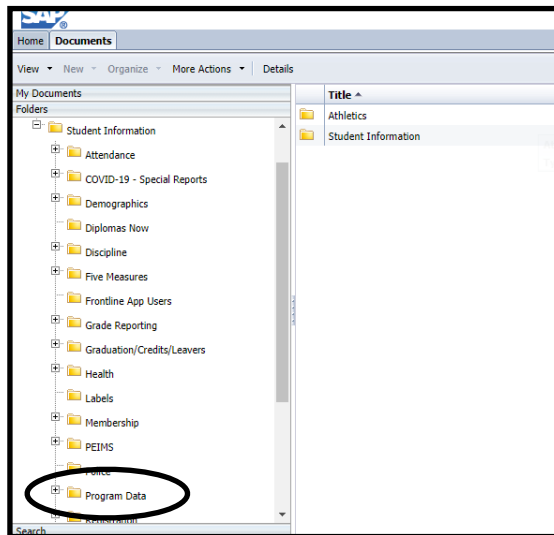
Log into BI using the credentials provided to you by the PIEMS Department. If you have issues logging in, please contact PIEMS at 210.244.2992



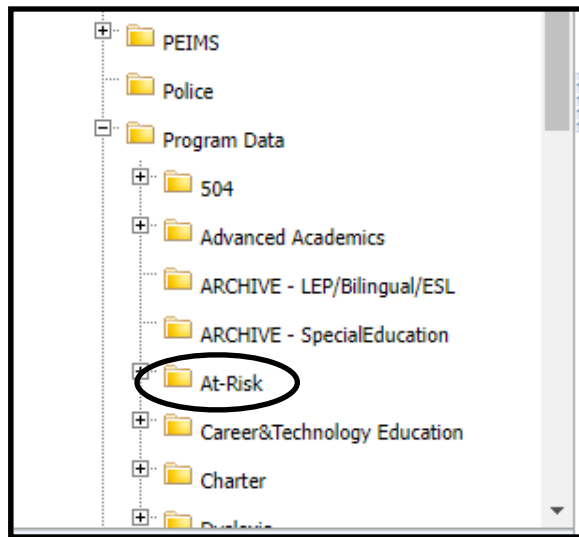
In the PUBLIC FOLDERS, look for the STUDENT INFORMATION folder. Double-Click to open it.



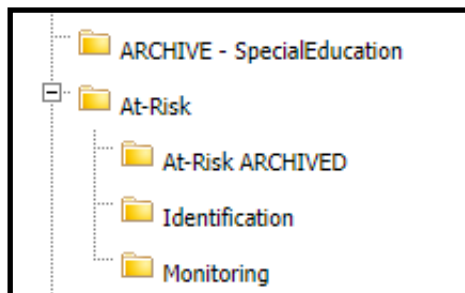
In the STUDENT INFORMATION folder, look for the PROGRAM DATA folder. Double-Click to open it.



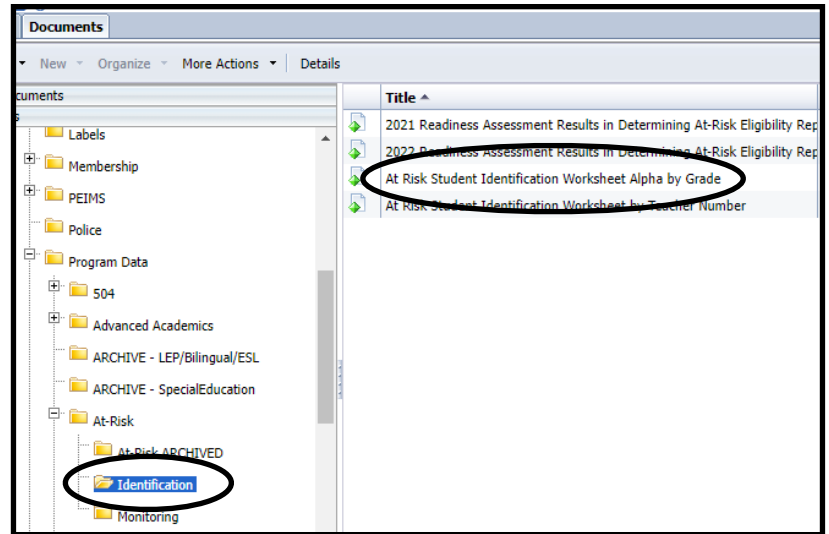
In the PROGRAM DATA Folder, find the AT-RISK Folder. Double-Click to open it.



Inside the At Risk folder, you will be able to find the following sets of Data - At-Risk ARCHIVED, Identification, and Monitoring



To print the identification worksheets, you will click on the IDENTIFICATION FOLDER. Then, Click on the AT RISK IDENTIFICATION WORKSHEET ALPHA BY GRADE.



Use your CE Password to log in.

Please follow the instructions for Identification Worksheets found on this screen. At-Risk Identification Criteria is also listed.

IDENTIFICATION WORKSHEET INSTRUCTIONS - 2021-2022

It is important to follow the SCE Program's designated timelines throughout the school year. Two copies of the *SCE Program Worksheet for the Identification of At-Risk Students* referred to as the Identification Worksheets (printed through the BI Platform) can be generated approximately three to four weeks prior to PEIMS snapshot date. The second copy serves as a backup. It is the responsibility of the Point of Contact (POC) to manage the Identification Worksheets.

PROCEDURES:

- 1. The Identification Worksheets will be circulated at the PEIMS level of responsibility to personnel on the routing list and are not designed to be circulated to classroom teachers.
- 2. Personnel entering at-risk information on the Identification Worksheets will initial and enter the date reviewed on each individual sheet.
- 3. For tracking purposes, it is recommended to use a different colored pen for each person entering at-risk data on the Identification Worksheet. It is helpful when the at-risk criterion of a student is in question at a later date.
- 4. The data clerk is not responsible for the identification of at-risk students.
- 5. Once the identification process is complete, the data clerk will enter the information in Frontline on the At-Risk screen.
- 6. The data clerk will also initial and date the Identification Worksheets.
- 7. The data clerk will return the Identification worksheets in person to the POC. The POC will create the "SCE Program At-Risk Binder 2021-2022" to manage and store the identification worksheets in page number order.

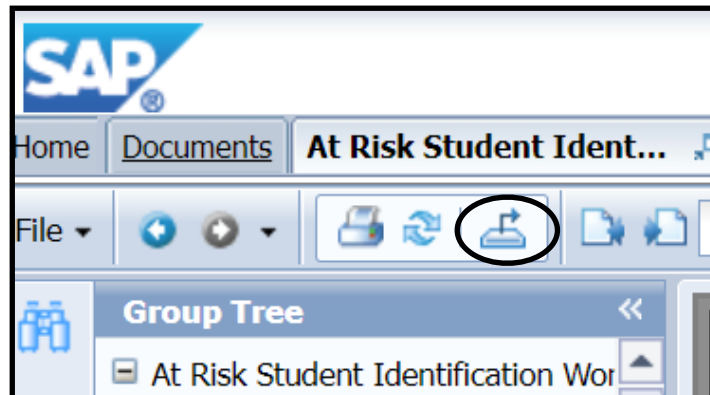
The Identification Worksheets are auditable and will also be checked during the formal campus visit. Based on the at-risk criterion, students may automatically be flagged from previous years' identification. PEIMS and Data Services will periodically run job updates to assist in the identification of at-risk students throughout the school year. Teachers will participate in providing academic interventions for the identified state criteria after the PEIMS snapshot date.

The ROUTING LIST of participants at each campus will all have to review and initial the Identification Worksheets.

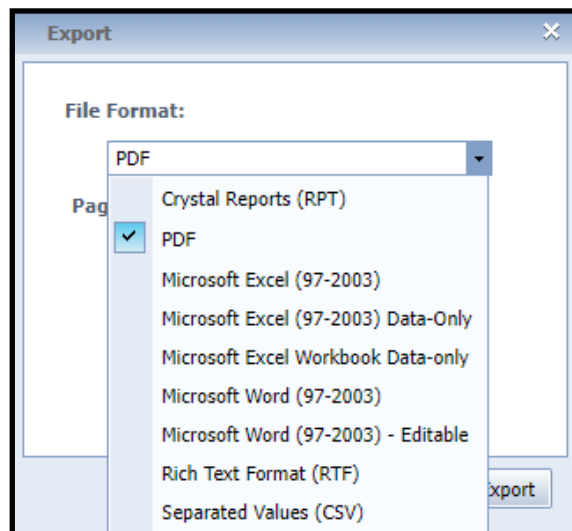
ROUTING LIST *Directions: As the Identification Worksheets are reviewed BEFORE snapshot date, each routing list participant must sign and date.*

	Initials	Date Reviewed		Initials	Date Reviewed
Principal	_____	____/____/____	Social Worker/Nurse	_____	____/____/____
Assistant Principal	_____	____/____/____	Additional Administrator	_____	____/____/____
Counselor	_____	____/____/____	Additional Professional	_____	____/____/____
LPAC Chairperson	_____	____/____/____	Data Clerk	_____	____/____/____

Click on the box with a right arrow to choose what type of file format for the report.



From here, you can print the Identification Worksheets.



There is an Outlook "Campus Compliance Coordinator Calendar" with all dates and deadlines. Each entry has detailed information. Timelines are also available in SharePoint.

State Compensatory Education Program Timeline 2022-2023

FOR PK, K, 1, 2, 3 GRADES READINESS ASSESSMENT PHASE	
August - October 21	District Testing Window
October 3-21	Run Report: BI Platform "2023 Readiness Results in Determining At-Risk Eligibility Report" Go to the BI Platform and PRINT the 2023 Readiness Results in Determining At-Risk Eligibility Report for your campus. 1. Check report for students who have NOT been tested. 2. Finish testing missed/new students until October 21st. 3. Re-run the report after October 28th for the final, completed report containing CIRCLE for PK and MAP for K - 3. 4. Place a set of the Readiness Assessment results into their Google Campus Folder for At-Risk Management 2022-2023. 5. Give a copy of the results to the teacher of record (TOR) for PLC conversations.
October 28th	PEIMS Snapshot (Remaining MAP and CIRCLE data from October 1 - 21) Non-negotiable deadline for all students to have been tested.
FOR ALL CAMPUSES IDENTIFICATION & DOCUMENTATION PHASE	
October 3-21	Campus Compliance Coordinator will follow the directions to print a copy of the "2023 At-Risk Student Identification Worksheet" (Identification Worksheets) through the BI Platform. • Follow the detailed Identification Worksheet Instructions and Supportive Documentation and Exit Procedures that are included on the first 3 pages of the Identification Worksheets. This OCTOBER 3-21 DATED COPY will contain ALL THE INITIALS, DATES, and NOTES OF THE ROUTING LIST PARTICIPANTS. THIS IS THE AUDITABLE COPY.
October 24-26	Campus Compliance Coordinator will submit the edited copy of the 2023 At-Risk Student Identification Worksheets to the data clerk to enter any changes into the Frontline At-Risk screen. Data Clerk will initial and date once the changes have been completed.
October 26-27	Campus Compliance Coordinator will generate a new revised copy of the 2023 At-Risk Student Identification Worksheets (Identification Worksheets) through the BI Platform and COMPARE with the original, AUDITABLE October 3-21 copy to ensure changes were made accordingly. If additional corrections are needed, add new students, etc. on the original, AUDITABLE copy and re-submit changes back to the data clerk. to enter any changes into Frontline At-Risk screen. Data Clerk will initial and date again. • Routing List participants are NOT REQUIRED to initial and date the second copy. • POC will scan the original At-Risk Student Identification Worksheets into their Google Campus Folder for At-Risk Management 2022-2023 in page order for auditing.
October 28	PEIMS SNAPSHOT- Non-Negotiable deadline for all changes to have been made to Identification Worksheets
FOR ALL CAMPUSES INTERVENTION & MONITORING PHASE	
Each 9 Week grading period	Campus Compliance Coordinator will ensure that teachers: • Tier all rostered students in Branching Minds • Create AIPs in Branching Minds for the 9 weeks • Upload supporting documentation into Branching Minds as needed Campus Compliance Coordinator will actively monitor students' progress weekly – avoiding teacher Overdue-To-Dos in Branching Minds. Campus Compliance Coordinator will receive end of grading period checkpoints for Branching Minds for AIP compliance.
February/March	Campus Compliance Coordinator should expect yearly campus audits by the end of March to ensure Frontline Documentation is accurate, Campus Google Folders have required documents (Readiness Assessment Data, Identification Worksheets, and Teacher Training), and that teachers have used Branching Minds with fidelity.

Monitoring of each campus through Frontline and BRANCHING MINDS continues throughout the year.

This timeline is also available on the [Campus Compliance Coordinator Calendar](#) (to import into your Outlook calendar) [here](#).
View the [Campus Compliance Coordinator Calendar](#) on the web [here](#).

Working Draft 07-20-2022



SCE District Readiness Assessments for Identifying SCE At-Risk Students 2022-2023

PK4SA, Head Start, PK – 3rd Grade

ALL BOY Testing is to be conducted between August 22nd - October 21st
(Results are needed prior to snapshot date)

	Non-LEP		LEP			Non-LEP		LEP	
	Math Assessment	Math Criteria	Math Assessment	Math Criteria		Reading Assessment	Reading Criteria	Reading Assessment	Reading Criteria
PK4SA	Math Assessment	Math Criteria	Math Assessment	Math Criteria	Reading Assessment	Reading Criteria	Reading Assessment	Reading Criteria	Reading Criteria
PK (4 yr. old) ONLY	Teaching Strategies: GOLD	Student scores 30% or more "P"s (Progressing towards Expectations) in the Cognitive / Mathematics Domains.	Teaching Strategies: GOLD	Student scores 30% or more "P"s (Progressing towards Expectations) in the Cognitive / Mathematics Domains.	Teaching Strategies: GOLD	Student scores 30% or more "P"s (Progressing towards Expectations) in the Literacy / Language Domains.	Teaching Strategies: GOLD	Student scores 30% or more "P"s (Progressing towards Expectations) in the Literacy / Language Domains.	
Grade	Math Assessment	Math Criteria	Math Assessment	Math Criteria	Reading Assessment	Reading Criteria	Reading Assessment	Reading Criteria	Reading Criteria
PK, and/or Head Start	CIRCLE Progress Monitoring (CPM)	Students are classified at-risk if their CPM score indicates to "monitor" (PK3) or "needs support" (PK4) in the area of Math Composite.	CIRCLE Progress Monitoring (CPM)	Students are classified at-risk if their CPM score indicates to "monitor" (PK3) or "needs support" (PK4) in the area of Math Composite.	CIRCLE Progress Monitoring (CPM)	Students are classified at-risk if their CPM scores indicate to "monitor" (PK3) or "needs support" (PK4) in 2 out of the 3 areas: 1. Rapid Vocabulary Naming Composite 2. Phonological Awareness Composite 3. Story Retell and Comprehension	CIRCLE Progress Monitoring (CPM)	Students are classified at-risk if their CPM scores indicate to "monitor" (PK3) or "needs support" (PK4) in 2 out of the 3 areas: 1. Rapid Vocabulary Naming Composite 2. Phonological Awareness Composite 3. Story Retell and Comprehension	
PK3 as of Sept. 1									
PK4 as of Sept. 1									
Grade	Math Assessment	Math Criteria	Math Assessment	Math Criteria	Reading Assessment	Reading Criteria	Reading Assessment	Reading Criteria	Reading Criteria
Kinder 1st Grade 2nd Grade 3rd Grade	Measures of Academic Progress (MAP) in English	Performance Descriptor translates the percentile to one of the following: 1. Low: Student scores are lower than the 21st percentile. 2. Low Avg: Student scores fall within the 21st-40th percentile.	None.	None.	Measures of Academic Progress (MAP) in English	Performance Descriptor translates the percentile to one of the following: 1. Low: Student scores are lower than the 21st percentile. 2. Low Avg: Student scores fall within the 21st-40th percentile.	Measures of Academic Progress (MAP) in ENGLISH at English only provides ESL services.	Performance Descriptor translates the percentile to one of the following: 1. Low: Student scores are lower than the 21st percentile. 2. Low Avg: Student scores fall within the 21st-40th percentile.	
Campuses with NO Bilingual Program									
Grade	Math Assessment	Math Criteria	Math Assessment	Math Criteria	Reading Assessment	Reading Criteria	Reading Assessment	Reading Criteria	Reading Criteria
Kinder 1st Grade 2nd Grade 3rd Grade	None.	None.	None.	None.	Measures of Academic Progress (MAP) in ENGLISH	Performance Descriptor translates the percentile to one of the following: 1. Low: Student scores are lower than the 21st percentile. 2. Low Avg: Student scores fall within the 21st-40th percentile.	Measures of Academic Progress (MAP) in SPANISH	Performance Descriptor translates the percentile to one of the following: 1. Low: Student scores are lower than the 21st percentile. 2. Low Avg: Student scores fall within the 21st-40th percentile.	
Bilingual/ Dual Language Campuses ONLY									

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