

2019-2020 Georgetown Independent School District

State/Local Criteria for Identifying Students At-Risk and/or for Intervention Services

Each year students will need to be evaluated to determine if they meet the criteria for At-Risk and/or Intervention Services. At-Risk will be evaluated differently than Intervention Services in that if a student meets one or more of the 13 criteria for At-Risk, then the student will be identified in PEIMS as At-Risk. Typically, there will be three PEIMS updates for coding At-Risk status (Fall, Winter, and Spring). A student identified as qualifying for Intervention Services is a student failing an assessment for a specified content area for whom the campus determines needs an intervention plan.. Students meeting one or more of the following 13 indicators should be identified as At-Risk. Items (1) and (4), along with other historical data, are used for identifying students for possible Intervention Services.

- (1) Student who did not perform satisfactorily on an assessment instrument administered to the student under Texas Education Code, Chapter 39, Subchapter B, (Assessment of Academic Skills), 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 performance on that instrument **(see Appendix B & Appendix C)**;
- (2) Student in 7th, 8th, 9th, 10th, 11th, or 12th grade who did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum (i.e., English language arts, math, science, social studies) during a semester in the preceding or current school year or who is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) Student in PK through 3rd grade who did not perform satisfactorily on a readiness test or an assessment instrument administered during the current school year **(see Appendix A)**.
- (4) Student who did not advance from one grade level to the next for one or more school years *(excluded from this definition is a student who was not advanced from pre-kindergarten or kindergarten to the next grade level only as the result of the request of the student's parents)*;
- (5) Student who is pregnant or is a parent;
- (6) Student who has been placed in an alternative education program (i.e., disciplinary alternative education program) in accordance with Section 37.006 during the preceding or current school year;
- (7) Student who has been expelled in accordance with Section 37.007 during the preceding or current school year;

- (8) Student who is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) Student who was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) Student who is of Limited English Proficiency (LEP), as defined by Section 29.052;
- (11) Student who 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;
- (12) Student who is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) Student who 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.

DO NOT AUTOMATICALLY CODE AS AT-RISK THOSE STUDENTS IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION PROGRAM AND SERVICES.

Appendix A

Note: Students who are LEP, K-2 and enrolled in Dual Language will not be coded “At Risk” based on scores received on *Spanish MAP Growth: Reading*. They are already identified as “At Risk based on LEP status based on criteria 10.

Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Pre-K: Reading, Writing, Math, Social Emotional	CLI Engage (October)	See charts below	YES	YES
Pre-K: Reading, Writing, Math, Social Emotional	CLI Engage (January)	See charts below	YES	YES
Pre-K: Reading, Writing, Math, Social Emotional	CLI Engage (May)	See charts below	YES	YES

Pre-K Qualifying Indicators:

Rapid Letter Naming Cut Points

Wave	Age as of Sept. 1st					
	3.5-<4		4-<4.5		4.5 or Above	
	English	Spanish	English	Spanish	English	Spanish
BOY	7	5	8	6	10	7
MOY	7	5	11	8	12	9
EOY	8	6	14	10	15	11

Rapid Vocabulary Naming Cut Points

Wave	Age as of Sept. 1st					
	3.5-<4		4-<4.5		4.5 or Above	
	English	Spanish	English	Spanish	English	Spanish
BOY	10	7	16	12	20	14
MOY	11	8	19	14	22	16
EOY	12	9	22	16	24	17

Phonological Awareness Cut Points -Total Score-

Wave	Age as of Sept. 1st					
	3.5-<4		4-<4.5		4.5 or Above	
	English	Spanish	English	Spanish	English	Spanish
BOY	7	2	8	5	10	7
MOY	10	7	12	10	14	12
EOY	12	11	15	13	17	15

Math Cut Points - Total Score

Wave	Age as of Sept. 1st					
	3.5-<4		4-<4.5		4.5 or Above	
	English	Spanish	English	Spanish	English	Spanish
BOY	7	4	9	6	11	8
MOY	10	9	14	13	17	15
EOY	13	13	18	17	20	20

Social and Emotional Behavior

Wave	Age as of Sept. 1st All Waves					
	3.5-<4		4-<4.5		4.5 or Above	
	English	Spanish	English	Spanish	English	Spanish
All	37	37	44	44	51	51

APPENDIX B

Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Kindergarten: READING (English)	NWEA MAP Growth K-2 (October)	NWEA MAP 25th percentile or below	YES	YES
(English)	NWEA MAP Growth K-2 (January)	NWEA MAP 25th percentile or below	YES	YES
(English)	NWEA MAP Growth K-2 (May)	NWEA MAP 25th percentile or below	YES	YES
Kindergarten: READING (Spanish)	NWEA MAP Growth K-2 (October)	NWEA MAP 25th percentile or below	NO	YES
(Spanish)	NWEA MAP Growth K-2 (January)	NWEA MAP 25th percentile or below	NO	YES
(Spanish)	NWEA MAP Growth K-2 (May)	NWEA MAP 25th percentile or below	NO	YES



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Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Kindergarten: MATH	NWEA MAP Growth K-2 (September)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth K-2 (January)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth K-2 (May)	NWEA MAP 25th percentile or below	YES	YES
First Grade: Reading (English)	NWEA MAP Growth K-2 (September)	NWEA MAP 25th percentile or below	YES	YES
Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
(English)	NWEA MAP Growth K-2 (January)	NWEA MAP 25th percentile or below	YES	YES
(English)	NWEA MAP Growth K-2 (May)	NWEA MAP 25th percentile or below	YES	YES

First Grade: READING (Spanish)	NWEA MAP Growth K-2 (September)	NWEA MAP 25th percentile or below	NO	YES
(Spanish)	NWEA MAP Growth K-2 (January)	NWEA MAP 25th percentile or below	NO	YES
(Spanish)	NWEA MAP Growth K-2 (May)	NWEA MAP 25th percentile or below	NO	YES

Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
First Grade: MATH	NWEA MAP Growth K-2 (September)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth K-2 (January)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth K-2 (May)	NWEA MAP 25th percentile or below	YES	YES

Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Second Grade: READING (English)	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	YES	YES
(English)	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	YES	YES
(English)	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	YES	YES
Second Grade: READING (Spanish)	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	NO	YES
(Spanish)	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	NO	YES
(Spanish)	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	NO	YES
Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data

Second Grade: MATH	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	YES	YES
Third Grade: READING	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	YES	YES
Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Third Grade: MATH	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	YES	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	YES	YES

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Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Fourth Grade: READING	Grade 3 STAAR Reading	Failed STAAR (English or Spanish)	YES	YES
	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	NO	YES

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Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Fourth Grade: MATH	Grade 3 STAAR Math	Failed STAAR (English or Spanish)	YES	YES

	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	NO	YES

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Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Fifth Grade: READING	Grade 4 STAAR Reading	Failed STAAR (English or Spanish)	YES	YES
	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	NO	YES

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Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Fifth Grade: MATH	Grade 4 STAAR Math	Failed STAAR (English or Spanish)	YES	YES
	NWEA MAP Growth 2-5 (September)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (January)	NWEA MAP 25th percentile or below	NO	YES
	NWEA MAP Growth 2-5 (May)	NWEA MAP 25th percentile or below	NO	YES
Fifth Grade: WRITING	Grade 4 STAAR Writing	Failed STAAR (English or Spanish)	YES	YES

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Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data

Sixth Grade: READING	Grade 5 STAAR Reading **	Failed STAAR (English or Spanish)	YES	YES
Sixth Grade: READING	NWEA MAP Growth 6-12 (All students) BOY	NWEA MAP 25th percentile or below	NO	YES
Sixth Grade: READING	NWEA MAP Growth 6-12 (All students) MOY	NWEA MAP 25th percentile or below	NO	YES
Sixth Grade: READING	NWEA MAP Growth 6-12 (All students) EOY	NWEA MAP 25th percentile or below	NO	YES
Sixth Grade: MATH	Grade 5 STAAR Math**	Failed STAAR (English or Spanish)	YES	YES
Sixth Grade: WRITING	Grade 4 STAAR Writing	Failed STAAR (English or Spanish)	YES	YES
Sixth Grade: SCIENCE	Grade 5 STAAR Science	Failed STAAR (English or Spanish)	YES	YES
Seventh Grade: READING	Grade 6 STAAR Reading	Failed STAAR	YES	YES
<p>**Note: If a student did not pass the STAAR Reading or Math test during the first administration, then the student must pass at the 110% standard on the second or third administration if taken. Otherwise, the student must be coded as At-Risk, even if the student eventually passed STAAR on the second (or third administration). See Appendix C for 110% calculations.</p>				
Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Seventh Grade: READING	NWEA MAP Growth 6--12 (All students) BOY	NWEA MAP 25th percentile or below	NO	YES
Seventh Grade: READING	NWEA MAP Growth 6-12 (All students) MOY	NWEA MAP 25th percentile	NO	YES

		or below		
Seventh Grade: READING	NWEA MAP Growth 6-12 (All students) EOY	NWEA MAP 25th percentile or below	NO	YES
Seventh Grade: MATH	Grade 6 STAAR Math	Failed STAAR	YES	YES
Seventh Grade: WRITING	Grade 4 STAAR Writing	Failed STAAR (English or Spanish)	YES	YES
Seventh Grade: SCIENCE	Grade 5 STAAR Science	Failed STAAR (English or Spanish)	YES	YES
Eighth Grade: READING	Grade 7 STAAR Reading	Failed STAAR	YES	YES
Eighth Grade: READING	NWEA MAP Growth 6-12 (All students) BOY	NWEA MAP 25th percentile or below	NO	YES
Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Eighth Grade: READING	NWEA MAP Growth 6-12 (All students) MOY	NWEA MAP 25th percentile or below	NO	YES
Eighth Grade: READING	NWEA MAP Growth 6-12 (All students) EOY	NWEA MAP 25th percentile or below	NO	YES
Eighth Grade: MATH	Grade 7 STAAR Math	Failed STAAR	YES	YES

Eighth Grade: WRITING	Grade 7 STAAR Writing	Failed STAAR	YES	YES
Eighth Grade: SCIENCE	Grade 5 STAAR Science	Failed STAAR (English or Spanish)	YES	YES
Ninth Grade: READING	Grade 8 STAAR Reading **	Failed STAAR	YES	YES
Ninth Grade: MATH	Grade 8 STAAR Math**	Failed STAAR	YES	YES
<p>**Note: If a student did not pass the STAAR Reading or Math test during the first administration, then the student must pass at the 110% standard on the second or third administration.. Otherwise, the student must be coded as At-Risk, even if the student eventually passed STAAR on the second or third administration). See Appendix C for 110% calculations.</p>				

Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Ninth Grade: WRITING	Grade 7 STAAR Writing	Failed STAAR	YES	YES
Ninth Grade: SCIENCE	Grade 8 STAAR Science	Failed STAAR	YES	YES

Ninth Grade: SOCIAL ST.	Grade 8 STAAR Social Studies	Failed STAAR	YES	YES
Tenth Grade: ELA	English I-II	Failed STAAR	YES	YES
Tenth Grade: MATH	Algebra I EOC	Failed STAAR	YES	YES
Tenth Grade: SOCIAL ST.	Gr. 8 STAAR Social Studies	Failed STAAR	YES	YES
Tenth Grade: SCIENCE	Biology EOC	Failed STAAR	YES	YES

***Note:** If a student did not pass the STAAR Reading or Math test during the first administration, then the student must pass at the 110% standard on the second or third administration . Otherwise, the student must be coded as At-Risk, even if the student eventually passed STAAR on the second or third administration . See Appendix C for 110% calculations.

Grade and Subject	Assessment	Qualifying Indicator	PEIMS Coding At-Risk Monitor Progress	Consider for Intervention Services Using Multiple Sources of Data
Eleventh Grade: ELA	English I-II EOC	Failed STAAR	YES	YES
Eleventh Grade: MATH	Algebra I EOC	Failed STAAR	YES	YES
Eleventh Grade: SCIENCE	Biology EOC	Failed STAAR	YES	YES
Eleventh Grade: SOCIAL ST.	Gr. 8 STAAR Social Studies	Failed STAAR	YES	YES

Twelfth Grade: ELA	English I-II EOC	Failed STAAR	YES	YES
Twelfth Grade: MATH	Algebra I EOC	Failed STAAR	YES	YES
Twelfth Grade: SCIENCE	Biology EOC	Failed STAAR	YES	YES
Twelfth Grade: SOCIAL ST.	U.S. History EOC	Failed STAAR	YES	YES
<p>Note: If a student did not pass the STAAR Reading or Math test during the first administration, then the student must pass at the 110% standard on the second or third administration . Otherwise, the student must be coded as At-Risk, even if the student eventually passed STAAR on the second or third administration. See Appendix C for 110% calculations.</p>				

Use the charts on the next three pages for the following students:

- Students who were coded At-Risk for the 2018-19 school year for failing STAAR in spring 2018.
- Students who were enrolled in Gr. 5 or Gr. 8 last school year (2018-19) who did not pass the 1st or 2nd administration of STAAR Reading Math and had to take one or more retests:

STAAR & STAAR Online Met Standard and 110% Calculations Based on Spring 2019 Results				
TESTED IN ENGLISH				
		STAAR Met Standard Raw Score	STAAR 110% Raw Score	STAAR 110% Scale Score
Grade	Subject			
4	Reading	19	21	1456

4	Math	17	19	1505
4	Writing	18	20	3693
5	Reading (April)	22	25	1517
5	Reading (May)	21	23	1491
5	Reading (June)	22	25	1511
5	Math (April)	18	20	1533
5	Math (May)	17	19	1529
5	Math (June)	17	19	1528
5	Science	22	25	3751
6	Reading	23	26	1557
6	Math	14	16	1558
7	Reading	23	26	1602
7	Math	16	18	1596
7	Writing	26	29	3731
8	Reading (April)	25	28	1628
8	Reading (May)	24	27	1622
8	Reading (June)	24	27	1622
8	Math (April)	19	21	1618
8	Math (May)	19	21	1622
8	Math (June)	19	21	1617
8	Science	22	25	3710

8	Social Studies	22	25	3681
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Call the GISD Assessment Dept. for assistance with the charts if needed.

Appendix C (cont.)

STAAR Spanish Met Standard and 110% Calculations Based on Spring 2019 Results				
TESTED IN SPANISH				
Grade	Subject	STAAR Met Standard Raw Score	STAAR 110% Raw Score	STAAR 110% Scale Score
4	Reading	20	22	1452
4	Math	17	19	1505
4	Writing	17	19	3728
5	Reading (April)	19	21	1495
5	Reading (May)	19	21	1495
5	Reading (June)	19	21	1492

5	Math (April)	18	20	1533
5	Math (May)	17	19	1529
5	Math (June)	17	19	1528
5	Science	22	25	3751

Appendix C (cont.)

Use the following chart for students (typically Gr. 10-11 students in 2018-19) who re-tested during the FALL 2018 administration:

STAAR Met Standard and 110% Calculations Based on FALL 2018 Results – Paper/Online Administration			
STAAR End-of-Course Assessment FALL 2018	Met Standard Raw Score	110% Raw Score	110% Scale Score
	Paper/Online	Paper/Online	Paper/Online
English I Reading	39/39	43/43	3913/3911
English II Reading	42/42	47/47	4000/3956
Algebra I	21/21	24/24	3656/3649
Biology	19/20	21/22	3618/3638
U.S. History	29/29	32/32	3631/3637

Call the GISD Assessment Dept. for assistance with the charts if needed.

Use the chart below for the following students:

- Students (typically Gr. 9 students in 2018-19) who failed a Gr. 8 STAAR reading, math, science, or social studies in spring 2018 and took a STAAR EOC in SPRING 2019;
- Students (typically Gr. 10-11 students in 2018-19) who failed a STAAR EOC in the past (example 17-18) and retested in SPRING 2019:

STAAR Met Standard and 110% Calculations Based on SPRING 2019 Results – STAAR Paper/Online			
STAAR EOC Assessment SPRING 2019	Met Standard Raw Score	110% Raw Score	110% Scale Score

	Paper/Online	Paper/Online	Paper/Online
English I	39/40	43/44	3909/3908
English II	42/42	47/47	4000/4000
Algebra I	21/21	24/24	3672/3649
Biology	19/20	21/22	3641/3628
U.S. History	29/29	32/32	3643/3637

Appendix C (cont.)

Use the following chart for students who failed a STAAR EOC during the 2019 spring administration or a previous administration and retested during the SUMMER 2019 administration:

STAAR EOC Assessment SUMMER 2019	Met Standard Raw Score	110% Raw Score	110% Scale Score
	Paper/Online	Paper/Online	Paper/Online
English I	39/39	43/43	3903/3908
English II	42/40	47/44	4020/3904
Algebra I	20/21	22/24	3607/3649
Biology	19/20	21/22	3651/3638
U.S. History	29/29	32/32	3653/3637

Call the GISD Assessment Dept. for assistance with the charts if needed.

Determining 110% for Removing Failed State Assessment At-Risk Indicator

Appendix C specifies the 110% calculations for each grade level and subject area of STAAR. The 110% standard is shown in bold print. Use the Scale Score to determine at-risk status.

If a student failed any subject area of STAAR the last time taken, the student must pass that subject area test at 110% of the current passing standard in order to no longer be at risk due to state testing. Simply passing is not enough.

Examples

- If a student failed the STAAR social studies in Gr. 8, the student will remain coded At Risk until he/she takes the U.S. History EOC and passes at the 110% level.
- A student who failed a STAAR EOC during the spring 2019 administration must pass at the 110% level on the summer 2019 administration to not be considered at risk for the 2019-20 school year. If the student does not attain the 110% level on the retest, the student must be coded At Risk.

- Students who were absent for the spring administration are not required to pass at the higher level because they did not fail the first one; they were simply absent.
- If a student failed Gr. 3 STAAR reading in 2018, then took Gr. 4 STAAR reading in 2019, the student must have a scale score of at least 1456 to meet the 110% passing standard.
- Example for SSI Student: If a student failed the April 2019 Gr. 8 STAAR reading test, the student must have a scale score of 1622 on the May 2019 administration or a scale score of 1622 on the June 2019 administration). If the student did not attain the 110% level (even if he/she passed!), then the student must be coded AT RISK as an incoming freshman for the 2019-20 school year (or at Gr. 8 if retained).

Call the Georgetown ISD Assessment Dept. at 943-5000, ext. 6098 or ext. 6034 if you have any questions concerning the 110% STAAR calculations.