

2019-20

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2019-20

Evaluation of the Multi-Tiered Systems of Support Framework

Approved Report of the Department of Evaluation and Assessment

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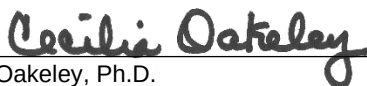
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ACRONYMS AND ABBREVIATIONS

BOY	Beginning-of-Year
CGP	Conditional Growth Percentile
EL	English Learner
EOY	End-of-Year
ISD	Independent School District
MAP	<i>Measures of Academic Progress</i>
MOY	Middle-of-Year
MTSS	Multi-Tiered Systems of Support
NWEA	Northwest Evaluation Association
PEIMS	Public Education Information Management System
RIT	Rasch Unit
RTI	Response to Intervention
SST	Student Support Team

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

In 2018-19, the Dallas Independent School District (ISD) began to implement the Multi-Tiered Systems of Support (MTSS) framework to help students succeed in school. MTSS is a widely used framework for early identification of students who are struggling in the areas of academics, language, and/or engagement. MTSS support for these students is provided in a tiered manner. All general education students automatically receive Tier 1 support through core instruction. Students who are not performing as desired in Tier 1 receive greater support through Tier 2 interventions, while a smaller number of students who do not succeed in Tier 2 receive the most intensive level of support in Tier 3. Students who continue to struggle in Tier 3 may receive referrals for services outside MTSS.

In 2019-20, the second year the MTSS framework was implemented in Dallas ISD, the district began to use the *Measures of Academic Progress (MAP) Reading* and *Mathematics Growth* assessments as universal screeners. The intent was to administer the *MAP* assessments three times during the school year to students in grades two to nine to strengthen Tier 1 instruction and to help identify students in need of Tier 2 and Tier 3 interventions. Specific interventions provided to each student were aligned with individual *MAP Growth* data. Progress monitoring was used to evaluate student progress and to inform Student Support Team (SST) decisions about whether to shift the student among tiers.

The purpose of this report was to examine the scope and reach of MTSS-related training in the Dallas ISD during 2019-20, and to describe MTSS implementation within the district. In response to the COVID-19 pandemic, the district transitioned to at-home learning after spring break beginning on March 23, 2020. This transition impacted the MTSS program with respect to training, implementation, and assessment, as noted in sections of this summary.

EVALUATION QUESTIONS/OUTCOMES

How were MTSS operations in the Dallas ISD funded in 2019-20?

The 2019-20 budget for the MTSS program totaled \$565,626 in Title II funding, an increase from \$472,163 in 2018-19.

How was the MTSS framework administered in the Dallas ISD in 2019-20?

In 2019-20, the MTSS framework was administered by one manager and three additional central staff members. Training was the primary activity conducted by the MTSS administrative team. The MTSS team provided training to Dallas ISD staff members that focused on various aspects of MTSS implementation. Throughout the school year, the program manager examined intervention plans posted to PowerSchool to create additional trainings. In addition, the program manager organized ad hoc trainings for campus staff members who expressed specific training needs.

How was the MTSS framework implemented on Dallas ISD campuses in 2019-20?

In 2018-19, the MTSS framework replaced the Response to Intervention (RTI) system that functioned in a comparable but more limited way within the district. While RTI and MTSS both address academic challenges, the MTSS framework also supports student development in the areas of language and engagement.

An additional innovation in 2018-19 that continued in 2019-20 was the introduction of PowerSchool to maintain districtwide tracking of intervention plans developed for students assigned to Tiers 2 and 3. PowerSchool stores student-level descriptions of intervention plans and progress monitoring results, as well as resources that campus staff members can use to support students.

A key innovation in 2019-20 was the districtwide use of *MAP Growth* assessments as universal screeners and partial determinants of which tier of support each student received. *MAP Growth* reading and mathematics assessments were administered at the beginning and middle of the school year. Plans for an end-of-year administration were canceled because of the spring 2020 transition to at-home learning.

What MTSS-related training was provided to 2019-20 Dallas ISD staff members?

During 2019-20, the MTSS department offered 99 MTSS-related training sessions to over 2,153 Dallas ISD staff members. Attendance rates per session ranged from 1 to 395 staff members. The shortest and most frequently provided type of training session consisted of one-hour workshops (33 virtual; 11 face-to-face). The longest training

sessions, eight-hour symposia, were presented once per semester and were the most well attended. Topics covered in training sessions included an overview of the MTSS framework, Root Cause Analysis, use of *MAP Growth* data, PowerSchool, as well as the creation, progress monitoring and closing of implementation plans. Following the transition to at-home learning, all training sessions were conducted virtually (36 in summer 2020).

What were Dallas ISD staff member perceptions about MTSS in 2019-20?

The evaluators created and administered the 2019-20 MTSS Feedback Survey, a brief online survey for district staff members who had participated in at least one MTSS-related training during 2019-20. Survey questions focused on knowledge of the MTSS framework, preparedness to implement elements of this framework, and beliefs about the effectiveness of MTSS-related training.

To determine potential survey respondents, sign-in sheets for all MTSS trainings offered to district staff members from August 1, 2019 through February 14, 2020 were used to identify 1,324 potential participants. The evaluators emailed invitations to complete the survey on March 6, 2020, and the survey remained open until March 24, 2020. The evaluators then re-opened the survey on April 27, 2020 with three new questions on MTSS-related changes resulting from the transition to at-home learning and closed the survey on May 13, 2020. A total of 657 staff members (49.6%) completed the survey.

Forty-three percent of respondents attended one training session during 2019-20, while 42 percent attended two or more trainings. At least 69 percent of respondents felt well prepared to implement elements of the MTSS framework. Most (83%) respondents stated that the MTSS training sessions they attended were at least somewhat useful, and many (62%) felt the MTSS framework was implemented well on campuses. When asked how MTSS training could improve, respondents most often reported wanting more frequent training, more content or depth of training, and/or more user-friendly training.

Over half (56%) of respondents were working with one or more students on a Tier 2 or Tier 3 intervention before the transition to at-home learning. Of these respondents, 70 percent continued working with at least one student on a Tier 2 or 3 intervention during at-home learning.

Which Dallas ISD students were served by the MTSS framework in 2019-20?

Dallas ISD students served by MTSS in 2019-20 were examined by reviewing 1) the number and characteristics of students with Tier 2 and Tier 3 interventions documented in

the PowerSchool MTSS Intervention Module, and 2) the number and characteristics of students for whom *MAP Growth* score data were available.

Out of 11,525 plans, 9,898 Tier 2 intervention plans were recorded for 6,058 students and 1,627 Tier 3 intervention plans were recorded for 1,178 students. Students who received interventions most commonly received one plan in each tier (Tier 2: 60%; Tier 3: 73%). Proportionally more Hispanic students than white students received an intervention plan, while proportionally more African American than Hispanic students received a plan. Table E1 shows the breakdown of tier plans by area.

Table E1: 2019-20 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area

	Total	Academics	Language	Engagement
Tier	<i>N</i>	%	%	%
Tier 2	9,898	80.7	4.8	14.5
Tier 3	1,627	72.0	9.0	19.0

Source: PowerSchool MTSS Intervention Module database, 06/15/20.

Note: Data represent the number of plans. Because students could have multiple plans in each tier for an area, students could be represented in multiple cells.

2019-20 *MAP Growth* data were available for the beginning-of-year (BOY) and middle-of-year (MOY) administrations. The end-of-year administration was cancelled because of the spring 2020 transition to at-home learning. Because of these missing data, all *MAP Growth* results are provided for informational purposes only.

As shown in Table E2, testing rates for reading ranged from 54 percent (grade 9) to 85 percent (grade 2) of enrolled students at BOY, and from 50 percent (grade 9) to 90 percent (grade 2) at MOY. Testing rates for mathematics ranged from 50 percent (grade 9) to 90 percent (grades 2 and 3) of enrolled students at BOY, and from 43 percent (grade 9) to 92 percent (grade 2) at MOY.

Table E2: 2019-20 Dallas ISD MAP Growth Testing for Reading and Mathematics by Grade Level and Assessment Window

Grade Level	BOY		MOY		EOY	
	Enr N	Test %	Enr N	Test %	Enr N	Test %
Reading						
2	11,063	85.9	11,049	89.8		
3	11,135	84.7	11,099	86.3		
4	11,364	80.8	11,323	82.6		
5	11,974	80.9	11,943	79.4		
6	11,089	68.5	11,063	73.9		
7	10,974	68.1	10,977	71.4		
8	10,300	70.9	10,292	67.9		
9	12,860	54.2	12,677	49.7		
2-9	90,759	74.0	90,423	74.8		
Mathematics						
2	11,063	89.9	11,049	92.0		
3	11,135	90.2	11,099	90.8		
4	11,364	88.1	11,323	88.1		
5	11,974	88.0	11,943	87.5		
6	11,089	71.6	11,063	70.3		
7	10,974	67.6	10,977	64.8		
8	10,300	67.0	10,292	66.0		
9	12,860	50.1	12,677	43.3		
2-9	90,759	76.3	90,423	75.0		

Source: District MAP files dated 02/11/20 (BOY and MOY). District PEIMS snapshot demographic file dated 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: MAP Growth reading rates include the English- and Spanish-language versions. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning. Enr = enrolled. Test = Tested.

For both BOY and MOY, white students were tested at higher rates than Hispanic students, and Hispanic students were tested at higher rates than African American students.

How were trends in 2019-20 MAP Growth related to MTSS implementation?

The relationship between MAP Growth scores and MTSS implementation of Tier 2 and Tier 3 interventions was explored by means of three MAP Growth variables.

First, the Rasch Unit (RIT) score represents the level at which students are ready to learn at the time of assessment. The RIT score is a standardized, equal-interval score that can be compared to other RIT scores regardless of student age or grade.

Second, the Conditional Growth Percentile (CGP) captures change in student achievement from one testing window to the next, relative to change for other students who are similar in starting achievement level, grade, and number of instructional weeks between testing. For each subject assessed, CGPs for each student are calculated with respect to a large, nationally-normed sample. A CGP at the

50th percentile indicates, relative to other test-takers at that grade level, a median amount of RIT score increase from the prior testing window. To measure growth across testing periods, the evaluators divided CGP scores into three categories: 1) failed to meet projected growth (failed to meet; < 45th percentile), 2) met projected growth (met; >=45th to <=55th percentiles), or 3) exceeded projected growth (exceeded; > 55th percentile).

The third MAP Growth variable used specifically for analyses of Spanish Map Growth reading data is the RIT score threshold. Because norms were unavailable for the 2019-20 MAP Growth Spanish reading assessments, CGP scores representing growth across testing windows could not be generated. Instead, the evaluators used thresholds provided by the vendor to indicate grade two and three students at or above the 25th percentile, and, therefore not considered at-risk for future reading difficulties.

For the purposes of growth-related analyses, student scores were divided into quintiles based on BOY MAP Growth scores. In this case, a quintile is a division of scores into five equal groups according to a 1 (highest performing) to 5 (lowest performing) distribution. Quintiles were determined separately for reading and mathematics scores. For reading, mean RIT scores ranged from 164 (Quintile 5) to 226 (Quintile 1) at BOY and from 173 to 226 at MOY, while mean RIT scores for mathematics ranged from 169 to 234 at BOY and from 178 to 236 at MOY. Ideally, students who fall into higher BOY quintiles (i.e., lower performing students) catch up academically to what is expected for peers at their grade level. One way to measure the impact of the MTSS framework is to examine the rates of students at higher quintiles who have exceeded growth thresholds across assessment windows.

Table E3 shows the rates of students who failed to meet, met, or exceeded threshold growth rates from BOY to MOY, grouped by BOY quintile and tier. The rates of students who met or exceeded growth thresholds were not clearly related to quintile for either subject area. Among the highest two BOY quintiles for mathematics, the percentages of Tier 2 or 3 students who exceeded growth thresholds ranged from 35 percent (Quintile 4, Tier 3) to 44 percent (Quintile 5, Tier 2), indicating that these students may have started to catch up to their peers nationally. Small numbers of students in Tiers 2 and 3 for reading resulted in no discernable pattern of results.

Table E3: 2019-20 Dallas ISD MAP Growth Reading and Mathematics Growth Threshold Rates by Quintile and Tier: BOY to MOY

BOY Quintile	Tier	N	Failed to Meet %	Met %	Exceeded %
Reading					
1	1	8,737	51.8	9.2	39.0
	2	0	0.0	0.0	0.0
	3	0	0.0	0.0	0.0
2	1	6,837	53.4	8.4	38.2
	2	0	0.0	0.0	0.0
	3	0	0.0	0.0	0.0
3	1	5,887	51.2	7.7	41.1
	2	6	83.3	0.0	16.7
	3	0	0.0	0.0	0.0
4	1	5,356	50.1	6.9	43.0
	2	2	50.0	0.0	50.0
	3	1	0.0	0.0	100.0
5	1	4,994	53.1	6.7	40.2
	2	3	100.0	0.0	0.0
	3	0	0.0	0.0	0.0
Mathematics					
1	1	10,053	50.8	9.5	39.7
	2	35	54.3	17.1	28.6
	3	1	0.0	0.0	100.0
2	1	10,764	54.0	10.3	35.7
	2	136	65.4	11.8	22.8
	3	1	100.0	0.0	0.0
3	1	9,740	48.0	8.5	43.6
	2	305	62.6	6.9	30.5
	3	22	63.6	4.5	31.8
4	1	9,285	46.3	7.6	46.1
	2	541	50.5	7.4	42.1
	3	74	44.6	20.3	35.1
5	1	8,871	48.3	9.0	42.7
	2	670	47.6	8.7	43.7
	3	133	56.4	7.5	36.1

Source: District BOY and MOY MAP Growth data file dated 02/11/20.
District PEIMS snapshot demographic file dated 10/28/19.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid MAP scores. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. Failed to Meet: student percentile < 45th percentile. Met: 45th percentile <= student percentile <= 55th percentile. Exceeded: student percentile > 55th percentile. For each assessment and quintile, percentages of students in the Failed to Meet vs. Met vs. Exceeded categories may not sum to 100 percent because of rounding. Spanish reading MAP Growth data could not be included in this table because of the absence of national norms. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at BOY and MOY; therefore, every student with a plan in 2019-20 may not be represented in this table.

Mean RIT scores increased from BOY to MOY at all grade levels for reading (English) and mathematics except for grade eight mathematics (same at BOY and MOY). For each assessment and testing period, mean RIT scores were higher at higher grade levels, as expected, except for a one-point lower average score in BOY mathematics in grade nine as compared to grade eight.

Finally, the rates of grade two and three students who met or exceeded thresholds (only grades available) for the *MAP Growth* Spanish reading assessment ranged from 88 percent (grade 3, BOY Tier 3) to 94 percent (grade 2, BOY Tier 2). These rates decreased slightly from BOY to MOY for both Tier 2 and 3 students.

RECOMMENDATIONS

Improve frequency and content of MTSS training.

Improve ease and understanding of MTSS Implementation.

Improve documentation related to MTSS training and implementation.

Continue to improve consistency in *MAP Growth* implementation.

Continue monitoring *MAP Growth* progress among at-risk students.

2019-20

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION¹

In 2018-19, the Dallas Independent School District (ISD) began to implement a Multi-Tiered Systems of Support (MTSS) framework to help each student succeed in school. MTSS is a widely used framework for early identification of students who are struggling in the areas of academics, language, and/or engagement. Support for these students is provided in a tiered manner. All general education students automatically receive Tier 1 support, which consists of core instructional curricula and programs. Students who are not performing as desired in Tier 1 receive more intensive support through Tier 2 interventions, while a smaller number of students who do not succeed in Tier 2 also receive the most intensive level of support in Tier 3. Students who continue to struggle in Tier 3 may receive referrals for additional services outside MTSS.

In the Dallas ISD MTSS framework, universal screening assessments are administered three times per year to students in grades two to nine to strengthen Tier 1 instruction and to identify students in need of Tier 2 and Tier 3 interventions.² Beginning in 2019-20, the Dallas ISD began to use the *Measures of Academic Progress (MAP) Reading and Mathematics Growth* assessments as universal screeners. Specific interventions provided to each student are aligned with individual *MAP Growth* data. Progress monitoring was used to evaluate student progress and to inform Student Support Team (SST) decisions about whether to shift the student to a higher or lower tier.

In 2019-20, the Dallas ISD MTSS framework was administered by one program manager and three central staff members who conveyed guidelines, procedures, and informational support to campus staff members through year-round professional development activities, a website, a twitter feed, and other resources. MTSS program staff members also responded to questions from campus staff members and provided additional training activities on an ad hoc basis, when requested. The professional development and resources provided by MTSS program personnel were intended to help district staff members understand the MTSS framework and to clarify key details of implementation. According to the 2019-20 Title II, Part A Project Workscope, the short-term objective for the Dallas ISD MTSS framework was “to ensure all staff understand the purpose of the intervention framework,” and the long-term objective was “for staff to use universal screening and other data to identify and provide targeted intervention to at-risk students.”

¹ Portions of this report were adapted from Mejan (2019).

² Source: program documentation, retrieved 02/27/20.

PURPOSE AND SCOPE OF THE EVALUATION

Dallas ISD planned to implement the MTSS framework over a three-year period. The initial year of the framework, 2018-19, focused on capacity building. The second (current) year, 2019-20, focused on program development and evaluating the execution of systems and processes, and the third year, 2020-21, is planned to focus on refining practices to improve the learning environment and teaching effectiveness. The purpose of this report was to describe MTSS implementation with respect to program development in 2019-20 and to examine the scope and reach of MTSS-related training.

The last day of 2019-20 in-class instruction in the Dallas ISD was March 13, 2020. In response to the COVID-19 pandemic, the district transitioned to at-home learning beginning on March 23, 2020 after spring break. As a result, district operations and support functions were modified accordingly, and most state and district assessments were cancelled for the year, including the end-of-year (EOY) administration of *MAP Growth* assessments. However, MTSS program leadership indicated that following the transition, staff members continued to administer Tier 2 and Tier 3 interventions by means of online platforms that allowed students to continue receiving these interventions with no changes other than on-line delivery. Further details about changes arising from the transition to at-home learning will be outlined and summarized within each section of this evaluation report, as appropriate. This report addressed the following questions:

- How were MTSS operations in the Dallas ISD funded in 2019-20?
- How was the MTSS framework administered in the Dallas ISD in 2019-20?
- How was the MTSS framework implemented on Dallas ISD campuses in 2019-20?
- What MTSS-related training was provided to 2019-20 Dallas ISD staff members?
- What were Dallas ISD staff member perceptions about MTSS training and implementation in 2019-20?
- Which Dallas ISD students were served by the MTSS framework in 2019-20?
- How were trends in Dallas ISD *MAP Growth* scores during 2019-20 related to MTSS implementation?

EVALUATION QUESTIONS AND RESULTS

How were MTSS operations in the Dallas ISD funded in 2019-20?

Methodology

Final budget information was provided by Special Revenue Funds Management on February 28, 2020.

Results

The 2019-20 budget for the MTSS program totaled \$565,626 in Title II funding, an increase from \$472,163 in 2018-19.

How was the MTSS framework administered in the Dallas ISD in 2019-20?

Methodology

The evaluators summarized program administration information gathered through interviews with the MTSS program manager, interviews with staff members, and examination of the program website.

Results

In 2019-20, the MTSS framework was administered by one manager and three additional central staff members; no administrative staff members were housed on campuses. The program manager supervised the budget, training scheduling, and data management, and shared other responsibilities with the other staff members, including professional development planning and delivery and updates to the MTSS website and social media.

Training was the primary activity conducted by the MTSS administrative team. In addition, throughout the year, the program manager examined intervention plans posted to PowerSchool to plan additional training, as needed. For example, in fall 2019, upon observing intervention plans lacking a progress monitoring component, the program manager added progress monitoring training workshops to training offerings. Finally, the program manager organized ad hoc trainings for campus staff members who expressed specific training needs.

How was the MTSS framework implemented on Dallas ISD campuses in 2019-20?

Methodology

The evaluators summarized program implementation information gathered through interviews with program staff members (Deputy Chief Academic Officer, program manager, other program staff members) and examination of the program website.

Results

In 2018-19, the MTSS framework replaced the Response to Intervention (RTI) system that functioned in a comparable but more limited way within the district. MTSS incorporates RTI but provides a more comprehensive framework than RTI alone. While RTI and MTSS both address academic challenges, MTSS also considers student development with respect to language and engagement. An additional innovation in 2018-19 that continued in 2019-20 was the introduction of PowerSchool³ to maintain districtwide tracking of intervention plans developed for students assigned to Tiers 2 and 3. PowerSchool stores student-level descriptions of intervention plans and progress monitoring results, as well as resources that campus staff members can use to support students.

³ PowerSchool is educational technology that assists with school management, student growth, and family engagement. For more information, see www.powerschool.com.

MTSS supports students by means of the tiered approach formerly used in RTI. A key innovation in 2019-20 was the districtwide use of *MAP Growth* assessments, intended to be administered three times per year as universal screeners and partial determinants of which tier of support each student receives.⁴ Because of the district transition to at-home learning on March 23, 2019 in response to the COVID-19 pandemic, the 2019-20 end-of-year (EOY) administration of the *MAP Growth* assessments was canceled.

As mentioned previously, MTSS tiers are assigned based upon individual student need for support. Tier 1 corresponds to core instruction in the general education classroom available to all students (i.e., no intervention or special instruction is provided). Most students in the district work within Tier 1. Students in Tier 2 continue to receive core classroom instruction but also participate in small groups intended to provide additional support by means of group-specific intervention. Each group consists of students who need the same kind(s) of support, and progress monitoring of each group member is carried out on a regular basis. Students who respond favorably to Tier 2 intervention are returned to Tier 1. Students who do not achieve the desired outcomes in Tier 2 may be moved to Tier 3, which consists of intensive, one-on-one intervention. Tier 3 intervention is intended for fewer students than Tier 2 intervention. Students who do not respond as desired to Tier 3 intervention may be referred by the campus Student Support Team (SST)⁵ for specialized services. Following the district transition to at-home learning in response to the COVID-19 pandemic, MTSS program leadership intended Tier 2 and Tier 3 interventions to be administered online, with as little disruption as possible.

What MTSS-related training was provided to 2019-20 Dallas ISD staff members?

Methodology

The MTSS program manager provided a detailed list of MTSS-related training opportunities that the department offered to Dallas ISD staff members in 2019-20. The evaluators also conducted interviews with program staff members to gather additional information about training preparation, content, and implementation. The evaluators then summarized this content by calculating the number of sessions by topic and type and the median number and range of attendees overall and by campus level.

Results

A variety of MTSS-related training activities were provided to Dallas ISD staff members in 2019-20, ranging from one-hour workshops to eight-hour symposia. Most of the training sessions were planned during summer 2019, but MTSS staff members also developed a small number of ad hoc trainings during the year, when requested. In addition, presentations that accompanied three of the *MAP Growth*-related trainings were posted on the MTSS website.⁶

⁴ Other factors used to determine tier placement include existing assessments and teacher observations. Campus personnel, not central staff members, are responsible for tier assignment.

⁵ Campus Student Support Teams (SSTs) are decision-making teams that discuss interventions for general education students as per Dallas ISD Board Policy FFE Local.

⁶ <https://sites.google.com/dallasisd.org/disdmtss/home>.

At least 2,153 Dallas ISD staff members attended one or more MTSS-related trainings.⁷ These staff members represented a range of elementary school, middle school, high school, and multi-level campuses (e.g., grades four through eight). Most training sessions were open to all Dallas ISD staff members; several trainings were restricted to principals. MTSS program staff members also responded to questions from campus staff members and provided other kinds of informational support. This section focuses exclusively on formal training sessions.

Table 1 presents the frequencies of different types of MTSS-related training provided by the department between August 13, 2019 and June 30, 2020, organized by topic and type.⁸ The most frequently provided type of training session was one-hour workshops (33 virtual; 11 face-to-face). The longest sessions, eight-hour symposia, were presented once per semester with the highest attendance rates.

Table 1: 2019-20 MTSS-Related Training Sessions Offered to Dallas ISD Staff Members

ICD Staff Members			
Topic	Sessions N	Attendance	
		Median	Range
Virtual Workshops (1 hour)			
Creating IPs	16		
Progress monitoring IPs	6		
Closing IPs	3		
Other	8		
Face-to-Face Workshops (1 hour)			
Creating IPs	4	4.0	1-9
Progress monitoring IPs	3	5.0	1-10
Closing IPs	3	2.5	1-4
MAP Growth	1	(N=29)	N/A
Virtual Workshops (1.5-2 hours)			
MTSS Overview	3		
MAP Growth	20		
Face-to-Face Workshops (1.5-2.5 hours)			
Root Cause Analysis	7	28.0	2-69
MAP Growth	6	20.0	10-44
Positive classrooms	2	41.0	32-42
PowerSchool	2	31.5	29-34
Workshops (3-4 hours)			
MAP Growth	6	45	14-395
Root Cause Analysis	5	46	19-67
Other	2	9	9-9
Symposia (8 hours)			
Miscellaneous	2	230	185-275
Overall			
All Sessions	99		1-395

Source: MTSS department, 06/05/20.

Note: Includes MTSS-related training sessions offered from 08/13/19 to 06/30/20. Because of inconsistent recordkeeping and use of handwritten sign-in sheets, actual attendance may differ slightly from numbers shown. Attendance data for virtual workshops were incomplete. Formal in-person PD stopped after the districtwide transition to at-home learning. Of the 56 virtual training sessions shown, 36 were conducted in June 2020. Individuals may have participated in multiple sessions. IPs = Tier 2 and/or Tier 3 intervention plans.

⁷ Precise data were not available because of inconsistent record-keeping for virtual trainings and the use of handwritten sign-in sheets for some trainings with entries that were incomplete or illegible.

⁸ Because of the COVID-19-related transition to at-home learning and suspension of in-person training sessions, MTSS leadership provided one online professional development session in March 2020 and suspended other formal professional development sessions until districtwide virtual professional development during June 2020.

What were Dallas ISD staff member perceptions of MTSS training and implementation in 2019-20?

This section addresses findings from the 2019-20 MTSS Feedback Survey, a brief online survey administered to staff members who participated in at least one MTSS-related training session during 2019-20.

Methodology

To assess staff member perceptions of MTSS training and implementation, the 2019-20 MTSS Feedback Survey was administered to district staff members who had participated in at least one MTSS-related training during 2019-20. The purpose of the survey was to determine respondents' MTSS training experiences as well as their perceived ability to implement the MTSS framework. Questions focused on knowledge of the MTSS framework, preparedness to implement elements of this framework, and beliefs about the effectiveness of MTSS-related training.

To determine potential survey respondents, the MTSS program manager provided sign-in sheets for all MTSS trainings offered to district staff members from August 1, 2019 through February 14, 2020. These sign-in sheets yielded 1,324 individuals who either provided district email addresses or whose district email addresses could be identified from the employee ID numbers provided. The evaluators emailed invitations to complete the survey to each of the 1,324 staff members on March 6, 2020. The original survey remained open until March 24, 2020, with periodic reminders sent to those who had yet to respond. The evaluators re-opened the survey on April 27, 2020 with three new questions pertaining to MTSS-related changes resulting from the transition to at-home learning. Those who had not yet completed the original survey were sent reminders to complete the updated survey, and those who completed the original survey were invited to answer only the new at-home learning questions; answers to these follow-up questions were linked to the original survey responses for each participant. Both surveys were closed on May 13, 2020. The evaluators conducted frequency analyses on item responses for closed-ended questions. Open-ended responses were content-analyzed, organized into themes, and summarized.

Results

Full survey details with response frequencies are provided in Appendix A. Of the 1,324 individuals who received an email invitation to complete the survey, 657 (49.6%) provided responses. The numbers and percentages of respondents by role are provided in Table 2.

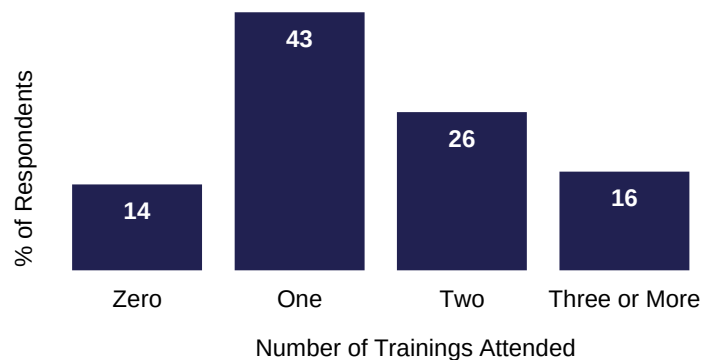
Table 2: 2019-20 MTSS Feedback Survey - Respondents by Role

Role	Respondents (N = 657)	
	n	%
Teacher	264	40.2
Campus Instructional Coach	87	13.2
Counselor	81	12.3
Other	69	10.5
Assistant Principal	67	10.2
Central Staff	61	9.3
Principal	28	4.3

Source: 2019-20 MTSS Feedback Survey.

Note: Overall response rate: 49.6 percent. "Other" includes roles such as Special Education Evaluator and Dyslexia Interventionist.

The highest percentage of respondents (43%) reported participating in one training session in 2019-20 (Figure 1). Although all potential respondents presumably had participated in at least one MTSS training session because they were selected from training sign-in sheets, 14 percent of respondents reported participating in zero trainings, potentially indicating that 1) participants forgot they attended an MTSS-related training session early in the school year, 2) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework, and/or 3) not all participants who signed in at a training session actually attended.

Figure 1: 2019-20 MTSS Feedback Survey - Extent of Participation in MTSS-related Trainings (N = 657)

Source: 2019-20 MTSS Feedback Survey.

Note: Potential participants were obtained from handwritten sign-in sheets. Responses indicating attendance at zero sessions may indicate that 1) participants forgot they attended an MTSS-related training session early in the school year, 2) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework, and/or 3) not all participants who signed in at a training session actually attended. Percentages do not sum to 100 percent because of rounding.

As shown in Table 3, along with participation in training, respondents used a variety of additional resources to learn more about the MTSS framework in 2019-20. Respondents most frequently mentioned

using resources on the Dallas ISD MTSS website (53%) and talking with colleagues who received MTSS training (38%). Interestingly, over a quarter of respondents (27%) reported not using resources outside of district trainings.

Table 3: 2019-20 MTSS Feedback Survey – MTSS–Related Resources Used by Respondents Other Than Formal Training Sessions

Resource	Respondents (N = 657)	
	n	%
Used resources on the Dallas ISD MTSS website	347	52.8
Spoke with colleagues who received MTSS training	251	38.2
Did not use resources other than district trainings	178	27.1
Contacted one or more staff members in the MTSS office	160	24.4
Other	42	6.4

Source: 2019-20 MTSS Feedback Survey.

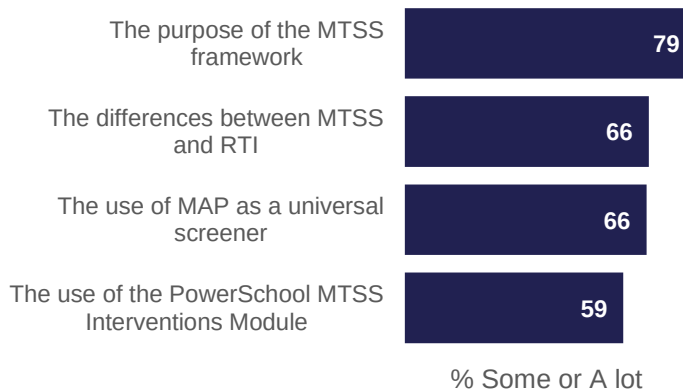
Note: Respondents could select more than one option.

MTSS Knowledge

As shown in Figure 2, from 59 to 79 percent of respondents reported having at least some knowledge about four important aspects of the MTSS framework. In addition, with respect to knowledge of the three types of MTSS interventions, the highest percentage of respondents reported at least some knowledge of academic interventions (65%), followed by engagement (55%) and language interventions (50%).

Figure 2: 2019-20 MTSS Feedback Survey - Knowledge of the MTSS Framework (N = 540)

How much do you know about the following aspects of MTSS?



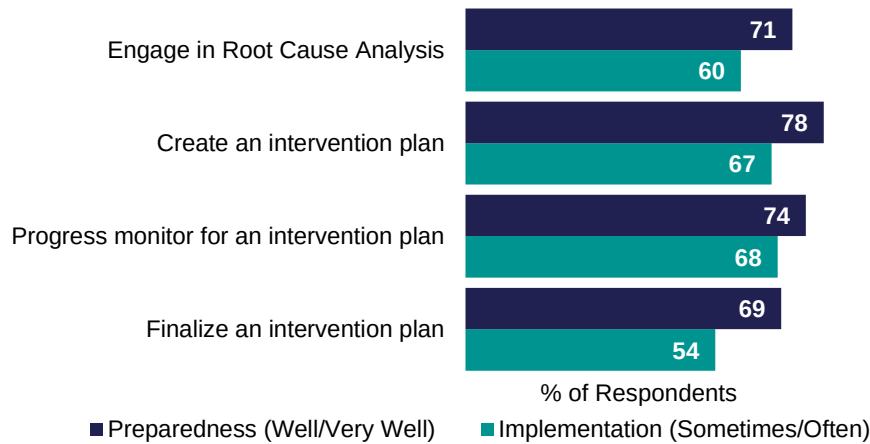
Source: 2019-20 MTSS Feedback Survey.

Implementation of MTSS

High rates of respondents (69% to 78%) reported preparedness (well or very well prepared) to implement elements of MTSS, but lower percentages (54% to 68%) indicated a high frequency (sometimes or often) of implementation of the same elements (Figure 3). Of the four areas, participants most often reported preparedness for and frequency of creating and monitoring intervention plans, and least frequently

reported preparedness for and frequency of implementing root cause analysis and finalizing implementation plans.

Figure 3: 2019-20 MTSS Feedback Survey - Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



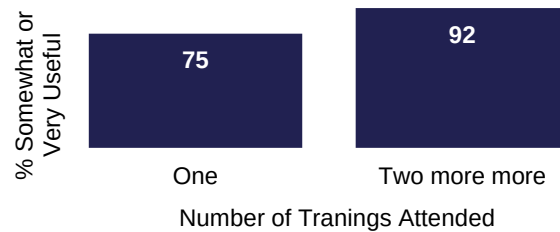
Source: 2019-20 MTSS Feedback Survey.

Note: Results exclude responses indicating that the questions are not applicable; therefore, Ns vary by element. Ns per element range from 399 to 437, as provided in Appendix A.

MTSS Training Usefulness

A high percentage of respondents (83%) indicated that the MTSS training sessions they attended were at least somewhat useful, and these ratings tended to be higher for respondents who had participated in more than one MTSS-related training session. As shown in Figure 4, 75 percent of participants who attended one training rated training sessions at least somewhat useful, while 92 percent of participants who attended two or more trainings considered MTSS-related trainings at least somewhat useful. These findings suggest that more participation in MTSS training may result in higher perceptions of training usefulness. Because the majority of MTSS-related trainings in 2019-20 consisted of one-hour workshops (see Table 1), the usefulness of training content may become more apparent as exposure to the content increases beyond a single training session. This possibility is consistent with the finding, described next, that some participants articulated a need for more training, while others felt that the existing training was rushed or otherwise not optimally user-friendly.

Figure 4: 2019-20 MTSS Feedback Survey - Beliefs about MTSS Training Usefulness by Number of Training Sessions Attended (N = 520)



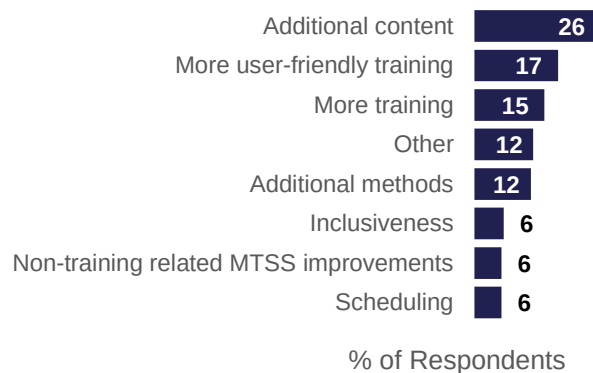
Source: 2019-20 MTSS Feedback Survey.

Note: $n = 261$ attended one training session. $n = 259$ attended two or more training sessions.

Respondents who reported that trainings were anything but very useful were asked what improvements could be made to MTSS-related training. Over 200 respondents ($n = 212$; 32% of sample; 60% of respondents who received the question) answered the question. As shown in Figure 5, the most commonly articulated theme was the desire for additional content to be covered during training (26%). For example, some respondents indicated a desire for additional topics to be covered, while others expressed a desire for deeper coverage of existing topics. The second-most commonly articulated theme was a need for more user-friendly training (17%), with respondents referring to trainings being rushed, confusing, or limited in practicality.

Figure 5: 2019-20 MTSS Feedback Survey - Training Feedback (N = 212)

Briefly describe what could be improved in the MTSS training.



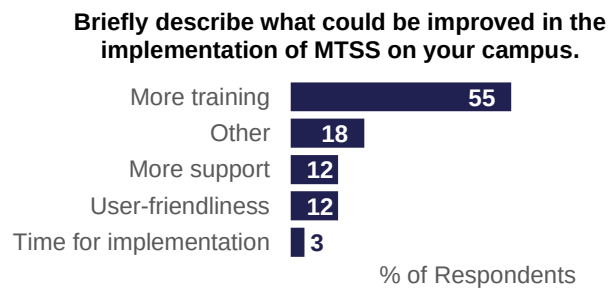
Source: 2019-20 MTSS Feedback Survey.

Note: Percentages were calculated for the 212 respondents who answered this open-ended question. "Other" includes comments that were unclear, idiosyncratic, or positive rather than referring to what could be improved. "Additional methods" primarily reflects the desire for more hands-on training activities. "Inclusiveness" refers to the desire for more campus staff members to receive training. "Non-training related MTSS improvements" are suggestions for improvements in MTSS implementation rather than training.

Beliefs about MTSS Implementation

More than half of respondents (62%) indicated that the MTSS system was implemented well or very well on their campuses. Respondents who reported that the MTSS system was implemented anything but very well were asked for suggestions on what about MTSS implementation could be improved on their campuses. A total of 263 respondents (35% of sample; 56% of respondents who received the question) answered the question. As shown in Figure 6, over half of respondents indicated a need for more training.

Figure 6: 2019-20 MTSS Feedback Survey - Feedback for MTSS Implementation Improvement (N = 263)



Source: 2019-20 MTSS Feedback Survey

Note: Percentages were calculated for the 263 respondents who answered this open-ended question. "Other" includes comments that were unclear, idiosyncratic, or positive rather than referring to what could be improved. "More support" refers to support from MTSS program staff members and/or campus leaders.

MTSS Implementation Changes Following the Transition to At-Home Learning

A total of 507 participants responded to the follow-up questions about the MTSS implementation during at-home learning. These participants included 102 staff members (20%; 16% of respondents to original survey) who completed the original survey and the supplemental follow-up at-home learning questions and 405 (80%) who completed the at-home learning questions as part of the re-opening of the full survey. Results in this section include responses from all participants in the survey who answered the at-home learning questions, regardless of the survey scenario in which they participated.

Slightly more than half of at-home learning question respondents (56%) reported that at the time of transition they were working with one or more students on a Tier 2 or Tier 3 intervention. Of these respondents, 70 percent continued working with at least one student on a Tier 2 or Tier 3 intervention during at-home learning, indicating that 30 percent did not continue implementing Tier 2 or Tier 3 plans.

Respondents also were asked how their application of the interventions changed following the transition to at-home learning; 154 participants provided feedback. These respondents most frequently mentioned shifting to online delivery of interventions (38%), and 16 percent of respondents mentioned diminished participation among students and/or families because of technological challenges, lack of cooperation, or other reasons. In addition, about 12 percent of respondents mentioned that the quality of interventions was diminished because of insufficient time for implementation, reduction in hands-on activities, or the loss of the one-on-one interactions integral to Tier 3 interventions.

Which Dallas ISD students were served by the MTSS framework in 2019-20?

MTSS support begins with universal screening via *MAP Growth* assessments, and it continues with interventions provided to students who are deemed in need of Tier 2 and Tier 3 support. Thus, the question of which Dallas ISD students were served by MTSS in 2019-20 was examined by reviewing 1) the number and characteristics of students for whom *MAP Growth* score data were available and 2) the number and characteristics of students with documented Tier 2 and Tier 3 intervention plans.

Methodology

Districtwide Use of MAP Growth Assessments

The *MAP Growth* assessments are universal screeners administered to Dallas ISD students in grades two through nine at the beginning (BOY), middle (MOY), and end (EOY) of the school year. In 2019-20, *MAP Growth* was not administered in the EOY window because of the COVID-19-related transition to at-home learning. Therefore, results this year will focus on BOY and MOY assessments. The evaluators used student-level *MAP Growth* data files for reading and mathematics dated February 11, 2020 (BOY and MOY) and merged them with the district demographic data files pulled closest to the dates of the *MAP Growth* data files for each testing window.⁹ The evaluators then used frequency analyses to determine the percentage of enrolled students with available *MAP Growth* scores for each testing window by grade level. Results were examined overall and within the following student groups: Hispanic, African American, White, Economically Disadvantaged, Special Education, Homeless, and English Learners (ELs).

Tier 2 and Tier 3 Interventions

Because Tier 2 and Tier 3 support are available to students in three areas (academics, language, and engagement), each student could receive from zero to three Tier 2 interventions and zero to three Tier 3 interventions.¹⁰ In addition, students may shift across tiers one or more times throughout the year with varying times spent at each tier. Because of the fluid nature of tier assignment through the MTSS framework, the evaluators conducted analyses to describe 2019-20 Tier 2 and Tier 3 assignments by summarizing the number of plans documented per student.

To evaluate the number of Tier 2 and Tier 3 plans per student the evaluators retrieved Tier 2 and Tier 3 intervention documentation from PowerSchool finalized on June 15, 2020. The evaluators used frequency and crosstabs analyses to examine 1) the numbers of Tier 2 and Tier 3 intervention plans in 2019-20 per student for all intervention areas (academic, language, engagement) together and individually and 2) the numbers of plans in each area with each status (draft, review, final). Results were examined overall and by the student groups described in the previous section.

⁹ Demographic data files were dated 10/28/19 (BOY) and 12/16/2019 (MOY).

¹⁰ A student could receive more than one Tier 2 or Tier 3 plan simultaneously, because the plans represent three areas (academic, language, engagement). A student should not receive a Tier 3 intervention in any area unless first receiving a Tier 2 intervention in that specific area. However, not all students receiving a Tier 2 intervention will ever receive a Tier 3 intervention.

Results

Districtwide Use of MAP Growth Assessments

Table 4 presents the rates of districtwide enrolled students for whom *MAP Growth* score data were available for reading and mathematics for BOY and MOY testing at each grade level. For reading, between 54 percent (grade 9) and 86 percent (grade 2) of students were tested at BOY, while between 50 percent (grade 9) to 90 percent (grade 2) of students were tested at MOY. For mathematics, between 50 percent (grade 9) and 90 percent (grades 2 and 3) of students were tested at BOY, while between 43 percent (grade 9) and 92 percent (grade 2) of students were tested at MOY. Generally, for each grade, testing window (BOY or MOY), and assessment (reading or mathematics), the rates of white students tested were slightly higher than for Hispanic students, and the percentages of Hispanic students tested were slightly higher than for African American students. Detailed data for use of *MAP Growth* assessments by student group are provided in Appendix B.

Table 4: 2019-20 Dallas ISD *MAP Growth* Testing for Reading and Mathematics by Grade Level and Assessment Window

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Reading						
2	11,063	85.9	11,049	89.8		
3	11,135	84.7	11,099	86.3		
4	11,364	80.8	11,323	82.6		
5	11,974	80.9	11,943	79.4		
6	11,089	68.5	11,063	73.9		
7	10,974	68.1	10,977	71.4		
8	10,300	70.9	10,292	67.9		
9	12,860	54.2	12,677	49.7		
Grades 2-9	90,759	74.0	90,423	74.8		
Mathematics						
2	11,063	89.9	11,049	92.0		
3	11,135	90.2	11,099	90.8		
4	11,364	88.1	11,323	88.1		
5	11,974	88.0	11,943	87.5		
6	11,089	71.6	11,063	70.3		
7	10,974	67.6	10,977	64.8		
8	10,300	67.0	10,292	66.0		
9	12,860	50.1	12,677	43.3		
Grades 2-9	90,759	76.3	90,423	75.0		

Source: District MAP files dated 02/11/20 (BOY and MOY). District PEIMS snapshot demographic file dated 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Tier 2 and Tier 3 Interventions

In 2019-20, 9,898 Tier 2 intervention plans were recorded for 6,058 students and 1,627 Tier 3 intervention plans were recorded for 1,178 students in the PowerSchool MTSS Intervention Module. Table 5 shows the numbers of students who were assigned one, two, or three or more intervention plans during

2019-20. Students who received an intervention plan most commonly received one plan (Tier 2: 60%; Tier 3: 73%).

Table 5: 2019-20 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans

Tier	Total	One		Two		Three or More	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tier 2	6,058	3,636	60.0	1,708	28.2	714	11.8
Tier 3	1,178	861	73.1	209	17.7	108	9.2

Source: PowerSchool MTSS Intervention Module database, 06/15/20. District PEIMS snapshot demographic file dated 10/28/19.

Table 6 shows the racial group composition of each tier. Consistent with districtwide demographics, each tier consists of more Hispanic students than African American students, and more African American students than white students. Analyses of districtwide percentages of students within each racial category representing each tier showed that proportionally more Hispanic students than white students received a tier plan, while proportionally more African American than Hispanic students received a tier plan. Specifically, four percent of African American students in the district, three percent of Hispanic students in the district, and one percent of white students in the district received a tier plan. Detailed data for Tier 2 and Tier 3 interventions by student group are provided in Appendix C.

Table 6: 2019-20 Dallas ISD Tier 2 and Tier 3 Students by Racial Groups

Tier	Total	Hispanic		African American		White		Other	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tier 2	6,058	3,977	65.6	1,791	29.6	162	2.7	128	2.1
Tier 3	1,178	797	67.7	319	27.1	42	3.6	20	1.7

Source: PowerSchool MTSS Intervention Module database, 06/15/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: Percentages may not sum to 100 percent because of rounding.

Out of a total of 11,525 Tier 2 and Tier 3 interventions documented in PowerSchool in 2019-20 as of June 15, 2020, 99.9 percent of plans were in final status. (In 2018-19, 96.8% of plans were in final status.) The majority of Tier 2 and Tier 3 interventions were academic interventions (81% and 72%, respectively). Table 7 shows a breakdown of interventions by area and tier.

Table 7: 2019-20 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area

Tier	Total	Academic		Language		Engagement	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tier 2	9,898	7,986	80.7	472	4.8	1,440	14.5
Tier 3	1,627	1,171	72.0	147	9.0	309	19.0

Source: PowerSchool MTSS Intervention Module database, 06/15/20.

Note: Data represent the number of plans. Because students could have up to three plans in each tier for an area, students could be represented in multiple cells. Language interventions were not coded in the PowerSchool database. The codes used were "Writing" and "Other." According to the MTSS program director, these codes do not unambiguously reflect Language interventions. Thus, the Tier 3 Language figures in this table are estimates.

Table 8 shows a summary of Tier 2 and Tier 3 academic intervention plans by subject. At both tiers, over twice as many plans focused on reading than on mathematics.

Table 8: 2019-20 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject

Tier	Total <i>N</i>	Reading		Mathematics	
		<i>n</i>	%	<i>n</i>	%
Tier 2	7,986	5,477	68.6	2,509	31.4
Tier 3	1,171	799	68.2	372	31.8

Source: PowerSchool MTSS Intervention Module database, 06/15/20.

Note: Data represent the number of plans. Because students could have a plan in each subject and each tier, students could be represented in multiple cells.

How were trends in 2019-20 *MAP Growth* related to MTSS implementation?

MAP Growth assessments are available for reading, language, mathematics, and science, but in 2019-20 the Dallas ISD used the platform to screen students for reading and mathematics. This section explores the relationship between *MAP Growth* reading and mathematics scores and MTSS implementation of Tier 2 and Tier 3 interventions.

Because of the COVID-19-related transition to at-home learning, EOY *MAP Growth* assessments were canceled. Therefore, results presented in this section were limited to BOY and MOY testing data. Also, all results based on 2019-20 *MAP Growth* data in this report should be reviewed with caution because of irregularities resulting from the first-year learning curve of *MAP Growth* administration on campuses. Data are provided for informational purposes only.

Methodology

MAP Growth Data

MAP Growth data consist of several variables used to describe student performance and academic growth over time by subject. Three of these variables were used for analyses in this report. First, the Rasch Unit (RIT) score represents the level at which students are ready to learn at the time of assessment. The RIT score is a standardized, equal-interval score that can be compared to other RIT scores regardless of student age or grade.

The second *MAP Growth* variable used for this report was the Conditional Growth Percentile (CGP).¹¹ The CGP represents the extent to which student achievement changed from one testing window to the next, relative to change for other students who are similar in starting achievement level, grade, and number of instructional weeks between testing windows. For each subject assessed, CGPs for each student are calculated with respect to a large, nationally-normed sample obtained by Northwest Evaluation Association (NWEA) and can be calculated whenever a student takes a *MAP Growth* assessment in a new testing window (e.g., BOY to MOY, MOY to EOY, BOY to EOY). A CGP at the 50th percentile indicates that the RIT score increase from the prior testing window represents the median amount, or expected level, of

¹¹ For more information, see <https://community.nwea.org/docs/DOC-1630>.

progress for that grade level. CGP scores below the 50th percentile indicate a level of progress below most peers of the same grade level in that time period, while CGP scores above the 50th percentile indicate a level of progress exceeding most same-grade peers in that time period. Importantly, students who are considered academically behind their peers must exceed expected growth to meet grade-level expectations.¹²

The third *MAP Growth* variable used for this report, specifically for analyses of Spanish *Map Growth* reading assessment data, is the RIT score threshold. Norms were not available from NWEA for the 2019-20 BOY and MOY *MAP Growth* Spanish reading assessment. Thus, CGP scores representing growth from BOY to MOY could not be generated for this assessment. Instead, this evaluation used RIT scores and RIT score thresholds for each Spanish-language test administration. For the *MAP Growth* Spanish reading assessment, NWEA provided threshold scores for kindergarten through grade three¹³ that indicated students who were at risk for future reading difficulties. These thresholds represent the 25th percentile of scores based on pilot work conducted by NWEA, and they constitute user norms rather than national norms. Because of the different analyses required for English and Spanish versions of the reading assessment in 2019-20, results for *MAP Growth* Spanish reading data were presented separately from the English results in this section.

Average BOY RIT Scores by Quintile and Tier

The evaluators merged the district BOY *MAP* data file dated February 12, 2020 with the Public Education Information Management System (PEIMS) snapshot demographic file for October 28, 2019 and a data file downloaded from PowerSchool with student tier designations dated June 15, 2020. To establish groups of students who scored similarly, the evaluators first divided RIT scores for BOY *MAP Growth* reading and mathematics into quintiles.¹⁴ Then, the evaluators used frequency and crosstabs analyses to calculate the average BOY RIT scores by subject, quintile, and tier.¹⁵ Results also were organized by the following student groups: Hispanic, African American, White, Economically Disadvantaged, Special Education, Homeless, and ELs.

MTSS Implementation and MAP Growth

To examine the relationship between MTSS implementation and *MAP Growth* scores, the evaluators separately merged the district MOY *MAP* data file (for BOY to MOY) dated February 11, 2020 with the district PEIMS snapshot demographic data file for October 28, 2019 and a data file downloaded from PowerSchool with student tier information dated June 15, 2020. To measure growth across testing periods, the evaluators divided CGP scores into three categories: 1) failed to meet projected growth (failed

¹² Because percentiles are calculated for a nationally normed sample, percentile rankings within a local sample such as the Dallas ISD could reflect any distribution. That is, local sample scores may not represent all percentiles.

¹³ NWEA was unable to provide these data for any other grades.

¹⁴ In this case, a quintile is a division of scores into five equal groups according to a 1 (highest performing) to 5 (lowest performing) distribution. Quintiles were determined separately for reading and mathematics scores.

¹⁵ Tier assignment can be fluid throughout the course of the year. For grouping purposes in this report, student tier was defined as the highest tier attained by a student during the entire year for an area or, in the case of the academic category, subject, regardless of how long or how many times the student remained at any one tier. This operational definition mitigates the impact of intervention timing on tier assignment. That is, an assignment to Tier 3 could indicate a student was struggling for a high proportion of the year, but intervention may have taken some time to implement.

to meet; < 45th percentile), 2) met projected growth (met; $\geq 45^{\text{th}}$ to $\leq 55^{\text{th}}$ percentiles), or 3) exceeded projected growth (exceeded; $> 55^{\text{th}}$ percentile).¹⁶ The evaluators used frequency and crosstabs analyses to calculate the rates of students in each CGP category by subject, quintile, and tier. Results also were organized by the special student groups described previously.

Of particular interest was the extent of growth across testing periods among students in the highest (lowest performing) BOY *MAP Growth* quintiles. As noted, CGP scores (and by extension the categories of “met” and “exceeded” projected growth) are determined with respect to a national sample; thus, any pattern of growth could be observed in a local sample such as the Dallas ISD. In theory, for example, all students in the local sample could exceed projected growth with CGP scores well above the national median. If higher-quintile (lower performing) students tend to exceed projected growth by MOY, the implication would be that these students have begun to close the gap between their performance and that of peers in the national sample. Alternatively, if higher quintile (lower performing) students generally fail to meet projected growth by MOY, the implication would be that these students began the year performing relatively poorly and then continued to fall behind.

To examine the relationship between MTSS implementation and Spanish-language *MAP Growth* reading scores, the evaluators merged the three files described at the beginning of this section. As noted previously, national norms were unavailable from NWEA for the 2019-20 BOY and MOY *MAP Growth* Spanish reading assessment. Therefore, the evaluator used frequency analyses to identify the percentage of students in grades two and three¹⁷ who met or exceeded the provided RIT threshold scores at BOY and MOY in Spanish reading.

Results

Average BOY RIT Scores by Quintile and Tier

Table 9 shows the mean BOY RIT scores for reading and mathematics by BOY quintile. Because quintiles were defined by BOY RIT scores, higher quintiles necessarily reflect lower mean RIT scores. Detailed data for average BOY RIT scores by quintile, tier, and student group are provided in Appendix D.

¹⁶ It is important to note that CGP scores measure relative increases in student achievement, regardless of starting point. A student in any quintile at BOY could progress more rapidly, less rapidly, or equally rapidly as peers from BOY to MOY.

¹⁷ The lowest grade level reported in this evaluation was grade two. NWEA was unable to provide these data beyond grade three.

Table 9: 2019-20 Dallas ISD MAP Growth Reading and Mathematics BOY Mean RIT scores by BOY Quintile

Reading (N = 67,148)		Mathematics (N = 69,245)	
BOY Quintile	Mean BOY RIT Score	BOY Quintile	Mean BOY RIT Score
1	226	1	234
2	210	2	216
3	199	3	203
4	184	4	189
5	164	5	169

Source: District BOY MAP Growth data file dated 02/11/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid RIT scores. Reading data represent combined data for English- and Spanish-language versions.

Table 10 shows the data from Table 9 further grouped by student tier assignment. Mean RIT scores within each quintile did not vary much across tiers, although the small numbers of Tier 2 and Tier 3 students represented in this table preclude firm conclusions. No clear pattern of findings was observed for reading scores. However, for mathematics scores, except for Quintile 4, average RIT scores within each quintile were slightly higher for Tier 1 students than for Tier 2 students, and average RIT scores for Tier 2 students were slightly higher than for Tier 3 students.

Table 10: 2019-20 Dallas ISD MAP Growth Reading and Mathematics BOY Mean RIT scores by BOY Quintile and MTSS Tier

BOY Quintile	Tier	Reading (N = 61,357)		Mathematics (N = 60,356)	
		n	Mean RIT	n	Mean RIT
1	1	12,893	226	12,432	234
	2	4	227	37	230
	3	0	-	1	223
2	1	12,425	210	13,155	216
	2	16	210	140	215
	3	1	206	1	211
3	1	12,428	199	11,823	203
	2	49	198	317	202
	3	1	201	24	201
4	1	12,046	185	10,857	189
	2	57	183	560	189
	3	11	180	80	189
5	1	11,336	164	10,083	169
	2	75	163	700	167
	3	15	164	146	164

Source: District BOY MAP data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19. Intervention data downloaded from PowerSchool on 06/15/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. Reading data represent combined data for English- and Spanish-language versions. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at BOY; therefore, every student with a plan in 2019-20 may not be represented in this table.

Average MOY RIT Scores by Quintile and Tier

Table 11 shows the mean MOY RIT scores for reading and mathematics, organized by MOY quintile. For both assessments, as expected, higher quintiles were associated with lower mean RIT scores.

Table 11: 2019-20 Dallas ISD MAP Growth Reading and Mathematics MOY Mean RIT scores by MOY Quintile

MOY Quintile	Reading (N = 67,635)		MOY Quintile	Mathematics (N = 67,856)	
	Mean MOY RIT Score			Mean MOY RIT Score	
1	228		1	237	
2	212		2	219	
3	201		3	208	
4	188		4	195	
5	169		5	175	

Source: District MOY MAP Growth data file dated 02/11/20. District demographic file dated 12/16/19.

Note: Includes data for students enrolled on the district demographic file dated 12/16/19 who also had valid RIT scores. Reading data represent combined data for English- and Spanish-language versions.

Table 12 presents the data from Table 11 further grouped by tier for each subject. For mathematics, RIT scores within each quintile were often higher for Tier 1 students than for Tier 2 students, and RIT scores for Tier 2 students were often higher than for Tier 3 students. For reading, this expected pattern was not consistently observed.

Table 12: 2019-20 Dallas ISD MAP Growth Reading and Mathematics MOY Mean RIT scores by MOY Quintile and MTSS Tier

MOY Quintile	Tier	Reading (N = 61,260)		Mathematics (N = 59,360)	
		n	Mean RIT	n	Mean RIT
1	1	12,683	228	12,682	237
	2	2	231	53	232
	3	0	-	1	232
2	1	13,570	212	12,431	219
	2	15	211	156	218
	3	2	212	6	217
3	1	12,215	201	11,738	208
	2	35	201	346	207
	3	2	202	30	206
4	1	11,674	189	10,583	195
	2	28	188	575	194
	3	8	190	67	194
5	1	10,978	169	9,864	176
	2	37	168	678	174
	3	11	168	150	171

Source: District MOY MAP Growth data file dated 02/11/20. District demographic file dated 12/16/19. Intervention data downloaded from PowerSchool on 06/15/20.

Note: Includes data for students enrolled on the district demographic file dated 12/16/19 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. MAP Growth data represent combined data for English- and Spanish-language versions. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at MOY; therefore, every student with a plan in 2019-20 may not be represented in this table.

BOY and MOY MAP Growth data organized by grade level are shown in Table 13 (reading) and Table 14 (mathematics). At all grade levels, RIT scores for reading and mathematics increased from BOY to MOY, except that BOY and MOY RIT scores were the same for grade eight mathematics. For each assessment and testing period, mean RIT scores were higher for higher grade levels, as expected, except for a one-point lower average score in BOY mathematics in grade nine than in grade eight. See Appendix E for results by student group.

Table 13: 2019-20 Dallas ISD MAP Growth BOY and MOY English Reading Assessment Mean RIT Scores by Grade

Grade Level	BOY (N = 50,096)		MOY (N = 50,509)		EOY (N/A)	
	n	Mean RIT	n	Mean RIT	n	Mean RIT
2	5,124	169	5,338	176		
3	5,041	183	5,190	189		
4	5,132	193	5,207	198		
5	5,556	202	5,534	205		
6	7,568	204	8,159	206		
7	7,457	207	7,825	208		
8	7,274	211	6,972	211		
9	6,944	212	6,284	215		
Grades 2-9	50,096	200	50,509	202		

Source: District BOY and MOY MAP Growth data file dated 02/11/20. District PEIMS snapshot demographic file for 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores for the English reading assessment. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Table 14: 2019-20 Dallas ISD MAP Growth BOY and MOY Mathematics Assessment Mean RIT Scores by Grade

Grade Level	BOY (N = 69,245)		MOY (N = 67,856)		EOY (N/A)	
	n	Mean RIT	n	Mean RIT	n	Mean RIT
2	9,948	172	10,170	180		
3	10,048	186	10,082	194		
4	10,013	198	9,971	204		
5	10,538	208	10,456	212		
6	7,942	211	7,775	214		
7	7,415	216	7,116	218		
8	6,899	220	6,793	223		
9	6,442	219	5,493	224		
Grades 2-9	69,245	202	67,856	206		

Source: District BOY and MOY MAP Growth data file dated 02/11/20. District PEIMS snapshot demographic file for 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores for the mathematics assessment. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

MTSS Implementation and MAP Growth: BOY to MOY

Table 15 shows the percentages of students from each BOY quintile who failed to meet, met, or exceeded nationally-normed growth thresholds for English-language reading and mathematics. For reading, the percentages of students who met or exceeded growth thresholds by MOY ranged from 46 percent (BOY Quintile 5) to 49 percent (BOY Quintile 4). For mathematics, the percentages of students who met or exceeded growth thresholds by MOY ranged from 45 percent (BOY Quintile 2) to 52 percent (BOY Quintile 4). A clear relationship between BOY quintile and the extent to which growth thresholds at MOY were met or exceeded was not observed. A positive finding is that between 39 and 45 percent of students in the highest two BOY quintiles exceeded growth thresholds, indicating that they were beginning to catch up academically to their peers nationwide. However, these data are incomplete and should be reviewed only for informational purposes in 2019-20. Detailed data for MTSS implementation and English-

language reading and mathematics *MAP Growth* from BOY to MOY by student group are provided in Appendix F.

Table 15: 2019-20 Dallas ISD *MAP Growth* Reading (English Only) and Mathematics Growth Threshold Rates by Quintile: BOY to MOY

Reading (N = 34,946)							Mathematics (N = 58,101)						
BOY Quintile	Failed to Meet		Met		Exceeded		BOY Quintile	Failed to Meet		Met		Exceeded	
	n	%	n	%	n	%		n	%	n	%	n	%
1	4,623	51.8	830	9.3	3,476	38.9	1	5,308	50.9	992	9.5	4,112	39.5
2	3,847	53.9	598	8.4	2,695	37.7	2	6,424	54.7	1,204	10.3	4,111	35.0
3	3,340	51.8	499	7.7	2,605	40.4	3	5,719	49.4	941	8.1	4,911	42.4
4	3,202	51.5	415	6.7	2,596	41.8	4	5,713	47.7	875	7.3	5,400	45.0
5	3,370	54.2	402	6.5	2,448	39.4	5	6,128	49.5	1,081	8.7	5,182	41.8

Source: District BOY and MOY *MAP Growth* data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid *MAP* scores. Failed to Meet: student percentile < 45th percentile. Met: 45th percentile ≤ student percentile ≤ 55th percentile. Exceeded: student percentile > 55th percentile. For each assessment and quintile, percentages of students in the Failed to Meet vs. Met vs. Exceeded categories may not sum to 100 percent because of rounding. Spanish reading *MAP Growth* data could not be included in this table because of the absence of national norms.

Table 16 presents the data from Table 15 further grouped by tier for each subject. For *MAP Growth* reading, few of the Tier 2 and Tier 3 students were assessed both at BOY and MOY; thus, the corresponding cell sizes in Table 16 are small. For *MAP Growth* mathematics, more data were available. Ideally, high rates of Tier 2 and 3 students would exceed growth, especially in Quintiles 4 and 5 (lowest performing students). For *MAP Growth* mathematics, the percentages of Tier 2 and 3 students in Quintiles 4 and 5 who exceeded growth at MOY ranged from 35 percent to 44 percent.

Table 16: 2019-20 Dallas ISD MAP Growth Reading (English Only) and Mathematics Growth Threshold Rates by Quintile and Tier: BOY to MOY

BOY Quintile	Tier	Reading (N = 31,823)							Mathematics (N = 51,028)						
		N	Failed to Meet		Met		Exceeded		N	Failed to Meet		Met		Exceeded	
			n	%	n	%	n	%		n	%	n	%	n	%
1	1	8,737	4,523	51.8	808	9.2	3,406	39.0	10,053	5,104	50.8	960	9.5	3,989	39.7
	2	0	0	0.0	0	0.0	0	0.0	35	19	54.3	6	17.1	10	28.6
	3	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0
2	1	6,837	3,650	53.4	577	8.4	2,610	38.2	10,764	5,817	54.0	1,106	10.3	3,841	35.7
	2	0	0	0.0	0	0.0	0	0.0	135	88	65.2	16	11.9	31	23.0
	3	0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0
3	1	5,887	3,015	51.2	453	7.7	2,419	41.1	9,740	4,671	48.0	824	8.5	4,245	43.6
	2	6	5	83.3	0	0.0	1	16.7	300	187	62.3	21	7.0	92	30.7
	3	0	0	0.0	0	0.0	0	0.0	22	14	63.6	1	4.5	7	31.8
4	1	5,356	2,683	50.1	368	6.9	2,305	43.0	9,285	4,300	46.3	708	7.6	4,277	46.1
	2	2	1	50.0	0	0.0	1	50.0	527	269	51.0	35	6.6	223	42.3
	3	1	0	0.0	0	0.0	1	100.0	74	33	44.6	15	20.3	26	35.1
5	1	4,994	2,651	53.1	337	6.7	2,006	40.2	8,871	4,281	48.3	802	9.0	3,788	42.7
	2	3	3	100.0	0	0.0	0	0.0	644	303	47.0	56	8.7	285	44.3
	3	0	0	0.0	0	0.0	0	0.0	133	75	56.4	10	7.5	48	36.1

Source: District BOY and MOY MAP Growth data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid MAP scores. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. Failed to Meet: student percentile < 45th percentile. Met: 45th percentile ≤ student percentile ≤ 55th percentile. Exceeded: student percentile > 55th percentile. Reading MAP Growth data do not include Spanish-language version results because of the unavailability of national norms. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at BOY and MOY; therefore, every student with a plan in 2019-20 may not be represented in this table. Percentages may not sum to 100 because of rounding.

Spanish MAP Growth Reading Assessment Findings

Table 17 shows the Spanish MAP Growth reading assessment mean RIT scores for the BOY and MOY administrations, by grade level. RIT scores increased from BOY to MOY in reading for all grade levels except eight and nine; very little assessment data were available for grades 6 through 8, so results should be viewed with caution. See Appendix G for Spanish reading data organized by student group.

Table 17: 2019-20 Dallas ISD BOY and MOY MAP Growth Spanish Reading Assessment Mean RIT Scores by Grade Level

Grade Level	BOY (N = 17,052)		MOY (N = 17,126)		EOY (N/A)	
	n	Mean RIT	n	Mean RIT	n	Mean RIT
2	4,380	170	4,583	177		
3	4,389	183	4,385	190		
4	4,051	193	4,143	198		
5	4,133	200	3,948	204		
6	25	199	22	204		
7	13	190	15	191		
8	30	198	12	195		
9	31	201	18	200		

Source: District BOY and MOY MAP Growth data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Table 18 shows the percentages of students tested at each administration for grades two and three who met the NWEA stated thresholds for the Spanish *MAP Growth* reading assessment and can thus be considered not at risk for later reading difficulties. Most students who took Spanish *MAP Growth* reading met the stated thresholds. See Appendix H for these data organized by student group.

Table 18: 2019-20 Dallas ISD Percentages of Students Who Met RIT Score Thresholds for BOY and MOY MAP Growth Spanish Reading Assessment Scores

Grade Level	BOY (N = 7,994)		MOY (N = 8,275)		EOY (N/A)	
	Met		Met		Met	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2	4,130	94.3	4,255	92.8		
3	3,864	88.0	4,020	91.7		

Source: District BOY and MOY *MAP Growth* data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: NWEA was able to provide threshold scores for up to grade three. Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores. Met = scoring above the 25th percentile relative to norms that NWEA provided.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The Multi-Tiered Systems of Support (MTSS) framework provided tiered support for academics, language, and engagement to help students succeed in school. The 2019-20 budget for the Dallas ISD MTSS framework totaled \$565,626 in Title II funding, an increase from \$472,163 in 2018-19. The COVID-19-related transition to at-home learning impacted the program with respect to training, implementation, and assessment, as noted. Key findings include the following. *Results related to MAP Growth are limited and are provided for informational purposes only.*

- Between August 13, 2019 and June 30, 2020, over 2,153 Dallas ISD staff members attended 99 MTSS-related training sessions ranging from one-hour workshops to eight-hour symposia. Because of the transition to at-home learning, MTSS leadership provided one training session in March 2020 and suspended other sessions until districtwide virtual PD in June 2020.
- A survey of 1,324 MTSS-related training participants revealed that at least 69 percent of respondents felt well prepared to implement elements of the MTSS framework. Most respondents (83%) stated that the MTSS training sessions they attended were at least somewhat useful. Sixty-two percent of respondents felt the MTSS framework was implemented well on campuses.
- When asked how MTSS training could improve, respondents desired more MTSS training, more content or depth of training, and/or more user-friendly training.
- Over half (56%) of survey respondents were working with one or more students on a Tier 2 or Tier 3 intervention before the transition to at-home learning. Of these respondents, 70 percent continued working with at least one student on a Tier 2 or Tier 3 intervention during at-home learning.
- Out of 11,525 plans, 9,898 Tier 2 intervention plans were recorded for 6,058 students and 1,627 Tier 3 intervention plans were recorded for 1,178 students. Students who received interventions most commonly received one plan in a tier (Tier 2: 60%; Tier 3: 73%). Proportionally more Hispanic students than white students received an intervention plan, while proportionally more African American than Hispanic students received an intervention plan.
- EOY administration of *MAP Growth* assessments was canceled because of the COVID-19-related transition to at-home learning.
- Testing rates on *MAP Growth* reading ranged from 54 percent (grade 9) to 85 percent (grade 2) of enrolled students at BOY and from 50 percent (grade 9) to 90 percent (grade 2) at MOY. For both testing periods, white students were tested at higher rates than Hispanic students, and Hispanic students were tested at higher rates than African American students.
- The rates of students who met or exceeded growth thresholds for English reading from BOY to MOY ranged from 46 percent (BOY quintile 5) to 49 percent (BOY quintile 4). The rates of students who met or exceeded growth thresholds for reading were not related to BOY quintile. The rates of grade two and three students (only grades available) who met or exceeded thresholds for the *MAP Growth*

Spanish reading assessment ranged from 88 percent (grade 3 BOY) to 94 percent (grade 2 BOY). These rates decreased slightly from BOY to MOY for both Tier 2 and 3 students.

- Testing rates on *MAP Growth* mathematics ranged from 50 percent (grade 9) to 90 percent (grades 2 and 3) of enrolled students at BOY and from 43 percent (grade 9) to 92 percent (grade 2) at MOY.
- The rates of students who met or exceeded growth thresholds for *MAP Growth* mathematics by MOY ranged from 45 percent (BOY quintile 2) to 52 percent (BOY quintile 4). Ideally, high rates of Tier 2 and 3 students would exceed growth, especially in Quintiles 4 and 5 (lowest performing students). For *MAP Growth* mathematics, the percentages of Tier 2 and 3 students in Quintiles 4 and 5 who exceeded growth at MOY ranged from 35 percent to 46 percent.

Recommendations

Improve frequency and content of MTSS training. Although survey response was favorable for MTSS-related training and implementation, some respondents reported concerns about 2019-20 training, including a desire for more frequent and more in-depth training. Users of MTSS would benefit from training meeting their evolving needs. Stakeholders should regularly poll staff members to determine the topics that would be most beneficial and offer training on those topics as frequently as possible.

Improve ease and understanding of MTSS Implementation. Survey respondents expressed concerns about the user-friendliness of MTSS tools, especially with respect to *MAP Growth* data and PowerSchool. Stakeholders should review and evaluate systems and processes to remove this barrier to implementation.

Improve documentation related to MTSS training and implementation. Attendance for MTSS training sessions in 2019-20 could not be calculated accurately because of incomplete records and partial reliance on hand-written attendance sheets. In addition, language-related plans were clearly coded for Tier 2 but not Tier 3 interventions. Evaluators and stakeholders should work together to elevate systems and processes that will maintain more accurate records to allow more rigorous and complete future analyses.

Continue to improve consistency in *MAP Growth* implementation. Although the Dallas ISD has committed to using *MAP Growth* as universal screeners for reading and mathematics, the percentage of students screened in this first year of implementation rarely exceeded 90 percent for any grade or either subject. Further, inconsistencies in implementation were revealed, such as some students testing outside of grade level or issued the wrong test. Stakeholders should work to improve communication and training with respect to *MAP Growth* administration to continually improve the process.

Continue monitoring *MAP Growth* progress among at-risk students. Although data were incomplete and of limited use for conclusions in 2019-20, the desired pattern of higher rates of struggling students exceeding expected growth from BOY to MOY generally was not found. Although EOY *MAP Growth* data were unavailable, findings suggest students with the greatest needs (i.e., students in the highest BOY quintiles and students who received a Tier 2 or 3 plan) were not catching up to peers. Stakeholders should use lessons learned from this first year of *MAP Growth* implementation to improve assessment processes and necessary assignment to Tier 2 and 3 plans to ensure at-risk students receive the extra help they need.

REFERENCE

Mejan, M. (2019). 2018-19 Evaluation of Multi-Tiered Systems of Support (MTSS). Dallas, TX. Dallas Independent School District.

APPENDICES

Appendix A

Appendix A, Table 1: 2019-20 MTSS Feedback Survey – Respondent Characteristics

	Respondents (N = 657)	
	n	%
What is your primary role?		
Assistant Principal	67	10.2
Campus Instructional Coach	87	13.2
Central Staff	61	9.3
Counselor	81	12.3
Dyslexia Interventionist	11	1.7
Principal	28	4.3
Special Education Evaluator	2	0.3
Teacher	264	40.2
Other	56	8.5
In how many MTSS trainings offered by district staff members did you participate in 2019-20?		
0	94	14.3
1	282	42.9
2	173	26.3
3 or more	108	16.4

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 2: 2019-20 MTSS Feedback Survey - Extent of Participation in MTSS-related Training by Role

Role	N	Zero (N = 94)		One (N = 282)		Two (N = 173)		Three or more (N = 108)	
		n	%	n	%	n	%	n	%
Assistant Principal	67	13	13.8	38	13.5	9	5.2	7	6.5
Campus Instructional Coach	87	17	18.1	31	11.0	21	12.1	18	16.7
Central Staff	61	9	9.6	29	10.3	13	7.5	10	9.3
Counselor	81	10	10.6	41	14.5	23	13.3	7	6.5
Dyslexia Interventionist	11	0	0.0	4	1.4	3	1.7	4	3.7
Principal	28	5	5.3	10	3.5	9	5.2	4	3.7
Special Education Evaluator	2	0	0.0	0	0.0	1	0.6	1	0.9
Teacher	264	24	25.5	109	38.7	81	46.8	50	46.3
Other	56	16	17.0	20	7.1	13	7.5	7	6.5

Source: 2019-20 MTSS Feedback Survey

Note: Potential participants were obtained from training attendance sheets. Responses indicating attendance at zero sessions may indicate that participants had forgotten that they attended an MTSS-related training session early in the school year or that the content of training focused on specific skills that did not specifically or prominently include discussion of the MTSS framework. Percentages may not sum to 100 because of rounding.

Appendix A, Table 3: 2019-20 MTSS Feedback Survey - Resources Used by Respondents Other Than Formal Training Sessions

	Respondents (N = 657)	
	n	%
Other than trainings, what resources did you use to learn more about MTSS this year? [Check all that apply]		
Used resources on the Dallas ISD MTSS website	347	52.8
Contacted one or more staff members in the MTSS office	160	24.4
Spoke with colleagues who received MTSS training	251	38.2
Other	42	6.4
Did not use resources other than district trainings	178	27.1

Source: 2019-20 MTSS Feedback Survey

Note: Respondents could select more than one option.

Appendix A, Table 4: 2019-20 MTSS Feedback Survey – Knowledge of MTSS Framework

		Nothing		A little		Some		A lot	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How much do you know about the following aspects of MTSS?									
The purpose of the MTSS framework	540	11	2.0	102	18.9	278	51.5	149	27.6
The differences between MTSS and RTI	540	44	8.1	138	25.6	263	48.7	95	17.6
The use of MAP as a universal screener	540	55	10.2	130	24.1	221	40.9	134	24.8
The use of the PowerSchool MTSS Interventions Module	540	56	10.4	163	30.2	234	43.3	87	16.1
How much do you know about the following interventions?									
MTSS interventions for academics	540	37	6.9	154	28.5	264	48.9	85	15.7
MTSS interventions for language	540	78	14.4	194	35.9	214	39.6	54	10.0
MTSS interventions for engagement	540	62	11.5	179	33.1	226	41.9	73	13.5

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 5: 2019-20 MTSS Feedback Survey – Preparedness for MTSS Implementation

		Very poorly		Poorly		Well		Very well		Not Applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How well did MTSS training prepare you to...?											
engage in Root Cause Analysis	520	24	4.6	99	19.0	222	42.7	82	15.8	93	17.9
create an intervention plan	520	19	3.7	76	14.6	231	44.4	106	20.4	88	16.9
progress monitor for an intervention plan	520	20	3.8	93	17.9	223	42.9	101	19.4	83	16.0
finalize an intervention plan	520	21	4.0	112	21.5	221	42.5	72	13.8	94	18.1

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 6: 2019-20 MTSS Feedback Survey – MTSS Implementation after Training

	<i>N</i>	Never		Rarely		Sometimes		Often		Not Applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
After MTSS training in 2019-20, how often did you do the following when it seemed necessary?											
Engage in Root Cause Analysis	520	65	12.5	97	18.7	136	26.2	107	20.6	115	22.1
Create an intervention plan	520	52	10.0	84	16.2	123	23.7	149	28.7	112	21.5
Progress monitor for an intervention plan	520	53	10.2	79	15.2	128	24.6	152	29.2	108	20.8
Finalize an intervention plan	520	87	16.7	95	18.3	121	23.3	96	18.5	121	23.3

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 7: 2019-20 MTSS Feedback Survey – Training Feedback

	Respondents (<i>N</i> = 520)	
	<i>n</i>	%
Overall, how useful was the MTSS training you received?		
Not at all useful	25	4.8
Not very useful	63	12.1
Somewhat useful	268	51.5
Very useful	164	31.5

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 8: 2019-20 MTSS Feedback Survey – Training Feedback Open-Ended Responses

Categories	Respondents (<i>N</i> = 212)	
	<i>n</i>	%
Briefly describe what could be improved in the MTSS training. [Please limit your responses to 500 characters.]		
Additional content	56	26.4
More user-friendly training	37	17.5
More training	31	14.6
Other	26	12.3
Additional methods	25	11.8
Inclusiveness	13	6.1
Scheduling	12	5.7
MTSS improvements not related to training	12	5.7

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 9: 2019-20 MTSS Feedback Survey – Perceptions of MTSS Training and Implementation on Campus

	Respondents (N = 507)	
	n	%
By your estimate, roughly what percentage of your campus staff (besides yourself) has received MTSS training?		
0%	13	2.6
1 to 25%	108	21.3
26% to 50%	70	13.8
51% to 75%	54	10.7
76% to 100%	155	30.6
I don't know	107	21.1
Overall, how well do you think MTSS is implemented on your campus?		
Very Poorly	31	6.1
Poorly	164	32.3
Well	275	54.2
Very well	37	7.3

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 10: 2019-20 MTSS Feedback Survey – MTSS Implementation Open-Ended Responses

Categories	Respondents (N = 263)	
	n	%
Briefly describe what could be improved in the implementation of MTSS on your campus. [Please limit your responses to 500 characters.]		
More training	144	54.8
Other	48	18.3
Greater user-friendliness	31	11.8
More support	31	11.8
Time for implementation	9	3.4

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix A, Table 11: 2019-20 MTSS Feedback Survey – Tier Intervention Before and During At-Home Learning

	Respondents (N = 507)	
	n	%
At the time Dallas ISD transitioned to at-home learning, were you working with any students on a Tier 2 or Tier 3 intervention?		
Yes	282	55.6
No	225	44.4
After the transition to at-home instruction, did you continue working with any students on a Tier 2 or Tier 3 intervention?		
Yes	196	69.5
No	86	30.5

Source: 2019-20 MTSS Feedback Survey.

Appendix A, Table 12: 2019-20 MTSS Feedback Survey – Changes In Intervention During At-Home Learning (Open-ended Response Categories)

Categories	Respondents (N = 154)	
	n	%
How has your application of the intervention(s) changed? [Please limit your responses to 500 characters.]		
Shift to remote instruction	58	37.7
Other	37	24.0
Diminished participation	25	16.2
Diminished quality of instruction	19	12.3
More contact with parents	8	5.2
Improved quality of instruction	7	4.5

Source: 2019-20 MTSS Feedback Survey.

Note: Question was only posed to respondents who indicated that they continued to implement a Tier 2 or Tier 3 intervention plan following the transition to at-home learning. Percentages may not sum to 100 because of rounding.

Appendix A, Table 13: 2019-20 MTSS Feedback Survey – MTSS Implementation Open-Ended Responses

Categories	Respondents (N = 78)	
	n	%
Do you have any additional comments related to MTSS training and/or implementation? [Please limit your responses to 500 characters.]		
Expressed desire for more/better/different training	37	47.4
Offered praise for training or system	18	23.1
Called for better/more user-friendly system	10	12.8
Other	10	12.8
Indicated desire for more support	3	3.8

Source: 2019-20 MTSS Feedback Survey.

Note: Percentages may not sum to 100 because of rounding.

Appendix B

Appendix B, Table 1: 2019-20 Dallas ISD MAP Growth Reading Testing Rates by Student Group, Grade Level and Assessment Window

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
District						
2	11,063	85.9	11,049	89.8		
3	11,135	84.7	11,099	86.3		
4	11,364	80.8	11,323	82.6		
5	11,974	80.9	11,943	79.4		
6	11,089	68.5	11,063	73.9		
7	10,974	68.1	10,977	71.4		
8	10,300	70.9	10,292	67.9		
9	12,860	54.2	12,677	49.7		
Grades 2-9	90,759	74.0	90,423	74.8		
Hispanic						
2	7,539	85.7	7,535	89.6		
3	7,840	84.6	7,806	85.9		
4	7,973	79.5	7,954	82.2		
5	8,567	79.3	8,545	78.0		
6	7,965	71.7	7,957	76.6		
7	7,975	70.6	7,967	73.4		
8	7,431	73.4	7,427	70.4		
9	9,369	55.1	9,238	50.9		
Grades 2-9	64,659	74.5	64,429	75.3		
African American						
2	2,396	83.8	2,390	88.7		
3	2,313	83.6	2,313	86.7		
4	2,466	82.2	2,451	81.2		
5	2,495	82.9	2,498	80.7		
6	2,317	56.2	2,301	62.5		
7	2,227	55.1	2,238	60.1		
8	2,147	61.0	2,147	59.1		
9	2,627	47.9	2,583	41.3		
Grades 2-9	18,988	69.2	18,921	70.0		
White						
2	718	91.4	722	94.7		
3	611	89.2	615	90.9		
4	599	90.0	599	90.8		
5	572	89.7	568	87.5		
6	509	70.3	512	82.2		
7	480	81.3	483	87.8		
8	452	75.9	451	64.5		
9	549	65.8	538	66.2		
Grades 2-9	4,490	82.5	4,488	84.1		
Economically Disadvantaged						
2	9,514	85.5	9,555	89.5		
3	9,554	84.1	9,596	85.6		
4	9,805	79.9	9,842	81.7		
5	10,327	79.8	10,390	78.4		
6	9,565	68.0	9,573	72.8		
7	9,392	66.1	9,474	69.6		
8	8,820	69.2	8,891	66.8		
9	10,334	52.7	10,513	48.6		
Grades 2-9	77,311	73.1	77,834	74.0		

table continues

Appendix B, Table 1 (continued)

Appendix E, Table E (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Special Education						
2	1,104	66.0	1,104	70.0		
3	1,219	68.8	1,219	67.4		
4	1,382	67.0	1,382	67.5		
5	1,435	65.6	1,435	64.6		
6	1,296	53.8	1,296	59.1		
7	1,209	47.4	1,209	52.3		
8	1,052	52.1	1,052	50.1		
9	1,097	37.8	1,097	37.2		
Grades 2-9	9,794	57.9	9,794	59.2		
Homeless						
2	205	80.0	221	85.5		
3	207	78.7	211	84.4		
4	172	80.2	192	75.0		
5	207	74.4	218	80.7		
6	185	64.9	201	69.7		
7	135	61.5	160	64.4		
8	131	58.8	141	66.7		
9	213	45.1	234	38.0		
Grades 2-9	1,455	68.4	1,578	70.5		
ELs						
2	5,614	84.9	5,602	89.1		
3	5,849	83.0	5,812	84.5		
4	5,851	77.1	5,835	79.9		
5	6,070	75.9	6,050	73.6		
6	5,479	71.7	5,477	75.6		
7	5,163	70.1	5,142	73.6		
8	4,756	72.1	4,753	69.8		
9	5,961	52.7	5,868	48.4		
Grades 2-9	44,743	73.4	44,539	74.3		
nonELs						
2	5,449	86.9	5,447	90.5		
3	5,286	86.5	5,287	88.2		
4	5,513	84.7	5,488	85.4		
5	5,904	86.1	5,893	85.3		
6	5,610	65.3	5,586	72.4		
7	5,811	66.3	5,835	69.5		
8	5,544	69.9	5,539	66.2		
9	6,899	55.6	6,809	50.9		
Grades 2-9	46,016	74.5	45,884	75.3		

Source: District MAP files dated 02/11/20 (BOY and MOY). District PEIMS snapshot demographic file dated 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Appendix B, Table 2: 2019-20 Dallas ISD MAP Growth Mathematics Testing Rates by Student Group, Grade Level and Assessment Window

	BOY		MOY		EOY	
Grade Level	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
District						
2	11,063	89.9	11,049	92.0		
3	11,135	90.2	11,099	90.8		
4	11,364	88.1	11,323	88.1		
5	11,974	88.0	11,943	87.5		
6	11,089	71.6	11,063	70.3		
7	10,974	67.6	10,977	64.8		
8	10,300	67.0	10,292	66.0		
9	12,860	50.1	12,677	43.3		
Grades 2-9	90,759	76.3	90,423	75.0		
Hispanic						
2	7,539	92.1	7,535	92.8		
3	7,840	92.1	7,806	92.5		
4	7,973	90.0	7,954	89.6		
5	8,567	89.4	8,545	89.1		
6	7,965	74.0	7,957	73.0		
7	7,975	69.8	7,967	67.4		
8	7,431	69.3	7,427	67.9		
9	9,369	51.2	9,238	45.2		
Grades 2-9	64,659	77.9	64,429	76.6		
African American						
2	2,396	82.7	2,390	88.8		
3	2,313	83.3	2,313	84.7		
4	2,466	80.9	2,451	81.4		
5	2,495	82.1	2,498	81.1		
6	2,317	62.3	2,301	59.0		
7	2,227	56.9	2,238	51.9		
8	2,147	57.3	2,147	56.6		
9	2,627	40.7	2,583	33.1		
Grades 2-9	18,988	68.3	18,921	67.1		
White						
2	718	92.2	722	93.6		
3	611	92.8	615	95.0		
4	599	92.2	599	93.2		
5	572	90.2	568	89.1		
6	509	73.9	512	75.2		
7	480	77.5	483	77.8		
8	452	74.6	451	75.6		
9	549	69.0	538	58.4		
Grades 2-9	4,490	83.8	4,488	83.3		
Economically Disadvantaged						
2	9,514	89.6	9,555	91.7		
3	9,554	89.9	9,596	90.2		
4	9,805	87.8	9,842	87.4		
5	10,327	87.4	10,390	86.8		
6	9,565	70.8	9,573	69.0		
7	9,392	65.9	9,474	63.2		
8	8,820	65.4	8,891	64.4		
9	10,334	48.2	10,513	42.3		
Grades 2-9	77,311	75.6	77,834	74.3		

table continues

Appendix B, Table 2 (continued)

Appendix B, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Special Education						
2	1,104	70.9	1,140	72.9		
3	1,219	75.2	1,247	73.7		
4	1,382	74.2	1,412	74.3		
5	1,435	71.8	1,469	72.0		
6	1,296	53.7	1,310	55.0		
7	1,209	48.2	1,221	44.7		
8	1,052	46.6	1,054	48.7		
9	1,097	38.5	1,090	33.3		
Grades 2-9	9,794	60.7	9,943	60.3		
Homeless						
2	205	82.4	221	85.5		
3	207	78.3	211	84.8		
4	172	83.1	192	80.7		
5	207	76.8	218	80.7		
6	185	69.2	201	68.2		
7	135	63.0	160	59.4		
8	131	51.9	141	64.5		
9	213	53.5	234	32.1		
Grades 2-9	1,455	70.7	1,578	69.5		
ELs						
2	5,614	93.7	5,602	93.6		
3	5,849	93.0	5,812	93.6		
4	5,851	91.3	5,835	90.1		
5	6,070	90.5	6,050	90.0		
6	5,479	74.5	5,477	72.1		
7	5,163	69.4	5,142	67.2		
8	4,756	67.9	4,753	67.8		
9	5,961	49.8	5,868	43.6		
Grades 2-9	44,743	79.1	44,539	77.6		
nonELs						
2	5,449	86.1	5,447	90.5		
3	5,286	87.2	5,287	87.8		
4	5,513	84.7	5,488	85.9		
5	5,904	85.5	5,893	85.0		
6	5,610	68.8	5,586	68.5		
7	5,811	66.0	5,835	62.7		
8	5,544	66.2	5,539	64.5		
9	6,899	50.3	6,809	43.1		
Grades 2-9	46,016	73.6	45,884	72.5		

Source: District MAP files dated 02/11/20 (BOY and MOY). District PEIMS snapshot demographic file dated 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test. EOY MAP Growth assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Appendix C

Appendix C, Table 1: 2019-20 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans by Student Group

	Total	Group	One		Two		Three or More	
Tier	N	%	n	%	n	%	n	%
District								
Tier 2	6,058	83.7	3,636	60.0	1,708	28.2	714	11.8
Tier 3	1,178	16.3	861	73.1	209	17.7	108	9.2
Hispanic								
Tier 2	3,977	83.3	2,440	61.4	1,140	28.7	397	10.0
Tier 3	797	16.7	599	75.2	144	18.1	54	6.8
African American								
Tier 2	1,791	84.9	1,016	56.7	488	27.2	287	16.0
Tier 3	319	15.1	219	68.7	57	17.9	43	13.5
White								
Tier 2	162	79.4	109	67.3	36	22.2	17	10.5
Tier 3	42	20.6	30	71.4	5	11.9	7	16.7
Economically Disadvantaged								
Tier 2	5,569	84.1	3,329	59.8	1,581	28.4	659	11.8
Tier 3	1,049	15.9	756	72.1	200	19.1	93	8.9
Special Education								
Tier 2	237	75.0	149	62.9	58	24.5	30	12.7
Tier 3	79	25.0	61	77.2	11	13.9	7	8.9
Homeless								
Tier 2	139	87.4	82	59.0	38	27.3	19	13.7
Tier 3	20	12.6	17	85.0	1	5.0	2	10.0
ELs								
Tier 2	2,920	83.1	1,798	61.6	830	28.4	292	10.0
Tier 3	595	16.9	449	75.5	115	19.3	31	5.2
nonELs								
Tier 2	3,138	84.3	1,838	58.6	878	28.0	422	13.4
Tier 3	583	15.7	412	70.7	94	16.1	77	13.2

Source: PowerSchool MTSS Intervention Module database, 06/15/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: Percentages may not sum to 100 because of rounding.

Appendix C, Table 2: 2019-20 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area and Student Group

Tier and Student Group								
Tier	Total	Group	Academic		Language		Engagement	
	N	%	n	%	n	%	n	%
District								
Tier 2	9,898	85.9	7,986	80.7	472	4.8	1,440	14.5
Tier 3	1,627	14.1	1,171	72.0	147	9.0	309	19.0
Hispanic								
Tier 2	6,215	85.5	5,210	83.8	402	6.5	603	9.7
Tier 3	1,056	14.5	819	77.6	95	9.0	142	13.4
African American								
Tier 2	3,208	87.1	2,432	75.8	38	1.2	738	23.0
Tier 3	476	12.9	277	58.2	50	10.5	149	31.3
White								
Tier 2	259	81.2	180	69.5	20	7.7	59	22.8
Tier 3	60	18.8	47	78.3	2	3.3	11	18.3
Economically Disadvantaged								
Tier 2	9,106	86.2	7,358	80.8	435	4.8	1,313	14.4
Tier 3	1,459	13.8	1,062	72.8	119	8.2	278	19.1
Special Education								
Tier 2	410	79.0	270	65.9	12	2.9	128	31.2
Tier 3	109	21.0	71	65.1	15	13.8	23	21.1
Homeless								
Tier 2	240	91.3	178	74.2	12	5.0	50	20.8
Tier 3	23	8.7	14	60.9	0	0.0	9	39.1
ELs								
Tier 2	4,566	85.5	3,863	84.6	345	7.6	358	7.8
Tier 3	774	14.5	647	83.6	61	7.9	66	8.5
nonELs								
Tier 2	5,332	86.2	4,123	77.3	127	2.4	1,082	20.3
Tier 3	853	13.8	524	61.4	86	10.1	243	28.5

Source: PowerSchool MTSS Intervention Module database, 06/15/20.

Note: Data represent the number of plans. Because students could have up to three plans in each tier for an area, students could be represented in multiple cells. Language interventions were not coded in the PowerSchool database. The codes used were "Writing" and "Other." According to the MTSS program director, these codes do not unambiguously reflect Language interventions. Thus, the Tier 3 Language figures in this table represent estimates. Percentages may not sum to 100 because of rounding.

Appendix C, Table 3: 2019-20 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject and Student Group

Academic Intervention Plans by Subject and Student Group						
Tier	Total	Group	Reading		Mathematics	
	N	%	n	%	n	%
District						
Tier 2	7,986	87.2	5,477	68.6	2,509	31.4
Tier 3	1,171	12.8	799	68.2	372	31.8
Hispanic						
Tier 2	5,210	86.4	3,581	68.7	1,629	31.3
Tier 3	819	13.6	559	68.3	260	31.7
African American						
Tier 2	2,432	89.8	1,671	68.7	761	31.3
Tier 3	277	10.2	181	65.3	96	34.7
White						
Tier 2	180	79.3	114	63.3	66	36.7
Tier 3	47	20.7	37	78.7	10	21.3
Economically Disadvantaged						
Tier 2	7,358	87.4	5,088	69.1	2,270	30.9
Tier 3	1,062	12.6	713	67.1	349	32.9
Special Education						
Tier 2	270	79.2	195	72.2	75	27.8
Tier 3	71	20.8	45	63.4	26	36.6
Homeless						
Tier 2	178	92.7	107	60.1	71	39.9
Tier 3	14	7.3	13	92.9	1	7.1
ELs						
Tier 2	3,863	85.7	2,703	70.0	1,160	30.0
Tier 3	647	14.3	437	67.5	210	32.5
nonELs						
Tier 2	4,123	88.7	2,774	67.3	1,349	32.7
Tier 3	524	11.3	362	69.1	162	30.9

Source: PowerSchool MTSS Intervention Module database, 06/15/20.

Note: Data represent the number of plans. Because students could have a plan in each subject and each tier, students could be represented in multiple cells.

Appendix D

Appendix D, Table 1: 2019-20 Dallas ISD MAP Growth Reading and Mathematics BOY Mean RIT scores by BOY Quintile, MTSS Tier, and Student Group

		Reading (N = 61,357)		Mathematics (N = 60,356)	
BOY Quintile	Tier	n	Mean RIT	n	Mean RIT
District					
1	1	12,893	226	12,432	234
	2	4	227	37	230
	3	0	-	1	223
	All	12,897	226	12,470	234
2	1	12,425	210	13,155	216
	2	16	210	140	215
	3	1	206	1	211
	All	12,442	210	13,296	216
3	1	12,428	199	11,823	203
	2	49	198	317	202
	3	1	201	24	201
	All	12,478	199	12,164	203
4	1	12,046	185	10,857	189
	2	57	183	560	189
	3	11	180	80	189
	All	12,114	185	11,497	189
5	1	11,336	164	10,083	169
	2	75	163	700	167
	3	15	164	146	164
	All	11,426	164	10,929	169
Hispanic					
1	1	9,015	225	9,114	233
	2	2	232	30	230
	3	0	-	1	223
	All	9,017	225	9,145	233
2	1	9,260	210	9,975	216
	2	12	210	99	216
	3	0	-	0	-
	All	9,272	210	10,074	216
3	1	9,249	199	8,777	203
	2	16	198	209	202
	3	1	201	17	201
	All	9,266	199	9,003	203
4	1	8,767	185	7,872	189
	2	23	184	364	189
	3	7	179	50	189
	All	8,797	185	8,286	189
5	1	8,028	164	7,275	170
	2	24	164	463	166
	3	8	164	103	164
	All	8,060	164	7,841	170

table continues

Appendix D, Table 1 (continued)

Appendix B, Table 2 (continued)					
BOY Quintile	Tier	Reading (N = 61,357)		Mathematics (N = 60,356)	
		n	Mean RIT	n	Mean RIT
African American					
1	1	1,816	225	1,469	232
	2	1	223	5	226
	3	0	-	0	-
	All	1,817	225	1,474	232
2	1	2,131	210	2,101	216
	2	4	210	25	214
	3	1	206	1	211
	All	2,136	210	2,127	216
3	1	2,328	199	2,183	203
	2	29	198	91	202
	3	0	-	6	201
	All	2,357	199	2,280	203
4	1	2,537	185	2,186	189
	2	32	183	177	189
	3	3	181	27	188
	All	2,572	185	2,390	189
5	1	2,662	162	2,222	168
	2	47	163	209	169
	3	7	164	36	164
	All	2,716	162	2,467	168
White					
1	1	1,468	230	1,313	238
	2	1	222	1	225
	3	0	-	0	-
	All	1,469	230	1,322	238
2	1	643	211	691	216
	2	0	-	12	215
	3	0	-	0	-
	All	643	211	714	216
3	1	525	199	539	203
	2	2	200	7	203
	3	0	-	0	-
	All	527	199	566	203
4	1	422	185	490	190
	2	1	186	7	190
	3	1	186	2	188
	All	424	185	523	190
5	1	326	163	287	170
	2	1	169	14	163
	3	0	-	4	156
	All	327	163	305	169

table continues

Appendix D, Table 1 (continued)

		Reading (N = 61,357)		Mathematics (N = 60,356)	
BOY Quintile	Tier	n	Mean RIT	n	Mean RIT
Economically Disadvantaged					
1	1	9,090	225	9,024	232
	2	3	229	26	230
	3	0	-	1	223
	All	9,093	225	9,051	232
2	1	10,321	210	10,975	216
	2	14	210	111	215
	3	1	206	1	211
	All	10,336	210	11,087	216
3	1	10,790	199	10,140	203
	2	42	198	278	202
	3	0	-	23	201
	All	10,832	199	10,441	203
4	1	10,716	185	9,451	189
	2	54	184	515	189
	3	11	180	74	189
	All	10,781	185	10,040	189
5	1	10,311	164	9,153	169
	2	73	163	658	167
	3	15	164	140	164
	All	10,399	164	9,951	169
Special Education					
1	1	0	-	0	-
	2	0	-	0	-
	3	0	-	0	-
	All	0	-	0	-
2	1	0	-	0	-
	2	*	*	3	212
	3	0	-	0	-
	All	*	*	3	212
3	1	0	-	0	-
	2	*	*	7	202
	3	0	-	2	201
	All	*	*	9	202
4	1	0	-	0	-
	2	*	*	13	189
	3	0	.	4	191
	All	*	*	17	189
5	1	0	-	0	-
	2	*	*	27	167
	3	*	*	12	159
	All	*	*	39	165

table continues

Appendix D, Table 1 (continued)

BOY Quintile	Tier	Reading (N = 61,357)		Mathematics (N = 60,356)	
		n	Mean RIT	n	Mean RIT
Homeless					
1	1	112	224	106	231
	2	0	-	0	-
	3	0	-	0	-
	All	112	224	106	231
2	1	156	211	185	216
	2	0	-	2	216
	3	0	-	0	-
	All	156	211	187	216
3	1	197	198	168	203
	2	1	199	4	201
	3	0	-	0	-
	All	198	198	172	203
4	1	211	185	168	189
	2	1	182	12	187
	3	0	-	0	-
	All	212	185	180	189
5	1	226	162	219	168
	2	6	163	27	166
	3	2	160	1	168
	All	234	162	247	168
ELs					
1	1	4,050	224	4,749	231
	2	2	232	16	229
	3	0	-	0	-
	All	4,052	224	4,765	231
2	1	6,166	210	6,867	216
	2	7	211	57	216
	3	0	-	0	-
	All	6,173	210	6,924	216
3	1	6,947	199	6,500	203
	2	12	198	136	203
	3	0	-	10	201
	All	6,959	199	6,646	203
4	1	6,822	184	6,181	189
	2	15	184	268	189
	3	7	179	32	189
	All	6,844	184	6,481	189
5	1	6,426	165	5,922	169
	2	22	164	349	165
	3	7	162	91	164
	All	6,455	165	6,362	169

table continues

Appendix D, Table 1 (continued)

BOY Quintile	Tier	Reading (N = 61,357)		Mathematics (N = 60,356)	
		n	Mean RIT	n	Mean RIT
nonELs					
1	1	8,843	227	7,683	235
	2	2	223	21	231
	3	0	-	1	223
	All	8,845	227	7,705	235
2	1	6,259	211	6,288	216
	2	9	210	83	215
	3	1	206	1	211
	All	6,269	211	6,372	216
3	1	5,481	199	5,323	203
	2	37	198	181	202
	3	1	201	14	201
	All	5,519	199	5,518	203
4	1	5,224	185	4,676	189
	2	42	183	292	189
	3	4	182	48	188
	All	5,270	185	5,016	189
5	1	4,910	162	4,161	169
	2	53	163	351	168
	3	8	165	55	165
	All	4,971	162	4,567	169

Source: District BOY MAP data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19. Intervention data downloaded from PowerSchool on 06/15/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. Reading data represent combined data for English- and Spanish-language versions. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at BOY; therefore, every student with a plan in 2019-20 may not be represented in this table. * = fewer than five in this student group.

Appendix D, Table 2: 2019-20 Dallas ISD MAP Growth Reading and Mathematics MOY Mean RIT scores by MOY Quintile, MTSS Tier, and Student Group

		Reading (N = 61,260)		Mathematics (N = 59,360)	
MOY Quintile	Tier	n	Mean RIT	n	Mean RIT
District					
1	1	12,683	228	12,682	237
	2	2	231	53	232
	3	0	-	1	232
	All	12,685	228	12,736	237
2	1	13,570	212	12,431	219
	2	15	211	156	218
	3	2	212	6	217
	All	13,587	212	12,593	219
3	1	12,215	201	11,738	208
	2	35	201	346	207
	3	2	202	30	206
	All	12,252	201	12,114	208
4	1	11,674	189	10,583	195
	2	28	188	575	194
	3	8	190	67	194
	All	11,710	189	11,225	195
5	1	10,978	169	9,864	176
	2	37	168	678	174
	3	11	168	150	171
	All	11,026	169	10,692	176
Hispanic					
1	1	8,803	227	9,378	236
	2	1	219	44	233
	3	0	-	1	232
	All	8,804	227	9,423	236
2	1	10,223	212	9,446	219
	2	11	212	113	218
	3	1	210	4	217
	All	10,235	212	9,563	219
3	1	9,099	201	8,777	208
	2	18	201	236	207
	3	0	-	23	205
	All	9,117	201	9,036	208
4	1	8,512	189	7,582	195
	2	15	190	378	194
	3	6	190	46	194
	All	8,533	189	8,006	195
5	1	7,681	169	6,944	176
	2	20	169	416	173
	3	5	173	98	171
	All	7,706	169	7,458	176

table continues

Appendix D, Table 2 (continued)

Appendix B, Table 2 (continued)					
MOY Quintile	Tier	Reading (N = 61,260)		Mathematics (N = 59,360)	
		n	Mean RIT	n	Mean RIT
African American					
1	1	1,722	227	1,396	235
	2	0	-	5	230
	3	0	-	0	-
	All	1,722	227	1,401	235
2	1	2,193	212	1,908	219
	2	4	210	28	218
	3	1	214	2	219
	All	2,198	212	1,938	219
3	1	2,326	201	2,101	208
	2	14	201	90	207
	3	2	202	5	207
	All	2,342	201	2,196	208
4	1	2,501	188	2,257	195
	2	13	187	183	195
	3	2	189	18	194
	All	2,516	188	2,458	195
5	1	2,733	167	2,383	175
	2	16	169	234	175
	3	6	163	46	170
	All	2,755	167	2,663	175
White					
1	1	1,548	231	1,361	241
	2	1	243	3	230
	3	0	-	0	-
	All	1,549	231	1,364	241
2	1	762	213	688	219
	2	0	-	11	218
	3	0	-	0	-
	All	762	213	699	219
3	1	475	201	528	208
	2	2	200	9	207
	3	0	-	1	203
	All	477	201	538	208
4	1	368	189	461	195
	2	0	-	5	194
	3	0	-	2	199
	All	368	189	468	195
5	1	275	168	260	178
	2	1	151	14	173
	3	0	-	3	172
	All	276	168	277	178

table continues

Appendix D, Table 2 (continued)

Appendix B, Table 2 (continued)

MOY Quintile	Tier	Reading (N = 61,260)		Mathematics (N = 59,360)	
		n	Mean RIT	n	Mean RIT
Economically Disadvantaged					
1	1	9,028	227	9,410	236
	2	1	219	38	232
	3	0	-	1	232
	All	9,029	227	9,449	236
2	1	11,433	212	10,452	219
	2	14	211	126	218
	3	2	212	6	217
	All	11,449	212	10,584	219
3	1	10,712	201	10,140	208
	2	31	201	309	207
	3	2	202	28	206
	All	10,745	201	10,477	208
4	1	10,488	189	9,319	195
	2	26	188	532	194
	3	8	190	62	194
	All	10,522	189	9,913	195
5	1	10,149	169	9,007	176
	2	35	168	638	174
	3	11	168	145	171
	All	10,195	169	9,790	176
Special Education					
1	1	0	-	0	-
	2	0	-	0	-
	3	0	-	0	-
	All	0	-	0	-
2	1	0	-	0	-
	2	0	-	3	219
	3	0	-	0	-
	All	0	-	3	219
3	1	0	-	0	-
	2	*	*	11	207
	3	0	-	1	208
	All	*	*	12	207
4	1	0	-	0	-
	2	*	*	15	194
	3	0	-	5	195
	All	*	*	20	194
5	1	0	-	0	-
	2	*	*	28	169
	3	0	-	12	173
	All	*	*	40	170

table continues

Appendix D, Table 2 (continued)

Appendix B, Table 2 (continued)

MOY Quintile	Tier	Reading (N = 61,260)		Mathematics (N = 59,360)	
		n	Mean RIT	n	Mean RIT
Homeless					
1	1	132	226	97	234
	2	0	-	0	-
	3	0	-	0	-
	All	132	226	97	234
2	1	176	212	191	219
	2	0	-	3	218
	3	0	-	0	-
	All	176	212	194	219
3	1	201	201	189	208
	2	1	201	8	206
	3	0	-	0	-
	All	202	201	197	208
4	1	230	189	192	194
	2	0	-	17	193
	3	0	-	1	189
	All	230	189	210	194
5	1	261	167	235	174
	2	2	160	25	171
	3	0	-	0	-
	All	263	167	260	174
ELs					
1	1	4,002	225	5,014	234
	2	1	219	21	231
	3	0	-	0	-
	All	4,003	225	5,035	234
2	1	6,819	212	6,486	219
	2	9	213	70	218
	3	1	210	1	216
	All	6,829	212	6,557	219
3	1	6,770	201	6,498	208
	2	15	201	156	207
	3	1	205	16	205
	All	6,786	201	6,670	208
4	1	6,547	189	5,915	195
	2	12	188	284	194
	3	6	190	31	194
	All	6,565	189	6,230	195
5	1	6,263	170	5,608	176
	2	14	169	307	172
	3	5	173	83	171
	All	6,282	170	5,998	176

table continues

Appendix D, Table 2 (continued)

Appendix B, Table 2 (continued)					
MOY Quintile	Tier	Reading (N = 61,260)		Mathematics (N = 59,360)	
		n	Mean RIT	n	Mean RIT
nonELs					
1	1	8,681	229	7,668	239
	2	1	243	32	234
	3	0	-	1	232
	All	8,682	229	7,701	239
2	1	6,751	213	5,945	219
	2	6	210	86	218
	3	1	214	5	217
	All	6,758	213	6,036	219
3	1	5,445	201	5,240	208
	2	20	201	190	207
	3	1	199	14	207
	All	5,466	201	5,444	208
4	1	5,127	189	4,668	195
	2	16	188	291	195
	3	2	189	36	195
	All	5,145	189	4,995	195
5	1	4,715	168	4,256	176
	2	23	168	371	175
	3	6	163	67	171
	All	4,744	168	4,694	176

Source: District MOY MAP Growth data file dated 02/11/20. District demographic file dated 12/16/19. Intervention data downloaded from PowerSchool on 06/15/20.

Note: Includes data for students enrolled on the district demographic file dated 12/16/19 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. MAP Growth data represent combined data for English- and Spanish-language versions. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at MOY; therefore, every student with a plan in 2019-20 may not be represented in this table. * = fewer than five in this student group.

Appendix E

Appendix E, Table 1: 2019-20 Dallas ISD BOY and MOY MAP Growth English Reading Mean RIT Scores by Grade Level and Student Group

English Reading Mean RIT Scores by Grade Level and Student Group						
Grade Level	BOY (N = 50,096)		MOY (N = 50,509)		EOY (N/A)	
	n	Mean RIT	n	Mean RIT	n	Mean RIT
District						
2	5,124	169	5,338	176		
3	5,041	183	5,190	189		
4	5,132	193	5,207	198		
5	5,556	202	5,534	205		
6	7,568	204	8,159	206		
7	7,457	207	7,825	208		
8	7,274	211	6,972	211		
9	6,944	212	6,284	215		
Grades 2-9	50,096	200	50,509	202		
Hispanic						
2	2,156	168	2,234	176		
3	2,282	182	2,357	189		
4	2,317	194	2,425	199		
5	2,691	203	2,746	207		
6	5,687	204	6,076	206		
7	5,619	206	5,829	207		
8	5,422	211	5,220	211		
9	5,133	210	4,682	213		
Grades 2-9	31,307	202	31,569	204		
African American						
2	2,002	165	2,254	172		
3	1,930	178	2,099	185		
4	2,028	188	2,075	193		
5	2,068	196	2,115	200		
6	1,303	201	1,530	203		
7	1,228	206	1,446	206		
8	1,309	209	1,353	208		
9	1,259	212	1,156	216		
Grades 2-9	13,127	192	14,028	195		
White						
2	613	181	641	189		
3	519	196	532	202		
4	522	207	527	212		
5	497	215	486	219		
6	357	219	421	221		
7	390	223	424	224		
8	342	225	291	226		
9	359	228	355	231		
Grades 2-9	3,599	209	3,677	213		

table continues

Appendix E, Table 1 (continued)

Grade Level	BOY (N = 50,096)		MOY (N = 50,509)		EOY (N/A)	
	n	Mean	n	Mean	n	Mean
		RIT		RIT		RIT
Economically Disadvantaged						
2	4,059	166	4,262	173		
3	3,972	180	4,107	186		
4	4,033	190	4,129	195		
5	4,376	199	4,412	202		
6	6,483	202	6,954	204		
7	6,195	206	6,586	206		
8	6,077	210	5,923	209		
9	5,416	210	5,094	213		
Grades 2-9	40,611	198	41,467	200		
Special Education						
2	455	161	499	168		
3	560	170	578	175		
4	655	178	660	182		
5	689	185	709	189		
6	695	187	772	189		
7	572	192	638	193		
8	548	194	528	195		
9	415	195	403	198		
Grades 2-9	4,589	183	4,787	186		
Homeless						
2	123	166	141	171		
3	114	177	125	181		
4	84	189	89	191		
5	106	196	127	199		
6	118	200	139	201		
7	83	202	103	203		
8	76	206	93	207		
9	96	205	89	210		
Grades 2-9	800	191	906	194		
ELs						
2	515	166	537	174		
3	538	180	581	186		
4	509	189	568	194		
5	526	196	564	202		
6	3,906	200	4,116	202		
7	3,605	202	3,768	202		
8	3,397	206	3,307	206		
9	3,110	203	2,821	206		
Grades 2-9	16,106	200	16,262	202		

table continues

Appendix E, Table 1 (continued)

Grade Level	BOY (N = 50,096)		MOY (N = 50,509)		EOY (N/A)	
	<i>n</i>	Mean RIT	<i>n</i>	Mean RIT	<i>n</i>	Mean RIT
nonELs						
2	4,609	169	4,801	176		
3	4,503	183	4,609	189		
4	4,623	194	4,639	198		
5	5,030	202	4,970	206		
6	3,662	208	4,043	210		
7	3,852	213	4,057	213		
8	3,877	216	3,665	216		
9	3,834	219	3,463	222		
Grades 2-9	33,990	199	34,247	202		

Source: District BOY and MOY *MAP Growth* data file dated 02/11/20. District PEIMS snapshot demographic file for 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores for the English reading assessment. EOY *MAP Growth* assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Appendix E, Table 2: 2019-20 Dallas ISD BOY and MOY MAP Growth Mathematics Mean RIT Scores by Grade Level and Student Group

Grade Level	BOY (N = 69,245)		MOY (N = 67,856)		EOY (N/A)	
	n	Mean RIT	n	Mean RIT	n	Mean RIT
District						
2	9,948	172	10,170	180		
3	10,048	186	10,082	194		
4	10,013	198	9,971	204		
5	10,538	208	10,456	212		
6	7,942	211	7,775	214		
7	7,415	216	7,116	218		
8	6,899	220	6,793	223		
9	6,442	219	5,493	224		
Grades 2-9	69,245	202	67,856	206		
Hispanic						
2	6,940	171	6,995	179		
3	7,224	186	7,218	195		
4	7,173	199	7,128	205		
5	7,657	208	7,617	213		
6	5,896	211	5,809	214		
7	5,564	216	5,366	218		
8	5,146	220	5,042	223		
9	4,800	218	4,175	222		
Grades 2-9	50,400	202	49,350	207		
African American						
2	1,982	168	2,266	176		
3	1,927	181	2,062	190		
4	1,996	193	2,083	199		
5	2,049	202	2,129	207		
6	1,444	206	1,454	209		
7	1,267	211	1,261	215		
8	1,230	214	1,297	218		
9	1,070	218	933	223		
Grades 2-9	12,965	196	13,485	201		
White						
2	662	182	676	190		
3	567	197	584	204		
4	552	209	558	216		
5	516	219	506	222		
6	376	224	385	229		
7	372	229	376	234		
8	337	235	341	239		
9	379	239	314	240		
Grades 2-9	3,761	213	3,740	217		

table continues

Appendix E, Table 2 (continued)

Grade Level	BOY (N = 69,245)		MOY (N = 67,856)		EOY (N/A)	
	n	Mean	n	Mean	n	Mean
		RIT		RIT		RIT
Economically Disadvantaged						
2	8,528	170	8,761	178		
3	8,587	184	8,660	193		
4	8,606	197	8,601	203		
5	9,024	206	9,015	211		
6	6,774	210	6,601	213		
7	6,194	214	5,992	216		
8	5,768	218	5,722	221		
9	4,983	217	4,447	222		
Grades 2-9	58,464	200	57,799	205		
Special Education						
2	783	164	831	171		
3	917	174	919	181		
4	1,025	185	1,049	191		
5	1,031	192	1,058	197		
6	696	197	720	199		
7	583	200	546	202		
8	490	202	513	204		
9	422	202	363	206		
Grades 2-9	5,947	187	5,999	192		
Homeless						
2	169	168	189	174		
3	162	181	179	188		
4	143	191	155	198		
5	159	203	176	206		
6	128	205	137	209		
7	85	210	95	210		
8	68	213	91	216		
9	114	212	75	216		
Grades 2-9	1,028	195	1,097	199		
ELs						
2	5,258	171	5,242	179		
3	5,438	185	5,441	194		
4	5,342	198	5,255	204		
5	5,492	207	5,445	212		
6	4,083	209	3,949	212		
7	3,582	212	3,455	214		
8	3,228	216	3,223	219		
9	2,970	211	2,558	216		
Grades 2-9	35,393	199	34,568	204		

table continues

Appendix E, Table 2 (continued)

Grade Level	BOY (N = 69,245)		MOY (N = 67,856)		EOY (N/A)	
	n	Mean RIT	n	Mean RIT	n	Mean RIT
nonELs						
2	4,690	172	4,928	180		
3	4,610	186	4,641	194		
4	4,671	199	4,716	205		
5	5,046	208	5,011	212		
6	3,859	213	3,826	216		
7	3,833	219	3,661	222		
8	3,671	224	3,570	227		
9	3,472	226	2,935	230		
Grades 2-9	33,852	204	33,288	209		

Source: District BOY and MOY *MAP Growth* data file dated 02/11/20. District PEIMS snapshot demographic file for 10/28/19 (BOY), district demographic data files dated 12/16/19 (MOY).

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores for the mathematics assessment. EOY *MAP Growth* assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning.

Appendix F

Appendix F: 2019-20 Dallas ISD MAP Growth Reading (English-Only) and Mathematics BOY to MOY Growth Threshold Rates by Quintile, MTSS Tier, and Student Group

		Reading (N = 31,823)								Mathematics (N = 51,028)							
BOY Quintile	Tier	N	Failed to Meet		Met		Exceeded		N	Failed to Meet		Met		Exceeded			
			n	%	n	%	n	%		n	%	n	%	n	%		
District																	
1	1	8,737	4,523	51.8	808	9.2	3,406	39.0	10,053	5,104	50.8	960	9.5	3,989	39.7		
	2	0	0	0.0	0	0.0	0	0.0	35	19	54.3	6	17.1	10	28.6		
	3	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0		
	All	8,737	4,523	51.8	808	9.2	3,406	39.0	10,089	5,123	50.8	966	9.6	4,000	39.6		
2	1	6,837	3,650	53.4	577	8.4	2,610	38.2	10,764	5,817	54.0	1,106	10.3	3,841	35.7		
	2	0	0	0.0	0	0.0	0	0.0	135	88	65.2	16	11.9	31	23.0		
	3	0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0		
	All	6,837	3,650	53.4	577	8.4	2,610	38.2	11,343	6,168	54.4	1,178	10.4	3,997	35.2		
3	1	5,887	3,015	51.2	453	7.7	2,419	41.1	9,740	4,671	48.0	824	8.5	4,245	43.6		
	2	6	5	83.3	0	0.0	1	16.7	300	187	62.3	21	7.0	92	30.7		
	3	0	0	0.0	0	0.0	0	0.0	22	14	63.6	1	4.5	7	31.8		
	All	5,893	3,020	51.2	453	7.7	2,420	41.1	10,062	4,872	48.4	846	8.4	4,344	43.2		
4	1	5,356	2,683	50.1	368	6.9	2,305	43.0	9,285	4,300	46.3	708	7.6	4,277	46.1		
	2	2	1	50.0	0	0.0	1	50.0	527	269	51.0	35	6.6	223	42.3		
	3	1	0	0.0	0	0.0	1	100.0	74	33	44.6	15	20.3	26	35.1		
	All	5,359	2,684	50.1	368	6.9	2,307	43.0	9,886	4,602	46.6	758	7.7	4,526	45.8		
5	1	4,994	2,651	53.1	337	6.7	2,006	40.2	8,871	4,281	48.3	802	9.0	3,788	42.7		
	2	3	3	100.0	0	0.0	0	0.0	644	303	47.0	56	8.7	285	44.3		
	3	0	0	0.0	0	0.0	0	0.0	133	75	56.4	10	7.5	48	36.1		
	All	4,997	2,654	53.1	337	6.7	2,006	40.1	9,648	4,659	48.3	868	9.0	4,121	42.7		
Hispanic																	
1	1	5,924	3,126	52.8	546	9.2	2,252	38.0	7,349	3,767	51.3	695	9.5	2,887	39.3		
	2	0	0	0.0	0	0.0	0	0.0	28	14	50.0	6	21.4	8	28.6		
	3	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0		
	All	5,924	3,126	52.8	546	9.2	2,252	38.0	7,378	3,781	51.2	701	9.5	2,896	39.3		
2	1	4,734	2,524	53.3	401	8.5	1,809	38.2	8,263	4,441	53.7	846	10.2	2,976	36.0		
	2	0	0	0.0	0	0.0	0	0.0	95	59	62.1	14	14.7	22	23.2		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	4,734	2,524	53.3	401	8.5	1,809	38.2	8,358	4,500	53.8	860	10.3	2,998	35.9		
3	1	3,670	1,857	50.6	271	7.4	1,542	42.0	7,340	3,457	47.1	605	8.2	3,278	44.7		
	2	0	0	0.0	0	0.0	0	0.0	202	121	59.9	17	8.4	64	31.7		
	3	0	0	0.0	0	0.0	0	0.0	15	8	53.3	1	6.7	6	40.0		
	All	3,670	1,857	50.6	271	7.4	1,542	42.0	7,557	3,586	47.5	623	8.2	3,348	44.3		
4	1	2,935	1,437	49.0	202	6.9	1,296	44.2	6,821	3,057	44.8	499	7.3	3,265	47.9		
	2	0	0	0.0	0	0.0	0	0.0	350	167	47.7	20	5.7	163	46.6		
	3	0	0	0.0	0	0.0	0	0.0	47	19	40.4	8	17.0	20	42.6		
	All	2,935	1,437	49.0	202	6.9	1,296	44.2	7,218	3,243	44.9	527	7.3	3,448	47.8		
5	1	2,479	1,255	50.6	157	6.3	1,067	43.0	6,472	3,048	47.1	571	8.8	2,853	44.1		
	2	0	0	0.0	0	0.0	0	0.0	439	195	44.4	33	7.5	211	48.1		
	3	0	0	0.0	0	0.0	0	0.0	93	46	49.5	9	9.7	38	40.9		
	All	2,479	1,255	50.6	157	6.3	1,067	43.0	7,004	3,289	47.0	613	8.8	3,102	44.3		

table continues

Appendix F (continued)

		Reading (N = 31,823)								Mathematics (N = 51,028)							
BOY Quintile	Tier	N	Failed to Meet		Met		Exceeded		N	Failed to Meet		Met		Exceeded			
			n	%	n	%	n	%		n	%	n	%	n	%		
African American																	
1	1	1,149	671	58.4	92	8.0	386	33.6	1,070	593	55.4	85	7.9	392	36.6		
	2	0	0	0.0	0	0.0	0	0.0	5	4	80.0	0	0.0	1	20.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	1,149	671	58.4	92	8.0	386	33.6	1,075	597	55.5	85	7.9	393	36.6		
2	1	1,287	770	59.8	87	6.8	430	33.4	1,538	889	57.8	145	9.4	504	32.8		
	2	0	0	0.0	0	0.0	0	0.0	24	19	79.2	0	0.0	5	20.8		
	3	0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0		
	All	1,287	770	59.8	87	6.8	430	33.4	1,563	909	58.2	145	9.3	509	32.6		
3	1	1,532	852	55.6	124	8.1	556	36.3	1,628	858	52.7	144	8.8	626	38.5		
	2	6	5	83.3	0	0.0	1	16.7	82	57	69.5	3	3.7	22	26.8		
	3	0	0	0.0	0	0.0	0	0.0	6	5	83.3	0	0.0	1	16.7		
	All	1,538	857	55.7	124	8.1	557	36.2	1,716	920	53.6	147	8.6	649	37.8		
4	1	1,825	984	53.9	123	6.7	718	39.3	1,740	910	52.3	131	7.5	699	40.2		
	2	2	1	50.0	0	0.0	1	50.0	161	94	58.4	15	9.3	52	32.3		
	3	1	0	0.0	0	0.0	1	100.0	24	14	58.3	7	29.2	3	12.5		
	All	1,828	985	53.9	123	6.7	720	39.4	1,925	1,018	52.9	153	7.9	754	39.2		
5	1	2,034	1,180	58.0	146	7.2	708	34.8	1,886	1,031	54.7	188	10.0	667	35.4		
	2	3	3	100.0	0	0.0	0	0.0	177	95	53.7	20	11.3	62	35.0		
	3	0	0	0.0	0	0.0	0	0.0	34	27	79.4	0	0.0	7	20.6		
	All	2,037	1,183	58.1	146	7.2	708	34.8	2,097	1,153	55.0	208	9.9	736	35.1		
White																	
1	1	1,191	518	43.5	122	10.2	551	46.3	1,168	523	44.8	127	10.9	518	44.3		
	2	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	1,191	518	43.5	122	10.2	551	46.3	1,169	523	44.7	127	10.9	519	44.4		
2	1	526	212	40.3	56	10.6	258	49.0	628	318	50.6	65	10.4	245	39.0		
	2	0	0	0.0	0	0.0	0	0.0	12	7	58.3	2	16.7	3	25.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	526	212	40.3	56	10.6	258	49.0	640	325	50.8	67	10.5	248	38.8		
3	1	429	183	42.7	27	6.3	219	51.0	488	214	43.9	57	11.7	217	44.5		
	2	0	0	0.0	0	0.0	0	0.0	7	3	42.9	1	14.3	3	42.9		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	429	183	42.7	27	6.3	219	51.0	495	217	43.8	58	11.7	220	44.4		
4	1	351	140	39.9	28	8.0	183	52.1	462	214	46.3	49	10.6	199	43.1		
	2	0	0	0.0	0	0.0	0	0.0	6	3	50.0	0	0.0	3	50.0		
	3	0	0	0.0	0	0.0	0	0.0	2	0	0.0	0	0.0	2	100.0		
	All	351	140	39.9	28	8.0	183	52.1	470	217	46.2	49	10.4	204	43.4		
5	1	246	101	41.1	16	6.5	129	52.4	250	92	36.8	20	8.0	138	55.2		
	2	0	0	0.0	0	0.0	0	0.0	14	8	57.1	2	14.3	4	28.6		
	3	0	0	0.0	0	0.0	0	0.0	3	1	33.3	1	33.3	1	33.3		
	All	246	101	41.1	16	6.5	129	52.4	267	101	37.8	23	8.6	143	53.6		

table continues

Appendix F (continued)

		Reading (N = 31,823)								Mathematics (N = 51,028)							
BOY Quintile	Tier	N	Failed to Meet		Met		Exceeded		N	Failed to Meet		Met		Exceeded			
			n	%	n	%	n	%		n	%	n	%	n	%		
Economically Disadvantaged																	
1	1	5,746	3,186	55.4	517	9.0	2,043	35.6	7,107	3,713	52.2	664	9.3	2,730	38.4		
	2	0	0	0.0	0	0.0	0	0.0	24	13	54.2	4	16.7	7	29.2		
	3	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0		
	All	5,746	3,186	55.4	517	9.0	2,043	35.6	7,132	3,726	52.2	668	9.4	2,738	38.4		
2	1	5,355	2,938	54.9	445	8.3	1,972	36.8	8,869	4,843	54.6	915	10.3	3,111	35.1		
	2	0	0	0.0	0	0.0	0	0.0	106	73	68.9	12	11.3	21	19.8		
	3	0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0		
	All	5,355	2,938	54.9	445	8.3	1,972	36.8	8,976	4,917	54.8	927	10.3	3,132	34.9		
3	1	4,807	2,506	52.1	373	7.8	1,928	40.1	8,259	3,977	48.2	686	8.3	3,596	43.5		
	2	6	5	83.3	0	0.0	1	16.7	263	165	62.7	17	6.5	81	30.8		
	3	0	0	0.0	0	0.0	0	0.0	21	13	61.9	1	4.8	7	33.3		
	All	4,813	2,511	52.2	373	7.7	1,929	40.1	8,543	4,155	48.6	704	8.2	3,684	43.1		
4	1	4,540	2,357	51.9	304	6.7	1,879	41.4	8,033	3,715	46.2	596	7.4	3,722	46.3		
	2	2	1	50.0	0	0.0	1	50.0	483	251	52.0	31	6.4	201	41.6		
	3	1	0	0.0	0	0.0	1	100.0	68	31	45.6	14	20.6	23	33.8		
	All	4,543	2,358	51.9	304	6.7	1,881	41.4	8,584	3,997	46.6	641	7.5	3,946	46.0		
5	1	4,462	2,421	54.3	307	6.9	1,734	38.9	8,053	3,932	48.8	737	9.2	3,384	42.0		
	2	3	3	100.0	0	0.0	0	0.0	605	280	46.3	54	8.9	271	44.8		
	3	0	0	0.0	0	0.0	0	0.0	127	72	56.7	9	7.1	46	36.2		
	All	4,465	2,424	54.3	307	6.9	1,734	38.8	8,785	4,284	48.8	800	9.1	3,701	42.1		
Special Education																	
1	1	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	2	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
2	1	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	2	0	0	0.0	0	0.0	0	0.0	3	1	33.3	0	0.0	2	66.7		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	0	0	0.0	0	0.0	0	0.0	3	1	33.3	0	0.0	2	66.7		
3	1	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	2	0	0	0.0	0	0.0	0	0.0	7	4	57.1	1	14.3	2	28.6		
	3	0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0		
	All	0	0	0.0	0	0.0	0	0.0	9	6	66.7	1	11.1	2	22.2		
4	1	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	2	0	0	0.0	0	0.0	0	0.0	12	4	33.3	0	0.0	8	66.7		
	3	0	0	0.0	0	0.0	0	0.0	4	3	75.0	1	25.0	0	0.0		
	All	0	0	0.0	0	0.0	0	0.0	16	7	43.8	1	6.3	8	50.0		
5	1	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	2	0	0	0.0	0	0.0	0	0.0	22	11	50.0	2	9.1	9	40.9		
	3	0	0	0.0	0	0.0	0	0.0	11	5	45.5	2	18.2	4	36.4		
	All	0	0	0.0	0	0.0	0	0.0	33	16	48.5	4	12.1	13	39.4		

table continues

Appendix F (continued)

		Reading (N = 31,823)								Mathematics (N = 51,028)							
BOY Quintile	Tier	N	Failed to Meet		Met		Exceeded		N	Failed to Meet		Met		Exceeded			
			n	%	n	%	n	%		n	%	n	%	n	%		
Homeless																	
1	1	82	42	51.2	9	11.0	31	37.8	79	50	63.3	8	10.1	21	26.6		
	2	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	82	42	51.2	9	11.0	31	37.8	79	50	63.3	8	10.1	21	26.6		
2	1	69	37	53.6	11	15.9	21	30.4	140	80	57.1	9	6.4	51	36.4		
	2	0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	69	37	53.6	11	15.9	21	30.4	142	82	57.7	9	6.3	51	35.9		
3	1	99	59	59.6	5	5.1	35	35.4	129	65	50.4	10	7.8	54	41.9		
	2	0	0	0.0	0	0.0	0	0.0	4	2	50.0	0	0.0	2	50.0		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	99	59	59.6	5	5.1	35	35.4	133	67	50.4	10	7.5	56	42.1		
4	1	100	52	52.0	5	5.0	43	43.0	117	54	46.2	9	7.7	54	46.2		
	2	0	0	0.0	0	0.0	0	0.0	11	5	45.5	0	0.0	6	54.5		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	100	52	52.0	5	5.0	43	43.0	128	59	46.1	9	7.0	60	46.9		
5	1	116	66	56.9	4	3.4	46	39.7	168	81	48.2	17	10.1	70	41.7		
	2	0	0	0.0	0	0.0	0	0.0	26	15	57.7	2	7.7	9	34.6		
	3	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	100.0		
	All	116	66	56.9	4	3.4	46	39.7	195	96	49.2	19	9.7	80	41.0		
ELs																	
1	1	2,351	1,346	57.3	208	8.8	797	33.9	3,805	2,051	53.9	381	10.0	1,373	36.1		
	2	0	0	0.0	0	0.0	0	0.0	14	10	71.4	2	14.3	2	14.3		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	2,352	1,347	57.3	208	8.8	797	33.9	3,819	2,061	54.0	383	10.0	1,375	36.0		
2	1	2,521	1,396	55.4	222	8.8	903	35.8	5,717	3,107	54.3	594	10.4	2,016	35.3		
	2	0	0	0.0	0	0.0	0	0.0	54	40	74.1	2	3.7	12	22.2		
	3	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.0	0	0.0		
	All	2,523	1,398	55.4	222	8.8	903	35.8	5,771	3,147	54.5	596	10.3	2,028	35.1		
3	1	1,959	1,025	52.3	151	7.7	783	40.0	5,441	2,585	47.5	451	8.3	2,405	44.2		
	2	0	0	0.0	0	0.0	0	0.0	133	79	59.4	11	8.3	43	32.3		
	3	0	0	0.0	0	0.0	0	0.0	8	4	50.0	1	12.5	3	37.5		
	All	1,962	1,027	52.3	152	7.7	783	39.9	5,582	2,668	47.8	463	8.3	2,451	43.9		
4	1	1,437	725	50.5	91	6.3	621	43.2	5,366	2,386	44.5	397	7.4	2,583	48.1		
	2	0	0	0.0	0	0.0	0	0.0	258	125	48.4	13	5.0	120	46.5		
	3	0	0	0.0	0	0.0	0	0.0	31	11	35.5	5	16.1	15	48.4		
	All	1,441	726	50.4	92	6.4	623	43.2	5,655	2,522	44.6	415	7.3	2,718	48.1		
5	1	1,184	606	51.2	82	6.9	496	41.9	5,272	2,459	46.6	443	8.4	2,370	45.0		
	2	0	0	0.0	0	0.0	0	0.0	334	145	43.4	25	7.5	164	49.1		
	3	0	0	0.0	0	0.0	0	0.0	81	36	44.4	9	11.1	36	44.4		
	All	1,184	606	51.2	82	6.9	496	41.9	5,687	2,640	46.4	477	8.4	2,570	45.2		

table continues

Appendix F (continued)

		Reading (N = 31,823)								Mathematics (N = 51,028)							
BOY Quintile	Tier	N	Failed to Meet		Met		Exceeded		N	Failed to Meet		Met		Exceeded			
			n	%	n	%	n	%		n	%	n	%	n	%		
nonELs																	
1	1	6,386	3,177	49.7	600	9.4	2,609	40.9	6,248	3,053	48.9	579	9.3	2,616	41.9		
	2	0	0	0.0	0	0.0	0	0.0	21	9	42.9	4	19.0	8	38.1		
	3	0	0	0.0	0	0.0	0	0.0	1	0	0.0	0	0.0	1	1.0		
	All	6,386	3,177	49.7	600	9.4	2,609	40.9	6,270	3,062	48.8	583	9.3	2,625	41.9		
2	1	4,316	2,254	52.2	355	8.2	1,707	39.6	5,047	2,710	53.7	512	10.1	1,825	36.2		
	2	0	0	0.0	0	0.0	0	0.0	81	48	59.3	14	17.3	19	23.5		
	3	0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0		
	All	4,324	2,259	52.2	355	8.2	1,710	39.5	5,129	2,759	53.8	526	10.3	1,844	36.0		
3	1	3,928	1,990	50.7	302	7.7	1,636	41.6	4,299	2,086	48.5	373	8.7	1,840	42.8		
	2	6	5	83.3	0	0.0	1	16.7	167	108	64.7	10	6.0	49	29.3		
	3	0	0	0.0	0	0.0	0	0.0	14	10	71.4	0	0.0	4	28.6		
	All	3,934	1,995	50.7	302	7.7	1,637	41.6	4,480	2,204	49.2	383	8.5	1,893	42.3		
4	1	3,919	1,958	50.0	277	7.1	1,684	43.0	3,919	1,914	48.8	311	7.9	1,694	43.2		
	2	2	1	50.0	0	0.0	1	50.0	269	144	53.5	22	8.2	103	38.3		
	3	1	0	0.0	0	0.0	1	100.0	43	22	51.2	10	23.3	11	25.6		
	All	3,922	1,959	49.9	277	7.1	1,686	43.0	4,231	2,080	49.2	343	8.1	1,808	42.7		
5	1	3,810	2,045	53.7	255	6.7	1,510	39.6	3,599	1,822	50.6	359	10.0	1,418	39.4		
	2	3	3	100.0	0	0.0	0	0.0	310	158	51.0	31	10.0	121	39.0		
	3	0	0	0.0	0	0.0	0	0.0	52	39	75.0	1	1.9	12	23.1		
	All	3,813	2,048	53.7	255	6.7	1,510	39.6	3,961	2,019	51.0	391	9.9	1,551	39.2		

Source: District BOY and MOY MAP Growth data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 who also had valid MAP scores. Tier was defined as the highest tier attained by a student during the entire year for a subject, regardless of how long or how many times the student remained at any one tier. Failed to Meet: student percentile < 45th percentile. Met: 45th percentile <= student percentile <= 55th percentile. Exceeded: student percentile > 55th percentile. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms. Data exclude SPED students, who are not categorized into tiers for either subject. Students with tier plans may not have been assessed at BOY and MOY; therefore, every student with a plan in 2019-20 may not be represented in this table. Percentages may not sum to 100 because of rounding.

Appendix G

Appendix G: 2019-20 Dallas ISD BOY and MOY MAP Growth Spanish Reading Mean RIT Scores by Grade Level and Student Group

	BOY (N = 17,052)		MOY (N = 17,126)		EOY (N/A)	
Grade Level	n	Mean RIT	n	Mean RIT	n	Mean RIT
District						
2	4,380	170	4,583	177		
3	4,389	183	4,385	190		
4	4,051	193	4,143	198		
5	4,133	200	3,948	204		
6	25	199	22	204		
7	13	190	15	191		
8	30	198	12	195		
9	31	201	18	200		
Grades 2-9	17,052	192	17,126	195		
Economically Disadvantaged						
2	4,071	170	4,287	177		
3	4,065	183	4,109	190		
4	3,799	193	3,913	198		
5	3,868	200	3,733	203		
6	21	200	17	205		
7	12	189	12	189		
8	24	196	12	195		
9	26	201	15	201		
Grades 2-9	15,886	192	16,098	195		
Special Education						
2	274	164	299	169		
3	279	170	263	175		
4	271	178	293	183		
5	253	182	240	187		
6	*	*	*	*		
7	*	*	*	*		
8	0	-	0	-		
9	0	-	*	*		
Grades 2-9	1,080	180	1,100	185		
Homeless						
2	41	167	48	172		
3	49	182	53	189		
4	54	188	55	195		
5	48	199	49	200		
6	*	*	*	*		
7	0	-	0	-		
8	*	*	*	*		
9	0	-	0	-		
Grades 2-9	195	191	207	195		

table continues

Appendix G (continued)

Appendix C (continued)						
	BOY (N = 17,052)		MOY (N = 17,126)		EOY (N/A)	
Grade Level	n	Mean RIT	n	Mean RIT	n	Mean RIT
ELs						
2	4,253	170	4,452	177		
3	4,317	183	4,331	190		
4	4,004	193	4,094	198		
5	4,082	200	3,890	203		
6	25	199	22	204		
7	13	190	15	191		
8	30	198	12	195		
9	30	201	18	200		
Grades 2-9	16,754	192	16,834	195		
nonELs						
2	127	174	131	182		
3	72	189	54	198		
4	47	201	49	205		
5	51	207	58	210		
6	0	-	0	-		
7	0	-	0	-		
8	0	-	0	-		
9	*	*	0	-		
Grades 2-9	298	193	292	199		

Source: District *MAP Growth* files, 02/11/20. District PEIMS snapshot demographic file, 10/28/19 (BOY) and district demographic file, 12/16/19 (MOY).

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 (BOY) and district demographic file date of 12/16/19 (MOY) who also had valid RIT scores for Spanish Reading assessment. EOY *MAP Growth* assessments were cancelled in 2019-20 because of the COVID-19-related transition to at-home learning. * = fewer than five in this student group.

Appendix H

Appendix H: 2019-20 Dallas ISD Rates of Students Meeting RIT Score Thresholds for BOY and MOY *MAP Growth* Spanish Reading by Student Group

Grade Level	BOY (N = 7,994)		MOY (N = 8,275)		EOY (N/A)	
	n	% Met	n	% Met	n	% Met
District						
2	4,130	94.3	4,255	92.8		
3	3,864	88.0	4,020	91.7		
Economically Disadvantaged						
2	3,837	94.3	3,973	92.7		
3	3,573	87.9	3,759	91.5		
Special Education						
2	244	89.1	247	82.6		
3	174	62.4	168	63.9		
Homeless						
2	37	90.2	42	87.5		
3	41	83.7	47	88.7		
ELs						
2	4,007	94.2	4,132	92.8		
3	3,799	88.0	3,968	91.6		
nonELs						
2	123	96.9	123	93.9		
3	65	90.3	52	96.3		

Source: District BOY and MOY *MAP Growth* data file dated 02/11/20. District PEIMS snapshot demographic file dated 10/28/19.

Note: NWEA was able to provide threshold scores for up to grade three. Includes data for students enrolled on the PEIMS snapshot date of 10/28/19 with valid RIT scores. Met = scoring above the 25th percentile relative to norms that NWEA provided.