

2020-21

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



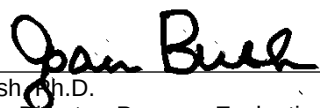
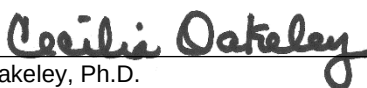
2020-21

Evaluation of the Multi-Tiered Systems of Support Framework

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ACRONYMS AND ABBREVIATIONS

BOY	Beginning-of-Year
CCEIS	Comprehensive Coordinated Early Intervening Services
CGP	Conditional Growth Percentile
ELs	English Learners
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
PD	Professional Development
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) replaced the Response to Intervention (RTI) system with the widely used Multi-Tiered Systems of Support (MTSS) framework. The goal of the MTSS framework is to utilize available resources to address the academic, social, emotional, and behavioral development of all students (Carta & Young, 2019; NASP, 2009). This framework provides students with high-quality support by (a) identifying the needs of each student as early as possible, (b) designing interventions based on evidence-based practices, (c) providing appropriate instruction based on student needs, and (d) continually monitoring student progress (Carta & Young, 2019).

In Dallas ISD, MTSS program staff members provide campus personnel with procedures and guidelines for identifying students early who are struggling in the areas of academics¹, language², and/or engagement.³ Support for these students is provided in a tiered manner depending on the needs of each student. All students automatically receive Tier 1 support,⁴ which consists of core instructional curricula and programs (i.e., no intervention or special instruction is provided). Tier 1 support is the foundation for all other supports and optimizes the likelihood that all students will achieve school success. If students exhibit problems that could impact long-term success, they are placed in Tier 2, which provides additional intervention and specialized instruction. The Tier 2 interventions are directly aligned with areas identified through universal screening⁵ and are provided to students in addition to the Tier 1 support. While students who respond favorably to Tier 2 interventions are returned to Tier 1, students who do not achieve desired outcomes in Tier 2 may be moved to Tier 3. Tier 3 interventions are intended for fewer students than Tier 2 and include more intensive, frequent, and individualized interventions that may be offered in addition to the core and Tier 2 interventions. Students who continue to struggle in Tier 3 may be referred by the campus Student Support Team (SST) for specialized services outside MTSS. In response to the COVID-19 pandemic, MTSS

program leadership intended Tier 2 and Tier 3 interventions to be administered either online or in-person during the 2020-21 school year with as little disruption as possible.

In 2019-20, the Dallas ISD began using the *Measures of Academic Progress (MAP) Reading* and *Mathematics Growth* assessments as universal screeners to measure academic achievement and growth in reading and mathematics. These nationally normed, standardized computer adaptive achievement tests are administered three times per year to students in grades one to 11. The MAP assessments and progress monitoring are used by MTSS to strengthen Tier 1 instruction and were partial determinants of which tier of support students receive.⁶

The purpose of this evaluation was to describe MTSS implementation with respect to program development in 2020-21 and MTSS-related training and to examine student assessment outcomes. The 2020-21 budget for the MTSS program totaled \$577,626 in Title II funding, an increase from \$565,626 in 2019-20.

EVALUATION QUESTIONS/OUTCOMES

What MTSS-related training was provided to 2020-21 Dallas ISD staff members?

In response to the COVID-19 pandemic, all MTSS-related training activities provided to Dallas ISD staff members in 2020-21 were conducted virtually. Between July 20, 2020 and June 30, 2021, 3,822 Dallas ISD staff members attended one or more MTSS-related trainings. The most frequently attended workshops were related to *MAP Growth* (60 virtual sessions; 3,407 participants), and 7,773 participants completed at least one of the new self-paced online sessions related to *MAP Growth*.

¹ Academics include issues related to reading and mathematics.

² Language includes issues related to listening, speaking, reading, and writing across all content areas.

³ Engagement includes issues related to academic disengagement, aggression, attendance, bullying, disruption to the classroom environment, and personally destructive behavior.

⁴ Students receiving specialized services (e.g., special education and dyslexia) also receive Tier 1 support.

⁵ Universal screening is the process of assessing all students to identify those who exhibit lower than expected academic outcomes.

⁶ Other factors used to determine tier placement include existing assessments (e.g., *State of Texas Assessments of Academic Readiness*), and teacher observations.

What Dallas ISD students were served by the MTSS program in 2020-21?

Districtwide Use of *MAP Growth* Assessments

The rates of students for whom *MAP Growth* score data were available varied by grade level, testing window (BOY, MOY, and EOY), and assessment. For reading, between 66 percent (grades 9 and 11) and 86 percent (grade 1) were tested at BOY, between 59 percent (grade 11) to 89 percent (grades 1 and 2) were tested at MOY, and between 45 percent (grade 11) to 87 percent (grades 1 and 2) were tested at EOY. For mathematics, between 65 percent (grades 9 and 10) and 90 percent (grade 4) were tested at BOY, between 58 percent (grade 11) and 91 percent (grades 1 and 2) of students were tested at MOY, and between 47 percent (grade 11) to 89 percent (grades 1 and 2) of students were tested at EOY.

Tier 2 and Tier 3 Interventions

During the 2020-21 school year, 13,326 Tier 2 intervention plans were created in the PowerSchool, and of these, 4,901 (37%) plans were at least partially implemented and monitored⁷ for 3,633 students. In addition, 269 Tier 3 intervention plans were created in PowerSchool, and 106 (39%) of the plans were at least implemented and monitored for 91 students.

Students for whom an intervention plan was created, most commonly had one plan (Tier 2: 76%; Tier 3: 92%). A greater proportion of academic intervention plans focused on reading (73% for Tier 2 and 83% for Tier 3) than mathematics (27% for Tier 2 and 17% for Tier 3).

Consistent with districtwide demographics, each tier included more Hispanic students than African American students, and more African American students than White students. However, compared to districtwide demographics (71% Hispanic and 21% African American), proportionally fewer Hispanics students (65% Tier 2 and 62% Tier 3) and proportionally more African American students (29% Tier 2 and 35% Tier 3) received a tier plan.

How were trends in 2020-21 *MAP Growth* related to MTSS implementation?

The relationship between *MAP Growth* scores and MTSS implementation of Tier 2 and Tier 3 interventions⁸ was explored by means of three *MAP Growth* variables.

First, the Rasch Unit (RIT) is a standardized, equal-interval score that represents the level at which a student is ready to learn at the time of assessment. It can be compared to other RIT scores regardless of student age or grade.⁹

Second, the Conditional Growth Percentile (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. The evaluators used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above).

Third, the RIT score threshold was used to analyze Spanish *MAP Growth* reading data. Because national norms were unavailable for the 2020-21 *MAP Growth* Spanish reading assessments, the evaluators used thresholds provided by the vendor to identify grade one through grade six students who were at risk for future reading difficulties (i.e., scoring below the 40th percentile).

RIT Scores

For English reading and mathematics, the mean RIT scores for Tier 2 and Tier 3 students were lower than Tier 1 students at each *MAP* administration window; however, Tier 2 and Tier 3 students experienced more gains from BOY to EOY at each achievement quintile (+5 to +15 points for English reading and +9 to +14 points for mathematics) than Tier 1 students (+3 to +4 points for English reading and +5 to +12 points for mathematics).

For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students were generally higher than Tier 1 students at each *MAP* administration window, but the gains for Tier 2 and Tier 3 students (+4 to +12 points) were slightly lower than Tier 1 students (+6 to +13 points) at each achievement quintile except one.

The smaller numbers of Tier 2 and Tier 3 students compared to Tier 1 students preclude firm conclusions.

CGP Scores

Overall, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles experienced similar growth (<5% difference) from BOY to EOY in English

⁷ An intervention plan was considered at least partially implemented and monitored if the student completed the assessment chosen by the teacher for the intervention at least once.

⁸ 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.

⁹ In 2020-21, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9.

reading and mathematics as Tier 1 students in the same achievement quintiles.

However, for English reading, 41 percent of Tier 2 and Tier 3 students in the low achievement quintile exceeded (high average or high growth) *MAP Growth* targets from BOY to EOY, compared to 35 percent of Tier 1 students.

- In particular, 30 percent of Tier 2 and Tier 3 students in the low achievement quintile experienced high growth compared to 25 percent of Tier 1 students.
- Likewise, the percentage of Tier 2 and Tier 3 students in the low achievement quintile that experienced low growth (32%) was smaller than Tier 1 students (40%).

These results indicate that students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) benefited from the additional tiered support from the MTSS program, as measured by *MAP Growth* scores.

It should be noted that due to the significantly smaller sample size of Tier 2 and Tier 3 students compared to Tier 1 students, especially for those in the average and higher performing achievement quintiles, findings in this section should be interpreted with caution.

RIT Score Thresholds

The percentage of Tier 2 and Tier 3 students who met the NWEA stated threshold of scoring above the 40th percentile on the Spanish *MAP Growth* reading assessment (i.e., not considered at risk for later reading difficulties) increased from 41 percent at BOY to 47 percent at EOY, whereas the percentage of Tier 1 students remained consistent from BOY to EOY (62%).

What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS department in 2020-21?

To assess perceptions regarding the procedures, training, and support from the MTSS department, the 2020-21 MTSS Feedback Survey (20 items) was administered to district staff members who had participated in at least one MTSS-related training during the 2020-21 school year. The purpose of the survey was to solicit respondents' feedback regarding the quality and usefulness of MTSS training they received as well as their perceived ability to implement the MTSS framework. Of the 3,753 individuals who received an email invitation to complete the survey, 1,252 (33%) provided at least partial responses.

The highest percentage of respondents (57%) reported participating in one or two MTSS training sessions in 2020-21. Twelve percent reported participating in zero

trainings, potentially indicating that 1) participants forgot they attended a MTSS-related training and/or 2) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework.

MTSS Knowledge

Between 53 percent and 73 percent of respondents reported having at least some knowledge about the PowerSchool MTSS Intervention Module, the purpose of MTSS, and using *MAP* as a universal screener. Between 49 percent and 59 percent reported at least some knowledge of academic, engagement, and language interventions.

Implementation of MTSS

Between 21 percent and 29 percent indicated that they used academic, engagement, and language interventions at least a moderate amount. While the majority of respondents (65% to 69%) reported that support from the MTSS department prepared them (well or very well) to implement elements of MTSS, lower percentages (58% to 66%) reported that they implemented these elements sometimes or often.

MTSS Training Usefulness

A high percentage of respondents indicated that the MTSS trainings they attended were at least somewhat useful (71%). These ratings were higher for respondents who had attended two or more MTSS-related training session (76%).

For the 374 participants (30% of sample) who answered what improvements could be made to the support they received from the MTSS department, the most commonly articulated themes were (a) the desire for additional MTSS trainings throughout the year (38%); (b) providing additional hands-on activities (14%); (c) need for more user-friendly trainings (9%); and (d) trainings with additional content on existing topics related to MTSS (9%).

I'm not sure if they already have this but step-by-step videos of creating a plan, monitoring the plan, and finalizing the intervention plan. I feel this would be beneficial for new teachers. [Teacher]

Perceptions about MTSS Implementation

Over a quarter of respondents (28%) indicated that they thought MTSS was implemented very or extremely effectively on their campuses in 2020-21.

For the 336 participants (27% of sample) who answered how the implementation of MTSS can be improved on their campus, the most common themes were the need for additional training (32%), additional MTSS resources (16%), and more feedback and guidance after interventions are implemented (14%).

We can improve the implementation of MTSS on our campus by providing more follow-up training for teachers regarding how to create a plan and training on how to effectively choose the right interventions to meet student needs. [Assistant Principal]

Tier 2 and Tier 3 Interventions

Between 56 percent and 63 percent of survey respondents reported giving students virtual Tier 2 or Tier 3 interventions. Of these respondents, a quarter or more reported that academic (29%), language (25%), and engagement (30%) interventions were very or extremely effective.

For the 264 participants (21% of sample) who responded about the challenges implementing virtual Tier 2 or Tier 3 interventions, the most common themes were inconsistent student engagement (26%), not having enough training or knowledge to effectively implement virtual Tier 2 or Tier 3 interventions (15%), and limited time to implement the interventions (13%).

Most of the challenges are due to students at home on a virtual plan. They do not have adequate support at home; therefore, I have no control over what a student does from home. I am very tech savvy; however, recreating ways to support kids in need of interventions was more challenging this year. Thankfully, my teammates and reading coach helped a lot. [Teacher]

RECOMMENDATIONS

Continue improving documentation and tracking related to MTSS implementation.

Continue to improve consistency in MAP Growth implementation.

Continue monitoring MAP Growth progress among Tier 2 and Tier 3 students.

Improve frequency and content of MTSS training.

Improve ease and understanding of MTSS Implementation.

Provide additional support for implementing Tier 2 and Tier 3 interventions in various learning environments.

2020-21

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION¹⁰

In 2018-19, the Dallas Independent School District (ISD) replaced the Response to Intervention (RTI) system with the widely used Multi-Tiered Systems of Support (MTSS) framework. While RTI and MTSS both address academic challenges and support students with a tiered approach, MTSS is a more comprehensive framework that also considers student development with respect to language and engagement. The goal of the MTSS framework is to utilize available resources to address the academic, social, emotional, and behavioral development of all students (Carta & Young, 2019; NASP, 2009). To accomplish this goal, MTSS uses a “data-based, decision-making problem-solving process that guides differentiated instructional supports to students based on their demonstrated need” (Carta & Young, 2019, p. 3). This framework provides students with high-quality support by (a) identifying the needs of each student as early as possible, (b) designing interventions based on evidence-based practices, (c) providing appropriate instruction based on individual student needs, and (d) continually monitoring student progress (Carta & Young, 2019).

In Dallas ISD, MTSS program staff members provide campus personnel with procedures and guidelines for identifying students early who are struggling in the areas of academics¹¹, language¹², and/or engagement.^{13,14} Support for these students is provided in a tiered manner depending on the needs of each student. All students automatically receive Tier 1 support,¹⁵ which consists of core instructional curricula and programs (i.e., no intervention or special instruction is provided). Tier 1 support is the foundation for all other supports and optimizes the likelihood that all students will achieve school success. If students exhibit problems that could impact long-term success, they are placed in Tier 2, which provides additional intervention and specialized instruction. The Tier 2 interventions are directly aligned with areas identified through universal screening¹⁶ and are provided to students in addition to the Tier 1 support. While students who respond favorably to Tier 2 interventions are returned to Tier 1, students who do not achieve desired outcomes in Tier 2 may be moved to Tier 3. Tier 3 interventions are intended for fewer students than Tier 2 and include more intensive, frequent, and individualized interventions that may be offered in addition to the core and Tier 2 interventions. Students who continue to struggle in Tier 3 may be referred by the

¹⁰ Portions of this report were adapted from Springer and Kim (2020).

¹¹ Academics include issues related to reading and mathematics.

¹² Language includes issues related to listening, speaking, reading, and writing across all content areas.

¹³ Engagement includes issues related to academic disengagement, aggression, attendance, bullying, disruption to the classroom environment, and personally destructive behavior.

¹⁴ Source: <https://sites.google.com/dallasisd.org/disdmstss/home>, retrieved 10/10/20.

¹⁵ Students receiving specialized services (e.g., special education and dyslexia) also receive Tier 1 support.

¹⁶ Universal screening is the process of assessing all students to identify those who exhibit lower than expected academic outcomes.

campus Student Support Team (SST)¹⁷ for specialized services outside MTSS. In response to the COVID-19 pandemic, MTSS program leadership intended Tier 2 and Tier 3 interventions to be administered either online or in-person during the 2020-21 school year with as little disruption as possible.

Beginning in 2019-20, the Dallas ISD also began using the *Measures of Academic Progress (MAP) Reading and Mathematics Growth* assessments as universal screeners to measure academic achievement and growth in reading and mathematics over time. These nationally normed, standardized computer adaptive¹⁸ achievement tests are administered three times per year to students in grades one to 11. The *MAP* assessments are used by MTSS to strengthen Tier 1 instruction and were partial determinants of which tier of support each student receives.¹⁹ Specific interventions provided to each student are aligned with individual *MAP Growth* data. Progress monitoring is also used to inform SST decisions about whether to shift the student to a higher or lower tier.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

Administration of the MTSS Framework

During the 2020-21 school year, the Dallas ISD MTSS framework was administered by one program director and three central staff members who conveyed guidelines, procedures, and information to campus staff members through year-round virtual professional development (PD) activities, a website, a twitter feed, and other resources. The program manager was primarily responsible for the budget, scheduling PD sessions, and data management. In addition, the program manager examined intervention

¹⁷ Campus Student Support Teams (SSTs) are decision-making teams that discuss interventions for general education students as per Dallas ISD Board Policy FFE Local. More information regarding the role of SSTs can be found at <https://sites.google.com/dallasisd.org/disdmtss/support/campus-administrators-and-counselors>.

¹⁸ The difficulty of each question is determined by how students perform on previous questions. Answering correctly leads to more difficult questions, whereas answering incorrectly leads to easier questions.

¹⁹ Other factors used to determine tier placement include existing assessments (i.e., Demonstrations of Learning, *State of Texas Assessments of Academic Readiness*, *Texas English Language Proficiency Assessment System*, Dallas ISD's *Assessments of Course Performance*, teacher created assignments, etc.) and teacher observations. Campus personnel, not central staff members, are responsible for tier assignment.

plans on PowerSchool²⁰ to plan additional training, as needed. The three central staff members were primarily responsible for providing PD sessions related to the MTSS framework and also responded to questions from campus staff members and provided ad hoc training activities, when requested. The PD sessions focused on using *MAP* assessments as universal screeners, improving campus climate and culture, using digital interventions to support tiered instructions, and using intervention plans in the MTSS PowerSchool Intervention Module. These sessions were intended to help district staff members understand the MTSS framework and to clarify key details of implementation. The MTSS program staff members also helped to develop the Dallas ISD's Comprehensive Coordinated Early Intervening Services (CCEIS) plan for the 2020-21 school year.²¹ The 2020-21 CCEIS plan focused on improving policy, practice, and data review;²² (b) strengthening SSTs;²³ (c) expanding mental health services;²⁴ and (d) providing PD.²⁵

In spring 2021, the MTSS department hired 10 interventionists²⁶ to serve students at high priority campuses²⁷ (six elementary and four middle schools). Students were prioritized if they scored in the 10th percentile or lower on the *MAP Growth* assessment for reading and if they were not receiving other services. The interventionists used research-based interventions from the Florida Center for Reading Research to help students with foundational reading skills and reading comprehension. The interventions were recorded in PowerSchool, and *MAP Reading Fluency* assessment was used for baseline measurement and progress monitoring. Eighty percent of interventionists' time was spent working directly with students and the remaining 20 percent was spent supporting their campus (e.g., SST and coaching teachers).

According to the 2020-21 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." Dallas ISD originally planned to implement the MTSS framework over a three-year period. The initial year of the framework, 2018-19, focused on capacity building, and the second year, 2019-20, focused on program development and evaluating the execution of systems and processes. Prior to the COVID-19 pandemic, the third (current) year, 2020-21, was intended to focus on refining practices to improve the learning environment and teaching effectiveness. However, in response

²⁰ PowerSchool is educational technology that assists with school management, student growth, and family engagement. MTSS program staff members used PowerSchool to maintain districtwide tracking of intervention plans developed for students assigned to Tiers 2 and 3. It also includes resources for campus staff members to support students. For more information, see www.powerschool.com.

²¹ Because 35 campuses had significant disproportionality regarding the overidentification of African Americans with emotional disturbance and the rate of African Americans receiving discipline referrals in 2019-20, the Dallas ISD was required to develop a CCEIS plan for these campuses to meet the requirements under 34 CFR §300.646 (c) and (d) in 2020-21.

²² This included revising the Student Code of Conduct, examining the identification process for emotional disturbance, and creating a discipline dashboard.

²³ SSTs received training about the effectiveness of MTSS interventions to reduce behavior referrals.

²⁴ Clinic and school-based staffing was increased to expand access to mental health services.

²⁵ The PD included four trainings that focused on preventing student behavior issues.

²⁶ The 10 MTSS interventionists were hired from the Dallas ISD Dyslexia Department in February 2021. However, they continued to work in the Dyslexia Department until their replacements were hired. All 10 interventionists completed a two-week training period and fully transitioned to the MTSS department by April 9, 2021.

²⁷ More information regarding high priority campuses can be found at: <https://staff.dallasisd.org/2020/03/04/high-priority-campuses-need-you/>.

to the COVID-19 pandemic, the MTSS program leadership decided to extend the focus on improving the learning environment and teaching effectiveness for multiple years.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to examine the nature of the MTSS framework during the 2020-21 school year, including funding, PD sessions provided to stakeholders, perceptions of campus-based staff members, characteristics of students served by the program, and student assessment outcomes. This evaluation addressed the following questions:

1. How were MTSS operations in Dallas ISD funded in 2020-21?
2. What MTSS-related training was provided to Dallas ISD staff members in 2020-21?
3. Which Dallas ISD students were served by the MTSS program in 2020-21?
4. How were trends in 2020-21 *MAP Growth* related to MTSS implementation?
5. What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS department in 2020-21?

EVALUATION QUESTIONS AND RESULTS

How were MTSS operations in Dallas ISD funded in 2020-21?

Methodology

Budget information was provided by Special Revenue Funds Management as of February 28, 2021.

Results

The 2020-21 budget for the MTSS program totaled \$577,626 in Title II funding, a slight increase from \$565,626 in 2019-20.

What MTSS-related training was provided to Dallas ISD staff members in 2020-21?

Methodology

The MTSS program manager provided a detailed list of MTSS-related training opportunities that the department offered to Dallas ISD staff members in 2020-21. The evaluator also conducted interviews with program staff members to gather additional information about training preparation, content, and implementation. The evaluator then summarized this content by calculating the number of sessions by topic and type, the total number of participants, and the median number and range of attendees overall.

Results

In response to the COVID-19 pandemic, all MTSS-related training activities provided to Dallas ISD staff members in 2020-21 were conducted virtually. Between July 20, 2020 and June 30, 2021, 3,822 Dallas ISD staff members attended one or more MTSS-related trainings, which was an increase from 2,153 in 2019-20. These staff members represented a range of elementary school, middle school, high school, and

multi-level campuses (e.g., grades four through eight). While many training sessions were open to all Dallas ISD staff members; most trainings were designed for specific groups, such as administrators, ILCs and CICs, teachers, and test coordinators. Table 1 includes the frequency for different types of virtual MTSS-related training provided by the department. During the 2020-21 school year, the most frequently attended workshops were related to *MAP Growth* (60 virtual sessions; 3,407 participants). Self-paced online sessions were also introduced in 2020-21, and 7,773 participants completed at least one of the new online sessions related to *MAP Growth*.

Table 1: 2020-21 Virtual MTSS-Related Training Sessions Offered to Dallas ISD Staff Members

Topic	Sessions	Participants	Attendance	
	N	N	Median	Range
Climate and Culture Workshops (1 hour)				
Climate and Culture for Principals	2	284	142.0	131-153
Transforming School Culture	2	1,575	787.5	56-1,519
Coaching for Proactive Planning Workshops (1 hour)				
Elementary Math	2	44	22.0	15-29
Elementary Reading	2	64	32.0	21-43
Secondary Math	2	27	13.5	3-24
Secondary Reading	2	38	19.0	16-22
HMH Digital Intervention Resource Workshops (1.5-2 hours)				
Mathematics	5	422	87.0	11-173
Literature	2	41	21.0	6-36
Reading	3	290	89.0	70-131
Learning Continuum Workshops (1 hour)				
Improving Instruction with the Learning Continuum	2	14	7.0	0-14
MAP Workshops (1-2 hours)				
MAP and Guided Reading	1	36	36.0	36
MAP Growth Reports	3	43	16.0	3-24
MAP Reports	1	70	70.0	70
MAP Skills	3	56	18.0	18-20
MAP Tier 1 Manual Training	1	11	11.0	11
NWEA MAP Growth Universal Screener	11	521	51.0	27-60
NWEA MAP Reading Fluency	5	281	52.0	43-76
NWEA Training - Principals	3	279	92.0	39-148
Responsive Lesson Planning with MAP Growth	16	730	38.5	12-128
Test Coordinator MAP Training	2	313	156.5	95-218
Understanding MAP Growth	14	1,067	61.0	16-170
MTSS Workshops (1 hour)				
Adjusting Instruction to Meet the Needs of All Learners	1	46	46.0	46
Misconceptions of MTSS	1	9	9.0	9
MTSS Overview and Root Cause Analysis	1	15	15.0	15
MTSS for Pre-AP	1	9	9.0	9
Ready, Set, Goal!	1	9	9.0	9
What to Do When Honors Students Struggle	1	13	13.0	13
PowerSchool Workshops (1.5-2.5 hours)				
PowerSchool Power Hour	11	1,067	3.0	1-12
Self-Paced Online Sessions				
Getting Started with MTSS	-	144	-	-
MAP Reading Fluency	-	486	-	-
Module 1: What is MAP Growth?	-	3,968	-	-
Module 2: Understanding MAP Growth Reports	-	3,268	-	-
Module 3: Improving Instruction with Learning Continuum	-	16	-	-
Module 4: Going Deeper with MAP Fluency	-	20	-	-
Module 5: Setting Ambitious Student Goals	-	15	-	-

Source: MTSS department, 07/01/21.

Note: Includes MTSS-related training sessions offered from 07/01/20 to 06/30/2021. All training sessions were virtual because of the COVID-19 pandemic. Individuals may have participated in multiple sessions.

Which Dallas ISD students were served by the MTSS program in 2020-21?

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 2020-21 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 one through 11 at the beginning (BOY), middle (MOY), and end (EOY) of the school year. The evaluator used student-level *MAP Growth* data files for reading and mathematics²⁸ and merged them with the Public Education Information Management System (PEIMS) snapshot demographic file.²⁹ The evaluator 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 up to three interventions simultaneously in each tier.³⁰ In addition, students may shift across tiers one or more times throughout the year with varying length of time spent at each tier.

Because of the fluid nature of tier assignment through the MTSS framework, the evaluator conducted analyses to describe 2020-21 Tier 2 and Tier 3 assignments by summarizing the number of plans documented per student. To examine the number of Tier 2 and Tier 3 plans per student, the evaluator retrieved Tier 2 and Tier 3 intervention documentation from PowerSchool.³¹ The evaluator used frequency and crosstabs analyses to examine 1) the numbers of Tier 2 and Tier 3 intervention plans in 2020-21 per student for all intervention areas (academic, language, engagement) together and individually and the numbers of plans in each area representing each status (draft, review, final).³² Results were examined overall and by student groups described in the previous section.

Results

Districtwide Use of MAP Growth Assessments

Table 2 presents the rates of districtwide enrolled students for whom *MAP Growth* score data were available, which varied by grade level, testing window (BOY, MOY, and EOY), and assessment. For reading, between 66 percent (grades 9 and 11) and 86 percent (grade 1) of students were tested at BOY,

²⁸ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY).

²⁹ The 2020-21 district PEIMS demographic file was dated 10/30/20.

³⁰ 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.

³¹ The 2020-21 PowerSchool file was dated 06/29/21.

³² Plans in the draft status have only been created and are not implemented or progress monitored by the teacher. Plans in the review status are currently implemented and regularly progress monitored. Plans in the final status have concluded and are completely done (i.e., student has successfully met the goal, needs more intensive intervention, or the intervention is no longer needed).

between 59 percent (grade 11) to 89 percent (grades 1 and 2) of students were tested at MOY, and between 45 percent (grade 11) to 87 percent (grades 1 and 2) of students were tested at EOY. For mathematics, between 65 percent (grades 9 and 10) and 90 percent (grade 4) of students were tested at BOY, between 58 percent (grade 11) and 91 percent (grades 1 and 2) of students were tested at MOY, and between 47 percent (grade 11) to 89 percent (grades 1 and 2) of students were tested at EOY. Detailed data regarding the administration of *MAP Growth* assessments for each student group are provided in Appendix A. For example, the rates of white students tested were slightly higher than Hispanic students, and the rates of Hispanic students tested were slightly higher than African American students by grade level, testing window (BOY, MOY, and EOY), and assessment (reading and mathematics).

Table 2: 2020-21 Dallas ISD MAP Growth Testing for Reading and Mathematics by Grade Level and Assessment Window

Grade Level	Enrolled <i>N</i>	BOY Tested %	MOY Tested %	EOY Tested %
Reading				
1	10,586	85.8	89.2	87.2
2	10,610	85.3	88.9	86.9
3	10,474	85.4	85.2	81.2
4	10,572	83.1	81.9	78.1
5	10,829	81.6	81.5	77.1
6	10,640	76.6	74.1	69.0
7	10,644	76.5	72.3	62.2
8	10,678	78.0	74.5	65.4
9	11,513	65.7	65.3	58.6
10	11,228	69.2	66.4	56.6
11	9,739	66.4	58.8	44.7
Grades 1-11	117,513	77.5	76.2	69.8
Mathematics				
1	10,586	88.5	91.3	89.0
2	10,610	88.0	91.3	88.9
3	10,474	88.9	90.0	86.2
4	10,572	89.8	88.8	85.3
5	10,829	89.4	89.4	85.2
6	10,640	75.8	75.6	70.4
7	10,644	75.8	72.5	65.4
8	10,678	77.7	75.3	67.5
9	11,513	64.8	65.1	58.0
10	11,228	65.3	64.3	54.8
11	9,739	66.2	58.1	46.5
Grades 1-11	117,513	79.0	78.3	72.5

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the reading test.

Tier 2 and Tier 3 Interventions

During the 2020-21 school year, 13,326 Tier 2 interventions plans were created in the PowerSchool MTSS Intervention Module, and 4,901 (37%) Tier 2 interventions plans were at least partially implemented and monitored³³ for 3,633 students. In addition, 269 Tier 3 intervention plans were created in PowerSchool,

³³ An intervention plan was considered at least partially implemented and monitored if the student completed the assessment chosen by the teacher for the intervention at least once.

and 106 (39%) Tier 3 intervention plans were at least implemented and monitored for 91 students. Table 3 shows the numbers of students who were assigned one, two, or three or more intervention plans that were at least partially implemented during the 2020-21 school year. Students for whom an intervention plan was created, most commonly had one plan (Tier 2: 76%; Tier 3: 92%).

Table 3: 2020-21 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans

Tier	Students <i>N</i>	One		Two		Three or More	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tier 2	3,633	2,748	75.6	736	20.3	149	4.1
Tier 3	91	84	92.3	6	6.6	1	1.1

Source: PowerSchool MTSS Intervention Module database, 06/29/21. District PEIMS snapshot demographic file dated 10/30/20.

Note: Only includes intervention plans that were created in the PowerSchool module and at least partially implemented and monitored during the 2020-21 school year.

Table 4 shows the racial group composition of each tier. Consistent with districtwide demographics, each tier included more Hispanic students than African American students, and more African American students than White students. However, compared to districtwide demographics (71% Hispanic and 21% African American), proportionally fewer Hispanics students (65% Tier 2 and 62% Tier 3) and proportionally more African American students (29% Tier 2 and 35% Tier 3) received a tier plan. Detailed data for Tier 2 and Tier 3 interventions by student group, number of interventions, area, and subject are provided in Appendix B.

Table 4: 2020-21 Dallas ISD Tier 2 and Tier 3 Students by Racial Groups

Tier	Students <i>N</i>	Hispanic		African American		White		Other	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tier 2	3,633	2,375	65.4	1,066	29.3	80	2.2	112	3.1
Tier 3	91	56	61.5	32	35.2	3	3.3	-	-
District	145,720	102,821	70.6	30,468	20.9	7,222	5.0	5,202	3.6

Source: PowerSchool MTSS Intervention Module database, 06/29/21. District PEIMS snapshot demographic file dated 10/30/20.

Note: Only includes intervention plans that were created in the PowerSchool module and at least partially implemented and monitored during the 2020-21 school year. Percentages may not sum to 100 due to rounding.

In 2020-21, the majority of Tier 2 and Tier 3 interventions were academic interventions (92% and 96%, respectively). Table 5 shows a breakdown of interventions by area and tier.

Table 5: 2020-21 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area

Tier	Students	Academic		Language		Engagement	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tier 2	3,633	4,017	92.3	123	2.8	211	4.8
Tier 3	91	93	95.9	-	-	4	4.1

Source: PowerSchool MTSS Intervention Module database, 06/29/21.

Note: Only includes intervention plans that were created in the PowerSchool module and at least partially implemented and monitored during the 2020-21 school year. 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 used for Tier 3 students. Percentages may not sum to 100 due to rounding.

Table 6 shows a summary of Tier 2 and Tier 3 academic intervention plans by subject. At both tiers, a greater proportion of plans focused on reading (73% for Tier 2 and 83% for Tier 3) than mathematics (27% for Tier 2 and 17% for Tier 3).

Table 6: 2020-21 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject

Tier	Students	Reading		Mathematics	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%
Tier 2	3,633	2,918	72.6	1,099	27.4
Tier 3	91	77	82.8	16	17.2

Source: PowerSchool MTSS Intervention Module database, 06/29/21.

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 subject areas.

How were trends in 2020-21 *MAP Growth* related to MTSS implementation?

Starting in 2019-20, the Dallas ISD began using *MAP Growth* assessments 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 during the 2020-21 school year.

Methodology

MAP Growth assessments yielded three variables that describe student performance and academic growth over time by subject, including Rash Unit (RIT) scores, conditional growth percentiles (CGPs), and RIT score thresholds. Tier³⁴ 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.

RIT Scores

A RIT score represents the level at which the student is ready to learn at the time of assessment. It is a standardized, equal-interval score that can be compared to other RIT scores regardless of student age or grade.³⁵ The evaluator merged the district *MAP Growth* data files³⁶ with the district PEIMS

³⁴ Tier 1 students do not receive an intervention or special instruction. If students exhibit problems that could impact long-term success, they are placed in Tier 2, which provides additional intervention and specialized instruction. If students who do not achieve desired outcomes in Tier 2, they may be moved to Tier 3, which tends to include fewer students than Tier 2 and includes more intensive, frequent, and individualized interventions that may be offered in addition to the core and Tier 2 interventions.

³⁵ In 2020-21, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9.

³⁶ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/XX (EOY).

demographic data file³⁷ and with a data file from PowerSchool that included student tier designations.³⁸ To establish groups of students who scored similarly, the evaluator used frequency and crosstabs analyses to calculate the average BOY, MOY, and EOY RIT scores by subject, quintile,³⁹ and tier.⁴⁰ 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 2020-21 may not be represented. Results also were organized by the following student groups: Hispanic, African American, White, Economically Disadvantaged, Special Education, Homeless, and ELs. Because national norms were not available from Northwest Evaluation Association (NWEA) for the 2020-21 *MAP Growth* Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section.

CGP Scores

The second *MAP Growth* variable used for this report was the CGP.⁴¹ 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 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 progress for that grade level. CGP scores below the 50th percentile indicate a level of progress below most peers in the same grade level during the same time period, while CGP scores above the 50th percentile indicate a level of progress exceeding most same-grade peers during the same time period. Importantly, students who are considered academically behind their peers must exceed expected growth to meet grade-level expectations.⁴²

To examine the relationship between CGP scores and MTSS implementation, the evaluator separately merged the district *MAP Growth* data files⁴³ with the 2020-21 district PEIMS demographic data file⁴⁴ and a PowerSchool data file with student tier information.⁴⁵ The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile),

³⁷ The 2020-21 district PEIMS demographic file was dated 11/02/20.

³⁸ The PowerSchool data file that included student tier designation data was dated June 29, 2021.

³⁹ 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. For example, Quintile 5 would consist of the 20% of students with the lowest scores. Quintiles were determined separately for reading and mathematics scores.

⁴⁰ 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.

⁴¹ For more information, see <https://community.nwea.org/docs/DOC-1630>.

⁴² 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.

⁴³ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY).

⁴⁴ The 2020-21 district PEIMS demographic file was dated 10/30/2020.

⁴⁵ The PowerSchool data file was dated 06/29/21.

Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above).⁴⁶ The evaluator 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 following student groups: Hispanic, African American, White, Economically Disadvantaged, Special Education, Homeless, and ELs. Because norms were not available from NWEA for the 2020-21 *MAP Growth* Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section.

Of particular interest was the extent of growth across testing periods among students in the lowest performing BOY *MAP Growth* quintile. As noted, CGP scores 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. For example, if students in the lowest performing quintile tend to exceed projected growth by MOY, then these students may have begun to close the gap between their performance and that of peers in the national sample. Alternatively, if students in any quintile failed to meet projected growth by MOY, then these students may have started the school year performing relatively poorly and continued to fall behind.

RIT Score Thresholds

The third *MAP Growth* variable used for this report, specifically for analyses of Spanish *MAP Growth* reading assessment data, was the RIT score threshold. Because national norms were not available from NWEA for the 2020-21 *MAP Growth* Spanish reading assessment, CGP scores 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 grade one through grade six⁴⁷ that identified students who were at risk for future reading difficulties (i.e., scoring below the 40th percentile). These thresholds were based on pilot work conducted by NWEA, and they constitute user norms rather than national norms. To examine RIT score thresholds, the evaluator separately merged the district *MAP Growth* data files⁴⁸ with the 2020-21 district PEIMS demographic data file.⁴⁹ Because of the different analyses required for English and Spanish versions of the reading assessment, results for *MAP Growth* Spanish reading data were presented separately from the English results in this section.

Results

RIT Scores

Table 7 (English reading), Table 8 (mathematics), and Table 9 (Spanish reading), include mean RIT scores by achievement quintile and student tier assignment. *However, the smaller numbers of Tier 2 and Tier 3 students compared to Tier 1 students preclude firm conclusions in this section.*

⁴⁶ It is important to note that CGP scores measure relative increases in student achievement, regardless of starting point. For example, a student in any quintile at BOY could progress more rapidly, less rapidly, or equally rapidly as peers from BOY to MOY.

⁴⁷ NWEA was unable to provide these data for any other grades.

⁴⁸ The *MAP Growth* files were dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY).

⁴⁹ The 2020-21 district PEIMS demographic file was dated 10/30/20.

For English reading and mathematics, the mean RIT scores for Tier 2 and Tier 3 students were lower than Tier 1 students⁵⁰ at each *MAP* administration window; however, Tier 2 and Tier 3 students experienced more gains from BOY to EOY at each achievement quintile (+5 to +15 points for English reading and +9 to +14 points for mathematics) than Tier 1 students (+3 to +4 points for English reading and +5 to +12 points for mathematics). For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students were generally higher than Tier 1 students at each *MAP* administration window, but the gains for Tier 2 and Tier 3 students (+4 to +12 points) were slightly lower than Tier 1 students (+6 to +13 points) at each achievement quintile except one. Detailed data for average RIT scores by quintile, tier, and student group are provided in Appendix C.

Table 7: 2020-21 Dallas ISD BOY, MOY, and EOY *MAP Growth* Reading (English Only) Mean RIT Scores by Quintile and MTSS Tier

Achievement Quintile	Tier	BOY (N = 70,295)		MOY (N = 68,529)		EOY (N = 61,512)		BOY – EOY Difference
		n	Mean RIT	N	Mean RIT	n	Mean RIT	Mean RIT
Low	1	15,654	177	18,575	180	18,329	181	+4
	2 & 3	728	167	774	171	710	175	+8
	All	16,382	176	19,349	179	19,039	181	+5
Low Average	1	13,228	199	11,695	201	10,549	202	+3
	2 & 3	355	189	341	193	302	195	+6
	All	13,583	198	12,036	200	10,851	202	+4
Average	1	14,660	209	12,470	211	11,370	212	+3
	2 & 3	213	199	229	204	212	205	+6
	All	14,873	208	12,699	211	11,582	212	+4
High Average	1	14,535	218	13,273	221	11,666	222	+4
	2 & 3	121	207	123	211	114	212	+5
	All	14,656	218	13,396	221	11,780	222	+4
High	1	10,758	225	10,996	228	8,216	228	+3
	2 & 3	43	211	53	219	44	226	+15
	All	10,801	225	11,049	228	8,260	228	+3

Source: District *MAP Growth* data file dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20. Intervention data downloaded from PowerSchool on 06/29/21.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 who also had valid RIT scores and tier assignment information available. In 2020-21, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9.

⁵⁰ Tier 1 students did not receive an intervention or special instruction because they met expected academic outcomes based on the *MAP Growth* universal screening.

Table 8: 2020-21 Dallas ISD BOY, MOY, and EOY MAP Growth Mathematics Mean RIT Scores by Quintile and MTSS Tier

Achievement Quintile	Tier	BOY (N = 92,853)		MOY (N = 92,020)		EOY (N = 85,149)		BOY – EOY Difference
		n	Mean RIT	n	Mean RIT	n	Mean RIT	Mean RIT
Low	1	25,528	178	22,584	182	23,064	185	+7
	2 & 3	578	170	540	176	515	180	+10
	All	26,106	178	23,124	182	23,579	184	+6
Low Average	1	21,663	198	18,551	201	15,292	203	+5
	2 & 3	238	189	244	194	221	199	+10
	All	21,901	198	18,795	201	15,513	203	+5
Average	1	19,914	207	17,657	210	15,188	214	+7
	2 & 3	112	197	156	202	138	208	+11
	All	20,026	207	17,813	210	15,326	214	+7
High Average	1	14,890	217	17,380	220	16,599	223	+6
	2 & 3	58	206	83	210	105	215	+9
	All	14,948	217	17,463	220	16,704	223	+6
High	1	9,854	228	14,785	235	13,996	240	+12
	2 & 3	18	213	40	223	31	227	+14
	All	9,872	228	14,825	235	14,027	240	+12

Source: District MAP Growth data file dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20. Intervention data downloaded from PowerSchool on 06/29/21.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 who also had valid RIT scores and tier assignment information available. In 2020-21, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9.

Table 9: 2020-21 Dallas ISD BOY, MOY, and EOY MAP Growth Reading (Spanish Only) Mean RIT Scores by Quintile and MTSS Tier

Achievement Quintile	Tier	BOY (N = 20,827)		MOY (N = 20,995)		EOY (N = 20,463)		BOY – EOY Difference
		n	Mean RIT	n	Mean RIT	n	Mean RIT	Mean RIT
Low	1	3,564	160	4,047	165	4,187	166	+6
	2 & 3	313	162	342	166	310	166	+4
	All	3,877	160	4,389	165	4,497	166	+6
Low Average	1	4,019	169	3,276	176	3,286	178	+9
	2 & 3	260	173	201	181	202	185	+12
	All	4,279	169	3,477	176	3,488	179	+10
Average	1	3,672	177	3,780	182	3,702	186	+9
	2 & 3	172	187	185	191	150	195	+8
	All	3,844	177	3,965	182	3,852	186	+9
High Average	1	4,338	186	4,304	192	4,106	197	+11
	2 & 3	135	196	149	202	161	204	+8
	All	4,473	186	4,453	192	4,267	197	+11
High	1	4,267	195	4,598	202	4,224	208	+13
	2 & 3	87	208	113	211	135	214	+6
	All	4,354	195	4,711	203	4,359	209	+14

Source: District MAP Growth data file dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20. Intervention data downloaded from PowerSchool on 06/29/21.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 who also had valid RIT scores and tier assignment information available. In 2020-21, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9.

CGP Scores

Tables 10-11 include the percentage of students who did not meet (low growth or low average growth), met (average growth), or exceeded (high average or high growth) MAP Growth targets from BOY to EOY for reading and mathematics by achievement quintile and tier. The lowest performing students at

BOY were in the low or low average achievement quintiles, and the highest performing students at BOY were in the high or high average achievement quintile. *It should be noted that due to the significantly smaller sample size of Tier 2 and Tier 3 students compared to Tier 1 students, especially for those in the average and higher performing achievement quintiles, findings in this section should be interpreted with caution.*

Overall, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles experienced similar growth (<5% difference) from BOY to EOY in English reading and mathematics as Tier 1 students in the same achievement quintiles. However, for English reading, 41 percent of Tier 2 and Tier 3 students in the low achievement quintile 'exceeded' *MAP Growth* targets from BOY to EOY, compared to 35 percent of Tier 1 students. In particular, 30 percent of Tier 2 and Tier 3 students in the low achievement quintile experienced high growth compared to 25 percent of Tier 1 students. Likewise, the percentage of Tier 2 and Tier 3 students in the low achievement quintile that experienced low growth (32%) was smaller than Tier 1 students (40%). These results indicate that students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) benefited from the additional tiered support from the MTSS program, as measured by *MAP Growth* scores.

Table 10: 2020-21 Dallas ISD *MAP Growth* Reading (English Only) BOY to EOY Growth Quintiles by Achievement Quintile and MTSS Tier

BOY Achievement Quintile	Tier	BOY to EOY Growth Quintile									
		Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Low	1	4,257	40.0	1,466	13.8	1,158	10.9	1,152	10.8	2,613	24.5
	2 & 3	193	31.6	97	15.9	72	11.8	66	10.8	183	30.0
	All	4,450	39.5	1,563	13.9	1,230	10.9	1,218	10.8	2,796	24.8
Low Average	1	3,763	39.8	1,364	14.4	1,251	13.2	1,306	13.8	1,772	18.7
	2 & 3	115	39.2	45	15.4	45	15.4	30	10.2	58	19.8
	All	3,878	39.8	1,409	14.5	1,296	13.3	1,336	13.7	1,830	18.8
Average	1	3,969	36.0	1,839	16.7	1,763	16.0	1,676	15.2	1,782	16.2
	2 & 3	74	40.2	20	10.9	38	20.7	18	9.8	34	18.5
	All	4,043	36.1	1,859	16.6	1,801	16.1	1,694	15.1	1,816	16.2
High Average	1	3,795	32.6	2,293	19.7	2,104	18.1	1,870	16.1	1,580	13.6
	2 & 3	50	46.7	21	19.6	12	11.2	10	9.3	14	13.1
	All	3,845	32.7	2,314	19.7	2,116	18.0	1,880	16.0	1,594	13.6
High	1	3,257	34.6	1,987	21.1	1,827	19.4	1,414	15.0	927	9.8
	2 & 3	22	57.9	3	7.9	5	13.2	6	15.8	2	5.3
	All	3,279	34.7	1,990	21.1	1,832	19.4	1,420	15.0	929	9.8

Source: District BOY and EOY *MAP Growth* data files dated 11/05/20 (BOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: *N* = 53,418 students with English Reading scores. Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). For each assessment and quintile, percentages may not sum to 100 percent because of rounding.

Table 11: 2020-21 Dallas ISD MAP Growth Mathematics BOY to EOY Growth Quintiles by Achievement Quintile and MTSS Tier

BOY Achievement Quintile	Tier	BOY to EOY Growth Quintile									
		Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Low	1	4,983	25.7	2,561	13.2	2,557	13.2	2,685	13.8	6,606	34.1
	2 & 3	128	23.3	69	12.6	86	15.7	80	14.6	186	33.9
	All	5,111	25.6	2,630	13.2	2,643	13.3	2,765	13.9	6,792	34.1
Low Average	1	4,079	23.9	2,171	12.7	2,242	13.2	2,621	15.4	5,923	34.8
	2 & 3	54	24.0	34	15.1	34	15.1	36	16.0	67	29.8
	All	4,133	23.9	2,205	12.8	2,276	13.2	2,657	15.4	5,990	34.7
Average	1	3,187	19.1	2,206	13.3	2,389	14.4	2,831	17.0	6,030	36.2
	2 & 3	33	30.3	14	12.8	15	13.8	16	14.7	31	28.4
	All	3,220	19.2	2,220	13.3	2,404	14.4	2,847	17.0	6,061	36.2
High Average	1	2,358	18.2	1,825	14.1	1,983	15.3	2,364	18.3	4,420	34.1
	2 & 3	11	20.0	9	16.4	7	12.7	17	30.9	11	20.0
	All	2,369	18.2	1,834	14.1	1,990	15.3	2,381	18.3	4,431	34.1
High	1	2,688	30.3	1,320	14.9	1,229	13.9	1,420	16.0	2,203	24.9
	2 & 3	11	68.8	4	25.0	-	-	1	6.3	-	-
	All	2,699	30.4	1,324	14.9	1,229	13.8	1,421	16.0	2,203	24.8

Source: District BOY and EOY MAP Growth data files dated 11/05/20 (BOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: *N* = 79,011 students with English Reading scores. Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). For each assessment and quintile, percentages may not sum to 100 percent because of rounding.

RIT Score Thresholds

Table 12 shows the percentages of students in grades one through six who met the NWEA stated threshold of scoring above the 40th percentile on the Spanish MAP Growth reading assessment (i.e., not considered at risk for later reading difficulties). The percentage of Tier 2 and Tier 3 students who met the threshold increased from 41 percent at BOY to 47 percent at EOY, whereas the percentage of Tier 1 students remained the same from BOY to EOY (62%). See Appendix E for these data organized by student group.

Table 12: 2020-21 Dallas ISD Percentages of Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Growth Spanish Reading by MTSS Tier

Tier	BOY (<i>N</i> = 20,827)		MOY (<i>N</i> = 20,995)		EOY (<i>N</i> = 20,463)	
	<i>n</i>	% Met	<i>n</i>	% Met	<i>n</i>	% Met
1	12,277	61.8	12,682	63.4	12,032	61.7
2 & 3	394	40.7	447	45.2	446	46.6
All	12,671	60.8	13,129	62.5	12,478	61.0

Source: District BOY, MOY, and EOY MAP Growth data files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: NWEA was able to provide threshold scores for up to grade six. These threshold scores constitute user norms rather than national norms. Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 with valid RIT scores. Met = scoring above the 40th percentile relative to norms that NWEA provided.

What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS department in 2020-21?

This section presents findings from the 2020-21 MTSS Feedback Survey. The online survey was administered to staff members who participated in at least one MTSS-related training session in 2020-21.

Methodology

To assess staff member perceptions regarding procedures, training, and support provided by the MTSS department, the 2020-21 MTSS Feedback Survey (20 items) was administered to district staff members who participated in at least one MTSS-related training during the 2020-21 school year. The purpose of the survey was to solicit respondents' feedback regarding the quality and usefulness of MTSS training they received 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 staff members used sign-in sheets to track participants for all virtual MTSS trainings offered to district staff members from August 1, 2020 through March 1, 2021. These sign-in sheets yielded 3,753 individuals who either provided district email addresses or whose district email addresses could be identified from the employee ID numbers provided. The survey was administered from March 22 through April 2, 2021, and periodic reminders were sent to those who had not responded. The evaluator conducted frequency analyses on item responses for closed-ended questions⁵¹ and content analyzed open-ended question responses, grouping feedback into general themes. Some respondents' comments touched on more than one topic or general theme, in such cases, their responses were coded under as many themes as applicable. Therefore, count for general themes for each open-ended survey item represents duplicated counts.

Results

Full survey details with response frequencies are provided in Appendix F. Of the 3,753 individuals who received an email invitation to complete the survey, 1,252 (33%) provided at least partial responses. Teachers were the most frequent respondents (67%), and the rate of respondents by role is provided in Table 13.

⁵¹ Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question.

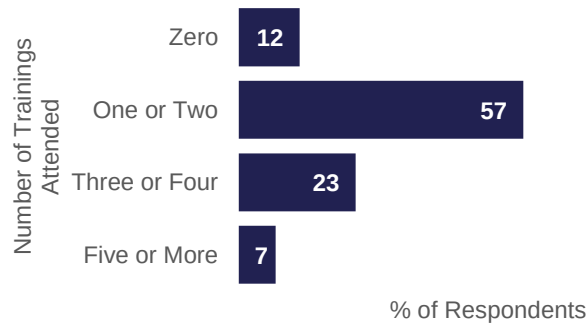
Table 13: 2020-21 MTSS Feedback Survey - Respondents by Role

Role	Respondents (N = 1,252)	
	n	%
Assistant Principal	63	5.0
Campus Instructional Coach	75	6.0
Central Staff	33	2.6
Counselor	23	1.8
Dyslexia Interventionist	14	1.1
Instructional Lead Coach	27	2.2
Principal	97	7.7
Teacher	844	67.4
Other	76	6.1

Source: 2020-21 MTSS Feedback Survey.

Note: "Other" includes various roles such as Testing Coordinator, Special Education teacher, Instructional Specialist, Dyslexia Evaluator, Campus Coordinator, etc. Percentages may not sum to 100 due to rounding.

The highest percentage of respondents (57%) reported participating in one or two training sessions in 2020-21 (Figure 1). Although all potential respondents presumably had participated in at least one MTSS training session because they were identified from training sign-in sheets, 12 percent of respondents reported participating in zero trainings, potentially indicating that 1) participants forgot they attended a MTSS-related training session early in the school year and/or 2) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework.

Figure 1: 2020-21 MTSS Feedback Survey - Extent of Participation in MTSS-Related Trainings

Source: 2020-21 MTSS Feedback Survey.

Note: N = 1,252. Responses indicating attendance at zero sessions may indicate that 1) participants forgot they attended a MTSS-related training session early in the school year or 2) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework. Percentages do not sum to 100 percent because of rounding.

In addition to participation in training, respondents most frequently mentioned using resources on the Dallas ISD MTSS website (44%) and speaking with colleagues who received MTSS training (37%) to learn more about the MTSS framework in 2020-21 (Table 14). Almost a third of respondents (31%) reported not using resources outside of district trainings.

Table 14: 2020-21 MTSS Feedback Survey – MTSS–Related Resources Used by Respondents Other Than Formal Training Sessions

Resource	Respondents (N = 1,076)	
	n	%
Used resources on the Dallas ISD MTSS website	473	44.0
Spoke with colleagues who received MTSS training	394	36.6
Did not use resources other than district trainings	330	30.7
Contacted one or more staff members in the MTSS office	127	11.8
Other	64	5.9

Source: 2020-21 MTSS Feedback Survey.

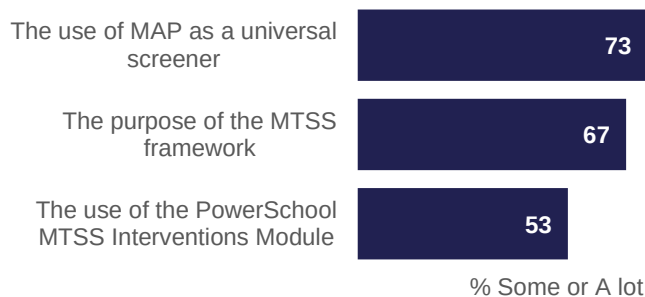
Note: Percentages do not sum to 100 because respondents could select more than one option.

MTSS Knowledge

Between 53 percent and 73 percent of respondents reported having at least some knowledge about three important aspects of the MTSS framework, including using the PowerSchool MTSS Intervention Module, the purpose of the MTSS framework, and using MAP as a universal screener (Figure 2).

Figure 2: 2020-21 MTSS Feedback Survey - Knowledge of the MTSS Framework

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



Source: 2020-21 MTSS Feedback Survey.

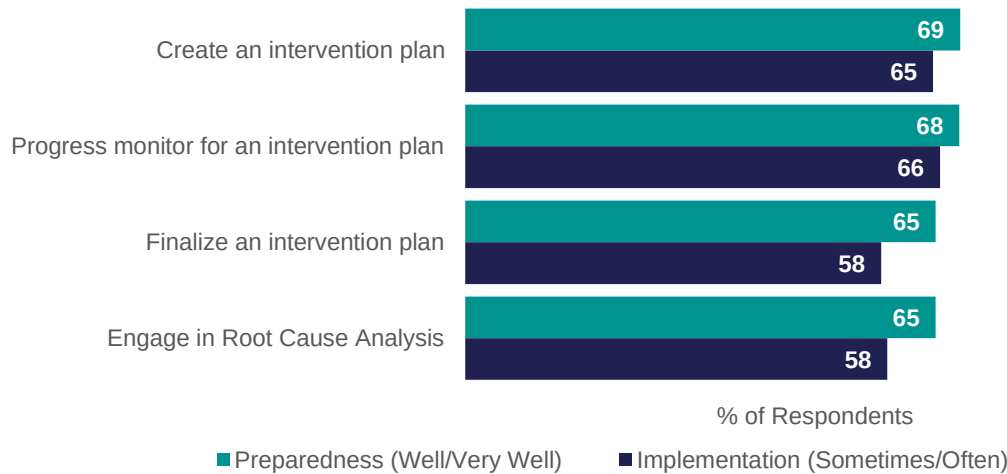
Note: N = 1,051.

With respect to knowledge of the three types of MTSS interventions, the highest percentage of respondents reported at least some knowledge of academic interventions (59%), followed by engagement (52%) and language interventions (49%). In addition, 34 percent of respondents reported that they were at least moderately confident in their understanding about the difference between MTSS and RTI and the differences between MTSS and SST.

Implementation of MTSS

The highest percentage of respondents reported that they used academic interventions at least a moderate amount (29%), followed by engagement (22%) and language (21%). In addition, while the majority of respondents (65% to 69%) reported that support from the MTSS department prepared them (well or very well) to implement elements of MTSS, lower percentages (58% to 66%) reported that they implemented these elements sometimes or often (Figure 3).

Figure 3: 2020-21 MTSS Feedback Survey - Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



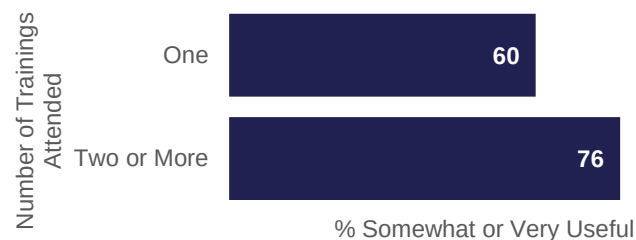
Source: 2020-21 MTSS Feedback Survey.

Note: N = 993. Excludes responses indicating that the questions are not applicable; therefore, Ns vary by survey item. Ns per survey item are provided in Appendix F.

MTSS Training Usefulness

A high percentage of respondents indicated that the MTSS training sessions they attended were somewhat or very useful (71%), and these ratings tended to be higher for respondents who had attended two or more MTSS-related training sessions (76%; Figure 4). These findings indicated that 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 to improve depth of knowledge, while others felt that the existing training was rushed or otherwise not optimally user-friendly.

Figure 4: 2020-21 MTSS Feedback Survey - Beliefs about MTSS Training Usefulness by Number of Training Sessions Attended



Source: 2020-21 MTSS Feedback Survey.

Note: n = 315 attended one training session. n = 668 attended two or more training sessions.

Respondents were also asked what improvements could be made to the support they received from the MTSS department. For the 374 participants who answered this question (30% of sample), the most commonly articulated theme was the desire for additional MTSS trainings throughout the year (38%;

Figure 5⁵²). Respondents also indicated that the support they receive from the MTSS department could be improved by providing additional hands-on activities (14%). For example, they suggested that the MTSS department should provide demonstrations and resources (e.g., videos, webinars, documents, exemplars, and training modules) for how to properly implement an intervention plan.

I'm not sure if they already have this but step-by-step videos of creating a plan, monitoring the plan, and finalizing the intervention plan. I feel this would be beneficial for new teachers. [Teacher]

One suggestion for improvement is to provide a Quick Reference Guide of the presentations for participants to use at home. [Campus Instructional Coach]

Respondents also expressed a need for more user-friendly trainings (9%), with respondents referring to some trainings as being rushed or including too much information. They reported that the information from the trainings was sometimes difficult to learn in a short period of time. To improve the learning experience, they recommended spreading the trainings throughout the year and using real-world examples for how to develop an intervention plan.

Trainings should be paced in a way that teachers can learn and practice using the platform. Many times, trainings are rushed leaving a sense of overwhelm and confusion. [Teacher]

More bit-sized pieces of info so people have time to attend trainings and practice prior to moving to the next piece. [Teacher]

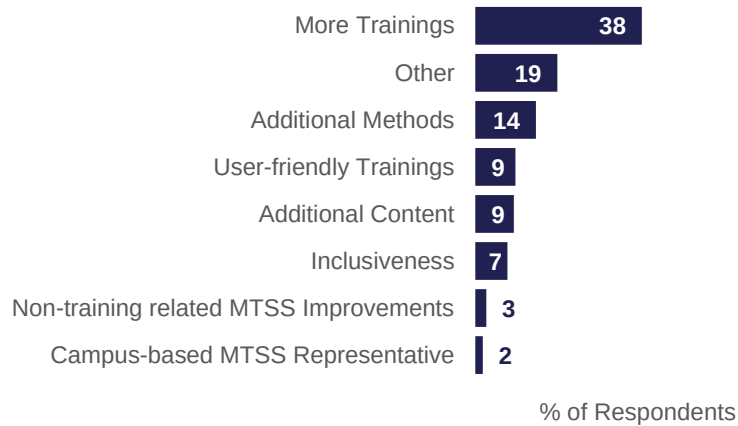
In addition, some respondents expressed a desire for trainings with additional content on existing topics related to MTSS (9%). They indicated that they were not always aware of all the available resources that MTSS could provide or all the steps they needed to follow to implement an intervention plan. They felt that more in-depth information about using MTSS would help them to develop intervention plans and monitor student progress.

This year has been very difficult because of the myriad of trainings we have been required or needed to take because of our online format. I know what MTSS means, but I am not sure of the resources available to assist struggling students. MAP has been valuable for my SPED kids. I have been using it on my own to determine gaps my students have. I am not aware of all the platform resources and benefits. [Teacher]

⁵² "Other" includes comments that were unclear, idiosyncratic, positive rather than referring to what could be improved, or the respondents indicated they were not familiar enough with MTSS. "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. "Campus-based MTSS representative" refers to having a MTSS representative at each campus.

Figure 5: 2020-21 MTSS Feedback Survey - Training Feedback

Briefly describe what could be improved in the support from the MTSS Department.



Source: 2020-21 MTSS Feedback Survey.

Note: N = 374 respondents. Data are based on duplicate counts because each response could address multiple issues.

Perceptions about MTSS Implementation

Over a quarter of respondents (28%)⁵³ indicated that they thought MTSS was implemented very or extremely effectively on their campuses in 2020-21. When asked to reflect how the implementation of MTSS can be improved on their campus, 336 participants (27% of sample) answered the question, and almost a third of these respondents indicated a need for more training on their campus (32%; Figure 6⁵⁴). These respondents felt that they needed information and resources on how to implement, monitor, and finalize intervention plans. For example, they reported that having more real-world examples and exemplar intervention plans would increase their understanding of MTSS and improve their ability to meet the needs of their students.

We can improve the implementation of MTSS on our campus by providing more follow-up training for teachers regarding how to create a plan and training on how to effectively choose the right interventions to meet student needs. [assistant principal]

I would love to see exemplar practices, checklists, or flow charts for teachers and admin to see the process of a struggling student. Our campus works closely with teachers to think through interventions, but I would love support in streamlining the process so that teachers can take ownership and start the interventions right away. [principal]

⁵³ Excludes responses indicating that they did not have enough information to determine.

⁵⁴ "Other" includes comments that were unclear, idiosyncratic, positive rather than referring to what could be improved, or the respondents indicated they were not familiar enough with MTSS. "More support" refers to support from MTSS program staff members and/or campus leaders. "More buy-in" refers to increasing the number of campus staff implementing MTSS. "Time for implementation" refers to the lack of time that respondents felt that they had to learn and implement MTSS. "User-friendly procedures" refers to the procedures for navigating the MTSS website and the portal for opening a case.

Respondents also expressed a need for additional resources on their campus regarding MTSS (16%). These included resources to help guide teachers for how to navigate the process of implementing an intervention based on the student's needs and examples of common scenarios. They also reported that having more people on each campus who are assigned as MTSS experts could provide support for effectively implementing their plans.

Offer a visual friendly scheme/structure of MTSS to guide teachers in knowing where to begin and find further information, such as the interventions required according to the student's needs. Give examples of "how to" do it (videos). [Teacher]

Ongoing collaboration with the campus representative and teachers. [Teacher]

A person assigned to each campus for support as needed. [Assistant Principal]

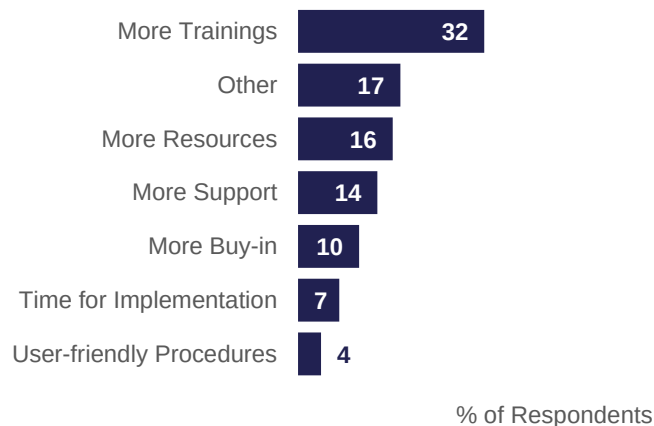
Regarding the need for additional support from administrators or central staff, respondents (14%) felt that they needed more feedback and guidance after interventions are implemented. They indicated improving the coordination among staff members could improve the effectiveness of the interventions.

The implementation of MTSS can be improved with support from central staff. Providing resources in a timely manner so they can be implemented with fidelity in an earlier enough time so that we can monitor the progress. [Campus Instructional Coach]

A staff member that supports and follow up with the progress related to MTSS. [Teacher]

Figure 6: 2020-21 MTSS Feedback Survey - Feedback for MTSS Implementation Improvement

Briefly describe what could be improved in the implementation of MTSS on your campus.



Source: 2020-21 MTSS Feedback Survey.

Note: N = 336 respondents. Data are based on duplicate counts because each response could address multiple issues.

Tier 2 and Tier 3 Interventions

Between 56 percent and 63 percent of survey respondents reported that they had given students Tier 2 or Tier 3 interventions (i.e., academics, language, or engagement) in a virtual setting. Of these respondents, a quarter or more reported that academic (29%), language (25%), and engagement (30%)

interventions were very or extremely effective. In addition, a total of 264 respondents (21% of sample) answered the question about the challenges that they faced implementing virtual Tier 2 or Tier 3 interventions during the 2020-21 school year. As shown in Figure 7,⁵⁵ the most common challenge that respondents faced was regarding inconsistent student engagement (26%). For example, they reported that students did not always turn on their cameras, were sometimes easily distracted, did not always attend sessions, or did not always engage with the material during remote learning. These challenges made it difficult to consistently implement interventions virtually.

Most of the challenges are due to students at home on a virtual plan. They do not have adequate support at home; therefore, I have no control over what a student does from home. I am very tech savvy; however, recreating ways to support kids in need of interventions was more challenging this year. Thankfully, my teammates and reading coach helped a lot. [Teacher]

The implementation of virtual Tier 2 or Tier 3 were challenging because it was hard to determine if the students were actually engaging in their learning or preoccupied with other distractions. [Teacher]

In addition, some respondents reported that they did not feel that they had enough training or knowledge to effectively implement virtual Tier 2 or Tier 3 interventions (15%) or they had limited time to implement the interventions (13%). These respondents indicated that they needed more information about how to select, implement, and monitor student progress with virtual Tier 2 and Tier 3 interventions. They also reported that teaching in a hybrid environment and managing additional responsibilities made it difficult to implement interventions with fidelity.

Difficulty recalling the steps when trying to implement the interventions. [Teacher]

I know that my teachers struggle with implementing these interventions with the time they have for instruction in the classroom. [Principal]

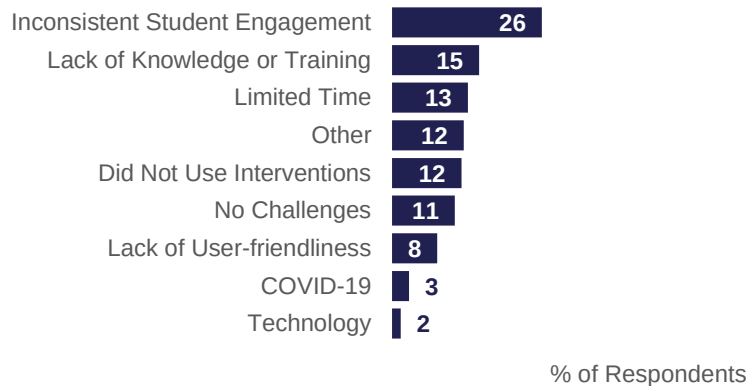
The number of students needed intensive interventions was much higher this year and made implementation a challenge. [Principal]

Hybrid teaching is difficult. [Teacher]

⁵⁵ “Inconsistent student engagement” refers to challenges with engaging students in remote learning. “Lack of knowledge or training” refers to need for more information regarding how to implement virtual Tier 2 or Tier 3 interventions. “Limited Time” refers to the lack of time that respondents felt that they had to implement interventions due to the number of students, managing a hybrid classroom, and other responsibilities. “Other” includes comments that were unclear, idiosyncratic, or the respondents indicated they were not familiar enough with MTSS. “Lack of user-friendliness” refers challenges with remembering all of the steps for the virtual interventions and navigating the online portal. “COVID-19” refers to the general challenges faced by students and teachers during the COVID-19 pandemic. “Technology” refers to technological challenges during remote learning, such as internet issues or equipment not working.

Figure 7: 2020-21 MTSS Feedback Survey – Challenges Implementing Tier 2 Interventions

Briefly describe the challenges that you faced implementing virtual Tier 2 or Tier 3 interventions during the 2020-21 school year.



Source: 2020-21 MTSS Feedback Survey.

Note: *N* = 264 respondents. Data are based on duplicate counts because each response could address multiple issues.

When asked to reflect on the successes that they experienced implementing Tier 2 or Tier 3 interventions during the 2020-21 school year, 204 respondents (16% of sample) answered that the most common theme was tracking student progress once interventions were implemented (29%; Figure 8⁵⁶). Respondents indicated that students who were actively engaged responded well to Tier 2 and Tier 3 interventions, were more confident, progressed faster than before the interventions, and improved their *MAP Growth* scores. They also expressed that they were able to identify students who needed additional support (10%), and students had better attendance and were more engaged when the interventions were properly implemented (9%).

The success I experienced was seeing the improvement in the engagement level and student performance levels go up because of these targeted interventions. [Instructional Lead Coach]

When logistics worked well, Tier 2 and Tier 3 interventions helped students progress towards academic mastery faster than they were progressing before the interventions. [Teacher]

Students who have been actively engaged have expressed satisfaction in choosing different activities that meet their needs and levels of understanding. [Teacher]

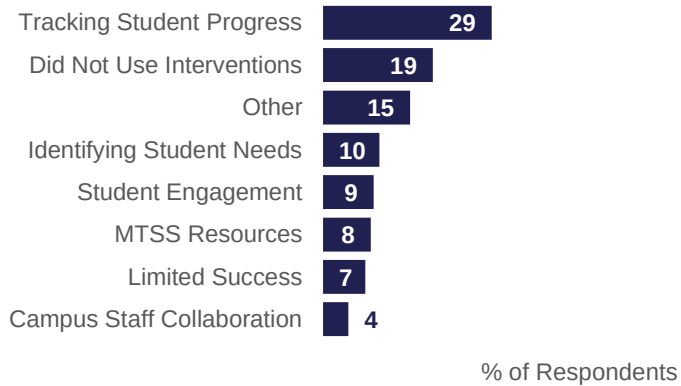
We were able to increase student virtual attendance and have a system in place to support low-engaging students and those who needed additional services. [Principal]

⁵⁶ "Tracking student progress" refers to tracking improvements student outcomes after receiving Tier 2 or Tier 3 interventions. "Other" includes comments that were unclear, idiosyncratic, or the respondents indicated they were not familiar enough with MTSS. "Identifying student needs" refers to identifying students who need Tier 2 or Tier 3 interventions. "Student engagement" refers to improvements in student participation. "MTSS resources" refers to using beneficial resources and interventions related to MTSS. "Limited success" refers to respondents who only indicated minor levels of success implementing Tier 2 or Tier 3 interventions. "Campus staff collaboration" refers to positive experiences collaborating with other staff members on their campus when implementing interventions.

The successes I experienced was getting more information about where students are struggling and what to look for to provide better instruction.

Figure 8: 2020-21 MTSS Feedback Survey – Challenges Implementing Tier 2 Interventions

Briefly describe the successes that you experienced implementing virtual Tier 2 or Tier 3 interventions during the 2020-21 school year.



Source: 2020-21 MTSS Feedback Survey.

Note: N = 204 respondents. Data are based on duplicate counts because each response could address multiple issues.

Lastly, 77 respondents (6% of sample) answered the question whether they had any additional comments related to MTSS training or implementation. However, no additional themes were identified beyond those identified from previous open-ended questions.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$577,626 in Title II funding (slight increase from \$565,626 in 2019-20), the MTSS program aimed to help struggling students succeed by providing differentiated instructional supports. To accomplish this goal, MTSS program staff members helped campus personnel to identify struggling students as early as possible and provide tiered support based on their academic, language, and engagement needs. Key findings for 2020-21 include the following.

- Between July 20, 2020 and June 30, 2021, 3,822 Dallas ISD staff members attended one or more MTSS-related trainings. The most frequently attended workshops were related to *MAP Growth* (60 virtual sessions; 3,407 participants). Also, 7,773 participants completed at least one of the new self-paced online sessions related to *MAP Growth*.
- In 2020-21, 13,326 Tier 2 intervention plans were created in the PowerSchool MTSS Intervention Module, and 4,901 (37%) of these Tier 2 interventions plans were at least partially implemented and monitored for 3,633 students. In addition, 269 Tier 3 intervention plans were created in PowerSchool, and 106 (39%) of these Tier 3 intervention plans were at least implemented and monitored for 91 students.
- At both tiers, a greater proportion of intervention plans focused on reading (73% for Tier 2 and 83% for Tier 3) than mathematics (27% for Tier 2 and 17% for Tier 3).
- Consistent with districtwide demographics, each tier included more Hispanic students than African American students, and more African American students than White students. However, compared to districtwide demographics (71% Hispanic and 21% African American), proportionally fewer Hispanic students (65% Tier 2 and 62% Tier 3) and proportionally more African American students (29% Tier 2 and 35% Tier 3) received a tier plan.
- For English reading and mathematics, the mean RIT scores for Tier 2 and Tier 3 students at each administration were lower than Tier 1 students who received no interventions, but Tier 2 and Tier 3 students experienced more gains from BOY to EOY (+5 to +15 points for English reading and +9 to +14 points for mathematics) than Tier 1 students (+3 to +4 points for English reading and +5 to +12 points for mathematics).
- For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students were generally higher than Tier 1 students, but the gains from BOY to EOY for Tier 2 and Tier 3 students (+4 to +12 points) were slightly lower than Tier 1 students (+6 to +13 points).
- Overall, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles experienced similar growth (<5% difference) from BOY to EOY in English reading and mathematics as Tier 1 students in the same achievement quintiles. However, for English reading, 41 percent of Tier 2 and Tier 3 students in the low achievement quintile 'exceeded' *MAP Growth* targets from BOY to EOY, compared to 35 percent of Tier 1 students. These results indicate that students with the greatest

needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) benefited from the additional tiered support from the MTSS program, as measured by *MAP Growth* scores, compared to their Tier 1 peers.

- The percentage of Tier 2 and Tier 3 students who met the NWEA stated threshold of scoring above the 40th percentile on the Spanish *MAP Growth* reading assessment (i.e., not considered at risk for later reading difficulties) increased from 41 percent at BOY to 47 percent at EOY, whereas the percentage of Tier 1 students remained consistent from BOY to EOY (62%).
- A survey of 1,252 MTSS-related training participants indicated that the majority of respondents (65% to 69%) reported that support from the MTSS department prepared them (well or very well) to implement elements of MTSS, whereas lower percentages (58% to 66%) reported that they implemented these elements sometimes or often.
- A high percentage of respondents indicated that the MTSS training sessions they attended were somewhat or very useful (71%), and these ratings tended to be higher for respondents who had attended two or more MTSS-related training session (76%).
- Respondents were also asked what improvements could be made to the support they received from the MTSS department. The most commonly articulated themes were the desire for additional MTSS trainings (38%), more hands-on activities (14%), and more user-friendly trainings (9%).
- Over a quarter of respondents (28%) indicated that they thought MTSS was implemented very or extremely effectively on their campuses in 2020-21. When asked to reflect how the implementation of MTSS can be improved on their campus, 32 percent of respondents who completed the question indicated a need for more training and 16 percent indicated a need for additional resources (e.g., exemplar intervention plans).
- When asked to reflect on the successes that they experienced implementing Tier 2 or Tier 3 interventions, the most common response (29%) was tracking student progress once interventions were implemented. Respondents also reported that actively engaged students responded well to Tier 2 and Tier 3 interventions, were more confident, progressed faster than before the interventions, and improved their *MAP Growth* scores. These respondents also indicated that students had better attendance and were more engaged when the interventions were properly implemented.

Recommendations

Continue improving documentation and tracking related to MTSS implementation. While over 13,326 Tier 2 and 269 Tier 3 interventions plans were created in the PowerSchool MTSS Intervention Module, less than 40 percent of these plans were at least partially implemented and monitored in 2020-21. Because some survey respondents reported that they did not have enough training, knowledge, or time to implement the virtual interventions, MTSS program staff members should continue their efforts to support teachers and improve student tracking when interventions are implemented. Evaluator and stakeholders should also

work together to elevate systems and processes to allow more rigorous and complete future analyses. This could provide additional insight into the effectiveness of the MTSS platform.

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 the second year of implementation rarely exceeded 90 percent for any grade or either subject. On average, the percentage of students tested also trended downward as grade level increased. As more students return to in-person learning for the 2021-22 school year, 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 Tier 2 and Tier 3 students. In 2020-21, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles experienced similar growth (<5% difference) from BOY to EOY in English reading and mathematics as Tier 1 students in the same achievement quintiles. These results indicate that students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) benefited from the additional tiered support from the MTSS program, as measured by *MAP Growth* scores, compared to their Tier 1 peers. Stakeholders should use lessons learned from the second year of *MAP Growth* implementation to improve assessment processes and necessary assignment to Tier 2 and Tier 3 plans to ensure at-risk students receive the extra help they need.

Improve frequency and content of MTSS training. While the number of Dallas ISD staff members who completed at least one MTSS-related training increased in 2020-21, some survey respondents expressed the need for additional trainings, hands-on activities, and resources for creating, implementing, and monitoring intervention plans. Because the usefulness ratings for MTSS training sessions were higher for participants who had completed two or more trainings, it is likely that participants viewed the content as more useful as exposure to the content increased beyond a single training session. MTSS program staff members should continue to survey stakeholders to determine the topics and resources that would be most beneficial and offer trainings as frequently as possible.

Improve ease and understanding of MTSS Implementation. Survey respondents expressed concerns about the user-friendliness of MTSS tools because some trainings felt rushed or included too much information in a short period of time. To improve the learning experience, some teachers may benefit from (a) receiving information over a longer period of time, (b) having additional opportunities to practice using the MTSS platform, (c) having access to additional resources at trainings (e.g., exemplar intervention plans), and (d) having access to more campus-level support from MTSS experts or central staff members. This could provide teachers with critical guidance and feedback as interventions are implemented throughout the school year.

Provide additional support for implementing Tier 2 and Tier 3 interventions in various learning environments. In response to the COVID-19 pandemic and the transition to at-home learning, many Tier 2 and Tier 3 interventions were implemented virtually in 2020-21. This presented teachers with many challenges related to inconsistent student engagement (e.g., students turning off cameras or not attending sessions). Because survey respondents described that actively engaged students responded well to Tier 2 and Tier 3 interventions, were more confident, progressed faster than before the interventions, and improved their *MAP Growth* scores, MTSS program staff members should explore how additional resources and strategies can be used to actively engage Tier 2 and Tier 3 students across remote, hybrid, and in-person settings.

REFERENCES

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APPENDICES



Appendix A

Appendix A, Table 1: 2020-21 Dallas ISD MAP Growth Reading (English and Spanish) 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						
1	10,586	85.8	10,586	89.2	10,586	87.2
2	10,610	85.3	10,610	88.9	10,610	86.9
3	10,474	85.4	10,474	85.2	10,474	81.2
4	10,572	83.1	10,572	81.9	10,572	78.1
5	10,829	81.6	10,829	81.5	10,829	77.1
6	10,640	76.6	10,640	74.1	10,640	69.0
7	10,644	76.5	10,644	72.3	10,644	62.2
8	10,678	78.0	10,678	74.5	10,678	65.4
9	11,513	65.7	11,513	65.3	11,513	58.6
10	11,228	69.2	11,228	66.4	11,228	56.6
11	9,739	66.4	9,739	58.8	9,739	44.7
Grades 1-11	117,513	77.5	117,513	76.2	117,513	69.8
Hispanic						
1	7,200	86.7	7,200	90.1	7,200	89.7
2	7,256	86.4	7,256	90.5	7,256	89.8
3	7,247	86.9	7,247	85.8	7,247	83.2
4	7,529	82.8	7,529	81.7	7,529	79.0
5	7,704	80.9	7,704	81.2	7,704	77.5
6	7,632	78.7	7,632	76.5	7,632	72.3
7	7,729	78.7	7,729	75.2	7,729	65.1
8	7,801	80.3	7,801	76.4	7,801	68.0
9	8,204	68.6	8,204	68.1	8,204	61.5
10	8,183	71.5	8,183	68.2	8,183	58.2
11	6,971	67.8	6,971	60.3	6,971	45.4
Grades 1-11	83,456	78.9	83,456	77.5	83,456	71.6
African American						
1	2,149	79.4	2,149	85.3	2,149	78.8
2	2,217	79.3	2,217	82.2	2,217	77.1
3	2,225	77.4	2,225	81.5	2,225	72.7
4	2,131	80.9	2,131	79.1	2,131	71.7
5	2,276	79.9	2,276	79.8	2,276	72.2
6	2,223	67.0	2,223	62.9	2,223	54.3
7	2,160	66.6	2,160	59.3	2,160	48.5
8	2,141	66.6	2,141	64.4	2,141	51.9
9	2,446	52.2	2,446	53.6	2,446	45.7
10	2,277	57.3	2,277	55.6	2,277	47.1
11	1,963	55.2	1,963	46.6	1,963	34.7
Grades 1-11	24,208	69.2	24,208	68.3	24,208	59.6
White						
1	685	94.2	685	93.7	685	90.2
2	650	92.8	650	94.0	650	89.8
3	623	93.7	623	90.7	623	88.0
4	546	94.7	546	92.7	546	90.1
5	523	94.6	523	90.2	523	88.5
6	459	86.3	459	82.1	459	82.1
7	457	85.3	457	83.4	457	77.2
8	442	90.0	442	85.3	442	79.2
9	503	79.7	503	74.8	503	71.0
10	465	84.7	465	81.9	465	70.8
11	454	82.2	454	75.1	454	63.4
Grades 1-11	5,807	89.5	5,807	86.6	5,807	82.0

table continues

Appendix A , Table 1 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Economically Disadvantaged						
1	9,015	84.7	9,015	88.6	9,015	86.3
2	9,102	84.3	9,102	88.2	9,102	86.2
3	9,074	84.6	9,074	84.6	9,074	80.2
4	9,103	82.2	9,103	80.8	9,103	76.7
5	9,378	80.3	9,378	80.5	9,378	75.7
6	9,070	74.9	9,070	72.5	9,070	66.9
7	9,076	74.9	9,076	70.6	9,076	59.9
8	9,125	76.5	9,125	73.0	9,125	63.4
9	9,447	63.4	9,447	63.3	9,447	55.8
10	8,989	67.4	8,989	64.6	8,989	54.2
11	7,526	64.4	7,526	56.7	7,526	41.6
Grades 1-11	98,905	76.3	98,905	75.1	98,905	68.3
Special Education						
1	808	58.9	808	63.6	808	62.1
2	972	63.8	972	68.4	972	67.3
3	1,153	68.6	1,153	69.3	1,153	64.8
4	1,293	68.8	1,293	68.0	1,293	64.3
5	1,378	67.9	1,378	67.9	1,378	64.4
6	1,342	60.1	1,342	59.4	1,342	55.9
7	1,249	58.6	1,249	56.4	1,249	47.6
8	1,162	57.8	1,162	57.1	1,162	47.2
9	1,091	43.3	1,091	45.0	1,091	40.0
10	932	42.3	932	42.0	932	37.0
11	763	43.6	763	41.8	763	34.5
Grades 1-11	12,143	58.6	12,143	59.0	12,143	54.0
Homeless						
1	230	74.3	230	84.3	230	74.3
2	226	73.0	226	77.4	226	73.5
3	191	75.9	191	80.1	191	72.3
4	200	72.0	200	73.0	200	65.0
5	188	64.9	188	66.5	188	59.0
6	238	60.5	238	61.8	238	55.5
7	192	57.8	192	61.5	192	51.0
8	186	59.7	186	62.9	186	55.9
9	272	47.1	272	52.2	272	47.4
10	181	49.7	181	55.8	181	46.4
11	137	51.1	137	56.2	137	29.2
Grades 1-11	2,241	62.5	2,241	66.7	2,241	58.1
ELs						
1	5,092	88.4	5,092	91.7	5,092	91.3
2	5,309	87.0	5,309	90.8	5,309	90.3
3	5,363	87.3	5,363	85.7	5,363	83.1
4	5,547	81.0	5,547	80.2	5,547	77.4
5	5,571	77.9	5,571	78.6	5,571	75.2
6	5,368	79.9	5,368	78.3	5,368	73.9
7	5,247	78.9	5,247	75.7	5,247	65.9
8	5,000	80.6	5,000	77.1	5,000	68.2
9	5,079	66.6	5,079	66.5	5,079	59.7
10	4,993	68.5	4,993	65.6	4,993	55.4
11	3,479	64.6	3,479	56.4	3,479	40.8
Grades 1-11	56,048	78.8	56,048	77.7	56,048	72.1

table continues

Appendix A, Table 1 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
nonELs						
1	5,494	83.3	5,494	87.0	5,494	83.4
2	5,301	83.7	5,301	87.0	5,301	83.6
3	5,111	83.4	5,111	84.8	5,111	79.3
4	5,025	85.4	5,025	83.7	5,025	78.9
5	5,258	85.4	5,258	84.7	5,258	79.0
6	5,272	73.3	5,272	69.9	5,272	64.1
7	5,397	74.1	5,397	69.0	5,397	58.6
8	5,678	75.7	5,678	72.2	5,678	62.9
9	6,434	65.0	6,434	64.4	6,434	57.7
10	6,235	69.9	6,235	66.9	6,235	57.5
11	6,260	67.4	6,260	60.1	6,260	46.9
Grades 1-11	61,465	76.4	61,465	74.8	61,465	67.6

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: MAP Growth data represent combined data for English- and Spanish-language versions of the Reading test.

Appendix A, Table 2: 2020-21 Dallas ISD MAP Growth Mathematics 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						
1	10,586	88.5	10,586	91.3	10,586	89.0
2	10,610	88.0	10,610	91.3	10,610	88.9
3	10,474	88.9	10,474	90.0	10,474	86.2
4	10,572	89.8	10,572	88.8	10,572	85.3
5	10,829	89.4	10,829	89.4	10,829	85.2
6	10,640	75.8	10,640	75.6	10,640	70.4
7	10,644	75.8	10,644	72.5	10,644	65.4
8	10,678	77.7	10,678	75.3	10,678	67.5
9	11,513	64.8	11,513	65.1	11,513	58.0
10	11,228	65.3	11,228	64.3	11,228	54.8
11	9,739	66.2	9,739	58.1	9,739	46.5
Grades 1-11	117,513	79.0	117,513	78.3	117,513	72.5
Hispanic						
1	7,200	90.4	7,200	92.8	7,200	91.8
2	7,256	90.3	7,256	93.6	7,256	92.6
3	7,247	92.1	7,247	92.0	7,247	89.8
4	7,529	91.8	7,529	91.2	7,529	89.3
5	7,704	91.8	7,704	92.1	7,704	88.7
6	7,632	78.4	7,632	77.9	7,632	73.4
7	7,729	77.8	7,729	75.5	7,729	68.7
8	7,801	79.6	7,801	77.7	7,801	70.5
9	8,204	68.0	8,204	67.6	8,204	60.4
10	8,183	67.2	8,183	66.1	8,183	56.7
11	6,971	67.9	6,971	59.0	6,971	47.0
Grades 1-11	83,456	81.2	83,456	80.3	83,456	75.1
African American						
1	2,149	80.3	2,149	85.9	2,149	79.1
2	2,217	78.1	2,217	83.2	2,217	77.1
3	2,225	76.9	2,225	82.6	2,225	73.8
4	2,131	81.7	2,131	78.9	2,131	69.9
5	2,276	79.8	2,276	80.4	2,276	72.8
6	2,223	64.5	2,223	65.2	2,223	56.2
7	2,160	66.1	2,160	59.0	2,160	50.6
8	2,141	67.7	2,141	63.4	2,141	52.7
9	2,446	49.7	2,446	53.4	2,446	46.2
10	2,277	54.1	2,277	52.8	2,277	44.2
11	1,963	54.0	1,963	48.1	1,963	37.9
Grades 1-11	24,208	68.3	24,208	68.5	24,208	60.1
White						
1	685	94.3	685	0.0	685	0.0
2	650	94.6	650	0.0	650	0.0
3	623	94.5	623	92.6	623	89.6
4	546	95.6	546	94.5	546	91.9
5	523	95.6	523	90.6	523	88.3
6	459	85.2	459	85.8	459	84.3
7	457	85.6	457	84.7	457	80.7
8	442	89.4	442	86.7	442	79.0
9	503	82.1	503	76.1	503	72.4
10	465	83.4	465	81.3	465	69.9
11	454	82.8	454	74.7	454	64.3
Grades 1-11	5,807	90.0	5,807	87.6	5,807	83.3

table continues

Appendix A, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Economically Disadvantaged						
1	9,015	87.5	9,015	90.7	9,015	88.0
2	9,102	86.9	9,102	90.8	9,102	88.2
3	9,074	87.9	9,074	89.4	9,074	85.3
4	9,103	89.1	9,103	87.9	9,103	84.2
5	9,378	88.5	9,378	88.9	9,378	84.3
6	9,070	74.1	9,070	74.0	9,070	68.3
7	9,076	74.0	9,076	70.4	9,076	63.3
8	9,125	76.1	9,125	73.6	9,125	65.2
9	9,447	62.7	9,447	63.1	9,447	55.7
10	8,989	63.6	8,989	62.7	8,989	52.4
11	7,526	64.3	7,526	56.0	7,526	43.8
Grades 1-11	98,905	77.9	98,905	77.4	98,905	71.2
Special Education						
1	808	64.6	808	66.0	808	65.1
2	972	67.4	972	70.2	972	69.4
3	1,153	72.5	1,153	73.3	1,153	69.2
4	1,293	73.5	1,293	72.7	1,293	69.2
5	1,378	74.6	1,378	74.5	1,378	71.0
6	1,342	58.7	1,342	59.6	1,342	57.2
7	1,249	57.5	1,249	55.7	1,249	52.6
8	1,162	57.1	1,162	56.9	1,162	48.2
9	1,091	44.3	1,091	48.3	1,091	40.1
10	932	40.8	932	42.8	932	37.1
11	763	44.7	763	42.6	763	33.4
Grades 1-11	12,143	60.7	12,143	61.2	12,143	56.8
Homeless						
1	230	77.0	230	85.2	230	78.3
2	226	71.7	226	81.9	226	72.6
3	191	74.9	191	84.3	191	74.3
4	200	76.0	200	78.0	200	68.5
5	188	71.3	188	78.2	188	67.6
6	238	60.9	238	62.6	238	58.8
7	192	62.0	192	57.3	192	49.0
8	186	57.5	186	62.9	186	52.7
9	272	46.0	272	55.1	272	48.9
10	181	47.0	181	49.7	181	45.3
11	137	48.2	137	47.4	137	31.4
Grades 1-11	2,241	63.1	2,241	68.1	2,241	59.8
ELs						
1	5,092	92.4	5,092	94.3	5,092	93.6
2	5,309	92.0	5,309	94.9	5,309	93.9
3	5,363	93.8	5,363	93.8	5,363	91.9
4	5,547	93.5	5,547	92.9	5,547	91.1
5	5,571	93.0	5,571	93.5	5,571	90.5
6	5,368	79.6	5,368	79.3	5,368	75.0
7	5,247	78.3	5,247	75.4	5,247	69.8
8	5,000	80.4	5,000	78.0	5,000	70.7
9	5,079	66.5	5,079	66.9	5,079	59.4
10	4,993	64.6	4,993	62.9	4,993	52.5
11	3,479	64.0	3,479	55.1	3,479	42.1
Grades 1-11	56,048	82.5	56,048	81.7	56,048	76.9

table continues

Appendix A, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
nonELs						
1	5,494	84.9	5,494	88.6	5,494	84.7
2	5,301	83.9	5,301	87.8	5,301	84.0
3	5,111	83.7	5,111	85.9	5,111	80.1
4	5,025	85.8	5,025	84.2	5,025	78.8
5	5,258	85.5	5,258	85.1	5,258	79.7
6	5,272	72.0	5,272	71.9	5,272	65.8
7	5,397	73.3	5,397	69.8	5,397	61.1
8	5,678	75.3	5,678	72.9	5,678	64.7
9	6,434	63.5	6,434	63.7	6,434	56.9
10	6,235	65.9	6,235	65.3	6,235	56.7
11	6,260	67.4	6,260	59.8	6,260	48.9
Grades 1-11	61,465	75.9	61,465	75.2	61,465	68.4

Source: District MAP files dated 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Appendix B

Appendix B, Table 1: 2020-21 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans by Student Group

Intervention Plans							
	Students	One		Two		Three or More	
Tier	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
District							
Tier 2	3,633	2,748	75.6	736	20.3	149	4.1
Tier 3	91	84	92.3	6	6.6	1	1.1
Hispanic							
Tier 2	2,375	1761	74.1	512	21.6	102	4.3
Tier 3	56	50	89.3	5	8.9	1	1.8
African American							
Tier 2	1,066	841	78.9	183	17.2	42	3.9
Tier 3	32	31	96.9	1	3.1	-	-
White							
Tier 2	80	56	70.0	21	26.3	3	3.8
Tier 3	3	3	100.0	-	-	-	-
Economically Disadvantaged							
Tier 2	3,383	2,560	75.7	679	20.1	144	4.3
Tier 3	86	80	93.0	5	5.8	1	1.2
Special Education							
Tier 2	179	164	91.6	12	6.7	3	1.7
Tier 3	9	9	100.0	-	-	-	-
Homeless							
Tier 2	72	59	81.9	8	11.1	5	6.9
Tier 3	-	-	-	-	-	-	-
ELs							
Tier 2	1,842	1,400	76.0	364	19.8	78	4.2
Tier 3	42	37	88.1	4	9.5	1	2.4
nonELs							
Tier 2	1,791	1,348	75.3	372	20.8	71	4.0
Tier 3	49	47	95.9	2	4.1	-	-

Source: PowerSchool MTSS Intervention Module database, 06/29/21. District PEIMS snapshot demographic file dated 10/30/20.

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

Appendix B, Table 2: 2020-21 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area and Student Group

Tier		Students <i>N</i>	Intervention Plans					
			Academic		Language		Engagement	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
District								
Tier 2	3,633	4,017	92.3	123	2.8	211	4.8	
Tier 3	91	93	95.9	-	-	4	4.1	
Hispanic								
Tier 2	2,375	2,672	92.5	92	3.2	126	4.4	
Tier 3	56	59	96.7	-	-	2	3.3	
African American								
Tier 2	1,066	1,147	93.1	20	1.6	65	5.3	
Tier 3	32	32	97.0	-	-	1	3.0	
White								
Tier 2	80	86	85.1	5	5.0	10	9.9	
Tier 3	3	2	66.7	-	-	1	33.3	
Economically Disadvantaged								
Tier 2	3,383	3747	92.6	114	2.8	186	4.6	
Tier 3	86	89	96.7	-	-	3	3.3	
Special Education								
Tier 2	179	179	91.8	-	-	16	8.2	
Tier 3	9	8	88.9	-	-	1	11.1	
Homeless								
Tier 2	72	73	90.1	1	1.2	7	8.6	
Tier 3	-	-	-	-	-	-	-	
ELs								
Tier 2	1,842	2,049	93.3	68	3.1	80	3.6	
Tier 3	42	45	97.8	-	-	1	2.2	
nonELs								
Tier 2	1,791	1,968	91.4	55	2.6	131	6.1	
Tier 3	49	48	94.1	-	-	3	5.9	

Source: PowerSchool MTSS Intervention Module database, 06/29/21.

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 used for Tier 3 students.

Appendix B, Table 3: 2020-21 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject and Student Group

Academic Intervention Plans by Subject and Student Group					
		Intervention Plans			
	Students	Reading		Mathematics	
Tier	N	n	%	n	%
District					
Tier 2	3,633	2,918	67.1	1,099	25.4
Tier 3	91	77	79.4	16	16.5
Hispanic					
Tier 2	2,375	1,884	70.5	788	29.5
Tier 3	56	48	81.4	11	18.6
African American					
Tier 2	1,066	892	77.8	255	22.2
Tier 3	32	27	84.4	5	15.6
White					
Tier 2	80	52	60.5	34	39.5
Tier 3	3	2	100.0	-	-
Economically Disadvantaged					
Tier 2	3,383	2,731	72.9	1,016	27.1
Tier 3	86	74	83.1	15	16.9
Special Education					
Tier 2	179	156	87.2	23	12.8
Tier 3	9	8	100.0	-	-
Homeless					
Tier 2	72	53	72.6	20	27.4
Tier 3	-	-	-	-	-
ELs					
Tier 2	1,842	1,484	72.4	565	27.6
Tier 3	42	35	77.8	10	22.2
nonELs					
Tier 2	1,791	1,434	72.9	534	27.1
Tier 3	49	42	87.5	6	12.5

Source: PowerSchool MTSS Intervention Module database, 06/29/21.

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 C

Appendix C, Table 1: 2020-21 Dallas ISD MAP Growth Reading and Mathematics BOY Mean RIT scores by BOY Quintile, MTSS Tier, and Student Group

BOY Achievement Quintile	Tier	English Reading (N = 70,295)		Spanish Reading (N = 20,827)		Mathematics (N = 92,853)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	15,654	177	3,564	160	25,528	178
	2 & 3	728	167	313	162	578	170
	All	16,382	176	3,877	160	26,106	178
Low Average	1	13,228	199	4,019	169	21,663	198
	2 & 3	355	189	260	173	238	189
	All	13,583	198	4,279	169	21,901	198
Average	1	14,660	209	3,672	177	19,914	207
	2 & 3	213	199	172	187	112	197
	All	14,873	208	3,844	177	20,026	207
High Average	1	14,535	218	4,338	186	14,890	217
	2 & 3	121	207	135	196	58	206
	All	14,656	218	4,473	186	14,948	217
High	1	10,758	225	4,267	195	9,854	228
	2 & 3	43	211	87	208	18	213
	All	10,801	225	4,354	195	9,872	228
Hispanic							
Low	1	10,022	180	3,522	160	18,229	178
	2 & 3	299	168	310	162	403	169
	All	10,321	180	3,832	160	18,632	178
Low Average	1	9,062	202	3,979	169	16,326	198
	2 & 3	164	189	260	173	182	189
	All	9,226	202	4,239	169	16,508	198
Average	1	10,159	212	3,640	177	15,223	207
	2 & 3	108	201	172	187	86	198
	All	10,267	212	3,812	177	15,309	207
High Average	1	9,743	221	4,299	186	11,152	218
	2 & 3	70	207	135	196	48	206
	All	9,813	221	4,434	186	11,200	218
High	1	5,539	228	4,234	195	6,070	229
	2 & 3	27	213	87	208	15	212
	All	5,566	228	4,321	195	6,085	229
African American							
Low	1	4,708	171	9	137	6,135	178
	2 & 3	374	168	-	-	151	171
	All	5,082	170	9	137	6,286	178
Low Average	1	3,373	193	5	163	4,205	198
	2 & 3	169	189	-	-	47	188
	All	3,542	192	5	163	4,252	198
Average	1	3,314	203	3	161	3,148	207
	2 & 3	80	200	-	-	18	197
	All	3,394	203	3	161	3,166	207
High Average	1	2,870	214	1	155	1,823	216
	2 & 3	37	206	-	-	3	213
	All	2,907	214	1	155	1,826	216
High	1	1,790	218	-	-	1,013	223
	2 & 3	13	207	-	-	2	218
	All	1,803	218	-	-	1,015	223

table continues

Appendix C, Table 1 (continued)

BOY Achievement Quintile		English Reading (N = 70,295)		Spanish Reading (N = 20,827)		Mathematics (N = 92,853)	
	Tier	n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	365	169	17	159	461	176
	2 & 3	22	158	1	165	13	166
	All	387	168	18	160	474	176
Low Average	1	380	187	27	157	601	195
	2 & 3	7	181	-	-	7	192
	All	387	187	27	157	608	195
Average	1	649	199	16	162	952	203
	2 & 3	8	194	-	-	5	192
	All	657	198	16	162	957	203
High Average	1	1,258	211	25	176	1,330	214
	2 & 3	6	206	-	-	5	204
	All	1,264	211	25	176	1,335	214
High	1	2,388	222	24	191	1,851	226
	2 & 3	3	210	-	-	1	221
	All	2,391	222	24	191	1,852	226
Economically Disadvantaged							
Low	1	14,171	176	3,412	160	23,403	177
	2 & 3	702	167	296	162	552	170
	All	14,873	176	3,708	160	23,955	177
Low Average	1	11,552	199	3,778	169	19,077	198
	2 & 3	329	189	251	173	223	189
	All	11,881	198	4,029	169	19,300	198
Average	1	12,201	209	3,451	177	16,595	206
	2 & 3	189	199	159	187	92	197
	All	12,390	209	3,610	177	16,687	206
High Average	1	10,871	219	4,053	186	11,260	217
	2 & 3	106	207	126	196	42	206
	All	10,977	219	4,179	186	11,302	217
High	1	5,798	225	3,898	195	5,799	227
	2 & 3	34	211	82	208	15	211
	All	5,832	225	3,980	195	5,814	227
Special Education							
Low	1	3,277	176	597	164	4,574	178
	2 & 3	66	167	21	160	15	163
	All	3,343	175	618	164	4,589	178
Low Average	1	1,109	197	296	171	1,421	198
	2 & 3	20	194	6	162	4	187
	All	1,129	197	302	171	1,425	198
Average	1	677	203	153	178	719	201
	2 & 3	8	196	1	167	1	192
	All	685	203	154	178	720	201
High Average	1	427	210	101	183	353	208
	2 & 3	2	213	2	193	0	0
	All	429	210	103	184	353	208
High	1	271	216	84	191	277	212
	2 & 3	1	208	2	212	1	204
	All	272	216	86	191	278	212

table continues

Appendix C, Table 1 (continued)

BOY Achievement Quintile	Tier	English Reading (N = 70,295)		Spanish Reading (N = 20,827)		Mathematics (N = 92,853)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	352	173	60	158	571	177
	2 & 3	16	163	6	158	14	168
	All	368	173	66	158	585	177
Low Average	1	231	195	68	166	334	196
	2 & 3	5	187	-	-	3	195
	All	236	195	68	166	337	196
Average	1	228	207	49	177	274	204
	2 & 3	4	204	2	170	1	198
	All	232	207	51	177	275	204
High Average	1	159	215	59	186	150	214
	2 & 3	4	206	2	200	-	-
	All	163	215	61	186	150	214
High	1	77	218	78	193	68	212
	2 & 3	-	-	1	184	-	-
	All	77	218	79	193	68	212
ELs							
Low	1	6,795	185	3,474	160	14,228	178
	2 & 3	170	174	307	162	314	169
	All	6,965	184	3,781	160	14,542	178
Low Average	1	5,672	206	3,916	169	11,838	198
	2 & 3	82	198	258	173	118	190
	All	5,754	206	4,174	169	11,956	198
Average	1	5,484	215	3,578	177	10,152	205
	2 & 3	53	204	170	187	54	198
	All	5,537	215	3,748	178	10,206	205
High Average	1	4,098	223	4,234	186	6,639	214
	2 & 3	24	207	134	196	32	206
	All	4,122	223	4,368	186	6,671	214
High	1	1,489	230	4,116	195	2,830	220
	2 & 3	3	193	85	208	10	213
	All	1,492	230	4,201	195	2,840	220
nonELs							
Low	1	8,859	170	90	150	11,300	178
	2 & 3	558	166	6	165	264	170
	All	9,417	170	96	151	11,564	178
Low Average	1	7,556	193	103	163	9,825	199
	2 & 3	273	187	2	161	120	189
	All	7,829	193	105	163	9,945	199
Average	1	9,176	205	94	169	9,762	209
	2 & 3	160	198	2	163	58	196
	All	9,336	205	96	169	9,820	209
High Average	1	10,437	216	104	178	8,251	219
	2 & 3	97	207	1	199	26	205
	All	10,534	216	105	178	8,277	219
High	1	9,269	224	151	190	7,024	232
	2 & 3	40	212	2	203	8	212
	All	9,309	224	153	190	7,032	232

Source: District MAP Growth data file dated 11/05/20 (BOY). District PEIMS snapshot demographic file dated 10/30/20 (BOY). Intervention data downloaded from PowerSchool on 06/29/21.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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 2020-21 may not be represented in this table.

Appendix C, Table 2: 2020-21 Dallas ISD MAP Growth Reading and Mathematics MOY Mean RIT scores by MOY Quintile, MTSS Tier, and Student Group

BOY Achievement Quintile	Tier	English Reading (N = 68,529)		Spanish Reading (N = 20,995)		Mathematics (N = 92,020)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	18,575	180	4,047	165	22,584	182
	2 & 3	774	171	342	166	540	176
	All	19,349	179	4,389	165	23,124	182
Low Average	1	11,695	201	3,276	176	18,551	201
	2 & 3	341	193	201	181	244	194
	All	12,036	200	3,477	176	18,795	201
Average	1	12,470	211	3,780	182	17,657	210
	2 & 3	229	204	185	191	156	202
	All	12,699	211	3,965	182	17,813	210
High Average	1	13,273	221	4,304	192	17,380	220
	2 & 3	123	211	149	202	83	210
	All	13,396	221	4,453	192	17,463	220
High	1	10,996	228	4,598	202	14,785	235
	2 & 3	53	219	113	211	40	223
	All	11,049	228	4,711	203	14,825	235
Hispanic							
Low	1	12,077	183	3,998	165	15,664	183
	2 & 3	336	172	340	166	367	176
	All	12,413	182	4,338	165	16,031	183
Low Average	1	7,896	204	3,245	176	13,826	201
	2 & 3	140	195	201	181	180	194
	All	8,036	203	3,446	176	14,006	201
Average	1	8,476	214	3,739	182	13,557	211
	2 & 3	120	204	185	191	119	202
	All	8,596	213	3,924	183	13,676	211
High Average	1	8,980	224	4,264	192	13,302	221
	2 & 3	71	212	149	202	68	211
	All	9,051	223	4,413	192	13,370	221
High	1	5,742	232	4,555	202	9,904	236
	2 & 3	30	218	113	211	30	225
	All	5,772	232	4,668	203	9,934	236
African American							
Low	1	5,475	175	9	148	5,906	181
	2 & 3	387	172	-	-	152	177
	All	5,862	175	9	148	6,058	181
Low Average	1	3,081	195	2	151	3,743	201
	2 & 3	177	192	-	-	54	196
	All	3,258	195	2	151	3,797	201
Average	1	2,948	206	4	168	2,912	210
	2 & 3	88	203	-	-	27	202
	All	3,036	206	4	168	2,939	210
High Average	1	2,492	216	2	165	2,187	221
	2 & 3	39	210	-	-	8	207
	All	2,531	216	2	165	2,195	221
High	1	1,802	222	1	178	1,580	230
	2 & 3	15	224	-	-	5	218
	All	1,817	222	1	178	1,585	230

table continues

Appendix C, Table 2 (continued)

BOY Achievement Quintile		English Reading (N = 68,529)		Spanish Reading (N = 20,995)		Mathematics (N = 92,020)	
	Tier	n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	394	175	25	159	385	181
	2 & 3	17	160	-	-	12	176
	All	411	174	25	159	397	181
Low Average	1	328	194	21	166	512	199
	2 & 3	8	185	-	-	5	198
	All	336	194	21	166	517	199
Average	1	594	203	26	172	667	207
	2 & 3	9	196	-	-	7	204
	All	603	203	26	172	674	207
High Average	1	1,129	215	27	184	1,244	216
	2 & 3	7	204	-	-	4	206
	All	1,136	214	27	184	1,248	216
High	1	2,415	226	25	196	2,247	233
	2 & 3	4	221	-	-	5	220
	All	2,419	226	25	196	2,252	233
Economically Disadvantaged							
Low	1	16,762	179	3,864	165	20,725	182
	2 & 3	745	171	327	166	515	176
	All	17,507	179	4,191	165	21,240	181
Low Average	1	10,216	200	3,101	176	16,468	201
	2 & 3	317	193	194	181	228	194
	All	10,533	200	3,295	176	16,696	201
Average	1	10,368	211	3,519	182	15,001	210
	2 & 3	204	204	172	191	139	202
	All	10,572	211	3,691	183	15,140	210
High Average	1	9,855	222	3,999	192	13,671	220
	2 & 3	107	211	137	202	68	209
	All	9,962	221	4,136	192	13,739	220
High	1	6,063	229	4,197	203	9,677	234
	2 & 3	44	218	101	211	29	225
	All	6,107	228	4,298	203	9,706	234
Special Education							
Low	1	3,503	177	604	167	4,269	182
	2 & 3	68	173	19	160	14	172
	All	3,571	177	623	167	4,283	182
Low Average	1	943	199	234	179	1,430	202
	2 & 3	13	197	5	168	5	187
	All	956	199	239	179	1,435	202
Average	1	634	206	175	185	798	208
	2 & 3	7	195	2	187	2	200
	All	641	206	177	185	800	208
High Average	1	406	214	102	187	513	212
	2 & 3	3	212	1	193	1	200
	All	409	214	103	187	514	212
High	1	324	219	110	203	401	222
	2 & 3	3	212	2	225	1	216
	All	327	219	112	203	402	222

table continues

Appendix C, Table 2 (continued)

BOY Achievement Quintile	Tier	English Reading (N = 68,529)		Spanish Reading (N = 20,995)		Mathematics (N = 92,020)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	455	178	70	162	564	181
	2 & 3	16	168	8	148	11	177
	All	471	178	78	160	575	181
Low Average	1	241	198	51	177	330	199
	2 & 3	4	193	1	191	5	181
	All	245	198	52	178	335	198
Average	1	178	208	73	181	282	210
	2 & 3	5	198	4	190	2	193
	All	183	207	77	182	284	210
High Average	1	173	219	58	190	213	215
	2 & 3	1	209	2	186	-	-
	All	174	219	60	190	213	215
High	1	88	221	64	201	118	227
	2 & 3	3	197	-	-	1	233
	All	91	220	64	201	119	227
ELs							
Low	1	8,163	186	3,915	165	12,011	183
	2 & 3	194	177	336	166	293	176
	All	8,357	185	4,251	165	12,304	182
Low Average	1	4,544	208	3,187	176	9,960	201
	2 & 3	67	199	195	181	119	196
	All	4,611	207	3,382	176	10,079	201
Average	1	4,497	217	3,656	182	9,318	209
	2 & 3	59	209	183	191	84	203
	All	4,556	217	3,839	183	9,402	209
High Average	1	3,915	226	4,182	192	8,670	218
	2 & 3	20	215	148	202	42	211
	All	3,935	226	4,330	192	8,712	218
High	1	1,752	233	4,422	203	5,282	229
	2 & 3	4	219	110	211	18	226
	All	1,756	233	4,532	203	5,300	229
nonELs							
Low	1	10,412	175	132	158	10,573	181
	2 & 3	580	169	6	162	247	177
	All	10,992	175	138	158	10,820	181
Low Average	1	7,151	196	89	172	8,591	202
	2 & 3	274	192	6	176	125	193
	All	7,425	196	95	173	8,716	201
Average	1	7,973	207	124	175	8,339	211
	2 & 3	170	202	2	187	72	202
	All	8,143	207	126	175	8,411	211
High Average	1	9,358	219	122	185	8,710	222
	2 & 3	103	210	1	197	41	210
	All	9,461	219	123	185	8,751	222
High	1	9,244	227	176	198	9,503	238
	2 & 3	49	219	3	213	22	221
	All	9,293	227	179	199	9,525	238

Source: District MAP Growth data file dated 04/02/20 (MOY). District PEIMS snapshot demographic file dated 10/30/20 (BOY). Intervention data downloaded from PowerSchool on 06/29/21.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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 2020-21 may not be represented in this table.

Appendix C, Table 3: 2020-21 Dallas ISD MAP Growth Reading and Mathematics EOY Mean RIT scores by MOY Quintile, MTSS Tier, and Student Group

BOY Achievement Quintile	Tier	English Reading (N = 61,512)		Spanish Reading (N = 20,463)		Mathematics (N = 85,149)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	18,329	181	4,187	166	23,064	185
	2 & 3	710	175	310	166	515	180
	All	19,039	181	4,497	166	23,579	184
Low Average	1	10,549	202	3,286	178	15,292	203
	2 & 3	302	195	202	185	221	199
	All	10,851	202	3,488	179	15,513	203
Average	1	11,370	212	3,702	186	15,188	214
	2 & 3	212	205	150	195	138	208
	All	11,582	212	3,852	186	15,326	214
High Average	1	11,666	222	4,106	197	16,599	223
	2 & 3	114	212	161	204	105	215
	All	11,780	222	4,267	197	16,704	223
High	1	8,216	228	4,224	208	13,996	240
	2 & 3	44	226	135	214	31	227
	All	8,260	228	4,359	209	14,027	240
Hispanic							
Low	1	12,146	183	4,139	166	16,333	185
	2 & 3	297	174	308	167	356	180
	All	12,443	183	4,447	166	16,689	185
Low Average	1	7,122	205	3,252	178	11,595	203
	2 & 3	150	196	202	185	172	199
	All	7,272	204	3,454	179	11,767	203
Average	1	7,848	215	3,669	186	11,794	214
	2 & 3	100	205	150	195	109	209
	All	7,948	214	3,819	186	11,903	214
High Average	1	7,752	224	4,071	197	12,656	223
	2 & 3	64	214	161	204	79	215
	All	7,816	224	4,232	197	12,735	223
High	1	3,959	231	4,195	208	9,556	241
	2 & 3	30	226	135	214	21	229
	All	3,989	231	4,330	209	9,577	241
African American							
Low	1	5,176	177	10	154	5,700	184
	2 & 3	362	176	-	-	136	181
	All	5,538	177	10	154	5,836	184
Low Average	1	2,701	197	6	167	2,897	203
	2 & 3	127	194	-	-	45	199
	All	2,828	197	6	167	2,942	203
Average	1	2,477	206	3	174	2,351	214
	2 & 3	88	204	-	-	21	207
	All	2,565	206	3	174	2,372	214
High Average	1	2,163	217	-	-	2,033	223
	2 & 3	38	211	-	-	19	214
	All	2,201	217	-	-	2,052	223
High	1	1,267	223	1	191	1,344	238
	2 & 3	10	226	-	-	4	221
	All	1,277	223	1	191	1,348	238

table continues

Appendix C, Table 3 (continued)

BOY		English Reading (N = 61,512)		Spanish Reading (N = 20,463)		Mathematics (N = 85,149)	
Achievement Quintile	Tier	n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	430	180	21	166	427	186
	2 & 3	19	165	-	-	12	184
	All	449	179	21	166	439	186
Low Average	1	355	199	20	175	401	203
	2 & 3	6	195	-	-	4	206
	All	361	199	20	175	405	203
Average	1	622	205	18	175	609	213
	2 & 3	11	204	-	-	6	193
	All	633	205	18	175	615	213
High Average	1	1,147	217	24	187	1,265	221
	2 & 3	5	208	-	-	4	210
	All	1,152	217	24	187	1,269	221
High	1	2,061	226	17	203	2,102	236
	2 & 3	3	220	-	-	5	226
	All	2,064	226	17	203	2,107	236
Economically Disadvantaged							
Low	1	16,347	181	3,977	166	21,123	184
	2 & 3	679	175	298	167	486	180
	All	17,026	180	4,275	166	21,609	184
Low Average	1	9,095	202	3,111	178	13,424	203
	2 & 3	281	195	188	186	210	199
	All	9,376	202	3,299	179	13,634	203
Average	1	9,168	212	3,447	186	12,852	214
	2 & 3	193	205	143	194	121	207
	All	9,361	212	3,590	186	12,973	213
High Average	1	8,435	222	3,825	197	13,087	222
	2 & 3	94	212	153	204	89	214
	All	8,529	222	3,978	197	13,176	222
High	1	4,088	228	3,885	209	9,028	240
	2 & 3	35	226	121	214	23	227
	All	4,123	228	4,006	209	9,051	240
Special Education							
Low	1	3,332	178	616	168	4,227	183
	2 & 3	58	170	18	165	15	173
	All	3,390	177	634	168	4,242	183
Low Average	1	778	200	233	182	1,101	204
	2 & 3	14	195	7	177	2	179
	All	792	200	240	181	1,103	204
Average	1	544	207	135	189	655	212
	2 & 3	1	182	2	185	3	210
	All	545	207	137	188	658	212
High Average	1	363	214	112	197	544	218
	2 & 3	4	216	1	207	2	210
	All	367	214	113	198	546	218
High	1	261	222	74	206	346	226
	2 & 3	3	229	2	203	-	-
	All	264	222	76	206	346	226

table continues

Appendix C, Table 3 (continued)

BOY Achievement Quintile	Tier	English Reading (N = 61,512)		Spanish Reading (N = 20,463)		Mathematics (N = 85,149)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	415	178	65	163	530	182
	2 & 3	16	174	7	155	9	180
	All	431	178	72	162	539	182
Low Average	1	196	200	51	179	259	203
	2 & 3	6	193	1	178	4	194
	All	202	200	52	179	263	202
Average	1	172	209	57	184	218	211
	2 & 3	1	199	4	192	2	200
	All	173	209	61	185	220	211
High Average	1	121	219	62	195	212	220
	2 & 3	3	213	3	207	0	0
	All	124	219	65	196	212	220
High	1	55	221	68	207	106	238
	2 & 3	0	0	0	0	0	0
	All	55	221	68	207	106	238
ELs							
Low	1	8,021	186	4,055	167	12,458	185
	2 & 3	169	178	300	166	276	180
	All	8,190	185	4,355	167	12,734	185
Low Average	1	4,004	208	3,200	179	8,312	203
	2 & 3	66	200	201	185	113	200
	All	4,070	208	3,401	179	8,425	203
Average	1	3,875	218	3,584	186	8,141	213
	2 & 3	47	209	148	195	81	209
	All	3,922	218	3,732	186	8,222	213
High Average	1	3,183	226	3,974	197	8,509	221
	2 & 3	20	217	158	204	52	216
	All	3,203	226	4,132	197	8,561	221
High	1	1,209	232	4,087	209	5,150	235
	2 & 3	3	230	132	214	12	227
	All	1,212	232	4,219	209	5,162	235
nonELs							
Low	1	10,308	177	132	160	10,606	184
	2 & 3	541	173	10	167	239	180
	All	10,849	177	142	160	10,845	184
Low Average	1	6,545	198	86	172	6,980	204
	2 & 3	236	193	1	195	108	199
	All	6,781	198	87	172	7,088	204
Average	1	7,495	209	118	181	7,047	215
	2 & 3	165	204	2	178	57	206
	All	7,660	208	120	181	7,104	215
High Average	1	8,483	220	132	191	8,090	225
	2 & 3	94	212	3	201	53	213
	All	8,577	220	135	191	8,143	224
High	1	7,007	228	137	205	8,846	243
	2 & 3	41	225	3	211	19	227
	All	7,048	228	140	205	8,865	243

Source: District MAP Growth data file dated 06/23/20 (EOY). District PEIMS snapshot demographic file dated 10/30/20 (BOY). Intervention data downloaded from PowerSchool on 06/29/21.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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 2020-21 may not be represented in this table.

Appendix D

Appendix D, Table 1: 2020-21 Dallas ISD MAP Growth Reading (English Only) BOY to MOY Growth Quintiles by Achievement Quintile, MTSS Tier, and Student Group

BOY to MOY Growth Quintile – Reading (English Only) (N = 58,888)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	12,075	4,397	36.4	1,410	11.7	1,142	9.5	1,181	9.8	3,945	32.7
	2 & 3	665	247	37.1	72	10.8	63	9.5	59	8.9	224	33.7
	All	12,740	4,644	36.5	1,482	11.6	1,205	9.5	1,240	9.7	4,169	32.7
Low Average	1	10,664	3,912	36.7	1,288	12.1	1,237	11.6	1,283	12.0	2,944	27.6
	2 & 3	322	125	38.8	33	10.2	39	12.1	44	13.7	81	25.2
	All	10,986	4,037	36.7	1,321	12.0	1,276	11.6	1,327	12.1	3,025	27.5
Average	1	12,284	4,142	33.7	1,665	13.6	1,513	12.3	1,778	14.5	3,186	25.9
	2 & 3	198	83	41.9	27	13.6	24	12.1	27	13.6	37	18.7
	All	12,482	4,225	33.8	1,692	13.6	1,537	12.3	1,805	14.5	3,223	25.8
High Average	1	12,593	3,953	31.4	1,945	15.4	1,874	14.9	1,962	15.6	2,859	22.7
	2 & 3	113	53	46.9	16	14.2	13	11.5	13	11.5	18	15.9
	All	12,706	4,006	31.5	1,961	15.4	1,887	14.9	1,975	15.5	2,877	22.6
High	1	9,936	3,162	31.8	1,633	16.4	1,669	16.8	1,698	17.1	1,774	17.9
	2 & 3	38	25	65.8	4	10.5	5	13.2	1	2.6	3	7.9
	All	9,974	3,187	32.0	1,637	16.4	1,674	16.8	1,699	17.0	1,777	17.8
Hispanic												
Low	1	7,759	2,890	37.2	900	11.6	705	9.1	710	9.2	2,554	32.9
	2 & 3	285	107	37.5	35	12.3	29	10.2	30	10.5	84	29.5
	All	8,044	2,997	37.3	935	11.6	734	9.1	740	9.2	2,638	32.8
Low Average	1	7,392	2,722	36.8	909	12.3	844	11.4	905	12.2	2,012	27.2
	2 & 3	150	55	36.7	13	8.7	17	11.3	20	13.3	45	30.0
	All	7,542	2,777	36.8	922	12.2	861	11.4	925	12.3	2,057	27.3
Average	1	8,584	2,858	33.3	1,182	13.8	1,054	12.3	1,235	14.4	2,255	26.3
	2 & 3	100	34	34.0	18	18.0	12	12.0	14	14.0	22	22.0
	All	8,684	2,892	33.3	1,200	13.8	1,066	12.3	1,249	14.4	2,277	26.2
High Average	1	8,488	2,723	32.1	1,305	15.4	1,270	15.0	1,323	15.6	1,867	22.0
	2 & 3	66	33	50.0	10	15.2	7	10.6	6	9.1	10	15.2
	All	8,554	2,756	32.2	1,315	15.4	1,277	14.9	1,329	15.5	1,877	21.9
High	1	5,085	1,708	33.6	849	16.7	837	16.5	880	17.3	811	15.9
	2 & 3	26	16	61.5	4	15.4	4	15.4	-	-	2	7.7
	All	5,111	1,724	33.7	853	16.7	841	16.5	880	17.2	813	15.9
African American												
Low	1	3,553	1,260	35.5	440	12.4	362	10.2	376	10.6	1,115	31.4
	2 & 3	332	122	36.7	31	9.3	30	9.0	24	7.2	125	37.7
	All	3,885	1,382	35.6	471	12.1	392	10.1	400	10.3	1,240	31.9
Low Average	1	2,583	1,010	39.1	319	12.3	306	11.8	289	11.2	659	25.5
	2 & 3	151	66	43.7	15	9.9	18	11.9	23	15.2	29	19.2
	All	2,734	1,076	39.4	334	12.2	324	11.9	312	11.4	688	25.2
Average	1	2,658	1,035	38.9	370	13.9	319	12.0	392	14.7	542	20.4
	2 & 3	73	36	49.3	7	9.6	9	12.3	12	16.4	9	12.3
	All	2,731	1,071	39.2	377	13.8	328	12.0	404	14.8	551	20.2
High Average	1	2,373	870	36.7	385	16.2	344	14.5	328	13.8	446	18.8
	2 & 3	33	13	39.4	5	15.2	6	18.2	5	15.2	4	12.1
	All	2,406	883	36.7	390	16.2	350	14.5	333	13.8	450	18.7
High	1	1,593	692	43.4	241	15.1	219	13.7	218	13.7	223	14.0
	2 & 3	9	7	77.8	-	-	-	-	1	11.1	1	11.1
	All	1,602	699	43.6	241	15.0	219	13.7	219	13.7	224	14.0

table continues

Appendix D, Table 1 (continued)

BOY to MOY Growth Quintile – Reading (English Only) (N = 58,888)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
White												
Low	1	302	101	33.4	20	6.6	29	9.6	36	11.9	116	38.4
	2 & 3	20	7	35.0	3	15.0	1	5.0	3	15.0	6	30.0
	All	322	108	33.5	23	7.1	30	9.3	39	12.1	122	37.9
Low Average	1	340	77	22.6	21	6.2	37	10.9	43	12.6	162	47.6
	2 & 3	8	2	25.0	3	37.5	-	-	1	12.5	2	25.0
	All	348	79	22.7	24	6.9	37	10.6	44	12.6	164	47.1
Average	1	573	125	21.8	61	10.6	72	12.6	85	14.8	230	40.1
	2 & 3	9	2	22.2	1	11.1	2	22.2	1	11.1	3	33.3
	All	582	127	21.8	62	10.7	74	12.7	86	14.8	233	40.0
High Average	1	1,136	213	18.8	162	14.3	174	15.3	214	18.8	373	32.8
	2 & 3	6	3	50.0	-	-	-	-	1	16.7	2	33.3
	All	1,142	216	18.9	162	14.2	174	15.2	215	18.8	375	32.8
High	1	2,270	517	22.8	382	16.8	427	18.8	421	18.5	523	23.0
	2 & 3	3	2	66.7	-	-	1	33.3	-	-	-	-
	All	2,273	519	22.8	382	16.8	428	18.8	421	18.5	523	23.0
Economically Disadvantaged												
Low	1	10,942	4,001	36.6	1,294	11.8	1,036	9.5	1,083	9.9	3,528	32.2
	2 & 3	639	237	37.1	67	10.5	60	9.4	58	9.1	217	34.0
	All	11,581	4,238	36.6	1,361	11.8	1,096	9.5	1,141	9.9	3,745	32.3
Low Average	1	9,253	3,461	37.4	1,132	12.2	1,091	11.8	1,118	12.1	2,451	26.5
	2 & 3	299	120	40.1	32	10.7	33	11.0	42	14.0	72	24.1
	All	9,552	3,581	37.5	1,164	12.2	1,124	11.8	1,160	12.1	2,523	26.4
Average	1	10,126	3,527	34.8	1,404	13.9	1,271	12.6	1,445	14.3	2,479	24.5
	2 & 3	172	75	43.6	22	12.8	19	11.0	25	14.5	31	18.0
	All	10,298	3,602	35.0	1,426	13.8	1,290	12.5	1,470	14.3	2,510	24.4
High Average	1	9,295	3,152	33.9	1,435	15.4	1,358	14.6	1,398	15.0	1,952	21.0
	2 & 3	99	47	47.5	16	16.2	12	12.1	9	9.1	15	15.2
	All	9,394	3,199	34.1	1,451	15.4	1,370	14.6	1,407	15.0	1,967	20.9
High	1	5,230	1,994	38.1	833	15.9	827	15.8	805	15.4	771	14.7
	2 & 3	29	19	65.5	3	10.3	4	13.8	-	-	3	10.3
	All	5,259	2,013	38.3	836	15.9	831	15.8	805	15.3	774	14.7
Special Education												
Low	1	2,549	1,063	41.7	303	11.9	236	9.3	222	8.7	725	28.4
	2 & 3	58	19	32.8	10	17.2	5	8.6	2	3.4	22	37.9
	All	2,607	1,082	41.5	313	12.0	241	9.2	224	8.6	747	28.7
Low Average	1	913	405	44.4	93	10.2	106	11.6	99	10.8	210	23.0
	2 & 3	18	9	50.0	1	5.6	1	5.6	3	16.7	4	22.2
	All	931	414	44.5	94	10.1	107	11.5	102	11.0	214	23.0
Average	1	568	232	40.8	88	15.5	55	9.7	74	13.0	119	21.0
	2 & 3	6	4	66.7	1	16.7	-	-	0	0.0	1	16.7
	All	574	236	41.1	89	15.5	55	9.6	74	12.9	120	20.9
High Average	1	371	149	40.2	51	13.7	39	10.5	50	13.5	82	22.1
	2 & 3	2	-	-	-	-	1	50.0	1	50.0	-	-
	All	373	149	39.9	51	13.7	40	10.7	51	13.7	82	22.0
High	1	248	109	44.0	28	11.3	35	14.1	39	15.7	37	14.9
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	249	110	44.2	28	11.2	35	14.1	39	15.7	37	14.9

table continues

Appendix D, Table 1 (continued)

BOY to MOY Growth Quintile – Reading (English Only) (N = 58,888)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Homeless												
Low	1	267	97	36.3	30	11.2	21	7.9	31	11.6	88	33.0
	2 & 3	13	3	23.1	1	7.7	1	7.7	1	7.7	7	53.8
	All	280	100	35.7	31	11.1	22	7.9	32	11.4	95	33.9
Low Average	1	169	63	37.3	29	17.2	16	9.5	23	13.6	38	22.5
	2 & 3	5	2	40.0	-	-	-	-	-	-	3	60.0
	All	174	65	37.4	29	16.7	16	9.2	23	13.2	41	23.6
Average	1	175	67	38.3	26	14.9	21	12.0	30	17.1	31	17.7
	2 & 3	4	3	75.0	1	25.0	-	-	-	-	-	-
	All	179	70	39.1	27	15.1	21	11.7	30	16.8	31	17.3
High Average	1	129	38	29.5	20	15.5	25	19.4	18	14.0	28	21.7
	2 & 3	2	1	50.0	-	-	-	-	-	-	1	50.0
	All	131	39	29.8	20	15.3	25	19.1	18	13.7	29	22.1
High	1	68	24	35.3	16	23.5	9	13.2	12	17.6	7	10.3
	2 & 3	0	0	0.0	-	-	-	-	-	-	-	-
	All	68	24	35.3	16	23.5	9	13.2	12	17.6	7	10.3
ELs												
Low	1	5,157	2,050	39.8	593	11.5	476	9.2	470	9.1	1,568	30.4
	2 & 3	146	55	37.7	22	15.1	16	11.0	11	7.5	42	28.8
	All	5,303	2,105	39.7	615	11.6	492	9.3	481	9.1	1,610	30.4
Low Average	1	4,596	1,774	38.6	560	12.2	531	11.6	567	12.3	1,164	25.3
	2 & 3	74	28	37.8	6	8.1	7	9.5	11	14.9	22	29.7
	All	4,670	1,802	38.6	566	12.1	538	11.5	578	12.4	1,186	25.4
Average	1	4,641	1,585	34.2	643	13.9	558	12.0	661	14.2	1,194	25.7
	2 & 3	49	16	32.7	8	16.3	8	16.3	8	16.3	9	18.4
	All	4,690	1,601	34.1	651	13.9	566	12.1	669	14.3	1,203	25.7
High Average	1	3,581	1,211	33.8	534	14.9	515	14.4	557	15.6	764	21.3
	2 & 3	25	12	48.0	6	24.0	1	4.0	2	8.0	4	16.0
	All	3,606	1,223	33.9	540	15.0	516	14.3	559	15.5	768	21.3
High	1	1,351	443	32.8	238	17.6	222	16.4	244	18.1	204	15.1
	2 & 3	2	1	50.0	-	-	1	50.0	-	-	-	-
	All	1,353	444	32.8	238	17.6	223	16.5	244	18.0	204	15.1

table continues

Appendix D, Table 1 (continued)

BOY to MOY Growth Quintile – Reading (English Only) (N = 58,888)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
nonELs												
Low	1	6,918	2,347	33.9	817	11.8	666	9.6	711	10.3	2,377	34.4
	2 & 3	519	192	37.0	50	9.6	47	9.1	48	9.2	182	35.1
	All	7,437	2,539	34.1	867	11.7	713	9.6	759	10.2	2,559	34.4
Low Average	1	6,068	2,138	35.2	728	12.0	706	11.6	716	11.8	1,780	29.3
	2 & 3	248	97	39.1	27	10.9	32	12.9	33	13.3	59	23.8
	All	6,316	2,235	35.4	755	12.0	738	11.7	749	11.9	1,839	29.1
Average	1	7,643	2,557	33.5	1,022	13.4	955	12.5	1,117	14.6	1,992	26.1
	2 & 3	149	67	45.0	19	12.8	16	10.7	19	12.8	28	18.8
	All	7,792	2,624	33.7	1,041	13.4	971	12.5	1,136	14.6	2,020	25.9
High Average	1	9,012	2,742	30.4	1,411	15.7	1,359	15.1	1,405	15.6	2,095	23.2
	2 & 3	88	41	46.6	10	11.4	12	13.6	11	12.5	14	15.9
	All	9,100	2,783	30.6	1,421	15.6	1,371	15.1	1,416	15.6	2,109	23.2
High	1	8,585	2,719	31.7	1,395	16.2	1,447	16.9	1,454	16.9	1,570	18.3
	2 & 3	36	24	66.7	4	11.1	4	11.1	1	2.8	3	8.3
	All	8,621	2,743	31.8	1,399	16.2	1,451	16.8	1,455	16.9	1,573	18.2

Source: District BOY and MOY MAP Growth data file dated 11/05/20 (BOY) and 04/02/21 (MOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). 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 2020-21 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms.

Appendix D, Table 2: 2020-21 Dallas ISD MAP Growth Reading (English Only) MOY to EOY Growth Quintiles by Achievement Quintile, MTSS Tier, and Student Group

MOY to EOY Growth Quintile – Reading (English Only) (N = 55,934)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	13,811	4,683	33.9	1,578	11.4	1,420	10.3	1,567	11.3	4,563	33.0
	2 & 3	679	198	29.2	89	13.1	67	9.9	88	13.0	237	34.9
	All	14,490	4,881	33.7	1,667	11.5	1,487	10.3	1,655	11.4	4,800	33.1
Low Average	1	9,252	3,463	37.4	1,178	12.7	1,111	12.0	1,160	12.5	2,340	25.3
	2 & 3	300	110	36.7	35	11.7	36	12.0	36	12.0	83	27.7
	All	9,552	3,573	37.4	1,213	12.7	1,147	12.0	1,196	12.5	2,423	25.4
Average	1	10,179	3,729	36.6	1,448	14.2	1,388	13.6	1,476	14.5	2,138	21.0
	2 & 3	205	93	45.4	29	14.1	22	10.7	19	9.3	42	20.5
	All	10,384	3,822	36.8	1,477	14.2	1,410	13.6	1,495	14.4	2,180	21.0
High Average	1	11,345	4,497	39.6	1,967	17.3	1,625	14.3	1,540	13.6	1,716	15.1
	2 & 3	114	46	40.4	23	20.2	8	7.0	22	19.3	15	13.2
	All	11,459	4,543	39.6	1,990	17.4	1,633	14.3	1,562	13.6	1,731	15.1
High	1	10,001	4,575	45.7	1,854	18.5	1,401	14.0	1,234	12.3	937	9.4
	2 & 3	48	27	56.3	6	12.5	3	6.3	8	16.7	4	8.3
	All	10,049	4,602	45.8	1,860	18.5	1,404	14.0	1,242	12.4	941	9.4
Hispanic												
Low	1	9,089	3,205	35.3	1,013	11.1	900	9.9	1,026	11.3	2,945	32.4
	2 & 3	307	93	30.3	46	15.0	33	10.7	29	9.4	106	34.5
	All	9,396	3,298	35.1	1,059	11.3	933	9.9	1,055	11.2	3,051	32.5
Low Average	1	6,311	2,393	37.9	795	12.6	753	11.9	766	12.1	1,604	25.4
	2 & 3	126	40	31.7	11	8.7	18	14.3	15	11.9	42	33.3
	All	6,437	2,433	37.8	806	12.5	771	12.0	781	12.1	1,646	25.6
Average	1	7,017	2,568	36.6	984	14.0	967	13.8	1,037	14.8	1,461	20.8
	2 & 3	109	49	45.0	13	11.9	13	11.9	7	6.4	27	24.8
	All	7,126	2,617	36.7	997	14.0	980	13.8	1,044	14.7	1,488	20.9
High Average	1	7,679	3,132	40.8	1,380	18.0	1,090	14.2	1,025	13.3	1,052	13.7
	2 & 3	65	29	44.6	12	18.5	3	4.6	10	15.4	11	16.9
	All	7,744	3,161	40.8	1,392	18.0	1,093	14.1	1,035	13.4	1,063	13.7
High	1	5,188	2,669	51.4	941	18.1	679	13.1	542	10.4	357	6.9
	2 & 3	28	13	46.4	4	14.3	2	7.1	6	21.4	3	10.7
	All	5,216	2,682	51.4	945	18.1	681	13.1	548	10.5	360	6.9
African American												
Low	1	3,939	1,240	31.5	481	12.2	440	11.2	465	11.8	1,313	33.3
	2 & 3	323	91	28.2	36	11.1	31	9.6	54	16.7	111	34.4
	All	4,262	1,331	31.2	517	12.1	471	11.1	519	12.2	1,424	33.4
Low Average	1	2,344	874	37.3	312	13.3	297	12.7	306	13.1	555	23.7
	2 & 3	151	64	42.4	20	13.2	16	10.6	16	10.6	35	23.2
	All	2,495	938	37.6	332	13.3	313	12.5	322	12.9	590	23.6
Average	1	2,268	887	39.1	349	15.4	297	13.1	305	13.4	430	19.0
	2 & 3	75	37	49.3	11	14.7	7	9.3	9	12.0	11	14.7
	All	2,343	924	39.4	360	15.4	304	13.0	314	13.4	441	18.8
High Average	1	2,041	840	41.2	351	17.2	279	13.7	266	13.0	305	14.9
	2 & 3	36	14	38.9	7	19.4	3	8.3	10	27.8	2	5.6
	All	2,077	854	41.1	358	17.2	282	13.6	276	13.3	307	14.8
High	1	1,550	799	51.5	276	17.8	199	12.8	144	9.3	132	8.5
	2 & 3	12	8	66.7	2	16.7	1	8.3	-	-	1	8.3
	All	1,562	807	51.7	278	17.8	200	12.8	144	9.2	133	8.5

table continues

Appendix D, Table 2 (continued)

MOY to EOY Growth Quintile – Reading (English Only) (N = 55,934)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
White												
Low	1	296	84	28.4	39	13.2	25	8.4	25	8.4	123	41.6
	2 & 3	16	6	37.5	-	-	1	6.3	2	12.5	7	43.8
	All	312	90	28.8	39	12.5	26	8.3	27	8.7	130	41.7
Low Average	1	275	93	33.8	27	9.8	21	7.6	42	15.3	92	33.5
	2 & 3	8	3	37.5	1	12.5	1	12.5	2	25.0	1	12.5
	All	283	96	33.9	28	9.9	22	7.8	44	15.5	93	32.9
Average	1	520	166	31.9	71	13.7	55	10.6	80	15.4	148	28.5
	2 & 3	9	1	11.1	2	22.2	1	11.1	2	22.2	3	33.3
	All	529	167	31.6	73	13.8	56	10.6	82	15.5	151	28.5
High Average	1	1,030	315	30.6	153	14.9	163	15.8	176	17.1	223	21.7
	2 & 3	8	1	12.5	2	25.0	2	25.0	2	25.0	1	12.5
	All	1,038	316	30.4	155	14.9	165	15.9	178	17.1	224	21.6
High	1	2,295	773	33.7	434	18.9	369	16.1	386	16.8	333	14.5
	2 & 3	4	2	50.0	-	-	-	-	2	50.0	-	-
	All	2,299	775	33.7	434	18.9	369	16.1	388	16.9	333	14.5
Economically Disadvantaged												
Low	1	12,412	4,213	33.9	1,443	11.6	1,293	10.4	1,434	11.6	4,029	32.5
	2 & 3	653	192	29.4	84	12.9	65	10.0	86	13.2	226	34.6
	All	13,065	4,405	33.7	1,527	11.7	1,358	10.4	1,520	11.6	4,255	32.6
Low Average	1	8,013	3,042	38.0	1,044	13.0	970	12.1	1,003	12.5	1,954	24.4
	2 & 3	277	104	37.5	35	12.6	29	10.5	34	12.3	75	27.1
	All	8,290	3,146	37.9	1,079	13.0	999	12.1	1,037	12.5	2,029	24.5
Average	1	8,360	3,153	37.7	1,195	14.3	1,160	13.9	1,171	14.0	1,681	20.1
	2 & 3	180	85	47.2	27	15.0	18	10.0	18	10.0	32	17.8
	All	8,540	3,238	37.9	1,222	14.3	1,178	13.8	1,189	13.9	1,713	20.1
High Average	1	8,262	3,459	41.9	1,467	17.8	1,157	14.0	1,063	12.9	1,116	13.5
	2 & 3	97	41	42.3	20	20.6	6	6.2	17	17.5	13	13.4
	All	8,359	3,500	41.9	1,487	17.8	1,163	13.9	1,080	12.9	1,129	13.5
High	1	5,320	2,851	53.6	947	17.8	640	12.0	517	9.7	365	6.9
	2 & 3	40	21	52.5	5	12.5	3	7.5	7	17.5	4	10.0
	All	5,360	2,872	53.6	952	17.8	643	12.0	524	9.8	369	6.9
Special Education												
Low	1	317	1,033	38.8	313	11.8	281	10.6	284	10.7	750	28.2
	2 & 3	57	23	40.4	11	19.3	3	5.3	7	12.3	13	22.8
	All	2,718	1,056	38.9	324	11.9	284	10.4	291	10.7	763	28.1
Low Average	1	751	359	47.8	101	13.4	82	10.9	75	10.0	134	17.8
	2 & 3	10	7	70.0	-	-	2	20.0	-	-	1	10.0
	All	761	366	48.1	101	13.3	84	11.0	75	9.9	135	17.7
Average	1	538	238	44.2	78	14.5	58	10.8	71	13.2	93	17.3
	2 & 3	7	5	71.4	1	14.3	-	-	-	-	1	14.3
	All	545	243	44.6	79	14.5	58	10.6	71	13.0	94	17.2
High Average	1	348	162	46.6	40	11.5	43	12.4	36	10.3	67	19.3
	2 & 3	3	-	-	-	-	-	-	2	66.7	1	33.3
	All	351	162	46.2	40	11.4	43	12.3	38	10.8	68	19.4
High	1	288	125	43.4	51	17.7	38	13.2	28	9.7	46	16.0
	2 & 3	3	2	66.7	-	-	-	-	-	-	1	33.3
	All	291	127	43.6	51	17.5	38	13.1	28	9.6	47	16.2

table continues

Appendix D, Table 2 (continued)

MOY to EOY Growth Quintile – Reading (English Only) (N = 55,934)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Homeless												
Low	1	317	113	35.6	48	15.1	32	10.1	25	7.9	99	31.2
	2 & 3	13	2	15.4	2	15.4	2	15.4	1	7.7	6	46.2
	All	330	115	34.8	50	15.2	34	10.3	26	7.9	105	31.8
Low Average	1	178	65	36.5	25	14.0	32	18.0	18	10.1	38	21.3
	2 & 3	3	3	100.0	-	-	-	-	-	-	-	-
	All	181	68	37.6	25	13.8	32	17.7	18	9.9	38	21.0
Average	1	127	59	46.5	16	12.6	18	14.2	12	9.4	22	17.3
	2 & 3	5	4	80.0	-	-	-	-	-	-	1	20.0
	All	132	63	47.7	16	12.1	18	13.6	12	9.1	23	17.4
High Average	1	134	61	45.5	28	20.9	12	9.0	19	14.2	14	10.4
	2 & 3	1	-	-	-	-	-	-	1	100.0	-	-
	All	135	61	45.2	28	20.7	12	8.9	20	14.8	14	10.4
High	1	70	45	64.3	10	14.3	7	10.0	3	4.3	5	7.1
	2 & 3	3	3	100.0	-	-	-	-	-	-	-	-
	All	73	48	65.8	10	13.7	7	9.6	3	4.1	5	6.8
ELs												
Low	1	6,020	2,292	38.1	652	10.8	572	9.5	661	11.0	1,843	30.6
	2 & 3	163	52	31.9	26	16.0	13	8.0	17	10.4	55	33.7
	All	6,183	2,344	37.9	678	11.0	585	9.5	678	11.0	1,898	30.7
Low Average	1	3,572	1,483	41.5	434	12.2	414	11.6	408	11.4	833	23.3
	2 & 3	58	21	36.2	7	12.1	8	13.8	8	13.8	14	24.1
	All	3,630	1,504	41.4	441	12.1	422	11.6	416	11.5	847	23.3
Average	1	3,704	1,479	39.9	505	13.6	489	13.2	498	13.4	733	19.8
	2 & 3	51	23	45.1	14	27.5	3	5.9	4	7.8	7	13.7
	All	3,755	1,502	40.0	519	13.8	492	13.1	502	13.4	740	19.7
High Average	1	3,338	1,502	45.0	575	17.2	431	12.9	419	12.6	411	12.3
	2 & 3	18	7	38.9	4	22.2	2	11.1	2	11.1	3	16.7
	All	3,356	1,509	45.0	579	17.3	433	12.9	421	12.5	414	12.3
High	1	1,570	848	54.0	272	17.3	201	12.8	147	9.4	102	6.5
	2 & 3	4	2	50.0	-	-	-	-	1	25.0	1	25.0
	All	1,574	850	54.0	272	17.3	201	12.8	148	9.4	103	6.5

table continues

Appendix D, Table 2 (continued)

MOY to EOY Growth Quintile – Reading (English Only) (N = 55,934)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
nonELs												
Low	1	7,791	2,391	30.7	926	11.9	848	10.9	906	11.6	2,720	34.9
	2 & 3	516	146	28.3	63	12.2	54	10.5	71	13.8	182	35.3
	All	8,307	2,537	30.5	989	11.9	902	10.9	977	11.8	2,902	34.9
Low Average	1	5,680	1,980	34.9	744	13.1	697	12.3	752	13.2	1,507	26.5
	2 & 3	242	89	36.8	28	11.6	28	11.6	28	11.6	69	28.5
	All	5,922	2,069	34.9	772	13.0	725	12.2	780	13.2	1,576	26.6
Average	1	6,475	2,250	34.7	943	14.6	899	13.9	978	15.1	1,405	21.7
	2 & 3	154	70	45.5	15	9.7	19	12.3	15	9.7	35	22.7
	All	6,629	2,320	35.0	958	14.5	918	13.8	993	15.0	1,440	21.7
High Average	1	8,007	2,995	37.4	1,392	17.4	1,194	14.9	1,121	14.0	1,305	16.3
	2 & 3	96	39	40.6	19	19.8	6	6.3	20	20.8	12	12.5
	All	8,103	3,034	37.4	1,411	17.4	1,200	14.8	1,141	14.1	1,317	16.3
High	1	8,431	3,727	44.2	1,582	18.8	1,200	14.2	1,087	12.9	835	9.9
	2 & 3	44	25	56.8	6	13.6	3	6.8	7	15.9	3	6.8
	All	8,475	3,752	44.3	1,588	18.7	1,203	14.2	1,094	12.9	838	9.9

Source: District MOY MAP Growth data file dated 04/02/21 (MOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). 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 2020-21 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms.

Appendix D, Table 3: 2020-21 Dallas ISD MAP Growth Reading (English Only) BOY to EOY Growth Quintiles by Achievement Quintile, MTSS Tier, and Student Group

BOY to EOY Growth Quintile – Reading (English Only) (N = 53,418)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	10,646	4,257	40.0	1,466	13.8	1,158	10.9	1,152	10.8	2,613	24.5
	2 & 3	611	193	31.6	97	15.9	72	11.8	66	10.8	183	30.0
	All	11,257	4,450	39.5	1,563	13.9	1,230	10.9	1,218	10.8	2,796	24.8
Low Average	1	9,456	3,763	39.8	1,364	14.4	1,251	13.2	1,306	13.8	1,772	18.7
	2 & 3	293	115	39.2	45	15.4	45	15.4	30	10.2	58	19.8
	All	9,749	3,878	39.8	1,409	14.5	1,296	13.3	1,336	13.7	1,830	18.8
Average	1	11,029	3,969	36.0	1,839	16.7	1,763	16.0	1,676	15.2	1,782	16.2
	2 & 3	184	74	40.2	20	10.9	38	20.7	18	9.8	34	18.5
	All	11,213	4,043	36.1	1,859	16.6	1,801	16.1	1,694	15.1	1,816	16.2
High Average	1	11,642	3,795	32.6	2,293	19.7	2,104	18.1	1,870	16.1	1,580	13.6
	2 & 3	107	50	46.7	21	19.6	12	11.2	10	9.3	14	13.1
	All	11,749	3,845	32.7	2,314	19.7	2,116	18.0	1,880	16.0	1,594	13.6
High	1	9,412	3,257	34.6	1,987	21.1	1,827	19.4	1,414	15.0	927	9.8
	2 & 3	38	22	57.9	3	7.9	5	13.2	6	15.8	2	5.3
	All	9,450	3,279	34.7	1,990	21.1	1,832	19.4	1,420	15.0	929	9.8
Hispanic												
Low	1	6,876	2,887	42.0	903	13.1	725	10.5	732	10.6	1,629	23.7
	2 & 3	265	89	33.6	45	17.0	35	13.2	22	8.3	74	27.9
	All	7,141	2,976	41.7	948	13.3	760	10.6	754	10.6	1,703	23.8
Low Average	1	6,583	2,672	40.6	929	14.1	906	13.8	910	13.8	1,166	17.7
	2 & 3	137	43	31.4	20	14.6	28	20.4	15	10.9	31	22.6
	All	6,720	2,715	40.4	949	14.1	934	13.9	925	13.8	1,197	17.8
Average	1	7,732	2,787	36.0	1,271	16.4	1,255	16.2	1,211	15.7	1,208	15.6
	2 & 3	96	35	36.5	9	9.4	17	17.7	13	13.5	22	22.9
	All	7,828	2,822	36.1	1,280	16.4	1,272	16.2	1,224	15.6	1,230	15.7
High Average	1	7,849	2,609	33.2	1,595	20.3	1,449	18.5	1,235	15.7	961	12.2
	2 & 3	62	33	53.2	8	12.9	7	11.3	7	11.3	7	11.3
	All	7,911	2,642	33.4	1,603	20.3	1,456	18.4	1,242	15.7	968	12.2
High	1	4,767	1,824	38.3	1,037	21.8	930	19.5	637	13.4	339	7.1
	2 & 3	27	15	55.6	2	7.4	4	14.8	5	18.5	1	3.7
	All											
African American												
Low	1	3,086	1,159	37.6	460	14.9	354	11.5	347	11.2	766	24.8
	2 & 3	299	89	29.8	49	16.4	32	10.7	38	12.7	91	30.4
	All	3,385	1,248	36.9	509	15.0	386	11.4	385	11.4	857	25.3
Low Average	1	2,256	918	40.7	354	15.7	272	12.1	302	13.4	410	18.2
	2 & 3	134	65	48.5	23	17.2	13	9.7	11	8.2	22	16.4
	All	2,390	983	41.1	377	15.8	285	11.9	313	13.1	432	18.1
Average	1	2,335	924	39.6	419	17.9	357	15.3	308	13.2	327	14.0
	2 & 3	64	31	48.4	8	12.5	13	20.3	4	6.3	8	12.5
	All	2,399	955	39.8	427	17.8	370	15.4	312	13.0	335	14.0
High Average	1	2,138	802	37.5	414	19.4	361	16.9	321	15.0	240	11.2
	2 & 3	32	14	43.8	8	25.0	4	12.5	2	6.3	4	12.5
	All	2,170	816	37.6	422	19.4	365	16.8	323	14.9	244	11.2
High	1	1,494	659	44.1	280	18.7	245	16.4	190	12.7	120	8.0
	2 & 3	8	7	87.5	-	-	-	-	-	-	1	12.5
	All	1,502	666	44.3	280	18.6	245	16.3	190	12.6	121	8.1

table continues

Appendix D, Table 3 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 53,418)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
White												
Low	1	273	87	31.9	39	14.3	27	9.9	23	8.4	97	35.5
	2 & 3	20	7	35.0	-	-	2	10.0	3	15.0	8	40.0
	All	293	94	32.1	39	13.3	29	9.9	26	8.9	105	35.8
Low Average	1	319	68	21.3	36	11.3	34	10.7	55	17.2	126	39.5
	2 & 3	8	4	50.0	-	-	1	12.5	2	25.0	1	12.5
	All	327	72	22.0	36	11.0	35	10.7	57	17.4	127	38.8
Average	1	534	142	26.6	71	13.3	79	14.8	89	16.7	153	28.7
	2 & 3	8	-	-	1	12.5	3	37.5	1	12.5	3	37.5
	All	542	142	26.2	72	13.3	82	15.1	90	16.6	156	28.8
High Average	1	1,097	259	23.6	186	17.0	195	17.8	200	18.2	257	23.4
	2 & 3	6	2	33.3	2	33.3	-	-	-	-	2	33.3
	All	1,103	261	23.7	188	17.0	195	17.7	200	18.1	259	23.5
High	1	2,191	522	23.8	451	20.6	473	21.6	415	18.9	330	15.1
	2 & 3	3	-	-	1	33.3	1	33.3	1	33.3	-	-
	All	2,194	522	23.8	452	20.6	474	21.6	416	19.0	330	15.0
Economically Disadvantaged												
Low	1	9,619	3,852	40.0	1,343	14.0	1,058	11.0	1,075	11.2	2,291	23.8
	2 & 3	586	187	31.9	92	15.7	71	12.1	62	10.6	174	29.7
	All	10,205	4,039	39.6	1,435	14.1	1,129	11.1	1,137	11.1	2,465	24.2
Low Average	1	8,147	3,315	40.7	1,195	14.7	1,084	13.3	1,128	13.8	1,425	17.5
	2 & 3	270	107	39.6	43	15.9	41	15.2	27	10.0	52	19.3
	All	8,417	3,422	40.7	1,238	14.7	1,125	13.4	1,155	13.7	1,477	17.5
Average	1	9,012	3,356	37.2	1,509	16.7	1,465	16.3	1,348	15.0	1,334	14.8
	2 & 3	160	66	41.3	19	11.9	31	19.4	15	9.4	29	18.1
	All	9,172	3,422	37.3	1,528	16.7	1,496	16.3	1,363	14.9	1,363	14.9
High Average	1	8,497	2,956	34.8	1,690	19.9	1,540	18.1	1,330	15.7	981	11.5
	2 & 3	93	45	48.4	19	20.4	10	10.8	9	9.7	10	10.8
	All	8,590	3,001	34.9	1,709	19.9	1,550	18.0	1,339	15.6	991	11.5
High	1	4,842	2,039	42.1	1,020	21.1	855	17.7	601	12.4	327	6.8
	2 & 3	30	17	56.7	3	10.0	4	13.3	4	13.3	2	6.7
	All	4,872	2,056	42.2	1,023	21.0	859	17.6	605	12.4	329	6.8
Special Education												
Low	1	2,298	1,087	47.3	318	13.8	229	10.0	238	10.4	426	18.5
	2 & 3	48	18	37.5	11	22.9	9	18.8	2	4.2	8	16.7
	All	2,346	1,105	47.1	329	14.0	238	10.1	240	10.2	434	18.5
Low Average	1	802	384	47.9	101	12.6	100	12.5	94	11.7	123	15.3
	2 & 3	15	9	60.0	3	20.0	2	13.3	0	0.0	1	6.7
	All	817	393	48.1	104	12.7	102	12.5	94	11.5	124	15.2
Average	1	508	218	42.9	82	16.1	72	14.2	64	12.6	72	14.2
	2 & 3	7	5	71.4	1	14.3	-	-	0	0.0	1	14.3
	All	515	223	43.3	83	16.1	72	14.0	64	12.4	73	14.2
High Average	1	354	137	38.7	66	18.6	46	13.0	49	13.8	56	15.8
	2 & 3	2	-	-	-	-	1	50.0	0	0.0	1	50.0
	All	356	137	38.5	66	18.5	47	13.2	49	13.8	57	16.0
High	1	242	104	43.0	38	15.7	36	14.9	31	12.8	33	13.6
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	243	105	43.2	38	15.6	36	14.8	31	12.8	33	13.6

table continues

Appendix D, Table 3 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 53,418)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Homeless												
Low	1	223	91	40.8	29	13.0	20	9.0	14	6.3	69	30.9
	2 & 3	13	4	30.8	2	15.4	1	7.7	1	7.7	5	38.5
	All	236	95	40.3	31	13.1	21	8.9	15	6.4	74	31.4
Low Average	1	139	63	45.3	16	11.5	21	15.1	22	15.8	17	12.2
	2 & 3	5	4	80.0	1	20.0	-	-	-	-	-	-
	All	144	67	46.5	17	11.8	21	14.6	22	15.3	17	11.8
Average	1	152	67	44.1	22	14.5	29	19.1	19	12.5	15	9.9
	2 & 3	3	3	100.0	-	-	-	-	-	-	-	-
	All	155	70	45.2	22	14.2	29	18.7	19	12.3	15	9.7
High Average	1	114	47	41.2	22	19.3	19	16.7	12	10.5	14	12.3
	2 & 3	3	1	33.3	1	33.3	1	33.3	-	-	-	-
	All	117	48	41.0	23	19.7	20	17.1	12	10.3	14	12.0
High	1	61	29	47.5	9	14.8	11	18.0	7	11.5	5	8.2
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	61	29	47.5	9	14.8	11	18.0	7	11.5	5	8.2
ELs												
Low	1	4,492	2,034	45.3	582	13.0	446	9.9	450	10.0	980	21.8
	2 & 3	134	47	35.1	21	15.7	23	17.2	7	5.2	36	26.9
	All	4,626	2,081	45.0	603	13.0	469	10.1	457	9.9	1,016	22.0
Low Average	1	4,070	1,762	43.3	584	14.3	548	13.5	533	13.1	643	15.8
	2 & 3	64	24	37.5	9	14.1	10	15.6	10	15.6	11	17.2
	All	4,134	1,786	43.2	593	14.3	558	13.5	543	13.1	654	15.8
Average	1	4,164	1,598	38.4	688	16.5	645	15.5	624	15.0	609	14.6
	2 & 3	45	15	33.3	5	11.1	10	22.2	8	17.8	7	15.6
	All	4,209	1,613	38.3	693	16.5	655	15.6	632	15.0	616	14.6
High Average	1	3,281	1,134	34.6	661	20.1	577	17.6	525	16.0	384	11.7
	2 & 3	21	13	61.9	3	14.3	1	4.8	3	14.3	1	4.8
	All	3,302	1,147	34.7	664	20.1	578	17.5	528	16.0	385	11.7
High	1	1,263	464	36.7	296	23.4	247	19.6	167	13.2	89	7.0
	2 & 3	3	2	66.7	-	-	-	-	1	33.3	-	-
	All	1,266	466	36.8	296	23.4	247	19.5	168	13.3	89	7.0

table continues

Appendix D, Table 3 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 53,418)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
nonELs												
Low	1	6,154	2,223	36.1	884	14.4	712	11.6	702	11.4	1,633	26.5
	2 & 3	477	146	30.6	76	15.9	49	10.3	59	12.4	147	30.8
	All	6,631	2,369	35.7	960	14.5	761	11.5	761	11.5	1,780	26.8
Low Average	1	5,386	2,001	37.2	780	14.5	703	13.1	773	14.4	1,129	21.0
	2 & 3	229	91	39.7	36	15.7	35	15.3	20	8.7	47	20.5
	All	5,615	2,092	37.3	816	14.5	738	13.1	793	14.1	1,176	20.9
Average	1	6,865	2,371	34.5	1,151	16.8	1,118	16.3	1,052	15.3	1,173	17.1
	2 & 3	139	59	42.4	15	10.8	28	20.1	10	7.2	27	19.4
	All	7,004	2,430	34.7	1,166	16.6	1,146	16.4	1,062	15.2	1,200	17.1
High Average	1	8,361	2,661	31.8	1,632	19.5	1,527	18.3	1,345	16.1	1,196	14.3
	2 & 3	86	37	43.0	18	20.9	11	12.8	7	8.1	13	15.1
	All	8,447	2,698	31.9	1,650	19.5	1,538	18.2	1,352	16.0	1,209	14.3
High	1	8,149	2,793	34.3	1,691	20.8	1,580	19.4	1,247	15.3	838	10.3
	2 & 3	35	20	57.1	3	8.6	5	14.3	5	14.3	2	5.7
	All	8,184	2,813	34.4	1,694	20.7	1,585	19.4	1,252	15.3	840	10.3

Source: District MOY MAP Growth data file dated 04/02/21 (MOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). 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 2020-21 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms.

Appendix D, Table 4: 2020-21 Dallas ISD MAP Growth Mathematics BOY to MOY Growth Quintiles by Achievement Quintile, MTSS Tier, and Student Group

BOY to MOY Growth Quintile – Mathematics (N = 81,139)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	21,044	4,241	20.2	2,273	10.8	2,211	10.5	2,822	13.4	9,497	45.1
	2 & 3	573	92	16.1	85	14.8	69	12.0	82	14.3	245	42.8
	All	21,617	4,333	20.0	2,358	10.9	2,280	10.5	2,904	13.4	9,742	45.1
Low Average	1	18,487	3,678	19.9	2,118	11.5	2,312	12.5	2,762	14.9	7,617	41.2
	2 & 3	235	50	21.3	22	9.4	36	15.3	47	20.0	80	34.0
	All	18,722	3,728	19.9	2,140	11.4	2,348	12.5	2,809	15.0	7,697	41.1
Average	1	17,671	3,436	19.4	2,149	12.2	2,432	13.8	2,681	15.2	6,973	39.5
	2 & 3	112	25	22.3	17	15.2	23	20.5	12	10.7	35	31.3
	All	17,783	3,461	19.5	2,166	12.2	2,455	13.8	2,693	15.1	7,008	39.4
High Average	1	13,664	2,601	19.0	1,843	13.5	1,750	12.8	2,147	15.7	5,323	39.0
	2 & 3	56	13	23.2	7	12.5	5	8.9	8	14.3	23	41.1
	All	13,720	2,614	19.1	1,850	13.5	1,755	12.8	2,155	15.7	5,346	39.0
High	1	9,279	2,859	30.8	1,150	12.4	1,078	11.6	1,306	14.1	2,886	31.1
	2 & 3	18	14	77.8	1	5.6	1	5.6	1	5.6	1	5.6
	All	9,297	2,873	30.9	1,151	12.4	1,079	11.6	1,307	14.1	2,887	31.1
Hispanic												
Low	1	15,463	2,880	18.6	1,628	10.5	1,616	10.5	2,061	13.3	7,278	47.1
	2 & 3	402	64	15.9	56	13.9	49	12.2	58	14.4	175	43.5
	All	15,865	2,944	18.6	1,684	10.6	1,665	10.5	2,119	13.4	7,453	47.0
Low Average	1	14,184	2,676	18.9	1,596	11.3	1,761	12.4	2,121	15.0	6,030	42.5
	2 & 3	179	39	21.8	17	9.5	30	16.8	31	17.3	62	34.6
	All	14,363	2,715	18.9	1,613	11.2	1,791	12.5	2,152	15.0	6,092	42.4
Average	1	13,636	2,585	19.0	1,633	12.0	1,840	13.5	2,070	15.2	5,508	40.4
	2 & 3	87	16	18.4	14	16.1	19	21.8	12	13.8	26	29.9
	All	13,723	2,601	19.0	1,647	12.0	1,859	13.5	2,082	15.2	5,534	40.3
High Average	1	10,268	1,947	19.0	1,394	13.6	1,308	12.7	1,599	15.6	4,020	39.2
	2 & 3	46	12	26.1	6	13.0	4	8.7	8	17.4	16	34.8
	All	10,314	1,959	19.0	1,400	13.6	1,312	12.7	1,607	15.6	4,036	39.1
High	1	5,691	1,872	32.9	684	12.0	617	10.8	771	13.5	1,747	30.7
	2 & 3	15	12	80.0	1	6.7	1	6.7	-	-	1	6.7
	All	5,706	1,884	33.0	685	12.0	618	10.8	771	13.5	1,748	30.6
African American												
Low	1	4,627	1,173	25.4	558	12.1	496	10.7	626	13.5	1,774	38.3
	2 & 3	148	25	16.9	27	18.2	17	11.5	19	12.8	60	40.5
	All	4,775	1,198	25.1	585	12.3	513	10.7	645	13.5	1,834	38.4
Low Average	1	3,319	827	24.9	413	12.4	443	13.3	510	15.4	1,126	33.9
	2 & 3	47	9	19.1	4	8.5	5	10.6	14	29.8	15	31.9
	All	3,366	836	24.8	417	12.4	448	13.3	524	15.6	1,141	33.9
Average	1	2,638	603	22.9	383	14.5	421	16.0	393	14.9	838	31.8
	2 & 3	17	8	47.1	1	5.9	3	17.6	-	-	5	29.4
	All	2,655	611	23.0	384	14.5	424	16.0	393	14.8	843	31.8
High Average	1	1,596	397	24.9	243	15.2	228	14.3	237	14.8	491	30.8
	2 & 3	3	1	33.3	-	-	-	-	-	-	2	66.7
	All	1,599	398	24.9	243	15.2	228	14.3	237	14.8	493	30.8
High	1	923	396	42.9	112	12.1	104	11.3	84	9.1	227	24.6
	2 & 3	2	1	50.0	-	-	-	-	1	50.0	-	-
	All	925	397	42.9	112	12.1	104	11.2	85	9.2	227	24.5

table continues

Appendix D, Table 4 (continued)

BOY to MOY Growth Quintile – Mathematics (N = 81,139)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
White												
Low	1	376	74	19.7	27	7.2	34	9.0	51	13.6	190	50.5
	2 & 3	12	2	16.7	2	16.7	1	8.3	2	16.7	5	41.7
	All	388	76	19.6	29	7.5	35	9.0	53	13.7	195	50.3
Low Average	1	523	86	16.4	65	12.4	63	12.0	68	13.0	241	46.1
	2 & 3	7	1	14.3	1	14.3	1	14.3	1	14.3	3	42.9
	All	530	87	16.4	66	12.5	64	12.1	69	13.0	244	46.0
Average	1	868	130	15.0	75	8.6	113	13.0	139	16.0	411	47.4
	2 & 3	5	-	-	1	20.0	1	20.0	-	-	3	60.0
	All	873	130	14.9	76	8.7	114	13.1	139	15.9	414	47.4
High Average	1	1,260	172	13.7	146	11.6	149	11.8	227	18.0	566	44.9
	2 & 3	5	-	-	-	-	1	20.0	-	-	4	80.0
	All	1,265	172	13.6	146	11.5	150	11.9	227	17.9	570	45.1
High	1	1,790	367	20.5	244	13.6	250	14.0	312	17.4	617	34.5
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	1,791	368	20.5	244	13.6	250	14.0	312	17.4	617	34.5
Economically Disadvantaged												
Low	1	19,310	3,911	20.3	2,110	10.9	2,050	10.6	2,595	13.4	8,644	44.8
	2 & 3	546	89	16.3	80	14.7	67	12.3	77	14.1	233	42.7
	All	19,856	4,000	20.1	2,190	11.0	2,117	10.7	2,672	13.5	8,877	44.7
Low Average	1	16,261	3,279	20.2	1,895	11.7	2,049	12.6	2,452	15.1	6,586	40.5
	2 & 3	220	45	20.5	21	9.5	34	15.5	46	20.9	74	33.6
	All	16,481	3,324	20.2	1,916	11.6	2,083	12.6	2,498	15.2	6,660	40.4
Average	1	14,670	2,947	20.1	1,806	12.3	2,060	14.0	2,222	15.1	5,635	38.4
	2 & 3	92	21	22.8	13	14.1	21	22.8	9	9.8	28	30.4
	All	14,762	2,968	20.1	1,819	12.3	2,081	14.1	2,231	15.1	5,663	38.4
High Average	1	10,264	2,063	20.1	1,428	13.9	1,324	12.9	1,586	15.5	3,863	37.6
	2 & 3	40	11	27.5	6	15.0	3	7.5	5	12.5	15	37.5
	All	10,304	2,074	20.1	1,434	13.9	1,327	12.9	1,591	15.4	3,878	37.6
High	1	5,388	1,951	36.2	645	12.0	562	10.4	682	12.7	1,548	28.7
	2 & 3	15	11	73.3	1	6.7	1	6.7	1	6.7	1	6.7
	All	5,403	1,962	36.3	646	12.0	563	10.4	683	12.6	1,549	28.7
Special Education												
Low	1	3,707	962	26.0	457	12.3	395	10.7	503	13.6	1,390	37.5
	2 & 3	18	6	33.3	3	16.7	1	5.6	-	-	8	44.4
	All	3,725	968	26.0	460	12.3	396	10.6	503	13.5	1,398	37.5
Low Average	1	1,237	339	27.4	161	13.0	166	13.4	191	15.4	380	30.7
	2 & 3	4	1	25.0	1	25.0	-	-	1	25.0	1	25.0
	All	1,241	340	27.4	162	13.1	166	13.4	192	15.5	381	30.7
Average	1	645	184	28.5	87	13.5	85	13.2	90	14.0	199	30.9
	2 & 3	1	-	-	-	-	-	-	1	100.0	-	-
	All	646	184	28.5	87	13.5	85	13.2	91	14.1	199	30.8
High Average	1	323	78	24.1	42	13.0	45	13.9	41	12.7	117	36.2
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	323	78	24.1	42	13.0	45	13.9	41	12.7	117	36.2
High	1	258	112	43.4	22	8.5	30	11.6	28	10.9	66	25.6
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	259	113	43.6	22	8.5	30	11.6	28	10.8	66	25.5

table continues

Appendix D, Table 4 (continued)

BOY to MOY Growth Quintile – Mathematics (N = 81,139)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Homeless												
Low	1	449	98	21.8	53	11.8	47	10.5	56	12.5	195	43.4
	2 & 3	14	4	28.6	2	14.3	2	14.3	3	21.4	3	21.4
	All	463	102	22.0	55	11.9	49	10.6	59	12.7	198	42.8
Low Average	1	275	58	21.1	25	9.1	35	12.7	55	20.0	102	37.1
	2 & 3	3	1	33.3	-	-	-	-	-	-	2	66.7
	All	278	59	21.2	25	9.0	35	12.6	55	19.8	104	37.4
Average	1	240	44	18.3	32	13.3	37	15.4	48	20.0	79	32.9
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	241	45	18.7	32	13.3	37	15.4	48	19.9	79	32.8
High Average	1	129	33	25.6	13	10.1	24	18.6	17	13.2	42	32.6
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	129	33	25.6	13	10.1	24	18.6	17	13.2	42	32.6
High	1	62	31	50.0	5	8.1	5	8.1	11	17.7	10	16.1
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	62	31	50.0	5	8.1	5	8.1	11	17.7	10	16.1
ELs												
Low	1	12,189	2,234	18.3	1,270	10.4	1,264	10.4	1,639	13.4	5,782	47.4
	2 & 3	319	53	16.6	45	14.1	37	11.6	44	13.8	140	43.9
	All	12,508	2,287	18.3	1,315	10.5	1,301	10.4	1,683	13.5	5,922	47.3
Low Average	1	10,415	1,961	18.8	1,192	11.4	1,252	12.0	1,526	14.7	4,484	43.1
	2 & 3	119	25	21.0	13	10.9	19	16.0	14	11.8	48	40.3
	All	10,534	1,986	18.9	1,205	11.4	1,271	12.1	1,540	14.6	4,532	43.0
Average	1	9,274	1,745	18.8	1,107	11.9	1,286	13.9	1,444	15.6	3,692	39.8
	2 & 3	55	10	18.2	8	14.5	12	21.8	9	16.4	16	29.1
	All	9,329	1,755	18.8	1,115	12.0	1,298	13.9	1,453	15.6	3,708	39.7
High Average	1	6,195	1,204	19.4	862	13.9	828	13.4	968	15.6	2,333	37.7
	2 & 3	30	11	36.7	4	13.3	2	6.7	5	16.7	8	26.7
	All	6,225	1,215	19.5	866	13.9	830	13.3	973	15.6	2,341	37.6
High	1	2,677	976	36.5	343	12.8	283	10.6	346	12.9	729	27.2
	2 & 3	10	7	70.0	1	10.0	1	10.0	-	-	1	10.0
	All	2,687	983	36.6	344	12.8	284	10.6	346	12.9	730	27.2

table continues

Appendix D, Table 4 (continued)

BOY to MOY Growth Quintile – Mathematics (N = 81,139)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
nonELs												
Low	1	8,855	2,007	22.7	1,003	11.3	947	10.7	1,183	13.4	3,715	42.0
	2 & 3	254	39	15.4	40	15.7	32	12.6	38	15.0	105	41.3
	All	9,109	2,046	22.5	1,043	11.5	979	10.7	1,221	13.4	3,820	41.9
Low Average	1	8,072	1,717	21.3	926	11.5	1,060	13.1	1,236	15.3	3,133	38.8
	2 & 3	116	25	21.6	9	7.8	17	14.7	33	28.4	32	27.6
	All	8,188	1,742	21.3	935	11.4	1,077	13.2	1,269	15.5	3,165	38.7
Average	1	8,397	1,691	20.1	1,042	12.4	1,146	13.6	1,237	14.7	3,281	39.1
	2 & 3	57	15	26.3	9	15.8	11	19.3	3	5.3	19	33.3
	All	8,454	1,706	20.2	1,051	12.4	1,157	13.7	1,240	14.7	3,300	39.0
High Average	1	7,469	1,397	18.7	981	13.1	922	12.3	1,179	15.8	2,990	40.0
	2 & 3	26	2	7.7	3	11.5	3	11.5	3	11.5	15	57.7
	All	7,495	1,399	18.7	984	13.1	925	12.3	1,182	15.8	3,005	40.1
High	1	6,602	1,883	28.5	807	12.2	795	12.0	960	14.5	2,157	32.7
	2 & 3	8	7	87.5	-	-	-	-	1	12.5	-	-
	All	6,610	1,890	28.6	807	12.2	795	12.0	961	14.5	2,157	32.6

Source: District BOY and MOY MAP Growth data file dated 11/05/20 (BOY) and 04/02/21 (MOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). 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 2020-21 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms.

Appendix D, Table 5: 2020-21 Dallas ISD MAP Growth Mathematics MOY to EOY Growth Quintile Rates by Achievement Quintile, MTSS Tier, and Student Group

MOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	17,937	5,787	32.3	2,291	12.8	2,116	11.8	2,303	12.8	5,440	30.3
	2 & 3	515	161	31.3	74	14.4	65	12.6	78	15.1	137	26.6
	All	18,452	5,948	32.2	2,365	12.8	2,181	11.8	2,381	12.9	5,577	30.2
Low Average	1	15,518	5,154	33.2	1,928	12.4	1,846	11.9	2,042	13.2	4,548	29.3
	2 & 3	227	85	37.4	26	11.5	28	12.3	32	14.1	56	24.7
	All	15,745	5,239	33.3	1,954	12.4	1,874	11.9	2,074	13.2	4,604	29.2
Average	1	15,438	4,612	29.9	2,155	14.0	1,861	12.1	2,241	14.5	4,569	29.6
	2 & 3	151	61	40.4	23	15.2	14	9.3	18	11.9	35	23.2
	All	15,589	4,673	30.0	2,178	14.0	1,875	12.0	2,259	14.5	4,604	29.5
High Average	1	15,573	4,650	29.9	2,349	15.1	2,209	14.2	2,349	15.1	4,016	25.8
	2 & 3	79	33	41.8	12	15.2	18	22.8	7	8.9	9	11.4
	All	15,652	4,683	29.9	2,361	15.1	2,227	14.2	2,356	15.1	4,025	25.7
High	1	13,535	5,885	43.5	1,913	14.1	1,572	11.6	1,604	11.9	2,561	18.9
	2 & 3	38	20	52.6	4	10.5	6	15.8	4	10.5	4	10.5
	All	13,573	5,905	43.5	1,917	14.1	1,578	11.6	1,608	11.8	2,565	18.9
Hispanic												
Low	1	12,880	4,154	32.3	1,604	12.5	1,489	11.6	1,645	12.8	3,988	31.0
	2 & 3	358	115	32.1	53	14.8	44	12.3	51	14.2	95	26.5
	All	13,238	4,269	32.2	1,657	12.5	1,533	11.6	1,696	12.8	4,083	30.8
Low Average	1	11,850	3,915	33.0	1,430	12.1	1,435	12.1	1,558	13.1	3,512	29.6
	2 & 3	173	64	37.0	21	12.1	22	12.7	22	12.7	44	25.4
	All	12,023	3,979	33.1	1,451	12.1	1,457	12.1	1,580	13.1	3,556	29.6
Average	1	12,035	3,592	29.8	1,659	13.8	1,472	12.2	1,758	14.6	3,554	29.5
	2 & 3	116	43	37.1	17	14.7	12	10.3	14	12.1	30	25.9
	All	12,151	3,635	29.9	1,676	13.8	1,484	12.2	1,772	14.6	3,584	29.5
High Average	1	12,021	3,592	29.9	1,828	15.2	1,710	14.2	1,810	15.1	3,081	25.6
	2 & 3	64	30	46.9	8	12.5	16	25.0	6	9.4	4	6.3
	All	12,085	3,622	30.0	1,836	15.2	1,726	14.3	1,816	15.0	3,085	25.5
High	1	9,056	4,077	45.0	1,227	13.5	992	11.0	1,062	11.7	1,698	18.8
	2 & 3	28	15	53.6	3	10.7	4	14.3	2	7.1	4	14.3
	All	9,084	4,092	45.0	1,230	13.5	996	11.0	1,064	11.7	1,702	18.7
African American												
Low	1	4,259	1,423	33.4	585	13.7	509	12.0	565	13.3	1,177	27.6
	2 & 3	138	40	29.0	20	14.5	16	11.6	25	18.1	37	26.8
	All	4,397	1,463	33.3	605	13.8	525	11.9	590	13.4	1,214	27.6
Low Average	1	2,856	1,014	35.5	405	14.2	308	10.8	367	12.9	762	26.7
	2 & 3	47	18	38.3	4	8.5	6	12.8	9	19.1	10	21.3
	All	2,903	1,032	35.5	409	14.1	314	10.8	376	13.0	772	26.6
Average	1	2,347	757	32.3	361	15.4	276	11.8	317	13.5	636	27.1
	2 & 3	26	13	50.0	4	15.4	1	3.8	3	11.5	5	19.2
	All	2,373	770	32.4	365	15.4	277	11.7	320	13.5	641	27.0
High Average	1	1,809	662	36.6	281	15.5	232	12.8	231	12.8	403	22.3
	2 & 3	8	2	25.0	2	25.0	-	-	1	12.5	3	37.5
	All	1,817	664	36.5	283	15.6	232	12.8	232	12.8	406	22.3
High	1	1,362	693	50.9	167	12.3	132	9.7	113	8.3	257	18.9
	2 & 3	5	4	80.0	-	-	-	-	1	20.0	-	-
	All	1,367	697	51.0	167	12.2	132	9.7	114	8.3	257	18.8

table continues

Appendix D, Table 5 (continued)

MOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
White												
Low	1	302	74	24.5	33	10.9	42	13.9	30	9.9	123	40.7
	2 & 3	12	3	25.0	-	-	5	41.7	-	-	4	33.3
	All	314	77	24.5	33	10.5	47	15.0	30	9.6	127	40.4
Low Average	1	429	110	25.6	63	14.7	53	12.4	59	13.8	144	33.6
	2 & 3	3	1	33.3	1	33.3	-	-	1	33.3	-	-
	All	432	111	25.7	64	14.8	53	12.3	60	13.9	144	33.3
Average	1	597	132	22.1	77	12.9	61	10.2	94	15.7	233	39.0
	2 & 3	6	3	50.0	1	16.7	1	16.7	1	16.7	-	-
	All	603	135	22.4	78	12.9	62	10.3	95	15.8	233	38.6
High Average	1	1,161	250	21.5	157	13.5	179	15.4	207	17.8	368	31.7
	2 & 3	4	-	-	2	50.0	1	25.0	-	-	1	25.0
	All	1,165	250	21.5	159	13.6	180	15.5	207	17.8	369	31.7
High	1	2,133	745	34.9	357	16.7	315	14.8	306	14.3	410	19.2
	2 & 3	5	1	20.0	1	20.0	2	40.0	1	20.0	-	-
	All	2,138	746	34.9	358	16.7	317	14.8	307	14.4	410	19.2
Economically Disadvantaged												
Low	1	16,482	5,353	32.5	2,143	13.0	1,967	11.9	2,117	12.8	4,902	29.7
	2 & 3	491	152	31.0	69	14.1	64	13.0	75	15.3	131	26.7
	All	16,973	5,505	32.4	2,212	13.0	2,031	12.0	2,192	12.9	5,033	29.7
Low Average	1	13,736	4,635	33.7	1,711	12.5	1,614	11.8	1,837	13.4	3,939	28.7
	2 & 3	211	79	37.4	25	11.8	28	13.3	30	14.2	49	23.2
	All	13,947	4,714	33.8	1,736	12.4	1,642	11.8	1,867	13.4	3,988	28.6
Average	1	13,038	3,979	30.5	1,835	14.1	1,587	12.2	1,886	14.5	3,751	28.8
	2 & 3	135	52	38.5	22	16.3	13	9.6	16	11.9	32	23.7
	All	13,173	4,031	30.6	1,857	14.1	1,600	12.1	1,902	14.4	3,783	28.7
High Average	1	12,169	3,754	30.8	1,882	15.5	1,728	14.2	1,800	14.8	3,005	24.7
	2 & 3	64	27	42.2	10	15.6	14	21.9	6	9.4	7	10.9
	All	12,233	3,781	30.9	1,892	15.5	1,742	14.2	1,806	14.8	3,012	24.6
High	1	8,701	4,113	47.3	1,136	13.1	911	10.5	949	10.9	1,592	18.3
	2 & 3	27	14	51.9	4	14.8	3	11.1	2	7.4	4	14.8
	All	8,728	4,127	47.3	1,140	13.1	914	10.5	951	10.9	1,596	18.3
Special Education												
Low	1	3,351	1,313	39.2	453	13.5	378	11.3	374	11.2	833	24.9
	2 & 3	15	8	53.3	3	20.0	2	13.3	1	6.7	1	6.7
	All	3,366	1,321	39.2	456	13.5	380	11.3	375	11.1	834	24.8
Low Average	1	1,227	546	44.5	153	12.5	136	11.1	135	11.0	257	20.9
	2 & 3	5	4	80.0	-	-	-	-	-	-	1	20.0
	All	1,232	550	44.6	153	12.4	136	11.0	135	11.0	258	20.9
Average	1	719	308	42.8	95	13.2	75	10.4	84	11.7	157	21.8
	2 & 3	2	-	-	-	-	-	-	1	50.0	1	50.0
	All	721	308	42.7	95	13.2	75	10.4	85	11.8	158	21.9
High Average	1	474	175	36.9	71	15.0	60	12.7	60	12.7	108	22.8
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	475	176	37.1	71	14.9	60	12.6	60	12.6	108	22.7
High	1	358	190	53.1	53	14.8	36	10.1	37	10.3	42	11.7
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	359	191	53.2	53	14.8	36	10.0	37	10.3	42	11.7

table continues

Appendix D, Table 5 (continued)

MOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Homeless												
Low	1	423	160	37.8	58	13.7	50	11.8	43	10.2	112	26.5
	2 & 3	9	3	33.3	-	-	1	11.1	-	-	5	55.6
	All	432	163	37.7	58	13.4	51	11.8	43	10.0	117	27.1
Low Average	1	269	91	33.8	30	11.2	35	13.0	33	12.3	80	29.7
	2 & 3	4	2	50.0	1	25.0	-	-	1	25.0	-	-
	All	273	93	34.1	31	11.4	35	12.8	34	12.5	80	29.3
Average	1	233	76	32.6	22	9.4	27	11.6	35	15.0	73	31.3
	2 & 3	2	1	50.0	0	0.0	-	-	1	50.0	-	-
	All	235	77	32.8	22	9.4	27	11.5	36	15.3	73	31.1
High Average	1	182	55	30.2	22	12.1	28	15.4	30	16.5	47	25.8
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	182	55	30.2	22	12.1	28	15.4	30	16.5	47	25.8
High	1	98	55	56.1	17	17.3	11	11.2	7	7.1	8	8.2
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	98	55	56.1	17	17.3	11	11.2	7	7.1	8	8.2
ELs												
Low	1	10,032	3,244	32.3	1,249	12.5	1,170	11.7	1,253	12.5	3,116	31.1
	2 & 3	291	90	30.9	42	14.4	35	12.0	45	15.5	79	27.1
	All	10,323	3,334	32.3	1,291	12.5	1,205	11.7	1,298	12.6	3,195	31.0
Low Average	1	8,653	2,868	33.1	1,012	11.7	1,056	12.2	1,125	13.0	2,592	30.0
	2 & 3	113	41	36.3	15	13.3	12	10.6	18	15.9	27	23.9
	All	8,766	2,909	33.2	1,027	11.7	1,068	12.2	1,143	13.0	2,619	29.9
Average	1	8,365	2,519	30.1	1,149	13.7	1,053	12.6	1,178	14.1	2,466	29.5
	2 & 3	81	29	35.8	13	16.0	9	11.1	11	13.6	19	23.5
	All	8,446	2,548	30.2	1,162	13.8	1,062	12.6	1,189	14.1	2,485	29.4
High Average	1	7,943	2,355	29.6	1,272	16.0	1,205	15.2	1,228	15.5	1,883	23.7
	2 & 3	40	15	37.5	7	17.5	13	32.5	3	7.5	2	5.0
	All	7,983	2,370	29.7	1,279	16.0	1,218	15.3	1,231	15.4	1,885	23.6
High	1	4,906	2,337	47.6	677	13.8	554	11.3	529	10.8	809	16.5
	2 & 3	17	9	52.9	3	17.6	3	17.6	1	5.9	1	5.9
	All	4,923	2,346	47.7	680	13.8	557	11.3	530	10.8	810	16.5

table continues

Appendix D, Table 5 (continued)

MOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
nonELs												
Low	1	7,791	2,543	32.2	1,042	13.2	946	12.0	1,050	13.3	2,324	29.4
	2 & 3	516	71	31.7	32	14.3	30	13.4	33	14.7	58	25.9
	All	8,307	2,614	32.2	1,074	13.2	976	12.0	1,083	13.3	2,382	29.3
Low Average	1	5,680	2,286	33.3	916	13.3	790	11.5	917	13.4	1,956	28.5
	2 & 3	242	44	38.6	11	9.6	16	14.0	14	12.3	29	25.4
	All	5,922	2,330	33.4	927	13.3	806	11.5	931	13.3	1,985	28.4
Average	1	6,475	2,093	29.6	1,006	14.2	808	11.4	1,063	15.0	2,103	29.7
	2 & 3	154	32	45.7	10	14.3	5	7.1	7	10.0	16	22.9
	All	6,629	2,125	29.7	1,016	14.2	813	11.4	1,070	15.0	2,119	29.7
High Average	1	8,007	2,295	30.1	1,077	14.1	1,004	13.2	1,121	14.7	2,133	28.0
	2 & 3	96	18	46.2	5	12.8	5	12.8	4	10.3	7	17.9
	All	8,103	2,313	30.2	1,082	14.1	1,009	13.2	1,125	14.7	2,140	27.9
High	1	8,431	3,548	41.1	1,236	14.3	1,018	11.8	1,075	12.5	1,752	20.3
	2 & 3	44	11	52.4	1	4.8	3	14.3	3	14.3	3	14.3
	All	8,475	3,559	41.1	1,237	14.3	1,021	11.8	1,078	12.5	1,755	20.3

Source: District MOY MAP Growth data file dated 04/02/21 (MOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). 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 2020-21 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms.

Appendix D, Table 6: 2020-21 Dallas ISD MAP Growth Mathematics BOY to EOY Growth Quintiles Rates by Achievement Quintile, MTSS Tier, and Student Group

BOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	19,392	4,983	25.7	2,561	13.2	2,557	13.2	2,685	13.8	6,606	34.1
	2 & 3	549	128	23.3	69	12.6	86	15.7	80	14.6	186	33.9
	All	19,941	5,111	25.6	2,630	13.2	2,643	13.3	2,765	13.9	6,792	34.1
Low Average	1	17,036	4,079	23.9	2,171	12.7	2,242	13.2	2,621	15.4	5,923	34.8
	2 & 3	225	54	24.0	34	15.1	34	15.1	36	16.0	67	29.8
	All	17,261	4,133	23.9	2,205	12.8	2,276	13.2	2,657	15.4	5,990	34.7
Average	1	16,643	3,187	19.1	2,206	13.3	2,389	14.4	2,831	17.0	6,030	36.2
	2 & 3	109	33	30.3	14	12.8	15	13.8	16	14.7	31	28.4
	All	16,752	3,220	19.2	2,220	13.3	2,404	14.4	2,847	17.0	6,061	36.2
High Average	1	12,950	2,358	18.2	1,825	14.1	1,983	15.3	2,364	18.3	4,420	34.1
	2 & 3	55	11	20.0	9	16.4	7	12.7	17	30.9	11	20.0
	All	13,005	2,369	18.2	1,834	14.1	1,990	15.3	2,381	18.3	4,431	34.1
High	1	8,860	2,688	30.3	1,320	14.9	1,229	13.9	1,420	16.0	2,203	24.9
	2 & 3	16	11	68.8	4	25.0	-	-	1	6.3	-	-
	All	8,876	2,699	30.4	1,324	14.9	1,229	13.8	1,421	16.0	2,203	24.8
Hispanic												
Low	1	14,451	3,545	24.5	1,874	13.0	1,855	12.8	2,013	13.9	5,164	35.7
	2 & 3	390	84	21.5	52	13.3	53	13.6	62	15.9	139	35.6
	All	14,841	3,629	24.5	1,926	13.0	1,908	12.9	2,075	14.0	5,303	35.7
Low Average	1	13,194	3,034	23.0	1,644	12.5	1,704	12.9	2,067	15.7	4,745	36.0
	2 & 3	174	38	21.8	28	16.1	27	15.5	28	16.1	53	30.5
	All	13,368	3,072	23.0	1,672	12.5	1,731	12.9	2,095	15.7	4,798	35.9
Average	1	12,975	2,420	18.7	1,713	13.2	1,847	14.2	2,206	17.0	4,789	36.9
	2 & 3	86	23	26.7	12	14.0	12	14.0	15	17.4	24	27.9
	All	13,061	2,443	18.7	1,725	13.2	1,859	14.2	2,221	17.0	4,813	36.9
High Average	1	9,772	1,746	17.9	1,418	14.5	1,462	15.0	1,786	18.3	3,360	34.4
	2 & 3	45	11	24.4	8	17.8	5	11.1	14	31.1	7	15.6
	All	9,817	1,757	17.9	1,426	14.5	1,467	14.9	1,800	18.3	3,367	34.3
High	1	5,435	1,759	32.4	779	14.3	722	13.3	812	14.9	1,363	25.1
	2 & 3	13	9	69.2	3	23.1	-	-	1	7.7	-	-
	All	5,448	1,768	32.5	782	14.4	722	13.3	813	14.9	1,363	25.0
African American												
Low	1	4,052	1,228	30.3	563	13.9	600	14.8	543	13.4	1,118	27.6
	2 & 3	137	38	27.7	13	9.5	30	21.9	18	13.1	38	27.7
	All	4,189	1,266	30.2	576	13.8	630	15.0	561	13.4	1,156	27.6
Low Average	1	2,950	866	29.4	417	14.1	413	14.0	430	14.6	824	27.9
	2 & 3	43	14	32.6	4	9.3	7	16.3	7	16.3	11	25.6
	All	2,993	880	29.4	421	14.1	420	14.0	437	14.6	835	27.9
Average	1	2,340	579	24.7	350	15.0	356	15.2	389	16.6	666	28.5
	2 & 3	16	8	50.0	1	6.3	2	12.5	-	-	5	31.3
	All	2,356	587	24.9	351	14.9	358	15.2	389	16.5	671	28.5
High Average	1	1,470	400	27.2	218	14.8	218	14.8	220	15.0	414	28.2
	2 & 3	3	-	-	-	-	2	66.7	1	33.3	-	-
	All	1,473	400	27.2	218	14.8	220	14.9	221	15.0	414	28.1
High	1	850	366	43.1	119	14.0	91	10.7	101	11.9	173	20.4
	2 & 3	2	1	50.0	1	50.0	-	-	-	-	-	-
	All	852	367	43.1	120	14.1	91	10.7	101	11.9	173	20.3

table continues

Appendix D, Table 6 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
White												
Low	1	351	71	20.2	44	12.5	44	12.5	61	17.4	131	37.3
	2 & 3	13	3	23.1	-	-	2	15.4	-	-	8	61.5
	All	364	74	20.3	44	12.1	46	12.6	61	16.8	139	38.2
Low Average	1	486	91	18.7	65	13.4	71	14.6	61	12.6	198	40.7
	2 & 3	6	1	16.7	1	16.7	-	-	1	16.7	3	50.0
	All	492	92	18.7	66	13.4	71	14.4	62	12.6	201	40.9
Average	1	829	108	13.0	80	9.7	120	14.5	153	18.5	368	44.4
	2 & 3	4	1	25.0	1	25.0	-	-	1	25.0	1	25.0
	All	833	109	13.1	81	9.7	120	14.4	154	18.5	369	44.3
High Average	1	1,205	148	12.3	121	10.0	218	18.1	266	22.1	452	37.5
	2 & 3	5	-	-	1	20.0	-	-	1	20.0	3	60.0
	All	1,210	148	12.2	122	10.1	218	18.0	267	22.1	455	37.6
High	1	1,725	351	20.3	280	16.2	276	16.0	358	20.8	460	26.7
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	1,726	352	20.4	280	16.2	276	16.0	358	20.7	460	26.7
Economically Disadvantaged												
Low	1	17,789	4,595	25.8	2,377	13.4	2,365	13.3	2,485	14.0	5,967	33.5
	2 & 3	524	123	23.5	66	12.6	82	15.6	78	14.9	175	33.4
	All	18,313	4,718	25.8	2,443	13.3	2,447	13.4	2,563	14.0	6,142	33.5
Low Average	1	14,955	3,632	24.3	1,931	12.9	1,970	13.2	2,301	15.4	5,121	34.2
	2 & 3	210	48	22.9	32	15.2	32	15.2	34	16.2	64	30.5
	All	15,165	3,680	24.3	1,963	12.9	2,002	13.2	2,335	15.4	5,185	34.2
Average	1	13,767	2,747	20.0	1,888	13.7	1,973	14.3	2,330	16.9	4,829	35.1
	2 & 3	90	25	27.8	11	12.2	14	15.6	14	15.6	26	28.9
	All	13,857	2,772	20.0	1,899	13.7	1,987	14.3	2,344	16.9	4,855	35.0
High Average	1	9,701	1,855	19.1	1,420	14.6	1,521	15.7	1,748	18.0	3,157	32.5
	2 & 3	39	8	20.5	8	20.5	6	15.4	11	28.2	6	15.4
	All	9,740	1,863	19.1	1,428	14.7	1,527	15.7	1,759	18.1	3,163	32.5
High	1	5,071	1,840	36.3	687	13.5	637	12.6	723	14.3	1,184	23.3
	2 & 3	13	8	61.5	4	30.8	-	-	1	7.7	-	-
	All	5,084	1,848	36.3	691	13.6	637	12.5	724	14.2	1,184	23.3
Special Education												
Low	1	3,388	1,156	34.1	518	15.3	420	12.4	436	12.9	858	25.3
	2 & 3	17	11	64.7	1	5.9	-	-	1	5.9	4	23.5
	All	3,405	1,167	34.3	519	15.2	420	12.3	437	12.8	862	25.3
Low Average	1	1,166	390	33.4	182	15.6	166	14.2	154	13.2	274	23.5
	2 & 3	4	2	50.0	-	-	-	-	1	25.0	1	25.0
	All	1,170	392	33.5	182	15.6	166	14.2	155	13.2	275	23.5
Average	1	613	183	29.9	97	15.8	67	10.9	90	14.7	176	28.7
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	614	184	30.0	97	15.8	67	10.9	90	14.7	176	28.7
High Average	1	313	88	28.1	42	13.4	43	13.7	57	18.2	83	26.5
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	313	88	28.1	42	13.4	43	13.7	57	18.2	83	26.5
High	1	250	107	42.8	36	14.4	39	15.6	24	9.6	44	17.6
	2 & 3	1	1	100.0	-	-	-	-	-	-	-	-
	All	251	108	43.0	36	14.3	39	15.5	24	9.6	44	17.5

table continues

Appendix D, Table 6 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Homeless												
Low	1	391	109	27.9	63	16.1	59	15.1	45	11.5	115	29.4
	2 & 3	12	3	25.0	2	16.7	2	16.7	0	0.0	5	41.7
	All	403	112	27.8	65	16.1	61	15.1	45	11.2	120	29.8
Low Average	1	255	65	25.5	40	15.7	32	12.5	26	10.2	92	36.1
	2 & 3	2	-	-	1	50.0	1	50.0	-	-	-	-
	All	257	65	25.3	41	16.0	33	12.8	26	10.1	92	35.8
Average	1	215	41	19.1	28	13.0	31	14.4	42	19.5	73	34.0
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	215	41	19.1	28	13.0	31	14.4	42	19.5	73	34.0
High Average	1	120	34	28.3	16	13.3	19	15.8	20	16.7	31	25.8
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	120	34	28.3	16	13.3	19	15.8	20	16.7	31	25.8
High	1	54	23	42.6	8	14.8	8	14.8	10	18.5	5	9.3
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	54	23	42.6	8	14.8	8	14.8	10	18.5	5	9.3
ELs												
Low	1	11,506	2,785	24.2	1,468	12.8	1,450	12.6	1,615	14.0	4,188	36.4
	2 & 3	308	68	22.1	42	13.6	38	12.3	50	16.2	110	35.7
	All	11,814	2,853	24.1	1,510	12.8	1,488	12.6	1,665	14.1	4,298	36.4
Low Average	1	9,785	2,207	22.6	1,210	12.4	1,241	12.7	1,551	15.9	3,576	36.5
	2 & 3	115	24	20.9	14	12.2	21	18.3	20	17.4	36	31.3
	All	9,900	2,231	22.5	1,224	12.4	1,262	12.7	1,571	15.9	3,612	36.5
Average	1	8,838	1,594	18.0	1,181	13.4	1,284	14.5	1,515	17.1	3,264	36.9
	2 & 3	54	14	25.9	7	13.0	9	16.7	10	18.5	14	25.9
	All	8,892	1,608	18.1	1,188	13.4	1,293	14.5	1,525	17.2	3,278	36.9
High Average	1	5,942	1,074	18.1	860	14.5	925	15.6	1,145	19.3	1,938	32.6
	2 & 3	30	7	23.3	7	23.3	4	13.3	9	30.0	3	10.0
	All	5,972	1,081	18.1	867	14.5	929	15.6	1,154	19.3	1,941	32.5
High	1	2,584	910	35.2	392	15.2	372	14.4	376	14.6	534	20.7
	2 & 3	9	6	66.7	2	22.2	-	-	1	11.1	-	-
	All	2,593	916	35.3	394	15.2	372	14.3	377	14.5	534	20.6

table continues

Appendix D, Table 6 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 79,011)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
nonELs												
Low	1	7,886	2,198	27.9	1,093	13.9	1,107	14.0	1,070	13.6	2,418	30.7
	2 & 3	241	60	24.9	27	11.2	48	19.9	30	12.4	76	31.5
	All	8,127	2,258	27.8	1,120	13.8	1,155	14.2	1,100	13.5	2,494	30.7
Low Average	1	7,251	1,872	25.8	961	13.3	1,001	13.8	1,070	14.8	2,347	32.4
	2 & 3	110	30	27.3	20	18.2	13	11.8	16	14.5	31	28.2
	All	7,361	1,902	25.8	981	13.3	1,014	13.8	1,086	14.8	2,378	32.3
Average	1	7,805	1,593	20.4	1,025	13.1	1,105	14.2	1,316	16.9	2,766	35.4
	2 & 3	55	19	34.5	7	12.7	6	10.9	6	10.9	17	30.9
	All	7,860	1,612	20.5	1,032	13.1	1,111	14.1	1,322	16.8	2,783	35.4
High Average	1	7,008	1,284	18.3	965	13.8	1,058	15.1	1,219	17.4	2,482	35.4
	2 & 3	25	4	16.0	2	8.0	3	12.0	8	32.0	8	32.0
	All	7,033	1,288	18.3	967	13.7	1,061	15.1	1,227	17.4	2,490	35.4
High	1	6,276	1,778	28.3	928	14.8	857	13.7	1,044	16.6	1,669	26.6
	2 & 3	7	5	71.4	2	28.6	-	-	-	-	-	-
	All	6,283	1,783	28.4	930	14.8	857	13.6	1,044	16.6	1,669	26.6

Source: District BOY and EOY MAP Growth data file dated 11/05/20 (BOY) and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 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. The evaluator used the following quintiles to measure achievement for each testing window (i.e., achievement quintile) and to track growth across testing windows (i.e., growth quintiles): Low (up to 20th percentile), Low Average (21st to 40th percentile), Average (41st to 60th percentile), High Average (61st to 80th percentile) or High (81st percentile and above). 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 EOY; therefore, every student with a plan in 2020-21 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP Growth reading data do not include Spanish-language version results because of the unavailability of national norms.

Appendix E

Appendix E, Table 1: 2020-21 Dallas ISD Rates of Students Meeting BOY, MOY, and EOY MAP Growth RIT Score Thresholds for Spanish Reading by MTSS Tier and Student Group

Tier	BOY (N = 20,827)		MOY (N = 20,995)		EOY (N = 20,463)	
	n	% Met	N	% Met	n	% Met
District						
1	12,277	61.8	12,682	63.4	12,032	61.7
2 & 3	394	40.7	447	45.2	446	46.6
All	12,671	60.8	13,129	62.5	12,478	61.0
Hispanic						
1	12173	61.9	12,558	63.4	11,935	61.8
2 & 3	394	40.9	447	45.2	446	46.7
All	12567	60.9	13,005	62.6	12,381	61.0
African American						
1	4	22.2	7	38.9	4	20.0
2 & 3	0	0.0	0	0.0	0	0.0
All	4	22.2	7	38.9	4	20.0
White						
1	65	59.6	78	62.9	59	59.0
2 & 3	0	0.0	0	0.0	0	0.0
All	65	59.1	78	62.9	59	59.0
Economically Disadvantaged						
1	11,402	61.3	11,715	62.7	11,157	61.2
2 & 3	367	40.2	410	44.0	417	46.2
All	11,769	60.3	12,125	61.8	11,574	60.4
Special Education						
1	338	27.5	387	31.6	321	27.4
2 & 3	5	15.6	5	17.2	5	16.7
All	343	27.2	392	31.3	326	27.2
Homeless						
1	186	59.2	195	61.7	187	61.7
2 & 3	5	45.5	6	40.0	7	46.7
All	191	58.8	201	60.7	194	61.0
ELs						
1	11,928	61.7	12,260	63.3%	11,645	61.6
2 & 3	389	40.8	441	45.4%	438	46.6
All	12,317	60.8	12,701	62.5%	12,083	60.9
nonELs						
1	349	64.4	422	65.6%	387	64.0
2 & 3	5	38.5	6	33.3%	8	42.1
All	354	63.8	428	64.8%	395	63.3

Source: District MAP Growth data file dated 11/05/20 (BOY), 04/02/20 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file dated 10/30/20.

Note: NWEA was able to provide threshold scores for up to grade six. Includes data for students enrolled on the PEIMS snapshot date of 10/30/20 with valid RIT scores. Met = scoring above the 40th percentile relative to norms that NWEA provided.

Appendix F

Appendix F, Table 1: 2020-21 MTSS Feedback Survey – Respondent Characteristics

	Respondents (N = 1,252)	
	n	%
What is your primary role?		
Assistant Principal	63	5.0
Campus Instructional Coach	75	6.0
Central Staff	33	2.6
Counselor	23	1.8
Dyslexia Interventionist	14	1.1
Instructional Lead Coach	27	2.2
Principal	97	7.7
Teacher	844	67.4
Other	76	6.1
How many trainings offered by district staff members related to MTSS, MAP, or SST did you participate in 2020-21?		
0	153	12.2
1	357	28.5
2	357	28.5
3	206	16.5
4	86	6.9
5 or more	93	7.4

Source: 2020-21 MTSS Feedback Survey.

Appendix F, Table 2: 2020-21 MTSS Feedback Survey – Subjects Taught by Teachers

What subjects do you teach (Please select all that apply)	Respondents (N = 1,252)	
	n	%
Art/Music/Band/Theatre	44	3.5
Career and Technical Education	56	4.5
ESL/Bilingual	139	11.1
Health	13	1.0
Mathematics	267	21.3
PE	17	1.4
Reading/Language Arts/Writing	242	19.3
ROTC	7	0.6
Science	234	18.7
Social Studies	196	15.7
Special Education	69	5.5
Technology Applications	3	0.2
Other (please specify)	70	5.6

Source: 2020-21 MTSS Feedback Survey.

Note: Percentages sum to more than 100 because participants could select more than one option.

Appendix F, Table 3: 2020-21 MTSS Feedback Survey – Number of MTSS-related Trainings by Role

Role	N	Zero (N = 153)		One (N = 357)		Two (N = 357)		Three (N = 206)		Four (N = 86)		Five or More (N = 93)	
		n	%	n	%	n	%	n	%	n	%	n	%
Assistant Principal	63	7	11.1	19	30.2	19	30.2	9	14.3	4	6.3	5	7.9
Campus Instructional Coach	75	9	12.0	15	20.0	20	26.7	14	18.7	8	10.7	9	12.0
Central Staff	33	4	12.1	10	30.3	8	24.2	7	21.2	1	3.0	3	9.1
Counselor	23	4	17.4	12	52.2	5	21.7	1	4.3	1	4.3	0	0.0
Dyslexia Interventionist	14	1	7.1	3	21.4	7	50.0	2	14.3	1	7.1	0	0.0
Instructional Lead Coach	27	0	0.0	3	11.1	8	29.6	8	29.6	5	18.5	3	11.1
Principal	97	8	8.2	32	33.0	22	22.7	23	23.7	5	5.2	7	7.2
Teacher	844	103	12.2	247	29.3	250	29.6	129	15.3	54	6.4	61	7.2
Other	76	17	22.4	16	21.1	18	23.7	13	17.1	7	9.2	5	6.6

Source: 2020-21 MTSS Feedback Survey

Note: N = 1,252 survey participants. Potential participants were obtained from training attendance sheets. Responses indicating attendance at zero sessions may indicate that participants had forgotten that they attended a 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.

Appendix F, Table 4: 2020-21 MTSS Feedback Survey - Resources Used by Respondents Other Than Formal Training Sessions

Other than trainings, what resources did you use to learn more about MTSS this year? [Check all that apply]	Respondents (N = 1,076)	
	n	%
Used resources on the Dallas ISD MTSS website	473	44.0
Spoke with colleagues who received MTSS training	394	36.6
Did not use resources other than district trainings	330	30.7
Contacted one or more staff members in the MTSS office	127	11.8
Other	64	5.9

Source: 2020-21 MTSS Feedback Survey

Note: Percentages sum to more than 100 because participants could select more than one option.

Appendix F, Table 5: 2020-21 MTSS Feedback Survey – Knowledge of MTSS Framework

Survey Item	N	Nothing		A little		Some		A lot	
		n	%	n	%	n	%	n	%
How much do you know about the following aspects of MTSS?									
The purpose of the MTSS framework	1,051	65	6.2	278	26.5	540	51.4	168	16.0
The use of MAP as a universal screener	1,051	66	6.3	220	20.9	546	52.0	219	20.8
The use of the PowerSchool MTSS Interventions Module	1,051	156	14.8	340	32.4	452	43.0	103	9.8
How much do you know about the following MTSS interventions?									
MTSS interventions for academics	1,051	127	12.1	303	28.8	501	47.7	120	11.4
MTSS interventions for engagement	1,048	182	17.4	326	31.1	454	43.3	86	8.2
MTSS interventions for language	1,050	190	18.1	347	33.0	428	40.8	85	8.1

Source: 2020-21 MTSS Feedback Survey.

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

Appendix F, Table 6: 2020-21 MTSS Feedback Survey – Understanding differences between MTSS, RTI and SST

	N	Not confident		Slightly confident		Somewhat confident		Moderately confident		Extremely confident	
		n	%	n	%	n	%	n	%	n	%
		How confident are you in your understanding about the difference between...									
MTSS and RTI	1,025	187	18.2	213	20.8	282	27.5	266	26.0	77	7.5
MTSS and SST	1,021	199	19.5	211	20.7	268	26.2	264	25.9	79	7.7

Source: 2020-21 MTSS Feedback Survey.

Appendix F, Table 7: 2020-21 MTSS Feedback Survey – MTSS Interventions

	N	Never		Rarely		Occasionally		A moderate amount		A great deal	
		n	%	n	%	n	%	n	%	n	%
How often have you used the following MTSS interventions during the 2020-21 school year?											
MTSS interventions for academics	1,027	264	25.7	209	20.4	261	25.4	226	22.0	67	6.5
MTSS interventions for engagement	1,026	314	30.6	232	22.6	251	24.5	183	17.8	46	4.5
MTSS interventions for language	1,026	336	32.7	250	24.4	230	22.4	173	16.9	37	3.6

Source: 2020-21 MTSS Feedback Survey.

Appendix F, Table 8: 2020-21 MTSS Feedback Survey – Preparedness for MTSS Implementation

	<i>N</i>	Very poorly		Poorly		Well		Very well		Not Applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How well did support from the MTSS department prepare you to...?											
engage in Root Cause Analysis	993	97	9.8	163	16.4	368	37.1	118	11.9	247	24.9
finalize an intervention plan	993	91	9.2	171	17.2	368	37.1	122	12.3	241	24.3
progress monitor for an intervention plan	993	86	8.7	154	15.5	379	38.2	141	14.2	233	23.5
create an intervention plan	993	86	8.7	152	15.3	381	38.4	138	13.9	236	23.8

Source: 2020-21 MTSS Feedback Survey.

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

Appendix F, Table 9: 2020-21 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>	%
In 2020-21, how often did you do the following when it seemed necessary?											
Engage in Root Cause Analysis	993	169	17.0	157	15.8	282	28.4	177	17.8	208	20.9
Finalize an intervention plan	993	157	15.8	172	17.3	274	27.6	173	17.4	217	21.9
Progress monitor for an intervention plan	993	129	13.0	142	14.3	289	29.1	232	23.4	201	20.2
Create an intervention plan	993	125	12.6	153	15.4	295	29.7	217	21.9	203	20.4

Source: 2020-21 MTSS Feedback Survey.

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

Appendix F, Table 10: 2020-21 MTSS Feedback Survey – Implementation of MTSS on Campus

Overall, how effectively do you think MTSS has been implemented on your campus in 2020-21?	Respondents (<i>N</i> = 983)	
	<i>n</i>	%
Not at all effectively	73	7.4
Not very effectively	141	14.3
Moderately effectively	365	37.1
Very effectively	182	18.5
Extremely effectively	42	4.3
Do not have enough information to determine	180	18.3

Source: 2020-21 MTSS Feedback Survey.

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

Appendix F, Table 11: 2020-21 MTSS Feedback Survey – Usefulness of MTSS Training

Overall, how useful was the MTSS training you received?	Respondents (N = 983)	
	n	%
Not at all useful	92	9.4
Not very useful	191	19.4
Somewhat useful	540	54.9
Very useful	160	16.3

Source: 2020-21 MTSS Feedback Survey.

Appendix F, Table 12: 2020-21 MTSS Feedback Survey – Training Feedback and MTSS Implementation Open-Ended Responses

Categories	Respondents (N = 391)	
	n	%
Briefly describe what could be improved in the support from the MTSS department. [Please limit your responses to 500 characters.]		
More Training	123	31.5
Adding New Resources	67	17.1
More Support	52	13.3
No improvements needed	41	10.5
Increase Buy-in	40	10.2
More time for implementation	27	6.9
Did Not Apply to Me	19	4.9
More User-friendliness	15	3.8
Other	7	1.8

Briefly describe what could be improved in the implementation of MTSS on your campus. [Please limit your responses to 500 characters.]

More training	122	31.7
Other	67	17.4
New Resources	62	16.1
More Support	52	13.5
More Buy-in	40	10.4
Time for Implementation	27	7.0
User-friendly Procedures	15	3.9

Source: 2020-21 MTSS Feedback Survey.

Note: Data are based on duplicate counts because each response could address multiple issues.

Appendix F, Table 13: 2020-21 MTSS Feedback Survey – Confidence of Tier 2 or Tier 3 Interventions

	<i>N</i>	Not at all effective		Not very effective		Moderately effective		Very effective		Extremely effective		I did not provide a virtual tiered intervention in this area	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How effective were the virtual Tier 2 or Tier 3 interventions that you implemented with students in the areas of...?													
academics	942	29	3.1	93	9.9	301	32.0	143	15.2	26	2.8	350	37.2
language	939	35	3.7	90	9.6	268	28.5	110	11.7	22	2.3	414	44.1
engagement	934	27	2.9	88	9.4	261	27.9	138	14.8	24	2.6	396	42.4

Source: 2020-21 MTSS Feedback Survey.

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

Appendix F, Table 14: 2020-21 MTSS Feedback Survey – Perceptions of the PowerSchool MTSS Intervention Module

	<i>N</i>	Not at all satisfied		Slightly satisfied		Moderately satisfied		Very satisfied		Extremely satisfied		I did not use the PowerSchool MTSS Intervention Module	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regarding the PowerSchool MTSS Intervention Module, please rate your level of satisfaction with...													
the user-friendliness of the module.	955	78	8.2	104	10.9	237	24.8	139	14.6	48	5.0	349	36.5
the amount of time required to use the module efficiently.	955	83	8.7	114	11.9	235	24.6	132	13.8	44	4.6	347	36.3

Source: 2020-21 MTSS Feedback Survey.

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

Appendix F, Table 15: 2020-21 MTSS Feedback Survey – Challenges and Successes Implementing Virtual Tier 2 or Tier 3 Interventions Open-Ended Responses

Categories	Respondents (N = 271)	
	n	%
Briefly describe the challenges that you faced implementing virtual Tier 2 or Tier 3 interventions during the 2020-21 school year [Please limit your responses to 500 characters.]		
Inconsistent Student Engagement	69	25.5
Lack of Knowledge or Training	40	14.8
Limited Time	35	12.9
Other	33	12.2
Did Not Use	32	11.8
No Challenges	29	10.7
Lack of User-friendliness	21	7.7
COVID-19	8	3.0
Technology	4	1.5
Briefly describe the successes that you experienced implementing virtual Tier 2 or Tier 3 interventions during the 2020-21 school year [Please limit your responses to 500 characters.]		
Tracking Student Progress	60	28.7
Did Not Use Interventions	39	18.7
Other	31	14.8
Identifying Students Needs	20	9.6
Student Engagement	18	8.6
MTSS Resources	17	8.1
Limited Success	15	7.2
Campus Staff Collaboration	9	4.3

Source: 2020-21 MTSS Feedback Survey.

Note: Data are based on duplicate counts because each response could address multiple issues.