

2021-22

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie S. Elizalde, Ed. D.
Superintendent of Schools



2021-22

Evaluation of the Multi-Tiered Systems of Support Framework

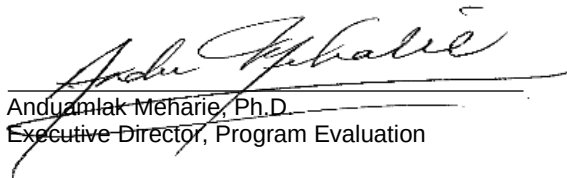
Approved Report of the Department of Evaluation and Assessment

EA22-628-2
September 2022

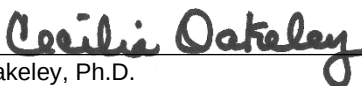
Joohee G. Kim, M.A., Evaluation Analyst II



Mitch Barton, Ph.D.
Manager, Program Evaluation



Anduamlak Mehari, Ph.D.
Executive Director, Program Evaluation



Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

© 2022 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
PURPOSE AND SCOPE OF THE EVALUATION	6
EVALUATION QUESTIONS AND RESULTS	7
How were MTSS operations in Dallas ISD funded in 2021-22?	7
Methodology	7
Results	7
What was the context of the MTSS framework in 2021-22?	7
Methodology	7
Results	7
What MTSS-related training was provided to Dallas ISD staff members in 2021-22?	8
Methodology	8
Results	8
What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS Department in 2021-22?	10
Methodology	10
Results	10
Which Dallas ISD students were served by the MTSS program in 2021-22?	18
Methodology	18
Results	19
What was the relationship between <i>MAP</i> assessment scores and MTSS implementation in 2021-22?	23
Methodology	23
Results	25
KEY FINDINGS AND RECOMMENDATIONS	31
Key Findings	31
Recommendations	32

REFERENCES.....	34
APPENDICES	35

LIST OF TABLES

Table 1: 2021-22 MTSS-Related Training Sessions Offered to Dallas ISD Staff Members	9
Table 2: 2021-22 MTSS Feedback Survey - Respondents by Role	11
Table 3: 2021-22 MTSS Feedback Survey – MTSS–Related Resources Used by Respondents Other Than Formal Training Sessions	12
Table 4: 2021-22 Dallas ISD MAP Testing for Reading and Mathematics by Assessment Window and Grade Level.....	20
Table 5: 2021-22 Dallas ISD Tier 2 and Tier 3 Students by Racial Groups.....	21
Table 6: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans	22
Table 7: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area	22
Table 8: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject....	23
Table 9: 2021-22 Dallas ISD BOY, MOY, and EOY MAP Reading (English Only) Mean RIT Scores by Quintile and MTSS Tier.....	26
Table 10: 2021-22 Dallas ISD BOY, MOY, and EOY MAP Reading (Spanish Only) Mean RIT Scores by Quintile and MTSS Tier.....	27
Table 11: 2021-22 Dallas ISD BOY, MOY, and EOY MAP Mathematics Mean RIT Scores by Quintile and MTSS Tier.....	27
Table 12: 2021-22 Dallas ISD MAP Reading (English Only) BOY to EOY Growth Quintiles by Achievement Quintile and MTSS Tier.....	28
Table 14: 2020-21 to 2021-22 Dallas ISD Percentages of Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Spanish Reading by MTSS Tier	30

LIST OF FIGURES

Figure 1: 2021-22 MTSS Feedback Survey - Extent of Participation in MTSS-Related Trainings	11
Figure 2: 2021-22 MTSS Feedback Survey - Knowledge of the MTSS Framework.....	12
Figure 3: 2021-22 MTSS Feedback Survey - Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements.....	13
Figure 4: 2021-22 MTSS Feedback Survey - Beliefs about MTSS Training Usefulness by Number of Training Sessions Attended	14
Figure 5: 2021-22 MTSS Feedback Survey – Training Feedback	15
Figure 6: 2021-22 MTSS Feedback Survey - Feedback for MTSS Implementation Improvement.....	16
Figure 7: 2021-22 MTSS Feedback Survey - Helpfulness of PowerSchool MTSS Intervention Module.....	17
Figure 8: 2021-22 MTSS Feedback Survey - Need for Improvements of PowerSchool MTSS Intervention Module.....	18

LIST OF APPENDICES

A	2021-22 MTSS Feedback Survey.....	36
B	2021-22 Dallas ISD MAP Testing Rates.....	44
C	2020-21 Dallas ISD MAP Testing Rates.....	50
D	2021-22 Dallas ISD Tier 2 and Tier 3 Intervention Plans	56
E	2020-21 Dallas ISD Tier 2 and Tier 3 Intervention Plans	59
F	2021-22 Dallas ISD BOY, MOY, and EOY MAP Mean RIT Scores by Student Group	62
G	2020-21 Dallas ISD BOY, MOY, and EOY MAP Mean RIT Scores by Student Group	71
H	2021-22 Dallas ISD MAP Quintile Rates by Achievement Quintile, MTSS Tier, and Student Group.....	80
I	2021-22 Dallas ISD Rates of Students Meeting RIT Score Thresholds for Spanish Reading ...	88
J	2020-21 Dallas ISD Rates of Students Meeting RIT Score Thresholds for Spanish Reading ...	89

ACRONYMS AND ABBREVIATIONS

BOY	Beginning-of-Year
CGP	Conditional Growth Percentile
EBs	Emergent Bilinguals
EOY	End-of-Year
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</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
SPED	Special Education
SST	Student Support Team

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

In the Dallas Independent School District (ISD), the Multi-Tiered Systems of Support (MTSS) framework is used to identify students who are struggling in the areas of academics,¹ language,² and/or engagement.³ Support for these students is provided in a tiered manner depending on the needs of each student.

- Tier 1 support is the foundation for all other supports and optimizes the likelihood that all students will achieve success in school.
- If students require additional support beyond Tier 1, they receive Tier 2 services, which include selected interventions and specialized instruction based on universal screening.⁴
- Students who respond favorably to Tier 2 services are returned to Tier 1. Students who do not respond favorably receive Tier 3 services (i.e., more intensive, frequent, and individualized interventions).
- Students who continue to struggle in Tier 3 are referred by the campus Student Support Team (SST) for specialized services outside MTSS.

Beginning in 2019-20, the Dallas ISD began using the *Measures of Academic Progress Growth (MAP)* reading and mathematics assessments as universal screeners to measure academic achievement and growth over time. Beginning in 2020-21, these nationally normed, standardized computer adaptive⁵ achievement tests were administered at the beginning-, middle-, and end-of-year (BOY, MOY, and EOY, respectively) to students in grades one to 11.⁶ The *MAP* assessments are used by MTSS to strengthen Tier 1 instruction and were partial determinants of which tier of support each student receives.⁷ Specific interventions provided to each student are aligned with

individual *MAP* data. Progress monitoring is also used to inform SST decisions about whether to move the student to a higher or lower tier.

During the 2021-22 school year, the administration of the Dallas ISD MTSS framework was supported by one program director, three coordinators and one data analyst.⁸

The purpose of this evaluation was to describe the MTSS framework with respect to funding, context, professional development (PD), perceptions of campus-based staff members, characteristics of students served by the program, and *MAP* outcomes.⁹

The 2021-22 budget for the MTSS program totaled \$577,626 in Title II funding, the same amount as in 2020-21 (Barton, 2021).

EVALUATION QUESTIONS/OUTCOMES

What MTSS-related training was provided to Dallas ISD staff members in 2021-22?

Between September 13, 2021 and June 30, 2022, 1,222 Dallas ISD staff members attended one or more MTSS-related trainings.

The most frequently attended sessions were related to *MAP Growth* (25 sessions; 456 participants), and 610 participants completed at least one of the self-paced online sessions related to the MTSS framework or *MAP*.

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

⁵ 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.

⁶ In 2019-20 *MAP* was not given at EOY because of the COVID-19 pandemic. *MAP* was not administered to grade one students until 2020-21.

⁷ 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.

⁸ A detailed description of the MTSS program staff members is available in the full report (Kim, 2022).

⁹ A detailed methodology is available in the full report (Kim, 2022).

What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS department in 2021-22?

The 2021-22 MTSS Feedback Survey (19 items) was administered from March 1 through March 25, 2022 to district staff members who had participated in at least one MTSS-related training during the 2021-22 school year ($N = 1,027$; 39% response rate).

The purpose of the survey was to solicit respondents' feedback regarding their (a) MTSS knowledge, (b) implementation of MTSS, (c) usefulness of MTSS training, (d) perceptions about MTSS implementation on their campus, and (e) perceptions about the PowerSchool.

- Teachers accounted for 43 percent of respondents and the highest percentage of respondents (60%) reported participating in one or two MTSS training sessions in 2021-22.
- In addition to MTSS training, respondents most often indicated that they learned more about the MTSS framework from the Dallas ISD MTSS website and speaking with colleagues who received MTSS training.

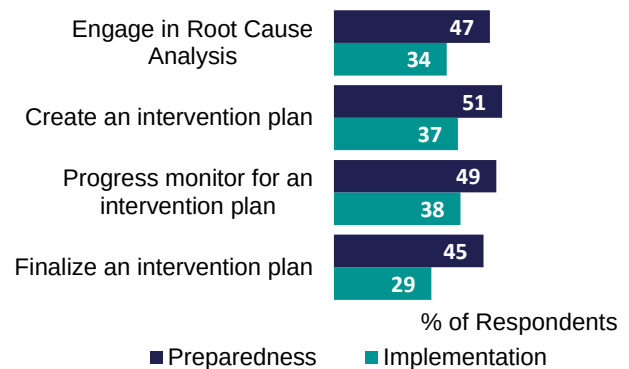
MTSS Knowledge

- More than half of respondents reported having a moderate or great amount of knowledge about the purpose of MTSS and using MAP as a universal screener.
- However, less than half of respondents reported a moderate or great amount of knowledge of academic, engagement, and language interventions.

Implementation of MTSS

- Sixty five percent of training participants either agreed or strongly agreed that they understood how to effectively implement the MTSS framework to support students who struggle academically, therefore, the workscope goal of 80 percent was not met.
- The highest percentage of respondents reported they used academic interventions often or very often (27%) compared to language (18%) and engagement (14%) interventions.
- While roughly half of respondents reported that support from the MTSS department prepared them well or very well, fewer (29% to 38%) reported implementing MTSS at least often (Figure 1).

Figure E1: Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



Source: 2021-22 MTSS Feedback Survey.

Note: $N = 366$. Preparedness responses include ratings of Well and Very Well. Implementation responses include ratings of Often and Very Often. Excludes responses indicating that the questions are not applicable.

Usefulness of MTSS Training

- Overall, feedback on the usefulness of MTSS-related training sessions were more positive for those who attended two or more sessions (49% to 60%) compared to those who attended only one session (28% to 32%).
- When asked what improvements could be made to support they received from the MTSS department ($N = 97$), the most common themes were the desire for (a) additional MTSS trainings throughout the year, (b) the need for user-friendliness of the system, and (c) on-site support and trainings.

Perceptions about MTSS Implementation

- Forty-one percent of respondents indicated that they thought MTSS was implemented moderately or very effectively on their campuses in 2021-22.
- Of the 78 participants who suggested ways to improve the implementation of MTSS on their campus, almost a third of these respondents indicated a need for (a) more training on their campus and (b) more robust and explicit guidelines about implementing MTSS.

Perceptions about the PowerSchool MTSS Intervention Module

- Approximately half of survey respondents who reportedly used PowerSchool MTSS Intervention Module reported that they were moderately or very satisfied with (a) its user-friendliness and (b) the amount of time required to use the module efficiently.
- When asked to describe how the PowerSchool module had been helpful ($N = 65$), the most common theme was

PowerSchool's usefulness in tracking, documenting, and monitoring student progress (28%).

- Respondents were also asked to describe how the PowerSchool module can be improved ($N = 69$). The most frequently articulated theme was that they needed more trainings, practical guidance, and support (35%), followed closely by the desire for the module to be more user-friendly.

Which Dallas ISD students were served by the MTSS program in 2021-22?

Districtwide Use of MAP Assessments

- In 2021-22, between 59 percent (grade 11 at EOY) and 93 percent (grade 6 at BOY) of students were tested on the MAP assessment for reading.
- In 2021-22, between 53 percent (grade 11 at EOY) and 94 percent (grades 2 through 5 at BOY) of students were tested on the MAP assessment for mathematics.

Tier 2 and Tier 3 Interventions

The number of Tier 2 and Tier 3 academic intervention plans¹⁰ by subject can be found in Table 1.

- In 2021-22, 11,451 Tier 2 intervention plans were created in the PowerSchool, and of these, 5,328 plans (47%) were at least partially implemented and monitored¹¹ for 4,142 students.
- In 2021-22, 1,908 Tier 3 intervention plans were created in PowerSchool, and 771 Tier 3 intervention plans (40%) were at least partially implemented and monitored for 683 students.
- From 2020-21 to 2021-22, the number of students assigned Tier 2 or Tier 3 intervention plans increased.
- Consistent with 2020-21, a greater proportion of plans focused on reading than mathematics at both tiers.

Table E1: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject

Tier 3 Academic Intervention Plans by Subject					
Tier	Total <i>N</i>	Reading		Mathematics	
		<i>n</i>	%	<i>n</i>	%
2021-22					
Tier 2	4,142	2,996	62.1	1,826	37.9
Tier 3	683	694	94.7	39	5.3
2020-21					
Tier 2	3,633	2,918	72.6	1,099	27.4
Tier 3	91	77	82.8	16	17.2
2020-21 to 2021-22 Change					
Tier 2	509	78	-10.5	727	10.5
Tier 3	592	617	11.9	23	-11.9

Source: PowerSchool MTSS Intervention Module database, 07/11/22.

Note: Data represent the number of plans. Because students could have multiple plans, students could be represented in multiple cells.

Tier 2 included more Hispanic ($n = 3,017$) than African American ($n = 937$) and White ($n = 73$) students. Tier 3 included more African American students ($n = 487$) than any other racial groups.

Compared to districtwide demographics (71% Hispanic and 21% African American), proportionally fewer Hispanics students (73% Tier 2 and 26% Tier 3) and proportionally more African American students (23% Tier 2 and 71% Tier 3) received a tier plan overall.

Most students with an intervention plan only had one plan (Tier 2: 66%; Tier 3: 89%). Over the past two years, the number of students with one plan decreased while students with two plans increased for Tier 2 and Tier 3 interventions.

Finally, 13 percent of classroom teachers had progress monitored intervention plans in the MTSS Intervention Module. Thus, the workscope goal of 75 percent was not met.¹²

What was the relationship between MAP assessment scores and MTSS implementation in 2021-22? ¹³

Because of smaller numbers of Tier 2 and Tier 3 students compared to Tier 1 students, results in this section should be viewed with caution.

RIT Scores

For English and mathematics, the mean RIT scores for Tier 2 and Tier 3 students were lower than Tier 1 students

¹⁰ 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.

¹¹ 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.

¹² The total number of classroom teachers includes teachers with a valid employee identification number in the 2021-22 district course files.

¹³ Detailed methodology is available in the full report (Kim, 2022).

at each *MAP* administration window. However, Tier 2 and Tier 3 students experienced more gains from BOY to EOY.

- Tier 1 students: +4 to +7 points for English reading and +7 to +10 points for mathematics from BOY to EOY.
- Tier 2 and Tier 3 students: +8 to +15 points for English reading and +10 to +15 points for mathematics from BOY to EOY.

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. Tier 2 and Tier 3 students experienced either the same or slightly lower gains than Tier 1 students.

- Tier 1 students: +5 to +15 points for Spanish reading from BOY to EOY.
- Tier 2 and Tier 3 students: +5 to +10 points for Spanish reading from BOY to EOY.

CGP Scores

Overall, students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) tended to benefit from the additional tiered support from the MTSS program.

- For English reading, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded'¹⁴ *MAP* targets at a higher rate (44% and 41%, respectively) than Tier 1 students (35% and 31%, respectively) from BOY to EOY.
- For mathematics, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded' *MAP* targets at a similar or slightly higher rate (37% and 44%, respectively) than Tier 1 students (38% and 37%, respectively) from BOY to EOY.

RIT Score Thresholds

The percentage of Tier 2 and Tier 3 students who met the threshold increased from 40 percent at BOY to 44 percent at EOY, whereas the percentage of Tier 1 students slightly decreased from BOY (62%) to EOY (60%). Over the past two years, the rate of students who met the threshold has decreased, especially at MOY.

RECOMMENDATIONS

Continue to support teachers in implementing Tier 2 and Tier 3 interventions.

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.

REFERENCES

Kim, J. G. (2022). 2021-22 Evaluation of the Multi-Tiered Systems of Support Framework. Dallas, TX. Dallas Independent School District.

The complete list of references can be found in the full report (Kim, 2022).

¹⁴ "Exceeded" includes students who achieved high average or high growth on *MAP Growth* assessment.

2021-22

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION¹⁵

The goal of the Multi-Tiered Systems of Support (MTSS) framework is to utilize available resources to address the academic, social, emotional, and behavioral development of all students (Carta & Young, 2019). The MTSS framework focuses on increasing instructional support and positive student outcomes by helping educators to make data-driven decisions and to monitor students' progress and achievement (Consumano et al., 2014). 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). While robust and reliable systems are required for the successful implementation of the MTSS framework (Abbott & Wills, 2012), a growing body of research has found evidence that MTSS can effectively address academic and behavioral challenges in classrooms by building teachers' capacity to reach learners at different levels (Hollingworth, 2019).

In the Dallas Independent School District (ISD), MTSS program staff members provide campus personnel with procedures and guidelines for the early identification of students who are struggling in the areas of academics,¹⁶ language,¹⁷ and/or engagement.¹⁸ Support for these students is provided in a multi-tiered approach depending on the needs of each student. All students automatically receive Tier 1 support,¹⁹ 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 success in school. If students require additional support beyond Tier 1, they receive Tier 2 services, which include selected interventions and specialized instruction to address emerging or acute academic and social/emotional/behavioral issues. The Tier 2 interventions are directly aligned with areas identified through universal screening.²⁰ While students who respond favorably to Tier 2 interventions are returned to Tier 1, students who do not achieve desired outcomes in Tier 2 receive Tier 3 services. Tier 3 interventions are intended for fewer students than Tier 2 and include more intensive, frequent, and individualized interventions that students receive in addition to the core (Tier 1) and Tier 2 interventions.

¹⁵ Portions of this report were adapted from Barton (2021).

¹⁶ Academics includes issues related to reading and mathematics.

¹⁷ Language includes issues related to listening, speaking, reading, and writing across all content areas.

¹⁸ Engagement includes issues related to academic disengagement, aggression, attendance, bullying, disruption to the classroom environment, and personally destructive behavior.

¹⁹ Students receiving specialized services (e.g., special education and dyslexia) also receive Tier 1 support.

²⁰ Universal screening is the process of assessing all students to identify those who exhibit lower than expected academic outcomes.

Students who continue to struggle in Tier 3 are referred by the campus Student Support Team (SST) for specialized services outside MTSS.

Beginning in 2019-20, the Dallas Independent School District (ISD) began using the *Measures of Academic Progress Growth (MAP)* Reading and Mathematics assessments as universal screeners to measure academic achievement and growth over time. Beginning in 2020-21 these nationally normed, standardized computer adaptive²¹ achievement tests were administered at the beginning-, middle-, and end-of-year (BOY, MOY, and EOY, respectively) to students in grades one to 11.²² The MAP assessments are used by MTSS to strengthen Tier 1 instruction and are partial determinants of which tier of support each student receives.²³ Specific interventions provided to each student are aligned with individual MAP data. Progress monitoring is also used to inform SST decisions about whether to move the student to a higher or lower tier.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.²⁴ *Because of these variations in instructional time, and support activities, all results should be reviewed with caution.*

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation is to examine the nature of the MTSS framework in 2021-22, including funding, professional development (PD) sessions, perceptions of campus-based staff members, characteristics of students served by the program, and student assessment outcomes. The evaluation also examines relevant Title II workscope goals. This evaluation report also provides a summary of key findings

²¹ 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.

²² In 2019-20 MAP was not given at EOY because of the COVID-19 pandemic. MAP was not administered to grade one students until 2020-21.

²³ 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.

²⁴ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

and actionable recommendations based on reported data. The evaluation addresses the following questions:

1. How were MTSS operations in Dallas ISD funded in 2021-22?
2. What was the context of the MTSS framework in 2021-22?
3. What MTSS-related training was provided to Dallas ISD staff members in 2021-22?
4. What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS Department in 2021-22?
5. Which Dallas ISD students were served by the MTSS program in 2021-22?
6. What was the relationship between *MAP* assessment scores and MTSS implementation in 2021-22?

EVALUATION QUESTIONS AND RESULTS

How were MTSS operations in Dallas ISD funded in 2021-22?

Methodology

Budget information was provided by Special Revenue Funds Management as of February 2022.

Results

The 2021-22 budget for the MTSS program totaled \$577,626 in Title II funding, the same amount as in 2020-21.

What was the context of the MTSS framework in 2021-22?

Methodology

To understand the context of the initiative, the evaluator interviewed the MTSS program director in October 2021. The evaluator also reviewed information provided on the program website.²⁵

Results

Beginning in the 2018-19 school year, the MTSS Department designed a three-year plan to serve as a framework for providing support. The initial year of the framework, 2018-19, focused on capacity building. The second year, 2019-20, focused on program development and evaluating the execution of systems and processes. The third year, 2020-21, focused on refining practices using a reflective approach to improve the student learning environment and improving teaching effectiveness. In response to the COVID-19 pandemic, MTSS program leadership decided to extend the focus on improving the learning environment and teaching effectiveness for multiple years. According to the 2021-22 Title II, Part A Project Workscape, 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.”

²⁵ <https://sites.google.com/dallasisd.org/disdmtss/home>.

During the 2021-22 school year, the administration of the Dallas ISD MTSS framework was supported by one program director, three coordinators, and one data analyst. Under the leadership of the program director, coordinators conveyed guidelines, procedures, and information to campus staff members through year-round virtual PD activities, a website, a twitter feed, and other resources. The data analyst monitored and analyzed MTSS data to identify trends, address issues, and adjust implementation efforts as needed. MTSS program staff members also responded to questions from campus staff members and provided additional training activities on an ad hoc basis, when requested. The PD and resources provided by MTSS program personnel were intended to help district staff members understand the MTSS framework and to clarify key details of implementation.

The MTSS Department also worked with Racial Equity Office to serve students with reading difficulties through 20 reading interventionists.²⁶ A total of 553 students in grades three to five across 20 high priority elementary campuses were served in 2021-22. The interventionists used research-based interventions from Fountas and Pinnell and the Florida Center for Reading Research to help students with foundational reading skills and comprehension. All students underwent root cause analysis and then received Tier 3 reading interventions on a regular basis. More details regarding the impact of MTSS reading interventions can be found in Kim (2022).

What MTSS-related training was provided to Dallas ISD staff members in 2021-22?

Methodology

The MTSS program manager provided a detailed list of MTSS-related training opportunities the department offered to Dallas ISD staff members in 2021-22. The evaluator also examined the MTSS program website and conducted interviews with program staff members to gather additional information about training preparation, content, and implementation. The evaluator then summarized this content and calculated the number of sessions and participants by topic and type, and the median number and range of attendees by topic and type.

Results

A variety of MTSS-related training activities were provided to Dallas ISD staff members in 2021-22. Between September 13, 2021 and June 30, 2022, 1,222 Dallas ISD staff members attended one or more MTSS-related trainings, which was a decrease from 3,822 in 2020-21 (Barton, 2021). Staff members represented a range of elementary, middle, and high schools, as well as multi-level campuses (e.g., grades four through eight).

Table 1 presents the frequencies of different types of MTSS-related training provided by the department. The most frequently attended workshops were related to *MAP Growth*. Additionally, self-paced

²⁶ In addition to the 10 MTSS interventionist hired in spring of 2020-21, the MTSS Department hired 10 additional interventionists in 2021-22 to serve more students and campuses in need.

online sessions, which include MTSS framework training and five modules on MAP, were available through the MTSS website, and 610 participants completed at least one of the sessions.

Table 1: 2021-22 MTSS-Related Training Sessions Offered to Dallas ISD Staff Members

Topic	Sessions	Participants	Attendance	
	N	N	Median	Range
MAP Growth Workshops				
MAP Growth Reports	12	231	11.0	2-48
MAP Reading Fluency	5	147	27.0	1-84
Progress Monitoring MAP Reading Fluency	2	9	4.5	4-5
Goal Setting with MAP Data	4	56	13.0	8-22
MAP MOY Training	1	2	2.0	2
MAP Growth Reports: Class Breakdown and Learning Continuum	1	11	11.0	11
Student Support Team Workshops				
Student Support Team (SST) Power Hour	6	210	33.0	3-83
Student Support Team (SST) Monthly Meet-Up	5	137	15.0	8-75
SST Training for Evaluators	1	49	49.0	49
MTSS Workshops				
MTSS Engagement Interventions	1	239	239.0	239
Accelerated Intervention and high Quality	1	2	2.0	2
Summer Learning 2022				
Build on Your MTSS IQ: Root Cause Analysis & Interventions	3	34	5.0	2-27
Boosting Student Engagement through MTSS	3	28	4.0	2-22
MTSS 101-Let's Get it Started!	5	32	5.0	2-12
Other Workshops				
Campus Behavior Coordinator Professional Development	1	11	11.0	11
Dyslexia Evaluations- Single Pathway Training	1	8	8.0	8
PowerSchool Workshop				
Documenting Interventions in MTSS PowerSchool	13	346	10.0	1-158
Self-Paced Online Sessions				
Getting Started with MTSS	-	268	-	-
Module 1: What is MAP Growth?	-	114	-	-
Module 2: Understanding MAP Growth Reports	-	75	-	-
Module 3: Improving Instruction with the Learning Continuum	-	51	-	-
Module 4: Going Deeper with MAP Fluency, MAP Skills, & Integrated Tools	-	55	-	-
Module 5: Equity and Excellence in Setting Ambitious Student Goals	-	47	-	-

Source: MTSS department, 07/18/22.

Note: Includes MTSS-related training sessions offered from 09/13/21 to 06/30/22. Individuals may have participated in multiple sessions.

What were Dallas ISD campus-based staff member perceptions regarding the procedures, training, and support from the MTSS Department in 2021-22?

This section presents findings from the 2021-22 MTSS Feedback Survey.

Methodology

To assess staff member perceptions regarding procedures, training, and support provided by the MTSS department, the evaluator administered the 2021-22 MTSS Feedback Survey (19 items) from March 1 through March 25, 2022 to district staff members who participated in at least one MTSS-related training during the 2021-22 school year. Periodic reminders were sent to those who had yet to complete the survey.

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 (a) respondent characteristics, (b) resources used other than trainings, (c) knowledge of MTSS framework, (d) preparedness and actual implementation of MTSS interventions, (e) usefulness of trainings, (f) feedback on support from MTSS department and implementation of MTSS on campus, and (g) perceptions on the PowerSchool module. The survey was also used to examine the Title II goal set by the MTSS Department that 80 percent of training participants would indicate that they understand how to effectively implement the MTSS framework to support students who struggle academically.

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 June 21, 2021, through February 25, 2022. These sign-in sheets yielded 1,053 individuals who either provided district email addresses or whose district email addresses could be identified from the employee ID numbers provided. The evaluator conducted frequency analyses on item responses for closed-ended questions and content analyzed open-ended question responses, grouping comments 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 results with response frequencies are provided in Appendix A. Percentages reported in the following sections do not include respondents who indicated that a question was 'not applicable' or they 'did not know'.²⁷ Of the 1,027 individuals who received an email invitation to complete the survey,²⁸ 402 (39%) provided at least partial responses. Teachers accounted for 43 percent of respondents, followed by counselors (16%). Rate of respondents by role is provided in Table 2.

²⁷ Appendix tables included respondents who indicated that a question was 'not applicable' or they 'did not know.' As a result, some percentages provided in this section may differ from the percentages presented in appendix tables.

²⁸ Out of 1,053 identified email addresses, 26 emails were bounced and excluded from the total number of invited recipients.

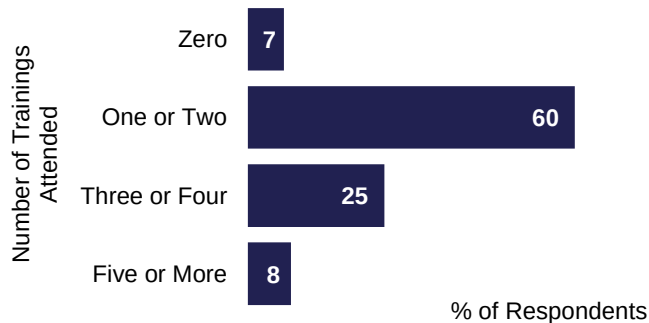
Table 2: 2021-22 MTSS Feedback Survey - Respondents by Role

Role	Respondents (N = 402)	
	n	%
Teacher	172	42.8
Counselor	65	16.2
Central Staff Member	46	11.4
Assistant Principal	44	10.9
Other	39	9.7
Campus Instructional Coach	23	5.7
Principal	7	1.7
Special Education Evaluator	4	1.0
Dyslexia Interventionist	1	0.2
Instructional Lead Coach	1	0.2

Source: 2021-22 MTSS Feedback Survey.

Note: "Other" includes various roles such as Instructional Specialist, Early Learning Specialist, Campus Coordinator, Instructional Assistant, etc. Percentages may not sum to 100 percent because of rounding.

The highest percentage of respondents (60%) reported participating in one or two training sessions in 2021-22 (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, seven percent of respondents reported that they did not participate in any training sessions, 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: 2021-22 MTSS Feedback Survey - Extent of Participation in MTSS-Related Trainings

Source: 2021-22 MTSS Feedback Survey.

Note: N = 390. 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.

In addition to participation in training, to learn more about the MTSS framework, respondents most frequently indicated using resources on the Dallas ISD MTSS website (37%) and speaking with colleagues

who received MTSS training (22%) (Table 3). Twenty percent of respondents reported not using resources outside of district trainings.

Table 3: 2021-22 MTSS Feedback Survey – MTSS–Related Resources Used by Respondents Other Than Formal Training Sessions

Resource	Respondents (N = 386)	
	n	%
Used resources on the Dallas ISD MTSS website	184	47.7
Spoke with colleagues who received MTSS training	108	28.0
Did not use resources other than district trainings	102	26.4
Contacted one or more staff members in the MTSS office	81	21.0
Other	24	6.2

Source: 2021-22 MTSS Feedback Survey.

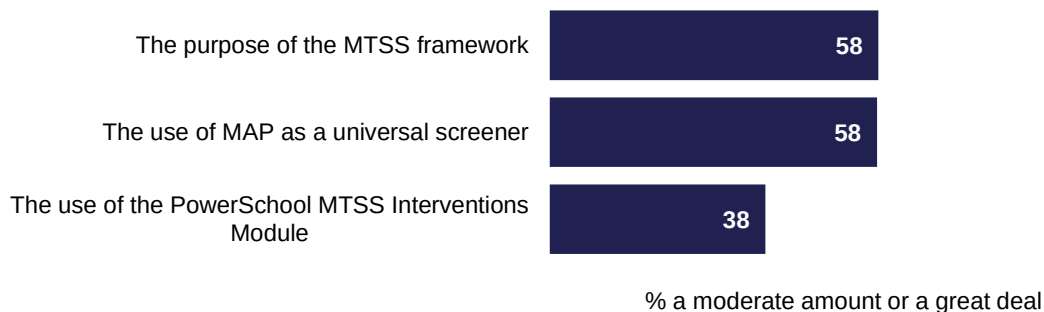
Note: Percentages do not sum to 100 because respondents could select more than one option. "Other" included previous trainings from other school districts, school counselors, and additional online resources.

MTSS Knowledge

When asked about their knowledge of the MTSS framework, more than half of respondents reported having a moderate or great amount of knowledge about the purpose of MTSS (58%) and using MAP as a universal screener (58%); however, only 38 percent of respondents reported having at least a moderate amount of knowledge in the PowerSchool MTSS Intervention Module (Figure 2).

Figure 2: 2021-22 MTSS Feedback Survey - Knowledge of the MTSS Framework

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



Source: 2021-22 MTSS Feedback Survey.

Note: N = 383.

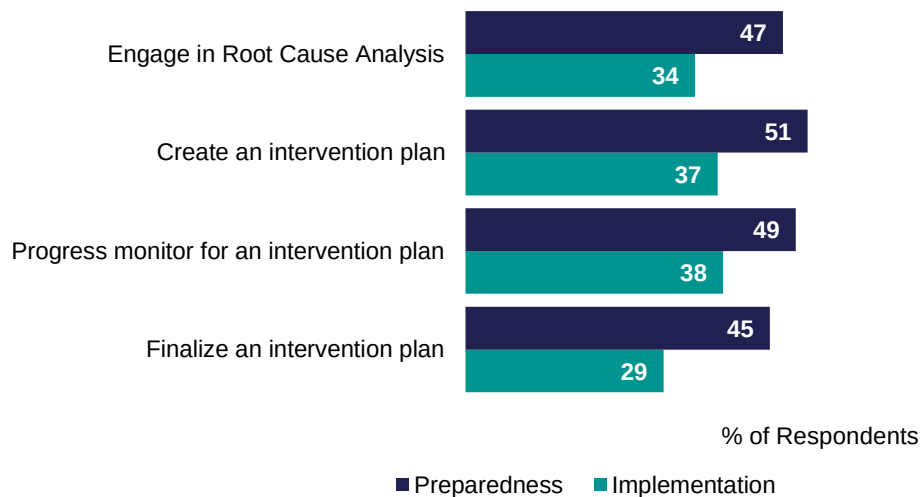
Regarding the three types of MTSS interventions, the highest percentage of respondents reported a moderate or great amount of knowledge of academic interventions (43%), followed by language interventions (37%) and engagement (34%). In addition, 31 percent of respondents reported that they were moderately or very confident in their understanding about the difference between MTSS and SST.

Implementation of MTSS

Sixty five percent of training participants either agreed or strongly agreed that they understood how to effectively implement the MTSS framework to support students who struggle academically, therefore,

the workscope goal of 80 percent was not met. In addition, while 45 to 51 percent of respondents reported that support from the MTSS department prepared them (well or very well) to implement elements of MTSS, only 29 to 38 percent reported that they implemented these elements often or very often (Figure 3). The highest percentage of respondents reported that they used academic interventions often or very often (27%), followed by language (18%) and engagement (14%).

Figure 3: 2021-22 MTSS Feedback Survey - Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



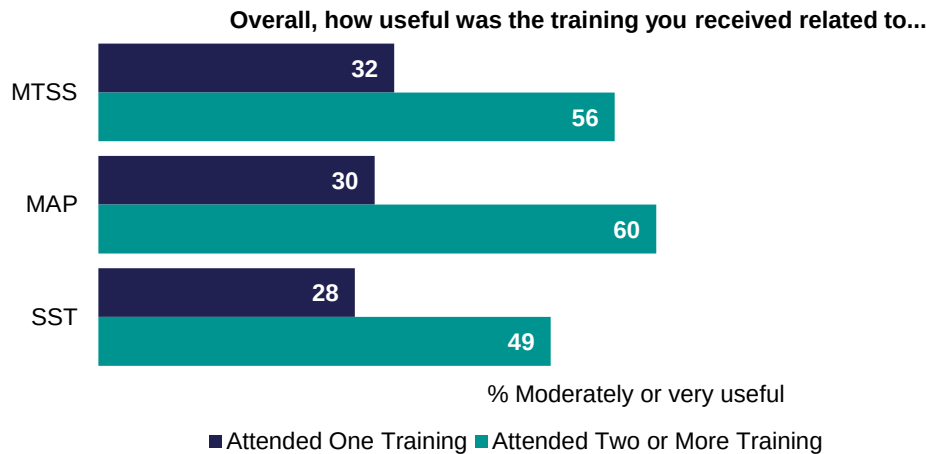
Source: 2021-22 MTSS Feedback Survey.

Note: *N* = 366. Preparedness responses include ratings of Well and Very Well. Implementation responses include ratings of Often and Very Often. Excludes responses indicating that the questions are not applicable; therefore, *Ns* vary by survey item. *Ns* per survey item are provided in Appendix A.

Usefulness of MTSS Training

Overall, feedback on the usefulness of MTSS-related training sessions regarding MTSS, MAP, and SST were more positive for those who attended two or more sessions (49% to 60%) compared to those who attended only one session (28% to 32%; Figure 4). These findings indicate that the usefulness of training content may become more apparent as exposure to the content increases beyond a single training session. This finding is consistent with the finding, described next, that some participants articulated a need for more training to improve depth of knowledge.

Figure 4: 2021-22 MTSS Feedback Survey - Beliefs about MTSS Training Usefulness by Number of Training Sessions Attended



Source: 2021-22 MTSS Feedback Survey.

Note: $n = 94$ attended one training session. $n = 246$ attended two or more training sessions.

Respondents were also asked what improvements could be made to the support they received from the MTSS department. Of the 97 participants who answered this question (24% of survey respondents), most respondents expressed the desire for additional MTSS trainings throughout the year (28%; Figure 5²⁹).

Keep providing trainings that will help us practice using the program to ensure we really can use it correctly and well. [Teacher]

I would like additional training to fully understand MAP. [Reading Interventionist]

Respondents also indicated that the MTSS system could be improved for teachers by making it more user-friendly (14%).

The department is great, and they are knowledgeable. The problem for me is MTSS system has way too many steps. It is not very user friendly. [Teacher]

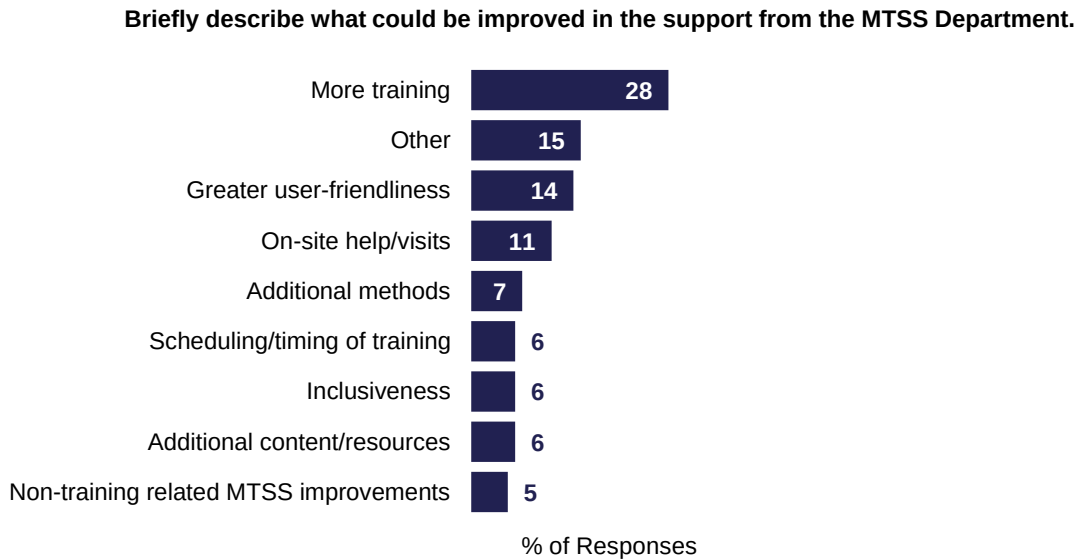
Systems need to be streamlined so that campus teams can focus on the implementation of intervention plans rather than figuring out how to navigate the system and sort through all the documentation requirements. [Principal]

Another common theme was a desire for on-site support and trainings (11%). Respondents stated that on-campus training would help teachers to better understand and implement the MTSS system.

²⁹ "Not applicable" includes comments that explicitly indicated that this question was not applicable to them because either they did not receive enough training, or they did not implement MTSS. "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. "Scheduling/timing of training" recommends trainings to take place at more convenient times for teachers to attend. "Non-training related MTSS improvements" are suggestions for improvements in MTSS implementation rather than training.

The trainings are always informative. I think it [would] help schools if the departments visited schools to see if the framework is being utilized properly. It [would] help to ensure there is follow through at the campuses. [Assistant Principal]

Figure 5: 2021-22 MTSS Feedback Survey – Training Feedback



Source: 2020-21 MTSS Feedback Survey.

Note: N = 97.

Perceptions about MTSS Implementation

Over forty percent of respondents (41%) indicated that they thought MTSS was implemented moderately or very effectively on their campuses in 2021-22. When asked to reflect how the implementation of MTSS can be improved on their campus, 78 participants (19% of sample) answered the question, and more than a third of these respondents indicated a need for more training on their campus (38%; Figure 6³⁰). Respondents stated that they needed more trainings that included practical examples of using the MTSS system.

Most teachers [did] not know how to go in and use the system, because we did not have in-depth trainings on how the system works. They needed more practice. [Teacher]

[We need] more teacher training with actual student case studies, modeling opportunities, and support with implementation. [Central staff member]

³⁰ “Not applicable” includes comments that explicitly indicated that this question was not applicable to them because either they did not receive enough training, or they did not implement MTSS. “Stronger systems/guidelines/procedures” are suggestions for offering practical supports that help campus staff members to implement MTSS consistently. “Implement with fidelity” includes comments related to campus staff members that do not use MTSS intervention regularly. “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 administration support/knowledge” refers to the lack of administrative support from campus.

Another common theme was a desire for more robust and explicit guidelines about implementing the MTSS system (18%). Respondents indicated that campus staff members need specific procedures to follow.

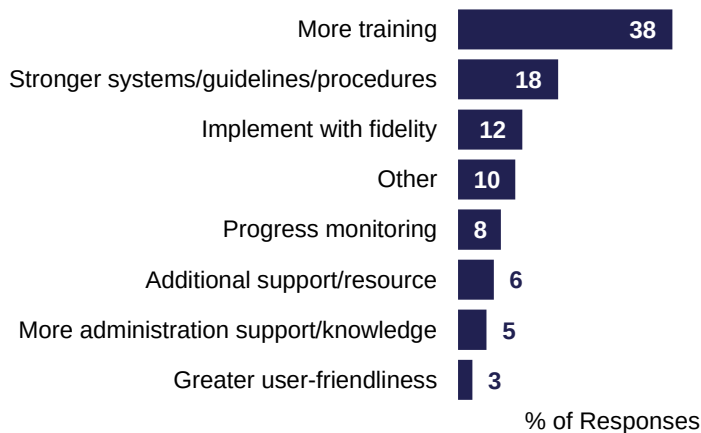
We need some specific, concrete systems to follow. [Principal]

The MTSS Department must outline specific procedures for all schools to follow and not leave [it] at the discretion of campus principals - when this happens, things don't get done the way they should. [Counselor]

More clearly scheduled system of use on campus. [Assistant Principal]

Figure 6: 2021-22 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 = 78. Data may include duplicate counts because each response could address multiple issues.

Perceptions about the PowerSchool MTSS Intervention Module

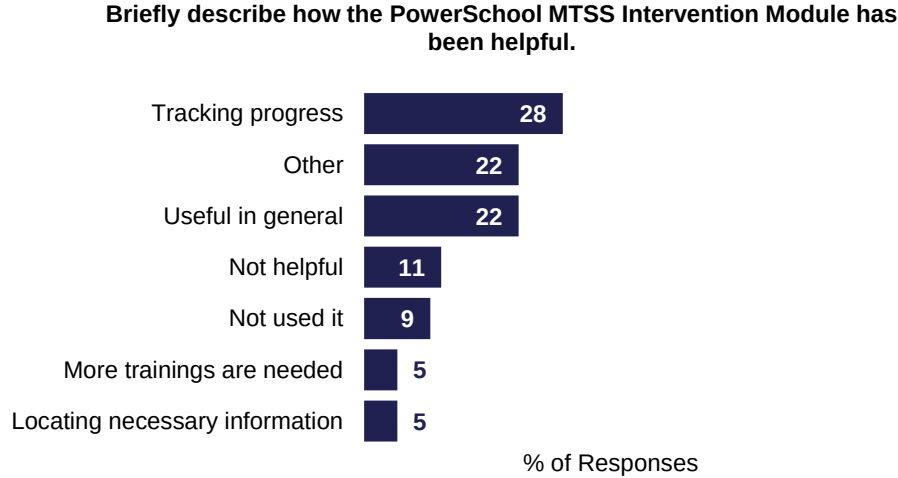
Approximately half of survey respondents who reportedly used PowerSchool MTSS Intervention Module reported that they were moderately or very satisfied with (a) its user-friendliness (52%) and (b) the amount of time required to use the module efficiently (51%). When asked to describe how the PowerSchool module had been helpful, 65 respondents (16%) provided a response. The most common theme was PowerSchool's usefulness in tracking, documenting, and monitoring student progress (28%; Figure 7³¹), followed by being useful in general (22%). These respondents also indicated that the system was helpful in data-tracking.

³¹ "Undecided" or "Not applicable" includes comments that explicitly indicated that this question was not applicable to them because they did not utilize PowerSchool MTSS Intervention Module. "Other" includes comments that were unclear, idiosyncratic, positive rather than referring to how PowerSchool Module has been helpful or needs to improve.

The PowerSchool Intervention Module has been helpful to document interventions and monitor progress on established goals. [MTSS Reading Interventionist]

I [can] keep a track of interventions used without all the paperwork. [Teacher]

Figure 7: 2021-22 MTSS Feedback Survey - Helpfulness of PowerSchool MTSS Intervention Module



Source: 2020-21 MTSS Feedback Survey.

Note: N = 65. Data may include duplicate counts because each response could address multiple issues.

Respondents were also asked to describe how the PowerSchool module can be improved. For the 69 respondents who answered this question (17% of sample), the most frequently articulated theme was that they needed more trainings, practical guidance, and support with using the PowerSchool module (35%), followed by the desire for the PowerSchool module to be more user-friendly (32%; Figure 8³²).

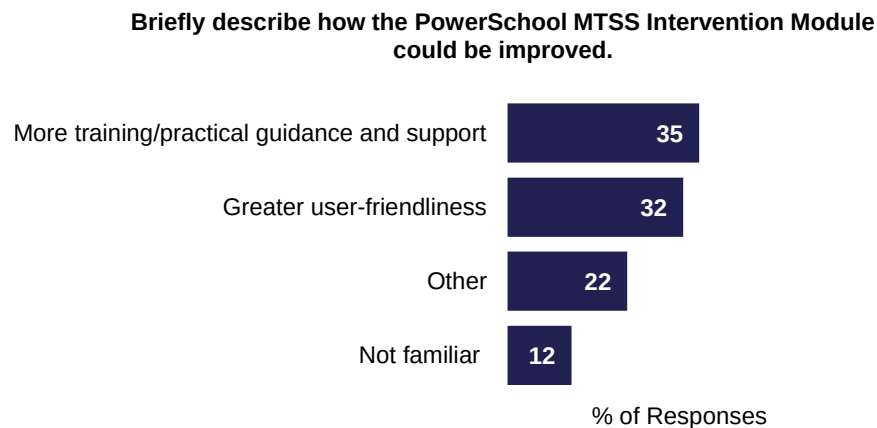
We need more training. The platform needs to be more user friendly. [Central Staff Member]

Make it user friendly. Teachers struggle with creating a plan to begin with. More in person training from the MTSS department must be provided to campuses. [Counselor]

It needs to be easier to access and less time consuming for teachers who are already strapped for time. [Test Coordinator]

³² "Other" includes comments that were unclear, idiosyncratic, positive rather than referring to how PowerSchool Module has been helpful or needs to improve.

Figure 8: 2021-22 MTSS Feedback Survey - Need for Improvements of PowerSchool MTSS Intervention Module



Source: 2020-21 MTSS Feedback Survey.

Note: *N* = 69. Data may include duplicate counts because each response could address multiple issues.

Lastly, 55 respondents (14% 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 presented for previous open-ended questions.

Which Dallas ISD students were served by the MTSS program in 2021-22?

MTSS support begins with universal screening via *MAP* 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 2021-22 was examined by reviewing 1) the number and characteristics of students for whom *MAP* 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 Assessments

The *MAP* assessments are universal screeners administered at BOY, MOY, and EOY to Dallas ISD students in grades one through 11. The evaluator used student-level *MAP* data files for reading and mathematics and merged them with the Public Education Information Management System (PEIMS) snapshot demographic file.³³ The evaluator then used frequency analyses to determine the percentage of enrolled students with available *MAP* scores for each testing window by grade level. Results were examined overall and by the following student groups: Hispanic, African American, White, Economically Disadvantaged, Special Education (SPED), Homeless, and Emergent Bilinguals (EBs). 2021-22 results were also compared to 2020-21 results to examine the difference in percentages of students tested at each testing window.

³³ The *MAP* files were dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). The 2021-22 district PEIMS demographic file was dated 11/01/21.

Tier 2 and Tier 3 Interventions

Because Tier 2 and Tier 3 support were available to students in three areas (academics, language, and engagement), each student could have received up to three Tier 2 interventions and up to three Tier 3 interventions.³⁴ In addition, students may have moved across tiers one or more times throughout the year with varying times spent at each tier.

Because of the fluid nature of tier assignment through the MTSS framework, the evaluator conducted analyses to describe 2021-22 Tier 2 and Tier 3 assignments by summarizing the number of plans documented per student. To do this, the evaluator retrieved Tier 2 and Tier 3 intervention documentation from PowerSchool.³⁵ The evaluator used frequency and crosstabs analyses to examine 1) the number of students assigned in Tier 2 and Tier 3 by racial groups and 2) the numbers of Tier 2 and Tier 3 intervention plans in 2021-22 per student by all intervention areas (academic, language, engagement) and subjects (reading, mathematics). Results were examined overall and by the student groups described in the previous section and compared to the results from 2020-21.

Additionally, the program also set a workscope goal around teacher-use of intervention plans, specifically that 75 percent of classroom teachers would have progress monitored intervention plans in the MTSS Intervention Module. Teacher data were provided to the evaluator by MTSS Department staff members on July 11, 2022.

Results

Districtwide Use of MAP Assessments

Table 4 includes the rates of districtwide enrolled students for whom *MAP* score data were available, which varied by grade level, testing window (BOY, MOY, and EOY), and assessment.

- For reading, between 83 percent (grade 11) to 93 percent (grade 6) of students were tested at BOY, between 69 percent (grade 11) to 88 percent (grades 1 and 2) at MOY, and between 59 percent (grade 11) to 89 percent (grade 1) at EOY.
- For mathematics, between 82 percent (grade 11) to 94 percent (grades 2 through 5) of students were tested at BOY, between 64 percent (grade 11) to 91 percent (grades 2 to 5) at MOY, and between 53 percent (grade 11) to 90 percent (grades 1, 2, and 4) at EOY.

In general, the rate of white students tested was slightly higher than Hispanic students, and the rate of Hispanic students tested was slightly higher than African American students by grade level, testing window, and assessment. Over the past two years, the number of students tested at BOY and EOY increased for both reading and mathematics across all grade levels. Detailed data regarding the administration of *MAP* assessments for each student group for 2021-22 and 2020-21 are provided in Appendix B and C, respectively.

³⁴ A student could have received more than one Tier 2 or Tier 3 plan simultaneously, because the plans represent three areas (academic, language, engagement). A student should not have received a Tier 3 intervention in any area unless they first received a Tier 2 intervention in that specific area. However, not all students who received a Tier 2 intervention ever received a Tier 3 intervention.

³⁵ The 2021-22 PowerSchool file was dated 07/11/22.

Table 4: 2020-21 to 2021-22 Dallas ISD MAP Testing for Reading and Mathematics by Assessment Window and Grade Level

and Grade 10th										
Grade Level	2021-22	BOY Tested			MOY Tested			EOY Tested		
	Enrolled	2021-22	2020-21	Δ	2021-22	2020-21	Δ	2021-22	2020-21	Δ
	N	%	%	% pts	%	%	% pts	%	%	% pts
Reading										
1	10,641	90.0	85.8	4.2	88.0	89.2	-1.2	88.5	87.2	1.3
2	10,341	90.7	85.3	5.4	88.0	88.9	-0.9	88.0	86.9	1.1
3	10,136	89.9	85.4	4.5	84.6	85.2	-0.6	83.2	81.2	2.0
4	10,196	87.3	83.1	4.2	82.9	81.9	1.0	81.7	78.1	3.6
5	10,161	85.1	81.6	3.5	80.6	81.5	-0.9	78.1	77.1	1.0
6	9,697	92.5	76.6	15.9	87.3	74.1	13.2	85.5	69.0	16.5
7	10,095	90.7	76.5	14.2	85.3	72.3	13.0	84.0	62.2	21.8
8	10,199	91.2	78.0	13.2	85.4	74.5	10.9	84.3	65.4	18.9
9	13,320	83.6	65.7	17.9	75.2	65.3	9.9	71.2	58.6	12.6
10	10,203	86.5	69.2	17.3	76.5	66.4	10.1	70.3	56.6	13.7
11	9,522	82.7	66.4	16.3	68.7	58.8	9.9	58.6	44.7	13.9
Grades 1-11	114,511	88.1	77.5	10.6	81.9	76.2	5.7	79.3	69.8	9.5
Mathematics										
1	10,641	92.6	88.5	4.1	90.2	91.3	-1.1	90.2	89.0	1.2
2	10,341	93.8	88.0	5.8	90.8	91.3	-0.5	90.3	88.9	1.4
3	10,136	93.7	88.9	4.8	90.5	90.0	0.5	89.4	86.2	3.2
4	10,196	93.6	89.8	3.8	90.8	88.8	2.0	89.6	85.3	4.3
5	10,161	93.5	89.4	4.1	90.8	89.4	1.4	88.8	85.2	3.6
6	9,697	92.6	75.8	16.8	87.1	75.6	11.5	85.9	70.4	15.5
7	10,095	91.4	75.8	15.6	85.2	72.5	12.7	83.4	65.4	18.0
8	10,199	91.2	77.7	13.5	84.6	75.3	9.3	83.8	67.5	16.3
9	13,320	84.4	64.8	19.6	72.5	65.1	7.4	66.1	58.0	8.1
10	10,203	85.0	65.3	19.7	72.8	64.3	8.5	64.5	54.8	9.7
11	9,522	81.8	66.2	15.6	63.9	58.1	5.8	52.7	46.5	6.2
Grades 1-11	114,511	90.2	79.0	11.2	83.4	78.3	5.1	80.2	72.5	7.7

Source: District MAP files, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY) for 2021-22 school year and 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY) for 2020-21 school year. District PEIMS snapshot demographic files, 10/30/20 (2020-21) and 11/01/21 (2021-22).

Note: MAP data represent combined data for English- and Spanish-language versions of the reading test. Δ % pts = percentage-point change from 2020-21 to 2021-22. Positive percentage point changes are highlighted in **turquoise bold**.

Tier 2 and Tier 3 Interventions

During the 2021-22 school year, 11,451 Tier 2 interventions plans were created in the PowerSchool MTSS Intervention Module, and 5,328 Tier 2 interventions plans (47%) were at least partially implemented and monitored³⁶ for 4,142 students. In addition, 1,908 Tier 3 intervention plans were created in PowerSchool, and 771 Tier 3 intervention plans (40%) were at least partially implemented and monitored for 683 students.

Table 5 shows the racial group composition of each tier. Consistent with districtwide demographics, Tier 2 included more Hispanic students than African American students, and more African American students than White students. However, African American students received Tier 3 interventions more than any other racial groups. In addition, compared to districtwide demographics (71% Hispanic and 21% African American), proportionally fewer Hispanics students (73% Tier 2 and 26% Tier 3) and proportionally more

³⁶ 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.

African American students (23% Tier 2 and 71% Tier 3) received a tier plan overall. Over the past two years, the overall number of students who were assigned Tier 2 or Tier 3 intervention plans had notably increased. Additionally, the number of Hispanic students who received Tier 2 interventions had increased by seven percent and African American students who received Tier 3 interventions had increased by 36 percent. Detailed data for Tier 2 and Tier 3 interventions by student group, number of interventions, intervention area, and subject for 2021-22 and 2020-21 are provided in Appendix D and E, respectively.

Table 5: 2020-21 to 2021-22 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>	%
2021-22									
Tier 2	4,142	3,017	72.8	937	22.6	73	1.8	115	2.8
Tier 3	683	174	25.5	487	71.3	3	0.4	19	2.8
District	143,665	101,387	70.6	29,549	20.6	7,843	5.5	4,886	3.4
2020-21									
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	5,209	3.6
2020-21 to 2021-22 Change									
Tier 2	509	642	7.4	-129	-6.7	-7	-0.4	3	-0.3
Tier 3	592	118	-36.0	455	36.1	0	-2.9	19	2.8
District	-2,055	-1,434	0.0	-919	-0.3	621	0.5	-323	-0.2

Source: PowerSchool MTSS Intervention Module database, 07/11/22 (2021-22), 06/29/21 (2020-21). District PEIMS snapshot demographic files, 11/01/21 (2021-22), 10/30/20 (2020-21).

Note: Only includes intervention plans that were created in the PowerSchool module and at least partially implemented and monitored during each school year. Percentages may not sum to 100 percent because of rounding.

Table 6 shows the number of students who were assigned one, two, or three or more intervention plans that were at least partially implemented during the 2021-22 school year. The majority of students for whom an intervention plan was created had only one plan (Tier 2: 66%; Tier 3: 89%). Over the past two years, the number of students who had only one plan had decreased while students who had two plans had increased for both Tier 2 and Tier 3 interventions.

Table 6: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans

Two, or Three or More Intervention Plans							
Tier	Students	One		Two		Three or More	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2021-22							
Tier 2	4,142	2,711	65.5	1,260	30.4	171	4.1
Tier 3	683	610	89.3	71	10.4	2	0.3
2020-21							
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
2020-21 to 2021-22 Change							
Tier 2	509	-37	-10.1	524	10.1	22	0.0
Tier 3	592	526	-3.0	65	3.8	1	-0.8

Source: PowerSchool MTSS Intervention Module database, 07/11/22 (2021-22) and 06/29/21 (2020-21). District PEIMS snapshot demographic files, 11/01/21 (2021-22) and 10/30/20 (2020-21).

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

In 2021-22, the majority of Tier 2 and Tier 3 interventions were academic interventions (93% and 97%, respectively; Table 7). Over the past two years, the number of academic intervention plans had increased while Tier 2 language intervention plans had decreased.

Table 7: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area

Plans by Area							
Tier	Students	Academic		Language		Engagement	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2021-22							
Tier 2	4,142	4,822	93.3	62	1.2	287	5.6
Tier 3	683	733	96.6	-	-	26	3.4
2020-21							
Tier 2	3,633	4,017	92.3	123	2.8	211	4.8
Tier 3	91	93	95.9	-	-	4	4.1
2020-21 to 2021-22 Change							
Tier 2	509	805	1.0	-61	-1.6	76	0.8
Tier 3	592	640	0.7	-	-	22	-0.7

Source: PowerSchool MTSS Intervention Module database, 07/11/22 (2021-22) and 06/29/21 (2020-21). District PEIMS snapshot demographic files, 11/01/21 (2021-22) and 10/30/20 (2020-21).

Note: - = no students in this group. Only includes intervention plans that were created in the PowerSchool module and at least partially implemented and monitored during each 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 because of rounding.

Consistent with 2020-21, a greater proportion of plans focused on reading (62% for Tier 2 and 95% for Tier 3) than mathematics (38% for Tier 2 and 5% for Tier 3) at both tiers (Table 8).

Table 8: 2020-21 to 2021-22 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject

	Total	Reading		Mathematics	
Tier	<i>N</i>	<i>n</i>	%	<i>n</i>	%
2021-22					
Tier 2	4,142	2,996	62.1	1,826	37.9
Tier 3	683	694	94.7	39	5.3
2020-21					
Tier 2	3,633	2,918	72.6	1,099	27.4
Tier 3	91	77	82.8	16	17.2
2020-21 to 2021-22 Change					
Tier 2	509	78	-10.5	727	10.5
Tier 3	592	617	11.9	23	-11.9

Source: PowerSchool MTSS Intervention Module database, 07/11/22.

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.

Finally, 13 percent of classroom teachers had progress monitored intervention plans in the MTSS Intervention Module. Thus, the workscope goal was not met.³⁷

What was the relationship between *MAP* assessment scores and MTSS implementation in 2021-22?

The Dallas ISD continued to use *MAP* assessments to screen students for reading and mathematics in 2021-22. This section explores the relationship between *MAP* reading and mathematics scores and MTSS implementation of Tier 2 and Tier 3 interventions during the 2021-22 school year and over time (2020-21 to 2021-22).

Methodology

The *MAP* assessments yielded three variables that described student performance and academic growth over time by subject including Rasch Unit (RIT) scores (English and Spanish), conditional growth percentiles (CGPs; English only), and RIT score thresholds (Spanish only). Each *MAP* variable was examined by tier, which was defined as the highest tier assigned to a student during the entire year for a subject, regardless of how long the student remained at any one tier or how many times the student switched tiers.

RIT Scores

A RIT score represented the level at which the student was ready to learn at the time of assessment. It was a standardized, equal-interval score that could be compared to other RIT scores regardless of student age or grade.³⁸ The evaluator merged the district *MAP* data files with the district

³⁷ The total number of classroom teachers includes teachers with a valid employee identification number in the 2021-22 district course files. Teachers were considered to have progress monitored intervention plans if they had at least one student who completed the assessment chosen by the teacher for the intervention at least once.

³⁸ In 2021-22, Tier 1 students included grades one to 11, and Tier 2 and Tier 3 students included grades one to nine.

PEIMS demographic data file and with a data file from PowerSchool that included student tier designations.³⁹

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,⁴⁰ and tier.⁴¹ Because national norms were not available from Northwest Evaluation Association (NWEA) for the 2021-22 MAP Spanish reading assessment, results for Spanish reading data were presented separately from the English results in this section. Data excluded students in SPED, who did not receive Tier 2 or Tier 3 interventions. Students with tier plans may not have been assessed at BOY, MOY and EOY; therefore, every student with a plan in 2021-22 may not have been represented. For both English and Spanish, results were analyzed by the following student groups: Hispanic, African American, White, Economically Disadvantaged, SPED, Homeless, and EBs. Additionally, results were compared to last year's data by calculating the difference between mean RIT scores from 2020-21 to 2021-22.

CGP Scores

The second MAP variable used for this report was the CGP.⁴² The CGP represented the extent to which student achievement changed from one testing window to the next, relative to change for other students who were similar in starting achievement level, grade, and number of instructional weeks between testing windows. For each subject assessed, CGPs for each student were calculated with respect to a large, nationally-normed sample obtained by NWEA and could be calculated whenever a student took a MAP assessment in a new testing window (e.g., BOY to MOY, MOY to EOY, BOY to EOY). A CGP at the 50th percentile indicated that the RIT score increase from the prior testing window represented the median amount, or expected level, of progress for that grade level. CGP scores below the 50th percentile indicated a level of progress below most peers in the same grade level during the same time period, while CGP scores above the 50th percentile indicated a level of progress that exceeded most same-grade peers during the same time period. Importantly, students who were considered academically behind their peers must have exceeded expected growth to meet grade-level expectations.⁴³

To examine the relationship between CGP scores and MTSS implementation, the evaluator separately merged the district MAP data files with the 2021-22 district PEIMS demographic data file and a PowerSchool data file with student tier information.⁴⁴ The evaluator used the following quintiles to measure

³⁹ The MAP files were dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). The 2021-22 district PEIMS demographic file was dated 11/01/21. The PowerSchool data file that included student tier designation data was dated 07/11/22.

⁴⁰ In this case, a quintile is a division of scores into five equal groups according to a High (highest performing) to Low (lowest performing) distribution. For example, the lowest quintile (Low) consisted of the 20 percent of students with the lowest scores. Quintiles were determined separately for reading and mathematics scores.

⁴¹ Tier assignment could have been fluid throughout the course of the year. For grouping purposes in this report, student tier was defined as the highest tier assigned to 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 mitigated the impact of intervention timing on tier assignment. That is, an assignment to Tier 3 may have indicated a student was struggling for a high proportion of the year, but intervention may have taken some time to implement.

⁴² For more information, see https://connection.nwea.org/s/article/Conditional-Growth-Percentile?language=en_US.

⁴³ Because percentiles were 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.

⁴⁴ The MAP files were dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). The 2021-22 district PEIMS demographic file was dated 11/01/2021. The PowerSchool data file was dated 07/11/22.

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).⁴⁵ The evaluator used frequency and crosstabs analyses to calculate the rates of students in each CGP category by subject, quintile, and tier and change over time (BOY to EOY). Results also were analyzed by the following student groups: Hispanic, African American, White, Economically Disadvantaged, SPED, Homeless, and EBs.

Of particular interest was the extent of growth across testing periods among students in the lowest performing BOY *MAP* quintile. As noted, CGP scores were 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 tended 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* variable used for this report, specifically for analyses of Spanish *MAP* reading assessment data, was the RIT score threshold. Because national norms were not available from NWEA for the 2021-22 *MAP* 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* Spanish reading assessment, NWEA provided threshold scores for grade one through grade six that identified students who were at risk for future reading difficulties (i.e., scoring below the 40th percentile).⁴⁶ These thresholds were based on pilot work conducted by NWEA, and they constituted user norms rather than national norms. To examine RIT score thresholds, the evaluator separately merged the district *MAP* data files with the 2021-22 district PEIMS demographic data file.⁴⁷ The evaluator used frequency analyses to determine the number and percentage of students who tested in Spanish in grades one through six who met the NWEA stated threshold and calculated the difference of the results from 2020-21 to 2021-22 to make yearly comparisons.

Results

RIT Scores

Table 9 (English reading), Table 10 (Spanish reading), and Table 11 (mathematics), include mean RIT scores by BOY 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.*

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

⁴⁵ 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.

⁴⁶ NWEA was unable to provide these data for any other grades.

⁴⁷ The *MAP* files were dated 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). The 2021-22 district PEIMS demographic file was dated 11/01/21.

experienced more gains from BOY to EOY at each achievement quintile (+8 to +15 points for English reading and +10 to +15 points for mathematics) than Tier 1 students (+4 to +7 points for English reading and +7 to +10 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, and the gains for Tier 2 and Tier 3 students (+5 to +10 points) were either the same or slightly lower than Tier 1 students (+5 to +15 points).

From 2020-21 to 2021-22, the BOY to EOY difference in mean RIT scores for Tier 2 and Tier 3 students either stayed the same or slightly increased for English reading and mathematics. Specifically, Tier 2 and Tier 3 students in the BOY low average, average, or high average achievement quintile generally experienced more gains (+2 to +5 for English reading and +1 to +3 for mathematics) than Tier 1 students (+1 to +4 for English reading and 0 to +3 for mathematics). For Spanish reading, the BOY to EOY difference in mean RIT score for Tier 2 and Tier 3 students from 2020-21 to 2021-22 fluctuated across BOY achievement quintiles (-2 to +1). Detailed data for average RIT scores by quintile, tier, and student group for 2021-22 and 2020-21 are provided in Appendix F and G, respectively.

Table 9: 2020-21 to 2021-22 Trends in Dallas ISD BOY, MOY, and EOY MAP Reading (English Only) Mean RIT Scores by Quintile and MTSS Tier

BOY Achievement Quintile		BOY (N = 80,258)			MOY (N = 74,323)			EOY (N = 71,300)			BOY – EOY Difference	
		n	Mean RIT	1 Yr Δ	n	Mean RIT	1 Yr Δ	n	Mean RIT	1 Yr Δ	Mean RIT Δ	1 Yr Δ
Low	1	23,712	178	+1	25,574	180	0	23,300	182	+1	+4	+1
	2 & 3	1,006	167	0	915	173	+2	778	175	0	+8	0
	All	24,718	177	+1	26,489	180	+1	24,078	182	+1	+5	0
Low Average	1	15,251	199	0	13,794	202	+1	13,268	203	+1	+4	+1
	2 & 3	375	185	-4	390	192	-1	381	194	-1	+9	+2
	All	15,626	199	+1	14,184	202	+2	13,649	203	+1	+4	0
Average	1	15,616	209	0	13,379	212	+1	13,297	213	+1	+4	+1
	2 & 3	194	193	-6	221	199	-5	250	204	-1	+11	+5
	All	15,810	209	+1	13,600	212	+1	13,547	213	+1	+4	0
High Average	1	14,832	218	0	12,206	221	0	12,391	222	0	+4	0
	2 & 3	110	204	-3	106	210	-1	142	213	+1	+9	+4
	All	14,942	218	0	12,312	221	0	12,533	222	0	+4	0
High	1	9,135	223	-2	7,720	228	0	7,470	230	+2	+7	+4
	2 & 3	27	207	-4	18	219	0	23	222	-4	+15	0
	All	9,162	223	-2	7,738	228	0	7,493	230	+2	+7	+4

Source: District MAP data file, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid RIT scores and tier assignment information available. In 2021-22, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9. Mean RIT Δ = Mean RIT score change from BOY to EOY in 2021-22. 1 Yr Δ = Mean RIT score change from 2020-21 to 2021-22. Positive percentage point changes are highlighted in **turquoise bold**.

Table 10: 2020-21 to 2021-22 Trends in Dallas ISD BOY, MOY, and EOY MAP Reading (Spanish Only) Mean RIT Scores by Quintile and MTSS Tier

BOY Achievement Quintile	Tier	BOY (N = 20,609)			MOY (N = 19,497)			EOY (N = 19,530)			BOY – EOY Difference	
		n	Mean	1 Yr	n	Mean	1 Yr	n	Mean	1 Yr	Mean	1 Yr
			RIT	Δ		RIT	Δ		RIT	Δ	RIT Δ	Δ
Low	1	3,288	159	-1	4,227	163	-2	4,127	165	-1	+6	-1
	2 & 3	406	165	+3	435	169	+3	384	171	+5	+6	+1
	All	3,694	160	0	4,662	163	-2	4,511	165	-1	+5	-1
Low Average	1	4,125	167	-2	3,186	174	-2	3,275	177	-1	+10	+1
	2 & 3	298	178	+5	250	184	+3	235	188	+3	+10	-2
	All	4,423	168	-1	3,436	175	-1	3,510	178	-1	+10	0
Average	1	3,535	176	-1	3,519	181	-1	3,534	186	0	+10	+1
	2 & 3	221	188	+1	183	194	+3	194	197	+2	+9	+1
	All	3,756	177	0	3,702	182	0	3,728	186	0	+9	+1
High Average	1	4,262	185	-1	3,884	192	0	3,866	196	-1	+11	0
	2 & 3	175	197	+1	171	202	0	179	203	-1	+6	-2
	All	4,437	185	-1	4,055	192	0	4,045	196	-1	+11	0
High	1	4,221	194	-1	3,561	202	0	3,629	209	+1	+15	+2
	2 & 3	78	206	-2	81	210	-1	107	212	-2	+6	0
	All	4,299	194	-1	3,642	202	-1	3,736	209	0	+15	+1

Source: District MAP data file, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid RIT scores and tier assignment information available. In 2021-22, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9. Mean RIT Δ = Mean RIT score change from BOY to EOY in 2021-22. 1 Yr Δ = Mean RIT score change from 2020-21 to 2021-22. Positive percentage point changes are highlighted in **turquoise bold**.

Table 11: 2020-21 to 2021-22 Trends in Dallas ISD BOY, MOY, and EOY MAP Mathematics Mean RIT Scores by Quintile and MTSS Tier

BOY Achievement Quintile	Tier	BOY (N = 103,303)			MOY (N = 95,492)			EOY (N = 91,845)			BOY – EOY Difference	
		n	Mean	1 Yr	n	Mean	1 Yr	n	Mean	1 Yr	Mean	1 Yr
			RIT	Δ		RIT	Δ		RIT	Δ	RIT Δ	Δ
Low	1	30,692	180	+2	30,399	184	+2	27,726	187	+2	+7	0
	2 & 3	902	173	+3	853	179	+3	775	183	+3	+10	0
	All	31,594	180	+2	31,252	184	+2	28,501	187	+3	+7	+1
Low Average	1	21,713	199	+1	18,666	203	+2	18,032	207	+4	+8	+3
	2 & 3	436	190	+1	368	196	+2	350	201	+2	+11	+1
	All	22,149	199	+1	19,034	203	+2	18,382	207	+4	+8	+4
Average	1	19,987	209	+2	18,213	212	+2	17,414	216	+2	+7	0
	2 & 3	207	198	+1	242	204	+2	266	211	+3	+13	+2
	All	20,194	208	+1	18,455	212	+2	17,680	216	+2	+8	0
High Average	1	17,637	217	0	15,744	220	0	16,982	224	+1	+7	+1
	2 & 3	91	204	-2	125	209	-1	152	216	+1	+12	+3
	All	17,728	217	0	15,869	220	0	17,134	224	+1	+7	+1
High	1	11,618	227	-1	10,855	233	-2	10,126	237	-3	+10	-2
	2 & 3	20	210	-3	27	214	-9	22	225	-2	+15	+1
	All	11,638	227	-1	10,882	233	-2	10,148	237	-3	+10	-2

Source: District MAP data file, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid RIT scores and tier assignment information available. In 2021-22, Tier 1 students included Grades 1-11, and Tier 2 and Tier 3 students included Grades 1-9. Mean RIT Δ = Mean RIT score change from BOY to EOY in 2021-22. 1 Yr Δ = Mean RIT score change from 2020-21 to 2021-22. Positive percentage point changes are highlighted in **turquoise bold**.

CGP Scores

Tables 12 and 13 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 targets from BOY to EOY

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

Overall, 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 scores.

For English reading, Tier 2 and Tier 3 students in the BOY low or low average achievement quintiles 'exceeded' MAP targets from BOY to EOY at a higher rate (44% and 41%, respectively) than Tier 1 students (35% and 31%, respectively). For mathematics, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded' MAP targets from BOY to EOY at a similar or slightly higher rate (37% and 44%, respectively) than Tier 1 students (38% and 37%, respectively).

Likewise, for both English reading and mathematics, the percentage of Tier 2 and Tier 3 students in the low or low average achievement quintiles who did not meet MAP targets was similar or smaller than Tier 1 students. Results by student group are provided in Appendix H.

Table 12: 2021-22 Dallas ISD MAP Reading (English Only) BOY to EOY Growth Quintiles by Achievement Quintile and MTSS Tier

BOY Achievement Quintile	Tier	BOY to EOY Growth Quintile					
		Low or Low Average Growth		Average Growth		High Average or High Growth	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Low	1	9,194	51.4	2,480	13.9	6,213	34.7
	2 & 3	367	41.9	124	14.2	384	43.9
	All	9,561	51.0	2,604	13.9	6,597	35.2
Low Average	1	6,467	52.5	1,976	16.1	3,866	31.4
	2 & 3	141	42.0	59	17.6	136	40.5
	All	6,608	52.3	2,035	16.1	4,002	31.6
Average	1	6,844	51.9	2,662	20.2	3,677	27.9
	2 & 3	88	52.7	23	13.8	56	33.5
	All	6,932	51.9	2,685	20.1	3,733	28.0
High Average	1	6,524	49.9	2,804	21.5	3,737	28.6
	2 & 3	56	52.8	24	22.6	26	24.5
	All	6,580	50.0	2,828	21.5	3,763	28.6
High	1	3,881	45.9	2,044	24.2	2,523	29.9
	2 & 3	18	75.0	4	16.7	2	8.3
	All	3,899	46.0	2,048	24.2	2,525	29.8

Source: District MAP data file, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21.

Note: *N* = 66,400 students with English reading scores. Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid MAP scores. Percentages represent the rate of students who did not meet (low growth or low average growth), met (average growth), or exceeded (high average or high growth) MAP targets from BOY to EOY. Tier was defined as the highest tier assigned to 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 13: 2021-22 Dallas ISD MAP Mathematics BOY to EOY Growth Quintiles by Achievement Quintile and MTSS Tier

BOY Achievement Quintile	Tier	BOY to EOY Growth Quintile					
		Low or Low Average Growth		Average Growth		High Average or High Growth	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Low	1	11,070	46.6	3,736	15.7	8,937	37.6
	2 & 3	371	46.4	135	16.9	294	36.8
	All	11,441	46.6	3,871	15.8	9,231	37.6
Low Average	1	8,219	46.0	3,124	17.5	6,510	36.5
	2 & 3	157	38.6	73	17.9	177	43.5
	All	8,376	45.9	3,197	17.5	6,687	36.6
Average	1	8,005	46.7	3,194	18.6	5,946	34.7
	2 & 3	84	43.3	37	19.1	73	37.6
	All	8,089	46.7	3,231	18.6	6,019	34.7
High Average	1	7,337	46.2	3,400	21.4	5,152	32.4
	2 & 3	33	38.8	24	28.2	28	32.9
	All	7,370	46.1	3,424	21.4	5,180	32.4
High	1	5,404	50.6	2,373	22.2	2,897	27.1
	2 & 3	9	47.4	8	42.1	2	10.5
	All	5,413	50.6	2,381	22.3	2,899	27.1

Source: District MAP data file, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21.

Note: *N* = 86,809 students with mathematics scores. Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid MAP scores. Percentages represent the rate of students who did not meet (low growth or low average growth), met (average growth), or exceeded (high average or high growth) MAP targets from BOY to EOY. Tier was defined as the highest tier assigned to 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 14 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 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 40 percent at BOY to 44 percent at EOY, whereas the percentage of Tier 1 students slightly decreased from BOY (62%) to EOY (60%). Over the past two years, the rate of students who met the threshold have decreased especially at MOY. Detailed data by student group for 2021-22 and 2020-21 are provided in Appendix I and J, respectively.

Table 14: 2020-21 to 2021-22 Dallas ISD Percentages of Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Spanish Reading by MTSS Tier

Tier	BOY (N = 20,609)		MOY (N = 19,497)		EOY (N = 19,530)	
	n	Met %	n	Met %	n	Met %
2021-22						
1	12,018	61.8	10,964	59.7	11,029	59.8
2 & 3	474	40.2	435	38.8	480	43.7
All	12,492	60.6	11,399	58.5	11,509	58.9
2020-21						
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
2020-21 to 2021-22 Change						
1	-259	0.0	-1,718	-3.7	-1,003	-1.9
2 & 3	80	-0.5	-12	-6.4	34	-2.9
All	-179	-0.2	-1,730	-4.0	-969	-2.1

Source: District MAP data file, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY) for 2021-22; 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY) for 2020-21. District PEIMS snapshot demographic file, 11/01/21 (2021-22) and 10/30/20 (2020-21).

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 11/01/21 (2021-22) and 10/30/20 (2020-21) with valid RIT scores. Met % = percentage scoring above the 40th percentile relative to norms that NWEA provided.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$577,626 in Title II funding (same amount from 2020-21), 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 2021-22 include the following.

- Between September 13, 2021 and June 30, 2022, 1,222 Dallas ISD staff members attended one or more MTSS-related trainings. The most frequently attended workshops were related to *MAP Growth* (25 sessions; 456 participants).
- In the MTSS Feedback survey with 402 participants, 45 to 51 percent of respondents reported that support from the MTSS department prepared them (well or very well) to implement elements of MTSS but smaller percentages of respondents (29% to 38%) reported that they implemented these elements often or very often.
- Between 28 and 60 percent of respondents indicated that the training sessions regarding MTSS, *MAP*, and SST were moderately or very useful and these ratings tended to be higher for respondents who attended two or more MTSS-related training sessions (49% to 60%).
- Respondents most often indicated their desire for additional MTSS trainings throughout the year (22%) followed by improved user-friendliness of the MTSS system (11%) and on-site support and trainings (9%).
- Forty-one percent indicated that they thought MTSS was implemented moderately or very effectively on their campuses in 2021-22. However, 32 percent of respondents indicated a need for more training on their campus and 15 percent implied a desire for more robust and explicit guidelines about implementing the MTSS system.
- Over half of survey respondents who used PowerSchool MTSS Intervention Module reported that they were moderately or very satisfied with (a) its user-friendliness (52%) and (b) the amount of time required to use the module efficiently (51%). Respondents also indicated that the PowerSchool module had been helpful in general (16%), and specifically in regard to tracking, documenting, and monitoring student progress (21%). However, 28 percent indicated that they needed more trainings, practical guidance, and support and 26 percent indicated the desire for the module to be more user-friendly.
- In 2021-22, between 59 percent and 93 percent of students were tested on the *MAP* assessment for reading and between 53 percent and 94 percent of students were tested on the *MAP* assessment for mathematics. Overall, the percentage of students tested rarely exceeded 90 percent for any grade or either subject at MOY or EOY assessment windows, and the percentage of students tested tended to decrease as grade level increased.

- In 2021-22, 11,451 Tier 2 interventions plans were created in the PowerSchool MTSS Intervention Module, and 5,328 Tier 2 interventions plans (47%) were at least partially implemented and monitored for 4,142 students. In addition, 1,908 Tier 3 intervention plans were created in PowerSchool, and 771 Tier 3 intervention plans (40%) were at least partially implemented and monitored for 683 students.
- The majority of Tier 2 and Tier 3 interventions were academic interventions (93% and 97%, respectively). Consistent with 2020-21, a greater proportion of plans focused on reading (62% for Tier 2 and 95% for Tier 3) than mathematics (38% for Tier 2 and 5% for Tier 3) at both tiers.
- Ethnic composition of tier 2 students was consistent with districtwide demographics. However, African American students received Tier 3 interventions more than any other racial groups.
- For English 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 (+8 to +15 points for English reading and +10 to +15 points for mathematics) than Tier 1 students (+4 to +7 points for English reading and +7 to +10 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. The gains for Tier 2 and Tier 3 students (+5 to +10 points) were either the same or slightly lower than Tier 1 students (+5 to +15 points).
- Overall, students with the greatest needs (i.e., Tier 2 and Tier 3 students in lowest performing achievement quintiles) tended to benefit from the additional tiered support from the MTSS program. For English reading, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded' MAP targets at a higher rate (44% and 41%, respectively) than Tier 1 students (35% and 31%, respectively) from BOY to EOY. For mathematics, Tier 2 and Tier 3 students in the low or low average achievement quintiles 'exceeded' MAP targets at a similar or slightly higher rate (37% and 44%, respectively) than Tier 1 students (38% and 37%, respectively) from BOY to EOY.
- The percentage of Tier 2 and Tier 3 students who met the threshold increased from 40 percent at BOY to 44 percent at EOY, whereas the percentage of Tier 1 students slightly decreased from BOY (62%) to EOY (60%). Over the past two years, the rate of students who met the threshold has decreased, especially at MOY.

Recommendations

Continue to support teachers in implementing Tier 2 and Tier 3 interventions. While 11,451 Tier 2 and 1,908 Tier 3 intervention plans were created in the PowerSchool MTSS Intervention Module, 46 percent and 40 percent of these plans were at least partially implemented and monitored respectively by 13 percent of total classroom teachers. This is aligned with survey responses that indicated 29 to 38 percent of respondents reportedly implemented MTSS elements often or very often. Also, some survey respondents reported that they need additional MTSS trainings throughout the year with practical guidelines and user-friendly system. Therefore, MTSS program staff members should continue their efforts to support teachers in improving their knowledge and level of competence in implementation of Tier 2 and Tier 3 interventions.

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 third year of implementation rarely exceeded 90 percent for any grade or either subject at MOY or EOY assessment windows. On average, the percentage of students tested also tended to decrease as grade level increased. While these percentages increased from 2020-21 especially for BOY and EOY administrations, stakeholders should continue to 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 2021-22, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles at BOY experienced either similar growth (<5% difference) or higher growth from BOY to EOY in English reading and mathematics than Tier 1 students in the same achievement quintiles. For English reading, Tier 2 and Tier 3 students in the low, low average, and average achievement quintile 'exceeded' *MAP* targets from BOY to EOY at a higher rate (44%, 41% and 34% respectively) compared to Tier 1 students (35%, 31%, and 28%, respectively). 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 continue to improve assessment processes and necessary assignment of Tier 2 and Tier 3 plans to ensure at-risk students receive the additional support they need.

Improve frequency and content of MTSS training. Survey respondents expressed the need for additional MTSS trainings throughout the year, on-site supports, and robust and explicit guidelines about implementing the MTSS system. Because participants who had completed two or more trainings rated the usefulness of MTSS training sessions higher (compared to those who attended only one session), 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 reach out stakeholders to determine the topics and resources that would be most beneficial and offer additional training opportunities, including on-site trainings.

Improve ease and understanding of MTSS implementation. Consistent with last year's survey responses, respondents expressed concerns about the user-friendliness of MTSS tools and lack of adequate practical guidance and supports. To improve the learning experience, stakeholders may benefit from (a) receiving more trainings throughout the year, (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 on-site support from MTSS experts or central staff members. This could provide teachers with clear guidance and feedback as interventions are implemented throughout the school year.

REFERENCES

- Abbott, M., & Willis, H. (2012). Improving the upside-down response-to-intervention triangle with a systematic, effective elementary school reading team. *Preventing School Failure: Alternative Education for Children and Youth*, 56(1), 37-46. <https://doi.org/10.1080/1045988X.2011.555793>
- Barton, M. (2021). 2020-21 Evaluation of the Multi-Tiered Systems of Support (MTSS). Dallas, TX. Dallas Independent School District.
- Carta, J. J. & Young, R. M. (2019). *Multi-tiered systems of support for young children: Driving Change in early education*. Paul H. Brookes Publishing
- Consumano, D. L., Algozzine, K., & Algozzine, B. (2014). Multi-Tiered systems of support for effective inclusion in elementary schools. In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of effective inclusive schools: Research and practice* (pp. 197-209). Routledge.
- Hollingsworth, S. M. (2019). Multi-tiered systems of supports as collective work: A (re)structuring option for middle schools. *Current Issues in Middle Level Education* 24(2), Article 4. <https://doi.org/10.20429/cimle.2019.240204>
- Kim, J. G. (2022). Evaluation of the Multi-Tiered Systems of Support Reading Interventionists – Racial Equity Office Program. Dallas, TX. Dallas Independent School District.

APPENDICES

Appendix A

Appendix A, Table 1: 2021-22 MTSS Feedback Survey – Respondent Characteristics

	Respondents (N = 402)	
	n	%
What is your primary role?		
Teacher	172	42.8
Counselor	65	16.2
Central Staff Member	46	11.4
Assistant Principal	44	10.9
Other	39	9.7
Campus Instructional Coach	23	5.7
Principal	7	1.7
Special Education Evaluator	4	1.0
Dyslexia Interventionist	1	0.2
Instructional Lead Coach	1	0.2

Source: 2021-22 MTSS Feedback Survey.

Note: “Other” includes various roles such as Instructional Specialist, Early Learning Specialist, Campus Coordinator, Instructional Assistant, etc. Percentages may not sum to 100 because of rounding.

Appendix A, Table 2: 2021-22 MTSS Feedback Survey – Subjects Taught by Teachers

What subjects do you teach (Please select all that apply)	Respondents (N = 163)	
	n	%
Career and Technical Education	3	1.8
ESL/Bilingual	50	30.7
Health	4	2.5
Mathematics	61	37.4
Reading/Language Arts/Writing	67	41.1
Science	54	33.1
Social Studies	53	32.5
Special Education	24	14.7
Other	12	7.4

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 3: 2021-22 MTSS Feedback Survey – Number of Trainings Attended

How many MTSS trainings did you complete in 2021-22?	Respondents (N = 390)	
	n	%
0	26	6.7
1	99	25.4
2	136	34.9
3	66	16.9
4	32	8.2
5 or more	31	7.9

Source: 2021-22 MTSS Feedback Survey.

Appendix A, Table 4: 2021-22 MTSS Feedback Survey – Number of MTSS-related Trainings by Role

Role	N	Zero (N = 26)		One (N = 99)		Two (N = 136)		Three (N = 66)		Four (N = 32)		Five or More (N = 31)	
		n	%	n	%	n	%	n	%	n	%	n	%
Assistant Principal	43	1	2.3	9	20.9	13	30.2	14	32.6	2	4.7	4	9.3
Campus Instructional Coach	22	1	4.5	5	22.7	6	27.3	3	13.6	4	18.2	3	13.6
Central Staff	46	4	8.7	7	15.2	14	30.4	11	23.9	6	13.0	4	8.7
Counselor	64	1	1.6	13	20.3	28	43.8	13	20.3	6	9.4	3	4.7
Principal	7	0	0.0	1	14.3	4	57.1	1	14.3	0	0.0	1	14.3
Special Education Evaluator	4	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0
Teacher	163	15	9.2	55	33.7	59	36.2	17	10.4	7	4.3	10	6.1
Other	41	4	9.8	6	14.6	11	26.8	7	17.1	7	17.1	6	14.6

Source: 2021-22 MTSS Feedback Survey

Note: N = 390, 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. Percentages may not sum to 100 because of rounding.

Appendix A, Table 5: 2021-22 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 = 386)	
	n	%
Used resources on the Dallas ISD MTSS website	184	47.7
Spoke with colleagues who received MTSS training	108	28.0
Did not use resources other than district trainings	102	26.4
Contacted one or more staff members in the MTSS office	81	21.0
Other (please specify)	24	6.2

Source: 2021-22 MTSS Feedback Survey

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

Appendix A, Table 6: 2021-22 MTSS Feedback Survey – Knowledge of MTSS Framework

Appendix 1: Table 3: 2022-23 MTSS Feedback Survey: Knowledge of MTSS Framework											
Survey Item	N	Nothing		A little		Some		A moderate amount		A great deal	
		n	%	n	%	n	%	n	%	n	%
How much do you know about the following aspects of MTSS?											
The purpose of the MTSS framework	383	13	3.4	55	14.4	91	23.8	164	42.8	60	15.7
The use of MAP as a universal screener	383	22	5.7	48	12.5	90	23.5	132	34.5	91	23.8
The use of the PowerSchool MTSS Interventions Module	383	37	9.7	77	20.1	122	31.9	123	32.1	24	6.3
How much do you know about the following MTSS interventions?											
MTSS interventions for academics	383	22	5.7	71	18.5	126	32.9	128	33.4	36	9.4
MTSS interventions for engagement	383	49	12.8	87	22.7	117	30.5	98	25.6	32	8.4
MTSS interventions for language	383	47	12.3	81	21.1	113	29.5	111	29.0	31	8.1

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 7: 2021-22 MTSS Feedback Survey – Understanding differences between MTSS and SST

How confident are you in your understanding about the difference between MTSS and the Student Support Team (SST)?	Respondents (N = 381)	
	n	%
Not confident	70	18.4
Slightly confident	89	23.4
Somewhat confident	103	27.0
Moderately confident	77	20.2
Very confident	42	11.0

Source: 2021-22 MTSS Feedback Survey.

Appendix A, Table 8: 2021-22 MTSS Feedback Survey – MTSS Interventions

		Never		Rarely		Sometimes		Often		Very Often	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How often have you used the following MTSS interventions during the 2021-22 school year?											
MTSS interventions for academics	377	108	28.6	72	19.1	95	25.2	72	19.1	30	8.0
MTSS interventions for engagement	377	140	37.1	102	27.1	82	21.8	39	10.3	14	3.7
MTSS interventions for language	377	133	35.3	92	24.4	83	22.0	51	13.5	18	4.8

Source: 2021-22 MTSS Feedback Survey.

Appendix A, Table 9: 2021-22 MTSS Feedback Survey – Preparedness for MTSS Implementation

	<i>N</i>	Very poorly		Poorly		Fairly		Well		Very well		Not Applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How well did support from the MTSS department prepare you to...?													
engage in Root Cause Analysis	366	21	5.7	45	12.3	86	23.5	97	26.5	38	10.4	79	21.6
create an intervention plan	366	18	4.9	38	10.4	85	23.2	93	25.4	52	14.2	80	21.9
progress monitor for an intervention plan	366	19	5.2	44	12.0	84	23.0	85	23.2	56	15.3	78	21.3
finalize an intervention plan	366	24	6.6	45	12.3	88	24.0	87	23.8	42	11.5	80	21.9

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 10: 2021-22 MTSS Feedback Survey – MTSS Implementation after Training

	<i>N</i>	Never		Rarely		Sometimes		Often		Very Often		Not Applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
		In 2021-22, how often did you do the following when it seemed necessary?											
Engage in Root Cause Analysis	366	55	15.0	60	16.4	81	22.1	68	18.6	33	9.0	69	18.9
Create an intervention plan	366	52	14.2	59	16.1	75	20.5	64	17.5	47	12.8	69	18.9
Progress monitor for an intervention plan	366	58	15.8	47	12.8	78	21.3	60	16.4	53	14.5	70	19.1
Finalize an intervention plan	366	76	20.8	55	15.0	76	20.8	53	14.5	33	9.0	73	19.9

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 11: 2021-22 MTSS Feedback Survey – Understanding How to Effectively Implement the MTSS Framework

I understand how to effectively implement the MTSS framework to support students who struggle academically.	Respondents (<i>N</i> = 365)	
	<i>n</i>	%
Strongly disagree	29	7.9
Disagree	100	27.4
Agree	191	52.3
Strongly agree	45	12.3

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 12: 2021-22 MTSS Feedback Survey – Usefulness of the Training

Appendix A, Table 12: 2021-22 MTSS Feedback Survey: Usefulness of the Training											
		Not at all useful		Slightly useful		Somewhat useful		Moderately useful		Very useful	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Overall, how useful was the training you received related to...											
Multi-tiered Systems of Support (MTSS)	365	34	9.3	69	18.9	92	25.2	84	23.0	86	23.6
Measures of Academic Progress (MAP)	365	38	10.4	51	14.0	97	26.6	87	23.8	92	25.2
Student Support Team (SST)	365	47	12.9	72	19.7	96	26.3	75	20.5	75	20.5

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 13: 2021-22 MTSS Feedback Survey – Training Feedback Open-Ended Responses

Categories	Respondents <i>n</i>
Briefly describe how the MTSS department can improve the supports that they provide.	
More training	27
Not applicable	25
Other	15
More user-friendly system	14
On-site help/visits	11
Additional methods	7
Additional content/resources	6
Inclusiveness	6
Scheduling/timing of training	6
Non-training related MTSS improvements	5

Source: 2021-22 MTSS Feedback Survey.

Note: *N* = 122. "Not applicable" includes comments that explicitly indicated that this question was not applicable to them because either they did not receive enough training, or they did not implement MTSS. "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. "Scheduling/timing of training" recommends trainings to take place at more convenient times for teachers to attend. "Non-training related MTSS improvements" are suggestions for improvements in MTSS implementation rather than training.

Appendix A, Table 14: 2021-22 MTSS Feedback Survey – Implementation of MTSS on Campus

Overall, how effectively do you think MTSS has been implemented on your campus in 2021-22?	Respondents (N = 362)	
	n	%
Not at all effectively	41	11.3
Slightly effectively	61	16.9
Somewhat effectively	68	18.8
Moderately effectively	74	20.4
Very effectively	45	12.4
Do not have enough information to determine	73	20.2

Source: 2021-22 MTSS Feedback Survey.

Appendix A, Table 15: 2021-22 MTSS Feedback Survey – MTSS Implementation Open-Ended Responses

Categories	Respondents n
Briefly describe what could be improved in the implementation of MTSS on your campus.	
More training	30
Not applicable	22
Stronger systems/guidelines/procedures	14
Implement with fidelity	9
Other	8
Progress monitoring	6
Additional support/resource	5
More administration support/knowledge	4
Greater user-friendliness	2

Source: 2021-22 MTSS Feedback Survey.

Note: N = 95. Data may include duplicate counts because each response could address multiple issues. “Not applicable” includes comments that explicitly indicated that this question was not applicable to them because either they did not receive enough training, or they did not implement MTSS. “Stronger systems/guidelines/procedures” are suggestions for offering practical supports that help campus staff members to implement MTSS consistently. “Implement with fidelity” includes comments related to campus staff members that do not use MTSS intervention regularly. “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 administration support/knowledge” refers to the lack of administrative support from campus.

Appendix A, Table 16: 2021-22 MTSS Feedback Survey – Perceptions of the PowerSchool MTSS Intervention Module

												I did not use the PowerSchool MTSS Intervention Module	
	N	Not at all satisfied		Slightly satisfied		Somewhat satisfied		Moderately satisfied		Very satisfied		n	%
		n	%	n	%	n	%	n	%	n	%		
Regarding the PowerSchool MTSS Intervention Module, please rate your level of satisfaction with...													
the user-friendliness of the module.	358	31	8.7	40	11.2	46	12.8	63	17.6	66	18.4	112	31.3
the amount of time required to use the module efficiently.	358	39	10.9	36	10.1	45	12.6	67	18.7	59	16.5	112	31.3

Source: 2021-22 MTSS Feedback Survey.

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

Appendix A, Table 17: 2021-22 MTSS Feedback Survey – Perceptions of PowerSchool MTSS Intervention Module Open-Ended Responses

Categories	Respondents n
Briefly describe how the PowerSchool MTSS Intervention Module has been helpful.	
Undecided/Not applicable	21
Tracking progress by documenting and monitoring interventions	18
Helpful or useful in general	14
Other	14
Not helpful	7
Not used it	6
Locating necessary information	3
More trainings are needed	3
Briefly describe how the PowerSchool MTSS Intervention Module could be improved.	
More training/practical guidance and support	24
Greater user-friendliness	22
Not applicable	19
Other	15
Not familiar	8

Source: 2021-22 MTSS Feedback Survey.

Note: N = 86. Data may include duplicate counts because each response could address multiple issues. "Undecided" or "Not applicable" includes comments that explicitly indicated that this question was not applicable to them because they did not utilize PowerSchool MTSS Intervention Module. "Other" includes comments that were unclear, idiosyncratic, positive rather than referring to how PowerSchool Module has been helpful or needs to improve.

Appendix A, Table 18: 2021-22 MTSS Feedback Survey – Additional Comments Open-Ended Responses

Categories	Respondents <i>n</i>
Please provide any additional comments related to MTSS training and/or implementation.	
No additional comments	32
More training	18
Satisfied with the training/s	14
Not user-friendly/time-consuming	10
Other	10
Need campus-level support/implementation	10

Source: 2021-22 MTSS Feedback Survey.

Note: *N* = 87. Data may include duplicate counts because each response could address multiple issues. “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.

Appendix B

Appendix B, Table 1: 2021-22 Dallas ISD MAP Reading (English and Spanish Combined) Testing Rates by Assessment Window, Student Group, and Grade Level

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
District						
1	10,641	90.0	10,641	88.0	10,641	88.5
2	10,341	90.7	10,341	88.0	10,341	88.0
3	10,136	89.9	10,136	84.6	10,136	83.2
4	10,196	87.3	10,196	82.9	10,196	81.7
5	10,161	85.1	10,161	80.6	10,161	78.1
6	9,697	92.5	9,697	87.3	9,697	85.5
7	10,095	90.7	10,095	85.3	10,095	84.0
8	10,199	91.2	10,199	85.4	10,199	84.3
9	13,320	83.6	13,320	75.2	13,320	71.2
10	10,203	86.5	10,203	76.5	10,203	70.3
11	9,522	82.7	9,522	68.7	9,522	58.6
Grades 1-11	114,511	88.1	114,511	81.9	114,511	79.3
Hispanic						
1	7,297	90.0	7,297	88.7	7,297	90.3
2	7,101	90.2	7,101	88.5	7,101	89.9
3	7,069	89.0	7,069	83.3	7,069	83.9
4	7,155	85.8	7,155	80.8	7,155	81.7
5	7,290	83.0	7,290	78.1	7,290	77.1
6	6,955	93.7	6,955	88.7	6,955	88.2
7	7,326	91.6	7,326	86.2	7,326	86.6
8	7,512	91.8	7,512	86.0	7,512	85.5
9	9,725	84.0	9,725	76.2	9,725	72.5
10	7,358	87.4	7,358	76.9	7,358	71.3
11	6,949	83.7	6,949	69.4	6,949	59.7
Grades 1-11	81,737	88.1	81,737	81.9	81,737	80.4
African American						
1	2,168	88.8	2,168	84.4	2,168	81.8
2	2,099	90.4	2,099	84.7	2,099	80.3
3	2,047	90.4	2,047	85.4	2,047	77.7
4	2,137	89.4	2,137	87.2	2,137	79.3
5	2,007	88.7	2,007	85.6	2,007	78.6
6	1,991	87.8	1,991	82.3	1,991	75.9
7	2,031	86.3	2,031	80.9	2,031	74.3
8	1,951	88.8	1,951	82.3	1,951	78.6
9	2,588	80.1	2,588	69.0	2,588	63.5
10	2,083	81.8	2,083	72.8	2,083	63.8
11	1,841	78.3	1,841	66.5	1,841	51.7
Grades 1-11	22,943	86.4	22,943	80.0	22,943	73.2
White						
1	716	95.4	716	92.9	716	91.8
2	675	96.4	675	93.0	675	93.6
3	639	95.9	639	93.6	639	92.2
4	604	96.0	604	91.1	604	90.6
5	552	96.6	552	92.6	552	90.2
6	475	96.0	475	89.5	475	87.4
7	441	94.6	441	88.2	441	86.8
8	460	92.6	460	88.9	460	89.1
9	604	89.4	604	82.9	604	79.8
10	478	90.6	478	81.2	478	80.8
11	459	85.6	459	63.2	459	69.5
Grades 1-11	6,103	93.8	6,103	87.7	6,103	87.1

table continues

Appendix B , 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	9,465	89.7	9,465	87.7	9,465	88.1
2	8,753	90.4	8,753	87.4	8,753	87.3
3	8,663	89.2	8,663	83.7	8,663	82.1
4	8,764	86.7	8,764	82.1	8,764	80.7
5	8,658	84.3	8,658	79.5	8,658	76.9
6	8,298	92.2	8,298	86.7	8,298	84.7
7	8,550	90.0	8,550	84.5	8,550	83.0
8	8,678	90.8	8,678	84.6	8,678	83.3
9	10,632	83.0	10,632	74.1	10,632	69.7
10	8,018	86.2	8,018	75.7	8,018	69.4
11	7,306	82.7	7,306	68.5	7,306	57.4
Grades 1-11	95,785	87.7	95,785	81.4	95,785	78.7
Special Education						
1	865	71.2	865	69.4	865	70.6
2	990	75.7	990	71.6	990	73.3
3	1,136	78.6	1,136	73.2	1,136	70.6
4	1,284	77.9	1,284	71.3	1,284	69.8
5	1,390	76.5	1,390	71.7	1,390	66.3
6	1,321	81.5	1,321	73.0	1,321	71.2
7	1,289	80.8	1,289	73.5	1,289	69.8
8	1,154	80.2	1,154	71.5	1,154	70.5
9	1,264	66.5	1,264	61.9	1,264	55.3
10	929	68.7	929	59.7	929	52.5
11	794	62.3	794	51.4	794	42.3
Grades 1-11	12,416	75.2	12,416	68.7	12,416	65.5
Homeless						
1	204	73.0	204	78.4	204	74.0
2	148	79.1	148	75.0	148	70.9
3	164	82.3	164	76.2	164	68.9
4	174	78.2	174	81.0	174	71.8
5	141	72.3	141	73.8	141	75.9
6	146	84.2	146	77.4	146	77.4
7	166	75.3	166	75.9	166	68.7
8	136	79.4	136	73.5	136	64.7
9	235	76.2	235	60.9	235	55.3
10	144	77.8	144	63.2	144	52.1
11	117	80.3	117	65.8	117	51.3
Grades 1-11	1,775	77.7	1,775	72.7	1,775	66.5
EBs						
1	5,062	89.5	5,062	89.4	5,062	91.1
2	5,096	89.8	5,096	88.2	5,096	89.6
3	5,190	88.2	5,190	81.0	5,190	81.8
4	5,298	83.2	5,298	77.9	5,298	78.6
5	5,439	79.2	5,439	73.4	5,439	72.3
6	4,798	94.1	4,798	89.3	4,798	89.5
7	5,184	92.0	5,184	87.4	5,184	87.6
8	5,123	92.3	5,123	86.5	5,123	85.9
9	6,488	83.3	6,488	76.1	6,488	71.2
10	4,433	86.0	4,433	75.8	4,433	69.4
11	3,951	83.2	3,951	68.3	3,951	57.0
Grades 1-11	56,062	87.3	56,062	81.3	56,062	79.8

table continues

Appendix B, Table 1 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
NonEBs						
1	5,579	90.4	5,579	86.8	5,579	86.0
2	5,245	91.7	5,245	87.8	5,245	86.5
3	4,946	91.7	4,946	88.3	4,946	84.7
4	4,898	91.7	4,898	88.4	4,898	85.2
5	4,722	91.8	4,722	88.8	4,722	84.8
6	4,899	91.0	4,899	85.3	4,899	81.5
7	4,911	89.2	4,911	83.1	4,911	80.2
8	5,076	90.2	5,076	84.3	5,076	82.8
9	6,832	83.8	6,832	74.3	6,832	71.1
10	5,770	86.8	5,770	77.0	5,770	71.0
11	5,571	82.3	5,571	68.9	5,571	59.8
Grades 1-11	58,449	88.9	58,449	82.5	58,449	78.9

Source: District MAP files, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21.

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

Appendix B, Table 2: 2021-22 Dallas ISD MAP Mathematics Testing Rates by Assessment Window, Student Group, and Grade Level

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
District						
1	10,641	92.6	10,641	90.2	10,641	90.2
2	10,341	93.8	10,341	90.8	10,341	90.3
3	10,136	93.7	10,136	90.5	10,136	89.4
4	10,196	93.6	10,196	90.8	10,196	89.6
5	10,161	93.5	10,161	90.8	10,161	88.8
6	9,697	92.6	9,697	87.1	9,697	85.9
7	10,095	91.4	10,095	85.2	10,095	83.4
8	10,199	91.2	10,199	84.6	10,199	83.8
9	13,320	84.4	13,320	72.5	13,320	66.1
10	10,203	85.0	10,203	72.8	10,203	64.5
11	9,522	81.8	9,522	63.9	9,522	52.7
Grades 1-11	114,511	90.2	114,511	83.4	114,511	80.2
Hispanic						
1	7,297	93.6	7,297	91.3	7,297	92.5
2	7,101	94.6	7,101	92.3	7,101	93.0
3	7,069	94.5	7,069	91.3	7,069	92.4
4	7,155	94.5	7,155	91.9	7,155	92.9
5	7,290	94.6	7,290	92.2	7,290	91.9
6	6,955	93.6	6,955	88.3	6,955	88.4
7	7,326	92.2	7,326	86.0	7,326	85.7
8	7,512	92.0	7,512	85.3	7,512	86.0
9	9,725	84.7	9,725	72.8	9,725	66.8
10	7,358	85.7	7,358	72.5	7,358	65.1
11	6,949	82.1	6,949	62.7	6,949	52.5
Grades 1-11	81,737	90.9	81,737	83.9	81,737	82.0
African American						
1	2,168	88.5	2,168	85.1	2,168	81.9
2	2,099	90.3	2,099	84.8	2,099	80.8
3	2,047	90.1	2,047	86.2	2,047	78.3
4	2,137	89.7	2,137	87.3	2,137	78.8
5	2,007	89.2	2,007	85.8	2,007	78.2
6	1,991	88.5	1,991	82.6	1,991	77.2
7	2,031	87.6	2,031	81.4	2,031	75.0
8	1,951	87.6	1,951	81.5	1,951	73.5
9	2,588	81.7	2,588	68.9	2,588	60.2
10	2,083	81.2	2,083	71.0	2,083	59.7
11	1,841	79.4	1,841	65.1	1,841	48.9
Grades 1-11	22,943	86.7	22,943	79.9	22,943	72.0
White						
1	716	95.9	716	94.7	716	93.4
2	675	96.6	675	94.4	675	93.8
3	639	96.1	639	93.7	639	92.5
4	604	96.5	604	92.5	604	91.1
5	552	96.7	552	93.1	552	90.6
6	475	95.8	475	89.9	475	87.6
7	441	94.8	441	87.5	441	84.8
8	460	93.7	460	87.2	460	91.1
9	604	90.2	604	79.6	604	77.5
10	478	89.5	478	81.8	478	73.2
11	459	88.5	459	74.1	459	70.2
Grades 1-11	6,103	94.3	6,103	88.7	6,103	86.7

table continues

Appendix B, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Economically Disadvantaged						
1	9,465	92.4	9,465	89.9	9,465	89.7
2	8,753	93.5	8,753	90.2	8,753	89.6
3	8,663	93.4	8,663	89.9	8,663	88.7
4	8,764	93.2	8,764	90.3	8,764	88.9
5	8,658	93.4	8,658	90.6	8,658	88.4
6	8,298	92.3	8,298	86.4	8,298	85.1
7	8,550	90.8	8,550	84.6	8,550	82.6
8	8,678	90.7	8,678	84.0	8,678	82.8
9	10,632	84.1	10,632	71.6	10,632	65.0
10	8,018	84.9	8,018	72.4	8,018	63.9
11	7,306	81.6	7,306	63.1	7,306	51.3
Grades 1-11	95,785	90.1	95,785	83.2	95,785	79.9
Special Education						
1	865	74.6	865	70.2	865	71.8
2	990	78.2	990	75.3	990	75.7
3	1,136	81.3	1,136	76.6	1,136	74.6
4	1,284	82.1	1,284	76.6	1,284	76.7
5	1,390	83.2	1,390	79.8	1,390	75.8
6	1,321	80.8	1,321	72.3	1,321	70.9
7	1,289	81.4	1,289	73.2	1,289	69.8
8	1,154	79.7	1,154	72.2	1,154	69.0
9	1,264	69.6	1,264	59.7	1,264	52.2
10	929	67.1	929	57.4	929	48.1
11	794	63.9	794	48.9	794	39.9
Grades 1-11	12,416	77.3	12,416	70.2	12,416	67.0
Homeless						
1	204	77.0	204	79.4	204	77.5
2	148	80.4	148	79.7	148	75.0
3	164	86.0	164	79.3	164	72.0
4	174	79.3	174	80.5	174	72.4
5	141	78.0	141	77.3	141	73.8
6	146	84.9	146	76.0	146	70.5
7	166	78.3	166	74.7	166	69.3
8	136	78.7	136	75.7	136	64.0
9	235	71.9	235	61.7	235	48.5
10	144	75.0	144	62.5	144	51.4
11	117	78.6	117	61.5	117	46.2
Grades 1-11	1,775	78.6	1,775	73.5	1,775	65.6
EBs						
1	5,062	93.6	5,062	92.3	5,062	93.6
2	5,096	94.8	5,096	92.6	5,096	93.3
3	5,190	95.3	5,190	91.9	5,190	93.4
4	5,298	94.9	5,298	92.5	5,298	93.8
5	5,439	94.8	5,439	92.7	5,439	92.7
6	4,798	94.3	4,798	89.3	4,798	89.8
7	5,184	92.5	5,184	87.4	5,184	87.1
8	5,123	92.8	5,123	85.9	5,123	86.9
9	6,488	84.4	6,488	72.2	6,488	65.7
10	4,433	84.6	4,433	70.0	4,433	63.2
11	3,951	82.4	3,951	61.2	3,951	48.8
Grades 1-11	56,062	91.4	56,062	84.8	56,062	83.2

table continues

Appendix B, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
NonEBs						
1	5,579	91.7	5,579	88.4	5,579	87.1
2	5,245	92.7	5,245	89.0	5,245	87.3
3	4,946	92.0	4,946	88.9	4,946	85.1
4	4,898	92.1	4,898	89.0	4,898	85.0
5	4,722	92.1	4,722	88.7	4,722	84.4
6	4,899	91.0	4,899	84.9	4,899	82.1
7	4,911	90.2	4,911	82.9	4,911	79.5
8	5,076	89.6	5,076	83.2	5,076	80.7
9	6,832	84.4	6,832	72.8	6,832	66.5
10	5,770	85.3	5,770	75.0	5,770	65.4
11	5,571	81.3	5,571	65.8	5,571	55.4
Grades 1-11	58,449	89.1	58,449	82.1	58,449	77.4

Source: District MAP files, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21.

Appendix C

Appendix C, Table 1: 2020-21 Dallas ISD MAP Reading (English and Spanish Combined) Testing Rates by Assessment Window, Student Group, and Grade Level

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 C, 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
EBs						
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 C, Table 1 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
NonEBs						
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, 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file, 10/30/20.

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

Appendix C, Table 2: 2020-21 Dallas ISD MAP Mathematics Testing Rates by Assessment Window, Student Group, and Grade Level

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 C, 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
EBs						
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 C, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
NonEBs						
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, 11/05/20 (BOY), 04/02/21 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file, 10/30/20.

Appendix D

Appendix D, Table 1: 2021-22 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans by Student Group

		Intervention Plans					
Tier	Students <i>N</i>	One		Two		Three or More	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
District							
Tier 2	4,142	2,711	65.5	1,260	30.4	171	4.1
Tier 3	683	610	89.3	71	10.4	2	0.3
Hispanic							
Tier 2	3,017	2,089	69.2	849	28.1	79	2.6
Tier 3	174	152	87.4	21	12.1	1	0.6
African American							
Tier 2	937	501	53.5	353	37.7	83	8.9
Tier 3	487	439	90.1	47	9.7	1	0.2
White							
Tier 2	73	55	75.3	17	23.3	1	1.4
Tier 3	3	3	100.0	-	-	-	-
Economically Disadvantaged							
Tier 2	3,852	2,521	65.4	1,169	30.3	162	4.2
Tier 3	661	589	89.1	70	10.6	2	0.3
Special Education							
Tier 2	193	106	54.9	70	36.3	17	8.8
Tier 3	17	17	100.0	-	-	-	-
Homeless							
Tier 2	79	60	75.9	18	22.8	1	1.3
Tier 3	11	11	100.0	-	-	-	-
EBs							
Tier 2	2,287	1,610	70.4	622	27.2	55	2.4
Tier 3	137	118	86.1	19	13.9	-	-
NonEBs							
Tier 2	1,855	1,101	59.4	638	34.4	116	6.3
Tier 3	546	492	90.1	52	9.5	2	0.4

Source: PowerSchool MTSS Intervention Module database, 07/11/22. District PEIMS snapshot demographic file, 11/01/21.

Note: Percentages may not sum to 100 because of rounding. - = no students in this group.

Appendix D, Table 2: 2021-22 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area and Student Group

		Intervention Plans					
Tier	Students <i>N</i>	Academic		Language		Engagement	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
District							
Tier 2	4,142	4,822	93.3	62	1.2	287	5.6
Tier 3	683	733	96.6	-	-	26	3.4
Hispanic							
Tier 2	3,017	3,359	94.8	45	1.3	140	4.0
Tier 3	174	182	91.9	-	-	16	8.1
African American							
Tier 2	937	1,262	90.3	12	0.9	123	8.8
Tier 3	487	528	98.5	-	-	8	1.5
White							
Tier 2	73	66	81.5	3	3.7	12	14.8
Tier 3	3	3	100.0	-	-	0	0.0
Economically Disadvantaged							
Tier 2	3,852	4,504	93.5	51	1.1	262	5.4
Tier 3	661	711	96.6	-	-	25	3.4
Special Education							
Tier 2	193	254	87.9	35	12.1	-	-
Tier 3	17	15	88.2	-	-	2	11.8
Homeless							
Tier 2	79	68	81.0	2	2.4	14	16.7
Tier 3	11	11	100.0	-	-	-	-
EBs							
Tier 2	2,287	2,543	95.5	33	1.2	86	3.2
Tier 3	137	142	91.0	-	-	14	9.0
NonEBs							
Tier 2	1,855	2,279	90.8	29	1.2	201	8.0
Tier 3	546	591	98.0	-	-	12	2.0

Source: PowerSchool MTSS Intervention Module database, 07/11/22. District PEIMS snapshot demographic file, 11/01/21.

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. Percentages may not sum to 100 because of rounding. - = no students in this group.

Appendix D, Table 3: 2021-22 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject and Student Group

Reading Intervention Plans by Subject and Student Group					
		Intervention Plans			
Tier	Students <i>N</i>	Reading		Mathematics	
		<i>n</i>	%	<i>n</i>	%
District					
Tier 2	4,142	2,996	62.1	1,826	37.9
Tier 3	683	694	94.7	39	5.3
Hispanic					
Tier 2	3,017	2,109	62.8	1,250	37.2
Tier 3	174	154	84.6	28	15.4
African American					
Tier 2	937	767	60.8	495	39.2
Tier 3	487	520	98.5	8	1.5
White					
Tier 2	73	40	60.6	26	39.4
Tier 3	3	1	33.3	2	66.7
Economically Disadvantaged					
Tier 2	3,852	2,802	62.2	1,702	37.8
Tier 3	661	673	94.7	38	5.3
Special Education					
Tier 2	193	145	57.1	109	42.9
Tier 3	17	14	93.3	1	6.7
Homeless					
Tier 2	79	40	58.8	28	41.2
Tier 3	11	11	100.0	-	-
EBs					
Tier 2	2,287	1,605	63.1	938	36.9
Tier 3	137	114	80.3	28	19.7
NonEBs					
Tier 2	1,855	1,391	61.0	888	39.0
Tier 3	546	580	98.1	11	1.9

Source: PowerSchool MTSS Intervention Module database, 07/11/22. District PEIMS snapshot demographic file, 11/01/21.

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. - = no students in this group.

Appendix E

Appendix E, 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					
Tier	Students <i>N</i>	One		Two		Three or More	
		<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	-	-	-	-	-	-	-
EBs							
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
NonEBs							
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, 10/30/20.

Note: Percentages may not sum to 100 because of rounding. - = no students in this group.

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

Area and Student Group		Intervention Plans					
Tier	Students <i>N</i>	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	-	-	-	-	-	-	-
EBs							
Tier 2	1,842	2,049	93.3	68	3.1	80	3.6
Tier 3	42	45	97.8	-	-	1	2.2
NonEBs							
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. District PEIMS snapshot demographic file, 10/30/20.

Note: Data represent the number of plans. Because students could have up to three plans in each tier for an area, students could be represented in multiple cells. Language interventions were not used for Tier 3 students. - = no students in this group.

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

Reading Intervention Plans by Subject and Student Group					
		Intervention Plans			
Tier	Students <i>N</i>	Reading		Mathematics	
		<i>n</i>	%	<i>n</i>	%
District					
Tier 2	3,633	2,918	72.6	1,099	27.4
Tier 3	91	77	82.8	16	17.2
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	-	-	-	-	-
EBs					
Tier 2	1,842	1,484	72.4	565	27.6
Tier 3	42	35	77.8	10	22.2
NonEBs					
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. District PEIMS snapshot demographic file, 10/30/20.

Note: Data represent the number of plans. Because students could have a plan in each subject and each tier, students could be represented in multiple cells. - = no students in this group.

Appendix F

Appendix F, Table 1: 2021-22 Dallas ISD MAP Reading and Mathematics BOY Mean RIT scores by Student Group, BOY Quintile, and MTSS Tier

BOY Achievement Quintile	Tier	English Reading (N = 80,258)		Spanish Reading (N = 20,609)		Mathematics (N = 103,303)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	23,712	178	3,288	159	30,692	180
	2 & 3	1,006	167	406	165	902	173
	All	24,718	177	3,694	160	31,594	180
Low Average	1	15,251	199	4,125	167	21,713	199
	2 & 3	375	185	298	178	436	190
	All	15,626	199	4,423	168	22,149	199
Average	1	15,616	209	3,535	176	19,987	209
	2 & 3	194	193	221	188	207	198
	All	15,810	209	3,756	177	20,194	208
High Average	1	14,832	218	4,262	185	17,637	217
	2 & 3	110	204	175	197	91	204
	All	14,942	218	4,437	185	17,728	217
High	1	9,135	223	4,221	194	11,618	227
	2 & 3	27	207	78	206	20	210
	All	9,162	223	4,299	194	11,638	227
Hispanic							
Low	1	15,485	180	3,242	159	21,113	180
	2 & 3	333	168	404	165	620	173
	All	15,818	180	3,646	160	21,733	180
Low Average	1	10,304	202	4,079	167	15,949	199
	2 & 3	151	187	296	178	328	191
	All	10,455	202	4,375	168	16,277	199
Average	1	10,833	212	3,499	176	15,314	209
	2 & 3	103	197	219	188	159	200
	All	10,936	212	3,718	177	15,473	209
High Average	1	10,043	221	4,204	185	13,538	218
	2 & 3	45	208	175	197	63	206
	All	10,088	221	4,379	185	13,601	217
High	1	4,325	226	4,168	194	7,205	227
	2 & 3	14	213	76	207	13	213
	All	4,339	226	4,244	194	7,218	227
African American							
Low	1	6,958	173	4	153	8,244	179
	2 & 3	619	168	0		235	171
	All	7,577	173	4	153	8,479	179
Low Average	1	4,021	194	1	142	4,670	198
	2 & 3	201	184	-	-	95	185
	All	4,222	194	1	142	4,765	198
Average	1	3,603	203	3	175	3,370	209
	2 & 3	82	188	0		42	191
	All	3,685	202	3	175	3,412	208
High Average	1	2,815	213	4	164	2,156	216
	2 & 3	52	200	-	-	23	196
	All	2,867	213	4	164	2,179	215
High	1	1,438	217	3	190	1,042	226
	2 & 3	11	200	0		5	204
	All	1,449	217	3	190	1,047	225

table continues

Appendix F, Table 1 (continued)

BOY Achievement Quintile	Tier	English Reading (N = 80,258)		Spanish Reading (N = 20,609)		Mathematics (N = 103,303)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	565	172	27	154	587	178
	2 & 3	14	171	1	162	13	180
	All	579	172	28	154	600	178
Low Average	1	461	190	30	160	568	198
	2 & 3	4	188	1	176	3	196
	All	465	190	31	161	571	198
Average	1	690	201	26	169	781	208
	2 & 3	3	199	2	195	4	207
	All	693	201	28	170	785	208
High Average	1	1,319	212	36	181	1,336	215
	2 & 3	6	215	-	-	5	215
	All	1,325	212	36	181	1,341	215
High	1	2,498	221	38	187	2,455	224
	2 & 3	2	211	2	195	1	231
	All	2,500	221	40	188	2,456	224
Economically Disadvantaged							
Low	1	21,160	177	3,120	159	27,912	179
	2 & 3	962	168	382	165	849	172
	All	22,122	177	3,502	160	28,761	179
Low Average	1	13,201	199	3,895	167	19,111	198
	2 & 3	356	185	275	178	407	190
	All	13,557	198	4,170	168	19,518	198
Average	1	13,024	209	3,324	176	16,872	208
	2 & 3	175	192	212	188	192	198
	All	13,199	209	3,536	177	17,064	208
High Average	1	11,099	218	3,970	185	13,926	216
	2 & 3	95	203	161	196	82	203
	All	11,194	218	4,131	185	14,008	216
High	1	4,623	223	3,908	194	6,907	226
	2 & 3	23	206	72	206	15	206
	All	4,646	223	3,980	194	6,922	226
Special Education							
Low	1	5,123	175	584	164	6,377	178
	2 & 3	43	171	19	171	68	173
	All	5,166	175	603	164	6,445	178
Low Average	1	1,279	196	371	169	1,507	197
	2 & 3	19	181	12	175	25	192
	All	1,298	195	383	169	1,532	197
Average	1	746	204	183	177	806	204
	2 & 3	14	197	2	183	5	205
	All	760	204	185	177	811	204
High Average	1	478	209	132	180	488	210
	2 & 3	5	202	4	200	3	209
	All	483	209	136	181	491	210
High	1	274	216	49	192	319	215
	2 & 3	1	220	1	204	1	206
	All	275	216	50	192	320	215

table continues

Appendix F, Table 1 (continued)

Appendix 1, Table 1 (continued)

BOY Achievement Quintile		English Reading (N = 80,258)		Spanish Reading (N = 20,609)		Mathematics (N = 103,303)	
Quintile	Tier	n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	463	174	45	154	592	178
	2 & 3	14	162	2	158	15	175
	All	477	174	47	154	607	178
Low Average	1	248	198	42	165	320	199
	2 & 3	9	192	-	-	3	185
	All	257	197	42	165	323	199
Average	1	210	205	38	175	240	211
	2 & 3	4	191	2	184	1	212
	All	214	205	40	176	241	211
High Average	1	173	215	41	191	163	210
	2 & 3	4	205	4	206	-	-
	All	177	214	45	192	163	210
High	1	58	217	22	190	61	221
	2 & 3	-	-	1	214	-	-
	All	58	217	23	191	61	221
EBs							
Low	1	10,839	184	3,224	160	16,169	181
	2 & 3	102	169	404	165	479	173
	All	10,941	183	3,628	160	16,648	180
Low Average	1	6,202	206	4,030	168	11,380	199
	2 & 3	45	191	295	178	247	190
	All	6,247	206	4,325	168	11,627	198
Average	1	5,891	216	3,458	176	10,242	207
	2 & 3	28	199	216	188	112	200
	All	5,919	215	3,674	177	10,354	207
High Average	1	4,472	224	4,145	185	8,581	215
	2 & 3	11	210	174	197	41	207
	All	4,483	224	4,319	186	8,622	215
High	1	1,246	229	4,059	194	3,994	222
	2 & 3	3	220	78	206	9	213
	All	1,249	229	4,137	195	4,003	222
NonEBs							
Low	1	12,873	173	64	147	14,523	179
	2 & 3	904	167	2	163	423	172
	All	13,777	172	66	148	14,946	179
Low Average	1	9,049	194	95	159	10,333	199
	2 & 3	330	184	3	170	189	189
	All	9,379	194	98	159	10,522	199
Average	1	9,725	205	77	166	9,745	210
	2 & 3	166	192	5	189	95	195
	All	9,891	205	82	167	9,840	210
High Average	1	10,360	216	117	171	9,056	219
	2 & 3	99	203	1	206	50	201
	All	10,459	216	118	171	9,106	218
High	1	7,889	222	162	183	7,624	229
	2 & 3	24	206	-	-	11	207
	All	7,913	222	162	183	7,635	229

Source: District MAP data file, 10/07/21 (BOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier assigned to 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 2021-22 may not be represented in this table. - = no students in this group.

Appendix F, Table 2: 2021-22 Dallas ISD MAP Reading and Mathematics MOY Mean RIT scores by Student Group, MOY Quintile, and MTSS Tier

MOY Achievement Quintile	Tier	English Reading (N = 74,323)		Spanish Reading (N = 19,497)		Mathematics (N = 95,492)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	25,574	180	4,227	163	30,399	184
	2 & 3	915	173	435	169	853	179
	All	26,489	180	4,662	163	31,252	184
Low Average	1	13,794	202	3,186	174	18,666	203
	2 & 3	390	192	250	184	368	196
	All	14,184	202	3,436	175	19,034	203
Average	1	13,379	212	3,519	181	18,213	212
	2 & 3	221	199	183	194	242	204
	All	13,600	212	3,702	182	18,455	212
High Average	1	12,206	221	3,884	192	15,744	220
	2 & 3	106	210	171	202	125	209
	All	12,312	221	4,055	192	15,869	220
High	1	7,720	228	3,561	202	10,855	233
	2 & 3	18	219	81	210	27	214
	All	7,738	228	3,642	202	10,882	233
Hispanic							
Low	1	16,806	183	4,169	163	20,925	184
	2 & 3	296	173	433	169	597	179
	All	17,102	182	4,602	163	21,522	184
Low Average	1	9,310	204	3,156	174	13,892	203
	2 & 3	169	193	246	184	272	197
	All	9,479	204	3,402	175	14,164	203
Average	1	9,277	214	3,475	181	13,786	213
	2 & 3	99	200	182	194	185	206
	All	9,376	214	3,657	182	13,971	213
High Average	1	8,028	223	3,833	192	11,959	220
	2 & 3	56	212	170	202	82	209
	All	8,084	223	4,003	192	12,041	220
High	1	3,652	231	3,512	202	6,869	233
	2 & 3	9	217	80	210	20	219
	All	3,661	231	3,592	202	6,889	233
African American							
Low	1	7,423	177	7	155	8,127	183
	2 & 3	570	173	-	-	214	176
	All	7,993	176	7	155	8,341	183
Low Average	1	3,640	198	4	166	3,864	203
	2 & 3	194	191	-	-	80	190
	All	3,834	197	4	166	3,944	203
Average	1	2,956	207	1	188	3,112	212
	2 & 3	108	198	-	-	53	200
	All	3,064	207	1	188	3,165	212
High Average	1	2,297	216	4	174	1,934	218
	2 & 3	42	207	-	-	35	208
	All	2,339	216	4	174	1,969	218
High	1	1,099	223	1	196	902	232
	2 & 3	7	218	-	-	6	197
	All	1,106	223	1	196	908	232

table continues

Appendix F, Table 2 (continued)

MOY Achievement Quintile	Tier	English Reading (N = 74,323)		Spanish Reading (N = 19,497)		Mathematics (N = 95,492)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	588	175	32	161	578	182
	2 & 3	12	177	-	-	11	184
	All	600	175	32	161	589	182
Low Average	1	402	195	22	163	492	202
	2 & 3	5	186	3	188	7	201
	All	407	195	25	166	499	202
Average	1	700	204	33	174	791	211
	2 & 3	5	206	1	196	2	207
	All	705	204	34	175	793	211
High Average	1	1,252	215	35	186	1,272	217
	2 & 3	5	214	1	198	6	220
	All	1,257	215	36	186	1,278	217
High	1	2,224	225	32	201	2,253	231
	2 & 3	1	233	1	204	1	231
	All	2,225	225	33	201	2,254	231
Economically Disadvantaged							
Low	1	22,738	180	4,005	162	27,497	183
	2 & 3	884	173	410	169	801	178
	All	23,622	180	4,415	163	28,298	183
Low Average	1	11,843	202	3,010	174	16,424	202
	2 & 3	364	192	231	184	338	196
	All	12,207	201	3,241	174	16,762	202
Average	1	10,949	212	3,279	181	15,367	212
	2 & 3	198	199	174	194	227	204
	All	11,147	212	3,453	182	15,594	212
High Average	1	8,909	221	3,625	191	12,376	219
	2 & 3	95	210	163	202	117	209
	All	9,004	221	3,788	192	12,493	219
High	1	3,734	228	3,282	202	6,505	232
	2 & 3	14	219	74	210	22	212
	All	3,748	228	3,356	202	6,527	232
Special Education							
Low	1	5,042	177	682	165	5,928	181
	2 & 3	54	173	22	175	68	178
	All	5,096	177	704	165	5,996	181
Low Average	1	997	200	248	176	1,246	203
	2 & 3	13	195	3	180	16	197
	All	1,010	200	251	176	1,262	203
Average	1	582	208	115	183	742	210
	2 & 3	12	199	3	189	10	207
	All	594	207	118	183	752	210
High Average	1	380	215	97	191	442	212
	2 & 3	2	215	4	205	2	217
	All	382	215	101	192	444	212
High	1	228	222	51	203	266	224
	2 & 3	-	-	-	-	1	212
	All	228	222	51	203	267	224

table continues

Appendix F, Table 2 (continued)

MOY Achievement Quintile	Tier	English Reading (N = 74,323)		Spanish Reading (N = 19,497)		Mathematics (N = 95,492)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	469	177	64	156	585	182
	2 & 3	13	176	3	152	13	179
	All	482	177	67	156	598	182
Low Average	1	231	201	43	173	255	202
	2 & 3	6	190	3	192	1	187
	All	237	200	46	174	256	202
Average	1	183	209	40	183	226	211
	2 & 3	4	199	1	201	2	205
	All	187	208	41	183	228	211
High Average	1	126	217	32	192	159	217
	2 & 3	2	209	1	204	2	216
	All	128	217	33	193	161	217
High	1	49	228	20	194	61	229
	2 & 3	-	-	1	218	-	-
	All	49	228	21	195	61	229
EBs							
Low	1	11,567	185	4,098	163	15,816	184
	2 & 3	106	174	430	169	466	179
	All	11,673	185	4,528	163	16,282	184
Low Average	1	5,447	208	3,101	174	9,822	203
	2 & 3	46	195	246	184	206	198
	All	5,493	208	3,347	175	10,028	203
Average	1	4,964	217	3,432	181	9,303	212
	2 & 3	22	200	179	194	130	206
	All	4,986	217	3,611	182	9,433	212
High Average	1	3,409	226	3,767	192	7,853	218
	2 & 3	11	214	170	202	61	209
	All	3,420	226	3,937	192	7,914	218
High	1	1,076	233	3,431	202	3,865	227
	2 & 3	3	223	81	210	11	218
	All	1,079	233	3,512	203	3,876	227
NonEBs							
Low	1	14,007	177	129	155	14,583	183
	2 & 3	809	172	5	171	387	178
	All	14,816	176	134	156	14,970	183
Low Average	1	8,347	198	85	163	8,844	203
	2 & 3	344	192	4	183	162	193
	All	8,691	198	89	164	9,006	203
Average	1	8,415	209	87	172	8,910	213
	2 & 3	199	199	4	191	112	203
	All	8,614	208	91	173	9,022	213
High Average	1	8,797	219	117	182	7,891	221
	2 & 3	95	210	1	204	64	209
	All	8,892	219	118	182	7,955	221
High	1	6,644	227	130	192	6,990	236
	2 & 3	15	218	-	-	16	212
	All	6,659	227	130	192	7,006	236

Source: District MAP data file, 01/24/22 (MOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier assigned to 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 2021-22 may not be represented in this table. - = no students in this group.

Appendix F, Table 3: 2021-22 Dallas ISD MAP Reading and Mathematics EOY Mean RIT scores by Student Group, EOY Quintile, and MTSS Tier

EOY Achievement Quintile	Tier	English Reading (N = 71,300)		Spanish Reading (N = 19,530)		Mathematics (N = 91,845)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	23,300	182	4,127	165	27,726	187
	2 & 3	778	175	384	171	775	183
	All	24,078	182	4,511	165	28,501	187
Low Average	1	13,268	203	3,275	177	18,032	207
	2 & 3	381	194	235	188	350	201
	All	13,649	203	3,510	178	18,382	207
Average	1	13,297	213	3,534	186	17,414	216
	2 & 3	250	204	194	197	266	211
	All	13,547	213	3,728	186	17,680	216
High Average	1	12,391	222	3,866	196	16,982	224
	2 & 3	142	213	179	203	152	216
	All	12,533	222	4,045	196	17,134	224
High	1	7,470	230	3,629	209	10,126	237
	2 & 3	23	222	107	212	22	225
	All	7,493	230	3,736	209	10,148	237
Hispanic							
Low	1	15,676	184	4,076	165	19,615	187
	2 & 3	294	176	381	171	552	184
	All	15,970	184	4,457	165	20,167	187
Low Average	1	9,151	206	3,244	177	13,554	207
	2 & 3	154	194	233	188	254	202
	All	9,305	206	3,477	178	13,808	207
Average	1	9,360	216	3,497	186	13,391	216
	2 & 3	111	205	193	197	212	212
	All	9,471	215	3,690	186	13,603	216
High Average	1	8,066	224	3,826	196	12,949	225
	2 & 3	65	215	178	203	119	217
	All	8,131	224	4,004	196	13,068	225
High	1	3,493	233	3,594	209	6,395	237
	2 & 3	14	222	106	212	17	226
	All	3,507	233	3,700	209	6,412	237
African American							
Low	1	6,363	179	4	157	6,925	186
	2 & 3	440	175	-	-	188	179
	All	6,803	179	4	157	7,113	186
Low Average	1	3,328	199	1	172	3,542	207
	2 & 3	206	193	-	-	82	198
	All	3,534	199	1	172	3,624	207
Average	1	2,813	209	3	174	2,834	215
	2 & 3	124	203	-	-	49	208
	All	2,937	209	3	174	2,883	215
High Average	1	2,366	218	-	-	2,056	223
	2 & 3	69	210	-	-	27	211
	All	2,435	218	-	-	2,083	223
High	1	1,075	226	1	182	816	237
	2 & 3	6	224	-	-	3	221
	All	1,081	226	1	182	819	237

table continues

Appendix F, Table 3 (continued)

EOY Achievement Quintile	Tier	English Reading (N = 71,300)		Spanish Reading (N = 19,530)		Mathematics (N = 91,845)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	576	179	33	167	534	186
	2 & 3	11	185	1	190	10	190
	All	587	179	34	168	544	186
Low Average	1	430	196	17	176	504	207
	2 & 3	5	182	1	185	3	205
	All	435	196	18	177	507	207
Average	1	674	206	23	184	745	215
	2 & 3	4	210	1	193	4	217
	All	678	206	24	184	749	215
High Average	1	1,318	217	30	194	1,359	222
	2 & 3	5	217	1	209	5	226
	All	1,323	217	31	194	1,364	222
High	1	2,160	229	25	208	2,127	235
	2 & 3	2	225	1	204	1	241
	All	2,162	229	26	208	2,128	235
Economically Disadvantaged							
Low	1	20,633	182	3,920	165	25,202	186
	2 & 3	749	175	362	171	730	182
	All	21,382	182	4,282	165	25,932	186
Low Average	1	11,433	203	3,090	177	15,806	207
	2 & 3	352	194	216	187	323	201
	All	11,785	203	3,306	177	16,129	206
Average	1	10,865	213	3,326	186	14,658	215
	2 & 3	234	204	182	197	246	211
	All	11,099	213	3,508	186	14,904	215
High Average	1	8,976	222	3,613	196	13,336	224
	2 & 3	124	213	170	203	138	216
	All	9,100	222	3,783	196	13,474	224
High	1	3,623	230	3,360	209	6,105	236
	2 & 3	20	223	99	212	16	223
	All	3,643	230	3,459	209	6,121	236
Special Education							
Low	1	4,582	178	656	167	5,481	184
	2 & 3	46	174	23	174	63	179
	All	4,628	178	679	167	5,544	184
Low Average	1	1,027	202	244	180	1,210	207
	2 & 3	15	194	6	189	12	203
	All	1,042	202	250	180	1,222	207
Average	1	642	210	141	186	791	213
	2 & 3	5	209	3	200	7	215
	All	647	210	144	187	798	213
High Average	1	379	217	90	197	499	220
	2 & 3	3	213	1	209	5	219
	All	382	217	91	197	504	220
High	1	229	225	42	210	245	228
	2 & 3	-	-	-	-	1	218
	All	229	225	42	210	246	228

table continues

Appendix F, Table 3 (continued)

EOY Achievement Quintile	Tier	English Reading (N = 71,300)		Spanish Reading (N = 19,530)		Mathematics (N = 91,845)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	408	181	68	163	486	184
	2 & 3	11	180	1	136	12	183
	All	419	181	69	162	498	184
Low Average	1	198	201	37	172	227	207
	2 & 3	5	194	2	196	1	199
	All	203	201	39	173	228	207
Average	1	162	211	39	184	219	214
	2 & 3	2	206	1	207	2	208
	All	164	211	40	185	221	214
High Average	1	144	218	33	198	154	223
	2 & 3	5	215	3	207	2	222
	All	149	218	36	199	156	223
High	1	37	230	24	206	61	231
	2 & 3	-	-	1	223	-	-
	All	37	230	25	207	61	231
EBs							
Low	1	10,769	186	4,017	165	14,824	188
	2 & 3	111	178	382	171	438	183
	All	10,880	186	4,399	166	15,262	187
Low Average	1	5,363	210	3,211	177	9,675	207
	2 & 3	41	197	233	188	192	202
	All	5,404	209	3,444	178	9,867	207
Average	1	4,902	218	3,431	186	8,985	215
	2 & 3	29	204	191	197	158	212
	All	4,931	218	3,622	187	9,143	215
High Average	1	3,362	227	3,767	196	8,610	223
	2 & 3	14	219	176	203	86	218
	All	3,376	227	3,943	197	8,696	223
High	1	1,072	235	3,531	209	3,643	231
	2 & 3	4	222	107	212	9	226
	All	1,076	235	3,638	209	3,652	231
NonEBs							
Low	1	12,531	179	110	157	12,902	186
	2 & 3	667	175	2	171	337	182
	All	13,198	178	112	157	13,239	186
Low Average	1	7,905	199	64	170	8,357	207
	2 & 3	340	193	2	187	158	199
	All	8,245	199	66	171	8,515	207
Average	1	8,395	210	103	177	8,429	216
	2 & 3	221	204	3	196	108	211
	All	8,616	210	106	177	8,537	216
High Average	1	9,029	220	99	186	8,372	226
	2 & 3	128	212	3	200	66	214
	All	9,157	220	102	186	8,438	226
High	1	6,398	230	98	206	6,483	240
	2 & 3	19	222	-	-	13	224
	All	6,417	230	98	206	6,496	240

Source: District MAP data file, 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid RIT scores and tier assignment information available. Tier was defined as the highest tier assigned to 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 2021-22 may not be represented in this table. - = no students in this group.

Appendix G

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

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 G, Table 1 (continued)

BOY Achievement Quintile		English Reading (N = 70,295)		Spanish Reading (N = 20,827)		Mathematics (N = 92,853)	
Quintile	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	-	-
	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 G, 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
EBs							
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
NonEBs							
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 data file, 11/05/20 (BOY). District PEIMS snapshot demographic file, 10/30/20. Intervention data downloaded from PowerSchool on 06/29/21.

Note: - = no students in this group. 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 assigned to 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. - = no students in this group.

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

MOY 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 G, Table 2 (continued)

Appendix A, Table 2 (continued)

MOY 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
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 G, Table 2 (continued)

MOY 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
EBs							
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
NonEBs							
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 data file, 04/02/20 (MOY). District PEIMS snapshot demographic file, 10/30/20. Intervention data downloaded from PowerSchool on 06/29/21.

Note: - = no students in this group. 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 assigned to 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. - = no students in this group.

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

EOY 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 G, Table 3 (continued)

EOY 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
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 G, Table 3 (continued)

EOY 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	-	-
	All	124	219	65	196	212	220
High	1	55	221	68	207	106	238
	2 & 3	-	-	-	-	-	-
	All	55	221	68	207	106	238
EBs							
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
NonEBs							
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 data file, 06/23/20 (EOY). District PEIMS snapshot demographic file, 10/30/20. Intervention data downloaded from PowerSchool on 06/29/21.

Note: - = no students in this group. 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 assigned to 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. - = no students in this group.

Appendix H

Appendix H, Table 1: 2021-22 Dallas ISD MAP Reading (English Only) BOY to EOY Growth Quintiles by Student Group, BOY Achievement Quintile, and MTSS Tier

BOY to EOY Growth Quintile – Reading (English Only) (N = 66,400)												
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	17,887	6,257	35.0	2,937	16.4	2,480	13.9	2,432	13.6	3,781	21.1
	2 & 3	875	241	27.5	126	14.4	124	14.2	140	16.0	244	27.9
	All	18,762	6,498	34.6	3,063	16.3	2,604	13.9	2,572	13.7	4,025	21.5
Low Average	1	12,309	4,212	34.2	2,255	18.3	1,976	16.1	1,979	16.1	1,887	15.3
	2 & 3	336	84	25.0	57	17.0	59	17.6	62	18.5	74	22.0
	All	12,645	4,296	34.0	2,312	18.3	2,035	16.1	2,041	16.1	1,961	15.5
Average	1	13,183	4,164	31.6	2,680	20.3	2,662	20.2	2,175	16.5	1,502	11.4
	2 & 3	167	54	32.3	34	20.4	23	13.8	28	16.8	28	16.8
	All	13,350	4,218	31.6	2,714	20.3	2,685	20.1	2,203	16.5	1,530	11.5
High Average	1	13,065	3,475	26.6	3,049	23.3	2,804	21.5	2,450	18.8	1,287	9.9
	2 & 3	106	31	29.2	25	23.6	24	22.6	16	15.1	10	9.4
	All	13,171	3,506	26.6	3,074	23.3	2,828	21.5	2,466	18.7	1,297	9.8
High	1	8,448	1,852	21.9	2,029	24.0	2,044	24.2	1,772	21.0	751	8.9
	2 & 3	24	11	45.8	7	29.2	4	16.7	2	8.3	-	-
	All	8,472	1,863	22.0	2,036	24.0	2,048	24.2	1,774	20.9	751	8.9
Hispanic												
Low	1	11,970	4,202	35.1	1,952	16.3	1,635	13.7	1,626	13.6	2,555	21.3
	2 & 3	307	80	26.1	46	15.0	45	14.7	58	18.9	78	25.4
	All	12,277	4,282	34.9	1,998	16.3	1,680	13.7	1,684	13.7	2,633	21.4
Low Average	1	8,486	2,897	34.1	1,558	18.4	1,385	16.3	1,374	16.2	1,272	15.0
	2 & 3	138	31	22.5	23	16.7	31	22.5	26	18.8	27	19.6
	All	8,624	2,928	34.0	1,581	18.3	1,416	16.4	1,400	16.2	1,299	15.1
Average	1	9,272	2,892	31.2	1,955	21.1	1,904	20.5	1,539	16.6	982	10.6
	2 & 3	93	28	30.1	22	23.7	10	10.8	14	15.1	19	20.4
	All	9,365	2,920	31.2	1,977	21.1	1,914	20.4	1,553	16.6	1,001	10.7
High Average	1	8,929	2,449	27.4	2,143	24.0	1,930	21.6	1,633	18.3	774	8.7
	2 & 3	45	15	33.3	7	15.6	9	20.0	8	17.8	6	13.3
	All	8,974	2,464	27.5	2,150	24.0	1,939	21.6	1,641	18.3	780	8.7
High	1	3,982	961	24.1	967	24.3	970	24.4	785	19.7	299	7.5
	2 & 3	13	5	38.5	5	38.5	2	15.4	1	7.7	-	-
	All	3,995	966	24.2	972	24.3	972	24.3	786	19.7	299	7.5
African American												
Low	1	4,908	1,750	35.7	839	17.1	687	14.0	660	13.4	972	19.8
	2 & 3	524	150	28.6	73	13.9	76	14.5	72	13.7	153	29.2
	All	5,432	1,900	35.0	912	16.8	763	14.0	732	13.5	1,125	20.7
Low Average	1	3,071	1,101	35.9	564	18.4	498	16.2	467	15.2	441	14.4
	2 & 3	175	44	25.1	31	17.7	27	15.4	31	17.7	42	24.0
	All	3,246	1,145	35.3	595	18.3	525	16.2	498	15.3	483	14.9
Average	1	2,907	1,020	35.1	564	19.4	548	18.9	450	15.5	325	11.2
	2 & 3	66	24	36.4	10	15.2	11	16.7	13	19.7	8	12.1
	All	2,973	1,044	35.1	574	19.3	559	18.8	463	15.6	333	11.2
High Average	1	2,379	697	29.3	547	23.0	476	20.0	424	17.8	235	9.9
	2 & 3	49	14	28.6	13	26.5	13	26.5	5	10.2	4	8.2
	All	2,428	711	29.3	560	23.1	489	20.1	429	17.7	239	9.8
High	1	1,272	353	27.8	309	24.3	290	22.8	224	17.6	96	7.5
	2 & 3	10	6	60.0	1	10.0	2	20.0	1	10.0	-	-
	All	1,282	359	28.0	310	24.2	292	22.8	225	17.6	96	7.5

table continues

Appendix H, Table 1 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 66,400)												
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	452	126	27.9	67	14.8	71	15.7	60	13.3	128	28.3
	2 & 3	13	4	30.8	2	15.4	2	15.4	2	15.4	3	23.1
	All	465	130	28.0	69	14.8	73	15.7	62	13.3	131	28.2
Low Average	1	383	97	25.3	69	18.0	42	11.0	71	18.5	104	27.2
	2 & 3	4	1	25.0	2	50.0	-	-	-	-	1	25.0
	All	387	98	25.3	71	18.3	42	10.9	71	18.3	105	27.1
Average	1	603	143	23.7	104	17.2	115	19.1	109	18.1	132	21.9
	2 & 3	3	-	-	-	-	2	66.7	1	33.3	-	-
	All	606	143	23.6	104	17.2	117	19.3	110	18.2	132	21.8
High Average	1	1,185	225	19.0	236	19.9	263	22.2	264	22.3	197	16.6
	2 & 3	6	-	-	2	33.3	2	33.3	2	33.3	-	-
	All	1,191	225	18.9	238	20.0	265	22.3	266	22.3	197	16.5
High	1	2,372	397	16.7	538	22.7	611	25.8	552	23.3	274	11.6
	2 & 3	1	-	-	1	100.0	-	-	-	-	-	-
	All	2,373	397	16.7	539	22.7	611	25.7	552	23.3	274	11.5
Economically Disadvantaged												
Low	1	15,960	5,625	35.2	2,642	16.6	2,216	13.9	2,156	13.5	3,321	20.8
	2 & 3	834	232	27.8	122	14.6	119	14.3	130	15.6	231	27.7
	All	16,794	5,857	34.9	2,764	16.5	2,335	13.9	2,286	13.6	3,552	21.2
Low Average	1	10,631	3,703	34.8	1,987	18.7	1,709	16.1	1,694	15.9	1,538	14.5
	2 & 3	319	83	26.0	53	16.6	55	17.2	61	19.1	67	21.0
	All	10,950	3,786	34.6	2,040	18.6	1,764	16.1	1,755	16.0	1,605	14.7
Average	1	10,951	3,537	32.3	2,251	20.6	2,219	20.3	1,764	16.1	1,180	10.8
	2 & 3	152	49	32.2	29	19.1	23	15.1	26	17.1	25	16.4
	All	11,103	3,586	32.3	2,280	20.5	2,242	20.2	1,790	16.1	1,205	10.9
High Average	1	9,694	2,753	28.4	2,321	23.9	2,045	21.1	1,738	17.9	837	8.6
	2 & 3	91	25	27.5	23	25.3	20	22.0	14	15.4	9	9.9
	All	9,785	2,778	28.4	2,344	24.0	2,065	21.1	1,752	17.9	846	8.6
High	1	4,147	1,089	26.3	1,024	24.7	987	23.8	748	18.0	299	7.2
	2 & 3	21	10	47.6	5	23.8	4	19.0	2	9.5	0	0.0
	All	4,168	1,099	26.4	1,029	24.7	991	23.8	750	18.0	299	7.2
Special Education												
Low	1	3,834	1,604	41.8	684	17.8	503	13.1	467	12.2	576	15.0
	2 & 3	35	21	60.0	6	17.1	-	-	3	8.6	5	14.3
	All	3,869	1,625	42.0	690	17.8	503	13.0	470	12.1	581	15.0
Low Average	1	1,055	474	44.9	170	16.1	137	13.0	139	13.2	135	12.8
	2 & 3	16	8	50.0	2	12.5	1	6.3	2	12.5	3	18.8
	All	1,071	482	45.0	172	16.1	138	12.9	141	13.2	138	12.9
Average	1	638	252	39.5	135	21.2	118	18.5	83	13.0	50	7.8
	2 & 3	9	6	66.7	2	22.2	1	11.1	-	-	-	-
	All	647	258	39.9	137	21.2	119	18.4	83	12.8	50	7.7
High Average	1	428	141	32.9	96	22.4	72	16.8	73	17.1	46	10.7
	2 & 3	3	-	-	1	33.3	0	0.0	2	66.7	-	-
	All	431	141	32.7	97	22.5	72	16.7	75	17.4	46	10.7
High	1	251	77	30.7	59	23.5	54	21.5	40	15.9	21	8.4
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	251	77	30.7	59	23.5	54	21.5	40	15.9	21	8.4

table continues

Appendix H, Table 1 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 66,400)												
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	295	101	34.2	57	19.3	39	13.2	33	11.2	65	22.0
	2 & 3	9	1	11.1	2	22.2	1	11.1	3	33.3	2	22.2
	All	304	102	33.6	59	19.4	40	13.2	36	11.8	67	22.0
Low Average	1	175	73	41.7	21	12.0	31	17.7	24	13.7	26	14.9
	2 & 3	6	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7
	All	181	74	40.9	23	12.7	32	17.7	25	13.8	27	14.9
Average	1	152	50	32.9	36	23.7	25	16.4	25	16.4	16	10.5
	2 & 3	3	2	66.7	-	-	-	-	-	-	1	33.3
	All	155	52	33.5	36	23.2	25	16.1	25	16.1	17	11.0
High Average	1	128	43	33.6	36	28.1	21	16.4	16	12.5	12	9.4
	2 & 3	4	1	25.0	1	25.0	2	50.0	-	-	-	-
	All	132	44	33.3	37	28.0	23	17.4	16	12.1	12	9.1
High	1	50	16	32.0	11	22.0	12	24.0	6	12.0	5	10.0
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	50	16	32.0	11	22.0	12	24.0	6	12.0	5	10.0
EBs												
Low	1	8,318	2,994	36.0	1,356	16.3	1,149	13.8	1,139	13.7	1,680	20.2
	2 & 3	97	32	33.0	18	18.6	18	18.6	12	12.4	17	17.5
	All	8,415	3,026	36.0	1,374	16.3	1,167	13.9	1,151	13.7	1,697	20.2
Low Average	1	5,119	1,868	36.5	962	18.8	808	15.8	787	15.4	694	13.6
	2 & 3	41	11	26.8	4	9.8	7	17.1	11	26.8	8	19.5
	All	5,160	1,879	36.4	966	18.7	815	15.8	798	15.5	702	13.6
Average	1	5,066	1,708	33.7	1,090	21.5	1,044	20.6	752	14.8	472	9.3
	2 & 3	28	11	39.3	6	21.4	4	14.3	2	7.1	5	17.9
	All	5,094	1,719	33.7	1,096	21.5	1,048	20.6	754	14.8	477	9.4
High Average	1	3,984	1,201	30.1	985	24.7	792	19.9	674	16.9	332	8.3
	2 & 3	11	3	27.3	2	18.2	-	-	4	36.4	2	18.2
	All	3,995	1,204	30.1	987	24.7	792	19.8	678	17.0	334	8.4
High	1	1,151	311	27.0	284	24.7	286	24.8	201	17.5	69	6.0
	2 & 3	3	2	66.7	-	-	-	-	1	33.3	-	-
	All	1,154	313	27.1	284	24.6	286	24.8	202	17.5	69	6.0

table continues

Appendix H, Table 1 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 66,400)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
NonEBs												
Low	1	9,569	3,263	34.1	1,581	16.5	1,331	13.9	1,293	13.5	2,101	22.0
	2 & 3	778	209	26.9	108	13.9	106	13.6	128	16.5	227	29.2
	All	10,347	3,472	33.6	1,689	16.3	1,437	13.9	1,421	13.7	2,328	22.5
Low Average	1	7,190	2,344	32.6	1,293	18.0	1,168	16.2	1,192	16.6	1,193	16.6
	2 & 3	295	73	24.7	53	18.0	52	17.6	51	17.3	66	22.4
	All	7,485	2,417	32.3	1,346	18.0	1,220	16.3	1,243	16.6	1,259	16.8
Average	1	8,117	2,456	30.3	1,590	19.6	1,618	19.9	1,423	17.5	1,030	12.7
	2 & 3	139	43	30.9	28	20.1	19	13.7	26	18.7	23	16.5
	All	8,256	2,499	30.3	1,618	19.6	1,637	19.8	1,449	17.6	1,053	12.8
High Average	1	9,081	2,274	25.0	2,064	22.7	2,012	22.2	1,776	19.6	955	10.5
	2 & 3	95	28	29.5	23	24.2	24	25.3	12	12.6	8	8.4
	All	9,176	2,302	25.1	2,087	22.7	2,036	22.2	1,788	19.5	963	10.5
High	1	7,297	1,541	21.1	1,745	23.9	1,758	24.1	1,571	21.5	682	9.3
	2 & 3	21	9	42.9	7	33.3	4	19.0	1	4.8	-	-
	All	7,318	1,550	21.2	1,752	23.9	1,762	24.1	1,572	21.5	682	9.3

Source: District BOY and EOY MAP data files, 10/07/21 (BOY) and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid MAP scores. Tier was defined as the highest tier assigned to 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 2021-22 may not be represented in this table. Percentages may not sum to 100 because of rounding. MAP reading data do not include Spanish-language version results because of the unavailability of national norms. - = no students in this group.

Appendix H, Table 2: 2021-22 Dallas ISD MAP Mathematics BOY to EOY Growth Quintiles Rates by Student Group, BOY Achievement Quintile, and MTSS Tier

BOY to EOY Growth Quintile – Mathematics (N = 86,809)												
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	23,743	6,883	29.0	4,187	17.6	3,736	15.7	3,434	14.5	5,503	23.2
	2 & 3	800	220	27.5	151	18.9	135	16.9	110	13.8	184	23.0
	All	24,543	7,103	28.9	4,338	17.7	3,871	15.8	3,544	14.4	5,687	23.2
Low Average	1	17,853	4,905	27.5	3,314	18.6	3,124	17.5	2,819	15.8	3,691	20.7
	2 & 3	407	91	22.4	66	16.2	73	17.9	80	19.7	97	23.8
	All	18,260	4,996	27.4	3,380	18.5	3,197	17.5	2,899	15.9	3,788	20.7
Average	1	17,145	4,533	26.4	3,472	20.3	3,194	18.6	2,948	17.2	2,998	17.5
	2 & 3	194	40	20.6	44	22.7	37	19.1	42	21.6	31	16.0
	All	17,339	4,573	26.4	3,516	20.3	3,231	18.6	2,990	17.2	3,029	17.5
High Average	1	15,889	4,106	25.8	3,231	20.3	3,400	21.4	2,972	18.7	2,180	13.7
	2 & 3	85	20	23.5	13	15.3	24	28.2	19	22.4	9	10.6
	All	15,974	4,126	25.8	3,244	20.3	3,424	21.4	2,991	18.7	2,189	13.7
High	1	10,674	2,747	25.7	2,657	24.9	2,373	22.2	1,778	16.7	1,119	10.5
	2 & 3	19	6	31.6	3	15.8	8	42.1	2	10.5	-	-
	All	10,693	2,753	25.7	2,660	24.9	2,381	22.3	1,780	16.6	1,119	10.5
Hispanic												
Low	1	16,926	4,792	28.3	2,943	17.4	2,646	15.6	2,485	14.7	4,060	24.0
	2 & 3	575	141	24.5	112	19.5	97	16.9	80	13.9	145	25.2
	All	17,501	4,933	28.2	3,055	17.5	2,743	15.7	2,565	14.7	4,205	24.0
Low Average	1	13,444	3,658	27.2	2,499	18.6	2,371	17.6	2,118	15.8	2,798	20.8
	2 & 3	316	70	22.2	49	15.5	50	15.8	65	20.6	82	25.9
	All	13,760	3,728	27.1	2,548	18.5	2,421	17.6	2,183	15.9	2,880	20.9
Average	1	13,346	3,442	25.8	2,706	20.3	2,489	18.6	2,336	17.5	2,373	17.8
	2 & 3	148	27	18.2	34	23.0	28	18.9	34	23.0	25	16.9
	All	13,494	3,469	25.7	2,740	20.3	2,517	18.7	2,370	17.6	2,398	17.8
High Average	1	12,293	3,169	25.8	2,490	20.3	2,623	21.3	2,314	18.8	1,697	13.8
	2 & 3	60	13	21.7	8	13.3	16	26.7	16	26.7	7	11.7
	All	12,353	3,182	25.8	2,498	20.2	2,639	21.4	2,330	18.9	1,704	13.8
High	1	6,586	1,772	26.9	1,622	24.6	1,459	22.2	1,052	16.0	681	10.3
	2 & 3	13	4	30.8	3	23.1	5	38.5	1	7.7	-	-
	All	6,599	1,776	26.9	1,625	24.6	1,464	22.2	1,053	16.0	681	10.3
African American												
Low	1	5,785	1,814	31.4	1,061	18.3	936	16.2	792	13.7	1,182	20.4
	2 & 3	188	72	38.3	29	15.4	31	16.5	23	12.2	33	17.6
	All	5,973	1,886	31.6	1,090	18.2	967	16.2	815	13.6	1,215	20.3
Low Average	1	3,539	1,053	29.8	648	18.3	600	17.0	555	15.7	683	19.3
	2 & 3	80	18	22.5	17	21.3	20	25.0	12	15.0	13	16.3
	All	3,619	1,071	29.6	665	18.4	620	17.1	567	15.7	696	19.2
Average	1	2,706	834	30.8	581	21.5	508	18.8	413	15.3	370	13.7
	2 & 3	41	12	29.3	9	22.0	8	19.5	7	17.1	5	12.2
	All	2,747	846	30.8	590	21.5	516	18.8	420	15.3	375	13.7
High Average	1	1,859	569	30.6	407	21.9	384	20.7	289	15.5	210	11.3
	2 & 3	21	6	28.6	2	9.5	8	38.1	3	14.3	2	9.5
	All	1,880	575	30.6	409	21.8	392	20.9	292	15.5	212	11.3
High	1	926	318	34.3	228	24.6	174	18.8	141	15.2	65	7.0
	2 & 3	4	2	50.0	-	-	2	50.0	-	-	-	-
	All	930	320	34.4	228	24.5	176	18.9	141	15.2	65	7.0

table continues

Appendix H, Table 2 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 86,809)												
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	451	101	22.4	85	18.8	79	17.5	74	16.4	112	24.8
	2 & 3	11	2	18.2	2	18.2	2	18.2	4	36.4	1	9.1
	All	462	103	22.3	87	18.8	81	17.5	78	16.9	113	24.5
Low Average	1	464	100	21.6	81	17.5	91	19.6	78	16.8	114	24.6
	2 & 3	3	-	-	-	-	-	-	1	33.3	2	66.7
	All	467	100	21.4	81	17.3	91	19.5	79	16.9	116	24.8
Average	1	661	152	23.0	104	15.7	116	17.5	128	19.4	161	24.4
	2 & 3	4	0	0.0	1	25.0	1	25.0	1	25.0	1	25.0
	All	665	152	22.9	105	15.8	117	17.6	129	19.4	162	24.4
High Average	1	1,207	252	20.9	226	18.7	278	23.0	261	21.6	190	15.7
	2 & 3	4	1	25.0	3	75.0	-	-	-	-	-	-
	All	1,211	253	20.9	229	18.9	278	23.0	261	21.6	190	15.7
High	1	2,325	494	21.2	602	25.9	560	24.1	422	18.2	247	10.6
	2 & 3	1	-	-	-	-	1	100.0	-	-	-	-
	All	2,326	494	21.2	602	25.9	561	24.1	422	18.1	247	10.6
Economically Disadvantaged												
Low	1	21,730	6,339	29.2	3,842	17.7	3,439	15.8	3,137	14.4	4,973	22.9
	2 & 3	749	209	27.9	141	18.8	127	17.0	99	13.2	173	23.1
	All	22,479	6,548	29.1	3,983	17.7	3,566	15.9	3,236	14.4	5,146	22.9
Low Average	1	15,819	4,406	27.9	2,967	18.8	2,737	17.3	2,493	15.8	3,216	20.3
	2 & 3	381	87	22.8	64	16.8	67	17.6	74	19.4	89	23.4
	All	16,200	4,493	27.7	3,031	18.7	2,804	17.3	2,567	15.8	3,305	20.4
Average	1	14,495	3,881	26.8	2,961	20.4	2,676	18.5	2,461	17.0	2,516	17.4
	2 & 3	180	39	21.7	41	22.8	34	18.9	39	21.7	27	15.0
	All	14,675	3,920	26.7	3,002	20.5	2,710	18.5	2,500	17.0	2,543	17.3
High Average	1	12,510	3,333	26.6	2,562	20.5	2,713	21.7	2,244	17.9	1,658	13.3
	2 & 3	77	19	24.7	11	14.3	21	27.3	18	23.4	8	10.4
	All	12,587	3,352	26.6	2,573	20.4	2,734	21.7	2,262	18.0	1,666	13.2
High	1	6,243	1,752	28.1	1,529	24.5	1,354	21.7	1,000	16.0	608	9.7
	2 & 3	14	5	35.7	2	14.3	5	35.7	2	14.3	-	-
	All	6,257	1,757	28.1	1,531	24.5	1,359	21.7	1,002	16.0	608	9.7
Special Education												
Low	1	4,856	1,797	37.0	894	18.4	742	15.3	608	12.5	815	16.8
	2 & 3	55	26	47.3	9	16.4	12	21.8	2	3.6	6	10.9
	All	4,911	1,823	37.1	903	18.4	754	15.4	610	12.4	821	16.7
Low Average	1	1,280	464	36.3	216	16.9	214	16.7	158	12.3	228	17.8
	2 & 3	21	6	28.6	3	14.3	5	23.8	2	9.5	5	23.8
	All	1,301	470	36.1	219	16.8	219	16.8	160	12.3	233	17.9
Average	1	720	232	32.2	139	19.3	143	19.9	103	14.3	103	14.3
	2 & 3	5	3	60.0	1	20.0	-	-	-	-	1	20.0
	All	725	235	32.4	140	19.3	143	19.7	103	14.2	104	14.3
High Average	1	442	142	32.1	91	20.6	94	21.3	70	15.8	45	10.2
	2 & 3	2	-	-	-	-	1	50.0	-	-	1	50.0
	All	444	142	32.0	91	20.5	95	21.4	70	15.8	46	10.4
High	1	293	103	35.2	62	21.2	61	20.8	43	14.7	24	8.2
	2 & 3	1	-	-	-	-	1	100.0	-	-	-	-
	All	294	103	35.0	62	21.1	62	21.1	43	14.6	24	8.2

table continues

Appendix H, Table 2 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 86,809)												
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	378	111	29.4	75	19.8	49	13.0	50	13.2	93	24.6
	2 & 3	13	4	30.8	2	15.4	4	30.8	1	7.7	2	15.4
	All	391	115	29.4	77	19.7	53	13.6	51	13.0	95	24.3
Low Average	1	228	64	28.1	39	17.1	31	13.6	41	18.0	53	23.2
	2 & 3	3	1	33.3	-	-	-	-	-	-	2	66.7
	All	231	65	28.1	39	16.9	31	13.4	41	17.7	55	23.8
Average	1	181	57	31.5	32	17.7	36	19.9	32	17.7	24	13.3
	2 & 3	1	0	0.0	0	0.0	0	0.0	1	100.0	-	-
	All	182	57	31.3	32	17.6	36	19.8	33	18.1	24	13.2
High Average	1	134	34	25.4	17	12.7	33	24.6	30	22.4	20	14.9
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	134	34	25.4	17	12.7	33	24.6	30	22.4	20	14.9
High	1	53	18	34.0	15	28.3	10	18.9	5	9.4	5	9.4
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	53	18	34.0	15	28.3	10	18.9	5	9.4	5	9.4
EBs												
Low	1	13,126	3,619	27.6	2,226	17.0	2,051	15.6	1,949	14.8	3,281	25.0
	2 & 3	452	114	25.2	91	20.1	72	15.9	59	13.1	116	25.7
	All	13,578	3,733	27.5	2,317	17.1	2,123	15.6	2,008	14.8	3,397	25.0
Low Average	1	9,766	2,660	27.2	1,807	18.5	1,709	17.5	1,546	15.8	2,044	20.9
	2 & 3	241	52	21.6	33	13.7	43	17.8	52	21.6	61	25.3
	All	10,007	2,712	27.1	1,840	18.4	1,752	17.5	1,598	16.0	2,105	21.0
Average	1	9,088	2,353	25.9	1,778	19.6	1,670	18.4	1,574	17.3	1,713	18.8
	2 & 3	108	17	15.7	27	25.0	22	20.4	25	23.1	17	15.7
	All	9,196	2,370	25.8	1,805	19.6	1,692	18.4	1,599	17.4	1,730	18.8
High Average	1	7,915	2,093	26.4	1,585	20.0	1,704	21.5	1,470	18.6	1,063	13.4
	2 & 3	39	8	20.5	7	17.9	8	20.5	11	28.2	5	12.8
	All	7,954	2,101	26.4	1,592	20.0	1,712	21.5	1,481	18.6	1,068	13.4
High	1	3,695	1,058	28.6	952	25.8	850	23.0	526	14.2	309	8.4
	2 & 3	9	4	44.4	1	11.1	3	33.3	1	11.1	-	-
	All	3,704	1,062	28.7	953	25.7	853	23.0	527	14.2	309	8.3

table continues

Appendix H, Table 2 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 86,809)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
NonEBs												
Low	1	10,617	3,264	30.7	1,961	18.5	1,685	15.9	1,485	14.0	2,222	20.9
	2 & 3	348	106	30.5	60	17.2	63	18.1	51	14.7	68	19.5
	All	10,965	3,370	30.7	2,021	18.4	1,748	15.9	1,536	14.0	2,290	20.9
Low Average	1	8,087	2,245	27.8	1,507	18.6	1,415	17.5	1,273	15.7	1,647	20.4
	2 & 3	166	39	23.5	33	19.9	30	18.1	28	16.9	36	21.7
	All	8,253	2,284	27.7	1,540	18.7	1,445	17.5	1,301	15.8	1,683	20.4
Average	1	8,057	2,180	27.1	1,694	21.0	1,524	18.9	1,374	17.1	1,285	15.9
	2 & 3	86	23	26.7	17	19.8	15	17.4	17	19.8	14	16.3
	All	8,143	2,203	27.1	1,711	21.0	1,539	18.9	1,391	17.1	1,299	16.0
High Average	1	7,974	2,013	25.2	1,646	20.6	1,696	21.3	1,502	18.8	1,117	14.0
	2 & 3	46	12	26.1	6	13.0	16	34.8	8	17.4	4	8.7
	All	8,020	2,025	25.2	1,652	20.6	1,712	21.3	1,510	18.8	1,121	14.0
High	1	6,979	1,689	24.2	1,705	24.4	1,523	21.8	1,252	17.9	810	11.6
	2 & 3	10	2	20.0	2	20.0	5	50.0	1	10.0	-	-
	All	6,989	1,691	24.2	1,707	24.4	1,528	21.9	1,253	17.9	810	11.6

Source: District BOY and EOY MAP data files, 10/07/21 (BOY) and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 who also had valid MAP scores. Tier was defined as the highest tier assigned to 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 2021-22 may not be represented in this table. Percentages may not sum to 100 because of rounding. - = no students in this group.

Appendix I

Appendix I: 2021-22 Dallas ISD Rates of Students Meeting BOY, MOY, and EOY MAP RIT Score Thresholds for Spanish Reading by Student Group and MTSS Tier

Tier	BOY (N = 20,609)		MOY (N = 19,497)		EOY (N = 19,530)	
	n	Met %	n	Met %	n	Met %
District						
1	12,018	61.8	10,964	59.7	11,029	59.8
2 & 3	474	40.2	435	38.8	480	43.7
All	12,492	60.6	11,399	58.5	11,509	58.9
Hispanic						
1	11,871	61.9	10,820	59.6	10,917	59.9
2 & 3	470	40.2	432	38.9	477	43.7
All	12,341	60.6	11,252	58.4	11,394	59.0
African American						
1	10	66.7	6	35.3	4	44.4
2 & 3	-	-	-	-	-	-
All	10	66.7	6	35.3	4	44.4
White						
1	100	63.7	100	64.9	78	60.9
2 & 3	4	66.7	3	50.0	3	60.0
All	104	63.8	103	64.4	81	60.9
Economically Disadvantaged						
1	11,202	61.5	10,186	59.2	10,299	59.5
2 & 3	445	40.4	411	39.1	451	43.8
All	11,647	60.3	10,597	58.1	10,750	58.6
Special Education						
1	364	27.6	263	22.0	273	23.3
2 & 3	7	18.4	7	21.9	4	12.1
All	371	27.3	270	22.0	277	23.0
Homeless						
1	101	53.7	92	46.2	96	47.8
2 & 3	7	77.8	3	33.3	5	62.5
All	108	54.8	95	45.7	101	48.3
EBs						
1	11,662	61.7	10,630	59.6	10,729	59.7
2 & 3	468	40.1	430	38.9	474	43.5
All	12,130	60.4	11,060	58.4	11,203	58.8
NonEBs						
1	356	69.1	334	60.9	300	63.3
2 & 3	6	54.5	5	35.7	6	60.0
All	362	68.8	339	60.3	306	63.2

Source: District MAP data files, 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY). District PEIMS snapshot demographic file, 11/01/21. Intervention data downloaded from PowerSchool on 07/11/22.

Note: NWEA was able to provide threshold scores for up to grade six. Includes data for students enrolled on the PEIMS snapshot date of 11/01/21 with valid RIT scores. Met % = percentage scoring above the 40th percentile relative to norms that NWEA provided.

Appendix J

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

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	-	-	-	-	-	-
All	4	22.2	7	38.9	4	20.0
White						
1	65	59.6	78	62.9	59	59.0
2 & 3	-	-	-	-	-	-
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
EBs						
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
NonEBs						
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 data files, 11/05/20 (BOY), 04/02/20 (MOY), and 06/23/21 (EOY). District PEIMS snapshot demographic file, 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 % = percentage scoring above the 40th percentile relative to norms that NWEA provided.