

2022-23

Evaluation of the Multi-Tiered Systems of Support Framework

DEPARTMENT OF EVALUATION AND ASSESSMENT

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



2022-23

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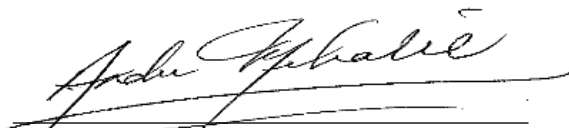
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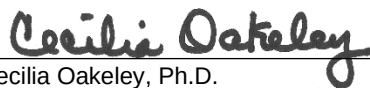
Joohee G. Kim, M.A., Evaluation Analyst II



C. Elizabeth Watson, M.P.A.
Manager, Program Evaluation



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



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

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H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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2022-23

Evaluation of the Multi-Tiered Systems of Support Framework

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

Supported by \$577,626 in Title II funding (same amount from 2021-22), the Multi-Tiered Systems of Support (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 2022-23 include the following:



MTSS department staff members and lead reading interventionists noted challenges with the PowerSchool platform, the need for school leadership support and training, and time constraints for effective implementation of the MTSS program (page 10).



Less than 80 percent of the survey respondents either agreed or strongly agreed that they are proficient with implementing the MTSS framework to support students who struggle academically, therefore, the workscope goal was not met (page 15).



Respondents most often expressed their preference for comprehensive MTSS trainings for teachers and administrators to be conducted on-site or in-person. This was followed by their desire for an enhanced user-friendly MTSS system and additional direct support (page 17).



Compared to 2021-22, more Tier 2/Tier 3 plans were created in PowerSchool, while fewer Tier 2 plans and more Tier 3 plans were partially implemented and monitored (page 23).



In English reading and mathematics, Tier 2 and Tier 3 students displayed lower mean RIT scores compared to Tier 1 students; however, they showcased greater gains from BOY to EOY, excluding the high achievers. Similarly, Tier 2 and Tier 3 students in the lowest achievement quintiles at BOY exceeded BOY to EOY MAP targets more frequently than Tier 1 students (pages 27, 29).



Tier 2 and Tier 3 students consistently outperformed Tier 1 in Spanish reading across MAP administrations. Their BOY to EOY gains closely matched Tier 1. Over the past two years, Tier 2 and Tier 3 students have shown a steady rise in meeting the Spanish reading threshold across all assessment windows (pages 27, 31).

Recommendations

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

Despite an increase in the creation of Tier 2 and Tier 3 plans within the PowerSchool MTSS Intervention Module, implementation and monitoring rates for these plans were reported at 42 percent and 54 percent, respectively. This aligns with survey responses indicating that 36 to 47 percent of participants frequently or very frequently implemented MTSS elements. Therefore, it is crucial for MTSS program staff members to provide training with particular focus on implementation of Tier 2 and Tier 3 interventions and monitoring.

Continue monitoring *MAP Growth* progress among Tier 2 and Tier 3 students. In 2022-23, Tier 2 and Tier 3 students in the two lowest performing achievement quintiles at BOY exhibited either comparable growth (<5% difference) or even more substantial growth from BOY to EOY in both English reading and mathematics, when compared to Tier 1 students in the same quintiles. Such findings underscore the positive impact of the MTSS program's additional tiered support on students with significant needs, as evidenced by their *MAP Growth* scores. Therefore, stakeholders should refine the assignment of Tier 2 and Tier 3 plans to ensure that an increasing number of students facing academic challenges receive the essential additional support and benefit from the interventions.

Enhance the frequency of comprehensive on-campus training. Survey participants have emphasized the need for ongoing MTSS training sessions throughout the year, coupled with on-site support and detailed guidelines for effective MTSS implementation. Notably, participants who engaged in two or more training sessions reported higher usefulness ratings for MTSS training compared to those who attended only one session, suggesting that greater exposure to the content beyond a single training session increased its perceived value. Respondents also highlighted concerns about the user-friendliness of MTSS tools and the need for more practical guidance and support. To enhance the learning process, stakeholders could benefit from more opportunities for hands-on experience with the MTSS platform, access to additional resources during training (such as sample intervention plans), and increased availability of on-site support from MTSS staff members. Additionally, to enhance user satisfaction, it is advisable to offer comprehensive trainings that guide users through the PowerSchool module's functionalities, addressing concerns around user-friendliness and efficiency, including streamlining the module's interface to make it more intuitive and less complex for users to navigate.

2022-23

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PROGRAM BACKGROUND¹

The goal of the Multi-Tiered Systems of Support (MTSS²) 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).

Beginning in 2019-20, the Dallas Independent School District (ISD) began using the *Measures of Academic Progress (MAP) Growth* Reading and Mathematics assessments as universal screeners to measure academic achievement and growth over time. Beginning in 2020-21 these nationally normed, standardized computer adaptive³ achievement tests were administered at the beginning-, middle-, and end-of-year (BOY, MOY, and EOY, respectively).⁴ The MAP assessments are used by MTSS to strengthen Tier 1 instruction and are partial determinants of which tier of support each student receives.⁵ Specific interventions provided to each student are aligned with individual MAP data. Progress monitoring is also used to inform Student Support Team (SST)⁶ decisions about whether to provide more or less intensive tier interventions.

To help mitigate learning loss and support students after the COVID-19 pandemic, the district offered three different school calendars in 2022-23 (School-Day Redesign, Intersession, and

¹ Portions of this report were adapted from Kim (2022).

² For a list of all acronyms and abbreviations used in this evaluation, see Appendix A.

³ 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.

⁴ 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. In 2021-22, MAP was administered to students in grades one to 11; in 2022-23, MAP was administered to students in grades one to nine (Kinder also at EOY).

⁵ 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.

⁶ The SST is a decision-making team that is convened to discuss at-risk students with academic and/or behavioral interventions in the general education setting. Additional information on SST can be found in Dallas ISD board policy manual at <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=361&code=FFE>

Base/Traditional) and other supports.⁷ *Because of these variations in instructional time and support activities, all results should be reviewed with caution.*

PROGRAM DESCRIPTION

The sections below include the MTSS Program components, people, budget, and program goals. For all methodology, see Appendix B.

Program Components

One of the core features of the MTSS framework is having the support systems in place to maximize implementation fidelity by fostering team-based coordination and offering adequate professional development (PD) opportunities (Freeman et al., 2017). 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,⁸ language,⁹ and/or engagement.¹⁰ 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,¹¹ 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.¹² 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. Students who continue to struggle in Tier 3 are referred by the campus SST for specialized services outside MTSS.

Program Staff

During the 2022-23 school year, the administration of the Dallas ISD MTSS framework was supported by one program director, two coordinators, and one data analyst. Under the leadership of the program director, the coordinators provided guidance and professional development to SST chairs, managed the PowerSchool MTSS Intervention Module, developed intervention resources, and offered staff professional development on MTSS, including documenting interventions, SST, and *MAP Growth* and *MAP Reading Fluency*. Additionally, the coordinators collaborated with departments and regions to support

⁷ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/essser>.

⁸ Academics includes issues related to reading and mathematics.

⁹ Language includes issues related to listening, speaking, reading, and writing across all content areas.

¹⁰ Engagement includes issues related to academic disengagement, aggression, attendance, bullying, disruption to the classroom environment, and personally destructive behavior.

¹¹ Students receiving specialized services (e.g., special education and dyslexia) also receive Tier 1 support.

¹² Universal screening is the process of assessing all students to identify those who exhibit lower than expected academic outcomes.

student success and provide targeted professional development on MTSS components. During testing windows, their focus shifted to district-wide support for *MAP Growth* and *MAP Reading Fluency* assessments to ensure timely completion. The data analyst worked collaboratively with the other MTSS staff members to identify the relevant data needed to track student progress throughout the year and utilized *MAP Growth*, *MAP Reading Fluency*, and student intervention data to generate information that supports the professional development goals and data requirements of multiple departments.

The MTSS department also directly supported four lead reading interventionists. The lead reading interventionists provided Tier 3 reading interventions to struggling students through pull-out sessions, targeting phonics, fluency, and comprehension skills. In addition, they assumed leadership roles by supporting and coaching a team of interventionists, visiting and providing feedback on lessons, and acting as a liaison between other interventionists and relevant information or resources. They collaborated closely with multiple campuses, administrators, and teachers to ensure effective support for students.

Budget

The 2022-23 budget for the MTSS program totaled \$577,626 in Title II funding, the same amount as in 2021-22.

Program Goals

The 2022-23 Title II, Part A Project Workscope outlined the long-term objective for the Dallas ISD MTSS framework as utilizing universal screening and other data to identify students who are at risk of poor learning outcomes and implementing targeted research-based interventions that are monitored for progress within the district platform. Moreover, the MTSS department had set two primary goals to accomplish during 2022-23:

1. Eighty percent or more of staff who attend PD sessions will be proficient with implementing the MTSS framework. (Goal was not met¹³; see page 15 for more details).
2. Progress monitoring of intervention plans will increase from 33 percent to 45 percent by June 2023. (Goal was not met; see page 26 for more details).

¹³ The goal was not met based on the survey responses administered by Evaluation and Assessment.

EVALUATION QUESTIONS AND RESULTS

EQ1: How was MTSS implemented in 2022-23?

Key findings from this section:



In an open-ended survey item, MTSS department staff members and lead reading interventionists identified challenges with the MTSS program as difficulties with the PowerSchool platform, the need for school leadership support and accountability, time constraints, scheduling challenges, and the necessity for comprehensive training.



Between July 19, 2022, and June 1, 2023, 2,661 Dallas ISD staff members attended one or more MTSS-related trainings. The most frequently attended workshops were related to *MAP* (34 sessions; 1,841 participants).

MTSS program personnel provided central staff members with information on the purposes of the intervention framework, the alignment between quality instruction and intervention, addressing language and social-emotional factors, and using instructional practices to support students who struggle academically through year-round PD and resources. Furthermore, MTSS program staff members provided tiered virtual or on-campus PD for teachers at schools performing significantly below expectations as defined by School Performance Framework, responded to questions from campus staff members, and provided additional training activities on an ad hoc basis, as requested.

The MTSS department also worked with Racial Equity Office to serve students with reading difficulties using 32 reading interventionists.¹⁴ A total of 855 students in grades one to five across 19 high priority elementary campuses were served in 2022-23. 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. More details regarding the impact of MTSS reading interventions can be found in Kim (2023).

Program Staff Members Survey

The MTSS department staff members and lead reading interventionists participated in an open-ended survey to share their perceptions on the implementation of MTSS in the 2022-23. Out of the eight staff members invited, seven completed the survey. When asked about the MTSS department's greatest strength, the most common theme identified by the staff members was collaboration and flexibility. Reading interventionists specifically mentioned targeted interventions and data-driven decision-making as perceived strengths.

The program's greatest strengths are its flexibility, departmental collaboration, and embracement of transitions. It [is] also instrumental in driving student outcomes. [Staff member]

¹⁴ In addition to the 20 MTSS interventionist recruited in 2021-22, the MTSS Department hired 12 additional interventionists in 2022-23 to serve more students in need.

...By allowing us to determine where [the students'] deficits are using data, we then can use our own expertise to determine what interventions would have the greatest impact and the students are showing tremendous growth. [Lead reading interventionist]

Survey respondents also highlighted several challenges within the MTSS program. Several staff members reported that one significant challenge lies in the PowerSchool platform, utilized for documenting interventions, which poses difficulties for teachers and staff members when navigating the platform. To address this challenge, one staff member proposed “*investing in a platform that is more versatile and easier for staff to use than the current system.*” The staff member added that “*the [new] platform should support implementation of student intervention plans, progress monitoring, and the embedded collaborative nature of the work for SST communication and keeping the parent informed.*” Furthermore, respondents emphasized the crucial need of receiving “*School Leadership support with accountability to implementation of MTSS, SST, and utilization of MAP reports.*” Lead reading interventionists specifically identified not having “*their own space to conduct their lessons*” as a challenge and suggested the provision of dedicated classrooms exclusively for reading interventions to minimize distractions and enhance its value.

When asked what they considered to be the most challenging obstacle for teachers to implement the MTSS program, most staff members stated that “*PowerSchool MTSS Intervention Module is not user-friendly.*” Additionally, time constraints and scheduling challenges emerged as another prevalent theme, along with the expressed need for training.

Teachers need time to create the plan, progress monitor and reconvene with SST to discuss progress and also a schedule to provide the Tier 2 and/or Tier 3 intervention during the school day. [Staff member]

[Teachers] need step by step training at the beginning of the year to understand everything they need to do in order to create intervention plans and follow them with fidelity. [Lead reading interventionist]

Year-Round Virtual and In-Person PD Activities

A variety of MTSS-related training activities were provided to Dallas ISD staff members in 2022-23. Between July 19, 2022, and June 1, 2023, 2,661 Dallas ISD staff members attended one or more MTSS-related trainings, which was an increase from 1,222 in 2021-22 (Kim, 2022). Staff members represented 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* and *MAP Reading Fluency*. Additionally, self-paced online sessions, which include MTSS essentials, running records and small group instruction on *MAP Reading Fluency* and *MAP Growth*, were available through the MTSS website, and 467 participants completed at least one of the sessions.

Table 1: 2022-23 MTSS-Related Training Sessions Offered to Dallas ISD Staff Members

Topic	Sessions	Participants	Attendance	
	N	N	Median	Range
MAP Workshop				
Advocates - MAP Growth Reports: Student Profile and ASG	1	4	-	-
Destination MAP Growth Reports: Class Profile and Student Profile	2	5	2.5	1-4
Class profile, task sheet what do you notice, who are your students that are success with Tier 1 instruction.	1	18	-	-
I have the data, now what? K-2, Math and Reading	3	903	277.0	250-376
MAP Growth Reports - ASG and Learning Continuum	1	1	-	-
MAP Reading Fluency	4	13	5.0	3-5
MAPPING your way to success: Class Breakdown by RIT and Learning Continuum for Small Group	5	138	20.0	5-61
Progress Monitoring with MAP Reading Fluency (NWEA)	3	20	1.0	1-18
Ready, Set, Goal! How to use MAP Data to support Goal setting conversations	2	8	4.0	4-4
Running Records to Accelerate Growth: Understanding MAP Reading Fluency Reports (K-2)	9	278	27.5	1-83
Running Records with MAP Reading Fluency (NWEA)	3	453	155.0	7-291
MTSS Workshop				
Alternate Certification MTSS Essential Presentation	1	72	-	-
Summer Learning Event (MTSS)	1	37	-	-
PowerSchool Workshop				
MTSS PowerSchool Intervention Module	2	55	27.5	20-35
Powering Up MTSS: Increasing Your Knowledge of the PowerSchool MTSS Intervention Module	14	217	9.0	1-75
Student Support Team Workshop				
I'm the SST Chair, Now What? Role, Responsibilities, and Best Practices	3	44	16.0	9-19
SST Monthly Meet Up	9	370	42.0	25-66
Other Workshop				
Integrating Supports for Success (for reading interventionists)	1	15	-	-
Student Engagement Coordinators	1	10	-	-
Self-Paced Online Sessions				
Multi-Tiered Systems of Support (MTSS) Essentials	-	308	-	-
Multi-Tiered Systems of Support (MTSS) Engagement Interventions	-	10	-	-
Running Records with MAP Reading Fluency for Kinder through 2nd Grade Teachers	-	72	-	-
Reading K-2: Small Group Instruction with MAP Reading Fluency Data	-	44	-	-
Reading Grades 3-9: Small Group Instruction to Maximize Student Growth with MAP Growth Data 30	-	30	-	-
Math Grades 3-9: Small Group Instruction to Maximize Student Growth with MAP Growth Data 3	-	3	-	-

Source: MTSS department, 06/12/23.

Note: Includes MTSS-related training sessions offered from 07/19/22 to 06/01/23. Individuals may have participated in multiple sessions. Training sessions provided during the New Teacher Academy are not included.

EQ2: What were Dallas ISD staff member perceptions regarding the procedures, training, and support from the MTSS Department in 2022-23?

Key findings from this section:



In the MTSS Feedback Survey with 584 participants, 42 to 47 percent of respondents reported that support from the MTSS department prepared them (well or very well) to implement elements of MTSS. Comparatively fewer respondents reported that they implemented these elements often or very often except for progress monitor for an intervention plan.



Between 36 and 68 percent of respondents indicated that 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.



Sixty seven percent of survey respondents either agreed or strongly agreed that they were proficient with implementing the MTSS framework to support students who struggle academically, therefore, the workscope goal of 80 percent was not met.

Full survey results with response frequencies are provided in Appendix C. Percentages reported in the following sections do not include respondents who indicated that a question was ‘not applicable’ or they ‘did not know’. Of the 2,100 individuals who received an email invitation to complete the survey,¹⁵ 551 (26%) provided at least partial responses. In addition, the MTSS staff members sent out an anonymous survey link to potential respondents to improve survey response rate, resulting in 33 individuals who at least partially completed the survey through the anonymous link. Teachers accounted for 72 percent of respondents, followed by Assistant Principals (7%; Table 2).

Table 2: 2022-23 MTSS Feedback Survey - Respondents by Role

Role	Respondents (N = 584)	
	n	%
Teacher	420	71.9
Assistant Principal	41	7.0
Other	38	6.5
Counselor	33	5.7
Campus Instructional Coach	19	3.3
Dyslexia Interventionist	14	2.4
Central Staff Member	13	2.2
Instructional Lead Coach	2	0.3
Principal	2	0.3
Special Education Evaluator	2	0.3

Source: 2022-23 MTSS Feedback Survey.

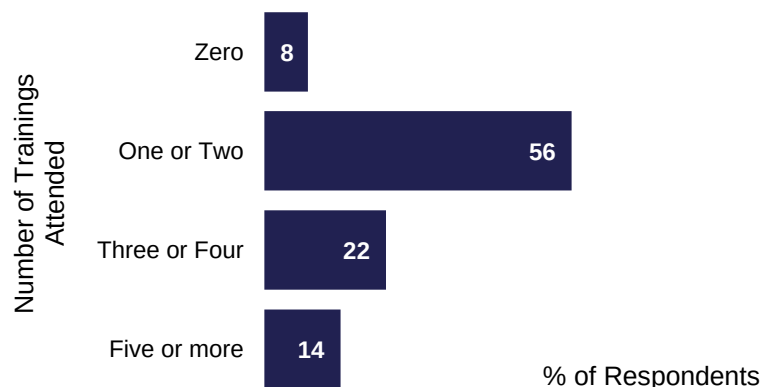
Note: “Other” includes various roles such as MTSS Reading Interventionist, Campus Coordinator, Reset Coordinator, etc. Percentages may not sum to 100 percent because of rounding.

The highest percentage of respondents (56%) reported participating in one or two training sessions in 2022-23 (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, eight percent of respondents

¹⁵ Out of 2,176 identified email addresses, 76 emails were bounced and excluded from the total number of invited recipients.

reported that they did not participate in any training sessions, potentially indicating that (a) participants forgot they attended a MTSS-related training session early in the school year and/or (b) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework.

Figure 1: 2022-23 MTSS Feedback Survey - Extent of Participation in MTSS-Related Trainings



Source: 2022-23 MTSS Feedback Survey.

Note: $N = 555$. Responses indicating attendance at zero sessions may indicate that (a) participants forgot they attended a MTSS-related training session early in the school year or (b) training content focused on specific skills that did not prominently include broader discussion of the MTSS framework.

In addition to participation in training, respondents most frequently indicated they used resources on the Dallas ISD MTSS website (50%) and spoke with colleagues who received MTSS training (40%) to learn more about the MTSS framework (Table 3). Twenty four percent of respondents reported not using resources outside of district trainings.

Table 3: 2022-23 MTSS Feedback Survey – MTSS-Related Resources Used by Respondents Other Than Formal Training Sessions

Resource	Respondents ($N = 555$)	
	<i>n</i>	%
Dallas ISD MTSS website	276	49.7
Spoke with colleagues who received MTSS training	222	40.0
Did not use resources other than district trainings	132	23.8
Contacted one or more staff members in the MTSS office	104	18.7
Other	36	6.5

Source: 2022-23 MTSS Feedback Survey.

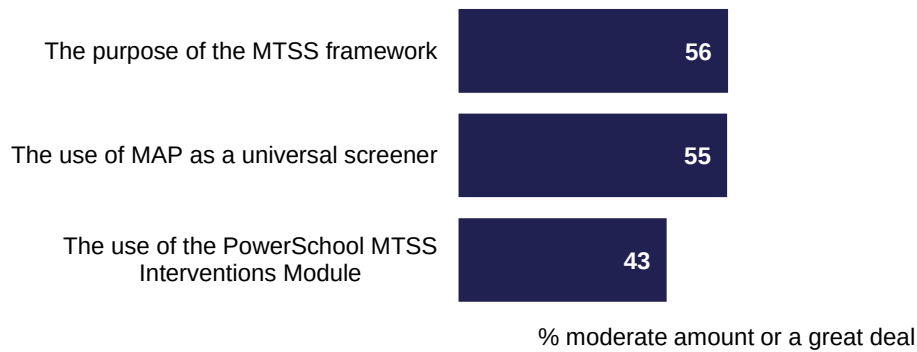
Note: Percentages do not sum to 100 because respondents could select more than one option. "Other" included previous trainings from other school districts, school counselors, and additional online resources.

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 (56%) and using

MAP as a universal screener (55%); however, 43 percent of respondents reported having at least a moderate amount of knowledge about the PowerSchool MTSS Intervention Module (Figure 2).

Figure 2: 2022-23 MTSS Feedback Survey - Knowledge of the MTSS Framework
How much do you know about the following aspects of MTSS?



Source: 2022-23 MTSS Feedback Survey.

Note: N = 536.

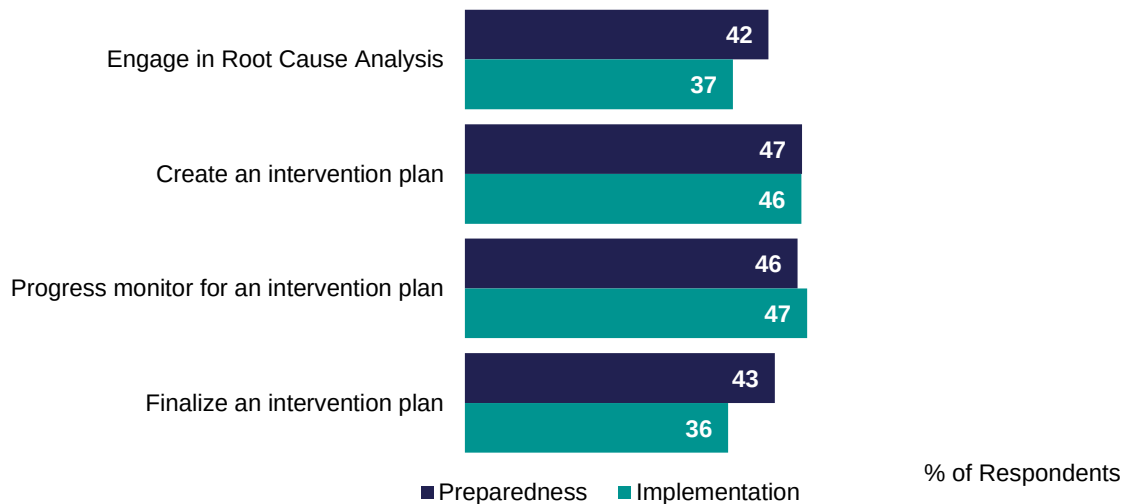
Regarding the three types of MTSS interventions, the highest percentage of respondents reported a moderate or great amount of knowledge of academic interventions (44%), followed by engagement (38%) and language interventions (34%). In addition, 37 percent of respondents reported that they were “moderately confident” or “very confident” in their understanding about the difference between MTSS and SST.

Implementation of MTSS

Sixty seven percent of the survey respondents either agreed or strongly agreed that they are proficient with implementing the MTSS framework to support students who struggle academically, therefore, the workscope goal of 80 percent was not met.¹⁶ In addition, while 42 to 47 percent of respondents reported that support from the MTSS department prepared them (“well” or “very well”) to implement various elements of MTSS, comparatively fewer respondents reported that they implemented these elements often or very often (36% to 47%; Figure 3). The highest percentage of respondents reported that they used academic interventions “often” or “very often” (37%), followed by engagement (26%) and language (23%).

¹⁶ Based on the feedback survey administered by Evaluation and Assessment.

Figure 3: 2022-23 MTSS Feedback Survey - Preparedness to Implement and Frequency of Implementation of Four MTSS Framework Elements



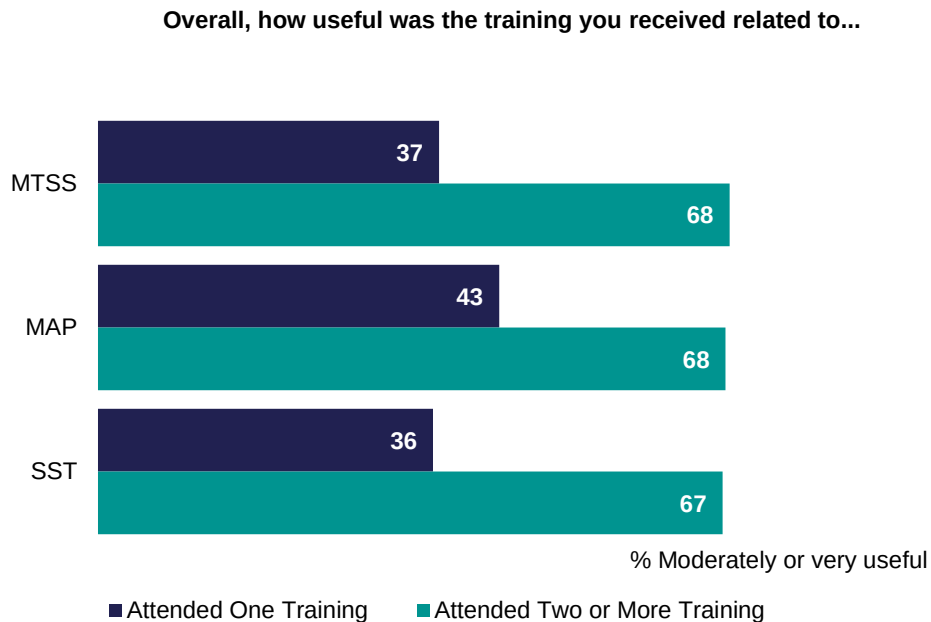
Source: 2022-23 MTSS Feedback Survey.

Note: 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 C.

Usefulness of MTSS Training

Overall, feedback on the usefulness of MTSS-related training sessions regarding MTSS, MAP, and SST were notably more positive for those who attended two or more sessions (67% to 68%) compared to those who attended only one session (36% to 43%; 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: 2022-23 MTSS Feedback Survey - Beliefs about MTSS Training Usefulness by Number of Training Sessions Attended



Source: 2022-23 MTSS Feedback Survey.

Note: $n = 148$ attended one training session. $n = 319$ 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 134 participants who answered this question (23% of survey respondents), most respondents expressed the desire for on-campus or in-person MTSS trainings that are comprehensive with real life examples (35%; Figure 5¹⁷).

More in person training should be provided to teachers on how to create a plan, implement, and monitor the plan with fidelity. [Teacher]

How to start, monitor and complete MTSS is confusing, so that entire process needs to be better explained with slow, methodical, step-by-step instruction. [Teacher]

Respondents also indicated that the MTSS system could be improved for teachers by providing more direct support (15%).

Most of the time, we need to train ou[r] teachers on MTSS. They are not confident in the processes and usually require one-on-one support. [Assistant Principal]

Provide a knowledgeable staff member on campus to train and be available for help and support throughout the year. [Teacher]

¹⁷ "Other" includes comments that were unclear, idiosyncratic, specific requests such as asking for an access to the system, indicating that they have not received any trainings or not familiar enough with MTSS. "System not user-friendly" includes comments that indicated that the MTSS system is not user friendly and complicated. "Compliment" includes comments that were positive rather than referring to what could be improved. "Lack of time to attend training" includes comments that indicated respondents either did not have enough time to attend trainings or there were conflicts with other training times.

Another common theme was a desire for more training (15%). Respondents expressed the need for ongoing and more frequent training opportunities.

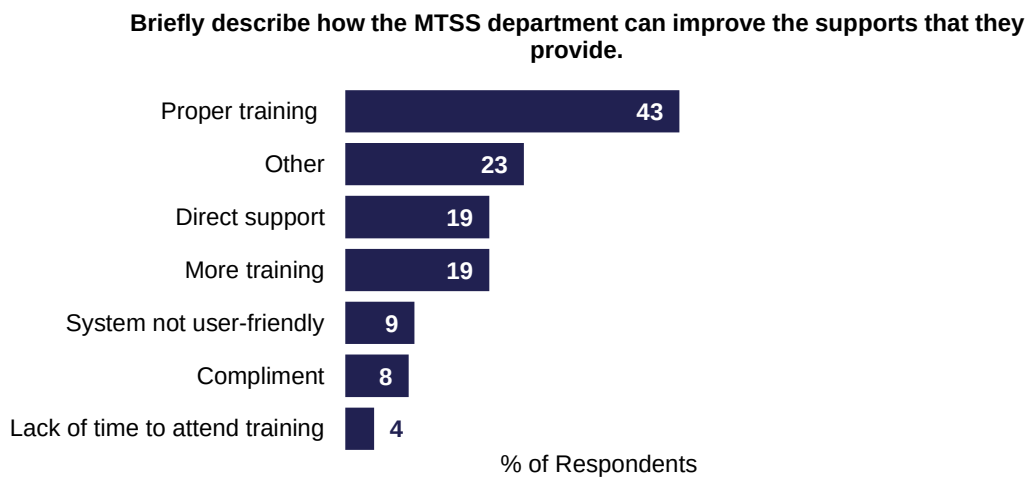
[I] need much more information and support in using interventions and progress monitoring.

[Teacher]

Provide more trainings to staff on how to utilize MTSS properly. Don't leave it up to campus admin or coaches to do the training for the staff. That way everyone is trained the same way.

[Assistant Principal]

Figure 5: 2022-23 MTSS Feedback Survey – Training Feedback



Source: 2022-23 MTSS Feedback Survey.

Note: $N = 134$. Data may include duplicate counts because each response could address multiple issues. "Other" includes unclear comments, idiosyncratic feedback, specific requests such as system access, and indications of inadequate training or familiarity with MTSS.

Perceptions about MTSS Implementation

Forty five percent of respondents indicated that they thought MTSS was implemented moderately or very effectively on their campuses in 2022-23. When asked to reflect how the implementation of MTSS can be improved on their campus, 134 or 23% of survey respondents answered the question, and more than a third of these respondents indicated a need for more training on their campus (34%; Figure 6¹⁸). Respondents stated that they needed more in-person training and support for teachers, administrators, and counselors on how to use the MTSS tool effectively and consistently.

¹⁸ "Other" includes comments that were unclear, idiosyncratic, or ambiguous. "Designate campus staff members who can help with MTSS" includes comments that emphasized the need to identify individuals who understand MTSS and how to use it effectively on campus to provide training and offer ongoing support to other campus staff members. "Compliment" includes comments expressing positive views regarding the implementation of MTSS on their campus. "Uneasiness of process" includes comments that suggested user-friendly system, efficient procedures, streamlined documentation and effective communication within the MTSS process. "Lack of follow-up" includes comments that expressed concerns about the lack of follow-up and accountability within the MTSS process.

I work on several campuses and teachers that I have worked with do not know what to do for students that are struggling and the process of MTSS...There is definitely a lack of communication and training regarding the MTSS process. [Central staff member]

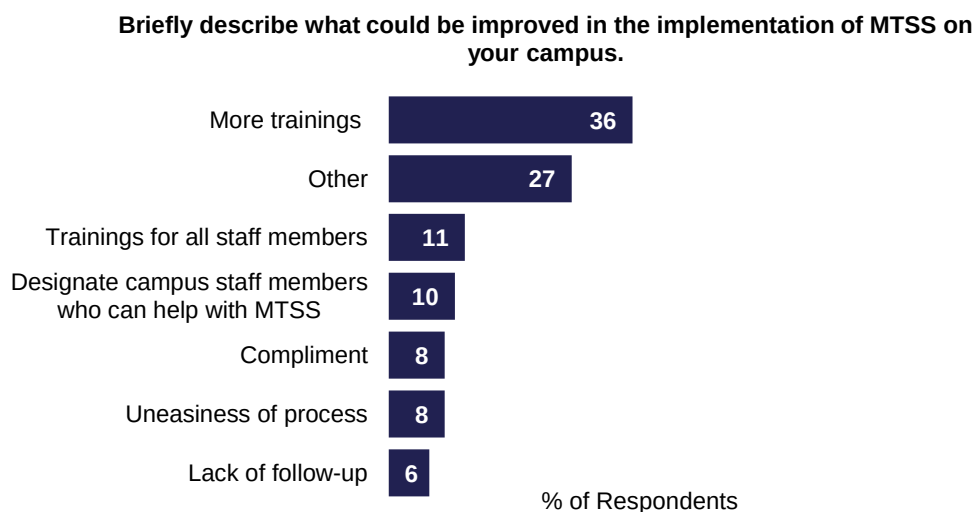
MTSS implementation can be improved by providing campus professional development for the Fall and Spring over the MTSS framework, intervention module, supports, and the SST process. [Reading interventionist]

Respondents also highlighted the importance of comprehensive training for all staff members, including administrators and support staff, to ensure the proper utilization of MTSS (11%). They emphasized the significance of fostering a cohesive and supported system that involves everyone participating in the process.

The MTSS can be improved on my campus by keeping [a]dministration informed of the MTSS BOY, MOY, and EOY goals. Providing them in-depth information regarding the NWEA/MAP data. [Reading interventionist]

The system needs to be supported by all persons involved in the process. [Teacher]

Figure 6: 2022-23 MTSS Feedback Survey - Feedback for MTSS Implementation Improvement



Source: 2022-23 MTSS Feedback Survey.

Note: N = 134. Data may include duplicate counts because each response could address multiple issues. "Other" includes comments that were unclear, idiosyncratic, or ambiguous.

Perceptions about the PowerSchool MTSS Intervention Module

Less than half of survey respondents who reportedly used PowerSchool MTSS Intervention Module reported that they were "moderately" or "very" satisfied with (a) its user-friendliness (45%) and (b) the amount of time required to use the module efficiently (42%). When asked to describe how the PowerSchool

module had been helpful, 102 respondents provided a response. The most common theme was that the PowerSchool module was a valuable resource for knowledge enhancement, structure, and support in meeting students' diverse needs (21%; Figure 7¹⁹).

[The PowerSchool module] has been helpful in so many ways and has given me some good tips to work with the students. [Central staff member]

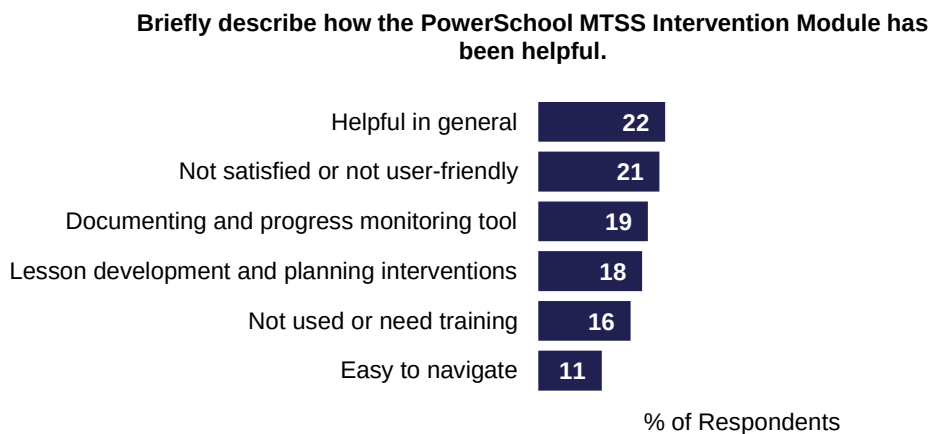
[The PowerSchool module provided] more strategies to help with small groups and one on one instruction. [Teacher]

Other respondents (19%) indicated that PowerSchool was neither helpful nor user-friendly and they were not satisfied with the module. Respondents expressed that they found PowerSchool to be confusing, difficult to maneuver, and not useful.

[The Powerschool module] is very confusing and has a lot of parts that I have to research and learn so I can understand them. [Teacher]

... [the Powerschool module] has been incredibly cumbersome, convoluted, and more of a hindrance for kids getting the services they need and not at all helpful. [Teacher]

Figure 7: 2022-23 MTSS Feedback Survey - Helpfulness of PowerSchool MTSS Intervention Module



Source: 2022-23 MTSS Feedback Survey.

Note: N = 102. 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 78 respondents who answered this question (13% of sample), the most frequently articulated theme was that they needed more comprehensive training along with clear instructions and ongoing support to

¹⁹ "Documenting and progress monitoring tool" include comments that highlighted the usefulness of the PowerSchool module in managing and documenting student progress. "Lesson development and planning interventions" include comments that mentioned the module's helpfulness in analyzing student performance data and informing lesson development. "Not used nor need training" includes comments that stated they have not used the system or have limited experience with it. "Easy to navigate" includes comments that stated the module was easy to navigate and intuitive.

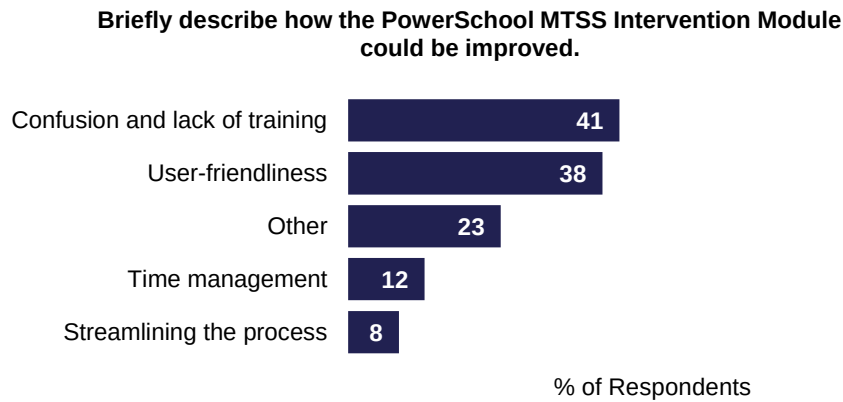
enhance the usability and effectiveness of the PowerSchool module (34%), followed by the desire for the module to be more user-friendly (32%; Figure 8²⁰).

Have a guide that assist you throughout the process to walk you through next steps to [e]nsure you are going in the right direction. [Teacher]

Just good training and more frequently. I would advise having a meeting once a month to give teachers a space to work and ask questions as they form small groups and document their students. [Teacher]

Going through the process of completing a plan is incredibly confusing and not user friendly at all. [Teacher]

Figure 8: 2022-23 MTSS Feedback Survey - Need for Improvements of PowerSchool MTSS Intervention Module



Source: 2022-23 MTSS Feedback Survey.

Note: *N* = 78. Data may include duplicate counts because each response could address multiple issues.

²⁰ “Other” includes comments that were unclear, idiosyncratic, or responses that stated they are not familiar with the module. “Time management” includes comments that indicated having lack of time available to dedicate and suggested reducing the time required to complete MTSS-related tasks. “Streamlining the process” includes comments that expressed the desire for a more streamlined and simplified process by eliminating unnecessary menus and options.

EQ3: Which Dallas ISD students were served by the MTSS program in 2022-23?

Key findings from this section:



In 2022-23, between 62 percent (grade 9) and 92 percent (grade 8) of students were tested on the *MAP* assessment for reading and between 60 percent (grade 9) and 95 percent (grade 4) of students were tested on the *MAP* assessment for mathematics. Compared to BOY, the percentage of students tested remained relatively consistent at MOY and decreased by EOY across grades. Additionally, the percentage of students tested tended to decrease as the grade level increased.



Compared to 2021-22, more Tier 2 and Tier 3 plans were created in PowerSchool (66% and 22% increase, respectively) while fewer Tier 2 plans and more Tier 3 plans were partially implemented and monitored.



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.



The majority of Tier 2 and Tier 3 interventions were academic interventions (93% and 97%, respectively). Consistent with 2021-22, a greater proportion of plans focused on reading (64% for Tier 2 and 93% for Tier 3) than mathematics (36% for Tier 2 and 7% for Tier 3) at both tiers.

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 2022-23 was examined by reviewing (a) the number and characteristics of students for whom *MAP* score data were available and (b) the number and characteristics of students with documented Tier 2 and Tier 3 intervention plans.

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 76 percent (grade 9) to 92 percent (grade 8) of students were tested at BOY, between 72 percent (grade 9) to 91 percent (grades 1 and 2) at MOY, and between 62 percent (grade 9) to 88 percent (grades 1 and 2) at EOY.
- For mathematics, between 77 percent (grade 9) to 95 percent (grades 4) of students were tested at BOY, between 74 percent (grade 9) to 94 percent (grades 2 and 5) at MOY, and between 60 percent (grade 9) to 90 percent (grades 1-5) 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 overall rate of students tested at MOY increased in reading and mathematics across all grade levels, except for grades four and nine in reading. Detailed data

regarding the administration of MAP assessments for each student group for 2022-23 and 2021-22 are provided in Appendix D and E, respectively.

Table 4: 2021-22 to 2022-23 Dallas ISD MAP Testing for Reading and Mathematics by Assessment Window and Grade Level

Grade Level	2022-23 Enrolled <i>N</i>	BOY Tested			MOY Tested			EOY Tested		
		2022-23	2021-22	Δ	2022-23	2021-22	Δ	2022-23	2021-22	Δ
		%	%	% pts	%	%	% pts	%	%	% pts
Reading										
1	10,667	91.0	90.0	1.0	91.2	88.0	3.2	88.2	88.5	-0.3
2	10,370	90.7	90.7	0.0	91.0	88.0	3.0	88.1	88.0	0.1
3	9,944	90.3	89.9	0.4	86.4	84.6	1.8	82.4	83.2	-0.8
4	9,856	87.5	87.3	0.2	82.6	82.9	-0.3	78.3	81.7	-3.4
5	9,875	85.1	85.1	0.0	81.2	80.6	0.6	76.6	78.1	-1.5
6	9,086	90.8	92.5	-1.7	89.9	87.3	2.6	85.3	85.5	-0.2
7	9,458	90.5	90.7	-0.2	89.2	85.3	3.9	81.1	84.0	-2.9
8	9,876	91.5	91.2	0.3	88.8	85.4	3.4	80.8	84.3	-3.5
9	12,891	76.1	83.6	-7.5	71.8	75.2	-3.4	61.5	71.2	-9.7
Grades 1-9	92,023	87.8	88.8	-1.0	85.3	83.9	1.5	79.7	82.4	-2.7
Mathematics										
1	10,667	93.4	92.6	0.8	93.0	90.2	2.8	89.9	90.2	-0.3
2	10,370	93.7	93.8	-0.1	93.8	90.8	3.0	90.4	90.3	0.1
3	9,944	93.9	93.7	0.2	93.0	90.5	2.5	90.0	89.4	0.6
4	9,856	94.5	93.6	0.9	93.3	90.8	2.5	89.8	89.6	0.2
5	9,875	94.4	93.5	0.9	93.6	90.8	2.8	90.1	88.8	1.3
6	9,086	92.4	92.6	-0.2	91.2	87.1	4.1	86.0	85.9	0.1
7	9,458	91.9	91.4	0.5	90.2	85.2	5.0	84.1	83.4	0.7
8	9,876	91.3	91.2	0.1	90.5	84.6	5.9	82.8	83.8	-1.0
9	12,891	76.5	84.4	-7.9	73.8	72.5	1.3	59.7	66.1	-6.4
Grades 1-9	92,023	90.9	91.6	-0.7	89.8	86.5	3.3	84.0	84.7	-0.7

Source: District MAP files, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY) for 2022-23 school year and 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY) for 2021-22 school year. District PEIMS snapshot demographic files, 11/01/21 (2021-22) and 10/31/22 (2022-23).

Note: MAP data represent combined data for English- and Spanish-language versions of the reading test. Δ % pts = percentage-point change from 2021-22 to 2022-23. Positive percentage point changes are highlighted in **turquoise bold**.

Tier 2 and Tier 3 Interventions

During the 2022-23 school year, 19,064 Tier 2 interventions plans were created in the PowerSchool MTSS Intervention Module, marking a notable 66 percent increase from the previous year. Of these plans, 8,064 (42%) were at least partially implemented and monitored for 5,722 students. This shows a reduction of five percentage points from the implementation rate observed in 2021-22. In addition, 2,325 Tier 3 intervention plans were created in PowerSchool, representing a 22 percent increase from 2021-22. Among these plans, 1,245 (54%) were at least partially implemented and monitored for 1,049 students. This demonstrates a 14 percentage point increase from the monitoring rate observed in 2021-22.²¹

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

²¹ 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. Students who were active as of PEIMS date are included in the analysis.

any other racial groups. In addition, compared to districtwide demographics (71% Hispanic and 20% African American), proportionally fewer Hispanic students (70% Tier 2 and 26% Tier 3) and proportionally more African American students (24% Tier 2 and 70% Tier 3) were assigned a tier plan overall, maintaining consistency with the previous year's distribution. Over the past two years, the overall number of students who were assigned Tier 2 or Tier 3 intervention plans had notably increased. Additionally, while the rate of Hispanic students who received Tier 2 interventions had decreased by two percent, the intervention plan assignment for other racial groups remained relatively consistent compared to the previous year. Detailed data for Tier 2 and Tier 3 interventions by student group, number of interventions, intervention area, and subject for 2022-23 and 2021-22 are provided in Appendix F and G, respectively.

Table 5: 2021-22 to 2022-23 Dallas ISD Tier 2 and Tier 3 Students by Racial Group

Tier	Students <i>N</i>	Hispanic		African American		White		Other	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2022-23									
Tier 2	5,722	4,026	70.4	1,364	23.8	150	2.6	182	3.2
Tier 3	1,049	271	25.8	736	70.2	10	1.0	32	3.1
District	92,023	65,555	71.2	18,205	19.8	5,140	5.6	3,123	3.4
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	94,786	67,430	71.1	19,019	20.1	5,166	5.5	3,171	3.3
2021-22 to 2022-23 Change									
Tier 2	1,580	1,009	-2.4	427	1.2	77	0.8	67	0.4
Tier 3	366	97	0.3	249	-1.1	7	0.6	13	0.3
District	-2,763	-1,875	0.1	-814	-0.3	-26	0.1	-48	0.1

Source: PowerSchool MTSS Intervention Module database, 08/16/23 (2022-23), 07/11/22 (2021-22). District PEIMS snapshot demographic files, 10/31/22 (2022-23), 11/01/21 (2021-22).

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 2022-23 school year. The majority of students for whom an intervention plan was created had only one plan (Tier 2: 62%; Tier 3: 89%). Over the past two years, there has been a decline in the percentage of students who had only one plan, whereas the rate of students who had two or more plans had increased for Tier 2. Similarly, for Tier 3 interventions, there has been an increase in the proportion of students with three or more plans.

Table 6: 2021-22 to 2022-23 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans

	Students	One		Two		Three or More	
Tier	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2022-23							
Tier 2	5,722	3,545	62.0	1,868	32.6	309	5.4
Tier 3	1,049	935	89.1	93	8.9	21	2.0
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
2021-22 to 2022-23 Change							
Tier 2	1,580	834	-3.5	608	2.2	138	1.3
Tier 3	366	325	-0.2	22	-1.5	19	1.7

Source: PowerSchool MTSS Intervention Module database, 08/16/23 (2022-23), 07/11/22 (2021-22). District PEIMS snapshot demographic files, 10/31/22 (2022-23), 11/01/21 (2021-22).

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

In 2022-23, the majority of Tier 2 and Tier 3 interventions were academic interventions (93% and 97%, respectively; Table 7). Over the past two years, the proportion of intervention areas has remained consistent.

Table 7: 2021-22 to 2022-23 Dallas ISD Tier 2 and Tier 3 Intervention Plans by Area

	Students	Academic		Language		Engagement	
Tier	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2022-23							
Tier 2	5,722	7,481	92.8	161	2.0	422	5.2
Tier 3	683	733	96.6	-	-	26	3.4
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
2021-22 to 2022-23 Change							
Tier 2	1,580	2,659	-0.5	99	0.8	135	-0.4
Tier 3	366	236	0.2	-	-	6	-0.2

Source: PowerSchool MTSS Intervention Module database, 08/16/23 (2022-23), 07/11/22 (2021-22). District PEIMS snapshot demographic files, 10/31/22 (2022-23), 11/01/21 (2021-22).

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 2021-22, a greater proportion of plans focused on reading (64% for Tier 2 and 93% for Tier 3) than mathematics (36% for Tier 2 and 7% for Tier 3) at both tiers (Table 8).

Table 8: 2021-22 to 2022-23 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject

Tier	Total <i>N</i>	Reading		Mathematics	
		<i>n</i>	%	<i>n</i>	%
2022-23					
Tier 2	7,481	4,769	63.7	2,712	36.3
Tier 3	1,049	901	93.0	68	7.0
2021-22					
Tier 2	4,142	2,996	62.1	1,826	37.9
Tier 3	683	694	94.7	39	5.3
2021-22 to 2022-23 Change					
Tier 2	3,339	1,773	1.6	886	-1.6
Tier 3	366	207	-1.7	29	1.7

Source: PowerSchool MTSS Intervention Module database, 08/16/23.

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, 32 percent of intervention plans were progress monitored. Therefore, the workscope goal that progress monitoring of intervention plans will increase from 33 percent to 45 percent by June 2023 was not met.²²

EQ4: What was the relationship between *MAP Growth* assessment scores and MTSS implementation in 2022-23?

Key findings from this section:



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 (+5 to +10 points for English reading and +8 to +11 points for mathematics) than Tier 1 students (+4 to +6 points for English reading and +8 to +10 points for mathematics) with exceptions in the high achievement quintile.



For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students consistently exceeded those of Tier 1 students across each *MAP* administration window, and the gains for Tier 2 and Tier 3 students (+7 to +10 points) were either the same or lower than Tier 1 students (+6 to +15 points) except for students in the low achievement quintile.



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. 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 (48% and 35%, respectively) than Tier 1 students (33% and 31%, respectively). Similarly, 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 higher rate (44% and 46%, respectively) than Tier 1 students (40% and 41%, respectively).

²² Data provided by MTSS department on 07/12/23.



The percentage of Tier 2 and Tier 3 students who met the threshold increased from 43 percent at BOY to 48 percent at EOY, whereas the percentage of Tier 1 students nearly unchanged from BOY to EOY. Over the past two years, the rate of students who met the threshold has increased across all assessment windows

The Dallas ISD continued to use *MAP* assessments to screen students for reading and mathematics in 2022-23. This section explores the relationship between *MAP* reading and mathematics scores and MTSS implementation of Tier 2 and Tier 3 interventions during the 2022-23 school year and over time (2021-22 to 2022-23).

Rasch Unit (RIT) Scores²³

Table 9 (English reading), Table 10 (Spanish reading), and Table 11 (mathematics), include mean RIT scores by achievement quintile and student tier assignment. *However, the smaller numbers of Tier 2 and Tier 3 students compared to Tier 1 students preclude firm conclusions in this section.*

For English reading and mathematics, the mean RIT scores for Tier 2 and Tier 3 students were lower than Tier 1 students at each *MAP* administration window; however, Tier 2 and Tier 3 students experienced more gains from BOY to EOY (+5 to +10 points for English reading and +8 to +11 points for mathematics) than Tier 1 students (+4 to +6 points for English reading and +8 to +10 points for mathematics) with exceptions in the high achievement quintile. For Spanish reading, the mean RIT scores for Tier 2 and Tier 3 students consistently exceeded those of Tier 1 students across each *MAP* administration window, and the gains for Tier 2 and Tier 3 students (+7 to +10 points) were either the same or lower than Tier 1 students (+6 to +15 points) except for students in the low achievement quintile.

From 2021-22 to 2022-23, the difference in mean RIT scores from BOY to EOY for Tier 2 and Tier 3 students mostly showed stability or a decrease in English reading and mathematics. Specifically, Tier 2 and Tier 3 students in the BOY average, high average, or high achievement quintile generally exhibited smaller gains (-9 to +2 for English reading and -7 to 0 for mathematics) compared to Tier 1 students (-1 to +2 for English reading and 0 to +2 for mathematics). For Spanish reading, the BOY to EOY difference in mean RIT score for Tier 2 and Tier 3 students from 2021-22 to 2022-23 remained relatively consistent across BOY achievement quintiles (-2 to +3). Detailed data for average RIT scores by quintile, tier, and student group for 2022-23 and 2021-22 are provided in Appendix H and I, respectively.

²³ The RIT scale measures levels in academic difficulty and extends equally across all grades, making it possible to compare a student's score at various points throughout their education.

Table 9: 2021-22 to 2022-23 Trends in Dallas ISD BOY, MOY, and EOY MAP Reading (English Only) Mean RIT Scores by Quintile and MTSS Tier

Achievement Quintile	Tier	BOY (N = 60,571)			MOY (N = 59,333)			EOY (N = 54,864)			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	17,830	176	-2	19,519	179	-1	17,506	181	-1	+5	+1
	2 & 3	1,568	162	-5	1,426	168	-5	1,223	172	-3	+10	+2
	All	19,398	174	-3	20,945	178	-2	18,729	180	-2	+6	+1
Low Average	1	10,902	195	-4	10,840	199	-3	9,663	200	-3	+6	+2
	2 & 3	628	180	-5	701	187	-5	668	190	-4	+9	0
	All	11,530	194	-5	11,541	198	-4	10,331	200	-3	+6	+2
Average	1	10,928	204	-5	10,279	208	-4	9,767	210	-3	+6	+2
	2 & 3	395	193	0	459	199	0	466	200	-4	+7	-4
	All	11,323	203	-6	10,738	207	-5	10,233	209	-4	+6	+2
High Average	1	10,641	213	-5	9,285	216	-5	8,964	217	-5	+4	0
	2 & 3	257	205	+1	261	209	-1	268	210	-3	+5	-4
	All	10,898	212	-6	9,546	216	-5	9,232	217	-5	+4	0
High	1	7,341	218	-5	6,491	223	-5	6,245	224	-6	+6	-1
	2 & 3	81	213	+6	72	218	-1	94	219	-3	+6	-9
	All	7,422	218	-5	6,563	223	-5	6,339	224	-6	+6	-1

Source: District MAP data file, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 who also had valid RIT scores and tier assignment information available. In 2022-23, Tier 1 students included Grades 1-9, and Tier 2 and Tier 3 students included Grades 1-9. Mean RIT Δ = Mean RIT score change from BOY to EOY in 2022-23. 1 Yr Δ = Mean RIT score change of overall students in each tier from 2021-22 to 2022-23. Positive percentage point changes are highlighted in **turquoise bold**.

Table 10: 2021-22 to 2022-23 Trends in Dallas ISD BOY, MOY, and EOY MAP Reading (Spanish Only) Mean RIT Scores by Quintile and MTSS Tier

Achievement Quintile	Tier	BOY (N = 20,204)			MOY (N = 19,205)			EOY (N = 18,484)			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	3,085	160	+1	3,510	164	+1	3,458	166	+1	+6	0
	2 & 3	568	161	-4	534	164	-5	494	168	-3	+7	+1
	All	3,653	160	0	4,044	164	+1	3,952	166	+1	+6	+1
Low Average	1	3,648	167	0	2,799	174	0	2,836	178	+1	+10	0
	2 & 3	486	171	-7	408	179	-5	363	181	-7	+10	0
	All	4,134	168	0	3,207	175	0	3,199	178	0	+10	0
Average	1	3,301	176	0	3,409	181	0	3,354	185	-1	+9	-1
	2 & 3	326	184	-4	326	188	-6	308	191	-6	+7	-2
	All	3,627	176	-1	3,735	181	-1	3,662	185	-1	+9	0
High Average	1	4,006	184	-1	3,933	190	-2	3,633	194	-2	+10	-1
	2 & 3	269	194	-3	275	199	-3	252	201	-2	+7	+1
	All	4,275	184	-1	4,208	190	-2	3,885	195	-1	+10	-1
High	1	4,318	193	-1	3,819	201	-1	3,552	208	-1	+15	0
	2 & 3	197	204	-2	192	211	+1	234	213	+1	+9	+3
	All	4,515	193	-1	4,011	201	-1	3,786	208	-1	+15	0

Source: District MAP data file, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 who also had valid RIT scores and tier assignment information available. In 2022-23, Tier 1 students included Grades 1-9, and Tier 2 and Tier 3 students included Grades 1-9. Mean RIT Δ = Mean RIT score change from BOY to EOY in 2022-23. 1 Yr Δ = Mean RIT score change of overall students in each tier from 2021-22 to 2022-23. Positive percentage point changes are highlighted in **turquoise bold**.

Table 11: 2021-22 to 2022-23 Trends in Dallas ISD BOY, MOY, and EOY MAP Mathematics Mean RIT Scores by Quintile and MTSS Tier

Achievement Quintile	Tier	BOY (N = 83,624)			MOY (N = 82,607)			EOY (N = 77,312)			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	24,433	177	-3	25,174	182	-2	21,546	185	-2	+8	+1
	2 & 3	1,296	170	-3	1,255	177	-2	1,064	181	-2	+10	0
	All	25,729	176	-4	26,429	181	-3	22,610	184	-3	+8	+1
Low Average	1	16,115	194	-5	15,490	199	-4	13,899	203	-4	+9	+1
	2 & 3	583	188	-2	562	194	-2	546	199	-2	+11	0
	All	16,698	193	-6	16,052	198	-5	14,445	203	-4	+9	+1
Average	1	15,319	203	-6	15,871	208	-4	13,974	211	-5	+9	+2
	2 & 3	360	198	0	409	204	0	411	208	-3	+10	-3
	All	15,679	203	-5	16,280	208	-4	14,385	211	-5	+9	+1
High Average	1	14,763	211	-6	14,442	215	-5	14,738	219	-5	+8	+1
	2 & 3	217	206	+2	251	211	+2	324	216	0	+10	-2
	All	14,980	211	-6	14,693	215	-5	15,062	219	-5	+8	+1
High	1	10,455	219	-8	9,085	227	-6	10,733	229	-8	+10	0
	2 & 3	83	217	+7	68	221	+7	77	225	0	+8	-7
	All	10,538	219	-8	9,153	227	-6	10,810	229	-8	+10	0

Source: District MAP data file, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 who also had valid RIT scores and tier assignment information available. In 2022-23, Tier 1 students included Grades 1-9, and Tier 2 and Tier 3 students included Grades 1-9. Mean RIT Δ = Mean RIT score change from BOY to EOY in 2022-23. 1 Yr Δ = Mean RIT score change of overall students in each tier from 2021-22 to 2022-23. Positive percentage point changes are highlighted in **turquoise bold**.

Conditional Growth Percentile (CGP) Scores²⁴

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 (48% and 35%, respectively) than Tier 1 students (33% and 31%, respectively). Similarly, 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 higher rate (44% and 46%, respectively) than Tier 1 students (40% and 41%, 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 smaller than Tier 1 students. Results by student group are provided in Appendix J.

²⁴ For more information, see https://connection.nwea.org/s/article/Conditional-Growth-Percentile?language=en_US.

Table 12: 2022-23 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	7,452	54.2	1,733	12.6	4,563	33.2
	2 & 3	536	39.7	164	12.1	650	48.1
	All	7,988	52.9	1,897	12.6	5,213	34.5
Low Average	1	4,824	53.0	1,445	15.9	2,841	31.2
	2 & 3	274	48.3	95	16.8	198	34.9
	All	5,098	52.7	1,540	15.9	3,039	31.4
Average	1	4,997	53.2	1,586	16.9	2,805	29.9
	2 & 3	185	52.4	67	19.0	101	28.6
	All	5,182	53.2	1,653	17.0	2,906	29.8
High Average	1	4,998	52.4	1,881	19.7	2,664	27.9
	2 & 3	128	55.4	47	20.3	56	24.2
	All	5,126	52.4	1,928	19.7	2,720	27.8
High	1	3,443	49.7	1,570	22.6	1,919	27.7
	2 & 3	41	56.2	15	20.5	17	23.3
	All	3,484	49.7	1,585	22.6	1,936	27.6

Source: District MAP data file 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: *N* = 51,295 students with English reading scores. Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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: 2022-23 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	8,996	45.1	2,942	14.8	8,005	40.1
	2 & 3	459	39.0	202	17.2	516	43.8
	All	9,455	44.8	3,144	14.9	8,521	40.3
Low Average	1	5,968	42.6	2,247	16.0	5,786	41.3
	2 & 3	209	38.5	83	15.3	251	46.2
	All	6,177	42.5	2,330	16.0	6,037	41.5
Average	1	5,714	41.7	2,455	17.9	5,530	40.4
	2 & 3	134	40.1	50	15.0	150	44.9
	All	5,848	41.7	2,505	17.9	5,680	40.5
High Average	1	6,049	44.2	2,472	18.0	5,178	37.8
	2 & 3	101	50.8	46	23.1	52	26.1
	All	6,150	44.3	2,518	18.1	5,230	37.6
High	1	4,711	47.4	1,909	19.2	3,329	33.5
	2 & 3	46	57.5	15	18.8	19	23.8
	All	4,757	47.4	1,924	19.2	3,348	33.4

Source: District MAP data file, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: *N* = 73,624 students with mathematics scores. Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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 43 percent at BOY to 48 percent at EOY, whereas the percentage of Tier 1 students nearly unchanged from BOY to EOY. Over the past two years, the rate of students who met the threshold has increased across all assessment windows. Detailed data by student group for 2022-23 and 2021-22 are provided in Appendix K and L, respectively.

Table 14: 2021-22 to 2022-23 Dallas ISD Percentages of Students Who Met RIT Score Thresholds for BOY, MOY, and EOY MAP Spanish Reading by MTSS Tier

Tier	BOY (N = 20,204)		MOY (N = 19,205)		EOY (N = 18,484)	
	n	Met %	n	Met %	n	Met %
2022-23						
1	11,625	63.3	11,161	63.9	10,539	62.6
2 & 3	792	42.9	793	45.7	794	48.1
All	12,417	61.5	11,954	62.2	11,333	61.3
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
2021-22 to 2022-23 Change						
1	-393	1.5	197	4.2	-490	2.8
2 & 3	318	2.7	358	6.9	314	4.4
All	-75	0.9	555	3.7	-176	2.4

Source: District MAP files, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY) for 2022-23 school year and 10/07/21 (BOY), 01/24/22 (MOY), and 06/22/22 (EOY) for 2021-22 school year. District PEIMS snapshot demographic files, 11/01/21 (2021-22) and 10/31/22 (2022-23).

Note: NWEA was able to provide threshold scores for up to grade six. These threshold scores constitute 10/31/22 (2022-23) and 11/01/21 (2021-22) with valid RIT scores. Met % = percentage scoring above the 40th percentile relative to norms that NWEA provided.

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APPENDICES



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Appendix A

Appendix A: Acronym and Abbreviation List

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

Appendix B: Methodology

Appendix B: 2022-23 Data Sources

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Program components	MTSS Department		None	
-	Budget	Budget Services Department	04/14/23	None	Department
1	Program context	MTSS Department	11/28/22	None	Department
1	MTSS Staff Perception Survey	E&A Qualtrics Survey	05/01/23 – 05/12/23	Content analysis and grouping comments into general themes	None
1	Professional Development	MTSS Department	06/12/23	Count of staff members for PD sessions and type	MTSS PD topic
2	MTSS Program Feedback Survey	E&A Qualtrics Survey	02/27/23 – 03/24/23	Rate of positive responses for survey items (quantitative items); content analysis and grouping comments into general themes (qualitative items)	None
3	MAP Reading & Mathematics	NWEA	06/22/22 (2021-22) 06/25/23 (2022-23)	Rate of students who were tested at BOY, MOY, and EOY in the following categories: ethnicity, SES, SPED, homeless, EB	Grade level
3	Tier	MTSS Department (PowerSchool)	08/16/23	Rate of students received Tier 2 and Tier 3 interventions in the following categories: ethnicity, SES, SPED, homeless, EB	Tier
3	Tier	MTSS Department (PowerSchool)	08/16/23	Rate of students assigned with one, two, or three or more intervention plans in the following categories: ethnicity, SES, SPED, homeless, EB	Tier
3	Tier	MTSS Department (PowerSchool)	08/16/23	Number of intervention plans by intervention area and subject	Tier

[table continues](#)

Appendix B: continued

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
4	MAP Reading & Mathematics	NWEA	06/25/23	Average BOY, MOY, EOY RIT scores by subject (English reading, Spanish reading, and mathematics) in the following categories: ethnicity, SES, SPED, homeless, EB	Achievement quintile and tier
4	MAP Reading & Mathematics	NWEA	06/25/23	Rate of students for each growth quintile by subject (English reading and mathematics) in the following categories: ethnicity, SES, SPED, homeless, EB	BOY achievement quintile and tier
4	MAP Spanish Reading	NWEA	06/25/23	Rate of students who met RIT score threshold	Tier

Note: NWEA = Northwest Evaluation Association.

Appendix C

Appendix C, Table 1: 2022-23 MTSS Feedback Survey – Respondent Characteristics

	Respondents (N = 584)	
	n	%
What is your primary role?		
Teacher	420	71.9
Assistant Principal	41	7.0
Other (please specify)	38	6.5
Counselor	33	5.7
Campus Instructional Coach	19	3.3
Dyslexia Interventionist	14	2.4
Central Staff Member	13	2.2
Instructional Lead Coach	2	0.3
Principal	2	0.3
Special Education Evaluator	2	0.3

Source: 2022-23 MTSS Feedback Survey.

Note: “Other” includes various roles such as MTSS Reading Interventionist, Campus Coordinator, Reset Coordinator, etc. Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 2: 2022-23 MTSS Feedback Survey – Subjects Taught by Teachers

What subjects do you teach (Please select all that apply)	Respondents (N = 419)	
	n	%
Mathematics	225	22.8
Reading/Language Arts/Writing	202	20.4
Science	183	18.5
Social Studies	158	16.0
ESL/Bilingual	137	13.9
Special Education	34	3.4
Other	280	2.8
Art/Music/Band/Theatre	8	0.8
Career and Technical Education	4	0.4
Health	4	0.4
PE	4	0.4
Technology Applications	1	0.1

Source: 2022-23 MTSS Feedback Survey.

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

Appendix C, Table 3: 2022-23 MTSS Feedback Survey – Number of Trainings Attended

How many MTSS trainings did you complete in 2022-23?	Respondents (N = 555)	
	n	%
0	44	7.9
1	161	29.0
2	150	27.0
3	86	15.5
4	37	6.7
5 or more	77	13.9

Source: 2022-23 MTSS Feedback Survey

Appendix C, Table 4: 2022-23 MTSS Feedback Survey – Number of MTSS-related Trainings by Role

Role	N	Zero (N = 44)		One (N = 161)		Two (N = 150)		Three (N = 86)		Four (N = 37)		Five or More (N = 77)	
		n	%	n	%	n	%	n	%	n	%	n	%
Assistant Principal	39	2	5.1	7	17.9	8	20.5	13	33.3	4	10.3	5	12.8
Campus Instructional Coach	16	0	0.0	3	18.8	5	31.3	3	18.8	3	18.8	2	12.5
Central Staff Member	12	3	25.0	2	16.7	6	50.0	0	0.0	0	0.0	1	8.3
Counselor	32	1	3.1	7	21.9	10	31.3	7	21.9	2	6.3	5	15.6
Dyslexia Interventionist	14	3	21.4	5	35.7	2	14.3	2	14.3	0	0.0	2	14.3
Teacher	398	31	7.8	134	33.7	110	27.6	55	13.8	23	5.8	45	11.3
Other	44	4	9.1	3	6.8	9	20.5	6	13.6	5	11.4	17	38.6

Source: 2022-23 MTSS Feedback Survey

Note: N = 555. 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 C, Table 5: 2022-23 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 = 555)	
	n	%
Used resources on the Dallas ISD MTSS website	276	49.7
Spoke with colleagues who received MTSS training	222	40.0
Did not use resources other than district trainings	132	23.8
Contacted one or more staff members in the MTSS office	104	18.7
Other (please specify)	36	6.5

Source: 2022-23 MTSS Feedback Survey

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

Appendix C, Table 6: 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	536	22	4.1	74	13.8	142	26.5	202	37.7	96	17.9
The use of MAP as a universal screener	536	31	5.8	72	13.4	136	25.4	176	32.8	121	22.6
The use of the PowerSchool MTSS Interventions Module	536	53	9.9	97	18.1	156	29.1	160	29.9	70	13.1
How much do you know about the following MTSS interventions?											
MTSS interventions for academics	536	33	6.2	94	17.5	173	32.3	158	29.5	78	14.6
MTSS interventions for language	536	66	12.3	115	21.5	172	32.1	132	24.6	51	9.5
MTSS interventions for engagement	536	59	11.0	108	20.1	167	31.2	147	27.4	55	10.3

Source: 2022-23 MTSS Feedback Survey

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

Appendix C, Table 7: 2022-23 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 = 528)	
	n	%
Not confident	107	20.3
Slightly confident	91	17.2
Somewhat confident	133	25.2
Moderately confident	121	22.9
Very confident	76	14.4

Source: 2022-23 MTSS Feedback Survey

Appendix C, Table 8: 2022-23 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	499	88	17.6	86	17.2	139	27.9	93	18.6	93	18.6
MTSS interventions for language	489	136	27.8	114	23.3	125	25.6	60	12.3	54	11.0
MTSS interventions for engagement	497	124	24.9	110	22.1	134	27.0	66	13.3	63	12.7

Source: 2022-23 MTSS Feedback Survey

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

Appendix C, Table 9: 2022-23 MTSS Feedback Survey – Preparedness for MTSS Implementation

	N	Very poorly		Poorly		Fairly		Well		Very well	
		n	%	n	%	n	%	n	%	n	%
How well did support from the MTSS department prepare you to...?											
engage in Root Cause Analysis	439	47	10.7	73	16.6	135	30.8	105	23.9	79	18.0
create an intervention plan	445	43	9.7	69	15.5	126	28.3	103	23.1	104	23.4
progress monitor for an intervention plan	442	46	10.4	68	15.4	125	28.3	105	23.8	98	22.2
finalize an intervention plan	442	51	11.5	72	16.3	130	29.4	105	23.8	84	19.0

Source: 2022-23 MTSS Feedback Survey

Note: Percentages may not sum to 100 because of rounding. Excludes responses indicating that the questions are not applicable; therefore, *Ns* vary by survey item.

Appendix C, Table 10: 2022-23 MTSS Feedback Survey – MTSS Implementation after Training

	<i>N</i>	Never		Rarely		Sometimes		Often		Very Often	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
		In 2022-23, how often did you do the following when it seemed necessary?									
Engage in Root Cause Analysis	446	80	17.9	85	19.1	116	26.0	92	20.6	73	16.4
Create an intervention plan	450	59	13.1	64	14.2	118	26.2	110	24.4	99	22.0
Progress monitor for an intervention plan	451	56	12.4	61	13.5	121	26.8	113	25.1	100	22.2
Finalize an intervention plan	443	84	19.0	69	15.6	129	29.1	89	20.1	72	16.3

Source: 2022-23 MTSS Feedback Survey

Note: Percentages may not sum to 100 because of rounding. Excludes responses indicating that the questions are not applicable; therefore, *Ns* vary by survey item.

Appendix C, Table 11: 2022-23 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 (N = 508)	
	n	%
Strongly agree	70	13.8
Agree	270	53.1
Disagree	114	22.4
Strongly disagree	54	10.6

Source: 2022-23 MTSS Feedback Survey

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

Appendix C, Table 12: 2022-23 MTSS Feedback Survey – Usefulness of the Training

Appendix B: Results of the 2022-23 School Evaluation Survey: Effectiveness of the Training											
	N	Not at all useful		Slightly useful		Somewhat useful		Moderately useful		Very useful	
		n	%	n	%	n	%	n	%	n	%
Overall, how useful was the training you received related to...											
Multi-tiered Systems of Support (MTSS)	459	27	5.9	75	16.3	93	20.3	104	22.7	160	34.9
Measures of Academic Progress (MAP)	458	21	4.6	79	17.2	87	19.0	106	23.1	165	36.0
Student Support Team (SST)	441	35	7.9	80	18.1	75	17.0	98	22.2	153	34.7

Source: 2022-23 MTSS Feedback Survey

Note: Percentages may not sum to 100 because of rounding. Excludes responses indicating that the questions are not applicable; therefore, Ns vary by survey item.

Appendix C, Table 13: 2022-23 MTSS Feedback Survey – Training Feedback Open-Ended Responses

Categories	Respondents n
Briefly describe how the MTSS department can improve the supports that they provide.	
Proper training	58
Other	31
Direct support	25
More training	25
System not user-friendly	12
Compliment	11
Lack of time to attend training	5

Source: 2022-23 MTSS Feedback Survey

Note: N = 134. Data may include duplicate counts because each response could address multiple issues. "Other" includes comments that were unclear, idiosyncratic, specific requests such as asking for an access to the system, indicating that they have not received any trainings or not familiar enough with MTSS. "System not user-friendly" includes comments that indicated that the MTSS system is not user friendly and complicated. "Compliment" includes comments that were positive rather than referring to what could be improved. "Lack of time to attend training" includes comments that indicated respondents either did not have enough time to attend trainings or there were conflicts with other training times.

Appendix C, Table 14: 2022-23 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 = 504)	
	<i>n</i>	%
Not at all effectively	55	10.9
Slightly effectively	74	14.7
Somewhat effectively	119	23.6
Moderately effectively	103	20.4
Very effectively	100	19.8
Do not have enough information to determine	53	10.5

Source: 2022-23 MTSS Feedback Survey.

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

Appendix C, Table 15: 2022-23 MTSS Feedback Survey – MTSS Implementation Open-Ended Responses

Categories	Respondents
	<i>n</i>
Briefly describe what could be improved in the implementation of MTSS on your campus.	
More trainings	48
Other	36
Trainings for all staff members	15
Designate campus staff members who can help with MTSS	13
Compliment	11
Uneasiness of process	11
Lack of follow-up	8

Source: 2022-23 MTSS Feedback Survey.

Note: N = 134. Data may include duplicate counts because each response could address multiple issues. “Other” includes comments that were unclear, idiosyncratic, or ambiguous. “Designate campus staff members who can help with MTSS” includes comments that emphasized the need to identify individuals who understand MTSS and how to use it effectively on campus to provide training and offer ongoing support to other campus staff members. “Compliment” includes comments expressing positive views regarding the implementation of MTSS on their campus. “Uneasiness of process” includes comments that suggested user-friendly system, efficient procedures, streamlined documentation and effective communication within the MTSS process. “Lack of follow-up” includes comments that expressed concerns about the lack of follow-up and accountability within the MTSS process.

Appendix C, Table 16: 2022-23 MTSS Feedback Survey – Perceptions of the PowerSchool MTSS Intervention Module

PowerSchool MTSS Intervention Module											
		Not at all satisfied		Slightly satisfied		Somewhat satisfied		Moderately satisfied		Very satisfied	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Regarding the PowerSchool MTSS Intervention Module, please rate your level of satisfaction with...											
the user- friendliness of the module.	498	57	14.6	69	17.7	90	23.1	80	20.5	94	24.1
the amount of time required to use the module efficiently.	498	67	17.2	72	18.5	87	22.4	81	20.8	82	21.1

Source: 2022-23 MTSS Feedback Survey

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

Appendix C, Table 17: 2022-23 MTSS Feedback Survey – Perceptions of PowerSchool MTSS Intervention Module Open-Ended Responses

Categories	Respondents <i>n</i>
Briefly describe how the PowerSchool MTSS Intervention Module has been helpful.	
Helpful in general	22
Not satisfied or not user-friendly	21
Documenting and progress monitoring tool	19
Lesson development and planning interventions	18
Not used or need training	16
Easy to navigate	11
Briefly describe how the PowerSchool MTSS Intervention Module could be improved.	
Confusion and lack of training	32
User-friendliness	30
Other	18
Time management	9
Streamlining the process	6

Source: 2022-23 MTSS Feedback Survey

Note: *N* = 102 for helpfulness and 78 for improvement. Data may include duplicate counts because each response could address multiple issues. "Documenting and progress monitoring tool" include comments that highlighted the usefulness of the PowerSchool module in managing and documenting student progress. "Lesson development and planning interventions" include comments that mentioned the module's helpfulness in analyzing student performance data and informing lesson development. "Not used nor need training" includes comments that stated they have not used the system or have limited experience with it. "Easy to navigate" includes comments that stated the module was easy to navigate and intuitive. "Time management" includes comments that indicated having lack of time available to dedicate and suggested reducing the time required to complete MTSS-related tasks. "Streamlining the process" includes comments that expressed the desire for a more streamlined and simplified process by eliminating unnecessary menus and options.

Appendix C, Table 18: 2022-23 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.	
Compliment	17
More training	16
Other	15
Complicated and not user-friendly	11
Better guide or manual	6
Streamlining the process	6

Source: 2022-23 MTSS Feedback Survey

Note: *N* = 63. 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 D

Appendix D, Table 1: 2022-23 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	10,667	91.0	10,667	91.2	10,667	88.2
2	10,370	90.7	10,370	91.0	10,370	88.1
3	9,944	90.3	9,944	86.4	9,944	82.4
4	9,856	87.5	9,856	82.6	9,856	78.3
5	9,875	85.1	9,875	81.2	9,875	76.6
6	9,086	90.8	9,086	89.9	9,086	85.3
7	9,458	90.5	9,458	89.2	9,458	81.1
8	9,876	91.5	9,876	88.8	9,876	80.8
9	12,891	76.1	12,891	71.8	12,891	61.5
Grades 1-9	92,023	87.8	92,023	85.3	92,023	79.7
Hispanic						
1	7,381	91.1	7,381	91.9	7,381	90.0
2	7,177	90.7	7,177	91.1	7,177	89.8
3	6,951	89.4	6,951	85.2	6,951	82.5
4	6,943	85.7	6,943	79.5	6,943	76.5
5	7,005	82.3	7,005	78.0	7,005	73.9
6	6,601	91.8	6,601	91.7	6,601	87.6
7	6,799	91.3	6,799	90.9	6,799	83.3
8	7,198	92.2	7,198	90.1	7,198	82.6
9	9,500	77.1	9,500	72.8	9,500	63.1
Grades 1-9	65,555	87.5	65,555	85.2	65,555	80.4
African American						
1	2,105	89.3	2,105	88.7	2,105	81.5
2	2,084	89.0	2,084	89.3	2,084	81.2
3	1,937	91.9	1,937	87.7	1,937	79.3
4	1,952	90.6	1,952	88.8	1,952	79.3
5	2,002	91.0	2,002	87.9	2,002	81.5
6	1,738	86.8	1,738	82.7	1,738	76.0
7	1,932	88.5	1,932	82.8	1,932	72.2
8	1,947	88.6	1,947	83.7	1,947	73.1
9	2,508	69.9	2,508	65.4	2,508	52.8
Grades 1-9	18,205	86.8	18,205	83.7	18,205	74.6
White						
1	769	94.8	769	92.8	769	91.5
2	689	95.6	689	95.6	689	93.6
3	625	96.8	625	95.4	625	93.3
4	603	96.0	603	95.4	603	93.2
5	571	95.8	571	94.4	571	91.6
6	472	91.5	472	92.8	472	89.2
7	460	87.4	460	93.0	460	86.7
8	424	93.2	424	92.5	424	85.6
9	527	86.9	527	84.6	527	76.1
Grades 1-9	5,140	93.5	5,140	93.1	5,140	89.5

table continues

Appendix D, 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	9,108	90.5	9,108	90.8	9,108	87.5
2	8,893	90.2	8,893	90.7	8,893	87.4
3	8,497	89.6	8,497	85.7	8,497	81.5
4	8,457	86.8	8,457	81.4	8,457	76.9
5	8,547	84.4	8,547	80.0	8,547	75.1
6	7,826	90.4	7,826	89.2	7,826	84.1
7	8,240	90.7	8,240	88.7	8,240	79.9
8	8,515	91.1	8,515	88.2	8,515	79.6
9	10,788	75.5	10,788	70.9	10,788	60.1
Grades 1-9	78,871	87.3	78,871	84.7	78,871	78.6
Special Education						
1	1,019	72.2	1,019	71.8	1,019	68.7
2	1,161	76.0	1,161	75.4	1,161	70.7
3	1,297	80.6	1,297	75.7	1,297	71.0
4	1,378	78.2	1,378	74.1	1,378	69.5
5	1,497	75.6	1,497	70.6	1,497	66.2
6	1,338	77.7	1,338	76.6	1,338	71.6
7	1,263	79.2	1,263	74.7	1,263	68.3
8	1,226	79.3	1,226	76.1	1,226	69.0
9	1,313	62.9	1,313	56.8	1,313	47.3
Grades 1-9	11,492	75.8	11,492	72.3	11,492	66.8
Homeless						
1	240	71.3	240	79.6	240	68.3
2	203	74.4	203	78.3	203	69.5
3	175	77.7	175	72.6	175	66.9
4	176	74.4	176	75.6	176	64.8
5	172	72.7	172	72.7	172	66.3
6	135	70.4	135	71.9	135	60.7
7	121	74.4	121	75.2	121	62.8
8	149	70.5	149	72.5	149	62.4
9	266	55.6	266	54.9	266	41.7
Grades 1-9	1,637	70.4	1,637	71.9	1,637	61.8
EBs						
1	5,274	91.0	5,274	91.6	5,274	90.3
2	4,997	89.5	4,997	89.6	4,997	88.8
3	5,035	87.3	5,035	82.1	5,035	78.6
4	5,132	82.7	5,132	74.1	5,132	71.0
5	5,259	78.5	5,259	72.8	5,259	68.1
6	4,886	92.0	4,886	92.0	4,886	87.9
7	4,748	91.7	4,748	91.4	4,748	85.3
8	5,074	92.7	5,074	90.9	5,074	83.3
9	6,586	75.6	6,586	71.3	6,586	61.8
Grades 1-9	46,991	86.3	46,991	83.5	46,991	78.8

table continues

Appendix D, Table 1 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Non-EBs						
1	5,393	91.0	5,393	90.7	5,393	86.1
2	5,373	91.7	5,373	92.2	5,373	87.3
3	4,909	93.5	4,909	90.8	4,909	86.4
4	4,724	92.8	4,724	91.9	4,724	86.3
5	4,616	92.6	4,616	90.8	4,616	86.4
6	4,200	89.4	4,200	87.5	4,200	82.3
7	4,710	89.4	4,710	87.0	4,710	76.8
8	4,802	90.1	4,802	86.6	4,802	78.0
9	6,305	76.6	6,305	72.3	6,305	61.3
Grades 1-9	45,032	89.3	45,032	87.3	45,032	80.7

Source: District MAP data file, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22.

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

Appendix D, Table 2: 2022-23 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	10,667	93.4	10,667	93.0	10,667	89.9
2	10,370	93.7	10,370	93.8	10,370	90.4
3	9,944	93.9	9,944	93.0	9,944	90.0
4	9,856	94.5	9,856	93.3	9,856	89.8
5	9,875	94.4	9,875	93.6	9,875	90.1
6	9,086	92.4	9,086	91.2	9,086	86.0
7	9,458	91.9	9,458	90.2	9,458	84.1
8	9,876	91.3	9,876	90.5	9,876	82.8
9	12,891	76.5	12,891	73.8	12,891	59.7
Grades 1-9	92,023	90.9	92,023	89.8	92,023	84.0
Hispanic						
1	7,381	94.2	7,381	94.0	7,381	92.0
2	7,177	94.6	7,177	94.9	7,177	92.9
3	6,951	94.5	6,951	94.3	6,951	92.8
4	6,943	95.2	6,943	94.5	6,943	92.7
5	7,005	95.2	7,005	94.8	7,005	92.8
6	6,601	93.3	6,601	92.5	6,601	88.7
7	6,799	92.5	6,799	91.8	6,799	86.6
8	7,198	92.4	7,198	91.6	7,198	85.0
9	9,500	77.3	9,500	74.9	9,500	61.0
Grades 1-9	65,555	91.6	65,555	90.9	65,555	86.2
African American						
1	2,105	89.6	2,105	88.8	2,105	81.7
2	2,084	89.8	2,084	89.2	2,084	81.5
3	1,937	91.7	1,937	89.0	1,937	80.9
4	1,952	90.9	1,952	88.6	1,952	78.1
5	2,002	91.1	2,002	89.2	2,002	80.6
6	1,738	88.4	1,738	86.1	1,738	75.0
7	1,932	88.9	1,932	84.5	1,932	74.7
8	1,947	87.0	1,947	86.3	1,947	74.5
9	2,508	71.8	2,508	67.4	2,508	54.7
Grades 1-9	18,205	87.2	18,205	85.0	18,205	75.2
White						
1	769	96.5	769	95.4	769	93.9
2	689	96.4	689	96.8	689	94.6
3	625	97.1	625	95.5	625	93.1
4	603	96.8	603	96.4	603	94.7
5	571	96.5	571	96.5	571	93.3
6	472	94.9	472	92.6	472	89.6
7	460	95.0	460	92.0	460	87.4
8	424	93.6	424	91.7	424	85.8
9	527	86.3	527	83.5	527	62.6
Grades 1-9	5,140	95.0	5,140	93.8	5,140	89.1

table continues

Appendix D, 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	9,108	93.1	9,108	92.6	9,108	89.1
2	8,893	93.3	8,893	93.6	8,893	89.7
3	8,497	93.4	8,497	92.7	8,497	89.4
4	8,457	94.1	8,457	92.7	8,457	89.1
5	8,547	94.1	8,547	93.1	8,547	89.4
6	7,826	91.9	7,826	90.7	7,826	85.0
7	8,240	91.5	8,240	89.7	8,240	83.1
8	8,515	90.9	8,515	90.0	8,515	82.0
9	10,788	76.1	10,788	73.0	10,788	59.0
Grades 1-9	78,871	90.5	78,871	89.3	78,871	83.3
Special Education						
1	1,019	75.4	1,019	73.8	1,019	70.7
2	1,161	78.4	1,161	78.3	1,161	74.3
3	1,297	83.0	1,297	80.5	1,297	76.7
4	1,378	84.7	1,378	81.3	1,378	79.4
5	1,497	83.4	1,497	81.9	1,497	78.4
6	1,338	78.8	1,338	77.0	1,338	72.0
7	1,263	77.3	1,263	75.4	1,263	68.3
8	1,226	78.3	1,226	77.3	1,226	68.4
9	1,313	63.0	1,313	60.5	1,313	50.2
Grades 1-9	11,492	78.2	11,492	76.4	11,492	71.1
Homeless						
1	240	73.8	240	80.4	240	70.0
2	203	74.9	203	79.3	203	70.4
3	175	77.7	175	77.7	175	70.9
4	176	80.7	176	80.7	176	71.6
5	172	76.2	172	75.6	172	66.9
6	135	72.6	135	71.9	135	63.0
7	121	76.0	121	76.9	121	67.8
8	149	67.8	149	75.2	149	62.4
9	266	59.8	266	57.1	266	44.7
Grades 1-9	1,637	72.6	1,637	74.3	1,637	64.4
EBs						
1	5,274	94.2	5,274	94.1	5,274	92.5
2	4,997	94.8	4,997	94.8	4,997	92.8
3	5,035	94.2	5,035	94.3	5,035	92.8
4	5,132	95.5	5,132	94.6	5,132	93.2
5	5,259	95.7	5,259	95.4	5,259	93.7
6	4,886	93.9	4,886	93.2	4,886	89.8
7	4,748	92.6	4,748	92.4	4,748	87.7
8	5,074	92.8	5,074	92.6	5,074	86.0
9	6,586	75.8	6,586	74.3	6,586	59.9
Grades 1-9	46,991	91.6	46,991	91.2	46,991	86.7

table continues

Appendix D, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Non-EBs						
1	5,393	92.6	5,393	91.9	5,393	87.3
2	5,373	92.8	5,373	92.9	5,373	88.2
3	4,909	93.7	4,909	91.8	4,909	87.2
4	4,724	93.3	4,724	91.8	4,724	86.1
5	4,616	92.9	4,616	91.6	4,616	86.1
6	4,200	90.7	4,200	88.9	4,200	81.5
7	4,710	91.1	4,710	88.1	4,710	80.5
8	4,802	89.8	4,802	88.2	4,802	79.4
9	6,305	77.3	6,305	73.3	6,305	59.6
Grades 1-9	45,032	90.1	45,032	88.3	45,032	81.2

Source: District MAP data file, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22.

Appendix E

Appendix E, 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 E, 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 E, Table 1 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Non-EBs						
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 E, 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 E, 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 E, Table 2 (continued)

Grade Level	BOY		MOY		EOY	
	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %	Enrolled <i>N</i>	Tested %
Non-EBs						
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 F

Appendix F, Table 1: 2022-23 Dallas ISD Tier 2 and Tier 3 Students with One, Two, or Three or More Intervention Plans by Student Group

Intervention Plans by Student Group							
Tier	Students <i>N</i>	One		Two		Three or More	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
District							
Tier 2	5,722	3,545	62.0	1,868	32.6	309	5.4
Tier 3	1,049	935	89.1	93	8.9	21	2.0
Hispanic							
Tier 2	4,026	2,640	65.6	1,205	29.9	181	4.5
Tier 3	271	224	82.7	42	15.5	5	1.8
African American							
Tier 2	1,364	704	51.6	549	40.2	111	8.1
Tier 3	736	677	92.0	44	6.0	15	2.0
White							
Tier 2	150	109	72.7	36	24.0	5	3.3
Tier 3	10	7	70.0	3	30.0	-	-
Economically Disadvantaged							
Tier 2	5,345	3,302	61.8	1,751	32.8	292	5.5
Tier 3	1,003	893	89.0	90	9.0	20	2.0
Special Education							
Tier 2	232	156	67.2	64	27.6	12	5.2
Tier 3	30	27	90.0	3	10.0	-	-
Homeless							
Tier 2	97	59	60.8	31	32.0	7	7.2
Tier 3	33	29	87.9	3	9.1	1	3.0
EBs							
Tier 2	3,067	2,091	68.2	846	27.6	130	4.2
Tier 3	155	127	81.9	28	18.1	-	-
Non-EBs							
Tier 2	2,655	1,454	54.8	1,022	38.5	179	6.7
Tier 3	894	808	90.4	65	7.3	21	2.3

Source: PowerSchool MTSS Intervention Module database, 08/16/23. District PEIMS snapshot demographic files, 10/31/22.

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

Appendix F, Table 2: 2022-23 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	5,722	7,481	92.8	161	2.0	422	5.2
Tier 3	1,049	969	96.8	-	-	32	3.2
Hispanic							
Tier 2	4,026	5,114	93.4	141	2.6	219	4.0
Tier 3	271	244	91.4	-	-	23	8.6
African American							
Tier 2	1,364	1,936	91.7	11	0.5	165	7.8
Tier 3	736	684	99.0	-	-	7	1.0
White							
Tier 2	150	163	83.2	7	3.6	26	13.3
Tier 3	10	10	100.0	-	-	-	-
Economically Disadvantaged							
Tier 2	5,345	7,018	93.0	152	2.0	377	5.0
Tier 3	1,003	930	96.9	-	-	30	3.1
Special Education							
Tier 2	232	269	86.8	3	1.0	38	12.3
Tier 3	30	18	72.0	-	-	7	28.0
Homeless							
Tier 2	97	127	89.4	1	0.7	14	9.9
Tier 3	33	30	96.8	-	-	1	3.2
EBs							
Tier 2	3,067	3,802	93.2	120	2.9	156	3.8
Tier 3	155	138	93.2	-	-	10	6.8
Non-EBs							
Tier 2	2,655	3,679	92.3	41	1.0	266	6.7
Tier 3	894	831	97.4	-	-	22	2.6

Source: PowerSchool MTSS Intervention Module database, 08/16/23. District PEIMS snapshot demographic files, 10/31/22.

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 F, Table 3: 2022-23 Dallas ISD Tier 2 and Tier 3 Academic Intervention Plans by Subject and Student Group

Academic Intervention Plans by Subject and Student Group					
		Intervention Plans			
	Students	Reading		Mathematics	
Tier	N	n	%	n	%
District					
Tier 2	5,722	4,769	63.7	2,712	36.3
Tier 3	1,049	901	93.0	68	7.0
Hispanic					
Tier 2	4,026	3,319	64.9	1,795	35.1
Tier 3	271	198	81.1	46	18.9
African American					
Tier 2	1,364	1,176	60.7	760	39.3
Tier 3	736	667	97.5	17	2.5
White					
Tier 2	150	107	65.6	56	34.4
Tier 3	10	7	70.0	3	30.0
Economically Disadvantaged					
Tier 2	5,345	4,464	63.6	2,554	36.4
Tier 3	1,003	865	93.0	65	7.0
Special Education					
Tier 2	232	166	61.7	103	38.3
Tier 3	30	16	88.9	2	11.1
Homeless					
Tier 2	97	81	63.8	46	36.2
Tier 3	33	30	100.0	-	-
EBs					
Tier 2	3,067	2,497	65.7	1,305	34.3
Tier 3	155	105	76.1	33	23.9
Non-EBs					
Tier 2	2,655	2,272	61.8	1,407	38.2
Tier 3	894	796	95.8	35	4.2

Source: PowerSchool MTSS Intervention Module database, 08/16/23. District PEIMS snapshot demographic files, 10/31/22.

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. - = no students in this group.

Appendix G

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

Academic Intervention Plans by Subject and Student Group					
Tier	Students <i>N</i>	Intervention Plans			
		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	*	*	*	*	*
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
Non-EBs					
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 H

Appendix H, Table 1: 2022-23 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 = 60,571)		Spanish Reading (N = 20,204)		Mathematics (N = 83,624)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	17,830	176	3,085	160	24,433	177
	2 & 3	1,568	162	568	161	1,296	170
	All	19,398	174	3,653	160	25,729	176
Low Average	1	10,902	195	3,648	167	16,115	194
	2 & 3	628	180	486	171	583	188
	All	11,530	194	4,134	168	16,698	193
Average	1	10,928	204	3,301	176	15,319	203
	2 & 3	395	193	326	184	360	198
	All	11,323	203	3,627	176	15,679	203
High Average	1	10,641	213	4,006	184	14,763	211
	2 & 3	257	205	269	194	217	206
	All	10,898	212	4,275	184	14,980	211
High	1	7,341	218	4,318	193	10,455	219
	2 & 3	81	213	197	204	83	217
	All	7,422	218	4,515	193	10,538	219
Hispanic							
Low	1	11,905	178	3,035	160	17,053	177
	2 & 3	542	163	563	161	856	170
	All	12,447	177	3,598	160	17,909	177
Low Average	1	7,159	198	3,598	167	11,892	194
	2 & 3	241	182	477	171	388	189
	All	7,400	197	4,075	168	12,280	193
Average	1	7,288	207	3,250	176	11,635	203
	2 & 3	184	196	322	184	246	199
	All	7,472	206	3,572	177	11,881	203
High Average	1	6,756	216	3,942	184	11,219	212
	2 & 3	124	209	266	194	132	209
	All	6,880	216	4,208	184	11,351	212
High	1	3,250	221	4,264	193	6,553	220
	2 & 3	30	213	196	204	57	218
	All	3,280	221	4,460	193	6,610	220
African American							
Low	1	4,955	172	*	*	6,227	177
	2 & 3	915	161	*	*	374	171
	All	5,870	170	*	*	6,601	176
Low Average	1	3,050	190	*	*	3,451	194
	2 & 3	332	180	-	-	165	187
	All	3,382	189	*	*	3,616	194
Average	1	2,709	198	*	*	2,647	202
	2 & 3	180	191	-	-	93	195
	All	2,889	198	*	*	2,740	202
High Average	1	2,339	208	*	*	1,942	208
	2 & 3	97	200	-	-	63	201
	All	2,436	208	*	*	2,005	208
High	1	1,179	213	*	*	907	215
	2 & 3	37	214	-	-	13	212
	All	1,216	213	*	*	920	215

table continues

Appendix H, Table 1 (continued)

BOY Achievement Quintile	Tier	English Reading (N = 60,571)		Spanish Reading (N = 20,204)		Mathematics (N = 83,624)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	435	168	23	154	490	173
	2 & 3	31	154	*	*	18	161
	All	466	168	26	155	508	173
Low Average	1	359	186	31	160	398	189
	2 & 3	20	170	8	172	16	186
	All	379	185	39	162	414	189
Average	1	537	195	40	163	632	199
	2 & 3	14	186	*	*	12	196
	All	551	194	42	164	644	199
High Average	1	1,045	206	37	179	1,093	209
	2 & 3	14	201	*	*	7	215
	All	1,059	205	39	180	1,100	210
High	1	2,163	218	33	185	2,215	219
	2 & 3	8	211	*	*	*	*
	All	2,171	217	34	186	2,219	219
Economically Disadvantaged							
Low	1	16,446	176	2,929	160	22,784	176
	2 & 3	1,495	162	538	161	1,243	171
	All	17,941	174	3,467	160	24,027	176
Low Average	1	9,737	195	3,454	167	14,645	193
	2 & 3	580	180	461	171	545	188
	All	10,317	194	3,915	168	15,190	193
Average	1	9,320	204	3,106	176	13,280	202
	2 & 3	364	193	310	183	331	197
	All	9,684	204	3,416	177	13,611	202
High Average	1	8,073	213	3,742	184	11,963	211
	2 & 3	232	206	254	194	200	206
	All	8,305	213	3,996	184	12,163	211
High	1	3,592	218	3,994	193	6,348	219
	2 & 3	66	213	186	204	72	216
	All	3,658	218	4,180	193	6,420	219
Special Education							
Low	1	4,311	173	703	163	5,637	176
	2 & 3	50	160	30	161	62	166
	All	4,361	173	733	163	5,699	176
Low Average	1	1,213	192	460	170	1,500	193
	2 & 3	25	175	19	162	18	183
	All	1,238	191	479	170	1,518	193
Average	1	682	200	226	179	813	201
	2 & 3	13	179	11	175	10	184
	All	695	199	237	178	823	200
High Average	1	459	207	164	180	586	206
	2 & 3	*	*	*	*	6	196
	All	463	207	168	180	592	206
High	1	269	215	65	183	357	212
	2 & 3	1	214	-	-	-	-
	All	270	215	65	183	357	212

table continues

Appendix H, Table 1 (continued)

BOY Achievement Quintile	Tier	English Reading (N = 60,571)		Spanish Reading (N = 20,204)		Mathematics (N = 83,624)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	375	169	41	162	511	173
	2 & 3	46	157	13	159	26	170
	All	421	168	54	162	537	173
Low Average	1	181	189	31	170	249	192
	2 & 3	11	175	5	170	9	189
	All	192	189	36	170	258	192
Average	1	173	200	30	169	198	199
	2 & 3	5	196	*	*	*	*
	All	178	200	33	170	199	199
High Average	1	122	208	36	185	137	207
	2 & 3	*	*	-	-	*	*
	All	125	208	36	185	138	207
High	1	45	215	30	189	56	217
	2 & 3	-	-	*	*	-	-
	All	45	215	32	190	56	217
EBs							
Low	1	8,106	181	3,044	160	13,153	177
	2 & 3	179	168	563	161	662	169
	All	8,285	181	3,607	160	13,815	177
Low Average	1	4,163	204	3,583	167	8,639	193
	2 & 3	64	187	480	171	280	188
	All	4,227	204	4,063	168	8,919	193
Average	1	3,956	213	3,254	176	8,209	203
	2 & 3	51	197	321	184	168	197
	All	4,007	212	3,575	177	8,377	203
High Average	1	3,123	221	3,902	184	7,600	212
	2 & 3	33	207	268	194	75	206
	All	3,156	221	4,170	185	7,675	212
High	1	1,069	228	4,208	193	4,240	219
	2 & 3	7	218	196	204	38	218
	All	1,076	227	4,404	193	4,278	219
Non-EBs							
Low	1	9,724	171	41	152	11,280	176
	2 & 3	1,389	161	5	143	634	172
	All	11,113	169	46	151	11,914	176
Low Average	1	6,739	189	65	161	7,476	194
	2 & 3	564	179	6	170	303	188
	All	7,303	188	71	161	7,779	193
Average	1	6,972	198	47	166	7,110	202
	2 & 3	344	192	5	175	192	198
	All	7,316	198	52	167	7,302	202
High Average	1	7,518	209	104	173	7,163	211
	2 & 3	224	204	*	*	142	206
	All	7,742	209	105	173	7,305	211
High	1	6,272	217	110	184	6,215	220
	2 & 3	74	212	*	*	45	215
	All	6,346	217	111	185	6,260	220

Source: District MAP data file, 09/27/22 (BOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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 2022-23 may not be represented in this table. - = no students in this group.

*= fewer than five in this student group.

Appendix H, Table 2: 2022-23 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 = 59,333)		Spanish Reading (N = 19,205)		Mathematics (N = 82,607)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	19,519	179	3,510	164	25,174	182
	2 & 3	1,426	168	534	164	1,255	177
	All	20,945	178	4,044	164	26,429	181
Low Average	1	10,840	199	2,799	174	15,490	199
	2 & 3	701	187	408	179	562	194
	All	11,541	198	3,207	175	16,052	198
Average	1	10,279	208	3,409	181	15,871	208
	2 & 3	459	199	326	188	409	204
	All	10,738	207	3,735	181	16,280	208
High Average	1	9,285	216	3,933	190	14,442	215
	2 & 3	261	209	275	199	251	211
	All	9,546	216	4,208	190	14,693	215
High	1	6,491	223	3,819	201	9,085	227
	2 & 3	72	218	192	211	68	221
	All	6,563	223	4,011	201	9,153	227
Hispanic							
Low	1	13,170	181	3,458	164	17,650	182
	2 & 3	528	170	531	164	828	177
	All	13,698	180	3,989	164	18,478	182
Low Average	1	7,271	201	2,766	174	11,582	199
	2 & 3	255	190	402	179	353	194
	All	7,526	201	3,168	174	11,935	198
Average	1	6,826	210	3,361	181	12,189	209
	2 & 3	203	202	317	188	291	205
	All	7,029	210	3,678	181	12,480	209
High Average	1	5,821	219	3,865	190	10,857	216
	2 & 3	111	210	273	199	167	213
	All	5,932	219	4,138	190	11,024	216
High	1	2,717	225	3,772	201	5,602	227
	2 & 3	33	219	190	211	46	222
	All	2,750	225	3,962	201	5,648	227
African American							
Low	1	5,357	176	*	*	6,395	181
	2 & 3	800	168	-	-	367	177
	All	6,157	175	*	*	6,762	181
Low Average	1	2,890	194	*	*	3,147	199
	2 & 3	390	185	-	-	173	194
	All	3,280	193	*	*	3,320	199
Average	1	2,498	203	*	*	2,610	208
	2 & 3	219	196	-	-	93	202
	All	2,717	203	*	*	2,703	207
High Average	1	1,926	212	-	-	1,868	214
	2 & 3	116	208	-	-	63	209
	All	2,042	211	-	-	1,931	213
High	1	1,004	218	*	*	741	224
	2 & 3	22	216	-	-	11	216
	All	1,026	218	*	*	752	224

table continues

Appendix H, Table 2 (continued)

MOY Achievement Quintile	Tier	English Reading (N = 59,333)		Spanish Reading (N = 19,205)		Mathematics (N = 82,607)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	447	175	33	155	478	179
	2 & 3	27	161	*	*	16	173
	All	474	174	35	155	494	179
Low Average	1	359	189	12	166	402	196
	2 & 3	22	183	*	*	20	191
	All	381	189	16	171	422	196
Average	1	586	199	34	175	651	205
	2 & 3	10	191	6	183	8	209
	All	596	199	40	176	659	205
High Average	1	1,082	211	41	186	1,223	213
	2 & 3	15	204	*	*	10	212
	All	1,097	211	43	187	1,233	213
High	1	2,068	223	28	192	2,008	227
	2 & 3	7	215	*	*	*	*
	All	2,075	223	30	194	2,011	227
Economically Disadvantaged							
Low	1	17,999	179	3,349	164	23,441	182
	2 & 3	1,359	169	504	164	1,201	177
	All	19,358	178	3,853	164	24,642	181
Low Average	1	9,639	199	2,658	174	13,987	198
	2 & 3	653	187	391	179	531	194
	All	10,292	198	3,049	175	14,518	198
Average	1	8,554	208	3,192	181	13,706	208
	2 & 3	427	199	304	188	376	204
	All	8,981	208	3,496	181	14,082	208
High Average	1	6,830	217	3,679	190	11,530	216
	2 & 3	230	209	259	199	230	211
	All	7,060	217	3,938	190	11,760	215
High	1	2,964	223	3,562	201	5,385	226
	2 & 3	57	218	181	210	56	220
	All	3,021	223	3,743	201	5,441	226
Special Education							
Low	1	4,389	176	763	165	5,657	180
	2 & 3	44	165	35	163	65	173
	All	4,433	176	798	165	5,722	180
Low Average	1	1,057	197	314	176	1,327	199
	2 & 3	28	181	15	166	16	188
	All	1,085	196	329	175	1,343	199
Average	1	616	204	208	182	832	205
	2 & 3	13	190	8	190	11	197
	All	629	203	216	183	843	205
High Average	1	377	212	133	190	537	211
	2 & 3	*	*	*	*	*	*
	All	380	212	135	190	538	211
High	1	252	220	53	201	329	221
	2 & 3	*	*	*	*	*	*
	All	253	220	56	201	330	221

table continues

Appendix H, Table 2 (continued)

MOY Achievement Quintile	Tier	English Reading (N = 59,333)		Spanish Reading (N = 19,205)		Mathematics (N = 82,607)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	395	173	41	166	545	178
	2 & 3	42	162	10	162	25	175
	All	437	172	51	166	570	178
Low Average	1	213	197	36	174	257	196
	2 & 3	15	183	5	172	10	194
	All	228	196	41	174	267	196
Average	1	157	202	36	178	198	206
	2 & 3	7	203	*	*	*	*
	All	164	202	39	180	201	206
High Average	1	109	212	37	189	127	210
	2 & 3	2	210	*	*	-	-
	All	111	212	39	190	127	210
High	1	36	217	30	198	51	224
	2 & 3	-	-	*	*	-	-
	All	36	217	31	199	51	224
EBs							
Low	1	8,828	184	3,438	164	13,533	182
	2 & 3	177	173	526	164	633	176
	All	9,005	183	3,964	164	14,166	182
Low Average	1	4,164	207	2,739	174	8,392	199
	2 & 3	81	194	404	179	262	194
	All	4,245	207	3,143	175	8,654	198
Average	1	3,547	215	3,322	181	8,516	209
	2 & 3	61	204	325	188	191	204
	All	3,608	215	3,647	181	8,707	209
High Average	1	2,673	224	3,833	190	7,574	216
	2 & 3	27	210	270	199	108	210
	All	2,700	224	4,103	190	7,682	216
High	1	878	231	3,730	201	3,607	226
	2 & 3	9	224	188	211	35	223
	All	887	231	3,918	201	3,642	226
Non-EBs							
Low	1	10,691	175	72	158	11,641	181
	2 & 3	1,249	168	8	161	622	178
	All	11,940	174	80	159	12,263	181
Low Average	1	6,676	194	60	166	7,098	199
	2 & 3	620	186	*	*	300	194
	All	7,296	193	64	167	7,398	198
Average	1	6,732	204	87	176	7,355	208
	2 & 3	398	198	*	*	218	204
	All	7,130	203	88	176	7,573	208
High Average	1	6,612	213	100	182	6,868	215
	2 & 3	234	209	5	195	143	212
	All	6,846	213	105	182	7,011	215
High	1	5,613	222	89	196	5,478	228
	2 & 3	63	217	*	*	33	218
	All	5,676	222	93	196	5,511	228

Source: District MAP data file, 02/08/23 (MOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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 MOY; therefore, every student with a plan in 2022-23 may not be represented in this table. - = no students in this group.

*= fewer than five in this student group.

Appendix H, Table 3: 2022-23 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 = 54,864)		Spanish Reading (N = 18,484)		Mathematics (N = 77,312)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
District							
Low	1	17,506	181	3,458	166	21,546	185
	2 & 3	1,223	172	494	168	1,064	181
	All	18,729	180	3,952	166	22,610	184
Low Average	1	9,663	200	2,836	178	13,899	203
	2 & 3	668	190	363	181	546	199
	All	10,331	200	3,199	178	14,445	203
Average	1	9,767	210	3,354	185	13,974	211
	2 & 3	466	200	308	191	411	208
	All	10,233	209	3,662	185	14,385	211
High Average	1	8,964	217	3,633	194	14,738	219
	2 & 3	268	210	252	201	324	216
	All	9,232	217	3,885	195	15,062	219
High	1	6,245	224	3,552	208	10,733	229
	2 & 3	94	219	234	213	77	225
	All	6,339	224	3,786	208	10,810	229
Hispanic							
Low	1	12,037	182	3,402	166	15,415	185
	2 & 3	493	173	491	168	706	181
	All	12,530	182	3,893	166	16,121	185
Low Average	1	6,531	202	2,801	178	10,523	203
	2 & 3	259	192	357	181	357	199
	All	6,790	202	3,158	178	10,880	203
Average	1	6,655	212	3,312	185	10,833	212
	2 & 3	184	204	302	191	287	208
	All	6,839	212	3,614	185	11,120	212
High Average	1	5,533	220	3,586	194	11,171	220
	2 & 3	121	213	248	201	240	216
	All	5,654	219	3,834	195	11,411	220
High	1	2,605	226	3,516	208	6,922	229
	2 & 3	34	221	232	213	48	227
	All	2,639	226	3,748	208	6,970	229
African American							
Low	1	4,607	177	*	*	5,185	184
	2 & 3	641	172	-	-	308	180
	All	5,248	177	*	*	5,493	184
Low Average	1	2,504	196	*	*	2,717	203
	2 & 3	363	189	-	-	160	198
	All	2,867	195	*	*	2,877	203
Average	1	2,222	205	*	*	2,275	211
	2 & 3	243	197	-	-	94	208
	All	2,465	205	*	*	2,369	211
High Average	1	1,874	213	-	-	1,917	218
	2 & 3	113	207	-	-	62	216
	All	1,987	212	-	-	1,979	218
High	1	976	219	-	-	961	227
	2 & 3	39	217	-	-	15	217
	All	1,015	219	-	-	976	227

table continues

Appendix H, Table 3 (continued)

EOY Achievement Quintile	Tier	English Reading (N = 54,864)		Spanish Reading (N = 18,484)		Mathematics (N = 77,312)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	378	177	32	157	416	183
	2 & 3	27	165	*	*	12	171
	All	405	176	33	157	428	182
Low Average	1	357	192	23	176	350	201
	2 & 3	14	175	*	*	13	196
	All	371	192	25	177	363	200
Average	1	543	203	27	184	522	210
	2 & 3	16	197	6	188	15	209
	All	559	203	33	185	537	210
High Average	1	1,097	213	25	189	1,148	217
	2 & 3	17	213	*	*	9	214
	All	1,114	213	29	190	1,157	217
High	1	2,003	224	21	203	2,090	229
	2 & 3	6	215	*	*	*	*
	All	2,009	224	23	204	2,094	229
Economically Disadvantaged							
Low	1	16,061	181	3,289	166	20,015	184
	2 & 3	1,165	172	471	168	1,021	181
	All	17,226	180	3,760	166	21,036	184
Low Average	1	8,520	200	2,697	178	12,495	203
	2 & 3	616	190	344	181	515	199
	All	9,136	200	3,041	178	13,010	202
Average	1	8,136	210	3,142	185	12,193	211
	2 & 3	438	200	285	191	373	208
	All	8,574	209	3,427	185	12,566	211
High Average	1	6,509	217	3,412	194	11,925	219
	2 & 3	230	210	239	201	303	216
	All	6,739	217	3,651	195	12,228	219
High	1	2,837	223	3,316	208	6,820	228
	2 & 3	78	220	223	213	64	224
	All	2,915	223	3,539	208	6,884	228
Special Education							
Low	1	3,993	177	750	167	4,999	182
	2 & 3	47	169	32	163	61	177
	All	4,040	177	782	167	5,060	182
Low Average	1	944	198	285	180	1,249	203
	2 & 3	17	177	17	177	14	187
	All	961	198	302	180	1,263	203
Average	1	567	207	182	188	821	210
	2 & 3	10	194	6	188	9	204
	All	577	206	188	188	830	210
High Average	1	376	212	110	194	609	216
	2 & 3	7	202	-	-	*	*
	All	383	212	110	194	613	216
High	1	269	222	61	209	401	225
	2 & 3	*	*	*	*	-	-
	All	271	222	65	209	401	225

table continues

Appendix H, Table 3 (continued)

EOY Achievement Quintile	Tier	English Reading (N = 54,864)		Spanish Reading (N = 18,484)		Mathematics (N = 77,312)	
		n	Mean RIT	n	Mean RIT	n	Mean RIT
Homeless							
Low	1	331	176	34	172	409	182
	2 & 3	29	168	8	167	21	177
	All	360	175	42	171	430	182
Low Average	1	155	198	30	177	222	201
	2 & 3	14	186	6	185	13	197
	All	169	197	36	178	235	200
Average	1	139	203	36	185	161	208
	2 & 3	10	197	*	*	*	*
	All	149	202	37	185	165	208
High Average	1	103	213	39	194	150	213
	2 & 3	*	*	*	*	-	-
	All	104	213	42	195	150	213
High	1	39	220	32	207	75	225
	2 & 3	*	*	*	*	-	-
	All	40	219	33	208	75	225
EBs							
Low	1	8,181	185	3,389	166	11,762	185
	2 & 3	171	176	488	168	538	180
	All	8,352	185	3,877	166	12,300	185
Low Average	1	3,739	208	2,787	178	7,657	203
	2 & 3	76	194	360	181	251	198
	All	3,815	207	3,147	178	7,908	203
Average	1	3,389	217	3,277	185	7,678	212
	2 & 3	55	205	305	191	205	208
	All	3,444	217	3,582	185	7,883	212
High Average	1	2,481	225	3,550	194	7,798	219
	2 & 3	26	213	247	201	168	215
	All	2,507	225	3,797	195	7,966	219
High	1	785	231	3,465	208	4,662	228
	2 & 3	17	223	232	213	39	229
	All	802	231	3,697	208	4,701	228
Non-EBs							
Low	1	9,325	177	69	162	9,784	184
	2 & 3	1,052	172	6	162	526	181
	All	10,377	177	75	162	10,310	184
Low Average	1	5,924	196	49	172	6,242	202
	2 & 3	592	189	*	*	295	199
	All	6,516	195	52	173	6,537	202
Average	1	6,378	206	77	183	6,296	211
	2 & 3	411	199	3	189	206	208
	All	6,789	205	80	183	6,502	211
High Average	1	6,483	214	83	190	6,940	219
	2 & 3	242	209	5	199	156	217
	All	6,725	214	88	190	7,096	219
High	1	5,460	223	87	204	6,071	231
	2 & 3	77	219	*	*	38	221
	All	5,537	223	89	204	6,109	231

Source: District MAP data file, 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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 EOY; therefore, every student with a plan in 2022-23 may not be represented in this table. - = no students in this group.

*= fewer than five in this student group.

Appendix I

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

Student Group, BOY Quintile, and RIT Score							
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	*	*	8,244	179
	2 & 3	619	168	-	-	235	171
	All	7,577	173	*	*	8,479	179
Low Average	1	4,021	194	*	*	4,670	198
	2 & 3	201	184	-	-	95	185
	All	4,222	194	*	*	4,765	198
Average	1	3,603	203	*	*	3,370	209
	2 & 3	82	188	-	-	42	191
	All	3,685	202	*	*	3,412	208
High Average	1	2,815	213	*	*	2,156	216
	2 & 3	52	200	-	-	23	196
	All	2,867	213	*	*	2,179	215
High	1	1,438	217	*	*	1,042	226
	2 & 3	11	200	-	-	5	204
	All	1,449	217	*	*	1,047	225

table continues

Appendix I, Table 1 (continued)

BOY Achievement Quintile		English Reading (N = 80,258)		Spanish Reading (N = 20,609)		Mathematics (N = 103,303)	
	Tier	n	Mean RIT	n	Mean RIT	n	Mean RIT
White							
Low	1	565	172	27	154	587	178
	2 & 3	14	171	*	*	13	180
	All	579	172	28	154	600	178
Low Average	1	461	190	30	160	568	198
	2 & 3	*	*	*	*	3	196
	All	465	190	31	161	571	198
Average	1	690	201	26	169	781	208
	2 & 3	*	*	2	195	*	*
	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	*	*	*	*	*	*
	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	*	*	5	205
	All	760	204	185	177	811	204
High Average	1	478	209	132	180	488	210
	2 & 3	5	202	*	*	*	*
	All	483	209	136	181	491	210
High	1	274	216	49	192	319	215
	2 & 3	*	*	*	*	*	*
	All	275	216	50	192	320	215

table continues

Appendix I, 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
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	-	-	*	*
	All	257	197	42	165	323	199
Average	1	210	205	38	175	240	211
	2 & 3	*	*	*	*	*	*
	All	214	205	40	176	241	211
High Average	1	173	215	41	191	163	210
	2 & 3	*	*	*	*	-	-
	All	177	214	45	192	163	210
High	1	58	217	22	190	61	221
	2 & 3	-	-	*	*	-	-
	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	*	*	78	206	9	213
	All	1,249	229	4,137	195	4,003	222
Non-EBs							
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	*	*	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	*	*	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.

* = fewer than five in this student group.

Appendix I, 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	*	*	3,864	203
	2 & 3	194	191	-	-	80	190
	All	3,834	197	*	*	3,944	203
Average	1	2,956	207	*	*	3,112	212
	2 & 3	108	198	-	-	53	200
	All	3,064	207	*	*	3,165	212
High Average	1	2,297	216	*	*	1,934	218
	2 & 3	42	207	-	-	35	208
	All	2,339	216	*	*	1,969	218
High	1	1,099	223	*	*	902	232
	2 & 3	7	218	-	-	6	197
	All	1,106	223	*	*	908	232

table continues

Appendix I, 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	*	*	7	201
	All	407	195	25	166	499	202
Average	1	700	204	33	174	791	211
	2 & 3	5	206	*	*	*	*
	All	705	204	34	175	793	211
High Average	1	1,252	215	35	186	1,272	217
	2 & 3	5	214	*	*	6	220
	All	1,257	215	36	186	1,278	217
High	1	2,224	225	32	201	2,253	231
	2 & 3	*	*	*	*	*	*
	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	*	*	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	*	*	*	*	*	*
	All	382	215	101	192	444	212
High	1	228	222	51	203	266	224
	2 & 3	-	-	-	-	*	*
	All	228	222	51	203	267	224

table continues

Appendix I, 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	*	*	*	*
	All	237	200	46	174	256	202
Average	1	183	209	40	183	226	211
	2 & 3	*	*	*	*	*	*
	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	-	-	*	*	-	-
	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
Non-EBs							
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	*	*	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	*	*	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	*	*	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 MOY; therefore, every student with a plan in 2021-22 may not be represented in this table. - = no students in this group.

* = fewer than five in this student group.

Appendix I, 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	*	*	6,925	186
	2 & 3	440	175	-	-	188	179
	All	6,803	179	*	*	7,113	186
Low Average	1	3,328	199	*	*	3,542	207
	2 & 3	206	193	-	-	82	198
	All	3,534	199	*	*	3,624	207
Average	1	2,813	209	*	*	2,834	215
	2 & 3	124	203	-	-	49	208
	All	2,937	209	*	*	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	*	*	816	237
	2 & 3	6	224	-	-	*	*
	All	1,081	226	*	*	819	237

table continues

Appendix I, 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	*	*	10	190
	All	587	179	34	168	544	186
Low Average	1	430	196	17	176	504	207
	2 & 3	5	182	*	*	*	*
	All	435	196	18	177	507	207
Average	1	674	206	23	184	745	215
	2 & 3	4	210	*	*	*	*
	All	678	206	24	184	749	215
High Average	1	1,318	217	30	194	1,359	222
	2 & 3	5	217	*	*	5	226
	All	1,323	217	31	194	1,364	222
High	1	2,160	229	25	208	2,127	235
	2 & 3	*	*	*	*	*	*
	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	*	*	*	*	5	219
	All	382	217	91	197	504	220
High	1	229	225	42	210	245	228
	2 & 3	-	-	-	-	*	*
	All	229	225	42	210	246	228

table continues

Appendix I, 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	*	*	12	183
	All	419	181	69	162	498	184
Low Average	1	198	201	37	172	227	207
	2 & 3	5	194	*	*	*	*
	All	203	201	39	173	228	207
Average	1	162	211	39	184	219	214
	2 & 3	*	*	*	*	*	*
	All	164	211	40	185	221	214
High Average	1	144	218	33	198	154	223
	2 & 3	5	215	*	*	*	*
	All	149	218	36	199	156	223
High	1	37	230	24	206	61	231
	2 & 3	-	-	*	*	-	-
	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
Non-EBs							
Low	1	12,531	179	110	157	12,902	186
	2 & 3	667	175	*	*	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	*	*	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	*	*	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	*	*	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 EOY; therefore, every student with a plan in 2021-22 may not be represented in this table. - = no students in this group.

* = fewer than five in this student group.

Appendix J

Appendix J, Table 1: 2022-23 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 = 51,295)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	13,748	5,352	38.9	2,100	15.3	1,733	12.6	1,696	12.3	2,867	20.9
	2 & 3	1,350	322	23.9	214	15.9	164	12.1	226	16.7	424	31.4
	All	15,098	5,674	37.6	2,314	15.3	1,897	12.6	1,922	12.7	3,291	21.8
Low Average	1	9,110	3,277	36.0	1,547	17.0	1,445	15.9	1,337	14.7	1,504	16.5
	2 & 3	567	170	30.0	104	18.3	95	16.8	66	11.6	132	23.3
	All	9,677	3,447	35.6	1,651	17.1	1,540	15.9	1,403	14.5	1,636	16.9
Average	1	9,388	3,138	33.4	1,859	19.8	1,586	16.9	1,507	16.1	1,298	13.8
	2 & 3	353	120	34.0	65	18.4	67	19.0	49	13.9	52	14.7
	All	9,741	3,258	33.4	1,924	19.8	1,653	17.0	1,556	16.0	1,350	13.9
High Average	1	9,543	2,891	30.3	2,107	22.1	1,881	19.7	1,621	17.0	1,043	10.9
	2 & 3	231	77	33.3	51	22.1	47	20.3	33	14.3	23	10.0
	All	9,774	2,968	30.4	2,158	22.1	1,928	19.7	1,654	16.9	1,066	10.9
High	1	6,932	1,797	25.9	1,646	23.7	1,570	22.6	1,217	17.6	702	10.1
	2 & 3	73	24	32.9	17	23.3	15	20.5	11	15.1	6	8.2
	All	7,005	1,821	26.0	1,663	23.7	1,585	22.6	1,228	17.5	708	10.1
Hispanic												
Low	1	9,439	3,681	39.0	1,454	15.4	1,158	12.3	1,166	12.4	1,980	21.0
	2 & 3	485	126	26.0	75	15.5	62	12.8	99	20.4	123	25.4
	All	9,924	3,807	38.4	1,529	15.4	1,220	12.3	1,265	12.7	2,103	21.2
Low Average	1	6,148	2,268	36.9	1,053	17.1	967	15.7	905	14.7	955	15.5
	2 & 3	221	78	35.3	39	17.6	35	15.8	19	8.6	50	22.6
	All	6,369	2,346	36.8	1,092	17.1	1,002	15.7	924	14.5	1,005	15.8
Average	1	6,416	2,230	34.8	1,274	19.9	1,079	16.8	1,025	16.0	808	12.6
	2 & 3	173	52	30.1	34	19.7	38	22.0	24	13.9	25	14.5
	All	6,589	2,282	34.6	1,308	19.9	1,117	17.0	1,049	15.9	833	12.6
High Average	1	6,153	1,968	32.0	1,389	22.6	1,243	20.2	985	16.0	568	9.2
	2 & 3	114	29	25.4	27	23.7	29	25.4	17	14.9	12	10.5
	All	6,267	1,997	31.9	1,416	22.6	1,272	20.3	1,002	16.0	580	9.3
High	1	3,060	937	30.6	787	25.7	660	21.6	446	14.6	230	7.5
	2 & 3	27	8	29.6	8	29.6	6	22.2	3	11.1	2	7.4
	All	3,087	945	30.6	795	25.8	666	21.6	449	14.5	232	7.5
African American												
Low	1	3,574	1,428	40.0	530	14.8	474	13.3	442	12.4	700	19.6
	2 & 3	767	171	22.3	117	15.3	92	12.0	116	15.1	271	35.3
	All	4,341	1,599	36.8	647	14.9	566	13.0	558	12.9	971	22.4
Low Average	1	2,394	864	36.1	418	17.5	390	16.3	340	14.2	382	16.0
	2 & 3	300	77	25.7	56	18.7	55	18.3	41	13.7	71	23.7
	All	2,694	941	34.9	474	17.6	445	16.5	381	14.1	453	16.8
Average	1	2,168	722	33.3	452	20.8	349	16.1	332	15.3	313	14.4
	2 & 3	153	61	39.9	29	19.0	22	14.4	19	12.4	22	14.4
	All	2,321	783	33.7	481	20.7	371	16.0	351	15.1	335	14.4
High Average	1	1,974	627	31.8	454	23.0	367	18.6	313	15.9	213	10.8
	2 & 3	85	39	45.9	17	20.0	11	12.9	12	14.1	6	7.1
	All	2,059	666	32.3	471	22.9	378	18.4	325	15.8	219	10.6
High	1	1,067	336	31.5	248	23.2	216	20.2	177	16.6	90	8.4
	2 & 3	32	12	37.5	8	25.0	6	18.8	4	12.5	2	6.3
	All	1,099	348	31.7	256	23.3	222	20.2	181	16.5	92	8.4

table continues

Appendix J, Table 1 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 51,295)												
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	334	111	33.2	43	12.9	46	13.8	42	12.6	92	27.5
	2 & 3	29	10	34.5	4	13.8	4	13.8	3	10.3	8	27.6
	All	363	121	33.3	47	12.9	50	13.8	45	12.4	100	27.5
Low Average	1	311	68	21.9	38	12.2	51	16.4	51	16.4	103	33.1
	2 & 3	17	5	29.4	4	23.5	2	11.8	2	11.8	4	23.5
	All	328	73	22.3	42	12.8	53	16.2	53	16.2	107	32.6
Average	1	480	102	21.3	74	15.4	89	18.5	100	20.8	115	24.0
	2 & 3	13	4	30.8	-	-	2	15.4	4	30.8	3	23.1
	All	493	106	21.5	74	15.0	91	18.5	104	21.1	118	23.9
High Average	1	979	195	19.9	180	18.4	183	18.7	225	23.0	196	20.0
	2 & 3	13	3	23.1	4	30.8	5	38.5	1	7.7	-	0.0
	All	992	198	20.0	184	18.5	188	19.0	226	22.8	196	19.8
High	1	2,103	381	18.1	457	21.7	514	24.4	456	21.7	295	14.0
	2 & 3	8	2	25.0	1	12.5	1	12.5	3	37.5	1	12.5
	All	2,111	383	18.1	458	21.7	515	24.4	459	21.7	296	14.0
Economically Disadvantaged												
Low	1	12,657	4,995	39.5	1,939	15.3	1,598	12.6	1,544	12.2	2,581	20.4
	2 & 3	1,284	311	24.2	204	15.9	157	12.2	216	16.8	396	30.8
	All	13,941	5,306	38.1	2,143	15.4	1,755	12.6	1,760	12.6	2,977	21.4
Low Average	1	8,082	2,996	37.1	1,389	17.2	1,261	15.6	1,165	14.4	1,271	15.7
	2 & 3	523	160	30.6	95	18.2	85	16.3	63	12.0	120	22.9
	All	8,605	3,156	36.7	1,484	17.2	1,346	15.6	1,228	14.3	1,391	16.2
Average	1	7,937	2,785	35.1	1,589	20.0	1,332	16.8	1,239	15.6	992	12.5
	2 & 3	322	108	33.5	61	18.9	65	20.2	45	14.0	43	13.4
	All	8,259	2,893	35.0	1,650	20.0	1,397	16.9	1,284	15.5	1,035	12.5
High Average	1	7,152	2,343	32.8	1,613	22.6	1,388	19.4	1,147	16.0	661	9.2
	2 & 3	207	70	33.8	44	21.3	40	19.3	31	15.0	22	10.6
	All	7,359	2,413	32.8	1,657	22.5	1,428	19.4	1,178	16.0	683	9.3
High	1	3,292	1,063	32.3	835	25.4	705	21.4	458	13.9	231	7.0
	2 & 3	58	20	34.5	14	24.1	11	19.0	7	12.1	6	10.3
	All	3,350	1,083	32.3	849	25.3	716	21.4	465	13.9	237	7.1
Special Education												
Low	1	3,374	1,595	47.3	530	15.7	415	12.3	332	9.8	502	14.9
	2 & 3	41	11	26.8	6	14.6	4	9.8	8	19.5	12	29.3
	All	3,415	1,606	47.0	536	15.7	419	12.3	340	10.0	514	15.1
Low Average	1	1,033	455	44.0	170	16.5	157	15.2	129	12.5	122	11.8
	2 & 3	24	14	58.3	5	20.8	2	8.3	2	8.3	1	4.2
	All	1,057	469	44.4	175	16.6	159	15.0	131	12.4	123	11.6
Average	1	599	241	40.2	120	20.0	91	15.2	81	13.5	66	11.0
	2 & 3	10	5	50.0	-	-	1	10.0	1	10.0	3	30.0
	All	609	246	40.4	120	19.7	92	15.1	82	13.5	69	11.3
High Average	1	407	135	33.2	76	18.7	79	19.4	56	13.8	61	15.0
	2 & 3	4	2	50.0	-	-	1	25.0	1	25.0	-	-
	All	411	137	33.3	76	18.5	80	19.5	57	13.9	61	14.8
High	1	257	75	29.2	47	18.3	63	24.5	41	16.0	31	12.1
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	257	75	29.2	47	18.3	63	24.5	41	16.0	31	12.1

table continues

Appendix J, Table 1 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 51,295)												
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	220	86	39.1	35	15.9	21	9.5	26	11.8	52	23.6
	2 & 3	37	9	24.3	4	10.8	2	5.4	10	27.0	12	32.4
	All	257	95	37.0	39	15.2	23	8.9	36	14.0	64	24.9
Low Average	1	130	51	39.2	21	16.2	18	13.8	23	17.7	17	13.1
	2 & 3	8	2	25.0	-	-	2	25.0	3	37.5	1	12.5
	All	138	53	38.4	21	15.2	20	14.5	26	18.8	18	13.0
Average	1	126	44	34.9	23	18.3	25	19.8	18	14.3	16	12.7
	2 & 3	*	*	*	*	*	*	*	*	*	*	*
	All	130	46	35.4	24	18.5	25	19.2	19	14.6	16	12.3
High Average	1	91	33	36.3	18	19.8	19	20.9	17	18.7	4	4.4
	2 & 3	*	*	*	*	*	*	*	*	*	*	*
	All	93	34	36.6	18	19.4	20	21.5	17	18.3	4	4.3
High	1	40	13	32.5	13	32.5	9	22.5	4	10.0	1	2.5
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	40	13	32.5	13	32.5	9	22.5	4	10.0	1	2.5
EBs												
Low	1	6,396	2,614	40.9	970	15.2	769	12.0	790	12.4	1,253	19.6
	2 & 3	160	41	25.6	28	17.5	19	11.9	32	20.0	40	25.0
	All	6,556	2,655	40.5	998	15.2	788	12.0	822	12.5	1,293	19.7
Low Average	1	3,582	1,432	40.0	626	17.5	531	14.8	462	12.9	531	14.8
	2 & 3	55	23	41.8	10	18.2	6	10.9	4	7.3	12	21.8
	All	3,637	1,455	40.0	636	17.5	537	14.8	466	12.8	543	14.9
Average	1	3,503	1,338	38.2	685	19.6	583	16.6	510	14.6	387	11.0
	2 & 3	46	13	28.3	8	17.4	11	23.9	7	15.2	7	15.2
	All	3,549	1,351	38.1	693	19.5	594	16.7	517	14.6	394	11.1
High Average	1	2,823	977	34.6	656	23.2	527	18.7	432	15.3	231	8.2
	2 & 3	32	11	34.4	5	15.6	5	15.6	4	12.5	7	21.9
	All	2,855	988	34.6	661	23.2	532	18.6	436	15.3	238	8.3
High	1	1,003	349	34.8	272	27.1	204	20.3	119	11.9	59	5.9
	2 & 3	7	2	28.6	-	-	2	28.6	2	28.6	1	14.3
	All	1,010	351	34.8	272	26.9	206	20.4	121	12.0	60	5.9

table continues

Appendix J, Table 1 (continued)

BOY to EOY Growth Quintile – Reading (English Only) (N = 51,295)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Non-EBs												
Low	1	7,352	2,738	37.2	1,130	15.4	964	13.1	906	12.3	1,614	22.0
	2 & 3	1,190	281	23.6	186	15.6	145	12.2	194	16.3	384	32.3
	All	8,542	3,019	35.3	1,316	15.4	1,109	13.0	1,100	12.9	1,998	23.4
Low Average	1	5,528	1,845	33.4	921	16.7	914	16.5	875	15.8	973	17.6
	2 & 3	512	147	28.7	94	18.4	89	17.4	62	12.1	120	23.4
	All	6,040	1,992	33.0	1,015	16.8	1,003	16.6	937	15.5	1,093	18.1
Average	1	5,885	1,800	30.6	1,174	19.9	1,003	17.0	997	16.9	911	15.5
	2 & 3	307	107	34.9	57	18.6	56	18.2	42	13.7	45	14.7
	All	6,192	1,907	30.8	1,231	19.9	1,059	17.1	1,039	16.8	956	15.4
High Average	1	6,720	1,914	28.5	1,451	21.6	1,354	20.1	1,189	17.7	812	12.1
	2 & 3	199	66	33.2	46	23.1	42	21.1	29	14.6	16	8.0
	All	6,919	1,980	28.6	1,497	21.6	1,396	20.2	1,218	17.6	828	12.0
High	1	5,929	1,448	24.4	1,374	23.2	1,366	23.0	1,098	18.5	643	10.8
	2 & 3	66	22	33.3	17	25.8	13	19.7	9	13.6	5	7.6
	All	5,995	1,470	24.5	1,391	23.2	1,379	23.0	1,107	18.5	648	10.8

Source: District EOY MAP data file, 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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 2022-23 may not be represented in this table. Percentages may not sum to 100 because of rounding. - = no students in this group. * = fewer than five in this student group.

Appendix J, Table 2: 2022-23 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 = 73,624)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
District												
Low	1	19,943	5,807	29.1	3,189	16.0	2,942	14.8	2,728	13.7	5,277	26.5
	2 & 3	1,177	293	24.9	166	14.1	202	17.2	190	16.1	326	27.7
	All	21,120	6,100	28.9	3,355	15.9	3,144	14.9	2,918	13.8	5,603	26.5
Low Average	1	14,001	3,690	26.4	2,278	16.3	2,247	16.0	2,303	16.4	3,483	24.9
	2 & 3	543	130	23.9	79	14.5	83	15.3	104	19.2	147	27.1
	All	14,544	3,820	26.3	2,357	16.2	2,330	16.0	2,407	16.5	3,630	25.0
Average	1	13,699	3,362	24.5	2,352	17.2	2,455	17.9	2,465	18.0	3,065	22.4
	2 & 3	334	78	23.4	56	16.8	50	15.0	54	16.2	96	28.7
	All	14,033	3,440	24.5	2,408	17.2	2,505	17.9	2,519	18.0	3,161	22.5
High Average	1	13,699	3,340	24.4	2,709	19.8	2,472	18.0	2,578	18.8	2,600	19.0
	2 & 3	199	51	25.6	50	25.1	46	23.1	31	15.6	21	10.6
	All	13,898	3,391	24.4	2,759	19.9	2,518	18.1	2,609	18.8	2,621	18.9
High	1	9,949	2,468	24.8	2,243	22.5	1,909	19.2	1,826	18.4	1,503	15.1
	2 & 3	80	30	37.5	16	20.0	15	18.8	11	13.8	8	10.0
	All	10,029	2,498	24.9	2,259	22.5	1,924	19.2	1,837	18.3	1,511	15.1
Hispanic												
Low	1	14,413	4,131	28.7	2,258	15.7	2,098	14.6	1,970	13.7	3,956	27.4
	2 & 3	797	188	23.6	110	13.8	141	17.7	128	16.1	230	28.9
	All	15,210	4,319	28.4	2,368	15.6	2,239	14.7	2,098	13.8	4,186	27.5
Low Average	1	10,649	2,785	26.2	1,706	16.0	1,709	16.0	1,754	16.5	2,695	25.3
	2 & 3	371	81	21.8	50	13.5	60	16.2	74	19.9	106	28.6
	All	11,020	2,866	26.0	1,756	15.9	1,769	16.1	1,828	16.6	2,801	25.4
Average	1	10,643	2,603	24.5	1,824	17.1	1,926	18.1	1,939	18.2	2,351	22.1
	2 & 3	237	49	20.7	38	16.0	36	15.2	42	17.7	72	30.4
	All	10,880	2,652	24.4	1,862	17.1	1,962	18.0	1,981	18.2	2,423	22.3
High Average	1	10,535	2,633	25.0	2,085	19.8	1,863	17.7	1,981	18.8	1,973	18.7
	2 & 3	127	31	24.4	31	24.4	31	24.4	21	16.5	13	10.2
	All	10,662	2,664	25.0	2,116	19.8	1,894	17.8	2,002	18.8	1,986	18.6
High	1	6,273	1,681	26.8	1,448	23.1	1,153	18.4	1,099	17.5	892	14.2
	2 & 3	56	23	41.1	11	19.6	11	19.6	8	14.3	3	5.4
	All	6,329	1,704	26.9	1,459	23.1	1,164	18.4	1,107	17.5	895	14.1
African American												
Low	1	4,609	1,459	31.7	791	17.2	720	15.6	625	13.6	1,014	22.0
	2 & 3	322	97	30.1	45	14.0	50	15.5	52	16.1	78	24.2
	All	4,931	1,556	31.6	836	17.0	770	15.6	677	13.7	1,092	22.1
Low Average	1	2,715	763	28.1	477	17.6	449	16.5	447	16.5	579	21.3
	2 & 3	146	46	31.5	25	17.1	18	12.3	22	15.1	35	24.0
	All	2,861	809	28.3	502	17.5	467	16.3	469	16.4	614	21.5
Average	1	2,155	560	26.0	402	18.7	396	18.4	346	16.1	451	20.9
	2 & 3	79	26	32.9	15	19.0	11	13.9	9	11.4	18	22.8
	All	2,234	586	26.2	417	18.7	407	18.2	355	15.9	469	21.0
High Average	1	1,713	459	26.8	373	21.8	295	17.2	303	17.7	283	16.5
	2 & 3	52	17	32.7	12	23.1	13	25.0	7	13.5	3	5.8
	All	1,765	476	27.0	385	21.8	308	17.5	310	17.6	286	16.2
High	1	830	230	27.7	213	25.7	153	18.4	130	15.7	104	12.5
	2 & 3	12	1	8.3	3	25.0	3	25.0	3	25.0	2	16.7
	All	842	231	27.4	216	25.7	156	18.5	133	15.8	106	12.6

table continues

Appendix J, Table 2 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 73,624)												
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	403	88	21.8	63	15.6	58	14.4	61	15.1	133	33.0
	2 & 3	15	2	13.3	3	20.0	2	13.3	3	20.0	5	33.3
	All	418	90	21.5	66	15.8	60	14.4	64	15.3	138	33.0
Low Average	1	334	67	20.1	52	15.6	44	13.2	50	15.0	121	36.2
	2 & 3	15	2	13.3	1	6.7	3	20.0	5	33.3	4	26.7
	All	349	69	19.8	53	15.2	47	13.5	55	15.8	125	35.8
Average	1	562	119	21.2	80	14.2	82	14.6	112	19.9	169	30.1
	2 & 3	12	3	25.0	2	16.7	3	25.0	1	8.3	3	25.0
	All	574	122	21.3	82	14.3	85	14.8	113	19.7	172	30.0
High Average	1	1,010	165	16.3	174	17.2	216	21.4	206	20.4	249	24.7
	2 & 3	6	1	16.7	2	33.3	1	16.7	1	16.7	1	16.7
	All	1,016	166	16.3	176	17.3	217	21.4	207	20.4	250	24.6
High	1	2,115	416	19.7	434	20.5	443	20.9	447	21.1	375	17.7
	2 & 3	*	*	*	*	*	*	*	*	*	*	*
	All	2,118	417	19.7	435	20.5	444	21.0	447	21.1	375	17.7
Economically Disadvantaged												
Low	1	18,574	5,463	29.4	2,972	16.0	2,738	14.7	2,532	13.6	4,869	26.2
	2 & 3	1,129	284	25.2	163	14.4	192	17.0	180	15.9	310	27.5
	All	19,703	5,747	29.2	3,135	15.9	2,930	14.9	2,712	13.8	5,179	26.3
Low Average	1	12,703	3,376	26.6	2,068	16.3	2,035	16.0	2,094	16.5	3,130	24.6
	2 & 3	507	119	23.5	77	15.2	75	14.8	100	19.7	136	26.8
	All	13,210	3,495	26.5	2,145	16.2	2,110	16.0	2,194	16.6	3,266	24.7
Average	1	11,866	2,938	24.8	2,064	17.4	2,157	18.2	2,104	17.7	2,603	21.9
	2 & 3	305	70	23.0	51	16.7	43	14.1	52	17.0	89	29.2
	All	12,171	3,008	24.7	2,115	17.4	2,200	18.1	2,156	17.7	2,692	22.1
High Average	1	11,072	2,797	25.3	2,240	20.2	1,969	17.8	2,043	18.5	2,023	18.3
	2 & 3	183	48	26.2	48	26.2	39	21.3	28	15.3	20	10.9
	All	11,255	2,845	25.3	2,288	20.3	2,008	17.8	2,071	18.4	2,043	18.2
High	1	6,005	1,648	27.4	1,381	23.0	1,096	18.3	1,083	18.0	797	13.3
	2 & 3	69	28	40.6	12	17.4	13	18.8	11	15.9	5	7.2
	All	6,074	1,676	27.6	1,393	22.9	1,109	18.3	1,094	18.0	802	13.2
Special Education												
Low	1	4,578	1,704	37.2	834	18.2	690	15.1	521	11.4	829	18.1
	2 & 3	57	23	40.4	8	14.0	13	22.8	4	7.0	9	15.8
	All	4,635	1,727	37.3	842	18.2	703	15.2	525	11.3	838	18.1
Low Average	1	1,348	471	34.9	237	17.6	189	14.0	173	12.8	278	20.6
	2 & 3	17	4	23.5	2	11.8	5	29.4	2	11.8	4	23.5
	All	1,365	475	34.8	239	17.5	194	14.2	175	12.8	282	20.7
Average	1	757	257	33.9	116	15.3	116	15.3	124	16.4	144	19.0
	2 & 3	8	2	25.0	3	37.5	2	25.0	-	-	1	12.5
	All	765	259	33.9	119	15.6	118	15.4	124	16.2	145	19.0
High Average	1	546	150	27.5	94	17.2	104	19.0	102	18.7	96	17.6
	2 & 3	5	2	40.0	2	40.0	1	20.0	-	-	-	-
	All	551	152	27.6	96	17.4	105	19.1	102	18.5	96	17.4
High	1	347	94	27.1	77	22.2	74	21.3	61	17.6	41	11.8
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	347	94	27.1	77	22.2	74	21.3	61	17.6	41	11.8

table continues

Appendix J, Table 2 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 73,624)												
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	336	101	30.1	53	15.8	47	14.0	40	11.9	95	28.3
	2 & 3	24	9	37.5	1	4.2	3	12.5	6	25.0	5	20.8
	All	360	110	30.6	54	15.0	50	13.9	46	12.8	100	27.8
Low Average	1	177	47	26.6	31	17.5	25	14.1	26	14.7	48	27.1
	2 & 3	9	3	33.3	2	22.2	1	11.1	2	22.2	1	11.1
	All	186	50	26.9	33	17.7	26	14.0	28	15.1	49	26.3
Average	1	156	48	30.8	26	16.7	21	13.5	31	19.9	30	19.2
	2 & 3	*	*	*	*	*	*	*	*	*	*	*
	All	157	49	31.2	26	16.6	21	13.4	31	19.7	30	19.1
High Average	1	118	32	27.1	12	10.2	26	22.0	25	21.2	23	19.5
	2 & 3	*	*	*	*	*	*	*	*	*	*	*
	All	119	32	26.9	12	10.1	27	22.7	25	21.0	23	19.3
High	1	48	11	22.9	14	29.2	10	20.8	10	20.8	3	6.3
	2 & 3	-	-	-	-	-	-	-	-	-	-	-
	All	48	11	22.9	14	29.2	10	20.8	10	20.8	3	6.3
EBs												
Low	1	11,254	3,126	27.8	1,731	15.4	1,577	14.0	1,565	13.9	3,255	28.9
	2 & 3	625	137	21.9	88	14.1	101	16.2	107	17.1	192	30.7
	All	11,879	3,263	27.5	1,819	15.3	1,678	14.1	1,672	14.1	3,447	29.0
Low Average	1	7,826	2,029	25.9	1,211	15.5	1,236	15.8	1,305	16.7	2,045	26.1
	2 & 3	272	58	21.3	38	14.0	37	13.6	49	18.0	90	33.1
	All	8,098	2,087	25.8	1,249	15.4	1,273	15.7	1,354	16.7	2,135	26.4
Average	1	7,547	1,863	24.7	1,250	16.6	1,348	17.9	1,337	17.7	1,749	23.2
	2 & 3	164	29	17.7	28	17.1	20	12.2	34	20.7	53	32.3
	All	7,711	1,892	24.5	1,278	16.6	1,368	17.7	1,371	17.8	1,802	23.4
High Average	1	7,196	1,782	24.8	1,436	20.0	1,262	17.5	1,349	18.7	1,367	19.0
	2 & 3	72	12	16.7	19	26.4	15	20.8	16	22.2	10	13.9
	All	7,268	1,794	24.7	1,455	20.0	1,277	17.6	1,365	18.8	1,377	18.9
High	1	4,081	1,108	27.2	949	23.3	714	17.5	751	18.4	559	13.7
	2 & 3	37	14	37.8	5	13.5	9	24.3	5	13.5	4	10.8
	All	4,118	1,122	27.2	954	23.2	723	17.6	756	18.4	563	13.7

table continues

Appendix J, Table 2 (continued)

BOY to EOY Growth Quintile – Mathematics (N = 73,624)												
BOY Achievement Quintile	Tier	N	Low Growth		Low Average Growth		Average Growth		High Average Growth		High Growth	
			n	%	n	%	n	%	n	%	n	%
Non-EBs												
Low	1	8,689	2,681	30.9	1,458	16.8	1,365	15.7	1,163	13.4	2,022	23.3
	2 & 3	552	156	28.3	78	14.1	101	18.3	83	15.0	134	24.3
	All	9,241	2,837	30.7	1,536	16.6	1,466	15.9	1,246	13.5	2,156	23.3
Low Average	1	6,175	1,661	26.9	1,067	17.3	1,011	16.4	998	16.2	1,438	23.3
	2 & 3	271	72	26.6	41	15.1	46	17.0	55	20.3	57	21.0
	All	6,446	1,733	26.9	1,108	17.2	1,057	16.4	1,053	16.3	1,495	23.2
Average	1	6,152	1,499	24.4	1,102	17.9	1,107	18.0	1,128	18.3	1,316	21.4
	2 & 3	170	49	28.8	28	16.5	30	17.6	20	11.8	43	25.3
	All	6,322	1,548	24.5	1,130	17.9	1,137	18.0	1,148	18.2	1,359	21.5
High Average	1	6,503	1,558	24.0	1,273	19.6	1,210	18.6	1,229	18.9	1,233	19.0
	2 & 3	127	39	30.7	31	24.4	31	24.4	15	11.8	11	8.7
	All	6,630	1,597	24.1	1,304	19.7	1,241	18.7	1,244	18.8	1,244	18.8
High	1	5,868	1,360	23.2	1,294	22.1	1,195	20.4	1,075	18.3	944	16.1
	2 & 3	43	16	37.2	11	25.6	6	14.0	6	14.0	4	9.3
	All	5,911	1,376	23.3	1,305	22.1	1,201	20.3	1,081	18.3	948	16.0

Source: District EOY MAP data file, 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 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 2022-23 may not be represented in this table. Percentages may not sum to 100 because of rounding. - = no students in this group. * = fewer than five in this student group.

Appendix K

Appendix K: 2022-23 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 = 20,204)		MOY (N = 19,205)		EOY (N = 18,484)	
	n	Met %	n	Met %	n	Met %
District						
1	11,625	63.3	11,161	63.9	10,539	62.6
2 & 3	792	42.9	793	45.7	794	48.1
All	12,417	61.5	11,954	62.2	11,333	61.3
Hispanic						
1	11,456	63.3	10,998	63.9	10,414	62.7
2 & 3	784	43.0	780	45.5	782	48.0
All	12,240	61.5	11,778	62.2	11,196	61.4
African American						
1	3	42.9	3	37.5	2	33.3
2 & 3	-	-	-	-	-	-
All	3	37.5	3	37.5	2	33.3
White						
1	110	67.1	103	69.6	73	57.0
2 & 3	5	31.3	10	62.5	12	80.0
All	115	63.9	113	68.9	85	59.4
Economically Disadvantaged						
1	10,842	62.9	10,433	63.5	9,870	62.2
2 & 3	750	42.9	744	45.4	747	47.8
All	11,592	61.1	11,177	61.8	10,617	61.0
Special Education						
1	455	28.1	394	26.8	353	25.4
2 & 3	15	23.4	13	20.6	10	16.9
All	470	27.9	407	26.5	363	25.1
Homeless						
1	96	57.1	103	57.2	107	62.6
2 & 3	5	21.7	6	28.6	5	26.3
All	101	52.9	109	54.2	112	58.9
EBs						
1	11,364	63.2	10,885	63.8	10,292	62.5
2 & 3	785	42.9	783	45.7	784	48.0
All	12,149	61.3	11,668	62.1	11,076	61.2
Non-EBs						
1	261	71.1	276	67.6	247	67.7
2 & 3	7	38.9	10	45.5	10	52.6
All	268	69.6	286	66.5	257	66.9

Source: District MAP data files, 09/27/22 (BOY), 02/08/23 (MOY), and 06/25/23 (EOY). District PEIMS snapshot demographic file, 10/31/22. Intervention data downloaded from PowerSchool on 08/16/23.

Note: NWEA was able to provide threshold scores for up to grade six. Includes data for students enrolled on the PEIMS snapshot date of 10/31/22 with valid RIT scores. Met % = percentage scoring above the 40th percentile relative to norms that NWEA provided. - = no students in this group.

Appendix L

Appendix L: 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
Non-EBs						
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. - = no students in this group.