T·I·E·R

Tiered Interventions Using Evidence-Based Research

# Handouts

## Leadership

# Creating an Assessment Plan

# Examples of Free Screening and Progress-Monitoring Measures

## Screening

### Reading

- Acadience Reading (also known as Dynamic Indicators of Basic Early Literacy Skills [DIBELS] Next, K–6)
- DIBELS (K–6)
- easyCBM in Reading Lite (K–6)
- Texas Middle School Fluency Assessment (TMSFA, 6–8)
- Texas Primary Reading Inventory (TPRI, K–3)
- Texas Kindergarten Entry Assessment (TX-KEA, kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)
- mCLASS Texas Edition (K–2, https://amplify.com/mclass-texas)
- FastBridge (1–2, www.illuminateed.com/products/fastbridge/reading-assessment)

### Spanish-Language Reading

- Indicadores Dinámicos del Éxito en la Lectura (IDEL, K–3)
- Tejas LEE (K–3)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)
- mCLASS Texas Edition (K–2, https://amplify.com/mclass-texas)
- FastBridge (1–2, www.illuminateed.com/products/fastbridge/reading-assessment)

### Mathematics

- Texas Early Mathematics Inventory (TEMI, K–2)
- easyCBM in Math Lite (K–6)
- Elementary School Students in Texas: Algebra Ready (ESTAR, 3–4)
- Middle School Students in Texas: Algebra Ready (MSTAR, 5–8)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)

### Writing

Curriculum-based measurement (CBM): Written expression (1–12, writing probe generator at www.interventioncentral.org)

### Behavior

- Student Risk Screening Scale (SRSS, K–12)
- Strengths and Difficulties Questionnaire (SDQ, K–12)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)
- Compendium of Screening Tools for Early Identification of Needs (https://schoolmentalhealthtx.org/wp-content/uploads/2021/09/School-basedScreeningToolCompilationTool.pdf)

## Progress Monitoring

### Reading

- Acadience Reading (K–6)
- CBM: Letter-name fluency and letter-sound fluency (K–1, letter name fluency generator at www.interventioncentral.org)
- CBM: Maze passages (3–12, maze passage generator at www.interventioncentral.org)
- CBM: Oral reading fluency (1–12, reading passage generator at www.interventioncentral.org)
- DIBELS (K–6)
- easyCBM in Reading Lite (K–6)
- TMSFA (6–8)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)
- mCLASS Texas Edition (K–2, https://amplify.com/mclass-texas)
- FastBridge (1–2, www.illuminateed.com/products/fastbridge/reading-assessment)

### Spanish-Language Reading

- IDEL (K–3)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)
- mCLASS Texas Edition (K–2, https://amplify.com/mclass-texas)
- FastBridge (1–2, www.illuminateed.com/products/fastbridge/reading-assessment)

### Mathematics

- easyCBM in Math Lite (K–6)
- TEMI (K–2)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)

## Writing

CBM: Written expression (1–12, writing probe generator at www.interventioncentral.org)

## Behavior

- Direct Behavior Rating (DBR, K–8)
- Momentary Time Sampling (MTS, K–5)
- TX-KEA (kindergarten, https://public.cliengage.org/tools/assessment/tx-kea)

# Example Screening Assessment Plan for Reading and Mathematics, PK–12

<table>
<tr><th>Grade</th><th>Reading</th><th>Mathematics</th></tr>
<tr><td>PK</td><td colspan="2">CIRCLE (Children's Learning Institute)<br>https://public.cliengage.org/tools/assessment</td></tr>
<tr><td>K<br>1<br>2</td><td>Texas Primary Reading Inventory<br>(TPRI; Children's Learning Institute)<br>https://childrenslearninginstitute.org/resources/tpri<br>Spanish assessment: Tejas LEE<br>(University of Houston)<br>www.tejaslee.org</td><td>Texas Early Mathematics Inventory<br>(TEMI; The Meadows Center)<br>http://3tiermathmodel.org/assessment<br>USERNAME: Texas Teacher<br>PASSWORD: mathematics</td></tr>
<tr><td>3<br>4</td><td rowspan="2">Dynamic Indicators of Basic Early Literacy Skills<br>(DIBELS Next; University of Oregon)<br>https://acadiencelearning.org<br>Spanish version:<br>Indicadores Dinámicos del Éxito en la Lectura<br>(IDEL; University of Oregon); download files from Benchmark Materials section<br>https://dibels.uoregon.edu/materials/idel</td><td>Elementary School Students in Texas:<br>Algebra Ready (ESTAR; The Meadows Center)<br>https://estarmstar.org</td></tr>
<tr><td>5<br>6</td><td rowspan="2">Middle School Students in Texas:<br>Algebra Ready (MSTAR; The Meadows Center)<br>https://estarmstar.org</td></tr>
<tr><td>7<br>8</td><td>Texas Middle School Fluency Assessment (TMFSA; The Meadows Center)<br>https://utexas.box.com/v/TMSFA-Materials<br>Maze measure:<br>Search this website for possibilities:<br>https://charts.intensiveintervention.org/ascreening<br>Maze passage generator:<br>www.interventioncentral.org/teacher-resources/test-of-reading-comprehension</td></tr>
<tr><td>9</td><td>Beginning of year: Combination of grade 8 end-of-year TMSFA, maze, and State of Texas Assessments of Academic Readiness (STAAR)<br>Search this website for possibilities:<br>https://charts.intensiveintervention.org/ascreening</td><td>Beginning of year: Grade 8 end-of-year MSTAR and STAAR<br>Search this website for possibilities:<br>https://charts.intensiveintervention.org/ascreening</td></tr>
<tr><td>10<br>11<br>12</td><td colspan="2">Search this website for possibilities:<br>https://charts.intensiveintervention.org/ascreening</td></tr>
</table>

# Reliability Checking

Each campus should establish a system for ensuring that teachers administer assessments reliably. Such reliability checking can be done through various methods.

| Method | Description | Other Information |
|---|---|---|
| **Double-scoring** | While the teacher administers an assessment to a student, a designated double-scorer scores with the teacher and compares that score to the teacher's score. This can be done with a subset of students (e.g., two to four students). If the double-scorer and teacher are within three points of each other, the teacher is considered reliable. | This is the recommended way to check reliability. |
| **Using a second scorer** | After a teacher scores a sample of students, a second scorer administers the assessment again to compare this performance to the students' initial scores. | Scores should be somewhat inflated on the second performance. |
| **Trading students** | Teachers trade students so they do not assess their own students. Each teacher chooses a random sample of students to whom another person administers the assessments. | Teachers miss out on learning some diagnostic information when giving one-on-one assessments. |

Teachers who are found to be unreliable on an assessment should be retrained and their administration reliability should be rechecked.

# Example MTSS Assessment Calendar

| | Week | Reading | Writing | Math | Behavior | Other |
|---|---|---|---|---|---|---|
| **August** | 1 | | | | | |
| | 2 | Screening | | Screening | | |
| **September** | 1 | Screening | | Screening | | |
| | 2 | Diagnosing | | Diagnosing | | |
| | 3 | | Screening | | | |
| | 4 | PM 1 | Screening | PM 1 | Screening | |
| **October** | 1 | | Diagnosing | | Screening | |
| | 2 | PM 2 | | PM 2 | | |
| | 3 | | PM 1 | | PM 1 | |
| | 4 | PM 3 | | PM 3 | | |
| **November** | 1 | | PM 2 | | PM 2 | |
| | 2 | PM 4 | | PM 4 | | |
| | 3 | | PM 3 | | PM 3 | |
| **December** | 1 | PM 5 | | PM 5 | | |
| | 2 | | PM 4 | | PM 4 | |
| **January** | 1 | PM 6 | | PM 6 | | |
| | 2 | | PM 5 | | PM 5 | |
| | 3 | Screening | | Screening | | |
| | 4 | Screening | Screening | Screening | Screening | |
| **February** | 1 | | Screening | | Screening | |
| | 2 | PM 7 | | PM 7 | | |
| | 3 | | PM 6 | | PM 6 | |
| | 4 | PM 8 | | PM 8 | | |
| **March** | 1 | | PM 7 | | PM 7 | |
| | 2 | PM 9 | | PM 9 | | |
| | 3 | | PM 8 | | PM 8 | STAAR: Writing, Reading, Math, Science, Social Studies |
| **April** | 1 | PM 10 | | PM 10 | | |
| | 2 | | PM 9 | | PM 9 | |
| | 3 | PM 11 | | PM 11 | | |
| | 4 | | PM 10 | | PM 10 | End-of-Course: English, Algebra, Biology, U.S. History |
| **May** | 1 | PM 12 | | PM 12 | | |
| | 2 | | PM 11 | | PM 11 | |
| | 3 | Screening | | Screening | | |
| | 4 | Screening | Screening | Screening | Screening | |
| **June** | 1 | | Screening | | Screening | |

**Note**. PM = progress monitoring.

How does this sample calendar compare to how you currently schedule assessments?

Why would it be helpful to create a calendar similar to this one at the start of the year?

What obstacles might prevent you from following the schedule in this calendar?

How could you overcome these obstacles to ensure implementation of this calendar or one similar to it?

# Examining Data at Multiple Levels: Reading Example

| Data Level | Assessed Components (Circle All Assessed) | | Possible to Examine Progress? | Questions I Can Answer (Check All That Can Be Answered) | |
|---|---|---|---|---|---|
| **District** | Phonological Awareness<br>Phonics/Spelling<br>Word Reading | Fluency<br>Vocabulary<br>Comprehension | Yes<br>No | ❑ How did the data look at one time point?<br>❑ Did we improve across time?<br>❑ Can we see strengths or weaknesses?<br>❑ Can the data inform intervention decisions? | ❑ Can we use the data to set goals?<br>❑ Can the data inform instruction?<br>❑ Can the data inform PD?<br>❑ Other: _____? |
| **Campus** | Phonological Awareness<br>Phonics/Spelling<br>Word Reading | Fluency<br>Vocabulary<br>Comprehension | Yes<br>No | ❑ How did the data look at one time point?<br>❑ Did we improve across time?<br>❑ Can we see strengths or weaknesses?<br>❑ Can the data inform intervention decisions? | ❑ Can we use the data to set goals?<br>❑ Can the data inform instruction?<br>❑ Can the data inform PD?<br>❑ Other: _____? |
| **Grade Level** | Phonological Awareness<br>Phonics/Spelling<br>Word Reading | Fluency<br>Vocabulary<br>Comprehension | Yes<br>No | ❑ How did the data look at one time point?<br>❑ Did we improve across time?<br>❑ Can we see strengths or weaknesses?<br>❑ Can the data inform intervention decisions? | ❑ Can we use the data to set goals?<br>❑ Can the data inform instruction?<br>❑ Can the data inform PD?<br>❑ Other: _____? |
| **Teacher** | Phonological Awareness<br>Phonics/Spelling<br>Word Reading | Fluency<br>Vocabulary<br>Comprehension | Yes<br>No | ❑ How did the data look at one time point?<br>❑ Did we improve across time?<br>❑ Can we see strengths or weaknesses?<br>❑ Can the data inform intervention decisions? | ❑ Can we use the data to set goals?<br>❑ Can the data inform instruction?<br>❑ Can the data inform PD?<br>❑ Other: _____? |
| **Intervention Group** | Phonological Awareness<br>Phonics/Spelling<br>Word Reading | Fluency<br>Vocabulary<br>Comprehension | Yes<br>No | ❑ How did the data look at one time point?<br>❑ Did we improve across time?<br>❑ Can we see strengths or weaknesses?<br>❑ Can the data inform intervention decisions? | ❑ Can we use the data to set goals?<br>❑ Can the data inform instruction?<br>❑ Can the data inform PD?<br>❑ Other: _____? |
| **Student** | Phonological Awareness<br>Phonics/Spelling<br>Word Reading | Fluency<br>Vocabulary<br>Comprehension | Yes<br>No | ❑ How did the data look at one time point?<br>❑ Did we improve across time?<br>❑ Can we see strengths or weaknesses?<br>❑ Can the data inform intervention decisions? | ❑ Can we use the data to set goals?<br>❑ Can the data inform instruction?<br>❑ Can the data inform PD?<br>❑ Other: _____? |

**Note.** PD = professional development.

# District Data Analysis: Screening From BOY to MOY

## Kindergarten

### Benchmark Distribution: National Norms Comparison

| | Fall | Winter |
|---|---|---|
| **Phonemic Awareness** | | |
| 75th percentile and above | 28% (295) | 10% (102) |
| 26-74th percentile | 34% (353) | 64% (649) |
| 25th percentile and below | 38% (404) | 27% (271) |
| Total | 1,052 | 1,022 |
| **Letter Naming** | | |
| 75th percentile and above | 12% (154) | 13% (164) |
| 26-74th percentile | 48% (620) | 46% (575) |
| 25th percentile and below | 40% (513) | 42% (506) |
| Total | 1,287 | 1,245 |
| **Decoding** | | |
| 75th percentile and above | 40% (434) | 18% (189) |
| 26-74th percentile | 45% (484) | 52% (543) |
| 25th percentile and below | 15% (166) | 30% (311) |
| Total | 1,084 | 1,043 |

### Tier Transition

| | Fall | Winter |
|---|---|---|
| Tier 1 | 54% (587) | 52% (542) |
| Tier 2 | 19% (207) | 25% (255) |
| Tier 3 | 27% (290) | 23% (244) |
| Total | 1,084 | 1,041 |

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| Fall | Tier 3 | 165 | 67 | 29 |
| | Tier 2 | 46 | 80 | 58 |
| | Tier 1 | 16 | 101 | 441 |
| | 1,084 | 227 | 248 | 528 |

67 + 29 + 58 = **154 students moving up**

46 + 16 + 101 = **163 students moving down**

## First Grade

### Benchmark Distribution: National Norms Comparison

| | Fall | Winter |
|---|---|---|
| **Phonemic Awareness** | | |
| 75th percentile and above | 33% (367) | |
| 26-74th percentile | 42% (476) | |
| 25th percentile and below | 25% (280) | |
| Total | 1,123 | |
| **Decoding** | | |
| 75th percentile and above | 18% (183) | 15% (164) |
| 26-74th percentile | 45% (458) | 38% (406) |
| 25th percentile and below | 37% (377) | 45% (486) |
| Total | 1,018 | 1,071 |
| **Word Reading Fluency** | | |
| 75th percentile and above | 19% (213) | 20% (225) |
| 26-74th percentile | 44% (494) | 47% (527) |
| 25th percentile and below | 37% (421) | 33% (372) |
| Total | 1,128 | 1,124 |
| **Oral Reading Fluency** | | |
| 75th percentile and above | 12% (155) | 16% (221) |
| 26-74th percentile | 34% (451) | 40% (550) |
| 25th percentile and below | 55% (739) | 43% (590) |
| Total | 1,345 | 1,361 |

### Tier Transition

| | Fall | Winter |
|---|---|---|
| Tier 1 | 46% (585) | 59% (727) |
| Tier 2 | 14% (175) | 13% (156) |
| Tier 3 | 40% (522) | 28% (347) |
| Total | 1,282 | 1,230 |

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| Fall | Tier 3 | 296 | 96 | 67 |
| | Tier 2 | 19 | 44 | 102 |
| | Tier 1 | 3 | 11 | 534 |
| | | 1,271 | 318 | 151 |

96 + 67 + 102 = **265 students moving up**
19 + 3 + 11 = **33 students moving down**

## Second Grade

### Benchmark Distribution: National Norms Comparison

| | Fall | Winter |
|---|---|---|
| **Oral Reading Fluency** | | |
| 75th percentile and above | 13% (183) | 13% (175) |
| 26-74th percentile | 45% (624) | 46% (647) |
| 25th percentile and below | 42% (576) | 41% (572) |
| Total | 1,383 | 1,394 |
| **Reading Comprehension** | | |
| 75th percentile and above | 17% (229) | 21% (291) |
| 26-74th percentile | 42% (555) | 41% (560) |
| 25th percentile and below | 41% (536) | 38% (526) |
| Total | 1,320 | 1,377 |
| **Vocabulary** | | |
| 75th percentile and above | 16% (214) | 21% (293) |
| 26-74th percentile | 33% (433) | 38% (516) |
| 25th percentile and below | 51% (673) | 41% (568) |
| Total | 1,320 | 1,377 |

### Tier Transition

| | Fall | Winter |
|---|---|---|
| Tier 1 | 44% (583) | 49% (676) |
| Tier 2 | 17% (224) | 15% (203) |
| Tier 3 | 39% (513) | 36% (496) |
| Total | 1,320 | 1,375 |

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| Fall | Tier 3 | 389 | 81 | 31 |
| | Tier 2 | 57 | 82 | 81 |
| | Tier 1 | 9 | 27 | 538 |
| | 1,320 | 455 | 190 | 650 |

81 + 31 + 81 = **193 students moving up**
57 + 9 + 27 = **93 students moving down**

## Third Grade

### Benchmark Distribution: National Norms Comparison

| | Fall | Winter |
|---|---|---|
| **Oral Reading Fluency** | | |
| 75th percentile and above | 16% (232) | 15% (212) |
| 26-74th percentile | 41% (583) | 42% (607) |
| 25th percentile and below | 43% (605) | 44% (632) |
| Total | 1,420 | 1,451 |
| **Reading Comprehension** | | |
| 75th percentile and above | 22% (295) | 35% (485) |
| 26-74th percentile | 41% (558) | 31% (429) |
| 25th percentile and below | 38% (511) | 35% (484) |
| Total | 1,364 | 1,398 |
| **Vocabulary** | | |
| 75th percentile and above | 18% (241) | 20% (272) |
| 26-74th percentile | 44% (604) | 51% (708) |
| 25th percentile and below | 38% (519) | 30% (418) |
| Total | 1,364 | 1,398 |

### Tier Transition

| | Fall | Winter |
|---|---|---|
| Tier 1 | 52% (704) | 61% (841) |
| Tier 2 | 15% (211) | 11% (159) |
| Tier 3 | 33% (448) | 28% (390) |
| Total | 1,363 | 1,390 |

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| Fall | Tier 3 | 332 | 63 | 43 |
| | Tier 2 | 35 | 59 | 114 |
| | Tier 1 | 7 | 31 | 661 |
| | | 1,363 | 374 | 153 | 818 |

63 + 43 + 114 = **220 students moving up**
35 + 7 + 31 = **73 students moving down**

## Fourth Grade

### Benchmark Distribution: National Norms Comparison

| | Fall | Winter |
|---|---|---|
| **Silent Reading Fluency** | | |
| 75th percentile and above | 41% (504) | 33% (437) |
| 26-74th percentile | 40% (491) | 46% (612) |
| 25th percentile and below | 19% (228) | 21% (272) |
| Total | 1,223 | 1,321 |
| **Reading Comprehension** | | |
| 75th percentile and above | 25% (356) | 30% (426) |
| 26-74th percentile | 57% (813) | 51% (738) |
| 25th percentile and below | 18% (264) | 20% (282) |
| Total | 1,433 | 1,446 |
| **Vocabulary** | | |
| 75th percentile and above | 30% (435) | 19% (270) |
| 26-74th percentile | 44% (629) | 50% (728) |
| 25th percentile and below | 26% (369) | 31% (448) |
| Total | 1,433 | 1,446 |

### Tier Transition

| | Fall | Winter |
|---|---|---|
| Tier 1 | 64% (918) | 65% (935) |
| Tier 2 | 16% (234) | 15% (216) |
| Tier 3 | 20% (280) | 20% (288) |
| Total | 1,432 | 1,439 |

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| Fall | Tier 3 | 189 | 41 | 36 |
| | Tier 2 | 63 | 83 | 86 |
| | Tier 1 | 26 | 85 | 794 |
| | 1,432 | 278 | 209 | 916 |

41 + 36 + 86 = **163 students moving up**
63 + 26 + 85 = **174 students moving down**

## Fifth Grade

### Benchmark Distribution: National Norms Comparison

| | Fall | Winter |
|---|---|---|
| **Silent Reading Fluency** | | |
| 75th percentile and above | 32% (467) | 34% (501) |
| 26-74th percentile | 50% (719) | 46% (669) |
| 25th percentile and below | 18% (258) | 20% (287) |
| Total | 1,444 | 1,457 |
| **Reading Comprehension** | | |
| 75th percentile and above | 35% (544) | 38% (598) |
| 26-74th percentile | 51% (801) | 44% (689) |
| 25th percentile and below | 14% (219) | 18% (282) |
| Total | 1,564 | 1,569 |
| **Vocabulary** | | |
| 75th percentile and above | 28% (442) | 20% (320) |
| 26-74th percentile | 46% (722) | 58% (913) |
| 25th percentile and below | 26% (400) | 21% (336) |
| Total | 1,564 | 1,569 |

### Tier Transition

| | Fall | Winter |
|---|---|---|
| Tier 1 | 67% (1,042) | 73% (1,137) |
| Tier 2 | 16% (259) | 12% (188) |
| Tier 3 | 17% (260) | 15% (241) |
| Total | 1,561 | 1,566 |

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| Fall | Tier 3 | 163 | 53 | 35 |
| | Tier 2 | 43 | 80 | 131 |
| | Tier 1 | 22 | 50 | 950 |
| | | 1,561 | 228 | 183 | 1,116 |

53 + 35 + 131 = **219 students moving up**
43 + 22 + 50 = **115 students moving down**

# District and Campus Data Analysis: Second-Grade Screening From BOY to MOY

Benchmark Distribution: National Norms Comparison

| | DISTRICT | | CAMPUS | |
|---|---|---|---|---|
| | **Fall** | **Winter** | **Fall** | **Winter** |
| **Oral Reading Fluency** | | | | |
| 75th percentile and above | 13% (183) | 13% (175) | 12% (12) | 12% (12) |
| 26-74th percentile | 45% (624) | 46% (647) | 38% (38) | 37% (38) |
| 25th percentile and below | 42% (576) | 41% (572) | 51% (51) | 51% (52) |
| Total | 1,383 | 1,394 | 101 | 102 |
| **Reading Comprehension** | | | | |
| 75th percentile and above | 17% (229) | 21% (291) | 16% (16) | 19% (19) |
| 26-74th percentile | 42% (555) | 41% (560) | 41% (41) | 36% (37) |
| 25th percentile and below | 41% (536) | 38% (526) | 44% (44) | 45% (46) |
| Total | 1,320 | 1,377 | 101 | 102 |
| **Vocabulary** | | | | |
| 75th percentile and above | 16% (214) | 21% (293) | 16% (16) | 22% (22) |
| 26-74th percentile | 33% (433) | 38% (516) | 24% (24) | 34% (35) |
| 25th percentile and below | 51% (673) | 41% (568) | 60% (61) | 44% (45) |
| Total | 1,320 | 1,377 | 101 | 102 |

Tier Transition

| | DISTRICT | | CAMPUS | |
|---|---|---|---|---|
| | **Fall** | **Winter** | **Fall** | **Winter** |
| Tier 1 | 44% (583) | 49% (676) | 34% (34) | 41% (42) |
| Tier 2 | 17% (224) | 15% (203) | 18% (18) | 17% (17) |
| Tier 3 | 39% (513) | 36% (496) | 48%(49) | 42% (43) |
| Total | 1,320 | 1,375 | 101 | 102 |

**DISTRICT**

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| **Fall** | Tier 3 | 389 | 81 | 31 |
| | Tier 2 | 57 | 82 | 81 |
| | Tier 1 | 9 | 27 | 538 |
| | 1,320 | 455 | 190 | 650 |

81 + 31 + 81 = **193 students moving up**

57 + 9 + 27 = **93 students moving down**

**CAMPUS**

| | | Winter | | |
|---|---|---|---|---|
| | | Tier 3 | Tier 2 | Tier 1 |
| **Fall** | Tier 3 | 38 | 7 | 2 |
| | Tier 2 | 4 | 8 | 6 |
| | Tier 1 | 0 | 1 | 33 |
| | 99 | 42 | 16 | 41 |

7 + 2 + 6 = **15 students moving up**

4 + 0 + 1 = **5 students moving down**

# District and Campus Data Analysis: Second-Grade Screening Across 2 Years

| 2018–2019 | Tier 3 BOY | Tier 3 EOY | CHANGE | Tier 2 BOY | Tier 2 EOY | CHANGE | Tier 1 BOY | Tier 1 EOY | CHANGE |
|---|---|---|---|---|---|---|---|---|---|
| **DISTRICT** | **39%** | **26%** | **-13%** | **17%** | **8%** | **-9%** | **44%** | **66%** | **UP 22%** |
| Bil1 Campus | 36% | 31% | -5% | 22% | 11% | -11% | 42% | 58% | UP 16% |
| Bil2 Campus | 48% | 40% | -8% | 27% | 16% | -11% | 25% | 44% | UP 19% |
| Bil3 Campus | 45% | 35% | -10% | 14% | 6% | -8% | 41% | 59% | UP 18% |
| Bil4 Campus | 43% | 34% | -9% | 19% | 9% | -10% | 38% | 57% | UP 19% |
| Bil5 Campus | 65% | 53% | -12% | 14% | 8% | -6% | 21% | 39% | UP 18% |
| High1 Campus | 20% | 12% | -8% | 22% | 4% | -18% | 58% | 84% | UP 26% |
| High2 Campus | 23% | 5% | -18% | 14% | 5% | -9% | 63% | 90% | UP 27% |
| High3 Campus | 39% | 16% | -23% | 13% | 10% | -3% | 48% | 74% | UP 26% |
| Campus1 | 23% | 11% | -12% | 15% | 6% | -9% | 62% | 83% | UP 21% |
| Campus2 | 49% | 36% | -13% | 18% | 9% | -9% | 33% | 55% | UP 22% |
| Campus3 | 49% | 34% | -15% | 16% | 5% | -11% | 35% | 61% | UP 26% |
| Campus4 | 37% | 19% | -18% | 18% | 7% | -11% | 45% | 74% | UP 29% |
| Campus5 | 43% | 27% | -16% | 14% | 8% | -6% | 43% | 65% | UP 22% |
| Campus6 | 39% | 28% | -11% | 19% | 10% | -9% | 42% | 62% | UP 20% |

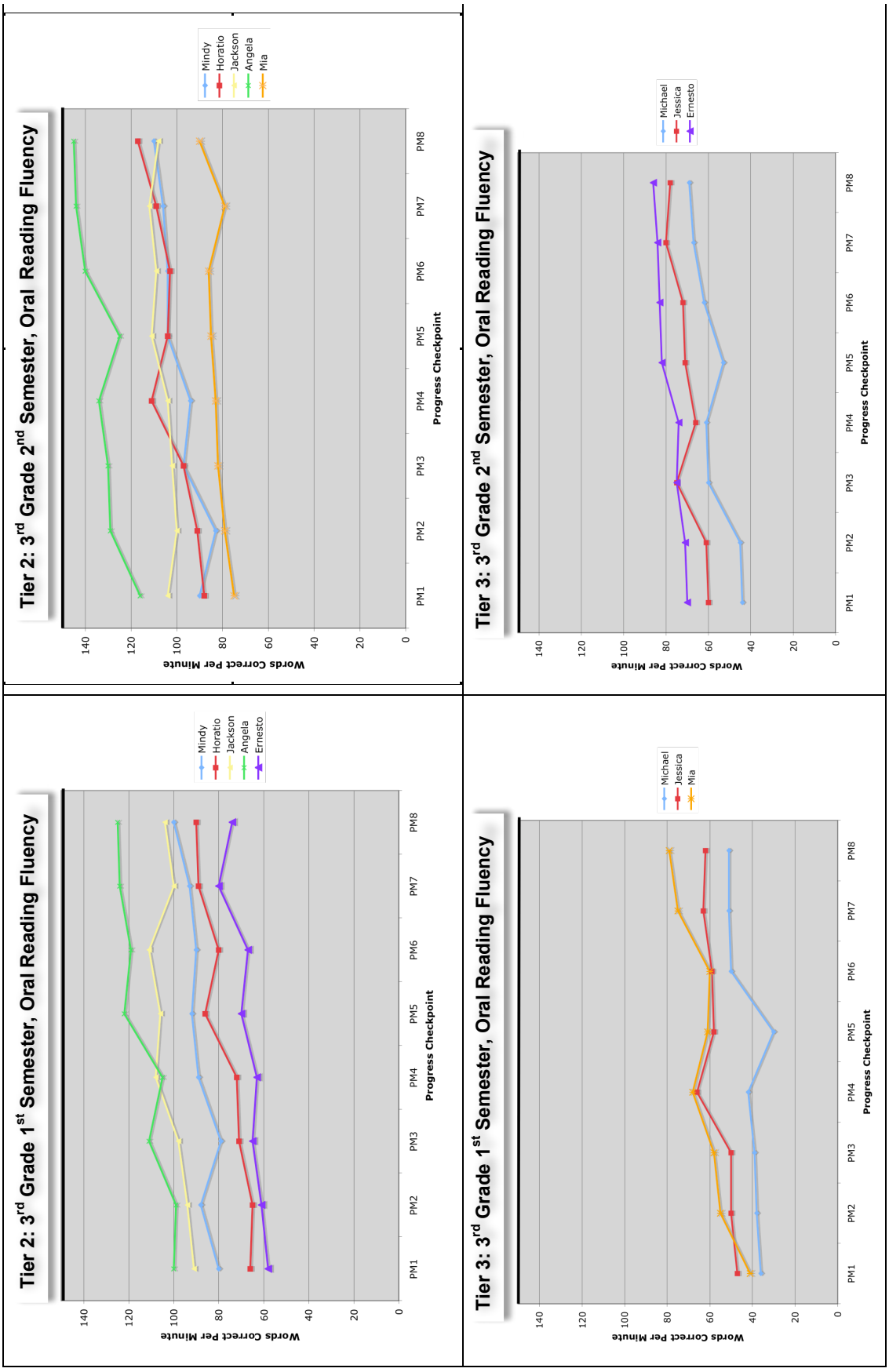
| 2019–2020 | Tier 3 BOY | Tier 3 EOY | CHANGE | Tier 2 BOY | Tier 2 EOY | CHANGE | Tier 1 BOY | Tier 1 EOY | CHANGE |
|---|---|---|---|---|---|---|---|---|---|
| **DISTRICT** | **36%** | | | **18%** | | | **46%** | | |
| Bil1 Campus | 36% | | | 17% | | | 47% | | |
| Bil2 Campus | 57% | | | 21% | | | 22% | | |
| Bil3 Campus | 51% | | | 18% | | | 31% | | |
| Bil4 Campus | 37% | | | 19% | | | 44% | | |
| Bil5 Campus | 81% | | | 11% | | | 8% | | |
| High1 Campus | 17% | | | 14% | | | 69% | | |
| High2 Campus | 14% | | | 18% | | | 68% | | |
| High3 Campus | 30% | | | 22% | | | 48% | | |
| Campus1 | 25% | | | 29% | | | 46% | | |
| Campus2 | 46% | | | 18% | | | 36% | | |
| Campus3 | 47% | | | 19% | | | 34% | | |
| Campus4 | 24% | | | 17% | | | 59% | | |
| Campus5 | 34% | | | 12% | | | 54% | | |
| Campus6 | 24% | | | 17% | | | 59% | | |

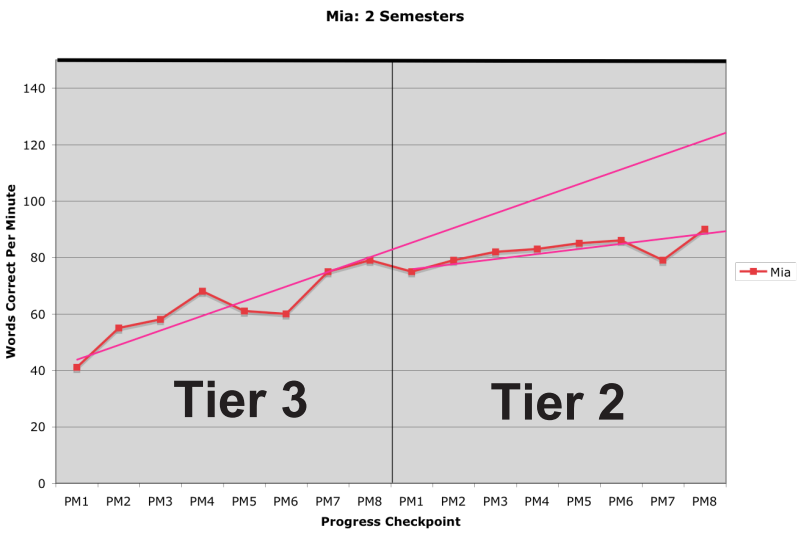
# Reading Rate Related to STAAR Outcomes: District Example

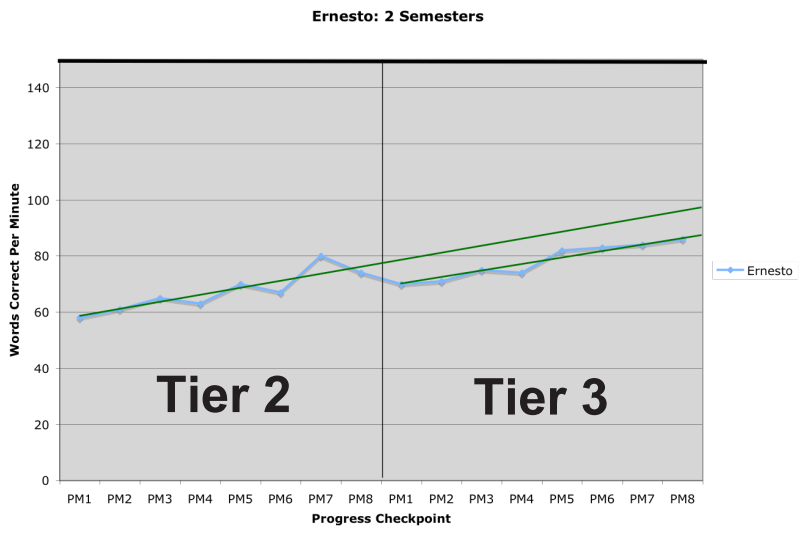
| Grade | Correlation: EOY ORF and STAAR % | STAAR Score: 86%–100% | | | STAAR Score: 70%–85% | | STAAR Score: 0%–49% | | |
|---|---|---|---|---|---|---|---|---|---|
| | | *n* | EOY ORF | Fluency Scores | *n* | EOY ORF | *n* | EOY ORF | EOY ORF |
| **3** *n* = 869 | .70 | 68 | < 100 WCPM = 4 students (6%) | 81, 95, 96, 99 | 172 | < 80 WCPM = 12 students (7%) | 355 | < 80 WCPM = 223 students (63%) | < 100 WCPM = 318 students (90%) |
| **4** *n* = 840 | .61 | 63 | < 115 WCPM = 4 students (6%) | 89, 112, 113, 113 | 188 | < 100 WCPM = 16 students (9%) | 302 | < 100 WCPM = 163 students (54%) | < 115 WCPM = 233 students (77%) |
| **5** *n* = 740 | .61 | 70 | < 125 WCPM = 6 students (9%) | 111, 114, 119, 120, 122, 124 | 249 | < 100 WCPM = 14 students (6%) | 146 | < 100 WCPM = 75 students (51%) | < 125 WCPM = 126 students (86%) |
| **6** *n* = 810 | .58 | 71 | < 130 WCPM = 4 students (6%) | 124, 127, 128, 128 | 200 | < 100 WCPM = 6 students (3%) | 274 | < 100 WCPM = 74 students (27%) | < 130 WCPM = 195 students (71%) |
| **7** *n* = 825 | .51 | 49 | < 130 WCPM = 7 students (14%) | 105, 113, 113, 118, 122, 129, 129 | 208 | < 110 WCPM = 13 students (6%) | 247 | < 110 WCPM = 85 students (34%) | < 130 WCPM = 149 students (60%) |
| **8** *n* = 744 | .49 | 92 | < 140 WCPM = 10 students (11%) | 110, 114, 129, 130, 130, 132, 132, 136, 138, 139 | 215 | < 115 WCPM = 11 students (5%) | 126 | < 115 WCPM = 43 students (34%) | < 140 WCPM = 80 students (63%) |

**Note.** ORF = oral reading fluency; WCPM = words correct per minute.

# Data Analysis: Intervention Groups



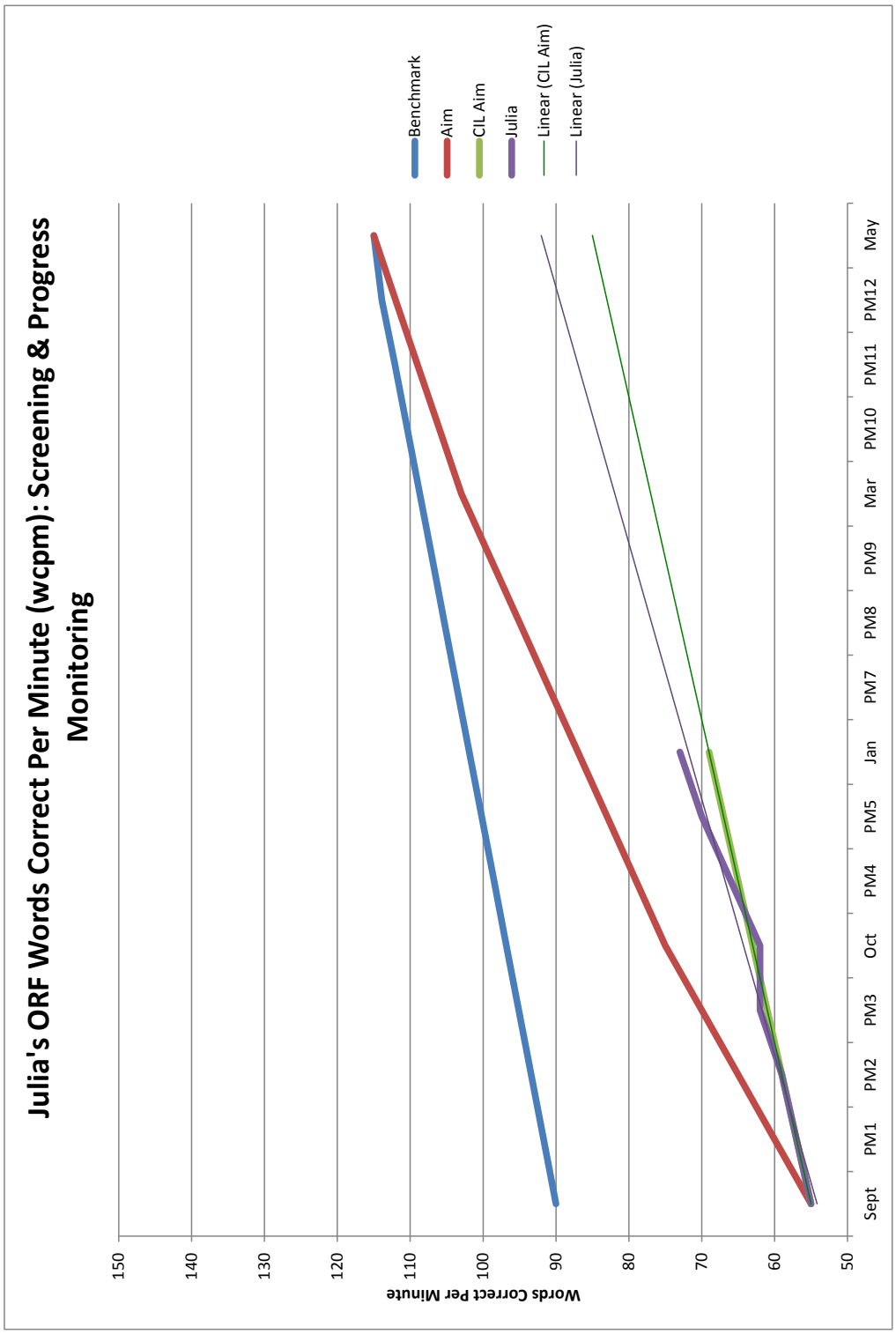



| Improvement Across Semesters (Words Correct Per Minute) | | | | | |
|---|---|---|---|---|---|
| **Tier 2, 1st Semester** | | | **Tier 2, 2nd Semester** | | |
| Mindy | 80 to 100 wcpm | 20 wcpm | Mindy | 90 to 110 wcpm | 20 wcpm |
| Horatio | 66 to 90 wcpm | 24 wcpm | Horatio | 88 to 117 wcpm | 29 wcpm |
| Jackson | 91 to 104 wcpm | 13 wcpm | Jackson | 104 to 108 wcpm | 4 wcpm |
| Angela | 100 to 125 wcpm | 25 wcpm | Angela | 116 to 145 wcpm | 29 wcpm |
| Ernesto | 58 to 74 wcpm | 16 wcpm | Mia | 75 to 90 wcpm | 15 wcpm |
| AVERAGE | 79 to 99 wcpm | 20 wcpm | AVERAGE | 95 to 114 wcpm | 19 wcpm |
| **Tier 3, 1st Semester** | | | **Tier 3, 2nd Semester** | | |
| Michael | 36 to 51 wcpm | 15 wcpm | Michael | 44 to 69 wcpm | 25 wcpm |
| Jessica | 47 to 62 wcpm | 15 wcpm | Jessica | 60 to 78 wcpm | 18 wcpm |
| Mia | 41 to 79 wcpm | 38 wcpm | Ernesto | 70 to 86 wcpm | 16 wcpm |
| AVERAGE | 41 to 64 wcpm | 23 wcpm | AVERAGE | 58 to 78 wcpm | 20 wcpm |

# Line Graph Example

| | Sept | PM1 | PM2 | PM3 | Oct | PM4 | PM5 | Jan | PM7 | PM8 | PM9 | Mar | PM10 | PM11 | PM12 | May |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Benchmark | 90 | 91.7 | 93.4 | 95.1 | 96.8 | 98.5 | 100.2 | 101.9 | 103.6 | 105.3 | 107 | 108.7 | 110.4 | 112.1 | 113.9 | 115 |
| Aim | 55 | 60 | 65 | 70 | 75 | 79 | 83 | 87 | 91 | 95 | 99 | 103 | 106 | 109 | 112 | 115 |
| CIL Aim | 55 | 57 | 59 | 61 | 63 | 65 | 67 | 69 | | | | | | | | |
| Julia | 55 | 57 | 59 | 62 | 62 | 66 | 70 | 73 | | | | | | | | |



# MOY and BOY Data: Two Classrooms

| Student Name | Teacher | LEP | Sp Ed | BOY Overall | Nov Overall | MOY Overall | BOY NWF S | BOY NWF W | BOY ORF | Nov ORF | MOY ORF | Change in ORF MOY-BOY | BOY Accur | Nov Accur | MOY Accur | Change in Accur MOY-BOY | BOY Retell | Nov Retell | MOY Retell |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | Nunn | LEP | No | 1-At Risk | 1-At Risk | 1-At Risk | 28 | 5 | 13 | 22 | 30 | 17 | 68 | 81 | 81 | 13 | 11 | 2 | 13 |
| B | Nunn | LEP | No | 1-At Risk | 1-At Risk | 1-At Risk | 26 | 2 | 23 | 43 | 36 | 13 | 74 | 88 | 82 | 8 | 11 | 11 | 17 |
| C | Nunn | LEP | Yes | 1-At Risk | 2-Some Risk | 1-At Risk | 60 | 19 | 32 | 54 | 50 | 18 | 84 | 90 | 75 | -9 | 0 | 0 | 17 |
| D | Nunn | LEP | No | 2-Some Risk | 3-Low Risk | 2-Some Risk | 46 | 13 | 46 | 64 | 64 | 18 | 88 | 94 | 94 | 6 | 17 | 19 | 13 |
| E | Nunn | LEP | Yes | 2-Some Risk | 3-Low Risk | 2-Some Risk | 79 | 22 | 49 | 64 | 67 | 18 | 96 | 86 | 92 | -4 | 6 | 14 | 3 |
| F | Nunn | LEP | No | 2-Some Risk | 3-Low Risk | 2-Some Risk | 66 | 18 | 38 | 69 | 67 | 29 | 90 | 95 | 96 | 6 | 28 | 27 | 26 |
| G | Nunn | LEP | No | 2-Some Risk | 3-Low Risk | 2-Some Risk | 61 | 17 | 45 | 70 | 70 | 25 | 96 | 91 | 95 | -1 | 19 | 7 | 16 |
| H | Nunn | LEP | No | 1-At Risk | 3-Low Risk | 3-Low Risk | 83 | 26 | 32 | 70 | 74 | 42 | 86 | 93 | 99 | 13 | 6 | 14 | 27 |
| I | Nunn | LEP | No | 1-At Risk | 3-Low Risk | 3-Low Risk | 36 | 1 | 30 | 63 | 79 | 49 | 79 | 93 | 96 | 17 | 0 | 22 | 13 |
| J | Nunn | LEP | No | - | - | 3-Low Risk | - | - | - | - | 83 | | - | - | 98 | | - | - | 27 |
| K | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 141 | 49 | 70 | 72 | 90 | 20 | 96 | 94 | 86 | -10 | 9 | 13 | 21 |
| L | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 86 | 21 | 62 | 77 | 92 | 30 | 95 | 96 | 96 | 1 | 42 | 18 | 34 |
| M | Nunn | LEP | No | 2-Some Risk | 3-Low Risk | 3-Low Risk | 122 | 40 | 51 | 88 | 93 | 42 | 94 | 97 | 99 | 5 | 23 | 26 | 20 |
| N | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 75 | 26 | 72 | 93 | 98 | 26 | 97 | 97 | 99 | 2 | 29 | 38 | 32 |
| O | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 111 | 38 | 56 | 108 | 100 | 44 | 98 | 98 | 99 | 1 | 8 | 15 | 9 |
| P | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 60 | 2 | 79 | 96 | 108 | 29 | 94 | 98 | 98 | 4 | 16 | 2 | 16 |
| Q | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 83 | 32 | 73 | 99 | 111 | 38 | 100 | 83 | 99 | -1 | 9 | 10 | 13 |
| R | Nunn | LEP | No | - | 3-Low Risk | 3-Low Risk | - | - | - | 150 | 117 | | - | 100 | 99 | | - | 69 | 31 |
| S | Nunn | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 95 | 32 | 79 | 95 | 122 | 43 | 99 | 95 | 100 | 1 | 25 | 7 | 17 |
| | | | | | | | | | | | | | | | | | | Change Scores | |
| | | | | | | | | | | | | | | | | | | ORF Aver. | 29.5 |
| | | | | | | | | | | | | | | | | | | Accur Aver. | 3.1 |
| 1 | Perez | Non | Yes | 1-At Risk | 1-At Risk | 1-At Risk | 25 | 4 | 4 | 19 | 13 | 9 | 36 | 68 | 68 | 32 | 0 | 2 | 5 |
| 2 | Perez | Non | No | 1-At Risk | 2-Some Risk | 1-At Risk | 28 | 2 | 26 | 48 | 35 | 9 | 84 | 94 | 87 | 3 | 1 | 11 | 8 |
| 3 | Perez | Non | No | 2-Some Risk | 2-Some Risk | 1-At Risk | 47 | 13 | 31 | 49 | 39 | 8 | 84 | 89 | 85 | 1 | 2 | 4 | 5 |
| 4 | Perez | Non | Yes | 2-Some Risk | 2-Some Risk | 1-At Risk | 44 | 13 | 41 | 46 | 45 | 4 | 76 | 90 | 81 | 5 | 1 | 6 | 12 |
| 5 | Perez | LEP | No | 1-At Risk | 2-Some Risk | 1-At Risk | 28 | 5 | 29 | 52 | 47 | 18 | 74 | 93 | 90 | 16 | 1 | 5 | 7 |
| 6 | Perez | Non | No | 2-Some Risk | 2-Some Risk | 2-Some Risk | 29 | 8 | 44 | 57 | 56 | 12 | 85 | 97 | 95 | 10 | 1 | 3 | 3 |
| 7 | Perez | LEP | No | 2-Some Risk | 2-Some Risk | 2-Some Risk | 83 | 8 | 33 | 52 | 58 | 25 | 85 | 94 | 96 | 11 | 2 | 3 | 20 |
| 8 | Perez | LEP | Yes | 1-At Risk | 2-Some Risk | 2-Some Risk | 48 | 15 | 44 | 55 | 66 | 22 | 75 | 90 | 90 | 15 | 2 | 10 | 10 |
| 9 | Perez | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 72 | 19 | 49 | 76 | 70 | 21 | 86 | 95 | 93 | 7 | 1 | 9 | 11 |
| 10 | Perez | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 85 | 27 | 67 | 82 | 73 | 6 | 97 | 94 | 95 | -2 | 1 | 16 | 11 |
| 11 | Perez | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 47 | 13 | 68 | 87 | 73 | 5 | 86 | 87 | 100 | 14 | 3 | 16 | 23 |
| 12 | Perez | Non | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 47 | 3 | 65 | 70 | 96 | 31 | 95 | 98 | 86 | -9 | 1 | 0 | 19 |
| 13 | Perez | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 138 | 42 | 101 | 112 | 105 | 4 | 96 | 99 | 98 | 2 | 1 | 12 | 15 |
| | | | | | | | | | | | | | | | | | | Change Scores | |
| 14 | Perez | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 136 | 43 | 85 | 117 | 107 | 22 | 97 | 100 | 100 | 3 | 4 | 18 | 27 |
| | | | | | | | | | | | | | | | | | | ORF Aver. | 14.9 |
| 15 | Perez | LEP | No | 3-Low Risk | 3-Low Risk | 3-Low Risk | 143 | 50 | 90 | 96 | 118 | 28 | 100 | 98 | 100 | 0 | 3 | 12 | 7 |
| | | | | | | | | | | | | | | | | | | Accur Aver. | 7.2 |