MEMORANDUM   September 10, 2019

TO: Courtney Busby
               Officer, Special Populations

FROM: Carla Stevens
               Assistant Superintendent, Research and Accountability

SUBJECT: **INTERVENTION ASSISTANCE TEAM PROGRAM, 2018–2019**

In an effort to ensure that all students in grades K–12 received the appropriate supports and services to meet their full potential, the Houston Independent School District (HISD) employed the Intervention Assistance Team (IAT) program to document individualized interventions implemented to support students academically. The IAT is a collaborative campus-based support team with the goal of providing all students with the appropriate supports and services. The attached report shows outcomes for students who were eligible for IAT support in 2018–2019.

Key findings include:
- Of 161,138 students in kindergarten to twelfth grade who took the beginning-of-year (BOY) Renaissance Learning 360 Early Literacy or Reading assessments, 29,843 (18.5 percent) were identified as needing intervention (Tier 2), and 49,178 (30.5 percent) were identified as needing urgent intervention (Tier 3).
- Of BOY Tier 2 students who took the end-of-year (EOY) RL360 Early Literacy or RL360 Reading assessments, 20.4 percent achieved Tier 1 at EOY. Of BOY Tier 3 students who took their EOY assessment, 8.0 percent achieved Tier 1 at EOY.
- There was a 19.2 percentage-point gain in students who Met Expectations or Advanced Development reading levels from BOY to EOY on the Benchmark Running Record.
- On the EOY High Frequency Word Evaluation (HFWE), Grade 1 Tier 2 students made the greatest gain (43.9 percentage points) from the BOY to EOY, followed by Grade 2 Tier 3 students (34.8 percentage points).
- The percentage of students identified as Tier 2 at BOY who met or exceeded the STAAR progress measure was lower in 2018–2019 (56.2 percent) when compared to 2017–2018 (58.2 percent), and the percentage of Tier 3 students meeting or exceeding the STAAR progress measure was slightly lower in 2018–2019 (53.3 percent) compared to 2017–2018 (53.5 percent).
- A total of 1,888 Tier 2 and Tier 3 students were referred for special education evaluation following documented interventions in Chancery RTI portal.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

Carla J. Stevens CJS

Attachment

cc: Grenita Lathan
    Silvia Trinh

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

INTERVENTION ASSISTANCE TEAM
2018-2019

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

Intervention Assistance Team
2018–2019

Executive Summary

Program Description

In an effort to ensure that all students in grades K–12 received the appropriate supports and services to meet their full potential, the Houston Independent School District (HISD) employs the Intervention Assistance Team (IAT) program to document individualized interventions implemented to support the child and provide, if needed, a bridge to special education evaluation (Houston Independent School District, 2017). The IAT program is a collaborative endeavor providing campus-based support to meet the goal that all students are provided with the appropriate supports and services. The IAT program supports HISD's Strategic Direction Core Initiative 3: Rigorous Instructional Standards and Supports and Board Goal 3. The attached report shows student outcomes for students who were eligible for IAT support in 2018–2019.

Highlights

- A total of 161,138 students in grades K–12 took the beginning-of-year (BOY) Renaissance Learning (RL) 360 Early Literacy (EL) assessment or the RL360 Reading assessment. Of test-takers, 29,843 students were identified as needing intervention (Tier 2), and 49,178 were identified as needing urgent intervention (Tier 3).

- Of the Tier 2 students at BOY who took the end-of-year (EOY) RL360 EL or Reading assessments, 20.4 percent achieved Tier 1 at EOY. Of the Tier 3 students at BOY who took an EOY assessment, 8.0 percent achieved Tier 1 at EOY.

- On the Benchmark Running Record (BRR), students, defined as Tier 2 at BOY had a 19.2 percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark from BOY to EOY. BOY Tier 3 experienced an 8.9 percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark from BOY to EOY.

- On the EOY High Frequency Word Evaluation (HFWE), Grade 1 Tier 2 students made the greatest gain (43.9 percentage points) from the BOY to EOY HFWE, followed by Grade 2 Tier 3 students (34.8 percentage points).

- Tier 3 had the lowest proportion of students achieving at or above the Approaches Grade Level standard on both the STAAR End of Course (EOC) English I and EOC English II exams (23.1 percent and 27.8 percent, respectively).

- The percentage of Tier 2 students at BOY meeting or exceeding the STAAR progress measure was lower in 2018–2019 (56.2 percent) when compared to 2017–2018 (58.2 percent), and the percentage of Tier 3 students meeting or exceeding the STAAR progress measure was lower in 2018–2019 (53.3 percent) to 2017–2018 (53.5 percent).

- The percentage of Tier 2 students meeting the "Expected Progress" level of the STAAR Progress Measure increased in 2018–2019 (38.7 percent) from 2017–2018 (37.6 percent), and the percentage

of Tier 3 students meeting the "Expected Progress" improved from 2017–2018 (35.9 percent) to 2018–2019 (37.5 percent).

- A total of 1,888 Tier 2 and Tier 3 students were referred for special education evaluation following documented interventions in Chancery RTI portal, with 95.2 percent (or n=1,798) receiving an evaluation for special education services.

Recommendations

- As students in need of reading supports are identified via the RL360 Early Literacy or RL360 Reading assessment, they receive IAT support at the campus level. It is recommended that documentation of the IAT committee meetings be made available in a centralized digital location to assist future researchers in presenting an accurate picture of the practical workings of the IAT program. Accurate documentation would support student learning by showing the fidelity with which the IAT program was implemented.

Introduction

The Individuals with Disabilities Education Act of 2004 requires students experiencing difficulties in the general classroom be considered for all support services available to students before referral for special education evaluation (IDEA, 2012). In 2017, the U. S. Department of Education reported that the Texas Education Agency (TEA) did not meet this requirement for proper identification of children with disabilities eligible for special education and related services (U. S. Department of Education, 2018). In the 2017–2018 school year, to ensure that all students in grades K–12 received the appropriate supports and services to meet their full potential, the Houston Independent School District (HISD) employed the Intervention Assistance Team (IAT) program. The IAT program is designed to document individualized interventions implemented to support the child and provide, if needed, a bridge to special education evaluation (Houston Independent School District, 2017).

The IAT program is a collaborative endeavor providing campus-based support to meet the goal that all students receive appropriate supports and services. This support includes the facilitation of the Response to Intervention (RTI) process that documents the interventions implemented to support the individual child. If needed, a referral to an IAT meeting is made to consider next steps in meeting the needs of the individual student. When an HISD student is initially identified as having difficulty in the general classroom, the teacher puts an intervention in place to help the student overcome the difficulty. The intervention and the student's progress following the intervention are documented in the on-going RTI process, and if teacher expectations for student progress are not met, either a new or more intensive intervention is adopted, or the student is referred for an IAT meeting.

Referrals for an IAT meeting occur for many different reasons. Students are referred for having difficulty related to academic areas, social-emotional areas, or health concerns. The IAT is usually made up of an IAT chairperson and other campus education professionals with diverse educational backgrounds and experiences. The IAT meeting is designed to have contributions from all members to efficiently explore all the possible support services which could meet the referred child's needs and to reach a consensus on possible next steps. The IAT meeting is a bridge to special education evaluation when interventions and modifications have been unsuccessful, and data justifies special education services.

This report addresses the outcomes of four groups of students in meeting the appropriate reading progress goal following IAT program support: (1) Tier 2 students as measured at the beginning-of-year on the Renaissance Learning (RL) 360 Early Literacy (EL) or Reading assessment; (2) Tier 3 students as measured at the beginning-of-year RL360 EL or Reading assessment; (3) Tier 2 students, who, following documentation of unsuccessful RTI interventions, were referred for IAT meeting consideration during the 2018–2019 school year; and (4) Tier 3 students, who, following documentation of unsuccessful RTI interventions, were referred for IAT meeting consideration during the 2018–2019 school year.

Methods

Data Collection and Analysis
The RL360 Early Literacy (EL) and Reading assessments provided a percentile rank for all HISD student test-takers in grades K–12. A combination of four files: Star Early Literacy (SEL), Star Early Literacy Spanish (SELS), Star Reading (SR), and Star Reading Spanish (SRS) were used in this report. A total of 161,138 HISD students in grades K–12 had a percentile rank at the Beginning of Year (BOY) on the RL360 Early Literacy (EL) or RL360 Reading assessment. The percentile ranks from the BOY testing window (August

27, 2018, to October 3, 2018), were used to place test-takers in one of four categories: Tier 1 (At/Above Reading Benchmark) for HISD test-takers that achieved at or above the 40th percentile rank score; On Watch for HISD test-takers that performed below the 40th percentile rank score but greater than or equal to the 25th percentile rank; Tier 2 (Intervention) for HISD test-takers who performed below the 25th percentile rank score but greater than or equal to the 10th percentile rank; and Tier 3 (Urgent Intervention) for HISD test-takers who performed below the 10th percentile rank score. The cohort used for this report was comprised of HISD students identified as Tier 2 (Intervention) or Tier 3 (Urgent Intervention) based on BOY results on the RL360 EL or Reading assessments.

Demographic data for this report were retrieved from the 2018–2019 Public Education Information Management System Average Daily Attendance (PEIMS ADA) file for all K–12 HISD students who had BOY scores on either the RL360 EL or Reading assessment. These include students' highest-grade level, economic disadvantage status, English Learner (EL) status, special education status, gender, and race/ethnicity.

The Benchmark Running Record (BRR) helps teachers set reading goals for students and plan targeted instruction to meet those goals. BRR reading development levels (i.e. More Development Needed, Meeting Expectations, or Advanced Development) for all K–5 HISD students on the 2018–2019 beginning-of-year (BOY) and on the 2018–2019 end-of-year (EOY) were retrieved from the HISD OnTrack Reports portal. For data consolidation and readability, students at the Meeting Expectation and Advanced Development levels were combined. BRR files for 2018–2019 were then linked to Tier Groups to report the percentage of students that either met the Meeting Expectations reading level or the Advanced Development reading level on both the BOY BRR and the EOY BRR.

As part of the HISD promotion standards, all students in first and second grade must take and attain an 80 percent passing rate on the High Frequency Word Evaluation (HFWE). The student has up to three opportunities to meet the 80 percent passing standard on the HFWE. Data from the 2016–2017, 2017–2018, and 2018–2019 HFWE data files were linked to Tier 2 and Tier 3 students to determine student HFWE achievement.

State of Texas Assessments of Academic Readiness (STAAR) results for 2016–2017, 2017–2018, and 2018–2019 HISD students in grades 3–8 Reading (first administration) and End-of-Course (EOC) English I and English II (first administration, first-time testers and re-testers) results were retrieved from the Cognos_SIS ad hoc package. Scored versions of the STAAR administered in both English and Spanish were used in this report. Only STAAR scores that could be linked to a student ID were used in the analyses. Data from 2016–2017, 2017–2018, and 2018–2019 STAAR files were then linked to Tier Groups, as measured by the 2018–2019 BOY RL360 EL and Reading assessments to report student achievement and STAAR progress measure differences year to year by Tier Group. Students in grades 4–8 that had a STAAR Reading progress measure and students that had a STAAR EOC English II progress measure were used in this report. Not all students had a documented STAAR Reading or STAAR EOC English II progress measure. The lack of a STAAR progress measure could be explained by the student not taking the prior year assessment, or not testing in the same language for both years.

During the 2018–2019 school year, HISD students in grades K–12 identified as Tier 2 or Tier 3 by the BOY scores on the RL360 EL or Reading assessments, were provided with intervention to support student learning. The nature and frequency of individual student learning interventions were available through the Chancery Response to Intervention (RTI) portal. RTI data for this report included only those students who had at least one RTI record in either English Language Arts (ELA) Tier II - Supplemental Instruction or ELA

Tier III - Intensive Individual Instruction, with an intervention start between 8/27/2018 and 5/31/2019, both dates included.

The HISD Office of Special Education Services (OSES) provided data on the number of IAT requests for an Admission, Review and Dismissal/Individualized Education Program (ARD/IEP) committee review of a students' eligibility for special education services for the 2018–2019 school year up to and including May 31, 2019. These data were linked to Chancery RTI data to ascertain the number of students with documented interventions who were referred for ARD/IEP committee consideration.

Data Limitations
One data limitation is that there was no growth measure provided within the data files for the RL360 Early Literacy assessment or RL360 Reading assessment. This data limitation does not allow the researcher the opportunity to determine whether a student made the progress expected on the RL360 Early Literacy assessment or RL360 Reading assessment.

Results

How did 2018–2019 HISD students in grades K–12 who took the Beginning-of-Year (BOY) RL360 Early Literacy (EL) or Reading assessment perform on the BOY RL360 EL or Reading assessment?

- In 2018–2019, a total of 161,138 students in grades K–12 had BOY scores on the RL360 Early Literacy (EL) or Reading assessment (**Figure 1**; **Table 1**, p. 19).

Figure 1. HISD Achievement on BOY RL360 EL or Reading Assessment, Spanish and English Combined by Tier Group, 2018–2019
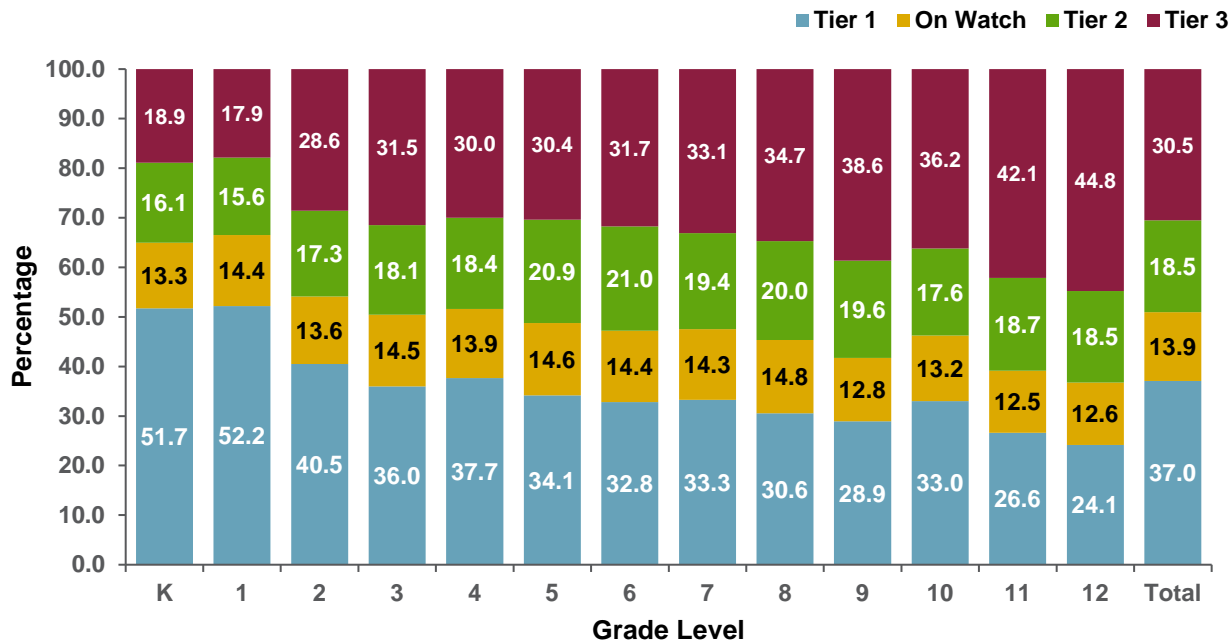
Source: RL360 EL and Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file
Note: Percentages may not total 100 percent due to rounding.

- The percentage of BOY test-takers identified as Tier 2 (Intervention) was 18.5 percent (n=29,843), while 30.5 percent (n=49,178) were identified as Tier 3 (Urgent Intervention) (Figure 1, p. 5; Table 1, p. 19).

- As shown in Figure 1, twelfth-grade test-takers had the highest proportion of Tier 3 students (44.8 percent), and sixth-grade test-takers had the highest proportion of Tier 2 students (21.0 percent).

In 2018–2019, what were the demographics for students that participated in the Beginning of Year (BOY) RL360 Early Literacy (EL) or Reading assessment?

- Of all BOY RL360 EL and Reading assessment test-takers, 78.9 percent were economically disadvantaged (**Figure 2**; **Table 2**, p. 20). Large proportions of students were economically disadvantaged within all BOY Tier Groups, ranging from Tier 1 at 61.3 percent, followed by On Watch (83.7 percent), Tier 2 (88.3 percent), and Tier 3 (92.4 percent) (Figure 2; **Tables 3–6**, pp. 21–24).

- English learners were more likely to be identified as Tier 3 or Tier 2 (48.0 percent and 31.2 percent, respectively) than On Watch or Tier 1 (24.4 percent and 18.5 percent, respectively) (Figure 2; Table 3–6, pp. 21–24).

- Tier 3 students had the highest proportion of BOY test-takers identified in special education (16.5 percent), followed by Tier 2 (5.4 percent), On Watch (3.1 percent), and Tier 1 (1.9 percent) (Figure 2; Table 3–6, pp. 21–34).

Figure 2. Demographics of Tier 1, On Watch, Tier 2 and Tier 3 Students, 2018–2019

	Tier 1	On Watch	Tier 2	Tier 3	Total BOY
Female	53.1	52.0	50.1	43.6	49.5
Male	46.9	48.0	49.9	56.4	50.5
Economic Disadvantage	61.3	83.7	88.3	92.4	78.9
English Learner	18.5	24.4	31.2	48.0	30.7
Special Education	1.9	3.1	5.4	16.5	7.1
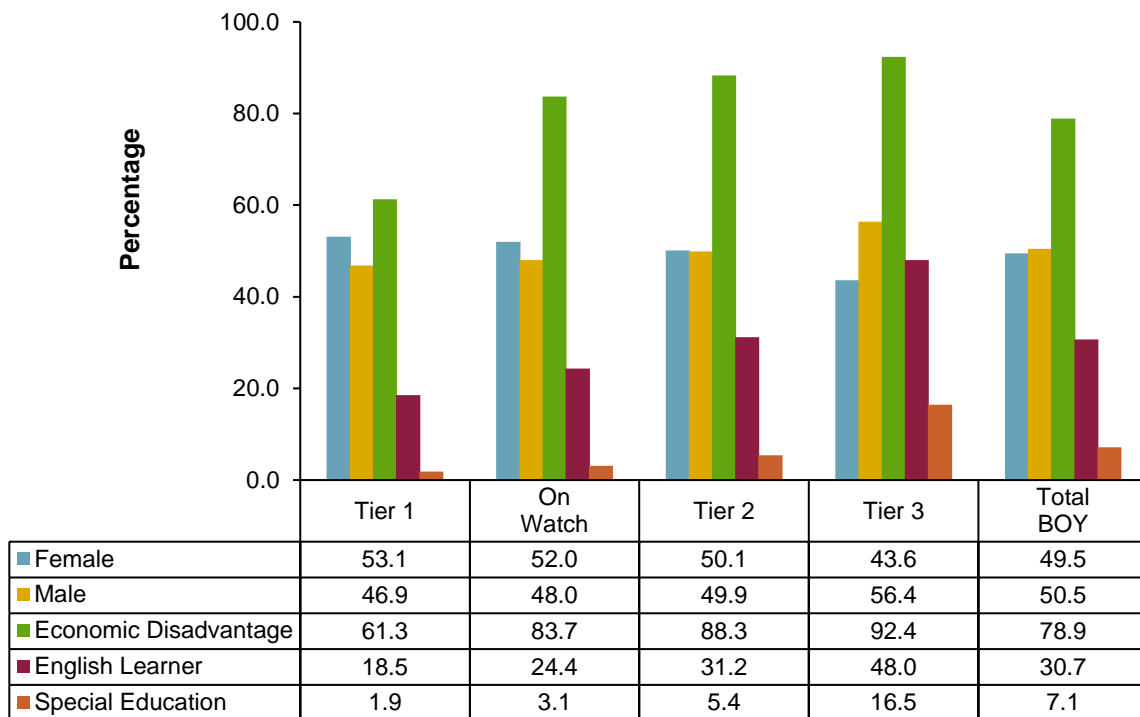
Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

- Of all the BOY RL360 EL and Reading assessments, the highest proportion of test-takers were Hispanic (61.0 percent), followed by African American (23.6 percent), and White (9.2 percent) (**Figure 3**; **Table 7**, p. 25).

- Hispanics and African Americans had the highest proportions of BOY test-takers achieving Tier 3 status (34.2 percent and 33.8 percent, respectively) (**Figure 4**). More details on race/ethnicity of each BOY Tier Group is shown in **Table 8** through **Table 11** (pp. 26–29).

Figure 3. Percentage of BOY Tier Groups by Race/Ethnicity, 2018–2019
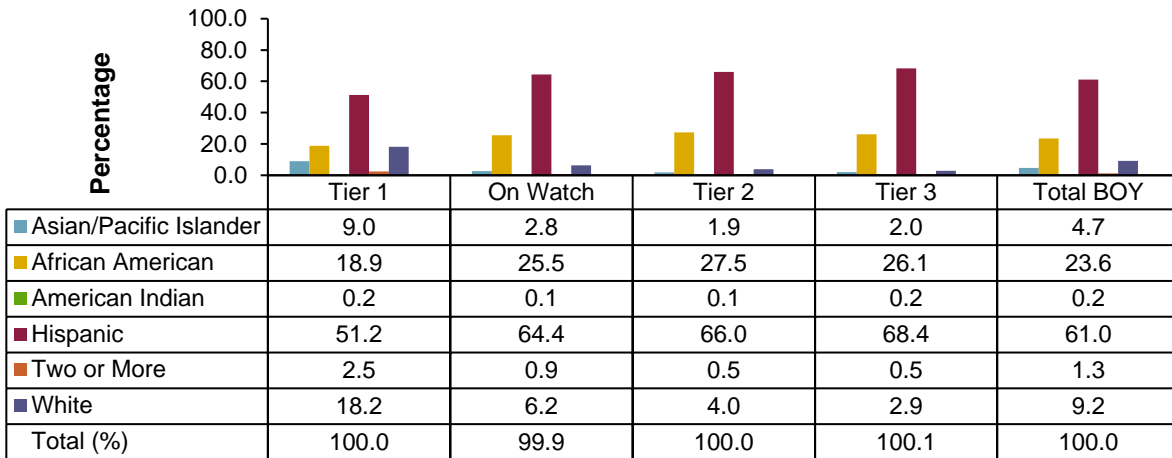
	Tier 1	On Watch	Tier 2	Tier 3	Total BOY
Asian/Pacific Islander	9.0	2.8	1.9	2.0	4.7
African American	18.9	25.5	27.5	26.1	23.6
American Indian	0.2	0.1	0.1	0.2	0.2
Hispanic	51.2	64.4	66.0	68.4	61.0
Two or More	2.5	0.9	0.5	0.5	1.3
White	18.2	6.2	4.0	2.9	9.2
Total (%)	100.0	99.9	100.0	100.1	100.0

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file
Note: Percentages may not total 100 percent due to rounding.

Figure 4. Distribution of Race/Ethnicity Across BOY Tier Groups, 2018–2019
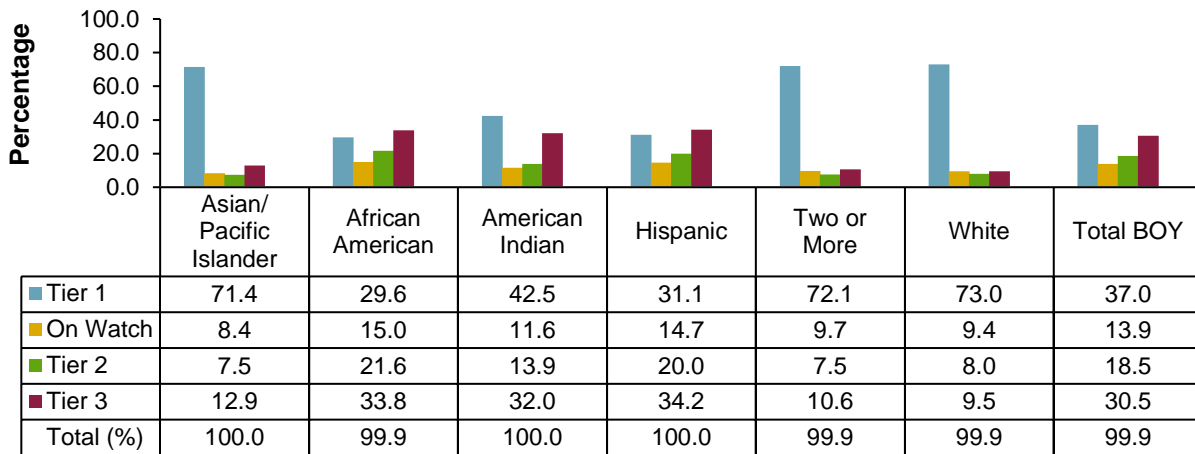
	Asian/ Pacific Islander	African American	American Indian	Hispanic	Two or More	White	Total BOY
Tier 1	71.4	29.6	42.5	31.1	72.1	73.0	37.0
On Watch	8.4	15.0	11.6	14.7	9.7	9.4	13.9
Tier 2	7.5	21.6	13.9	20.0	7.5	8.0	18.5
Tier 3	12.9	33.8	32.0	34.2	10.6	9.5	30.5
Total (%)	100.0	99.9	100.0	100.0	99.9	99.9	99.9

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file
Note: Percentages may not total 100 percent due to rounding.

What was student achievement on the EOY RL360 Early Literacy (EL) or RL360 Reading assessment for HISD students in grades K–12 identified as Tier 2 or Tier 3, as measured by their achievement on the 2018–2019 BOY RL360 EL or Reading assessment?

- As shown in **Figure 5** (p. 8), 73.7 percent of BOY Tier 1 test-takers met or exceeded the benchmark score (40th percentile) on the EOY RL360 Early Literacy (EL) or Reading assessment compared to

eight percent of BOY Tier 3 students meeting or exceeding the benchmark score on the EOY assessments (**Table 12**, p. 30; **Table 13**, p. 31).

Figure 5. Percentage of BOY Tier Groups Who Met or Exceeded the Benchmark Score on the EOY RL360 Assessments by BOY Tier Group, English and Spanish Combined, 2018–2019

	EOY Tier 1
■ BOY Tier 1	73.7
■ BOY On Watch	35.7
■ BOY Tier 2	20.4
■ BOY Tier 3	8.0
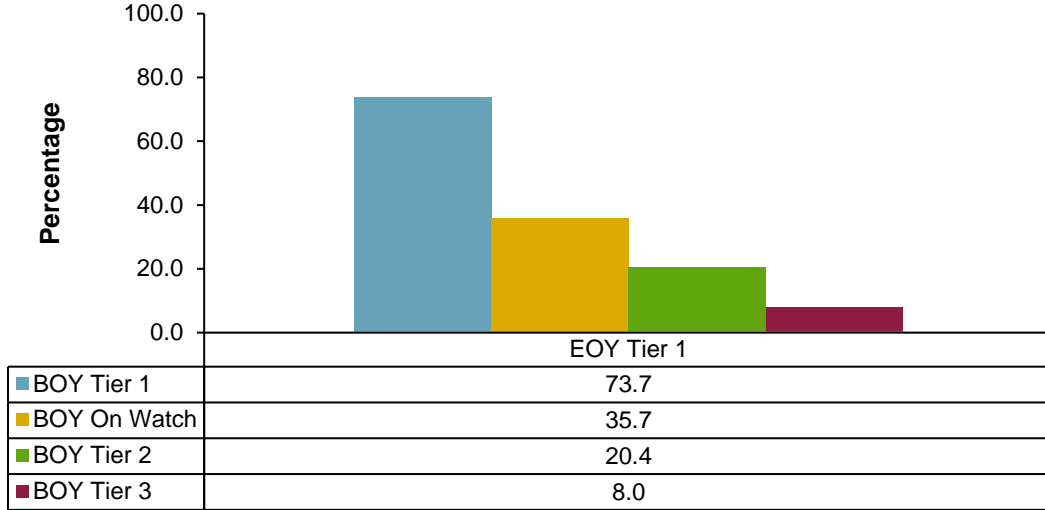
Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

- Compared to all grade levels, both BOY Tier 2 and Tier 3 kindergarten students had the highest proportions of students who met or exceeded the RL360 benchmark score (49.3 percent and 35.1 percent, respectively) by EOY (**Figure 6**; Table 13).

- As shown in Figure 6, the lowest proportion of students meeting or exceeding the RL360 benchmark on the EOY assessments was 5.6 percent of BOY Tier 2 eleventh graders, and less than one percent for BOY Tier 3 students in grades seven, eight, nine, and twelve (Table 13).

Figure 6. Percentage of BOY Tier 2 and BOY Tier 3 Students Who Met or Exceeded the Benchmark Score on the EOY RL360 EL or Reading Assessment, English and Spanish Combined, 2018–2019

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
■ BOY Tier 2	49.3	40.6	30.6	31.5	22.0	13.3	8.9	7.0	6.5	6.4	11.5	5.6	9.4	20.4
■ BOY Tier 3	35.1	24.0	13.6	14.6	7.2	3.4	1.1	0.8	0.7	0.9	1.3	1.0	0.6	8.0
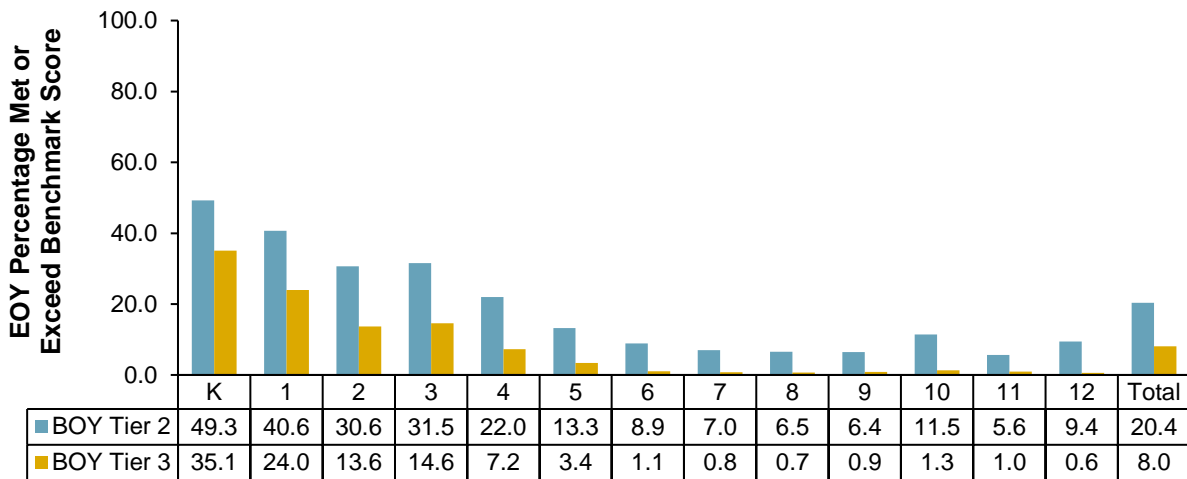
Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

What was student reading level achievement as recorded on the 2018–2019 Benchmark Running Record (BRR) at both BOY and EOY for HISD students in grades K–5 identified as Tier 2 or Tier 3, as measured by their achievement on the 2018–2019 BOY RL360 Early Literacy or Reading assessment?

- As shown in **Figure 7**, for all grade levels with Benchmark Running Record (BRR) data, 33.5 percent of students at BOY and 57.4 percent of students at EOY achieved the Meeting Expectations or Advanced Development reading benchmark (**Table 14**, p. 32).

- Of all grade levels where both BOY and EOY benchmarks were reported, second grade had the highest proportion of students who achieved the Meeting Expectations or Advanced Development reading benchmark at both BOY (38.5 percent) and EOY (53.8 percent) (Figure 7; Table 14).

Figure 7. Percentage of All HISD Students Grades K–5 Who Achieved the Meeting Expectations or Advanced Development Reading Benchmark at BOY and EOY on BRR, 2018–2019

	K	1	2	3	4	5	Total
BOY	−	36.1	38.5	34.5	32.3	24.0	33.5
EOY	63.8	49.7	53.8	46.4	41.4	43.6	57.4
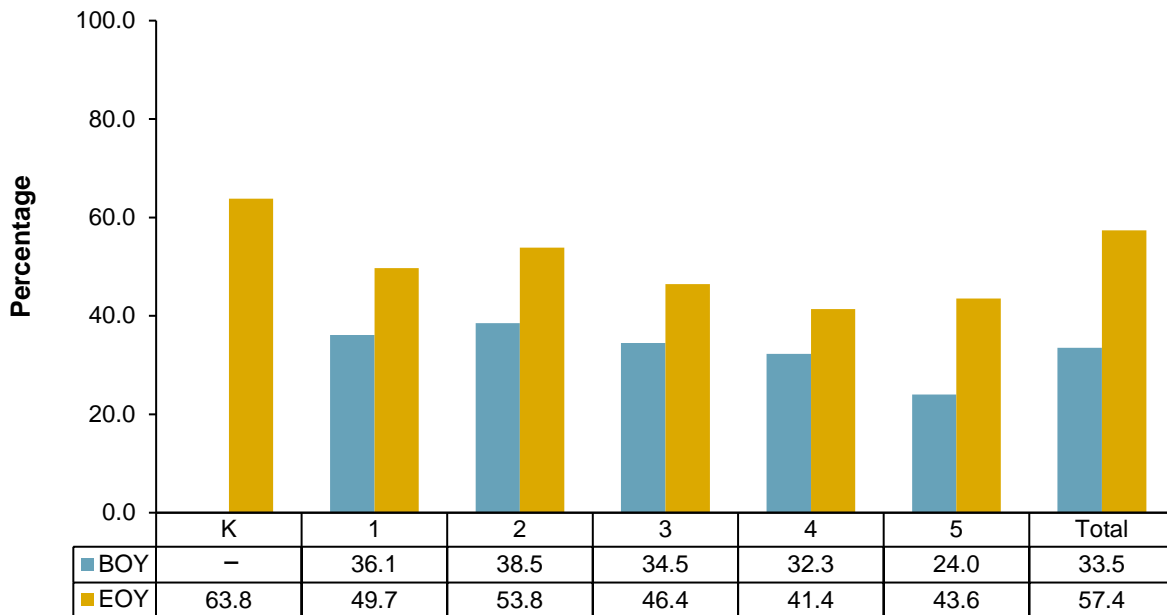
Source: Benchmark Running Records student data files, 2019
Note: Numbers may differ from previous reports. Highest scores were selected where students had multiple assessments during the testing window.
- means there is no benchmark reading level for kindergarten students on the BRR BOY.

- When comparing BOY BRR to EOY BRR outcomes, the largest percentage-point increase in achieving the Meeting Expectations or Advanced Development reading benchmark occurred for On Watch students (25.0 percentage points), followed by Tier 2 (19.2 percentage points), Tier 1 (16.6 percentage points), and Tier 3 students (8.9 percentage points) (**Figure 8**, p. 10; **Table 15**, p. 32).

- In terms of actual performance level, Tier 2 had a higher proportion of students who achieved the Meeting Expectations or Advanced Development reading benchmark on the BRR compared to Tier 3 students at both BOY (14.0 percent versus 5.1 percent) and EOY (33.2 percent versus 14.0 percent) (Figure 8; Table 15).

Figure 8. Percentage of Students Grades K–5 Who Achieved the Meeting Expectations or Advanced Development Reading Benchmark at BOY and at EOY on BRR by RL360 BOY Tier Group, 2018–2019

	Tier 1	On Watch	Tier 2	Tier 3	Tier 1	On Watch	Tier 2	Tier 3
		BOY				EOY		
Grade K	–	–	–	–	84.9	63.6	49.4	31.7
Grade 1	58.8	18.8	10.2	6.4	74.8	38.5	25.5	14.1
Grade 2	75.5	33.6	13.9	4.8	89.1	62.7	37.4	12.8
Grade 3	72.6	36.6	19.0	6.0	85.3	56.0	32.4	12.8
Grade 4	66.7	30.9	17.0	5.1	79.3	47.2	25.1	9.0
Grade 5	55.7	20.4	10.4	3.5	82.1	51.5	32.4	10.5
Total	65.5	27.7	14.0	5.1	82.1	52.7	33.2	14.0
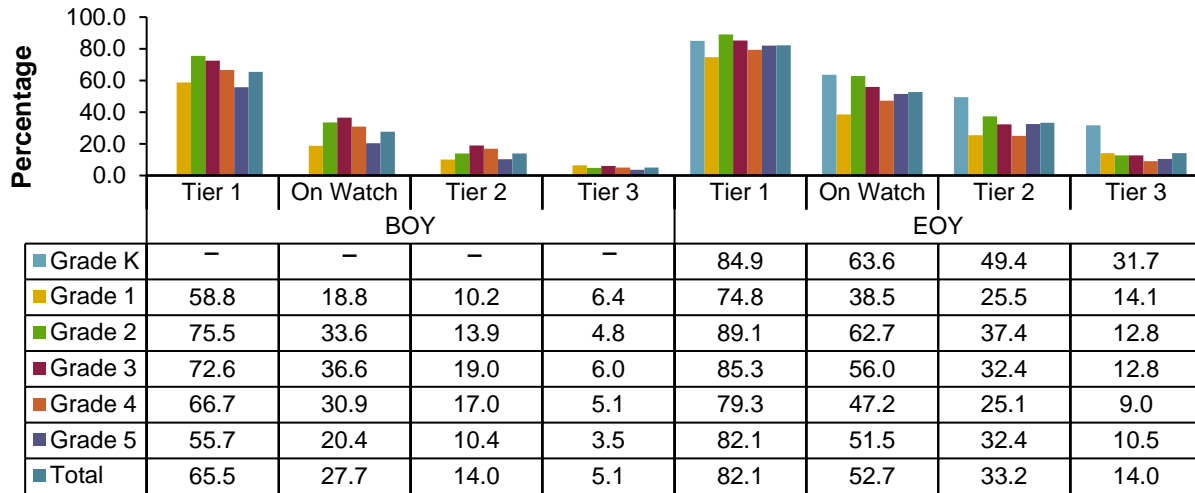
Source: RL360 EL and RL360 Reading student data files, 2018–2019; Benchmark Running Records student data files, 2019
Note: Students had to have both a BOY and EOY BRR for inclusion in this analysis.
- means there is no benchmark reading level for kindergarten students on the BRR BOY.

What was student achievement on the 2018–2019 High Frequency Word Evaluation (HFWE) at both the beginning of year and end of year for HISD students identified as Tier 2 or Tier 3, as measured by student achievement on 2018–2019 BOY RL360 Early Literacy (EL) or Reading Assessment?

- In 2018–2019, 88.2 percent of first-graders and 91.6 percent of second graders met the passing standard on the HFWE by the EOY (**Figure 9**; **Table 16**, p. 33).

Figure 9. Cumulative Percentage of HISD Students Who Met the Passing Standard on the HFWE by Grade Level, English, Spanish, and Dual Language, 2017–2018 and 2018–2019

	BOY	MOY	EOY	Total	BOY	MOY	EOY	Total
		2017–2018				2018–2019		
Grade 1	66.2	14.5	5.6	86.3	63.7	18.1	6.4	88.2
Grade 2	81.7	7.8	2.9	92.4	78.1	10.4	3.1	91.6
Total	74.0	11.1	4.3	89.3	69.9	14.8	5.0	89.7
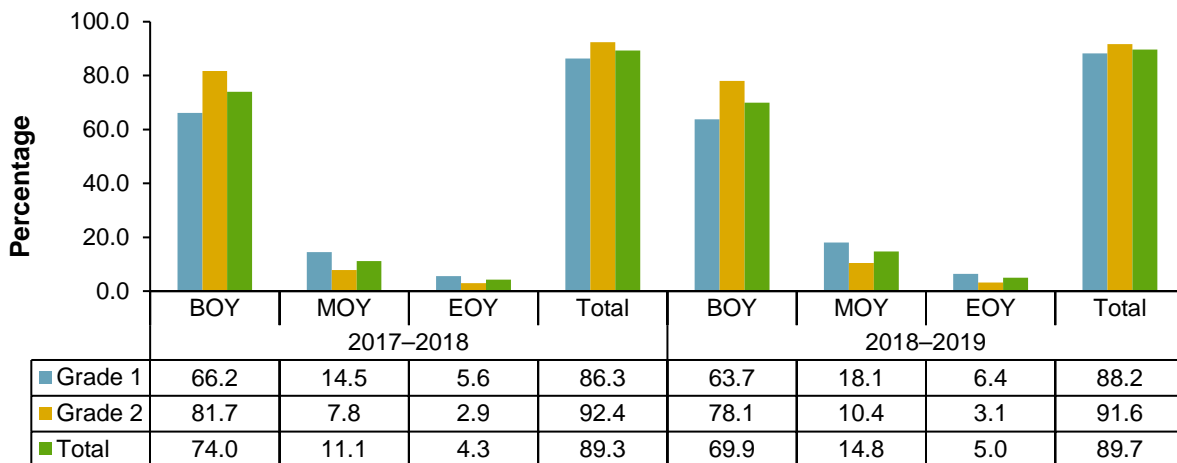
Source: 2017–2018 HFWE Test Sessions: Database; 2018–2019 HFWE Test Sessions: Database
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window.

Figure 10. Cumulative Percentage of BOY RL360 Early Literacy or RL360 Reading Test-Takers Who Met the Passing Standard on the HFWE, English, Spanish, and Dual Language, 2018–2019

	Tier 1	On Watch	Tier 2	Tier 3
Grade 1	98.2	90.5	82.6	61.0
Grade 2	99.7	99.0	94.8	74.4
Total	98.8	94.0	88.1	68.4
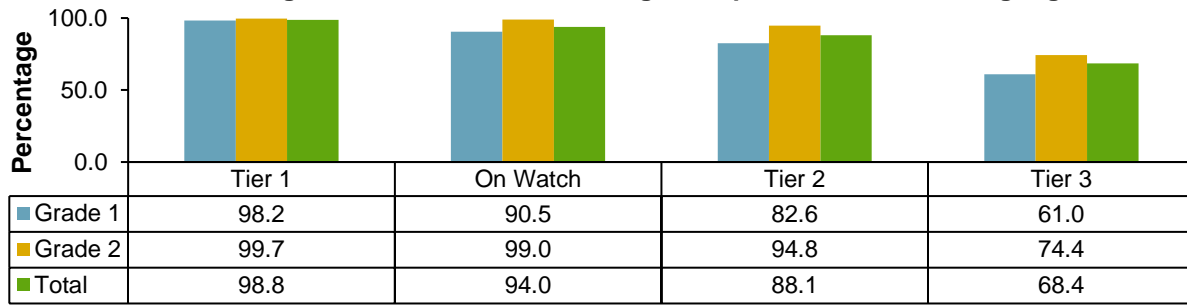
Source: RL360 EI and RL360 Reading student data files, 2018–2019; 2018–2019 HFWE Test Sessions: Database
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window.

- Grade 2 students at all BOY RL360 Tiers had higher percentages of students who met the passing standard (cumulative total) on the HFWE when compared to Grade 1 students, with a 13.4 percentage-point difference in meeting the passing standard between the groups (**Figure 10**; **Table 17**, p. 33).

- On the EOY High Frequency Word Evaluation (HFWE), Grade 1 Tier 2 students made the greatest gain (43.9 percentage points) from the BOY to EOY HFWE, followed by Grade 2 Tier 3 students (34.8 percentage points) (Table 17, p. 33).

What was student achievement on STAAR 3–8 Reading, STAAR English I or English II in 2016–2017 through 2018–2019 for HISD students in grades 3–12 identified as Tier 2 or Tier 3, as measured by the 2018–2019 BOY RL360 Reading assessment?

- As shown in **Figure 11**, there was a higher proportion of students in grades 3–8 at or above the Approaches Grade Level standard on the STAAR Reading exam in 2018–2019 (67.3 percent) when compared to both 2017–2018 (66.4 percent) and 2016–2017 (63.2 percent) students (**Table 18**, p. 34).

Figure 11. Percentage of All HISD STAAR Reading Testers Spring Administration in Grades 3–8 Who Achieved At or Above the Approaches Grade Level Standard on STAAR Reading, English and Spanish Combined, 2016–2017 through 2018–2019
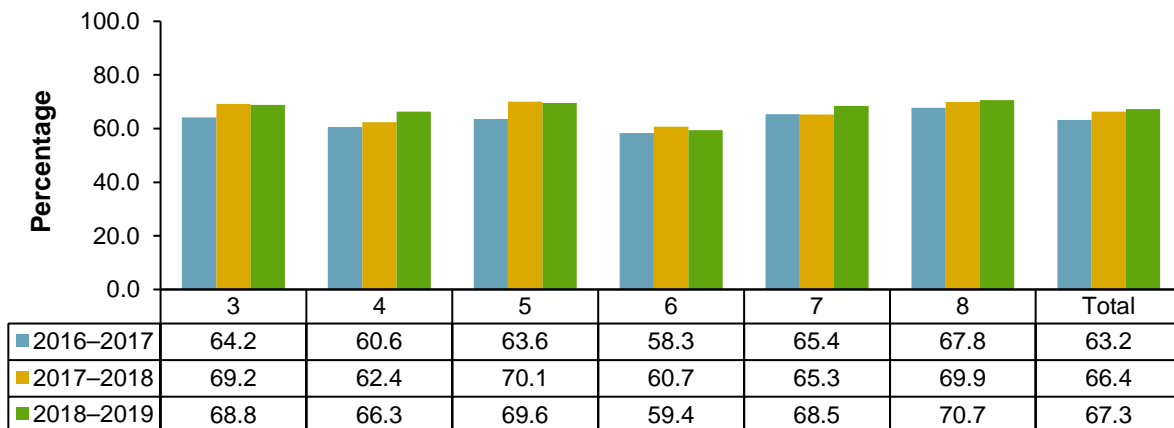
	3	4	5	6	7	8	Total
2016–2017	64.2	60.6	63.6	58.3	65.4	67.8	63.2
2017–2018	69.2	62.4	70.1	60.7	65.3	69.9	66.4
2018–2019	68.8	66.3	69.6	59.4	68.5	70.7	67.3

Source: Cognos, STAAR files, retrieved June 15, 2017; Cognos, STAAR files, retrieved September 25, 2018; Cognos, STAAR files, retrieved June 3, 2019

Figure 12. Percentage of All First-Time and Retested HISD Students in Grades 9–12 Who Achieved At or Above the Approaches Grade Level Standard on STAAR English I or English II, 2016–2017 through 2018–2019
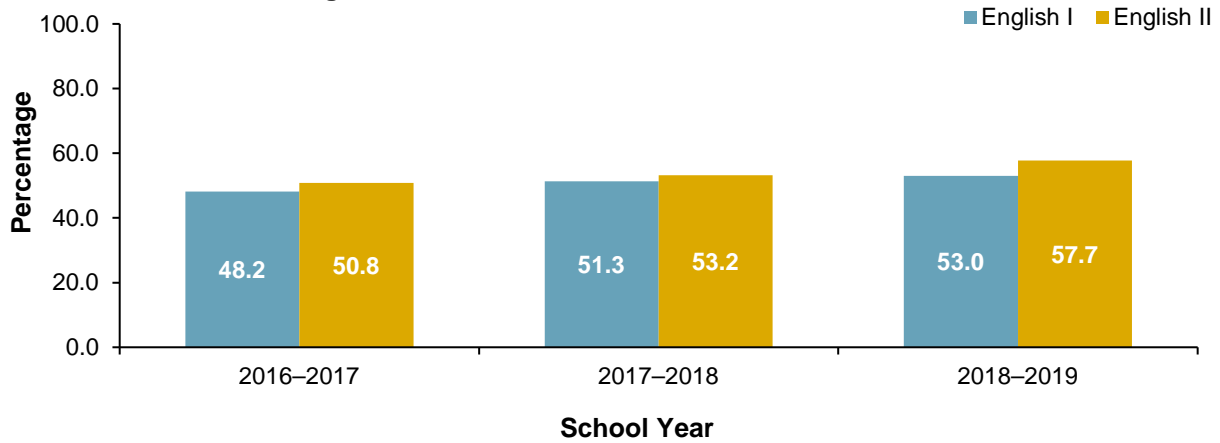
Source: Cognos, STAAR files, retrieved June 15, 2017; Cognos, STAAR files, retrieved September 25, 2018; Cognos, STAAR files, retrieved June 3, 2019

- The 2018–2019 EOC English II exam results (57.7 percent) show a higher percentage of first-time and retested students at or above the Approaches Grade Level standard when compared to the results of both 2017–2018 (53.2 percent) and 2016–2017 students (50.8 percent) (**Figure 12**; **Table 19**, 34). The same pattern was true for 2018–2019 English I exam results.

Figure 13. Results for RL360 Reading BOY Tier Group Students in Grades 3–8 Who Achieved At or Above the Approaches Grade Level Standard on STAAR Reading English and Spanish Combined, 2018–2019

	Tier 1	On Watch	Tier 2	Tier 3
Grade 3	97.5	85.7	66.3	34.0
Grade 4	96.3	83.2	62.4	28.0
Grade 5	97.9	89.7	69.3	30.3
Grade 6	96.8	82.8	56.3	17.9
Grade 7	98.4	92.6	75.4	29.8
Grade 8	99.3	94.9	81.0	34.7
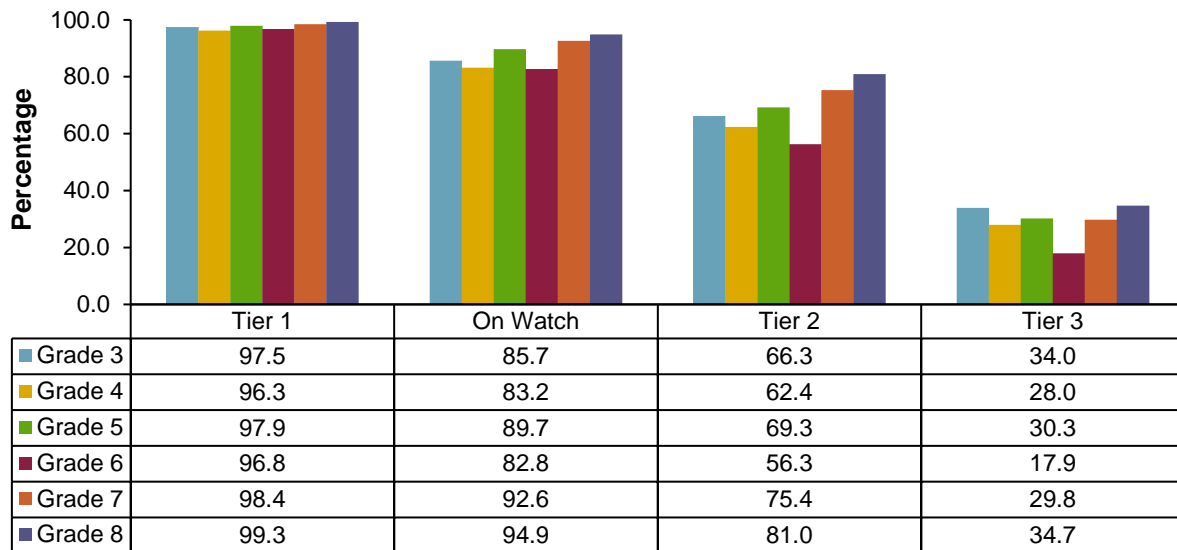
Source: RL360 EL and RL360 Reading student data files, 2018–2019; Cognos, STAAR English and STAAR Spanish files, retrieved June 3, 2019

- As evidenced in **Figure 13**, the largest percentage-point gap between BOY Tier 3 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the grades 3–8 STAAR Reading exam occurred in grade 6 (17.9 percent and 96.8 percent, respectively) (**Table 20**, p. 35).

- The largest percentage-point gap between BOY Tier 2 and BOY Tier 1 students scoring at or above the Approaches Grade Level standard on the Grade 3–8 STAAR Reading exam occurred in Grade 6 (56.3 percent and 96.8 percent, respectively) (Figure 13; Table 20).

Figure 14. Results for RL360 Reading BOY Tier Group Students in Grades 9–12 Achieving At or Above the Approaches Grade Level Standard on the STAAR EOC English I and the STAAR EOC English II, 2018–2019
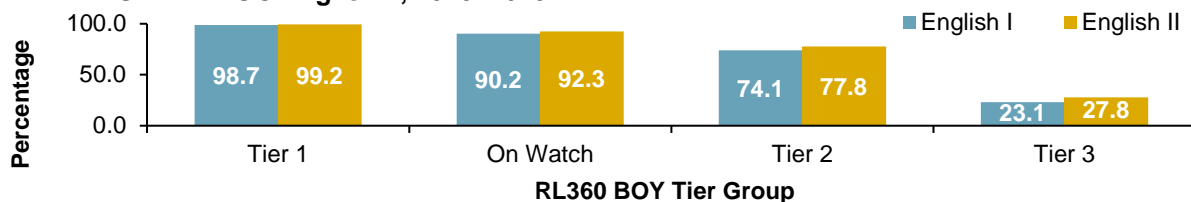
Source: RL360 Reading student data files, 2018–2019; Cognos, STAAR English and STAAR Spanish files, retrieved June 3, 2019

- As shown in **Figure 14**, Tier 3 students had the lowest proportion of students who scored at or above the Approaches Grade Level standard on both the STAAR EOC English I and STAAR EOC English II exams (23.1 percent and 27.8 percent, respectively) (**Table 20**, p. 35).

Figure 15. Results for RL360 Reading BOY Tier Group Students on STAAR Progress Measure Achievement for Grades 4–12*, 2017–2018 and 2018–2019
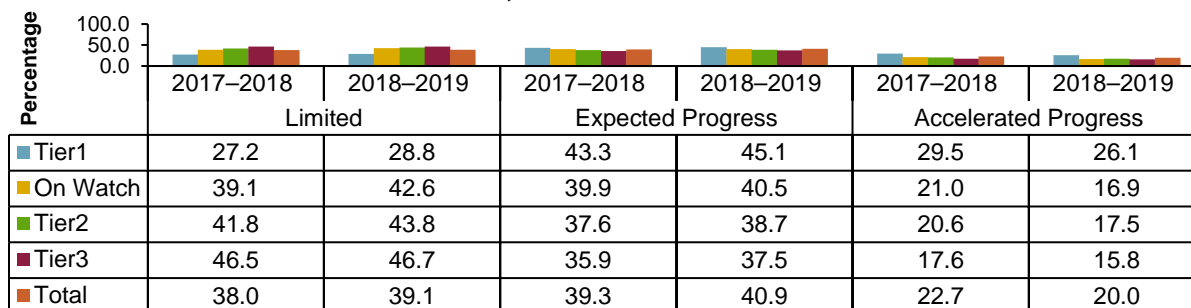
	2017–2018	2018–2019	2017–2018	2018–2019	2017–2018	2018–2019
	Limited		Expected Progress		Accelerated Progress	
■Tier1	27.2	28.8	43.3	45.1	29.5	26.1
■On Watch	39.1	42.6	39.9	40.5	21.0	16.9
■Tier2	41.8	43.8	37.6	38.7	20.6	17.5
■Tier3	46.5	46.7	35.9	37.5	17.6	15.8
■Total	38.0	39.1	39.3	40.9	22.7	20.0

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2017–2018 STAAR English and STAAR Spanish files; 2018–2019 STAAR English and STAAR Spanish files
Note: Students who took either the BOY RL360 EL or the BOY RL360 Reading assessment had a progress measure for both the 2017–2018 and 2018–2019.
*STAAR Reading examination results for grades 4–8 and STAAR EOC English II examination.

- All BOY Tier Groups experienced an increase in the percentage of students meeting the "Expected Progress" STAAR progress measure with Tier 1 having the highest percentage-point increase (43.3 percent to 45.1 percent), while On Watch students had the lowest percentage-point increase (39.9 percent to 40.5 percent) (**Figure 15**; **Table 21**, p. 36).

- The percentage of Tier 2 students at BOY meeting or exceeding the STAAR progress measure was lower in 2018–2019 (56.2 percent) when compared to 2017–2018 (58.2 percent), and the percentage of Tier 3 students meeting or exceeding the STAAR progress measure was lower in 2018–2019 (53.3 percent) to 2017–2018 (53.5 percent) (Figure 15; Table 21) .

- The percentage of Tier 2 students meeting the "Expected Progress" level of the STAAR Progress Measure increased in 2018–2019 (38.7 percent) from 2017–2018 (37.6 percent), and the percentage of Tier 3 students meeting the "Expected Progress" improved from 2017–2018 (35.9 percent) to 2018–2019 (37.5 percent) (Figure 15; Table 21).

What was student achievement of BOY Tier 2 or Tier 3 on the EOY RL360 Early Literacy (EL) or Reading assessment for HISD students in grades K–12 identified as Tier 2 or Tier 3, that had documented interventions in Chancery Response to Intervention (RTI) portal under English Language Arts (ELA) Tier II – Supplemental Instruction or ELA Tier III – Intensive Individual Instruction?

- In 2018–2019, there were fewer Tier 1 and On Watch students (n=513 and n=602, respectively) compared to the number of Tier 2 and Tier 3 students (n=1,457 and 3,150, respectively) who had at least one documented reading intervention in the RTI – Tier II (Supplemental Intervention) portal (**Table 22**, p. 37; **Table 23**, p. 38).

- Of all BOY RL360 Tier 2 students who received at least one documented reading intervention in the RTI – Tier II (Supplemental Intervention) portal, 19.6 percent met or exceeded the RL360 benchmark (40th percentile) on the EOY RL360 EL or Reading assessment, compared to the 7.3 percent of BOY RL360 Tier 3 students who met the RL360 benchmark on the EOY assessments (**Figure 16**; Table 23).

- In 2018–2019, 32.6 percent of BOY RL360 Tier 2 students maintained Tier 2 status at EOY, and 29.0 percent lowered into Tier 3. Additionally, 67.9 percent of BOY RL360 Tier 3 students remained Tier 3 at EOY after receiving supplemental instruction (Figure 16; Table 23).

Figure 16. EOY RL360 EL and Reading Results by BOY Tier 2 and Tier 3 for Students Who Had Documented Reading Interventions in RTI Portal ELA Tier II – Supplemental Instruction, 2018–2019
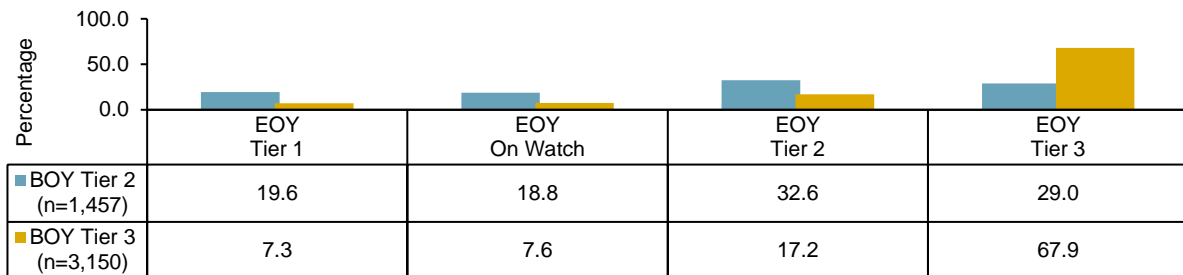
	EOY Tier 1	EOY On Watch	EOY Tier 2	EOY Tier 3
■ BOY Tier 2 (n=1,457)	19.6	18.8	32.6	29.0
■ BOY Tier 3 (n=3,150)	7.3	7.6	17.2	67.9

Source: RL360 EL and RL360 Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT

- By BOY Tier Group in 2018–2019, there were fewer Tier 1 and On Watch students (n=226 and n=326, respectively) (**Table** 24, p. 39) compared to Tier 2 and Tier 3 students (n=809 and n=2,361, respectively) that had at least one documented reading intervention in the RTI – Tier III (Intensive Intervention) portal (**Table 25**, p. 40).

- Of all BOY RL360 Tier 2 who received at least one documented reading intervention in the RTI – Tier III (Intensive Intervention) portal, 16.2 percent met or exceeded the RL360 benchmark (40th percentile) on the EOY RL360 EL or Reading assessment, compared to the 5.6 percent of BOY RL360 Tier 3 students who met the RL360 benchmark on the EOY assessments (**Figure 17**, p. 15; Table 24).

- In 2018–2019, 33.1 percent of BOY RL360 Tier 2 students maintained Tier 2 status at EOY, while 32.9 percent were lowered to a Tier 3 status. Additionally, 71.6 percent of BOY RL360 Tier 3 students remained Tier 3 at EOY after receiving intensive reading instruction (Figure 17; Table 24).

Figure 17. EOY RL360 EL and Reading Results by BOY Tier 2 and Tier 3 for Students Who Had Documented Reading Interventions in RTI Portal ELA Tier III – Intensive Individual Instruction, 2018–2019
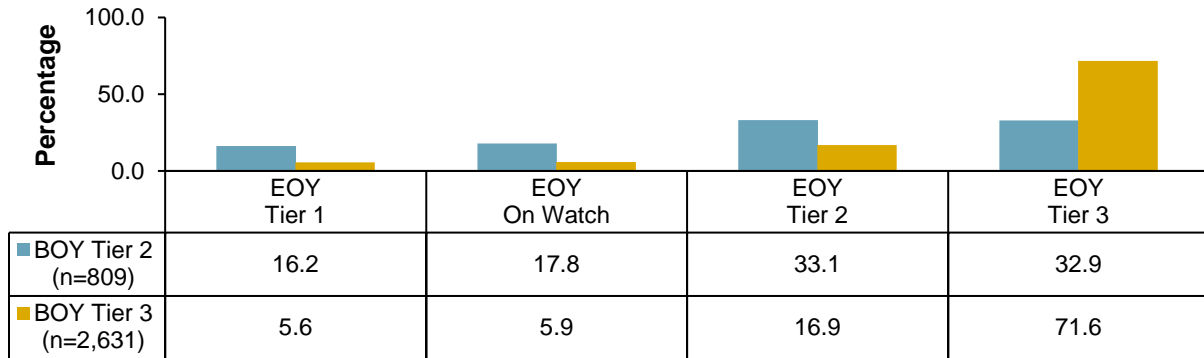
	EOY Tier 1	EOY On Watch	EOY Tier 2	EOY Tier 3
■ BOY Tier 2 (n=809)	16.2	17.8	33.1	32.9
■ BOY Tier 3 (n=2,631)	5.6	5.9	16.9	71.6

Source: RL360 EL and RL360 Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT

- Following documented reading interventions, the student's IAT committee made a determination on referring the student for evaluation to receive special education services. Of those referred for special education services evaluation, 95.3 percent of all BOY Tier Groups that received a reading intervention through RTI – Tier II (Supplemental Instruction) and 96.2 of all BOY Tier Groups that received a reading intervention through RTI – Tier III (Intensive Individual Instruction) were subsequently evaluated for special education services (**Figure 18**). For more details, please go to **Table 26** (p. 41).

Figure 18. Percentage of Students with Documented Reading Interventions Who Were Evaluated for Special Education After Referral by IAT Committee, by BOY Tier Group, 2018–2019
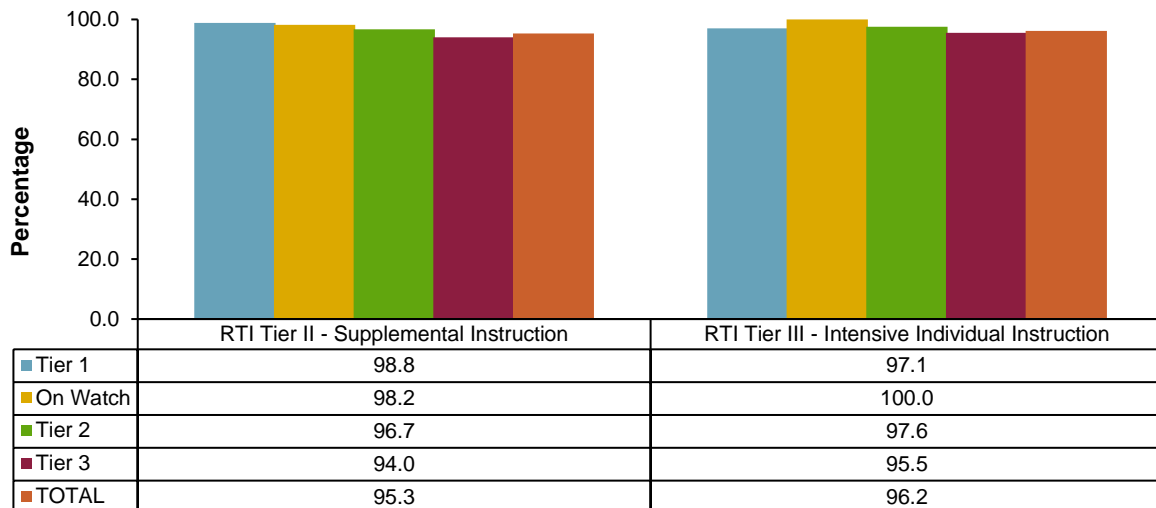
	RTI Tier II - Supplemental Instruction	RTI Tier III - Intensive Individual Instruction
■ Tier 1	98.8	97.1
■ On Watch	98.2	100.0
■ Tier 2	96.7	97.6
■ Tier 3	94.0	95.5
■ TOTAL	95.3	96.2

Source: RL360 EL and Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT; IAT Meeting Outcome Report May 31, 2019

- A total of 1,888 Tier 2 and Tier 3 students were referred for special education evaluation following documented reading interventions in Chancery RTI portal, with 95.2 percent (or n=1,798) receiving an evaluation for special education services (Table 26, p. 41).

Discussion

In 2018–2019, a total of 161,138 students in grades K–12 took the beginning-of-year (BOY) universal screener. The results of this screener identified 29,843 students in need of intervention (Tier 2), and 49,178 students in need of urgent intervention (Tier 3). The Intervention Assistance Team provided support to both Tier 2 and Tier 3 students in achieving their appropriate developmental reading level as measured by one or more of the following: meeting or exceeding their projected reading progress goal as measured on the middle-of-year (MOY) or end-of-year (EOY) RL360 Early Literacy and RL360 Reading assessment; meeting expectations or advanced development level reading benchmark on the BRR (grades K-5); passing the HFWE exam (grades 1 and 2); grades 3–8 achievement on STAAR Reading; grades 9–12 achievement on the STAAR English I or the STAAR English II; and for grades 4–12 meeting the STAAR progress measure. If students receiving documented IAT support did not meet the appropriate developmental reading level, the IAT campus committee could request an evaluation for special education services (Houston Independent School District, 2017).

Of all the BOY Tier 2 students tested at EOY, 5,103 (20.4 percent) achieved Tier 1 status. As for the BOY Tier 3 students tested at EOY, 3,059 (8.0 percent) achieved Tier 1 status. Exposure to interventions through IAT support may have given these students the skills needed to meet the reading benchmark score on the RL360 EL or the RL360 Reading assessment.

When comparing BOY BRR to EOY BRR outcomes, the BOY Tier 2 students had a 19.2 percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark. BOY Tier 3 students experienced an 8.9 percentage-point gain in achieving the Meeting Expectation or Advanced Development reading benchmark. Exposure to interventions through IAT support may have given students the skills needed to meet the appropriate BRR reading benchmark.

All tiers had higher percentages of students passing the HFWE at EOY than BOY. Grade 1 Tier 2 students made the greatest gain (43.9 percentage points), followed by Grade 2 Tier 3 students (34.8 percentage points). These gains could be the result of students improved skills through exposure to interventions following IAT support.

There was a large percentage-point gap between BOY Tier 2 students and BOY Tier 1 students achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR Reading exam occurring in grade 6 (56.3 percent and 96.8 percent, respectively). Additionally, there was a large percentage-point gap between BOY Tier 3 students and BOY Tier 1 students on achieving at or above the Approaches Grade Level standard on the Grade 3–8 STAAR Reading exam occurring in grade 6 (17.9 percent and 96.8 percent, respectively). These disparities in STAAR Reading achievement could be an indication that the RL360 Early Literacy assessment and the RL360 Reading assessment accurately identified students most in need of IAT program support.

Tier 3 had the lowest proportion of students achieve at or above the Approaches Gradel Level standard on both the STAAR EOC English I and STAAR EOC English II exams (23.1 percent and 27.8 percent, respectively). These STAAR EOC results could be another indication of the RL360 Reading assessment accurately identifying students most in need of IAT program support.

The percentage of Tier 2 students meeting the "Expected Progress" level of the STAAR Progress Measure increased in 2018–2019 (38.7 percent) when compared to 2017–2018 (37.6 percent). Further, Tier 3

students who met the "Expected Progress" level of the STAAR Progress Measure increased in 2018–2019 when compared to 2017–2018 (37.5 percent and 35.9 percent, respectively). Exposure to interventions through IAT support may have given a higher percentage of students the skills needed to meet the STAAR progress measure.

Following either RTI – Tier II (Supplemental Instruction) or RTI – Tier III (Intensive Instructional Support), RL360 BOY Tier 2 and BOY Tier 3 students experienced both gains and regression in reading development at EOY, as measured on the EOY RL360 EL and Reading assessments. On the EOY RL360 assessments, 19.6 percent of BOY Tier 2 students improved to Tier 1, while 29.0 percent regressed to Tier 3 students. As for BOY Tier 3, 7.3 percent improved to Tier 1, and 67.9 percent remained Tier 3 students at EOY. These results show not all students experienced the expected improvement in reading development following the documented intervention.

After documented supported in Chancery RTI portal was reviewed, a total 1,888 Tier 2 and Tier 3 students had an IAT committee referral for special education services through EasyIEP in 2018–2019, compared to 381 Tier 2 and Tier 3 students referred in 2017–2018. Of those referred in 2018–2019, 1,798 (or 95.2 percent) received an evaluation for special education services. In comparison, in 2017–2018, among the students referred for special education evaluation, 13 (or 3.4 percent) were evaluated for special education services. These results show that the IAT program is identifying students in need of additional supports through special education services.

The IAT program identified and supported HISD students that needed additional educational supports beyond the general classroom instruction. This support involved collaboration of campus education professionals to provide intervention recommendations on an individual student basis. The results of this collaboration could be inferred from the minimal increase in reading achievement that the identified students experienced, as measured by the RL360 Early Literacy assessment and the RL360 Reading assessment.

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Appendix A

Table 1. Results for HISD Students Who Took the BOY RL360 Reading or Early Literacy Test, Spanish and English Combined, By Tier, 2018–2019									
Total BOY		Tier 1		On Watch		Tier 2		Tier 3	
Grade	*N*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
K	14,508	7,502	**51.7**	1,928	**13.3**	2,340	**16.1**	2,738	**18.9**
1	15,648	8,162	**52.2**	2,249	**14.4**	2,439	**15.6**	2,798	**17.9**
2	13,098	5,306	**40.5**	1,781	**13.6**	2,268	**17.3**	3,743	**28.6**
3	14,224	5,116	**36.0**	2,056	**14.5**	2,570	**18.1**	4,482	**31.5**
4	15,812	5,956	**37.7**	2,204	**13.9**	2,910	**18.4**	4,742	**30.0**
5	16,117	5,503	**34.1**	2,352	**14.6**	3,361	**20.9**	4,901	**30.4**
6	13,051	4,282	**32.8**	1,884	**14.4**	2,745	**21.0**	4,140	**31.7**
7	12,523	4,169	**33.3**	1,785	**14.3**	2,425	**19.4**	4,144	**33.1**
8	12,584	3,849	**30.6**	1,858	**14.8**	2,513	**20.0**	4,364	**34.7**
9	13,559	3,921	**28.9**	1,737	**12.8**	2,662	**19.6**	5,239	**38.6**
10	11,091	3,663	**33.0**	1,466	**13.2**	1,950	**17.6**	4,012	**36.2**
11	4,539	1,209	**26.6**	568	**12.5**	849	**18.7**	1,913	**42.1**
12	4,384	1,058	**24.1**	553	**12.6**	811	**18.5**	1,962	**44.8**
Total	**161,138**	**59,696**	**37.0**	**22,421**	**13.9**	**29,843**	**18.5**	**49,178**	**30.5**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 2. Demographic Characteristics of HISD BOY Test-Takers, Grades K–12, Fall 2018											
Total BOY		Female		Male		Economic Disadvantage		English Learner		Special Education	
Grade	*N*	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
K	14,508	7,195	**49.6**	7,313	**50.4**	11,473	**79.1**	6,182	**42.6**	697	**4.8**
1	15,648	7,658	**48.9**	7,990	**51.1**	12,595	**80.5**	6,754	**43.2**	944	**6.0**
2	13,098	6,365	**48.6**	6,733	**51.4**	10,097	**77.1**	4,134	**31.6**	995	**7.6**
3	14,224	6,983	**49.1**	7,241	**50.9**	11,195	**78.7**	4,950	**34.8**	1,159	**8.1**
4	15,812	7,847	**49.6**	7,965	**50.4**	12,834	**81.2**	5,714	**36.1**	1,277	**8.1**
5	16,117	7,964	**49.4**	8,153	**50.6**	13,173	**81.7**	5,631	**34.9**	1,298	**8.1**
6	13,051	6,464	**49.5**	6,587	**50.5**	10,322	**79.1**	3,635	**27.9**	894	**6.9**
7	12,523	6,153	**49.1**	6,370	**50.9**	9,879	**78.9**	3,241	**25.9**	910	**7.3**
8	12,584	6,346	**50.4**	6,238	**49.6**	9,711	**77.2**	2,820	**22.4**	959	**7.6**
9	13,559	6,755	**49.8**	6,804	**50.2**	10,665	**78.7**	2,665	**19.7**	1,012	**7.5**
10	11,091	5,671	**51.1**	5,420	**48.9**	8,448	**76.2**	1,808	**16.3**	717	**6.5**
11	4,539	2,217	**48.8**	2,322	**51.2**	3,405	**75.0**	864	**19.0**	354	**7.8**
12	4,384	2,160	**49.3**	2,224	**50.7**	3,325	**75.8**	1,033	**23.6**	297	**6.8**
Total	**161,138**	**79,778**	**49.5**	**81,360**	**50.5**	**127,122**	**78.9**	**49,431**	**30.7**	**11,513**	**7.1**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 3. Demographic Characteristics of BOY Tier 1 Students, Grades K–12, Fall 2018												
	Total Tier 1	Female		Male		Economic Disadvantage		English Learner		Special Education	
Grade	*N*	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
K	7,502	3,971	**52.9**	3,531	**47.1**	5,260	**70.1**	3,247	**43.3**	178	**2.4**
1	8,162	4,281	**52.5**	3,881	**47.5**	5,816	**71.3**	3,587	**43.9**	237	**2.9**
2	5,306	2,731	**51.5**	2,575	**48.5**	3,157	**59.5**	1,166	**22.0**	111	**2.1**
3	5,116	2,734	**53.4**	2,382	**46.6**	2,935	**57.4**	975	**19.1**	97	**1.9**
4	5,956	3,105	**52.1**	2,851	**47.9**	3,733	**62.7**	947	**15.9**	123	**2.1**
5	5,503	2,923	**53.1**	2,580	**46.9**	3,423	**62.2**	569	**10.3**	89	**1.6**
6	4,282	2,306	**53.9**	1,976	**46.1**	2,437	**56.9**	217	**5.1**	56	**1.3**
7	4,169	2,233	**53.6**	1,936	**46.4**	2,430	**58.3**	198	**4.7**	48	**1.2**
8	3,849	2,114	**54.9**	1,735	**45.1**	2,083	**54.1**	70	**1.8**	54	**1.4**
9	3,921	2,129	**54.3**	1,792	**45.7**	2,171	**55.4**	46	**1.2**	43	**1.1**
10	3,663	2,031	**55.4**	1,632	**44.6**	2,023	**55.2**	27	**0.7**	50	**1.4**
11	1,209	618	**51.1**	591	**48.9**	604	**50.0**	7	**0.6**	10	**0.8**
12	1,058	547	**51.7**	511	**48.3**	504	**47.6**	5	**0.5**	12	**1.1**
Total	**59,696**	**31,723**	**53.1**	**27,973**	**46.9**	**36,576**	**61.3**	**11,061**	**18.5**	**1,108**	**1.9**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 4. Demographic Characteristics of BOY On Watch Students, Grades K–12, Fall 2018												
	Total BOY	Female		Male		Economic Disadvantage		English Learner		Special Education	
Grade	*N*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
K	1,928	962	**49.9**	966	**50.1**	1,641	**85.1**	800	**41.5**	76	**3.9**
1	2,249	1,053	**46.8**	1,196	**53.2**	1,979	**88.0**	955	**42.5**	112	**5.0**
2	1,781	886	**49.7**	895	**50.3**	1,502	**84.3**	640	**35.9**	70	**3.9**
3	2,056	1,036	**50.4**	1,020	**49.6**	1,746	**84.9**	721	**35.1**	76	**3.7**
4	2,204	1,150	**52.2**	1,054	**47.8**	1,927	**87.4**	799	**36.3**	65	**2.9**
5	2,352	1,242	**52.8**	1,110	**47.2**	2,043	**86.9**	667	**28.4**	61	**2.6**
6	1,884	1,013	**53.8**	871	**46.2**	1,583	**84.0**	292	**15.5**	51	**2.7**
7	1,785	919	**51.5**	866	**48.5**	1,493	**83.6**	284	**15.9**	41	**2.3**
8	1,858	1,026	**55.2**	832	**44.8**	1,450	**78.0**	146	**7.9**	48	**2.6**
9	1,737	949	**54.6**	788	**45.4**	1,394	**80.3**	90	**5.2**	44	**2.5**
10	1,466	802	**54.7**	664	**45.3**	1,156	**78.9**	48	**3.3**	33	**2.3**
11	568	321	**56.5**	247	**43.5**	426	**75.0**	14	**2.5**	10	**1.8**
12	553	295	**53.3**	258	**46.7**	425	**76.9**	6	**1.1**	11	**2.0**
Total	**22,421**	**11,654**	**52.0**	**10,767**	**48.0**	**18,765**	**83.7**	**5,462**	**24.4**	**698**	**3.1**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 5. Demographic Characteristics of BOY Tier 2 Students, Grades K–12, Fall 2018											
Total Tier 2		**Female**		**Male**		**Economic Disadvantage**		**English Learner**		**Special Education**	
Grade	**N**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
K	2,340	1,109	**47.4**	1,231	**52.6**	2,066	**88.3**	995	**42.5**	140	**6.0**
1	2,439	1,145	**46.9**	1,294	**53.1**	2,201	**90.2**	1,000	**41.0**	179	**7.3**
2	2,268	1,102	**48.6**	1,166	**51.4**	1,994	**87.9**	830	**36.6**	163	**7.2**
3	2,570	1,280	**49.8**	1,290	**50.2**	2,314	**90.0**	1,129	**43.9**	147	**5.7**
4	2,910	1,486	**51.1**	1,424	**48.9**	2,666	**91.6**	1,320	**45.4**	180	**6.2**
5	3,361	1,663	**49.5**	1,698	**50.5**	3,082	**91.7**	1,459	**43.4**	185	**5.5**
6	2,745	1,386	**50.5**	1,359	**49.5**	2,447	**89.1**	847	**30.9**	103	**3.8**
7	2,425	1,212	**50.0**	1,213	**50.0**	2,129	**87.8**	636	**26.2**	119	**4.9**
8	2,513	1,325	**52.7**	1,188	**47.3**	2,182	**86.8**	497	**19.8**	118	**4.7**
9	2,662	1,400	**52.6**	1,262	**47.4**	2,287	**85.9**	298	**11.2**	121	**4.5**
10	1,950	984	**50.5**	966	**49.5**	1,643	**84.3**	149	**7.6**	86	**4.4**
11	849	428	**50.4**	421	**49.6**	691	**81.4**	66	**7.8**	39	**4.6**
12	811	426	**52.5**	385	**47.5**	651	**80.3**	71	**8.8**	28	**3.5**
Total	**29,843**	**14,946**	**50.1**	**14,897**	**49.9**	**26,353**	**88.3**	**9,297**	**31.2**	**1,608**	**5.4**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 6. Demographic Characteristics of BOY Tier 3 Students, Grades K–12, Fall 2018												
Total Tier 3		Female			Male			Economic Disadvantage		English Learner		Special Education	
Grade	*N*	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
K	2,738	1,153	**42.1**	1,585	**57.9**	2,506	**91.5**	1,140	**41.6**	303	**11.1**
1	2,798	1,179	**42.1**	1,619	**57.9**	2,599	**92.9**	1,212	**43.3**	416	**14.9**
2	3,743	1,646	**44.0**	2,097	**56.0**	3,444	**92.0**	1,498	**40.0**	651	**17.4**
3	4,482	1,933	**43.1**	2,549	**56.9**	4,200	**93.7**	2,125	**47.4**	839	**18.7**
4	4,742	2,106	**44.4**	2,636	**55.6**	4,508	**95.1**	2,648	**55.8**	909	**19.2**
5	4,901	2,136	**43.6**	2,765	**56.4**	4,625	**94.4**	2,936	**59.9**	963	**19.6**
6	4,140	1,759	**42.5**	2,381	**57.5**	3,855	**93.1**	2,279	**55.0**	684	**16.5**
7	4,144	1,789	**43.2**	2,355	**56.8**	3,827	**92.4**	2,123	**51.2**	702	**16.9**
8	4,364	1,881	**43.1**	2,483	**56.9**	3,996	**91.6**	2,107	**48.3**	739	**16.9**
9	5,239	2,277	**43.5**	2,962	**56.5**	4,813	**91.9**	2,231	**42.6**	804	**15.3**
10	4,012	1,854	**46.2**	2,158	**53.8**	3,626	**90.4**	1,584	**39.5**	548	**13.7**
11	1,913	850	**44.4**	1,063	**55.6**	1,684	**88.0**	777	**40.6**	295	**15.4**
12	1,962	892	**45.5**	1,070	**54.5**	1,745	**88.9**	951	**48.5**	246	**12.5**
Total	**49,178**	**21,455**	**43.6**	**27,723**	**56.4**	**45,428**	**92.4**	**23,611**	**48.0**	**8,099**	**16.5**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 7. HISD BOY Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2018													
	Total BOY		Asian/Pacific Islander		African American		American Indian		Hispanic		Two or More		White	
Grade	*N*	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%	*N*	%
K	14,508	818	**5.6**	3,148	**21.7**	18	**0.1**	8,769	**60.4**	232	**1.6**	1,523	**10.5**
1	15,648	803	**5.1**	3,625	**23.2**	19	**0.1**	9,491	**60.7**	243	**1.6**	1,467	**9.4**
2	13,098	755	**5.8**	3,724	**28.4**	17	**0.1**	6,993	**53.4**	224	**1.7**	1,385	**10.6**
3	14,224	728	**5.1**	3,689	**25.9**	22	**0.2**	8,137	**57.2**	205	**1.4**	1,443	**10.1**
4	15,812	676	**4.3**	3,766	**23.8**	24	**0.2**	9,769	**61.8**	214	**1.4**	1,363	**8.6**
5	16,117	708	**4.4**	3,547	**22.0**	18	**0.1**	10,359	**64.3**	191	**1.2**	1,294	**8.0**
6	13,051	573	**4.4**	3,069	**23.5**	24	**0.2**	8,083	**61.9**	172	**1.3**	1,130	**8.7**
7	12,523	514	**4.1**	2,984	**23.8**	23	**0.2**	7,751	**61.9**	153	**1.2**	1,098	**8.8**
8	12,584	495	**3.9**	2,932	**23.3**	25	**0.2**	7,835	**62.3**	153	**1.2**	1,144	**9.1**
9	13,559	527	**3.9**	3,193	**23.5**	29	**0.2**	8,518	**62.8**	133	**1.0**	1,159	**8.5**
10	11,091	492	**4.4**	2,449	**22.1**	21	**0.2**	6,995	**63.1**	112	**1.0**	1,022	**9.2**
11	4,539	222	**4.9**	1,063	**23.4**	8	**0.2**	2,779	**61.2**	35	**0.8**	432	**9.5**
12	4,384	222	**5.1**	838	**19.1**	11	**0.3**	,857	**65.2**	43	**1.0**	413	**9.4**
Total	161,138	7,533	**4.7**	38,027	**23.6**	259	**0.2**	98,336	**61.0**	2,110	**1.3**	14,873	**9.2**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 8. BOY Tier 1 Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2018

Grade	Total Tier 1 N	Asian/Pacific Islander N	%	African American N	%	American Indian N	%	Hispanic N	%	Two or More N	%	White N	%
K	7,502	554	**7.4**	1,334	**17.8**	12	**0.2**	4,317	**57.5**	169	**2.3**	1,116	**14.9**
1	8,162	601	**7.4**	1,533	**18.8**	10	**0.1**	4,732	**58.0**	190	**2.3**	1,096	**13.4**
2	5,306	544	**10.3**	1,240	**23.4**	6	**0.1**	2,393	**45.1**	162	**3.1**	961	**18.1**
3	5,116	534	**10.4**	1,053	**20.6**	13	**0.3**	2,319	**45.3**	156	**3.0**	1,041	**20.3**
4	5,956	500	**8.4**	1,122	**18.8**	11	**0.2**	3,122	**52.4**	163	**2.7**	1,038	**17.4**
5	5,503	495	**9.0**	951	**17.3**	4	**0.1**	2,926	**53.2**	137	**2.5**	990	**18.0**
6	4,282	421	**9.8**	802	**18.7**	10	**0.2**	2,095	**48.9**	126	**2.9**	828	**19.3**
7	4,169	363	**8.7**	823	**19.7**	9	**0.2**	2,044	**49.0**	107	**2.6**	823	**19.7**
8	3,849	376	**9.8**	728	**18.9**	8	**0.2**	1,815	**47.2**	104	**2.7**	818	**21.3**
9	3,921	369	**9.4**	687	**17.5**	13	**0.3**	1,957	**49.9**	80	**2.0**	815	**20.8**
10	3,663	371	**10.1**	639	**17.4**	10	**0.3**	1,816	**49.6**	76	**2.1**	751	**20.5**
11	1,209	137	**11.3**	196	**16.2**	2	**0.2**	547	**45.2**	25	**2.1**	302	**25.0**
12	1,058	114	**10.8**	146	**13.8**	2	**0.2**	487	**46.0**	27	**2.6**	282	**26.7**
Total	**59,696**	**5,379**	**9.0**	**11,254**	**18.9**	**110**	**0.2**	**30,570**	**51.2**	**1,522**	**2.5**	**10,861**	**18.2**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 9. BOY On Watch Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2018

Grade	Total On Watch N	Asian/Pacific Islander N	Asian/Pacific Islander %	African American N	African American %	American Indian N	American Indian %	Hispanic N	Hispanic %	Two or More N	Two or More %	White N	White %
K	1,928	65	3.4	483	25.1	2	0.1	1,212	62.9	18	0.9	146	7.6
1	2,249	54	2.4	572	25.4	1	0.0	1,451	64.5	16	0.7	155	6.9
2	1,781	70	3.9	551	30.9	1	0.1	1,022	57.4	20	1.1	117	6.6
3	2,056	67	3.3	571	27.8	1	0.1	1,272	61.9	13	0.6	133	6.5
4	2,204	61	2.8	572	26.0	4	0.2	1,437	65.2	13	0.6	121	5.5
5	2,352	69	2.9	546	23.2	2	0.1	1,606	68.3	27	1.1	103	4.4
6	1,884	43	2.3	493	26.2	2	0.1	1,224	65.0	19	1.0	105	5.6
7	1,785	40	2.2	431	24.1	3	0.2	1,202	67.3	18	1.0	93	5.2
8	1,858	45	2.4	465	25.0	3	0.2	1,184	63.7	25	1.3	139	7.5
9	1,737	38	2.2	405	23.3	3	0.2	1,156	66.6	12	0.7	121	7.0
10	1,466	37	2.5	353	24.1	6	0.4	980	66.8	12	0.8	83	5.7
11	568	20	3.5	155	27.3	2	0.4	346	60.9	3	0.5	44	7.7
12	553	24	4.3	121	21.9	0	0.0	356	64.4	9	1.6	41	7.4
Total	22,421	633	2.8	5,718	25.5	30	0.1	14,448	64.4	205	0.9	1,401	6.2

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

| Table 10. BOY Tier 2 Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2018 | | | | | | | | | | | | | |
| Total Tier 2 | | Asian/Pacific Islander | | African American | | American Indian | | Hispanic | | Two or More | | White | |
Grade	N	N	%	N	%	N	%	N	%	N	%	N	%
K	2,340	84	3.6	612	26.2	2	0.1	1,489	63.6	20	0.9	133	5.7
1	2,439	68	2.8	675	27.7	1	0.1	1,563	64.1	16	0.7	116	4.8
2	2,268	53	2.3	725	32.0	2	0.1	1,347	59.4	14	0.6	127	5.6
3	2,570	46	1.8	713	27.7	2	0.1	1,680	65.4	13	0.5	116	4.5
4	2,910	47	1.6	810	27.8	2	0.1	1,956	67.2	10	0.3	85	2.9
5	3,361	55	1.6	891	26.5	8	0.2	2,307	68.6	13	0.4	87	2.6
6	2,745	35	1.3	711	25.9	3	0.1	1,866	68.0	10	0.4	120	4.4
7	2,425	40	1.6	712	29.4	4	0.2	1,583	65.3	16	0.7	70	2.9
8	2,513	34	1.4	687	27.3	4	0.2	1,702	67.7	9	0.4	77	3.1
9	2,662	42	1.6	730	27.4	3	0.1	1,755	65.9	20	0.8	112	4.2
10	1,950	30	1.5	500	25.6	1	0.1	1,321	67.7	13	0.7	85	4.4
11	849	9	1.1	244	28.7	2	0.2	562	66.2	2	0.2	30	3.5
12	811	20	2.5	185	22.8	2	0.2	567	69.9	3	0.4	34	4.2
Total	29,843	563	1.9	8,195	27.5	36	0.1	19,698	66.0	159	0.5	1,192	4.0

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

Table 11. BOY Tier 3 Test-Takers Enrollment by Race/Ethnicity, Grades K–12, Fall 2018													
Total Tier 3		Asian/Pacific Islander			African American		American Indian		Hispanic		Two or More		White	
Grade	N	N	%	N	%	N	%	N	%	N	%	N	%
K	2,738	113	4.1	719	26.3	2	0.1	1,751	64.0	25	0.9	128	4.7
1	2,798	80	2.9	845	30.2	7	0.3	1,745	62.4	21	0.8	100	3.6
2	3,743	88	2.4	1,208	32.3	8	0.2	2,231	59.6	28	0.7	180	4.8
3	4,482	82	1.8	1,352	30.2	6	0.1	2,866	63.9	23	0.5	153	3.4
4	4,742	72	1.5	1,262	26.6	7	0.1	3,254	68.6	28	0.6	119	2.5
5	4,901	90	1.8	1,159	23.6	4	0.1	3,520	71.8	14	0.3	114	2.3
6	4,140	76	1.8	1,063	25.7	9	0.2	2,898	70.0	17	0.4	77	1.9
7	4,144	73	1.8	1,018	24.6	7	0.2	2,922	70.5	12	0.3	112	2.7
8	4,364	43	1.0	1,052	24.1	10	0.2	3,134	71.8	15	0.3	110	2.5
9	5,239	76	1.5	1,371	26.2	10	0.2	3,650	69.7	21	0.4	111	2.1
10	4,012	59	1.5	957	23.9	4	0.1	2,878	71.7	11	0.3	103	2.6
11	1,913	58	3.0	468	24.5	2	0.1	1,324	69.2	5	0.3	56	2.9
12	1,962	62	3.2	386	19.7	7	0.4	1,447	73.8	4	0.2	56	2.9
Total	49,178	972	2.0	12,860	26.1	83	0.2	33,620	68.4	224	0.5	1,419	2.9

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2018–2019 PEIMS ADA file

RL360 BOY Tier	Grade	Total BOY (N)	MOY			EOY		
			Tested (N)	MET (N)	MET (%)	Tested (N)	MET (N)	MET (%)
Tier 1	K	7,502	7,146	6,233	**87.2**	6,864	5,852	**78.0**
	1	8,162	7,786	6,797	**87.3**	7,565	6,448	**79.0**
	2	5,306	5,103	4,648	**91.1**	4,979	4,496	**84.7**
	3	5,116	4,921	4,395	**89.3**	4,773	4,324	**84.5**
	4	5,956	5,736	4,929	**85.9**	5,559	4,829	**81.1**
	5	5,503	5,316	4,510	**84.8**	5,091	4,241	**77.1**
	6	4,282	3,996	3,239	**81.1**	3,616	2,782	**65.0**
	7	4,169	3,913	3,196	**81.7**	3,341	2,584	**62.0**
	8	3,849	3,606	2,957	**82.0**	3,141	2,456	**63.8**
	9	3,921	3,627	2,924	**80.6**	3,320	2,696	**68.8**
	10	3,663	3,346	2,817	**84.2**	2,894	2,425	**66.2**
	11	1,209	663	535	**80.7**	589	467	**38.6**
	12	1,058	527	433	**82.2**	440	376	**35.5**
	Total	**59,696**	**55,686**	**47,613**	**85.5**	**52,172**	**43,976**	**73.7**
On Watch	K	1,928	1,790	1,092	**61.0**	1,733	1,068	**55.4**
	1	2,249	2,106	1,319	**62.6**	2,048	1,155	**51.4**
	2	1,781	1,668	920	**55.2**	1,628	847	**47.6**
	3	2,056	1,946	964	**49.5**	1,898	1,071	**52.1**
	4	2,204	2,071	889	**42.9**	2,031	984	**44.6**
	5	2,352	2,257	861	**38.1**	2,159	786	**33.4**
	6	1,884	1,686	509	**30.2**	1,670	448	**23.8**
	7	1,785	1,618	491	**30.3**	1,499	395	**22.1**
	8	1,858	1,693	481	**28.4**	1,577	410	**22.1**
	9	1,737	1,574	426	**27.1**	1,336	353	**20.3**
	10	1,466	1,294	393	**30.4**	1,102	364	**24.8**
	11	568	323	86	**26.6**	247	54	**9.5**
	12	553	294	81	**27.6**	224	77	**13.9**
	Total	**22,421**	**20,320**	**8,512**	**41.9**	**19,152**	**8,012**	**35.7**

Table 12. Percentage of BOY Tier 1 and On Watch Students Who Met or Exceeded the Benchmark Score on the RL360 Reading Test, MOY and EOY, English and Spanish Combined, 2018–2019

Source: RL360 El and RL360 Reading student data files, 2018–2019
Note: Students must have a BOY RL360 EL or RL360 Reading assessment percentile rank (i.e., MOY and EOY are subsets of BOY).

Table 13. Percentage of BOY Tier 2 and Tier 3 Students Who Met or Exceeded the Benchmark Score on the Universal Screener Reading Test, MOY and EOY, English and Spanish Combined, 2018–2019								
RL360 BOY Tier	**Grade**	**Total BOY**	**MOY**			**EOY**		
		(N)	**Tested (N)**	**Met (N)**	**Met (%)**	**Tested (N)**	**Met (N)**	**Met (%)**
Tier 2	**K**	2,340	2,175	1,009	**46.4**	2,067	1,018	**49.3**
	1	2,439	2,252	1,086	**48.2**	2,190	890	**40.6**
	2	2,268	2,130	551	**25.9**	2,054	629	**30.6**
	3	2,570	2,429	598	**24.6**	2,344	739	**31.5**
	4	2,910	2,714	461	**17.0**	2,693	592	**22.0**
	5	3,361	3,198	414	**12.9**	3,017	400	**13.3**
	6	2,745	2,434	204	**8.4**	2,390	212	**8.9**
	7	2,425	2,156	185	**8.6**	1,990	139	**7.0**
	8	2,513	2,280	152	**6.7**	2,202	144	**6.5**
	9	2,662	2,332	159	**6.8**	1,970	127	**6.4**
	10	1,950	1,671	140	**8.4**	1,431	164	**11.5**
	11	849	490	26	**5.3**	375	21	**5.6**
	12	811	455	29	**6.4**	297	28	**9.4**
	Total	29,843	26,716	5,014	18.8	25,020	5,103	20.4
Tier 3	**K**	2,738	2,498	752	**30.1**	2,366	831	**35.1**
	1	2,798	2,551	707	**27.7**	2,447	587	**24.0**
	2	3,743	3,429	376	**11.0**	3,284	448	**13.6**
	3	4,482	4,146	506	**12.2**	3,973	579	**14.6**
	4	4,742	4,307	282	**6.5**	4,252	308	**7.2**
	5	4,901	4,539	113	**2.5**	4,291	146	**3.4**
	6	4,140	3,616	37	**1.0**	3,463	37	**1.1**
	7	4,144	3,536	34	**1.0**	3,252	25	**0.8**
	8	4,364	3,764	26	**0.7**	3,527	25	**0.7**
	9	5,239	4,026	21	**0.5**	3,132	28	**0.9**
	10	4,012	3,120	36	**1.2**	2,567	33	**1.3**
	11	1,913	1,226	6	**0.5**	817	8	**1.0**
	12	1,962	1,184	4	**0.3**	646	4	**0.6**
	Total	49,178	41,942	2,900	**6.9**	38,017	3,059	**8.0**

Source: RL360 El and RL360 Reading student data files, 2018–2019
Note: Students must have a BOY RL360 EL or RL360 Reading assessment percentile rank (i.e., MOY and EOY are subsets of BOY).

Table 14. Benchmark Running Records Results for All HISD Students at BOY and EOY, Spanish and English Combined, 2018–2019

Assessment Window	Grade	Tested (N)	Met (N)*	Met (%)
BOY	K	—	—	—
	1	13,196	4,767	36.1
	2	13,481	5,195	38.5
	3	13,181	4,543	34.5
	4	10,984	3,547	32.3
	5	10,612	2,549	24.0
	Total	61,454	20,601	33.5
EOY	K	11,464	7,315	63.8
	1	13,355	6,637	49.7
	2	13,336	7,181	53.8
	3	13,410	6,228	46.4
	4	11,016	4,559	41.4
	5	9,120	3,972	43.6
	Total	62,581	35,892	57.4

Source: Benchmark Running Records student data files, 2019
Note:　　Highest scores were selected where students had multiple assessments during the testing window.
　　　*Students met either the Meeting Expectations or Advanced Development Reading benchmark.
　　　– means no students tested.

Table 15. Benchmark Running Records Results by RL360 BOY Tier Group at BOY and EOY, Spanish and English Combined, 2018–2019

RL360 BOY Tier	Grade	BRR BOY			BRR EOY		
		Tested (N)	Met (N)	Met (%)	Tested (N)	Met (N)	Met (%)
Tier One	K	—	—	—	5,342	4,538	84.9
	1	6,628	3,896	58.8	6,355	4,755	74.8
	2	4,412	3,330	75.5	4,101	3,655	89.1
	3	3,914	2,841	72.6	3,769	3,215	85.3
	4	3,624	2,418	66.7	3,493	2,771	79.3
	5	3,335	1,858	55.7	2,765	2,270	82.1
	Total	21,913	14,343	65.5	25,825	21,204	82.1
On Watch	K	—	—	—	1,374	874	63.6
	1	1,827	344	18.8	1,719	662	38.5
	2	1,424	478	33.6	1,317	826	62.7
	3	1,630	596	36.6	1,590	891	56.0
	4	1,499	463	30.9	1,435	677	47.2
	5	1,590	325	20.4	1,317	678	51.5
	Total	7,970	2,206	27.7	8,752	4,608	52.7
Tier Two	K	—	—	—	1,601	791	49.4
	1	1,948	198	10.2	1,837	468	25.5
	2	1,757	245	13.9	1,637	613	37.4
	3	2,034	386	19.0	1,945	630	32.4
	4	2,006	341	17.0	1,888	474	25.1
	5	2,338	242	10.4	1,882	610	32.4
	Total	10,083	1,412	14.0	10,790	3,586	33.2
Tier Three	K	—	—	—	1,791	568	31.7
	1	2,175	140	6.4	1,986	281	14.1
	2	2,928	141	4.8	2,705	345	12.8
	3	3,488	210	6.0	3,264	417	12.8
	4	3,223	165	5.1	2,928	263	9.0
	5	3,240	115	3.5	2,643	278	10.5
	Total	15,054	771	5.1	15,317	2,152	14.0

Source: Benchmark Running Records student data files, 2019; RL360 EL and RL360 Reading files, 2018–2019
Note:　　Highest scores were selected where students had multiple assessments during the testing window.
　　　*Students met either the Meeting Expectations or Advanced Development Reading benchmark
　　　– means no students tested.

Table 16. Cumulative Number of HISD Students Tested Who Met the Passing Standard on the HFWE by Grade Level, English, Spanish, and Dual Language, 2017–2018 and 2018–2019*										
Year	Grade	All Tested	BOY Met		MOY Met		EOY Met		Total Met	
		N	N	%	N	%	N	%	N	%
2017–2018	1	17,683	11,700	66.2	2,558	14.5	999	5.6	15,257	86.3
	2	17,810	14,550	81.7	1,381	7.8	521	2.9	16,452	92.4
	Total	35,493	26,250	74.0	3,939	11.1	1,520	4.3	31,709	89.3
2018–2019	1	10,776	6,867	63.7	1,947	18.1	690	6.4	9,504	88.2
	2	8,261	6,448	78.1	863	10.4	260	3.1	7,571	91.6
	Total	19,037	13,315	69.9	2,810	14.8	950	5.0	17,075	89.7

Source: 2017–2018 HFWE test sessions student data file; 2018–2019 HFWE test sessions student data file
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window. Percentages may not equal 100 due to rounding.
*Only HFWE results from a published testing window were used in this analysis.

Table 17. Cumulative Number of RL360 BOY Students Who Met the Passing Standard on the HFWE by Tier Group, English, Spanish, and Dual Language, 2018–2019										
RL360 BOY Tier	Grade	HFWE Testing Window								
		All Tested	BOY Met		MOY Met		EOY Met		Total Met	
		N	N	%	N	%	N	%	N	%
Tier One	1	5,676	4,921	86.7	521	9.2	132	2.3	5,574	98.2
	2	3,478	3,431	98.6	29	0.8	7	0.2	3,467	99.7
	Total	9,154	8,352	91.2	550	6.0	139	1.5	9,041	98.8
On Watch	1	1,549	793	51.2	464	30.0	145	9.4	1,402	90.5
	2	1,063	1,013	95.3	34	3.2	5	0.5	1,052	99.0
	Total	2,612	1,806	69.1	498	19.1	150	5.7	2,454	94.0
Tier Two	1	1,680	650	38.7	544	32.4	193	11.5	1,387	82.6
	2	1,398	1,084	77.5	209	14.9	32	2.3	1,325	94.8
	Total	3,078	1,734	56.3	753	24.5	225	7.3	2,712	88.1
Tier Three	1	1,871	503	26.9	418	22.3	220	11.8	1,141	61.0
	2	2,322	920	39.6	591	25.5	216	9.3	1,727	74.4
	Total	4,193	1,423	33.9	1,009	24.1	436	10.4	2,868	68.4

Source: 2017–2018 HFWE test sessions student data file; RL360 Early Literacy and RL360 Reading student data files, 2017–2018
Note: HISD students in grade 1 and grade 2 must meet the HFWE passing standard once an academic year to be promoted to the next grade level. Highest scores were selected where students had multiple assessments during the testing window.

School Year	Grade	STAAR Reading		
		Tested (N)	Approaches (N)	Approaches (%)
2016–2017	3	17,745	11,377	64.2
	4	17,454	10,579	60.6
	5	16,292	10,354	63.6
	6	13,555	7,906	58.3
	7	13,126	8,579	65.4
	8	13,255	8,987	67.8
	Total	**91,427**	**57,801**	**63.2**
2017–2018	3	17,515	12,123	69.2
	4	17,071	10,653	62.4
	5	16,875	11,822	70.1
	6	13,263	8,045	60.7
	7	13,482	8,801	65.3
	8	13,089	9,147	69.9
	Total	**91,295**	**60,591**	**66.4**
2018–2019	3	16,648	11,449	68.8
	4	16,957	11,243	66.3
	5	16,418	11,425	69.6
	6	13,638	8,103	59.4
	7	13,009	8,910	68.5
	8	13,310	9,404	70.7
	Total	**89,980**	**60,534**	**67.3**

Table 18. Percentage of All HISD Students in Grades 3–8 Achieving At or Above the Approaches Grade Level Standard on Spring Administration of STAAR Reading, Spanish and English Combined, 2016–2017 through 2018–2019

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; Cognos, STAAR English and STAAR Spanish files, retrieved September 25, 2018; Cognos STAAR English and STAAR Spanish files, retrieved June 3, 2019

Table 19. Percentage of All First-Time and Retested HISD Students Achieving At or Above the Approaches Grade Level Standard on STAAR EOC English I and English II, 2016–2017 through 2017–2018

School Year	Subject	Tested (N)	Approaches (N)	Approaches (%)
2016–2017	English I	18,395	8,860	**48.2**
	English II	16,524	8,389	**50.8**
2017–2018	English I	18,571	9,521	**51.3**
	English II	17,331	9,220	**53.2**
2018–2019	English I	17,056	9,032	**53.0**
	English II	16,595	9,577	**57.7**

Source: Cognos, STAAR EOC files, retrieved June 15, 2017; Cognos, STAAR EOC files, retrieved September 25, 2018; Cognos, STAAR EOC files, retrieved June 3, 2019

RL360 BOY Tier Group	Subject	Tested (N)	Met (N)	Met (%)
Tier 1	Grade 3	4,864	4,743	**97.5**
	Grade 4	5,711	5,499	**96.3**
	Grade 5	5,313	5,202	**97.9**
	Grade 6	4,108	3,977	**96.8**
	Grade 7	3,995	3,933	**98.4**
	Grade 8	3,712	3,685	**99.3**
	Reading (Total)	**27,703**	**27,039**	**97.6**
	English I (Total)	**3,475**	**3,431**	**98.7**
	English II (Total)	**3,568**	**3,541**	**99.2**
On Watch	Grade 3	1,934	1,658	**85.7**
	Grade 4	2,072	1,723	**83.2**
	Grade 5	2,256	2,024	**89.7**
	Grade 6	1,763	1,459	**82.8**
	Grade 7	1,695	1,570	**92.6**
	Grade 8	1,769	1,679	**94.9**
	Reading (Total)	**11,489**	**10,113**	**88.0**
	English I (Total)	**1,485**	**1,339**	**90.2**
	English II (Total)	**1,477**	**1,364**	**92.3**
Tier 2	Grade 3	2,398	1,589	**66.3**
	Grade 4	2,752	1,717	**62.4**
	Grade 5	3,181	2,204	**69.3**
	Grade 6	2,564	1,444	**56.3**
	Grade 7	2,236	1,685	**75.4**
	Grade 8	2,368	1,917	**81.0**
	Reading (Total)	**15,499**	**10,556**	**68.1**
	English I (Total)	**2,426**	**1,797**	**74.1**
	English II (Total)	**2,095**	**1,629**	**77.8**
Tier 3	Grade 3	4,091	1,390	**34.0**
	Grade 4	4,358	1,221	**28.0**
	Grade 5	4,558	1,380	**30.3**
	Grade 6	3,810	683	**17.9**
	Grade 7	3,751	1,118	**29.8**
	Grade 8	4,019	1,395	**34.7**
	Reading (Total)	**24,587**	**7,187**	**29.2**
	English I (Total)	**6,679**	**1,541**	**23.1**
	English II (Total)	**5,722**	**1,588**	**27.8**

Table 20. Percentage of BOY RL360 Students by Tier Group in Grades 3–12 Achieving At or Above the Approaches Grade Level Standard on STAAR Reading, English I, and English II, Spanish and English Combined, 2018–2019

Source: Cognos, STAAR English and STAAR Spanish files, retrieved June 15, 2017; Cognos, STAAR English and STAAR Spanish files, retrieved September 25, 2018; Cognos STAAR English and STAAR Spanish files, retrieved June 3, 2019: Cognos, STAAR EOC files, retrieved June 15, 2017; Cognos, STAAR EOC files, retrieved September 25, 2018; Cognos, STAAR EOC files, retrieved June 3, 2019

Table 21. STAAR Progress Measure Results for Reading Grades 4–8 and English II, by Tier Group, 2017–2018 and 2018–2019								
Year	RL360_BOY Tier Group (2018–2019)	Total	Limited		Expected Progress		Accelerated Progress	
		N	N	%	N	%	N	%
2017–2018	Tier1	19,715	5,358	**27.2**	8,545	**43.3**	5,812	**29.5**
	OnWatch	8,450	3,300	**39.1**	3,374	**39.9**	1,776	**21.0**
	Tier2	11,965	5,000	**41.8**	4,501	**37.6**	2,464	**20.6**
	Tier3	18,491	8,594	**46.5**	6,637	**35.9**	3,260	**17.6**
	Total	**58,621**	**22,252**	**38.0**	**23,057**	**39.3**	**13,312**	**22.7**
2018–2019	Tier1	25,211	7,259	**28.8**	11,374	**45.1**	6,578	**26.1**
	OnWatch	10,351	4,405	**42.6**	4,195	**40.5**	1,751	**16.9**
	Tier2	13,792	6,040	**43.8**	5,334	**38.7**	2,418	**17.5**
	Tier3	21,212	9,899	**46.7**	7,951	**37.5**	3,362	**15.8**
	Total	**70,566**	**27,603**	**39.1**	**28,854**	**40.9**	**14,109**	**20.0**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; 2017–2018 STAAR English and STAAR Spanish files; 2018–2019 STAAR English and STAAR Spanish files

Table 22. RL360 BOY Tier 1 and On Watch Results on EOY RL360 for Students with Documented RTI ELA Tier II (Supplemental Instruction) Support by EOY Tier Group, 2018–2019

RL360 BOY Tier Group	Grade	BOY (N)	RL360 EOY Tier Group							
			Tier 1		On Watch		Tier 2		Tier 3	
			N	%	N	%	N	%	N	%
Tier 1	K	88	53	**60.2**	20	**22.7**	13	**14.8**	2	**2.3**
	1	183	106	**57.9**	31	**16.9**	24	**13.1**	22	**12.0**
	2	36	24	**66.7**	6	**16.7**	4	**11.1**	2	**5.6**
	3	40	25	**62.5**	5	**12.5**	7	**17.5**	3	**7.5**
	4	59	32	**54.2**	16	**27.1**	11	**18.6**	0	**0.0**
	5	53	33	**62.3**	10	**18.9**	10	**18.9**	0	**0.0**
	6	14	5	**35.7**	3	**21.4**	5	**35.7**	1	**7.1**
	7	18	10	**55.6**	3	**16.7**	3	**16.7**	2	**11.1**
	8	18	7	**38.9**	4	**22.2**	5	**27.8**	2	**11.1**
	9	4	*	*	*	*	*	*	*	*
	10	—	—	—	—	—	—	—	—	—
	11	—	—	—	—	—	—	—	—	—
	12	—	—	—	—	—	—	—	—	—
	Tier 1 Total	513	297	57.9	99	19.3	83	16.2	34	6.6
On Watch	K	63	34	**54.0**	7	**11.1**	12	**19.0**	10	**15.9**
	1	184	66	**35.9**	27	**14.7**	41	**22.3**	50	**27.2**
	2	43	10	**23.3**	10	**23.3**	14	**32.6**	9	**20.9**
	3	99	44	**44.4**	22	**22.2**	24	**24.2**	9	**9.1**
	4	82	31	**37.8**	24	**29.3**	19	**23.2**	8	**9.8**
	5	69	15	**21.7**	20	**29.0**	29	**42.0**	5	**7.2**
	6	18	2	**11.1**	3	**16.7**	6	**33.3**	7	**38.9**
	7	19	3	**15.8**	8	**42.1**	7	**36.8**	1	**5.3**
	8	17	3	**17.6**	2	**11.8**	10	**58.8**	2	**11.8**
	9	6	1	**16.7**	2	**33.3**	0	**0.0**	3	**50.0**
	10	2	*	*	*	*	*	*	*	*
	11	—	—	—	—	—	—	—	—	—
	12	—	—	—	—	—	—	—	—	—
	On Watch Total	602	209	34.7	126	20.9	162	26.9	105	17.4
Total		1,115	506	45.4	225	20.2	245	22.0	139	12.5

Source: RL360 EL and RL360 Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT
Note: * Less than five students tested.
—means no students tested at both BOY and EOY.

| RL360 BOY Tier Group | Grade | BOY (N) | RL360 EOY Tier Group | | | | | | | |
| | | | Tier 1 | | On Watch | | Tier 2 | | Tier 3 | |
			N	%	N	%	N	%	N	%
Table 23. RL360 BOY Tier 2 and Tier 3 Results on EOY RL360 for Students with Documented RTI ELA Tier II (Supplemental Instruction) Support by EOY Tier Group, 2018–2019										
Tier 2	K	138	46	**33.3**	21	**15.2**	31	**22.5**	40	**29.0**
	1	309	76	**24.6**	56	**18.1**	89	**28.8**	88	**28.5**
	2	162	30	**18.5**	26	**16.0**	49	**30.2**	57	**35.2**
	3	229	57	**24.9**	48	**21.0**	83	**36.2**	41	**17.9**
	4	192	32	**16.7**	44	**22.9**	63	**32.8**	53	**27.6**
	5	240	34	**14.2**	46	**19.2**	89	**37.1**	71	**29.6**
	6	59	4	**6.8**	8	**13.6**	18	**30.5**	29	**49.2**
	7	51	3	**5.9**	8	**15.7**	24	**47.1**	16	**31.4**
	8	39	1	**2.6**	8	**20.5**	13	**33.3**	17	**43.6**
	9	24	2	**8.3**	6	**25.0**	11	**45.8**	5	**20.8**
	10	4	*	*	*	*	*	*	*	*
	11	7	0	**0.0**	0	**0.0**	3	**42.9**	4	**57.1**
	12	3	*	*	*	*	*	*	*	*
	Tier 2 Total	**1,457**	**285**	**19.6**	**274**	**18.8**	**475**	**32.6**	**423**	**29.0**
Tier 3	K	206	39	**18.9**	23	**11.2**	44	**21.4**	100	**48.5**
	1	515	67	**13.0**	59	**11.5**	102	**19.8**	287	**55.7**
	2	536	29	**5.4**	43	**8.0**	88	**16.4**	376	**70.1**
	3	598	58	**9.7**	49	**8.2**	100	**16.7**	391	**65.4**
	4	496	24	**4.8**	33	**6.7**	78	**15.7**	361	**72.8**
	5	378	13	**3.4**	23	**6.1**	66	**17.5**	276	**73.0**
	6	103	0	**0.0**	3	**2.9**	15	**14.6**	85	**82.5**
	7	158	0	**0.0**	4	**2.5**	23	**14.6**	131	**82.9**
	8	95	0	**0.0**	2	**2.1**	12	**12.6**	81	**85.3**
	9	26	0	**0.0**	0	**0.0**	8	**30.8**	18	**69.2**
	10	15	0	**0.0**	0	**0.0**	2	**13.3**	13	**86.7**
	11	10	0	**0.0**	0	**0.0**	3	**30.0**	7	**70.0**
	12	14	0	**0.0**	0	**0.0**	0	**0.0**	14	**100.0**
	Tier 3 Total	**3,150**	**230**	**7.3**	**239**	**7.6**	**541**	**17.2**	**2,140**	**67.9**
Total		**4,607**	**515**	**11.2**	**513**	**11.1**	**1,016**	**22.1**	**2,563**	**55.6**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT
Note: * Less than five students tested.

RL360 BOY Tier Group	Grade	BOY (N)	RL360 EOY Tier Group							
			Tier 1		On Watch		Tier 2		Tier 3	
			N	%	N	%	N	%	N	%
Tier 1	K	36	23	**63.9**	4	**11.1**	7	**19.4**	2	**5.6**
	1	99	48	**48.5**	18	**18.2**	18	**18.2**	15	**15.2**
	2	15	8	**53.3**	0	**0.0**	1	**6.7**	6	**40.0**
	3	13	5	**38.5**	3	**23.1**	3	**23.1**	2	**15.4**
	4	15	4	**26.7**	6	**40.0**	4	**26.7**	1	**6.7**
	5	28	24	**85.7**	2	**7.1**	2	**7.1**	0	**0.0**
	6	2	*	*	*	*	*	*	*	*
	7	15	8	**53.3**	4	**26.7**	2	**13.3**	1	**6.7**
	8	1	*	*	*	*	*	*	*	*
	9	2	*	*	*	*	*	*	*	*
	10	—	—	—	—	—	—	—	—	—
	11	—	—	—	—	—	—	—	—	—
	12	—	—	—	—	—	—	—	—	—
	Tier 1 Total	**226**	**120**	**53.1**	**38**	**16.8**	**39**	**17.3**	**29**	**12.8**
On Watch	K	24	10	**41.7**	1	**4.2**	8	**33.3**	5	**20.8**
	1	128	38	**29.7**	24	**18.8**	32	**25.0**	34	**26.6**
	2	35	10	**28.6**	5	**14.3**	10	**28.6**	10	**28.6**
	3	39	14	**35.9**	10	**25.6**	8	**20.5**	7	**17.9**
	4	49	16	**32.7**	13	**26.5**	11	**22.4**	9	**18.4**
	5	28	7	**25.0**	10	**35.7**	9	**32.1**	2	**7.1**
	6	8	0	**0.0**	3	**37.5**	1	**12.5**	4	**50.0**
	7	7	2	**28.6**	3	**42.9**	0	**0.0**	2	**28.6**
	8	1	*	*	*	*	*	*	*	*
	9	5	0	**0.0**	0	**0.0**	4	**80.0**	1	**20.0**
	10	—	—	—	—	—	—	—	—	—
	11	2	*	*	*	*	*	*	*	*
	12	—	—	—	—	—	—	—	—	—
	On Watch Total	**326**	**97**	**29.8**	**71**	**21.8**	**83**	**25.5**	**75**	**23.0**
Total		**552**	**217**	**39.3**	**109**	**19.7**	**122**	**22.1**	**104**	**18.8**

Source: RL360 EL and RL360 Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT
Note: * Less than five students tested.
          —means no students tested at both BOY and EOY.

Table 25. RL360 BOY Tier 2 and Tier 3 Results on EOY RL360 for Students with Documented RTI ELA Tier III (Intensive Individual Instruction) Support by EOY Tier Group, 2018–2019										
RL360 BOY Tier Group	Grade	BOY (N)	RL360 EOY Tier Group							
			Tier 1		On Watch		Tier 2		Tier 3	
			N	%	N	%	N	%	N	%
Tier 2	K	73	23	**31.5**	10	**13.7**	23	**31.5**	17	**23.3**
	1	189	44	**23.3**	35	**18.5**	49	**25.9**	61	**32.3**
	2	105	16	**15.2**	19	**18.1**	26	**24.8**	44	**41.9**
	3	121	16	**13.2**	23	**19.0**	48	**39.7**	34	**28.1**
	4	114	20	**17.5**	22	**19.3**	42	**36.8**	30	**26.3**
	5	100	8	**8.0**	22	**22.0**	40	**40.0**	30	**30.0**
	6	29	0	**0.0**	3	**10.3**	13	**44.8**	13	**44.8**
	7	33	1	**3.0**	5	**15.2**	10	**30.3**	17	**51.5**
	8	18	1	**5.6**	3	**16.7**	6	**33.3**	8	**44.4**
	9	26	2	**7.7**	2	**7.7**	11	**42.3**	11	**42.3**
	10	1	*	*	*	*	*	*	*	*
	11	—	—	—	—	—	—	—	—	—
	12	—	—	—	—	—	—	—	—	—
	Tier 2 Total	809	131	16.2	144	17.8	268	33.1	266	32.9
Tier 3	K	159	31	**19.5**	10	**6.3**	31	**19.5**	87	**54.7**
	1	412	41	**10.0**	52	**12.6**	85	**20.6**	234	**56.8**
	2	424	23	**5.4**	20	**4.7**	65	**15.3**	316	**74.5**
	3	482	25	**5.2**	22	**4.6**	74	**15.4**	361	**74.9**
	4	465	19	**4.1**	31	**6.7**	87	**18.7**	328	**70.5**
	5	310	8	**2.6**	11	**3.5**	55	**17.7**	236	**76.1**
	6	158	1	**0.6**	1	**0.6**	25	**15.8**	131	**82.9**
	7	75	0	**0.0**	4	**5.3**	6	**8.0**	65	**86.7**
	8	55	0	**0.0**	2	**3.6**	0	**0.0**	53	**96.4**
	9	49	0	**0.0**	1	**2.0**	14	**28.6**	34	**69.4**
	10	22	0	**0.0**	0	**0.0**	2	**9.1**	20	**90.9**
	11	11	0	**0.0**	0	**0.0**	0	**0.0**	11	**100.0**
	12	9	0	**0.0**	0	**0.0**	0	**0.0**	9	**100.0**
	Tier 3 Total	2,631	148	5.6	154	5.9	444	16.9	1,885	71.6
Total		3,992	496	12.4	407	10.2	834	20.9	2,255	56.5

Source: RL360 EL and RL360 Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT

RTI Tier Group	BOY RL360 Tier Group	N	IAT Committee Determination	Special Education or 504				
				Evaluated			Not Evaluated	
				N	N	%	N	%
RTI Tier II - *Supplemental Instruction*	Tier 1	98	Referred	83	82	**98.8**	1	**1.2**
			Not Referred	9	0	**0.0**	9	**100.0**
	On Watch	127	Referred	110	108	**98.2**	2	**1.8**
			Not Referred	6	1	**16.7**	5	**83.3**
	Tier 2	275	Referred	240	232	**96.7**	8	**3.3**
			Not Referred	12	1	**8.3**	11	**91.7**
	Tier 3	874	Referred	750	705	**94.0**	45	**6.0**
			Not Referred	56	7	**12.5**	49	**87.5**
	TOTAL	**1,374**	**Referred**	**1,183**	**1,127**	**95.3**	**56**	**4.7**
			Not Referred	**83**	**9**	**10.8**	**74**	**89.2**
RTI Tier III - *Intensive Individual Instruction*	Tier 1	50	Referred	34	33	**97.1**	1	**2.9**
			Not Referred	9	0	**0.0**	9	**100.0**
	On Watch	77	Referred	64	64	**100.0**	0	**0.0**
			Not Referred	4	0	**0.0**	4	**100.0**
	Tier 2	193	Referred	167	163	**97.6**	4	**2.4**
			Not Referred	10	0	**0.0**	10	**100.0**
	Tier 3	846	Referred	731	698	**95.5**	33	**4.5**
			Not Referred	45	8	**17.8**	37	**82.2**
	TOTAL	**1,166**	**Referred**	**996**	**958**	**96.2**	**38**	**3.8**
			Not Referred	**68**	**8**	**11.8**	**60**	**88.2**
Total		**2,540**	**Referred**	**2,179**	**2,085**	**95.7**	**94**	**4.3**
			Not Referred	**151**	**17**	**11.3**	**134**	**88.7**

Table 26. Percentage of Students with Documented Reading Interventions Evaluated for Special Education following IAT Committee Determination, by BOY Tier Group, 2018–2019

Source: RL360 EL and Reading student data files, 2018–2019; R52CH 2018–2019 RTI Data for IAT; IAT Meeting Outcome Report May 31, 2019