

NOTES FOR PRESENTER:

*****NOTE: Allow a minimum of ½ Day for this training*****

This presentation is designed for principals and teacher leaders. Participants should bring the following to this training or should have the following prepared for them:

- Their latest Tejas LEE results aggregated by grade level. You may aggregate results on the TejasLEE_Grade_and_School_DataGrid_FINAL (available by contacting the Tejas LEE staff: tejaslee.info@times.uh.edu) or you may use a similar grid provided by your electronic Tejas LEE vendor.
- Tejas LEE results from previous year(s) if available, also aggregated by grade level
- If your district has more than one bilingual elementary campus, consider also providing aggregated district level Tejas LEE results for comparison.
- Spanish Planning Template.

For this presentation, encourage participants to look at their own data as you explain and clarify using the sample data in this presentation. If possible, provide district level data for each slide so schools can compare their performance to the entire district. Allow schools to add to their Planning Templates as they have insights.

If your audience has ample experience looking at Tejas LEE data, you may wish to shorten or skip over the sample data slides. If you face time constraints, consider splitting up this presentation and presenting grade levels on different dates. There is so much detail that even your most knowledgeable Tejas LEE users are likely to gain multiple new insights into our assessment.



Key Points

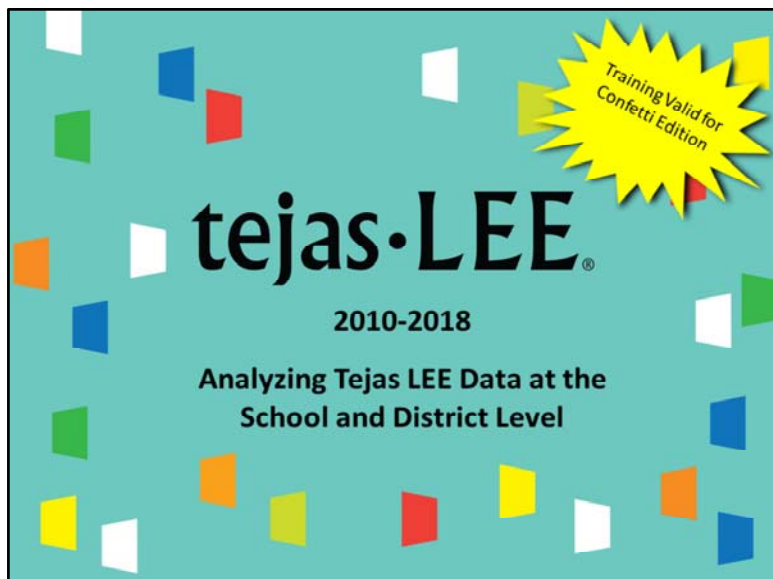


Note For Presenter

- Before this training prepare Tejas LEE results aggregated by grade level and/or district
- Also have previous year(s) results if available.
- Allow at least ½ day for this training



Notes



Key Points



Notes

Copyright Notification

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Key Points



Notes



SAY:

We have a very active day ahead of us. The importance of today is that your leadership teams are together. We will spend the most of our time utilizing this wealth of experience and ideas.

DO:

Work together – within your teams and teams sharing ideas – to look at grade level and school level data and make your plans accordingly.

If you are looking at your data after BOY, use the results to plan for MOY.

If you are looking at your data after MOY, look at both your BOY and MOY results. What were your successes? What were your disappointments? What needs to change to achieve your EOY goals? Plan for EOY.

If you are looking at your data after EOY, evaluate your plans in terms of your performance during the entire school year. Which interventions appear to be effective and which were not? What do you need to change for the next school year?



Key Points

- Take advantage of having your campus leadership teams together using the collective experience and ideas of the group.
- Look both forward and backward using your data to evaluate the effectiveness of the steps already taken and what changes need to be made to ensure future success.



Notes

Purpose 4

Augment data analysis efforts:
Work toward a replicable and regular process for analyzing and using data to improve student learning and performance

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SAY:

One purpose of today's training is to make this process a regular part of your campus' data analysis. The more regularly you do this type of analysis, the more familiar you will become with the intricacies of the Tejas LEE assessment. This intimate knowledge will translate into better insights and the data meetings will take less time.

DATA = Info!



Key Points



Make grade and school data analysis a regular part of your data analysis.

Regular data analysis will have the benefit of more familiarity with the Tejas LEE assessment, better insights into your data and more efficient use of valuable data analysis time.



Notes

Outline

5

- Review Tejas-LEE results
- Analyze district & campus level data:
 - BOY to MOY
- Summarizing observation data
- Instructional planning
- Next steps, Questions, Wrap-Up

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Key Points

- Review the main objectives of today's training.
- Stress that the most important part of the day is the opportunity to plan using their latest Tejas LEE data.

SAY:

You have K-3 Reading Instructional Plans & your latest Tejas LEE results in front of you so we want to get those materials out.

We will review your Tejas-LEE results section by section to help you understand how to read changes in the number of students NI.

We will also analyze district & campus level data:

- *For the current benchmark*
- *Comparing this timepoint to previous ones (if after MOY or EOY)*
- *Across grade levels (are there common strengths or weaknesses vertically)*
- *Across school years (if data is available)*

Then, as a team, you will have time to summarize your observation data and conduct Instructional planning – to refine and further develop your K-3 Instructional Plans. You will have a chance to share your planning, discussing your next steps. There will also be an opportunity for questions and then our wrap-up.



Notes



Campus Leadership Teams Collaboration

6

- “the single most important factor” for school improvement initiatives
- “the first order of business”
- “an essential requirement” of improving schools
- “the critical element” in reform efforts
- “the most promising strategy” for sustained...improvement

Eastwood and Louis, 1992; Fullan, 1993; Newmann and Wehlage, 1995; and McLaughlin, 1995

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DO:

Read the quotes on the page. Pause between each, giving participants a chance to reflect.

SAY:

*Our goal today is to give you time to collaborate as a team.
Your goal = every child learns to read.*

SET THE TONE!

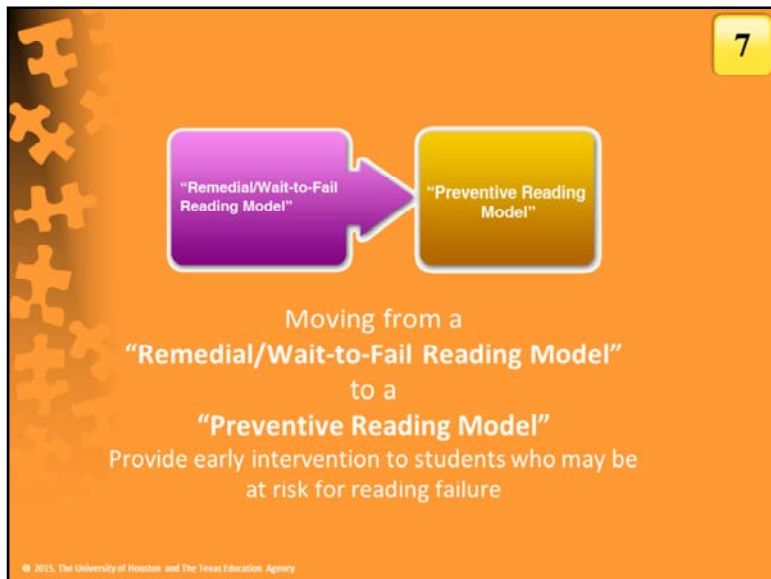


Key Points

- Campus Leadership is the most critical factor for school improvement.



Notes



SAY:

Traditionally, schools have followed a Wait-to-Fail reading model. In this model, no intervention occurs until after a child has failed tests or been retained. It is an old school model that has not served us well.

Instead, we need to move to a "Preventive Reading Model" that identifies students at risk of reading failure, who are then supported by intensive and individualized remediation.



Key Points

- Previously, schools used a "Wait to Fail Remediation Model".
- A "Preventive Reading Model" is much, more effective.



Notes

Early Intervention Matters 8

The poor first-grade reader almost invariably continues to be a poor reader (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Torgesen & Burgess, 1998).

74% of children who are poor readers in 3rd grade will remain poor readers in 9th grade (Francis, D., Shaywitz, S., & Fletcher, J. 1996).

Later intervention requires greater intensity and longer duration and will not have a strong impact on a student's fluency rate (Torgesen et al., 2001; Torgesen, 2002).

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DO:

Paraphrase or read the quotes on this slide.

SAY:

*Then what happens when the children get to 9th grade ?
(They drop out)*




Key Points

- Without early intervention, reading difficulties can become chronic and very difficult to overcome.
- Early intervention matters. It is much more effective and costs less than later intervention.



Notes



On Tejas LEE, Who is at Risk?

9

- In any grade level, students who are performing at or below the NI cut points are in the lowest 15th percentile based on the performance levels of the pilot samples.
- Students who score NI on one or more of the sections at any given time point are significantly more likely to be in the bottom 25th percentile on the Basic and/or Broad reading clusters of the Woodcock Johnson Language Proficiency Battery.

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DO:

Paraphrase the information on this slide



ADDITIONAL INFORMATION FOR PRESENTER:

During our pilot studies, students also took several sections the Woodcock Johnson (Woodcock Munoz) reading assessments. The fact that both assessments identified the same students demonstrates the reliability and validity of the Tejas LEE assessment.




Key Points

- Students who are NI on the Tejas LEE were in the bottom 15th percentile of those taking the pilot samples.
- NI students perform poorly on other reading tests, showing that the Tejas LEE is a reliable and valid assessment.



Notes




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“An ounce of prevention is worth a pound of cure.”

Reflect on the last few years:

- What has it meant to individual students who have been identified as struggling readers and received early intervention?
- What are you doing differently this year to meet the individual needs of students?



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SAY:

Think about 1 thing you are doing differently this year.

(Possible examples)

-Adjust PDs according to Teachers' needs in addition to Students' needs

-Identifying what in Core can be used as Intervention

-Consistency w/ GK instruction, no excuses

-Willingness to change, adapt Teaching style. Campus instructional coaches adjusting to Teachers.

-lower Teacher/Student ratio. Another adult in room for 90 min block = NOT doing bulletin boards = helping.




Key Points

- Participants reflect on things they are already doing differently to address the needs of their struggling readers.



Notes



Tejas LEE Inventory

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- Target = less than 20% NI at each Benchmark (BOY, MOY, and EOY)

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SAY:

On the Tejas LEE: Target is not end of year – expect less than 20% to be NI at all time points tasks with performance expectations.



ADDITIONAL INFORMATION FOR PRESENTER:

For participants familiar with the TPRI, the Tejas 20% any timepoint standard is very different than the TPRI expectations. TPRI expects higher percentages of students to be SD at BOY and MOY on most skills. TPRI targets are END OF YEAR, while Tejas LEE targets are established separately for each timepoint.



Key Points

- AT ALL TIMEPOINTS, less than 20% of students should be NI on any section.
- If your participants use both the TPRI and Tejas LEE, ensure that they understand this important difference between the two instruments.



Notes

Why 20%??? 12

The Tejas LEE was developed such that *at least* 80% of students performed above the NI cut-points and *no more than* 20% performed below.

No more than 20% of the pilot sample's students were unable to meet this criteria by the end of the school year and this percentage was much smaller for many skills.

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DO:

Read or paraphrase the information on this slide.



Stress to your participants that 20% NI is NOT the expectation for each section. Rather they should consider the 20% to be the maximum for any particular skill at any timepoint. For many, more basic skills (particularly on the Kinder and G1 assessments), the percentage NI should be much less than 20%.



Key Points

- The 20% NI expectation set by the developers of the Tejas LEE were based on the results of the pilot studies conducted.
- The 20% NI is NOT the expectation, but the MAXIMUM NI percentage for any skill at any timepoint.



Notes

Tejas LEE Kindergarten: 13				
Optional Section: Students & Book and Print Awareness				
Grade Level	Assessment Period	Book and Print Awareness (Optional)		
		Number of Students	#NI	%NI
K	BOY			≤20%
	MOY			≤20%
	EOY			≤20%

	Principio	Mitad	Final
D	8-10	8-10	8-10
NE	6-7		
NI	0-5	0-7	0-7

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Key Points

- For Book and Print Awareness, the NI cutoff score increases between BOY and MOY.
- As this is a basic skill, expect significantly less than 20% of students to be NI by EOY.

SAY:

Let's start by looking at the optional Book and Print Awareness section. As you can see, our expectations are that less than 20% of the class will be NI at any time point. However, as Book and Print Awareness is a basic skill, we would hope that by End of Year, the percentage NI would be significantly below this amount.

Also, keep in mind that the NI cutoff increases between BOY and MOY. So, even though it is unlikely, it is possible to see an increase in the number of students NI at MOY. (Point to Performance Level Box for this section)



Notes

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Tejas LEE Kindergarten:

Sections 1-2: Graphophonemic Knowledge

Letter Name/Letter Sound (GK)

Graphophonemic Knowledge (Sections 1-2)				
Number of Students	Letter naming		Letter/sound knowledge	
	#NI	%NI	#NI	%NI
		≤20%		≤20%
		≤20%		≤20%
		≤20%		≤20%

Lettername
Identification

Letter Sound
Identification

Nivel de logro: Sección 1 - Identificación de las letras

	Principio	Medio	Final
D	26-30	26-30	26-30
NI	0-9	0-18	0-25

Nivel de logro: Sección 2 - Conocimiento de los sonidos

	Principio	Medio	Final
D	26-30	26-30	26-30
NI	0-9	0-18	0-25

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SAY:

For the Kinder Letter Name/Letter Sound sections, you will note that the expectations (less than 20% NI) doesn't change from BOY to MOY to EOY.

However, (point to the Nivel de logro table) what a student must know to score above the NI threshold at each time point changes. At BOY students are expected to know a minimum of 10 letter names and letter sounds to score above NI. By middle of the year, this increases to 19 and by end of year, to a minimum of 26 sounds/letters.

Thus, since the bar is raised at each administration, it is possible (however unlikely) that the NI numbers/percentages can rise from BOY to MOY or from MOY to EOY.

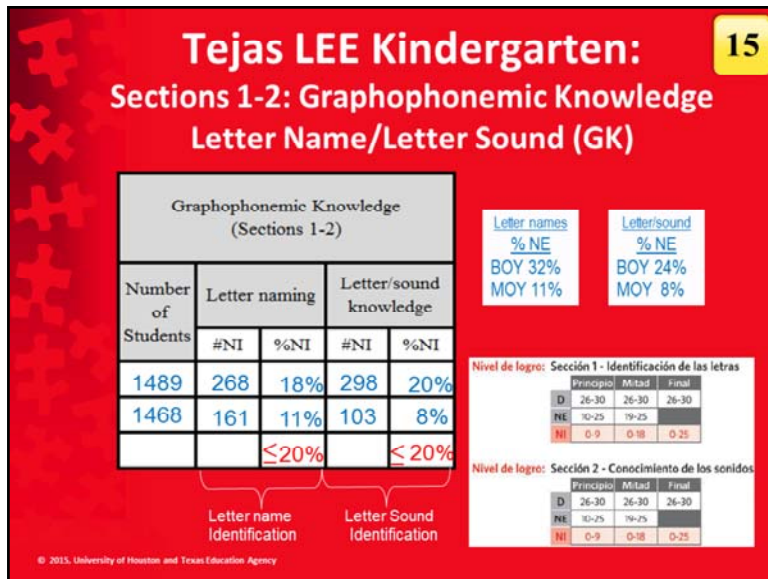


Key Points

- For Kinder, Sections 1-2, Letter Name/Letter Sound, the minimum score to avoid an NI score changes at each timepoint.
- Thus, while the % NI remains constant at 20% or less, the expectations rise at each administration.
- Because a higher score is required to avoid NI at MOY and EOY, it is possible that the % NI could increase from one administration to the next.



Notes



Key Points

- At BOY, district data shows the % NI is already less than 20%
- At MOY, % NI is even better despite an increase in the number of letters needed to score NE
- By MOY, the combined NE and NI scores are less than 20%, so good instruction in Letter Name/Letter Sounds is occurring district wide.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Let's look at some real data for some insights. A Texas district generously allowed us to use their real 2014-2015 district level data to help us show how you can look at your own school and district level data, which we will show in BLUE.

As you can see, approximately 1500 Kindergartners took Sections 1 and 2. There is good news here for this district. At BOY, this district was already at or below the 20% threshold. However, work on Letter Names and Letter Sounds is NOT finished. Remember that at BOY, this only means students know a minimum of 10 letter names or sounds.

✓ ☆ CLICK

In this district, another 32% at BOY were NE on letter names and 24% were NE on letter sounds. However, the GK instruction appears to be working as at MOY the percentages of the class NI has dropped to 11% and 8% respectively. Even better news is that the combined NI and NE percentages for MOY (not shown here) are already less than 20% (19% for letter naming and 15% for letter sounds). We certainly don't want to forget about those students who have not yet mastered these skills and would like to see the NI numbers drop even further at EOY.



Notes

Tejas LEE Kindergarten:

Section 3:

Phonological Awareness--Rhyming (PA)

16

Phonological Awareness (Section 3)		
Number of Students	Rhyming	
	#NI	%NI
		≤ 20%
		≤ 20%

Examine at MOY and EOY

	Principio	Mitad	Final
D	4-5	4-5	4-5
NE	0-3		
NI		0-3	0-3

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Key Points

- For BOY, students are not expected to know how to rhyme. For this reason there is no NI score for this section at BOY.
- Students are expected to have mastered this skill by MOY.

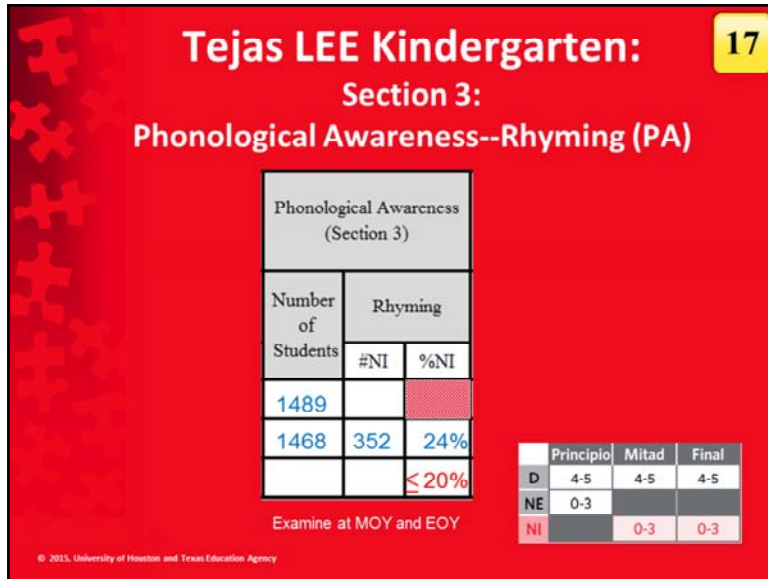
SAY:

We do not expect Kindergartners to enter Kinder knowing how to rhyme. For this reason there is no expected score for this section and no NI performance level. (Point to the checkerboard square over the BOY %NI box on the table.)

However, by MOY, we do expect that Kindergartners will expect to be able to generate rhymes.



Notes



Key Points

- MOY rhyming results at 24% are a little higher than we would like to see. Teachers should direct more of their PA instruction to ensure that all their students can rhyme.

SAY:

Looking now at our real data, you will note no students are NI at BOY. Not shown here, but their data showed that at BOY, 59% of their students were NE in rhyming. Clearly, some excellent instruction in rhyming occurred during the fall semester as the percentage NI at MOY was 24%. While this is close to the 20% expectation, teachers should direct more of their PA instruction to ensure that all their students can rhyme.



Notes

Tejas LEE Kindergarten:

Sections 4-5: Syllable Tasks (PA)

18

Phonological Awareness: Syllables (Sections 4-5)		
Number of Students	Blending and Segmenting Syllables	
	#NI	%NI
		≤ 20%
		≤ 20%
		≤ 20%

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

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Key Points

- The Kinder blending and segmenting syllable tasks (sections 4-5) are combined when looking at the performance level.
- The % NI may increase at MOY as the score required to avoid NI increases from 5 correct to 10 correct between these two benchmarks.

SAY:

Blending and Segmenting Syllables tasks are combined when looking at the performance level. There is an NI standard at BOY, MOY and EOY, so you want to look to see if your campus' performance meets the 20% or less NI expectation. The number of items that a student must get correct to score NI will change on each of these sections from BOY to MOY so it is possible that the %NI will increase between these two benchmarks.



Notes

Tejas LEE Kindergarten:

Sections 4-5: Syllable Tasks (PA)

19

Phonological Awareness: Syllables (Sections 4-5)		
Number of Students	Blending and Segmenting Syllables	
	#NI	%NI
1489	104	7%
1468	59	4%
		≤ 20%

	Principio	Mitad	Final
D	10-12	10-12	10-12
NE	5-9		
NI	0-4	0-9	0-9

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Key Points

- District results on this skill show that high quality instruction in this PA skill is occurring throughout the district.

SAY:

Looking at our real data, we continue to have very good news for PA scores. Even at BOY, the percentage NI was well below 20% and impressively, it stood at 4% at MOY. Clearly, high quality PA instruction at the syllable level is occurring throughout the district.



Notes

Tejas LEE Kindergarten: Sections 6-8: Phoneme Tasks (PA)									
Phonological Awareness: Sounds (Sections 6, 7 and 8)									
Number of Students	Initial Sound Identification		Number of Students	Final Sound Identification		Number of Students	Sound Blending		
	#NI	%NI		#NI	%NI		#NI	%NI	
		≤ 20%			≤ 20%				≤ 20%
		≤ 20%			≤ 20%				≤ 20%

Principle	Mid	Final
D	7-8	7-8
NE	0-4	0-4

Principle	Mid	Final
D	7-8	7-8
NE	0-4	0-4

Principle	Mid	Final
D	7-8	7-8
NE	0-4	0-4

Examine at MOY and EOY

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Key Points

- On phoneme level PA Kinder tasks, there is no NI performance level at BOY as students are not expected to know these skills.
- By MOY students are expected to have partial knowledge of these skills.
- NOT all students take this section. If a student is NI on the syllable level tasks (Sections 4-5), students skip these sections. In these cases, students should receive a score of ZERO (0) and the performance level for zero applies (NE for BOY; NI for MOY & EOY)



Notes

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SAY:

There is no expectation for BOY on the phoneme level PA tasks— students are not yet expected to know these skills at BOY.

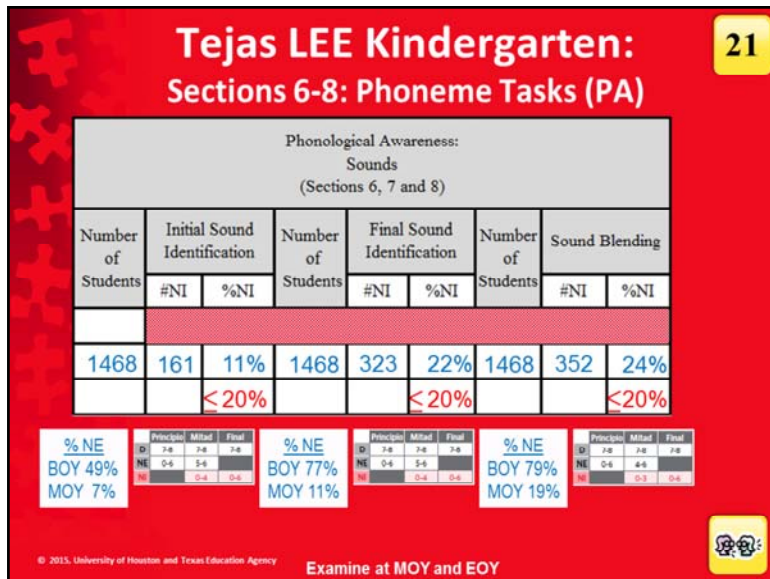
The number of items that a student must get correct to score NI will change on each of these sections from MOY to EOY.

Students who do not score well on sections 4 & 5 will not take these sections due to branching rules. Students who skip these sections due to branching rules are assumed to have a score of ZERO on these sections. Since the expected performance increases at each timepoint, it is possible that that %NI could increase from BOY to MOY and/or MOY to EOY.

Let's take a closer look...

✓ ☆ CLICK

...at section six. At BOY any score is acceptable as there is no NI standard. By MOY, students most score above a 4 to avoid NI and by EOY, the minimum score to avoid NI is 7. Sections 7 and 8 work similarly.



This slide has 3 ✓ ☆ CLICKS of animation.

SAY: Here again we can see our real district data. Let's have you analyze the results this time. As you can see, none of these sections have a BOY NI standard. However, I can provide you with the percentage of students NE.

Let's start by looking at section 6.

✓ ☆ **CLICK** (Give participants time to discuss, answer any questions.)

Now let's look at section 7.

✓ ☆ **CLICK** (Give participants time to discuss.)

And now, section 8.

✓ ☆ **CLICK** (Give participants time to discuss)



NOTES FOR PRESENTER:

If participants do not identify the following, please be sure to highlight:

Section 6: The combined NE and NI score at MOY would be 18%, so the district has already bettered the EOY target of less than 20%

Section 7: The district went from 77% NE at BOY to a combined NE/NI score at MOY of 33%. The NI percentage is above 20% which should be of concern but the district is close to the 20% NI or less target.

Section 8: The district went from 79% NE at BOY to a combined NE/NI score of 43% at MOY. The NI percentage is above 20% which should be of concern but this is close to the target. There has been an improvement of 36% (BOY to MOY) and a similar improvement between MOY and EOY would have the district meeting the less than 20% target. However, with 43% still not D at MOY, recommend that teachers target more resources toward sound blending.



Key Points

- The phoneme tasks show both good and bad news for the district results.
- On Initial Sound Identification, only 11 % are NI (with 8% more NE)
- The % NI on the Initial and Final Sound Identification tasks are too high at 22% and 24%.
- Since large numbers of students are still NE on these tasks (11% and 19%), more work needs to be done in Initial and Final sound Identification.



Notes

Tejas LEE Kindergarten:

Section 9: Single Word Reading Task (GK)

22

Grade Level	Assessment Period	Graphophonemic Knowledge (Section 9)	
		Number of Students	Word Reading
			#NI
K	BOY		
	MOY		≤20%
	EOY		≤20%

Single Word Reading

	Principal	Mid	Final
D	9-10	9-10	9-10
NE	0-8	4-8	
NI	0-3	0-3	0-8

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Key Points

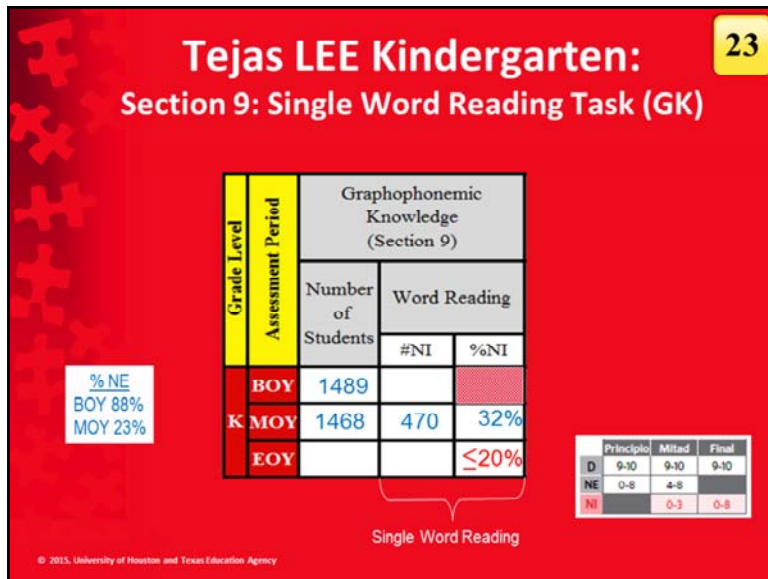
- There is no NI performance level for Word Reading at BOY.
- At each subsequent administration, students are expected to read an increasing number of words.

SAY:

For the Word Reading task, there is no expectation at BOY that Kindergarteners will be able to do this. However, by MOY, students are expected to be able to read 4 of the 10 words on the list. By EOY, students are expected to be able to read a minimum of 9 of the words. As the NI bar is raised each time, it is possible for the %NI to increase from BOY to MOY and/or MOY to EOY.



Notes



Key Points

- On the GK skill of word reading, MOY results are troubling.
- 32% of students are NI (meaning they could not read at least 4 very simple words) and another 23% are NE (reading between 4 and 8 of the 10 words)
- Much more focus needs to be placed on word reading

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

Let's look at our real district data for single word reading. At BOY, there is no NI standard. Looking at our NE score...

✓ ☆ **CLICK**

...we find that 88% of BOY Kindergartners cannot read 9 out of 10 single words. This should not be surprising or of concern. By MOY, 32% of students cannot read at least 4 words. In addition, 23% more students are reading between 4-8 words and scored at the NE performance level. This is very troubling. Kinder teachers will need to focus much more on this skill during the second half of the school year and will need to intervene with the significant portions of students who are already behind in this skill.



Notes

Tejas LEE Kindergarten:

Section 10: Listening Comprehension

24

Listening Comprehension (Section 10)		
Number of Students		
	#NI	%NI
		≤ 20%
		≤ 20%
		≤ 20%

	Principio	Mitad	Final
D	5-6	5-6	5-6
NI	0-4	0-4	0-4

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Key Points

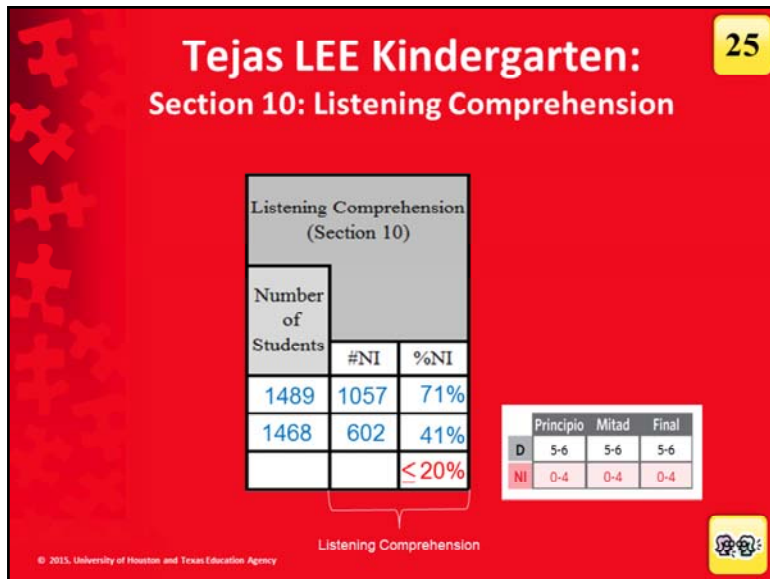
- All Kindergarteners take Listening Comprehension at each timepoint. The story is different each time, so NI scores can increase or decrease at each administration.

SAY:

For the Listening Comprehension section, at each benchmark (BOY, MOY, EOY), the expectation is that less than 20% of students will be NI. The stories change at each benchmark, so all students retake this section of the Tejas LEE at each administration. As such, the % NI scores can rise between BOY and MOY and/or MOY and EOY.



Notes



Key Points

- There is a serious deficit in listening comprehension evident in the district results

SAY:

Let's now look at the Listening Comprehension results from our real school district. At your tables, discuss the results you see. Discuss what the data means and how you might address any problems indicated in the data.

DO:

If your groups do not mention the following, be sure to point out that

1. There is a serious deficit in listening comprehension evident throughout the district which must be urgently addressed. While there is evidence that progress is being made, the BOY 71% is especially troubling since this number should have been less than 20%.
2. Strategies to address this deficit should include multiple daily read-alouds with planned stopping points and questioning; teacher think alouds to model how good readers reflect upon what they are reading/hearing and direct and systematic instruction in listening comprehension strategies.

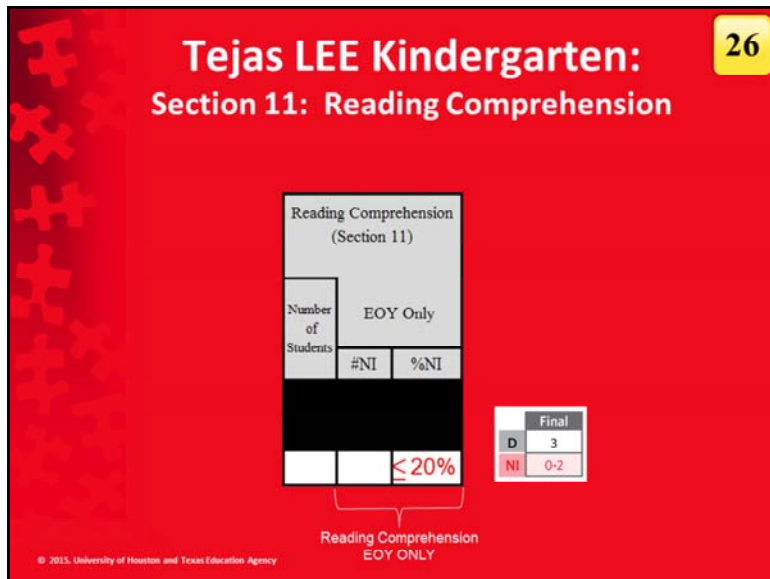


NOTES FOR PRESENTER:

If your audience is administrators (principals, superintendents, etc...) ask them how they might address the listening comprehension problems clearly evident in the data with their teachers and what other steps they would take to help their kindergarten students.



Notes



SAY:

Reading Comprehension is ONLY assessed in Kindergarten at EOY and ONLY for those students scoring Developed on sections 4 and 5 (blending and segmenting syllables). This makes sense since a student who is unable to manipulate syllables is unlikely to be able to read words. Students who skip this section due to branching rules have an assumed score of ZERO and are assumed to be NI on this task. They should be counted in the "Number NI" total.

We do not have the school district data for this reading comprehension as Section 11 is only administered at EOY.



Key Points

- Reading Comprehension is only assessed at EOY.
- Not all students take Reading Comprehension, only those scoring D on sections 4-5.
- Students who do not take this section have an assumed score of ZERO and a performance level of NI.



Notes

Tejas LEE 1 st Grade: Sections 1-6: Phonological Awareness (PA)									
27									
Grade Level	Assessment Period	Phonological Awareness: Sounds							
		Initial and Final Sound Identification (Sections 1 & 2)		Blending and Segmenting Sounds (Sections 3 & 4)		Initial and Final Sound Deletion (Sections 5 & 6)		Number of Students	Number of Students
		#NI	%NI	#NI	%NI	#NI	%NI	#NI	%NI
1	BOY		<20%		<20%				
	MOY		<20%		<20%				<20%
	EOY		<20%		<20%				<20%

Principles	Mid	Final
D	14-16	14-16
NE	0-10	0-10
NI	0-10	0-10

Principles	Mid	Final
D	14-16	14-16
NE	0-10	0-10
NI	0-10	0-10

Principles	Mid	Final
D	9-10	9-10
NE	0-4	0-4
NI	0-4	0-4

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Key Points

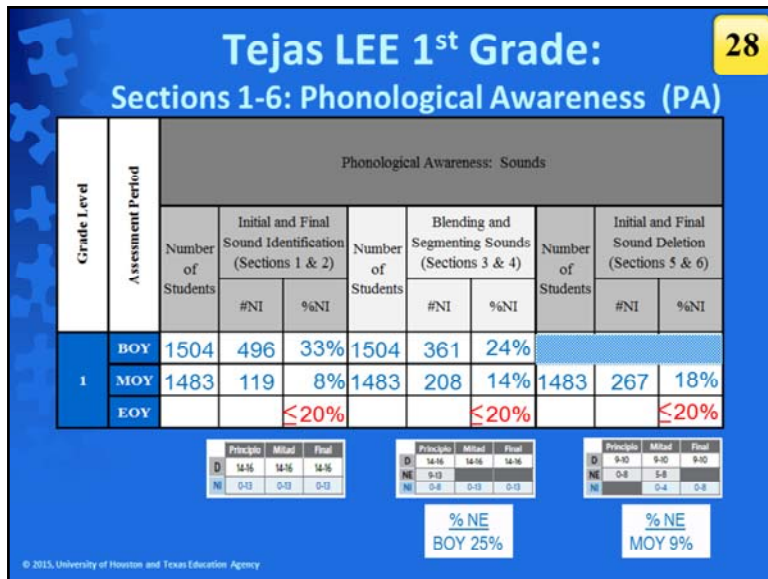
- Students should enter first grade knowing how to identify initial and final sounds (Sections 1 & 2)
- By MOY, students should have mastered blending and segmenting sounds (Sections 3 & 4).
- By EOY, students should also be able to delete initial and final sounds.

SAY:

All of the PA Tejas LEE tasks in first grade are at the phoneme level and are comprised of two related skills. Sections one and two are initial and final sound identification. This score remains constant throughout the school year as students are expected to have mastered this skill in Kindergarten. Sections 3 and 4 are blending and segmenting phonemes. Students should begin 1st grade with some knowledge of this skill and the performance level for BOY requires some knowledge to score NE or D. By middle of year, students are expected to master this skill. So the %NI could increase between BOY and MOY as expectations are higher at MOY. Sections 5 and 6 are phoneme deletion tasks. Since these are the highest level PA tasks assessed, there is no expectation at BOY that students will be able to do these tasks. Also, since students who cannot blend, segment and identify are not likely to be able to delete phonemes, branching rules will have students unsuccessful with simpler PA tasks to skip this section through branching rules. As such, the %NI could increase between BOY and MOY and between MOY and EOY.



Notes



Key Points

- Sample district results indicate that effective PA instruction is occurring throughout the district as MOY NI % are all below the 20% threshold.

This slide has 3 ✓ ☆ CLICKS of animation.

SAY:

Let's take a look at the district results for G1 Phonological Awareness.

(✓ ☆ CLICK) Starting with sections 1 and 2, we can see that the BOY results are disappointing, with 33% of students NI. I actually find this result surprising. If we go back a few slides to the MOY Kindergarten results for this same skill (sections 6 & 7), the combined NI and NE percentages is 33%. As we would assume EOY results would show additional progress, this indicates either a regression in student skills or that Kinder teachers are making a stronger push in phoneme level tasks in the current school year compared to last year. It would be productive to compare this first grade cohort to their results on Kinder Sections 6 and 7 last year to see where the disconnect is occurring.

(✓ ☆ CLICK) Sections 3 and 4 are assessed only in G1. The BOY results, while above the 20% level, are only marginally so. An additional 25% of students were NE at BOY, but by MOY, only 14% are NI (the NE performance level disappears), indicating very good PA instruction on these skills.

(✓ ☆ CLICK) On sections 5 and 6, the NI results are encouraging for MOY. Only an additional 9% are NE in this skill. As already, 73% of all G1 students are developed in this skill, it appears that G1 teachers districtwide are right on target to have virtually all their students developed in these skills.



Notes

Tejas LEE 1st Grade:

Section 7: Graphophonemic Knowledge- Word Reading (GK)

29

Graphophonemic Knowledge		
Number of Students	Word Reading (Section 7)	
	#NI	%NI
		≤20%
		≤20%
		≤20%

	Principal	Mid	Final
D	13-15	13-15	13-15
NE	5-12	9-12	
NI	0-4	0-8	0-12

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Key Points

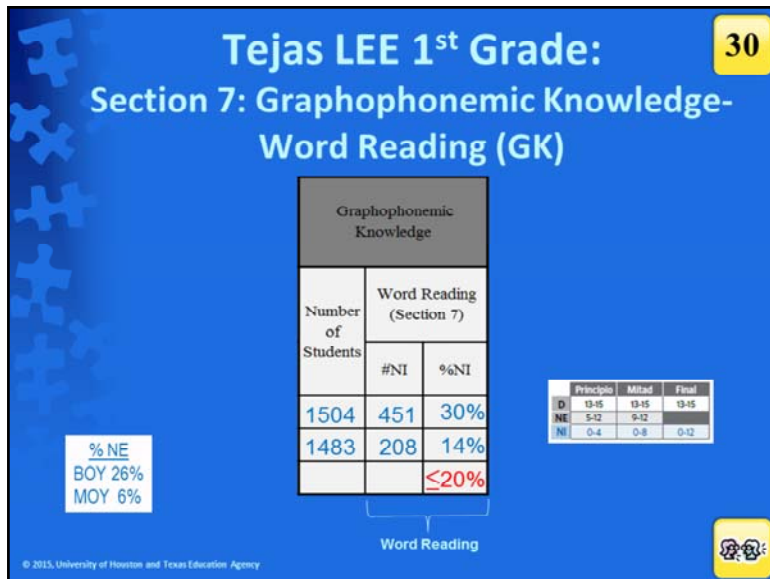
- The student expectations for word reading increase at each benchmark.
- As such, the % NI can either increase or decrease from time point to time point.

SAY:

For the Word Reading task, the BOY expectation is that first graders will be able to read at least 5 words. However, by MOY, students are expected to be able to read at least 9 of the 15 words on the list. By EOY, students are expected to be able to read a minimum of 13 of the words. As the NI bar is raised each time, it is possible for the %NI to increase from BOY to MOY and/or MOY to EOY.



Notes



SAY:

Here are the actual district results for the word reading section. Take a few moments to discuss the BOY and MOY results with others at your table. How do you see them?



NOTES FOR PRESENTER:

If participants do not mention the following, be certain to highlight the most salient insights:

1. G1 teachers clearly demonstrated very good GK instruction from BOY to MOY, as despite the fact that the bar for an NI result was raised from 4 to 8 between BOY and MOY, the percentage of students NI dropped by more than half.
2. The results are even more striking when the NE results are added. A full 80% of G1 students are already D in this skill by MOY. Good quality GK decoding, word attack and sight word instruction is occurring throughout the district.



Key Points

- Participants discuss the results shown here.
- Participants should mention that good GK instruction is occurring as the % NI has fallen from 30% to 14% despite the fact students need to read more words at MOY
- The combined NI and NE scores at MOY is 20% so 80% of the district's first graders are already D in this skill



Notes

Tejas LEE 1st Grade: Accuracy

31

Accuracy															
Number of Students	Story 1						Story 2						Overall Accuracy		
	Frustr		Instruct.		Indep.		Frustr		Instruct.		Indep.				
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND	#NI Overall	%NI	
														≤20%	
														≤20%	
														≤20%	

Story 1

Story 2

Overall

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SAY:

The Tejas LEE Accuracy table is set up to show both the individual stories and the overall score. You will first want to look at the overall %NI score. The goal is for this to be less than or equal to 20% at any timepoint. An overall NI score is triggered by an NI score on either story so the overall score will always be either equal to or higher than FRUSTRATIONAL score on either of the individual stories. However, we do also want to look at the individual story scores as well as they provide additional information. A consistent lower score on Story 2 could indicate that students are tiring and need longer periods of reading practice. You should also check to see if there is some feature of a story with higher than normal %NI scores that could account for the lower success rate. This could be the type of story (expository vs. narrative; it could be vocabulary or the topic of the story.)

The stories change at each timepoint and do get more difficult as the school year progresses. Students always take this section regardless of their performance on the previous benchmark.



Key Points

- Reading Accuracy should have a %NI of less than 20% at any timepoint.
- Stories read change and become more difficult at each timepoint.
- Students always take this section of the Tejas LEE regardless of results from the previous benchmark.



Notes

Tejas LEE 1st Grade: Accuracy

32

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frustr		Instruct.		Indep.		Frustr		Instruct.		Indep.			
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND	#NI Overall	%NI
1504			Individual story results not available										722	48%
1483			Individual story results not available										296	20%
														<20%

Story 1

Story 2

Overall

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SAY:

We have partial results for the reading comprehension section for our real school district. You will have much more information when you look at your own district's results. However, even with these partial results, we can gain some insights that will help you in analyzing your own results.

The BOY results indicate a full 48% of G1 students NI in reading accuracy. This probably means that a large number of first graders are still non-readers at the beginning of the school year. The MOY results indicate an adequate response and intervention with struggling readers as the percentage NI has been reduced to 20%. Remember, however, that all students will be assessed again at EOY in accuracy and that the EOY stories will be more complex. Teachers will need to continue to work on this skill.

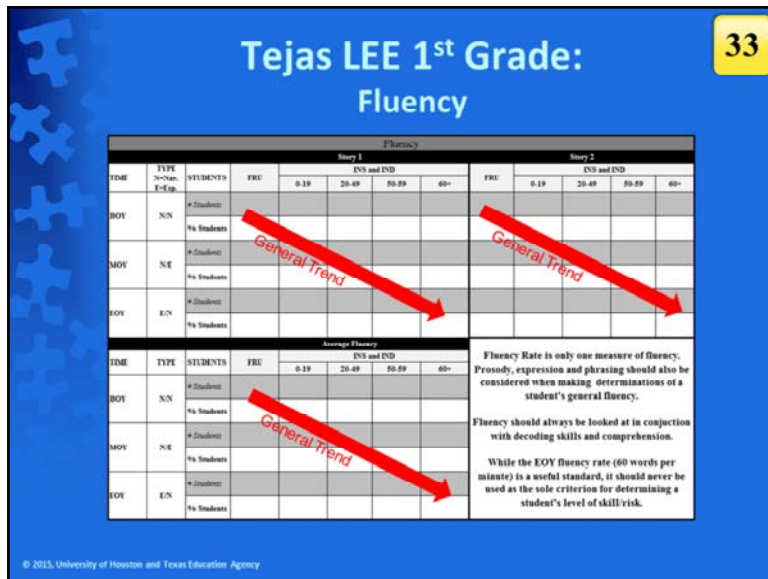


Key Points

- BOY results for Accuracy in this district are troubling, but effective intervention is evident as the % NI drops from 48% to 20% from BOY to MOY.
- More work will need to be done on Reading Accuracy as the EOY stories will be more difficult.



Notes



SAY:

The Tejas LEE does not have specific word per minute expectations for BOY or MOY administrations. However, in general, administrators should be looking for BOY numbers that will be skewed toward the FRU and lower fluency ranges at BOY and significant improvement by MOY. At EOY, the expectation is that students will be reading approximately 60 plcpm. This is not a FIRM target, but an approximation of the rate at which most EOY first graders tend to read when they also have good comprehension.

I want to draw your attention to the text regarding fluency. Fluency is not only comprised of rate, but also of automaticity, phrasing, expression and prosody. All of these should also be taken into consideration. In addition, fluency should never be looked at in isolation, but rather it should be looked at in conjunction with comprehension. Reading at a high rate is not particularly useful if it is not accompanied by an understanding of the text.

As there is no NI performance level for fluency, we did not provide you with the real district fluency results. We will discuss fluency in the comprehension district results.



Key Points

- For Fluency, the Tejas LEE does not have a specific word per minute (WPM) expectation nor is there an NI performance level.
- Students should be reading ABOUT 60 WPM by EOY
- Fluency rates should never be looked at in isolation but in conjunction with comprehension.
- There should be a general trend of students moving toward the higher fluency rates during the school year.



Notes

**Tejas LEE 1st Grade:
Comprehension**

34

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
1	BOY						≤ 20%
	MOY						≤ 20%
	EOY						≤ 20%

Story 1
Story 2
Overall

	Principio	Medio	Final
D	4-5	7-8	7-8
NI	0-3	0-6	0-6

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Key Points

- For Comprehension, look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.

SAY:

Comprehension should be looked at in a similar way as we did with Accuracy. Look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.



Notes

**Tejas LEE 1st Grade:
Comprehension**

35

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
1	BOY					902	60%
	MOY					712	48%
	EOY					≤20%	

Story 1 Story 2 Overall

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Key Points

- Sample District results show weakness in comprehension.
- Participants should discuss what they would recommend if these were the results for their school/district.

SAY:

Turning our attention back to the actual district results, here we have the comprehension scores. Clearly, there is still a lot of work to be done in comprehension. The percentage of students NI is significantly above what we would expect to see at both BOY and MOY. Despite the gains in accuracy, this has not translated into improved comprehension.

Let's take a few moments to discuss at our tables what could be done to address this identified weakness.

DO: (Give participants a few minutes for discussion).

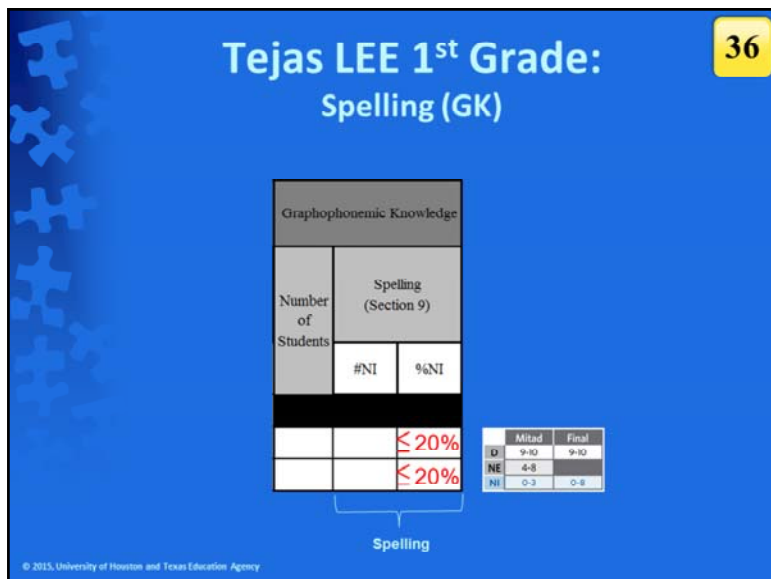
Allow several participants to share what their table discussed. If not mentioned, also make the following recommendations: teaching reading comprehension strategies; using think-alouds to show how good readers look at text; examine the stories themselves to see if students have adequate vocabulary and background knowledge to be successful; address accuracy and fluency deficits in students who struggle with these skills; and provide foundation skills supports for those students who need these precursors to reading success.

SAY:

FLUENCY *When looking at comprehension, we should also look at how fluency can impact these results. Students who read haltingly (without phrasing or automaticity) will almost inevitably struggle with comprehension. Students who read at a very slow rate may also struggle with comprehension. Students who read with no affect, ignoring punctuation, may miss key parts of passages where intonation and prosody are key.*



Notes



SAY:

At BOY first grade, students are not expected to be spellers, so the spelling section of the Tejas LEE is not administered.

Spelling is a complex task and students are not likely to be successful if certain foundation skills are not in place. For this reason, if students score NI on the phoneme blending and segmenting tasks (Sections 3 and 4), they do not attempt the spelling section. The words on the first grade spelling test are very basic and the same words are assessed at MOY and EOY.

For those who do take this section, at MOY, students are expected to spell at least 4 of the words correctly. By EOY, they should spell a minimum of 9 of the words correctly. As usual, students who skip this section due to branching rules should have an assumed score of ZERO and will be NI in this task. Also, as the performance level for NI increases between MOY and EOY, you might see an increase in the percentage of students NI.

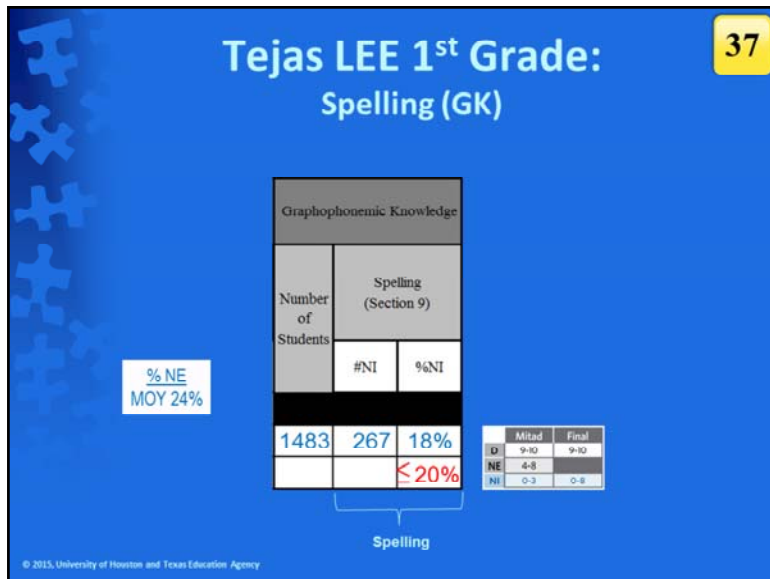


Key Points

- In G1, Spelling is not assessed at BOY.
- Students ONLY will take the spelling section if they score NE or D on sections 3 and 4.
- At MOY, students are expected to spell 4 or more words, at EOY 9 or more.
- As expectations increase from MOY to EOY and more students take this section the % NI can either increase or decrease.



Notes



Key Points

- Even though the MOY results look quite good for spelling (only 18% NI), an additional 24% of first graders did not take this section due to branching rules on Sections 3 and 4.

This slide has 1 ✓ ☆ CLICK of animation.

SAY:

The actual district spelling results are quite good for MOY.

✓ ☆ CLICK

However, there is an addition 24% of students who scored NE (not yet mastered this section) so there is still additional work to be done.

Remember that the % NI includes both students taking this section and getting less than 4 words correct and students who skipped this section due to branching rules.



Notes

38

Tejas LEE 2nd Grade: Graphophonemic Knowledge Word Reading (GK)

Grade Level	Assessment Period	Graphophonemic Knowledge	
		Number of Students	Word Reading (Section 1)
			#NI
2	BOY		<20%
	MOY		<20%
	EOY		<20%

	Principio	Medio	Final
D	13-15	13-15	13-15
NE	5-12	10-12	
NI	0-4	0-9	0-12

Word Reading

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Key Points

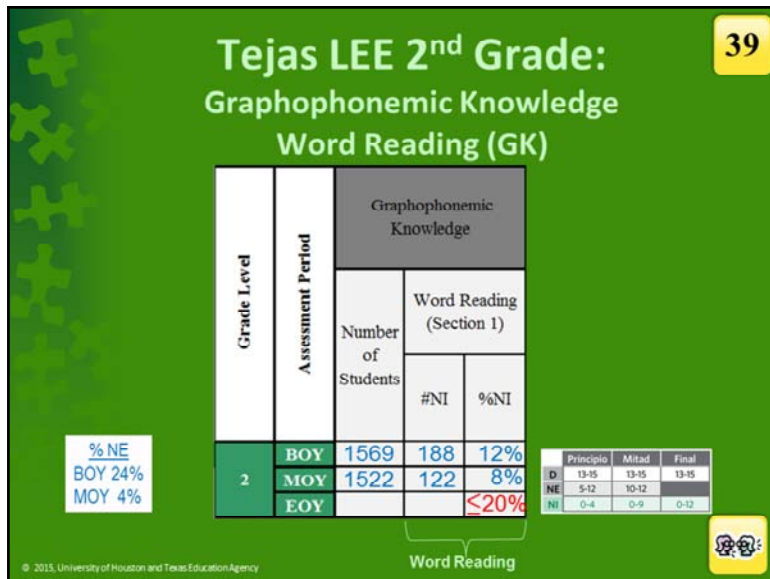
- Just like in G1, the student expectations for word reading increase at each benchmark.
- As such, the % NI can either increase or decrease from time point to time point.

SAY:

For the Word Reading task, the BOY expectation is that second graders will be able to read at least 5 words. However, by MOY, students are expected to be able to read at least 10 of the 15 words on the list. By EOY, students are expected to be able to read a minimum of 13 of the words. As the NI bar is raised each time, it is possible for the %NI to increase from BOY to MOY and/or MOY to EOY.



Notes



Key Points

- Participants will discuss the Word Reading results shown here.
- Be certain that participants mention that the results are excellent.
- By MOY 88% of students districtwide have already mastered this task.

SAY:

Here are the actual results for our sample district. Discuss at your table how you view these results and what actions, if any, should be taken by the G2 teachers in this district.



NOTES FOR PRESENTER:

If not mentioned by participants, compliment the G2 teachers districtwide as the results shown are commendable. There was reduction in both the number of students NI and NE, and by MOY, 88% of students districtwide have mastered this task.



Notes

Tejas LEE 2nd Grade: Accuracy

40

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frustr		Instruct.		Indep.		Frustr		Instruct.		Indep.			
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND	#NI Overall	%NI
														<20%
														<20%
														<20%

Story 1

Story 2

Overall

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SAY:

The Tejas LEE Accuracy table is set up to show both the individual stories and the overall score. You will first want to look at the overall %NI score. The goal is for this to be less than or equal to 20% at any timepoint. An overall NI score is triggered by an NI score on either story so the overall score will always be either equal to or higher than FRUSTRATIONAL score on either of the individual stories. However, we do also want to look at the individual story scores as well as they provide additional information. A consistent lower score on Story 2 could indicate that students are tiring and need longer periods of reading practice. You should also check to see if there is some feature of a story with higher than normal %NI scores that could account for the lower success rate. This could be the type of story (expository vs. narrative; it could be vocabulary or the topic of the story.

The stories change at each timepoint and do get more difficult as the school year progresses. Students always take this section regardless of their performance on the previous benchmark.



Key Points

- In Accuracy, less than 20% of students should be NI in their overall score at any timepoint.
- The Overall score includes both stories that students read.
- The stories change from timepoint to timepoint so the %NI can increase or decrease between administrations.



Notes

Tejas LEE 2nd Grade: Accuracy

41

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frustr		Instruct.		Indep.		Frustr		Instruct.		Indep.			
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND	#NI Overall	%NI
1569			Individual story results not available										345	22%
1522			Individual story results not available										122	8%
														<20%

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SAY:

Here are the actual G2 accuracy results for our sample district. Take a few minutes to discuss these results with your neighbor.



NOTES FOR PRESENTER:

If not mentioned, be sure participants see the following:

Compared to G1 results, accuracy results in G2 are much more positive. At BOY, the 20% or less target has almost been achieved and at MOY, students are doing extremely well in this skill. More work will need to be done as the EOY story will be different and more complicated than the BOY or MOY one. However, clearly teachers are doing a good job of teaching the skills reflected in reading accuracy (decoding, sight words, single word reading)



Key Points

- Participants will discuss the accuracy results shown here.
- Compared to G1, accuracy results in G2 are much more positive. At BOY, the 20% level has almost been achieved and at MOY it is well below 20%.
- This clearly indicates teachers are doing a good job of teaching decoding, sight words and single word reading.



Notes

42

Tejas LEE 2nd Grade: Fluency

Fluency												
Story 1								Story 2				
TIME	TYPE N=Nar. E=Exp.	STUDENTS	FRU	INS and IND				FRU	INS and IND			
				0-39	40-69	70-89	90+		0-39	40-69	70-89	90+
BOY	N/N	# Students										
		% Students										
MOY	N/E	# Students										
		% Students										
EOY	E/N	# Students										
		% Students										

Average Fluency							
TIME	TYPE	STUDENTS	FRU	INS and IND			
				0-39	40-69	70-89	90+
BOY	N/N	# Students					
		% Students					
MOY	N/E	# Students					
		% Students					
EOY	E/N	# Students					
		% Students					

Fluency Rate is only one measure of fluency. Prosody, expression and phrasing should also be considered when making determinations of a student's general fluency.

Fluency should always be looked at in conjunction with decoding skills and comprehension.

While the EOY fluency rate (90 words per minute) is a useful standard, it should never be used as the sole criterion for determining a student's level of skill/risk.

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SAY:

The Tejas LEE does not have specific word per minute expectations for BOY or MOY administrations for second grade. However, in general, administrators should be looking for BOY numbers that approximate those of EOY first grade: ≈ 60 plcpm at BOY. At EOY, the expectation is that students will be reading approximately 90 plcpm. This is not a FIRM target, but an approximation of the rate at which most EOY second graders tend to read when they also have good comprehension. Your campus can set more specific targets if desired, but make certain that fluency goals are not a specific single number which all student must reach.

I want to draw your attention to the text regarding fluency. This is the same text that is on the TPRI data grid. Fluency is not only comprised of rate, but also of automaticity, phrasing, expression and prosody. All of these should also be taken into consideration. In addition, fluency should never be looked at in isolation, but rather it should be looked at in conjunction with comprehension. Reading at a high rate is not particularly useful if it is not accompanied by an understanding of the text.

As with G1, since there is no NI performance level for fluency, we are not providing you with sample district fluency results. Fluency will be discussed in the comprehension section.



Key Points

- For Fluency, the Tejas LEE does not have a specific word per minute (WPM) expectation nor is there an NI performance level.
- Students should be reading ABOUT 90 WPM by EOY
- Fluency rates should never be looked at in isolation but in conjunction with comprehension.
- There should be a general trend of students moving toward the higher fluency rates during the school year.



Notes

Tejas LEE 2nd Grade: Comprehension

43

Grade Level	Assessment Period	Reading Comprehension					
		Story 1		Story 2		Overall Comprehension	
		#NI	%NI	#NI	%NI	#NI Overall	%NI
2	BOY						<20%
	MOY						<20%
	EOY						<20%

Story 1
Story 2
Overall

	Principio	Medad	Final
D	7-8	7-8	7-8
NI	0-6	0-6	0-6

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Key Points

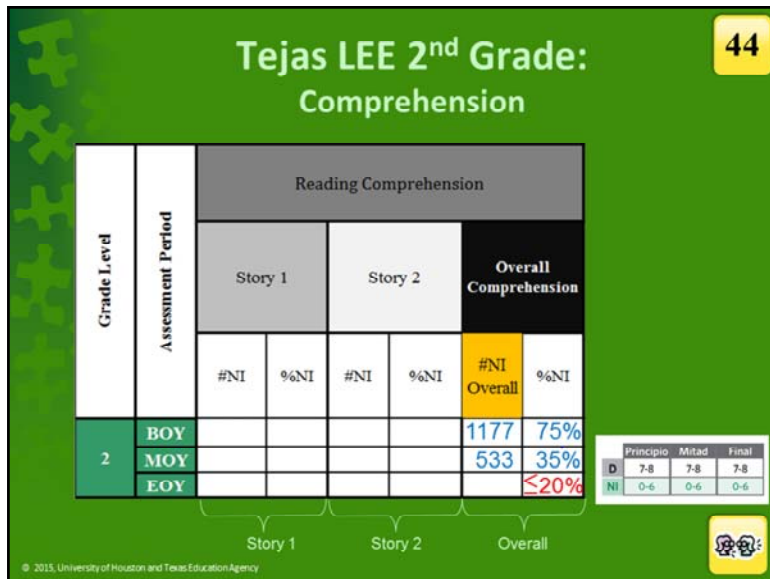
- For Comprehension, look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.

SAY:

Comprehension should be looked at in a similar way as we did with Accuracy. Look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.



Notes



Key Points

- Sample District results show weakness in comprehension.
- Participants should discuss what they would recommend if these were the results for their school/district.

SAY:

Here are the results for the G2 sample district reading comprehension section. Discuss at your table these results and what you would recommend if these were your district's results.



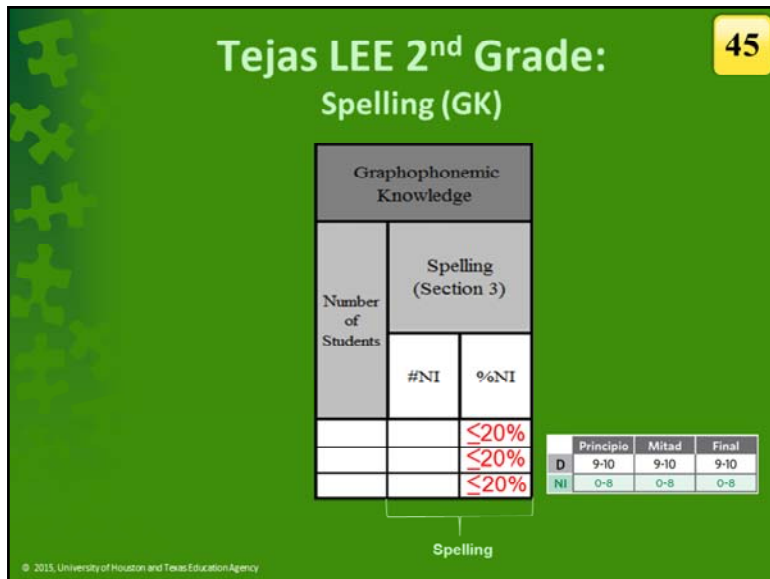
NOTES FOR PRESENTER:

If not mentioned by participants, highlight the following:

1. Reading comprehension results are far below what is expected at both timepoints. While there has been significant improvement from BOY to MOY, the results are still far less than what is expected. Comprehension will need to be a major focus of intervention and regular classroom instruction.
2. Teachers should determine if the weaknesses in comprehension result from weaknesses in foundation skills, such as PA or GK. The results from the word reading section (Section 1) indicate that GK is probably OK, but PA weaknesses are a possibility.
3. Look at student fluency results. Poor comprehension is often a result of poor fluency. Fluency includes rate (words read correctly per minute), automaticity, chunking text into meaningful phrases and reading text with proper intonation and expression.
4. Students would benefit from direct in explicit instruction in comprehension strategies such as "Making Connections:", "Creating Mental Images", "Making Inferences and Predictions, "Asking and Answering Questions", and "Determining Importance and Details"



Notes



SAY:

On the second grade Tejas LEE, the words assessed changes at each administration. For this reason students always take this section and the %NI can increase over time. Teachers should not only examine the results at the macro level as we have here, but they should examine student performance on each individual spelling word to see which spelling patterns are causing problems for large numbers of students. Teachers should also look ahead to see which spelling patterns are coming up in subsequent administrations so that they can be taught (following the district's scope and sequence of course). However, note that I said PATTERN and not word. The words to be assessed should not be pre-taught, only the general spelling rules.

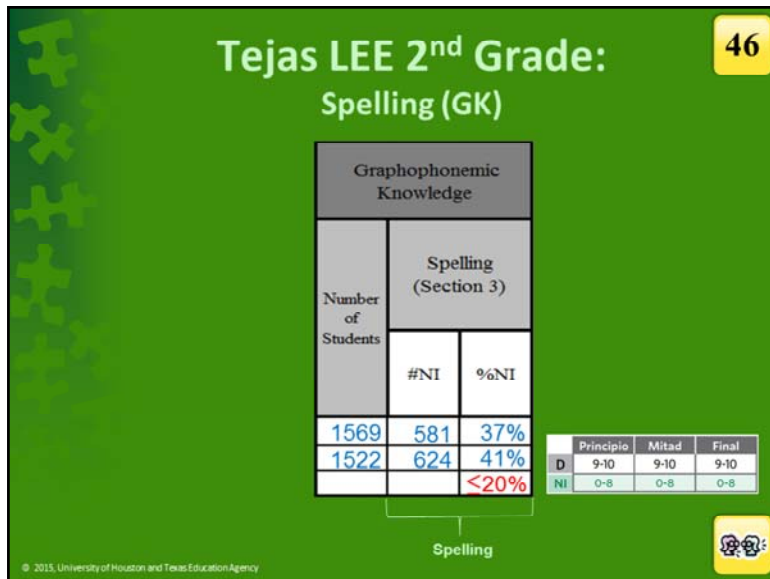


Key Points

- Spelling words in G2 change at each administration so students always take this section.
- When analyzing spelling results, teachers should look the specific spelling patters that are causing students problems and target these for intervention.



Notes



SAY:

Our sample district results for G2 spelling show quite a bit of weakness. Discuss at your table what you feel should happen to help these second graders with this critically important early reading skill.



NOTES FOR PRESENTER:

If not mentioned by your participants, highlight the following:

1. Remember, there is a different set of spelling words at each timepoint. While some of the targeted spelling conventions are the same from timepoint to timepoint, others are not. Teachers need to look both backwards (at the results of the benchmark just taken) and ahead (to see which spelling conventions are addressed at the next timepoint)
2. Looking backwards, use the Tejas LEE Spelling Class Summary Sheet Tool to see which spelling problems were problematic. Prioritize those to be addressed based on student results.
3. Look forward to the next benchmark and compare the skills assessed to your spelling scope and sequence. Ensure that the pattern will be taught before the next benchmark. If not, be sure to supplement the scope and sequence. **DO NOT TEACH** the words on the TejasLEE, but rather the spelling convention so that the spelling generalizes.



Key Points

- Participants are asked to discuss what the district can do to address the clear weaknesses apparent in the results.
- Be sure participants mention the need to look “backwards” and remediate those patterns on which students struggled at BOY and MOY.
- Participants should also mention the need to look “forward”—look what which patterns will be assessed at EOY and pre-teach the patterns, not the specific words assessed.



Notes

47

Tejas LEE 3rd Grade: Accuracy

Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frustr		Instruct.		Indep.		Frustr		Instruct.		Indep.			
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND	#NI Overall	%NI
														<20%
														<20%
														<20%

Story 1

Story 2

Overall

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SAY:

The Tejas LEE Accuracy table is set up to show both the individual stories and the overall score. You will first want to look at the overall %NI score. The goal is for this to be less than or equal to 20% at any timepoint. An overall NI score is triggered by an NI score on either story so the overall score will always be either equal to or higher than FRUSTRATIONAL score on either of the individual stories. However, we do also want to look at the individual story scores as well as they provide additional information. A consistent lower score on Story 2 could indicate that students are tiring and need longer periods of reading practice. You should also check to see if there is some feature of a story with higher than normal %NI scores that could account for the lower success rate. This could be the type of story (expository vs. narrative; it could be vocabulary or the topic of the story.

The stories change at each timepoint and do get more difficult as the school year progresses. Students always take this section regardless of their performance on the previous benchmark.

For our sample school in G3, I only have BOY results to share with you.



NOTES FOR PRESENTER:

If your district does not administer the third grade Tejas LEE, you may skip these slides. However, we strongly recommend that you bring up the subject of looking at your K, G1 and G2 results vertically, which is covered on slides 52 and 54. For our sample district, there is a definite pattern of weakness in comprehension results for all grades (K,1,2,3) and in spelling (2,3). Awareness of these shared problems can help prioritize professional development for your district. In a similar way, you will want your participants to look at results over several school years (when possible). This is covered on slide 57.



Key Points

- Reading Accuracy should have a %NI of less than 20% at any timepoint.
- Stories read change and become more difficult at each timepoint.
- Students always take this section of the Tejas LEE regardless of results from the previous benchmark.



Notes

Tejas LEE 3 rd Grade: Accuracy														48
Accuracy														
Number of Students	Story 1						Story 2						Overall Accuracy	
	Frust.		Instruct.		Indep.		Frust.		Instruct.		Indep.		#NT Overall	%NT
	#FRU	%FRU	#INS	%INS	#IND	%IND	#FRU	%FRU	#INS	%INS	#IND	%IND		
1462													117	8%
1430													71	5%
														<20%

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Key Points

- G3 Accuracy results are excellent.

SAY:

The accuracy results for the G3 students in our sample district are excellent.



Notes

Tejas LEE 3rd Grade:

Fluency

49

Fluency											
TIME	TYPE N=Nov. E=Exp.	STUDENTS	FRU	Story 1				Story 2			
				INS and IND				INS and IND			
				0-49	50-89	90-109	110+	0-49	50-89	90-109	110+
BOY	N/N	# Students % Students									
MOY	N/E	# Students % Students									
EOY	E/N	# Students % Students									
Average Fluency											
TIME	TYPE	STUDENTS	FRU	INS and IND							
				0-49	50-89	90-109	110+				
BOY	N/N	# Students % Students									
MOY	N/E	# Students % Students									
EOY	E/N	# Students % Students									

Fluency Rate is only one measure of fluency. Prosody, expression and phrasing should also be considered when making determinations of a student's general fluency.

Fluency should always be looked at in conjunction with decoding skills and comprehension.

While the EOY fluency rate (110 words per minute) is a useful standard, it should never be used as the sole criterion for determining a student's level of skill/risk.

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SAY:

The Tejas LEE does not have specific word per minute expectations for BOY or MOY administrations for third grade. However, in general, administrators should be looking for BOY numbers that approximate those of EOY second grade: ~90 plcpm at BOY. At EOY, the expectation is that students will be reading approximately 110 plcpm. This is not a FIRM target, but an approximation of the rate at which most EOY third graders tend to read when they also have good comprehension. Your campus can set more specific targets if desired, but make certain that fluency goals are not a specific single number which all student must reach.

As with G1 and G2, we are not providing the fluency results here from our sample district as there is no NI performance standard. However, you should look at your fluency results in conjunction with reading comprehension.



Key Points

- For Fluency, the Tejas LEE does not have a specific word per minute (WPM) expectation nor is there an NI performance level.
- Students should be reading ABOUT 110 WPM by EOY
- Fluency rates should never be looked at in isolation but in conjunction with comprehension.
- There should be a general trend of students moving toward the higher fluency rates during the school year.



Notes

**Tejas LEE 3rd Grade:
Comprehension**

50

Reading Comprehension					
Story 1		Story 2		Overall Comprehension	
#NI	%NI	#NI	%NI	#NI Overall	%NI
					≤ 20%
					≤ 20%
					≤ 20%

Story 1
Story 2
Overall

	Principio	Mited	Final
D	7-8	7-8	7-8
NI	0-6	0-6	0-6

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Key Points

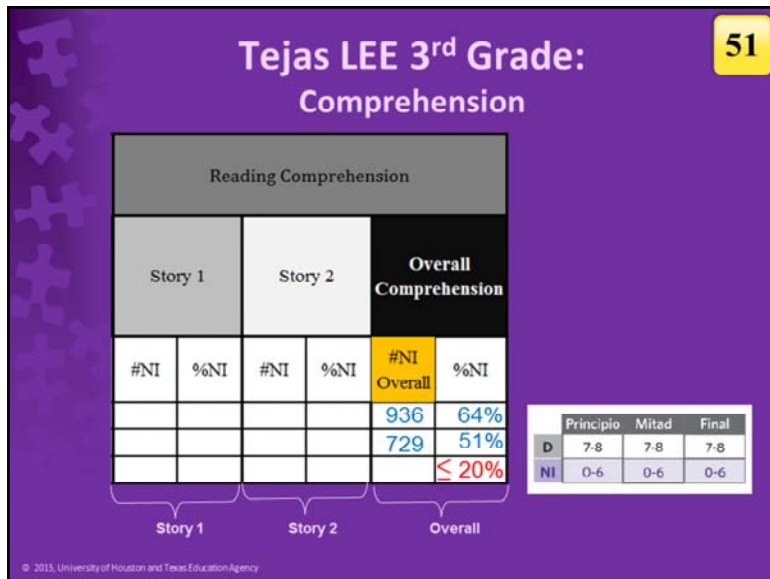
- For Comprehension, look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.

SAY:

Comprehension should be looked at in a similar way as we did with Accuracy. Look first at the overall score and then at the individual stories to see if there is a pattern or explanation for student performance.



Notes



SAY:

In our sample district results, we again see weaknesses in comprehension. We have seen this weakness at every grade level. Given that there are issues with comprehension at every grade level, this may become a focus for professional development for teachers in this district, because clearly the instruction that is occurring in comprehension is not sufficient for students to be successful. When you are looking at your data, be sure to look vertically for common strengths and weaknesses.



Key Points

- Sample District results show weakness in comprehension.
- This weakness is evident in the results for all grade levels.
- The district should consider PD in comprehension for the district's teachers
- This shows the importance of looking at results across grade levels.



Notes

Tejas LEE 3rd Grade:

Graphophonemic Knowledge-Spelling (GK)

52

Grade Level	Assessment Period	Graphophonemic Knowledge		
		Number of Students	Spelling (Section 2)	
			#NI	%NI
3	BOY			≤20%
	MOY			≤20%
	EOY			≤20%

	Principio	Medio	Final
D	9-10	9-10	9-10
NI	0-8	0-8	0-8

} **Spelling**

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SAY:

On the third grade Tejas LEE, the words assessed changes at each administration. For this reason students always take this section and the %NI can increase over time. Teachers should not only examine the results at the macro level as we have here, but they should examine student performance on each individual spelling word to see which spelling patterns are causing problems for large numbers of students. Teachers should also look ahead to see which spelling patterns are coming up in subsequent administrations so that they can be taught (following the district's scope and sequence of course). However, note that I said PATTERN and not word. The words to be assessed should not be pre-taught, only the general spelling rules.

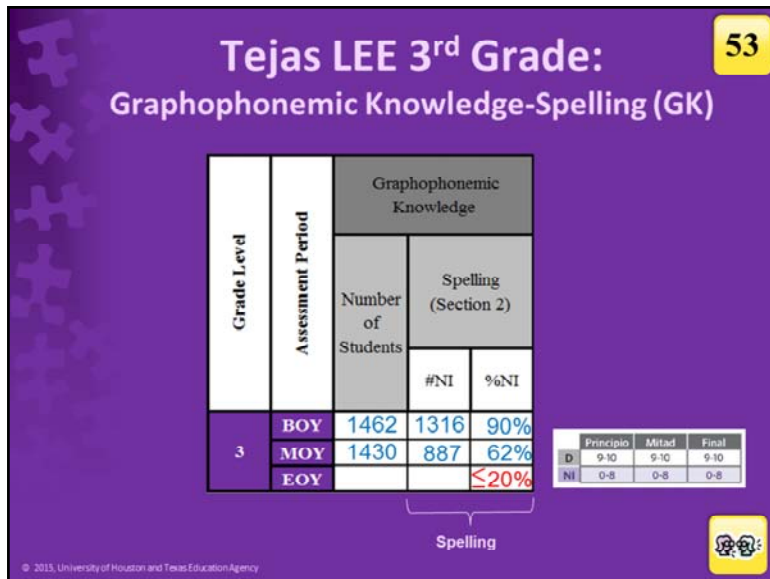


Key Points

- Spelling words in G3 change at each administration so students always take this section.
- When analyzing spelling results, teachers should look the specific spelling patters that are causing students problems and target these for intervention.



Notes



Key Points

- G3 spelling results show a severe weakness.
- Participants should discuss what they would recommend if these were the results for their school/district.

SAY:

Here are the spelling results for our sample district for G3. Spelling difficulties have gone from moderate in G1 (18% NI, 24% NE at MOY) to bad in G2 (37% NI at BOY, 41% at MOY) to SEVERE in G3.

*How might this school district address this weakness?
Discuss at your table.*




NOTES FOR PRESENTER:

If not mentioned by participants, tell them:

1. Teachers should make full use of spelling tools provided by the Tejas LEE (individual student error charts, spelling class summary sheets, spelling grouping mat, spelling alignment)
2. Look both forward (to the next benchmark) and backward (to the results of the last assessment) to prioritize spelling patterns and conventions to be taught
3. Are the teachers in the district poor spellers in Spanish? If so, teachers need to seek out and the district should provide PD in spelling



Notes



Your Turn

54

Take out:

- Spanish Planning Templates
- Tejas data grids for your campus

Work in teams of 2-3:

- Look at one campus at a time
- **Strengths** are an opportunity to share your successes
- **Weaknesses** are an opportunity to learn from colleagues
- **Shared difficulties** are a chance to problem solve

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DO:
Paraphrase slide




Key Points

- Have participants work as school teams to review their own data.
- Have them consider the comments on this page



Notes



Your Turn

55

Look at your data from the following perspectives:

Compare Campus MOY to BOY

- Keep in mind the caveats about the data
- What stands out?
- What needs to happen?

Look your results vertically K-3

- Are their common weaknesses?
- What stands out?
- What needs to happen?

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DO:

Paraphrase slide



Key Points

- Invite teams to compare BOY to MOY results
- Remind them to keep the caveats they learned about the data in mind as they set goals.
- Think about what stands out in the data and from that consider what needs to happen.
- Invite participants to also look at their data vertically (grades K-3).



Notes



Your Turn

Look at your data from the following perspectives:

- Compare your campus over time
 - Do the same weaknesses persist from year to year?
 - Are there any unexpected breaks in results?
 - What stands out?
 - What needs to happen?
- Compare your campus to district results
 - What stands out?
 - What if anything needs to happen?

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56

DO:
Paraphrase slide



Key Points

- Invite participants to look at multiple school years (if the data is available) and answer the questions on this slide
- Also invite campuses to compare their scores to the district as a whole.



Notes

Your Turn

57

Look at your data from the following perspective:

Compare your results across languages

- What stands out?
- What needs to happen?

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DO:
Paraphrase slide




Key Points

- Participants should ask themselves two key questions:
- What stands out?
- What needs to happen?



Notes



58

Questions?

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Key Points



Notes