ELEVATE YOUR SCHOOL'S RATING: EMPOWERING STUDENT GROWTH THROUGH TARGETED INTERVENTIONS

Yee haw

Ashley Richardson
K-5 Math Intervention
16 years in education

Courtney Verzosa
K-5 Reading Intervention
14 years in education

ALL HAT

AND NO CATTLE

STAAR

Before Targeted Intervention 2018-C Rating

Texas Education Agency
2018 Accountability Ratings Overall Summary
ROBERT F HUNT EL (230906102) - NEW DIANA ISD

	Component Score	Scaled Score	Rating
Overall		73	Met Standard
Student Achievement		76	Met Standard
STAAR Performance	48	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		72	Met Standard
Academic Growth	62	59	Improvement Required
Relative Performance (Eco Dis: 49.4%)	48	72	Met Standard
Closing the Gaps	39	66	Met Standard

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Targeted Intervention 2019-A Rating

Texas Education Agency

2019 Accountability Rating Overall Summary
ROBERT F HUNT EL (230906102) - NEW DIANA ISD - UPSHUR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**94**	**A**
Student Achievement		**91**	**A**
STAAR Performance	62	91	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**87**	**B**
Academic Growth	76	82	B
Relative Performance (Eco Dis: 46.2%)	62	87	B
Closing the Gaps	**100**	**100**	**A**

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ **ELA/Reading**

✓ **Mathematics**

Post Covid 2022-A Rating

Texas Education Agency

2022 Accountability Rating Overall Summary
ROBERT F HUNT EL (230906102) - NEW DIANA ISD - UPSHUR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**91**	**A**
Student Achievement		**92**	**A**
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**90**	**A**
Academic Growth	80	88	B
Relative Performance (Eco Dis: 41.8%)	67	90	A
Closing the Gaps	**94**	**89**	**B**

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ **ELA/Reading**

✗ **Mathematics**

WHAT YOUR FIXIN TO GET...

- THE ABILITY TO CRAFT INDIVIDUALIZED PLANS FOR EACH STUDENT, HARNESSING DATA-DRIVEN SMALL GROUP INSTRUCTION TO DRIVE SIGNIFICANT STUDENT GROWTH.

- THE ABILITY TO EQUIP TEACHERS WITH THE SKILLS TO CREATE AND IMPLEMENT THESE PLANS IN ORDER TO ENHANCE THEIR ABILITY TO EFFECTIVELY SUPPORT STUDENTS THROUGHOUT THE YEAR, DRIVING SCHOOL-WIDE PROGRESS, WHILE ACTIVELY ENGAGING ALONGSIDE THEIR FELLOW EDUCATORS.

- A FOUNDATIONAL PLAN THAT EVOLVES DYNAMICALLY WITH EMERGING DATA.

Learning Objective 1

The ability to craft individualized plans for each student, harnessing data-driven small group instruction to drive significant student growth.

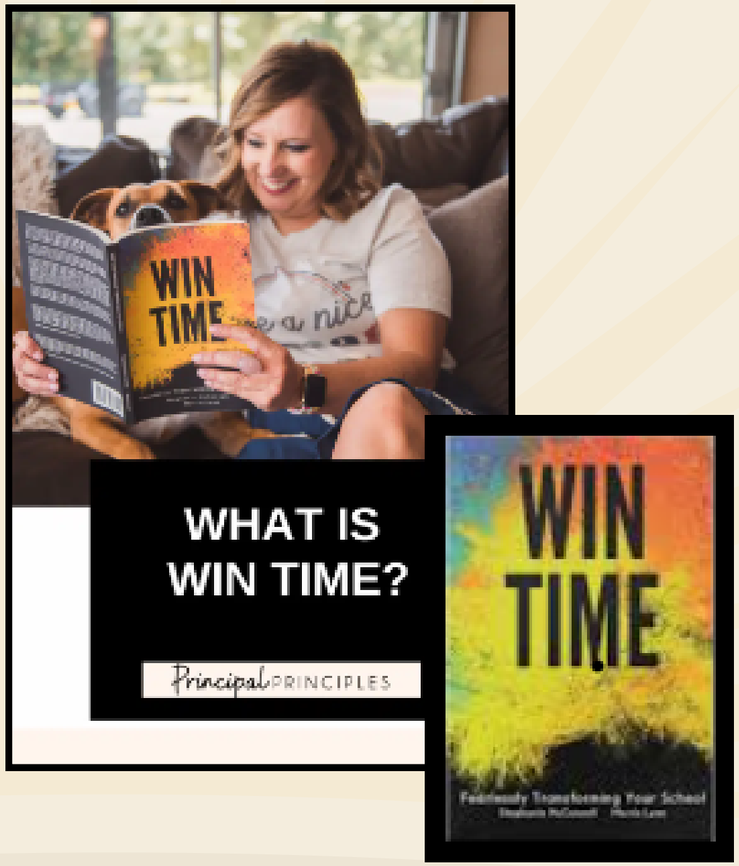
- Summer planning
- Eagle Impact
- Data
- 6 week Meetings
- Reports in DMAC

Summer Planning

- Vertical Planning
- Data Reports
- Create Year at a Glance
- TEKS Focus
- Create Benchmarks and Progress Monitoring Tests

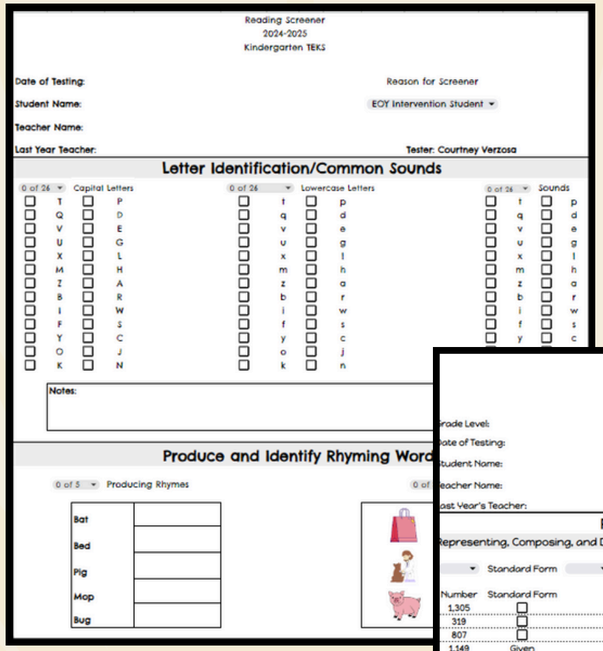
Eagle Impact

- Specified time for each child to receive their individualized plan.
- All hands on deck
- Small Groups
- Skill focus
- Progress Monitoring



Data

- Screener
- Benchmarks
- STAAR Scores
- Weekly Progress Monitoring
- Universal Screener



Reading Screener
2024-2025
Kindergarten TEKS

Date of Testing:
Reason for Screener
Student Name:
EOY Intervention Student
Teacher Name:
Last Year Teacher:
Tester: Courtney Verzosa

Letter Identification/Common Sounds

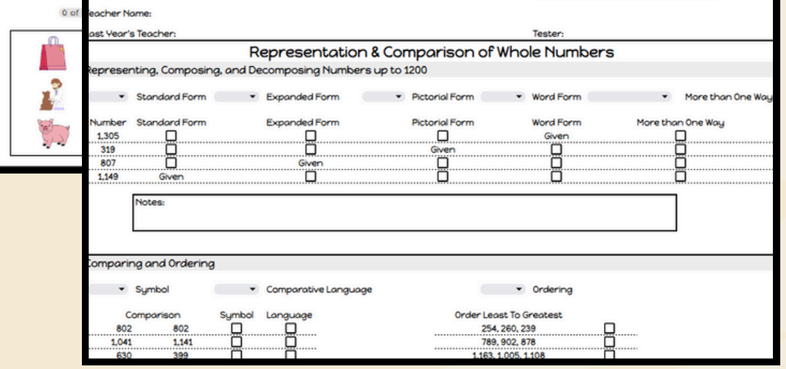
0 of 26	Capital Letters		0 of 26	Lowercase Letters		0 of 26	Sounds	
	T	P		t	p		t	p
	Q	D		q	d		q	d
	V	E		v	e		v	e
	U	G		u	g		u	g
	X	L		x	l		x	l
	M	H		m	h		m	h
	Z	A		z	a		z	a
	B	R		b	r		b	r
	I	W		i	w		i	w
	F	S		f	s		f	s
	Y	C		y	c		y	c
	O	J		o	j			
	K	N		k	n			

Notes:

Produce and Identify Rhyming Word

0 of 5 Producing Rhymes

Bat	
Bed	
Pig	
Mop	
Bug	



Math Screener
2024-2025
Second Grade TEKS

Grade Level:
Date of Testing:
Reason for Screener
Student Name:
Teacher Name:
Last Year's Teacher:
Tester:

Representation & Comparison of Whole Numbers

Representing, Composing, and Decomposing Numbers up to 1200

Number	Standard Form	Expanded Form	Pictorial Form	Word Form	More than One Way
1,305				Given	
319			Given		
807		Given			
1,149	Given				

Notes:

Comparing and Ordering

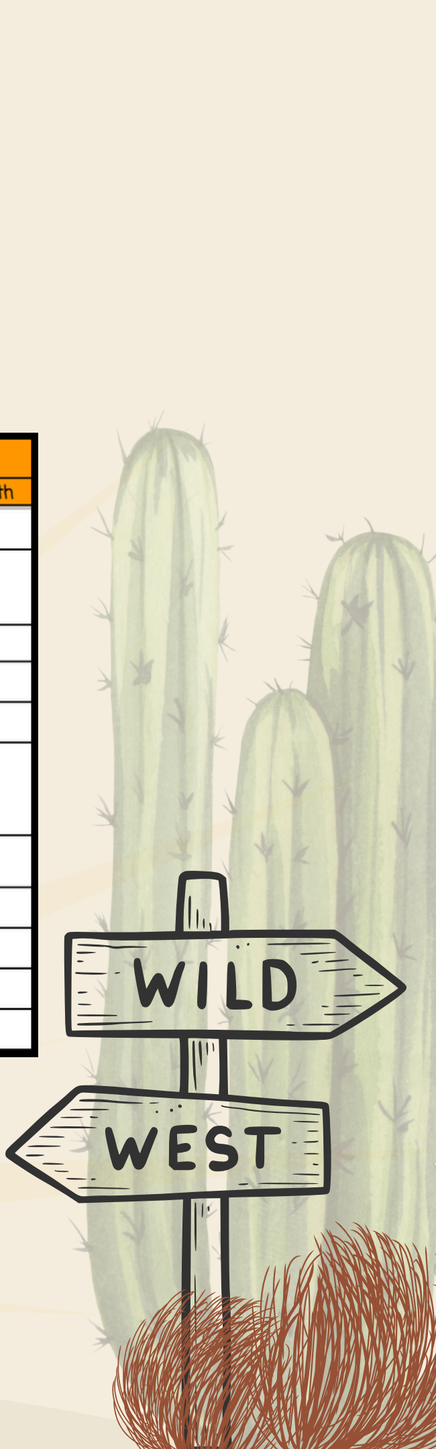
Comparison		Symbol	Language
802	802		
1,041	1,141		
630	398		

Order Least To Greatest
254, 260, 239
789, 902, 878
1,163 1,005 1,108

6 Week Meetings

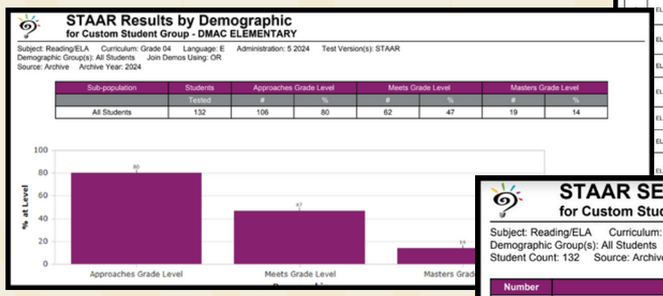
- Each grade level
- Spreadsheet
- Student Data
- Referrals
- New groups

Program	2023 STAAR	23/24 STAAR Prep		24/25 Notes	24/25 Homeroom	Reading Tiers 24/25				Math Tiers 24/25			
		RLA	Math			1st	2nd	3rd	4th	1st	2nd	3rd	4th
	MA 81% RE 90%	☐	☐		Bowman								
RTI	MA 62% RE 65%	☐	☐	9/6: stuggles in math, was absent all this week because of illness, she is in math intervention		T2 Class	T2 Class			T2 Shed	T2 Shed		
504	MA 35% RE 56%	☐	☐										
RTI	MA 84% RE 69%	☑	☑	Noticing some red flags and keep on watch.	Bowman	T2 Class	T2 Class			T2 STAAR Prep	T2 Class		
GT	MA 86% RE 83%	☐	☐		Gibbons								
	MA 65% RE 79%	☑	☑	9/6: has many gaps in math, she checked out early frequently last year and would miss intervention	Gibbons					T2 Shed	T2 Shed		
	MA 65% RE 40%	☐	☐										
504 DYS	MA 57% 60%	☐	☑							T2 STAAR Prep			
	MA 59% RE 75%	☑	☑	Math folder	Vaughn	T2 Class	T2 Class			T2 Class	T2 Class		
	MA 70% RE 69%	☐	☐		Gibbons								
	MA 89% RE 87%	☐	☐										



Reports in DMac

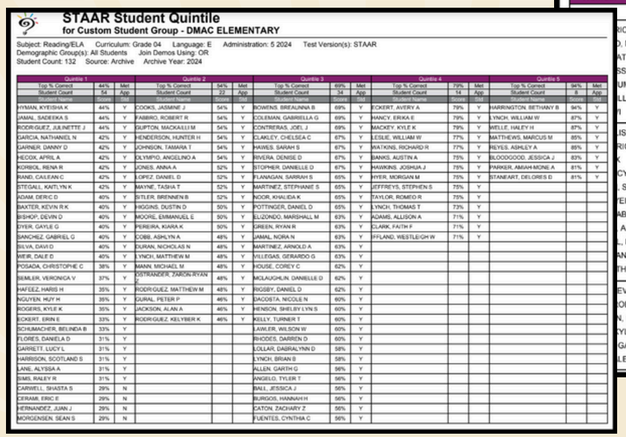
- TEKS Tutorial
- Student Quintiles
- Item Analysis
- SE Tutorial
- TEKS Score Student Responses by Demographic



STAAR Results by Demographic
for Custom Student Group - DMAC ELEMENTARY

Subject: Reading/ELA Curriculum: Grade 04 Language: E Administration: 5 2024 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Source: Archive Archive Year: 2024

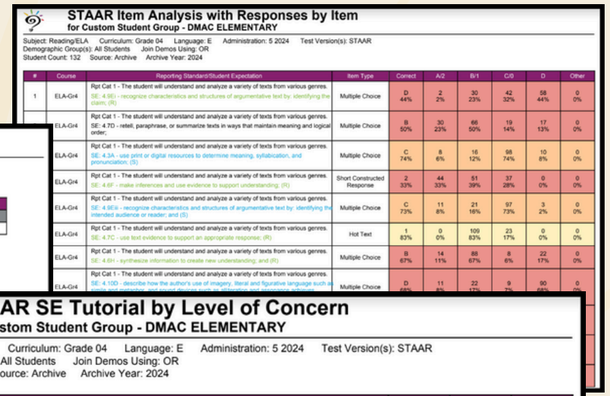
Sub-population	Students Tested	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
		#	%	#	%	#	%
All Students	132	106	80	62	47	19	14



STAAR Student Quintile
for Custom Student Group - DMAC ELEMENTARY

Subject: Reading/ELA Curriculum: Grade 04 Language: E Administration: 5 2024 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 132 Source: Archive Archive Year: 2024

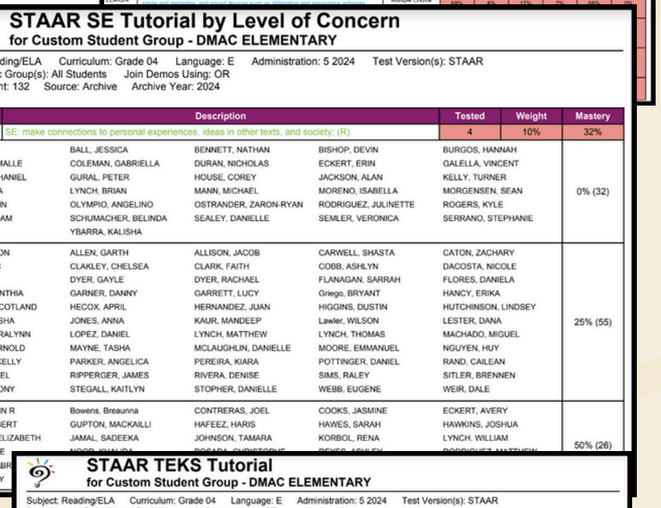
Quintile 1			Quintile 2			Quintile 3			Quintile 4			Quintile 5		
Top % Correct	44%	Met App	Top % Correct	54%	Met App	Top % Correct	69%	Met App	Top % Correct	79%	Met App	Top % Correct	94%	Met App
Student Count	54		Student Count	23		Student Count	34		Student Count	14		Student Count	8	
Student Name	Score		Student Name	Score		Student Name	Score		Student Name	Score		Student Name	Score	
HYMAN, KYEISHA K	44%	Y	COOKS, JASMINE J	54%	Y	BOWENS, BREAUNNA B	69%	Y	ECKERT, AVERY A	79%	Y	HARRINGTON, BETHANY B	94%	Y
JAMAL, SADEEKA S	44%	Y	FABBRO, ROBERT R	54%	Y	COLEMAN, GABRIELLA G	69%	Y	HANCY, ERIKA E	79%	Y	LYNCH, WILLIAM W	87%	Y
RODRIGUEZ, JULINETTE J	44%	Y	GUPTON, MACKAILLI M	54%	Y	CONTRERAS, JOEL J	68%	Y	MACKEY, KYLE K	79%	Y	MELLE, HALEY H	87%	Y
GARCIA, NATHANIEL N	42%	Y	HENDERSON, HUNTER H	54%	Y	CLARKLEY, CHELSEA C	67%	Y	LESLIE, WILLIAM W	77%	Y	MATTHEWS, MARCUS M	85%	Y
GARNER, DANNY D	42%	Y	JOHNSON, TAMARA T	54%	Y	HAWES, SARAH S	67%	Y	WATKINS, RICHARD R	77%	Y	REYES, ASHLEY A	85%	Y
HECOX, APRIL A	42%	Y	OLYMPIO, ANGELINO A	54%	Y	RIVERA, DENISE D	67%	Y	BANKS, AUSTIN A	75%	Y	BLOODGOOD, JESSICA J	83%	Y
KORBOL, RENA R	42%	Y	JONES, ANNA A	52%	Y	STOPHER, DANIELLE D	67%	Y	HAWKINS, JOSHUA J	75%	Y	PARKER, AMIAH-MONE A	81%	Y
RAND, CAILEAN C	42%	Y	LOPEZ, DANIEL D	52%	Y	FLANAGAN, SARRAH S	65%	Y	HYER, MORGAN M	75%	Y	STANEART, DELORES B	81%	Y
STEGALL, KAITLYN K	42%	Y	MAYNE, TASHA T	52%	Y	MARTINEZ, STEPHANIE S	65%	Y	JEFFREYS, STEPHEN S	75%	Y			
ADAM, DERIC D	40%	Y	SITLER, BRENNEN B	52%	Y	NOOR, KHALIDA K	65%	Y	TAYLOR, ROMEO R	75%	Y			
BAXTER, KEVIN R K	40%	Y	HIGGINS, DUSTIN D	50%	Y	POTTINGER, DANIEL D	65%	Y	LYNCH, THOMAS T	73%	Y			
BISHOP, DEVIN D	40%	Y	MOORE, EMMANUEL E	50%	Y	ELIZONDO, MARSHALL M	63%	Y	ADAMS, ALLISON A	71%	Y			
DYER, GAYLE G	40%	Y	PEREIRA, KIARA K	50%	Y	GREEN, RYAN R	63%	Y	CLARK, FAITH F	71%	Y			
SANCHEZ, GABRIEL G	40%	Y	COBB, ASHLYN A	48%	Y	JAMAL, NORA N	63%	Y	IFFLAND, WESTLEIGH W	71%	Y			
SILVA, DAVI D	40%	Y	DURAN, NICHOLAS N	48%	Y	MARTINEZ, ARNOLD A	63%	Y						
WEIR, DALE E	40%	Y	LYNCH, MATTHEW M	48%	Y	VILLEGAS, GERARDO G	63%	Y						
POSADA, CHRISTOPHE C	38%	Y	MANN, MICHAEL M	48%	Y	HOUSE, COREY C	62%	Y						
SEMLER, VERONICA V	37%	Y	OSTRANDER, ZARON-RYAN Z	48%	Y	MCLAUGHLIN, DANIELLE D	62%	Y						
HAFEEZ, HARIS H	35%	Y	RODRIGUEZ, MATTHEW M	48%	Y	RIGSBY, DANIEL D	62%	Y						
NGUYEN, HUY H	35%	Y	QURAL, PETER P	46%	Y	DACOSTA, NICOLE N	60%	Y						
ROGERS, KYLE K	35%	Y	JACKSON, ALAN A	46%	Y	HENSON, SHELBY LYN S	60%	Y						
ECKERT, ERIN E	33%	Y	RODRIGUEZ, KELYBER K	46%	Y	KELLY, TURNER T	60%	Y						
SCHUMACHER, BELINDA B	33%	Y				LAWLER, WILSON W	60%	Y						
FLORES, DANIELA D	31%	Y				RHODES, DARREN D	60%	Y						
GARRETT, LUCY L	31%	Y				LOLLAR, DAIRALYNN D	58%	Y						
HARRISON, SCOTLAND S	31%	Y				LYNCH, BRIAN B	58%	Y						
LANE, ALYSSA A	31%	Y				ALLEN, GARTH G	56%	Y						
SIMS, RALEY R	31%	Y				ANGELO, TYLER T	56%	Y						
CARWELL, SHASTA S	29%	N				BALL, JESSICA J	56%	Y						
CERAMI, ERIC E	29%	N				BURGOS, HANNAH H	56%	Y						
HERNANDEZ, JUAN J	29%	N				CATON, ZACHARY Z	56%	Y						
MORGENSEN, SEAN S	29%	N				FUENTES, CYNTHIA C	56%	Y						



STAAR Item Analysis with Responses by Item
for Custom Student Group - DMAC ELEMENTARY

Subject: Reading/ELA Curriculum: Grade 04 Language: E Administration: 5 2024 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 132 Source: Archive Archive Year: 2024

#	Course	Reporting Standard/Student Expectation	Item Type	Correct	A/J	B/1	C/0	D	Other
1	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.9(I) - recognize characteristics and structures of argumentative text by: identifying the claim; (R)	Multiple Choice	D 44%	2 2%	30 23%	42 32%	58 44%	0 0%
2	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.7D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	Multiple Choice	B 50%	30 23%	66 50%	19 14%	17 13%	0 0%
3	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.3A - use print or digital resources to determine meaning, syllabication, and pronunciation; (R)	Multiple Choice	C 74%	8 6%	16 12%	98 74%	10 8%	0 0%
4	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.6F - make inferences and use evidence to support understanding; (R)	Short Constructed Response	2 33%	44 33%	51 39%	37 28%	0 0%	0 0%
5	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.9E(ii - recognize characteristics and structures of argumentative text by: identifying the intended audience or reader; and (S)	Multiple Choice	C 73%	11 8%	21 16%	97 73%	3 2%	0 0%
6	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.7C - use text evidence to support an appropriate response; (R)	Hot Text	1 83%	0 0%	100 83%	23 17%	0 0%	0 0%
7	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.6H - synthesize information to create new understanding; and (R)	Multiple Choice	B 67%	14 11%	88 67%	8 6%	22 17%	0 0%
8	ELA-Gr4	Rpt Cat 1 - The student will understand and analyze a variety of texts from various genres. SE: 4.10D - describe how the author's use of imagery, literal and figurative language such a	Multiple Choice	D 68%	11 8%	22 17%	9 7%	90 68%	0 0%

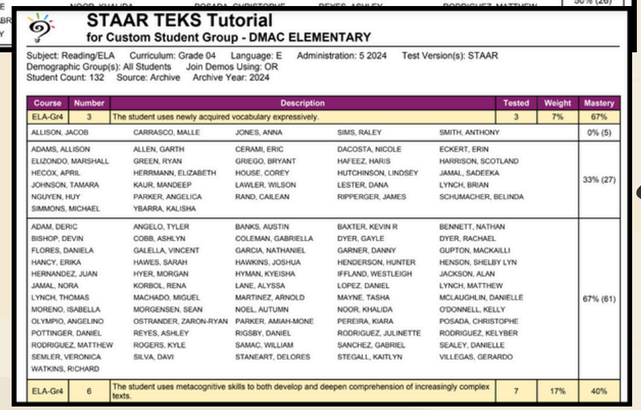


STAAR SE Tutorial by Level of Concern
for Custom Student Group - DMAC ELEMENTARY

Subject: Reading/ELA Curriculum: Grade 04 Language: E Administration: 5 2024 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 132 Source: Archive Archive Year: 2024

Number	Description	Tested	Weight	Mastery
	SE: make connections to personal experiences, ideas in other texts, and society; (R)	4	10%	32%

BALL, JESSICA	BENNETT, NATHAN	BISHOP, DEVIN	BURGOS, HANNAH	0% (32)
COLEMAN, GABRIELLA	DURAN, NICHOLAS	ECKERT, ERIN	GALELLA, VINCENT	
GURAL, PETER	HOUSE, COREY	JACKSON, ALAN	KELLY, TURNER	
LYNCH, BRIAN	MANN, MICHAEL	MORENO, ISABELLA	MORGENSEN, SEAN	
OLYMPIO, ANGELINO	OSTRANDER, ZARON-RYAN	RODRIGUEZ, JULINETTE	ROGERS, KYLE	
SCHUMACHER, BELINDA	SEALEY, DANIELLE	SEMLER, VERONICA	SERRANO, STEPHANIE	
YBARRA, KALISHA				
ALLEN, GARTH	ALLISON, JACOB	CARWELL, SHASTA	CATON, ZACHARY	25% (55)
CLAKLEY, CHELSEA	CLARK, FAITH	COBB, ASHLYN	DACOSTA, NICOLE	
DYER, GAYLE	DYER, RACHAEL	FLANAGAN, SARRAH	FLORES, DANIELA	
GARNER, DANNY	GARRETT, LUCY	Griego, BRYANT	HANCY, ERIKA	
HECOX, APRIL	HERNANDEZ, JUAN	HIGGINS, DUSTIN	HUTCHINSON, LINDSEY	
JONES, ANNA	KAUR, MANDEEP	Lawler, WILSON	LESTER, DANA	
LOPEZ, DANIEL	LYNCH, MATTHEW	LYNCH, THOMAS	MACHADO, MIGUEL	
MAYNE, TASHA	MCLAUGHLIN, DANIELLE	MOORE, EMMANUEL	NGUYEN, HUY	
PARKER, ANGELICA	PEREIRA, KIARA	POTTINGER, DANIEL	RAND, CAILEAN	
RIPPERGER, JAMES	RIVERA, DENISE	SIMS, RALEY	SITLER, BRENNEN	
STEGALL, KAITLYN	STOPHER, DANIELLE	WEBB, EUGENE	WEIR, DALE	
Bowens, Breaunna	CONTRERAS, JOEL	COOKS, JASMINE	ECKERT, AVERY	50% (26)
GUPTON, MACKAILLI	HAFEEZ, HARIS	HAWES, SARAH	HAWKINS, JOSHUA	
JAMAL, SADEEKA	JOHNSON, TAMARA	KORBOL, RENA	LYNCH, WILLIAM	



STAAR TEKS Tutorial
for Custom Student Group - DMAC ELEMENTARY

Subject: Reading/ELA Curriculum: Grade 04 Language: E Administration: 5 2024 Test Version(s): STAAR
Demographic Group(s): All Students Join Demos Using: OR
Student Count: 132 Source: Archive Archive Year: 2024

Course	Number	Description	Tested	Weight	Mastery
ELA-Gr4	3	The student uses newly acquired vocabulary expressively.	3	7%	67%

ALLISON, JACOB	CARRASCO, MALLE	JONES, ANNA	SIMS, RALEY	SMITH, ANTHONY	0% (5)
ADAMS, ALLISON	ALLEN, GARTH	CERAMI, ERIC	DACOSTA, NICOLE	ECKERT, ERIN	33% (27)
ELIZONDO, MARSHALL	GREEN, RYAN	GRIEGO, BRYANT	HAFEEZ, HARIS	HARRISON, SCOTLAND	
HECOX, APRIL	HERRMANN, ELIZABETH	HOUSE, COREY	HUTCHINSON, LINDSEY	JAMAL, SADEEKA	
JOHNSON, TAMARA	KAUR, MANDEEP	LAWLER, WILSON	LESTER, DANA	LYNCH, BRIAN	
NGUYEN, HUY	PARKER, ANGELICA	RAND, CAILEAN	RIPPERGER, JAMES	SCHUMACHER, BELINDA	
SIMMONS, MICHAEL	YBARRA, KALISHA				
ADAM, DERIC	ANGELO, TYLER	BANKS, AUSTIN	BAXTER, KEVIN R	BENNETT, NATHAN	67% (61)
BISHOP, DEVIN	COBB, ASHLYN	COLEMAN, GABRIELLA	DYER, GAYLE	DYER, RACHAEL	
FLORES, DANIELA	GALELLA, VINCENT	GARCIA, NATHANIEL	GARNER, DANNY	GUPTON, MACKAILLI	
HANCY, ERIKA	HAWES, SARAH	HAWKINS, JOSHUA	HENDERSON, HUNTER	HENSON, SHELBY LYN	
HERNANDEZ, JUAN	HYER, MORGAN	HYMAN, KYEISHA	IFFLAND, WESTLEIGH	JACKSON, ALAN	
JAMAL, NORA	KORBOL, RENA	LANE, ALYSSA	LOPEZ, DANIEL	LYNCH, MATTHEW	
LYNCH, THOMAS	MACHADO, MIGUEL	MARTINEZ, ARNOLD	MAYNE, TASHA	MCLAUGHLIN, DANIELLE	
MORENO, ISABELLA	MORGENSEN, SEAN	NOEL, AUTUMN	NOOR, KHALIDA	O'DONNELL, KELLY	
OLYMPIO, ANGELINO	OSTRANDER, ZARON-RYAN	PARKER, AMIAH-MONE	PEREIRA, KIARA	POSADA, CHRISTOPHE	
POTTINGER, DANIEL	REYES, ASHLEY	RIGSBY, DANIEL	RODRIGUEZ, JULINETTE	RODRIGUEZ, KELYBER	
RODRIGUEZ, MATTHEW	ROGERS, KYLE	SAMAC, WILLIAM	SANCHEZ, GABRIEL	SEALEY, DANIELLE	
SEMLER, VERONICA	SILVA, DAVI	STANEART, DELORES	STEGALL, KAITLYN	VILLEGAS, GERARDO	
WATKINS, RICHARD					
ELA-Gr4	6	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	7	17%	40%

THESE BOOTS WERE MADE FOR WALKIN'

Learning Objective 2

The ability to equip teachers with the skills to create and implement these plans in order to enhance their ability to effectively support students throughout the year, driving school-wide progress while actively engaging alongside their fellow educators.

- Summer Planning Days
- Test Questions from DMAC Test Bank
- Tier 1 Instruction: Best Practices/Foundation checklist
- Interventionists used for teacher support
- All Departments collaborate
- Data meetings

Tier 1 Instruction

Best Practices/Foundation checklist

Foundation Checklist for Small Groups

Group Members	Moves left to right	Moves front to back	Controls return sweep	Talks about pictures	Word by word matching	Pays attention to print	Uses patterns	Predictions make sense	Self monitors	Notes	Mon.	Tues.	Wed.	Thurs.	Fri.

2.5A Determine the value of a collection of coins up to one dollar.
2.5B Use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins

Student	3=Got It 2=Needs Work 1=Reteach/Help	Skip count by 5	Skip count by 10	Identifies penny and value	Identifies nickel and value	Identifies dime and value	Identifies quarter and value	Correctly uses Cent symbol	Correctly uses Dollar sign and decimal	uses TouchMath to count mixed Coins	Notes

THAT DOG WON'T

HUNT

Learning Objective 3

A foundational plan that evolves dynamically with emerging data.

- Nine weeks to nine weeks
- Full Circle RTI meeting
- Follow-up with teachers/support staff

Y'all contact us now, ya hear

CONTACT INFO:

COURTNEY VERZOSA

RLA

ASHLEY RICHARDSON

MATH

THEINTERVENETEAM@GMAIL.COM