

TPRI newsletter

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Using EOY TPRI Data to Plan for Next Year

The window for EOY TPRI assessment is mid-April. Assessing in mid-April provides important instructional information so that teachers can intensify their support for struggling students in the last weeks of school. But guiding your final weeks of instruction is only one purpose for EOY data. Your EOY data also helps you answer important questions, like whether your curriculum is working, and which students to support most at the start of the new school year.

Is our curriculum working? Examining EOY data is an important step in considering if your curriculum is effective for students — at a class, school or district level. Staff can reflect on EOY TPRI data by looking for gaps between expected achievement and actual results. When these gaps are found, teachers can share why they think student performance didn't match intended outcomes, and can work together to plan steps to improve. Further training for effectively using a particular curriculum or resource may be required. Alternatively, if a change or enhancement to a curriculum is needed, a team can begin to investigate strong research-based programs to implement in the fall. Read the Q & A section on page 2 to learn how one district, Pampa ISD, used TPRI data to plan changes to their curriculum and support.

Next year, which students may need immediate intervention? EOY data is also helpful for knowing which students to target with additional support beginning the first days back to school in the fall. Too often, the school year begins, BOY data is collected and analyzed, and four or more weeks of school pass before any students receive intervention. Instead, use EOY data to identify students who will likely require the most assistance, and to determine their areas of greatest need. Begin intervention instruction immediately so that valuable instructional time is not lost at the beginning of the year.

While TPRI EOY data provides valuable information, there is one question it isn't intended to answer: will this student be promoted to the next grade? The TPRI should not be used to determine promotion or retention of students. The purpose of the TPRI is to help teachers teach by giving them information they can use to guide instruction. It should not be used as an outcome measure or to evaluate students, and should not be used to make promotion decisions.



Automated Class Summary Sheets can help analyze class data : <http://tpri.org/resources/ACSS.html>



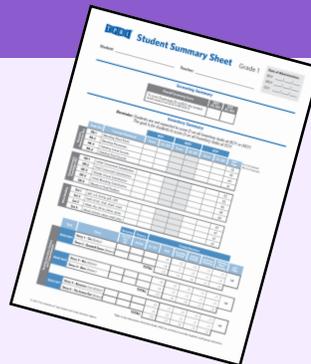
Did You Know?

If you give the TPRI using the paper-pencil method, **you need to obtain additional TPRI Student Record Sheets and Class Summary Sheets.**

Your campus or district may choose to purchase printed packets of materials or you may download the files for free.

For more information and to order, click on the link below:

<http://tpri.org/documents/Website%202012%20SRS%20News.pdf>



Summer Vacation is Here!

For those of you who break over the summer, the TPRI development team would like to wish you well. Have a safe and relaxing vacation! We look forward to connecting with you in our next newsletter in the fall.



 **Teacher to Teacher**

Jennifer Collins, Reading Improvement Coordinator from Leander ISD, shared how her district made the decision to adopt TPRI and Tejas LEE as their early reading assessments in 2011. Leander has experienced great success with implementation across the district this year. Below is an email Jennifer sent to TPRI in October explaining how Leander provided training and launched their new assessments.

I wanted to take a few minutes to give your team an update regarding Leander ISD's initial implementation of TPRI and Tejas LEE. We began with a focus group who unanimously agreed that a change to TPRI and Tejas LEE was the best decision for our district. We all truly appreciated the philosophy regarding the purpose of the assessment to "help teachers teach!"

For our initial roll-out, we trained 500 K-2 teachers using the TPRI Administration Modules you created. We tweaked the training to meet the needs of our district, but were able to use the handouts and PPTs created by your team. We distributed our TPRI and Tejas LEE kits at the close of each training and our teachers were so excited to leave with their new materials in their hands!

Then, two weeks ago, we began offering the TPRI Instructional Modules you created. Based on the feedback of teachers, we're hosting 7 after school trainings from 3:30-7:00 p.m. on campuses across the district. We have combined the three modules into one evening session so that teachers are grouping their students, planning using the IAG and analyzing their word reading and spelling results in one evening. Again, we are using the handouts and PPTs created by your team. The teachers are SO excited about this training. They are leaving at 7:00 p.m. thanking me for the training. Specifically, the teachers are thankful for the opportunity to grasp the foundation of the test, analyze their own data and make REAL plans for instruction. They are all AMAZED by the high quality activities in the IAG.

We'd love to hear from you! Please email your suggestions to tpri@uth.tmc.edu. Your idea might be featured in an upcoming TPRI newsletter!

 **Q&A** 

What can we learn from looking at district TPRI data?

Pampa ISD began their 2011-2012 school year by reflecting on district BOY data to see what types of instructional improvements could be made.

Evan Smith, Deputy Superintendent reported that, "Analysis of our scores for the beginning of the year have us already studying, thinking, and planning for short and long-term interventions and systemic adjustments."

GK was one area where Pampa determined improvement was needed. The first step the district took to improve GK performance was to provide training to all teachers using the TPRI Word Reading and Spelling Error Analysis TPRI training module. The next step included a survey of all K-2 staff members across the district. The main purpose of the survey was to find out what phonics curriculum teachers used for instruction and how they used it. Also gathered was information about teacher knowledge and beliefs about GK instruction and curriculum. After the survey, a decision was made to adopt a district-wide phonics curriculum. A panel of teachers, literacy coordinators, principals and district leaders worked together to analyze the effectiveness of suggested programs. A final decision was made and training for the new curriculum will occur during the summer. Campus literacy coordinators and principals will support teachers with implementation. Teachers are excited about this change and look forward to seeing improvement in student GK achievement.

As Evan Smith said, looking at district data provided "a great opportunity for us to learn more about ways to improve student learning in Pampa!"

 **Check it Out!**

TPRI and Tejas LEE are offering summer trainings during the week of August 6-10.



Register Online Now 

August 6 & 7 TPRI 2010-2014 Training-of-Trainers (TOT): K-3 Administration & Instructional Modules

August 8 TPRI PRO!: Putting the Pieces together: TPRI, RTI and More
To learn more and to register, visit <http://tpri.org/training/index.html>.



Register Online Now 

August 8 Tejas LEE PRO!: RTI and Common Administration Errors
August 9 & 10 Tejas LEE Training-of-Trainers (TOT) for Revised Kits released in 2010
To learn more and to register, visit <https://www.tejaslee.org/Training/Registration/TOTTrainings.aspx>.

