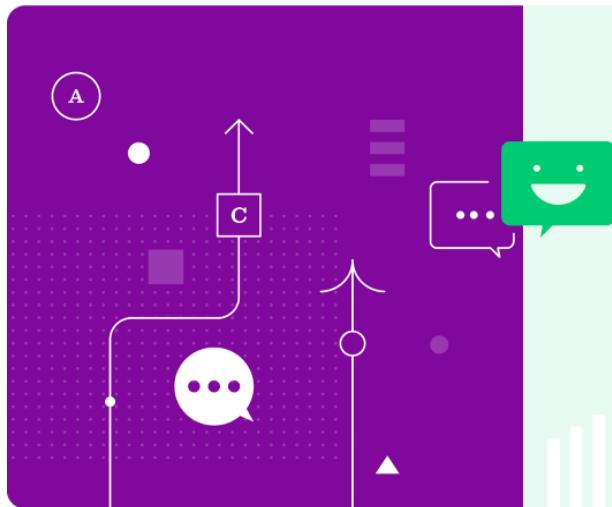




Linking the Texas STAAR Spanish Assessment to ISIP Lectura



THE INTELLIGENT
Growth Engine

Linking the Texas STAAR Spanish Assessment to ISIP Lectura

PREPARED BY

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DATE

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Executive Summary

This study investigated how well Amira Learning's *Lectura Temprana* (Grades PK-3) and *Lectura Avanzada* (Grades 4-5) predict student performance on the Spanish State of Texas Assessments of Academic Readiness (STAAR) Reading Language Arts (RLA) assessment. Two complementary designs were used. A cross-sectional analysis linked beginning-, middle-, and end-of-year (BOY, MOY, and EOY, respectively) *Lectura* benchmarks from three Texas districts to same-year STAAR scores in Grades 3-5. A longitudinal analysis followed a separate cohort from Grades 1 and 2 through Grade 3 in a fourth district, evaluating how early *Lectura* growth forecasts later STAAR outcomes.

Across the cross-sectional sample of 1,012 students, *Lectura* and STAAR were strongly related ($r = .68\text{--}.79$), and areas under the curve (AUCs) ranged from .76 to .85, reflecting good to excellent discrimination. Grade-specific percentile cut points produced overall classification accuracies near 80% at each benchmark window. For example, a 50th-percentile cut in Grade 3 correctly identified 79% of students meeting and not meeting *Approaches* or higher on the Spanish STAAR RLA at BOY, while a 65th-percentile cut in Grade 4 achieved 82% accuracy at MOY. These results indicate that even the first benchmark of the year offers a reliable early-warning signal, and that accuracy remains high as students approach the spring test.

The longitudinal component included 395 students and showed moderate correlations between first and second grade *Lectura* scores and third grade STAAR performance ($r = .52\text{--}.66$). Despite the two-year gap, classification models still achieved about 70% accuracy, with AUCs between .65 and .74. Probability curves revealed that first grade readers above the 95th percentile and second-grade readers above the 90th percentile already have a high likelihood of meeting the STAAR *Approaches* standard in Grade 3, whereas those below the 40th percentile are at heightened risk.

Taken together, the two analyses confirm that *Lectura* functions both as a within-year progress monitor and as an early predictor of Spanish STAAR RLA proficiency. Because the assessments are computer-adaptive, brief, and available at multiple benchmark windows, districts can translate mid-year *Lectura* scores into STAAR-aligned probability bands, target instruction months in advance of the state test, and identify students who may need support two years before high-stakes accountability decisions are made.

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Introduction

Amira Learning's Spanish computer-adaptive reading suite presently comprises *Lectura Temprana* (Grades PK-3) and *Lectura Avanzada* (Grades 4-5). These two instruments are separate, and therefore, do not have a unified vertical scale. Following the merger between Amira Learning and Istation, the company has announced plans to integrate the two assessments onto a single vertical scale, which will be known as Amira ISIP *Evaluar*. Until the vertical scale is implemented, however, the legacy Istation names and separate scales remain as the operational basis for research and reporting, including the present study. Therefore, this study provides the proficiency projection of Amira's Spanish reading assessments—*Lectura Temprana* (Grades PK-3) and *Lectura Avanzada* (Grades 4-5)—on the Spanish STAAR RLA assessment administered in Spanish for Grades 3-5.

Data were obtained from three Texas school districts in which students completed *Lectura* at the BOY, MOY, and EOY benchmarks in the 2023-24 school year. Students also took the Spanish STAAR assessment in the spring of 2024, enabling a traditional cross-sectional linking analysis. A subsequent, longitudinal analysis followed an independent cohort from Grade 1 (*Lectura Temprana*) through Grade 3 (STAAR) in a fourth district, allowing the examination of how early Spanish reading performance predicts later state-level outcomes.

Regular administration of *Lectura* (monthly or at benchmark periods) creates an opportunity for linking throughout the school year to predict Spanish STAAR outcomes in the spring. Results allow educators translate mid-year *Lectura* scores to STAAR probability bands, so they can adjust instruction well before the spring test window and monitor growth in *Lectura*.

Lectura Temprana has demonstrated strong concurrent validity with well-established Spanish literacy benchmarks, such as the *Evaluación del Desarrollo de la Lectura* (EDL2) and *Tejas LEE*, in lower grades (Istation, 2016). Additionally, *Lectura Avanzada* correlates strongly with norm-referenced measures, such as the Gray Oral Reading Test-4, Woodcock-Johnson III, Wechsler Individual Achievement Test-II, and Peabody Picture Vocabulary Test-IV (Istation, 2019).

Building on that foundation, the present investigation extends *Lectura*'s evidence base to the statewide accountability context by:

1. **Cross-Sectional Linking (Grades 3-5).** Deriving Lectura cut scores that correspond to STAAR performance levels (Did Not Meet, Approaches, Meets, Masters) within the same school year.
2. **Longitudinal Prediction (Grades 1-3).** Estimating the probability that early Lectura Temprana scores in Grades 1 and 2 predict Grade 3 STAAR outcomes for the same cohort.

Background

Lectura Assessments

Lectura Temprana and Lectura Avanzada were not translated versions of Amira's English assessments; each was built with respect to the linguistic structure, orthographic transparency, and instructional standards of Spanish. Development began with a Spanish-specific blueprint: Texas Essential Knowledge and Skills (TEKS) for Spanish Language Arts and Reading (SLAR) were merged with standards from California, Puerto Rico, WIDA, and several Latin-American countries to create a single set of grade-by-grade expectations for bilingual classrooms. A national advisory council of researchers in bilingual education reviewed these standards, and a Texas-based editorial firm (Tri-Lin) authored more than 5,000 items directly in Spanish. No items were translated or adapted from English forms, and every item underwent bias and age-appropriateness reviews.

Lectura Temprana targets the domains most predictive of Spanish reading success (i.e., phonemic awareness, grapheme-phoneme conversion, vocabulary, comprehension, and text fluency) that parallel both the Early Grade Reading Assessment (EGRA) used in Latin America and cross-linguistic research on transparent orthographies.

Lectura Avanzada extends the same research-based approach to upper-elementary skills (i.e., word analysis, vocabulary, comprehension, and connected-text fluency), drawing on European (e.g., *Marco Común Europeo de Referencia*) and Latin-American scholarship to ensure cultural and linguistic relevance.

Both assessments employ a computer-adaptive engine that tailors item difficulty in real time, allows class-wide administration in roughly 30 minutes, and delivers immediate growth reports that group students by instructional tiers and forecast year-end outcomes. To guide instructional decisions, Lectura scores are organized into three tiers:

- **Tier 1 - On Track:** above the 40th percentile
- **Tier 2 - Moderate Risk:** 21st-40th percentiles
- **Tier 3 - At Risk:** 20th percentile and below

These design features position Lectura as a culturally responsive tool for improving student outcomes.

Spanish STAAR Reading Language Arts Assessment

The Spanish STAAR RLA assessment is the state's summative measure of grade-level reading proficiency for bilingual programs. Items are aligned to the TEKS, and, as shown in Table 1, results are reported as scaled scores that are stratified into four ordered performance levels:

- **Did Not Meet Grade Level:** Students do not demonstrate a sufficient understanding of the assessed knowledge and skills.
- **Approaches Grade Level:** Students demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- **Meets Grade Level:** Students demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- **Masters Grade Level:** Students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Table 1. Scaled Score Ranges for Performance Levels by Grade on the Spanish STAAR RLA Assessment

Grade	Did Not Meet	Approaches	Meets	Masters
3	726-1309	1318-1438	1447-1504	≥1515
4	783-1402	1408-1478	1488-1572	≥1581
5	826-1421	1431-1547	1556-1661	≥1662

Methodology

The analytical strategy began with evaluating Pearson product-moment correlations between the Lectura and Spanish STAAR RLA assessments. Next, multinomial logistic regression determined probabilities for reaching the *Approaches* performance level or above on the Spanish STAAR RLA assessment. Finally, conducting classification accuracy analysis identified the cut points that best predict whether a student will reach the *Approaches* performance level or above on the Spanish STAAR RLA assessment.

Analytic Samples

The data for these analyses are from students across four districts in Texas. Only students who had valid Lectura scores at BOY, MOY, and EOY and a Spanish STAAR RLA score were included in the analyses.

Table 2 presents the analytic sample breakdown by school district and grade level. Districts A through C were included in the cross-sectional analysis, whereas District D data were used for the longitudinal analysis. Nearly 100% of students are Hispanic or Latino for each district, except District B, which consisted of predominately Non-Hispanic White students (98%). A full description of demographic characteristics for each district is available in Table 3.

Table 2. Sample Size per District by Grade

Grade	A	B	C	D	Combined
3	150	370	65	395	980
4		271			271
5		156			156
Combined	150	797	65	395	1407

Table 3. Demographic Description of the Sample by District

District	Sample Size	Demographic Characteristic	Percentage
A	N = 150	Female	46%
		Male	54%
		Hispanic or Latino Origin	98%

		White/Non-Hispanic	1.3%
		Two or More Races	0.7%
B	N = 797	Female	51%
		Male	49%
		White/Non-Hispanic	98%
		Asian	1.6%
		Black or African American	0.1%
		Native Hawaiian or Other Pacific Islander	0.1%
C	N = 65	Female	62%
		Male	38%
		Hispanic or Latino Origin	100%
D	N = 395	Female	48%
		Male	52%
		Hispanic or Latino Origin	98%
		White/Non-Hispanic	1.5%

Analytic Plan

To provide teachers and administrators with the information they need to determine whether a student is likely to reach the *Approaches* level or above on the Spanish STAAR RLA assessment, the analysis first examined Pearson product-moment correlations to confirm the correlation of performance between the two assessments. Next, multinomial logistic regression determined the probabilities of reaching the *Approaches*, *Meets*, or *Masters* levels of the Spanish STAAR RLA assessment. The analysis used the Lectura score as the predictor and the Spanish STAAR performance levels as outcome variables. Students with ISIP scores ranging from the 1st to the 99th percentile ranks were included in the analysis. A selection of 20 Lectura scores in BOY, MOY, and EOY, corresponding to the following percentile ranks, was made: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, and 99. The model was adapted for each grade individually.

The probability of achieving *Approaches* or above on the Spanish STAAR RLA assessment is computed by adding the probabilities of *Approaches* and above. The probability of achieving the *Meets* performance level is the probability of *Meets* and *Masters*, and the probability for *Masters* is the probability only for that level.

Finally, classification accuracy analyses determined Lectura cut points that assist in differentiating students who will or will not achieve *Approaches* or higher on the Spanish STAAR RLA assessment.

The methods remain consistent for the longitudinal analyses in that Lectura scores used for the predictions are from grades 1 and 2, following the same cohort to predict grade 3 Spanish STAAR RLA outcomes. The analyses were computed using Stata MP 19.5.

Results

Lectura and Spanish STAAR RLA Descriptive Statistics

Tables 4 through 6 present descriptive statistics for Lectura and Spanish STAAR RLA performance by district and grade. Table 5 presents data for Districts A through C combined. District D data were computed separately due to the different study design.

Table 4. Mean and Standard Deviation (SD) for Spanish STAAR and Lectura Scores by District and Grade Level

District	Grade	Spanish STAAR Score (SD)	Lectura BOY Reading (SD)	Lectura MOY Reading (SD)	Lectura EOY Reading (SD)
A	3	1349.3 (123.9)	932.2 (60.8)	967.2 (64.9)	986.3 (58.8)
B	3	1302.2 (120.8)	919.4 (60.7)	951.4 (78.4)	965.4 (79.8)
	4	1396.7 (138.1)	1927.8 (155.7)	1994.2 (173.9)	2021.4 (185.3)
	5	1466.2 (144.2)	2020.6 (171.2)	2056.2 (194.9)	2102.0 (210.4)
C	3	1342.3 (122.9)	932.9 (58.7)	979.6 (75.1)	987.0 (71.7)
D	1	—	772.8 (45.5)	798.9 (66.2)	853.5 (68.8)
	2	—	863.1 (50.7)	903.6 (66.4)	945.5 (64.8)
	3	1358.5 (129.6)	—	—	—

Table 5. Districts' Combined Mean and Standard Deviation (SD) for Spanish STAAR and Lectura Scores by Grade Level

Grade	Spanish STAAR Score (SD)	Lectura BOY Reading (SD)	Lectura MOY Reading (SD)	Lectura EOY Reading (SD)
3	1318.8 (123.6)	924.2 (60.7)	958.6 (75.3)	973.2 (74.6)

4	1396.7 (138.1)	1927.8 (155.7)	1994.2 (173.9)	2021.4 (185.3)
5	1466.2 (144.2)	2020.6 (171.2)	2056.2 (194.9)	2102.0 (210.4)

*Excludes District D

Table 6. Percentage of Students in Spanish STAAR Performance Levels by District Cohort and Grade Level

District	Grade	Did Not Meet	Approaches	Meets	Masters
A-C	3	51%	34%	8%	7%
	4	56%	18%	16%	10%
	5	42%	33%	16%	9%
D	3	37%	38%	11%	13%

Cross-Sectional Study: Districts A-C

Correlational Analysis: Lectura and Spanish STAAR RLA

Table 7 shows the Pearson product-moment correlation coefficients between Lectura scores for BOY, MOY, and EOY, and Spanish STAAR RLA for districts A through C combined. The coefficients for grade 3 are .68 to .69, indicating a moderately strong relationship, and coefficients for grades 4 and 5 are .72 to .79, indicating a strong positive relationship, between Lectura and Spanish STAAR RLA.

Table 7. Pearson Product-Moment Correlation Coefficients between Lectura and Spanish STAAR

Grade	BOY Lectura	MOY Lectura	EOY Lectura
3	.69*	.69*	.68*
4	.72*	.77*	.79*
5	.74*	.77*	.73*

*p < 0.001

Linking Analysis: Lectura and Spanish STAAR RLA

Tables 8 through 10 are concordance tables derived from statistical linking procedures that directly link Lectura and Spanish STAAR RLA assessment levels. Concordance tables serve as valuable tools for various stakeholders, including educators, parents, administrators, researchers and policymakers, by offering essential information to assess students' academic performance. These tables allow for a more comprehensive understanding of students' abilities and progress. Moreover, concordance tables aid in identifying strengths and weaknesses in specific subject areas, assisting in the development of targeted interventions and support programs. Furthermore, these tables contribute to the establishment of consistent academic standards and expectations, thereby promoting a unified approach to evaluating and enhancing educational outcomes.

The probabilities of meeting a Spanish STAAR RLA performance level were divided into low (less than .330), medium (.330-.660), and high (greater than .660).

Table 8. Third Through Fifth Grade Proficiency Projections for Lectura at BOY

Grade	Overall Score	Percentile	Approaches Probability	Approaches	Meets Probability	Meets	Masters Probability	Masters
3	832	5	0.042	Low	0.001	Low	0.000	Low
	854	10	0.080	Low	0.002	Low	0.000	Low
	870	15	0.124	Low	0.005	Low	0.001	Low
	881	20	0.166	Low	0.009	Low	0.001	Low
	891	25	0.214	Low	0.014	Low	0.002	Low
	900	30	0.266	Low	0.021	Low	0.003	Low
	909	35	0.325	Low	0.030	Low	0.006	Low
	917	40	0.385	Medium	0.042	Low	0.009	Low
	924	45	0.440	Medium	0.056	Low	0.013	Low
	932	50	0.506	Medium	0.076	Low	0.019	Low
	939	55	0.565	Medium	0.098	Low	0.027	Low
	947	60	0.632	Medium	0.129	Low	0.039	Low
	955	65	0.695	High	0.166	Low	0.055	Low
	963	70	0.754	High	0.210	Low	0.077	Low
	972	75	0.812	High	0.267	Low	0.108	Low
	982	80	0.865	High	0.339	Medium	0.151	Low
	993	85	0.911	High	0.425	Medium	0.210	Low
	1007	90	0.950	High	0.540	Medium	0.300	Low
	1028	95	0.982	High	0.700	High	0.451	Medium
	1062	99	0.997	High	0.879	High	0.674	High
4	1713	5	0.023	Low	0.003	Low	0.000	Low
	1761	10	0.044	Low	0.007	Low	0.001	Low
	1793	15	0.068	Low	0.013	Low	0.001	Low
	1818	20	0.096	Low	0.021	Low	0.002	Low
	1839	25	0.126	Low	0.031	Low	0.004	Low
	1858	30	0.161	Low	0.043	Low	0.006	Low
	1876	35	0.201	Low	0.059	Low	0.009	Low
	11893	40	0.246	Low	0.079	Low	0.014	Low

4	1909	45	0.295	Low	0.102	Low	0.020	Low
	1925	50	0.351	Medium	0.130	Low	0.027	Low
	1941	55	0.411	Medium	0.164	Low	0.037	Low
	1957	60	0.475	Medium	0.203	Low	0.050	Low
	1973	65	0.541	Medium	0.247	Low	0.067	Low
	1991	70	0.615	Medium	0.302	Low	0.089	Low
	2010	75	0.689	High	0.365	Medium	0.117	Low
	2030	80	0.760	High	0.432	Medium	0.153	Low
	2055	85	0.833	High	0.516	Medium	0.203	Low
	2085	90	0.898	High	0.609	Medium	0.270	Low
	2128	95	0.953	High	0.721	High	0.373	Medium
	2200	99	0.989	High	0.853	High	0.544	Medium
5	1745	5	0.066	Low	0.003	Low	0.000	Low
	1799	10	0.114	Low	0.008	Low	0.000	Low
	1835	15	0.162	Low	0.014	Low	0.001	Low
	1863	20	0.210	Low	0.022	Low	0.001	Low
	1887	25	0.259	Low	0.031	Low	0.002	Low
	1909	30	0.311	Low	0.042	Low	0.003	Low
	1929	35	0.363	Medium	0.055	Low	0.004	Low
	1948	40	0.416	Medium	0.070	Low	0.006	Low
	1966	45	0.469	Medium	0.087	Low	0.009	Low
	1984	50	0.524	Medium	0.108	Low	0.012	Low
	2002	55	0.578	Medium	0.131	Low	0.017	Low
	2020	60	0.632	Medium	0.159	Low	0.023	Low
	2038	65	0.683	High	0.189	Low	0.032	Low
	2058	70	0.737	High	0.227	Low	0.043	Low
	2079	75	0.787	High	0.271	Low	0.059	Low
	2102	80	0.835	High	0.323	Low	0.082	Low
	2130	85	0.883	High	0.392	Medium	0.118	Low
	2163	90	0.925	High	0.478	Medium	0.173	Low
	2212	95	0.965	High	0.608	Medium	0.279	Low
	2294	99	0.992	High	0.796	High	0.500	Medium

BOY Lectura and Spanish STAAR RLA at Fall Benchmarking

Figure 1 is a graphical representation of the BOY Lectura percentiles associated with the probabilities of attaining the Spanish STAAR RLA *Meets* performance level by grade.

Third grade students who attained an Lectura score of 982-1007 (80th to 90th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 1007 and higher than the 90th percentile had a high probability of achieving the *Meets* level or higher. Students who attained a score of 1028 (95th percentile rank) or higher are projected to achieve the Spanish STAAR RLA *Meets* level or higher. Students who attained an Lectura score around 1062 (99th percentile rank) are projected to achieve the Spanish STAAR RLA *Masters* level.

Fourth grade students who attained an Lectura score of 2010-2085 (75th to 90th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 2085 had a high probability of reaching the *Meets* level or higher. Students who attained a Lectura score around 2128 (95th percentile or higher) had a medium probability of attaining *Masters*.

Fifth grade students who attained an Lectura score of 2130-2212 (85th to 95th percentile ranks) had a medium probability of achieving the *Meets* level or higher. Students with a score of 2212 or greater had a high probability of achieving the *Meets* level or higher. Students who attained an Lectura score at the 99th percentile had a medium probability of attaining *Masters*.

These results show that attaining the *Meets* level or above on the Spanish STAAR RLA assessment varies by grade, with third and fourth grade students needing to score higher than the 90th percentile at BOY to have a high probability of attaining *Meets* or higher, while fifth grade students need to score at the 99th percentile at BOY to have a high probability of attaining *Meets* or higher.

Figure 1. BOY Lectura Percentiles and Spanish STAAR RLA Meets Probabilities by Grade Level

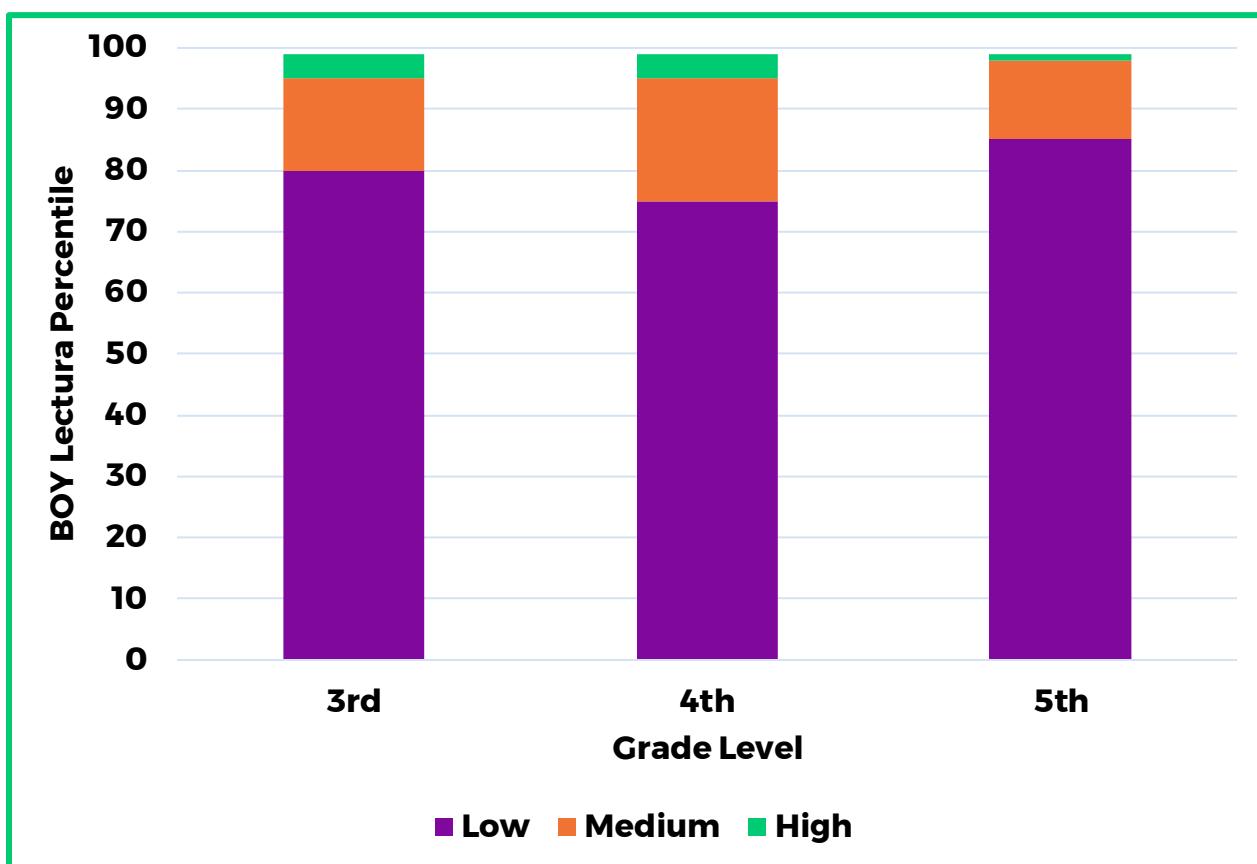


Table 9. Third Through Fifth Grade Proficiency Projections for Lectura at MOY

Grade	Overall Score	Percentile	Approaches Probability	Approaches	Meets Probability	Meets	Masters Probability	Masters
3	836	5	0.031	Low	0.000	Low	0.000	Low
	867	10	0.064	Low	0.000	Low	0.000	Low
	888	15	0.103	Low	0.001	Low	0.000	Low
	905	20	0.148	Low	0.002	Low	0.000	Low
	919	25	0.198	Low	0.003	Low	0.000	Low
	931	30	0.250	Low	0.006	Low	0.001	Low
	943	35	0.311	Low	0.011	Low	0.002	Low
	953	40	0.369	Medium	0.018	Low	0.003	Low
	964	45	0.439	Medium	0.031	Low	0.006	Low
	974	50	0.506	Medium	0.049	Low	0.011	Low
	985	55	0.584	Medium	0.079	Low	0.021	Low
	995	60	0.654	Medium	0.119	Low	0.036	Low
	1006	65	0.729	High	0.182	Low	0.063	Low
	1017	70	0.799	High	0.267	Low	0.105	Low
	1030	75	0.869	High	0.392	Medium	0.177	Low
	1043	80	0.922	High	0.533	Medium	0.271	Low
	1059	85	0.964	High	0.697	High	0.406	Medium
	1079	90	0.988	High	0.848	High	0.566	Medium
	1107	95	0.998	High	0.952	High	0.732	High
	1154	99	1.000	High	0.994	High	0.882	High
4	1738	5	0.026	Low	0.001	Low	0.000	Low
	1788	10	0.045	Low	0.003	Low	0.000	Low
	1821	15	0.065	Low	0.006	Low	0.000	Low
	1847	20	0.087	Low	0.010	Low	0.001	Low
	1869	25	0.111	Low	0.015	Low	0.001	Low
	1888	30	0.136	Low	0.022	Low	0.002	Low
	1907	35	0.167	Low	0.030	Low	0.003	Low
	1924	40	0.199	Low	0.041	Low	0.004	Low

4	1940	45	0.235	Low	0.054	Low	0.006	Low
	1957	50	0.278	Low	0.072	Low	0.008	Low
	1973	55	0.323	Low	0.093	Low	0.012	Low
	1990	60	0.377	Medium	0.121	Low	0.017	Low
	2007	65	0.435	Medium	0.155	Low	0.025	Low
	2025	70	0.501	Medium	0.199	Low	0.035	Low
	2044	75	0.572	Medium	0.252	Low	0.049	Low
	2065	80	0.650	Medium	0.320	Low	0.070	Low
	2090	85	0.736	High	0.408	Medium	0.103	Low
	2121	90	0.826	High	0.520	Medium	0.154	Low
	2166	95	0.915	High	0.671	High	0.245	Low
	2240	99	0.980	High	0.846	High	0.416	Medium
5	1739	5	0.028	Low	0.000	Low	0.000	Low
	1797	10	0.058	Low	0.000	Low	0.000	Low
	1836	15	0.092	Low	0.001	Low	0.001	Low
	1866	20	0.129	Low	0.002	Low	0.001	Low
	1892	25	0.172	Low	0.003	Low	0.002	Low
	1915	30	0.219	Low	0.005	Low	0.004	Low
	1936	35	0.270	Low	0.009	Low	0.006	Low
	1957	40	0.328	Low	0.014	Low	0.009	Low
	1976	45	0.386	Medium	0.021	Low	0.013	Low
	1995	50	0.449	Medium	0.031	Low	0.018	Low
	2014	55	0.514	Medium	0.046	Low	0.025	Low
	2034	60	0.585	Medium	0.068	Low	0.034	Low
	2054	65	0.654	Medium	0.098	Low	0.045	Low
	2075	70	0.723	High	0.142	Low	0.059	Low
	2098	75	0.791	High	0.204	Low	0.077	Low
	2123	80	0.854	High	0.291	Low	0.097	Low
	2152	85	0.911	High	0.412	Medium	0.118	Low
	2188	90	0.957	High	0.574	Medium	0.135	Low
	2241	95	0.988	High	0.777	High	0.133	Low
	2328	99	0.999	High	0.943	High	0.091	Low

MOY Lectura and Spanish STAAR RLA at Winter Benchmarking

Figure 2 is a graphical representation of the MOY Lectura percentiles associated with the probabilities of attaining the Spanish STAAR RLA *Meets* performance level by grade.

Third grade students who attained an Lectura score of 1030-1043 (75th to 80th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 1043 and higher than the 80th percentile had a high probability of achieving the *Meets* level or higher. Students who attained a score of 1059 (85th percentile rank) or higher are projected to achieve the Spanish STAAR RLA *Meets* level or higher. Students who attained an Lectura score around 1107 (95th percentile rank) are projected to achieve the Spanish STAAR RLA *Masters* level.

Fourth grade students who attained an Lectura score of 2090-2121 (85th to 90th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 2121 had a high probability of reaching the *Meets* level or higher. Overall, students who attained a Lectura score of 2240 (99th percentile) had a medium probability of attaining *Masters*.

Fifth grade students who attained an Lectura score of 2152-2188 (85th to 90th percentile ranks) had a medium probability of achieving the *Meets* level or higher. Students with a score of 2212 or greater had a high probability of achieving the *Meets* level or higher. Overall, students had a low probability of attaining *Masters*.

These results show that attaining the *Meets* level or above on the Spanish STAAR RLA assessment varies by grade, with third grade students needing to score higher than the 80th percentile at MOY to have a high probability of attaining *Meets* or higher, while fourth and fifth grade students need to score above the 90th percentile at MOY to have a high probability of attaining *Meets* or higher.

Figure 2. MOY Lectura Percentiles and Spanish STAAR RLA Meets Probabilities by Grade Level

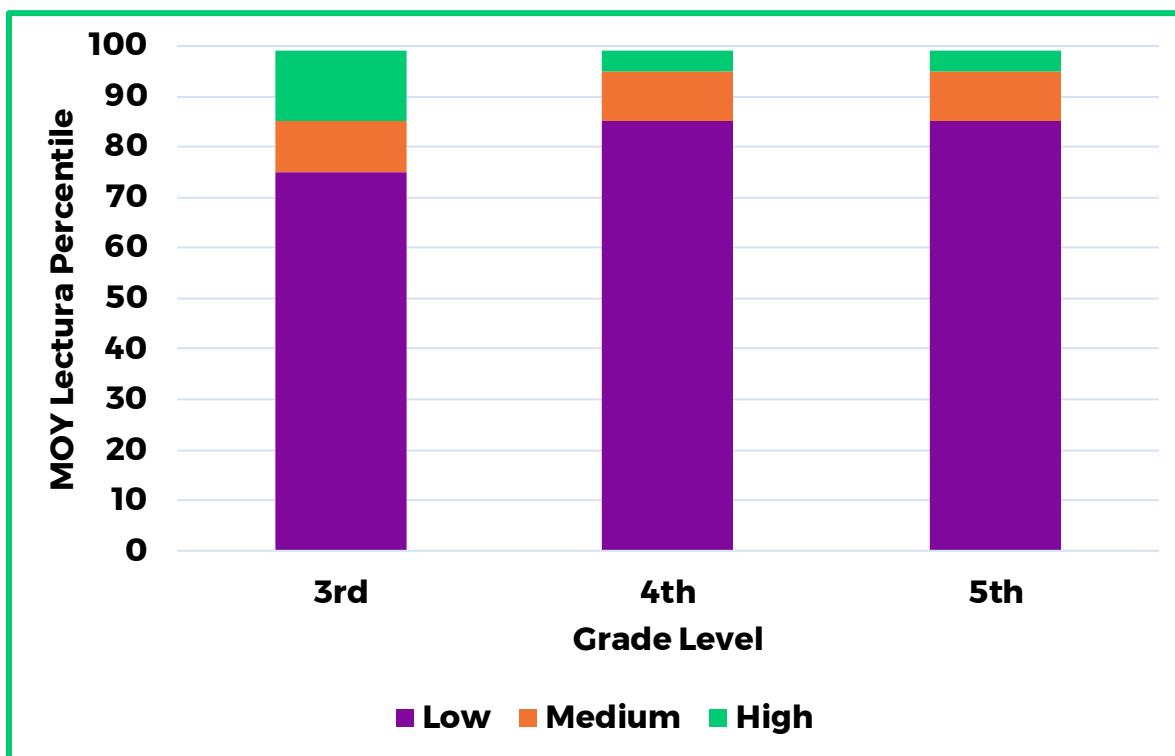


Table 10. Third Through Fifth Grade Proficiency Projections for Lectura at EOY

Grade	Overall Score	Percentile	Approaches Probability	Approaches	Meets Probability	Meets	Masters Probability	Masters
3	839	5	0.023	Low	0.000	Low	0.000	Low
	874	10	0.052	Low	0.000	Low	0.000	Low
	898	15	0.089	Low	0.001	Low	0.000	Low
	916	20	0.132	Low	0.001	Low	0.000	Low
	932	25	0.185	Low	0.003	Low	0.000	Low
	946	30	0.244	Low	0.006	Low	0.001	Low
	959	35	0.310	Low	0.012	Low	0.002	Low
	971	40	0.380	Medium	0.023	Low	0.005	Low
	983	45	0.458	Medium	0.040	Low	0.010	Low
	995	50	0.543	Medium	0.070	Low	0.020	Low
	1007	55	0.630	Medium	0.116	Low	0.038	Low
	1018	60	0.708	High	0.180	Low	0.067	Low
	1031	65	0.795	High	0.284	Low	0.121	Low
	1043	70	0.863	High	0.405	Medium	0.193	Low
	1057	75	0.923	High	0.560	Medium	0.301	Low
	1073	80	0.965	High	0.722	High	0.438	Medium
	1090	85	0.987	High	0.847	High	0.571	Medium
	1112	90	0.997	High	0.937	High	0.705	High
	1144	95	1.000	High	0.985	High	0.829	High
	1183	99	1.000	High	0.997	High	0.911	High
4	1746	5	0.027	Low	0.001	Low	0.000	Low
	1800	10	0.045	Low	0.002	Low	0.000	Low
	1836	15	0.064	Low	0.004	Low	0.000	Low
	1863	20	0.083	Low	0.007	Low	0.000	Low
	1887	25	0.104	Low	0.010	Low	0.000	Low
	1908	30	0.127	Low	0.015	Low	0.000	Low
	1928	35	0.153	Low	0.020	Low	0.000	Low
	1947	40	0.182	Low	0.028	Low	0.000	Low

4	1965	45	0.214	Low	0.037	Low	0.000	Low
	1982	50	0.248	Low	0.049	Low	0.001	Low
	2000	55	0.289	Low	0.064	Low	0.001	Low
	2018	60	0.334	Medium	0.084	Low	0.002	Low
	2036	65	0.384	Medium	0.108	Low	0.003	Low
	2056	70	0.445	Medium	0.141	Low	0.006	Low
	2076	75	0.509	Medium	0.183	Low	0.011	Low
	2100	80	0.588	Medium	0.243	Low	0.021	Low
	2126	85	0.674	High	0.323	Low	0.042	Low
	2160	90	0.779	High	0.446	Medium	0.093	Low
	2208	95	0.894	High	0.639	Medium	0.235	Low
	2288	99	0.983	High	0.892	High	0.614	Medium
5	1739	5	0.046	Low	0.000	Low	0.000	Low
	1797	10	0.078	Low	0.001	Low	0.000	Low
	1836	15	0.109	Low	0.003	Low	0.000	Low
	1866	20	0.141	Low	0.004	Low	0.000	Low
	1892	25	0.174	Low	0.007	Low	0.000	Low
	1915	30	0.209	Low	0.010	Low	0.000	Low
	1936	35	0.245	Low	0.014	Low	0.001	Low
	1966	40	0.304	Low	0.023	Low	0.001	Low
	1986	45	0.348	Medium	0.031	Low	0.002	Low
	2006	50	0.396	Medium	0.041	Low	0.003	Low
	2026	55	0.447	Medium	0.055	Low	0.004	Low
	2046	60	0.500	Medium	0.072	Low	0.006	Low
	2066	65	0.554	Medium	0.094	Low	0.009	Low
	2088	70	0.613	Medium	0.123	Low	0.014	Low
	2111	75	0.673	High	0.160	Low	0.021	Low
	2137	80	0.738	High	0.211	Low	0.032	Low
	2166	85	0.801	High	0.279	Low	0.050	Low
	2204	90	0.870	High	0.382	Medium	0.084	Low
	2257	95	0.936	High	0.538	Medium	0.153	Low
	2347	99	0.985	High	0.774	High	0.325	Low

EOY Lectura and Spanish STAAR RLA at Spring Benchmarking

Figure 3 is a graphical representation of the EOY Lectura percentiles associated with the probabilities of attaining the Spanish STAAR RLA *Meets* performance level by grade.

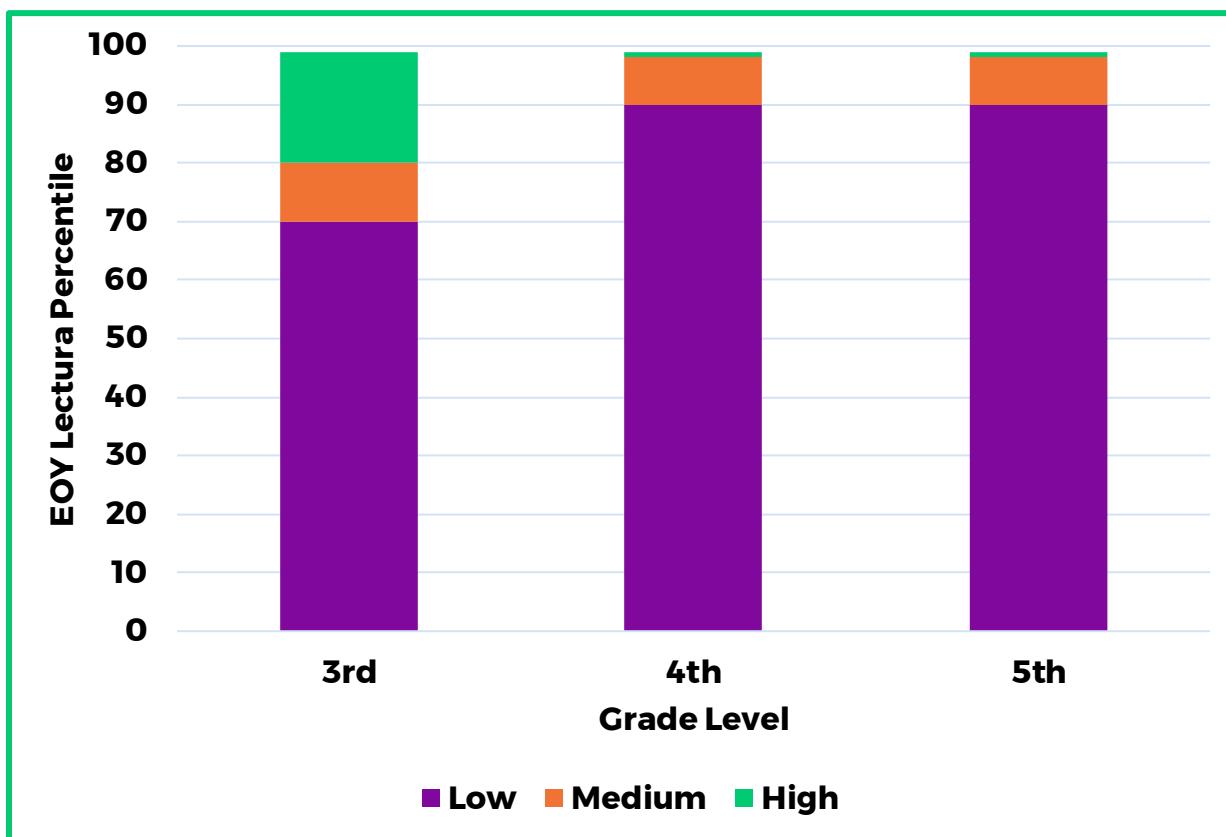
Third grade students who attained an Lectura score of 1043-1057 (70th to 75th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 1057 and higher than the 75th percentile had a high probability of achieving the *Meets* level or higher. Students who attained a score of 1073 (80th percentile rank) or higher are projected to achieve the Spanish STAAR RLA *Meets* level or higher. Students who attained an Lectura score around 1112 (90th percentile rank) are projected to achieve the Spanish STAAR RLA *Masters* level.

Fourth grade students who attained an Lectura score of 2160-2208 (90th to 95th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 2208 had a high probability of reaching the *Meets* level or higher. Overall, students who attained a Lectura score of 2288 (99th percentile) had a medium probability of attaining *Masters*.

Fifth grade students who attained an Lectura score of 2204-2257 (90th to 95th percentile ranks) had a medium probability of achieving the *Meets* level or higher. Students with a score of 2257 or greater had a high probability of achieving the *Meets* level or higher. Overall, students had a low probability of attaining *Masters*.

These results show that attaining the *Meets* level or above on the Spanish STAAR RLA assessment varies by grade, with third grade students needing to score higher than the 80th percentile at EOY to have a high probability of attaining *Meets* or higher, while fourth and fifth grade students need to score above the 90th percentile at EOY to have a high probability of attaining *Meets* or higher.

Figure 3. EOY Lectura Percentiles and Spanish STAAR RLA Meets Probabilities by Grade Level



Classification Accuracy: Lectura and Spanish STAAR RLA

Classification accuracy was conducted to predict whether students in the sample would achieve the *Approaches* level or higher on the Spanish STAAR RLA assessment. A higher classification accuracy rate indicates stronger congruence between the Lectura and Spanish STAAR RLA assessments. Classification accuracy was conducted for third through fifth grade Lectura at BOY, Lectura at MOY, Lectura at EOY, and the Spanish STAAR RLA assessment *Approaches* level or higher. Classification accuracy analyses were performed to determine Lectura cut points that could help differentiate students who would or would not attain *Approaches* or higher levels on the Spanish STAAR RLA assessment.

Classification accuracy of Lectura cut scores was performed at specific percentiles outlined in Table 11 and Spanish STAAR RLA *Approaches* level or higher. The AUC, sensitivity, specificity, positive predictive power, negative predictive power, and the overall rate were computed and compared to determine the best Lectura cut point to identify students who would most likely meet the *Approaches* level or higher on the Spanish STAAR RLA assessment. Results in Table 11 show that the best cut scores vary by grade on ISIP at BOY, MOY, and EOY.

BOY Classification Accuracy: Lectura and Spanish STAAR RLA

The AUC ranged from 0.79 to 0.83, indicating that the percentage of students correctly classified on Lectura with respect to the Spanish STAAR RLA assessment was approximately 80% across grade levels. Sensitivity ranged from 0.78 to 0.89, indicating that approximately 82% of students across grade levels who met or exceeded the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring above the Lectura cut point. The specificity ranged from 0.76 to 0.79, indicating that approximately 78% of students across grade levels who did not meet the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring below the Lectura cut point. Lectura accurately predicted attaining *Approaches* and above on the Spanish STAAR RLA assessment about 80% of the time at BOY.

MOY Classification Accuracy: Lectura and Spanish STAAR RLA

The AUC ranged from 0.76 to 0.85, indicating that the percentage of students correctly classified on Lectura with respect to the Spanish STAAR RLA assessment was approximately 81% across grade levels. Sensitivity ranged from 0.75 to 0.89, indicating that approximately 81% of students across grade levels who met or exceeded the

Approaches level on the Spanish STAAR RLA assessment were correctly identified by scoring above the Lectura cut point. The specificity ranged from 0.76 to 0.83, indicating that approximately 80% of students across grade levels who did not meet the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring below the Lectura cut point. Lectura accurately predicted attaining *Approaches* and above on the Spanish STAAR RLA assessment about 81% of the time at MOY.

EOY Classification Accuracy: Lectura and Spanish STAAR RLA

The AUC ranged from 0.78 to 0.81, indicating that the percentage of students correctly classified on Lectura with respect to the Spanish STAAR RLA assessment was approximately 80% across grade levels. Sensitivity ranged from 0.78 to 0.82, indicating that approximately 81% of students across grade levels who met or exceeded the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring above the Lectura cut point. The specificity ranged from 0.78 to 0.81, indicating that approximately 79% of students across grade levels who did not meet the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring below the Lectura cut point. Lectura accurately predicted attaining *Approaches* and above on the Spanish STAAR RLA assessment about 80% of the time at EOY.

Table 11. Classification Accuracy Indices by Benchmark and Grade Level

Grade	Cut Point	Benchmark	AUC	Sensitivity	Specificity
3	50th	Fall	.79	.78	.79
	50th	Winter	.76	.75	.76
	50th	Spring	.78	.78	.79
4	50th	Fall	.83	.89	.76
	65th	Winter	.81	.80	.83
	70th	Spring	.81	.82	.81

5	45th	Fall	.79	.80	.78
	50th	Winter	.85	.89	.82
	60th	Spring	.80	.82	.78

Longitudinal Study: District D

Correlational Analysis: Lectura and Spanish STAAR RLA

Table 12 shows the Pearson product-moment correlation coefficients between Lectura scores from BOY, MOY, and EOY for grades 1 and 2, and Spanish STAAR RLA scores for grade 3. The coefficients for grade 1 are .52 to .61, indicating a moderate relationship, and coefficients for grade 2 are .62 to .66, indicating a moderately strong positive relationship, between Lectura scores from earlier grade levels and Spanish STAAR RLA from grade 3.

Table 12. Pearson Product-Moment Correlation Coefficients between Lectura and Spanish STAAR

Grade	BOY Lectura	MOY Lectura	EOY Lectura
1	.52*	.56*	.61*
2	.62*	.65*	.66*

*p < 0.001

Linking Analysis: Lectura and Spanish STAAR RLA

Tables 13 through 15 are concordance tables derived from statistical linking procedures that directly link Lectura scores from grades 1 and 2, and Spanish STAAR RLA assessment levels from grade 3.

Table 13. First and Second Grade Proficiency Projections for Lectura at BOY

Grade	Overall Score	Percentile	Approaches Probability	Approaches	Meets Probability	Meets	Masters Probability	Masters
1	701	5	0.332	Medium	0.036	Low	0.014	Low
	721	10	0.407	Medium	0.061	Low	0.026	Low
	734	15	0.461	Medium	0.085	Low	0.037	Low
	744	20	0.505	Medium	0.108	Low	0.048	Low
	752	25	0.541	Medium	0.130	Low	0.060	Low
	760	30	0.577	Medium	0.155	Low	0.073	Low
	767	35	0.609	Medium	0.181	Low	0.086	Low
	774	40	0.642	Medium	0.208	Low	0.101	Low
	780	45	0.669	High	0.234	Low	0.116	Low
	787	50	0.700	High	0.267	Low	0.134	Low
	793	55	0.727	High	0.297	Low	0.152	Low
	800	60	0.756	High	0.334	Medium	0.174	Low
	806	65	0.780	High	0.367	Medium	0.194	Low
	813	70	0.807	High	0.407	Medium	0.218	Low
	821	75	0.835	High	0.453	Medium	0.248	Low
	829	80	0.860	High	0.500	Medium	0.278	Low
	839	85	0.888	High	0.557	Medium	0.318	Low
	851	90	0.916	High	0.624	Medium	0.365	Medium
	869	95	0.947	High	0.713	High	0.433	Medium
	898	99	0.977	High	0.824	High	0.530	Medium
2	780	5	0.216	Low	0.011	Low	0.002	Low
	801	10	0.300	Low	0.023	Low	0.006	Low
	815	15	0.368	Medium	0.038	Low	0.011	Low
	826	20	0.427	Medium	0.055	Low	0.018	Low
	836	25	0.483	Medium	0.076	Low	0.027	Low
	844	30	0.531	Medium	0.098	Low	0.037	Low
	852	35	0.579	Medium	0.124	Low	0.049	Low
	860	40	0.627	Medium	0.156	Low	0.065	Low

867	45	0.669	High	0.188	Low	0.083	Low
874	50	0.709	High	0.225	Low	0.103	Low
881	55	0.748	High	0.266	Low	0.128	Low
888	60	0.784	High	0.311	Low	0.155	Low
896	65	0.822	High	0.367	Medium	0.191	Low
903	70	0.852	High	0.418	Medium	0.226	Low
912	75	0.886	High	0.485	Medium	0.275	Low
921	80	0.914	High	0.553	Medium	0.327	Low
932	85	0.941	High	0.631	Medium	0.393	Medium
945	90	0.963	High	0.715	High	0.470	Medium
964	95	0.983	High	0.814	High	0.573	Medium
996	99	0.996	High	0.918	High	0.710	High

BOY Lectura and Spanish STAAR RLA at Fall Benchmarking

Figure 4 is a graphical representation of the BOY Lectura percentiles associated with the probabilities of attaining the Spanish STAAR RLA *Meets* performance level by grade.

First grade students who attained an Lectura score of 800–851 (60th to 90th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 851 and higher than the 90th percentile had a high probability of achieving the *Meets* level or higher. Students who attained a score of 869 (95th percentile rank) or higher are projected to achieve the Spanish STAAR RLA *Meets* level or higher. Students who attained an Lectura score around 851 (90th percentile rank) have a medium probability of attaining the Spanish STAAR RLA *Masters* level.

Second grade students who attained an Lectura score of 896–932 (65th to 85th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 932 had a high probability of reaching the *Meets* level or higher. Overall, students who attained a Lectura score of 996 (99th percentile rank) had a high probability of attaining *Masters*.

These results show that attaining the *Meets* level or above on the Spanish STAAR RLA assessment is similar between these two grade levels, with first grade students needing to score higher than the 95th percentile, and second grade students needing to score above the 90th percentile, at BOY to have a high probability of attaining *Meets* or higher.

Figure 4. BOY Lectura Percentiles and Spanish STAAR RLA Meets Probabilities by Grade Level

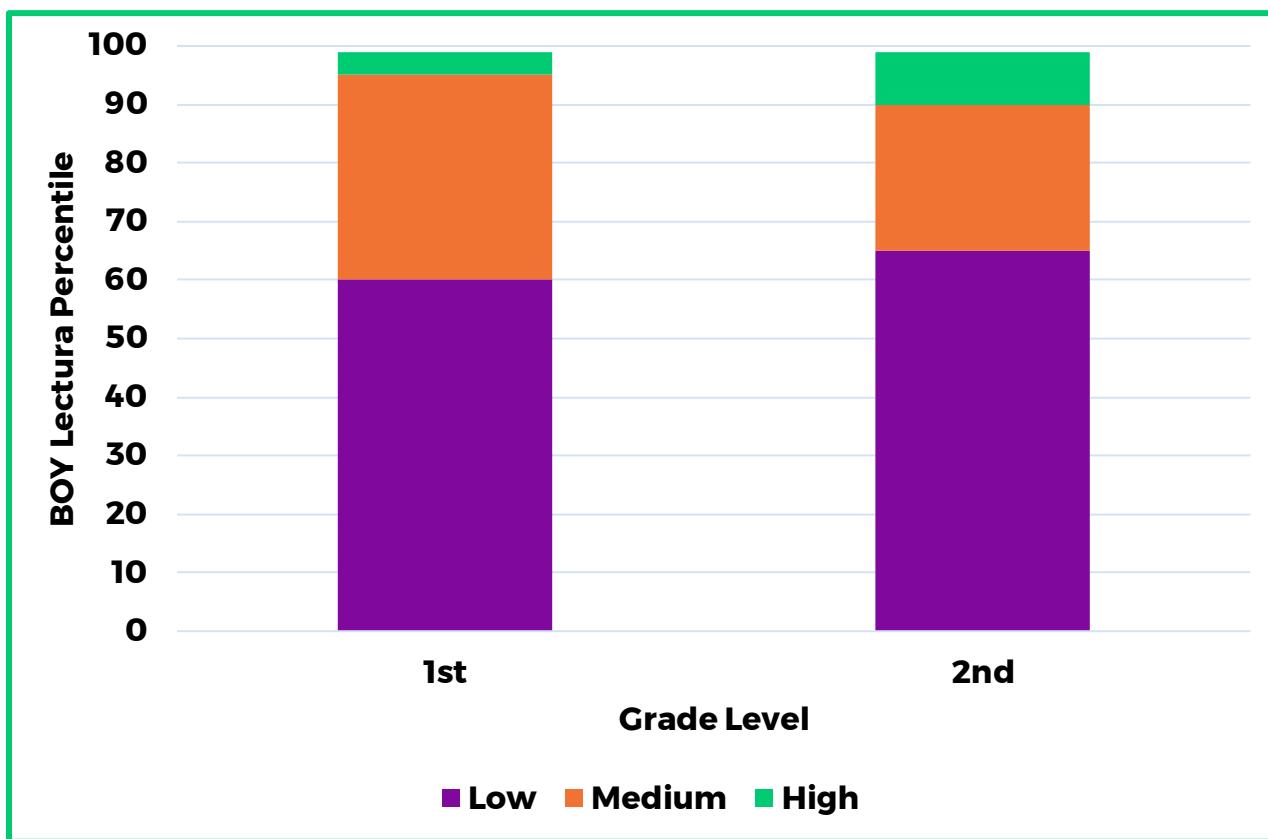


Table 14. First and Second Grade Proficiency Projections for Lectura at MOY

Grade	Overall Score	Percentile	Approaches Probability	Approaches	Meets Probability	Meets	Masters Probability	Masters
1	713	5	0.340	Medium	0.051	Low	0.010	Low
	738	10	0.422	Medium	0.078	Low	0.020	Low
	754	15	0.479	Medium	0.102	Low	0.029	Low
	767	20	0.527	Medium	0.125	Low	0.040	Low
	778	25	0.568	Medium	0.148	Low	0.051	Low
	788	30	0.605	Medium	0.171	Low	0.064	Low
	797	35	0.639	Medium	0.195	Low	0.078	Low
	806	40	0.672	High	0.221	Low	0.093	Low
	814	45	0.700	High	0.246	Low	0.109	Low
	822	50	0.728	High	0.273	Low	0.127	Low
	830	55	0.754	High	0.301	Low	0.148	Low
	839	60	0.783	High	0.335	Medium	0.173	Low
	847	65	0.806	High	0.367	Medium	0.197	Low
	856	70	0.831	High	0.404	Medium	0.227	Low
	866	75	0.857	High	0.446	Medium	0.264	Low
	876	80	0.880	High	0.489	Medium	0.302	Low
	889	85	0.905	High	0.546	Medium	0.356	Medium
	904	90	0.930	High	0.610	Medium	0.421	Medium
	927	95	0.958	High	0.701	High	0.520	Medium
	964	99	0.983	High	0.819	High	0.667	High
2	777	5	0.134	Low	0.003	Low	0.001	Low
	808	10	0.214	Low	0.010	Low	0.002	Low
	829	15	0.287	Low	0.019	Low	0.004	Low
	846	20	0.358	Medium	0.031	Low	0.008	Low
	860	25	0.423	Medium	0.048	Low	0.014	Low
	872	30	0.483	Medium	0.067	Low	0.021	Low
	884	35	0.545	Medium	0.093	Low	0.032	Low
	894	40	0.598	Medium	0.120	Low	0.044	Low

905	45	0.655	Medium	0.157	Low	0.061	Low
915	50	0.705	High	0.197	Low	0.082	Low
926	55	0.757	High	0.249	Low	0.111	Low
936	60	0.800	High	0.303	Low	0.142	Low
947	65	0.843	High	0.368	Medium	0.183	Low
958	70	0.880	High	0.437	Medium	0.230	Low
971	75	0.915	High	0.520	Medium	0.291	Low
984	80	0.942	High	0.602	Medium	0.356	Medium
1000	85	0.965	High	0.694	High	0.438	Medium
1020	90	0.982	High	0.790	High	0.535	Medium
1048	95	0.994	High	0.884	High	0.652	High
1095	99	0.999	High	0.962	High	0.789	High

MOY Lectura and Spanish STAAR RLA at Winter Benchmarking

Figure 5 is a graphical representation of the MOY Lectura percentiles associated with the probabilities of attaining the Spanish STAAR RLA *Meets* performance level by grade.

First grade students who attained an Lectura score of 839–904 (60th to 90th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 904 and higher than the 90th percentile had a high probability of achieving the *Meets* level or higher. Students who attained a score of 927 (95th percentile rank) or higher are projected to achieve the Spanish STAAR RLA *Meets* level or higher. Students who attained an Lectura score around 964 (99th percentile rank) have a high probability of attaining the Spanish STAAR RLA *Masters* level.

Second grade students who attained an Lectura score of 947–984 (65th to 80th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 984 had a high probability of reaching the *Meets* level or higher. Overall, students who attained a Lectura score of 1048 (90th percentile rank or higher) had a high probability of attaining *Masters*.

These results show that attaining the *Meets* level or above on the Spanish STAAR RLA assessment differed between grade levels, with first grade students needing to score higher than the 95th percentile, and second grade students needing to score above the 85th percentile, at MOY to have a high probability of attaining *Meets* or higher.

Figure 5. MOY Lectura Percentiles and Spanish STAAR RLA Meets Probabilities by Grade Level

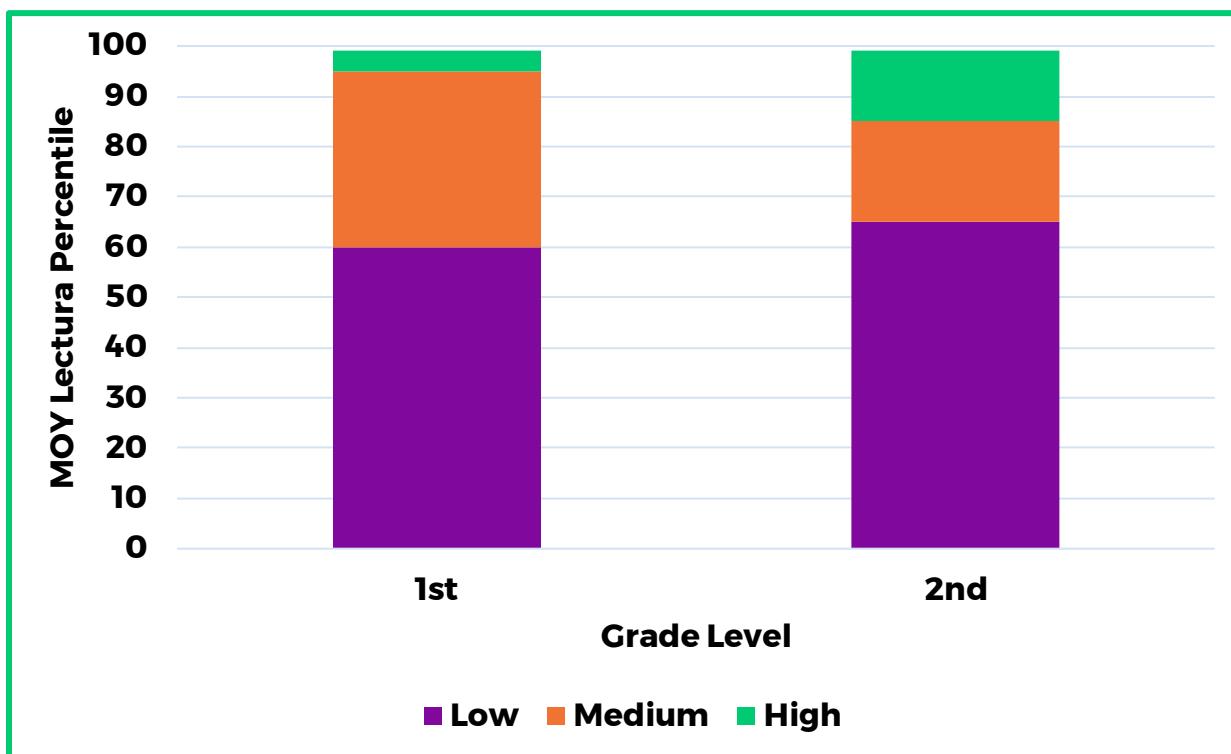


Table 15. First and Second Grade Proficiency Projections for Lectura at EOY

Grade	Overall Score	Percentile	Approaches Probability	Approaches	Meets Probability	Meets	Masters Probability	Masters
1	741	5	0.236	Low	0.009	Low	0.002	Low
	766	10	0.306	Low	0.018	Low	0.004	Low
	782	15	0.358	Medium	0.028	Low	0.007	Low
	795	20	0.404	Medium	0.040	Low	0.011	Low
	806	25	0.445	Medium	0.053	Low	0.016	Low
	816	30	0.485	Medium	0.068	Low	0.021	Low
	825	35	0.521	Medium	0.085	Low	0.029	Low
	834	40	0.559	Medium	0.106	Low	0.038	Low
	842	45	0.593	Medium	0.128	Low	0.048	Low
	850	50	0.627	Medium	0.153	Low	0.060	Low
	858	55	0.661	High	0.182	Low	0.075	Low
	867	60	0.699	High	0.220	Low	0.095	Low
	875	65	0.732	High	0.257	Low	0.116	Low
	884	70	0.768	High	0.304	Low	0.144	Low
	894	75	0.805	High	0.360	Medium	0.180	Low
	904	80	0.840	High	0.421	Medium	0.221	Low
	917	85	0.879	High	0.502	Medium	0.280	Low
	932	90	0.916	High	0.595	Medium	0.353	Medium
	955	95	0.955	High	0.724	High	0.468	Medium
	992	99	0.986	High	0.869	High	0.631	Medium
2	788	5	0.073	Low	0.001	Low	0.000	Low
	824	10	0.133	Low	0.002	Low	0.000	Low
	848	15	0.193	Low	0.005	Low	0.001	Low
	867	20	0.254	Low	0.011	Low	0.002	Low
	883	25	0.317	Low	0.019	Low	0.004	Low
	897	30	0.379	Medium	0.030	Low	0.008	Low
	911	35	0.447	Medium	0.048	Low	0.014	Low
	923	40	0.510	Medium	0.070	Low	0.022	Low

935	45	0.574	Medium	0.100	Low	0.035	Low
947	50	0.640	Medium	0.141	Low	0.054	Low
959	55	0.703	High	0.194	Low	0.081	Low
971	60	0.764	High	0.259	Low	0.117	Low
984	65	0.822	High	0.343	Medium	0.168	Low
997	70	0.872	High	0.437	Medium	0.230	Low
1011	75	0.915	High	0.542	Medium	0.307	Low
1025	80	0.946	High	0.643	Medium	0.389	Medium
1045	85	0.974	High	0.765	High	0.504	Medium
1067	90	0.989	High	0.862	High	0.615	Medium
1100	95	0.998	High	0.944	High	0.740	High
1154	99	1.000	High	0.988	High	0.861	High

EOY Lectura and Spanish STAAR RLA at Spring Benchmarking

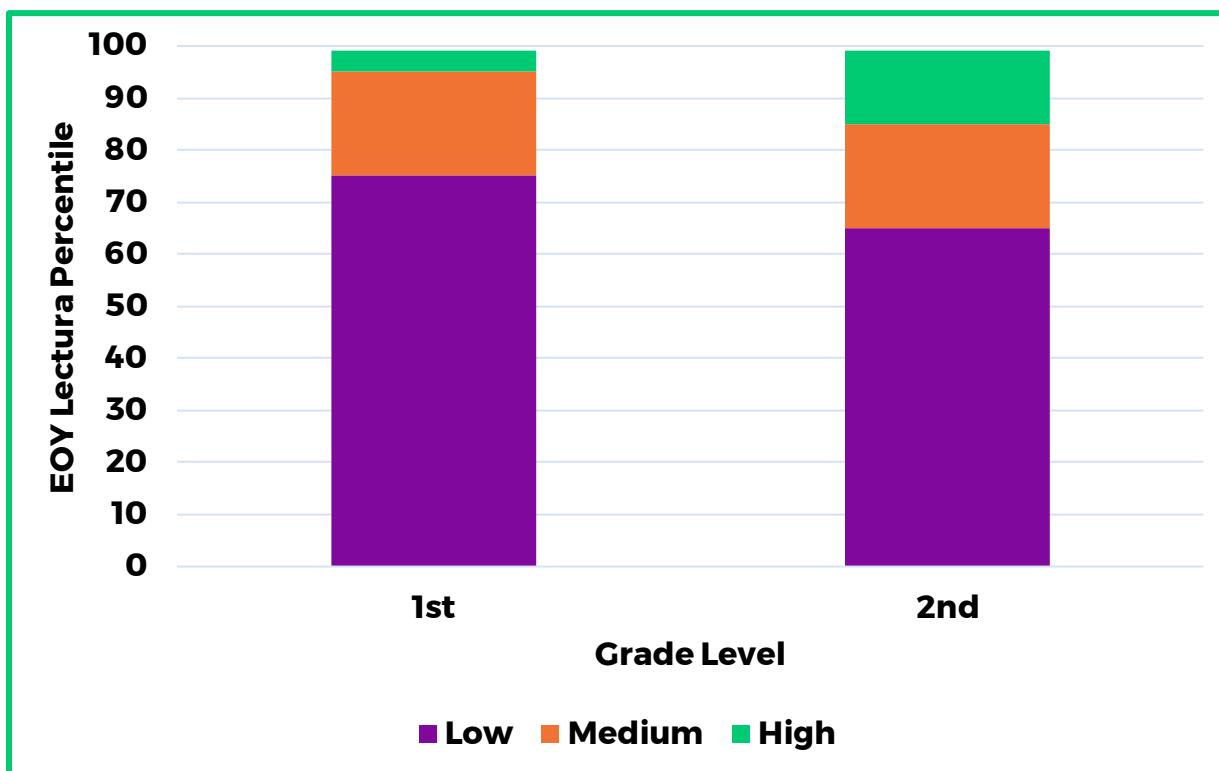
Figure 6 is a graphical representation of the EOY Lectura percentiles associated with the probabilities of attaining the Spanish STAAR RLA *Meets* performance level by grade.

First grade students who attained an Lectura score of 894–932 (75th to 90th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 932 and higher than the 90th percentile had a high probability of achieving the *Meets* level or higher. Students who attained a score of 955 (95th percentile rank) or higher are projected to achieve the Spanish STAAR RLA *Meets* level or higher. Students who attained an Lectura score around 932 (90th percentile rank or higher) have a medium probability of attaining the Spanish STAAR RLA *Masters* level.

Second grade students who attained an Lectura score of 984–1025 (65th to 80th percentile ranks) had a medium probability of achieving the Spanish STAAR RLA *Meets* level or higher. Students with a score higher than 1025 had a high probability of reaching the *Meets* level or higher. Overall, students who attained a Lectura score of 1100 (95th percentile rank or higher) had a high probability of attaining *Masters*.

These results show that attaining the *Meets* level or above on the Spanish STAAR RLA assessment differed between grade levels, with first grade students needing to score higher than the 95th percentile, and second grade students needing to score above the 85th percentile, at MOY to have a high probability of attaining *Meets* or higher.

Figure 6. EOY Lectura Percentiles and Spanish STAAR RLA Meets Probabilities by Grade Level



Classification Accuracy: Lectura and Spanish STAAR RLA

Classification accuracy was conducted to predict whether students' scores in grades 1 and 2 would achieve the *Approaches* level or higher on the Spanish STAAR RLA assessment in grade 3.

Classification accuracy of Lectura cut scores was performed at specific percentiles outlined in Table 16 and Spanish STAAR RLA *Approaches* level or higher. The area under the curve (AUC), sensitivity, specificity, positive predictive power, negative predictive power, and the overall rate were computed and compared to determine the best Lectura cut point to identify students who would most likely meet the *Approaches* level or higher on the Spanish STAAR RLA assessment. Results in Table 16 show that the best cut scores vary by grade on ISIP at BOY, MOY, and EOY.

BOY Classification Accuracy: Lectura and Spanish STAAR RLA

The AUC ranged from 0.65 to 0.71, indicating that the percentage of students correctly classified on Lectura with respect to the Spanish STAAR RLA assessment was approximately 68% across grades 1 and 2. Sensitivity ranged from 0.65 to 0.74, indicating that approximately 70% of students across grades 1 and 2 who met or exceeded the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring above the Lectura cut point. The specificity ranged from 0.65 to 0.68, indicating that approximately 67% of students across grade levels who did not meet the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring below the Lectura cut point. Lectura accurately predicted attaining *Approaches* and above on the Spanish STAAR RLA assessment about 69% of the time at BOY.

MOY Classification Accuracy: Lectura and Spanish STAAR RLA

The AUC ranged from 0.68 to 0.73, indicating that the percentage of students correctly classified on Lectura with respect to the Spanish STAAR RLA assessment was approximately 71% across grade levels. Sensitivity ranged from 0.67 to 0.74, indicating that approximately 71% of students across grade levels who met or exceeded the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring above the Lectura cut point. The specificity ranged from 0.70 to 0.71, indicating that approximately 71% of students across grade levels who did not meet the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring below the Lectura cut point. Lectura accurately predicted attaining

Approaches and above on the Spanish STAAR RLA assessment about 71% of the time at EOY.

EOY Classification Accuracy: Lectura and Spanish STAAR RLA

The AUC ranged from 0.69 to 0.74, indicating that the percentage of students correctly classified on Lectura with respect to the Spanish STAAR RLA assessment was approximately 72% across grade levels. Sensitivity ranged from 0.69 to 0.71, indicating that approximately 70% of students across grade levels who met or exceeded the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring above the Lectura cut point. The specificity ranged from 0.70 to 0.76, indicating that approximately 73% of students across grade levels who did not meet the *Approaches* level on the Spanish STAAR RLA assessment were correctly identified by scoring below the Lectura cut point. Lectura accurately predicted attaining *Approaches* and above on the Spanish STAAR RLA assessment about 71% of the time at EOY.

Table 16. Classification Accuracy Indices by Benchmark and Grade Level

Grade	Cut Point	Benchmark	AUC	Sensitivity	Specificity
1	35th	Fall	.65	.65	.65
	30th	Winter	.68	.67	.70
	45th	Spring	.69	.69	.70
2	35th	Fall	.71	.74	.68
	40th	Winter	.73	.74	.71
	50th	Spring	.74	.71	.76

Conclusion

The findings of this study extend the validity argument for Lectura by demonstrating that both Lectura Temprana and Lectura Avanzada provide stable, decision-useful projections to the Spanish STAAR RLA assessment. In the cross-sectional analyses, fall, winter, and spring benchmarks showed strong concurrent relationships with same-year STAAR performance, with AUCs ranging from .86 to .90 across grades 3 through 5. Application of grade-specific percentile cut points resulted in overall classification accuracies of approximately 80% at each benchmark window, and sensitivity values as high as .89 in grade 4 at the beginning of the year indicated that Lectura can identify a large majority of future STAAR performance months before the assessment.

The longitudinal component, which tracked a separate cohort from grade 1 through grade 3, demonstrated that early Lectura Temprana benchmarks are also informative two years in advance of the accountability assessment. Correlations between first and second grade scores and third grade STAAR performance ranged from .52 to .66, and the resulting classification analyses achieved roughly 70% overall accuracy. Probability curves derived from these models revealed that first grade students scoring above the 95th percentile and second grade students scoring above the 90th percentile already have a high likelihood of reaching the *Approaches* standard in grade 3, whereas students below the 40th percentile warrant immediate instructional support.

Although the study relied on four Texas districts whose enrollments are predominantly Hispanic/Latino, the consistency of the results across benchmarks and grades suggests that Lectura offers a reliable Spanish-language progress-monitoring system. Future work should replicate the analyses in other states and extend longitudinal follow-ups beyond grade 3 to clarify how early Spanish literacy trajectories connect to later bilingual achievement.

Despite these limitations, the evidence indicates that Lectura functions as both a concurrent progress monitor and a future predictor of Spanish STAAR RLA proficiency. Because the assessments are computer-adaptive, brief, and available at multiple benchmark windows, districts can translate mid-year scores into STAAR-aligned probability bands, differentiate instruction accordingly, and track growth with confidence that the metric aligns with high-stakes outcomes. In this way, Lectura provides educators with actionable information months—and, through longitudinal prediction, years—before state accountability decisions are made, thereby strengthening support for emergent bilingual readers in Texas schools.

References

Istation. (2016). *ISIP Español technical manual: Computer adaptive testing system for continuous progress monitoring of reading growth for students Pre-K through Grade 3*.

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