

2021-22

Evaluation of the Texas Reading Academies Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2021-22

Evaluation of the Texas Reading Academies Program

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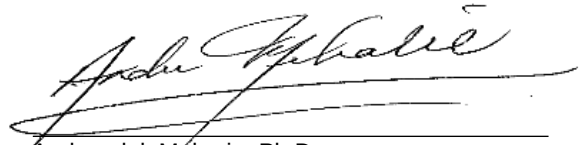
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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches grade level or above performance standard
BOY	Beginning of year
CIC	Campus Instructional Coach
EB	Emergent Bilingual
Eco Dis	Economically Disadvantaged
EOY	End of year
HB	House Bill
ILC	Instructional Lead Coach
ISD	Independent School District
K	Kindergarten
MAP	<i>Measures of Academic Progress Growth</i>
Masters	Masters grade level performance standard
Meets+	Meets grade level or above performance standard
MOY	Middle of year
PD	Professional development
PEIMS	Public Education Information Management System
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEA	Texas Education Agency
TX-KEA	<i>Texas Kindergarten Entry Assessment</i>

Evaluation of the Texas Reading Academies Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Texas Legislature House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, requires all Texas Kindergarten (K) through grade-three teachers and principals to attend Texas Reading Academies. The goal of the Texas Reading Academies is to “increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.” (TEA, n.d.). The Texas Commission on Public School Finance final report (2018) noted that student outcome shortfalls were evident in early childhood education. The report further noted that “the most effective and financially efficient way to close educational attainment gaps [...] is through focusing investment on improving student outcomes in early childhood education, before the gaps compound over subsequent years.” (p. 19) However, the Texas Director of Texas Reading Academies noted during a 2022 webinar that “many educators are not prepared to provide evidence-based reading instructions [...] based on specific needs.” (TEA, 2022).

To address these issues, Texas Reading Academies were implemented to provide school districts with the flexibility to meet local needs and priorities, such as the selection of study model (comprehensive in-person vs blended), choice of Authorized Provider, and implementation level (local vs direct service). Starting in 2020-21, the Dallas Independent School District (ISD) became an authorized provider of Texas Reading Academies through the Texas Education Agency (TEA), allowing the district to conduct training using Early Learning specialists as cohort leaders. All elementary campuses will participate in Texas Reading Academies over three-year span (2020-2023). Texas Reading Academies will play a central role in meeting the Dallas ISD Board Goal that 56 percent of students score at the Meets Grade Level or Above (Meets+) standard on grade-three *State of Texas Assessments of Academic Readiness (STAAR)* reading by 2025.

The total budget for the 2021-22 Texas Reading Academies program was \$2,068,977, an increase of 37 percent from last year (\$1,511,794). The total included \$1,700,000 for stipends and supplemental pay for teacher work required beyond the school day, \$25,000 for supplemental pay for librarians and campus coaches that attended Saturday PD sessions, \$253,977 to hire additional staff members to

support the Texas Reading Academies program, and \$90,000 for printing facilitator guides and materials.

PURPOSE OF THE EVALUATION

The purpose of the 2021-22 Texas Reading Academies evaluation was to examine context, process, and outcome data. Context data included a summary of the program. Process data included beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) teacher surveys, MOY and EOY administrator surveys, and post-PD survey data. Outcome data included student academic outcomes including *Texas Kindergarten Entry Assessment (TX-KEA)*, *Measures of Academic Progress Growth (MAP)*, and *STAAR* reading. Detailed methodology is available in the full report.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the Texas Reading Academies?

The 86th Texas Legislature passed HB 3 in 2019.¹ The bill required all K through grade-three teachers and principals to complete Reading Academy training by 2022-23. The Dallas ISD planned to train staff members in three one-year cohorts (2020-21, 2021-22, and 2022-23). The goal of the Texas Reading Academies was to increase teacher knowledge of evidence-based methods of teaching reading and ensure these methods were implemented in classrooms, thereby increasing student achievement in reading. Ultimately, the program served to push the district toward achieving Student Outcome Goal Two as set by the Board of Trustees that 56 percent of students score at the Meets+ standard on grade-three *STAAR* reading by 2025.

Implementation during Year 1 in the Dallas ISD began with teachers and administrators at 56 high-priority elementary campuses; Year 2 targeted 46 elementary campuses and any teachers new to Year 1 campuses, and Year 3 will target 48 elementary campuses and any teachers new to Year 1 and Year 2 campuses. While HB 3 only required teachers and principals to attend Texas Reading Academies, the Dallas ISD also trained all assistant principals, Campus Instructional Coaches (CICs), and

¹ More information about HB 3 can be found at <https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/house-bill-3>.

Instructional Lead Coaches (ILCs) on campuses included in each cohort.

Based on job requirements, participants completed one of three learning pathways. General and special education teachers completed the English Language Arts pathway, bilingual general education and bilingual special education teachers completed the Biliteracy pathway, and campus administrators completed the Administrator pathway. Each pathway consisted of 12 PD modules.² The module content for each pathway was the same except for additional content embedded in the Biliteracy pathway modules.

The Dallas ISD applied for and was approved to serve as an authorized provider for Texas Reading Academies PD. Texas Reading Academy cohort leaders implemented two different PD models (comprehensive and blended). Comprehensive coaches could lead up to 60 participants in person. Due to the COVID-19 pandemic, the comprehensive model was implemented primarily in a virtual asynchronous format from fall 2020 until the beginning of spring 2022. Implementation returned to a face-to-face format in March 2022. Blended facilitators could coordinate online learning for up to three cohorts of participants with up to 100 participants per cohort.

What were the characteristics and completion rates of teachers and administrators who participated in Texas Reading Academy Cohort Two?

Texas Reading Academy Cohort Two included 741 teachers in the English Language Arts pathway, 392 teachers in the Biliteracy pathway, and 186 administrators in the Administrator pathway.³ For teachers in the English Language Arts and Biliteracy pathways combined, most Texas Reading Academies teachers were female (86%) and had obtained a bachelor's degree (67%). About 42 percent of teachers were Hispanic and 35 percent were African American. The Cohort 2 teachers had taught, on average, 10 years in the state of Texas. Administrators were predominantly female (78%) and almost half were African American (48%). About 76 percent had obtained a master's degree or higher.

Per state accountability metrics, out of the 1,317 Cohort Two learners (i.e., teachers and administrators), 1,251 learners participated in Texas Reading Academies in 2021-22. Of those, 99.9 percent of learners ($n=1,250$) completed the Texas Reading Academy program.

² Modules included: Introduction to the Texas Reading Academies; The Science of Teaching Reading; Establishing a Literacy Community; Using Data to Support Instruction and Tiered Levels of Support; Oral Language and Vocabulary; Phonological Awareness; Pre-Reading Skills; Decoding, Encoding, and Word Study; Reading Fluency; Reading Comprehension; Written Composition; and Pulling It All Together.

What were the participant perceptions of the Texas Reading Academies?⁴

Fifty-one percent of Cohort Two teachers responded to the BOY survey ($N=340$). Response rates at MOY and EOY were 32 percent ($N=221$) and 53 percent ($N=519$), respectively. Overall, the percentage of positive responses (i.e., agreed to a moderate or great extent) either remained consistent or increased from BOY to EOY for Cohort Two teachers. For example, the percentage of respondents who agreed that their administration strongly supported the HB 3 changes remained consistent (85%) from BOY to EOY. While the rate of positive responses dipped slightly at MOY when respondents were asked if they valued the changes by the HB 3 Reading Academies, the overall rate increased from BOY (89%) to EOY (92%). Likewise, while the rate of positive responses dipped at MOY when teachers were asked if they felt capable of making the kinds of changes needed for HB 3 Reading Academies, the overall rate increased to 90% by EOY. Lastly, the rate of positive responses gradually increased from BOY to EOY when respondents were asked if (a) the HB 3 changes helped their students reach higher levels of achievements (84% to 91%) and (b) teachers at their school strongly supported the HB 3 changes (78% to 85%).

While teacher perceptions regarding campus collaboration and coach tended to fluctuate over time, the rate of positive responses (i.e., somewhat or strongly agreed) were higher at EOY compared to BOY. For example, the rate of positive responses increased from BOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (70% to 75%) and (b) there was a strong building level communication around teaching reading (66% to 72%). Likewise, the rate of teachers who agreed that they had frequent opportunities to share ideas about how to teach reading better increased from BOY (68%) to EOY (76%). The rate of positive responses increased from BOY (59%) to EOY (62%) when respondents were asked whether the CIC provided effective assistance in teaching reading, and it increased from BOY (64%) to EOY (76%) when asked if the early learning instructional specialist provided effective assistance in reading.

The proportion of teachers who indicated that they had mostly or completely integrated the Reading Academies content in their work increased from MOY (50%) to EOY (63%). At the end of the year, teachers were asked to select up to three modules that were most impactful on their

³ Participant list dated 11/10/21 and district personnel file dated 11/11/21. Two teachers were not included in analyses because characteristic data could not be matched.

⁴ As HB 3 was used in the surveys in lieu of Texas Reading Academies, the survey results report HB 3 instead of Texas Reading Academies to accurately reflect the wording of the surveys.

teaching reading during the school year. Teachers most often selected phonological awareness (47%), followed by decoding, encoding, and word study (39%) and reading comprehension (32%). Conversely, teachers viewed the modules on science of teaching reading (10%), establishing a literacy community (8%), and tiered support (7%) as least impactful.

At MOY survey administration, teachers were asked to identify the best parts of their Reading Academy experience. Of the 360 respondents who answered this question (70% of sample), they most often reported that sharing ideas and experience (9%) was the best part of the program, followed by reading strategies (7%), resources provided (7%), activities and discussion (6%) explicit instruction (4%), collaboration with peer and teachers (3%), flexibility and self-paced (2%), and learning content (2%). At EOY, teachers also responded that their experience could have been improved by making it more of a meaningful learning experience (26%), having more time to complete modules/ being less time consuming (24%), being flexible and self-paced (9%), being face to face (6%), having fewer modules or assignments (6%), and making it a summer course or held on PD days (2%).

Of the 172 Cohort Two administrators who received a MOY survey invitation, 69 (40%) completed the survey and were included in the analyses. Additionally, 166 Cohort Two administrators received an EOY survey invitation and 115 (69%) completed at least part of the survey. Overall, the rate of positive responses (i.e., agree to a moderate or great extent) for administrators increased from MOY to EOY. For example, the rate of positive responses increased from MOY to EOY when respondents were asked if (a) teachers at their school strongly supported HB 3 changes (78% to 88%) and (b) HB 3 changes helped their student reach higher levels of achievement (91% to 96%). Likewise, the percentage of administrators who reported that they valued the kind of changes called for by the HB3 Reading Academies increased from MOY (88%) to EOY (95%). The rate of administrators who agreed that they were capable of supporting the kinds of changes called for by the HB3 reading academies increased by one percentage point from MOY to EOY (88% to 89%).

Administrators' responses to campus collaboration and coach effectiveness items responses of administrators tended to be more positive than teachers at both MOY and EOY. However, administrator responses generally trended downward from MOY to EOY. For example, the rate of positive responses decreased from MOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (91% to 84%) and (b) there was a strong building level communication around teaching reading (84% to 77%). Likewise, the rate of administrators who agreed that the

instructional specialist provided effective assistance in teaching reading slightly decreased from MOY (77%) to EOY (74%). The rate of positive responses also decreased from MOY (84%) to EOY (79%) when respondents were asked if there were frequent opportunities to share the ideas about better teaching reading. Lastly, the percentage of administrators who agreed that the CIC provided effective assistance in teaching reading slightly decreased from MOY (78%) to EOY (75%).

In addition, the percentage of administrators who reported that they had mostly or completely integrated the Reading Academies content into their work trended slightly downward from 56 percent at MOY to 53 percent at EOY.

Teachers and administrators were also asked to complete post-PD survey in December 2021. Most participants somewhat agreed or strongly agreed that the sessions were well organized and effectively presented (87%) and that the presenter or presenters effectively communicated the session content (87%). Participants were also asked to rate the extent to which the session content was relevant to their work and the extent to which they would incorporate elements from the session into their work. Most participants indicated that they would incorporate elements of the session in their teaching (90%) and that the session content was relevant (85%).

What were the student outcomes at campuses that had and had not completed Texas Reading Academies?

Results should be viewed with caution because Texas Reading Academies Cohort One and Cohort Two campuses were selected due to previous low performance and Cohort Two teachers may not have received all PD in time to implement it in the 2021-22 school year. Assessment results are presented in Table E1.

TX-KEA

In general, the proportions of K students scoring *On Track* were similar for students at Texas Reading Academies Campuses Cohorts One and Two and at non-implementing campuses. Sixty-two percent of Cohort One and 61 percent of Cohort Two K students at Texas Reading Academies campuses scored *On Track* on TX-KEA Blending, and 61 percent of K students at non-implementing campuses scored *On Track*. Thus, the ESSER-related goal that at least 62 percent of students would score at or above grade level (*On Track*) on TX-KEA Blending in spring 2022 was only met by Cohort One. For Cohort One, the one-year change in the percentage of students scoring *On Track* on TX-KEA Blending increased by six percentage points from 56% in 2020-21 to 62% in 2021-22.

MAP

For Kindergarten, the rate of students scoring at or above the 50th percentile was higher for students at Texas Reading Academies Cohorts One (38%) and Two (41%) campuses than non-implementing campuses (37%). For grade one, a slightly higher proportion of students in Cohort One (36%) and non-implementing campuses (36%) scored at or above the 50th percentile than Cohort Two campuses (35%). For grade two, the rate of students in Cohort One (41%) and Cohort 2 (40%) was slightly higher than non-implementing campuses (39%).

For Cohort One, the one-year change (2020-21 to 2021-22) in the percentage of students scoring at or above the 50th percentile on MAP decreased by 11 percentage points for K students (49% to 38%), decreased by five percentage points for grade-one students (41% to 36%), and decreased by four percentage points for grade-two students (45% to 41%). This downward trend was also evident in the overall district data from 2020-21 to 2021-22: Grade K (48% to 38%), Grade One (43% to 36%), and Grade Two (45% to 40%).

STAAR

Overall, a higher proportion of Grade-Three Texas Reading Academies Cohort One students met each standard (Approaches+: 69%, Meets+: 42%, Masters: 25%) than non-implementing (68%, 41%, 24%, respectively) or Cohort Two students (64%, 38%, 23%, respectively). For Cohort One grade-three students, the one-year change in the percentage of students scoring at STAAR standards increased by 10 percentage points for Approaches+ (59% to 69%) and Meets+ (32% to 42%) and increased by seven percentage points for Masters (17% to 24%).

Table E1: 2020-21 to 2021-22 Percentage of Students Performing At or Above Grade Level on Reading Assessments by Year, Cohort, Grade, and Assessment

Exam	2020-21			2021-22			
	RA1 %	Non %	DISD %	RA1 %	RA2 %	Non %	DISD %
K							
TX-KEA	55.5	58.4	57.5	61.9	60.7	61.4	61.3
MAP	49.3	47.8	48.3	37.5	40.5	36.8	38.3
Grade One							
MAP	40.9	44.1	43.1	36.0	35.4	35.6	35.7
Grade Two							
MAP	45.4	44.2	44.6	41.2	39.6	39.0	39.9
Grade Three							
S-App+	59.0	61.4	60.6	69.0	64.2	67.7	67.0
S-Meet+	31.7	32.8	32.4	41.5	38.4	40.9	40.3
S-Mast	17.4	18.2	17.9	24.7	22.5	24.2	23.8

Source: Public Education Information Management System district database: 10/30/20 (2020-21) and 11/01/21 (2021-22). TX-KEA: 10/28/20 (2020-21) and 06/17/22 (2021-22). MAP: 06/23/21 (2020-21) and 06/22/22 (2021-22). STAAR: 07/12/21 (2020-21) and 06/26/22 (2021-22).

Note: % = Percentage of students at standard. DISD = Dallas ISD. App+ = Approaches+. Meet+ = Meets+. Mast = Masters. Non = Non-Implementing Campuses. RA = Reading Academies. S = STAAR.

RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

Expand the administration of the post-PD survey to include all participants at both BOY and EOY.

Expand the administration of the administrator survey to include BOY.

Continue monitoring the performance of students at Cohort One and Cohort Two Texas Reading Academies campuses.

2021-22

Evaluation of the Texas Reading Academies Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

Texas Legislature House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, requires all Texas Kindergarten (K) through grade-three teachers and principals to attend Texas Reading Academies. The goal of the Texas Reading Academies is to “increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.” (TEA, n.d.). The Texas Commission on Public School Finance final report (2018) noted that student outcome shortfalls were evident in early childhood education. For instance, only 58 percent of kindergarteners were deemed kindergarten ready, while only four in ten students met the *STAAR* reading standard in third grade. Moreover, the 2017 National Assessment of Educational Progress (NAEP) report ranked Texas fourth grader 46th in reading proficiency, a decline of five spots since their 2015 ranking. The Texas Commission on Public School Finance final report (2018) further noted that “the most effective and financially efficient way to close educational attainment gaps [...] is through focusing investment on improving student outcomes in early childhood education, before the gaps compound over subsequent years.” (p. 19) However, the Texas Director of Texas Reading Academies noted during a 2022 webinar that “many educators are not prepared to provide evidence-based reading instructions [...] based on specific needs.” (TEA, 2022).

To address these issues, Texas Reading Academies were implemented to provide school districts with the flexibility to meet local needs and priorities, such as the selection of study model (comprehensive in-person vs blended), choice of Authorized Provider, and implementation level (local vs direct service). In 2021-22, participants enrolled in one of three pathways⁵ based on their learning needs: 1) ELAR pathway for general and special education teachers, 2) Biliteracy pathway for bilingual general and special education teachers, and 3) Administrator pathway for campus and district administrators. The Administrative pathway can be completed in 42 hours, and the ELAR and Biliteracy pathways can be completed in 60 hours. Overall, nearly 90,000 learners (i.e., teachers and administrators) have participated (as of March 9, 2022) in the Texas Reading Academies with 27,102 having completed the program (TEA, 2022).

Starting in 2020-21, the Dallas Independent School District (ISD) became an authorized provider of Texas Reading Academies through the Texas Education Agency (TEA), allowing the district to conduct training using Early Learning specialists as cohort leaders. All elementary campuses will participate in Texas Reading Academies over three years (Year 1 in 2020-21, Year 2 in 2021-22, or Year 3 in 2022-23). Texas Reading Academies will play a central role in meeting the Dallas ISD Board Goal that 56 percent of

⁵ A fourth, Dual pathway exists that combines both ELAR and Biliteracy teachers.

students attain the Meets Grade Level or Above (Meets+) performance standard on grade-three *State of Texas Assessments of Academic Readiness (STAAR)* reading by 2025.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the 2021-22 Texas Reading Academies evaluation was to examine context, process, and outcome data. Context data included a summary of the program. Process data included beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) teacher surveys, MOY and EOY administrator surveys, and post-professional development (PD) survey data. Outcome data included student academic outcomes including *Texas Kindergarten Entry Assessment (TX-KEA)*, *Measures of Academic Progress Growth (MAP)*, and *STAAR* reading. This evaluation report provides a summary of key findings and actionable recommendations based on reported data. Specifically, the evaluation addresses the following questions:

- 1) What was the source and amount of funding for the Texas Reading Academies in 2021-22?
- 2) What was the context of the Texas Reading Academies?
- 3) What were the characteristics and completion rates of teachers and administrators who participated in Texas Reading Academy Cohort Two?
- 4) What were the perceptions of Cohort Two teachers and administrators regarding the Texas Reading Academies program?
- 5) What were the student outcomes at campuses that had and had not completed Texas Reading Academies?

Please note the following limitations: During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports. Because of these variations in instructional time and support activities, all results should be reviewed with caution.

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the Texas Reading Academies in 2021-22?

Methodology

Dallas ISD Early Learning staff members provided budget and funding source information for the 2021-22 Texas Reading Academies.

Results

The total budget for the 2021-22 Texas Reading Academies program was \$2,068,977, an increase of 37 percent from last year (\$1,511,794). The total included \$1,700,000 for stipends and supplemental pay for teacher work required beyond the school day, \$25,000 for supplemental pay for librarians and campus coaches that attended Saturday PD sessions, \$253,977 to hire additional staff members to support the Texas Reading Academies program, and \$90,000 for printing facilitator guides and materials.

What was the context of the Texas Reading Academies?

Methodology

Context information about the Texas Reading Academies program was gathered from interviews with program administrators and central staff members in December 2021, review of program documents, and review of related websites.

Results⁶

The 86th Texas Legislature passed HB 3 in 2019.⁷ The bill required all K through grade-three teachers and principals to complete Reading Academy training by 2022-23. The Dallas ISD planned to train staff members in three one-year cohorts (2020-21, 2021-22, and 2022-23). The goal of the Texas Reading Academies was to increase teacher and administrator knowledge of evidence-based methods of teaching reading and ensure these methods were implemented in classrooms, thereby increasing student achievement in reading. The program also served to push the district toward achieving Student Outcome Goal Two as set by the Board of Trustees on November 19, 2020, that 56 percent of students attain the Meets+ performance standard on grade-three STAAR reading by the end of the 2024-25 school year.

In 2020-21, the Dallas ISD was approved to serve as an authorized provider for Texas Reading Academies PD. Ninety-three percent of the Early Learning specialists who applied to become a cohort leader for 2020-21 passed the screener, which was higher than the statewide average of 41 percent. However, the Dallas ISD was required to reapply to be an authorized provider in January 2022. To meet the updated requirements of authorized providers for Texas Reading Academies, new cohort leaders

⁶ This report includes basic background information and program changes that occurred in 2021-22. More detailed background information about Cohort One can be found in Mickelson (2021).

⁷ More information about HB 3 can be found at <https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/house-bill-3>.

attended a three-day training during May and June 2021 and completed the screener. Department staff reported that all (100%) specialists passed the test to become cohort leaders. Returning cohort leaders from the 2020-21 school year, also complete a 2-day recertification training.

Implementation during Year 1 in the Dallas ISD began with teachers and administrators at 56 high-priority elementary campuses; Year 2 targeted 46 elementary campuses and any teachers new to Year 1 campuses, and Year 3 will target 48 elementary campuses and any teachers new to Year 1 and Year 2 campuses. While HB 3 only required teachers and principals to attend Texas Reading Academies, the Dallas ISD also trained all assistant principals, Campus Instructional Coaches (CICs), and Instructional Lead Coaches (ILCs) on campuses in each cohort.

Based on job requirements, participants completed one of three learning pathways. General and special education (SPED) teachers completed the English Language Arts pathway, bilingual general education and bilingual SPED teachers completed the Biliteracy pathway, and campus administrators completed the Administrator pathway. Each pathway consisted of 12 PD modules.⁸ The module content for each pathway was the same except for additional content embedded in the Biliteracy pathway modules, such as the importance of multilingualism; cross-linguistic connections; and social, cultural, and linguistic practices.

Texas Reading Academy cohort leaders worked to implement two different PD models (comprehensive and blended). Comprehensive coaches could lead up to 60 participants by (a) coordinating the pre-work necessary for each PD session, (b) facilitating PD sessions in person, (c) establishing a literacy community, (d) conducting individualized observations and coaching sessions, and (e) providing feedback for participant artifacts. Due to the COVID-19 pandemic, the comprehensive model was implemented primarily in a virtual asynchronous format from fall 2020 until the beginning of spring 2022. Implementation returned to a face-to-face format in March 2022.⁹ All K through grade-three teachers, SPED teachers, and reading or all-content CICs received PD, coaching, and feedback from comprehensive coaches.

Blended facilitators could coordinate online learning for up to three groups of participants with up to 100 participants per group. While many of the responsibilities were similar to those of comprehensive coaches, blended facilitators worked within the Learning Management System¹⁰ to support participants through moderating online discussions and establishing a virtual literacy community. Principals, assistant principals, ILCs, and CICs who covered non reading or all-content (e.g., mathematics, mathematics and science) subjects, participated in the blended model and completed the Texas Reading Academies PD and other requirements online. Librarians; all Talented and Gifted teachers; all teachers new to a magnet,

⁸ Modules included: Introduction to the Texas Reading Academies; The Science of Teaching Reading; Establishing a Literacy Community; Using Data to Support Instruction and Tiered Levels of Support; Oral Language and Vocabulary; Phonological Awareness; Pre-Reading Skills; Decoding, Encoding, and Word Study; Reading Fluency; Reading Comprehension; Written Composition; and Pulling It All Together.

⁹ While the comprehensive PD model was implemented primarily in a virtual asynchronous format in 2021-22, comprehensive coaches were able to complete in-person observations and coaching throughout the school year to assess implementation of Texas Reading Academy content in classrooms.

¹⁰ More information about the Learning Management System can be found at <https://tea.texas.gov/about-tea/news-and-multimedia/news-releases/news-2020/tea-will-offer-free-learning-management-system-to-texas-schools-for-two-years-to-help-bolster-remote-and-classroom-instruction>.

single-gender, or transformation campuses; and Teaching and Learning personnel also participated in the blended model.

What were the characteristics and completion rates of teachers and administrators who participated in Texas Reading Academy Cohort Two?

Methodology

Participant characteristics were analyzed at the beginning of the school year. To determine the characteristics of all teachers and administrators in the Texas Reading Academies, the evaluators received a list of all participants from Early Learning staff members on November 10, 2021 and merged the list with the district personnel file dated November 11, 2021. Frequency analyses were conducted separately for teachers and administrators to summarize characteristics by gender, ethnicity, and education level. The evaluators also calculated the average number of years teaching, as applicable. Lastly, the percentage of teachers and administrators who completed the second cohort of the Texas Reading Academy program was calculated using the EOY participation data file from Early Learning staff members on June 2, 2022. These analyses did not include participants that withdrew from the program or entered the program after November 10, 2021.

Results

In 2021-22, the second cohort of the Texas Reading Academy program included 741 teachers in the English Language Arts pathway, 392 teachers in the Biliteracy pathway, and 186 administrators in the Administrator pathway. As shown in Table 1, for the English Language Arts and Biliteracy pathways combined, most Cohort Two teachers were female (86%) and had obtained a bachelor's degree (67%). About 42 percent of Cohort Two teachers were Hispanic, and 35 percent were African American. On average, Cohort Two teachers had 10 years of experience teaching in the state of Texas. In addition, most Cohort Two administrators were female (78%), and almost half were African American (48%). Seventy-six percent had obtained a master's degree or higher.

Table 1: 2021-22 Texas Reading Academies Cohort Two Teacher and Administrator Characteristics

	Teachers		Administrators	
	<i>n</i>	%	<i>n</i>	%
Gender				
Male	164	14.5	41	22.0
Female	967	85.5	145	78.0
Ethnicity				
African American	397	35.1	90	48.4
Hispanic	477	42.2	57	30.6
White	230	20.3	35	18.8
Other/Missing	27	2.4	4	2.2
Highest Degree Earned				
Associate's	6	0.5	-	-
Bachelor's	757	66.9	41	22.0
Master's	253	22.4	139	74.7
Doctorate	13	1.1	3	1.6
Other/Missing	102	9.0	3	1.6

Source: Data received from Early Learning on 11/10/21 and merged with the district personnel file dated 11/11/21.

Note: *N*=1,317. Two staff members were not included in analyses because characteristic data could not be matched. Percentages may not sum to 100 because of rounding.

Learners (i.e., teachers and administrators) that retired, resigned, or went on formal leave are processed by TEA as excused withdrawals and thus are not counted by the state towards completion metrics. Therefore, out of the 1,317 Cohort Two learners, 1251 learners participated in Texas Reading Academies in 2021-22. Of those, 99.9 percent of learners (*n*=1,250) completed the Texas Reading Academy program.

What were the perceptions of Cohort Two teachers and administrators regarding the Texas Reading Academies program?

Methodology

Beginning-of-Year, Middle-of-Year, and End-of-Year Surveys

The Early Learning Department administered BOY surveys to teachers at Texas Reading Academies Cohort Two campuses in late September through mid-October 2021. Teachers and administrators completed MOY surveys from early January through early February 2022 and completed EOY surveys in May 2022. Staff members received surveys via e-mail and were asked to provide feedback about (a) their perceptions of the program, (b) their perceptions around campus collaboration and coach effectiveness, (c) their ability to integrate Reading Academy content into their work, (d) the best part of their Reading Academy experience, and (e) how their Reading Academy experience could have been improved.

The BOY, MOY, and EOY teacher surveys included a total of seven questions including five closed-ended and two open-ended questions on Reading Academies perception, campus collaboration, and the effectiveness of coaching. Evaluators calculated response frequencies for the teacher and administrator

surveys. Content analyses were used to examine open-ended items on the MOY and EOY teacher and administrator surveys. Responses were coded into themes and tabulated.¹¹

Post-PD Surveys

After each PD session, participants completed a satisfaction survey which included five items. However, post-PD survey data in this report only covered August through December 2021. Cohort Two teachers and administrators were asked to rate the quality of the sessions they attended as well as the extent to which they would incorporate elements of the lesson into their work and the relevance of the material. The evaluators conducted frequency analyses to calculate the percentage of survey respondents selecting each response option.

Results¹²

Teacher Beginning-of-Year, Middle-of-Year, and End-of-Year Surveys

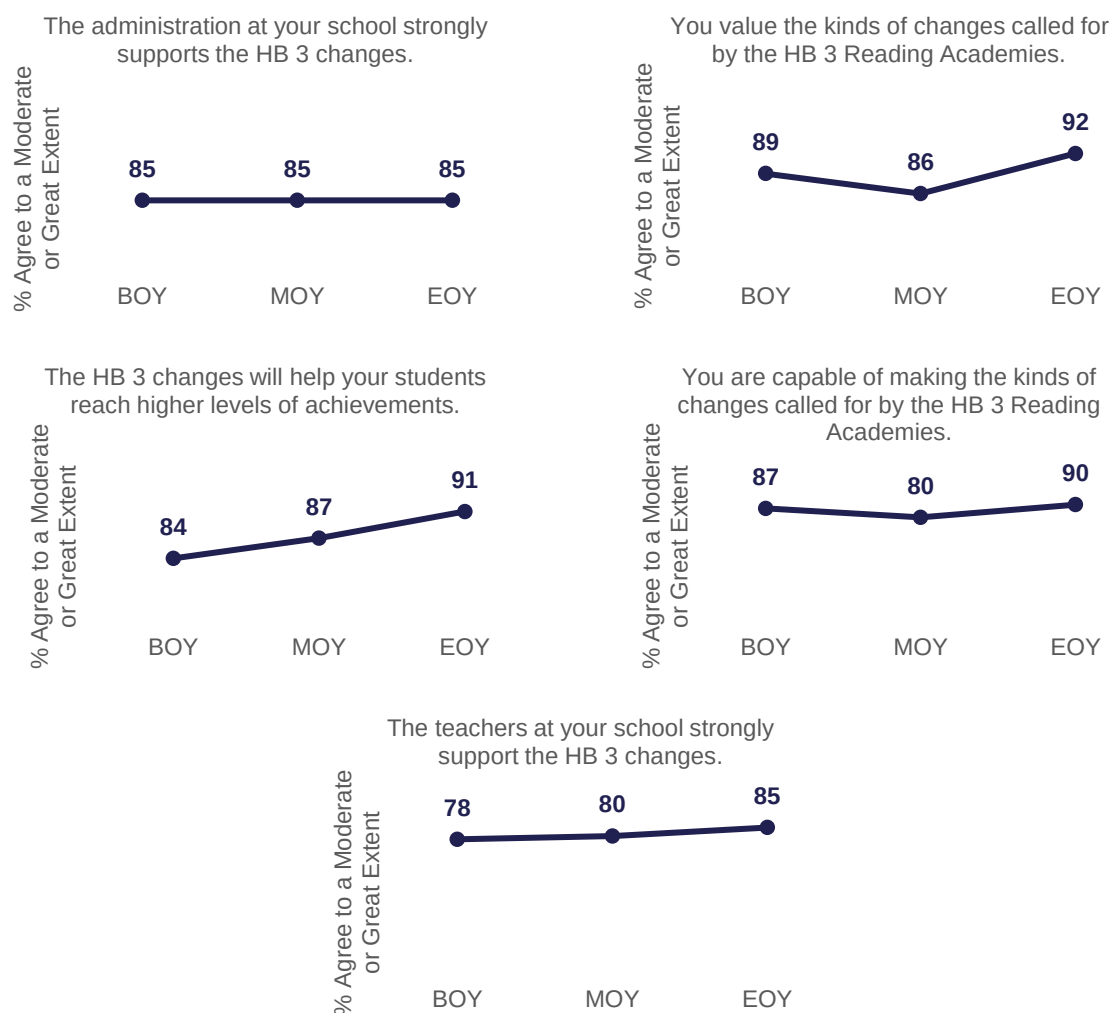
Of the 671 Cohort Two teachers who received a BOY survey invitation, 340 (51%) completed at least part of the survey and were included in the analyses. Additionally, 696 Cohort Two teachers received an MOY survey invitation and 221 completed at least part of the survey (32%); 977 teachers received an EOY survey invitation and 519 completed at least part of the survey (53%).¹³ All response percentages and the number of respondents for each item can be found in Appendix A.

Overall, the percentage of positive responses (i.e., agreed to a moderate or great extent) either remained consistent or increased from BOY to EOY for Cohort Two teachers. For example, the percentage of respondents who agreed that their administration strongly supported the HB 3 changes remained consistent (85%) from BOY to EOY. While the rate of positive responses dipped slightly at MOY survey administration when respondents were asked if they valued the changes by the HB 3 Reading Academies, the overall rate increased from BOY (89%) to EOY (92%). Likewise, when teachers were asked if they felt capable of making the kinds of changes needed for HB 3 Reading Academies, the rate of positive responses dipped from 87% at BOY to 80% at MOY and the overall rate increased to 90% by EOY. Lastly, the rate of positive responses gradually increased from BOY to EOY when respondents were asked if (a) the HB 3 changes helped their students reach higher levels of achievements (84% to 91%) and (b) teachers at their school strongly supported the HB 3 changes (78% to 85%).

¹¹ Some open-ended responses included information that that were coded into more than one theme.

¹² As HB 3 was used in the surveys in lieu of Texas Reading Academies, the survey results report HB 3 instead of Texas Reading Academies to accurately reflect the wording of the surveys.

¹³ The number of participating teachers varied throughout the year due to late participation, resignations, medical leave, or other circumstances.

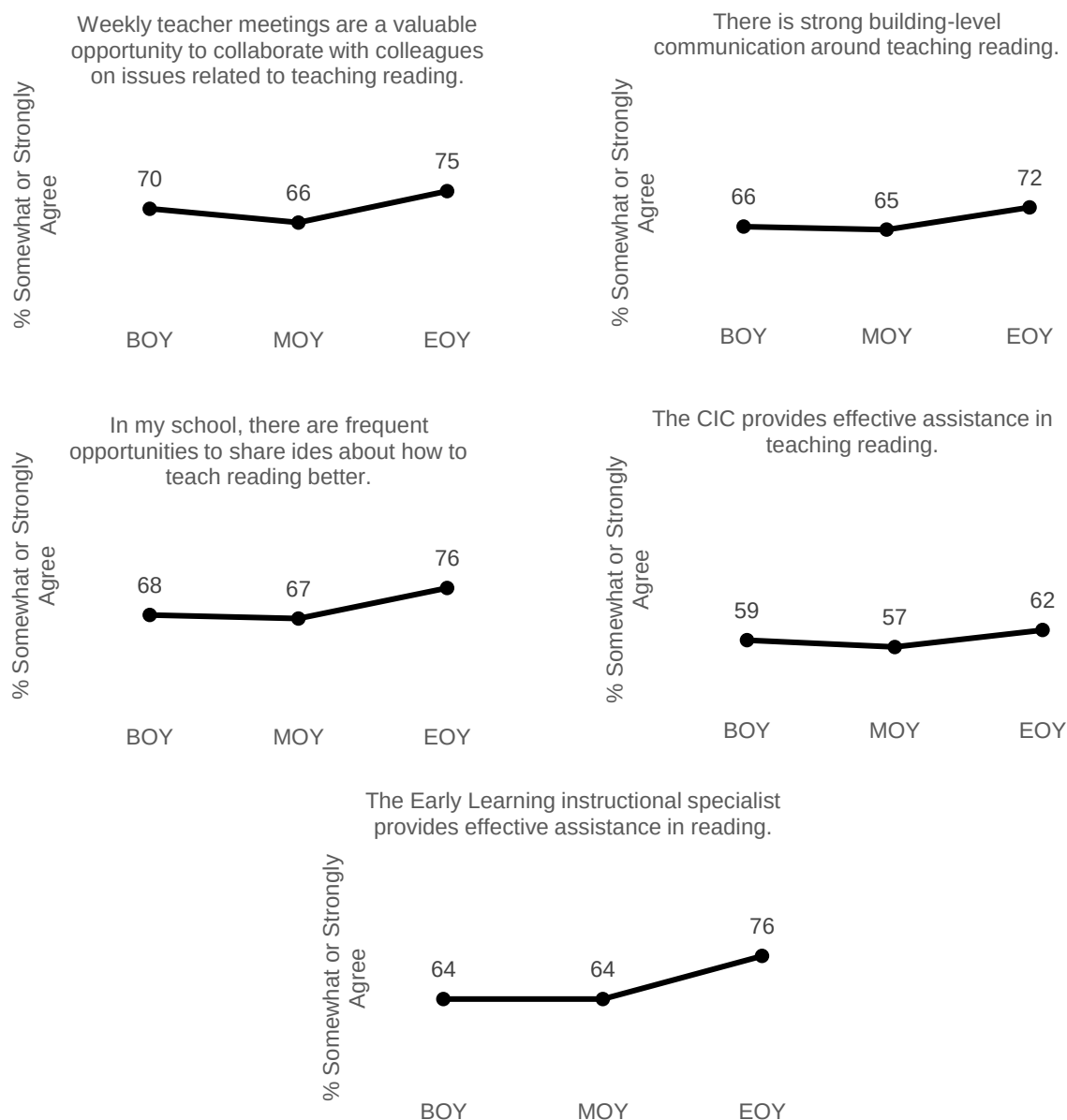
Figure 1: 2021-22 BOY, MOY, and EOY Teacher Surveys – Perceptions of HB 3 Reading Academies

Source: Data received from Early Learning on 11/05/21 (BOY), 02/10/22 (MOY), and 06/02/22 (EOY).

Note: Response options included not at all, to a small extent, to a moderate extent, and to a great extent. Ns are available in Appendix A.

Teacher perceptions regarding campus collaboration and coach effectiveness are presented in Figure 2. Overall, while the rate of positive responses (i.e., somewhat or strongly agreed) tended to fluctuate over time, all rates were higher at EOY compared to BOY. For example, the rate of positive responses increased from BOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (70% to 75%) and (b) there was a strong building level communication around teaching reading (66% to 72%). Likewise, the rate of teachers who agreed that they had frequent opportunities to share ideas about how to teach reading better increased from BOY (68%) to EOY (76%). The rate of positive responses increased from BOY (59%) to EOY (62%) when respondents were asked whether the CIC provided effective assistance in teaching reading, and it increased from BOY (64%) to EOY (76%) when asked if the early learning instructional specialist provided effective assistance in reading.

Figure 2: 2021-22 BOY, MOY, and EOY Teacher Surveys – Campus Collaboration and Coach Effectiveness



Source: Data received from Early Learning on 11/05/21 (BOY), 02/10/22 (MOY), and 06/02/22 (EOY).

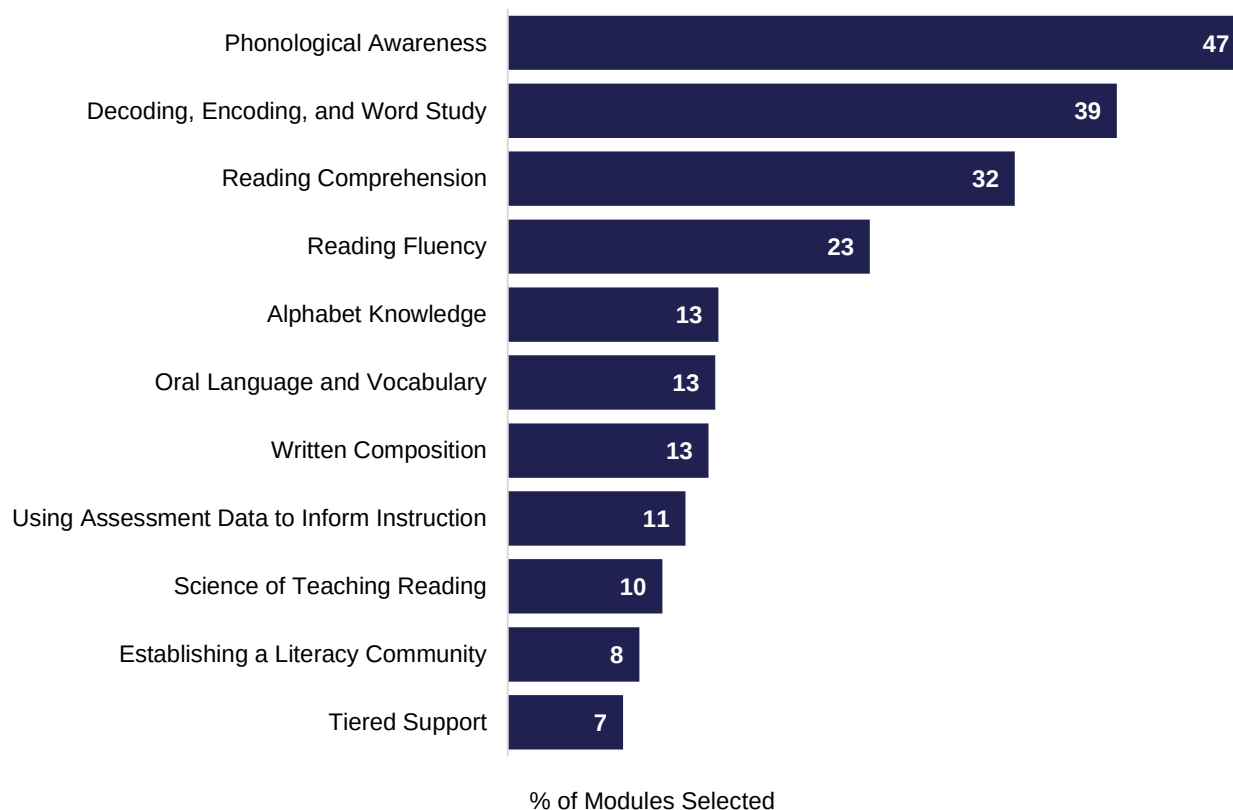
Note: Response options included strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree. Ns are available in Appendix A.

The proportion of teachers who indicated that they had mostly or completely integrated the Reading Academies content into their work increased from MOY (50%) to EOY (63%). Teachers were also asked at MOY to identify the top three modules to which the Early Learning instructional specialists provided effective assistance. Of the 170 respondents who answered this question (91% of sample), the most commonly identified modules were phonological awareness (77%), followed by decoding, encoding, & word study

(65%), oral language and vocabulary (64%), using data to inform instruction and tiered levels of support (60%), the science of teaching reading and pre-reading skills (57% each), establishing a literacy community (55%), reading fluency (53%), and reading comprehension (39%).

At EOY, teachers were asked to select up to three modules that were most impactful on their teaching reading during the school year (Figure 3). Teachers most often selected phonological awareness (47%), followed by decoding, encoding, and word study (39%) and reading comprehension (32%). Conversely, teachers viewed the modules on science of teaching reading (10%), establishing a literacy community (8%), and tiered support (7%) as least impactful.

Figure 3: 2021-22 EOY Teacher Survey – Modules Most Impactful on Teaching Reading



Source: Data received from Early Learning on 06/02/22.

Note: The Introductory module was not included. Teachers could select up to three modules. Overall, 476 teachers selected at least one module.

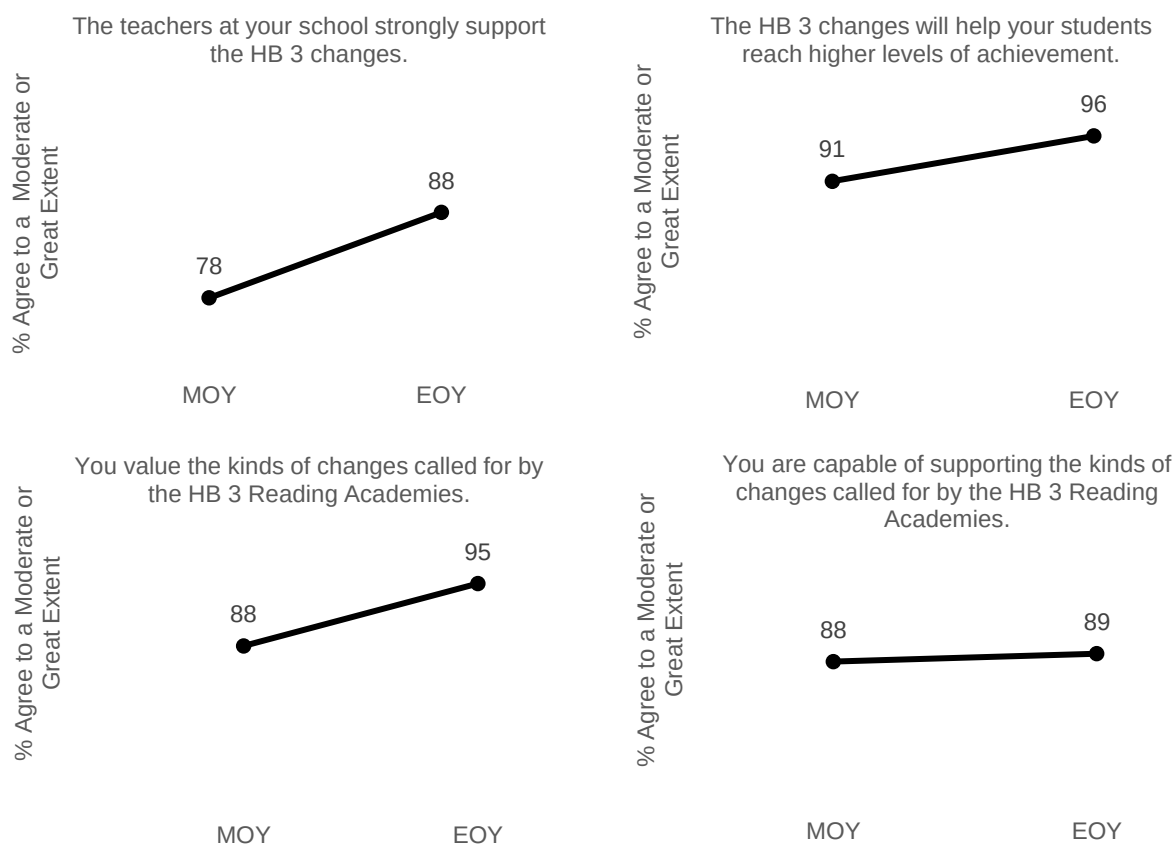
At MOY survey administration, teachers were asked to identify the best parts of their Reading Academy experience. Of the 360 respondents who answered this question (70% of sample), they most often reported that sharing ideas and experience (9%) was the best part of the program, followed by reading strategies (7%), resources provided (7%), activities and discussion (6%) explicit instruction (4%), collaboration with peer and teachers (3%), flexibility and self-paced (2%), and learning content (2%). At EOY, teachers also responded that their experience could have been improved by making it more of a meaningful learning experience (26%), having more time to complete modules/ being less time consuming

(24%), being flexible and self-paced (9%), being face to face (6%), having fewer modules or assignments (6%), and making it a summer course or held on PD days (2%).

Administrator Middle-of-Year and End-of-Year Surveys

Of the 172 Cohort Two administrators who received a MOY survey invitation, 69 (40%) completed the survey and were included in the analyses. Additionally, 166 Cohort Two administrators received an EOY survey invitation and 115 (69%) completed at least part of the survey. All response percentages and the number of respondents for each item can be found in Appendix B.

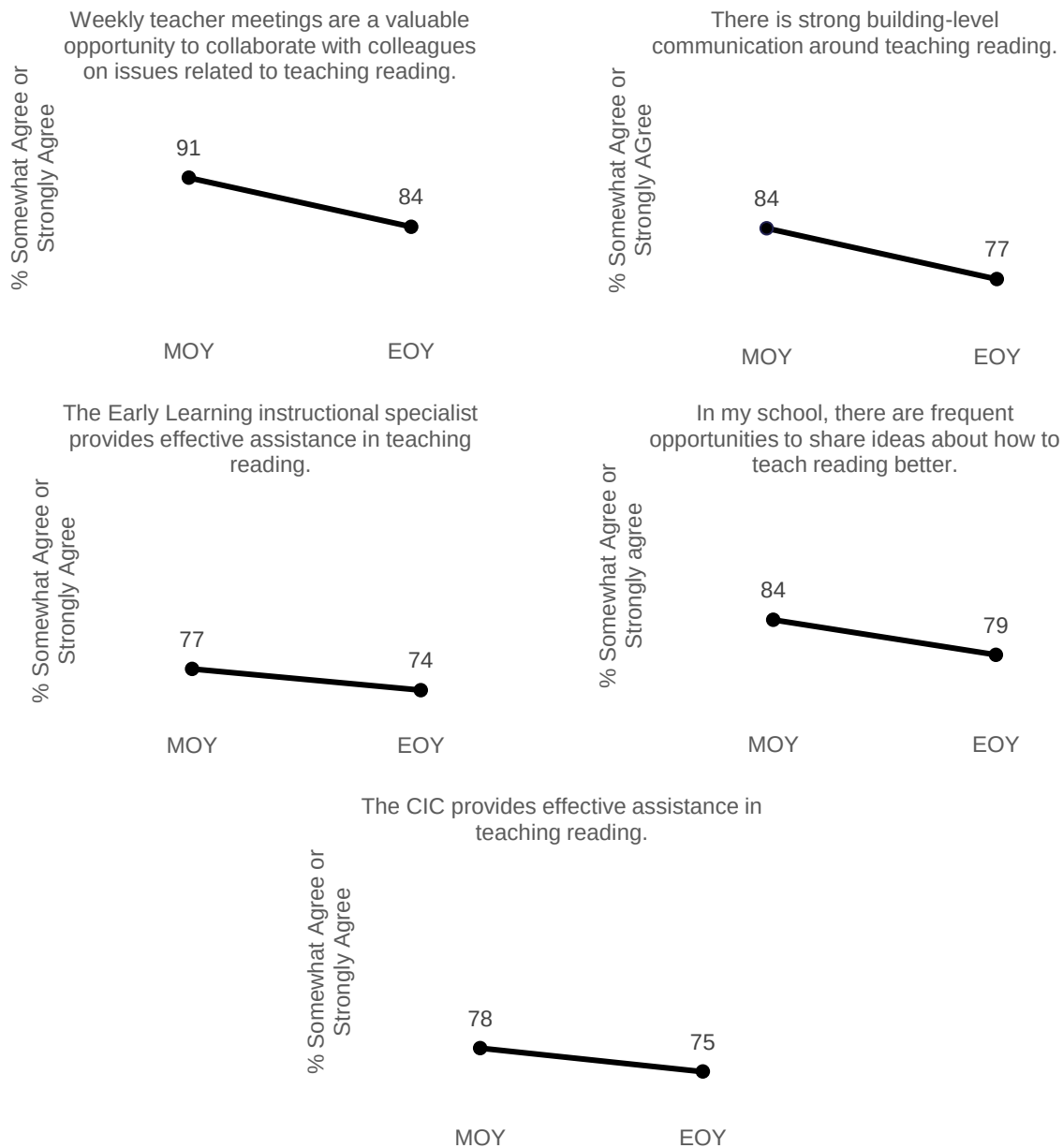
Overall, the rate of positive responses (i.e., agree to a moderate or great extent) for administrators increased from MOY to EOY (Figure 4). For example, the rate of positive responses increased from MOY to EOY when respondents were asked if (a) teachers at their school strongly supported HB 3 changes (78% to 88%) and (b) HB 3 changes helped their student reach higher levels of achievement (91% to 96%). Likewise, the percentage of administrators who reported that they valued the kind of changes called for by the HB3 Reading Academies increased from MOY (88%) to EOY (95%). The rate of administrators who agreed that they were capable of supporting the kinds of changes called for by the HB3 reading academies increased by one percentage point from MOY to EOY (88% to 89%).

Figure 4: 2021-22 MOY and EOY Administrator Surveys – Perceptions of HB 3 Reading Academies

Source: Data received from Early Learning on 01/20/22 (MOY) and 06/02/22 (EOY).

Note: Response options included not at all, to a small extent, to a moderate extent, and to a great extent. Ns are available in Appendix B.

Administrators' responses to campus collaboration and coach effectiveness items are presented in Figure 5. Overall, while administrator responses tended to be more positive than teachers at both MOY and EOY (see Figure 2 for teacher responses), administrator responses generally trended downward from MOY to EOY. For example, the rate of positive responses decreased from MOY to EOY when respondents were asked if (a) weekly teacher meetings were a valuable opportunity to collaborate with colleagues (91% to 84%) and (b) there was a strong building level communication around teaching reading (84% to 77%). Likewise, the proportion of administrators who agreed that the instructional specialist provided effective assistance in teaching reading slightly decreased from MOY (77%) to EOY (74%). The rate of positive responses also decreased from MOY (84%) to EOY (79%) when respondents were asked if there were frequent opportunities to share the ideas about better teaching reading. Lastly, the percentage of administrators who agreed that the CIC provided effective assistance in teaching reading slightly decreased from MOY (78%) to EOY (75%). In addition, the percentage of administrators who reported that they had mostly or completely integrated the Reading Academies content into their work trended slightly downward from 56 percent at MOY to 53 percent at EOY.

Figure 5: 2021-22 MOY and EOY Administrator Surveys – Campus Collaboration and Coach Effectiveness

Source: Data received from Early Learning on 01/20/22 (MOY) and 06/02/22 (EOY).

Note: Response options included strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, and strongly agree. Ns are available in Appendix B.

At MOY, respondents were asked to identify the best parts of their Reading Academy experience. Out of the 55 administrators who answered this question (80% of sample), the most frequent themes were learning content (15%) and reading strategies (15%), followed by self-paced/ flexibility of the PD (13%), reading academies knowledge (11%), explicit instruction (9%), making it a summer course (9%), resources and activities offered (7%), supporting teachers and students (5%), and understanding of teaching/learning

(4%). At MOY, 54 out of 69 administrators (78%) reported that their experience could have been improved by having more time to complete modules/being less time consuming (52%), fewer modules/ assignments (28%), making it more of a meaningful learning experience (9%), and making it face to face (7%).

At EOY, 87 out of 115 administrators (76%) reported that the best parts of their Reading Academy experience included the strategies on how to support teachers/students (26%), followed by learning content and instructions (21%), Reading Academies knowledge (14%), understanding the importance of Reading Academies (8%), and resourced provided (6%). Eighty administrators (70%) also reported that their experience could have been improved by having more time to complete modules/being less time consuming (41%), making it more of a meaningful learning experience (31%), making it a summer course or holding on PD days (6%), making it self-paced (6%), and making it face to face (5%).

Post-PD Surveys

The post-PD survey was conducted in December 2021. Teachers and administrators rated the organization and quality of presentation after session participation. Most participants somewhat agreed or strongly agreed that the sessions were well organized and effectively presented (87%) and that the presenter or presenters effectively communicated the session content (87%).

Participants were also asked to rate the extent to which the session content was relevant to their work and the extent to which they would incorporate elements from the session into their work. Most participants indicated that they would incorporate elements of the session in their teaching (90%) and that the session content was relevant (85%). All response percentages can be found in Appendix C.

What were the student outcomes based on TX Reading Academy participation?

Methodology

TX-KEA

The evaluators merged the Public Education Information Management Systems (PEIMS) demographic and EOY TX-KEA data files to conduct frequency and crosstabs analyses. The percentage of students who scored at or above grade level (*On Track*) on TX-KEA Blending in grade K was calculated for students at Texas Reading Academies Cohort One campuses, Cohort Two campuses, for students at campuses not yet participating in reading academies (non-implementing campuses¹⁴), and for the district overall by student group [i.e., ethnicity, Emergent Bilingual (EB) status, economically disadvantaged (Eco Dis) status, and SPED status].¹⁵ These data were examined in relation to the ESSER-related goal that at least 62 percent of students would score *On Track* on TX-KEA Blending in spring 2022. Change over time for Cohort One campuses was also examined.

MAP

The evaluators merged PEIMS demographic and EOY MAP data files to conduct frequency and crosstabs analyses to determine the percentage of students who scored at or above the 50th percentile on

¹⁴ Non-Implementing campuses will be trained in 2022-23.

¹⁵ PEIMS demographic data file dated 11/01/21 and TX-KEA data file dated 06/17/22.

MAP reading in grades K through two at Texas Reading Academies Cohort One campuses, Cohort Two campuses, non-implementing campuses, and the district overall by student group (i.e., ethnicity, EB status, Eco Dis status, and SPED status).¹⁶ Change over time for Cohort One campuses was also examined.

STAAR

The evaluators merged PEIMS demographic and STAAR data files to compare the percentage of students who attained Approaches Grade Level or Above (Approaches+), Meets+, and Masters Grade Level (Masters) on STAAR reading for grade-three students at Texas Reading Academies Cohort One campuses, Cohort Two campuses, students at non-implementing campuses, and for the district overall by student group (i.e., ethnicity, EB status, Eco Dis status, and SPED status).¹⁷ Change over time for Cohort One campuses was also examined.

Results

Results should be viewed with caution because Texas Reading Academies Cohorts One and Two were selected due to lower reading performance prior to 2020-21 and Cohort Two teachers may not have received all PD in time to implement it during the 2021-22 school year.

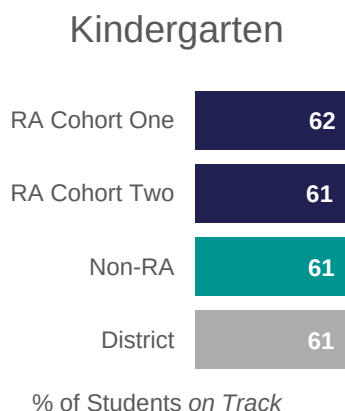
TX-KEA

The percentages of K students scoring *On Track* on TX-KEA Blending are shown in Figure 6. In general, the proportions of students scoring *On Track* were similar for students at Texas Reading Academies Campuses Cohorts One and Two and at non-implementing campuses. Sixty-two percent of Cohort One and 61 percent of Cohort Two K students at Texas Reading Academies campuses scored *On Track* on TX-KEA Blending, and 61 percent of K students at non-implementing campuses scored *On Track*. Thus, the ESSER-related goal that at least 62 percent of students would score at or above grade level (*On Track*) on TX-KEA Blending in spring 2022 was only met by Cohort One. For Cohort One, the one-year change in the percentage of students scoring *On Track* on TX-KEA Blending increased by six percentage points from 56% in 2020-21 to 62% in 2021-22 (Appendix D, Table 7).

¹⁶ PEIMS demographic data file dated 11/01/21 and MAP data file dated 06/22/22.

¹⁷ PEIMS demographic data file dated 11/01/21 and STAAR data file dated 06/26/21.

Figure 6: 2021-22 Percentages of Students On-Track on EOY TX-KEA Blending



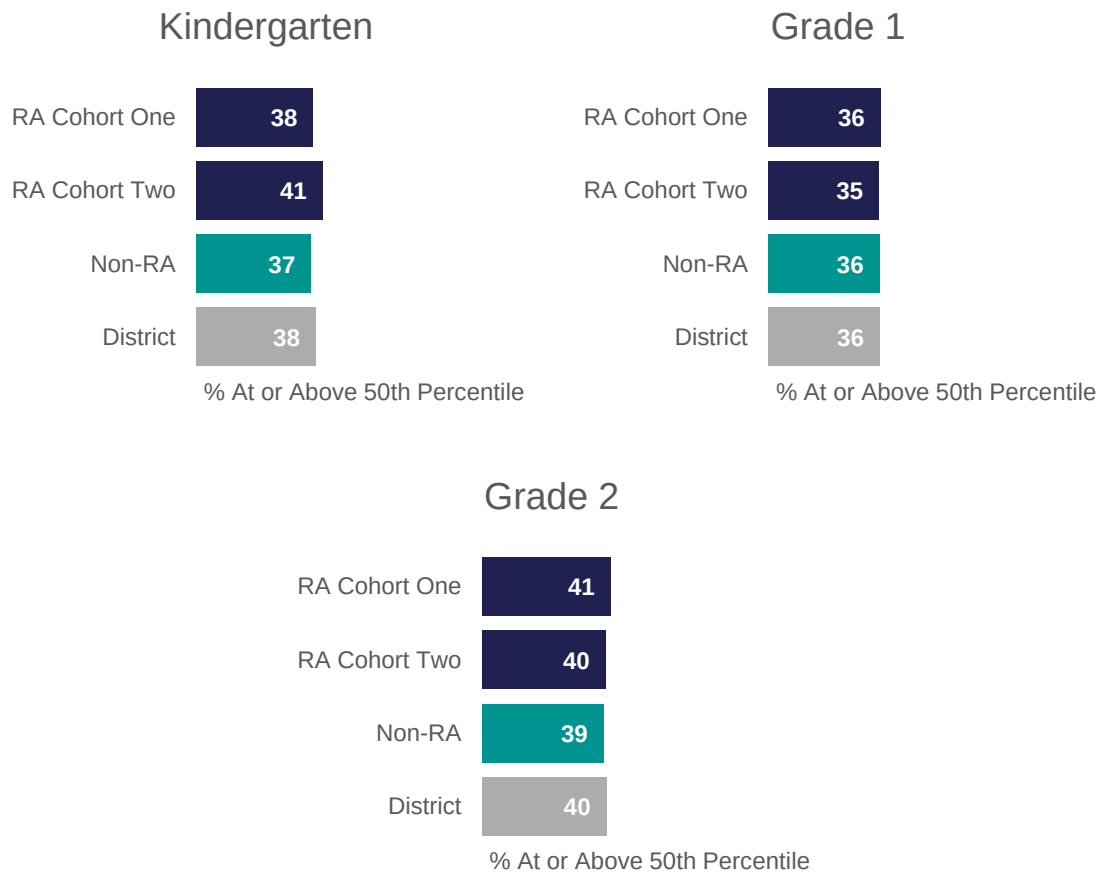
Source: TX-KEA EOY data file dated 06/17/22 and district PEIMS demographic file dated 11/01/21.
Note: RA = Reading Academies. Ns are available in Appendix D.

MAP

The percentages of K through grade-two students scoring at or above the 50th percentile on the EOY MAP Reading are shown in Figure 7 by grade. For Kindergarten, the rate of students scoring at or above the 50th percentile was higher for students at Texas Reading Academies Cohorts One (38%) and Two (41%) campuses than non-implementing campuses (37%). For grade one, a slightly higher proportion of students in Cohort One (36%) and non-implementing campuses (36%) scored at or above the 50th percentile than Cohort Two campuses (35%). For grade two, the rate of students in Cohort One (41%) and Cohort 2 (40%) was slightly higher than non-implementing campuses (39%).

For Cohort One, the one-year change (2020-21 to 2021-22) in the percentage of students scoring at or above the 50th percentile on MAP decreased by 11 percentage points for K students (49% to 38%), decreased by five percentage points for grade-one students (41% to 36%), and decreased by four percentage points for grade-two students (45% to 41%) (Appendix D, Table 7). This downward trend was also evident in the overall district data from 2020-21 to 2021-22: Grade K (48% to 38%), Grade One (43% to 36%), and Grade Two (45% to 40%; Appendix D, Tables 3 and 4).

Figure 7: 2021-22 Percentages of Students At or Above the 50th Percentile on EOY MAP Reading by Grade

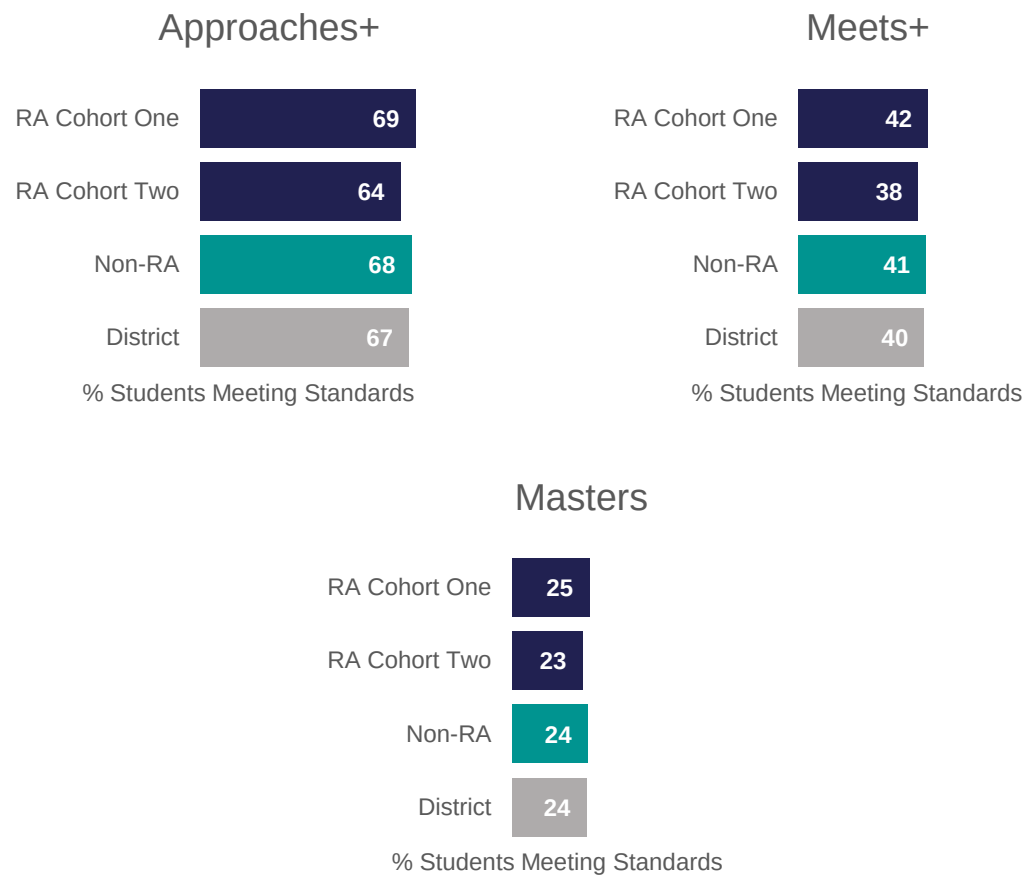


Source: MAP EOY data file dated 06/22//22 and district PEIMS demographic file dated 11/01/21.

Note: RA = Reading Academies. Ns are available in Appendix D.

STAAR

The percentages of grade-three students meeting the Approaches+, Meets+, and Masters standards on the STAAR reading subtest are shown in Figure 8. Overall, a higher proportion of Texas Reading Academies Cohort One students met each standard (Approaches+: 69%, Meets+: 42%, Masters: 25%) than non-implementing (68%, 41%, 24%, respectively) or Cohort Two students (64%, 38%, 23%, respectively). For Cohort One grade-three students, the one-year change in the percentage of students scoring at STAAR standards increased by 10 percentage points for Approaches+ (59% to 69%) and Meets+ (32% to 42%) and increased by seven percentage points (17% to 24%) for Masters (Appendix D, Table 7).

Figure 8: 2021-22 Percentages of Grade-Three Students Meeting STAAR Reading Standards

Source: STAAR data file dated 06/26//22 and district PEIMS demographic file dated 11/01/21.

Note: RA = Reading Academies. Ns are available in Appendix D

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

HB 3 required that all Dallas ISD K through grade-three teachers and principals attend Texas Reading Academies to learn evidence-based content and methods that best support the science of teaching reading. The Dallas ISD became an authorized provider of Texas Reading Academies through the TEA, allowing the district to conduct training using Early Learning specialists. All elementary campuses will participate in Texas Reading Academies over three years (Year 1 in 2020-21, Year 2 in 2021-22, or Year 3 in 2022-23). The total budget for the 2021-22 Texas Reading Academies program budget was \$2,068,977, an increase of 37 percent from last year (\$1,511,794).

- Overall, teachers' perception of the Texas Reading Academies program was positive. Ratings increased from BOY (78% positive or greater) to EOY (85% or greater) across all five program-perception items.
- Eighty-nine percent of administrators agreed that they were capable of supporting HB 3 changes, 95 percent valued the Reading Academy changes, and all respondents agreed that the changes would help students gain higher levels of reading achievement.
- In the post-PD surveys, 85 percent of session participants reported that the session content was relevant to their work and 90 percent of them stated they would incorporate elements of the session in their work.
- In general, the proportions of grade K students scoring *On Track* on *TX-KEA* Blending were similar for students at Texas Reading Academies Campuses Cohorts One (62%) and Two (61%) and at non-implementing campuses (61%).
- For Kindergarten, the rate of students scoring at or above the 50th percentile on the EOY *MAP* Reading were higher for students at Texas Reading Academies Cohorts One (38%) and Two (41%) campuses than non-implementing campuses (37%). For grade one, a slightly higher proportion of students in Cohort One (36%) and non-implementing campuses (36%) scored at or above the 50th percentile than Cohort Two campuses (35%). For grade two, the rate of students in Cohort One (41%) and Cohort Two (40%) was slightly higher than non-implementing campuses (39%).
- Across the three *STAAR* standards, a higher proportion of Texas Reading Academies Cohort One students met each standard (Approaches+: 69%, Meets+: 42%, Master: 25%) than non-implementing (68%, 41%, 24%, respectively) or Cohort Two students (64%, 38%, 23%, respectively).
- Overall, for Cohort One, the one-year change (2020-21 to 2021-22) in the percentage of students scoring at or above the 50th percentile on *MAP* decreased (grade-K: 11% points, grade-one: 5% points, grade-two: 4% points), while the percentage of students scoring at *STAAR* standards increased (Approaches+: 10% points, Meets+: 10% points, Masters: 7% points).

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Expand the administration of the post-PD survey to include all participants at both BOY and EOY.

In 2021-22, the post-PD survey was only administered in fall 2021. No spring 2022 PD survey data was collected. Because the HB3 Reading Academies was implemented throughout the 2021-22 school year, post-PD survey data should be collected after each training session to track changes in (a) the quality of the PD sessions, (b) the extent that participants incorporated elements of the lesson into their work, and (c) the relevance of the material.

Expand the administration of the administrator survey to include BOY. While Cohort Two Teachers were surveyed at BOY, MOY, and EOY, administrators who directed the reading instruction on their campuses were only surveyed at MOY and EOY. Measuring administrator perceptions at BOY, MOY, and EOY could provide additional insight into how their perceptions regarding the Texas Reading Academies program change over time. For example, while administrator's overall perceptions regarding HB3 trended upward from MOY to EOY, their perceptions regarding campus collaboration and coach effectiveness trended downward during the same period. To determine if these trends would continue or fluctuate during the school year, additional information (i.e., BOY data) is needed to measure how administrator perceptions change over time.

Continue monitoring the performance of students at Cohort One and Cohort Two Texas Reading Academies campuses. The academic achievement of students at Texas Reading Academies campuses (Cohort One and Cohort Two) was similar or slightly higher than students at non-implementing campuses on TX-KEA Blending and MAP and STAAR reading. However, because training lasted all year, Cohort Two participants were not able to fully incorporate the Reading Academy content into their classroom instruction during the 2021-22 school year. Thus, future evaluations should monitor student reading achievement during Year 3 of the program as Cohort One and Two teachers continue to employ concepts from the Reading Academies.

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APPENDICES



Appendix A

Appendix A, Table 1: 2021-22 BOY, MOY, and EOY Teacher Survey Responses – HB 3 Reading Academies Perceptions

Reading Academies Perceptions									
	<i>N</i>	Not at all		To a small extent		To a moderate extent		To a great extent	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
BOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	340	6	1.8	39	11.5	157	46.2	138	40.6
The HB 3 changes will help your students reach higher levels of achievement.	340	7	2.1	49	14.4	139	40.9	145	42.6
You value the kinds of changes called for by the HB 3 Reading Academies.	339	8	2.4	31	9.1	143	42.2	157	46.3
The administration at your school strongly supports the HB 3 changes.	339	10	2.9	42	12.4	117	34.5	170	50.1
The teachers at your school strongly support the HB 3 changes.	338	15	4.4	59	17.5	163	48.2	101	29.9
MOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	186	4	2.2	33	17.7	74	39.8	75	40.3
The HB 3 changes will help your students reach higher levels of achievement.	185	2	1.1	22	11.9	72	38.9	89	48.1
You value the kinds of changes called for by the HB 3 Reading Academies.	186	4	2.2	22	11.8	70	37.6	90	48.4
The administration at your school strongly supports the HB 3 changes.	185	4	2.2	24	13.0	52	28.1	105	56.8
The teachers at your school strongly support the HB 3 changes.	184	5	2.7	32	17.4	77	41.8	70	38.0
EOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	490	7	1.4	43	8.8	199	40.6	241	49.2
The HB 3 changes will help your students reach higher levels of achievement.	490	6	1.2	39	8.0	174	35.5	271	55.3
You value the kinds of changes called for by the HB 3 Reading Academies.	490	7	1.4	33	6.7	170	34.7	280	57.1
The administration at your school strongly supports the HB 3 changes.	489	10	2.0	62	12.7	161	32.9	256	52.4
The teachers at your school strongly support the HB 3 changes.	487	13	2.7	59	12.1	215	44.1	200	41.1

Source: Data received from Early Learning on 11/05/21 (BOY), 02/10/22 (MOY), and 06/02/22 (EOY).

Note: Percentages may not sum to 100 because of rounding. Not all participants answered every question, thus, *Ns* within surveys varied.

Appendix A, Table 2: 2021-22 BOY, MOY, and EOY Teacher Survey Responses – Campus Collaboration and Coach Effectiveness

	<i>N</i>	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
BOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	340	30	8.8	38	11.2	41	12.1	110	32.4	121	35.6
The Early Learning instructional specialist provides effective assistance in teaching reading.	339	41	12.1	34	10.0	48	14.2	95	28.0	121	35.7
The CIC provides effective assistance in teaching reading.	333	44	13.2	26	7.8	66	19.8	83	24.9	114	34.2
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	338	37	10.9	33	9.8	32	9.5	90	26.6	146	43.2
There is strong building-level communication around teaching reading.	338	36	10.7	30	8.9	48	14.2	102	30.2	122	36.1
MOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	186	20	10.8	18	9.7	23	12.4	58	31.2	67	36.0
The Early Learning instructional specialist provides effective assistance in teaching reading.	186	25	13.4	17	9.1	25	13.4	41	22.0	78	41.9
The CIC provides effective assistance in teaching reading.	186	27	14.5	17	9.1	36	19.4	43	23.1	63	33.9
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	186	24	12.9	14	7.5	25	13.4	55	29.6	68	36.6
There is strong building-level communication around teaching reading.	184	21	11.4	20	10.9	23	12.5	51	27.7	69	37.5
EOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	488	33	6.8	33	6.8	49	10.0	164	33.6	209	42.8
The Early Learning instructional specialist provides effective assistance in teaching reading.	275	16	5.8	13	4.7	36	13.1	57	20.7	153	55.6
The CIC provides effective assistance in teaching reading.	489	55	11.2	47	9.6	83	17.0	116	23.7	188	38.4
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	489	36	7.4	29	5.9	56	11.5	141	28.8	227	46.4
There is strong building-level communication around teaching reading.	489	40	8.2	33	6.7	63	12.9	153	31.3	200	40.9

Source: Data received from Early Learning on 11/05/21 (BOY), 02/10/22 (MOY), and 06/02/22 (EOY).

Note: Percentages may not sum to 100 because of rounding. Not all participants answered every question, thus, *Ns* within surveys varied.

Appendix A, Table 3: 2021-22 MOY and EOY Teacher Survey Responses – Integrating Content

Appendix F, Table 6: 2021-22 MOY and EOY Teacher Survey Responses: Integrating Content											
	<i>N</i>	Not at All		A Little Bit		Somewhat		Mostly		Completely	
		<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
MOY											
To what extent have you been able to integrate the HB 3 Reading Academy content into your teaching?	185	7	3.8	30	16.2	55	29.7	67	36.2	26	14.1
EOY											
To what extent have you been able to integrate the HB 3 Reading Academy content into your teaching?	469	10	2.1	48	10.2	118	25.2	215	45.8	78	16.6

Source: Data received from Early Learning on 02/10/22 (MOY) and 06/02/22 (EOY).

Note:

Appendix A, Table 4: 2021-22 EOY Teacher Survey Responses - Implementation Experience

Comment	<i>n</i>	%
What do you find the best part of your Reading Academy experience?		
Sharing ideas and experience	33	9.2
Reading strategies	24	6.7
Resources provided	24	6.7
Activities and discussions	20	5.6
Explicit instruction	13	3.6
Collaboration with peers and teachers	10	2.8
Learning content	6	1.7
How could your Reading Academy experience be improved?		
Making it more of a meaningful learning experience	92	26.4
Having more time to complete modules/ being less time consuming	85	24.4
Being flexible and self-paced	30	8.6
Being face to face	22	6.3
Fewer modules or assignments	20	5.7
Making it a summer course or held on PD days	6	1.7

Source: Data received from Early Learning on 06/02/22 (EOY).

Note: *N* = 360 and 348. *n* = total number of comment providers. This table was limited to comments given by more than five respondents.

Appendix A, Table 5: 2021-22 MOY Teacher Survey Responses - Most Effective Modules

Comment	<i>n</i>	%
In which modules has the early learning instructional specialist provided effective assistance?		
Module 6: Phonological Awareness	130	76.5
Module 8: Decoding, Encoding, & Word Study	111	65.3
Module 5: Oral Language & Vocabulary	109	64.1
Module 4: Using Data to Inform Instruction & Tiered Levels of Support	102	60.0
Module 2: The Science of Teaching Reading	97	57.1
Module 7: Pre-Reading Skills	97	57.1
Module 3: Establishing a Literacy Community	93	54.7
Module 9: Reading Fluency	90	52.9
Module 10: Reading Comprehension	67	39.4

Source: Data received from Early Learning on 02/10/22 (MOY).

Note: *N* = 170. *n* = total number of responses. A respondent could select up to three modules.

Appendix A, Table 6: 2021-22 EOY Teacher Survey Responses - Most Impactful Modules for Teaching Reading

Comment	<i>n</i>	<i>%</i>
In which modules has the early learning instructional specialist provided effective assistance?		
Module 6: Phonological Awareness	224	47.1
Module 8: Decoding, Encoding, & Word Study	185	38.9
Module 10: Reading Comprehension	154	32.4
Module 9: Reading Fluency	110	23.1
Module 7: Alphabet Knowledge	64	13.4
Module 5: Oral Language & Vocabulary	63	13.2
Module 11: Written Composition	61	12.8
Module 4: Using Data to Inform Instruction & Tiered Levels of Support	54	11.3
Module 2: Science of Teaching Reading	47	9.9
Module 3: Establishing a Literacy Community	40	8.4
Module 12: Tiered Support	35	7.4

Source: Data received from Early Learning on 06/02//22 (EOY).

Note: *N* = 476. *n* = total number of responses. A respondent selected at least one module.

Appendix B

Appendix B, Table 1: 2021-22 MOY and EOY Administrator Survey Responses – Texas Reading Academies Perceptions

	<i>N</i>	Not at all		To a small extent		To a moderate extent		To a great extent	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
MOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	69	1	1.4	7	10.1	27	39.1	34	49.3
The HB 3 changes will help your students reach higher levels of achievement.	69	1	1.4	5	7.2	21	30.4	42	60.9
You value the kinds of changes called for by the HB 3 Reading Academies.	69	1	1.4	7	10.1	21	30.4	40	58.0
The teachers at your school strongly support the HB 3 changes.	69	-	-	15	21.7	32	46.4	22	31.9
EOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	114	2	1.8	10	8.8	41	36.0	61	53.5
The HB 3 changes will help your students reach higher levels of achievement.	115	1	0.9	4	3.5	31	27.0	79	68.7
You value the kinds of changes called for by the HB 3 Reading Academies.	114	3	2.6	3	2.6	32	28.1	76	66.7

Source: Data received from Early Learning on 01/20/22 (MOY) and 06/02/22 (EOY).

Note: Percentages may not sum to 100 because of rounding. Not all participants answered every question, thus, *Ns* within surveys varied.

Appendix B, Table 2: 2021-22 MOY and EOY Administrator Survey Responses – Campus Collaboration and Coach Effectiveness

	<i>N</i>	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
MOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	69	4	5.8	1	1.4	6	8.7	27	39.1	31	44.9
The Early Learning instructional specialist provides effective assistance in teaching reading.	69	3	4.3	4	5.8	9	13.0	12	17.4	41	59.4
The CIC provides effective assistance in teaching reading.	69	2	2.9	2	2.9	11	15.9	16	23.2	38	55.1
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	69	2	2.9	1	1.4	3	4.3	13	18.8	50	72.5
There is strong building-level communication around teaching reading.	69	1	1.4	4	5.8	6	8.7	25	36.2	33	47.8
EOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	110	5	4.5	10	9.1	8	7.3	35	31.8	52	47.3
The Early Learning instructional specialist provides effective assistance in teaching reading.	111	7	6.3	7	6.3	15	13.5	25	22.5	57	51.4
The CIC provides effective assistance in teaching reading.	110	5	4.5	7	6.4	16	14.5	30	27.3	52	47.3
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	111	5	4.5	3	2.7	10	9.0	37	33.3	56	50.5
There is strong building-level communication around teaching reading.	111	6	5.4	4	3.6	16	14.4	32	28.8	53	47.7

Source: Data received from Early Learning on 01/20/22 (MOY) and 06/02/22 (EOY).

Note: Percentages may not sum to 100 because of rounding. Not all participants answered every question, thus, *Ns* within surveys varied.

Appendix B, Table 3: 2020-21 MOY and EOY Administrator Survey Responses – Integrating Content

Appendix B, Table B: 2020-21 MOY and EOY Administrator Survey Responses – Integrating Content											
	<i>N</i>	Not at All		A Little Bit		Somewhat		Mostly		Completely	
		<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%
MOY											
To what extent have you been able to integrate the HB 3 Reading Academy content into your work?	69	3	4.3	10	14.5	24	34.8	25	36.2	7	10.1
EOY											
To what extent have you been able to integrate the HB 3 Reading Academy content into your work?	104	5	4.8	12	11.5	32	30.8	39	37.5	16	15.4

Source: Data received from Early Learning on 01/20/22 (MOY) and 06/02/22 (EOY).

Note: Percentages may not sum to 100 because of rounding. Not all participants answered every question, thus, *N*s within surveys varied.

Appendix B, Table 4: 2021-22 MOY Administrator Survey Responses – Implementation Experience

Comment	<i>n</i>
What do you find the best part of your Reading Academy experience?	
Learning content, reading strategies, and explicit instruction	21
Knowledge/understanding/supporting	11
Self-paced/ flexibility of the PD	7
Resources and activities offered	4
How could your Reading Academy experience be improved?	
Having more time to complete modules/ being less time consuming	28
Fewer modules/ assignments	15
Make it more of a meaningful learning experience	5
Prefer for Reading Academies to be a summer course or held on PD days	5
Not enough flexibility with PD/ not self-paced	4

Source: Data received from Early Learning on 01/20/22.

Note: *N* = 55 and 54. *n* = total number of comment providers. This table was limited to comments given by more than five respondents.

Appendix B, Table 5: 2021-22 EOY Administrator Survey Responses – Implementation Experience

Comment	<i>n</i>
What do you find the best part of your Reading Academy experience?	
Learning how to support teachers/students	23
Learning content, reading strategies, and explicit instruction	18
Reading Academies Knowledge	12
Understanding the Importance of Reading Academies	7
Resources and activities offered	7
How could your Reading Academy experience be improved?	
Having more time to complete modules/ being less time consuming	33
Making it more of a meaningful learning experience	25
Preferring for Reading Academies to be a summer course or held on PD days	5
Not enough flexibility with PD/ not self-paced	5

Source: Data received from Early Learning on 06/02/22.

Note: *N*=87 and 80. *n* = total number of comment providers. This table was limited to comments given by more than four respondents.

Appendix C

Appendix C, Table 1: 2021-22 Texas Reading Academies Post-PD Survey - Quality of Session

	<i>N</i>	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The sessions were well-organized and effectively presented.	651	40	6.1	45	6.9	191	29.3	375	57.6
The presenter(s) effectively communicated the content.	643	36	5.6	47	7.3	155	24.1	405	63.0

Source: Data received from Early Learning on 06/15/22.

Note: Percentages may not sum to 100 because of rounding. Participants considered all modules completed when responding. Not all participants answered every question, thus, *Ns* within surveys varied.

Appendix C, Table 2: 2021-22 Texas Reading Academies Post-PD Survey - Session Relevance

	<i>N</i>	Not At All		A Little Bit		Somewhat		A Lot		Completely	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To what extent was the content of this session relevant to your work?	440	28	6.4	39	8.9	64	14.5	134	30.5	175	39.8
To what extent will you incorporate elements of this session into your work?	689	32	4.6	40	5.8	87	12.6	276	40.1	254	36.9

Source: Data received from Early Learning on 06/15/22.

Note: Percentages may not sum to 100 because of rounding. The PD survey was conducted December 2021. Not all participants answered every question, and/or may not have all rated the same modules in semester one, thus, *Ns* within surveys varied.

Appendix D

Appendix D, Table 1: 2021-22 Percentages of K Students *On-Track* on EOY TX-KEA Blending by Cohort and Student Characteristic

	RA Cohort One		RA Cohort Two		Non-Implementing		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
African American	481	50.9	808	50.9	357	49.3	1,646	50.5
Hispanic	1,994	63.6	1,788	61.2	2,274	62.2	6,056	62.4
White	111	72.1	332	77.7	242	70.2	685	74.2
Emergent Bilingual	1,392	67.4	1,255	66.1	1,534	66.1	4,181	66.5
Economically Disadvantaged	2,320	59.9	2,526	57.8	2,426	59.9	7,272	59.2
Special Education	93	38.7	109	48.6	116	43.1	318	43.7
Total	2,678	61.9	3,033	60.7	2,950	61.4	8,661	61.3

Source: PEIMS district data file dated 11/01/21 and EOY TX-KEA file dated 06/17/22.

Note: RA = Reading Academies. *N* = Tested students; % = percent on track. Students could be classified in more than one category for student characteristics.

Appendix D, Table 2: 2020-21 Percentages of K Students *On-Track* on EOY TX-KEA Blending by Cohort and Student Characteristic

	RA Cohort One		Non-Implementing		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
African American	474	48.7	1,086	46.6	1,560	47.2
Hispanic	1,973	55.8	4,068	59.8	6,041	58.5
White	102	76.5	497	74.8	599	75.1
Emergent Bilingual	1,329	57.9	2,735	63.3	4,064	61.5
Economically Disadvantaged	2,250	52.2	4,941	56.1	7,191	54.9
Special Education	90	36.7	188	46.3	278	43.2
Total	2,645	55.5	5,859	58.4	8,504	57.5

Source: PEIMS district data file dated 11/13/20 and EOY TX-KEA file dated 06/30/21.

Note: RA = Reading Academies. *N* = Tested students; % = percent on track. Students could be classified in more than one category for student characteristics.

Appendix D, Table 3: 2021-22 Percentages of K to Grade-Two Students at or Above the 50th Percentile on EOY MAP Reading by Cohort, Grade and Student Characteristic

	RA Cohort One		RA Cohort Two		Non- Implementing		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Grade K K-2 MAP								
African American	466	29.6	770	26.5	356	28.4	1,592	27.8
Hispanic	1,981	36.8	1,796	39.4	2,303	35.6	6,080	37.1
White	114	68.4	337	75.7	245	57.1	696	68.0
Emergent Bilingual	1,365	40.3	1,272	43.3	1,543	38.4	4,180	40.5
Economically Disadvantaged	2,287	34.0	2,500	35.2	2,453	33.7	7,240	34.3
Special Education	93	20.4	112	25.9	122	22.1	327	22.9
Total	2,655	37.5	3,006	40.5	2,983	36.8	8,644	38.3
Grade One K-2 MAP								
African American	542	27.2	840	19.4	388	22.2	1,770	22.5
Hispanic	2,154	35.6	1,844	35.9	2,584	36.1	6,582	35.9
White	128	74.2	311	74.3	218	55.0	657	67.9
Emergent Bilingual	1,536	38.2	1,309	38.6	1,763	39.3	4,608	38.7
Economically Disadvantaged	2,656	32.5	2,697	30.4	2,976	33.9	8,329	32.3
Special Education	175	14.3	185	22.7	251	13.9	611	16.7
Total	2,979	36.0	3,115	35.4	3,308	35.6	9,402	35.7
Grade Two 2-5 MAP								
African American	554	32.7	787	26.2	342	25.7	1,683	28.3
Hispanic	2,042	40.0	1,815	38.5	2,521	38.2	6,378	38.9
White	137	77.4	286	76.9	208	66.3	631	73.5
Emergent Bilingual	1,504	39.4	1,312	39.9	1,745	39.3	4,561	39.5
Economically Disadvantaged	2,442	36.4	2,528	33.5	2,666	35.1	7,636	35.0
Special Education	207	17.9	211	14.7	308	18.5	726	17.2
Total	2,889	41.2	3,018	39.6	3,184	39.0	9,091	39.9

Source: PEIMS district data file dated 11/01/21 and EOY MAP file dated 06/22/22.

Note: RA = Reading Academies. *N* = Tested students; % = percent on track. Students could be classified in more than one category for student characteristics.

Appendix D, Table 4: 2020-21 Percentages of K to Grade-Two Students at or Above the 50th Percentile on EOY MAP Reading by Cohort, Grade and Student Characteristic

	RA Cohort One		Non- Implementing		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Grade K K-2 MAP						
African American	454	45.8	1,031	39.9	1,485	41.7
Hispanic	1,938	47.9	4,067	45.7	6,005	46.4
White	100	83.0	499	78.8	599	79.5
Emergent Bilingual	1,304	47.1	2,717	45.5	4,021	46.0
Economically Disadvantaged	2,198	44.9	4,875	43.7	7,073	44.1
Special Education	83	33.7	182	34.1	265	34.0
Total	2,584	49.3	5,794	47.8	8,378	48.3
Grade One K-2 MAP						
African American	565	30.6	1,128	30.0	1,693	30.2
Hispanic	2,048	40.8	4,408	44.2	6,456	43.1
White	127	78.7	490	73.7	617	74.7
Emergent Bilingual	1,500	41.7	3,167	47.4	4,667	45.6
Economically Disadvantaged	2,487	36.3	5,294	39.8	7,781	38.7
Special Education	135	20.7	367	31.3	502	28.5
Total	2,918	40.9	6,314	44.1	9,232	43.1
Grade Two 2-5 MAP						
African American	576	36.1	1,133	31.9	1,709	33.3
Hispanic	2,119	44.9	4,397	43.1	6,516	43.7
White	117	78.6	465	74.6	582	75.4
Emergent Bilingual	1,568	43.7	3,219	43.7	4,787	43.7
Economically Disadvantaged	2,555	40.8	5,288	39.9	7,843	40.2
Special Education	205	29.8	448	22.1	653	24.5
Total	2,968	45.4	6,249	44.2	9,217	44.6

Source: PEIMS district data file dated 11/13/20 and EOY MAP file dated 06/23/21.

Note: RA = Reading Academies. *N* = Tested students; % = percent on track. Students could be classified in more than one category for student characteristics.

Appendix D, Table 5: 2021-22 Percentages of Grade-Three Students Meeting Standards on STAAR Reading by Cohort, Standard and Student Characteristic

	RA Cohort One		RA Cohort Two		Non- Implementing		District Overall	
	N	%	N	%	N	%	N	%
STAAR Approaches+								
African American	594	67.8	822	56.4	397	65.5	1,813	62.2
Hispanic	2,223	67.4	1,934	63.2	2,650	66.0	6,807	65.7
White	129	86.8	277	89.9	201	90.0	607	89.3
Emergent Bilingual	1,673	65.2	1,433	62.1	1,920	63.5	5,026	63.7
Economically Disadvantaged	2,632	65.9	2,677	60.3	2,851	64.9	8,160	63.7
Special Education	315	45.7	359	45.1	378	41.5	1,052	44.0
Total	3,079	69.0	3,140	64.2	3,356	67.7	9,575	67.0
STAAR Meets+								
African American	576	39.8	789	25.9	380	39.7	1,745	33.5
Hispanic	2,178	38.5	1,885	36.8	2,601	37.8	6,664	37.7
White	129	77.5	272	77.6	198	74.7	599	76.6
Emergent Bilingual	1,645	36.0	1,409	35.8	1,894	34.8	4,948	35.5
Economically Disadvantaged	2,577	36.6	2,596	32.4	2,785	37.0	7,958	35.4
Special Education	251	18.7	277	13.0	307	14.3	835	15.2
Total	3,014	41.5	3,052	38.4	3,284	40.9	9,350	40.3
STAAR Masters								
African American	594	21.5	822	11.7	397	22.9	1,813	17.4
Hispanic	2,223	22.2	1,934	19.8	2,650	21.1	6,807	21.1
White	129	62.0	277	63.9	201	58.7	607	61.8
Emergent Bilingual	1,673	20.4	1,433	20.0	1,920	20.7	5,026	20.4
Economically Disadvantaged	2,632	20.2	2,677	16.8	2,851	20.5	8,160	19.2
Special Education	315	10.2	359	10.9	378	8.2	1,052	9.7
Total	3,079	24.7	3,140	22.5	3,356	24.2	9,575	23.8

Source: PEIMS district data file dated 11/01/21 and STAAR data file dated 06/26/22.

Note: RA = Reading Academies. N = Tested students; % = percent on track. Students could be classified in more than one category for student characteristics.

Appendix D, Table 6: 2020-21 Percentages of Grade-Three Students Meeting Standards on STAAR Reading by Cohort, Standard, and Student Characteristic

	RA Cohort One		Non- Implementing		District Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
STAAR Approaches+						
African American	596	52.7	1,196	52.3	1,792	52.4
Hispanic	2,198	58.9	4,510	60.8	6,708	60.2
White	104	88.5	453	86.3	557	86.7
Emergent Bilingual	1,694	57.9	3,352	60.0	5,046	59.3
Economically Disadvantaged	2,645	56.0	5,468	57.9	8,113	57.3
Special Education	304	39.1	687	44.4	991	42.8
Total	3,022	59.0	6,368	61.4	9,390	60.6
STAAR Meets+						
African American	580	24.8	1,157	20.6	1,737	22.0
Hispanic	2,154	31.0	4,422	31.5	6,576	31.3
White	104	73.1	447	72.9	551	73.0
Emergent Bilingual	1,670	30.7	3,311	31.6	4,981	31.3
Economically Disadvantaged	2,585	28.3	5,343	28.1	7,928	28.2
Special Education	244	11.5	551	14.0	795	13.2
Total	2,961	31.7	6,228	32.8	9,189	32.4
STAAR Masters						
African American	596	11.2	1,196	9.2	1,792	9.9
Hispanic	2,198	17.0	4,510	17.0	6,708	17.0
White	104	55.8	453	50.6	557	51.5
Emergent Bilingual	1,694	17.9	3,352	18.5	5,046	18.3
Economically Disadvantaged	2,645	14.8	5,468	14.5	8,113	14.6
Special Education	304	9.9	687	7.9	991	8.5
Total	3,022	17.4	6,368	18.2	9,390	17.9

Source: PEIMS district data file dated 11/13/20 and STAAR data file dated 07/12/21.

Note: RA = Reading Academies. *N* = Tested students; % = percent on track. Students could be classified in more than one category for student characteristics.

Appendix D, Table 7: 2020-21 to 2021-22 Percentages of Cohort One Students Meeting Assessment Standards and One-Year Change by Year, Assessment, and Student Characteristic

	2020-21		2021-22		One-Year Change
	<i>n</i>	%	<i>n</i>	%	%pts
Grade K TX-KEA Blending					
African American	474	48.7	481	50.9	2.2
Hispanic	1,973	55.8	1,994	63.6	7.8
White	102	76.5	111	72.1	-4.4
Emergent Bilingual	1,329	57.9	1,392	67.4	9.5
Economically Disadvantaged	2,250	52.2	2,320	59.9	7.7
Special Education	90	36.7	93	38.7	2.0
Total	2,645	55.5	2,678	61.9	6.4
Grade K K-2 MAP					
African American	454	45.8	466	29.6	-16.2
Hispanic	1,938	47.9	1,981	36.8	-11.1
White	100	83.0	114	68.4	-14.6
Emergent Bilingual	1,304	47.1	1,365	40.3	-6.8
Economically Disadvantaged	2,198	44.9	2,287	34.0	-10.9
Special Education	83	33.7	93	20.4	-13.3
Total	2,584	49.3	2,655	37.5	-11.8
Grade One K-2 MAP					
African American	565	30.6	542	27.2	-3.4
Hispanic	2,048	40.8	2,154	35.6	-5.2
White	127	78.7	128	74.2	-4.5
Emergent Bilingual	1,500	41.7	1,536	38.2	-3.5
Economically Disadvantaged	2,487	36.3	2,656	32.5	-3.8
Special Education	135	20.7	175	14.3	-6.4
Total	2,918	40.9	2,979	36.0	-4.9
Grade Two 2-5 MAP					
African American	576	36.1	554	32.7	-3.4
Hispanic	2,119	44.9	2,042	40.0	-4.9
White	117	78.6	137	77.4	-1.2
Emergent Bilingual	1,568	43.7	1,504	39.4	-4.3
Economically Disadvantaged	2,555	40.8	2,442	36.4	-4.4
Special Education	205	29.8	207	17.9	-11.9
Total	2,968	45.4	2,889	41.2	-4.2
Grade Three STAAR Approaches+					
African American	596	52.7	594	67.8	15.1
Hispanic	2,198	58.9	2,223	67.4	8.5
White	104	88.5	129	86.8	-1.7
Emergent Bilingual	1,694	57.9	1,673	65.2	7.3
Economically Disadvantaged	2,645	56.0	2,632	65.9	9.9
Special Education	304	39.1	315	45.7	6.6
Total	3,022	59.0	3,079	69.0	10.0

table continues

Appendix D, Table 7 (continued)

	2020-21		2021-22		One-Year Change
	<i>n</i>	%	<i>n</i>	%	%pts
Grade Three STAAR Meets+					
African American	580	24.8	576	39.8	15.0
Hispanic	2,154	31.0	2,178	38.5	7.5
White	104	73.1	129	77.5	4.4
Emergent Bilingual	1,670	30.7	1,645	36.0	5.3
Economically Disadvantaged	2,585	28.3	2,577	36.6	8.3
Special Education	244	11.5	251	18.7	7.2
Total	2,961	31.7	3,014	41.5	9.8
Grade Three STAAR Masters					
African American	596	11.2	594	21.5	10.3
Hispanic	2,198	17.0	2,223	22.2	5.2
White	104	55.8	129	62.0	6.2
Emergent Bilingual	1,694	17.9	1,673	20.4	2.5
Economically Disadvantaged	2,645	14.8	2,632	20.2	5.4
Special Education	304	9.9	315	10.2	0.3
Total	3,022	17.4	3,079	24.7	7.3

Source: PEIMS district data files dated 11/13/20 (2020-21) and 11/01/21 (2021-22). TX-KEA data files dated 06/30/21 (2020-21) and 06/17/22 (2021-22). MAP data files dated 06/23/21 (2020-21) and 06/22/22 (2021-22). STAAR data files dated 07/12/21 (2020-21) and 06/26/22 (2021-22).

Note: RA = Reading Academies. *N* = Tested students; % = percent on track; %pst = percentage points. Students could be classified in more than one category for student characteristics.