

2022-23

Evaluation of Texas Reading Academies Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



2022-23

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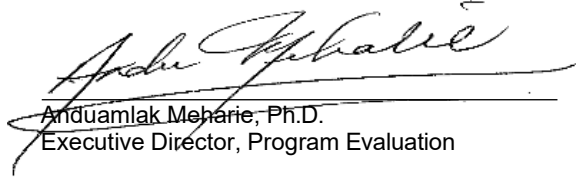
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2022-23

Evaluation of Texas Reading Academies Program

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

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. The total budget for the 2022-23 Texas Reading Academies program was \$2,280,925, an increase of 10 percent from last year (\$2,068,977).



Overall, teachers' perception of the Texas Reading Academies program was positive. Ratings increased from the beginning to the end of the year across all five program-perception items (page 8).



Overall, most administrators agreed that they were capable of supporting Texas House Bill (HB) 3 changes, valued the Texas Reading Academies changes, and believed that the changes would help students gain higher levels of reading achievement (page 11). Most participants reported that professional development session content was relevant to their work and they would incorporate session elements in their work (page 7).



The ESSER-related goal that at least 63 percent of students would score at or above grade level (*On Track*) on *Texas Kindergarten Entry Assessment (TX-KEA)* Blending was met. There was a slightly higher proportion of kindergarten students in Cohort One, Cohort Two, and district overall scoring *On Track* on *TX-KEA* Blending than Cohort Three campuses (page 14).



The program goals that 32 percent of grade one and 35 percent of grade two students scoring at or above the 50th percentile on *Measures of Academic Progress Growth (MAP)* were met. There was a higher proportion of grade one students in Cohort Three scoring at or above the 50th percentile than Cohorts One and Two campuses. There was a higher percentage of grade two students scoring at or above the 50th percentile in Cohorts One and Three than Cohort Two campuses (page 15).



Overall, there was a higher proportion of Texas Reading Academies Cohort Three students that met the *State of Texas Assessments of Academic Readiness (STAAR)* standard of Approaches+ than Cohort One, Cohort Two, and district overall. Students in Cohort One, Cohort Two, Cohort Three, and the district overall met the standard of Meets Grade Level or Above (Meets+) (page 16).

Recommendations

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

Continue monitoring the performance of students at Cohort One, Cohort Two, and Cohort Three Texas Reading Academies campuses. The academic achievement of students at Texas Reading Academies campuses (Cohort One, Cohort Two, and Cohort Three) was similar to or slightly higher than students at district overall on *TX-KEA* Blending, *MAP* and *STAAR* reading. While the program ended at the conclusion of the 2022-23 school year, it is helpful to continue to keep track of student reading achievement progress in future years in order to monitor progress toward the district's goal that 56 percent of students attain the Meets Grade Level or Above (Meets+) performance standard on grade-three *STAAR* reading by 2025.

2022-23

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PROGRAM BACKGROUND

Texas Legislature House Bill 3 (HB 3¹), passed by the 86th Texas Legislature in June of 2019, requires all Texas kindergarten through grade-three teachers and principals to attend Texas Reading Academies (formerly HB 3 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” (Texas Education Agency (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 *State of Texas Assessments of Academic Readiness (STAAR)* reading standard in third grade. Moreover, the 2017 National Assessment of Educational Progress (NAEP) report ranked Texas fourth graders 46th in reading proficiency, a decline of five spots since their 2015 ranking. 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). 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). 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).

The Dallas Independent School District (ISD) became an authorized provider of Texas Reading Academies through the TEA in 2020-21, therefore, the district conducted training using Early Learning specialists as cohort leaders. All elementary campuses participated in Texas Reading Academies over three years (Cohort 1 in 2020-21, Cohort 2 in 2021-22, or Cohort 3 in 2022-23). Texas Reading Academies were implemented to play a key role in the district’s meeting the Dallas ISD Board Goal that 56 percent of students attain the Meets Grade Level or Above (Meets+) performance standard on grade-three STAAR reading by 2025.

In 2022-23, participants enrolled in one of three pathways² based on their job requirements and learning needs: (a) English Language Arts and Reading (ELAR) pathway for general and special education

¹ For a list of all acronyms and abbreviations used in this evaluation, see Appendix A.

² A fourth, Dual pathway exists that combines both ELAR and Biliteracy teachers.

teachers, (b) Biliteracy pathway for bilingual general and special education teachers, and (c) Administrator pathway for campus and district administrators.

PROGRAM DESCRIPTION

The sections below provide information on Program components, program staff, budget, and program goals. For all methodology, see Appendix B.

Program Components

A total of three cohort teachers participated in Texas Reading Academies program from 2020-21 through 2022-23. Cohort One included 56 elementary schools in 2020-21, Cohort Two covered 46 elementary schools in 2021-22, and Cohort Three included 52 elementary schools in 2022-23. A full list of schools of Cohorts One, Cohort Two, and Cohort Three can be found in Appendix C.

The ELAR and Biliteracy pathways were completed in 60 hours and the administrative pathway were completed in 42 hours. Each pathway consisted of 12 Professional Development (PD) modules.³ 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. Blended learning facilitators led up to 100 teachers and administrators per group through online self-paced models.

The comprehensive model included live and in-person sessions with a minimum of four coaching touchpoints by the cohort leader, and it was provided to 60 teachers and administrators per cohort. In total, 776 learners completed the course under the comprehensive model. The blended model included online self-paced modules following a pacing guide with the support of a blended learning facilitator for up to 100 teachers and administrators per cohort. In 2022-23, 686 learners completed the course under the blended model. While many of the responsibilities were similar to those of comprehensive coaches, blended facilitators worked within the Learning Management System⁴ to support participants through moderating online discussions and establishing a virtual literacy community. Principals, assistant principals, instructional lead coaches (ILCs), and campus instructional coaches (CICs) who covered non-reading or all-content (e.g., mathematics, combined mathematics and science) subjects, participated in the blended model and completed the Texas Reading Academies PD and other requirements online. Librarians, all

³ 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.

⁴ 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>.

Gifted and Talented (G/T) teachers, teachers new to magnet, single-gender, or transformation campuses, and Teaching and Learning personnel also participated in the blended model. In 2022-23, the comprehensive model covered Cohort Three teachers including K-3 teachers, special education teachers, and reading campus instructional coaches (CIC), while the blended model focused on trainings on administrators, librarians, G/T teachers and new Cohort Two and Three teachers (Table 1).

Table 1: 2022-23 Texas Reading Academies PD Models and Participants

Models	Participants
Comprehensive Model	Cohort 3 K-3 teachers
	Cohort 3 SPED teachers
	Cohort 3 Reading CICs
Blended Model	All Administrators
	All non-reading CICs
	All ILCs
	All librarians
	All G/T teachers
	New Cohort 2 & 3 K-3 teachers
	New Cohort 2 & 3 SPED teachers
	New Cohort 2 & 3 Reading CICs

Source: PD Data from Texas Reading Academies manager on 06/07/23.

Program Staff

The Texas Reading Academies are operated by the Early Learning Department in Dallas ISD and led by the manager of Instructional Strategy. There are two instructional specialists who serve as blended learning facilitators and work directly with the manager of Instructional Strategy. Additionally, there are two data analysts working broadly with the entire Early Learning Department, and they administered the fall 2022, spring 2023 and PD surveys to teachers and administrators in the program. In 2022-23, Texas Reading Academies had 40 cohort leaders for comprehensive cohorts and 13 cohort leaders for blended cohorts.

Budget

Dallas ISD Early Learning staff members provided budget and funding source information for the 2022-23 Texas Reading Academies. The total budget through the Elementary and Secondary School Emergency Relief (ESSER) fund for the 2022-23 Texas Reading Academies program was \$2,280,925, an increase of 10 percent from last year (\$2,068,977). The total budget included (a) \$1,700,000 for stipends, (b) \$425,000 for personnel, (c) \$115,000 for training materials, and (d) \$40,925 for supplemental pay for cohort leaders, reading campus instructional coaches (CIC), and cohort leaders training March 2023. (Table 2).

Table 2: 2021-22 to 2022-23 Funding for Texas Reading Academies Program

Source	2021-22	2022-23	Change
Stipends	\$1,700,000	\$1,700,000	\$0
Personnel	\$253,977	\$425,000	+\$171,023
Training Materials	\$90,000	\$115,000	+\$25,000
Supplemental pay	\$25,000	\$40,925	+\$15,925
Total	\$2,068,977	\$2,280,925	+\$211,948

Source: Data were provided by Early Learning Department on 02/25/22 (2021-22) and 02/16/23 (2022-23).

Note: 2021-22 was the first year that ESSER Funds were available.

Program Goals

The Texas Reading Academies program aimed to reach four primary goals for 2022-23:

1. Ninety-five percent or more of teachers participating in the Texas Reading Academies would successfully complete all course requirements (*Yes, goal met; see page 7 for more detail*).
2. At least 63 percent of kindergarten students would score at or above grade level (*On Track*) on *Texas Kindergarten Entry Assessment (TX-KEA)* Blending (*Yes, goal met; see page 14 for more detail*).
3. For Cohort Three, 32 percent of grade one students and 35 percent of grade two students would score at or above the 50th percentile on *Measures of Academic Progress (MAP)* (*Yes, goal met; see page 15 for more detail*).
4. At least 41 percent of grade three students would meet the standard of Meets+ on *STAAR* reading for Cohort Three (*Yes, goal met; see page 16 for more detail*).

EVALUATION QUESTIONS AND RESULTS⁵

EQ1: How was Texas Reading Academies Implemented in 2022-23?

Teachers and Administrators Served by Texas Reading Academies Program

This section summarizes the characteristics of teachers and administrators in Texas Reading Academies program in 2022-23.

Teacher and administrators Characteristics

In 2022-23, there were 52 elementary campuses that participated in Texas Reading Academies in Dallas ISD (Cohort 3). The program targeted 56 high-priority elementary campuses in 2020-21 (Cohort 1), and 46 elementary campuses in 2021-22 (Cohort 2). In 2022-23, Cohort Three included 811 teachers in the ELAR pathway, 471 teachers in the Biliteracy pathway, and 194 administrators in the Administrator pathway. As shown in Table 3, most Cohort Three teachers were female (86%) and had obtained a bachelor's degree (72%). About half (51%) of Cohort Three teachers were Hispanic and 24 percent were African American. On average, Cohort Three teachers had 10 years of experience teaching in the state of Texas. In addition, most Cohort Three administrators were female (74%), and roughly three-fourths were either Hispanic (45%) or African American (31%). Seventy-two percent of administrators had obtained a master's degree or higher.

⁵ For methodology, see Appendix B.

Table 3: 2022-23 Texas Reading Academies Cohort Three Teacher and Administrator Characteristics

	Teachers		Administrators	
	<i>n</i>	%	<i>n</i>	%
Gender				
Male	180	14.0	51	26.3
Female	1,102	86.0	143	73.7
Ethnicity				
African American	302	23.6	61	31.4
Hispanic	650	50.7	87	44.8
White	300	23.4	39	20.1
Other	30	2.3	7	3.6
Highest Degree Earned				
Associates	12	0.9	--	--
Bachelor's	917	71.5	49	25.3
Master's	237	18.5	136	70.1
Doctorate	6	0.5	4	2.1
Other	110	8.6	5	2.6

Source: Data received from Early Learning on 01/11/23 and merged with the district personnel file dated 01/05/23.

Note: *N*=1,282 for cohort three teachers excluding 23 not matching district personnel file. *N*=194 administrators excluding four not matching district personnel file. Percentages may not sum to 100 because of rounding.

It is important to note that learners (i.e., teachers and administrators) that retired, resigned, or went on formal leave are processed by TEA as excused withdrawals and thus were not counted by the state towards completion metrics. Therefore, out of the 1,465 Cohort Three learners that participated in Texas Reading Academies in 2022-23, almost 100 percent (*n*=1,462) completed the Texas Reading Academy program.⁶

Supplemental Professional Development

Key findings from this section:



Texas Reading Academies implemented two different PD models in 2022-23: comprehensive and blended. Most participants somewhat agreed or strongly agreed that the sessions were well organized and effectively presented and the presenter(s) effectively communicated the session content. A majority of participants indicated that the session content was relevant, and they would incorporate elements of the session in their teaching.

Texas Reading Academy learners attended supplemental PD sessions aimed at strengthening their teaching practices. Session participants completed a survey after each session regarding their experiences. Teachers and administrators rated (a) the organization and quality of the presentation, (b) the extent to which the session content was relevant to their work, and (c) the extent to which they would incorporate elements from the session into their work. The surveys were conducted in May 2023.

⁶ Data were obtained from Texas Reading Academies staff dated 07/12/23. *n*=1,465 excluding 11 participants withdrawing from the program.

Most participants agreed that the sessions were well organized and effectively presented, and that the presenter(s) effectively communicated the session content (both 98%), and they would incorporate session elements in their work (95%). All response percentages can be found in Appendix F.

EQ2: What were the perceptions of the Texas Reading Academies participants?

This section provides perceptual data from Texas Reading Academies teacher and administrator surveys regarding the implementation of Texas Reading Academies program.

Teacher Survey⁷

Key findings from this section:



Overall, teachers' perception of the Texas Reading Academies program was positive. Ratings increased from the beginning to the end of the year across all five program-related perception items. Most teachers agreed that they were capable of supporting HB3 changes, valued the Reading Academy changes, and believed that the changes would help students gain higher levels of reading achievement.

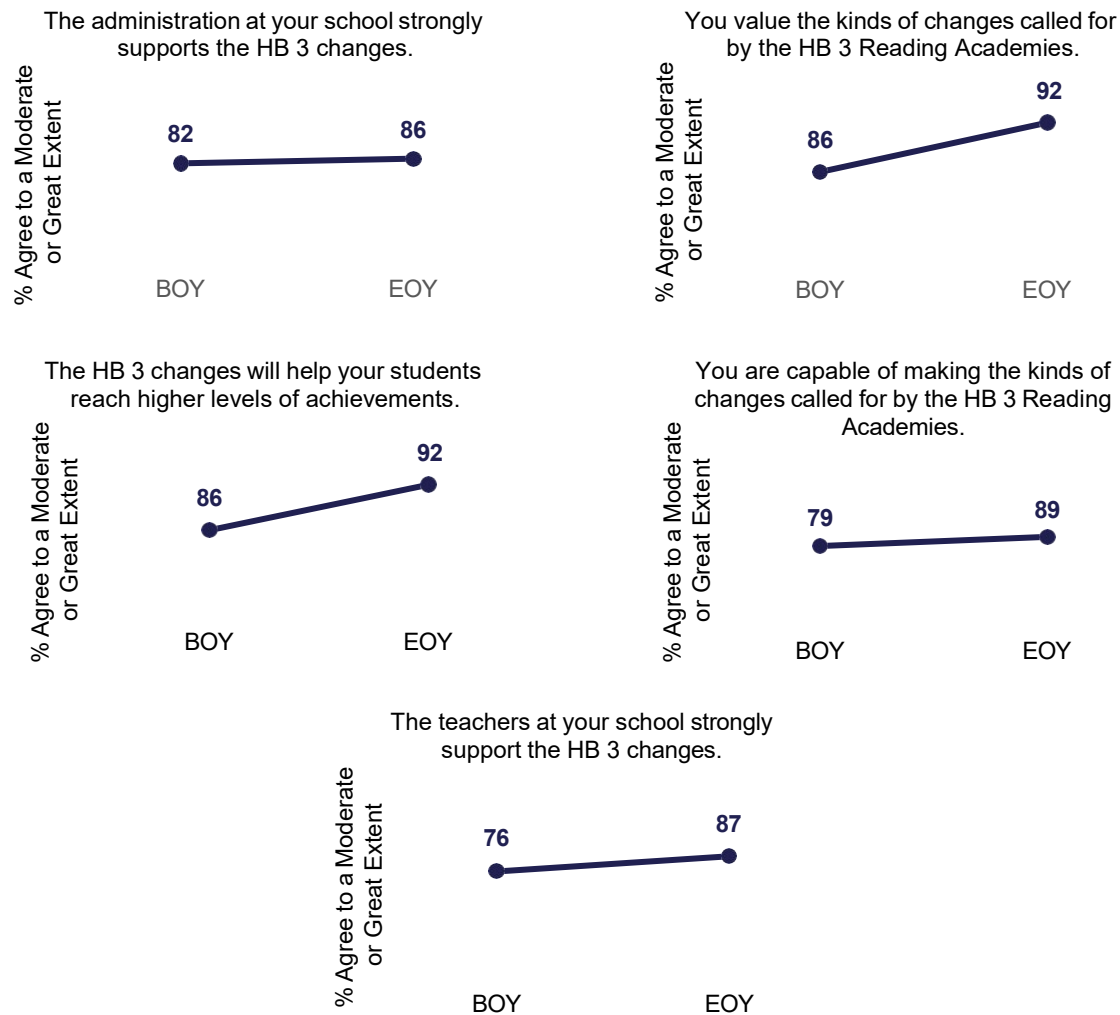
To solicit participants' perception of the Texas Reading Academies program, staff sent out two separate survey invites: beginning-of-year (BOY) in fall 2022 and end-of-year (EOY) in spring 2023 to participating teachers. Of the 293 Cohort Three teachers who received a BOY survey invitation, 234 (80%) completed at least part of the survey and were included in the analyses. Additionally, 722 teachers received an EOY survey invitation and 651 completed at least part of the survey (90%).⁸ All response percentages and the number of respondents for each item can be found in Appendix D.

Overall, the percentage of positive responses (i.e., agreed to a "moderate" or "great extent") increased from BOY to EOY for Cohort Three teachers (Figure 1). Specifically, the percentage of respondents who agreed that "*the administration strongly supported the HB3 changes*" increased from BOY (82%) to EOY (86%). Likewise, when teachers were asked if (a) "*they value the kinds of changes by HB3 reading Academies*" and (b) "*the HB3 changes helped their students reach higher levels of achievements*", the rates of positive responses increased from 86 percent to 92 percent, respectively. Teachers' rate of positive responses also increased from BOY to EOY when respondents were asked if they felt "*capable of making the kinds of changes needed for HB3 Reading Academies*" (79% to 89%). Lastly, the rate of positive responses increased from 76 percent at BOY to 87 percent at EOY when respondents were asked if they felt "*teachers at their school strongly supported the HB3 changes*".

⁷ As the former name of HB3 Reading Academies was used in the surveys in lieu of Texas Reading Academies to minimize teacher confusion, the survey results use HB3 instead of Texas Reading Academies to accurately reflect the wording of the surveys.

⁸ The number of participating teachers varied throughout the year due to late participation, resignations, medical leave, or other circumstances.

Figure 1: 2022-23 BOY and EOY Teacher Surveys –HB3 Reading Academies Perceptions

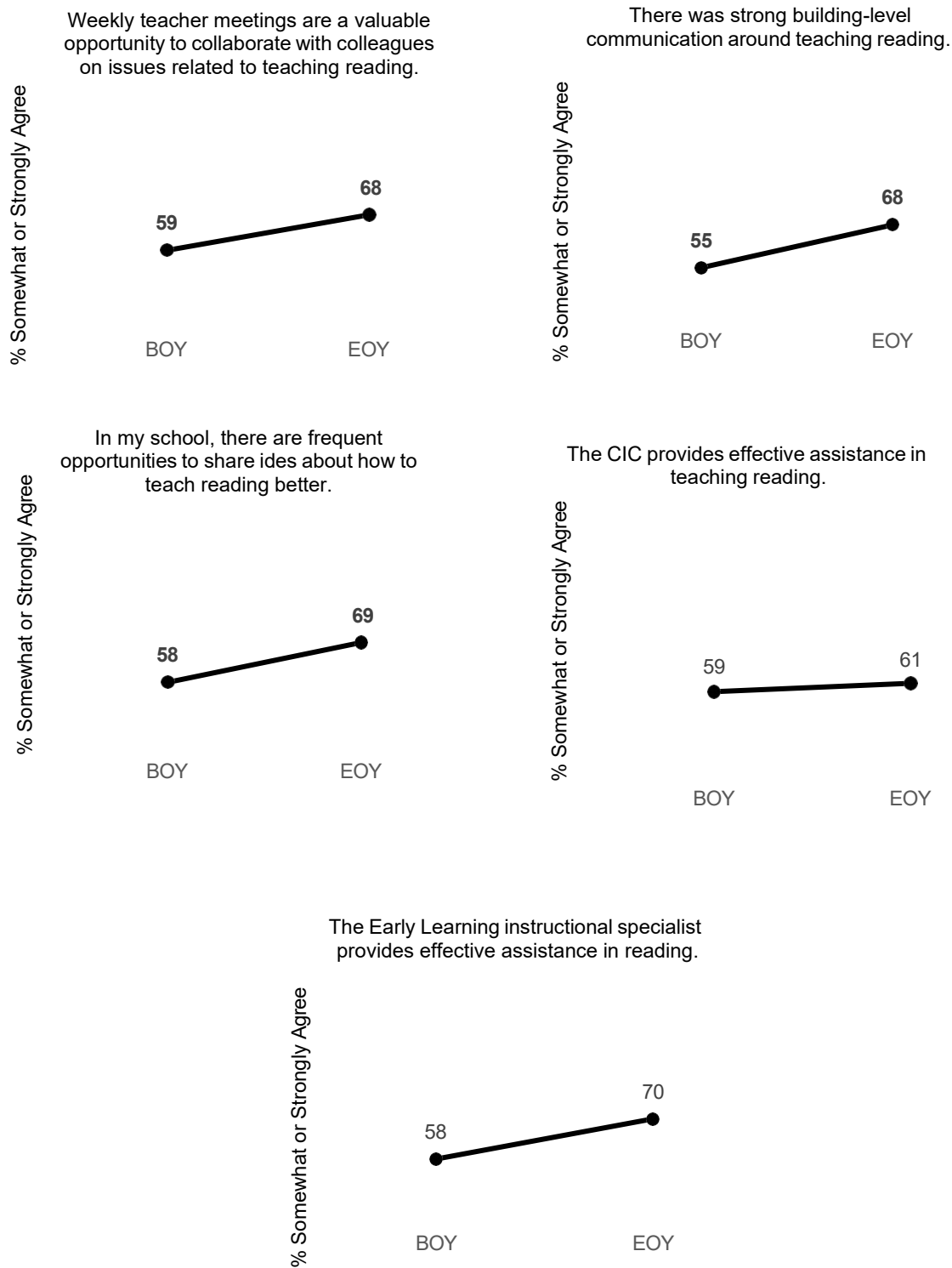


Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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 D. The surveys were for Cohort Three teachers only.

Teacher perceptions regarding campus collaboration and coach effectiveness are presented in Figure 2. Overall, the rates of positive responses (i.e., “somewhat” or “strongly agreed”) increased from BOY to EOY. Specifically, 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*” (59% to 68%) and (b) “*there was a strong building-level communication around teaching reading*” (55% to 68%). Likewise, when teachers were asked if “*there were frequent opportunities to share ideas about how to teach reading better*”, the rates of positive responses increased from 58 percent to 69 percent. The rate of positive responses also increased from BOY (59%) to EOY (61%) when respondents were asked whether “*the CIC provided effective assistance in teaching reading*”, and the rate of positive responses increased from BOY (58%) to EOY (70%) when they were asked if “*the early learning instructional specialist provided effective assistance in reading*”.

Figure 2: 2022-23 BOY and EOY Teacher Surveys – Campus Collaboration and Coach Effectiveness



Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

As part of the EOY survey, teachers were asked to identify the best parts of their Texas Reading Academy experience. Of the 493 respondents who answered this question (68% of sample), they most often reported that *“everything of Reading Academies”* (21%) was the best part of the program, followed by *“learning experience”* (18%), *“reading strategies”* (16%), *“collaboration with peers and teachers”* (7%), *“support in learning and teaching”* (7%), *“implementation of strategies and ideas”* (6%), and *“teaching and learning ideas”* (5%). At EOY, of the 471 respondents who answered this question (65% of sample), teachers also responded that their experience could have been improved by *“having fewer modules and assignments”* (22%), *“making it during school time”* (16%), *“having it on weekdays”* (15%), *“having more time to complete modules/being less time consuming”* (15%), and *“making sessions shorter/less time consuming”* (11%).

Administrator Survey

Key findings from this section:

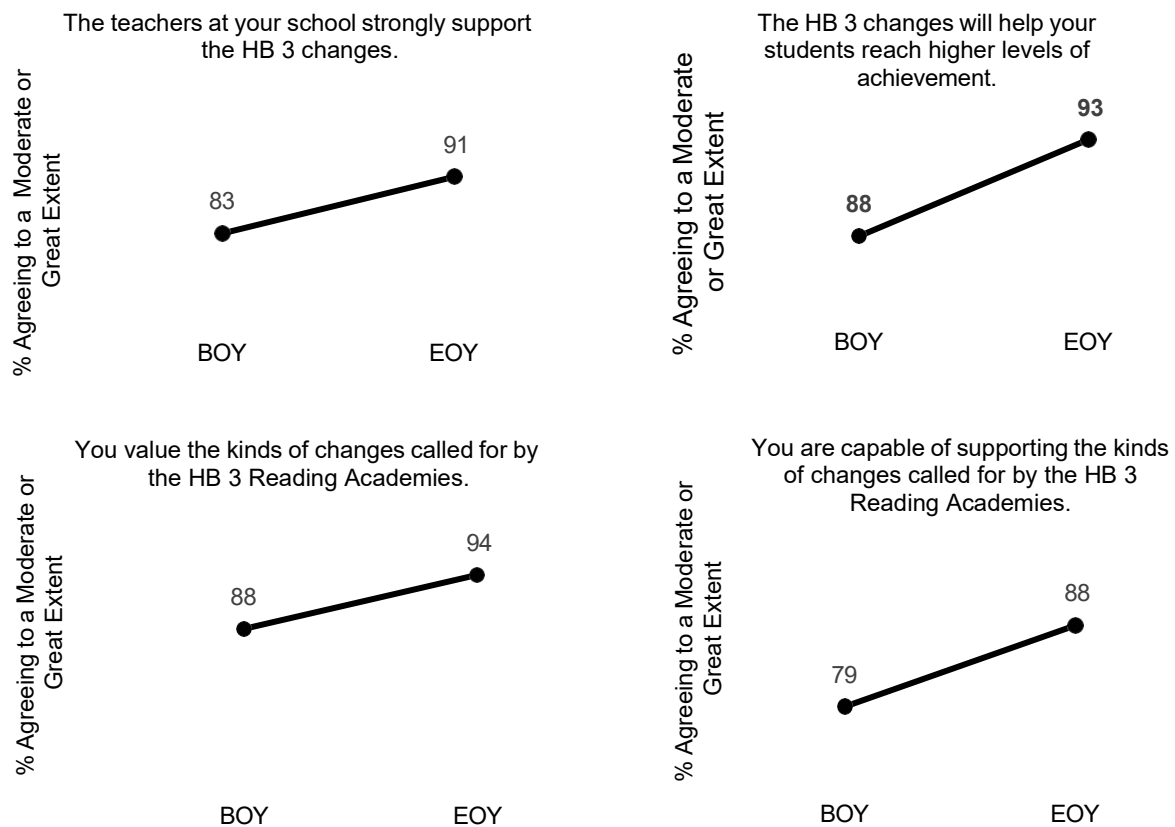


Overall, administrator responses on perceptions of Texas Reading Academies tended to be more positive than teachers at both BOY and EOY. The rate of positive responses (i.e., agree to a moderate or great extent) for administrators increased from BOY to EOY. However, administrators’ positive responses to campus collaboration and coach effectiveness items fluctuated from BOY to EOY.

Of the 33 Cohort Three administrators who received a BOY survey invitation, 24 (73%) completed the survey and were included in the analyses. Additionally, 109 Cohort Three administrators received an EOY survey invitation and 100 (92%) completed at least part of the survey. All response percentages and the number of respondents for each item can be found in Appendix E.

Overall, the rate of positive responses (i.e., agree to a moderate or great extent) for administrators increased from BOY to EOY (Figure 3). Specifically, the rate of positive responses increased from BOY to EOY when respondents were asked if (a) *“teachers at their school strongly supported HB3 changes”* (83% to 91%) and (b) *“HB3 changes helped students reach higher levels of achievement”* (88% to 93%). Likewise, the percentage of administrators who reported that *“you valued the kind of changes called for by the HB3 Reading Academies”* increased from BOY (88%) to EOY (94%). The rates of administrators who agreed that *“they were capable of supporting the kinds of changes called for by the HB3 reading academies”* increased by nine percentage points from BOY to EOY (79% to 88%).

Figure 3: 2022-23 BOY and EOY Administrator Surveys – Texas Reading Academies Perceptions



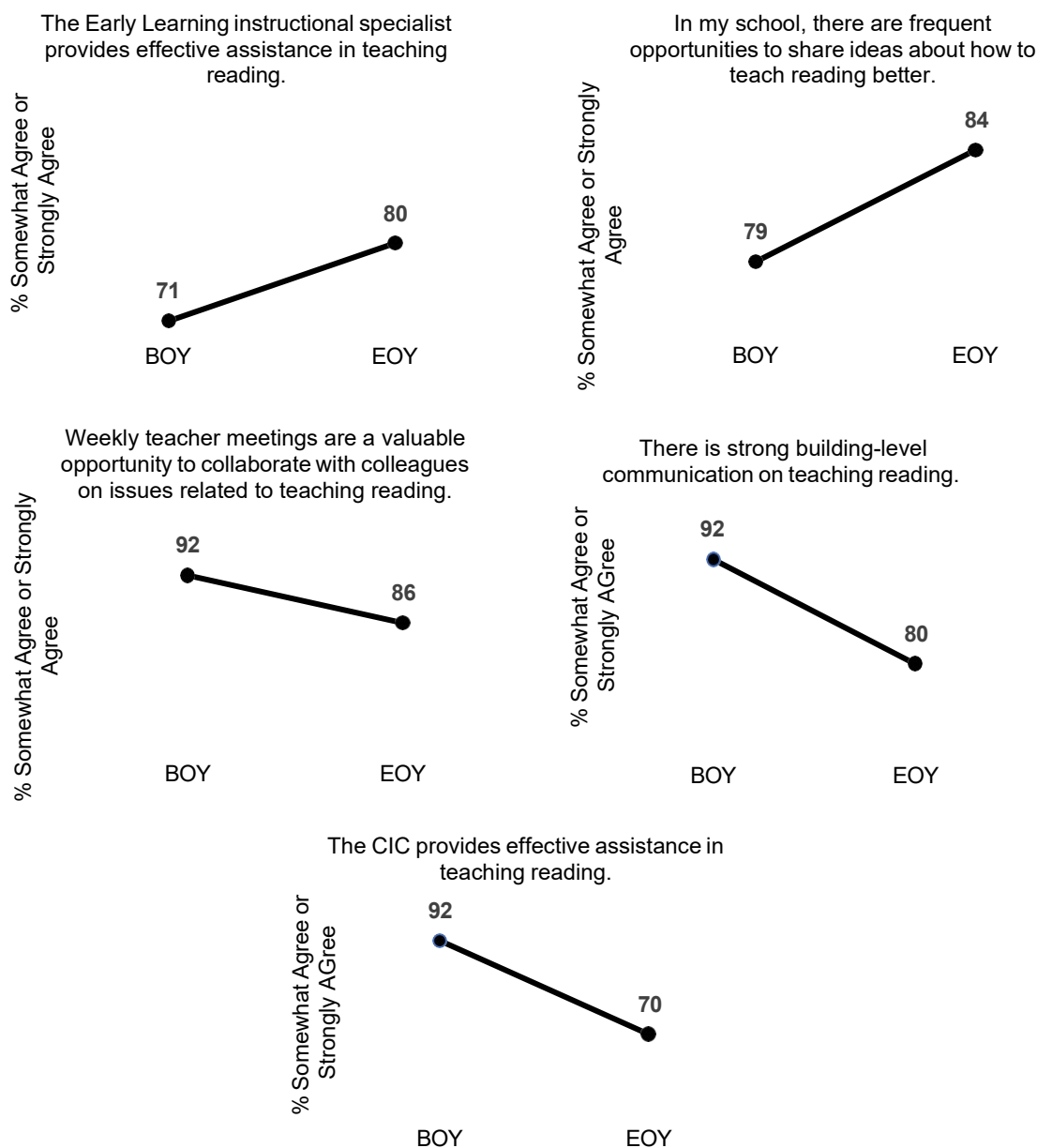
Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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 E.

Administrators' responses to campus collaboration and coach effectiveness items are presented in Figure 4. The rate of positive responses increased from BOY to EOY when respondents were asked if (a) *"Early Learning instructional specialist provided effective assistance in teaching reading"* (71% to 80%) and (b) *"there were frequent opportunities to share the ideas about better teaching reading"* (79% to 84%). However, the overall rate decreased from BOY (92%) to EOY (86%) when respondents were asked if *"weekly teacher meetings are valuable opportunities to collaborate with colleagues on issues related to teaching reading"*. Likewise, when administrators were asked if *"there is a strong building-level communication around teaching reading"*, the rate of positive responses dipped from 92 percent at BOY to 80 percent at EOY. Lastly, the rating of *"the CIC provided effective assistance in teaching reading"* decreased from BOY (92%) to EOY (70%). Additionally, when respondents were asked whether *"they have been able to integrate the HB3 Reading Academies content into their work"*, the positive responses increased from BOY (75%) to EOY (83%)⁹.

⁹ This survey question response options included Not at all, A little bit, Somewhat, Mostly, and Completely.

Figure 4: 2022-23 BOY and EOY Administrator Surveys – Campus Collaboration and Coach Effectiveness



Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

As part of the BOY survey, respondents were asked to identify the best parts of their Texas Reading Academy experience. Survey invites were sent to 33 administrators, 21 administrators who answered this question (64%), the most frequent themes were “*teaching strategies*” (30%), and “*learning content*” (26%), followed by “*support from teachers*” (22%), “*self-paced*” (13%), and “*resources*” (9%).

Additionally, respondents were asked how their Texas Reading Academy experience could be improved. Of the 21 administrators who answered this question (64%), 77 percent reported “*having more time to complete modules/being less time consuming*”, 12 percent reported “*making it in-person*”, six percent reported “*making it differentiated*” and “*making it optional*”, respectively.

At EOY, 83 out of 109 administrators (83% of the sample) reported that the best parts of their Texas Reading Academy experience included “*learning content*” (32%), followed by “*support from teachers and coaches*” (30%), “*teaching strategies*” (27%), and “*modules*” (9%). Eighty administrators (73%) also reported that their experience could have been improved by “*having more time to complete modules* (51%), “*having fewer modules*” (28%), “*having better communication*” (10%), and “*having it in-person*” (10%).

EQ3: What were the student outcomes at Texas Reading Academies campuses?

This section includes summaries of academic outcomes for Texas Reading Academies in 2022-23. This evaluation includes: (a) The ratings of kindergarten students scoring above grade level (*On Track*) on *TX-KEA* Blending in 2022-23; (b) the ratings of grades one and two students scoring at or above the 50th percentile on *MAP* reading in 2022-23, and (c) the ratings of grade-three students meeting *STAAR* reading at the Approaches Grade Level or Above (Approaches+), Meets+, and Masters Grade Level (Masters) standards in 2022-23.

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 Three teachers may not have received all PD sessions in time to implement during the 2022-23 school year.

TX-KEA

TX-KEA ratings of Cohorts One, Two, Three, and district overall by ethnicity, economic status, and student groups from 2021-22 to 2022-23 are provided in Appendix G, Tables 1 and 2. 2021-22 to 2022-23 percentages of Cohort One students meeting assessment standards and one-year change by year, assessment, and student characteristics are provided in Appendix G, Table 7.

Key findings from this section:

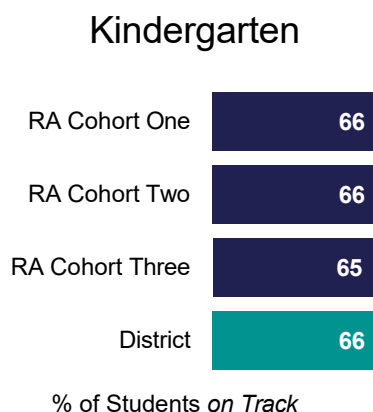


The ESSER-related goal that at least 63 percent of students would score at or above grade level (*On Track*) on *TX-KEA* Blending was met. A majority of kindergarten students in Cohort One, Cohort Two and Cohort Three at Texas Reading Academies campuses scored *On Track* on *TX-KEA* Blending.

The percentages of kindergarten students scoring *On Track* on *TX-KEA* Blending for each cohort and the district are shown in Figure 5. In general, the ESSER goal that 63 percent of students would score at or above grade level (*On Track*) on *TX-KEA* Blending was met. The proportions of students scoring *On Track* were similar for students at Texas Reading Academies Cohorts One, Two, and Three. On-Track scores for Cohort One, Cohort Two and the district overall (all 66%) were slightly higher than Cohort Three (65%) on *TX-KEA* Blending. For Cohort One, the one-year change in the percentage of students scoring

On Track on *TX-KEA* Blending increased by four percentage points from 62 percent in 2021-22 to 66 percent in 2022-23 (Appendix G, Table 7).

Figure 5: 2022-23 Percentages of Students On-Track on EOY *TX-KEA* Blending



Source: *TX-KEA* EOY data file dated 07/21/23 and district demographic file dated 05/12/23.

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

MAP

2021-22 and 2022-23 *MAP* ratings for kindergarten to grade two students for all Cohorts and the district overall by ethnicity, economic status, and student groups for are provided in Appendix F, Tables 3 and 4. 2021-22 to 2022-23 percentages of Cohort One students meeting assessment standards and one-year change by year, assessment, and student characteristics are provided in Appendix G, Table 7.

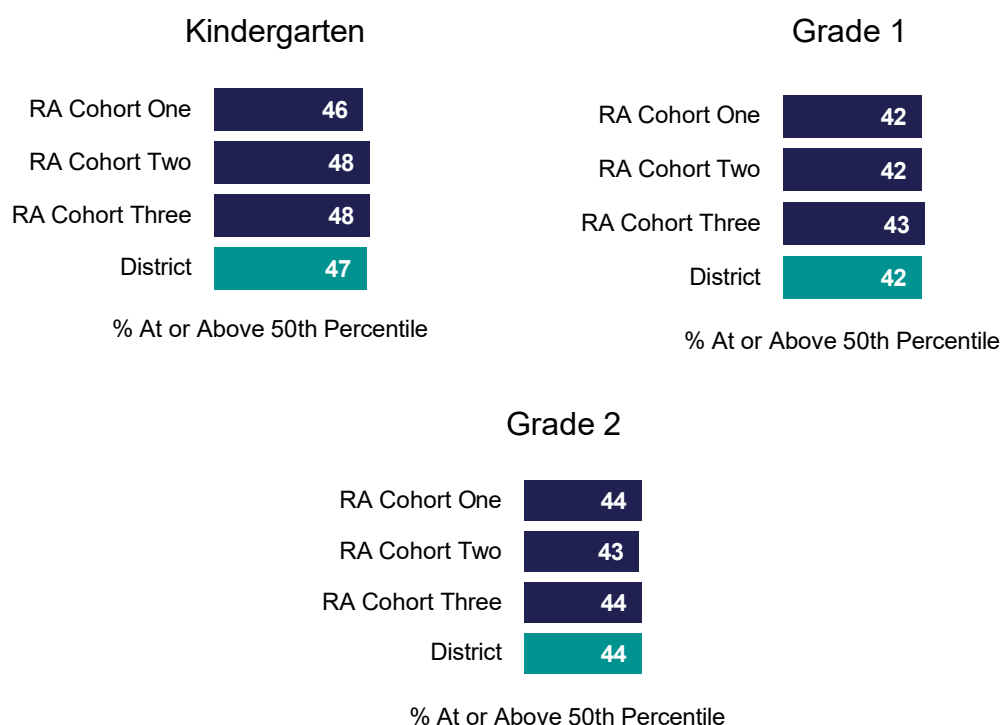
Key findings from this section:



The program goals that 32 percent of grade one students for cohort three scoring at or above the 50th percentile on *MAP* was met, and that 35 percent of grade two students for cohort three scoring at or above the 50th percentile on *MAP* was met as well. For grade one, a similar proportion of students in Cohort Three (43%) scored at or above the 50th percentile than Cohorts One and Two (both 42%). For grade two, the rates of students in Cohorts One and Three were slightly higher than Cohort Two campuses.

The percentages of kindergarten, grade one, and grade two students for Cohorts One, Two, Three, and the district scoring at or above the 50th percentile on the EOY *MAP* Reading are shown in Figure 6. Overall, the program goals that 32 percent of grade one students and 35 percent of grade two students for cohort three scoring at or above the 50th percentile on *MAP* were met, respectively. For Cohort One, the one-year change (2021-22 to 2022-23) in the percentage of students scoring at or above the 50th percentile on *MAP* increased by six percentage points for grade-one students (36% to 42%) and increased by three percentage points for grade-two students (41% to 44%; Appendix G Table 7). This positive trend from 2021-22 to 2022-23 was also evident for the district overall for both grade one (36% to 42%) and grade two (40% to 44%; Appendix G, Tables 3 and 4).

Figure 6: 2022-23 Percentages of Students At or Above the 50th Percentile on EOY MAP Reading by Grade



Source: MAP EOY data file dated 06/25/23 and district demographic file dated 05/12/23.

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

STAAR

Grade three *STAAR* performance standard rates for Cohorts One, Two, Three, and the district overall by ethnicity, economic status, and student groups from 2021-22 to 2022-23 are provided in Appendix G Tables 5 and 6. 2021-22 to 2022-23 percentages of Cohort One students meeting assessment standards and one-year change by year, assessment, and student characteristics are provided in Appendix G, Table 7.

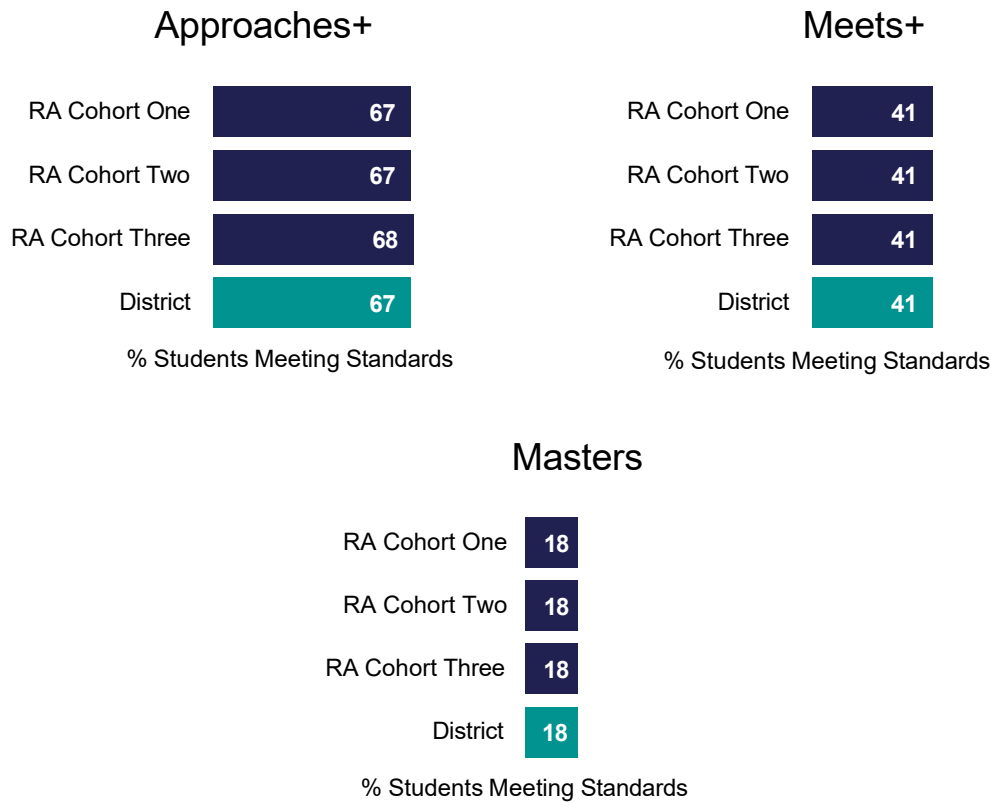
Key findings from this section:



The ESSER-related goal that at least 41 percent of grade three students would meet the standard of Meets+ on the *STAAR* reading for Cohort Three was met. Overall, 41 percent of Cohort One, Cohort Two, Cohort Three, and the district overall met Meets+.

The percentages of grade-three students meeting the Approaches+, Meets+, and Masters standards on the *STAAR* reading subtest are shown in Figure 7. Overall, a similar proportion of Texas Reading Academies Cohort Three students met the Approaches+ standard (68%) than Cohort One, Cohort Two, and the district overall (all 67%). Forty-one percent of students scored at the Meets+ standard for all cohorts and the district, meeting the ESSER-related goal. For Cohort One grade-three students, the one-year change in the percentage of students scoring at Meets+ on *STAAR* Reading slightly decreased by one percentage point for Meets+ (42% to 41%; Appendix G, Table 7).

Figure 7: 2022-23 Percentages of Grade-Three Students Meeting STAAR Reading Standards



Source: STAAR data file dated 08/12/23 and district PEIMS demographic file dated 05/12/23.

Note: RA = Reading Academies. PEIMS= Public Education Information Management System. Ns are available in Appendix G

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APPENDICES



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Appendix A

Appendix A: Acronyms and Abbreviations

Approaches+	Approaches grade level or above performance standard
BOY	Beginning of year
CIC	Campus Instructional Coach
ELAR	English Language Arts and Reading
EOY	End of year
ESSER	Elementary and Secondary School Emergency Relief
G/T	Gifted and Talented
HB	House Bill
ILC	Instructional Lead Coach
ISD	Independent School District
MAP	<i>Measures of Academic Progress Growth</i>
Masters	Masters grade level performance standard
Meets+	Meets grade level or above performance standard
NAEP	National Assessment of Educational Progress
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>

Appendix B: Methodology

Appendix B: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File (Dates)	Key Metric	Aggregation
	Budget	Budget Services Department, Special Revenues Department	02/16/23	None	Department
1	Teacher and Administrators Demographics	Dallas ISD Personnel datafile	11/03/22	Rate of teachers in the following categories: gender, ethnicity, and education level	TXRA Program
2	Teacher and Administrator Perceptions	Dallas ISD Early Learning Department	05/02/23	Rate of positive responses on survey items from BOY and EOY	TXRA Program
3	Student Outcomes at <i>TX-KEA</i>	U.T. Health Houston	07/21/23	Rate of students achieving On Track on <i>TX-KEA</i>	Cohort, grade, district
3	Student Outcomes at <i>MAP</i>	NWEA	06/25/23	Rate of students at or above the 50 th percentile on <i>MAP</i>	Cohort, grade, district
3	Student Outcomes at <i>STAAR</i> Reading	TEA	08/12/23	Rate of students achieving Approaches+, Meets+, and Masters on <i>STAAR</i> Reading	Cohort, grade, district

Note: EQ=evaluation question. NWEA=Northwest Evaluation Association. TEA=Texas Education Agency. U.T.=University of Texas.

Appendix C

Appendix C: 2020-21 Through 2022-23 Texas Reading Academies Schools of Cohort One, Cohort Two, and Cohort Three

Cohort One (2020-21)	Cohort Two (2021-22)	Cohort Three (2022-23)
H.I. Holland at Lisbon	George W. Truett	Bayles
Barbara Jordan	Nancy Cochran	Larry G. Smith
W W Bushman	Frederick Douglass	Edwin J. Keist
Clinton P. Russell	John Neely Bryan	Reinhardt
R L Thornton	Wilmer-Hutchins	Alex Sanger Prep
Whitney M Young Jr	Cedar Crest	Casa View
Thomas L. Marsalis	Rufus C. Burleson	Charles A. Gill
Clara Oliver	Ronald E. McNair	Victor H. Hexter
Oran M Roberts	T.G. Terry	Martha Turner Reilly
J P Starks	Adelle Turner	Arthur Kramer
Harrell Budd	Umphrey Lee	John J. Pershing
William B Miller	Martin Weiss	Preston Hollow
N W Harlee	Birdie Alexander	Dan D. Rogers
Charles Rice	L.L. Hotchkiss	Anne Frank
John W Carpenter	Paul L. Dunbar	Leila P. Cowart
Jimmie Tyler Brashear	H.S. Thompson	Arturo Salazar
Thomas Tolbert	Nathaniel Hawthorne	Mary McLeod Bethune
Leslie A Stemmons	Thelma Richardson	Celestino Mauricio Soto Jr.
Daniel Webster	Annie Webb Blanton	Obadiah Knight
Maria Moreno	Edward Titcher	Maple Lawn
L O Donald	Sylvia Mendez	Esperanza Hope Medrano
Margaret B Henderson	San Jacinto	Ignacio Zaragoza
Lenore Kirk Hall	Pleasant Grove	Ben Milam
Jose "Joe" May	John Quincy Adams	Cesar Chavez
Julian T Saldivar	John W. Runyon	Medical District Biomedical School
Stephen C Foster	Seagoville	ILearn (3rd Grade ONLY)
David G Burnet	Seagoville North	Hybrid Prep (3rd Grade ONLY)
Walnut Hill	Central	W.A. Blair
KB Polk	Ebby Halliday	B. H. Macon
Leonides Gonzalez Cigarroa	Kleberg	Henry B. Gonzalez PL Academy
Jack Lowe Sr	Frank Guzik	William M. Anderson
Lee A McShan Jr	Urban Park	Julius Dorsey
Jill Stone at Vickery Meadow	Edna Rowe	Richard Lagow
Highland Meadows	S.S. Conner	Nancy Moseley
Eladio R Martinez	Ascher Silberstein	Gilbert Cuellar Sr.
Stevens Park	C.A. Tatum Jr.	Lida Hooe
Gabe P Allen	Adelfa Botello Callejo	Rosemont Lower
Arcadia Park	Elisha Pease	Winnetka
C.F. Carr	MLK Jr.	Anson Jones
Jesus Moroles	Eddie Bernice Johnson	George Peabody

Table continues

Appendix C: (continued)

Cohort One (2020-21)	Cohort Two (2021-22)	Cohort Three (2022-23)
Lorenzo De Zavala	J.N. Ervin	Louis Wolff Kahn
Felix G Botello	Mockingbird	West Dallas STEM
James Bowie	Geneva Heights	Chapel Hill Prep
James S Hogg	William Lipscomb	F.P. Caillet
John H. Reagan	Mount Auburn STEAM	Everette Lee Degolyer
John F Peeler	Lakewood	Tom C. Gooch
Harry Stone		Herbert Marcus
George Bannerman Dealey		Harry C. Withers
Trinity Heights TAG		Nathan Adams
Mark Twain Leadership Vanguard		Jerry J. Junkins
Montessori at Hernandez		George Herbert Walker Bush
Eduardo Mata		Prestonwood Montessori at E.D. Walker
Downtown Montessori		
PL Prep at Sam Houston		
Solar Preparatory for Girls		
Solar Preparatory for Boys		

Source: Data received from Early Learning on 02/16/23.

Appendix D

Appendix D, Table 1: 2022-23 BOY and EOY Teacher 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>	%
BOY									
You are capable of making the kinds of changes called for by the HB3 Reading Academies.	233	14	6.0	36	15.5	89	38.2	94	40.3
The HB3 changes will help your students reach higher levels of achievement.	233	11	4.7	22	9.4	82	35.2	118	50.6
You value the kinds of changes called for by the HB3 Reading Academies.	233	9	3.9	24	10.3	75	32.2	125	53.6
The administration at your school strongly supports the HB3 changes.	233	13	5.6	29	12.4	64	27.5	127	54.5
The teachers at your school strongly support the HB 3 changes.	232	19	8.2	37	15.9	88	37.9	88	37.9
EOY									
You are capable of making the kinds of changes called for by the HB3 Reading Academies.	656	13	2.0	63	9.6	251	38.3	329	50.2
The HB3 changes will help your students reach higher levels of achievement.	656	12	1.8	43	6.6	207	31.6	394	60.1
You value the kinds of changes called for by the HB3 Reading Academies.	653	12	1.8	41	6.3	222	34.0	378	57.9
The administration at your school strongly supports the HB3 changes.	650	18	2.8	73	11.2	208	32.0	351	54.0
The teachers at your school strongly support the HB3 changes.	649	28	2.8	65	10.0	274	42.2	292	45.0

Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

Appendix D, Table 2: 2022-23 BOY 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.	234	35	15.0	29	12.4	34	14.5	62	26.5	74	31.6
The Early Learning instructional specialist provides effective assistance in teaching reading.	233	41	17.6	19	8.2	37	15.9	49	21.0	87	37.3
The CIC provides effective assistance in teaching reading.	233	37	15.9	21	9.0	38	16.3	56	24.0	81	34.8
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	234	48	20.5	20	8.5	29	12.4	46	19.7	91	38.9
There is strong building-level communication around teaching reading.	233	33	14.2	28	12.0	43	18.5	50	21.5	79	33.9
EOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	654	80	12.2	70	10.7	55	8.4	224	34.3	225	34.4
The Early Learning instructional specialist provides effective assistance in teaching reading.	651	77	11.8	38	5.8	80	12.3	148	22.7	308	47.3
The CIC provides effective assistance in teaching reading.	651	98	15.1	54	8.3	101	15.5	152	23.3	246	37.8
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	649	91	14.0	43	6.6	72	11.1	167	25.7	276	42.5
There is strong building-level communication around teaching reading.	646	85	13.2	65	10.1	59	9.1	199	30.8	238	36.8

Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

Appendix D, Table 3: 2022-23 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>	%
To what extent have you been able to integrate the HB 3 Reading Academy content into your teaching?	653	28	4.3	58	8.9	169	25.9	260	39.8	138	21.1

Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

Appendix D, Table 4: 2022-23 EOY Teacher Survey Responses - Implementation Experience

Comment	<i>n</i>	%
What do you find the best part of your Reading Academy experience?		
Everything of Reading Academies	91	21.3
Learning experience	76	17.8
Reading strategies	66	15.5
Collaborating/collaboration with peers and teachers	30	7.0
Support in learning and teaching	28	6.6
Implementation of strategies and ideas	27	6.3
Ideas for teaching and learning	21	4.9
Content	18	4.2
Learning experience	15	3.5
Group learning, activities, and discussions	14	3.3
Different modules	12	2.8
Incorporating (strategies, knowledge and skills)	11	2.6
Different Supports	10	2.3
Sharing ideas and opinions	8	1.9
How could your Reading Academy experience be improved?		
Fewer modules or assignments	40	21.6
Having it during school time	30	16.2
Having it on weekdays	27	14.6
Having more time to complete modules	27	14.6
Making it less time consuming	21	11.4
Having it during summertime	13	7.0
Having more hand-on activities	10	5.4
Having more time for the content	9	4.9
Avoiding schedule conflicts	8	4.3

Source: Data received from Early Learning on 05/02/23 (EOY).

Note: *N*=493 and 471. *n* =total number of comment providers.

Appendix E

Appendix E, Table 1: 2022-23 BOY and EOY Administrator Survey Responses – Texas Reading Academies Perceptions

		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>	%	<i>n</i>	%
BOY									
You are capable of making the kinds of changes called for by the HB3 Reading Academies.	24	1	4.2	4	16.7	12	50.0	7	29.2
The HB3 changes will help your students reach higher levels of achievement.	24	1	4.2	2	8.3	4	16.7	17	70.8
You value the kinds of changes called for by the HB3 Reading Academies.	24	0	0.0	3	12.5	3	12.5	18	75.0
The teachers at your school strongly support the HB3 changes.	24	0	0.0	4	16.7	11	45.8	9	37.5
EOY									
You are capable of making the kinds of changes called for by the HB3 Reading Academies.	99	1	1.0	10	10.1	37	37.4	51	51.5
The HB3 changes will help your students reach higher levels of achievement.	100	0	0.0	6	6.0	34	34.7	60	60.0
You value the kinds of changes called for by the HB3 Reading Academies.	99	1	1.0	5	5.1	32	32.3	61	61.6
The teachers at your school strongly support the HB3 changes	99	1	1.0	8	8.1	56	56.6	34	34.3

Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

Appendix E, Table 2: 2022-23 BOY 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>	%
BOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	24	0	0.0	4	16.7	1	4.2	8	33.3	11	45.8
The Early Learning instructional specialist provides effective assistance in teaching reading.	24	1	4.2	0	0.0	6	25.0	8	33.3	9	37.5
The CIC provides effective assistance in teaching reading.	24	0	0.0	0	0.0	2	8.3	10	41.7	12	50.0
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	24	0	0.0	2	8.3	0	0.0	6	25.0	16	66.7
There is strong building-level communication around teaching reading.	24	0	0.0	1	4.2	1	4.2	11	45.8	11	45.8
EOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	100	7	7.0	4	4.0	5	5.0	35	35.0	49	49.0
The Early Learning instructional specialist provides effective assistance in teaching reading.	99	7	7.1	9	9.1	4	4.0	22	22.2	57	57.6
The CIC provides effective assistance in teaching reading.	99	6	6.1	12	12.1	12	12.1	14	14.1	55	55.6
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	99	5	5.1	4	4.0	5	5.1	22	22.2	63	63.6
There is strong building-level communication around teaching reading.	99	6	6.1	7	7.1	7	7.1	32	32.3	47	47.5

Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

Appendix E: Table 3: 2020-21 BOY and EOY Administrator Survey Responses – Integrating Content

Appendix 2: Table 3: BOY and EOY Participant 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>	%
BOY											
To what extent have you been able to integrate the HB3 Reading Academy content into your work?	24	3	12.5	3	12.5	7	29.2	8	33.3	3	12.5
EOY											
To what extent have you been able to integrate the HB3 Reading Academy content into your work?	100	6	6.0	11	11.0	26	26.0	43	43.0	14	14.0

Source: Data received from Early Learning on 05/02/23 (BOY) and 05/02/23 (EOY).

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

Appendix E, Table 4: 2022-23 BOY Administrator Survey Responses – Implementation Experience

Comment	<i>n</i>	%
What do you find the best part of your Reading Academy experience?		
Teaching strategies	7	30.4
Learning content, reading strategies	6	26.1
Support from teachers	5	21.7
Self-paced	3	13.0
Resource	2	8.7
How could your Reading Academy experience be improved?		
Having more time to complete modules/ being less time consuming	13	76.5
Making it in-person	2	11.8
Being Differentiated	1	5.9
Making it optional	1	5.9

Source: Data received from Early Learning on 05/02/23.

Note: *N* = 21 and 17. *n* = total number of comment providers.

Appendix E, Table 5: 2022-23 EOY Administrator Survey Responses – Implementation Experience

Comment	<i>n</i>	%
What do you find the best part of your Reading Academy experience?		
Learning content	29	32.2
Support from teachers and peers	27	30.0
Teaching strategies	24	26.7
Different models learned	8	8.9
Resources	2	2.2
How could your Reading Academy experience be improved?		
Having more time to complete modules/ being less time consuming	20	51.3
Having fewer modules	11	28.2
Better/effective communication	4	10.3
Having it in-person	4	10.3

Source: Data received from Early Learning on 05/02/23.

Note: *N* = 83 and 80. *n* = total number of comment providers.

Appendix F

Appendix F, Table 1: 2022-23 Texas Reading Academies 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.	3,423	59	1.7	22	0.6	287	8.4	3,055	89.2
The presenter(s) effectively communicated the content.	3,350	50	1.5	15	0.4	227	6.8	3,058	91.3

Source: Data received from Early Learning on 05/02/23.

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 F, Table 2: 2022-23 Texas Reading Academies 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?	2,645	56	2.1	88	3.3	224	8.5	675	25.5	1,602	60.6
To what extent will you incorporate elements of this session into your work?	2,643	42	1.6	88	3.3	263	10.0	860	32.5	1,390	52.6

Source: Data received from Early Learning on 05/02/23.

Note: Percentages may not sum to 100 because of rounding. 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 G

Appendix G, Table 1: 2022-23 Percentages of Kindergarten Students *On-Track* on EOY TX-KEA Blending by Cohort and Student Characteristic

	TXRA Cohort One		TXRA Cohort Two		TXRA Cohort Three		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
African American	510	50.4	882	57.1	380	48.9	1,772	53.4
Hispanic	1,888	69.0	1,914	67.3	2,322	65.6	6,124	67.2
White	114	83.3	315	83.8	260	75.8	689	80.7
Emergent Bilingual	1,302	73.0	1,359	68.2	1,601	67.5	4,262	69.4
Eco.Disadv.	2,217	64.4	2,703	63.6	2,551	63.0	7,471	63.6
Special Education	169	40.2	204	51.0	233	38.6	606	43.2
Total	2,593	66.0	3,204	66.4	3,059	64.6	8,856	65.7

Source: District data file dated 05/12/23 and EOY TX-KEA file dated 07/21/23.

Note: TXRA= Texas Reading Academies. *N*=Tested students; %=percent on track. Students could be classified in more than one category for student characteristics. Eco.Disadv=Economically Disadvantaged.

Appendix G, Table 2: 2021-22 Percentages of Kindergarten Students *On-Track* on EOY TX-KEA Blending by Cohort and Student Characteristic

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

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

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

Appendix G, Table 3: 2022-23 Percentages of Kindergarten to Grade-Two Students at or Above the 50th Percentile on EOY MAP Reading by Cohort, Grade and Student Characteristic

	TXRA Cohort One		TXRA Cohort Two		TXRA Cohort Three		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Grade K K-2 MAP								
African American	499	43.7	834	37.5	371	35.8	1,704	39.0
Hispanic	1,902	45.0	1,881	45.9	2,277	46.9	6,060	46.0
White	115	69.6	319	77.4	262	69.8	696	73.3
Emergent Bilingual	1,310	44.1	1,344	45.5	1,559	47.8	4,213	45.9
Economically Disadvantaged	2,212	43.0	2,609	42.6	2,503	44.9	7,324	43.5
Special Education	170	32.9	198	29.3	230	27.0	598	29.4
Total	2,600	46.1	3,124	47.5	3,006	48.1	8,730	47.3
Grade One K-2 MAP								
African American	509	31.8	927	26.8	442	29.9	1,878	28.9
Hispanic	2,180	42.3	2,156	43.2	2,601	42.0	6,937	42.5
White	121	72.7	336	69.9	265	63.0	722	67.9
Emergent Bilingual	1,605	47.1	1,541	48.0	1,841	46.2	4,987	47.0
Economically Disadvantaged	2,538	39.0	3,020	37.3	2,807	39.7	8,365	38.6
Special Education	250	18.8	339	18.9	306	19.6	895	19.1
Total	2,948	42.4	3,540	41.5	3,408	42.5	9,896	42.1
Grade Two 2-5 MAP								
African American	543	39.6	889	29.2	387	36.2	1,819	33.8
Hispanic	2,137	42.8	1,975	42.3	2,594	42.3	6,706	42.5
White	139	79.9	303	79.5	217	71.4	659	76.9
Emergent Bilingual	1,486	42.1	1,407	42.4	1,763	41.7	4,656	42.0
Economically Disadvantaged	2,480	39.7	2,786	37.4	2,811	41.2	8,077	39.4
Special Education	324	17.0	370	21.9	393	17.3	1,087	18.8
Total	2,954	44.2	3,285	42.6	3,301	44.0	9,540	43.6

Source: District data file dated 05/12/23 and EOY MAP file dated 06/25/23.

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

Appendix G, Table 4: 2021-22 Percentages of Kindergarten 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		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Grade K K-2 MAP						
African American	466	29.6	770	26.5	1,592	27.8
Hispanic	1,981	36.8	1,796	39.4	6,080	37.1
White	114	68.4	337	75.7	696	68.0
Emergent Bilingual	1,365	40.3	1,272	43.3	4,180	40.5
Economically Disadvantaged	2,287	34.0	2,500	35.2	7,240	34.3
Special Education	93	20.4	112	25.9	327	22.9
Total	2,655	37.5	3,006	40.5	8,644	38.3
Grade One K-2 MAP						
African American	542	27.2	840	19.4	1,770	22.5
Hispanic	2,154	35.6	1,844	35.9	6,582	35.9
White	128	74.2	311	74.3	657	67.9
Emergent Bilingual	1,536	38.2	1,309	38.6	4,608	38.7
Economically Disadvantaged	2,656	32.5	2,697	30.4	8,329	32.3
Special Education	175	14.3	185	22.7	611	16.7
Total	2,979	36.0	3,115	35.4	9,402	35.7
Grade Two 2-5 MAP						
African American	554	32.7	787	26.2	1,683	28.3
Hispanic	2,042	40.0	1,815	38.5	6,378	38.9
White	137	77.4	286	76.9	631	73.5
Emergent Bilingual	1,504	39.4	1,312	39.9	4,561	39.5
Economically Disadvantaged	2,442	36.4	2,528	33.5	7,636	35.0
Special Education	207	17.9	211	14.7	726	17.2
Total	2,889	41.2	3,018	39.6	9,091	39.9

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

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

Appendix G, Table 5: 2022-23 Percentages of Grade-Three Students Meeting Standards on STAAR Reading by Cohort, Standard and Student Characteristic

	TXRA Cohort One		TXRA Cohort Two		TXRA Cohort Three		District Overall	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
STAAR Approaches+								
African American	555	65.9	961	60.7	393	62.3	1,909	62.5
Hispanic	2,159	64.8	2,055	64.9	2,707	67.2	6,921	65.8
White	121	92.6	282	92.6	210	90.5	613	91.8
Emergent Bilingual	1,616	61.0	1,519	64.4	1,915	63.4	5,050	62.9
Economically Disadvantaged	2,570	63.6	2,926	63.2	2,858	64.8	8,354	63.9
Special Education	424	42.9	489	47.6	529	46.3	1,442	45.8
Total	2,992	66.6	3,427	66.5	3,420	68.4	9,839	67.2
STAAR Meets+								
African American	536	39.2	928	32.7	381	33.9	1,845	34.8
Hispanic	2,118	38.4	2,004	38.2	2,644	38.9	6,766	38.5
White	119	81.5	278	82.0	207	77.3	604	80.3
Emergent Bilingual	1,588	34.1	1,488	36.2	1,881	36.5	4,957	35.6
Economically Disadvantaged	2,508	36.2	2,843	35.6	2,789	35.7	8,140	35.8
Special Education	361	13.3	399	17.0	448	17.6	1,208	16.1
Total	2,929	41.0	3,337	41.1	3,339	41.2	9,605	41.1
STAAR Masters								
African American	555	12.6	961	10.1	393	11.7	1,909	11.2
Hispanic	2,159	16.3	2,055	16.5	2,707	17.5	6,921	16.8
White	121	52.1	282	53.5	210	40.0	613	48.6
Emergent Bilingual	1,616	15.8	1,519	17.5	1,915	17.4	5,050	16.9
Economically Disadvantaged	2,570	14.0	2,926	14.1	2,858	15.0	8,354	14.4
Special Education	424	7.1	489	8.4	529	7.2	1,442	7.6
Total	2,992	17.7	3,427	18.2	3,420	18.4	9,839	18.1

Source: PEIMS district data file dated 10/31/22 and STAAR data file dated 08/12/23.

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

Appendix G, Table 6: 2021-22 Percentages of Grade-Three Students Meeting Standards on STAAR Reading by Cohort, Standard, and Student Characteristic

	TXRA Cohort One		TXRA Cohort Two		District Overall	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
STAAR Approaches+						
African American	594	67.8	822	56.4	1,813	62.2
Hispanic	2,223	67.4	1,934	63.2	6,807	65.7
White	129	86.8	277	89.9	607	89.3
Emergent Bilingual	1,673	65.2	1,433	62.1	5,026	63.7
Economically Disadvantaged	2,632	65.9	2,677	60.3	8,160	63.7
Special Education	315	45.7	359	45.1	1,052	44.0
Total	3,079	69.0	3,140	64.2	9,575	67.0
STAAR Meets+						
African American	576	39.8	789	25.9	1,745	33.5
Hispanic	2,178	38.5	1,885	36.8	6,664	37.7
White	129	77.5	272	77.6	599	76.6
Emergent Bilingual	1,645	36.0	1,409	35.8	4,948	35.5
Economically Disadvantaged	2,577	36.6	2,596	32.4	7,958	35.4
Special Education	251	18.7	277	13.0	835	15.2
Total	3,014	41.5	3,052	38.4	9,350	40.3
STAAR Masters						
African American	594	21.5	822	11.7	1,813	17.4
Hispanic	2,223	22.2	1,934	19.8	6,807	21.1
White	129	62.0	277	63.9	607	61.8
Emergent Bilingual	1,673	20.4	1,433	20.0	5,026	20.4
Economically Disadvantaged	2,632	20.2	2,677	16.8	8,160	19.2
Special Education	315	10.2	359	10.9	1,052	9.7
Total	3,079	24.7	3,140	22.5	9,575	23.8

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

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

Appendix G, Table 7: 2021-22 to 2022-23 Percentages of Cohort One Students Meeting Assessment Standards and One-Year Change by Year, Assessment, and Student Characteristics

	2021-22		2022-23		One-Year Change
	N	%	N	%	%pts
Grade K TX-KEA Blending					
African American	481	50.9	510	50.4	-0.5
Hispanic	1,994	63.6	1,888	69.0	5.4
White	111	72.1	114	83.3	11.2
Emergent Bilingual	1,392	67.4	1,302	73.0	5.6
Economically Disadvantaged	2,320	59.9	2,217	64.4	4.5
Special Education	93	38.7	169	40.2	1.5
Total	2,678	61.9	2,593	66.0	4.1
Grade K K-2 MAP					
African American	466	29.6	499	43.7	14.1
Hispanic	1,981	36.8	1,902	45.0	8.2
White	114	68.4	115	69.6	1.2
Emergent Bilingual	1,365	40.3	1,310	44.1	3.8
Economically Disadvantaged	2,287	34.0	2,212	43.0	9.0
Special Education	93	20.4	170	32.9	12.5
Total	2,655	37.5	2,600	46.1	8.6
Grade One K-2 MAP					
African American	542	27.2	509	31.8	4.6
Hispanic	2,154	35.6	2,180	42.3	6.7
White	128	74.2	121	72.7	-1.5
Emergent Bilingual	1,536	38.2	1,605	47.1	8.9
Economically Disadvantaged	2,656	32.5	2,538	39.0	6.5
Special Education	175	14.3	250	18.8	4.5
Total	2,979	36.0	2,948	42.4	6.4
Grade Two 2-5 MAP					
African American	554	32.7	543	39.6	6.9
Hispanic	2,042	40.0	2,137	42.8	2.8
White	137	77.4	139	79.9	2.5
Emergent Bilingual	1,504	39.4	1,486	42.1	2.7
Economically Disadvantaged	2,442	36.4	2,480	39.7	3.3
Special Education	207	17.9	324	17.0	-0.9
Total	2,889	41.2	2,954	44.2	3.0
Grade Three STAAR Reading Approaches+					
African American	594	67.8	555	65.9	-1.9
Hispanic	2,223	67.4	2,159	64.8	-2.6
White	129	86.8	121	92.6	5.8
Emergent Bilingual	1,673	65.2	1,616	61.0	-4.2
Economically Disadvantaged	2,632	65.9	2,570	63.6	-2.3
Special Education	315	45.7	424	42.9	-2.8
Total	3,079	69.0	2,992	66.6	-2.4

table continues

Appendix G, Table 7 (continued)

	2021-22		2022-23		One-Year Change
	<i>n</i>	%	<i>n</i>	%	%pts
Grade Three STAAR Reading Meets+					
African American	576	39.8	536	39.2	-0.6
Hispanic	2,178	38.5	2,118	38.4	-0.1
White	129	77.5	119	81.5	4.0
Emergent Bilingual	1,645	36.0	1,588	34.1	-1.9
Economically Disadvantaged	2,577	36.6	2,508	36.2	-0.4
Special Education	251	18.7	361	13.3	-5.4
Total	3,014	41.5	2,929	41.0	-0.5
Grade Three STAAR Reading Masters					
African American	594	21.5	555	12.6	-8.9
Hispanic	2,223	22.2	2,159	16.3	-5.9
White	129	62.0	121	52.1	-9.9
Emergent Bilingual	1,673	20.4	1,616	15.8	-4.6
Economically Disadvantaged	2,632	20.2	2,570	14.0	-6.2
Special Education	315	10.2	424	7.1	-3.1
Total	3,079	24.7	2,992	17.7	-7.0

Source: PEIMS district data files dated 11/01/21 (2021-22) and 05/12/22 (2022-23). TX-KEA data files dated 06/17/22 (2021-22) and 07/21/23 (2022-23). MAP data files dated 06/22/22 (2021-22) and 06/25/23 (2022-23). STAAR data files dated 06/26/22 (2021-22) and 08/12/23 (2022-23).

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