**Sustained Literacy Growth: A Longitudinal Analysis of Instructional Leadership Impact (2022-2024)**

**Executive Summary**

This report presents a longitudinal analysis of literacy outcomes at IDEA Brackenridge Academy, documenting how targeted interventions produce sustainable literacy growth across three student cohorts, despite significant operational challenges.

In response to declines in student learning post covid, Texas establish House Bill 4545 to address the declines. The bill required an additional 30 hrs of targeted intervention instruction be provided to all 4th and 5th grade students who did not attain an approaches grade-level passing criteria on their reading or math benchmarks.

To address this gap, I implemented a comprehensive longitudinal tracking system for 4th and 5th grade cohorts, with an explicit focus on middle school readiness. Data analysis revealed that while many students demonstrated strong decoding ability, they lacked proficiency in vocabulary development, inferencing, and meaning-making—core dimensions of deep literacy. These findings informed the design of a vertically and horizontally aligned intervention framework, integrating cross-curricular supports and targeted instruction to address these complex skill areas

I designed an additional 80-minute intervention block for students reading more than two years below grade level, as well as for those who did not meet standard on the previous year’s state reading assessment. This block was implemented three times a week. The curriculum aligned with the instructional philosophies of both Balanced and Structured Literacy. I divided the block into two sessions (35–40 minutes each): one focused on meaning-making and textual interpretation through the lens of Balanced Literacy, and the other on explicit, systematic skill development aligned to Structured Literacy.

To further support students’ cognitive and linguistic development, I created a structured annotation process to promote cross-content learning and strengthen metacognitive skills in both reading and writing. To build academic discourse and reinforce oral and written literacy, I also implemented “Accountable Talk” routines. These routines equipped students with academic sentence stems for responding to peer ideas—agreeing, extending, or challenging—supported by a rationale grounded in text evidence.

In addition to targeted Tier 2 intervention, I led a campus-wide literacy initiative to ensure that all students in grades 3–5 received integrated instruction in reading, writing, and science. Instruction focused on cross-curricular literacy development. When appropriate, teachers extended core lesson plans to incorporate cross-content standards, designing enhancements that deepened conceptual understanding and reinforced disciplinary literacy. This alignment laid the foundation for the system-wide structures that improved literacy development in our 3rd–5th grade students.

**Cohort Structure and Instructional Focus**

This section presents outcomes across three student cohorts, but with a focus on 5th-grade students who participated in the STAAR Redesign, an at least two full years of the implemented intervention model.

**Cohort C** entered Grade 3 in 2022 and exited after Grade 5 in 2024. Despite two years of staffing instability, this cohort rebounded and exited the campus outperforming both district and state peers at the Meets and Masters levels.

**Cohort B** entered Grade 4 in 2022 and exited after Grade 6 in 2024. Their outcomes demonstrate sustained performance gains rooted in upper elementary instruction, achieved despite limited bilingual staffing and the absence of a Grade 5 Reading teacher.

**Cohort A** entered Grade 5 in 2022, with Grade 4 data from 2021 included to reflect post-pandemic recovery trends. As our first 5th-grade testing group under this campus model, they serve as a baseline comparative group—offering insight into student performance prior to the implementation of our redesigned intervention system. While their outcomes trailed district and state averages, they demonstrated steady academic growth, providing the foundation for future system improvement.

| **Cohort** | **Intervention** | **Meets +/-District** | **Meets +/-State** | **Masters +/-District** | **Masters +/-**  **State** |
| --- | --- | --- | --- | --- | --- |
| Cohort A  2022 | Pre-Intervention | -5% | +1% | -6% | -2% |
| Cohort B  2023 | Transitional | +3% | +6% | -1% | +2% |
| Cohort C  2024 | **Full Implementation** | **+4%** | **+5%** | **+3%** | **+4%** |

A graph of a number of people

AI-generated content may be incorrect.Cohorts B and C demonstrated Meets and Masters gains equal to or exceeding both district and state outcomes. Although Cohort A’s overall performance aligned with state trends at the Approaches level, outcomes at Meets and Masters trailed district and state benchmarks by up to 6 percentage points. In 2023, Cohort B outperformed the district and state by up to 6 points at Meets (63% vs. 60%, 57%) and 4 points at Masters (29% vs. 27%, 25%), despite limited bilingual staffing and the absence of a Grade 5 Reading teacher. The following year, Cohort C maintained this upward trajectory, scoring 59% at Meets (vs. 55% district, 54% state) and 31% at Masters (vs. 28% district, 27% state). While Approaches-level performance remained consistent, these results signal the system’s effectiveness in advancing students beyond basic proficiency into higher levels of comprehension and analytical thinking.

A graph of a bar chart

AI-generated content may be incorrect.content areas, emphasized writing as a tool for meaning-making, and supported students in navigating texts, language, and ideas even when the data didn’t yet show it.

Accelerated learning outcomes further underscore the system’s impact on students requiring intensive support. In 2023, 35% of students in Cohort B who had failed the prior year’s STAAR assessment reached the passing standard, trailing the district by 9 points and the state by 2. By 2024, that trend reversed: 47% of Cohort C’s accelerated students passed, exceeding the district by 10 points and the state by 12. These gains reflect the impact of their intervention model.

A graph of a bar chart

AI-generated content may be incorrect.

Emergent Bilingual students consistently outperformed the district at Meets and Masters across all three cohorts. In 2022, Cohort A led by 11 points at Meets (70% vs. 59%) and 7 at Masters (45% vs. 38%). Cohort B sustained that edge in 2023, with an 8-point lead at Meets and 6 at Masters—despite bilingual staffing shortages. In 2024, Cohort C maintained the advantage, outperforming the district by 2 points at Meets and 3 at Masters. While structured supports like annotation and academic discourse reinforced gains in comprehension, the narrowing margin following the introduction of cross-content writing in 2023 suggests a need for deeper analysis of EL students’ writing development.A graph of a number of people

AI-generated content may be incorrect.

YOU MUST REVIEW AND REVISE Special education outcomes illustrate both the fragility and resilience of system design. In 2022, Cohort A outperformed the district by 15 points at Approaches (67% vs. 52%) and 6 at Meets (33% vs. 27%), though no students reached the Masters level. A performance dip in 2023, particularly at Meets, signaled that the initial intervention design needed stronger alignment to the cognitive demands of reading for students receiving specialized services. By 2024, those adjustments took hold: Cohort C surpassed the district by 22 points at Approaches, 16 at Meets, and 11 at Masters—marking the group’s first year of full-tier comparative outperformance. These results affirm that when instructional routines are made accessible, scaffolded intentionally, and consistently applied, even small cohorts of high-need learners can demonstrate accelerated literacy growth.A graph of a number of people

AI-generated content may be incorrect.

Although Cohort A’s 2022 performance aligned closely with the district, they trailed in all performance bands. In 2023, Cohort B surpassed the district at Meets (59% vs. 56%), and by 2024, Cohort C demonstrated even greater gains—outperforming the district by 7 points at Meets (57% vs. 50%) and 2 at Masters (27% vs. 25%). These results reflect the impact of tiered interventions that embedded reading comprehension and writing supports across content areas, accelerating growth for economically disadvantaged learners.

Across cohorts and subgroups, the data tells a consistent story: when instructional systems are vertically aligned, metacognitively structured, and adapted to real conditions, student outcomes rise—especially at higher levels of performance. While Cohort A outcomes aligned with district benchmarks, subsequent cohorts outperformed the district at Meets and Masters across economically disadvantaged, EL, SPED, and accelerated learner groups. These gains emerged not from isolated programs, but from cross-content scaffolds, academic discourse routines, and an intentional shift toward comprehension- and writing-driven instruction. Even under staffing instability and policy shifts, these systems held—delivering sustained growth and closing longstanding performance gaps for historically underserved learners.