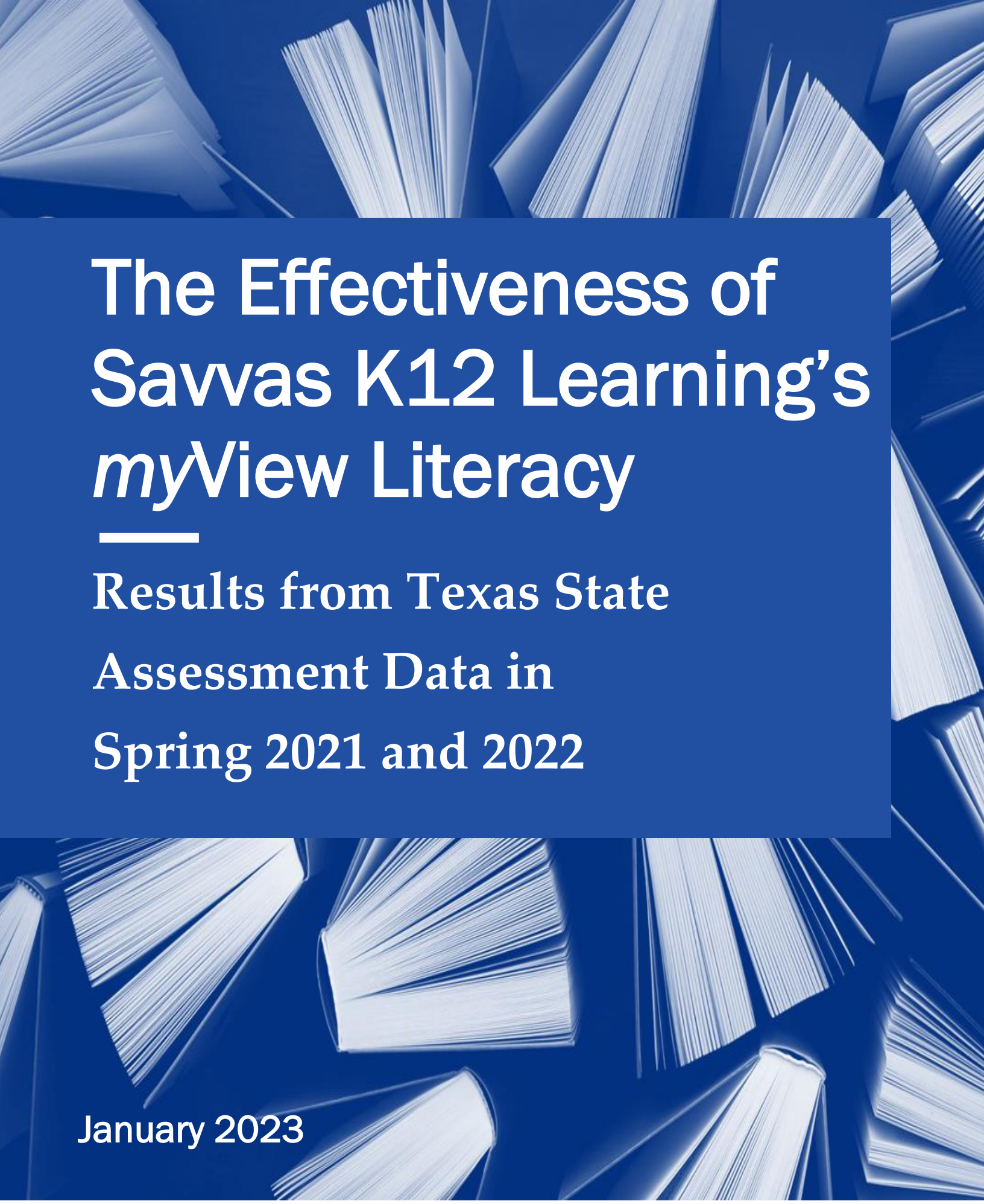

The Effectiveness of Savvas K12 Learning's *my*View Literacy

Results from Texas State Assessment Data in Spring 2021 and 2022

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Executive Summary

Given the significant and widespread unfinished learning that resulted from the COVID pandemic, it is essential that educational programs provide research-based instruction and aid learning recovery efforts. Both criteria are met with Savvas K12 Learning's *my*View Literacy program as demonstrated by the present study examining the effects of the program on elementary students in the state of Texas. *my*View Literacy is a core English Language Arts (ELA) curriculum for students in grades K-5 and is designed to provide comprehensive, explicit ELA instruction that is grounded in the science of reading. In order to determine the effectiveness of *my*View Literacy in helping students regain valuable literacy skills, a quasi-experimental study was conducted by JEM & R, an independent research and evaluation firm. The study uses recent Texas state assessment data from Spring 2021 and 2022 to determine the relationship between *my*View and student ELA performance as students returned to traditional in-person schooling. The quasi-experiment included 3,334 closely matched students attending *my*View or comparison schools.

Analyses compared the Spring 2022 performance of 4th and 5th grade *my*View students and students using other ELA curricula while taking into account their performance during the prior year (Spring 2021, when students were 3rd and 4th graders respectively). Thus, student change in ELA performance was the key outcome examined. Results show that across both grade levels, *my*View students had significantly greater ELA scores as compared to students who did not use *my*View (11-point difference on the ELA scale score). Examination by grade level show that third grade students in *my*View schools outperformed students in comparison schools on the Texas ELA assessment by 18 points. While not significant, *my*View students in grade 4 also performed 6 points higher than comparison students.

Subgroup-specific differences between *my*View and comparison students were also examined. Both male and female students using *my*View significantly outperformed their counterparts at comparison schools. Hispanic students at *my*View schools also showed significant learning gains than Hispanics in other schools. As well, *my*View students classified as economically disadvantaged demonstrated significantly higher ELA scores than students at other schools.

Taken together, *my*View produced a greater increase in literacy achievement when compared with the comparison students. Furthermore, the findings provide evidence that *my*View Literacy can close achievement gaps among population subsets; results suggest that it has a significant impact on populations at risk for academic struggles, including economically disadvantaged students and Hispanic or Latino subgroups.

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Introduction

> *"Instruction that is informed by the science of reading is the only proven way to ensure students become proficient readers and confident learners." EL Education*[1]

As educators recover from the disruptions caused by the COVID-19 pandemic and subsequent school closures (CPRE, 2022[2]), it is necessary for education systems to address the subsequent education gaps. One area that has emerged as a priority is early reading instruction, specifically explicit instruction in foundational reading skills. Many states including Texas, were in the process of improving literacy and investing in the science of reading prior to the pandemic (Richman & Mangrum, 2022[3]). Unfortunately, the COVID-19 pandemic halted the progress that was being made nationally, especially for the lowest performing students[4]. Results from the 2022 National Assessment of Educational Progress (NAEP) reading assessment show that fourth- and eighth-grade reading scores declined an average of 3 points for most states/jurisdictions compared to 2019[5]. These statistics are alarming as learning deficits can have enduring and devastating effects on later education outcomes, career success, and long-term quality of life. Given that reading is a basic building block for learning, it is clear that districts need to adopt curricula and instructional strategies that accelerate critical literacy skills.

The science of reading is an interdisciplinary body of scientifically based research about how people learn to read effectively (EL Education, 2022). According to this research, learning to read and write requires explicit, systematic, and cumulative instruction that builds on the foundational "building blocks" of reading (phonics, phonological awareness, vocabulary, fluency and comprehension). Examples of evidence-based strategies for applying the science of reading includes explicit phonics instruction taught sequentially and utilizing multiple reads of the same text, beginning with teacher modeling and moving to student practice (Jiban, 2021[6]). Unfortunately, many educational degree

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[1] EL Education (2022, Feb. 22). The science of reading at the heart of curriculum. https://eleducation.org/news/the-science-of-reading-at-the-heart-of-curriculum

[2] CPRE (2022). Pandemic data tracking. https://crpe.org/pandemic-learning/tracking-district-actions/

[3] Richman, T. & Mangrum, M. (2022, Oct. 28). Texas is increasing Black students' reading scores more than any other state. *The Dallas Morning News.* https://www.dallasnews.com/news/education/2022/10/28/texas-is-increasing-black-students-reading-scores-more-than-any-other-state/

[4] Camera, L. (2022). Pandemic Prompts Historic Decline in Student Achievement on Nation's Report Card. U.S. News. https://www.usnews.com/news/education-news/articles/2022-10-24/pandemic-prompts-historic-decline-in-student-achievement-on-nations-report-card

[5] The Nation's Report Card (2022). Scores decline in NAEP reading at grades 4 and 8 compared to 2019. https://www.nationsreportcard.gov/highlights/reading/2022/

[6] Jiban, C. (2021, Aug. 19). The science of reading and balanced literacy: What you need to know. NWEA. https://www.nwea.org/resource-center/resource/the-science-of-reading-and-balanced-literacy-what-you-need-to-know/

programs do not prepare teachers on how to deliver this kind of instruction (EL Education, 2022). As a result, it is important that literacy curriculum be built on a foundation of science of reading.

Moreover, given the significant and widespread unfinished learning that resulted from the COVID pandemic, it is essential that educational programs also aid learning recovery efforts. One promising product that is built upon the science of reading and incorporates evidence-based best practices for ELA instruction is Savvas K12 Learning's *my*View Literacy program. This comprehensive English Language Arts curriculum for students in grades K-5 is designed to promote student engagement and collaboration. Each thematic unit anchors two defined Reading and Writing Blocks as well as the Reading-Writing Bridge to incorporate skills that demonstrate reading and writing reciprocity such as language, conventions and grammar. The curriculum includes authentic literature, explicit lesson instruction, comprehensive teacher tools, and resources for meaningful differentiation. Daily lessons move from direct instruction to small group and independent learning, and close with whole-class reflection periods. Each unit concludes with a Project Based Inquiry where students apply their understanding of the unit theme and essential question to a culminating, collaborative project.

In order to determine the effectiveness of *my*View Literacy in helping students regain valuable English language arts (ELA) skills, a quasi-experimental study was conducted by JEM & R, an independent research and evaluation firm. The study uses recent Texas state assessment data from Spring 2021 and 2022 to determine the relationship between *my*View and student ELA performance as students returned to traditional in-person schooling.

Study Design and Methodology

To examine whether or not *my*View is associated with more enhanced ELA performance, a quasi-experiment was conducted whereby closely matched students attending *my*View schools were compared with students attending other schools (control). Specifically, analyses were performed to address the following key evaluation questions among elementary students in Texas:

1. How does student achievement in literacy on state assessments differ across users and non-users of *my*View Literacy?
2. Is *my*View Literacy associated with significant impacts for various subpopulations of students?

JEM & R obtained student level assessment data available from the Texas Education Agency. Such data is more readily accessible due to legislation requiring the measurement of school performance towards adequate yearly progress (AYP)[7]. States are required, in part, to administer English language arts (ELA)

[7] No Child Left Behind Act of 2001 and Every Student Succeeds Act of 2015.

and math assessments to students in grades 3 to 8, and once during high school. Further, they are also mandated to make school-level results available to the public.

Sample

The sample consisted of treatment students who attended schools that purchased *my*View Literacy and began using it during the 2021-22 school year. More specifically, the sample consisted of elementary students who were in the 3rd or 4th grade in the 2020-21 school year and were followed into the 2021-22 school year while they were 4th or 5th graders. Table 1 displays the sample sizes for each group and student subpopulation. Closely matched students from other Texas elementary schools not using *my*View were identified and compared to treatment students of the same grade level. As a result, there are very little differences between the two groups. The sample is heavily Hispanic and economically disadvantaged. Of note, the Texas Education Agency blocks access to test scores for students within subpopulations (and combinations thereof) when there are less than 5 students. As a result, the schoolwide sample sizes are smaller than the actual data that is available for each school. There were 20 *my*View and 161 control schools[8] represented in the sample.

Table 1. Student Sample

Group	Category	*my*View (n=1667)		Control (n=1667)	
Grade	**3**	721	43.3%	721	43.3%
	4	946	56.7%	946	56.7%
Gender	**Male**	873	52.4%	872	52.3%
	Female	794	47.6%	795	47.7%
Race/ Ethnicity	**African American**	44	2.6%	44	2.6%
	Hispanic	1182	70.9%	1182	70.9%
	White	436	26.2%	436	26.2%
	Other Race/Ethnicity	5	0.3%	5	0.3%
Subpopulations	**Economically Disadvantaged**	1357	81.4%	1357	81.4%
	Limited English Proficient	152	9.1%	152	9.1%

Procedures

Researchers were provided with sales data of districts that purchased the program for use in the 2019-22 school years. Confirmation calls were conducted on the sales list to determine the extent to which identified schools have used *my*View. These confirmation calls allowed researchers to determine that potential treatment schools were established *my*View users. Data collected included: (1) verification of use of the *my*View program and at which grades, and (2) the proportion of students within schools that used this curriculum[9].

[8] *my*View students were matched to students statewide. As such, there is much more variability among control schools.
[9] Note that only schools *confirmed* to be *my*View users through contact with the school were included in this study. These schools had to have used the program in 75% or more of their 3rd-5th grade classes during the year of interest.

Students in schools not included in the purchase list supplied by Savvas were matched via propensity scoring methods and nearest neighbor algorithms; details are available in Appendix A. Variables used for matching included: gender, race/ethnicity, free/reduced lunch, English language learners, and historical test performance (e.g., Spring 2021). As shown in Appendix A and Table 1, the propensity matching procedure resulted in students that were equivalent with respect to demographic characteristics and, importantly, no statistically significant differences were observed with regard to baseline (i.e., Spring 2021) reading performance, $p > .05$. Given the similarity between groups at baseline (i.e., similar starting points), analyses focused on examining whether differential growth rates were observed from Spring 2021 and Spring 2022.

Measures

The State of Texas Assessments of Academic Readiness (STAAR) has been in use since spring 2012 to assess reading and mathematics (grades 3-8), science (grades 5 and 8), social studies (grade 8) and end-of-course assessments for high school. The STAAR is vertically scaled which means that student test scores can be directly compared across grade levels within a content area. For example, vertical scale scores in reading can be compared each year, from grade 3 to grade 8, but vertical scale scores in reading cannot be compared to vertical scale scores in mathematics. The psychometric properties of scale scores make them a preferred outcome measure for between-group comparisons; therefore, the ELA scale score was used as the main outcome measure. Since scores over recent years are comparable, the present study utilizes data from Spring 2021 serve as baseline (prior to *my*View implementation), and data from Spring 2022 serves as post-treatment data. The following table shows the number of items measured by objective for reading.

Table 2. STAAR Blueprint for Reading

Test includes single reading selections, paired selection (grades 4-5) and multiple-choice items.	Grade 3	Grade 4	Grade 5
Reporting Category 1: Understanding Across Genres	5	8	8
Reporting Category 2: Understanding/Analysis of Literary Texts	15	15	16
Reporting Category 3: Understanding/Analysis of Informational Text	14	13	14
Total number of items	**34**	**36**	**38**

Intervention

Grounded in the science of reading, *my*View Literacy provides comprehensive, explicit instruction that allows K-5 educators to teach reading and writing with rigor. Through whole- and small-group instruction, *my*View Literacy covers each of the evidence-based skills that students need to read effectively: phonemic awareness, phonics, vocabulary, fluency, and comprehension. *my*View also equips teachers with the tools they need to teach their students both how to read and how to love reading. The Reading Block uses a gradual release model that allows teachers to differentiate instruction for all reading levels. Moreover, the differentiated activities inspire students with high interest resources and a variety of texts to capture student interest during guided and independent

reading. Writing instruction in *my*View Literacy utilizes mentor texts to inspire growing authors and takes students step by step through the writing process via daily mini-lessons. Instruction in bridge lessons move students through meaningful and connected spelling, grammar, conventions and word study experiences. Each unit brings all the ELA learning together with a real world inquiry project focused on science and social studies themes.

According to the publisher, at grades 3-5 "*my*View Literacy utilizes a consistent routine for teaching comprehension that includes five lessons. In lesson one, students are introduced to the genre of a text and work with an anchor chart to help them visualize text characteristics. In lesson two, students and teachers work through a shared reading of a text. Here, teachers are modeling good strategies with think aloud prompts and cooperative learning opportunities. Students choral read, practice decoding and engage with comprehension questions. Lessons three and four of comprehension instruction target a specific comprehension skill and teach students the process for close reading text. Citing text evidence and working with higher order questioning empowers students to understand the complexity of a text in its entirety. Finally, lesson five of the routine challenges students to reflect on their reading. Here, they work to compare across texts, engage in discussions and write to sources. All lessons center around one anchor text, allowing students to gain comfortability with a selection and teachers to dive deeper into comprehension instruction. This predictable routine is repeated weekly throughout the school year to provide students with consistency in rigor and confidence in tackling complex text." For more information on *my*View, the reader is referred to the program's website at https://www.savvas.com/index.cfm?locator=PS36Cc.

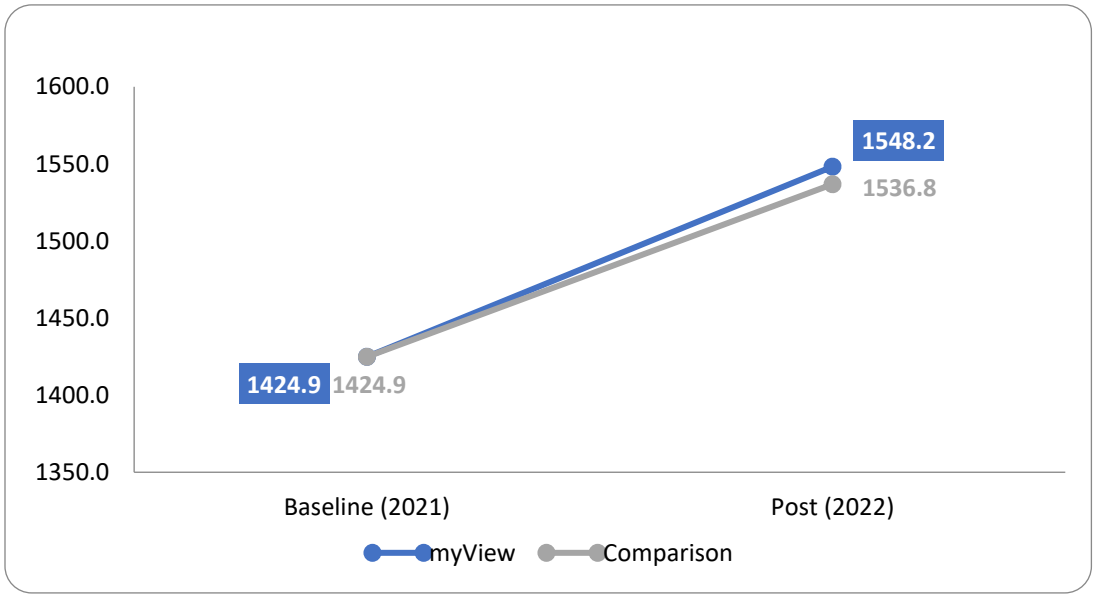
Results

How does student achievement in literacy on state assessments differ across users and non-users of *my*View *Literacy*?

In order to examine the effectiveness of *my*View Literacy, analyses compared the performance of students in schools using *my*View to students in schools not using *my*View. Two similar statistical models were used to examine differences between groups: a) ANCOVAs which controlled for baseline (2021) ELA performance, and b) repeated measures ANOVA to examine differences in growth rates. Literacy achievement was measured using 4th and 5th graders' performance on Spring 2022 state reading assessments relative to their performance in Spring 2021 when students were 3rd and 4th graders.

Repeated measures results[10] from overall comparisons between *my*View and control students are presented in Figure 1. As shown, across both grade levels, *my*View students had significantly greater ELA scores as compared to students who did not use *my*View, $p < .05$. There was an 11-point difference between *my*View and comparison students. As well, there was a statistically significant program effect by grade level, $p < .05$. Third grade students in *my*View schools outperformed students in comparison schools on the Texas ELA assessment by 18 points. While not significant, *my*View students in grade 4 also performed 6 points higher than non- *my*View students. Taken together, there is evidence that *my*View has a positive impact on student's literacy performance as measured by a state assessment.

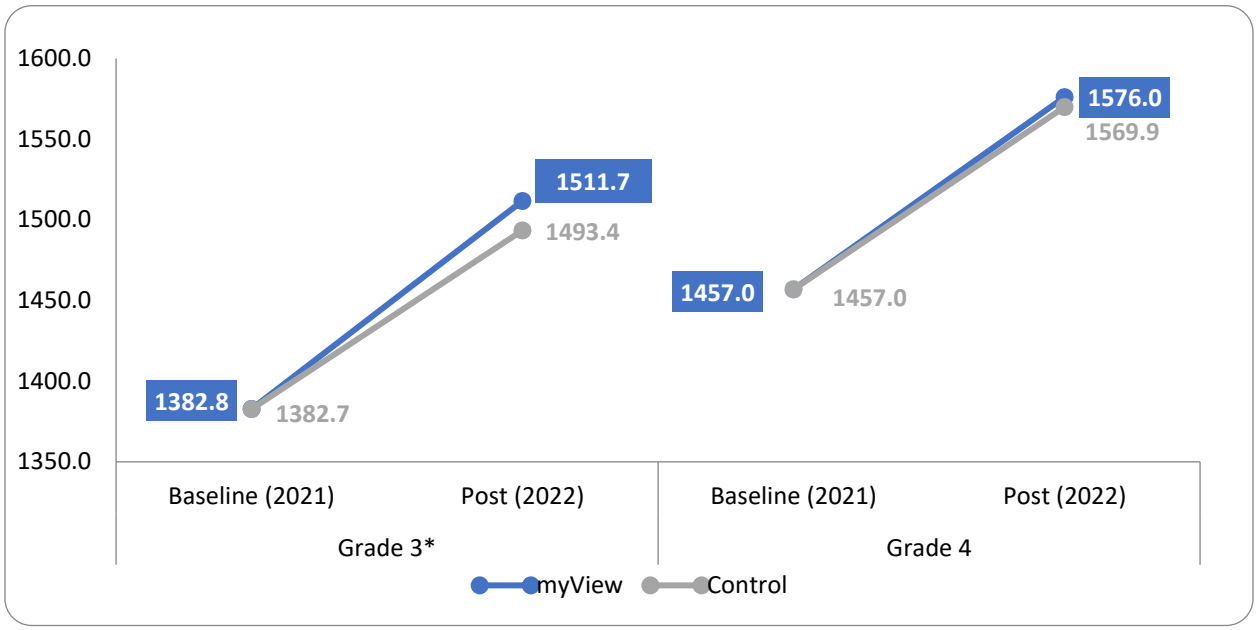
Figure 1. Performance on Texas Reading Assessments by myView and Control Students



* Statistically significant, $p < .05$

[10] All results were confirmed via ANCOVA analyses that explicitly controlled for Spring 2021; detailed statistics are available in Appendix B.

Figure 2. Performance on Texas Reading Assessments by myView and Control Students and Grade



* Statistically significant, $p < .05$

Overall, *myView* students significantly outperformed control students as measured by the Spring 2022 Texas ELA STAAR (11 point difference). Examination by grade levels shows that while both 3rd and 4th graders who used *my*View had greater gains than their counterparts, the difference was only statistically significant for 3rd graders.

Is my View Literacy associated with significant impacts for various subpopulations of students?

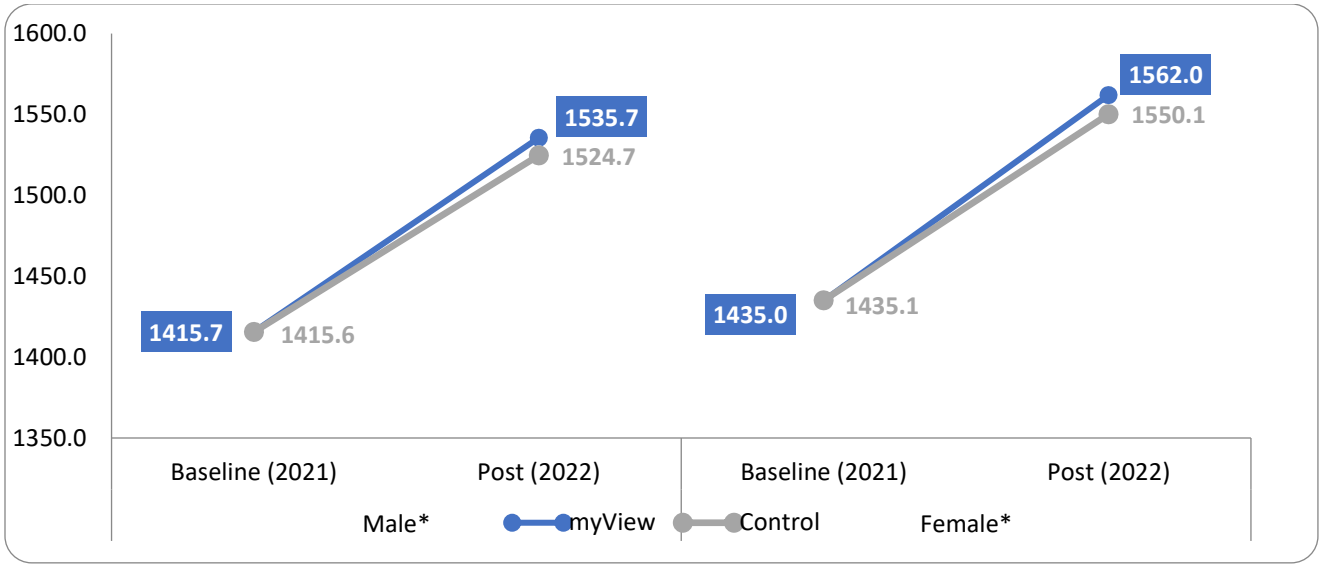
To examine possible subgroup-specific differences between students attending *my*View and control schools, exploratory[11] analyses examined performance among students in different subpopulations. Separate analyses were conducted by gender, ethnicity (White, Hispanic, African American), English language learner status, and economically disadvantaged status. Procedures for subgroup analyses replicated comparisons of *my*View and control students in the overall sample, comparing growth rates from Spring 2021 to 2022. To maximize the sample size, repeated measures analyses were run separately for each subgroup and all comparisons were made using the overall sample (i.e., collapsed across grades). It should be noted that for some comparisons, sample sizes are small[12]; therefore, results should be interpreted with caution.

Subgroup analyses are presented in Figures 3-7. Both male and female students using *my*View outperformed their counterparts at non- *my*View comparison schools. Both of these differences were

[11] The subgroup effects are viewed as exploratory and need theoretical frameworks and other rigorous experimental designs in the future to be estimated "causally." Further, analyses are based on smaller sample sizes.
[12]In fact, analyses were not conducted if there were less than 20 students in the subgroup.

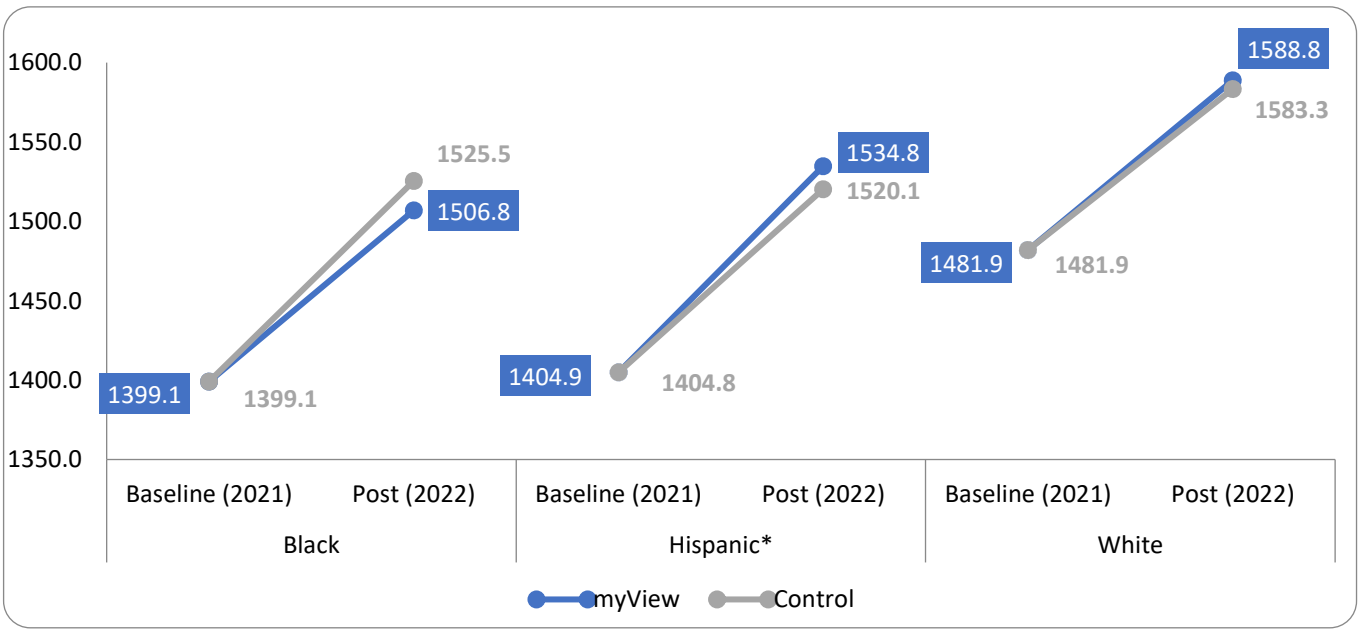
statistically significant, $p<.05$. With regards to race/ethnicity, only one statistically significant difference was observed; Hispanic students at *my*View schools outperformed those in comparison schools, $p < .05$. Specifically, ELA performance among Hispanic students at *my*View schools was 15 points higher as compared to control students. No statistically significant differences were observed among Black and White students. As well, *my*View students classified as limited English proficient (LEP) and economically disadvantaged demonstrated higher ELA scores than students at non- *my*View schools. These differences were statistically significant for economically disadvantaged students with a difference of 16 points.

Figure 3. Performance on Texas Reading Assessments by myView and Control Students and Gender



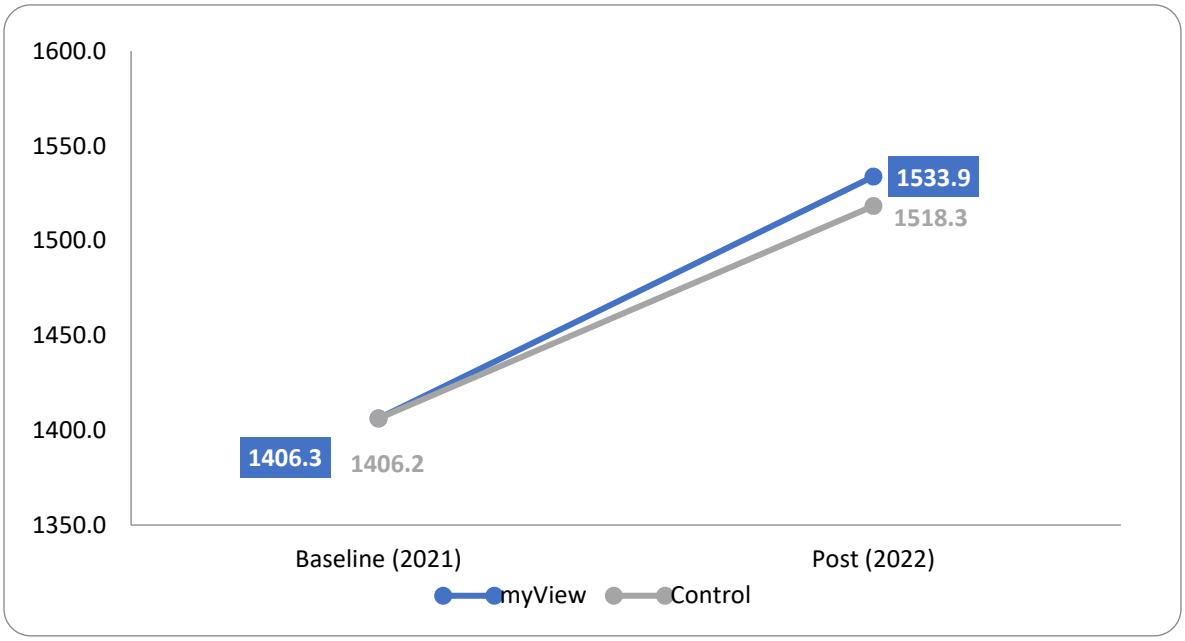
* Statistically significant, $p < .05$

Figure 4. Performance on Texas Reading Assessments by myView and Control Students by Race/Ethnicity



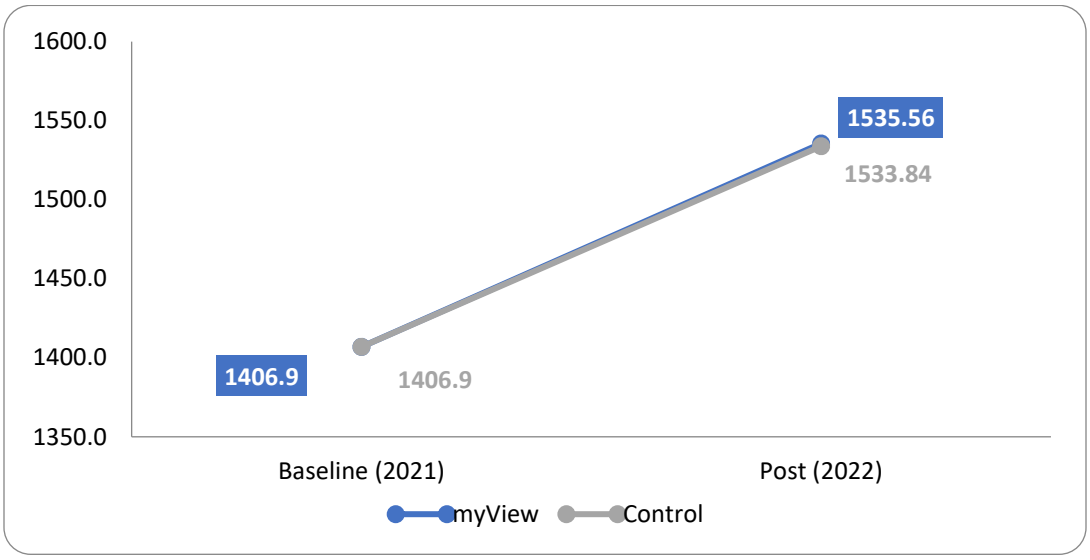
* Statistically significant, $p < .05$

*Figure 5. Performance on Texas Reading Assessments by myView and Control Students and Economic Disadvantaged Status**



* Statistically significant, $p < .05$

Figure 6. Performance on Texas Reading Assessments by myView and Control Students and Limited English Proficiency Status



A significant difference in ELA achievement was observed among male, female and economically disadvantaged students. Specifically, these groups of students at *myView* schools demonstrated accelerated learning gains as compared to control students on Spring 2022 assessments.

Conclusion and Limitations

Overall results among a sample of elementary students in Texas showed that instruction with *my*View produced a greater increase in literacy achievement and acceleration of learning when compared with comparison students. Furthermore, the findings provide evidence that *my*View Literacy can close achievement gaps among population subsets. The results suggest that it has a significant impact on populations at risk for academic struggles, including economically disadvantaged students and Hispanic or Latino subgroups.

It is also important to note that differences observed occurred despite several limitations. First, teachers are all generally teaching similar reading/language arts concepts and, due to state and local curricular guidelines which are typically aligned to state assessments, tend to cover similar content (e.g., phonics, fiction/non-fiction, etc.). This means that small effects are likely. Second, sample schools began using the program in the 2021-22 school year. Therefore, spring 2022 is the first "post" year of data available and these schools had used *my*View for only approximately 7-8 months (state testing occurs in April). Third, as previously noted, the Texas Education Agency masks data for students in subgroups with less than 5 students; as such, the data from *my*View schools do not represent all impacted students. Fourth, researchers were unable to obtain implementation data on how well teachers implemented the program and their level of fidelity to the learning model. All of these factors can diminish the detection of effects. Despite these limitations, however, the results from this quasi-experimental study using state assessment data provides additional support for a positive correlation between *my*View and elementary reading performance.

In sum, the present findings provide evidence that *my*View Literacy has a significant impact on student literacy gains. Consistent with ESSA requirements for Tier 1 evidence, it is important to continue to explore the potential effects of this program with other research, including expanding to additional states and with a more rigorous research design (e.g., experiment). Future research that shows positive findings will allow for stronger conclusions on the efficacy of this promising K-5 ELA curriculum.

Appendix A: Propensity Scoring Matching Method

The following three-step procedure was used to match *my*View students to students who did not use *my*View:

Step 1. First the propensity to be a *my*View student was modeled as a function of student-level covariates. A logistic regression model was used to model the propensity to be a *my*View student. The predicted probability from the logistic regression served as a measure of the propensity of being a *my*View student, and was also used as a distance measure to implement the matching described below. This predicted probability served to reduce the multidimensional student-level characteristics into a single number that could be used to match students.

Variables included in the logistic regression model included:

- Grade
- Gender
- Race/Ethnicity
- Economically Disadvantaged Status
- English Language Learner Status
- Baseline (2021) STAAR Scale Score

The probability of being in the treatment (i.e., *my*View) group which was computed through the logistic regression model is known as the propensity score. Treated units and non-treated units with similar propensity scores are hypothesized to have observed characteristics from similar distributions (Zhao et al., 2021); as such, propensity scores can be used to construct a control group with characteristics similar to the treatment group.

Step 2. Matching

PSM was implemented with MatchIt version 4.5.0 (Ho et al., 2011) using the nearest neighbor matching method with generalized linear model specified as the distance measure and logit specified as the link function. In each PSM model, each treatment unit (*my*View student) was sequentially matched with one potential control unit. Matching was conducted without replacement, as such, once a potential control unit was matched with a treatment unit, the control unit was no longer available as a potential match for other treatment units included in the matching process.

Step 3. Assessing Balance

Baseline equivalence was assessed on key characteristics using a two-sided Welch's Two Sample t-test with a 0.05 alpha-level. Summary statistics and t-test results are presented in the tables below for each grade level (in 2021). As shown, there were no statistically significant differences between the treatment group and control group on any of the characteristics under investigation.

Table A1. Characteristics of myView and Control Students in the 2020-21 School Year: Grade 3

Demographic	Group	Mean	*SD*	*N*	*p*
Baseline Proficiency Rate (2021)	Control	29%	45%	721	1.000
	Treatment	29%	45%	721	
Gender	Control	50%	50%	721	0.958
	Treatment	50%	50%	721	
Asian	Control	0%	0%	721	NA
	Treatment	0%	0%	721	
African American	Control	1%	11%	721	1.000
	Treatment	1%	11%	721	
Hispanic	Control	71%	45%	721	1.000
	Treatment	71%	45%	721	
White	Control	27%	45%	721	1.000
	Treatment	27%	45%	721	
Other	Control	0%	0%	721	NA
	Treatment	0%	0%	721	
Economically Disadvantaged	Control	79%	40%	721	1.000
	Treatment	79%	40%	721	
Limited English Proficient	Control	8%	29%	721	1.000
	Treatment	8%	29%	721	

Table A2. Characteristics of myView and Control Students in the 2020-21 School Year: Grade 4

Demographic	Group	Mean	*SD*	*N*	*p*
Baseline Proficiency Rate (2021)	Control	28%	45%	946	1.000
	Treatment	28%	45%	946	
Gender	Control	46%	50%	946	1.000
	Treatment	46%	50%	946	
Asian	Control	0%	0%	946	NA
	Treatment	0%	0%	946	
African American	Control	4%	19%	946	1.000
	Treatment	4%	19%	946	
Hispanic	Control	71%	46%	946	1.000
	Treatment	71%	46%	946	
White	Control	25%	43%	946	1.000
	Treatment	25%	43%	946	
Other	Control	1%	7%	946	1.000
	Treatment	1%	7%	946	
Economically Disadvantaged	Control	83%	38%	946	1.000
	Treatment	83%	38%	946	
Limited English Proficient	Control	11%	31%	946	1.000
	Treatment	11%	31%	946	

Appendix B: Statistical Tables

Table B1. Repeated Measures ANOVA – 3rd and 4th Grade

		Raw Mean	SD	n	F	df	*p*	*d*
myView	Baseline (2021)	1424.89	141.165	1667	10.978	1, 3332	.001	.11
	Post (2022)	1548.20	147.803	1667				
Control	Baseline (2021)	1424.86	141.192	1667				
	Post (2022)	1536.81	148.588	1667				

Table B2. ANCOVA – 3rd and 4th Grade

	Adjusted Post Mean	Standard Error	n	F	df	*p*
myView	1548.19	2.329	1667	11.907	1, 3331	.001
Control	1536.82	2.329	1667			

Table B3. Repeated Measures ANOVA – by Grade

Grade	Group		Raw Mean	SD	n	F	df	*p*	*d*
Grade 3	**myView**	Baseline (2021)	1382.80	134.833	721	12.406	1, 1440	.001	.19
		Post (2022)	1511.70	141.020	721				
	Control	Baseline (2021)	1382.72	134.875	721				
		Post (2022)	1493.42	130.829	721				
Grade 4	**myView**	Baseline (2021)	1456.98	137.468	946	1.799	1, 1890	.180	.06
		Post (2022)	1576.01	146.870	946				
	Control	Baseline (2021)	1456.98	137.468	946				
		Post (2022)	1569.88	152.811	946				

Table B4. ANCOVA - by Grade

Grade	Group	Adjusted Post Mean	Standard Error	n	F	df	*p*
Grade 3	**myView**	1511.68	3.423	721	14.181	1, 1439	.001
	Control	1493.44	3.423	721			
Grade 4	**myView**	1576.02	3.150	946	1.900	1, 1889	.168
	Control	1569.88	3.150	946			

Table B5. Repeated Measures ANOVA – 3rd and 4th Grade Gender

Subgroup	Group		Raw Mean	SD	N	F	df	*p*	*d*
Male	**myView**	Baseline (2021)	1415.71	144.982	872	4.756	1, 1743	.029	.11
		Post (2022)	1535.65	151.743	872				
	Control	Baseline (2021)	1415.56	144.965	873				
		Post (2022)	1524.70	149.134	873				
Female	**myView**	Baseline (2021)	1434.97	136.236	795	6.467	1, 1587	.011	.13
		Post (2022)	1561.96	142.184	795				
	Control	Baseline (2021)	1435.09	136.283	794				
		Post (2022)	1550.12	146.930	794				

Table B6. ANCOVA –3rd and 4th Grade Gender

Subgroup	Group	Adjusted Post Mean	Standard Error	N	F	df	*p*
Male	**myView**	1535.59	3.341	872	5.266	1, 1742	.022
	Control	1524.76	3.339	873			
Female	**myView**	1562.01	3.218	795	6.879	1, 1586	.009
	Control	1550.07	3.220	794			

Table B7. Repeated Measures ANOVA – 3rd and 4th Race/Ethnicity

Subgroup	Group		Raw Mean	SD	n	F	df	*p*	*d*
Black	**myView**	Baseline (2021)	1399.07	121.870	44	.966	1, 86	.328	.21
		Post (2022)	1506.82	120.185	44				
	Control	Baseline (2021)	1399.07	121.870	44				
		Post (2022)	1525.52	144.407	44				
Hispanic	**myView**	Baseline (2021)	1404.87	136.326	1182	12.902	1, 2362	.001	.14
		Post (2022)	1520.13	149.379	1182				
	Control	Baseline (2021)	1404.83	136.355	1182				
		Post (2022)	1534.81	145.981	1182				
White	**myView**	Baseline (2021)	1481.88	141.075	436	.667	1, 870	.414	.06
		Post (2022)	1588.82	148.129	436				
	Control	Baseline (2021)	1481.87	141.089	436				
		Post (2022)	1583.34	137.231	436				

Table B8. ANCOVA 3rd and 4th Race/Ethnicity

Subgroup	Group	Adjusted Post Mean	Standard Error	n	F	df	*p*
Black	**myView**	1506.82	13.145	44	1.012	1, 85	.317
	Control	1525.52	13.145	44			
Hispanic	**myView**	1534.79	2.795	1182	13.726	1, 2361	.001
	Control	1520.14	2.795	1182			
White	**myView**	1588.82	4.471	436	.750	1, 869	.387
	Control	1583.34	4.471	436			

Table B9. Repeated Measures ANOVA – 3rd and 4th Economically Disadvantaged

Group		Raw Mean	SD	n	F	df	*p*	*d*
myView	**Baseline (2021)**	1406.26	134.483	1357	16.828	1, 2712	.001	.16
	Post (2022)	1533.85	143.826	1357				
Control	**Baseline (2021)**	1406.22	134.512	1357				
	Post (2022)	1518.33	144.377	1357				

Table B10. ANCOVA –3rd and 4th Economically Disadvantaged

Group	Adjusted Post Mean	Standard Error	n	F	df	*p*
myView	1533.84	2.574	1357	18.103	1, 2711	.001
Control	1518.35	2.574	1357			

Table B11. Repeated Measures ANOVA – 3rd and 4th LEP

Group		Raw Mean	SD	n	F	df	*p*	*d*
myView	**Baseline (2021)**	1406.90	137.793	152	.021	1, 302	.885	na
	Post (2022)	1535.56	156.354	152				
Control	**Baseline (2021)**	1406.90	137.793	152				
	Post (2022)	1533.84	153.008	152				

Table B12. ANCOVA – 3rd and 4th LEP

Group	Adjusted Post Mean	Standard Error	n	F	df	*p*
myView	1535.56	8.276	152	.022	1, 301	.883
Control	1533.84	8.276	152			