

2020-21

Evaluation of the House Bill 3 Reading Academies Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



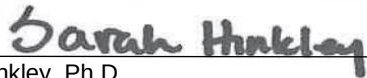
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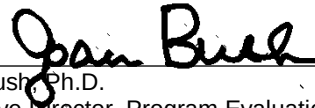
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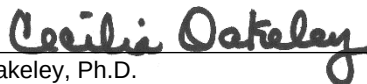
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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches grade level or above performance standard
BOY	Beginning of year
CIC	Campus Instructional Coach
EL	English learner
EOY	End of year
HB	House Bill
ISD	Independent School District
K	Kindergarten
MAP	<i>Measures of Academic Progress Growth</i>
Masters	Masters grade level performance standard
Meets+	Meets grade level or above performance standard
MOY	Middle of year
PD	Professional development
PEIMS	Public Education Information Management System
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEA	Texas Education Agency

Evaluation of the House Bill 3 Reading Academies Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

Texas Legislature House Bill (HB) 3 requires that all Texas Kindergarten (K) through grade-three teachers and administrators attend HB 3 Reading Academies to learn evidence-based content and methods that best support the science of teaching reading. The Dallas Independent School District (ISD) has become an authorized provider of HB 3 Reading Academies through the Texas Education Agency (TEA), allowing the district to conduct training using Early Learning specialists. All elementary campuses will participate in HB 3 Reading Academies over three years (Year 1 in 2020-21, Year 2 in 2021-22, or Year 3 in 2022-23). HB 3 Reading Academies will play a central role in meeting the Dallas ISD Board Goal that 56 percent of students score at the Meets Grade Level or Above (Meets+) standard on grade-three *State of Texas Assessments of Academic Readiness (STAAR)* reading by 2025.

The total budget for the 2020-21 HB 3 Reading Academies program was \$1,511,794 with \$1,200,000 supporting stipends and supplemental pay for teacher work required beyond the school day. An additional \$8,400 provided supplemental pay for librarians and campus coaches that attended Saturday professional development (PD) sessions, \$302,283 provided funds to hire additional staff to support the HB 3 Reading Academies program, and \$1,111 went toward printing facilitator guides and materials.

PURPOSE OF THE EVALUATION

The purpose of the 2020-21 HB 3 Reading Academies evaluation was to examine context, process, and outcome data. Context data included a summary of the program. Process data included beginning of year (BOY), middle of year (MOY), and end of year (EOY) teacher surveys, a BOY administrator survey, and post-PD survey data. Outcome data included student academic outcomes including *Measures of Academic Progress Growth (MAP)* and *STAAR* reading. Detailed methodology is available in the full report.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the HB 3 Reading Academies?

The 86th Texas Legislature passed HB 3 in 2019.¹ The bill required all Kindergarten through grade-three teachers and principals to complete Reading Academy training by 2022-23. Dallas ISD planned to train staff members in three one-year cohorts (2020-21, 2021-22, and 2022-23). The goal of the HB 3 Reading Academies was to increase teacher knowledge of evidence-based methods of teaching reading and ensure these methods were implemented in classrooms, thereby increasing student achievement in reading. Ultimately, the program served to push the district toward achieving Student Outcome Goal 2 as set by the Board of Trustees that 56 percent of students score at the Meets+ standard on grade-three *STAAR* reading by 2025.

Implementation during Year 1 in the Dallas ISD began with teachers and administrators at 56 high-priority elementary campuses; Year 2 will target 51 elementary campuses and any teachers new to Year 1 campuses, and Year 3 will target 45 elementary campuses and any teachers new to Year 1 and Year 2 campuses.

Based on job requirements, participants completed one of three learning pathways. General and special education teachers completed the English Language Arts pathway, bilingual general education and bilingual special education teachers completed the Biliteracy pathway, and campus administrators completed the Administrator pathway. Each pathway consisted of 12 PD modules.² While five of the modules on the Biliteracy pathway included content specifically for English learners, the content was available to participants in other pathways.

The Dallas ISD applied for and was approved to serve as an authorized provider for HB 3 Reading Academies PD. HB 3 Reading Academy cohort leaders implemented two different PD models (comprehensive and blended). Comprehensive coaches could lead up to 60 participants in

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

² Modules included: Introduction/Scope and Sequence; Science of Teaching Reading; Establishing a Literacy Community; Using Assessment Data to Inform Instruction; Oral Language/Vocabulary; Phonological Awareness; Alphabet Knowledge/Handwriting; Decoding, Encoding, and Word Study; Reading Fluency; Reading Comprehension; Written Composition; and Tiered Supports.

person. Implementation of the comprehensive model for the 2020-21 school year required adapting the face-to-face model to a primarily virtual asynchronous format due to the COVID-19 pandemic. However, comprehensive coaches were able to complete in-person observations and coaching to assess implementation of HB 3 Reading Academy content in classrooms. Blended facilitators could coordinate online learning for up to three cohorts of participants with up to 100 participants per cohort.

All campus administrators participated in the blended model and completed the HB 3 PD and other requirements online. Every teacher at single-gender campuses and teachers at some Transformation campuses participated in the blended model. Teachers at other Transformation campuses and all teachers at other campuses participated in the comprehensive model and received PD, coaching, and feedback through in-person sessions.

What were the characteristics and completion rates of teachers and administrators who participated in HB 3 Reading Academy Cohort 1?

HB 3 Reading Academy Cohort 1 included 702 teachers in the English Language Arts pathway, 334 teachers in the Biliteracy pathway, and 168 administrators in the Administrator pathway.³ For teachers in the English Language Arts and Biliteracy pathways combined, most HB 3 Reading Academies teachers were female (83%) and had obtained a bachelor's degree (64%). Nearly 43 percent of teachers were Hispanic and 32 percent were African American. The Cohort 1 teachers had taught, on average, 11.4 years of in the state of Texas. Administrators were predominantly female (79%) and most were African American (53%). Nearly 82 percent had obtained a master's degree.

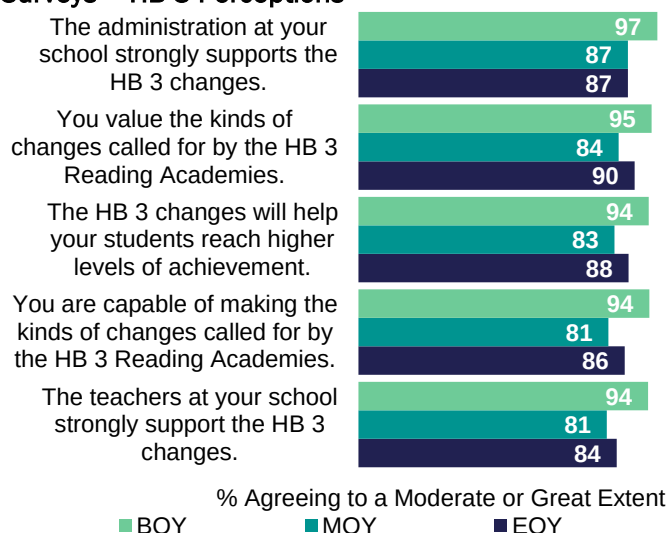
Overall, 99 percent of teachers ($N = 1,004$) and 100 percent of administrators ($N = 166$) completed the Reading Academy program.⁴

What were the participant perceptions of the HB 3 Reading Academies?

Fifty-eight percent of teachers responded to the BOY survey ($N = 950$). Response rates at MOY and EOY were 41 percent ($N = 968$) and 56 percent ($N = 939$), respectively. The teacher BOY perceptions of the HB 3 Reading Academies were positive (Figure E1), ranging from 94 percent (teachers strongly support HB 3 changes) to 97 percent (administration strongly supports HB 3 changes). Across all items, the percentages dropped between 10 to 13 percent on the MOY survey. The percentages of agreement rose slightly on four of the five perception items

from the MOY survey to the EOY survey with the largest gain in the respondent valuing the HB 3 changes (84% to 90%). Even so, the levels of agreement with items about their perceptions of the HB 3 Reading Academies on all BOY items were higher than on the MOY and EOY surveys.

Figure E1: 2020-21 BOY, MOY, and EOY Teacher Surveys – HB 3 Perceptions



Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

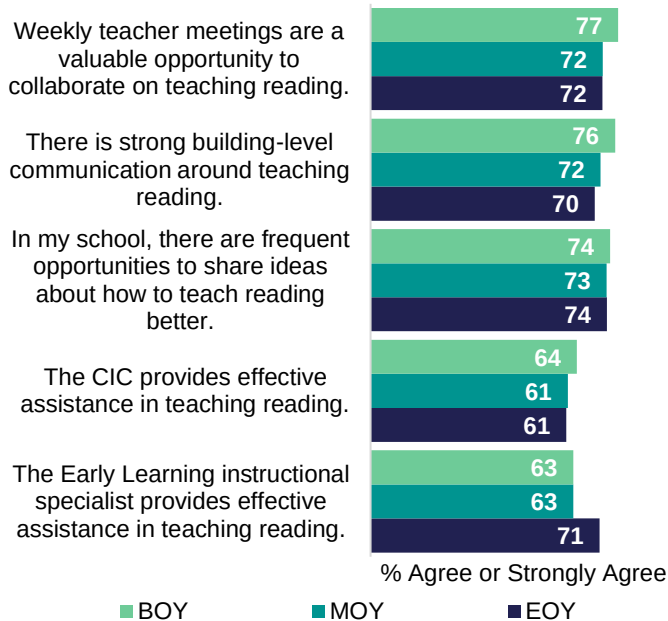
Note: Response options included not at all, to a small extent, to a moderate extent, and to a great extent. Ns are available in Appendix A of the full report.

The percentages of teachers that agreed or strongly agreed with items regarding campus collaboration and coach effectiveness are presented in Figure E2. BOY percentages ranged from 63 percent (Early Learning instructional specialist provides effective assistance) to 77 percent (weekly teacher meetings are a valuable opportunity to collaborate on teaching reading). While the percentages of responses on most MOY and EOY items remained similar to or were lower than the percentages on the BOY survey, lower percentages of teachers on the BOY and MOY surveys than on the EOY survey agreed or strongly agreed that the Early Learning specialist was effective in helping them teach reading (63%, 63%, and 71%, respectively).

³ Participant list dated 10/28/20 and district personnel file dated 10/10/21.

⁴ EOY participation data dated 08/20/21.

Figure E2: 2020-21 BOY, MOY, and EOY Teacher Surveys – Campus Collaboration and Coach Effectiveness



Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

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

At the end of the year, teachers selected up to three Reading Academy modules that were most impactful on their teaching. Participants selected the modules on phonological awareness ($N = 214$); decoding, encoding, and word study ($N = 202$); and reading comprehension ($N = 201$) most often. Conversely, participants viewed the modules on written composition ($N = 40$), using assessment data to inform instruction ($N = 39$), and establishing a literacy community ($N = 36$) as least impactful.

Thirty-seven percent of administrators ($N = 131$) rated their perceptions of the Reading Academies on the BOY survey. Ninety-six percent agreed that they were capable of supporting HB 3 changes, 98 percent valued the HB 3 changes, and all agreed that the changes would help students gain higher levels of reading achievement.

Administrators also responded to campus collaboration and coach effectiveness items (like those in Figure E2). Across items, administrators were more positive than teachers. Eighty percent of teachers or more responded positively to all but one item. Percentages ranged from 79 percent agreeing that the Campus Instructional Coach (CIC) provided effective assistance in teaching reading to 94 percent agreeing that weekly teacher meetings were effective times to collaborate on issues related to teaching reading.

Last, administrators were asked about their belief that they could influence specific areas of their job. Response percentages were high, ranging from 94 percent of administrators responding that they could motivate teachers a lot or to a great extent, to 100 percent responding that they could create a positive learning environment in their school.

Teachers and administrators were also asked to complete post-PD surveys. Eighty-two percent of session participants reported that the session content was relevant to their teaching that they would incorporate elements of the session in their teaching.

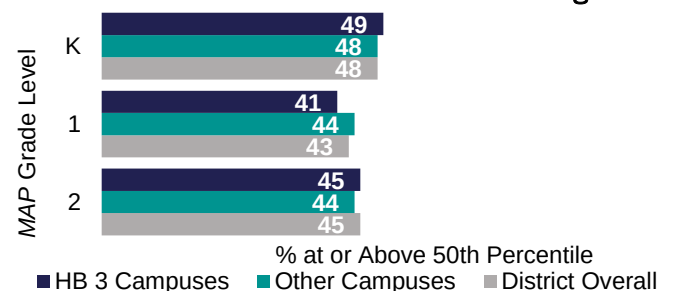
What were the student outcomes at campuses that had and had not completed HB 3 Reading Academies?

Results should be viewed with caution because HB 3 campuses were selected due to previous low performance and teachers may not have received all PD in time to implement it in the 2020-21 school year.

MAP

In general, the proportions of students scoring at the 50th percentile were similar for students at HB 3 Reading Academy Campuses and at other district campuses (Figure E3). Forty-nine percent of K students at HB 3 Reading Academy campuses scored at the 50th percentile, one percentage point higher than K students at other campuses (48%). The proportions were similar for grade two (45% vs. 44%) but slightly lower for students at HB 3 Reading Academy campuses in grade one (41% vs. 44% at other campuses).

Figure E3: 2020-21 Percentages of Students at or Above the 50th Percentile on EOY MAP Reading



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

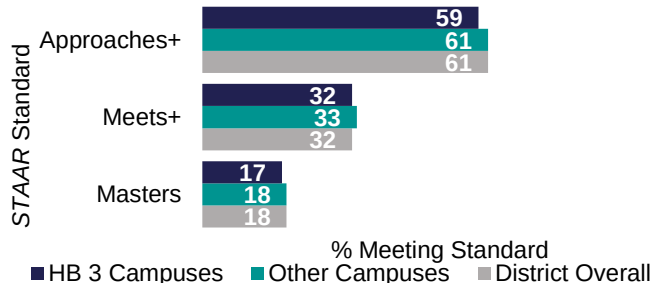
Note: Ns are available in Appendix D of the full report.

STAAR

The proportions of students at HB 3 Reading Academy campuses meeting each reading standard were similar to the proportions at other district campuses (Figure E4). Fifty-nine percent of the students at HB 3 Reading Academy campuses and 61 percent of the students at other district

campuses met the Approaches+ standard. Thirty-two percent of HB 3 Reading Academy students and 33 percent of other district students met the Meets+ standard; 17 percent of HB 3 Reading Academy students and 18 percent of other district students met the Masters standard.

Figure E4: 2020-21 Percentages of Grade-Three Students Meeting STAAR Reading Standards



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

Note: Ns are available in Appendix D of the full report.

RECOMMENDATIONS

Survey all participants at the BOY, MOY, and EOY timepoints.

Continue to monitor the performance of students at Cohort 1 HB 3 Reading Academy campuses.

Consider Year 1 survey and academic achievement results in light of the district response to the COVID-19 pandemic.

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PROGRAM DESCRIPTION

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PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the 2020-21 HB 3 Reading Academies evaluation was to examine context, process, and outcome data. Context data included a summary of the program. Process data included beginning of year (BOY), middle of year (MOY), and end of year (EOY) teacher surveys, a BOY administrator survey, and post-professional development (PD) survey data. Outcome data included student academic outcomes including *Measures of Academic Progress Growth (MAP)* and *STAAR* reading. Specifically, the evaluation addressed the following questions:

- 1) What was the source and amount of funding for the HB 3 Reading Academies in 2020-21?
- 2) What was the context of the HB 3 Reading Academies?
- 3) What were the characteristics and completion rates of teachers and administrators who participated in HB 3 Reading Academy Cohort 1?
- 4) What were the participant perceptions of the HB 3 Reading Academies?
- 5) What were the student outcomes at campuses that had and had not completed HB 3 Reading Academies?
- 6) What are the evaluator recommendations for program improvement?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the HB 3 Reading Academies in 2020-21?

Methodology

Dallas ISD Early Learning staff members provided budget and funding source information for the 2020-21 HB 3 Reading Academies.

Results

The total budget for the 2020-21 HB 3 Reading Academies program was \$1,511,794 with \$1,200,000 supporting stipends and supplemental pay for teacher work required beyond the school day. An additional \$8,400 provided supplemental pay for librarians and campus coaches that attended Saturday PD sessions, \$302,283 provided funds to hire additional staff to support the HB 3 Reading Academies program, and \$1,111 went toward printing facilitator guides and materials.

What was the context of the HB 3 Reading Academies?

Methodology

The evaluator established the context of the HB 3 Reading Academies through interviews with program administrators and central staff members, reviews of program documents, and reviews of related websites.

Results

The 86th Texas Legislature passed HB 3 in 2019.⁵ The bill required all Kindergarten through grade-three teachers and principals to complete Reading Academy training by 2022-23. Dallas ISD planned to train staff members in three one-year cohorts (2020-21, 2021-22, and 2022-23). The goal of the HB 3 Reading Academies was to increase teacher and administrator knowledge of evidence-based methods of teaching reading and ensure these methods were implemented in classrooms, thereby increasing student achievement in reading. Ultimately, the program also served to push the district toward achieving Student Outcome Goal 2 as set by the Board of Trustees on November 11, 2019 that 56 percent of students score at the Meets+ standard on grade-three *STAAR* reading by the end of the 2024-25 school year.

Implementation during Year 1 in the Dallas ISD began with teachers and administrators at 56 high-priority elementary campuses; Year 2 will target 51 elementary campuses and any teachers new to Year 1 campuses, and Year 3 will target 45 elementary campuses and any teachers new to Year 1 and Year 2 campuses.

Based on job requirements, participants completed one of three learning pathways. General and special education (SPED) teachers completed the English Language Arts pathway, bilingual general

⁵ More information about HB 3 can be found at <https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/house-bill-3>.

education and bilingual SPED teachers completed the Biliteracy pathway, and campus administrators completed the Administrator pathway. Each pathway consisted of 12 PD modules.⁶ While five of the modules on the Biliteracy pathway included content specifically for English learners (ELs), the content was available to participants in other pathways.

The Dallas ISD applied for and was approved to serve as an authorized provider for HB 3 Reading Academies PD. Of the Early Learning specialists who applied to become cohort leaders, 93 percent passed the screener to do so; this was higher than the statewide average of 41 percent. HB 3 Reading Academy cohort leaders worked to implement two different PD models (comprehensive and blended). Comprehensive coaches could lead up to 60 participants by coordinating the pre-work necessary for each PD session, facilitating PD sessions in person, establishing a literacy community, conducting individualized observations and coaching sessions, and reviewing participant artifacts and providing feedback around those artifacts. Implementation of the comprehensive model for the 2020-21 school year required adapting the face-to-face model to a primarily virtual asynchronous format due to the COVID-19 pandemic. However, comprehensive coaches were able to complete in-person observations and coaching to assess implementation of HB 3 Reading Academy content in classrooms.

Blended facilitators could coordinate online learning for up to three groups of participants with up to 100 participants per group. While many of the responsibilities were like those of comprehensive coaches, blended facilitators worked within the Learning Management System⁷ to support participants through moderating online discussions, establishing a virtual literacy community, and reviewing participant artifacts and providing digital feedback on those artifacts.

All campus administrators participated in the blended model and completed the HB 3 PD and other requirements online. Every teacher at single-gender campuses and teachers at some Transformation campuses participated in the blended model. Teachers at other Transformation campuses and all teachers at other campuses participated in the comprehensive model and received PD, coaching, and feedback through in-person sessions.

What were the characteristics and completion rates of teachers and administrators who participated in HB 3 Reading Academy Cohort 1?

Methodology

Participant characteristics were analyzed at the beginning of the school year. To determine the characteristics of all teachers and administrators in the HB 3 Reading Academies, the evaluator received a list of all participants from Early Learning staff members on October 28, 2020 and merged the list with the district personnel file dated October 10, 2020. Frequency analyses were conducted separately for teachers and administrators to summarize characteristics by gender, race/ethnicity, and education level. The

⁶ Modules included: Introduction/Scope and Sequence; The Science of Teaching Reading; Establishing a Literacy Community; Using Assessment Data to Inform Instruction; Oral Language/Vocabulary; Phonological Awareness; Alphabet Knowledge and Handwriting; Decoding, Encoding, and Word Study; Reading Fluency; Reading Comprehension; Written Composition; and Tiered Supports.

⁷ 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>.

evaluator also calculated the average number of years teaching, as applicable. Completion analyses used EOY participation data received from Early Learning staff members on August 20, 2021. These analyses did not include participants that withdrew from the program or entered the program during the school year.

Results

HB 3 Reading Academy Cohort 1 included 702 teachers in the English Language Arts pathway, 334 teachers in the Biliteracy pathway, and 168 administrators in the Administrator pathway. As shown in Table 1, for teachers in the English Language Arts and Biliteracy pathways combined, most HB 3 Reading Academies teachers were female (83%) and had obtained a bachelor's degree (64%). Nearly 43 percent of teachers were Hispanic, and 32 percent were African American. The Cohort 1 teachers had, on average, 11.4 years of experience teaching in the state of Texas. Most administrators in the HB 3 Reading Academies program were female (79%), and over half were African American (53%). Nearly 82 percent had obtained a master's degree.

Table 1: 2020-21 HB 3 Reading Academies Teacher and Administrator Characteristics

	Teachers		Administrators	
	<i>n</i>	%	<i>n</i>	%
Gender				
Male	174	16.8	36	21.4
Female	861	83.2	132	78.6
Race/Ethnicity				
African American	327	31.6	89	53.0
Hispanic	440	42.5	58	34.5
White	225	21.7	19	11.3
Other	43	4.2	2	1.2
Highest Degree Earned				
Associate's	9	0.9	0	0.0
Bachelor's	667	64.4	27	16.1
Master's	249	24.1	137	81.5
Doctorate	8	0.8	3	1.8
Other/Missing	102	9.9	1	0.6

Source: Data received from Early Learning on 10/28/20 and merged with the district personnel file dated 10/10/20.

Note: One teacher was not included because characteristic data could not be matched. Percentages may not sum to 100 because of rounding.

Overall, 99 percent of teachers ($N = 1,004$) and 100 percent of administrators ($N = 166$) completed the Reading Academy program.

What were the participant perceptions of the HB 3 Reading Academies?

Methodology

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

The Early Learning Department administered beginning-of-year surveys to teachers and administrators at HB 3 Reading Academies Cohort 1 campuses in August 2020. Teachers completed middle-of-year surveys from December 2020 through January 2021 and end-of-year surveys in May and

June 2021. Staff members received the surveys via e-mail and were asked to rate the degree to which they and their campuses could support the environment and initiatives necessary to successfully implement the HB 3 Reading Academies program, the potential impacts of the program, their perceptions around campus collaboration and coach effectiveness, and campus climate. In addition to questions parallel to the teachers', administrators also reported on their job efficacy; however, administrator surveys were only administered at BOY. The evaluator calculated response frequencies of Likert-type items on the BOY, MOY, and EOY surveys for teachers and on the BOY surveys for administrators.

Post-PD Surveys

After each PD session, participants completed a satisfaction survey. Teachers and administrators were asked to rate the quality of the sessions attended on a four-point Likert scale from strongly disagree to strongly agree. Participants also rated the extent to which they would incorporate elements of the lesson into their work and the relevance of the material on a five-point Likert-type scale from 1 to 5.⁸ The evaluator conducted frequency analyses of all items.

Results

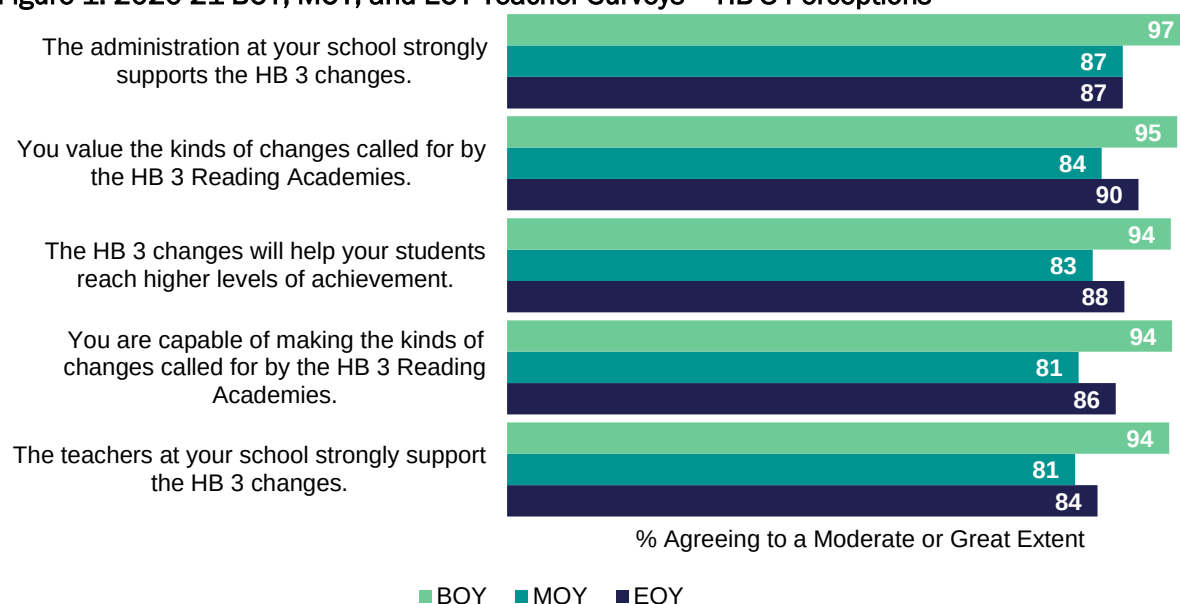
Teacher Beginning-of-Year, Middle-of-Year, and End-of-Year Surveys

Of the 950 teachers that received a BOY survey invitation, 548 (58%) completed at least part of the survey and are included in the analyses. Additionally, 968 teachers received an MOY survey invitation and 399 completed at least part of the survey (41%); 939 received an EOY survey invitation and 527 completed at least part of the survey (56%).⁹ All response percentages and the number of respondents for each item can be found in Appendix A.

The response percentages of teachers agreeing to a moderate or great extent on items about their perception of the HB 3 Reading Academies are shown in Figure 1. The BOY percentages were positive, ranging from 94 percent (three items) to 97 percent ("The administration at your school strongly supports the HB 3 changes."). Across all items, percentages dropped between 10 to 13 percent on the MOY survey. The items with the largest decrease in agreement were being capable of making the kinds of changes called for by the HB 3 Reading Academies (94% to 81%) and teachers at the campus strongly supporting the HB 3 changes (94% to 81%). The percentages of agreement rose slightly on four of the five perception items from the MOY survey to the EOY survey with the largest gain in the respondent valuing the kinds of changes called for by the HB 3 Reading Academies (84% to 90%). Even so, the levels of agreement with items about their perceptions of the HB 3 Reading Academies on all BOY items were higher than on the MOY and EOY surveys.

⁸ During semester one, participants considered each module individually when responding. During semester two, participants considered all modules completed when responding. Responses were aggregated across the first semester and combined with semester two to create comparable responses for the entire school year.

⁹ The number of participating teachers varied throughout the year due to late initial participation, resignations, medical leave, or other circumstances.

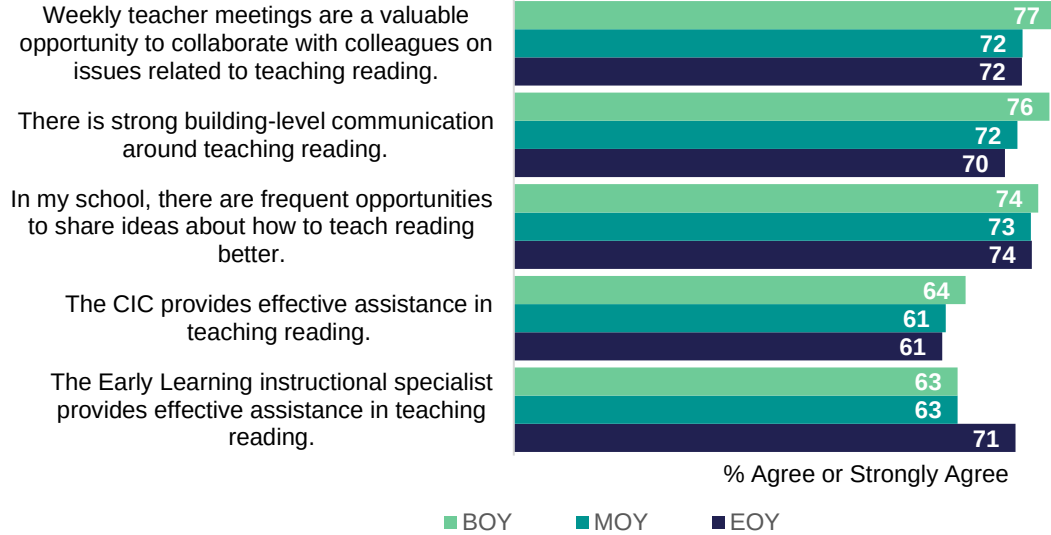
Figure 1: 2020-21 BOY, MOY, and EOY Teacher Surveys – HB 3 Perceptions

Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

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

The response percentages of teachers that agreed or strongly agreed with items regarding campus collaboration and coach effectiveness are presented in Figure 2. BOY percentages ranged from 63 percent (“The Early Learning instructional specialist provides effective assistance in teaching reading.”) to 77 percent (“Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.”). While the percentages of responses on most MOY and EOY items remained similar to or were lower than the percentages on the BOY survey, lower percentages of teachers on the BOY and MOY surveys than on the EOY survey agreed or strongly agreed that the Early Learning Specialist was effective in helping them teach reading (63%, 63%, and 71%, respectively).

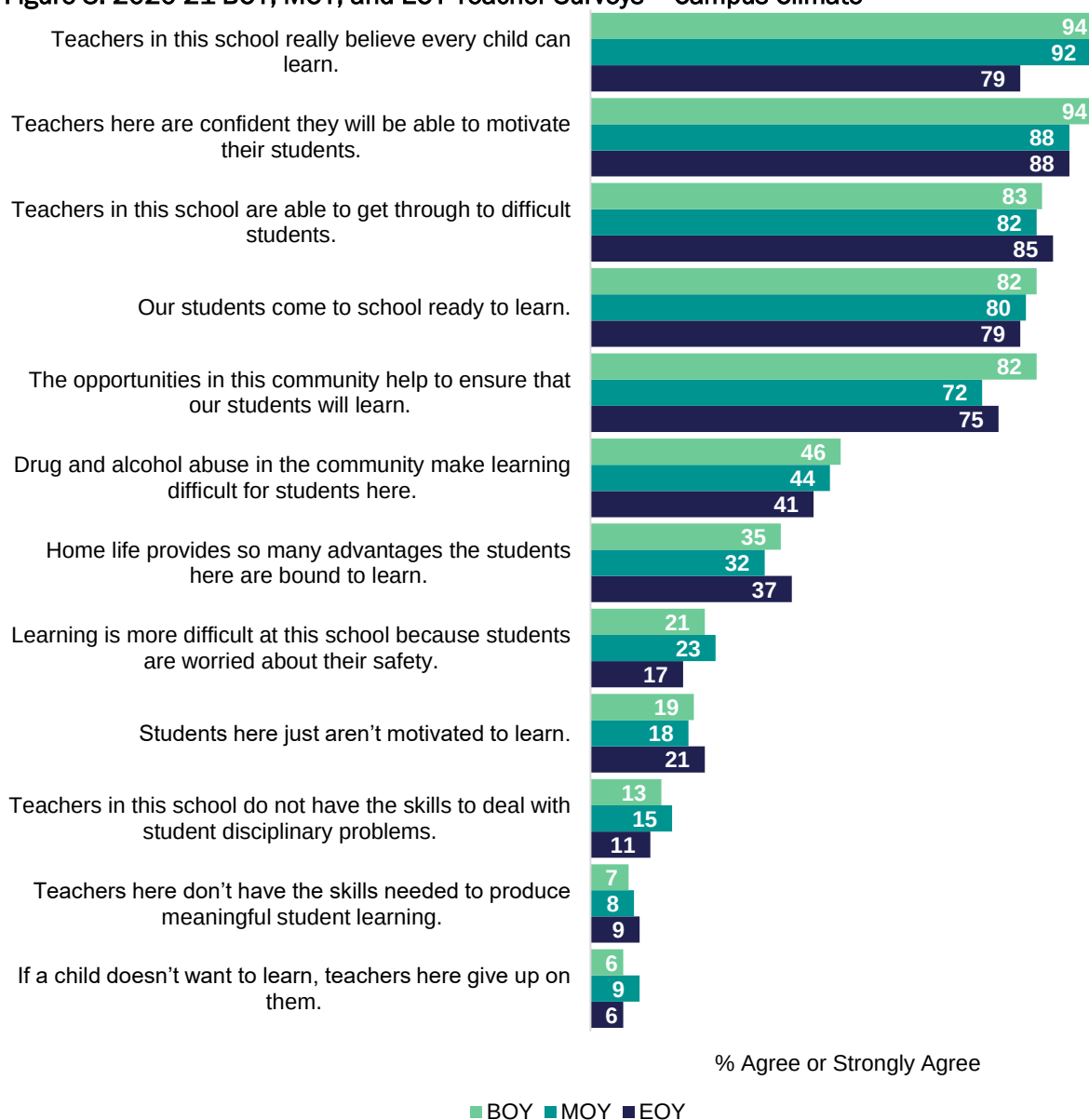
Figure 2: 2020-21 BOY, MOY, and EOY Teacher Surveys – Campus Collaboration and Coach Effectiveness



Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

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

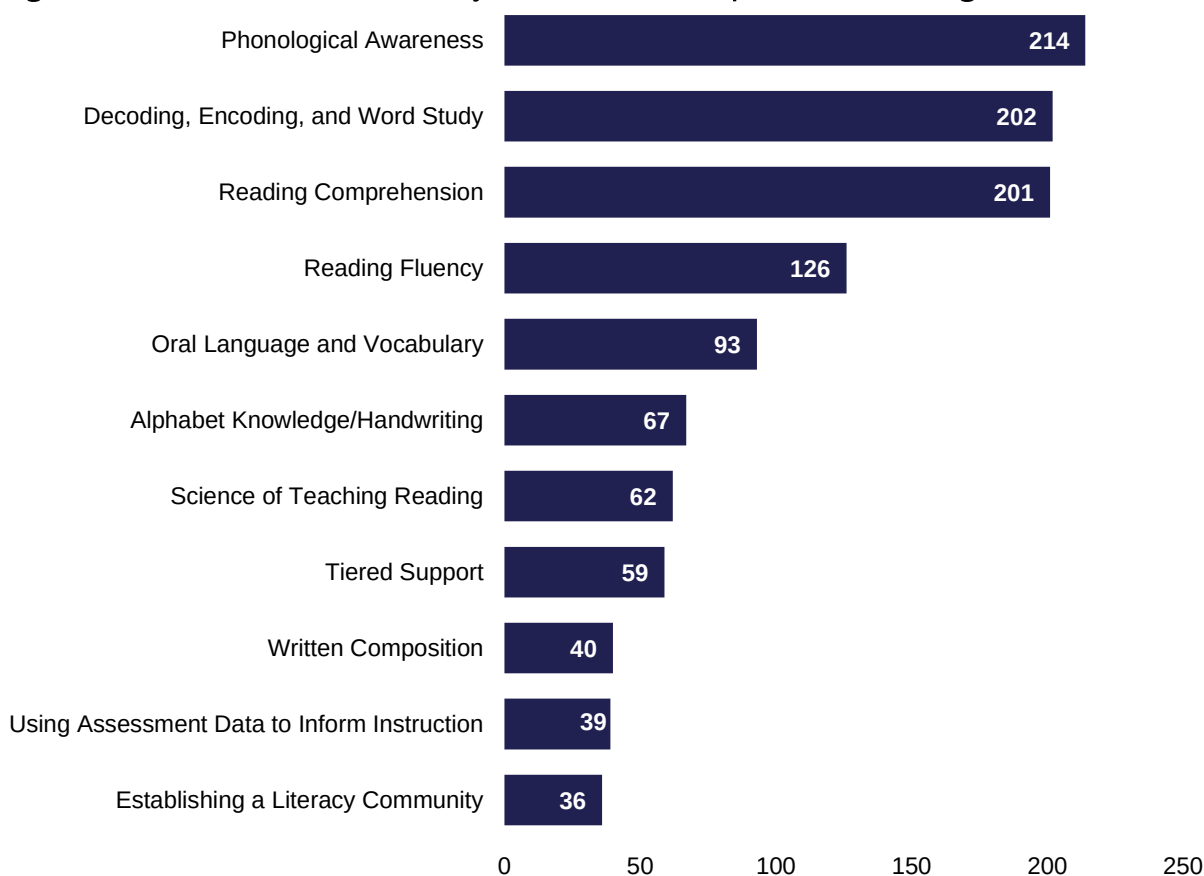
Teacher BOY, MOY, and EOY survey responses to items about campus climate are shown in Figure 3. Over the course of the school year, the percentage of teachers that agreed or strongly agreed that other teachers at their school believed every child could learn fell from 94 percent to 79 percent. A lower percentage of respondents at MOY and EOY than BOY felt that teachers were confident they could motivate students (BOY, 94%; MOY and EOY, 88%). Meanwhile, the percentage of teachers that felt that other teachers did not have the skills to produce meaningful learning increased from seven percent (BOY) to nine percent (EOY).

Figure 3: 2020-21 BOY, MOY, and EOY Teacher Surveys – Campus Climate

Source: Data received from Early Learning on 01/06/20 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

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

Teachers could select up to three modules that were most impactful on their teaching practice during the school year. The modules and the number of times each was selected are shown in Figure 4. Participants selected the modules on phonological awareness ($N = 214$); decoding, encoding, and word study ($N = 202$); and reading comprehension ($N = 201$) most often. Conversely, teachers viewed the modules on written composition ($N = 40$), using assessment data to inform instruction ($N = 39$), and establishing a literacy community ($N = 36$) as least impactful.

Figure 4: 2020-21 EOY Teacher Survey – Modules Most Impactful on Teaching Practice

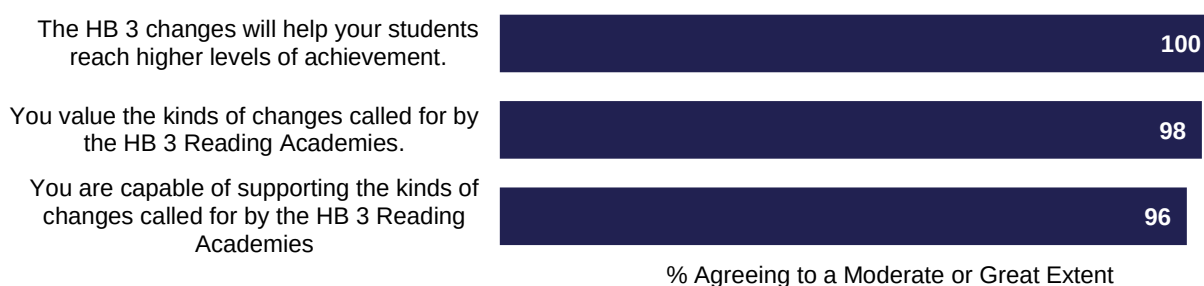
Source: Data received from Early Learning on 06/21/21.

Note: The Introductory module was not included. Teachers could select up to three modules. Overall, 502 teachers selected at least one module.

Administrator Beginning-of-Year

Of the 131 administrators that received a BOY survey invitation, 48 (37%) completed at least part of the survey and are included in the analyses. Because of the low response rates, results should be reviewed with caution. Response percentages and the number of respondents for each question can be found in Appendix B.

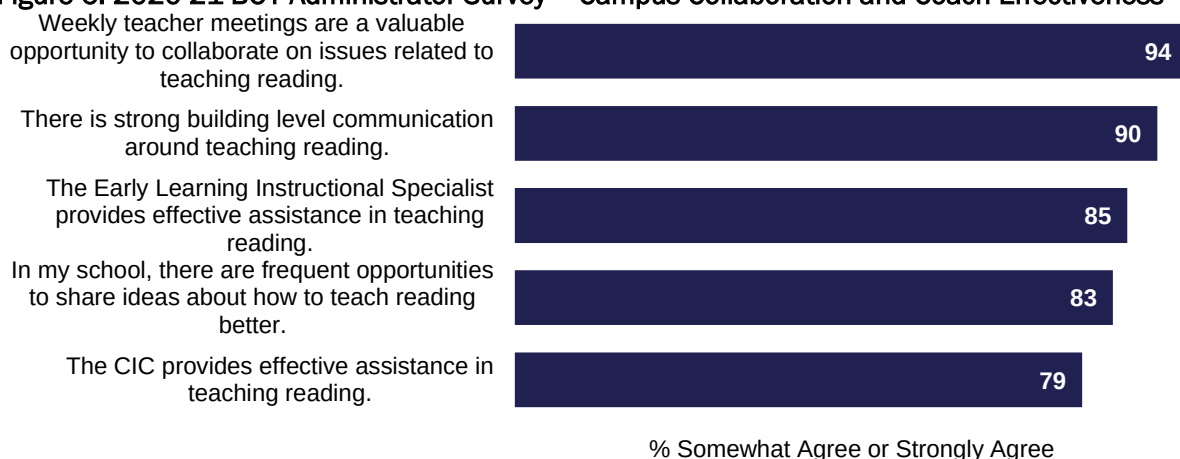
Administrators rated their perceptions of the HB 3 Reading Academies program highly on the BOY survey (Figure 5). Response percentages ranged from 96 percent agreeing that they were capable of supporting the changes called for by the Reading Academies to 100 percent agreeing that those changes would help students at their campuses gain higher levels of reading achievement.

Figure 5: 2020-21 BOY Administrator Survey – HB 3 Perceptions

Source: Data received from Early Learning on 01/06/21.

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

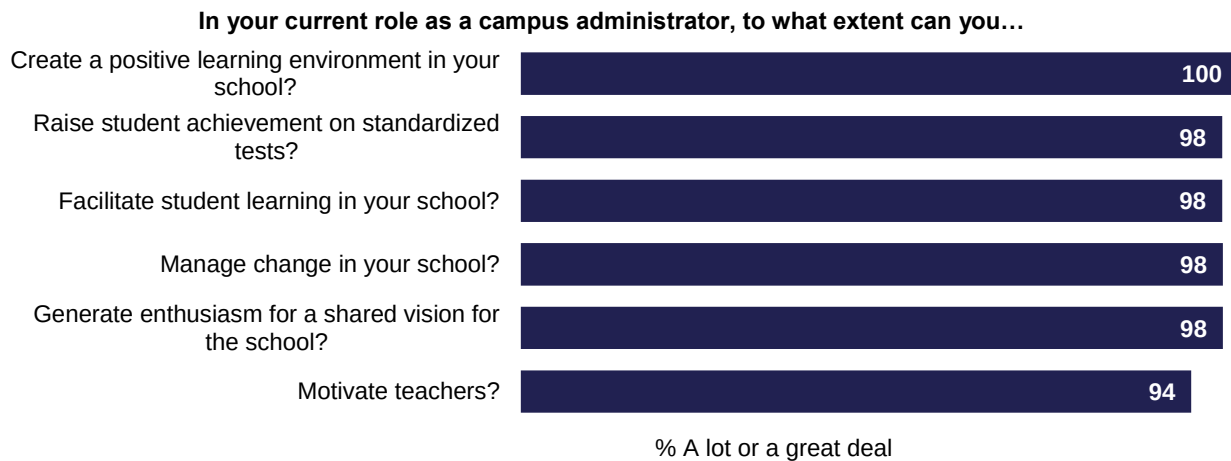
Administrators responses to campus collaboration and coach effectiveness items are presented in Figure 6. Percentages ranged from 79 percent agreeing that the Campus Instructional Coach (CIC) provided effective assistance in teaching reading to 94 percent agreeing that weekly teacher meetings were effective times to collaborate on issues related to teaching reading.

Figure 6: 2020-21 BOY Administrator Survey – Campus Collaboration and Coach Effectiveness

Source: Data received from Early Learning on 01/06/21.

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

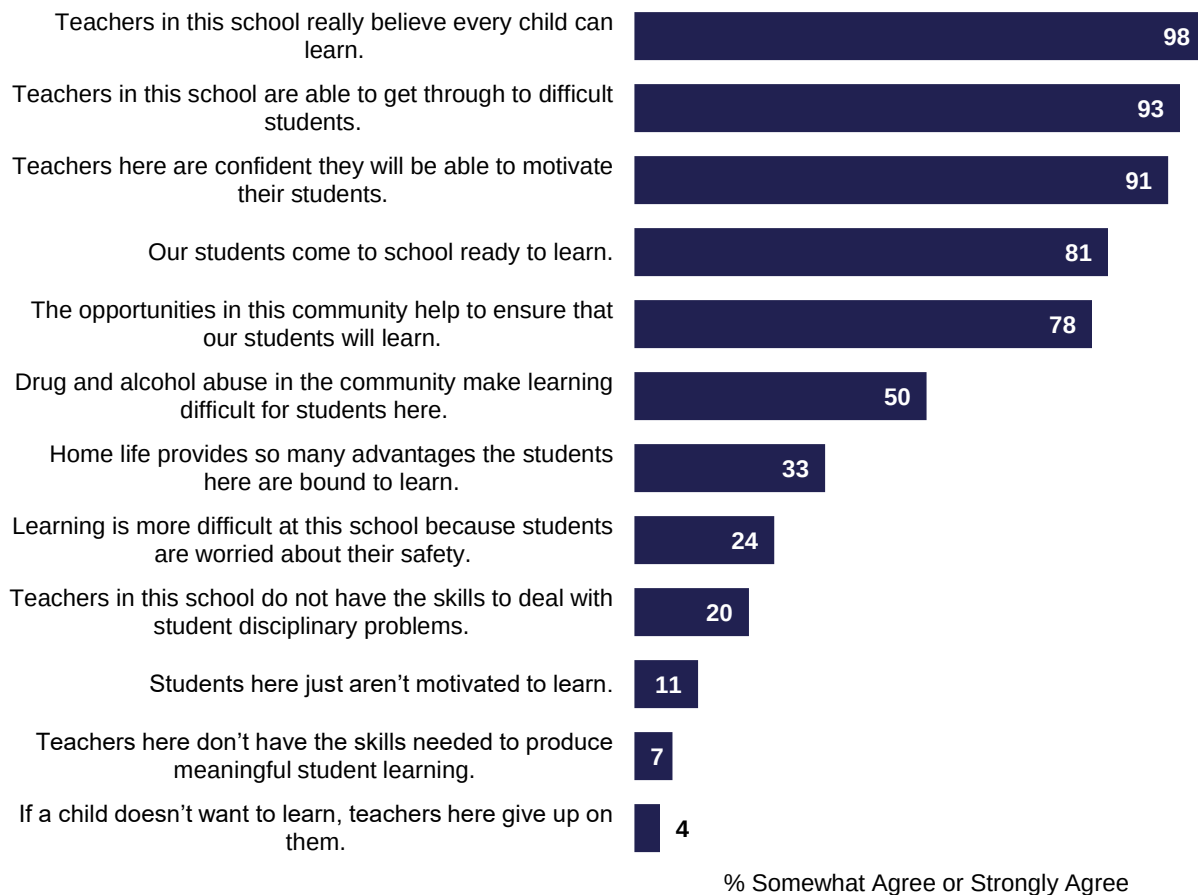
The proportions of administrators that believed that they could influence specific areas of their job a lot or a great deal are presented in Figure 7. Response percentages were high, ranging from 94 percent of administrators responding that they could motivate teachers a lot or a great deal, to 100 percent responding that they could create a positive learning environment in their school.

Figure 7: 2020-21 BOY Administrator Survey – Job Efficacy

Source: Data received from Early Learning on 01/06/21.

Note: Response options included not at all, a little, a moderate amount, a lot, and a great deal. Ns are available in Appendix B.

The BOY administrator response percentages for campus climate are presented in Figure 8. Administrators generally believed that the teachers at their campuses were confident that their teachers could motivate students (91%), could get through to difficult students (93%), and really believed every student could learn (98%). Low percentages of administrators somewhat agreed or strongly agreed that teachers gave up on students (4%), teachers didn't have the skills to produce learning (7%), and that students were not motivated to learn (11%).

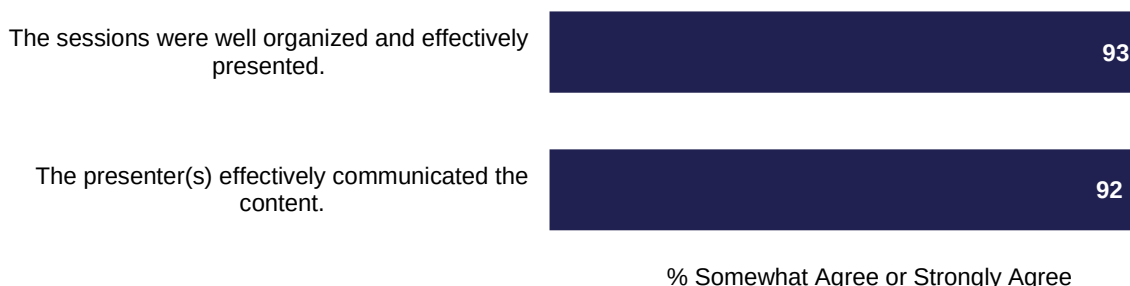
Figure 8: 2020-21 BOY Administrator Survey – Campus Climate

Source: Data received from Early Learning on 01/06/21.

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

Post-PD Surveys

Teachers and administrators rated the organization and presentation quality after session participation (Figure 9). All response percentages can be found in Appendix C. Most participants somewhat agreed or strongly agreed that the sessions were well organized and effectively presented (93%) and that the presenter or presenters effectively communicated the session content (92%).

Figure 9: 2020-21 HB 3 Reading Academies Post-PD Session Quality Items

Source: Data received from Early Learning on 06/21/21.

Note: Surveys were completed throughout the school year after each PD session. Ns are available in Appendix C. Participants considered all modules completed when responding.

Participants were asked to rate the extent to which the session content was relevant to their work and the extent to which they would incorporate elements from the session into their work. Results are presented in Figure 10. Eighty-two percent of session participants selected either a four or five rating as the extent that they would incorporate elements of the session in their teaching and that the session content was relevant.

Figure 10: 2020-21 HB 3 Reading Academies Post-PD Session Incorporation and Relevance Items

Source: Data received from Early Learning on 06/21/21.

Note: Surveys were completed throughout the school year after each PD session. Ns are available in Appendix C. Participants responded on a scale from 1 to 5, with 5 being the highest. During semester one, participants considered each module individually when responding. During semester two, participants considered all modules completed when responding. Responses were aggregated across the first semester and combined with semester two to create comparable responses for the entire school year.

What were the student outcomes at campuses that had and had not completed HB 3 Reading Academies?

Methodology

MAP

The evaluator merged Public Education Information Management Systems (PEIMS) demographic and MAP data files to conduct frequency and crosstabs analyses to determine the percentage of students who scored at or above the 50th percentile on MAP reading in grades K through two for students at HB 3 campuses, students at other campuses, and for the district overall.¹⁰

¹⁰ PEIMS demographic data file dated 11/13/20 and MAP data file dated 06/23/21.

STAAR

The evaluator merged PEIMS demographic and STAAR data files to compare the percentage of students who attained Approaches Grade Level or Above (Approaches+), Meets+, and Masters Grade Level (Masters) on STAAR reading for grade-three students at HB 3 campuses, students at other campuses, and for the district overall.¹¹

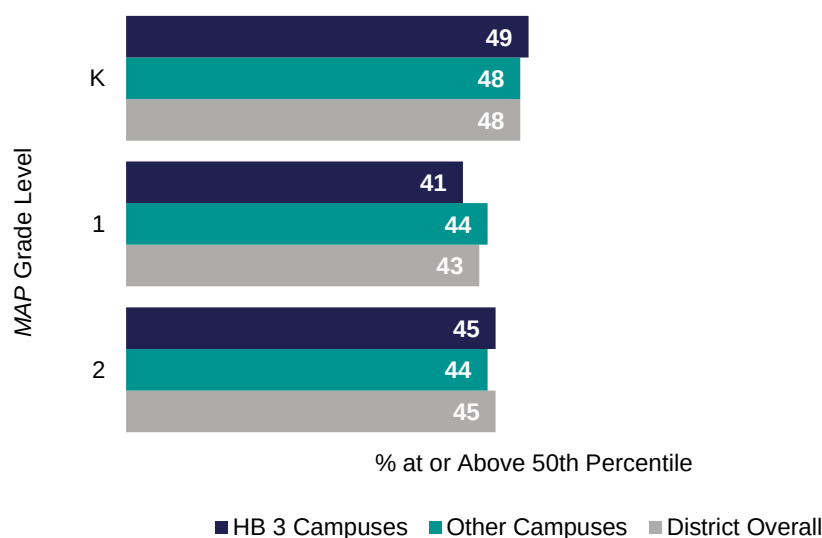
Results

Results should be viewed with caution because HB 3 campuses were selected due to lower reading performance in the past and teachers may not have received all PD in time to implement it during the 2020-21 school year.

MAP

The percentages of K through grade-two students scoring at or above the 50th percentile on the EOY Reading MAP are shown in Figure 11 by grade. In general, the proportions of students scoring at the 50th percentile was similar for students at HB 3 Reading Academy Campuses and at other district campuses. Forty-nine percent of K students at HB 3 Reading Academy campuses scored at the 50th percentile, one percentage point higher than K students at other campuses (48%). The pattern for second grade was similar (45% for Reading Academy campuses vs. 44% for other campuses). The proportions were slightly lower for students at HB 3 Reading Academy campuses in grade one (41% vs 44% at other district campuses).

Figure 11: 2020-21 Percentages of Students at or Above the 50th Percentile on EOY MAP Reading



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

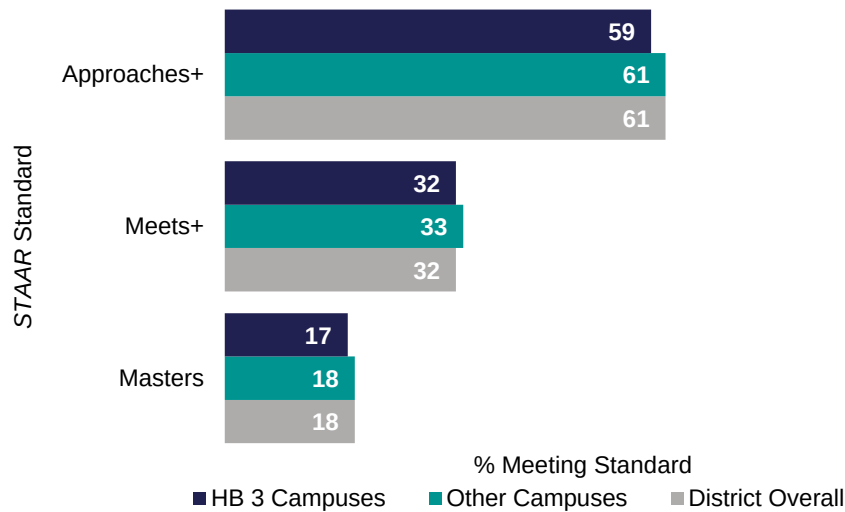
Note: Ns are available in Appendix D.

¹¹ PEIMS demographic data file dated 11/13/20 and STAAR data file dated 07/12/21.

STAAR

The percentages of grade-three students meeting the Approaches+, Meets+, and Masters standards on the STAAR reading subtest are shown in Figure 12. The proportions of students at HB 3 Reading Academy campuses meeting each reading standard were similar to the proportions at other district campuses. Fifty-nine percent of the students at HB 3 Reading Academy campuses and 61 percent of the students at other district campuses met the Approaches+ standard. Thirty-two percent of HB 3 Reading Academy students and 33 percent of other district students met the Meets+ standard; and 17 percent of HB 3 Reading Academy students and 18 percent of other district students met the Masters standard.

Figure 12: 2020-21 Percentages of Grade-Three Students Meeting STAAR Reading Standards



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

Note: Ns are available in Appendix D.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

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

- Teachers were positive about the HB 3 Reading Academy program and the changes it entailed at the beginning of the year (94% positive or greater), but the perception of the program was more generally positive on the BOY survey than on the MOY (81% positive or greater) and EOY (84% positive or greater) surveys across five program-perception items.
- Ninety-six percent of administrators agreed that they were capable of supporting HB 3 changes, 98 percent valued the HB 3 changes, and all agreed that the changes would help students gain higher levels of reading achievement.
- Teachers and administrators were also asked to complete post-PD surveys. Eighty-two percent of session participants reported that the session content was relevant to their work and they would incorporate elements of the session in their work.
- K-2 students at Reading Academy campuses and at other district campuses met the 50th percentile on the EOY *MAP* reading at similar rates. Grade-three students at Reading Academy campuses and at other district campuses also met the Approaches+, Meets+, and Masters standards on *STAAR* reading at similar rates.

Recommendations

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

Survey all participants at the BOY, MOY, and EOY timepoints. The change in teacher perceptions of the program was evident across survey timepoints during Year 1. Administrators, whose perceptions may have been broader or different, were only surveyed at BOY. Future program years should include the BOY, MOY, and EOY perceptions of administrators who direct the reading instruction on their campuses.

Continue to monitor the performance of students at Cohort 1 HB 3 Reading Academy campuses. The academic achievement of students at HB 3 Reading Academy campuses was similar to students at other district campuses on *MAP* and *STAAR* reading. However, because training lasted all year, participants were not able to completely incorporate the Reading Academy content into their classroom teaching during the 2020-21 school year. Future evaluations should continue to monitor student reading

achievement during Year 2 and Year 3 of the program as Cohort 1 teachers continue to employ concepts from the Reading Academies.

Consider Year 1 survey and academic achievement results in light of the district response to the COVID-19 pandemic. The 2020-21 school year included students that learned remotely, in person, or transitioned between the two. Teachers instructed virtually and in person. Their ability to effectively implement Reading Academy concepts in classrooms may have been hampered. Survey responses and student achievement results should be reviewed with these caveats in mind.

APPENDICES



Appendix A

Appendix A, Table 1: 2020-21 BOY, MOY, and EOY Teacher Survey Responses - HB 3 Perceptions

	<i>N</i>	Not at all		To a small extent		To a moderate extent		To a great extent	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
BOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	542	4	0.7	27	5.0	208	38.4	303	55.9
The HB 3 changes will help your students reach higher levels of achievement.	540	2	0.4	30	5.6	171	31.7	337	62.4
You value the kinds of changes called for by the HB 3 Reading Academies.	541	3	0.6	24	4.4	156	28.8	358	66.2
The administration at your school strongly supports the HB 3 changes.	540	2	0.4	15	2.8	106	19.6	417	77.2
The teachers at your school strongly support the HB 3 changes.	536	3	0.6	30	5.6	186	34.7	317	59.1
MOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	378	8	2.1	64	16.9	178	47.1	128	33.9
The HB 3 changes will help your students reach higher levels of achievement.	378	9	2.4	55	14.6	132	34.9	182	48.1
You value the kinds of changes called for by the HB 3 Reading Academies.	377	9	2.4	50	13.3	135	35.8	183	48.5
The administration at your school strongly supports the HB 3 changes.	370	8	2.2	39	10.5	100	27.0	223	60.3
The teachers at your school strongly support the HB 3 changes.	374	16	4.3	57	15.2	156	41.7	145	38.8
EOY									
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	526	9	1.7	63	12.0	220	41.8	234	44.5
The HB 3 changes will help your students reach higher levels of achievement.	523	3	0.6	62	11.9	201	38.4	257	49.1
You value the kinds of changes called for by the HB 3 Reading Academies.	521	10	1.9	45	8.6	212	40.7	254	48.8
The administration at your school strongly supports the HB 3 changes.	521	11	2.1	55	10.6	156	29.9	299	57.4
The teachers at your school strongly support the HB 3 changes.	519	15	2.9	70	13.5	223	43.0	211	40.7

Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

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

Appendix A, Table 2: 2020-21 BOY, MOY, and EOY Teacher Survey Responses – Campus Collaboration and Coach Effectiveness

	<i>N</i>	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
BOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	544	48	8.8	25	4.6	66	12.1	133	24.4	272	50.0
The Early Learning instructional specialist provides effective assistance in teaching reading.	541	42	7.8	30	5.5	131	24.2	128	23.7	210	38.8
The CIC provides effective assistance in teaching reading.	541	52	9.6	28	5.2	114	21.1	106	19.6	241	44.5
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	543	40	7.4	33	6.1	52	9.6	123	22.7	295	54.3
There is strong building-level communication around teaching reading.	542	35	6.5	30	5.5	65	12.0	143	26.4	269	49.6
MOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	384	32	8.3	29	7.6	41	10.7	133	34.6	149	38.8
The Early Learning instructional specialist provides effective assistance in teaching reading.	381	43	11.3	26	6.8	72	18.9	97	25.5	143	37.5
The CIC provides effective assistance in teaching reading.	380	41	10.8	29	7.6	77	20.3	89	23.4	144	37.9
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	381	37	9.7	28	7.3	41	10.8	105	27.6	170	44.6
There is strong building-level communication around teaching reading.	382	30	7.9	29	7.6	50	13.1	102	26.7	171	44.8
EOY											
In my school, there are frequent opportunities to share ideas about how to teach reading better.	524	44	8.4	42	8.0	53	10.1	175	33.4	210	40.1
The Early Learning instructional specialist provides effective assistance in teaching reading.	522	43	8.2	25	4.8	82	15.7	126	24.1	246	47.1
The CIC provides effective assistance in teaching reading.	521	61	11.7	47	9.0	96	18.4	124	23.8	193	37.0
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	523	53	10.1	32	6.1	61	11.7	145	27.7	232	44.4
There is strong building-level communication around teaching reading.	521	44	8.4	43	8.3	71	13.6	159	30.5	204	39.2

Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).

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

Appendix A, Table 3: 2020-21 BOY Teacher Survey Responses – Campus Climate

Appendix 1, Table 1: 2020-21 DCF Teacher Survey Responses – Campus Climate											
	N	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
		n	%	n	%	n	%	n	%	n	%
To what extent do you agree or disagree with the following statements?											
Our students come to school ready to learn.	502	9	1.8	32	6.4	52	10.4	244	48.6	165	32.9
The opportunities in this community help to ensure that our students will learn.	501	5	1.0	37	7.4	46	9.2	188	37.5	225	44.9
Teachers here are confident they will be able to motivate their students.	502	4	0.8	2	0.4	26	5.2	171	34.1	299	59.6
Students here just aren't motivated to learn.	501	189	37.7	142	28.3	76	15.2	66	13.2	28	5.6
Home life provides so many advantages the students here are bound to learn.	501	66	13.2	126	25.1	133	26.5	113	22.6	63	12.6
Drug and alcohol abuse in the community make learning difficult for students here.	501	68	13.6	48	9.5	156	31.1	144	28.7	85	17.0
Teachers in this school are able to get through to difficult students.	500	1	0.2	22	4.4	62	12.4	257	51.4	158	31.6
Learning is more difficult at this school because students are worried about their safety.	500	205	41.0	80	16.0	108	21.6	80	16.0	27	5.4
If a child doesn't want to learn, teachers here give up on them.	501	362	72.3	71	14.2	36	7.2	18	3.6	14	2.8
Teachers in this school do not have the skills to deal with student disciplinary problems.	500	253	50.6	114	22.8	70	14.0	44	8.8	19	3.8
Teachers in this school really believe every child can learn.	501	9	1.8	4	0.8	19	3.8	88	17.6	381	76.0
Teachers here don't have the skills needed to produce meaningful student learning.	499	353	70.7	76	15.2	36	7.2	19	3.8	15	3.0

Source: BOY Teacher Survey data received from Early Learning on 01/06/21.

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

Appendix A, Table 4: 2020-21 MOY Teacher Survey Responses – Campus Climate

	<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>	%
To what extent do you agree or disagree with the following statements?											
Our students come to school ready to learn.	372	7	1.9	38	10.2	28	7.5	189	50.8	110	29.6
The opportunities in this community help to ensure that our students will learn.	372	8	2.2	40	10.8	55	14.8	150	40.3	119	32.0
Teachers here are confident they will be able to motivate their students.	372	2	0.5	10	2.7	34	9.1	135	36.3	191	51.3
Students here just aren't motivated to learn.	371	139	37.5	115	31.0	49	13.2	51	13.7	17	4.6
Home life provides so many advantages the students here are bound to learn.	372	55	14.8	114	30.6	83	22.3	80	21.5	40	10.8
Drug and alcohol abuse in the community make learning difficult for students here.	369	42	11.4	42	11.4	123	33.3	116	31.4	46	12.5
Teachers in this school are able to get through to difficult students.	370	11	3.0	12	3.2	43	11.6	201	54.3	103	27.8
Learning is more difficult at this school because students are worried about their safety.	370	140	37.8	75	20.3	69	18.6	64	17.3	22	5.9
If a child doesn't want to learn, teachers here give up on them.	372	264	71.0	56	15.1	20	5.4	18	4.8	14	3.8
Teachers in this school do not have the skills to deal with student disciplinary problems.	372	193	51.9	86	23.1	36	9.7	41	11.0	16	4.3
Teachers in this school really believe every child can learn.	372	8	2.2	6	1.6	17	4.6	83	22.3	258	69.4
Teachers here don't have the skills needed to produce meaningful student learning.	372	258	69.4	62	16.7	23	6.2	18	4.8	11	3.0

Source: MOY Teacher Survey data received from Early Learning on 03/02/21.

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

Appendix A, Table 5: 2020-21 EOY Teacher Survey Responses – Campus Climate

Appendix H, Table H.1. 2020-21 LSA Teachers' Survey Responses: Campus Climate											
	N	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree	
		n	%	n	%	n	%	n	%	n	%
To what extent do you agree or disagree with the following statements?											
Our students come to school ready to learn.	501	14	2.8	53	10.6	39	7.8	244	48.7	151	30.1
The opportunities in this community help to ensure that our students will learn.	499	14	2.8	58	11.6	53	10.6	204	40.9	170	34.1
Teachers here are confident they will be able to motivate their students.	499	2	0.4	14	2.8	43	8.6	169	33.9	271	54.3
Students here just aren't motivated to learn.	498	183	36.7	140	28.1	69	13.9	76	15.3	30	6.0
Home life provides so many advantages the students here are bound to learn.	496	81	16.3	114	23	117	23.6	121	24.4	63	12.7
Drug and alcohol abuse in the community make learning difficult for students here.	499	63	12.6	51	10.2	179	35.9	138	27.7	68	13.6
Teachers in this school are able to get through to difficult students.	497	9	1.8	25	5.0	43	8.7	269	54.1	151	30.4
Learning is more difficult at this school because students are worried about their safety.	499	231	46.3	92	18.4	89	17.8	59	11.8	28	5.6
If a child doesn't want to learn, teachers here give up on them.	499	357	71.5	82	16.4	29	5.8	16	3.2	15	3.0
Teachers in this school do not have the skills to deal with student disciplinary problems.	499	264	52.9	124	24.8	54	10.8	40	8.0	17	3.4
Teachers in this school really believe every child can learn.	499	14	2.8	53	10.6	38	7.6	243	48.7	151	30.3
Teachers here don't have the skills needed to produce meaningful student learning.	497	347	69.8	70	14.1	37	7.4	30	6.0	13	2.6

Source: EOY Teacher Survey data received from Early Learning on 06/21/21.

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

Appendix B

Appendix B, Table 1: 2020-21 BOY Administrator Survey Responses – HB 3 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>	%
You are capable of making the kinds of changes called for by the HB 3 Reading Academies.	48	0	0.0	2	4.2	19	39.6	27	56.3
The HB 3 changes will help your students reach higher levels of achievement.	46	0	0.0	0	0.0	5	10.9	41	89.1
You value the kinds of changes called for by the HB 3 Reading Academies.	48	0	0.0	1	2.1	7	14.6	40	83.3

Source: Data received from Early Learning on 01/06/21.

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

Appendix B, Table 2: 2020-21 BOY 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>	%
In my school, there are frequent opportunities to share ideas about how to teach reading better.	48	2	4.2	3	6.3	3	6.3	9	18.8	31	64.6
The Early Learning instructional specialist provides effective assistance in teaching reading.	48	1	2.1	1	2.1	5	10.4	17	35.4	24	50.0
The CIC provides effective assistance in teaching reading.	48	0	0.0	0	0.0	10	20.8	10	20.8	28	58.3
Weekly teacher meetings are a valuable opportunity to collaborate with colleagues on issues related to teaching reading.	48	1	2.1	1	2.1	1	2.1	9	18.8	36	75.0
There is strong building-level communication around teaching reading.	48	0	0.0	3	6.3	2	4.2	13	27.1	30	62.5

Source: Data received from Early Learning on 01/06/21.

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

Appendix B, Table 3: 2020-21 BOY Administrator Survey – Job Efficacy

To what extent can you...	N	Not at All		A Little		A Moderate Amount		A Lot		A Great Deal	
		n	%	n	%	n	%	n	%	n	%
Motivate teachers?	46	0	0.0	0	0.0	3	6.5	7	15.2	36	78.3
Generate enthusiasm for a shared vision for the school?	46	0	0.0	0	0.0	1	2.2	9	19.6	36	78.3
Manage change in your school?	46	0	0.0	0	0.0	1	2.2	13	28.3	32	69.6
Create a positive learning environment in your school?	46	0	0.0	0	0.0	0	0.0	7	15.2	39	84.8
Facilitate student learning in your school?	46	0	0.0	0	0.0	1	2.2	8	17.4	37	80.4
Raise student achievement on standardized tests?	46	0	0.0	0	0.0	1	2.2	18	39.1	27	58.7

Source: Data received from Early Learning on 01/06/21.

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

Appendix B, Table 4: 2020-21 BOY Administrator Survey Responses – Campus Climate

	<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>	%
		To what extent do you agree or disagree with the following statements?									
Our students come to school ready to learn.	46	1	2.2	4	8.7	4	8.7	20	43.5	17	37.0
The opportunities in this community help to ensure that our students will learn.	46	0	0.0	3	6.5	7	15.2	17	37.0	19	41.3
Teachers here are confident they will be able to motivate their students.	46	0	0.0	2	4.3	2	4.3	17	37.0	25	54.3
Students here just aren't motivated to learn.	46	24	52.2	15	32.6	2	4.3	3	6.5	2	4.3
Home life provides so many advantages the students here are bound to learn.	46	10	21.7	9	19.6	12	26.1	12	26.1	3	6.5
Drug and alcohol abuse in the community make learning difficult for students here.	46	4	8.7	9	19.6	10	21.7	16	34.8	7	15.2
Teachers in this school are able to get through to difficult students.	45	0	0.0	2	4.4	1	2.2	29	64.4	13	28.9
Learning is more difficult at this school because students are worried about their safety.	46	20	43.5	10	21.7	5	10.9	9	19.6	2	4.3
If a child doesn't want to learn, teachers here give up on them.	46	33	71.7	7	15.2	4	8.7	1	2.2	1	2.2
Teachers in this school do not have the skills to deal with student disciplinary problems.	46	18	39.1	15	32.6	4	8.7	6	13.0	3	6.5
Teachers in this school really believe every child can learn.	45	0	0.0	0	0.0	1	2.2	13	28.9	31	68.9
Teachers here don't have the skills needed to produce meaningful student learning.	46	32	69.6	9	19.6	2	4.3	1	2.2	2	4.3

Source: Data received from Early Learning on 01/06/21.

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

Appendix C

Appendix C, Table 1: 2020-21 HB 3 Reading Academies Post-PD Session Quality Items

	<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.	2,003	89	4.4	61	3.0	598	29.9	1,255	62.7
The presenter(s) effectively communicated the content.	1,996	81	4.1	79	4.0	556	27.9	1,280	64.1

Source: Data received from Early Learning on 06/21/21.

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

Appendix C, Table 2: 2020-21 HB 3 Reading Academies Post-PD Session Relevance and Incorporation Items

	<i>N</i>	1		2		3		4		5	
		<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?	3,029	21	0.7	99	3.3	408	13.5	754	24.9	1,747	57.7
To what extent will you incorporate elements of this session into your work?	3,007	18	0.6	106	3.5	408	13.6	796	26.5	1,679	55.8

Source: Data received from Early Learning on 06/21/21.

Note: Percentages may not sum to 100 because of rounding. Participants responded on a scale from 1 to 5, with 5 being the highest. During semester one, participants considered each module individually when responding. During semester two, participants considered all modules completed when responding. Responses were aggregated across the first semester and combined with semester two to create comparable responses for the entire school year. Not all participants answered every question, and/or may not have all rated the same modules in semester one, thus, *Ns* within surveys varied.

Appendix D

Appendix D, Table 1: 2020-21 Percentages of K to Grade-Two Students at or Above the 50th Percentile on EOY MAP Reading by Student Characteristic

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

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

Note: EcoDis = Economically Disadvantaged.

Appendix D, Table 2: 2020-21 Percentages of Grade-Three Students Meeting Standards on STAAR Reading by Standard and Student Characteristics

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

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

Note: EcoDis = Economically Disadvantaged.