

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 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

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.

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?

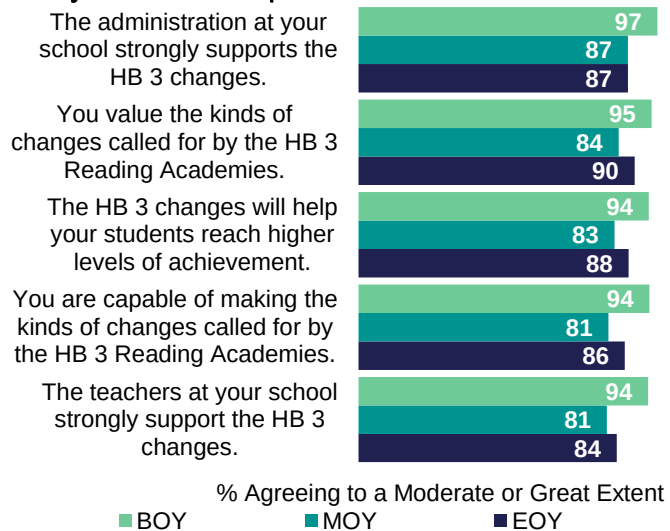
HB 3 Reading Academy Cohort 1 included 702 teachers in the English Language Arts pathway, 334 teachers in the Biliteracy pathway, and 168 administrators in the Administrator pathway.³ For teachers in the English Language Arts and Biliteracy pathways combined, most HB 3 Reading Academies teachers were 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 1), 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 1: 2020-21 BOY, MOY, and EOY Teacher Surveys – HB 3 Perceptions

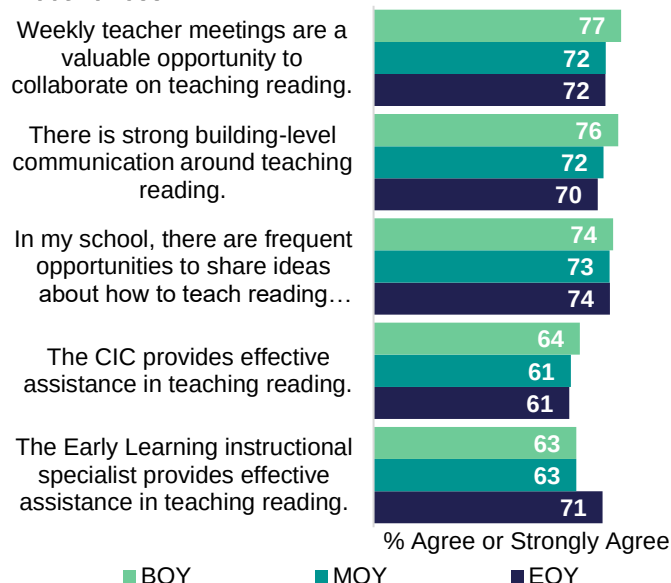


Source: Data received from Early Learning on 01/06/21 (BOY), 03/02/21 (MOY), and 06/21/21 (EOY).
Note: Response options included not at all, to a small extent, to a moderate extent, and to a great extent. Ns are available in Appendix A of the full report.

The percentages of teachers that agreed or strongly agreed with items regarding campus collaboration and coach effectiveness are presented in Figure 2. 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 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.

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 2). 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.

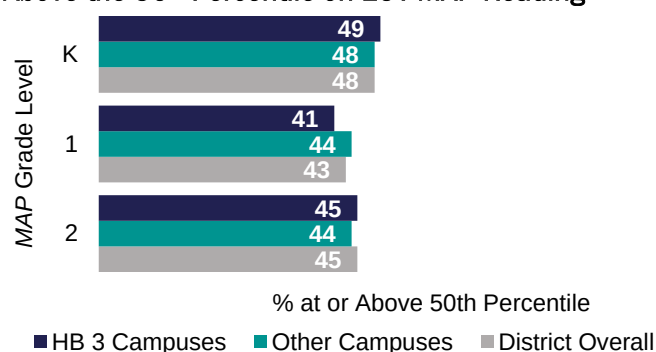
What were the student outcomes at campuses that had and had not completed HB 3 Reading Academies?

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 3). 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 3: 2020-21 Percentages of Students at or Above the 50th Percentile on EOY MAP Reading



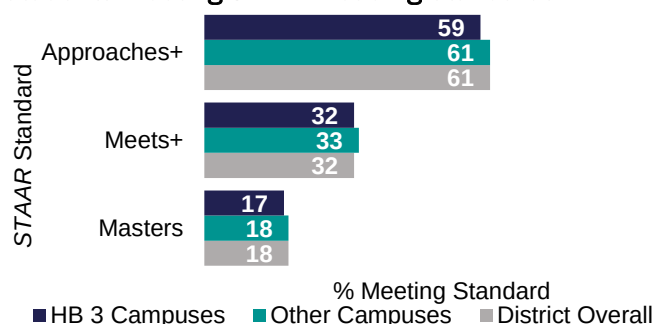
Source: MAP EOY data file dated 06/23/21 and district PEIMS demographic file dated 11/13/20.

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 4). 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 4: 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

Based on the survey results and student achievement findings, the evaluator made three recommendations.

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 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.

EA21-636-4

Nolan Rett Mickelson, B.S., Evaluation Analyst I

©2021 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:

Dallas ISD Department of Evaluation and Assessment; H. B. Bell School Support Center; 2909 Buckner Blvd.; Box10; Dallas, TX 75228

An electronic version of this report and the full 2020-21 report can be found at www.dallasisd.org/Page/888.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.