Agenda

- HB 3 Support for Literacy
- Science of Teaching Reading
- Science of Teaching Reading Exam
- Reading Standards for Kindergarten – 3rd Grade
  - Reading Academies
  - Certified Practices
    - Phonics Curriculum
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Key TEA Personnel

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TEA Staff

Lily Laux
Deputy Commissioner for School Programs

Jacquie Porter
Statewide Director of Early Childhood Education

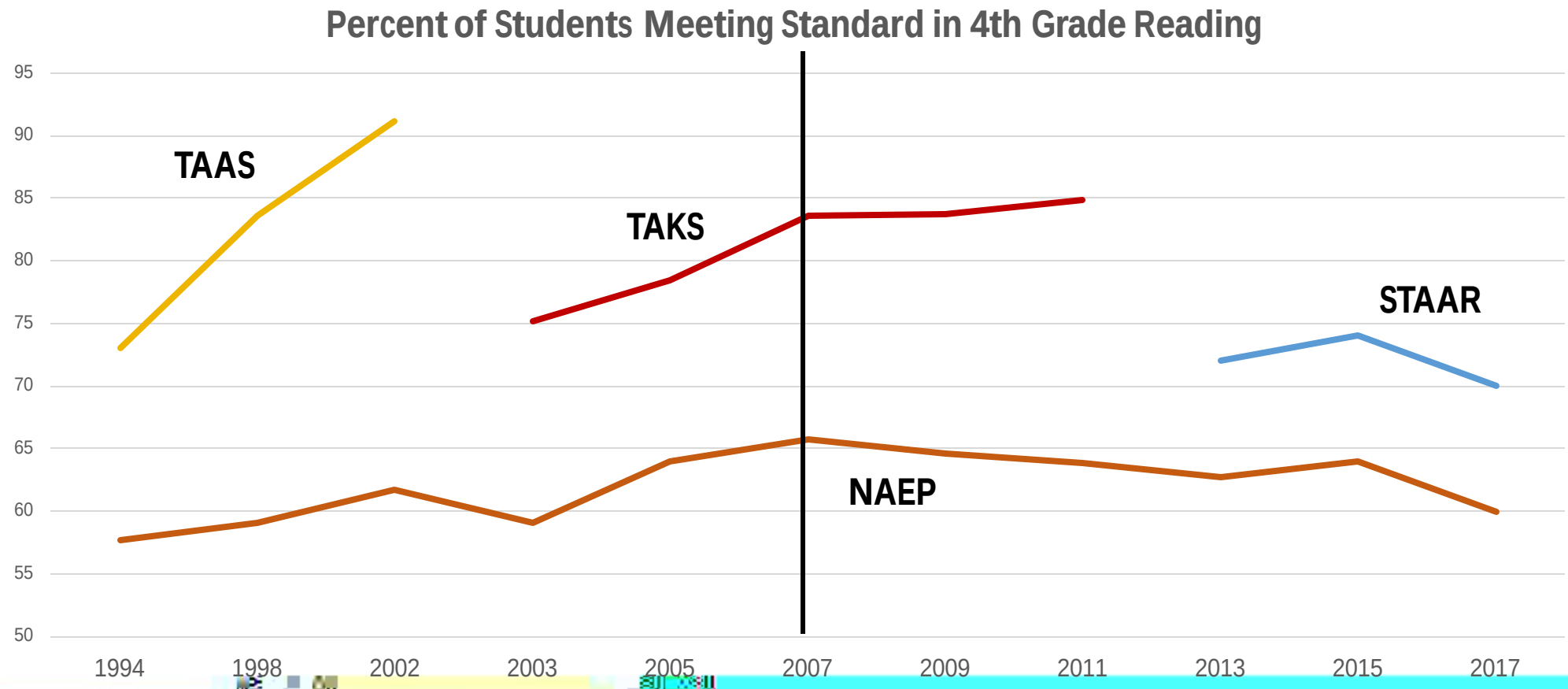
Claire Hagen Alvarado
Statewide Early Childhood Fellow

Cherry Lee
State Dyslexia Coordinator

HB 3 Support for Literacy

Why Does Texas Need to Focus on Literacy?

Since 2007, Texas' reading scores have flatlined and declined compared to national averages as measured by the National Assessment of Educational Programs (NAEP).



Texas Commission on Public School Finance

Commission Recommendation #3: Given the critical nature of being able to "read to learn" across all subjects after 3rd grade, the Commission recommends that each district or charter network annually receive incremental funding above the basic allotment for

HB 3 Added New Funding for Reading

Existing Funding Support Reading

Existing or Expanded Funding Available

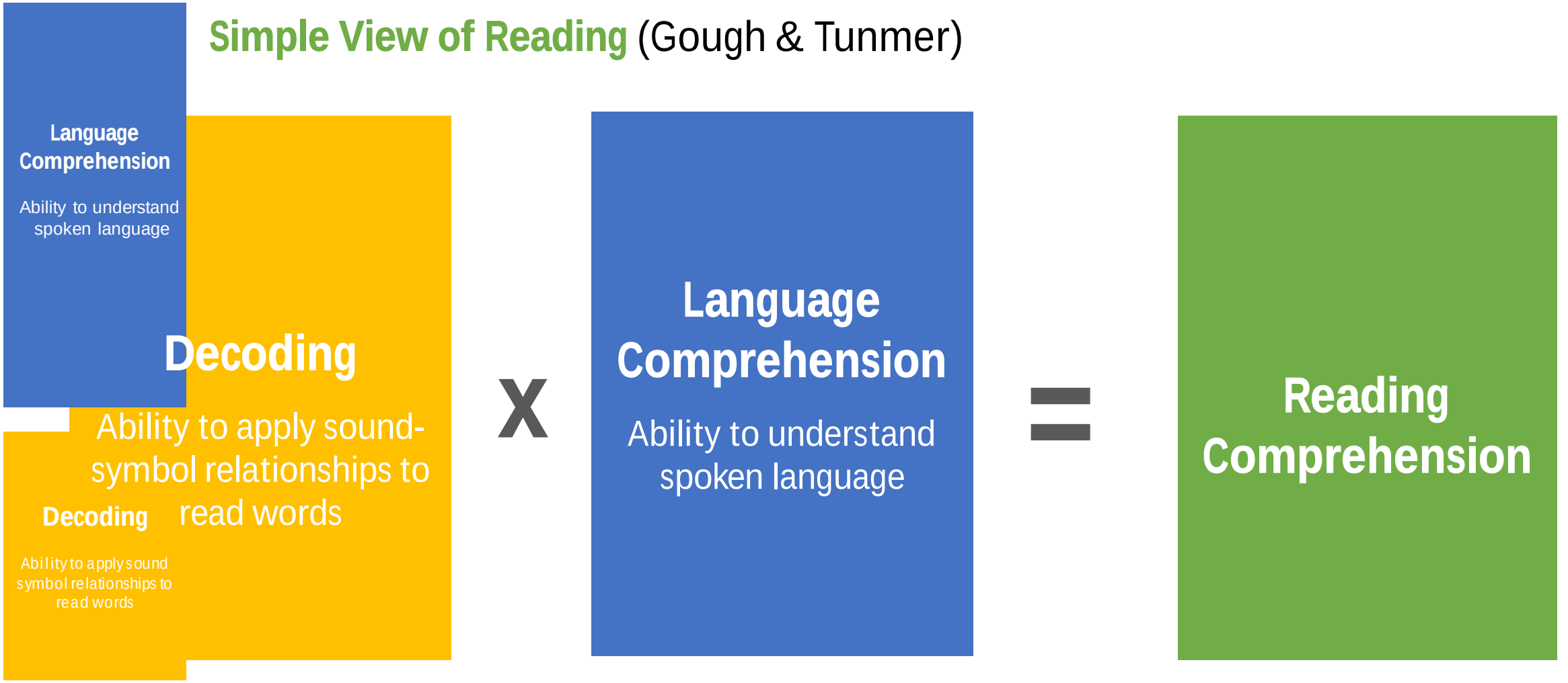
- **Coordinated, Early Intervening Services (CEIS)** may also be used (See TEA website under Special Education Programs and Services)
- HB 3 further expanded additional funding streams. For more information visit https://tea.texas.gov/HB3/.
  - **Bilingual Education Allotment: i**ncludes incentivized funding for two-way dual language program models including and additional 0.15 for LEP students and 0.05 for native English speaking students
  - **Compensatory Education (Comp Ed):** under HB 3, the formula for Comp Ed increases from 0.20 to a range of 0.225-0.275 per student based on the census block group of the student's home address

This list is not exhaustive. Many other funding sources support this work.

Science of Teaching Reading

Simple View of Reading (1986)

Simple View of Reading (Gough & Tunmer)



Scarborough's Reading Rope (2001)

Scarborough's Reading Rope (2001)

Science of Teaching Reading Exam

New STR Exam Requirement

To earn a certificate to teach Pre-K to grade 6, a candidate must demonstrate proficiency in the science of teaching reading on a new, standalone certification examination, starting January 1, 2021.

Frequently Asked Question (FAQ)

Candidates seeking certifications after January 1, 2021, will need to take the Science of Teaching Reading Exam if they are pursuing a certification in an elementary instructional area of relevance:

- EC-3
- EC-6 core subjects
- 4-8 core subjects
- 4-8 ELAR
- 4-8 ELAR/SS

Teachers certified prior to January 1, 2021, do not need to take the STR exam.

Reading Standards for Kindergarten Through Third Grade

HB3 Provides Significant Support for Literacy in Texas

HB 3 amends statute to include multiple reading initiatives:

- **Requires each teacher and principal in grades K-3 to attend reading academies by 2021-2022**
- Requires districts to certify to the TEA that the district:
    - Requires districts and charters to provide a phonics curriculum using

In Statute	

What Are Reading Academies?

Reading Academies represents three different statutes covering different grade bands.

TEA Naming Convention	Reading Academies (Grade K – 3)	Reading Academies (Grade 4 – 5)	Reading Academies (Grade 6 – 8)
Statute Title	Teacher Literacy Achievement Academies	Reading-to-Learn Academies	Teacher Reading Academies
Statute	TEC §21.4552	TEC §21.4554	TEC §21.4551
Grades	Kindergarten through 3rd	4th and 5th	6th through 8th
Description	Provide professional, research-based professional development with a curriculum focused on how to teach core reading and writing skills.	Administer training academies for public school teachers who provide reading comprehension instruction.	Administer training academies for public middle school teachers who provide reading comprehension instruction.
Rider	Rider 61: $4,500,00/ fiscal year	Rider 63: $2,750,000/fiscal year	None

K – 3 are the only grades required to scale statewide; when we refer to Reading Academies in this presentation, we refer to K – 3 Teacher Literacy Achievement Academies only.

Texas Education Agency

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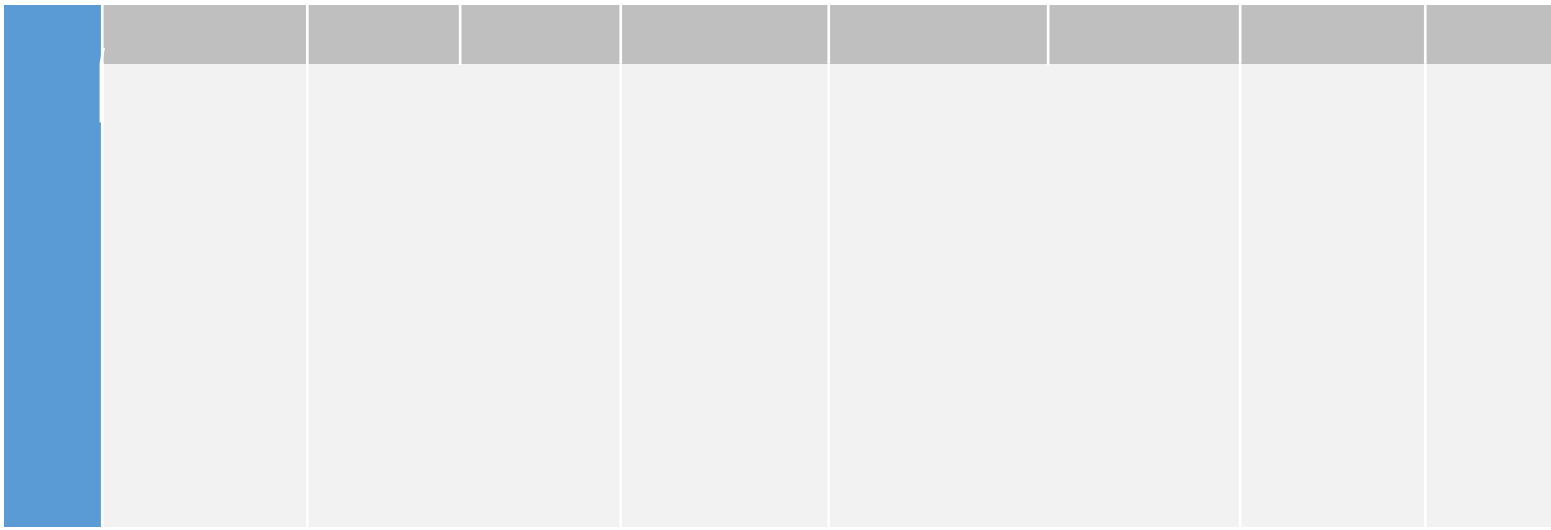


Reading Academies: Blended Model

All Reading Academies will be competency based. Teachers will produce artifacts that demonstrate their competency mastery.

Level	Training Supports	Competency Assessment
Blended Model	Manage course enrollment of online modules with access to free training materials	

Blended Module Matrix Sample

Competency	Kindergarten Teachers	1st Grade Teachers	2nd Grade Teachers	3rd Grade Teachers	Non-Core Teachers	Admin
	Bilingual, ESL, Special Education, Dyslexia					
1. Foundations STR	All participants complete the same module					
2. Assessment	K	1	2	3	Overview	Admin Overview
3. Oral Language	Customized by instructional material by grade				Customization	Customized by instructional material by grade
4. Phonological and Phonemic Awareness	All participants complete the same module					
5. Print Concepts	Customized by instructional material by grade				Customization	Customized by instructional 1

Reading Academy Implementation Ideas

School systems can integrate Reading Academies into routine school activities based on local needs.

Summer	Ongoing PD / PLCs	Coaching
Training • Utilize online modules and in-person sessions for summer PD	**Training** • Allocate time for teachers to complete modules • Allocate time to discuss modules for teachers needing interactive learning **Assessment** • Utilize time to gather, discuss and upload artifacts	**Training** • Schedule individualized coaching if additional training is needed **Assessment** • Schedule individualized coaching related to artifact demonstration and collection process

Timelines and District Considerations

- The online modules for Reading Academies are currently in development. Academies providers will be certified prior to March 2020, when provider and facilitator training will begin.
- All eligible teachers and principals will be able to begin registration this spring for cohorts with a summer 2020 start. Additional cohorts will enroll on a quarterly basis.
- Districts must:
  -

Frequently Asked Question (FAQ) Slide

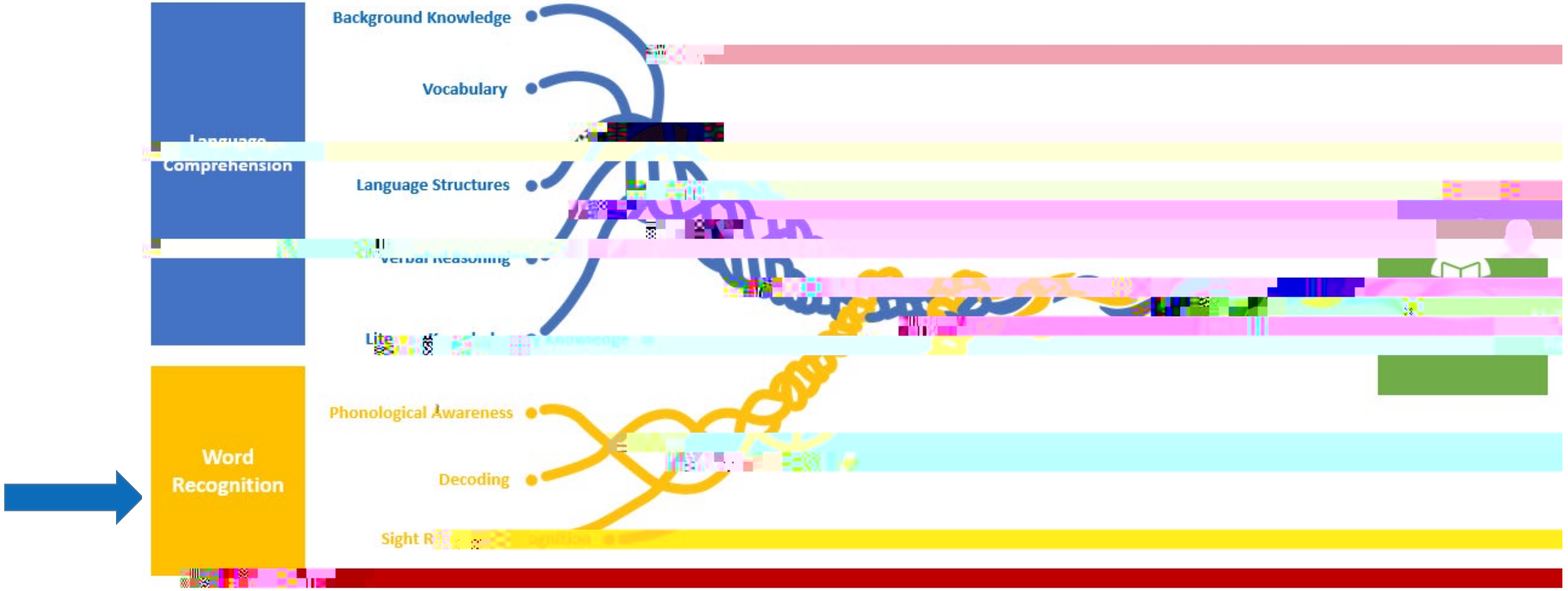
Question	If teachers attended previous versions of Reading Academies, will that count for credit for the HB3 Reading Academies requirement?
Answer	Teachers who are participating in the 2018-2019 READ Grant can count that participation as credit for the Reading Academies because content is aligned to the new TEKS and participants will demonstrate competencies throughout this year. The Reading Academies contain new content that currently appears only in the READ Grant sessions. Teachers who did not participate in the READ Grant will need to participate in the Reading Academy in order to teach in kindergarten through third grade given the new standards.

Certified Practices

Districts Must Certify Several Literacy Practices

1. provide for the use of a **phonics curriculum** that uses systematic direct instruction in kindergarten through third grade to ensure all students obtain necessary early literacy skills
2. prioritizes **placement of highly effective teachers** in kindergarten through second grade
3.

Certified Practice 1: Phonics Curriculum



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Certified Practice 1: Phonics Curriculum

Direct Instruction

¾ Letter-sound relationship, or phonics skill, is <u>explicitly</u> taught to students

Non-explicit Phonics Instruction:

- Assumes students gain phonics skills through incidental learning
- Leaves acquisition of phonics skills to chance or natural discovery (e.g., teacher asks students to identify letter

Certified Practice 2: Highly Effective Teachers K-2

Districts and open-enrollment charter schools—

Determine criteria for highly effective teaching in K-2. Examples include:

- Performance observations and evaluations
- Use of student performance data and evidence of growth
- Demonstrated experience with differentiating for a variety of student needs
- Demonstrated experience with building a strong classroom community and positive relationships with students and families

- **Prioritize placement** of highly effective teachers in K-2

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Certified Practice 3: Integrated Reading Instruments

Integrated Reading Instruments

- Align fully to any other instruments (diagnostics, progress monitoring, benchmark, or summative), instructional materials, and corresponding TEKS
- Ensure that students' specific strengths and areas for growth are identified to inform a teacher's instructional choices and make immediate adjustments

What are they? They...

- Allow teachers to maximize information about student needs and translate that into instruction
- Provide clear and immediate feedback to students and teachers on student's level of understanding and the

What are they not? They do not...

- Provide only summative data, assessing mastery of student achievement over the course of an extended period
- Operate either in isolation or in conjunction with an unrelated tool without a direct connection to instruction

How Will Districts Certify Literacy Practices?

For the **2019-2020 School Year**, districts will complete a survey to certify the practices. Districts must provide:

- The name of phonics curricula currently used
- A description of how they prioritized the placement of highly effective teachers, K-2
- The name of integrated assessments, PK-3

Key Takeaway	TEA will provide additional guidance for certifying practice in future years after additional feedback from stakeholders.

Frequently Asked Question (FAQ)

Question	
	For the 2019-2020 school year, districts may report the existing phonics curricula that they are using. In future years, TEA will provide further guidance regarding phonics curricula that meets the statutory requirements.

Frequently Asked Question (FAQ)

Question	
Answer	For the 2019-2020 school year, districts may reach out to TEA for additional guidance and technical assistance in meeting these requirements. Additional guidance will be provided for future years.

Reading Standards Advisory Board

Kindergarten – 3rd Grade Reading Advisory Board

- The agency shall appoint an advisory board to assist with the Reading Standards for Kindergarten through Third Grade statute, including:
  - Reading academies
  - Certified Practices
    - Phonics curriculum
    - Teacher placement
    - Integrated reading instruments
- See HB 3 and HB 3906 Advisory Committees TAA sent August 1, 2019.

In Statute	

Next Steps for Districts

- Evaluate potential sources of funding for Reading Academies
  - Early Education Allotment
  - Dyslexia Allotment
  - Basic Allotment Increase
- Determine which model best meets district needs and how it fits into future professional development schedules

- Analyze district reading practices in preparation for certification
  - Phonics Curriculum
  - Placement of Highly Effective Teachers in K-2
  - Integrated Reading Instruments