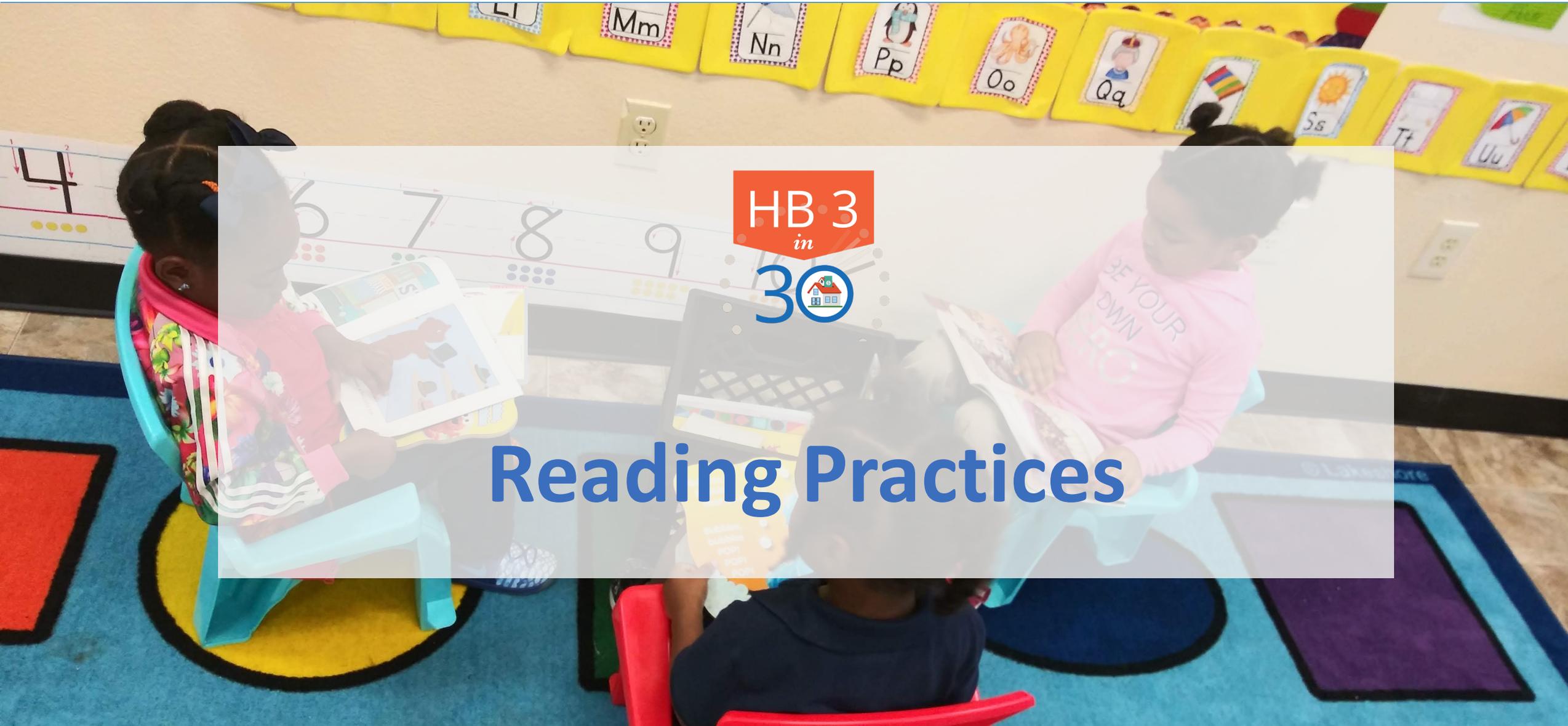


HB 3
in
30

Reading Practices





Presentation 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
 - Highly effective teachers in Kindergarten – 2nd Grade
 - Integrated Assessments
 - Reading Advisory Board
- Next Steps



Key TEA Personnel

TEA Staff

Lily Laux

Deputy Commissioner for School Programs

Jacque Porter

Statewide Director of Early Childhood Education

Claire Hagen Alvarado

Statewide Early Childhood Fellow

Cherry Lee

State Dyslexia Coordinator

HB 3 Support for Literacy

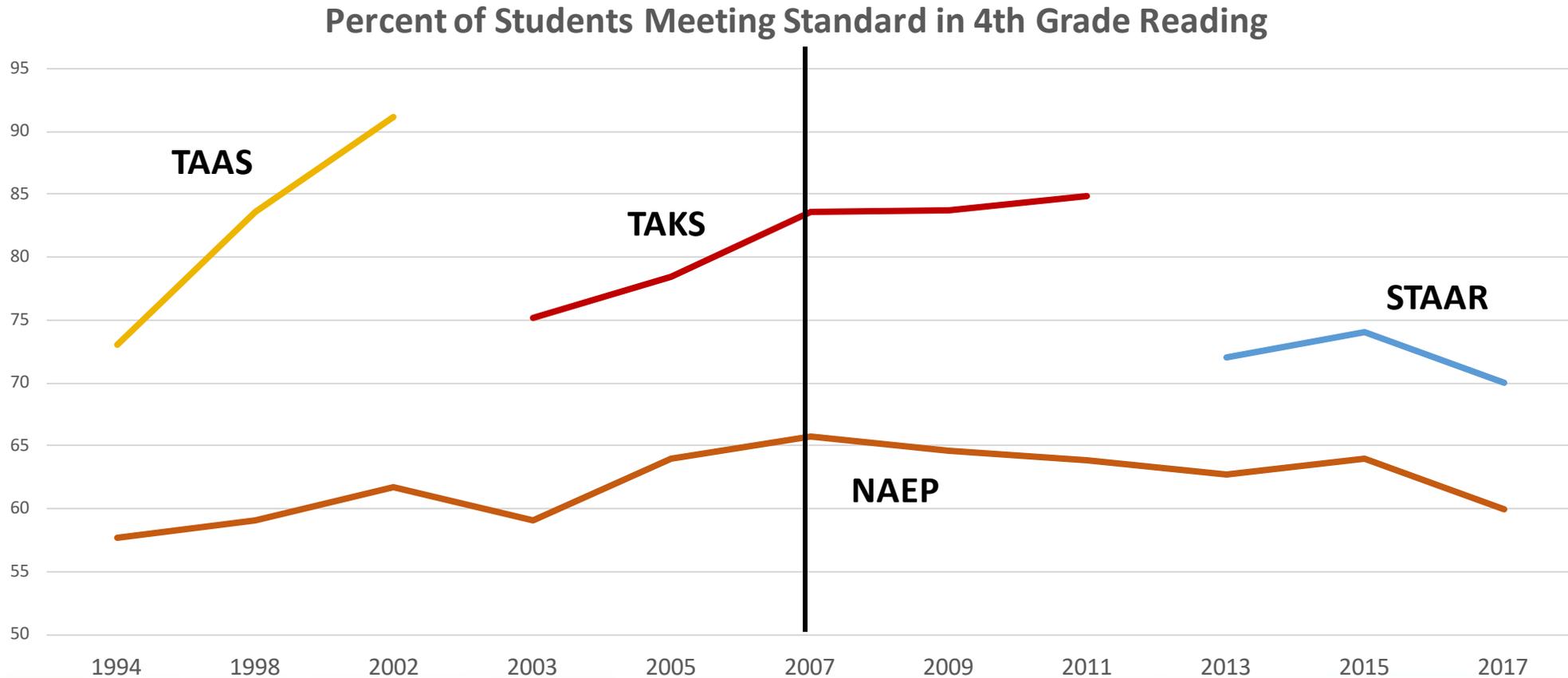
Texas Reading Results

As noted in the Texas Commission on Public School Finance report:

- Only 58% of Texas students currently come to school Kindergarten ready, and in 2018 **only 4 in 10 students met the state's 3rd grade reading standard.**
- Per the 2017 National Assessment of Education Progress ("NAEP"), also known as the Nation's Report Card, **Texas children rank 46th in the country in 4th grade reading proficiency**, a decline of five spots since their 2015 ranking.

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).



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 every 3rd grader achieving reading proficiency at the state’s “Meets” standard.

While HB 3 does not include additional funding for achieving 3rd grade reading proficiency, it does include K-3 Reading Standards.

HB 3 Added New Funding for Reading

New Funding Sources Available

- Districts receive several new funding sources in HB 3 that can be used to support reading instruction, including paying for teacher attendance at reading academies
- For more information, watch the Early Childhood Education and Special Education and Dyslexia HB 3 in 30 videos on <https://tea.texas.gov/HB3/>
 - **Early Education Allotment:** additional 0.10 for each student in grades K-3 who is educationally disadvantaged or Limited English Proficient (LEP)
 - *A student who is both educationally disadvantaged and limited English proficiency generates a funding weight of 0.20*
 - **Dyslexia Allotment:** additional 0.10 for each eligible student with dyslexia or a related disorder who is receiving dyslexia services
 - **Basic Allotment Increase:** additional \$1020 per student in ADA.

Existing Funding Support Reading

Existing or Expanded Funding Available

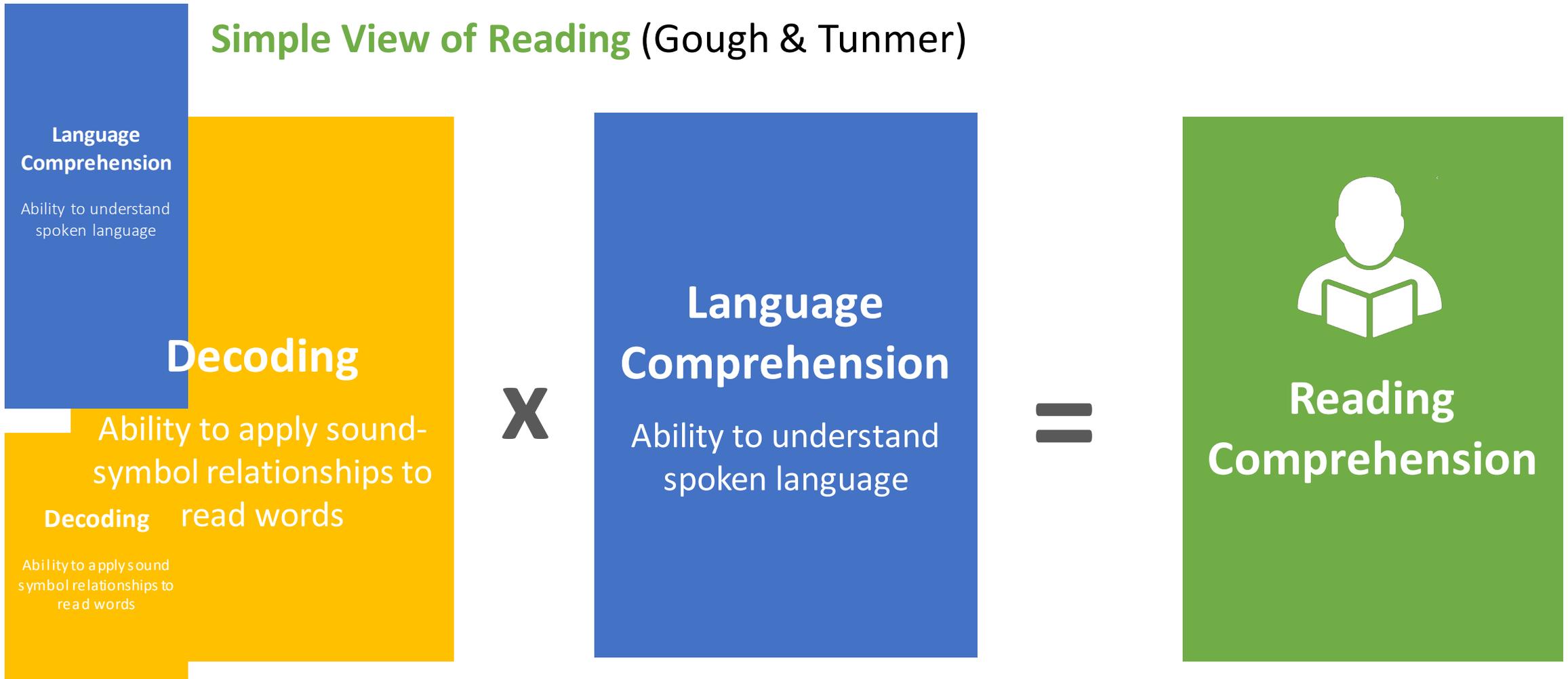
- **Coordinated, Early Intervening Services (CEIS)** may also be used (See TEA website under Special Education Programs and Services)
- HB 3 further expanded additional funding streams. For more information visit <https://tea.texas.gov/HB3/>.
 - **Bilingual Education Allotment:** includes incentivized 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)

Language Comprehension
Ability to understand spoken language

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

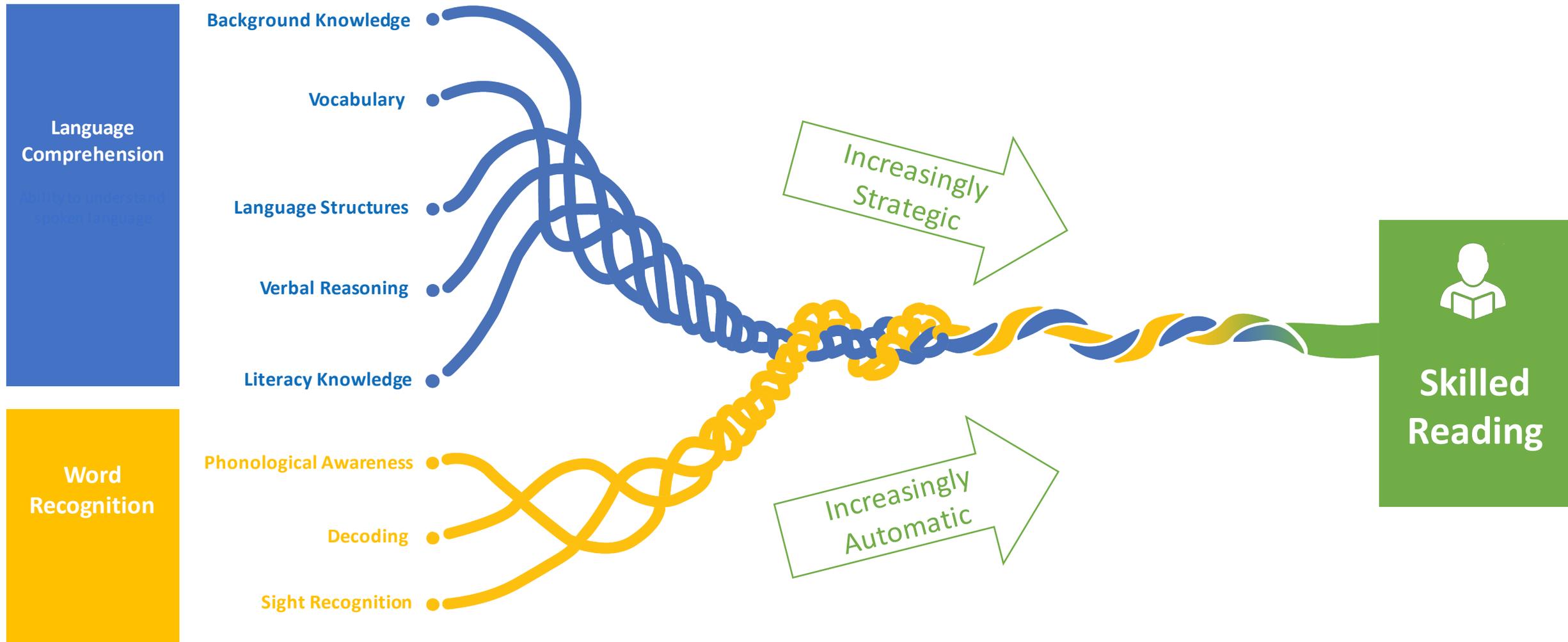
Literacy Knowledge

Decoding
Ability to apply sound symbol relationships to read words

Decoding

Reading Comprehension

Scarborough's Reading Rope (2001)



Science of Teaching Reading Exam

New STR Exam Requirement



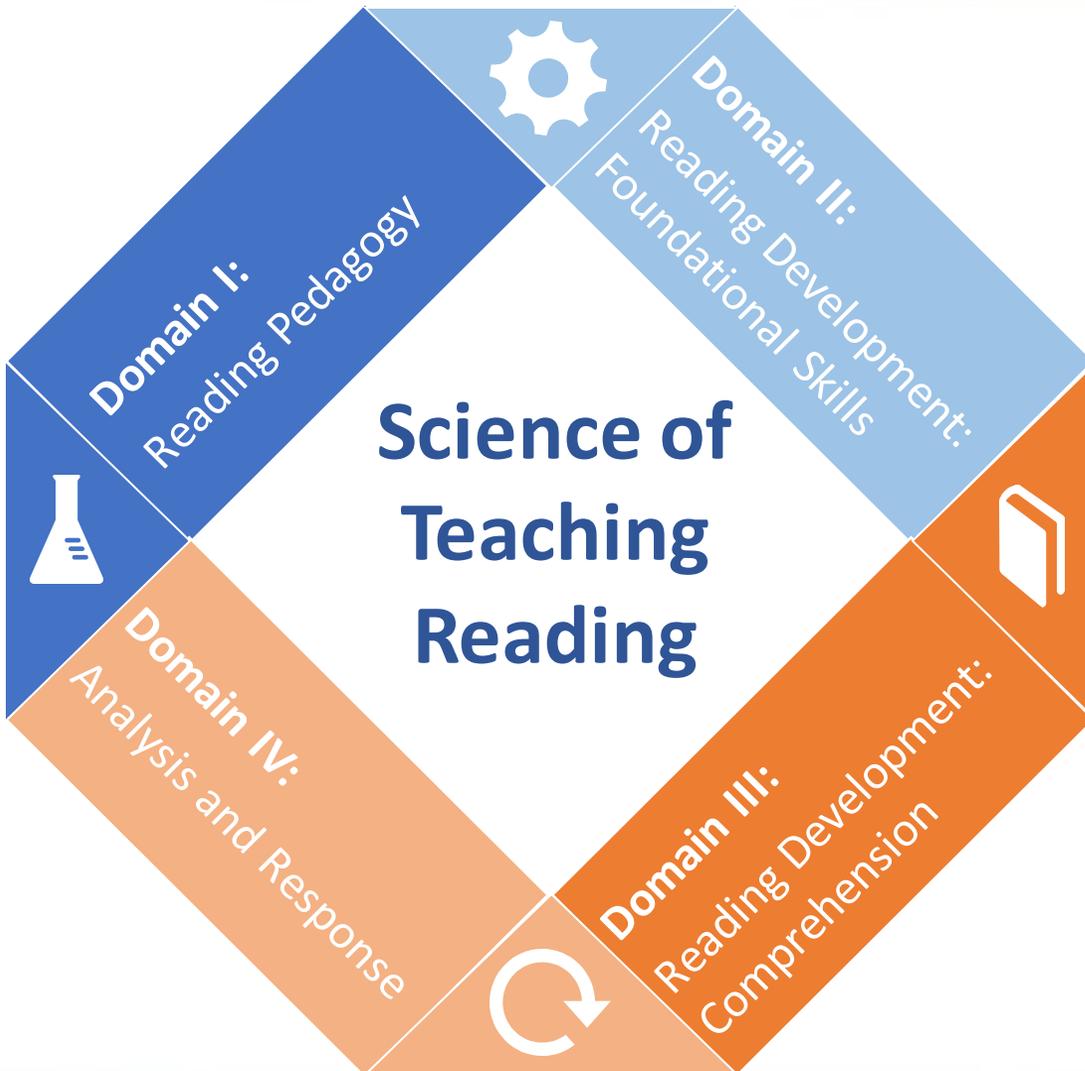
To earn a certificate to teach Pre-K to grade 6, a candidate must demonstrate proficiency in the science of teaching reading on a new, standalone certification examination, starting January 1, 2021.



In Statute

TEC Sec 21.048 (a-2): The State Board of Educator Certification “shall adopt rules that provide that in order to teach any grade level from prekindergarten through grade six a person must demonstrate proficiency in the science of teaching reading on a certification for each class of certificate issued by the board after January 1, 2020.”

The STR Exam is Based on 13 Competencies



Overview of Competencies

- **Competency 001:** Foundations of the Science of Teaching Reading
- **Competency 002:** Foundations of Reading Assessment
- **Competency 003:** Oral Language Foundations of Reading Development
- **Competency 004:** Phonological and Phonemic Awareness
- **Competency 005:** Print Concepts and Alphabet Knowledge
- **Competency 006:** Phonics and Other Word Identification Skills
- **Competency 007:** Syllabication and Morphemic Analysis Skills
- **Competency 008:** Reading Fluency
- **Competency 009:** Vocabulary Development
- **Competency 010:** Comprehension Development
- **Competency 011:** Comprehension of Literary Texts
- **Competency 012:** Comprehension of Informational Texts
- **Competency 013:** Analysis and Response

Frequently Asked Question (FAQ)



Question

Who exactly is required to take the Science of Teaching (STR) exam?



Answer

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 systematic direct instruction in grades K-3
 - Prioritizes placing highly-effective teachers in K-2 and
 - Has integrated reading instruments to support Pre-K to grade 3 students



In Statute

TEC Sec. 28.0062(a)

Reading Academies

What Are Reading Academies?

Reading Academies represents three different statutes covering different grade bands.

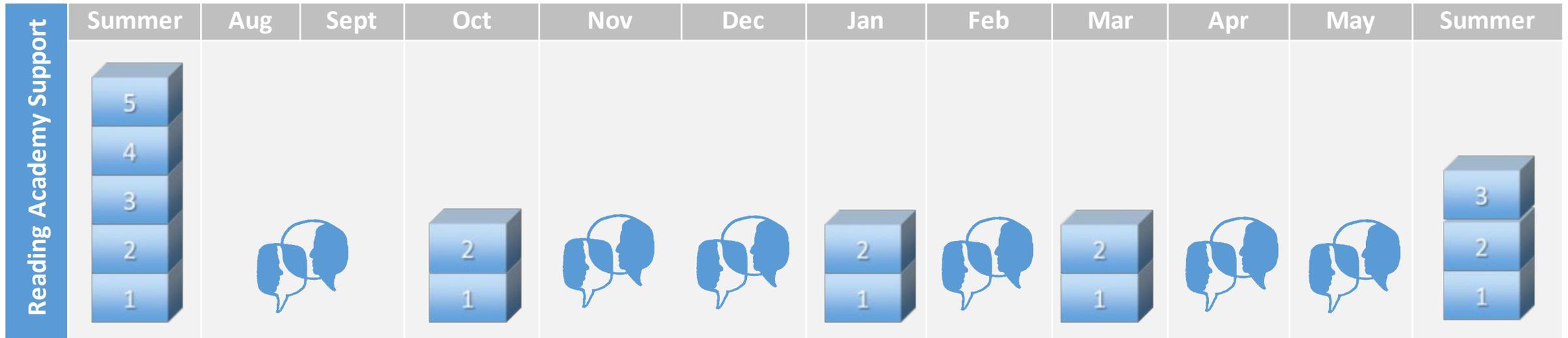
TEA Naming Convention	Reading Academies (Grade K – 3)	Reading Academies (Grade 4 – 5)	Reading Academies (Grade 6 – 8)
Statute Title	Teacher Literacy Achievement Academies	Reading-to-Learn Academies	Teacher Reading Academies
Statute	TEC §21.4552	TEC §21.4554	TEC §21.4551
Grades	Kindergarten through 3 rd	4 th and 5 th	6 th through 8 th
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.

Current Reading Academies

The current structure of Reading Academies provides in-person training sessions and job-embedded coaching over the course of the year.

Year-Long Reading Academies



Days of In-person PD Sessions



Job-embedded coaching, artifact submission and review

Challenges When Scaling Reading Academies

Requires each teacher and principal in grades K-3 to attend Reading Academies by 2021-2022

- Over 121,000 teachers and principals must attend Reading Academies by the end of the 2021-2022 school year. This requires a change in structure.

K - 3 Teachers	Total Number
ELAR	67,203
Non-ELAR	49,982
Principals	4,460
Total	121,645



Key Takeaway

Districts are responsible for ensuring teachers and principals attend Reading Academies.

Scaling Reading Academies

To scale effectively across the state, the agency will implement a new model.

Key Considerations

Proposed Structure



Shared framework with a common vocabulary



...align to the Science of Teaching Reading (STR) test competencies and appropriate TEKS



Competency-based



...require artifact submission



Convenient access



...create online modules as an option



Cost effective



...include multiple options to reduce cost

Reading Academy Models

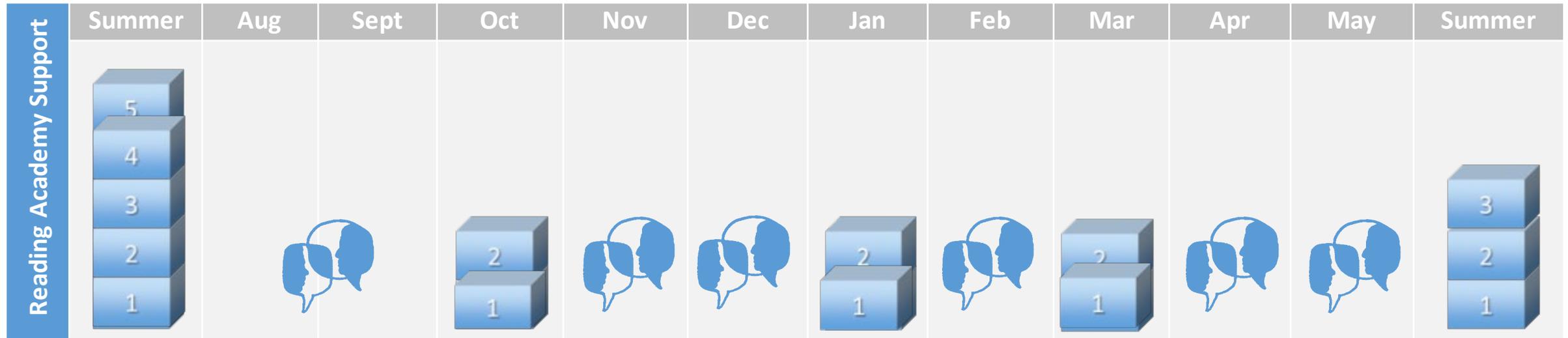
There are two, competency-based models to meet the requirement in statute: **blended or comprehensive.**

Level	Training Supports			Completion
Model based on competencies	Online modules w/ competency demonstration	10 days In-person training	Job-embedded Coaching 2x/semester	
Comprehensive Model 				Must complete competency exercises
Blended Model 		Districts may also choose additional support to ensure participants are able to master competencies.		Must demonstrate proficiency in competencies

Reading Academies: Comprehensive Model

The comprehensive model will provide a mix of in-person and online training sessions, as well as job-embedded coaching over the course of the year.

Year-Long Reading Academies



Days of In-person PD Sessions



Job-embedded coaching, artifact submission and review

Reading Academies: Blended Model

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

Level



Blended Model

Training Supports

Manage course enrollment of online modules with access to free training materials



Competency Assessment

Grade artifacts based on competencies online or in-person at associated Reading Academy Providers.



All teachers and principals must register, though skilled participants may test out of modules.

Blended Module Matrix Sample

Competency	Kindergarten Teachers	1 st Grade Teachers	2 nd Grade Teachers	3 rd 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 material by grade
6. Phonics	K	1	2	3	Overview	Overview

This is a sample only. Participants will take modules most relevant to their specific instructional and teaching context.



Reading Academies Providers

All Reading Academy Providers must be formally authorized and approved by TEA based on a set of baseline requirements.

Providers will

...hire facilitators for blended courses.

...support facilitators to lead blended course sections.

...evaluate teacher and facilitator competencies.

...hire coaches to lead gold model based on experience, project management, relationship building and professionalism.

Eligible providers include ESCs, districts and external organizations. TEA plans to authorize numerous entities to ensure Reading Academies are accessible across Texas.

Reading Academy Estimated Costs

Each model has a cost range associated with participation.

Level	Completion	Estimated Cost Range		
Blended Model 	Must demonstrate proficiency in competencies	Online modules w/ competency demonstration	\$300 - \$500	
Comprehensive Model 	Must complete competency exercises	10 days In-person training Job-embedded Coaching 2x/semester	\$3,000 - \$6,000	   <p>Note: Pricing in blended model includes online modules</p>

Districts may choose which model they would like their K-3 teachers and principals to attend.

Reading Academy Implementation Ideas

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

Summer	Ongoing PD / PLCs	Coaching
<p>Training</p> <ul style="list-style-type: none"> Utilize online modules and in-person sessions for summer PD 	<p>Training</p> <ul style="list-style-type: none"> Allocate time for teachers to complete modules Allocate time to discuss modules for teachers needing interactive learning <p>Assessment</p> <ul style="list-style-type: none"> Utilize time to gather, discuss and upload artifacts 	<p>Training</p> <ul style="list-style-type: none"> Schedule individualized coaching if additional training is needed <p>Assessment</p> <ul style="list-style-type: none"> 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:
 - Allocate funds for teacher and principal attendance for the chosen model.
 - Determine how Reading Academies fit into professional development and in-service catalogs.
- **All K-3 teachers and principals must attend Reading Academies by 2021-2022.**

Frequently Asked Question (FAQ) Slide



Question

Is there any compensation for teachers attending reading academies?



Answer

Districts may provide stipends to teachers if they choose. If a district offers stipends, those stipends may count as part of the required 30% compensation increase.

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

School districts and open-enrollment charter schools will need to:

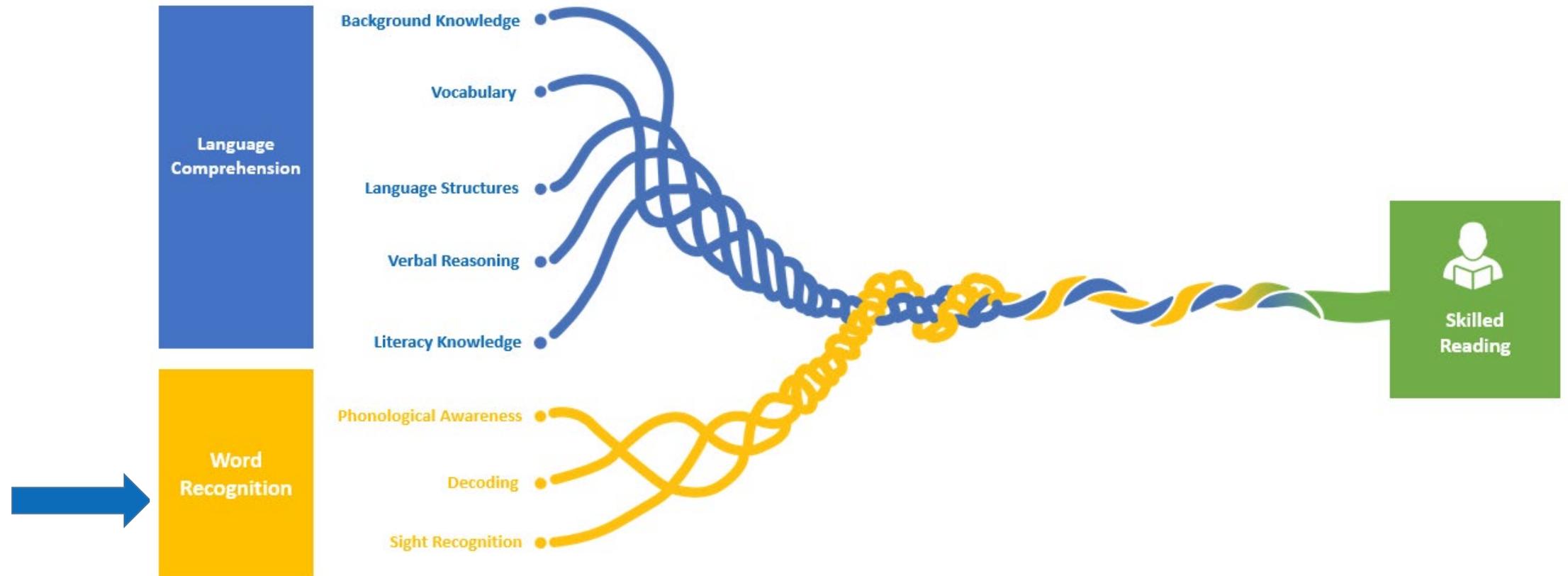
1. provide for the use of a **phonics curriculum** that uses systematic direct instruction in kindergarten through third grade to ensure all students obtain necessary early literacy skills
2. prioritizes **placement of highly effective teachers** in kindergarten through second grade
3. **integrated reading instruments** used to diagnose reading development and comprehension to support each student in prekindergarten through third grade



In Statute

TEC Sec. 28.0062(a)

Certified Practice 1: Phonics Curriculum




In Statute

TEC Sec 28.0062(a)(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.”

Systematic

- Careful scope and sequence that follows a continuum of skill complexity, builds on previous learning, and includes review and repetition

Systematic Phonics Instruction:



- Introduces new concepts in a purposeful sequence that moves from simple to more complex; each concept introduced is based on elements previously learned
- Provided in preestablished, structured lessons lasting 10-20 minutes as part of a sequence in an overall literacy curriculum
- Analysis of diagnostic assessments and progress monitoring data informs instruction.

Nonsystematic Phonics Instruction:



- Moves too slowly by introducing only one-letter sound relationship per week or moves too quickly by presenting multiple letter-sound relationships at the same time
- Does not present the content as a comprehensible system with a knowable structure
- Uses conflicting approaches; separate programs for core instruction and supplemental instruction may have conflicting or inconsistent terms, scope and sequences, and routines

Direct Instruction

- Letter-sound relationship, or phonics skill, is explicitly taught to students

Explicit Phonics Instruction:



- Introduces phonics concepts directly through demonstration and use of clear language in scripted lessons
- Includes explanation, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback
- Can occur in whole group, small group, or an individual instructional setting

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 patterns after reading a list of words or passage)
- Teaches the alphabet without teaching phonetic sounds.

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



In Statute

TEC Sec. 28.063 (a)(3)(A) “prioritizes placement of highly effective teachers in kindergarten through second grade”

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 gap between where it should be
- Align to standards and any additional assessments used throughout the year

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

Certified Practice 3: Integrated Reading Instruments

For 2019-2020, districts and open-enrollment charter schools— Report assessments used to diagnose reading development and comprehension. Integrated reading instruments support:

- In-depth understanding of a student’s skill mastery, gaps, and growth
- Diagnostic data that shows foundational skills and comprehension

Guidance regarding next steps and specific resources for each grade level will be provided in the Nov. 14 HB 3 in 30, K-2 Diagnostic Tools.



In Statute

TEC Sec. 28.063 (a)(3)(B) “integrated reading instruments used to diagnose reading development and comprehension to support each student in prekindergarten through third grade”

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

My district just adopted an English Language Arts curriculum. Does this suffice for the phonics curriculum requirement?



Answer

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

What if I am unable to certify one or more of these requirements?



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

TEC Sec. 28.062 (d) The commissioner shall establish an advisory board to assist the agency in fulfilling the agency's duties under this section.



Presentation Recap

- 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
 - Highly effective teachers in Kindergarten – 2nd Grade
 - Integrated Assessments
 - Reading Advisory Board
- Next Steps

- 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

House Bill 3 Resources

Stay tuned for the most up-to-date information from TEA on the implementation of House Bill 3



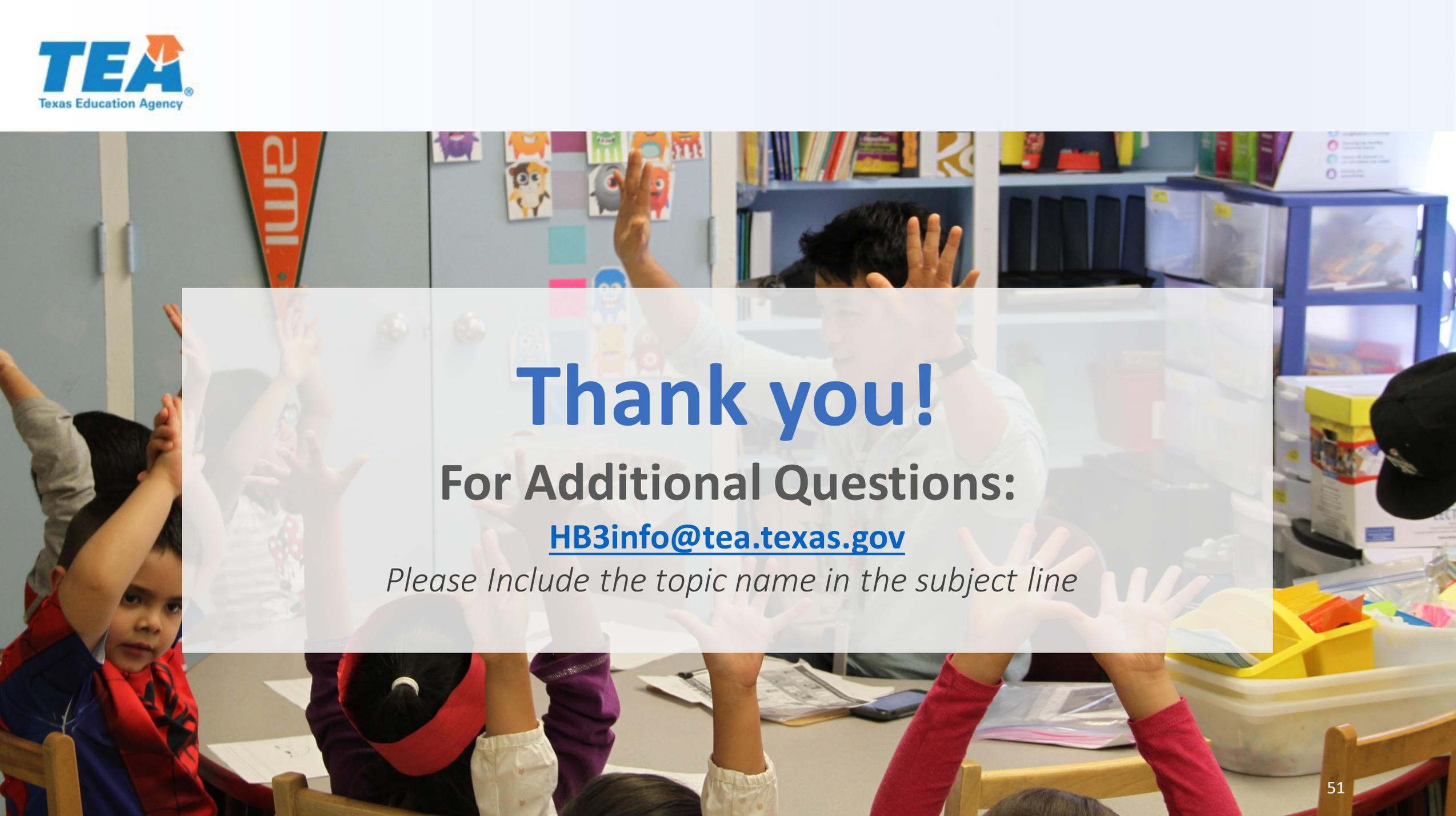
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HB3info@tea.texas.gov

Email HB3info@tea.texas.gov with any questions



Thank you!
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Please Include the topic name in the subject line