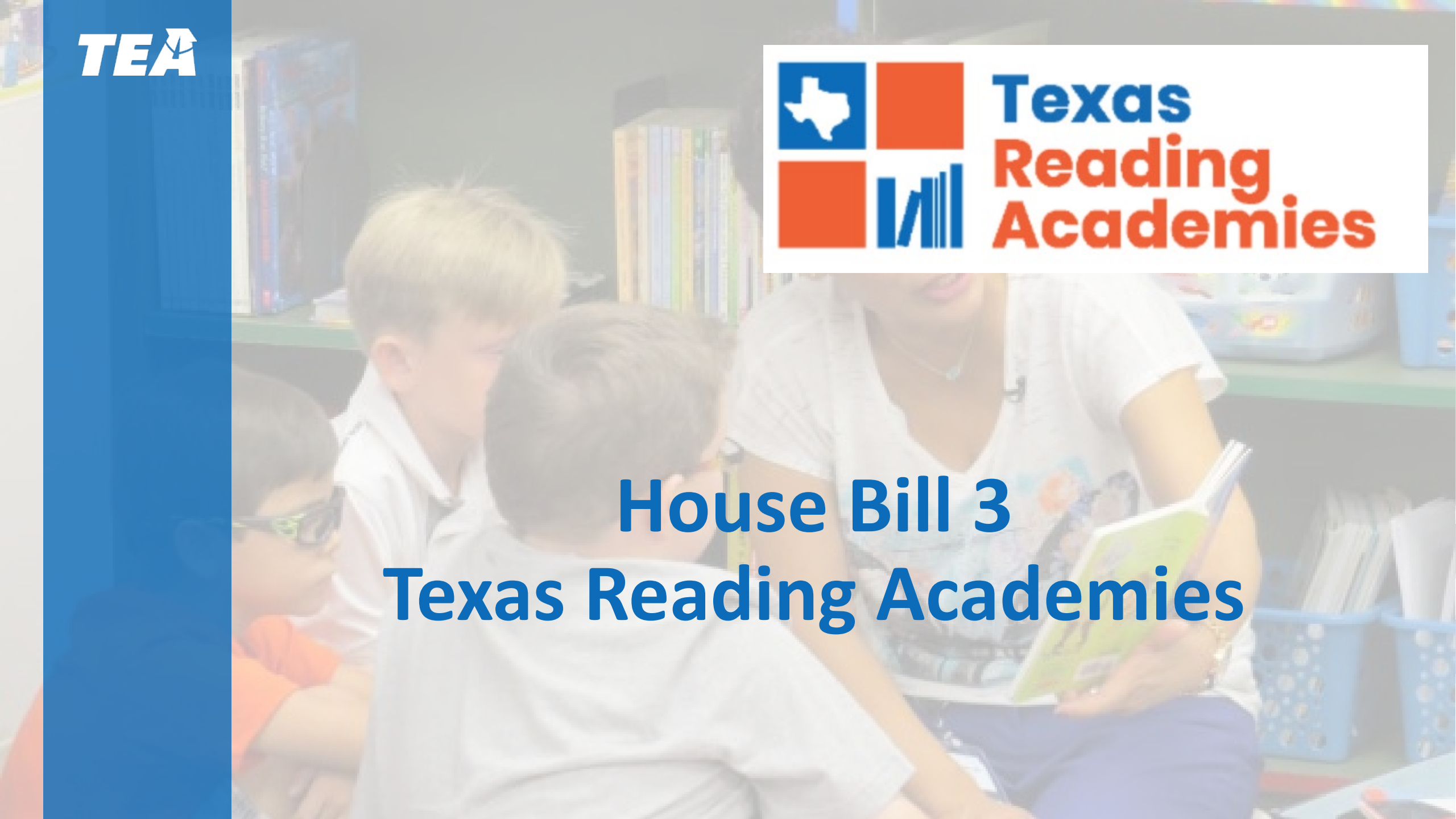

House Bill 3
Texas Reading Academies

In 2019, House Bill 3 established new requirements for Texas Reading Academies

Goal	To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement

Texas Reading Academies are steeped in the Science of Teaching Reading (STR), which is educator application of evidence-based reading methods that best support development of skilled reading

Texas Reading Academies Content

- Science of Teaching Reading
- Establishing a Literacy Community
- Using Assessment Data to Inform Instruction
- Oral Language and Vocabulary
- Phonological Awareness
- Alphabet Knowledge, Print Concepts, and Handwriting
- Decoding, Encoding, and Word Study
- Reading Fluency
- Reading Comprehension
- Written Composition

In Statute	School districts and open-enrollment charter schools must ensure that not later than the 2022-2023 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a reading academy [TEC, §28.0062(2)(A)]

To date, nearly 90,000 teachers have completed or started Texas Reading Academies

Learners

86,163

ADMINISTRATOR	6,374
BILITERACY	7,604
DUAL BILIT	2,337
DUAL ELAR	3,834
DUAL PATH	6,849
ELAR	59,165

Courses

1,714

ADMINISTRATOR	150
BILITERACY	172
DUAL BILIT	92
DUAL ELAR	91
DUAL PATH	158
ELAR	1,051

Completions

27,102

ADMINISTRATOR	2,638
BILITERACY	1,317
DUAL PATH	6,920
ELAR	16,227

As of March 9, 2022

Reading Academies are intentionally designed to provide choice in implementation to meet local needs and priorities

- Choice of **model:** comprehensive (in-person) or blended (in-person and asynchronous)
- Choice of **Authorized Provider**
- Choice between **local implementation** approach (district hires cohort leader) or direct service (Authorized Provider hires cohort leader)
- Choice among five different **start dates** (launch months) each year
- Choice of **individualizing the schedule** within an 11-month period (local implementation only)

Both state and local requirements identify individuals who must complete Texas Reading Academies

*Districts and charter schools have the authority to **require** additional staff to take the Reading Academies.*

Districts (LEAs) continue to have authority to exempt art, health education, music, physical education, speech communication and theatre arts, or theatre teachers.

Required by HB 3	*Strongly encouraged*	
• K-3 general education classroom teachers • K-3 special education classroom teachers • Principals that have K-3 classrooms on their campus General rule of thumb – "teacher of record"	• Assistant Principals • Reading Interventionists • Literacy Coaches • Dyslexia teachers • Speech pathologists • Librarians • Full-time employees who tutor students in ELAR/SLAR • 4-5 teachers (all content areas) • District ELAR Coordinators	• Pull out GT teachers • Part-time tutors • *Math interventionists • Hourly interventionists • *STEM teachers • Pull out TVI teachers • Superintendents • *Health, art, PE, and theatre teachers

*Participation would be rare

Year 3 adjustments will make Reading Academies more flexible, more efficient, and more effective

More Flexible

Districts may allow certain teachers to attempt to demonstrate knowledge without completing modules first

Teachers who passed the STR exam will not have to complete all reading academies module content

Participants with extenuating circumstances will continue to have additional time to complete academies

More Efficient

Content will be streamlined to ensure actual seat time accurately reflects projected seat time

Cohort leaders will no longer be required to grade artifacts

Districts will be able to verify reading academies completion on the TEA website

More Effective

Authorized Providers will have more resources and recommendations for supporting the strong local implementation planning with districts

Implementation support for participants is essential to successful completion of reading academies

- Embed Reading Academies into the master PD calendar
- Build dedicated time for artifact support into the calendar
- Plan for substitute teachers to cover classrooms so that teachers can complete Reading Academies during class time
- For blended cohorts, incorporate a variety of learning modalities and experiences
- Differentiate supports for new teachers
- Clearly communicate pacing timelines and deadlines
- Provide teachers with stipends to compensate for their time

TEA is exploring other opportunities to help districts meet the HB3 requirements beyond the 2022-2023 school year.

- Reading Academies completion will be made available on the SBEC Certificate Look Up

- Authorized Providers will have additional flexibility in order to best serve their customers

- EPP programs will be able to offer Texas Reading Academies to pre-service teachers

- Continued improvements based on data

Reading academies will continue to be required beyond the 2022-2023 school year; however, districts will have until the end of the first year of placement to enroll new teachers.

In Statute	Each classroom teacher initially employed to teach kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade for the 2022-2023 school year or beyond must attend a reading academy by the end of their first year of placement in that grade level or campus [TEC, §28.0062(2)(B)].

What's Next?

- There are several upcoming opportunities to learn more about these changes:
  - Wednesday, April 6th – 10:30am
    - https://us02web.zoom.us/meeting/register/tZwpfu-hqDsuH9Hna988t5NCz_hU12Wv8Zvd
  - Tuesday, April 12th – 1:30pm
    - https://us02web.zoom.us/meeting/register/tZ0qc-GgqTIpG9Abhwp79umqfE-lpD22KO_L
  - Thursday, April 14th – 10:00am
    - https://us02web.zoom.us/meeting/register/tZIud-mtrTwtHtd_6-Mbj7IZKeJ9bPxqC4Ba

Additional ESC & other authorized provider opportunities will be coming soon to support districts to plan for year three implementation of the Texas Reading Academies.