Introduction to *Proclamation 2020*

March 6, 2018

Agenda

10:30   Welcome—Sarah

10:35   Instructional Materials in Texas—Kelly

11:00   TEKS and ELPS Overview—Shelly

11:30   *Proclamation 2020* Overview—Kelly

11:45   Components of *Proclamation 2020*—Amie

12:05   Accessibility Requirements—Debbie

12:20   Next Steps—Amie

12:30   Questions and Closing Remarks—Kelly

TEA
Texas Education Agency

Poll Question #1

Did you participate in either *Proclamation 2010* or *Proclamation 2011*?

Poll Question #2

Have you participated in an adoption since the establishment of the technology and instructional materials allotment?

Poll Question #3

If you have participated in a recent adoption, for which of the following proclamations have you submitted materials?

- *Proclamation 2014* or *Proclamation 2015*
- *Proclamation 2017* or *Proclamation 2018*
- *Proclamation 2019*
- None of the above

Next Up

Instructional Materials in Texas with Kelly Callaway
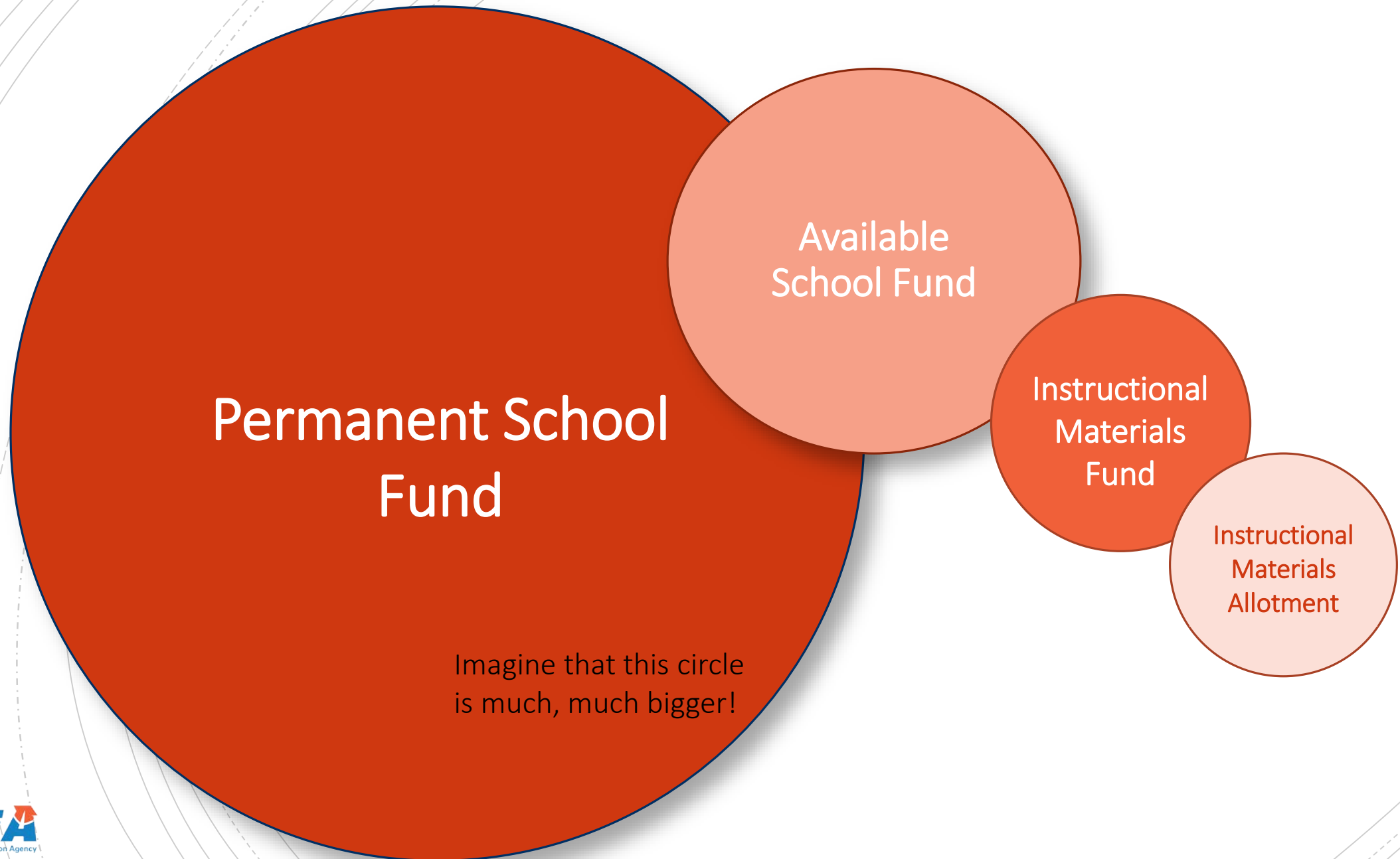
Instructional Materials in Texas

Kelly Callaway
Senior Director

Agenda

- How are instructional materials funded in Texas?

- How are instructional materials funds spent?

- Why is state adoption important?

- What does the adoption process involve?

How are IM funded in Texas?

Permanent School Fund

Available School Fund

Instructional Materials Fund

Instructional Materials Allotment

Imagine that this circle is much, much bigger!

TEA
Texas Education Agency

- The Permanent School Fund (PSF) was established by Article 7 of the Texas Constitution and is the largest educational fund in the world.

- The available school fund (ASF) is created from a payout of the PSF at a rate determined biennially by the SBOE.

Permanent School Fund

- To establish that rate, the board considers the current value of the PSF, the upcoming instructional materials needs, and the maintenance of intergenerational equity.

- That rate is 3.7% for the 2018–2019 biennium.

TEA
Texas Education Agency

Available School Fund

Traditionally, the instructional materials fund (IMF) has been half of the ASF.

Instructional Materials Fund

Contribution to the Foundation School Program
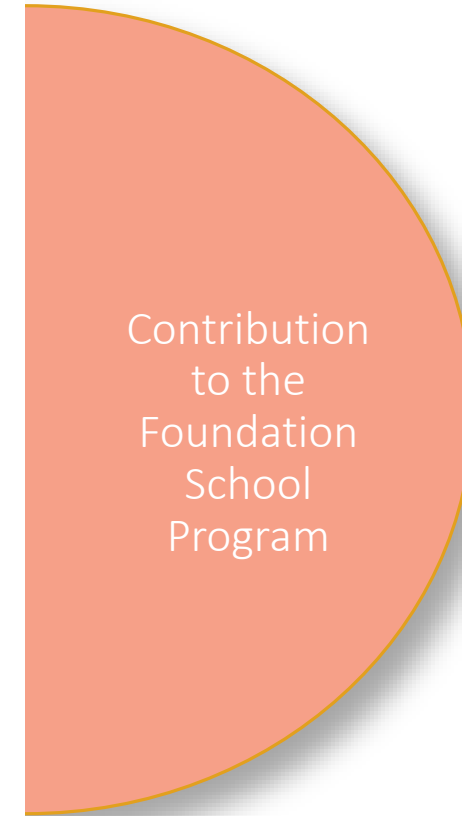
The 85th Texas Legislature chose to appropriate less.

Instructional Materials Fund

Contribution to the Foundation School Program

IM Funding for 2018–2019

Allotment Funds

Total IMA appropriation	$1,078,839,560.00
Freight	(1,000,000.00)
College Readiness	(2,500,000.00)
Open Source	(20,000,000.00)
IM Portal	(10,000,000.00)
Technology Lending Grants	(10,000,000.00)
IM Admin Direct	(3,955,558.00)
IM Admin Indirect	(612,278.00)
Available IMA appropriation	$1,030,771,724.00
HEG	(20,000,000.00)
JJAEP set aside	(164,000.00)
WINDHAM	(1,607,388.00)
Bilingual set-aside	(10,307,717.24)
Net available IMA	$998,692,618.76

TEA Texas Education Agency

Allotment Funds

IMA/student	Bil IMA/Bil Student	IMA/Bil Student
$186.32	$19.19	$205.51

Allotment Funds

- The IMA funds are provided to districts through EMAT, our instructional materials online ordering system, in one of two ways:

  - Requisitions

  - Disbursements

- Districts use requisitions to order SBOE-adopted products.

- They request disbursements to pay for other allowable expenses.

Spending

| Specifically Allowed	Specifically Prohibited
Instructional materials (of any sort, both adopted and non-adopted)	Services for installation
Technological equipment that contributes to student learning	The physical conduit that transmits data such as cabling and wiring or electricity
Training staff in the use of either of the above	Office and school supplies
Providing access to technological equipment for instructional use	Travel expenses
Salary and other expenses of an employee who provides technical support for the use of equipment directly involved in student learning	Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment
Activities connected to reviewing materials for TEKS coverage	Equipment used at a warehouse for the purpose of moving, storing, or taking inventory of instructional materials

Instructional Materials Spending in 2018

Spending
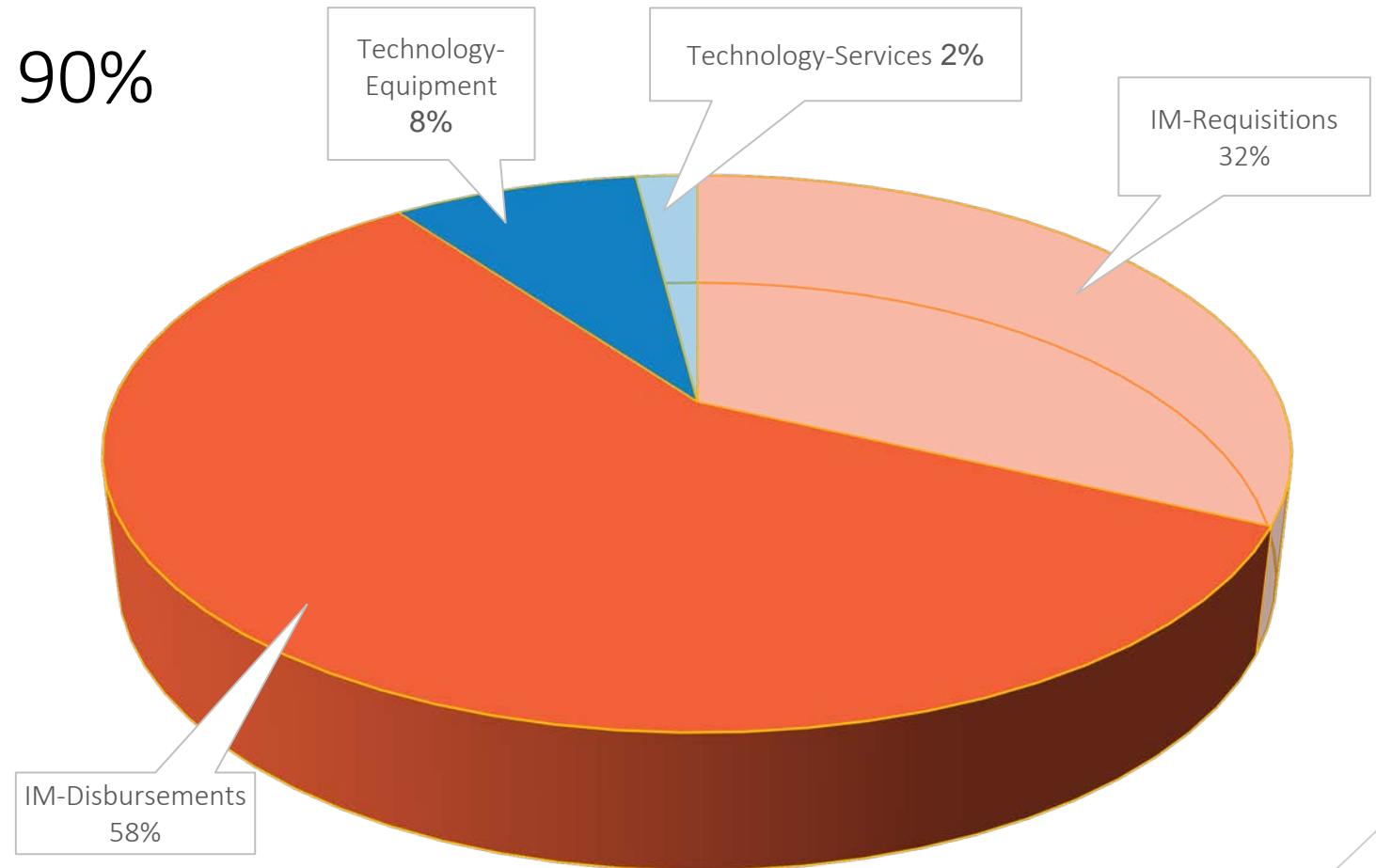
- We are now 5 months (21% of the way) into the 2019 biennium.

Months complete 21%

Months remaining 79%
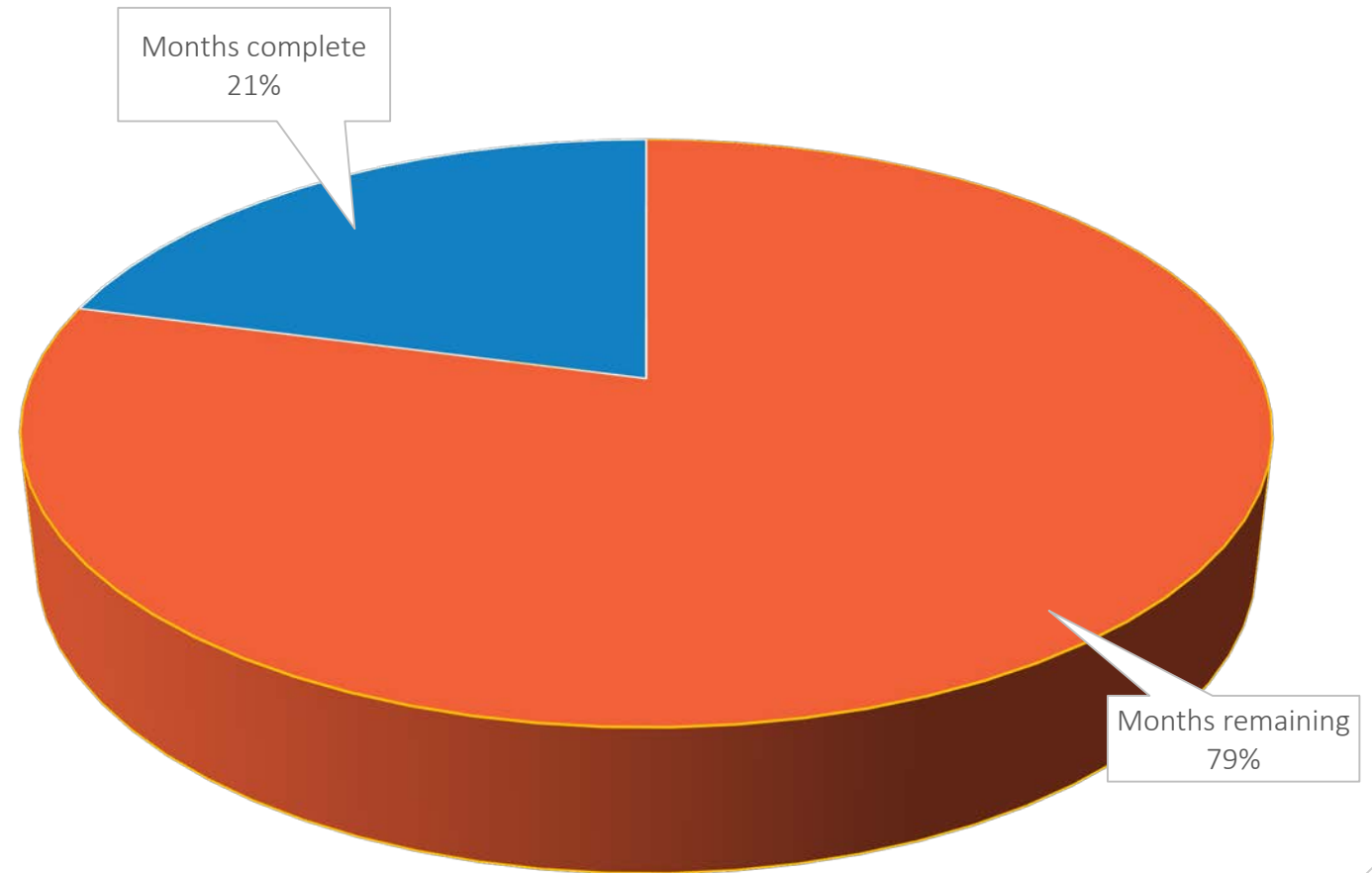
Spending

■ Districts have spent 30% of their biennial funding.

Expended 30%

Remaining 70%
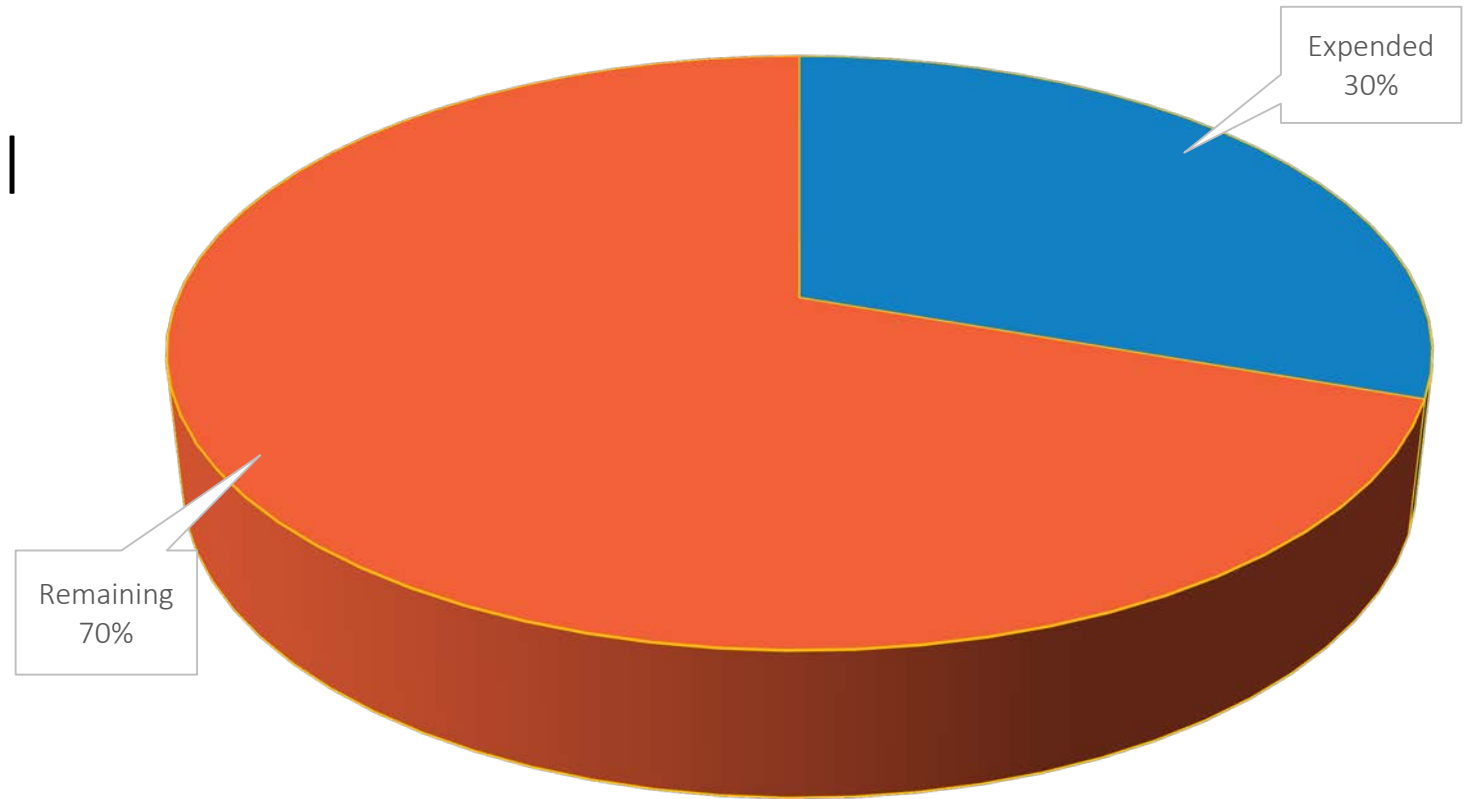
Why is state adoption important?

Why?

TO HELP TEXAS PUBLIC SCHOOLS CHOOSE INSTRUCTIONAL MATERIALS WITH CONFIDENCE IN THE FOLLOWING:

- The extent to which they provide instruction in the required TEKS

- Their availability in accessible formats (without cost to districts) for students with print disabilities

- Their availability at an established cost for at least eight years

- That they can be easily and conveniently ordered through EMAT

Why?

WHY WOULD PUBLISHERS WANT TO HAVE THEIR PRODUCTS ADOPTED?

- Districts like SBOE-adopted materials for all the reasons listed in the previous slide.

- Some districts have local policies that require that they choose only SBOE-adopted materials (to the extent those materials are available).

- You get an independent third-party review of your product.

- You get to offer your product for sale in EMAT.

- Oh, come on—we're Texas!

What does the adoption process involve?

Process
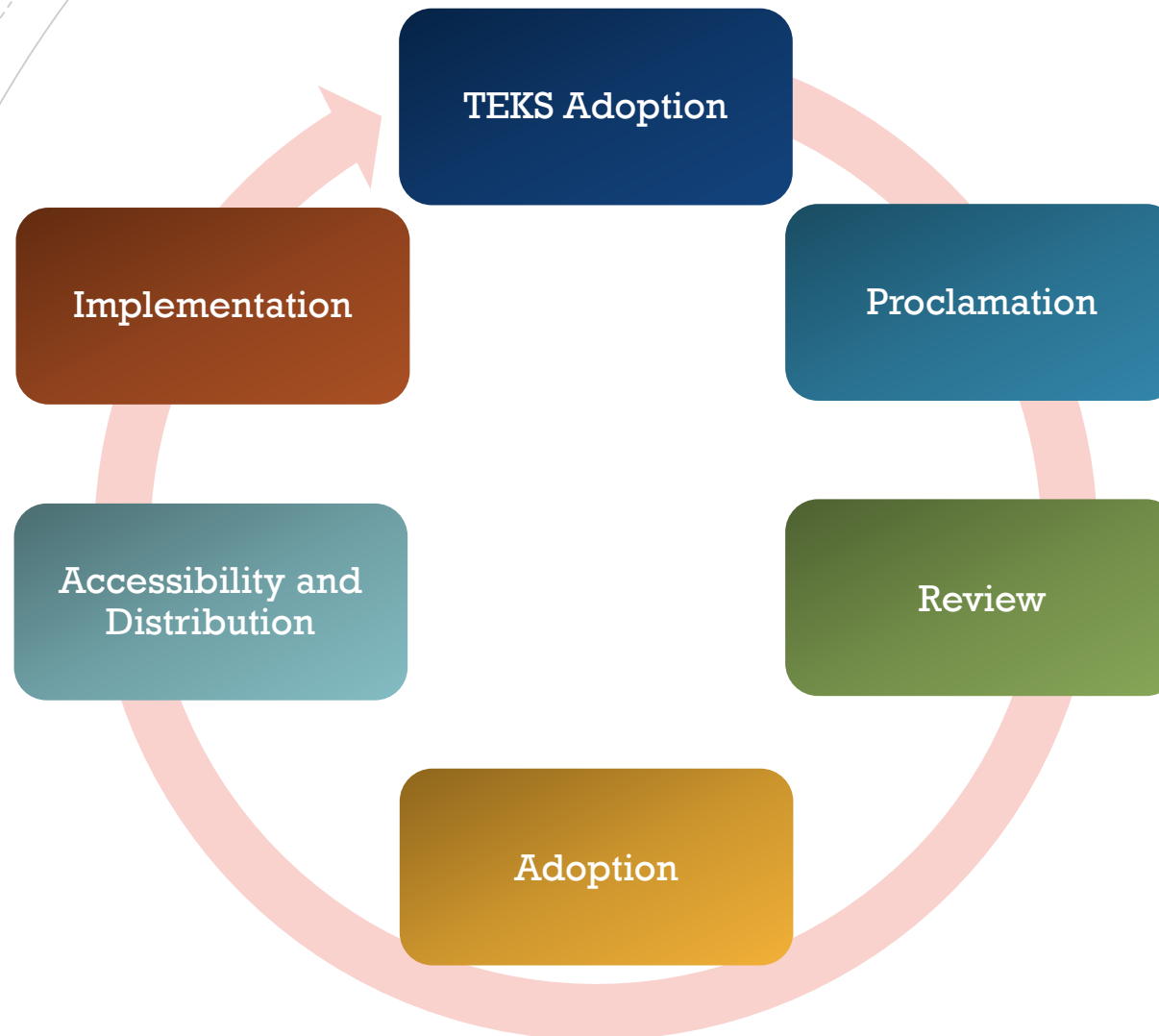
- The SBOE issues a proclamation to call for new instructional materials or new information about existing materials.

- Proclamations are named for the year the materials are scheduled to be available in the classroom.

- Each proclamation includes the following:

    - The subject areas and courses

    - A schedule of adoption procedures

    - Publisher requirements

    - Instructions for providing electronic files for braille and large-print materials

Process

- Publishers submit products.

- State review panels review them for TEKS and English Language Proficiency Standards (ELPS) coverage.

- The public reviews them for errors, bias, quality, etc.

- The SBOE holds a public hearing, sometimes two.

Process

- The SBOE makes adoption decisions on those products that meet the minimum standards established by statute:

  - Cover at least 50% of the TEKS

  - Cover 100% of the applicable ELPS

  - Be free from factual error

  - Comply with required manufacturing standards

TEA
Texas Education Agency

All instructional material must be fully accessible to students with disabilities.

- TEA provides braille, audio, and large-print versions of adopted print materials at no cost to districts.

- Publishers make that possible by providing required electronic files.

- Publishers are responsible for ensuring that adopted electronic instructional materials are fully accessible to students with disabilities.

- Proof of accessibility is required in order for the products to be made available for district order in EMAT.

- Districts are responsible for ensuring (and paying for) accessible non-adopted products.

Local Adoption

- Each district develops a policy for selecting instructional materials.

- The school board or governing body must select instructional materials in an open meeting (19 TAC, §66.104).

- Schools must certify that for each subject in the required curriculum, other than PE, and each grade level, the school provides each student with instructional materials that cover 100% of the TEKS (19 TAC, §66.105).

Local Adoption

Required steps for purchasing non-adopted materials:

- Reviewing the materials to determine the extent to which the TEKS are covered

- Ensuring the materials are fully accessible to students with disabilities

- Ordering the materials directly from the vendor or publisher

- Paying for the materials using a disbursement or local funds

TEA
Texas Education Agency

Thank you!

kelly.callaway@tea.texas.gov

(512) 463-9601

Next Up

TEKS and ELPS Overview with Shelly Ramos

TEKS and ELPS Overview

Shelly Ramos
Senior Director

PROCLAMATION 2020

English Language Arts and Reading

- English I
- English II
- English III
- English IV

English as a Second Language (ESL)

- English for Speakers of Other Languages (ESOL) I
- English for Speakers of Other Languages (ESOL) II
- English Language Development and Acquisition (ELDA)**

Overview of Changes

- Streamlined TEKS

- Vertical alignment across grade levels

- Horizontal alignment between English and Spanish with differentiation as appropriate for foundational language and composition skills

- Organization of concepts around seven new strands

- Integration of Figure 19 expectations into general student expectations for each grade level and course

TEA Texas Education Agency

WHAT'S NEW IN THE ENGLISH AND SPANISH LANGUAGE ARTS AND READING TEKS?

4

Strands

The new TEKS are organized into seven strands—

- Developing and sustaining foundational language skills

- Comprehension

- Response

- Multiple genres

- Author's purpose and craft

- Composition

- Inquiry and research

Strands (cont'd.)

- Strands include the four domains of language (listening, speaking, reading, and writing) and thinking.

- Some strands are made up of two or more substrands.

- Substrands vary by grade level.

- Substrands have unique knowledge and skill statements and organize student expectations into related categories within a strand.

Strands (cont'd.)

Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

Strands

WHAT'S NEW IN THE ENGLISH AND SPANISH LANGUAGE ARTS AND READING TEKS?

7

Strands (cont'd.)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

Substrands

TEA
Texas Education Agency

English I – IV and ESOL

- English I and ESOL I—American, British and world literature [SE (7)(A)]

- English II and ESOL II—World literature [SE (7)(A)]

- English III—American literature [SE (7)(A)]

- English IV—British literature [SE (7)(A)]

- English Language Development and Acquisition (ELDA) – new course; must be taken concurrently with ESOL I or ESOL II

TEKS SUPPORTING DOCUMENTS AND RESOURCES

English language arts and reading and ESOL

- **Vertical alignment charts** that show how the student expectations progress across the grade levels

- **Side-by-side documents** that compare the current TEKS to the new TEKS (coming soon)

- **Breakouts** to identify the component parts of each student expectation and the ELPS

- **CCRS alignment charts** to identify how the TEKS address the College and Career Readiness Standards (coming this summer)

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

- Outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing.

- Materials must cover only those standards that have been designated as appropriate for inclusion in instructional materials.

- Fewer standards in total than student expectations for most grade levels and courses.

- Focus is on teacher materials.

WHERE TO FIND THE TEKS

WHERE TO FIND THE TEKS

Texas Essential Knowledge and Skills by Chapter

Chapter 110. English Language Arts and Reading

Chapter 111. Mathematics

Chapter 112. Science

Chapter 113. Social Studies

Chapter 114. Languages Other Than English

Chapter 115. Health Education

Chapter 116. Physical Education

Chapter 117. Fine Arts

Chapter 118. Economics with Emphasis on the Free Enterprise System and Its Benefits

Chapter 126. Technology Applications

Chapter 127. Career Development

Chapter 128. Spanish Language Arts and English as a Second Language

Chapter 130. Career and Technical Education

TEKS-Related Documents

The following links provide access to TEKS-related documents:

English Language Proficiency Standards

Prekindergarten Guidelines

College Readiness Standards (outside source)

TEKS in Spanish

WHERE TO FIND THE TEKS

WHERE TO FIND TEKS SUPPORTING DOCUMENTS

TEKS Review

In June 2017, the SBOE approved a new process to be used for the review and revision of the Texas Essential Knowledge and Skills (TEKS). The new TEKS review process calls for up to five separate work group meetings and provides multiple opportunities for the public to give feedback on the recommendations of the work groups. The SBOE also approved updates to the TEKS review and instructional materials adoption schedules at the June 2017 meeting.

The following documents provide additional information related to the SBOE's new process and timelines for the review and revision of the TEKS.

TEKS Review Process, 2017 (PDF, 166KB) (Approved June 2017)

TEKS and Instructional Materials Working Document (PDF, 70KB) (Updated June 2017)

Subject Area Reviews

The following sites provide additional information about the TEKS review and revision process by subject area.

Social Studies TEKS Streamlining

Science TEKS Streamlining

English Language Arts and Reading TEKS Review

Spanish Language Arts and Reading and English as a Second Language TEKS Review

Next Up

Introduction to *Proclamation 2020* with Kelly Callaway

Introduction to *Proclamation 2020*

Kelly Callaway
Senior Director

The Call

- English Language Arts and Reading, English I (One Credit)

- English Language Arts and Reading, English II (One Credit)

- English Language Arts and Reading, English III (One Credit)

- English Language Arts and Reading, English IV (One Credit)

- Spanish Language Arts and Reading, English I for Speakers of Other Languages (One Credit)

- Spanish Language Arts and Reading, English II for Speakers of Other Languages (One Credit)

- Spanish Language Arts and Reading, English Language Development and Acquisition (ELDA) (One Credit)

The Submissions

- New materials developed to align to the revised TEKS

- Existing materials aligned to the revised TEKS*

- Supplemental materials to address the new or expanded standards and to be used in conjunction with currently adopted materials (Correlations will include citations from both the existing and the new material.)

*Publishers that submit new products must also provide new correlations to any currently adopted materials.

TEA
Texas Education Agency

The Action

State Board of Education—April 11–13

- Committee of the Full Board Meeting—Wednesday, April 11

- SBOE General Meeting—Friday, April 13

The SBOE discussed *Proclamation 2020.* A draft version is posted on TEA's website.

Proclamation 2020 is presented to the SBOE for action.

TEA posts the publisher handbook and state review panel (SRP) nomination form and conducts publisher orientation.

Jan–Feb 2018

March 2018

April 2018

June 2018

Aug–Sep 2018

TEA conducts a meeting to discuss *Proclamation 2020* and solicit feedback.

Proclamation 2020 Questions and Answers is presented to the SBOE.

Next Up

Components of *Proclamation 2020* with Amie Williams

Components of *Proclamation 2020*

Amie Williams

Review and Adoption Director

Instructional Materials Division

March 6, 2018

What is in a proclamation?

- Introduction
- Schedule of Adoption Procedures
- Additional Information
- Accessibility Requirements
- Deliverables and Other Requirements
- Student Enrollment and Standards
- TEKS and ELPS
- Appendix

TEA
Texas Education Agency

INTRODUCTION

This section of the proclamation lists the subject area(s) and grade levels or courses for which instructional materials are being called, describes the minimum standards for adoption, and specifies the types on materials being requested.

TEA
Texas Education Agency

SCHEDULE OF ADOPTION PROCEDURES

This section of the proclamation outlines significant dates and deadlines for all parties involved, including the SBOE, TEA, publishers, state review panel members, education service centers (ESCs), members of the public, and school districts.

You should read this section very carefully and record all relevant due dates.

INITIAL *PROCLAMATION 2020* DEADLINES

Deliverable	Due Date	Delivery Method
Statement of Intent to Bid	Friday, December 7, 2018	EMAT
Complete Description	Friday, January 25, 2019	EMAT
Preliminary correlations	Friday, February 22, 2019	Email
Pre-adoption sample	Friday, April 5, 2019	Email
Correlations	Friday, April 5, 2019	Email

Statement of Intent to Bid

- Indicates a publisher's desire to participate

- Is required for each product and course

- Provides basic information about materials
  - Program Title
  - Course or grade level for which materials are intended
  - Estimated TEKS coverage percentage
  - Media format(s)
  - System requirements

INITIAL *PROCLAMATION 2020* DEADLINES

Deliverable	Due Date	Delivery Method
Statement of Intent to Bid	Friday, December 7, 2018	EMAT
Complete Description	Friday, January 25, 2019	EMAT
Preliminary correlations	Friday, February 22, 2019	Email
Pre-adoption sample	Friday, April 5, 2019	Email
Correlations	Friday, April 5, 2019	Email

TEA
Texas Education Agency

Complete Description

- Provides more details about the components that will be used to verify TEKS coverage at the review
  - Program and component titles
  - ISBNs for the program and each component
  - Preliminary price for each component
  - Number of print pages intended for student use
  - System requirements for all digital components
- Is required for each product and course
- Is required for each media format

INITIAL *PROCLAMATION 2020* DEADLINES

Deliverable	Due Date	Delivery Method
Statement of Intent to Bid	Friday, December 7, 2018	EMAT
Complete Description	Friday, January 25, 2019	EMAT
Preliminary correlations	Friday, February 22, 2019	Email
Pre-adoption sample	Friday, April 5, 2019	Email
Correlations	Friday, April 5, 2019	Email

Preliminary Correlations

- Provides examples of how information will be presented regarding the specific location in instructional materials where publishers believe the TEKS and ELPS are covered

- Allows TEA an opportunity to review and provide feedback before final correlations are due

- Are only required for one product and course

INITIAL *PROCLAMATION 2020* DEADLINES

Deliverable	Due Date	Delivery Method
Statement of Intent to Bid	Friday, December 7, 2018	EMAT
Complete Description	Friday, January 25, 2019	EMAT
Preliminary correlations	Friday, February 22, 2019	Email
Pre-adoption sample	Friday, April 5, 2019	Email
Correlations	Friday, April 5, 2019	Email

TEA
Texas Education Agency

Pre-Adoption Samples

- Publishers must provide one complete, electronic, pre-adoption sample copy of instructional materials submitted for consideration to TEA and each ESC.

- New (not currently adopted) digital programs, including online programs, must embed the correlations to the TEKS and ELPS (if applicable) in the program and be equipped with a word search feature.

- Programs that require a login must allow multiple, simultaneous users.

- Samples will remain available on the TEA website for public review until the deadline for post-adoption samples.

INITIAL *PROCLAMATION 2020* DEADLINES

Deliverable	Due Date	Delivery Method
Statement of Intent to Bid	Friday, December 7, 2018	EMAT
Complete Description	Friday, January 25, 2019	EMAT
Preliminary correlations	Friday, February 22, 2019	Email
Pre-adoption sample	Friday, April 5, 2019	Email
Correlations	Friday, April 5, 2019	Email

Correlations

- Provide information regarding the specific location in instructional materials where publishers believe the TEKS and ELPS are covered

- Are required for every product and course

- Are used by state review panels as the primary resource for determining TEKS coverage

- Should be carefully chosen and constructed and very clear

TEA
Texas Education Agency

ADDITIONAL INFORMATION

This section provides guidance and statutory citations regarding the adoption process and conditions for adoption.

ACCESSIBILITY REQUIREMENTS

This section provides information about the various requirements publishers must meet in order to ensure that the materials are accessible to students with disabilities.

There are requirements for both print and digital materials.

All materials must meet the applicable standards as a condition of adoption.

TEA
Texas Education Agency

DELIVERABLES AND OTHER REQUIREMENTS

This section lists publisher requirements, provides detailed information about each deliverable or requirement, and provides statutory citations.

The items in this section are organized by the order in which they are due.

Publishers should revisit this section before submitting any deliverable.

STUDENT ENROLLMENT

This section provides the enrollment numbers based on the information available in PEIMS for the 2016–17 school year.

Since English Language Development and Acquisition is a new course, we do not have any enrollment information available.

Enrollment numbers for the existing courses will be updated with data for the 2017–18 school year once the information is available.

TEA
Texas Education Agency

TEKS AND ELPS

These sections contain links to the standards to which *Proclamation 2020* instructional materials must be correlated.

APPENDIX

This section contains a list of resources for the following:

- General accessibility

- Designing accessible websites

- Closed-captioning and audio description

There is also a glossary that defines many of the terms used throughout the proclamation.

A Word to the Wise

Each section of the proclamation contains important information. Please read each section carefully, explore the additional resources, and do not hesitate to ask questions.

TEA
Texas Education Agency

Next Up

Accessibility Requirements with Debbie Gonzales

Accessible Instructional Materials

Debbie Gonzales

Accessible Instructional Materials Coordinator

Instructional Materials Division

March 6, 2018

Accessibility

- In order to be eligible for adoption, instructional materials must be accessible to students with disabilities.

- It is best practice to design your materials with accessibility requirements in mind.

What is Accessibility for Instructional Materials?

Accessibility is

- the practice of making instructional materials usable by as many people as possible,

- treating everyone the same, and

- giving everyone the same opportunities, no matter what their ability or circumstances.

Accessible instructional materials are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format.

TEA
Texas Education Agency

Print Materials

- Students with print disabilities may need to use specialized formats.

- TEA contracts with a third party to convert adopted print materials to accessible formats.

- The Individuals with Disabilities Act (IDEA) identifies four specialized formats that include the following:

  - Braille

  - Large-print

  - Audio

  - Digital Text

- Publishers of print materials will be required to provide TEA and the designated third party with digital files that conform to the National Instructional Materials Accessibility Standard (NIMAS) that will be used to produce materials in the specialized formats.

Electronic Materials

- Electronic instructional materials must comply with the technical standards of the Federal Rehabilitation Act, Section 508.

- Any web content must also comply with the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA.

- Electronic instructional materials include, but are not limited to, the following:

  - CD-ROMS

  - DVDs

  - Web-based materials

  - E-books

- Publishers of electronic materials will be required to contract with an independent third party to provide a report that verifies each electronic component complies with the appropriate accessibility standards.

TEA
Texas Education Agency

Born Digital vs Born Accessible

- Materials that are created from the start to be presented on a digital platform are considered *born digital*.

- *Born digital* or *digital first* content is distinguished from analog content (e.g., printed books, film).

- However, digital does not always mean accessible.

- As technologies have changed, it has become possible to access a variety of content in a wide range of formats.

Born Digital vs Born Accessible (continued)

- With these changes comes a new imperative for publishers to create content that not only is *born digital* but also *born accessible*.

- Consider ways to make digital content accessible to all and shift to *born accessible* thinking.

- Visit www.aem.cast.org to learn about best practices for publishers and software developers.

Next Steps

Familiarize yourself with the accessibility requirements by reviewing the following:

- *Proclamation 2020*, especially pages 11, 14–16, and A1–A2
- IDEA
- Section 508
- WCAG 2.0

Next Up

Next Steps with Amie Williams

Next Steps

- Review important information
  - Texas Education Code, Chapter 31
  - Texas Administrative Code, Chapter 66
  - *Proclamation 2020*

- Explore the TEA website

- Sign up for the review and adoption listserv

- Watch live or archived SBOE meetings in April and June

- Mark your calendar for the *Statement of Intent to Bid* due date—Friday, December 7, 2018

TEA
Texas Education Agency

Contact Us

review.adoption@tea.texas.gov

(512) 463-9601