Proclamation 2019 Webinar
March 22, 2017

Welcome

Kerry Ballast, Director of Digital Learning
Agenda

➢ Welcome  
  Kerry Ballast, Director of Digital Learning

➢ Instructional Materials in Texas  
  Kelly Callaway, Senior Director of Instructional Materials

➢ Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards, and Breakouts  
  Shelly Ramos, Senior Director of Curriculum Standards and Student Supports

➢ Proclamation 2019  
  Kelly Callaway
Agenda

- Components of *Proclamation 2019*  
  Amie Williams, Director of Review and Adoption

- Accessibility Requirements  
  Debbie Gonzales, Accessibility Coordinator

- Next Steps  
  Amie Williams

- Questions  
  Kelly Callaway
Poll question #1

Have you ever participated in the Texas review and adoption process?
Poll question #2

Have you participated in the review and adoption process since the establishment of the instructional materials allotment (IMA)?
• 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 instructional materials funded in Texas?
Imagine that this circle is much, much bigger!
• 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.

• 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 2018–19 biennium.
Traditionally, the instructional materials fund (IMF) has been half of the ASF.
But the 85th Texas Legislature could choose to appropriate less.
• It funds all work related to the adoption of instructional materials, special projects established by the legislature, and, most importantly, the instructional materials allotment (IMA).

• The IMA was created as an annual allocation by SB 6 (82nd, 1, 2011). (Prior to that time, the state owned all instructional materials.)

• It was changed to a biennial allotment by HB 1474 (84th, 2015).
• Certain amounts are set aside prior to calculation of the per-student IMA:
  • Freight
  • JJAEP IM
  • Windham IM
  • OnTRACK*
  • Open Source IM*

• The IMA is traditionally $\approx 98\%$ of the IMF.

*Projects established by the 84th Legislature that were specific to that biennium
• The IMA for 2016–17 was $196.91 per student with an additional $19.55 per bilingual student.

• Because of the current value of the PSF and the 3.7% payout rate established by the SBOE, the per-student IMA could be higher this biennium.

• We will calculate the exact IMA amounts upon the close of the 85th Legislature.
• At the time, the IMA will be 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.
How are instructional materials funds spent?
<table>
<thead>
<tr>
<th>Specifically Allowed</th>
<th>Specifically Prohibited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional materials (of any sort, both adopted and non-adopted)</td>
<td>Services for installation</td>
</tr>
<tr>
<td>Technological equipment that contributes to student learning</td>
<td>The physical conduit that transmits data such as cabling and wiring or electricity</td>
</tr>
<tr>
<td>Training staff in the use of either of the above</td>
<td>Office and school supplies</td>
</tr>
<tr>
<td>Providing access to technological equipment for instructional use</td>
<td>Travel expenses</td>
</tr>
<tr>
<td>Salary and other expenses of an employee who provides technical support for the use of equipment directly involved in student learning</td>
<td>Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment</td>
</tr>
<tr>
<td></td>
<td>Equipment used at a warehouse for the purpose of moving, storing, or taking inventory of instructional materials</td>
</tr>
</tbody>
</table>
Definition of *instructional materials*:

Content that conveys the essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book; supplementary materials; a combination of a book, workbook, and supplementary materials; computer software; magnetic media; DVD; CD-ROM; computer courseware; online services; or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional materials (TEC §31.002(1)).
IMA Spending

Instructional Materials: 91%
  • Requisitions: 35%
  • Disbursements: 56%

Technology: 10%
  • Equipment: 7%
  • Services: 3%
Why is state adoption important?
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 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

20

TEKS Adoption

Implementation

Accessibility and Distribution

Proclamation

Review

Adoption

Copyright © Texas Education Agency 2017. All rights reserved.
• 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
• 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.
• 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
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
Overview of the Texas Essential Knowledge and Skills (TEKS)—Proclamation 2019

Shelly Ramos
Senior Director, Curriculum Standards and Student Support
The TEKS for Personal Financial Literacy were adopted by the State Board of Education in 2016 and the course was first available in the 2016-2017 school year.

Personal Financial Literacy aims to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

The TEKS are available online at [http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.49](http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html#113.49).
Timeline for Adoption of TEKS

English language arts and reading

Spanish language arts and reading and English as a second language

• February 3, 2017 — SBOE approved proposed TEKS for elementary and middle school for first reading and filing authorization

• April 18, 2017 — Official public comment period ends

• April 18-21, 2017 — SBOE public hearing and second reading and final adoption for elementary and middle school TEKS

• May 2017 — Preliminary TEKS documents available

• Summer 2017 — Revised TEKS filed as adopted with the Texas Register
Overview of Proposed Changes

English language arts and reading

Spanish language arts and reading and English as a second language

• Integrate Figure 19 expectations into general student expectations for each grade level and course
• Streamline TEKS
• Better align TEKS for English and Spanish, Kindergarten-Grade 6
• Adds a new English Learners Language Arts course for grade 7 and grade 8
• Organize TEKS around seven strands
Overview of Proposed Changes

English language arts and reading

Spanish language arts and reading and English as a second language

Proposed Strands

- Developing and sustaining foundational language skills
  - Oral language
  - Beginning reading and writing
  - Vocabulary
  - Fluency
  - Self-sustained reading

- Comprehension skills

- Response skills

- Multiple genres
  - Literary elements
  - Genres

- Author’s craft

- Composition
  - Writing process
  - Genres

- Inquiry and research
Texas Essential Knowledge and Skills

This site will provide you with information on the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do.

Subject Area Reviews

The State Board of Education (SBOE) has legislative authority to adopt the TEKS for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. The Texas Essential Knowledge and Skills Review by Subject area web page provides information regarding the SBOE’s process and current and previous reviews. Subscribe to updates from TEA.

The following link will provide information for the TEKS by subject area review:

Texas Essential Knowledge and Skills by Subject Area Review

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 119. Technology Applications
Chapter 127. Career Development
Chapter 128. Spanish Language Arts and English as a Second Language
Chapter 130. Career and Technical Education
Texas Essential Knowledge and Skills - Subject Area Reviews

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominate educators, parents, business and industry representatives, and employers to serve on TEKS review committees. Subscribe to updates from TEA.

Subject Area Reviews

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

Science TEKS Streamlining

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

Career and Technical Education TEKS

- Languages Other Than English TEKS review
- Fine Arts TEKS review
- Mathematics TEKS review
- Technology Applications TEKS review
- Social Studies TEKS review

Two versions of proposed TEKS currently available:
1. Rule text version
2. Vertical alignment version
English Language Arts and Reading TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the 2015 review and revision of the English language arts and reading (ELAR) TEKS. Information regarding the Spanish language arts and reading and English as a Second Language TEKS review is available on the Spanish language arts and reading and English as a Second Language TEKS webpage.

Proposed Revisions as Approved for First Reading (February 2017)

Official Public Comment Period

At the January/February 2017 State Board of Education (SBOE) meeting, the SBOE approved for first reading and filing authorization proposed revisions to the English and Spanish language arts and reading TEKS for Kindergarten – Grade 8. The SBOE is scheduled to consider proposed revisions for second reading and final adoption at its April 2017 meeting. The board postponed first reading and filing authorization for proposed revisions to the English and Spanish language arts and reading TEKS for high school until the April 2017 meeting.

The official public comment period for the proposed revisions to the English and Spanish language arts and reading TEKS for Kindergarten – Grade 8 is now open. The SBOE has specifically requested feedback regarding the amount of time needed to provide instruction in the proposed student expectations. Specific feedback related to the time needed to teach individual concepts would be helpful.

To review the proposed revisions and submit comment, please visit the Proposed SBOE Rules webpage.
Proposed State Board of Education Rules

All proposed new rules, proposed amendments to existing rules, and proposed repeals approved for first reading by the State Board of Education (SBOE) and filed with the Texas Register are available here. You may submit public comments on proposed rules electronically to rules@tea.texas.gov. Please specify in your message the rules to which your comments apply.

The SBOE agenda provides detailed information on these rules.

Rule text is in Adobe Acrobat PDF format. You must have the Adobe Acrobat Reader, available on the Adobe website, to access PDF files.

Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, and Subchapter B, Middle School

Summary: The proposed new sections would add new Texas Essential Knowledge and Skills for English language arts and reading for elementary and middle school for implementation in the 2019-2020 school year.

(First Reading and Filing Authorization: January/February 2017 SBOE meeting)
(Publication in the March 3, 2017 issue of the Texas Register)
(Earliest Possible Date of Adoption: April 2017 SBOE meeting)

Text of Proposed New 19 TAC Chapter 110, Subchapter A (PDF)
Text of Proposed New 19 TAC Chapter 110, Subchapter B (PDF)
(3) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, and discussion—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
(E) develop social communication such as distinguishing between asking and telling.

(2) Developing and sustaining foundational language skills: listening, speaking, and discussion—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphological knowledge to communicate, decode, and spell. The student is expected to:
(A) demonstrate phonological awareness by
   (i) distinguishing between long and short vowel sounds in one syllable and multisyllabic words;
   (ii) producing a series of rhyming words;
   (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
   (iv) manipulating phonemes within base words;
(B) demonstrate and apply phonetic knowledge by:
   (i) decoding words with short, long, or variant vowels, triphongs, and blends;
   (ii) decoding words with silent letters such as knife and neat;
   (iii) decoding multisyllabic words with closed syllables, open syllables, VC, CV syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
   (iv) decoding compound words, contractions, and common abbreviations;
   (v) decoding words using knowledge of syllable division such as VCCV, VCV, and VCCC;
   (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ing, -ed, -er, -est, and -ly.
Spanish Language Arts and Reading and English as a Second Language TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the review and revision of the Spanish language arts and reading (SLAR) and English as a Second Language TEKS. Information regarding the English language arts and reading TEKS review is available on the English language arts and reading TEKS webpage.

Proposed Revisions as Approved for First Reading (February 2017)

Official Public Comment Period

At the January/February 2017 State Board of Education (SBOE) meeting, the SBOE approved for first reading and filing authorization proposed revisions to the English and Spanish language arts and reading TEKS for Kindergarten – Grade 8. The SBOE is scheduled to consider proposed revisions for second reading and final adoption at its April 2017 meeting. The board postponed first reading and filing authorization for proposed revisions to the English and Spanish language arts and reading TEKS for high school until the April 2017 meeting.

The official public comment period for the proposed revisions to the English and Spanish language arts and reading TEKS for Kindergarten – Grade 8 is now open. The SBOE has specifically requested feedback regarding the amount of time needed to provide instruction in the proposed student expectations. Specific feedback related to the time needed to teach individual concepts would be helpful.

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The SBOE agenda provides detailed information on these rules.

Rule text is in Adobe Acrobat PDF format. You must have the Adobe Acrobat Reader, available on the Adobe website, to access PDF files.

Proposed Revisions to 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, and Subchapter B, Middle School

Summary: The proposed new sections would add new Texas Essential Knowledge and Skills for Spanish language arts and reading and English as a second language for elementary and middle school for implementation in the 2019-2020 school year.

(First Reading and Filing Authorization: January/February 2017 SBOE meeting)
(Publication in the March 3, 2017 issue of the Texas Register)
(Earliest Possible Date of Adoption: April 2017 SBOE meeting)

Text of Proposed New 19 TAC Chapter 128, Subchapter A (PDF)
Text of Proposed New 19 TAC Chapter 128, Subchapter B (PDF)
Rule Text Format

Proposed Spanish language arts and reading TEKS - elementary

Proposed Spanish language arts and reading and English as a second language TEKS - middle school
English Language Arts and Reading TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the 2015 review and revision of the English language arts and reading (ELAR) TEKS. Information regarding the Spanish language arts and reading and English as a Second Language TEKS review is available on the Spanish language arts and reading and English as a Second Language TEKS webpage.

Vertical Alignment Document

The following vertical alignment document was created to reflect the alignment of the proposed revisions to the English language arts and reading TEKS across grade levels, Kindergarten – Grade 12. The SBOE requested that TEA staff apply adjustments made to the Kindergarten – Grade 8 TEKS at the January/February 2017 meeting to the proposed revisions to the high school TEKS as appropriate. The vertical alignment documents reflect these adjustments.

Vertical alignment: English language arts and reading recommendations (PDF, 195KB)

Recommendations for Consideration at First Reading (January 2017)

The following documents reflect recommendations for the English language arts and reading
Vertical alignment for proposed English language arts and reading TEKS: [Link](http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613875)
Spanish Language Arts and Reading and English as a Second Language TEKS

The State Board of Education (SBOE) has legislative authority to adopt the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. SBOE members nominated educators, parents, business and industry representatives, and employers to serve on the review committees. This page provides information regarding the review and revision of the Spanish language arts and reading (SLAR) and English as a Second Language TEKS. Information regarding the English language arts and reading TEKS review is available on the English.

Vertical Alignment Document

The following vertical alignment document was created to reflect the alignment of the proposed revisions to the Spanish language arts and reading TEKS across grade levels, Kindergarten – Grade 12. The SBOE requested that TEA staff apply adjustments made to the Kindergarten – Grade 8 TEKS at the January/February 2017 meeting to the proposed revisions to the high school TEKS as appropriate. The vertical alignment documents reflect these adjustments.

Vertical alignment: Spanish language arts and reading recommendations (PDF, 1,127KB)

Recommendations for Consideration at First Reading (January 2017)

The SBOE asked that the SBOE-appointed English and Spanish language arts and reading expert reviewers develop recommendations on the English and Spanish language arts and reading TEKS.

The following documents reflect recommendations for the Spanish language arts and reading and
Vertical alignment for proposed Spanish language arts and reading TEKS:
http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539613911&libID=51539613912
Where to find the revised TEKS?

English language arts and reading TEKS

1st reading rule text—
Elementary:
Middle School:
http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539613525

Vertical alignment documents—
English TEKS review webpage
http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/English_Language_Arts_and_Reading_TEKS/
Where to find the revised TEKS?

Spanish language arts and reading TEKS

1st reading rule text—
Elementary:
Middle School:

Vertical alignment documents—
Spanish TEKS review webpage
http://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/English_Language_Arts_and_Reading_TEKS/
Once final, the rule text for English and Spanish language arts and reading will be available online at—

SBOE Rules, Adopted Rules - Not Yet Effective webpage
http://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/Adopted_State_Board_of_Education_Rules_-_Not_Yet_Effective/
Structure of the TEKS

- Introduction
- Knowledge and Skill Statements
- Student Expectations
Structure of the TEKS

Introduction
A description of the content of course and key information about the course and the standards
Structure of the TEKS

Knowledge and Skill Statements

• Broad statements of what students must know and be able to do

• Sometimes organized into strands
Structure of the TEKS

Student Expectations (SEs)

• Directly related to the knowledge and skill statement
• Are more specific about how students demonstrate their learning
• Come after the phrase “The student is expected to....”
Structure of the TEKS

Breakouts

• The component parts of each student expectation
• Used to determine coverage of an SE
• Provided by TEA
Example (Spanish, Grade 3)

Knowledge and Skills Statement

(3) Developing and sustaining foundational language skills: listening, speaking, reading, and writing—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

Student Expectation

(A) use print or digital resources to determine meaning, syllabication, and pronunciation
## Breakout Example (Spanish, Grade 3)

<table>
<thead>
<tr>
<th>Knowledge and Skills Statement</th>
<th>Student Expectation</th>
<th>Breakout</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) The student uses newly acquired vocabulary expressively. The student is expected to:</td>
<td>(A) use print or digital resources to determine meaning, syllabication, and pronunciation</td>
<td>(i) use print or digital resources to determine meaning</td>
</tr>
<tr>
<td></td>
<td>(ii) use print or digital resources to determine syllabication</td>
<td>(ii) use print or digital resources to determine syllabication</td>
</tr>
<tr>
<td></td>
<td>(iii) use print or digital resources to determine pronunciation</td>
<td>(iii) use print or digital resources to determine pronunciation</td>
</tr>
</tbody>
</table>
In order for a product to be eligible for placement on the list of adopted materials, the instructional material must

• address at least 50% of the total number of student expectations and
• address 100% of the designated ELPS (if applicable).
Determining TEKS Coverage

All student expectations within a given knowledge and skills statement do not need to be sufficiently addressed in order for an individual SE within that group to count toward the 50%.

However, all breakouts within a given student expectation must be sufficiently addressed in order for an individual SE to be counted toward the 50%.
Determining TEKS Coverage

A publisher's citation for coverage of any specific student expectation may be accepted only if it provides one of the following:

(i) an opportunity for the teacher to teach the component of the knowledge or skill in the teacher material;

(ii) an opportunity for the student to learn the component of the knowledge or skill in the student material or the teacher material; or

(iii) an opportunity for the student to demonstrate the component of the knowledge or practice the component of the skill in the student material or the teacher material.
English Language Proficiency Standards (ELPS)

- one set of ELPS, no difference by grade level
- outline English language proficiency level descriptors for English language learners (ELLs) in listening, speaking, reading, and writing
- school districts must implement the ELPS as an integral part of each subject in the required curriculum
- materials must only cover only those that have been designated as appropriate for inclusion in instructional materials
- fewer in total than student expectations for most grade levels and courses
- focus is on teacher materials
English Language Proficiency Standards (ELPS)

100% of the ELPS must be addressed in instructional materials for all English language arts courses as well as for middle school English as a second language courses, English Learners Language Arts, Grade 7 and Grade 8.
Proclamation 2019

Kelly Callaway
La deuxième partie
The Call

- English Language Arts and Reading
  kindergarten–grade 8
- Spelling
  grades 1–6
- Handwriting
  grades K–5
- Spanish Language Arts and Reading
  kindergarten–grade 6
- English Learners Language Arts
  grades 7–8
- Personal Financial Literacy
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.
The Action

State Board of Education—April 18–21
• Committee of the Full Board Meeting—Tuesday, April 18 or Wednesday, April 19
• SBOE General Meeting—Friday, April 21

The final adoption of the TEKS is expected to follow the same schedule.
The SBOE discussed *Proclamation 2019*. A draft version is posted on TEA’s website.

*Proclamation 2019* is presented to the SBOE for action.

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

TEA conducts a meeting to discuss *Proclamation 2019* and solicit feedback.

*Proclamation 2019 Questions and Answers* is presented to the SBOE.
May 2018

TEA provides details about the SRP meetings.

June–Aug 2018

TEA conducts SRP meetings and releases a preliminary report on materials.

September 2018

SBOE holds a public hearing regarding materials under consideration for adoption.

October 2018

Report of Required Corrections of Factual Errors and List of Instructional Materials Eligible for Adoption Under Proclamation 2019 are posted.

November 2018

SBOE takes action regarding materials submitted under Proclamation 2019.
Proclamation 2019 Overview

Amie Williams, Review and Adoption Director
Instructional Materials Division
Texas Education Agency
March 22, 2017
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phone: (512) 463-9270 or (512) 463-7822
Email: copyrights@tea.texas.gov
Components of Proclamation 2019

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

This section 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.

It is important to read this section carefully and record all relevant due dates.
The SBOE discussed *Proclamation 2019*. A draft version is posted on TEA’s website.

**Proclamation 2019** is presented to the SBOE for action.

TEA releases the *Proclamation 2019 Publisher Handbook* and nomination form and conducts a publisher orientation.

*Proclamation 2019 Questions and Answers* is presented to the SBOE.

TEA conducts a meeting to discuss *Proclamation 2019* and solicit feedback.
Courses have been placed into two groups:

**Group A:**
- English Language Arts and Reading
- Spelling
- Handwriting
- Personal Financial Literacy
- English Learners Language Arts

**Group B:**
- Spanish Language Arts and Reading
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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
  - Preliminary price
  - Technical requirements
## Proclamation 2019 Publisher Deadlines

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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
  - Number of pages and weight for all print components
  - System requirements for all digital components
- Is required for each product and course
- Is required for each media format
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Preliminary Correlations

- Provides information 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 required for one product and course.
# Proclamation 2019 Publisher Deadlines

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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.
Proclamation 2019 Publisher Deadlines

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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 provides details and instructions regarding the state review panel meetings.

May 2018

TEA conducts state review panel meetings and releases a preliminary report on materials under consideration for adoption.

June–Aug 2018

SBOE holds a public hearing regarding materials under consideration for adoption.

September 2018

SBOE takes action regarding materials submitted under Proclamation 2019.

October 2018

Report of Required Corrections of Factual Errors and List of Instructional Materials Eligible for Adoption Under Proclamation 2019 are posted.

November 2018
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 of both print and electronic materials must meet in order to ensure that the materials are accessible to students with disabilities.

All materials must meet the applicable standards as a condition of adoption.
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 in the order in which they are due.
Student Enrollment

This section provides the enrollment numbers based on the information available in PEIMS for the 2015–16 school year.

If the course is a new course, enrollment information will not be available.

Enrollment numbers will be updated to the 2016–17 school year once the information is available.
### TEKS

- The links provided in the proclamation are NOT the new TEKS that instructional materials must cover.
- TEA will update the proclamation with links to new TEKS as soon as they are available.
- Instructional materials must cover at least 50% of the TEKS in order to be eligible for adoption.

### ELPS

- The link provided in the proclamation IS the most up-to-date information.
- Instructional materials must cover 100% of the applicable ELPS in order to be eligible for adoption.
- In this proclamation, ELPS coverage required in the materials except those submitted for Spanish Language Arts and Reading.
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.
Questions

review.adoptions@tea.texas.gov

(512) 463-9601
Accessible Instructional Materials
Accessible Materials

• The Individuals with Disabilities Education Act (IDEA) requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials.

• State-adopted accessible instructional materials are provided at no cost to eligible students.
Accessible Print Materials

- Publishers of adopted print materials must provide NIMAS files of their programs to facilitate the production of specialized formats.

- National Instructional Materials Accessibility Standard (NIMAS) is a technical standard used to produce XML-based source files, from which accessible, student-ready alternate-format versions (e.g., braille, e-text, digital talking book, large-print) can be created and distributed to students with print disabilities.
Accessible Print Materials (continued)

• NIMAS files are required for all printed instructional materials.


• New publishers should email nimac@aph.org to request a publisher account.
Accessible Print Materials
(continued)

• The National Instructional Materials Access Center (NIMAC) provides instructions regarding how to set up an account, prepare metadata correctly, and make submissions.

• Visit http://www.nimac.us/publishers.html for more information.

• Publishers must provide contact information of the production manager and the contact information of the individual providing NIMAS files at the time other contact information is provided.
Best Practices for Publishers & Software Developers

Be sure to refer to the sub-pages in this section for additional information about best practices for publishers and software developers as well as the links to outside resources, listed below.

Useful Accessibility Guidance & Support

Additional resources that may prove useful to publishers, developers, educators and others who create content to support the education of children and adults.

- Section 508 Standards
- GSA Government-wide Section 508 Accessibility Program
- About the Section 508 ICT Refresh
- GSA 508 Tutorials, Guidance, Checklists
- Accessible Publishing Best Practice Guidelines for Publishers
- STEM Content Description within Digital Talking Books
- Accessible Assessments: Item Writer Guidelines
- National Center on Education Outcomes Policy and Practice Guidance
- Adobe Flash Accessibility
- Adobe Accessibility
- Accessible Digital Learning Materials—Publisher/Developer Best Practices Guidelines (5/16/13 draft)
National Instructional Materials Access Center

Created by IDEA 2004, NIMAC is a federally funded, online file repository of source files in the NIMAS format. Here, authorized users can access more than 43,000 K-12 NIMAS-format files that can then be converted to accessible content for students with disabilities.

Learn More

BIG NEWS! The NIMAC will be releasing a completely redesigned online system March 21, 2017! Check your email soon for information on upcoming trainings!
Publishers that have electronic instructional materials adopted by the SBOE must contract with a reputable third party to provide a report for each electronic component that verifies that the components follow Web Content Accessibility Guidelines (WCAG) 2.0 AA and technical standards required by the Federal Rehabilitation Act, Section 508.

Additional information to assist with this requirement may be found in the appendix of *Proclamation 2019* in the following sections:

- Accessibility Requirements, page 11
- Accessibility Report, pages 14–15
Web Accessibility Guidelines

Getting Started with Web Accessibility

The Web Accessibility Initiative (WAI) develops strategies, guidelines, and resources to help make the Web more accessible. If you find any issues with the content on this page, please let us know if you can’t find what you’re looking for, or have any suggestions.

Accessibility Basics

Accessibility - W3C

The first place to start for a short introduction to Web accessibility.

Introduction to Web Accessibility

Introduces Web accessibility and links to additional resources.

Essential Components of Web Accessibility

Shows how Web accessibility depends on several components of Web development and interaction with content accessibility guidelines (WCAG), authoring tool accessibility guidelines (ATAG), and User-Agent accessibility.

Web Accessibility Perspectives: Explore the Impact and Benefits for Everyone

Explores the impact of accessibility for people with disabilities and the benefits for everyone. Introduces short videos, brief descriptions, and links to learn more. Tag line: Web Accessibility: Essential for some, Useful for all.

Developing a Web Accessibility Business Case for Your Organization

Presents benefits and costs of Web accessibility and includes guidance on incorporating these aspects into a business case. Includes separate pages for Social Factors, Technical Factors, Financial Factors, and Legal Factors, and supporting Resources.
Questions
Next Steps
Next Steps

- Review important information
  - Texas Education Code, Chapter 31
  - Texas Administrative Code, Chapter 66
  - Proclamation 2019
- 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 Statement of Intent to Bid due date—December 8, 2017
Questions
Thank You