K-2 Diagnostic Tools
Agenda

- School Finance Commission Findings
- HB 3 Changes
- Kindergarten
  - Effective Kindergarten
  - Current Landscape of Kindergarten Diagnostic Tools
  - New Kindergarten Readiness Diagnostic
  - TX-KEA Components
  - TX-KEA Data and Reports
  - Planning and Implementation
- First and Second Grade
- Dyslexia
- Professional Development
- Next Steps and FAQs
Key TEA Personnel

TEA Staff

**Jacquie Porter**  
Statewide Director of Early Childhood Education

**Mary Allen**  
Program Specialist in Early Childhood Education

**Howard Morrison**  
Statewide Coordinator of Early Childhood Education

**Jake Kobersky**  
Media Relations Manager
Since 2007, Texas' reading scores have flatlined and declined compared to national averages as measured by the National Assessment of Educational Programs (NAEP). Effective K-2 diagnostics are a crucial support for other reading initiatives.

Reading Practices
September 12th 2019

Special Education and Dyslexia
September 5th 2019

• Presentation on Reading Practices (PDF)

• Presentation on Special Education and Dyslexia (PDF)
Useful diagnostic data empowers administrators and teachers.

Collect Data
Teachers collect data on what each student knows and can do.

Analyze Data
Teachers analyze the data on student strengths and opportunities for growth to inform instruction.

Adjust Practice
Teachers change their instruction based on their analysis in order to meet the needs of all students.
Continuous Improvement related to Recommendation #2:
The Commission recommends that districts be required to use the state’s current KEA assessment tool (provided free by the state to all public schools and currently utilized by 33 percent of districts statewide, both large and small), in order to benchmark the efficacy of their Pre-K efforts vs. similar districts.

- Share Kindergarten readiness assessments with parents within 60 days
- Submit annual reports of students that meet third grade standards that include:
  - Number and percent of Pre-K eligible and non-Pre-K eligible
  - Students assessed as kindergarten ready vs. those who were not
  - Students who attended district Pre-K vs. those who did not
HB 3 Changes

Statute related to early childhood diagnostic tools changed following HB 3.

Previous Statute

**Kindergarten Focused**
- The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension.
- The commissioner’s list shall include at least two multidimensional assessment tools.

Statute Following HB 3 - §28.006

**Kindergarten Focused**
- The commissioner shall adopt a kindergarten multidimensional diagnostic tool that includes a reading instrument and tests at least three developmental skills, including literacy.
- The commissioner may adopt one alternative reading diagnostic tool.
- The commissioner shall adopt rules to determine the performance of the reading instrument that indicates kindergarten readiness.
- Provide written report to parents within 60 days of administration.

**First & Second**
- To ensure at least one reading diagnostic tool is available at no cost for grades K-2.
Kindergarten
“The more that you read, the more things you will know, the more that you learn, the more places you’ll go.” - Dr. Seuss

- Qualified Teacher
- Environment
- Instructional Materials
- Centers
- Family Engagement
- Differentiated instruction
- Variety of instructional settings
Kindergarten Instructional Settings

**Large Group**
- Opening Circle
- Story Time
- Shared Reading/Writing
- Instruction by Content
- Transitions
- Direct Instruction

**Small Group**
- Focused Interventions
- Guided Reading
- Direct Instruction

**Independent Centers**
- Library
- Sensory Motor
- Math
- Blocks
- Science
- Teacher led Small Group or Push into Centers

**1:1**
- Greetings / Conversations
- Focused Interventions
- Direct Instruction

Implemented During Independent Centers

Implemented During Independent Centers
Importance of Diagnosing Prior Understanding

Without administering formative or summative diagnostic tools, grouping students can be haphazard.

Current Level of Academic Achievement Is **Not Identified**
Importance of Diagnosing Prior Understanding

Providing quality kindergarten instruction to ALL students is a challenge.

Students come to teachers with a variety of prior experiences and with varying levels of background knowledge.
The teacher wants students to be able to identify rhyming words, however only two of her students are engaged because it’s right at the students’ level.
Importance of Diagnosing Prior Understanding

Understanding the student’s current knowledge informs classroom instruction.

**Current Level of Academic Achievement Identified**

- **Need Support**
- **Monitor**
- **On Track**
Diagnostics can help teachers better understand how to meet student needs.

Teachers need to conduct diagnostics early in the kindergarten year to determine student needs while at the same time helping students to become familiar with the classroom.
Current Landscape of Kindergarten Diagnostic Tools
Yet today we have...

...a system that limits the ability to obtain comparable data in early years.

Current Commissioner’s List

Current Challenges

Numerous instruments

Different domains

Various formats

Various administration approaches
Noncomparable Diagnostic Tools

Widely used in kindergarten have different cut scores for determining kindergarten readiness, making comparison difficult.

![Kindergarten Cut Scores Graph]

- **Instrument C**: Not Kindergarten Ready (100-225), Kindergarten Ready (225-500)
- **Instrument B**: Not Kindergarten Ready (100-200), Kindergarten Ready (200-500)
- **Instrument A**: Not Kindergarten Ready (0-10), Kindergarten Ready (10-18)

---

*Texas Education Agency*
What this could look like for one student

The same student may be evaluated differently on each instrument, making the data confusing for the teacher and student.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Instrument A</th>
<th>Instrument B</th>
<th>Instruments C</th>
<th>Instruments D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>On Track</td>
<td>Tier 2</td>
<td>Developed</td>
<td>Meets</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>On Track</td>
<td>Tier 2</td>
<td>Still Developing</td>
<td>Exceeds</td>
</tr>
<tr>
<td>Decoding</td>
<td>Support</td>
<td>Tier 3</td>
<td>Still Developing</td>
<td>Below</td>
</tr>
<tr>
<td>Number and Counting</td>
<td>On Track</td>
<td>Tier 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Function</td>
<td>Support</td>
<td>Tier 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Motor Skills</td>
<td>Monitor</td>
<td>Tier 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No data – instrument doesn’t cover these domains.
The same student may be evaluated differently on each instrument, making the data confusing for the teacher and student.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Instrument A</th>
<th>Instrument B</th>
<th>Instruments C</th>
<th>Instruments D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>On Track</td>
<td>Tier 2</td>
<td>Developed</td>
<td>Meets</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>On Track</td>
<td>Tier 2</td>
<td></td>
<td>Still Developing</td>
</tr>
<tr>
<td>Decoding</td>
<td>Support</td>
<td>Tier 3</td>
<td>Still Developing</td>
<td>Below</td>
</tr>
<tr>
<td>Number and Counting</td>
<td>On Track</td>
<td>Tier 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Function</td>
<td>Support</td>
<td>Tier 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Motor Skills</td>
<td>Monitor</td>
<td>Tier 2</td>
<td></td>
<td>No data – instrument doesn’t cover these domains.</td>
</tr>
</tbody>
</table>
What this could look like for one student

The same student may be evaluated differently on each instrument, making the data confusing for the teacher and student.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Instrument A</th>
<th>Instrument B</th>
<th>Instruments C</th>
<th>Instruments D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>On Track</td>
<td>Tier 2</td>
<td>Developed</td>
<td>Meets</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>On Track</td>
<td>Tier 2</td>
<td>Still Developing</td>
<td>Exceeds</td>
</tr>
<tr>
<td>Decoding</td>
<td>Support</td>
<td>Tier 3</td>
<td>Still Developing</td>
<td>Below</td>
</tr>
<tr>
<td>Number and Counting</td>
<td><strong>On Track</strong></td>
<td>Tier 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Function</td>
<td>Support</td>
<td>Tier 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Motor Skills</td>
<td>Monitor</td>
<td>Tier 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No data – instrument doesn’t cover these domains.
Statewide Kindergarten Diagnostic

Having a common approach to kindergarten diagnostics creates:

- **Students**: Aligned and common expectations communicated for all students
- **School Districts**: Effective evaluation of prekindergarten and the partnership programs
- **Public Policy**: Evaluation of Early Childhood programs across the state.
HB 3 requires the agency to identify a single tool that helps teachers meet the needs of their students and allows an alternate.

Data
- Multidimensional tool
- Quick-screener
- Easy to administer

Analysis
- Immediate information
- Easy to use reports
- Recommended next steps
New Kindergarten Readiness Diagnostic
TX-KEA Screener

- A 5 to 7-minute screener designates a student Kindergarten Ready (KR) or Not Kindergarten Ready (NKR)
- Generates a written report to send to parents
- CLI Engage will be able to report district scores directly to TEA
TEA will conduct a pilot to obtain feedback about the screening tool this fall before it is released statewide in the 2020-21 academic year.

**Benefits to Joining Pilot**
- Shape the design and implementation of statewide diagnostic screener through real-time feedback
- Learn firsthand about Fall 2020 requirements
- Support development of best practices

**District Commitments**
- Teacher willingness to administer TX-KEA BOY/Wave 1 Screener to at least 5 students
- Teacher interest in providing input on training and administration of screener

**Pilot Timeline**
- Jan 2020 - Webinar training on TX KEA administration
- Feb 2020 – Administer BOY/Wave 1 Screener to 5 students
- Feb 2020 – Provide feedback on ease of administration
- Summer 2020 – Training all Texas K teachers
- Fall 2020 – Administer TX KEA

Apply to be a pilot district by December 13th using the following link: [Pilot Link](#)
Naming an Alternate Instrument

We will be conducting a competitive process to name an alternate instrument for kindergarten.

Information will be released through a To the Administrator Addressed (TAA) letter date before the end of December this year.
Implementing the Screener

<table>
<thead>
<tr>
<th>Required Screener</th>
<th>Student Result</th>
<th>Next Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>TX-KEA Screener or Identified Alternate</td>
<td>On Track Kindergarten Ready</td>
<td>No need to complete any other subtests for language, literacy or writing in BOY/Wave 1</td>
</tr>
<tr>
<td></td>
<td>Not Kindergarten Ready</td>
<td>Districts may choose to complete further diagnostics either with TX KEA or another LEA chosen PM tool.</td>
</tr>
</tbody>
</table>

Key Takeaway

Districts must use the TX-KEA screener at the beginning of the year (BOY/Wave 1). LEAs can choose TX-KEA or their preferred instrument to complete their diagnostic requirements.
TX-KEA Components
The Statewide Diagnostic Instrument is TX-KEA

TX-KEA is a free, comprehensive one-on-one instrument with the following vision:

TX-KEA provides teachers with a **holistic understanding** of each student, enabling them to design **differentiated instruction** in order to better meet each student's unique needs and communicate those needs to families.
TX-KEA Characteristics

TX-KEA...

...IS:

• A multidimensional diagnostic of each student
• A tool to support differentiated instruction
• A resource for families to engage in their child's development

...IS NOT:

• An intelligence (IQ) test
• High stakes
• A language proficiency diagnostic
TX-KEA Domains

TX-KEA is holistic and covers multiple domains:

- Language
- Literacy
- STEM
- Social Interaction
- Executive Function
- Academic Motor Skills

TX-KEA Screener
- Vocabulary
- Listening Comprehension
- Emergent Reading
- Emergent Writing

These Domains are available for LEAs to choose from to meet their local needs.
TX-KEA Domains and Sub-tests
BOY/Wave 1

**Language**
- Vocabulary
- Listening Comprehension

**Literacy**
- Letter Names
- Letter Sounds
- Blending
- Spelling (Written Expression)

**STEM**
- Math Part 1: Numbers and Counting
- Math Part 2: Patterns and Sequencing
- Science

**Social Interaction**
- Social Competence
- Emotion Management

**Executive Function**
- Working Memory
- Inhibition
- Attention

**Academic Motor Skills**
- Academic Motor Skills
Las subpruebas de TX-KEA están disponibles en español

Lenguaje
- Vocabulario
- Comprensión auditiva

Habilidades de lectura y escritura
- Nombres de las letras
- Sonidos de las letras
- Combinación de sonidos
- Ortografía (Expresión escrita)

STEM
- Matemáticas, Parte 1
- Matemáticas, Parte 2
- Ciencias

Relación social
- Socio-competencia
- Manejo de emociones

Función ejecutiva
- Memoria de trabajo
- Inhibición
- Atención

Habilidades motoras académicas
- Habilidades motoras académicas
TX-KEA Response Types

TX-KEA is administered through a mix of 1:1 sessions, group sessions, and checklists.

- **Student-selected**: Must be administered to each student 1:1 by teacher; Some sub-tests need computer and headphones.
- **Teacher-recorded**: Can be administered in small groups.
- **Student-written**: Can be filled out without student.
- **Behavior Checklist**:
The response type of sub-tests varies to meet the needs of students.

<table>
<thead>
<tr>
<th>Language</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening</td>
<td>• Letter Names</td>
</tr>
<tr>
<td>Comprehension</td>
<td>• Letter Sounds</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>• Blending Sounds</td>
</tr>
<tr>
<td></td>
<td>• Spelling</td>
</tr>
</tbody>
</table>

**Response Types**
- Student Selected
- Teacher Recorded
- Student-written
- Behavior Checklist
The response type of sub-tests varies to meet the needs of students.

### Language
- Listening Comprehension
- Vocabulary

### Literacy
- Letter Names
- Letter Sounds
- Blending Sounds
- Spelling

### STEM
- Math Part 1: Numbers and Counting
- Math Part 2: Patterns and Sequences
- Science

### Social Interactions
- Social Competence
- Emotional Management

### Executive Function
- Working Memory
- Inhibition
- Attention

### Academic Motor Skills
- Academic Motor Skills

**Student Selected**

**Teacher Recorded**

**Student-written**

**Behavior Checklist**
TX-KEA Data and Reports
TX-KEA Reporting Supports for Teachers

TX-KEA saves teachers time by providing reports for instruction and for reporting to parents.

- **Student Reports**: Summarized individual student data in one report
- **Classroom Reports**: Comprehensive reports for classroom summaries and grouping students
- **Parent Reports**: Detailed reports to share student progress with parents
Teachers can see results that suggest how to effectively group students.

<table>
<thead>
<tr>
<th>#</th>
<th>Student</th>
<th>Vocabulary</th>
<th>Listening Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Max Score</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>1</td>
<td>Name</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Name</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Name</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>Name</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Name</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Name</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

% of students meeting "support"
% of students meeting "monitor"
% of students meeting "on track"
TX-KEA suggests small groups based on results that teachers can customize as needed.

**Example reports**

Teachers may prefer to keep students with similar results in same group

...or mix students with different results into the same group

Student is in “monitor” tier

Student is in “needs support” tier
Once groups are identified, TX-KEA offers personalized activities for each group.

**Example report**

**Vocabulary**
- Classroom Activities: Sort by Color

- Joe
- Claudia
- Hao
- Nicholas
In Statute

Not later than the 60th calendar day after the date on which a reading instrument was administered report, in writing, to a student's parent or guardian the student's results on the instrument. TEC §28.006 (d)(2).
Planning and Implementation
School systems design how to administer TX-KEA to meet local needs.

**LEAs decide:**

- **Who**
  - All-students, sub-set, combo, etc.

- **What**
  - Order of sub-tests; decision to leverage optional sub-tests

- **When**
  - Time in calendar year, time in school day, throughout week

- **Where**
  - Home classroom, computer lab, etc.

- **How**
  - Individual, small group, parent checklists for family input, etc.
Sample Readiness Screener Daily Schedule

Sample Daily Diagnostic Decision

Who: 7 students
What: Language
When: 1 hour 20 minutes
Where: Homeroom
How: 1:1

Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:40</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:00</td>
<td>Phonics</td>
</tr>
<tr>
<td>8:20</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>8:40</td>
<td>Centers</td>
</tr>
<tr>
<td>9:00</td>
<td>Conduct diagnostic with 7 Students in Language</td>
</tr>
<tr>
<td>9:20</td>
<td>Centers</td>
</tr>
<tr>
<td>9:40</td>
<td>Reading</td>
</tr>
<tr>
<td>10:00</td>
<td>Snack</td>
</tr>
<tr>
<td>10:20</td>
<td>Specials</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td>11:20</td>
<td>Writers Workshop</td>
</tr>
<tr>
<td>11:40</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td></td>
</tr>
<tr>
<td>12:20</td>
<td>Recess #1</td>
</tr>
<tr>
<td>12:40</td>
<td>Language Development</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>Math</td>
</tr>
<tr>
<td>1:40</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
</tr>
<tr>
<td>2:20</td>
<td>Science / Social Studies</td>
</tr>
<tr>
<td>2:40</td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Class Meeting</td>
</tr>
</tbody>
</table>

- Screening takes 5-7 minutes per child or 140 minutes to complete diagnostics for a class of 22 students.
- Teachers conduct the diagnostic with a subset of students while others work at centers.
- When planning schedule, find balance between instructional time, enrichment time and one on one time with students to diagnose progress.
### Sample TX-KEA Annual Schedule

Three periods of diagnostics are scheduled to monitor progress.

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY</td>
<td>BOY/Wave 1 Results</td>
<td>MOY</td>
<td>MOY</td>
<td>EOY</td>
<td>EOY</td>
<td>EOY</td>
<td>EOY</td>
<td>EOY</td>
<td>EOY</td>
<td>EOY</td>
</tr>
<tr>
<td>3-week window with week for checklists</td>
<td>Notify parents of results within 60 days</td>
<td>3-week window with week for checklists</td>
<td>3-week window with week for checklists</td>
<td>Universal Dyslexia Screener</td>
<td>Universal Dyslexia Screener</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to BOY/Wave 1 Results</td>
<td></td>
<td>Respond to MOY Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions and Formative Classroom data gathering</td>
<td></td>
<td>Interventions and Formative Classroom Data Gathering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First and Second Grade
The commissioner shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension.

First and Second Grade
- One no-cost, online option will be available to districts that assesses reading development and comprehension.
- This diagnostic could fulfill the “integrated assessments” certified practice requirement (TEC §28.0062(a)(3)(B))
TPRI/Tejas Lee Overview

- Free to all Texas Schools
- BOY Screener and Inventory with Branching to streamline diagnosis
- MOY Progress Monitoring and Universal Screener for Dyslexia
- EOY Measure growth
PreK-2 Diagnostic Tools All In One Platform
We will be conducting a competitive process to identify qualified free instruments to diagnose reading.

Information will be released through a To the Administrator Addressed (TAA) letter date before the end of December this year.
Dyslexia
Dyslexia Screener (TEC 38.003) Criteria

EOY Kindergarten Screener Components
- Phonological Awareness
- Phonemic Awareness
- Sound-Symbol Recognition
- Letter knowledge
- Decoding Skills
- Spelling
- Listening Comprehension

MOY First Grade Screener Components
- Phonological Awareness
- Phonemic Awareness
- Sound-Symbol Recognition
- Letter knowledge
- Decoding Skills
- Spelling
- Reading Rate
- Reading Accuracy
- Listening Comprehension
Dyslexia Best Practices

Students should be tested for dyslexia at different times based on grade level.

**Kindergarten**
- Beginning of Year (BOY)
- Middle of Year (MOY)
- End of Year (EOY)

**Dyslexia Universal Screener:**
Administer at end of year for kindergarten

**First and Second Grade**
- Beginning of Year (BOY)
- Middle of Year (MOY)
- End of Year (EOY)

**Dyslexia Universal Screener:**
By end of January:
- Screen all 1st graders
- Screen 2nd graders as appropriate
Reading Academies and Professional Development
All Reading Academies content include professional development on how to use diagnostic data to support instruction. Teachers will be able to access Reading Academies content on K, 1, and 2 diagnostics both inside and outside of the Reading Academies Scope and Sequence.

<table>
<thead>
<tr>
<th>Level</th>
<th>Training Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Model</td>
<td>Must complete competency exercises 10 days in-person training; job-embedded coaching 2x/semester</td>
</tr>
<tr>
<td>Blended Model</td>
<td>Must demonstrate proficiency in competencies scaffolded Online modules w/ competency demonstration</td>
</tr>
</tbody>
</table>
STR Includes Foundation of Reading Assessment

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
## Additional Resources to Support Implementation

<table>
<thead>
<tr>
<th>Detailed Decision-Making Documents</th>
<th>TEA will release additional tools for optional use on diagnostic reflection. Examples attached to TAA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Resources</td>
<td>Additional teacher resources, including TEKS Guides and printable materials for classrooms, will be freely available to all teachers.</td>
</tr>
<tr>
<td>Professional Development Opportunities</td>
<td>Professional Development guides will be available to augment Reading Academies content and support district Professional Learning Communities.</td>
</tr>
<tr>
<td>Technical Assistance</td>
<td>TEA and Reading Academies coaches will provide technical assistance regarding implementation.</td>
</tr>
</tbody>
</table>
Next Steps
Sign up for TX-KEA Pilot Screener

A chance for your district teachers and administrators to...

- Shape the design and implementation of statewide diagnostic screener through real-time feedback
- Learn firsthand about Fall 2020 requirements
- Support development of best practices

Apply to be a pilot district by December 13th using the following link: Pilot Link
Choose a 1\textsuperscript{st} and 2\textsuperscript{nd} grade diagnostic instrument

- LEAs may choose to use the free option of TPRI or Tejas LEE that are on the CLI Engage Platform.
- LEAs may also choose an alternative research based and scientifically proven instrument chosen by their district level committee.
- The chosen instrument must adhere to the rubric requirements for grade 1 and 2

**TEC Sec. 28.006. READING DIAGNOSIS**

(b) A district-level committee may adopt a list of reading instruments for use in the district in a grade level other than kindergarten in addition to the reading instruments on the commissioner's list. Each reading instrument adopted by the commissioner or a district-level committee must be based on scientific research concerning reading skills development and reading comprehension.
House Bill 3 Resources

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

Visit tea.texas.gov/HB3 for the most up-to-date information

Email HB3info@tea.texas.gov with any questions
Thank you!
For Additional Questions:
HB3info@tea.texas.gov
Include “K-2 Diagnostic Tools” in the subject line