

Proclamation 2021 Publisher Orientation, October 10, 2019

Audience Questions and Answers

GENERAL

QUESTION: In 2011, TEA established a maximum price for prekindergarten systems. Will this be occurring again for [Proclamation 2021](#)?

ANSWER: No. The maximum price allowed for materials ended with the creation of the [Technology and Instructional Material Allotment](#) by the Texas Legislature in 2011. The price of adopted materials is determined by the publishers in their official bids.

QUESTION: Is there a separate adopted list for Spanish materials?

ANSWER: No. All materials currently adopted by the State Board of Education (SBOE) are [listed together](#).

QUESTION: Can we have a copy of the PowerPoint?

ANSWER: Yes, the webinar slides, recording, and an audience questions and answers document are posted on the [Publisher Portal](#).

QUESTION: What materials and grades are included in *Proclamation 2021*? Only prekindergarten, correct?

ANSWER: That is correct. *Proclamation 2021* only includes a call for English and Spanish prekindergarten systems.

DELIVERABLES AND REQUIREMENTS

QUESTION: Where can one find out more about how the “breakout” skills need to be covered in instructional materials?

ANSWER: TEA doesn’t provide guidance on how a specific skill is included in instructional materials. That is a publisher decision. We will release a technical training in early 2020 on how publishers should demonstrate coverage of the Texas Prekindergarten Guidelines (TPG) on the correlation document.

QUESTION: Is the 50% coverage calculated based on the number of outcomes or breakouts in a TPG domain?

ANSWER: The TPG coverage percentage for each domain is calculated based on the number of outcomes covered in the domain. For an outcome to be covered, each associated breakout must be covered.

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QUESTION: For each breakout, must the publisher provide two TPG examples from the curriculum?

ANSWER: Yes. Prekindergarten materials submitted must cover the end-of-year outcomes at least twice in the teacher materials and as deemed developmentally appropriate in the student materials. Breakout documents that identify the end-of-year outcomes that must be covered in materials intended for students are posted to the [Publisher Portal](#).

QUESTION: How does the instructional materials review process overlap the breakout documentation?

ANSWER: The breakouts are used to create the correlation document which is how publishers indicate where in their instructional materials each of the end-of-year outcomes is covered. Reviewers use the publishers' correlations to determine the extent to which the standards are addressed in each instructional material. The process is exactly the same in the [SBOE review and adoption process](#) and the [Texas Resource Review \(TRR\) process](#).

QUESTION: If submitting one program that contains both English and Spanish, does a publisher have to submit two different correlation documents, one for each language? Also, is each language reviewed independently and given a score?

ANSWER: Publishers must submit two correlation documents, one in English and another in Spanish. Assuming the material contains identical content, the material will be reviewed by a panel that is bilingual, and a TPG percentage will be calculated for both English and Spanish materials. Since there are minor differences in the breakouts, it is possible to receive two different percentages.

QUESTION: The ELL-specific outcomes have been translated and are part of the Spanish outcomes and breakouts. Was that an error or intentional? If it was intentional, how do you see the ELL outcomes being address in Spanish?

ANSWER: The ELL-specific outcomes are specific to English and should not have been included in the Spanish translations. An updated version of the Spanish breakouts has been posted to the [Breakout Documents webpage](#).

QUESTION: What does “as close as possible to final format” mean?

ANSWER: Many publishers make improvements to products after the initial samples are submitted. “As close as possible to final format” means that samples must be as close to finalized as possible.

QUESTION: Will the correlation tool require correlation at the outcome level or the breakout level?

ANSWER: Content is correlated to the breakouts.

QUESTION: Do publishers need to use the TEA correlation tool for the February 24th deliverable?

ANSWER: Yes. Publishers must use the document provided by TEA.

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QUESTION: Prekindergarten systems do not typically have a student edition, so how are publishers to demonstrate coverage of the TPG in the materials intended for students?

ANSWER: Although prekindergarten systems do not have traditional student editions, there are components intended for student use or consumption. Examples include musical instruments, digital applications, flash cards, big books, little books, and manipulatives (such as rulers, large-scale tweezers, etc.). Any of these items can be used to demonstrate coverage of the TPG in student materials, as appropriate.

QUESTION: Will the correlation instrument have a limit on the number of citations for each breakout? If so, what is the limit?

ANSWER: Publishers will be limited to five citations from the teacher materials and five citations from the student materials, when applicable, for each breakout.

QUESTION: How quickly will publishers receive the correlation document from TEA after submitting the *Statement of Intent to Bid* (SOITB)?

ANSWER: The correlation document will be provided to publishers in January 2020.

QUESTION: Are publishers expected to submit a bilingual version, or separately bound English and Spanish version?

ANSWER: That decision is at the sole discretion of the publisher.

QUESTION: Will all the cards have to be submitted to TEA and ESCs or can publishers sticker one of twenty if there are multiple cards?

ANSWER: All the cards will need to be part of the sample provided to TEA and each of the ESCs.

QUESTION: Samples to districts will be costly especially if the requirement is to provide full samples. Can school/district samples be a smaller representation of the final product?

ANSWER: That decision is at the sole discretion of the publisher. Publishers may provide a full sample in the final format or a representative sample. Publishers can also include a shipping label and ask the district to return the sample by a certain date.

QUESTION: How many printed samples are required for public review?

ANSWER: One for TEA and one for each of the twenty ESCs. Additionally, one complete sample must be provided at the review meeting for each member of the state review panel.

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QUESTION: Must publishers meet domains that fall outside of their focus? For example, can a math-specific company be approved as a vendor for *Proclamation 2021* without having coverage of domains that contain social studies, fine arts, etc.

ANSWER: In order to be eligible for adoption, materials must cover at least 50% of the TPG in each domain.

QUESTION: Are publishers required to submit materials in both English and Spanish?

ANSWER: No. Publishers can submit materials in one language or both languages.

QUESTION: Would the teacher and student materials need to be in Spanish or just the student material?

ANSWER: There is no language requirement for teacher materials. That decision is at the sole discretion of the publisher.

QUESTION: If a product contains the same reader in multiple quantities, can a publisher send just one when submitting samples to TEA, each of the ESCs, and the SRP?

ANSWER: Yes. Publishers only need to send one reader when submitting samples.

QUESTION: Do correlations need to be sent with samples to the ESCs and TEA?

ANSWER: Yes. Correlations must be sent electronically at the same time the publishers provide samples.

QUESTION: Are materials required to be submitted in a specific scope and sequence?

ANSWER: No. The order in which concepts are taught is a local district decision.

ACCESSIBLE MATERIALS

QUESTION: For digital accessibility, prekindergarten learners provide a unique challenge because you can't always guarantee they have the necessary skills to also consume the remediation (e.g., closed caption tracks from audio due to lack of ability to read). What is the recommendation to deal with those unique situations where the skill requires the necessary physical function to work?

ANSWER: That is an excellent question that TEA is working to answer. We have a new collaborative group to assist us with recommendations and will provide further guidance as soon as it is available.

QUESTION: Is the requirement for teacher material NIMAS files specific to this proclamation beyond what is specified in the [Individuals with Disabilities Education Act](#)?

ANSWER: Publishers may provide NIMAS files for teacher materials to assist in the production of braille, large-print, and audio versions to teachers with print disabilities, but they are not required to do so unless a district requests a braille or large-print teacher edition.

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QUESTION: Do NIMAS files need to be sent for teacher materials?

ANSWER: Accessible materials must be provided to teachers who have disabilities as well as to students; however, NIMAS files are only required for print student materials and print pages in teacher materials that are intended for student use.

TEXAS RESOURCE REVIEW

QUESTION: Am I understanding correctly that a rubric from which our program will be evaluated is not finalized so publishers will not be able to implement rubrics into their program during the development process?

ANSWER: You can view a draft version of the prekindergarten rubric on the [TRR webpage](#). You can also provide public comment to help improve the rubric. We will notify publishers via the Review and Adoption listserv once the rubric is finalized. You can sign up to receive the listserv on the [TEA email updates webpage](#).

QUESTION: Is the quality review cycle voluntary?

ANSWER: All materials submitted for review through the SBOE's review and adoption process are subject to review through the TRR. If the materials are not being considered for adoption, publishers can apply to participate in the TRR. Products may be submitted to the TRR quality review voluntarily by publishers, at the request of the SBOE, or at the request of 10% of districts.

QUESTION: Who were the publishers involved in the initial quality review?

ANSWER: American Reading Company, Amplify CKLA, Amplify ELA, Great Minds, and EL Education submitted materials for the TRR pilot. American Reading Company; Amplify CKLA; Amplify ELA; and Bedford, Freeman, and Worth participated in the summer 2019 TRR.

QUESTION: How far ahead of instructional materials submission will the final rubrics be available to publishers?

ANSWER: The TRR rubric will be available at least 6 months before the reviews begin.

QUESTION: The SBOE issued *Proclamation 2021* in June 2019. The TRR "quality review" rubric, however, will only be available six months before product submission. Wouldn't a longer rubric timeline be more helpful for quality?

ANSWER: TEA is working to streamline the TRR process and make the rubrics available as soon as possible. TEA commits to having rubrics available 6 months prior to the start of a quality review.

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QUESTION: Is the TRR required for *Proclamation 2021*?

ANSWER: The SBOE recommended that all materials submitted on proclamation cycle be reviewed for quality through the TRR.

QUESTION: Is the public review of the rubric this year or 2020 (for final product)?

ANSWER: The [prekindergarten rubric](#) is currently available for [public review](#). TRR product reviews will take place in 2020.