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

<table>
<thead>
<tr>
<th>Goal</th>
<th>To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement</th>
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Texas Reading Academies are steeped in the Science of Teaching Reading (STR), which is educator application of evidence-based reading methods that best support development of skilled reading

Texas Reading Academies Content

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

In Statute

School districts and open-enrollment charter schools must ensure that not later than the 2022-2023 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a reading academy [TEC, §28.0062(2)(A)]
To date, nearly 90,000 teachers have completed or started Texas Reading Academies

<table>
<thead>
<tr>
<th>Learners</th>
<th>Courses</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>86,163</td>
<td>1,714</td>
<td>27,102</td>
</tr>
<tr>
<td>ADMINISTRATOR</td>
<td>6,374</td>
<td>2,638</td>
</tr>
<tr>
<td>BILITERACY</td>
<td>7,604</td>
<td>1,317</td>
</tr>
<tr>
<td>DUAL BILIT</td>
<td>2,337</td>
<td>6,920</td>
</tr>
<tr>
<td>DUAL ELAR</td>
<td>3,834</td>
<td>ELAR</td>
</tr>
<tr>
<td>DUAL PATH</td>
<td>6,849</td>
<td>1,051</td>
</tr>
<tr>
<td>ELAR</td>
<td>59,165</td>
<td>16,227</td>
</tr>
</tbody>
</table>

As of March 9, 2022
Reading Academies are intentionally designed to provide choice in implementation to meet local needs and priorities

- **Choice of model:** comprehensive (in-person) or blended (in-person and asynchronous)

- **Choice of Authorized Provider**

- **Choice between local implementation** approach (district hires cohort leader) or direct service (Authorized Provider hires cohort leader)

- **Choice among five different start dates** (launch months) each year

- **Choice of individualizing the schedule** within an 11-month period (local implementation only)
Both state and local requirements identify individuals who must complete Texas Reading Academies.

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

<table>
<thead>
<tr>
<th><strong>Required by HB 3</strong></th>
<th><strong>Strongly encouraged</strong></th>
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</table>
| • K-3 general education classroom teachers  
  • K-3 special education classroom teachers  
  • Principals that have K-3 classrooms on their campus | • Assistant Principals  
  • Reading Interventionists  
  • Literacy Coaches  
  • Dyslexia teachers  
  • Speech pathologists  
  • Librarians  
  • Full-time employees who tutor students in ELAR/SLAR  
  • 4-5 teachers (all content areas)  
  • District ELAR Coordinators |

**General rule of thumb – “teacher of record”**

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

• Pull out GT teachers  
  • Part-time tutors  
  • *Math interventionists  
  • Hourly interventionists  
  • *STEM teachers  
  • Pull out TVI teachers  
  • Superintendents  
  • *Health, art, PE, and theatre teachers

*Participation would be rare
Year 3 adjustments will make Reading Academies more flexible, more efficient, and more effective

<table>
<thead>
<tr>
<th>More Flexible</th>
<th>More Efficient</th>
<th>More Effective</th>
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<tbody>
<tr>
<td>Districts may allow certain teachers to attempt to demonstrate knowledge without completing modules first</td>
<td>Content will be streamlined to ensure actual seat time accurately reflects projected seat time</td>
<td>Authorized Providers will have more resources and recommendations for supporting the strong local implementation planning with districts</td>
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<tr>
<td>Teachers who passed the STR exam will not have to complete all reading academies module content</td>
<td>Cohort leaders will no longer be required to grade artifacts</td>
<td></td>
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<tr>
<td>Participants with extenuating circumstances will continue to have additional time to complete academies</td>
<td>Districts will be able to verify reading academies completion on the TEA website</td>
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Implementation support for participants is essential to successful completion of reading academies

- Embed Reading Academies into the master PD calendar
- Build dedicated time for artifact support into the calendar
- Plan for substitute teachers to cover classrooms so that teachers can complete Reading Academies during class time
- For blended cohorts, incorporate a variety of learning modalities and experiences
- Differentiate supports for new teachers
- Clearly communicate pacing timelines and deadlines
- Provide teachers with stipends to compensate for their time
TEA is exploring other opportunities to help districts meet the HB3 requirements beyond the 2022-2023 school year.

- Reading Academies completion will be made available on the SBEC Certificate Look Up
- Authorized Providers will have additional flexibility in order to best serve their customers
- EPP programs will be able to offer Texas Reading Academies to pre-service teachers
- Continued improvements based on data
Reading academies will continue to be required beyond the 2022-2023 school year; however, districts will have until the end of the first year of placement to enroll new teachers.

**In Statute**

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

- There are several upcoming opportunities to learn more about these changes:
  - Wednesday, April 6th – 10:30am
    - [https://us02web.zoom.us/meeting/register/tZwpfu-hqDsuH9Hna988t5NCz_hU12Wv8Zvd](https://us02web.zoom.us/meeting/register/tZwpfu-hqDsuH9Hna988t5NCz_hU12Wv8Zvd)
  - Tuesday, April 12th – 1:30pm
    - [https://us02web.zoom.us/meeting/register/tZ0qc-GgqTIpG9Abhwp79umqfE-lpD22KO_L](https://us02web.zoom.us/meeting/register/tZ0qc-GgqTIpG9Abhwp79umqfE-lpD22KO_L)
  - Thursday, April 14th – 10:00am
    - [https://us02web.zoom.us/meeting/register/tZIud-mtrTwtHtd_6-Mbj7lZKeJ9bPxqC4Ba](https://us02web.zoom.us/meeting/register/tZIud-mtrTwtHtd_6-Mbj7lZKeJ9bPxqC4Ba)

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