

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

**Reading Academies
Superintendent Call
February 16**

Reading Academies are designed to support better reading outcomes for students

The Texas Reading Academies has created a path for teachers and administrators to use research-based strategies to improve the reading skills of students across the state.

Instructional Practices	The Reading Academies modules make recommendations using the Science of Teaching Reading in order to shift practices and align all Texas teachers and administrators to use evidence-based instruction across the state.
Professional Development	The course empowers Texas teachers and administrators to grow in their skill and profession, making them more knowledgeable in best practices for teaching reading and writing.
Instructional Support	Job-embedded coaching is one of the best methods for supporting change in classrooms and schools.

To date, over 80,000 teachers have completed Texas Reading Academies and over 50,000 are currently enrolled

In Process 50,849	
Administrator	2,673
Biliteracy	4,442
Dual Biliteracy	1,593
Dual ELAR	2,861
ELAR	39,280

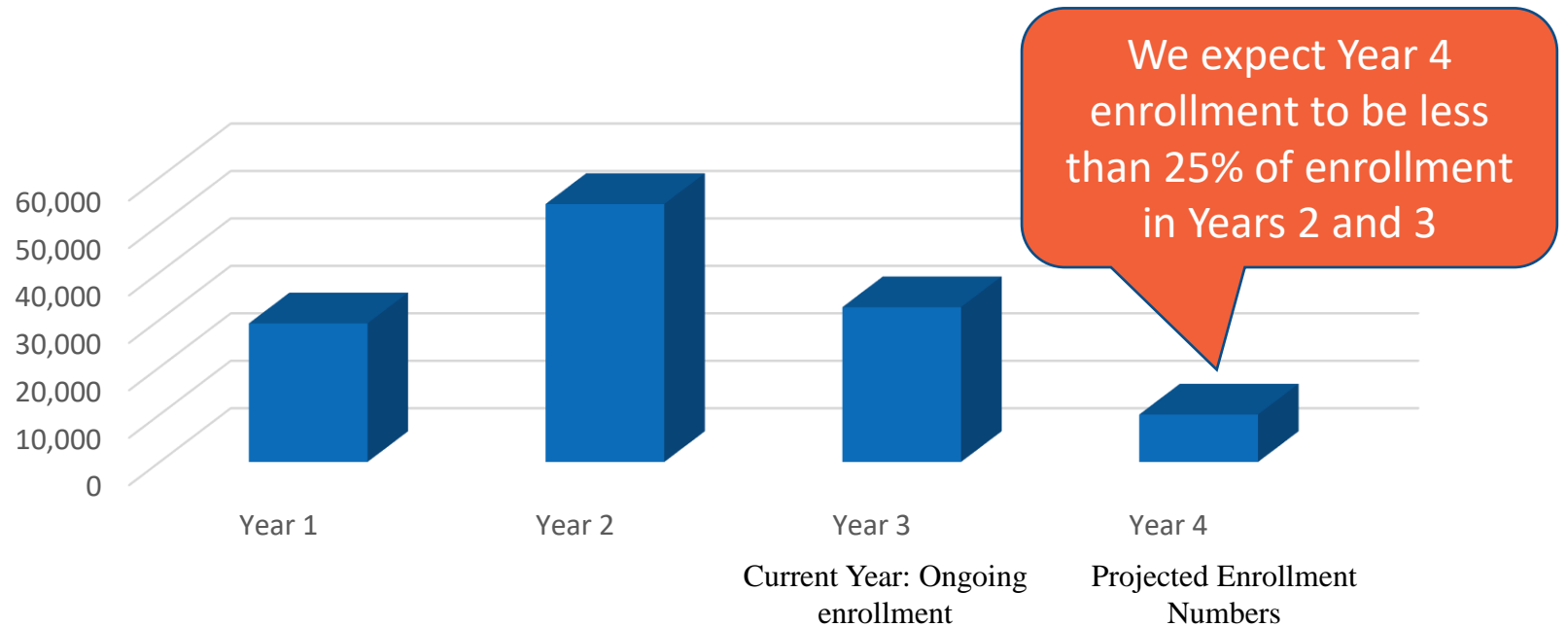
Completions 81,198	
Administrator	5,995
Biliteracy	7,045
Dual Biliteracy	2,121
Dual ELAR	3,396
Dual Path (ELAR and Biliteracy)	6,938
ELAR	55,703

By December 2023, over 132,000 educators will have completed Texas Reading Academies

We expect significantly fewer teachers will need reading academies next year and beyond.

Over 81,000 educators have completed Reading Academies.

Reading Academies Enrollment Numbers



Given the declining number of teachers who will participate in reading academies, available funds per teacher will increase

The statewide early education allotment for FY 2024 is expected to total over \$760 million

Districts received several new funding sources in HB 3 that can be used to support reading instruction, including paying for teacher attendance at reading academies

- **Early Education Allotment:** additional 0.10 for each student in grades K-3 who is educationally disadvantaged or Limited English Proficient (LEP)
 - *A student who is both educationally disadvantaged and limited English proficiency generates a funding weight of 0.20*

While the number of educators who must complete Reading Academies will significantly decrease in Year 4 and beyond, the Early Education Allotment that can be used to fund Reading Academies will not decrease.

Current Pathways Offered: Year 3 (2022-23)

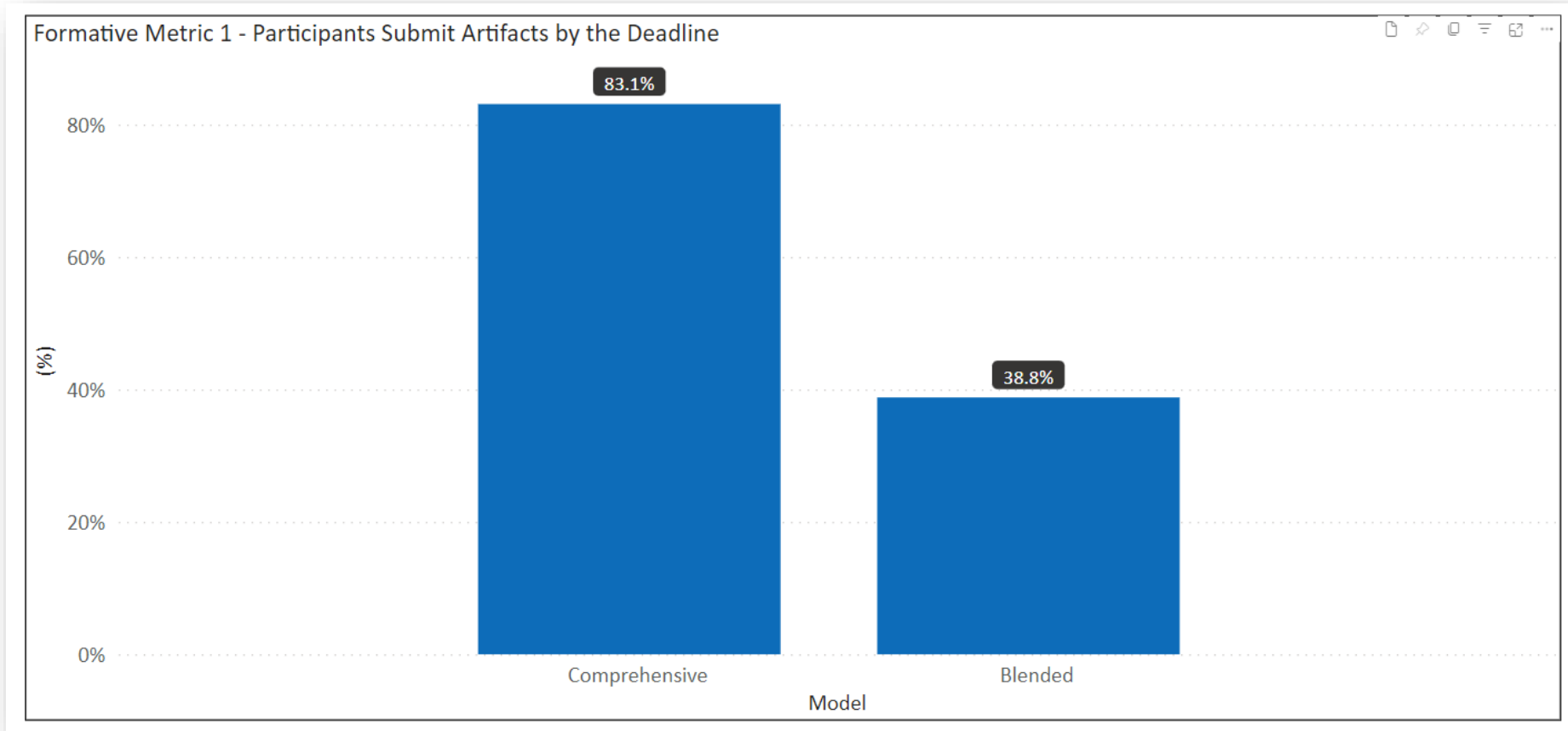
Year 3 Reading Academies Pathways

ELAR Pathway	Comprehensive & Blended	English Language Arts and Reading participants led by an English cohort leader	60 hours
Biliteracy Pathway	Comprehensive & Blended	Bilingual, dual language, or Spanish Language Arts and Reading (SLAR) participants led by a bilingual cohort leader	60 hours
Dual Blended Pathway (ELAR & Biliteracy)	Blended	ELAR and Biliteracy participants enrolled in the same course led by a bilingual cohort leader	60 hours
Administrator Pathway	Blended	Principals, Assistant Principals, and instructional leaders with an administrative focus on school- or district-level decision making	42 hours
STR Pathway	Blended	A shortened course focused on STR instructional strategies for application in the classroom, available as ELAR or Biliteracy * The STR Pathway is only available to participants who have successfully passed the STR Exam.	42 hours
Extenuating Circumstances Pathway	Blended	Educators who experience extenuating circumstances after starting an academy who need additional time to complete	60 hours

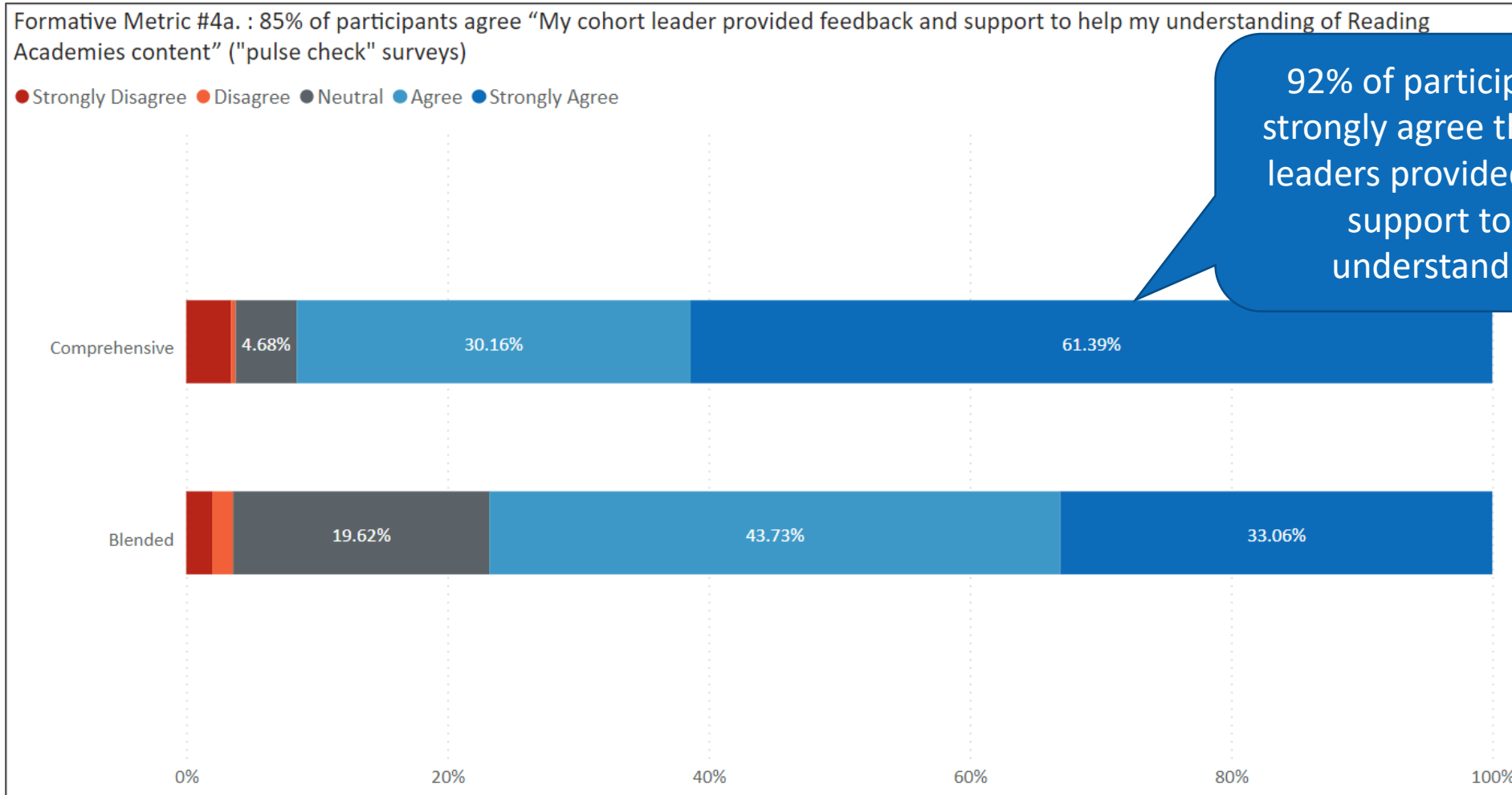
Note: Some options have been more successful than others.



There was a much higher rate of timely artifact submission by comprehensive cohort learners vs. blended cohort learners



Survey data reflects higher satisfaction scores for comprehensive model participants than blended model participants.



92% of participants agree or strongly agree that their cohort leaders provided feedback and support to help with understanding of STR.

Based on qualitative and quantitative data, we will adjust Year 4 Reading Academies implementation

To support a more positive experience for all future learners, beginning in July 2023 reading academies will shift to primarily **comprehensive model** implementation. Limited blended pathway options will be available for select individuals.



Participant Satisfaction



Program Metrics



Application of STR Practices

Changes to Pathways: Year 4 (2023-24)

Year 4 Reading Academies Pathways

ELAR Pathway	Comprehensive	ELAR teachers new to Texas schools; teachers moving from grades 4-5 to grades K-3	60 hours
Biliteracy Pathway	Comprehensive	Bilingual teachers new to Texas schools; teachers moving from grades 4-5 to grades K-3	60 hours
Dual Blended Pathway (ELAR & Biliteracy)	Comprehensive	Bilingual and ELAR teachers new to Texas schools; teachers moving from grades 4-5 to grades K-3	60 hours
Administrator Pathway	Blended	Principals, Assistant Principals, and instructional leaders with an administrative focus on school- or district-level decision making	42 hours
STR Pathway	Comprehensive	Available to participants who have successfully passed the STR exam; ELAR and Biliteracy	42 hours
Extenuating Circumstances Pathway	Blended	Educators who experience extenuating circumstances after starting an academy who need additional time to complete	60 hours

Beginning in Year 4 (2023-24) EPPs will have an opportunity to offer Reading Academies

- TEA will launch a working group in Summer 2023 comprised of a broad cross-section of EPP types to pilot Reading Academies with their candidates and contribute to planning for statewide (voluntary) implementation in the 2024-2025 school year.
- In the 2023-24 school year, 3-6 EPPs will have students complete Reading Academies. These programs graduate students that have already completed Reading Academies.

Next Steps:

- Learn more about Year 4 (2023-24) implementation in one of the following webinars:

- Thursday, March 2 – 3:00-4:00

<https://zoom.us/meeting/register/tJYtduCsrj8iGtbzGVI7lAqllIerx3wwf0T1T>

- Friday, March 3 – 9:00-10:00

<https://zoom.us/meeting/register/tJEvc-qqqz8rGdNCMoG-kXrbLuxCuHzjC6Uy>

Additional update information is available on the TEA website at

<https://tea.texas.gov/academics/early-childhood-education/reading/hb-3-reading-academies>