

A young Black male student is shown in profile, smiling and looking at a laptop screen. He is wearing a plaid shirt. The background is a bright, out-of-focus indoor setting. A white mug and some papers are visible on the desk next to the laptop.

# **Digital Learning**

## **House Public Education Committee**

### **September 30, 2020**

# Posted Questions

1. Can a map, detailed list, or other resources be provided that shows where there are gaps in available internet coverage? If so, please provide. What needs to be done to close this gap?

- **Governor Abbott's Operation Connectivity Task Force is working to create a map that will outline where in the state of Texas there are connectivity gaps. Once the map is developed later this fall, we'll provide it to the committee.**

2. What plans do internet service providers have to roll-out increased coverage in the state to close the technological gap only highlighted by the current pandemic?

- **TEA cannot speak to each of the internet service providers' plans to roll out increased coverage. However, Operation Connectivity will be reaching out to the internet service providers to discuss new and innovative technology solutions as well as address affordability issues related to adoption challenges. TEA is collaborating with the Department of Information Resources on a Request for Offer to determine vendors, solutions, and pricing.**

## Presentation Topics:

- Operation Connectivity
- Blended Learning
- Texas Virtual School Network
- Technology and Instructional Materials Allotment (TIMA)

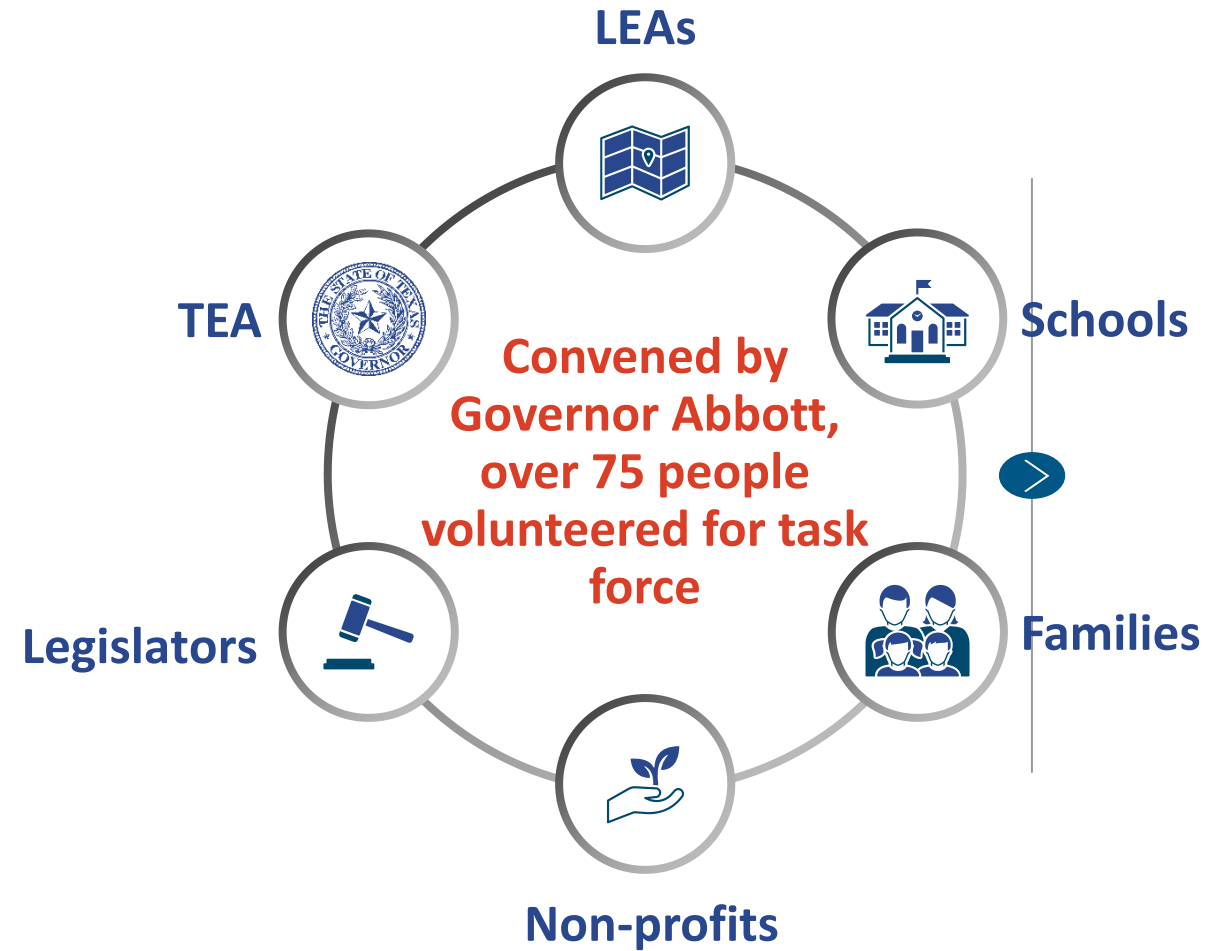
# Operation Connectivity Update

# What is Operation Connectivity?



## True North Goal

Solving the digital divide between all students in the state of Texas, no later than the 2021-22 school year



# Three Phases of Work to Reach the Goal

## Triage

Addressing immediate device and internet issues around the state for the start of 2020-21 school year.



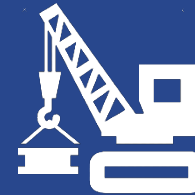
## Medium-Term

Reliable and inexpensive internet everywhere that doesn't require major construction.

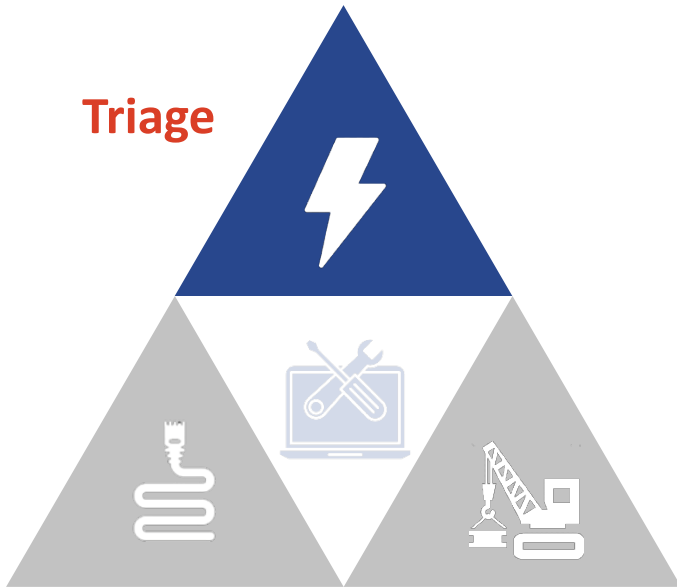


## Long-Term

Getting internet in places where major construction and installation is required.



## Triage Phase – March through start of 2020-21 SY



School districts sprint to connect students

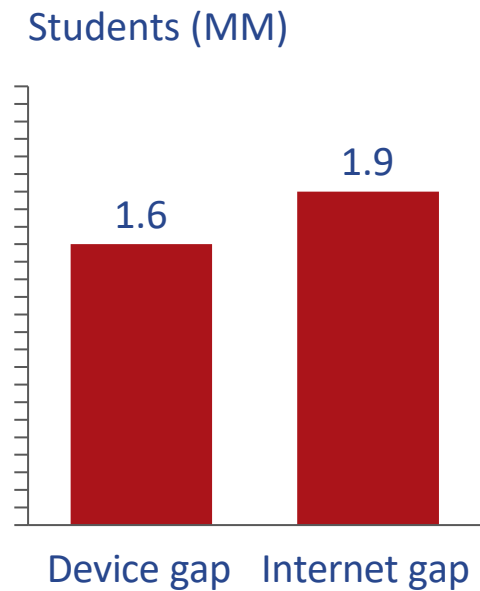
- **Internet:** personal hotspots, Wi-Fi in schools and on buses
- **Devices:** tablets, laptops, and other devices

These devices were ordered by districts themselves, and as part of an OC bulk order.

The state has made available roughly **\$600M for district reimbursement** and/or direct bulk order.

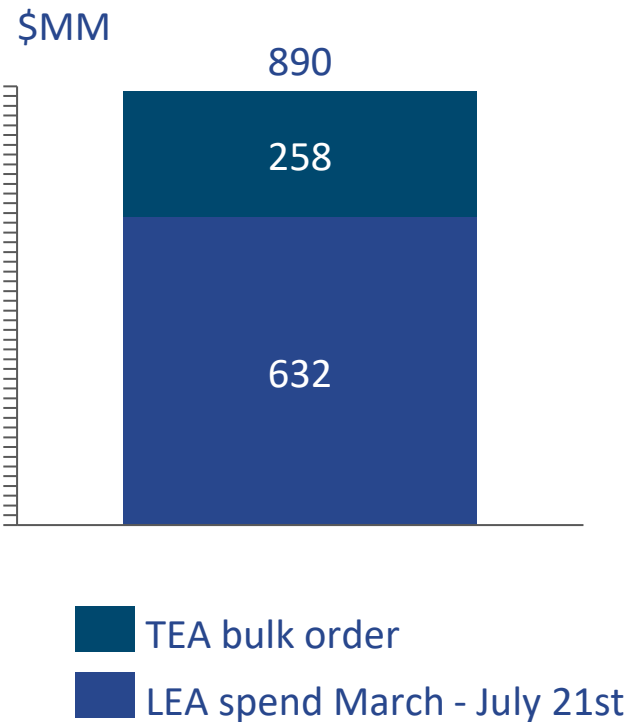
**Triage Phase Results:** LEAs and TEA will have contributed \$900M+ since March to close the connectivity gap. The device gap has been largely eliminated, but we believe that an Internet gap still exists.

Est. ~1.6 – 1.9M of Texas' 5.5 million students lack connectivity<sup>2</sup>

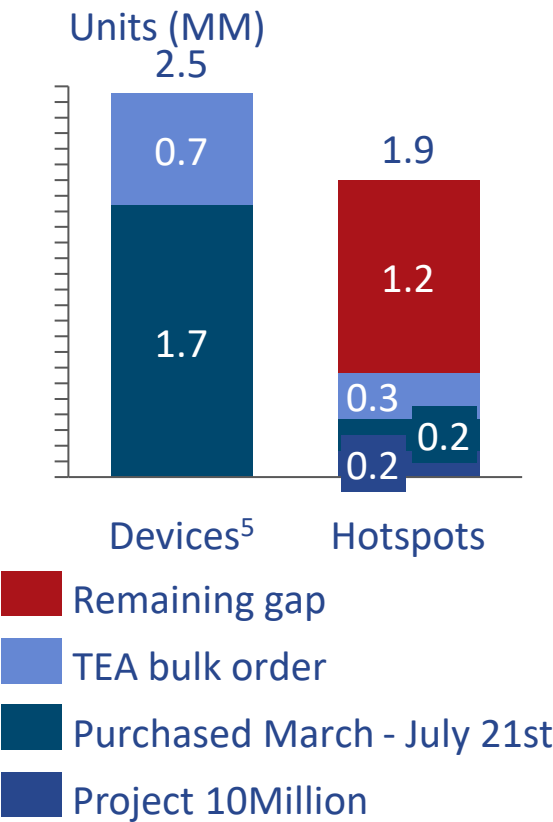


~61% of Texas students are categorized<sup>1</sup> as “economically disadvantaged”

LEAs and TEA will have spent \$890M since March<sup>3</sup> to close gap



2.5M learning devices purchased, 700K hotspots<sup>4</sup>



Note: LEA spend on fixed internet solutions excluded from analysis as large majority of solutions reported did not provide internet access to students in their home; Update is as of 8/11/2020, numbers will continue to be finalized in coming days; 1. October 2019 PEIMS submissions; 2. number of students lacking connectivity (device or high speed internet subscription) determined based on max between LEA submissions in June 2020 Operation Connectivity survey and American Community Survey census data; 3. Spend between March – May reported through TEA reimbursement survey, spend May 21 and July 21 reported by LEAs in TEA bulk order request 4. Still awaiting final confirmation on additional LEA orders 5. Although enough devices have been purchased in aggregate, individual LEAs could still have a gap



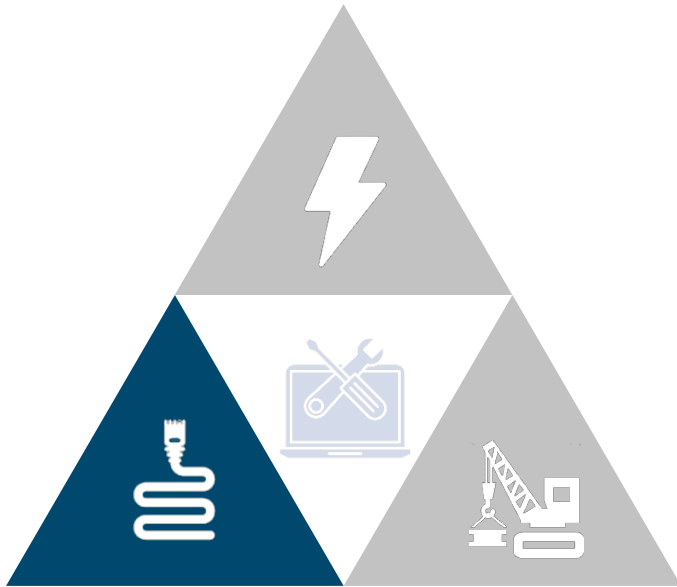
## Operation Connectivity: Project Timeline From Procurement through Delivery

Procurement Timeline					Shipping and Delivery Timeline					
					Actual		Projected			
Week 1 July 17 <sup>th</sup>	Week 2 July 31 <sup>st</sup>	Week 3 - 4 Aug. 6-15	Week 5 Aug. 6-24	Week 6 Aug. 25- Sept. 1	2nd Week Sept.	3rd Week Sept.	4th Week Sept.	October	November	December
TEA Bulk Purchase Announcement	LEA Survey	Interlocal Agreements Sent	Invoices & Purchase Orders	Final Purchase Orders	18.5% of Total Shipped	22% of Total Shipped	40% of Total Shipped	59% Shipped in Total	74% Shipped in Total	91% Shipped in Total
					16% Hotspots	24% Hotspots	80% Hotspots			
					19% E-Learning Devices	21% E-Learning Devices	24% E-Learning Devices			



With the creation of the OC Bulk Order program TEA was able to significantly reduce the costs of devices/hotspots for the LEAs . Due to the volume ordered, Texas was able to be placed at the top of the supply chain, expediting shipping and delivery to LEAs that would otherwise still be waiting on for deliveries.

## Medium-Term Phase - Duration of 2020-21 SY



**Medium-Term**

- 1) Identify areas where infrastructure isn't adequate for low cost, high speed, reliable bandwidth for families; and where it is, but where families still do not have it
- 2) Further reduce Internet gap by assisting LEAs to acquire low cost, high speed, reliable bandwidth for families in need where hotspots aren't ideal but other options are available

# Over the past few years, significant progress has been made on school building connectivity

Rider 69. E-Rate Classroom Connectivity (85<sup>th</sup> Session)



## **\$25M for E-Rate state matching funds-**

to support projects that build high speed broadband infrastructure

- **99% of schools** will have fiber-optic connections when special construction projects are completed\*\*\*
- The number of districts having at least one campus not connected to fiber will be reduced from **123 to 44**

Funding Year	Fiber Project Costs	State Match \$\$
2017*	\$60.1M	\$5.31M
2018**	\$194.2M	\$18.1M
Total	\$254.3M	\$23.41M

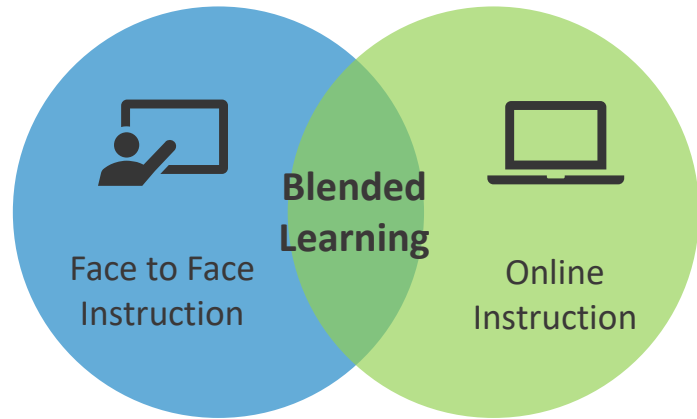
\* Total Project Costs in 2017 that USAC approved from Districts requests.

\*\* E-rate Funding Year 18 Applicant requests certified in the filing window. As of 8/1/2018 all FY 2018 projects requests are pending USAC approval.

\*\*\*All projects must be completed by May 31, 2021

# Blended Learning

# Blended Learning Supports Differentiated Instruction



## Face-to-Face

Human flexibility  
Love from a real teacher  
Face-to-face encouragement

## Online

Quick diagnosis  
Simple differentiation  
Instant adjustments



Station Rotation  
Model



Lab  
Model

## Blended Learning in Action

**Due to COVID, there has been a massive increase in the number of districts using some form of blended (as fully remote) learning, so supporting quality programs has become increasingly important for more districts.**

# Significant Implementation Barriers Exist

## Launch Barriers Faced by Districts

- 1 **Upfront planning and strategic design** are often skipped due to timing and competing priorities
- 2 **Implementing a new instructional model is hard**, especially when doing it alone
- 3 **Performance Management Systems** are left to the school to design and carry out
- 4 **Online curriculum choices are abundant** evaluating options is tough

## Scale Barriers Faced by Districts

- 1 **Design and Implementation experts** unable to meet rising district demand at an effective cost
- 2 **Districts focus on model implementation** at the expense of financial sustainability
- 3 **Operational constraints** decrease likelihood of sustainability and inhibit high BL ROI
- 4 **Online, supplemental curriculum decisions** often siloed from core curricular choices
- 5 **Status quo and financial risks** inhibit district adoption of new blended learning models

**Numerous barriers exist to successfully implementing digital learning at scale**

# COVID Has Created Additional Staffing Challenges for Schools Implementing Blended (as Fully Remote) Learning



Threats of potential COVID outbreaks impacting staffing and continuity



Teachers juggling mix of in-person and remote instruction



Variation in student experience depending on effectiveness, experience of teacher



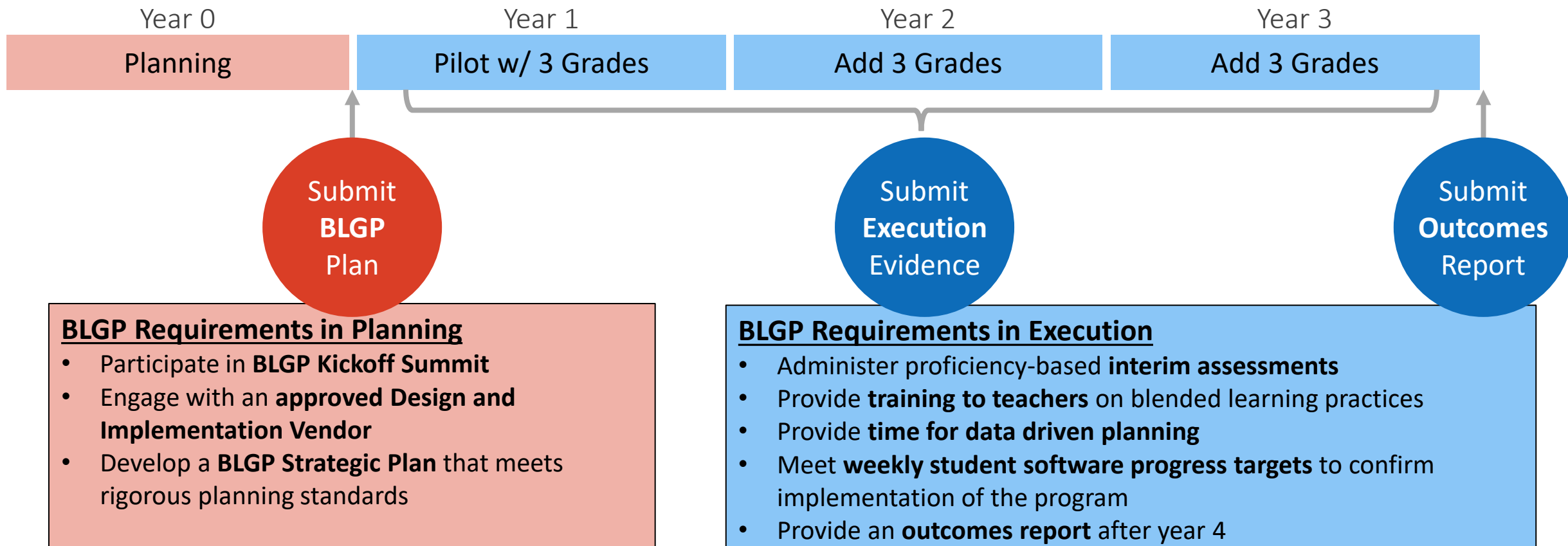
Shortage of quality candidates in teaching pipeline, combined with turnover



Challenge of effectively differentiating and providing individualized support, particularly to English learners and students with IEPs / 504s

# HB 3 Created Blended Learning Grant Program (BLGP)

The Blended Learning Grant Program is a four-year process to design, launch, scale, and sustain a high-quality blended learning program that helps districts overcome challenges.





# BLGP Provides Suite of Supports

**As a part of the grant program, TEA provides districts with the range of services they need to successfully address the barriers that exist for successful implementation**

## Design & Implementation Services

- Strategic Planning and Implementation Support
- Job-Embedded Professional Development for teachers and leaders

## Finance and Operations

- Financial redesign
- Master Scheduling Support
- Rostering & Single Sign On
- Technology Infrastructure
- Technology Audit

## Curriculum Review, Adoption & Alignment

- Software programs
- Online Curriculum Selection
- Core & Supplemental Curriculum Alignment
- Product-specific Implementation Support

# New Free Blended Learning Products Available

THL 3.0 is an optional, connected suite of resources that educators can use fully or in-part in the new remote learning environment, including online math programs.

## Texas Home Learning 3.0

### INSTRUCTIONAL MATERIALS



PreK-12 digitized, standards-aligned curricular content customized for Texas and the current learning environment

### TECHNOLOGY



Suite of technology tools including a learning management system to support student engagement and instructional collaboration

### PROFESSIONAL DEVELOPMENT



Content and technology focused professional development to support educators with implementation both in classroom and remote settings

**Districts may optionally adopt none, part, or all of any of the three components above**

# Texas Virtual School Network

# The Texas Virtual School Network (TXVSN) has two components

A statewide catalog of supplemental online courses for credit toward high school graduation

- Offers online courses that are high-quality, interactive, instructor-led
- Teachers are state-certified, appropriately credentialed, and trained in effective online instruction
- Provide only individual high school courses
- Students remain enrolled in their home district or charter school (TXVSN receiver district).
- The TXVSN teacher serves as the teacher of record.

A 100% virtual full-time TXVSN Online Schools (OLS) program serves eligible public-school students in grades 3-12 who reside anywhere in Texas

- Provides access to complete educational programs that are high-quality, Interactive, and instructor-led
- TXVSN teachers are state-certified, appropriately credentialed, and trained in effective online instruction
- Serve students in grade 3 through high school
- Students are enrolled in the district that houses the online school.

## Grades 3-8

A student achieves successful program completion by

- completing the TXVSN education program;
- demonstrating academic proficiency with passing grades equivalent to 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s) for the education program; and
- being promoted to the next grade level.

## High School

A student achieves successful course completion by

- completing a TXVSN high school course;
- demonstrating academic proficiency of the content for the high school course with a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s); and
- earning credit for the course.

# Perfect Attendance is assumed for funding purposes in the TXVSN

## Grades 3-8

For enrollment in the grade-level program to count toward ADA eligibility status, the student must successfully complete the program.

- TEA determines a student's ultimate ADA eligibility status using course completion data reported by the district.
- If the student successfully completed the TXVSN education program, the school retains 100% funding for the full year regardless of the amount of the year a school serves the student.
- If the student did not successfully complete the TXVSN education program, TEA adjusts the student's ADA eligibility status accordingly and FSP funding for that student is reduced to zero dollars.
- Resulting adjustments to state funding are made in the following school year.

## High School

TXVSN courses may count toward student eligibility for half-day or full-day attendance funding. A student is scheduled for and receives instruction for 60 minutes each day for each course taken through the TXVSN.

- For **statewide course catalog** participants - a total of no more than three semester courses taken through the TXVSN statewide course catalog may be used in determining a student's ADA eligibility for any one semester with a maximum of six total semester courses in a school year.
- For students in a **full-time online school** - no more than four total semester courses taken through the TXVSN may be used in determining a student's ADA eligibility for any one semester, with a maximum of eight TXVSN semester courses within a school year.

All electronic courses to be made available through the Texas Virtual School Network (TXVSN) must be reviewed and approved prior to being offered. TEA receives an appropriation to support course review. However, if funding isn't sufficient, TEA may charge course providers a course review fee.

A Texas public school district or charter school may apply to the commissioner for a waiver of the course review requirement if the school district or charter school certifies that courses meet the requirements in state law.

- (1) A school district or charter school that receives a waiver of this requirement must ensure that students enrolled in online courses that have not gone through the course review process perform at a rate at least equal to that of the district or charter as a whole.
- (2) A school district or charter school that does not maintain student performance at least equal to that of the district or charter as a whole may be required to submit courses for review as a condition of continued participation in the TXVSN.

A large, solid orange arrow pointing from the left towards the text on the right.

**TEA is in the  
process of  
identifying and  
approving  
external course  
reviewers to  
better facilitate  
future course  
reviews.**

# TXVSN Full-time Online Schools Operating in 2020-20201

## [iUniversity Prep](#)

Grapevine-Colleyville Independent School District  
County/District/Campus Number: 220-906-007  
Serves grades 5-12

## [Texas Virtual Academy at Hallsville](#)

Hallsville Independent School District  
County/District/Campus Number: 102-904-010  
Serves grades 3-12

## [Texas Connections Academy at Houston](#)

Houston Independent School District  
County/District/Campus Number: 101-912-100  
Serves grades 3-12

## [Texas Online Preparatory School](#)

Huntsville Independent School District  
County/District/Campus Number: 236-902-108; 236-902-048;  
236-902-008  
Serves grades 3-12

## [Premier High School Online](#)

Premier High Schools (Charter Holder: Responsive Education Solutions)  
County/District/Campus Number: 072-801-145  
Serves grades 9-12

## [eSchool Prep](#)

Texarkana Independent School District  
County/District/Campus Number: 019-907-006  
Serves grades 5-11

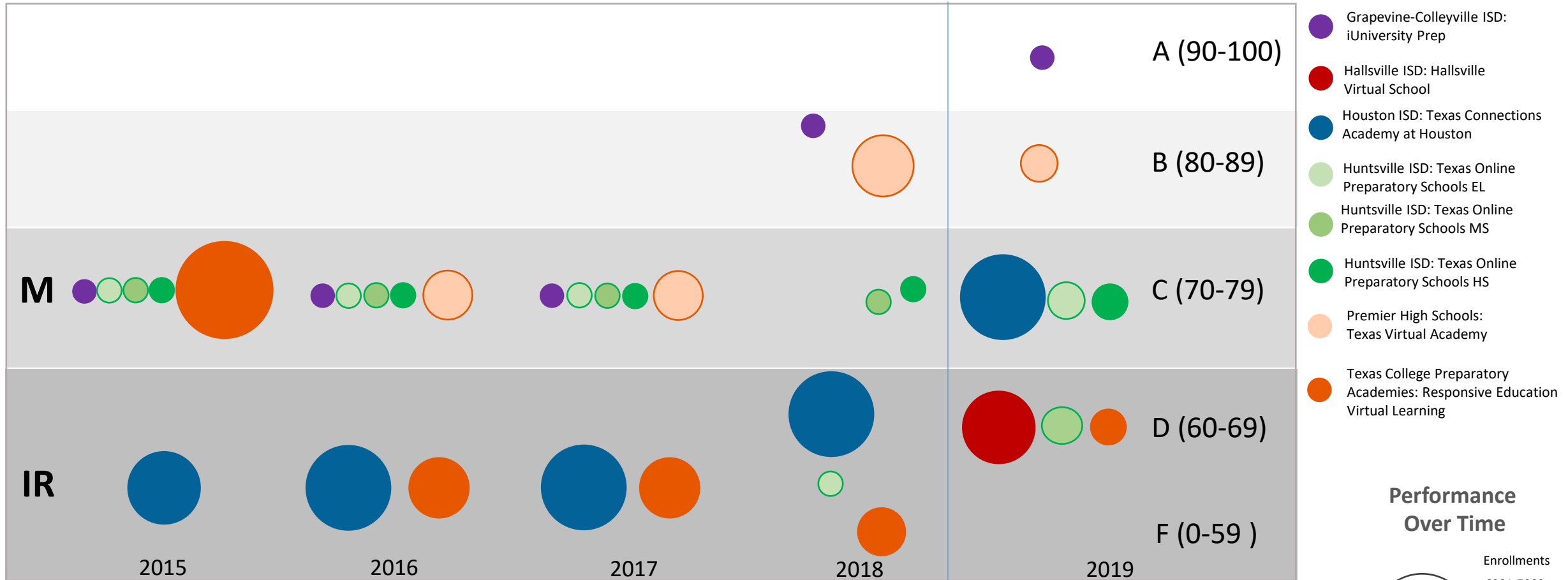
## [iSchool Virtual Academy of Texas](#)

Texas College Preparatory Academies (Charter Holder: Responsive Education Solutions)  
County/District/Campus Number: 221-801-022  
Serves grades 3-12

Only schools offering an online program that was operating on January 1, 2013 are allowed to operate a Full Time VSN School.



# TXVSN Full-time Online Schools Performance Has Varied Over Time

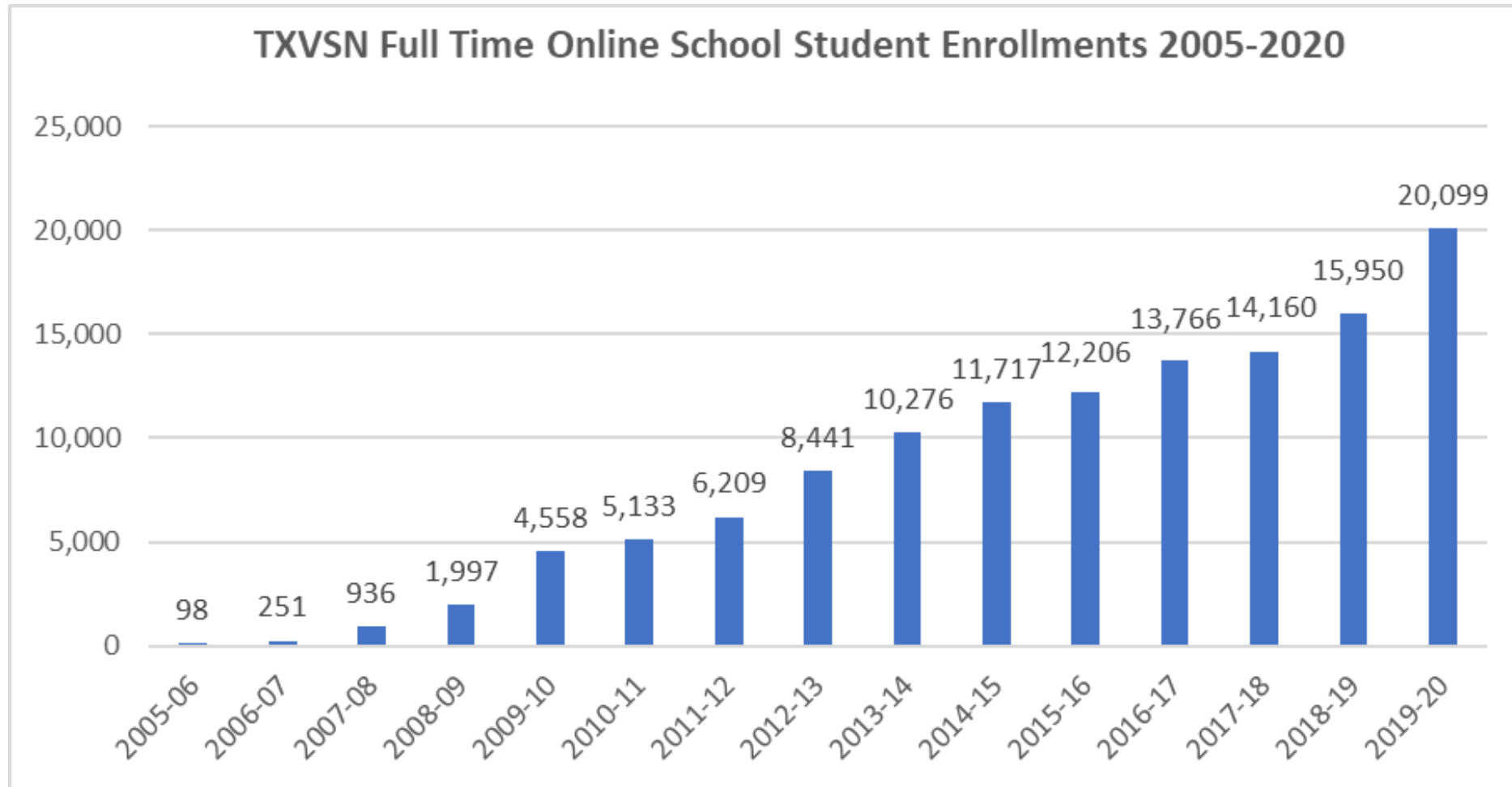


Prior to 2019, if schools “met standard” the dot is placed at a C  
In 2018, schools received a numeric score and a rating of M or IR..  
\*\* If dots do not appear for a year, they were not rated that year.

M – Met standard/Met alternative standard

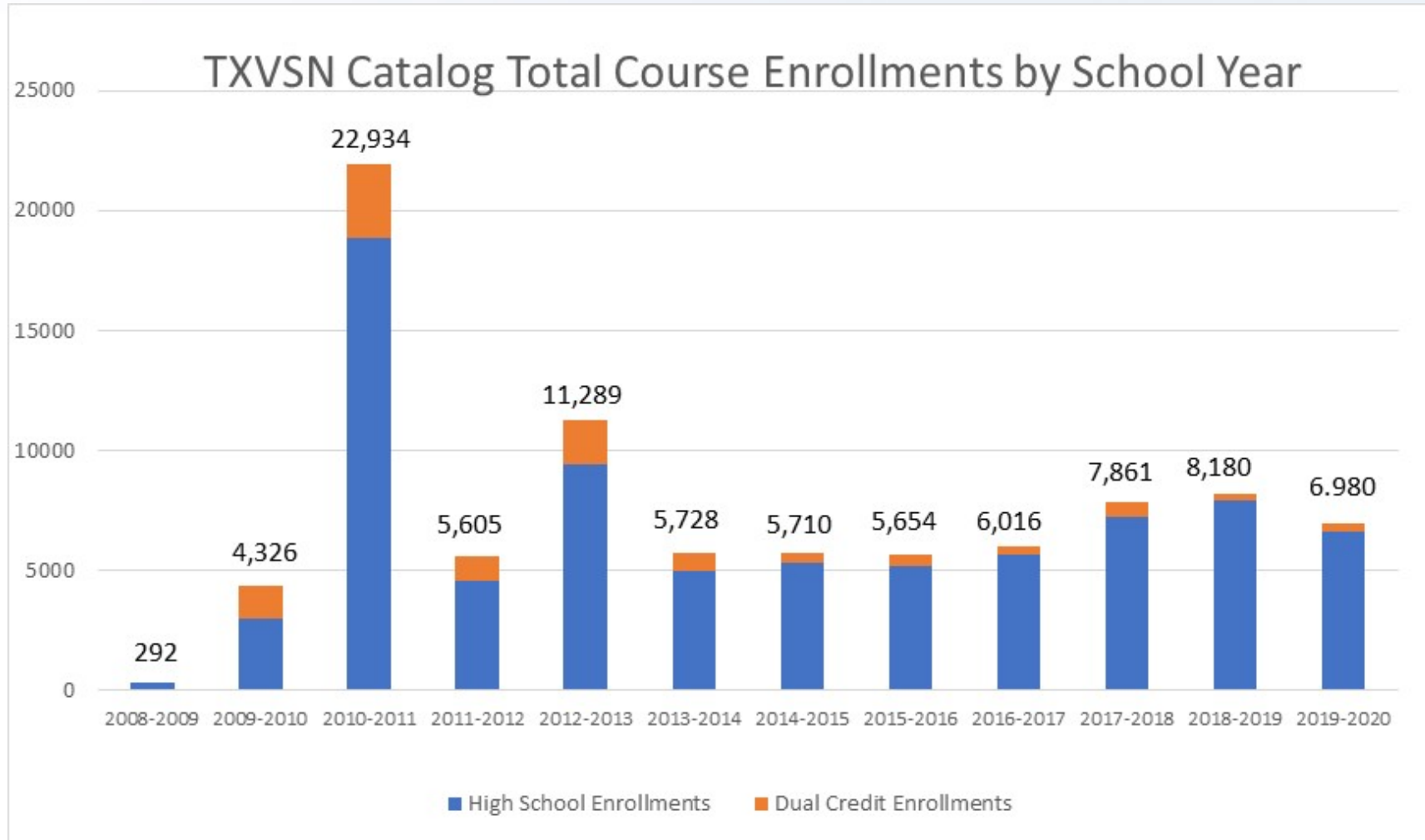
IR – Improvement required

# TXVSN Enrollment Trends - Full Time Enrollment



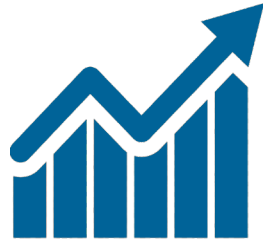
Data Source: TEA PEIMS and TEA TAPR. Data as of February 5, 2019

# TXVSN Enrollment Trends – Catalog Courses



Data Source: TXVSN Website. Data as of January 27, 2020

## Successful Course Completion Has Increased Over Time



Performance  
Over Time

LBB Performance Measure	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Course Enrollment through TXVSN (2.2.1.OP.1 )	22,934	5,605	11,289	5,728	5,710	5,654	6,076	7,861	8,091
Percent of Successful Course Completions through TXVSN (2.2.OC.6)	66.93%	78.34%	76.53%	78.91%	86.41%	91.59%	89.76%	87.71%	90.73%

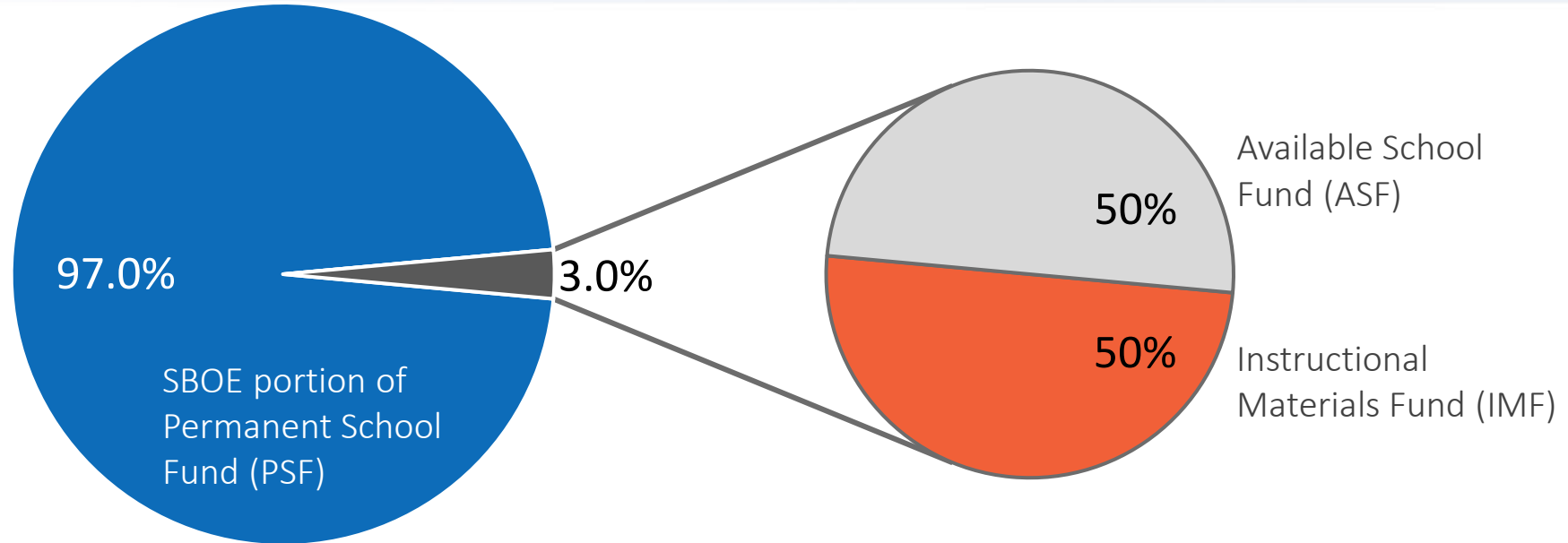
# TXVSN Programmatic Considerations

**Significant cost reductions were achieved with a decrease in the appropriation from **\$4,000,000** per year in the 2016-2017 biennium to **\$400,000** per year in the 2018-2019 biennium.**

- **The current appropriation does not support the following statutorily required activities:**
  - Review and approval of electronic courses (TEC, §30A.105)
  - Non-profit entity, private entity, corporation review (TEC, §30A.101(c))
  - Informed Choice Reports Public access to user comments (TEC, §30A.1021)
  - Student performance information (TEC, §30A.054)
  - Verification of successful completion by a teacher of required appropriate professional development (TEC, §30A.1111(b))
  - Review of professional development courses (TEC, §30A.1121(b))
- The operating costs of the state virtual school network may not be charged to a school district or open-enrollment charter school.
- If the agency determines that the costs of evaluating and approving a submitted electronic course will not be paid by the agency due to a shortage of funds, the entity that submitted the course for evaluation and approval may pay a fee equal to the amount of the costs in order to ensure that evaluation of the course occurs. (TEC, §30A.105(d)).

# Technology and Instructional Materials Allotment (TIMA) Update

# Determination of the TIMA Funds



- The PSF contribution to public education is paid out at a rate determined by the SBOE, which considers the current value of the PSF (including the SLB portion), upcoming instructional materials needs, and the maintenance of intergenerational equity.
- That rate is 2.974% for the 2020–2021 biennium



- The instructional materials fund (IMF) is created from half of the available school fund (ASF).
- The instructional materials allotment was renamed the technology and instructional materials allotment by the 85th Texas Legislature in 2017

# Overview of TIMA Allowable Use of Funds

## Instructional Materials Allotment (IMA)

District purchases are approved based on the following criteria:

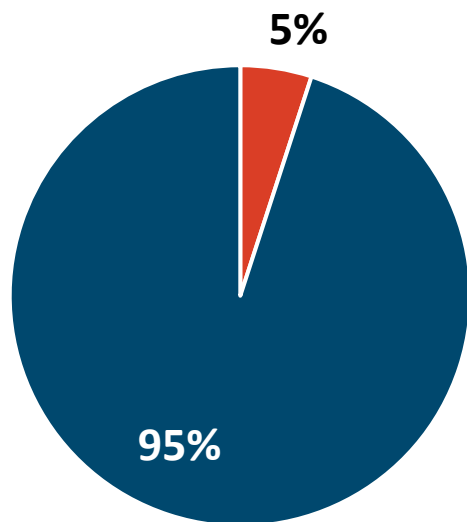
Specifically Allowed	Specifically Prohibited
<ul style="list-style-type: none"> <li>• Instructional materials (of any sort, both adopted and non-adopted)</li> <li>• Technological equipment that contributes to student learning</li> <li>• Training staff in the use of either of the above</li> <li>• Providing access to technological equipment for instructional use</li> <li>• Salary and other expenses of an employee who provides technical support for the use of equipment directly involved in student learning</li> <li>• Inventory software or systems for storing, managing, and accessing instructional materials</li> <li>• Software for analyzing the use and effectiveness of instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Services for installation</li> <li>• The physical conduit that transmits data such as cabling and wiring or electricity</li> <li>• Office and school supplies</li> <li>• Travel expenses</li> <li>• Items that are not directly related to student instruction such as furniture, athletic equipment, extension cords, temporary contractors, or video surveillance equipment</li> <li>• Equipment used at a warehouse for the purpose of moving or storing, <del>or taking inventory</del> of instructional materials</li> </ul>

Note: Red text represents recent changes to allowable use of funds (HB 396, effective 9/1/19)



# Instructional Materials Fund Use

Texas Instructional  
Materials Allotment



- TIMA state initiatives
- TIMA LEA allocation

## TIMA State Initiatives (Set-Asides)

- Effectiveness of each state initiative is measured so TEA can monitor and track the effectiveness of set-aside funds; see following slides

## TIMA District Allocation

- 95% of the TIMA is allocated directly to districts to equip students with instructional materials and technology as well as supports including training, staff salaries, inventory, etc.
- Districts may choose to use funds as needed to meet local needs (TEA only confirms allowable use)
- However, TEA is currently not able to effectively track how districts are spending their allocated funds, and therefore cannot report on effectiveness of this spending

# 2020-21 TIMA State Initiatives (Set-Asides)

Technology and Instructional Materials Appropriation		FY 2020	FY 2021	Biennium Total
<b>Total Appropriation</b>		NA		\$1,101,430,204
<b>TIMA State Initiatives</b>	Freight	(5,000,000)	(5,000,000)	(52,500,000)
	Online College Readiness Materials (TEKS Guides)	(2,500,000)	NA	
	Open Education Resources	(15,000,000)	(5,000,000)	
	Instructional Materials Portal (Texas Resource Review)	(5,000,000)	(5,000,000)	
	Technology Lending Grants	(10,000,000)	NA	
<b>Total Appropriation (Less statewide programs)</b>		NA		\$1,048,930,204
<b>TIMA District Allocations for Specific Student Populations</b>	High Enrollment Growth	(10,000,000)	(10,000,000)	(32,258,690)
	JJAEP set aside	(162,000)	NA	
	WINDHAM set aside	(1,607,388)	NA	
	Bilingual set-aside	(10,489,302)	NA	
<b>Net available TIMA for District Allocation</b>		NA		\$1,016,671,514
<b>TIMA District Allocation</b>	TIMA per student (per bilingual student)	NA		\$187.09 (\$207.25)

# Effectiveness of TIMA Set Asides: Technology Lending Grants

# Technology Lending Grant Program

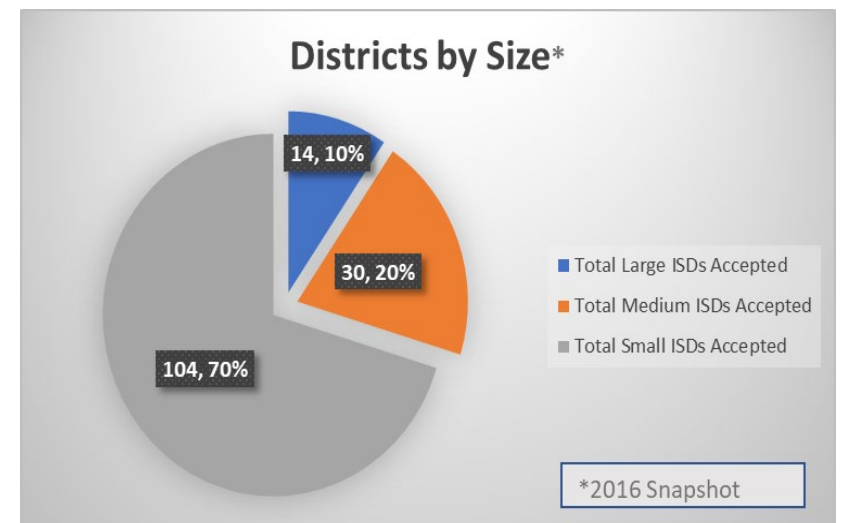
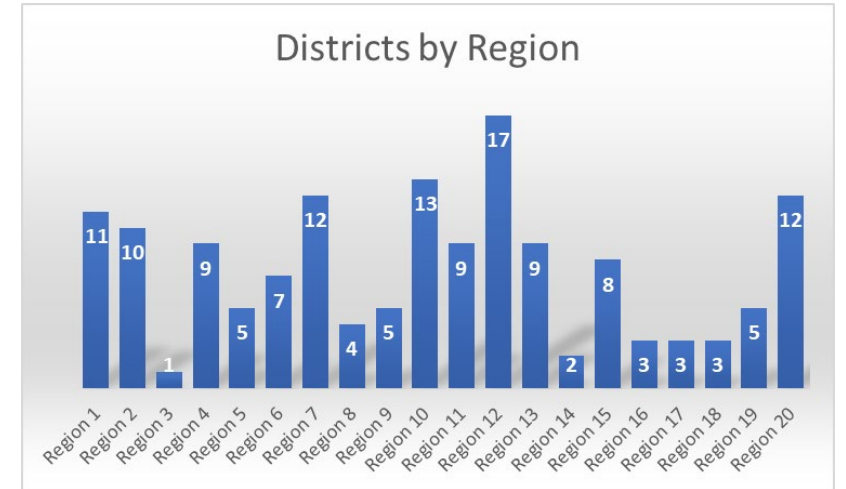
## What is the purpose?

Senate Bill 6, passed by the 82nd Texas Legislature, established a program to help districts provide personal technology devices and internet access to students for use with digital instructional materials.

## How does it work?

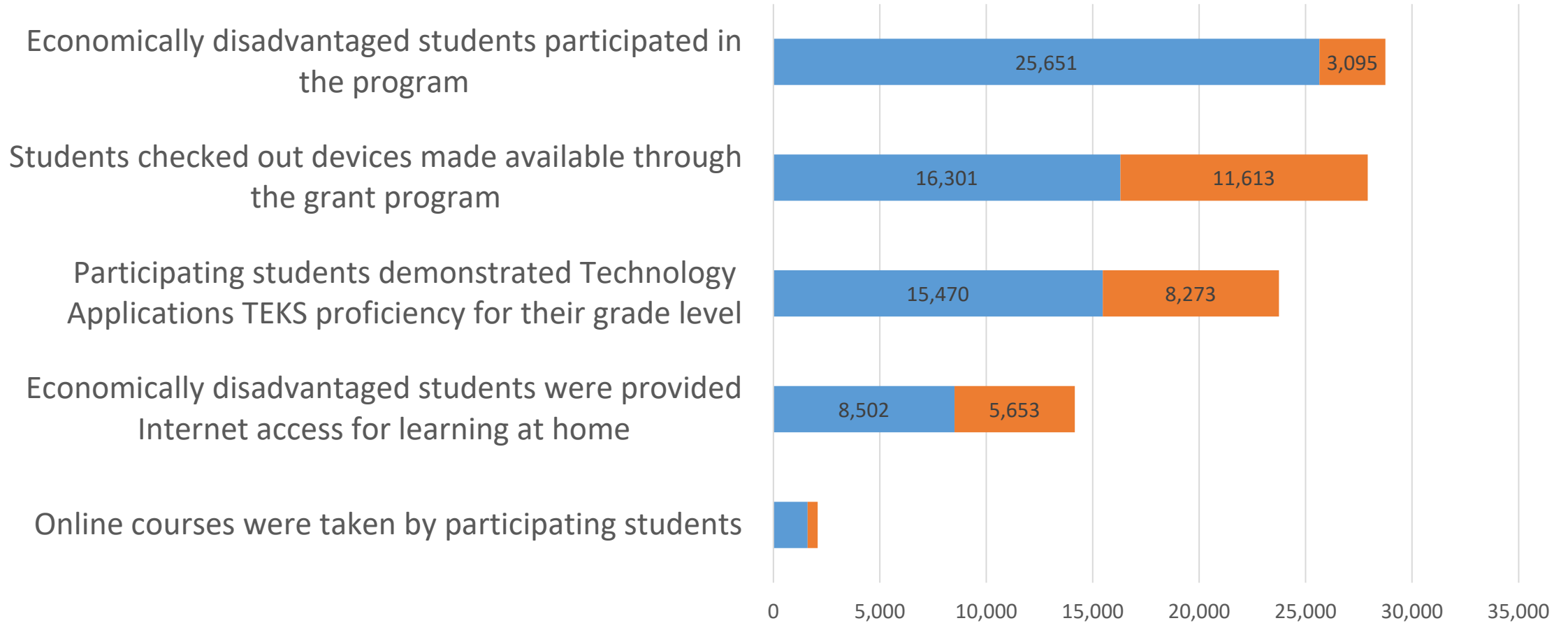
The 2018–2019 Technology Lending Program awarded competitive grants to Texas public school districts and open enrollment charters through a request for applications (RFA). Approximately \$10 million was awarded to 148 districts with at least 40% economically disadvantaged campuses.

TEC 32.301



# Performance Measures for 2018-19 Grant

## Grant Performance Measures



Note: reporting as of August 31, 2019

■ By Fall 2018 ■ By Fall 2019

# Grantees Reported Increases in Equitable Access

*"We saw their confidence level grow with technology and in class. They were able to complete assignments and work on online intervention programs at home, and came to school more prepared for the day, and more excited."*

## Rockwall ISD

*"We went from only 6 students taking online dual credit classes in the fall of 2018 to 20 students taking online dual credit classes in fall of 2019."*

## McDade ISD

*"It has helped when students are absent because they can see what they missed in Google Classroom. The students can check their grades more often since they have access to the Chromebooks. As a result, I have fewer students with missing assignments."*

## Plainview ISD

*"Teachers are able to give students access to resources that were once inaccessible. Now, students take tests on their own devices; students are able to access digital textbooks and interact with the digital resources that are available with the textbooks."*

## Newcastle ISD




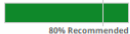




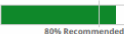
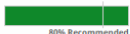
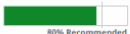
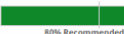
# Effectiveness of TIMA Set Asides: Instructional Materials Portal (Texas Resource Review)

# Texas Resource Review (TRR)

(also known as Instructional Materials Portal)



<https://texasresourcereview.org/>

Selected Titles			
			
	<b>HMH Texas Into Reading Grade 2</b> Grade 2 TEKS (Student): 100%	<b>Learning A-Z English Raz-Plus ELL Grade 2</b> Grade 2 TEKS (Student): 100%	<b>Collaborative Literacy Grade 2</b> Grade 2 TEKS (Student): 73%
1. TEKS and ELPS Alignment (percent of standards met in materials)	Meets TEKS/ELPS Requirements	Meets TEKS/ELPS Requirements	Meets TEKS/ELPS Requirements
Percent of standards met in materials			
2. Texts	100% (12 out of 12 points)	83% (10 out of 12 points)	100% (12 out of 12 points)
What students read, see, and hear			
3. Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, Thinking, Inquiry and Research	100% (46 out of 46 points)	78% (36 out of 46 points)	93% (43 out of 46 points)
What students are asked to write, speak and demonstrate.			
4. Developing and Sustaining Foundational Literacy Skills	100% (16 out of 16 points)	75% (12 out of 16 points)	100% (16 out of 16 points)
			

## TEC 31.081-31.084 Instructional Materials Web Portal

"The commissioner shall develop and maintain a web portal to assist school districts and open-enrollment charter schools in selecting instructional materials...."

## What is the purpose?

The purpose of the Texas Resource Review is to assist districts in **selecting high quality instructional materials.**

## How does it work?

Districts browse **comprehensive and user-friendly portal that provides information about the quality of instructional materials**, using evidence evaluated by teams of Texas educators. ***It is like Consumer Reports for instructional materials.***



# Setting Up Texas Resource Review

To launch the TRR, a series of steps were required to establish the quality review process

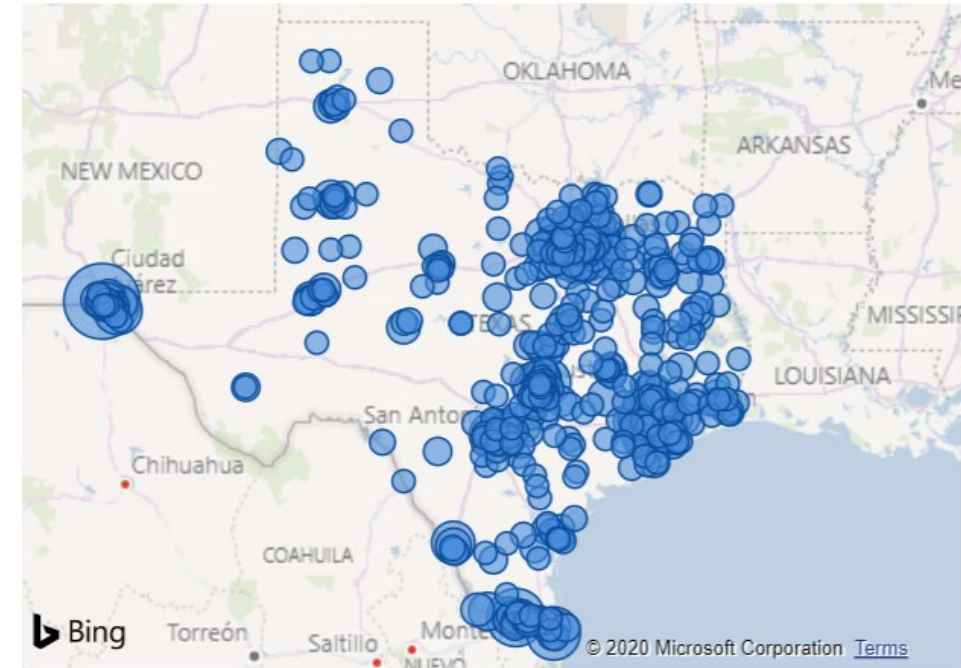
## Defining Quality

TEA first established **10 comprehensive quality rubrics** with input from thousands of educators to establish a statewide definition of quality.

RUBRICS	DATE PUBLISHED
<a href="#">English Language Arts &amp; Reading Grades K-2</a>	June 2019
<a href="#">English Language Arts &amp; Reading Grades 3-8</a>	June 2019
<a href="#">English I - English IV Grades 9-12</a>	June 2019
<a href="#">Prekindergarten Systems</a>	November 2019
<a href="#">Foundational Literacy K-2</a>	November 2019
<a href="#">Mathematics K-8</a>	November 2019
Spanish Language Arts and Reading (SLAR) K-2 ( <a href="#">English</a> / <a href="#">Español</a> )	July 2020
SLAR 3-6 ( <a href="#">English</a> / <a href="#">Español</a> )	July 2020
Spanish Foundational Literacy ( <a href="#">English</a> / <a href="#">Español</a> )	July 2020
Spanish Pre-k Systems ( <a href="#">English</a> / <a href="#">Español</a> )	July 2020

## Training Teacher Quality Reviewers

TEA then **trained 442 Texas Teachers** from across the state on how to use the rubrics to evaluate instructional materials based on quality



# Positive TRR Pilot Reviews from Districts

TEA established a quality review process and tested it through a pilot in English Language Arts & Reading for grades 3-8.




**98%** of pilot LEAs **strongly agreed or agreed** that the pilot reviews are **comprehensive, thorough, and helpful.**

**100%** of pilot LEAs **strongly agreed or agreed** that they **would use future reviews** of additional products, content areas, and grade levels to help them make local purchase decisions.



# Building Infrastructure for Texas Resource Review

Once TEA obtained feedback from pilot districts, a freely accessible website was developed to host easily digestible reviews for districts to use – **TexasResourceReview.org**

9 Titles for English Language Arts and Reading, Grade 9		At Least 80% Score Recommended							
Title/Category		TEKS and ELPS	Texts	Literacy Practices and Text Interactions	Literacy Skills	Supports for All Learners	Implementation	Additional Information	
	<b>College Board SpringBoard English I</b> Grade 9 ELAR   2021  Published by: <a href="#">The College Board</a> Series includes: <a href="#">Grade 10</a>   <a href="#">See Full Series</a>  <a href="#">View Review</a>	Student TEKS	100%	82%	100%	N/A	82%	75%	✓
		Student ELPS	100%	100%	100%	100%	100%	100%	✓
	<b>EMC Mirrors &amp; Windows English I</b> Grade 9 ELAR   2021  Published by: <a href="#">EMC Publishing, LLC</a> Series includes: <a href="#">Grade 10</a>   <a href="#">See Full Series</a>  <a href="#">View Review</a>	Student TEKS	100%	100%	87%	N/A	87%	50%	✓
		Student ELPS	100%	100%	100%	100%	100%	100%	✓
	<b>HMH Into Literature English I</b> Grade 9 ELAR   2021  Published by: <a href="#">Houghton Mifflin Harcourt</a> Series includes: <a href="#">Grade 10</a>   <a href="#">See Full Series</a>  <a href="#">View Review</a>	Student TEKS	100%	100%	100%	N/A	100%	100%	✓
		Student ELPS	100%	100%	100%	100%	100%	100%	✓

Compare different products across quality indicators

Explore review for one product across 25+ quality indicators

Quality Review	
Grade Band Quality Review	
Our Process →	
Summary of the Full Grade Band	
Read an overview of the evaluation, organized by individual sections.	
Grade 9 Quality Review	
Section 1 <b>TEKS and ELPS Alignment</b> Percent of standards met in materials: 100%	Meets TEKS/ELPS Requirements
Section 2 <b>Texts</b> What students read, see, and hear: 100%	TOTAL 83% (10 out of 12 points) 80% recommended
Section 3 <b>Literacy Practices and Text Interactions: Reading, Writing, Speaking, Listening, Thinking, Inquiry and Research</b> What students are asked to write, speak and demonstrate: 100%	TOTAL 100% (45 out of 45 points) 80% recommended
Section 4 <b>Developing and Sustaining Foundational Literacy Skills</b> Grades 3-5 Only: 100%	Not applicable for this grade level.
Section 5 <b>Supports for All Learners</b> How well do the materials support teachers in meeting the needs of students with diverse learning needs? 100%	TOTAL 83% (5 out of 6 points) 80% recommended
Section 6 <b>Implementation</b> How user-friendly are the materials and how do they support students, teachers and administrators in ensuring strong implementation? 100%	TOTAL 75% (6 out of 8 points) 80% recommended
Section 7 <b>Additional Information</b> Additional information including technology components, cost worksheet, professional learning opportunities, and additional language supports: 100%	Information available.

<p><b>Evaluation for 6.1</b> Materials include assessment and guidance for teachers and administrators to monitor progress including how to interpret and act on data yielded.</p> <p>1 out of 2 points</p> <p>Materials include assessment and guidance for teachers to monitor progress including how to act on subjective data yielded. Materials do not provide guidance on how to interpret and act on data yielded from digital multiple-choice assessments. Formative and summative assessments are aligned to purpose, intended use, and TEKS emphasis. Assessments and scoring information provide limited guidance for interpreting and responding to student performance. Assessments are connected to the regular content to support student learning.</p> <p>Examples include but are not limited to:</p> <p>In the "Assessment" section of the online platform, there are prepared assessments as well as the choice for teachers to custom build assessments throughout the units. At the top of the teacher key, both the TEKS and the description are provided for each answer. The materials provide short-cycle assessments based on the different activities in the English Language Arts textbook. These assessments are available throughout the year, aligning with the scope and sequence of Springboard and the TEKS.</p> <p>In the "Teacher Wrap" section of the English Language Arts textbook, there are "Assess" and "Adapt" boxes, which connect to "Check Your Understanding," "Writing Prompts," and other assessment opportunities within the activity. "Assess" describes target student output, providing opportunities to measure student progress. "Adapt" suggests ways to adjust an activity in response to students' needs.</p> <p>In each unit of the English Language Arts textbook, there are two "Embedded Assessments" per unit. These assessments drive the instructional pathway and give students and teachers a clear destination so they can "begin with the end in mind." These come with scoring support for teachers, including scoring guides and student examples. For example, in Unit 2, the first embedded assessment is for students to work with a group to perform a scene from <i>Romeo and Juliet</i>. Students prepare a staging notebook with textual evidence and commentary on the presentation. After the performance, students reflect and evaluate their performance. This comes after reading <i>Romeo and Juliet</i> and completing different activities. The second embedded assessment is at the end of the unit and assesses the students' understanding of poetry, as this is the second half of the unit's focus. The assessment again is to work with a group. The group is to create a poetry project, with both original poems and analytical reviews of published poems. Each member is expected to contribute two original poems and one review or one original poem and two reviews. Students are then expected to use multimedia to create the project and present it.</p> <p>At the end of a majority of activities in the English Language Arts textbook, the materials include "Check for Understanding" questions, which are directly aligned to the "Learning Targets" and TEKS for the activity and designed to inform planning and instruction in upcoming activities. For example, in Unit 1, the materials suggest asking, "Why does the author show how the boys developed empathy for the phantoms by..." to assess the students' understanding of author's craft. In Unit 4, the materials suggest asking, "How does analyzing the context of a novel help you gain a greater understanding of the story?" to assess the students' understanding of historical context, a major concept throughout the units.</p> <p>"Activity Quizzes" are directly connected to the specific activity and used in conjunction with the "Check for Understanding," writing prompts, "Assess," and "Adapt" portions of the Teacher Wrap. These quick, multiple-choice quizzes assess students' learning of the knowledge and skills practiced in Springboard activities. Teachers can select which quizzes to assign over the span of a unit to monitor student understanding and make instructional adjustments based on results. These assessments are available on Springboard Digital.</p> <p>"Zins Reading Labs" can generate reports, administer placement tests, provide close-reading materials and vocabulary activities. The tests are auto-graded and teachers can use the detailed reports to plan for differentiation. Placement tests can establish a baseline, establish students' reading levels, and track them over time. Reports can track reading and vocabulary performance by class, pointing out their strengths and weaknesses. Individual reports are also available to track student performance across activities based on their initial assessment.</p> <p>"Formative Review Assistant" allows teachers to access students' drafts and see feedback, helping them to gain insight on student progress over time, use feedback in student writing conferences, and identify trends in student writing to inform instruction.</p> <p>The "Close Reading Workshops" and with an assessment, which teachers can assign as an individual, small-group, or whole-class activity. The assessments always require synthesis of the three texts from the workshop, but responses may take the form of an essay, a debate, a discussion, or a multimedia presentation. All writing workshops are accompanied by a "Scoring Guide" that outlines the performance expectations for each writing mode and provides an evaluation tool for the learning targets identified at each grade level.</p>	
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Review direct evidence from materials to understand quality score

# Scaling Texas Resource Review

Once TEA obtained feedback from pilot districts, a freely accessible website was developed to host easily digestible reviews for districts to use.

**48** products reviewed for quality

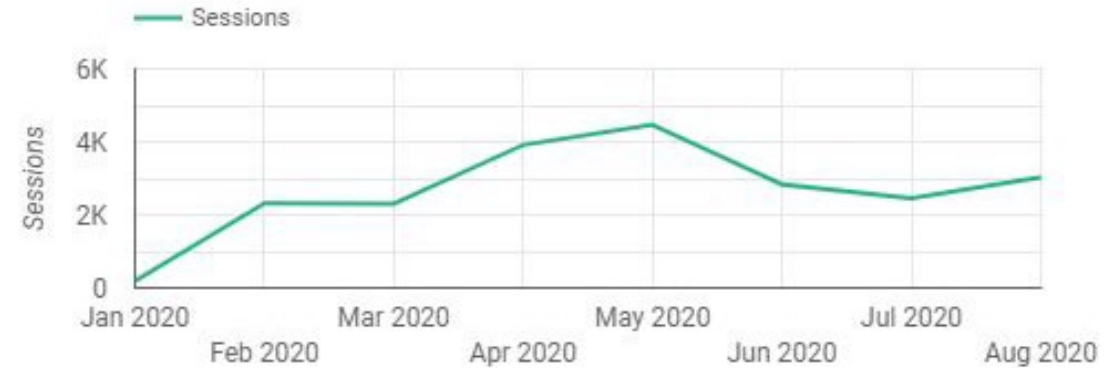
**85** additional products under review

**25K** visits to [texasresourcereview.org](https://texasresourcereview.org)

**3.6K** pages of evidence on quality of products from Texas teachers

**517** products collected in database to support districts during COVID

This Year to Date



*Note: TEA worked closely with the State Board of Education to align TRR with SBOE TEKS alignment process. As a result, the SBOE recommended all products on the State Approved List of instructional materials be reviewed for quality.*

# Effectiveness of TIMA Set Asides: Open Education Resources

# Open Education Resources (OER)

TEC 31 Subchapter B-1: State Developed Open Education Resource Instructional Materials - TEC Sections 31.071 - 31.076

## What are Open Education Resources (OER)?

Teaching, learning, and research resources, like:

- full courses, course materials, lesson plans, modules, textbooks, streaming videos, tests, software, etc.

That reside in the public domain or have been released under an intellectual property license that allows for **free use, reuse, modification, and sharing** with others

## What is the goal of the OER statewide initiative?

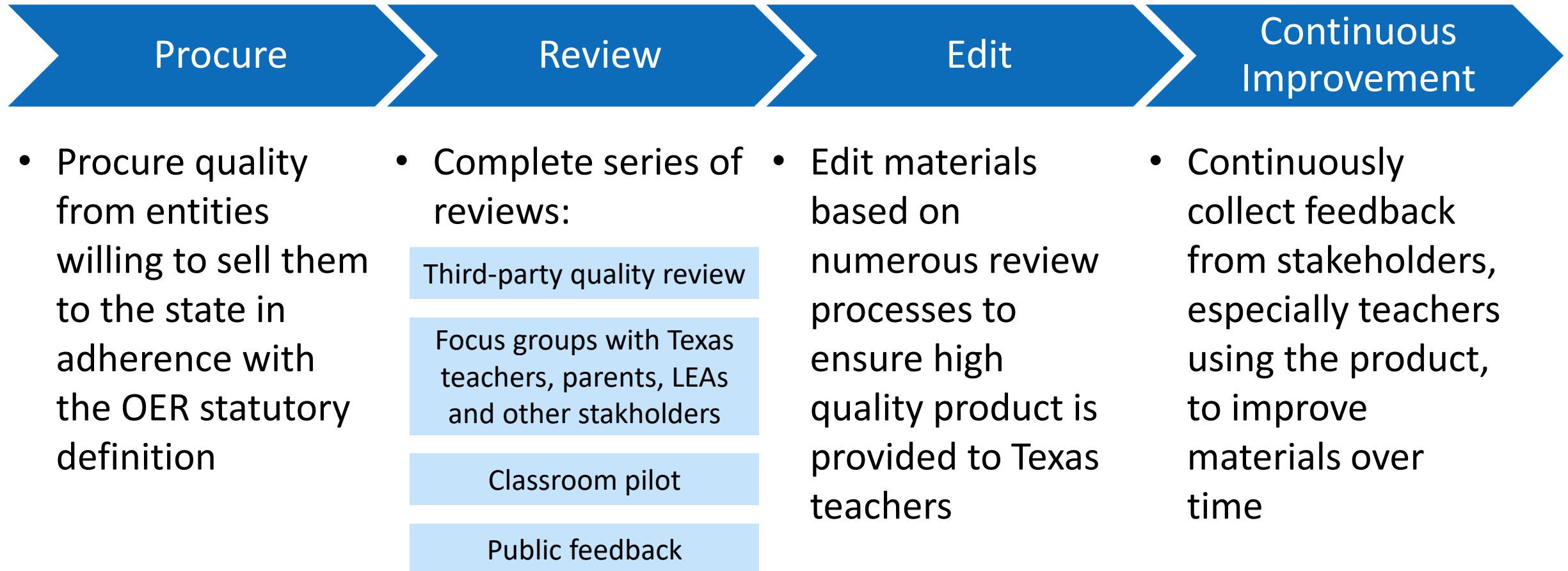
To provide materials that are

- (a) **freely accessible**, reducing district costs associated with curricular resource purchases,
- (b) **customizable**, reducing the time teachers must spend preparing lessons, and
- (c) **high-quality**, improving student outcomes by being based strongly on research and covering 100% of the TEKS, and where relevant, available in both English & Spanish



# Open Education Resources (OER)

TEA has developed the following comprehensive process to develop OER materials



## Overview of procured materials going through review process:

- **116** English Language Arts and Reading (ELAR) units
- **1,800** ELAR lesson plans (full course for K – 5 and 9 – 12)
- **64** Spanish Language Arts and Reading (SLAR) units
- **1,100** SLAR lesson plans (full course for K – 5)

## OER classroom pilot to support review and editing of OER products

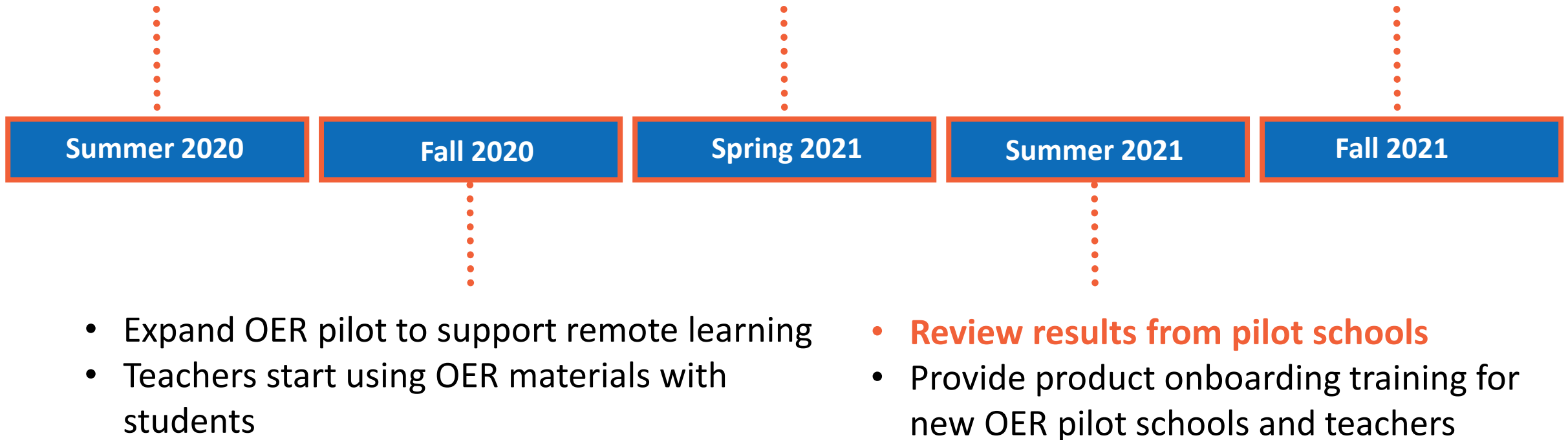
- **1,200** of students being served by the OER K-8 pilot
- **50** educators reviewing and implementing pilot materials

*Note: Due to COVID, the OER pilot was significantly reduced in size given many schools transitioned to remote learning. TEA is planning to launch a new pilot to support remote learning with OER materials.*



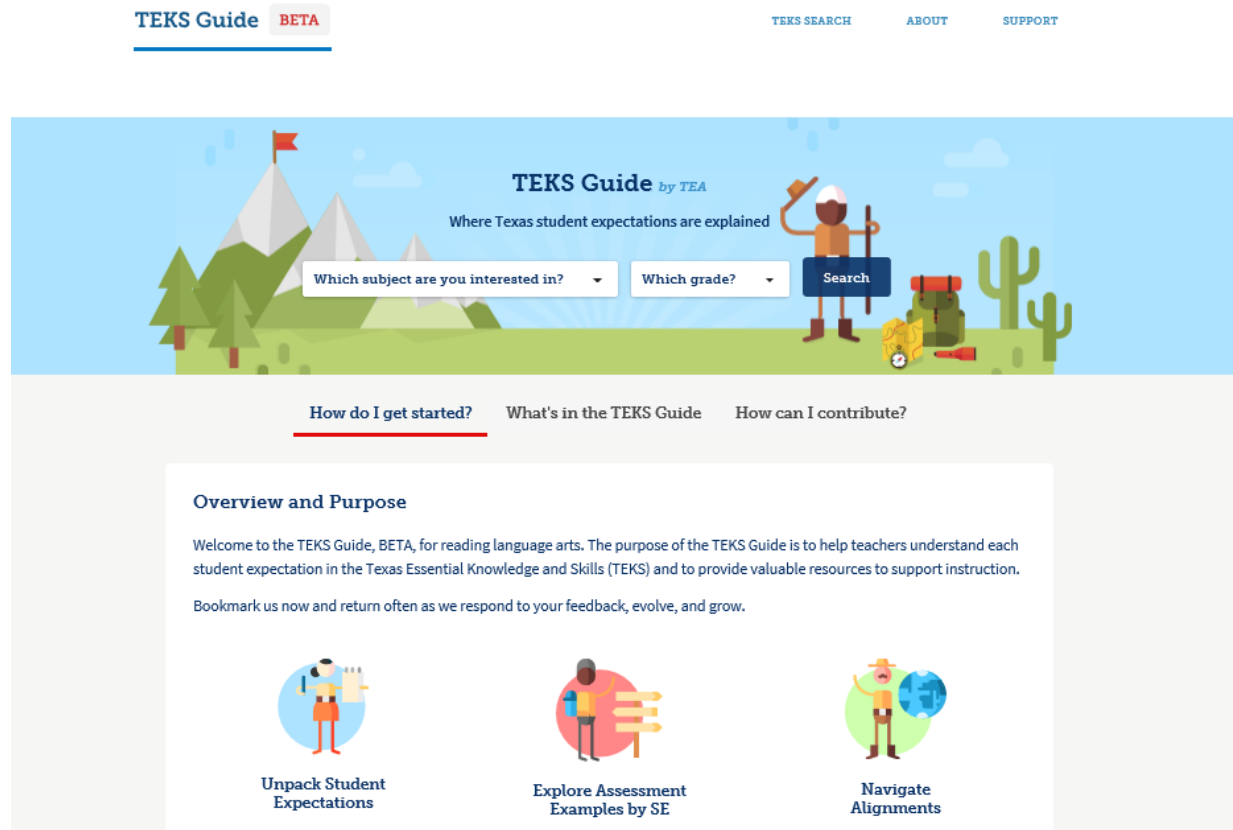
# Overview of OER Pilot Timeline

- OER pilot launched for ELAR K – 8 products
- Open applications to expand OER pilot for SY 2021-22
- New pilot schools begin using materials



# Effectiveness of TIMA Set Asides: Online College Readiness Materials (TEKS Guides)

GAA Rider 8. \$2.5M “for the continued support and delivery of online college readiness materials in English language arts and reading, mathematics, science, and social studies.”



<https://www.teksguide.org/>

## What is the purpose?

The purpose of the TEKS guides is to help teachers improve their understanding of each student expectation in the TEKS to support college-readiness instruction.

## How does it work?

Each student expectation can be explored in tremendous detail by teachers and parents, to discern grade level mastery of every individual concept in the TEKS.

## English Language Arts and Reading.3.3.B ?

The student is expected to [use context within and beyond a sentence](#) to [determine the meaning](#) of unfamiliar words and [multiple-meaning words](#);



### OVERVIEW

### ALIGNMENTS

### ASSESSMENTS

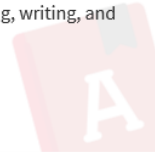
### RESOURCES

#### TEKS Talk: Vocabulary



#### Knowledge and Skills Statement ?

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student [uses newly acquired vocabulary expressively](#).



#### Demonstrated Proficiency of ELA.3.3.B

The following is one example of how to assess proficiency of this student expectation (SE) or a portion of the SE. More examples coming soon.



#### Racing Team

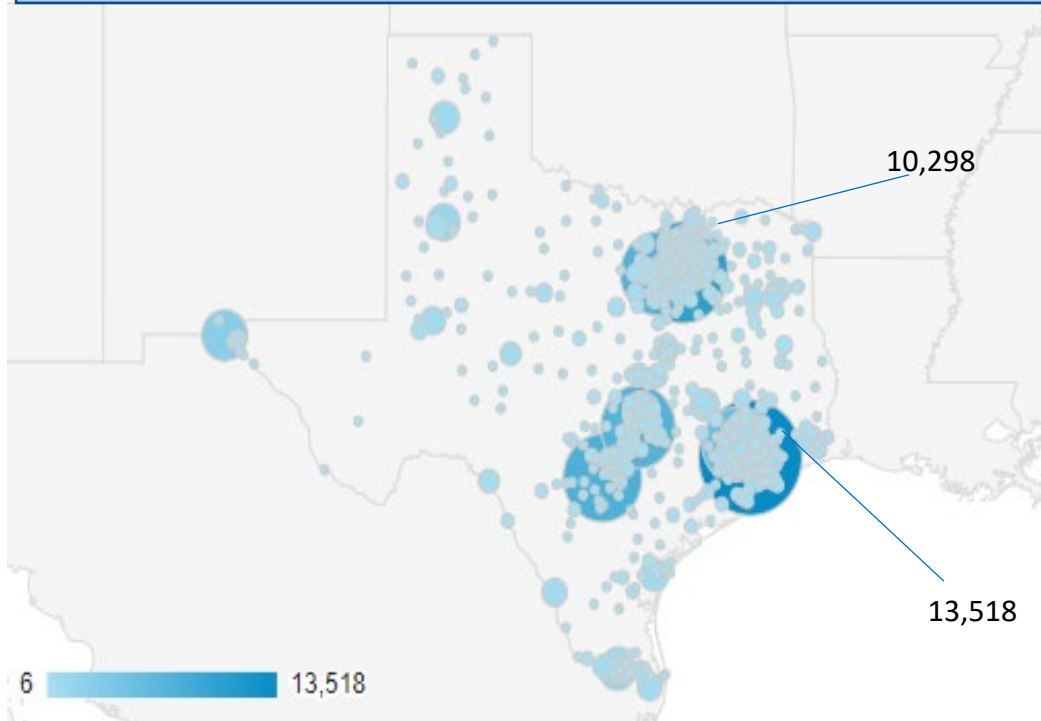
In paragraph 20, the word moistened means that the sand was made —

## The TEKS Guides

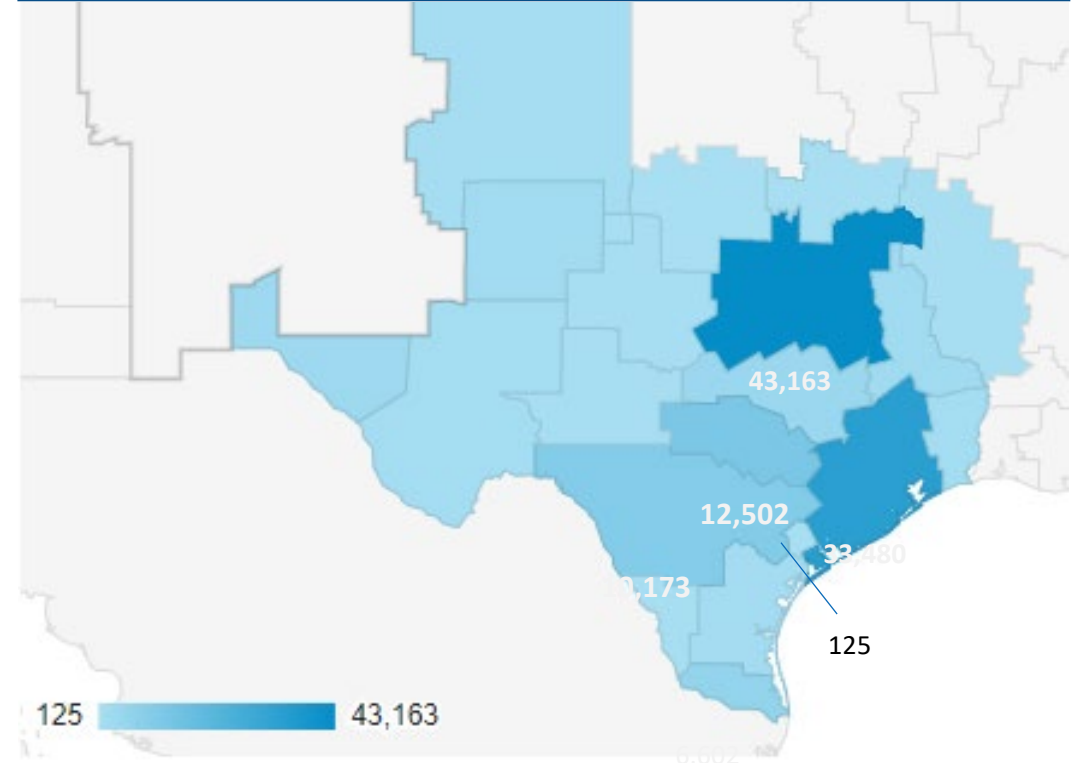
- provide detailed explanations and related resources for each student expectation;
- link standards to assessment items to more fully clarify expectations for student proficiency;
- show vertical alignment across grade levels to facilitate a continuum of grade level proficiency on pace for college-readiness; and
- provide explanations and related resources for educators and parents to use with their students

# TEKS Guide Usage: Sept 1, 2019 – July 18, 2020

City Usage Heat Map



Metro Usage Heat Map

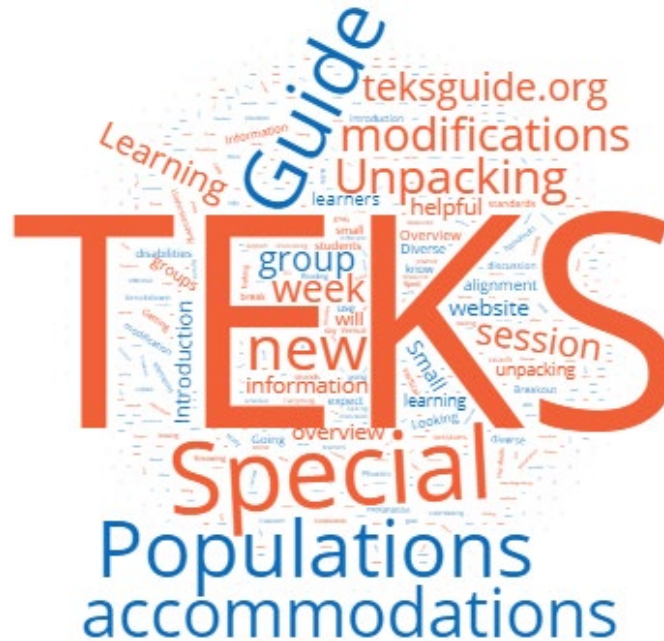


**TEKS Guide reached 127,623 Texas users during 254,415 sessions**

"I really like the videos with TEKS talk, the assessment tab is really useful!"

"I love how the guide is assembled and know it will be a lifesaver for teachers."

“I can't wait to use it to train our teachers and use it to support instruction in my school.”



# Appendix

# Current TXVSN Course Requirements

## Each electronic course approved for inclusion in the TXVSN must

- be in a specific subject that is part of the required curriculum;
- be aligned with the TEKS approved for implementation in a given school year for the grade level;
- be the equivalent in instructional rigor and scope to a course that is provided in a traditional classroom setting during a semester of 90 instructional days and a school day of at least seven hours;
- be led by a teacher who meets the requirements for educators of electronic courses;
- be designed specifically for an online learning environment, including instructional tools, assessment features, and collaborative communication tools as appropriate;
- be aligned with the current national standards for quality online courses;
- meet accessibility requirements established by the U.S. Rehabilitation Act, §508, and TXVSN accessibility guidelines; and
- ensure that each student enrolled in a TXVSN electronic course takes any applicable state assessment, according to the standard administration schedule and that each assessment is supervised by a proctor.



# Current TXVSN Course Requirements

- Secondary (Grades 9-12) science courses must include at least 40% hands-on laboratory investigations and field work using appropriate scientific inquiry as required by §74.3(b)(2)(C).
- An AP course must have documented approval from the College Board as an AP course prior to submission for TXVSN course review.
- An online dual credit course to be offered through the TXVSN shall be submitted for TXVSN course review and approval prior to being offered.

# TXVSN Online School Program Requirements

- Follow the same laws and rules that apply to traditional schools unless otherwise indicated
- Notify students in writing upon acceptance to participate in the TXVSN online school with specific dates and details regarding enrollment
- Document actual dates each student begins and ends enrollment in student data records for local recordkeeping purposes and for state funding reporting purposes
- Ensure that each student enrolled in the TXVSN online school takes any applicable state assessment according to the standard administration schedule and that each assessment is supervised by a proctor
- Allow access to proctored test administrations by any personnel or agent of the TEA
- Adopt an instructional calendar for the TXVSN online school and keep an instructional calendar for each TXVSN online school student on file and make these records available to the TEA, upon request in the requested electronic format
- Assign each teacher that provides instruction in a TXVSN online school a Texas Student Data System Unique Staff Identifier
- Meet all federal and state requirements for educating students with disabilities

# TXVSN Online School Program Requirements

## **TXVSN full-time online schools must:**

- Ensure a maximum class size limit of 40 students in a single section of a Grades 5-12 course and ensure that the class size does not exceed the maximum allowed by law and a charter school's charter, as applicable, whichever is less
- Make available to the TEA, upon request in the requested electronic format, the following:
  - the same financial documentation that is required of a traditional campus and documentation sufficient to demonstrate successful course completion;
  - detailed records that support the program of instruction; and
  - detailed records that document student participation in the TXVSN online school and grades earned;
- Ensure the ongoing security of all data and its accessibility to the TEA in the requested electronic format
- Make decisions regarding serving students with disabilities in accordance with federal and state law and administrative rule and regarding English learners in accordance administrative rule

# TXVSN Online School Program Requirements

## **TXVSN full-time online schools may:**

- Determine the number of courses a student takes at one time based on individual student needs; however, course placement decisions must enable a student to make reasonable progress toward graduation in a timely manner
- Lend equipment to a student and the parents/legal guardians of a student participating in the TXVSN online school for the duration of the student's enrollment in the TXVSN online school
- Subsidize or reimburse a student or the parents/legal guardians of a student participating in the TXVSN online school for Internet connectivity for the duration of the student's participation in the TXVSN online school

## Accountability

- All Texas public school students enrolled in the Texas Virtual School Network (TXVSN) are required to take the state assessments.
- All school districts and charter schools participating in the TXVSN Full-time Online School program are included in the state's academic accountability system.

## Participation and Performance

- A public-school district or charter school, institution of higher education, regional education service center, or other entity must apply for approval to serve as a course provider in the statewide course catalog and/or the online school program in accordance with guidelines established by TEA.
- The commissioner of education may revoke the right to participation in the TXVSN based on any of the following factors:
  - Noncompliance with relevant state or federal laws or TXVSN reporting requirements
  - Noncompliance with requirements and assurances outlined in the contractual agreements with TXVSN central operations and/or the provisions of the Texas Education Code, Chapter 30A
  - Consistently poor student performance rates as evidenced by results on statewide student assessments, student withdrawal rates, student completion rates, successful completion rates, or campus accountability ratings