

# Commissioner Comments

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**June 30, 2020**

# The COVID Slide is Real

Especially for students from low-income families

But not necessarily for those from high incomes

We must ensure that **remote instruction** is delivered as effectively as we possibly can, for all of our students.

In the United States, as of May 24 2020, students from low income ZIP codes decreased progress in online math coursework by **55.6%** compared to January 2020.



Data from students using Zearn, an online math coursework system, on how much student progress occurred relative to normal

[Opportunity Insights, Economic Tracker](#), June 2020



**We cannot allow this public  
health crisis to become a  
generational education crisis**

# Transitioning from Crisis Response

- In the immediate crisis response, a significant number of statutory requirements were waived, as we transitioned to **providing instructional support** as opposed to **providing instruction**. Of note:
  - Schools no longer needed to take daily attendance to get funding.
- This crisis response was necessary, but, when considering the longer term of a full school year, we need a framework that funds schools to **provide instruction**.
- In crafting this attendance framework, we have attempted to balance the needs of our school systems for flexibility to generate predictable funding with the need of taxpayers for accountability that instruction is being provided to students.

# There are two new methods to fund remote instruction:

## Method A

- **Synchronous Instruction** - Requires all participants to be present at the same time, virtually
- Examples: Live interactive classes with students & teachers participating real-time, teacher supported work time on video conference calls, scheduled and timed online tests

## Method B

- **Asynchronous Instruction** - Does not require all participants to be virtually present at the same time
- Examples: Self-paced online courses with intermittent teacher instruction, pre-assigned work with formative assessments on paper or in LMS, watching pre-recorded videos of instruction with guided support



Both instructional delivery formats must cover the required curriculum per TEC, §28.002



# Method A: Synchronous instruction is very similar to “on campus”

- Defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices or over the phone
- Must address the required curriculum per TEC, §28.002
- A minimum number of daily minutes are required to earn **full-day funding**
- Eligible for grades 3-12
- School grading policies for remote student work must be consistent with those used before COVID-19 for on campus assignments
- LEAs must submit an attestation that they are prepared to offer synchronous instruction before funding will flow for synchronous attendance



# Method B: Asynchronous instruction involves far more self-guided student instruction

- Defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone
- Must address the required curriculum per TEC, §28.002
- Will generate **full-day funding** for each day “engaged”
- Eligible for all grades
- School grading policies for remote student work must be consistent with those used before COVID-19 for on campus assignments
- LEAs must submit a plan to TEA for approval to generate funding for asynchronous, although not necessarily before the start of school

# Method C: TXVSN Remains An Option

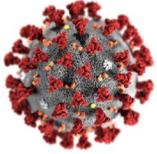


- Funding is all or nothing based on successful course completion (defined as passing the course or subject)
- There are two VSN paths – full time vs individual HS courses
- Full Time:
  - There are a limited number of full-time, virtual schools authorized for full funding in the TXVSN.
  - Other districts that wish to offer full-time virtual instruction under the completion model can do so if they meet all VSN requirements, but under statute can only be funded for up to 3 courses (i.e., half-day funding).
- Individual HS Courses:
  - The TXVSN statute includes the ability for school systems to contract with authorized TXVSN course providers to offer up to three high school courses while remaining enrolled in their own school
    - This could help LEAs offer a hybrid experience, with students on campus for several classes and off campus for others
    - These students generate daily attendance via normal on-campus participation for the remainder of their schedule.

# Financial Support to School Systems



# Summary of State Financial Support to School Systems during COVID



Find this on our COVID Site!

Under Waivers, Finance, Grants > Federal Funding > CARES Act Funding Support for LEAs  
[CARES Act Funding Support for LEAs](#) (PDF) June 18 2020

- 1. COVID-19 has significantly reduced economic activity, and with it, sales and other tax revenues used to provide government services.**
- 2. Multiple states are actively proposing spending cuts in public education, given the crisis.**
- 3. Texas has taken a strategic approach to maximize federal funding streams.**



# Summary of State Financial Support to School Systems during COVID

**4. This strategic approach will help to avoid the need for cuts in the 2019-20 school year, specifically by using the federal Elementary and Secondary School Education Relief Fund as part of the ADA hold harmless for the 2019-20 school year. This decision also dramatically reduces the likelihood of cuts in the 2020-21 school year.**

**5. Using federal Coronavirus Relief Funds, Texas is reimbursing districts for up to 75% of their allowable COVID-19 expenses through May 20th, be it for added personnel costs, digital devices, etc. This is a net funding increase to districts when compared to their funding expectations for the year (expected to be several hundred million dollars).**



# Summary of State Financial Support to School Systems during COVID

- 6. Texas is providing PPE to every district in case it proves necessary for the 2020-21 school year, reducing the need for that as local district expense.**
  
- 7. State leadership is working to identify additional funding sources for broadband and digital devices in particular, and COVID-19 costs beyond May 20th**
  
- 8. Texas is working to provide free remote learning tools (e.g. Learning Management Systems) as an option to districts that don't currently have it, so they don't have to incur the expense locally.**

# Texas Home Learning

# THL Phase 1 and 2: Access to Online and Printable Materials

The agency has developed at-home learning resources as a **temporary, contingency option** for school districts. These are optional resources intended to assist in the delivery of educational resources in this time of public health crisis. Given the timeline for development, errors are to be expected. If you find an error, please email us at [texashomelearning@tea.texas.gov](mailto:texashomelearning@tea.texas.gov)

## Online Materials

### Daily Digital Lessons

Fourth Grade - Week 1	
Daily Guidance for Online Learning	
Week One: Monday	
8:00-9:00 a.m.	<b>Outdoor/Indoor Exercise</b> <b>Reading and Writing</b> Start a daily reading routine. • Read: Choose a book from home or read <i>Seeing Like a Shrimp and Smelling Like a Snake / Ver como una langosta y oler como una serpiente</i> (nonfiction). • Reflect: Explain what happened or what you learned to someone. Does the text remind you of someone or something? Why? • Respond: Write about five events or five facts you learned.
9:00-10:00 a.m.	• Log in to Zearn and complete Grade 4 Mission 3 Lesson 1 in "n" Out.
10:00-10:30 a.m.	Snack and Break
10:30-11:30 a.m.	<b>Math</b> Grade 4 Mission 3: Multiply and Divide Big Numbers • Log in to Zearn and complete Grade 4 Mission 3 Lesson 1 in "n" Out.
11:30-12:00 p.m.	Lunch
12:00-12:30 p.m.	<b>Science</b> Ecosystem • Log in to BrainPOP and search "ecosystems." • Watch the video. • Use the Make-a-Map to explain ecosystems using images and words and how they are connected. Show someone else the map or print it out. • Take the quiz to check your understanding of ecosystems.
12:30-1:00 p.m.	• Use the Make-a-Map to explain ecosystems using images and words and how they are connected. Show someone else the map or print it out. • Take the quiz to check your understanding of ecosystems.
1:00-1:15 p.m.	Break
1:15-1:45 p.m.	<b>Choice Learning</b> Student chooses a learning activity of interest, such as: • reading a choice book • continuing the day's science activity
1:45-2:30 p.m.	<b>Art or Play</b> Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask: • Were you able to complete all the assigned activities? • What did you learn/practice/read today? • What was easy or challenging for you? • Do you have questions for your teacher? The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.
2:30-3:00 p.m.	<b>Daily Check-in</b> Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask: • Were you able to complete all the assigned activities? • What did you learn/practice/read today? • What was easy or challenging for you? • Do you have questions for your teacher? The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

### No Cost Access to Online Curriculum

Welcome to the Texas Home Learning plan!

FIRST-TIME VISITORS, click here to complete your one-time set-up.

To get started, complete the one-time set-up instructions outlined for parents and students. Once you complete the one-time set up, you are ready to begin the home learning plan!



For Pre-K  
Click icon for set-up instructions.



For Grades Pre-K-1  
Click icon for set-up instructions.



For Grades K and 1  
Click icon for set-up instructions.



For Grades K-5  
Click icon for set-up instructions.



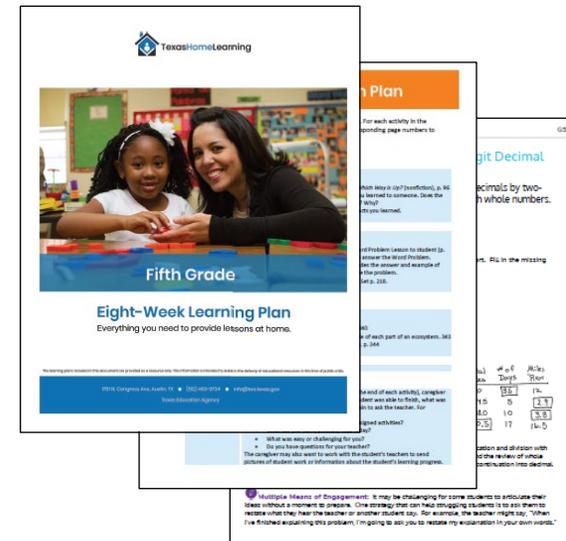
For Grades K-5  
Click icon for set-up instructions.



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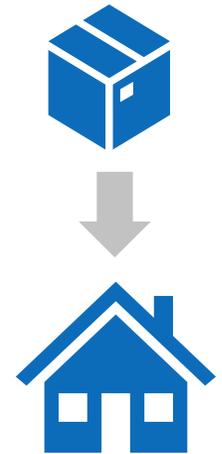
## Printable Packets

### PDF Packets w/ Daily Plans and Materials



The screenshot shows a PDF packet titled "Fifth Grade Eight-Week Learning Plan" from Texas Home Learning. It includes a title page with a photo of a teacher and student, and several pages of math problems and activities. The packet is designed to provide daily plans and materials for home learning.

### Direct Shipping to Families



\*All materials available in both English and Spanish\*

# Overview of Resources

## Texas Home Learning IS:

- Daily activities aligned to the TEKS
- Activities designed to engage students in meaningful way in home setting
- Parent friendly resources for guiding students outside of classroom, without support of a full-time teacher
- Entirely optional to implement

## Texas Home Learning IS NOT:

- A remediation plan for any particular district's scope and sequence needs
- A requirement of the state
- A full time virtual school run by the state

# Criteria Selection

In selecting materials, the goal was to maximize as many of the following criteria as possible

## Feasibility of Use

- Freely accessible materials
- Ability to obtain statewide licensing agreements to post and print
- Ability to print materials in high volumes on expedited timelines
- Availability of print and digital versions to classrooms with varying student technology access

## Quality of Learning

- Ease of use for parents and students in a home learning environment
- Alignment of materials to the Texas Essential Knowledge and Skills (TEKS)
- Ability to maximize support for all learners (e.g., English and Spanish versions of text when possible)

Note: This is not a comprehensive list of quality criteria but a sampling of criteria considered when seeking to support districts as fast as possible in a this time of public crisis.

# Home Learning Resource Vision

Create multiple Home Learning models that meet specific district needs and allow for contingency planning during school closures.

Home Learning 1.0  
Finish out School Year

Home Learning 2.0  
Summer School Bridge

Home Learning 3.0  
2020-21 School Year

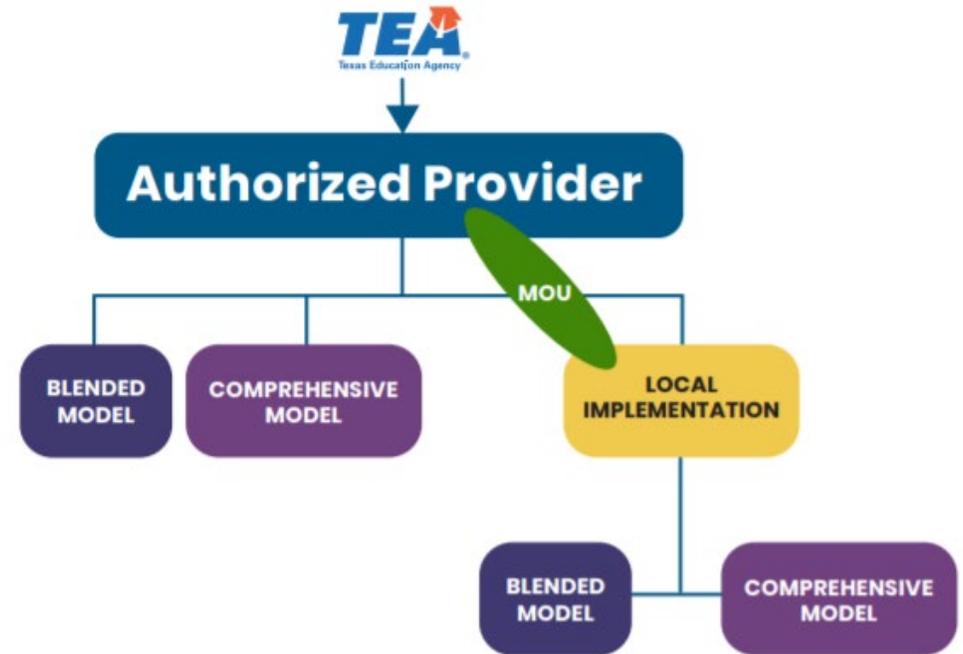
# Feedback from School Systems

- In April 2020, TEA conducted a statewide 10 question survey of LEAs in Texas regarding their interest in using Texas Home Learning to close out the 2019-20 school year (1.0). For that survey:
  - 354 school districts representing 2.2 million students responded.
  - Districts were asked the likelihood they would share the “plug-and-play” home learning model directly with teachers or families. 60% indicated they were extremely or somewhat likely to do so.
  - Districts estimated that on average 24% of students needed access to paper-based instructional packets to support launching the Texas Home Learning Model.
- A follow up survey was sent May 2020 focused on Texas Home Learning for the summer (2.0).
  - 149 school districts representing 1.4 million students responded.
  - 69% of districts planned on using home learning model resources.
  - 90% were extremely or somewhat likely to provide at-home summer learning materials (electronic & paper texts included with the lessons).

# Reading Academies

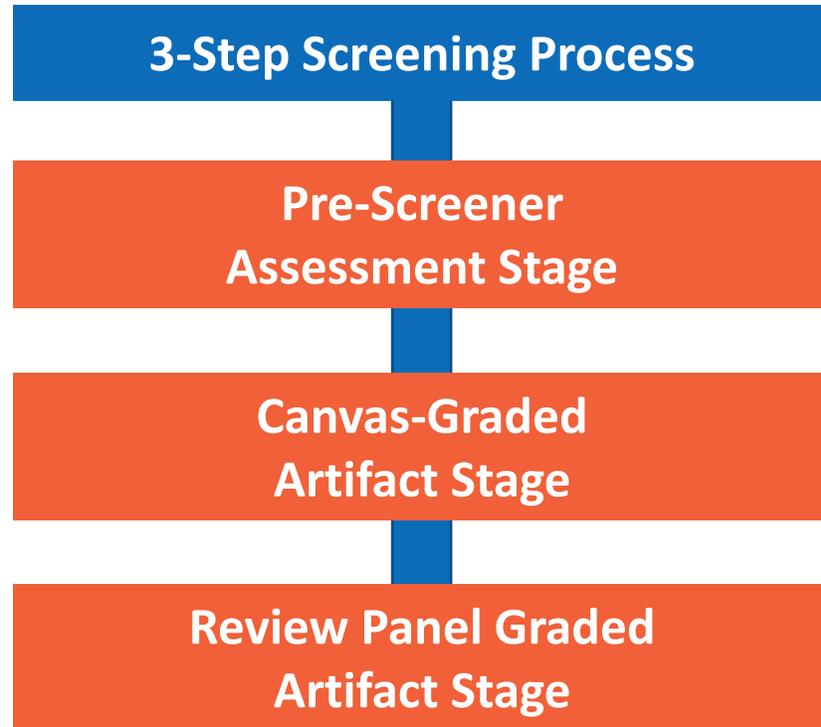
# Reading Academies Structural Overview

- **Authorized Providers facilitate HB 3 Reading Academies**, including registration, logistical support, and technical assistance; Authorized Providers must be formally approved by TEA
- Authorized Providers **may begin offering cohorts in July based on district demand**. Districts DO NOT have to attend this year.
- A full list of providers is posted on [tea.texas.gov/reading](https://tea.texas.gov/reading)



[Reading Academy Implementation Information](#) (PDF)

# Overview of the Cohort Leader Screening Process



The current number of eligible Cohort Leaders (1,050) vastly exceeds our original projections and is a good indicator of statewide capacity.

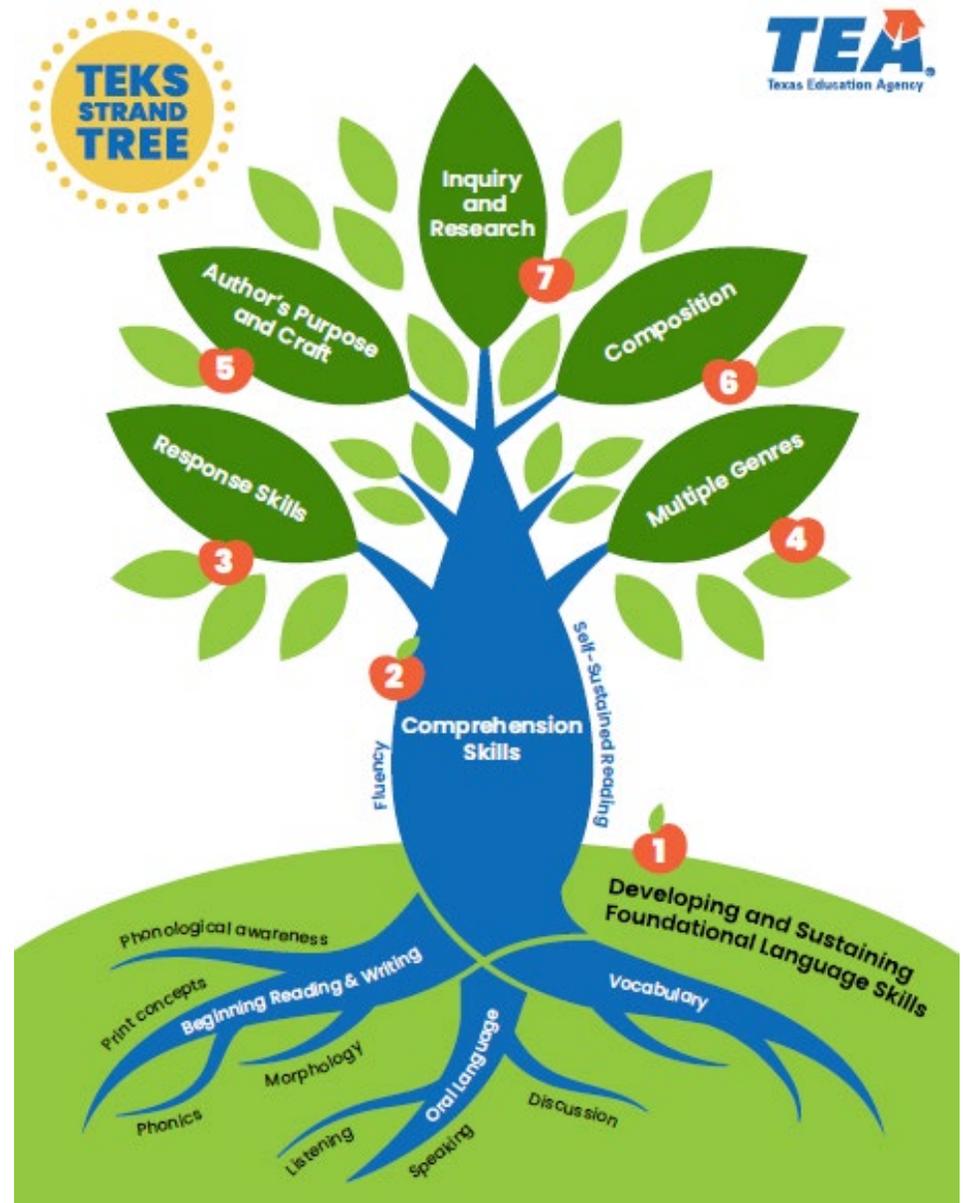
**1,050** Eligible Cohort Leaders Statewide

including **204 (19%)** Biliteracy Cohort Leaders

# Science of Teaching Reading (STR)

The science of teaching reading, based on fifty plus years of cognitive and classroom research, refers to:

- explicit (direct) and systematic teaching of foundational language skills
- inclusion of rich and varied opportunities for students to build vocabulary, comprehension, and composition skills
- implementation of high-quality, evidence-based, content-rich curriculum aligned with the Texas Essential Knowledge and Skills (TEKS)



# Three reading Academies Paths



General and special education teachers (English Language Arts)



Bilingual general and bilingual special education teachers (Biliteracy)

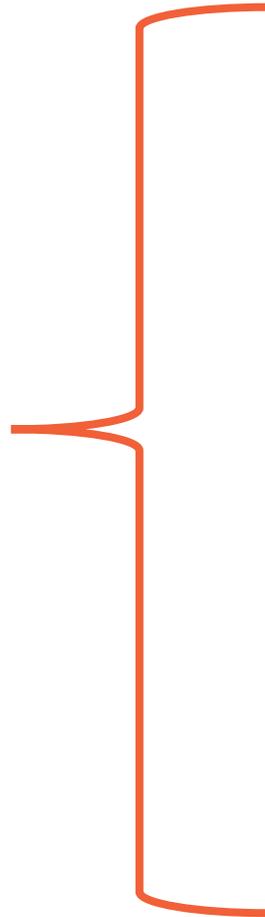
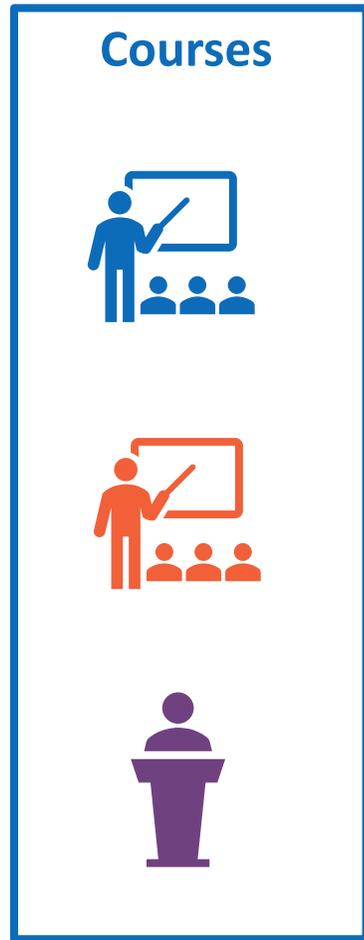


Administrators

# Scope and Sequence with Hours Estimates

Module	Title	Seat Hours	Administrator Content Seat Hours	Embedded Biliteracy Content	Stand Alone Biliteracy Module
1	Introduction, Overview, Scope and Sequence	2	2	Yes	
2	The Science of Teaching Reading	4	3	Yes	
3	Establishing a Literacy Community	3	3	Yes	
4	Using Data to Inform Instruction	3	3		Yes
5	Oral Language and Vocabulary	6	4	Yes	
6	Phonological Awareness	6	4		Yes
7	Alphabet Knowledge and Handwriting	6	3		Yes
8	Decoding, Encoding, and Word Study	9	5		Yes
9	Reading Fluency	3	2	Yes	
10	Reading Comprehension	9	6	Yes	
11	Composition	6	4		Yes
12	Tiered Supports	3	3	Yes	
<b>TOTAL</b>		<b>Around 60</b>	<b>Around 42</b>		

# Courses Contain Modules and Chapters



Modules
1
2
3
4
5
6
7
8
9
10
11
12



## Chapters

- Each chapter has its own set of nested objectives and contains Checks for Understanding (CFUs)
  - Discussion Posts
  - Quick Checks (multiple choice, true/false)
  - Stop & Jot during videos
  - Reflect & Share
- Performance tasks (e.g., artifacts) are embedded within modules.