

*“Literacy is the foundation upon which every aspiration is built. It empowers individuals, families, and communities to reach their full potential. However, it is disheartening that even today, many individuals struggle with the fundamental skills of reading.”*

**-Tracy White Weeden, Ed.D.  
President & CEO Neuhaus Education Center**

# THE NEED FOR CHANGE

## IS THE SYSTEM PERFORMING EQUITABLY?

Data suggests not. The gap between high and low income students is massive, and many children with learning difficulties are left languishing at their local school.

## OUTSIDE SUPPORT IS NOT AVAILABLE TO ALL

Wealthier families can address the difficulties of their children (via additional tutoring or intervention), but this is not often the case in families experiencing disadvantage. Disadvantaged kids fall farther behind.

## BENCHMARKS AND STATE TESTING CUT-OFFS ARE LENIENT

A student might be doing “ok” comparatively overall, but the standard for “ok” is actually rather low.

## SCIENCE OF READING WORKS FOR ALL

Under a Science of Reading informed approach, students are much better users of their language in reading and spelling. In other words, a Science of Reading approach benefits all, and harms none.

# MASTERS GRADE LEVEL REALLY MEANS

STAAR Report Card Overview



## From “Advanced” to “Masters Grade Level”



**Level III:  
Advanced**



### MASTERS GRADE LEVEL

Mastery of the course knowledge and skills is shown — student is on track for college and/or career



**Chance of Success  
in College: 75%**



No support needed next year



Can apply course content outside of class

# Spring Branch ISD 2023 STAAR SCORES

## 3rd Grade STAAR Results for the district Masters Grade Level

Group	Admin	Grade	STAAR - Reading			
			Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
SPRING BRANCH ISD	Spring 2023	3	20	80	61	32

32% of students are expected to succeed in the next grade or course with little or no academic intervention.

Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.



# MEETS GRADE LEVEL REALLY MEANS

STAAR Report Card Overview



## From “Postsecondary Ready” to “Meets Grade Level”



**Final Level II:  
Postsecondary Ready**



### **MEETS GRADE LEVEL**

Strong knowledge of course content  
student is prepared to progress to  
the next grade



**Chance of Success  
in College: 60%**



Well prepared for next year



Strong knowledge of course  
content

# Spring Branch ISD 2023 STAAR SCORES

## 3rd Grade STAAR Results for the district Meets Grade Level

Group	Admin	Grade	STAAR - Reading			
			Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
SPRING BRANCH ISD	Spring 2023	3	20	80	61	32

61% have a high likelihood of success in the next grade or course but may  
STILL NEED SOME SHORT-TERM, TARGETED INTERVENTION.

Students in this category generally demonstrate the ability to think  
critically and apply the assessed knowledge and skills in familiar contexts.



# APPROACHES GRADE LEVEL REALLY MEANS



STAAR Report Card Overview



## From “Satisfactory” to “Approaches Grade Level”

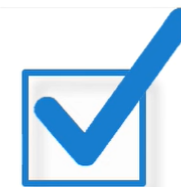


**Phase-in Level II:  
Satisfactory**



**APPROACHES GRADE  
LEVEL**

Some knowledge of course content,  
but may be missing critical elements  
- student needs additional support



Constitutes a passing score



Some remediation recommended  
in the coming year

# Spring Branch ISD 2023 STAAR SCORES

## 3rd Grade STAAR Results for the district Approaches Grade Level

Group	Admin	Grade	STAAR - Reading			
			Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
SPRING BRANCH ISD	Spring 2023	3	20	80	61	32

80% of students are likely to succeed in the next grade or course  
WITH TARGETED INTERVENTION.

Students in this category generally demonstrate the ability to  
apply the assessed knowledge and skills in familiar contexts.



# DID NOT MEET GRADE LEVEL REALLY MEANS

STAAR Report Card Overview



## From “Unsatisfactory” to “Did Not Meet Grade Level”



**Level I:  
Unsatisfactory**



**DID NOT MEET GRADE  
LEVEL**

No basic understanding of course expectations is shown. Student may need significant help next year



Does not constitute a passing score

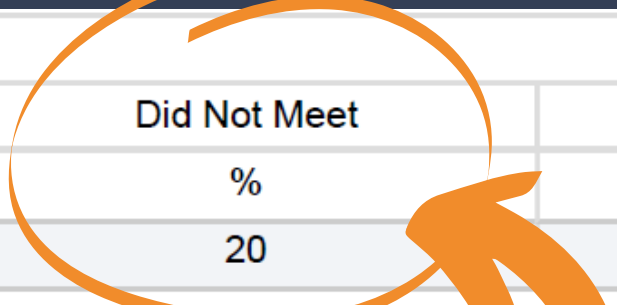


Significant help recommended in the coming year

# Spring Branch ISD 2023 STAAR SCORES

## 3rd Grade STAAR Results for the district Did Not Meet Grade Level

Group	Admin	Grade	STAAR - Reading			
			Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
SPRING BRANCH ISD	Spring 2023	3	20	80	61	32



20% of students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

# STAAR RAW SCORE CONVERSION TABLE

## 3RD GRADE RLA FOR SPRING 2022\*

### Items of Note:

- Approaches Grade Level - 31% to 62%
- Meets Grade Level - 63% to 80%
- Masters Grade Level - 81% and above

\*Level Range changes year over year, not a hard standard

Raw Score	Scale Score		Percentile
0	765	Did Not Meet	0
1	907		0
2	992		0
3	1045		0
4	1084		1
5	1116		1
6	1143		3
7	1167		4
8	1189		6
9	1209		9
10	1227		12
11	1245		14
12	1262		17
13	1278		20
14	1294		24
15	1309		27
16	1324	Approaches	30
17	1345		36
18	1354		38
19	1369		41
20	1385		45
21	1400		49
22	1416		53
23	1432		57
24	1450	Meets	62
25	1468		66
26	1487		71
27	1508		76
28	1531	Masters	80
29	1555		86
30	1588		90
31	1626		94
32	1677		97
33	1761		99
34	1901		100

# STAAR RAW SCORE CONVERSION TABLE

**3RD GRADE RLA  
FOR SPRING 2023\***

Items of Note:

- Approaches Grade Level - 24% to 49%
- Meets Grade Level - 50% to 80%
- Masters Grade Level - 81% and above

\*Level Range changes year over year, not a hard standard

Raw Score	Scale Score	Performance Level	Percentile
0	720	Did Not Meet	0
1	829		0
2	935		0
3	1000		0
4	1047		0
5	1085		0
6	1117		1
7	1145		1
8	1170		2
9	1193		4
10	1213		6
11	1233		8
12	1251		10
13	1269		13
14	1285		15
15	1301		18
16	1316		21
17	1331		23
18	1345	Approaches	25
19	1359		28
20	1372		30
21	1385		33
22	1397		36
23	1409		38
24	1421		41
25	1433		44
26	1444		47
27	1456		49
28	1467	Meets	52
29	1478		55
30	1490		58
31	1502		61
32	1514		65
33	1526		68
34	1539		71
35	1553		74
36	1567		77
37	1581		80
38	1596	Masters	83
39	1612		85
40	1628		88
41	1644		90
42	1662		92
43	1680		94
44	1700		96
45	1722		97
46	1748		98
47	1777		99
48	1813		99
49	1859		100
50	1921		100
51	2022		100
52	2120		100

# 2022 VS 2023 CHANGE IN PERCENTILE RANGES

2022



2023



# Spring Branch ISD STAAR RESULTS

## 2022 VS 2023

### 2022

Group	Admin	Grade	STAAR - Reading			
			Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
SPRING BRANCH ISD	Spring 2022	3	21	79	56	37

### 2023

Group	Admin	Grade	STAAR - Reading			
			Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
SPRING BRANCH ISD	Spring 2023	3	20	80	61	32



# Spring Branch ISD 2023 STAAR SCORES

Comparison of Economically Disadvantaged and Non-Economically Disadvantaged Schools at a District Level across 3rd Grade

				STAAR - Reading				
					Did Not Meet	Approaches	Meets	Masters
Group	Admin	Grade	Number Tested	Average Scale Score	%	%	%	%
SPRING BRANCH ISD	Spring 2023	3	2174	1498	20	80	61	32
Economically Disadvantaged	Spring 2023	3	1134	1425	33	67	43	15
Not Economically Disadvantaged	Spring 2023	3	1040	1578	7	93	81	51

We should not be looking at averages as they mask the real issue.  
For as high as our average numbers are, we have some kids and schools that are high performing and yet others are very low performing.

We are only as good as our results for our low income students.

# Spring Branch ISD 2023 STAAR SCORES-ENGLISH

Economically Disadvantaged Schools across 3rd Grade  
(16 Schools)

Group	Admin	Grade	Did Not Meet	Approaches	Meets	Masters
			% ↓	%	%	%
EDGEWOOD EL (101920103)	Spring 2023	3	56	44	25	5
HOLLIBROOK EL	Spring 2023	3	44	56	39	12
SHADOW OAKS EL	Spring 2023	3	43	57	24	9
BUFFALO CREEK EL	Spring 2023	3	43	57	23	4
WOODVIEW EL	Spring 2023	3	39	61	34	11
HOUSMAN EL	Spring 2023	3	36	64	45	19
SPRING BRANCH EL	Spring 2023	3	36	64	40	9
WESTWOOD EL (101920116)	Spring 2023	3	33	67	46	21
SPRING SHADOWS EL	Spring 2023	3	33	67	39	11
THORNWOOD EL	Spring 2023	3	32	68	38	9
TREASURE FOREST EL	Spring 2023	3	31	69	37	13
CEDAR BROOK EL	Spring 2023	3	27	73	51	24
SHERWOOD EL	Spring 2023	3	25	75	50	18
PINE SHADOWS EL	Spring 2023	3	24	76	60	31
TERRACE EL	Spring 2023	3	20	80	69	38
RIDGECREST EL (101920111)	Spring 2023	3	18	82	63	29

# Spring Branch ISD 2023 STAAR SCORES-SPANISH

Economically Disadvantaged Schools across 3rd Grade

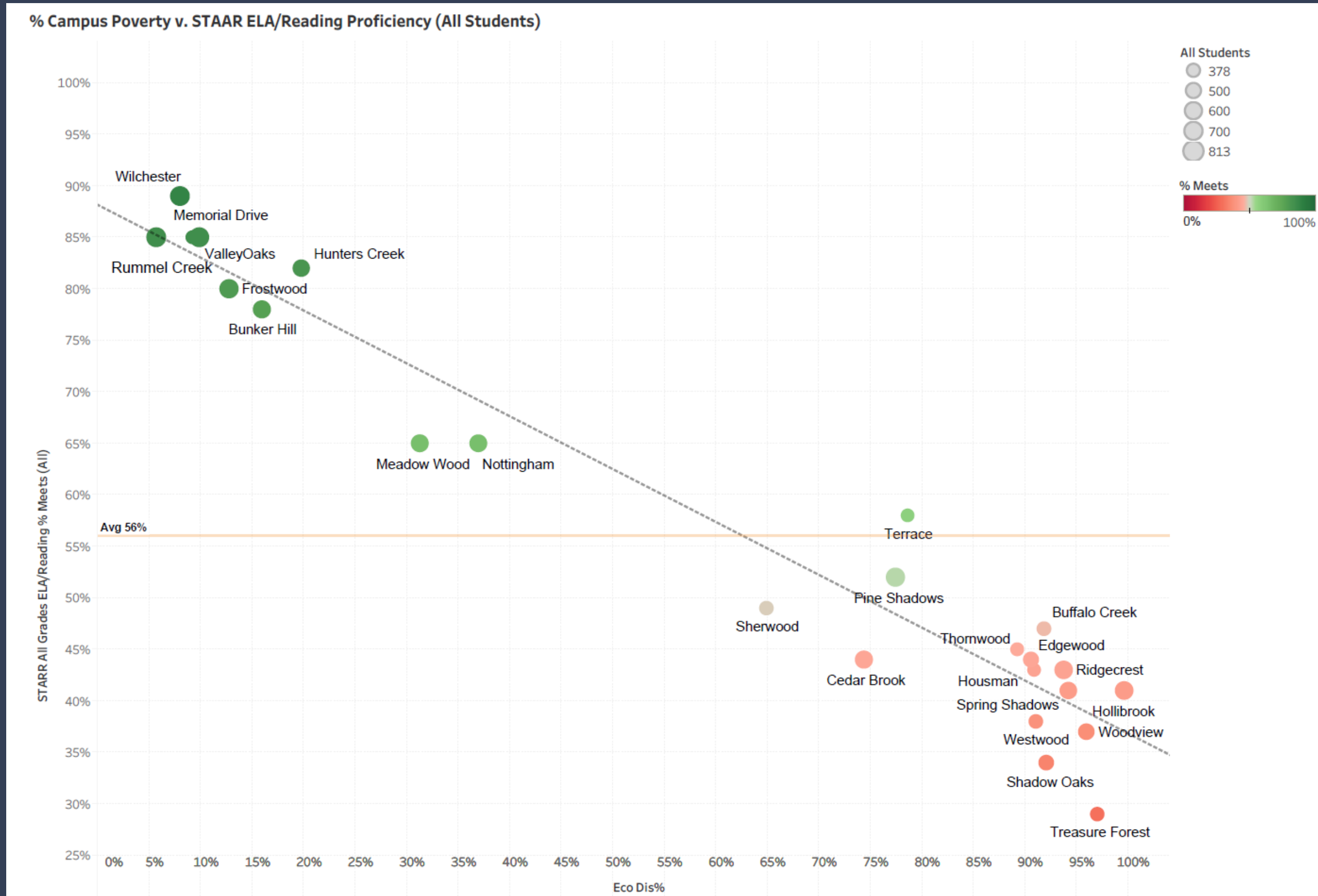
Group	Admin	Grade	Did Not Meet	Approaches	Meets	Masters
			% ↓	%	%	%
BUFFALO CREEK EL	Spring 2023	3	85	15	5	0
HOLLIBROOK EL	Spring 2023	3	83	17	0	0
TREASURE FOREST EL	Spring 2023	3	78	22	0	0
SPRING SHADOWS EL	Spring 2023	3	67	33	19	4
SPRING BRANCH EL	Spring 2023	3	60	40	0	0
WOODVIEW EL	Spring 2023	3	54	46	19	8
PINE SHADOWS EL	Spring 2023	3	42	58	21	15
THORNWOOD EL	Spring 2023	3	40	60	30	20
RIDGECREST EL (101920111)	Spring 2023	3	28	72	31	18

# Spring Branch ISD 2023 STAAR SCORES

Non-Economically Disadvantaged Schools across 3rd Grade  
(9 Schools)

Group	Admin	Grade	Number Tested	Did Not Meet	Approaches	Meets	Masters
				%	%	%	% ↓
WILCHESTER EL	Spring 2023	3	132	4	96	88	60
FROSTWOOD EL	Spring 2023	3	148	3	97	86	55
RUMMEL CREEK EL	Spring 2023	3	126	6	94	81	52
MEMORIAL DRIVE EL	Spring 2023	3	68	9	91	76	51
VALLEY OAKS EL	Spring 2023	3	164	9	91	81	49
HUNTERS CREEK EL	Spring 2023	3	106	9	91	75	43
BUNKER HILL EL	Spring 2023	3	131	4	96	79	42
MEADOW WOOD EL	Spring 2023	3	112	13	87	69	37
NOTTINGHAM EL	Spring 2023	3	108	13	87	68	33

# Spring Branch ISD 2023 STAAR SCORES



# **State of Texas 88th Legislative Session 2023**



# HB 1605

House Bill 1605

***A recent study showed that only 17% of students were engaged with on grade level classwork***

Relating to instructional material and technology, the adoption of essential knowledge and skills for certain public school foundation curriculum subjects, and the extension of additional state aid to school districts for the provision of certain instructional materials; authorizing a fee.

The majority of instructional materials used in classrooms do not meet grade-level TEKS standards. This lack of access to appropriate curricular resources inadequately prepares students, places a greater burden on teachers and creates barriers for parents to review classroom content. A recent study showed that only 17 percent of students were engaged with on grade level classwork.

<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/tvtf-meeting-2022-10-13-working-group-teacher-experience.pdf#page=31>

<https://trackbill.com/bill/texas-house-bill-1605-relating-to-instructional-material-and-technology-the-adoption-of-essential-knowledge-and-skills-for-certain-public-school-foundation-curriculum-subjects-and-the-extension-of-additional-state-aid-to-school-districts-for-the-provision-of-certain-instructional-materials-authorizing-a-fee/2391865/>

# HB 1605

House Bill 1605

***An educator preparation program MAY NOT INCLUDE instruction on... the method of 3-CUEING***

**SECTION 2. Section 21.044, Education Code, is amended by amending Subsection (a-1) and adding Subsection (h) to read as follows:**

**(h) An educator preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by Section 28.0062(a-1), into foundational skills reading instruction.**

# HB 1605

## House Bill 1605

### ***A school district shall... MAKE TESTS AND TEACHING MATERIALS AVAILABLE FOR REVIEW BY PARENTS***

**SECTION 5. Section 26.006, Education Code, is amended by amending Subsection (b) and adding Subsections (b-1) and (f) to read as follows:**

**(b) A school district shall make tests readily available for review by parents in person and teaching materials [and tests] readily available for review by parents both in person and, if applicable, through an instructional materials parent portal established under Section 31.154. In providing access to instructional materials to a student's parent under this section, the district shall:**

- (1) allow access beginning not later than 30 days before the school year begins and concluding not earlier than 30 days after the school year ends; and**
- (2) include, for the entire period specified in Subdivision (1), access to all instructional materials that pertain to each subject area in the grade level in which the student is enrolled, except for:**
  - (A) tests or exams that have not yet been administered to the student; and**
  - (B) the student's graded assignments.**

**(b-1) The district may specify reasonable hours for in-person review.**

**(F) A SCHOOL DISTRICT MAY NOT DENY A PARENT ACCESS TO AN INSTRUCTIONAL MATERIALS PARENT PORTAL HOSTED UNDER SECTION 31.154.**

# HB 1605

House Bill 1605

***A school district... MAY NOT INCLUDE ANY INSTRUCTION  
THAT INCORPORATES 3-CUEING***

**SECTION 10. Section 28.0062, Education Code, is amended by adding Subsection (a-1) to read as follows:**

**(a-1) In this subsection, "three-cueing" means a method of reading instruction for identification of words by which a student is encouraged to draw on context and sentence structure to read words without sounding the words out or using a phonics-based approach. A school district or open-enrollment charter school may not include any instruction that incorporates three-cueing in the phonics curriculum required under Subsection (a)(1).**

**WHY DOES THIS MATTER ?**

# IT AFFECTS ALL OF SOCIETY

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Advocates commonly refer to the **School to Prison Pipeline**.

Reading on grade-level by the end of third grade is one of the most critical milestones in education. Studies show that 74% of third graders who read poorly still struggle in ninth grade, and third grade reading scores can predict a student's likelihood to graduate high school.

According to the National Adult Literacy Survey, **70% of all incarcerated adults cannot read at a fourth-grade level**, "meaning they lack the reading skills to navigate many everyday tasks or hold down anything but lower (paying) jobs."

**Approximately 80% of Texas prison inmates are reported to be functionally illiterate.**

- This is according to a study conducted of Texas Prison inmates by the University of Texas Medical Branch. Deficient performance was defined primarily as word single decoding that measured below the 25th percentile on the Woodcock Reading Mastery Test.
- 47.8% of the inmates were deficient in word attack skills aka DECODING.
- Nearly 2/3 of the subjects scored poorly in reading comprehension.

Data supports that those without sufficient income earned by work are the most prone to crime. Paul Romero, a corrections official, once noted, "With legal means of succeeding in society narrowed, illiteracy is heavily implicated in the crimes landing many behind bars in the first place."

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*Moody KC, Holzer CE 3rd, Roman MJ, Paulsen KA, Freeman DH, Haynes M, James TN. Prevalence of dyslexia among Texas prison inmates. Tex Med. 2000 Jun;96(6):69-75. PMID: 10876375.*

<https://www.literacymidsouth.org/news/the-relationship-between-incarceration-and-low-literacy>

<https://www.readingrockets.org/resources/resource-library/double-jeopardy-how-third-grade-reading-skills-and-poverty-influence>



**WHAT CAN WE DO ?**

# IMPLEMENT A STRUCTURED LITERACY APPROACH BASED ON THE SCIENCE OF READING

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**The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.**

**This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.**

*<https://www.thereadingleague.org/wp-content/uploads/2022/03/Science-of-Reading-eBook-2022.pdf>*

# WHAT SCIENCE OF READING IS

## A COLLECTION OF RESEARCH

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.

## TEACHING BASED ON THE 5 BIG IDEAS

- **Phonemic Awareness** - The ability to identify and play with individual sounds in spoken words.
- **Phonics** - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.
- **Fluency** - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.
- **Vocabulary** - Knowing what words mean and how to say and use them correctly.
- **Comprehension** - The ability to understand what you are reading.

## EVER EVOLVING

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.

# WHAT SCIENCE OF READING IS NOT

## A PROGRAM, AN INTERVENTION, OR A PRODUCT YOU CAN BUY

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.

## PHONICS-BASED PROGRAMS THAT DRILL PHONICS SKILLS

Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.

## COMPLETE AND NO MORE STUDY NEEDS TO BE DONE

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.

*National Center on Improving Literacy (2022). The Science of Reading: The Basics. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.*

# LEARNING TO READ

Humans are born with brain circuitry to pick up spoken language, but no one is born with reading circuitry.

Reading has to be taught (Psychology Today, May 2018).

Researchers now estimate that 95% of all children can be taught to read proficiently.

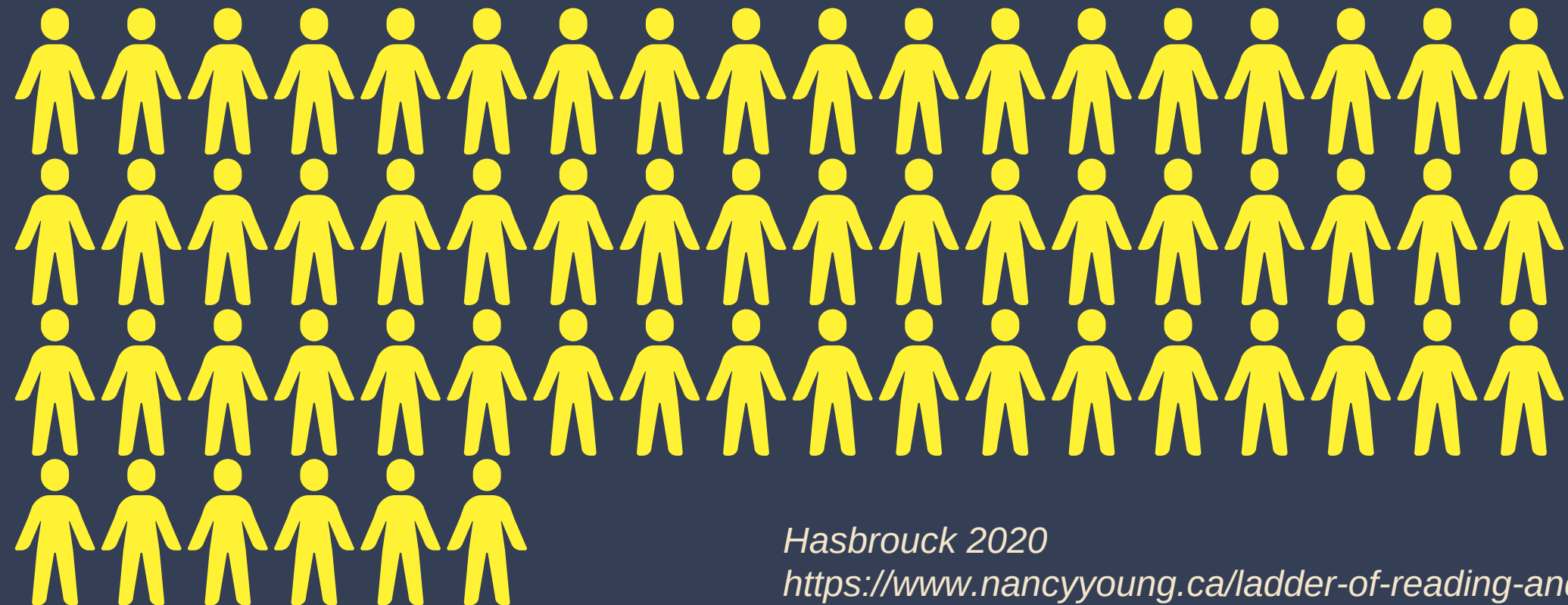
For 5% learning to read seems effortless; some instruction for spelling/writing may be needed.



For roughly 35%, learning to read is relatively easy with broad instruction; some explicit instruction for spelling/writing likely needed.



For roughly 60% of students learning to read/spell/write proficiently requires code-based & explicit instruction.



10-15% will require frequent repetition.

Hasbrouck 2020

<https://www.nancyyoung.ca/ladder-of-reading-and-writing>

# COMPREHENSION AND THE IMPORTANCE OF A KNOWLEDGE BUILDING CURRICULUM

- A recent meta-analysis confirms that it's best to teach reading comprehension strategies in combination with building background knowledge. It also adds the surprising finding that it doesn't seem to make much difference how much strategy instruction students get.
- The meta-analysis, which looked at over 50 studies of comprehension strategy instruction, provides yet more evidence that the prevailing approach to teaching comprehension is flawed.
- The Baseball Study
- Shortcomings in knowledge-building are one of the issues cited by reading researchers evaluating Units of Study curriculum

“  
**Literacy educators need to see knowledge building as a way to help begin closing ... the educational equity gap.**

Kyair Butts  
Education Week

Study Link:<https://journals.sagepub.com/doi/full/10.3102/00346543231171345>

***“Teaching reading is rocket science. But it is also established science, with clear, specific, practical, instructional strategies that all teachers should be taught and supported in using.”***

**- Louisa Moats**

**Teaching Reading is Rocket Science**