

30 TLI Grantees

Alice ISD
Arlington ISD
Austin ISD
Bartlett ISD
Bastrop ISD
Brooks County ISD /
Ramirez CSD
Brownsville ISD
Chilton ISD
Como-Pickton CISD
Connally ISD
Edinburg CISD
El Paso ISD
Greenville ISD
La Marque ISD
La Vega ISD
Lubbock ISD
Manor ISD
McAllen ISD
Mercedes ISD
Nixon-Smiley CISD
Odem-Edroy ISD
Pilot Point ISD
Raul Yzaguirre
School for
Success
San Antonio ISD
San Saba ISD
Sinton ISD
Taft ISD
Taylor ISD
Tenaha ISD
Tornillo ISD

TLI Tidbits

Smallest Literacy Line has 2 sites/campuses serving 487 students
Largest Literacy Line has 62 sites/campuses serving 49,325 students
Grant serves 262,055+ students

What is the Texas Literacy Initiative (TLI)?

Description:

Striving Readers Comprehensive Literacy (SRCL) discretionary grant (also referred to as the **Texas Literacy Initiative (TLI)**) creates a comprehensive literacy program to advance literacy skills — including pre-literacy skills, reading, and writing — for students from age 0 through grade 12, including limited-English-proficient students and students with disabilities.

Purpose/Goals:

The purpose of the TLI is to improve school readiness and success in the areas of language and literacy for disadvantaged children/students in targeted school districts, including their associated Early Childhood Education (ECE) providers, who will use the model of Literacy Lines to implement the **Texas State Literacy Plan (TSLP)**.

The goal of the TSLP is to ensure that every Texas child is strategically prepared for the literacy demands of college and/or career by high school graduation. To achieve this goal, the plan centers on the integration and alignment of early language and pre-literacy skills for age 0 to school entry and on reading and writing instruction for students in grades K-12. The TSLP is a framework of six essential components: **Leadership**, **Assessment**, **Standards-based Instruction**, **Effective Instructional Framework**, **Reporting and Accountability** and **Sustainability (LASERS)**. Each LASERS component consists of a Summary Statement and Key Action Steps.



Representing TLI in Washington D.C.



1st row: Becki Krsnak, Yoko Matsumoto, Kathy McFarlen, Thea Williams, Maria Longhi, Sandy Garza
2nd row: Kathy Stewart, Karen Nelson, Monica Franco, Sandra Hancock, Linda Cranmer, Daryl Michel, Jacob Williams (Not pictured: Jennifer Schnakenberg and Meghan Coleman)

The Striving Readers Comprehensive Literacy Annual Meeting was held in Washington D.C. on August 21-23, 2013. TLI was well represented with members from the Texas Education Agency, UT Health, Institute for Public School Initiatives, Vaughn Gross Center, Arlington ISD, El Paso ISD, and Connally ISD. Dr. Kathy Stewart, TEA, and Dr. Sandra Hancock, Connally ISD, presented “Building a Literacy Legacy for Texas” during the Leadership Session (see Connally story Page 3). Yoko Matsumoto from the Arlington TLI Literacy Line, shared literacy connections for all stakeholders made through the Arlington Public Library system. El Paso ISD demonstrated their strategy to keep all faculty involved and informed on progress towards building their comprehensive literacy plan. For more information, follow this link [SRCL Center - Meetings](#).



Look Who's
In the News!!

Setting a Foundation with Reading and Writing

Joseph Lopez, Associate Superintendent for Curriculum and Instruction in El Paso ISD, has brought the Texas Literacy Initiative to El Paso. The program was initially implemented in 39 of El Paso ISD's 94 schools to improve school readiness and success in language and literacy for disadvantaged students. El Paso ISD has added 3 more high schools and 11 elementary schools to its TLI Literacy Line in Year 2 continuation funding. Read the complete article highlighting Dr. Lopez and ways in which El Paso ISD is implementing TLI in [District Administration: Solutions for School District Management](#).



Joseph Lopez talks with district's TLI administrators.

Washington DC Seeks Brownsville ISD Input

The White House Initiative on Educational Excellence for Hispanics (WHIEEH) visited South and West Texas to engage key stakeholders on the current state and future of education. The purpose was to share information about the President's education agenda, federal resources, initiatives, and policies; identify successful models in this local region; and discuss what is working.

In Brownsville ISD, a roundtable discussion on Hispanics educational attainment was planned with BISD Superintendent Carl A. Montoya, community leaders, parents, teachers, and included Maria V. Gonzalez, BISD Texas Literacy Initiative Director.

"You're in a district here that makes it work. Education is the great equalizer," Maria said at the midday gathering.

"We want to be able to replicate what is happening here in Brownsville across the country," said Alejandra Ceja, WHIEEH Executive Director. "We want this to be a dialogue, not just a one-time visit. We want to be able to tell your story."

Read the complete article of the visit by WHIEEH to Brownsville in [The Brownsville Herald](#).

TEA's Project Share Earns National Recognition

AUSTIN - The Center for Digital Education has announced that the Texas Education Agency's (TEA) Project Share, a valuable resource for all Texas public and open enrollment charter schools, is among the winners of a 2013 Digital Education Achievement Award. Link to article: [Texas Education Agency](#)

"Education is the great equalizer."

Maria V. Gonzalez,
TLI Director
Brownsville ISD

CONNALLY ISD ON LEADERSHIP

Description:

Connally ISD hosted a TLI data meeting of their Literacy Line on January 31, 2013, with the superintendent and other district and campus administrators, campus instructional leaders, district TLI project coordinator, and state literacy leaders from IPSI and TEA. **Prior to the meeting**, principals gathered data to present, and feedback from teacher leaders across the literacy line was solicited.

The key players were all in attendance, and they were strategically gathered around a single table purposefully to symbolize unity and foster teamwork. Facilitators stressed the importance of transparency and full disclosure for the sake of progress.

The team began by examining student expectations by grade level with BOY/MOY data and evaluating the assessments at each grade for purpose and usefulness of data. The final piece involved discussions around the **Circle of Influence/Circle of Control** activity used in narrowing improvement plans. The organizers of the groups expected the outcome to be the clear materialization of a single skill or component consistently across the district.

The actual outcome was the emergence of a chaotic, misalignment of effort and isolated campus improvement efforts in addition to fragmented, redundant, ineffective assessment plans. The team spoke openly regarding unclear procedures and processes with regard to student services (Rtl, GT, ELL, etc.).

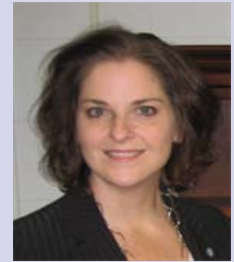
Two primary, immediate goals emerged:

- Develop and clearly define a comprehensive assessment plan.
- Develop and clearly define processes for identifying and serving students in need of specialized services (GT, ESL, RTI, dyslexia, 504).

Outcome:

As of today, **an entire curriculum management plan** (previously drafted but incomplete) with **core beliefs, values, purposes, and vision of a Connally graduate** is being rolled out district wide. Within the document is the **comprehensive assessment plan** for reading and math. GT, ESL, RTI, and 504 processes are housed in a secure section of the district website, **accessible by all instructional staff members**. The dyslexia piece is still in development. Beyond the programs initially targeted, systems for the identification and servicing of at-risk and homeless students have also been defined.

The next pieces being developed include **Instructional Planning Systems** (utilizing Project Share as an introductory course and materials storage center), **Professional Learning Systems, Instructional Monitoring Systems, and College Readiness Systems**.



Dr. Sandra Hancock,
Curriculum Director
from
Connally ISD

**Highlighted
TLI Effective
Literacy
Practice:**

**Effective
Instructional
Framework
Action Step:**

Use evidence-based strategies to enhance achievement for diverse student populations, including English language learners, Gifted and Talented, special education, at risk, and dyslexic students.



TLI Schools Achieving Met Standard Rating Plus All Academic Distinctions

Under the state accountability system, campuses in Texas that achieve the rating of Met Standard can also earn distinction designations in the following three areas:

- Top 25 Percent Student Progress
- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Mathematics

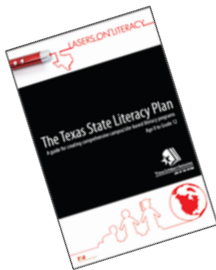
Of the approximately 3,600 campuses across Texas that achieved the Met Standard rating under the state's new accountability system and earned at least one designation, 759 schools earned designations in all three potential areas. **Below are the TLI schools that achieved this distinction:**

District	School	District	School
Arlington ISD	Carter Junior High	Brownsville ISD	Paredes Elementary
Arlington ISD	Hutcheson Junior High	Brownsville ISD	Pullam Elementary
Arlington ISD	Shackelford Junior High	Brownsville ISD	Resaca Elementary
Austin ISD	Dawson Elementary	Brownsville ISD	Sharp Elementary
Bastrop ISD	Bastrop High School	Brownsville ISD	Vermillion Road Elementary
Bastrop ISD	Cedar Creek Intermediate	Brownsville ISD	Victoria Heights Elementary
Brownsville ISD	Brownsville Early College High	Brownsville ISD	Yturria Elementary
Brownsville ISD	Faulk Middle School	Edinburg ISD	Avila Elementary
Brownsville ISD	Stillman Middle School	Edinburg ISD	Zavala Elementary
Brownsville ISD	Ortiz Elementary	El Paso ISD	Colin Powell Elementary
		El Paso ISD	Zavala Elementary



Highlighting TLI Effective Practices

The Texas State Literacy Plan (TSLP) serves as a blueprint that makes the state's literacy goals and strategies transparent and provides a needs assessment based on implementation stages, action steps, research, and resources that Literacy Lines can use to improve their literacy outcomes. The 30 TLI Grantees are in the process of implementing the TSLP to develop a comprehensive literacy plan that addresses what is known from evidence about developmental factors and instructional practices critical for all students to become readers and writers. We will use the TLI Newsletter to highlight the effective practices that our TLI Literacy Lines are using to improve their literacy outcomes.



Process for submitting TLI Effective Practice Highlights for publication:

- TLI Districts will work with their State Literacy Liaison (SLL) to identify goals set and achieved from their Language and Pre-Literacy Development Plan and/or Data-Informed Plan. **(Outcome)**
- Write up a description of the LASERS Action Step(s) taken to achieve these goals. **(Description)**
- Email submissions for consideration with **"TLI Newsletter"** in **Subject Line** by below deadlines to TLI@tea.state.tx.us:

Newsletter Date	Submission Date	Newsletter Date	Submission Date
First Quarter 2014	December 6, 2013	Third Quarter 2014	June 6, 2014
Second Quarter 2014	March 7, 2014	Fourth Quarter 2014	September 5, 2014