

SENATE AMENDMENTS

2nd Printing

By: Dutton

H.B. No. 4545

A BILL TO BE ENTITLED

1 AN ACT
2 relating to the assessment of public school students, the
3 establishment of a strong foundations grant program, and providing
4 accelerated instruction for students who fail to achieve
5 satisfactory performance on certain assessment instruments.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

7 SECTION 1. The heading to Section 28.0211, Education Code,
8 is amended to read as follows:

9 Sec. 28.0211. ACCELERATED LEARNING COMMITTEE [~~SATISFACTORY~~
10 ~~PERFORMANCE ON ASSESSMENT INSTRUMENTS REQUIRED~~]; ACCELERATED
11 INSTRUCTION; MODIFIED TEACHER ASSIGNMENT.

12 SECTION 2. Section 28.0211, Education Code, is amended by
13 amending Subsections (a), (a-1), (a-2), (a-3), (c), (f), (i), (k),
14 and (n) and adding Subsections (a-4), (a-5), (a-6), (f-1), (f-2),
15 (f-3), (f-4), (f-5), and (n-1) to read as follows:

16 (a) A school district shall establish an accelerated
17 learning committee described by Subsection (c) for each student who
18 does not perform satisfactorily on:

19 (1) the third grade mathematics or reading assessment
20 instrument under Section 39.023;

21 (2) [~~Except as provided by Subsection (b) or (c), a~~
22 student may not be promoted to:

23 [~~(1) the sixth grade program to which the student~~
24 would otherwise be assigned if the student does not perform

1 ~~satisfactorily on~~] the fifth grade mathematics or [~~and~~] reading
2 assessment instrument [~~instruments~~] under Section 39.023; or

3 (3) [~~(2) the ninth grade program to which the student~~
4 ~~would otherwise be assigned if the student does not perform~~
5 ~~satisfactorily on~~] the eighth grade mathematics or [~~and~~] reading
6 assessment instrument [~~instruments~~] under Section 39.023.

7 (a-1) Each time a student fails to perform satisfactorily on
8 an assessment instrument administered under Section 39.023(a) in
9 the third, fourth, fifth, sixth, seventh, or eighth grade, the
10 school district in which the student attends school shall provide
11 to the student accelerated instruction in the applicable subject
12 area during the subsequent summer or school year and either:

13 (1) allow the student to be assigned a classroom
14 teacher who is certified as a master, exemplary, or recognized
15 teacher under Section 21.3521 for the subsequent school year in the
16 applicable subject area; or

17 (2) provide the student supplemental instruction
18 under Subsection (a-4).

19 (a-2) Accelerated instruction provided during the following
20 school year under Subsection (a-1) may require participation of the
21 student before or after normal school hours [~~and may include~~
22 ~~participation at times of the year outside normal school~~
23 ~~operations~~].

24 (a-3) In providing accelerated instruction under Subsection
25 (a-1), a district may not remove a student, except under
26 circumstances for which a student enrolled in the same grade level
27 who is not receiving accelerated instruction would be removed,

1 from:

2 (1) instruction in the foundation curriculum and
3 enrichment curriculum adopted under Section 28.002 for the grade
4 level in which the student is enrolled; or

5 (2) recess or other physical activity that is
6 available to other students enrolled in the same grade level.

7 (a-4) If a district receives funding under Section 29.0881,
8 the Coronavirus Response and Relief Supplemental Appropriations
9 Act, 2021 (Div. M, Pub. L. No. 116-260), or the American Rescue Plan
10 Act of 2021 (Pub. L. No. 117-2), then supplemental instruction
11 provided by a school district under Subsection (a-1)(2) must:

12 (1) include targeted instruction in the essential
13 knowledge and skills for the applicable grade levels and subject
14 area;

15 (2) be provided in addition to instruction normally
16 provided to students in the grade level in which the student is
17 enrolled;

18 (3) be provided for no less than 30 total hours during
19 the subsequent summer or school year and, unless the instruction is
20 provided fully during summer, include instruction no less than once
21 per week during the school year;

22 (4) be designed to assist the student in achieving
23 satisfactory performance in the applicable grade level and subject
24 area;

25 (5) include effective instructional materials
26 designed for supplemental instruction;

27 (6) be provided to a student individually or in a group

1 of no more than three students, unless the parent or guardian of
2 each student in the group authorizes a larger group;

3 (7) be provided by a person with training in the
4 applicable instructional materials for the supplemental
5 instruction and under the oversight of the school district; and

6 (8) to the extent possible, be provided by one person
7 for the entirety of the student's supplemental instruction period.

8 (a-5) If there is more than one classroom teacher available
9 in the applicable subject area to which a student who fails to
10 perform satisfactorily on an assessment instrument specified under
11 Subsection (a) could be assigned for the subsequent school year,
12 the student's parent or guardian may choose the teacher who will
13 provide the applicable instruction to the student.

14 ~~[(a-2) A student who fails to perform satisfactorily on an~~
15 ~~assessment instrument specified under Subsection (a) and who is~~
16 ~~promoted to the next grade level must complete accelerated~~
17 ~~instruction required under Subsection (a-1) before placement in the~~
18 ~~next grade level. A student who fails to complete required~~
19 ~~accelerated instruction may not be promoted.]~~

20 (a-6) [(a-3)] The commissioner shall provide guidelines to
21 school districts on research-based best practices and effective
22 strategies that a district may use in developing an accelerated
23 instruction program and shall provide resources to districts to
24 assist in the provision of an accelerated instruction program.

25 ~~(c) [Each time a student fails to perform satisfactorily on~~
26 ~~an assessment instrument specified under Subsection (a), the school~~
27 ~~district in which the student attends school shall provide to the~~

1 ~~student accelerated instruction in the applicable subject area,~~
2 ~~including reading instruction for a student who fails to perform~~
3 ~~satisfactorily on a reading assessment instrument.]~~ After a
4 student fails to perform satisfactorily on an assessment instrument
5 specified under Subsection (a), an accelerated learning [~~a second~~
6 ~~time, a grade placement]~~ committee shall be established [~~to~~
7 ~~prescribe the accelerated instruction the district shall provide to~~
8 ~~the student before the student is administered the assessment~~
9 ~~instrument the third time].~~ The accelerated learning [~~grade~~
10 ~~placement]~~ committee shall be composed of the principal or the
11 principal's designee, the student's parent or guardian, and the
12 teacher of the subject of an assessment instrument on which the
13 student failed to perform satisfactorily. The district shall
14 notify the parent or guardian of the time and place for convening
15 the accelerated learning [~~grade placement]~~ committee and the
16 purpose of the committee. [~~An accelerated instruction group~~
17 ~~administered by a school district under this section may not have a~~
18 ~~ratio of more than 10 students for each teacher.]~~

19 (f) An accelerated learning [~~A school district shall~~
20 ~~provide to a student who, after three attempts, has failed to~~
21 ~~perform satisfactorily on an assessment instrument specified under~~
22 ~~Subsection (a) accelerated instruction during the next school year~~
23 ~~as prescribed by an educational plan developed for the student by~~
24 ~~the student's grade placement]~~ committee described by [~~established~~
25 ~~under]~~ Subsection (c) shall, not later than the start of the
26 subsequent school year, develop an [~~The district shall provide~~
27 ~~that accelerated instruction regardless of whether the student has~~

1 ~~been promoted or retained. The] educational plan for the student
2 that provides the necessary accelerated instruction [~~must be~~
3 ~~designed~~] to enable the student to perform at the appropriate grade
4 level by the conclusion of the school year.~~

5 (f-1) The educational plan under Subsection (f) must be
6 documented in writing, and a copy must be provided to the student's
7 parent or guardian.

8 (f-2) During the school year, the student shall be monitored
9 to ensure that the student is progressing in accordance with the
10 plan developed under Subsection (f). The district shall administer
11 to the student the assessment instrument for the grade level in
12 which the student is placed at the time the district regularly
13 administers the assessment instruments for that school year.

14 (f-3) The board of trustees of each school district shall
15 adopt a policy consistent with the grievance procedure adopted
16 under Section 26.011 to allow a parent to contest the content or
17 implementation of an educational plan developed under Subsection
18 (f).

19 (f-4) If a student who fails to perform satisfactorily on an
20 assessment instrument specified under Subsection (a) fails in the
21 subsequent school year to perform satisfactorily on an assessment
22 instrument in the same subject, the superintendent of the district,
23 or the superintendent's designee, shall meet with the student's
24 accelerated learning committee to:

25 (1) identify the reason the student did not perform
26 satisfactorily; and

27 (2) determine, in order to ensure the student performs

1 satisfactorily on the assessment instrument at the next
2 administration of the assessment instrument, whether:

3 (A) the educational plan developed for the
4 student under Subsection (f) must be modified to provide the
5 necessary accelerated instruction for that student; and

6 (B) any additional resources are required for
7 that student.

8 (f-5) The superintendent's designee under Subsection (f-4):

9 (1) may be an employee of a regional education service
10 center; and

11 (2) may not be a person who served on the student's
12 accelerated learning committee.

13 (i) The admission, review, and dismissal committee of a
14 student who participates in a district's special education program
15 under Subchapter A, Chapter 29, and who does not perform
16 satisfactorily on an assessment instrument specified under
17 Subsection (a) and administered under Section 39.023(a) or (b) must
18 meet to [~~before the student is administered the assessment~~
19 ~~instrument for the second time. The committee shall~~] determine[+]

20 [~~(1)~~] the manner in which the student will participate
21 in an accelerated instruction program under this section[+ and

22 [~~(2) whether the student will be promoted in~~
23 ~~accordance with Subsection (i-1) or retained under this section].~~

24 (k) The commissioner may [~~shall~~] adopt rules as necessary to
25 implement this section[+ including rules concerning when school
26 ~~districts shall administer assessment instruments required under~~
27 ~~this section and which administration of the assessment instruments~~

1 ~~will be used for purposes of Section 39.054].~~

2 (n) Except as provided by Subsection (n-1), a [A] student
3 who fails to perform satisfactorily on an assessment instrument
4 specified under Subsection (a) and is promoted to the next grade
5 level [by a grade placement committee under this section] must be
6 assigned in the subsequent school year in each subject in which the
7 student failed to perform satisfactorily on an assessment
8 instrument specified under Subsection (a) to an appropriately
9 certified [a] teacher who meets all state and federal
10 qualifications to teach that subject and grade.

11 (n-1) In a manner consistent with federal law and
12 notwithstanding any other law, the commissioner may waive the
13 requirement under Subsection (n) regarding the assignment of a
14 student to an appropriately certified classroom teacher on the
15 request of a school district.

16 SECTION 3. Section 28.0217, Education Code, is amended to
17 read as follows:

18 Sec. 28.0217. ACCELERATED INSTRUCTION FOR HIGH SCHOOL
19 STUDENTS. (a) Each time a student fails to perform satisfactorily
20 on an assessment instrument administered under Section 39.023(c),
21 the school district in which the student attends school shall
22 provide to the student accelerated instruction in the applicable
23 subject area~~[, using funds appropriated for accelerated~~
24 ~~instruction under Section 28.0211].~~

25 (b) Accelerated instruction provided under this section:

26 (1) may require participation of the student before or
27 after normal school hours and may include participation at times of

1 the year outside normal school operations; and

2 (2) must comply with the requirements for accelerated
3 instruction provided under Section 28.0211.

4 SECTION 4. Subchapter C, Chapter 29, Education Code, is
5 amended by adding Section 29.0881 to read as follows:

6 Sec. 29.0881. STRONG FOUNDATIONS GRANT PROGRAM. (a) The
7 commissioner shall establish and administer a strong foundations
8 grant program for campuses or a program at a campus serving students
9 enrolled in prekindergarten through grade five to implement a
10 rigorous school approach that combines high-quality instruction,
11 materials, and support structures.

12 (b) The commissioner shall adopt components that school
13 districts, open-enrollment charter schools, and campuses of the
14 districts or schools must implement under the strong foundations
15 grant program. The components must include:

16 (1) use of high-quality instructional materials,
17 curricula, and curricular tools;

18 (2) use of aligned diagnostic and formative
19 assessments;

20 (3) aligned professional supports;

21 (4) practices designed to ensure high-quality
22 supports for students with disabilities;

23 (5) evidence-based practices to increase and maintain
24 parental engagement; and

25 (6) measurement of fidelity of implementation of the
26 program.

27 (c) Grants provided under the strong foundations grant

1 program may be in the form of funds, in-kind resources, or both.

2 (d) The commissioner shall use funds appropriated, federal
3 funds, and other funds available for the strong foundations grant
4 program to assist school districts and open-enrollment charter
5 schools in implementing the program.

6 (e) A school district or open-enrollment charter school
7 that receives grant funds under this section may use the funds to:

8 (1) financially support or train or otherwise prepare
9 educators and other staff;

10 (2) pay for agreements with other entities to provide
11 prekindergarten services; or

12 (3) pay for accelerated instruction provided under
13 Section 28.0211 or 28.0217.

14 (f) The commissioner may accept gifts, grants, and
15 donations from any source, including private and nonprofit
16 organizations, for the program. A private or nonprofit
17 organization that contributes to the program may receive an award
18 under Section 7.113.

19 SECTION 5. Section 39.025(b-1), Education Code, is amended
20 to read as follows:

21 (b-1) A school district shall provide each student who fails
22 to perform satisfactorily as determined by the commissioner under
23 Section 39.0241(a) on an end-of-course assessment instrument with
24 accelerated instruction under Section 28.0217 in the subject
25 assessed by the assessment instrument.

26 SECTION 6. Section 39.301(c), Education Code, is amended to
27 read as follows:

1 (c) Indicators for reporting purposes must include:

2 (1) the percentage of graduating students who meet the
3 course requirements established by State Board of Education rule
4 for:

5 (A) the foundation high school program;

6 (B) the distinguished level of achievement under
7 the foundation high school program; and

8 (C) each endorsement described by Section
9 28.025(c-1);

10 (2) the results of the SAT, ACT, and certified
11 workforce training programs described by Chapter 311, Labor Code;

12 (3) for students who have failed to perform
13 satisfactorily, under each performance standard under Section
14 39.0241, on an assessment instrument required under Section
15 39.023(a) or (c), the performance of those students on subsequent
16 assessment instruments required under those sections, aggregated
17 by grade level and subject area;

18 (4) for each campus, the number of students,
19 disaggregated by major student subpopulations, that take courses
20 under the foundation high school program and take additional
21 courses to earn an endorsement under Section 28.025(c-1),
22 disaggregated by type of endorsement;

23 (5) the percentage of students, aggregated by grade
24 level, provided accelerated instruction under Section 28.0211
25 [~~28.0211(c)~~], the results of assessment instruments administered
26 under that section, [~~the percentage of students promoted through~~
27 ~~the grade placement committee process under Section 28.0211,~~] the

1 subject of the assessment instrument on which each student failed
2 to perform satisfactorily under each performance standard under
3 Section 39.0241, and the performance of those students in the
4 subsequent school year [~~following that promotion~~] on the assessment
5 instruments required under Section 39.023;

6 (6) the percentage of students of limited English
7 proficiency exempted from the administration of an assessment
8 instrument under Sections 39.027(a)(1) and (2);

9 (7) the percentage of students in a special education
10 program under Subchapter A, Chapter 29, assessed through assessment
11 instruments developed or adopted under Section 39.023(b);

12 (8) the percentage of students who satisfy the college
13 readiness measure;

14 (9) the measure of progress toward dual language
15 proficiency under Section 39.034(b), for students of limited
16 English proficiency, as defined by Section 29.052;

17 (10) the percentage of students who are not
18 educationally disadvantaged;

19 (11) the percentage of students who enroll and begin
20 instruction at an institution of higher education in the school
21 year following high school graduation; and

22 (12) the percentage of students who successfully
23 complete the first year of instruction at an institution of higher
24 education without needing a developmental education course.

25 SECTION 7. Section 39A.051(b), Education Code, is amended
26 to read as follows:

27 (b) For a campus described by Subsection (a), the

1 commissioner, to the extent the commissioner determines necessary,
2 may:

3 (1) order a hearing to be held before the commissioner
4 or the commissioner's designee at which the president of the board
5 of trustees of the school district, the district superintendent,
6 and the campus principal shall appear and explain the campus's low
7 performance, lack of improvement, and plans for improvement; ~~or~~

8 (2) establish a school community partnership team
9 composed of members of the campus-level planning and
10 decision-making committee established under Section 11.251 and
11 additional community representatives as determined appropriate by
12 the commissioner;

13 (3) if applicable under Section 39A.064, require the
14 school district to comply with all requirements of the strong
15 foundations grant program under Section 29.0881 for the campus; or

16 (4) any combination of the actions described by
17 Subdivisions (1) through (3).

18 SECTION 8. Subchapter B, Chapter 39A, Education Code, is
19 amended by adding Section 39A.064 to read as follows:

20 Sec. 39A.064. STRONG FOUNDATIONS INTERVENTION FOR CERTAIN
21 CAMPUSES. (a) Notwithstanding Section 39A.0545(b) or any other
22 law, the commissioner may require a school district or
23 open-enrollment charter school to comply with all requirements of
24 the strong foundations grant program under Section 29.0881 at a
25 campus that:

26 (1) includes students at any grade level from
27 prekindergarten through fifth grade;

1 (2) is assigned an overall performance rating of D or
2 F; and

3 (3) is in the bottom five percent of campuses in the
4 state based on student performance on the grade three reading
5 assessment administered under Section 39.023(a) during the
6 previous school year, as determined by the commissioner.

7 (b) If funds are appropriated for the purpose, the
8 commissioner shall award a grant under Section 29.0881 to any
9 campus required to implement the requirements of the program under
10 this section.

11 (c) The commissioner shall adopt rules to determine whether
12 a school district or open-enrollment charter school is complying
13 adequately with the requirements under this section.

14 SECTION 9. Section 51.338(d), Education Code, is amended to
15 read as follows:

16 (d) A student who has demonstrated the performance standard
17 for college readiness as provided by Section 28.008 on the
18 postsecondary readiness assessment instruments adopted under
19 Section 39.0238 for Algebra II and English III, as that section
20 existed before repeal by H.B. 4545, Acts of the 87th Legislature,
21 Regular Session, 2021, is exempt from the requirements of this
22 subchapter with respect to those content areas. The commissioner
23 of higher education by rule shall establish the period for which an
24 exemption under this subsection is valid.

25 SECTION 10. The following provisions of the Education Code
26 are repealed:

27 (1) Sections 28.0211(b), (d), (e), (i-1), (i-2), (m),

1 and (m-1);

2 (2) Section 39.0231; and

3 (3) Section 39.0238.

4 SECTION 11. As soon as practicable after the effective date
5 of this Act, the board of trustees of a school district shall adopt
6 a policy as required by Section 28.0211(f-3), Education Code, as
7 added by this Act.

8 SECTION 12. This Act applies beginning with the 2021-2022
9 school year.

10 SECTION 13. This Act takes effect immediately if it
11 receives a vote of two-thirds of all the members elected to each
12 house, as provided by Section 39, Article III, Texas Constitution.
13 If this Act does not receive the vote necessary for immediate
14 effect, this Act takes effect September 1, 2021.

ADOPTED

MAY 26 2021

Lacey Spaw
Secretary of the Senate

Louis Lewis, Jr.

FLOOR AMENDMENT NO. 1

BY: _____

1 Amend H.B. No. 4545 (senate committee printing) in SECTION 2
2 of the bill, by striking added Section 28.0211(a-5), Education
3 Code (page 2, lines 44 through 49), and substituting the following:
4 (a-5) Each school district shall establish a process allowing
5 for the parent or guardian of a student who fails to perform
6 satisfactorily on an assessment instrument specified under
7 Subsection (a) to make a request for district consideration that
8 the student be assigned to a particular classroom teacher in the
9 applicable subject area for the subsequent school year, if more
10 than one classroom teacher is available.

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION

May 27, 2021

TO: Honorable Dade Phelan, Speaker of the House, House of Representatives

FROM: Jerry McGinty, Director, Legislative Budget Board

IN RE: HB4545 by Dutton (Relating to the assessment of public school students, the establishment of a strong foundations grant program, and providing accelerated instruction for students who fail to achieve satisfactory performance on certain assessment instruments.), **As Passed 2nd House**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4545, As Passed 2nd House : a negative impact of (\$146,860,972) through the biennium ending August 31, 2023.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five- Year Impact:

<i>Fiscal Year</i>	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2022	(\$73,315,243)
2023	(\$73,545,729)
2024	(\$73,200,000)
2025	(\$73,200,000)
2026	(\$73,200,000)

All Funds, Five-Year Impact:

<i>Fiscal Year</i>	Probable (Cost) from General Revenue Fund 1
2022	(\$73,315,243)
2023	(\$73,545,729)
2024	(\$73,200,000)
2025	(\$73,200,000)
2026	(\$73,200,000)

Fiscal Analysis

This bill would create the Strong Foundations Grant Program. The commissioner would be required to adopt components that program participants must implement under the program including the use of high-quality instructional materials, curricula, and curricular tools; aligned professional supports; and a measure of the fidelity of implementation of the program.

The bill would remove grade promotion requirements tied to grades 5 and 8 State of Texas Assessments of Academic Readiness (STAAR) and would establish accelerated learning committees and instruction for

students who do not perform satisfactorily on grades three, five, and eight reading and math and end-of-course STAAR.

The bill repeals Section 28.0211(b) of the Education Code which requires districts to provide a student with two additional opportunities to take a state assessment after initially failing and provide an alternative assessment if they fail the other two opportunities.

The bill repeals Section 39.0238 which requires the agency to adopt or develop postsecondary readiness assessment instruments for Algebra II and English III.

Methodology

TEA estimates that Strong Foundations Grant Program would cost \$75 million in funding per year.

According to TEA, repealing Section 28.0211(b) would save the state \$1.5 million annually as a result of eliminating retest opportunities.

Based on information provided by TEA, repealing Section 39.0238 would save the state \$300,000 annually by eliminating the Algebra II and English III tests.

Technology

The bill would require TEA to modify various TEA technology systems.

Total costs to implement changes to the TEA IT systems are \$115,243 in fiscal year 2022 and \$345,729 in fiscal year 2023 for initial development efforts.

Local Government Impact

No significant fiscal implication to units of local government is anticipated.

Source Agencies: 701 Texas Education Agency

LBB Staff: JMc, CMA, SL, AH, CPA

LEGISLATIVE BUDGET BOARD
Austin, Texas

FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION

May 20, 2021

TO: Honorable Larry Taylor, Chair, Senate Committee on Education

FROM: Jerry McGinty, Director, Legislative Budget Board

IN RE: HB4545 by Dutton (Relating to the assessment of public school students, the establishment of a strong foundations grant program, and providing accelerated instruction for students who fail to achieve satisfactory performance on certain assessment instruments.), **As Engrossed**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4545, As Engrossed : a negative impact of (\$146,860,972) through the biennium ending August 31, 2023.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five- Year Impact:

<i>Fiscal Year</i>	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2022	(\$73,315,243)
2023	(\$73,545,729)
2024	(\$73,200,000)
2025	(\$73,200,000)
2026	(\$73,200,000)

All Funds, Five-Year Impact:

<i>Fiscal Year</i>	Probable (Cost) from General Revenue Fund 1
2022	(\$73,315,243)
2023	(\$73,545,729)
2024	(\$73,200,000)
2025	(\$73,200,000)
2026	(\$73,200,000)

Fiscal Analysis

This bill would create the Strong Foundations Grant Program. The commissioner would be required to adopt components that program participants must implement under the program including the use of high-quality instructional materials, curricula, and curricular tools; aligned professional supports; and a measure of the fidelity of implementation of the program.

The bill would remove grade promotion requirements tied to grades 5 and 8 State of Texas Assessments of Academic Readiness (STAAR) and would establish accelerated learning committees and instruction for

students who do not perform satisfactorily on grades three, five, and eight reading and math and end-of-course STAAR.

The bill repeals Section 28.0211(b) of the Education Code which requires districts to provide a student with two additional opportunities to take a state assessment after initially failing and provide an alternative assessment if they fail the other two opportunities.

The bill repeals Section 39.0238 which requires the agency to adopt or develop postsecondary readiness assessment instruments for Algebra II and English III.

Methodology

TEA estimates that Strong Foundations Grant Program would cost \$75 million in funding per year.

According to TEA, repealing Section 28.0211(b) would save the state \$1.5 million annually as a result of eliminating retest opportunities.

Based on information provided by TEA, repealing Section 39.0238 would save the state \$300,000 annually by eliminating the Algebra II and English III tests.

Technology

The bill would require TEA to modify various TEA technology systems.

Total costs to implement changes to the TEA IT systems are \$115,243 in fiscal year 2022 and \$345,729 in fiscal year 2023 for initial development efforts.

Local Government Impact

No significant fiscal implication to units of local government is anticipated.

Source Agencies: 701 Texas Education Agency

LBB Staff: JMc, SL, AH, CPA

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION

April 21, 2021

TO: Honorable Harold V. Dutton, Jr., Chair, House Committee on Public Education

FROM: Jerry McGinty, Director, Legislative Budget Board

IN RE: HB4545 by Dutton (relating to the assessment of public school students and the purchase of certain instruction-related materials, the establishment of a strong foundations grant program, providing accelerated instruction for students who fail to achieve satisfactory performance on certain assessment instruments, and an accelerated learning and sustainment outcomes bonus allotment under the foundation school program.), **Committee Report 1st House, Substituted**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4545, Committee Report 1st House, Substituted : a negative impact of (\$227,608,222) through the biennium ending August 31, 2023.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five- Year Impact:

<i>Fiscal Year</i>	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2022	(\$101,621,891)
2023	(\$125,986,331)
2024	(\$136,258,764)
2025	(\$144,854,770)
2026	(\$147,926,239)

All Funds, Five-Year Impact:

<i>Fiscal Year</i>	Probable (Cost) from General Revenue Fund 1	Probable (Cost) from Foundation School Fund 193	Probable Revenue Gain/(Loss) from Recapture Payments Atten Crdts 8905
2022	(\$75,115,243)	(\$26,506,648)	(\$2,991,326)
2023	(\$75,345,729)	(\$50,640,602)	(\$6,617,471)
2024	(\$75,000,000)	(\$61,258,764)	(\$5,606,028)
2025	(\$75,000,000)	(\$69,854,770)	(\$8,285,047)
2026	(\$75,000,000)	(\$72,926,239)	(\$8,783,164)

Fiscal Analysis

This bill would create the Strong Foundations Grant Program. The commissioner would be required to adopt components that program participants must implement under the program including the use of high-quality instructional materials, curricula, and curricular tools; aligned professional supports; and a measure of the fidelity of implementation of the program.

The bill would remove grade promotion requirements tied to grades 5 and 8 State of Texas Assessments of Academic Readiness (STAAR) and would establish accelerated learning committees and instruction for students who do not perform satisfactorily on grades three, five, and eight reading and math and end-of-course STAAR.

The bill creates the Accelerated Learning and Sustainment Outcomes Bonus. Each student who did not perform successfully on a subject area assessment as described in Section 39.023(a) of the Education Code in the preceding year but did perform satisfactorily or better in the current year, would be considered successfully accelerated. A student who does not perform satisfactorily in a subject area assessment, and then does perform successfully in that subject area assessment in the two subsequent years, would be considered a sustained accelerated student. The bonus would provide \$500 for each successfully accelerated student who is not educationally disadvantaged and \$1,000 for each successfully accelerated student who is educationally disadvantaged, above a threshold set by the commissioner. The bonus would provide \$250 for each sustained accelerated student who is not educationally disadvantaged and \$500 for each sustained accelerated student who is educationally disadvantaged, above a threshold.

The bill would create Section 48.1102(d-f) giving the commissioner the responsibility of establishing a percentage threshold of successfully accelerated who are and are not economically disadvantaged, to be applied to districts and open-enrollment charters to qualify for Accelerated Learning and Sustainment Outcomes Bonus. The commissioner may modify the threshold after 5 years if changes in performance have occurred.

The bill repeals Section 28.0211(b) of the Education Code which requires districts to provide a student with two additional opportunities to take a state assessment after initially failing and provide an alternative assessment if they fail the other two opportunities.

The bill repeals Section 39.0238 which requires the agency to adopt or develop postsecondary readiness assessment instruments for Algebra II and English III.

Methodology

TEA estimates that Strong Foundations Grant Program would cost \$75 million in funding per year.

TEA estimates the Accelerated Learning and Sustainment Outcomes Bonus would cost \$67.5 million in additional FSP state aid costs with \$9.6 million in recapture revenue loss for a total state cost of \$77.1 million in the first biennium (2022-2023). In the second biennium (2024-2025), TEA estimates the FSP impact of the Bonus to be \$117.2 million for FSP state aid costs and \$13.9 million in lost recapture revenue for a total of \$131.1 million.

According to TEA, repealing Section 28.0211(b) would save the state \$1.5 million annually as a result of eliminating retest opportunities.

Based on information provided by TEA, repealing Section 39.0238 would save the state \$300,000 annually by eliminating the Algebra II and English III tests.

Technology

The bill would require TEA to modify various TEA technology systems.

Total costs to implement changes to the TEA IT systems are \$115,243 in fiscal year 2022 and \$345,729 in fiscal year 2023 for initial development efforts.

Local Government Impact

No significant fiscal implication to units of local government is anticipated.

Source Agencies: 701 Texas Education Agency

LBB Staff: JMc, SL, AH, CPA

LEGISLATIVE BUDGET BOARD

Austin, Texas

FISCAL NOTE, 87TH LEGISLATIVE REGULAR SESSION

April 6, 2021

TO: Honorable Harold V. Dutton, Jr., Chair, House Committee on Public Education

FROM: Jerry McGinty, Director, Legislative Budget Board

IN RE: HB4545 by Dutton (Relating to the purchase of certain instruction-related materials, the establishment of a strong foundations grant program, providing accelerated instruction for students who fail to achieve satisfactory performance on certain assessment instruments, and an accelerated learning and sustainment outcomes bonus allotment under the foundation school program.), **As Introduced**

Estimated Two-year Net Impact to General Revenue Related Funds for HB4545, As Introduced : a negative impact of (\$227,608,222) through the biennium ending August 31, 2023.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five- Year Impact:

<i>Fiscal Year</i>	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2022	(\$101,621,891)
2023	(\$125,986,331)
2024	(\$136,258,764)
2025	(\$144,854,770)
2026	(\$147,926,239)

All Funds, Five-Year Impact:

<i>Fiscal Year</i>	Probable (Cost) from General Revenue Fund 1	Probable (Cost) from Foundation School Fund 193	Probable Revenue Gain/(Loss) from Recapture Payments Atten Crdts 8905
2022	(\$75,115,243)	(\$26,506,648)	(\$2,991,326)
2023	(\$75,345,729)	(\$50,640,602)	(\$6,617,471)
2024	(\$75,000,000)	(\$61,258,764)	(\$5,606,028)
2025	(\$75,000,000)	(\$69,854,770)	(\$8,285,047)
2026	(\$75,000,000)	(\$72,926,239)	(\$8,783,164)

Fiscal Analysis

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