

## **BILL ANALYSIS**

Senate Research Center  
89R14109 PRL-F

S.B. 2252  
By: Creighton  
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### **AUTHOR'S / SPONSOR'S STATEMENT OF INTENT**

A child's ability to grasp basic literacy and numeracy skills are essential to setting them up for success later in life. Research shows that students who cannot read by third grade are four times more likely to not graduate from high school and are under prepared later for higher-level STEM coursework.<sup>[1]</sup> Longitudinal analysis also reveal that only 18 percent of students who were behind in 3rd grade reading caught up in three years. For math, this number drops to just 13 percent.<sup>[2]</sup>

In Texas, less than half (46 percent) of students are on grade level in reading, and only 43 percent are on grade level in math.<sup>[3]</sup> Further, the 2024 National Assessment of Educational Progress results reflect steady progress for students performing at grade level but a widening learning gap for those who are furthest behind.<sup>[4]</sup>

A critical issue in Texas education policy is the lack of consistent progress monitoring on student growth between kindergarten and third grade. This results in a significant data gap statewide for first and second graders. In the 2023–2024 school year, Texas lacked comprehensive visibility into almost 800,000 1st and 2nd grade students' growth, limiting both parental awareness and schools' ability to provide timely interventions.<sup>[5]</sup>

S.B. 2252 aims to address these challenges by implementing structured, research-based progress monitoring and targeted academic interventions. S.B. 2252 provides:

- K-3 progress monitoring + transparency: Requires the Texas Education Agency (TEA) to adopt, and approve alternatives of, a kindergarten readiness assessment, and to create a list of K-3 early literacy and numeracy screeners to be provided to students at no cost, with results to be shared with TEA, school board, and parents.
- Early literacy intervention: Gives students who are behind in foundational reading skills in K-3 access to targeted reading intervention.
- Targeted funding and adjustments for student support: Increases funding for the Early Education Allotment (EEA), creates an Early Intervention Allotment to support reading interventions, and provides additional parent-directed funding for tutoring services for students who do not pass the 3rd grade reading STAAR.
- Support for at-home learning and parental resources: Creates programs and funding to support at-home learning for students identified as having trouble with reading before 3rd grade.
- Professional development: Requires that all K-8 math teachers and certain campus-level staff complete Mathematics Achievement Academy training by the 2030–2031 school year. It creates Literacy and Mathematics Intervention Academies for teachers who provide interventions to students who require accelerated instruction. The legislation also ensures that classroom teachers receive stipends for completion of Literacy and Mathematics Achievement Academy training in certain scenarios, such as completing the professional development during off hours.

- Modifies existing school finance to improve student outcomes: Provides targeted funding and adjustments to evidenced-based programs to improve student outcomes through the Additional Day School Year Program and Resource Campus program, among others.

[1] Annie E. Casey Foundation. (2012). Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation.

[2] Commit Analysis.

[3] Texas STAAR Results, (2024).

[4] NAEP (2024)

[5] PEIMS. 2023-2024 Student Enrollment.

As proposed, S.B. 2252 amends current law relating to measures to support kindergarten readiness and early literacy and numeracy skills for public school students, including an early childhood parental support program, and to funding under the Foundation School Program for certain school districts and to support those measures.

### **RULEMAKING AUTHORITY**

Rulemaking authority is expressly granted to the commissioner of education in SECTION 10 (Sections 28.0063, 28.0064, and 28.0071, Education Code), SECTION 11 (Section 28.02111, Education Code), and SECTION 21 (Section 48.0052, Education Code) of this bill.

Rulemaking authority previously granted to the commissioner of education is modified in SECTION 9 (Section 28.006, Education Code), of this bill.

### **SECTION BY SECTION ANALYSIS**

SECTION 1. Amends Section 12.104(b), Education Code, to provide that an open-enrollment charter school is subject to certain provisions, including a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) or a rule adopted under this title, relating to certain subjects, including reading and mathematics instruments and reading interventions, rather than accelerated reading instruction programs, under Sections, 28.006 (Reading Diagnosis), 28.0063, and 28.0064, and to make a nonsubstantive change.

SECTION 2. Amends the heading to Section 21.4552, Education Code, to read as follows:

Sec. 21.4552. TEACHER LITERACY ACHIEVEMENT AND READING INTERVENTION ACADEMIES.

SECTION 3. Amends Section 21.4552, Education Code, by amending Subsections (b) and (d) and adding Subsections (d-1), (g), (h), and (i), as follows:

(b) Provides that a literacy achievement academy developed under this section:

(1)-(2) makes no changes to these subdivisions;

(3) makes a nonsubstantive change to this subdivision; and

(4) redesignates existing Subdivision (5) as Subdivision (4) and makes no further changes.

Deletes existing text providing that a literacy achievement academy developed under this section for teachers who provide reading instruction to students at the seventh or eighth grade level is required to include training in certain areas.

(d) Provides that, except as provided by Subsection (d-1), from funds provided under Section 48.108 (Early Education Allotment) or appropriated for that purpose, a classroom teacher who provides instruction to students in kindergarten through third grade and attends a literacy achievement academy is entitled to receive a stipend from the school

district in the amount determined by the commissioner of education (commissioner). Authorizes a district, from funds appropriated for that purpose, to provide a stipend to a classroom teacher who provides instruction to students in a grade level above third grade. Makes conforming and nonsubstantive changes.

(d-1) Provides that a classroom teacher is not eligible for a stipend under Subsection (d) if the teacher is currently enrolled in an educator preparation program, attends the literacy achievement academy on a day or during hours of service included in the term of the teacher's contract, or is not directed or approved by the school district at which the teacher is employed to attend the literacy achievement academy.

(g) Requires the Texas Education Agency (TEA) to develop a method for evaluating a literacy achievement academy to determine the effectiveness of the academy, including whether the academy improves teaching practices and student literacy proficiency. Requires a school district or open-enrollment charter school to provide any information requested by TEA for purposes of evaluating literacy achievement academies under this subsection.

(h) Requires the commissioner, in addition to the literacy achievement academies developed under Subsection (a), to develop and make available reading intervention academies for teachers who provide reading interventions to students who require accelerated instruction in foundational reading skills.

(i) Authorizes the commissioner to establish an advisory board to assist TEA in fulfilling TEA's duties under this section. Provides that Chapter 2110 (State Agency Advisory Committees), Government Code, does not apply to an advisory board established under this subsection.

SECTION 4. Amends the heading to Section 21.4553, Education Code, to read as follows:

Sec. 21.4553. TEACHER MATHEMATICS ACHIEVEMENT AND INTERVENTIONIST ACADEMIES.

SECTION 5. Amends Section 21.4553, Education Code, by amending Subsection (d) and adding Subsections (d-1), (d-2), (g), (h), and (i), as follows:

(d) Creates an exception under Subsection (d-1). Makes conforming changes.

(d-1) Provides that a classroom teacher is not eligible for a stipend under Subsection (d) if the teacher is currently enrolled in an educator preparation program, attends the mathematics achievement academy on a day or during hours of service included in the term of the teacher's contract, or is not directed or approved by the school district at which the teacher is employed to attend the mathematics achievement academy.

(d-2) Requires a school district or open-enrollment charter school, from funds provided under Section 48.108 or appropriated for that purpose, to pay for the costs for a classroom teacher employed by the district or school to attend a mathematics achievement academy.

(g) Requires TEA to develop a method for evaluating a mathematics achievement academy to determine the effectiveness of the academy, including whether the academy improves teaching practices and student math proficiency. Requires a school district or open-enrollment charter school to provide any information requested by TEA for purposes of evaluating mathematics achievement academies under this subsection.

(h) Requires the commissioner, in addition to the mathematics achievement academies developed under Subsection (a), to develop and make available mathematics interventionist academies for a teacher who provides additional support to students who require accelerated instruction in mathematics.

(i) Authorizes the commissioner to establish an advisory board to assist TEA in fulfilling TEA's duties under this section. Provides that Chapter 2110, Government Code, does not apply to an advisory board established under this subsection.

SECTION 6. Amends Subchapter C, Chapter 25, Education Code, by adding Section 25.0186, as follows:

Sec. 25.0816. **ADDITIONAL DAYS SCHOOL YEAR PLANNING GRANT PROGRAM.** (a) Requires TEA, from money appropriated or otherwise available for the purpose, to establish and administer a grant program to provide funding and technical assistance to school districts and open-enrollment charter schools to plan the school year and adjust operations as necessary to qualify for the incentive funding under Section 48.0051 (Incentive for Additional Instructional Days).

(b) Requires TEA, in awarding grants under the program, to prioritize school districts and open-enrollment charter schools that seek to maximize incentive funding under Section 48.0051.

(c) Authorizes TEA to solicit and accept gifts, grants, and donations for purposes of this section.

SECTION 7. Amends Section 25.085(d), Education Code, to require a student enrolled in a school district, unless specifically exempted by Section 25.086 (Exemptions), to attend certain educational programs, including a reading intervention program, rather than an accelerated reading instruction program, to which the student is assigned under Section 28.0064, rather than 28.006(g) (relating to requiring the district to implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies).

SECTION 8. Amends the heading to Section 28.006, Education Code, to read as follows:

Sec. 28.006. **KINDERGARTEN READING DIAGNOSIS.**

SECTION 9. Amends Section 28.006, Education Code, by amending Subsections (a), (b), (b-1), (c-2), (c-3), (d), (f), and (h) and adding Subsection (n), as follows:

(a) Requires the commissioner to develop recommendations for school districts for certain reading instrument activities, including administering reading instruments, including an instrument developed under Section 28.0063, to diagnose student foundational literacy skills in reading development and comprehension.

(b) Requires the commissioner to adopt a reading instrument, rather than a list of reading instruments, that a school district is required, rather than authorized, to use to diagnose the foundational literacy skills in reading development and comprehension of students enrolled in kindergarten, rather than student reading development and comprehension. Authorizes a reading instrument adopted under this subsection to include other developmental skills as part of a multidimensional assessment tool. Requires that a, rather than each, reading instrument adopted by the commissioner, rather than the commissioner or a district-level committee, be based on scientific research concerning foundational literacy skills in reading development and comprehension, rather than reading skills development and reading comprehension. Requires that a reading instrument, rather than a list of reading instruments, adopted under this subsection provide for diagnosing the foundational literacy skills in reading development and comprehension of a student, rather than students, participating in a program under Subchapter B (Bilingual Education and Special Language Programs), Chapter 29 (Educational Programs).

Deletes existing text requiring the commissioner, for use in diagnosing the reading development and comprehension of kindergarten students, to adopt a multidimensional assessment tool that includes a reading instrument and tests at least three developmental skills, including literacy. Deletes existing text providing that a multidimensional assessment tool administered as provided by this subsection is considered to be a reading

instrument for purposes of this section. Deletes existing text authorizing a district-level committee established under Subchapter F (District-Level and Site-Based Decision-Making), Chapter 11 (School Districts), to adopt a list of reading instruments for use in the district in a grade level other than kindergarten in addition to the reading instruments on the commissioner's list.

(b-1) Makes a conforming change to this subsection.

(c-2) Requires each school district, not later than the 60th day after the beginning of the school year, to administer at the kindergarten level a reading instrument adopted by the commissioner under Subsection (b) or approved by the commissioner under Subsection (b-1) (relating to authorizing the commissioner to approve an alternative reading instrument for use in diagnosing the foundational literacy skills). Requires the district to administer the reading instrument in accordance with the commissioner's recommendations under Subsection (a)(1) (relating to requiring the commissioner to develop recommendations for school districts for administering reading instruments) and policies developed by commissioner rule.

(c-3) Requires the commissioner by rule to determine the performance on a, rather than the, reading instrument adopted or approved under this section, rather than Subsection (b), that indicates kindergarten readiness.

(d) Requires the superintendent of each school district to:

(1) report to the commissioner and the board of trustees of the district the results of a reading instrument administered to students under this section, rather than the results of the reading instruments;

(2) not later than the 30th, rather than 60th, calendar day after the date on which the results of a reading instrument are available, rather than the date a reading instrument was administered, report, in writing or electronically, to a student's parent or guardian the student's results on the instrument; and

(3) makes no changes to this subdivision.

(f) Requires TEA to ensure at least one reading instrument adopted or approved, rather than for each grade level for which a reading instrument is required to be administered, under this section is available to school districts at no cost.

(h) Requires the school district to make a good faith effort to ensure that the report required under Subsection (d)(2), rather than the notice required under this section, is provided either in person or electronically, rather than by regular mail, and that the report is clear and easy to understand and is written in English and in the parent or guardian's native language. Makes a conforming change.

(n) Authorizes the admission, review, and dismissal committee of a student who participates in a school district's special education program under Subchapter A (Special Education Program), Chapter 29, to modify any requirement for student participation under this section.

SECTION 10. Amends Subchapter A, Chapter 28, Education Code, by adding Sections 28.0063, 28.0064, 28.0065, and 28.0071, as follows:

Sec. 28.0063. EARLY LITERACY AND NUMERACY INSTRUMENTS. (a) Requires the commissioner to adopt a list of reading and mathematics instruments approved or developed by the commissioner for use by school districts in kindergarten through grade three to diagnose foundational literacy skills in reading development and comprehension and foundational numeracy skills in mathematics.

(b) Requires that a reading or mathematics instrument adopted under Subsection (a) fulfill certain requirements.

(c) Requires the commissioner to update the list of reading and mathematics instruments adopted under Subsection (a) not less than once every four years, ensure the list adopted under Subsection (a) includes multiple reading and mathematics instruments, develop a process by which a school district is authorized to submit an instrument to the commissioner for approval, and make publicly available the criteria for the evaluation and approval of an instrument submitted to the commissioner.

(d) Authorizes the commissioner to allow a school district to substitute certain instruments adopted or developed under certain provisions for instruments adopted under this section.

(e) Requires a school district to administer to students in kindergarten through third grade a reading and mathematics instrument adopted under Subsection (a) in accordance with requirements established by the commissioner under this section.

(f) Requires the superintendent of each school district to:

(1) report to the commissioner and the board of trustees of the district the results of a reading or mathematics instrument administered to students under this section; and

(2) not later than the 30th calendar day after the date on which the results of a reading or mathematics instrument are available, report, in writing or electronically, to a student's parent or guardian certain information regarding the results of a reading or mathematics instrument.

(g) Requires the district, for each student in kindergarten through third grade who is determined to have dyslexia or a related disorder, to notify the student's parent or guardian of the determination and provide to the parent or guardian information regarding the Talking Book Program offered by the Texas State Library and Archives Commission and ensure that the district is complying with the requirements of Section 29.0031 (Dyslexia and Related Disorders) with respect to the student.

(h) Requires TEA to establish a list of reading and mathematics instruments adopted under Subsection (a) for which TEA has negotiated a price. Provides that a school district is not required to use a method provided by Section 44.031 (Purchasing Contracts) to purchase an instrument on the list established under this subsection.

(i) Authorizes a student's parent or guardian to submit a written request to the administrator of the campus at which the student is enrolled to opt the student out of the administration of a reading or mathematics instrument required under this section. Prohibits a school district from encouraging or directing a parent or guardian to submit a written request under this subsection.

(j) Requires the commissioner to adopt rules as necessary to implement this section.

(k) Provides that Section 2001.0045 (Requirement for Rule Increasing Costs to Regulated Persons), Government Code, does not apply to a rule adopted under this section.

(l) Authorizes a school district to comply with the requirements of Subsection (e) by administering a reading or mathematics instrument selected by the board of trustees of the school district that meets the requirements of Subsection (b) until

the commissioner adopts the list of reading and mathematics instruments under Subsection (a). Provides that this subsection expires September 1, 2029.

Sec. 28.0064. EARLY LITERACY INTERVENTION FOR CERTAIN STUDENTS. (a) Requires a school district, if a student's results on two consecutive reading instruments administered under Section 28.0063 indicate that the student is at risk, as determined by the commissioner, of not achieving satisfactory performance in foundational literacy, as soon as practicable following the receipt of the student's results, to provide reading interventions to the student during the subsequent 12 months.

(b) Requires that reading interventions under (a) fulfill certain requirements.

(c) Requires a school district to continue providing reading intervention to a student under this section until the earlier of the date on which the student is no longer determined to be at risk, as determined by the commissioner, of not achieving satisfactory performance in foundational literacy on a reading instrument administered under Section 28.0063 or the student begins the fourth grade.

(d) Prohibits a school district, in providing reading interventions under this section, from removing a student, except under circumstances for which a student enrolled in the same grade level who is not receiving reading interventions would be removed, from instruction in the foundation curriculum and enrichment curriculum adopted under Section 28.002 (Required Curriculum) for the grade level in which the student is enrolled, or recess or other physical activity that is available to other students enrolled in the same grade level.

(e) Requires TEA to approve one or more products that use an automated, computerized, or other augmented method for providing reading interventions. Authorizes TEA to approve a product under this subsection only if evidence indicates that the product is effective at promoting mastery of foundational literacy skills.

(f) Requires TEA, subject to appropriation, to ensure that at least one product approved under Subsection (e) is available to school districts at no or reduced cost.

(g) Authorizes a student's parent or guardian to submit a written request to the administrator of the campus at which the student is enrolled to opt the student out of a reading intervention requirement under Subsection (b). Prohibits a school district from encouraging or directing a parent or guardian to submit a written request under this subsection that would allow the district to not provide reading interventions to the student.

(h) Requires a school district to provide to the parent or guardian of a student receiving reading interventions under this section the notice required under Section 26.0081(d) (relating to requiring each school district to notify parent of each child who receives assistance from the district for learning difficulties that the district provides that assistance to the child).

(i) Prohibits anything in this section from being construed to prevent the provision of any special education services required under Subchapter A, Chapter 29, or the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). Authorizes a student's admission, review, and dismissal committee to modify any requirement for student participation in reading interventions under this section.

(k) Requires the commissioner to adopt rules as necessary to implement this section, including rules that define appropriate standards for implementing reading interventions that meet the requirements of Subsection (b).

(l) Provides that Section 2001.0045, Government Code, does not apply to a rule adopted under this section.

(m) Provides that a school district is not required to comply with the requirements of this section until the commissioner adopts a list of reading and mathematics instruments under Section 28.0063 and designates the first school year that districts are required to comply with this section. Provides that this subsection expires September 1, 2029.

Sec. 28.0065. ADAPTIVE VOCABULARY. (A) Requires TEA to develop and implement an adaptive vocabulary assessment to assess vocabulary development in students in kindergarten through third grade.

(b) Authorizes TEA to use an assessment developed under this subsection to assess students in grades other than grades described by Subsection (a).

(c) Authorizes the admission, review, and dismissal committee of a student who participates in a school district's special education program under Subchapter A, Chapter 29, to modify any requirement for student participation under this section.

(d) Authorizes the commissioner to adopt rules as necessary to implement this section.

Sec. 28.0071. MATHEMATICS TRAINING FOR KINDERGARTEN THROUGH EIGHTH GRADE. (a) Requires each school district and open-enrollment charter school to ensure that:

(1) not later than the 2030–2031 school year, each classroom teacher that provides instruction in mathematics to students in kindergarten through eighth grade and each principal, assistant principal, mathematics instructional coach, and mathematics interventionist at a campus with one of those grade levels has attended a teacher mathematics achievement academy developed under Section 21.4553; and

(2) each classroom teacher and principal initially employed in a grade level or at a campus described by Subdivision (1) for the 2030–2031 school year or a subsequent school year has attended a teacher mathematics achievement academy developed under Section 21.4553 by the end of the teacher's or principal's first year of placement in that grade level or campus.

(b) Requires TEA to provide assistance to school districts and open-enrollment charter schools in complying with the requirements under this section.

(c) Requires TEA to monitor the implementation of this section and periodically report to the legislature on the implementation of this section and the effectiveness of this section in improving educational outcomes.

(d) Authorizes the commissioner to adopt rules to implement this section.

SECTION 11. Amends Subchapter B, Chapter 28, Education Code, by adding Section 28.02111, as follows:

Sec. 28.02111. THIRD GRADE SUPPLEMENTARY SUPPORTS. (a) Requires the commissioner to establish and administer a program for students in the third grade who are required to be provided accelerated instruction under Section 28.0211(a-1) (relating to requiring the school district, each time a student fails to perform satisfactorily on an assessment instrument, to provide to the student accelerated instruction in the applicable subject area) through which the student's parent is authorized to direct tutoring services to



support the student. Requires TEA to provide to a student described by this subsection a grant in the amount provided under Section 48.310 to purchase from a TEA-approved provider tutoring services designed to help improve the student's proficiency in reading.

(b) Requires TEA to:

(1) maintain a system of online accounts under which each student described by Subsection (a) is assigned an account for the student's parent to access the grant described by Subsection (a); and

(2) implement the program in a manner that ensures ease of use for parents of students who are eligible for a grant under this section and fidelity of spending.

(c) Prohibits a student from receiving more than one grant under this section.

(d) Authorizes TEA to reserve from the total amount of money available for purposes of the program an amount, not to exceed five percent of the total amount, to cover TEA's cost of administering the program.

(e) Provides that a school district or open-enrollment charter school in which a student who receives a grant under this section is enrolled remains subject to the requirements to provide accelerated instruction under Section 28.0211 (Accelerated Instruction; Modified Teacher Assignment).

(f) Requires a school district or open-enrollment charter school to provide to the parent of a student described by Subsection (a) notice of the student's eligibility for a grant under this section, in a form and manner established by TEA.

(g) Provides that a decision by the commissioner regarding the program under this section is final and is prohibited from being appealed.

(h) Requires the commissioner to adopt rules as necessary to implement this section.

## SECTION 12. Amends Section 29.1543, Education Code, as follows:

Sec. 29.1543. **EARLY EDUCATION REPORTS.** Requires that a report under this section contain:

(1) makes no changes to this subdivision;

(2) a description of the diagnostic reading instruments administered in accordance with Section 28.006(c-2), rather than 28.006(c) (relating to requiring each school district to administer, at the first and second grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee) or (c-2).

(3) makes a conforming change to this subdivision;

(4) the number of students whose scores from a diagnostic reading instrument administered in accordance with Section 28.006(c-2), rather than 28.006(c) or (c-2), indicate kindergarten readiness in reading, rather than reading proficiency;

(5)-(6) makes no changes to these subdivisions;

(7) makes a nonsubstantive change to this subdivision; and

(8) makes no changes to this subdivision.

SECTION 13. Amends Section 29.161(c), Education Code, to require that the system fulfill certain requirements, including being capable of fulfilling the reporting and notice requirements of Section 28.006(d), rather than Sections 28.006(d) and (g).

SECTION 14. Amends Subchapter E, Chapter 29, Education Code, by adding Section 29.163, as follows:

Sec. 29.163. **EARLY CHILDHOOD PARENTAL SUPPORT.** (a) Requires TEA to establish a list of programs that provide early childhood parental support. Requires that the programs fulfill certain requirements.

(b) Authorizes a school district or open-enrollment charter school to offer a program on the list under Subsection (a) to families with a child eligible for prekindergarten who reside in the district's or school's attendance zone.

SECTION 15. Amends Section 29.167, Education Code, by amending Subsections (b-1) and (b-3) and adding Subsection (b-4), as follows:

(b-1) Requires each teacher for a prekindergarten class provided by an entity with which a school district contracts to provide a prekindergarten program, notwithstanding Subsection (b) (relating to requiring each teacher for a prekindergarten program class be certified and have certain qualifications), to:

(1) be certified under Subchapter B (Certification of Educators), Chapter 21 (Educators), to teach prekindergarten or supervised by a person who meets the requirements under Subsection (b);

(2) makes a nonsubstantive change to this subdivision; and

(3) when appropriate, be appropriately certified or be supervised by a person who is appropriately certified to provide effective instruction to emergent bilingual students, as defined by Section 29.052 (Definitions), enrolled in the prekindergarten program.

Makes a nonsubstantive change to this subsection.

(b-3) Provides that Subsections (b-1), (b-2) (relating to authorizing a person who supervises a prekindergarten program provided by an entity with which a school district contracts for that purpose to supervise multiple prekindergarten classrooms), and (b-4) and this subsection expire September 1, 2029. Makes nonsubstantive changes.

(b-4) Provides that Subsections (b-1) and (b-2) apply to any prekindergarten class provided by an entity with which a school district contracts to provide a prekindergarten program under Section 29.153 (Free Prekindergarten for Certain Children).

SECTION 16. Amends Sections 29.934(b) and (d), Education Code, as follows:

(b) Requires a school district campus, to apply to be designated as a resource campus under Section 29.934 (Resource Campus), to have received an overall performance rating under Section 39.054 (Methods and Standards for Evaluating Performance) of D or F, or an overall performance rating under Section 39.054(a-4)(1) (relating to authorizing the commissioner to assign a school district or campus a rating of "Not Rated" if the district or campus is located in an area that is subject to a declaration of a state of disaster) or 39.0546 (COVID-19 Recovery Accountability for 2021–2022 School Year) of "Not Rated," for three, rather than four, years over a 10-year period of time.

(d) Requires a campus, to be designated as a resource campus, to:

(1) makes no changes to this subdivision;

(2) adopt an accelerated campus excellence turnaround plan as provided by Section 39A.105(b) (relating to authorizing a campus to submit an accelerated campus excellence turnaround plan);

(3) makes no changes to this subdivision;

(4) satisfy certain staff criteria by:

(A) makes no changes to this paragraph;

(B) for a subject in the foundation curriculum under Section 28.002(a)(1) (relating to requiring each school district that offers kindergarten through grade 12 to offer a foundation curriculum that includes certain subjects) employing only teachers who have at least two, rather than three years of teaching experience, and ensuring that at least 50 percent of teachers hold a current designation assigned under Section 21.3521 (Local Optional Teacher Designation System); and

(C)-(D) makes no changes to these paragraphs;

(5)-(7) makes no changes to these subdivisions;

(8) if the campus is an elementary or middle school campus, operate the campus for a school year that qualifies for funding under Section 48.0051; and

(9) makes no changes to this subdivision.

Deletes existing text requiring a campus, to be designated as a resource campus, to adopt an accelerated campus excellence turnaround plan as provided by Section 39A.105(b) except that a classroom teacher who satisfies the requirements for demonstrated instructional effectiveness under Section 39A.105(b)(3) (relating to requiring that the accelerated campus excellence turnaround plan provide that a certain amount of teachers assigned to the campus be teachers who demonstrated instructional effectiveness during the previous school year) is also required to hold a current designation assigned under Section 21.3521. Makes nonsubstantive changes to this subsection.

SECTION 17. Amends Section 29.934, Education Code, effective September 1, 2028, by amending Subsection (b) and adding Subsection (b-1), as follows:

(b) Makes conforming changes to this subsection.

(b-1) Authorizes a campus, notwithstanding Subsection (b), to apply to be designated as a resource campus under this section if the campus received an overall performance rating under Section 39.054 of D or F, or an overall performance rating under Section 39.054(a-4)(1) or former Section 39.0546 of "Not Rated," for three years over a 10-year period of time. Provides that this subsection expires September 1, 2033.

SECTION 18. Amends Subchapter B-1, Chapter 31, Education Code, by adding Section 31.0754, as follows:

Sec. 31.0754. COMMUNICATION REGARDING HIGH QUALITY INSTRUCTIONAL MATERIALS. (a) Authorizes the commissioner, notwithstanding Chapter 2113 (Use of Appropriated Money), Government Code, to enter into contracts or agreements and engage in efforts to communicate information to parents, classroom teachers, school districts, and open-enrollment charter schools regarding the educational value, particularly the impact on reading and math achievement, of open education resource instructional materials made available under Subchapter B-1 (Open Education Resource Instructional Materials), including activities to promote, market, and advertise the content included in and how to use those materials.

- (b) Authorizes the commissioner to use appropriated funds to pay for activities authorized under this section.

SECTION 19. Amends Section 39.333, Education Code, as follows:

Sec. 39.333. REGIONAL AND DISTRICT LEVEL REPORT. Requires TEA, as part of the comprehensive biennial report under Section 39.332 (Comprehensive Biennial Report), to submit a regional and district level report covering the preceding two school years and containing:

- (1)-(2) makes no changes to these subdivisions;
- (3) makes a nonsubstantive change to this subdivision; and
- (4) redesignates existing Subdivision (5) as Subdivision (4) and makes no further changes;

Deletes existing text requiring TEA, as part of the comprehensive biennial report under Section 39.332, to submit a regional and district level report covering the preceding two school years and containing an evaluation of accelerated instruction programs offered under Section 28.006, including an assessment of the quality of such programs and the performance of students enrolled in such programs. Makes nonsubstantive changes.

SECTION 20. Amends Section 48.0051, Education Code, by amending Subsections (a), (b), and (d) and adding Subsection (b-1), as follows:

- (a) Requires the commissioner, to adjust the average daily attendance of a school district or open-enrollment charter school under Section 48.005 (Average Daily Attendance) in the manner provided by Subsection (b) if the district or school:

- (1) provides the minimum number of minutes of operational and instructional time required under Section 25.081 (Operation of Schools) and commissioner rules adopted under that section over at least 175, rather than 180, days of instruction; and
- (2) offers an additional 30 days of half-day instruction for students enrolled in prekindergarten through eighth, rather than fifth, grade.

Makes a nonsubstantive change to this subsection.

- (b) Requires the commissioner, subject to Subsection (b-1), for a school district or open-enrollment charter school described by Subsection (a), to increase the average daily attendance of the district or school under Section 48.005 by a certain amount. Makes conforming and nonsubstantive changes.

- (b-1) Requires the commissioner, for a school district or open-enrollment charter school described by Subsection (a) that provides at least 200 full days of instruction to students described by Subsection (a)(2), to increase the amount computed for the district or school under Subsection (b) by 50 percent.

- (d) Makes a conforming change to this subsection.

SECTION 21. Amends Subchapter A, Chapter 48, Education Code, by adding Section 48.0052, as follows:

Sec. 48.0052. INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS FOR READING INTERVENTIONS. (a) Requires the commissioner to adjust the average daily attendance of a school district or open-enrollment charter school under Section 48.005 in the manner provided by Subsection (b) if the district or school:

(1) does not qualify for funding under Section 48.0051;

(2) provides the minimum number of minutes of operational and instructional time required under Section 25.081 and commissioner rules adopted under that section over at least 180 days of instruction; and

(3) offers up to an additional 30 days of half-day instruction consisting of reading interventions described by Section 28.0064 for students who are required to be provided reading interventions under that section.

(b) Requires the commissioner, for a school district or open-enrollment charter school described by Subsection (a), to increase the average daily attendance of the district or school under Section 48.005 by a certain amount.

(c) Requires TEA to assist school districts and open-enrollment charter schools in qualifying for the incentive under this section.

(d) Requires the commissioner to adopt rules necessary for the implementation of this section.

SECTION 22. Amends Sections 48.108(a) and (b), Education Code, as follows:

(a) Provides that, for each student in average daily attendance in kindergarten through third grade, a school district is entitled to an annual allotment equal to the basic allotment multiplied by 0.11, rather than by 0.1, if the student is of a certain status.

(b) Requires that funds allocated under this section be used to fund:

(1) the attendance of teachers employed by the district at teacher literacy achievement academies under Section 21.4552 or teacher mathematics achievement academies under Section 21.4553;

(2) prekindergarten programs under Subchapters E (Kindergarten and Prekindergarten Programs) and E-1 (High Quality Prekindergarten Program Requirements), Chapter 29; and

(3) creates this subdivision from existing text and makes no further changes.

SECTION 23. Amends Subchapter C, Chapter 48, Education Code, by adding Section 48.122, as follows:

Sec. 48.122. **EARLY LITERACY INTERVENTION ALLOTMENT.** (a) Provides that, except as provided by Subsections (b) and (c), for each enrolled student receiving reading interventions under Section 28.0064, a school district is entitled to an annual allotment of \$250, or a greater amount provided by appropriation.

(b) Prohibits a school district from receiving funding under this section for a student for which the district receives an allotment under Section 48.103 (Allotment for Student with Dyslexia or Related Disorder).

(c) Authorizes a school district to receive funding under this section for not more than 10 percent of students enrolled in the district in kindergarten through third grade.

SECTION 24. Amends Section 48.257, Education Code, by adding Subsection (b-1), as follows:

(b-1) Provides that, if for any school year a school district receives an adjustment under Subsection (b) (relating to requiring TEA to adjust the amount of the reduction required in a school district's tier one revenue level in certain circumstances) and, after that adjustment, is no longer subject to Subsection (a) (relating to requiring a school district to

reduce the district's tier one revenue level in certain circumstances), the district is entitled to additional state aid for that school year in an amount equal to the lesser of certain amounts.

SECTION 25. Amends Subchapter G, Chapter 48, Education Code, by adding Sections 48.310 and 48.315, as follows:

Sec. 48.310. **EARLY CHILDHOOD PARENTAL SUPPORT FUNDING.** (a) Authorizes a school district or open-enrollment charter school that implements an early childhood parental support program on the list established by TEA under Section 29.163 to elect to receive a funding adjustment as provided by this section.

(b) Provides that, for each child who is eligible to receive free prekindergarten under Section 29.153 and whose family participates in an early childhood parental support program under Section 29.163 offered by a school district or open-enrollment charter school, the district or school is entitled to an amount equal to the basic allotment multiplied by 0.2.

(c) Requires the commissioner, for each child for whom a school district or open-enrollment charter school receives funding under Subsection (b) for a school year, to reduce the district's or school's entitlement under Chapter 48 (Foundation School Program) for the subsequent five school years by an amount equal to the basic allotment multiplied by 0.02.

(d) Authorizes TEA, notwithstanding any other provision of this chapter or Chapter 49 (Options for Local Revenue Levels in Excess of Entitlement), to make a modification to the Foundation School Program requirements to ensure that a school district's or open-enrollment charter school's entitlement is adjusted only as necessary for the district or school to receive funding in accordance with this section.

Sec. 48.315. **THIRD GRADE SUPPLEMENTARY SUPPORTS GRANT; FUNDING ADJUSTMENT.** (a) Provides that a student to whom TEA provides grant under Section 28.02111 is entitled to receive an amount of \$750, or a greater amount provided by appropriation.

(b) Authorizes a student to receive only one grant under Section 28.02111.

(c) Requires TEA, subject to Subsection (d), beginning with the 2030–2031 school year, to reduce the school district's entitlement under this chapter each school year by \$750 for each student who both received and used a grant under Section 28.02111 during the preceding school year and was enrolled in the district from kindergarten through third grade.

(d) Requires TEA, for a student described by Subsection (c) who is eligible to participate in a school district's special education program under Section 29.003 (Eligibility Criteria), to reduce the district's entitlement in accordance with Subsection (c) by \$325.

(e) Provides that, notwithstanding Section 7.057 (Appeals), a determination by the commissioner under this section is final and is prohibited from being appealed.

SECTION 26. Repealer: Section 7.058 (Research on Mathematics Skills Acquisition and Program Effectiveness), Education Code.

Repealers: Sections 21.4552(f) (relating to providing that Section 21.4552 expires September 1, 2027) and 21.4553(f) (relating to providing that Section 21.4553 expires September 1, 2027), Education Code.

Repealers: Sections 28.006 (c) (relating to requiring each school district to administer, at the first and second grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee) and (c-1) (relating to requiring each school district to administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student in grade six who did not demonstrate reading proficiency), Education Code.

Repealers: Sections 28.006 (g) (relating to requiring a school district to notify the parent or guardian of each student in kindergarten or first or second grade who is determined to be at risk for dyslexia or other reading difficulties and requiring the district to implement an accelerated reading instruction program) and (g-1) (relating to requiring a school district to provide additional reading instruction and intervention to certain students in seventh grade as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument), Education Code.

Repealers: Sections 28.006 (g-2) (relating to requiring a school district to notify the parent or guardian of each student determined to have dyslexia or a related disorder, or determined to be at risk for dyslexia or other reading difficulties) and (i) (relating to requiring the commissioner to certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of Section 28.006), Education Code.

Repealers: Sections 28.006 (j) (relating to prohibiting more than 15 percent of the funds certified by the commissioner to be spent on indirect costs) and (k) (relating to providing that certain provisions of Section 28.006 are authorized to be implemented only if the commissioner certifies that funds have been appropriated during a school year for administering the accelerated reading instruction program specified under this section), Education Code.

Repealer: Section 28.007 (Mathematics Diagnosis), Education Code.

SECTION 27. Provides that Sections 12.104, 21.4552, 21.4553, 25.085, 28.006, 29.1543, 29.167, 29.934, and 39.333, Education Code, as amended by this Act, and Sections 28.0063, 28.0064, 28.0065, 28.02111, and 29.163, Education Code, as added by this Act, apply beginning with the 2025–2026 school year.

SECTION 28. (a) Effective date, Sections 48.0051 and 48.108, Education Code, as amended by this Act, and Sections 48.0052, 48.122, 48.257(b-1), 48.310, and 48.315, Education Code, as added by this Act: September 1, 2025.

(b) Effective date, except as provided by Subsection (a) of this section: upon passage or September 1, 2025.