

BILL ANALYSIS

Senate Research Center
89R21467 PRL-F

C.S.S.B. 2252
By: Creighton
Education K-16
4/1/2025
Committee Report (Substituted)

AUTHOR'S / SPONSOR'S STATEMENT OF INTENT

C.S.S.B. 2252 - Makes the bill a legislative council official sub.

C.S.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 prekindergarten programs in public schools, 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, 28.0065, and 28.0071, Education Code), SECTION 11 (Section 28.02111, Education Code), SECTION 14 (Section 29.1531, Education Code), and SECTION 26 (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 the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with Subchapter D (Open-Enrollment Charter School) as determined by the Texas Education Agency (TEA), rather than the commissioner of education (commissioner), and 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) 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 other available funds, rather than from funds appropriated for that purpose, a classroom teacher who provides instruction to students in kindergarten through third grade and completes, rather than attends, a literacy achievement academy is entitled to receive a stipend from the school district in the amount determined by the 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 school district is not required to provide a stipend under Subsection (d) to a classroom teacher if the teacher attends the literacy achievement academy as part of an educator preparation program in which the teacher is enrolled, 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 or other professionals who provide reading interventions to students who require targeted 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. Requires that a recommendation of the advisory board be made available to the public. 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), (g), (h), and (i), as follows:

(d) Provides that, except as provided by Subsection (d-1), from funds provided under Section 48.108 (Early Education Allotment) or other available funds, rather than from funds appropriated for that purpose, a classroom teacher who completes, rather than attends, a mathematics achievement academy is entitled to receive a stipend from the school district in the amount determined by the commissioner. Makes conforming and nonsubstantive changes.

(d-1) Provides that a school district is not required to provide a stipend under Subsection (d) to a classroom teacher if the teacher attends the mathematics achievement academy as part of an educator preparation program in which the teacher is enrolled, 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.

(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 or other professional who provides mathematics

interventions to students who require targeted instruction in foundational mathematics skills.

(i) Authorizes the commissioner to establish an advisory board to assist TEA in fulfilling TEA's duties under this section. Requires that a recommendation of the advisory board be made available to the public. 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 READINESS.**

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 to measure students' foundational literacy skills in reading development and comprehension, rather than to diagnose student 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 at the beginning of the school year to measure a kindergarten student's foundational literacy skills in reading development and comprehension, rather than to diagnose 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, and provide for measuring the foundational literacy skills in reading development and comprehension of students, including 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. Deletes existing text requiring that a list of reading instruments adopted under this subsection provide for diagnosing the reading development and comprehension of students participating in a program under Subchapter B, Chapter 29.

(b-1) Authorizes the commissioner to approve not more than two alternative reading instruments, rather than an instrument, for use in measuring, rather than diagnosing, the foundational literacy skills in reading development and comprehension of kindergarten students that complies with the requirements under Subsection (b).

(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). 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. Requires that each reading instrument adopted or approved under this section provide for the ability to compare the performance that indicates kindergarten readiness on that instrument with the performance that indicates kindergarten readiness on other instruments adopted or approved under this section.

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

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

(2) not later than the earlier of the 20th school day or the 30th, rather than the 60th, calendar day after the date on which the results of a reading instrument are available, rather than after the date on which 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 reading instruments adopted or approved under this section, rather than at least one reading instrument for each grade level for which a reading instrument is required to be administered under this section, are available to school districts at no cost. Makes a nonsubstantive change.

(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) Prohibits anything in this section from being construed to circumvent or supplant federal or state law regarding a student who participates in a special education program under Subchapter A (Special Education Program), Chapter 29, or a student who is

suspected to have a disability and who may be eligible to participate in a special education program under that subchapter.

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 measure students' 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) Requires that the instruments adopted or approved under this section shall be administered for kindergarten, at the middle and end of the school year; for first and second grade, at the beginning, middle, and end of the school year; and for third grade, at the beginning and middle of the school year.

(e) Requires the commissioner to align and determine comparability of the instruments administered under this section with an instrument adopted or approved under Section 28.006 that is administered to a kindergarten student at the beginning of the school year and a third grade assessment instrument adopted or developed under Section 39.023 (Adoption and Administration of Instruments) that is administered at the end of the school year for a third grade student.

(f) Authorizes the commissioner, if the commissioner determines that an interim assessment instrument adopted under Section 39.023(o) (relating to requiring TEA to adopt or develop optional interim assessment instruments) provides the same intended outcomes as an instrument adopted or approved under this section, to substitute that interim assessment instrument for an instrument adopted or approved under this section.

(g) Requires a school district to administer to students in kindergarten through third grade a reading instrument and a mathematics instrument adopted under Subsection (a) in accordance with requirements and recommendations established by the commissioner under this section, including requirements or recommendations related to administering the instruments, training staff on the instruments, and applying the results of the instruments to the district's instructional program.

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

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

(2) not later than the earlier of the 20th school day or 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.

(i) 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.

(j) 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.

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

(l) 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.

(m) Authorizes a school district to comply with the requirements of Subsection (g) 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 TEA, 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 TEA, 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 all or part of the reading intervention requirements 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 or discourage reading interventions for a student whose results on a reading instrument administered under Section 28.0063 indicate that the student is at risk, as determined by TEA, of not achieving satisfactory performance in foundational literacy.

(j) Prohibits anything in this section from being construed to circumvent or supplant federal or state law regarding a student who participates in a special education program under Subchapter A, Chapter 29, or a student who is suspected to have a disability and who is authorized to be eligible to participate in a special education program under that subchapter.

(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. 26.0065. ADAPTIVE VOCABULARY PILOT PROGRAM. (a) Requires TEA to develop and implement an adaptive vocabulary assessment pilot program to assess vocabulary development in students in kindergarten through third grade.

(b) Authorizes TEA to develop an assessment under the pilot program to assess students in grades other than grades described by Subsection (a).

(c) Prohibits anything in this section from being construed to circumvent or supplant federal or state law regarding a student who participates in a special education program under Subchapter A, Chapter 29, or a student who is suspected to have a disability and who may be eligible to participate in a special education program under that subchapter.

(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 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) based on the student's third grade performance 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 48.317 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 29.0031, Education Code, by adding Subsection (e) to require a school district to notify the parent of a student identified with dyslexia or a related disorder of the Talking Book Program administered by the Texas State Library and Archives Commission and other available audio book services.

SECTION 13. Amends Section 29.153, Education Code, by adding Subsections (b-1), (h), and (i), as follows:

(b-1) Provides that, notwithstanding Subsection (b), any child who is at least three years of age is eligible for enrollment in a prekindergarten class under Section 29.153 (Free Prekindergarten for Certain Children) if the class is provided through a partnership between a school district or open-enrollment charter school and a community-based child-care provider described by Subsection (g) (relating to requiring a district or school to solicit and consider proposals for partnerships to provide prekindergarten classes with community-based child-care providers) and the child receives subsidized child-care services provided through the child-care services program administered by the Texas Workforce Commission.

(h) Provides that, notwithstanding any other law, a facility or location at which prekindergarten classes are provided by a school district or open-enrollment charter school in partnership with a private entity under this section is required to comply with any municipal ordinance applicable to the operation of a private prekindergarten program and is prohibited from being required to comply with any municipal ordinance applicable to the operation of a prekindergarten program by a school district or open-enrollment charter school.

(i) Requires a school district to provide to a community-based child-care provider with which the district directly contracts to provide a prekindergarten class funding for each child in the class who is eligible for enrollment under Subsection (b) (relating to providing that a child is eligible for enrollment in a prekindergarten class if the child fulfills certain requirements) in an amount that is equal to not less than 95 percent of the amount of money the district receives for the child under Section 48.108(a-1).

SECTION 14. Amends Section 29.1531, Education Code, by amending Subsections (a) and (b) and adding Subsections (c) and (d), as follows:

(a) Creates an exception under Subsection (c).

(b) Provides that a district that offers a prekindergarten program on a tuition basis is subject to certain provisions, including being required to certify to the commissioner that a prekindergarten private provider that meets the qualifications of Section 29.153(g) is not available to the students for which the tuition would apply. Makes a nonsubstantive change.

(c) Prohibits a school district from charging tuition for a student if a prekindergarten private provider that meets the qualifications of Sections 29.153(g)(1)-(4) (relating to required qualifications for community-based child-care providers) is available to the student.

(d) Authorizes the commissioner to adopt rules under Section 29.1531 (Tuition-Supported and District-Financed Prekindergarten), including rules establishing whether a private provider is available.

SECTION 15. 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 reading instruments, rather than 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 conforming changes to this subdivision;
- (4) the number of students whose scores from a reading instrument, rather than diagnostic reading instrument, administered in accordance with Section 28.006(c-2), rather than 28.006(c) or (c2), indicate kindergarten readiness in reading, rather than reading proficiency;
- (5) the number of kindergarten students who were enrolled in a prekindergarten program, including a program offered through a partnership under Section 29.153, in the previous school years, rather than year, in the same district or school as the district or school in which the student attends kindergarten;
- (6) makes no changes to this subdivision;
- (7) the number of students described by Subdivision (6) (relating to the number and percentage of students who perform satisfactorily on the third grade reading or mathematics assessment) who attended kindergarten in the district, disaggregated by:
 - (A) makes a nonsubstantive change to this paragraph;
 - (B) whether the student attended prekindergarten in the district, including a program offered through a partnership under Section 29.153; and
 - (C) makes no changes to this paragraph; and
- (8) makes no changes to this subdivision.

SECTION 16. 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 17. 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 18. 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, 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 19. 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 20. 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(a4)(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 21. 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 or funds appropriated for the development of open education resource instructional materials under this subchapter to pay for activities authorized under this section.

SECTION 22. Amends Section 38.003, Education Code, by amending Subsection (a) and adding Subsection (a-1), as follows:

(a) Requires the State Board of Education (SBOE) to identify the necessary criteria and elements that provide for universal screening for dyslexia and related disorders for students in kindergarten and first grade. Deletes existing text requiring that students enrolling in public schools in this state be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by SBOE. Deletes existing text requiring that the program include screening at the end of the school year of each student in kindergarten and each student in the first grade.

(a-1) Requires that the criteria and elements identified under Subsection (a) be included in the reading instruments adopted or approved under Section 28.0063 and administered in accordance with the timelines established under that section.

SECTION 23. 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 certain information. Deletes existing text requiring that regional and district level report include an assessment of the quality of accelerated instruction programs offered by Section 28.006 and the performance of students enrolled in such programs. Makes nonsubstantive changes.

SECTION 24. Amends Section 48.005, Education Code, by amending Subsection (a) and adding Subsection (a-1), as follows:

(a) Provides that, in Chapter 48 (Foundation School Program), average daily attendance is:

(1)-(3) makes no changes to these subdivisions; or

(4) creates an exception under Subsection (a-1).

(a-1) Provides that average daily attendance is calculated under Subsection (a)(1) (relating to providing that average daily attendance is a certain number) for students:

(1) enrolled in a half-day program or full-day program under Section 29.153(c) (relating to authorizing a prekindergarten class to be operated on certain bases for children of certain ages) provided by an eligible private provider under Section 29.171 (Eligible Private Providers); and

(2) assigned to a campus that is operated under a contract entered into by the district with an entity under Section 11.174 or an eligible private provider under Section 29.171 or of an open-enrollment charter school that is operated by an entity governed by a management contract approved by TEA.

SECTION 25. 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 26. 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 27. Amends Section 48.108, Education Code, by amending Subsections (a), (b), and (c) and adding Subsection (a-1), 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 0.01.

(a-1) Creates this subsection from existing text. Provides that, in addition to the allotment under Subsection (a), a school district is entitled to an annual allotment equal to the basic allotment multiplied by 0.1 for each student in average daily attendance in kindergarten through third grade who is educationally disadvantaged or an emergent bilingual student, as defined by Section 29.052, and is in a bilingual education or special language program under Subchapter B, Chapter 29.

Deletes existing text providing 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 0.1 if the student fulfills certain requirements.

(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.

(c) Provides that a school district is entitled to an allotment under each subdivision of Subsection (a-1), rather than Subsection (a), for which a student qualifies.

SECTION 28. 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 29. Amends Subchapter G, Chapter 48, Education Code, by adding Sections 48.316 and 48.317, as follows:

Sec. 48.316. **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 openenrollment 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 openenrollment 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 ins 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. 48.317. **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 30. 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 31. Provides that Sections 12.104, 21.4552, 21.4553, 25.085, 28.006, 29.153, 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 32. (a) Effective date, Sections 48.005, 48.0051, and 48.108, Education Code, as amended by this Act, and Sections 48.0052, 48.122, 48.316, and 48.317, Education Code, as added by this Act: September 1, 2025.

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