

House Bill 3

86th Texas Legislature

Texas Education Agency



x

x



x





FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Requires several reading practice improvements

- × Requires all districts and charters provide for the use of a phonics curriculum that uses systematic direct instruction in K-3 (2.013)
- × Requires all K-3 teachers and principals to go through reading academies (ESCs offer this training) (2.013)
- × Requires districts to prioritize the placement of highly effective teachers in K-2 (2.013)
- × Requires districts to integrate reading diagnostics in Pre-K-3 (2.013)
- × Requires Commissioner to create an early reading advisory committee

am



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Increases Mainstream Special Education weight from 1.1 to 1.15

Requires the Commissioner to establish the Special Education Allotment Advisory Committee and provide a report with assistance from the Legislative Budget Board, Governor's Office, and the Legislature **By May 2020**

Encourages districts and charters to provide an incentive for teachers who complete training on Autism provided by a regional Education Service Center

Establishes an extended-year incentive for districts that provides funding on a half-day basis for up to 30 additional instructional days over 180 days in grades PK-5
2020–2021 School Year

×Optional for districts and students; Requires TEA to provide technical assistance (2.011)

Allows the Commissioner to establish a grant program with a private entity for summer programs offering CTE courses

Establishes a blended learning grant program, including through Math Innovation Zones, with priority for a program for high populations of educationally disadvantaged students

Sets up a high school equivalency reimbursement program in coordination with the Texas Workforce Commission



INCREASES FUNDING AND EQUITY

Increases compensatory education weight from 0.2 to one of five values from 0.225 - 0.275 based upon the census tier for educationally disadvantaged students

×Students' census block groups are determined from their home address. Census block groups are put into one of 5 tiers based on the severity of poverty using four factors: poverty measured by median household income, average educational attainment of population, percentage of single parent households, and the rate of home-ownership

×These same census tiers are used for the Teacher Incentive Allotment

×Requires Commissioner to establish an advisory committee on compensatory education (1.029)

Adds a new allotment of \$275 per student in ADA in a Residential Placement Facility or Dropout Recovery School

Eliminates the Cost of Education Index, so districts no longer receive funding based on a decades-old metric , with funding redirected to the basic allotment

×Requires TEA to study geographic variations in resource costs and costs of education including transportation (1.019)





INCREASES FUNDING AND EQUITY

Staffing Allotment has been repealed , with funding redirected to the basic allotment

A transition provision to the new HB 3 formulas ensures that all districts get at least 3% more funding than they would have under prior law, or for those districts who had been funded way above average, they remain funded at least at 128% of state average per ADA



REDUCES AND REFORMS PROPERTY TAXES AND RECAPTURE

Converts first two Copper Pennies to Golden Pennies, meaning there will be eight Golden Pennies and nine Copper Pennies, and "re-orders" pennies so that Tier One is used first, then Golden Pennies, then Copper Pennies

Shifts one penny of taxation below the Tax Ratification Elections (TRE) limit, allowing boards to access up to five Golden Pennies without a TRE

xx

