

House Bill 3 – Early Childhood Education Impacts (86th Legislative Session)



General Description:

During the 86th Legislative Session, the Legislature passed House Bill 3 (HB 3) which has the following impacts for: prekindergarten, kindergarten, grade 1 and grade 2.

Early Education Allotment

- Funds are allocated to improve student performance in early elementary reading and mathematics, which include supporting full-day prekindergarten.
- Funds total: 0.1 x the Basic Allotment for each economically disadvantaged student and each limited English proficiency student in K-3.
 - Students who are both economically disadvantaged and limited English proficiency draw 0.2 x the Basic Allotment

Full-day Prekindergarten for Eligible Four-Year-Old's

- Requires LEA's to provide a full-day prekindergarten program to eligible four-year-old's
- Requires LEA's to comply with former high-quality prekindergarten grant components for all four-year-old prekindergarten programs
- The commissioner shall exempt a district if the implementation of a full-day program would require the district to construct classroom facilities or result in fewer eligible children enrolled in prekindergarten, but only if the district has considered a community-based prekindergarten partnership first.
 - Boards must solicit partnership proposals with a public or private entity at a public meeting
 - Be granted for a period no longer than three years
 - Renewed only once
- Community-based Prekindergarten Partnerships
 - Authorized prior to HB3, these are partnerships between school systems and community-based child care facilities or Head Start program.
 - In these partnerships, eligible 3 and 4-year-old prekindergarten students are served in the child care program, but are considered enrolled in the public school system, with Foundation School Program funds coming to the school system as long as the partnership provides programs that meet the statutory requirements of prekindergarten.
 - HB3 requires school systems to consider prekindergarten partnerships before constructing, repurposing, or leasing a facility to provide additional prekindergarten classroom space.
 - Only programs that meet the prekindergarten high-quality components must be considered:
 - Are nationally accredited;
 - Are a Texas Rising Star program 3 or higher;
 - Are a Head Start provider;
 - Are a Texas School ready participant; or
 - Meet the prekindergarten program requirements under TEC 29.1532

Early Education Reports

- In addition to the current public reports, the agency shall report on:
 - The number and percentage of students who perform satisfactorily on the third-grade reading or mathematics assessment, disaggregated by a combination of factors, including:
 - Eligibility for prekindergarten
 - Whether the student met the kindergarten readiness standard
 - Whether the student attended prekindergarten in the district
 - The type of prekindergarten the student attended
 - Economic disadvantaged status
- The agency shall determine the total number of teachers and teacher's aids in prekindergarten classes in the state
- From the information submitted and for the purposes of calculating student-to-teacher ratios the agency shall count each teacher or teacher's aide:
 - Once for a full-day class
 - Twice for a half-day class if the district offers two half-day classes per day
- The agency shall prepare and submit a report by August 1 based on the information collected

Early Childhood Literacy and Mathematics Proficiency Plans

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- The board of trustees of each LEA shall adopt and post their early childhood literacy and mathematics proficiency plans that set specific goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus
- Each plan must:
 - Identify annual goals
 - Include annual goals for aggregate student growth on the third-grade reading or mathematics instrument
 - Provide targeted professional development for classroom teachers in K-3rd grade who are not meeting the plan's goals
 - Assign at least one district-level administrator or employee of the ESC for the district to:
 - Coordinate implementation of the plan
 - Submit and annual report to the board of trustees on the districts progress
 - Be reviewed annually at a public meeting
 - Each plan may set separate goals for students in bilingual education or special language programs
 - The professional development provided to teachers must consider the needs of bilingual education or special language program
 - Each school district shall post the annual report on the district's website

Kindergarten through Grade 2 Assessments

- The commissioner shall adopt a multidimensional assessment tool that includes reading and tests at least three developmental skills, including literacy. Previously, the commissioner adopted a list of these tools.
 - The commissioner by rule shall determine the performance on the reading instrument adopted (i.e., the cut score for kindergarten readiness)
 - Results of the reading instrument must be reported to parents in writing no later than the 60th calendar day after the date on which a reading instrument was administered
 - The commissioner may approve an alternative kindergarten reading instrument that complies with the requirements
- The agency shall ensure at least one reading instrument for K-2 is available to school districts at no cost
 - Prior K-2 diagnostic assessment requirements, which were contingent on the availability of no cost instruments, remain in place.

Reading Standards for Kindergarten through Third Grade

- Each LEA shall use a phonics curriculum that uses systematic direct instruction in K-3
- Each LEA shall ensure that not later than the 2021-2022 school year, each classroom teacher in K-3 and each principal at a campus with K-3 has attended a teacher literacy achievement academy
- Each LEA shall ensure that for the 2021-2022 school year or subsequent school year, each classroom teacher in K-3 and each principal at a campus with K-3 has attended a teacher literacy achievement academy before the first year of placement in that grade level or campus
- Each LEA shall certify to the agency that the district or school:
 - Prioritized placement of highly effective teachers in K-2
 - Has integrated reading instruments to diagnose reading development and comprehension to support students in PK-3
- The agency shall provide assistance to LEA's to comply with the requirements of the K-3 reading standards
- The agency shall:
 - Monitor the implementation of the K-3 reading standards
 - Report periodically to the legislature on the implementation and the effectiveness of improving outcomes
- The commissioner shall establish an advisory board to assist the agency in fulfilling the K-3 reading standards

Authority:

Texas Education Code (TEC) 48.108, 11.185, 28.006, 28.0062, 29.153, 29.1531 (a), 29.1532 (c), 29.1543, 29.1544, 29.162, 29.164, 29.167 (a), 29.170 (a), 29.171 (a), 29.172. 86th Texas Legislature, 2019.