

HB 3 Implementation Update

HOUSE COMMITTEE ON PUBLIC EDUCATION

OCTOBER 28, 2019

86th Legislative Session – House Bill 3





Funding Increases On Average - \$635 per ADA



Supports Teachers and Rewards Teacher Excellence

- Teacher Incentive funding
- Increased Minimum Salary Schedule
- Teacher Mentor Allotment program
- Do Not Hire registry



Increases Funding and Equity

- Compensatory Education increased to 0.225 - 0.275 based on density of neighborhood poverty
- Current year values equalizing Tier One
- Equal treatment of ASF funding



Focuses on Learning and Improving Student Outcomes

- Full day Pre-K, K-3 reading support
- Dual Language
- Increased SPED mainstream funding
- Dyslexia funding
- CCMR Outcomes Bonus
- CTE, P-TECH, New Tech
- Extended elementary school year
- Blended Learning



Reduces and Reforms Property Taxes and Recapture

- Tax rates drop an average of 8 cents in year one
- Tax rates continue to decline as property values grow more than 2.5%
- Additional board local discretion
- Recapture cut from \$3.6B to \$2.0B in year one

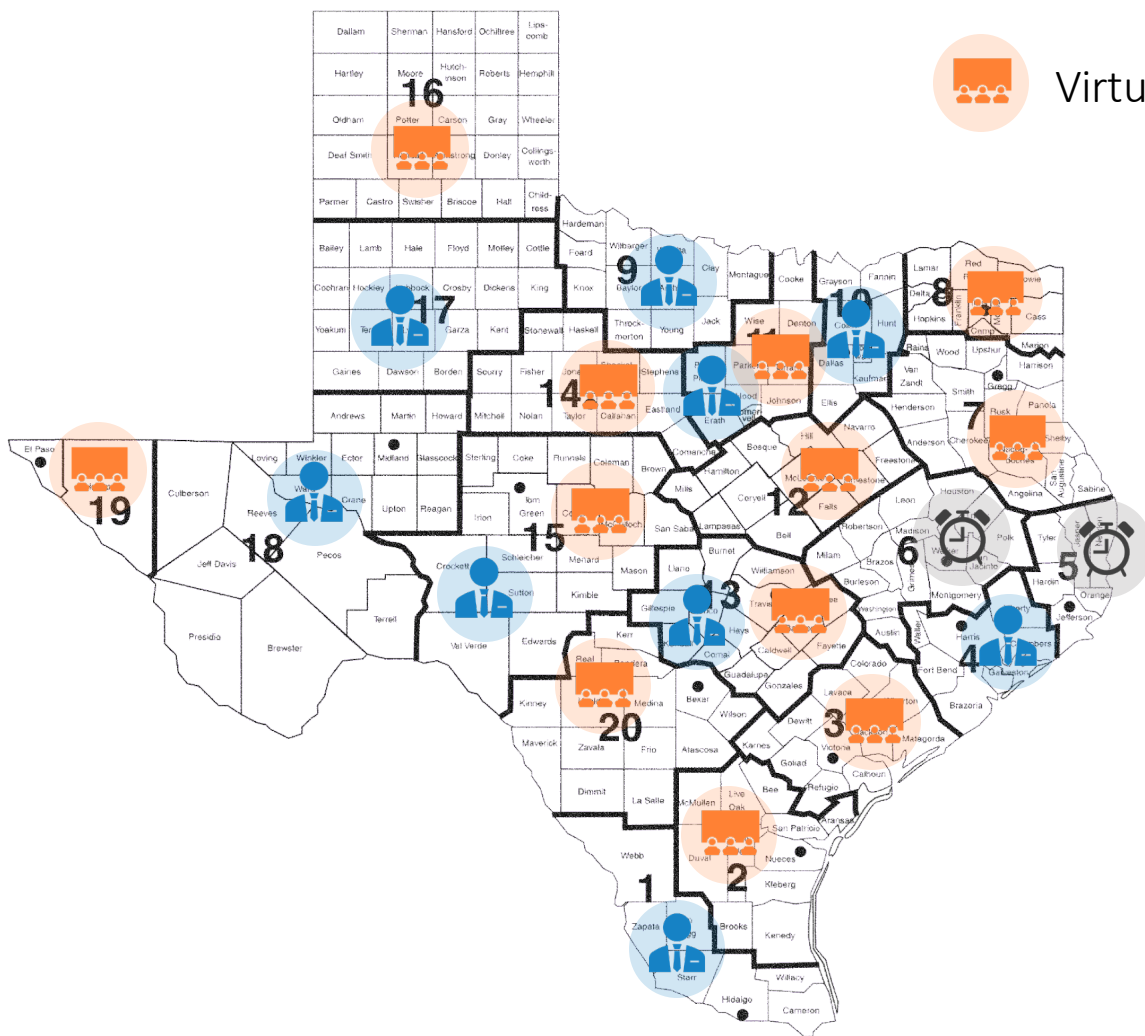
Historic Time in Texas Public Education

With the passage of House Bill 3, support to improve student outcomes has never been greater.



tea.texas.gov/HB3

ESC Visits Across the State



Virtual Visit



In-Person Visit



Scheduled Visit

Over **9 in-person** visits and **13 virtual visits** with Superintendents and administrators.

TEA has produced **20 videos** to date on HB 3 implementation guidance for the field.



TEA has released 20 of its planned **25** HB 3 in 30 videos, garnering over



70,000

unique video views



430,000

minutes watched

HB 3: TAA Correspondence Letters

- TEA has put out **22 To the Administrator Addressed** letters on House Bill 3.
- These letters provide useful guidance to districts and direct them where to find information on TEA's website.

HB 3 Guidance and Correspondence

| Date | Title | Division |
|------------|--|---|
| 10/10/2019 | House Bill 3 (HB 3) Implementation: Blended Learning Grant Program | Special Populations |
| 10/03/2019 | House Bill 3 (HB 3) Implementation: Teacher Incentive Allotment | Educator Systems and Support |
| 10/03/2019 | House Bill 3 (HB 3) Implementation: Teacher Appraisal survey | Educator Systems and Support |
| 09/26/2019 | House Bill 3 (HB 3) Implementation: Update on Changes to the Bilingual Education Allotment | Special Populations |
| 09/19/2019 | House Bill 3 (HB 3) Implementation: Early Childhood and CCMR Board Adopted Plans and Goals | Governance |
| 09/12/2019 | House Bill 3 (HB 3) Implementation: Reading Practices | School Programs |
| 09/05/2019 | House Bill 3 (HB 3) Implementation of the Special Education and Dyslexia Allotment and Senate Bill 2075 Monitoring | Special Populations |
| 08/29/2019 | House Bill 3 (HB 3) Implementation: Gifted/Talented Education Certification and Funding | Special Populations |
| 08/29/2019 | House Bill 3 (HB 3) Implementation: Charter School Funding | School Finance |
| 08/22/2019 | House Bill 3 (HB 3) Implementation: College, Career, or Military Readiness CTE, Incentives for High School Models, and High School Equivalency | College, Career, and Military Preparation |
| 08/22/2019 | House Bill (HB 3) Implementation: Small and Mid-sized District Allotment | State Funding |
| 08/15/2019 | Changes to Reporting Requirements and Creation of the Registry of Persons Ineligible to Work in Public Schools | Educator & System Support |
| 08/15/2019 | Updates to Program Intent Codes | Financial Compliance |
| 08/08/2019 | House Bill 3 (HB 3) Implementation: College, Career, or Military Readiness Sections | College, Career, and Military Preparation |

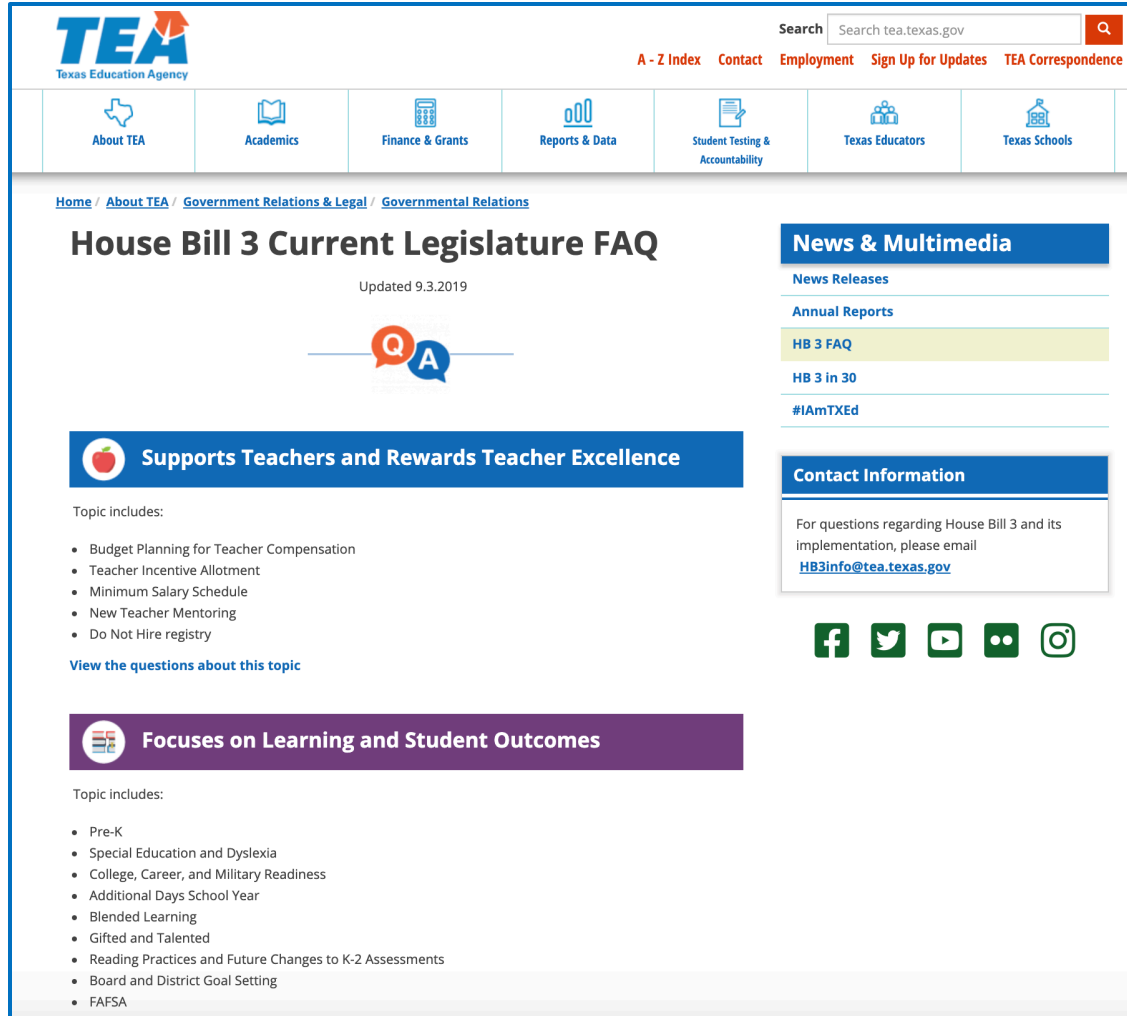
HB 3: TEA Rules Timeline

The full schedule can be found on our HB 3 page:

<https://tea.texas.gov/sites/default/files/HB%203%20rulemaking%20schedule.pdf>

| Texas Education Agency HB 3 Rulemaking Schedule | | |
|---|--|-----------------------------------|
| Rule Topic | Rulemaking Body Responsible | Timeline for Filing Rule Proposal |
| Relating to issuance and renewal of master teacher certificate | State Board for Educator Certification | June 2019-August 2019 |
| Repeal of HS allotment rules (Ch 61, Sub II) | Commissioner | June 2019-August 2019 |
| Ineligible-to-work in Texas public schools reporting requirements | State Board for Educator Certification | September 2019-November 2019 |
| Registry of persons ineligible to work in Texas public schools | Commissioner | September 2019-November 2019 |
| Fast growth allotment | Commissioner | September 2019-November 2019 |

HB 3: Frequently Asked Questions



TEA Texas Education Agency

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House Bill 3 Current Legislature FAQ

Updated 9.3.2019

Supports Teachers and Rewards Teacher Excellence

Topic includes:

- Budget Planning for Teacher Compensation
- Teacher Incentive Allotment
- Minimum Salary Schedule
- New Teacher Mentoring
- Do Not Hire registry

[View the questions about this topic](#)

Focuses on Learning and Student Outcomes

Topic includes:

- Pre-K
- Special Education and Dyslexia
- College, Career, and Military Readiness
- Additional Days School Year
- Blended Learning
- Gifted and Talented
- Reading Practices and Future Changes to K-2 Assessments
- Board and District Goal Setting
- FAFSA

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- [HB 3 in 30](#)
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Contact Information

For questions regarding House Bill 3 and its implementation, please email HB3info@tea.texas.gov

[f](#) [t](#) [v](#) [d](#) [i](#)

TEA has answered **over 200** frequently asked questions



Sample Questions Answered by TEA:

How do I calculate the teacher pay raise? Specifically, what dollar value needs to be set aside for the raises?


What does the passage of HB 3 mean for my current Master Teacher Certification?

What happens if I don't compress my taxes in compliance with House Bill 3?

Learn more at tea.texas.gov/HB3

HB 3: Advisory Committees

House Bill 3:

- 
- A blue icon depicting three stylized human figures. Two figures are in the background, and one is in the foreground, all facing forward. They are represented by solid blue shapes for heads and shoulders.
- **Reading Standards K-3 Advisory Committee**
 - Committee members named Oct. 17th
 - Meeting November 13th and 14th
 - **Special Education Allotment Advisory Committee**
 - Committee members named beginning of November
 - **Compensatory Education Allotment Advisory Committee**
 - Committee members named beginning of November
 - **Financial Aid Advisory Committee**
 - Applications are being accepted until spring 2020

House Bill 3906:

- **Assessment Educator Advisory Committee**
 - Committee members named beginning of December

- PTECH and New Tech Funding
- Formula Transition Grant and Teacher Compensation
- Formula Funding for Special Education for Open-Enrollment Charters
- Regional Education Service Center Staff Supplement

Additional Concerns That Have Been Raised

- Taxes
- CTE – Small/Midsized Allotment
- Fast Growth Allotment

HB 3906 Update

House Bill 3906 Overview



Requires creation of optional interim assessments



Requires technical and educator advisory committees



Allows assessments to be administered in multiple parts over multiple days



Creates integrated formative assessment pilot program



Moves toward electronic administration of all assessments by 2022-23



Eliminates standalone 4 and 7 writing in 2021-22



Permits use of calculator applications

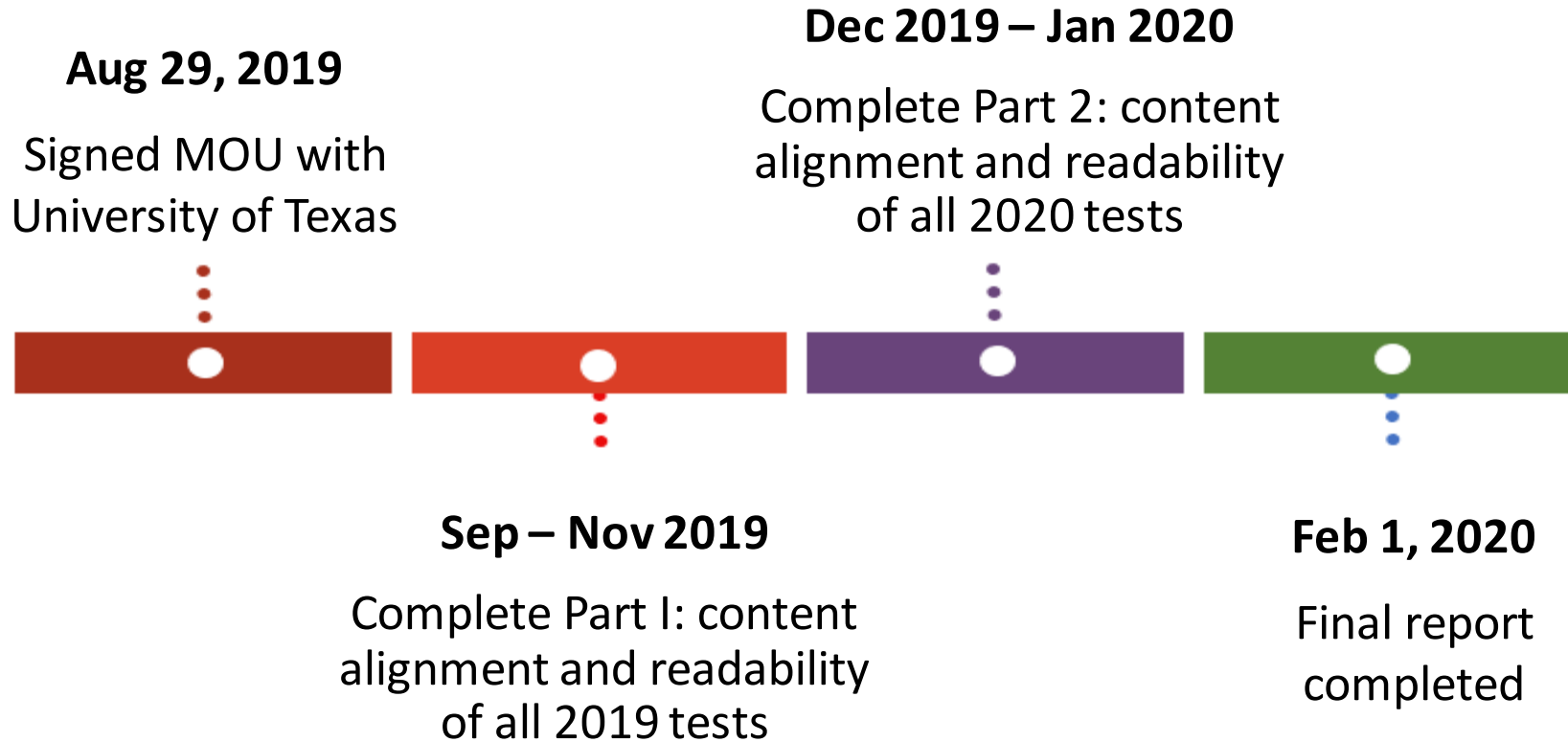


Caps multiple choice questions at 75% of test in 2022-23

House Bill 3: STAAR Study Overview

- Requires an MOU with a public institution of higher education to **study grades 3-8 STAAR** used in 2018-2019 and to be used in 2019-2020
- The study examines whether the assessment:
 - Is **written at an appropriate reading level** for students in that grade level
 - Only **includes content aligned with TEKS** for that or earlier grades
 - Only **includes passages written at the reading level or below** for the grade level for the assessment
- The University of Texas at Austin is conducting the study
- Results will be delivered in two parts due to time needed to develop the new tests for 2019-20
 - **Part 1** – The final report on 2018-19 STAAR tests will be delivered by December 1, 2019
 - **Part 2** – The final report on 2019-20 STAAR tests will be delivered by February 1, 2020

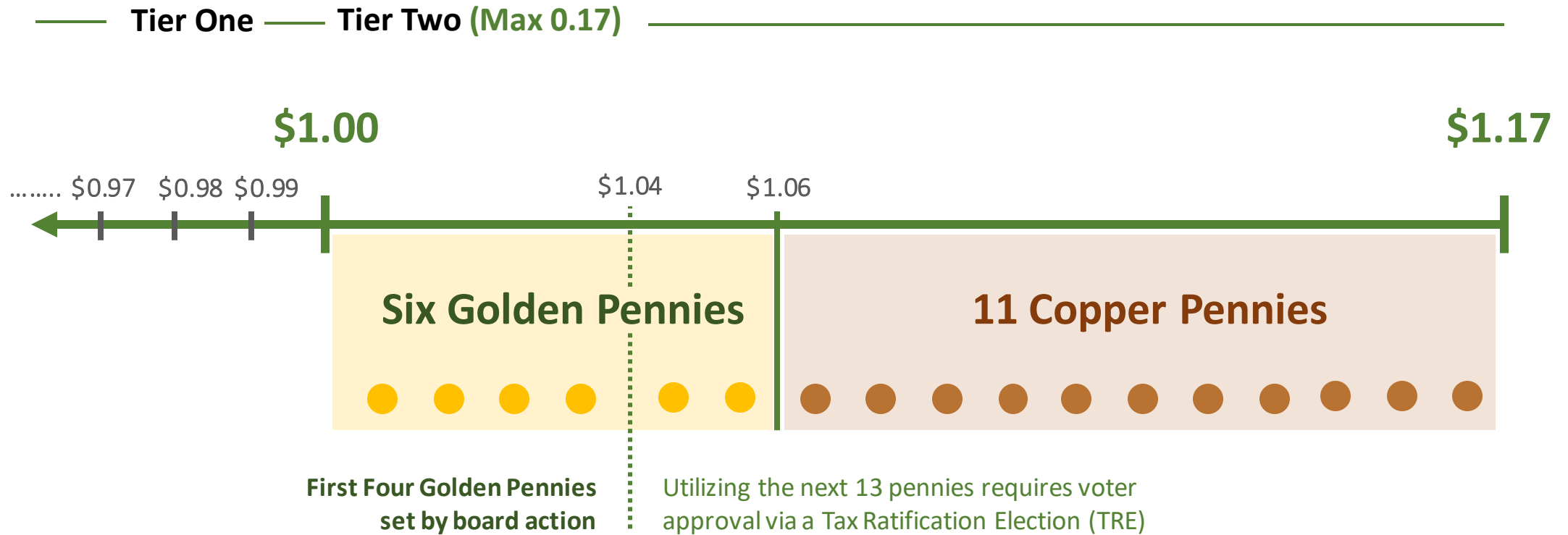
Timeline of STAAR Study Required by HB 3



Appendix



HB 3 in 30: Tax Rate Changes



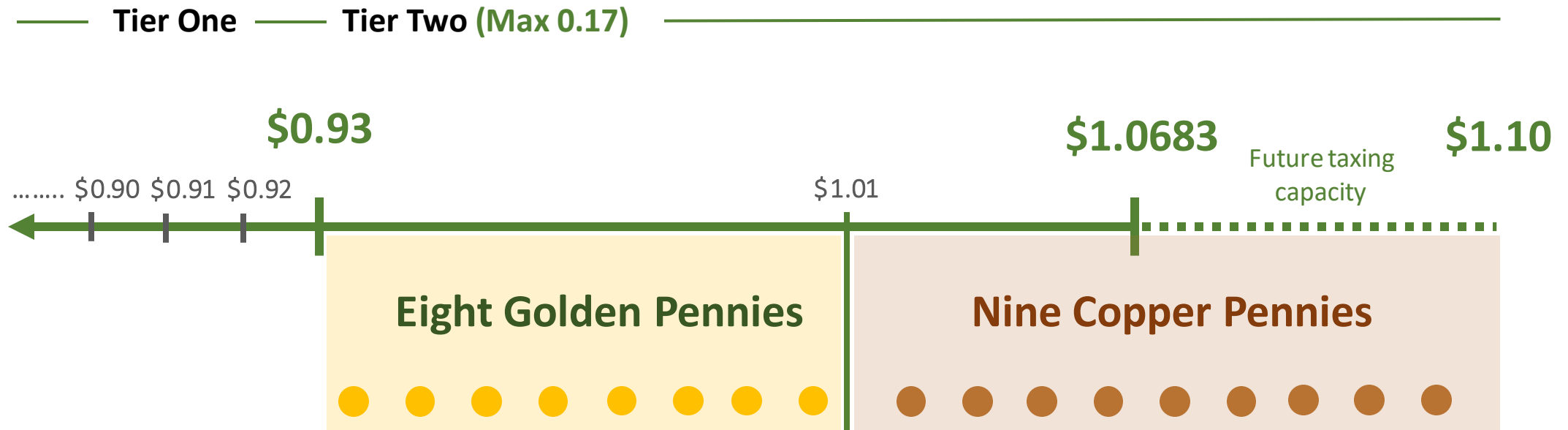


Max M&O Tax Rates Drop From \$1.17 To \$1.0683



HB 3 Year 1 (TY2019)

1. Tier One max rate reduced by 7%
2. First two Copper Pennies become Golden Pennies
3. Remaining Copper Pennies are cut by 35%
4. Rates in most cases cannot be raised for year 1



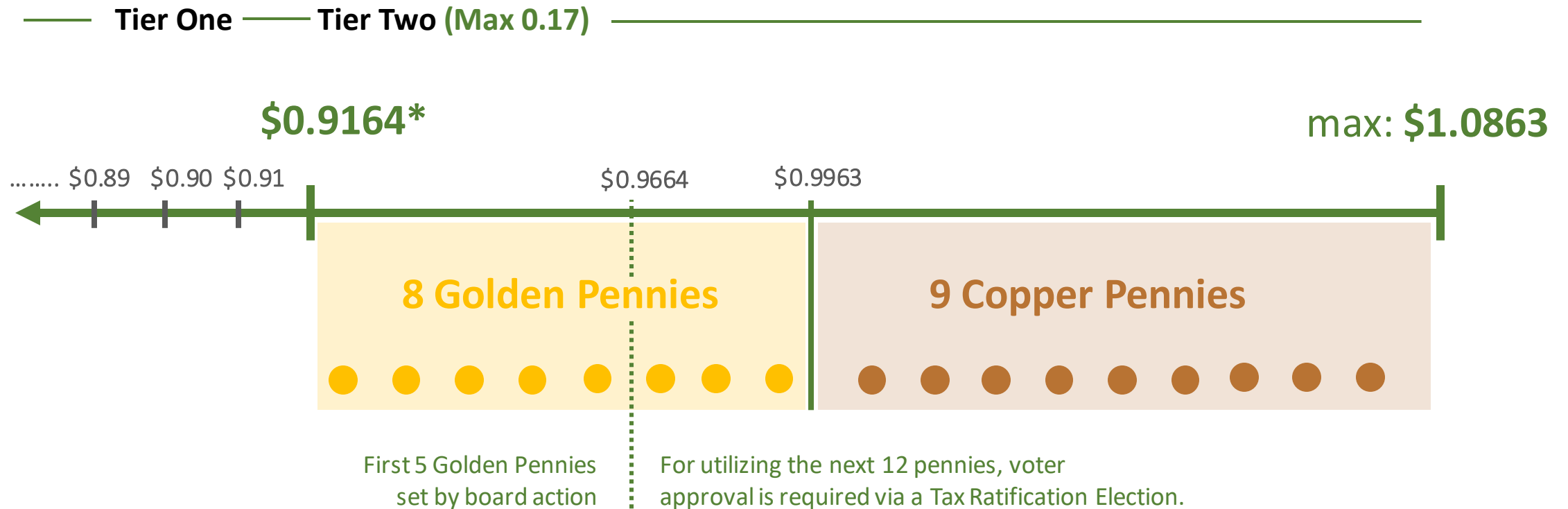


Tier One M&O Rates Continue to Decline



HB 3 Year 2 (FY2021)

1. 2.5% Compression begins on Tier One
2. TRE threshold increased by one penny



* Statewide compression number for TY 2020 (could be lower for individual districts)



HB 3 in 30: College, Career, or Military Readiness Outcomes Bonus and Exam Reimbursements

Defining College, Career, or Military Readiness

The CCMR bonus uses a more rigorous standard for CCMR than the academic accountability system:

➤ **College:**

- ✓ Texas Success Initiative (TSI) score on SAT/ACT/TSI Assessment (TSIA) and
- ✓ Earned an associate degree prior to graduation *or* enrolled in college by the fall immediately after high school graduation

➤ **Career:**

- ✓ TSI score on SAT/ACT/TSIA and
- ✓ Received an industry-based certification / Level I / Level II certificate

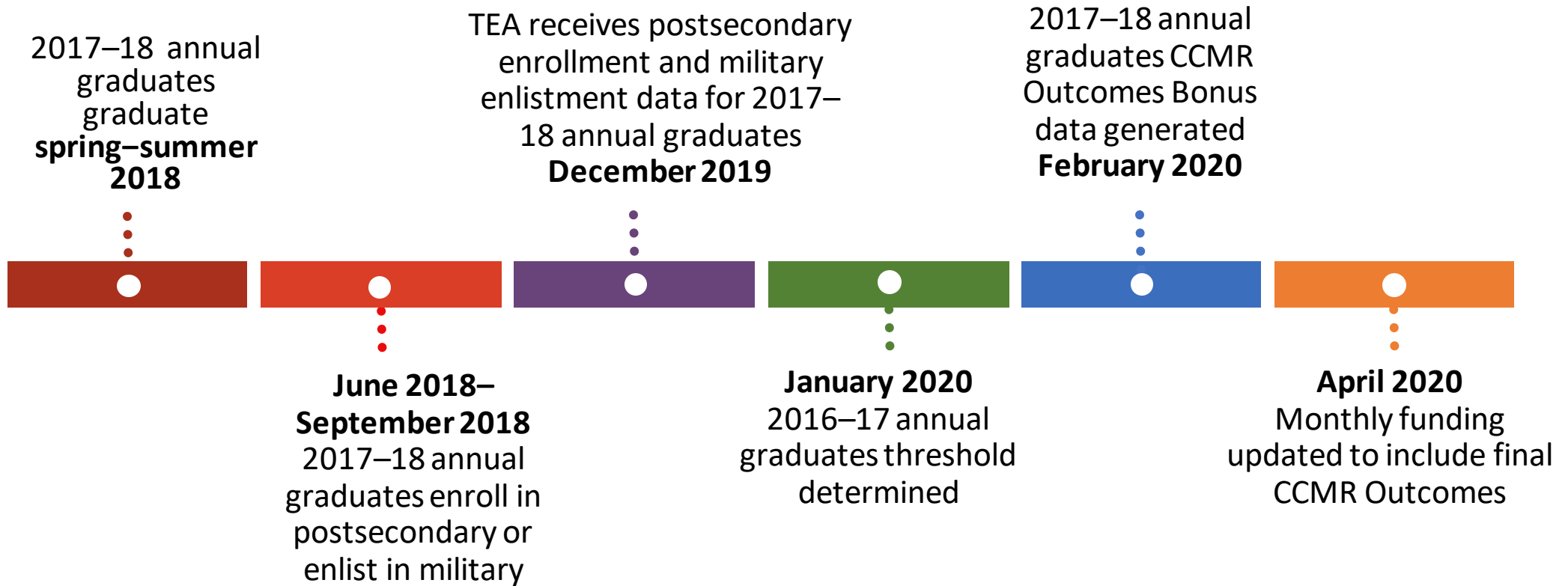
➤ **Military:**

- ✓ Armed Services Vocational Aptitude Battery (ASVAB) passing score and
- ✓ Enlisted in U.S. Armed Forces after graduation

Bonus for Graduates Above the Threshold

- The CCMR bonus is paid for each annual graduate, in each of the three categories, above the minimum threshold.
- The **thresholds will be defined by rule in the spring** when final data are available. Preliminarily, assume the thresholds are the following:
 - 20% for non-economically disadvantaged
 - 9% for economically disadvantaged
 - 0% for special education

Funding Starts in 2019–20 from 2017–18 Graduates



Key Point: Districts will receive an outcomes bonus in the 2019-2020 school year and this bonus will be generated from 2017-2018 graduates.

College Preparation Exam and Industry-Based Certification Exam Reimbursement

Funding formulas now include a **reimbursement** to districts to offer one free **college preparation exam & Industry-Based Certification exam** per student before they graduate.



Reimbursement is provided **once per high school student** for SAT/ACT/TSIA



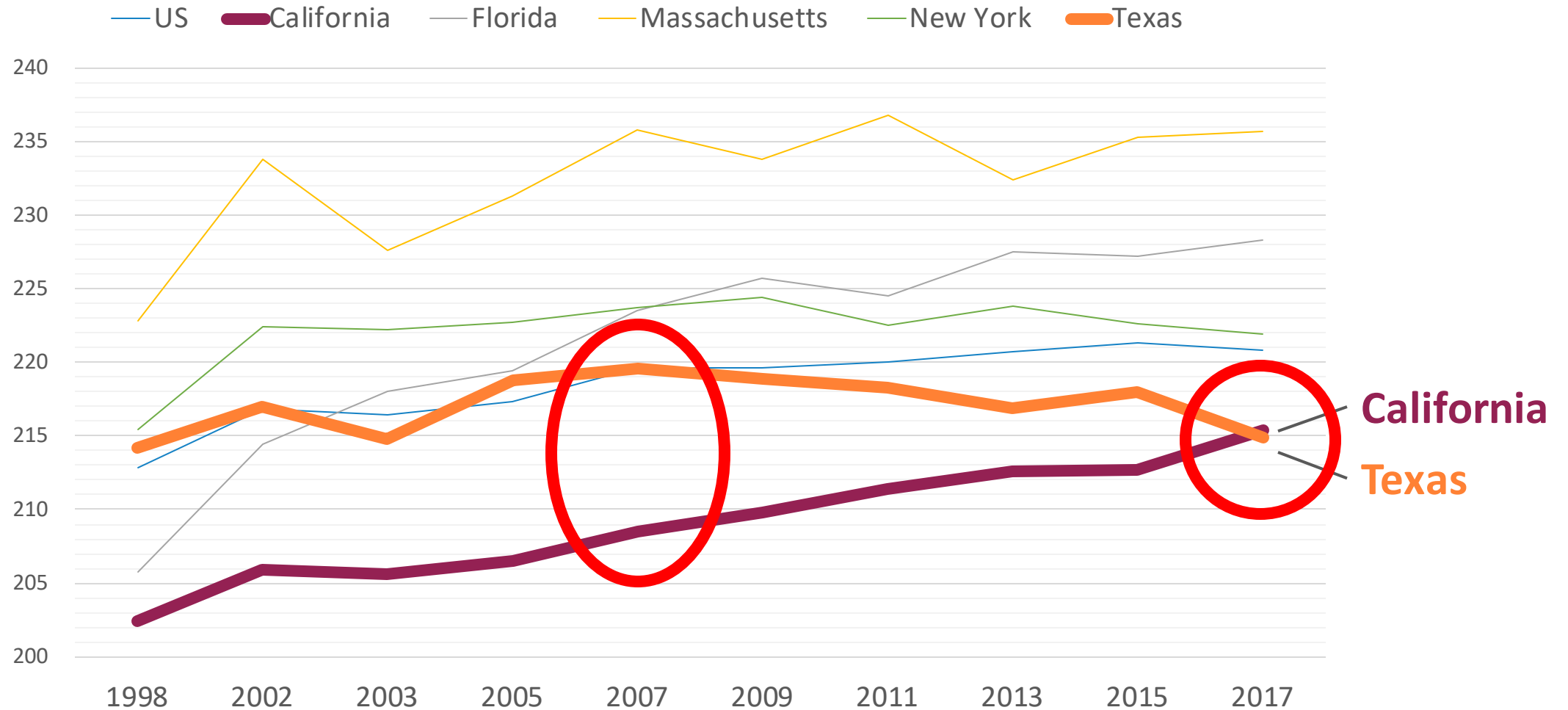
Reimbursement is provided **once per high school student** for any of the Industry-Based Certifications in A-F accountability **if the student passes the exam**

Key Point: Districts have already received funding for these exam fees “front loaded”. If students do not take these exams, this funding will be returned to the agency during settle-up.

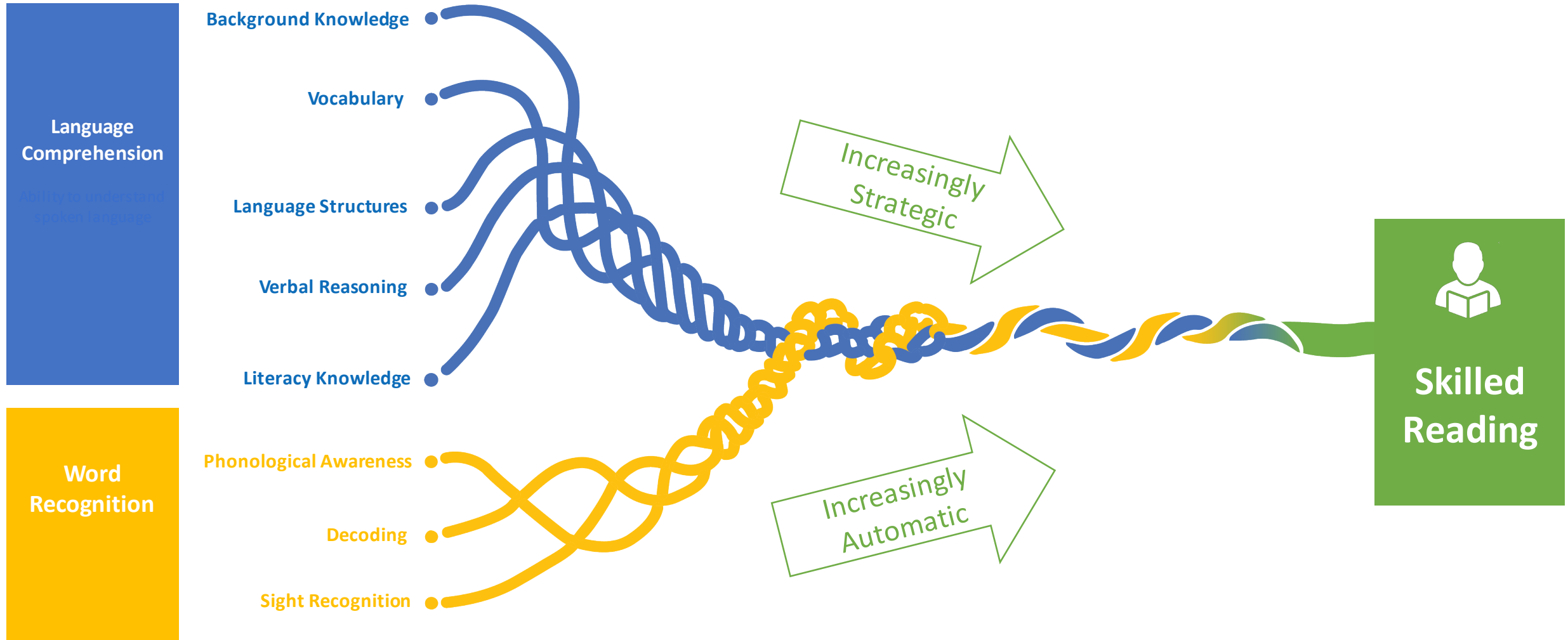
HB 3
in
30

Reading Practices

NAEP 4TH Grade Reading Scores









Scarborough's Reading Rope (2001)



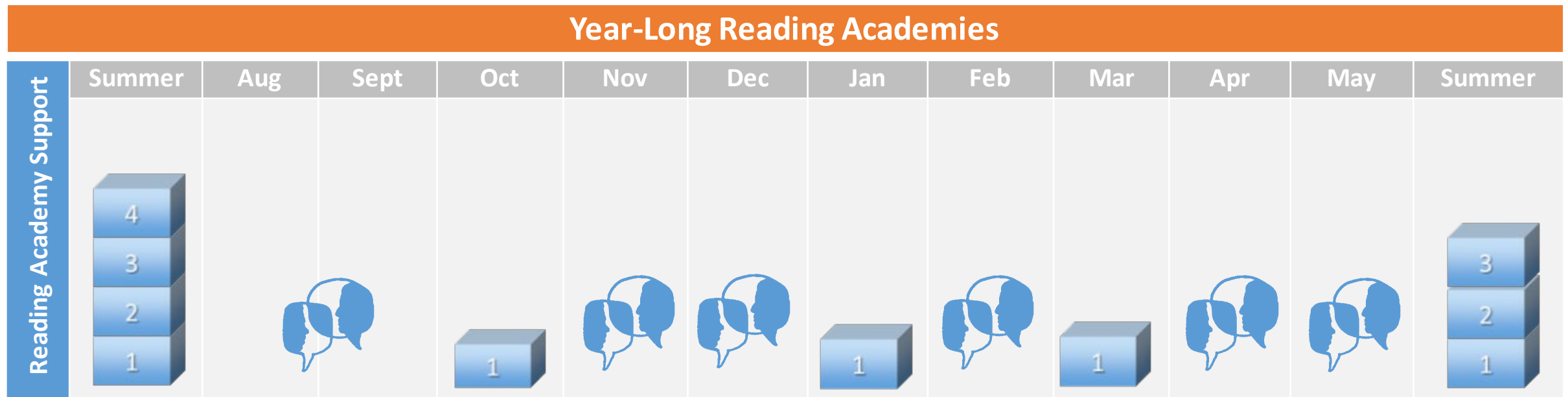
Reading Academy Models

There are two, competency-base models to meet the requirement in statute: blended or comprehensive.

| Level | Training Supports | | | Completion |
|--|---|--|---|---|
| Model based on competencies | Online modules w/ competency demonstration | 10 days In-person training | Job-embedded Coaching 2x/semester | |
| Comprehensive Model  |  |  |  | Must complete competency exercises |
| Blended Model  |  | Districts may also choose additional support to ensure participants are able to master competencies. | | Must demonstrate proficiency in competencies |

Reading Academies: Comprehensive Model

The comprehensive model will provide a mix of in-person and online training sessions, as well as job-embedded coaching over the course of the year.



Days of In-person PD Sessions



Job-embedded coaching, artifact submission and review

Reading Academies: Blended Model

All Reading Academies will be competency based. Teachers will produce artifacts that demonstrate their competency mastery.

Level



Blended Model

Training Supports

Manage course enrollment of online modules with access to free training materials



Competency Assessment

Grade artifacts based on competencies online or in-person at associated Reading Academy Providers.









All teachers and principals must register, though skilled participants may test out of modules.

Reading Academy Estimated Costs

From HB 3 in
30 Video

Each model has a cost range associated with participation.

| Level | Completion | Estimated Cost Range | | |
|--|---|---|--------------------------|---|
| Blended Model  | Must demonstrate proficiency in competencies | Online modules w/ competency demonstration | \$300 - \$500 |  |
| Comprehensive Model  | Must complete competency exercises | 10 days In-person training Job-embedded Coaching 2x/semester | \$3,000 - \$6,000 |    |





Note: Pricing in blended model includes online modules

Districts may choose which model they would like their K-3 teachers and principals to attend.

Updated Reading Academy Estimated Costs

Latest
Update





The cost range is less than initially anticipated for the comprehensive model.
We are still finalizing these costs with stakeholders – costs will be final by December 3.

| Level | Estimated Cost Range: Coaching Fees (Districts Do Not Provide Coaches) | | |
|---|--|--|---|
| Blended Model  |  | \$300 - \$400 per teacher | <p>Updated cost ranges remove any potential teacher reimbursements.</p> <p>Costs associated with teacher stipends and travel require the district to make that determination and reimburse accordingly.</p> |
| Comprehensive Model  |  | \$2000 - \$2500 per teacher | |

Updated Reading Academy Estimated Costs

Latest
Update

We are exploring an additional model for districts who have qualified staff and wish to pay their own staff directly. We are currently soliciting stakeholder feedback on this model.

| Level | Estimated Cost Range: Support Fees (District Provided Coaches) | |
|---|--|--|
| Blended Model  |  \$100 - \$200 per teacher | <p>If districts have their own instructional coaching staff, they may be able to pay those staff directly to reduce costs associated with academy participation. This cost would cover that facilitator's training and support.</p> |
| Comprehensive Model  |  \$200 - \$400 per teacher | |





HB 3: Additional Days School Year

Declining Achievement during Summer Breaks


As noted in the Texas Commission on Public School Finance report, student achievement levels drop during the summer months, commonly referred to as the “summer slide”.

Years of learning



Student Type:

-  Middle-class student
-  Low-income student

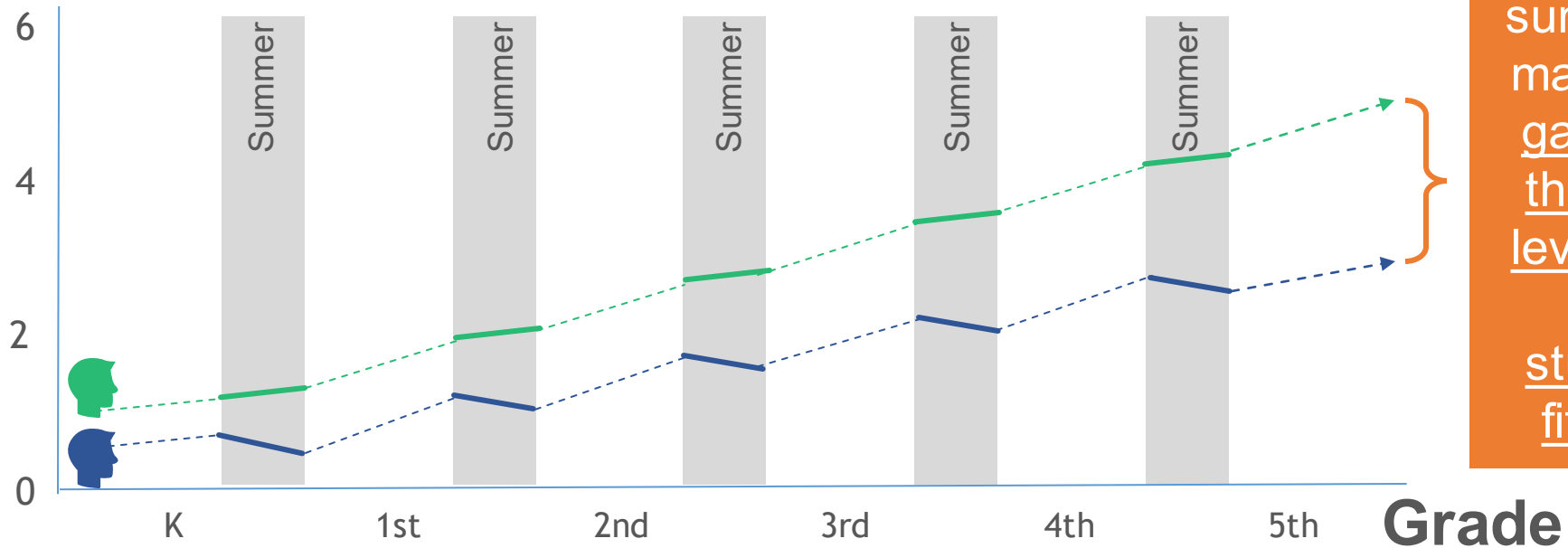
School Year Growth:

-  Students progress at same rate during school year

Summer Growth:

-  Advanced by one month
-  Fall behind by 2-3 months

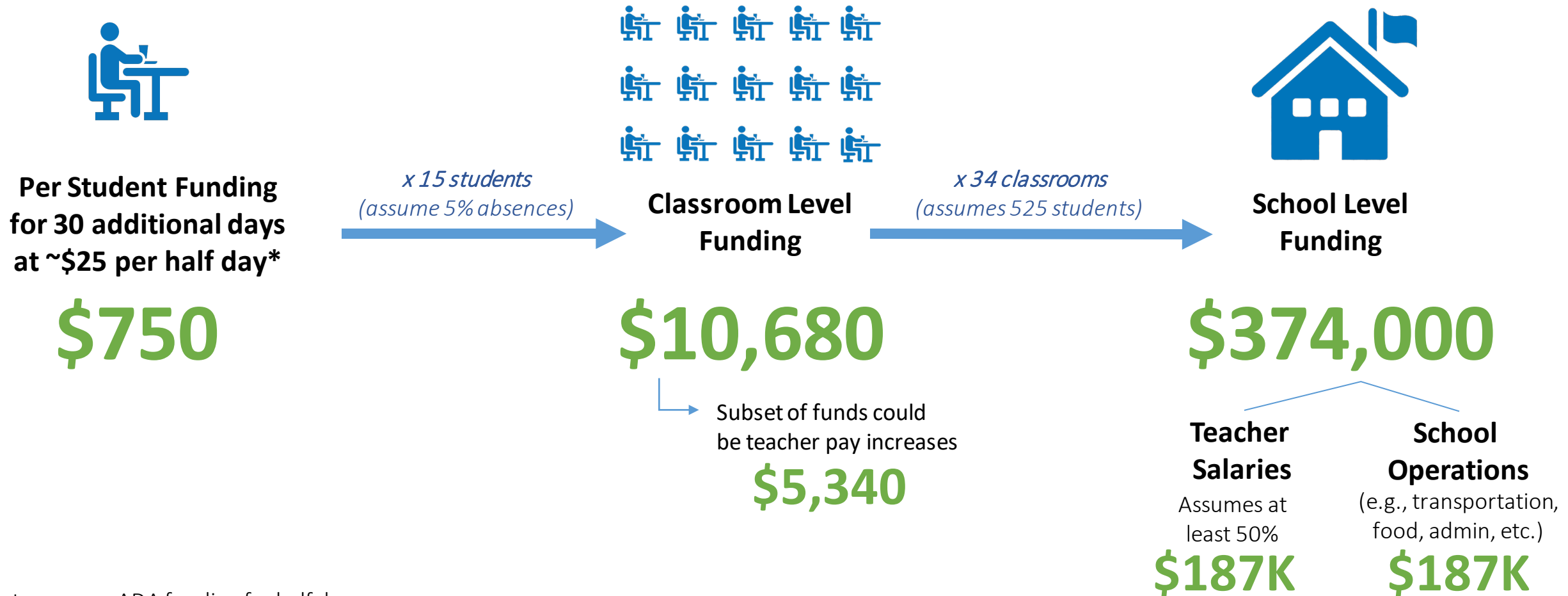
Note: No variance in amount of summer slide by grade



The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade

Sample Financial Impact Scenario

An elementary campus could utilize additional funding similar to the scenario below.



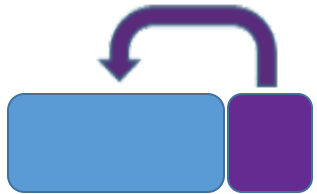
*State average ADA funding for half day

Three Paths Forward



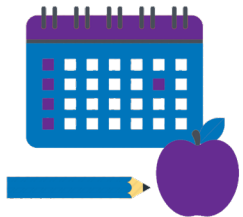
Option 1: Optional Summer Learning

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional



Option 2: Intersessional Calendar

- **Purpose:** Targeted Remediation
- **Think:** 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students



Option 3: Full Year Redesign

- **Purpose:** Rethinking the School Day
- **Think:** A revamped 7x6-weeks calendar, daily schedule changes to increase teacher planning time and student play

A photograph of three young children sitting at a desk, looking at a laptop. The child on the right is wearing orange-rimmed glasses and a blue and white striped shirt. The child in the middle is wearing a pink shirt. The child on the left is wearing a blue shirt. The laptop is silver and has a black keyboard. The background is blurred, showing other children and a classroom setting.

HB 3906 Update



Interim Assessments

Requires development and administration of optional interim assessments

- Must be administered electronically
- May not be used for accountability purposes
- During 2018-19, 1.7 million interim assessment tests were given by 622 local districts



Technical and Educator Advisory Committees

Requires technical and educator advisory committees

- Technical advisory committee currently exists and includes national experts on assessment design and psychometrics
- New educator advisory committee will advise the commissioner and the agency regarding the development of academically appropriate assessment instruments
- Nominations were solicited this summer with formation of the educatory advisory committee expected in the fall



Multiple Parts

Allows assessments to be administered in multiple parts over multiple days

- Intended to create flexibility for districts in scheduling
- 85% of students in grades 3 and 4 must be able to complete each part within 60 minutes
- 85% of students in grades 5-8 must be able to complete each part within 75 minutes
- Working this year with districts to design how a multi-part summative could be implemented
- Expect to make optionally available to districts during 2020-21



Integrated Formative Assessment Pilot

Creates integrated formative assessment pilot program

- Requires TEA to develop formative assessments that inform instruction during the year and can potentially replace a single summative assessment administration
- Currently exploring multiple design options including curriculum-based and competency-based structures that are informed by educator feedback
- Expect to narrow design and begin pilot with districts who show interest during 2020-21
- Expect 3-5 total pilot years to prove concept in both design and scalability



Electronic Assessments

Moves toward electronic administration of all assessments by 2022-23

- TEA, in consultation with the SBOE, must develop a transition plan to administer all assessment instruments electronically beginning not later than the 2022-2023 school year
- Currently exploring university partnerships to conduct statewide feasibility study that identifies resources or other needs
- Expect study to begin this winter
- Feasibility study results due December 2020



Writing

Eliminates standalone 4 and 7 writing in 2021-22

- 3-8 writing still required by federal government
- Currently exploring ways to test writing informed by educator feedback
- Grades 3-8 implementation expected in 2021-22
- Some writing items will be field tested as part of reading assessments in 2019-20



Calculators

- School districts must permit a student enrolled in a course requiring graphing calculators to use a calculator application on a computing device, including a personal, laptop, or tablet computer, that provides the same functionality, unless the district makes available to the student a graphing calculator at no cost to the student
- Policy communication, training, and supporting materials have been distributed to districts for the 2019-20 testing year



Multiple Choice Cap



Multiple Choice Cap

Caps multiple choice questions at 75% of test starting in 2022-23

- Currently exploring new item designs to field test with educator input
- Expect to begin field testing of some new items during 2020-21
- Item designs allow for either electronic or paper administration