

Chapter 55

S.B. No. 925

AN ACT

relating to providing training academies for public school teachers who provide reading instruction to students in kindergarten through grade three.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter J, Chapter 21, Education Code, is amended by adding Section 21.4552 to read as follows:

Sec. 21.4552. TEACHER LITERACY ACHIEVEMENT ACADEMIES.

(a) The commissioner shall develop and make available literacy achievement academies for teachers who provide reading instruction to students at the kindergarten or first, second, or third grade level.

(b) A literacy achievement academy developed under this section:

(1) must include training in:

(A) effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

(B) the use of empirically validated instructional methods that are appropriate for struggling readers; and

(2) may include training in effective instructional practices in writing.

(c) The commissioner shall adopt criteria for selecting

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1 teachers who may attend a literacy achievement academy. In
2 adopting selection criteria under this subsection, the
3 commissioner shall:

4 (1) require granting a priority to teachers employed
5 by a school district at a campus at which 50 percent or more of the
6 students enrolled are educationally disadvantaged; and

7 (2) provide a process through which a teacher not
8 employed at a campus described by Subdivision (1) may attend the
9 academy if the academy has available space and the school district
10 employing the teacher pays the costs of the teacher's attendance.

11 (d) From funds appropriated for that purpose, a teacher who
12 attends a literacy achievement academy is entitled to receive a
13 stipend in the amount determined by the commissioner. A stipend
14 received under this subsection is not considered in determining
15 whether a school district is paying the teacher the minimum monthly
16 salary under Section 21.402.

17 (e) On request of the commissioner, regional education
18 service centers shall assist the commissioner and agency with
19 training and other activities relating to the development and
20 operation of literacy achievement academies.

21 (f) This section expires September 1, 2027.

22 SECTION 2. This Act takes effect immediately if it receives
23 a vote of two-thirds of all the members elected to each house, as
24 provided by Section 39, Article III, Texas Constitution. If this
25 Act does not receive the vote necessary for immediate effect, this
26 Act takes effect September 1, 2015.

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S.B. No. 925

Paul Palko
President of the Senate

Joe Straus
Speaker of the House

I hereby certify that S.B. No. 925 passed the Senate on April 23, 2015, by the following vote: Yeas 30, Nays 0.

Patsy Spaw
Secretary of the Senate

I hereby certify that S.B. No. 925 passed the House on May 7, 2015, by the following vote: Yeas 125, Nays 13, two present not voting.

Robert Honey
Chief Clerk of the House

Approved:

5-20-2015
Date

Greg Abbott
Governor

FILED IN THE OFFICE OF THE
SECRETARY OF STATE
3pm O'CLOCK

Quill
Secretary of State

**LEGISLATIVE BUDGET BOARD
Austin, Texas**

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

May 5, 2015

TO: Honorable Jimmie Don Aycock, Chair, House Committee on Public Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: SB925 by Kolkhorst (Relating to providing training academies for public school teachers who provide reading instruction to students in kindergarten through grade three.), As Engrossed

Estimated Two-year Net Impact to General Revenue Related Funds for SB925, As Engrossed: a negative impact of (\$17,816,546) through the biennium ending August 31, 2017.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2016	(\$9,334,709)
2017	(\$8,481,837)
2018	(\$8,648,229)
2019	(\$8,817,948)
2020	(\$8,991,061)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund
	1
2016	(\$9,334,709)
2017	(\$8,481,837)
2018	(\$8,648,229)
2019	(\$8,817,948)
2020	(\$8,991,061)

Fiscal Analysis

The bill would require the Commissioner of Education to develop literacy achievement academies for teachers who provide instruction for kindergarten through grade three. The bill would require the academies to include training in effective and systematic instructional practices in reading,

phonemic awareness, phonics, fluency, vocabulary, and comprehension, and the use of empirically validated instructional methods for struggling readers. The bill would allow the academies to include training in effective instructional practices in writing.

The bill would require the Commissioner to adopt criteria for selecting teachers to attend the academies, including that teachers employed in school districts with 50 percent or more educationally disadvantaged students be given priority to attend the academies. The bill requires the Commissioner to provide a process to allow teachers not employed at prioritized campuses to attend the campuses if space is available and the employing school district pays associated costs.

The bill would provide teachers attending the academies with a stipend in an amount to be determined by the Commissioner. The bill specifies that the stipend could not be considered in determining the minimum salary for a teacher.

The bill would require Regional Education Service Centers to assist the Commissioner and the Texas Education Agency with the development and operation of the academies, on the Commissioner's request.

The bill would take effect September 1, 2015, or immediately if passed with the necessary voting margins.

Methodology

Providing literacy achievement academies to teachers in the grades specified in the bill would result in a cost of \$9.3 million in fiscal year 2016, \$8.5 million in fiscal year 2017, and increasing to approximately \$9.0 million in fiscal year 2020. Higher costs in the first year of implementation are attributable to initial content development costs.

Based on information provided by the Texas Educational Agency, the 2013-14 Public Education Information Management System (PEIMS) data indicated 87,002 full-time equivalent (FTE) teachers in kindergarten through grade three. This estimate assumes that 21,751.5 teachers (25 percent of the kindergarten through grade three teachers) would attend the academies in fiscal year 2016, increasing to 23,543 teachers in fiscal year 2020. Beginning in 2017, this estimate assumes the population of teachers would grow annually at approximately 2.0 percent based on a comparison of PEIMS FTE teacher data. The agency estimates the literacy achievement academies would be three days long and would provide a \$125 stipend per day for each teacher that attended an academy. This estimate assumes the stipends provided to teachers are considered part of the cost of the literacy achievement academies. Using these assumptions, the estimated annual cost of stipends would be \$8,156,438 (21,751.5 teachers x \$125/day x 3 days) in fiscal year 2016, increasing to \$8,828,790 in fiscal year 2020 (23,543.4 teachers x \$125/day x 3 days). To the extent that school districts paid for non-eligible teachers to attend the literacy achievement academies, the cost of academy stipends would be lower.

Based on information provided by TEA, content development for the literacy achievement academies would cost \$1,000,000, or \$250,000 per grade level, in fiscal year 2016 to update previously developed content for use at the academies.

Based on information provided by TEA, two FTEs would be required to assist with the development and implementation of the teacher literacy achievement academies. The estimated cost of the FTEs, including salary, benefits, and other operating expenses, would be \$178,271 in fiscal year 2016 and \$162,271 in subsequent years.

Local Government Impact

School districts could incur additional costs in the form of contributions to the Teacher Retirement System (TRS) Trust Account for teachers attending the academies since the stipend authorized by the bill would be considered creditable compensation. School districts could also incur costs for substitute teachers while teachers attend the literacy achievement academies. Costs would vary among districts.

School districts that do not meet the criteria for automatic attendance may incur costs associated with the opportunity for teachers to participate if the opportunity arises. However, these costs would be voluntary.

Source Agencies: 701 Central Education Agency, 323 Teacher Retirement System

LBB Staff: UP, AW, JBi, AM

**LEGISLATIVE BUDGET BOARD
Austin, Texas**

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

April 16, 2015

TO: Honorable Larry Taylor, Chair, Senate Committee on Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: SB925 by Kolkhorst (relating to providing training academies for public school teachers who provide reading instruction to students in kindergarten through grade five.),
Committee Report 1st House, Substituted

Estimated Two-year Net Impact to General Revenue Related Funds for SB925, Committee Report 1st House, Substituted: a negative impact of (\$29,743,840) through the biennium ending August 31, 2017.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2016	(\$16,754,161)
2017	(\$12,989,679)
2018	(\$13,246,227)
2019	(\$13,507,906)
2020	(\$13,774,819)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund
2016	(\$16,754,161)
2017	(\$12,989,679)
2018	(\$13,246,227)
2019	(\$13,507,906)
2020	(\$13,774,819)

Fiscal Analysis

The bill would require the Commissioner of Education to develop literacy achievement academies for teachers who provide reading instruction for kindergarten through grade three and reading

comprehension instruction for grades four and five. The bill would require the academies to include training in effective and systematic instructional practices in reading, phonemic awareness, phonics, fluency, vocabulary, and comprehension, and the use of empirically validated instructional methods for struggling readers. The bill would allow the academies to include training in effective instructional practices in writing.

The bill would require the Commissioner to adopt criteria for selecting teachers to attend the academies, including that teachers employed in school districts at a campus with 50 percent or more educationally disadvantaged students be given priority to attend the academies.

The bill would provide teachers attending the academies with a stipend in an amount to be determined by the Commissioner. The bill specifies that the stipend could not be considered in determining the minimum salary for a teacher.

The bill would require Regional Education Service Centers to assist the Commissioner and the Texas Education Agency with the development and operation of the academies, on the Commissioner's request.

The bill would take effect September 1, 2015, or immediately if passed with the necessary voting margins.

Methodology

Providing literacy achievement academies to teachers in the grades specified in the bill would result in a cost of \$16.7 million in fiscal year 2016, \$12.9 million in fiscal year 2017, and increasing to approximately \$13.7 million in fiscal year 2020. Higher costs in the first year of implementation are attributable to initial content development costs.

Based on information provided by the Texas Educational Agency, the 2013-14 Public Education Information Management System (PEIMS) data indicated 128,934 full-time equivalent (FTE) teachers in kindergarten through grade five. This estimate assumes the population of teachers would grow annually at approximately 2.0 percent annually based on a comparison of PEIMS FTE teacher data. Using these assumptions, 33,536 teachers (25 percent of the kindergarten through grade five teachers) would attend the academies in fiscal year 2016, increasing to 36,300 teachers in fiscal year 2020. The agency estimates the literacy achievement academies would be three days long and would provide a \$125 stipend per day for each teacher that attended an academy. Using these assumptions, the estimated annual cost of stipends would be \$12.6 million (33,536 teachers x \$125/day x 3 days) in fiscal year 2016, increasing to \$13.6 million in fiscal year 2020 (36,300 teachers x \$125/day x 3 days).

Based on information provided by TEA, content development for the literacy achievement academies would cost \$4.0 million in fiscal year 2016. Total content development costs include \$1.0 million, or \$250,000 per grade level, to update previously developed kindergarten to grade 3 content and \$3.0 million to develop content for grades 4 and 5.

Based on information provided by TEA, two FTEs would be required to assist with the development and implementation of the teacher literacy achievement academies. The estimated cost of the FTEs, including salary, benefits, and other operating expenses, would be \$178,271 in fiscal year 2016 and \$162,271 in subsequent years.

Local Government Impact

School districts could incur additional costs in the form of contributions to the Teacher Retirement System (TRS) Trust Account for teachers attending the academies since the stipend authorized by the bill would be considered creditable compensation. School districts could also incur costs for substitute teachers while teachers attend the literacy achievement academies. Costs would vary among districts.

Source Agencies: 323 Teacher Retirement System, 701 Central Education Agency

LBB Staff: UP, AW, JBi, AM

**LEGISLATIVE BUDGET BOARD
Austin, Texas**

FISCAL NOTE, 84TH LEGISLATIVE REGULAR SESSION

March 31, 2015

TO: Honorable Larry Taylor, Chair, Senate Committee on Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: SB925 by Kolkhorst (Relating to providing training academies for public school teachers who provide reading instruction to students in kindergarten through grade three.), **As Introduced**

Estimated Two-year Net Impact to General Revenue Related Funds for SB925, As Introduced: a negative impact of (\$17,816,546) through the biennium ending August 31, 2017.

The bill would make no appropriation but could provide the legal basis for an appropriation of funds to implement the provisions of the bill.

General Revenue-Related Funds, Five-Year Impact:

Fiscal Year	Probable Net Positive/(Negative) Impact to General Revenue Related Funds
2016	(\$9,334,709)
2017	(\$8,481,837)
2018	(\$8,648,229)
2019	(\$8,817,948)
2020	(\$8,991,061)

All Funds, Five-Year Impact:

Fiscal Year	Probable Savings/(Cost) from General Revenue Fund 1
2016	(\$9,334,709)
2017	(\$8,481,837)
2018	(\$8,648,229)
2019	(\$8,817,948)
2020	(\$8,991,061)

Fiscal Analysis

The bill would require the Commissioner of Education to develop literacy achievement academies for teachers who provide instruction for kindergarten through grade three. The bill would require the academies to include training in effective and systematic instructional practices in reading,

phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The bill would require the Commissioner to adopt criteria for selecting teachers to attend the academies, including that teachers employed in school districts with 50 percent or more educationally disadvantaged students be given priority to attend the academies.

The bill would provide teachers attending the academies with a stipend in an amount to be determined by the Commissioner. The bill specifies that the stipend could not be considered in determining the minimum salary for a teacher.

The bill would require Regional Education Service Centers to assist the Commissioner and the Texas Education Agency with the development and operation of the academies, on the Commissioner's request.

The bill would take effect September 1, 2015, or immediately if passed with the necessary voting margins.

Methodology

Providing literacy achievement academies to teachers in the grades specified in the bill would result in a cost of \$9.3 million in fiscal year 2016, \$8.5 million in fiscal year 2017, and increasing to approximately \$9.0 million in fiscal year 2020. Higher costs in the first year of implementation are attributable to initial content development costs.

Based on information provided by the Texas Educational Agency, the 2013-14 Public Education Information Management System (PEIMS) data indicated 87,002 full-time equivalent (FTE) teachers in kindergarten through grade three. This estimate assumes that 21,751.5 teachers (25 percent of the kindergarten through grade three teachers) would attend the academies in fiscal year 2016, increasing to 23,543 teachers in fiscal year 2020. Beginning in 2017, this estimate assumes the population of teachers would grow annually at approximately 2.0 percent based on a comparison of PEIMS FTE teacher data. The agency estimates the literacy achievement academies would be three days long and would provide a \$125 stipend per day for each teacher that attended an academy. Using these assumptions, the estimated annual cost of stipends would be \$8,156,438 (21,751.5 teachers x \$125/day x 3 days) in fiscal year 2016, increasing to \$8,828,790 in fiscal year 2020 (23,543.4 teachers x \$125/day x 3 days).

Based on information provided by TEA, content development for the literacy achievement academies would cost \$1,000,000, or \$250,000 per grade level, in fiscal year 2016 to update previously developed content for use at the academies.

Based on information provided by TEA, two FTEs would be required to assist with the development and implementation of the teacher literacy achievement academies. The estimated cost of the FTEs, including salary, benefits, and other operating expenses, would be \$178,271 in fiscal year 2016 and \$162,271 in subsequent years.

Local Government Impact

School districts could incur additional costs in the form of contributions to the Teacher Retirement System (TRS) Trust Account for teachers attending the academies since the stipend authorized by the bill would be considered creditable compensation. School districts could also incur costs for substitute teachers while teachers attend the literacy achievement academies. Costs would vary among districts.

Source Agencies: 323 Teacher Retirement System, 701 Central Education Agency
LBB Staff: UP, AW, JBi, AM