

**SUBJECT:** Expanding student eligibility for additional instructional services

**COMMITTEE:** Public Education — committee substitute recommended

**VOTE:** 12 ayes — Huberty, Bernal, Allison, Ashby, K. Bell, Dutton, M. González, K. King, Meyer, Sanford, Talarico, VanDeaver

0 nays

1 absent — Allen

**WITNESSES:** For — Eduardo Ramos, Texas Association of School Business Officials, Pflugerville ISD; Shay Adams, Texas Association of School Business Officials; Vickie RabbWiggins; (*Registered, but did not testify*: David Anderson, Arlington ISD Board of Trustees; Jacquie Benestante, Autism Society of Texas; Chandra Villanueva, Center for Public Policy Priorities; Shannon Meroney and Serenity Owens, Impact Dyslexia; Jane McFarland, League of Women Voters of Texas; Kristin McGuire, TCASE; Christine Broughal, Texans for Special Education Reform; Courtney Hoffman, Texas Academic Language Therapy Association; Barry Haenisch, Texas Association of Community Schools; Casey McCreary, Texas Association of School Administrators; Grover Campbell, Texas Association of School Boards; Linda Litzinger, Texas Parent to Parent; Dee Carney, Texas School Alliance; Christy Rome, Texas School Coalition; Lisa Dawn-Fisher, Texas State Teachers Association; and six individuals)

Against — (*Registered, but did not testify*: Bill Kelberlau)

On — Monica Martinez, Texas Education Agency; (*Registered, but did not testify*: Christine Broughal, Texans for Special Education Reform; Eric Marin, Texas Education Agency)

**BACKGROUND:** Education Code sec. 29.081 requires school districts to use student performance data from state-mandated exams to design and implement appropriate compensatory, intensive, or accelerated instruction to enable

students to perform at grade level at the conclusion of the next regular school term. Districts must evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state exams between students at risk of dropping out of school and all other district students.

Some have suggested expanding the definition of students at risk of dropping out of school to allow more students to benefit from additional instruction to boost their performance on STAAR exams.

**DIGEST:**

CSHB 1632 would add students who had dyslexia or a related disorder or who were educationally disadvantaged to the definition of students at risk of dropping out of school for purposes of determining which students were provided with appropriate compensatory, intensive, or accelerated instructional services to improve their performance on state-mandated exams.

The bill would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2019.