

## **BILL ANALYSIS**

Senate Research Center  
84R27805 CAE-D

H.B. 2593  
By: Price (Seliger)  
Education  
5/19/2015  
Engrossed

### **AUTHOR'S / SPONSOR'S STATEMENT OF INTENT**

Interested parties note that Texhoma, Texas, is a unique community. Located at the peak of the Panhandle, Texhoma reflects its name by straddling the Texas-Oklahoma border. There is a Texhoma, Texas, and a Texhoma, Oklahoma. These parties note that Texhoma Independent School District on the Texas side (Texas District) is unlike any other school district in the state, serving students residing in the Texas portion of the Texhoma community, as well as, those in Oklahoma (Oklahoma District). Students attending pre-kindergarten through fourth grade attend school in the Texas District, and students attending grades five through twelve attend school in the Oklahoma District. The parties express concern that even though the Texas portion of the district serves students from both states, it does not receive funding for those students living in Oklahoma and is thus operating with a fraction of the funds needed. Furthermore, the parties explain that the Texas portion of the district's average daily attendance fluctuates throughout the year and the district is constantly on the cusp of not meeting certain attendance requirements, which would mean funding cuts for this tiny district. H.B. 2593 seeks to address these concerns.

H.B. 2593 amends current law relating to the sparsity adjustment for certain school districts under the Foundation School Program.

### **RULEMAKING AUTHORITY**

This bill does not expressly grant any additional rulemaking authority to a state officer, institution, or agency.

### **SECTION BY SECTION ANALYSIS**

SECTION 1. Amends Section 42.105, Education Code, as effective September 1, 2015, as follows:

Sec. 42.105. SPARSITY ADJUSTMENT. (a) Creates this subsection from existing text and makes no further change to this subsection.

(b) Provides that Subsection (c) applies only to a school district that:

(1) does not offer each grade level from kindergarten through grade 12 and whose prospective or former students generally attend school in a state that borders this state for the grade levels the district does not offer;

(2) serves both students residing in this state and students residing in a state that borders this state who are subsequently eligible for in-state tuition rates at institutions of higher education in either state regardless of the state in which the students reside; and

(3) shares students with an out-of-state district that does not offer competing instructional services.

(c) Requires a school district to which this subsection applies, as provided by Subsection (b), notwithstanding Subsection (a) or Sections 42.101 (Basic and Regular Program Allotments), 42.102 (Cost of Education Adjustment), and

42.103 (Small and Mid-Sized District Adjustment), Education Code, that has fewer than 130 students in average daily attendance to be provided an adjusted basic allotment on the basis of 130 students in average daily attendance if it offers a kindergarten through grade four program and has preceding or current year's average daily attendance of at least 75 students or is 30 miles or more by bus route from the nearest high school district.

SECTION 2. Effective date: September 1, 2015.