



Representative

Desk

**Amendment Floor Report for HB 21- Wednesday, April 19, 2017**

Author	Analysis	Recommendation
<p>Martinez pp. 2-3 851496</p>	<p>This amendment strikes out the section which authorizes districts to assess a “reasonable” fee for transportation. It seeks to make it so that boards cannot charge students for transportation, which is a basic need for attending school. As children cannot attend school without transportation, the board should not be charging a fee.</p> <p>In Texas, transportation is a necessary cost that needs to be funded based on ridership and other costs so that when there are cost increases, there is more funding. The law stated previously that the board could not require a fee for transportation if the school district received funds under the transportation allotment. This amendment requires that a Board of Trustees cannot necessitate a fee for the transportation of students.</p>	<p><b><u>Favorable</u></b></p>
<p>Minjarez p. 4 851489</p>	<p>This amendment strikes out any amendments of HB 21 in regards to the school transportation allotment, with the hope of restoring it instead of eliminating it. The transportation allotment not only gets students to and from school but it also, expands education opportunities that might not take place on school premises such as: additional classes at a local community college, transport school athletes to away games and events, and, outside learning opportunities on field trips to enhance curriculum.</p> <p>This amendment strikes out any amendments of HB 21 with regards to the school transportation allotment, with the hope of restoring it instead of eliminating it. The transportation allotment not only gets school children to and from school but it also, expands education opportunities that might not take place on school premises such as additional classes at a local community college. The transportation allotment also helps transport school athletes to away games and events, where they can perhaps get recruitment by a college team. Additionally, the transportation allotment assist with learning whenever there are field trips to enhance the curriculum.</p>	<p><b><u>Favorable</u></b></p>

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<p>Krause p. 5 851520</p>	<p>This amendment prohibits districts of innovation that function with modified first day instruction requirements (school year start and end dates that differ from regular ISDs) from collecting fees described in section 1 of HB 21. These include fees for materials, student organization membership dues, physical education equipment and apparel, maintenance for musical instruments or uniforms owned by the district, or items of personal school apparel. While it may be purported as a tax break, this amendment effectively favors students in these particular districts by waiving their fees.</p>	<p><b><u>Unfavorable</u></b></p>
<p>González p. 6 851513</p>	<p>The transportation allotment, which is incorporated into the basic allotment under HB 21, is intended to cover the cost of getting students to and from school and school-related events. Charter schools are not required to provide transportation for their students, so this amendment seeks to reduce the basic allotment received by those schools by the amount of the former transportation allotment, \$125, if they do not offer transportation services. Funds within the special education allotment for the transportation of special education students are excluded from that provision. The effects of this amendment will prevent schools from receiving funds for a service they do not provide, limiting waste and freeing those dollars up for other uses.</p>	<p><b><u>Favorable</u></b></p>
<p>Nevárez p. 7 851501</p>	<p>This amendment creates a mechanism for the basic allotment to keep pace with inflation starting with the 2019-2020 academic year. Each year, the allotment will be increased by the greater of 1% of the allotment for the preceding school year, or the amount that results from applying the inflation rate determined by the comptroller and the change in the U.S. Bureau of Labor Statistics Consumer Price Index for All Urban Consumers to the allotment for the preceding school year.</p>	<p><b><u>Favorable</u></b></p>
<p>González p. 8 851512</p>	<p>This amendment adds Subsection (d) to 42.101 of the Education Code. Revenue is freed up in HB 21 because the transportation allotment (reimbursement for bus routes and other means of getting students to school), the high school allotment (additional funds for students in grades 9-12), and a provision for state aid for staff salary increases are all repealed. The amendment requires that the LBB calculate how much those funds could increase the basic allotment, and that the commission appropriately distribute the increased funds to school districts.</p>	<p><b><u>Favorable</u></b></p>
<p>Canales p. 9 851524</p>	<p>This amendment adds Subsection (d) to 42.101 of the Education Code. Revenue is freed up in HB 21 because the transportation allotment (reimbursement for bus routes and other means of getting students to school), the high school allotment (additional funds for students in grades 9-12), and a provision for state aid for staff salary increases are all repealed. The amendment requires that the LBB calculate how much those funds could increase the basic allotment, and that the commission distribute the increased funds to school districts.</p>	<p><b><u>Favorable</u></b></p>
<p>Raney p. 10 851519</p>	<p>In continuation with appropriations from the last biennium , this amendment changes the statutory definition of the basic allotment from \$4,765 and raises it to \$5,140. This amount also reflects funds appropriated for the Foundation School Program in SB 1. The basic allotment is the base amount of funding each district receives per student per year and is intended to cover the basic costs of educating that student. Changing the statutory definition for the basic allotment is critical because it ensures that the amount cannot be decreased in future sessions.</p>	<p><b><u>Favorable</u></b></p>
<p>Blanco p. 11 851494</p>	<p>This amendment would increase the allotment for bilingual education or special language programs by changing the annual allotment formula. The districts would be entitled to an annual allotment equal to the adjusted basic allotment multiplied by “0.25” as opposed to “0.11”. Therefore, the multiplier will increase from 0.11 to 0.25 under this amendment.</p>	<p><b><u>Favorable</u></b></p>



	There is a great need for increasing the amount of funding for bilingual education and special language programs. In Texas, bilingual programs are vital to the learning and comprehension of materials for our students. This amendment would allow more money to flow into these programs that are utilized every day and are an integral part of our education system.	
Uresti p. 12 851532	This amendment prohibits the commissioner of education from providing state funding to an open-enrollment charter school, and allows open-enrollment charter schools to charge tuition. The amendment also removes the ability of open-enrollment charter schools to utilize a maintenance and operation tax rate. The intentions of this amendment were done in good faith to preserve assistance for public schools; however, it is important that charter schools are held accountable at the same level as neighborhood public schools. If charter schools are to benefit from state funding, it is necessary they follow the same guidelines as their public school counterparts in regard to issues such as state exams, student enrollment, and student demographics.	<b><u>Will of the House</u></b>
Uresti p. 13 851530	This amendment prevents open-enrollment charter schools from receiving funding under the maintenance and operation tax rates. The amendment also removes open-enrollment charter schools from the list of schools eligible for financial hardship grants under Subchapter H, the Financial Hardship Transition Program. These grants are designed to assist districts affected by Chapter 41, and charter schools do not pay or receive funds from recapture.	<b><u>Will of the House</u></b>
Nevárez p. 14 851500	This amendment front-loads the funding for hardship grants available to districts impacted by the changes to Chapter 41, providing all \$200 million during FY 2017 instead of \$125 million and \$75 million for FY 2018. While Chapter 41 and its recapture provisions provide necessary funding to needy districts, it can lead to situations where a district with a strong property base transfers so much money out that they find themselves in need of additional state assistance. By moving the entire pool of money to FY 2017 and making the grants expire at the end of the fiscal year, the amendment ensures that the funds will be available for districts instead of risking their diversion to other purposes later in the biennium.	<b><u>Favorable</u></b>
González p. 15 851514	This amendment strikes lines 11-15 on page 19 and adds in that the Hardship Grant funding would be rolled into FY 2018 rather than being disbursed between the biennium. Along with this, it would expire the grant by the end of FY 2018 so that it would expire before the next session. This would ensure that the grant remains temporary and provides the formulas the ability to regulate rather than relying on the Hardship Grant funding.	<b><u>Favorable</u></b>
González p. 16 851511	HB 21 creates financial hardship grants to be provided to school districts that rely heavily on ASATR (Additional State Aid for Tax Reduction) funding, which is set to expire in September 2017. This amendment creates a funding-ceiling for financial hardship transition program grants by striking “or a greater amount provided by appropriation”; the funds would be capped at \$125 million for the 2017-2018 school year and \$75 million for the 2018-2019 school year.  While it is important to fund these grants, they are meant to assist districts in transitioning to full formula funding and should not be utilized as a long-term solution for districts to receive funding. Additional funds would be better spent towards the basic allotment, which benefits all school districts as opposed to just districts that qualify for the hardship grants. Capping these funds ensures that the grants are available to ASATR reliant districts without providing them an unfair advantage over other districts.	<b><u>Favorable</u></b>

<p>Bernal p. 17 851487</p>	<p>HB 21 creates financial hardship grants to be provided to school districts that rely heavily on ASATR (Additional State Aid for Tax Reduction) funding, which is set to expire in September 2017. This amendment creates a funding-ceiling for financial hardship transition program grants by striking “or a greater amount provided by appropriation”; the funds would be capped at \$125 million for the 2017-2018 school year and \$75 million for the 2018-2019 school year.</p> <p>While it is important to fund these grants, they are meant to assist districts in transitioning to full formula funding and should not be utilized as a long-term solution for districts to receive funding. Additional funds would be better spent towards the basic allotment, which benefits all school districts as opposed to just districts that qualify for the hardship grants. Capping these funds ensures that the grants are available to ASATR reliant districts without providing them an unfair advantage over other districts.</p>	<p><b><u>Favorable</u></b></p>
<p>Collier p. 18 851490</p>	<p>This amendment seeks to address the issue of inequity in funding between charter schools and neighborhood public schools. This adjusts how open-enrollment charter schools’ funding is determined by changing the funding adjustments to be based on the lesser of:</p> <ul style="list-style-type: none"> <li>-the average adjustment for the state; or</li> <li>-the adjustment for the school district within whose boundaries the charter school’s campus with the greatest enrollment is located</li> </ul> <p>It also amends the section on additional funding provided to a charter holder who is entitled to receive for the open-enrollment charter school enrichment funding based on the lesser of:</p> <ul style="list-style-type: none"> <li>-the state average tax effort; or</li> <li>-the tax effort of the school district within whose boundaries the charter school’s campus with the greatest enrollment is located</li> </ul>	<p><b><u>Favorable</u></b></p>
<p>Bernal p. 19 851491</p>	<p>This amendment penalizes school districts that fail or refuse to meet safety standards for their buses by reducing the basic allotment funding they receive by \$125 per student in average daily attendance. Current statute makes those districts ineligible for the transportation allotment, which is included in the basic allotment under HB 21. The reduced funding will remain in effect until the first anniversary of the district’s compliance with transportation safety standards.</p> <p>While ensuring transportation safety for students is vital, the amendment is punitive in nature and could affect more than just transportation because it influences the basic allotment.</p>	<p><b><u>Favorable</u></b></p>
<p>Thompson, E. p. 20-21 851497</p>	<p>This amendment increases the New Instructional Facility Allotment from \$250 to \$1000 per student. School districts would not need to increase their M&amp;O tax rate, alleviating the burden on taxpayers.</p>	<p><b><u>Favorable</u></b></p>
<p>Gooden p. 22 851498</p>	<p>This amendment adds a section to HB 21 establishing a new prekindergarten allotment with a weight of 0.1, in addition to existing funding for half-day programs. This extra money allows districts greater flexibility in designing their pre-k programs and may open up additional possibilities for full-day classes. It is important to note that the provisions of this new section do not take effect until the beginning of the 2019-2020 school year, so it lays the statutory framework for the allotment without requiring the appropriation of any funds during this biennium. The House budget that was recently approved for the</p>	<p><b><u>Favorable</u></b></p>

	2018-2019 biennium includes \$117 million for enhanced prekindergarten capacity; this amendment builds that into the formula for future sessions so that districts can make better-informed decisions about pre-k expansion moving forward.	
Darby pp. 23-24 851518	This amendment removes the qualifier distinction for rural school districts containing less than and more than 300 square miles in basic allotment formulas. The geographic size of a district does not correlate to the cost per student in average daily attendance, but to the transportation costs, which are funded through separate formulas. By eliminating this 300 square mile provision, all districts with fewer than 1,600 students are able to receive the same levels of funding.	<b><u>Favorable</u></b>
Lambert pp. 25-26 851508	<p>This amendment allows the commissioner to accept a gift, donation, or other contribution on behalf of the public school system or the TEA. Unless the donor specifies otherwise, the commissioner may use that donation for the school system or the TEA how the commissioner deems fit.</p> <p>This also adds that upon receiving one of these contributions, the commissioner is required to conduct a study on career and technology education courses during the summer. The required analyses are laid out in the amendment, including considerations for funding these summer courses. This report would be due to the governor and members of the legislature by December 1, 2018.</p> <p>It is important to understand the ways in which public schools can provide education support for students' futures. While funding for school is limited, allowing for these types of studies to be supported by contributions, gifts or donations is a creative way of funding these important reports.</p>	<b><u>Favorable</u></b>
Nevárez pp. 27-28 851502	This amendment strikes Section 42.2517 of the Education Code from being included in the listing in Section 7.062(c) Education Code related to use of excess funds. Section 42.2517 is related to the use excess funds for cost of education adjustment. Based on a statistical analysis conducted by the LBB to determine for each school district the current geographic variation in known resource costs and costs of education due to factors beyond the control of the district, the commissioner shall update the costs of education index used for purposes of this bill during the 2016-2017 school year. This should also be used for 2017-2018 school year. The commissioner may request more current statistical analysis from the LBB and further update as needed the cost of education index used for purposes of this section. In other words, this amendment requires that the cost of education index (CEI) to be updated. This will be useful because the Texas population not only has grown in metroplex areas but, the socioeconomic demographics have also changed. There needs to be new assessments to determine the appropriate needs for each school district, which all have unique factors.	<b><u>Favorable</u></b>
Davis pp. 29-30 851535	Independent school districts with a population of 3.3 million or more and with a student enrollment of more than 200,000 shall order five trustees to be elected from single-member districts, with the remaining to be elected at large. A school district may not receive formula funding from any source for any purpose if the board of trustees are not selected in this manner. Additionally, Section 11.053, relating to trustees in office at the time a single-member or redistricting plan is implemented, does not apply when districts are applying this amendment into practice.	<b><u>Will of the House</u></b>



	<p>Communities often have nobody representing them on their school board of trustees because of at-large elections. Electing individuals to serve by means of single-member districts were created to expand the diversity represented on a school board. This is an important amendment in the stride towards greater equality between communities.</p>	
<p>Giddings p. 31 851517</p>	<p>Allows school districts to include full days of attendance when computing sum of attendance for each pre-kindergarten student who attends a full-day pre-k program offered by the district. In order to include full-day pre-k in the sum of attendance, the district cannot charge tuition for the student’s enrollment in the program, and the program must comply with the requirements regarding high quality specified in Chapter 29, Subchapter E-1.</p> <p>Texas has offered state-supported pre-k program providing a half-day of educational instruction since the 1985 legislature. Districts make investments for full-day programs beyond what is required by the state, such as, through educational grant programs. After 2011, many school districts had to reduce to a half-day because of the \$4 billion cut from formula funding, and \$1.3 billion from educational grant programs outside of the formula funding. About half of pre-k students are enrolled in full-day programs. Approaches for addressing the opportunity and economic gaps between children should start as early as pre-k programs. This would save money on special or remedial education, better prepare students for kindergarten, and increase scores in math and reading. This is an opportunity to reduce educational gaps between Texas children.</p>	<p><b><u>Favorable</u></b></p>
<p>Biedermann pp. 32-33 851523</p>	<p>This amendment would set aside no more than \$80,000 appropriated to the Foundation School Program to implement a survey of the opinions of public school teachers regarding the efficacy of the public-school finance system in Texas. The content of this survey will be developed jointly by the House and Senate Committees with jurisdiction over public education. The LBB shall provide support and recommendations if requested.</p> <p>This survey will be administered by a vendor selected by the comptroller and will provide the survey to each school district and open-enrollment charter school. The survey must be anonymous, private, and must be submitted to the vendor no later than April 30, 2018. The school district or charter school may not request access to the teacher’s responses to the survey. The vendor will notify the commissioner of the participation rate. High participation rates will be considered as an additional favorable factor as the commissioner determines the district or charter school’s performance rating. The results of this survey must be reported back to the legislature and governor by the vendor no later than December 31, 2018.</p> <p>While well intentioned, surveying teachers does not seem to effectively solicit the necessary information about the way public school funding is calculated.</p>	<p><b><u>Will of the House with concerns</u></b></p>
<p>Nevárez pp. 34-37 851499</p>	<p>This amendment requires the Texas Education Agency to conduct a comprehensive study on the cost of an education adjustment to the basic allotment to determine school district entitlements, and all weights, allotments, and adjustments for the public school financing system. The purpose of this study is to assess the actual costs of education, and how current costs of education do not reflect the needs of current students. The study must determine the effectiveness of current weights, allotments, and adjustments in accomplishing the mission of the public education system. At minimum the study must establish the effectiveness for adjustment costs related to topics such as the size and diseconomies of scales in school districts, and instructional needs of students and how they aid in access to individual student needs. Other issues such as the correlation between economic status of at risk students and compensatory education, and how cost adjustments affect the overall school finance system must also be included. Furthermore, if any additional weights, allotments, or adjustments are considered necessary for the public school finance system the agency must also consider additional weight needed for pre-k on half and full-day basis.</p>	<p><b><u>Favorable</u></b></p>

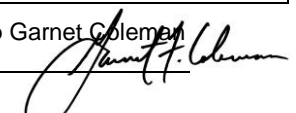
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<p>Blanco pp. 38-40 851505</p>	<p>This amendment requires the Texas Education Agency to conduct a comprehensive study on the cost of an education adjustment to the basic allotment to determine school district entitlements, and all weights, allotments, and adjustments for the public school financing system. The purpose of this study is to assess the actual costs of education, and how current costs of education do not reflect the needs of current students. The study must determine the effectiveness of current weights, allotments, and adjustments in accomplishing the mission of the public education system. At minimum the study must establish the effectiveness for adjustment costs related to topics such as the size and diseconomies of scales in school districts, and instructional needs of students and how they aid in access to individual student needs. Other issues such as the correlation between economic status of at risk students and compensatory education, and how cost adjustments affect the overall school finance system must also be included. Furthermore, if any additional weights, allotments, or adjustments are considered necessary for the public school finance system the agency must also consider additional weight needed for pre-k on half and full-day basis.</p>	<p><b><u>Favorable</u></b></p>
<p>Meyer p. 41 851510</p>	<p>This amendment essentially limits recapture payments by including inflation in the calculation. Inflation is not taken into account anywhere else in the school finance formulas.</p> <p>School districts that execute an agreement to purchase all attendance credits necessary to reduce the district’s wealth per student to the equalized wealth level would be entitled under this amendment to:</p> <ol style="list-style-type: none"> <li>1) Re Retain maintenance and operations tax revenue sufficient to pay the district’s average maintenance and operations (M&amp;O) costs per student in average daily attendance and adjusted for inflation; and</li> <li>2) may not be required to pay a total amount for attendance credits that would reduce the district’s retained M&amp;O tax revenue below their average costs per student in average daily attendance, as described above.</li> </ol> <p>For the purposes of this amendment, the commissioner shall determine a school district’s average M&amp;O costs per student in avg. daily attendance based on the information in the preceding three years.</p>	<p><b><u>Unfavorable</u></b></p>
<p>Springer p. 42 851516</p>	<p>This amendment is bracketed for one school out of the fifteen schools bordering the Red River: Sivells Bend ISD. This school is the only one out of those fifteen that has a student enrollment of less than 90 students, of which more than 50% are transfer students from nearby school districts. While maintaining local control values, this amendment makes it so that this school would be ineligible for small school adjustments and sparsity adjustment fundings if they want to build a school more than 5 miles away in order to obtain more transfer students, so that the state does not pay. Additionally, this allows for this school to be eligible for bonds if it is pertinent to rebuild their facility as long as it is not more than 5 miles away.</p>	<p><b><u>Favorable</u></b></p>
<p>King, K. p. 43 851525</p>	<p>This amendment is bracketed for one school out of the fifteen schools bordering the Red River: Sivells Bend ISD. This school is the only one out of those fifteen that has a student enrollment of less than 90 students, of which more than 50% are transfer students from nearby school districts. While maintaining local control values, this amendment makes it so that this school would be ineligible for small school adjustments and sparsity adjustment fundings if they want to build a school more than 5 miles away in order to obtain more transfer students, so that the state does not pay. Additionally, this allows for this school to be eligible for bonds if it is pertinent to rebuild their facility as long as it is not more than 5 miles away.</p>	<p><b><u>Will of the House</u></b></p>
<p>Anchia p. 44-45</p>	<p>This amendment changes the Education Code and would increase the allotment for educationally disadvantaged students or students with no disability but are living in a residential placement facility in a district where the student’s guardians do not reside. This amendment also replaces the name “remedial and</p>	<p><b><u>Favorable</u></b></p>

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851526	support” program to “compensatory, intensive, or accelerated” program. This would adjust the formula weight to 0.25 from the current weight of 0.2 while maintaining the weighted 2.41 for each full-time equivalent student who is in a compensatory, intensive, or accelerated program under Section 29.081 because the student is pregnant. The funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, are changed to not exceed 25%, as opposed to the current 45%.	
Walle p. 46-47 851509	This amendment changes the Education Code and would increase the allotment for educationally disadvantaged students or students with no disability but are living in a residential placement facility in a district where the student’s guardians do not reside. This amendment also replaces the name “remedial and support” program to “compensatory, intensive, or accelerated” program. This would adjust the formula weight to 0.25 from the current weight of 0.2 while maintaining the weighted 2.41 for each full-time equivalent student who is in a compensatory, intensive, or accelerated program under Section 29.081 because the student is pregnant. The funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, are changed to not exceed 25%, as opposed to the current 45%.	<b><u>Favorable</u></b>
Rodriguez, E. p. 48 851527	This amendment creates a new allotment called the Language Acquisition Allotment for Students who are Deaf or Hard of Hearing. This is meant for students who are both hard of hearing and below the average reading level for their age. It would allow for these students to receive an additional 0.2 times the basic allotment. The amendment lays out the provision adding the stipulation that this fund must be used in assisting a student in building age-appropriate language skills. Supporting students with disabling conditions in being in alignment with their peers is an important aspect of education equity allowing this amendment to be favorable.	<b><u>Favorable</u></b>
Springer p. 49 851515	If a school district that received additional state aid under Section 42.2516, <b>ASATR</b> , for the 2016-2017 school year is the <i>only</i> school district located and operated in the county, then the commissioner shall provide the district with additional state aid in the amount the district would have been provided under former Section 42.2516 as it existed in January 1, 2017. This amendment affects rural areas where supplemental funding is needed to keep the doors open because consolidation with another school is impossible when it is 35 miles away. This is to protect a school from closing that serves an entire county.	<b><u>Favorable</u></b>
Springer p. 50 851531	When state aid provided under Section 42.2516, Additional State Aid for Tax Reduction (ASATR), is equal to or greater than 10% of the district's total budget for the current school year, then the commissioner shall provide the district with additional state aid in an amount <i>not less than 50%</i> that the district would have been provided. This would lessen the ASATR cut on a school district, so as to benefit small, rural schools that might otherwise need to consolidate with another school.	<b><u>Favorable</u></b>
Johnson, E. pp. 51-60 851534	<p>Research indicates that the intensity and duration of pre-kindergarten programs have a significant impact on the long-term academic success of students. By expanding the availability of this type of pre-k education across the state, Texas can help economically disadvantaged students, English language learners, children in foster care, and other young people reach their fullest potential. Texas currently has one of the largest pre-k programs in the nation, but our per student spending is low enough that it only meets minimal standards according to early childhood experts.</p> <p>This amendment creates a framework and outlines expectations for a new gold standard pre-kindergarten program. Gold standard pre-k is presented as a full-day alternative to the high-quality pre-k that the state currently offers, which is half-day with the option for a district to offer full-day classes. The new program is entitled to the same funding as high-quality pre-k through the Foundation School Program, and maintains high standards for class size and student-teacher ratios. The amendment also alters the high school allotment currently in statute, so that it no longer provides additional funding for students in grades 9-12;</p>	<b><u>Favorable</u></b>





	the new gold standard pre-kindergarten allotment would be equal to 50% of the adjusted basic allotment. The new allotment may not be viable because of other provisions within HB 21 that abolish the high school, and no fiscal note has been issued for the program. Some reports estimate its total cost at \$1.3 billion, which is a drastic increase compared to the \$117 million included in CSSB 1 for the 2018-2019 biennium.	
González p. 61 851521	The amendment adds a section to the Education Code that requires the Texas Education Agency to conduct a study of a fully equalized public school finance system. This would identify the funding elements in which every cent of ad valorem taxes by school districts is equalized. The agency will provide the findings and statutory suggestions no later than September, 1st 2018.  This study would help to understand what affects the equal distribution of ad valorem taxes would have on our school finance systems	<b><u>Favorable</u></b>
Minjarez p. 62 851488	This amendment is about public school transportation system reports. A school district that operates a public school transportation system shall provide annual reports to the TEA. This report must contain transportation system costs and student ridership comparable to the information required to be provided during the 2016-2017 school year in connection with the transportation allotment. This amendment opens up to accountability on the actual dollars being spent by school districts on transportation allotment. This will help TEA figure out which school districts need more money in the transportation allotment compared to others.	<b><u>Favorable</u></b>
Thompson, S. p. 63 851492	For this amendment “equivalent equalized wealth level” refers to recapture and the necessity of looking at the previous biennium in order for comparison to the upcoming biennium to look at an estimated rate of increase. This report will be submitted by the Texas Education Agency to the legislature by November 1st of each even numbered year.  This projected information is valuable to further comprehensive understanding of the equalized wealth level within the school finance system.	<b><u>Favorable</u></b>
Thompson, S. p. 64 851493	This amendment allows school districts who have previously adopted homestead exemptions for the 2014 tax year to receive funding from the commissioner to give half credit for any homestead exemptions.	<b><u>Favorable</u></b>
González pp. 65-71 851522	The amendment repeals Section 42.2522 in the Education Code and Subdivision 403.302 (d)(2) in the Government Code. By doing this, unequal benefits for wealthy districts in regards to the local option homestead exemption will be reduced. The mandatory \$25,000 statewide school tax exemption of homestead’s value is much more equitable since it reduces the tax bill of homeowners by the same dollar amount, rather than the additional <i>optional</i> local homestead exemption of up to 20 percent of a home’s value. Local homestead exemptions reduce the taxable value of a higher-priced income home by a larger dollar amount than of lower-priced home. If there is no excess appropriation in the Foundation School Program, state support is prohibited for districts that offer this exemption under these statutes. Repealing these sections creates a more equitable school system for all Texas children.	<b><u>Favorable</u></b>
Blanco p. 72 851507	This amendment requires that either a school district, or open-enrollment charter school must develop a dropout recovery plan. The plan must include courses that could lead to career, or trade certifications. The plan also needs to include research based strategies that would assist students in becoming academically prepared for post-secondary school. The amendment provides methods in which support for pursuing post-secondary education may be implemented. In	<b><u>Favorable</u></b>



	<p>order to support this, the amendment allows for schools to enter into partnership with junior colleges. It also states that the plan must be in compliance with the stipulations for dropout recovery programs currently outlined in the education code. A dropout recovery plan would allow for some of the most vulnerable students to be supported in fulfilling their potential for the future while paving way for a viable workforce.</p>	
<p>Anderson, R. pp. 73-74 851504</p>	<p>This amendment allows for the commissioner to identify nationally recognized assessment tools to serve as alternative assessment instruments for evaluating student achievement. It would require that grades three through eight require a waiver to utilize alternative assessment instruments. Secondary schools would not need a waiver. These would also not be used until any assessment contracts set on September 1, 2017 are expired. These instruments would also still have to comply with federal guidelines for the Every Student Succeeds Act (ESSA). This would allow more flexibility for districts to move away from STAR testing to find more suitable and effective assessment instruments.</p>	<p><b><u>Will of the House</u></b></p>
<p>Moody p. 75 851503</p>	<p>This amendment allows for the commissioner to identify nationally recognized assessment tools to serve as alternative assessment instruments for evaluating student achievement. It would require that grades three through eight require a waiver to utilize alternative assessment instruments. Secondary schools would not need a waiver. These would also not be used until any assessment contracts set on September 1, 2017 are expired. These instruments would also still have to comply with federal guidelines for the Every Student Succeeds Act (ESSA). This would allow more flexibility for districts to move away from STAR testing to find more suitable and effective assessment instruments.</p>	<p><b><u>Favorable</u></b></p>
<p>Isaac pp. 76-86 851528</p>	<p>This amendment repeals the technology literacy assessment pilot program, previously required by the Texas Education Agency to be established in the Education Code. The amendment also instructs the education commissioner, to not recommend the use of student performance on standardized testing as a basis for teacher evaluation, when adopting a recommended appraisal process for teacher performance.</p> <p>Along with this, the amendment strikes the subjects from standardized testing that are not federally required. Similarly, it requires that end-of-course assessment instruments for secondary-level courses also comply with that of the Every Student Succeeds Act (ESSA).</p> <p>In regards to standardized testing, this amendment strikes previous stipulations for scheduling assessment instruments, and adds provisions for the Board of Education to create a testing schedule that has minimal classroom disruptions. The amendment allows for the commissioner to reduce the frequency of standardized testing, so long as they remain in compliance with ESSA.</p> <p>The amendment allows the commissioner to identify nationally recognized assessment tools to serve as alternative assessment instruments for evaluating student achievement. It would mandate that grades three through eight require a waiver to utilize alternative assessment instruments. Secondary schools would not need a waiver. The alternative assessment instruments would not be used until any assessment contracts set on September 1, 2017 are expired. In addition, these instruments would still have to comply with federal guidelines for the Every Student Succeeds Act (ESSA).</p> <p>This also amends the education code for school performance evaluations for community involvement, limiting requirements from three selected criteria, to two criteria being wellness and physical education and community and parental involvement. The amendment takes the current evaluation standards, clarifies the language, and adjusts the criteria scoring to allow for the new fifth domain criteria.</p>	<p><b><u>Favorable</u></b></p>



Giddings p. 87 851536	The amendment addresses what would happen to all school buses, vehicles, and bus service centers in the event that the Dallas County Schools are eliminated. In this instance, all buses, vehicles, and service centers will be transferred to participating component school districts in proportionate shares equal to the membership proportion that each district bears to total membership in the county, at no cost to the districts as of September 1, 2017.	<b><u>Favorable</u></b>
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OK for Distribution – Rep Garnet Coleman

