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Amendment Floor Report for HB 3 – Wednesday, April 3, 2019

Author	Analysis	Recommendation
<p>Huberty Packet Page 2 860489</p>	<p>This amendment modifies Tier 2 compressed pennies when the value of the pennies change, cleans up a tax roll back, and aims to ensure that school districts keep their golden pennies to aid in their funding.</p> <p>While there are many positive aspects to this amendment, there are several concerns regarding the language throughout. These are the 4 main concerns:</p> <ol style="list-style-type: none"> 1. This amendment changes charter school funding by allowing them an additional entitlement that would benefit charter schools, possibly at the expense of neighborhood public schools. 2. There is language in the bill that enhances supplemental services through the Enhancement Services Program (ESP) by striking the Academic Services Grant Program and replacing it with the ESP. This program would allow parents of children with dyslexia to use the money in the dyslexia allotment for supplemental services outside of school and require local school districts to pay for the services. The concern is that children should not be taken out of the classroom for dyslexia services and money that the local school districts would give to this program would be best spent within the school. 3. Some have concerns that this amendment would potentially cap district revenue, by approximately 3%. Experienced analysts are not currently in agreement with this issue. 4. Another concern is that this amendment would be inequitable and widen the equity gap in year one in districts with high percentages of compensatory education students, who would receive less funding than provided in CSHB 3. 	<p><u>Will of the House</u></p>
<p>Huberty P. 12 860514</p>	<p>This amendment strikes all portions of the committee sub for CSHB3 which state that school district's financial obligations will no longer impact their state allotments after CSHB3 is enacted. By striking this language, school districts are still responsible for their financial obligations when receiving state allotments.</p>	<p><u>Favorable</u></p>
<p>Huberty P. 13 860490</p>	<p>A majority of school districts across the state start at a base level funding tax rate at \$1.00 for district property value. This amendment will place in statute the reduction of state compression percentage to 96%. This will create a property tax break that amounts to an average of \$100 for homeowners.</p> <p>The concern with this amendment is that there is an automatic tax compression that can lock money up for the property wealthy school districts.</p> <p>There are also concerns that the formulas provided in this amendment could effectively be a revenue cap that could restrict flexibility for local districts.</p>	<p><u>Favorable, with Concerns</u></p>

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<p>Bohac P. 14 860461</p>	<p>This amendment adds a section for contracts for educational services for the district. The amendment adds a type of partnership that allows independent school districts to contract with charter schools to jointly operate a campus or campus program.</p> <p>This amendment specifies that a school district that partners with a charter school for “educational services” is entitled to the same funding provided for by SB 1882 from last session to provide school districts with the same per-pupil funding advantage given to charter schools, which can be as high as \$2k per pupil.</p> <p>It also requires that each campus the school district operates with the charter school- must have a rating of at least “C” to have this type of relationship (shared programs and campuses). This is a slight improvement because there is currently no standard for charters willing to partner with a school district seeking more funding.</p> <p>Section C provides discretion to the commissioner to determine the portion of funding for both the charter school and the public school.</p>	<p><u>Unfavorable</u></p>
<p>Martinez P. 16 860463</p>	<p>This amendment changes language in the definition of “efficiency audit” to provide more transparency and a clearer understanding of what an efficiency audit entails.</p>	<p><u>Favorable</u></p>
<p>Gutierrez P. 17 860443</p>	<p>This amendment relates to the completion of a school districts efficacy audit. If funds are not appropriated to conduct a full audit of the district, the board of trustees is not required to conduct the audit.</p>	<p><u>Favorable</u></p>
<p>Sanford P. 18 860494</p>	<p>The Efficiency Audit currently only accounts for Management and Efficiency in the Education Code. The amendment adds specific language to the Efficiency Audit to include review and consideration of utilization of resources. This amendment also amends language regarding elections to require this review no fewer than four months prior to a proposed election. The original language stated “no later than three months” before the election is actually held.</p> <p>This amendment strikes and replaces sections specifying selection and use of state-approved auditors with the utilization of current district auditors in accordance to the LBB’s stated jurisdiction and guidelines. The amendment further lays out transparency measures including internet posting and open meetings by the board to discuss efficiency results no later than 30 days prior to an election to adopt a new tax rate.</p> <p>The rider pushes the effective date for the efficiency audit back to the start of January 2020 but maintains the proposed effective date for the advisory committee.</p>	<p><u>Favorable, with Concerns</u></p>
<p>Murphy P. 20 860455</p>	<p>CSHB3 requires districts to seek voter approval to increase maintenance and operations tax rate to raise public funds. Districts must also complete an efficiency audit before holding such elections. The efficiency audit is an independent audit from an outside auditing firm to keep school boards accountable and keep constituents informed on how their money is being spent.</p> <p>This amendment seeks to allow a board of trustees in a district located entirely or partially in a disaster zone to hold a Tax Ratification Election (TRE) for approval without conducting an efficiency audit. This would be required during the two-year period following the day that the governor declares a disaster area. This amendment does not allow a district to raise tax rates without an election, however the district can hold a TRE without completing an efficiency audit first. After a disaster, the need for funds can be urgent, not allowing time for an audit.</p>	<p><u>Favorable</u></p>

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<p>Krause P. 21 860487</p>	<p>The Efficiency Audit determines the fiscal management and efficiency of a school district that is done by a third-party auditor. Currently, a school district can hold a public election to adopt a maintenance and operations (M&O) tax rate even if the audit has not been completed.</p> <p>The amendment strikes language allowing public elections to take place without the results of the audit. The intent of the amendment is to push the elections back until the audit report is made available and a tax rate can be voted on based upon information from the audit. This poses an issue if a school district is in need of emergency funds but is not able to vote since the audit report is not available.</p>	<p><u>Unfavorable</u></p>
<p>Hinojosa P. 22 860498</p>	<p>Open-enrollment charters can operate multiple campuses under one license currently, and their funding is calculated the same as a single campus with a single or mid-size allotment. This amendment states that a charter holder with multiple charter schools under the same umbrella or multiple charter schools under one governing body, with less than 5,000 enrolled students, will receive allotted funds as if they are a school district instead of being counted as a small or midsize school. Any savings as a result of this amendment will return to the basic allotment for all public schools. This amendment ensures that charter schools will no longer receive single or mid-size adjustments for charter schools that are actually part of a whole network of one charter umbrella. This amendment provides more equitable funding between public schools and open-enrollment charter schools.</p>	<p><u>Favorable</u></p>
<p>Rosenthal P. 23 860453</p>	<p>Currently, charter holders may receive allotments based on their smallest school's enrollment; meaning they receive more funds than a public school of the same size in the form of small and midsize allotments. This amendment allows the adjusted allotment and the raised state tax efforts to be equal to or lesser than the charter with the greatest enrollment for that charter holder. In addition, the cost savings from those allotments will be put into special education services. The cost savings anticipated after creating equitable allotments will provide \$1 billion in funding to special education over the next biennium. This amendment aims to provide equitable funding between public schools and charter schools while also providing much needed funding for Texas' special education.</p>	<p><u>Favorable</u></p>
<p>Bailes P. 25 860449</p>	<p>Currently, charter holders may receive allotments based on their smallest enrolled school; meaning they receive more funds than a public school of the same size in the form of small and midsize allotments. This amendment allows the adjusted allotment and the raised state tax efforts to be equal to or lesser than the charter with the greatest enrollment for that charter holder; ensuring they are on equal footing with a public school of the same size. Any charter which specifically serves students in a residential program or facility as ordered by a juvenile court will continue to receive their funding as currently written in the CSHB 3 and the concern with this amendment is that there is not designated location for the money to go toward.</p>	<p><u>Favorable, with Concerns</u></p>
<p>Howard P. 27 860491</p>	<p>In CSHB 3, the basic allotment increases to \$6,030, but this currently does not apply to charters. This amendment provides language that will place a cap on the proposed basic allotment for charters.</p>	<p><u>Favorable</u></p>
<p>Stickland P. 29 860425</p>	<p>This amendment strikes the incentives for schools to develop up to 30 additional half-day of instruction for pre-k through 5th grade students in response to emergencies, disasters, to increase instruction for a struggling school, etc. School districts should be able to decide if their students need additional instruction days to achieve appropriate education standards, but this amendment would remove the incentives to provide those half-day learning opportunities.</p> <p>The language stricken does not require students in open-enrollment charter schools to attend extra instructional days.</p>	<p><u>Unfavorable</u></p>
<p>Bailes P. 30 860500</p>	<p>Currently, the Efficiency Audit section of the CSHB3 requires an inspection before a proposed tax rate is put before voters for approval. The Efficiency Audit is intended to examine the fiscal aspects of a school district as well as the efficiency of its operations. The section specifies that the school district must take on the costs of this audit and enumerates the qualifications of the auditor selected for the process.</p> <p>This amendment adds a parallel to this section to also apply it to open-enrollment charter schools. Generally, the requirements and stipulations remain the same. Necessary changes have been made to account for the differences in entities such as replacing "board of trustees" of the school district to the "governing</p>	<p><u>Favorable</u></p>




	<p>body" of the open-enrollment charter school as well as changing the approval from "voters" to that of the "commissioner".</p> <p>Additionally, rather than utilizing the Efficiency Audit to preempt a proposal for tax rate increase to the voters, the open-enrollment charter schools must use it to request approval from the commissioner to revise the school's charter. It must also be used before establishing a new open-enrollment charter school campus. The amendment requires the posting of audit results online on the open-enrollment charter school's website.</p> <p>The school district parallel of this section has language which enumerates the qualifications for the auditor. This is not included in this amendment which could be a lower level of oversight for the process or even an inaccurate audit for open-enrollment charter schools.</p>	
<p>Krause P. 32 860525</p>	<p>This amendment requires that school districts or open-enrollment charter schools that receive or expend federal funds or grants that are not appropriated by the legislature must report these funds to the LBB, Comptroller, and the Governor. The report will include the total amount of federal funds received or expended in the previous fiscal year and the use or proposed use of those funds.</p>	<p><u>Favorable</u></p>
<p>Howard P. 33 860492</p>	<p>This amendment requires the Public Education Information Management System (PEIMS) to include pregnancy as a reason that a student withdraws from or no longer attends public school. This amendment also allows for allocated funds to be used for providing child-care services and assistance with child-care expenses, including transportation; for students planning to drop out of school. The school district may use funds to pay for costs related to services provided through a life skills program including counseling, parenting classes, and government assistance for prenatal, postnatal health, and nutrition programs. Doing so will provide support for students who are parents, encourage their continued education, and decrease dropout rates amongst these students.</p>	<p><u>Favorable</u></p>
<p>Munoz Jr. P. 34 860452</p>	<p>This amendment requires each school district to examine cost-saving measures and to submit a report to TEA on potential cost-saving measures identified by the school district. Cost saving measures include but are not limited to reducing over-heard expenses. This amendment aims to provide transparency and reduce excess spending.</p>	<p><u>Favorable</u></p>
<p>Y. Davis P. 35 860475</p>	<p>The amendment adds a section regarding proposed legislation that would require a state or department agency, upon request from a member of the legislature, to provide information on the impact of any proposed legislation. The legislative intent is that agencies like the TEA or LBB should readily provide the legislature with a report about the proposed policy's impact on a school district</p>	<p><u>Favorable</u></p>
<p>Guillen P. 36 860522</p>	<p>This amendment directs the commissioner to adjust a school district's funding if the funding formulas used result in an unanticipated loss or gain compared to the 2018-2019 district entitlement. This amendment increases the commissioner's authority past 2023 by authorizing the commissioner to resolve unintended consequences from school finance formulas.</p>	<p><u>Favorable</u></p>
<p>Goodwin P. 37 860441</p>	<p>The amendment language states that the basic allotment appropriated to the district will increase every year by the greater of 1% of the preceding allotment year or the amount that results from applying inflation rate to the preceding basic allotment year.</p>	<p><u>Favorable</u></p>



<p>Turner P. 38 860511</p>	<p>This amendment requires at least 25% of the net increase of the basic allotment in CSHB3 to be put towards increasing the salary of each full-time non-administrator employee. Of this money, 75% must be used to increase all full-time non-administrator employees' salaries by an equal amount. The remaining 25% may be used at the discretion of the school district to increase the salary to any full-time non-administrator employees.</p>	<p><u>Favorable</u></p>
<p>M. Gonzalez P. 39 860442</p>	<p>This amendment increases the multiplier factor from 1.1 to 1.5 for average daily attendance for special education programs. If the district is eligible for the small and mid-sized allotment, this multiplier will be used on the sum of the basic allotment and the small and mid-sized allotment.</p>	<p><u>Favorable</u></p>
<p>Martinez P. 40 860470</p>	<p>This amendment, in regard to the allotment for dyslexia, adds language by inserting “as determined by the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)” for related disorders. This aims to make the language more accurate.</p>	<p><u>Favorable</u></p>
<p>Martinez P. 41 860469</p>	<p>The language surrounding economically disadvantaged census block, the smallest geographic unit used by the United States Census Bureau for tabulation of data, is contradictory to how it is explained in the previous section. This amendment strikes language to make this consistent with other areas of CSHB3. What is being removed from CSHB3 by this amendment is language stating that the census block data will be utilized by the commissioner to establish an index that provides criteria to categorize economically disadvantaged census blocks into five tiers. A district would be entitled to an annual allotment equal to the basic allotment multiplied by the weight assigned to the census block. If a student is qualified for multiple allotments, the district is entitled to the allotment that results in the greatest amount of funding.</p>	<p><u>Favorable</u></p>
<p>Blanco P. 42 860481</p>	<p>CSHB3 aims to appropriately determine the number of economically disadvantaged students in school districts. This amendment would allow a school district to conduct outreach efforts to encourage district participation in the decennial federal census. Completing an accurate census is necessary to account for demand on the public education system and there is concern that the federal government could adopt policies that result in a census undercount. Schools in disadvantaged areas need increased support for their students and full participation in the census will determine the proper compensatory education allotment for that school district.</p>	<p><u>Favorable</u></p>
<p>Bernal P. 43 860513</p>	<p>Direct and indirect rules are the two types of rules regarding funding for school districts. Indirect spending is spending that school districts can use at their discretion. Direct spending is spending for a very specific use for such as special populations. However, there have been concerns raised that school districts have not used allotted funds to assist their special populations.</p> <p>This amendment aims to address these concerns by establishing that 52% of the funds allotted to the compensatory education allotment have to be used on students who are educationally disadvantaged. In addition, out of the funds allotted for bilingual education allotment, 52% must be allotted to provide bilingual education and decrease bilingual class sizes.</p> <p>This amendment also states that the school boards must provide an annual report to be added with the annual audit they provide to the commissioner. The report will include information as to how the school districts spent their funds on these special populations. If the commissioner finds that funds were not used appropriately, the funds can be withheld starting in the 2020-2021 school year.</p>	<p><u>Favorable</u></p>

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<p>G. Bonnen P. 47 860423</p>	<p>Funds appropriated for the purpose of the school safety allotment shall provide an annual allotment to a school district for each student in average daily attendance. The commissioner may adopt rules to implement this section. The funds must be used for the sole purpose of school safety and security, including costs associated with:</p> <p>Securing school facilities:</p> <ul style="list-style-type: none"> • Improve school infrastructure; • the use or installation of physical barrier; and • the purchase and maintenance of security cameras and other equipment. Including technology that facilitates peoples inside the school to reach first responders, and vice versa, in an emergency. <p>Providing security for the district that will include:</p> <ul style="list-style-type: none"> • Employing school district with peace officers, private security officers, and school marshals; and • collaborating with local law enforcements <p>School and safety training and planning that would include:</p> <ul style="list-style-type: none"> • an active shooter and emergency response training; • prevention and treatment programs related to addressing adverse childhood experiences; and • the prevention, identification, and management of emergencies and threats by providing mental health personnel and support, behavioral health services, and establishing threat reporting systems. <p>There are concerns regarding the costs and effectiveness for <i>hardening</i> schools through security measures rather than focusing on access to mental health personnel and behavioral health services within a school. Funds should be appropriately focused on programs which prevent bullying and provide counsel for at-risk students rather than simply constructing physical safeguards which can be outsmarted.</p>	<p><u>Favorable, with Concerns</u></p>
<p>Bohac P. 49 860460</p>	<p>This amendment aims to create additional criteria for students to be considered eligible for the Compensatory Education Allotment by the Committee Advisory Board. This would include students who qualify for the allotment by being in a dropout recovery program or residential treatment facility, programs that are often operated by charter schools that include students other than those who would qualify for compensatory education funding based on economic criteria.</p> <p>This amendment also adds language for a representative of open-enrollment charter schools to serve on the advisory committee that is appointed by the TEA commissioner.</p>	<p><u>Unfavorable</u></p>
<p>Raymond P. 50 860477</p>	<p>CSHB3 requires the commissioner to establish a TEA advisory committee to recommend rules for the compensatory education allotment. CSHB3 states that the board committee will consist of appointed members including school district superintendents and chief financial officers, representatives of school districts located in non-urban areas, demographers, experts on census data, public school finance experts, and employees of the agency. This amendment adds classroom teachers to the list of people eligible to be on the board.</p>	<p><u>Favorable</u></p>
<p>Bernal P. 51 860496</p>	<p>This amendment introduces a provision stating that the Compensatory Education Allotment Advisory Committee members will coordinate with the TEA commissioner to allow the commissioner capacity to remove appointed members. The committee's reviews and recommendations shall be a recurring process every two years to advise the commissioner on the compensatory education allotment rules. The amendment strikes the September 2021 expiration timeframe of the advisory committee.</p>	<p><u>Favorable</u></p>

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<p>Guillen P. 52 860439</p>	<p>This amendment increases the allotment for Career and Technology Education (CTE) by expanding the wording to include the \$50 district allotment for students enrolled in <i>each</i> of the following:</p> <ul style="list-style-type: none"> • Two or more advanced CTE classes (for 3+ hours) • Campus designated as a P-TECH school (provides industry-guided workforce curriculum) • Campus that is a member of the New Tech Network and focuses on project-based, work-based curriculum integration and application 	<p><u>Favorable</u></p>
<p>Guillen P. 53 860415</p>	<p>CSHB3 includes a 1.35 funding weight for Career and Technology Education Program (CTE) funding. Currently, the money allocated by CTE student participation can be spent for indirect purposes. This amendment requires that 58 % of the funds generated by CTE students be used to develop and benefit the programs. This amendment reauthorizes funds to provide career and technology programs for grades six through twelve and to allow the areas of technology that are already providing these services to increase the number of students within the program and be provided to new students in lower grades. This is an expansion from the original allotment but now includes grades six through twelve to allow more students access to programs and to increase general workforce readiness. This amendment will increase the availability of CTE programs to students in middle and high school looking to expand their technological education.</p> <p>This amendment is identical to Representative Burns' 860417, Representative Howard's 860495, and Representative Bell's 860438.</p>	<p><u>Favorable</u></p>
<p>Burns P. 54 860417</p>	<p>CSHB3 includes a 1.35 funding weight for Career and Technology Education Program (CTE) funding. Currently, the money allocated by CTE student participation can be spent for indirect purposes. This amendment requires that 58 % of the funds generated by CTE students be used to develop and benefit the programs. This amendment reauthorizes funds to provide career and technology programs for grades six through twelve and to allow the areas of technology that are already providing these services to increase the number of students within the program and be provided to new students in lower grades. This is an expansion from the original allotment but now includes grades six through twelve to allow more students access to programs and to increase general workforce readiness. This amendment will increase the availability of CTE programs to students in middle and high school looking to expand their technological education.</p> <p>This amendment is identical to Representative Guillen's 860415, Representative Howard's 860495, and Representative Bell's 860438.</p>	<p><u>Favorable</u></p>
<p>Bell P. 55 860438</p>	<p>CSHB3 includes a 1.35 funding weight for Career and Technology Education Program (CTE) funding. Currently, the money allocated by CTE student participation can be spent for indirect purposes. This amendment requires that 58 % of the funds generated by CTE students be used to develop and benefit the programs. This amendment reauthorizes funds to provide career and technology programs for grades six through twelve and to allow the areas of technology that are already providing these services to increase the number of students within the program and be provided to new students in lower grades. This is an expansion from the original allotment but now includes grades six through twelve to allow more students access to programs and to increase general workforce readiness. This amendment will increase the availability of CTE programs to students in middle and high school looking to expand their technological education.</p> <p>This amendment is identical to Representative Burns' 860417, Representative Howard's 860495, and Representative Guillen's 860415.</p>	<p><u>Favorable</u></p>
<p>Howard P. 56 860495</p>	<p>CSHB3 includes a 1.35 funding weight for Career and Technology Education Program (CTE) funding. Currently, the money allocated by CTE student participation can be spent for indirect purposes. This amendment requires that 58 % of the funds generated by CTE students be used to develop and benefit the programs. This amendment reauthorizes funds to provide career and technology programs for grades six through twelve and to allow the areas of technology that are already providing these services to increase the number of students within the program and be provided to new students in lower grades. This is an expansion from the original allotment but now includes grades six through twelve to allow more students access to programs and to increase general workforce readiness. This amendment will increase the availability of CTE programs to students in middle and high school looking to expand their technological</p>	<p><u>Favorable</u></p>



	<p>education.</p> <p>This amendment is identical to Representative Burns' 860417, Representative Bell's 860438, and Representative Guillen's 860415.</p>	
<p>Ramos P. 57 860472</p>	<p>CSHB3 funds the Gifted and Talented (GT) program by consolidating it within the basic allotment to schools. This amendment would continue-the GT allotment outside the basic allotment.</p> <p>Currently, CSHB3 states that the GT funds within the current basic allotment will fund up to 5% of the enrolled students a school district. This could be interpreted to say that only 5% of a district's students can be included in the GT program. This amendment will add language that this 5% cannot be construed as a cap which limits the number of students that can be identified as GT within the school district. If a school identifies a greater percentage of students as GT, they will not be granted additional GT funding through the state but may use additional funding through other sources to fund the additional students in the program.</p> <p>When the GT funds is separated from the basic allotment proposed by CSHB3, the amended basic allotment for students will decrease from \$6,030 to \$5,993.82, as specified in the amendment.</p>	<p><u>Favorable</u></p>
<p>Krause P. 60 860515</p>	<p>The amendment adds language of requiring that funds from an allotment be used solely for the program on which the allotment is based, even if the school district received excess funds. The school district must also annually certify to the commissioner that they are in compliance. The commissioner may also adopt rules necessary to implement this section.</p> <p>The language within this amendment is concerning because it could have unintended consequences that would limit flexibility and restrict how districts use their funds to improve these programs for the targeted student population and the entire district population.</p>	<p><u>Unfavorable</u></p>
<p>Bernal P. 61 860497</p>	<p>This amendment defines "eligible homeless student" to mean a student who cannot attend class without additional transportation services and who does not have a regular, fixed, and adequate nighttime residence; such as a student temporarily living in a hotel or awaiting a foster care placement. These students are eligible to receive special transportation services through the McKinney-Vento Act. This amendment allows the school district to receive allocated funds from the state for the transportation in certain hardship cases for those eligible homeless students. The allocated amount will be a base rate per mile. Homeless students will receive transportation from their nighttime residence, to their school, and back. This amendment reiterates that the school district will be reimbursed regardless of the transportation being provided to/from a nighttime residence outside of the school district/county. This amendment provides financial support for Texas schools who are supporting a vulnerable student population.</p>	<p><u>Favorable</u></p>
<p>Van Deaver P. 63 860410</p>	<p>Currently Bowie County is the only one that has a Transportation Co-op that provides centralized transportation for multiple school districts in the same county. Under current statute, there is a linear density formula to reimburse districts for transportation cost that is sufficiently funding the Transportation Co-op. The \$1/per mile that CSHB3 proposes for districts to use as a reimbursement for transportation would mitigate the funding by 11 cents per mile. This amendment would provide the option to Bowie County to remain at the rate received for the 2018-2019 school year to ensure the same level of funding to continue providing feasible transportation to the students of Bowie County.</p> <p>If the Bowie County Transportation Coop is forced to go to a \$1 per mile formula, it would harm the transportation system financially. This amendment provides a hold-harmless for Bowie County Transportation Coop so that it won't receive less than it did in the 2018-2019 school year by allowing a reimbursement calculation based on the old linear density formula.</p>	<p><u>Favorable</u></p>

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<p>Howard P. 64 860493</p>	<p>This amendment broadens the definition of instructional facility to incorporate “full day pre-kindergarten program” as part of the definition. This allows for facilities to receive additional facility allotments for full day pre-k.</p>	<p><u>Favorable</u></p>
<p>Krause P. 65 860523</p>	<p>The educator effectiveness allotment provides funding for districts to incentivize and provide pay increases to effective classroom teachers. Currently, CSHB3 allows for the educator effectiveness allotment to be available in rural or “high need” campuses. This amendment would allow for the addition of any area experiencing a critical shortage of teachers and multiplies the allotment by 0.012.</p> <p>Additionally, this amendment requires all school districts, whether they receive the allotment or not, to use a collaborative process to identify effective classroom teachers, and to participate in an evaluation on educator effectiveness. Educator effectiveness is critical to student success, however requiring school districts who are not receiving additional funds to participate in educator effectiveness processes creates an unfunded mandate.</p>	<p><u>Unfavorable</u></p>
<p>Schaefer P. 66 860456</p>	<p>The educator effectiveness program is an incentive program that gives teachers more pay when they go work for a school district that is categorized as a “high needs” campus, is in a rural district, and is in an area experiencing a critical shortage of teachers. The allotment is already in a formula for all the school districts to follow and allows for more local control by providing school districts discretion on who they hire.</p> <p>The amendment aims to change the allotment program to a merit-based pay program. Merit pay programs are usually tied to outcome-based performance.</p>	<p><u>Unfavorable</u></p>
<p>Schaefer P. 69 860457</p>	<p>Within the section for Educator Effectiveness Allotment, this amendment adds specific requirements for identifying effective teachers. It allows for each local school district to create its own method to measure performance of educators including student achievement results, student performance on assessments, and other observed behavior. Furthermore, it implements a performance pay policy and requires the policy to be submitted to the commissioner and posted on the district's website.</p> <p>Performance pay is an issue because it rewards schools where students are already performing well and not the students who need more support. And performance pay also is based in part on standardized test scores from the flawed STAAR test.</p>	<p><u>Unfavorable</u></p>
<p>Raymond P. 70 860484</p>	<p>This amendment relates to the allotment of salary increases for certain professional employees. The amendment states that a district would be entitled to \$3,000 for every classroom teacher, full-time librarian, school counselor and nurse employed. A district would also be responsible to reduce local revenue to the level established as to avoid recapture and receive attendance credit instead. Classroom teachers, full-time librarians, full-time school counselors, or full-time nurses are entitled to a monthly salary that is at least equal to a monthly salary as dictated by the schedule plus \$300. Allotments are calculated into appropriated funds which will affect per pupil funding. Allotments are calculated into appropriated funds which will affect per pupil funding and this is a concern because districts can buy attendance credits which will affect funding disproportionately.</p> <p>This amendment language is similar to Representative Raymond’s 860485, 860478, 860479, and 860480 with varying allotment numbers.</p>	<p><u>Will of the House</u></p>
<p>Raymond P. 72 860485</p>	<p>This amendment relates to the allotment of salary increases for certain professional employees. The amendment states that a district would be entitled to \$3,500 for every classroom teacher, full-time librarian, school counselor and nurse employed. A district would also be responsible to reduce local revenue to the level established as to avoid recapture and receive attendance credit instead. Classroom teachers, full-time librarians, full-time school counselors, or full-time nurses are entitled to a monthly salary that is at least equal to a monthly salary as dictated by the schedule plus \$350. Allotments are calculated into appropriated funds which will affect per pupil funding and this is a concern because districts can buy attendance credits which will affect funding disproportionately.</p> <p>This amendment language is similar to Representative Raymond’s 860484, 860478, 860479, and 860480 with varying allotment numbers.</p>	<p><u>Will of the House</u></p>

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<p>Raymond P. 74 860478</p>	<p>This amendment provides an allotment for salary increases for classroom teachers, full-time librarians, full-time counselors and full-time nurses employed by the district equal to the product of total number of aforementioned employees multiplied by \$4000. The amendment lays out a minimum individual monthly salary requirement which is at least equivalent to the sum of the current monthly salary schedule that would take effect for 2019-2020 (including any local or career ladder supplement) and \$400. This amendment language is similar to Representative Raymond's 860484, 860485, 860479, and 860480 with varying allotment numbers.</p>	<p><u>Will of the House</u></p>
<p>Raymond P. 76 860480</p>	<p>This amendment provides an allotment for salary increases for classroom teachers, full-time librarians, full-time counselors and full-time nurses employed by the district equal to the product of total number of aforementioned employees multiplied by \$4500. The amendment lays out a minimum individual monthly salary requirement which is at least equivalent to the sum of the current monthly salary schedule that would take effect for 2019-2020 (including any local or career ladder supplement) and \$450. This amendment language is similar to Representative Raymond's 860484, 860485, 860478, and 860479 with varying allotment numbers.</p>	<p><u>Will of the House</u></p>
<p>Raymond P. 78 860479</p>	<p>This amendment provides an allotment for salary increases for classroom teachers, full-time librarians, full-time counselors and full-time nurses employed by the district equal to the total number of aforementioned employees multiplied by \$5000. The amendment lays out a minimum individual monthly salary requirement which is at least equivalent to the sum of the current monthly salary schedule that would take effect for 2019-2020 (including any local or career ladder supplement) and \$500. This amendment language is similar to Representative Raymond's 860484, 860485, 860478, and 860480 with varying allotment numbers.</p>	<p><u>Will of the House</u></p>
<p>Raymond P. 80 860407</p>	<p>This amendment ensures additional state aid for salary increases for classroom teachers, full-time librarians, full-time school counselors and full-time school nurses employed by the district. The amendment lays out a minimum individual monthly salary requirement which is at least equivalent to the sum of the current monthly salary schedule that would take effect for 2019-2020 (including any local or career ladder supplement) and \$500. The rider also permits the commission to adopt rules to implement the above.</p>	<p><u>Will of the House</u></p>
<p>Springer P. 82 860499</p>	<p>This amendment establishes a supplemental allotment for newly consolidated districts in which at least one former district had fewer than 1,600 students in average daily attendance. The consolidated district would be entitled to the amount equal to the difference (if the difference greater than zero) between the cumulative entitlements for former independent districts and the newly consolidated district total allotment. The consolidated district is entitled to the allotment for ten school years from consolidation. Consolidated districts electing to receive this supplemental allotment may not also receive incentive aid payments. The ten-year duration provides sufficient transition time to adjust to funding models; while the old and new funding formulas should converge according to the author, but the decade-long duration could be of concern.</p>	<p><u>Favorable, with concerns</u></p>
<p>Springer P. 84 860450</p>	<p>This amendment attempts to ensure that certain school districts with low numbers of students get the appropriate amount of money for base school operations. Currently, when a school district drops to an enrollment rate that is unsustainable for basic school operations, generally-they will combine with another school district in the county to have a larger shared pool of resources. In counties with only one school district, however, this is an implausible option. There are 12 rural counties in Texas that are-served by only one school district. This amendment ensures that there is a floor-level state and local allotment to fund the basic operations of any school district which is the only one serving a county and has fewer than 300 students. The district's use of funding must comply with Chapter 49 and is subject to recapture as appropriate. This change will not yet affect the intended districts, but rather works as a failsafe in case any of the districts fall below a sustainable rate for basic school district operations.</p>	<p><u>Favorable</u></p>
<p>Raymond P. 85 860483</p>	<p>This amendment would lower the state compression rate from 96% to 94%. Lowering the state compression rate would mean more property tax relief, but the tax relief would benefit the wealthiest corporate and individual property owners of the disproportionately and could have an adverse effect on funding.</p>	<p><u>Will of the House</u></p>

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<p>Martinez P. 86 860467</p>	<p>This amendment changes the word “ratification” to “voter approved”. This amendment seeks to increase transparency. The term “rollback” can be confusing to voters and lawmakers when referencing a “rollback rate” or a “rollback election.” This amendment also aims to make the language easier for voters and lawmakers to understand that any election to change the tax rate must be voter-approved.</p>	<p><u>Favorable</u></p>
<p>Martinez P. 87 860466</p>	<p>The amendment changes the language of the bill from “roll back” tax to “voter approved” tax rate. This allows for more accessible language and a clear understanding of the process for changing property tax. The term “rollback” can be confusing to voters and lawmakers when referencing a “rollback rate” or a “rollback election.” This amendment aims to make the language easier for voters and lawmakers to understand that any election to change the tax rate must be “voter-approved.”</p>	<p><u>Favorable</u></p>
<p>Springer P. 88 860451</p>	<p>This amendment adds a section to Chapter 48 of the education code regarding Adjustment for Certain Student Transfers. This only applies to a school district in which more than 50% of the student enrollment consists of students who transferred from the student’s school district of residence, which is located in the same county as the school district transferred to. This amendment applies to districts that are in the same area as the students that transferred from the neighboring district. The purpose of the amendment is to make sure funding from the school district that has kids transferring to the neighbor district keeps their funding even if they have kids transferring out.</p>	<p><u>Will of the House</u></p>
<p>P. King P. 90 860434</p>	<p>In 2012, a lawsuit involving the Galveston Central Appraisal District (GCAD) changed the categorization of gas compressors so they were no longer classified as heavy equipment. With this change, gas compressors could no longer be taxed as heavy equipment. This means that nearly half of Texas counties with local taxing entities are now having to refund taxes with interest at a rate of 9.5%. School districts that are impacted may be required to increase taxes or cut their budgets to gather funds with which to pay these refund taxes. This amendment requires TEA to include both the tax amount that the school needs to refund along with the interest on the tax when the TEA calculates a school's State aid for the year. This amendment only applies to fiscal years 2018 and 2019.</p>	<p><u>Favorable</u></p>
<p>Zerwas P. 92 860482</p>	<p>This amendment changes the four categories of quarterly payment installments that districts receive throughout the year into 12 equal monthly payment installments from their yearly entitlement. Currently, school districts receive payments of local tax revenue after the 1st quarter of the year. Under the current quarterly state payment installment schedule, some school districts run short of funds and need to borrow money temporarily in the forms of Tax Revenue Anticipation Notes (TRAN)s. The changes in CSHB3 in formula funding are being renovated and this means that districts can potentially face cash flow problems that force them to borrow money via TRANs. This amendment addresses this potential error by dividing the payments into 12 equal months.</p>	<p><u>Favorable</u></p>
<p>Guillen P. 96 860516</p>	<p>This amendment will strike through the incremental adjustment period of the “formula transition grant,” which reduces the amounts calculated from the allotment difference that results from subtracting the total maintenance and operations revenue per student in average daily attendance for the current school year from the lesser of either the district’s total maintenance and operations revenue per ADA for the 2018-2019 school year, or 125% of the statewide average amount of maintenance and operations revenue per student per ADA in for the 2018-2019 school year. This is intended to help keep funds from being drastically reduced in a short period of time.</p>	<p><u>Will of the House</u></p>
<p>Guillen P. 97 860517</p>	<p>This amendment will strike through all of the incremental adjustment periods that reduce funds by certain percentages in order to transition from the old formula to the new formula for both the “formula transition grant” section and the “equalized wealth transition grant” section. It is being stricken in order prevent a drastic change in funding access in a short period of time.</p>	<p><u>Will of the House</u></p>

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<p>Guillen P. 98 860520</p>	<p>Contingent upon the new funding formulas in CSHB3, what is under the “formula transition grant” allows for there to be an adjustment period for the reduction in revenue. This amendment will allow an additional two school years before reductions in entitlements are considered over a four-year period and further adjusts the percentages to lessen the financial impact on the district and allow more time to adapt to the new funding model.</p>	<p><u>Favorable</u></p>
<p>Guillen P. 99 860518</p>	<p>Contingent upon the new funding formulas in CSHB3, what is under the “formula transition grant” allows for there to be an adjustment period for the reduction in revenue. This amendment will insert an additional four school years with continued 10% increments of up to 60% in order to help mitigate the effects of transitioning to a new funding model.</p> <p>The section entitled “equalized wealth transition grant” will be amended to lengthen the amount of time of the transition as well. Instead of 20% incremental changes for each school year for four consecutive years it will extend that adjustment period to eight years, starting with 10% and stretched over in increments of 10%. This will also help mitigate the effects of transitioning to the new funding model with a more appropriate timeline.</p>	<p><u>Favorable</u></p>
<p>Guillen P. 100 860521</p>	<p>This amendment will strike through the incremental adjustment period of a district’s allotment through the “equalized wealth transition grant” in which the commissioner would reduce the amount that the district is entitled to for four consecutive school years, from 2020 to 2024, starting with 20% reduction and increasing by 20% for every school year after. This is being stricken for the purpose of helping keep funds to avoid drastic funding changes to schools in a short period of time.</p>	<p><u>Favorable</u></p>
<p>Guillen P. 101 860519</p>	<p>Conversion of the old formula to the new formula, the section entitled “equalized wealth transition grant” will be amended to lengthen the amount of time of the transition. Instead of 20% incremental changes for each school year for four consecutive years it will extend that adjustment period to eight years, starting with 10% and stretched over in increments of 10%. This will help mitigate the effects of transitioning to new funding model with a more appropriate timeline.</p>	<p><u>Favorable</u></p>
<p>Landgraf P. 102 860440</p>	<p>This amendment relates to the payment of attendance credits by school districts. The language would add the ability for districts to make equal monthly or one-time payment options. The amendment also requires districts electing the one-time payment option to notify the commissioner no later than February 15 of the school year for which the agreement takes effect. This would allow for greater budgeting capacity and more flexibility for the district.</p>	<p><u>Favorable</u></p>
<p>G. Bonnen P. 103 860424</p>	<p>Currently in the education code, when a school district needs to spend more money than usual due to a disaster in an area for which the governor has already requested federal disaster assistance, the governing body of the school district is allowed to adopt a tax rate without an election for the year after which the disaster occurs.</p> <p>CSHB3 stipulates that this tax rate applies only in the year for which the rate was adopted. Furthermore, it says that for the year after the year in which rate was put into place – that is, the second year after the disaster – the district’s rollback tax rate must be based off of the disaster year – that is, the year without the increase in tax due to the disaster. A rollback tax is the calculated maximum percentage rate increase in taxes that is allowed by the law without voter approval and adds provisions on when a tax rate can affect a district’s rollback rate.</p> <p>CSHB3 stipulates that the rollback tax should be set based on the time before the disaster, keeping the tax rates from being artificially inflated by the influx of funds necessary to recuperate from the disaster and this is a concern. This amendment clarifies this stipulation and adds that the excess money will not be subject to recapture.</p>	<p><u>Will of the House</u></p>

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<p>Van Deaver P. 104 860436</p>	<p>Currently, the base maintenance and operations tax rate (property tax) is at \$1.00. If a district wants to raise this rate above \$1.04, they are required to hold a tax ratification election (TRE). The maximum M&O tax rate is \$1.17. CSHB 3 lowers the state compression tax to 96%. If the need for raised M&O tax rate goes away, the school board can vote to lower it back down without holding a TRE. However, current law prevents local school boards from raising their rate to the previously approved rate without holding another TRE.</p> <p>This amendment takes away the need for a TRE when a school board wants to raise the maintenance and operations (M&O) property tax rate anywhere below or equal to the highest tax rate a district has agreed to (voted on) since the 2006 tax year. For example, if the tax rate has gone up to \$1.16 in the past in a district but was brought down and remains currently at \$1.12, the school board can vote to move the rate up to \$1.16 without holding a TRE. However, if the board wanted to raise the tax rate to \$1.17 a TRE would be required.</p> <p>This amendment, would also give local board of trustees incentive to lower tax rates when funds are available because they would not fear losing authority go back to previously voter-approved higher rates without an election process.</p>	<p><u>Favorable</u></p>
<p>Martinez P. 105 860468</p>	<p>This amendment changes the language from “ratifying” to “voter approval of” the property tax rate. This amendment seeks to increase transparency. The term “rollback” can be confusing to voters and lawmakers when referencing a “rollback rate” or a “rollback election.” This amendment aims to make the language easier for voters and lawmakers to understand that any election to change the tax rate must be “voter-approved.”</p>	<p><u>Favorable</u></p>
<p>Krause P. 106 860524</p>	<p>This amendment adds language regarding the “average home” to the tax rate ratification ballot. It would add information to ballot that enumerates how much of an increase or decrease in taxes the average home in the school district would see. This aims to provide clarity and transparency about the impact of Maintenance and Operations taxes due to a tax ratification. Although this amendment would provide tax rate information, providing only that information could bias the election unless information was also provided to voters about the additional benefits the additional revenue would provide.</p>	<p><u>Will of the House with Concerns</u></p>
<p>Capriglione P. 107 860474</p>	<p>This amendment is a transparency mandate requiring school districts to post tax bill information with specific requirements depending on their relative local revenue level. Districts that are required to reduce local revenue level and have entered into agreement to purchase attendance credits to do so must post in addition to other required information:</p> <ul style="list-style-type: none"> ● Percentage of taxes for maintenance and operations (M&O) imposed by district for current tax year required to purchase attendance credit ● Percentage of taxes for maintenance and operations (M&O) imposed by district for current tax year not required to purchase attendance credit <p>School districts NOT required to reduce its local revenue level must post in addition to other required information:</p> <ul style="list-style-type: none"> ● Percentage of M&O revenue imposed by district derived for current tax year ● Percentage of M&O revenue imposed by district derived from preceding tax year ● Percentage of M&O revenue of the district derived from state funds for current tax year ● Percentage of M&O revenue of the district derived from state funds from preceding tax year 	<p><u>Will of the House</u></p>
<p>M. Gonzalez P. 109 860486</p>	<p>This amendment relates to the appropriation of funds designated for special education. As written, the Commissioner of Education will appropriate funds to districts and open-enrollment charter schools for every full-time student in a special education program. Extra funds being appropriated for special education would allow for more resources to be available to students.</p> <p>The author intends to file an amendment to the amendment to clarify language and intent.</p>	<p><u>Favorable</u></p>

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<p>Burrows P. 110 860458</p>	<p>Contingent on the passage of HB 2, this amendment changes the term "effective tax rate" to "no-new-revenue tax rate." This is simply to allow the terminology in legislation to be consistent across the Tax and Education codes.</p>	<p><u>Will of the House</u></p>
<p>Martinez P. 111 860473</p>	<p>This amendment adds the posting requirement for early childhood literacy and mathematics proficiency plans to the district's public website.</p>	<p><u>Favorable</u></p>
<p>Y. Davis P. 112 860444</p>	<p>This amendment relates to the creation of a study between district size, district cost, and academic effectiveness. The amendment's language states that the commissioner shall conduct a study considering factors including organization and management, financial soundness, transportation and services, parent access to district, campus feeder patterns, and number of students enrolled. Results and recommendations related to optimal school district size to ensure the most efficient district operation must be reported to the Governor, Lt. Governor, Speaker of the House, and each standing legislative committee. This study would provide valuable information on school district size and availability of resources.</p>	<p><u>Favorable</u></p>
<p>Meyer P. 114 860459</p>	<p>Currently, CSHB 3 lays out requirements for districts to adopt Early Childhood Literacy and Mathematics Proficiency plans. This amendment would require a school district to post an annual report of these plans on the local school districts' website as well as the websites of campuses involved.</p> <p>This amendment would also require the school board of each school district to adopt a College, Career, and Military Readiness plan. The amendment also requires the school board to identify and adopt annual goals meant to close achievement gaps and goals for aggregate student growth. Additionally, the school board will be required to annually review the district's progress toward these goals and post the annual report on the district website and the websites of campuses involved. The responsibility of implementation and reporting would fall on at least one district level administrator or employee. Implementing these state-mandated plans without additional FTEs is a potential challenge for school districts. Another concern is the lack of guidance about how the district would measure "progress," especially as measured by standardized test scores.</p>	<p><u>Favorable, with concerns</u></p>
<p>Martinez P. 116 860462</p>	<p>Amendment 462 includes charter schools in this section of the government code involving criminal offenses. This amendment adds language that holds charter schools to the same requirements as public schools.</p> <p>Unless charter schools are specifically mentioned in government code, the legislation does not apply to them. During the 84th Texas Legislature, Section for Applicability of other Laws in the Education Code was updated late in the session. That provision specifically provides that a statute does not apply to an open-enrollment charter school unless the statute says so.</p> <p>Chapter 544 of the Government Code is known as The Texas Whistleblower Act. Employees in traditional public schools are protected for reporting violations of law because The Texas Whistleblower Act applies to traditional public schools. This amendment makes it clear that the provisions in The Texas Whistleblower Act also apply to open-enrollment charter schools and will protect charter school employees if they report violations of law.</p>	<p><u>Favorable</u></p>
<p>Munoz P. 117 860447</p>	<p>This amendment requires a school district to submit a report to the legislature regarding pay increases to employees, subject to the minimum salary schedule. The report must include the employee's position at the school district and the amount of the increase for each pay increase. This amendment aims to increase transparency with regard to school employee pay.</p>	<p><u>Favorable</u></p>

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<p>Nevarez P. 118 860448</p>	<p>Currently the Regional Education Service center provides autism training that provides teachers with guidance on how to teach children with autism, but participation in this program is low. This amendment provides an opportunity for monetary incentive to teachers who complete training provided by regional education service center relating to autism. School districts that adopt this incentive program must adopt a policy to implement it. This will incentivize teachers for on how to effectively teach students with Autism.</p>	<p><u>Favorable</u></p>
<p>Martinez P. 119 860471</p>	<p>This amendment addresses the reading instrument used to determine kindergarten readiness to change the day the written report regarding the student's results must be provided to a student's parent or guardian. This amendment clarifies that this must be done by the 30th "calendar day".</p>	<p><u>Favorable</u></p>
<p>Flynn P. 120 860476</p>	<p>This amendment requires the commissioner to partner with organizations to provide programs for students with intellectual disabilities. These organizations must provide unified sports programs and comprehensive early childhood development to adult transition curriculum, including health, social and leadership programs. This amendment would enable TEA and Special Olympics Texas to implement programming on 800 plus campuses in the state of Texas. The demand is very strong for Unified Champion Schools, as proven by the first semester of the 2018-19 school year with growth from 90 - 230 campuses in 4 months, and 700 schools awaiting services.</p> <p>However, this partnership requires the use of Individuals with Disabilities Education Act (IDEA), Part B federal funds. These funds are set aside and reserved for state-level activities through a grant program administered by the TEA. As written in the 2020-21 (HB 1) budget, all IDEA, Part B funds have been appropriated to local education agencies (example: Texas School for the Blind and Visually Impaired and Texas School for the Deaf). In addition, 54 FTEs are intended for the implementation of the Special Education Strategic Plan at TEA and are to be completely paid for with IDEA, Part B funds. The Coalition for Texans with Disabilities expressed concerns that implementing this amendment would take away funding that has already been appropriated to meet basic needs regarding special education.</p>	<p><u>Unfavorable</u></p>
<p>Guillen P. 121 860416</p>	<p>This amendment directs each school district to adopt a policy regarding their use of funding to support the gifted and talented program.</p> <p>The goal of the amendment is to regulate the use of funds and allow for information on how those funds are being used. By doing so, each district can contribute to a system that the TEA can use to keep track of the use of funds.</p>	<p><u>Favorable</u></p>
<p>Shaheen P. 122 860408</p>	<p>Currently, the State Board of Education develops a plan to help guide school districts on how their Gifted and Talented (GT) student programs should be implemented. The state plan includes accountability standards for school districts which include suggested student assessment standards, service design standards, curriculum standards, professional development for staff/teachers, and family/community involvement standards. The board of trustees or governing body for the school district or open-enrollment charter school, respectively, is the responsible entity to ensure these programs are following the State Board's plan. Local community resources such as Regional Education Service Centers should be used to help implement these programs to best serve GT students.</p> <p>Amendment 408 adds to HB 3 to require school districts to develop and implement a gifted and talented program which is in congruence with the State Board of Education's plan for educating talented and gifted students. As written, HB3 aims to remove the GT program allotment. As such, amendment 408 aims to ensure equal standards and rigor across gifted and talented programs throughout the state of Texas.</p> <p>Amendment 408 is identical to an amendment by Representative Guillen.</p>	<p><u>Favorable</u></p>

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<p>Guillen P. 123 860411</p>	<p>This amendment requires that the Gifted and Talented (GT) program at each school district be consistent with the state plan developed by the State Board of Education. As written, CSHB 3 uses the previous GT allotment funds to be absorbed by the Basic Allotment, consequently this would also strip requirements for GT standards. This amendment aims to ensure that school districts continue equal standards across GT programs. This amendment is similar to #860408 by Representative Shaheen.</p>	<p><u>Favorable</u></p>
<p>Martinez P. 124 860464</p>	<p>This amendment requires school districts to post the annual Gifted and Talented (GT) certification on the district's website. This would allow for parents and the community to be more aware of GT policies and the status of programming. Currently, there is no requirement to make the GT certification available to the public.</p>	<p><u>Favorable</u></p>
<p>Guillen P. 125 860414</p>	<p>The "Certification Required" section of CSHB3 states that a portion of the basic allotment funding can be withheld from a district if they do not have a gifted and talented program. The amendment outlines that none of the provisions in the section can be used to limit the number of students that a district can identify as gifted and talented.</p> <p>The goal of the amendment is to broaden the scope of the gifted and talented program and include more students in the program.</p>	<p><u>Favorable</u></p>
<p>J. Turner P. 126 860409</p>	<p>In CSHB3, the Gifted and Talented (GT) allotment is eliminated. Consequently, this would also eliminate the GT reporting requirements. This amendment would ensure that school districts continue reporting the use of funds to the TEA commissioner for GT programming. Without this amendment, school districts would no longer be required to report their GT spending.</p>	<p><u>Favorable</u></p>
<p>Lambert P. 127 860454</p>	<p>This amendment aims to establish a grant for a pilot program for summer Career and Technology Education (CTE) courses for school districts. Additionally, includes a study on the demand for summer CTE courses. This amendment would allocate additional funding to have CTE courses available for students during the summer months. This amendment encourages private-public partnerships that the TEA commissioner can recommend.</p> <p>While this is an ideal program for students who wish to take CTE courses they would not otherwise be able to take during the regular school year, the TEA cannot currently use district funds from the CTE allotment for the summer. If the district wanted to use summer funds, it would be cut from the other courses during the regular session.</p>	<p><u>Favorable, with Concerns</u></p>
<p>Leman P. 129 860512</p>	<p>Allowing a student to replace an end-of-course exam (EOC) such as STAAR with an SAT or ACT exam is currently an option for Texas school districts, however, but it is not being done in accordance with the federal Every Student Succeeds Act.</p> <p>This amendment adds to Article 2, entitled Public Education, of CSHB 3 and supplements it with an additional section in Article 5 entitled "Transition; Conflict of Law". With these two additions, the amendment seeks to include alternative assessment instruments for the evaluation of secondary-level students' achievement in a way that is in compliance with the federal Every Student Succeeds Act.</p> <p>This means that the commissioner will be required to ensure that the alternative assessment, whether the SAT test or the ACT test, is an interchangeable equivalent to the EOC, or STAAR test, and complies with the Texas Essential Knowledge and Skills (TEKS).</p> <p>What is concerning about this amendment is that, although the standardized tests are being held to regulations, the commissioner must also set the performance standards for the alternative assessment instrument as well as the standards for interpretation of the result -- that is, the commissioner must set the equivalency standards for the rating results of the correlating test. In addition, the timeline for the commissioner to make the necessary changes is unknown. Due to this, it is possible that districts would see a lapse in the EOC replacement program.</p>	<p><u>Favorable, with Concerns</u></p>

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<p>Krause P. 131 860488</p>	<p>Currently, the Texas Education Agency provides academic accountability ratings for each school in the state. These ratings examine student performance and progress throughout the year. When the TEA provides these accountability ratings, they do not have to provide a comprehensive report explaining why the school received such a rating. Consequently, schools cannot properly address the concerns that lowered their rating. This amendment would require the TEA to provide a copy of all the data submitted to the agency that was used to generate the rating.</p>	<p><u>Favorable</u></p>
<p>Craddick P. 132 860446</p>	<p>This amendment relates to the closing of school campuses. If the commissioner closes a campus, that campus may be repurposed to serve students only if it offers vastly different academic programming, serves majority of grade levels not served previously, or if partnered with a non-profit. However, this amendment has no specified criteria for which a campus can be shut down. Without this guideline, it is unknown who would have oversight of deciding which schools should be closed. Additionally, there is no language about serving the students who were originally displaced by the shutdown of the original campus. This amendment widens what a campus can be repurposed for to include campuses that are in a private/public partnership with nonprofits who have a history of operating a school district with over 10,000 students and has been rated B or higher in the prior year.</p>	<p><u>Unfavorable</u></p>
<p>Martinez P. 133 860465</p>	<p>This amendment adds to the Texas Education Code that school districts cannot administer an assessment instrument (STAAR) on a Monday. Students are more likely to miss school on Mondays, which requires the students to retake the test on a later date. This costs the school money and student instructional time. Additionally, studies have shown that students are not as focused on Mondays as other days of the week.</p>	<p><u>Favorable</u></p>
<p>Bell P. 134 860437</p>	<p>-Amendment 437 states that by March 1, 2020, the State Board of Education shall (1) review the essential knowledge and skills of the career, technology and technology application curriculum and (2) amend the board's rules in the Technology Applications Code (TAC) in Title 19, to consolidate technology application courses (Chapter 126) with technical education courses (Chapter 130) for grades 9 through 12. This will ensure that the rigor of the coursework and certificates received is consistent throughout the courses and avoid curriculum overlap between the two Chapters.</p>	<p><u>Will of the House</u></p>

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