

Amend CSHB 3 on page 58, between lines 24 and 25, by inserting the following:

Sec. 39.059. AUDIT OF TEACHER QUALIFICATIONS FOR ACCOUNTABILITY PURPOSES. (a) For any school district with a campus rated unacceptable under Section 39.054 for two consecutive school years, the agency shall perform a teacher qualifications audit for the campus and feeder campuses. If the campuses are determined to have substantially lower measures of teacher qualifications than other campuses at the same level within the same district, or within the same local labor market for small districts, the agency shall require the district to develop a three-year plan to increase the teacher qualifications at those campuses. The district must submit the plan to the agency for approval and shall submit annual reports documenting the progress the district has made toward improving the teacher qualifications at those campuses. At the end of the three-year period, the agency shall review the district's final report and conduct a final audit of teacher qualifications at those campuses. If the district has not made substantial progress in improving the teacher qualifications at the end of the three-year period, the commissioner shall assign the district an accredited-warned or accredited-probation status.

(b) In the spring of each school year, the agency shall conduct an analysis of the student achievement gaps at the elementary school, middle school, and high school levels between the highest and lowest performing campuses at each of the three school levels within each school district in the state. The agency shall conduct the audit only at school levels for which the district has at least two campuses subject to the accountability system under this chapter. In districts in which a substantial difference exists between the performance levels of the highest and lowest performing campuses, the agency shall conduct a teacher qualifications equity audit. The audit must focus on the degree of equity in teacher qualifications across campuses in the district. If the audit reveals a substantial disparity in teacher qualifications across campuses at the same school level, the agency shall require the district to develop a five-year plan to equalize teacher qualifications across campuses within the district at the

school level in which substantial disparities exist in student achievement. The district shall include wide representation of district and community stakeholders in the development of the plan. The district must submit the plan to the agency for approval and shall submit annual reports documenting the progress the district has made under the plan and any alterations to the plan. The agency shall conduct annual audits of the distribution of teacher qualifications in the district. If the district has not made substantial progress in improving the degree of equity in the measures of teacher qualifications after three years, the commissioner shall assign the district an accredited-warned status. If the district has not made substantial progress in improving the degree of equity in the measures of teacher qualifications after five years, the commissioner shall assign the district an accredited-probation status.

(c) Each teacher qualifications audit under this section must focus on the following measures of teacher qualifications:

(1) the three-year average of the percentage of core course full-time equivalent teachers who are assigned out-of-field;

(2) the three-year average of the percentage of core course full-time equivalent teachers who are not fully certified;

(3) the three-year average of the teacher turnover rate;

(4) the three year average of the percentage of full-time equivalent teachers who have less than three years of teaching experience;

(5) the three-year average of the percentage of full-time equivalent teachers who have failed the pedagogy and professional responsibilities test on the first attempt; and

(6) the three-year average of the percentage of full-time equivalent teachers who scored in the bottom 20 percent of test-takers on the first attempt on subject-matter tests.