

BILL ANALYSIS

H.B. 324
By: Dutton
Public Education
Committee Report (Unamended)

BACKGROUND AND PURPOSE

Interested parties note that a recent study indicates there is a disparity between the education progress made by African American male students and other students and contend that systemic reforms are needed to remove this disparity. H.B. 324 seeks to address this issue by restricting the information that may be considered in the evaluation of certain school districts and campuses to information relating to the performance of African American male students.

CRIMINAL JUSTICE IMPACT

It is the committee's opinion that this bill does not expressly create a criminal offense, increase the punishment for an existing criminal offense or category of offenses, or change the eligibility of a person for community supervision, parole, or mandatory supervision.

RULEMAKING AUTHORITY

It is the committee's opinion that this bill does not expressly grant any additional rulemaking authority to a state officer, department, agency, or institution.

ANALYSIS

H.B. 324 amends the Education Code to restrict the information that may be considered in the evaluation of a public school district that includes a student enrollment of at least 1,000 African American males and of campuses in such a district, for purposes of determining accountability ratings, as follows:

- for the evaluation based on certain specified indicators in the student achievement domain and the student progress domain, to the performance of African American males; and
- for the evaluation based on certain specified indicators in the closing the gaps domain, to the student academic achievement differentials among African American males from different socioeconomic backgrounds.

H.B. 324 applies beginning with the 2017-2018 school year.

EFFECTIVE DATE

On passage, or, if the bill does not receive the necessary vote, December 1, 2017.