

## **BILL ANALYSIS**

H.B. 145  
By: Dutton  
Public Education  
Committee Report (Unamended)

### **BACKGROUND AND PURPOSE**

Interested parties note 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. 145 seeks to address this issue by restricting the information that may be considered in the evaluation of certain school districts 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. 145 amends the Education Code to restrict the information that may be considered in the evaluation of a 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 school district and campus accreditation or performance ratings, as follows:

- for the evaluation based on achievement indicators for the first, second, and fourth domains, to the performance of African American males; and
- for the evaluation based on achievement indicators for the third domain, to the student academic achievement differentials among African American males from different socioeconomic backgrounds.

H.B. 145 applies beginning with the 2017-2018 school year.

### **EFFECTIVE DATE**

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