

- SUBJECT:** Establishing an intensive mathematics and algebra intervention program
- COMMITTEE:** Public Education — committee substitute recommended
- VOTE:** 7 ayes — Eissler, Zedler, Branch, Delisi, Hochberg, Olivo, Patrick  
0 nays  
2 absent — Dutton, Mowery
- WITNESSES:** For — Ben Clarke, Teeter Naomi Longtain; (*Registered, but did not testify*: Amy Beneski, Texas Association of School Administrators; Sandi Borden, Texas Elementary Principals and Supervisors Association; Portia Bosse, Texas State Teachers Association; Jeffrey Clark, American Electronics Association; David Duty, Texas Association of School Boards; Holly Eaton, Texas Classroom Teachers Association; Bill Grusendorf, Texas Association of Rural Schools; Diane Jackson, Spring Branch ISD)  
Against — None
- DIGEST:** CSHB 2504 would require TEA by rule to establish an intensive mathematics intervention program for students in grades four through seven who were not performing at grade level and an algebra readiness intervention program for students who were not performing at grade level in mathematics at grade eight.
- An intervention program would have to use current technology to diagnose student deficiencies and allow a student to progress in a manner that was appropriate for that student.
- Beginning in grade three, participating campuses would have to identify students who were not performing at grade level in mathematics assessment tests. A campus would use entry-level screening and diagnostic assessments approved by TEA to determine appropriate student placement and level of instruction.
- TEA or a district-level committee would adopt a list of mathematics and algebra intervention programs that could be implemented by a school

district. The minimum criteria for inclusion in the list would be established by TEA and would have to:

- be based on mathematics performance criteria for passing the TAKS test;
- include diagnostic and progress monitoring assessment tools;
- be based on scientifically validated methods;
- be organized around the TEKS curriculum for mathematics for the applicable grade level;
- include the use of technology to promote implementation of individualized instructional plans; and
- have been proven to accelerate learning, improve cognitive ability, and increase mathematics proficiency.

A campus participating in the intervention program would have to assess each participating student before and after the student entered the program to measure the student's progress.

No later than December 31, 2008, TEA, in consultation with each participating school district, would have to report to the Legislature on student progress.

The bill would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2007, and would apply to the 2007-08 school year.

**NOTES:**

The committee substitute added a requirement that minimum criteria for an intervention program would have to be proven to accelerate learning, improve cognitive ability, and increase mathematics proficiency.

According to the fiscal note, reporting on student progress under the program would cost TEA an estimated \$100,000. The cost of participation in the intervention program would be borne by local school districts.