

BILL ANALYSIS

Senate Research Center

H.B. 2504
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Education
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Engrossed

AUTHOR'S / SPONSOR'S STATEMENT OF INTENT

In May of 2006, the Texas Education Agency (TEA) reported that only 67 percent of eighth graders met the standard required by the Texas Assessment of Knowledge and Skills (TAKS) test. In order for the remaining one-third of those students to be prepared to pass four full years of mathematics, additional intensive mathematics intervention and assistance in algebra are necessary.

H.B. 2504 establishes an Intensive Mathematics and Algebra Intervention Program to provide additional intervention tools for students who are performing below grade level in math. The program builds on the existing comprehensive, research-based core program materials and uses of the existing Texas Math Diagnostic System, while providing students with additional instruction to prepare for the new high school requirements.

RULEMAKING AUTHORITY

Rulemaking authority is explicitly granted to the commissioner of education in SECTION 1 (Section 29.095, Education Code) of this bill.

SECTION BY SECTION ANALYSIS

SECTION 1. Amends Subchapter C, Chapter 29, Education Code, by adding Section 29.095, to read as follows:

Sec. 29.095. INTENSIVE MATHEMATICS AND ALGEBRA INTERVENTION PILOT PROGRAM. (a) Defines "intervention program."

(b) Requires the commissioner of education (commissioner) by rule to establish an intervention pilot program in which a participating school district will provide intensive mathematics intervention for students who are not performing at grade level in mathematics in grades four through seven and algebra readiness intervention for students who are not performing at grade level in mathematics in grade eight.

(c) Authorizes districts to implement the intensive mathematics and algebra intervention pilot program (program) at a campus whose population of at-risk students exceeds the state average proportion of at-risk students.

(d) Requires a participating campus to identify a student who does not perform at grade level on an assessment instrument administered under Section 39.023(a)(1) (requiring certain students to be tested in mathematics), Education Code, or an equivalent assessment instrument administered under Section 39.023(1) (requiring the State Board of Education to adopt rules for the administration of certain assessment instruments in Spanish to certain students), Education Code, as a student eligible for participation in the program. Requires a campus to use progress monitoring assessments to ensure that a student is making appropriate progress in the program during a student's placement in the program.

(e) Requires the commissioner to adopt a list of mathematics and algebra programs that may be implemented by a school district and funded under this program. Provides that programs placed on the commissioner's list will be

reviewed and recommended by a panel of recognized experts in mathematics education.

(f) Requires the commissioner to adopt minimum criteria that a program must meet to be included on the list adopted by the commissioner. Sets forth certain criteria to be included on the list.

(g) Requires the commissioner to adopt rules necessary to implement this section.

(h) Program Evaluation. Requires the commissioner to contract for the evaluation of the effectiveness of the program established under this section. Authorizes the commissioner to consider centers for education research to conduct this evaluation. Requires the evaluation to describe progress under the assessment instruments administered under Section 39.023(a)(1) (requiring certain students to be tested in mathematics), Education Code, or equivalent assessment instruments administered under Section 39.023(1) (requiring the State Board of Education to adopt rules for the administration of certain assessment instruments in Spanish to certain students), Education Code, to students participating in the program.

(i) Report to the Legislature. Requires the commissioner to prepare and deliver a report to the legislature that recommends any statutory changes the commissioner considers appropriate to promote improved mathematics and algebra readiness in Texas schools not later than December 1 of each even-numbered year.

SECTION 2. Makes application of this Act prospective to the 2007-2008 school year.

SECTION 3. Effective date: upon passage or September 1, 2007.