

By: Eissler, et al. (Senate Sponsor - Shapiro) H.B. No. 2504  
(In the Senate - Received from the House May 8, 2007;  
May 10, 2007, read first time and referred to Committee on  
Education; May 15, 2007, reported favorably by the following vote:  
Yeas 6, Nays 0; May 15, 2007, sent to printer.)

A BILL TO BE ENTITLED  
AN ACT

relating to an intensive mathematics and algebra intervention pilot  
program in public schools.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

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

Sec. 29.095. INTENSIVE MATHEMATICS AND ALGEBRA  
INTERVENTION PILOT PROGRAM. (a) In this section, "intervention  
program" means the intensive mathematics and algebra intervention  
pilot program.

(b) The commissioner by rule shall establish an  
intervention pilot program in which a participating district will  
provide:

(1) intensive mathematics intervention for students  
who are not performing at grade level in mathematics in grades four  
through seven; and

(2) algebra readiness intervention for students who  
are not performing at grade level in mathematics in grade eight.

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

(d) A participating campus shall identify a student who does  
not perform at grade level on an assessment instrument administered  
under Section 39.023(a)(1), or an equivalent assessment instrument  
administered under Section 39.023(1), as a student eligible for  
participation in the intervention program. During a student's  
placement in the intervention program, a campus shall use progress  
monitoring assessments to ensure that a student is making  
appropriate progress in the program.

(e) The commissioner shall adopt a list of mathematics and  
algebra intervention programs that may be implemented by a school  
district and funded under this program. Programs placed on the  
commissioner's list will be reviewed and recommended by a panel of  
recognized experts in mathematics education.

(f) The commissioner shall adopt minimum criteria that a  
program must meet to be included on the list adopted by the  
commissioner. The criteria must:

(1) include comprehensive course plans and teacher  
guides that are organized around the essential knowledge and skills  
curriculum for mathematics;

(2) include technology-based supplementary  
instruction that can diagnose and address areas in which a student  
is identified to need improvement;

(3) include at least three cumulative days of  
training, professional development, and mentoring for teachers;

(4) provide students individual access to  
technology-based supplementary instruction at least 90 minutes  
each week;

(5) provide teachers daily access to required  
technology;

(6) demonstrate significant effectiveness in schools  
serving students identified as being at risk of dropping out of  
school, as described by Section 29.081(d); and

(7) be selected in consultation with the teachers at  
the affected campus from the list adopted pursuant to Subsection  
(e).

(g) The commissioner shall adopt rules necessary to

implement this section.

(h) Program Evaluation. The commissioner of education shall contract for the evaluation of the effectiveness of the intervention program established under this section. The commissioner may consider centers for education research to conduct this evaluation. The evaluation shall describe progress under the assessment instruments administered under Section 39.023(a)(1) or equivalent assessment instruments administered under Section 39.023(1) to students participating in the intervention program.

(i) Report to the Legislature. Not later than December 1 of each even-numbered year, the commissioner shall 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.

SECTION 2. This Act applies beginning with the 2007-2008 school year.

SECTION 3. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2007.

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