

LBB Proposed Category 1 – Improving High School Completion and College Readiness

Funding should be targeted at improving high school graduation rates and preparing students for college and career success. Specifically, funding should be directed at supporting secondary school efforts to incorporate proven research-based strategies and tools to (1) prevent dropouts and support dropout recovery efforts (2) promote college and career readiness and completion of high school, and (3) support the goals and implementation of HB 3. These strategies include the creation of learning environments that are challenging and personalized; provision of mentors to be used as role models and advocates for students; provision of intensive academic support for struggling students; and use of data systems to identify struggling students who need early intervention.

Rider	Program Biennial Funding	Minimum Amount Needed to Sustain	Notes
24	<p>AP/IB Incentive Program \$28,400,000</p> <p>Provides incentives to encourage participation in AP/IB for all students. Funding Priorities: (1) test fee subsidies (2) teacher training reimbursements, and (3) campus incentive awards.</p>		<p>No formal evaluation available.</p> <p>AP participation among low-income students rose from 19,143 to 27,810 between 2006 and 2010.</p> <p>Admin costs could be reduced if program shifts from a “reimbursement” program to a grant program.</p> <p>Test subsidies totaled \$18 million and teacher training \$4 million. Not funding campus incentive awards could save \$6 million.</p>
51	<p>Texas High School Completion and Success Initiative \$101,625,000</p> <p>Provides funding to school districts to implement high school completion and college and career readiness programs. Key examples where proven research-based strategies have been incorporated into programs</p>		

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Rider	Program Biennial Funding	Minimum Amount Needed to Sustain	Notes
	include:		
<i>DROPOUT PREVENTION & RECOVERY</i>			
51	Collaborative Dropout Reduction Pilot Program (CDR) \$5,392,301		<p>External evaluation findings: *Students who participated in CDR for 1 full year were more likely to meet or exceed standards on TAKS-Math, TAKS-Reading/ELA and TAKS-Science that they were prior to CDR.</p> <p>*1436 CDR students received workforce skill development services: 330 placed in jobs or internships.</p>
51	Texas Dropout Recovery Pilot Program (TDRPP) \$8,871,000		<p>External evaluation findings: *From August 2008 – March 2010, TRDPP grantees enrolled 4,141 participants, twice the no. anticipated. *To date, 1,293 participants have earned a high school diploma or demonstrated college readiness.</p>
51	Ninth Grade Transition and Intervention Program (TNGTI) \$2,450,000		<p>External evaluation findings: *In Cycle 1, students in Grade 9 scored higher on TAKS-Reading/ELA and TAKS-Math compared to similar non-participating students. *Teachers involved in TNGTI perceived an improvement in their own teaching abilities and opportunities to collaborate with other teachers.</p>
51	Intensive Summer Programs (ISP) \$3,598,750		<p>External evaluation findings: *Students were more likely to meet standards on TAKS-Reading/ELA following participation. *A higher percentage of ISP students passed their math and</p>

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			English courses in the year following participation.
<i>COLLEGE AND CAREER READINESS</i>			
51	Early College High School (ECHS) \$2,649, 833		External evaluation findings: *ECHS students outperformed students at comparison schools on all 4 TAKS core subject tests and were more likely to meet or exceed standards. *ECHS students had better attendance and took more accelerated courses than students in comparison schools. *ECHS 10 th graders were more likely to pass Algebra II or Geometry than 10 th grade students in comparison schools.
51	T-STEM Academies \$11,607,226		External evaluation findings: *T-STEM students outperformed students at comparison schools on TAKS-Math and TAKS-Science and were more likely to meet or exceed standards on all four TAKS core subject tests.
80	Texas Virtual School Network (TxVSN) \$20,300,000 TxVSN was established to provide Texas students with equitable access to high-quality, supplemental online courses.	\$4 million each year for Central Operations at Region 10 – includes course registration system and contracts with provider and receiving districts, etc. The course allotment (\$400 per student per course is the part that could be handled via FSP).	No formal evaluation to date.

LBB Proposed Category 2 – Prekindergarten and Early Childhood Education

Funding to ensure high quality early childhood programs that incorporate proven, research-based strategies providing students with the prerequisite skills for school readiness. These strategies include providing a high quality curriculum based on the Texas Pre-K Guidelines; monitoring student and teacher progress; providing professional development with mentoring for teachers; and implementing a School Readiness Integration partnership for community early childhood education collaboration. Monitoring and accountability are accomplished through the School Readiness Certification System (SRCS) - the only prekindergarten quality rating system in the nation that uses both prekindergarten and kindergarten data to measure prekindergarten program effectiveness.

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41 (TEA) 27 (TWC)	Texas School Ready \$38.4 million TSR is a high quality early childhood model based on proven school readiness components.		External evaluation findings: *Program is clearly and effectively structured at the statewide and regional levels, with extensive mentor and teacher oversight to ensure fidelity to the program model. *Nearly all prek students reached a level of satisfactory on progress monitoring instruments by the end of the year.
45	Prekindergarten Early Start (PKES) \$198,323,983 Provides funds to school district and charters to expand prek programs and prepare students to enter kindergarten on or above grade level.		Currently collecting data for planned internal analysis. Trends show significantly increased collaboration among community-based child care and education programs and public prekindergarten with 491 School Readiness Integration local partnerships.

LBB Proposed Category 3 – Interventions for Struggling Schools and Students

Funding to support proven research-based strategies and interventions for struggling students and to support the goals and implementation of HB 3. For schools: (1) use of research-based models to ensure fidelity of implementation; (2) inclusion of sustained and embedded technical assistance and support and progress monitoring; (3) demonstration of district and educator buy-in and support for the reform; and (4) focus on school leadership to effectively support improvement. For students: (1) use of data to identify struggling students early; (2) use of proven research-based strategies that have proven effective with similar students; (3) progress monitoring of students to ensure the intervention is working.

Rider	Program Biennial Funding	Minimum Amount Needed to Sustain	Notes
42	<p>Algebra Readiness Grants \$41,000,000</p> <p>Provides school districts funding to design programs to increase the preparedness of middle school students for the Algebra I EOC.</p>		<p>No evaluation results due to insufficient time for programs to operate.</p> <p>Program was developed using the research-based strategies that were vetted by national math experts.</p> <p>This program serves as the anchor to the MSTAR academies, the focus of the new STAAR Algebra I assessment and the development of diagnostic tools and intervention strategies to support struggling students.</p>
42	<p>Texas Turnaround Leadership Academy \$4,750,000</p> <p>Builds district and campus-level capacity to support the successful turnaround of struggling schools.</p>		<p>Evaluation to be completed August 31, 2011.</p>

LBB Proposed Category 3 – Interventions for Struggling Schools and Students

<p>62</p>	<p>Limited English Proficient Student Success Initiative (LEP SSI) \$17,413,091</p> <p>Targeted to better support the academic achievement and English proficiency of LEP students by increasing the number of teacher prepared to enable LEP students to meet or exceed state performance standards.</p>		<p>External evaluation of PD and training only, not student outcomes.</p> <p>Program focus shifted significantly this past year to more directly impact student achievement based on proven research-based strategies and technical assistance to school districts.</p>
<p>93</p>	<p>Texas Center for District and School Support (TCDSS) \$4,000,000</p> <p>Provides for the coordination of school improvement efforts in Texas and provides resources to develop district level capacity to support struggling schools.</p>		<p>No evaluation planned due to nature of the program.</p>

LBB Proposed Category 4 – Educator Effectiveness

Funding to support (1) statewide professional development that focuses on updated content standards and intervention strategies to improve student performance on end-of-course exams and ensure college and career readiness; (2) diagnostic tools that help guide instructional decisions to support academic readiness; and (3) teacher quality strategies to support, recruit, mentor and retain effective teachers, including financial incentives to help districts place and retain their best teachers on high-need campuses.

Rider	Program Biennial Funding	Minimum Amount Needed to Sustain	Notes
<i>STATEWIDE PROFESSIONAL DEVELOPMENT</i>			
42	Professional Development Academies, including Content Development for all EOC, TEKS, TALA and ELPS academies and teacher stipends.	\$44,000,000 to sustain online delivery and content revisions based on STAAR and EOC data. Does not include any stipends for teachers. Current academies provide \$100 per day per teacher. Most academies are 2 - 3 days in length and provide 12 – 18 hours of CPE credits.	Content must be updated as STAAR and EOC data become available. Academies will be delivered and supported online. TALA expanded to include modules for high school teachers to support struggling readers. TALA will also include writing to learn strategies based upon the latest research. MSTAR expanded to include additional modules for middle school teachers to support student struggling with algebra readiness concepts.
42	Project Share \$4,907,500 Project Share is a collection of Web 2.0 tools and applications that provide high quality PD in an interactive and engaging learning	\$8,000,000	Funding needed to sustain platform license and support for PD and digital content.

LBB Proposed Category 4 – Educator Effectiveness

	environment. Project Share leverages existing and new PD resources for K-12 teachers across the state and builds professional learning communities where educators can collaborate and participate.		
51	<p>Mathematics Instructional Coaches (MIC) \$4,762,574</p> <p>Provides coaching assistance in developing content knowledge and instructional expertise of secondary mathematics teachers.</p>		<p>External evaluation findings:</p> <ul style="list-style-type: none"> *Students with maximum exposure to MIC teachers who received the maximum amount of training had the largest gains in math achievement among the comparison groups. *Students who had teachers who participated in MIC for 1 full year were more likely to meet or exceed standards on TAKS-Math than there were prior to being taught by a teacher participating in MIC.
<i>DIAGNOSTIC TOOLS TO INFORM INSTRUCTION</i>			
38	<p>Texas Math and Science Diagnostic System and TPRI/Tejas LEE & Other Diagnostic Assessments \$14,736,048</p>	\$10,000,000	The TMSDS platform is essential for the MSTAR universal screener/diagnostic (\$7M) and TPRI replacements and other required diagnostics require \$3M.
42	<p>MSTAR Universal Screener \$3,400,000</p>	\$6,000,000	Funding needed to continue the development and implementation of the screener and development to include a full diagnostic linked to high quality interventions for struggling students.

LBB Proposed Category 4 – Educator Effectiveness

<i>INCENTIVES FOR TEACHERS</i>			
65	<p>District Awards for Teacher Excellence (DATE) \$370,459,081</p> <p>Provides districts funding to implement educator incentive awards programs to reward quality and effectiveness.</p>		<p>External evaluation findings: *DATE schools show greater gains on TAKS scores than those in non-DATE schools. *Teacher turnover rates in DATE schools were lower than expected during Cycle 1, Year 1 of the program.</p>
66	<p>Beginning Teacher Induction and Mentoring (BTIM) \$11, 241,474</p>		<p>To be more effective, this program needs to statutory language to improve outcomes and support.</p>
84	<p>Teach for America (TFA) \$7,687,000</p> <p>Grant to place TFA members as educators in high-need Texas schools.</p>		<p>External evaluation findings: *TFA teachers are making a positive impact on high school student achievement in mathematics as compared to non-TFA teachers.</p>