

## 2005-2006 Accelerated Reading Instruction (ARI) And Accelerated Mathematics Instruction (AMI) Report

The Student Success Initiative (SSI), which authorizes intervention instruction for students who are struggling in reading and mathematics, includes the Texas Reading Initiative and the Texas Math Initiative. ARI/AMI funding is provided to support these programs.

**Purpose:** ARI and AMI funding is used to provide immediate, targeted intervention programs for students in Grades K-6 who have been identified as at-risk for reading difficulties and/or who have been identified as unlikely to achieve the TAKS mathematics passing standard by the end of Grades 3, 5, and 8.

**Identification of Students:** Results from reading and math diagnostic instruments are a primary criterion used to identify students to be served with ARI/AMI funds. CISD diagnostic instruments included Texas Primary Reading Inventory (TPRI), Developmental Reading Assessment (DRA), Informal Reading Inventory (IRI), Accelerated Instruction for Mathematics (AIM), and Curriculum Based Assessments (CBAs).

**Interventions Provided:** Interventions for reading included Early Literacy class (grades K-3), guided reading instruction (grades K-5), Saturday tutoring between first and second administration of TAKS (grades 3 and 5) and summer school (grades K- 5).

Interventions for mathematics included the implementation of Accelerated Instruction in Mathematics (AIM) for grades 3, 4, 5, and 6. Additionally, identified students were directly served through the use of Every Day Counts Calendar Math (K-6), TAKS Mathematics Preparation Series (K-6), Accelerated Curriculum for Mathematics Grade 5 TAKS, Making Connections with Measurement Series (K-6), and Great Explorations in Math and Science (GEMS)

**State Grant Allocation:** The annual ARI allocation is based on the number of students who did not meet standard on TAKS Reading, Grade 3 in spring of the previous year on the first administration. The annual AMI allocation is based on the number of students who did not meet standard on TAKS Math, Grade 5 in spring of the previous year.

	<u>2004-2005</u>	<u>2005-2006</u>
ARI	\$18,755	\$10,470
AMI	<u>\$60,346</u>	<u>\$55,339</u>
Total	\$79,346	\$65,809

## Categories for Expenditures

### Direct Student Intervention

- 21% of students in K-2 were served in reading  
8% of students in grades 3-5 were served in reading  
5% of students in grades 3-5 were served in math
- Provided support for tutoring programs. Teachers were hired to provide Saturday tutoring for students in third and fifth grade who did not meet standard on the first administration of TAKS Reading. Campus level interventions were provided for fifth grade students who did not meet standard on first administration of TAKS Mathematics.
- Provided summer school support through the purchase of materials

### Professional Development

- Provided staff development to implement intervention programs and strategies such as guided reading, literacy intervention, Accelerated Instruction for Mathematics (AIM), Everyday Counts Calendar, and technology.
- Developed initial K-2 math assessments – individual performance tasks as well as group administered assessments.

### Impact of District Interventions

- 53% of students served in reading in K-2 were reading at grade level at the end of the school year  
  
57% of students served in reading in grades 3-5 were reading at grade level at the end of the school year  
  
89% of students served in math in grades 3-5 were on grade level in math at the end of the school year

Due to the success of the 2005-2006 interventions, the grant allocation for the 2006-2007 academic year was decreased. This success is documented by the following:

	<u>For 2005-2006 Funding</u>	<u>For 2006-2007 Funding</u>
Number of students not meeting standard on TAKS Reading, Grade 3	13	7
Number of students not meeting standard on TAKS Math, Grade 5	42	33

Further documentation of successful interventions is demonstrated by the following information on students in third and fifth grades who did not meet standard on the first, second, and third administrations of TAKS

	<u>2004-2005</u>	<u>2005-2006</u>
First administration, Reading, Gr.3	13	7
Second administration, Reading, Gr. 3	9	1
Third administration, Reading, Gr. 3	5	1
First administration, Reading, Gr. 5	36	31
Second administration, Reading, Gr. 5	11	10
Third administration, Reading, Gr. 5	5	4
First administration, Mathematics, Gr.5	42	33
Second administration, Mathematics, Gr. 5	20	13
Third administration, Mathematics, Gr. 5	6	7