

2006-2007 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-7 who have been identified as at-risk for reading difficulties and/or who have been identified as unlikely to achieve the TAKS reading and TAKS mathematics passing standard by the end of Grades 3, 5, and 8 (beginning 2007-2008).

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), previous year's Reading TAKS, 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), summer school (grades K- 5), and READ 180 (grades 6 & 7).

Interventions for mathematics included the implementation of Accelerated Instruction in Mathematics (AIM) for grades 3, 4, 5, 6, and 7. Additionally, identified students were directly served through the use of Every Day Counts Calendar Math (K-2), TAKS Mathematics Preparation Series (K-7), Accelerated Curriculum for Mathematics Grade 5 TAKS, Making Connections with Measurement Series (K-7), Great Explorations in Math and Science (GEMS), and Developing Number Concepts K-2, a companion to Assessing Number Concepts.

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>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
ARI	\$10,470	\$21,409	\$14,358
AMI	<u>\$55,339</u>	<u>\$44,983</u>	<u>\$35,896</u>
Total	\$65,809	\$68,122	\$50,254

Categories for Expenditures

Direct Student Intervention

- 91.8% of students in K-2 identified as struggling in reading were served by ARI
67% of students in K-2 identified as struggling in math were served by AMI

83.6% of students in grades 3-7 identified as struggling in reading were served by ARI
94% of students in grades 3-7 identified as struggling in math were served by AMI
- Provided summer school support through the purchase of materials
- Provided classroom support through the purchase of grade 6 & 7 reading materials and assessments.
- Purchased PA Series Reading Diagnostic Assessment for use with current on-level grade 7 students and current ESL, READ 180, and Resource middle school students.

Professional Development

- Provided staff development to implement intervention programs and strategies such as guided reading, literacy intervention, secondary literacy instruction, Accelerated Instruction for Mathematics (AIM), Everyday Counts Calendar, technology, and vocabulary development resources.
- Provided specific literacy assessment and intervention professional development for middle school literacy coaches.
- Provided a 3 day professional development institute for new K-2 math assessments-individual performance assessments

Impact of District Interventions

- 87% of students served in reading in K-2 were reading at grade level at the end of the school year
- 98% of students served in math in K-2 were on grade level in math at the end of the school year
- 97% of students served in reading in grades 3-7 were reading at grade level at the end of the school year
- 94% of students served in math in grades 3-7 were on grade level in math at the end of the school year

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:

First administration, Reading, Gr.3	10 Students
Second administration, Reading, Gr. 3	6 Students
Third administration, Reading, Gr. 3	1 Student
First administration, Reading, Gr. 5	31 Students
Second administration, Reading, Gr. 5	10 Students
Third administration, Reading, Gr. 5	3 Students
First administration, Mathematics, Gr.5	25 Students
Second administration, Mathematics, Gr. 5	9 Students
Third administration, Mathematics, Gr. 5	4 Students
First administration, Reading, Gr. 7	15 Students
First administration, Mathematics, Gr. 7	17 Students

EARLY READING INSTRUMENTS REPORT

The early reading instrument used in CISD to report identified struggling readers in K-2 is the Texas Primary Reading Inventory (TPRI) and Tejas LEE for bilingual students in K-1. The TPRPI provides a comprehensive picture of a student's reading/language art development. The Tejas LEE allows teachers to observe and record student performance in areas important to the development of Spanish reading and comprehension.

TPRI Data for 2006-2007

Grade Level	# Assessed BOY	% Developed BOY	# Assessed EOY	% Developed EOY
K	623	84%	659	93%
1 st	699	81%	719	95%
2 nd	728	88%	727	na

Tejas Lee Data for 2006-2007

Grade Level	#Meeting Grade Level Expectations, BOY	#Meeting Grade Level Expectations, EOY
K	4	9
1 st	2	9

BOY-Beginning of Year
EOY-End of Year

Developed-indicates the concepts are developed