



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: District-Wide Reading Instruction Initiatives, Programs

SUBMITTED BY: Pamela R. Juarez **OF:** Instructional Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

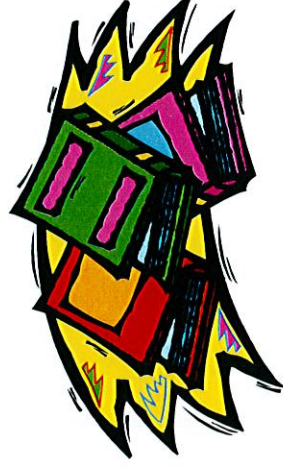
DATE ASSIGNED FOR BOARD CONSIDERATION: 10-20-10

INFORMATIONAL REPORT:

Attached please find a summary of district-wide Reading Curriculum, district Reading Initiatives and purchased district-wide Reading Programs.



District Wide Reading Instruction Initiatives, Programs



Elementary New Reading Adoption

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
The Macmillan/McGraw Hill reading series was adopted 2010. The new program is being implemented in kindergarten through fifth grade. The series provides a comprehensive program in English and Spanish. Included in the program are materials for students performing at all levels of reading. It also includes suggestions for intervention and acceleration. The resources for the teacher include exams, activities, workbooks, big books, leveled books, leveled readers, and spelling. Both teachers and students have access to the books on-line and on CDs.	Kindergarten through fifth grade	Books and materials are assigned to children based on their instructional and linguistic needs.	The new reading adoption is being implemented this school year (2010-2011).	All elementary schools	We will continue to utilize the series as long as the state proclamation addresses or until the new adoption cycle begins.	Implementation by reading teachers	End of year results will be compared to prior year results in TPRI, Tejas Lee, and TAKS reading.

Elementary TAKS Workbooks

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
The district provides a TAKS practice workbook for every student in English and/or Spanish in each TAKS tested area at the tested grade levels. The workbooks include: Reading 3rd Grade Measuring Up 4th Grade TAKS Master 5th Grade Measuring Up	All 3rd, 4th and 5th grade students	Workbooks are reviewed annually for effective updates and reflection of TEKS revisions.	Workbook activities are utilized in sequential order based on the presentation of TEKS in scope and sequence.	All elementary schools	Workbooks are provided annually for all students in 3rd, 4th and 5th grade.	Implementation by reading teachers	The workbooks are all in TAKS format. This allows for the student practice to be most impactful, aligning the classroom instruction with preparation for the TAKS tests. <u>3rd Grade</u> TAKS Reading scores: 2007-2008 - 90% 2008-2009 *A - 86% 2009-2010 *A - 87% <u>4th Grade</u> TAKS Reading scores: 2007-2008- 76% 2008-2009 *A - 75% 2009-2010 *A - 78% <u>5th Grade</u> TAKS Reading scores: 2007-2008- 87% 2008-2009 *A - 79% 2009-2010 *A - 76% *TAKS Accommodated aggregated to campus scores

Elementary Reading Intervention Teachers

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
One Reading Intervention teacher is provided at each elementary campus in order to provide instructional reading intervention for students reading below grade level. The intent is to accelerate the instruction for the students and to increase their reading levels. These teachers also supervise the students participating in the Fast ForWord Program and assist the Fast ForWord teacher assistants on their campus. These teachers are also attending professional development provided by the Reading Instructional Coordinators and District Literacy Coaches. They share the information provided with the teachers at their home campus.	Students performing below grade level in reading	Recommendation is based on the Response To Intervention (RTI) committee and data gathered through a combination of teacher recommendation, administrator recommendation, report card grades, text levels, lexile levels or results of TPRI, Tejas Lee or TAKS.	Students are served throughout the school year.	All elementary schools	Reading Intervention Teachers have been provided annually.	One teacher per campus	This allows for effective intervention to be provided to students to allow them the opportunity to have their instruction accelerated in order for them to function on grade level. Students who may not qualify for special education and/or dyslexia services are provided intervention in the area of reading. <u>3rd Grade</u> TAKS Reading scores: 2007-2008 - 90% 2008-2009 *A - 86% 2009-2010 *A - 87% <u>4th Grade</u> TAKS Reading scores: 2007-2008- 76% 2008-2009 *A - 75% 2009-2010 *A - 78% <u>5th Grade</u> TAKS Reading scores: 2007-2008- 87% 2008-2009 *A - 79% 2009-2010 *A - 76% *TAKS Accommodated aggregated to campus scores

Elementary District Literacy Coaches

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
Three teachers that were trained as Local Campus Coaches in the Reading First Initiative have been retained through the district as District Literacy Coaches. They are primarily assigned to the six elementary schools (Centeno, Killam, Perez, Prada, Roosevelt and Zaffirini) which are in most need of reading intervention based on the TPRI, Tejas LEE and TAKS data. These coaches provide best practices in reading, Reading First Modules, and classroom support to district teachers. They are also providing professional development to all elementary teachers in the "Features of Effective Instruction."	Kindergarten through fifth grade	Campuses rated academically acceptable by absolute standards are priority campuses that are served two days per week by a coach. All campuses are allowed to send teachers to the district professional staff development sessions being provided during the year.	The implementation of the District Literacy Coaches was started this academic year.	Priority elementary campuses are Centeno, Killam, Perez, Prada, Roosevelt and Zaffirini.	We will provide these coaches annually as a district initiative.	Three District Literacy Coaches	1st Year of implementation: Results for the six priority campuses will be reviewed at the end of the academic school year for TPRI, Tejas Lee and TAKS.

Elementary Reading First

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
The Reading First Initiative is the sustained model of the implemented model of the three tier scientifically based researched reading system which is designed to provide 90 minutes of uninterrupted reading instruction daily for all kinder through third grade students with fidelity to the core reading program. The goal of the initiative is for every student to read on level and proficiently by the end of the third grade. This initiative is being sustained at the nine campuses (Arndt, Centeno, Juarez Lincoln, Kennedy Zapata, Perez, Prada, UDD Hachar, Roosevelt and Zaffirini) originally included in the Reading First Grant	Kindergarten through third grade students	TAKS results and low SES campuses	The program was started in 2004 and was ended in 2010.	Nine elementary campuses participated: Arndt, Centeno, Juarez Lincoln, Kennedy Zapata, Perez, Prada, Roosevelt, UDD Hachar and Zaffirini.	The campuses are maintaining the three tier model with 90 minutes of uninterrupted reading blocks and fidelity to the core reading program.	Implementation by reading teachers	2004-2005 All nine campuses were rated acceptable. 2009-2010 Five campuses were rated acceptable, three campuses were rated recognized and one campus was rated exemplary.

Middle School New Reading Adoption

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
Holt-McDougal Literature 6th-8th This adoption provides an abundance of print and online support for teachers and students. It includes resources such as interactive reader workbooks, adapted version of the reader, ELLs adapted version of the reader, wordsharp-interactive vocabulary tutor, powernotes - instructional presentations, audio anthology, audio tutor, examview test generator, online remediation, and more.	6th through 8th grade	STATE-adopted, TEKS/ELPS Conforming Curriculum	2010-2011 marks Year 1	ALL middle schools and S.T.E.P.	Textbook adoption is to be implemented for the next 6 to 10 years. Adoption agreement reflects that UISD will receive ALL consumable materials during the life of the adoption.	Implementation by reading core teachers	2010-2011 -- YEAR 1

Middle School New Reading Elective Adoption

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
Houghton Mifflin Harcourt Portals 6th-8th Portals is the ONLY state-adopted Reading Elective program. This program has been designed to build successful reading skills and strategies for adolescent readers during Tier II and/or Tier III intervention. The students enrolled in a TAKS reading class follow this intervention curriculum.	6th through 8th grade	STATE-adopted, TEKS/ELPS Conforming Curriculum	2010-2011 marks Year 1	ALL middle schools and S.T.E.P.	Textbook adoption to be implemented for the next 6 to 10 years. Adoption agreement reflects that UISD will receive ALL consumable materials during the life of the adoption.	Implementation by reading core teachers	2010-2011 -- YEAR 1

Middle School TAKS Workbooks

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
TAKS Coach is a supplemental workbook implemented to reinforce reading skills, which are part of state-curriculum (TEKS) and measured by TAKS. This consumable supplement includes TEKS-aligned mini-lessons.	6th through 8th grade	District priority initiative	2005-2006 to current year	ALL middle schools and S.T.E.P.	District priority initiative	Implementation by reading core teachers	TAKS Reading Scores 2005-2006 - 73% 2006-2007 -- 80% 2007-2008 -- 87% 2008-2009 -- 85% 2009-2010 *A -- 79% *TAKS Accommodated aggregated to campus scores

Middle School Pathfinders

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
The role of the Pathfinders is to drive all Reading intervention efforts by: providing professional development on Reading Instruction Best Practices for ALL teachers, preparing curriculum for Tier II and Tier III campus initiatives, modeling effective instructional practices for new and targeted teachers, completing classroom observation and offering instructional recommendations to improve student engagement and academic success.	6th through 8th grade	Priority I & Priority II campuses	<u>SGMS:</u> 2007-2008 to current year; <u>LOMS:</u> 2008-2009 to current year; <u>AGMS:</u> 2009-2010 to current year	AGMS LOMS SGMS	Priority I & Priority II	Priority I & Priority II	<u>SGMS:</u> TAKS Reading Performance in Reading 2006-2007 -- 65% 2007-2008 -- 76% 2008-2009 -- 76% 2009-2010 *A -- 69% <u>LOMS:</u> TAKS Reading Performance 2007-2008 -- 79% 2008-2009 -- 76% 2009-2010 *A -- 72% <u>AGMS:</u> TAKS Reading Performance 2008-2009 -- 80% 2009-2010 *A -- 72% *TAKS Accommodated aggregated to campus scores

Recent Immigrant-Recent Arrival PK-2

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact																																								
PK- 2nd RI/RAs are supported through the Early Transition Program. Reading and Language Arts are taught in the native language (Spanish) until the students meet Transition Criteria. English as a Second Language (ESL) curriculum is also used on a daily basis to support English language acquisition. Once transition requirements are met, the students are served through small reading groups in English until they are reading at grade level in English.	415 Recent Immigrants and Arrivals	Recent Immigrants (RIs) are students who were born outside the US and in their first 3 - years in US schools. Recent Arrivals (RAs) are students born in the US but lived outside the US for 2 or more years and are in their first 3- years in US schools.	3 year District re-designed program to meet students' needs, state law and standards.	27 Elementary Schools	Program is sustained from the Bilingual state allotment based on the number of students served. Program is also supplemented with Title III federal funds designated for English Language Learners.	Implemented by Bilingual Certified teachers for grades PK-1st and Bilingual or ESL certified teachers for grade 2.	Texas English Language Proficiency Assessment System (TELPAS) Results for all English Language Learners (ELLs). RI/RA data is imbedded in TELPAS results.																																								
<table border="1"> <thead> <tr> <th colspan="8">K-2nd TELPAS Data</th></tr> <tr> <th>Year</th><th>Number Tested</th><th>% Met Beginning</th><th>% Met Intermediate</th><th>% Met Advanced</th><th>% Met Proficient</th><th></th><th></th></tr> </thead> <tbody> <tr> <td>07-08</td><td>7300</td><td>40%</td><td>25%</td><td>20%</td><td>15%</td><td></td><td></td></tr> <tr> <td>08-09</td><td>7066</td><td>38%</td><td>28%</td><td>20%</td><td>14%</td><td></td><td></td></tr> <tr> <td>09-10</td><td>6955</td><td>36%</td><td>26%</td><td>22%</td><td>16%</td><td></td><td></td></tr> </tbody> </table>								K-2nd TELPAS Data								Year	Number Tested	% Met Beginning	% Met Intermediate	% Met Advanced	% Met Proficient			07-08	7300	40%	25%	20%	15%			08-09	7066	38%	28%	20%	14%			09-10	6955	36%	26%	22%	16%		
K-2nd TELPAS Data																																															
Year	Number Tested	% Met Beginning	% Met Intermediate	% Met Advanced	% Met Proficient																																										
07-08	7300	40%	25%	20%	15%																																										
08-09	7066	38%	28%	20%	14%																																										
09-10	6955	36%	26%	22%	16%																																										

Recent Immigrant-Recent Arrival 3rd-5th

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact																																																								
RIRAs are instructed in their native language if they are taking TAKS in Spanish based on each content area tested. ESL curriculum is used to support English language acquisition. Students are assessed in the different language domains (listening, speaking, reading and writing) to provide daily instruction with the English Language Proficiency Standards (ELPS) in all the content areas in accordance with state law.	289 Recent Immigrants and Arrivals	Recent Immigrants (RIs) are students who were born outside the US and in their first 3 - years in US schools. Recent Arrivals (RAs) are students born in the US but lived outside the US for 2 or more years and are in their first 3- years in US schools.	3 year District re-designed program to meet students' needs, state law and standards.	27 Elementary Schools	Program is sustained from the Bilingual state allotment based on the number of students served. Program is also supplemented with Title III federal funds designated for English Language Learners.	Implemented by Bilingual or ESL Certified teachers for grades 3 - 5.	Spanish TAKS Data and English TELPAS Data for 3rd - 5th ELLs. RI/RA data imbedded in TELPAS results.																																																								
<table><tr><th colspan="8">3rd - 5th Spanish TAKS Passing Rate</th></tr><tr><th>Year</th><th>Number Tested</th><th>Reading % Passing</th><th>Number Tested</th><th>Writing % Passing</th><th>Year</th><th>Number Tested</th><th>Writing % Passing</th></tr><tr><td>07-08</td><td>344</td><td>81%</td><td>117</td><td>80%</td><td></td><td></td><td></td></tr><tr><td>08-09</td><td>469</td><td>79%</td><td>170</td><td>70%</td><td></td><td></td><td></td></tr><tr><td>09-10</td><td>493</td><td>75%</td><td>147</td><td>80%</td><td></td><td></td><td></td></tr></table>								3rd - 5th Spanish TAKS Passing Rate								Year	Number Tested	Reading % Passing	Number Tested	Writing % Passing	Year	Number Tested	Writing % Passing	07-08	344	81%	117	80%				08-09	469	79%	170	70%				09-10	493	75%	147	80%																			
3rd - 5th Spanish TAKS Passing Rate																																																															
Year	Number Tested	Reading % Passing	Number Tested	Writing % Passing	Year	Number Tested	Writing % Passing																																																								
07-08	344	81%	117	80%																																																											
08-09	469	79%	170	70%																																																											
09-10	493	75%	147	80%																																																											
<table><tr><th colspan="8">3rd - 5th TELPAS Data</th></tr><tr><th>Year</th><th>Number Tested</th><th>% at Beginning</th><th>% at Intermediate</th><th>% at Advanced</th><th>% at Proficient</th><th>Year</th><th>Number Tested</th><th>% at Beginning</th><th>% at Intermediate</th><th>% at Advanced</th><th>% at Proficient</th></tr><tr><td>07-08</td><td>4627</td><td>11%</td><td>17%</td><td>29%</td><td>43%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>08-09</td><td>4987</td><td>8%</td><td>19%</td><td>30%</td><td>43%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>09-10</td><td>4983</td><td>6%</td><td>17%</td><td>32%</td><td>45%</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								3rd - 5th TELPAS Data								Year	Number Tested	% at Beginning	% at Intermediate	% at Advanced	% at Proficient	Year	Number Tested	% at Beginning	% at Intermediate	% at Advanced	% at Proficient	07-08	4627	11%	17%	29%	43%							08-09	4987	8%	19%	30%	43%							09-10	4983	6%	17%	32%	45%						
3rd - 5th TELPAS Data																																																															
Year	Number Tested	% at Beginning	% at Intermediate	% at Advanced	% at Proficient	Year	Number Tested	% at Beginning	% at Intermediate	% at Advanced	% at Proficient																																																				
07-08	4627	11%	17%	29%	43%																																																										
08-09	4987	8%	19%	30%	43%																																																										
09-10	4983	6%	17%	32%	45%																																																										

Recent Immigrant-Recent Arrival 6th-8th

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact																																																
RI/RAs are assessed to determine their level of English Proficiency and are placed in the Middle School ESL Plan according to their levels of Beginning, Intermediate, Advanced or Advanced High. Reading and Language Arts are taught by an ESL Certified teacher. Students at the Beginning or Intermediate levels are also instructed in a self contained setting for Science and Social Studies and are mainstreamed for Math. Teachers serving the students are trained in second language acquisition strategies.	303 Recent Immigrants and Arrivals	Recent Immigrants (RIs) are students who were born outside the US and in their first 3 - years in US schools. Recent Arrivals (RAs) are students born in the US but lived outside the US for 2 or more years and are in their first 3- years in US schools.	3 year District re-designed to meet middle school students' needs at all middle schools and state standards.	9 campuses	Program is sustained from the Bilingual state allotment based on the number of students served. Program is also supplemented with Title III federal funds designated for English Language Learners.	ESL Certified Teachers for Reading and Language Arts. Teachers trained in second language acquisition strategies for Math, Science and Social Studies.	TELPAS Data for RI/RAs participating in the MS ESL Plan.																																																
<table border="1"> <thead> <tr> <th colspan="8">Middle School ESL Plan RI/RAs TELPAS Data</th> </tr> <tr> <th></th> <th>Number</th> <th>% at</th> <th>% at</th> <th>% at</th> <th>% at</th> <th>% at</th> <th>% at</th> </tr> <tr> <th>Year</th> <th>Tested</th> <th>Beginning</th> <th>Intermediate</th> <th>Advanced</th> <th>Adv. High</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>07-08</td> <td>305</td> <td>28%</td> <td>37%</td> <td>24%</td> <td>11%</td> <td></td> <td></td> </tr> <tr> <td>08-09</td> <td>312</td> <td>24%</td> <td>36%</td> <td>23%</td> <td>14%</td> <td></td> <td></td> </tr> <tr> <td>09-10</td> <td>227</td> <td>19%</td> <td>39%</td> <td>29%</td> <td>13%</td> <td></td> <td></td> </tr> </tbody> </table>								Middle School ESL Plan RI/RAs TELPAS Data									Number	% at	% at	% at	% at	% at	% at	Year	Tested	Beginning	Intermediate	Advanced	Adv. High			07-08	305	28%	37%	24%	11%			08-09	312	24%	36%	23%	14%			09-10	227	19%	39%	29%	13%		
Middle School ESL Plan RI/RAs TELPAS Data																																																							
	Number	% at	% at	% at	% at	% at	% at																																																
Year	Tested	Beginning	Intermediate	Advanced	Adv. High																																																		
07-08	305	28%	37%	24%	11%																																																		
08-09	312	24%	36%	23%	14%																																																		
09-10	227	19%	39%	29%	13%																																																		

Recent Immigrant-Recent Arrival 9th-12th

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact																		
RIRAs are evaluated for placement based on the number of credits and their level of language proficiency. Students at the Beginning level start with English for Newcomers A & B. Students at the Intermediate levels may start with English for Speakers of Other Languages (ESOL). Students at the Advanced or Advanced High levels of proficiency may begin taking regular English courses. The HS ESL Plan will allow students to graduate at the Recommended Level. All other courses are taught using the English Language Proficiency Standards based on state law.	357 Recent Immigrants and Arrivals	Recent Immigrants (RIs) are students who were born outside the US and in their first 3 - years in US schools. Recent Arrivals (RAs) are students born in the US but lived outside the US for 2 or more years and are in their first 3- years in US schools.	2 year District re-designed to meet students' needs and state standards.	4 Campuses	Program is sustained from the Bilingual state allotment based on the number of students served. Program is also supplemented with Title III federal funds designated for English Language Learners.	ESOL Teachers must be ESL Certified. Oral Interpretation and Reading Teachers may be ESL certified or trained in second language acquisition strategies.	Telpas Data for RIRAs participating in the HS ESL Plan. High School ESL Plan RIRA Telpas Data <table><tr><th>Year</th><th>Number Tested</th><th>% at Beginning</th><th>% at Intermediate</th><th>% at Advanced</th><th>% at High</th></tr><tr><td>09-10</td><td>95</td><td>23%</td><td>36%</td><td>29%</td><td>12%</td></tr><tr><td>09-10</td><td>140</td><td>19%</td><td>26%</td><td>34%</td><td>21%</td></tr></table>	Year	Number Tested	% at Beginning	% at Intermediate	% at Advanced	% at High	09-10	95	23%	36%	29%	12%	09-10	140	19%	26%	34%	21%
Year	Number Tested	% at Beginning	% at Intermediate	% at Advanced	% at High																				
09-10	95	23%	36%	29%	12%																				
09-10	140	19%	26%	34%	21%																				

Fast ForWord

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact																																																																		
Fast ForWord is a scientifically based research reading intervention which strengthens brain processing and literacy skills by improving vocabulary, reading comprehension, fluency and memory – the cognitive skills essential for reading success	Elementary: •Monolingual struggling readers – priority 2nd graders who struggle with a successful transition after reaching grade level reading in language of dominance • Students 3rd - 5th grade levels recommended by RTI	Elementary: •A minimum of 30 identified struggling readers •50 minute daily protocol and 10 minutes of direct intervention activities	Elementary: 2005- Present Middle School: 2005- Present High School: 2005- Present	Elementary: •17 elementary schools not designated as Reading First Campuses Middle Schools: •All campuses High School: •All campuses	•Program paid in full for all campuses Title III Elementary /Secondary: •Lab Paraprofessionals' Salaries - Title III	Elementary: •Lab Paraprofessional supervised by Reading Intervention teacher Middle School: •Lab Paraprofessional supervised by designated campus administrator High School: •Reading core teacher within campus allocation •Lab Paraprofessional supervised by Reading core teacher	<table><tr><th colspan="4">Elementary</th></tr><tr><th>Cohort Year</th><th>No of Students</th><th>Taking 2010 TAKS</th><th>% Passed</th></tr><tr><td>05-06</td><td>626</td><td>527</td><td>379</td><td>77%</td></tr><tr><td>06-07</td><td>549</td><td>319</td><td>231</td><td>77%</td></tr><tr><td>07-08</td><td>463</td><td>250</td><td>195</td><td>78%</td></tr><tr><td>08-09</td><td>619</td><td>242</td><td>152</td><td>63%</td></tr><tr><td>09-10</td><td>413</td><td>19</td><td>10</td><td>53%</td></tr></table> <table><tr><th colspan="4">Middle</th></tr><tr><th>Cohort Year</th><th>No of Students</th><th>Taking 2010 TAKS</th><th>% Passed</th></tr><tr><td>05-06</td><td>221</td><td>147</td><td>91</td><td>62%</td></tr><tr><td>06-07</td><td>286</td><td>232</td><td>160</td><td>69%</td></tr><tr><td>07-08</td><td>313</td><td>276</td><td>178</td><td>65%</td></tr><tr><td>08-09</td><td>386</td><td>362</td><td>238</td><td>66%</td></tr><tr><td>09-10</td><td>306</td><td>256</td><td>163</td><td>64%</td></tr></table>	Elementary				Cohort Year	No of Students	Taking 2010 TAKS	% Passed	05-06	626	527	379	77%	06-07	549	319	231	77%	07-08	463	250	195	78%	08-09	619	242	152	63%	09-10	413	19	10	53%	Middle				Cohort Year	No of Students	Taking 2010 TAKS	% Passed	05-06	221	147	91	62%	06-07	286	232	160	69%	07-08	313	276	178	65%	08-09	386	362	238	66%	09-10	306	256	163	64%
	Elementary																																																																								
Cohort Year	No of Students	Taking 2010 TAKS	% Passed																																																																						
05-06	626	527	379	77%																																																																					
06-07	549	319	231	77%																																																																					
07-08	463	250	195	78%																																																																					
08-09	619	242	152	63%																																																																					
09-10	413	19	10	53%																																																																					
Middle																																																																									
Cohort Year	No of Students	Taking 2010 TAKS	% Passed																																																																						
05-06	221	147	91	62%																																																																					
06-07	286	232	160	69%																																																																					
07-08	313	276	178	65%																																																																					
08-09	386	362	238	66%																																																																					
09-10	306	256	163	64%																																																																					

Lexia

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
LEXIA is a web based scientifically researched supplementary reading software for students ages 4-adult. Lexia Reading helps students acquire and improve essential reading skills, while supporting teachers in monitoring and informing reading instruction. Lexia web-based version also offers a School – to – Home Connection.	•Special Education students •Students in the regular program recommended by the Response to Intervention Committee (RTI) •English Language Learners	•Students lacking reading foundation skills such as: -Phonics -Phonemic awareness -Vocabulary -Fluency -Comprehension	•1st year web-based with management system	•All schools - labs -classrooms - school-to-home connection	•Web-based license-IDEA, ARRA Funds • Yearly renewal cost-IDEA	•Implementation by Special Education teachers •As per campus RTI designee	•Lexile growth •Text level increase •Success in State assessments

Scholastic Reading Initiative (SRI)

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
Scholastic Reading Inventory (SRI) is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. SRI helps teachers differentiate instruction, make meaningful interventions, predict growth toward grade-level state tests, and demonstrate accountability.	- All 2nd graders - Special Education students with no lexile levels - High school students with no lexile levels	2nd graders are tested MOY and EOY to monitor reading level in preparation for grade level state tests - Special Education students and high school students are tested once to obtain a lexile level and proceed with the indicated interventions in preparation for state tests	2 years	- All elementary schools - All high schools	A one time purchase of assessment licenses paid in full	Implementation by reading teachers- assessments are administered by classroom teachers with the assistance of academic coordinators and computer lab managers	SRI is a classroom based assessment designed to measure student's reading level and growth by lexiles. Teachers are able to match students to books at their appropriate reading levels.

Read 180

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
Read 180 is a scientifically based researched intensive reading intervention program that directly addresses adolescent literacy problems through differentiated instructional software, high-interest lexiled literature, and direct instruction in reading, writing and vocabulary skills.	•Year 1 6th & 7th grade struggling readers •Year 2 6th -7th 8th – 9th struggling readers	•Students with a vertical TAKS score =< than: 6th-577 7th-568 8th-631 9th-631 •2nd year 9th grade students not mastering reading TAKS	•2 years with management system •1st year 6th & 7th grade •2nd year- expansion to 8th & 9th grade as well as to the Residential Facilities and to the Youth Village	•All middle schools •9th grade at all high schools •S.T.E.P. •Residential Facilities – Raices and Casa Esperanza •Youth Village	•1st year program paid in full - Title I & ARI Funds •2nd year expansion paid in full – ARRA Funds, IDEA •Students' workbooks purchased annually through campus budgets	•Implementation by reading core teachers	1st Year Academic Impact •46% demonstrated lexile growth •34% met TAKS standard 2nd Year Academic Impact •57% demonstrated lexile growth •30% met TAKS standard •77% of Special Ed students taking TAKS M met standard

System 44

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
System 44 is a scientifically based researched reading intervention program for our most challenged readers in grades 3-12. System 44 includes state-of-the art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high interest print materials for student practice in reading, writing, and spelling. The program teaches the 44 sounds in the English language essential for successful reading.	•Special Education students grades 3-12 that meet program criteria	•Students reading at or below 2nd grade level as identified by a maximum 400 Lexile Level	•1st year of full implementation with management system	•All schools	•Program paid in full for all campuses- ARRA Funds •Students' workbooks purchased through campus budget-IDEA	•Implementation by Special Education teachers	•Lexile growth •Text level increase •State Assessment success

Campus Level Accelerated Reader (Stand Alone)

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
The Accelerated Reader Program is a scientifically based research computer program that allows for students to read books within their Zone of Proximal Development/Lexile Level in order to achieve optimal growth in reading skills. The program has been evaluated and is supported by WHAT WORKS CLEARINGHOUSE, NATIONAL CENTER ON STUDENT PROGRESS MONITORING and the NATIONAL DROPOUT PREVENTION CENTER/NETWORK and BEST IN TECH 2009. Stand Alone AR uses a software that is installed on each workstation to run the Accelerated Reader program. Once the software is purchased there is no additional cost for the software alone. All the data is stored on a local campus server and cannot be shared between the campuses. There is no online report for parents or students. You must be on campus to access your record. Administrator can set goals for each student and set the parameters for testing, such as time of day, six weeks, levels, points needed, etc. Students earn points for each book tested and passed. This results in increased check outs from the library.	Elementary: K-5th Grade Middle: 6th - 8th Grade	All students at Roosevelt, Prada, Centeno, Borchers and Gonzalez MS.	Elementary: 1996 Roosevelt 1997 Prada 2004 Centeno 2001 Borchers Middle: 2002 Gonzalez MS	Elementary: Roosevelt Prada Centeno Borchers Middle: Gonzalez MS	Cost of each quiz is \$2.99 per title.	Implementation by classroom teachers and usually overseen by library media specialist.	Fidelity program implementation results in an average of 1 reading level gain per year.

Campus Level Accelerated Reader Enterprise

Program Name & Description	Students Served	Criteria	Implementation	Program Sites	Sustainability	Staffing	Academic Impact
The Accelerated Reader Program is a scientifically based research computer program that allows for students to read books within their Zone of Proximal Development/Lexile Level in order to achieve optimal growth in reading skills. The program has been evaluated and is supported by WHAT WORKS CLEARINGHOUSE, NATIONAL CENTER ON STUDENT PROGRESS MONITORING and the NATIONAL DROPOUT PREVENTION CENTER/NETWORK and BEST IN TECH 2009. Enterprise is hosted online by Renaissance Learning. All users in the district have a user name and password that they use to log in and take quizzes. This program has an annual fee that is based on the number of users per campus. There are no additional costs for tech support and all quizzes are included. Data is hosted online so all users can access the data from any campus and from home. When a student transfers from one school to another the data is accessible. When a new book is published that quiz can be accessed just as soon as Renaissance Learning creates it and loads it onto their servers. Parents have a Home Connect version where they	Elementary: K-5th Grade	All Students	Elementary (Year): 2008 Col Santos Benavides 2008 DD Hachar 2008 Juarez-Lincoln 2008 Trautmann 2009 Arndt 2009 Bonnie Garcia 2009 Cuellar 2009 Fasken 2009 Finley 2009 Gutierrez 2009 Kazen 2009 Killam 2009 Malakoff 2009 Muller 2009 Newman 2009 Nye 2009 Perez 2009 Ruiz 2009 Salinas 2009 Zaffirini 2009 Kennedy-Zapata 2010 Clark 2010 Matias De Llano	Elementary: Col Santos Benavides DD Hachar Juarez-Lincoln Trautmann Arndt Bonnie Garcia Cuellar Fasken Finley Gutierrez Kazen Killam Malakoff Muller Newman Nye Perez Ruiz Salinas Zaffirini Kennedy-Zapata Clark Matias De Llano	Annual fee based on number of users per campus. Approximate cost \$3.69 per student	Implementation by classroom teachers and usually overseen by library media specialist.	Fidelity program implementation results in an average of 1 reading level gain per year.
	Middle: 6th - 8th Grade		Middle (Year): 2007 Lamar Bruni Vergara 2009 Clark MS 2009 United MS 2009 United South MS 2009 Salvador Garcia MS	Middle: Lamar Bruni Vergara Clark MS United MS United South MS Salvador Garcia MS			