

## 2007-2008 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-8 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), Assessing Math Concepts (K-2), Scholastic Reading Inventory (4-8) 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 4- 8).

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> | <u>2008-2009</u> |
|-------|------------------|------------------|------------------|------------------|
| ARI   | \$10,470         | \$21,409         | \$14,358         | \$14,811         |
| AMI   | <u>\$55,339</u>  | <u>\$44,983</u>  | <u>\$35,896</u>  | <u>\$33,324</u>  |
| Total | \$65,809         | \$68,122         | \$50,254         | \$48,135         |

### Categories for Expenditures

#### Direct Student Intervention

- 81% of students in K-2 identified as struggling in reading were served by ARI

97.8% of students in K-2 identified as struggling in math were served by AMI

68% of students in grades 3-8 identified as struggling in reading were served by ARI

97% of students in grades 3-8 identified as struggling in math were served by AMI

- Purchased READ 180 materials for grades 4-5.
- 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 CISD Balanced Literacy Toolkit, 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

Documentation of successful interventions is demonstrated by the following information:

#### TAKS Performance: Reading Met Standards

|                 | CISD 06 | CISD 07 | CISD 08 |
|-----------------|---------|---------|---------|
| 3 <sup>rd</sup> | 100     | 99      | 100     |
| 4 <sup>th</sup> | 95      | 96      | 97      |
| 5 <sup>th</sup> | 98      | 99      | 99      |
| 6 <sup>th</sup> | 99      | 99      | 98      |
| 7 <sup>th</sup> | 96      | 98      | 98      |
| 8 <sup>th</sup> | 98      | 98      | 100     |

#### TAKS Performance: Math Met Standard

|                 | CISD 06 | CISD 07 | CISD 08 |
|-----------------|---------|---------|---------|
| 3 <sup>rd</sup> | 96      | 94      | 95      |
| 4 <sup>th</sup> | 95      | 96      | 96      |
| 5 <sup>th</sup> | 96      | 98      | 99      |
| 6 <sup>th</sup> | 96      | 95      | 96      |
| 7 <sup>th</sup> | 95      | 98      | 96      |
| 8 <sup>th</sup> | 95      | 96      | 98      |

## 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               | 620            | 82%             | 620            | 94.6%           |
| 1 <sup>st</sup> | 709            | 74%             | 702            | 90%             |
| 2 <sup>nd</sup> | 733            | 85.8%           | 752            | 95.6%           |

### Tejas Lee Data for 2006-2007

| Grade Level | #Meeting Grade Level Expectations, BOY | #Meeting Grade Level Expectations, EOY |
|-------------|--|--|
| K           | 5                                      | 12                                     |

BOY-Beginning of Year

EOY-End of Year

Developed-indicates the concepts are developed