**At a Glance**

The **Accelerated Mathematics Instruction (AMI) program** is a component of the Student Success Initiative. In 1999, the 76th Texas Legislature passed the Student Success Initiative (SSI) through an amendment to the Texas Education Code. Beginning in 2003, SSI required third grade students to pass the **Texas Assessment of Knowledge and Skills (TAKS)** in reading for promotion to fourth grade. These grade advancement requirements will also apply to the **TAKS** in reading and mathematics for fifth and eighth grades beginning in 2004-2005 and 2007-2008, respectively.

AMI is patterned after Accelerated Reading Instruction (ARI), identifying students in kindergarten through grade four at-risk of failing to meet the grade advancement requirements of the SSI by the end of grade five. Identified children were to receive 30 to 45 additional minutes of targeted mathematics instruction during the school day. The use of many instructional strategies is recommended, including pairing learners and individual instruction both during and after class.

**Budget**

In 2003-2004, allocation of funds to districts was based on the number of students failing the Spring 2003 administration of the grade five Mathematics Texas Assessment of Knowledge and Skills (TAKS), with districts receiving $1,007.46 for each failing student. Districts were to use the 2003-2004 AMI funding in direct efforts to meet the needs of all students identified as struggling in mathematics in grades kindergarten through fourth, with an emphasis on grades three and four.

The district’s AMI budget for 2003-2004 was $2,976,036. The majority (76.3%) of monies was allocated for the purchase of supplies and materials; the next largest allocation was for extra duty pay for professionals (15.4%).

**Student Demographics**

About 20% (15,701) of the district’s students in K-4 were eligible to receive Accelerated Mathematics Instruction. Of the 15,701 students on the original eligibility roster, 12,885 were served by the AMI program, 1,991 were not served, and 825 had no attendance data. An additional 269 students were added to the AMI eligibility list and served over the course of the 2003-2004 school year, putting the total number of students served by AMI at 13,154. A majority of the students served through AMI were male (53%), Hispanic (67%), economically disadvantaged (85%), and limited English proficient (51.3%). Special education students eligible for AMI were more unlikely than their regular education counterparts to be served.

**Program Implementation**

- Small group was the predominant instructional grouping practice used for AMI instruction.
- The majority of AMI sessions during the school year were conducted during the regular school day, with kindergarteners receiving the most sessions during the school day.
- Due to the late inception of the AMI program, all grades, on average, received less than 60 AMI sessions.
- All fourth graders who took and failed to pass the mathematics portion of the Spring 2004 TAKS were recommended to attend the AMI sponsored TAKS Mastery Summer School. Overall, 2,736 fourth graders were recommended to attend the AMI summer school, of which 1,484 were eligible or served during the 2003-2004 school year. Of those recommended, 1,103 (40.3%) did not attend, and 1,024 (37.4%) attended 90% or more of summer school.
Iowa Test of Basic Skills (ITBS)/Logramos

- Adjusted Iowa Tests of Basic Skills (ITBS) and Logramos mathematics scores were highest for AMI kindergarteners, with scores dropping considerably for students in grades 1-4.

- Students in grades K-4 who were on the original AMI eligibility list, but not served after additional assessment indicated no need, had higher scores than those served, indicating the importance of continual assessment over the course of the year.

- In grades 1 and 3, eligible and served students had higher adjusted Iowa Tests of Basic Skills (ITBS) and Logramos mathematics scores than students who were eligible but did not receive AMI instruction for reasons other than additional assessments indicating no need. This difference existed even with the removal of special education students.

Texas Assessment of Knowledge and Skills (TAKS)

- Overall, 45% of all third and fourth grade students served by AMI passed the mathematics portion of the TAKS.

- For Grades 3 and 4, students who were eligible and served by the AMI program had higher passing rates on the math portion of the TAKS than students who were eligible but not served due to a reason other than additional assessment that indicated no need. When special education students were removed from consideration, however, this finding was no longer statistically significant.