ACCELERATED MATHEMATICS INSTRUCTION AND ACCELERATED READING INSTRUCTION PROGRAMS, 2007-08

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**At-a-Glance**

The Accelerated Mathematics Instruction (AMI) and the Accelerated Reading Instruction (ARI) programs are components of the Student Success Initiative (SSI), which imposed grade advancement requirements. Beginning in 2003, SSI required third grade students to pass the reading portion of the Texas Assessment of Knowledge and Skills (TAKS) for promotion to fourth grade. Beginning in 2004-2005, these grade advancement requirements applied to the TAKS in reading and mathematics for fifth grade, and in 2007-08 they applied to eighth grade. Due to grade advancement requirements, the SSI authorized accelerated instruction for students in grades kindergarten through eight who were identified as unlikely to achieve the TAKS mathematics passing standard by the end of eight grade or at-risk for reading difficulties, including dyslexia. All State and charter schools are required to implement Accelerated Mathematics and Accelerated Reading Instruction programs. The objective of the AMI and ARI instruction programs, in accord with Texas Education Code (TEC), Section §28.006, is to identify students who are displaying mathematics and reading difficulties. Districts are required to administer mathematics and reading diagnostic instruments to identify struggling students; however, teacher observations, student performance on classroom tasks, as well as TAKS mathematics and reading results can be used in the identification process. Once students are identified, the schools are to implement AMI and ARI early intervention programs designed to address mathematics and reading difficulties and accelerate students’ mathematics and reading skills to the point that they are no longer considered at risk and can function on grade level. These intervention programs are to provide systematic and intensive instruction on conceptual development in mathematics content and six areas of reading instruction, including phonemic awareness, alphabetic principle, fluency, decoding strategies, vocabulary development, and reading comprehension. Targeted students are to receive 30 to 45 minutes a day of Accelerated Mathematics and Accelerated Reading Instruction with a highly trained professional with flexible grouping of up to four students.

**Budget**

Overall, $3,217,510 was expended for the AMI program, followed by $3,381,621 expended for ARI. Of the $6,599,130 expended for both programs, 48.8% was expended for AMI and 51.2% was expended for ARI. For every dollar allocated for AMI, 1.1 dollars was expended for ARI. For the AMI program, the majority of monies (54.8%) were expended for salary and benefits with the next largest amount (38.5%) expended for the purchase of supplies and materials. For the ARI program, the salary and benefits component also made up the majority of the expended funding (60.2%), while supplies and materials accounted for 38.1%.

**Student Characteristics**

**Eligible and Served**

The AMI and ARI programs served students in grades kindergarten through eight. Of the 31,266 eligible AMI students, 28,869 (91.6%) were served in the program. The remaining 2,637 AMI students were either not enrolled (721), refusal by parent to not have their child to participate (247), additional assessment indicated no need to participate (396) and other (1,273). Of the 26,745 eligible students for the ARI program, 24,072 (90.0%) were served. Of the remaining 2,673 students, 537 were not enrolled, 646 were indicated as parent refusal to allow the child to participate, 520 did not participate after having additional assessment that showed no need, and 970 were classified as other.
**Ethnicity**

Across all grade levels, and of the 28,629 AMI students served in the program, Hispanic Americans were the largest percentage served (72.7%), followed by African Americans (22.2%), Anglo Americans (12.3%), Asian Americans (0.8%), and Native Americans (0.2%). A similar ethnic distribution was found for students who were served in the ARI program. For example, across all grade levels, and of the 24,072 students who were served, 71.4% were Hispanic Americans followed by African Americans (25.7%), Anglo Americans (2.3%), Asian Americans (0.5%), and Native Americans (0.1%).

**Gender**

Of the 28,629 students who were served in the AMI program, a majority were males (51.2%) compared to females (48.8%). Males posted the highest percentages served at every grade level except grades five and six. For the ARI program, and of the 24,072 students served, males posted the largest percentage served (54.7%) compared to a lesser percentage of females (45.3%). At every grade level (KN through eight) the program served a greater percentage of males than females.

**Iowa Test of Basic Skills (ITBS)**

Of those served in AMI at kindergarten, Sixty-four students (43.8%) were performing mathematics at grade level by the end of the school year. Of those served at grade one, 1,299 students (45.5%) were performing at grade level. Of those served at grade 2, 665 students (30.5%) were performing at grade level.

**Texas Primary Reading Inventory (TPRI)**

Of those served in ARI at kindergarten, 2,589 students (91.8%) were reading at grade level by the end of the school year. At grade one, 2,677 students (73.7%) were reading at grade level. At grade two, 3,477 students (80.8%) were reading at grade level.

**Texas Assessment of Knowledge and Skills (TAKS)**

For grades three through eight 23,451 students were served by the AMI program. Of these, 16,862 (71.9%) passed the mathematics section of the 2008 TAKS test. For ARI, 13,316 students were served in grades three through eight. Of these, 7,216 (54.2%) passed the reading section of the 2008 TAKS test.