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 eighth 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, $3,200,311 was allocated for the AMI program, followed by $3,124,621 allocated for ARI. Of the $6,324,984 allocated for both programs, 50.6% was allocated for AMI and 49.4% was allocated for ARI. For every dollar allocated for AMI, 1.02 dollars was allocated for ARI. For the AMI program, the majority of monies (68.8%) were allocated for payroll costs with the next largest amount (30.3%) allocated for the purchase of supplies and materials. For the ARI program, the payroll cost component also made up the majority of the allocated funding (71.8%), while supplies and materials accounted for 27.0%.

Student Characteristics

Eligible and Served

The AMI and ARI programs served students in grades kindergarten through eight. Of the 32,737 eligible AMI students, 27,325 (83.5%) were served in the program. The remaining 5,412 AMI students were either not enrolled (3,935), refusal by parent to not have their child to participate (326), additional assessment indicated no need to participate (430) and other (721). Of the 25,490 eligible students for the ARI program, 21,238 (83.3%) were served. Of the remaining 4,252 students, 2,118 were not enrolled, 253 were indicated as parent refusal to allow the child to participate, 303 did not participate after having additional assessment that showed no need, and 1,578 were classified as other.
Ethnicity
Across all grade levels, and of the 27,325 AMI students served in the program, Hispanic Americans were the largest percentage served (69.1%), followed by African Americans (28.2%), Anglo Americans (2.1%), and Asian Americans (0.5%). A similar ethnic distribution was found for students who were served in the ARI program. For example, across all grade levels, and of the 21,238 students who were served, 70.8% were Hispanic Americans followed by African Americans (26.1%), Anglo Americans (2.2%), and Asian Americans (0.8%).

Gender
Of the 27,325 students who were served in the AMI program, a majority were males (51.0%) compared to females (49.0%). Males posted the highest percentages served at every grade level except grades three, four, five and eight. For the ARI program, and of the 21,238 students served, males posted the largest percentage served (56.3%) compared to a lesser percentage of females (43.7%). At every grade level (KN through eight) the program served a greater percentage of males than females.

Iowa Test of Basic Skills (ITBS)
Of the 200 students served in AMI at kindergarten, 69 (34.5%) were performing mathematics at grade level by the end of the school year. Of those served at grade one, 1,034 students (16.2%) were performing at grade level. Of those served at grade two, 844 students (16.5%) were performing at grade level. Of the 2,186 students served in ARI at kindergarten, 1,055 (48.3%) were performing reading at grade level by the end of the school year. Of those served at grade one, 1,113 (41.4%) were performing at grade level. Of those served at grade two, 2,032 (53.0%) were performing at grade level.

Texas Primary Reading Inventory (TPRI)
Screening
At the end of the school year, and of the 5,529 kindergarten students assessed with TPRI, 4,984 (90.1%) were considered “developed” according to the screening. Of the 6,760 students assessed at grade one, 5,424 (80.2%) were considered “developed.” At the beginning of the school year, 6,600 students at grade two were assessed. Of these, 4,505 (68.3%) were considered “developed.”

Reading
At the end of the school year, and of the 5,529 kindergarten students assessed with TPRI, 3,237 (58.6%) were considered “developed” on reading comprehension. Of the 6,760 students assessed at grade one, 4,524 (66.9%) were considered “developed” on reading comprehension. Of the 6,466 students assessed at grade two, 3,848 (59.5%) were considered “developed” on reading comprehension.

Texas Assessment of Knowledge and Skills (TAKS)
For grades three through eight 15,602 students were served by the AMI program. Of these, 14,033 took the mathematics section of the 2008 TAKS test with a 52.3% passing rate. For ARI, 12,726 students were served in grades three through eight. Of these, 10,236 took the reading section of the 2008 TAKS test with a 62.5% passing rate.

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