

# Accelerated Reading Instruction (ARI) Grant Evaluation, 2002-03



Austin Independent School District  
Department of Program Evaluation  
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## *Executive Summary*

In 2002-03, Texas school districts first implemented a new grade level promotion requirement. Specifically, in 1999, the 76<sup>th</sup> Texas Legislature passed Senate Bill 4 requiring that beginning in 2002-03 third graders must read on grade level to be promoted to grade 4. For these students, reading on grade level was defined as passing TAKS reading. The promotion requirement will be expanded to include the passing of both TAKS reading and TAKS mathematics for grade 5 students in 2005 and for grade 8 students in 2008.

When most of this year's third graders were in kindergarten during 1999-2000, the state implemented the *Student Success Initiative* (SSI). The funding initiative associated with the legislation was the *Accelerated Reading Instruction* (ARI) grant. The purpose of this non-competitive grant was to give Texas school districts the opportunity to successfully meet this mandate by making funds available for educational resources to support scientifically based research methods of reading instruction.

### **PROGRAM DESCRIPTION**

In 2002-03, AISD implemented a comprehensive *Student Success Initiative Plan* for kindergarten through grade 3 students needing acceleration to reach grade level in reading by the end of grade 3. The AISD goal for 2002-03 was that 95% of 2003 third graders would pass the reading portion of TAKS.

AISD used the ARI grant to fund the SSI Plan. The allocation of \$2.4 million was used for payroll costs, reading materials, and supplies. A total 420 teachers provided reading interventions for K-3 students throughout the year and in summer school. Teachers participated in the local ARI training and many teachers have attended the state-sponsored Teacher Reading Academies.

In addition to classroom reading interventions, the AISD plan involved short-term early reading interventions for those K-3 students at every campus who were at risk for reading difficulties. The focus of the ARI program was to provide reading intervention for nonreaders who had difficulty understanding what they read, or for students with low comprehension skills who could not understand underlying concepts and who had trouble thinking critically. The priority for AISD's ARI reading intervention was for grade 3 students who would take the TAKS reading test in March 2003.

Four sessions (three school-year sessions and one summer school session) were planned. Small group instruction for an average of five to eight students per teacher was provided for identified students. Students met with teachers after school for 60-90 minutes per class for a total of three hours per week. While most classes met after school, a few schools held sessions before school or conducted Saturday morning classes. Two 15-week sessions in fall 2002 and early spring 2003 preceded the first administration of the grade 3 TAKS reading test. After the grade 3 TAKS reading scores were available in early May, a

third session was held for grade 3 students who had not passed the test. The fourth session was summer school 2003.

## **MAJOR FINDINGS**

Meeting the local goal of 95% of grade 3 students passing TAKS reading in 2003 can be directly connected to the resources of the ARI grant. Because the district used the ARI funding throughout the school year instead of only summer school as in years past, students (particularly grade 3 students) received immediate reading intervention. The 2002-03 ARI program served 36% more students (n=3,554) than were served in the ARI-funded 2002 SOAR program (n=2,251). This year's ARI program was available to K-3 students for 10 months; the program was available to K-2 students during the four-week SOAR program in summer 2002.

Program effectiveness for ARI was based on the number of students participating in ARI and other reading intervention programs. TAKS results for grade 3 students and end-of-year reading assessment data were used to determine the number of students on grade level at the end of the 2002-03 school year. The following are findings from these analyses:

### **ARI Participation Data**

- In the four sessions of ARI, there were 4,978 K-3 participants (many in multiple sessions). Sixty-three percent of these participants were grade 3 students.
- The unduplicated count of students participating in ARI was 3,554. Fifty-seven percent of the students were in grade 3, 20% in grade 2, 15% in grade 1, and 8% in kindergarten.
- The majority of students (71%) received reading intervention in English.
- Fifty-four grade 3 and one grade 2 student received the maximum number (4) of intervention sessions. The majority (70%) of students received only one session of ARI intervention.

### **Other Reading Intervention Participation Data**

- Other campus reading interventions helped fill program gaps by providing other reading interventions to an additional 4,771 (unduplicated) K-3 students. The other reading intervention resources included Reading Recovery, literacy support groups, Twenty-First Century Grant, READ for Texas Grant, Primetime Reading, Title I, and Bilingual funds.
- According to AISD student fall benchmark test results, 12,532 students in kindergarten through grade 3 were in need of reading intervention. The ARI program and other campus reading interventions served 66% (n=8,325) of the AISD K-3 students in need of reading intervention. The other 34% (n=4,207) of K-2 identified students received only classroom reading intervention.
- About half (n=1,755) of the students who participated in ARI reading intervention also were served by another reading intervention program. Third graders received most of the reading interventions, regardless of the type of intervention.

### **Achievement Data**

- A total of 1,979 ARI grade 3 students had valid scores for one or more of the three test administrations. After the third administration in July, 82% of the grade 3

ARI students who took the test passed. In addition, 8% of students took SDAA, or were LEP or ARD exempt, which means that 90% of the ARI students met the passing standard for grade 3 TAKS reading in 2003.

- Seventy-eight percent of all grade 3 students receiving any reading intervention passed TAKS reading in 2003.
- According to the student data files, 55% (n=1,972) of all ARI kindergarten through grade 3 students were on grade level in reading at the end of the year. For students who received reading intervention through another funding sources, 57% (n=2,716) were on grade level in reading by the end of the year.

### **SOAR (K-2) and Grade 3 Summer School**

- Summer school participation was 1,205 (already reported in ARI count). The grade distribution was 18% kindergarten (n=212), 26% grade 1 (n=315), 32% grade 2 (n=383), and 24% grade 3 (n=295).
- Of the 786 SOAR (K-2) students with DRA (*Developmental Reading Assessment*) pre- and posttest scores, 86% made measurable gains in text reading level during the four-week program.
- The average gain on the DRA for kindergarten through grade 2 students (n=786) was 1.8 text reading levels, with a range of 0 to 8 levels (same as 2002).
- The majority (60%) of K-2 students made a one or two text reading level gain in SOAR 2003.
- Of the K-2 students who were below grade level at the pretest, 35% were on grade level in reading at the posttest (34% in 2002).
- Of the 261 grade 3 students with pre- and posttest eight-item TAKS-formatted test scores, 70% made gains.
- Of the 267 grade 3 students who took the TAKS reading test at the end of summer school, 48% (n=129) passed.

### **Strengths of the Program**

The strength of the ARI reading intervention program is reflected in AISD meeting the goal of 95% of grade 3 students passing TAKS reading in 2002-03. Teachers and mentor teachers indicated the following strengths of the 2002-03 ARI intervention plan:

- Small class size;
- Support of mentor teachers, principals, and district staff;
- Structure and organization of the intervention plan;
- Curriculum used to improve decoding and comprehension skills;
- Student progress observed during intervention; and
- Dedicated teachers who worked with the students outside of the school day.

### **Areas for Program Improvement**

While the 2002-03 ARI program was a success, there are areas of implementation that teachers and mentor teachers believe could be improved. The areas of improvement suggested for fine tuning the plan included the following:

- Provide more reading materials in English and Spanish in a timely manner;
- Begin reading intervention sessions earlier in the year;
- Provide clear expectations about the student monitoring instrument;

- Make some adjustments to the curriculum to meet students' needs;
- Provide more teacher training with the curriculum and assessments;
- Offer more intervention opportunities for kindergarten through grade 2 students;  
and
- Secure complete student information from home campuses for summer school.

## RECOMMENDATIONS

Because the year long ARI program was new to AISD in 2002-03, there are program improvements that would enhance teaching and learning for the students low in literacy skills. The following recommendations to improve the ARI program in 2003-04 are offered for consideration:

1. *Fine Tune Use of ARI Curriculum and Assessment.* Teachers had many good suggestions for improving the use of curriculum resources and providing additional resources for the program to advance student achievement. More specific information about using the curriculum was requested in addition to more training with the curriculum and assessments.
2. *Improve Data Procedures* – The student academic assessment software for TPRI, Tejas LEE, DRA, and benchmark data was new in 2002-03. Some campuses did not complete the data entry, which would allow district ARI program managers to make accurate lists for student eligibility. Program evaluation staff found missing data when determining the number of AISD K-3 students who were on grade level in reading at the end of the year to report to TEA. Campus deadlines for data entry of test scores need to be enforced by curriculum leadership.
3. *Improve Consistency of Program* – The district should work for consistency of the program for the teachers and students. It seemed that some campuses had more effective programs than other campuses. The district needs to facilitate sharing/extending of “best practices” across all campuses to support effective reading instruction. In addition, bilingual reading materials need to be available at the same time as the English materials so that Spanish language students will have the full benefit of the program.
4. *Provide Clear Expectations* - The structure of the program worked well, but teachers and mentor teachers requested better communication from district program managers about what is expected. Some important expectations of the program (e.g., monitoring instrument) were not discussed or made clear at the initial training, but given to teachers later, often without adequate explanation.
5. *Assist Campuses in Finding Grants to Serve Students Not Served by ARI* – The need for reading intervention is great among AISD K-3 students. The other reading interventions at the elementary campuses helped fill gaps in 2002-03. With a higher TAKS reading standard to meet, the district should continue to seek reading grants for high-needs campuses or find ways to maximize the use of ARI funds, especially with the expansion of SSI to grades 5 and 8 in the future.

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## INTRODUCTION

In 2002-03, Texas school districts first implemented a new grade level promotion requirement. Specifically, in 1999, the 76<sup>th</sup> Texas Legislature passed Senate Bill 4 requiring that beginning in 2002-03 third graders must read on grade level to be promoted to grade 4. For these students, being on grade level was defined as passing TAKS reading. The promotion requirement will be expanded to include the passing of both TAKS reading and TAKS mathematics for grade 5 students in 2005 and for grade 8 students in 2008.

When most of this year's third graders were in kindergarten during 1999-2000, the state implemented the *Student Success Initiative* (SSI). The purpose of this funding initiative was to give districts the opportunity to successfully meet this mandate by making funds available for educational resources to support reading instruction that were based on scientifically researched methods. SSI funds were utilized to provide the following educational resources to local school districts:

- Professional development for all kindergarten through grade 3 teachers (Teacher Reading Academies);
- Early reading assessment instruments (*Texas Primary Reading Inventory*, TPRI, and *Tejas LEE*) to make sound instructional decisions; and
- Reading intervention for struggling readers (*Accelerating Reading Instruction*).

In 2002-03, the state spent over \$100 million on these efforts. In addition to these resources, local districts could use other resources to support the mandate if the Accelerated Reading Instruction (ARI) monies did not fully fund the effort to have every third grader on grade level in reading by the end of the year.

Even with a more rigorous TAKS reading test, the 2003 outcome reflected student success. After three administrations of the grade 3 TAKS reading test, the statewide passing rate was 96%. In the Austin Independent School District (AISD), the 2003 grade 3 TAKS reading passing rate was 95%. In 2002-03, 3,554 AISD kindergarten through grade 3 students received ARI reading intervention and another 4,771 K-3 students received reading intervention funded by additional sources (e.g., Reading Recovery, literacy support groups, Twenty-First Century Grant, READ for Texas Grant, Primetime Reading, Title I, Bilingual funds).

This report will summarize the 2002-03 intensive year-long effort of AISD to fulfill this mandate, by offering reading intervention to K-3 students identified as being at risk of reading difficulties. Much of the data presented here have been reported to the Texas Education Agency (TEA) to meet the evaluation requirement of the ARI grant.

## AISD PLAN

In 2002-03, AISD implemented a comprehensive *Student Success Initiative Plan* for kindergarten through grade 3 students needing acceleration to reach grade level in reading by the end of grade 3. The AISD goal for 2002-03 was that 95% of 2003 third graders would pass the reading portion of TAKS. See Appendix A for the AISD *Student Success Initiative Reading Intervention Plan*.

In 2002-03, third graders had three opportunities to pass TAKS reading (in March, April, and July). For students who did not pass the test, a letter was sent to inform parents, and immediate reading intervention was provided after each administration. According to

the grant, “All identified students in grades K-3 should receive needed intervention. Since previous ARI funding was available to build capacity in grades K-3, the needs of grade 3 students should be a priority in 2002-03.” See Appendix B for the state *SSI Grade 3 Grade Advancement Flowchart*.

In AISD, students in kindergarten through grade 2 were tested using the state-developed TPRI and Tejas LEE to determine eligibility for participation in the after-school reading intervention program. Districtwide benchmark assessments also were used to help identify students in grades 2 and 3 for intervention.

In addition to classroom reading interventions, the AISD plan involved short-term early reading interventions for those K-3 students at every campus who were at risk for reading difficulties. The focus of the ARI program was to provide reading intervention for nonreaders who had difficulty understanding what they read, or for students with low comprehension skills who could not understand underlying concepts and who had trouble thinking critically.

Four sessions (three school-year sessions and one summer school session) were planned. Small group instruction for an average of five to eight students per teacher was provided for identified students. Students met with teachers after school for 60-90 minutes per class for a total of three hours per week. While most classes met after school, a few schools held sessions before school or conducted Saturday morning classes. Two 15-week sessions in fall 2002 and early spring 2003 preceded the first administration of the grade 3 TAKS reading test. After the grade 3 TAKS reading scores were available in early May, a third session was held for grade 3 students who had not passed the test.

The comprehensive research-based program of reading instruction was based on the following components:

- Instructional format that is consistently informed by reading assessment data and that provides repeated opportunities for students to engage in intensive, targeted learning.
- Instructional format that focuses on five areas of reading instruction, namely, phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Structure that provides for continuous monitoring of student achievement to adjust the program content and/or instructional approach to meet the reading needs of each student.
- Program communications that frequently report individual student progress to the classroom teacher and to the parent/guardian of the student.

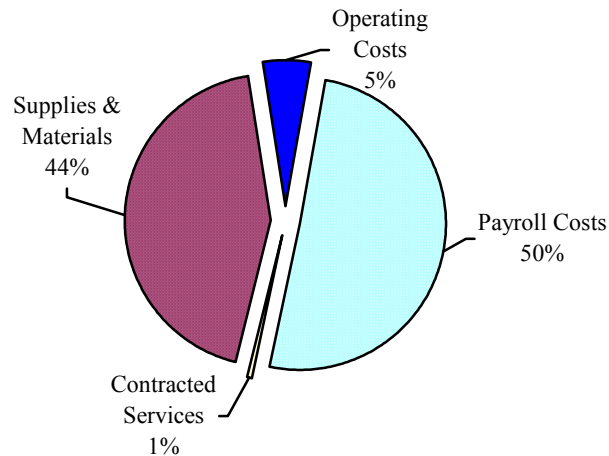
The Curriculum Department provided training for all ARI teachers at the beginning of each session. Mentor teachers were assigned to offer on-going support of ARI teachers at each campus. Curriculum resources selected for the ARI reading intervention program included the following:

- Kindergarten - SOAR Intervention Guide;
- Grade 1 - Reading Recovery materials and SOAR Intervention Guide;
- Grade 2 – SRA *Open Court Intervention*, Scott Foresman *Phonics*, and *Lectura*;  
and
- Grade 3- SRA *Corrective Reading*, *Orchestrating Reading Success*, and Houghlin Mifflin *Si Puedo*.

## Budget

This was the fourth year for districts to receive ARI funding. In 1999-2000, the funding started with kindergarten. In each of the following years, another grade level was added to the funding, with reading intervention in 2002-03 funded for K-3 students. The AISD 2002-03 ARI expenditures were \$2,348,666 (about \$700 per student served). Half of the funds were used for payroll costs including extra duty pay for teachers, professional support, and summer school teachers and staff. The second largest expenditure was for supplies and materials including reading materials. Figure 1 shows the percentages of ARI expenditures by category in 2002-03.

Figure 1: Percentage of ARI Expenditures, 2002-03

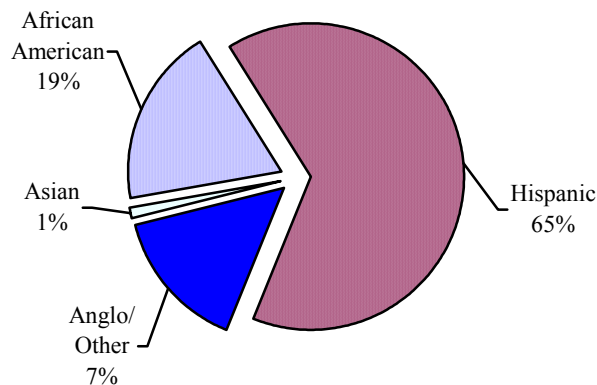


Source: AISD Finance Records

## Student Demographics

A total of 3,554 students (unduplicated count) participated in the 2002-03 ARI program including school year and summer school programs. Of these students, 76% (n=2,702) were from low-income families. Twenty-nine percent (n=1,028) of ARI students had limited English proficiency (LEP). The majority (65%) of the students were Hispanic. Figure 2 shows the percentages of ARI students by ethnicity in 2002-03.

Figure 2: Ethnicity of ARI Students, 2002-03



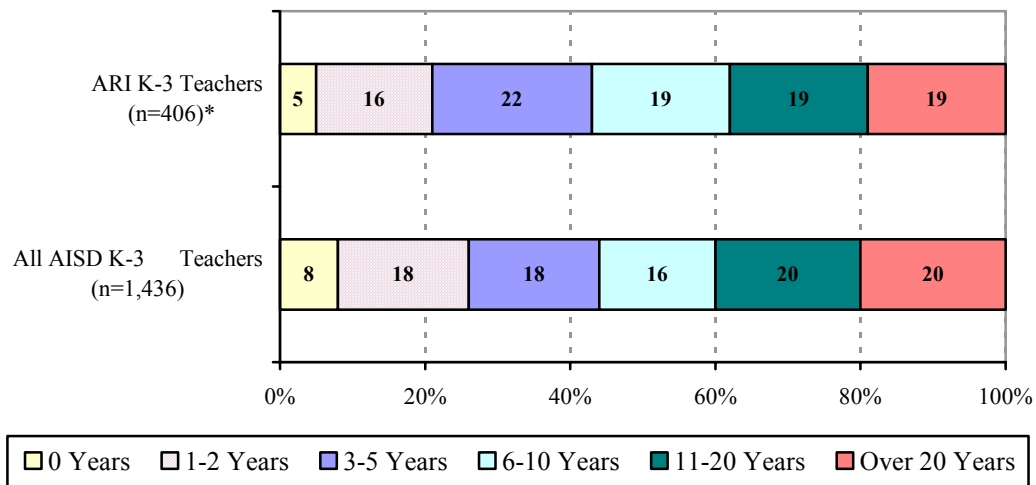
Source: AISD Student Records

## Teacher Experience

In 2002-03, the ARI grant provided extra duty pay for 420 teachers who participated in the reading intervention program throughout the school year and in the summer. This represents an average of eight students served by each teacher. For the ARI program to be most effective, the program expectation was that having more experienced teachers would help bring about the best student progress in reading.

An examination of AISD Human Resource records for K-3 teachers showed the average number of years' teaching experience for ARI teachers and all AISD K-3 teachers was the same for both groups at an average of 10 years. When examining ARI teachers and all AISD K-3 teachers by smaller increments of years, there was a difference in years of experience. A smaller percentage (21%) of ARI teachers had 0-2 years experience than did all AISD K-3 teachers (26%). However, 20 (5%) ARI teachers had no previous teaching experience, which did not meet the program goal of using the most experienced teachers for reading intervention. Figure 3 shows a comparison of the percentages of teachers at various experience levels.

Figure 3: Teacher Experience for ARI K-3 Teachers and All K-3 Teachers, 2002-03



Source: AISD Human Resource Records (Missing data for 14 teachers)

## Professional Development

Professional development in scientific research-based instruction was required for ARI teachers. In 2002-03, 481 teachers and mentors (unduplicated count) attended local training in district ARI curriculum resources and reading strategies.

In support of the SSI initiative, many kindergarten through grade 3 teachers have attended the state-sponsored Teacher Reading Academies. The academies began in 1999 with training for kindergarten teachers. As with the other components of SSI, teachers from one more grade level were added each year. Teacher Reading Academies help teachers to learn how to provide effective classroom-based reading intervention.

In 2002-03, 245 AISD kindergarten through grade 3 teachers participated in Texas Reading Academies. Professional Development Academy records indicate that since June 2000, 1,738 AISD kindergarten through grade 3 teachers have participated in the Texas Reading Academies. Teachers received a \$600 stipend to attend the four-day training

session. While the academies began in June 1999, AISD did not keep official professional development records until June 2000. Thus, the number of AISD kindergarten teachers attending the first Teacher Reading Academy is unknown.

AISD provided additional professional development for grade 3 teachers through *Reading Invitationals*. District staff used the results of the district item analysis for the beginning and middle of year benchmark to design professional development. Teachers from schools with the greatest number of struggling students for a particular tested knowledge and skill were invited to attend. District staff demonstrated model lessons using the components of balanced literacy. All of the teacher and student materials needed to replicate the lesson were given to teachers who attended. Attendance at the *Reading Invitationals* ranged from 100 to 125 teachers per session.

## AISD READING INTERVENTION

### ARI Students Served

The 2002-03 priority for AISD's ARI reading intervention was for grade 3 students who would take the TAKS reading test in March 2003. Benchmark test results identified grade 3 students needing reading intervention. During Session 1, 992 (680 English language and 312 Spanish language) grade 3 students participated in the program. Some campuses decided to postpone intervention until spring after the November benchmark tests were given. Session 2 (January–April) was the largest session for grade 3 with 1,181 students participating. After the March TAKS reading results were available, students needing additional intervention were served by a short Session 3 before the April 28 administration of the test. Only 675 grade 3 students participated in Session 3. Table 1 shows the duplicated numbers and percentages of K-3 participants (including those who attended multiple sessions) in ARI reading intervention by session, grade, and student language in 2002-03. Sixty-three percentage of the ARI resources were used for grade 3 reading intervention.

Table 1: Numbers and Percentages of AISD Students in Each ARI Session, 2002-03

Session	Language	Kindergarte n	Grade 1	Grade 2	Grade 3	
	English	1	35	25	680	741
	Spanish	0	6	13	312	331
Session 2	English	44	96	118	803	1061
	Spanish	6	15	54	378	453
Session 3	English	53	124	197	428	802
	Spanish	4	35	60	247	346
Summer	English	216	194	241	223	873
	Spanish	0	119	141	110	371
<b>Total (Duplicated) Percentage</b>		<b>324 (7%)</b>	<b>624 (13%)</b>	<b>849 (17%)</b>	<b>3,181 (63%)</b>	<b>4,978*</b>

\* This table reflects a duplicated count as students could have participated in multiple sessions.

Source: AISD Department of Program Evaluation ARI Records

Kindergarten through grade 2 students could be served by ARI after third graders passed TAKS reading. To determine an unduplicated count of students who participated in the ARI program, the records were examined and duplicates were eliminated. As expected, grade 3 had the most students (n=2,020 or 57%) participating in ARI reading intervention. Grade 2 has the next largest number (n=717) of students participating, followed by grade 1 (n=523) and kindergarten (n=294). Table 2 shows the unduplicated number of students receiving ARI reading intervention by grade level and language.

Table 2: Numbers and Percentages of K-3 Students Who Received ARI Reading Intervention, 2002-03

Grade	English	Spanish	Total
Kindergarten	283	11	<b>294</b> (8%)
Grade 1	360	163	<b>523</b> (15%)
Grade 2	489	228	<b>717</b> (20%)
Grade 3	1,394	626	<b>2,020</b> (57%)
<b>Total (Unduplicated)</b>	<b>2,526</b> (71%)	<b>1,028</b> (29%)	<b>3,554</b>

Source: AISD Department of Program Evaluation ARI Records

Because students, particularly grade 3 students, could receive multiple sessions of reading intervention, the number of sessions per student was examined. Four was the maximum number of sessions possible per student. Fifty-four grade 3 and one grade 2 student received the maximum number of intervention sessions. The majority (70%) of students received only one session of ARI intervention. Table 3 shows the numbers and percentages of K-3 students by the number of ARI sessions attended.

Table 3: Numbers and Percentages of K-3 Students by Number of ARI Sessions Attended, 2002-03

Grade	Number of Sessions Attended				Total # Served
	1 Session	2 Sessions	3 Sessions	4 Sessions	
Kindergarten	275	16	3	0	<b>294</b>
Grade 1	425	95	3	0	<b>523</b>
Grade 2	601	101	14	1	<b>717</b>
Grade 3	1,178	577	211	54	<b>2,020</b>
<b>Total (Unduplicated)</b>	<b>2,479</b> (70%)	<b>789</b> (22%)	<b>231</b> (6%)	<b>55</b> (2%)	<b>3,554</b>

Source: AISD Department of Program Evaluation ARI Records

## Other Reading Interventions

According to AISD student fall benchmark test results, 12,532 students in kindergarten through grade 3 were in need of reading intervention. AISD began the ARI program with the identified grade 3 students (n=2,965). However, many campuses had greater need for reading intervention than ARI resources could cover.

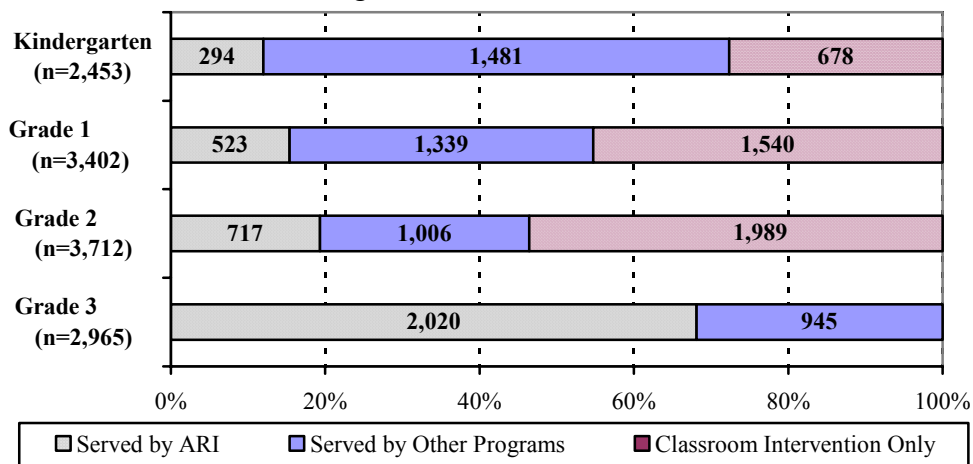
Classroom teachers were the first line of reading intervention. Teacher Reading Academies provided training in scientific research-based reading instruction to assist classroom teachers with identification of reading difficulties and strategies to promote reading success.

In addition, the local budget funded a literacy support specialist trained in Reading Recovery at each elementary campus. The literacy specialist delivered one-on-one Reading Recovery instruction to some of the least skilled first grade readers for half of the day, and then met with other K-3 students in literacy support groups (of four to six students) the other half of the day.

Other resources were tapped to provide reading intervention programs to help fill the gap. A total of 4,771 (unduplicated) AISD K-3 students received reading intervention funded through other sources including Reading Recovery, Literacy support groups, Primetime, Project READ, HOSTS, AmeriCorps, READ for Texas, Title I, and LEP summer school. Figure 4 shows the number of K-3 students identified for reading intervention and the number served by ARI, other interventions, and classroom intervention only.

As shown in Figure 4, the number of grade 3 students identified as at risk for reading difficulties is less than the number of grade 1 or 2 students. This is likely the result of intensive SSI reading intervention available for these grade 3 students since they were in kindergarten in 1999. **The ARI program and other campus reading interventions served 66% (n=8,325) of the AISD K-3 students in need of reading intervention. The other 34% (n=4,207) received classroom reading intervention.**

Figure 4: Numbers and Percentages of AISD ARI Identified K-3 Students and Reading Intervention Received, 2002-03



Source: AISD K-3 Student Assessment Records and ARI Records, 2002-03



The need is great for reading intervention for students in kindergarten through grade 3. Many students participated in ARI and in other reading intervention programs. About half of the students who participated in ARI reading intervention also were served by another reading intervention (n=1,755). Third graders received most of the reading intervention, regardless of the type of intervention. Table 4 shows the numbers of students who received ARI and other reading interventions by language and grade.

Table 4: K-3 Students Who Received ARI & Other Reading Interventions, 2002-03

Session	Kindergarte n	Grade 1	Grade 2	Grade 3	
<b>English</b>	261	169	235	614	1,279
<b>Spanish</b>	11	71	120	318	520
<b>ARI &amp; Other Interventions</b>					
<b>English</b>	22	191	254	780	1,247
<b>Spanish</b>	0	92	108	308	508
<b>Total (Unduplicated)</b>	294	523	717	2,020	3,554

Source: AISD Department of Program Evaluation ARI Records

### Grade 3 ARI Students and TAKS Reading

Meeting the local goal of 95% of grade 3 students passing TAKS reading in 2003 can be directly connected to the resources of the ARI grant. Students had three opportunities to pass the test—March 4, April 30, and July 8. The students served by ARI were tracked from the March administration of the test. A total of 1,979 ARI students had valid scores for one or more of the three test administrations. Forty-one ARI students withdrew from AISD after taking the first or second administration of the test. Reasons for grade 3 students not taking the TAKS reading test included the following:

- Took SDAA (*State Developed Alternative Assessment*)(n=103);
- LEP exempt (n=55);
- ARD exempt (n=10);
- Parental Waiver (n=30); or
- Absent (n=30).

Table 5 shows the numbers and percentages of ARI students who passed or did not pass the 2003 TAKS reading test, as well as the numbers and percentages of those who were exempt or absent. Because some students are included in the “did not pass” category multiple times, that column is not totaled. The July number is the total number of students who did not pass any administrations of the test. **In summary, 82% of the grade 3 ARI students who took the test passed by July 2003.**

Table 5: Grade 3 ARI Students and TAKS Reading, 2002-03 (N=1,979)

TAKS Date	Passed	Did Not Pass	SDAA	LEP Exempt	ARD Exempt	Parental Waiver	Absent
March 4	1,197	649	71	52	0	NA	10
April 30	298	205	32	0	0	NA	1
July 8	129	138	0	3	10	30	30
<b>Total #</b>	<b>1,624</b>	<b>138*</b>	<b>103</b>	<b>55</b>	<b>10</b>	<b>30</b>	<b>30*</b>
<b>Total %</b>	<b>82%</b>	<b>7%</b>	<b>5%</b>	<b>3%</b>	<b>&lt;1%</b>	<b>1%</b>	<b>2%</b>

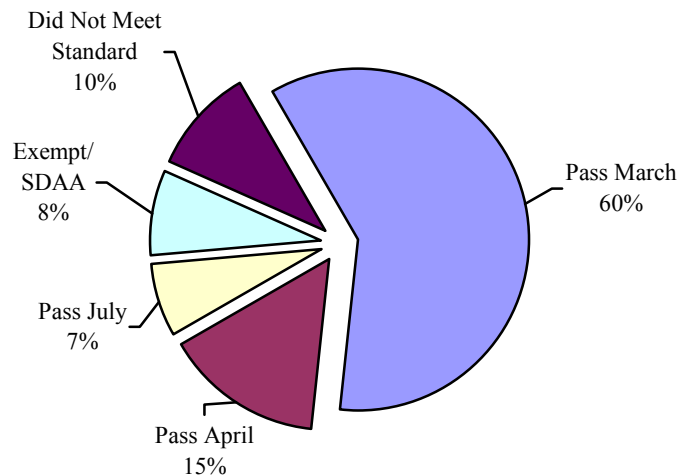
\* Not a total. Totals for the individual administration are not summed because students who do not pass are still part of the count until they pass. Only the July count applies to the total results.

Source: AISD Department of Program Evaluation ARI & Grade 3 Cumulative TAKS Reading Records

While 82% of the grade 3 ARI students who took the test passed TAKS reading, it required two or three tries for many of these students to pass. A TAKS reading comparison of ARI students and all district grade 3 students shows that on the March 4 administration of the test, 60% of ARI and 85% of all AISD grade 3 students passed TAKS reading. See Appendix C for *Numbers and Percentages of AISD Grade 3 Students and TAKS Reading by Administration, 2003*.

Grade 3 students could meet the state testing standard by passing TAKS reading, taking SDAA, or being LEP or ARD exempt. A decision by a Grade Placement Committee (GPC) was required by the state for those students who did not meet the standard (did not pass TAKS reading, were absent, or had a parental waiver). The GPC, composed of school staff and the student's parent(s), was to decide if a student who did not meet the testing standard was to be promoted to grade 4. After three administrations of grade 3 TAKS reading, 90% of ARI students met the state testing standard. Figure 5 shows the percentages of ARI grade 3 students who passed TAKS reading on each administration, who were exempt or took SDAA, and who did not meet the testing standard.

Figure 5: Percentages of Grade 3 ARI Students by TAKS Reading, 2002-03



Source: AISD 2003 Grade 3 TAKS Reading Files

## On Grade Level in Reading

By using the student data file for benchmark tests, it was determined how many students were on grade level in reading at the end of the year. This was the first year that the district used the new academic assessment software, and some campus-level data were missing; so some caution should be used in interpreting these data. Grade level in reading was determined in the following ways for K-3 students:

- *Development Reading Assessment* (DRA) scores were used for kindergarten through grade 2; and
- TAKS reading scores were used for grade 3.

According to the student data files, 55% (n=1,972) of all kindergarten through grade 3 ARI students were on grade level in reading at the end of the year. For students who received reading intervention through other funding sources, 57% (n=2,716) were on grade level in reading by the end of the year. The percentages of students on grade level in reading are possibly higher for the other intervention group because the ARI program served the readers with the weakest skills. Table 6 shows the numbers and percentages of students in ARI and other reading interventions who were on grade level at the end of the year. It is apparent that grade 3 students were greatly impacted by the ARI program as well as other reading interventions during 2002-03. **Seventy-eight percent of all grade 3 students receiving any reading intervention passed TAKS reading in 2002-03.**

Table 6: Numbers and Percentages of Students Served by ARI and Other Interventions Who Were On Grade Level in Reading at the End of the Year, 2002-03

Number of Students	Kindergarten	Grade 1	Grade 2	Grade 3	Totals
<b>Identified for Reading Intervention</b>	2,453	3,402	3,712	2,965	12,532
<b>Served by ARI</b>	294	523	717	2,020	3,554
<b>On Grade Level End of Year</b>	56 (19%)	100 (19%)	192 (27%)	1,624 (80%)	1,972 (55%)
<b>Served by Other Interventions</b>	1,481	1,339	1,006	945	4,771
<b>On Grade Level End of Year</b>	931 (63%)	654 (49%)	433 (36%)	698 (74%)	2,716 (57%)

Source: AISD Student Achievement Data and ARI Data, 2002-03

## Summer School 2003

In 2003, ARI also funded kindergarten through grade 3 students at the AISD elementary summer school. In previous years, the ARI funds were used only for SOAR (*Summer Opportunity to Accelerate Reading*) for kindergarten through grade 2. The structure of SOAR remained the same as in previous years while the grade 3 summer school focused on TAKS reading strategies. Reading and mathematics instruction were provided for students in grades 4 and 5 who were at risk of retention through state OEY (Optional Extended Year) funds.

The summer enrollment at the seven (15 in 2002) district elementary summer sites was 1,205 (2,251 in 2002). In 2003, there were strict criteria for attending summer school that were enforced: kindergarten through grade 2 students had to be several text reading levels below grade level (specific criteria for each grade) in reading, and grade 3 students had to have not passed TAKS reading. Only 29 students in kindergarten through grade 2 were above grade level in reading at the summer school pretest (compared to 121 students in 2002). Use of ARI funds for immediate reading intervention for students throughout the year likely reduced the number of students needing summer school compared to previous years.

Because grade 3 was a priority during the school year, kindergarten through grade 2 students had little opportunity to participate in ARI reading interventions during the school year. Summer school provided more opportunity for identified K-2 students to participate: 72% of the kindergarten students and 53% of grade 1 students who participated in ARI reading intervention attended summer school only. By contrast, only 4% of the grade 3 students who attended summer school were new to the ARI program.

The length of the 2003 summer reading program was 21 days (19 in 2002). The staff was more experienced this year because all of the summer school principals and half of the mentor teachers had previously participated in the program. A total of 101 teachers (69 SOAR K-2 and 32 Grade 3) participated in a day and a half of professional development specific to summer school curriculum. Many of the teachers (n=20) had participated in the school year ARI intervention and were familiar with the curriculum.

The assessment instrument used in the SOAR program was the *Developmental Reading Assessment* (DRA). The DRA assessment texts represent a range of text reading difficulty (20 levels on a scale from A through 44). The running record is administered as the pre- and posttest to determine a student's text reading level and to plan for instruction.

The assessment for grade 3 students in summer school was a district-developed eight-item TAKS-formatted pretest and posttest. The TAKS reading test on July 8 was the final assessment for third graders. Some results for the 2003 K-3 summer school program include the following.

#### **General Information K-3**

- The grade distribution was 18% kindergarten (n=212), 26% grade 1 (n=315), 32% grade 2 (n=383), and 24% grade 3 (n=295).
- Reading instruction was offered to students in English (69%) and in Spanish (31%).
- The average number of days in attendance for all students attending the SOAR (K-2) program was 18.3; for grade 3 students the average attendance was 19.4 days.
- The 2002-03 ARI program served 36% more students (n=3,554) than were served in the ARI-funded 2002 SOAR program (n=2,251). This year's ARI program was available to K-3 students for 10 months instead of only one month in the summer as in 2002.

#### **SOAR (K-2) Academic Progress**

- Of the 786 SOAR (K-2) students with pre- and posttest scores, 86% made measurable gains in text reading level during the four-week program.

- The average gain on the DRA for kindergarten through grade 2 students (n=786) was 1.8 text reading levels, with a range of 0 to 8 levels (same as 2002).
- The majority (60%) of K-2 students made a one or two text reading level gain in SOAR 2003.
- Of the K-2 students who were below grade level at the pretest, 35% were on grade level in reading at the posttest (34% in 2002).

#### **Grade 3 Academic Progress**

- Of the 261 grade 3 students with pre- and posttest eight-item TAKS-formatted test scores, 70% made gains.
- Of the 267 grade 3 students who took the TAKS reading test at the end of summer school, 48% (n=129) passed.

### **STRENGTHS OF THE 2002-03 ARI PROGRAM**

Teachers and mentors from the yearlong ARI intervention and K-3 summer school were surveyed about the strengths of the program. In addition, the program and grant managers for the ARI reading intervention plan were interviewed. A summary of their feedback is included.

#### **School Year ARI Teacher Feedback**

Because this was the first year that ARI reading intervention took place during the school year as well as summer school, it was important to the program managers to have feedback from those who implemented the plan—the teachers and mentor teachers. ARI school year intervention teachers overwhelmingly agreed that the immediate year-long approach to reading intervention was beneficial to student progress. Areas that received the highest praise include the following.

- ***Small Group Instruction*** - Highest on the list of ARI program strengths was small group instruction. Teachers met with groups of five to eight students. For the student who was a struggling reader, this allowed the student to get more one-on-one time with the teacher. An after-school ARI teacher wrote, “The students participated in small group reinforcement, and the importance of being confident about strategies, comprehension, and fluency was further emphasized.” Another teacher wrote, “It allowed teachers to work with specific skills on a much more personal level. Students were able to work with students who had similar needs and felt less intimidated and more willing to share ideas.”
- ***Mentor Teacher Support*** – The mentor teachers who assisted ARI teachers with small group reading intervention received praise for their support, guidance, and organization. Mentor teachers were available to assist teachers with materials, books, resources, program expectations, observation, and feedback. On the ARI teacher survey, 92% of the teachers agreed or strongly agreed with the statement, “The mentor teacher worked cooperatively with teachers to make this reading intervention beneficial for students.” One ARI

teacher wrote, “The mentor teacher was very supportive and helpful. Expectations were clearly stated. The program was well organized.”

- **ARI Plan and Organization** – Although this was the first year of the AISD ARI school year program, teachers were very supportive of the reading intervention plan. As one teacher said, “This represents an excellent opportunity, funding and otherwise, to accelerate all students’ learning.” The program utilized many campus and district resources. A teacher wrote that the strength of the ARI program comes from “the powerful teaming of mentors, instructional coaches, Reading Recovery teachers, and classroom teachers” to impact student learning. Another teacher wrote about the plan’s instruction and assessment requirement: “One of the strengths is that it allowed me to focus on the needs of my students that needed the most help. The students were always eager to participate in the reading activities. Testing students on a regular basis was very useful for both the teacher and the student.”
- **Curriculum and Materials** – Curriculum was selected for specific grades according to reading difficulty. There were materials for students with low decoding skills or low comprehension skills selected by language and grade. One teacher wrote, “The curriculum was clear and concise. The assessment supported the curriculum. Small groups made it possible to focus directly on students’ needs.” Prepared plans and materials, graphic organizers, and the variety of materials to meet the needs of different levels of readers were also helpful to teachers and students. “The materials were very appropriate for my students’ grade level and reading ability,” wrote one teacher.
- **Student Progress** - Teachers were pleased with the progress of their students. One ARI teacher said, “Students get intense, consistent, uninterrupted time with a good teacher, using good materials. The teachers of these students are thrilled with student progress.” Another teacher wrote, “The children enjoyed attending the program. They had more opportunities to practice and use their strategies effectively. Progress was noted for a majority of the students.” For third graders the real test was on TAKS reading. One mentor teacher wrote, “Our campus pass rate of 87% (March TAKS) is evidence of their success-both students and teachers.”
- **Teachers** – ARI teachers and mentor teachers realized that the key to success of the ARI program was teachers who worked with students in small groups. One mentor teacher wrote that the strength of the ARI program was “the dedicated teachers that wanted the students to be successful.” As a mentor teacher wrote, “The teachers were well-trained and were enthusiastic about working after a full day of teaching. Teachers were focused and on task.” In addition, another mentor said that the strength of the program was “the positive attitude and motivation of the ARI teachers; their preparation and planning really made a difference.” The dedication of the ARI teachers was summed up in this statement by an ARI mentor, “Our program teachers were very dedicated and consistent. Teachers who were absent during the day or at workshops came to school in the afternoon to tutor.”

## Summer School Teacher Feedback

Most of the strengths of the summer school program are the same as the school year program. Summer school teachers indicated the following strengths of the 2003 SOAR and Grade 3 program in order of frequency.

- Support from principals, mentor teacher, teacher aids, and summer school staff;
- Small class size;
- Curriculum;
- Materials; and
- Strong teaching team.

## AREAS FOR PROGRAM IMPROVEMENT

### School Year ARI Teacher Feedback

While the 2002-03 ARI program was a success, there are areas of implementation that teachers and mentor teachers believe could be improved. As one ARI teacher wrote, "The system just needs to be fine tuned with a few changes and enhancements to the program." A summary of the program improvement suggestions made by school year ARI teachers and mentor teachers follows.

- **Materials** – At the top of the list for program improvement was the need for more reading materials, particularly bilingual materials, for the ARI program. To get all materials in place prior to the beginning of the program was a challenge. Many of the materials arrived late in the program. One teacher wrote, "We need materials given to us. I had to hunt for books for my kids." A list of books or resources was requested by one mentor teacher who wrote, "A big help would be to somehow create a database of some sort of materials, books and passages used and how they were used by each teacher who was successful. This would be a great resource for all." Other materials requested were training materials and TAKS sample materials for grade 3 students.
- **Earlier Intervention** – Some schools opted to postpone the ARI groups until spring 2003. After they saw the benefit of the program, teachers suggested that the small group instruction start earlier in the year. As one mentor teacher wrote, the program could be improved by "beginning earlier in the year with intervention to help our struggling students."
- **Assessments** – Teachers requested better and more specific assessments. As one mentor teacher wrote, there was much "confusion on campuses about the assessment piece. I tried to clarify but teachers needed more support." Another mentor wrote that the district needs "standard assessment for each grade level for the tutors to administer (3<sup>rd</sup> grade was standard; however, K, 1, 2 were vague)." Third grade teachers asked that they be allowed to use a TAKS-based assessment to monitor progress.
- **Curriculum** – According to teachers, some of the curriculum should be adjusted to meet students' needs. Teachers have made specific suggestions about the curriculum that will be passed on to the program managers.

- **Clear Expectations** – Some important expectations of the program (e.g., assessment instrument) were not discussed or made clear at the training, but given to teachers later, often without adequate explanation. Excessive paperwork was a definite complaint among mentor teachers. One mentor teacher asked, “Please include examples of paperwork requirements such as payroll sheets and data collecting and reporting forms.” Suggestions for improving the program also included recruiting teachers. Another mentor teacher wrote, “Give schools, administrators the information ahead of time so that we can get teachers to commit to after school instruction in ARI before they commit to other after school programs such as Prime Time.”
- **Teacher Training** – Some teachers wanted to have more training during the year to ask questions and get successful tips from other teachers. Bilingual teachers expressed a need for more and better training for the bilingual portion of the ARI program.
- **More K-2 Interventions** - Because helping the third graders pass TAKS reading was the priority in 2002-03, reading intervention for K-2 students was not guaranteed during the school year. “I would like to see more funds available so that we are able to tutor younger children (1<sup>st</sup> and 2<sup>nd</sup> grade) as well as third. At my campus funds only reached to tutor our 3<sup>rd</sup> graders since so many of them were so needy.” According to one teacher, “If identified kindergarten students have to wait too long, there are too many children to rescue.”

### Summer School Teacher Feedback

Although the SOAR (K-2 summer school) program has been in place since 1998, new challenges arise each year. According to summer school teachers and mentor teachers, the following issues present concerns for future summer school programs (listed in order of frequency reported).

- Missing student information (e.g., end-of-year assessment data, LEP status, special education status) from the home campus slows down class assignments and beginning assessments.
- More books at various levels, particularly low level books, are needed for summer school.
- The criteria for attending summer school are too restrictive. They do not allow for below grade level students, who would benefit from the intensive program.
- Class size is most beneficial when no more than 10-12 students are in a class. Some teachers had as many as 22 students.
- Third grade teachers asked for TAKS daily practice. Teachers also would like to have improved pre- and posttests for grade 3.

### PROGRAM MANAGER FEEDBACK

The three program managers who worked with the ARI program in 2002-03 were interviewed about the strengths of the program and areas for improvement. According to Maria Hohenstein, Administrative Supervisor for Language Arts, the ARI reading intervention plan includes: “Reading Academies for teachers, intervention for students, assessments to drive instruction, and promotion and retention plans.” The ARI model was



used with third graders in summer school.

Peggy Mays, the Grant Manager for the *Accelerated Reading Instruction* grant, and Kathryn Stone, Language Arts Instructional Coordinator, offered these strengths of the 2002-03 ARI program:

- The year-long plan has reduced the number of students who need to attend summer school.
- There was also year-long support for teachers by the mentor teacher assigned to work with teachers at each campus.
- Student progress was monitored and teachers were monitored by mentor teachers.
- Students received reading intervention immediately, instead of waiting until summer school.

Program improvements suggested by the program managers include the following:

- The program coordinators should communicate earlier and better with campuses.
- The program should get started earlier in the school year. At many campuses, the program start was delayed.
- Principals need to take a more active role to ensure that implementation is happening in the classrooms.
- There needs to be more training for teachers, mentors, and principals.
- Increased numbers of instructional materials are needed at the campuses.

In 2002-03, AISD met the goal of 95% of grade 3 students passing TAKS reading. The challenge to assist all grade 3 students to pass TAKS reading will be even greater in 2003-04 when the passing standard will be higher. Other challenges to the program in 2003-04 include: ARI funding will be reduced, and the grant will be available for K-4 students in reading and mathematics.

## SUMMARY

In 2002-03, Texas school districts first implemented a new grade level promotion requirement. Specifically, in 1999, the 76<sup>th</sup> Texas Legislature passed Senate Bill 4 requiring that beginning in 2002-03 third graders must read on grade level to be promoted to grade 4. The promotion requirement will be expanded to include the passing of both TAKS reading and TAKS mathematics for grade 5 students in 2005 and for grade 8 students in 2008.

AISD implemented a comprehensive *Student Success Initiative Plan* for kindergarten through grade 3 students needing acceleration in reading to reach grade level in reading by the end of grade 3. The 2002-03 AISD goal that 95% of third graders would pass the TAKS reading was met.

The AISD 2002-03 ARI expenditures were \$2,348,666 (about \$700 per student served). The ARI grant provided extra duty pay for 420 teachers who participated in the reading intervention program throughout the school year and in summer school. Sixty-three percent of the ARI resources were used for grade 3 reading intervention.

The plan provided immediate intervention to students identified as at risk for reading difficulties. The 2002-03 priority was to offer instruction to grade 3 students who were required to pass TAKS reading to be promoted to grade 4. Four sessions (three

school-year sessions and one summer school session) offered small group instruction for an average of five to eight identified students. Students met with teachers after school for 30-45 minutes per class.

A total of 3,554 (unduplicated count) students participated in the 2002-03 ARI program including school year and summer school programs. Fifty-seven percent (n=2,020) of ARI students were third graders. Fifty-four grade 3 and one grade 2 student received the maximum (four) number of intervention sessions. However, the majority (70%) of students received only one session of ARI intervention.

The 2002-03 ARI program served 36% more students (n=3,554) than were served in the ARI-funded 2002 SOAR program (n=2,251). This year's ARI program was available to K-3 students for 10 months (available one month in the summer school in 2002).

In addition, 4,771 (unduplicated count) AISD K-3 students received reading intervention funded through other sources including Reading Recovery, Literacy support groups, Primetime, Project READ, HOSTS, AmeriCorps, READ for Texas, Title I, and LEP summer school. The ARI program and other campus reading interventions served 66% (n=8,325) of the AISD K-3 students in need of reading intervention. The other 34% (n=4,207) received classroom reading intervention. About half of the students who participated in reading intervention were served by ARI and another reading intervention (n=1,755).

According to AISD student fall benchmark test results, 12,532 students in kindergarten through grade 3 were in need of reading intervention. The ARI program and other campus reading interventions served 66% (n=8,325) of the AISD K-3 students in need of reading intervention. The other 34% (n=4,207) received classroom reading intervention.

Grade 3 students had three opportunities to pass the TAKS reading test—March 4, April 30, and July 8. The students served by ARI were tracked from the March administration of the test. A total of 1,979 ARI students had valid scores for one or more of the three test administrations. After the July administration, 82% of the grade 3 ARI students who took TAKS reading passed.

According to the student data files, 55% (n=1,972) of all kindergarten through grade 3 ARI students and 57% of all K-3 students receiving reading intervention funded by another source were on grade level in reading at the end of the year. In addition, 78% of all grade 3 students receiving any reading intervention in 2002-03 were on grade level (passed TAKS reading).

ARI also funded the K-3 summer school in 2003. Eligibility criteria were established and enforced more consistently in 2003. The following are achievement findings for SOAR and Grade 3 summer programs in 2003.

- Of the 786 SOAR (K-2) students with pre- and posttest scores, 86% made measurable gains in text reading level during the four-week program.
- The average gain on the DRA for kindergarten through grade 2 students was 1.8 text reading levels, with a range of 0 to 8 levels (same as 2002).
- Of the 261 grade 3 students with pre- and posttest eight-item TAKS-formatted test scores, 70% made gains.

- Of the 267 grade 3 students who took the TAKS reading test at the end of summer school, 48% (n=129) passed.

In 2002-03, AISD met the goal of 95% of grade 3 students passing TAKS reading. The challenge to assist all grade 3 students to pass TAKS reading will be even greater in 2003-04 when the passing standard will be higher. Other challenges to the program in 2003-04 include: ARI funding will be reduced, and the grant will cover K-4 students in reading and mathematics.

### RECOMMENDATIONS

Because the year-long ARI program was new to AISD in 2002-03, there are program improvements that would enhance teaching and learning for the students low in literacy skills. The following recommendations to improve the ARI program in 2003-04 are offered for consideration:

1. *Fine Tune Use of ARI Curriculum and Assessment.* Teachers had many good suggestions for improving the use of curriculum resources and providing additional resources for the program to advance student achievement. More specific information about using the curriculum was requested in addition to more training with the curriculum and assessments.
2. *Improve Data Procedures* – The student academic assessment software for TPRI, Tejas LEE, DRA, and benchmark data was new in 2002-03. Some campuses did not complete the data entry, which would allow district ARI program managers to make accurate lists for student eligibility. Program evaluation staff found missing data when determining the number of AISD K-3 students who were on grade level in reading at the end of the year to report to TEA. Campus deadlines for data entry of test scores will need to be enforced.
3. *Improve Consistency of Program* – The district should work for consistency of the program for the teachers and students. It seemed that some campuses had more effective programs than other campuses. The district needs to facilitate sharing/extending of “best practices” across all campuses to support effective reading instruction. In addition, bilingual reading materials need to be available at the same time as the English materials so that Spanish language students will have the full benefit of the program.
4. *Provide Clear Expectations* - The structure of the program worked well, but teachers and mentor teachers requested better communication from district program managers about what is expected. Some important expectations of the program (e.g., monitoring instrument) were not discussed or made clear at the initial training, but were given to teachers later, often without adequate explanation.
5. *Assist Campuses in Finding Grants to Serve Students Not Served by ARI* - The need for reading intervention is great among AISD K-3 students. The other reading interventions at the elementary campuses helped fill gaps in 2002-03. With a higher TAKS reading standard to meet, the district should continue to seek reading grants for high-needs campuses or find ways to maximize the use of ARI funds, especially with the expansion of SSI to grades 5 and 8 in the future.

## APPENDICES

## Appendix A: AISD Reading Intervention Plan

## Student Success Initiative Reading Intervention Plan

**Session 1: September 16 – December 19 (No Kindergarten)**

**Session 2: January 6 – April 25 (Kindergarten Begins)**

**Session 3: May 5 – 23 (3<sup>rd</sup> Grade ONLY)**

**Session 4: June 9 – July 9, 2003 (Summer Session)**

Grade	Eligibility	Monitoring	Training	Materials
K	TPRI = SD DRA = Level A	Hearing & Recording Sounds	2 hrs / pm	SOAR Intervention Guide
1	TPRI = SD DRA = A-2	Hearing & Recording Sounds	2 hrs / pm	SOAR Intervention Guide
Lowest 1	Reading Recovery (RR) Identified	RR Observation Study	RR Continuing Contact	RR materials
2	TPRI = SD DRA < 12	Word Reading	3 hrs / pm	Open Court Intervention
3,4,5 Low comp	Benchmark “hard”; 90% or less	Fluency Check on Flynt-Cooter	3 hrs / pm	Orchestrating Reading Success
3 Low decoders	Benchmark “hard”; 90% or less & scores Level A on SRA Pre-test	Fluency Check on Flynt-Cooter (120 wpm)	Full Day	Corrective Reading Level A Read 180
4 Low decoders	Benchmark “hard”; 90% or less & scores Level B1 on SRA Pre-test; If lower than B1 go to Lev. A If higher than B1 Go to low comp.	Fluency Check on Flynt-Cooter (130 wpm)	Full Day	Corrective Reading Level B1 Read 180
5 Low decoders	Benchmark “hard”; 90% or less & scores Level B2 on SRA Pre-test	Fluency Check on Flynt-Cooter (140 wpm)	Full Day	Corrective Reading Level B2 Read 180

**Eligibility Requirements for Session 3  
May 5 – 23 (3<sup>rd</sup> Grade ONLY)**

<b>Program</b>	<b>Criteria for 3<sup>rd</sup> Grade Students</b>
<b>Corrective Reading Level A</b>	<b>Scores Level A on SRA pre-test Has not had instruction in Level A</b>
<b>LST Referral or Repeat Level A</b>	<b>Scores Level A on SRA pre-test Has received instruction in Level A</b>
<b>Orchestrating Reading Success</b>	<b>Has received instruction in Level A Has not had instruction in ORS</b>
<b>Corrective Reading Level B1</b>	<b>Has received instruction in Level A Has received instruction in ORS Scores Level B1 on SRA pre-test</b>

**Focus:** **Nonreaders** who read so haltingly they cannot understand what they read and **poor comprehenders** who cannot understand underlying concepts and who have trouble thinking critically.

**Outcomes: Nonreaders –**

- 3<sup>rd</sup> grade-read at about a 2.5 grade level
- 4<sup>th</sup> grade-read at about a 3.9 grade level
- 5<sup>th</sup> grade-read at about a 4.9 grade level

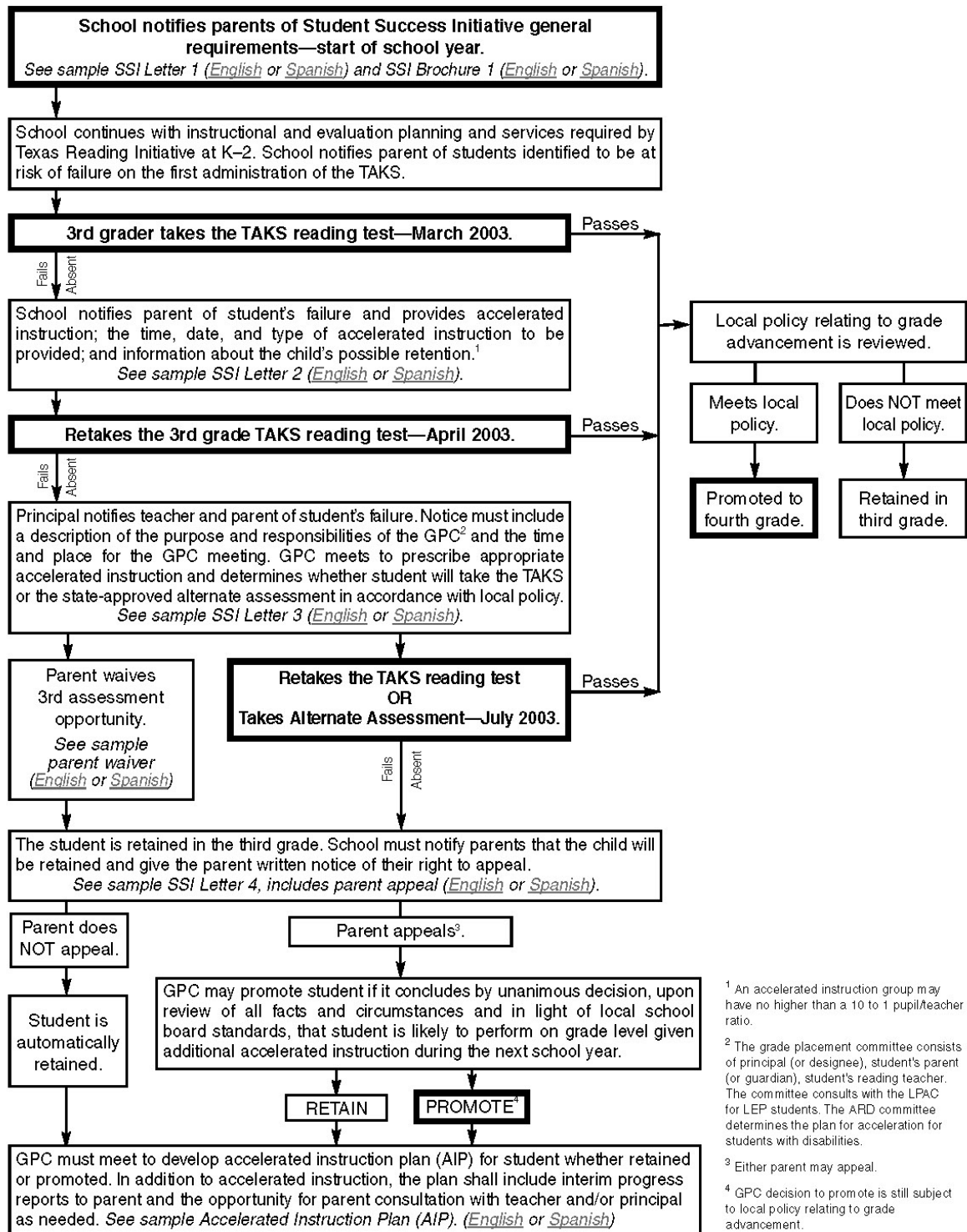
**Outcomes: Poor Comprehenders –**

- Higher order thinking skills
- Many word definitions
- Variety of comprehension skills

Source: AISD Curriculum Department

Appendix B: SSI Grade 3 Grade Advancement Flowchart  
(TEA website- <http://www.tea.state.tx.us>)

Flow Chart  
Grade Advancement Requirements of the Student Success Initiative  
for Students in Grade 3 (2003) Taking TAKS



**Appendix C: Numbers and Percentages of AISD Grade 3  
Students and TAKS Reading by Administration, 2003**

<b>Administration</b>	<b>Language</b>	<b>Total # Tested</b>	<b>Number Passing</b>	<b>Percent Passing</b>
March	English	4,266	3,816	89%
	Spanish	1,062	801	75%
April	English	485	270	56%
	Spanish	250	131	52%
July	English	171	86	50%
	Spanish	99	45	45%
<b>Total-Unduplicated</b>	<b>English</b>	<b>4,358</b>	<b>4,172</b>	<b>96%</b>
<b>Total-Unduplicated</b>	<b>Spanish</b>	<b>1,068</b>	<b>977</b>	<b>91%</b>
<b>Total Unduplicated</b>	<b>English &amp; Spanish</b>	<b>5,426</b>	<b>5,149</b>	<b>95%</b>

Source: AISD TAKS Reading cumulative files



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