



# Austin Independent School District

## Department of Program Evaluation

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### **AISD K-6 ACCELERATED READING AND MATHEMATICS INSTRUCTION EVALUATION REPORT, 2005-2006**

In 1999, the 76<sup>th</sup> Texas Legislature passed Senate Bill 4, which implemented the Student Success Initiative (SSI). The goal of SSI, as stated by the Texas Education Agency (TEA) Student Assessment Division, is “to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics” (TEA, 2005b). Currently, the SSI grade advancement requirements apply to the grade 3 reading test and the grade 5 reading and mathematics (math) tests. The SSI requirements will be phased in for the grade 8 reading and math tests beginning in 2007-2008. The state funding sources established to support SSI are the Accelerated Reading Instruction (ARI) and the Accelerated Mathematics Instruction (AMI) entitlement. In 2005-2006, the ARI and AMI funds were available for school districts to provide accelerated reading and math instruction for students in kindergarten through grade 6 (K-6).

In 2005-2006, the entitlement for Austin Independent School District (AISD) was \$2,912,669, representing an increase from \$1,667,724 in 2004-2005. The distribution of grant funds was as follows: 56% supplies and materials, 38% payroll costs, 5% other operating costs, and 1% professional and contracted services. Supplies and materials were a majority of the costs due to the purchase of materials for grade 6 students new to the program in 2005-2006. The ARI and AMI funds support the 2001 No Child Left Behind Act (NCLB, 2001) accountability requirement that 100% of Texas students pass the Texas Assessment of Knowledge and Skills (TAKS) in reading and math by 2013-2014.

#### **PROGRAM DESCRIPTION**

The AISD instructional plan described a three-tiered approach to intervention for struggling learners: in the classroom (Level I), in a small group outside the classroom (Level II), and in summer school (Level III) (AISD, 2005a). Elementary school principals decided how to use ARI and AMI funds at their campuses, but they were encouraged to serve first those students in grades 3 and 5 who were subject to the SSI grade advancement requirements. At the middle school level, the intervention efforts targeted grade 6 students who were promoted to grade 6 in fall 2005 even though they failed to meet the passing standard on one or more 2005 TAKS tests in grade 5.

The ARI and AMI school-year intervention program provided Level II intervention services to groups of 5 to 10 students for 2 to 3 hours per week (AISD, 2005b). Although most intervention classes met after school, some intervention classes were held before school or on Saturdays. Fall and spring sessions were offered at most schools. The program design also included a special session for students in grades 3 and 5 who did not pass the first administration of TAKS, and a summer school session (Level III) for students who did not pass the second

administration of TAKS. Specific curriculum and materials were provided for intervention classes, and teachers participated in professional development opportunities. At the elementary school campuses, funds were available for a mentor teacher to support ARI and AMI teachers for up to two hours per week. The middle school programs, new to the grant in 2005-2006, had a contact person (e.g., assistant principal, instructional coach) who served as a liaison with program staff.

To supplement the ARI/AMI entitlement, campuses used other resources [e.g., local funds and such grant funds as Reading First, Optional Extended Year Program (OEYP), 21st Century, Title I, Prime Time, and Account for Learning (AFL)] to support interventions for students in grades K-6 who were identified as being at risk for reading or math difficulties. This report summarizes information reported to TEA about all K-6 reading and math interventions provided at AISD campuses during 2005-2006.

## **METHODOLOGY**

### **Evaluation Questions**

The evaluation questions for the reading and math intervention programs included the following:

- How many K-6 students participated in ARI, AMI, and other reading and math intervention programs?
- How many K-6 students who participated in reading and/or math intervention were considered to be on grade level on their end-of-year assessments?
- How many SSI students met the passing standard on TAKS reading (grades 3 and 5) and TAKS mathematics (grade 5)?
- What feedback did ARI and AMI teachers have about the program's effectiveness?

### **Data Collection**

Department of Program Evaluation (DPE) staff collected quantitative and qualitative data to determine program effectiveness. A description of the types of data collected and the methods of collecting the data follows.

- **AISD K-6 accelerated reading and accelerated math monitoring instruments.** Teachers of ARI and AMI students completed a progress monitoring form for each student receiving interventions and submitted the forms to DPE at the end of each session.
- **AISD K-6 other reading and other math intervention reporting instruments.** Teachers of students who participated in reading or math interventions funded by a source other than ARI or AMI reported student information to DPE at the end of each semester.
- **2006 TAKS.** The 2006 TAKS reading and TAKS mathematics tests were used to determine the effectiveness of the AISD reading and math intervention programs. Cumulative results for the three administrations of TAKS reading (grades 3 and 5) and TAKS mathematics (grade 5) were analyzed. The State-Developed Alternative Assessment II (SDAA-II) results were not analyzed for this report.
- **Teacher surveys.** School-year and summer-school ARI and AMI teachers, mentor teachers, and contact persons were asked to respond to an online survey to give feedback about program effectiveness.

### **Student Demographics**

During 2005-2006, 16,092 AISD K-6 students participated in reading or math interventions, regardless of funding source.

This unduplicated count represents a 22% increase in the number of students served compared with the number in 2004-2005 (n = 13,143). According to AISD student records, demographic and enrollment information for K-6 reading and math intervention students in 2005-2006 included the following:

- Slightly more than half (n = 8,491 or 53%) were male students.
- Eighty-three percent (n = 13,394) were from low-income families.
- Forty-three percent (n = 6,953) were of limited English proficiency (LEP).
- Hispanic students comprised the largest ethnic group (n = 11,644 or 72%), followed by African American (n = 2,476 or 15%), Anglo/Other (n = 1,721 or 11%), and Asian (n = 247 or 2%) students.
- The grade distribution for intervention students was 14% kindergarten, 12% grade 1, 11% grade 2, 21% grade 3, 15% grade 4, 19% grade 5, and 8% grade 6.
- Seventy percent of accelerated instruction was provided in English, 27% in Spanish, and 3% in a combination of English and Spanish.

### **Intervention Services**

According to AISD beginning-of-year benchmark test data and 2005 TAKS scores, 34% (n = 15,218) of all AISD K-6 students were eligible for reading intervention and 42% (n = 12,778) of students in grades 2 through 6 were eligible for math intervention in 2005-2006. The highest need students were selected for interventions funded by ARI or AMI. The average cost of intervention services provided through ARI and AMI was \$318 per student.

Principals used other funding sources, when available, to extend this intervention opportunity to other students at risk for reading or math difficulties. (Note: Attendance in the extended day intervention was not

mandatory. A parent could decline this intervention opportunity.)

Of the 16,092 K-6 students who received accelerated reading or math instruction outside of the regular classroom, 4,483 (28%) students participated in both reading and math interventions for a total of 20,575 intervention services during 2005-2006. Of the total number of K-6 interventions provided, eligibility and participation information included the following:

- Sixty-seven percent (n = 13,812) of interventions were for reading and 33% (n = 6,763) were for math.
- Ninety-one percent of students eligible in reading and 52% of students eligible in math received interventions.
- ARI provided funding for 33% of reading interventions.
- AMI provided funding for 67% of math interventions.
- Fifty-eight percent (n = 9,370) of K-6 intervention students participated in more than one intervention opportunity. The average number of intervention opportunities per student served was 2.3.
- The grade level with the smallest percentage of eligible students served was grade 6, with 50% eligible for reading and 29% eligible for math served.

Table 1 presents a duplicated count of students comprising the total number of interventions provided. Numbers are unduplicated within a subject (a student could be counted in reading and in math). For example, if a student participated in ARI and other reading interventions, that student was counted only in the ARI category. The same was true for math intervention students. Thus, students could be counted once in reading and/or once in math interventions.

Table 1: AISD K-6 Accelerated Reading and Math Instruction Participants, by Grade Level and Type of Intervention, 2005-2006

Grade	No. Students Served by Type of Intervention				
	ARI	AMI	Other Reading	Other Math	Total
<b>K</b>	30	3	2,215	37	2,285
<b>1</b>	81	23	1,938	103	2,145
<b>2</b>	89	25	1,558	265	1,937
<b>3</b>	1,736	1,038	1,310	460	4,544
<b>4</b>	592	985	1,207	617	3,401
<b>5</b>	1,541	1,890	779	336	4,546
<b>6</b>	538	579	198	402	1,717
<b>Totals</b>	<b>4,607</b>	<b>4,543</b>	<b>9,205</b>	<b>2,220</b>	<b>20,575</b>

Source: DPE ARI/AMI/Other intervention participation records, 2005-2006

Note: Numbers are unduplicated within subject, but a student could be counted in both subjects.

## STUDENT ACADEMIC PERFORMANCE

### End-of-Year Assessments for K-2

**Reading.** In 2005-2006, 5,911 (28%) of all AISD students in grades K-2 were identified for reading intervention. All identified K-2 students received reading interventions: 200 (3%) in the ARI program and 5,711 (97%) in a program funded by a source other than ARI. Reading levels for intervention students in grades K-2 were determined by using one or more of the following state-approved tests: Texas Primary Reading Inventory (TPRI), El Inventario de Lectura en Español de Tejas (Tejas LEE), and the Developmental Reading Assessment (DRA). Of the students in grades K-2 who received reading interventions and had end-of-year assessments, 71% (n = 4,191) were considered to be on grade level in reading by May 2006.

**Mathematics.** AISD developed benchmark math tests for students in grades 2 through 12 to aid in diagnosing student math difficulties based on the Texas Essential Knowledge and Skills (TEKS) curriculum. Of the 1,524 grade 2 students identified on the benchmark test as being at risk for math difficulties, 290 (19%) participated in math interventions outside the

classroom: 25 students (2%) received interventions funded by AMI and 265 (17%) by a source other than AMI. Forty-two percent (n = 122) of the intervention students had a score at or above 70% on the end-of-year benchmark test. No district or state math assessments exist for K-1 students.

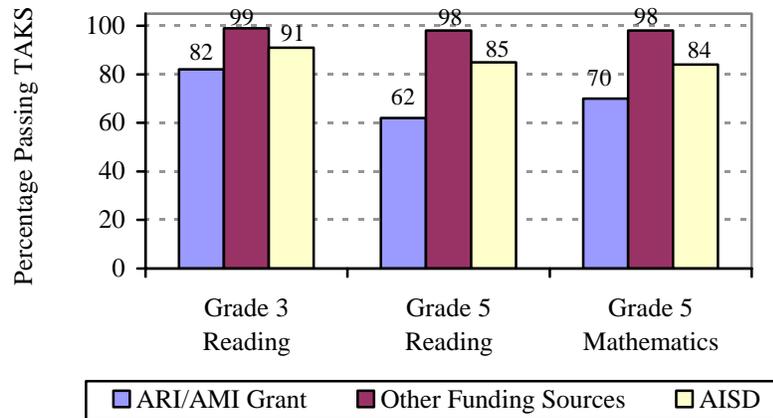
### TAKS at Grades 3-5

SSI students had three opportunities in 2006 to pass the grade 3 TAKS reading, grade 5 TAKS reading, or grade 5 TAKS mathematics tests. A Grade Placement Committee (GPC) was convened for a grade 3 or 5 student who failed to meet the standard on the TAKS test(s) (TEA, 2005a). The committee consisted of the student's principal, parent or guardian, and reading or math teacher. After reviewing all facts, circumstances, and local school board standards, the GPC could promote the student if members concluded by unanimous decision that a student was likely to perform on grade level, given additional accelerated instruction during the next school year. According to the SSI grade advancement requirements, students must receive accelerated instruction the following year, whether retained or promoted.

Overall, the cumulative percentages of passing TAKS for SSI intervention students were greater for grade 3 reading intervention students than for grade 5 reading or grade 5 math intervention students. As shown in

Figure 1, SSI students in other reading and math interventions had greater passing percentages on TAKS than did ARI or AMI students, which may be due in part to ARI and AMI serving the highest need students.

Figure 1: Cumulative 2006 TAKS Reading (Grades 3 and 5) and TAKS Mathematics (Grade 5) Passing Percentages for Intervention Students and AISD Students



Source: DPE ARI/AMI/Other intervention participation records, 2005-2006 and 2006 TAKS files

Sixty-one percent of all K-6 intervention funds were concentrated on reading and math interventions in grades 3 through 5. The 2006 TAKS results revealed that 76% of all reading intervention students in grades 3 through 5 passed 2006 TAKS reading, and 63% of all

math intervention students in grades 3 through 5 passed TAKS mathematics. Intervention students in the grades and subjects for which SSI requirements did not apply, highlighted in Table 2, had passing percentages of less than 60% after one administration of TAKS.

Table 2: Numbers and Percentages of Reading and Math Intervention Students in Grades 3 Through 5 Who Passed 2006 TAKS

Grade	# Tested Reading	# Passed Reading	% Passed Reading	# Tested Math	# Passed Math	% Passed Math
3	2,725	2,420	89%	1,372	721	53%
4	1,604	929	58%	1,478	847	57%
5	2,015	1,478	73%	1,946	1,443	74%
<b>Total</b>	<b>6,344</b>	<b>4,827</b>	<b>76%</b>	<b>4,796</b>	<b>3,011</b>	<b>63%</b>

Source: DPE ARI/AMI/Other intervention participation records, 2005-2006 and 2006 TAKS files

Note: Highlighted percentages were not subject to SSI grade advancement requirements.

### TAKS at Grades 6

In 2005-2006, grade 6 students were eligible for reading and/or math interventions if they had failed to achieve the passing standard on the grade 5 TAKS reading or

TAKS mathematics tests in 2005, or were identified by teachers based on beginning-of-year benchmark tests. In summer 2005, elementary school GPCs met and decided to promote 634 students who failed to meet the

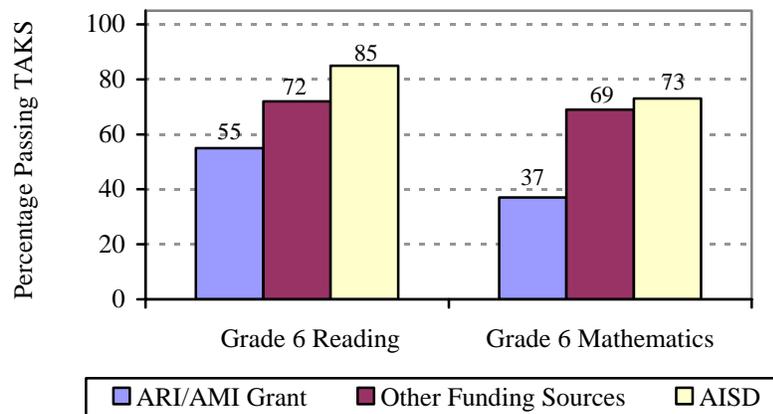
passing standard on one or more 2005 grade 5 TAKS tests: 255 in reading, 182 in math, and 197 in both reading and math. During 2005-2006, 58% (n = 369) of these grade 6 students (who had failed TAKS in 2005) participated in reading and/or math interventions. At the middle school level, academic classes were scheduled during the regular school day targeting students who needed additional instructional time in reading or math, but these are not analyzed in this report.

During 2005-2006, 1,717 grade 6 students participated in reading and/or math interventions. Of the grade 6 students who

received interventions in 2005-2006, 31% (n = 352) participated in both reading and math interventions.

The 2006 grade 6 TAKS reading and TAKS mathematics tests were taken in mid-April. As shown in Figure 2, the TAKS passing percentages for ARI and AMI students were less than 60% and were especially low for AMI students (37%). The percentage of students passing grade 6 TAKS mathematics for the district (73%) indicates a districtwide need for improvement in the area of math achievement.

Figure 2: Grade 6 2006 TAKS Reading and TAKS Mathematics Passing Percentages for Intervention Students and AISD Students



Source: DPE ARI/AMI/other intervention participation records, 2005-2006, and 2006 TAKS files

In 2005-2006, nine AISD elementary schools and 17 middle schools provided grade 6 Level II interventions. The percentages of grade 6 elementary intervention students passing TAKS reading (77%) or TAKS mathematics (60%) were greater than the

percentages of grade 6 middle school intervention students passing those tests (56% and 47%, respectively). The overall TAKS results for grade 6 intervention students showed that 59% passed TAKS reading and 48% passed TAKS mathematics (Table 3).

Table 3: Numbers and Percentages of Reading and Math Intervention Students in Grades 6 Who Passed 2006 TAKS

Grade	# Tested Reading	# Passed Reading	% Passed Reading	# Tested Math	# Passed Math	% Passed Math
Elementary 6	94	72	77%	85	51	60%
Middle School 6	509	285	56%	674	317	47%
<b>Total</b>	<b>603</b>	<b>357</b>	<b>59%</b>	<b>759</b>	<b>368</b>	<b>48%</b>

Source: DPE ARI/AMI/other intervention participation records, 2005-2006, and 2006 TAKS files

### SUMMER SCHOOL 2006

Summer school 2006 student data were included in the aggregated reading and math intervention data presented previously. This summary of Level III intervention data includes summer school enrollment and attendance, and the June TAKS results.

In June 2006, 1,495 students (463 in grade 3 and 1,032 in grade 5) attended eight elementary summer school sites for reading and/or math to prepare for the third administration of TAKS. This count includes 10 out-of-district students who attended the AISD summer school. Prior to the start of summer school, 133 teachers (43 in grade 3 and 90 in grade 5) participated in a day and a half of professional development sessions specific to summer school curricula and teaching strategies. Grade 3 students participated in reading instruction only. Grade 5 students participated in the following daily instruction: 314 (31%) received 4 hours of reading, 342 (33%) received 4 hours of math, and 376 (36%) received 2 hours of reading and 2 hours of math instruction.

The summer school program lasted 16 days for math and 17 days for reading. The

average number of students attending daily for ARI/AMI summer school was 1,266. The average number of attendance days per summer school student was 14.1 for grade 3 reading, 14.2 for grade 5 math, and 15.0 for grade 5 reading students.

### June TAKS for SSI Students

The third and final opportunity for grade 3 students to pass TAKS reading and for grade 5 students to pass TAKS reading and/or TAKS mathematics came at the end of summer school. A total of 1,749 TAKS tests were taken (422 grade 3 reading, 652 grade 5 reading, and 675 grade 5 math) by intervention students during the June testing. (Results for the nine students who took the June TAKS and did not participate in summer school are not included in this analysis.) Overall, 28% of the summer school students who took the June tests passed, compared with 35% in June 2005 (Curry, 2005). Passing percentages for grade 5 TAKS reading (21%) and grade 5 TAKS mathematics (28%) for SSI summer school students were especially low. Table 4 shows the numbers and percentages of summer school students who took and passed TAKS in June 2005 and June 2006.

Table 4: Numbers and Percentages of Summer School Students Who Took and Passed TAKS Reading or Math in June 2005 or June 2006

Grade and TAKS Subject	June 2005 TAKS			June 2006 TAKS		
	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
<b>Grade 3 Reading</b>						
English	186	70	38%	256	85	33%
Spanish	196	82	42%	166	68	42%
<b>Total</b>	<b>382</b>	<b>152</b>	<b>40%</b>	<b>422</b>	<b>153</b>	<b>36%</b>
<b>Grade 5 Reading</b>						
English*	616	211	34%	593	130	22%
Spanish	64	19	30%	59	9	15%
<b>Total</b>	<b>680</b>	<b>230</b>	<b>34%</b>	<b>652</b>	<b>139</b>	<b>21%</b>
<b>Grade 5 Math</b>						
English*	503	184	36%	596	178	30%
Spanish	64	11	17%	79	14	18%
<b>Total</b>	<b>567</b>	<b>195</b>	<b>34%</b>	<b>675</b>	<b>192</b>	<b>28%</b>
<b>Summer School Total</b>	<b>1,629</b>	<b>577</b>	<b>35%</b>	<b>1,749</b>	<b>484</b>	<b>28%</b>

Source: TAKS confidential list of students' results, June 2006, and DPE 2006 summer school files

Summer school teachers, mentor teachers, and principals were asked to respond to an online survey. The results of those surveys were shared with summer school program staff. On the 2005 and 2006 surveys, summer school staff expressed the need for more instruction time for grade 5 students who had to pass both TAKS tests at the end of the summer session. One principal stated,

Fifth grade students who need math and

reading instruction do not get adequate time for instruction. These students are our most needy students and really get less instruction in math and reading than our students who take either math or reading.

An analysis of the 2006 June TAKS data indicates a lesser passing percentage for students who received 2 hours of instruction compared with students who received 4 hours of instruction in that subject (Table 5).

Table 5: Passing Percentage for Grade 5 Students on TAKS Reading and TAKS Math, by Number of Hours of Instruction During 2006 Summer School

Summer School Participation	# Took TAKS Reading	# Passed TAKS Reading	% Passed TAKS Reading	# Took TAKS Math	# Passed TAKS Math	% Passed TAKS Math
Reading – 4 hrs	290	92	32%	-	-	-
Math – 4 hrs	-	-	-	313	124	40%
Reading & math – 2 hrs each*	362	47	13%	362	68	19%
<b>Total</b>	<b>652</b>	<b>139</b>	<b>21%</b>	<b>675</b>	<b>192</b>	<b>28%</b>

Source: DPE summer 2006 records and TEA’s June 2006 confidential list of students’ results

Note: 14 students (4%) passed both tests

**PROGRAM EFFECTIVENESS**

In April 2006, all K-6 ARI and AMI teachers, mentor teachers, and contact persons were asked to respond to an online survey about the school-year reading and math intervention programs. Specific topics of the survey included professional development opportunities, curriculum and materials, challenges and strengths of the program, and suggestions for improvements to the program. The ARI and AMI professional staff responding to the surveys included 62 teachers and 19 contact persons at middle schools, and 257 teachers and 65 mentor teachers at elementary schools.

**Challenges of the Program**

Elementary and middle school ARI and AMI teachers, mentor teachers, and contact persons were asked to respond to the question, “What do you think are the major challenges

for AISD to provide reading and/or math intervention to students who are at risk of failing TAKS?” Challenges associated with providing reading and math interventions for K-6 students are summarized for all respondents.

**Student attendance.** According to elementary and middle school ARI and AMI teachers, attendance was one of the major challenges for the intervention program. They reported that students had many reasons to avoid intervention (e.g., did not want to attend, expected to supervise younger siblings, had transportation issues). Staff reported that students who needed interventions in reading and math had a difficult time participating in both interventions. A middle school teacher said that it was easier for grade 6 middle school intervention students to skip sessions because they had less daily contact with

teachers. Some teachers indicated that student burnout could result from years of participation in after-school interventions.

**Promotion to grade 6 without passing TAKS (middle school).** A major challenge at the middle school level was the promotion of students to grade 6 after they failed to meet the passing standard on one or more grade 5 TAKS test(s). Only 37% of ARI/AMI middle school teachers and contact persons agreed or strongly agreed with the statement, “Grade 6 students who were promoted after failing grade 5 TAKS test(s) kept pace with grade 6 academic learning.” One teacher said,

There is no system in place for students who failed 5<sup>th</sup> grade TAKS, but repeatedly refused the interventions offered. If the student does not want to attend and, if the parents do not see the urgency of the situation, the campus does not have a lot of options.

**Time and resources (elementary).** Elementary ARI and AMI teachers and mentor teachers considered time and resources to be challenges for the program. Some high-needs campuses carried a risk of teacher burnout because they did not have enough teachers willing to add this duty to their already demanding schedules. Teachers stated that more money was needed to purchase curriculum as well as materials different from regular classroom materials.

**Lack of early intervention for K-2 students (elementary).** A challenge at the elementary level was reported to result from the limited interventions offered in the early grades. The K-2 students who needed additional instruction time were not the focus of most intervention programs because they were not subject to the SSI grade advancement requirements. The lowest percentage of agreement (45% agreed or strongly agreed)

among respondents was to the statement, “My campus has an effective plan to provide intervention to struggling K-2 students.” One teacher said, “Interventions should be occurring in the lower grades to circumvent the need for such extensive after-school intervention. It is extremely difficult to help students who have already fallen 2-3 grade levels behind.”

### **Strengths of the ARI and AMI Programs**

Although challenges occurred for the middle school ARI and AMI program in its first year, 92% of teachers and contact persons agreed or strongly agreed with the statement, “My campus has an effective plan to provide additional instruction time for all grade 6 students struggling in reading and/or math.” Similarly, at the elementary level, 93% of respondents agreed or strongly agreed with the statement, “At my campus, students in grades 3-5 who need additional instruction time are offered intervention outside of the classroom.” Other strengths of the middle school and elementary intervention programs, listed by respondents, included the following:

**Program/campus staff.** According to those responding to the survey, administrators, teachers, and support staff were dedicated to helping students pass TAKS. ARI and AMI elementary teachers appreciated the support of the mentor teacher. Strengths of the intervention program reported by ARI and AMI teachers included strong communication between classroom and intervention teachers, sharing of instructional ideas, and support from administrators and specialists.

**Small group instruction.** Students benefited from individualized instruction in a small group setting at the participating elementary and middle schools. One teacher said, “Small group instruction is a powerful tool for accelerating student achievement.” Students

received additional learning time to concentrate on skills, and teachers could reteach problem areas.

**Curriculum/materials.** Teachers appreciated the curriculum and materials available for the program. The middle school teachers praised the software and curriculum resources for interventions. Student incentives were a plus, according to teachers at both levels.

### **Areas for Program Improvement**

Although ARI and AMI teachers, mentor teachers, and contact persons praised the efforts of the district to offer support for students at risk of reading or math difficulties, they made the following suggestions to improve the intervention program:

**Start earlier.** ARI and AMI teachers and support staff suggested the program start earlier in the school year. (Some campuses offered interventions in the spring only.)

**Curriculum/materials.** Teachers requested more TAKS-formatted material, Spanish materials, and a wider variety of interesting materials.

**Focus on early intervention.** Elementary teachers emphasized the need to expand the program to reach more students, particularly K-2 students.

**Reduce paperwork.** Respondents requested that the amount of paperwork be reduced. Some teachers will not help with the program because it requires too much paperwork.

### **SUMMARY**

Each year, the ARI and AMI intervention programs face new challenges as another grade is added in preparation for the SSI grade advancement requirement that will be effective for grade 8 students in 2007-2008. Due to limited resources and increased demand, offering intervention services to all students who could benefit from additional

small group instruction has become extremely difficult.

The 2005-2006 entitlement for AISD of \$2,912,669 was supplemented by funds from other grants or programs. Fifty-six percent of the K-6 reading and math interventions were funded by another source (e.g., Reading First, OEYP, 21st Century, Title I, Prime Time, AFL). Although other resources supplemented the ARI and AMI grant to provide interventions for 85% of eligible students, gaps existed in the available intervention services for K-2 students. Less than 20% of grade 2 students eligible in math received math instruction outside of the regular classroom. Benchmark data indicated that only 42% of grade 2 math intervention students were on grade level in math at the end-of-year assessment.

Of the 16,092 K-6 students who participated in reading or math interventions in 2005-2006, 28% participated in both reading and math interventions. TAKS results for SSI intervention students indicated that 89% of grade 3 reading intervention students passed TAKS reading, 2 percentage points below the district average. However, TAKS results for grade 5 intervention students showed that 73% passed TAKS reading and 74% passed TAKS mathematics, compared with the district averages of 85% and 84%, respectively. In addition to the opportunity to participate in school-year interventions and summer school, the SSI students had three opportunities to pass TAKS during 2005-2006. For reading and math intervention students not in grades subject to SSI grade advancement requirements, the percentages of students passing TAKS were less than 60%.

The focus of grade 6 reading and math intervention efforts in 2005-2006 was on students who failed to meet the passing standard on 2005 TAKS reading or TAKS

mathematics in grade 5 and were promoted to grade 6 (n = 634). Of the grade 6 students who participated in interventions, 31% participated in both reading and math interventions. Grade 6 students had one opportunity to pass the TAKS test(s). The 2006 TAKS results for grade 6 intervention students showed that 59% of reading intervention students passed TAKS reading and 48% of math intervention students passed TAKS mathematics.

Although much has been accomplished through the district's reading and math intervention programs, much remains to be done. It is critical that classroom teachers have skills to assist struggling students (professional development opportunities), parents must cooperate with teachers in the efforts to provide academic support to their students (parental involvement), and students must have early and frequent opportunities to succeed (early intervention). As TEA states, "This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs."

#### **RECOMMENDATIONS**

The need for reading and math interventions is great among AISD students. In 2005-2006, 34% of all K-6 students were eligible for reading interventions, and 42% of students in grades 2-6 were eligible for math interventions. In 2006-2007, the ARI and AMI grant will be available for grade 7 reading and math interventions. The following recommendations to improve the K-7 intervention programs in 2006-2007 are offered to district decision makers for consideration.

- Seek additional funding to support prevention efforts in the earlier grades (K-2), which has not been a focus at the campus level.
- Maximize intervention funds by coordinating ARI and AMI instruction efforts with entitlement and grant programs (e.g., Title I, Reading First, OEYP, Prime Time, 21<sup>st</sup> Century, AFL) at the campus and district level to provide interventions for all K-7 students who have been determined to be at risk for reading or math difficulties.
- Explore new materials to provide additional instructional support for students having difficulties in reading and/or math.
- Provide more intervention opportunities during the school day to reach more students without compromising instruction in other core content areas.
- Require teacher training to expand knowledge of classroom-based reading and math intervention strategies and to support intervention programs outside the classroom.
- Closely monitor reading and math interventions at the middle school level while the grant is being expanded to include grade 7 students.
- Provide more hours of instruction for grade 5 summer school students who need to pass both TAKS reading and TAKS mathematics.
- Pilot a new student monitoring form that will reduce the amount of paperwork required of ARI and AMI teachers.

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