



2008-2009

Accelerated Reading Instruction (ARI)

Accelerated Mathematics Instruction (AMI)

Texas Reading Initiative
Texas Math Initiative
Division of Curriculum
Texas Education Agency
1701 N. Congress
Austin, Texas 78701
(512) 463-9581
stateini@tea.state.tx.us

September 25, 2008

Dear Administrator,

As a part of the Student Success Initiative (SSI), the Texas Reading Initiative and the Texas Math Initiative authorize instructional interventions for students who are struggling with reading and/or mathematics in Grades K-8. The required accelerated (intensive) instruction begins with students in Grades K-2 who are at risk of reading difficulties and goes on to provide support to students who must meet the grade advancement requirements of the SSI (TEC §28.0211 and TAC §101, Subchapter BB).

To support districts in meeting these requirements, Accelerated Reading Instruction/Accelerated Math Instruction (ARI/AMI) funds are available to districts that apply and meet eligibility requirements. The following guidelines outline important information about the use of and reporting on ARI/AMI funds and about the elements of successful reading and math intervention programs.

Additional information pertaining to the required accelerated instruction for the SSI may be found on the Texas Education Agency (TEA) SSI web page at

<http://www.tea.state.tx.us/student.assessment/resources/ssi/index.html>.

The Texas Reading Initiative webpage at

<http://www.tea.state.tx.us/reading/> also includes current information related to reading and math accelerated instruction programs and the required Consolidated Reading Initiative Report (CRIR). Texas administrators and teachers of students in Grades K-8 are encouraged to subscribe to the Texas Reading Initiative listserv at <http://miller.tea.state.tx.us/list/> in order to receive timely information related to the accelerated instruction programs.

If you have any funding questions about Notice of Grant Award (NOGA), please contact the Division of Formula Funding at (512) 463-8525. If you have any program questions, contact the Texas Reading Initiative and/or the Texas Math Initiative in the Division of Curriculum at (512) 463-9581 or at stateini@tea.state.tx.us.

Thank you for your commitment to improve student achievement in Texas.

Sincerely,

Sharon Jackson
Associate Commissioner
Standards and Programs

Table of Contents

Introduction	4
Evaluation	4
ARI/AMI Program Information	5
Purpose	5
Identification of Struggling Students	5
Notification & Reporting	5
Instructional Priorities	5
Student Success Initiative (SSI)	6
Consolidated Reading Initiative Report	7
ARI/AMI Funding Information	8
Basis of Funding Allocation	8
Accessibility	8
Funding Accountability	8
Distribution of Funding	9
Administrative Costs	9
Technology Expenditures	9
APPENDIX—Frequently Asked Questions	11

Introduction

The 80th Texas Legislature reauthorized funding for schools to provide accelerated reading and math intervention for struggling students in Grades K-8 during the 2008-2009 school year. Funding for Accelerated Reading Instruction (ARI) is based on approximately \$1,234 for each Grade 3 student who did not meet the passing standard on the first administration of the 2008 reading Texas Assessment of Knowledge and Skills (TAKS) in English or Spanish. Funding for Accelerated Mathematics Instruction (AMI) is based on approximately \$1,234 for each Grade 5 student who did not meet the passing standard on the first administration of the 2008 mathematics TAKS.

All monies in Fund Code 404 must be spent to provide accelerated reading instruction and/or accelerated math instruction to identified students in Grades K-8 on every campus in 2008-2009. In addition to TAKS results, school personnel should use diagnostic instruments to identify students who may be at risk of not meeting grade-level standards. More information about appropriate student identification is found on page 5 of this guide.

Districts/charter schools may use their discretion in applying funds to math or reading services within Fund 404. In reporting to the Texas Education Agency (TEA), schools will indicate by object code the amount used for reading and/or math, how many students were identified as at risk for reading and/or math difficulties, and how those students were served. Districts and charter schools will also indicate which funds (whether ARI/AMI, Local, Compensatory Education, Migrant, or Title I) were used to provide the intervention.

Evaluation

Results of the ARI/AMI program evaluation are available each year. The evaluation report details the specifics of the grant program, describes the ways in which grantees spent grant funds, and illustrates the impact the program had on struggling students' reading and math improvement over the course of the academic year. The most recent report can be found at <http://www.tea.state.tx.us/opge/progeval/ReadingMathScience/index.html#arami>.

ARI/AMI Program Information

Purpose

ARI/AMI funding is to be used to provide immediate, targeted interventions for students in Grades K-8 who have been identified as at risk for reading difficulties, including dyslexia, and/or math difficulties.

The Texas Education Agency (TEA) recommends that districts carefully consider the needs of their student populations when determining the distribution of funds for reading and mathematics instruction in Grades K-8.

Identification of Struggling Students

It is recommended that districts/charters use results from instruments included on the *2008-2009 Commissioner's List of Early Reading Instruments* to identify students needing early reading intervention in Grades K-2. Students in Grades 3-8 may be identified using TAKS scores, results from locally created progress monitoring tools, performance on classroom assessments, teacher observations, progress reports, and report cards.

For students in Grades 5-7, results from TAKS mathematics tests and other diagnostic tools are considered primary criteria for identifying students who are struggling in mathematics. Instruments such as the Texas Mathematics Diagnostic System (TMDS) or district-created progress monitoring tools may also be used to identify students. The TMDS is available for use with students in Grades 3-12. Districts may also identify students struggling in mathematics using results from locally created progress monitoring tools, performance on classroom assessments, teacher observations, progress reports, and report cards.

If a Limited English Proficient (LEP) student is not administered a reading instrument but is administered an oral language proficiency assessment, results from that instrument may be used as an indicator for placement in this program in either English or in the student's native language. The early reading instruction program may be delivered in any language (TAC §89.1225).

Notification & Reporting

In accordance with TEC §28.006, districts/charters must notify the parent/guardian of any student in Grades K-2 identified as at risk for reading difficulties, including dyslexia, and must notify the parent/guardian if the student's needs are to be addressed through an accelerated reading instruction program. There is no statute which requires diagnostic assessment of students in mathematics in Grades K-2; however, it is recommended that a district-wide mathematics assessment be administered to identify students who are struggling in mathematics and that parents be informed of the student's areas of need.

Instructional Priorities

Priority One: All students identified as struggling in Grades K-8 on each campus should receive immediate, targeted reading and/or mathematics instructional intervention. The interventions must be scientifically research-based and supported by evidence that they are effective in improving the academic skills of struggling students. Districts must monitor and document the

specific academic improvements in the student's reading and math skills as a result of the interventions. The interventions must be implemented with fidelity to the experimental design including appropriate professional development for teachers and instructional supports. Additional assistance choosing appropriate interventions may be found at <http://www.tea.state.tx.us/curriculum/Rtl/index.html>.

Components that typically comprise effective intervention programs include the following:

- A placement process that assesses students with diagnostic instruments that give specific information about skills and help determine the type of instruction that the student will receive
- An instructional format that is consistently informed by assessment data and classroom data and that provides repeated opportunities for students to engage in intensive, targeted learning
- An instructional format that provides at least one extended period each day of actual reading/math instruction for students who are just below grade level and at least two extended periods or an additional extension per day of actual reading/math instruction for students who are significantly behind in ability
- A program pedagogical foundation that is based on convergent scientific research
- A program that describes the way instruction is differentiated for different students
- A program structure that describes the exact plan of monitoring student progress and allows for adjustments in the program content and/or instructional approach to meet the instructional needs of each student
- A program which identifies in detail the research to support its effectiveness
- A program communications element that frequently reports individual student progress to the classroom teacher and to the parent/guardian of the student

Priority Two: After immediate instructional intervention is provided throughout the school year, remaining funds may be used to provide accelerated instruction for students who do not meet the passing standard on one or more of the Grades 3 and 5 reading TAKS or Grade 5 math TAKS administered in the spring. Additionally, these funds may be used to provide intervention required by a student's Accelerated Instruction Plan (AIP).

Student Success Initiative (SSI)

In accordance with TAC §101.2007 and TAC §101.2009, districts/charters must notify parents/guardians of the Student Success Initiative (SSI) grade advancement requirements. Districts/charters must also notify parents/guardians of students who are at risk of not meeting the passing standard on the Grades 3 and 5 reading TAKS and Grade 5 mathematics TAKS. If a student does not meet the passing standard on one of these test opportunities, districts/charters are required to notify parents and convene a grade placement committee (GPC) that will develop an AIP for the student. Please see additional information at <http://www.tea.state.tx.us/student.assessment/resources/ssi/>.

Consolidated Reading Initiative Report (CRIR)

Districts/charters must submit the 2008-2009 Consolidated Reading Initiative Report (CRIR) by **Wednesday, September 30, 2009, at 5:00 p.m. Central Standard Time**. This report includes program information as well as expenditures from September 1, 2008 through August 31, 2009.

A draft copy of the 2008-2009 Consolidated Reading Initiative Report (CRIR) is available for viewing and downloading at www.tea.state.tx.us/reading/ and/or may be requested in an email to stateini@tea.state.tx.us.

Districts should maintain documentation of the following data elements, all disaggregated by grade level, in preparation for completing the CRIR:

- 2008-2009 student enrollment
- Number of students identified as reading and/or performing math at current grade level at beginning of year (BOY)
- Number of students identified as struggling in reading, including dyslexia, based on the results of reading instruments regardless of whether ARI/AMI funds were used
- Number of students identified as struggling in math regardless of whether ARI/AMI funds were used
- Number of identified math and/or reading students served by ARI/AMI funds
- Number of campuses using ARI/AMI funds
- Number of students served by ARI/AMI funds who were reading at grade level by the end of the school year
- Number of students served by ARI/AMI funds who were performing math at grade level by the end of the school year
- Number of students served by ARI/AMI funds in Grades 3-8 who passed the reading section of the 2009 TAKS on the first administration
- Number of students served by ARI/AMI funds in Grades 3-8 who passed the math section of the 2009 TAKS on the first administration
- Other funding sources used to serve struggling students
- Number of teachers who have (at any time) completed a Teacher Reading Academy (TRA) in person
- Number of teachers who have (at any time) completed a Teacher Reading Academy (TRA) online

ARI/AMI Funding Information

Note: An overview of important information is provided here. For complete details on allowable expenditures, reporting requirements, and other issues related to ARI/AMI funds, please refer to the following site:

http://maverick.tea.state.tx.us:8080/guidelines/Reference%20Materials/705XXXXPP1000_G.pdf

Basis of Funding Allocation

The grant application for 2008-2009 ARI/AMI funds must be submitted via eGrants by **Wednesday, September 30, 2008 at 5:00 p.m. Central Standard Time**. The Notice of Grant Award (NOGA) will be sent to the grantee official of all eligible districts/charter schools that requested these funds. This funding is non-competitive, and there is no minimum amount. The electronic NOGA will represent 100 percent of the district's/charter's total allocation.

ARI/AMI funds must be expended by August 31, 2009 to meet the needs of students in Grades K-8 identified during 2008-2009 as at risk for reading difficulties, including dyslexia, and/or math difficulties. This includes students who do not meet the passing standard on any one of the three test opportunities of the Grades 3 and 5 reading TAKS or any one of the three test opportunities of the Grade 5 mathematics TAKS.

Districts/charters receive approximately \$1,234 per Grade 3 student who did not meet the passing standard on the first administration of the 2008 Grade 3 reading TAKS and Grade 5 student who did not meet the passing standard on the first administration of the 2008 Grade 5 mathematics TAKS.

Accessibility

Grantees are required to use the online TEA expenditure reporting (ER) system to record expenditures and request payment.

Grantees who have not submitted the required 2007-2008 Consolidated Reading Initiative Report (CRIR) by **Wednesday, September 30, 2008, at 5:00 p.m. Central Standard Time** could jeopardize their funding for 2008-2009.

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant as specified in the NOGA. Final payment is contingent upon receipt of all required reports. TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports.

Funding Accountability

Local Education Agencies (LEAs) must use Financial Accountability Resource Guide Fund Code 404 with locally assigned option codes to account for all ARI/AMI funds received and expended. The full amount of 2008-2009 ARI/AMI funding must be used in direct efforts to meet the needs of identified students in Grades K-8. Unexpended funds will not roll forward. These funds are available until **August 31, 2009**. All payments and all goods/services must be received by this date.

Payments through the ER system should be deposited into district/charter schools' depository banks within six to seven business days of the request (provided the request does not exceed the established threshold system). Grantees should request cash no earlier than six working days prior to actual disbursement of funds. Grantees may enter cumulative expenditures up to 90% of the total grant award into the ER system until **Thursday, October 15, 2009 at 5 p.m. Central Standard Time.**

TEA retains 10% of the award amount until the grantee fulfills the reporting requirements. The remaining 10% of the grant award is released from "Hold" when all the 2008-2009 reporting requirements are met. LEAs are responsible for entering cumulative expenditures and drawing down the remaining 10% by **October 15, 2009** (Final Expenditure Report deadline in the ER System). TEA will not make final payment to the grantees for this grant. Grantees will have access to the ER system until Tuesday, **November 16, 2009, at 5:00 p.m. Central Standard Time** to revise expenditures. Grantees must meet the October 15, 2009 deadline in order to be able to revise expenditures. TEA will not process, approve, or pay any requests for additional funds beyond **November 16, 2009.**

Distribution of Funding

- Districts/charter schools determine how to distribute ARI/AMI funds among campuses and programs. The distribution may vary from grade level to grade level and from campus to campus.
- ARI/AMI funding may not be used to supplant another source of funds. Funds currently used for a given purpose may not be diverted for another purpose because of the availability of ARI/AMI funds.
- ARI/AMI funds may not be used to pay for any programs, activities, or services already required by law, rule, or local policy.
- ARI/AMI funds must be expended only for items that are **necessary** and **reasonable** for carrying out the objectives of the program.
- ARI/AMI funded expenditures are those that directly address the needs of the identified students usually in one of the following categories: additional personnel, instructional materials for direct instruction, or targeted professional development.
- *Conference* registration fees and hotel/airline expenses are not defined as targeted professional development costs. Examples of allowable expenses include workshop fees, mileage, and participant materials for training required to appropriately implement the identified ARI/AMI intervention program.
- Food and incentives are not allowable costs with the exception of light snacks for students who are participating in an after-school accelerated instruction program.
- Rewards for participation (i.e., t-shirts, key chains, movie tickets) are not allowed with the exception of small items clearly tied to instruction (i.e., pencils, bookmarks, rulers).

Administrative Costs

No more than 15 percent of the ARI/AMI funds allocated to a school district or charter school may be spent on indirect costs (TEC §28.006).

Technology Expenditures

A portion of these funds may be used to purchase hardware only if it is deemed necessary and reasonable for completion of the required grant activities. A portion of these funds may be used

to purchase software only if it meets the required components of an effective instructional intervention program detailed on page six of this document. Teacher supervision, monitoring, and intervention are vital when technology is used for instructional purposes.

APPENDIX —Frequently Asked Questions

What is Accelerated Reading Instruction/Accelerated Mathematics Instruction (ARI/AMI)?

ARI/AMI funding provides non-competitive monies to each eligible school district/charter school with students enrolled in any of the grade levels between Grade K and Grade 8. This funding is to be used to provide immediate, targeted instructional intervention for those students at every campus in Grades K-8 who are at risk for reading difficulties, including dyslexia, and/or math difficulties. ARI/AMI funds may also be used to provide required accelerated instruction for students who do not pass state-mandated Grade 3 reading and Grades 5 & 8 reading and mathematics assessments administered in the spring.

Who should be served by ARI/AMI funding?

Districts/charter schools must provide intensive reading and/or mathematics intervention programs for all students in Grades K-8 who have been identified as at risk for reading difficulties, including dyslexia, and/or at risk for math difficulties. According to TEC §28.0211, districts must provide accelerated instruction to a student after he or she has not met the standard on a TAKS test required by the Student Success Initiative (SSI).

How is the “accelerated instruction” referenced in the SSI grade advancement requirements of TEC §28.0211 similar to or different from the “accelerated reading instruction” mandated by TEC §28.006?

The intent of both laws is to provide immediate intervention based on a student’s individual instructional needs. According to TEC §28.006, districts shall implement an “accelerated reading instruction program” for students who, based on the results of the early reading instruments in Grades K-2, are determined to be at risk for reading failure. This accelerated instruction is designed to provide immediate intervention upon identification of student need in order to prevent reading failure. Current research indicates that this preventive intervention should be provided in small group settings of 3 to 4 students.

According to TEC §28.0211, districts must provide accelerated instruction to a student after he or she has not met the standard on a TAKS test required by SSI. This accelerated instruction is to take place with no more than 10 students to one teacher when provided in a pull-out group setting. Both laws allow the district to determine the form, content, and timing of the accelerated instruction. Please see TEA’s [2008-2009 Response to Intervention \(RtI\) Guidance](#) for further information about immediate targeted instruction. Please see the current Grade Placement Manual for further information about SSI-required accelerated instruction at <http://www.tea.state.tx.us/student.assessment/resources/ssi/>.

How will funds be allocated during the 2008-2009 school year?

The allocation amounts for 2008-2009 are based on the following formula: approximately \$1,234 for each Grade 3 student who did not pass the first administration of the 2007 TAKS English or Spanish reading assessment and approximately \$1,234 for each Grade 5 student who did not pass the 2008 TAKS English/Spanish mathematics assessment. Districts/charter schools may use their discretion in transferring funds from reading to math and vice-versa within Fund 404.

How can a district or charter school spend this money?

All ARI/AMI funding should be used to directly meet the reading/math instructional needs of identified students in Grades K-8. School personnel should carefully identify the specific reading/math needs based on assessment data of each K-8 student and provide immediate intervention that can best address these needs. Frequent monitoring and adjustment of the interventions and student progress are required in order to ensure that students do not continue to struggle. No more than 15 percent of these funds may be spent on indirect costs.

Districts/charter schools may use their discretion in applying their funding to intervention instruction for students identified as at risk in reading or for students identified as at risk in math. However, all K-8 students identified as at risk must receive instructional intervention using some funding source. District/charter schools have the discretion to decide which funds (whether ARI/AMI, Local, Compensatory Education, Migrant, or Title I) are used to provide intervention.

Can these funds be “rolled over” for use after August 31, 2009?

There is no “roll over” of funds. It is highly recommended that districts/charter schools use 100% of these funds to provide for immediate intervention for all identified K-8 students in reading and mathematics. Districts/charter schools are urged to draw down their ARI/AMI funds from the TEA ER system on a monthly basis.

May districts/charters coordinate/leverage funds?

Yes, coordinating/leveraging these funds to provide focused professional development, comprehensive instruction and meaningful intervention programs for students at risk for reading and/or math difficulties can be both prudent and effective. However, they cannot supplant any funds.

May funds be spent to hire a teacher, paraprofessional, or part-time tutor?

Yes, as long as the teacher, paraprofessional, or part-time tutor is working only with those identified students. Highly qualified personnel should deliver instruction and provide intervention. Paraprofessionals and/or part-time tutors may monitor the class allowing the teacher time to provide direct instruction and specialized reading/math intervention to a small group. Paraprofessionals and/or part-time tutors may also reinforce the initial reading or math instruction planned and delivered by the teacher for instructional purposes.

May funds be spent to pay for substitutes while teachers attend training?

Yes, as long as the reading/math training is for implementation of a scientifically research-based intervention targeted to address the needs of the identified students, and the teachers released for training will provide targeted, intensive reading/mathematics instruction for identified students.

May funds be spent for computer hardware and/or software?

Although this is not a technology grant, a portion of these funds may be used to purchase hardware and/or software as long as it meets the diagnosed needs of identified students and frequent monitoring by a highly trained educator is provided. The software should be based on empirical evidence that the intervention delivered by the computer program results in the

improved academic achievement of students who are below grade level in reading and/or math. Professional development of teachers in using the computer software and hardware should accompany the implementation of the intervention to ensure fidelity of the application of the program to struggling students. Teacher supervision, monitoring, and intervention are vital if computers are used for instructional purposes.

May the funds be used for staff development?

The funds may be used for staff development if the training is on scientific, research-based reading/mathematics instructional interventions, is needed for appropriate implementation of the intervention, and is for the teachers who must address the needs of identified students. There must be a direct correlation between the training and the needs of the students. If monies are used for this purpose, they should be expended early during the 2008-2009 school year for maximum effect.

May the funding be used for stipends?

While limited funding may be expended on teacher stipends, this type of expenditure must enable teachers to provide more direct, intensive reading/math instruction for identified students. The purpose of the funding is to provide direct services to students.

May this money be used for buses?

ARI/AMI funds may be spent on transportation only to transport identified students and solely for the purpose of providing the required intensive reading/math instruction.

When should early reading and/or mathematics intervention through ARI/AMI funding begin for students in Grades K-8?

Students begin receiving additional reading instruction in an intervention program immediately after they have been identified. Intervention efforts should occur during the school day and should begin as soon as possible during the school year. They may be continued after the school day and/or during the summer for students who continue to have difficulty at the end of the spring semester.

When should the early reading and/or mathematics intervention occur: before school, during the school day, after school, or during the summer?

The intent of the legislation is that students be placed in early reading and/or mathematics intervention programs immediately after they have been identified as at risk for reading and/or math difficulties. This means that intervention efforts should occur during the school day and year. With remaining funds, additional intervention efforts should be made before or after school and/or during the summer for students who are continuing to function below grade level at the end of the year in either reading or math.

What time frame and grouping model are recommended?

Thirty to forty-five additional minutes of targeted reading/math instruction during the regular school day, with flexible grouping of up to four children with one adult is recommended.

However, TEC §28.0211(c) indicates that an accelerated instruction group administered by a school district must maintain a ratio of no more than 10 students for each teacher. This applies to any period of time in which accelerated instruction is being provided in response to the SSI grade advancement requirements, including summer school.

Does TEA provide a sample notification letter for districts/charter schools to notify parents that students will be provided ARI/AMI?

Sample ARI letters are available in both English and Spanish and may be downloaded from <http://www.tea.state.tx.us/reading/products/products.html>. Districts/charter schools should adapt these letters to meet their particular needs.

What are the reporting requirements for the ARI/AMI Program?

Districts/charter schools must submit the 2008-2009 Consolidated Reading Initiative Report (CRIR). This report will provide information on how funds were expended for program operation and an assessment of the effectiveness of the program as it relates to student achievement in Grades K-8.

When may districts/charters access the 2008-2009 CRIR?

A copy of the 2008-2009 CRIR will be posted in July 2009 at <http://www.tea.state.tx.us/reading/>. The report will be accessible through EGrants in August 2009. The deadline for submission of this report is **Wednesday, September 30, 2009**.

How and when do districts/charter schools receive the final 10% of the total grant award?

The ARI/AMI Program Expenditure Report (Schedule ER 6010) of the CRIR must reflect that 100% of the grant expenditures were spent to meet the needs of identified students in Grades K-8 by August 31, 2009, and that all services were received and paid for by that end date in order for the district/charter school to access the final 10% of their allocation.

Final payment is contingent upon receipt of the 2008-2009 CRIR. TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports. TEA will remove the 10% "Hold" when reporting requirements have been met by the district/charter school.

The district/charter school will be responsible for drawing down the remaining 10% in the ER System. TEA will not make final payment to the grantees for this grant.

Do mandatory attendance rules mean that each student who is identified as at risk for reading/math difficulties in Grades K-8 must participate in ARI/AMI?

Similarly to the way that mandatory attendance rules apply to kindergarten students, once the students are identified for an ARI/AMI program, attendance may be mandated. However, if a parent chooses for a child not to participate in an after-school or extended-year program, attendance may not be mandated. Therefore, provision of an intervention program during the regular school day is essential to meet the needs of all identified students.