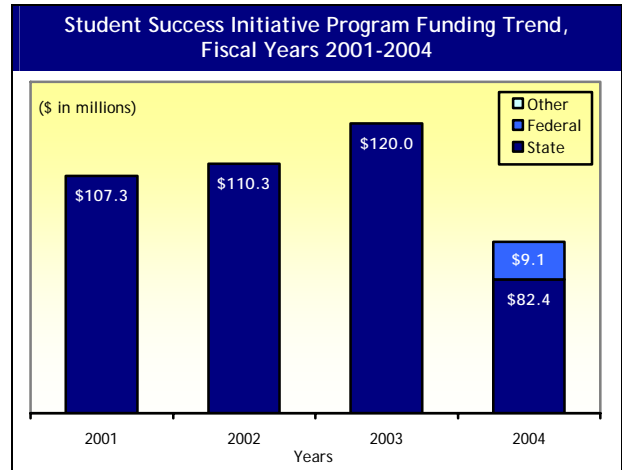Summary by the Texas State Auditor's Office on:

Accelerated Reading/Math Initiatives Program (ARI/AMI, the Major Component of the Student Success Initiative)

GAA, Page III-16, Rider 51 (78th Legislature) and TEC 28.006

Funding Sources, Fiscal Year 2004

Federal	State Appropriations [a]	Other
$ 9,100,000	$ 82,353,468	$ 0

Funding Method	Formula allotments
No. of Allotments	1,077
Range	LEAs received $1,007.46 for each third-grade student who failed the spring 2003 reading TAKS and each fifth-grade student who failed the spring 2003 math TAKS
Eligible Entities	LEAs

Student Success Initiative Program Funding Trend, Fiscal Years 2001-2004

($ in millions)

- Other
- Federal
- State

2001: $107.3
2002: $110.3
2003: $120.0
2004: Federal $9.1, State $82.4

Years

Flow of Student Success Program Initiative Funds, Fiscal Years 2001-2004

Year	Appropriated -all programs[a]	Budgeted for ARI/AMI[a]	Awarded[b]	Expended	Deobligated	Lapsed
2001	$ 107,290,554	$ 68,890,288	$ 65,193,096	$ 65,167,081	NA	$ 3,723,207
2002	$ 110,282,758	$ 53,878,549	$ 57,458,730	$ 53,878,549	NA	$ 0
2003	$ 120,000,000	$ 99,341,077	$ 106,417,465	$ 94,511,173	$ 0	NYA
2004	$ 91,453,468	$ 75,053,468	$ 75,052,188	NYA	NYA	NYA
Totals	$ 429,026,780	$ 297,163,382	$ 304,121,479	NYA	NYA	NYA

LEAs, Other Entities, Students, and Parents Served

LEAs	Students
1,121	203,907
1,127	304,657
1,136	327,668
1,077	NYA
4,461	NYA

UA - Unavailable   NA - Category does not apply   NYA - Not yet available (as of report date)

[a] Appropriated amount reflects the total rider appropriation for a fiscal year of the biennium. The $82.4 million appropriated by Rider 51 for fiscal year 2004 was intended to fund multiple programs. ARI/AMI is the largest of these, budgeted by TEA at $75 million for school year 2003-04.

[b] Awarded amounts may exceed budgeted amounts when deobligated funds are reobligated to fund additional grants.

Targeted Students and Grade Levels

The ARI/AMI Program targets all students in grades K-4 identified with approved diagnostic assessments as struggling in reading or math. The program extends to grade 5 during the second year of the biennium.

Program Components

Program Component	Required/ Recommended/ Allowed
Counseling/Case Management	
Diagnostics-Based Intervention	✓
Academic Intervention	✓
Small Group Instruction/ Limited Class Size	✓
School-Day or Out-of-School Activity	School-Day and Out-of-School
Computer Assisted Instruction	✓
Literacy/ESL/Bilingual Instruction	✓
College Preparation	

Program Component	Required/ Recommended/ Allowed
Career Preparation	
Mentoring	
Professional Development	✓
Parental Involvement/Education	
Community Involvement/Services/ Enrichment	
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Comments

The ARI/AMI Program provides immediate, intensive, accelerated instruction in reading and math for students struggling in those subjects, with priority given to students in greatest need as identified by the use of recommended diagnostic instruments. School year 2003-04 was the first year that accelerated math instruction was introduced. Thirty to 45 additional minutes per day of targeted instruction with flexible grouping of up to four children and the use of specific research-based instructional strategies for both reading and math are recommended. Program guidelines also strongly recommend intervention during the regular school day (instead of after school or in summer school) and frequent monitoring of student progress during the year, with instructional modifications as needed. Funds may also be used for relevant professional development and for instructional software and programs. Teachers may use observations, classroom performance, and TAKS results as well as approved diagnostic instruments to identify students and monitor student progress. The program serves students in K-4 during fiscal year 2004 and extends to students in grade 5 during the second year of the biennium, fiscal year 2005.
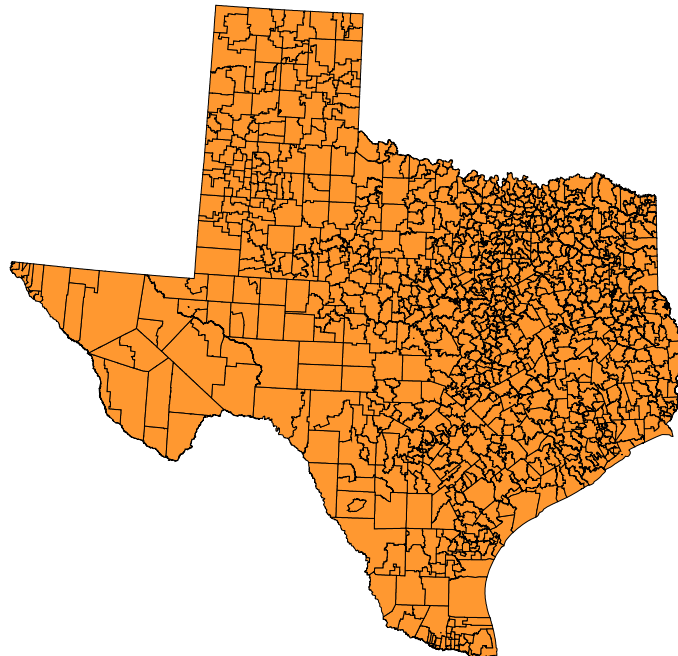
Evaluation[*]

School year 2003-04 was the first year for AMI, and performance results for that part of the program will not be available until November 2004. TEA has measured the progress of students since the 1999-2000 school year, the first year ARI was implemented, by comparing TAAS or TAKS passing rates in reading from year to year. Educators anecdotally attribute improvements in the results of these standardized tests to the implementation of ARI. In school year 2002-03 all ARI students in grade 3, who were initially identified as not reading at grade level, were able to achieve an overall passing rate of 86.3 percent for the TAAS reading test, approaching the statewide third grade passing rate of 89.6 percent. Additionally, the vast majority of students in grade 3 (81.7 percent) who were identified as not reading at grade level at the beginning of the year were at grade level by the end of third grade. Struggling readers in grades K-2 served by the ARI program also showed strong results: 62.3 percent of ARI participants in kindergarten, 65.9 percent of ARI students in grade 1, and 66.7 percent of ARI participants in grade 2 were reading at grade level by the end of the 2002-03 school year. TEA uses LEAs' self-reported data on participation and performance of students in ARI/AMI to identify successful LEAs and their instructional strategies and also to provide additional guidance to LEAs not showing such improvement. LEAs' data has not been independently verified. TEA will complete an evaluation of the ARI program in January 2005.

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

Accelerated Reading/Math Initiatives Program (ARI/AMI)
Statewide Distribution, School Years 2000-01 through 2003-04