Austin Independent School District
Department of Program Eval 15.06 MATHEMATICS
Publication Number 08.63
October 2009

Janice Curry
Evaluation Specialist

INSTRUCTION

EVALUATION REPORT, 2008–2009

The Student Success Initiative (SSI) was created by the 76th Texas Legislature (1999) to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics (math). For SSI grade advancement during the 2008–2009 school year, students were required to pass the Texas Assessment of Knowledge and Skills (TAKS) grade 3 reading test to be promoted to grade 4, to pass the grade 5 reading and math tests to be promoted to grade 6, and to pass the grade 8 reading and math tests to be promoted to grade 9 (Texas Education Agency [TEA], 2008a). In 2009, SSI students had three opportunities to pass TAKS reading (grades 3, 5, and 8) or TAKS math (grades 5 and 8) tests.

The state funding sources established to support SSI were the Accelerated Reading Instruction (ARI) and Accelerated Mathematics Instruction (AMI) entitlements.

K–2 Intervention Students

Reading. During 2008–2009, 7,800 (32%) of all AISD students in grades K–2 were identified for reading intervention. Seventy percent of the kindergarten students who participated in reading interventions attended the 2009 ELL Summer School for prekindergarten and kindergarten students. Of the students in grades K–2 who received reading interventions and had EoY assessments, 50% (n = 3,078) were considered to be on grade level in reading by May 2009.

Math. Of the 813 grade 2 students identified on BoY benchmark test as being at risk for math difficulties, 455 (58%) participated in math interventions outside the classroom. Forty-nine percent (n = 213) of grade 2 intervention students had a score at or above 70% on the EoY benchmark test. The 481 K–1 students who participated in math interventions were recommended based on other criteria.

Grade 3 Through 8 Intervention Students

Students in SSI grades and subjects received 36% of all K–8 reading and math intervention opportunities during 2008–2009. As a result of this focus, and after three administrations of TAKS, the percentages of SSI students passing TAKS were greater (78%) than the percentages of students passing in non-SSI grades and subjects (64%). As shown in Table 2, 75% of all intervention students in grades 3 through 8 passed in reading and 65% passed in math (compared with 72% and 60%, respectively, in 2007-2008). AISD percentages passing are shown for comparison.

Table 2. Intervention Students in Grades 3 through 8 Who Passed the 2009 TAKS, by Subject

	TAKS Reading				TAKS Math	
	Intervention Students			AISD	Intervention Students	AISD
Grade	# Tested	# Passed	% Passed	% Passed	# Tested	

SUMMER SCHOOL 2009

Summer school played an important role for SSI students in grades 3, 5, and 8 who prepared to take the third administration of TAKS in the summer of 2009. This section of the report examines the gains that were made during one month of intensive intervention efforts in June 2009. The data presented in this section were included in the aggregated data presented earlier in the report. More details of summer school are available in the *Summer School Evaluation Summary Report 2009* (DPE Publication Number 08.69).

ELEMENTARY SSI SUMMER SCHOOL

Overall, 29% (n = 490) of summer school students in grades 3 and 5 who took the June/July 2009 TAKS tests passed, compared with 25% in July 2008. Summer school grade 5 students' TAKS scores showed an increase from 2008 to 2009 in percentages passing in both subjects (Table 3). However, grade 3 summer school students' passing rates for the third administration of TAKS reading decreased from 39% in 2008 to 34% in 2009. Spanish TAKS results in each grade and in each subject decreased also.

Table 3. Summer School Students in Grades 3 and 5 Who Took and Passed TAKS Reading or Math, July 2008 and June/July 2009

TAKS grade and Subject	July 2008 TAKS			June/July 2009 TAKS			Difference
	# Tested	# Passing	% [redacted]	# Tested	# Passing	% Passing	2008 to 2009

Table 4. Grade 5 Students Who Took and Passed TAKS Reading or Math, 2008 and 2009

To find out if growth occurred during the summer program, an examination was conducted of July 2009 TAKS reading scale scores for SSI students who had a previously scored TAKS test. The same analysis was completed for SSI students on TAKS math. The TAKS passing scale score is 2100.

Although only 28% of all SSI students in grade 3, 5, and 8 who attended summer school passed the June/July 2009 TAKS tests, 68% of these students made gains on their TAKS scale score, compared with their prior scale score. Table 6 shows the numbers and percentages of students making scale score gains from the previously scored TAKS document during summer school.

Table 6. Scale Score Gains for SSI Students Who Took June/July 2009 TAKS

TAKS grade and subject	# of students making gains	% of students making gains

- Thirty-one percent (n = 1,275) of students in grades 5 through 8 who did not pass 2009 TAKS math also did not pass in the two previous years.

FISCAL CONSIDERATION

The 2008–2009 ARI/AMI entitlement of $2,739,951 for the K–8 reading and math intervention program was supplemented by funds from other grants or programs (e.g., Reading First, OEYP, 21st Century, Title I, Prime Time, and AFL). The ARI and AMI funding sources will be reduced in 2009–2010 to 35% of the previous year's allocation; funding will be eliminated in 2010–2011. There is a multi-year challenge for accelerating learning due to the fact that from one-fourth (reading) to one-third (math) of students in grades 5 through 8 who did not pass 2009 TAKS also did not pass in 2007 or in 2008.

RECOMMENDATIONS

The need for reading and math interventions is great among AISD students. In 2008–2009, 24% of all K–8 students were eligible for reading interventions and 31% of students in grades 2 through 8 were eligible for math interventions. In anticipation of reduced ARI/AMI funding in 2009–2010 and the elimination of funding in 2010–2011, the following recommendations are offered to district decision makers for consideration.

- Continue to provide intervention to students at risk of failing TAKS reading and TAKS math even though the A1

REFERENCES

Austin Independent School District. (2005). *Key elements of the education plan: Three-tier intervention program.* Austin, TX: Austin Independent School District, Division of Curriculum.

Curry, J. (2008). *AISD K–8 accelerated reading and mathematics instruction evaluation, 2007–2008* (Publication 07.74). Austin, TX: Austin Independent School District, Department of Program Evaluation.

Curry, J. (2007). *AISD K–7 accelerated reading and mathematics instruction evaluation, 2006–2007* (Publication 06.45). Austin, TX: Austin Independent School District, Department of Program Evaluation.

Curry, J. (2006). *AISD K–6 accelerated reading and mathematics instruction evaluation, 2005–2006* (Publication 05.13). Austin, TX: Austin Independent School District, Department of Program Evaluation.

House Bill 3 (2009) 81st Legislature, Austin, TX. Retrieved August 18, 2009, from http://www.legis.state.tx.us/tlodocs/81R/billtext/pdf/HB00003F.pdf

Senate Bill 4. (1999). 76th Legislature, Austin, TX. Retrieved October 28, 2008, from http://www.legis.state.tx.us/tlodocs/76R/billtext/html/SB00004F.htm