The Student Success Initiative: An Evaluation Report

The Student Success Initiative: An Evaluation Report

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**Prepared by
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EXECUTIVE SUMMARY

The Accelerated Reading Instruction/Accelerated Math Instruction (ARI/AMI) grants are a major component of the Texas Student Success Initiative (SSI), which requires students to pass Texas Assessment of Knowledge and Skills (TAKS) in Grades 3, 5, and 8 to be promoted to the next grade. The purpose of the ARI/AMI initiatives is to provide districts with additional financial resources to provide immediate, targeted instruction to students who demonstrate difficulty in reading and/or math.

In the 2006–07 school year, the ARI/AMI initiative served students in Kindergarten (K) through Grade 7. Students in K through Grade 2 who are struggling in reading or math are identified through the administration of diagnostic assessment tools or through classroom performance. Students who are struggling in Grades 3–8 may be identified through the use of diagnostic assessment tools, by failing the first administration of the reading or math TAKS, or through other forms of assessment including classroom performance.[1]

This report describes the ARI/AMI initiative for the 2006–07 school year, including the number of students served by the initiative and how ARI/AMI funds were used to achieve the initiative's goals. The report concludes with an analysis of aggregated student achievement outcomes for students targeted by ARI/AMI funds.

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[1] Identification of students who are struggling incorporates criteria for inclusion that are broader than those used for awarding grants. Funding for ARI/AMI grants is based solely on numbers of students failing TAKS in the prior school year (i.e., Grade 3 reading, Grade 5 reading and/or math).

During the 2006–07 school year, $149 million in ARI/AMI funding was provided to school districts and open-enrollment charter schools (referred to hereafter as grantees). Data were reported to the Texas Education Agency (TEA) by grantees through the statutorily required Consolidated Reading Initiative Report (CRIR).[2] On average, grantees identified 29% of students in Grades K–7 as struggling in reading and 25% as struggling in mathematics. The majority of these students (79% of students struggling in reading and 82% of students struggling in math) were provided ARI/AMI-funded services. By the end of the school year, grantees reported that more than two-thirds of the students served by ARI/AMI funds were on grade level.

Grade Levels Served by ARI/AMI

In the 1999–00 school year, SSI funding began for school districts offering ARI services for Kindergarten students. In each subsequent school year, another grade has been funded. By the 2007–08 school year, services provided by ARI funds had been expanded to include students in Grades K–8. Beginning in the 2003–04 school year, AMI services were funded for students in Grades K–4, and by the 2007–08 school year, AMI services had expanded to include students in Grades K–8.

During the 2006–07 school year:

- ARI funds served 634,680 students in Grades K–7.

- AMI funds served 565,255 students in Grades K–7.[3]

- ARI/AMI funds served approximately 80% of the Grade K–7 students identified as struggling in reading and/or math. The remaining 20% were provided accelerated instruction services not funded through ARI/AMI or moved out of the district.

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[2] Texas Education Code (TEC) §28.006.
[3] A student may be served by both the ARI and AMI programs, so there is likely some overlap between the two programs.

ARI/AMI Funding

The amount of ARI/AMI funding awarded to each grantee is based on the number of students who failed TAKS. In the 2006–07 school year, grantees were awarded $1,548 for each Grade 3 student who failed the first administration of the 2006 TAKS reading and each Grade 5 student who failed the first administration of the 2006 TAKS math. These funds are then used by grantees to serve students across grade levels (not just students in Grades 3 and 5).

ARI/AMI funding increased from $65.2 million in the 2000–01 school year to $149.48 million in the 2006–07 school year. However, because the number of students served has grown from 75,340 to almost 1.2 million during the same period, the average funding per student served has decreased from $320 to $120. These numbers should be considered lower bound estimates, as they do not take into account that any particular student may have been served by both ARI and AMI. The upper bound estimates would be approximately twice as large (i.e., the decrease may have been as high as $640 to $240).

Use of ARI/AMI Funds: 2006–07 School Year

Analysis of how grantees reported spending ARI/AMI funds in the 2006–07 school year indicates that over 91% of all program funds were concentrated in two broad budget categories: payroll costs and supplies/materials. Specifically, grantees reported spending most of their funding (81%) on four budget items:

1. Supplemental curriculum (26%)
2. Teacher pay (25%)
3. Tutor pay (15%)
4. Other supplies/materials (15%)

ARI/AMI Instructional Strategies

Instructional Grouping Strategies

- The majority of grantees (85% of ARI grantees and 84% of AMI grantees) used teacher pay for small group instruction; the percentages were even higher for tutor pay (90% of both ARI and AMI grantees used tutor pay for small group instruction).

- More than two-thirds of grantees (72% of ARI grantees and 70% of AMI grantees) reported that funds spent on supplemental curriculum were used for small group instruction. Similarly (69% of ARI grantees and 67% of AMI grantees), funds for other supplies/materials were primarily used for small group instruction.

- Few ARI/AMI grantees (ranging from 5–8%) reported spending funds for teacher pay, tutor pay, supplemental curriculum and other supplies/materials on one-to-one instruction. Tutor pay was also used only rarely to support whole group instruction (3% of both ARI and AMI grantees).

Time of Instruction Strategies

- Grantees reported that instruction provided during the regular school day (41% of ARI grantees; 35% of AMI grantees) and during summer school (40% of ARI grantees; 43% of AMI grantees) were the most commonly implemented timing strategies for accelerated instruction provided by teachers.

- Funds spent on supplemental curriculum (72% of ARI grantees; 71% of AMI grantees) and supplies/materials (71% of both ARI and AMI grantees) were primarily used to support regular school day instruction.

Student Outcomes

Data reported to TEA indicate that grantees generally reported that students served by ARI/AMI funds, who were struggling at the start of the year, successfully scored on TAKS at grade level by the end of the 2006–07 school year. However, approximately one in three students served by ARI/AMI was reported by grantees as still struggling.

Reading Results

- Of the 634,680 students served by the 2006–07 ARI funds, grantees reported 69% were reading on grade level by the end of the year, compared to 66% in the 2005–06 school year.

- The percentage of ARI students on grade level by the end of the school year varied from 62% in Grade 1 to 76% in Grades 3 and 6.

- ARI results were consistent across all education service center (ESC) regions in the state.

Math Results

- Of the 565,255 students served by the 2006–07 AMI funds, 68% were assessed to be on grade level in mathematics by the end of the year, compared to 69% in the 2005–06 school year. The percentage of AMI students on grade level in math by the end of the school year varied from a low of 58% in Grade 7 to a high of 74% in Grade 5.

- The percentage of AMI students on grade level in math by the end of the school year varied from a low of 53% in ESC Region 17 (Lubbock) to a high of 78% in ESC Region 3 (Victoria).

At the end of the 2006–07 school year the majority of students participating in ARI/AMI-funded services were reported as having been brought up to grade level. However, the percentage of students who grantees reported were not on grade level (i.e., struggling) at the beginning of each year has not decreased.

From the 2003–04 school year to the 2006–07 school year, the percentage of students identified as struggling at the beginning of each year has stayed the same for reading and has increased for math, as shown in Table 1.

Table 1: Percentage of Students Identified by ARI/AMI Grantees as Struggling at Start of Year, 2003–04 to 2006–07 School Years

School Year	Reading	Math
2003–04	29%	20%
2004–05	28%	22%
2005–06	29%	24%
2006–07	29%	25%

Sources: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency; ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–06.

Conclusion

In the 2006–07 school year, the ARI/AMI initiative provided services to a large population of Grade K–7 students who were struggling in reading and math content areas. The ARI/AMI data indicate that grantees perceive a positive short-term impact regarding the ability of students served by ARI/AMI funding to be on grade level in reading (69%) and math (68%) at year end. While participation in services funded by ARI/AMI may have a positive impact on the percentage of students on grade level at the end of each school year, these gains do not appear to carry over to the number of students identified as on grade level at the beginning of the following year. However, this analysis was not longitudinal. It may be that the percentage of students identified as struggling remains constant as new students are identified as struggling.

This report does not attempt to address cost effectiveness. Nonetheless, it is worth noting that while average funding per student has decreased, the success rate of ARI/AMI reported by grantees has remained relatively constant at about two in three students scoring on grade level following participation in ARI/AMI

activities. Evaluation of additional initiatives such as the Intensive Reading Initiative/Intensive Math Initiative (IRI/IMI) may provide insight into reaching additional students who are struggling.

SECTION I: Introduction

Accelerated Reading Instruction and Accelerated Math Instruction

The Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI) grants are major components of the Student Success Initiative (SSI). SSI was enacted by Senate Bill (SB) 4, 76th Texas Legislature, Regular Session, 1999.[4] ARI/AMI funds have been available to nearly every local education agency (LEA) in Texas. The purpose of ARI/AMI is to provide districts with additional financial resources to provide immediate, targeted instruction, usually in small group format, to students who demonstrate difficulty in reading and/or math. In Kindergarten (K) through Grade 2, students who are struggling in reading or math are identified through the administration of diagnostic assessment tools and classroom performance. Students who are struggling in Grades 3–8 may be identified through the use of diagnostic assessment tools, classroom performance, and/or performance on the first administration of the reading or math Texas Assessment of Knowledge and Skills (TAKS).[5]

ARI was first offered to Kindergarten students in the 1999–00 school year, and was made available to one additional grade in each of the following school years. AMI was available to students in Grades K–4 beginning in the 2003–04 school year, with one additional grade served in each subsequent year. As of the 2007–08 school year, ARI/AMI funds support students in Grades K–8.

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[4] This legislation amended Texas Education Code (TEC) by adding §28.0211. This code was further amended by 80th Texas Legislature, Regular Session, House Bill (HB) 2237.
[5] TAKS superseded TAAS starting with the 2002-03 school year and is the standardized assessment currently in use.

Purpose of Report

The purpose of this report is to:

- Provide a descriptive snapshot of the students served by the ARI/AMI initiative in the 2006–07 school year;

- Describe how the funds were used by grantees to improve student achievement in reading and mathematics; and

- Describe the impact, if any, the ARI/AMI-funded services had on student achievement for students struggling in reading and/or mathematics.

The findings in this study are based on 2006–07 school year data (i.e., September 1, 2006, through August 31, 2007) submitted to TEA by grantees through the Consolidated Reading Initiative Report (CRIR). The CRIR Report consists of three main sections: 1) the ARI/AMI Program Evaluation Report; 2) the Early Reading Instruments (ERI) Report; and 3) the ARI/AMI Program Expenditure Report. The report was completed by grantees through TEA's eGrants system in fall 2007. The data submitted is self-reported.

Organization of the Report

Following the Introduction (Section I), Section II provides an overview of the ARI/AMI initiative. Section III describes the students identified as struggling in reading or mathematics, as well as the number of students who received ARI/AMI services. Section IV summarizes how grantees used their ARI/AMI funding for both instructional grouping and instructional timing strategies. Section V presents reading and math outcomes for students provided services by ARI/AMI funds, and Section VI provides an overview of key findings and study conclusions.

SECTION II: ARI/AMI Overview

The Student Success Initiative (SSI)

The SSI includes a grade advancement component that is intended to discourage the social promotion of students and emphasize the use of TAKS scores to determine whether students are advanced to the next grade level. TAKS, a comprehensive testing program for public school students in Grades 3–11, is designed to measure the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. TAKS items are linked directly to the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum for Texas public school students.[6] Essential knowledge and skills taught at each grade build upon the material learned in previous grades.

The grade advancement component of SSI was implemented on a phase-in schedule and includes the following:

- Grade 3 students must pass the reading TAKS to be promoted to Grade 4 (beginning with the 2002–03 school year).

- Grade 5 students must pass both the reading and math TAKS to be promoted to Grade 6 (beginning with the 2004–05 school year).

- Grade 8 students must pass the reading and math TAKS to be promoted to Grade 9 (beginning with the 2007–08 school year).

Students who fail the first administration of TAKS (referred to herein as "students who are struggling") are provided at least two additional opportunities to retake and pass the test. Districts may administer an alternative assessment (approved by the commissioner of education) on the third try, and those students may be

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[6] For more information on TEKS, see the Texas Essential Knowledge and Skills website at www.tea.state.tx.us/teks/.

promoted if they perform at grade level on the alternate assessment instrument. SSI applies to students who take TAKS in English, Spanish, or through the State-Developed Alternate Assessment II (SDAA II).[7]

When a student fails the TAKS, the school district is required to provide accelerated instruction in the applicable subject area. Student progress is monitored during the school year. If a student fails TAKS a second time, a grade placement committee (GPC) is established to prescribe the accelerated instruction program the student is to receive.[8] Students who fail a third time are retained unless the GPC unanimously determines that the student is likely to perform at grade level if promoted and given accelerated instruction. Districts are required to provide accelerated instruction to these students even if they are promoted to the next grade.

Teacher Professional Development

Effective professional development for educators was identified as one of the key components of the SSI. Reading and math teacher academies were established through the SSI to improve student performance by providing teachers with scientifically valid training in instructional practices in core academic areas.[9] Due to budget shortfalls, funding for Teacher Reading Academies (TRA) was eliminated by the 78th Texas Legislature (2003) and replaced with a web-based training delivery system. Some education service centers (ESCs), however, provide in-person training. TEA does not specifically collect data on which teachers participate in these ESC academies. However, the CRIR does ask

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[7] SDAA II assesses special education students in Grades 3-8 who are receiving instruction in the TEKS but for whom TAKS is an inappropriate measure of academic progress. SDAA II was replaced with TAKS-Modified in the 2007-08 school year.

[8] The GPC is composed of the principal (or designee), the student's parent/guardian, and the teacher of the subject the student failed. For special education students, however, the GPC is the Admission, Review and Dismissal (ARD) committee.

[9] For more information about training academies, please see the Evaluation of Student Success Initiative: Teacher Training Academies, Texas Education Agency, 2004.

grantees to report the number of teachers and administrators who attend TRA. Table 2 shows the number of teachers and administrators identified by ARI grantees as having attended online or in-person TRA in the 2006–07 school year.

Table 2: Teacher Attendance of Teacher Reading Academies, 2006–07 School Year

	K	Grade 1	Grade 2	Grade 3	Grade 4	Total
Number of teachers who completed a TRA in person	7,008	7,911	8,256	6,977	4,197	34,349
Number of teachers who completed a TRA online	1,298	1,475	1,202	1,141	686	5,802
Total number of teachers who completed a TRA	8,306	9,386	9,458	8,118	4,883	40,151
Number of administrators having completed a TRA	689	721	662	735	518	3,325
Total TRA attendance	**8,995**	**10,107**	**10,120**	**8,853**	**5,401**	**43,476**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.
Note: Grantees are only asked to report on Grade K–4 participation because TRAs were not developed past Grade 4.

Overview of the ARI/AMI Initiative

The ARI/AMI initiative provides grantees with funds that must be used to provide immediate, targeted assistance to the majority of students in participating grades who are struggling in reading or math. Grantees are encouraged to give priority to those students in greatest need of assistance. In 2006–07, the school year examined in this report, grantees reported 86% of the struggling reading and math students in Grades K–7 were served by ARI/AMI funds.

ARI/AMI funds are used by schools to provide different types of accelerated instructional opportunities. This instruction is in addition to regular levels of reading and/or math instruction already provided. For both subjects, TEA guidelines recommend 30 to 45 minutes of targeted instruction per day with flexible grouping of one to four students with one adult, and the use of

instructional strategies that have been found to be effective through scientific research (as determined by the school district). Research consistently shows that better student skills development results from focused additional instruction that occurs immediately after a teacher has identified that a student needs help and that occurs in a one-to-one or small group setting.[10] For example, the Curriculum Division at the TEA has identified a number of components that typically characterize effective reading and math intervention programs:[11]

- Early identification of students who are struggling and prompt placement of identified students in an intervention program

- Intervention programs informed by ongoing assessment and classroom data, that provide repeated opportunities for students to engage in intensive, targeted learning

- A program communications element that frequently reports individual student progress to the classroom teacher, the student, and to the student's parent/guardian

TEA guidelines also recommend that ARI/AMI funding be directed to the specific skills that have been determined to be lacking. It is important to note that while the SSI specifically requires that students failing each administration of the TAKS be provided with accelerated instruction, and TEA provides guidance about this accelerated instruction, TEA guidelines give districts/campuses sole discretion in choosing how to provide the required services using ARI/AMI funds.

ARI/AMI funds may be used for instructional programs offered to students before school, during the regular school day, after school, or as summer school. Intervention during the regular school day, either with the teacher or a tutor, was recommended by TEA, as well as frequent monitoring of student progress during

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[10] See Beginning Reading Instruction: Components and Features of a Research-Based Reading Program, Texas Education Agency, 2002.
[11] See http://www.tea.state.tx.us/reading/ordering/200708ARI_AMIGuide0807.pdf.

the year. Provision of an ARI/AMI-funded intervention program during the regular school day may be essential to meet the needs of all identified students as attendance cannot be mandated for after-school or extended-year programs.

ARI/AMI Funding

The ARI/AMI initiative is funded through non-competitive grants awarded on a formula basis. For the 2006–07 school year, districts were awarded $1,548 for each Grade 3 student who failed the first administration of the TAKS reading assessment in the 2005–06 school year, and the same amount for each Grade 5 student who failed the first administration of the TAKS mathematics assessment in the 2005–06 school year.[12] This allocation represents a 7% increase over 2005–06 allocations of $1,442 for each Grade 3 student who failed the first administration of the TAKS reading assessment the previous year; it is the same amount allocated for each Grade 5 student who previously failed the first administration of the TAKS mathematics assessment. Total funding levels for the past seven years are detailed in Figure 1. For the most part, ARI/AMI funding has increased over time. The exception to this is that funding increased significantly during the 2002–03 school year and then decreased the following year. There was also a significant increase in ARI/AMI funding during the 2005–06 school year.

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[12] While funding is based only on Grades 3 and 5 TAKS scores, ARI/AMI funds serve students in a range of grades.

Figure 1: ARI/AMI Funding Trends, 2000–01 to 2006–07 School Years
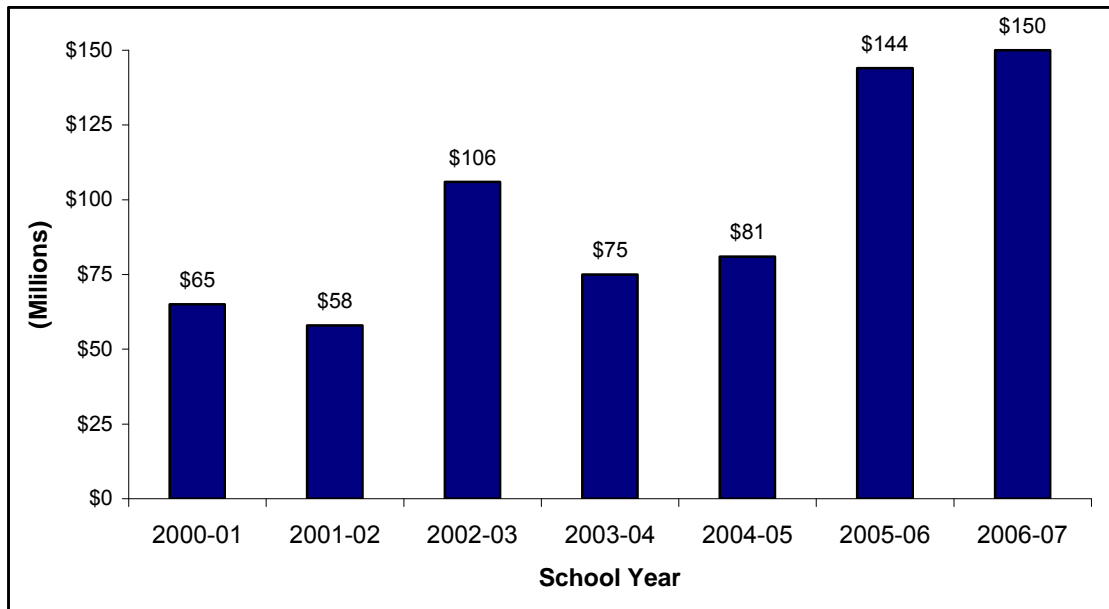
Sources: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency;
ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–06.

For the 2006–07 school year, 984 school districts and 108 open-enrollment charter districts received ARI/AMI grant awards. In addition to fluctuations in the total amount of funding allocated for ARI/AMI each year, the number of students served has increased annually as additional grades are added to ARI/AMI. As a result, the funding per student served has generally decreased as the number of grades eligible to be served has expanded. For example, in the 2000–01 school year, a total of $320 was available for each student served, compared to $120 in the 2006–07 school year.[13] Table 3 provides an overview of ARI/AMI funding overall and average funding per student from the 2000–01 to the 2006–07 school year.

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[13] Per-student ARI/AMI expenditures are lower bound estimates as some students are likely served by both the ARI and AMI program components. The upper bound estimates would be approximately twice as large (i.e., a decrease from $640 to $240).

Table 3: Funding for ARI/AMI by School Year

School Year	Funding Level	Average Per Student	Grades Served
2000–01	$65.2 million	$320	K–1
2001–02	$57.5 million	$189	K–2
2002–03	$106.4 million	$325	K–3
2003–04	$75.1 million	$113	K–4
2004–05	$80.9 million	$100	K–5
2005–06	$144.1 million	$139	K–6
2006–07	$149.5 million	$120	K–7

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency; ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–06.

Districts have discretion to transfer funds from ARI to AMI and vice versa to best meet the needs of students who are struggling in reading and math; districts also control how much funding is allocated to each of their campuses. It is also left to district discretion to determine how much grant funding to distribute at each grade level. Some districts utilize other funding streams to supplement ARI/AMI funding. However, ARI/AMI funding cannot be used to supplant other funding sources. That is, funds allocated for a given purpose cannot be diverted for another purpose because of the availability of ARI/AMI funds. ARI/AMI funds cannot be used to pay for any programs, activities, or services already required by law, rule, or local policy.

Students in Grades K-7 struggling in either subject were identified by the grantees and targeted for accelerated instruction. For those students, ARI or AMI funding could be used exclusively or in part to fund the accelerated instruction mandated by the SSI. Grantees receiving other types of funding (e.g., local funds, state compensatory education entitlements, migrant program funding, Title I funds, optional extended-year program funds, etc.) could also use those financial resources to provide accelerated reading and/or math instruction to

students as allowed by specific grants. The number of students enrolled who were identified as struggling and the number of those identified who were served at least in part by ARI or AMI funds are discussed in subsequent sections of this report. Additional detail about ARI/AMI by ESC region can found in Appendix A. See Appendix B for a complete listing of grant amounts to school districts and charter schools.

SECTION III: Students Identified and Served through the ARI/AMI Initiative

Total Students Served Through ARI and AMI

During the first school year of the ARI initiative, 1999–2000, 75,340 Kindergarten students participated (see Table 4). By the 2006–07 school year, 634,680 students in K–7 received ARI services. AMI funding began in the 2003–04 school year, one year before the SSI first required Grade 5 students to pass the math TAKS to be promoted to Grade 6. AMI funds served almost 274,000 students in the 2003–04 school year and more than 565,000 students in the 2006–07 school year.

Table 4: Total Number of Students Served by ARI/AMI Funding by School Year

School Year	Grades Served	Students Served	
		ARI	AMI
1999–00	K	75,340	--
2000–01	K–1	202,907	--
2001–02	K–2	304,657	--
2002–03	K–3	327,668	--
2003–04	K–4	388,619	273,810
2004–05	K–5	448,382	361,511
2005–06	K–6	563,559	474,067
2006–07	K–7	634,680	565,255
Total		**2,945,812**	**1,674,643**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Because some students receive ARI/AMI services during more than one school year, the sum total of students served since ARI/AMI's inception (over 2.9 million in reading and 1.67 million in math) is a duplicated count and does not represent unique individuals. The total number of ARI/AMI students served during a given

school year is also a duplicated count since some students receive both ARI and AMI services.

In the 2006–07 school year, ARI/AMI funding served 7,599 campuses statewide with a total enrollment of 2,756,613 students in K–7 (see Table 5). The percentage of students served by ARI at those campuses ranged from 13% of Grade 7 students to 30% of Grade 3 students. The percentage of students served by AMI ranged from 13% (K) to 28% (Grade 3) at participating campuses.

Table 5: Number and Percentage of Students Receiving ARI/AMI Services by Grade Level, 2006–07 School Year

	2006–07 Enrollment	Count of students served by ARI	Count of students served by AMI	% of enrolled students served by ARI	% of enrolled students served by AMI
Kindergarten	351,699	83,778	44,716	24%	13%
Grade 1	371,193	98,782	58,276	27%	16%
Grade 2	352,551	90,958	64,649	26%	18%
Grade 3	345,023	103,301	97,540	30%	28%
Grade 4	339,128	78,497	88,551	23%	26%
Grade 5	335,729	83,384	87,321	25%	26%
Grade 6	332,182	53,801	61,071	16%	18%
Grade 7	329,108	42,179	63,131	13%	19%
Grades K–7	**2,756,613**	**634,680**	**565,255**	**23%**	**21%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Reading: The Accelerated Reading Instruction Initiative

At the beginning of each school year, ARI grantees must identify those students who are struggling in reading. Some students are identified based on diagnostic assessments from the prior year while other students may be identified throughout the grant period. Districts or charter schools may choose to use more than one instrument within districts, depending upon the needs of each campus;

however, at the campus level, TEA recommends in the ARI grant application that all teachers utilize the same instrument. Students who are struggling in reading and math in Grades 3–7 may be identified through TAKS scores. Additional considerations for identifying students who are struggling in reading may include results from locally created progress monitoring tools, performance on classroom assessments, teacher observations, progress reports, and report cards.

In addition, Texas Education Code specifically requires the commissioner of education to develop recommendations for administering diagnostic reading instruments, training educators in administering the reading instruments, and applying the results of the instruments to the instructional program. ARI grantees may choose a diagnostic assessment for students in Grades K–2 from the Commissioner of Education's List of Early Reading Instruments or they may use a locally adopted assessment instrument.[14] Instruments on the commissioner's list must be based on scientific research concerning reading skills and comprehension development, and they must evaluate phonological awareness, word and oral reading accuracy, and comprehension of text. If the district chooses an instrument other than one from the list, it must be done with the recommendation of the district-level planning and decision-making committee. The instrument must also be based on scientific research concerning reading skill and comprehension development.

The early reading instruments—Texas Primary Reading Inventory (TPRI), El Inventario de Lectura en Español de Tejas (Tejas LEE[15]), and other state approved K–3 instruments or district-developed instruments—are intended to provide grantees with tools to monitor student progress. Within each grantee district, the selected assessment instrument is used to identify students in K–2 who are struggling in reading and in need of accelerated instruction.

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[14] www.tea.state.tx.us/reading/ordering/200809TXCommissionersListofReadingInstruments.pdf.
[15] Tejas LEE is designed for use with students in K–3 who receive primary instruction in Spanish.

While students may be identified as needing accelerated reading instruction through any of the early reading instruments on the commissioner's approved list, the TPRI and the Tejas LEE are by far the most commonly used. As part of the SSI, TEA provides TPRI materials free of charge to school districts on request. TPRI is administered to students at the beginning and end of the school year. Of all Texas students participating in ARI in Grades K–2 who were tested with a reading diagnostic instrument in the 2006–07 school year, 74% were tested using TPRI; the Tejas LEE diagnostic test was administered to approximately 11% of students by the end of the year (see Table 6). It should be noted that some students in these grades were transitioned from Spanish to English during the 2006–07 school year. No end-of-year Tejas LEE scores exist for transitioned students and these students are not included in Table 6.

Table 6: Percentage of Grade K–2 Students Tested by Type of Early Reading Diagnostic Assessment Instrument Used, 2006–07 School Year

Instrument	Kindergarten		Grade 1		Grade 2	
	Beginning of Year (*N* = 346,5400)	End of Year (*N* = 355,538)	Beginning of Year (*N* = 352,407)	End of Year (*N* = 357,075)	Beginning of Year (*N* = 340,886)	End of Year (*N* = 330,786)
TPRI	73%	71%	75%	75%	76%	76%
Tejas Lee	18%	15%	9%	9%	8%	8%
Other	9%	14%	16%	16%	16%	16%

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Based on all types of identification, 805,228 students (representing 29% of the students at ARI/AMI-funded campuses in Grades K–7) were identified as struggling readers during the 2006–07 school year (see Table 7). The highest proportions of students struggling in reading were in Grades 1 (35%), 2 (34%) and 3 (36%); the lowest was in Grade 7 (17%). ARI grantees report serving, on average, 79% of students struggling in reading.

Table 7: Number and Percentage of Students Identified as Struggling in Reading and as Participating in ARI, 2006–07 School Year

Grade	2006–07 Enrollment	Students Identified as Struggling Readers	% Identified as Struggling Readers	Struggling Readers Participating in the ARI Program	% of Struggling Readers Participating in ARI
K	351,699	110,873	32%	83,778	76%
Grade 1	371,193	131,002	35%	98,782	75%
Grade 2	352,551	118,315	34%	90,958	77%
Grade 3	345,023	123,791	36%	103,301	83%
Grade 4	339,128	95,380	28%	78,497	82%
Grade 5	335,729	99,987	30%	83,384	83%
Grade 6	332,182	68,624	21%	53,801	78%
Grade 7	329,108	57,256	17%	42,179	74%
Grades K–7	**2,756,613**	**805,228**	**29%**	**634,680**	**79%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Generally, the percentage of students identified as struggling in reading by ARI grantees has remained relatively constant from the 2003–04 school year to the 2006–07 school year (see Figure 2). The largest shifts appear to have occurred among Kindergarten (from 26% to 32%) and Grade 4 students (from 21% to 28%) identified as struggling in reading.

Figure 2: Percentage of Students Identified as Struggling in Reading, 2003–04 to 2006–07 School Years
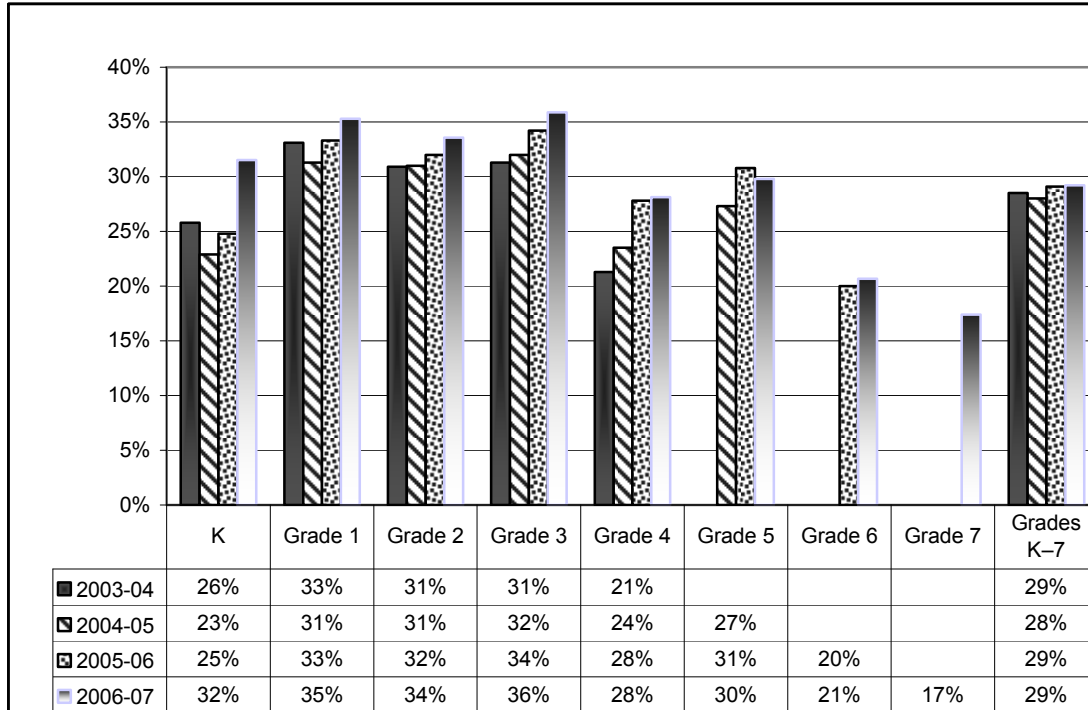
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grades K–7
■ 2003-04	26%	33%	31%	31%	21%				29%
◨ 2004-05	23%	31%	31%	32%	24%	27%			28%
▣ 2005-06	25%	33%	32%	34%	28%	31%	20%		29%
▨ 2006-07	32%	35%	34%	36%	28%	30%	21%	17%	29%

Sources: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency; ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–2007.
Note: ARI funding did not serve students in Grade 5 until 2004-05, students in Grade 6 until 2005-06 and students in Grade 7 until 2006-07.

As indicated in Figure 3, the majority of students who are struggling in reading have been served with ARI funds since the 2003–04 school year, although the percentage served through ARI has slightly declined from 84% in the 2003–04 school year to 79% in the 2006–07 school year. A decrease in the percentage of students served over time was especially evident in Grades K–3.

Figure 3: Percentage of Students Struggling in Reading Served by ARI, 2003–04 to 2006–07 School Years

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grades K–7
■ 2003-04	84%	82%	83%	86%	84%				84%
▨ 2004-05	77%	76%	78%	85%	82%	86%			81%
▤ 2005-06	79%	77%	80%	86%	82%	86%	79%		81%
▢ 2006-07	76%	75%	77%	83%	82%	83%	78%	74%	79%

Sources: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency; ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–2006.
Note: ARI funding did not serve students in Grade 5 until 2004-05, students in Grade 6 until 2005-06 and students in Grade 7 until 2006-07.

As noted above, all students identified as struggling in reading must receive accelerated instruction. ARI funding plays a major role in the provision of SSI mandated accelerated instruction for students not reading at grade level. During the 2006–07 school year, grantees served 79% (634,680 out of 805,228) of the students identified as struggling readers at least in part through the ARI program. Approximately 17% (133,493) were served exclusively through funds other than ARI, and the remaining 5% (37,055) either left the district or were otherwise unavailable for accelerated reading services. Figure 4 charts the services provided to students identified as struggling in reading.

Figure 4: Percentage of Students Struggling in Reading Provided with Accelerated Instruction by Source of Funding, 2006–07 School Year
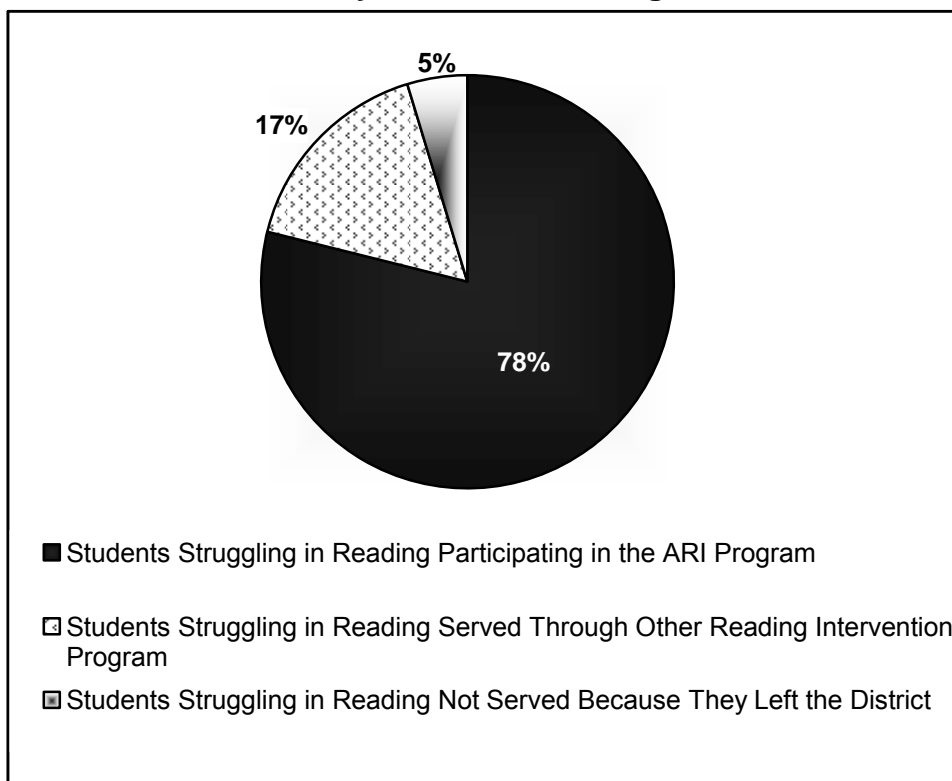
- Students Struggling in Reading Participating in the ARI Program
- Students Struggling in Reading Served Through Other Reading Intervention Program
- Students Struggling in Reading Not Served Because They Left the District

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Math: The Accelerated Math Instruction Initiative

Unlike reading, there is no statute requiring diagnostic assessment of students in mathematics in Grades K–2; however, TEA recommends that a district-wide math assessment be used to identify students who are struggling in math in those grades. In the 2002–03 school year, TEA encouraged districts to use the Texas Mathematics Diagnostic System (TMDS) to assess students' math skills in Grades 4–8. No diagnostic instrument was identified by TEA for assessing students in Grades K–3.[16]

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[16] Beginning in the 2008-09 school year, the new Texas Mathematics and Science Diagnostic System (TMSDS) became available for diagnostic assessments in Grades 3-8, replacing the TMDS.

A total of 693,545 students, or 25% of the students enrolled at ARI/AMI-funded campuses, were identified as struggling mathematics learners during the 2006–07 school year. Kindergarten students represented the smallest percentage identified by grantees as struggling in mathematics (17%), while students in Grades 3 (33%), 4 (30%) and 5 (30%) had the highest percentages (see Table 8). Students in Grades 3–5 accounted for 46% of 2006–07 AMI students. The number of students served by the AMI initiative in the 2006–07 school year ranged from 44,716 in Kindergarten to 97,540 in Grade 3. A total of 565,255 math students were served by AMI funds, a 19% increase over the prior school year.

Table 8: Number and Percentage of Students Identified as Struggling in Math and as Participating in AMI, 2006–07 School Year

Grade	Enrollment	Students Identified as Struggling in Math	% Identified as Struggling in Math	Struggling Math Students Participating in the AMI Program	% of Struggling Math Students Participating in AMI
K	351,699	58,857	17%	44,716	76%
Grade 1	371,193	73,666	20%	58,276	79%
Grade 2	352,551	83,102	24%	64,649	78%
Grade 3	345,023	114,484	33%	97,540	85%
Grade 4	339,128	102,187	30%	88,551	87%
Grade 5	335,729	99,135	30%	87,321	88%
Grade 6	332,182	78,792	24%	61,071	78%
Grade 7	329,108	83,322	25%	63,131	76%
Grades K–7	**2,756,613**	**693,545**	**25%**	**565,255**	**82%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

The proportion of students in each grade identified as struggling in mathematics for the past four school years is illustrated in Figure 5. Two patterns are evident: Grades 3–5 consistently have the highest percentages of students struggling in

math, and in Grades 1–4 the percentage of students struggling in math has increased over time.

Figure 5: Percentage of Students Identified as Struggling in Math, 2003–04 to 2006–07 School Years
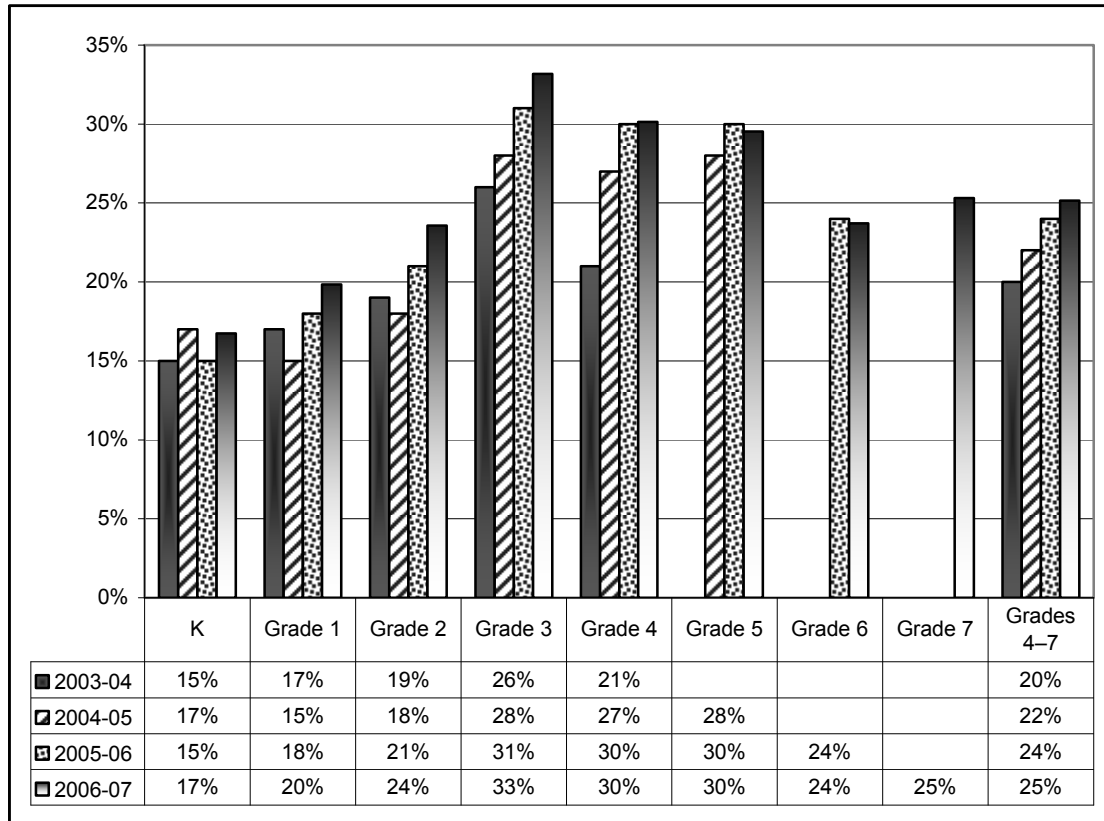
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grades 4–7
2003-04	15%	17%	19%	26%	21%				20%
2004-05	17%	15%	18%	28%	27%	28%			22%
2005-06	15%	18%	21%	31%	30%	30%	24%		24%
2006-07	17%	20%	24%	33%	30%	30%	24%	25%	25%

Sources: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency; ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–2006.

Note: AMI funding did not serve students in Grade 5 until 2004-05, students in Grade 6 until 2005-06 and students in Grade 7 until 2006-07.

Differences in the percentages of students identified as requiring accelerated math instruction compared to those identified as requiring accelerating reading instruction are evident. In K–3, a higher percentage of students were identified as struggling in reading, while in Grades 4, 6, and 7, a higher percentage of students struggled in math. In Grade 5 there was not much difference. These patterns are illustrated in Figure 6.

Figure 6: Percentage of Students Identified as Struggling in Reading versus Struggling in Math, 2006–07 School Year
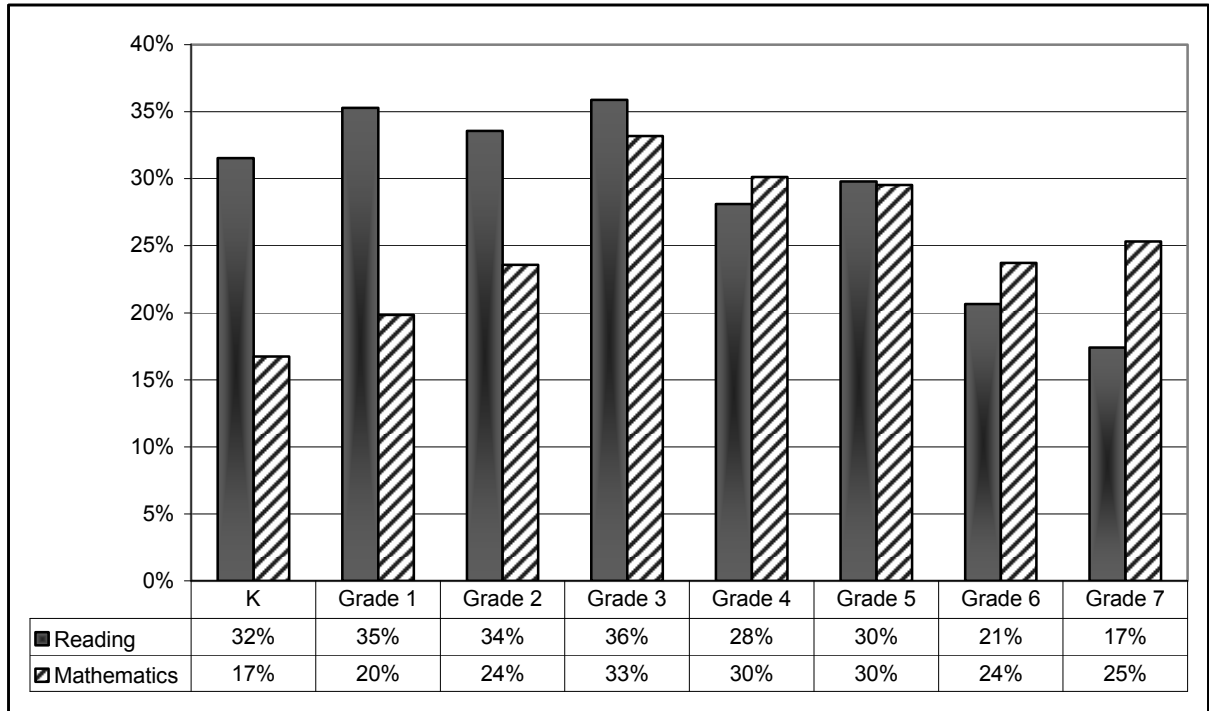
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Reading	32%	35%	34%	36%	28%	30%	21%	17%
Mathematics	17%	20%	24%	33%	30%	30%	24%	25%

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Figure 7 shows the percentage of students struggling in math who were served at least in part through AMI funding. Similar to the numbers for ARI, the differences by grade ranged from 76% served (K and Grade 7) to 88% (Grade 5), perhaps reflecting the greater emphasis placed on math performance in Grade 5.

Figure 7: Percentage of Students Struggling in Math Served by AMI, 2003–04 to 2006–07 School Years

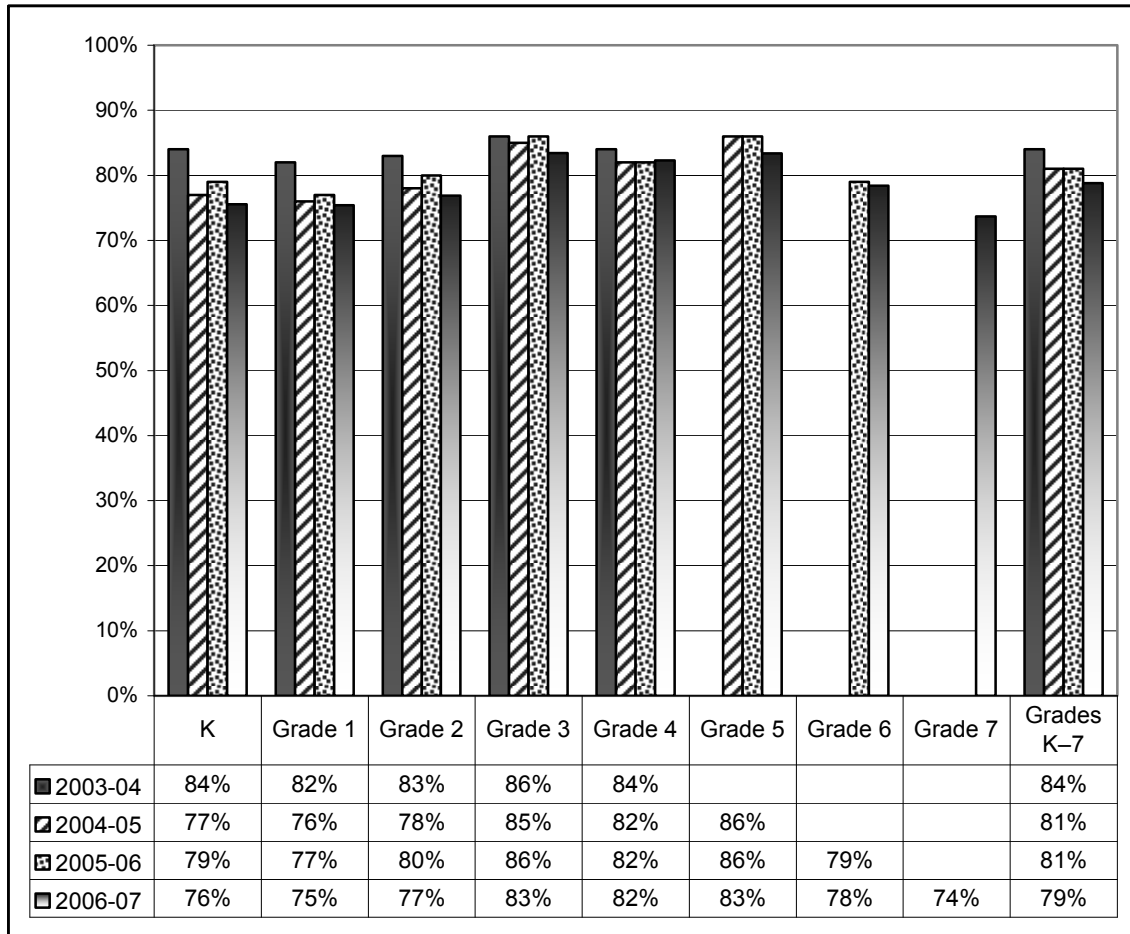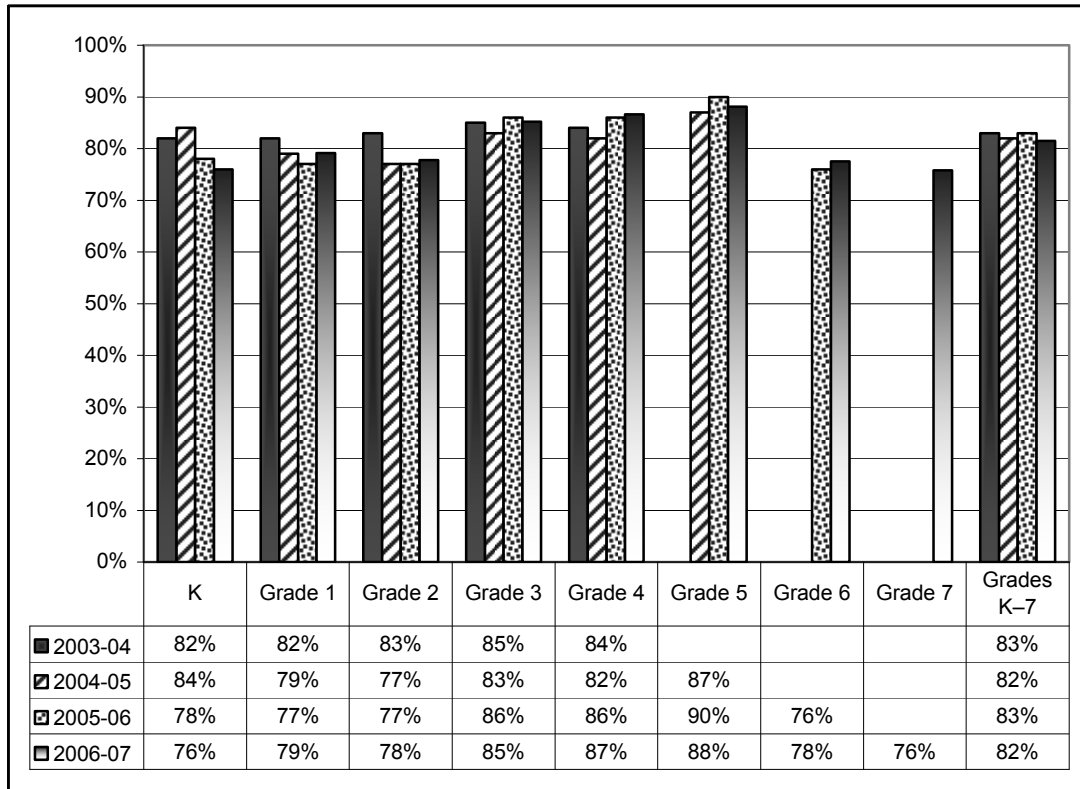|	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grades K–7
■ 2003-04	82%	82%	83%	85%	84%				83%
▨ 2004-05	84%	79%	77%	83%	82%	87%			82%
▣ 2005-06	78%	77%	77%	86%	86%	90%	76%		83%
□ 2006-07	76%	79%	78%	85%	87%	88%	78%	76%	82%

Sources: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency; ARI/AMI Final Evaluation Report, Texas Education Agency, 2005–2006.
Note: AMI funding did not serve students in Grade 5 until 2004-05, students in Grade 6 until 2005-06 and students in Grade 7 until 2006-07.

As with ARI, AMI funding plays an important role in the provision of SSI-mandated accelerated instruction for students with math skills below grade level. Overall, 82% of the students struggling in math in Grades K–7 were served at least in part through the AMI initiative, and approximately 14% were served exclusively through funds other than AMI. The remaining 5% of students identified as struggling in math either left the district or were otherwise unavailable for accelerated math instruction. Figure 8 illustrates the percentage of students struggling in math receiving AMI services through various funding streams.

Figure 8: Percentage of Students Struggling in Math Provided with Accelerated Instruction by Source of Funding, 2006–07 School Year
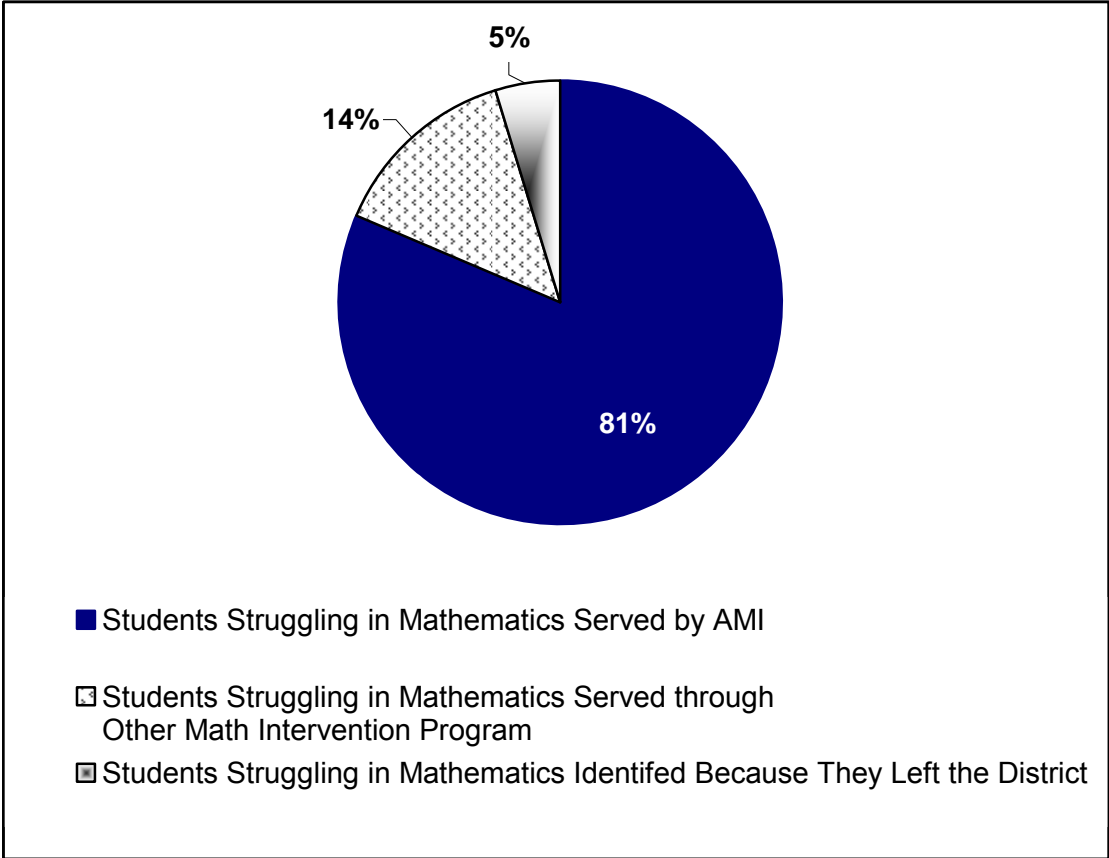
Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

SECTION IV: Uses of ARI and AMI Funds

This section provides an overview of how grantees utilized ARI and AMI funds within various budget categories (e.g., payroll, supplies and materials) and provides a detailed account of how these funds were distributed across various instructional grouping strategies (e.g., one-to-one, small group, whole group) and timing of instruction strategies (e.g., before school, during school, after school or summer school). As noted elsewhere in the report (see Table 3), the average ARI/AMI funding per student served in the 2006–07 school year was $120 per student served.[17]

Overall Distribution of Expenses

Grantees have discretion to determine exactly how ARI/AMI-funded services are provided and may coordinate funding in the manner they choose. Of the $142.7 million reported on grantee expenditure reports submitted to TEA for the 2006–07 school year, 50.5% was dedicated to providing ARI-funded services and 49.5% to providing AMI-funded services. As shown in Table 9, expenditure reports indicate that ARI/AMI funds for the 2006–07 school year were used primarily in two categories: payroll (49% of total funds) and supplies/materials (42%).

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[17] Again, $120 is the lower bound. Some students may receive both ARI and AMI funded services. The average upper bound is $240 per student.

Table 9: Distribution of ARI/AMI Expenses by Primary Budget Item Category, 2006–07 School Year

Budget Category	ARI		AMI		TOTAL ARI/AMI	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
Payroll Costs	$36,137,703	50%	$33,622,312	48%	$69,760,015	49%
Professional & Contract Service Costs	$3,237,760	4%	$5,141,148	7%	$8,378,908	6%
Supplies & Materials	$30,684,537	43%	$29,488,407	42%	$60,172,944	42%
Other Operating Costs	$1,377,588	2%	$1,594,868	2%	$2,972,456	2%
Capital Outlay Costs	$629,162	1%	$815,219	1%	$1,444,381	1%
TOTAL	**$72,066,751**	**100%**	**$70,661,952**	**100%**	**$142,728,703**	**100%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

A more detailed analysis of expenditures through the use of additional budget categories is provided in Table 10. A large portion of ARI payroll costs can be attributed specifically to teacher pay, which accounted for 27% of all ARI expenditures. Tutor pay accounted for 15% of ARI expenditures, and substitute teacher pay, pay for classroom aides, and other payroll costs accounted for the remaining 9% of payroll-related expenses. Supplemental curriculum materials accounted for 27% of ARI funding, and 13% was spent on other supplies and materials.

AMI spending was similar to ARI spending. Almost a quarter (24%) of AMI expenditures was spent on teacher pay, 15% on tutor pay, and 9% was used to pay substitute teachers, classroom aides and other payroll costs. Similarly, close to a quarter (24%) of AMI expenditures was spent for supplemental math curriculum materials, and 17% for other supplies and materials (see Table 10).

Table 10: ARI/AMI Expenses by Detailed Budget Item, 2006–07 School Year

	ARI		AMI		TOTAL ARI/AMI	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
Payroll costs:						
Teacher Pay	$19,144,876	27%	$17,059,088	24%	$36,203,963	25%
Tutor Pay	$10,602,269	15%	$10,276,006	15%	$20,878,275	15%
Substitute Teacher Pay	$1,866,642	3%	$1,745,048	2%	$3,611,689	3%
Classroom Aides Pay	$2,081,503	3%	$2,036,318	3%	$4,117,822	3%
Other Payroll Costs	$2,442,413	3%	$2,505,852	4%	$4,948,265	3%
Professional & Contract Service Costs:						
Training	$866,770	1%	$1,647,614	2%	$2,514,384	2%
Consultants	$1,047,308	1%	$1,458,309	2%	$2,505,617	2%
Other Professional & Contract Services	$1,323,682	2%	$2,035,224	3%	$3,358,906	2%
Supplies & Materials:						
Supplemental Curriculum	$19,678,801	27%	$17,167,357	24%	$36,846,158	26%
Additional Assessment Materials	$1,898,942	3%		0%	$1,898,942	1%
Other Supplies & Materials	$9,106,794	13%	$12,321,049	17%	$21,427,844	15%
Other Operating Costs:						
Stipends	$87,115	0%	$58,118	0%	$145,233	0%
Other Operation Costs	$1,290,473	2%	$1,536,750	2%	$2,827,223	2%
Capital Outlay Costs:						
Computer/Equip.	$629,162	1%	$815,219	1%	$1,444,381	1%
TOTAL	**$72,066,751**	**100%**	**$70,661,952**	**100%**	**$142,728,703**	**100%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

In total, 81% of ARI/AMI appropriations was spent on four primary budget categories:

- Teacher pay (27%)
- Supplemental curriculum (27%)
- Tutor pay (15%)
- Other supplies and materials (13%)

Instructional Grouping and Time of Instruction Strategies

Understanding the specific strategies utilized in the delivery of ARI/AMI-funded services provides additional information as to how grantees meet the needs of students in reading and mathematics. Instructional grouping strategies indicate *how* instruction was provided to students who were struggling, e.g., through:

- One-to-one instruction
- Small group instruction
- Whole group instruction

Time of instruction strategies indicate *when* accelerated instruction was provided:

- Before school
- During school
- After school
- Summer school

To support the SSI requirements, Texas Education Code and commissioner's rules provide grantees with flexibility to determine, on an individual student basis, the appropriate form, content, and timing of the accelerated instruction. Grantees can use any combination of strategies, either allocating all funds to a single strategy or using multiple strategies by allocating different amounts to each. However, SSI requires a 10:1 (or lower) student to teacher ratio when providing accelerated instruction to a particular group.[18]

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[18] See TEC §28.0211(c).

Additionally, recommendations regarding both the instructional timing and grouping strategies were provided by TEA in ARI/AMI grant guidance. ARI/AMI guidelines for the 2006–07 school year included the following recommendations:

- Accelerated instruction should occur immediately after assessment has been made, with frequent monitoring of the individual student's progress. Delivery of services during the regular school day is recommended because of its timeliness and effectiveness, with only a portion of funds used for summer school.

- ARI should involve 30 to 45 additional minutes of targeted reading instruction during the school day with flexible grouping of up to four students with one adult (emphasizing small group instruction).

- AMI-funded services could utilize strategies provided by the Texas Mathematics Academy, including pairing learners and providing individual instruction both during and after class.

As previously noted, the budget items accounting for the majority of ARI/AMI expenditures were teacher pay, supplemental curriculum, other supplies/materials, and tutor pay. These four budget categories accounted for 81% of ARI and 80% of AMI expenditures. Based on this finding, the subsequent discussion of strategies will be limited to these four budget items.

Grantees were asked to estimate the percentage of funds spent on a particular budget item for the various instructional strategies. If grantees indicated that money was spent on a given budget item, they were asked to rank the use of budget-item dollars according to instructional grouping strategy and instructional timing strategy on a scale of 0 to 5:

0: No funds (0%)
1: Minimal funds (1%–24%)
2: Moderate funds (25%–49%)
3: Most of funds (50%–74%)
4: Majority of funds (75%–99%)
5: All funds in the budget category (100%)

Districts that receive ARI or AMI funding are required to report to TEA the degree to which various ARI/AMI expenses can be tied to each of the three instructional grouping strategies (one-to-one, small group or whole group) and the instructional timing strategies (before, during or after school, or summer school).

Instructional Grouping Strategies

Table 11 shows the breakdown of instructional grouping strategies by the four primary budget categories. The majority of grantees indicated that the focus of their ARI spending was directed toward small group instruction for each of the largest budget categories: teacher pay (85% of grantees), tutor pay (90%), supplemental curriculum (72%), and other supplies/materials (69%). Similar results were observed for AMI, where small group instruction was the predominant strategy for all four budget categories selected for this analysis.

Table 11: ARI/AMI-Funded Instructional Grouping Strategies, 2006–07 School Year

	% of Grantees Indicating Primary Instructional Strategy					
	ARI			AMI		
	One-to-One	Small Group	Whole Group	One-to-One	Small Group	Whole Group
Payroll Costs						
Teacher Pay	5%	85%	10%	5%	84%	11%
Tutor Pay	7%	90%	3%	7%	90%	3%
Supplies/Materials						
Supplemental Curriculum	6%	72%	22%	6%	70%	24%
Other Materials	8%	69%	23%	7%	67%	26%

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

This finding indicates that the instructional grouping strategies implemented for accelerated instruction are in line with TEA's recommendations regarding small learning groups (one to four students).

Instructional Timing Strategies

A breakdown of instructional timing strategies by the four primary budget categories is shown in Table 12. ARI grantees reported that teacher pay was most frequently expended during school (41%) and during summer school (40%). Almost half (47%) of the grantees indicated that tutor pay for ARI was primarily focused on after-school instruction. Similarly, AMI grantees reported that teacher pay was most frequently expended during school (35%) and during summer school (43%); 49% reported that tutor pay for AMI was spent primarily on after-school services. Nearly three-quarters of grantees (71% to 72%) spent money on reading and math supplies/materials that were used primarily for regular school-day accelerated instruction.

**Table 12: ARI/AMI-Funded Instructional Timing Strategies,
2006–07 School Year**

| | % of Grantees Indicating Primary Instructional Timing Strategy | | | | | | | |
| | ARI | | | | AMI | | | |
	Before School	During School	After School	Summer School	Before School	During School	After School	Summer School
Payroll Costs								
Teacher Pay	0%	41%	19%	40%	1%	35%	21%	43%
Tutor Pay	1%	42%	47%	10%	0%	41%	49%	10%
Supplies/Materials								
Supplemental Curriculum	0%	72%	16%	12%	0%	71%	17%	12%
Other Materials	0%	71%	16%	13%	0%	71%	16%	13%

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

These findings suggest that, as with grouping strategies, districts have elected to conduct accelerated instruction mainly during the regular school day as recommended by TEA. This is important as districts cannot mandate student attendance at after-school and summer school programs.

SECTION V: ARI/AMI Related Outcomes

This section provides detailed findings about how students performed on grade-level assessments during the 2006–07 school year. The CRIR asks grantees to identify the number of students served by ARI/AMI funds and to identify the percentage of those students who went on to score on grade level. It is important to note that grantees were not required to identify which students specifically received ARI/AMI services, and therefore TEA cannot independently verify these data.

Performance Outcomes for ARI/AMI Students

Reading

Figure 9 illustrates how grantees reported that ARI/AMI participants performed in reading and math by the end of the 2006–07 school year. For students identified as struggling in reading, 69% of those who were provided accelerated instruction with ARI funds were reported to be reading on grade level by the end of the year.[19] This is the second year in a row that a 3% increase over the prior school year has been achieved. The percentage of students reported to be reading on grade level by the end of the 2006–07 school year ranged from a low of 62% in Grade 1 to a high of 76% in Grades 3 and 6. These numbers reflect grantees' perceptions of the percentage of participating students who performed on grade level at any point. In the case of TAKS, some students who did not pass on the first taking of TAKS have passed by the third time and these students should be perceived as being on grade level.

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[19] "On grade level" assessments for reading were based on diagnostic instruments (e.g., TPRI, Tejas LEE) for Grades K-2, and classroom performance or passing the TAKS reading exam for Grades 3-7.

Figure 9: Percentage of ARI/AMI Students Reported by Grantees as Being on Grade Level at End of Year, 2006–07 School Year
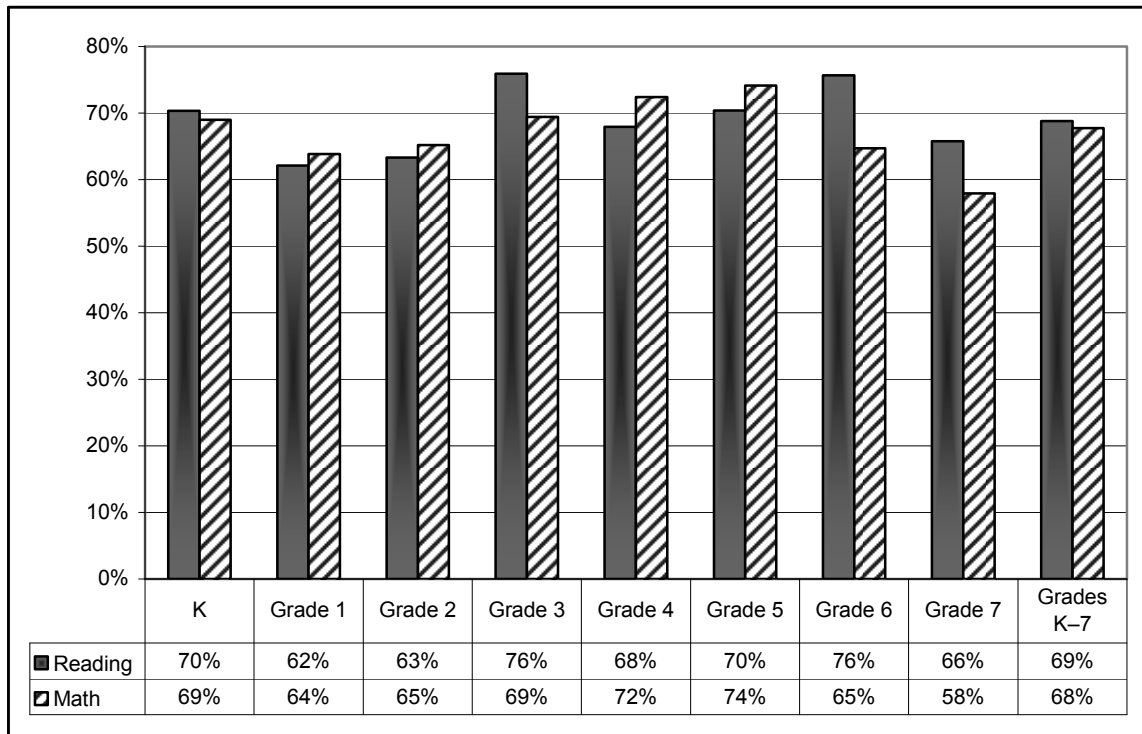
	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grades K–7
■ Reading	70%	62%	63%	76%	68%	70%	76%	66%	69%
☐ Math	69%	64%	65%	69%	72%	74%	65%	58%	68%

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

The high proportion of ARI students in Grade 3 who were on grade level in reading by the end of the school year may be indicative of a greater instructional emphasis placed on students in this grade, due to SSI grade promotion requirements associated with Grade 3 TAKS reading. Grade 5 is also a critical year during which students must pass both TAKS reading and math to be promoted. Unlike Grade 3, however, the TAKS reading on grade level rates are not especially high for Grade 5 ARI participants compared to other grades.

School districts were also required to report to TEA the number of students struggling in reading and math who were served through other intervention programs. Grantees reported that a higher proportion of students served through ARI were on grade level by the end of the year (69%) compared to students served through other reading intervention programs (54%) not funded by ARI (see Table 13).

Table 13: Percentage of Students Struggling in Reading Served through Alternate Reading Intervention Programs (Not Funded by ARI), 2006–07 School Year

Grade	Identified Students Served Through Other Reading Intervention Program	Identified Students on Grade Level Through an Alternate Program	% on Grade Level at End of Year
K	21,800	12,972	60%
Grade 1	26,702	13,856	52%
Grade 2	21,409	10,319	48%
Grade 3	16,982	10,227	60%
Grade 4	12,482	6,604	53%
Grade 5	12,090	6,702	55%
Grade 6	11,542	6,503	56%
Grade 7	10,486	4,637	44%
Grades K–7	**133,493**	**71,820**	**54%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Mathematics

Grantees reported that 68% of AMI students were on grade level by the end of the 2006–07 school year, compared to 69% in the 2005–06 school year (see Figure 9). The percentage on grade level remained unchanged for students in Kindergarten and Grades 1, 2, 3, and 5.[20] The percentage of Grade 4 AMI students on grade level in math increased from 68% to 72%, while the percentage of Grade 6 students on grade level decreased from 67% to 65%. The percentage of Grade 7 students on grade level in math by the end of the year was substantially lower than other grades, at 58%. This was the first school year that Grade 7 students were offered ARI/AMI services. Again, the relatively higher percentage of Grade 5 students on grade level (74%) may reflect a greater focus on the TAKS assessment in this grade due to SSI grade promotion requirements.

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[20] For Grades 3-7, "on grade level" assessments for math were based on diagnostic instruments, classroom performance, and/or on passing the TAKS math exam.

Table 14 shows student outcomes for those served through a math intervention program not funded by AMI. Grantees reported a higher percentage of students served through AMI were on grade level in math (68%) than those students served through math intervention programs not funded by AMI (57%).

Table 14: Percentage of Students Struggling in Math Served Through Alternate Math Intervention Programs (Not Funded by AMI), 2006–07 School Year

Grade	Identified Students Served Through Other Math Intervention Program	Identified Students on Grade Level Through an Alternate Program	% on Grade Level at End of Year
K	10,671	6,833	64%
Grade 1	11,052	6,166	56%
Grade 2	13,376	7,843	59%
Grade 3	13,137	8,069	61%
Grade 4	10,408	6,798	65%
Grade 5	9,293	5,844	63%
Grade 6	12,659	6,198	49%
Grade 7	14,583	6,304	43%
Grades K–7	**95,179**	**54,055**	**57%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Student Testing: TPRI/Tejas LEE

Performance on TAKS is the primary outcome of interest related to ARI/AMI. However, TEA does collect some data related to reading diagnostic assessment on the CRIR. Districts use various reading assessment tools across grades and even across campuses, but there is greater uniformity in the assessment tools administered in early grades (Grades K–2). An examination of student performance on these assessment tools in Grades K–2 may give some indication of ARI effectiveness. However, because grantees did not specifically identify

which students received services funded by ARI, TEA has no way to identify these students.[21]

The TPRI begins with a screening process that is designed to determine if students have a good command of essential reading concepts pertinent to their grade level. Those who do are identified as "developed on screen" (DOS). Students found to have difficulty with essential reading concepts are termed "still developing" and are inventoried at greater depth in the areas in which they are found to be struggling. These students may be identified as needing accelerated reading instruction.

Table 15 shows the change in numbers and percentages of students identified as DOS from the first time the TPRI was administered to the second. The percentage of Kindergarten students identified as DOS increased 30% (from 55% when tested at the beginning or middle of the school year to 85% when tested at the end of the year). The increase in percentage of Grade 1 students tested was 24% (58% at the beginning of the year and 82% at end of year).

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[21] Data reported in this subsection refer to all students tested in reading, not just those served through the ARI program. Grantees are not required to identify which students are served by ARI.

Table 15: Number and Percentage of Students Assessed as Developing on Screen with TPRI, 2006–07 School Year

	Kindergarten		Grade 1		Grade 2
	Beginning of Year	**End of Year**	**Beginning of Year**	**End of Year**	**Beginning of Year**
Number of Students Identified as DOS	138,892	215,332	153,753	218,246	177,174
Total Number of Students Assessed	251,684	253,575	264,425	267,213	259,265
% of Students Identified as DOS	55%	85%	58%	82%	68%
% of Students Tested that were Still Developing	45%	15%	42%	18%	32%

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

Note: TEA did not collect data on end of year TPRI for Grade 2 students.

SECTION VI: Conclusion

ARI/AMI provides funding for services to a large population of students who are struggling in reading and math content areas. This report describes findings related to ARI/AMI activities during the 2006–07 school year and shows that ARI/AMI funding was used by grantees to provide accelerated instruction to over 80% of the K–7 Texas students identified as struggling in reading or math.

The ARI/AMI data suggest that grantees perceive a positive impact regarding the ability of students served by ARI/AMI funding to be on grade level in reading and math at year-end. More than two-thirds (69%) of the students who were struggling in reading and received ARI-funded services were reported by grantees as being on grade level by the end of the 2006–07 school year, compared to 66% in the 2005–06 school year and 63% in the 2004–05 school year. Similarly, 68% of the students who were struggling in math and receiving AMI-funded services were reported as being on grade level by the end of the 2006–07 school year, compared to 69% in the 2005–06 school year and 68% in the 2004–05 school year.

The majority of all ARI/AMI funds during the 2006–07 school year (91%) were used on payroll and supplies/materials. For both ARI and AMI, most payroll expenditures were spent on teacher and tutor pay.

As in prior years of ARI/AMI funding, the small group method (up to four students) continues to be the most commonly-utilized strategy reported by grantees. TEA also recommends that instruction take place during the regular school day, as student attendance in after school or extended-year programs cannot be mandated and parents may choose for their child not to participate. Analysis of grantee expenditure reports reveals that the majority of grantees used ARI/AMI funds primarily for regular school day instruction, with the

exception of funds used for tutor pay (which, understandably, were used primarily for after-school instruction). Less than 1% of grantees indicated that they provided ARI/AMI services before the regular school day. In summary, grantees are utilizing the instructional grouping and time of instruction strategies recommended by TEA.

While this report does not attempt to address cost effectiveness, it is worth noting that while average funding per student has decreased, the success rate of ARI/AMI has remained relatively constant at about two in three students scoring on grade level following participation in ARI/AMI-funded services. Evaluation of additional initiatives such as the Intensive Reading Initiative/Intensive Math Initiative (IRI/IMI) may provide insight regarding reaching students who are struggling.

While participation in ARI/AMI-funded services may have a positive impact on the percentage of students on grade level at the end of each school year, these gains do not appear to cause a decrease in the number of students identified as struggling at the beginning of the following year. That is, ARI/AMI funding may be helpful in the short term, but long term impacts on students' reading and math achievement remain unknown. Further research and analyses, involving the collection of longitudinal data, are necessary to determine whether the accelerated instruction provided with ARI/AMI funds is sufficient to support students who are struggling in reading or mathematics, not only within the boundaries of one academic year, but over time as they progress through the education system.

APPENDIX A: ARI/AMI Analyses by ESC Region

There were 984 school districts and 108 open-enrollment charter districts that received ARI/AMI grant awards for the 2006–07 school year. Texas is divided into 20 Education Service Center (ESC) regions. Table A1 shows the distribution of ARI/AMI grant awards by ESC region for the 2006–07 school year.

Table A1:   ARI/AMI Grant Amounts by Region, 2006–07 School Year

ESC Region	Grant Amount	% of Total
Region 1 Edinburg	$16,360,715	10.9%
Region 2 Corpus Christi	$3,520,640	2.4%
Region 3 Victoria	$1,633,816	1.1%
Region 4 Houston	$34,506,818	23.1%
Region 5 Beaumont	$2,760,900	1.8%
Region 6 Huntsville	$4,465,275	3.0%
Region 7 Kilgore	$5,079,063	3.4%
Region 8 Mt Pleasant	$1,436,742	1.0%
Region 9 Wichita Falls	$882,482	0.6%
Region 10 Richardson	$22,833,651	15.3%
Region 11 Fort Worth	$14,363,619	9.6%
Region 12 Waco	$4,156,958	2.8%
Region 13 Austin	$9,404,281	6.3%
Region 14 Abilene	$868,546	0.6%
Region 15 San Angelo	$1,241,666	0.8%
Region 16 Amarillo	$1,909,276	1.3%
Region 17 Lubbock	$2,146,067	1.4%
Region 18 Midland	$2,339,355	1.6%
Region 19 El Paso	$7,685,800	5.1%
Region 20 San Antonio	$11,880,256	7.9%
STATE TOTAL	**$149,475,926**	**100%**

Source: Texas Grants Interface, 2006–07, Texas Education Agency.

Table A2 summarizes ARI and AMI student outcomes by ESC region. The percentage of ARI students reported by grantees as on grade level by the end of the year ranged across the state from a low of 62% in ESC Region 18 (Midland) to a high of 78.4% in ESC Region 3 (Victoria). For AMI students, the percentage of students on grade level by the end of the year ranged from a low of 53.1% in ESC Region 17 (Lubbock) to a high of 78.2% in ESC Region 19 (El Paso). This shows significant improvement in El Paso, which was at 51% last year.

Table A2: Percentage of ARI/AMI Students on Grade Level at End of Year by ESC Region, 2006–07 School Year

ESC	Reading			Math		
	Students Served by ARI	ARI Students on Grade Level at End of Year	% on Grade Level at End of Year	Students Served by AMI	AMI Students on Grade Level at End of Year	% on Grade Level at End of Year
Region 1: Edinburg	60,244	39,121	64.9%	54,053	35,480	65.6%
Region 2: Corpus Christi	14,835	10,379	70.0%	12,839	9,241	72.0%
Region 3: Victoria	7,790	6,104	78.4%	7,404	5,757	77.8%
Region 4: Houston	140,133	98,285	70.1%	120,551	83,714	69.4%
Region 5: Beaumont	10,229	7,949	77.7%	9,107	6,143	67.5%
Region 6: Huntsville	22,354	15,130	67.7%	18,214	13,460	73.9%
Region 7: Kilgore	23,171	15,123	65.3%	19,917	12,892	64.7%
Region 8: Mt Pleasant	8,357	6,069	72.6%	6,660	4,613	69.3%
Region 9: Wichita Falls	5,173	3,971	76.8%	4,128	3,003	72.7%
Region 10: Richardson	93,000	59,866	64.4%	85,528	47,369	55.4%
Region 11: Fort Worth	62,028	43,564	70.2%	56,323	39,303	69.8%
Region 12: Waco	25,157	18,929	75.2%	21,596	15,761	73.0%
Region 13: Austin	36,371	23,991	66.0%	33,621	21,712	64.6%
Region 14: Abilene	5,188	4,022	77.5%	4,232	3,263	77.1%
Region 15: San Angelo	7,409	5,047	68.1%	6,278	3,687	58.7%
Region 16: Amarillo	10,970	7,259	66.2%	9,805	6,987	71.3%
Region 17: Lubbock	11,993	8,540	71.2%	8,679	4,609	53.1%
Region 18 Midland	9,601	5,954	62.0%	5,877	4,063	69.1%
Region 19: El Paso	30,073	22,566	75.0%	25,653	20,067	78.2%
Region 20: San Antonio	50,604	34,853	68.9%	54,790	41,776	76.2%
Regions 1-20	**634,680**	**436,722**	**69%**	**565,255**	**382,900**	**68%**

Source: eGrants Database Consolidated Reading Initiative Report, 2006–07, Texas Education Agency.

APPENDIX B: ARI/AMI Grant Amounts by District, 2006-07 School Year

Masked indicates results are masked due to small numbers to protect student confidentiality.

County District #	District	Total Award
057816	A W BROWN FELLOWSHIP CHARTER SCHOOL	**Masked**
109901	ABBOTT ISD	$10,838
095901	ABERNATHY ISD	$21,675
221901	ABILENE ISD	$340,608
014901	ACADEMY ISD	**Masked**
101810	ACADEMY OF ACCELERATED LEARNING INC	$12,386
123801	ACADEMY OF AMERICA	**Masked**
015809	ACADEMY OF AMERICA	$35,609
057810	ACADEMY OF AMERICA	$24,771
212801	ACADEMY OF SKILLS AND KNOWLEDGE	$15,483
101849	ACCELERATED INTERMEDIATE ACADEMY	$51,091
180903	ADRIAN ISD	**Masked**
227821	ADSI	**Masked**
178901	AGUA DULCE ISD	$21,676
015901	ALAMO HEIGHTS ISD	$69,670
250906	ALBA-GOLDEN ISD	$26,320
209901	ALBANY ISD	**Masked**
101902	ALDINE ISD	$2,542,174
184907	ALEDO ISD	$30,964
125901	ALICE ISD	$363,831

County District #	District	Total Award
101903	ALIEF ISD	$2,477,149
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	**Masked**
043901	ALLEN ISD	$105,279
057832	ALPHA ACADEMY	$18,579
022901	ALPINE ISD	$21,675
037901	ALTO ISD	$32,513
126901	ALVARADO ISD	$155,120
020901	ALVIN ISD	$291,065
249901	ALVORD ISD	**Masked**
188901	AMARILLO ISD	$673,802
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE HOUSING	$18,579
036901	ANAHUAC ISD	$29,416
093901	ANDERSON-SHIRO CISD	$30,964
002901	ANDREWS ISD	$60,381
020902	ANGLETON ISD	$38,706
043902	ANNA ISD	$72,766
127901	ANSON ISD	$9,289
071906	ANTHONY ISD	$37,157
110901	ANTON ISD	**Masked**
228905	APPLE SPRINGS ISD	**Masked**
109912	AQUILLA ISD	**Masked**
004901	ARANSAS COUNTY ISD	$29,416
205901	ARANSAS PASS ISD	$80,507
005901	ARCHER CITY ISD	$15,482
061910	ARGYLE ISD	$34,061

County District #	District	Total Award
220802	ARLINGTON CLASSICS ACADEMY	**Masked**
220901	ARLINGTON ISD	$2,754,281
212901	ARP ISD	$35,609
217901	ASPERMONT ISD	**Masked**
101805	ASSOC FOR THE DEVELOPMENT OF ACADEMIC EX	**Masked**
107901	ATHENS ISD	$140,888
034901	ATLANTA ISD	$51,091
061907	AUBREY ISD	$26,320
227901	AUSTIN ISD	$3,450,978
196901	AUSTWELL-TIVOLI ISD	**Masked**
070901	AVALON ISD	$9,289
194902	AVERY ISD	**Masked**
034902	AVINGER ISD	$9,289
161918	AXTELL ISD	**Masked**
220915	AZLE ISD	$130,050
212803	AZLEWAY CHARTER SCHOOL	**Masked**
030903	BAIRD ISD	**Masked**
200901	BALLINGER ISD	$23,224
195902	BALMORHEA ISD	**Masked**
010902	BANDERA ISD	$46,447
025901	BANGS ISD	$21,675
178913	BANQUETE ISD	$47,995
036902	BARBERS HILL ISD	$40,253
014902	BARTLETT ISD	$32,513
011901	BASTROP ISD	$325,125

County District #	District	Total Award
101809	BAY AREA CHARTER SCHOOL INC	**Masked**
158901	BAY CITY ISD	$134,113
101847	BEATRICE MAYES INSTITUTE CHARTER SCHOOL	**Masked**
123910	BEAUMONT ISD	$814,363
183901	BECKVILLE ISD	$29,417
013901	BEEVILLE ISD	$179,593
039904	BELLEVUE ISD	**Masked**
091901	BELLS ISD	**Masked**
008901	BELLVILLE ISD	$12,386
014903	BELTON ISD	$188,882
125902	BEN BOLT-PALITO BLANCO ISD	$29,416
066901	BENAVIDES ISD	$20,126
101820	BENJI'S SPECIAL EDUCATIONAL ACADEMY INC	$12,385
187901	BIG SANDY ISD	$10,837
230901	BIG SANDY ISD	$10,837
114901	BIG SPRING ISD	$168,755
220902	BIRDVILLE ISD	$699,795
178902	BISHOP CONS ISD	$34,061
177903	BLACKWELL CISD	**Masked**
016902	BLANCO ISD	$21,675
116915	BLAND ISD	$13,934
025904	BLANKET ISD	$17,031
034909	BLOOMBURG ISD	**Masked**
175902	BLOOMING GROVE ISD	$18,579
235901	BLOOMINGTON ISD	$57,284

County District #	District	Total Award
043917	BLUE RIDGE ISD	$10,837
109913	BLUM ISD	$12,386
130901	BOERNE ISD	$57,284
116916	BOLES ISD	$13,934
241901	BOLING ISD	$27,868
074903	BONHAM ISD	$68,122
148901	BOOKER ISD	$13,934
017901	BORDEN COUNTY ISD	**Masked**
117901	BORGER ISD	$99,086
161923	BOSQUEVILLE ISD	$10,838
185901	BOVINA ISD	$15,483
169901	BOWIE ISD	$24,772
249902	BOYD ISD	$37,158
105802	BOYS & GIRLS CLUBS OF SOUTH CENTRAL TEXA	**Masked**
180901	BOYS RANCH ISD	$9,289
136901	BRACKETT ISD	$18,578
160901	BRADY ISD	$29,416
008903	BRAZOS ISD	$29,416
020905	BRAZOSPORT ISD	$428,857
215901	BRECKENRIDGE ISD	$61,929
198901	BREMOND ISD	**Masked**
239901	BRENHAM ISD	$79,175
181901	BRIDGE CITY ISD	$20,127
249903	BRIDGEPORT ISD	$55,736
243801	BRIGHT IDEAS SCHOOL	$21,675

County District #	District	Total Award
203902	BROADDUS ISD	**Masked**
184909	BROCK ISD	**Masked**
041901	BRONTE ISD	**Masked**
121902	BROOKELAND ISD	$18,579
025908	BROOKESMITH ISD	$10,837
024901	BROOKS COUNTY ISD	$97,538
223901	BROWNFIELD ISD	$47,995
107902	BROWNSBORO ISD	$44,898
031901	BROWNSVILLE ISD	$1,446,036
025902	BROWNWOOD ISD	$54,188
161919	BRUCEVILLE-EDDY ISD	$15,482
021902	BRYAN ISD	$642,511
119901	BRYSON ISD	$9,289
166907	BUCKHOLTS ISD	**Masked**
186901	BUENA VISTA ISD	**Masked**
145901	BUFFALO ISD	$30,964
212902	BULLARD ISD	$35,609
121903	BUNA ISD	$44,898
243901	BURKBURNETT ISD	$43,350
176901	BURKEVILLE ISD	**Masked**
126902	BURLESON ISD	$159,967
027903	BURNET CISD	$30,965
239903	BURTON ISD	$10,838
188904	BUSHLAND ISD	**Masked**
109902	BYNUM CISD	**Masked**

County District #	District	Total Award
116901	CADDO MILLS ISD	$12,385
178903	CALALLEN ISD	$82,055
026901	CALDWELL ISD	$37,157
029901	CALHOUN COUNTY ISD	$83,604
049905	CALLISBURG ISD	$17,031
198902	CALVERT ISD	$18,579
101837	CALVIN NELMS CHARTER HIGH SCHOOL	**Masked**
166901	CAMERON ISD	$49,543
116910	CAMPBELL ISD	**Masked**
106901	CANADIAN ISD	**Masked**
234902	CANTON ISD	$10,838
071907	CANUTILLO ISD	$239,973
191901	CANYON ISD	$136,243
201913	CARLISLE ISD	$15,482
064903	CARRIZO SPRINGS ISD	$100,634
220919	CARROLL ISD	$12,386
057903	CARROLLTON-FARMERS BRANCH ISD	$778,754
183902	CARTHAGE ISD	$99,086
220917	CASTLEBERRY ISD	$147,081
001902	CAYUGA ISD	**Masked**
057904	CEDAR HILL ISD	$418,019
227817	CEDARS INTERNATIONAL ACADEMY	$12,386
116902	CELESTE ISD	**Masked**
043903	CELINA ISD	$12,386
210901	CENTER ISD	$54,187

County District #	District	Total Award
133901	CENTER POINT ISD	**Masked**
228904	CENTERVILLE ISD	**Masked**
145902	CENTERVILLE ISD	**Masked**
174908	CENTRAL HEIGHTS ISD	$15,482
003907	CENTRAL ISD	$15,482
101905	CHANNELVIEW ISD	$360,735
103901	CHANNING ISD	**Masked**
227814	CHAPARRAL STAR ACADEMY INC.	$17,031
225906	CHAPEL HILL ISD	$29,416
212909	CHAPEL HILL ISD	$127,650
007901	CHARLOTTE ISD	$30,964
206903	CHEROKEE ISD	**Masked**
229906	CHESTER ISD	$12,386
249904	CHICO ISD	$9,289
038901	CHILDRESS ISD	$20,126
099902	CHILLICOTHE ISD	**Masked**
073901	CHILTON ISD	$21,675
161920	CHINA SPRING ISD	$17,030
174901	CHIRENO ISD	$10,838
139905	CHISUM ISD	**Masked**
067902	CISCO ISD	$12,386
243906	CITY VIEW ISD	$40,253
065901	CLARENDON ISD	**Masked**
194904	CLARKSVILLE ISD	$37,157
084910	CLEAR CREEK ISD	$462,127

County District #	District	Total Award
126903	CLEBURNE ISD	$291,065
146901	CLEVELAND ISD	$198,172
018901	CLIFTON ISD	$32,512
071901	CLINT ISD	$441,242
030902	CLYDE CISD	$30,964
114902	COAHOMA ISD	$17,030
204901	COLDSPRING-OAKHURST CISD	$94,442
042901	COLEMAN ISD	$27,868
021901	COLLEGE STATION ISD	$150,177
091902	COLLINSVILLE ISD	**Masked**
229901	COLMESNEIL ISD	**Masked**
168901	COLORADO ISD	$27,868
020907	COLUMBIA-BRAZORIA ISD	$55,736
045902	COLUMBUS ISD	$69,670
046902	COMAL ISD	$291,065
047901	COMANCHE ISD	$15,482
130902	COMFORT ISD	$41,801
116903	COMMERCE ISD	$46,446
232801	COMMUNITY COUNCIL OF SOUTHWEST TEXAS INC	$17,030
043918	COMMUNITY ISD	$29,416
112908	COMO-PICKTON CISD	$15,482
161921	CONNALLY ISD	$125,405
170902	CONROE ISD	$1,063,627
147901	COOLIDGE ISD	**Masked**
060902	COOPER ISD	$41,801

County District #	District	Total Award
057922	COPPELL ISD	$68,122
050910	COPPERAS COVE ISD	$134,694
178904	CORPUS CHRISTI ISD	$927,383
187904	CORRIGAN CAMDEN ISD	$68,122
175903	CORSICANA ISD	$266,294
101857	COSMOS FOUNDATION INC	**Masked**
095902	COTTON CENTER ISD	**Masked**
142901	COTULLA ISD	$69,670
246914	COUPLAND ISD	**Masked**
109903	COVINGTON ISD	$17,031
129901	CRANDALL ISD	$44,898
052901	CRANE ISD	$29,417
161901	CRAWFORD ISD	**Masked**
053001	CROCKETT CO CONS CSD	$30,964
113901	CROCKETT ISD	$111,472
101906	CROSBY ISD	$173,400
054901	CROSBYTON ISD	$23,223
030901	CROSS PLAINS ISD	**Masked**
107904	CROSS ROADS ISD	$9,289
220912	CROWLEY ISD	$478,400
254901	CRYSTAL CITY ISD	$113,019
062901	CUERO ISD	$68,122
055901	CULBERSON COUNTY-ALLAMORE ISD	$27,868
112905	CUMBY ISD	$23,224
174902	CUSHING ISD	$20,127

County District #	District	Total Award
101907	CYPRESS-FAIRBANKS ISD	$2,282,074
163902	D'HANIS ISD	$20,127
172902	DAINGERFIELD-LONE STAR ISD	$27,868
056901	DALHART ISD	$49,543
057905	DALLAS ISD	$8,668,471
020910	DAMON ISD	**Masked**
020904	DANBURY ISD	$9,289
148905	DARROUZETT ISD	**Masked**
175904	DAWSON ISD	$12,385
058902	DAWSON ISD	**Masked**
146902	DAYTON ISD	$249,263
047902	DE LEON ISD	$12,385
057906	DE SOTO ISD	$483,044
249905	DECATUR ISD	$38,705
101908	DEER PARK ISD	$275,582
019901	DEKALB ISD	$17,030
227910	DEL VALLE ISD	$379,719
115903	DELL CITY ISD	$9,289
021803	DEMOCRATIC SCHOOLS RESEARCH INC	$20,127
015820	DEMOCRATIC SCHOOLS RESEARCH INSTITUTE	$12,386
091903	DENISON ISD	$49,543
061901	DENTON ISD	$630,126
251901	DENVER CITY ISD	$46,446
194905	DETROIT ISD	$18,579
163901	DEVINE ISD	$58,832

County District #	District	Total Award
081906	DEW ISD	**Masked**
176903	DEWEYVILLE ISD	$41,802
003905	DIBOLL ISD	$51,091
084901	DICKINSON ISD	$202,816
082902	DILLEY ISD	$49,543
144903	DIME BOX ISD	$9,289
035901	DIMMITT ISD	$46,447
108902	DONNA ISD	$1,105,429
105904	DRIPPING SPRINGS ISD	$24,772
178905	DRISCOLL ISD	$20,127
072902	DUBLIN ISD	$47,995
171901	DUMAS ISD	$164,112
057907	DUNCANVILLE ISD	$308,096
057806	EAGLE ADVANTAGE SCHOOLS INC	$51,091
220918	EAGLE MT-SAGINAW ISD	$332,867
159901	EAGLE PASS ISD	$501,623
227909	EANES ISD	$10,837
025909	EARLY ISD	$23,224
241902	EAST BERNARD ISD	$12,386
015911	EAST CENTRAL ISD	$301,902
036903	EAST CHAMBERS ISD	$35,609
220811	EAST FORT WORTH MONTESSORI SCHOOL	**Masked**
161802	EAST WACO INNOVATIVE SCHOOL DEVELOPMENT	**Masked**
067903	EASTLAND ISD	$24,771
101855	ECAP INC	$20,127

County District #	District	Total Award
068901	ECTOR COUNTY ISD	$791,140
074905	ECTOR ISD	**Masked**
108903	EDCOUCH ELSA ISD	$331,318
048901	EDEN ISD	$12,385
227803	EDEN PARK ACADEMY	$9,289
015905	EDGEWOOD ISD	$549,618
234903	EDGEWOOD ISD	$21,675
108904	EDINBURG CISD	$1,020,277
120901	EDNA ISD	$37,158
057833	EDUCATION CENTER INTERNATIONAL ACADEMY	**Masked**
101838	EDUCATIONAL LEADERSHIP INC	$18,579
241903	EL CAMPO ISD	$98,565
071902	EL PASO ISD	$2,647,453
243902	ELECTRA ISD	$35,609
011902	ELGIN ISD	$184,238
001903	ELKHART ISD	$34,061
102906	ELYSIAN FIELDS ISD	$21,676
024801	ENCINO SAVE OUR SCHOOL CORPORATION	**Masked**
070903	ENNIS ISD	$88,249
049906	ERA ISD	**Masked**
174910	ETOILE ISD	$12,385
030906	EULA ISD	$17,031
107905	EUSTACE ISD	$29,416
121906	EVADALE ISD	$9,289
050901	EVANT ISD	**Masked**

County District #	District	Total Award
220904	EVERMAN ISD	$246,167
057811	EXCELLENCE 2000 INC	$12,386
101823	EXCELLENCE 2000 INC	$10,837
210906	EXCELSIOR ISD	**Masked**
143906	EZZELL ISD	**Masked**
071903	FABENS ISD	$170,304
081902	FAIRFIELD ISD	$51,091
057815	FAITH FAMILY KIDS INC	$86,700
070801	FAITH FAMILY KIDS INC	$13,934
128904	FALLS CITY ISD	**Masked**
043904	FARMERSVILLE ISD	$26,319
185902	FARWELL ISD	**Masked**
075906	FAYETTEVILLE ISD	**Masked**
070905	FERRIS ISD	$49,543
075901	FLATONIA ISD	$24,771
246902	FLORENCE ISD	$15,482
247901	FLORESVILLE ISD	$83,604
178914	FLOUR BLUFF ISD	$162,562
077901	FLOYDADA ISD	$58,832
169910	FORESTBURG ISD	$9,289
129902	FORNEY ISD	$95,990
114904	FORSAN ISD	**Masked**
079907	FORT BEND ISD	$1,944,562
122901	FORT DAVIS ISD	$9,289
242906	FORT ELLIOT CISD	**Masked**

County District #	District	Total Award
015914	FORT SAM HOUSTON ISD	$30,964
186902	FORT STOCKTON ISD	$117,665
220905	FORT WORTH ISD	$3,432,399
198903	FRANKLIN ISD	$17,031
001904	FRANKSTON ISD	$23,223
086901	FREDERICKSBURG ISD	$95,990
066903	FREER ISD	$44,898
152907	FRENSHIP ISD	$133,147
084911	FRIENDSWOOD ISD	$34,061
185903	FRIONA ISD	$29,416
043905	FRISCO ISD	$209,009
175905	FROST ISD	**Masked**
234909	FRUITVALE ISD	**Masked**
115901	FT HANCOCK ISD	$74,315
049901	GAINESVILLE ISD	$116,116
101910	GALENA PARK ISD	$654,897
084902	GALVESTON ISD	$462,917
120902	GANADO ISD	$10,838
057909	GARLAND ISD	$1,806,771
184911	GARNER ISD	**Masked**
174903	GARRISON ISD	$26,320
183904	GARY ISD	**Masked**
050902	GATESVILLE ISD	$54,188
057831	GATEWAY CHARTER ACADEMY	$26,319
166902	GAUSE ISD	**Masked**

County District #	District	Total Award
149901	GEORGE WEST ISD	$17,030
246904	GEORGETOWN ISD	$150,177
161925	GHOLSON ISD	**Masked**
144901	GIDDINGS ISD	$69,670
230902	GILMER ISD	$114,724
092901	GLADEWATER ISD	$49,543
213901	GLEN ROSE ISD	$23,223
126911	GODLEY ISD	$35,609
169906	GOLD BURG ISD	**Masked**
057835	GOLDEN RULE SCHOOLS INC	$18,579
167901	GOLDTHWAITE ISD	$18,579
088902	GOLIAD ISD	$49,543
089901	GONZALES ISD	$137,791
187903	GOODRICH ISD	$12,385
101911	GOOSE CREEK CISD	$678,121
182901	GORDON ISD	**Masked**
067904	GORMAN ISD	**Masked**
182902	GRAFORD ISD	**Masked**
252901	GRAHAM ISD	$20,127
111901	GRANBURY ISD	$173,401
057910	GRAND PRAIRIE ISD	$984,667
234904	GRAND SALINE ISD	$30,964
238904	GRANDFALLS ROYALTY ISD	$9,289
126904	GRANDVIEW ISD	$21,675
090905	GRANDVIEW-HOPKINS ISD	$10,838

County District #	District	Total Award
246905	GRANGER ISD	$10,837
227811	GRANT COMMUNITY DEVELOPMENT CORP	$17,030
226907	GRAPE CREEK ISD	$17,031
113902	GRAPELAND ISD	$27,868
220906	GRAPEVINE-COLLEYVILLE ISD	$168,756
116905	GREENVILLE ISD	$178,045
165902	GREENWOOD ISD	$13,934
205902	GREGORY-PORTLAND ISD	$99,086
147902	GROESBECK ISD	$23,224
033901	GROOM ISD	**Masked**
228901	GROVETON ISD	$29,416
098901	GRUVER ISD	**Masked**
091917	GUNTER ISD	**Masked**
047903	GUSTINE ISD	**Masked**
095903	HALE CENTER ISD	$18,579
143901	HALLETTSVILLE ISD	$18,579
161924	HALLSBURG ISD	$10,837
102904	HALLSVILLE ISD	$37,157
097902	HAMILTON ISD	$21,675
127903	HAMLIN ISD	$12,386
123914	HAMSHIRE-FANNETT ISD	$43,350
219901	HAPPY ISD	$9,290
146904	HARDIN ISD	$95,989
100905	HARDIN-JEFFERSON ISD	$44,898
015904	HARLANDALE ISD	$452,080

County District #	District	Total Award
031903	HARLINGEN CISD	$691,575
230905	HARMONY ISD	$49,543
086902	HARPER ISD	**Masked**
101811	HARRIS COUNTY JUVENILE JUSTICE CHARTER	**Masked**
244901	HARROLD ISD	$9,289
035902	HART ISD	$13,934
103902	HARTLEY ISD	**Masked**
225907	HARTS BLUFF ISD	$18,579
104901	HASKELL CISD	**Masked**
250902	HAWKINS ISD	$15,482
127904	HAWLEY ISD	$21,675
105906	HAYS CISD	$365,379
198905	HEARNE ISD	$92,893
065902	HEDLEY ISD	**Masked**
202903	HEMPHILL ISD	$21,675
237902	HEMPSTEAD ISD	$52,640
201902	HENDERSON ISD	$66,573
039902	HENRIETTA ISD	$13,934
059901	HEREFORD ISD	$126,954
208901	HERMLEIGH ISD	**Masked**
097903	HICO ISD	$15,482
108905	HIDALGO ISD	$151,725
084903	HIGH ISLAND ISD	$24,772
177905	HIGHLAND ISD	**Masked**
188903	HIGHLAND PARK ISD	$27,868

County District #	District	Total Award
057911	HIGHLAND PARK ISD	$18,579
109904	HILLSBORO ISD	$47,995
084908	HITCHCOCK ISD	$66,573
005902	HOLLIDAY ISD	$17,031
163904	HONDO ISD	$61,928
074907	HONEY GROVE ISD	$17,031
057825	HONORS ACADEMY	$15,483
019902	HOOKS ISD	$20,127
101851	HOUSTON ALTERNATIVE PREPARATORY CHARTER	**Masked**
101828	HOUSTON GATEWAY ACADEMY INC	$55,736
101912	HOUSTON ISD	$9,917,883
091905	HOWE ISD	$15,482
109905	HUBBARD ISD	**Masked**
019913	HUBBARD ISD	**Masked**
072908	HUCKABAY ISD	**Masked**
003902	HUDSON ISD	$23,223
101925	HUFFMAN ISD	$84,023
034903	HUGHES SPRINGS ISD	$27,868
146905	HULL-DAISETTA ISD	$20,127
101913	HUMBLE ISD	$772,562
133902	HUNT ISD	**Masked**
003904	HUNTINGTON ISD	$24,771
236902	HUNTSVILLE ISD	$196,623
220916	HURST-EULESS-BEDFORD ISD	$504,719
246906	HUTTO ISD	$161,015

County District #	District	Total Award
152910	IDALOU ISD	$15,482
108807	IDEA ACADEMY INC	**Masked**
015825	IMAGINE EDUCATIONAL FOUNDATION	$21,675
120905	INDUSTRIAL ISD	**Masked**
108801	INFORMATION REFERRAL RESOURCE ASSIST INC	**Masked**
205903	INGLESIDE ISD	$92,893
133904	INGRAM ISD	$46,447
093903	IOLA ISD	$9,289
243903	IOWA PARK CISD	$21,675
018906	IREDELL ISD	**Masked**
118902	IRION COUNTY ISD	**Masked**
057912	IRVING ISD	$1,658,142
178802	ISLAND FOUNDATION	**Masked**
070907	ITALY ISD	$17,031
109907	ITASCA ISD	$12,386
119902	JACKSBORO ISD	$10,838
037904	JACKSONVILLE ISD	$241,522
246907	JARRELL ISD	$23,223
121904	JASPER ISD	$143,984
057819	JEAN MASSIEU FOUNDATION	**Masked**
155901	JEFFERSON ISD	$54,188
124901	JIM HOGG COUNTY ISD	$35,609
221911	JIM NED CISD	**Masked**
210902	JOAQUIN ISD	$15,482
016901	JOHNSON CITY ISD	$10,838

County District #	District	Total Award
050909	JONESBORO ISD	$13,934
126905	JOSHUA ISD	$68,121
007902	JOURDANTON ISD	$15,483
015822	JUBILEE ACADEMIC CENTER	$23,223
015916	JUDSON ISD	$628,577
134901	JUNCTION ISD	$12,386
102901	KARNACK ISD	$17,030
128901	KARNES CITY ISD	**Masked**
101914	KATY ISD	$678,121
129903	KAUFMAN ISD	$105,279
126906	KEENE ISD	$27,867
220907	KELLER ISD	$425,760
242905	KELTON ISD	**Masked**
129904	KEMP ISD	$30,964
079908	KENDLETON ISD	$20,127
131001	KENEDY COUNTY-WIDE CSD	**Masked**
128902	KENEDY ISD	$35,609
113906	KENNARD ISD	$20,127
220914	KENNEDALE ISD	$86,700
175907	KERENS ISD	$32,513
248901	KERMIT ISD	$46,446
133903	KERRVILLE ISD	$51,091
092902	KILGORE ISD	$151,726
014906	KILLEEN ISD	$911,901
137901	KINGSVILLE ISD	$167,207

County District #	District	Total Award
227820	KIPP AUSTIN COLLEGE PREPARATORY SCHOOL I	$44,898
015826	KIPP FOUNDATION	$20,127
057837	KIPP FOUNDATION	$23,223
101813	KIPP INC	$197,132
121905	KIRBYVILLE CISD	$29,417
101915	KLEIN ISD	$970,733
232901	KNIPPA ISD	$9,289
138902	KNOX CITY-O'BRIEN ISD	$10,838
018907	KOPPERL ISD	**Masked**
100903	KOUNTZE ISD	$43,350
219905	KRESS ISD	**Masked**
061905	KRUM ISD	$32,512
101833	L LOWELL BYRD MEMORIAL ED & COMM DEVELOP	**Masked**
015811	LA ESCUELA DE LAS AMERICAS PUBLIC CHARTER	$10,838
031905	LA FERIA ISD	$170,304
125906	LA GLORIA ISD	**Masked**
075902	LA GRANGE ISD	$55,736
108912	LA JOYA ISD	$1,294,311
084904	LA MARQUE ISD	$281,775
101916	LA PORTE ISD	$233,781
107910	LA POYNOR ISD	$17,030
254902	LA PRYOR ISD	$27,868
161906	LA VEGA ISD	$116,117
247903	LA VERNIA ISD	$44,899
108914	LA VILLA ISD	$40,254

County District #	District	Total Award
015913	LACKLAND ISD	**Masked**
227912	LAGO VISTA ISD	$27,868
061912	LAKE DALLAS ISD	$68,122
227913	LAKE TRAVIS ISD	$63,477
220910	LAKE WORTH ISD	$78,959
079901	LAMAR CONSOLIDATED ISD	$328,222
058906	LAMESA ISD	$88,248
141901	LAMPASAS ISD	$88,248
057913	LANCASTER ISD	$546,522
201903	LANEVILLE ISD	**Masked**
240901	LAREDO ISD	$1,842,380
245901	LASARA ISD	$43,350
113905	LATEXO ISD	**Masked**
185904	LAZBUDDIE ISD	**Masked**
193902	LEAKEY ISD	$9,290
246913	LEANDER ISD	$387,054
019914	LEARY ISD	**Masked**
090902	LEFORS ISD	**Masked**
187906	LEGGETT ISD	$13,934
145911	LEON ISD	$13,934
074909	LEONARD ISD	$24,772
110902	LEVELLAND ISD	$106,827
061902	LEWISVILLE ISD	$842,232
144902	LEXINGTON ISD	$20,127
246908	LIBERTY HILL ISD	$38,706

County District #	District	Total Award
146906	LIBERTY ISD	$88,248
019908	LIBERTY-EYLAU ISD	$65,025
057807	LIFE SCHOOL OF DALLAS	$63,477
212903	LINDALE ISD	$58,832
034905	LINDEN-KILDARE CISD	$9,289
049907	LINDSAY ISD	**Masked**
072909	LINGLEVILLE ISD	$9,289
111902	LIPAN ISD	**Masked**
181908	LITTLE CYPRESS-MAURICEVILLE CISD	$68,121
061914	LITTLE ELM ISD	$204,364
140904	LITTLEFIELD ISD	$23,224
187907	LIVINGSTON ISD	$111,472
150901	LLANO ISD	$26,320
028902	LOCKHART ISD	$111,471
077902	LOCKNEY ISD	$9,290
160905	LOHN ISD	**Masked**
141902	LOMETA ISD	$9,289
178906	LONDON ISD	**Masked**
116906	LONE OAK ISD	$9,289
092903	LONGVIEW ISD	$431,953
083902	LOOP ISD	**Masked**
168902	LORAINE ISD	**Masked**
161907	LORENA ISD	$46,447
054902	LORENZO ISD	$15,483
031906	LOS FRESNOS CISD	$257,004

County District #	District	Total Award
241906	LOUISE ISD	$17,030
043919	LOVEJOY ISD	$15,482
113903	LOVELADY ISD	$20,127
057808	LTTS CHARTER SCHOOL INC	$55,736
152901	LUBBOCK ISD	$930,718
152906	LUBBOCK-COOPER ISD	$32,512
127905	LUEDERS-AVOCA ISD	**Masked**
003903	LUFKIN ISD	$178,045
028903	LULING ISD	$74,315
100907	LUMBERTON ISD	$105,279
245902	LYFORD CISD	$100,634
007904	LYTLE ISD	$86,700
129905	MABANK ISD	$83,603
154901	MADISONVILLE CISD	$58,833
170906	MAGNOLIA ISD	$226,040
107906	MALAKOFF ISD	$24,772
227907	MANOR ISD	$304,999
220908	MANSFIELD ISD	$599,162
022902	MARATHON ISD	**Masked**
027904	MARBLE FALLS ISD	$94,441
189901	MARFA ISD	$37,157
034908	MARIETTA ISD	**Masked**
094904	MARION ISD	$35,609
073903	MARLIN ISD	$102,182
102902	MARSHALL ISD	$202,816

County District #	District	Total Award
161908	MART ISD	$29,416
174909	MARTINSVILLE ISD	**Masked**
157901	MASON ISD	$26,319
158904	MATAGORDA ISD	**Masked**
205904	MATHIS ISD	$99,085
019903	MAUD ISD	**Masked**
025905	MAY ISD	**Masked**
070915	MAYPEARL ISD	**Masked**
108906	MCALLEN ISD	$901,064
231901	MCCAMEY ISD	$13,934
011905	MCDADE ISD	**Masked**
161909	MCGREGOR ISD	$34,061
043907	MCKINNEY ISD	$260,100
034906	MCLEOD ISD	$17,031
162904	MCMULLEN ISD	**Masked**
223902	MEADOW ISD	$13,934
101801	MEDICAL CENTER CHARTER SCHOOL	**Masked**
010901	MEDINA ISD	**Masked**
163908	MEDINA VALLEY ISD	$69,670
043908	MELISSA ISD	**Masked**
096904	MEMPHIS ISD	$15,482
108907	MERCEDES ISD	$466,014
018902	MERIDIAN ISD	**Masked**
221904	MERKEL ISD	$20,127
057914	MESQUITE ISD	$1,289,666

County District #	District	Total Award
220808	METRO CHARTER ACADEMY	$15,482
147903	MEXIA ISD	$54,187
062906	MEYERSVILLE ISD	**Masked**
197902	MIAMI ISD	**Masked**
220801	MID-CITIES LEARNING CENTER INC.	$12,386
165802	MIDLAND ACADEMY CHARTER SCHOOL INC	$26,320
165901	MIDLAND ISD	$637,866
070908	MIDLOTHIAN ISD	$72,766
161903	MIDWAY ISD	$71,218
039905	MIDWAY ISD	**Masked**
166903	MILANO ISD	$18,579
175910	MILDRED ISD	$23,223
200902	MILES ISD	**Masked**
070909	MILFORD ISD	**Masked**
112907	MILLER GROVE ISD	**Masked**
184904	MILLSAP ISD	$17,030
250903	MINEOLA ISD	$51,091
182903	MINERAL WELLS ISD	$92,893
101848	MIRACLE EDUCATIONAL SYSTEMS INC	$29,416
108908	MISSION CISD	$688,957
238902	MONAHANS-WICKETT-PYOTE ISD	$32,512
169908	MONTAGUE ISD	**Masked**
108915	MONTE ALTO ISD	$30,965
170903	MONTGOMERY ISD	$51,091
161910	MOODY ISD	$27,868

County District #	District	Total Award
209902	MORAN ISD	**Masked**
018903	MORGAN ISD	$10,837
072910	MORGAN MILL ISD	**Masked**
040901	MORTON ISD	$12,386
173901	MOTLEY COUNTY ISD	**Masked**
143902	MOULTON ISD	**Masked**
109910	MOUNT CALM ISD	**Masked**
201907	MOUNT ENTERPRISE ISD	**Masked**
225902	MT PLEASANT ISD	$198,172
080901	MT VERNON ISD	$23,223
049902	MUENSTER ISD	**Masked**
009901	MULESHOE ISD	$26,319
167902	MULLIN ISD	**Masked**
198906	MUMFORD ISD	$13,934
138903	MUNDAY ISD	$9,289
107908	MURCHISON ISD	**Masked**
174904	NACOGDOCHES ISD	$334,477
163903	NATALIA ISD	$60,380
094903	NAVARRO ISD	$17,031
093904	NAVASOTA ISD	$114,568
001906	NECHES ISD	**Masked**
123905	NEDERLAND ISD	$121,187
079906	NEEDVILLE ISD	$29,416
101853	NEIGHBORHOOD CENTERS INC.	**Masked**
019905	NEW BOSTON ISD	$38,705

County District #	District	Total Award
046901	NEW BRAUNFELS ISD	$133,146
170908	NEW CANEY ISD	$134,695
152902	NEW DEAL ISD	$23,224
230906	NEW DIANA ISD	**Masked**
015805	NEW FRONTIERS CHARTER SCHOOL INC	$61,929
153905	NEW HOME ISD	**Masked**
037908	NEW SUMMERFIELD ISD	$24,771
236901	NEW WAVERLY ISD	**Masked**
252902	NEWCASTLE ISD	**Masked**
176902	NEWTON ISD	$65,025
089903	NIXON-SMILEY CISD	$15,482
169902	NOCONA ISD	$13,934
062902	NORDHEIM ISD	**Masked**
145906	NORMANGEE ISD	$13,934
015910	NORTH EAST ISD	$1,221,545
101909	NORTH FOREST ISD	$777,206
112906	NORTH HOPKINS ISD	$17,030
139911	NORTH LAMAR ISD	$43,350
154903	NORTH ZULCH ISD	$9,289
015915	NORTHSIDE ISD	$1,749,487
244905	NORTHSIDE ISD	$13,934
061911	NORTHWEST ISD	$178,045
057809	NOVA CHARTER SCHOOL	**Masked**
057827	NOVA CHARTER SCHOOL	$46,446
042906	NOVICE ISD	**Masked**

County District #	District	Total Award
069902	NUECES CANYON CONS ISD	$10,837
235904	NURSERY ISD	**Masked**
227804	NYOS CHARTER SCHOOL, INC.	$20,127
145907	OAKWOOD ISD	$23,223
205905	ODEM-EDROY ISD	$34,061
153903	ODONNELL ISD	**Masked**
084802	ODYSSEY ACADEMY	$27,868
050904	OGLESBY ISD	**Masked**
200906	OLFEN ISD	$9,290
252903	OLNEY ISD	$15,482
140905	OLTON ISD	$32,512
187910	ONALASKA ISD	$41,802
125903	ORANGE GROVE ISD	$27,868
181905	ORANGEFIELD ISD	$41,802
230903	ORE CITY ISD	$23,223
014804	ORENDA EDUCATION	**Masked**
201908	OVERTON ISD	$24,772
051901	PADUCAH ISD	$12,386
104907	PAINT CREEK ISD	**Masked**
048903	PAINT ROCK ISD	**Masked**
158905	PALACIOS ISD	$68,121
001907	PALESTINE ISD	$181,141
070910	PALMER ISD	$54,188
182906	PALO PINTO ISD	**Masked**
090904	PAMPA ISD	$120,761

County District #	District	Total Award
033902	PANHANDLE ISD	$13,934
249906	PARADISE ISD	**Masked**
139909	PARIS ISD	$154,822
084801	PARTNERSHIP TO ENSURE THE ACQUISITION	$37,157
101917	PASADENA ISD	$1,583,828
013902	PAWNEE ISD	$9,289
020908	PEARLAND ISD	$226,040
082903	PEARSALL ISD	$122,309
184908	PEASTER ISD	$13,934
195901	PECOS BARSTOW TOYAH ISD	$92,893
109914	PENELOPE ISD	**Masked**
119903	PERRIN-WHITT CISD	$15,483
179901	PERRYTON ISD	$55,736
095904	PETERSBURG ISD	$10,838
013903	PETTUS ISD	$17,030
172905	PEWITT ISD	$21,675
227904	PFLUGERVILLE ISD	$490,785
108909	PHARR SAN JUAN ALAMO ISD	$1,096,139
061903	PILOT POINT ISD	$47,995
092904	PINE TREE ISD	$131,598
003801	PINEYWOODS COMMUNITY ACADEMY	$20,127
032902	PITTSBURG ISD	$72,766
251902	PLAINS ISD	$9,290
095905	PLAINVIEW ISD	$136,244
043910	PLANO ISD	$605,354

County District #	District	Total Award
019912	PLEASANT GROVE ISD	$24,771
007905	PLEASANTON ISD	$128,502
031909	POINT ISABEL ISD	$92,893
061906	PONDER ISD	$26,320
184901	POOLVILLE ISD	$12,386
178908	PORT ARANSAS ISD	**Masked**
123907	PORT ARTHUR ISD	$442,791
123908	PORT NECHES-GROVES ISD	$69,670
085902	POST ISD	$34,061
007906	POTEET ISD	$82,408
247904	POTH ISD	$12,386
091913	POTTSBORO ISD	$26,320
028906	PRAIRIE LEA ISD	$21,676
139912	PRAIRILAND ISD	**Masked**
125905	PREMONT ISD	$20,127
189902	PRESIDIO ISD	$88,249
167904	PRIDDY ISD	**Masked**
043911	PRINCETON ISD	$65,025
098903	PRINGLE-MORSE CISD	**Masked**
108910	PROGRESO ISD	$114,568
043912	PROSPER ISD	$26,320
099903	QUANAH ISD	$15,482
034907	QUEEN CITY ISD	$17,031
116908	QUINLAN ISD	$155,120
250904	QUITMAN ISD	$20,127

County District #	District	Total Award
190903	RAINS ISD	$18,579
054903	RALLS ISD	$18,578
066005	RAMIREZ CSD	**Masked**
015906	RANDOLPH FIELD ISD	$24,771
067907	RANGER ISD	$9,290
231902	RANKIN ISD	**Masked**
245903	RAYMONDVILLE ISD	$143,984
192901	REAGAN COUNTY ISD	$43,350
019911	RED LICK ISD	**Masked**
070911	RED OAK ISD	$139,340
019906	REDWATER ISD	$30,964
196903	REFUGIO ISD	$26,319
137902	RICARDO ISD	$21,675
045903	RICE CONS ISD	$68,121
175911	RICE ISD	$17,030
093905	RICHARDS ISD	**Masked**
057916	RICHARDSON ISD	$932,027
206902	RICHLAND SPRINGS ISD	**Masked**
161912	RIESEL ISD	**Masked**
214901	RIO GRANDE CITY ISD	$498,526
031911	RIO HONDO ISD	$138,960
126907	RIO VISTA ISD	$54,188
067908	RISING STAR ISD	**Masked**
188902	RIVER ROAD ISD	$40,254
194903	RIVERCREST ISD	$10,838

County District #	District	Total Award
137903	RIVIERA ISD	**Masked**
161922	ROBINSON ISD	$20,127
178909	ROBSTOWN ISD	$221,395
076903	ROBY CONS ISD	**Masked**
160904	ROCHELLE ISD	$9,289
166904	ROCKDALE ISD	$69,669
069901	ROCKSPRINGS ISD	$10,838
199901	ROCKWALL ISD	$108,260
014907	ROGERS ISD	$20,127
214903	ROMA ISD	$408,729
152908	ROOSEVELT ISD	$34,061
110905	ROPES ISD	$12,386
177901	ROSCOE ISD	**Masked**
073905	ROSEBUD-LOTT ISD	$37,157
076904	ROTAN ISD	**Masked**
246909	ROUND ROCK ISD	$557,360
075908	ROUND TOP-CARMINE ISD	**Masked**
139908	ROXTON ISD	$13,934
237905	ROYAL ISD	$122,309
199902	ROYSE CITY ISD	$113,020
104903	RULE ISD	**Masked**
128903	RUNGE ISD	**Masked**
037907	RUSK ISD	$54,188
057829	RYLIE FAMILY FAITH ACADEMY	$120,761
057830	RYLIE FAMILY FAITH ACADEMY	$51,092

County District #	District	Total Award
071805	RYLIE FAMILY FAITH ACADEMY	$40,254
091914	S AND S CISD	$20,127
232902	SABINAL ISD	$23,224
092906	SABINE ISD	$44,899
123913	SABINE PASS ISD	$10,837
169911	SAINT JO ISD	**Masked**
014908	SALADO ISD	$24,772
112909	SALTILLO ISD	**Masked**
061802	SALVAGING TEENS AT RISK INC	**Masked**
074917	SAM RAYBURN ISD	**Masked**
044904	SAMNORWOOD ISD	**Masked**
226903	SAN ANGELO ISD	$283,324
015907	SAN ANTONIO ISD	$2,868,848
203901	SAN AUGUSTINE ISD	$86,700
031912	SAN BENITO CISD	$523,299
066902	SAN DIEGO ISD	$97,537
071904	SAN ELIZARIO ISD	$232,679
233901	SAN FELIPE-DEL RIO CISD	$478,399
214902	SAN ISIDRO ISD	**Masked**
105902	SAN MARCOS CISD	$247,715
245904	SAN PERLITA ISD	**Masked**
206901	SAN SABA ISD	$13,934
117903	SANFORD ISD	$27,868
061908	SANGER ISD	$65,026
042903	SANTA ANNA ISD	**Masked**

County District #	District	Total Award
084909	SANTA FE ISD	$150,178
137904	SANTA GERTRUDIS ISD	**Masked**
031913	SANTA MARIA ISD	$58,832
031914	SANTA ROSA ISD	$65,025
182904	SANTO ISD	$12,386
074911	SAVOY ISD	**Masked**
094902	SCHERTZ-CIBOLO UNIVERSAL CITY ISD	$137,792
207901	SCHLEICHER ISD	**Masked**
015806	SCHOOL OF EXCELLENCE IN EDUCATION	$109,924
075903	SCHULENBURG ISD	**Masked**
129910	SCURRY-ROSSER ISD	$27,868
083901	SEAGRAVES ISD	$12,386
008902	SEALY ISD	$78,959
094901	SEGUIN ISD	$219,847
083903	SEMINOLE ISD	$40,254
015824	SENDERO ACADEMY	$24,771
101802	SER NINOS INC	$24,771
012901	SEYMOUR ISD	$13,934
152909	SHALLOWATER ISD	$24,772
242902	SHAMROCK ISD	$17,031
108911	SHARYLAND I S D	$199,720
015815	SHEKINAH LEARNING INSTITUTE	$27,868
015819	SHEKINAH LEARNING INSTITUTE	$69,669
210903	SHELBYVILLE ISD	$12,385
101924	SHELDON ISD	$263,197

County District #	District	Total Award
204904	SHEPHERD ISD	$100,634
091906	SHERMAN ISD	$215,202
143903	SHINER ISD	**Masked**
047905	SIDNEY ISD	$13,934
115902	SIERRA BLANCA ISD	$13,934
100904	SILSBEE ISD	$106,827
023902	SILVERTON ISD	**Masked**
019909	SIMMS ISD	$23,223
205906	SINTON ISD	$91,345
013905	SKIDMORE-TYNAN ISD	$21,675
152903	SLATON ISD	$27,868
249908	SLIDELL ISD	$10,837
001909	SLOCUM ISD	$12,386
011904	SMITHVILLE ISD	$83,604
110906	SMYER ISD	**Masked**
026903	SNOOK ISD	$21,675
208902	SNYDER ISD	$72,766
071909	SOCORRO ISD	$1,746,390
015909	SOMERSET ISD	$215,202
026902	SOMERVILLE ISD	$20,127
218901	SONORA ISD	$24,771
015908	SOUTH SAN ANTONIO ISD	$491,212
108802	SOUTH TEXAS EDUCATIONAL TECHNOLOGIES INC	**Masked**
085903	SOUTHLAND ISD	**Masked**
015917	SOUTHSIDE ISD	$278,679

County District #	District	Total Award
015912	SOUTHWEST ISD	$346,800
098904	SPEARMAN ISD	$9,289
170907	SPLENDORA ISD	$173,400
101920	SPRING BRANCH ISD	$842,231
117907	SPRING CREEK ISD	**Masked**
092907	SPRING HILL ISD	$35,609
101919	SPRING ISD	$1,408,879
140907	SPRINGLAKE-EARTH ISD	**Masked**
184902	SPRINGTOWN ISD	$88,248
063903	SPUR ISD	**Masked**
229905	SPURGER ISD	$12,385
057836	ST ANTHONY FOUNDATION	**Masked**
013801	ST MARY'S ACADEMY CHARTER SCHOOL	**Masked**
079910	STAFFORD MSD	$128,502
127906	STAMFORD ISD	$24,771
156902	STANTON ISD	$15,482
167903	STAR ISD	**Masked**
072903	STEPHENVILLE ISD	$41,802
247906	STOCKDALE ISD	**Masked**
211902	STRATFORD ISD	$13,934
182905	STRAWN ISD	$9,289
140908	SUDAN ISD	**Masked**
112910	SULPHUR BLUFF ISD	**Masked**
112901	SULPHUR SPRINGS ISD	$68,122
110907	SUNDOWN ISD	**Masked**

County District #	District	Total Award
057919	SUNNYVALE ISD	**Masked**
171902	SUNRAY ISD	$9,289
020906	SWEENY ISD	$30,964
143905	SWEET HOME ISD	**Masked**
177902	SWEETWATER ISD	$18,579
227805	T A UNLIMITED INC	$9,289
205907	TAFT ISD	$103,730
153904	TAHOKA CISD	$21,675
146907	TARKINGTON ISD	$97,537
201910	TATUM ISD	$9,289
246911	TAYLOR ISD	$140,888
081904	TEAGUE ISD	$10,837
101806	TEJANO CENTER FOR COMMUNITY CONCERNS INC	$29,416
123803	TEKOA CHARTER SCHOOL INC	$37,157
014909	TEMPLE ISD	$297,257
210904	TENAHA ISD	$27,868
022004	TERLINGUA COMMON SCHOOL DISTRICT	**Masked**
129906	TERRELL ISD	$198,172
019907	TEXARKANA ISD	$137,791
220809	TEXAS BOYS CHOIR INC	$10,838
084906	TEXAS CITY ISD	$188,883
227905	TEXAS SCHOOL FOR THE BLIND & VISUALLY IM	**Masked**
227906	TEXAS SCHOOL FOR THE DEAF	**Masked**
211901	TEXHOMA ISD	**Masked**
056902	TEXLINE ISD	**Masked**

County District #	District	Total Award
101856	THE DRAW ACADEMY INC	$30,964
123805	THE EHRHART SCHOOL	$12,386
071801	THE EL PASO EDUCATION INITIATIVE INC	**Masked**
057817	THE FOCUS LEARNING ACADEMY INC	$35,609
101829	THE HOUSTON HEIGHTS LEARNING ACADEMY	**Masked**
116801	THE PHOENIX CHARTER SCHOOL	$23,223
057821	THE SCHOOL OF LIBERAL ARTS AND SCIENCE I	$34,061
227819	THE UNIVERSITY OF TEXAS AT AUSTIN	**Masked**
101814	THE VARNETT SCHOOLS INC	$54,188
166905	THORNDALE ISD	$9,289
246912	THRALL ISD	$9,289
149902	THREE RIVERS ISD	$13,934
072901	THREE WAY ISD	**Masked**
224901	THROCKMORTON ISD	**Masked**
158902	TIDEHAVEN ISD	$32,513
210905	TIMPSON ISD	$10,838
091907	TIOGA ISD	**Masked**
111903	TOLAR ISD	**Masked**
091918	TOM BEAN ISD	$10,837
101921	TOMBALL ISD	$195,075
071908	TORNILLO ISD	$82,055
221905	TRENT ISD	**Masked**
074912	TRENTON ISD	$9,290
107907	TRINIDAD ISD	$23,223
057813	TRINITY BASIN PREPARATORY INC	$66,573

County District #	District	Total Award
228903	TRINITY ISD	$100,634
212904	TROUP ISD	$23,223
014910	TROY ISD	**Masked**
219903	TULIA ISD	$17,030
178912	TULOSO-MIDWAY ISD	$99,086
096905	TURKEY-QUITAQUE ISD	**Masked**
101840	TWO DIMENSIONS PREPARATORY ACADEMY INC	$9,289
212905	TYLER ISD	$676,572
230908	UNION GROVE ISD	$15,482
230904	UNION HILL ISD	$9,289
240903	UNITED ISD	$1,552,863
101807	UNIVERSITY OF HOUSTON	**Masked**
057803	UPLIFT EDUCATION	**Masked**
057838	UPLIFT EDUCATION	**Masked**
232904	UTOPIA CISD	**Masked**
232903	UVALDE CISD	$171,853
122902	VALENTINE ISD	**Masked**
018904	VALLEY MILLS ISD	$10,837
108916	VALLEY VIEW ISD	$119,212
049903	VALLEY VIEW ISD	$23,223
091908	VAN ALSTYNE ISD	$13,934
234906	VAN ISD	$41,802
158906	VAN VLECK ISD	$13,934
108808	VANGUARD ACADEMY	**Masked**
126908	VENUS ISD	$49,543

County District #	District	Total Award
226908	VERIBEST ISD	**Masked**
244903	VERNON ISD	$86,700
235902	VICTORIA ISD	$428,857
181907	VIDOR ISD	$106,827
143904	VYSEHRAD ISD	**Masked**
161801	WACO CHARTER SCHOOL	$10,837
161914	WACO ISD	$764,821
089905	WAELDER ISD	$10,838
226906	WALL ISD	**Masked**
237904	WALLER ISD	$188,882
049908	WALNUT BEND ISD	**Masked**
018905	WALNUT SPRINGS ISD	$13,934
229904	WARREN ISD	$27,868
102903	WASKOM ISD	$10,838
226905	WATER VALLEY ISD	**Masked**
070912	WAXAHACHIE ISD	$95,990
184903	WEATHERFORD ISD	$131,598
240904	WEBB CONS ISD	$13,934
045905	WEIMAR ISD	$20,127
223904	WELLMAN-UNION CISD	**Masked**
037909	WELLS ISD	$12,385
108913	WESLACO ISD	$481,496
100908	WEST HARDIN COUNTY CONSOLIDATED ISD	$18,579
101803	WEST HOUSTON CHARTER SCHOOL	**Masked**
161916	WEST ISD	$15,483

County District #	District	Total Award
181906	WEST ORANGE COVE CONSOLIDATED ISD	$161,015
178915	WEST OSO ISD	$78,959
201914	WEST RUSK CO CONSOLIDATED ISD	$30,964
202905	WEST SABINE ISD	$40,254
168903	WESTBROOK ISD	$9,289
062905	WESTHOFF ISD	**Masked**
073904	WESTPHALIA ISD	$10,838
001908	WESTWOOD ISD	$78,959
241904	WHARTON ISD	$123,858
242903	WHEELER ISD	$10,838
033904	WHITE DEER ISD	$10,837
092908	WHITE OAK ISD	$17,030
220920	WHITE SETTLEMENT ISD	$113,020
040902	WHITEFACE ISD	**Masked**
212906	WHITEHOUSE ISD	$91,345
091909	WHITESBORO ISD	$15,482
110908	WHITHARRAL ISD	**Masked**
109911	WHITNEY ISD	$66,573
243905	WICHITA FALLS ISD	$342,156
180904	WILDORADO ISD	$12,386
170904	WILLIS ISD	$114,568
234907	WILLS POINT ISD	$82,407
153907	WILSON ISD	$12,386
105905	WIMBERLEY ISD	$21,675
005904	WINDTHORST ISD	$10,837

County District #	District	Total Award
225905	WINFIELD ISD	$13,934
248902	WINK-LOVING ISD	**Masked**
250907	WINNSBORO ISD	$24,771
212910	WINONA ISD	$37,158
200904	WINTERS ISD	$29,416
174906	WODEN ISD	**Masked**
116909	WOLFE CITY ISD	$10,837
196902	WOODSBORO ISD	$23,223
224902	WOODSON ISD	**Masked**
229903	WOODVILLE ISD	$41,802
081905	WORTHAM ISD	$18,578
221912	WYLIE ISD	$21,676
043914	WYLIE ISD	$207,462
250905	YANTIS ISD	**Masked**
062903	YOAKUM ISD	$41,801
062904	YORKTOWN ISD	$10,838
015803	YOUTH EMPOWERMENT SERVICES INC	$17,030
071905	YSLETA ISD	$1,943,014
253901	ZAPATA COUNTY ISD	$198,172
003906	ZAVALLA ISD	$12,386
025906	ZEPHYR ISD	**Masked**
101850	ZOE LEARNING ACADEMY INC	$34,060
		$149,475,926

The cover art titled *Everyone Can Learn* by **Rita Yeung**, from Garland High School in the Garland Independent School District, was included in the 2007-2008 Texas PTA Reflections art exhibit. The exhibit featured award-winning pieces displayed at the Texas Education Agency, the Texas Commission on the Arts, and the Legislative Budget Board from April 21 through August 29, 2008.

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