

Evaluation of Accelerated Reading Instruction (ARI) and Accelerated Math Instruction (AMI) Program

2005-2006 School Year

Linda J. Adams; Jessica Sievert; and Amie S. Rapaport, PhD



Program Staff:

Susan Barnes
George Rislov
Sharon Jackson
Jana Bland
Kelly Callaway

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Shirley Neeley, Commissioner of Education
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Contents

Contents	iii
List of Tables	iv
List of Figures.....	v
Executive Summary	vi
Section I: Introduction	1
The Student Success Initiative	1
Major Components of the SSI.....	1
The ARI/AMI Program, 2005-2006 School Year.....	2
ARI/AMI Funding.....	3
Purpose of Report.....	5
Organization of the Report.....	5
Section II: Students Identified and Served Through the ARI/AMI Program.....	7
Total Students Served through ARI and AMI	7
Reading – the Accelerated Reading Instruction Program.....	9
Math – the Accelerated Math Instruction Program.....	12
Section III: Uses of ARI and AMI Funds	16
Overall Distribution of Expenses	16
Instructional Grouping and Time of Instruction Strategies.....	18
Instructional Timing Strategies	20
Section IV: Student Testing and ARI/AMI Outcomes	22
Performance Outcomes for Students Served by the ARI/AMI Program.....	22
Student Testing: Texas Primary Reading Inventory/Tejas LEE.....	25
Additional Analyses	26
Section V: Conclusions	28
Appendix A	30

List of Tables

Table 1: ARI/AMI Grant Amounts by ESC Region, 2005-2006.....	4
Table 2: Students Served by the ARI/AMI Program	7
Table 3: Enrollment in Districts Receiving ARI/AMI Funding	8
Table 4: Struggling Reading Students, 2005-2006 School Year	10
Table 5: Struggling Math Students, 2005-2006 School Year	13
Table 6: Distribution of ARI/AMI Expenses by Primary Budget Item Category.....	16
Table 7: 2005-2006 ARI/AMI Expenses by Detailed Budget Item.....	17
Table 8: ARI/AMI-Funded Instructional Grouping Strategies By Main Budget Categories.....	20
Table 9: ARI/AMI-Funded Instructional Timing Strategies By Main Budget Categories	21
Table 10: ARI/AMI Student Outcomes by ESC Region, 2005-2006	24
Table 11: Distribution of Early Reading Instrument Testing Used	25
Table 12: Students Developed on Screen and Tested with TPRI, 2005-2006.....	26

List of Figures

Figure 1: ARI/AMI Program Funding Trends, 2000-2001 to 2005-2006 3

Figure 2: Percent of Students Identified as Struggling in Reading,
2003-2004 - 2005-2006..... 10

Figure 3: Trends in Reading Students Served, 2003-2004 to 2005-2006 12

Figure 4: Percent of Students Identified as Struggling in Math
2003-2004 Through 2005-2006 13

Figure 5: Percent of Students Identified as Struggling in Reading and Math,
2005-2006 School Year 14

Figure 6: Trends in Math Students Served, 2003-2004 to 2005-2006..... 15

Figure 7: Percent of ARI/AMI Students on Grade Level at End of Year 23

Executive Summary

The Accelerated Reading Instruction/Accelerated Math Instruction (ARI/AMI) Grant Program, administered by the Texas Education Agency (TEA), is one of the major components of the Student Success Initiative (SSI) and provides immediate, targeted instruction to students in Grades K through 6 identified as struggling in reading or math. In the 2005-2006 school year, the period under study, \$144.1 million in state funding was provided to local education agencies (LEAs) serving over 563,000 struggling reading students (24% of the population of students in the grades served at those campuses) and more than 474,000 math students (20% of the students in the grades served at those campuses).¹ By the end of the 2005-2006 school year, approximately two-thirds of participating reading and math students were performing on grade level.

This report presents detailed information about the ARI/AMI program for the 2005-2006 school year. It identifies the students served by the program and how funds were used by LEAs to achieve program goals. The report concludes with an analysis of aggregated student achievement outcomes for program participants.

Program Reach

The ARI/AMI Program has grown significantly over the years since first being implemented during the 1999-2000 school year. In 1999-2000, only Kindergarten students were provided with accelerated instruction in reading. During each successive year, an additional grade was added to the program. In 2003-2004, accelerated math instruction was implemented, serving students in Grades K-4. In 2004-2005, the AMI program was expanded to include Grade 5, and in 2005-2006 it served Grades K through 6.

During the 2005-2006 school year:

- The ARI program served 563,559 students in Grades K-6;
- The AMI program served 474,067 students in Grades K-6,² and

¹ Includes school districts and open-enrollment charter schools.

² A student may be served by both the ARI and AMI programs, so there may be some overlap between the students receiving accelerating instruction in reading and mathematics.

- ARI/AMI program funding was used to serve, at least in part, more than 80% of the K-6 students identified as being at risk in either reading or math.³

Overall, ARI/AMI funding to promote accelerated instruction in reading and math appears to be reaching Texas school students in need and is working to achieve positive outcomes for these students in Grades K-6.

Program Funding

Funding for the 2005-2006 ARI was based on student performance on the first administration of the Reading portion of the 2005 Texas Assessment of Knowledge and Skills (TAKS), with LEAs receiving \$1,442 for each Grade 3 student who failed to meet state standards on the Grade 3 TAKS Reading exam. Funding for 2005-2006 AMI was based on student performance on the first administration of the 2005 Math TAKS, with LEAs receiving \$1,442 for each Grade 5 student who did not meet state standards.

Historical funding levels for the program for the past six years are as follows:

- 2000-2001: \$65.2 million;
- 2001-2002: \$57.5 million;
- 2002-2003: \$106.4 million;
- 2003-2004: \$75.1 million;
- 2004-2005: \$80.9 million; and
- 2005-2006: \$144.1 million.

Notably, funding levels have not increased in proportion to the expansion of the program's reach, and in fact, has sometimes been decreased. As noted above, funding levels are determined by the number of Grade 3 students not passing the Reading assessment, and the number of Grade 5 students not passing the Math assessment (beginning in 2003-2004), yet funds serve students in grades K through 6 needing intervention. Dividing the total funding each year by the number of students served each year provides an illustration of the average funding per student, historically:

³ The remainder of these students identified as struggling in reading or math were likely served through other funding sources.

- 2000-2001: \$320;
- 2001-2002: \$189;
- 2002-2003: \$325;
- 2003-2004: \$113;
- 2004-2005: \$100; and
- 2005-2006: \$139.

Use of Funds and Instructional Strategies

Analysis of how LEAs used their ARI/AMI funds revealed that:

- Over 92% of all 2005-2006 ARI/AMI funds were concentrated in two broad budget categories – payroll costs and supplies/materials; and
- LEAs spent the bulk of their funding on four specific budget items: teacher pay (23%), supplemental curriculum (27%), other supplies/materials (18%), and tutor pay (14%).

The predominant instructional grouping strategies (e.g., whole class, small group, one on one) and time of instruction strategies (e.g., before school, during regular school day, after-school, summer school) used by the districts indicate that they are in line with recommended “best practices” deemed to be most effective. Key findings related to these strategies are as follows:

Instructional Grouping Strategies

- More than 84% of the LEAs indicated that they used ARI teacher and tutor pay predominantly for small group instruction – this finding also held for AMI.
- Over 71% of the LEAs indicated that funds spent on supplemental curriculum and other supplies/materials to support the ARI and AMI programs were used primarily for small group instruction.

Instructional Timing Strategies

- There was substantial variation in how LEAs spent ARI and AMI funds on the various instructional timing strategies.

- During school instruction and summer school instruction were the most commonly-implemented strategies when teachers were providing instruction (for both ARI and AMI); though after-school instruction predominated when tutors were employed.
- For money spent within the supplemental curriculum and supplies/materials categories, funds were primarily used to support regular school day instruction.

Outcomes

Data reported through the statutorily required Early Reading Instruments (ERI) report, as well as ARI/AMI-specific measures, suggest that the ARI/AMI program is working to bring struggling students on grade level by the end of the school year. Evidence of improvement in student performance at LEAs is as follows:

Reading Results

- Of the 563,559 Kindergarten through Grade 6 students identified as struggling in reading and served by the ARI program, 66% were reading on level by the end of the year.⁴
- The percentage of ARI students on grade level in reading by the end of the school year varied from a low of 59% in Grade 1 to a high of 76% of students in Grade 3.
- Overall, LEAs had larger percentages of students testing as “developed on screen” (i.e., demonstrating essential reading concepts) at the end of the year when compared to their performance at the beginning of the year.
- ARI results were consistent across all educational service center (ESC) regions in the state.

Math Results

- Of the 474,067 Kindergarten through Grade 6 students identified as struggling in math and participating in the AMI program, 69% were assessed as on level in mathematics by the end of the year.⁵

⁴ “On grade level” assessments for reading were based on diagnostic instruments (e.g., TPRI, Tejas LEE) for Grades K – 2, and on the proportion of students passing the reading portion of the TAKS for Grades 3 through 6.

⁵ “On grade level” assessments for math were based on diagnostic instruments selected by school districts for Grades K-2, and on the proportion of students passing the math portion of the TAXS for Grades 3-6.

- The percentage of AMI students on grade level in math by the end of the school year varied from a low of 64% in Grade 1 to a high of 74% in Grade 5.
- AMI results were also consistent across all ESC regions in the state.

Conclusion

The ARI/AMI program provides services to a large population of K-6 students (approximately half of a million) struggling in the reading and math content areas. The ARI/AMI program data reported herein show positive findings regarding the ability of struggling students in the program to be on grade level in reading and math at year end. This is reflected in the fact that two-thirds of the students served (66% of the reading students and 69% percent of the math students) were on grade level in their respective subjects by the end of the school year.

Section I: Introduction

The Student Success Initiative

The Student Success Initiative (SSI), including the Texas Reading Initiative, the Texas Math Initiative, and recent efforts to improve student readiness in science, originated during the 76th Legislature in 1999 and was expanded by the 77th, 78th and 79th Legislatures. A major component of the SSI mandates grade advancement requirements, specifying that a student may advance to the next grade level only if he or she meets the passing standard of the Texas Assessment of Knowledge and Skills (TAKS) tests in these program areas or if the student's Grade Placement Committee (GPC) unanimously determines that the student is likely to perform at the next grade level with accelerated instruction. Implementation of the SSI grade advancement requirements are being phased in as follows:

- 1) Beginning in the 2002-2003 school year, and continuing thereafter, Grade 3 students must meet the passing standard on the TAKS Reading exam;
- 2) Beginning in the 2004-2005 school year, and continuing thereafter, students in Grade 5 must meet the passing standard on the TAKS Reading and Mathematics exam; and
- 3) Beginning in the 2007-08 school year, and continuing thereafter, Grade 8 students must meet the passing standard on the TAKS Reading and Mathematics exams.

Major Components of the SSI

As noted above, a key component of the SSI legislation requires that Grade 3 students meet the passing standard of the reading portion of the TAKS, and Grade 5 students meet the passing standard of both the reading and mathematics portions of the TAKS, in order to be promoted to the next grade level. The reading requirement began in 2003 and continues for enrolled Grade 3 students each school year thereafter, and the reading and mathematics requirement went into effect in 2006 for Grade 5 students. In order to ensure that Texas students meet these goals, the Legislature funded four major initiatives:

- Teacher Reading Academy and Math Academy training;

- Diagnostic assessments (from the Commissioner's List of Early Reading Instruments, such as the TPRI, a primary reading inventory, and the El Inventario de Lectura en Español de Tejas (Tejas LEE);
- Accelerated Reading Instruction (ARI) for early reading intervention efforts for those students who, based on the results of diagnostic testing, have been identified to be at risk for reading difficulties, including dyslexia; and
- Accelerated Math Instruction (AMI) for early mathematics intervention efforts for those students who, based on diagnostic assessments, have been identified as struggling mathematics learners.

The ARI/AMI Program, 2005-2006 School Year

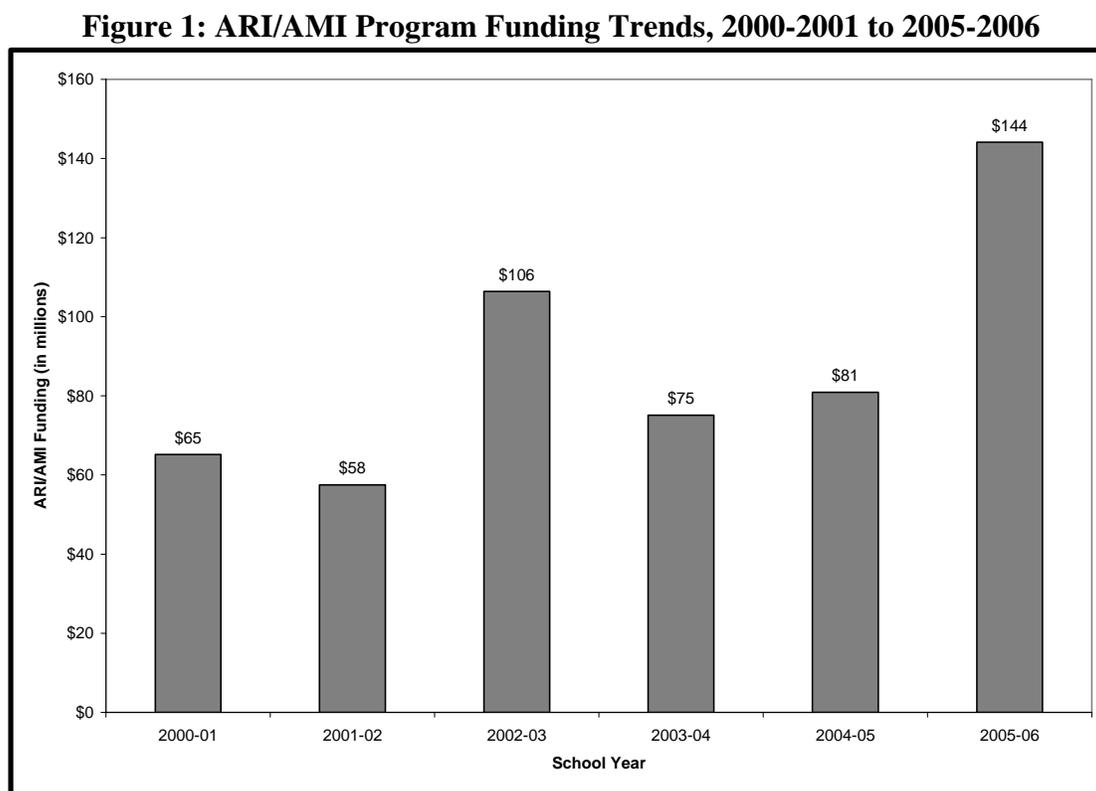
This report focuses on ARI/AMI program activities during the 2005-2006 school year. ARI/AMI provides immediate, targeted intervention programs for students in Grades K-6 who have been identified as struggling in reading or math. Priority is given to the students in greatest need of assistance as identified by results of diagnostic tests administered at the beginning of the school year (except Kindergarten students, who are first assessed mid-year). For both reading and math, the program recommends 30 to 45 minutes of targeted instruction per day with flexible grouping of up to four students with one adult, and the use of instructional strategies that have been proven to be effective through scientific-based research. Program guidelines also recommend intervention during the regular school day with frequent monitoring of student progress during the year. Provision of an intervention program during the regular school day is essential to meet the needs of all identified students because attendance cannot be mandated for after-school or extended-year program participation.

The ARI program, serving students struggling with reading, was phased in starting with reading instruction for Kindergarten students during 1999-2000; Kindergarten and Grade 1 during 2000-2001; Kindergarten through Grade 2 in 2001-2002; Kindergarten through Grade 3 in 2002-2003; Kindergarten through Grade 4 in 2003-2004; Kindergarten through Grade 5 in 2004-2005; and Kindergarten through Grade 6 in 2005-2006. The AMI program, serving struggling math students, started in 2003-2004 by serving Kindergarten

through Grade 4; Kindergarten through Grade 5 in 2004-2005 and Kindergarten through Grade 6 in 2005-2006.

ARI/AMI Funding

The ARI/AMI Program is funded through non-competitive grants awarded on a formula basis. ARI funding is based on the number of students who did not pass the first administration of the Grade 3 TAKS Reading assessment during the previous year (i.e., the 2005 TAKS for the 2005-2006 allocation), and AMI funding is based on the number of students who did not pass the first administration of the Grade 5 TAKS Math section during the prior year. In 2005-2006, LEAs received \$1,442 for each student who did not pass the Grade 3 TAKS Reading exam and the same amount for each student who did not pass the Grade 5 TAKS Math exam. Total program funding levels for the program for the past six years are detailed in Figure 1.



Sources: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.
ARI/AMI Final Evaluation Report, Texas Education Agency, 2004-2005.
ARI/AMI Final Evaluation Report, Texas Education Agency, 2003-2004.

A total of 1,112 school districts and charter schools received ARI/AMI grant awards for the 2005-2006 school year, serving students at 4,159 campuses in Texas. This represents 99% of the LEAs eligible for ARI/AMI funding in 2005-2006.

Table 1 shows the distribution of ARI/AMI grant awards by Educational Service Center (ESC) region for 2005-2006.

Table 1: ARI/AMI Grant Amounts by ESC Region, 2005-2006

ESC Region	Grant Amount	Percent of Total
Region I: Edinburg	\$15,507,207	11.0%
Region II: Corpus Christi	\$3,769,609	2.6%
Region III: Victoria	\$1,438,291	1.0%
Region IV: Houston	\$33,184,110	23.0%
Region V: Beaumont	\$2,843,423	2.0%
Region VI: Huntsville	\$4,322,114	3.0%
Region VII: Kilgore	\$4,547,167	3.2%
Region VIII: Mt. Pleasant	\$1,524,851	1.1%
Region IX: Wichita Falls	\$1,051,666	0.7%
Region X: Richardson	\$21,674,075	15.0%
Region XI: Fort Worth	\$13,207,284	9.2%
Region XII: Waco	\$4,140,688	2.9%
Region XIII: Austin	\$8,724,301	6.1%
Region XIV: Abilene	\$813,619	0.6%
Region XV: San Angelo	\$1,374,812	1.0%
Region XVI: Amarillo	\$1,946,081	1.4%
Region XVII: Lubbock	\$2,199,990	1.5%
Region XVIII: Midland	\$2,564,990	1.8%
Region XIX: El Paso	\$7,684,894	5.3%
Region XX: San Antonio	\$11,597,314	8.0%
	\$144,116,486	100%

Source: Texas Grants Interface (TGIF), 2005-2006, Texas Education Agency

See Appendix A for a complete listing of school districts and charter schools receiving ARI/AMI grant awards for 2005-2006. Though funding has continued to be allocated based only on Grade 3 performance (for Reading) and Grade 5 performance (for Math), program services are targeted to a population that increases every year, as additional grades

are added to the program. Thus, per-student funding levels have not increased proportionally (if at all) as the program reach has expanded. In 2000-2001, a total of \$320 was available for each student served. After the AMI program was implemented in 2003-2004, per student expenditures declined substantially to between \$100 and \$139 per student served.⁶

Purpose of Report

The findings presented in this study are based on 2005-2006 school year data (i.e., September 1, 2005-August 31, 2006) submitted to TEA through the Consolidated Reading Instrument (CRI) Report. The CRI 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 LEAs through TEA's eGrants System in Fall 2006.

The purpose of this report is as follows:

- to provide a descriptive snapshot of the students served by the 2005-2006 ARI/AMI program;
- to describe how the funds were used by LEAs to improve student achievement in reading and mathematics during the 2005-2006 school year; and
- to determine the impact the program had on student achievement for students struggling in reading and mathematics during the 2005-2006 school year.

Organization of the Report

Following this introduction, Section II describes the student populations identified as struggling in reading and mathematics, as well as the number of students who received services through the ARI/AMI grant programs. Section III presents information about how LEAs used their funding by showing how the money was distributed across different budget items. It also looks at LEA reports on how grant funds were used for instructional grouping strategies and timing strategies. Section IV details reading and mathematics

⁶ It is important to note that the per-student expenditure totals for 2003-04 to 2005-2006 are lower bound estimates due to the fact that some students are likely served by both the ARI and the AMI program components.

outcomes for ARI and AMI participants, and Section V summarizes key findings and provides conclusions to this study.

Section II: Students Identified and Served Through the ARI/AMI Program

With the goal of providing early intervention to address reading and math difficulties in elementary and middle school students, the ARI/AMI program targets struggling reading and math students who have been identified as such either by approved diagnostic assessment tools (e.g., TPRI, Tejas LEE, etc.) or by another method of assessment that has been selected by their district committee, and with input from their teachers. Accelerated reading and math instruction provides struggling students with immediate, systematic and explicit instruction using materials and methods that have been proven to be effective. While the SSI specifically requires that students failing each administration of the TAKS be provided with accelerated instruction, it is recommended that ARI/AMI funding be directed to the specific reading skills that have been determined to be lacking, rather than simply using TAKS Preparatory (Prep) materials *per se* in the provision of instruction.

Total Students Served through ARI and AMI

During the first year of funding (1999-2000), the ARI program served 75,340 Kindergarten students (see Table 2). ARI funding was subsequently expanded, and each year served an additional grade. The cohort of Kindergarten students who were served by ARI during 1999-2000 is comprised of the first students who will reach each of the key SSI milestones for grade advancement when they reach Grades 3, 5, and 8.

Table 2: Students Served by the ARI/AMI Program

School Year	Grades Served	Students Served	
		ARI	AMI
1999-2000	Kindergarten	75,340	
2000-2001	K - 1	203,907	
2001-2002	K - 2	304,657	
2002-2003	K - 3	327,668	
2003-2004	K - 4	388,619	273,810
2004-2005	K - 5	448,382	361,511
2005-2006	K - 6	563,559	474,067
Total		2,312,132	1,109,388

Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

As Table 2 illustrates, the largest increase in the number of students served by the ARI program occurred in the 2000-2001 school year, when nearly three times as many students

were served (203,907) than the prior school year. In 2005-2006, more than 563,000 struggling readers in Grades K – 6 received services through the ARI program.

The AMI program aims to reach students who are struggling in math by providing LEAs with resources to serve these students with research-based methods of instruction and best practices. AMI program funding began in 2003-2004, one year before the SSI requirement for Grade 5 advancement went into effect. During that initial year of funding, AMI served 273,810 students in Grades K through 4 (see Table 2). The number of students served by this program increased to more than 474,000 students during the 2005-2006 school year.

It should be noted that many of the same students may be served by ARI/AMI each year; therefore the sum total number of students served since the program’s inception (over 2 million in reading and over 1 million in math) is a duplicated count and does not represent unique individuals. Likewise, the same students can be served through ARI and AMI, so the sum total number of students served through both programs in a given year is also a duplicated count.

During the 2005-2006 school year, ARI and AMI program funding served 4,159 campuses statewide with a total enrollment of 2,379,797 students in Kindergarten through Grade 6 (see Table 3). While similar percentages of students were served by ARI in each grade (with the exception of Grade 6), the AMI program served higher percentages of students in Grades 3 through 5 (26-27%) than Grades K through 2 (11-16%) or Grade 6 (18%).

Table 3: Enrollment in Districts Receiving ARI/AMI Funding

	Grade							Total
	K	1	2	3	4	5	6	
Estimated Number of Students Enrolled for Reporting Districts	349,277	358,568	344,256	339,803	329,064	336,224	322,605	2,379,797
Percent of Enrolled Students Served by ARI	20%	26%	26%	29%	23%	27%	16%	24%
Percent of Enrolled Students Served by AMI	11%	14%	16%	27%	26%	27%	18%	20%

Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

As noted above, each district was provided ARI funding according to the number of students in that district failing to meet the standard on the first administration of the 2005

Grade 3 Reading TAKS, and AMI funding according to the number of students in that district failing the 2005 Grade 5 Math TAKS. Districts received one formula-based allocation for the ARI/AMI program and had discretion in transferring funds from reading to math and vice-versa to best meet the needs of struggling students. In addition, school districts controlled how much funding went to each campus in their district. As previously noted, some districts used other funding streams to supplement ARI/AMI funding.⁷

Students in Grades K through 6 found to be struggling in either subject were identified by the district and targeted for accelerated instruction. Of those students identified as struggling in reading or math, ARI or AMI funding could be used exclusively or in part to fund accelerated instruction mandated by the SSI. LEAs 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 or math instruction to students. The number of students enrolled who were identified as struggling and the number of those identified that were served at least in part by ARI or AMI funds are discussed in subsequent sections of this report.

Reading – the Accelerated Reading Instruction Program

Within each district, an assessment instrument on the Commissioner’s List of Early Reading Instruments is used to determine if a student is struggling in reading and in need of accelerated instruction. During the 2005-2006 school year, 692,200 students, (29% of the K-6 population enrolled at ARI/AMI-funded campuses in Grades K-6) were identified as struggling readers (see Table 4). This accounts for between 20% (for Grade 6) and 34% (for Grade 3) of the enrolled students at ARI/AMI-funded campuses.

⁷ ARI and AMI funding is intended to supplement, not supplant, such funding.

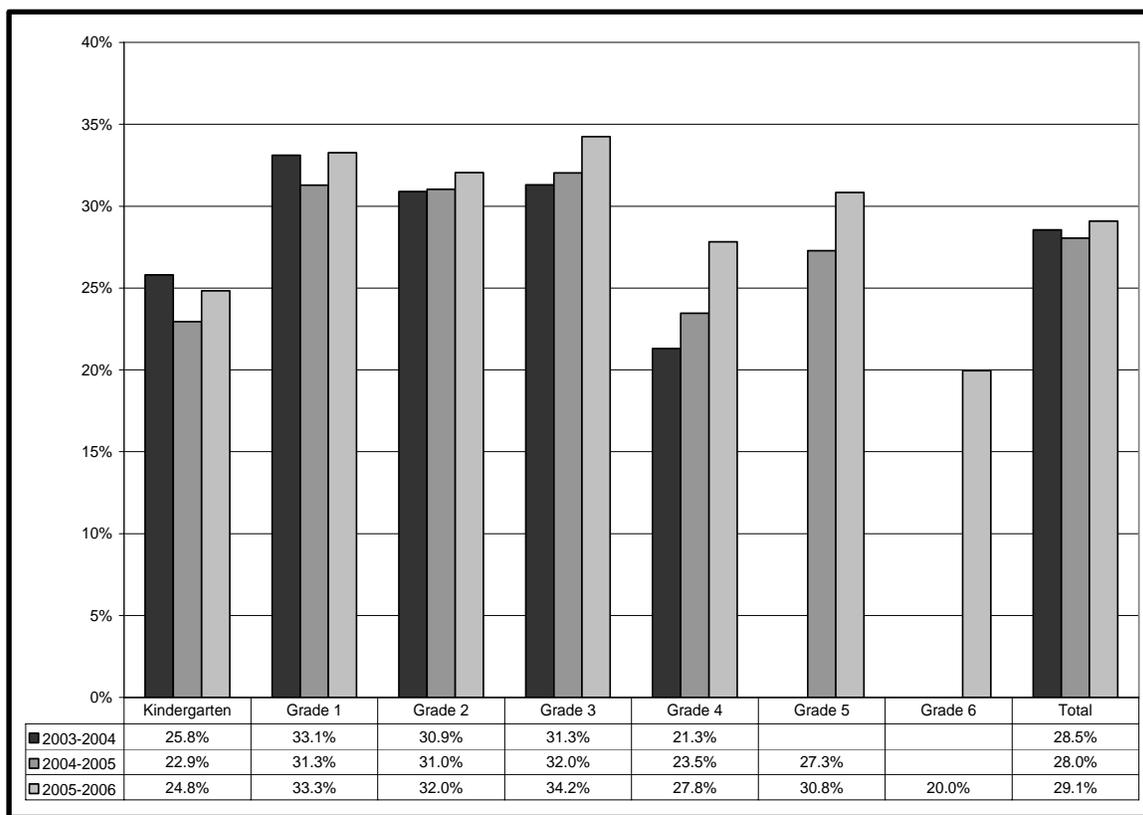
Table 4: Struggling Reading Students, 2005-2006 School Year

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
2005-2006 Enrollment	349,277	358,568	344,256	339,803	329,064	336,224	322,605	2,379,797
Students Identified as Struggling Readers	86,717	119,262	110,308	116,345	91,550	103,658	64,360	692,200
Percent Identified as Struggling Readers	25%	33%	32%	34%	28%	31%	20%	29%
Struggling Readers Participating in the ARI Program	68,110	92,170	88,470	100,066	74,860	89,141	50,742	563,559
Percent of Struggling Readers Participating in ARI	79%	77%	80%	86%	82%	86%	79%	81%

Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency

Fewer Kindergarten students and Grade 6 students were identified as struggling readers than students in Grades 1 through 5. The largest proportion of struggling readers were enrolled in Grades 1, 2 and 3 (see Figure 2).

Figure 2: Percent of Students Identified as Struggling in Reading, 2003-2004 - 2005-2006



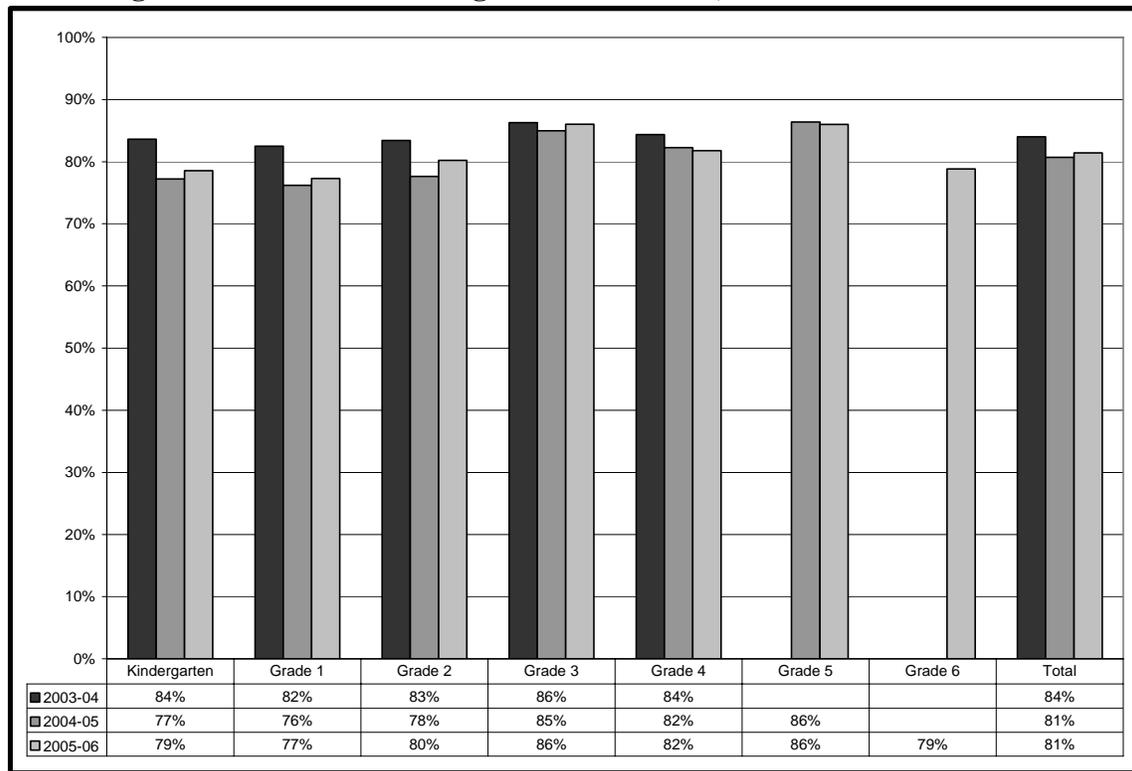
Sources: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.
ARI/AMI Final Evaluation Report, Texas Education Agency, 2003-2004 and 2004-2005.

Note: The ARI program did not serve Grade 5 until 2004-2005 or Grade 6 until 2005-2006.

Whether the differences in the proportion of students requiring accelerated reading instruction indicate a real difference in the numbers of struggling students in Kindergarten and Grade 6 compared to the other grades, or whether they indicate a challenge in identifying struggling readers in these grades cannot be determined from the data available. However, it is worthwhile to note that a lower percentage of identified Kindergarten students may be due in part to the fact that the most commonly used instrument for assessment, the TPRI, does not assess Kindergarten students until the middle of the year. By mid-year, Kindergarten students who might have been struggling at the beginning of a school year may have already improved.

As Figure 3 indicates, the vast majority (81-84%) of students identified as struggling in reading were served with ARI funds during each of the 2003-2004, 2004-2005, and 2005-2006 school years. This finding held for all grades served by the ARI/AMI program. During the 2005-2006 school year, a slightly higher percentage of Grade 3 (86%), Grade 4 (82%) and Grade 5 (86%) students were served with ARI funds compared to younger students in Grades K-2. This finding is consistent with the ARI program guideline that the needs of Grade 3-5 students should be a priority in 2005-2006.

Figure 3: Trends in Reading Students Served, 2003-2004 to 2005-2006



Sources: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.
ARI/AMI Final Evaluation Report, 2003-2004 and 2004-2005, Texas Education Agency.

During the 2005-2006 school year, across all grades, 81% (563,559 out of 692,200) of the students identified as struggling readers were served at least in part through the ARI program. Approximately 16% were served exclusively through funds other than ARI, and the remaining 3% either left the district or were otherwise unavailable for accelerated reading services. Clearly, ARI funding plays an important part in the provision of SSI-mandated accelerated instruction for students not reading at grade level.

Math – the Accelerated Math Instruction Program

A total of 573,449 students, or 24% of the students enrolled at ARI/AMI-funded campuses, were identified as struggling mathematics learners during the 2005-2006 school year. Students in Grades 3 (31%), 4 (30%), and 5 (30%) were most likely to be identified as struggling in math during the 2005-2006 school year (see Table 5). Students in these three grades account for almost 54% of the AMI students.

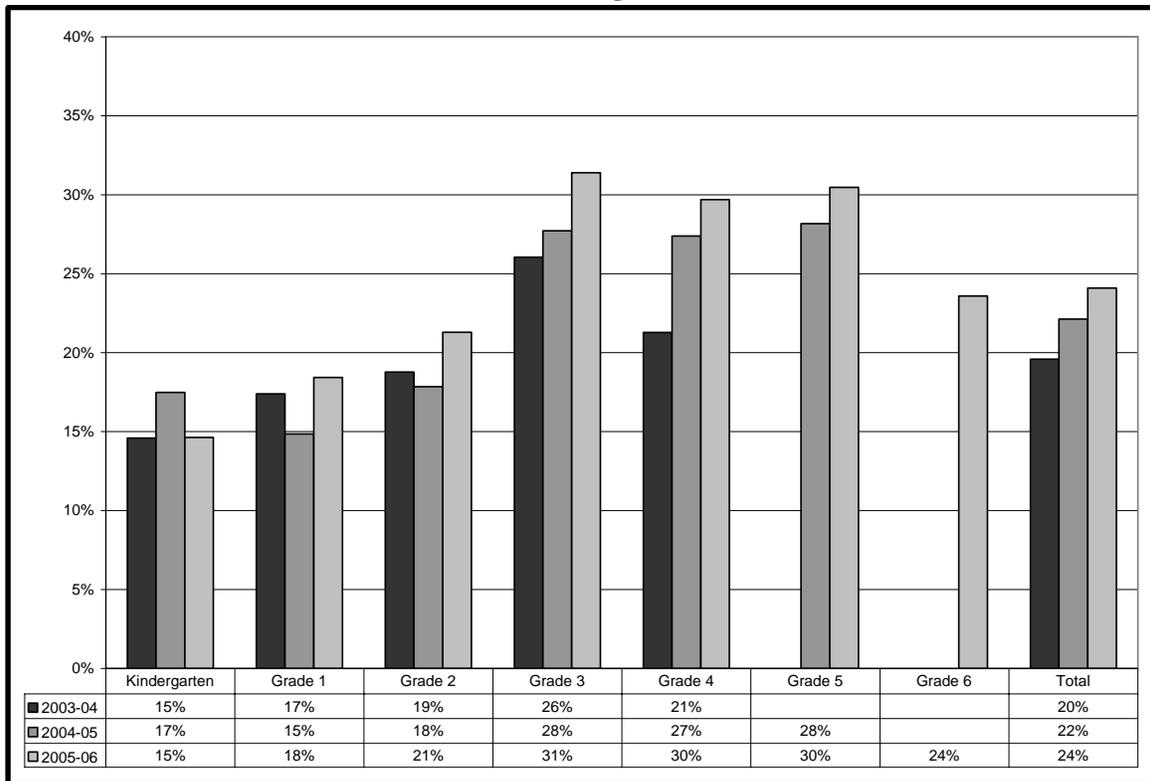
Table 5: Struggling Math Students, 2005-2006 School Year

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
2005-2006 Enrollment	349,277	358,568	344,256	339,803	329,064	336,224	322,605	2,379,797
Students Identified as Struggling in Math	51,097	66,070	73,306	106,687	97,722	102,457	76,105	573,444
Percent Identified as Struggling in Math	15%	18%	21%	31%	30%	30%	24%	24%
Struggling Math Students Participating in the AMI Program	40,089	50,656	56,758	91,829	84,469	92,215	58,051	474,067
Percent of Struggling Math Students Participating in AMI	78%	77%	77%	86%	86%	90%	76%	83%

Source: eGrants Database, Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

Figure 4 illustrates the proportion of students in each grade identified as struggling in math historically for the past three school years. The percentage of students in need of accelerated math instruction ranged from a low of 15% in Kindergarten to a high of 31% in Grade 3 during the 2005-2006 school year.

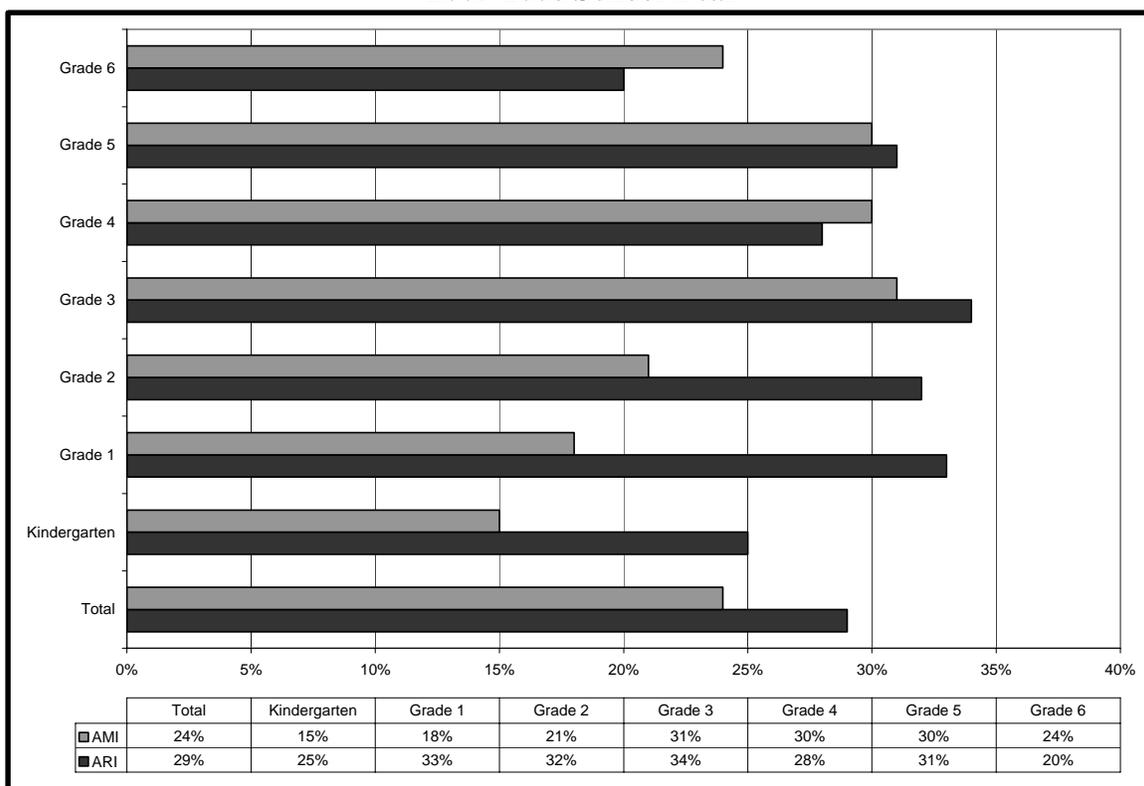
Figure 4: Percent of Students Identified as Struggling in Math 2003-2004 Through 2005-2006



Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

The differences in the percentages of students identified as needing accelerated math instruction compared to those identified as needing accelerated reading instruction are evident. In Kindergarten through Grade 3 a higher percentage of students were identified as struggling in reading, while in Grades 4 and 6 a higher percentage of students were identified as struggling in math. In Grade 5, there was not much of a difference. These results are illustrated together in Figure 5.

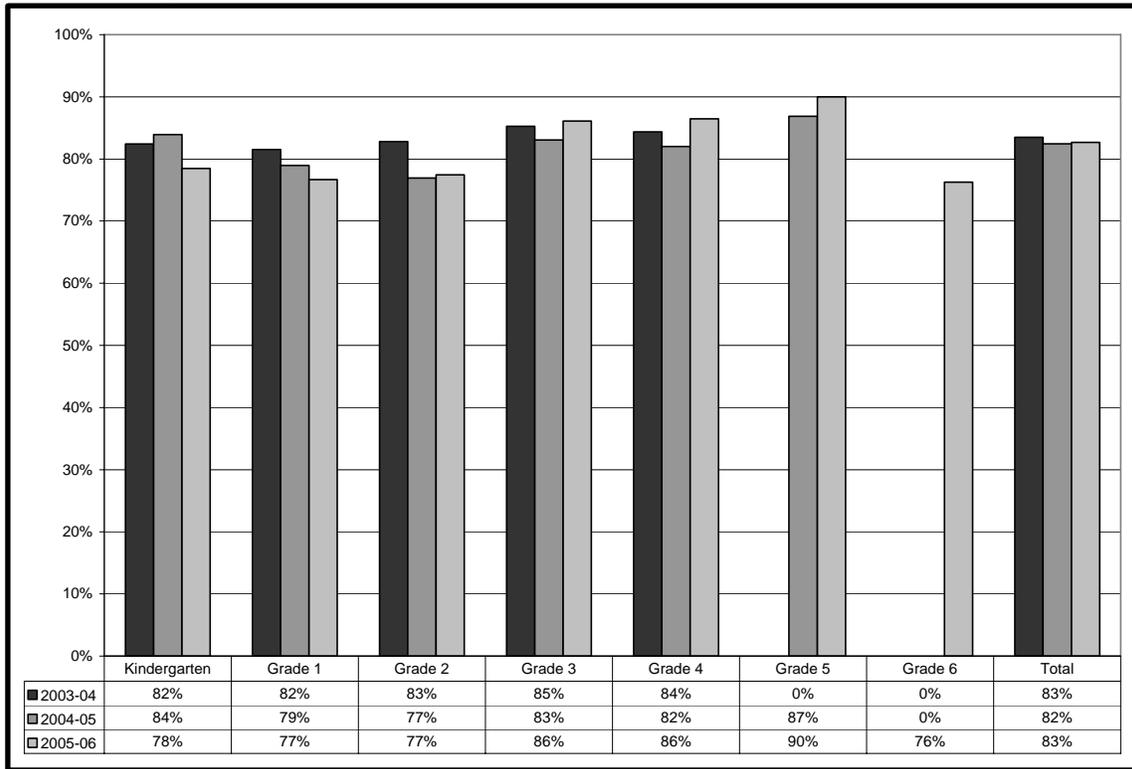
Figure 5: Percent of Students Identified as Struggling in Reading and Math, 2005-2006 School Year



Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

The total number of students served by the AMI program in 2005-2006 ranged from 40,089 in Kindergarten to 92,215 in Grade 5 (see Table 5), with a total of 474,067 across all grades. Figure 6 shows the proportion of the students identified as struggling who were served at least in part through AMI funding. Similar to the numbers for ARI, the differences in the percentages of students identified as struggling in math and served with AMI funding ranged from 76% of Grade 6 students to 90% of Grade 5 students, again reflecting the greater emphasis placed on math performance in Grade 5.

Figure 6: Trends in Math Students Served, 2003-2004 to 2005-2006



Sources: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency. ARI/AMI Final Evaluation Report, 2003-2004 and 2004-2005, Texas Education Agency.

Overall, 83% of the struggling math students in Grades K-6 were served at least in part through the AMI program, and approximately 12% 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 services. Like ARI, AMI funding also plays an important part in the provision of SSI-mandated accelerated instruction for students with math skills below grade level.

Section III: Uses of ARI and AMI Funds

This section of the report provides a descriptive overview of how LEAs utilized ARI and AMI program funds within various budget categories (e.g., payroll, supplies/materials, etc.) and provides a detailed account of how program 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, summer school).

Overall Distribution of Expenses

The TEA leaves discretion to each LEA to determine exactly how it will fund and structure services provided to each identified student. LEAs may coordinate funding in the manner they choose. Of the \$138.3 million reported on LEA expenditure reports submitted to TEA for 2005-2006, 49% of the funding was dedicated to the ARI program and 51% was spent on the AMI program. The expenditure reports indicate that the 2005-2006 ARI/AMI funds were used primarily in two categories—payroll (45%) and supplies/materials (47%). (See Table 6.)

Table 6: Distribution of ARI/AMI Expenses by Primary Budget Item Category

Budget Category	PROGRAM					
	ARI		AMI		TOTAL ARI/AMI	
	Expenditures	Percent of Total	Expenditures	Percent of Total	Expenditures	Percent of Total
Payroll Costs	\$31,902,723	46.8%	\$30,299,704	43.1%	\$62,202,427	45.0%
Professional and Contracted Services	\$2,807,751	4.1%	\$3,782,603	5.4%	\$590,354	4.8%
Supplies and Materials	\$31,434,355	46.1%	\$33,757,227	48.1%	\$65,191,582	47.1%
Other Operating Costs	\$1,180,253	1.7%	\$1,503,317	2.1%	\$2,683,301	1.9%
Capital Outlay Costs	\$789,557	1.2%	\$883,744	1.3%	\$1,673,301	1.2%
TOTAL	\$68,114,639	100%	\$70,226,594	100%	\$138,341,233	100%

Source: eGrants Database, Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

Table 7 provides a more refined analysis of program expenditures through the use of additional budget subcategories. A large portion of the payroll costs associated with ARI can be attributed specifically to teacher pay, which accounted for 24% of all ARI expenditures. Tutor pay accounted for 15% of all ARI expenditures, and substitute teacher pay, pay for classroom aides, and other payroll costs accounted for the remaining 8% of

payroll-related expenditures. Almost one-third (32%) of ARI funding was spent on supplemental curriculum materials, and 12% was spent on other supplies and materials.

Table 7: 2005-2006 ARI/AMI Expenses by Detailed Budget Item

	ARI		AMI		TOTAL ARI/AMI	
	Expenditures	Percent of Total	Expenditures	Percent of Total	Expenditures	Percent of Total
Payroll Costs						
Teacher Pay	\$16,082,918	24%	\$15,580,553	22%	\$31,663,471	23%
Tutor Pay	\$10,343,750	15%	\$9,618,790	14%	\$19,962,540	14%
Substitute Teacher Pay	\$1,335,180	2%	\$1,318,926	2%	\$2,654,106	2%
Classroom Aides Pay	\$2,169,545	3%	\$1,879,207	3%	\$4,048,752	3%
Other Payroll Costs	\$1,971,329	3%	\$1,902,228	3%	\$3,873,557	3%
Professional & Contract Service Costs						
Training	\$739,534	1%	\$768,002	1%	\$1,507,536	1%
Consultants	\$850,531	1%	\$1,558,502	2%	\$2,409,033	2%
Other Professional & Contract Services	\$1,217,686	2%	\$1,456,099	2%	\$2,673,785	2%
Supplies & Materials						
Supplemental Curriculum	\$21,521,440	32%	\$15,782,439	23%	\$37,303,879	27%
Additional Assessment Materials	\$1,482,643	2%	\$937,289	1%	\$2,419,932	2%
Other Supplies & Materials	\$8,430,272	12%	\$17,037,499	24%	\$25,467,771	18%
Other Operating Costs						
Stipends	\$69,943	0%	\$64,637	0%	\$134,580	0%
Other Operation Costs	\$1,110,310	2%	\$1,438,680	2%	\$2,548,990	2%
Capital Outlay Costs	\$789,557	1%	\$883,744	1%	\$1,673,301	1%
TOTAL	\$68,114,639	100%	\$70,226,594	100%	\$138,341,233	100%

Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

Over one-fifth (22%) of AMI expenditures was spent on teacher pay, 14% went for tutor pay, and 7% was used to pay substitute teachers, classroom aides and other payroll costs. Just under one-quarter (23%) of AMI expenditures was spent on supplemental curriculum mathematics materials, and almost one-quarter (24%) went for other supplies/materials (see Table 7).

In total, over 82% of state appropriations for the ARI/AMI program were spent on the four primary budget categories: teacher pay, tutor pay, supplemental curriculum, and other supplies/materials.

Instructional Grouping and Time of Instruction Strategies

Understanding the teaching and grouping strategies used with ARI/AMI program funding provides further information as to how LEAs are utilizing their funds to provide critical services to students struggling in reading and mathematics.

If LEAs 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 the funds (50% - 74%); 4 = Majority of the funds (75% - 99%); and 5 = All funds in the budget category (100%).

The three instructional grouping strategies indicate *how* instruction was provided to struggling students: one-to-one instruction, small group instruction, and whole group instruction. Time of instruction strategies indicate *when* instruction was provided to struggling students: before school, during school, after-school, or summer school.

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

Additionally, recommendations regarding both the instructional timing and grouping strategies were provided by TEA in ARI/AMI program guidance. Program guidelines included the following:

- Accelerated instruction should occur immediately after assessment has been made, with frequent monitoring of the individual student's progress (emphasizing the provision of services during the regular school day because of its timeliness and effectiveness);
- 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); and

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

As noted earlier, the budget items accounting for the vast majority of program expenditures were teacher pay, supplemental curriculum, other supplies/materials, and tutor pay. These four budget categories together account for 87% of ARI expenditures and 85% of AMI expenditures. Based on this finding, the subsequent discussion of strategies will be limited to these four budget items.

Instructional Grouping Strategies

Districts receiving ARI/AMI grant funds are required to report to TEA the degree to which various program expenses can be tied to each of the three instructional grouping strategies (one-to-one, small groups, whole group) and the instructional timing strategies (before school, during regular school day, after-school, summer school).

Table 8 shows the breakdown of instructional grouping strategies by the four main budget categories. LEAs were asked to estimate the percentage of funds spent on a particular budget item for the various instructional strategies. The vast majority of LEAs (73% to 90%) indicated that the focus of their ARI spending was directed toward small group instruction for each of the largest budget categories—teacher pay (84% of LEAs), tutor pay (90% of LEAs), supplemental curriculum (73% of LEAs), and other supplies/materials (73% of LEAs). As Table 7 illustrates, similar results were observed for the AMI program—small group instruction was the predominant strategy for all four budget categories selected for this analysis.

**Table 8: ARI/AMI-Funded Instructional Grouping Strategies
By Main Budget Categories**

Budget Item	ARI			AMI		
	One-to-One	Small Group	Whole Group	One-to-One	Small Group	Whole Group
	Percent of LEAs Indicating Primary Instructional Strategy					
Payroll Costs						
Teacher Pay	4%	84%	12%	4%	84%	13%
Tutor Pay	7%	90%	3%	8%	88%	4%
Supplies/Materials						
Supplemental Curriculum	6%	73%	21%	6%	71%	23%
Other Materials	6%	73%	22%	4%	72%	23%

Source: eGrants Database, Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

This finding suggests that the instructional grouping strategies implemented for accelerated instruction are in line with TEA’s recommendations regarding small learning groups.

Instructional Timing Strategies

Table 9 shows the breakdown of instructional timing strategies by the four main budget categories. Very few LEAs applied ARI and AMI funds to activities occurring before school (1% or less for all four budget items). Unlike the use of funds for instructional grouping strategies, LEAs varied substantially in when they provided instruction to struggling readers and math students using ARI/AMI funds. Close to half (44%) of the LEAs used ARI teacher pay funds primarily for regular school day instruction, while over one-third (37%) used ARI teacher pay primarily for summer school. For another 18% of LEAs, the focus of ARI teacher pay was for after-school instruction. A similar pattern was found for teacher pay directed at math instruction.

**Table 9: ARI/AMI-Funded Instructional Timing Strategies
By Main Budget Categories**

Budget Item	ARI				AMI			
	Before School	During School	After-school	Summer School	Before School	During School	After-school	Summer School
	Percent of LEAs Indicating Primary Instructional Timing Strategy							
Payroll Costs								
Teacher Pay	0%	44%	18%	37%	0%	39%	20%	41%
Tutor Pay	1%	37%	53%	9%	1%	38%	52%	10%
Supplies and Materials								
Supplemental Curriculum	1%	72%	15%	13%	0%	70%	17%	13%
Other Materials	1%	70%	16%	12%	1%	70%	17%	11%

Source: eGrants Database, Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

Not surprisingly, tutor pay was most frequently expended on after-school activities. Over half (53%) of the LEAs indicated that tutor pay for ARI was primarily focused on after-school instruction, and 52% indicated that tutor pay for math instruction was spent primarily on after-school services. The majority of LEAs (approximately 70%) spent money on reading and math supplies/materials that were used primarily for regular school day instruction.

As with instructional grouping strategies, these findings illustrate that LEAs are indeed implementing instruction primarily in line with TEA’s recommendations to do so during school. This is important, as after-school and summer school attendance cannot be mandated.

Section IV: Student Testing and ARI/AMI Outcomes

This section of the report provides detailed information about how participating students fared after receiving accelerated instruction through the ARI/AMI program. Student results for the most commonly-utilized K-2 reading assessment diagnostic test, the TPRI, are presented at the end of this section. It is important to note that this data includes all students tested with TPRI, regardless of whether they received accelerated instruction through the ARI program.

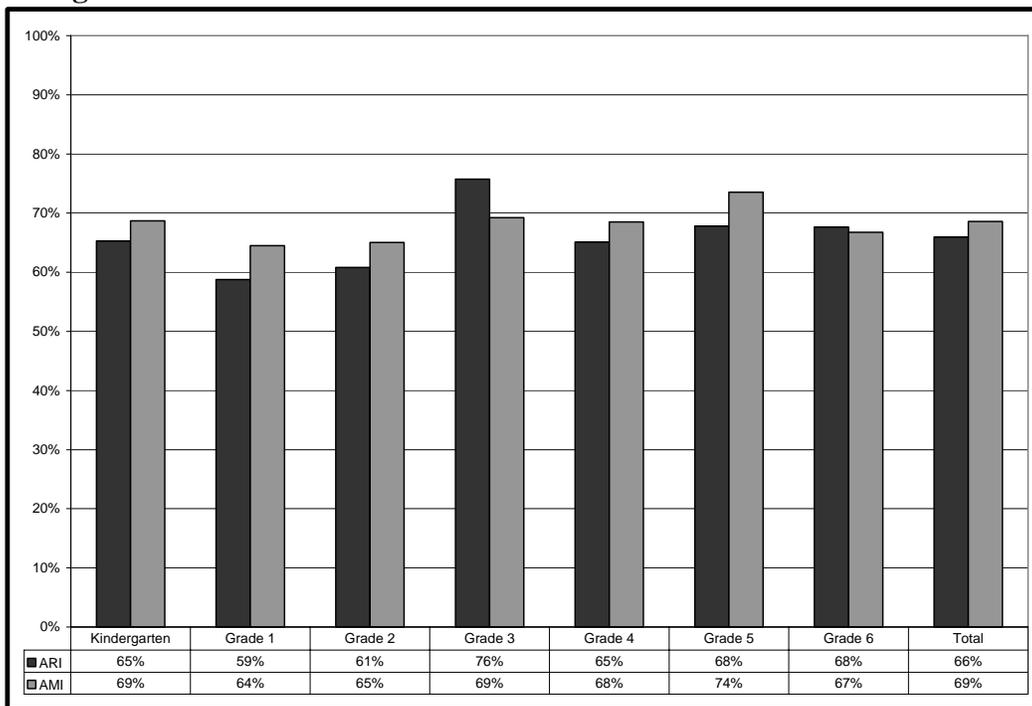
Performance Outcomes for Students Served by the ARI/AMI Program

Reading

Figure 7 illustrates how ARI/AMI students fared in reading and math by the end of the school year. For ARI students overall, 66% of those who were provided accelerated instruction with ARI funds were reading on grade level by the end of the year.⁸ This reflects a 3% increase in the percent on grade level over the prior school year, 2004-2005. The percent of students on grade level by end of year ranged from a low of 59% (Grade 1) to a high of 76% (Grade 3).

⁸ “On grade level” assessments for reading were based on diagnostic instruments (e.g., TPRI, Tejas LEE) for Grades K-2, and on passing the first administration of the TAKS Reading exam for Grades 3 through 6.

Figure 7: Percent of ARI/AMI Students on Grade Level at End of Year



Source: eGrants Database, Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

A slightly larger proportion of ARI students in Grade 3 improved their reading skills to be on grade level by the end of the school year relative to students in other grades. This may be indicative of a greater emphasis placed on students in this grade due to grade promotion requirements associated with the Grade 3 TAKS Reading exam.

Mathematics

Compared to ARI students, a slightly larger proportion of AMI students who were provided accelerated instruction in math were on level by the end of the year (see Figure 7).⁹ For all AMI students in Grades K-6, 69% of those who were provided with accelerated math instruction were on grade level by the end of the school year (a 1% increase from the previous school year). The percent of students on grade level at the end of the school year ranged from a low of 65% (Grade 1) to a high of 74% (Grade 5). Again, the higher percentage of students on grade level in Grade 5 may reflect more focus on TAKS scores in this grade due to grade promotion requirements.

⁹ “On grade level” assessments for math were based on diagnostic instruments selected by school districts for Grades K-2, and on the students passing the first administration of the TAKS Math exam for Grades 3-6.

Table 10 summarizes student outcomes for both ARI and AMI by ESC region. For reading, the percentage of students reading on grade level by the end of the school year ranged across the state from a low of 52.2% in Region XIX (El Paso) to a high of 78.7 in Region XIV (Abilene). For math, the percentage of students on level ranged statewide from a low of 51.0% in Region XIX (El Paso) to a high of 78.8% in Region IX (Wichita Falls). Though systematic differences across the state were not rigorously explored, it is interesting to note that the lowest percentages of students on level in both reading and mathematics were observed in ESC Region XIX.

Table 10: ARI/AMI Student Outcomes by ESC Region, 2005-2006

ESC Region	Reading			Math		
	Identified Students Served by ARI	ARI Students on Grade Level at End of Year	Percent of ARI Students on Grade Level at End of Year	Identified Students Served by AMI	AMI Students on Grade Level at End of Year	Percent of AMI Students on Grade Level at End of Year
ESC Region I: Edinburg	55,150	35,840	65.0%	44,372	29,991	67.6%
ESC Region II: Corpus Christi	15,078	10,852	72.0%	12,636	9,317	73.7%
ESC Region III: Victoria	6,542	4,671	71.4%	6,220	4,887	78.6%
ESC Region IV: Houston	119,425	82,787	69.3%	103,432	76,781	74.2%
ESC Region V: Beaumont	10,892	7,427	68.2%	8,219	5,915	72.0%
ESC Region VI: Huntsville	20,092	13,902	69.2%	15,485	11,338	73.2%
ESC Region VII: Kilgore	19,738	13,285	67.3%	15,909	10,761	67.6%
ESC Region VIII: Mt. Pleasant	7,616	5,037	66.1%	5,471	3,631	66.4%
ESC Region IX: Wichita Falls	4,786	3,582	74.8%	3,852	3,036	78.8%
ESC Region X: Richardson	82,259	49,349	60.0%	65,270	39,331	60.3%
ESC Region XI: Fort Worth	52,536	34,541	65.7%	50,283	35,733	71.1%
ESC Region XII: Waco	21,137	15,012	71.0%	15,402	9,937	64.5%
ESC Region XIII: Austin	31,362	20,465	65.3%	26,907	18,031	67.0%
ESC Region XIV: Abilene	4,423	3,480	78.7%	3,531	2,694	76.3%
ESC Region XV: San Angelo	5,938	3,693	62.2%	5,046	2,737	54.2%
ESC Region XVI: Amarillo	9,678	6,791	70.2%	9,316	6,839	73.4%
ESC Region XVII: Lubbock	11,274	7,398	65.6%	10,029	6,603	65.8%
ESC Region XVIII: Midland	12,815	9,165	71.5%	6,712	3,978	59.3%
ESC Region XIX: El Paso	27,473	14,333	52.2%	21,837	11,134	51.0%
ESC Region XX: San Antonio	45,345	30,079	66.3%	44,138	32,403	73.4%
Total	563,559	371,689	66.0%	474,067	325,077	68.6%

Source: eGrants Database Consolidated Reading Initiative Report, 2005-2006, Texas Education Agency.

Student Testing: Texas Primary Reading Inventory/Tejas LEE¹⁰

Though districts use various reading assessments across grades and even across districts, there is more uniformity in the assessment tool administered in early grades. Analyzing these grades separately may present a clearer picture of program effectiveness, as there is less “noise” or error coming from the use of many different tools.

While students may be identified as needing accelerated 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 assessment instruments. As part of the SSI, TEA provides TPRI materials free of charge to all LEAs that request them. This early reading instrument is a diagnostic test used to identify students who are struggling with important reading concepts. The test is administered to Kindergarten students at the middle and end of the school year, and to students in Grades 1 and 2 at the beginning and end of the school year. More than 85% of students tested in these grades were administered one of these two instruments (see Table 9).

As Table 11 reflects, of the students who were tested with a diagnostic instrument, over 73% of Grade K-2 students were tested using TPRI. The Tejas LEE diagnostic test was administered to approximately 11% of Grade K-2 students by the end of the school year.

Table 11: Distribution of Early Reading Instrument Testing Used

Instrument	K-Mid	K-End	Grade 1- Beg	Grade 1- End	Grade 2- Beg	Grade 2- End
TPRI	74.0%	73.6%	75.2%	74.2%	77.5%	76.9%
Tejas LEE Revised 2004-2006	14.2%	14.2%	12.2%	12.8%	9.8%	10.1%
Other	11.8%	12.2%	12.6%	13.0%	12.7%	13.0%
Total Number of Students Tested	273,356	279,242	279,632	288,624	271,326	275,958

Source: eGrants Database, Early Reading Instrument Report, Texas Education Agency, 2005-2006.

The initial part of the TPRI is a screening process designed to identify those students who have a good command of essential reading concepts pertinent to their grade level. These students are identified as “Developed on Screen” (DOS). Students who are found to have difficulty with essential reading concepts are termed “Still Developing” and are

¹⁰ Data reported in this subsection of the report refer to all students tested in reading, not just those served through the ARI/AMI program.

inventoried at greater depth in those areas where they were found to be struggling. These students may be identified as needing accelerated reading instruction.

Table 12 presents the change in the number and percent of Grade K-2 students identified as DOS from the first time the TPRI test was administered to the second time the test was taken. Kindergarten students experienced an increase of 5 percentage points in the number of Kindergarten students identified as DOS (81% DOS at the mid-year test compared to 86% DOS at the end of the year test). By contrast, the change in the percentage of Grade 1 students tested who were identified as DOS was 22 percentage points, increasing from 58% of those tested at the beginning of the year to 80% of those tested at the end of the year. This may be due in whole or in part to the fact that Kindergarten students were tested mid-year and had likely improved quite a bit already.

Table 12: Students Developed on Screen and Tested with TPRI, 2005-2006

	K-Mid	K-End	Grade 1- Beg	Grade 1- End	Grade 2- Beg
Number of Students Identified as DOS	163,625	176,854	121,894	170,304	143,388
Total Number of Students Assessed	202,225	205,513	210,116	214,089	210,236
Percent of Students Identified as DOS	81%	86%	58%	80%	68%
Percent of Students Tested that were Still Developing	19%	14%	42%	20%	32%

Source: eGrants Database, Early Reading Instrument Report, Texas Education Agency, 2005-2006.

Note: Because students are not screened at the end of Grade 2, there is no end-of-year Grade 2 data.

Additional Analyses

While these results look promising, they represent only one way of looking at student impact – a “snapshot” view. In contrast, longitudinal analysis following students in need of reading/mathematics intervention provides a long-term view of students who were likely served by ARI/AMI. TEA has conducted additional analyses following a cohort of students who failed the first administration of the Grade 3 TAKS exam in 2003-2004. Identifying these students as in-need of intervention services, their grade promotion/retention data and TAKS performance data were then examined for school years 2004-2005 and 2005-2006.

Overall, the results of these longitudinal analyses were not as promising as those reported in the present study, as less than one-third of each cohort of students (one cohort for those failing the Reading TAKS, and one cohort for those failing the Math TAKS) who were promoted to Grade 4 in 2004-2005 passed the Grade 4 TAKS on the first administration. In

fact, 59% of the Reading cohort, and 57% of the Math cohort, failed *both* the Grade 4 (2004-2005) and Grade 5 (2005-2006) TAKS exams in subsequent years. However, for those students who failed the first administration of the Grade 3 TAKS in 2003-2004 but were retained in Grade 3, 70% (Reading) and 58% (Math) passed the Grade 3 TAKS the following year (2004-2005), and 45% (Reading) and 49% (Math) passed the Grade 4 TAKS exam on the first attempt in 2005-2006. These results, and the implications of these findings, are discussed in the complete longitudinal report, which can be found at:

http://www.tea.state.tx.us/opge/progeval/ReadingMathScience/ARIAMI_longitudinal_04-07.html.

Section V: Conclusions

Accelerated instruction is an essential component to assisting students to prepare, not only for the SSI grade advancement requirements, but also for academic success in general. This report outlines the 2005-2006 ARI/AMI program and shows that program funding has been used to provide accelerated instruction to well over 80% of K-6 Texas students identified as struggling in reading or math.

With regard to students who were provided accelerated instruction with ARI/AMI funds, grantee reports show that large percentages of these students identified as struggling early in the year were evaluated as being on grade level by the end of the school year. Across all grades served by the ARI/AMI program (i.e., K-6), 66% of students who were provided accelerated reading instruction with ARI funds were on grade level in reading by the end of the year. An even higher percentage (69%) of the students provided with accelerated math instruction through the AMI program were on grade level in math by the end of the school year.

The majority of all 2005-2006 ARI/AMI funds (over 90%) were used for payroll costs and supplies/materials. For both ARI and AMI programs, the payroll portion of funds was largely used to fund teacher and tutor pay.

The strategies implemented by LEAs for instructional grouping and time of instruction indicate consistency with recommendations provided by TEA regarding the most effective instructional strategies. The small group method (up to four students) was by far the most commonly utilized strategy.

Both the SSI and TEA recommendations call for immediate intervention upon identifying a child as struggling in math or reading. Instruction during the regular school day is also recommended by the TEA under the rationale that student attendance in an after-school or extended-year program cannot be mandated; parents may choose for their child not to participate. Analysis of LEA expenditure reports reveals that the majority of LEAs used ARI and AMI funds primarily for instruction to students during the regular school day, with the exception of funds used to pay tutors, which were focused more on after-school

activities. Very few LEAs (less than 1%) indicated that they were providing ARI/AMI-funded services primarily to students before school.

In conclusion, LEAs in Texas are using ARI/AMI program funding to promote accelerated instruction that is consistent with the program guidelines. As evidenced by the large percentage of ARI and AMI program students on grade level by the end of the year, the ARI/AMI program appears to be effectively serving the majority of K-6 students struggling in reading and math content areas. While overall the data for the ARI/AMI program are promising, results from recent longitudinal analyses show a different, somewhat less promising picture. Further research and analysis is necessary to determine whether ARI/AMI services are reaching the students most in need, and whether services that are received are appropriate and sufficient to support students who are struggling in reading or math, not only within the boundaries of one academic year, but over time as they progress throughout the education system.

Appendix A:

**ARI/AMI Grant Amounts by ESC Region and School District,
2005-2006**

**Appendix A:
ARI/AMI Grant Amounts by ESC Region and School District, 2005-2006**

ESC Region	School District	2005-2006 Grant Award
Region 1: Edinburg	BROWNSVILLE ISD	\$1,549,384
	HARLINGEN CISD	\$571,282
	LA FERIA ISD	\$99,542
	LOS FRESNOS CISD	\$304,396
	POINT ISABEL ISD	\$79,346
	RIO HONDO ISD	\$122,625
	SAN BENITO CISD	\$503,478
	SANTA MARIA ISD	\$47,608
	SANTA ROSA ISD	\$86,559
	ONE STOP MULTISERVICE CHARTER SCHO	\$1,442
	TECHNOLOGY EDUCATION CHARTER HIGH	\$5,770
	IDEA ACADEMY	\$3,245
	VANGUARD ACADEMY	\$10,099
	DONNA ISD	\$830,956
	EDCOUCH-ELSA ISD	\$308,723
	EDINBURG CISD	\$957,906
	HIDALGO ISD	\$126,952
	MCALLEN ISD	\$933,382
	MERCEDES ISD	\$357,773
	MISSION CISD	\$539,544
	PHARR-SAN JUAN-ALAMO ISD	\$1,008,399
	PROGRESO ISD	\$119,740
	SHARYLAND ISD	\$203,411
	LA JOYA ISD	\$1,221,908
	WESLACO ISD	\$536,659
	LA VILLA ISD	\$40,394
	MONTE ALTO ISD	\$41,837
	VALLEY VIEW ISD	\$103,870
	JIM HOGG COUNTY ISD	\$56,264
	RIO GRANDE CITY CISD	\$461,643
	SAN ISIDRO ISD	\$4,327
	ROMA ISD	\$473,184
	LAREDO ISD	\$1,852,337
	UNITED ISD	\$1,517,647
	WEBB CISD	\$11,540
	LASARA ISD	\$15,868

ESC Region	School District	2005-2006 Grant Award
	LYFORD CISD	\$93,772
	RAYMONDVILLE ISD	\$163,018
	SAN PERLITA ISD	\$5,769
	ZAPATA COUNTY ISD	\$135,608
Total for Region 1: Edinburg		\$15,507,207

ESC Region	School District	2005-2006 Grant Award
Region 2: Corpus Christi	ARANSAS COUNTY ISD	\$47,608
	ST MARY'S ACADEMY CHARTER SCHOOL	\$8,655
	BEEVILLE ISD	\$171,674
	PAWNEE ISD	\$4,327
	PETTUS ISD	\$8,655
	SKIDMORE-TYNAN ISD	\$27,410
	ENCINO SCHOOL	\$5,770
	BROOKS COUNTY ISD	\$85,116
	RAMIREZ CSD	\$5,769
	BENAVIDES ISD	\$36,067
	SAN DIEGO ISD	\$116,854
	FREER ISD	\$44,723
	ALICE ISD	\$308,723
	BEN BOLT-PALITO BLANCO ISD	\$44,723
	ORANGE GROVE ISD	\$25,968
	PREMONT ISD	\$53,378
	LA GLORIA ISD	\$10,097
	KENEDY COUNTY WIDE CSD	\$2,885
	KINGSVILLE ISD	\$184,658
	RICARDO ISD	\$36,067
	RIVIERA ISD	\$7,212
	SANTA GERTRUDIS ISD	\$4,327
	GEORGE WEST ISD	\$25,968
	THREE RIVERS ISD	\$23,082
	MCMULLEN COUNTY ISD	\$8,655
	SEASHORE LEARNING CTR CHARTER	\$5,770
	AGUA DULCE ISD	\$31,739
	BISHOP CISD	\$31,737
	CALALLEN ISD	\$109,641
	CORPUS CHRISTI ISD	\$1,105,055
	DRISCOLL ISD	\$33,180
	LONDON ISD	\$5,770
	PORT ARANSAS ISD	\$2,885
	ROBSTOWN ISD	\$186,100
	TULOSO-MIDWAY ISD	\$85,116
	BANQUETE ISD	\$28,854
	FLOUR BLUFF ISD	\$165,904
	WEST OSO ISD	\$98,100
	ARANSAS PASS ISD	\$83,673
	GREGORY-PORTLAND ISD	\$100,985
	INGLESIDE ISD	\$75,018

ESC Region	School District	2005-2006 Grant Award
	MATHIS ISD	\$83,674
	ODEM-EDROY ISD	\$47,608
	SINTON ISD	\$89,444
	TAFT ISD	\$100,985
Total for Region 2: Corpus Christi		\$3,769,609

ESC Region	School District	2005-2006 Grant Award
Region 3: Victoria	CALHOUN COUNTY ISD	\$83,673
	COLUMBUS ISD	\$40,395
	RICE CISD	\$69,247
	WEIMAR ISD	\$20,197
	CUERO ISD	\$47,607
	NORDHEIM ISD	\$5,770
	YOAKUM ISD	\$34,623
	YORKTOWN ISD	\$5,769
	MEYERSVILLE ISD	\$2,885
	GOLIAD ISD	\$38,952
	EDNA ISD	\$50,492
	GANADO ISD	\$12,983
	INDUSTRIAL ISD	\$7,212
	KARNES CITY ISD	\$23,081
	KENEDY ISD	\$23,081
	RUNGE ISD	\$8,654
	FALLS CITY ISD	\$2,884
	HALLETTSVILLE ISD	\$24,525
	MOULTON ISD	\$7,212
	SHINER ISD	\$18,754
	VYSEHRAD ISD	\$1,442
	BAY CITY ISD	\$115,411
	TIDEHAVEN ISD	\$18,754
	MATAGORDA ISD	\$7,212
	PALACIOS ISD	\$44,722
	VAN VLECK ISD	\$17,311
	AUSTWELL-TIVOLI ISD	\$5,769
	WOODSBORO ISD	\$17,311
	REFUGIO ISD	\$24,525
	OUTREACH WORD ACADEMY	\$12,983
	BLOOMINGTON ISD	\$38,952
	VICTORIA ISD	\$357,773
	NURSERY ISD	\$1,442
	BOLING ISD	\$10,097
	EAST BERNARD ISD	\$18,754
	EL CAMPO ISD	\$93,772
	WHARTON ISD	\$115,411
	LOUISE ISD	\$8,654
Total for Region 3: Victoria		\$1,438,291

ESC Region	School District	2005-2006 Grant Award
Region 4: Houston	ALVIN ISD	\$249,576
	ANGLETON ISD	\$102,428
	DANBURY ISD	\$20,197
	BRAZOSPORT ISD	\$336,133
	SWEENEY ISD	\$47,607
	COLUMBIA-BRAZORIA ISD	\$69,247
	PEARLAND ISD	\$262,559
	DAMON ISD	\$8,655
	ANAHUAC ISD	\$54,820
	BARBERS HILL ISD	\$57,707
	EAST CHAMBERS ISD	\$49,050
	LAMAR CISD	\$313,051
	NEEDVILLE ISD	\$62,034
	FORT BEND ISD	\$1,451,286
	KENDLETON ISD	\$11,540
	STAFFORD MSD	\$161,575
	MAINLAND PREPARATORY ACADEMY	\$53,378
	ODYSSEY ACADEMY INC	\$14,426
	DICKINSON ISD	\$279,871
	GALVESTON ISD	\$441,446
	LA MARQUE ISD	\$229,379
	TEXAS CITY ISD	\$200,526
	HITCHCOCK ISD	\$69,247
	SANTA FE ISD	\$163,018
	CLEAR CREEK ISD	\$517,905
	FRIENDSWOOD ISD	\$50,492
	MEDICAL CENTER CHARTER SCHOOL	\$1,442
	SER-NINOS CHARTER SCHOOL	\$56,263
	WEST HOUSTON CHARTER SCHOOL	\$12,983
	GIRLS & BOYS PREP ACADEMY	\$20,196
	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	\$38,951
	UNIVERSITY OF HOUSTON CHARTER SCHO	\$5,769
	BAY AREA CHARTER SCHOOL	\$14,425
	ACADEMY OF ACCELERATED LEARNING IN	\$10,099
	HARRIS COUNTY JUVENILE JUSTICE CHA	\$2,885
	KIPP INC CHARTER	\$23,083
	VARNETT CHARTER SCHOOL	\$59,149
	ALIEF MONTESSORI COMMUNITY SCHOOL	\$2,884
	AMIGOS POR VIDA-FRIENDS FOR LIFE P	\$17,312
	BENJI'S SPECIAL EDUCATIONAL ACADE	\$40,395
	CHILDREN FIRST ACADEMY OF HOUSTON	\$5,769

ESC Region	School District	2005-2006 Grant Award
	HOUSTON GATEWAY ACADEMY INC	\$50,493
	HOUSTON HEIGHTS LEARNING ACADEMY I	\$8,655
	LA AMISTAD LOVE & LEARNING ACADEMY	\$1,442
	TWO DIMENSIONS PREPARATORY ACADEMY	\$40,395
	BEATRICE MAYES INSTITUTE CHARTER S	\$23,082
	NORTHWEST PREPARATORY	\$23,082
	ACCELERATED INTERMEDIATE ACADEMY	\$21,640
	ZOE LEARNING ACADEMY	\$36,066
	HOUSTON ALTERNATIVE PREPARATORY CH	\$2,162
	RIPLEY HOUSE CHARTER SCHOOL	\$2,885
	MEYERPARK ELEMENTARY	\$10,097
	DRAW ACADEMY	\$15,868
	ALDINE ISD	\$2,446,700
	ALIEF ISD	\$2,109,125
	CHANNELVIEW ISD	\$294,297
	CROSBY ISD	\$180,330
	CYPRESS-FAIRBANKS ISD	\$1,710,959
	DEER PARK ISD	\$275,543
	NORTH FOREST ISD	\$838,168
	GALENA PARK ISD	\$617,446
	GOOSE CREEK CISD	\$683,807
	HOUSTON ISD	\$10,583,128
	HUMBLE ISD	\$819,414
	KATY ISD	\$647,742
	KLEIN ISD	\$864,135
	LA PORTE ISD	\$201,970
	PASADENA ISD	\$1,519,089
	SPRING ISD	\$1,112,268
	SPRING BRANCH ISD	\$716,988
	TOMBALL ISD	\$242,363
	SHELDON ISD	\$272,657
	HUFFMAN ISD	\$108,198
	CLEVELAND ISD	\$171,673
	DAYTON ISD	\$284,199
	DEVERS ISD	\$8,655
	HARDIN ISD	\$85,116
	HULL-DAISETTA ISD	\$21,640
	LIBERTY ISD	\$103,870
	TARKINGTON ISD	\$72,132
	HEMPSTEAD ISD	\$72,132
	WALLER ISD	\$190,428

ESC Region	School District	2005-2006 Grant Award
	ROYAL ISD	\$105,313
Total for Region 4: Houston		\$33,184,110

ESC Region	School District	2005-2006 Grant Award
Region 5: Beaumont	HIGH ISLAND ISD	\$4,327
	KOUNTZE ISD	\$38,951
	SILSBEE ISD	\$86,558
	HARDIN-JEFFERSON ISD	\$21,638
	LUMBERTON ISD	\$115,411
	WEST HARDIN COUNTY CISD	\$20,196
	BROOKELAND ISD	\$14,426
	BUNA ISD	\$49,050
	JASPER ISD	\$131,281
	KIRBYVILLE CISD	\$63,477
	EVADALE ISD	\$5,770
	ACADEMY OF BEAUMONT	\$11,540
	TEKOA ACADEMY OF ACCELERATED STUDI	\$4,327
	EHRHART SCHOOL	\$18,754
	NEDERLAND ISD	\$119,739
	PORT ARTHUR ISD	\$452,986
	PORT NECHES-GROVES ISD	\$93,772
	BEAUMONT ISD	\$855,480
	SABINE PASS ISD	\$7,213
	HAMSHIRE-FANNETT ISD	\$57,706
	BURKEVILLE ISD	\$11,540
	NEWTON ISD	\$64,919
	DEWEYVILLE ISD	\$20,196
	BRIDGE CITY ISD	\$51,935
	ORANGEFIELD ISD	\$43,278
	WEST ORANGE-COVE CISD	\$187,543
	VIDOR ISD	\$113,969
	LITTLE CYPRESS-MAURICEVILLE CISD	\$80,789
	COLMESNEIL ISD	\$11,540
	WOODVILLE ISD	\$36,066
	WARREN ISD	\$30,295
	SPURGER ISD	\$12,982
	CHESTER ISD	\$5,769
Total for Region 5: Beaumont		\$2,843,423

ESC Region	School District	2005-2006 Grant Award
Region 6: Huntsville	BELLVILLE ISD	\$27,410
	SEALY ISD	\$79,345
	BRAZOS ISD	\$18,753
	BRAZOS SCHOOL FOR INQUIRY & CREATI	\$14,426
	COLLEGE STATION ISD	\$96,658
	BRYAN ISD	\$597,249
	CALDWELL ISD	\$47,607
	SOMERVILLE ISD	\$30,295
	SNOOK ISD	\$12,984
	ANDERSON-SHIRO CISD	\$31,738
	IOLA ISD	\$7,212
	NAVASOTA ISD	\$90,887
	RICHARDS ISD	\$2,884
	CROCKETT ISD	\$124,068
	GRAPELAND ISD	\$21,640
	LOVELADY ISD	\$14,425
	LATEXO ISD	\$12,983
	KENNARD ISD	\$25,967
	BUFFALO ISD	\$47,607
	CENTERVILLE ISD	\$1,442
	NORMANGEE ISD	\$10,097
	OAKWOOD ISD	\$18,753
	LEON ISD	\$17,310
	MADISONVILLE CISD	\$47,608
	NORTH ZULCH ISD	\$10,098
	CAMERON ISD	\$77,903
	MILANO ISD	\$7,212
	ROCKDALE ISD	\$67,804
	BUCKHOLTS ISD	\$8,655
	CONROE ISD	\$950,693
	MONTGOMERY ISD	\$62,034
	WILLIS ISD	\$122,624
	MAGNOLIA ISD	\$255,346
	SPLENDORA ISD	\$199,084
	NEW CANEY ISD	\$142,821
	BIG SANDY ISD	\$8,654
	GOODRICH ISD	\$17,310
	CORRIGAN-CAMDEN ISD	\$40,394
	LEGGETT ISD	\$17,311
	LIVINGSTON ISD	\$129,838
	ONALASKA ISD	\$18,754

ESC Region	School District	2005-2006 Grant Award
	BREMOND ISD	\$7,212
	CALVERT ISD	\$17,311
	FRANKLIN ISD	\$23,082
	HEARNE ISD	\$92,330
	MUMFORD ISD	\$8,654
	COLDSRING-OAKHURST CISD	\$59,148
	SHEPHERD ISD	\$79,346
	GROVETON ISD	\$23,081
	TRINITY ISD	\$93,772
	CENTERVILLE ISD	\$5,770
	APPLE SPRINGS ISD	\$12,982
	NEW WAVERLY ISD	\$11,540
	HUNTSVILLE ISD	\$268,330
	BRENHAM ISD	\$80,788
	BURTON ISD	\$2,885
Total for Region 6: Huntsville		\$4,322,114

ESC Region	School District	2005-2006 Grant Award
Region 7: Kilgore	CAYUGA ISD	\$1,442
	ELKHART ISD	\$31,739
	FRANKSTON ISD	\$28,853
	NECHES ISD	\$5,770
	PALESTINE ISD	\$137,051
	WESTWOOD ISD	\$51,936
	SLOCUM ISD	\$1,442
	PINEYWOODS COMMUNITY ACADEMY	\$21,640
	HUDSON ISD	\$41,837
	LUFKIN ISD	\$217,838
	HUNTINGTON ISD	\$38,952
	DIBOLL ISD	\$53,378
	ZAVALLA ISD	\$4,327
	CENTRAL ISD	\$31,739
	ALTO ISD	\$31,738
	JACKSONVILLE ISD	\$207,739
	RUSK ISD	\$33,181
	NEW SUMMERFIELD ISD	\$34,623
	WELLS ISD	\$18,753
	GLADEWATER ISD	\$57,707
	KILGORE ISD	\$145,707
	LONGVIEW ISD	\$284,199
	PINE TREE ISD	\$96,657
	SABINE ISD	\$27,410
	SPRING HILL ISD	\$40,395
	WHITE OAK ISD	\$10,097
	KARNACK ISD	\$4,327
	MARSHALL ISD	\$181,773
	WASKOM ISD	\$10,097
	HALLSVILLE ISD	\$56,264
	HARLETON ISD	\$2,885
	ELYSIAN FIELDS ISD	\$20,195
	ATHENS ISD	\$134,166
	BROWNSBORO ISD	\$40,395
	CROSS ROADS ISD	\$21,638
	EUSTACE ISD	\$14,425
	MALAKOFF ISD	\$49,050
	TRINIDAD ISD	\$21,638
	MURCHISON ISD	\$10,098
	LAPOYNOR ISD	\$11,540
	CHIRENO ISD	\$7,213

ESC Region	School District	2005-2006 Grant Award
	CUSHING ISD	\$14,425
	GARRISON ISD	\$28,853
	NACOGDOCHES ISD	\$297,183
	WODEN ISD	\$10,097
	CENTRAL HEIGHTS ISD	\$12,983
	MARTINSVILLE ISD	\$11,540
	ETOILE ISD	\$11,540
	BECKVILLE ISD	\$18,753
	CARTHAGE ISD	\$70,690
	GARY ISD	\$7,213
	RAINS ISD	\$27,411
	HENDERSON ISD	\$77,903
	LANEVILLE ISD	\$1,442
	MOUNT ENTERPRISE ISD	\$18,754
	OVERTON ISD	\$27,410
	TATUM ISD	\$20,196
	CARLISLE ISD	\$28,853
	WEST RUSK ISD	\$8,655
	HEMPHILL ISD	\$18,754
	WEST SABINE ISD	\$11,540
	SAN AUGUSTINE ISD	\$47,608
	BROADDUS ISD	\$14,426
	CENTER ISD	\$36,066
	JOAQUIN ISD	\$11,540
	SHELBYVILLE ISD	\$15,868
	TENAHA ISD	\$23,081
	TIMPSON ISD	\$5,770
	CUMBERLAND ACADEMY	\$23,081
	AZLEWAY CHARTER SCHOOL	\$7,213
	ARP ISD	\$46,165
	BULLARD ISD	\$49,049
	LINDALE ISD	\$53,378
	TROUP ISD	\$21,638
	TYLER ISD	\$542,430
	WHITEHOUSE ISD	\$112,526
	CHAPEL HILL ISD	\$102,428
	WINONA ISD	\$37,510
	BIG SANDY ISD	\$15,868
	GILMER ISD	\$83,673
	ORE CITY ISD	\$11,540
	UNION HILL ISD	\$10,097

ESC Region	School District	2005-2006 Grant Award
	HARMONY ISD	\$37,510
	NEW DIANA ISD	\$10,097
	UNION GROVE ISD	\$10,098
	EDGEWOOD ISD	\$31,738
	GRAND SALINE ISD	\$31,739
	VAN ISD	\$72,133
	FRUITVALE ISD	\$4,327
	HAWKINS ISD	\$24,524
	MINEOLA ISD	\$27,410
	QUITMAN ISD	\$10,097
	YANTIS ISD	\$7,212
	ALBA-GOLDEN ISD	\$34,623
	WINNSBORO ISD	\$8,655
Total for Region 7: Kilgore		\$4,547,167

ESC Region	School District	2005-2006 Grant Award
Region 8: Mt. Pleasant	DEKALB ISD	\$20,196
	HOOKS ISD	\$34,624
	MAUD ISD	\$8,655
	NEW BOSTON ISD	\$46,164
	REDWATER ISD	\$46,164
	TEXARKANA ISD	\$98,099
	LIBERTY-EYLAU ISD	\$75,017
	SIMMS ISD	\$36,066
	MALTA ISD	\$2,884
	RED LICK ISD	\$5,769
	PLEASANT GROVE ISD	\$18,754
	HUBBARD ISD	\$4,327
	LEARY ISD	\$2,884
	PITTSBURG ISD	\$76,460
	ATLANTA ISD	\$66,362
	AVINGER ISD	\$10,097
	HUGHES SPRINGS ISD	\$27,410
	LINDEN-KILDARE CISD	\$18,753
	MCLEOD ISD	\$8,655
	QUEEN CITY ISD	\$27,410
	MARIETTA ISD	\$1,442
	BLOOMBURG ISD	\$15,869
	COOPER ISD	\$25,967
	FANNINDEL ISD	\$10,098
	MOUNT VERNON ISD	\$21,639
	SULPHUR SPRINGS ISD	\$70,689
	CUMBY ISD	\$14,426
	NORTH HOPKINS ISD	\$14,426
	MILLER GROVE ISD	\$7,213
	COMO-PICKTON CISD	\$30,296
	SALTILLO ISD	\$8,655
	SULPHUR BLUFF ISD	\$2,885
	CHISUM ISD	\$18,753
	ROXTON ISD	\$15,868
	PARIS ISD	\$124,068
	NORTH LAMAR ISD	\$56,264
	PRAIRILAND ISD	\$7,212
	JEFFERSON ISD	\$47,607
	DAINGERFIELD-LONE STAR ISD	\$28,853
	PEWITT CISD	\$31,739
	AVERY ISD	\$23,082

ESC Region	School District	2005-2006 Grant Award
	CLARKSVILLE ISD	\$40,395
	DETROIT ISD	\$18,753
	MOUNT PLEASANT ISD	\$201,969
	WINFIELD ISD	\$4,327
	CHAPEL HILL ISD	\$27,410
	HARTS BLUFF ISD	\$20,196
Total for Region 8: Mt. Pleasant		\$1,524,851

ESC Region	School District	2005-2006 Grant Award
Region 9: Wichita Falls	ARCHER CITY ISD	\$7,212
	HOLLIDAY ISD	\$31,738
	MEGARGEL ISD	\$7,212
	WINDTHORST ISD	\$5,769
	SEYMOUR ISD	\$7,213
	BYERS ISD	\$2,884
	HENRIETTA ISD	\$17,311
	MIDWAY ISD	\$11,540
	CROWELL ISD	\$17,311
	CHILLICOTHE ISD	\$12,983
	QUANAH ISD	\$15,868
	JACKSBORO ISD	\$23,082
	PERRIN-WHITT CISD	\$17,311
	KNOX CITY-O'BRIEN CISD	\$2,885
	MUNDAY CISD	\$15,868
	BENJAMIN ISD	\$1,442
	BOWIE ISD	\$34,623
	NOCONA ISD	\$12,983
	GOLD BURG ISD	\$4,327
	MONTAGUE ISD	\$2,885
	FORESTBURG ISD	\$7,213
	THROCKMORTON ISD	\$10,098
	WOODSON ISD	\$1,442
	BRIGHT IDEAS CHARTER	\$8,655
	BURKBURNETT ISD	\$82,231
	ELECTRA ISD	\$31,738
	IOWA PARK CISD	\$43,280
	WICHITA FALLS ISD	\$416,921
	CITY VIEW ISD	\$43,280
	HARROLD ISD	\$1,442
	VERNON ISD	\$73,576
	NORTHSIDE ISD	\$1,442
	GRAHAM ISD	\$33,180
	NEWCASTLE ISD	\$7,212
	OLNEY ISD	\$37,509
Total for Region 9: Wichita Falls		\$1,051,666

ESC Region	School District	2005-2006 Grant Award
Region 10: Richardson	ALLEN ISD	\$135,608
	ANNA ISD	\$54,820
	CELINA ISD	\$7,212
	FARMERSVILLE ISD	\$34,624
	FRISCO ISD	\$173,117
	MCKINNEY ISD	\$180,329
	MELISSA ISD	\$27,411
	PLANO ISD	\$478,954
	PRINCETON ISD	\$93,772
	PROSPER ISD	\$18,754
	WYLIE ISD	\$213,510
	BLUE RIDGE ISD	\$20,195
	COMMUNITY ISD	\$14,427
	LOVEJOY ISD	\$17,311
	NORTH HILLS SCHOOL	\$10,098
	EAGLE ADVANTAGE SCHOOLS	\$62,034
	LIFE SCHOOL	\$67,805
	UNIVERSAL ACADEMY	\$43,280
	ACADEMY OF DALLAS	\$49,050
	CHILDREN FIRST ACADEMY OF DALLAS	\$14,426
	TRINITY BASIN PREPARATORY	\$54,820
	FAITH FAMILY ACADEMY OF OAK CLIFF	\$56,264
	AW BROWN-FELLOWSHIP CHARTER SCHOOL	\$7,212
	FOCUS LEARNING ACADEMY	\$21,639
	JEAN MASSIEU ACADEMY	\$5,770
	SCHOOL OF LIBERAL ARTS AND SCIENCE	\$49,050
	HONORS ACADEMY	\$24,525
	NOVA ACADEMY (SOUTHEAST)	\$36,067
	A+ ACADEMY	\$98,100
	INSPIRED VISION ACADEMY	\$72,133
	GATEWAY CHARTER ACADEMY	\$28,853
	ALPHA CHARTER SCHOOL	\$12,982
	EDUCATION CENTER INTERNATIONAL ACA	\$1,442
	GOLDEN RULE CHARTER SCHOOL	\$21,638
ST ANTHONY SCHOOL	\$4,327	
KIPP TRUTH ACADEMY	\$14,426	
CARROLLTON-FARMERS BRANCH ISD	\$620,331	
CEDAR HILL ISD	\$327,478	
DALLAS ISD	\$8,771,185	
DESOTO ISD	\$434,232	
DUNCANVILLE ISD	\$442,888	

ESC Region	School District	2005-2006 Grant Award
	GARLAND ISD	\$1,416,662
	GRAND PRAIRIE ISD	\$830,955
	HIGHLAND PARK ISD	\$10,098
	IRVING ISD	\$1,599,876
	LANCASTER ISD	\$347,674
	MESQUITE ISD	\$1,037,252
	RICHARDSON ISD	\$878,562
	SUNNYVALE ISD	\$7,213
	WILMER-HUTCHINS ISD	\$220,723
	COPPELL ISD	\$79,346
	WAXAHACHIE FAITH FAMILY ACADEMY	\$8,655
	AVALON ISD	\$4,327
	ENNIS ISD	\$99,542
	FERRIS ISD	\$69,248
	ITALY ISD	\$7,213
	MIDLOTHIAN ISD	\$103,870
	MILFORD ISD	\$7,213
	PALMER ISD	\$50,493
	RED OAK ISD	\$115,412
	WAXAHACHIE ISD	\$93,772
	MAYPEARL ISD	\$11,540
	BONHAM ISD	\$67,805
	DODD CITY ISD	\$1,442
	HONEY GROVE ISD	\$18,754
	LEONARD ISD	\$8,655
	SAVOY ISD	\$5,770
	TRENTON ISD	\$18,754
	SAM RAYBURN ISD	\$4,327
	BELLS ISD	\$5,770
	COLLINSVILLE ISD	\$11,541
	DENISON ISD	\$43,280
	HOWE ISD	\$28,853
	SHERMAN ISD	\$210,624
	VAN ALSTYNE ISD	\$21,638
	WHITESBORO ISD	\$27,410
	WHITEWRIGHT ISD	\$2,885
	POTTSBORO ISD	\$18,754
	S AND S CISD	\$18,753
	GUNTER ISD	\$2,885
	TOM BEAN ISD	\$5,769
	PHOENIX CHARTER SCHOOL	\$8,654

ESC Region	School District	2005-2006 Grant Award
	CADDO MILLS ISD	\$12,982
	CELESTE ISD	\$5,769
	COMMERCE ISD	\$56,263
	GREENVILLE ISD	\$144,264
	LONE OAK ISD	\$11,540
	QUINLAN ISD	\$126,952
	WOLFE CITY ISD	\$12,983
	CAMPBELL ISD	\$8,655
	BLAND ISD	\$17,310
	BOLES ISD	\$15,868
	CRANDALL ISD	\$53,378
	FORNEY ISD	\$92,329
	KAUFMAN ISD	\$93,772
	KEMP ISD	\$38,952
	MABANK ISD	\$103,871
	TERRELL ISD	\$167,346
	SCURRY-ROSSER ISD	\$12,983
	ROCKWALL ISD	\$125,509

ESC Region	School District	2005-2006 Grant Award
Region 10: Richardson	ROYSE CITY ISD	\$158,691
	CANTON ISD	\$17,310
	WILLS POINT ISD	\$43,280
Total for Region 10: Richardson		\$21,674,075

ESC Region	School District	2005-2006 Grant Award
Region 11: Fort Worth	GAINESVILLE ISD	\$96,657
	MUENSTER ISD	\$2,885
	VALLEY VIEW ISD	\$27,410
	CALLISBURG ISD	\$27,411
	ERA ISD	\$10,097
	LINDSAY ISD	\$2,884
	WALNUT BEND ISD	\$4,327
	SIVELLS BEND ISD	\$2,885
	EDUCATION CENTER	\$2,884
	DENTON ISD	\$522,233
	LEWISVILLE ISD	\$841,053
	PILOT POINT ISD	\$46,165
	KRUM ISD	\$37,509
	PONDER ISD	\$28,854
	AUBREY ISD	\$24,525
	SANGER ISD	\$50,493
	ARGYLE ISD	\$21,638
	NORTHWEST ISD	\$79,346
	LAKE DALLAS ISD	\$64,920
	LITTLE ELM ISD	\$171,674
	THREE WAY ISD	\$2,885
	DUBLIN ISD	\$88,002
	STEPHENVILLE	\$38,952
	BLUFF DALE ISD	\$1,442
	HUCKABAY ISD	\$8,654
	LINGLEVILLE ISD	\$12,983
	MORGAN MILL ISD	\$1,442
	GRANBURY ISD	\$203,412
	LIPAN ISD	\$11,540
	TOLAR ISD	\$7,212
	ALVARADO ISD	\$116,854
	BURLESON ISD	\$161,576
	CLEBURNE ISD	\$230,822
	GRANDVIEW ISD	\$20,196
	JOSHUA ISD	\$96,657
	KEENE ISD	\$24,525
	RIO VISTA ISD	\$18,753
	VENUS ISD	\$47,607
	GODLEY ISD	\$38,952
	GORDON ISD	\$2,884
	GRAFORD ISD	\$4,327

ESC Region	School District	2005-2006 Grant Award
	MINERAL WELLS ISD	\$121,182
	SANTO ISD	\$15,868
	STRAWN ISD	\$7,212
	PALO PINTO ISD	\$1,442
	POOLVILLE ISD	\$17,310
	SPRINGTOWN ISD	\$77,903
	WEATHERFORD ISD	\$128,395
	MILLSAP ISD	\$20,195
	ALEDO ISD	\$20,196
	PEASTER ISD	\$5,769
	BROCK ISD	\$10,098
	GARNER ISD	\$4,327
	GLEN ROSE ISD	\$28,853
	TREETOPS SCHOOL INTERNATIONAL	\$11,540
	ARLINGTON CLASSICS ACADEMY	\$10,097
	METRO ACADEMY OF MATH AND SCIENCE	\$28,853
	FORT WORTH ACADEMY OF FINE ARTS	\$8,655
	EAST FORT WORTH MONTESSORI ACADEMY	\$2,885
	ARLINGTON ISD	\$2,374,568
	BIRDVILLE ISD	\$532,331
	EVERMAN ISD	\$184,658
	FORT WORTH ISD	\$3,315,163
	GRAPEVINE-COLLEYVILLE ISD	\$178,887
	KELLER ISD	\$429,905
	MANSFIELD ISD	\$553,971
	LAKE WORTH ISD	\$100,985
	CROWLEY ISD	\$344,789
	KENNEDALE ISD	\$67,804
	AZLE ISD	\$141,378
	HURST-EULESS-BEDFORD ISD	\$491,938
	CASTLEBERRY ISD	\$119,739
	EAGLE MT-SAGINAW ISD	\$258,232
	CARROLL ISD	\$21,640
	WHITE SETTLEMENT ISD	\$124,067
	ALVORD ISD	\$2,885
	BOYD ISD	\$44,722
	BRIDGEPORT ISD	\$70,690
	CHICO ISD	\$36,067
	DECATUR ISD	\$63,477
	PARADISE ISD	\$14,426

ESC Region	School District	2005-2006 Grant Award
	SLIDELL ISD	\$8,655
Total for Region 11: Fort Worth		\$13,207,284

ESC Region	School District	2005-2006 Grant Award
Region 12: Waco	TEMPLE EDUCATION CENTER	\$11,541
	CEDAR CREST SCHOOL	\$1,442
	ACADEMY ISD	\$7,212
	BARTLETT ISD	\$20,196
	BELTON ISD	\$150,035
	HOLLAND ISD	\$7,212
	KILLEEN ISD	\$900,201
	ROGERS ISD	\$24,525
	SALADO ISD	\$25,967
	TEMPLE ISD	\$262,559
	TROY ISD	\$8,655
	CLIFTON ISD	\$24,524
	MERIDIAN ISD	\$7,212
	MORGAN ISD	\$11,540
	VALLEY MILLS ISD	\$11,540
	WALNUT SPRINGS ISD	\$23,081
	KOPPERL ISD	\$2,884
	CRANFILLS GAP ISD	\$7,212
	EVANT ISD	\$8,655
	GATESVILLE ISD	\$62,034
	OGLESBY ISD	\$1,442
	JONESBORO ISD	\$15,868
	COPPERAS COVE ISD	\$150,035
	CHILTON ISD	\$25,967
	MARLIN ISD	\$92,329
	WESTPHALIA ISD	\$2,885
	ROSEBUD-LOTT ISD	\$20,196
	FAIRFIELD ISD	\$67,804
	TEAGUE ISD	\$28,853
	WORTHAM ISD	\$15,869
	DEW ISD	\$2,885
	HAMILTON ISD	\$10,097
	HICO ISD	\$21,639
	ABBOTT ISD	\$7,212
	BYNUM ISD	\$360
	COVINGTON ISD	\$15,868
	HILLSBORO ISD	\$34,624
	HUBBARD ISD	\$4,327
	ITASCA ISD	\$4,327
	MOUNT CALM ISD	\$17,310
	WHITNEY ISD	\$54,821

ESC Region	School District	2005-2006 Grant Award
	AQUILLA ISD	\$2,884
	BLUM ISD	\$17,310
	PENELOPE ISD	\$1,442
	WHISPERING OAKS CHARTER SCHOOL	\$2,885
	LAMPASAS ISD	\$72,132
	LOMETA ISD	\$2,885
	COOLIDGE ISD	\$11,540
	GROESBECK ISD	\$47,608
	MEXIA ISD	\$90,887
	AUDRE AND BERNARD RAPOPORT ACADEMY	\$8,655
	CRAWFORD ISD	\$1,442
	MIDWAY ISD	\$89,444
	LA VEGA ISD	\$137,051
	LORENA ISD	\$49,050
	MART ISD	\$27,410
	MCGREGOR ISD	\$25,968
	MOODY ISD	\$28,853
	RIESEL ISD	\$5,770
	WACO ISD	\$744,397
	WEST ISD	\$30,297
	AXTELL ISD	\$14,426
	BRUCEVILLE-EDDY ISD	\$18,753
	CHINA SPRING ISD	\$25,967
	CONNALLY ISD	\$118,297
	ROBINSON ISD	\$12,983
	HALLSBURG ISD	\$7,213
	GHOLSON ISD	\$2,885
	GOLDTHWAITE ISD	\$23,081
	MULLIN ISD	\$2,884
	STAR ISD	\$8,655
	BLOOMING GROVE ISD	\$28,853
	CORSICANA ISD	\$212,067
	DAWSON ISD	\$20,197
	FROST ISD	\$12,983
	KERENS ISD	\$31,738
	MILDRED ISD	\$8,655
	RICE ISD	\$20,196
Total for Region 12: Waco		\$4,140,688

ESC Region	School District	2005-2006 Grant Award
Region 13: Austin	BASTROP ISD	\$333,248
	ELGIN ISD	\$174,559
	SMITHVILLE ISD	\$64,919
	MCDADE ISD	\$20,196
	JOHNSON CITY ISD	\$27,410
	BLANCO ISD	\$14,426
	BURNET CISD	\$46,165
	MARBLE FALLS ISD	\$88,001
	LOCKHART ISD	\$152,920
	LULING ISD	\$92,329
	PRAIRIE LEA ISD	\$7,212
	NANCY NEY CHARTER SCHOOL	\$4,327
	NEW BRAUNFELS ISD	\$164,460
	COMAL ISD	\$246,690
	FLATONIA ISD	\$11,540
	LA GRANGE ISD	\$54,821
	SCHULENBURG ISD	\$2,884
	FAYETTEVILLE ISD	\$1,442
	ROUND TOP-CARMINE ISD	\$7,212
	FREDERICKSBURG ISD	\$80,788
	HARPER ISD	\$5,770
	GONZALES ISD	\$119,740
	NIXON-SMILEY CISD	\$30,295
	WAEELDER ISD	\$10,098
	SEGUIN ISD	\$191,871
	SCHERTZ-CIBOLO-U CITY ISD	\$212,067
	NAVARRO ISD	\$28,852
	MARION ISD	\$33,181
	TEXAS PREPARATORY SCHOOL	\$17,311
	SAN MARCOS CISD	\$308,723
	DRIPPING SPRINGS ISD	\$46,165
	WIMBERLEY ISD	\$49,050
	HAYS CISD	\$302,953
	COMFORT ISD	\$34,624
	GIDDINGS ISD	\$28,852
	LEXINGTON ISD	\$21,640
	DIME BOX ISD	\$8,655
	LLANO ISD	\$33,180
	THORNDALE ISD	\$5,770
	EDEN PARK ACADEMY	\$7,212
	NYOS CHARTER SCHOOL	\$17,311

ESC Region	School District	2005-2006 Grant Award
	TEXAS EMPOWERMENT ACADEMY	\$2,163
	MCCULLOUGH ACADEMY OF EXCELLENCE	\$20,196
	STAR CHARTER SCHOOL	\$11,540
	CEDARS INTERNATIONAL ACADEMY	\$12,983
	KIPP AUSTIN COLLEGE PREP SCH INC	\$15,868
	AUSTIN ISD	\$2,912,669
	PFLUGERVILLE ISD	\$481,839
	TEXAS SCH FOR THE DEAF	\$7,212
	MANOR ISD	\$282,757
	EANES ISD	\$30,296
	DEL VALLE ISD	\$300,068
	LAGO VISTA ISD	\$12,982
	LAKE TRAVIS ISD	\$53,378
	FLORENCE ISD	\$23,081
	GEORGETOWN ISD	\$178,887
	GRANGER ISD	\$8,655
	HUTTO ISD	\$93,772
	JARRELL ISD	\$8,655
	LIBERTY HILL ISD	\$17,311
	ROUND ROCK ISD	\$618,889
	TAYLOR ISD	\$115,411
	THRALL ISD	\$10,097
	LEANDER ISD	\$392,396
	COUPLAND ISD	\$4,327
Total for Region 13: Austin		\$8,724,301

ESC Region	School District	2005-2006 Grant Award
Region 14: Abilene	CROSS PLAINS ISD	\$5,770
	CLYDE CISD	\$49,049
	BAIRD ISD	\$7,213
	EULA ISD	\$17,311
	COMANCHE ISD	\$27,410
	DE LEON ISD	\$20,197
	GUSTINE ISD	\$8,655
	SIDNEY ISD	\$7,212
	CISCO ISD	\$14,425
	EASTLAND ISD	\$7,212
	GORMAN ISD	\$10,097
	RANGER ISD	\$14,426
	RISING STAR ISD	\$7,212
	ROBY CISD	\$7,212
	ROTAN ISD	\$8,655
	HASKELL CISD	\$5,769
	RULE ISD	\$4,327
	PAINT CREEK ISD	\$8,655
	ANSON ISD	\$20,197
	HAMLIN ISD	\$21,639
	HAWLEY ISD	\$20,197
	LUEDERS-AVOCA ISD	\$10,098
	STAMFORD ISD	\$23,081
	COLORADO ISD	\$25,968
	LORAIN ISD	\$12,982
	WESTBROOK ISD	\$7,212
	ROSCOE ISD	\$2,885
	SWEETWATER ISD	\$21,639
	BLACKWELL CISD	\$5,770
	HIGHLAND ISD	\$15,868
	HERMLEIGH ISD	\$2,884
	SNYDER ISD	\$56,263
IRA ISD	\$4,327	
ALBANY ISD	\$2,885	
MORAN ISD	\$1,442	
BRECKENRIDGE ISD	\$44,723	
ASPERMONT ISD	\$1,442	
ABILENE ISD	\$238,035	
MERKEL ISD	\$14,425	
TRENT ISD	\$8,655	

ESC Region	School District	2005-2006 Grant Award
	JIM NED CISD	\$1,442
	WYLIE ISD	\$18,753
Total for Region 14: Abilene		\$813,619

ESC Region	School District	2005-2006 Grant Award
Region 15: San Angelo	BANGS ISD	\$15,869
	BROWNWOOD ISD	\$56,264
	BLANKET ISD	\$14,425
	MAY ISD	\$11,540
	ZEPHYR ISD	\$2,885
	BROOKESMITH ISD	\$17,312
	EARLY ISD	\$24,525
	BRONTE ISD	\$12,983
	ROBERT LEE ISD	\$4,327
	COLEMAN ISD	\$15,869
	SANTA ANNA ISD	\$7,213
	PANTHER CREEK CISD	\$11,540
	NOVICE ISD	\$5,769
	EDEN CISD	\$7,213
	PAINT ROCK ISD	\$7,212
	CROCKETT COUNTY CONSOLIDATED CSD	\$38,952
	ROCKSPRINGS ISD	\$10,098
	NUECES CANYON CISD	\$12,983
	IRION COUNTY ISD	\$5,769
	JUNCTION ISD	\$7,212
	MASON ISD	\$11,540
	BRADY ISD	\$41,837
	LOHN ISD	\$10,098
	BALLINGER ISD	\$10,097
	MILES ISD	\$11,540
	WINTERS ISD	\$27,410
	OLFEN ISD	\$8,655
	SAN SABA ISD	\$21,639
	RICHLAND SPRINGS ISD	\$2,885
	SCHLEICHER ISD	\$20,197
	SONORA ISD	\$12,984
	CHRISTOVAL ISD	\$1,442
	SAN ANGELO ISD	\$324,593
	WATER VALLEY ISD	\$5,769
	WALL ISD	\$4,327
	GRAPE CREEK ISD	\$56,263
	VERIBEST ISD	\$2,885
	SAN FELIPE-DEL RIO CISD	\$509,249
	COMSTOCK ISD	\$1,442
Total for Region 15: San Angelo		\$1,374,812

ESC Region	School District	2005-2006 Grant Award
Region 16: Amarillo	CLAUDE ISD	\$1,442
	GROOM ISD	\$4,327
	PANHANDLE ISD	\$12,983
	WHITE DEER ISD	\$8,655
	DIMMITT ISD	\$60,592
	HART ISD	\$12,983
	NAZARETH ISD	\$1,442
	CHILDRESS ISD	\$25,967
	WELLINGTON ISD	\$4,327
	SAMNORWOOD ISD	\$4,327
	DALHART ISD	\$79,346
	TEXLINE ISD	\$7,212
	HEREFORD ISD	\$154,363
	WALCOTT ISD	\$2,885
	CLARENDON ISD	\$7,212
	HEDLEY ISD	\$1,442
	LEFORS ISD	\$1,442
	MCLEAN ISD	\$4,327
	PAMPA ISD	\$118,297
	GRANDVIEW-HOPKINS ISD	\$4,327
	MEMPHIS ISD	\$33,180
	TURKEY-QUITAQUE ISD	\$11,540
	GRUVER ISD	\$2,884
	PRINGLE-MORSE CISD	\$4,327
	SPEARMAN ISD	\$12,983
	CHANNING ISD	\$8,655
	HARTLEY ISD	\$10,097
	CANADIAN ISD	\$5,770
	BORGER ISD	\$66,362
	SANFORD-FRITCH ISD	\$18,753
	PLEMONS-STINNETT-PHILLIPS CISD	\$2,885
	SPRING CREEK ISD	\$7,212
	BOOKER ISD	\$11,540
FOLLETT ISD	\$1,442	
HIGGINS ISD	\$2,884	
DARROUZETT ISD	\$2,884	
DUMAS ISD	\$115,412	
SUNRAY ISD	\$18,753	
PERRYTON ISD	\$64,919	
BOYS RANCH ISD	\$4,327	
ADRIAN ISD	\$7,212	

ESC Region	School District	2005-2006 Grant Award
	WILDORADO ISD	\$1,442
	BOVINA ISD	\$37,510
	FARWELL ISD	\$2,885
	FRIONA ISD	\$24,524
	LAZBUDDIE ISD	\$7,212
	AMARILLO ISD	\$614,561
	RIVER ROAD ISD	\$63,477
	HIGHLAND PARK ISD	\$11,540
	BUSHLAND ISD	\$12,983
	CANYON ISD	\$170,231
	STRATFORD ISD	\$12,983
	HAPPY ISD	\$4,327
	TULIA ISD	\$27,410
	KRESS ISD	\$2,884
	SHAMROCK ISD	\$8,654
	WHEELER ISD	\$5,770
	KELTON ISD	\$5,769
Total for Region 16: Amarillo		\$1,946,081

ESC Region	School District	2005-2006 Grant Award
Region 17: Lubbock	MULESHOE ISD	\$46,165
	BORDEN COUNTY ISD	\$1,442
	MORTON ISD	\$15,869
	WHITEFACE CISD	\$7,212
	PADUCAH ISD	\$12,983
	CROSBYTON CISD	\$15,868
	LORENZO ISD	\$8,654
	RALLS ISD	\$24,525
	KLONDIKE ISD	\$12,983
	LAMESA ISD	\$54,821
	SANDS CISD	\$1,442
	SPUR ISD	\$7,213
	PATTON SPRINGS ISD	\$2,885
	FLOYDADA ISD	\$63,477
	LOCKNEY ISD	\$18,753
	SEAGRAVES ISD	\$12,982
	LOOP ISD	\$1,442
	SEMINOLE ISD	\$33,182
	POST ISD	\$20,196
	SOUTHLAND ISD	\$2,884
	ABERNATHY ISD	\$14,425
	COTTON CENTER ISD	\$2,884
	HALE CENTER ISD	\$10,097
	PETERSBURG ISD	\$8,655
	PLAINVIEW ISD	\$115,411
	ANTON ISD	\$7,212
	LEVELLAND ISD	\$82,231
	ROPES ISD	\$20,195
	SMYER ISD	\$10,098
	SUNDOWN ISD	\$4,327
	WHITHARRAL ISD	\$1,442
	GUTHRIE CSD	\$1,442
	AMHERST ISD	\$11,540
	LITTLEFIELD ISD	\$25,968
OLTON ISD	\$40,395	
SPADE ISD	\$2,884	
SPRINGLAKE-EARTH ISD	\$1,442	
SUDAN ISD	\$2,884	
RISE ACADEMY	\$1,442	
LUBBOCK ISD	\$1,005,513	
NEW DEAL ISD	\$46,165	

ESC Region	School District	2005-2006 Grant Award
	SLATON ISD	\$38,952
	LUBBOCK-COOPER ISD	\$24,525
	FRENSHIP ISD	\$95,214
	ROOSEVELT ISD	\$41,837
	SHALLOWATER ISD	\$38,952
	IDALOU ISD	\$17,311
	O'DONNELL ISD	\$5,769
	TAHOKA ISD	\$20,197
	NEW HOME ISD	\$4,327
	WILSON ISD	\$4,327
	MOTLEY COUNTY ISD	\$4,327
	BROWNFIELD ISD	\$83,673
	MEADOW ISD	\$8,654
	WELLMAN-UNION CISD	\$2,885
	DENVER CITY ISD	\$20,197
	PLAINS ISD	\$7,213
Total for Region 17: Lubbock		\$2,199,990

ESC Region	School District	2005-2006 Grant Award
Region 18: Midland	ANDREWS ISD	\$57,706
	TERLINGUA CSD	\$14,425
	ALPINE ISD	\$14,426
	SAN VICENTE ISD	\$1,442
	CRANE ISD	\$41,837
	CULBERSON COUNTY-ALLAMOORE ISD	\$34,624
	ECTOR COUNTY ISD	\$900,201
	GLASSCOCK COUNTY ISD	\$1,442
	BIG SPRING ISD	\$157,247
	COAHOMA ISD	\$11,540
	FORSAN ISD	\$8,655
	FT DAVIS ISD	\$7,212
	VALENTINE ISD	\$1,442
	STANTON ISD	\$12,982
	GRADY ISD	\$2,885
	MIDLAND ACADEMY CHARTER SCHOOL	\$37,508
	MIDLAND ISD	\$714,103
	GREENWOOD ISD	\$18,754
	BUENA VISTA ISD	\$7,212
	FORT STOCKTON ISD	\$118,297
	IRAAN-SHEFFIELD ISD	\$5,769
	MARFA ISD	\$30,296
	PRESIDIO ISD	\$98,100
	REAGAN COUNTY ISD	\$25,968
	PECOS-BARSTOW-TOYAH ISD	\$80,788
	BALMORHEA ISD	\$8,655
	TERRELL COUNTY ISD	\$4,327
	MCCAMEY ISD	\$12,983
	RANKIN ISD	\$4,327
	MONAHANS-WICKETT-PYOTE ISD	\$41,837
	GRANDFALLS-ROYALTY ISD	\$1,442
	KERMIT ISD	\$79,346
	WINK-LOVING ISD	\$7,212
Total for Region 18: Midland		\$2,564,990

ESC Region	School District	2005-2006 Grant Award
Region 19: El Paso	BURNHAM WOOD CHARTER SCHOOL DISTRI	\$1,442
	EL PASO SCHOOL OF EXCELLENCE	\$28,853
	CLINT ISD	\$425,577
	EL PASO ISD	\$2,699,160
	FABENS ISD	\$168,789
	SAN ELIZARIO ISD	\$206,297
	YSLETA ISD	\$1,950,435
	ANTHONY ISD	\$53,379
	CANUTILLO ISD	\$249,576
	TORNILLO ISD	\$72,133
	SOCORRO ISD	\$1,757,123
	FT HANCOCK ISD	\$57,706
	SIERRA BLANCA ISD	\$4,327
	DELL CITY ISD	\$10,097
Total for Region 19: El Paso		\$7,684,894

ESC Region	School District	2005-2006 Grant Award
Region 20: San Antonio	CHARLOTTE ISD	\$28,852
	JOURDANTON ISD	\$31,738
	LYTLE ISD	\$67,804
	PLEASANTON ISD	\$126,952
	POTEET ISD	\$118,297
	MEDINA ISD	\$8,655
	BANDERA ISD	\$57,706
	HIGGS CARTER KING GIFTED & TALENTE	\$7,212
	NEW FRONTIERS CHARTER SCHOOL	\$93,772
	SCHOOL OF EXCELLENCE IN EDUCATION	\$73,575
	BEXAR COUNTY ACADEMY	\$21,639
	LA ESCUELA DE LAS AMERICAS	\$11,540
	RADIANCE ACADEMY OF LEARNING	\$14,425
	SHEKINAH RADIANCE ACADEMY	\$40,395
	SAN ANTONIO SCHOOL FOR INQUIRY & C	\$10,097
	JUBILEE ACADEMIC CENTER	\$41,837
	SAN ANTONIO PREPARATORY ACADEMY	\$25,968
	KIPP ASPIRE ACADEMY	\$10,098
	ALAMO HEIGHTS ISD	\$62,034
	HARLANDALE ISD	\$457,315
	EDGEWOOD ISD	\$591,479
	RANDOLPH FIELD ISD	\$14,426
	SAN ANTONIO ISD	\$2,625,586
	SOUTH SAN ANTONIO ISD	\$470,298
	SOMERSET ISD	\$233,707
	NORTH EAST ISD	\$1,187,285
	EAST CENTRAL ISD	\$251,019
	SOUTHWEST ISD	\$383,740
	LACKLAND ISD	\$8,655
	FT SAM HOUSTON ISD	\$25,967
	NORTHSIDE ISD	\$1,765,779
	JUDSON ISD	\$662,168
	SOUTHSIDE ISD	\$193,313
	CARRIZO SPRINGS CISD	\$102,427
	DILLEY ISD	\$67,804
	PEARSALL ISD	\$96,657
	BOERNE ISD	\$76,461
	CENTER POINT ISD	\$10,098
	HUNT ISD	\$12,983

ESC Region	School District	2005-2006 Grant Award
	KERRVILLE ISD	\$83,674
	INGRAM ISD	\$63,477
	BRACKETT ISD	\$20,196
	COTULLA ISD	\$73,575
	EAGLE PASS ISD	\$543,873
	DEVINE ISD	\$67,804
	D'HANIS ISD	\$8,655
	NATALIA ISD	\$54,821
	HONDO ISD	\$63,477
	MEDINA VALLEY ISD	\$90,886
	LEAKEY ISD	\$4,327
	GABRIEL TAFOLLA CHARTER SCHOOL	\$10,098
	KNIPPA ISD	\$10,097
	SABINAL ISD	\$21,638
	UVALDE CISD	\$150,034
	FLORESVILLE ISD	\$56,263
	LA VERNIA ISD	\$63,477
	POTH ISD	\$8,655
	STOCKDALE ISD	\$7,212
	CRYSTAL CITY ISD	\$86,559
	LA PRYOR ISD	\$18,753
Total for Region 20: San Antonio		\$11,597,314