Evaluation of Intensive Reading Instruction and Intensive Math Instruction 2006-2007 School Year

Supplement to The Student Success Initiative: An Evaluation Report, Submitted by the

Office for Planning, Grants, and Evaluation

Evaluation of Intensive Reading Instruction and Intensive Mathematics Instruction: 2006–07 School Year

Supplement to The Student Success Initiative: An Evaluation Report

Prepared by
Office for Planning, Grants and Evaluation
Texas Education Agency

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Additional information about this report can be obtained by contacting TEA, Division of Evaluation, Analysis, and Planning at (512) 463-8992, or by e-mail at programeval@tea.state.tx.us.

This report is available at TEA's website at http://ritter.tea.state.tx.us/opge/progeval/ReadingMathScience/IRI_IMI_Evaluation_2009.pdf

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Executive Summary

Background

The Student Success Initiative (SSI) was created in 1999 by the 76th Texas Legislature to provide a system of academic support for students in Texas public schools to ensure the achievement of on-grade-level performance in reading and mathematics to students in Texas public schools. SSI consists of a comprehensive set of services that includes early diagnostic testing, research-based interventions for students struggling in reading and mathematics, ongoing progress monitoring for students, and professional development for teachers.

Under SSI, beginning in the 2002–03 school year, students in Grade 3 had to pass the reading section of the state-mandated assessment instrument, the Texas Assessment of Knowledge and Skills (TAKS), before being promoted to the next grade level. Beginning in the 2004–05 school year, students in Grade 5 had to pass both the reading and mathematics sections of the state assessment before being promoted; in the 2007–08 school year, Grade 8 students had to pass both reading and mathematics before advancing to Grade 9.[1] Students have the opportunity to take the TAKS up to three times before a decision is made to retain them at one of three critical grade levels (Grades 3, 5, and 8). Students who fail the reading or mathematics sections of TAKS are provided with additional instruction in the subject(s) failed.

Among the components designed to support students who fail the reading or mathematics sections of TAKS are Intensive Reading Instruction (IRI) and

[1] Local grade placement committees are authorized to advance students who have failed the state assessment in critical years (Grades 3, 5, 8) if it is deemed that the student would succeed in the next grade.

Intensive Mathematics Instruction (IMI). Following the authorization of SSI, the 79th Texas Legislature appropriated funds for IRI and IMI programs in schools that had failed to improve students' TAKS scores in reading and mathematics. Rider 48(a) of the General Appropriations Act passed by the 79th Texas Legislature in 2005, authorized the use of these funds. Up to $15 million was authorized for IRI and up to $5 million was authorized for IMI for use in the 2006–2007 biennium.

IRI grants funded the purchase of proprietary standalone reading programs especially designed to support struggling readers. In the 2006–07 school year, IRI funding was available to serve students in Grades 4–7. As with IRI, IMI grant funds were used to purchase proprietary programs that were designed for students struggling in mathematics. IMI was also funded in the 2006–07 school year to serve students in Grades 4–7. Grant activities began as early as Summer 2006 and could continue through Summer 2007.

Purpose

The purpose of this evaluation is to examine the implementation of IRI and IMI and to assess the extent to which IRI and IMI impacted student outcomes in terms of TAKS performance and grade retention. This evaluation addresses the following research questions:

- What were the characteristics of students and campuses participating in IRI and IMI?
- How were IRI and IMI programs implemented? What were the barriers and facilitators affecting successful program implementation?
- What was the relationship between participating students' performance (pass or fail) on TAKS reading and mathematics prior to participation

(Spring 2006) and their performance during the term of the program (Spring 2007) and one year after program participation (Spring 2008)?

- How did student achievement scores on TAKS reading and mathematics change during and after the term of the programs? Were student achievement scores on TAKS reading and mathematics during and after the program related to students' levels of program participation? Did this relationship depend on other student characteristics?
- What trends in retention/promotion patterns are associated with participation in IRI and IMI?

Methods

Data for the evaluation were obtained from the Texas Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS) and TAKS databases, IRI and IMI grant applications, student data uploaded by grantees specifically for the evaluation, and campus-level progress reports submitted by grantees to the Texas Education Agency (TEA). The uploaded student data identified the students participating in IRI and IMI as well as during which semesters they participated; thus, these data were central to the evaluation.

The evaluation utilizes descriptive statistics to examine the characteristics of the students in Grades 4–7 served by IRI/IMI, to examine the IRI/IMI campuses themselves, and then to compare these characteristics with those of students and campuses statewide. Descriptive statistics were also used to present information from grantees' progress reports that speaks to the implementation of IRI and IMI in terms of supplemental funding, instructional strategies utilized, methods of identifying students to participate, the extent to which programs were fully implemented (including barriers and facilitators to implementation), and the reported types and effectiveness of technical assistance.

Analysis of the relationship between IRI/IMI program participation and TAKS test scores first utilized descriptive statistics that identified students' pass or fail status on the first administration of TAKS reading and mathematics tests across three testing years (Spring 2006, Spring 2007, and Spring 2008). The overall impact of IRI/IMI participation on TAKS reading and mathematics scores was evaluated by examining the difference between TAKS 2006 reading or mathematics scores (prior to participation in IRI or IMI) and TAKS 2007 and TAKS 2008 reading or mathematics scores. Analysis of variance was used to test the effect of varying levels of exposure to IRI and IMI program activities on TAKS scores for a variety of subgroups defined by demographics and Spring 2006 TAKS performance.

Findings

These findings address students in Grades 4–7 who participated in IRI or IMI for one or more semesters in the time period from Summer 2006 through the 2006-07 school year, including Summer 2007. In total, 338 campuses received IRI grants and 117 campuses received IMI grants. Based on student uploads from 277 IRI and 91 IMI campuses, there were 18,710 students in Grades 4-–7 who were served by IRI and 5,771 students in Grades 4-7 who were served by IMI. The number of students served by IRI and IMI at non-reporting campuses is not known.

Characteristics of Students/Campuses Participating in IRI and IMI

- Among the students served by IRI and IMI, there were proportionately more African Americans and Hispanics, and proportionately fewer Whites than in the state student population in the same grade levels.

- Among the students served by IRI and IMI, there were proportionately more economically disadvantaged, limited English proficiency, special education, and retained students than in the state student population in the same grade levels.

- IRI/IMI campuses had lower TAKS passing rates than the state rates in the same grade levels. Campus level TAKS passing rates were a criterion for grant eligibility, so this finding suggests that grants were successfully awarded to high needs campuses.

IRI/IMI Program Implementation

- Small-group tutoring was the most common delivery method for IRI activities (82.2%) and IMI activities (80.4%). Many IRI and IMI grantees also reported using one-on-one tutoring (41% and 62%, respectively) and computer software (50% and 57%, respectively) to deliver program activities.

- Most IRI schools and IMI schools offered program activities during school as part of a core class (80.7% and 79.4%, respectively) or after school (60.8% and 69.1%, respectively). Among IMI grantees (41%), summer school was also a common time for delivering activities.

- On average, IRI and IMI schools rated their levels of implementation of IRI/IMI programs as a 3.9 on a scale of 0 (no implementation) to 5 (full implementation), This score suggests that grantees felt they were currently implementing the programs, but that the programs were not yet fully implemented.

- The most common facilitators to program implementation cited by IRI and IMI grantees included support from campus administration, teachers, and district administration. Professional development and assessment/use of data were also seen as facilitators by the majority of grantees.

- The most commonly cited barrier to implementation was time, cited by both IRI and IMI grantees. Technology and technical assistance from programs providers were also seen by 10% or more of grantees as barriers.

- Professional development/technical assistance sessions related to pre-launch planning and using data to inform instruction were the session topics reported as offered by the largest percentages of IRI and IMI grantees. For IRI and IMI programs, most professional development/technical assistance sessions were offered only one time over the course of the grant.

- The majority of IRI (59%) and IMI (56%) students participated in grant activities for two semesters (most commonly Fall 2006 and Spring 2007). An additional 23% of IRI and 19% of IMI students participated for only one semester (most commonly Spring 2007). By TAKS 2007, the majority of IRI (76%) and IMI (80%) students had participated in at least one semester of grant activities (considered to be moderate level of exposure; the rest of the students were considered to have had little/no level of exposure). By TAKS 2008, the majority of IRI (76%) and IMI (81%) students had participated in two or more semesters of grant activities (considered to be a moderate level of exposure versus only one semester which was considered a mild level of exposure).

TAKS Pass/Fail Performance Patterns of IRI and IMI Participating Students

- The most common pattern of TAKS first administration pass/fail performance from 2006 to 2008 among both IRI (44%) and IMI (41%) students was to pass TAKS in all three years. Within IRI, 13% of all participating students failed TAKS first administration all three years and of those students who entered IRI having failed TAKS first administration 2006 reading, 34% continued to fail over the next two years. Results suggest IMI was less effective than IRI, with 22% of all IMI students failing TAKS first administration mathematics all three years. Of the IMI students who entered IMI having failed TAKS first administration 2006 mathematics, 51% continued to fail over the next two years. These findings suggest that IRI and IMI were somewhat successful at preventing future TAKS failure among students who entered having passed TAKS 2006 but was less successful with those students who entered having already failed.

- Some IRI (18%) and IMI (15%) participating students who entered IRI/IMI having passed TAKS 2006 went on to fail TAKS first administration in one or both of the following years (an unsuccessful outcome[2]). This suggests that these students were appropriately identified as struggling, but were not helped sufficiently by their IRI/IMI participation to enable them to pass TAKS first administration in both of the following years.

- 25% of all IRI and 21% of all IMI participating students failed TAKS first administration 2006 and then passed TAKS first administration in at least one of the following two years, a successful outcome.

[2] Unsuccessful here refers to failing a TAKS first administration. It is likely that some of these students did pass a later administration of TAKS.

- Finally, among just the IRI students who entered having failed TAKS first administration 2006, 66% had at least one year of successful TAKS performance. This was the case for only 49% of IMI students who entered having failed TAKS 2006.

Effects of IRI and IMI on Student TAKS Performance[3]

- Two general trends were observed in the TAKS reading and mathematics scores of participating students. Generally, students' scores improved by about one-tenth of a standard deviation (about 20 points) from 2006 to 2007 and by about three-tenths of a standard deviation (about 60 points) from 2006 to 2008. In addition, students who entered IRI/IMI having passed TAKS 2006 continued to outperform students who entered having failed TAKS 2006.

- In the short term (from 2006 to 2007), both IRI and IMI students who had participated at moderate levels of exposure prior to TAKS 2007 generally scored significantly higher than students who had little/no exposure suggesting that IRI/IMI participation was significantly contributing to the change in performance. However, this trend was stronger among students who had passed TAKS 2006.

- For TAKS 2007 reading, the trend was reversed for students identified as White who had failed TAKS 2006 reading (little/no exposure students scored significantly higher than students with moderate levels of exposure). For TAKS 2007 mathematics, the trend was similarly reversed for students identified as Hispanic.

[3] All TAKS scores discussed in this section are from TAKS first administrations.

- By TAKS 2008 (long term), the connection between IRI/IMI level of exposure and TAKS outcomes was generally no longer apparent. The only group to show higher performance linked to moderate levels of exposure (versus mild levels of exposure) was for students identified as Hispanic who had passed TAKS 2006 reading.

- Together these findings suggest that IRI and IMI may not have been as successful at helping students with a prior failing record as hoped, although IRI was somewhat more successful than IMI in this regard.

Retention and Promotion among IRI and IMI Participants

- Among participating students in Grades 4–7, 89% to 93% were promoted to the next grade level after participating in IRI for one year.

- Among participating students in Grades 4–7, 2% to 6% were retained in the same grade level after participating in IRI for one year. This retention rate was higher than the state average (2%) particularly for Grades 4 and 5.

- Among participating students in Grades 4–7, 90% to 95% were promoted to the next grade level after participating in IMI for one year.

- Among participating students in Grade 4–7, 1% to 5% were retained in the same grade level after participating in IMI for one year. This retention rate was again higher than the state average (2%) particularly for Grades 4 and 5.

Section 1: Introduction

Intensive Reading Instruction (IRI) and Intensive Mathematics Instruction (IMI) grants are two components of the broader Student Success Initiative (SSI). SSI was created by the 76th Texas Legislature in 1999 to provide a system of academic support that would ensure on-grade-level performance in reading and mathematics by students in Texas public schools. SSI consists of a comprehensive set of services that includes early diagnostic testing, research-based interventions for students struggling in reading and mathematics, ongoing progress monitoring, and professional development for teachers.

SSI established a set of performance and promotion requirements at state-identified critical grade levels before advancement to the next grade was permitted. Beginning in the 2002–03 school year, students in Grade 3 had to pass the reading state assessment before being promoted to the next grade level. Beginning in the 2004–05 school year, students in Grade 5 had to pass both the reading and mathematics state assessment before being promoted, and in the 2007–08 school year, Grade 8 students had to pass both the reading and mathematics state assessment before advancing to Grade 9.[4]

Coinciding with the performance and promotion requirements of SSI was the creation of a new standardized statewide assessment instrument, the Texas Assessment of Knowledge and Skills (TAKS). During the grades identified as critical by SSI (Grades 3, 5, or 8), students have three opportunities to take TAKS before a retention decision is made. Students who fail the reading or mathematics TAKS are provided with additional instruction in the subject(s) failed.

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[4] Local grade placement committees are authorized to advance students who have failed the state assessment in critical years (Grades 3, 5, 8) if it is deemed that the student would succeed in the next grade.

Following the authorization of SSI, the 79th Texas Legislature appropriated funds for IRI and IMI programs in schools that had failed to improve students' TAKS reading and mathematics scores. Rider 48(a) of the General Appropriations Act, passed by the 79th Texas Legislature in 2005, authorized the use of funds for intensive reading instruction programs and intensive mathematics instruction programs for schools that had failed to improve student performance in reading and math. Up to $15 million was authorized for IRI, and up to $5 million was authorized for IMI for use in the 2006–2007 biennium.[5]

This report examines IRI and IMI in the 2006–2007 biennium, the two years following the 79th legislative session (FY 2006 and FY 2007). An initial delay occurred in the administration of 2005–06 school year funds, such that funds were available to grantees late in the 2005–06 school year, after TAKS testing had already occurred. References made to grants for the 2005–06 school year coincide with the grant period beginning May 1, 2006, and ending July 31, 2007, or Cycle 1. Schools were funded for a second cycle during the 2006–07 school year, with a grant date beginning September 1, 2006, and ending July 31, 2007. The same schools were eligible for both cycles of these noncompetitive grants; however, the local education agency (LEA, including districts and open-enrollment charter schools) had the discretion to decide whether to apply for either cycle of funding.

During the first cycle of funding, 338 campuses received IRI grants and 117 received IMI grants. Similarly, 309 and 103 campuses received IRI and IMI grants, respectively, in the second cycle of IRI/IMI.

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[5] Rider 51(a) (General Appropriations Act (GAA), Article III, 78th Texas Legislature) authorized the use of $12 million for intensive reading instruction programs for schools that failed to improve student performance in reading in the 2004–2005 biennium. Rider 44(b) (GAA, Article III, 80th Texas Legislature) has continued funding by authorizing funds for the 2008–2009 biennium at the same levels as for the 2006–2007 biennium.

IRI and IMI were designed to provide immediate intensive instruction for students in Grades 4–7 who were struggling to master grade-level curriculum standards and to meet grade-advancement requirements. Grantees were instructed that the funds were available for services for Grades 4–6 for the first cycle and Grades 4–7 for the second cycle.[6] LEAs and their campuses selected and implemented a variety of instructional programs from a TEA-approved list.[7] Section 5 of this report provides information on which programs were selected by IRI and IMI grantees, and Appendix A provides brief program descriptions of each of these programs.

This report begins with a brief description of IRI and IMI funding and eligibility in Section 2. Section 3 provides an overview of the evaluation purpose and method. Section 4 is a description of characteristics of IRI and IMI participating students and campuses, while Section 5 describes how grantees implemented IRI/IMI. Section 6 examines the relationship between IRI/IMI participation and student outcomes, including TAKS reading and mathematics performance and promotion/retention. Finally, Section 7 summarizes findings and conclusions that relate to the evaluation of the IRI/IMI programs.

[6] Although IRI/IMI funds were not intended to be available to Grade 7 students until the 2006–07 school year, a small number of grantees served Grade 7 students in Summer 2006.
[7] In response to Rider 48(a) (GAA, Article III, 79th Legislature), TEA developed and released a Request for Qualifications (RFQ) to solicit programs for potential providers. Eligible providers were selected based on a review and scoring process. Grantee campuses then had the opportunity to select a program from the list of approved providers.

Section 2: IRI and IMI Eligibility and Funding

A total of 338 grantee campuses received IRI grants in the first cycle (96% of those eligible). The number decreased in the second cycle to 309 grantee campuses (87% of those eligible). A total of 117 campus grantees received IMI grants in the first cycle (98% of those eligible), and 103 in the second cycle (88% of those eligible).

IRI and IMI Eligibility

Campus eligibility for the 2005–06 and 2006–07 school years (Cycles 1 and 2, respectively) was based on Spring 2005 TAKS passing rates for Grade 5 reading and mathematics. Eligible campuses had TAKS reading and/or mathematics passing rates that were lower than state averages. LEAs were informed of eligibility for campuses within their jurisdiction and were encouraged to apply for the funds.

As noted previously, schools with students enrolled in Grades 4–7 could receive IRI and IMI funds; separate eligibility lists existed for each subject. Separate applications were required for the reading and mathematics programs, and grantees were instructed that the funds were available for services for Grades 4–6 for the first cycle and Grades 4–7 for the second cycle. For both Cycle 1 and Cycle 2, a total of 352 LEAs were eligible to apply for IRI funds, and 119 LEAs were eligible to apply for IMI funds.

Most grantees who received IRI or IMI funds received them for both cycles of each grant. Of those receiving IRI funds, 33 grantees funded in the first cycle did not apply for the second cycle of funds, and 6 grantees who were on the eligibility list but did not apply in the first cycle chose to apply for the second cycle of funds. Of those who applied for IMI and were granted awards in the first cycle, 13

chose not to apply for the second cycle. No new grantees were added to IMI in the second cycle. A list of grantees and grant awards is provided in Appendix B.

IRI and IMI Funding Levels

As Table 1 shows, of the $15 million authorized by Rider 48(a) for IRI, $14,900,981 was awarded to LEAs in the 2006–2007 biennium ($7,297,575 in the first cycle and $7,603,406 in the second cycle). Of the $5 million authorized by Rider 48(a) for IMI, $4,952,970 was awarded to LEAs ($2,228,963 in the first cycle and $2,724,007 in the second cycle).

Table 1: Funding Amounts and Number of Grantees: IRI and IMI Grants to Campuses, 2006–2007 Biennium

School Year	Intensive Reading Instruction		Intensive Mathematics Instruction	
	Total Amount ($)	# of Grantees	Total Amount ($)	# of Grantees
2005–06 (Cycle 1)	7,297,575	338	2,228,963	117
2006–07 (Cycle 2)	7,603,406	309	2,724,007	103

Source: Texas Grants Interface, Texas Education Agency.

Table 2 provides summary statistics for IRI and IMI grants.[8] For IRI grants, the median grant amount increased across school years from $17,175 per grantee (2005–06 school year) to $19,606 (2006–07 school year). For IMI grants, the median award amount increased across years more than for IRI grants, rising from $15,000 (2005–06 school year) to $21,486 (2006–07 school year). Minimum award amounts for both programs stayed within a moderate range, while

[8] The minimum amount awarded was $15,000 for each grantee campus with 20 or fewer Grade 5 students who failed the Spring 2005 TAKS. Award amounts were then calculated based on a formula of this minimum, plus a fixed amount for each additional student who failed.

maximum award amounts for both were well above median, indicating a skewed distribution of funding.

Table 2: Median, Minimum, and Maximum Funding Amounts of IRI and IMI Grants to Campuses, 2006–2007 Biennium

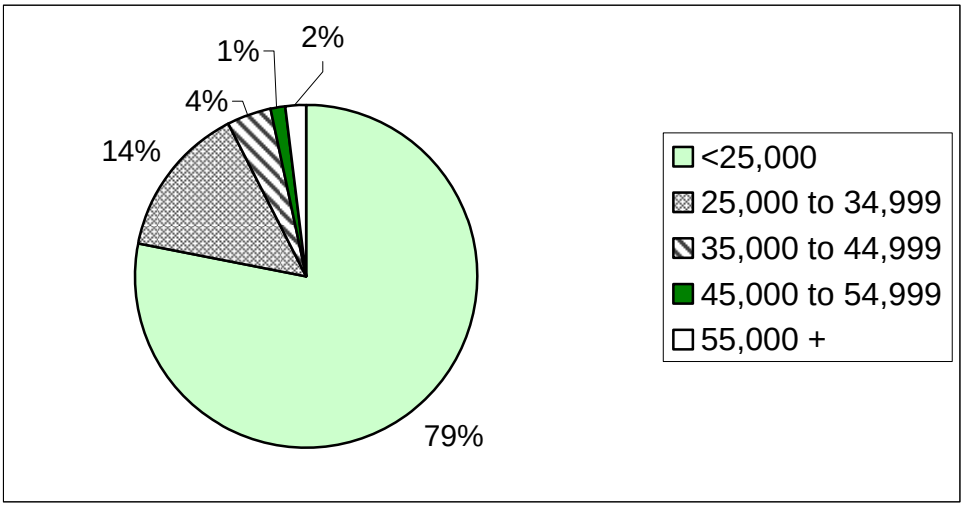
School Year	Intensive Reading Instruction			Intensive Mathematics Instruction		
	Median ($)	Minimum ($)	Maximum ($)	Median ($)	Minimum ($)	Maximum ($)
2005–06 (Cycle 1)	17,175	15,000*	135,350	15,000	15,000	87,000
2006–07 (Cycle 2)	19,606	15,881	136,331	21,486	21,485*	93,473

Source: Texas Grants Interface, Texas Education Agency.
*A single IRI Cycle 1 grantee requested less than the minimum amount during the grant negotiation process and was awarded $6,000. Similarly, a single IMI Cycle 2 grantee requested less than the minimum amount and was awarded $11,266.

Distribution of IRI and IMI Grant Funds

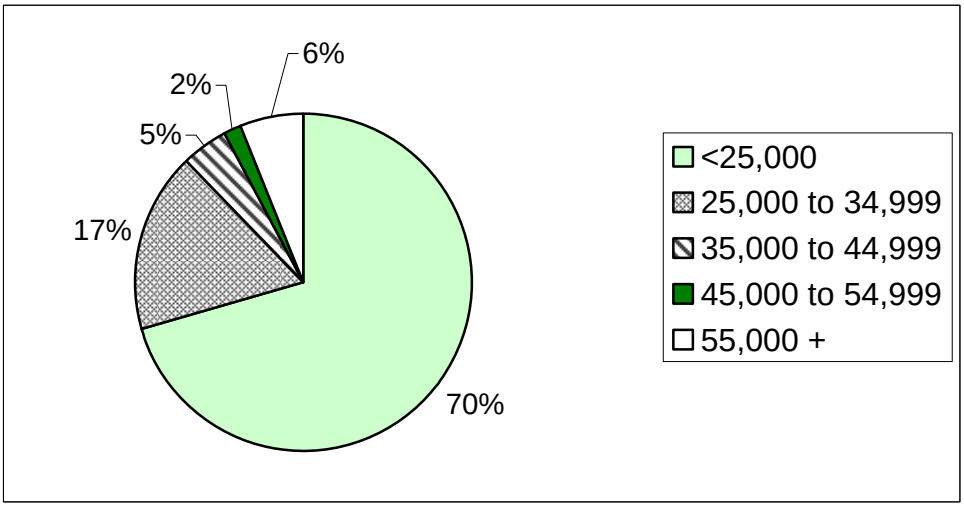
Figures 1–4 provide breakdowns of the IRI and IMI funding amounts provided to grantees in the first and second cycles. The majority of IRI grantees received grants in amounts less than $25,000. This percentage declined somewhat from 79% in the first cycle to 70% in the second. This change in distribution is probably due to the fact that 30 of the 33 campuses that applied in the first cycle but not in the second cycle received grants less than $25,000. In addition, any Cycle 2 funds that had not been awarded were redistributed to campuses that had already received funding during Cycle 2.

Figure 1: Percentage of IRI Grantees by Funding Amount, Cycle 1



Source: Texas Grants Interface, Texas Education Agency.
Note: *N*=338 IRI Grantees

Figure 2: Percentage of IRI Grantees by Funding Amount, Cycle 2

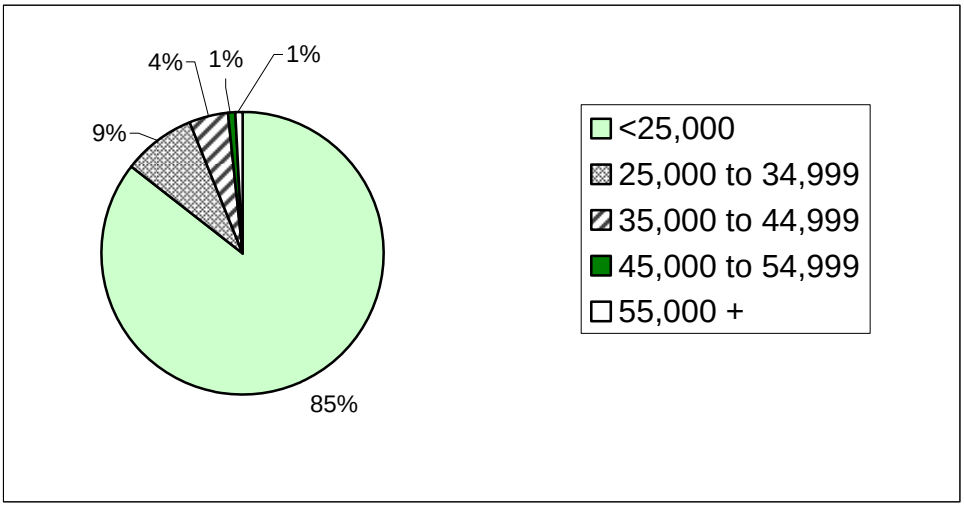


Source: Texas Grants Interface, Texas Education Agency.
Note: *N*=309 IRI Grantees

Figures 3 and 4 illustrate similar, but more dramatic, shifts in the distribution of grant amounts between cycles for IMI. For IMI, the percentage of grantees receiving grants less than $25,000 declined from 85% in the first cycle to 62% in the second cycle, while those receiving grant awards between $25,000 and $34,999 increased from 9% to 26%. There were six fewer grantees in the second

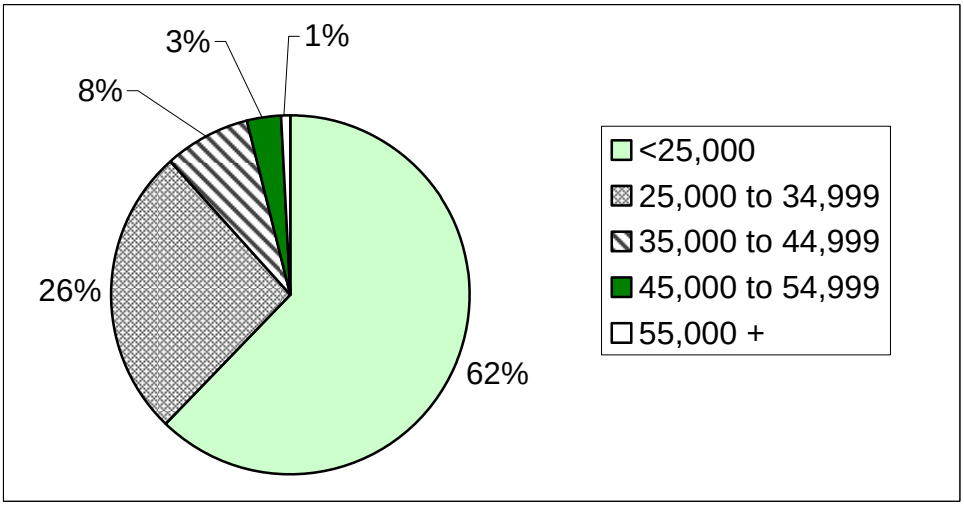
cycle of IMI; therefore, funds were allocated across a smaller number of grantees, resulting in higher grant award amounts.

Figure 3: Percentage of IMI Grantees by Funding Amount, Cycle 1



Source: Texas Grants Interface, Texas Education Agency.
Note: *N*=117 IMI Grantees

Figure 4: Percentage of IMI Grantees by Funding Amount, Cycle 2



Source: Texas Grants Interface, Texas Education Agency.
Note: *N*=103 IMI Grantees

Section 3: Evaluation Purpose and Method

The primary purpose of this evaluation is to examine the extent to which Grades 4–7 students participating in IRI and IMI programs in the 2006–2007 biennium improved their performance on TAKS reading and mathematics and were promoted to the next grade level. A second purpose of the evaluation is to describe the IRI and IMI programs approved by the Texas commissioner of education; the districts and campuses that implemented those programs; and the ways in which the programs were implemented. In particular, this report describes the following:

- Characteristics of participating students and campuses
- Program implementation, including IRI/IMI participation trends
- TAKS reading and mathematics performance (pass/fail status and scores) and promotion/retention patterns before, during and following IRI/IMI participation

The evaluation addresses the following five research questions:

- What were the characteristics of students/campuses participating in IRI and IMI?
- How were IRI and IMI programs implemented? What were the barriers and facilitators affecting successful program implementation?
- What was the relationship between participating students' performance (pass or fail) on TAKS reading and mathematics prior to participation (Spring 2006) and their performance during the term of the program (Spring 2007) and one year after program participation (Spring 2008)?
- How did student achievement scores on TAKS reading and mathematics change during and after the term of the programs? Were student achievement scores on TAKS reading and mathematics during and after

the program related to students' levels of program participation? Did this relationship depend on other student characteristics?

- What trends in retention/promotion patterns are associated with participation in IRI and IMI?

Data Sources

Each IRI/IMI grantee was asked to provide a list of students who participated in the program (referred to as "the student upload" throughout this report), including an indication of the semester(s) in which the student participated (i.e., Summer 2006, Fall 2006, Spring 2007, and/or Summer 2007). All descriptive statistics and outcome analysis related to students relied on the information provided by grantees. A total of 271 IRI (80% response rate) and 91 IMI (78% response rate) grantees submitted student participation lists. However, because data for some students identified by grantees may have been missing in other databases (e.g., TAKS) the sample size varies across analyses.

The evaluation utilizes descriptive statistics to examine the characteristics of students in Grades 4–7 served by IRI/IMI, as well as those of IRI/IMI campuses, and to compare these characteristics with those of students and campuses statewide.

Descriptive statistics for students participating in IRI/IMI were obtained from the Texas Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), and TAKS databases. Student-level descriptives included demographics such as gender and race/ethnicity; status, such as economically disadvantaged, limited English proficiency (LEP), and receipt of special education services; as well as performance measures such as promotion/retention rate and TAKS reading and mathematics pass/fail status. Proportions of students in each of the demographic and performance-related

categories were computed for Grades 4–7 separately and for Grades 4–7 combined. The results for Grades 4–7 students participating in IRI/IMI were compared to parallel proportions for all Grades 4–7 students statewide. Campus-level descriptives for IRI/IMI campuses were also obtained from PEIMS and TAKS. Proportions of campuses in each of the descriptive categories were again compared to statewide proportions for all campuses.

Data relating to IRI/IMI implementation were taken from IRI and IMI grant applications and from campus-level progress reports (see Appendix C). A total of 333 IRI grantees (99% response rate) and 98 IMI grantees (84% response rate) submitted progress reports to TEA. Descriptive statistics were used to present information from grantees' progress reports addressing the implementation of IRI and IMI in terms of supplemental funding, instructional strategies utilized, methods of identifying students to participate, the extent to which programs were fully implemented (including barriers and facilitators to implementation), and the reported delivery and effectiveness of professional development/technical assistance sessions related to IRI/IMI. Participation patterns were analyzed by examining the semesters in which students participated in IRI/IMI for Grades 4–7 separately and for Grades 4–7 combined.

TAKS

TAKS is a criterion-referenced assessment that measures students' mastery of the state's content standards, the Texas Essential Knowledge and Skills (TEKS). TAKS assesses reading/English language arts and mathematics annually at Grades 3–10 and exit level; TAKS assesses other subject areas (writing, science, and social studies) at selected grade levels[9]. Consistent with SSI goals, this study addressed reading and mathematics outcomes. Analyses involved two main types of student TAKS performance outcomes: a) TAKS pass/fail status

[9] See http://www.tea.state.tx.us/index3.aspx?id=948&menu_id3=793 for additional information.

and b) TAKS scale scores. TAKS performance outcomes included in this report are always based on first administration of TAKS. While students have up to three opportunities to pass TAKS, focusing on first administration provides a better snapshot of how prepared students are at the time the state intends them to be able to pass (first administration). In addition, the majority of students who fail TAKS at the first administration and then take the test over do eventually pass; thus, comparing scores based on passing any administration of TAKS provides little insight into differences across students. Since IRI and IMI participation continued throughout the Spring 2007 semester and did not begin for some students until Summer 2007, students' TAKS reading and mathematics achievement in both Spring 2007 (short-term) and Spring 2008 (long-term) were examined in the evaluation.[10]

TAKS pass/fail status. Students who passed TAKS performed at a level that was at or above the state passing standard on TAKS. While Texas has phased in increasingly rigorous TAKS passing standards[11], scores reported here are based on panel-recommended standards (e.g., a score of 2100 as the passing standard). From an evaluation standpoint, keeping the same score across years as the standard for passing facilitates a better understanding of what is occurring over time. Passing students demonstrate a sufficient understanding of the knowledge and skills measured at the grade level. Findings are reported as the percentages of students that passed TAKS or failed TAKS.

Scale scores. The TAKS pass/fail status is not fine-grained enough to fully evaluate a student's progress across grades or subject areas. In addition to knowing a student's TAKS reading and mathematics pass/fail status, it is of

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[10] Some IRI/IMI students participated in the program prior to TAKS 2007 while other students had not yet participated. Grantees could add new students throughout the year based on current perceived needs and resources. IRI/IMI funding ended in August 2007, so all participation associated with funding had occurred prior to TAKS 2008.

[11] See http://ritter.tea.state.tx.us/student.assessment/taks/standards/71003_handout2.pdf for TAKS standards.

interest to identify any incremental progress made by students toward passing TAKS. While the TAKS standard passing score for all grades was set at 2100, the range of TAKS scores around the standard was not set to be comparable across grade levels (e.g., TAKS is not vertically equated). Therefore, to evaluate IRI and IMI student progress across grades, TAKS scale scores were converted to standardized, or *z*-, scores.[12]

Analysis

Analysis of the relationship between IRI/IMI program participation and TAKS test scores first utilized descriptive statistics that identified students' pass or fail status on TAKS reading and mathematics across three testing years (Spring 2006, Spring 2007, and Spring 2008). Students included in this analysis had valid TAKS reading and mathematics scores for each of the three years under examination. The effect of IRI/IMI participation on TAKS reading and mathematics scores was calculated by finding the differences between students' Spring 2006 reading or mathematics scores (prior to participating in IRI or IMI) and Spring 2007 (during IRI/IMI implementation)[13] or Spring 2008 (one year after IRI/IMI implementation) TAKS reading or mathematics scores. Students had to have valid TAKS scores for both Spring 2006 and Spring 2007 or for both Spring 2006 and Spring 2008 to be included in the analyses.

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[12] *Z*-scores adjust for the fact that the relative distance of a particular score to its average depends on how wide the range of scores is. If, for example, the average raw score is 100 and the range of scores from lowest to highest is 0 to 200, then a raw score of 200 would be the highest score in the range. However, if the average is 100 and the range of scores from lowest to highest is 0 to 400, then a raw score of 200 is only half the distance between the average and the highest score. Given the difference in the ranges of scores, a raw score of 200 in the first case is not the same as a raw score of 200 in the second case. In *z*-score format, the average score is always 0 and the standard deviation is always one. Scores from one z-score distribution can be compared to scores from another z-score distribution.

[13] Again, some IRI/IMI students will have participated in the program prior to TAKS 2007 while other students will not yet have participated. Grantees could add new students throughout the year based on current perceived needs and resources.

To better understand the potential impact of IRI/IMI participation on TAKS reading and mathematics scores, students were also grouped to indicate their level of exposure to IRI and IMI. Section 5 provides additional detail on this grouping strategy. Mean scores were then compared using statistical models to identify potential relationships between demographic (e.g., gender) and grouping (e.g., level of exposure) variables and TAKS 2007 and 2008 scale scores. Additional information about these models is provided in Section 6.

The analysis of IRI/IMI students' grade-level retention patterns involved matching each student's annual attendance records from the 2005–06 and 2006–07 school years to the fall enrollment records for the respective subsequent school years. Students who had missing grade information in fall enrollment records were excluded from the retention analysis.

Section 4: Characteristics of IRI and IMI Participating Students and Campuses

Characteristics of Students Participating in IRI/IMI

Of the students identified by grantees as having participated in IRI/IMI in the 2006–2007 biennium, a total of 24,481 Grades 4–7 student records (18,710 in IRI and 5,771 in IMI) could be matched to PEIMS 2006–07 school year demographic data.[14] The demographic characteristics of Grades 4–7 students participating in IRI and IMI were compared to Grades 4–7 state population characteristics. (See Table 3; see also Appendix D for descriptive statistics by grade level.)

Similar to the Grades 4–7 statewide ratio, male IRI/IMI participants slightly outnumber female participating students. Both IRI and IMI provided services to proportionately more African American students in Grades 4–7 (19% in each program) compared to the number represented in Grades 4–7 statewide (14%). Similarly, IRI and IMI served proportionally more Hispanic students (74% and 71%, respectively) than the Grades 4–7 statewide population percentage (46%) and proportionately fewer White students (Grades 4–7 statewide: 35%, compared to 6% for IRI and 10% for IMI). The number of participating students identified as either Native American or as Asian/Pacific Islander was very small. These students have been grouped with the category identified as White in the rest of this report.

Students identified as economically disadvantaged were also over-represented in IRI (85%) and IMI (84%) as compared to in Grades 4–7 statewide (36%). Compared to the Grades 4–7 statewide percentage of LEP students (17%),

[14] For analyses presented in this report, IRI and IMI were run separately. However, it is likely that some students were served by both IRI and IMI so the total number of students served in this program is likely less than 24,481.

students participating in IRI (32%) were more likely to be identified as LEP. This was true to a lesser extent for students participating in IMI (20% LEP). Finally, the proportion of students participating in IRI and IMI identified as receiving special education services was similar to the statewide proportion (11% for IRI and 12% for IMI, as compared to 12% statewide).

Table 3: Demographic Characteristics of Grades 4–7 IRI and IMI Students Compared to Grades 4–7 Students Statewide, 2006–07 School Year

Characteristic	IRI Grades 4–7 Participating Students (*N*=18,710)	IMI Grades 4–7 Participating Students (*N*=5,771)	Grades 4–7 Students Statewide (*N*=1,343,614)
	%	%	%
Gender			
Female	47.8	48.5	48.7
Male	52.2	51.5	51.2
Race/Ethnicity			
African American	19.1	18.9	14.3
Hispanic	73.8	71.0	46.0
White	6.2	9.6	35.9
Native American	0.2	0.1	0.3
Asian/Pacific Islander	0.7	0.4	3.3
Econ. Disadvantaged	84.8	83.6	56.6
LEP	31.8	19.9	12.5
Special Education	10.7	11.6	12.2

Source: Number of participating students based on student upload reports submitted by IRI (*N*=277) and IMI (*N*=91) grantees. PEIMS, Texas Education Agency. See also http://ritter.tea.state.tx.us/adhocrpt/adste07.html

Note: Some students began participating in IRI in Summer 2006. The data reported here reflect demographics for the participating students based on information reported in the 2006–07 school year. Throughout the rest of the report, the "White" category includes students identified as White, Native American, or Asian/Pacific Islander.

In addition to demographic characteristics, the 2005–06 school year retention rate and the 2006–07 TAKS passing rate for IRI and IMI participating students were also compared to Grades 4–7 statewide rates (see Table 4). The percentage of students participating in IRI/IMI who were retained in the 2005–06 school year was more than double the average Grades 4–7 state retention rate. Similarly, the proportion of students participating in IRI and IMI who passed TAKS first administration was approximately one-half of the Grades 4–7 state proportion.

Table 4: Baseline Retention and TAKS 2006 Passing Rates (Percentages) of Grades 4–7 Students Participating in IRI and IMI Compared to Grades 4–7 Statewide Percentages, 2005–06 School Year

Characteristic	IRI Grades 4–7 Participating Students *N*=18,710	IMI Grades 4–7 Participating Students *N*=5,771	Grades 4–7 Students Statewide (*N*=1,343,614)
	%	%	%
Retained	4.7	5.5	2.0
TAKS 2006 Passing Rate			
Reading	42.7		80
Math		39.6	75

Source: Number of participating students based on student upload reports submitted by IRI (*N*=277) and IMI (*N*=91) grantees. PEIMS, AEIS and TAKS databases, Texas Education Agency.

Note: Retention is based on the 2005–06 school year, indicating IRI/IMI students who had been retained in grade the year prior to participation in IRI/IMI. TAKS passing rate reflects the 2005–06 school year, first time of testing. Since IRI/IMI is intended to assist students who are struggling in reading and mathematics, the percentage of participating students who were passing TAKS 2006 was expected to be low.

Characteristics of Participating Campuses

In addition to describing students who participated in IRI/IMI, it is also important to describe how the campuses these students attend compare to campuses

across the state. As described in Section 2, TEA determined the eligibility of campuses to participate in the IRI/IMI grant based on TAKS reading and/or mathematics passing rates that were lower than state campus averages. Table 5 presents key demographic and performance data aggregated at the campus level for the 2005–06 school year (baseline).

As can be seen, not only are the IRI/IMI participating students struggling in reading and math, the campuses these students attend had average campus TAKS passing rates for Grade 5 and Grade 8 reading and mathematics that were lower than state campus averages. For this analysis, both reading and mathematics TAKS scores are described since this provides a broad picture of student performance at IRI and IMI campuses. Specifically, Grade 5 TAKS reading passing rates for IRI (74%) and IMI (70%) campuses were lower than the statewide average (81%), as were Grade 8 TAKS reading passing rates (77% and 79%, respectively, compared to 84%). Similarly, the Grade 5 and Grade 8 TAKS mathematics passing rates for IRI (79% and 50%, respectively) and IMI (74% and 52%, respectively) campuses were also lower than the state average for Grade 5 (82%) and Grade 8 (88%). While IRI grant funds were used only to provide reading-related intervention services, and IMI grant funds were used only to provide mathematics-related intervention services, a higher-than-average number of students at IRI and IMI campuses were typically struggling in both reading and math.

As was true of the participating students, the campuses awarded IRI/IMI grants were attended by proportionally more African American and Hispanic students, and proportionately fewer White students, than the state campus averages. Similar to the state as a whole, there were very low percentages of Asian/Pacific Islander and Native American students at IRI and IMI campuses. IRI/IMI campuses also had much higher than state average percentages of students who were economically disadvantaged and LEP.

Table 5: Baseline Characteristics of Campuses Awarded IRI and IMI Grants Compared to State Characteristics, 2005–06 School Year

Characteristic	2005–06 (Baseline)		
	IRI Campuses (*N*=340)	IMI Campuses (*N*=115)	Statewide Campuses (*N*=8,326)
	%	%	%
Race/Ethnicity			
Asian/Pacific Islander	0.9	0.5	3.1
African American	21.5	26.5	14.7
Hispanic	71.6	64.0	45.3
Native American	0.2	0.1	0.3
White	5.8	8.8	36.5
Econ. Disadvantaged	89.9	89.1	55.6
LEP	41.1	36.7	15.8
School Type			
Grades K to 12	6.2	17.5	5.9
Elementary	89.7	79.8	53.1
Middle	4.1	2.6	19.8
Charter School	5.9	14.9	3.9
TAKS Pass Reading			
Grade 5	73.5	70.3	81.0
Grade 8	76.9	78.7	84.0
TAKS Pass Math			
Grade 5	78.5	74.4	82.0
Grade 8	49.9	51.6	88.0

Source: PEIMS and AEIS databases, Texas Education Agency.
Note: 2005–06 is considered the baseline because the earliest participation occurred in Summer 2006.

The grade levels served by schools that received IRI and IMI grants differed by program and from the distribution of campus types statewide. Compared to the state's campuses as a whole, both IRI and IMI grantee campuses were more

likely to be elementary schools and relatively less likely to be middle schools. While students participating in the grant are in Grades 4–7, grants were awarded based on Grade 5 TAKS performance, perhaps contributing to large numbers of Grade 4 and Grade 5 students in elementary schools being served. Compared to both the state and to IRI grantees, IMI grantees consisted of higher percentages of Grade K–12 and charter schools.

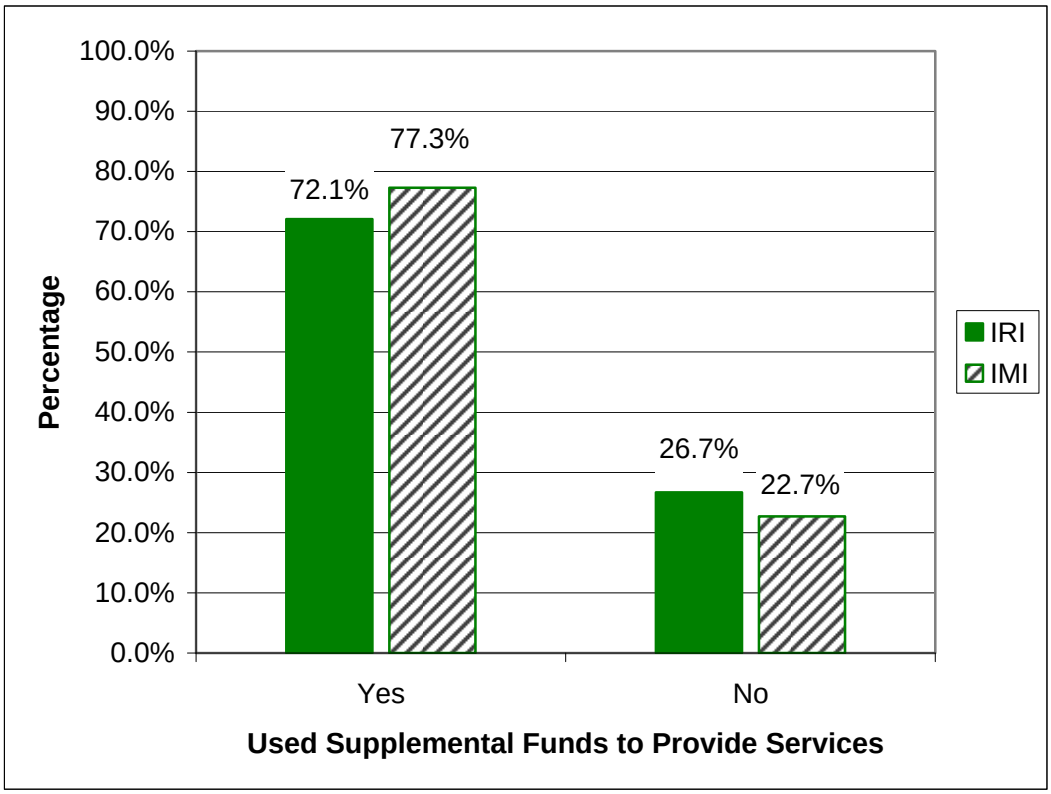
Section 5: Implementation

IRI and IMI grantees were asked to respond by July 2007 to a progress report survey describing grant implementation activities. These data cover the period from the beginning of IRI and IMI programs on the campus to April 30, 2007. IRI data were gathered from 337 grantees, and IMI data were gathered from 98 grantees.

Supplemental Program Funding at IRI/IMI Campuses

While TEA provided grantees with funds to purchase approved programs, grantees could improve their ability to implement IRI/IMI intervention services by supplementing these funds from additional federal, state, and local sources. As shown in Figure 5, most IRI (72.1%) and IMI (77.3%) schools used supplemental funds to help purchase their programs. Purchasing an approved program was the only allowable use of IRI and IMI grant funds. The purchase price of most programs also included providing training on using the program with students.

Figure 5: Percentage of IRI and IMI Grantees Reporting Use of Supplemental Funds to Assist in Providing IRI/IMI Services



Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency

Schools were asked to report on the supplemental source(s) of funds used to help purchase their programs. As Table 6 shows, the largest percentage of IRI schools (17.5%) used state Accelerated Reading Instruction (ARI) funds, followed by federal Title I, Part A, funds (8.9%) and local funds (6.5%). The least common funding source was federal Reading First funds (1.5%).

Table 6: Percentage of IRI Grantees Reporting Given Source of Supplemental Funds Used to Help Purchase IRI Program

Source of Supplemental Funds	%
Local funds	6.5
State Accelerated Reading Instruction funds	17.5
State Compensatory Education funds	3.3
Federal Reading First funds	1.5
Federal Title I, Part A, funds	8.9
Other	3.0

Note: *N*=337
Source: IRI Grantee Progress Reports, Texas Education Agency

As Table 7 indicates, the largest percentage of IMI schools (14%) used federal Title 1, Part A, funds to help purchase their program, followed by state Accelerated Math Instruction (AMI) funds (13%) and local funds (8%). The least common supplemental funding source was private funds (1%).

Table 7: Percentage of IMI Grantees Reporting Given Source of Supplemental Funds Used to Help Purchase IMI Program

Source of Supplemental Funds	%
Local funds	8.2
State Accelerated Math Instruction funds	13.4
State Compensatory Education funds	5.2
Private funds	1.0
Federal Title I, Part A funds	14.4
Other	5.2

Note: N=337
Source: IMI Grantee Progress Reports, Texas Education Agency

Program Implementation at IRI and IMI Campuses

Schools were asked to provide information on their implementation experiences, including program characteristics and the extent of program implementation. As

discussed earlier, Cycle 1 programs could begin implementation in May 2006 and Cycle 2 programs could begin implementation in September 2006. All schools were surveyed prior to May 2007 regarding implementation. Responses thus reflect grantee experiences after approximately one year of program implementation (12 months for Cycle 1 schools; 9 months for Cycle 2 schools). Grant activities were permitted to continue through August 2007.

Method Used to Deliver IRI/IMI Program Activities

As shown in Table 8, the vast majority of IRI schools (82%) and IMI schools (80%) used small-group tutoring to deliver program activities to students. One-on-one tutoring (used by 40% of IRI schools and 62% of IMI schools) and the use of computer software (used by 50% of IRI schools and 57% of IMI schools) were also common. For both groups, the least common method of delivering program activities was peer mentoring (used by 15% of IRI schools and 14% of IMI schools).

Table 8: Number and Percentage of IRI/IMI Grantees Reporting Type of Method Used to Deliver Program Activities, Including Grouping Strategies

Response	IRI (*N*=337)	IMI (*N*=97)
	%	%
One-on-one tutoring	40.7	61.9
Small-group tutoring	82.2	80.4
Peer mentoring	14.8	14.4
Computer software	49.9	56.7
Computer internet	21.7	36.1
Textbooks	28.5	22.7
Worksheets	23.7	42.3
Other	11.9	10.3

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency

Timing of IRI/IMI Program Activities

Overall, most IRI schools and IMI schools offered program activities during school as part of a core class (81% and 79%, respectively) or after school (61% and 69%, respectively). (See Table 9.) Schools were less likely to offer program activities before school, during school as part of an elective class, or during summer school.

Table 9: Number and Percentage of IRI/IMI Grantees Reporting Time of Day that IRI/IMI Program Activities Were Offered

Response	IRI (*N*=337) %	IMI (*N*=97) %
Before school	24.0	21.6
During school, as part of core class	80.7	79.4
During school, as part of elective class	24.3	34.0
After school	60.8	69.1
Summer school	24.0	41.2

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: Results are duplicative since schools could offer activities at various times.

Strategies for Selecting Participants

The average number of participating students that both IRI and IMI schools reported that they planned for was 104. Schools were also asked to report on the method they used to select students for program participation. As shown in Table 10, the vast majority of both IRI schools (93%) and IMI schools (92%) used students' TAKS scores to select students. Most IRI and IMI schools also used students' grades (61% and 79%, respectively) and teachers' recommendations (80% and 79%, respectively).

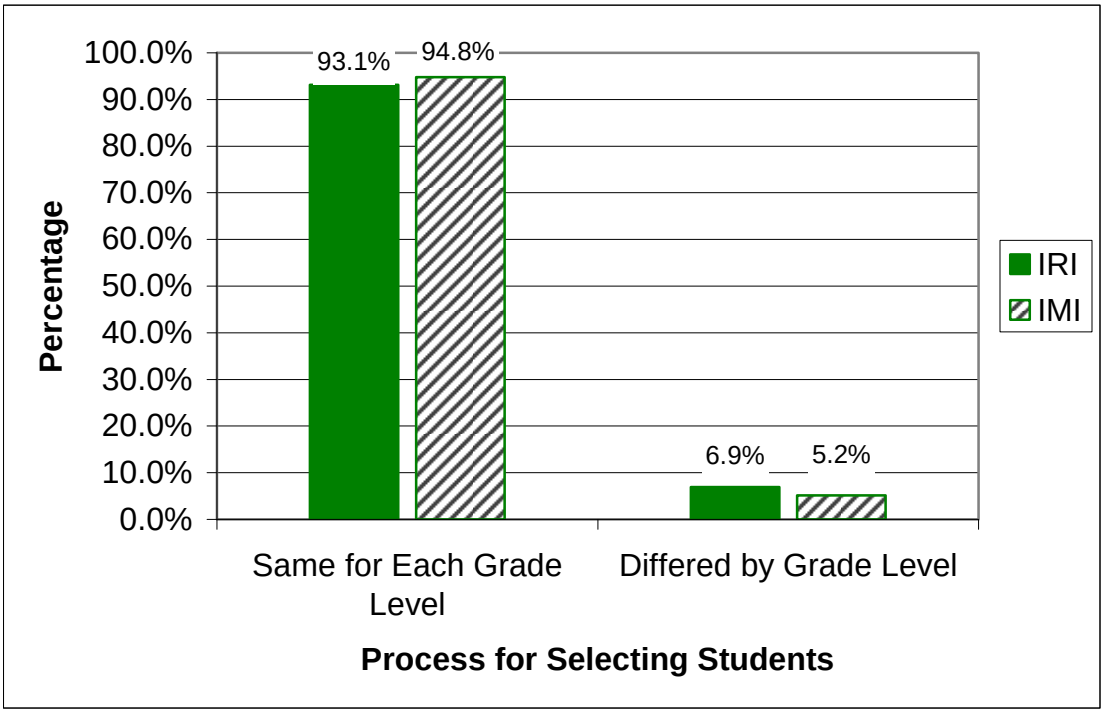
Table 10: Number and Percent of IRI/IMI Grantees Reporting Method for Selecting Students to Participate in IRI or IMI Program

Method for Selecting Students to Participate	IRI (*N*=337)	IMI (*N*=97)
	%	%
Students' TAKS Scores	92.6	91.8
Students' Grades	61.4	79.4
Teachers' Recommendation	79.8	79.4
Special Education Recommendation	20.5	28.9
LEP Services Recommendation	23.4	17.5
English as a Second Language (ESL) Services Recommendation	19.3	19.6
Speech and Language Recommendation	5.9	2.1
Other	19.9	9.3

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: Results are duplicative since schools could report multiple methods for selection.

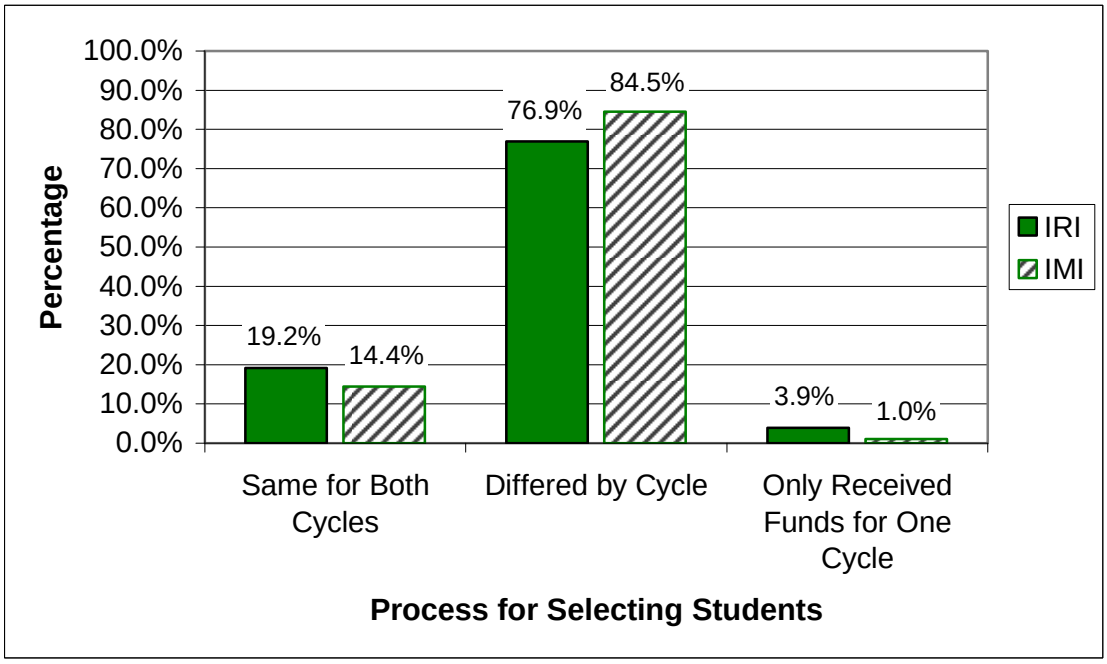
Schools were also asked to indicate whether their process for selecting students to participate in the program differed by grade level and grant cycle. As depicted in Figure 6, a vast majority of both IRI schools (93%) and IMI schools (95%) used the same selection process for each grade level. On the other hand, the majority of IRI schools (77%) and IMI schools (85%) varied their selection process by grant cycle (see Figure 7).

Figure 6: Percentage of IRI/IMI Grantees Reporting a Process for Selecting Students to Participate in the IRI or IMI Program That Varied by Grade Level



Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency

Figure 7: Percentage of IRI/IMI Grantees Reporting a Process for Selecting Students to Participate in the IRI or IMI Program That Varied by Grant Cycle



Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency

Extent of IRI/IMI Implementation

Schools were asked to report on the extent to which various components of their IRI and IMI programs were implemented. As noted above, responses reflect the status approximately one year after program inception. Schools were asked to use the following scale to rate program implementation:

1=**No Implementation:** No evidence of activity
2=**Planning:** Planning or preparing to implement this activity
3=**Piloted:** Partially implemented this activity with a small group of staff or students
4=**Implementing:** Staff is currently implementing this activity
5=**Fulfilling:** Staff has fully implemented this activity

As shown in Table 11, both IRI schools and IMI schools reported a moderate degree of program implementation. For both individual program components and overall program implementation, schools reported that their programs were in the "Implementing" stage (an average rating of 3.9), indicating that staff were currently implementing the program.

Table 11: Average Extent of Program Implementation

Program Component	Average Rating	
	IRI	IMI
Professional development/technical assistance	3.9	3.8
Integration of program data/results into daily instruction	3.8	3.7
Overall program implementation on campus	3.9	3.8

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: Ratings based on a five point scale from 1=No implementation to 5=Fully implemented.

Facilitators and Barriers Affecting Program Implementation

Schools were asked to reflect on their implementation experiences and report factors that hindered or facilitated program implementation. Schools were given a list of factors and asked to rate each one using a scale of -2 to +2 where “-2” represented a strong barrier and “+2” represented a strong facilitator.

Table 12 presents IRI and IMI grantee assessments of the factors that served as barriers or facilitators to program implementation. Among IRI and IMI grantees, slightly more than one-half perceived time as a barrier to implementation, but another one-third perceived time as a facilitator to program implementation. Technology was the next most commonly reported barrier, by 19% of IRI grantees and 16% of IMI grantees, but this was balanced by the 69% of IRI grantees and 66% of IMI grantees that reported technology as a facilitator. Most IRI and IMI grantees perceived support from campus administration (91% IRI; 94% IMI), teachers (79% IRI; 81% IMI), and district administration (73% IRI; 76% IMI) as facilitators to implementation. Less than 10% of the grantees perceived these factors as barriers. Professional development was also considered to be a facilitator for 74% of IRI grantees and 74% of IMI grantees, with 12% and 11%, respectively, perceiving professional development as a barrier.

Table 12: Percentage of IRI and IMI Grantees Reporting a Given Factor As a Barrier versus Facilitator to Program Implementation

	IRI (*N*=337)		IMI (*N*=97)	
Factor	**% Perceive as Barrier (-2 or -1)**	**% Perceive as Facilitator (+1 or +2)**	**% Perceive as Barrier (-2 or -1)**	**% Perceive as Facilitator (+1 or +2)**
Support from district administration	5.4%	73.4%	6.2%	76.3%
Support from campus administration	0.9%	91.0%	2.1%	93.8%
Support from teachers	9.6%	79.3%	8.2%	81.4%
Support from TEA	3.3%	46.1%	3.1%	57.7%
Human resources	10.2%	41.0%	10.3%	42.3%
Financial resources	9.0%	65.0%	9.3%	66.0%
Time	51.2%	35.6%	50.5%	33.0%
Professional development	12.3%	73.9%	11.3%	74.2%
Technical assistance from program provider	12.0%	68.9%	12.4%	66.0%
Technology	18.9%	58.7%	15.5%	66.0%
Assessment/use of data	8.1%	71.2%	8.2%	71.1%
Evaluation of the campus's progress in implementing the program	5.7%	68.2%	8.2%	70.1%

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: Grantees could also choose a neutral response (neither a barrier nor a facilitator).

Professional Development/Technical Assistance Sessions Offered Related to IRI/IMI

Grantees were asked to report on the range of grant-related professional development and technical assistance sessions participated in by staff. At least 50% of IRI and IMI grantees reported offering each of the sessions on the TEA list (see Table 13).

Table 13: Percentage of IRI and IMI Grantees Providing Given Type of Professional Development/Technical Assistance

Professional Development/Technical Assistance Session	IRI (*N*=377)	IMI (*N*=97)
Pre-launch planning	82.5%	87.6%
Implementation and shared accountability	78.9%	82.5%
Using data to inform instruction	80.4%	85.6%
Data analysis and differentiated instruction	74.2%	79.4%
Program review or evaluation	71.5%	70.1%
Curriculum alignment training	66.2%	74.2%
Classroom integration strategies	73.3%	79.4%
Teaching strategies and best practices	73.3%	74.2%
Lesson planning and utilization strategies	73.6%	75.3%
Customizing program for state assessments	60.5%	71.1%
Motivating students	65.9%	71.1%
Using program with special education students	59.3%	68.0%
Test creation	51.9%	63.9%

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: If a grantee did not indicate a delivery method for a session, then that grantee was considered as not having offered the session.

For each session that had occurred, grantees also indicated the delivery method used to conduct the session, the frequency with which the session occurred, the number of teachers trained in the given session content, and the effectiveness of the session at helping the campus to implement the grant.[15] Table 14 provides an overview of grantee responses, including the most common responses reported by grantees. Appendices E (IRI) and G (IMI) provide an additional breakdown of reported methods with which specific session topics were delivered.

[15] For Delivery Method, any response could be entered, but categories offered by TEA included: self-directed e-learning/web–based training, traditional classroom, on-site coaching, mentoring and modeling, CD-ROM training, online workshops, online support materials, and just-in-time online consulting. For frequency of course, the suggested responses included daily, weekly, monthly, quarterly, one-time only, and other. Finally, grantees were asked to rate effectiveness of the course at helping the campus implement the grant on a four point scale where 0=Not Effective and 4=Extremely Effective.

For IRI programs, the average number of teachers trained in any given IRI-related session ranged across session topics between 9 and 11 teachers per session (see Table 14). Of the IRI grantees who reported providing a given session topic, the majority reported for 10 out of 13 of these session topics that they were offered through on-site coaching. That is, for each of these 10 session topics, the delivery method reported by the greatest percentage of IRI grantees was on-site coaching. The remaining three session topics (i.e., teaching strategies and best practices, motivating students, and using the program with special education students) were offered most commonly in a traditional classroom setting, with the highest percentage of grantees reporting that they used this delivery method.

The session topic grantees reported offering to staff most frequently was professional development related to motivating students, which was provided most commonly to staff on a daily basis (i.e., the highest percentage of schools reported that they offered the topic on a daily basis). Two session topics, data analysis and differentiated instruction and lesson planning and utilization strategies, were also provided on more than one occasion, with the highest percentage of schools reporting that they offered these topics on a weekly basis. Every other type of session was most commonly offered one time only during the grant period. Appendices F (IRI) and H (IMI) provide a detailed breakdown of the reported frequency with which each session topic was offered.

Table 14: IRI-Related Professional Development/Technical Assistance Session Delivery Method, Frequency of Providing Session, Number of Teachers Trained, and Effectiveness of Session

Professional Development Session	Most Common Delivery Method	Frequency of Providing Session	Average Number of Teachers Trained	Effectiveness Rating *(M)*
Pre-launch planning	On-site coaching	One time only	10	3.1
Implementation and shared accountability	On-site coaching	One time only	10	3.0
Using data to inform instruction	On-site coaching	One time only	10	3.1
Data analysis and differentiated instruction	On-site coaching	Weekly	10	3.1
Program review or evaluation	On-site coaching	One time only	10	3.0
Curriculum alignment training	On-site coaching	One time only	11	3.0
Classroom integration strategies	On-site coaching	One time only	11	3.0
Teaching strategies and best practices	On-site coaching/Traditional classroom (tie)	One time only	11	3.0
Lesson planning and utilization strategies	On-site coaching	Weekly	10	3.0
Customizing program for state assessments	On-site coaching	One time only	10	2.9
Motivating students	Traditional classroom	Daily	10	3.1
Using program with special education students	Traditional classroom	One time only	9	2.8
Test creation	On-site coaching	One time only	11	2.8

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: For Delivery Method, categories offered by TEA included: self-directed e-learning/web-based training, traditional classroom, on-site coaching, mentoring and modeling, CD-ROM training, online workshops, online support materials, and just-in-time online consulting. For frequency of session, suggested responses included daily, weekly, monthly, quarterly, one-time only, and other. Finally, Grantees rated effectiveness of professional development/technical assistance activities using a scale of 0 to 4, where "0" means "Not Effective" and "4" means "Extremely Effective".

Overall, IRI grantees rated as high the effectiveness of professional development/technical assistance sessions that they offered (see Table 13). Using a scale of 0 to 4, where “0” meant “Not Effective” and “4” meant “Extremely Effective”, IRI grantees rated the effectiveness of each session topic with an average rating of 2.8 to 3.1. IMI grantees (see Table 15) also rated as high the effectiveness of professional development/technical assistance sessions. Using the same scale as IRI grantees, IMI grantees rated the effectiveness of each session topic with an average rating of 2.7 to 3.1.

For IMI programs, the number of teachers trained for any given type of IMI-related session ranged between 8 and 10 teachers per session (see Table 15). Similar to IRI programs, nearly all activities (9 out of 13) were delivered to staff most commonly through on-site coaching (i.e., the highest percentage of schools reported that they used this delivery method to provide 9 of 13 topics; see Appendix G for more information on IMI grantee response rates for each topic). Only four session topics (classroom integration strategies, teaching strategies and best practices, motivating students, and using program with special education students) were delivered to staff most commonly in a traditional classroom setting, with the highest percentage of schools reporting that they used this delivery method for these sessions.

Similar to IRI programs, the session topic grantees reported offering to staff most frequently at IMI schools was professional development related to motivating students, which was provided most commonly on a daily basis (i.e., the highest percentage of grantees reported that they offered the topic every day). For nearly every other type of session, the highest percentage of grantees reported that they offered the topic only once during the grant. The only exception to this trend was teaching strategies and best practices. Here, the most common response given was “Other,” which grantees identified primarily as meaning once per semester. See Appendix H for a detailed breakdown of the frequency with which each IMI grantees reported offering each of the session topics.

Table 15: IMI Related Professional Development/Technical Assistance Sessions Delivery Method, Frequency of Providing Session, Number of Teachers Trained, and Effectiveness of Session

Professional Development Session	Most Common Delivery Method	Frequency of Providing Session	Average Number of Teachers Trained	Effectiveness Rating *M*
Pre-launch planning	On-site coaching	One time only	10	3.1
Implementation and shared accountability	On-site coaching	One time only	9	2.8
Using data to inform instruction	On-site coaching	One time only	9	3.0
Data analysis and differentiated instruction	On-site coaching	One time only	9	2.9
Program review or evaluation	On-site coaching	One time only	9	2.7
Curriculum alignment training	On-site coaching	One time only	10	2.9
Classroom integration strategies	Traditional classroom	One time only	9	2.8
Teaching strategies and best practices	Traditional classroom	Other	10	2.8
Lesson planning and utilization strategies	On-site coaching	One time only	9	2.7
Customizing program for state assessments	On-site coaching	One time only	9	2.8
Motivating Students	Traditional classroom	Daily	9	2.8
Using program with special education students	Traditional classroom	One time only	9	2.7
Test creation	On-site coaching	One time only	8	2.8

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency
Note: For Delivery Method, categories offered by TEA included: self-directed e-learning/web-based training, traditional classroom, on-site coaching, mentoring and modeling, CD-ROM training, online workshops, online support materials, and just-in-time online consulting. For frequency of session, suggested responses included daily, weekly, monthly, quarterly, one-time only, and other. Finally, Grantees rated effectiveness of professional development/technical assistance activities using a scale of 0 to 4, where "0" means "Not Effective" and "4" means "Extremely Effective".

IRI and IMI Program Descriptions and Program Selections

In response to a TEA Request for Qualifications (RFQ), proprietary IRI and IMI programs were submitted to TEA and evaluated to determine whether they met the criteria to serve as intensive reading and mathematics programs. The primary selection requirement for an intensive reading or mathematics program was that it be comprehensive. Necessary components of a comprehensive intensive reading or mathematics instruction program included, but were not limited to, the following:

- Comprehensive research-based instruction methods
- Assessment and performance outcome measures
- Data-driven instruction systems
- Professional development in the implementation and use of a comprehensive research-based program.

The program could also include the use of technology to help achieve these elements. IRI and IMI grantees were required to select an IRI/IMI program from the resulting final list approved by the commissioner of education (see Table 16). Program descriptions are provided in Appendix A.

Based on information provided in grant applications, the majority of IRI grantees that participated during each of the funding cycles selected one of five reading programs (Read Now, Power Up!; Passport; Read 180; SuccessMaker Enterprise; and Harcourt Trophies). The majority of IMI grantees that participated during each of the funding cycles selected one of five mathematics programs (Harcourt Mathletics, Destination Math, Vmath, SuccessMaker Math, and Math Accelerated Curriculum). Although school districts received funds, individual campuses within districts had the discretion to choose any one of the programs included on the approved list. For the most part, all campuses within the same school district chose the same reading or mathematics programs; however, in a minority of districts, campuses within the district chose different programs.

Table 16: Approved Reading and Mathematics Program Providers

Provider	Program
Reading Programs	
CompassLearning	Odyssey Reading and Language Arts
Harcourt Achieve/Steck Vaughn/Renaissance	Read Now Power Up!
Harcourt School Publishers	Harcourt Trophies
Pearson Digital Learning	SuccessMaker Enterprise
PLATO Learning	Achieve Now
Regional Education Service Center IV	Reading Accelerated Curriculum
Riverdeep	Destination Reading
Scholastic	Read 180
Scientific Learning	Fast ForWord Reading
Voyager Expanded Learning	Passport
Mathematics Programs	
CompassLearning	Odyssey Math
Harcourt School Publishers	Harcourt Mathletics
Pearson Digital Learning	SuccessMaker Math
PLATO Learning	Intensive Mathematics Instruction
Regional Education Service Center IV	Math Accelerated Curriculum
Riverdeep	Destination Math
Tom Snyder Productions, Inc. (Scholastic Co.)	Fastt Math
Voyager Expanded Learning	Vmath

Source: http://www.tea.state.tx.us/curriculum/iriimi/iriproviders.html and http://www.tea.state.tx.us/curriculum/iriimi/imiproviders.html

As shown in Table 17, a majority of IRI (69%) and IMI (72%) schools reported that they used the same program provider for each grant cycle. Only 13% and 18% of IRI and IMI schools, respectively, used a different provider for each cycle. Approximately 18% and 10% of IRI and IMI schools, respectively, received funds for only one grant cycle and did not need to decide whether to retain their program provider.

Table 17: Number and Percentage of Schools Selecting the Same versus Different Program Providers across Cycles

Response	IRI (*N*=337)	IMI (*N*=97)
	%	%
Selected the same program provider	68.6	72.2
Selected a different provider for each cycle	13.2	17.5
Only received funds for one cycle	18.3	10.3
Total	100	100

Source: IRI (*N*=337) and IMI (*N*=97) Grantee Progress Reports, Texas Education Agency

Student participation data were received from IRI (*N*=277) and IMI (*N*=91) grantees. The assumption was made that the participating students from these grantees participated in the program selected by the given grantee. Based on this sample of participating students, the proportion of IRI and IMI students who participated in IRI or IMI using each one of the approved programs was calculated (see Table 18)[16]. Four IRI programs served the majority of students struggling in reading on campuses that used IRI funds in both funding cycles: Read Now Power UP! (26%), Passport (20%), SuccessMaker Enterprise (15%), and Destination Reading (12%). Six additional programs each served between 0.2% and 10% of IRI students. Four IMI programs served the majority of students struggling in mathematics on campuses that used IMI funds in both funding cycles: SuccessMaker Math (25%), Destination Math (20%), Vmath (19%), and Harcourt Mathletics (15%). Four additional programs each served between 3% and 7% of IMI students.

[16] It is unknown how many students participated at non-reporting campuses. Therefore, the percentage of students participating using any given program may vary from what is reported here.

Table 18: Percentage of Participating Students in Recommended Reading and Math Programs across Campuses, 2006–07 School Year

	Percentages of All IRI, IMI Participants
Reading Program	
Read Now, Power Up!	26.1
Passport	19.8
SuccessMaker Enterprise	15.0
Destination Reading	12.1
Read 180	9.8
Achieve Now	9.2
Harcourt Trophies	4.0
Reading Accelerated Curriculum	2.3
Odyssey Reading and Language Arts	1.6
Fast ForWord Reading	0.2
Mathematics Program	
SuccessMaker Math	25.0
Destination Math	20.3
Vmath	18.8
Harcourt Mathletics	15.2
Intensive Mathematics Instruction	7.1
Math Accelerated Curriculum	6.7
Fastt Math	4.2
Odyssey Math	2.9

Source: IRI (*N*=227) and IMI (*N*=91) Grantee Student Upload Reports, Texas Education Agency; IRI and IMI grant applications, Texas Education Agency

Student IRI and IMI Participation Patterns

The scope of this evaluation includes IRI and IMI participation from program implementation in Summer 2006 to Summer 2007. Students may have participated in IRI/IMI for as little as one semester to as much as the maximum of all four semesters falling under the scope of the evaluation. IRI and IMI participation patterns are described below.

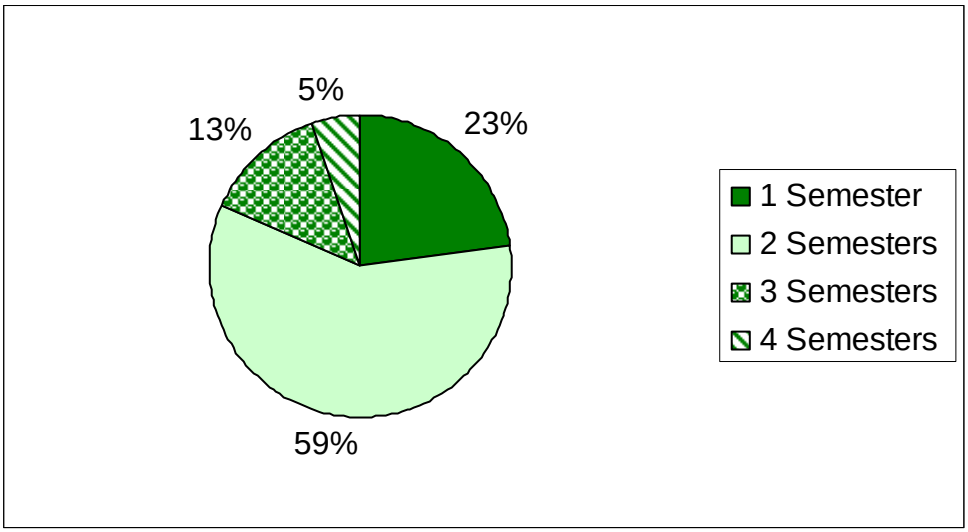
IRI Participation Patterns

Figures 8 through 12 provide an overview of IRI student participation. Most students (59%) participated in IRI for two semesters, followed by students who participated in one semester only (23%), three semesters (13%), and all four semesters (5%; see Figure 8). For the 23% of students who participated in only one semester of IRI (see Figure 9), the majority participated in Spring 2007 (73%), followed by Fall 2006 and Summer 2007 (~11% each). Summer 2006 was the only semester of participation for just 5% of IRI students.

Among those who participated in two semesters (59% of all IRI participating students), the majority (92%) participated in Fall 2006 and continued participating in Spring 2007 (see Figure 10). The next largest proportion, 7%, participated in IRI in the Spring 2007 and Summer 2007 semesters.

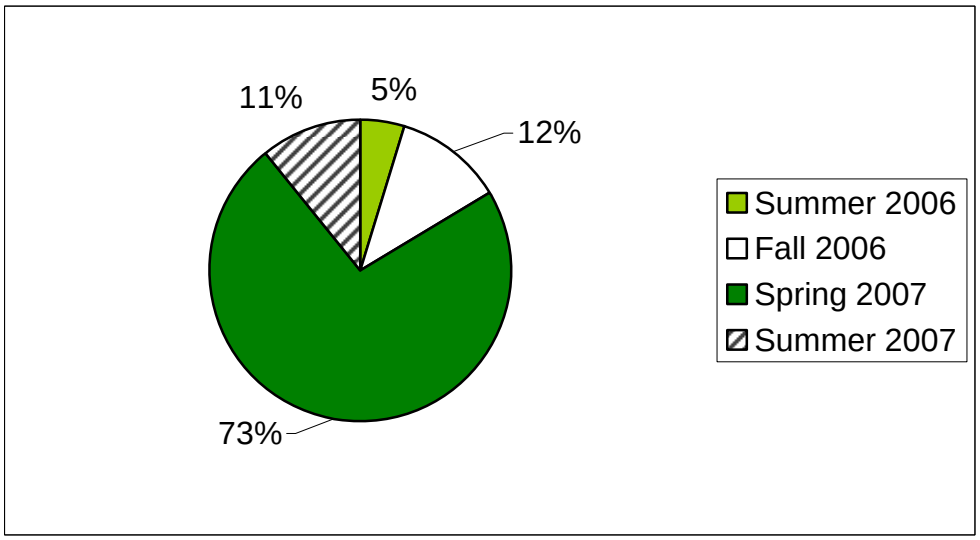
Finally, 13% of IRI students participated in three semesters. Of these students, the majority (83%) began participation in Fall 2006, followed by participation in Spring and Summer 2007. Another 15% participated in Summer 2006, Fall 2006, and Spring 2007.

Figure 8: Percentage of IRI Students Participating in One versus Two versus Three versus Four Semesters of IRI



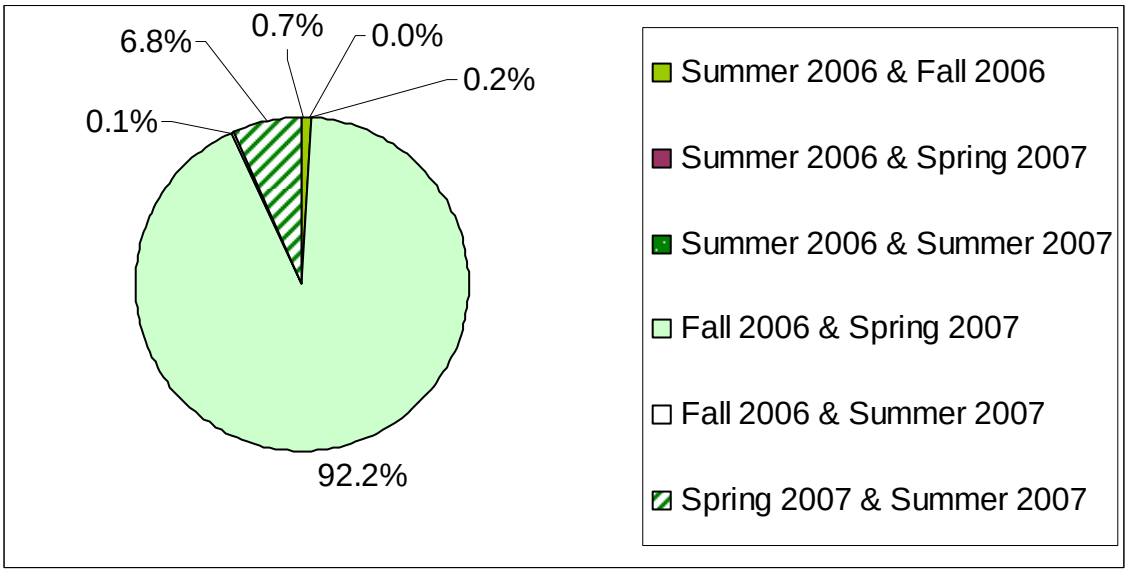
Source: IRI Grantee (*N*=337) Progress Reports, Texas Education Agency

Figure 9: Percentage of IRI Students Participating in Only One Semester by Semester of Participation



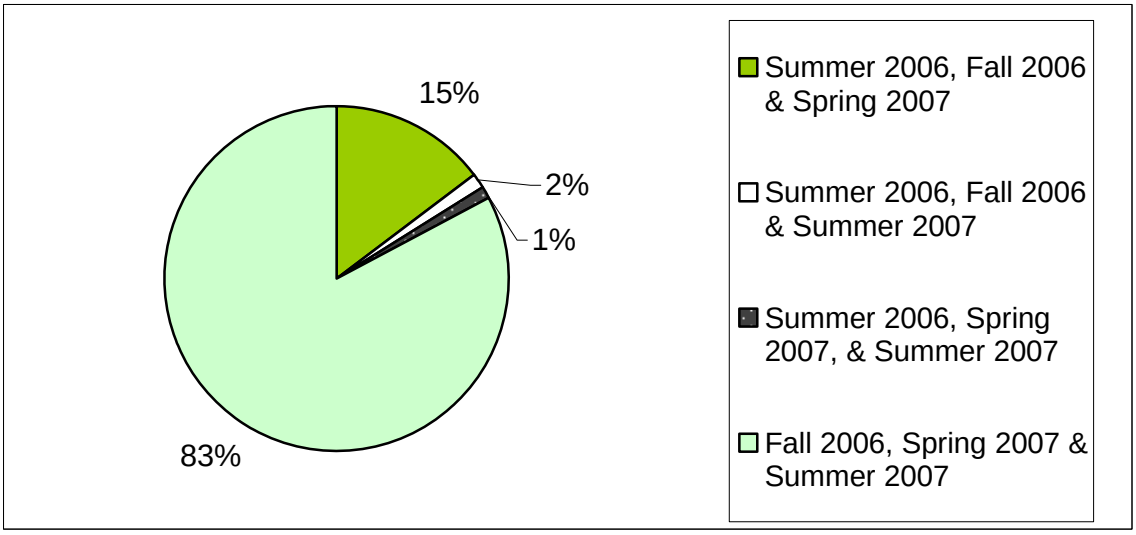
Source: IRI (*N*=277) Student Upload Reports, Texas Education Agency

Figure 10: Percentage of IRI Students Participating for Two Semesters by Each Two-Semester Combination



Source: IRI (*N*=277) Student Upload Reports, Texas Education Agency

Figure 11: Percentage of IRI Students Participating for Three Semesters by Each Three-Semester Combination



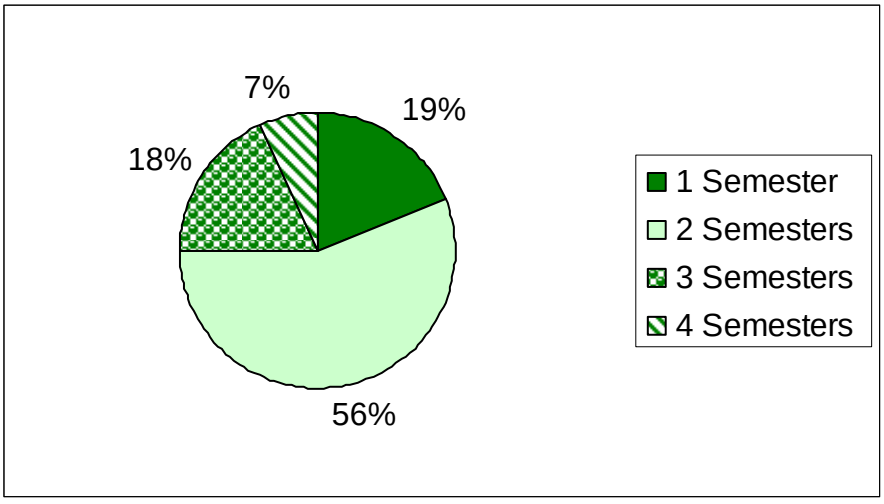
Source: IRI (*N*=277) Student Upload Reports, Texas Education Agency

IMI Participation Patterns

Overall, participation patterns similar to IRI were observed for students participating in IMI. Figures 12 through 15 provide an overview of IMI student participation. In IMI, most students (56%) participated in two semesters with nearly equal amounts participating in one (19%) or three (18%) semesters (see Figure 12). For the 19% of students who participated in only one semester of IMI (see Figure 13), the majority participated in Spring 2007 (61%), followed by Fall 2006 (22%) and Summer 2007 (11%). Summer 2006 was the only semester of participation for just 6% of IMI students.

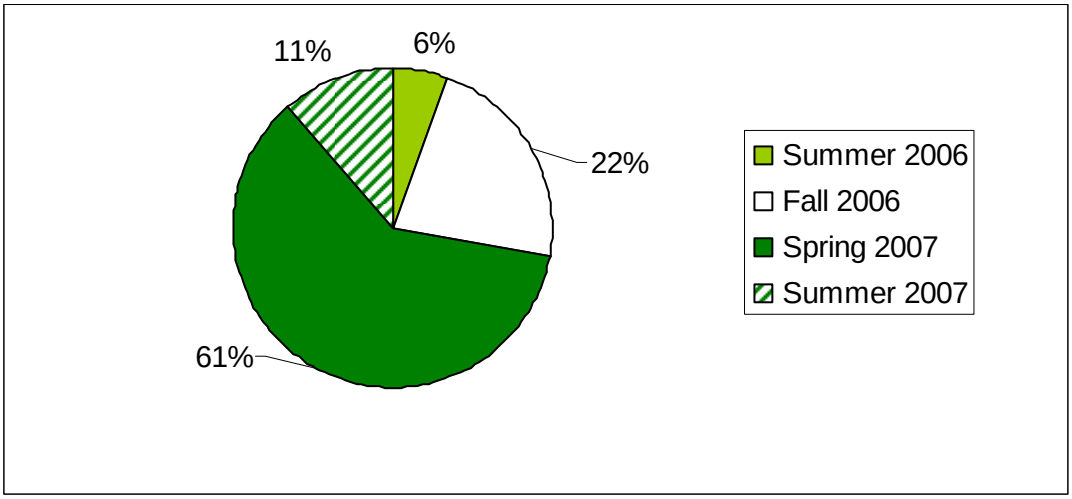
For those who participated in two semesters (56% of all IMI participating students), the majority of IMI students (88%) participated in Fall 2006 and continued participating in Spring 2007 (see Figure 14). The next largest proportion, 12%, participated in IMI in the Spring 2007 and Summer 2007 semesters. Finally, 18% of IMI participating students participated in three semesters. Of these students, the majority (85%) began participation in Fall 2006, followed by participation in Spring and Summer 2007. Another 13% participated in Summer 2006, Fall 2006, and Spring 2007.

Figure 12: Percentage of IMI Students Participating in One versus Two versus Three versus Four Semesters of IMI



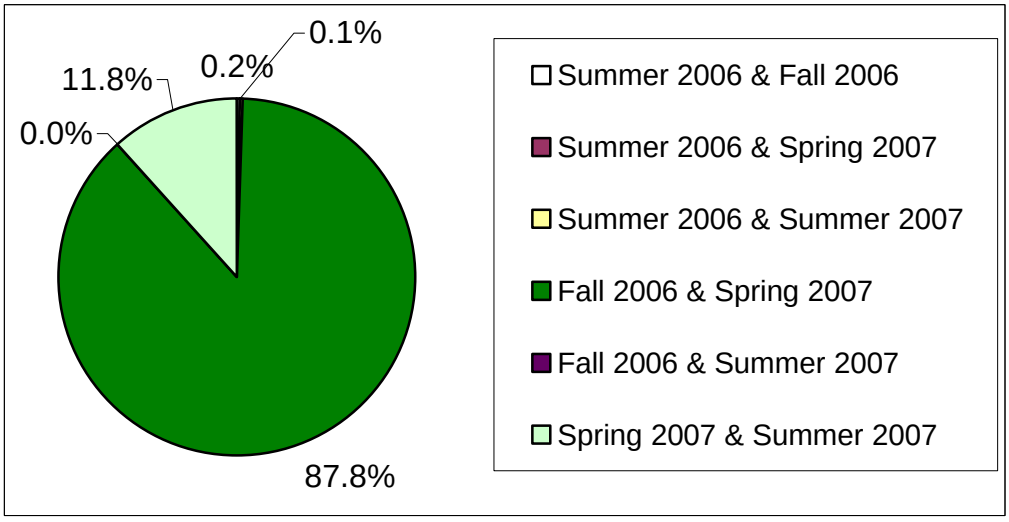
Source: IMI (*N*=91) Student Upload Reports, Texas Education Agency

Figure 13: Percentage of IMI Students Participating for Only One Semester by Semester of Participation



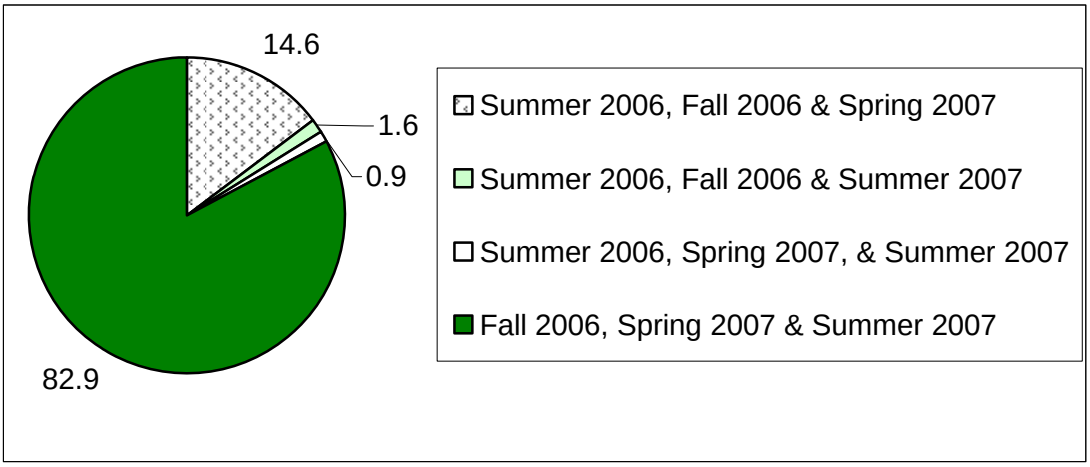
Source: IMI (N=91) Student Upload Reports, Texas Education Agency

Figure 14: Percentage of IMI Students Participating for Two Semesters by Each Two-Semester Combination



Source: IMI (*N*=91) Student Upload Reports, Texas Education Agency

Figure 15: Percentage of IMI Students Participating in Each Three-Semester Combination



Source: IMI (N=91) Student Upload Reports, Texas Education Agency

Level of Exposure to IRI and IMI

As was described above, IRI and IMI participation had the potential to occur throughout the 2006–2007 biennium. While the range of patterns is interesting, it was also important to find ways to summarize the participation data for inclusion in analyses examining the impact of IRI and IMI on TAKS reading and mathematics performance. The IRI/IMI interventions were not set up as a true experiment; however, the participation patterns that occurred created the opportunity to better address the question of potential impact on Spring 2007 TAKS by grouping students as having had little/no exposure versus moderate exposure to IRI/IMI prior to taking the Spring 2007 TAKS. Similarly, students were also grouped as having had mild versus moderate exposure to IRI/IMI prior to taking the Spring 2008 TAKS. Section 6 presents the outcomes of analysis related to the impact of IRI and IMI on TAKS 2007 (short-term) and TAKS 2008 (long-term) performance.

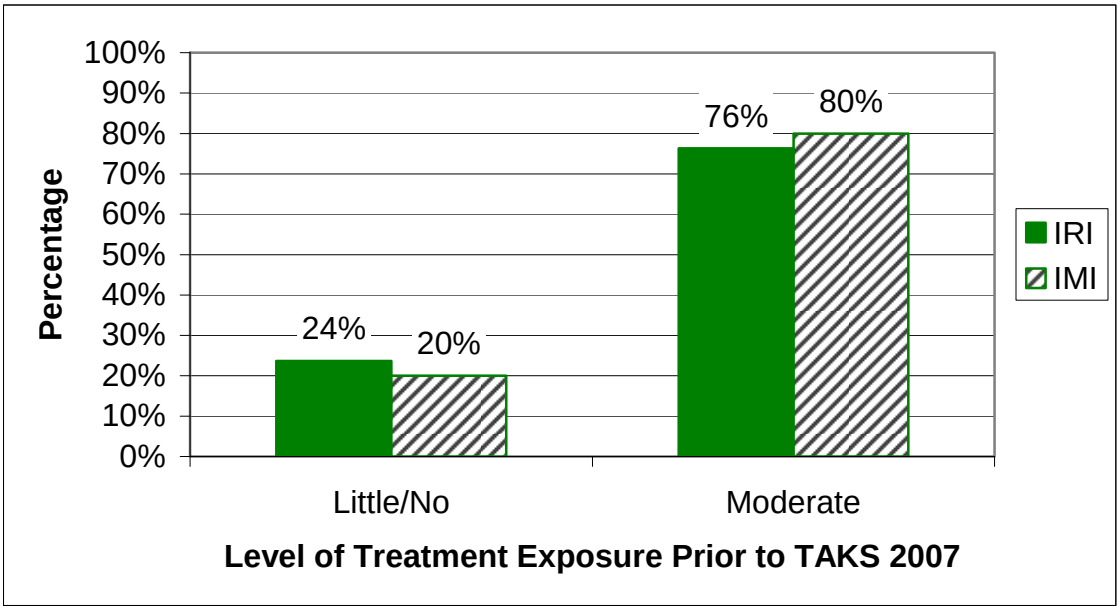
Level of IRI/IMI Exposure Prior to TAKS 2007

Spring 2007 TAKS presented an opportunity to identify any potential short-term impacts of participation in IRI and IMI. For level of IRI/IMI exposure prior to TAKS 2007, the little/no exposure group included those students who did not initiate participation in IRI and/or IMI services until Spring 2007 or later. The IRI and IMI moderate exposure groups included those students who had one or more semesters prior to Spring 2007.[17]

The decision to include those students who participated in Spring 2007 as part of the little/no exposure group was based on not knowing if Spring 2007 services for individual students began prior to or following Spring 2007 TAKS performance. Generally, while it is known during which semester each student participated in IRI and/or IMI services, the intensity with which any given student received services within that semester is not known, nor is the timing of services within semesters. Some students who initiated participation in Spring 2007 may have had very intensive IRI and/or IMI prior to TAKS, but these students cannot be identified. The assumption was made that in general, most students who initiated participation in Spring 2007 had received either no intervention or only one to two months of intervention prior to Spring 2007 TAKS. Figure 16 provides an overview of the percentage of students in IRI and IMI by level of exposure prior to TAKS 2007. As can be seen, most students (76% IRI and 80% IMI) had begun participation prior to Spring 2007.

[17] Students in the moderate exposure groups included students whose participation continued into the Spring 2007 semester. Models related to TAKS 2007 outcomes were initially run further, dividing the moderate exposure group into students who had participated for only one semester versus students who participated in more than one semester. The findings from these analyses generally reflect what is reported here and did not add anything of interest to the understanding of the impact of IRI and IMI on TAKS 2007.

Figure 16: Percentage of Students Participating in IRI and IMI by Level of Treatment Exposure Prior to TAKS 2007

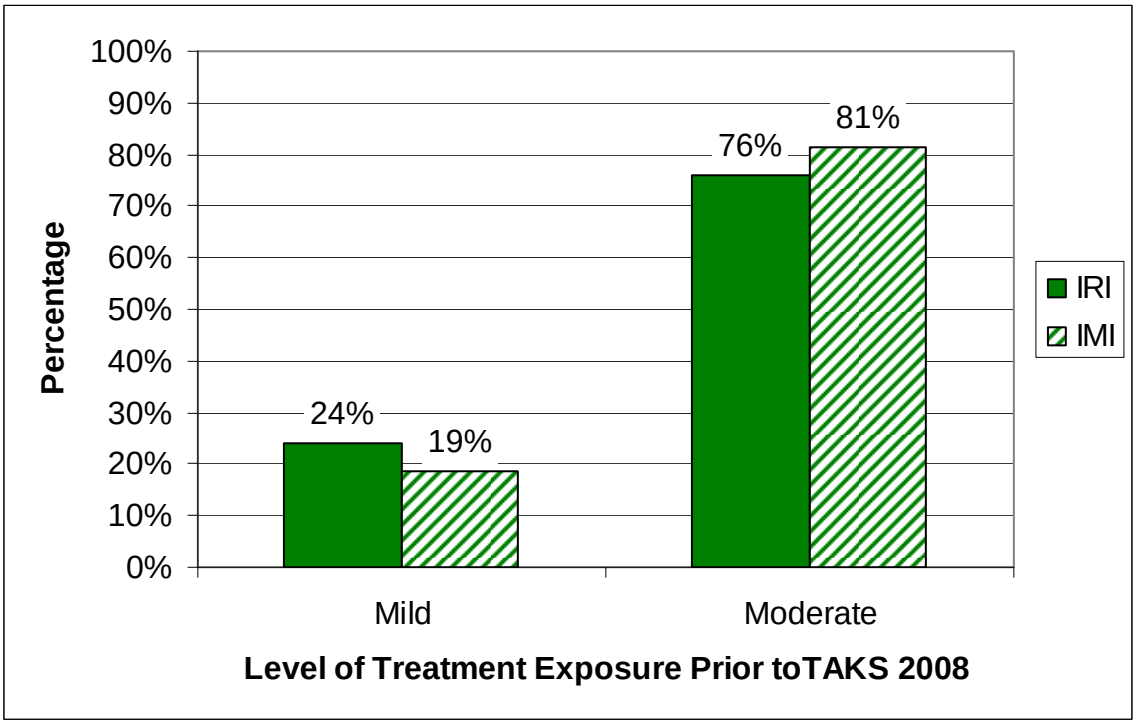


Source: IRI (N=277) and IMI (N-91) Student Upload Reports, Texas Education Agency
NOTE: The Little/No Level of Exposure subgroup did not begin participation until Spring 2007; the Moderate subgroup began participation prior to Spring 2007.

Level of IRI/IMI Exposure Prior to TAKS 2008

Spring 2008 TAKS presented an opportunity to identify any potential long-term impacts of participation in IRI and IMI. For these analyses, students were again grouped. In this case, students were identified as having either mild or moderate exposure to IRI and IMI. Mild exposure students included those who received services in only one semester during the 2006–2007 biennium. The moderate exposure group included all students who received services in two or more semesters during the 2006–2007 biennium. Figure 17 provides an overview of the percentage of students in IRI and IMI by level of exposure prior to TAKS 2008. The majority of both IRI (76%) and IMI (81%) students were considered as having received a moderate level of exposure to IRI and IMI services, respectively.

Figure 17: Percentage of Students Participating in IRI and IMI by Level of Treatment Exposure Prior to TAKS 2008



Source: IRI (N=277) and IMI (N-91) Student Upload Reports, Texas Education Agency
NOTE: Mild Level of Exposure participated for only one semester; Moderate participated for two or more semesters prior to Spring 2008.

Section 6: Relationship between IRI/IMI Participation and Student Outcomes

This section presents findings related to the impact of IRI and IMI participation during the 2006–2007 biennium on student outcomes in both the short-term (TAKS 2007, grade retention 2007) and the long-term (TAKS 2008). The primary goals of IRI and IMI are to positively impact TAKS reading and mathematics performance, respectively. First, descriptive analyses focused on TAKS pass/fail status in reading and mathematics in 2007 (short-term) and 2008 (long-term), reported separately by TAKS 2006 (baseline) pass/fail status, are presented.

Next, analyses were conducted on TAKS 2007 and TAKS 2008 scale scores (z-scores).[18] These analyses answer the question of whether TAKS reading and mathematics performance in a given year were influenced by level of exposure to IRI/IMI intervention and whether the IRI/IMI influence, if any, was consistent regardless of a student's prior TAKS pass/fail status.[19] Therefore, the two primary variables of interest included in the model were the following:

- Level of Exposure to IRI/IMI Intervention (see Section 5 for how this variable was created)
- TAKS 2006 Pass/Fail Status

[18]Analyses were run using Analysis of Variance (ANOVA) modeling. Models using baseline TAKS performance scores to adjust TAKS 2007 and 2008 scores (covariance models) were also run. All models pointed to the same conclusions that are discussed here; for simplicity, only the ANOVA models are discussed in this report.

[19]. Ideally, ANOVA would allow us to address cause-and-effect relationships such that it could be established whether the independent variable *caused* a change in the dependent variable. However, it is important to note that IRI and IMI were not created using a true experimental design, where students were randomly assigned to receive varying levels of IRI/IMI exposure. Therefore, causal statements should be made only cautiously.

In addition, the analyses included the following demographic characteristics in order to identify any potential differential impacts of IRI/IMI intervention on subgroups of students:

- Economic status (qualified versus not qualified for free/reduced lunch)
- Ethnicity (White[20] versus African American versus Hispanic
- Gender (boys versus girls).[21]

Technical results of the analyses can be found in Appendix I and are discussed later in this section of the report.

TAKS Pass/Fail Status Patterns of IRI and IMI Participating Students

TAKS Reading

The TAKS reading pass/fail status patterns from Spring 2006 to Spring 2008 for Grades 4–7 students participating in IRI are presented in Table 19. The data patterns for each of the grade levels are presented in this table but are discussed here only if they differ from the overall pattern (averaged across all grade levels).

Of the students participating in IRI during the 2006–2007 biennium with TAKS data for all three years, approximately 62% had passed first administration TAKS reading during the semester prior to their first opportunity to participate (Spring 2006). Of these students who passed at baseline, 71% also passed the first administration of TAKS reading in each of the next two school years (2006–07 and 2007–08). The other 29% failed TAKS on first administration during at least one of the two following school years.

[20] The White group includes the small percentage of students identified as Native American and Asian/Pacific Islander who participated in the intervention.
[21] The decision was made to exclude students who were identified as participating in special education from this analysis because of the small number of these students participating in IRI/IMI. In addition, LEP status was excluded because of small n's when separated by ethnicity.

Table 19: TAKS 2007 and TAKS 2008 Reading Outcomes for Students Participating in IRI: Percentage of Students in Pass/Fail Patterns by 2006 TAKS Reading Outcome

Post-IRI TAKS Performance		Grade 4 %	Grade 5 %	Grade 6 %	Grade 7 %	Total %
2007	2008					
Passed 2006 TAKS (62%)		***N*=2,800**	***N*=2,766**	***N*=1,163**	***N*=642**	***N*=7,371**
P	P	59.0%	75.7%	89.7%	73.4%	71.4%
P	F	8.9%	1.8%	6.1%	0.5%	5.1%
F	P	14.2%	18.3%	2.2%	21.0%	14.4%
F	F	17.9%	4.2%	2.0%	5.1%	9.1%
Failed TAKS 2006 (38%)		***N*=1,070**	***N*=2,059**	***N*=1,154**	***N*=277**	***N*=4,560**
P	P	16.3%	26.9%	45.3%	23.8%	28.9%
P	F	9.2%	3.5%	22.5%	2.5%	9.6%
F	P	17.2%	43.0%	7.6%	35.4%	27.5%
F	F	57.4%	26.6%	24.5%	38.3%	34.0%

Source: TAKS Database, Texas Education Agency. Source; Student participation based on submission from IRI (*N*=277) Student Upload Reports, Texas Education Agency

Note: P = passed first administration of TAKS. F = Failed first administration of TAKS. Students with missing grade or TAKS data and students taking TAKS tests in Spanish were excluded. Students who were retained are not included. To be included, students must have both TAKS scores under comparison.

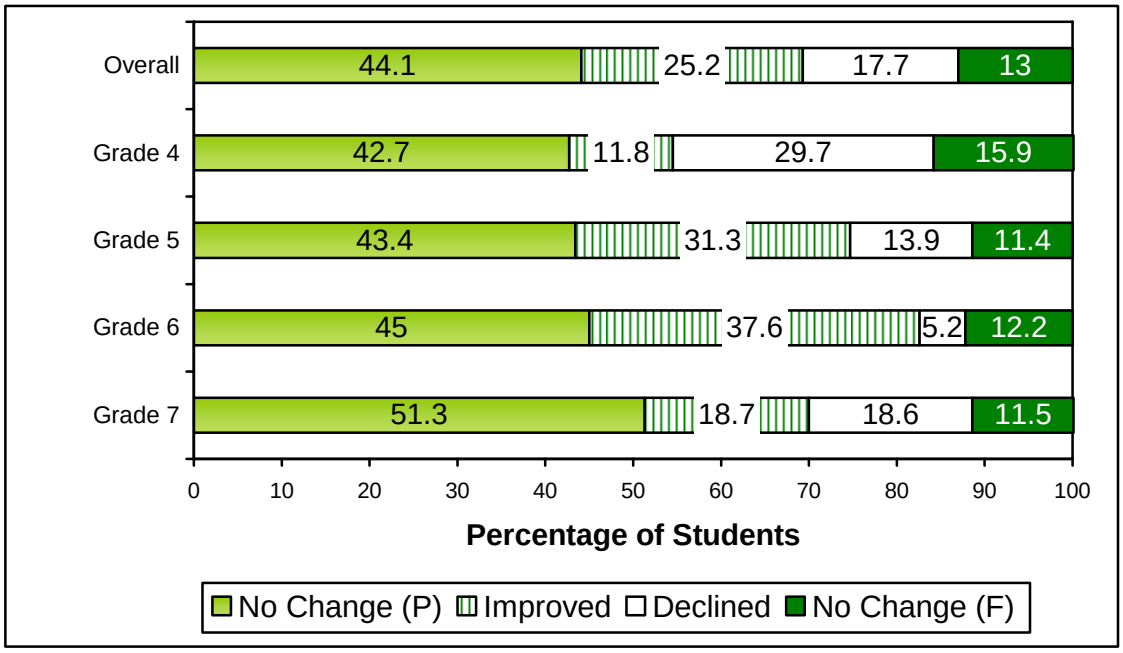
The TAKS pass/fail patterns for students *failing* the TAKS reading exam on their first attempt prior to IRI (approximately 38% of students participating in IRI), suggest that slightly less than one in three (29%) of these students went on to pass TAKS reading first administration in each of the next two school years (a successful outcome). Another 37% of these students passed TAKS reading at first administration in just one of the two school years 2006–07 and 2007–08 (a mixed outcome). Finally, about one in three (34%) continued to fail TAKS on first administration during the next two school years under examination (unsuccessful outcome[22]). The performance of students who entered IRI after failing TAKS at

[22] Unsuccessful here refers to failing first TAKS administration. It is likely that some of these students did pass a later administration of TAKS.

first administration in the 2005–06 school year differed somewhat by grade level. Grade 6 students who had failed TAKS 2006 reading appeared to do especially well under the IRI program, with 45% of these students passing TAKS first administration in each of the next two school years. Grade 4 students who had failed TAKS 2006 reading, in contrast, appeared to have the least successful experiences in IRI, with 57% of these students continuing to fail TAKS first administration over the next two years.

To better understand the TAKS reading pass/fail patterns, the results from Table 19 were graphed after separating students into one of four groups based on TAKS 2007 and 2008 outcomes (see Figure 18). Of all students participating in IRI, 44% passed and 13% failed TAKS first administration in all three school years. One in four (25%) students participating in IRI had at least some indication of a positive impact (failure of TAKS 2006 first administration reading, followed by at least one year in which they passed TAKS first administration reading). Another 18% of students entered IRI having passed TAKS 2006 first administration reading and went on to fail TAKS first administration reading at least one of the two following school years.

Figure 18: Percentage of Students Showing TAKS Reading Performance Improvements or Declines on First Administrations during/after Participation in IRI Overall and by Grade



Source: TAKS Database, Texas Education Agency; Student participation based on submission from IRI (N=277) Student Upload Reports.

TAKS Mathematics

The TAKS mathematics pass/fail patterns from Spring 2006 to Spring 2008 for students participating in IMI are presented in Table 20. The pass/fail patterns for each of the grade levels are presented in this table but are discussed here only if they differ from the overall pattern (averaged across all grade levels). Of the students participating in IMI during the 2006–2007 biennium with TAKS data for all three years, slightly more than half (57%) had passed TAKS mathematics on the first administration during the semester prior to their first opportunity to participate (Spring 2006). Similar to what was seen with IRI, of these students who passed at baseline, most (73%) also passed the first administration of TAKS mathematics in both the 2006–07 and 2007–08 school years. The other 27% failed TAKS mathematics on first administration during at least one of these two school years.

The TAKS pass/fail patterns for students *failing* the TAKS mathematics exam on their first attempt prior to IMI (43% of students participating in IMI) show that approximately one in five (21%) of these students went on to pass TAKS mathematics on first administration in each of the next two school years (successful outcome). Another 28% of these students passed TAKS mathematics on first administration in at least one of the two school years (2006–07, 2007–08, mixed outcome). Most importantly, one-half (51%) of those that failed TAKS 2006 first administration mathematics failed TAKS mathematics on first administration during all three school years under examination (unsuccessful outcome). This percentage is much higher than that for students participating in IRI (34%). These findings were consistent across all grade levels served by IMI.

Table 20: TAKS 2007 and TAKS 2008 Mathematics Outcomes for Students Participating in IMI: Percentage of Students in Pass/Fail Patterns by 2006 TAKS Mathematics Outcome

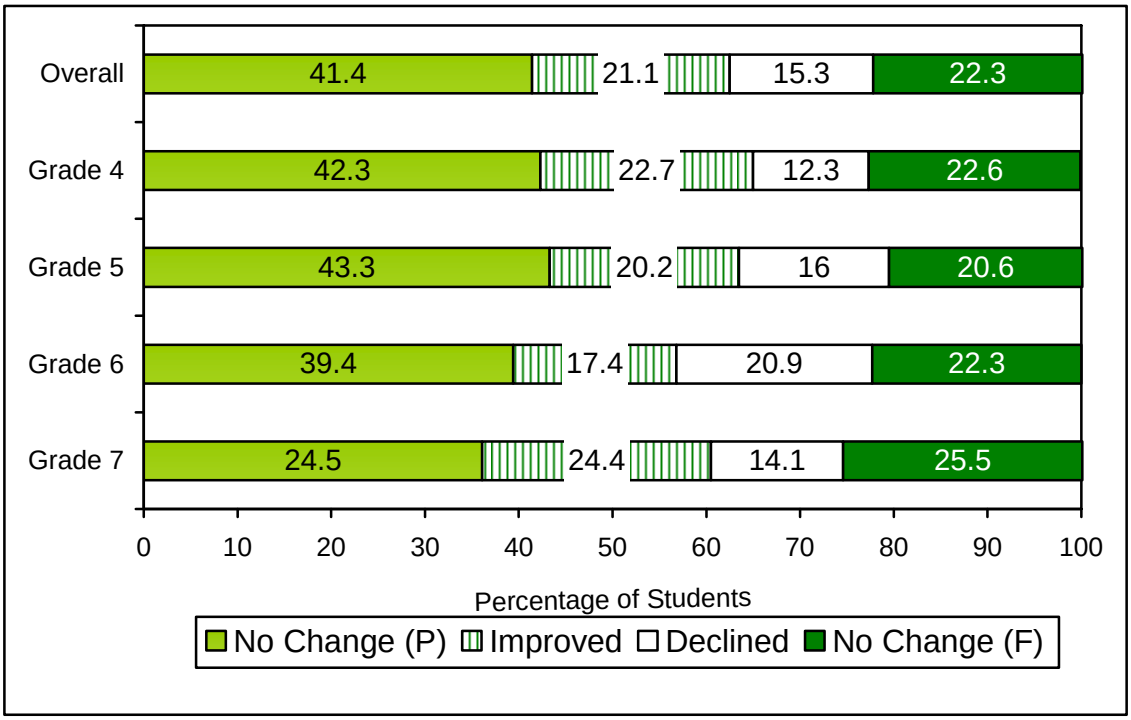
Post-IMI TAKS Performance		Grade 4 %	Grade 5 %	Grade 6 %	Grade 7 %	Total %
2007	2008					
Passed 2006 TAKS (57%)		***N*=739**	***N*=743**	***N*=391**	***N*=233**	***N*=2,106**
P	P	77.4%	73.1%	65.5%	71.7%	73.0%
P	F	5.7%	9.2%	6.4%	7.7%	7.3%
F	P	8.7%	11.6%	13.6%	9.0%	10.6%
F	F	8.3%	6.2%	14.6%	11.6%	9.1%
Failed TAKS 2006 (43%)		***N*=613**	***N*=512**	***N*=258**	***N*=230**	***N*=1,613**
P	P	23.3%	17.6%	18.2%	22.2%	20.5%
P	F	10.0%	13.3%	9.7%	10.0%	11.0%
F	P	16.8%	18.6%	15.9%	16.5%	17.2%
F	F	49.9%	50.6%	56.2%	51.3%	51.3%

Source: TAKS Database, Texas Education Agency. Student participation based on submission from IMI (N=91) Student Upload Reports

Note: P = passed first administration of TAKS. F = Failed first administration of TAKS. Students with missing grade or TAKS data and students taking TAKS tests in Spanish were excluded from analyses. Students who were retained are not included in this analysis. To be included, students must have valid TAKS scores for all three years.

To better understand the TAKS mathematics pass/fail performance patterns, the results from Table 20 were graphed, separating students into one of four groups based on outcomes (see Figure 19). Of all students participating in IMI, 41% passed and 22% failed TAKS mathematics on first administration in all three school years. One in five (21%) students participating in IMI had at least some indication of a positive impact (failure of TAKS 2006 first administration mathematics, followed by at least one year in which they passed TAKS first administration mathematics). On the other hand, 15% of students entered IMI having passed TAKS 2006 first administration mathematics and went on to fail TAKS first administration mathematics at least one of the two following school years.

Figure 19: Percentage of Students Showing TAKS Mathematics Performance Improvements or Declines on First Administrations during/after Participation in IMI Overall and by Grade



Source: TAKS Database, Texas Education Agency. Student participation based on submission from IMI (N=91) Student Upload Reports

Summary

In sum, these data on TAKS pass/fail patterns raise several issues related to the impact of IRI/IMI on TAKS reading and mathematics performance. While some of the students passing TAKS first administration reading and mathematics in 2006 may not have initiated participation in IRI and/or IMI activities until after failing TAKS in Spring 2007, it remains clear that many students participating in IRI and IMI never failed TAKS during any of the three school years under examination. The large percentage of IRI (44%) and IMI (41%) participants who never failed TAKS first administration may seem counterintuitive, calling into question the need for services for these students. However, it is likely that these were students whose classroom performance and/or diagnostic assessments suggested they were at risk for failing TAKS, and so they were identified for

services. Further, it may be the case that IRI/IMI helped these students maintain TAKS performance at a passing level. However, it is also possible that some students targeted for IRI and IMI participation may have been misidentified as needing intensive instruction. If so, grantees may need additional guidance in determining which students to target for IRI/IMI services.

While 66% of students participating in IRI who entered the program having failed on first administration of TAKS reading (Spring 2006) went on to pass the first administration of TAKS reading at least once, approximately one-third never passed it. Students participating in IMI who entered the program having failed on first administration of TAKS mathematics (Spring 2006) were somewhat less successful. Half of these students failed TAKS mathematics on first administration all three years. It can be suggested that IRI services may have been more successful than IMI services at preventing failure. More generally, it is clear that some students' needs were not fully met by the provision of IRI and IMI services.

Short- and Long-Term Impact of IRI and IMI Participation on TAKS Reading and Mathematics Achievement

Up to this point in the present report, outcomes have been discussed relative to participation in IRI and IMI, regardless of level of exposure to IRI and IMI services. To better assess potential program impact, several additional analyses (ANOVAs) were conducted. These analyses focus on TAKS 2007 (short-term impact) and 2008 (long-term impact) scale scores as the student outcome of interest.[23]

Prior to presenting the findings of these analyses, insight may be gained by first examining the TAKS reading and mathematics scale score performance (in

[23] All TAKS scores analyzed are from first administrations.

standard *z*-score format; see Section 3). Tables 21 and 22 provide an overview comparison of pre- and post-IRI/IMI mean (average) TAKS scores between 2006 and 2007, and between 2006 and 2008. The average differences between the pairs of TAKS reading and mathematics scores are also shown. In this evaluation, a difference of more than .10 of a standard deviation was deemed meaningful.[24]

Ignoring all other factors, including level of exposure to IRI/IMI, the change in IRI/IMI participating students' TAKS scores are quantified by the mean (average) differences in pre- and post-IRI/IMI means. As can be seen, the average TAKS reading and mathematics scores across all grade levels for IRI/IMI participants were below the state average. (All averaged z-scores are less than zero.)

Although all pre- and post-TAKS reading and mathematics means are below the state average for the corresponding school year and grade level, the mean differences indicate that students who participated in IRI or IMI generally had increased TAKS reading or mathematics scores (approximately a .1 improvement from 2006 to 2007 and a .3 improvement from 2006 to 2008). The only exceptions to this are that Grade 4 students did not make a meaningful improvement in either TAKS reading or mathematics from 2006 to 2007 and Grade 6 students did not improve in TAKS mathematics from 2006 to 2007. In addition, the average student participating in IRI/IMI entered the program with a score close to the TAKS standard for passing z-score equivalent (-.83 for reading and -.74 for mathematics).

From 2006 to 2007, the average improvement in TAKS scores for students participating in IRI (.16 mean difference on reading) and IMI (.10 mean difference

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[24] The scores are standardized with a mean of 0 and a standard deviation of 1. This means that about 68% of all students should have a z-score between +/- 1. In addition, for presenting here, generally a shift in score of .1 or greater was considered to be meaningful. For those more familiar with thinking of TAKS scores, the 1 standard deviation of TAKS is ~200 points. A shift of .1 in the z-score is the equivalent of about a 20 point shift in TAKS score.

on mathematics) was relatively small. From 2006 to 2008, students participating in IRI (.33) and IMI (.32) on average had greater improvements in TAKS performance.[25] Without a comparison group of students not participating in IRI/IMI, it is not possible to definitively credit IRI/IMI participation alone with the improvement in TAKS scores. Also, while TAKS reading and mathematics scale scores improved among IRI/IMI participating students, as was noted above, 13% of IRI students and 22% of IMI students failed TAKS on all three occasions.

Table 21: Mean Z-Score and Mean Difference between Pre-IRI (2005–06 School Year) and Post-IRI (2006–07 and 2007–08 School Years) TAKS Reading Scores

Comparison Years/Grades	*N*	TAKS Reading *Z*-Score		
		Pre-IRI Mean	Post-IRI Mean	Mean Difference
2006 and 2007				
Grade 4	4,153	-0.82	-0.77	0.04
Grade 5	5,571	-0.80	-0.64	0.16
Grade 6	2,371	-0.74	-0.43	0.31
Grade 7	904	-0.83	-0.49	0.34
Average Grades 4–7	12,999	-0.80	-0.64	0.16
2006 and 2008				
Grade 4	4,118	-0.81	-0.54	0.26
Grade 5	5,457	-0.79	-0.52	0.28
Grade 6	2,326	-0.72	-0.22	0.50
Grade 7	968	-0.82	-0.25	0.57
Average Grades 4–7	12,869	-0.79	-0.45	0.33

Source: TAKS database, Texas Education Agency; Student participation based on submission from IRI (*N*=277) and IMI (*N*=91) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of a TAKS reading score of 2100 (score needed to pass) was -.83.

[25] The 2007 and 2008 Post-IRI and Post-IMI z-scores in Tables 21 and 22, as well as the Pre IRI/IMI means, were normalized on the Spring 2006 state means. While this allows the detection of absolute growth in scores, it complicates the differentiation between a general statewide upward trend and the potential program effect.

Table 22: Mean *Z*-Score and Mean Difference between Pre-IMI (2005–06 School Year) and Post-IMI (2006–07 and 2007–08 School Years) TAKS Mathematics Scores

Comparison years/Grades	*N*	TAKS Mathematics *Z* Score		
		Pre-IMI Mean	Post-IMI Mean	Mean Difference
2006 and 2007				
Grade 4	1,465	-0.78	-0.77	0.01
Grade 5	1,455	-0.81	-0.64	0.17
Grade 6	701	-0.65	-0.62	0.02
Grade 7	434	-0.72	-0.39	0.33
Average Across Grades 4–7	4,055	-0.76	-0.66	0.10
2006 and 2008				
Grade 4	1,457	-0.78	-0.48	0.30
Grade 5	1,437	-0.80	-0.49	0.31
Grade 6	691	-0.64	-0.40	0.24
Grade 7	445	-0.72	-0.50	0.50
Average Across Grades 4–7	4,030	-0.76	-0.44	0.32

Source: TAKS database, Texas Education Agency; Student participation based on submission from IRI (*N*=277) and IMI (*N*=91) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS mathematics score of 2100 (score needed to pass) was -.74. The TAKS 2006 to 2007 comparison for this table does not include students whose IRI participation did not begin until Summer 2007.

Next, the results of the four additional analyses (ANOVAs) are presented to answer the question of whether IRI/IMI participation was associated with improved TAKS performance and, if so, for which subgroups of participants. As described in the beginning of this section (Section 6), the analyses included multiple variables. This allowed for the identification of both main effects and interaction effects between key variables. An interaction effect means that the relationship between one independent variable and the dependent (outcome) variable *differed* for certain levels of one or more additional independent variables. For example, an interaction occurs when a program works better for

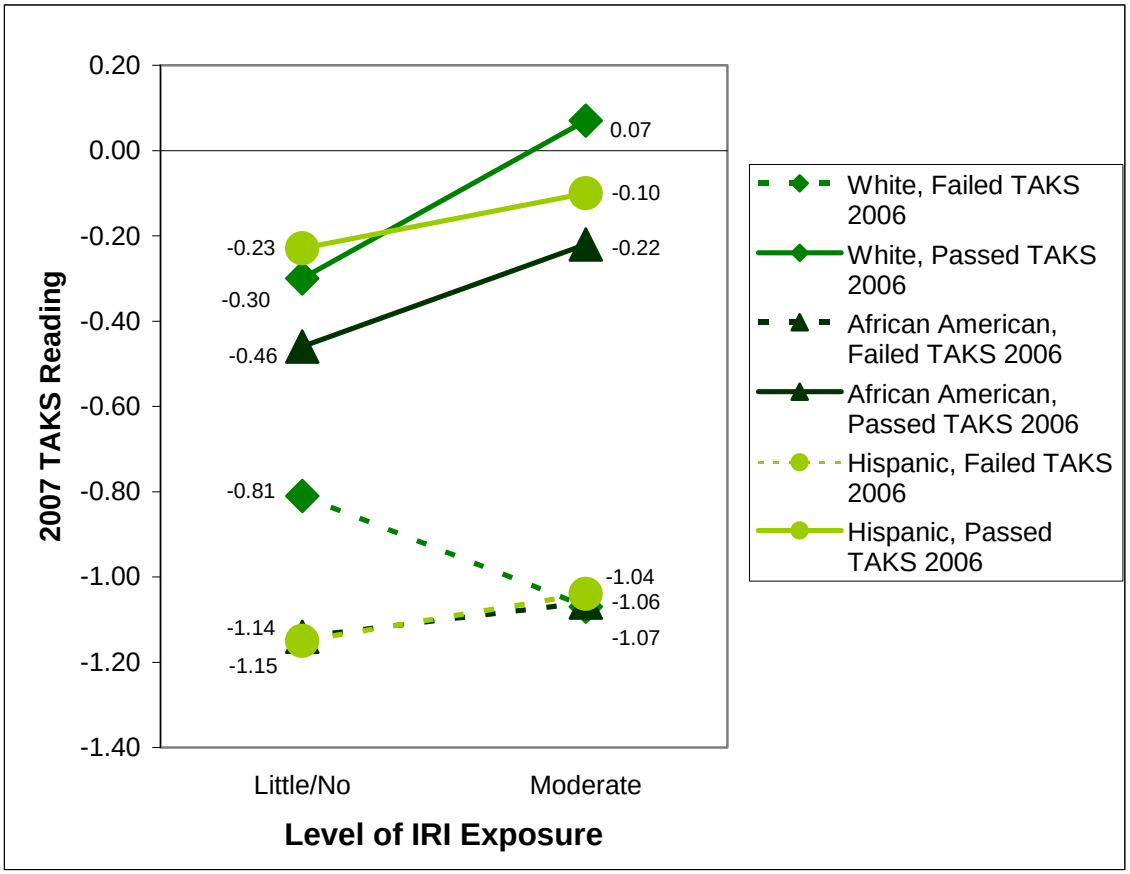
one gender than the other, but only at one of the levels of treatment exposure.[26] A main effect occurs when a significant difference occurs related to a specific individual variable (e.g., student gender or level of IRI/IMI exposure). The discussion of interaction effects takes precedence over the discussion of main effects. Main effects are discussed in isolation only when the variable is not also involved in an interaction effect (e.g., gender main effect would not be discussed in isolation if there was a gender by level of IRI/IMI exposure interaction, since the effect of gender would vary by level of exposure).

TAKS 2007 Reading Performance: Short-Term IRI Impact

For TAKS reading 2007, there was a significant three-way interaction between TAKS pass/fail status in 2006, level of exposure prior to Spring 2007 (little/no versus moderate), and student ethnicity (White versus African American versus Hispanic). Figure 20 provides a visual representation of this interaction. As can be seen, students who had passed TAKS 2006 reading scored significantly higher on TAKS 2007 reading than students who had failed TAKS 2006 reading. TAKS 2007 reading scores among the *passing* students who had experienced moderate levels of IRI exposure prior to Spring 2007 were significantly higher than scores of students who had little/no exposure to IRI prior to Spring 2007, regardless of student ethnicity. It is also worth noting that TAKS 2007 reading scores among students identified as White, who had passed TAKS 2006 and received moderate levels of IRI exposure prior to TAKS 2007, were above the state average.

.[26] When significant interactions were found, additional analyses (Analysis of Simple Effects) were conducted to explain the interaction effect. Generally, a difference of .1 or more was meaningful in these analyses.

Figure 20: Average TAKS 2007 Reading Performance for IRI Participating Students, Three-Way Interaction: TAKS Pass/Fail Status in 2006 (Baseline) by Level of IRI Exposure Prior to 2007 by Student Ethnicity



Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IRI (*N*=277) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS reading score of 2100 (score needed to pass) is -.83.
The ethnic category White includes the small number of students identified as Asian/Pacific Islander and Native American.

Among students who had *failed* TAKS 2006 reading, there was a significant interaction between student ethnicity and level of exposure to IRI prior to Spring 2007. Students who were identified as White and who had failed TAKS 2006 and who received little/no IRI exposure (-.81) had higher TAKS scores than students identified as White who had failed and had moderate exposure (-1.07). For students identified as African American and who had failed TAKS 2006, there was no significant difference between the little/no and moderate exposure to IRI students. Finally, among students identified as Hispanic and who had failed

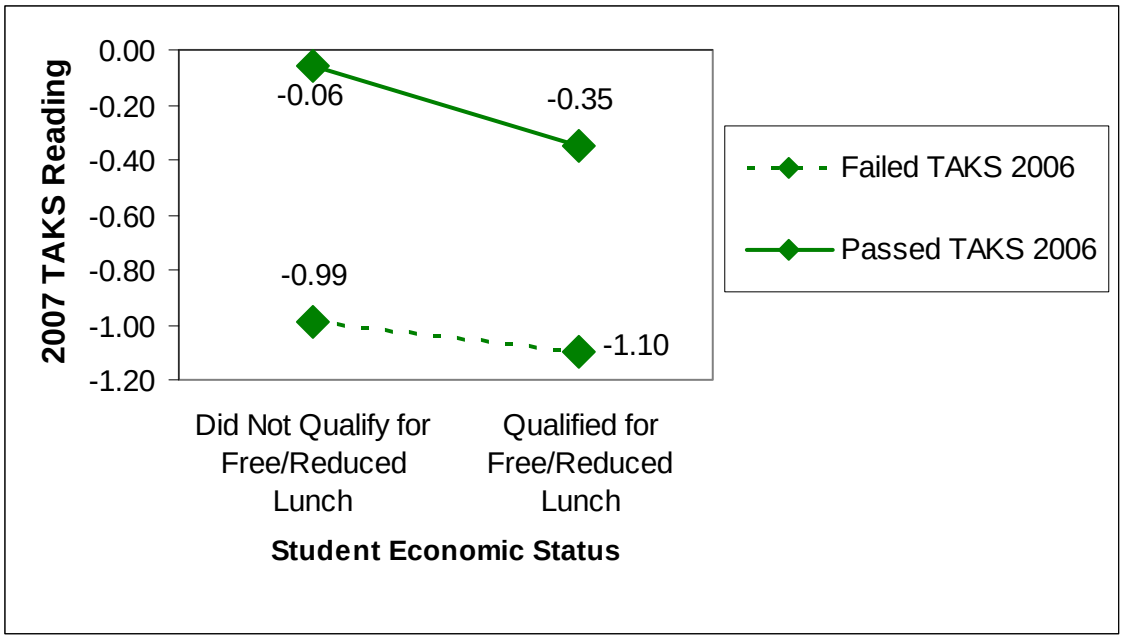
TAKS 2006, students who received little/no exposure (-1.15) had significantly lower TAKS scores than students identified as Hispanic who had failed and had moderate exposure (-1.04). In addition, IRI participating students who had failed TAKS 2006 reading on average continued to have TAKS reading performance below a failing level in 2007 (z-score equivalent of a TAKS 2100 score is -.83), regardless of level of IRI exposure. This is consistent with the pass/fail performance patterns reported earlier. The only exception to this was again the students identified as White who were in the little/no exposure group (average of -.81 versus -.83).

As a reminder, the little/no exposure prior to Spring 2007 comes close to being a control group. (These students eventually receive treatment but not until later than other IRI participating students.) The general finding that most students, including those with prior passing and those identified as Hispanic with prior failing TAKS performance, do better with moderate exposure to IRI provides some support that the program is having a positive impact. However, students who are White or African American and who have a prior fail status did not fit this general pattern. In addition, students who had failed TAKS 2006 reading continued to do less well on TAKS 2007 reading and were, on average, continuing to fail.

In addition to the three-way interaction, there was also an interaction between students' economic status and prior TAKS performance (see Figure 21). Within IRI participating students who had failed TAKS 2006, the difference in TAKS 2007 reading between students who did and did not qualify for free/reduced lunch was relatively smaller among students who had failed TAKS 2006 (difference = .11) as compared to students who had passed TAKS 2006 (difference = .29). While this finding is interesting, level of exposure to IRI did not interact with this finding. That is, this pattern of interaction between prior TAKS performance and economic status may occur among all students in the state, not just among IRI participating students. Similarly, among students who participated

in IRI, girls (-.58) significantly outperformed boys (-.67) on TAKS 2007, but similar trends in reading performance can be seen in state-level data.

Figure 21: Average TAKS 2007 Reading Performance for IRI Participating Students, Two-Way Interaction: Student Economic Status by TAKS Pass/Fail Status in 2006 (Baseline)



Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IRI (*N*=277) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS reading score of 2100 (score needed to pass) is -.83.

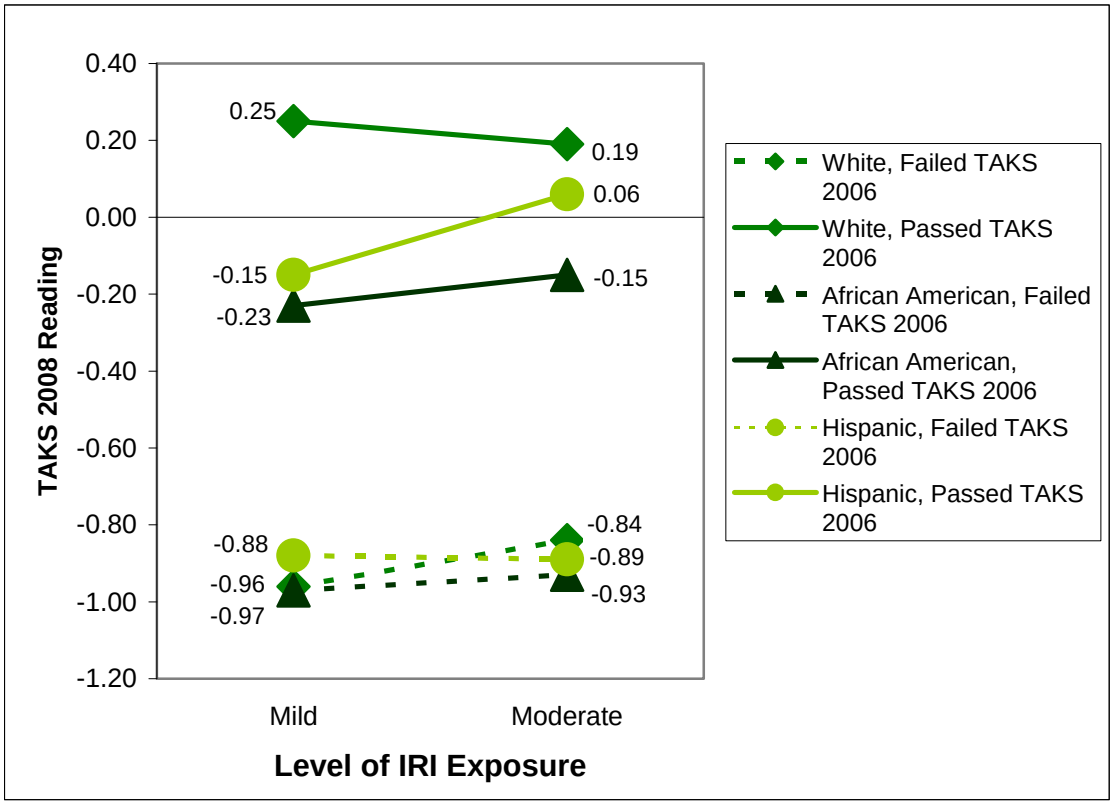
TAKS 2008 Reading Performance: Long-Term IRI Impact

In addition to looking at potential short-term impacts (TAKS 2007 reading), analyses were also run to identify any potential long-term impacts of IRI participation (TAKS 2008 reading). For these analyses, level of IRI exposure prior to TAKS 2008 was redefined to separate students as having participated in IRI for only one semester (mild exposure) versus having participated for more than one semester from Summer 2006 to Summer 2007 (moderate exposure; see Section 5 for an explanation).

As was true for TAKS 2007 reading, for TAKS 2008 reading there was a significant three-way interaction between TAKS pass/fail status in 2006, level of exposure prior to Spring 2008 (mild vs. moderate), and student ethnicity (White versus African American versus Hispanic). Figure 22 provides a visual representation of this interaction. However, the explanation for the interaction differs from the 2007 interpretation. Once again, students who had passed TAKS 2006 reading scored significantly higher on TAKS 2008 reading than students who had failed TAKS 2006 reading.

In this case, TAKS 2008 reading scores among the students who failed TAKS 2006 were not significantly different from one another (across student ethnicity and level of IRI exposure). In comparison, among students who had passed TAKS 2006 reading there was a significant interaction between student ethnicity and level of IRI exposure. Among students identified as Hispanic, those students who had moderate levels of IRI exposure prior to TAKS 2008 (.06) did significantly better than students who had mild levels of IRI exposure prior to TAKS 2008 (-.15). In addition, among students who had passed TAKS 2006, students identified as White, regardless of level of IRI exposure, scored significantly higher than students identified as African American and Hispanic on TAKS 2008 reading. Among students identified as African American, there was no significant difference between those students who had mild (-.23) versus moderate (-.15) levels of IRI exposure. Finally, it is worth noting that by TAKS 2008, all IRI participating students identified as White who had passed TAKS 2006, as well as those students identified as Hispanic who had passed TAKS 2006 and had moderate levels of IRI exposure, scored on average higher than the state average, suggesting that some of these students may no longer be struggling.

Figure 22: Average TAKS 2008 Reading Performance for IRI Participating Students, Three-Way Interaction: TAKS Pass/Fail Status in 2006 (Baseline) by Level of IRI Exposure Prior to 2008 by Student Ethnicity



Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IRI (*N*=277) Student Upload Reports

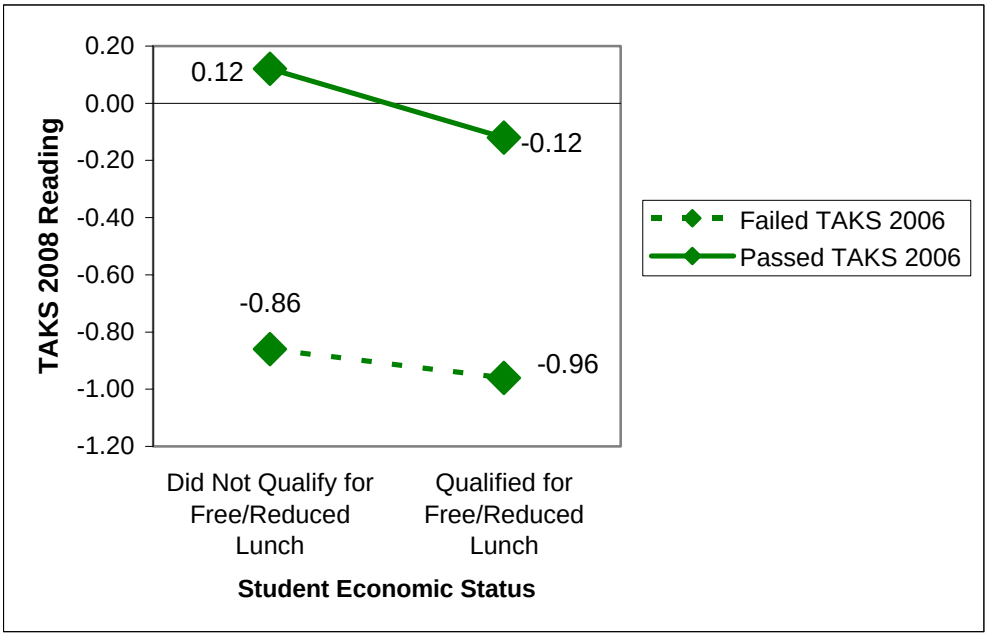
Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS reading score of 2100 (score needed to pass) is -.83.
The ethnic category White includes the small number of students identified as Asian/Pacific Islander and Native American.

As a reminder, IRI participants' TAKS reading scores did improve from 2006 to 2008 (difference = .33, see Table 21). Given that moderate levels of exposure to IRI prior to TAKS 2008 were not associated with significantly higher scores than mild levels of exposure to IRI prior to TAKS 2008 (except among students identified as Hispanic who had entered IRI after passing TAKS 2006), it can be suggested either that IRI participation may not have a contributing factor in this improvement or that level of exposure to IRI is not a good indicator of intensity of intervention (although it is the best indicator available). In addition, being able to compare IRI participants to similar students who did not participate in IRI would

be ideal but was not possible. Without such a comparison, it is not possible to tell if the amount of change in TAKS scores among IRI participating students is significantly different from or similar to any change in TAKS performance across the state.

There were some other findings of interest. As was the case for TAKS 2007 reading, there was also an interaction between students' economic status and prior TAKS performance related to TAKS 2008 reading performance (see Figure 23). Within IRI participating students who had failed TAKS 2006, there was no significant difference in TAKS 2008 reading scores between students who did (-.86) versus did not (-.96) qualify for free/reduced lunch. Within IRI participating students who had passed TAKS 2006, students who did not qualify for free/reduced lunch (.12) scored significantly better on TAKS 2008 reading than students who did qualify for free/reduced lunch (-.12). Again, since level of IRI exposure did not interact with this finding, the same type of interaction may occur in other groups of students not participating in IRI. Among students who participated in IRI, girls (-.41) significantly outperformed boys (-.50) on TAKS 2008 reading, but to a somewhat lesser extent than on TAKS 2007 reading.

Figure 23: IRI Participating Students TAKS 2008 Reading Performance Two-Way Interaction: Student Economic Status by TAKS Pass/Fail Status in 2006 (Baseline)



Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IRI (*N*=277) Student Upload Reports

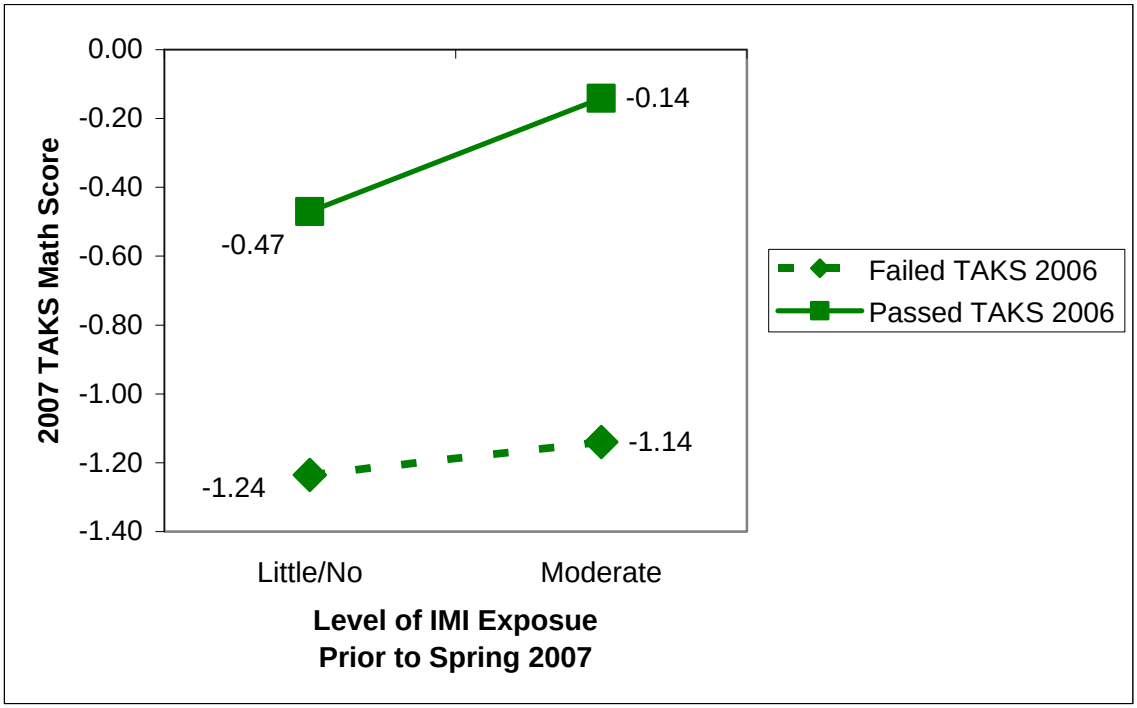
Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS reading score of 2100 (score needed to pass) is -.83.

TAKS 2007 Mathematics Performance: Short-Term IMI Impact

TAKS mathematics performance scores were examined using the same analyses as discussed for TAKS reading performance. For TAKS 2007 mathematics performance, there were two significant two-way interaction effects. The first, shown in Figure 24, was level of IMI exposure prior to Spring 2007 by TAKS pass/fail status in 2006. Within IMI participating students who passed TAKS 2006, students with a moderate level of exposure to IMI had significantly higher TAKS 2007 mathematics scores (-0.14) than those students who passed TAKS 2006 but were exposed to little/no IMI participation (-0.47). Among IMI participating students who failed TAKS 2006, there was not a significant difference between little/no (-1.24) and moderate IMI exposure (-1.14). This

suggests that having had more IMI exposure prior to Spring 2007 was especially helpful to students who entered IMI after passing TAKS 2006.

Figure 24: Average TAKS 2007 Mathematics Performance Scores for IMI Participating Students Two-Way Interaction: Level of Exposure to IMI Prior to Spring 2007 by TAKS Pass/Fail Status in 2006 (Baseline)

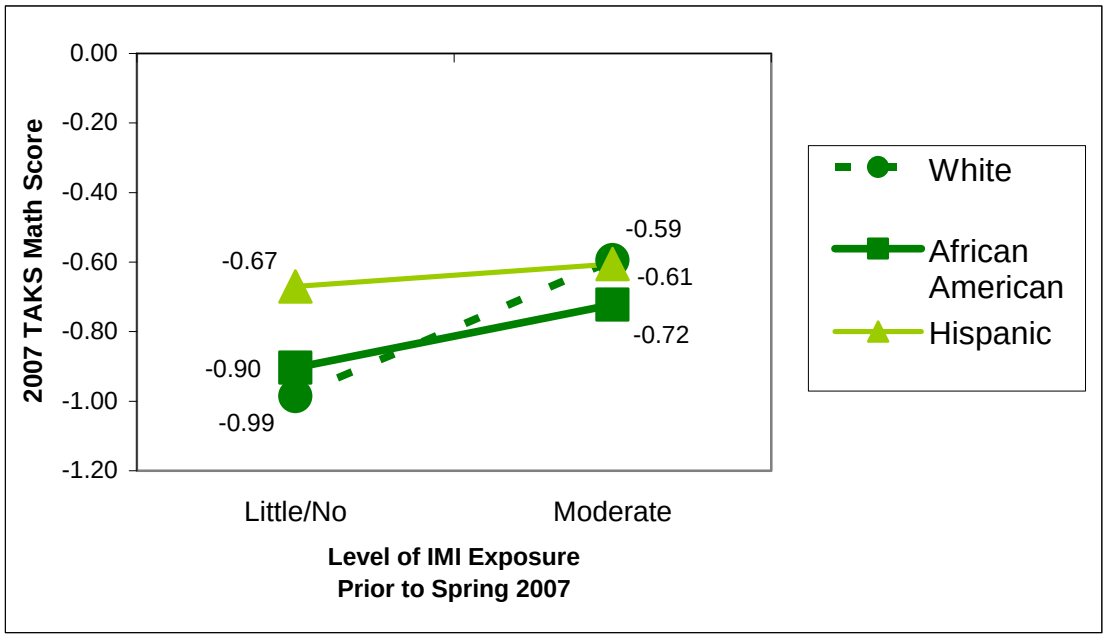


Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IMI (*N*=91) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS mathematics score of 2100 (score needed to pass) is -.74.

For IMI participating students' TAKS 2007 mathematics scores, level of IMI exposure prior to Spring 2007 also interacted with student ethnicity (see Figure 25). Among IMI participating students whose ethnicity was identified as White or African American, those students who had moderate levels of exposure prior to Spring 2007 (-.59 and -.72, respectively) had significantly higher TAKS 2007 mathematics scores than students with little/no exposure (-.99 and -.90, respectively). However, among IMI participating students identified as Hispanic, there was no significant difference between students who experienced moderate versus little/no levels of IMI exposure moderate levels of IMI (-.61 vs. -.67).

Figure 25: Average TAKS 2007 Mathematics Performance Scores for IMI Participating Students Two-Way Interaction: Level of Exposure to IMI Prior to Spring 2007 by TAKS Pass/Fail Status in 2006 (Baseline)



Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IMI (*N*=91) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS mathematics score of 2100 (score needed to pass) is -.74.

Together these findings suggest that moderate IMI exposure has the potential to positively impact participating student TAKS mathematics performance in the short-term, at least among students identified as White and African American. Among students identified as Hispanic, moderate IMI exposure did not appear to add anything beyond having had little/no IMI exposure.

In addition, among participating IMI students who had little/no IMI exposure, students identified as Hispanic (.67) scored significantly higher than both students identified as White (-.99) and as African American (-.90) on TAKS mathematics 2007. Scores of students identified as Hispanic who received moderate IMI exposure did not differ from scores of students identified as White and African American who received moderate IMI exposure.

There are several plausible explanations for this. It may be that additional modifications need to be made in order for the IMI program to be as effective with students identified as Hispanic as it is with students identified as White or African American. In addition, some students in the little/no level of IMI exposure group may have received intensive last minute intervention prior to TAKS 2007. It may be that students identified as Hispanic who had little/no level of IMI exposure were more likely than the other two groups of students to have received more intensive IMI intervention prior to TAKS 2007 during the time available. As has been mentioned, it is only known that a student participated to some extent in the intervention during a given semester. It is not known at what point in the semester intervention began for any student nor is it known in how much intervention any given student participated.

TAKS 2008 Mathematics Performance: Long-Term IMI Impact

In addition to looking at potential short-term impacts (TAKS 2007 mathematics), analysis was also run to identify any potential long-term impacts of IMI participation (TAKS 2008 mathematics). For these analyses, level of IMI exposure prior to TAKS 2008 was redefined to separate students as having participated in IMI for only one semester (mild exposure) versus having participated for more than one semester from Summer 2006 to Summer 2007 (moderate exposure; see Section 5 for an explanation).

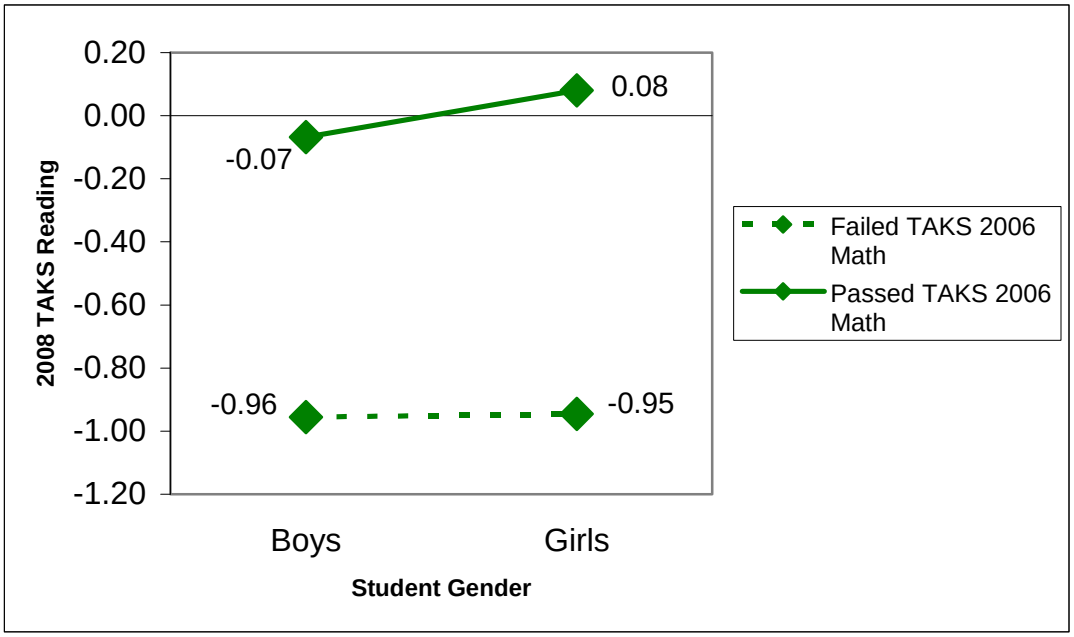
As was true for IRI, the level of IMI exposure was not significantly related to TAKS 2008 mathematic scores in any way. As a reminder, IMI participants' TAKS mathematics scores did improve from 2006 to 2008 (mean difference of .32; see Table 22). It may be that time spent participating in IMI is not a good indicator of intensity of intervention (although it is the best indicator available). In addition, as with IRI, being able to compare TAKS performance of IMI

participants to similar students who did not participate in IMI would be ideal but was not possible.

While level of IMI exposure was not related to TAKS 2008 mathematics performance, there were some other findings of interest. There was one significant interaction effect: gender by TAKS mathematics pass/fail status in 2006. As shown in Figure 26, among IMI participating students who had failed TAKS 2006 mathematics, there was no significant difference between boys' and girls' (-.96 vs. -.95) TAKS 2008 mathematics scores. However, among IMI participating students who had passed TAKS 2006 mathematics, girls (.08) had significantly higher TAKS 2008 mathematics scores than boys (-.07).

Furthermore, the average TAKS 2008 mathematics score for females who had passed TAKS 2006 (.08) was above the state average TAKS score in 2008, while the mean 2008 TAKS score for males who had passed TAKS 2006 (-.07) was still below the state average TAKS score (a significant difference between the two). Finally, TAKS 2008 mathematics scores did not differ significantly between students identified as White (-.42) and as Hispanic (-.37). However, students identified as African American scored significantly lower (-.62) on TAKS 2008 mathematics than students identified as either White or Hispanic.

Figure 26: Average 2008 TAKS Math Performance Scores for IMI Participating Students Two-Way Interaction: Student Gender by TAKS Pass/Fail Status in 2006 (Baseline)



Source: TAKS and PEIMS, Texas Education Agency; Student participation based on submission from IMI (*N*=91) Student Upload Reports

Note: Z-scores are standardized with a mean of 0 and a standard deviation of 1. Negative z-scores indicate a mean below the state average. The z-score equivalent of TAKS mathematics score of 2100 (score needed to pass) is -.74.

Summary

On average, IRI participating students had improved TAKS performance from 2006 to 2007 and from 2006 to 2008. This pattern was also seen for IMI participating students and TAKS mathematics performance. However, results from the analyses suggest several qualifiers to the overall trend.

For IRI, there was a significant three-way interaction related to both TAKS 2007 and TAKS 2008 reading outcomes. There was also a significant interaction between pass/fail status and student economic status and a main effect for gender for both TAKS 2007 and TAKS 2008 reading outcomes. Together, the findings suggest that generally among IRI participating students, those who

entered the program having passed TAKS 2006 reading continued to outperform students who entered having failed TAKS 2006 reading.

For IMI, there were not any significant interactions or main effects related to level of exposure when TAKS 2008 mathematics was the outcome of interest. There was a significant interaction between level of exposure and pass/fail status and level of exposure by student ethnicity interaction related to TAKS 2007 mathematics. There was a significant interaction between pass/fail status and student gender and a significant main effect for student ethnicity related to TAKS 2008 mathematics. As was the case for IRI, students who entered IMI having passed TAKS 2006 significantly outperformed students who entered IMI having failed TAKS 2006 for both TAKS 2007 and TAKS 2008 mathematics.

In the short term (from 2006 to 2007), both IRI and IMI students who had participated at moderate levels of exposure prior to TAKS 2007 generally scored significantly higher than students who had little/no exposure. However, this trend was stronger among students who had passed TAKS 2006. In addition, for TAKS 2007 reading, the trend was reversed for students identified as White who had failed TAKS 2006 reading (little/no exposure students scored significantly higher than students with moderate levels of exposure). For TAKS 2007 mathematics, the trend was similarly reversed for students identified as Hispanic. By TAKS 2008 (long term), the connection between level of exposure and outcomes was no longer apparent. The only significant difference here was among students identified as Hispanic who had passed 2006 reading.

Grade-Level Retention Patterns for IRI and IMI Students

Additional analyses examined the grade-level retention patterns for students who participated in IRI and IMI programs prior to and after intensive instruction. The study examined the retention rates for students for the school year prior to IRI/IMI participation (2005–06 school year) and after IRI/IMI participation (2006–07

school year). As a comparison, the state level Grade 4 retention rate for the 2006-07 school year was 1.6%, for Grade 5 was 2.2%, for Grade 6 was 1.2% and for Grade 7 was 1.7%.

Table 23 shows that the majority of students participating in IRI programs who were promoted to the next grade level prior to IRI were promoted again after IRI participation (87.7%, 83.4%, 90.6%, and 89.1% of Grades 4–7 students, respectively). Small percentages of IRI students promoted prior to IRI were retained in grade after receiving IRI services (1.9% to 6.1%). However, these percentages are higher than state grade level retention rates, particularly in Grades 4 and 5. Students retained in grade prior to IRI participation almost always advanced to the next grade level. IRI students were rarely held back a second time (less than 0.01% of students).

Table 23: Percentage of Students Who Participated in the IRI Program by Grade-Level Retention Pattern by Grade Level and Overall

Pre-IRI 2005–06	Post-IRI 2006–07	% Grade 4 (*N*=6,255)	% Grade 5 (*N*=7,441)	% Grade 6 (*N*=2,960)	% Grade 7 (*N*=1,171)	% Overall (*N*=17,827)
P	P	91.3	87.7	96.1	93.6	90.7
P	R	4.0	6.4	2.3	2.0	4.6
R	P	4.6	5.9	1.6	4.4	4.6
R	R	0.1	0.0	0.0	0.0	< 0.01

Source: PEIMS database, Texas Education Agency
Note: *P=Promoted; R=Retained. A* total of 833 students (4%) participating in IRI either had missing data for grade promotion or fell into other patterns involving grade skipping, being placed back a grade, etc.

Similar to IRI, results presented in Table 24 show that the majority of students participating in IMI programs who were promoted to the next grade level before IMI were promoted again after IMI participation (87.0%, 83.8%, 88.6%, and 90.9% of Grades 4–7 students, respectively). Small percentages of IMI students promoted prior to IMI were retained in grade after receiving IMI services (1.4% to 5.6%). As was the case with IRI, these IMI retention rates are again higher than state grade level retention rates, particularly in Grades 4 and 5. Of students

retained in grade prior IMI to participation, almost all advanced to the next grade level. Students participating in IMI programs were rarely held back a second time (less than 0.1% of students).

Table 24: Percentage of Students Who Participated in the IMI Program by Grade-Level Retention Pattern by Grade Level and Overall

Pre-IRI 2005–06	Post-IRI 2006–07	% Grade 4 (*N*=2,173)	% Grade 5 (*N*=1,931)	% Grade 6 (*N*=837)	% Grade 7 (*N*=568)	% Overall (*N*=5,509)
P	P	90.7	88.2	93.2	94.5	90.6
P	R	3.5	5.6	3.5	1.4	4.0
R	P	5.6	6.1	3.3	4.0	5.2
R	R	0.2	0.1	0.0	0.0	0.1

Source: PEIMS database, Texas Education Agency
Note: *P=Promoted; R=Retained. A* total of 262 students (5%) participating in IMI either had missing data for grade promotion or fell into other patterns involving grade skipping, being placed back a grade, etc.

These findings suggest that most of the students participating in IRI/IMI eventually performed at a level considered to be appropriate for promoting the student to the next grade level.

Section 7: Evaluation Conclusions and Limitations

IRI and IMI grants were designed to provide funds to campuses to provide immediate intensive instruction for students in Grades 4–7 who were struggling to master grade-level curriculum standards and to meet grade advancement requirements. In this section, overall conclusions from this evaluation are reported, organized by the main evaluation questions. Only those findings perceived to be of particular interest are summarized here. In addition, some limitations to this evaluation are identified.

What were the characteristics of students/campuses participating in IRI and IMI?

During the first cycle of funding, 338 campuses received IRI grants and 117 received IMI grants. Similarly, 309 and 103 campuses received IRI and IMI grants, respectively, in the second cycle of IRI/IMI. TEA requested that grantee campuses submit a report specifically identifying participating students and the semesters in which they participated. Most of the IRI (*N*=277) and IMI (*N*=91) grantees complied with this student upload request. Based on the student uploads, 18,710 students were identified as participating in IRI, and 5,771 students were identified as participating in IMI. Compared to the statewide average for all students in the same grades, students who participated in IRI and IMI were more likely to be identified as African American, Hispanic, economically disadvantaged, LEP, enrolled in special education, and retained at grade level, and were less likely to be identified as White.

The majority of IRI and IMI grant funds went to elementary schools. Among IMI campuses, there was also a sizable representation of Grades K–12 campuses (18% to 19%) and charter schools (15% to 16%). As expected, TAKS passing rates for reading and mathematics at IRI and IMI grantee campuses were below

state averages. In other words, not only were participating students struggling on TAKS, but the campuses overall had large percentages of struggling students. In addition, the campuses awarded IRI/IMI grants were attended by proportionally more students identified as African American and Hispanic and proportionally fewer students identified as White. IRI/IMI campuses also had higher than state average percentages of students who are economically disadvantaged and LEP.

Importantly, while many students participating in IRI/IMI entered the program having failed TAKS 2006 on the first administration, large percentages of IRI (62%) and IMI (57%) participating students participated after having passed TAKS 2006. In other words, campuses were clearly using criteria beyond pass/fail TAKS status to identify struggling students. IRI and IMI grantees reported that in addition to TAKS performance, students' grades and teachers' recommendations were used to identify students for participation. While serving these students was allowable under the grant, it is possible that given the limited funding some grantees might have better served struggling students by focusing on students with a prior TAKS failure.

How were IRI and IMI programs implemented? What were the barriers and facilitators affecting successful program implementation?

Ten reading programs and eight mathematics programs were approved by the commissioner of education for use in IRI and IMI. Campuses had the discretion to choose any of the approved programs, but most campuses within a particular district chose the same reading or mathematics program. Based on information provided in grant applications, the majority of IRI grantees that participated during each of the funding cycles selected one of five reading programs (Read Now, Power Up!; Passport; Read 180; SuccessMaker Enterprise; and Harcourt Trophies). The majority of IMI grantees that participated during each of the funding cycles selected one of five mathematics programs (Harcourt Mathletics, Destination Math, Vmath, SuccessMaker Math, and Math Accelerated

Curriculum). This evaluation examined IRI and IMI as a whole and did not attempt to determine if some of these programs were more effective than others at positively impacting students who are struggling.

Additional information regarding grant implementation as of May 2007 was provided by IRI and IMI grantees through the submission of progress reports. The majority of IRI (*N*=377) and IMI (*N*=97) grantees submitted at least a partial progress report.

Small-group and one-on-one tutoring were the most common methods reported by grantees for providing IRI and IMI program activities. In addition, approximately half of IRI (50%) and IMI (57%) grantees reported using computer software to provide IRI/IMI activities. Grantees generally reported that IRI/IMI activities were provided during school (81% and 79%, respectively) and after school (61% and 69%, respectively). IMI grantees also reported providing activities during summer school in significant numbers (41%).

By May 2007, IRI and IMI grantees reported that though they were not yet fully implementing, they were implementing various program activities beyond the piloting stage. This suggests that even though grantees felt they were making good progress, the one-year window that is the focus of this evaluation was not a long enough period for most grantees to feel they had moved to the point of fully implementing the program. Time was identified as a barrier to implementation by half of all IRI and IMI grantees.

While about two-thirds of IRI and IMI grantees saw technology as a facilitator, technology was a barrier for 19% of IRI grantees and 16% of IMI grantees. Finally, a little more than 10% of IRI and IMI grantees felt that professional development related to grant activities and technical assistance from their selected IRI/IMI program provider was a barrier to successful implementation.

The majority of IRI and IMI grantees reported providing a range of professional development/technical assistance activities, but typically each was delivered at only one time during the course of the grant.

Finally, IRI and IMI grantees reported student participation relative to four semesters: Summer 2006, Fall 2006, Spring 2007, and Summer 2007. Overall, participation patterns were similar for students in IRI and IMI programs. Most IRI (59%) and IMI students (56%) participated for two semesters, most typically Fall 2006 and Spring 2007. Another 23% of IRI students and 19% of IMI students participated for only one semester, most typically Spring 2007. Grantees did not report at what point during the semester a given student's participation began, nor did they report more specific amounts of student participation (i.e., number of hours in IRI/IMI activities).

What was the relationship between participating students' performance (pass or fail) on TAKS reading and mathematics prior to participation (Spring 2006) and their performance during the term of the program (Spring 2007) and one year after program participation (Spring 2008)?

This question and the next more closely address the evaluation of the impact of IRI/IMI on participating students. One measure of the success/failure of IRI/IMI is students achieving passing level performance on TAKS. This is an important outcome since it can be argued that the goal of IRI/IMI is to help students achieve passing level performance at the time that the state first expects them to do so (TAKS first administration). In addition, it is hoped that once students achieve a passing level performance that they would maintain that level over time. Here, students' patterns of passing/failing TAKS in Spring 2006, Spring 2007 and Spring 2008 are looked at descriptively. As a reminder, over half of IRI/IMI participating students entered the program after having passed TAKS 2006 (some of whom may not have participated until after failing TAKS 2007).

The most common pattern of TAKS pass/fail performance from 2006 to 2008 among both IRI (44%) and IMI (41%) students was to pass TAKS in all three years. Within IRI, 13% of all participating students failed TAKS all three years. Of those students who entered IRI having failed TAKS 2006 reading, 34% continued to fail over the next two years. IMI results suggest it was less effective than IRI, with 22% of all IMI students failing TAKS mathematics all three years. Of the IMI students who entered IMI having failed TAKS 2006 mathematics, half (51%) continued to fail over the next two years. These findings suggest that IRI and IMI were somewhat successful at preventing future TAKS failure among students who entered having passed TAKS 2006, but they were much less successful with those students who entered having already failed.

Some IRI (18%) and IMI (15%) participating students who entered IRI/IMI having passed TAKS 2006 went on to fail TAKS in one or both of the following years. This suggests that these students were appropriately identified as struggling but were not helped sufficiently by their IRI/IMI participation. On the other hand, 25% of all IRI and 21% of all IMI participating students entered having failed TAKS 2006 and did pass TAKS in at least one of the following two years. Finally, among IRI students who entered having failed TAKS 2006, 66% had at least one year of successful TAKS performance. This was the case for only 49% of IMI students who entered having failed TAKS 2006.

How did student achievement scores on TAKS reading and mathematics change during and after the term of the programs? Were student achievement scores on TAKS reading and mathematics during and after the program related to students' levels of program participation? Did this relationship depend on other student characteristics?

While descriptive data regarding pass/fail patterns was interesting, to better assess potential program impact, several additional analyses (ANOVAs) were conducted. These analyses focus on incremental changes in TAKS 2007 (short-

term impact) and 2008 (long-term impact) scale scores as the student outcome of interest. For these analyses, to better understand the impact of IRI and IMI on participating students, the number of semesters of IRI/IMI participation and timing of participation were used to create level of exposure variables.

When TAKS 2007 was the outcome in question, level of exposure compared little/no participation (no participation prior to Spring 2007) versus moderate exposure. Based on what was known about student participation in IRI and IMI activities, some students clearly had participated prior to TAKS 2007 (Summer and Fall 2006 participating students), some clearly had not yet participated (Summer 2007 only participating students), and some may have participated prior to TAKS 2007 or may have begun participating following TAKS 2007 performance (students participating for the first time in Spring 2007). When TAKS 2008 was the outcome in question, level of exposure compared mild (one semester only) versus moderate (two or more semesters) exposure.

Two general trends were seen in the TAKS reading and mathematics scores of participating students. Generally, students' scores did improve incrementally by about one tenth of a standard deviation (about 20 points) from 2006 to 2007 and by about three tenths of a standard deviation (about 60 points) from 2006 to 2008. In addition, students who entered IRI/IMI having passed TAKS 2006 continued to outperform students who entered having failed TAKS 2006.

In the short term (from 2006 to 2007), both IRI and IMI students who had participated at moderate levels of exposure prior to TAKS 2007 generally scored significantly higher on TAKS 2007 than students who had little/no exposure. However, this trend was stronger among students who had passed TAKS 2006. In addition, for TAKS 2007 reading, the trend was reversed for students identified as White who had failed TAKS 2006 reading (little/no exposure students scored significantly higher than students with moderate levels of exposure). For TAKS 2007 mathematics the trend was similarly reversed for students identified as

Hispanic. By TAKS 2008 (long term), the connection between level of exposure and outcomes was no longer apparent. The only significant difference here was among students identified as Hispanic who had passed 2006 reading (among these students, those with moderate levels of exposure significantly outperformed those with mild levels of exposure). Finally, an examination of scores suggests that any positive effects appear to be stronger for IRI participating students than for IMI participating students.

These findings support what was reported regarding pass/fail performance patterns. IRI/IMI had positive impacts on TAKS performance however among students who were already failing that impact was often not enough to help the students achieve a passing level performance. It may be that for these students with a prior failing status, the program itself was either inappropriate (not well matched to the student's learning styles/needs) or that the program activities were not administered with strong enough intensity to have an impact.

What trends in retention/promotion patterns are associated with participation in IRI and IMI?

The majority of students who participated in IRI or IMI were promoted to the next grade after participating in IRI or IMI. Between 87% and 93% of students who participated in IRI, depending on grade, were promoted to the next grade, and between 90% and 95% of IMI students were promoted. This suggests that most IRI/IMI students do eventually achieve passing TAKS status or have other evidence that allows schools to recommend them for promotion. However, while the retention rates were low, they were still higher than statewide rates, particularly for IRI/IMI participating students in Grades 4 and 5 (double and in some cases triple statewide rates).

Summary of Major Conclusions

Three primary conclusions can be drawn from this evaluation:

1) IRI and IMI funds were generally targeted as intended. Campuses that received IRI or IMI funds had large numbers of students who failed TAKS. The population of students served by IRI and IMI had higher proportions than the state percentages of students with characteristics associated with being at risk academically. However, the large percentage of participating students who never failed TAKS in the three-year time frame being examined suggests that TEA may want to provide additional guidance to grantees regarding which students to target for intensive instruction. It may be that spreading limited resource dollars across such a broad range of potentially struggling students decreased the likelihood that any given student who was struggling at a failing level participated in activities at a level intense enough to make a significant difference.

2) IRI and IMI grantees reported a focus on one-on-one and small-group activities. The majority also focused on providing IRI/IMI activities during class. IRI/IMI participating students were also somewhat likely to have after-school and summer-school activities available. Many IRI/IMI grantees suggested time was a barrier to implementing program activities fully. Grants such as IRI/IMI may need to build in longer windows of opportunity for the grantee to become knowledgeable and proficient in the provision of program activities prior to seeing any impact on students.

3) IRI and IMI participants' TAKS scores increased incrementally from year to year. However, the large subgroups of students who failed TAKS in all three years being examined (34% of IRI and 51% of IMI participating students) calls into question the overall success of the IRI/IMI programs. Additional data would need to be collected to better understand if the level of intensity of exposure may

have been insufficient to produce a change or if the programs simply do not work for this subgroup of students.

Limitations

While these findings suggest there is some potential for programs such as IRI/IMI to have a positive impact, there were several limitations to the evaluation. First, the evaluation was not intended to identify whether some programs selected by grantees were more effective than other programs. It may be that some programs had more of an impact than others.

In addition, data collected by TEA were limited regarding students' level of participation in grant activities. Participation was indicated only as having occurred for some amount of time during any given semester. It may be that some grantees interpreted intensive instruction very differently than other grantees. It is unknown if students who participated in IRI/IMI activities with relatively higher intensity (more time both within a week and across the school year) may have had greater success with IRI/IMI than students who participated with less intensity. The results reported here suggest there may be some evidence for that, at least in the short term.

As has already been noted, additional data would also need to be collected to better understand teachers' perspectives on their abilities to deliver IRI/IMI activities using the program materials purchased with the grant. It may be that teachers needed more than the one-time training that grantees typically reported in order to feel competent and successful in delivering new activities associated with IRI/IMI. It is not known if the program had continued for a second full year whether students participating in the second year would have seen more of an impact of the program.

Appendix A: Approved Reading and Mathematics Program Descriptions

This appendix provides a brief description of each of the TEA approved IRI and IMI programs based on self-reported descriptions from the program developers. This report does not attempt to test any claims made regarding specific programs. Links to each program's website are provided.

Reading Programs

Compass Learning, Odyssey Reading and Language Arts
*(*www.compasslearning.com)
This program aims to improve students' reading skills by interweaving listening, speaking, reading, and writing. Odyssey provides systematic and explicit instruction in phonics, meaningful instruction in context, and direct instruction in decoding and comprehension with unique decodable readers.

Harcourt Steck Vaughn Renaissance Read Now, Power Up!
http://steckvaughn.harcourtachieve.com/en-US/resources/texasiri
This program is designed to improve teachers' capacity and student outcomes. The program includes a combination of print and technology; thematically linked, paired fiction and nonfiction books; a research-based, systematic approach to reading, comprehension, and critical thinking instruction; strategies that lead to success on TAKS; ongoing professional development and implementation support; a flexible implementation schedule; a consistent instructional model; instant feedback on students' progress; and a centrally hosted website.

Harcourt Trophies

www.harcourtschool.com/menus/reading.html

This program is a computer-based, interactive suite of activities designed for students in Kindergarten through Grade 6 that provides the support for early reading literacy, including reading and writing skills, grammar, proofreading to correct mistakes, and homework.

Pearson SuccessMaker Enterprise

www.pearsondigital.com

SuccessMaker Enterprise is designed for Kindergarten through Grade 8. It is a comprehensive program including 3,000 hours of instruction in English, language arts, math, science, and social science.

PLATO Learning, Achieve Now

www.plato.com/TexasIRI

Achieve Now is a comprehensive intervention curriculum that is consistent in design with the research cited in the National Research Council's 1998 report, as well as the National Reading Panel Report (2000), the International Reading Association's compendium.

Region IV Education Service Center, Reading Accelerated Curriculum

www.plato.com/TexasIRI

The Region IV accelerated reading curriculum for Grade 1 through middle school includes lessons, age-appropriate books, and intervention activities. It is specifically designed for struggling students (Grade 1) and students who have failed or are at risk of failing TAKS (Grades 2 through middle school).

Riverdeep, Destination Reading

http://rivapprod2.riverdeep.net/portal/page?_pageid=433,812225&_dad=portal&_schema=PORTAL

This program provides scaffolded instruction for pre-Kindergarten through Grade 12. Each session builds on the foundation established in the previous grade level beginning with emergent literacy and phonemic awareness and continuing to build on fluency, vocabulary, and comprehension.

Scholastic, Read 180

http://teacher.scholastic.com/products/read180/

READ 180 is a reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

Scientific Learning, Fast ForWord Reading

http://teacher.scholastic.com/products/read180/

This program is a computer-based reading intervention designed for Kindergarten through Grade 12, educational institutions, and clinical specialists whose students are reading below grade level. The program includes modules for pre-reading and early reading skills, phonology, morphology, syntax, and vocabulary.

Voyager Passport

www.voyagerlearning.com

Passport is an in-depth reading intervention that meets the needs of all struggling readers. It targets the priority skills and strategies that basal reading programs do not. It includes research-based daily lessons, frequent progress monitoring, and

Web-based technology that emphasizes reading skills for students in Kindergarten through Grade 5.

Mathematics Programs

Compass Learning, Odyssey Math

www.compasslearning.com

A browser-based program that can be customized to align with No Child Left Behind mandates and state standards, Odyssey Math is based on current educational research. The program emphasizes skills building and problem solving from early mathematics skills (counting, ordering) to Algebra II and geometry and can be customized to provide differentiated learning paths for individualized instruction.

Harcourt Mathletics

www.harcourtschool.com/mathletics

Harcourt Mathletics is an intensive intervention program that helps teachers accelerate the mathematical achievement of all students, and in particular the achievement of those who are struggling. This research-based program provides carefully sequenced, direct-instruction lessons that enable a student to build success with grade-level expectations. These lessons are reinforced with additional options for practice including games, computer activities, and problem solving on a daily basis.

Pearson SuccessMaker Math

www.pearsondigital.com

The differentiated instruction in SuccessMaker provides scaffolded support. The mathematics session enables teachers to give one-to-one support to a wide spectrum of Kindergarten through Grade 8 students who have difficulty with grade-level mathematics concepts. The Learning Management System provides on-demand reports for quickly assessing progress by classroom or student.

PLATO Learning, Intensive Mathematics Instruction

www.plato.com/TexasIMI

The PLATO Learning elementary and secondary mathematics curricula complement the core curriculum for targeted intervention or acceleration. The curricula are designed according to National Council of Teachers of Mathematics guidelines and provide access to pedagogically sound, supplemental resources that address instruction across skill levels and learning styles, and across content areas including algebra, geometry and measurement, mathematics problem solving, remedial mathematics for students at skill levels in Kindergarten through Grade 8, and foundational mathematics concepts. It is also specifically designed to help teachers grow in their mathematics knowledge.

Region IV Education Service Center, *Math Accelerated Curriculum*

www.region4store.com

The Region IV Accelerated Curriculum for Mathematics (Grades 5 through 8, and Grade 11 exit TAKS) is designed to give educators a set of tools to accelerate students who have failed to demonstrate proficiency on TAKS. The curricula utilize the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) instructional model. The 5E model has been shown to facilitate learning more effectively for a broader range of students, including at-risk learners and English language learners. This instructional model also promotes greater student retention rates than traditional lecture-first strategies.

Riverdeep, Destination Math

http://rivapprod2.riverdeep.net/portal/page?_pageid=433,812225&_dad=portal&_schema=PORTAL

Destination Math is a supplemental Kindergarten through Grade 12 mathematics program that teaches basic skills, mathematics reasoning, and problem solving. Targeted at students who are at risk, who have limited English proficiency, or who have special needs, it combines interactive software, workbooks, and

classroom instruction strategies, supported by professional development, to provide full-year mathematics programs that deliver individualized learning.

Tom Snyder Productions, Inc., Fastt Math

www.tomsnyder.com

This program uses the research-validated FASTT system (Fluency and Automaticity through Systematic Teaching with Technology) to help all students in Kindergarten through Grade 6 develop fluency with basic mathematics facts. It automatically differentiates instruction based on each student's individual fluency levels in customized, 10-minute daily review sessions of what has been presented in the classroom.

Voyager Vmath

www.voyagerlearning.com

Vmath is an intervention program designed for students in Grades 3–8 to fill critical learning gaps with a balanced, systematic approach that includes print materials, robust assessment, and online technology. It combines teacher-led instruction with online simulations of essential mathematics concepts for students and improves teaching capacity for mathematics instructors through its professional development component.

Appendix B: IRI/IMI Grant Amounts by Cycle and District

The following tables provide a list of IRI and IMI Cycle 1 and Cycle 2 grant recipients and amount awarded per grantee. The same district is listed on a table more than once if more than one campus within the district was awarded a grant.

Table B1: List of IRI Cycle 1 Grant Recipients and Amounts

Co Dist	Name	Total Award
015809	ACADEMY OF AMERICA	15,000.00
178901	AGUA DULCE ISD	15,000.00
101902	ALDINE ISD	80,975.00
101902	ALDINE ISD	78,800.00
101902	ALDINE ISD	135,350.00
125901	ALICE ISD	38,925.00
125901	ALICE ISD	35,300.00
188901	AMARILLO I S D	16,450.00
140901	AMHERST ISD	15,000.00
220901	ARLINGTON ISD	15,000.00
220901	ARLINGTON ISD	22,975.00
220901	ARLINGTON ISD	21,525.00
220901	ARLINGTON ISD	28,050.00
220901	ARLINGTON ISD	22,250.00
220901	ARLINGTON ISD	16,450.00
220901	ARLINGTON ISD	15,000.00
227901	AUSTIN ISD	15,000.00
227901	AUSTIN ISD	15,000.00
227901	AUSTIN ISD	26,600.00
227901	AUSTIN ISD	28,775.00
227901	AUSTIN ISD	25,875.00
227901	AUSTIN ISD	20,800.00
227901	AUSTIN ISD	15,000.00
123910	BEAUMONT ISD	15,000.00
123910	BEAUMONT ISD	38,200.00
125902	BEN BOLT-PALITO BLANCO ISD	15,000.00
066901	BENAVIDES ISD	15,000.00
025904	BLANKET ISD	15,000.00
020905	BRAZOSPORT ISD	15,000.00
021902	BRYAN ISD	21,525.00
021902	BRYAN ISD	15,000.00

Co Dist	Name	Total Award
021902	BRYAN ISD	15,000.00
201913	CARLISLE ISD	15,000.00
064903	CARRIZO SPRINGS ISD	15,000.00
064903	CARRIZO SPRINGS ISD	15,000.00
229906	CHESTER ISD	65,000.00
142901	COTULLA ISD	15,000.00
113901	CROCKETT ISD	48,325.00
055901	CULBERSON COUNTY - ALLAMORE ISD	15,000.00
057905	DALLAS ISD	17,900.00
057905	DALLAS ISD	19,350.00
057905	DALLAS ISD	21,525.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	20,800.00
057905	DALLAS ISD	16,450.00
057905	DALLAS ISD	17,900.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	28,775.00
057905	DALLAS ISD	21,525.00
057905	DALLAS ISD	17,900.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	19,350.00
057905	DALLAS ISD	28,050.00
057905	DALLAS ISD	36,750.00
057905	DALLAS ISD	26,600.00
057905	DALLAS ISD	36,750.00
057905	DALLAS ISD	20,075.00
057905	DALLAS ISD	15,725.00
057905	DALLAS ISD	21,525.00
057905	DALLAS ISD	39,650.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	35,300.00
057905	DALLAS ISD	51,250.00
057905	DALLAS ISD	25,150.00
057905	DALLAS ISD	29,500.00
057905	DALLAS ISD	22,975.00
057905	DALLAS ISD	27,325.00
057905	DALLAS ISD	18,625.00
057905	DALLAS ISD	28,775.00
057905	DALLAS ISD	18,625.00
057905	DALLAS ISD	21,525.00
057905	DALLAS ISD	17,175.00
057905	DALLAS ISD	23,700.00
057905	DALLAS ISD	33,850.00

Co Dist	Name	Total Award
057905	DALLAS ISD	43,275.00
057905	DALLAS ISD	19,350.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	18,625.00
057905	DALLAS ISD	32,400.00
057905	DALLAS ISD	25,150.00
057905	DALLAS ISD	39,650.00
057905	DALLAS ISD	15,725.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	33,850.00
057905	DALLAS ISD	28,775.00
057905	DALLAS ISD	22,250.00
057905	DALLAS ISD	17,175.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	28,050.00
057905	DALLAS ISD	30,225.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	24,425.00
057905	DALLAS ISD	21,525.00
057905	DALLAS ISD	21,525.00
115903	DELL CITY ISD	15,000.00
082902	DILLEY ISD	16,450.00
035901	DIMMITT ISD	20,075.00
108902	DONNA ISD	15,000.00
108902	DONNA ISD	21,525.00
108902	DONNA ISD	20,800.00
108902	DONNA ISD	23,700.00
108902	DONNA ISD	21,525.00
178905	DRISCOLL ISD	15,000.00
057806	EAGLE ADVANTAGE SCHOOLS INC	15,000.00
159901	EAGLE PASS ISD	20,075.00
159901	EAGLE PASS ISD	19,350.00
101855	ECAP INC	15,000.00
108903	EDCOUCH ELSA ISD	24,425.00
108903	EDCOUCH ELSA ISD	20,800.00
015905	EDGEWOOD ISD	15,725.00
015905	EDGEWOOD ISD	24,425.00
071902	EL PASO ISD	21,525.00
071902	EL PASO ISD	15,000.00
071902	EL PASO ISD	22,975.00
071902	EL PASO ISD	15,000.00
071902	EL PASO ISD	15,000.00
071902	EL PASO ISD	20,075.00

Co Dist	Name	Total Award
071902	EL PASO ISD	17,175.00
071902	EL PASO ISD	15,000.00
071902	EL PASO ISD	15,000.00
071902	EL PASO ISD	15,000.00
071902	EL PASO ISD	15,000.00
050901	EVANT ISD	15,000.00
057815	FAITH FAMILY KIDS INC	15,000.00
077901	FLOYDADA ISD	15,000.00
079907	FORT BEND ISD	25,875.00
079907	FORT BEND ISD	17,900.00
220905	FORT WORTH ISD	18,625.00
220905	FORT WORTH ISD	19,350.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	24,425.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	21,525.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	22,975.00
220905	FORT WORTH ISD	23,700.00
220905	FORT WORTH ISD	16,450.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	17,175.00
220905	FORT WORTH ISD	23,700.00
220905	FORT WORTH ISD	25,150.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	17,175.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	22,250.00
115901	FT HANCOCK ISD	15,000.00
084902	GALVESTON ISD	15,000.00
084902	GALVESTON ISD	17,900.00
084902	GALVESTON ISD	19,350.00
057831	GATEWAY CHARTER ACADEMY	15,000.00
123805	GIRLS' HAVEN	15,000.00
187903	GOODRICH ISD	15,000.00
237902	HEMPSTEAD ISD	16,450.00
084903	HIGH ISLAND ISD	15,000.00
057825	HONORS ACADEMY	6,000.00
101851	HOUSTON ALTERNATIVE PREPARATORY CHARTER	15,000.00
101912	HOUSTON ISD	19,350.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	18,625.00

Co Dist	Name	Total Award
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	29,500.00
101912	HOUSTON ISD	35,300.00
101912	HOUSTON ISD	17,900.00
101912	HOUSTON ISD	28,050.00
101912	HOUSTON ISD	28,050.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	20,075.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	27,325.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	17,175.00
101912	HOUSTON ISD	17,175.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	26,600.00
101912	HOUSTON ISD	24,425.00
101912	HOUSTON ISD	36,025.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	33,125.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	53,425.00
101912	HOUSTON ISD	20,800.00
101912	HOUSTON ISD	23,700.00
101912	HOUSTON ISD	20,075.00
101912	HOUSTON ISD	19,350.00
101912	HOUSTON ISD	30,950.00
101912	HOUSTON ISD	49,075.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	25,875.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	28,050.00
101912	HOUSTON ISD	35,300.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	30,950.00
101912	HOUSTON ISD	20,800.00
101912	HOUSTON ISD	18,625.00
101912	HOUSTON ISD	26,600.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	23,700.00
101912	HOUSTON ISD	20,075.00
101912	HOUSTON ISD	15,725.00
101912	HOUSTON ISD	25,150.00

Co Dist	Name	Total Award
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	27,325.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	21,525.00
015825	IMAGINE EDUCATIONAL FOUNDATION	15,000.00
057912	IRVING ISD	31,675.00
057912	IRVING ISD	22,250.00
057912	IRVING ISD	22,250.00
015916	JUDSON ISD	16,450.00
079908	KENDLETON ISD	15,000.00
113906	KENNARD ISD	15,000.00
057837	KIPP TRUTH ACADEMY INC	15,000.00
108912	LA JOYA ISD	25,875.00
108912	LA JOYA ISD	20,800.00
108912	LA JOYA ISD	21,525.00
108912	LA JOYA ISD	21,525.00
084904	LA MARQUE ISD	15,000.00
084904	LA MARQUE ISD	15,000.00
084904	LA MARQUE ISD	15,000.00
084904	LA MARQUE ISD	15,000.00
254902	LA PRYOR ISD	15,000.00
161906	LA VEGA ISD	41,100.00
108914	LA VILLA ISD	15,725.00
079901	LAMAR CONSOLIDATED ISD	15,000.00
057913	LANCASTER ISD	79,525.00
240901	LAREDO ISD	28,775.00
240901	LAREDO ISD	17,175.00
240901	LAREDO ISD	26,600.00
240901	LAREDO ISD	16,450.00
240901	LAREDO ISD	15,725.00
240901	LAREDO ISD	24,425.00
240901	LAREDO ISD	22,250.00
187906	LEGGETT ISD	15,000.00
061902	LEWISVILLE ISD	25,875.00
072909	LINGLEVILLE ISD	15,000.00
031906	LOS FRESNOS CISD	17,900.00
152901	LUBBOCK ISD	15,000.00
152901	LUBBOCK ISD	15,000.00
152901	LUBBOCK ISD	15,000.00
152901	LUBBOCK ISD	15,000.00
152901	LUBBOCK ISD	15,000.00
152901	LUBBOCK ISD	21,525.00
028903	LULING ISD	22,250.00

Co Dist	Name	Total Award
245902	LYFORD CISD	25,150.00
227907	MANOR ISD	15,000.00
227907	MANOR ISD	25,875.00
227907	MANOR ISD	19,350.00
073903	MARLIN ISD	22,250.00
205904	MATHIS ISD	30,950.00
057914	MESQUITE ISD	15,000.00
147903	MEXIA ISD	30,950.00
165901	MIDLAND ISD	15,000.00
165901	MIDLAND ISD	15,000.00
101848	MIRACLE EDUCATIONAL SYSTEMS INC	15,000.00
018903	MORGAN ISD	15,000.00
109910	MOUNT CALM ISD	15,000.00
015805	NEW FRONTIERS CHARTER SCHOOL INC	18,625.00
037908	NEW SUMMERFIELD ISD	15,725.00
015910	NORTH EAST ISD	28,050.00
101909	NORTH FOREST ISD	91,125.00
057827	NOVA CHARTER SCHOOL	15,000.00
084802	ODYSSEY ACADEMY	15,000.00
051901	PADUCAH ISD	15,000.00
101917	PASADENA ISD	18,625.00
108909	PHARR SAN JUAN ALAMO ISD	15,000.00
108909	PHARR SAN JUAN ALAMO ISD	17,900.00
123907	PORT ARTHUR ISD	15,000.00
007906	POTEET ISD	24,425.00
167904	PRIDDY ISD	15,000.00
108910	PROGRESO ISD	41,100.00
057916	RICHARDSON ISD	15,725.00
206902	RICHLAND SPRINGS ISD	15,000.00
214901	RIO GRANDE CITY ISD	17,900.00
214901	RIO GRANDE CITY ISD	20,800.00
031911	RIO HONDO ISD	28,050.00
214903	ROMA ISD	117,950.00
139908	ROXTON ISD	15,000.00
237905	ROYAL ISD	28,775.00
104903	RULE ISD	15,000.00
057829	RYLIE FAMILY FAITH ACADEMY	18,625.00
057830	RYLIE FAMILY FAITH ACADEMY	15,000.00
057830	RYLIE FAMILY FAITH ACADEMY	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00

Co Dist	Name	Total Award
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	20,075.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	18,625.00
015907	SAN ANTONIO ISD	17,175.00
015907	SAN ANTONIO ISD	15,725.00
015907	SAN ANTONIO ISD	17,175.00
031912	SAN BENITO CISD	20,075.00
031912	SAN BENITO CISD	15,000.00
233901	SAN FELIPE-DEL RIO CISD	22,250.00
031913	SANTA MARIA ISD	15,000.00
015819	SHEKINAH LEARNING INSTITUTE	15,000.00
015819	SHEKINAH LEARNING INSTITUTE	15,000.00
143903	SHINER ISD	15,000.00
071909	SOCORRO ISD	32,400.00
071909	SOCORRO ISD	20,075.00
071909	SOCORRO ISD	22,250.00
015908	SOUTH SAN ANTONIO ISD	16,450.00
167903	STAR ISD	15,000.00
182905	STRAWN ISD	15,000.00
205907	TAFT ISD	27,325.00
014909	TEMPLE ISD	15,000.00
022004	TERLINGUA COMMON SCHOOL DISTRICT	15,000.00
227906	TEXAS SCHOOL FOR THE DEAF	15,000.00
071908	TORNILLO ISD	25,875.00
228903	TRINITY ISD	17,175.00
235902	VICTORIA ISD	15,000.00
235902	VICTORIA ISD	15,000.00
161914	WACO ISD	15,000.00
161914	WACO ISD	17,900.00
161914	WACO ISD	15,000.00
161914	WACO ISD	15,000.00
161914	WACO ISD	15,000.00
161914	WACO ISD	15,000.00
108913	WESLACO ISD	27,325.00
181906	WEST ORANGE COVE CONSOLIDATED ISD	17,900.00
181906	WEST ORANGE COVE CONSOLIDATED ISD	15,000.00
168903	WESTBROOK ISD	15,000.00
243905	WICHITA FALLS ISD	15,000.00
243905	WICHITA FALLS ISD	15,000.00
071905	YSLETA ISD	19,350.00

Table B2: List of IRI Cycle 2 Grant Recipients and Amounts

Co Dist	Name	Total Award
015809	ACADEMY OF AMERICA	15,981.00
101902	ALDINE ISD	81,956.00
101902	ALDINE ISD	79,781.00
101902	ALDINE ISD	136,331.00
125901	ALICE ISD	39,906.00
125901	ALICE ISD	36,281.00
140901	AMHERST ISD	15,981.00
220901	ARLINGTON ISD	65,000.00
220901	ARLINGTON ISD	57,025.00
220901	ARLINGTON ISD	58,475.00
220901	ARLINGTON ISD	51,950.00
220901	ARLINGTON ISD	57,750.00
220901	ARLINGTON ISD	63,550.00
220901	ARLINGTON ISD	65,000.00
227901	AUSTIN ISD	15,981.00
227901	AUSTIN ISD	15,981.00
227901	AUSTIN ISD	15,981.00
227901	AUSTIN ISD	27,581.00
227901	AUSTIN ISD	29,756.00
227901	AUSTIN ISD	26,856.00
227901	AUSTIN ISD	21,781.00
123910	BEAUMONT ISD	15,981.00
123910	BEAUMONT ISD	39,181.00
125902	BEN BOLT-PALITO BLANCO ISD	15,981.00
066901	BENAVIDES ISD	15,981.00
025904	BLANKET ISD	15,981.00
020905	BRAZOSPORT ISD	15,981.00
021902	BRYAN ISD	22,506.00
021902	BRYAN ISD	15,981.00
021902	BRYAN ISD	15,981.00
201913	CARLISLE ISD	15,981.00
064903	CARRIZO SPRINGS ISD	15,981.00
064903	CARRIZO SPRINGS ISD	15,981.00
113901	CROCKETT ISD	31,675.00
055901	CULBERSON COUNTY - ALLAMORE ISD	15,981.00
057905	DALLAS ISD	34,831.00
057905	DALLAS ISD	29,756.00
057905	DALLAS ISD	23,231.00
057905	DALLAS ISD	18,156.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	29,031.00
057905	DALLAS ISD	31,206.00

Co Dist	Name	Total Award
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	25,406.00
057905	DALLAS ISD	22,506.00
057905	DALLAS ISD	22,506.00
057905	DALLAS ISD	18,881.00
057905	DALLAS ISD	20,331.00
057905	DALLAS ISD	22,506.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	21,781.00
057905	DALLAS ISD	17,431.00
057905	DALLAS ISD	18,881.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	29,756.00
057905	DALLAS ISD	22,506.00
057905	DALLAS ISD	18,881.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	20,331.00
057905	DALLAS ISD	29,031.00
057905	DALLAS ISD	37,731.00
057905	DALLAS ISD	27,581.00
057905	DALLAS ISD	37,731.00
057905	DALLAS ISD	21,056.00
057905	DALLAS ISD	16,706.00
057905	DALLAS ISD	22,506.00
057905	DALLAS ISD	40,631.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	29,756.00
057905	DALLAS ISD	19,606.00
057905	DALLAS ISD	36,281.00
057905	DALLAS ISD	52,231.00
057905	DALLAS ISD	26,131.00
057905	DALLAS ISD	30,481.00
057905	DALLAS ISD	23,956.00
057905	DALLAS ISD	28,306.00
057905	DALLAS ISD	19,606.00
057905	DALLAS ISD	22,506.00
057905	DALLAS ISD	18,156.00
057905	DALLAS ISD	24,681.00
057905	DALLAS ISD	34,831.00
057905	DALLAS ISD	44,256.00
057905	DALLAS ISD	20,331.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	19,606.00
057905	DALLAS ISD	33,381.00

Co Dist	Name	Total Award
057905	DALLAS ISD	26,131.00
057905	DALLAS ISD	40,631.00
057905	DALLAS ISD	16,706.00
057905	DALLAS ISD	15,981.00
057905	DALLAS ISD	15,981.00
115903	DELL CITY ISD	65,000.00
082902	DILLEY ISD	17,431.00
035901	DIMMITT ISD	21,056.00
108902	DONNA ISD	15,981.00
108902	DONNA ISD	22,506.00
108902	DONNA ISD	21,781.00
108902	DONNA ISD	24,681.00
108902	DONNA ISD	22,506.00
178905	DRISCOLL ISD	15,981.00
057806	EAGLE ADVANTAGE SCHOOLS INC	15,981.00
101855	ECAP INC	15,981.00
108903	EDCOUCH ELSA ISD	25,406.00
108903	EDCOUCH ELSA ISD	21,781.00
108904	EDINBURG CISD	18,881.00
108904	EDINBURG CISD	18,881.00
108904	EDINBURG CISD	15,981.00
071902	EL PASO ISD	22,506.00
071902	EL PASO ISD	15,981.00
071902	EL PASO ISD	23,956.00
071902	EL PASO ISD	15,981.00
071902	EL PASO ISD	15,981.00
071902	EL PASO ISD	21,056.00
071902	EL PASO ISD	18,156.00
071902	EL PASO ISD	15,981.00
071902	EL PASO ISD	15,981.00
071902	EL PASO ISD	15,981.00
071902	EL PASO ISD	15,981.00
057815	FAITH FAMILY KIDS INC	15,981.00
077901	FLOYDADA ISD	15,981.00
079907	FORT BEND ISD	18,881.00
079907	FORT BEND ISD	26,856.00
220905	FORT WORTH ISD	19,606.00
220905	FORT WORTH ISD	20,331.00
220905	FORT WORTH ISD	15,981.00
220905	FORT WORTH ISD	25,406.00
220905	FORT WORTH ISD	15,981.00
220905	FORT WORTH ISD	15,981.00
220905	FORT WORTH ISD	22,506.00
220905	FORT WORTH ISD	15,981.00

Co Dist	Name	Total Award
220905	FORT WORTH ISD	23,956.00
220905	FORT WORTH ISD	56,300.00
220905	FORT WORTH ISD	17,431.00
220905	FORT WORTH ISD	65,000.00
220905	FORT WORTH ISD	18,156.00
220905	FORT WORTH ISD	24,681.00
220905	FORT WORTH ISD	26,131.00
220905	FORT WORTH ISD	15,981.00
220905	FORT WORTH ISD	62,825.00
220905	FORT WORTH ISD	15,981.00
220905	FORT WORTH ISD	23,231.00
115901	FT HANCOCK ISD	15,981.00
084902	GALVESTON ISD	15,981.00
084902	GALVESTON ISD	18,881.00
084902	GALVESTON ISD	20,331.00
057831	GATEWAY CHARTER ACADEMY	15,981.00
123805	GIRLS' HAVEN	15,981.00
187903	GOODRICH ISD	15,981.00
090905	GRANDVIEW-HOPKINS ISD	15,981.00
237902	HEMPSTEAD ISD	17,432.00
084903	HIGH ISLAND ISD	15,981.00
057825	HONORS ACADEMY	15,916.00
101851	HOUSTON ALTERNATIVE PREPARATORY CHARTER	15,981.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	56,300.00
101912	HOUSTON ISD	21,056.00
101912	HOUSTON ISD	16,706.00
101912	HOUSTON ISD	26,131.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	28,306.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	22,506.00
101912	HOUSTON ISD	20,331.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	19,606.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	30,481.00
101912	HOUSTON ISD	36,281.00
101912	HOUSTON ISD	18,881.00
101912	HOUSTON ISD	29,031.00
101912	HOUSTON ISD	29,031.00
101912	HOUSTON ISD	15,981.00

Co Dist	Name	Total Award
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	21,056.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	28,306.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	18,156.00
101912	HOUSTON ISD	18,156.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	27,581.00
101912	HOUSTON ISD	25,406.00
101912	HOUSTON ISD	37,006.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	34,106.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	54,406.00
101912	HOUSTON ISD	21,781.00
101912	HOUSTON ISD	24,681.00
101912	HOUSTON ISD	21,056.00
101912	HOUSTON ISD	20,331.00
101912	HOUSTON ISD	31,931.00
101912	HOUSTON ISD	50,056.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	54,125.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	29,031.00
101912	HOUSTON ISD	36,281.00
101912	HOUSTON ISD	15,981.00
101912	HOUSTON ISD	31,931.00
101912	HOUSTON ISD	21,781.00
101912	HOUSTON ISD	19,606.00
101912	HOUSTON ISD	27,581.00
015825	IMAGINE EDUCATIONAL FOUNDATION	15,981.00
057912	IRVING ISD	32,656.00
057912	IRVING ISD	23,231.00
057912	IRVING ISD	23,231.00
015916	JUDSON ISD	17,431.00
079908	KENDLETON ISD	15,981.00
057837	KIPP FOUNDATION	15,981.00
108912	LA JOYA ISD	26,856.00
108912	LA JOYA ISD	21,781.00
108912	LA JOYA ISD	22,506.00
108912	LA JOYA ISD	22,506.00
084904	LA MARQUE ISD	15,981.00

Co Dist	Name	Total Award
254902	LA PRYOR ISD	15,982.00
161906	LA VEGA ISD	42,081.00
079901	LAMAR CONSOLIDATED ISD	15,981.00
057913	LANCASTER ISD	80,506.00
240901	LAREDO ISD	29,757.00
240901	LAREDO ISD	18,157.00
240901	LAREDO ISD	27,582.00
240901	LAREDO ISD	17,432.00
240901	LAREDO ISD	16,707.00
240901	LAREDO ISD	25,407.00
240901	LAREDO ISD	23,232.00
061902	LEWISVILLE ISD	26,856.00
031906	LOS FRESNOS CISD	18,881.00
152901	LUBBOCK ISD	15,981.00
152901	LUBBOCK ISD	15,981.00
152901	LUBBOCK ISD	15,981.00
152901	LUBBOCK ISD	15,981.00
152901	LUBBOCK ISD	15,981.00
152901	LUBBOCK ISD	22,506.00
028903	LULING ISD	23,231.00
245902	LYFORD CISD	26,132.00
227907	MANOR ISD	15,982.00
227907	MANOR ISD	26,857.00
227907	MANOR ISD	20,332.00
073903	MARLIN ISD	23,231.00
205904	MATHIS ISD	31,931.00
057914	MESQUITE ISD	15,981.00
101848	MIRACLE EDUCATIONAL SYSTEMS INC	15,981.00
018903	MORGAN ISD	15,981.00
109910	MOUNT CALM ISD	15,981.00
015805	NEW FRONTIERS CHARTER SCHOOL INC	19,606.00
015910	NORTH EAST ISD	29,031.00
101909	NORTH FOREST ISD	92,106.00
057827	NOVA CHARTER SCHOOL	15,981.00
084802	ODYSSEY ACADEMY	15,981.00
051901	PADUCAH ISD	15,981.00
101917	PASADENA ISD	19,606.00
007906	POTEET ISD	25,406.00
167904	PRIDDY ISD	15,981.00
108910	PROGRESO ISD	42,081.00
206902	RICHLAND SPRINGS ISD	15,982.00
214901	RIO GRANDE CITY ISD	18,881.00
214901	RIO GRANDE CITY ISD	21,781.00
031911	RIO HONDO ISD	29,031.00

Co Dist	Name	Total Award
139908	ROXTON ISD	65,000.00
237905	ROYAL ISD	29,757.00
104903	RULE ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	21,056.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	15,981.00
015907	SAN ANTONIO ISD	19,606.00
015907	SAN ANTONIO ISD	18,156.00
015907	SAN ANTONIO ISD	16,706.00
015907	SAN ANTONIO ISD	18,156.00
031912	SAN BENITO CISD	21,056.00
031912	SAN BENITO CISD	15,981.00
031913	SANTA MARIA ISD	15,981.00
015819	SHEKINAH LEARNING INSTITUTE	15,981.00
015819	SHEKINAH LEARNING INSTITUTE	15,981.00
143903	SHINER ISD	15,881.00
071909	SOCORRO ISD	33,381.00
071909	SOCORRO ISD	21,056.00
071909	SOCORRO ISD	23,231.00
015908	SOUTH SAN ANTONIO ISD	17,431.00
182905	STRAWN ISD	15,981.00
227805	T A UNLIMITED INC	15,981.00
205907	TAFT ISD	28,306.00
014909	TEMPLE ISD	15,981.00
022004	TERLINGUA COMMON SCHOOL DISTRICT	15,981.00
227906	TEXAS SCHOOL FOR THE DEAF	15,982.00
071908	TORNILLO ISD	26,856.00
057813	TRINITY BASIN PREPARATORY INC	15,981.00
228903	TRINITY ISD	18,157.00
235902	VICTORIA ISD	15,982.00
235902	VICTORIA ISD	15,982.00
161914	WACO ISD	15,981.00
161914	WACO ISD	18,881.00
161914	WACO ISD	65,000.00
161914	WACO ISD	15,981.00
161914	WACO ISD	65,000.00

Co Dist	Name	Total Award
161914	WACO ISD	15,981.00
108913	WESLACO ISD	28,306.00
181906	WEST ORANGE COVE CONSOLIDATED ISD	18,881.00
181906	WEST ORANGE COVE CONSOLIDATED ISD	15,981.00

Table B3: List of IMI Cycle 1 Grant Recipients and Amounts

Co Dist	Name	Total Award
212801	ACADEMY OF SKILLS AND KNOWLEDGE	15,000.00
178901	AGUA DULCE ISD	15,000.00
220901	ARLINGTON ISD	17,250.00
227901	AUSTIN ISD	16,500.00
195902	BALMORHEA ISD	15,000.00
125902	BEN BOLT-PALITO BLANCO ISD	15,000.00
220902	BIRDVILLE ISD	15,000.00
105802	BOYS & GIRLS CLUBS OF SOUTH CENTRAL TEXA	15,000.00
145901	BUFFALO ISD	15,000.00
064903	CARRIZO SPRINGS ISD	15,000.00
064903	CARRIZO SPRINGS ISD	15,000.00
232801	COMMUNITY COUNCIL OF SOUTHWEST TEXAS INC	15,000.00
109903	COVINGTON ISD	15,000.00
057905	DALLAS ISD	25,500.00
057905	DALLAS ISD	25,500.00
057905	DALLAS ISD	42,000.00
057905	DALLAS ISD	34,500.00
057905	DALLAS ISD	31,500.00
057905	DALLAS ISD	28,500.00
057905	DALLAS ISD	18,750.00
057905	DALLAS ISD	17,250.00
057905	DALLAS ISD	22,500.00
057905	DALLAS ISD	15,000.00
057905	DALLAS ISD	29,250.00
057905	DALLAS ISD	23,250.00
115903	DELL CITY ISD	15,000.00
082902	DILLEY ISD	17,250.00
108902	DONNA ISD	15,750.00
108902	DONNA ISD	15,000.00
108902	DONNA ISD	21,750.00
057806	EAGLE ADVANTAGE SCHOOLS INC	15,000.00
101855	ECAP INC	15,000.00
108903	EDCOUCH ELSA ISD	21,750.00
071902	EL PASO ISD	19,500.00
071902	EL PASO ISD	16,500.00
050901	EVANT ISD	15,000.00
057815	FAITH FAMILY KIDS INC	15,000.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	15,000.00
220905	FORT WORTH ISD	18,000.00
084902	GALVESTON ISD	15,000.00
084902	GALVESTON ISD	20,250.00
177905	HIGHLAND ISD	15,000.00

Co Dist	Name	Total Award
101851	HOUSTON ALTERNATIVE PREPARATORY CHARTER	15,000.00
101912	HOUSTON ISD	27,000.00
101912	HOUSTON ISD	36,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	23,250.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	21,750.00
101912	HOUSTON ISD	18,750.00
101912	HOUSTON ISD	22,500.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	21,750.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	19,500.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	15,000.00
101912	HOUSTON ISD	45,750.00
101912	HOUSTON ISD	24,000.00
101912	HOUSTON ISD	39,750.00
101912	HOUSTON ISD	15,000.00
015825	IMAGINE EDUCATIONAL FOUNDATION	15,000.00
015822	JUBILEE ACADEMIC CENTER	15,000.00
079908	KENDLETON ISD	15,000.00
113906	KENNARD ISD	15,000.00
108912	LA JOYA ISD	32,250.00
084904	LA MARQUE ISD	18,750.00
240901	LAREDO ISD	38,250.00
240901	LAREDO ISD	36,000.00
240901	LAREDO ISD	18,750.00
240901	LAREDO ISD	22,500.00
187906	LEGGETT ISD	15,000.00
072909	LINGLEVILLE ISD	15,000.00
152901	LUBBOCK ISD	17,250.00
152901	LUBBOCK ISD	21,000.00
152901	LUBBOCK ISD	15,000.00
152901	LUBBOCK ISD	15,000.00
018903	MORGAN ISD	15,000.00
109910	MOUNT CALM ISD	15,000.00
037908	NEW SUMMERFIELD ISD	15,000.00
101909	NORTH FOREST ISD	87,000.00
057827	NOVA CHARTER SCHOOL	15,000.00
042906	NOVICE ISD	15,000.00
084802	ODYSSEY ACADEMY	15,000.00
051901	PADUCAH ISD	15,000.00

Co Dist	Name	Total Award
007906	POTEET ISD	16,500.00
045903	RICE CONS ISD	15,000.00
139908	ROXTON ISD	15,000.00
057829	RYLIE FAMILY FAITH ACADEMY	24,000.00
057830	RYLIE FAMILY FAITH ACADEMY	15,000.00
057830	RYLIE FAMILY FAITH ACADEMY	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
015907	SAN ANTONIO ISD	15,000.00
031913	SANTA MARIA ISD	15,000.00
015819	SHEKINAH LEARNING INSTITUTE	15,000.00
015819	SHEKINAH LEARNING INSTITUTE	15,000.00
047905	SIDNEY ISD	15,000.00
071909	SOCORRO ISD	24,000.00
071909	SOCORRO ISD	30,750.00
182905	STRAWN ISD	15,000.00
205907	TAFT ISD	26,250.00
101806	TEJANO CENTER FOR COMMUNITY CONCERNS INC	15,000.00
022004	TERLINGUA COMMON SCHOOL DISTRICT	15,000.00
227906	TEXAS SCHOOL FOR THE DEAF	15,000.00
071908	TORNILLO ISD	21,713.00
221905	TRENT ISD	15,000.00
228903	TRINITY ISD	23,250.00
161914	WACO ISD	15,750.00
161914	WACO ISD	18,750.00
161914	WACO ISD	15,000.00
161914	WACO ISD	15,000.00
018905	WALNUT SPRINGS ISD	15,000.00
181906	WEST ORANGE COVE CONSOLIDATED ISD	23,250.00

Table B4: List of IMI Cycle 2 Grant Recipients and Amounts

Co Dist	Name	Total Award
212801	ACADEMY OF SKILLS AND KNOWLEDGE	21,486.00
178901	AGUA DULCE ISD	21,486.00
220901	ARLINGTON ISD	23,736.00
227901	AUSTIN ISD	22,986.00
195902	BALMORHEA ISD	21,486.00
125902	BEN BOLT-PALITO BLANCO ISD	21,486.00
220902	BIRDVILLE ISD	21,486.00
105802	BOYS & GIRLS CLUBS OF SOUTH CENTRAL TEXA	21,486.00
145901	BUFFALO ISD	21,486.00
064903	CARRIZO SPRINGS ISD	21,486.00
064903	CARRIZO SPRINGS ISD	21,486.00
109903	COVINGTON ISD	21,486.00
057905	DALLAS ISD	31,986.00
057905	DALLAS ISD	31,986.00
057905	DALLAS ISD	48,486.00
057905	DALLAS ISD	40,986.00
057905	DALLAS ISD	37,986.00
057905	DALLAS ISD	34,986.00
057905	DALLAS ISD	25,236.00
057905	DALLAS ISD	23,736.00
057905	DALLAS ISD	28,986.00
057905	DALLAS ISD	21,486.00
057905	DALLAS ISD	35,736.00
057905	DALLAS ISD	29,736.00
115903	DELL CITY ISD	21,486.00
082902	DILLEY ISD	23,736.00
108902	DONNA ISD	22,236.00
108902	DONNA ISD	21,486.00
108902	DONNA ISD	28,236.00
057806	EAGLE ADVANTAGE SCHOOLS INC	21,485.00
101855	ECAP INC	21,486.00
108903	EDCOUCH ELSA ISD	28,236.00
071902	EL PASO ISD	25,986.00
071902	EL PASO ISD	22,986.00
057815	FAITH FAMILY KIDS INC	21,485.00
220905	FORT WORTH ISD	21,486.00
220905	FORT WORTH ISD	21,486.00
220905	FORT WORTH ISD	24,486.00
084902	GALVESTON ISD	21,486.00
084902	GALVESTON ISD	26,736.00
177905	HIGHLAND ISD	21,486.00
101851	HOUSTON ALTERNATIVE PREPARATORY CHARTER	21,486.00
101912	HOUSTON ISD	30,486.00

Co Dist	Name	Total Award
101912	HOUSTON ISD	46,236.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	33,486.00
101912	HOUSTON ISD	42,486.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	29,736.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	28,236.00
101912	HOUSTON ISD	25,236.00
101912	HOUSTON ISD	28,986.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	28,236.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	25,986.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	21,486.00
101912	HOUSTON ISD	52,236.00
015825	IMAGINE EDUCATIONAL FOUNDATION	21,485.00
079908	KENDLETON ISD	21,486.00
108912	LA JOYA ISD	38,736.00
084904	LA MARQUE ISD	25,186.00
240901	LAREDO ISD	44,736.00
240901	LAREDO ISD	42,486.00
240901	LAREDO ISD	25,236.00
240901	LAREDO ISD	28,986.00
152901	LUBBOCK ISD	23,736.00
152901	LUBBOCK ISD	27,486.00
152901	LUBBOCK ISD	21,486.00
152901	LUBBOCK ISD	21,486.00
018903	MORGAN ISD	21,485.00
109910	MOUNT CALM ISD	21,486.00
101909	NORTH FOREST ISD	93,473.00
057827	NOVA CHARTER SCHOOL	21,485.00
084802	ODYSSEY ACADEMY	21,486.00
051901	PADUCAH ISD	21,485.00
007906	POTEET ISD	22,985.00
045903	RICE CONS ISD	21,485.00
139908	ROXTON ISD	21,486.00
015907	SAN ANTONIO ISD	21,485.00
015907	SAN ANTONIO ISD	21,485.00
015907	SAN ANTONIO ISD	21,485.00
031913	SANTA MARIA ISD	21,485.00
015819	SHEKINAH LEARNING INSTITUTE	21,485.00

Co Dist	Name	Total Award
015819	SHEKINAH LEARNING INSTITUTE	21,485.00
047905	SIDNEY ISD	21,485.00
071909	SOCORRO ISD	30,486.00
071909	SOCORRO ISD	37,236.00
182905	STRAWN ISD	21,486.00
205907	TAFT ISD	32,736.00
101806	TEJANO CENTER FOR COMMUNITY CONCERNS INC	21,486.00
022004	TERLINGUA COMMON SCHOOL DISTRICT	21,485.00
227906	TEXAS SCHOOL FOR THE DEAF	21,486.00
071908	TORNILLO ISD	28,236.00
221905	TRENT ISD	11,266.00
228903	TRINITY ISD	29,735.00
161914	WACO ISD	22,236.00
161914	WACO ISD	21,486.00
181906	WEST ORANGE COVE CONSOLIDATED ISD	29,735.00

Appendix C: Sample IRI/IMI Grantee Progress Reports

Intensive Reading Instruction (IRI) Grantee Progress Report

Please note: This report should be completed by *each* campus participating in the Intensive Reading Instruction (IRI) program.

The Texas Education Agency (TEA) is responsible for ensuring that each campus participating in the IRI program submits an individual campus progress report. Please submit only one report per campus. If at all possible, the IRI campus administrator or designee should complete the progress report. The data collected in this report should include activities from the beginning of the IRI program on your campus through April 30, 2007.

The IRI program encompasses two cycles that overlap. Cycle 1 projects had a grant period beginning date of May 1, 2006, and an ending date of July 31, 2007. Cycle 2 projects had a grant period beginning date of September 1, 2006, and an ending date of July 31, 2007.

When filling out this progress report, be sure to allow sufficient time to complete and submit it: *You cannot save your work and come back later to complete it.* Therefore, you may want to look through the entire survey before starting to get a good idea of what resources you will need (i.e., time and information required). It may be advisable to print out the report, complete it on paper, and then enter the information and submit it electronically.

This progress report *is due to the Texas Education Agency (TEA) no later than 5:00 PM on May 25, 2007.* If you have any questions regarding the progress report or need further clarification on any item to complete this progress report, please contact Allen Seay at allen.seay@tea.state.tx.us or (512) 463-9101.

Organizational and Contact Information

District Name: _____

Campus Name: _____

9-Digit Campus Number: _____

Contact Information—Person Completing the Progress Report

First Name: _____

Last Name: _____

Title: _____

Telephone Number: _____

Email Address: _____

1. Your campus could select a different program provider for the IRI, Cycle 2, implementation that was different than the Cycle 1 implementation. If you received funds for both cycles, did you choose a different program provider for each cycle? (Select one response only.)

    a. No—Selected same program
    b. Yes—Selected different program provider for each cycle
    c. Only received funds for one cycle

2. Were supplemental funds *other than IRI funds* also used to help purchase the IRI program(s)? (Select one response only.)

    a. Yes
    b. No

    If yes, please indicate sources of these funds. (Select all that apply.)

    a. Local funds
    b. State Accelerated Reading Instruction funds
    c. State Compensatory Education funds
    d. Federal Reading First funds
    e. Federal Title I, Part A funds
    f. Other (please specify) _____

Implementation of the IRI Program

3. Please indicate how the IRI program activities were delivered to participating students. (Select all that apply.)

    a. One-on-one tutoring
    b. Small-group tutoring
    c. Peering-mentoring
    d. Computer software
    e. Computer Internet
    f. Textbooks
    g. Worksheets
    h. Other _____

4. When were the IRI program activities offered? (Select all that apply.)

    a. Before school
    b. During school, as part of core class
    c. During school, as part of elective class
    d. After school
    e. Summer school

5. How were students selected to participate in the IRI program? (Select all that apply.)

    a. Students' TAKS scores
    b. Students' grades
    c. Teachers' recommendation
    d. Special education IEP recommendation
    e. LEP services recommendation
    f. ESL services recommendation
    g. Speech and language recommendation
    h. Other (please specify) _____

6. Was the process for selecting students to participate in the IRI program the same for each grade-level or did it differ? (Select one response only.)

    a. Same
    b. Differed by grade level (please describe) _____

7. Was the process for selecting students to participate in the IRI program the same for both cycles, i.e., Cycle 1 and Cycle 2, or did it differ? (Select one response only.)

    a. Only received funds for one cycle
    b. Same
    c. Differed by cycle (please describe) _____

8. How would you rate the extent of implementation for the IRI program on your campus? Use the scale below to indicate a rating for each area.

   Key for Ratings
   1 = No implementation: No evidence of activity.
   2 = Planning: Planning or preparing to implement this activity.
   3 = Piloted: Partially implemented this activity with a small group of staff or students.
   4 = Implementing: Staff is currently implementing this activity.
   5 = Fulfilling: Staff has fully implemented this activity.

Required Activity	Ratings				
	1	2	3	4	5
Professional development/technical assistance					
Integration of program data/results into daily instruction					
Overall program implementation on campus					

9. With this grant, how many students did you plan to have participate in the IRI program on your campus?

   Number planned _____

Barriers and Facilitators Experienced

10. Please rate the following factors associated with implementing the IRI program. The rating scale is from -2 to +2, where -2 means the factor was a strong barrier to implementation, -1 means a moderate barrier, 0 means neither barrier nor facilitator, +1 means a moderate facilitator, and +2 means a strong facilitator. (Enter the numeric value, with the + or - sign, on each line.)

Implementation Factor	Rating -2 -1 0 +1 +2 Barrier----------Facilitator
a) Support from district administration	
b) Support from campus administration	
c) Support (buy-in) from teachers	
d) Support from TEA	
e) Human resources	
f) Financial resources	
g) Time	
h) Professional development from the program provider	
i) Technical assistance from program provider	
j) Technology	
k) Assessment/use of data	
l) Evaluation of the campus's progress in implementing the program	

Professional Development/Technical Assistance Offered by Program Provider

11. Please indicate the types of IRI professional development/technical assistance courses in which staff at your campus participated in between the start of the grant and April 30, 2007. Many of the professional development course names are listed in the left column. If you do not see a course listed, please select "Other" and describe the course. If you did not participate in a course listed, leave that line blank.

    For each kind of professional development/technical assistance activity, indicate how the course was delivered, e.g., self-directed e-learning/web-based training; traditional classroom; on-site coaching; mentoring and modeling, CD-ROM trainingonline workshops; online support materials; or just-in-time online consulting. Also indicate the frequency with which the activity was offered, (i.e., daily, weekly, monthly, quarterly, one time only, or other), and the number of people trained in the # Trained column. With regard to helping your campus implement the IRI program, rate how effective each course was on a scale from 0 to 4, where 0 means Not Effective and 4 means Extremely Effective.

Professional Development Course	Delivery Method	Frequency of Activity	# Trained	How Effective? Rate 0 to 4
Pre-launch planning		_____ If other specify _____		
Implementation and shared accountability		_____ If other specify _____		
Using data to inform instruction		_____ If other specify _____		
Data analysis and differentiated instruction		_____ If other specify _____		
Program review or evaluating program's impact		_____ If other specify _____		
Curriculum alignment training		_____ If other specify _____		
Classroom integration strategies		_____ If other specify _____		
Teaching strategies and best practices		_____ If other specify _____		
Lesson planning and utilization strategies		_____ If other specify _____		
Customizing program for state assessments		_____ If other specify _____		
Motivating students		_____ If other specify _____		
Using program with special education students		_____ If other specify _____		

Test creation		_____ If other specify _____		
Other (please specify): _____		_____ If other specify _____		
Other (please specify): _____		_____ If other specify _____		
Other (please specify): _____		_____ If other specify _____		

Comments

12. Please provide any additional comments you may have regarding the IRI program at your campus.

THANK YOU FOR COMPLETING THIS PROGRESS REPORT!

Intensive Mathematics Instruction (IMI) Grantee Progress Report

Please note: This report should be completed by *each* campus participating in the Intensive Mathematics Instruction (IMI) program.

The Texas Education Agency (TEA) is responsible for ensuring that each campus participating in the IMI program submits an individual campus progress report. Please submit only one report per campus. If at all possible, the IMI campus administrator or designee should complete the progress report. The data collected in this report should include activities from the beginning of the IMI program on your campus through April 30, 2007.

The IMI program encompasses two cycles that overlap. Cycle 1 projects had a grant period beginning date of May 1, 2006, and an ending date of July 31, 2007. Cycle 2 projects had a grant period beginning date of September 1, 2006, and an ending date of July 31, 2007.

When filling out this progress report, be sure to allow sufficient time to complete and submit it: *You cannot save your work and come back later to complete it.* Therefore, you may want to look through the entire survey before starting to get a good idea of what resources you will need (i.e., time and information required). It may be advisable to print out the report, complete it on paper, and then enter the information and submit it electronically.

This progress report is *due to the Texas Education Agency (TEA) no later than 5:00 PM on May 25, 2007.* If you have any questions regarding the progress report or need further clarification on any item to complete this progress report, please contact Allen Seay at allen.seay@tea.state.tx.us or (512) 463-9101.

Organizational and Contact Information

District Name: _____

Campus Name: _____

9-Digit Campus Number: _____

Contact Information—Person Completing the Progress Report

First Name: _____

Last Name: _____

Title: _____

Telephone Number: _____

Email Address: _____

1. Your campus could select a different program provider for the IMI, Cycle 2, implementation that was different than the Cycle 1 implementation. If you received funds for both cycles, did you choose a different program provider for each cycle? (Select one response only.)

    a. No—Selected same program
    b. Yes—Selected different program provider for each cycle
    c. Only received funds for one cycle

2. Were supplemental funds *other than IMI funds* also used to help purchase the IMI program(s)? (Select one response only.)

    a. Yes
    b. No

    If yes, please indicate sources of these funds. (Select all that apply.)

    a. Local funds
    b. State Accelerated Math Instruction funds
    c. State Compensatory Education funds
    d. Federal Title I, Part A funds
    e. Other (please specify) _____

Implementation of the IMI Program

3. Please indicate how the IMI program activities were delivered to participating students. (Select all that apply.)

    a. One-on-one tutoring
    b. Small-group tutoring
    c. Peering-mentoring
    d. Computer software
    e. Computer Internet
    f. Textbooks
    g. Worksheets
    h. Other _____

4. When were the IMI program activities offered? (Select all that apply.)

    a. Before school
    b. During school, as part of core class
    c. During school, as part of elective class
    d. After school
    e. Summer school

5. How were students selected to participate in the IMI program? (Select all that apply.)

    a. Students' TAKS scores
    b. Students' grades
    c. Teachers' recommendation
    d. Special education IEP recommendation
    e. LEP services recommendation
    f. ESL services recommendation
    g. Speech and Language recommendation
    h. Other (please specify)
    _____

6. 6, Was the process for selecting students to participate in the IMI program the same for each grade level or did it differ? (Select one response only.)

    c. Same
    d. Differed by grade level (please describe) _____

7. Was the process for selecting students to participate in the IMI program the same for both cycles, i.e., Cycle 1 and Cycle 2, or did it differ? (Select one response only.)

    d. Only received funds for one cycle
    e. Same
    f. Differed by cycle (please describe)

8. How would you rate the extent of implementation for the IMI program on your campus? Use the scale below to indicate a rating for each area.

   Key for Ratings

   1 = No implementation: No evidence of activity.
   2 = Planning: Planning or preparing to implement this activity.
   3 = Piloted: Partially implemented this activity with a small group of staff or students.
   4 = Implementing: Staff is currently implementing this activity.
   5 = Fulfilling: Staff has fully implemented this activity.

Required Activity	Ratings				
	1	2	3	4	5
Professional development/technical assistance					
Integration of program data/results into daily instruction					
Overall program implementation on campus					

9. With this grant, how many students did you plan to have participate in the IMI program on your campus?

   Number planned _____

Barriers and Facilitators Experienced

10. Please rate the following factors associated with implementing the IMI program. The rating scale is from -2 to +2, where -2 means the factor was a strong barrier to implementation, -1 means a moderate barrier, 0 means neither barrier nor facilitator, +1 means a moderate facilitator, and +2 means a strong facilitator. (Enter the numeric value, with the + or - sign, on each line.)

Implementation Factor	Rating -2 -1 0 +1 +2 Barrier----------Facilitator
a) Support from district administration	
b) Support from campus administration	
c) Support (buy-in) from teachers	
d) Support from TEA	
e) Human resources	
f) Financial resources	
g) Time	
h) Professional development from program provider	
i) Technical assistance from program provider	
j) Technology	
k) Assessment/use of data	
l) Evaluation of the campus's progress in implementing the program	

Professional Development/Technical Assistance Offered by Program Provider

11. Please indicate the types of IMI professional development/technical assistance courses in which staff at your campus participated between the start of the grant and April 30, 2007. Many of the professional development course names are listed in the left column. If you do not see a course listed, please select other and describe the course. If you did not participate in a course listed, just leave that line blank.

    For each kind of professional development/technical assistance course, indicate how it was delivered, e.g., self-directed e-learning/web-based training; traditional classroom; on-site coaching; mentoring and modeling; CD-ROM training; online workshops; online support materials; or just-in-time online consulting). If more than one delivery method was used for a course, please select the primary method. Also, indicate the frequency with which the course was offered (Daily, Weekly, Monthly, Quarterly, One-Time Only, Other), and the number of people trained in the # Trained column. With regard to helping your campus implement the IMI program, rate how effective each course was on a scale from 0 to 4, where 0 means Not Effective and 4 means Extremely Effective.

Professional Development Course	Delivery Method	Frequency of Activity	# Trained	How Effective? Rate 0 to 4
Pre-launch planning		_____ If other specify _____		
Implementation and shared accountability		_____ If other specify _____		
Using data to inform instruction		_____ If other specify _____		
Data analysis and differentiated instruction		_____ If other specify _____		
Program review or evaluating program's impact		_____ If other specify _____		
Curriculum alignment training		_____ If other specify _____		
Classroom integration strategies		_____ If other specify _____		
Teaching strategies and best practices		_____ If other specify _____		
Lesson planning and utilization strategies		_____ If other specify _____		
Customizing program for state assessments		_____ If other specify _____		
Motivating students		_____ If other specify		

		_____		
Using program with special education students		_____ If other specify _____		
Test creation		_____ If other specify _____		
Other (please specify): _____				
Other (please specify): _____				
Other (please specify): _____				

Comments

12. Please provide any additional comments you may have regarding the IMI program at your campus.

_____

_____

_____

THANK YOU FOR COMPLETING THIS PROGRESS REPORT!

Appendix D: IRI and IMI Participating Students' Characteristics by Grade Level

The tables in this appendix provide a breakdown of IRI and IMI participating student characteristics by grade level (Grades 4–7).

Table D1: Characteristics of Students Participating in IRI: Number and Percentages by Grade Level

	Grade 4		Grade 5		Grade 6		Grade 7	
Characteristic	**No.**	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Gender								
Female	3,201	49.2	3,779	48.3	1,398	55.5	562	45.7
Male	3,310	50.8	4,050	51.7	1,742	44.5	668	54.3
Race/Ethnicity								
Native American	12	0.18	15	0.19	1	0.03	2	0.16
Asian/Pacific Islander	43	0.55	60	0.77	23	0.73	3	0.24
African American	1,269	19.5	1,433	18.3	540	17.2	337	27.4
Hispanic	4,819	74.0	5,932	75.8	2,351	74.9	708	57.6
White	368	5.7	389	5.0	225	7.2	180	14.6
Econ. Disadvantaged	5,648	90.6	6,773	90.1	2,497	83.8	951	80.6
LEP	2,434	61.0	2,675	35.6	693	23.3	157	13.3
Special Education	699	10.7	798	10.2	350	11.2	151	12.3
Retained, 2006	302	4.8	475	6.2	51	1.7	55	4.6
TAKS Passing Rate								
Reading 2006	3,042	65.8	2,990	50.0	1,254	48.1	704	66.5
Reading 2007	2,468	51.8	3,492	51.1	2,181	78.0	642	57.7
Reading 2008	3,276	59.5	5,376	78.7	1,910	70.7	875	82.4

Source: PEIMS, Texas Education Agency. Number of participating students based on student upload reports submitted by IRI (*N*=277) grantees.

Table D2: Characteristics of Grades 4–7 Students Participating in IMI

Characteristic	Grade 4		Grade 5		Grade 6		Grade 7	
	No.	%	No.	%	No.	%	No.	%
Gender								
Female	1,124	49.6	990	48.7	408	46.4	278	47.0
Male	1,142	50.4	1,044	51.3	472	53.6	313	53.0
Race/Ethnicity								
Native American	2	0.09	4	0.20	0	0.0	1	0.17
Asian/Pacific Islander	8	0.35	13	0.64	0	0.0	0	0.0
African American	478	21.1	356	17.5	138	15.7	119	20.1
Hispanic	1,591	70.2	1,489	73.2	620	70.5	397	67.2
White	187	8.3	172	8.5	122	13.9	74	12.5
Econ. Disadvantaged	1,962	90.5	1,739	89.0	659	77.9	464	82.0
LEP	206	39.2	718	36.8	150	17.7	72	12.7
Special Education	264	11.7	243	12.0	91	10.3	71	12.0
Retained, 2006	132	5.6	130	6.5	29	3.4	24	4.2
TAKS Passing Rate								
Math 2006	798	48.7	815	51.4	426	57.0	245	47.1
Math2007	972	56.0	965	55.5	105	50.4	280	52.6
Math 2008	1,206	64.3	1,083	63.0	439	57.8	299	58.0

Source: PEIMS, Texas Education Agency. Number of participating students based on student upload reports submitted by IMI (*N*=91) grantees.

Appendix E: Number and Percentage of IRI Grantees Reporting Methods Used to Deliver Professional Development/Technical Assistance Opportunities

IRI grantees were asked to indicate what method they used to deliver a range of professional development training opportunities. This information is summarized in the main body of the report (Section 5). The tables in this appendix provide additional details about how grantees responded. A total of 337 IRI grantees responded in some way to the progress report from which these data come.

Table E1: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Pre-Launch Planning

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	15	5.4%
Traditional classroom	70	25.2%
On-site coaching	159	57.2%
Mentoring and modeling	25	9.0%
CD-ROM training	2	0.7%
Online workshops	6	2.2%
Online support materials	1	0.4%
Just-in-time online consulting	0	0.0%
Total	278	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 59 grantees did not indicate a response for this item.

Table E2: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Implementation and Shared Accountability

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	13	4.9%
Traditional classroom	71	26.7%
On-site coaching	125	47.0%
Mentoring and modeling	41	15.4%
CD-ROM training	2	0.8%
Online workshops	5	1.9%
Online support materials	4	1.5%
Just-in-time online consulting	5	1.9%
Total	266	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 71 grantees did not indicate a response for this item.

Table E3: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Using Data to Inform Instruction

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	19	7.0%
Traditional classroom	71	26.2%
On-site coaching	130	48.0%
Mentoring and modeling	30	11.1%
CD-ROM training	4	1.5%
Online workshops	1	0.4%
Online support materials	11	4.1%
Just-in-time online consulting	5	1.8%
Total	271	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 66 grantees did not indicate a response for this item.

Table E4: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Data Analysis and Differentiated Instruction

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	14	5.6%
Traditional classroom	81	32.4%
On-site coaching	114	45.6%
Mentoring and modeling	26	10.4%
CD-ROM training	4	1.6%
Online workshops	2	0.8%
Online support materials	7	2.8%
Just-in-time online consulting	2	0.8%
Total	250	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 87 grantees did not indicate a response for this item.

Table E5: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Program Review or Evaluating Program's Impact

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	14	5.8%
Traditional classroom	74	30.7%
On-site coaching	115	47.7%
Mentoring and modeling	20	8.3%
CD-ROM training	2	0.8%
Online workshops	5	2.1%
Online support materials	7	2.9%
Just-in-time online consulting	4	1.7%
Total	241	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 96 grantees did not indicate a response for this item.

Table E6: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Curriculum Alignment Training

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	18	8.1%
Traditional classroom	63	28.3%
On-site coaching	96	43.0%
Mentoring and modeling	35	15.7%
CD-ROM training	2	0.9%
Online workshops	4	1.8%
Online support materials	3	1.3%
Just-in-time online consulting	2	0.9%
Total	223	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 114 grantees did not indicate a response for this item.

Table E7: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Curriculum Training in Integration Strategies

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	15	6.1%
Traditional classroom	78	31.6%
On-site coaching	89	36.0%
Mentoring and modeling	53	21.5%
CD-ROM training	3	1.2%
Online workshops	3	1.2%
Online support materials	4	1.6%
Just-in-time online consulting	2	0.8%
Total	247	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 90 grantees did not indicate a response for this item.

Table E8: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Teaching Strategies and Best Practices

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	19	7.7%
Traditional classroom	84	34.0%
On-site coaching	84	34.0%
Mentoring and modeling	53	21.5%
CD-ROM training	2	0.8%
Online workshops	2	0.8%
Online support materials	2	0.8%
Just-in-time online consulting	1	0.4%
Total	247	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 90 grantees did not indicate a response for this item.

Table E9: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Lesson Planning and Utilization Strategies

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	17	6.9%
Traditional classroom	87	35.1%
On-site coaching	93	37.5%
Mentoring and modeling	42	16.9%
CD-ROM training	3	1.2%
Online workshops	2	0.8%
Online support materials	3	1.2%
Just-in-time online consulting	1	0.4%
Total	248	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 89 grantees did not indicate a response for this item.

Table E10: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Customizing Program for State Assessments

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	17	8.3%
Traditional classroom	59	28.9%
On-site coaching	69	33.8%
Mentoring and modeling	38	18.6%
CD-ROM training	1	0.5%
Online workshops	4	2.0%
Online support materials	14	6.9%
Just-in-time online consulting	2	1.0%
Total	204	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 133 grantees did not indicate a response for this item.

Table E11: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Motivating Students

Delivery Method	*N*	% of Schools
Self-directed e-learning/web-based training	17	7.7%
Traditional classroom	81	36.5%
On-site coaching	63	28.4%
Mentoring and modeling	51	23.0%
CD-ROM training	2	0.9%
Online workshops	1	0.5%
Online support materials	6	2.7%
Just-in-time online consulting	1	0.5%
Total	222	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 115 grantees did not indicate a response for this item.

Table E12: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Using Program with Special Education Students

Delivery Method	N	% of Schools
Self-directed e-learning/web-based training	16	8.0%
Traditional classroom	80	40.0%
On-site coaching	64	32.0%
Mentoring and modeling	33	16.5%
CD-ROM training	1	0.5%
Online workshops	1	0.5%
Online support materials	4	2.0%
Just-in-time online consulting	1	0.5%
Total	200	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 137 grantees did not indicate a response for this item.

Table E13: Number and Percentage of IRI Grantees Reporting Method Used to Deliver Training in Test Creation

Delivery Method	N	% of Schools
Self-directed e-learning/web-based training	14	8.0%
Traditional classroom	59	33.7%
On-site coaching	62	35.4%
Mentoring and modeling	17	9.7%
CD-ROM training	2	1.1%
Online workshops	2	1.1%
Online support materials	17	9.7%
Just-in-time online consulting	2	1.1%
Total	175	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 162 grantees did not indicate a response for this item.

Appendix F: Number and Percentage of IRI Grantees Reporting Frequency of Providing Professional Development/Technical Assistance Opportunities

IRI grantees were asked to indicate how often they delivered a range of professional development training opportunities. This information is summarized in the main body of the report (Section 5). The tables in this appendix provide additional details about how grantees responded. A total of 337 IRI grantees responded in some way to the progress report from which this data comes.

Table F1: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Pre-Launch Planning

Delivery Method	N	% of Schools
Daily	18	6.5%
Weekly	19	6.9%
Monthly	18	6.5%
Quarterly	27	9.8%
One time only	161	58.5%
Other	32	11.6%
Total	275	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 62 grantees did not indicate a response for this item.

Table F2: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Implementation and Shared Accountability

Delivery Method	N	% of Schools
Daily	34	13.1%
Weekly	48	18.5%
Monthly	35	13.5%
Quarterly	35	13.5%
One time only	82	31.7%
Other	25	9.7%
Total	259	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 78 grantees did not indicate a response for this item.

Table F3: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Using Data to Inform Instruction

Delivery Method	N	% of Schools
Daily	31	11.8%
Weekly	60	22.9%
Monthly	44	16.8%
Quarterly	30	11.5%
One time only	66	25.2%
Other	31	11.8%
Total	262	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 75 grantees did not indicate a response for this item.

Table F4: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Data Analysis and Differentiated Instruction

Delivery Method	N	% of Schools
Daily	34	13.9%
Weekly	59	24.2%
Monthly	35	14.3%
Quarterly	32	13.1%
One time only	58	23.8%
Other	26	10.7%
Total	244	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 93 grantees did not indicate a response for this item.

Table F5: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Program Review or Evaluating Program's Impact

Delivery Method	N	% of Schools
Daily	10	4.3%
Weekly	42	17.9%
Monthly	38	16.2%
Quarterly	50	21.3%
One time only	69	29.4%
Other	26	11.1%
Total	235	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 102 grantees did not indicate a response for this item.

Table F6: Number and Percentage of IRI Grantees Reporting Frequency of Providing Curriculum Alignment Training

Delivery Method	N	% of Schools
Daily	6	2.8%
Weekly	29	13.4%
Monthly	32	14.8%
Quarterly	34	15.7%
One time only	83	38.4%
Other	32	14.8%
Total	216	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 121 grantees did not indicate a response for this item.

Table F7: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Curriculum Integration Strategies

Delivery Method	N	% of Schools
Daily	36	15.3%
Weekly	44	18.6%
Monthly	29	12.3%
Quarterly	29	12.3%
One time only	71	30.1%
Other	27	11.4%
Total	236	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 101 grantees did not indicate a response for this item.

Table F8: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Teaching Strategies and Best Practices

Delivery Method	N	% of Schools
Daily	46	19.5%
Weekly	33	14.0%
Monthly	32	13.6%
Quarterly	38	16.1%
One time only	63	26.7%
Other	24	10.2%
Total	236	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 101 grantees did not indicate a response for this item.

Table F9: Number and Percentage of IRI Grantees Reporting Frequency of Providing Lesson Planning and Utilization Strategies

Delivery Method	N	% of Schools
Daily	31	12.9%
Weekly	70	29.0%
Monthly	20	8.3%
Quarterly	29	12.0%
One time only	69	28.6%
Other	22	9.1%
Total	241	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 96 grantees did not indicate a response for this item.

Table F10: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Customizing Program for State Assessments

Delivery Method	N	% of Schools
Daily	15	7.4%
Weekly	42	20.8%
Monthly	33	16.3%
Quarterly	29	14.4%
One time only	52	25.7%
Other	31	15.3%
Total	202	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 135 grantees did not indicate a response for this item.

Table F11: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Motivating Students

Delivery Method	N	% of Schools
Daily	82	37.8%
Weekly	28	12.9%
Monthly	19	8.8%
Quarterly	25	11.5%
One time only	49	22.6%
Other	14	6.5%
Total	217	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 120 grantees did not indicate a response for this item.

Table F12: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Using Program with Special Education Students

Delivery Method	N	% of Schools
Daily	56	27.6%
Weekly	32	15.8%
Monthly	12	5.9%
Quarterly	16	7.9%
One time only	59	29.1%
Other	28	13.8%
Total	203	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 134 grantees did not indicate a response for this item.

Table F13: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Test Creation

Delivery Method	N	% of Schools
Self-directed e-learning/web-based training	9	4.9%
Traditional classroom	46	25.0%
On-site coaching	24	13.0%
Mentoring and modeling	17	9.2%
Online support materials	52	28.3%
Just-in-time online consulting	36	19.6%
Total	184	100%

Source: IRI Grantee Progress Report, Texas Education Agency
Note: 153 grantees did not indicate a response for this item.

Appendix G: Number and Percentage of IMI Grantees Reporting Methods Used to Deliver Professional Development/Technical Assistance Opportunities

IMI grantees were asked to indicate what method they used to deliver a range of professional development training opportunities. This information is summarized in the main body of the report (Section 5). The tables in this appendix provide additional details about how grantees responded. A total of 97 IMI grantees responded in some way to the progress report from which this data comes.

Table G1: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Pre-Launch Planning

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	7	8.2%
Traditional classroom	25	29.4%
On-site coaching	39	45.9%
Mentoring and modeling	11	12.9%
CD-ROM training	0	0.0%
Online workshops	2	2.4%
Online support materials	0	0.0%
Just-in-time online consulting	1	1.2%
Total	85	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 12 grantees did not indicate a response for this item.

Table G2: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Implementation and Shared Accountability

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	9	11.3%
Traditional classroom	25	31.3%
On-site coaching	28	35.0%
Mentoring and modeling	16	20.0%
CD-ROM training	0	0.0%
Online workshops	1	1.3%
Online support materials	0	0.0%
Just-in-time online consulting	1	1.3%
Total	80	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 17 grantees did not indicate a response for this item.

Table G3: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Using Data to Inform Instruction

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	8	9.6%
Traditional classroom	23	27.7%
On-site coaching	41	49.4%
Mentoring and modeling	6	7.2%
CD-ROM training	0	0.0%
Online workshops	1	1.2%
Online support materials	4	4.8%
Just-in-time online consulting	0	0.0%
Total	83	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 14 grantees did not indicate a response for this item.

Table G4: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Data Analysis and Differentiated Instruction

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	13	16.9%
Traditional classroom	24	31.2%
On-site coaching	31	40.3%
Mentoring and modeling	5	6.5%
CD-ROM training	0	0.0%
Online workshops	1	1.3%
Online support materials	3	3.9%
Just-in-time online consulting	0	0.0%
Total	77	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 20 grantees did not indicate a response for this item.

Table G5: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Program Review or Evaluating Program's Impact

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	8	11.8%
Traditional classroom	20	29.4%
On-site coaching	26	38.2%
Mentoring and modeling	10	14.7%
CD-ROM training	0	0.0%
Online workshops	1	1.5%
Online support materials	3	4.4%
Just-in-time online consulting	0	0.0%
Total	68	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 29 grantees did not indicate a response for this item.

Table G6: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Curriculum Alignment Training

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	8	11.1%
Traditional classroom	19	26.4%
On-site coaching	28	38.9%
Mentoring and modeling	10	13.9%
CD-ROM training	1	1.4%
Online workshops	1	1.4%
Online support materials	5	6.9%
Just-in-time online consulting	0	0.0%
Total	72	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 25 grantees did not indicate a response for this item.

Table G7: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Curriculum Training in Integration Strategies

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	6	7.8%
Traditional classroom	28	36.4%
On-site coaching	23	29.9%
Mentoring and modeling	14	18.2%
CD-ROM training	2	2.6%
Online workshops	1	1.3%
Online support materials	3	3.9%
Just-in-time online consulting	0	0.0%
Total	77	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 20 grantees did not indicate a response for this item.

Table G8 Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Teaching Strategies and Best Practices

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	7	9.7%
Traditional classroom	24	33.3%
On-site coaching	21	29.2%
Mentoring and modeling	15	20.8%
CD-ROM training	2	2.8%
Online workshops	0	0.0%
Online support materials	3	4.2%
Just-in-time online consulting	0	0.0%
Total	72	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 25 grantees did not indicate a response for this item.

Table G9: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Lesson Planning and Utilization Strategies

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	7	9.6%
Traditional classroom	24	32.9%
On-site coaching	25	34.2%
Mentoring and modeling	10	13.7%
CD-ROM training	2	2.7%
Online workshops	2	2.7%
Online support materials	3	4.1%
Just-in-time online consulting	0	0.0%
Total	73	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 24 grantees did not indicate a response for this item.

Table G10: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Customizing Program for State Assessments

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	7	10.1%
Traditional classroom	15	21.7%
On-site coaching	30	43.5%
Mentoring and modeling	6	8.7%
CD-ROM training	0	0.0%
Online workshops	2	2.9%
Online support materials	9	13.0%
Just-in-time online consulting	0	0.0%
Total	69	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 28 grantees did not indicate a response for this item.

Table G11: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Motivating Students

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	6	8.7%
Traditional classroom	29	42.0%
On-site coaching	23	33.3%
Mentoring and modeling	8	11.6%
CD-ROM training	2	2.9%
Online workshops		0.0%
Online support materials	1	1.4%
Just-in-time online consulting	0	0.0%
Total	69	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 28 grantees did not indicate a response for this item.

Table G12: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Using Program with Special Education Students

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	9	13.6%
Traditional classroom	27	40.9%
On-site coaching	24	36.4%
Mentoring and modeling	3	4.5%
CD-ROM training	0	0.0%
Online workshops	0	0.0%
Online support materials	3	4.5%
Just-in-time online consulting	0	0.0%
Total	66	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 31 grantees did not indicate a response for this item.

Table G13: Number and Percentage of IMI Grantees Reporting Method Used to Deliver Training in Test Creation

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	9	14.5%
Traditional classroom	20	32.3%
On-site coaching	23	37.1%
Mentoring and modeling	4	6.5%
CD-ROM training	0	0.0%
Online workshops	0	0.0%
Online support materials	6	9.7%
Just-in-time online consulting	0	0.0%
Total	62	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 35 grantees did not indicate a response for this item.

Appendix H: Number and Percentage of IMI Grantees Reporting Frequency of Providing Professional Development/Technical Assistance Opportunities

IMI grantees were asked to indicate how often they delivered a range of professional development training opportunities. This information is summarized in the main body of the report (Section 5). The tables in this appendix provide additional details about how grantees responded. A total of 97 IMI grantees responded in some way to the progress report from which this data comes.

Table H1: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Pre-Launch Planning

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	4	4.7%
Weekly	11	12.9%
Monthly	4	4.7%
Quarterly	5	5.9%
One time only	49	57.6%
Other	12	14.1%
Total	85	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 12 grantees did not indicate a response for this item.

Table H2: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Implementation and Shared Accountability

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	7	8.8%
Weekly	13	16.3%
Monthly	10	12.5%
Quarterly	10	12.5%
One time only	30	37.5%
Other	10	12.5%
Total	80	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 17 grantees did not indicate a response for this item.

Table H3: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Using Data to Inform Instruction

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	7	8.3%
Weekly	15	17.9%
Monthly	10	11.9%
Quarterly	13	15.5%
One time only	24	28.6%
Other	15	17.9%
Total	84	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 13 grantees did not indicate a response for this item.

Table H4: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Data Analysis and Differentiated Instruction

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	8	10.5%
Weekly	13	17.1%
Monthly	14	18.4%
Quarterly	9	11.8%
One time only	20	26.3%
Other	12	15.8%
Total	76	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 21 grantees did not indicate a response for this item.

Table H5 Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Program Review or Evaluating Program's Impact

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	3	4.4%
Weekly	9	13.2%
Monthly	9	13.2%
Quarterly	17	25.0%
One time only	18	26.5%
Other	12	17.6%
Total	68	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 29 grantees did not indicate a response for this item.

Table H6: Number and Percentage of IMI Grantees Reporting Frequency of Providing Curriculum Alignment Training

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	2	2.8%
Weekly	8	11.3%
Monthly	11	15.5%
Quarterly	11	15.5%
One time only	30	42.3%
Other	9	12.7%
Total	71	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 26 grantees did not indicate a response for this item.

Table H7: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Curriculum Integration Strategies

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	13	17.6%
Weekly	11	14.9%
Monthly	8	10.8%
Quarterly	7	9.5%
One time only	24	32.4%
Other	11	14.9%
Total	74	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 23 grantees did not indicate a response for this item.

Table H8: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Teaching Strategies and Best Practices

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	9	12.9%
Weekly	11	15.7%
Monthly	10	14.3%
Quarterly	6	8.6%
One time only	21	30.0%
Other	13	18.6%
Total	70	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 27 grantees did not indicate a response for this item.

Table H9: Number and Percentage of IMI Grantees Reporting Frequency of Providing Lesson Planning and Utilization Strategies

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	6	8.3%
Weekly	18	25.0%
Monthly	9	12.5%
Quarterly	4	5.6%
One time only	22	30.6%
Other	13	18.1%
Total	72	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 25 grantees did not indicate a response for this item.

Table H10: Number and Percentage of IRI Grantees Reporting Frequency of Providing Training in Customizing Program for State Assessments

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	7	10.0%
Weekly	15	21.4%
Monthly	8	11.4%
Quarterly	5	7.1%
One time only	24	34.3%
Other	11	15.7%
Total	70	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 27 grantees did not indicate a response for this item.

Table H11: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Motivating Students

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	21	32.3%
Weekly	6	9.2%
Monthly	4	6.2%
Quarterly	6	9.2%
One time only	20	30.8%
Other	8	12.3%
Total	65	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 32 grantees did not indicate a response for this item.

Table H12: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Using Program with Special Education Students

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Daily	16	24.2%
Weekly	6	9.1%
Monthly	8	12.1%
Quarterly	5	7.6%
One time only	20	30.3%
Other	11	16.7%
Total	66	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 31 grantees did not indicate a response for this item.

Table H13: Number and Percentage of IMI Grantees Reporting Frequency of Providing Training in Test Creation

Delivery Number and Percentage of IMI Grantees Reporting Method	N	% of Schools
Self-directed e-learning/web-based training	3	4.9%
Traditional classroom	12	19.7%
On-site coaching	7	11.5%
Mentoring and modeling	8	13.1%
Online support materials	20	32.8%
Just-in-time online consulting	11	18.0%
Total	61	100%

Source: IMI Grantee Progress Reports, Texas Education Agency
Note: 36 grantees did not indicate a response for this item.

Appendix I: IRI/IMI Impact on TAKS 2007 and 2008 Reading and Mathematics: Results from ANOVA

To answer the question of the impact of IRI/IMI on TAKS 2007 reading and mathematics (short-term) and TAKS 2008 reading and mathematics (long-term) four separate Analysis of Variance (ANOVA) were run. For TAKS 2007 reading and mathematics as the dependent variable, the following independent variables were included in the ANOVA:

- Pass/Fail Status (Passed vs. Failed TAKS 2006)
- Level of Exposure to IRI/IMI prior to TAKS 2007 (Little/no vs. Moderate)
- Student Economic Status (Did vs. Did Not Qualify for Free/Reduced Lunch)
- Student Ethnicity (White (including Native American and Asian/Pacific Islander) vs. African American vs. Hispanic)
- Student Gender (Female vs. Male)

Models included an examination of interactions including 3-way interactions. The ANOVA for TAKS 2008 reading and mathematics were the same except Level of Exposure was redefined as exposure prior to TAKS 2008 (Mild vs. Moderate).

Table I1: IRI Impact on TAKS 2007: ANOVA Results

Source	*df*	*F*-value
TAKS pass/fail status 2006	1	529.35*
IRI exposure 2007	1	9.13*
TAKS pass/fail status 2006 X IRI exposure 2007	1	13.92*
Economically disadvantaged 2007	1	46.13*
Economically disadvantaged 2007 X TAKS pass/fail status 2006	1	10.41*
Economically disadvantaged 2007 X IRI exposure 2007	1	1.97
Economically disadvantaged 2007 X IRI exposure 2007 X TAKS pass/fail status 2006	1	2.29
Race/ethnicity	2	12.00*
Race/ethnicity X TAKS pass/fail status 2006	2	6.76*
Race/ethnicity X IRI exposure 2007	2	0.80
Race/ethnicity X IRI exposure 2007 X TAKS pass/fail status 2006	2	6.54*
Gender	1	21.29*
Gender X TAKS pass/fail status 2006	1	0.33
Gender X IRI exposure 2007	1	0.56
Gender X IRI exposure 2007 *TAKS pass/fail status 2006	1	0.00

Source: Analysis conducted by Texas Education Agency.
Note: *p < .01

Table I2: IRI Impact on TAKS 2008: ANOVA Results

Source	*df*	*F*-value
TAKS pass/fail status 2006	1	714.76**
IRI exposure 2008	1	3.42
TAKS pass/fail status 2006 X IRI exposure 2008	1	0.12
Economically disadvantaged 2008	1	29.89**
Economically disadvantaged 2008 X TAKS pass/fail status 2006	1	5.95*
Economically disadvantaged 2008 X IRI exposure 2008	1	2.84
Economically disadvantaged 2008 X IRI exposure 2008 X TAKS pass/fail status 2006	1	1.56
Race/ethnicity	2	17.99**
Race/ethnicity X TAKS pass/fail status 2006	2	9.22**
Race/ethnicity X IRI exposure 2008	2	0.80
Race/ethnicity X IRI exposure 2008 X TAKS pass/fail status 2006	2	4.24*
Gender	1	26.84*
Gender X TAKS pass/fail status 2006	1	0.72
Gender X IRI exposure 2008	1	0.56
Gender X IRI exposure 2008 *TAKS pass/fail status 2006	1	3.18

Source: Analysis conducted by Texas Education Agency.
Note: *p < .05; **p < .01

Table I3: IMI Impact on TAKS 2007: ANOVA Results

Source	*df*	*F*-value
TAKS pass/fail status 2006	1	241.24**
IMI exposure 2007	1	13.99**
TAKS pass/fail status 2006 X IMI exposure 2007	1	4.17*
Economically disadvantaged 2007	1	5.03*
Economically disadvantaged 2007 X TAKS pass/fail status 2006	1	0.07
Economically disadvantaged 2007 X IMI exposure 2007	1	0.01
Economically disadvantaged 2007 X IMI exposure 2007 X TAKS pass/fail status 2006	1	2.57
Race/ethnicity	2	11.19**
Race/ethnicity X TAKS pass/fail status 2006	2	2.16
Race/ethnicity X IMI exposure 2007	2	3.31*
Race/ethnicity X IMI exposure 2007 X TAKS pass/fail status 2006	2	0.62
Gender	1	0.20
Gender X TAKS pass/fail status 2006	1	0.00
Gender X IMI exposure 2007	1	0.11
Gender X IMI exposure 2007 *TAKS pass/fail status 2006	1	0.67

Source: Analysis conducted by Texas Education Agency.
Note: *p < .05; **p < .01

Table I4: IMI Impact on TAKS 2008: ANOVA Results

Source	*df*	*F*-value
TAKS pass/fail status 2006	1	238.12**
IMI exposure 2008	1	0.04
TAKS pass/fail status 2006 X IMI exposure 2008	1	0.04
Economically disadvantaged 2008	1	4.61*
Economically disadvantaged 2008 X TAKS pass/fail status 2006	1	0.46
Economically disadvantaged 2008 X IMI exposure 2008	1	0.00
Economically disadvantaged 2008 X IMI exposure 2008 X TAKS pass/fail status 2006	1	0.96
Race/ethnicity	2	18.99**
Race/ethnicity X TAKS pass/fail status 2006	2	1.41
Race/ethnicity X IMI exposure 2008	2	0.68
Race/ethnicity X IMI exposure 2008 X TAKS pass/fail status 2006	2	1.23
Gender	1	5.39*
Gender X TAKS pass/fail status 2006	1	4.11*
Gender X IMI exposure 2008	1	1.60
Gender X IMI exposure 2008 *TAKS pass/fail status 2006	1	0.02

Source: Analysis conducted by Texas Education Agency.
Note: *p < .05; **p < .01

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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