

FOREWORD

The Office of Program Evaluation (OPE) was established in 1993-1995 to provide independent, objective, and credible information to the Board of Education and the Superintendent of Schools. The OPE was created by the Board of Education in 1995 as a result of the Board's decision to create the Office of Program Evaluation (OPE) as a separate entity from the Office of the Superintendent of Schools (OSS). The OPE is a separate entity from the OSS and reports directly to the Board of Education. The OPE is a separate entity from the OSS and reports directly to the Board of Education. The OPE is a separate entity from the OSS and reports directly to the Board of Education.

The primary focus of an OEY program is to immediately reduce and ultimately eliminate

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attendance totals

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2,420 (1,986 434)
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4) (subjective student placement). T

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T 2,609

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2001-2002. O ,2,471 (95%)

!" 71% (=1,742) 90%

70

!" 15% (=366)

!" 7% (=179)

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Table 2: Number of Participants in the Optional Extended Year Program, AISD Schools, 2001-2002

Grade Level	Total	Not in Program	Not in Program & Not in Program	Not in Program & Not in Program	Not in Program & Not in Program	Not in Program & Not in Program
3	576	553 (96%)	313 (57%)	98 (18%)	80 (14%)	62 (11%)
4	486	466 (96%)	274 (59%)	103 (22%)	44 (9%)	45 (10%)
5	246	236 (96%)	120 (51%)	65 (27%)	25 (11%)	26 (11%)
6	264	248 (94%)	224 (90%)	16 (6%)	1 (4%)	7 (3%)
7	494	473 (96%)	425 (90%)	32 (7%)	5 (1%)	11 (2%)
8	543	495 (91%)	386 (78%)	52 (11%)	24 (5%)	33 (6%)
Total	2,609	2,471 (95%)	1,742 (71%)	366 (15%)	179 (7%)	184 (7%)

Source: TEA Optional Extended Year Program Evaluation Report, 2001-02

Table 3: Number of Participants in the Optional Extended Year Program, AISD Schools, 2001-2002

Grade Level	Total	Not in Program	Not in Program & Not in Program
3	576	22 (4%)	1 (0.2%)
4	486	18 (4%)	2 (0.4%)
5	246	10 (4%)	0
6	264	16 (6%)	0
7	494	21 (4%)	0
8	543	48 (9%)	0
Total	2,609	135 (5%)	3 (0.1%)

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2001-02, 89% (80) N
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AISD 2002: 1) (2,108 85%)
; 2) (96.5%)
H 184 (7%)
34%
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!" *District administrators should encourage schools to use the OEY day or week program options (in addition to summer school) in cases where the schools can determine early (end of first semester) that their students need more instructional time. A day or week program can provide more timely learning opportunities for at-risk students in need of extra academic support, giving students multiple opportunities to pass the TAKS. The 30-day option can also be used for summer opportunities as a last resort for children with academic needs at the end of the regular school year.*

!" *Also, District staff should discourage use of the TEA selective placement option, because it does not address or alter the student's academic needs and it is in direct conflict with AISD's vision of providing every student with an excellent education. AISD must begin intervention earlier in the school year using other resources and OEY funds to assist all students who are struggling academically, especially in reading.*

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!" *During the school year, the district's training staff responsible for the student data system should provide training for all campus attendance specialists or data clerks on recording OEYP attendance according to the project's specifications.*

!" *The training staff should also set up a post-training monitoring system to review on a regular basis the data entered by campus staff and the process used by these staff to record attendance. A*

!" B 2002 OE , it is recommended that program managers build in 4-6 hours of additional clerical time for each attendance specialist hired in their summer budget.

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