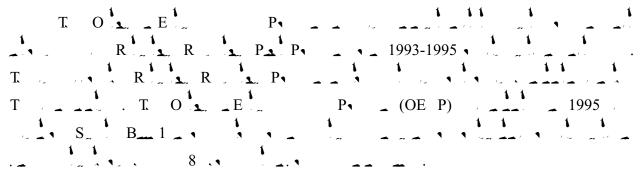
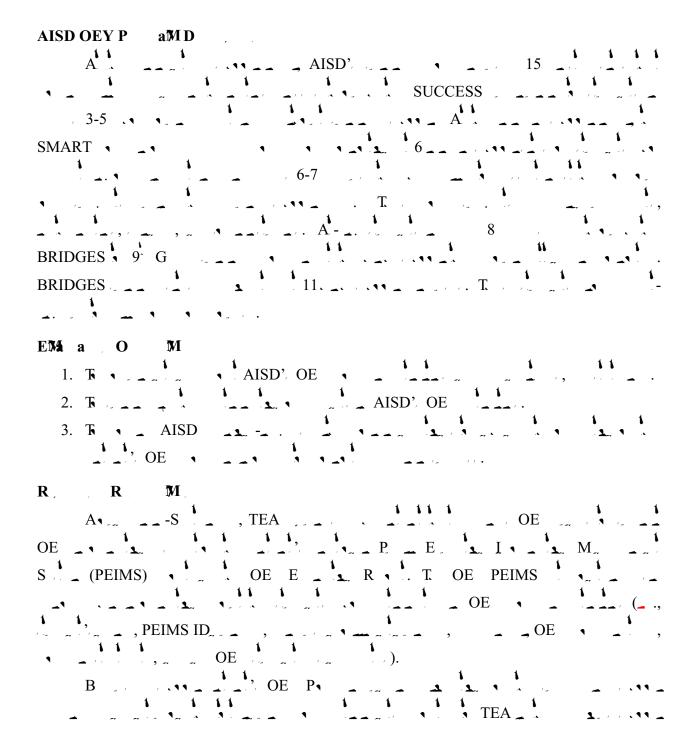
O. a E Y a P aMS MMa A: Evaluation Specialist

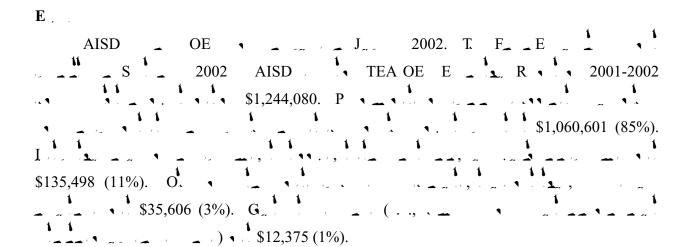
## **FOREWORD**



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

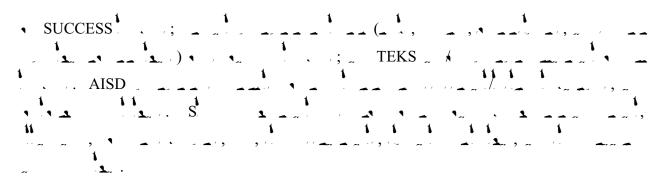


Austin



## 

T _ 1: OE 2001-2002 IS	
S MM P aM	# <b>•</b>
S U a Ca C M a E S MM S (SUCCESS)-G a 3-5	148
P SMARTS MM M S -G a 6-7	9
BRIDGES 9	



#### Pa I M MM

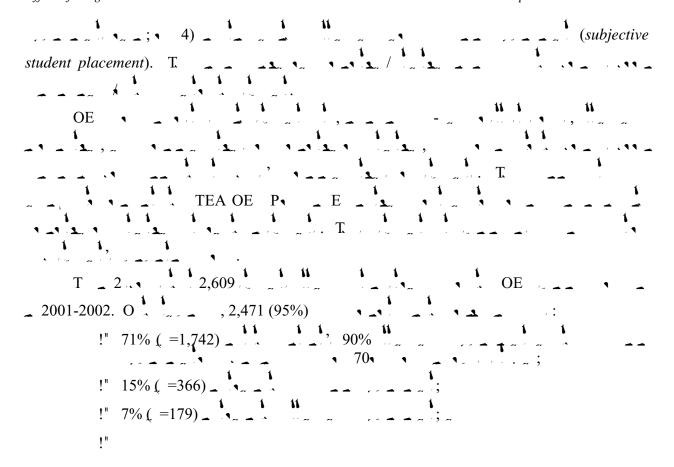
AISD ... OE

2002 T

attendance totals ...

- $!" R \cdot = (71);$
- !" . . . (32);
- !" B . S . S . P . D (979); ...
- $!" E \cdot S \cdot \cdot \cdot A \qquad R \cdot \stackrel{1}{\sim} C \qquad (1,274).$
- S. (1,986 .... 434 .... 434 .... OE .... 2002.

# P aMCM, S PM a R



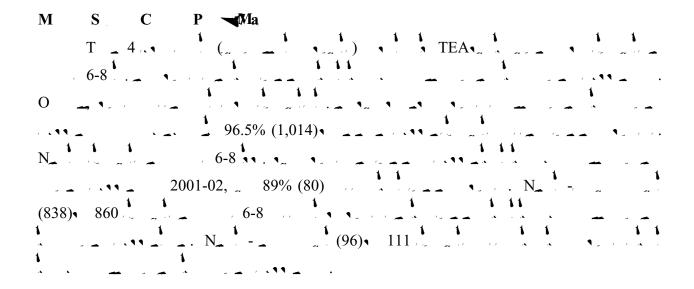
T \_ 2: N \_ P \_ S \_ P \_ AISD S \_ S \_ OE P \_ 2001-2002

G a L M	P T T	N_ & P 1 P1	N	N - & M - Q - A, R	N & & P & & M & A & A & A & A & A & A & A & A &	N _ & & P
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%)
T a	2,609	2,471 (95%)	1,742 (71%)	366 (15%)	179 (7%)	184 (7%)

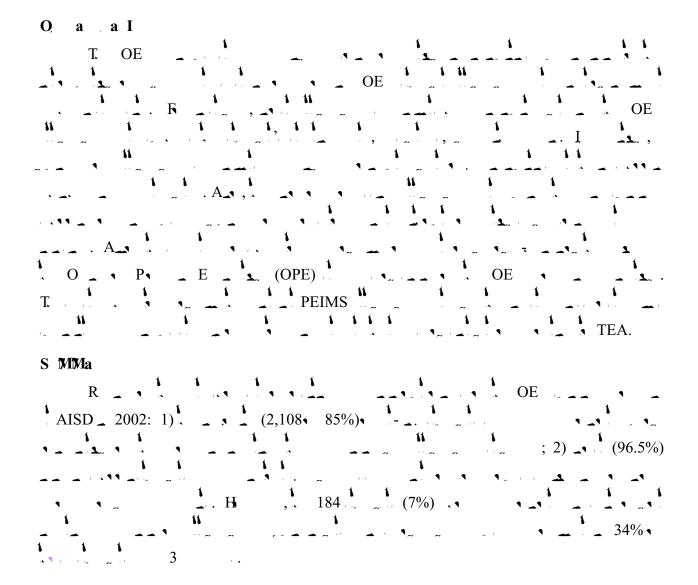
Source: TEA Optional Extended Year Program Evaluation Report, 2001-02

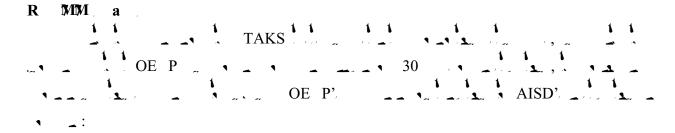
T \_ 3: N \_ P  $\stackrel{1}{\sim}$  S \_ R  $\stackrel{1}{\sim}$  AISD S \_ S \_ OE  $\stackrel{P}{\sim}$  \_ 2001-2002

G a L M	P	N & P	N - & P,
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
T a	2,609	135 ( 5%)	3 (0.1%)

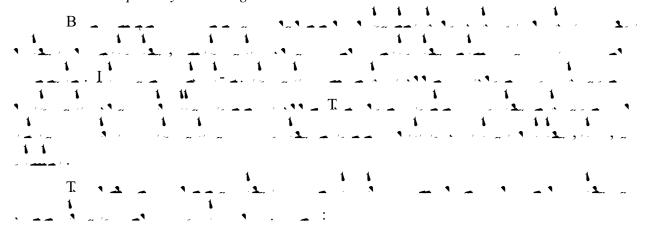


$$T = 4: G = P = /F = D$$
 $S = G = G = 6-8$ 
 $T = F = R = -T = C$ 

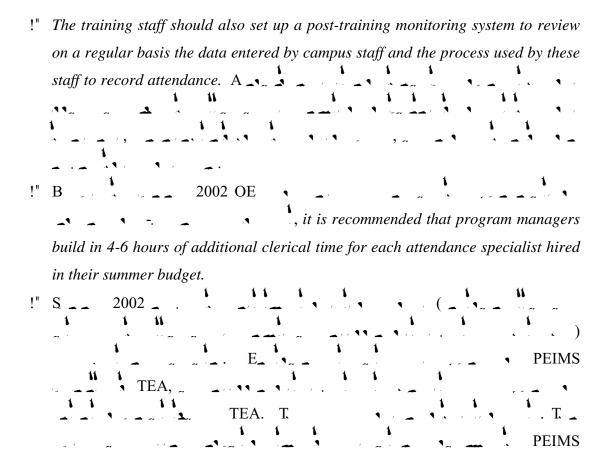




- !" District administrators should encourage schools to use the OEY day or week program options (in addition to summer school) in cases where the schools can determine early (end of first semester) that their students need more instructional time. A day or week program can provide more timely learning 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.



!" 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.



# f A , f I , , f D

DM a a a I Ma S M J M L , P.D.

O aMEM a

H - , P.D.

M . D. , P.D.

 $\mathbf{A}$