

**Optional Extended Year Program Summary
Report: 2003-2004**

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The Optional Extended Year Program (OEYP) was initiated in 1995 as a result of Senate Bill 1 to provide extended learning opportunities for students in kindergarten through grade 8 who are at risk of academic failure. The primary focus of an OEY program is to immediately reduce and ultimately eliminate the need for student retention by providing additional instructional time for students to master the State's academic performa

3. To gather information from OEYP staff (teachers, their me

2003-2004 OEY program showed a cost of \$808,974 (of which \$387,264 were local funds) that included operational costs, such as refreshments, transportation, awards and incentives, janitorial supplies, and contracted services (e.g., child care for parental involvement activities or nursing services).

PROGRAM STRATEGIES

AISD curriculum staff developed a curriculum for structured classes that incorporated an interdisciplinary program. The curriculum also delivered the materials at a more rigorous, accelerated pace to provide additional instructional time for students to master the State's academic performance standards. The collective strategies used most often by schools participating in the spring and summer OEY programs are state designated curriculum or project focuses, and were reported to TEA as part of the compliance report. Following are the curriculum or project focuses for which the collective strategies were reported most often:

- Reading or Language Arts,
- Mathematics and/or Science,
- Interdisciplinary Program,
- Integration of Technology,
- Problem Solving,
- ESL (English as a Second Language),
- Mentoring,
- Parent Partnerships,
- Accelerated Reading Instruction (ARI),
- Accelerated Math Instruction (AMI), and
- Readiness for Next Grade (used to determine readiness for promotion).

In the elementary program, campuses used SRA Corrective Reading (English) or Trofeos (Spanish) curriculum for third grade low decoders. (See AISD Publication 03.09, AISD K-4 Accelerated Instruction in Reading and Mathematics Evaluation, 2003-2004, for more information on grades K-3.) For upper elementary grades 4 and 5, elementary campuses used Corrective Reading (Levels B1 and B2) curriculum intervention for students with low decoding skills, and the Orchestrated Reading Success (ORS) curriculum intervention for those students with low comprehension skills. Teachers provided assistance to struggling readers via direct instruction, demonstrations, discussions, independent practices that included guided reading, using expository text, TAKS passages from ORS materials, and other approaches. Students were

assessed regularly with the AISD's Graphic Organizer rubric to determine areas in which they needed additional academic support.

The mi

their campus during spring 2004. The other four surveys were from middle school summer school principals. Elementary OEYP accelerated instruction principals reported providing one or more staff development sessions on topics such as Orchestrated Reading success strategies, SRA

undecided. For example, 42% were not sure about being involved in planning for the OEYP program. In addition, 41% were unsure about whether parent involvement at their schools was good. This result seems to be in conflict with the survey data from principals showing large numbers of parents participating in OEYP summer activities and may be an issue of quantity versus quality of involvement, or lack of awareness of activities taking place.

Table 4: Percent of Teachers Responding in Each Response Category

teachers were less positive about receiving adequate information about the grant (OEYP) that funded their summer accelerated learning program (48%), and parent involvement in their schools (24%). When asked what type of OEYP staff development they would like to see continued, the majority of mentor teachers mentioned keeping the curriculum and the two day-staff development session. The majority of the mentor teachers suggested having the 8th graders back in a separate program, and revising the policy on allowing resource students (receiving special education services) into regular summer classes.

Table 5: Percent of Mentor Teacher Responding in Each Response Category on the AISD Summer 2004 Middle School OEYP Mentor Teacher Survey (n=29)

Survey Item	% Agree	% Disagree	% Undecided
I received adequate information on pre-and posttest assessments.	83	10	7
In general, I received adequate support from the school staff where I worked.	79	18	3
The inclusion of 8 th grade in the summer program did not disrupt delivery of service.	73	10	17
Staff level 0			

Because the majority of 3

recommendations would raise levels of awareness for teachers and mentor teachers about grant requirements, including the parent involvement activities occurring at their schools', since the activities would stem from their suggestions.

Because OEYP program guidelines stipulate that accelerated instruction activities take place before or after the regular school day, participating staff must conduct OEYP activities such as instructional planning, mentoring/modeling, and pick up and delivery of data to other district staff after regular work hours. Currently, these tasks are performed without compensation. Thus the fifth and last recommendation is for the District to consider the provision of compensation for all activities conducted by campus staff (teachers, contact persons, mentor teachers, and attendance clerks) in relation to OEYP accelerated instruction.

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