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strategies, reporting reiqueements, and parent involvement) and participation (attendance and promotion) data, as well as recoemndations toassist district programplanners, principals, grants staff, teachers, andschool suport servicesstaff in the planning andelivery of services to students at risk of not beingqpmoted to the next grade.

ACKNOWLEDGEMENTS

Many people worked with the AISD Department of Program Evaluation (DPE) to develop and implement the 2004-2005 OEYP evaluation. Many thanks go to AISD Accountability/Public Education Information Management System (PEIMS) staff, AISD School Support Services staff, OEYP principals, teachers, their mentors, attendance clerks, grants staff, and other staff.

EVALUATION OBJECTIVES

1. To document and report AISD's OEY program activities and expenditures, per state law.
2. To summarize the participation of parents in AISD's OEYP activities.
3. To gather information from OEYP staff (teachers and principals) regarding program implementation, including curriculum and expectations for program participants.

Following are the curriculum areas of focus for which the collective strategies were reported most often:

- Reading or Language Arts,
- Mathematics and/or Science,
- 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 (an assessment tool used to determine readiness for promotion).

In the elementary reading program, campuses used Science Research Associates/McGraw-Hill's Corrective Reading (English) or Trofeos (Spanish) curriculum for third grade students with insufficient decoding skills. See AISD Publication 04.07, AISD K-5 Accelerated Reading and Mathematics Instruction Evaluation, 2004-2005, for more information about grades K-3. For upper elementary grades 4 and 5, elementary campuses used Corrective Reading (Levels B1 and B2) curriculum intervention for students with insufficient decoding skills, and the Orchestrated Reading Success (ORS) curriculum intervention for those students with minimal comprehension skills. Teachers provided assistance to struggling readers via direct instruction, demonstrations, discussions, guided reading, expository text, Texas Assessment of Knowledge and Skills (TAKS) passages from ORS materials, and other approaches. Students were assessed regularly with AISD's Graphic Organizer rubric to determine areas in which they needed additional academic support.

The middle and high school curricula, developed by district staff in alignment with the Texas Essential Knowledge and Skills (TEKS), covered course materials needed for grade or credit recovery at a rigorous pace in core courses (e.g., Language Arts, Mathematics, or Science). All eligible secondary students took a maximum of two courses from those offered.

REPORTING REQUIREMENTS

During September, TEA requires each district that receives OEYP funds to submit OEYP information as part of the district's electronic Public Education Information Management System (PEIMS) report, as well as a separate OEY Program Evaluation Report. The OEYP PEIMS data contain basic demographic information about the students who participated in OEY program activities, plus data requiring students' OEY program type, attendance, and promotion or retention.

To substantiate the PEIMS count of program participants and to gather the data for the final evaluation report, teachers provided information about their students to the staff of the Department of Program Evaluation. Data requested were: student name, ID number, current grade, daily attendance, academic classes attended, pre- and post-test scores, and s

PARENT INVOLVEMENT

The Texas Education Agency requires that the OEY program at each participating school district include a parent/family awareness com

Table 1: Percentages of Principal Responses to Questions on the OEYP Accelerated Instruction Principal Survey, 2004-2005

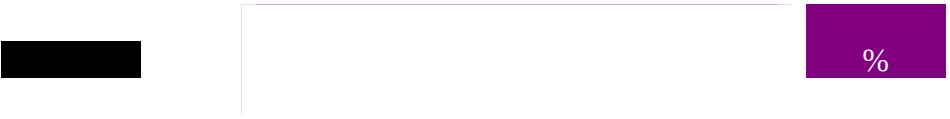

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Table 3: Numbers and Percentages of Teachers Who Agreed with AISD Accelerated Instruction Teacher Survey Items About Adequacy of Program Information Provided in Key Areas, 2004-2005

I was provided adequate information about the accelerated instruction program in the following areas:	Number of Teachers Responding	% of Teachers Agreeing
Eligibility criteria	322	95%
Curriculum and instruction	328	91%
Data collection and reporting	321	91%
Grant requirements	324	88%
Payroll procedures		

Table 4: Promotion/Retention Data by Grade Level for Students Who Participated in AISD's Optional Extended Year Program, 2004-2005

Grade Level	#

SUMMARY AND RECOMMENDATIONS

Because the majority of students who participated in the accelerated instruction programs were promoted at the end of the school year, fewer summer school resources were needed for students at risk of being retained. However, many students who still needed additional academic services attended the district's summer school programs. Their promotion or retention data were included in this report if they were participants in the accelerated instructional programs during the regular school year. Since 2000-2001, the District has used OEYP to serve 16,010 students who

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AUSTIN INDEPENDENT SCHOOL DISTRICT

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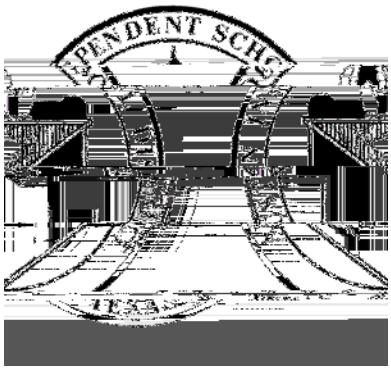

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