Summer Opportunity to Accelerate Reading (SOAR) Evaluation, 2002

Austin Independent School District

Office of Program Evaluation

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Executive Summary

The *Summer Opportunity to Accelerate Reading* (SOAR) 2002 program was Austin Independent School District's summer reading program for students completing kindergarten through grade 2 in May 2002. The purpose of the SOAR program, in its fifth year, is to provide early intervention to accelerate literacy learning for students who are at risk of reading difficulties. The focus of the instruction is balanced literacy, which is a component of the districtwide language arts initiative.

In June 2002, the 19-day program served 2,251 students (2,188 in 2001) at 15 SOAR campuses. Reading instruction was provided by 143 AISD teachers who had received professional development for 1-1/2 days as part of the SOAR summer program. Fifty-six (39%) teachers had taught in the SOAR program during a previous summer. The allocation for SOAR 2002 came from local and state funds. AISD used part of the state *Accelerated Reading Instruction* (ARI) grant money and local dropout prevention funds to support SOAR 2002 for a total of $1,232,214.

The following are facts about the SOAR 2002 program.

- The grade distribution was 19% kindergarten, 52% grade 1, and 29% grade 2.
- The ethnic distribution was 62% Hispanic, 21% African American, 15% Anglo/Other, and 2% Asian.
- SOAR 2002 served special needs students: 31% were LEP (limited English proficient) and 16% were special education students.
- Reading instruction was offered in English (74% of students) and Spanish (26% of students).
- Seventy-eight percent of the SOAR students were from Title I schools.
- Only 62% of the students who were eligible for SOAR attended this optional summer reading program.
- The average attendance rate for SOAR was 85%.
- The average number of days in attendance for SOAR 2002 was 16.2.
- A total of 653 (29%) students attended SOAR for all 19 days.
- The overall pupil-teacher ratio was 16:1.
- Among SOAR teachers, the average number of years teaching experience was 7.5 years.

FINDINGS

Program effectiveness for SOAR was measured using the *Developmental Reading Assessment* (DRA). There is a DRA level that correlates to students reading on grade level at the end of kindergarten (level 2), at the end of first grade (level 16), at the end of second grade (level 28), and at the end of third grade (level 38). Analysis of DRA scores for SOAR 2002 students showed the following results:

- During the 19-day SOAR program, 86% (87% in 2001) of all students with

valid pre- and posttest scores (n=1,994) showed reading improvement by advancing one or more text reading levels on the DRA. The average gain in 2002 was 1.8 (1.7 in 2001) text reading levels with a range from 0 to 8 text reading levels.

- Among students with valid pre- and posttest scores, 34.7% gained one text reading level, 27.1% gained two levels, 14% gained three levels, and 10.4% gained four or more text reading levels during SOAR.
- Of the 147 students who pretested at Level A (the lowest level), only 31 (21%) remained at this level at the end of SOAR.
- A total of 566 (34%) students began the program below grade level in reading and ended the program at or above grade level in reading based on DRA scores. This represents 75% of kindergarten (n=185), 26% of grade 1 (n=237), and 28% of grade 2 (n=154) students who began SOAR below grade level in reading.
- A total of 436 (19%) SOAR 2002 students have attended the SOAR summer school more than one year. A review of test data for the students who attended SOAR for multiple summers who were below grade level in the first year of SOAR shows the following: 28% (n=109) of the students who attended SOAR for two years were reading at or above grade level by the end of the second year of SOAR; and 27% (n=12) of the students who attended SOAR for three years were reading at or above grade level by the end of the third year of SOAR.

In addition, teachers, principals, and program managers were asked for input about improvements to operational and procedural aspects of the SOAR program that could impact teaching and learning. Suggestions for improvements to the 2003 summer programs include the following.

- *Eligibility Criteria* – Only those students who are in need of reading assistance should attend SOAR. There were 304 (14%) students who attended SOAR 2002 who were at or above grade level at the beginning of summer school.
- *Communication with Home School Principals and Teachers* –Home campuses need to do a better job of carefully assessing each child to know who will benefit most from this structured summer school program. In addition, many of the summer school applications from home campuses did not contain necessary information on special needs or language needs of students nominated to attend SOAR. Proper identification of eligible students is critical to the program. Test data need to be entered into SASI, the district data system, so that program managers can access the information to determine student needs. A process for educating the home campus principals and teachers about the program goals and requirements is needed.
- *Technology Access* –Telecommunication and technology access for summer (e.g., e-mail and SASI data system) need to be improved. Principals and office staff are most often at a campus other than their own during summer school. In many cases, SOAR staff had difficulty with access to these data systems. The SASI data system was used for enrollment and attendance, but there were difficulties with the system that was new to data clerks. A process

for entering students directly into the SASI data system would eliminate a duplication of time and effort that existed in 2002.

- *Data Management* – Data management was the core of summer school problems. DRA and TPRI spring test scores were not entered in SASI by all of the campuses, thus making it difficult for program managers to know who was eligible for summer school. There was no system in place to hold home schools accountable for data entry of assessment results. In addition, a misunderstanding between the curriculum and programming departments about the type of database to use for transportation assignments caused a delay in sending summer school information to parents. Because the program is only 19 days there is an urgency to have an improved technology and data plan in place and working before the program begins.
- *Program Delivery* - The ARI funds that have previously been used for the SOAR summer program are being used for immediate intervention through the district *Student Success Initiative Tutoring Plan* in 2002-03. Tutoring will be available throughout the year at each campus for students who are at risk for reading difficulties. A portion of the ARI funds will be allocated for summer school for grade 3 students who still need to pass TAKS reading to be promoted to grade 4. It is unclear if the SOAR program will be available for kindergarten through grade 2 in 2003.

RECOMMENDATIONS

The following recommendations are offered to district decision makers for consideration.

1. ***Secure funding to continue providing summer school opportunities for students in kindergarten through grade 2 in 2003.*** The structure and content of SOAR have proven effective for students who have attended the intensive summer reading program. Students have consistently shown accelerated progress in reading during the five years of the program. An additional benefit is that SOAR teachers receive professional development and hands-on learning in balanced literacy that they can use in their classrooms throughout the year. Because ARI monies will be used for accelerated instruction during the 2002-03 school year and for a grade 3 summer program in 2003, AISD will need to find other funds that can be used for summer school for kindergarten through grade 2 students. Summer school costs could be reduced by accurately identifying students who need reading intervention, having fewer and larger summer school sites, and using other grant funding (e.g., Title I, Optional Extended Year, Bilingual, Special Education). Summer school is especially important for Title I students who attended SOAR (78% of 2002 enrollment) because there is evidence that the summer break shows negative effects on reading skills for low-income students (Cooper, et. al, 1996). As AISD is more effective with accelerated instruction, intervention, and classroom support for reading during the school year, there should be fewer students who need summer school. The SOAR program has proven effective for student and teacher learning and should be continued.

2. ***Provide year-round reading intervention for early elementary students who are at risk for reading failure.*** While summer school has been an effective program, there were 38% of eligible students who did not attend SOAR 2002. The 1,384 students who were eligible, but did not elect to attend this optional summer school program need to be supported with reading intervention during the school year. The district's 2002-03 *Student Success Initiative Tutoring Plan* is a good first step toward this goal. As the district prepares grade 3 students for TAKS in spring 2003, the use of ARI funds on immediate reading intervention is wise. Offering an accelerated reading instruction program to students in small groups using ARI monies throughout the school year will allow more coverage. However, if students are not on grade level by the end of the school year, district administrators need to work with home school principals and teachers to educate parents and students about the importance of attending summer school to achieve the goal of reading on grade level by the end of third grade.
3. ***Improve operational procedures for summer school.*** Clear definitions of responsibilities are needed in the following areas:
   - ***A process for educating the home campus principals and teachers about SOAR program goals and requirements is needed.*** Proper identification of students who are below grade level in reading and who would benefit from an accelerated reading program is critical to the program. Providing complete and accurate information about the students who are eligible to attend would help ensure that students are appropriately served by the program. The entry of test data, which is used as criteria for attending summer school, is also the responsibility of the campus. There should be a system in place that provides for accountability for this information at the campus and area levels in 2002-03.
   - ***Improved cooperation among central office departments is necessary to ensure that the SOAR program runs smoothly***. Improved cooperation among central office departments (i.e., curriculum, grant management, human resources, management information, purchasing, transportation, and SASI support) is necessary for the success of this summer program. Because the program is only 19 days, there is an urgency to have these support systems in place and working before summer school begins.

With the district's emphasis on ensuring that grade 3 students pass TAKS reading in 2003, it is possible that ARI money will not cover all of the need to support reading intervention for kindergarten through grade 2 students during the school year. If funding is possible, AISD kindergarten through grade 2 students would benefit by having the summer school opportunity each summer to build on the growth made during the school year to reach the goal of reading on grade level by the end of grade 3.

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The mission of the SOAR program is to provide early intervention to accelerate literacy learning for primary students in an effort to meet the district and state goal that all students read at or above grade level upon exiting third grade.

To accomplish this goal and ensure that significant student progress is achieved, SOAR will focus on balanced literacy utilizing materials specifically designed to complement each student's individual reading level.

The SOAR 2002 program served 2,251 students from kindergarten through grade 2 who were at risk for reading difficulties. The average gain for all students who attended the program was 1.8 text reading levels (approximately 1/4 to 1/2 year of growth in reading) as determined by the *Developmental Reading Assessment* (DRA). During the 19-day program, 86% of all students with a valid pre- and posttest score showed reading improvement by advancing one or more text reading levels on the DRA.

INTRODUCTION

The *Summer Opportunity to Accelerate Reading* (SOAR) 2002 program was Austin Independent School District's summer reading program for students completing kindergarten through grade 2 in May 2002. The purpose of the SOAR program, in its fifth year, is to provide early intervention to accelerate literacy learning for students who are at risk for reading difficulties.

The focus of the instruction is balanced literacy, which is a component of the districtwide language arts initiative. Elements of a balanced literacy reading program are reading aloud to children, shared reading and writing, interactive writing, word study, guided reading, and independent reading. Curriculum specifically designed to complement individual reading levels is provided. While teachers work with some students in guided reading groups, other students are involved in learning through literacy centers. At the beginning of the program, SOAR teachers and administrators participated in 1-1/2 days of professional development in using the balanced literacy approach to improve reading. The 2002 SOAR Framework/Schedule can be found in Appendix A.

Balanced literacy is the vehicle that AISD uses to deliver the language arts TEKS (*Texas Essential Knowledge and Skills*). According to the AISD Curriculum Department, "The *balance* in balanced literacy refers to reading and writing done "to," "with," and "by" children "(2001). Some components of balanced literacy require explicit instruction by the teacher while other components require more independent student time. As the AISD Language Arts Task Force wrote in *Growing a Language Arts Curriculum*, (October 1999), "A balanced literacy program meets each student's individual needs and interests, demanding that the teacher effectively apply a wide variety of philosophies, methodologies, strategies, and techniques. It is inappropriate to advocate one single program or approach for use with all children." The balanced literacy model for the AISD classroom is presented in Appendix B.

The 2002 SOAR program was offered at 15 elementary sites (Allan, Becker, Blackshear, Campbell, Dawson, Graham, Jordan, Joslin, Linder, Palm, Pecan Springs, St. Elmo, Sunset Valley, Walnut Creek, and Wooten) from June 3 – June 27, 2002. SOAR served English language students in kindergarten through grade 2 and Spanish language students in grades 1-2. Spanish language kindergarten students attended the district's LEP (limited English proficient) summer program.

Funding for the 2002 SOAR was provided by the state *Accelerated Reading Instruction* (ARI) grant and local dropout reduction funds. Staff provided for the summer program included campus principals, classroom teachers, mentor teachers, nurses, monitors, and secretaries as well as districtwide support personnel.

Initial eligibility for SOAR was based on students' January 2002 scores on the *Texas Primary Reading Inventory* (TPRI) and the *Developmental Reading Assessment* (DRA) for English language kindergarten – grade 2 students; and *Tejas LEE* and Spanish DRA, *Evaluacion del Desarrollo de la Lectura,* for Spanish language students. Eligibility was reevaluated after the April 2002 administration of the assessments. All kindergarten through grade 2 students who were identified as at risk for reading difficulties were eligible to attend SOAR 2002. Grade 3-5 students who were at risk of retention were eligible to attend the SUCCESS summer program during the same time and at the same campuses as SOAR. (See the *Optional Extended Year Report, 2001-02* for a description of SUCCESS.)

PROGRAM DESCRIPTION

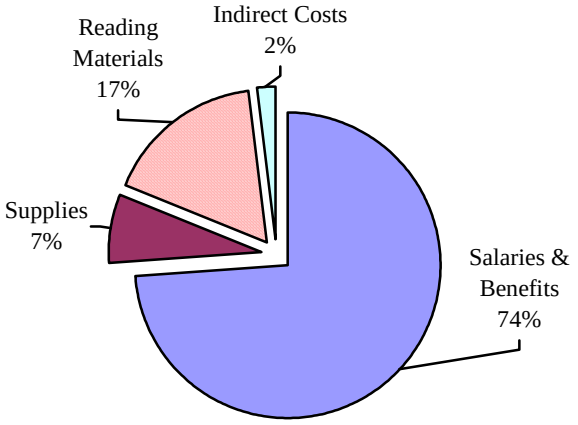
2002 Budget

The allocation from the state *Student Success Initiative* ARI grant for 2001-02 was $1,434,000. The allocation for ARI funds was based on $1,500 per grade 3 student who did not pass 2001 TAAS reading (956 AISD students). In 2001-02, AISD used these funds, which were designated for kindergarten through grade 2 students, for the SOAR ($1,001,957) and LEP ($432,043) summer school programs.

In addition, $456,592 in dropout prevention funds were shared by the SOAR and SUCCESS programs for transportation; health services; supplies; reading materials; parent involvement support; incentives; salary and benefits for the instructional coordinator teacher aides, and cafeteria monitors; staff development stipends; and warehouse costs for storing materials. Prorating the dropout funds per student, $230,257 was available for the SOAR program for a total of $1,232,214 that supported the 2002 SOAR program. Thus, the estimated cost per student for SOAR 2002 was $547.

The largest expenditure (74%)for the ARI-funded SOAR and LEP summer school programs was salaries and benefits. Figure 1 shows the percentages of ARI funds allocated for kindergarten through grade 2 summer school programs.

Figure 1: 2002 ARI Budget for Summer School Programs



* Does not include Dropout Prevention funds shared with the SUCCESS program.
Source: AISD Grant Manager for SOAR

Student Demographics

A total of 2,251 students attended SOAR 2002. Students from all 74 AISD elementary schools and six Austin area private schools attended the program. See Appendix C for a list of the numbers of students attending SOAR 2002 from each of the elementary schools. The largest percentage of students was in grade 1 during the 2001-02 school year. The grade distribution during SOAR 2002 was 19% kindergarten, 52% grade 1, and 29% grade 2. Compared to 2001, there was an increase in the number of grade 1 and grade 2 students and a decrease in the number of kindergarten students attending SOAR 2002. The number of students for SOAR 2002 and 2001 are listed by grade in Table 1.

Table 1: Number of SOAR Students by Grade, 2001 and 2002

Grade	SOAR 2002 Students	SOAR 2001 Students
Kindergarten	437	563
Grade 1	1,174	994
Grade 2	640	631
Total	2,251	2,188

Source: AISD SOAR Data, 2001 and 2002

The ethnic distribution was 62% Hispanic, 21% African American, 15% Anglo/Other, and 2% Asian students. SOAR 2002 also served special needs students: 31% were LEP and 16% were special education students.

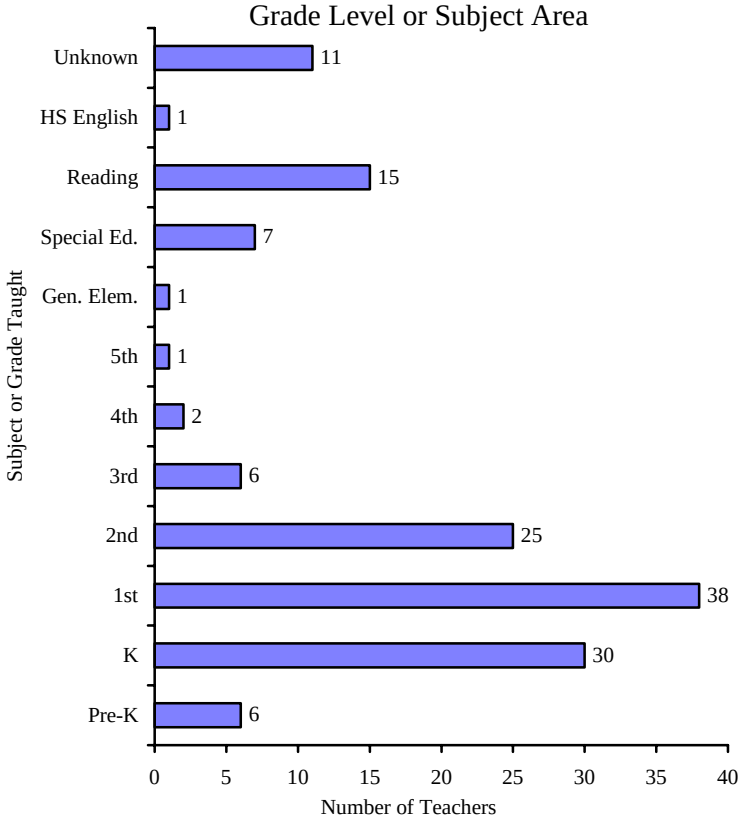
In addition, 78% of the SOAR students were from Title I schools. Summer school is especially important to Title I students who attended SOAR because there is evidence that the summer break shows negative effects on reading skills for low-income students (Cooper, et. al, 1996).

Teacher Demographics

In 2002, 143 teachers participated in classroom instruction for SOAR; 21% in kindergarten; 47% in grade 1; 26% in grade 2, and 6% in mixed grade-level classes. Figure 2 shows the number of teachers by grade or subject taught during the 2001-02 school year.

The ethnicity of the SOAR 2002 teaching staff was 55% Anglo/Other, 35% Hispanic, and 10% African American. Ninety-six percent of the teachers were female.

Figure 2: Number of SOAR 2002 Teachers by Grade Level or Subject Area



Thirty-six teachers (25%) were certified in bilingual education and six (4%) were certified in English as a Second Language (ESL) instruction.

The largest number of teachers (n=38) taught grade 1 during the regular school year. The majority of SOAR teachers (73%) taught in prekindergarten through grade 3 classrooms during the school year. These are the grades that are focusing on early intervention to meet the goal that all students will read at or above grade level by the end of grade 3. Fifteen reading teachers added their expertise to the program.

Fifty-six (39%) teachers had previously taught in the SOAR program. The average number of years teaching experience was 7.5 years. The majority of the teachers (56%) had five years or less of AISD teaching experience. The distribution of experience teaching is as follows:

- 0-5 years – 56%;
- 6-10 years – 17%;
- 11-20 years – 18%; and
- 20+ years – 9%.

The overall pupil-teacher ratio was 16 students to each teacher, higher than the 2001 ratio of 14 to 1.

Eligibility

Approximately 3,635 kindergarten through grade 2 students met the eligibility requirements to be nominated by their classroom teachers to attend SOAR. The eligibility criteria were based on the DRA and the TPRI for English language students, and *Tejas LEE* (the Spanish version of the TPRI) and the *Evaluacion del Desarrollo de la Lectura* (the Spanish version of the DRA) for Spanish language students. (See Appendix D for 2002 SOAR eligibility criteria.) A total of 2,827 English language students (kindergarten through grade 2) and 808 Spanish language (grades1 and 2) students were nominated. (There were an additional 831 Spanish language kindergarten students who were at risk for reading difficulties and were eligible for LEP summer school.) The enrollment of 2,251 students represented only 62% of the students who were eligible to attend SOAR in 2002.

Attendance

A total of 2,857 students preregistered to attend SOAR 2002. In addition, 154 students registered late on site for a total of 3,011 students registered for SOAR. The actual number of students who attended at some time during the program was 2,251. Thus, an estimated 25% of the students who registered for SOAR did not attend this optional summer reading program. Currently, no information is available about why some students who were registered never attended the program.

A daily attendance count was reported by all 15 sites. SASI was used in 2002 for recording summer school attendance. However, because this was the first time to use the system for the summer program, the program facilitator also collected separate daily attendance information from campus staff. With an enrollment number of 2,251 and an average daily attendance of 1,905, the overall estimated attendance rate for SOAR was 85% (84% in 2001). This 2002 SOAR attendance rate is much lower than the average attendance of 95.9 for AISD elementary students during the 2001-02 school year.

A total of 653 (29%) students attended SOAR for all 19 days of the program. The average number of days in attendance for SOAR 2002 was 16.2. Ninety-six percent of

the students attended SOAR six or more days. The largest campus was Walnut Creek with 250 students and the smallest campus was Becker with 71 students. Table 2 shows the number of students enrolled, average daily attendance, and estimated daily attendance percentages for the 15 campuses.

Table 2: SOAR 2002 Attendance

School	# Students Enrolled	Average Daily Attendance	Daily Attendance %*
Allan	100	82	82
Becker	71	64	90
Blackshear	96	83	86
Campbell	148	123	83
Dawson	107	97	91
Graham	160	127	79
Jordan	119	98	82
Joslin	114	99	87
Linder	187	143	76
Palm	193	162	84
Pecan Springs	138	113	82
St. Elmo	198	172	87
Sunset Valley	162	143	88
Walnut Creek	250	212	85
Wooten	208	187	90
Total	2,251	1,905	85%

* Estimated attendance rate

Source: Program Manager's Attendance Data

PROGRAM EFFECTIVENESS

The assessment instrument used in the SOAR program was the *Developmental Reading Assessment*. The DRA, used with kindergarten through third-grade students, is administered during a one-on-one conference as children read specially selected assessment texts. The DRA test procedures incorporate the work of Dr. Marie Clay, founder of Reading Recovery, including the use of running records. DRA reading levels are presented by grade level in Appendix E.

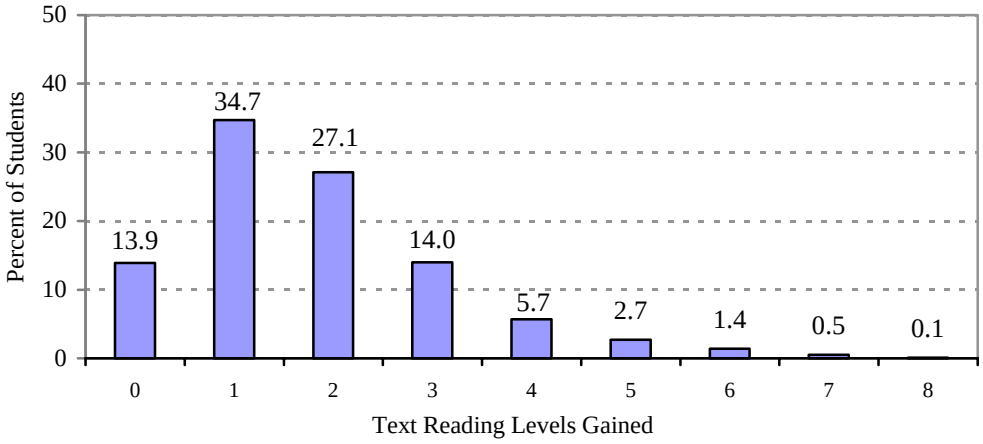
The DRA assessment texts represent a range of text reading difficulty (20 levels on a scale from A through 44). The running record is administered as the pre- and posttest to determine a student's text reading level and to plan for instruction. Text reading levels reported for the DRA assessment were taken at the instructional level (90% accuracy rate). When interpreting the results of the DRA, it is advisable to take into consideration that the running record is a somewhat subjective measurement because the teacher must interpret the student's actions.

Eighty-nine percent (n=1,994) of the SOAR students had valid pre- and posttest scores. Both English-language and Spanish-language students were included in these comparisons. The sources of all the data used for the evaluation of program effectiveness are the AISD SOAR data files for 1998 through 2002.

Increase in Text Reading Level

By completing a pre- and posttest with the DRA, it was possible to determine reading improvement during SOAR. During the 19-day SOAR program, 86% of all students with valid pre- and posttest scores (n=1,994) showed reading improvement by advancing one or more levels on the DRA. Students with valid pre- and posttest scores showed an average gain of 1.8 text reading levels, with a range from 0 to 8 levels. As shown in Figure 3, among the students who have a valid pre- and posttest score, 34.7% gained one text reading level, 27.1% gained two text reading levels, 14% gained three text reading levels, and 10.4% gained four or more text reading levels during SOAR. However, 13.9% of the students made no measurable progress on the DRA.

Figure 3: Percent of SOAR 2002 Students With Valid Pretest and Posttest Scores Who Made Text Reading Level Gains of 0-8 on the DRA



Advancement from the lowest level (Level A) to a higher level during SOAR was achieved by 79% of all students who started at Level A. Of the 147 students who pretested at Level A, only 31 made no measurable gain by the end of SOAR. Many of the Level A students were reported by teachers as being below level A (i.e., having limited letter knowledge and phonemic awareness) at the pretest.

Achievement by Language and Grade

Instruction was offered in both English (all grades) and Spanish (grades 1 and 2) during SOAR 2002. A total of 1,670 students (74%) received literacy instruction in English and 581 students (26%) received instruction in Spanish. Spanish LEP kindergarten students attended summer school at one of the district LEP summer school sites for pre-K and kindergarten.

Thirty-five SOAR bilingual teachers taught in 20 grade 1 classes, in 12 grade 2 classes, and in 3 multi-age classrooms of grade 1 and 2 students. Thirty-five percent of all grade 1 and 2 classes were bilingual.

For English language instruction, 108 teachers taught in 36 kindergarten, in 39 grade 1, in 25 grade 2, and 8 mixed aged classes. Seventy-six percent of all classes were for English language instruction.

Spanish DRA kits were used for assessment of Spanish LEP students in grades 1 and 2. Of the Spanish language students, 544 (94%) had valid pre- and posttest. Of the English language students, 1,450 (87%) had valid pre- and posttest scores.

The mean gain level for Spanish language grade 1 and 2 students on the Spanish DRA was 2.2. The mean gain level was slightly less for English language students (1.8 for grade 1 and 1.7 for grade 2). Table 3 shows the mean DRA gain levels by language and grade. Only grades 1 and 2 are included in this comparison because there were no Spanish language students at kindergarten.

Table 3: Mean Gains for DRA Levels by Language and Grade for SOAR 2002 Students

Grade and Language	Number of Students	Mean Gain Level
Grade 1		
English	698	1.8
Spanish	340	2.2
Grade 2		
English	365	1.7
Spanish	204	2.2

Source: 2002 SOAR data files

The mean gain level on the DRA for all students with valid pre- and posttest scores was 1.8 text reading levels. Table 4 shows the mean gains for DRA text reading levels by grade for SOAR 2002 students. When scores were examined by grade, the average gain in text reading level was lowest (1.4) at kindergarten and the same for grades 1 and 2 (1.9). A review by grade shows 81% of kindergarten, 87% of grade 1, and 88% of grade 2 students showed progress in 2002.

Table 4: Mean Gains for DRA Text Reading Levels by Grade for SOAR 2002 Students with Valid DRA Pre- and Posttest Scores

Grade 2001-02	Number With Pre- & Posttest	Mean Gain Level
Kindergarten	387	1.4
Grade 1	1,038	1.9
Grade 2	569	1.9
Total	1,994	1.8

Source: 2002 SOAR data files

Number of Students on Grade Level in Reading

There is an urgency to help students read on grade level because of the current state legislation that will require students to pass TAKS (the state academic test) reading in grade 3 to be promoted to grade 4 in 2003. The DRA can be used to chart student progress toward that goal. The DRA text reading level that correlates to students being on grade level at the end of kindergarten is level 2, at the end of first grade is level 16, at the end of second grade is level 28, and at the end of third grade is level 38.

According to the DRA, a kindergarten student is considered an emergent reader and should master levels A, 1, and 2. For a student who is on grade level at the end of kindergarten to remain on grade level, he or she would need to gain:

- eight levels (from level 2 to 16) by the end of first grade;

- four levels (from 16 to 28) by the end of second grade; and
- three levels (from 28 to 38) by the end of third grade.

The average gains listed in Table 4 are equivalent to about one fourth to one half of an academic year progress, depending on the grade level of the student.

To determine if SOAR 2002 provided instruction to students most in need of additional instruction in reading, the grade level equivalent for the DRA text reading levels were examined. The data were analyzed for actual numbers and percentages of students who were below, at, or above grade level (using students with valid pre- and posttest scores).

As shown in Table 5, a total of 304 (15%) kindergarten–grade 2 students were at or above grade level when SOAR began (22% in 2001). Because the DRA is taken at the instructional level (90% accuracy), it is possible that some of these students were not firmly on grade level and needed additional support. However, there were 121 (6%) students who were above grade level at the pretest, which makes their need to attend the SOAR program questionable. Other results from this analysis of DRA pretest scores for SOAR students who had valid pre- and posttest scores include the following:

- 85% of students were below grade level at the pretest;
- 9% of students were at grade level at the pretest; and
- 6% of students were above grade level at the pretest.

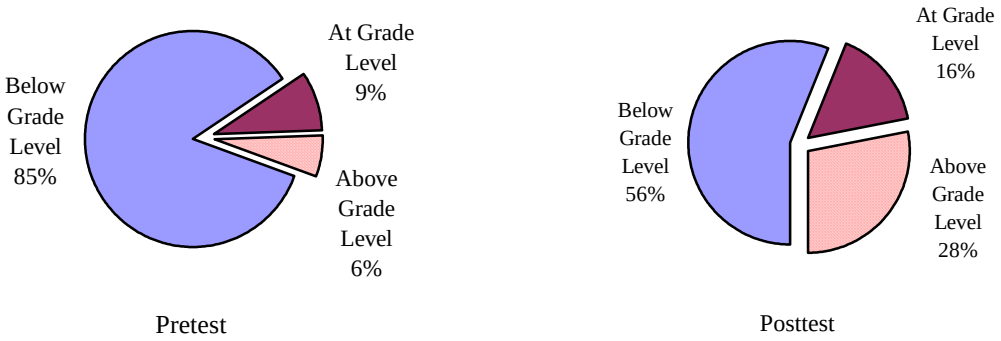
In 2001, only 78% of the students who attended SOAR were below grade level at the start of the program, which indicates that teachers identified students for SOAR more accurately in 2002. Table 5 shows the distribution of students by grade according to their pre- and posttest scores and groups the students according to their grade level status (below grade level, at grade level, and above grade level) as determined by the DRA.

Table 5: Number of SOAR 2002 Students at DRA Pretest and Posttest by Grade Level Standing

Grade Level 2001-02	Below Grade Level		At Grade Level		Above Grade Level	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Kindergarten (n=387)	247	62	88	112	52	213
Grade 1 (n=1,038)	925	688	68	116	45	234
Grade 2 (n=569)	518	374	27	84	24	111
Total (n=1,994)	*1,690*	*1,124*	*183*	*312*	*121*	*558*

The information in Table 5 is presented in Figure 4 to show growth in reading progress shown by percentages of students reading below, at, and above grade level at the pretest and posttest.

Figure 4: Percentage of SOAR 2002 Students Below, At, and Above Grade Level in Reading at DRA Pretest and Posttest



Further analysis was done to assess the impact of SOAR on those students who began the program below grade level and who may have been most in need of reading intervention. Looking at the below grade level column in Table 5, it can be seen that the number of students with valid pre-and posttest scores who began SOAR below grade level was 1,690 (1,450 in 2001).

A total of 566 students (34%) began SOAR below grade level and ended the program at or above grade level in reading. The numbers of students by grade who began SOAR below grade level in reading and ended the program at or above grade level include the following:

- 185 were kindergarten students (75% of kindergarten students who began below grade level);
- 237 were grade 1 students (26% of grade 1 who began below grade level); and
- 154 were grade 2 students (28% of grade 2 who began below grade level).

While 15% of students with valid pre- and posttest scores began the program at or above grade level, 44% of students were at or above grade level at the completion of SOAR. This shows a 29 percentage point increase in the number of students who were at or above grade level in reading at the end of the program.

FIVE-YEAR COMPARISON DATA

Program Information

The SOAR program has evolved and expanded over the past five years. After two years (1998 and 1999) of funding that specifically targeted Title I and Optional Extended Year students, the SOAR reading program has been offered in 2000, 2001, and 2002 to all kindergarten through grade 2 students who needed reading intervention. The number of sites, students served, and teachers employed, as well as the program budget have varied greatly from 1998 to 2002. The enrollment increased to 2,251 students in 2002 after a decrease in enrollment in 2001. The cost per pupil has decreased each year to $547 in 2002. The decrease in cost per student in 2002 is likely due to the reduced expenditures for materials and the increase in the pupil teacher ratio. Table 6 shows five years of information relating to the SOAR program.

Table 6: SOAR Program Comparisons, 1998 through 2002

	1998	1999	2000	2001	2002
Number of Sites	3	6	10	12	15
Number of Students Preregistered	619	1,679	3,232	3,331	3,011
Number of Students Attending	388	1,249	2,406	2,188	2,251
Days Offered	19	20	21	19	19
Number of Schools Participating	22	52	59	65	74
Ethnicity					
% Hispanic	47	55	56	58	62
% African American	37	30	22	20	21
% Anglo/Other	16	14	21	20	15
% Asian	<1	1	1	2	2
Number of Students With Pre- and Posttest DRA scores in English	NA	922	1,661	1,438	1,450
Number of Students With Pre- and Posttest DRA scores in Spanish	NA	179	457	429	544
Average Days in Attendance	16.3	16.6	17.6	15.9	16.2
Number of Teachers	45	102	176	159	143
Number of Mentor Teachers					
Campus	0	6	12	17	15
District	0	0	2	3	3
Number of Bilingual Teachers	7	19	32	33	35
Average Years Teaching Experience	8.7	7.7	7.6	7.3	7.5
Pupil Teacher Ratio	9:1	12:1	14:1	14:1	16:1
Cost Per Pupil	$1,257	$721	$713	$610	$547
Budget	$487,620	$901,514	$1,715,411	$1,333,903	$1,232,214

The number of students attending SOAR has varied each year with the largest numbers from grade 1. Table 7 shows the number of SOAR students by grade and year.

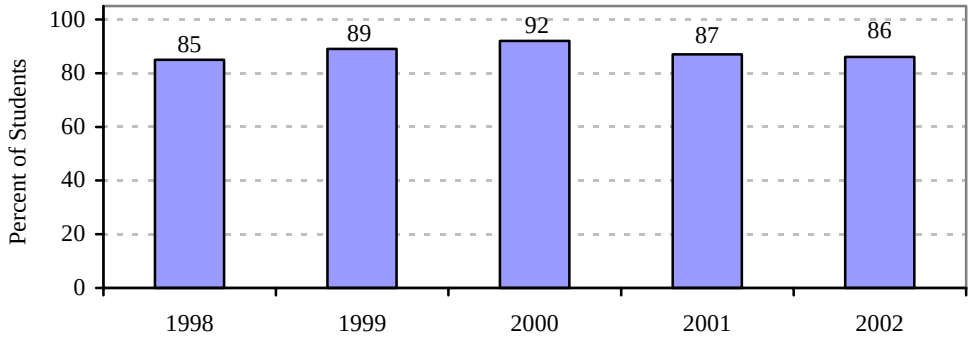
Table 7: Number of Students by Grade and Year, 1998 through 2002

Year	Kindergarten	Grade 1	Grade 2	Total
1998	97	144	147	388
1999	300	550	399	1,249
2000	529	1,131	746	2,406
2001	563	994	631	2,118
2002	437	1,174	640	2,251

Achievement Data

Figure 5 shows the percentage of students who made a gain in text reading level during the SOAR program in 1998 through 2002. The percentage of students making gains was largest in 2000 and 1999, but it is important to remember that the program was 21 days in 2000 and 20 days in 1999. When comparing the 2002 percentage (86%) of students showing gains with the other 19-day programs (85% in 1998 and 87% in 2001), the percentages are similar.

Figure 5: Percentage of Students Making a Gain in DRA Text Reading Level During SOAR 1998 through 2002



Further five-year comparisons can be made by examining mean gains in text reading level as measured on the DRA. Table 8 shows the mean gain in text reading level for all students with valid pre- and posttest scores in 1998 through 2002 and the length of each program. The mean gain in text reading level increased slightly in 2002 to 1.8 after a decline in 2001. Because of the difference in the number of program days, the best comparisons for the 2002 mean gain are with the 19-day programs of 1998 and 2001 data. The 2002 mean gain (1.8 text reading levels) was similar to the 1998 (1.9) and to the 2001 (1.7) mean gain.

Table 8: Mean Gain in DRA Text Reading Levels for SOAR Students by Number of Program Days, 1998 through 2002

	1998	1999	2000	2001	2002
Mean Gain in Text Reading Levels	1.9	2.0	2.1	1.7	1.8
Number of Program Days	19	20	21	19	19

SOAR offers ongoing support to students to improve literacy skills and reading. An additional analysis of the longitudinal SOAR data shows that of the students attending SOAR 2002, 436 students attended the SOAR program more than one year: 391 students attended SOAR for two summers and 45 students for three summers. A review of test data for the students who attended SOAR for multiple summers and who were below grade level in the first year of attendance at summer school shows the following:

- At the end of SOAR 2002, 28% (n=109) of students below grade level who had attended the program for **two years** were reading at or above grade level. An additional 15% (n=58) of the students were within one text reading level of being on grade level in reading (text level 14 for grade 1 and level 24 for grade 2 students) at the end of the second year of SOAR.
- At the end of SOAR 2002, 27% (n=12) of students below grade level who attended the program for **three years** were reading at or above grade level by the end of the third year of SOAR. An additional 20% (n=9) of the students were within one text reading level of being on grade level in reading at the end of the third year of SOAR.

These findings show that even if students do not reach grade level in reading after one summer of intervention, it is possible for students to achieve the goal of reading on grade level by third grade with reading support during the school year and the opportunity to attend additional SOAR programs.

LESSONS LEARNED

As this report is being written there is discussion in the district about the 2003 summer school programs. The ARI funds that have previously been used for the SOAR summer program are being used for immediate intervention through the district *Student Success Initiative Tutoring Plan* in 2002-03. Accelerated instruction and intervention will be available throughout the year at each campus for students who are at risk for reading difficulties. A portion of the ARI funds will be allocated for summer school for grade 3 students who still need to pass TAKS reading in July 2003 to be promoted to grade 4. Although it is unclear if the SOAR program for kindergarten through grade 2 will be the same in 2003, the program staff provided many suggestions for ways to improve the program next year.

STRENGTHS OF THE 2002 PROGRAM

> "There is enough structure in the program to provide guidance, yet enough flexibility in activities to meet the learner's needs and learning styles. The balanced literacy approach is a good model for this type of remediation." - SOAR Teacher

Teachers, mentor teachers, and principals overwhelming praised the 2002 SOAR program for its structure, leadership, and curriculum. Areas that received the highest praise include the following:

- *Leadership* – Teachers were very complementary of the leadership at their campuses. Ninety-three percent (n=133) of SOAR teachers responded to a Teacher Survey about the 2002 SOAR program. Teachers gave the highest approval (100% agreed or strongly agreed) to the statement, "The principal, teachers, and mentor teachers at my SOAR/SUCCESS campus worked

cooperatively to make this learning experience beneficial for students." See Appendix F for a complete list of mean responses to the teacher survey.

- *Structure* – Overall, teachers commend the structure of the SOAR program. One teacher wrote, "There is enough structure in the program to provide guidance, yet enough flexibility in activities to meet the learners' needs and learning styles. The balanced literacy approach is a good model for this type of remediation."
- *Volunteer mentors* – At some campuses, Education Service Center (Region 13) teacher-in-training mentors assisted SOAR teachers with literacy centers, one-on-one reading, and classroom support. This new collaboration with the service center was greatly appreciated by the teachers who participated.
- *Materials* – The variety and quality of the materials were highly praised by teachers. This year, teachers received a tub of reading materials that were appropriate for their students rather than having a literacy library. As one experienced teacher commented, "The tub organization was the best improvement I've seen."
- *Experienced Teachers and Staff* - At many of the schools, teachers had taught together during the last SOAR summer school, which they said made it easier to "get right to the business of teaching." One teacher said, "It was a pleasure to work with a team of dedicated and professional individuals."
- *Training and Preparation Time* – Generally, teachers approved of the organization of the training this year, which allowed more time on the campus and in the classroom. One teacher said, "The training was excellent. Each component of the program was thoroughly explained. Many ideas, activities, and suggestions were provided." In addition, teachers appreciated the SOAR teacher notebook and the two professional books that they were given. Teachers said that the notebook was very helpful in planning lessons for the day.
- *Accelerated Student Growth in Reading* – Teachers worked together to provide student success. Word work and guided reading were credited with assisting students progress in reading.

Mentor teachers (n=15) noted that the SOAR program impacted student learning and teacher knowledge in the following ways:

- *Student Learning* – Academic progress was impacted because of immersion in literacy with clear expectations for success. Lengthening the language arts block to four hours and having smaller class size helped the children master the skills taught. Students benefited by receiving more teacher time and assistance than is possible during the school year. District mentors said that students were challenged daily by teachers who implemented a structured and rigorous curriculum. In addition, students felt successful and encouraged to do their best. Medals and certificates helped students feel proud of their learning.
- *Teacher Knowledge* - SOAR teachers were involved in 1-½ days of professional development before students arrived for summer school and had weekly meetings with mentor teachers and other colleagues. In addition,

mentor teachers were actively engaged in the classrooms modeling guided reading for teachers. Teacher knowledge expanded because of these coaching observations and conferences. According to one mentor teacher, "Teachers were provided hands-on practical application of best practice strategies and were given the opportunity for collegial dialogue one-on-one." Teacher knowledge was impacted because teachers were able to utilize new materials and training daily and to concentrate on one subject. District mentors elaborated further that teachers expressed excitement about implementing SOAR curriculum. Many teachers said that their teaching would change during the school year because of this experience.

Principals (n=12) agreed with comments about the strengths of the SOAR program made by teachers and mentor teachers. In addition, principals praised the quality, dedication, and hard work of the teachers and staff at their campuses. One principal wrote, "The entire SOAR/SUCCESS program is an excellent method of staff development for AISD teachers." Another principal said that this was a "prime example of teamwork and collaboration on the part of the faculty."

Program managers have responded to teacher comments through the years by making improvements to the program. One previous SOAR teacher said, "I can see great improvements made in this program. Each year it just gets better." Principals who had previously participated in SOAR noted some other improvements in this year's program.

- *Policies and Procedures Manual* - The Policy and Procedures Manual was new this year in response to requests by teachers and principals.
- *Late Registration* - Late registration took place at the SOAR campuses on two days prior to the start of summer school. This was in response to the chaos of registration on the first day of SOAR 2001.
- *Progress Reports* – Progress Reports were sent to parents two times during SOAR and to the home campus at the end of the program.

SUGGESTIONS FOR IMPROVING THE 2002 DISTRICTWIDE SUMMER READING PROGRAMS

While teachers and principals agreed that the structure of the SOAR program is sound, identification of students who will most benefit from this 19-day accelerated program is one of the areas most in need of improvement.

The structure of the SOAR program is strong, but there are some areas of the implementation of the program that are in need of attention. SOAR 2002 teachers and mentor teachers made the following suggestions for future programs:

- *Student Information* – Teachers overwhelmingly agreed that the lack of student information (e.g., special education needs, LEP status, and end-of-school DRA score) was the major weakness of the 2002 SOAR program. The lowest approval (21% agreed or strongly agreed) on the Teacher Survey was for the statement "appropriate information about student needs (e.g., LEP and special education status) was provided to me." Although the application

forms were improved to include the information SOAR teachers would need to know about their students, not all home campuses completed the forms properly. Teachers said that valuable instructional time was lost in the first week of summer school due to the large number of students without this information.

- *Eligibility Criteria* – Most teachers stated that only those students who are in need of reading assistance should attend SOAR. Some students who were recommended in January were on grade level in reading by the end of school. Parents of students who were on grade level by April were supposed to be notified that their child no longer needed to attend summer school. Apparently this did not happen in every case because there were 304 students who attended SOAR who were at or above grade level at the beginning of summer school. One teacher wrote, "I had several students who did not need to be here. Please be clear about the criteria for admittance to SOAR."
- *Class Size* – The average class size was higher in 2002 (16:1) than in 2001 (14:1). While the class sizes were smaller during SOAR than during the school year, teachers believe that for the students who need reading intervention a small class size is critical. Most teachers agreed that a class size of 10-12 is ideal to provide the intensive intervention that these below grade level readers need to show progress in reading during the four-week program. In addition, class size at some schools was even higher at the beginning of summer school due to higher than expected enrollment. Additional teachers were hired by the end of the first week, but valuable instruction time was lost. Principals added that there should be a cap on the number of students for SOAR as there is for SUCCESS (16:1).
- *Assistance for Special Needs Students* – Many of the SOAR classrooms had a large class size and included special needs students. One teacher summarized the difficulty as, "Students who come to the summer program with extra special needs should be placed in a classroom with more support and resources. The intensity of this program does not allow the classroom teacher to provide the necessary help and one-on-one interaction that these children need and deserve." A copy of the IEP (individualized education plan) for special education students is necessary for the summer school teacher to understand the needs of the students. There was better communication and cooperation between the SOAR program managers and special education staff in 2002, but there are still some issues to be worked out.

Principals (n=12) agreed with the teachers that these were areas for concern. They listed some other areas for improvement including the following:

- *Home Campus Selection of Students* - Principals felt strongly that home campuses need to do a better job of carefully assessing each child to know who will benefit most from this structured summer school program. Some students are frustrated by the fast past of an accelerated learning environment. Others who are at or above grade level in reading present another difficulty for teachers. There may not be materials to challenge these students. All of the SOAR principals are assistant principals during the school year, and they recommended that there should be someone at the home campus who is the

contact person for SOAR and who is responsible for seeing that all applications for SOAR are complete with the necessary information for a successful summer school experience. According to SOAR principals, a process of educating the home campus principals and teachers about the program goals is needed.

- *Technology Access* – Principals stated that telecommunication and technology/data access for summer (e.g., e-mail and SASI student data system) need to be improved. SOAR staff did not always have access to these systems. SASI class XP was used for enrollment and attendance, but there were difficulties with the system and it was new to data clerks. One principal suggested enrolling students in SASI at registration, rather than using a separate PC software database for registration and then entering student information later into SASI. Because the program is only 19 days there is an urgency to have a technology and data management plan in place and working before the program begins.

COMMENTS FROM PROJECT MANAGERS

Program managers for SOAR and SUCCESS were interviewed to get input about the successes and challenges for these two summer programs. The program managers for SOAR included Maria Hohenstein, Administrative Supervisor of Elementary Language Arts, Kathryn Stone, Personnel/Strategy Director in Language Arts, and Peggy Mays, Grant Manager for *Accelerated Reading Instruction* Grant.

Program managers were pleased with the 2002 SOAR/SUCCESS programs. According to program managers, some of the strengths of the programs include:

- *Academic Rigor* – For students, the greatest strengths of SOAR are the structure and content of the program. Language arts staff reworked the SOAR curriculum framework to include increased academic rigor. The revised lessons were more rigorous and explicit. Students learned new reading strategies to use independently. The writing component integrated language arts, reading, and writing for 1 ½ hours each day. These students were the first AISD students to get TAKS based learning. In addition, the explicit lessons helped those who monitored the classrooms because the program should look the same in each classroom.
- *Professional Development* - For teachers, the greatest strength is the hands-on professional development that they receive. In addition to the balanced literacy training, teachers have access to mentor teachers to coach and conference with them about how to implement what they have learned. In 2002, teachers received two professional books for their personal use.

All SOAR program managers agreed that communication and coordination between the SOAR and SUCCESS managers were much improved this year. They had the following suggestions for future summer school programs:

- *Data Management* – Data management was at the core of the summer school problems, according to the language arts director. If all campuses would input the spring 2002 DRA and TPRI data, program managers could get a more accurate picture of who needs to attend summer school. There was no system in place to make home schools accountable for the assessment data entry. In addition, a misunderstanding between the curriculum and programming departments about the type of database to use for transportation assignments caused a delay in sending summer school information to parents. The proper data need to be available to those who are making decisions.
- *Communication with Home School Principals and Teachers* – All program managers agreed that there should be better communication with home campus principals and teachers to better inform decision making about who should attend summer school. The summer school applications from home campuses often did not contain necessary special needs or language needs of students nominated to attend SOAR. Proper identification of eligible students is critical to the program. Test data need to be entered into SASI so that program managers can assess student needs.
- *Coordination with AISD Departments* – While coordination between SOAR and SUCCESS program managers was much improved this year, there were still some areas where coordination with other AISD departments needs improvement. Proof reading the letter from transportation to parents prior to mailing could have prevented the letter from being sent with the wrong start date, which caused many students to show up a day late to summer school. Other challenges with SOAR 2002 included working with Human Resources, Purchasing, and the Grants departments.

SUMMARY

The SOAR program has grown and evolved during its five years of existence. The program has proven successful for a large majority of the approximately 8,000 students who have attended during its five years of operation. Students have consistently shown progress in reading during the program. An additional benefit is that SOAR teachers receive professional development and hands-on learning in balanced literacy that they can use in their classrooms throughout the year.

The 2002 SOAR program served 2,251 students who had completed kindergarten through grade 2 and who were at risk of reading difficulty. The average gain for all students who attended the program was 1.8 text reading levels as determined by the DRA. During the 19-day program, 86% of students with valid pre- and posttest scores showed reading improvement by advancing one or more text reading levels on the DRA.

There is an urgency to help students read on grade level because of the current legislation that will require students to pass TAKS reading in grade 3 to be promoted to grade 4 in 2003. There is a DRA level that correlates to students being on grade level at the end of kindergarten (level 2), at the end of first grade (level 16), at the end of second grade (level 28), and at the end of third grade (level 38).

A total of 566 students (34%) began SOAR below grade level and ended the program at or above grade level. The numbers of students by grade who began SOAR

below grade level in reading and ended the program at or above grade level include the following:

- 185 were kindergarten students (75% of kindergarten students who began below grade level);
- 237 were grade 1 students (26% of grade 1 who began below grade level); and
- 154 were grade 2 students (28% of grade 2 who began below grade level).

While 15% of students with valid pre- and posttest scores began the program at or above grade level, 44% of students were at or above grade level at the completion of SOAR. This shows a 29 percentage point increase in the number of students who were at or above grade level in reading at the end of the program.

The ARI funds that have previously been used for the SOAR summer program are being used for immediate intervention through the district *Student Success Initiative Tutoring Plan* in 2002-03. Accelerated instruction and intervention will be available throughout the year at each campus for students who are at risk for reading difficulties. A portion of the ARI funds will be allocated for summer school for grade 3 students who still need to pass TAKS reading to be promoted to grade 4. It is unclear if the SOAR program for kindergarten through grade 2 will be the same in 2003.

RECOMMENDATIONS

The following recommendations to improve the program in summer 2003 are offered for consideration.

1. ***Secure funding to continue providing summer school opportunities for students in kindergarten through grade 2 in 2003.*** The structure and content of SOAR have proven effective for students who have attended the intensive summer reading program. Students have consistently shown accelerated progress in reading during the five years of the program. An additional benefit is that SOAR teachers receive professional development and hands-on learning in balanced literacy that they can use in their classrooms throughout the year. Because ARI monies will be used for accelerated instruction during the 2002-03 school year and for a grade 3 summer program in 2003, AISD will need to find other funds that can be used for summer school for kindergarten through grade 2 students. Summer school costs could be reduced by accurately identifying students who need reading intervention, having fewer and larger summer school sites, and using other grant funding (e.g., Title I, Optional Extended Year, Bilingual, Special Education). Summer school is especially important for Title I students who attended SOAR (78% of 2002 enrollment) because there is evidence that the summer break shows negative effects on reading skills for low-income students (Cooper, et. al, 1996). As AISD is more effective with accelerated instruction, intervention, and classroom support for reading during the school year, there should be fewer students who need summer school. The SOAR program has proven effective for student and teacher learning and should be continued.
2. ***Provide reading intervention during the school year for students who did not elect to attend summer school.*** While summer school has been an

effective program, there were 38% of eligible students who did not attend SOAR 2002. The 1,384 students who were eligible, but did not elect to attend this optional summer school program need to be supported with reading intervention during the school year. The district's 2002-03 *Student Success Initiative Tutoring Plan* is a good first step toward this goal. As the district prepares grade 3 students for TAKS in spring 2003, the use of ARI funds on immediate reading intervention is wise. Offering an accelerated reading instruction program to students in small groups using ARI monies throughout the school year will allow more coverage. However, if students are not on grade level by the end of the school year, district administrators need to work with home school principals and teachers to educate parents and students about the importance of attending summer school to achieve the goal of reading on grade level by the end of third grade.

3. ***Improve operational procedures for summer school.*** Clear definitions of responsibilities are needed in the following areas:
   - ***A process for educating the home campus principals and teachers about SOAR program goals and requirements is needed.*** Proper identification of students who are below grade level in reading and who would benefit from an accelerated reading program is critical to the program. Providing complete and accurate information about the students who are eligible to attend would help ensure that students are appropriately served by the program. The entry of test data, which is used as criteria for attending summer school, is also the responsibility of the campus. There should be a system in place that provides for accountability for this information at the campus and area levels in 2002-03.
   - ***Improved cooperation among central office departments is necessary to ensure that the SOAR program runs smoothly***. Improved cooperation among central office departments (i.e., curriculum, grant management, human resources, management information, purchasing, transportation, and SASI support) is necessary for the success of this summer program. Because the program is only 19 days, there is an urgency to have these support systems in place and working before summer school begins.

With the district's emphasis on ensuring that grade 3 students pass TAKS reading in 2003, it is possible that ARI money will not cover all of the need to support reading intervention for kindergarten through grade 2 students during the school year. If funding is possible, AISD kindergarten through grade 2 students would benefit by having the summer school opportunity each summer to build on the growth made during the school year to reach the goal of reading on grade level by the end of grade 3.

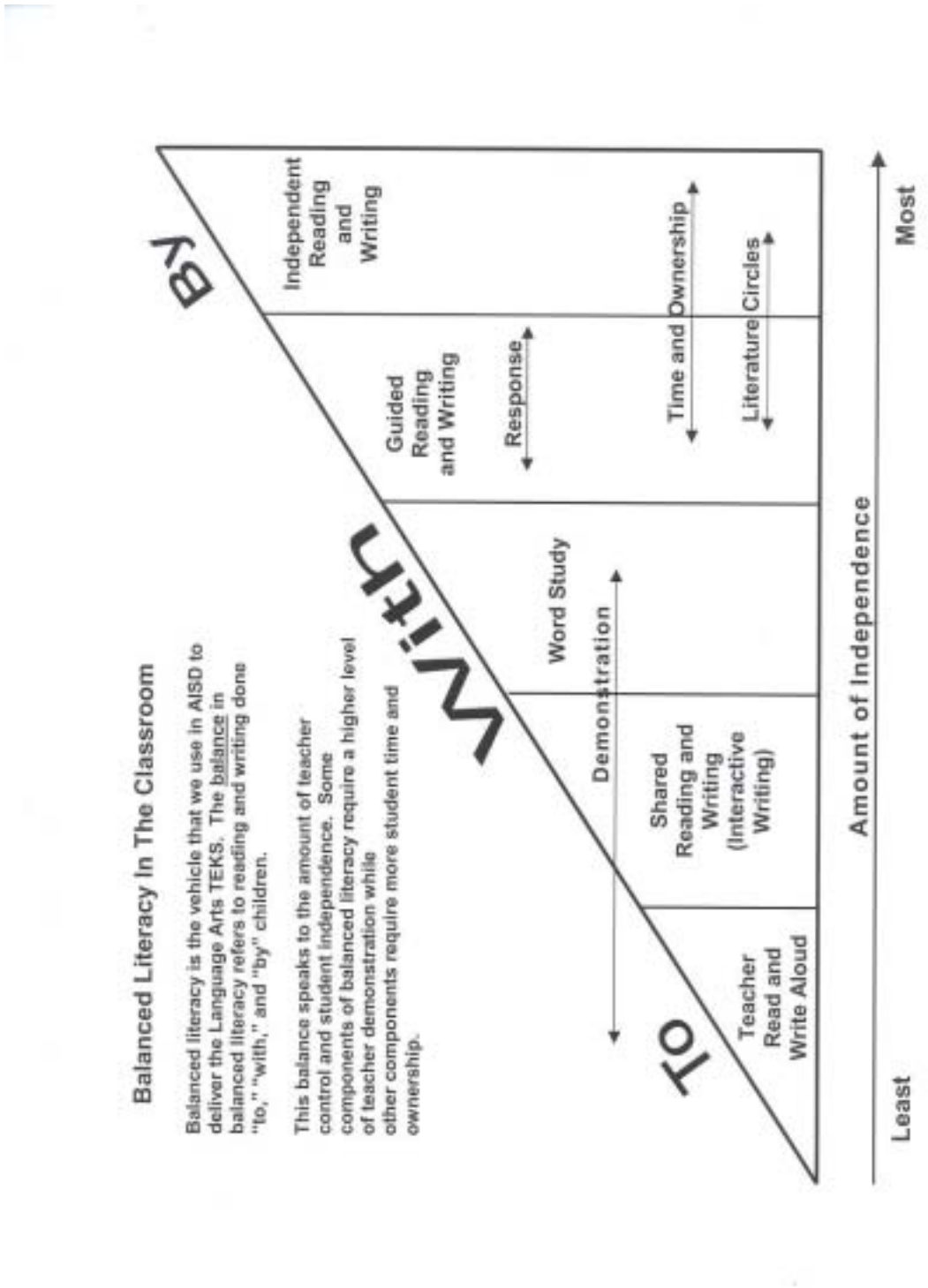
Appendices

Appendix A: 2002 SOAR Framework/Schedule
Kindergarten, First, and Second Grades

7:15 – 7:45	Breakfast
7:45 – 8:00	Read Aloud
8:00 – 8:15	Interactive Writing (connected to Read Aloud
8:15 – 8:30	Phonemic Awareness
8:30 – 8:45	Graphophonemic Knowledge
8:45 – 9:15	Word Wall Activities
9:15 9:45	Shared Reading
	Modeled/Independent Writing
9:45 – 10:15	Word Work Lesson
10:15 – 11:30	Guided Reading
	Literacy Centers
11:30 – 11:45	Sharing/Reflection (oral or written)

Note: You must allow 20 minutes within the schedule for lunch.

Appendix B: Balanced Literacy Components in the Classroom



Appendix C: Number of Students Who Attended SOAR 2002, by School and Area

School	# Students Who Attended SOAR 2002
Allan	29
Allison	30
Andrews	25
Baranoff	6
Barrington	45
Barton Hills	3
Becker	9
Blackshear	20
Blanton	19
Boone	28
Brentwood	36
Brooke	17
Brown	27
Bryker Woods	16
Campbell	71
Casey	47
Casis	9
Cook	61
Cowan	20
Cunningham	23
Davis	13
Dawson	41
Doss	12
Galindo	50
Govalle	33
Graham	39
Gullett	6
Harris	35
Hart	43
Highland Park	3
Hill	12
Houston	51
Jordan	58
Joslin	21
Kiker	13
Kocurek	17
Langford	51
Lee	10
Linder	69
Maplewood	16
Mathews	28
Menchaca	30
Metz	26
Mills	18
Norman	19
Oak Hill	33
Oak Springs	20
Odom	53
Ortega	11
Palm	50
Patton	22
Pease	19
Pecan Springs	44
Pickle	27
Pillow	27
Pleasant Hill	38
Reilly	16
Ridgetop	15
Rodriguez	52
Sanchez	28
Sims	31
St. Elmo	37
Summitt	24
Sunset Valley	45
Travis Heights	37
Walnut Creek	87
Widen	27
Willliams	24
Winn	37
Wooldridge	36
Wooten	48
Zavala	22
Zilker	22
Private Schools	12
Total	2,251

Number of Students By Area/Vertical Team:

Area 1 - 385	Area 4 - 552
Area 2 - 371	Area 5 - 517
Area 3 - 354	Private Schools - 12

APPENDIX D: 2002 SOAR ELIGIBILITY CRITERIA

For students currently in kindergarten, grade 1, or grade 2 who are tested in *English:*

Kindergarten:
January TPRI – "Still Developing" on screening **and**
January DRA score of A or less

Grade 1
Fall TPRI – "Still Developing" on screening **and**
January DRA score of 8 or less

Grade 2
Fall TPRI – "Still Developing" on screening **and**
January DRA score of 16 or less

For students currently in kindergarten, grade 1, or grade 2 who are tested in S*panish:*

Kindergarten
ELL (English Language Learners) students must attend the LEP summer school

Grade 1
Tejas LEE – Part E, a score of 2 or less **and**
January DRA score of 8 or less

Grade 2
Fall *Tejas LEE*-Part 2.1, a score of 12 or less **and**
January DRA score of 16 or less

APPENDIX E: READING LEVELS

The following chart roughly illustrates how these levels relate to each other and to school grade levels.

Grade Level (Basal Level)	Guided Reading Level (Fountas-Pinnell)	DRA Level ** (Joetta Beaver)	Reading Recovery Level
K (Readiness)	-	A	-
	A	1	1
K (Readiness)	B	2	2
Grade 1 (Pre-Primer)	C	3	3 & 4
Grade 1 (Pre-Primer)	D	4	5 & 6
Grade 1 (Pre-Primer)	E	6-8	7 & 8
Grade 1 (Primer)	F	10	9 & 10
Grade 1 (Primer)	G	12	11 & 12
Grade 1	H	14	13 & 14
	I	16	15 & 16 (17)*
	J		
Grade 2	K	18 - 20	*(17), 18, 19, 20
Grade 2	L		
	M	24-28	
	N	30	-
Grade 3	O	34-38	-
	P		-
	Q		-
Grade 4	-	40	-
Grade 4 (Late)	R		-
Grade 5	-		-
Grade 5	-	44	-

Source: AISD Department of Curriculum

* Level 17 is transitional. Placement of Reading Recovery levels 17-20 varies among school districts. (A few school districts place Reading Recovery levels 15 & 16 at grade 2.)

** *Developmental Reading Assessment* (DRA), developed by Joetta Beaver in collaboration with primary classroom teachers, also provides a leveling system appropriate for classroom use. DRA benchmark titles were field-tested by 78 primary classrooms from urban, suburban, rural, and small town school districts throughout the United States and Canada to assess the accuracy of the levels. The DRA system uses a numeric code and offers a broad range of texts appropriate for guided and independent reading.

Appendix F: Mean Responses to 2002 SOAR Teacher Survey

Survey Questions	All (n=133)
1. The SOAR training sessions provided useful information that I could use to teach students who are low in literacy learning.	4.2
2. The preparation and planning time was adequate to organize for the beginning of SOAR.	3.7
3. The Policy and Procedures Manual for SOAR and SUCCESS provided clear expectations for students and teachers.	4.2
4. Appropriate information about student needs (e.g., LEP and special education status) was provided to me.	2.4
5. The curriculum resources available for SOAR were appropriate for accelerating students learning in literacy.	3.7
6. The principal, teachers, and mentor teachers at my SOAR/SUCCESS campus worked cooperatively to make this learning experience beneficial for students.	4.7
7. District support for SOAR was effective in promoting student progress in reading.	3.8
Average	**3.8**

Note: Scale is as follows: 5=Strongly Agree; 4= Agree; 3=Unsure; 2=Disagree; and 1=Strongly Disagree
Mean Responses below 3.5 are highlighted to indicate responses with lesser agreement.

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