

Background. The Texas Literacy Initiative (TLI) in Austin Independent School District (AISD) is currently implemented within the Johnson, Travis, and Lanier vertical teams of schools, grades prekindergarten (pre-K) through 12. The purpose of TLI is to improve school readiness and success in the areas of language and literacy for students in AISD, including associated early childhood education (ECE) providers. To do this, AISD uses the Literacy Lines model, which provides instructional and programming alignment for language, pre-literacy, and literacy development to ease the transition for children across their entire learning careers. A Literacy Line is a vertical collaborative among feeder-pattern campuses within the district, partnering eligible educational organizations (e.g., pre-K, elementary, middle, and high schools) and their associated ECE providers, which may include Early Head Start, Head Start, public or private or nonprofit licensed child care providers, and public pre-K programs. In Fall 2013, staff in AISD’s Department of Research and Evaluation (DRE) worked with TLI grant management staff to create and administer a survey to principals, assistant principals, teachers, and TLI reading specialists/coaches at all TLI campuses. This report summarizes responses from TLI campus principals and assistant principals.

Respondents. An electronic survey was sent to 61 principals and assistant principals within the TLI vertical teams. Of the 48 campus administrators who responded (79% response rate), the majority (92%) worked at elementary-grade levels, and 8% worked at secondary-grade levels.

Administrators’ ratings. Principals and assistant principals’ responses to questions related to the TLI grant are summarized in Table 1.

Table 1. Administrators’ Ratings (n = 47)

Statement	% Strongly agree	% Agree	% Disagree	% Strongly disagree	% Not sure/NA
Texas Literacy Initiative (TLI) funded staff members (i.e., teachers, reading specialists or coaches) are improving student literacy on campus.	64	34	0	0	2
Generally, teachers have reported being well supported by TLI staff.	51	38	2	0	9
TLI-funded teachers or reading specialists/coaches use their time effectively.	68	28	0	0	4
I receive the support I need from TLI central office staff.	49	34	2	0	15

Source. TLI Fall 2013 Staff Survey

Coach/specialist activities. Administrators were asked to estimate the percentage of time during a typical work week that their TLI coach spent working with teachers on their campuses. Table 2 summarizes the administrators’ responses to this question for each grade level range. These results match the TLI grant staffing ratio for coaches to teachers, with the majority of coaches placed at grades kindergarten to 2 (1 per campus), while other coaches are shared across schools and grade levels.

Table 2. Administrators' Responses About Their Texas Literacy Initiative (TLI) Coach's Typical Weekly Time Working With Teachers (n = 47)

Grade range of teachers	Average % of time per week
Working with prekindergarten teachers	16
Working with kindergarten–grade 2 teachers	70
Working with grades 3–5 teachers	5
Working with grades 6–8 teachers	17
Working with grades 9–12 teachers	66

Source. TLI Fall 2013 Staff Survey

When administrators were asked to estimate the percentage of time their TLI coach spent on administrative or other duties, just less than half of administrators (45%) said their coaches did not spend any time doing these activities. However, 21% reported that the coaches spent 5% to 20% of their week doing administrative or other activities. In addition, 6% of administrators reported that their coaches spent 25% to 30% of their time doing administrative or other activities in a typical week. Finally, 4% of administrators estimated their coaches spent 50% to 75% of their time doing administrative or other work each week.

Administrators (n = 36) mentioned the following as beneficial support they had already received from TLI central office staff:

- “Bringing awareness to pre-k through 2nd grade of the importance of setting down a strong literacy foundation.”
- “Coaching, data analysis, PD [professional development], resources.”
- “Data days, walkthroughs, modeling for teachers, planning with teachers, staff development.”
- “Information to me when requested, facilitation of data days, direction on materials and training available to teachers.”
- “Our central office staff has supported us with analysis of data with teachers, campus environmental and academic walkthroughs with specific feedback for teachers.”
- “Supporting with acquiring materials. Planning staff development. Supporting with travel arrangements and conferences.”
- “Supporting with professional development and implementation of the program.”
- “The central office staff is always ready to give us support whether it’s to answer questions or coming to our campus with ideas and support.”
- “They respond to every request, especially to meeting individually with me to bring me up to speed with TLI.”
- “The TLI professional development that is offered to the coaches and teachers is valuable and useful.”

Administrators (n =22) also responded with the following suggestions for additional support they would like to receive:

- “Provide workshops for teachers and parents”
- “Provide videos with best literacy practices”

- “Model classroom visits”
- “Writing for lower grade [levels]”
- “Modeling of lessons online”
- “Perhaps a pre-meeting before the school year to help us set goals and how to analyze our growth [data] before the October trainings”
- “More training on intervention strategies for K-2”

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