

MEMORANDUM

March 29, 2013

TO: School Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **VISION PARTNERSHIP, 2011–2012**

CONTACT: Carla Stevens, 713-556-6700

Attached is the 2011–2012 Vision Partnership report. The report describes program participation, school program coordinator feedback, and the student attendance and performance on the STAAR reading, STAAR EOC English I Reading, and TAKS English/Language Arts of students in the Vision Partnership program. The Vision Partnership provides an opportunity for HISD students to receive eye care and correction at no cost to their families. The district has participated in the partnership for six years.

Key findings are as follows:

- In the 2011–2012 school year, 4,245 students enrolled in HISD campuses received services from the Vision Partnership. In the past three years of the partnership, 9,641 HISD students have received services through the program.
- Just over 90 percent (N=3,842) of students who attended a Vision Partnership Clinic in the 2011–2012 school year received eyewear.
- In general, students who received eyewear through the Vision Partnership slightly outperformed on the state academic assessments as compared to their peers who were referred to the Vision Partnership, but did not need correction.
- Attendance rates for students who received eyewear through the Vision Partnership were higher than both non-vision partnership groups in K–9 and 12.
- Overall, campus nurse coordinators viewed the program favorably. Their suggestions for improvement revealed a need for greater alignment between timelines developed by Vision Partnership personnel and campus service timelines.

Should you have any further questions, please contact my office or Carla Stevens in Research and Accountability at 713-556-6700.



TBG

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Gwendolyn Johnson

Lenny Schad
School Support Officers
Lupita Hinojosa



RESEARCH

Educational Program Report

VISION PARTNERSHIP
2011–2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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VISION PARTNERSHIP 2011–2012

EXECUTIVE SUMMARY

Program Description

The Houston Independent School District (HISD) frequently develops partnerships with local government and community organizations to ensure that the basic needs of its students are met so that they can take advantage of the rigorous instructional standards and supports the district offers. One such partnership is the Vision Partnership, through which students who need but cannot afford eye care services are provided vision screenings and eyewear at no cost to their families. The Vision Partnership is an on-going collaboration between One Sight—a Luxottica Group Foundation, See to Succeed—an initiative of VisionQuest 20/20, the Houston Department of Health and Human Services, various community organizations, and HISD. Vision screenings and fittings for corrective eyewear are provided at multiple clinic events in central non-academic community locations during the school year. The purpose of this evaluation report is to understand three aspects of the partnership: student participation in the program; barriers to program participation; and the academic performance of students in the program. Because of various limitations to the data, this report is strictly descriptive and should not be used to make any causal inferences regarding the effectiveness of the Vision Partnership program at improving academic or attendance outcomes.

Highlights

- In the 2011–2012 school year, 4,245 students enrolled in HISD campuses received services from the Vision Partnership. In the past three years of partnership, 9,641 HISD students have received services through the program.
- Just over 90 percent (N=3,842) of students who attended a Vision Partnership Clinic in the 2011–2012 school year received eyewear.
- In general, students who received eyewear through the Vision Partnership performed better in 2011–2012 on the state academic assessments than their peers who were referred to the Vision Partnership, but did not need correction.
- Students who received eyewear through the Vision Partnership as well as students who were referred to the Vision Partnership, but did not need correction tended to be outperformed by their peers who received vision correction through eye care providers who were not members of the Vision Partnership. At the high school level, however, students who were referred to the Vision Partnership but did not need correction met the TAKS passing standard and performed at the commended level at higher rates than their peers who received vision correction from any source.
- Attendance rates for students who received eyewear through the Vision Partnership were higher than both non-Vision Partnership groups in grades K–9 and 12.
- Overall, campus nurse coordinators viewed the program favorably. Their suggestions for improvement revealed a need for greater alignment between timelines developed by Vision Partnership personnel and campus service timelines.

Recommendations

1. Increased communication between campus program coordinators, Vision Partnership management, and campus educators is recommended. It is critical that the Vision Partnership develops guidelines that take into consideration the tasks and timeframes required of campus coordinators given their capacities. It also is critical that the timing of eyewear delivery maximizes the benefits of the program for students. A meeting of campus nurses, educator representatives, and Vision Partnership personnel to develop a process of identifying the 50 students of greatest need at the earliest date possible may maximize program outcomes.
2. Vision Clinic screening results should be provided to school nurses at the earliest possible date so that they may update student records and monitor the extent to which students' vision needs are resolved.
3. It is recommended that campus nurses, campus educators, and students work together to develop systems to protect and preserve students' new eyewear.

Administrative Response

Vision skills are critical to learning, with a preponderance of learning occurring through visual engagement. In short, good eye sight facilitates learning in school as well as in the development of social skills. The Vision Partnership is a concerted approach to eliminate a health-related barrier that could impede motivation and ability to learn.

Having less-than optimal vision can contribute to students being fatigued and avoiding tasks that require good vision. In addition, behaviors such as turning the head to see, covering one eye, losing place while reading, and avoidance of reading tasks can be demoralizing and may impact school attendance particularly as students get older and vision problems increase. The slight increase in school attendance noted among the group in this report perhaps may be a secondary benefit as self esteem and self confidence improves once eye care needs are met.

Also pertinent is The Center for Health and Health Care in Schools summary of vision research which indicates that among 5 and 6 year olds who fail vision screening, the average delay found in some studies before examination by an eye care professional was 4 years. The results provided here may reflect the cumulative deficit of such a delay once glasses are obtained. It also reinforces the importance to continue collaborations such as this to minimize the gap in care.

The report also includes summarized reflections from school nurses and other school staff regarding the timing of the vision initiative relative to other tasks and the capacity to prioritize this among emergent health needs particularly at the beginning of the school year. There is also, however, the overwhelming recognition of the importance of having vision needs addressed as early as possible. The recommendation to identify 50 students with greatest need as early as possible is practical. Utilizing the current quarterly meeting structure with the partnering agency will be conducive to exploring effective ways to implement all recommendations. The School Nurse Peer Advisory group can also be instrumental in developing approved approaches to success of the program and preservation of eyewear.

It is important that we continue district strategies such as the Vision Partnership, to support connectedness with community resources that provide cost-effective and efficient ways to remove vision deficits as a barrier to learning and remove cost and transportation as barriers to accessing these services. It is also important to maintain quality screening programs utilizing certified screeners in our schools. This results in a high level of screening accuracy and follow-up. Staffing formulas that include a professional school nurse with the acumen for case management, engaging community resources, and intense parent support for follow-up can contribute to academic success.

Introduction

The Houston Independent School District (HISD) frequently develops partnerships with local government and community organizations to ensure that the basic needs of its students are met so that they can take advantage of the rigorous instructional standards and supports the district offers. One type of partnership in which the district engages is collaborations for eye care service. At the beginning of each school year, students enrolled in HISD schools are screened for vision impairments. When the need for vision correction seems apparent, the district's health care professionals make referrals for specialist examinations and professional treatment. Students who do not have access to private eye care providers are offered eye care services through the partnerships in which the district engages with eye care providers. Among the partner eye care providers is the One Sight Vision Partnership, with which HISD schools have partnered since 2007. It offers students services through the One Sight Vision Clinic.

The One Sight Vision Clinic is part of the on-going collaboration between One Sight—a Luxottica Group Foundation, See to Succeed—an initiative of VisionQuest 20/20, the Houston Department of Health and Human Services, various community organizations, and the district. Vision screenings and fittings for corrective eyewear are provided at multiple clinic events in central non-academic community locations during the school year. All services are provided to students at no cost to their families. For the 2011–2012 school year, HISD paid the cost of student transportation to the clinic sites rather than requiring schools to do so out of their campus budgets.

Healthy vision is a critical component of the foundation for academic achievement. Impaired vision reduces the abilities to read, concentrate, and process information. It may lead to academic frustration and behavior problems, and may stymie academic success. The district participates in the One Sight Vision Partnership to provide an avenue for students who are identified by HISD nurses as needing vision assistance to receive eye care free of charge. This evaluation report answers the following questions:

1. How many students participated in a Vision Partnership Clinic?
2. What were the perceptions of program coordinators at participating schools?
3. What were the challenges of program participation experienced by schools and by students?

Methods

Data Collection

Multiple sources of data were used in the evaluation of this program. The primary source of data on program utilization was collected by the City of Houston which kept extensive files of student participation in Vision Partnership Clinics. Information on the implementation of the program at the school level was collected through an Internet-based survey of program coordinators. For a transcript of the survey, see Appendix B. Academic outcomes data were collected through the Public Education Information Management System (PEIMS) and the State of Texas Assessments of Academic Readiness (STAAR) and Texas Assessment of Knowledge and Skills (TAKS) data files. Information on student performance on eye examinations was captured from the Chancery Student Information System.

Data Analysis

To understand how Vision Partnership participants performed in 2011–2012, performance indicators of students for whom an initial campus-based vision screening indicated the need for vision correction were examined. All students in the analyses failed the initial eye exam. Within this pool of students, the analysis compared performance indicators between four groups: students who have received treatment through the Vision Partnership, students who were referred to the Vision Partnership, but did not need treatment, students who received treatment from different eye care providers, and students for whom no follow-up has been reported. Performance indicators used included school attendance rates and academic achievement. Academic achievement was measured by the percentage of students meeting performance standards on the grades 3–8 reading STAAR examination, STAAR End-of-Course (EOC) English I Reading examination for grade 9, and on the TAKS English Language Arts (ELA) examination for grades 10 and 11.

Data Limitations

In the 2011–2012 school year, a new state assessment of student performance, STAAR, was implemented for students in grades 3–8. As a result, no conclusions can be drawn about the impact of the Vision Partnership on student academic performance over time as achievement on the new assessment cannot be compared to the TAKS, the previous state assessment.

In addition, while HISD has participated in the Vision Partnership since 2007, participation lists are available only for 2009 and later. The counts of students served at each clinic are available. However, the Vision Partnership Clinics simultaneously serve students from Houston and surrounding school districts so it is not possible to identify the number of HISD students served in 2007 and 2008. It is also not possible to determine the impact of services provided in 2007 and 2008 on student outcomes.

There are limitations with the data as well. The comparison group of non-vision partnership students who received correction may not be an ideal comparison group to the vision partnership students who received correction. This is because there is the possibility of several other factors influencing the students' performance. For instance, students who receive vision correction through a private provider may have family incomes higher than those who receive vision correction through the vision partnership. This factor, among others, may differentially influence performance and attendance of the two groups.

Furthermore, the “no follow-up reported” group is problematic in several ways. This group contains students that failed the initial eye exam, but for whom no follow up information was reported to the school nurses. This does not mean these students actually need glasses. It is possible that a fraction of them do not need correction at all. Additionally, a portion of this group may have received correction which was not reported to the school.

Because of the limitations of the data and our inability to compare between years, this report will be strictly descriptive. Based on the data available, conclusions cannot be drawn regarding the effect of the Vision Partnership on academic performance or attendance rates.

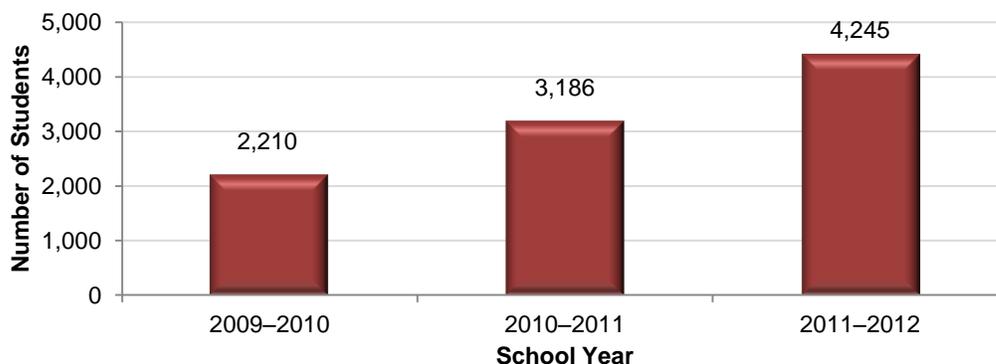
Findings

How many students participated in a Vision Partnership Clinic?

- Each participating school may refer up to 50 students to a Vision Partnership Clinic. From 2009–2012, the Vision Partnership Clinics have provided 9,641 screenings and/or treatments to HISD students. In the 2009–2010 school year, 2,210 HISD students participated in the Vision Partnership, and 3,186 HISD students were served in the 2010–2011 school year. In the 2011–2012 school year,

4,245 HISD students enrolled in grades pre-kindergarten through grade 12 on 175 campuses participated in the Vision Partnership (Figure 1).

Figure 1. 2009–2010 to 2011–2012 Vision Partnership participants

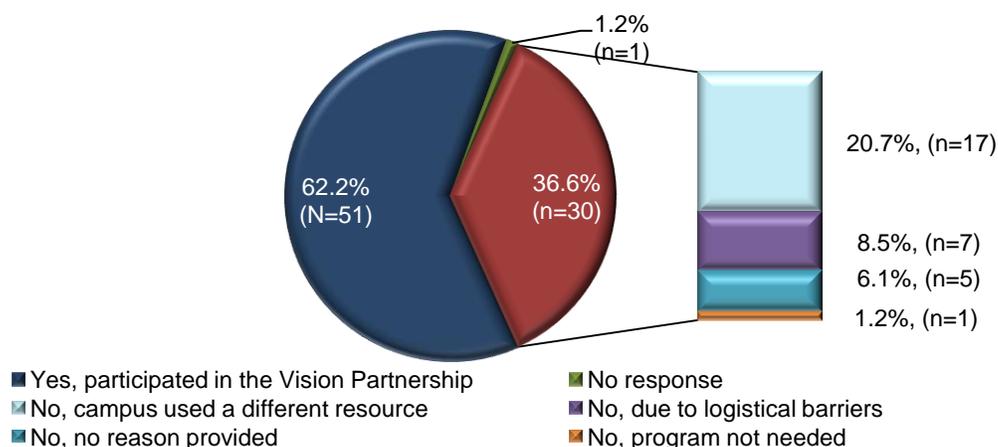


Note: Participant refers to students who were screened at a Vision Partnership Clinic and who may or may not have received vision correcting eyewear through a Vision Partnership provider.

What were the perceptions of program coordinators at participating schools?

- A survey of familiarity and experience with the Vision Partnership was distributed to all HISD school nurses by e-mail. Eighty-two HISD school nurses responded to the survey.
- Of survey respondents, 62.2 percent (n=51) reported that their campuses participated in the Vision Partnership during the 2011–2012 school year, and 36.6 percent (n=30) reported that their campuses did not participate in the Vision Partnership (Figure 2). Note, however, that service records show that 121 campuses participated in the Vision Partnership during the 2011–2012 school year. For a list of participating schools, see Appendix A.

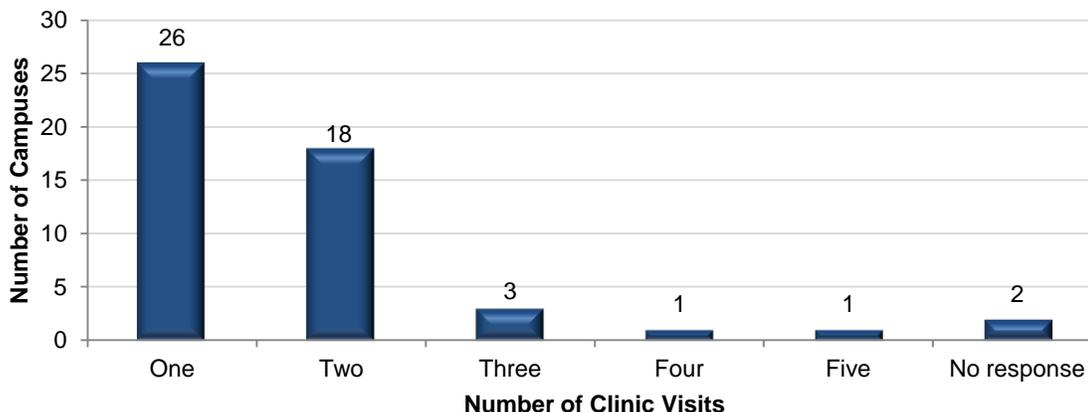
Figure 2. 2011–2012 Survey results of campus participation in Vision Partnership



Source: Vision Partnership Campus Nurse Coordinator Survey, 2011–2012

- Over 50 percent of the campus program coordinators (n=26) reported attending one clinic event in the 2011–2012 school year. One coordinator reported attending five clinic events (Figure 3).

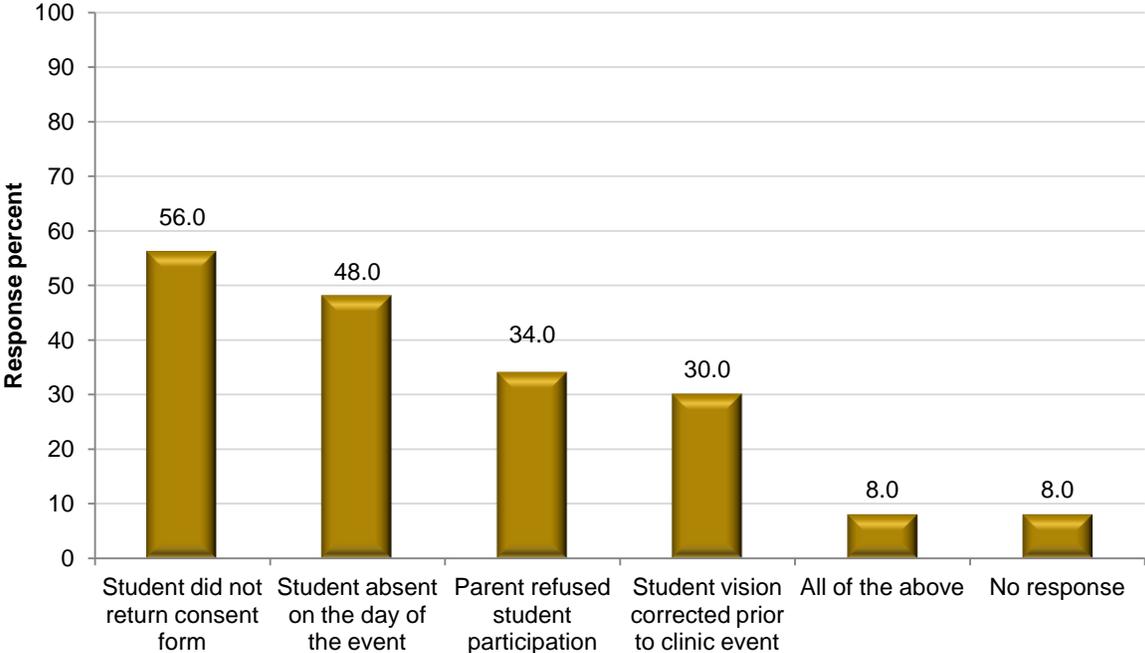
Figure 3. 2011–2012 Frequency of Vision Clinic participation



Source: Vision Partnership Campus Nurse Coordinator Survey, 2011–2012; Fifty-one campuses reporting participation

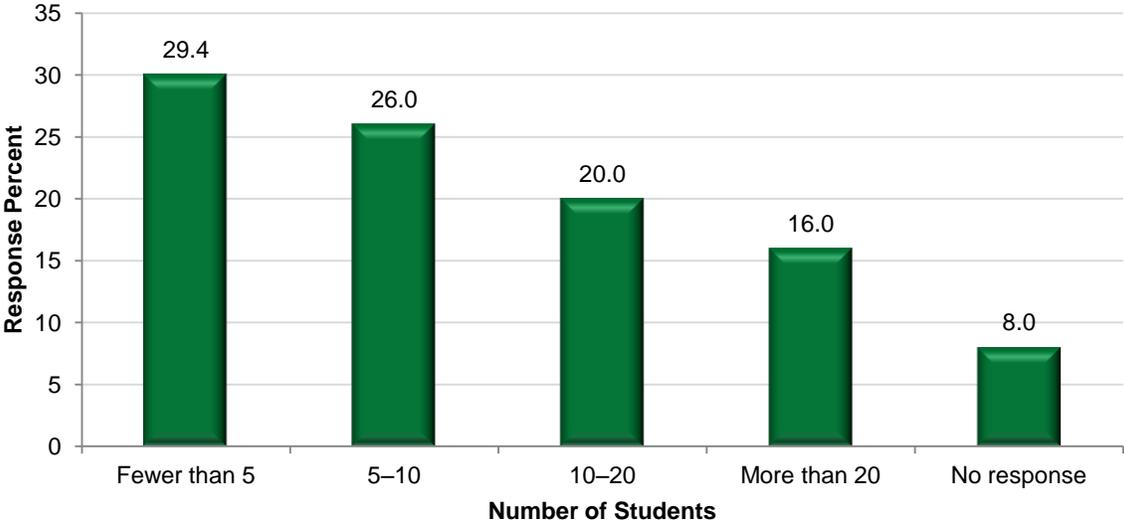
- Campus program coordinators reported that most students who attended the Vision Partnership clinics received eyeglasses. Of the attending students who did not receive eyeglasses, five of them were referred to specialists for stronger prescriptions than were available through the Clinic. The remaining students did not need prescription eyewear.
- Some students on 38 of the 51 responding campuses had lost or broken their glasses by the end of the school year.
- For several participating campuses, some students who were referred to the Vision Partnership Clinics did not attend the clinic events. Campus program coordinators responding to the survey reported that this occurred because students did not return consent forms; students were absent on the day of the event; parents did not give permission for clinic participation; and students received vision correction prior to the clinic events (Figure 4, page 7).
- Finally, campus program coordinators were asked how many students who did not pass a vision examination (i.e., failed vision) still needed an exam. Of the 51 coordinators at campuses that participated in the Vision Partnership, 29 percent (n=15) responded that fewer than 5 of their students still needed an exam, while 16 percent (n=8) responded that more than 20 students still needed an exam (Figure 5, page 7).

Figure 4. 2011–2012 Reasons why students referred to the Vision Clinics did not attend clinic events



Source: Vision Partnership Campus Nurse Coordinator Survey, 2011–2012

Figure 5. 2011–2012 Students who failed a vision screening and still need an exam



Source: Vision Partnership Campus Nurse Coordinator Survey, 2011–2012

What were the challenges of program participation experienced by schools and by students?

- Most responding nurses reported that they faced no challenges coordinating their students' participation in the Vision Partnership.
- Campus program coordinators who did have difficulty reported three types of challenges. The most frequently reported challenge concerned parents returning consent forms. Coordinator nurses expressed frustration with parents' refusal to return signed consent forms and their inability to contact parents about consent forms due to outdated contact information. They also reported that the process for coordinating campus participation in the 2011–2012 Vision Partnership clinics was time-consuming. In particular, they identified the Excel sheets used in the 2011–2012 school year as cumbersome and reported that direct communication with the City of Houston in previous program years was preferable to the communication methods employed in the 2011–2012 Partnership.
- The final difficulty reported involved the delivery of eyeglasses. Though reported in very limited numbers, respondents identified the delay between clinic participation and the delivery of eyeglasses – sometimes as long as three months – as a challenge.
- When asked to provide suggestions for program improvement, many coordinators responded that they were pleased with program improvement over the years of implementation and expressed support for procedural organization of the program and its impact. Several respondents made suggestions that are summarized in Table 1.

Table 1. Campus Coordinator Suggestions for Program Improvement, 2011–2012

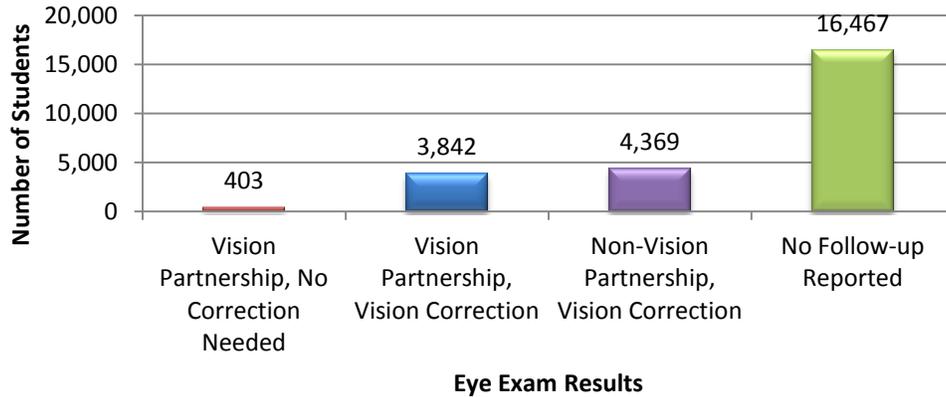
	N
Provide school nurses documentation of Vision Clinic exam results so that they can be documented on students' cumulative health cards, shared with parents, or used for follow-up contact	4
Provide campus coordinators with a clear, step-by-step, guide for participation procedures and timelines	4
Schedule greater time between the invitation to participate and consent form due date	2
Increase the number of clinic events scheduled in the spring semester	2
Address issues of wear and repair: offer frame adjustments at the time of delivery; supply each student with two pairs of glasses, one of which remains at school; address durability of eyeglasses	3

Source: Vision Partnership Campus Nurse Coordinator Survey, 2011–2012

How did Vision Partnership participants perform on academic measures in 2011-2012?

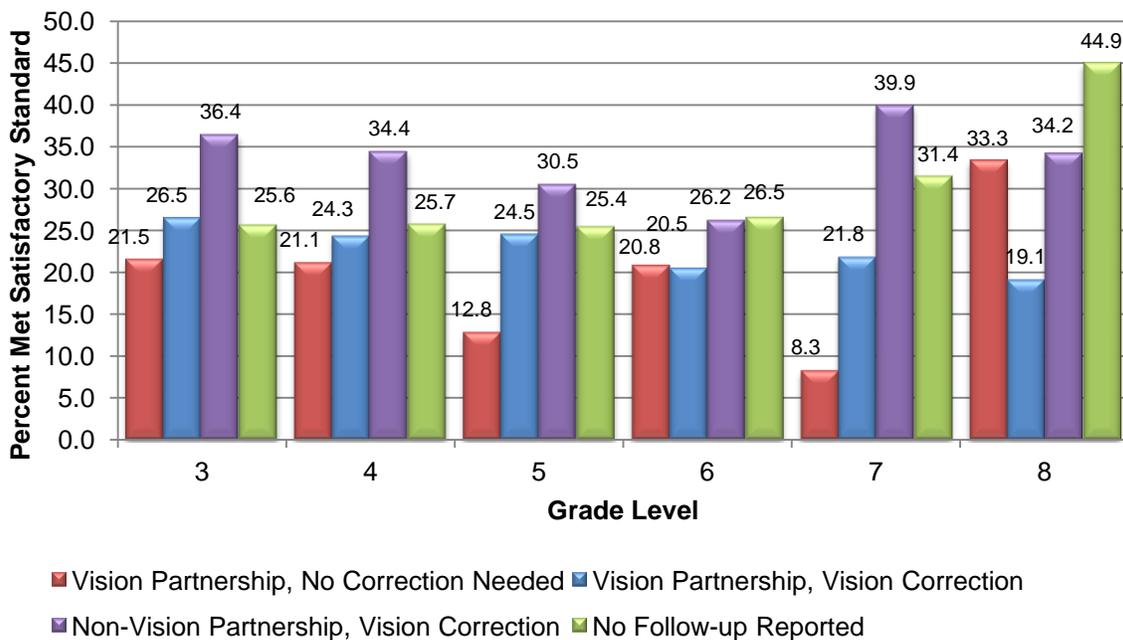
- Of the 4,245 students who were screened at the Vision Partnership Clinics in the 2011–2012 school year, 90.5 percent (3,842 students) of them received vision correction (i.e., eyeglasses or contact lenses) through the Vision Partnership. There were also 4,369 students who received vision correction from another provider and 16,467 students who failed the initial vision exam, and for whom no follow-up information is available (Figure 6, page 9).

Figure 6. 2011–2012 Students’ eye exam results



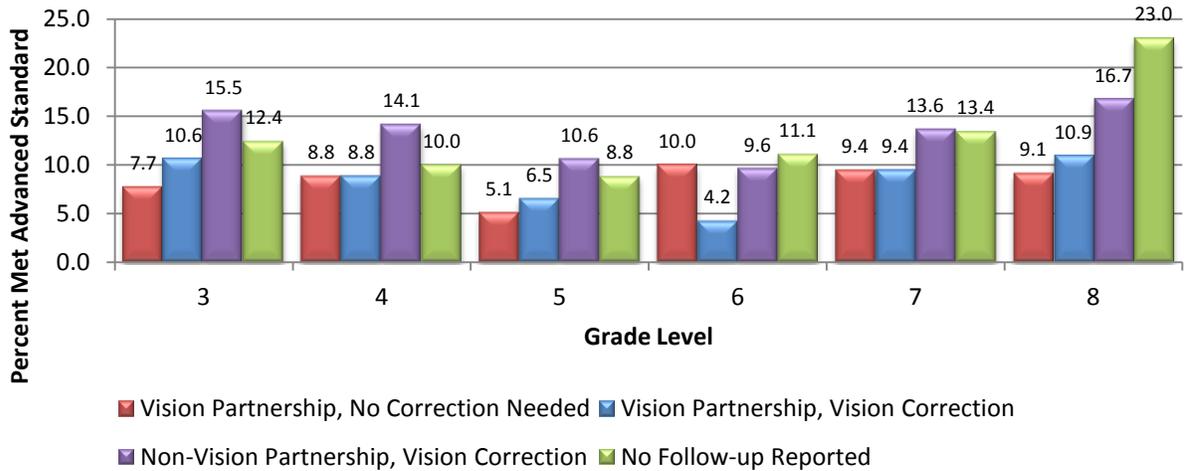
- STAAR performance in grades 3–8 was compared across four categories of students: (1) students for whom screening at a vision Partnership Clinic revealed that no vision correction was needed; (2) students who received vision correction (i.e., eyeglasses or contacts) from a Vision Partnership provider; (3) students who received vision correction from an eye care provider who was not a member of the Vision Partnership; and (4) students who failed the initial vision exam, but for whom no follow-up information is reported. Performance was measured as the percent of students who met the satisfactory standard.
- On the English-language version of the STAAR, students in most grades who received vision correction through the Vision Partnership performed similar to or better than their peers in the Vision Partnership who did not need vision correction. However, the reverse was true in the sixth and eighth grades (Figure 7).

Figure 7. 2011-2012 Vision Partnership comparison English Language Reading STAAR percent met satisfactory standard, grades 3–8



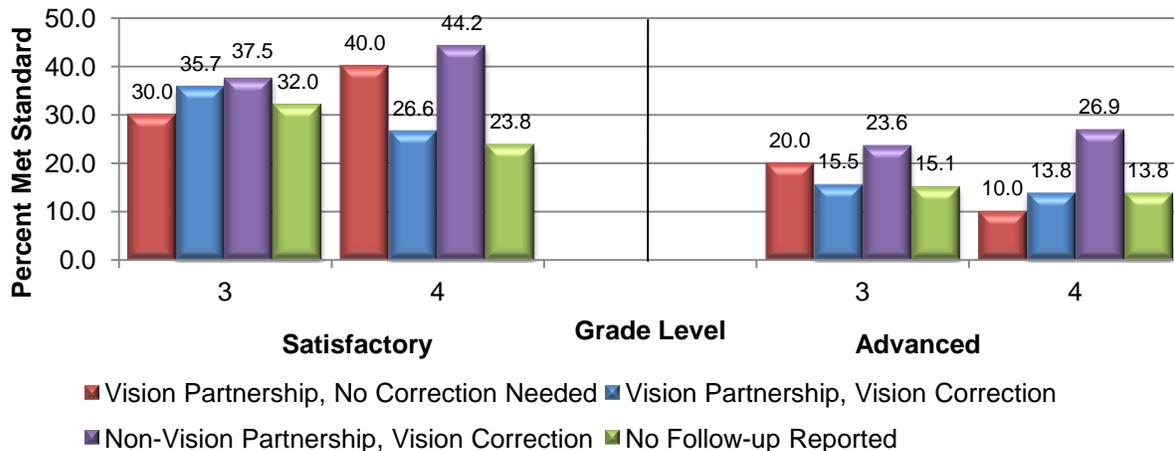
- On the English-language version of the STAAR, students in most grades who received vision correction through the Vision Partnership met the Level III advanced standard at rates similar to or better than their peers who were referred to the Vision Partnership, but did not need correction. However, the reverse was true in the sixth grade (Figure 8).

Figure 8. 2011-2012 Vision Partnership comparison English Language Reading STAAR percent met advanced standard, grades 3–8



- The STAAR was administered in Spanish to qualified students in grades 3–5. Results are presented for students in grades 3 and 4. There were fewer than five students in grade 5 who took the Spanish STAAR, so scores for grade 5 are not reported. Students who received vision correction through the Vision Partnership outperformed their peers who were referred to the Vision Partnership, but did not need correction in grade 3 in terms of the Level II satisfactory standard. The reverse was true for grade 4 (Figure 9).
- In terms of meeting the Level III advanced standard on the Spanish STAAR, students who received correction through the Vision Partnership underperformed their peers who were referred to the Vision Partnership, but did not need correction in grade 3. The reverse was true for grade 4 (Figure 9).

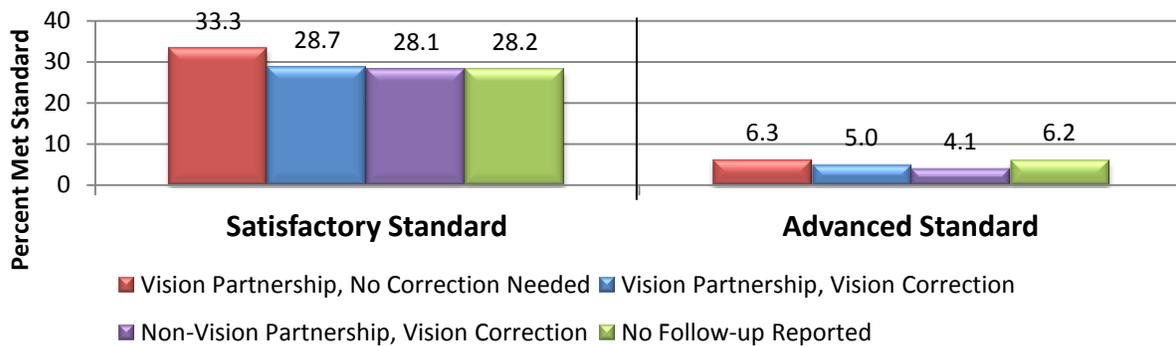
Figure 9. 2011-2012 Vision Partnership comparison Spanish Language Reading STAAR percent met standard and percent met advanced standard, grades 3–4



Note: Less than 5 students took the Spanish Language STAAR in Grade 5 in every category so scores are not reported for this grade.

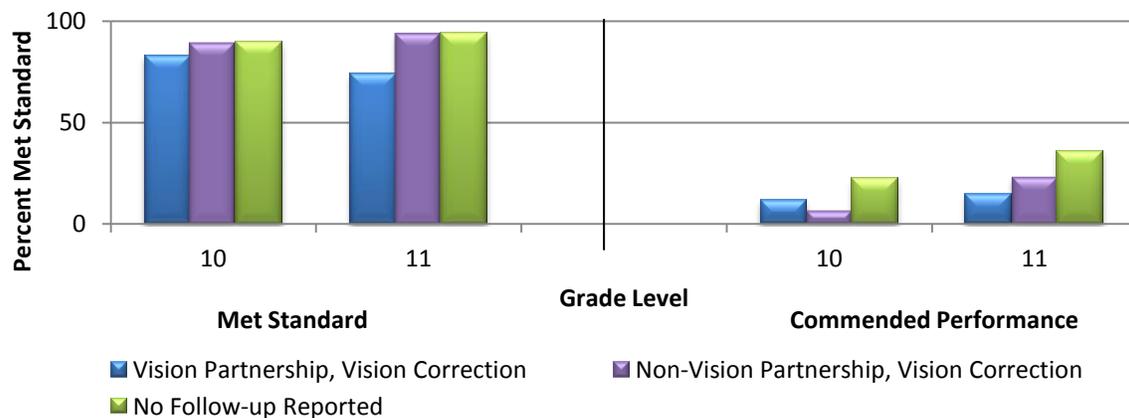
- Performance on the STAAR EOC English I Reading was compared for grade 9 students. Students who received services from the Vision Partnership outperformed their peers who did not receive services from the Vision Partnership. Vision Partnership students who did not need vision correction met the Level II Satisfactory Academic Performance standard at a rate of 33.3 percent, while Vision Partnership students who did receive vision correction met the standard at a rate of 28.7 percent (Figure 10).
- Few students in any group met the Level III Advanced Academic Performance Standard. All four groups were within 2 percentage points of each other.

Figure 10. 2011-2012 Vision Partnership comparison STAAR End-of-Course Exam English I: Reading percent met standard, grade 9



- The performance of students in grades 10 and 11 on the TAKS English/Language Arts, was examined. Students who received vision correction from the Vision Partnership met the TAKS passing standard at a lower rate than both their peers who received vision correction from a non-Vision Partnership eye care provider and their peers for whom no follow-up information was reported.
- Students for whom no follow-up information was reported met the TAKS commended performance level at higher rates than students who received vision correction in both grades 10 and 11 (Figure 11).

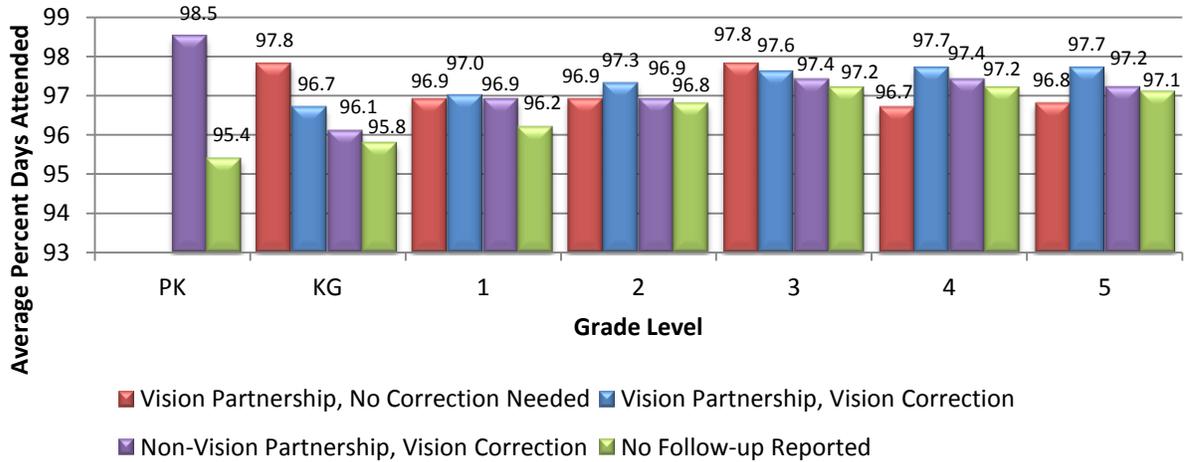
Figure 11. 2011-2012 Vision Partnership comparison TAKS English/language arts percent met standard, grades 10 and 11



Note: Less than 5 students were in the Vision Partnership and received no correction in grades 10 and 11 so scores are not reported for this category.

- Attendance rates were used to examine the rates of Vision Partnership participants in 2011-2012. Attendance rates for students in the Vision Partnership who received vision correction services were higher than both non-Vision Partnership groups in kindergarten through grade 6. Students in the Vision Partnership, but not needing correction had the highest attendance rates in kindergarten and grade 3 (Figure 12).

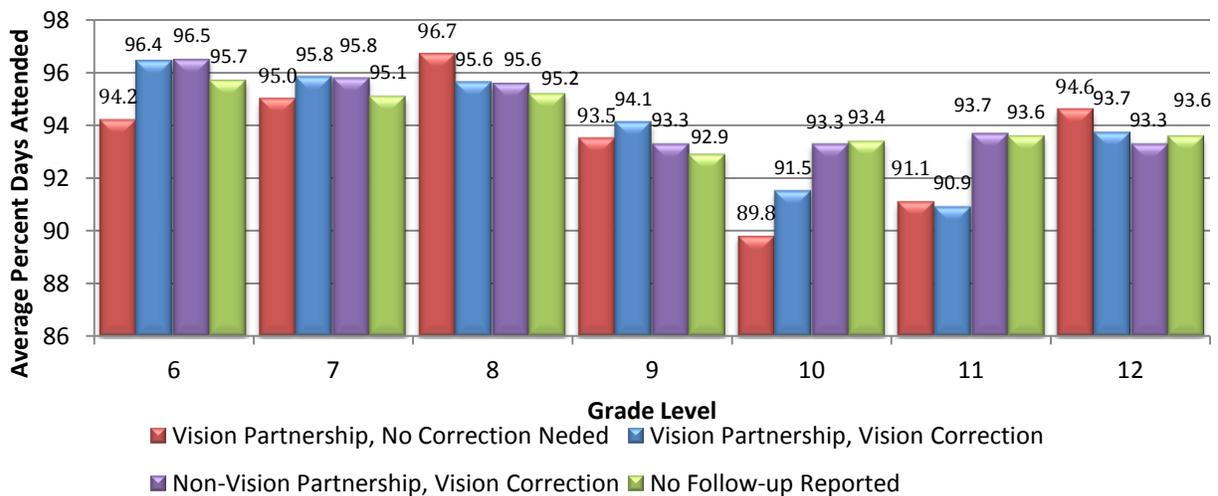
Figure 12. 2011–2012 Vision Partnership participants receiving eyeglasses, grades PK–5: attendance rates



Note: Less than 5 students were in the Vision Partnership in PK so attendance rates are not reported for the Vision Partnership categories in this grade.

- Vision Partnership participants in grades 6–9 and 12 who received vision correction had similar to or higher attendance rates than both non-vision Partnership groups, while Vision Partnership eyeglass recipients in grades 10 and 11 had lower attendance rates than their peers. However, all rate differences were within four percentage points (Figure 13).

Figure 13. 2011–2012 Vision Partnership participants receiving eyeglasses, grades 6–12: attendance rates



Discussion

The Vision Partnership provides an opportunity for HISD students to receive eye care and correction at no cost to students and their families. The district has participated in the partnership for six years. In the last three school years, 2009–2010 to 2010–2012, there were 9,641 screenings and/or treatments for HISD students at the Vision Partnership Clinics. The ability to determine the academic impact of the program will be enhanced in upcoming years as additional metrics are collected on the new state assessments.

In general, program coordinators commented favorably about the Vision Partnership and the Vision Clinics. Many stated that the flow of the clinic day events has improved tremendously over their years of participation in the program. However, there still seems to be a need to improve coordination on the planning side of the program. Campus nurse coordinators report that the timeline for program actions is not well aligned with the fall campus vision screenings or with the time needed to interact successfully with parents. Aligning program timelines and expectations with campus and parental capacity may enhance the impact of the program on student outcomes.

The findings presented in this report suggest the potential of some positive benefits of the program. In most grades and on all assessments, students who received vision correction through the Vision Partnership outperformed their peers who were in the Vision Partnership, but did not need vision correction. Furthermore, the attendance rates of the students who were in the Vision Partnership but did not need vision correction steadily declined relative to their peers who did receive vision correction through the Vision Partnership as the students aged. We cannot draw conclusions about the causality of these effects or the effectiveness of the Vision Partnership in increasing student performance and engagement, but we can say that these findings suggest a positive trend and future investigations should identify a control group to increase the confidence with which conclusions can be drawn.

Other suggestions for program improvement –such as offering frame adjustments at the time of delivery and supplying two pairs of eyeglasses– provided insight into ways that the Vision Partnership investment makes in HISD students could be maximized. For example, supplying each student with two pairs of eyeglasses, one of which would remain at school while the other would travel home with the student, would enhance the longevity of the investment. The impact of the Vision Partnership investment is diminished when eye wear is misplaced or becomes damaged. Having a pair of eyeglasses on campus ensures that students' vision is optimized during periods of active learning, while having a pair available outside of school supports students' out-of-school learning and their overall health.

APPENDIX A

List of Vision Partnership Schools and Number of Participants

School Name	N		
		Gordon Elementary School	2
Alcott Elementary School	1	Gregory-Lincoln Elementary School	35
Almeda Elementary School	11	Grissom Elementary School	43
Askew Elementary School	70	Gross Elementary School	35
Barrick Elementary School	28	Harris, J. R. Elementary School	23
Bell Elementary School	11	Helms Elementary School	14
Berry Elementary School	28	Henderson, J. Elementary School	1
Blackshear Elementary School	73	Henderson, N. Elementary School	21
Bonham Elementary School	1	Herrera Elementary School	1
Bonner Elementary School	111	Highland Heights Elementary School	16
Briscoe Elementary School	1	Jefferson Elementary School	20
Brookline Elementary School	23	Kashmere Gardens Elementary School	2
Bruce Elementary School	45	Kelso Elementary	13
Burbank Elementary School	28	Kennedy Elementary School	39
Burnet Elementary School	62	Ketelsen Elementary School	53
Burrus Elementary School	115	Lantrip Elementary School	1
Cage Elementary School	44	Law Elementary School	36
Carrillo Elementary School	1	Lewis Elementary School	25
Codwell Elementary School	37	Lyons Elementary School	42
Cook Elementary School	2	MacGregor Elementary School	1
Coop Elementary School	12	Mading Elementary School	30
Crespo Elementary School	62	Martinez, C. Elementary School	2
Crockett Elementary School	15	Martinez, R. Elementary School	44
Cunningham Elementary School	34	McNamara Elementary School	44
Daily Elementary School	8	Milne Elementary School	53
Davila Elementary School	1	Montgomery Elementary School	34
DeAnda Elementary School	1	Moreno Elementary School	64
DeChaumes Elementary School	75	Neff Elementary School	2
Dogan Elementary School	10	Northline Elementary School	35
Durham Elementary School	22	Osborne Elementary School	26
Durkee Elementary School	12	Park Place Elementary School	37
Eliot Elementary School	9	Patterson Elementary School	22
Emerson Elementary School	7	Peck Elementary School	23
Field Elementary School	38	Petersen Elementary School	51
Foerster Elementary School	1	Piney Point Elementary School	16
Fondren Elementary School	15	Pleasantville Elementary School	42
Franklin Elementary School	14	Pugh Elementary School	23
Gallegos Elementary School	43	Rodriguez Elementary School	46
Garden Oaks Elementary School	1	Roosevelt Elementary School	14
Garden Villas Elementary School	39	Rucker Elementary School	20
Golfcrest Elementary School	8	Scarborough Elementary School	14

School at St. George Place	14	Project Chrysalis Middle School	7
Scroggins Elementary School	41	Revere Middle School	1
Seguin Elementary School	7	Ryan Middle School	1
Shadowbriar Elementary School	19	Stevenson Middle School	58
Sherman Elementary School	23	Sugar Grove Middle School	2
Smith Elementary School	2	Thomas Middle School	18
Southmayd Elementary School	25	Welch Middle School	29
Stevens Elementary School	61	West Briar Middle School	38
Thompson Elementary School	1	Williams Middle School	9
Tijerina Elementary School	130	Woodson K-8 Leadership Academy	45
Tinsley Elementary School	51	Austin High School	20
Travis Elementary School	3	Bellaire High School	17
Wainwright Elementary School	63	Challenge Early College High School	40
Walnut Bend Elementary School	10	DeVry/CLC Advantage Academy	18
Wesley Elementary School	15	Empowerment College Prep High	29
Whidby Elementary School	18	Jones High School	40
White Elementary School	27	Kashmere High School	30
Attucks Middle School	1	Lamar High School	14
Black Middle School	12	Law Enforcement and Criminal Justice High School	2
Burbank Middle School	1	Milby High School	27
Clifton Middle School	16	New Aspirations Academy	36
Cullen Middle School	17	Reagan High School	2
Deady Middle School	100	Scarborough High School	1
Dowling Middle School	77	Sharpstown High School	8
Edison Middle School	30	Sterling High School	1
Energized for Excellence Middle School	1	Waltrip High School	1
Energized for STEM Academy SE	2	Washington High School	84
Fleming Middle School	2	Westbury High School	16
Fondren Middle School	66	Westside High School	2
Fonville Middle School	1	Wheatly High School	2
Grady Middle School	11	Beechnut School	15
Gregory-Lincoln Education Center	23	Kandy Stripe Academy	1
Hamilton Middle School	7	Pilgrim Academy	95
Hartman Middle School	1	Pro-Vision School	1
Henry Middle School	83	Rice School/La Escuela School	7
Hogg Middle School	1	Rusk School	67
Jackson Middle School	1	Sharpstown International School	17
Johnston Middle School	39	Young Men's College Preparatory Academy	36
Key Middle School	16	Young Women's College Preparatory Academy	1
Lanier Middle School	2		
Long Middle School	18		
Marshall Middle School	17		
McReynolds Middle School	47		
Ortiz Middle School	99		
Pershing Middle School	23		

APPENDIX B

Survey Administered to Campus Coordinators

Vision Partnership Survey

Dear School Nurse or Health Coordinator,

Please take a moment to provide information on your school's participation in HISD's Vision Partnership with the City of Houston, including One Sight and See to Succeed, during the 2011–2012 school year. If you worked on multiple campuses, please fill out a survey for each campus. Your responses will be helpful for assessing the impact of the Vision Partnership on the health and academic success of HISD students.

1. What is the name of your campus?

2. Did [Q1] participate in the One Sight or See to Succeed Vision Partnership this year?

- Yes
- No

If no, please discuss why your campus did not participate.

3. How many times did your campus participate?

- 1
- 2
- 3
- 4
- 5

4. Were you the person who selected students to participate in the program(s)?

- Yes
- No

If you were not the person, please indicate who selected the students (e.g., principal, teacher, counselor, etc.).

Vision Partnership Survey

5. Who conducted screenings on campus before students attended One Sight or See to Succeed?

- Nurse
- Eye Care for Kids
- University of Houston
- CCCS
- All of the above
- No campus screening

6. How many students from [Q1] were seen at the One Sight and See to Succeed vision clinics this year?

7. Did all of the students who attended the One Sight and See to Succeed vision clinics receive eyeglasses?

- Yes, all of them received eyeglasses.
- No, some of them did not receive eyeglasses.

If some of the students did not receive glasses, please explain why. (For example, no problem found.)

8. Of students who attended a clinic and received glasses, have any lost or broken their glasses so far this school year?

- Yes
- No

Vision Partnership Survey

9. If some students who were referred for treatment at the clinics did not attend, please indicate why. You may select multiple responses.

- Did not return consent form
- Absent on the day of the event
- Parent refused
- Correction was obtained prior to the clinic event
- All of the above

10. How many students who failed vision still need an exam?

- Less than 5
- 5–10
- 10–20
- More than 20

11. Did you experience any challenges coordinating the Vision Partnership at [Q1]? If so, please share them here.

12. Please list any suggestions you have for improving the Vision Partnership.

THANK YOU FOR COMPLETING THE SURVEY! For questions concerning the completion of this survey please contact:

Kenyatha Loftis, Research Specialist or
Harry Sellig, Manager
Department of Research and Accountability
Houston Independent School District
(713) 556-6700

APPENDIX C

Vision Partnership Attendance Rates, 2011-2012

Grade Level	Vision Partnership, No Correction	Vision Partnership, Vision Correction	Non-Vision Partnership, Vision Correction	No Correction
PK	--	--	98.5	95.4
KG	97.8	96.7	96.1	95.8
01	96.9	97.0	96.9	96.2
02	96.9	97.3	96.9	96.8
03	97.8	97.6	97.4	97.2
04	96.7	97.7	97.4	97.2
05	96.8	97.7	97.2	97.1
06	94.2	96.4	96.5	95.7
07	95.0	95.8	95.8	95.1
08	96.7	95.6	95.6	95.2
09	93.5	94.1	93.3	92.9
10	89.8	91.5	93.3	93.4
11	91.1	90.9	93.7	93.6
12	94.6	93.7	93.3	93.6
Total	96.6	96.6	95.2	95.9

Note: in PK there were no students in the Vision Partnership, no correction category and less than five students in the Vision Partnership, vision correction category