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ABSTRACT

Project P.A.V.E., serving senior high schools in Texas, focused on four areas crucial to the education of handicapped students: parental involvement, academic achievement, vocational programming, and extra-curricular opportunities. This report describes the administrative arrangements of the program, and evaluates the results of the program for 1976-77, largely in comparison with stated goals and with the previous year. The evaluation focused on the viability of the program and efforts to systematize decision making. Twenty-five out of 27 activity objectives were successfully implemented during this year. (CTM)

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FINAL EVALUATION REPORT

1976 - 1977

Project P.A.V.E. Evaluation

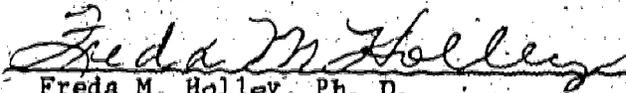
June 30, 1977

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A Technical Report which presents more detailed data collected during the evaluation of this project is on file in the Office of Research and Evaluation and a copy has been placed in the Austin Independent School District Professional Library.

ABSTRACT

EVALUATION OF PROJECT P.A.V.E., 1976-1977

Description of Program

In order to improve the delivery of special education services at the secondary school level, Texas Education Agency funded five three-year projects to begin during the 1975-76 school year. Project P.A.V.E., focused on four areas assumed to be crucial to the education of handicapped students: Parental involvement, Academic achievement, Vocational programming, and Extracurricular opportunities.

During the 1975-76 school year, Project P.A.V.E. employed a Project Coordinator (who was also responsible for the academic activities), a Vocational/Occupational Coordinator, a Parent/Community Coordinator, and an Administrative Secretary. The Assistant Principal of Travis High School served as Project Director. With a total budget of \$93,278.00, the P.A.V.E. staff focused on specific school-based changes in: (1) the types of services offered, and (2) the coordination of services. During the 1976-77 school year, an Academic Coordinator was hired (January, 1977) and the Project Coordinator left (February, 1977) and was not replaced. Also, from the beginning of the year, the Principal of Travis High School replaced the Assistant Principal as Project Director. With a total budget of \$104,100.29, P.A.V.E.'s primary goal for the 1976-77 school year was to test a model for coordinating services through a systematic decision-making process. This process included activities for gathering information from a variety of sources (e.g. vocational tests, classroom teachers), and providing this information to decision-makers at key times. A secondary goal was to study and improve direct services. Twenty-five 9th-graders were monitored throughout the year. In January, 19 10th-graders and 14 11th-graders were added to the list of special education students monitored by P.A.V.E.

Evaluation Purposes

The focus of the evaluation of Project P.A.V.E. for 1976-77 was on the viability and the effects of a model to systematize decision-making about services to identified special education students. These two areas, viability and effects, addressed the key issue of dissemination-- the aspects of the model that would be valuable and implementable for other schools. Additionally, the model and the services themselves were evaluated to determine their effects on students.

Evaluation Activities

The P.A.V.E. evaluation was allocated \$6,300, allowing for a one-half time evaluator from August, 1976 to June, 1977. Information about services to students was gathered at Local Support Team (L.S.T.) and Admission, Review, and Dismissal (A.R.D.) committee meetings, from special education teachers, and from P.A.V.E. staff members. School personnel, whose role overlapped with P.A.V.E.'s roles, were interviewed and asked to assess the viability of carrying on P.A.V.E.'s activities once the project was terminated. In order to determine the results of the services, student achievement, attendance, and attitude data, and parental attitude data, were collected and analyzed.

Evaluation Findings

P.A.V.E. successfully completed twenty-five of their twenty-seven activity objectives for the 1976-77 year. The systematic decision-making model was well-implemented: twelve 9th-graders were discussed at junior-senior high resource room teacher conferences, 41 vocational tests were given, 59 students were monitored by P.A.V.E., planning conferences were held for 13 9th-graders and for five, total, 10th and 11th-graders, during the five six-week review a total of 77 referrals were made for unsatisfactory progress, and 12 referrals were made to the Local Support Team for in-depth reviews. To a great extent, therefore, the implementation of this model tested the limits of an information-sharing, continual monitoring, and follow-up structure.

There are two levels to look at in evaluating this model: (1) changes in services brought about for students by the systematic decision-making model, and (2) the effects of these service changes on students.

Changes were made for 21.7% more of the 9th-graders this year than for those last year (from 48% compared to 26.3% of the students). When no changes were made for students, it was more often the case this year that the student was doing well (61.5% of the time this year compared to 50% of the time last year). A greater percentage of schedule and program changes made for 9th-graders were helpful this year as compared to those made last year (84.6% compared to 60%).

In relation to student outcomes, 48% of the 9th-graders did well (defined by their earning five or more credits for each of three quarters) this year compared to 36.8% last year, an increase of 11.2%. Thus changes made for 21.7% more of the students resulted in 11.2% more doing well.

Even with this decision-making model, slightly over half of the 9th-grade students did not earn more than five credits each quarter. One limitation on change is the lack of sufficient programs. There is a need for expanded vocational program opportunities. Eleven Travis High School special education students participated in a new program: Vocational Education for the Handicapped (VEH), and a total of 28 participated in some sort of vocational program. For most, this was successful, students earned many more vocational credits this year than they did last year without a loss of academic

credits. However, of the 29 students who did not participate in vocational programs, 19 were in need of such a program. For 16 students, the Local Support Team was unable to find a suitable program option for placement.

A second limitation placed on change is the impact of the resource room teacher. The total drop-out (school leaver) rate has not changed much in two years: the percentage of total number of special education students leaving in 1975-76 was 28.5%, and in 1976-77 it was 28.3%. It also did not change much for either of the two resource room teachers. The percentage of leavers for one resource room teacher increased from 38.9% to 40%, while for the other one, the rate decreased from 16.7% to 13.5%. There is a wide discrepancy between these two teachers. Some of this difference may be attributable to the non-random assignment of students to the resource room teachers (done somewhat on the basis of handicapping condition). However, this large disparity suggests that in addition to the decision-making process, the resource room teacher is a key element in a student's success.

DECISION QUESTIONS ADDRESSED

INTRODUCTION

In proper context, the decision questions for an evaluation are formulated by the decision makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision-making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at a recommendation concerning the decision. Ultimate responsibility for making the decisions always rests with the particular decision-makers charged with that responsibility.

For the evaluation of Project P.A.V.E. the decision questions were formulated by the evaluator and the P.A.V.E. staff. They were further refined by appropriate administrators, including a Texas Education Agency Liaison person, the Director of Special Education, and the Assistant Superintendent for the Division of Instructional Services. They were then extensively reviewed by all of the above people and additionally by the Director of Career Development, and the Assistant Director of Secondary Education. The final questions were then finally reviewed by the Director and the Coordinator of P.A.V.E. The final design included five decision questions on which a variety of information was gathered.

Office of Research and Evaluation provides the relevant decision-makers and administrators in the district with a copy of the decision questions and evaluation findings. These administrators will have the responsibility for making recommendations which will be forwarded to the Board of Trustees. This will occur during the November following the release of this report.

A. STATE-LEVEL QUESTIONS

1. Should Project P.A.V.E. be re-funded?

RELEVANT FINDINGS:

Of the 27 activities included in Project P.A.V.E.'s objectives for the 1976-77 year, 25 were wholly or largely completed.

The primary focus of these activities was the implementation of a systematic decision-making model for special education students. There were somewhat more changes, primarily schedule and program changes, (for 48% of the 9th-grade students) for 9th-grade students this year than last year (when changes were made for 26.3% of the students).

In general, special education students participated much more frequently in vocational course offerings this year than they did last

Ninth-grade special education students earned, on the average, 1.8 more vocational credits this year than did last year's 9th-graders, and they earned the same amount of non-vocational credits, that is, academic credits both years.

This year's 10th-graders earned almost four credits more for the year, on the average, than did last year's 10th-graders. They also earned more vocational credits this year than they did last year as 9th-graders, but the number of academic credits dropped somewhat.

There were no significant differences between this year's 11th-graders and last year's 11th-graders in credits earned. This year's 11th-graders earned 4.8 more vocational credits for the average than they did as 10th-graders last year. They earned the same amount of credits in academic classes both years.

There was no significant difference in either drop-out rate or in rate of attendance in any grade between this year's and last year's special education students.

B. SYSTEM-LEVEL QUESTIONS

2. Should Project P.A.V.E. be disseminated?

RELEVANT FINDINGS:

Most of the monitoring activities (e.g. parent conferences, periodic reviews of students' progress) of the systematic decision-making model have been defined in the past as being part of the special education teacher's role. Thus, the members of the L.S.T. felt that the special education teachers could assume most of the responsibility for carrying out these activities when P.A.V.E. left Travis High School. With the P.A.V.E. staff, in addition to the special education teachers, carrying out these activities this year, changes were made for 11.7% more 9th-graders than last year, and special education students earned, on the average, more credits. For a teacher who is committed and motivated to provide quality special education services, P.A.V.E.'s model provides some processes and structure to the provision and coordination of services.

Some of the project's activities tangential to the decision-making model are, by their nature, not on-going activities, for example, L.S.T. Analysis. These do not lend themselves to dissemination.

3. Should Austin Independent School District's vocational offerings be increased?

RELEVANT FINDINGS:

Travis High Students enrolled in six courses within the regular vocational program -- two courses within the Cooperative Vocational Academic Education (CVAE) program, and four courses within the Vocational education class program. They enrolled in five classes within the special education vocational program -- one pre-vocational class, two Vocational Education for the Handicapped (VEH) classes, and two On the Job Training (O.J.T.) classes.

Participating in one or more vocational courses were:

10 (40%) 9th-graders
10 (55.6%) 10th-graders
8 (57.2%) 11th-graders

Of those students not enrolled in vocational classes, the following were in need of vocational skill development this year:

10 (of 15) 9th-graders
7 (of 9) 10th-graders
2 (of 6) 11th-graders

For 16 students, the L.S.T. had sufficient information about the student, but insufficient vocational program options to provide satisfactory service for the student.

C. PROGRAM-LEVEL QUESTIONS

4. Does the systematic decision-making model require modifications?

RELEVANT FINDINGS:

Changes were made this year for 24 of 57 special education students. Of the 6 schedule changes actually made, 5 were helpful. Of the 26 more substantial program changes that were made, 20 were helpful.

Changes were made for 21.7% more of the 9th-graders this year than last year and 11.2% more 9th-graders did well this year than did well last year (that is, earned five or more credits each of three quarters).

It was more often the case (for 11.5% more students) that when no changes were made this year, the student was doing well.

Most of the concerns that were resolved were due to use of available program options rather than just due to sharing information.

The majority (16 of 26) of the concerns that were unresolved were due to the lack of available program options, rather than due to a lack of information necessary to choose an option (two times) or lack of implementation of recommendations (eight times).

All of the activities in the systematic decision-making model, except for the behavioral objectives -- teacher group meeting activity, could be done presently by school personnel. In the process of preparing the 1977-78 P.A.V.E. grant, meetings were held between the P.A.V.E. staff, special education teachers, and special education supervisor. It was decided that many of the activities will be done in part by the special education teachers. It is likely that this will continue when P.A.V.E. leaves.

The credits earned by students significantly increased this year. For 9th-graders, this was due to their earning more vocational credits than did last year's 9th-graders. For 10th-graders, this was due to earning somewhat more vocational and academic, regular and special education credits, yielding significant differences in total credits earned. This year's 11th-graders earned more vocational credits than did last year's 11th-graders.

There was no change in drop-out or attendance rate from last year.

5. Does the provision of direct services require modifications?

RELEVANT FINDINGS:

Participation in alternative programming options developed by P.A.V.E. is substantial. Twelve students participated in the adaptive physical education class, twenty students participated in

the pre-employment lab activities, and four students participated in the on-campus, cafeteria work station.

Regarding direct services, there is a great need for increased vocational options. These options fall into two categories: classes in skill development, for instance, grounds maintenance (needed by 21 additional 9th and 10th and 11th-grade students), and opportunities to work and get credits for it (O.J.T.) needed by eight 9th-grade students and by four 11th-grade students.

Counseling is also needed by many students, and this does not appear to be available to the extent that is needed on the high school campus.

Most students feel they will be able to get a job when they leave high school, and for 33% of the students, they cite their education in high school as providing them with a skill leading to a job.

Parents were very well-informed about whether their child was being trained in a marketable skill. Of the 15 parents interviewed, seven felt their child was learning a marketable skill. These seven students are, or will be next quarter, in fact, enrolled in vocational training programs. Of the eight students whose parents did not know whether their child was receiving training for a marketable skill, or thought she/he was not, only two in fact were.

Testing data is being used primarily informally, but has been a part of the basis for changes made for five students.

P.A.V.E. materials have been used by between 1/4 and 1/5 of the faculty for both special and regular students.

III

PROJECT DESCRIPTION

A. PROGRAM DESCRIPTION

It is a goal of the Texas Education Agency that each student from three to 21 years of age has available educational programs to enable the development of independent life skills. Within this goal has emerged Plan A, to provide special and separated educational services only in those areas warranted by a student's needs, and meeting other needs within the regular classroom. The implementation of Plan A has been facilitated by an overall in-service and system-wide implementation plan. The complex coordination efforts and organizational changes, demanded specifically by Plan A and generally by special education needs, were subjects of concern for special education and school administrators. Another source of concern was the quality of the technology of providing services.

In 1975, a group of teachers at Travis High School in Austin, Texas developed a proposal to deal with these concerns. They focused on four areas assumed to be crucial to the education of handicapped students: Parental involvement, Academic achievement, Vocational programming, and Extra-curricular opportunities. Thus, the overriding goal was to coordinate and extend services in these areas for identified special education students at the high school level.

P.A.V.E. is housed in a portable trailer equipped with desks and office supplies for the staff members, on the Travis High School campus. The staff has access to the school building and its equipment.

During the 1975-76 school year P.A.V.E. employed four staff members: a Project Coordinator, a Vocational/Occupational Coordinator, a Parent/Community Coordinator, and an Administrative Secretary. A.I.S.D. provided in-kind support through the Project Director who was the Assistant Principal of Travis High School. The total project budget was \$93,278.

During the 1976-77 school year, an Academic Coordinator was appointed in January, and the Project Coordinator position was vacant from February onward. The total project budget was \$104,100.

During the 1975-76 school year, the P.A.V.E. staff focused on specific school-based changes in the types of services offered and in the coordination of services. The primary goal for the 1976-77 school year is to test a model for coordinating services through a systematic decision-making process. This model was tested only with 9th-graders until January, 1977, when 10th and 11th-graders were added.

Systematic decision-making process

The activities of the systematic decision-making process provides a model for service delivery to special education students. The following activities comprise this model:

1. Junior-Senior High School Resource Room Teacher Conference
Activity: Prior to the beginning of the school year, the senior high school resource room teachers meet with the resource room teachers from the junior high feeder schools to get information helpful to developing an individualized education program for their incoming students.
Forms: Resource Teacher Conference Form
2. Student Orientation:
Activity: To smooth the transition from junior high to high school, 9th-grade students are given an orientation to the school and the personnel with whom they are most likely to interact.
3. Vocational Testing:
Activity: Since many identified special education students can benefit from vocational programs, vocational tests are administered to determine aptitude and interest. Programming decisions can be based on this information.
Materials: An outline entitled: "Process to Develop a Vocational Assessment System."
4. First Planning Conference:
Activity: In order to provide for the exchange of goals and strategies for the individualized educational program of an incoming student, during the first quarter a meeting is held with the parents, students, special education teacher, counselor, and, when necessary, other support personnel.
Forms: Planning Conference Form
5. Periodic Review:
Activity: In order to provide continual monitoring of special education students, teachers are contacted periodically to identify students who are not performing satisfactorily regarding academics or behavior.
Forms: Teacher Interview Form for Periodic Review
6. In-depth Review:
Activity: For those students who, academically or behaviorally, are not performing satisfactorily, a more thorough analysis is made of their grades in all classes, observational comments from teachers, and discipline referrals. These students are then discussed at the L.S.T. meeting.
Forms: Student Information Summary Form

(continued on next page)

7. End-of-year Conference:

Activity: The parents, student, special education teacher, counselor, and, when necessary, other support personnel, will meet to develop the student's individualized educational program for the following year.

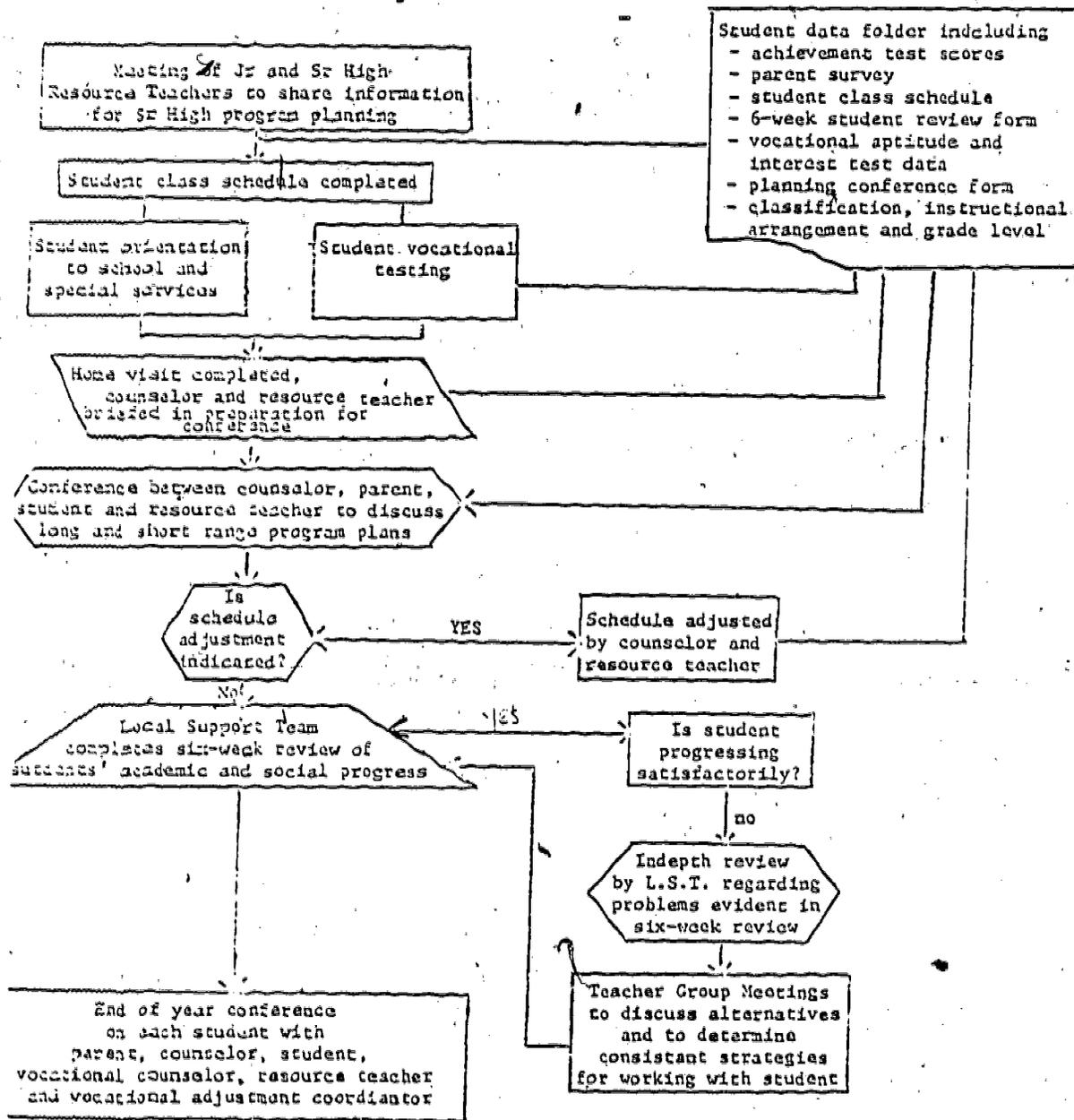
FIGURE III- 1 : THE SYSTEMATIC DECISION-MAKING MODEL

P.A.V.E.
1/77

PROJECT P.A.V.E.

PROGRAM PLANNING PROCESS

The Program Planning Process provides a systematic method for involving parents, students, and educators in making decisions about a Special Education students' high school program.



DIRECT SERVICES

A major, but secondary, goal for the 1976-77 school year is to study and improve the direct services to students through the following staff activities: teacher in-service, vocational course offerings (pre-employment laboratory), physical education innovations (adaptive physical education), a study of appropriate quarter system courses for special education students, materials dissemination, and parent training in tutoring.

B. CONTEXT DESCRIPTION

In 1975, a group of teachers at Travis High School developed the original Project P.A.V.E. proposal to deal with the concerns about secondary special education services. Travis High School has an ethnically diverse population of 1900 students, about 60 of whom are identified special education students.

In many ways, P.A.V.E. exists outside the mainstream of Travis High School. The staff is located in a portable building on the school grounds, not in the main building. Fiscally, the project is on the district payroll funded by the Texas Education Agency through the Bureau of Education for the Handicapped. It is a temporary project, not a permanent part of the Travis High School educational system.

Relationships with key school personnel are therefore crucial not only for the incorporation of P.A.V.E.'s model into the system but also for the implementation of any new ideas emanating from the project. During the 1975-76 school year, a key link from P.A.V.E. to the school was provided by the Project Director who was the Assistant Principal. He also served as head of the Local Support Team (L.S.T.), a committee which was a key target of P.A.V.E.'s innovations. He left just before the beginning of the 1976-1977 school year. Shortly thereafter, the Principal assumed the position as Director of Project P.A.V.E., giving the project more clout with the faculty when needed. The new Assistant Principal assumed the position as head of the L.S.T. While productive working relationships were established between these administrators and P.A.V.E., these major changes required P.A.V.E. to expend a large amount of time and energy.

In January, 1977, a new P.A.V.E. staff member was hired, with primary responsibilities in the academic areas. This freed the Project Coordinator to perform more administrative tasks within the project. In February the Project Coordinator left. The Parent/Community Coordinator became acting coordinator for administrative and liaison purposes. Possibly the most crucial aspect of these changes was to re-emphasize, for some faculty members, that P.A.V.E. was not a permanent part of Travis High School.

A large part of the P.A.V.E.'s staff's time during 1976-77 was spent monitoring special education students as described in the systematic decision-making model. Many of these activities are within the special education teacher's role description or role possibilities. There was a fine line between the special education teachers seeing these activities as a help or as a threat. In terms of dissemination, this will not be an issue, as outside personnel will not be carrying out these responsibilities. But for the context of this project, the working relationships with the special education teachers was crucial to the implementation of project activities. Of the three special education teachers, only one consistently accepted a close working relationship with P.A.V.E. The P.A.V.E. staff was forced to choose between a total commitment to their model--to test the limits of their model by working only with the receptive resource room teacher--or a commitment to all the special education students--to provide services to all students and implement as much of the model with each special education teacher as possible. They chose the latter.

From the Central Administration of Austin Independent School District, only the special education supervisor was in a role to directly affect the implementation of P.A.V.E.'s activities. Since administratively P.A.V.E. is under the Assistant Superintendent of Instructional Services, rather than the Director of Special Education, the special education supervisor need not assume responsibility for the project. In March, 1977, an acting special education supervisor replaced one who left. The new supervisor provided an important link between P.A.V.E. and the Travis High School special education teachers, structuring meetings between the two groups. Information was shared and commitments were clarified and negotiated. This special education supervisor will not be resuming this role next year, however. The continuation of these activities between the special education teachers and P.A.V.E. staff is crucial to the continuing working relationship between these two groups.

C. EVALUATION DESCRIPTION

In 1975-76, evaluation was not a budget line item, instead it was allotted \$500 under contracted services. For the 1976-77 year, the Project Coordinator of P.A.V.E. sub-contracted with the Office of Research and Evaluation (O.R.E.) of A.I.S.D. for an evaluation at a cost of \$6,300. A one-half time Evaluation Intern was hired at a cost of \$5,500. The remaining funds were used for duplication and office supplies, In-district travel, and data processing. The evaluator was responsible for the 1976-1977 Project P.A.V.E. evaluation, including all formative and summative evaluation. He was responsible for the development of the evaluation design, the construction of all instruments, and the collection, analysis, interpretation, and reporting of the data.

The focus of the evaluation of Project P.A.V.E. for the 1976-77 year was on the viability and the effects of a model to systematize decision-making about services to identified special education students. Since this was the first evaluation of a comprehensive nature for the project, baseline data (from the project's first year) were only available for objective sources of information such as student credits and attendance.

There are two basic categories of outcome data resulting from the project's activities. One category is the decisions themselves: Did the systematic decision-making process result in changing the decisions that were made involving students? For this category, data on L.S.T. decisions and schedule decisions made by the special education teachers were analyzed.

The second category of outcome data is the effects on students: Did the systematic decision-making process result in improved student outcomes? For this category, data on student school achievement (measured by credits earned) and attendance were collected. Baseline data on student and parent attitude were also collected as indirect indicators of the model's effectiveness.

A key issue with Project P.A.V.E. is the viability of dissemination. Data collected from appropriate school personnel (principal, assistant principal, special education teachers, and L.S.T. members) addressed this issue.

O.R.E. did not maintain evaluative information on Project P.A.V.E.'s objectives. However, it did monitor P.A.V.E.'s documentation of their objectives.

IV

EVALUATION FINDINGS

A. EVALUATION QUESTIONS

1. Have Project P.A.V.E.'s objectives for 1976-77 been met?

Answer: Yes.

SUPPORTIVE DATA:

P.A.V.E.'s objectives for the 1976-77 year was to complete 27 activities. Twenty-five of these were wholly or largely completed. Listed below in each activity accompanied by comments about the degree of implementation of the activity. Throughout the year, the P.A.V.E. staff has engaged in extensive documentation procedures. A notebook is on file at the P.A.V.E. office which contains for each activity: a (1) description of each activity, (2) purpose, (3) proposed sub-activities, (4) proposed time-lines for each sub-activity, and (5) a final review containing (a) how the actual implementation differed from the proposed sub-activities in process and time-line, (b) a narrative on the relative ease or difficulty of implementation, and its effectiveness, (c) alternatives, and (d) resources needed to carry out the activity.

Activities:

- 1.1 A conference will be held with Junior and Senior High School resource room teachers to exchange student information.
Met?: Yes.
Evidence: Information was shared on 12 9th-grade students who came to Travis High School. A Resource Teacher Conference form was developed.
- 1.2 Vocational aptitude and interest testing will occur.
Met?: Yes.
Evidence: Forty-one students were given vocational aptitude and/or interest tests; 31 of these provided usable information. An outline entitled "Process to Develop a Vocational Assessment System" was developed.
- 1.3 A student folder will be compiled on pertinent planning information.
Met?: Yes.
Evidence: Student folders were compiled on all special education students. Each student was monitored by a P.A.V.E. staff member. A student folder checklist form was developed.

- 1.4 Each student will receive information to make program decisions.
 Met?: Yes.
 Evidence: Fifteen students were given an orientation to the school including: Phase I (tour of school, facilities, and classes) and Phase II (orientation to clubs, answers to "What to do if . . ." and vocational opportunities on campus and in A.I.S.D.).
- 1.5 A conference will be held among the resource room teacher, counselor, parents, and student to make long and short range student plans based on knowledge of student's strengths and handicapping conditions.
 Met?: Yes.
 Evidence: Thirteen first conferences were held for 9th-graders and their families. For nine entering 9th-graders, no conference was held. However, for six of these nine students, a P.A.V.E. staff member contacted the parents in person at the parents' home. A planning Conference form was developed.
- 1.6 Based on criteria established by the Local Support Team, P.A.V.E., functioning as an L.S.T. subcommittee, will review the programs of each identified student every six weeks.
 Met?: Yes.
 Evidence: Five six-week reviews were done by P.A.V.E., as planned. They were done in the middle of each of three quarters (after the six-week grades were released) and at the end of the first and second quarters. A Teacher Interview form was developed.
- 1.7 An in-depth review of student problems will be made by the Local Support Team as indicated by the six-week review.
 Met?: Yes.
 Evidence: Of the 77 referrals who were found not to be making satisfactory programs from the six-week review process, 32 in-depth reviews were made by the L.S.T. based on information presented by the P.A.V.E. staff. A Student Information Summary form was developed.
- 1.8 On recommendation of the Local Support Team, the regular classroom teachers, the resource room teachers, and P.A.V.E. staff will be assembled to share information and discuss alternative strategies for each student.
 Met?: Largely unmet.
 Evidence: This procedure was used in two instances, both times for the same student. A Format for Teacher Group Meeting form was developed.

- 1.9 A conference will be held in the spring of each year to more appropriately schedule each student for the upcoming year based on the student's post high school aspirations.
Met?: No
Evidence: This activity was only implemented for three students, mostly based on the shared feeling that there was not a substantial need for ~~it~~. No forms were developed.
- 2.1 A study will be conducted by a group of A.I.S.D. curriculum and special education specialists to determine which quarter system courses currently offered meet the needs of handicapped students.
Met?: Yes.
Evidence: A study was made and documented of the courses most successfully used by A.I.S.D. teachers to mainstream identified students. A dissemination product was developed.
- 2.2 An in-service plan will be developed and implemented for teachers currently serving special education students.
Met?: Yes.
Evidence: Twelve teachers and four consultants (with one supervising consultant additionally) participated in an in-service training program wherein classroom instruction plans were developed to reach more special education students. Only the initial one-half-day orientation sessions occurred during class time. An agenda of the program, materials developed by teachers, and evaluations of the in-service by teachers document this activity.
- 2.3 A resource bank of commercial and teacher-made materials suitable for handicapped students will be developed. The materials will be evaluated and up-dated during the spring of each year.
Met?: Yes.
Evidence: Materials were acquired and used in classrooms for both special and regular education students. A Resource Bank Presentation summary and materials evaluations are on file.
- 2.4 An analysis of the Travis High School Local Support Team will be made and the current delivery system will be re-designed.
Met?: Yes.
Evidence: A two-day retreat provided the setting for a self-analysis and planning for L.S.T. activities. On file are an L.S.T. Questionnaire, L.S.T. Evaluation, and a summary of the outcome of the retreat activities.

- 2.5 The Pre-employment Lab curriculum will be revised during the summer of 1976 and the revised course will be offered to a minimum of eight students for each quarter of the 1976-77 school year.
Met?: Yes.
Evidence: An average of 11 students each quarter participated in pre-vocational activities in the resource room. P.A.V.E.'s pre-employment lab was a component of these activities. Another part of this activity was to include students in the P.A.V.E. - developed on-campus vocational training opportunity-- the cafeteria work station. Three students were enrolled in the cafeteria work station for one quarter, and one student was enrolled for two quarters. The pre-employment lab curriculum and cafeteria work station description document this activity.
- 2.6 An adaptive physical education course will be taught on the Travis High School campus. A summary of the curriculum for this course will be made available to the Texas Education Agency division of Special Education.
Met?: Yes.
Evidence: Each quarter, one section of adaptive physical education was taught. Twelve students participated in this program for at least one quarter. A curriculum was developed.
- 2.7 A survey will be made of all special education students who have dropped out during the 1975-76 school year or did not show up for school entry for the fall of 1976.
Met?: Partially met.
Evidence: A study was made of some recent drop-outs who were identified special education students at Travis High School. This information was coordinated with that of other project's by a consultant appointed by the Texas Education Agency.
- 3.1 An activity analysis grid will be developed and used to break each project activity into areas of concern and/or responsibility for project staff members and school staff.
Met?: Yes.
Evidence: A description and photocopy of this grid is available as documentation.
- 3.2 The staff will engage in internal management activities.
Met?: Yes.
Evidence: Staff meetings were held and notes are on file. All fiscal reporting and program development were done as planned.

- 3.3 A workshop for Travis High School personnel will be held to create awareness of P.A.V.E. objectives and activities.
Met?: Yes
Evidence: To acquaint the faculty with the activities of P.A.V.E. and the L.S.T, several small sessions were held with the departmental chairpersons and their faculty. L.S.T. flow-charts, description, and referral sheets were used for this activity.
- 3.4 A meeting will be held between P.A.V.E. staff and central office administration staff to inform them of P.A.V.E. activities.
Met?: Yes.
Evidence: Although there was not much central office contact during the 1976-77 project year, this did not impair the actual functioning of the project. However, next year when some provisions will be made for district dissemination, the lack of strong central office support may be costly in institutionalizing the P.A.V.E. ideas in other A.I.S.D. high schools.
- 3.5 A procedure for project dissemination will be developed.
Met?: Yes.
Evidence: The Texas Education Agency has given guidelines for dissemination and P.A.V.E. in working towards completing those next year. The following products have been developed this year:
(a) Pre-employment lab curriculum
(b) L.S.T. Analysis
(c) In-service Plan
(d) Quater System Analysis
(e) Parent Training Plan
(f) Vocational Testing Procedures for Handicapped Students
(g) Student Program Planning Process
(h) Adaptive Physical Education Curriculum
- 3.6 Charts for monitoring the educational arrangement and enrollment of identified special education students will be designed. A review will be made at the beginning and end of each quarter.
Met?: Yes.
Evidence: These charts have provided an easy overview to the services provided to a student and are available at the P.A.V.E. office.
- 4.1 The parent organization will function to facilitate the child's progress through the systematic planning process.
Met?: Somewhat met.
Evidence: Six meetings were held. Parents of 11 special education students attended these meetings. For each meeting, an average of between five and six

4.2 Parents of identified special education students will be surveyed regarding the needs of their children.
Met?: Yes.
Evidence: For 16 of the 19 incoming 9th-grade students, a parent survey was completed. After January, when P.A.V.E. staff began monitoring 11th and 12th-grade students, 17 more parent surveys were completed with parents of these students.

4.3 The Parent Handbook will be distributed to parents of all special education students.
Met?: Yes.
Evidence: The parent handbook was printed and given to the parents of 39 special education students.

1. What have the effects of Project P.A.V.E. been for the 1976-77 year?

ANSWER: The systematic decision-making model resulted in somewhat more changes for 9th-grade students than occurred last year; students participated in a greater variety of programs, primarily vocational; and the credits earned by students this year, again particularly vocational credits, were greater than those earned last year.

SUPPORTIVE DATA:

L.S.T. Analysis

A study was made of the changes made for special education students deriving from the L.S.T. While these did not necessarily derive only from the P.A.V.E. model, the 9th-graders last year comprise a comparison group. Last year, the systematic decision-making model was not carried out. The changes consist of schedule changes (changes in a student's teacher for a course, a course within a department, or from one course in one department to a course in another department), and program changes (change into vocational program or a major change within vocational programs).

Of this year's 9th-graders, 12 (48%) received some schedule or programmatic change. Last year only five (26.3%) students in 9th-grade received some schedule or programmatic change. Of this year's 10th and 11th-graders, 50% and 21.4%, respectively, received schedule or programmatic changes.

Student Schedule Data

Student participation in vocational courses was greatly increased this year, as presented in Figure IV-1:

Figure IV-1: VOCATIONAL PARTICIPATION
total number of students in each grade
participating for one or more quarters

Grade:	1975-76			1976-77		
	9th	10th	11th	9th	10th	11th
CVAE	0	0	0	3	1	0
*Pre-vocational course	12	3	1	15	3	2
*VEH	was not offered			4	6	1
Vocational ed. class	0	3	4	1	5	4
Cafeteria Work Sta.	0	0	1	1	2	1
On the Job Training (O. J. T.)	0	3	2	1	1	4

* special education program options

Additionally, this year 12 students participated in an adaptive physical education program this year at Travis High School. Last year it was not offered. Many students took the course more than one quarter; the enrollment for the course was eight, eight, and six students for the first, second, and third quarters, respectively.

Special Education Student Achievement Data: Credits

This year's 9th-grade students earned, on the average, 1.8 credits more for the year than did last year's 9th-graders. This difference is attributable to the facts that: (1) they earned 1.8 vocational credits more for the year (2) they earned the same amount of academic credits for the year. Thus, the time commitment to the vocational course (both personal and schedule) did not detract from the academic credits earned. Only to the extent that vocational credits are in part special education credits and in part regular education credits (depending on the nature of the vocational program), did this year's 9th-graders earn more regular and special education credits than last year's 9th-graders.

This year's 10th-graders earned more vocational credits than they did last year as 9th-graders, on the average 3.4 credits more. Their total credits for the year as 10th-graders was only 1.2 credits higher than the total credits when they were 9th-graders, so to some extent, vocational credits are replacing academic credits.

There were no significant differences between this year's 11th-graders and last year's 11th-graders in credits earned. This year's 11th-graders earned 4.8 more vocational credits for the year on the average than they did as 10th-graders last year. They earned the same amount of credits on the average in academic classes.

These results are presented in Figure IV-2.

Special Education Student Attendance and Drop-out Data

There was no significant difference in either the attendance or drop-out rate between this year's students and last year's. These data are presented in Figures IV-3, and IV-4, respectively.

Figure IV-2, A COMPARISON OF CREDITS EARNED BY SPECIAL EDUCATION STUDENTS IN 1975-76 AND 1976-77
 Total yearly credits, academic and vocational credits, special and regular education credits
 (page 1 of 4)

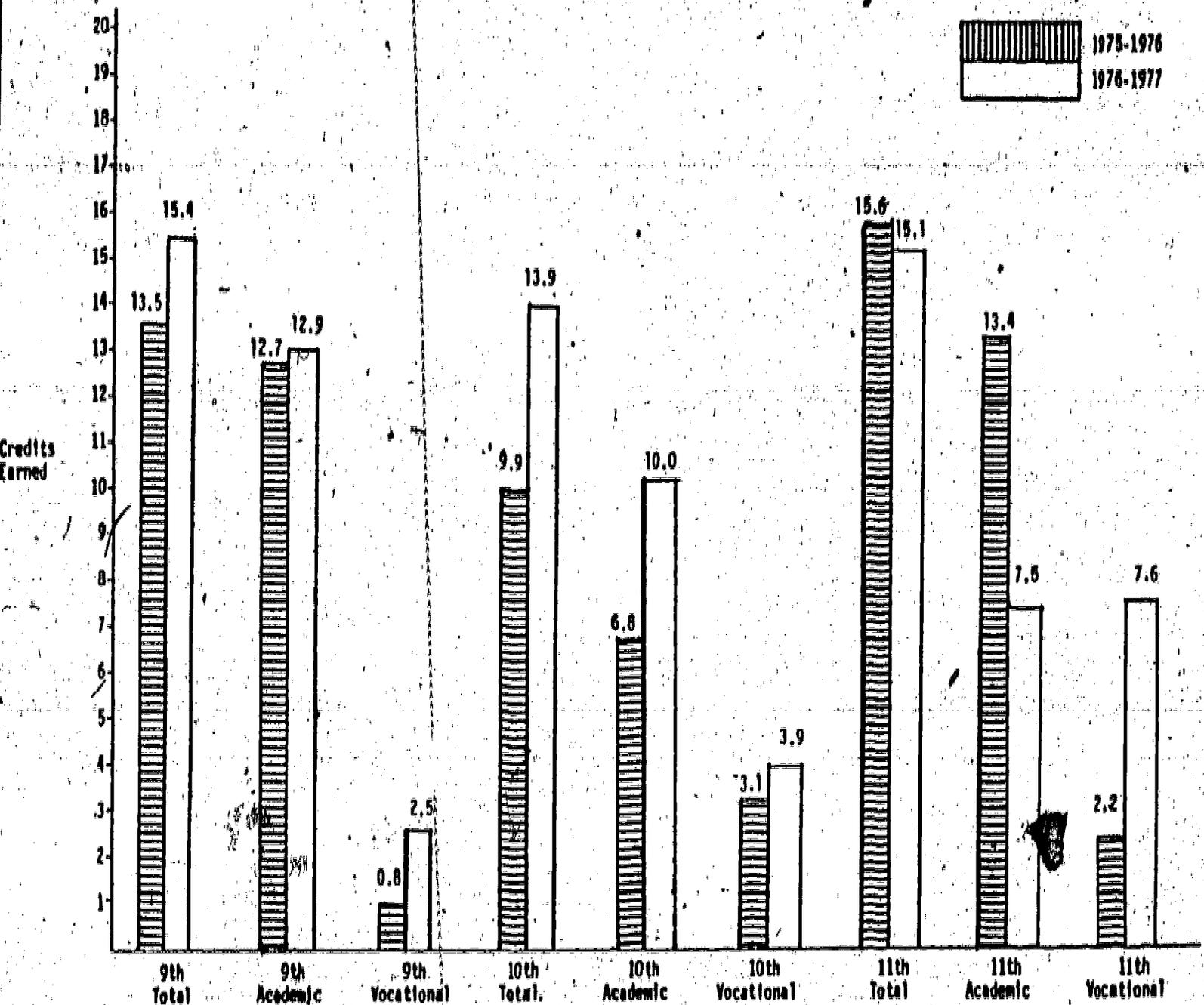


Figure IV-2 Continued (page 2 of 4)

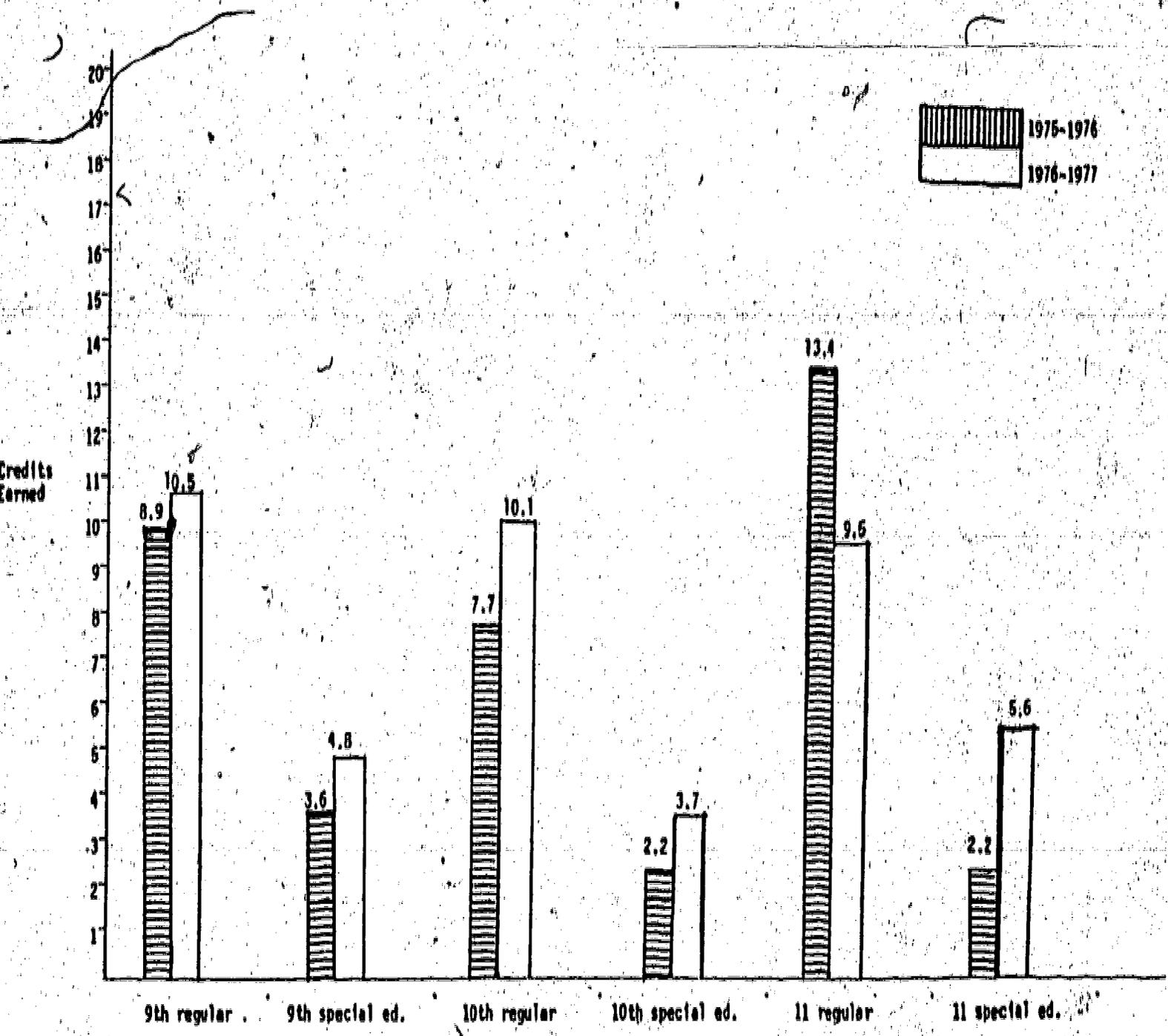
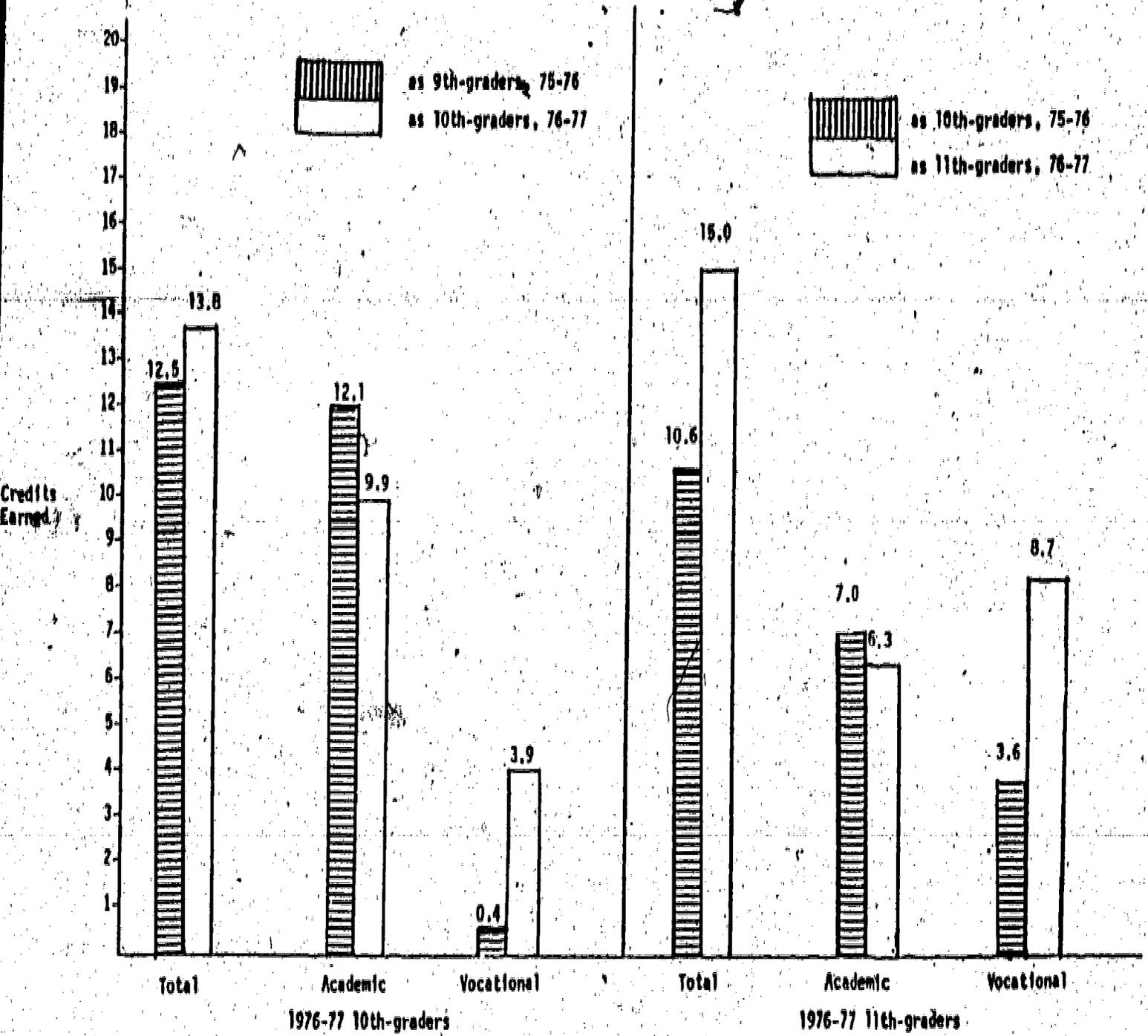


Figure IV-2 Continued (page 3 of 4)



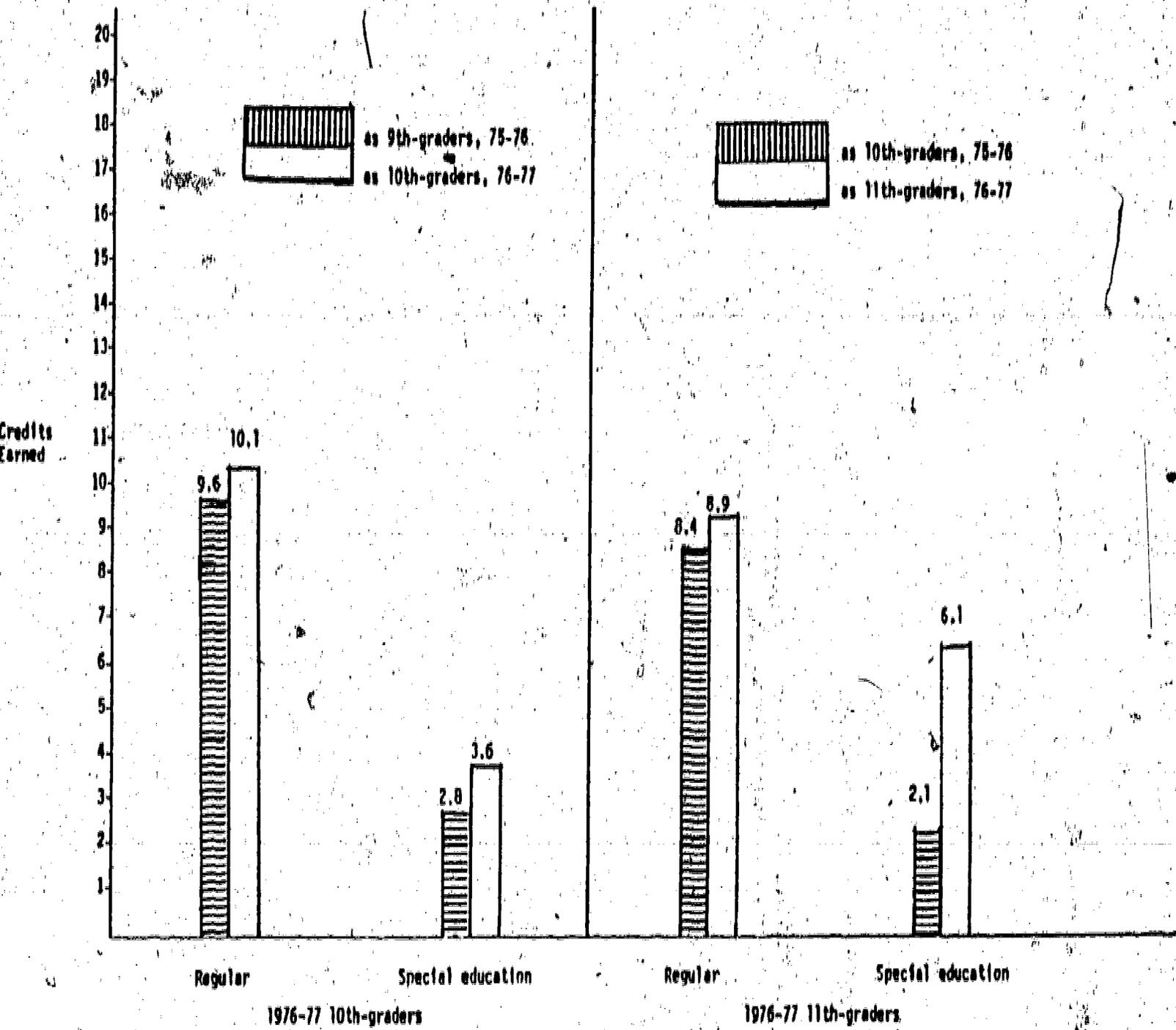


Figure IV-3: AVERAGE YEARLY ABSENCES FOR
NON-DROP-OUTS
(expressed in number of days
absent for the year)

9th-graders, 75-76	17	23.1
vs.		
9th-graders, 76-77	17	23.4
10th-graders, 75-77	11	31.0
vs.		
10th-graders, 76-77	14	28.5
11th-graders, 75-76	5	14.2
vs.		
11th-graders, 76-77	8	28.8
9th-graders, 75-76		24.6
vs.	14	
10th-graders, 76-77		33.3
10th-graders, 75-76		29.4
vs.	7	
11th-graders, 76-77		32.9

Figure IV-4: DROP-OUT RATE

	1975-76	no shows *	1976-77
Total number of special education students	49		60
Number leaving school	14	3	17
Percentage leaving school	28.6%		28.3%

* "no shows" are those students who did not enroll at all in a given year, but did not officially withdraw the previous year.

2-1. At this point, what P.A.V.E. services could be done by school personnel?

ANSWER: Most of the activities of the systematic decision-making model could be done presently by school personnel. The special education teachers can, and probably will, assume the responsibility for the following activities: (1.1) junior-senior high resource room teacher conference, (1.2) vocational testing, (1.3) student folder, (1.4) student orientation, (1.5) first planning conference, (1.6) six-week review, (1.7) in-depth review, (1.9) end-of-year conference (when needed), (2.5) pre-employment lab. The Vocational Adjustment Coordinator will also do some of the vocational testing. The behavioral objectives or teacher meeting (1.8) will be done by an L.S.T. member. The adaptive physical education class, initiated and supported by P.A.V.E., will be taught by a faculty member in the physical education department.

The distribution of materials in the resource bank (2.3) is not planned satisfactorily at this point.

There is no provision for the continuation of: (2.1) quarter system study, (2.2) in-service program, (2.4) L.S.T. analysis, (2.7) drop-out study, (4.1) parent advisory board, (4.2) parent survey, (4.3) parent handbook distribution. Except for the activities with parents, these activities are not on-going by their nature.

SUPPORTIVE DATA:

L.S.T. Questionnaire and Interview and Principal Interview

In December, six L.S.T. members (assistant principal, counselor special education supervisor, two special education teachers, and the vocational adjustment coordinator) completed a questionnaire designed in part to determine the feasibility of implementing a number of P.A.V.E.'s activities. At that time, the first conference, and student contact (related to the first conference), were felt to be the most feasible to be implemented. Vocational testing, providing materials for use with students, and doing the periodic (six-weeks and in-depth) review were seen to be the least probable activities to continue.

In May and June, nine people (principal, assistant principal, special education supervisor, three special education teachers, school psychologist, visiting teachers, and vocational adjustment coordinator) were interviewed to determine their opinions about the usefulness and probability of implementing some of P.A.V.E.'s activities. Figure IV-5 presents: (1) comments on the school

personnel who might be responsible for the implementation; and
(2) comments on usefulness and issues in the implementation.

Project P.A.V.E. grant for the 1977-78 school year

In the process of developing the project grant for the 1977-78 school year, meetings were held between the P.A.V.E. staff and the special education teachers and their supervisor. Commitments which were made at these meetings were included in the grant. The special education teachers have agreed to secure training in, or assume some responsibility for the following activities next year: vocational testing, six-week and in-depth reviews, and pre-employment lab. The Vocational Adjustment Coordinator is also being trained in vocational testing in addition to the training he already has. The principal and physical education department are committed to continuing the adaptive physical education course.

2-2. What time commitment and personal commitment is required for school personnel to carry out P.A.V.E. activities and how do they perceive its effectiveness?

ANSWER: Most of the key activities of the systematic decision-making model are within the scope of the role of the special education teacher. To the extent that the special education teacher feels a personal commitment to the purpose of these activities, the time commitment will be reasonable. The most common perception of the systematic decision-making model is that its effectiveness derives from the coordination of activities and information. The processes and the forms (e.g. guidelines for the first planning conference), with their implicit goals for the process they accompany, are seen as helpful.

SUPPORTIVE DATA:

L.S.T. Questionnaire and L.S.T. Interview

By the end of the school year, there was little question that most of the systematic decision-making model activities could be helpful for many students. Eight of the nine people interviewed concurred that all of the activities had already been or had potential for being helpful to special education students. The issues in effectiveness and implementation are presented for some of the activities in Figure IV-5.

P.A.V.E. Activities Data and Verification Documents

P.A.V.E. has documented the time it took to complete many of the activities of the 1976-77 school year. This is presented below.

- (1.1) Junior-senior high school resource room teacher conference: three hours for two resource room teachers at Travis High school - six hours

Figure IV-5: IMPLEMENTATION OF ACTIVITIES:
PERSONNEL AND ISSUES

Activity	Personnel cited as having future responsibility for activity	Issues Expressed
Vocational Testing	The special ed. teachers, vocational adjustment coordinator, and vocational counselor were mentioned equally.	<ol style="list-style-type: none"> 1. can be done on I.S.T. referral 2. both aptitude and interest data needed 3. tests are invalid often 4. should be used for counseling and training decisions
First conferences: Parents	The special education teachers are seen as being in charge of these meetings, though the visiting teacher might provide a key role	<ol style="list-style-type: none"> 1. purpose should be for planning not just information gathering 2. help parent look at goals 3. it's not good for all parents 4. it does provide contact with many parents
First Conference: Students	The special education teachers can assume the major role	<ol style="list-style-type: none"> 1. additional student tests (e.g. self concept) would help establish realistic goals for the student 2. it can give the student more control and motivation to continually plan goals with special ed teachers
Gathering information from teachers: Periodic (six-weeks and in-depth)	Almost everyone (7 of 9) felt the special ed teachers would naturally fit this role	<ol style="list-style-type: none"> 1. when done early in the quarter, it can serve to catch problems quickly and make changes 2. special education teachers can pre-view problems and only bring in-depth reviews to the I.S.T. 3. The contact with teachers can be either verbal or in written form.
Materials use and dissemination	The librarians, department heads, and special education teachers were mentioned equally. An I.S.T. contact was mentioned also.	<ol style="list-style-type: none"> 1. Whatever the process, the key issue is informing teachers of the process. Whoever the contact person is, that person must be visible and very much committed to the use of the materials and knowledgeable about them

32

- (1.1) continued
- eight hours for the resource room teachers from the junior high schools
- (1.2) Vocational testing:
Depending on the test (some are given individually and some in small groups) this takes about one-half to one hour per student.
- (1.3) Student folder:
This is not an activity in and of itself, it requires organization of materials and information generated by other activities.
- (1.4) Student orientation
To orient 15 students, approximately five hours of staff time was needed.
- (1.5) First planning conference:
For 13 meetings:
Thirteen hours were required for each special education teacher
Thirteen hours were required of the counselor
About five hours were spent by P.A.V.E. staff to set up the meetings.
- (1.6) Six-week reviews:
Ten hours were required for classroom teachers to discuss their few special education students for five minutes for each of the five six-week review.
Fifteen hours were required for each L.S.T. member to review the students brought up for six-week reviews (this will not happen next year; the special education teachers and P.A.V.E. staff will do the pre-screening)
Ten hours total, for each six-weeks review, was required for the P.A.V.E. staff to interview the classroom teachers.
- (1.7) In-depth review:
Sixteen hours were required for each of the five L.S.T. members who were present (32 in-depth reviews at one-half hour for each review)
- (2.2) In-service plan:
Thirteen hours for 12 teachers * 156 hours for the participating teachers.

2-3. What have the effects of P.A.V.E. been over the course of the project?

ANSWER: In addition to Evaluation Question 1-2, discussed on pages 27 - 33, information will be gathered after the 1976-77 school year to answer this question.

3-1. What vocational services are available?

ANSWER: Travis High School special education students participated in the following vocational programs (not all of which are located at that school's campus):

Regular Vocational Programs:

Cooperative Vocational Academic Education (CVAE)

small engine repair

auto body repair

Vocational Education Classes

food service

cosmetology

bricklaying

radio/tv

Special Education Programs:

Pre-vocational class in the resource room

Vocational Education for the Handicapped (VEH)

office duplication procedures

general construction trades

On the Job Training (OJT)

cafeteria work station

OJT under the supervision of the Vocational Adjustment Coordinator

SUPPORTIVE DATA:

Student Schedule Data

Students at Travis High School were registered in the above classes as evidenced by their schedules.

3-2. How many identified special education students find vocational skill development with currently existing services?

ANSWER: For 1976-77, the following number of special education students participated in vocational courses:

10 of 25 (40%) 9th-graders

10 of 18 (55.6%) 10th-graders

8 of 14 (57.2%) 11th-graders

SUPPORTIVE DATA:

Figure IV-1 presents the numbers of Travis High School students in grades 9, 10, and 11 enrolled in the above classes for the last two years. Some students participated in more than one option throughout the year. The data indicate that 28 students enrolled in one or more vocational courses in 1976-77.

Figure IV-1: VOCATIONAL PARTICIPATION
total number of students in each
grade participating for one or more
quarters

	Grade	1975-76			1976-77		
		9th	10th	11th	9th	10th	11th
CVAE		0	0	0	3	1	0
Pre-vocational course*		12	3	1	15	3	2
VEH*		was not offered			4	6	1
Vocational education class		0	3	4	1	5	4
Cafeteria Work Station*		0	0	1	1	2	1
On the Job Training (O.J.T.)*		0	3	2	1	1	4

* special education program options

Based on the nature of the courses, it is probable that not all these enrollees find "vocational skill development" within these courses. Only the VEH, CVAE, and vocational classes focus on the development of new vocational skills, though skill development may certainly accompany experiences in the other classes and programs.

3-3: How many more identified special education students could find vocational skill development with additional services?

ANSWER: Of those special education students not enrolled in vocational classes, the following are in need of vocational skill development:

10 of 15 9th-graders
7 of 8 10th-graders
2 of 6 11th-graders

SUPPORTIVE DATA:

Special Education Teacher and Project P.A.V.E. staff interview

For each special education student, his or her assigned special education teacher and the member of the P.A.V.E. staff who was monitoring the student was asked "What program would have been the best for _____ this year?" The data above represent the numbers of students, not receiving vocational training, for whom the special education teacher or P.A.V.E. staff member felt that vocational courses or programs were needed.

Of the ten 9th-graders who did not receive, but needed, vocational courses, three were drop-outs. It was felt that with immediate O.J.T. in the 9th grade, these students might not have dropped out of school. The question of the importance of academics as a

3-3. (continued)

background to O.J.T. and as a necessary part of a meaningful high school education is at the core of this issue.

Regarding the five students for whom it was not felt that vocational courses would be part of their 9th grade program, the people interviewed felt that these students could take good advantage of the academic opportunities during the early part of their high school education and, if needed, take advantage of the vocational opportunities later on.

In addition to the issue of early O.J.T., increased opportunities were needed for sheltered workshops, vocational rehabilitation, and vocational skills development and training.

4-1. What changes in services to special education students derived from the L.S.T.?

ANSWER: As a result of L.S.T. discussions, the following changes were suggested and implemented for special education students.

<u>Change</u>	<u>Number Suggested</u>	<u>Number Implemented</u>
use of P.A.V.E. materials	1	0
community referrals	9	9
on-campus support	6	3
schedule changes	12	6
program changes	27	26

This represents changes for 24 of 57 special education students.

SUPPORTIVE DATA:

L.S.T. Analysis

L.S.T. discussion were analyzed and changes for special education students were tabulated. Figure IV-6 presents this data by grade level.

4-2. To what extent are the concerns referred to the L.S.T. resolved by: (a) sharing appropriate information; (b) programming options?

ANSWER: Twenty-eight concerns were resolved by the L.S.T. at six-week reviews. Twenty-two times these concerns were resolved satisfactorily for the L.S.T. by placing a student in a different program or course.

Six times these concerns were resolved just by sharing information and not making any changes; it was felt that no changes were needed.

SUPPORTIVE DATA:

L.S.T. Analysis

L.S.T. discussions were analyzed and changes for special education students were tabulated. Concerns that were felt to be resolved (when no follow-up was scheduled for the near future) were analyzed to determine whether the resolution came from: (1) selection of a change that was expected to be successful, (2) expectation that the problem was just temporary and would be resolved by itself, and (3) frustration that there was no available option that was needed by this student. Program changes did require information sharing, but some other concerns were resolved by sharing information only. Figure IV-7 presents this data.

Figure IV-6: CHANGES FOR SPECIAL EDUCATION
STUDENTS DERIVED FROM L.S.T.

25 9th-graders

- 13: no changes made
 - 9: changes not recommended by L.S.T.
 - 4: changes recommended by L.S.T. but not implemented
 - 1: Two teacher group meetings held; community referral
 - 1: Community referral and schedule change
 - 1: Schedule change
 - 9: Program changes
-

18 10th-graders

- 9: no changes made
 - 6: changes not recommended by L.S.T.
 - 3: changes recommended by L.S.T. but not implemented
 - 9: Program changes
-

14 11th-graders

- 11: no changes made
 - 11: changes not recommended by L.S.T.
 - 3: Program changes
-

- 4-3. To what extent are the concerns referred to the L.S.T. unresolved due to:
- (a) lack of appropriate information
 - (b) lack of programming options
 - (c) failure to implement recommendations?

ANSWER: For the concerns referred to the L.S.T. by teachers or through the six-week reviews, 26 times the L.S.T. was not able to resolve these concerns.

Two times this was because the L.S.T. did not have enough information about the needs of the students. Both times this occurred for students relatively new to Travis High School.

Sixteen times this was because the L.S.T. did not have available program options which would have met the student's needs.

Eight times, L.S.T. recommendations were not implemented.

SUPPORTIVE DATA:

L.S.T. Analysis

L.S.T. discussions were analyzed and changes for special education students were tabulated. Concerns that were felt to be unresolved (when short-term follow-up was scheduled or when long discussion generated a great deal of information about a student's unmet needs in school and when no alternatives were selected for the student) were analyzed to determine whether this came from: (a) a lack of appropriate information or (b) lack of programming options. Concerns that were possibly resolved by L.S.T. decisions were followed-up to determine whether or not they were implemented. If not, they were re-classified as unresolved concerns.

Figure IV-7 presents this data.

Figure IV-7: L.S.T. REFERRALS:
BASIS FOR RESOLUTION OR
NON-RESOLUTION

Resolved due to:		Unresolved due to lack of:		
sharing information	programming changes	information	implemen- tation	programming options
6	22	2	8	16

Apparently, unresolved concerns were rarely due to a lack of information. This indicates that through successful implementation of the activities of the systematic decision-making model, P.A.V.E. has tested the limits of information sharing as a strategy for special education programming.

4-4. What differences are there in L.S.T. services to 9th-grade special education students as compared to 10th and 11th-grade special education students and last year's 9th-grade special education students.

ANSWER: When this question was designed, P.A.V.E. was not intending to monitor 10th and 11th-grade students. However, they did monitor them beginning in January, 1977 when a new staff member was added. Therefore, only last year's 9th-grade students provide a reasonable control group to test the systematic decision-making model.

During 1975-76, special education students were discussed by the L.S.T. seven times. During 1976-77, special education students were discussed by the L.S.T. 126 times.

Figure IV-8 presents data on comparisons of L.S.T. services.

Figure IV-8: YEARLY STATUS OF CHANGES
FOR SPECIAL EDUCATION STUDENTS

Grade level and year:	9th 75-76	9th 76-77	10th 76-77	11th 76-77
Total number in grade:	19	25	18	14
1. Total (%) doing well*	7 (36.8%)	12 (48%)	7 (38.9%)	5 (27.8%)
2. Total (%) for whom no changes were made	14 (73.7%)	13 (52%)	9 (50%)	11 (78.6%)
3. Total (%) for whom no changes were made who were not doing well	7 (50%)	5 (38.9%)	5 (55.6%)	7 (63.6%)
4. Schedule changes	4	4	2	0
5. Schedule changes helpful**	2	3	2	0
6. Program changes	1	9	13	4
7. Program changes helpful	1	8	9	3

*"doing well" was defined by a student's earning five or more credits for each of three quarters

**"helpful" was defined by a student's earning credits in the new course(s).

4-5. What activities do L.S.T. members think they can and will carry on without P.A.V.E. personnel?

ANSWER: Most of the activities of the systematic decision-making model could be done presently by school personnel. The special education teachers can, and probably will assume responsibility for the following activities:

- (1.1) junior-senior high resource teacher conference
- (1.2) vocational testing
- (1.3) student folder
- (1.4) student orientation
- (1.5) first planning conference
- (1.6) six-week (periodic) review
- (1.7) in-depth review
- (1.9) end-of-year conference (when needed)

The behavioral objectives, teacher group meeting activity (1.8) was not largely implemented this year, and no provision has been made yet for its adoption as a systematic alternative at in-depth reviews.

SUPPORTIVE DATA:

L.S.T. Questionnaire and Interview and Principal Interview

See evaluation question 2-1, on page 34.

4-6. How do L.S.T. participants feel about the six-week review?

ANSWER: They felt that the periodic review is worthwhile but should be done earlier and that pre-screening should be done by special education teachers and the P.A.V.E. staff.

SUPPORTIVE DATA:

L.S.T. Interview

In May and June, eight L.S.T. members were asked how useful they felt the six-week review was. They were asked to suggest changes in the process that would make it more helpful. The answer above summarizes their responses.

All of the eight L.S.T. members interviewed feel a periodic review is worthwhile.

Six of the eight members interviewed felt that the pre-screening for the in-depth review (the purpose of the in-depth review) should be done by the special education teachers and P.A.V.E. staff.

Four of the eight mentioned that changes could be made earlier in the quarter if the review was done earlier in the quarter.

4-7. What changes are there in services brought about by the six-week review?

ANSWER: The changes brought about by the entire systematic decision-making model are presented in evaluation question 4-1. There was no separate analysis done to determine from what specific function of the L.S.T. these changes derived.

4-8. What changes are there in student attitude toward school?
achievement?
drop-out rate and attendance?
use of on-campus time?

ANSWER: Of 18 students interviewed, eight reported liking school better this year than last, six felt the same about school, and four disliked it more this year.

This year's 9th-graders and 11th-graders earned more vocational credits, and 10th-graders earned more total credits than those in the same grades last year. Tenth and 11th-graders earned more vocational credits than they did last year as 9th and 10th-graders, respectively.

There was no change in the drop-out rate this year from what it was last year.

Attendance for all groups was not significantly different this year from what it was last year.

Ninth-graders were scheduled into the resource room for more credits than they were last year, but the same number of regular classes. They did about as well in the resource room this year as they did last year, and did slightly better in their out classes.

SUPPORTIVE DATA:

Student Interview

Eighteen students were interviewed, ten 9th-graders, seven 10th-graders, and one 11th-grader. The following reasons were given for liking school better this year: courses, social climate of this school better than the school attended last year, more friends, better teachers, more interesting. Eight students like school better this year, four 9th, three 10th and one 11th-grader.

Six students liked school the same this year as last, four 9th and two 10th-graders.

Four students, two 9th and two 10th-graders, liked school less this year. Two felt that school was harder this year, and two got along better with the teachers last year.

Eight students said they had positive feelings toward school last year. Ten students said they had positive feelings toward school this year.

Ten students said they had negative feelings toward school last year. Six students said they had negative feelings toward school this year.

Two students this year had neutral feelings toward school.

There was no difference between 9th and 10th-graders in their attitude toward school.

Student Schedule and Report Card Data

Transcripts of students who did not drop-out were used to base achievement and attendance comparisons on. Data were collected for this year and last year on students': total credits earned, subdivided into special education and regular credits, vocational credits, and third quarter credits (assuming changes made throughout the year might show up most during the last quarter). These data are presented in Figure IV-2.

Comparisons were made between this year's and last year's 9th, 10th, and 11th-graders. Also, this year's achievement for 10th, and 11th-graders was compared against their achievement last year as 9th and 10th-graders.

This year's 9th-graders earned significantly more vocational credits than did last year's 9th-graders. This accounted for a significant difference in total credits as well, since the number of non-vocational, academic credits earned was comparable.

This year's 10th-graders earned significantly more total credits than did last year's 10th-graders, accounted for by small increases in both regular and special education credits, vocational and academic credits.

This year's 11th-graders earned significantly more vocational credits than did last year's 11th-graders. They earned on the average of 5.4 more vocational credits this year, but earned .5 credits less for the year on the average. This means there was a significant decrease in academic credits earned. That is, overall credits remained the same; vocational credits replaced academic credits.

This year's 10th-graders earned more vocational credits this year than they did last year as 9th-graders. And to some extent, they earned fewer academic credits.

This year's 11th-graders earned more vocational credits this year than they did last year as 10th-graders, while they earned a comparable number of academic credits, resulting in a significant increase in the total credits earned.

Comparisons of attendance were made for the same groups as was done for credits. These data are presented in Figure IV-3 as average yearly absences. There were no significant differences in attendance.

Comparisons were made between the number of drop-outs for the 1976-77 school year with that of the preceding year. The difference was negligible.

Comparisons were made between this year's and last year's first quarter schedules for 9th-graders to determine if the students were spending comparable amounts of time in special education and regular classes --to determine if students were being mainstreamed more or less. Also, the number of credits earned was used as an indication of the success of these placements. Students were scheduled into regular classes as often this year as last, but they did slightly better in them. Students were scheduled into the resource room for more credits this year than last, and did as well this year as last in the resource room classes. Thus, this year's 9th-graders earned significantly more credits in the resource room and just slightly more credits in regular classes. These results are presented in Figure IV-9.

Figure IV-9 USE OF ON-CAMPUS TIME FOR
9TH GRADERS DURING THE FIRST
QUARTER

	1975-76	76-77
number of students	16	16
scheduled into the resource room (total credits)	26	36
scheduled into regular classes (total credits)	62	59
credits earned in resource room (total credits)	24	34
credits earned in regular classes (total credits)	47	51

4-9. What changes are there in parent attitude toward school and toward student progress, and in parent visits to school?

ANSWER: Parents are pleased with the frequency and kind of contact they have had with school this year.

Of 15 parents interviewed by phone, ten were satisfied with their child's progress, three were dissatisfied, and two did not know enough about what was going on at school for their child to evaluate his progress.

Parents infrequently attended parent meetings, but participated frequently in parent-teacher conferences.

SUPPORTIVE DATA:

Parent Interview

Fifteen parents, selected randomly from those having listed phone numbers, were interviewed by phone. They were asked to describe the contact they had with Travis High School this year in relation to their child, and asked if they were satisfied with this contact. Fifteen reported that they were satisfied with the frequency and nature of the contact, though one was displeased with the content of one of the conferences. This parent was displeased when the ideas she had proposed in the meeting, and which everyone agreed to there, did not get implemented.

Ten parents mentioned specific parts of their child's program at school they were satisfied with and expressed overall satisfaction with the child's progress.

Two parents were dissatisfied with the program their child was taking. These were the parents of the two drop-outs questioned in this interview. They both felt that the school could have done more to keep their child in school.

Three parents said they did not know what kind of progress their child was making. They did not know anything more about their child's program other than that it was a special education program.

Six parent meetings were held. Parents of 11 special education students attended altogether. For each of these meetings an average of between five and six parents attended.

Eighteen parent conferences were held this year. Though no data was kept last year, the special education teachers indicated that this represents a large increase over last year's number of planning conferences with parents.

- 4-10. What changes are there in teachers' reported classroom practices and attitudes with identified special education students?
- 4-11. Do teachers who attend L.S.T. meetings or in-service training report positive effects (motivational or academic) for their work with regular education students?

ANSWER: Not available, this data was not collected for the following reasons:

1. Teachers only attended L.S.T. meetings when they referred a student, and few teachers referred students to the L.S.T. all year.
2. P.A.V.E.'s request for the teachers-- that they bring back and fill-out a one-page evaluation on materials-- was not largely fulfilled by teachers. In that climate, it was felt that more demands on teachers emanating from a P.A.V.E.-related task would not be a good idea. The P.A.V.E. staff agreed.

5-1. What is student participation in alternative programming options developed by P.A.V.E. (adaptive physical education, pre-employment lab, on-campus work station)?

ANSWER: Twelve students participated in adaptive physical education, 20 students in pre-employment lab, and four in cafeteria work station.

SUPPORTIVE DATA:

Supportive data comes from the student schedule data.

Twelve students participated in adaptive physical education. Some participated more than once; the total enrollment for the three quarters was 22 students.

Twenty students participated in pre-employment lab activities. Some participated more than once; the total enrollment for the three quarters in pre-vocational courses taught in the resource room (of which the pre-employment lab was a component) was 32.

Four students participated in the on-campus, cafeteria work-station, one of whom participated for two quarters.

5-2. What additional services, if available, could be used by students?

ANSWER: There are a variety of vocational courses available and special education students enroll in and complete the frequently. However, more vocational options are needed. The Vocational Education for the Handicapped (VEH) units were used very successfully this year, but many more units should be developed quickly. On-the-Job Training (O.J.T.) is presently restricted to students over the age of 16, unless, they have found a job themselves. This restriction cuts out many students who need this alternative before the age of 16.

Additionally, counseling services, personal and family, vocational rehabilitation, and drug and sex counseling, are needed for many students.

SUPPORTIVE DATA:

Student Program Needs Interview

Special education teachers and the staff of Project P.A.V.E. were asked to discuss the services needed for each particular student. Figure IV-10 presents the number of students needing additional services.

Figure IV-10: ADDITIONAL SERVICES NEEDED

	Vocational ed.; skill development	O.J.T.	Voc. Rehab.	Counseling sex or drug	pers. or family	Additional reading classes
9th grade	11	8	0	3	5	4
10th and 11th	10	4	3	1	8	1

5-3. Do students feel that they are being adequately prepared for a marketable skill?

ANSWER: OF the 18 students interviewed, 14 (77.7%) felt they will have a marketable skill upon leaving high school. For six (33%) of the students, this marketable skill was developed in vocational programs within A.I.S.D.

SUPPORTIVE DATA:

Eighteen students, ten 9th-graders, seven 10th-graders, and one 11th-grader, were interviewed. Seven questions address their satisfaction and expectations for high school and the near future:

- (1) Do you expect to graduate from high school?
answers: Yes: 15 Hope so: 2 No; maybe: 1
- (2) When you graduate from high school, which one(s) do you expect to do:
 - (a) go to a four-year college -- 3
 - (b) go to a two-year, community or technical college -- 4
 - (c) enter the military -- 3
 - (d) become a homemaker -- 1
 - (e) get a job -- 15
 - (f) I don't know -- 0
- (3) Are you satisfied with this?
answers: Yes: 17 I don't know: 1
- (4) Do you feel you can get a job when you graduate from high school?
answer: Yes: 14 I don't know: 4
- (5) Are you satisfied with this?
answers: Yes: 14 I don't know: 4
- (6) What kind or kinds of jobs?

(7) What in school is helping you with your plans for the future?
answers for (6) and (7) related to:
school course: 6 other: 8 I don't know: 4

5-4. Do parents feel their children are being adequately prepared for a marketable skill?

ANSWER: Seven of 15 parents interviewed felt their child was receiving training in a marketable skill. Generally, parents answer to this question correlated highly with whether or not their child was in a vocational class.

SUPPORTIVE DATA:

Parent Interview

Parents were asked, by phone, if they thought their child was learning a skill to help him/her find a job.

Of 15 parents interviewed:

Seven felt their child was learning a "skill to help him/her find a job".

Four did not know, two added that they hoped she/he was.

Four felt that their child was not learning a marketable skill.

Of the seven students whose parents felt they were being prepared for a marketable skill, all have participated, or will participate starting with the first quarter of next year (which was what the parents specifically based their answer on), in a vocational training course (CVAE or VEH).

Of the eight students whose parents felt they were not being trained for a marketable skill, or whose parents did not know, two students began vocational training during the third quarter of 1976-77, the other six have received no vocational training.

5-5. Is vocational testing data being used?

ANSWER: Yes, but only minimally thus far to base decisions on. It does, informally, give students more information about themselves.

SUPPORTIVE DATA:

P.A.V.E. activities data and verification documents

Forty-one students received vocational tests, and for 31 students the tests yielded usable information.

Special Education Teacher Interview

Special education teachers felt that vocational tests were helpful to gain more information about a student, both for the teacher and the student.

For five students, vocational test information was important as one basis for a placement decision. For four students, there was a CVAE class that corresponded to their aptitude and interest, and subsequent to the vocational testing, they were placed in the appropriate class. For the other student, vocational aptitude and interest pointed to a VER class, into which she was later placed.

- 5-6. How do students, resource room teachers and classroom teachers feel about the proportion of time that identified special education students spend in and not in the classroom?

ANSWER: No data were collected on this question. The level of resources required to answer this question became inappropriate compared to the relevance of the evaluation question for the decision question.

- 5-7. What materials have been provided?

ANSWER: Primarily, materials for use with low level students in a variety of subject areas have been provided.

SUPPORTIVE DATA:

Part of the Project P.A.V.E.'s activities for this year has been to catalogue the materials belonging to the project. The list is extensive and is available from the project staff.

- 5-8. What is the proportion of materials use by teachers participating in L.S.T., teachers who attend in-service, and teachers who attend neither?

ANSWER: Too few teachers referred students to L.S.T., making an analysis of this insubstantial.

Seven of the 11 teachers who attended the in-service program checked out materials.

Twenty-two teachers, including the seven who attended the in-service of a total faculty (including those in all subject areas and special education personnel) 99 checked out materials.

SUPPORTIVE DATA:

P.A.V.E. Materials Check-out Lists

Based on the check-out lists, which most of the faculty filled out most of the time when checking out materials supplied by Project P.A.V.E., the following number of teachers checked out materials:

Social Studies:	5
Math:	2
Science:	4
English:	2
Reading:	3
Speech:	1
Business:	1
Special Ed/VAC	4
Total:	22

- 5-9. When materials are used, how many identified special education students are they used for?
5-10. When materials are used, how many regular education students are they used for?

ANSWER: Twenty-two teachers checked out a total of 130 pieces or sets of materials.

Thirteen of those pieces or sets were for teacher use (study or lecture guides, for example).

Twenty-three of those pieces or sets were for use with the whole class (film-strips, workbook sheets, or group games, for example).

Ninety-four of those pieces or sets were for use by individual students (a book, a study sheet, for example).

No other information was gathered to determine what percentage of this use was for special education or regular education students within the regular classroom.

SUPPORTIVE DATA:

P.A.V.E. Materials Check-out list and Materials Evaluation Forms

These data were collected from the check-out forms, based on the knowledge of the materials.

About one-third of the 22 teachers who used materials returned P.A.V.E.'s forms asking for evaluation of the materials. According to those results, the materials were used:

- 17 times for non-readers
- 28 times for slow learners
- 16 times for socially withdrawn students

B. MISCELLANEOUS FINDINGS

Resource room teachers appear to have a major influence on the success of special education students in school. The over-all special education student school leaver rate for 1976-77 was nearly identical to that of 1975-76 (28.3% and 28.6%, respectively), as were the rates for each of the two resource room teachers. However, the difference between the school leaver rate of the two resource room teachers was significant.* For one teacher, the rate increased from 38.9% to 40.0%, while for the other one, the rate decreased from 16.7% to 13.5%. To some extent, this difference may be attributable to the different students assigned to each teacher; the assignment is made somewhat on the basis of handicapping condition. However, the consistency of this large disparity of rates suggest that the resource room teacher is a key factor in a student's success.

*There are three special education teachers at Travis High School. One is an itinerant teacher with the Project Reality program and the other two have resource rooms. It if the two with resource rooms who are compared in this analysis.