

DOCUMENT RESUME

ED 206 435

RC 012 891

TITLE ESEA Title I Regular Program, 1980-81. Volume II, Final Technical Report.

INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS AGENCY Department of Education, Washington, D.C.

PUB DATE 30 Jun 81

NOTE 421p.; Some pages may be marginally legible due to small print size. For a related document, see ED 190 327 and RC 012 890.

EDRS PRICE MF01/PC17 Plus Postage.

DESCRIPTORS Classroom Observation Techniques; Data Collection; Educational Assessment; Elementary Education; Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Migrant Education; *Program Effectiveness; *Program Evaluation; Questionnaires; *Records (Forms)

IDENTIFIERS *Austin Independent School District TX; *Elementary Secondary Education Act Title I; Texas (Austin)

ABSTRACT

Data from 8 of the 13 instruments used to provide answers to the decision and evaluation questions for evaluation of the 1980-81 ESEA Title I regular program in the Austin (Texas) Independent School District comprise Volume II, of the final technical report. A separate appendix for each instrument includes a description of its purpose, procedure, and results as related to specific decision and evaluation questions. Also included where appropriate are relevant communications, instructions and statistical data, often in computer printout form. In each section, a summary describes the instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity and norm data. The instruments are: Pupil Activities Record (revised); Schoolwide Project Interviews; Rainbow Kit Questionnaires; Title I Service Reports; Teacher Records; Parent Advisory Council Records; Title I Instructional Service Log; and Miscellaneous District Records. (NEC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED.206435

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Evaluator:
David Doss, Ph.D.

Senior Evaluator:
Glynn Ligon, Ph.D.

Evaluation Assistants:
Wanda Washington
Lauren Moede
Marie Mulkey

Data Analyst:
Carol Pankratz

Secretary:
Linda Shaw

FINAL TECHNICAL REPORT
1980-81 ESEA Title I Regular Program
Volume II
June 30, 1981

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Freda Holley

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

Approved:

Freda M. Holley
Freda M. Holley, Ph.D.

Publication No. 80.71

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.
Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented or reported herein was performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

RC 01 2891



PUPIL ACTIVITIES RECORD-REVISED

Purpose

The Pupil Activities Record-Revised (PAR-R) was the instrument used for classroom observations. Information from the PAR-R was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1980-81.

Decision Question D1: Should the Title I Reading Improvement Program be modified? If so, how?

Evaluation Question D1-5: How did the instructional day for Title I students compare with that of

- a. non-Title I students on Title I campuses,
- b. former Title I students on campuses without Title I?

Decision Question D2: Should Title I schoolwide projects be continued, expanded, or revised? If so, how?

Evaluation Question D2-4: How did the average school day of students in schoolwide projects compare with that of students in other Title I schools and students in non-Title I schools?

Procedure

Development

The PAR-R, a systematic observation instrument, was designed to provide an objective description of the instructional activities of students in the elementary school grades. The design of the PAR-R provides for the observation of one student's classroom activities, across subject areas, for the period of one instructional day. Information on a number of variables is recorded at one minute intervals. For a detailed description of the PAR-R and the procedure for using it see the Manual for the Use of the Pupil Activities Record-Revised, publication number 78.48.

Sampling and Scheduling

A total of 352 observations were done by Title I, District Priorities, and Systemwide Desegregation evaluation assistants. The Title I, Non-Title I, and Former Title I students to be observed were chosen according to the procedures outlined in Attachment F-1. At least twenty students were observed in each group of interest. Figure F-1 shows the groups of interest and the number of observations scheduled for each group.

In scheduling the observation, several limitations were kept in mind.

1. All observations within a school were scheduled for a single block of days, except for Allison and Becker, which were scheduled for 4 blocks of days during the year.
2. No more than 15 observations were scheduled each week.
3. No more than two observations were conducted in a school on a given day.
4. Title I observers were scheduled for at least one day in the office each week.
5. The other responsibilities of the evaluation assistants from District Priorities and Systemwide Desegregation limited the days when they could be scheduled to observe. All observations occurred between October 13, 1980 and May 8, 1981.

Reliability

Ten of the regularly scheduled observations were done by two observers; i.e., a second observer accompanied the regularly scheduled observer. The purpose of these joint observations was to establish the interrater reliability of the PAR-R. Each of the five observers did a reliability observation with each of the other observers. Figure F-2 shows the observer pairs and dates for the reliability observations.

The reliability results reported in detail in Figure F-3 are intraclass correlation coefficients. In general the findings were that the more easily coded variables such as place of instruction, area of instruction, adult contact, ethnicity, and group size were more reliably coded than the more difficult variables such as content of instruction and mode of instruction. Overall, the reliabilities were very high.

Observations

A total of 352 observations were done in Title I schools and schools affected by desegregation. One hundred ninety-nine observations were completed by Title I evaluation assistants, 120 by Systemwide Desegregation evaluation assistants, and 33 by a District Priorities evaluation assistant.

Notification

In October, 1980, each school to be observed received a memo explaining classroom observation procedures (Attachment F-2). About one week prior to observations, written notification of the observation dates and observers was sent (Attachment F-3). A notice to post (Attachment F-4) and copies of an informational brochure (Attachment F-5), were provided at that time. Although the schools knew that observers were coming, they did not know on exactly which days they would observe or which teachers and classes would be observed.

Information about the activities of the student observations was recorded each minute from 8 A.M. to 2:30 P.M., except at Winn where the school day lasted from 7:45 until 2:15. The observers observed the same schedule as the students at Winn. The observations were recorded on a scannable observation form according to the procedures described in the PAR-R Manual.

Several modifications were made in the PAR-R instructions for observations during the 1980-81 school year.

1. The use of a signal system was not coded.
2. The section for coding interactions was not used.
3. The presence of a substitute teacher during the day of an observation was coded. Attachment F-6 describes how to code the presence of a substitute teacher.
4. Motivational strategies reflecting the way the teacher structures the child's environment were coded. Attachment F-7 describes how motivational strategies were coded.
5. The ethnicity of the group of which the observed student was a part was coded. Attachment F-8 describes how the ethnicity information was coded.
6. The presence of a Migrant Program teacher was coded as "Other Teacher."

After the observation, a reaction form was left with the teacher to complete and return to ORE. The reaction form was an optional activity for the teacher. Overall, teachers' reactions were favorable. A copy of the reaction form is included as Attachment F-9.

A computer-generated summary of the day's observations were sent to the teacher approximately two weeks following the observation. Because the child under observation may go to several teachers, the form was sent to the child's "homeroom" teacher. A memo was sent with the summary defining several of the terms used. Copies of the memo and a summary are included as Attachments F-10 and F-11.

Upon completion of an observation, observers prepared the forms for scanning. The set of forms was then scanned and checked for internal consistency by a checking program. Any errors detected were corrected by the observers. The forms were rescanned. Any new or uncorrected errors were corrected. Once the observations were corrected, the results were prepared for the teacher. The file grew as more and more observations were done.

As in previous years, observations were done even if the regular classroom teacher was absent. As a check against the overrepresentation of days with a substitute in the sample of days observed, a record was kept

of the number of observations done when a substitute teacher was present. Figure F-4 shows the observations done when a substitute teacher was present. Teachers were present 96.3% of the time. An examination of the District absence reports showed that teachers were present 95.4% of the time during the first 8 months of the school year in the schools being observed (see Figure F-5). The results show that the substitute teachers were fairly represented in the observation sample.

Results

The PAR-R observations done in 1980-81 can be grouped many ways for analysis. In fact, when grade level is taken into account, Figures F-9 through F-44 of this appendix report information about 35 different groups. Fortunately, a number of groups can be collapsed to create the groups of interest in providing information relevant to Evaluation Questions D1-5 and D2-4. The basic results are presented in three sets of figures (F-9 through F-20, F-21 through F-32, and F-33 through F-44) which differ in the way the observations are grouped for analysis. The observations were done at grades 2 and 5. The first set of results (Figures F-9 through F-20) reports findings at each grade separately and combined for the following groups:

- A. Allison Title I schoolwide project students scoring at or below the 40th percentile,
- B. Allison students scoring above the 40th percentile,
- C. Becker Title I schoolwide project students scoring at or below the 40th percentile,
- D. Becker students scoring above the 40th percentile,
- E. Students scoring at or below the 40th percentile in regular Title I schools,
- F. Students scoring above the 40th percentile in Title I schools,
- G. Students scoring at or below the 40th percentile in schools with former Title I students,
- H. Students scoring above the 40th percentile in schools with former Title I students, and
- I. Students scoring above the 40th percentile in schools without former Title I students.

The second set (Figures F-21 through F-32) reports results for Allison and Becker students together and groups E-I above.

The third set of results (Figures F-33 through F-44) reports findings for

- a. the actual Title I students in the group scoring below the 40th percentile in Title I schools, and
- b. the actual former Title I students scoring at or below the 40th percentile in schools with former Title I students, and
- c. the group F in the first set above.

The kinds of results repeated in each set are described below. The first six of the following figures describe the context of instruction.

Figure F-9: School Hours Spent in Different School Locations.

For the entire school day (6.5 hours), the amount of time spent in each of the four locations is reported.

Figure F-10: Competitiveness of Time Spent in Basic Skills Instruction.

This figure reports the amount of basic skills time spent in activities at each of four levels of competitiveness.

Figure F-11. Percentage of Time Spent in Ethnically Mixed and Unmixed Groups.

This figure reports the percentage of time students spent in ethnically mixed groups during basic skills and other content areas.

Figure F-12: Language of Instruction During Basic Skills Instruction.

For the five basic skills areas and for all five areas combined, the average amount of time that students spent in the five language of instruction categories is reported. These are unduplicated times since the five language categories are mutually exclusive.

Figure F-13: Instructional Time Spent in Groups of Various Sizes During Basic Skills.

For all basic skills areas combined, the amount of time spent in groups of sizes 1, 2-5, 6-9, 10-13, 14-17, and 18 or more is reported. The average size of the groups is also reported as is the average group size when the group size is greater than one.

Figure F-14: Instructional Hours During Which Students Were in Contact With (Person).

For all basic skills areas combined, the amount of time spent in contact with each of seven categories of adults is reported. These are not unduplicated times as up to two adults could be coded per minute.

Figure F-15: School Hours Spent in Each Activity by Students Observed On Task/Off Task.

For the five basic skills areas and for all five areas combined, the average amount of time that students were either on task or off task is reported.

Figure F-16: School Hours Spent in Each Activity by Students Observed--Activities Other Than Basic Skills/Major Content Areas.

For eight areas other than basic skills, the average amount of time spent in each is reported.

Figure F-17: School Hours Spent in Management/Miscellaneous Activities.

The time reported in Management/Miscellaneous in the previous summary, is broken down into five subcategories.

Figure F-18: Content of Instruction During the Basic Skills Area of: (Basic Skills Area).

For the five basic skills areas and for all five areas combined, the average amount of time that students spent working with each of 13 content areas is reported. Up to three content areas were recorded during each minute; thus, the time reported here is unduplicated--the total for each content area represents the time students were working in that area regardless of whether that area alone or a combination of areas was recorded.

Figure F-9: Predominant Mode of Instruction During Basic Skills Instruction.

For the five basic skills areas and for all five areas combined, the average amount of time that students spent predominantly engaged in each of the five instructional modes is reported. The column labelled "Time," the total unduplicated amount of time spent in each of the basic skills areas, is provided as context for interpreting the time for each mode. The amount of time reported for each mode is duplicated--two predominant modes could be recorded for each minute.

Figure F-20: Secondary Mode of Instruction During Basic Skills Instruction.

The same procedure is used to report secondary modes as was used for predominant modes.

The data in these figures have not yet been analyzed for statistical significance. At this point it is not clear what represents a significant difference between groups either in the statistical or the educational sense of the word. In interpreting the results the reader should bear in mind

- a. that small differences between groups may not be real (While each observation is a highly accurate description of a student's instructional day, the number of days sampled for the group may be small.), and

- b. small differences that are real may or may not be educationally meaningful. For some variables small true differences may be additive so that they represent important, large differences when summed across the school year. On the other hand, small true differences may be lost in the ebb and flow of the school year so that they do not add up to meaningful differences between groups at the end of the school year.

With these caveats in mind, the PAR-R results were examined to provide information about Evaluation Questions D1-5 and D2-4. The purpose of the observations was to provide information about the school day of comparable students in different settings; e.g. low achieving students in schoolwide project schools, Title I schools, and non-Title I schools. The groups were defined by using the Title I criterion of the 40th percentile. Groups were defined for example, as students scoring at or below the 40th percentile in schoolwide projects, students scoring at or below the 40th percentile in schools with former Title I students, students at or below the 40th percentile in Title I schools (as opposed to Title I students in Title I schools, as in the past). Therefore Evaluation Question D1-5 needs to be reworded as follows:

How did the instructional day for low-achieving students in Title I schools compare with that of

- a. high-achieving students at non-Title I campuses, and
- b. low-achieving students on campuses with former Title I students but without Title I.

If low-achieving students on schoolwide project campuses are added to the groups to compare with Title I students, then a survey of Figures F-9 through F-20 reveals that low-achieving students on Title I campuses...

...spent less time in their regular classroom and more time in the reading lab than students in the other three groups,

...had fewer minutes of contact with their classroom teacher than the low-achieving students in the schoolwide projects,

...along with low-achieving students in schools with former Title I students had more minutes of contact with other teachers than the other two groups,

...like the low-achieving schoolwide project students received less social studies instruction than the others,

...received no more reading instruction than the others, and

...may have spent more time off task than the schoolwide project students and the high-achievers in Title I schools.

Evaluation Question D2-4 asks about how the school day of students in Title I schoolwide projects compared with those of other students. There were not many differences in Figures F-9 through F-20. High and low-achieving students in schoolwide projects had very similar school days, although the low-achievers seemed to receive less social studies instruction than the high achievers. Together, the schoolwide project students had more minutes of contact with their classroom teachers than students in other schools. They also seemed to have received more reading instruction than students in Title I schools or schools with former Title I students. Unsurprisingly, the largest differences were found in group size. On the average, schoolwide project students worked in smaller groups than others. They spent much less time working in groups of 18 or more students.

Trends in Recent Years

This school year is the fourth time the Pupil Activities Record (PAR) or the Pupil Activities Record--Revised (PAR-R) has been used by Title I Evaluation. Figures F-6 through F-8 display the results across years in two important areas measured by the PAR instruments, time in the basic skills/major content areas and the amount of adult contact during that time. The results are presented for two groups which are roughly constant across the years, Title I students and non-Title I students in Title I schools. Results for 1980-81 are also presented for several other groups. All groups for which results are reported are defined below.

Title I: Students actually served by Title I.

N-TI: Non-Title I students in Title I schools.

Low-TI: This year, in order to have a group comparable to the low-achieving students in schoolwide projects, the Title I group was defined as low-achieving students in Title I schools. They were not necessarily being served by Title I. The 1980-81 students in the first group (Title I) are a subset of this group (Low-Title I) who are served by Title I.

SWP-TI: This group consists of students scoring at or below the 40th percentile in Title I schoolwide projects.

F-TI: Students in this group are those who scored at or below the 40th percentile and attended schools with former Title I students. Twenty or about 50% of these students were former Title I students.

Figures F-6 and F-7 show what appears to be an important trend in the amount of time spent in reading/language arts and total basic skills.

The district showed a large gain in both areas from 1976-77 to 1977-78. However, there appears to have been a steady decline in time spent in these areas since then. The fact that the decline appears in the total

time in basic skills shows that there has not been a complementary increase in science and social studies to make up for the loss of time in reading/language arts. Figure F-7 graphically displays the great disparity which exists between the time spent in reading/language arts and the other content areas. When all of the 1980-81 observations are combined the results indicate that students get only about one-tenth the time in science that they receive in reading/language arts. The ratio is about 8.3:1 for social studies and 3.2:1 for math. Another conclusion suggested by the graph is that there are greater differences between years than there are between groups during any one year.

From Figure F-8 it appears that the initial rise in adult contact from 1976-77 to 1977-78 resulted from the corresponding increase in basic skills instruction and that the percentage of time with adult contact has remained fairly constant over the years.

Grade	TITLE I SCHOOLWIDE PROJECTS				TITLE I REGULAR		NON-TITLE I	
	Allison		Becker		Title I	Non-Title I	Former Title I	Non-Title I
	<40	>40	<40	>40	<40	>40	<40	>40
2	20	20	20	20	20	36	20	40
5	/ / / / / / / / / /		20	20	20	36	20	40

Figure F-1: NUMBER OF OBSERVATIONS BY GRADE AND SCHOOL.

Observers	Date
2 and 5	10-23-80
4 and 5	11- 5-80
3 and 5	11-14-80
1 and 4	12- 1-80
2 and 4	12- 2-80
1 and 5	12-15-80
3 and 4	01-06-81
1 and 2	01-08-81
2 and 3	01-21-81
1 and 3	01-23-81

Figure F-2: PAIRS OF OBSERVERS COMPLETING EACH RELIABILITY OBSERVATION.

Category	Reliability	
	Single Observer	Multiple Observers
<u>1. Location</u>		
Classroom	.9977	.9988
Reading Center	*	*
Library	1.0000	1.0000
Other	.9970	.9985
<u>2. Activities During No Instruction</u>		
Directs	.4371	.6083
Housecleaning	.3077	.4706
Transition	.7012	.8244
Class Control	.6504	.7881
Other	.9366	.9672
<u>3. Activities Other Than Basic Skills/Major Content Areas</u>		
Art	.9998	.9999
Music	.9978	.9989
P.E.	.9996	.9998
Extended P.E.	.9983	.9992
Lunch	.8976	.9460
Between Classes	.9722	.9859
Other	.9772	.9884
<u>4. Basic Skills/Major Content Area</u>		
Reading	.9804	.9901
Math	.9697	.9846
Social Studies	.9848	.9923
Science	.9652	.9823
Undetermined	.9972	.9986
Guidance and Counseling	*	*
<u>5. Average Group Size</u>	.9846	.9922
<u>6. On Task</u>	.9379	.9680
<u>7. Off Task</u>	.9094	.9526
<u>8. Adult Contact</u>		
Classroom Teacher	.9702	.9849
Title I Teacher	*	*

Figure F-3: INTRAClass CORRELATION ESTIMATES OF INTERRATER RELIABILITY. (Page 1 of 3)

Category	Reliability	
	Single Observer	Multiple Observers
Other Teacher	.9538	.9764
Counselor	*	*
Title I Aide	*	*
Other Aide	1.0000	1.0000
No One	.9465	.9725
<u>9. Language of Instruction</u>		
English	.9525	.9809
Spanish	.9962	.9981
Mixed	.9833	.9916
Unknown	*	*
No Language	*	*
<u>10. Predominant Mode of Instruction</u>		
Reading	.6031	.7524
Writing	.9143	.9552
Listening	.7536	.8595
Speaking	.5665	.7233
No Language	.9780	.9889
<u>11. Secondary Mode of Instruction</u>		
Reading	.4342	.6055
Writing	.9556	.9773
Listening	.3876	.5587
Speaking	.3795	.5502
No Language	.1980	.3306
<u>12. Content of Basic Skills Instruction</u>		
Comprehension	.8555	.9221
Handwriting	.9986	.9993
Reading - Silent/Oral	.9560	.9775
Vocabulary Skills	.8628	.9263
Writing: Composition	.9941	.9970
Writing: Grammar	.9913	.9956
Other	.0000	.0000
Listening/Perceptual	.2881	.4473
Oral Expression	.9801	.9900
Spelling Skills	.6073	.7556
Word Attack Skills	.6445	.7838
Study Skills	.8654	.9278
Literary Skills	1.0000	1.0000

Figure F-3: INTRACLAS CORRELATION ESTIMATES OF INTERRATER RELIABILITY. (continued, page 2 of 3)

Category	Reliability	
	Single Observer	Multiple Observers
<u>13. Motivational Strategies</u>		
Competitive	1.0000	1.0000
Somewhat Competitive	*	*
Noncompetitive	.9468	.9727
<u>14. Ethnic Makeup of Groups</u>		
Mixed	.9861	.9930
Unmixed	.9943	.9971

*No time observed in this category

Figure F-3: INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY. (continued, page 3 of 3)

Observation Number	School Number
42	129
96	104
113	101
142	158
164	146
171	146
176	142
186	109
211	116
233	101
243	105
257	152
314	101

Total number of days when substitute was present during an observation: 13

Percent of observations done when substitute was present: 3.7%

Figure F-4: OBSERVATIONS DONE WHEN SUBSTITUTE TEACHER WAS PRESENT

80.71

A. Title I Schoolwide Project

School	Percent Present	School	Percent Present
Allison	94.9	Becker	95.1

B. Current Title I Schools

School	Percent Present	School	Percent Present
Blackshear	94.7	Norman	95.2
Brown	95.7	Oak Springs	94.3
Bryker Woods	91.5	Ortega	96.9
Campbell	95.1	Ridgetop	95.3
Casis	95.8	Rosedale	94.0
Dawson	95.5	Rosewood	95.2
Govalls	93.4	Sanchez	97.1
Harris	96.0	Sims	95.1
Maplewood	96.0	Walnut Creek	96.3
Mathews	94.7	Zavala	94.5
Metz	95.6	Zinker	92.8

C. Schools with Former Title I Students and Involved in Busing for Desegregation

School	Percent Present	School	Percent Present
Allen	96.1	Gullett	96.5
Barrington	95.6	Highland Park	96.7
Barton Hills	95.5	Joslin	97.1
Blanton	95.4	Pecan Springs	96.0
Brentwood	96.6	Sunset Valley	96.0
Brooks	94.6	Webb	96.4
Cook	96.6	Wooten	96.0
Cunningham	94.5	Wooldridge	94.8
Graham	96.5		

D. Other Schools Involved with Busing, but Having No Former Title I Students

School	Percent Present	School	Percent Present
Hill	96.6	Summit	96.3
Pillow	94.0	Winn	95.7
Read	95.5		

Average percent of time teachers were present. 95.42

Figure F-5. PERCENT OF TIME TEACHERS WERE PRESENT.

BEST COPY AVAILABLE

Group	Year			
	1976-77	1977-78	1978-79 ^t	1980-81
<u>Read./LA</u>				
Title I*	2:01 (96)**	2:23 (75)	2:12 (114)	2:04 (34)
N-TI	2:02 (20)	2:30 (36)	2:16 (43)	2:00 (72)
SWP-TI	-	-	-	2:09 (58)
Low-TI	-	-	-	2:04 (40)
F-TI	-	-	-	2:04 (39)
<u>Math</u>				
Title I	:34	:39	:39	:42
N-TI	:36	:41	:42	:37
SWP-TI	-	-	-	:37
Low-TI	-	-	-	:39
F-TI	-	-	-	:41
<u>Social Studies</u>				
Title I	:08	:17	:18	:08
N-TI	:06	:17	:17	:18
SWP-TI	-	-	-	:09
Low-TI	-	-	-	:09
F-TI	-	-	-	:15

Figure F-6. AMOUNT OF TIME IN BASIC SKILLS/MAJOR CONTENT AREAS, 1976-77 THROUGH 1980-81. (Page 1 of 2)

Group	Year			
	1976-77	1977-78	1978-79	1980-81
<u>Science</u>				
Title I	:11	:09	:06	:16
N-TI	:09	:12	:08	:12
SWP-TI	-	-	-	:14
Low-TI	-	-	-	:14
F-TI	-	-	-	:14
<u>Total Basic</u>				
Title I	3:19	3:35	3:23	3:14
N-TI	3:26	3:39	3:34	3:09
SWP-TI	-	-	-	3:13
Low-TI	-	-	-	3:10
F-TI	-	-	-	3:17

*For group definitions, see appendix text.

**Number of observations.

Figure F-6. AMOUNT OF TIME IN BASIC SKILLS/MAJOR CONTENT AREAS, 1976-77 THROUGH 1980-81. (continued, Page 2 of 2)

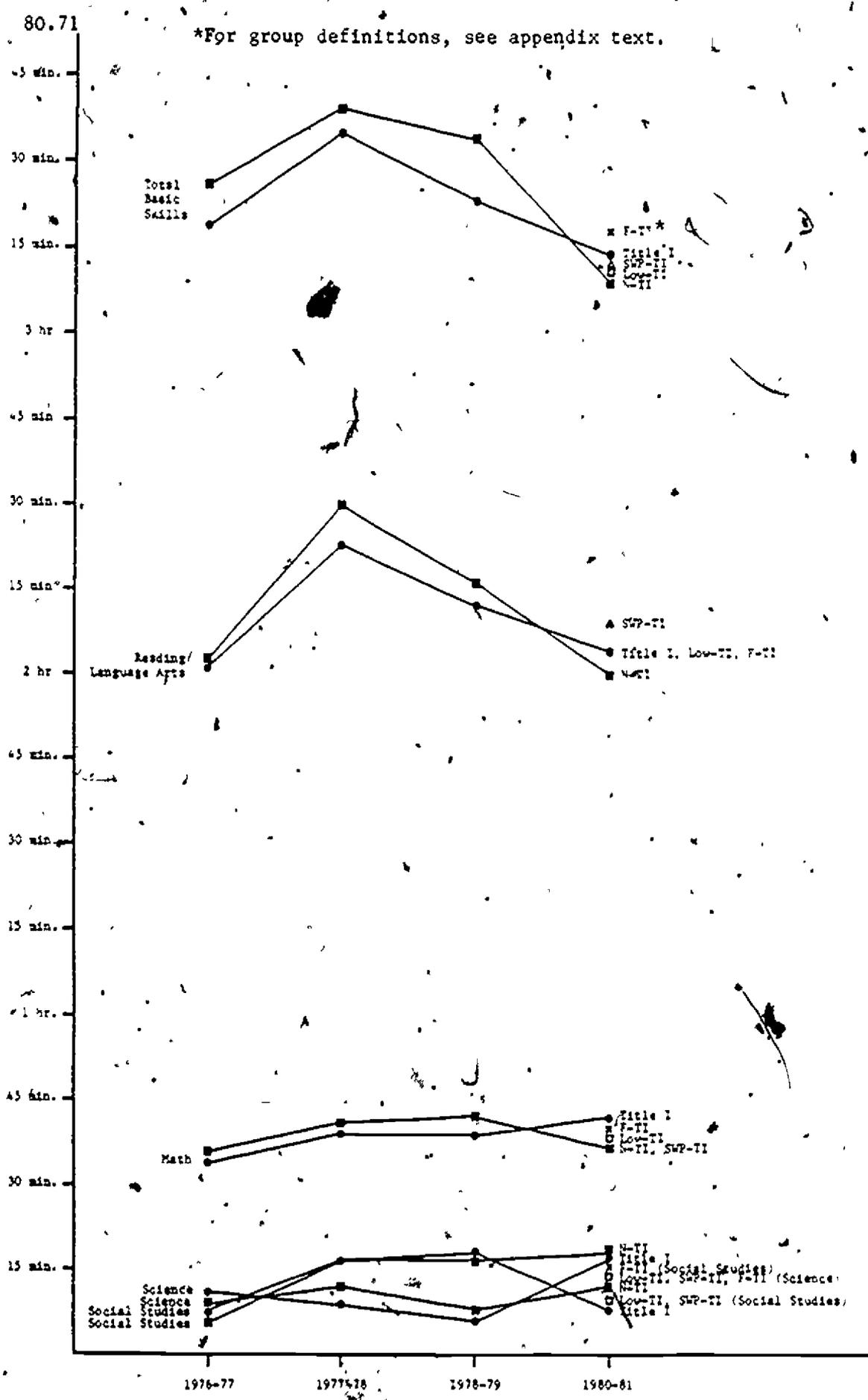


Figure F-7. AMOUNT OF TIME SPENT IN BASIC SKILLS/MAJOR CONTENT AREAS, 1976-77 THROUGH 1980-81.



Group	Year			
	1976-77	1977-78	1978-79	1980-81
<u>Classroom Teacher</u>				
Title I	1:05 (96)**	1:12 (75)	1:10 (114)	1:12 (34)
N-TI	:59 (20)	1:17 (36)	1:19 (43)	1:09 (72)
SWP-TI	-	-	-	1:28 (58)
Low-TI	-	-	-	1:11 (40)
F-TI	-	-	-	1:06 (39)
<u>Title I Teacher</u>				
Title I	:04	:07	:13	:11
N-TI	:02	:01	:03	:00
SWP-TI	-	-	-	:00
Low-TI	-	-	-	:10
F-TI	-	-	-	:00
<u>Other Teacher</u>				
Title I	-	:02	:13	:19
N-TI	-	:00	:19	:17
SWP-TI	-	-	-	:10
Low-TI	-	-	-	:17
F-TI	-	-	-	:21
<u>Total Teacher</u>				
Title I	1:09	1:21	1:36	1:42
N-TI	1:01	1:18	1:41	1:26
SWP-TI	-	-	-	1:38
Low-TI	-	-	-	1:38
F-TI	-	-	-	1:27

Figure F-8. TIME DURING BASIC SKILLS/MAJOR CONTENT AREAS WITH ADULT CONTACT, 1976-77 THROUGH 1980-81. (Page 1 of 2)

Group	Year			
	1976-77	1977-78	1978-79	1980-81
<u>No One</u>				
Title I	1:48	1:57	1:43	1:27
N-TI	1:56	2:10	1:46	1:40
SWP-TI	-	-	-	1:34
Low-TI	-	-	-	1:28
F-TI	-	-	-	1:49
<u>Proportion With Adult Contact***</u>				
Title I	46%	46%	49%	55%
N-TI	44%	41%	50%	47%
SWP-TI	-	-	-	51%
Low-TI	-	-	-	54%
F-TI	-	-	-	45%

*For group definitions see appendix text.

**Number of observations.

*** $(\text{Total Basic Skills} - \text{No One}) \div \text{Total Basic Skills}$

Figure F-8. TIME DURING BASIC SKILLS/MAJOR CONTENT AREAS WITH ADULT CONTACT, 1976-77 THROUGH 1980-81. (continued, Page 2 of 2)

Figure F-9. SCHOOL HOURS SPENT IN
DIFFERENT LOCATIONS.

F-23
-23

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

STUDENTS	CLASSROOM	READING LAB	SCHOOL LIBRARY	OTHER
ALLISON SWP <40TH %ILE				
GRADE 2 N= 20	5:01	1:00	1:05	1:24
ALLISON SWP >40TH %ILE				
GRADE 2 N= 20	5:04	1:00	1:02	1:24
BECKER SWP <40TH %ILE				
GRADE 2 N= 19	4:53	1:00	1:08	1:29
GRADE 5 N= 19	4:29	1:00	1:07	1:54
GRADES 2 & 5 N= 38	4:41	1:00	1:08	1:41
BECKER SWP >40TH %ILE				
GRADE 2 N= 20	4:47	1:00	1:13	1:30
GRADE 5 N= 20	4:29	1:00	1:08	1:53
GRADES 2 & 5 N= 40	4:38	1:00	1:11	1:41
TITLE I SCHOOLS <40TH %ILE				
GRADE 2 N= 20	4:33	1:15	1:01	1:41
GRADE 5 N= 20	4:14	1:07	1:03	2:06
GRADES 2 & 5 N= 40	4:23	1:11	1:02	1:53
TITLE I SCHOOLS >40TH %ILE				
GRADE 2 N= 36	4:45	1:00	1:04	1:42
GRADE 5 N= 36	4:31	1:00	1:05	1:54
GRADES 2 & 5 N= 72	4:38	1:00	1:04	1:48
SCHOOLS WITH FTI <40TH %ILE				
GRADE 2 N= 20	4:46	1:04	1:05	1:35
GRADE 5 N= 19	4:38	1:01	1:04	1:46
GRADES 2 & 5 N= 39	4:42	1:03	1:05	1:40
SCHOOLS WITH FTI >40TH %ILE				
GRADE 2 N= 20	4:58	1:00	1:03	1:29
GRADE 5 N= 30	4:25	1:00	1:09	1:56
GRADES 2 & 5 N= 50	4:38	1:00	1:07	1:46
SCHOOLS W/O FTI >40TH %ILE				
GRADE 2 N= 20	4:39	1:00	1:09	1:43
GRADE 5 N= 10	4:34	1:00	1:03	1:53
GRADES 2 & 5 N= 30	4:37	1:00	1:07	1:46

F-24

* ALL SCHOOL LOCATIONS OTHER THAN CLASSROOMS, READING LABS, AND LIBRARY, INCLUDING HALLWAYS, AUDITORIUM, LUNCHEON, RESTROOM, AND ART ACTIVITIES OUT OF THE CLASSROOM.



Figure F-20. COMPETITIVENESS OF TIME SPENT
IN BASIC SKILLS INSTRUCTION.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

COMPETITIVENESS OF TIME SPENT IN BASIC SKILLS INSTRUCTION

STUDENTS	COMPETITIVE		SOMEWHAT COMPETITIVE	NONCOMPETITIVE
	INDIVIDUAL	GROUP		
ALLISON SWP <40TH %ILE				
GRADE 2 N= 20	100	:00	:00	3:11
ALLISON SWP >40TH %ILE				
GRADE 2 N= 20	100	:02	:01	3:12
BECKER SWP <40TH %ILE				
GRADE 2 N= 19	100	:02	:00	3:18
GRADE 5 N= 19	100	:00	:01	3:06
GRADES 2 & 5 N= 38	100	:01	:00	3:12
BECKER SWP >40TH %ILE				
GRADE 2 N= 20	100	:00	:00	3:28
GRADE 5 N= 20	100	:00	:00	3:15
GRADES 2 & 5 N= 40	100	:00	:00	3:21
TITLE I SCHOOLS <40TH %ILE				
GRADE 2 N= 20	:00	:01	:00	3:04
GRADE 5 N= 20	:02	:01	:00	3:12
GRADES 2 & 5 N= 40	:01	:01	:00	3:08
TITLE I SCHOOLS >40TH %ILE				
GRADE 2 N= 36	100	:00	:00	3:04
GRADE 5 N= 36	100	:00	:00	3:12
GRADES 2 & 5 N= 72	100	:00	:00	3:08
SCHOOLS WITH FTI <40TH %ILE				
GRADE 2 N= 20	:00	:01	:00	3:14
GRADE 5 N= 19	100	:02	:00	3:16
GRADES 2 & 5 N= 39	100	:02	:00	3:15
SCHOOLS WITH FTI >40TH %ILE				
GRADE 2 N= 20	:01	:01	:00	3:14
GRADE 5 N= 30	100	:00	:00	3:17
GRADES 2 & 5 N= 50	100	:00	:00	3:16
SCHOOLS W/O FTI >40TH %ILE				
GRADE 2 N= 20	100	:00	:01	3:19
GRADE 5 N= 10	100	:00	:00	3:10
GRADES 2 & 5 N= 30	100	:00	:00	3:22

F-26

Figure F-11. PERCENTAGE OF TIME SPENT IN ETHNICALLY MIXED AND UNMIXED GROUPS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R1)
1980-1981

PERCENTAGE OF TIME SPENT IN ETHNICALLY MIXED AND UNMIXED GROUPS

STUDENTS	GROUP ETHNICITY DURING TIME SPENT IN...			
	BASIC SKILLS		OTHER AREAS	
	MIXED	UNMIXED	MIXED	UNMIXED
ALLISON SMP <40TH TILE				
GRADE 2 N= 20	60.2%	39.8%	73.2%	26.8%
ALLISON SMP >40TH TILE				
GRADE 2 N= 20	67.5%	32.5%	76.6%	23.4%
BECKER SMP <40TH TILE				
GRADE 2 N= 19	96.2%	3.8%	98.2%	1.8%
GRADE 5 N= 19	94.5%	5.5%	97.9%	2.1%
GRADES 2 & 5 N= 38	95.3%	4.7%	98.0%	2.0%
BECKER SMP >40TH TILE				
GRADE 2 N= 20	94.6%	5.4%	98.2%	1.8%
GRADE 5 N= 20	93.5%	6.5%	99.1%	0.9%
GRADES 2 & 5 N= 40	94.1%	5.9%	98.9%	1.4%
TITLE I SCHOOLS <40TH TILE				
GRADE 2 N= 20	88.3%	11.7%	97.5%	2.5%
GRADE 5 N= 20	91.1%	8.9%	96.7%	3.3%
GRADES 2 & 5 N= 40	89.8%	10.2%	97.2%	2.8%
TITLE I SCHOOLS >40TH TILE				
GRADE 2 N= 36	97.5%	2.5%	97.2%	2.8%
GRADE 5 N= 36	94.9%	5.1%	95.0%	5.0%
GRADES 2 & 5 N= 72	96.3%	3.7%	96.3%	3.7%
SCHOOLS WITH FTI <40TH TILE				
GRADE 2 N= 20	85.2%	14.8%	93.8%	6.2%
GRADE 5 N= 19	94.7%	5.3%	97.8%	2.2%
GRADES 2 & 5 N= 39	89.6%	10.4%	95.6%	4.4%
SCHOOLS WITH FTI >40TH TILE				
GRADE 2 N= 20	92.9%	7.1%	97.1%	2.9%
GRADE 5 N= 30	97.2%	2.8%	98.6%	1.4%
GRADES 2 & 5 N= 50	95.5%	4.5%	97.8%	2.2%
SCHOOLS W/O FTI >40TH TILE				
GRADE 2 N= 20	94.5%	5.5%	95.9%	4.1%
GRADE 5 N= 10	96.8%	3.2%	100.0%	0.0%
GRADES 2 & 5 N= 30	95.3%	4.7%	96.8%	3.2%

F-28

Figure F-12. LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION.

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS					MATH				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO L
	ALLISON SWP <40TH XILE									
GRADE 2 N= 20	2:06		:01	:00	:00	:28	:00	:01	:00	:00
ALLISON SWP >40TH XILE										
GRADE 2 N= 20	2:10	:01	:00	:00	:00	:31	:00	:00	:00	:00
BECKER SWP <40TH XILE										
GRADE 2 N= 19	2:18	:01	:01	:00	:00	:38	:00	:00	:00	:00
GRADE 5 N= 19	1:50	:00	:00	:00	:00	:45	:00	:00	:00	:00
GRADES 2 & 5 N= 38	2:04	:00	:00	:00	:00	:42	:00	:00	:00	:00
BECKER SWP >40TH XILE										
GRADE 2 N= 20	2:07	:00	:01	:00	:01	:42	:00	:00	:00	:00
GRADE 5 N= 20	2:00	:00	:00	:00	:00	:41	:00	:00	:00	:00
GRADES 2 & 5 N= 40	2:03	:00	:00	:00	:00	:42	:00	:00	:00	:00
TITLE 1 SCHOOLS <40TH XILE										
GRADE 2 N= 20	2:11	:01	:02	:00	:00	:32	:00	:00	:00	:00
GRADE 5 N= 20	1:53	:00	:02	:00	:00	:45	:00	:00	:00	:00
GRADES 2 & 5 N= 40	2:04	:01	:02	:00	:00	:38	:00	:00	:00	:00
TITLE 1 SCHOOLS >40TH XILE										
GRADE 2 N= 36	2:07	:03	:03	:00	:00	:30	:00	:00	:00	:00
GRADE 5 N= 36	1:46	:00	:01	:00	:00	:43	:00	:00	:00	:00
GRADES 2 & 5 N= 72	1:56	:01	:02	:00	:00	:37	:00	:00	:00	:00
SCHOOLS WITH FIE <40TH XILE										
GRADE 2 N= 20	2:19	:00	:00	:00	:00	:37	:00	:00	:00	:00
GRADE 5 N= 19	1:46	:00	:01	:00	:00	:45	:00	:00	:00	:00
GRADES 2 & 5 N= 39	2:03	:00	:00	:00	:00	:41	:00	:00	:00	:00
SCHOOLS WITH FIE >40TH XILE										
GRADE 2 N= 20	2:08	:01	:01	:00	:00	:40	:00	:00	:00	:00
GRADE 5 N= 30	1:50	:00	:01	:00	:00	:42	:00	:00	:00	:00
GRADES 2 & 5 N= 50	1:57	:00	:01	:00	:00	:41	:00	:00	:00	:00
SCHOOLS W/D FIE >40TH XILE										
GRADE 2 N= 20	2:21	:00	:00	:00	:00	:37	:00	:00	:00	:00
GRADE 5 N= 10	1:45	:00	:00	:00	:00	:53	:00	:00	:00	:00
GRADES 2 & 5 N= 30	2:09	:00	:00	:00	:00	:47	:00	:00	:00	:00

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES					SCIENCE				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
	ALLISON SWP <40TH TILE									
GRADE 2 N= 20	:05	:00	:00	:00	:00	:14	:00	:01	:00	:00
ALLISON SWP >40TH TILE										
GRADE 2 N= 20	:10	:00	:00	:00	:00	:20	:00	:00	:00	:00
BECKER SWP <40TH TILE										
GRADE 2 N= 19	:07	:00	:00	:00	:00	:12	:00	:00	:00	:00
GRADE 5 N= 19	:15	:00	:00	:00	:00	:14	:00	:00	:00	:00
GRADES 2 & 5 N= 38	:11	:00	:00	:00	:00	:13	:00	:00	:00	:00
BECKER SWP >40TH TILE										
GRADE 2 N= 20	:17	:00	:00	:00	:00	:16	:00	:00	:00	:00
GRADE 5 N= 20	:29	:00	:00	:00	:00	:05	:00	:00	:00	:00
GRADES 2 & 5 N= 40	:23	:00	:00	:00	:00	:11	:00	:00	:00	:00
TITLE I SCHOOLS <40TH TILE										
GRADE 2 N= 20	:03	:00	:00	:00	:00	:12	:00	:00	:00	:00
GRADE 5 N= 20	:15	:00	:00	:00	:00	:17	:00	:00	:00	:00
GRADES 2 & 5 N= 40	:09	:00	:00	:00	:00	:14	:00	:00	:00	:00
TITLE I SCHOOLS >40TH TILE										
GRADE 2 N= 36	:10	:00	:00	:00	:00	:09	:00	:00	:00	:00
GRADE 5 N= 36	:26	:00	:00	:00	:00	:15	:00	:00	:00	:00
GRADES 2 & 5 N= 72	:18	:00	:00	:00	:00	:12	:00	:00	:00	:00
SCHOOLS WITH FTI <40TH TILE										
GRADE 2 N= 20	:11	:00	:00	:00	:00	:07	:00	:00	:00	:00
GRADE 5 N= 19	:20	:00	:00	:00	:00	:22	:00	:00	:00	:00
GRADES 2 & 5 N= 39	:15	:00	:00	:00	:00	:14	:00	:00	:00	:00
SCHOOLS WITH FTI >40TH TILE										
GRADE 2 N= 20	:08	:00	:00	:00	:00	:11	:00	:00	:00	:00
GRADE 5 N= 30	:22	:00	:00	:00	:00	:19	:00	:00	:00	:00
GRADES 2 & 5 N= 50	:16	:00	:00	:00	:00	:16	:00	:00	:00	:00
SCHOOLS W/O FTI >40TH TILE										
GRADE 2 N= 20	:16	:00	:00	:00	:00	:04	:00	:00	:00	:00
GRADE 5 N= 10	:50	:00	:00	:00	:00	:00	:00	:00	:00	:00
GRADES 2 & 5 N= 30	:27	:00	:00	:00	:00	:03	:00	:00	:00	:00

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED					ALL BASIC SKILLS AREAS					
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	
ALLISON SMP <40TH TILE											
GRADE 2 N= 20	105	100	100	100	100	2:57	111	103	100	100	
ALLISON SMP >40TH TILE											
GRADE 2 N= 20	102	101	100	100	100	3:11	102	100	100	100	
BECKER SMP <40TH TILE											
GRADE 2 N= 19	103	100	100	100	100	3:19	101	101	100	100	
GRADE 5 N= 19	103	100	100	100	100	3:07	100	100	100	100	
GRADES 2 & 5 N= 38	103	100	100	100	100	3:13	100	100	100	100	
BECKER SMP >40TH TILE											
GRADE 2 N= 20	103	100	100	100	100	3:25	100	101	100	102	
GRADE 5 N= 20	101	100	100	100	100	3:16	100	100	100	100	
GRADES 2 & 5 N= 40	102	100	100	100	100	3:20	100	100	100	101	
TITLE 1 SCHOOLS <40TH TILE											
GRADE 2 N= 20	103	100	100	100	100	3:01	100	102	100	100	
GRADE 5 N= 20	105	100	100	100	100	3:13	100	102	100	100	
GRADES 2 & 5 N= 40	104	100	100	100	100	3:07	101	102	100	100	
TITLE 1 SCHOOLS >40TH TILE											
GRADE 2 N= 36	102	100	100	100	100	2:58	103	103	100	100	
GRADE 5 N= 36	102	100	100	100	100	3:12	100	101	100	100	
GRADES 2 & 5 N= 72	102	100	100	100	100	3:05	101	102	100	100	
SCHOOLS WITH FTI <40TH TILE											
GRADE 2 N= 20	103	100	100	100	100	3:16	100	100	100	100	
GRADE 5 N= 19	105	100	100	100	100	3:18	100	101	100	100	
GRADES 2 & 5 N= 39	104	100	100	100	100	3:17	100	101	100	100	
SCHOOLS WITH FTI >40TH TILE											
GRADE 2 N= 20	105	100	100	100	100	3:12	101	102	100	100	
GRADE 5 N= 30	104	100	100	100	100	3:16	100	101	100	100	
GRADES 2 & 5 N= 50	104	100	100	100	100	3:15	100	101	100	100	
SCHOOLS W/D FTI >40TH TILE											
GRADE 2 N= 20	102	100	100	100	100	3:20	100	100	100	100	
GRADE 5 N= 10	101	100	100	100	100	3:30	100	100	100	100	
GRADES 2 & 5 N= 30	102	100	100	100	100	3:23	100	100	100	100	

Figure F-13. INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS

STUDENTS	1	2-5	6-9	10-13	14-17	18 OR GREATER	AVERAGE SIZE OF GROUP	AVERAGE SIZE WHEN > 1
ALLISON SMP <40TH XILE								
GRADE 2 N= 20	1:20	1:21	1:14	1:34	1:41	1:01	6.90	11.11
ALLISON SMP >40TH XILE								
GRADE 2 N= 20	1:25	1:15	1:06	1:53	1:34	1:01	7.09	11.89
BECKER SMP <40TH XILE								
GRADE 2 N= 19	1:37	1:16	1:10	1:25	1:44	1:10	7.81	13.20
GRADE 5 N= 19	1:26	1:18	1:06	1:28	1:44	1:06	7.44	12.91
GRADES 2 & 5 N= 38	1:31	1:17	1:08	1:26	1:44	1:08	7.37	13.06
BECKER SMP >40TH XILE								
GRADE 2 N= 20	1:38	1:14	1:14	1:28	1:37	1:17	8.18	14.58
GRADE 5 N= 20	1:34	1:16	1:04	1:25	1:47	1:09	7.13	12.82
GRADES 2 & 5 N= 40	1:36	1:15	1:09	1:27	1:42	1:13	7.67	13.73
TITLE I SCHOOLS <40TH XILE								
GRADE 2 N= 20	1:25	1:20	1:13	1:03	1:11	1:54	8.80	15.43
GRADE 5 N= 20	1:29	1:16	1:16	1:00	1:06	1:00	9.61	16.84
GRADES 2 & 5 N= 40	1:27	1:18	1:14	1:05	1:08	1:57	9.22	16.16
TITLE I SCHOOLS >40TH XILE								
GRADE 2 N= 36	1:28	1:06	1:10	1:06	1:07	1:07	10.15	18.52
GRADE 5 N= 36	1:45	1:05	1:04	1:07	1:06	1:06	9.72	20.05
GRADES 2 & 5 N= 72	1:36	1:05	1:07	1:06	1:07	1:07	9.93	19.25
SCHOOLS WITH FTI <40TH XILE								
GRADE 2 N= 20	1:31	1:27	1:09	1:03	1:07	1:59	8.75	15.44
GRADE 5 N= 19	1:44	1:06	1:07	1:03	1:05	1:15	10.60	21.13
GRADES 2 & 5 N= 39	1:37	1:17	1:08	1:03	1:06	1:06	9.66	18.06
SCHOOLS WITH FTI >40TH XILE								
GRADE 2 N= 20	1:39	1:06	1:13	1:05	1:04	1:08	9.42	18.07
GRADE 5 N= 30	1:37	1:05	1:04	1:02	1:04	1:24	11.74	22.09
GRADES 2 & 5 N= 50	1:38	1:05	1:08	1:03	1:04	1:18	10.82	20.52
SCHOOLS W/O FTI >40TH XILE								
GRADE 2 N= 20	1:39	1:02	1:09	1:05	1:05	1:19	11.35	21.51
GRADE 5 N= 10	1:50	1:03	1:03	1:04	1:05	1:25	12.29	24.62
GRADES 2 & 5 N= 30	1:43	1:03	1:07	1:05	1:05	1:21	11.67	22.55

F-34

80.71

80.71

Figure F-14. INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH (PERSON).

26

F-35

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH...

STUDENTS	CLASSROOM TEACHER	OTHER TEACHER	TITLE I TEACHER	COUNSELOR	TITLE I AIDE	OTHER AIDE	NO. ONE
ALLISON SWP <40TH FILE							
GRADE 2 N= 20	1:38	:10	:00	:00	:02	:00	1:21
ALLISON SWP >40TH FILE							
GRADE 2 N= 20	1:44	:08	:00	:00	:01	:00	1:21
BECKER SWP <40TH FILE							
GRADE 2 N= 19	1:22	:11	:00	:00	:00	:00	1:47
GRADE 5 N= 19	1:22	:10	:00	:00	:00	:01	1:34
GRADES 2 & 5 N= 38	1:22	:10	:00	:00	:00	:00	1:41
BECKER SWP >40TH FILE							
GRADE 2 N= 20	1:31	:07	:00	:00	:00	:00	1:50
GRADE 5 N= 20	1:12	:15	:00	:01	:00	:00	1:47
GRADES 2 & 5 N= 40	1:22	:11	:00	:01	:00	:00	1:48
TITLE I SCHOOLS <40TH FILE							
GRADE 2 N= 20	1:14	:17	:10	:02	:03	:01	1:18
GRADE 5 N= 20	1:08	:18	:10	:03	:00	:00	1:38
GRADES 2 & 5 N= 40	1:11	:17	:10	:02	:02	:01	1:28
TITLE I SCHOOLS >40TH FILE							
GRADE 2 N= 36	1:14	:15	:00	:00	:00	:03	1:32
GRADE 5 N= 36	1:04	:19	:01	:01	:00	:00	1:49
GRADES 2 & 5 N= 72	1:09	:17	:00	:00	:00	:01	1:40
SCHOOLS WITH FTI <40TH FILE							
GRADE 2 N= 20	1:14	:22	:00	:00	:00	:01	1:39
GRADE 5 N= 19	:57	:31	:00	:00	:00	:01	1:50
GRADES 2 & 5 N= 39	1:06	:26	:00	:00	:00	:01	1:45
SCHOOLS WITH FTI >40TH FILE							
GRADE 2 N= 20	1:21	:08	:00	:00	:00	:01	1:46
GRADE 5 N= 30	1:10	:24	:00	:00	:00	:00	1:43
GRADES 2 & 5 N= 50	1:14	:18	:00	:00	:00	:00	1:44
SCHOOLS W/O FTI >40TH FILE							
GRADE 2 N= 20	1:16	:30	:00	:00	:00	:01	1:33
GRADE 5 N= 10	1:22	:07	:00	:00	:00	:00	2:01
GRADES 2 & 5 N= 30	1:18	:22	:00	:00	:00	:01	1:42

Figure F-15. SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED--ON TASK/OFF TASK.

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

STUDENTS	BASIC SKILLS/MAJOR CONTENT AREAS																	
	READING/ LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED*			ALL AREAS		
	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL
ALLISON SMP <40TH XILE																		
GRADE 2 N= 20	2:12	1:06	2:18	1:27	1:02	2:28	1:05	:00	1:05	1:14	1:01	1:15	1:06	:00	1:06	3:03	1:08	3:12
ALLISON SMP >40TH XILE																		
GRADE 2 N= 20	2:09	1:02	2:11	1:30	1:01	2:31	1:10	:00	1:10	1:20	:00	1:20	1:02	:00	1:02	3:11	1:03	3:14
BECKER SMP <40TH XILE																		
GRADE 2 N= 19	2:14	1:06	2:20	1:37	1:01	2:38	1:07	1:00	2:07	1:12	1:00	2:13	1:03	:00	1:03	3:13	1:07	3:20
GRADE 5 N= 19	1:42	1:08	2:50	1:44	1:01	2:45	1:15	1:00	2:15	1:13	1:00	2:14	1:03	:00	1:03	2:57	1:10	3:07
GRADES 2 & 5 N= 38	1:58	1:07	2:05	1:41	1:01	2:42	1:11	1:00	2:11	1:13	:00	2:13	1:03	1:00	2:03	3:05	1:09	3:14
BECKER SMP >40TH XILE																		
GRADE 2 N= 20	2:107	1:02	2:109	1:42	1:01	2:43	1:17	1:00	2:17	1:16	1:00	2:16	1:03	:00	1:03	3:25	1:03	3:28
GRADE 5 N= 20	1:57	1:03	2:100	1:40	1:02	2:41	1:29	1:00	2:29	1:05	1:00	2:05	1:01	1:00	2:01	3:12	1:04	3:16
GRADES 2 & 5 N= 40	2:102	1:02	2:104	1:41	1:01	2:42	1:23	1:00	2:23	1:11	:00	2:11	1:02	:00	2:02	3:18	1:04	3:22
TITLE I SCHOOLS <40TH XILE																		
GRADE 2 N= 20	2:107	1:07	2:114	1:30	1:02	2:32	1:03	1:00	2:03	1:12	1:00	2:12	1:03	:00	1:03	2:56	1:09	3:05
GRADE 5 N= 20	1:41	1:13	2:54	1:38	1:07	2:45	1:11	1:03	2:15	1:15	1:02	2:17	1:05	1:00	2:05	2:50	1:25	3:15
GRADES 2 & 5 N= 40	1:54	1:10	2:104	1:34	1:04	2:39	1:07	1:02	2:09	1:13	1:01	2:14	1:04	:00	2:04	2:53	1:17	3:10
TITLE I SCHOOLS >40TH XILE																		
GRADE 2 N= 36	2:107	1:06	2:113	1:28	1:02	2:30	1:10	1:00	2:11	1:09	:00	2:09	1:02	1:00	2:02	2:56	1:08	3:04
GRADE 5 N= 36	1:45	1:02	2:147	1:43	1:01	2:43	1:26	1:01	2:26	1:15	:00	2:15	1:02	1:00	2:02	3:10	1:04	3:13
GRADES 2 & 5 N= 72	1:56	1:04	2:100	1:36	1:01	2:37	1:18	1:00	2:18	1:12	1:00	2:12	1:02	1:00	2:02	3:03	1:06	3:09
SCHOOLS WITH FTI <40TH XILE																		
GRADE 2 N= 20	2:110	1:09	2:120	1:33	1:04	2:37	1:09	1:01	2:11	1:06	1:00	2:07	1:02	1:01	2:03	3:01	1:16	3:16
GRADE 5 N= 19	1:42	1:05	2:147	1:43	1:02	2:45	1:19	1:02	2:20	1:20	1:01	2:22	1:04	1:01	2:05	3:08	1:10	3:19
GRADES 2 & 5 N= 39	1:56	1:07	2:104	1:38	1:03	2:41	1:14	1:01	2:15	1:13	1:01	2:14	1:03	1:01	2:04	3:04	1:13	3:17
SCHOOLS WITH FTI >40TH XILE																		
GRADE 2 N= 20	2:04	1:06	2:110	1:37	1:03	2:41	1:08	1:00	2:08	1:11	1:00	2:11	1:05	:00	2:05	3:06	1:10	3:15
GRADE 5 N= 30	1:49	1:02	2:151	1:41	1:01	2:42	1:22	1:00	2:22	1:19	1:00	2:19	1:04	1:00	2:04	3:14	1:03	3:17
GRADES 2 & 5 N= 50	1:55	1:03	2:159	1:39	1:02	2:41	1:16	:00	2:16	1:16	:00	2:16	1:04	1:00	2:04	3:11	1:06	3:16
SCHOOLS W/O FTI >40TH XILE																		
GRADE 2 N= 20	2:116	1:05	2:121	1:36	1:01	2:37	1:16	:00	2:16	1:04	1:00	2:04	1:02	1:00	2:02	3:14	1:06	3:20
GRADE 5 N= 10	1:43	1:02	2:145	1:52	1:01	2:53	1:50	1:00	2:50	1:09	1:00	2:09	1:01	1:00	2:01	3:27	1:03	3:30
GRADES 2 & 5 N= 30	2:105	1:04	2:109	1:41	1:01	2:42	1:27	1:00	2:27	1:03	1:00	2:03	1:01	1:00	2:02	3:18	1:05	3:23

80.71

F-38

* EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE:

INSTRUCTION PROVIDED BY THE COUNSELOR, INSTRUCTIONAL GAMES, FILMS, AND LIBRARY ACTIVITIES THAT ARE NOT OBVIOUSLY RELATED TO PARTICULAR SUBJECT AREAS.

Figure F-16. SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED--ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS.

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

	ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS								TOTAL
	ART	MUSIC	P. E.	EXT. PE	LUNCH	BETWEEN CLASS	UTFR*	MGMT./MISC.**	
ALLISON SWP <40TH SILE									
GRADE 2 N= 20	118	114	107	109	129	113	111	1137	3:18
ALLISON SWP >40TH SILE									
GRADE 2 N= 20	117	113	106	110	129	111	116	1135	3:16
BECKER SWP <40TH SILE									
GRADE 2 N= 19	112	112	109	105	131	114	116	1131	3:10
GRADE 5 N= 19	119	107	116	103	128	113	128	1129	3:23
GRADES 2 & 5 N= 38	115	109	112	104	129	114	122	1130	3:16
BECKER SWP >40TH SILE									
GRADE 2 N= 20	108	108	117	105	130	116	110	1128	3:03
GRADE 5 N= 20	122	113	114	108	129	113	124	1112	3:14
GRADES 2 & 5 N= 40	115	111	115	106	130	115	117	1120	3:08
TITLE I SCHOOLS <40TH SILE									
GRADE 2 N= 20	113	112	113	111	128	116	117	1136	3:25
GRADE 5 N= 20	115	121	118	107	129	117	110	1119	3:15
GRADES 2 & 5 N= 40	114	117	115	109	128	116	113	1127	3:20
TITLE I SCHOOLS >40TH SILE									
GRADE 2 N= 36	108	107	121	108	130	114	115	1143	3:26
GRADE 5 N= 36	110	115	119	108	129	115	112	1129	3:17
GRADES 2 & 5 N= 72	109	111	120	108	129	114	114	1136	3:21
SCHOOLS WITH FTI <40TH SILE									
GRADE 2 N= 20	108	119	107	105	129	116	109	1140	3:14
GRADE 5 N= 19	111	118	119	107	128	116	111	1122	3:11
GRADES 2 & 5 N= 39	109	119	113	106	128	116	110	1131	3:13
SCHOOLS WITH FTI >40TH SILE									
GRADE 2 N= 20	113	119	109	104	127	115	112	1135	3:15
GRADE 5 N= 30	109	113	126	107	128	115	117	1118	3:17
GRADES 2 & 5 N= 50	110	116	119	106	128	115	115	1125	3:14
SCHOOLS W/O FTI >40TH SILE									
GRADE 2 N= 20	113	122	112	107	126	115	104	1132	3:10
GRADE 5 N= 10	110	113	123	111	127	111	117	1109	3:00
GRADES 2 & 5 N= 30	112	119	116	104	126	114	108	1124	3:07

* EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, SCHOOL FAIR.

** EXAMPLES OF MGMT./MISC. ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNOUNCEMENT, CLASSROOM MANAGEMENT, ETC.

Figure F-17. SCHOOL HOURS SPENT IN /
MANAGEMENT/MISCELLANEOUS
ACTIVITIES.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

SCHOOL HOURS SPENT IN MANAGEMENT/MISCELLANEOUS ACTIVITIES

STUDENTS	DIRECTS *	CLEAN UP *	CLASS CONTROL *	TRANSITION *	OTHR *	TOTAL
ALLISDN SWP <40TH %ILE						
GRADE 2 N= 20	1:13	1:01	1:02	1:16	1:05	1:37
ALLISDN SWP >40TH %ILE						
GRADE 2 N=20	1:08	1:09	1:01	1:17	1:59	1:35
BECKER SWP <40TH %ILE						
GRADE 2 N= 19	1:10	1:01	1:01	1:14	1:04	1:31
GRADE 5 N= 19	1:09	1:02	1:01	1:12	1:06	1:29
GRADES 2 & 5 N= 38	1:10	1:02	1:01	1:13	1:05	1:30
BECKER SWP >40TH %ILE						
GRADE 2 N= 20	1:13	1:03	1:00	1:15	1:57	1:28
GRADE 5 N= 20	1:09	1:01	1:01	1:12	1:49	1:12
GRADES 2 & 5 N= 40	1:11	1:02	1:00	1:13	1:53	1:20
TITLE I SCHDCLS <40TH %ILE						
GRADE 2 N= 20	1:09	1:02	1:01	1:17	1:07	1:36
GRADE 5 N= 20	1:09	1:01	1:02	1:12	1:55	1:19
GRADES 2 & 5 N= 40	1:09	1:01	1:01	1:15	1:01	1:27
TITLE I SCHDCLS >40TH %ILE						
GRADE 2 N= 36	1:10	1:02	1:02	1:16	1:13	1:43
GRADE 5 N= 36	1:09	1:02	1:02	1:12	1:05	1:29
GRADES 2 & 5 N= 72	1:09	1:02	1:02	1:14	1:09	1:36
SCHOOLS WITH FTI <40TH %ILE						
GRADE 2 N= 20	1:12	1:03	1:02	1:17	1:07	1:40
GRADE 5 N= 19	1:11	1:01	1:02	1:12	1:56	1:22
GRADES 2 & 5 N= 39	1:12	1:02	1:02	1:15	1:01	1:31
SCHOOLS WITH FTI >40TH %ILE						
GRADE 2 N= 20	1:10	1:01	1:03	1:16	1:06	1:35
GRADE 5 N= 30	1:12	1:01	1:01	1:12	1:51	1:18
GRADES 2 & 5 N= 50	1:11	1:01	1:02	1:14	1:57	1:25
SCHOOLS W/O FTI >40TH %ILE						
GRADE 2 N= 20	1:11	1:01	1:01	1:18	1:02	1:32
GRADE 5 N= 10	1:10	1:01	1:02	1:12	1:45	1:09
GRADES 2 & 5 N= 30	1:10	1:01	1:01	1:16	1:56	1:24

F-42

80.71

* DIRECTS: STUDENT IS LISTENING TO DIRECTIONS FROM TEACHER THAT ARE RELATED TO WHAT THE STUDENT IS TO DO RATHER THAN HOW TO DO IT.
 CLEAN UP: STUDENT IS INVOLVED IN CLEAN-UP ACTIVITIES SUCH AS THROWING AWAY PAPERS, WIPING DOWN TABLES, ETC.
 CLASS CONTROL: TEACHER IS ENGAGED IN DISCIPLINARY ACTION WHICH AFFECTS THE STUDENT UNDER CIRCUMSTANCES SO THAT NO INSTRUCTIONAL ACTIVITY IN THE BASIC SKILLS/MAJOR CONTENT AREAS IS OCCURRING FOR THE STUDENT.
 TRANSITION: STUDENT IS INVOLVED IN SHIFTING FROM ONE ACTIVITY TO ANOTHER. INCLUDES PUTTING UP MATERIALS, GETTING OUT MATERIALS, AND ALL LINE-UP TIME.
 OTHER: STUDENT IS NOT INVOLVED IN INSTRUCTIONAL ACTIVITY FOR SOME REASON OTHER THAN THOSE LISTED IN THE FOUR CATEGORIES ABOVE. INCLUDES ANNOUNCEMENTS, ROLL CALL, TAKING UP LUNCH MONEY, ETC.

48



Figure F-18. CONTENT OF INSTRUCTION DURING THE
BASIC SKILLS AREA OF (BASIC SKILLS
AREA).

47

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: READING/LANGUAGE ARTS

STUDENTS	COMP-REHENSION	LISTEN-PERCEPTION	HAND-WRITING	ORAL-EXPRESSION	READ-SILENT ORAL	SPELL-ING-SKILLS	VOCAB-ULARY SKILLS	WORD-ATTACK SKILLS	WRITE-COMPOSITION	STUDY-ING-SKILLS	WORLD-MAP	LITER-ARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
ALLISON SWP <40TH XILE														
GRADE 2 N= 20	2:12	1:11	1:06	1:05	1:35	1:48	1:37	1:11	1:11	1:04	1:16	1:01	1:00	2:18
ALLISON SWP >40TH XILE														
GRADE 2 N= 20	2:05	1:07	1:05	1:05	1:31	1:54	1:36	1:11	1:07	1:04	1:16	1:00	1:00	2:11
BECKER SWP <40TH XILE														
GRADE 2 N= 19	2:02	1:15	1:05	1:02	1:34	1:01	1:30	1:15	1:07	1:00	1:09	1:00	1:02	2:20
GRADE 5 N= 19	1:46	1:05	1:01	1:01	1:30	1:35	1:21	1:02	1:14	1:06	1:20	1:05	1:00	1:50
GRADES 2 & 5 N= 38	1:54	1:10	1:03	1:02	1:32	1:48	1:26	1:09	1:08	1:03	1:14	1:02	1:01	2:05
BECKER SWP >40TH XILE														
GRADE 2 N= 20	1:57	1:09	1:04	1:03	1:45	1:46	1:34	1:14	1:02	1:04	1:08	1:00	1:01	2:09
GRADE 5 N= 20	1:54	1:05	1:00	1:03	1:38	1:30	1:24	1:01	1:09	1:12	1:20	1:02	1:01	2:00
GRADES 2 & 5 N= 40	1:55	1:07	1:02	1:03	1:42	1:38	1:29	1:08	1:06	1:08	1:14	1:01	1:01	2:04
TITLE I SCHOOLS <40TH XILE														
GRADE 2 N= 20	2:10	1:04	1:04	1:04	1:50	1:48	1:37	1:08	1:06	1:02	1:08	1:00	1:01	2:14
GRADE 5 N= 20	1:54	1:04	1:02	1:03	1:37	1:28	1:28	1:08	1:06	1:08	1:15	1:02	1:01	1:54
GRADES 2 & 5 N= 40	2:02	1:04	1:03	1:04	1:43	1:38	1:32	1:08	1:06	1:05	1:11	1:01	1:01	2:04
TITLE I SCHOOLS >40TH XILE														
GRADE 2 N= 36	2:10	1:07	1:04	1:04	1:45	1:42	1:37	1:09	1:07	1:03	1:13	1:00	1:01	2:13
GRADE 5 N= 36	1:45	1:05	1:03	1:03	1:37	1:27	1:20	1:03	1:06	1:06	1:14	1:02	1:01	1:47
GRADES 2 & 5 N= 72	1:58	1:06	1:03	1:03	1:41	1:35	1:29	1:06	1:06	1:05	1:13	1:01	1:01	2:00
SCHOOLS WITH FTI <40TH XILE														
GRADE 2 N= 20	2:10	1:10	1:04	1:04	1:36	1:02	1:45	1:15	1:07	1:01	1:07	1:00	1:01	2:20
GRADE 5 N= 19	1:44	1:02	1:06	1:02	1:27	1:31	1:16	1:04	1:03	1:07	1:20	1:00	1:00	1:47
GRADES 2 & 5 N= 39	1:57	1:06	1:05	1:03	1:31	1:47	1:31	1:09	1:05	1:04	1:13	1:00	1:01	2:04
SCHOOLS WITH FTI >40TH XILE														
GRADE 2 N= 20	2:06	1:09	1:06	1:02	1:36	1:56	1:32	1:10	1:02	1:02	1:07	1:01	1:01	2:10
GRADE 5 N= 30	1:46	1:06	1:02	1:03	1:39	1:25	1:17	1:02	1:08	1:07	1:19	1:01	1:01	1:51
GRADES 2 & 5 N= 50	1:54	1:07	1:04	1:03	1:38	1:38	1:23	1:05	1:05	1:05	1:14	1:01	1:01	1:59
SCHOOLS W/O FTI >40TH XILE														
GRADE 2 N= 20	2:12	1:10	1:08	1:03	1:41	1:48	1:37	1:09	1:07	1:04	1:14	1:01	1:01	2:21
GRADE 5 N= 10	1:40	1:04	1:03	1:04	1:48	1:16	1:11	1:00	1:15	1:05	1:11	1:06	1:03	1:45
GRADES 2 & 5 N= 30	2:01	1:08	1:05	1:03	1:43	1:37	1:28	1:06	1:09	1:05	1:13	1:03	1:02	2:07

F-44

8071

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: MATH

STUDENTS	COMPREHENSION	LISTEN PERCEPTUAL	HANDWRITING	ORAL EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE COMPOSITION	STUDYING SKILLS	WRITE GRAMMAR	LITERARY SKILLS	OTHER	*****	
														TIME IN ALL CONTENT AREAS	
ALLISON SMP <40TH TILE															
GRADE 2 N= 20	127	101	101	100	101	100	100	100	100	100	100	100	100	100	128
ALLISON SMP >40TH TILE															
GRADE 2 N= 20	130	100	100	100	100	100	100	100	100	100	100	100	101	131	
BECKER SMP <40TH TILE															
GRADE 2 N= 19	138	100	100	100	100	100	101	100	100	100	100	100	100	138	
GRADE 5 N= 19	145	102	100	100	101	100	100	100	100	100	100	100	100	145	
GRADES 2 & 5 N= 38	142	101	100	100	100	100	100	100	100	100	100	100	100	142	
BECKER SMP >40TH TILE															
GRADE 2 N= 20	142	100	100	100	101	101	100	100	100	100	101	100	104	143	
GRADE 5 N= 20	141	100	100	100	101	100	100	100	100	100	100	100	100	141	
GRADES 2 & 5 N= 40	142	100	100	100	101	100	100	100	100	100	100	100	102	142	
TITLE I SCHOOLS <40TH TILE															
GRADE 2 N= 20	132	101	100	100	100	100	100	100	100	100	100	100	100	132	
GRADE 5 N= 20	145	102	100	100	100	100	100	100	100	100	100	100	100	145	
GRADES 2 & 5 N= 40	139	101	100	100	100	100	100	100	100	100	100	100	100	139	
TITLE I SCHOOLS >40TH TILE															
GRADE 2 N= 36	130	101	100	100	100	100	100	100	100	100	100	100	100	130	
GRADE 5 N= 36	143	100	100	100	100	100	100	100	100	100	100	100	100	143	
GRADES 2 & 5 N= 72	137	101	100	100	100	100	100	100	100	100	100	100	100	137	
SCHOOLS WITH FTI <40TH TILE															
GRADE 2 N= 20	137	102	100	100	100	100	100	100	100	100	100	100	100	137	
GRADE 5 N= 19	145	101	100	100	100	100	101	100	100	100	100	100	100	145	
GRADES 2 & 5 N= 39	141	101	100	100	100	100	100	100	100	100	100	100	100	141	
SCHOOLS WITH FTI >40TH TILE															
GRADE 2 N= 20	141	100	100	100	100	100	100	100	100	100	100	100	100	141	
GRADE 5 N= 30	142	100	100	100	100	100	100	100	100	100	100	100	100	142	
GRADES 2 & 5 N= 50	141	100	100	100	100	100	100	100	100	100	100	100	100	141	
SCHOOLS W/O FTI >40TH TILE															
GRADE 2 N= 20	137	102	100	100	100	100	100	100	100	100	100	100	101	137	
GRADE 5 N= 10	153	102	100	100	100	100	101	100	100	100	100	100	100	153	
GRADES 2 & 5 N= 30	142	102	100	100	100	100	100	100	100	100	100	100	101	142	

F-45

80.71

51

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SOCIAL STUDIES

STUDENTS	COMP- REHEN- SION	LISTEN PERCEP- -TUAL	HAND- WRIT- ING	ORAL EXPRE- -SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAD- ULARY SKILLS	WORD ATTACK SKILLS	WRITE COMPOS- -ITION	STUDY- ING SKILLS	WRITE GRAM- MAR	LITER- ARY SKILLS	OTHER	TIME IN ALL CON- -TENT AREAS
ALLISON SMP <40TH %ILE														
GRADE 2 N= 20	105	100	100	101	101	100	101	100	100	100	100	100	100	105
ALLISON SMP >40TH %ILE														
GRADE 2 N= 20	109	100	100	101	101	100	101	100	100	100	100	100	100	110
BECKER SMP <40TH %ILE														
GRADE 2 N= 19	107	101	100	102	100	100	100	100	100	101	100	100	100	107
GRADE 5 N= 19	115	101	100	100	102	100	103	100	100	100	100	100	100	115
GRADES 2 & 5 N= 38	111	101	100	101	101	100	102	100	100	100	100	100	100	111
BECKER SMP >40TH %ILE														
GRADE 2 N= 20	117	108	100	101	100	100	101	100	100	101	100	100	100	117
GRADE 5 N= 20	128	108	100	100	104	100	104	100	101	101	100	100	102	129
GRADES 2 & 5 N= 40	123	108	100	100	102	100	102	100	101	101	100	100	101	123
TITLE I SCHOOLS <40TH %ILE														
GRADE 2 N= 20	103	100	100	101	100	100	101	100	100	100	100	100	100	103
GRADE 5 N= 20	114	100	100	101	100	100	103	100	101	100	100	100	100	115
GRADES 2 & 5 N= 40	108	100	100	101	100	100	102	100	100	100	100	100	100	109
TITLE I SCHOOLS >40TH %ILE														
GRADE 2 N= 36	111	100	100	101	100	100	101	100	100	101	100	100	100	111
GRADE 5 N= 36	126	103	100	101	102	100	106	100	100	103	100	100	100	126
GRADES 2 & 5 N= 72	118	101	100	101	101	100	103	100	100	102	100	100	100	118
SCHOOLS WITH FTI <40TH %ILE														
GRADE 2 N= 20	111	100	100	100	100	100	102	100	100	100	100	100	100	111
GRADE 5 N= 19	120	100	100	100	100	100	101	100	100	103	100	100	101	120
GRADES 2 & 5 N= 39	115	100	100	100	100	100	102	100	100	101	100	100	101	115
SCHOOLS WITH FTI >40TH %ILE														
GRADE 2 N= 20	108	103	100	101	100	100	101	100	100	101	100	100	100	108
GRADE 5 N= 30	121	100	100	102	102	100	101	100	101	104	100	100	101	122
GRADES 2 & 5 N= 50	116	101	100	101	101	100	101	100	101	103	100	100	101	116
SCHOOLS W/O FTI >40TH %ILE														
GRADE 2 N= 20	116	100	100	102	100	100	101	100	100	103	100	100	100	116
GRADE 5 N= 10	150	103	100	104	100	100	110	100	100	111	100	100	102	150
GRADES 2 & 5 N= 30	127	101	100	103	100	100	104	100	100	105	100	100	101	127

80.71

5

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SCIENCE

STUDENTS	COMP-REHENSION	LISTEN PERCEPTION	HAND-WRITING	ORAL EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE COMPOSITION	STUDYING SKILLS	WRITE GRAMMAR	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
														000000
ALLISON SMP <40TH XILE														
GRADE 2 N= 20	115	102	100	102	100	100	101	100	100	100	100	100	100	115
ALLISON SMP >40TH XILE														
GRADE 2 N= 20	120	104	100	101	101	100	102	100	100	100	100	100	100	120
BECKER SMP <40TH XILE														
GRADE 2 N= 19	113	102	100	100	100	100	100	100	100	100	100	100	100	113
GRADE 5 N= 19	114	102	100	100	100	100	102	100	100	100	100	100	100	114
GRADES 2 & 5 N= 38	113	102	100	100	100	100	101	100	100	100	100	100	100	113
BECKER SMP >40TH XILE														
GRADE 2 N= 20	116	103	100	101	100	101	103	101	100	100	100	100	100	116
GRADE 5 N= 20	105	100	100	100	100	100	103	100	100	100	100	100	100	105
GRADES 2 & 5 N= 40	110	102	100	100	100	101	103	100	100	100	100	100	100	111
TITLE I SCHOOLS <40TH XILE														
GRADE 2 N= 20	112	100	100	100	101	100	104	100	101	100	100	100	100	112
GRADE 5 N= 20	117	103	100	100	101	100	102	100	100	100	100	100	100	117
GRADES 2 & 5 N= 40	114	102	100	100	101	100	103	100	100	100	100	100	100	114
TITLE I SCHOOLS >40TH XILE														
GRADE 2 N= 36	109	101	100	101	100	100	101	100	100	100	100	100	100	109
GRADE 5 N= 36	115	101	100	101	101	100	100	100	101	100	100	100	100	115
GRADES 2 & 5 N= 72	112	101	100	101	101	100	101	100	100	100	100	100	100	112
SCHOOLS WITH FTI <40TH XILE														
GRADE 2 N= 20	107	100	100	101	100	100	100	100	100	100	100	100	100	107
GRADE 5 N= 19	122	102	100	101	103	100	101	100	100	100	100	100	102	122
GRADES 2 & 5 N= 39	114	101	100	101	102	100	101	100	100	100	100	100	101	114
SCHOOLS WITH FTI >40TH XILE														
GRADE 2 N= 20	111	101	100	100	100	100	101	100	100	100	100	100	100	111
GRADE 5 N= 30	119	102	100	100	101	100	102	100	101	100	100	100	100	119
GRADES 2 & 5 N= 50	116	101	100	100	101	100	101	100	100	100	100	100	100	116
SCHOOLS W/O FTI >40TH XILE														
GRADE 2 N= 20	104	100	100	100	101	100	100	100	100	100	100	100	100	104
GRADE 5 N= 10	100	100	100	100	100	100	100	100	100	100	100	100	100	100
GRADES 2 & 5 N= 30	103	100	100	100	101	100	100	100	100	100	100	100	100	103

80.71

E-47

51

12

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: UNDETERMINED

STUDENTS	COMP-REHENSION	LISTEN PERCEPTUAL	HAND-WRITING	ORAL EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOSITION	STUDYING SKILLS	WRITE: GRAPHIC	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
	ALLISON SWP <40TH XILE													
GRADE 2 N= 20	104	100	100	101	100	100	100	100	100	100	100	100	101	106
ALLISON SWP >40TH XILE														
GRADE 2 N= 20	102	101	100	101	100	100	100	100	100	100	100	100	100	102
BECKER SWP <40TH XILE														
GRADE 2 N= 19	103	102	100	101	100	100	100	100	100	100	100	100	100	103
GRADE 5 N= 19	103	100	100	100	100	100	100	100	100	100	100	100	100	103
GRADES 2 & 5 N= 38	103	101	100	101	100	100	100	100	100	100	100	100	100	103
BECKER SWP >40TH XILE														
GRADE 2 N= 20	102	100	100	100	100	100	100	100	100	100	100	100	101	103
GRADE 5 N= 20	100	100	100	100	100	100	100	100	100	100	100	100	101	101
GRADES 2 & 5 N= 40	101	100	100	100	100	100	100	100	100	100	100	100	101	102
TITLE I SCHOOLS <40TH XILE														
GRADE 2 N= 20	103	101	100	101	101	100	100	100	100	100	100	100	100	103
GRADE 5 N= 20	105	101	100	100	100	100	100	100	100	100	100	100	100	105
GRADES 2 & 5 N= 40	104	101	100	101	100	100	100	100	100	100	100	100	100	104
TITLE I SCHOOLS >40TH XILE														
GRADE 2 N= 36	101	101	100	100	100	100	100	100	100	100	100	100	100	102
GRADE 5 N= 36	102	101	100	100	100	100	100	100	100	100	100	100	100	102
GRADES 2 & 5 N= 72	101	101	100	100	100	100	100	100	100	100	100	100	100	102
SCHOOLS WITH FTI <40TH XILE														
GRADE 2 N= 20	102	100	100	101	100	100	100	100	100	100	100	100	101	103
GRADE 5 N= 19	105	100	100	102	100	100	100	100	100	100	100	100	101	105
GRADES 2 & 5 N= 39	103	100	100	101	100	100	100	100	100	100	100	100	101	104
SCHOOLS WITH FTI >40TH XILE														
GRADE 2 N= 20	105	102	100	100	100	100	100	100	100	100	100	100	102	105
GRADE 5 N= 30	104	102	100	100	100	100	100	100	101	100	100	100	100	104
GRADES 2 & 5 N= 50	104	102	100	100	100	100	100	100	100	100	100	100	101	104
SCHOOLS W/O FTI >40TH XILE														
GRADE 2 N= 20	101	101	100	100	100	100	100	100	100	100	100	100	100	102
GRADE 5 N= 10	101	100	100	100	100	100	100	100	100	100	100	100	100	101
GRADES 2 & 5 N= 30	101	100	100	100	100	100	100	100	100	100	100	100	100	102

E-48

80.71

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: ALL BASIC SKILLS AREAS

STUDENTS	COMP-REHENSION	LISTEN-PERCEPTION	HAND-WRITING	ORAL-EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITING COMPOSITION	STUDYING SKILLS	WRITING GRAMMAR	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
	ALLISON SWP <40TH TILE													
GRADE 2 N= 20	3104	114	107	109	137	148	139	111	111	104	116	101	101	3:12
ALLISON SWP >40TH TILE														
GRADE 2 N= 20	3107	113	105	108	134	150	138	111	107	104	116	100	101	3:14
BECKER SWP <40TH TILE														
GRADE 2 N= 19	3102	120	105	104	134	1101	131	115	107	101	109	100	102	3:20
GRADE 5 N= 19	3103	110	101	102	133	135	125	102	110	106	120	105	101	3:07
GRADES 2 & 5 N= 38	3102	115	103	103	133	148	128	109	108	103	114	102	101	3:15
BECKER SWP >40TH TILE														
GRADE 2 N= 20	3113	121	104	104	147	148	130	115	102	105	109	100	106	3:28
GRADE 5 N= 20	3109	114	100	103	144	130	131	101	111	112	120	102	104	3:16
GRADES 2 & 5 N= 40	3111	117	102	104	145	139	135	108	106	109	114	101	105	3:22
TITLE I SCHOOLS <40TH TILE														
GRADE 2 N= 20	3100	105	104	106	151	149	141	108	107	102	108	100	102	3:05
GRADE 5 N= 20	3114	110	102	104	139	128	133	108	107	109	115	102	102	3:15
GRADES 2 & 5 N= 40	3107	108	103	105	145	138	137	108	107	105	111	101	102	3:10
TITLE I SCHOOLS >40TH TILE														
GRADE 2 N= 36	3102	110	104	106	145	142	139	109	107	104	113	100	101	3:04
GRADE 5 N= 36	3111	110	103	105	141	127	127	103	106	109	114	102	102	3:13
GRADES 2 & 5 N= 72	3106	110	103	106	143	135	133	106	107	107	113	101	101	3:09
SCHOOLS WITH FTI <40TH TILE														
GRADE 2 N= 20	3106	113	104	105	136	1103	148	115	107	101	107	100	102	3:16
GRADE 5 N= 19	3115	104	106	105	130	131	119	104	103	110	120	100	105	3:19
GRADES 2 & 5 N= 39	3111	109	105	105	133	147	134	109	105	106	113	100	103	3:17
SCHOOLS WITH FTI >40TH TILE														
GRADE 2 N= 20	3111	114	106	102	136	157	133	110	102	103	107	101	103	3:15
GRADE 5 N= 30	3111	109	102	105	143	125	119	102	110	110	119	101	102	3:17
GRADES 2 & 5 N= 50	3111	111	104	104	140	138	125	105	107	107	114	101	102	3:16
SCHOOLS W/O FTI >40TH TILE														
GRADE 2 N= 20	3109	113	104	105	142	148	138	109	107	107	114	101	103	3:20
GRADE 5 N= 10	3124	109	103	108	140	116	122	100	115	116	111	106	105	3:30
GRADES 2 & 5 N= 30	3114	111	106	106	144	137	133	106	107	110	113	103	103	3:23

80.71

P-49

55

51

Figure F-19. PREDOMINANT MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION.

6,

The previous numbered page in
the original document was blank

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	(NO LANG)	TIME	READ	WRITE	LISTEN	SPEAK	(NO LANG)	TIME
	ALLISON SMP <40TH FILE											
GRADE 2 N= 20	1106	156	1100	112	107	2118	114	114	110	100	102	128
ALLISON SMP <40TH FILE												
GRADE 2 N= 20	155	151	1101	105	102	2111	118	118	110	100	101	131
BECKER SMP <40TH FILE												
GRADE 2 N= 19	1111	148	1100	110	103	2120	124	119	110	101	103	138
GRADE 5 N= 19	1101	140	151	104	101	1150	131	118	123	101	100	145
GRADES 2 & 5 N= 38	1112	144	155	107	102	2105	128	118	117	101	101	142
BECKER SMP >40TH FILE												
GRADE 2 N= 20	1115	139	158	112	105	2109	128	123	114	101	101	143
GRADE 5 N= 20	1110	138	148	104	102	2100	120	119	120	102	100	141
GRADES 2 & 5 N= 40	1113	139	153	108	103	2104	124	121	117	102	101	142
TITLE I SCHOOLS <40TH FILE												
GRADE 2 N= 20	1111	140	1102	108	102	2114	120	115	111	101	101	132
GRADE 5 N= 20	1101	133	156	104	104	1154	124	123	116	102	100	145
GRADES 2 & 5 N= 40	1106	131	159	106	103	2104	122	119	113	101	100	139
TITLE I SCHOOLS >40TH FILE												
GRADE 2 N= 36	1111	140	1101	106	105	2113	116	117	110	100	101	130
GRADE 5 N= 36	1104	137	139	104	101	1147	126	125	116	101	100	143
GRADES 2 & 5 N= 72	1108	138	150	105	103	2100	121	121	113	101	100	137
SCHOOLS WITH FTI <40TH FILE												
GRADE 2 N= 20	1123	151	1106	111	103	2120	120	119	112	101	103	137
GRADE 5 N= 19	155	145	138	102	100	1147	120	124	118	100	102	145
GRADES 2 & 5 N= 39	1110	148	152	106	102	2104	120	121	115	101	103	141
SCHOOLS WITH FTI >40TH FILE												
GRADE 2 N= 20	1114	146	156	110	105	2110	130	121	113	101	102	141
GRADE 5 N= 30	1103	136	147	103	101	1151	120	121	118	100	100	142
GRADES 2 & 5 N= 50	1107	140	150	106	103	1159	124	122	116	101	101	141
SCHOOLS W/O FTI >40TH FILE												
GRADE 2 N= 20	1112	150	1109	105	103	2121	125	115	113	102	102	137
GRADE 5 N= 10	157	136	134	102	102	1145	129	125	120	103	101	153
GRADES 2 & 5 N= 30	1107	146	158	104	103	2109	126	118	116	102	102	142

F-52

80.71

6?

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES						SCIENCE						
	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	
ALLISON SMP <40TH TILE													
GRADE 2 N= 20	:01	:01	:04	:00	:00	:05	:04	:02	:10	:00	:02	:15	
ALLISON SMP <40TH TILE													
GRADE 2 N= 20	:01	:02	:07	:01	:00	:10	:03	:03	:14	:01	:01	:20	
BECKER SMP <40TH TILE													
GRADE 2 N= 19	:01	:01	:04	:00	:02	:07	:03	:02	:09	:00	:02	:13	
GRADE 5 N= 19	:07	:04	:10	:01	:00	:15	:05	:03	:08	:00	:00	:14	
GRADES 2 & 5 N= 38	:04	:02	:07	:00	:01	:11	:04	:03	:08	:00	:01	:13	
BECKER SMP >40TH TILE													
GRADE 2 N= 20	:02	:01	:08	:01	:07	:17	:02	:01	:14	:01	:01	:16	
GRADE 5 N= 20	:10	:07	:18	:01	:00	:29	:01	:01	:04	:00	:00	:05	
GRADES 2 & 5 N= 40	:06	:04	:13	:01	:04	:23	:02	:01	:09	:00	:00	:11	
TITLE 1 SCHOOLS <40TH TILE													
GRADE 2 N= 20	:00	:01	:03	:00	:00	:03	:01	:01	:10	:00	:01	:12	
GRADE 5 N= 20	:06	:02	:08	:00	:00	:15	:05	:05	:10	:00	:02	:17	
GRADES 2 & 5 N= 40	:03	:01	:05	:00	:00	:09	:03	:03	:10	:00	:01	:14	
TITLE 1 SCHOOLS >40TH TILE													
GRADE 2 N= 36	:02	:02	:08	:00	:01	:11	:00	:00	:09	:01	:01	:09	
GRADE 5 N= 36	:09	:05	:18	:01	:01	:26	:08	:06	:07	:00	:01	:15	
GRADES 2 & 5 N= 72	:05	:03	:13	:01	:01	:18	:04	:03	:08	:01	:01	:12	
SCHOOLS WITH FTI <40TH TILE													
GRADE 2 N= 20	:03	:03	:06	:00	:01	:11	:00	:01	:05	:00	:00	:07	
GRADE 5 N= 19	:03	:03	:16	:00	:01	:20	:06	:07	:12	:00	:00	:22	
GRADES 2 & 5 N= 39	:03	:03	:11	:00	:01	:15	:03	:04	:08	:00	:00	:14	
SCHOOLS WITH FTI >40TH TILE													
GRADE 2 N= 20	:01	:02	:06	:00	:00	:08	:02	:01	:08	:00	:02	:11	
GRADE 5 N= 30	:06	:03	:16	:01	:00	:22	:03	:04	:14	:01	:01	:19	
GRADES 2 & 5 N= 50	:04	:02	:12	:01	:00	:16	:03	:03	:12	:01	:01	:16	
SCHOOLS W/O FTI >40TH TILE													
GRADE 2 N= 20	:01	:03	:12	:01	:02	:16	:00	:00	:04	:00	:00	:04	
GRADE 5 N= 10	:09	:07	:18	:01	:03	:50	:00	:00	:00	:00	:00	:00	
GRADES 2 & 5 N= 30	:04	:04	:21	:01	:07	:27	:00	:00	:03	:00	:00	:03	

F-53

80.71

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS						
	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	
ALLISON SWP <40TH %ILE													
GRADE 2 N= 20	101	102	104	101	100	106	1:25	1:14	1:28	1:13	1:06	3:12	
ALLISON SWP <40TH %ILE													
GRADE 2 N= 20	100	100	101	101	100	102	1:18	1:15	1:33	1:07	1:04	3:14	
BECKER SWP <40TH %ILE													
GRADE 2 N= 19	100	100	102	100	100	103	1:45	1:10	1:25	1:12	1:10	3:20	
GRADE 5 N= 19	100	101	102	100	100	103	1:50	1:06	1:34	1:06	1:01	3:07	
GRADES 2 & 5 N= 38	100	100	102	100	100	103	1:48	1:08	1:30	1:09	1:05	3:14	
BECKER SWP >40TH %ILE													
GRADE 2 N= 20	101	100	101	100	101	103	1:48	1:04	1:35	1:15	1:15	3:28	
GRADE 5 N= 20	100	100	101	100	100	101	1:41	1:06	1:30	1:07	1:02	3:16	
GRADES 2 & 5 N= 40	100	100	101	100	100	102	1:45	1:05	1:32	1:11	1:08	3:22	
TITLE I SCHOOLS <40TH %ILE													
GRADE 2 N= 20	100	100	103	100	100	103	1:33	1:58	1:28	1:10	1:04	3:05	
GRADE 5 N= 20	100	100	104	100	100	105	1:36	1:04	1:34	1:06	1:06	3:15	
GRADES 2 & 5 N= 40	100	100	103	100	100	104	1:35	1:01	1:31	1:08	1:05	3:10	
TITLE I SCHOOLS >40TH %ILE													
GRADE 2 N= 36	101	100	100	100	101	102	1:31	1:59	1:28	1:07	1:08	3:04	
GRADE 5 N= 36	100	100	102	100	100	102	1:47	1:12	1:23	1:07	1:02	3:13	
GRADES 2 & 5 N= 72	100	100	101	100	100	102	1:39	1:06	1:26	1:07	1:05	3:09	
SCHOOLS WITH FTI <40TH %ILE													
GRADE 2 N= 20	100	100	101	101	101	103	1:46	1:15	1:30	1:12	1:09	3:16	
GRADE 5 N= 19	100	100	104	100	100	105	1:25	1:18	1:28	1:02	1:04	3:19	
GRADES 2 & 5 N= 39	100	100	103	100	100	104	1:36	1:17	1:29	1:07	1:06	3:17	
SCHOOLS WITH FTI >40TH %ILE													
GRADE 2 N= 20	101	101	102	101	102	105	1:49	1:12	1:25	1:13	1:11	3:15	
GRADE 5 N= 30	100	101	103	100	100	104	1:32	1:04	1:37	1:06	1:02	3:17	
GRADES 2 & 5 N= 50	100	101	102	101	101	104	1:39	1:08	1:32	1:09	1:05	3:16	
SCHOOLS W/O FTI >40TH %ILE													
GRADE 2 N= 20	100	100	101	100	100	102	1:39	1:09	1:40	1:08	1:08	3:20	
GRADE 5 N= 10	100	101	100	100	100	101	1:35	1:09	1:33	1:05	1:06	3:30	
GRADES 2 & 5 N= 30	100	101	101	100	100	102	1:37	1:09	1:38	1:07	1:07	3:23	

F-54

80.71

80.71

Figure F-20. SECONDARY MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION.

67

F-55

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME
ALLISON SWP <40TH %ILE												
GRADE 2 N= 20	121	116	111	113	100	2:18	105	103	102	103	100	1:29
ALLISON SWP >40TH %ILE												
GRADE 2 N= 20	134	119	112	111	100	2:11	106	104	101	102	100	1:31
BECKER SWP <40TH %ILE												
GRADE 2 N= 19	117	120	112	109	100	2:20	106	105	102	102	100	1:38
GRADE 5 N= 19	115	111	103	105	100	1:50	107	108	101	103	100	1:45
GRADES 2 & 5 N= 38	116	115	107	107	100	2:05	107	107	102	102	100	1:42
BECKER SWP >40TH %ILE												
GRADE 2 N= 20	113	121	103	111	100	2:09	104	106	101	102	100	1:43
GRADE 5 N= 20	112	113	105	107	100	2:00	106	102	101	104	100	1:41
GRADES 2 & 5 N= 40	113	117	104	109	100	2:04	105	104	101	103	100	1:42
TITLE I SCHOOLS <40TH %ILE												
GRADE 2 N= 20	117	114	110	107	103	2:14	106	106	101	102	100	1:32
GRADE 5 N= 20	108	108	104	110	101	1:54	103	104	102	102	100	1:45
GRADES 2 & 5 N= 40	112	111	107	109	102	2:04	105	105	102	102	100	1:39
TITLE I SCHOOLS >40TH %ILE												
GRADE 2 N= 36	119	119	108	110	101	2:13	105	103	102	102	101	1:30
GRADE 5 N= 36	111	112	104	105	100	1:47	107	103	102	101	100	1:43
GRADES 2 & 5 N= 72	115	116	106	107	100	2:00	106	103	102	102	101	1:37
SCHOOLS WITH FTI <40TH %ILE												
GRADE 2 N= 20	117	118	108	113	101	2:20	105	103	101	102	100	1:37
GRADE 5 N= 19	121	114	104	105	100	1:47	106	104	103	101	100	1:45
GRADES 2 & 5 N= 39	119	116	106	109	100	2:04	106	104	102	101	100	1:41
SCHOOLS WITH FTI >40TH %ILE												
GRADE 2 N= 20	109	114	107	109	101	2:10	102	106	101	102	100	1:41
GRADE 5 N= 30	110	110	103	104	100	1:51	109	103	102	101	100	1:42
GRADES 2 & 5 N= 50	109	111	105	106	100	1:59	106	104	101	102	100	1:41
SCHOOLS W/O FTI >40TH %ILE												
GRADE 2 N= 20	117	121	108	115	100	2:21	104	107	101	103	101	1:37
GRADE 5 N= 10	109	113	105	109	100	1:45	106	103	101	102	101	1:53
GRADES 2 & 5 N= 30	114	118	107	112	100	2:07	104	106	101	103	101	1:42

F-56

180.71

65

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES						SCIENCE					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
ALLISON SWP <40TH %ILE												
GRADE 2 N= 20	101	100	100	101	100	106	101	100	100	104	100	115
ALLISON SWP >40TH %ILE												
GRADE 2 N= 20	101	101	100	100	100	110	102	101	100	102	101	120
BECKER SWP <40TH %ILE												
GRADE 2 N= 19	100	100	100	101	100	107	100	101	100	102	100	113
GRADE 5 N= 19	101	101	101	102	100	115	102	104	101	100	100	114
GRADES 2 & 5 N= 38	100	100	100	101	100	111	101	102	101	101	100	113
BECKER SWP >40TH %ILE												
GRADE 2 N= 20	100	100	100	101	100	117	100	101	100	104	100	116
GRADE 5 N= 20	102	103	101	105	100	129	100	100	100	100	100	105
GRADES 2 & 5 N= 40	101	101	101	103	100	123	100	101	100	102	100	111
TITLE I SCHOOLS <40TH %ILE												
GRADE 2 N= 20	100	100	100	100	100	103	100	100	100	101	100	112
GRADE 5 N= 20	101	102	100	101	100	115	101	101	100	102	100	117
GRADES 2 & 5 N= 40	101	101	100	100	100	109	101	101	100	101	100	114
TITLE I SCHOOLS >40TH %ILE												
GRADE 2 N= 36	100	100	100	100	100	111	100	100	100	102	100	109
GRADE 5 N= 36	104	102	100	101	100	126	101	101	100	101	100	115
GRADES 2 & 5 N= 72	102	101	100	101	100	118	100	101	100	102	100	112
SCHOOLS WITH FTI <40TH %ILE												
GRADE 2 N= 20	100	101	101	101	100	111	101	100	100	101	100	107
GRADE 5 N= 19	103	104	100	101	100	120	103	101	100	101	100	122
GRADES 2 & 5 N= 39	102	102	100	101	100	115	102	101	100	101	100	114
SCHOOLS WITH FTI >40TH %ILE												
GRADE 2 N= 20	100	100	100	100	100	108	101	100	100	100	100	111
GRADE 5 N= 30	102	102	100	101	100	122	101	101	100	101	100	119
GRADES 2 & 5 N= 50	101	101	100	100	100	116	101	101	100	101	100	116
SCHOOLS W/D FTI >40TH %ILE												
GRADE 2 N= 20	101	100	100	102	100	116	100	100	100	100	100	104
GRADE 5 N= 10	103	101	101	104	100	150	100	100	100	100	100	100
GRADES 2 & 5 N= 30	102	100	101	103	100	127	100	100	100	100	100	103

F-57

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS						
	READ	WRITE	LISTEN	SPEAK	INT LANG	TIME	READ	WRITE	LISTEN	SPEAK	INT LANG	TIME	
ALLISON SMP <40TH TILE													
GRADE 2 N= 20	101	101	100	101	100	106	129	120	114	121	100	3:12	
ALLISON SMP >40TH TILE													
GRADE 2 N= 20	100	100	101	101	100	102	144	125	115	117	101	3:14	
BECKER SMP <40TH TILE													
GRADE 2 N= 19	100	100	100	101	100	103	124	126	114	115	101	3:20	
GRADE 5 N= 19	101	100	100	100	100	103	126	123	106	111	100	3:07	
GRADES 2 & 5 N= 38	100	100	100	101	100	103	125	125	110	113	100	3:14	
BECKER SMP >40TH TILE													
GRADE 2 N= 20	100	100	100	101	100	103	118	129	104	118	100	3:28	
GRADE 5 N= 20	100	100	100	101	100	101	120	117	108	117	100	3:16	
GRADES 2 & 5 N= 40	100	100	100	101	100	102	119	123	106	118	100	3:22	
TITLE I SCHOOLS <40TH TILE													
GRADE 2 N= 20	100	100	100	100	100	103	123	121	112	110	103	3:05	
GRADE 5 N= 20	100	100	100	101	100	105	114	115	106	115	101	3:15	
GRADES 2 & 5 N= 40	100	100	100	101	100	104	118	118	109	113	102	3:10	
TITLE I SCHOOLS >40TH TILE													
GRADE 2 N= 36	100	100	100	100	100	102	124	123	110	114	102	3:04	
GRADE 5 N= 36	100	100	100	101	100	102	122	117	106	111	100	3:13	
GRADES 2 & 5 N= 72	100	100	100	101	100	102	123	120	108	113	101	3:09	
SCHOOLS WITH FTI <40TH TILE													
GRADE 2 N= 20	100	100	100	100	100	103	123	121	110	116	101	3:16	
GRADE 5 N= 19	100	101	100	101	100	105	133	124	107	109	100	3:19	
GRADES 2 & 5 N= 39	100	100	100	100	100	104	128	123	108	113	101	3:17	
SCHOOLS WITH FTI >40TH TILE													
GRADE 2 N= 20	100	100	100	101	100	105	112	119	109	113	101	3:15	
GRADE 5 N= 30	100	100	100	100	100	104	121	116	105	106	100	3:17	
GRADES 2 & 5 N= 50	100	100	100	100	100	104	117	117	107	109	101	3:16	
SCHOOLS W/O FTI >40TH TILE													
GRADE 2 N= 20	100	100	100	100	100	102	122	128	109	120	101	3:20	
GRADE 5 N= 10	101	100	100	100	100	101	118	117	108	110	102	3:30	
GRADES 2 & 5 N= 30	100	100	100	100	100	102	121	124	109	117	101	3:23	

F-58

80.71

Figure F-21. SCHOOL HOURS SPENT IN
DIFFERENT LOCATIONS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

STUDENTS		CLASSROOM	READING LAB	SCHOOL LIBRARY	OTHER *
SCHOOLWIDE PROJ. <40TH %ILE					
GRADE 2	N= 39	4:57	100	107	1:26
GRADE 5	N= 19	4:29	100	107	1:54
GRADES 2 & 5	N= 58	4:48	100	107	1:35
SCHOOLWIDE PROJ. >40TH %ILE					
GRADE 2	N= 40	4:56	100	108	1:27
GRADE 5	N= 20	4:29	100	108	1:53
GRADES 2 & 5	N= 60	4:47	100	108	1:35
TITLE I SCHOOLS <40TH %ILE					
GRADE 2	N= 20	4:33	115	101	1:41
GRADE 5	N= 20	4:14	107	103	2:06
GRADES 2 & 5	N= 40	4:23	111	102	1:53
TITLE I SCHOOLS >40TH %ILE					
GRADE 2	N= 36	4:45	100	104	1:42
GRADE 5	N= 36	4:31	100	105	1:54
GRADES 2 & 5	N= 72	4:38	100	104	1:48
SCHOOLS WITH FTI <40TH %ILE					
GRADE 2	N= 20	4:46	104	105	1:35
GRADE 5	N= 19	4:38	101	104	1:46
GRADES 2 & 5	N= 39	4:42	103	105	1:40
SCHOOLS WITH FTI >40TH %ILE					
GRADE 2	N= 20	4:58	100	103	1:29
GRADE 5	N= 30	4:25	100	109	1:56
GRADES 2 & 5	N= 50	4:38	100	107	1:46
SCHOOLS W/O FTI >40TH %ILE					
GRADE 2	N= 20	4:39	100	109	1:43
GRADE 5	N= 10	4:34	100	103	1:53
GRADES 2 & 5	N= 30	4:37	100	107	1:46

* ALL SCHOOL LOCATIONS OTHER THAN CLASSROOMS, READING LABS, AND LIBRARY. INCLUDES HALLWAYS, AUDITORIUM, LUNCHEON, RESTROOM, AND ART ACTIVITIES OUT OF THE CLASSROOM.

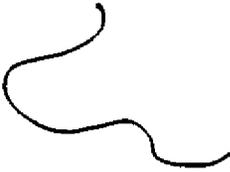


Figure F-22. COMPETITIVENESS OF TIME SPENT
IN BASIC SKILLS INSTRUCTION.



23

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

COMPETITIVENESS OF TIME SPENT IN BASIC SKILLS INSTRUCTION

STUDENTS	COMPETITIVE		SOMEWHAT COMPETITIVE	NONCOMPETITIVE
	INDIVIDUAL	GROUP		
SCHOOLWIDE PROJ. <40TH %ILE				
GRADE 2 N= 39	100	101	100	3:15
GRADE 5 N= 19	100	100	101	3:06
GRADES 2 & 5 N= 58	100	101	100	3:12
SCHOOLWIDE PROJ. >40TH %ILE				
GRADE 2 N= 40	100	101	100	3:20
GRADE 5 N= 20	100	100	100	3:15
GRADES 2 & 5 N= 60	100	101	100	3:18
TITLE I SCHOOLS <40TH %ILE				
GRADE 2 N= 20	100	101	100	3:04
GRADE 5 N= 20	102	101	100	3:12
GRADES 2 & 5 N= 40	101	101	100	3:08
TITLE I SCHOOLS >40TH %ILE				
GRADE 2 N= 36	100	100	100	3:04
GRADE 5 N= 36	100	100	100	3:12
GRADES 2 & 5 N= 72	100	100	100	3:08
SCHOOLS WITH FTI <40TH %ILE				
GRADE 2 N= 20	100	101	100	3:14
GRADE 5 N= 19	100	103	100	3:16
GRADES 2 & 5 N= 39	100	102	100	3:15
SCHOOLS WITH FTI >40TH %ILE				
GRADE 2 N= 20	101	101	100	3:14
GRADE 5 N= 30	100	100	100	3:17
GRADES 2 & 5 N= 50	100	100	100	3:16
SCHOOLS W/O FTI >40TH %ILE				
GRADE 2 N= 20	100	100	101	3:19
GRADE 5 N= 10	100	100	100	3:30
GRADES 2 & 5 N= 30	100	100	100	3:22

E-62

Figure F-23. PERCENTAGE OF TIME SPENT IN ETHNICALLY MIXED AND UNMIXED GROUPS.

13

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

PERCENTAGE OF TIME SPENT IN ETHNICALLY MIXED AND UNMIXED GROUPS

STUDENTS	GROUP ETHNICITY DURING TIME SPENT IN...			
	BASIC SKILLS		OTHER AREAS	
	MIXED	UNMIXED	MIXED	UNMIXED
SCHOOLWIDE PROJ. <40TH %ILE				
GRADE 2 N= 39	77.0%	23.0%	83.5%	16.5%
GRADE 5 N= 19	94.5%	5.5%	97.5%	2.5%
GRADES 2 & 5 N= 58	82.5%	17.5%	87.2%	12.8%
SCHOOLWIDE PROJ. >40TH %ILE				
GRADE 2 N= 40	81.2%	18.8%	86.6%	13.4%
GRADE 5 N= 20	93.5%	6.5%	99.1%	0.9%
GRADES 2 & 5 N= 60	85.1%	14.9%	90.6%	9.4%
TITLE I SCHOOLS <40TH %ILE				
GRADE 2 N= 20	88.3%	11.7%	97.5%	2.5%
GRADE 5 N= 20	91.1%	8.9%	96.7%	3.3%
GRADES 2 & 5 N= 40	89.8%	10.2%	97.2%	2.8%
TITLE I SCHOOLS >40TH %ILE				
GRADE 2 N= 36	97.5%	2.5%	97.2%	2.8%
GRADE 5 N= 36	94.9%	5.1%	95.0%	5.0%
GRADES 2 & 5 N= 72	96.3%	3.7%	96.3%	3.7%
SCHOOLS WITH FTI <40TH %ILE				
GRADE 2 N= 20	85.2%	14.8%	93.8%	6.2%
GRADE 5 N= 19	94.7%	5.3%	97.8%	2.2%
GRADES 2 & 5 N= 39	89.6%	10.4%	95.6%	4.4%
SCHOOLS WITH FTI >40TH %ILE				
GRADE 2 N= 20	92.9%	7.1%	97.1%	2.9%
GRADE 5 N= 30	97.2%	2.8%	98.6%	1.4%
GRADES 2 & 5 N= 50	95.5%	4.5%	97.8%	2.2%
SCHOOLS W/O FTI >40TH %ILE				
GRADE 2 N= 20	94.5%	5.5%	95.9%	4.1%
GRADE 5 N= 10	95.8%	3.2%	100.0%	0.0%
GRADES 2 & 5 N= 30	95.3%	4.7%	96.8%	3.2%

F-64

Figure F-24. LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION.

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS					MATH					
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	
SCHOOLWIDE PROJ. <40TH %ILE											
GRADE 2 N= 39	2:12	106	101	100	100	133	100	100	100	100	
GRADE 5 N= 19	1:50	100	100	100	100	145	100	100	100	100	
GRADES 2 & 5 N= 58	2:05	104	101	100	100	137	100	100	100	100	
SCHOOLWIDE PROJ. >40TH %ILE											
GRADE 2 N= 40	2:08	101	100	100	100	136	100	100	100	100	
GRADE 5 N= 20	2:00	100	100	100	100	141	100	100	100	100	
GRADES 2 & 5 N= 60	2:05	101	100	100	100	138	100	100	100	100	
TITLE I SCHOOLS <40TH %ILE											
GRADE 2 N= 20	2:11	101	102	100	100	132	100	100	100	100	
GRADE 5 N= 20	1:53	100	102	100	100	145	100	100	100	100	
GRADES 2 & 5 N= 40	2:02	101	102	100	100	138	100	100	100	100	
TITLE I SCHOOLS >40TH %ILE											
GRADE 2 N= 36	2:07	103	103	100	100	130	100	100	100	100	
GRADE 5 N= 36	1:46	100	101	100	100	143	100	100	100	100	
GRADES 2 & 5 N= 72	1:56	101	102	100	100	137	100	100	100	100	
SCHOOLS WITH FTI <40TH %ILE											
GRADE 2 N= 20	2:19	100	100	100	100	137	100	100	100	100	
GRADE 5 N= 19	1:46	100	101	100	100	145	100	100	100	100	
GRADES 2 & 5 N= 39	2:03	100	100	100	100	141	100	100	100	100	
SCHOOLS WITH FTI >40TH %ILE											
GRADE 2 N= 20	2:08	101	101	100	100	140	100	100	100	100	
GRADE 5 N= 30	1:50	100	101	100	100	142	100	100	100	100	
GRADES 2 & 5 N= 50	1:57	100	101	100	100	141	100	100	100	100	
SCHOOLS W/O FTI >40TH %ILE											
GRADE 2 N= 20	2:21	100	100	100	100	137	100	100	100	100	
GRADE 5 N= 10	1:45	100	100	100	100	153	100	100	100	100	
GRADES 2 & 5 N= 30	2:09	100	100	100	100	142	100	100	100	100	

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

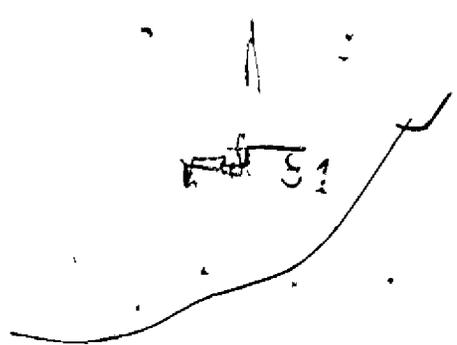
STUDENTS	SOCIAL STUDIES					SCIENCE				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
SCHOOLWIDE PROJ. <40TH GLE										
GRADE 2 N= 39	106	100	100	100	100	113	100	100	100	100
GRADE 5 N= 19	115	100	100	100	100	114	100	100	100	100
GRADES 2 & 5 N= 58	109	100	100	100	100	113	100	100	100	100
SCHOOLWIDE PROJ. >40TH GLE										
GRADE 2 N= 40	113	100	100	100	100	118	100	100	100	100
GRADE 5 N= 20	129	100	100	100	100	105	100	100	100	100
GRADES 2 & 5 N= 60	118	100	100	100	100	114	100	100	100	100
TITLE I SCHOOLS <40TH GLE										
GRADE 2 N= 20	103	100	100	100	100	112	100	100	100	100
GRADE 5 N= 20	115	100	100	100	100	117	100	100	100	100
GRADES 2 & 5 N= 40	109	100	100	100	100	114	100	100	100	100
TITLE I SCHOOLS >40TH GLE										
GRADE 2 N= 36	110	100	100	100	100	109	100	100	100	100
GRADE 5 N= 36	126	100	100	100	100	115	100	100	100	100
GRADES 2 & 5 N= 72	118	100	100	100	100	112	100	100	100	100
SCHOOLS WITH FTI <40TH GLE										
GRADE 2 N= 20	111	100	100	100	100	107	100	100	100	100
GRADE 5 N= 19	120	100	100	100	100	122	100	100	100	100
GRADES 2 & 5 N= 39	115	100	100	100	100	114	100	100	100	100
SCHOOLS WITH FTI >40TH GLE										
GRADE 2 N= 20	108	100	100	100	100	111	100	100	100	100
GRADE 5 N= 30	122	100	100	100	100	119	100	100	100	100
GRADES 2 & 5 N= 50	116	100	100	100	100	116	100	100	100	100
SCHOOLS W/O FTI >40TH GLE										
GRADE 2 N= 20	116	100	100	100	100	104	100	100	100	100
GRADE 5 N= 10	150	100	100	100	100	100	100	100	100	100
GRADES 2 & 5 N= 30	127	100	100	100	100	103	100	100	100	100

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED					ALL BASIC SKILLS AREAS				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG.	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG.
SCHOOLWIDE PROJ. <40TH %ILE										
GRADE 2 N= 39	:04	100	100	100	:00	3:08	:06	:02	:00	:00
GRADE 5 N= 19	:03	100	100	100	:00	3:07	100	100	:00	:00
GRADES 2 & 5 N= 58	:04	100	100	100	:00	3:07	104	101	:00	100
SCHOOLWIDE PROJ. >40TH %ILE										
GRADE 2 N= 40	:02	100	100	100	:00	3:18	:01	:00	:00	:01
GRADE 5 N= 20	:01	100	100	:00	:00	3:16	100	100	:00	:00
GRADES 2 & 5 N= 60	:02	100	100	:00	:00	3:17	101	:00	:00	:01
TITLE I SCHOOLS <40TH %ILE										
GRADE 2 N= 20	:03	100	100	100	:00	3:01	:02	:02	:00	:00
GRADE 5 N= 20	:05	100	100	100	:00	3:13	100	102	:00	:00
GRADES 2 & 5 N= 40	:04	100	100	100	:00	3:07	:01	102	100	:00
TITLE I SCHOOLS >40TH %ILE										
GRADE 2 N= 36	:02	100	100	100	:00	2:58	103	:03	:00	100
GRADE 5 N= 36	:02	100	100	100	100	3:12	100	101	100	:00
GRADES 2 & 5 N= 72	:02	100	100	100	100	3:05	101	102	:00	100
SCHOOLS WITH FTI <40TH %ILE										
GRADE 2 N= 20	:03	100	100	100	100	3:16	100	100	100	100
GRADE 5 N= 19	:05	100	100	100	100	3:18	:00	:01	:00	:00
GRADES 2 & 5 N= 39	:04	100	100	100	100	3:17	100	:01	100	100
SCHOOLS WITH FTI >40TH %ILE										
GRADE 2 N= 20	:05	100	100	100	100	3:12	101	:02	:00	:00
GRADE 5 N= 30	:04	100	100	100	:00	3:16	100	:01	100	100
GRADES 2 & 5 N= 50	:04	100	100	100	100	3:15	100	101	:00	100
SCHOOLS W/O FTI >40TH %ILE										
GRADE 2 N= 20	:02	100	100	100	100	3:20	:00	:00	:00	100
GRADE 5 N= 10	:01	100	100	100	100	3:30	100	:00	100	100
GRADES 2 & 5 N= 30	:02	100	100	100	100	3:23	:00	:00	:00	:00

83

Figure F-25. INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS.



F-69

INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS

STUDENTS	1	2-5	6-9	10-13	14-17	18 OR GREATER	AVERAGE SIZE OF GROUP	AVERAGE S WLEN >
SCHDCLWIDE PRDJ. <40TH %ILE								
GRADE 2 N= 39	1:28	1:19	1:12	1:30	1:43	1:05	7.10	12.09
GRADE 5 N= 19	1:26	1:18	1:06	1:28	1:44	1:06	7.44	12.91
GRADES 2 & 5 N= 58	1:27	1:18	1:10	1:29	1:43	1:06	7.21	12.35
SCHDCLWIDE PRDJ. >40TH %ILE								
GRADE 2 N= 40	1:32	1:14	1:10	1:41	1:35	1:09	7.65	13.25
GRADE 5 N= 20	1:34	1:16	1:04	1:25	1:47	1:09	7.13	12.82
GRADES 2 & 5 N= 60	1:33	1:15	1:08	1:36	1:35	1:09	7.48	13.11
TITLE I SCHOOLS <40TH %ILE								
GRADE 2 N= 20	1:25	1:20	1:13	1:03	1:11	1:54	8.80	15.43
GRADE 5 N= 20	1:29	1:16	1:16	1:08	1:06	1:00	9.61	16.84
GRADES 2 & 5 N= 40	1:27	1:18	1:14	1:05	1:08	1:57	9.22	16.16
TITLE I SCHOOLS >40TH %ILE								
GRADE 2 N= 36	1:28	1:06	1:10	1:06	1:07	1:07	10.15	18.52
GRADE 5 N= 36	1:45	1:05	1:04	1:07	1:06	1:06	9.72	20.05
GRADES 2 & 5 N= 72	1:36	1:05	1:07	1:06	1:07	1:07	9.93	19.25
SCHDCLS WITH FTI <40TH %ILE								
GRADE 2 N= 20	1:31	1:27	1:09	1:03	1:07	1:59	8.75	15.44
GRADE 5 N= 19	1:44	1:06	1:07	1:03	1:05	1:15	10.60	21.13
GRADES 2 & 5 N= 39	1:37	1:17	1:08	1:03	1:06	1:06	9.66	18.06
SCHOOLS WITH FTI >40TH %ILE								
GRADE 2 N= 20	1:39	1:06	1:13	1:05	1:04	1:08	9.42	18.07
GRADE 5 N= 30	1:37	1:05	1:04	1:02	1:04	1:24	11.74	22.09
GRADES 2 & 5 N= 50	1:38	1:05	1:08	1:03	1:04	1:18	10.82	20.52
SCHOOLS W/O FTI >40TH %ILE								
GRADE 2 N= 20	1:39	1:02	1:09	1:05	1:05	1:19	11.35	21.51
GRADE 5 N= 10	1:50	1:03	1:03	1:04	1:05	1:25	12.29	24.62
GRADES 2 & 5 N= 30	1:43	1:03	1:07	1:05	1:05	1:21	11.67	22.55

Figure F-26. INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH (PERSON).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH...

STUDENTS	CLASSROOM TEACHER	OTHER TEACHER	TITLE I TEACHER	COUNSELOR	TITLE I AIDE	OTHER AIDE	NO ON
SCHOOLWIDE PROJ. <40TH %ILE							
GRADE 2 N= 39	1:30	:11	:00	:00	:01	:00	1:34
GRADE 5 N= 19	1:22	:10	:00	:00	:00	:01	1:34
GRADES 2 & 5 N= 58	1:28	:10	:00	:00	:01	:00	1:34
SCHOOLWIDE PROJ. >40TH %ILE							
GRADE 2 N= 40	1:37	:08	:00	:00	:01	:00	1:35
GRADE 5 N= 20	1:12	:15	:00	:01	:00	:00	1:47
GRADES 2 & 5 N= 60	1:29	:10	:00	:00	:00	:00	1:39
TITLE I SCHOOLS <40TH %ILE							
GRADE 2 N= 20	1:14	:17	:10	:02	:03	:01	1:18
GRADE 5 N= 20	1:08	:18	:10	:03	:00	:00	1:38
GRADES 2 & 5 N= 40	1:11	:17	:10	:02	:02	:01	1:28
TITLE I SCHOOLS >40TH %ILE							
GRADE 2 N= 36	1:14	:15	:00	:00	:00	:03	1:32
GRADE 5 N= 36	1:04	:19	:01	:01	:00	:00	1:49
GRADES 2 & 5 N= 72	1:09	:17	:00	:00	:00	:01	1:40
SCHOOLS WITH FTI <40TH %ILE							
GRADE 2 N= 20	1:14	:22	:00	:00	:00	:01	1:35
GRADE 5 N= 19	:57	:31	:00	:00	:00	:01	1:50
GRADES 2 & 5 N= 39	1:06	:26	:00	:00	:00	:01	1:45
SCHOOLS WITH FTI >40TH %ILE							
GRADE 2 N= 20	1:21	:08	:00	:00	:00	:01	1:46
GRADE 5 N= 30	1:10	:24	:00	:00	:00	:00	1:43
GRADES 2 & 5 N= 50	1:14	:18	:00	:00	:00	:00	1:44
SCHOOLS W/O FTI >40TH %ILE							
GRADE 2 N= 20	1:16	:30	:00	:00	:00	:01	1:33
GRADE 5 N= 18	1:22	:07	:00	:00	:00	:00	2:01
GRADES 2 & 5 N= 30	1:18	:22	:00	:00	:00	:01	1:42

5

Figure F-27. SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED--ON TASK/OFF TASK.

83

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

80.71

STUDENTS	BASIC SKILLS/MAJOR CONTENT AREAS																	
	READING/ LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED*			ALL AREAS		
	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL
SCHOOLWIDE PROJ. <40TH TILE																		
GRADE 2 N= 39	2:13	1:06	3:19	1:32	1:01	2:33	1:06	1:00	2:06	1:13	1:00	2:13	1:14	1:04	2:18	3:08	1:08	4:16
GRADE 5 N= 19	1:42	1:08	2:50	1:44	1:01	2:45	1:15	1:00	2:15	1:13	1:00	2:13	1:14	1:03	2:17	2:57	1:10	3:07
GRADES 2 & 5 N= 58	2:03	1:07	3:09	1:36	1:01	2:37	1:09	1:00	2:09	1:13	1:00	2:13	1:14	1:04	2:18	3:04	1:08	4:12
SCHOOLWIDE PROJ. >40TH TILE																		
GRADE 2 N= 40	2:08	1:02	3:10	1:36	1:01	2:37	1:13	1:00	2:13	1:18	1:00	2:18	1:18	1:02	2:20	3:18	1:03	4:21
GRADE 5 N= 20	1:57	1:03	2:50	1:40	1:02	2:41	1:29	1:00	2:29	1:05	1:00	2:05	1:05	1:01	2:06	3:12	1:04	4:16
GRADES 2 & 5 N= 60	2:04	1:02	3:07	1:37	1:01	2:38	1:18	1:00	2:18	1:14	1:00	2:14	1:14	1:02	2:16	3:16	1:03	4:19
TITLE I SCHOOLS <40TH TILE																		
GRADE 2 N= 20	2:07	1:07	3:14	1:30	1:02	2:32	1:03	1:00	2:03	1:12	1:00	2:12	1:12	1:03	2:15	2:56	1:09	4:05
GRADE 5 N= 20	1:41	1:13	2:54	1:38	1:07	2:45	1:11	1:03	2:15	1:15	1:02	2:17	1:17	1:05	2:22	2:50	1:25	4:15
GRADES 2 & 5 N= 40	1:54	1:10	3:04	1:34	1:04	2:39	1:07	1:02	2:09	1:13	1:01	2:14	1:14	1:04	2:18	2:53	1:17	4:10
TITLE I SCHOOLS >40TH TILE																		
GRADE 2 N= 36	2:07	1:06	3:13	1:28	1:02	2:30	1:10	1:00	2:11	1:09	1:00	2:09	1:09	1:02	2:11	2:56	1:08	4:04
GRADE 5 N= 36	1:45	1:02	2:47	1:43	1:01	2:43	1:26	1:01	2:26	1:15	1:00	2:15	1:15	1:02	2:17	3:10	1:04	4:14
GRADES 2 & 5 N= 72	1:56	1:04	3:00	1:36	1:01	2:37	1:18	1:00	2:18	1:12	1:00	2:12	1:12	1:02	2:14	3:03	1:06	4:09
SCHOOLS WITH FTI <40TH TILE																		
GRADE 2 N= 20	2:10	1:09	3:20	1:33	1:04	2:37	1:09	1:01	2:11	1:06	1:00	2:07	1:07	1:02	2:09	3:01	1:16	4:17
GRADE 5 N= 19	1:42	1:05	2:47	1:43	1:02	2:45	1:19	1:02	2:20	1:20	1:01	2:21	1:22	1:04	2:26	3:08	1:10	4:18
GRADES 2 & 5 N= 39	1:56	1:07	3:04	1:38	1:03	2:41	1:14	1:01	2:15	1:13	1:01	2:14	1:14	1:03	2:17	3:04	1:13	4:17
SCHOOLS WITH FTI >40TH TILE																		
GRADE 2 N= 20	2:04	1:06	3:10	1:37	1:03	2:41	1:08	1:00	2:08	1:11	1:00	2:11	1:11	1:05	2:16	3:06	1:10	4:16
GRADE 5 N= 30	1:49	1:02	2:51	1:41	1:01	2:42	1:22	1:00	2:22	1:19	1:00	2:19	1:19	1:04	2:23	3:14	1:03	4:17
GRADES 2 & 5 N= 50	1:55	1:03	2:59	1:39	1:02	2:41	1:16	1:00	2:16	1:16	1:00	2:16	1:16	1:04	2:20	3:11	1:06	4:17
SCHOOLS W/O FTI >40TH TILE																		
GRADE 2 N= 20	2:16	1:05	3:21	1:36	1:01	2:37	1:16	1:00	2:16	1:04	1:00	2:04	1:04	1:02	2:06	3:14	1:06	4:20
GRADE 5 N= 10	1:43	1:02	2:45	1:52	1:01	2:53	1:50	1:00	2:50	1:00	1:00	2:00	1:00	1:01	2:01	3:27	1:03	4:30
GRADES 2 & 5 N= 30	2:05	1:04	3:09	1:41	1:01	2:42	1:27	1:00	2:27	1:03	1:00	2:03	1:03	1:01	2:04	3:18	1:05	4:23

* EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE: INSTRUCTION PROVIDED BY THE COUNSELOR, INSTRUCTIONAL GAMES, FILMS, AND LIBRARY ACTIVITIES THAT ARE NOT OBVIOUSLY RELATED TO PARTICULAR SUBJECT AREAS.

F-74

81



Figure F-28. SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED--ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

		ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS								
		ART	MUSIC	P. E.	EXT. PE	LUNCH	BETWEEN CLASS	OTHER*	MGMT./ MISC.**	TOT.
SCHOOLWIDE PROJ. <40TH %ILE										
GRADE 2	N= 39	:15	:13	:08	:07	:30	:13	:14	1:34	3:14
GRADE 5	N= 19	:19	:07	:16	:03	:28	:13	:28	1:29	3:23
GRADES 2 & 5	N= 58	:16	:11	:10	:06	:29	:13	:19	1:33	3:11
SCHOOLWIDE PROJ. >40TH %ILE										
GRADE 2	N= 40	:12	:10	:12	:07	:30	:14	:13	1:31	3:09
GRADE 5	N= 20	:22	:13	:14	:08	:29	:13	:24	1:12	3:14
GRADES 2 & 5	N= 60	:16	:11	:12	:07	:30	:13	:17	1:25	3:11
TITLE I SCHOOLS <40TH %ILE										
GRADE 2	N= 20	:13	:12	:13	:11	:28	:16	:17	1:36	3:25
GRADE 5	N= 20	:15	:21	:18	:07	:29	:17	:10	1:19	3:15
GRADES 2 & 5	N= 40	:14	:17	:15	:09	:28	:16	:13	1:27	3:20
TITLE I SCHOOLS >40TH %ILE										
GRADE 2	N= 36	:08	:07	:21	:08	:30	:14	:15	1:43	3:26
GRADE 5	N= 36	:10	:15	:19	:08	:29	:15	:12	1:29	3:13
GRADES 2 & 5	N= 72	:09	:11	:20	:08	:29	:14	:14	1:36	3:21
SCHOOLS WITH FTI <40TH %ILE										
GRADE 2	N= 20	:08	:19	:07	:05	:29	:16	:09	1:40	3:14
GRADE 5	N= 19	:11	:18	:19	:07	:28	:16	:11	1:22	3:11
GRADES 2 & 5	N= 39	:09	:19	:13	:06	:28	:16	:10	1:31	3:13
SCHOOLS WITH FTI >40TH %ILE										
GRADE 2	N= 20	:13	:19	:09	:04	:27	:15	:12	1:35	3:15
GRADE 5	N= 30	:09	:13	:26	:07	:28	:15	:17	1:18	3:13
GRADES 2 & 5	N= 50	:10	:16	:19	:06	:28	:15	:15	1:25	3:14
SCHOOLS W/O FTI >40TH %ILE										
GRADE 2	N= 20	:13	:22	:12	:07	:26	:15	:04	1:32	3:10
GRADE 5	N= 10	:10	:13	:23	:11	:27	:11	:17	1:09	3:00
GRADES 2 & 5	N= 30	:12	:19	:16	:08	:26	:14	:08	1:24	3:07

* EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, SCHOOL FAIR.

** EXAMPLES OF MGMT./MISC. ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNULEMENT, CLASSROOM MANAGEMENT BY TEACHER SUCH AS DISCIPLINARY ACTIVITIES AND GENERAL GIVING OF DIRECTIONS.

Figure F-29. SCHOOL HOURS SPENT IN
MANAGEMENT/MISCELLANEOUS
ACTIVITIES.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

SCHOOL HOURS SPENT IN MANAGEMENT/MISCELLANEOUS ACTIVITIES

STUDENTS		DIRECTS *	CLEAN UP *	CLASS CONTROL *	TRANSITION *	OTHER *	TOTAL
SCHOOLWIDE PROJ. <40TH %ILE							
GRADE 2	N= 39	:12	:01	:02	:15	1:05	1:34
GRADE 5	N= 19	:09	:02	:01	:12	1:06	1:29
GRADES 2 & 5	N= 58	:11	:02	:01	:14	1:05	1:33
SCHOOLWIDE PROJ. >40TH %ILE							
GRADE 2	N= 40	:11	:06	:01	:16	:58	1:31
GRADE 5	N= 20	:09	:01	:01	:12	:49	1:12
GRADES 2 & 5	N= 60	:10	:05	:01	:14	:55	1:25
TITLE I SCHOOLS <40TH %ILE							
GRADE 2	N= 20	:09	:02	:01	:17	1:07	1:36
GRADE 5	N= 20	:09	:01	:02	:12	:55	1:19
GRADES 2 & 5	N= 40	:09	:01	:01	:15	1:01	1:27
TITLE I SCHOOLS >40TH %ILE							
GRADE 2	N= 36	:10	:02	:02	:16	1:13	1:43
GRADE 5	N= 36	:09	:02	:02	:12	1:05	1:29
GRADES 2 & 5	N= 72	:09	:02	:02	:14	1:09	1:36
SCHOOLS WITH FTI <40TH %ILE							
GRADE 2	N= 20	:12	:03	:02	:17	1:07	1:40
GRADE 5	N= 19	:11	:01	:02	:12	:56	1:22
GRADES 2 & 5	N= 39	:12	:02	:02	:15	1:01	1:31
SCHOOLS WITH FTI >40TH %ILE							
GRADE 2	N= 20	:10	:01	:03	:16	1:06	1:35
GRADE 5	N= 30	:12	:01	:01	:12	:51	1:18
GRADES 2 & 5	N= 50	:11	:01	:02	:14	:57	1:25
SCHOOLS W/O FTI >40TH %ILE							
GRADE 2	N= 20	:11	:01	:01	:18	1:02	1:32
GRADE 5	N= 10	:10	:01	:02	:12	:45	1:09
GRADES 2 & 5	N= 30	:10	:01	:01	:16	:56	1:24

* DIRECTS: STUDENT IS LISTENING TO DIRECTIONS FROM TEACHER THAT ARE RELATED TO WHAT THE STUDENT IS TO DO RATHER THAN HOW TO DO IT.
 CLEAN UP: STUDENT IS INVOLVED IN CLEAN-UP ACTIVITIES SUCH AS THROWING AWAY PAPERS, WIPING DOWN TABLES, ETC.
 CLASS CONTROL: TEACHER IS ENGAGED IN DISCIPLINARY ACTION WHICH AFFECTS THE STUDENT UNDER OBSERVATION SO THAT NO INSTRUCTIONAL ACTIVITY IN THE BASIC SKILLS/MAJOR CONTENT AREAS IS OCCURRING FOR THE STUDENT.
 TRANSITION: STUDENT IS INVOLVED IN SHIFTING FROM ONE ACTIVITY TO ANOTHER. INCLUDES PUTTING UP MATERIALS, GETTING OUT MATERIALS, AND ALL LINE-UP TIME.
 OTHER: STUDENT IS NOT INVOLVED IN INSTRUCTIONAL ACTIVITY FOR SOME REASON OTHER THAN THOSE LISTED IN THE FOUR SUBCATEGORIES ABOVE. INCLUDES ANNOUNCEMENTS, ROLL CALL, TAKING UP LUNCH MONEY, ETC.

Figure F-30. CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF (BASIC SKILLS AREA).

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: READING/LANGUAGE ARTS

STUDENTS	COMP-REHENSION	LISTEN PERCEPTUAL	HAND-WRITING	ORAL EXPRESSION	READ-SILENT GRAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOSITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
SCHOOLWIDE PROJ. <40TH %ILE														
GRADE 2 N= 39	:2:07	:13	:06	:03	:34	:54	:34	:13	:09	:02	:13	:00	:01	2:19
GRADE 5 N= 19	:1:46	:05	:01	:01	:30	:35	:21	:02	:10	:06	:20	:05	:00	1:50
GRADES 2 & 5 N= 58	:2:00	:10	:04	:03	:33	:40	:29	:09	:09	:03	:15	:02	:01	2:09
SCHOOLWIDE PROJ. >40TH %ILE														
GRADE 2 N= 40	:2:01	:08	:04	:04	:38	:40	:35	:13	:04	:04	:12	:00	:00	2:10
GRADE 5 N= 20	:1:54	:05	:00	:03	:38	:30	:24	:01	:09	:12	:20	:02	:01	2:00
GRADES 2 & 5 N= 60	:1:59	:07	:03	:04	:38	:42	:31	:09	:06	:07	:15	:01	:01	2:07
TITLE I SCHOOLS <40TH %ILE														
GRADE 2 N= 20	:2:10	:04	:04	:04	:50	:40	:37	:08	:06	:02	:08	:00	:01	2:14
GRADE 5 N= 20	:1:54	:04	:02	:03	:37	:28	:28	:08	:06	:08	:15	:02	:01	1:54
GRADES 2 & 5 N= 40	:2:02	:04	:03	:04	:43	:38	:32	:08	:06	:05	:11	:01	:01	2:04
TITLE I SCHOOLS >40TH %ILE														
GRADE 2 N= 36	:2:10	:07	:04	:04	:45	:42	:37	:09	:07	:03	:13	:00	:01	2:13
GRADE 5 N= 36	:1:45	:05	:03	:03	:37	:27	:20	:03	:06	:06	:14	:02	:01	1:47
GRADES 2 & 5 N= 72	:1:58	:06	:03	:03	:41	:35	:29	:06	:06	:05	:13	:01	:01	2:00
SCHOOLS WITH FTI <40TH %ILE														
GRADE 2 N= 20	:2:10	:10	:04	:04	:36	:02	:45	:15	:07	:01	:07	:00	:01	2:20
GRADE 5 N= 19	:1:44	:02	:06	:02	:27	:31	:16	:04	:03	:07	:20	:00	:00	1:47
GRADES 2 & 5 N= 39	:1:57	:06	:05	:03	:31	:47	:31	:09	:05	:04	:13	:00	:04	2:04
SCHOOLS WITH FTI >40TH %ILE														
GRADE 2 N= 20	:2:06	:09	:06	:02	:36	:56	:32	:10	:02	:02	:07	:01	:01	2:10
GRADE 5 N= 30	:1:46	:06	:02	:03	:39	:25	:17	:02	:08	:07	:19	:01	:01	1:51
GRADES 2 & 5 N= 50	:1:54	:07	:04	:03	:38	:38	:23	:05	:05	:05	:14	:01	:01	1:59
SCHOOLS W/O FTI >40TH %ILE														
GRADE 2 N= 20	:2:12	:10	:08	:03	:41	:40	:37	:09	:07	:04	:14	:01	:01	2:21
GRADE 5 N= 10	:1:40	:04	:03	:04	:48	:16	:11	:00	:15	:05	:11	:06	:03	1:45
GRADES 2 & 5 N= 30	:2:01	:08	:06	:03	:43	:37	:28	:06	:09	:05	:13	:03	:02	2:09

F-80

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: MATH

STUDENTS	COMP-REHENSION	LISTEN PERCEPTION	HAND-WRITING	ORAL EXPRESSION	READING SILENT	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOSITION	STUDYING SKILLS	WRITE: GRAMMAR	LITERARY SKILLS	OTHER	***** TIME IN ALL CONTENT AREAS
	SCHOOLWIDE PROJ. <40TH %ILE													
GRADE 2 N= 39	:33	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:33
GRADE 5 N= 19	:45	:02	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:45
GRADES 2 & 5 N= 58	:37	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:37
SCHOOLWIDE PROJ. >40TH %ILE														
GRADE 2 N= 40	:36	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02	:37
GRADE 5 N= 20	:41	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:41
GRADES 2 & 5 N= 60	:38	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:02	:38
TITLE I SCHOOLS <40TH %ILE														
GRADE 2 N= 20	:32	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:32
GRADE 5 N= 20	:45	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:45
GRADES 2 & 5 N= 40	:39	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:39
TITLE I SCHOOLS >40TH %ILE														
GRADE 2 N= 36	:30	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:30
GRADE 5 N= 36	:43	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:43
GRADES 2 & 5 N= 72	:37	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:37
SCHOOLS WITH FTI <40TH %ILE														
GRADE 2 N= 20	:37	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:37
GRADE 5 N= 19	:45	:01	:00	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:45
GRADES 2 & 5 N= 39	:41	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:41
SCHOOLS WITH FTI >40TH %ILE														
GRADE 2 N= 20	:41	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:41
GRADE 5 N= 30	:42	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:42
GRADES 2 & 5 N= 50	:41	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:41
SCHOOLS W/O FTI >40TH %ILE														
GRADE 2 N= 20	:37	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:37
GRADE 5 N= 10	:53	:02	:00	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:53
GRADES 2 & 5 N= 30	:42	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:42

F-81



80.71

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SOCIAL STUDIES

STUDENTS		COMP- REHEN- SICH	LIS- TEN- PERCEP- TUAL	HAND- WRIT- ING	GRAL EXPRE- SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS- ITION	STUDY- ING SKILLS	WRITE: GRAM- MAR	LITER- ARY SKILLS	OTHER	TIME IN ALL CON- TENT AREAS
SCHOOLWIDE PROJ. <40TH %ILE															
GRADE 2	N= 39	:06	:01	:00	:01	:01	:00	:01	:00	:00	:00	:00	:00	:00	:06
GRADE 5	N= 19	:15	:01	:00	:00	:02	:00	:03	:00	:00	:00	:00	:00	:00	:15
GRADES 2 & 5	N= 58	:09	:01	:00	:01	:01	:00	:01	:00	:00	:00	:00	:00	:00	:09
SCHOOLWIDE PROJ. >40TH %ILE															
GRADE 2	N= 40	:13	:04	:00	:01	:01	:00	:01	:00	:00	:00	:00	:00	:00	:13
GRADE 5	N= 20	:28	:08	:00	:00	:04	:00	:04	:00	:01	:01	:00	:00	:02	:29
GRADES 2 & 5	N= 60	:18	:05	:00	:01	:02	:00	:02	:00	:00	:01	:00	:00	:01	:18
TITLE I SCHOOLS <40TH %ILE															
GRADE 2	N= 20	:03	:00	:00	:01	:00	:00	:01	:00	:00	:00	:00	:00	:00	:03
GRADE 5	N= 20	:14	:00	:00	:01	:00	:00	:03	:00	:01	:00	:00	:00	:00	:15
GRADES 2 & 5	N= 40	:08	:00	:00	:01	:00	:00	:02	:00	:00	:00	:00	:00	:00	:09
TITLE I SCHOOLS >40TH %ILE															
GRADE 2	N= 36	:11	:00	:00	:01	:00	:00	:01	:00	:00	:01	:00	:00	:00	:11
GRADE 5	N= 36	:26	:03	:00	:01	:02	:00	:04	:00	:00	:03	:00	:00	:00	:26
GRADES 2 & 5	N= 72	:18	:01	:00	:01	:01	:00	:03	:00	:00	:02	:00	:00	:00	:18
SCHOOLS WITH FTI <40TH %ILE															
GRADE 2	N= 20	:11	:00	:00	:00	:00	:00	:02	:00	:00	:00	:00	:00	:00	:11
GRADE 5	N= 19	:20	:00	:00	:00	:00	:00	:01	:00	:00	:03	:00	:00	:01	:20
GRADES 2 & 5	N= 39	:15	:00	:00	:00	:00	:00	:02	:00	:00	:01	:00	:00	:01	:15
SCHOOLS WITH FTI >40TH %ILE															
GRADE 2	N= 20	:08	:03	:00	:01	:00	:00	:01	:00	:00	:01	:00	:00	:00	:08
GRADE 5	N= 30	:21	:00	:00	:02	:02	:00	:01	:00	:01	:04	:00	:00	:01	:22
GRADES 2 & 5	N= 50	:16	:01	:00	:01	:01	:00	:01	:00	:01	:03	:00	:00	:01	:16
SCHOOLS W/O FTI >40TH %ILE															
GRADE 2	N= 20	:16	:00	:00	:02	:00	:00	:01	:00	:00	:03	:00	:00	:00	:16
GRADE 5	N= 10	:50	:03	:00	:04	:00	:00	:10	:00	:00	:11	:00	:00	:02	:50
GRADES 2 & 5	N= 30	:27	:01	:00	:03	:00	:00	:04	:00	:00	:05	:00	:00	:01	:27

F-82



CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SCIENCE

F-83

STUDENTS	COMP-REHENSION	LISTEN-PERCEPTION	HAND-WRITING	ORAL-EXPRESSION	READ-SILENT ORAL	SPELLING SKILLS	VOCABULARY SKILLS	WORD ATTACK SKILLS	WRITE-COMPOSITION	STUDYING SKILLS	WRITE-GRAMMAR	LITERARY SKILLS	OTHER	TIME IN ALL CONTENT AREAS
SCHOOLWIDE PROJ. <40TH TILE														
GRADE 2 N= 39	:14	:02	:00	:01	:00	:00	:01	:00	:00	:00	:00	:00	:00	:14
GRADE 5 N= 19	:14	:02	:00	:00	:00	:00	:02	:00	:00	:00	:00	:00	:00	:14
GRADES 2 & 5 N= 58	:14	:02	:00	:01	:00	:00	:01	:00	:00	:00	:00	:00	:00	:14
SCHOOLWIDE PROJ. >40TH TILE														
GRADE 2 N= 40	:18	:04	:00	:01	:01	:01	:03	:00	:00	:00	:00	:00	:00	:18
GRADE 5 N= 20	:05	:00	:00	:00	:00	:00	:03	:00	:00	:00	:00	:00	:00	:05
GRADES 2 & 5 N= 60	:14	:03	:00	:01	:00	:00	:03	:00	:00	:00	:00	:00	:00	:14
TITLE I SCHOOLS <40TH TILE														
GRADE 2 N= 20	:12	:00	:00	:00	:01	:00	:04	:00	:01	:00	:00	:00	:00	:12
GRADE 5 N= 20	:17	:03	:00	:00	:01	:00	:02	:00	:00	:00	:00	:00	:00	:17
GRADES 2 & 5 N= 40	:14	:02	:00	:00	:01	:00	:03	:00	:00	:00	:00	:00	:00	:14
TITLE I SCHOOLS >40TH TILE														
GRADE 2 N= 36	:09	:01	:00	:01	:00	:00	:01	:00	:00	:00	:00	:00	:00	:09
GRADE 5 N= 36	:15	:01	:00	:01	:01	:00	:00	:00	:01	:00	:00	:00	:00	:15
GRADES 2 & 5 N= 72	:12	:01	:00	:01	:01	:00	:01	:00	:00	:00	:00	:00	:00	:12
SCHOOLS WITH FTI <40TH TILE														
GRADE 2 N= 20	:07	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:07
GRADE 5 N= 19	:22	:02	:00	:01	:03	:00	:01	:00	:00	:00	:00	:00	:02	:22
GRADES 2 & 5 N= 39	:14	:01	:00	:01	:02	:00	:01	:00	:00	:00	:00	:00	:01	:14
SCHOOLS WITH FTI >40TH TILE														
GRADE 2 N= 20	:11	:01	:00	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:11
GRADE 5 N= 30	:19	:02	:00	:00	:01	:00	:02	:00	:01	:00	:00	:00	:00	:19
GRADES 2 & 5 N= 50	:16	:01	:00	:00	:01	:00	:01	:00	:00	:00	:00	:00	:00	:16
SCHOOLS W/O FTI >40TH TILE														
GRADE 2 N= 20	:04	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:04
GRADE 5 N= 10	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
GRADES 2 & 5 N= 30	:03	:00	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:03

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: UNDETERMINED

STUDENTS	COMP- REHEN- SION	LIS- TEN- PERCEP- TUAL	HAND- WRIT- ING	GRAL EXPRE- SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS- ITION	STUDY- ING SKILLS	WRITE: GRAM- MAR	LITER- ARY SKILLS	OTHER	TIME IN ALL CON- TENT AREAS
SCHOOLWIDE PROJ. <40TH XILE														
GRADE 2 N= 39	:03	:01	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:01	:04
GRADE 5 N= 19	:03	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:03
GRADES 2 & 5 N= 58	:03	:01	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:04
SCHOOLWIDE PROJ. >40TH XILE														
GRADE 2 N= 40	:02	:01	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:01	:02
GRADE 5 N= 20	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:01
GRADES 2 & 5 N= 60	:01	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:02
TITLE I SCHOOLS <40TH XILE														
GRADE 2 N= 20	:03	:01	:00	:01	:01	:00	:00	:00	:00	:00	:00	:00	:00	:03
GRADE 5 N= 20	:05	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:05
GRADES 2 & 5 N= 40	:04	:01	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:04
TITLE I SCHOOLS >40TH XILE														
GRADE 2 N= 36	:01	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02
GRADE 5 N= 36	:02	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02
GRADES 2 & 5 N= 72	:01	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02
SCHOOLS WITH FTI <40TH XILE														
GRADE 2 N= 20	:02	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:01	:03
GRADE 5 N= 19	:05	:00	:00	:02	:00	:00	:00	:00	:00	:00	:00	:00	:01	:05
GRADES 2 & 5 N= 39	:03	:00	:00	:01	:00	:00	:00	:00	:00	:00	:00	:00	:01	:04
SCHOOLS WITH FTI >40TH XILE														
GRADE 2 N= 20	:05	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02	:05
GRADE 5 N= 30	:04	:02	:00	:00	:00	:00	:00	:00	:01	:00	:00	:00	:00	:04
GRADES 2 & 5 N= 50	:04	:02	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:04
SCHOOLS W/D FTI >40TH XILE														
GRADE 2 N= 20	:01	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02
GRADE 5 N= 10	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01
GRADES 2 & 5 N= 30	:01	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02

F-84

80.71

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: ALL BASIC SKILLS AREAS

STUDENTS		COMP-REMEM-SIGN	LISTEN PERCEP-TUAL	HANO-WRIT-ING	ORAL EXPRE-SSION	READ-SILENT ORAL	SPELL-ING SKILLS	VOCAB-ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS-ITION	STUDY-ING SKILLS	WRITE: GRAM-MAR	LITER-ARY SKILLS	OTHER	TIME IN ALL CON-TENT AREAS
SCHOOLWIDE PROJ. <40TH XILE															
GRADE 2	N= 39	3:03	1:17	1:06	1:07	1:36	1:54	1:35	1:13	1:09	1:02	1:13	1:00	1:01	3:16
GRADE 5	N= 19	3:03	1:10	1:01	1:02	1:33	1:35	1:25	1:02	1:10	1:06	1:20	1:05	1:01	3:07
GRADES 2 & 5	N= 58	3:03	1:14	1:05	1:05	1:35	1:48	1:32	1:09	1:09	1:03	1:15	1:02	1:01	3:13
SCHOOLWIDE PROJ. >40TH XILE															
GRADE 2	N= 40	3:10	1:17	1:04	1:06	1:40	1:49	1:38	1:13	1:04	1:04	1:13	1:00	1:04	3:21
GRADE 5	N= 20	3:09	1:14	1:00	1:03	1:44	1:30	1:31	1:01	1:11	1:12	1:20	1:02	1:04	3:16
GRADES 2 & 5	N= 60	3:10	1:16	1:03	1:05	1:41	1:43	1:36	1:09	1:06	1:07	1:15	1:01	1:04	3:19
TITLE 1 SCHOOLS <40TH XILE															
GRADE 2	N= 20	3:08	1:05	1:04	1:06	1:51	1:49	1:41	1:08	1:07	1:02	1:08	1:00	1:02	3:05
GRADE 5	N= 20	3:14	1:10	1:02	1:04	1:39	1:28	1:33	1:08	1:07	1:09	1:15	1:02	1:02	3:15
GRADES 2 & 5	N= 40	3:07	1:08	1:03	1:05	1:45	1:38	1:37	1:08	1:07	1:05	1:11	1:01	1:02	3:10
TITLE 1 SCHOOLS >40TH XILE															
GRADE 2	N= 36	3:02	1:10	1:04	1:06	1:45	1:42	1:39	1:09	1:07	1:04	1:13	1:00	1:01	3:04
GRADE 5	N= 36	3:11	1:10	1:03	1:05	1:41	1:27	1:27	1:03	1:06	1:09	1:14	1:02	1:02	3:13
GRADES 2 & 5	N= 72	3:06	1:10	1:03	1:06	1:43	1:35	1:33	1:06	1:07	1:07	1:13	1:01	1:01	3:09
SCHOOLS WITH FTI <40TH XILE															
GRADE 2	N= 20	3:06	1:13	1:04	1:05	1:36	1:03	1:48	1:15	1:07	1:01	1:07	1:00	1:02	3:16
GRADE 5	N= 19	3:15	1:04	1:06	1:05	1:30	1:31	1:19	1:04	1:03	1:10	1:20	1:00	1:05	3:19
GRADES 2 & 5	N= 39	3:11	1:09	1:05	1:05	1:33	1:47	1:34	1:09	1:05	1:06	1:13	1:00	1:03	3:17
SCHOOLS WITH FTI >40TH XILE															
GRADE 2	N= 20	3:11	1:14	1:06	1:02	1:36	1:57	1:33	1:10	1:02	1:03	1:07	1:01	1:03	3:15
GRADE 5	N= 30	3:11	1:09	1:02	1:05	1:43	1:25	1:19	1:02	1:10	1:10	1:19	1:01	1:02	3:17
GRADES 2 & 5	N= 50	3:11	1:11	1:04	1:04	1:40	1:38	1:25	1:05	1:07	1:07	1:14	1:01	1:02	3:16
SCHOOLS W/O FTI >40TH XILE															
GRADE 2	N= 20	3:09	1:13	1:08	1:05	1:42	1:48	1:38	1:09	1:07	1:07	1:14	1:01	1:03	3:20
GRADE 5	N= 10	3:24	1:09	1:03	1:08	1:48	1:16	1:22	1:00	1:15	1:16	1:11	1:06	1:05	3:30
GRADES 2 & 5	N= 30	3:14	1:11	1:06	1:06	1:44	1:37	1:33	1:06	1:09	1:10	1:13	1:03	1:03	3:23

F-85



Figure F-31. PREDOMINANT MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION.

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS						MATH						
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	
SCHOOLWIDE PROJ. <40TH XILE													
GRADE 2 N= 39	1:11	:52	1:00	:11	:03	2:19	:18	:16	:10	:01	:02	:33	
GRADE 5 N= 19	1:07	:40	:51	:04	:01	1:50	:31	:18	:23	:01	:00	:45	
GRADES 2 & 5 N= 58	1:10	:48	:57	:08	:02	2:09	:23	:17	:14	:01	:02	:37	
SCHOOLWIDE PROJ. >40TH XILE													
GRADE 2 N= 40	1:05	:45	1:00	:08	:03	2:10	:23	:20	:12	:01	:01	:37	
GRADE 5 N= 20	1:10	:38	:48	:04	:02	2:00	:20	:19	:20	:02	:00	:41	
GRADES 2 & 5 N= 60	1:07	:43	:56	:07	:03	2:07	:22	:20	:15	:01	:01	:38	
TITLE I SCHOOLS <40TH XILE													
GRADE 2 N= 20	1:11	:40	1:02	:08	:02	2:14	:20	:25	:11	:01	:01	:32	
GRADE 5 N= 20	1:01	:33	:56	:04	:04	1:54	:24	:23	:16	:02	:00	:45	
GRADES 2 & 5 N= 40	1:06	:37	:59	:06	:03	2:04	:22	:19	:13	:01	:00	:39	
TITLE I SCHOOLS >40TH XILE													
GRADE 2 N= 36	1:11	:40	1:01	:06	:05	2:13	:16	:17	:10	:00	:01	:30	
GRADE 5 N= 36	1:04	:37	:39	:04	:01	1:47	:26	:25	:16	:01	:00	:43	
GRADES 2 & 5 N= 72	1:08	:38	:50	:05	:03	2:00	:21	:21	:13	:01	:00	:37	
SCHOOLS WITH FTI <40TH XILE													
GRADE 2 N= 20	1:23	:51	1:06	:11	:03	2:20	:20	:19	:12	:01	:03	:37	
GRADE 5 N= 19	:55	:45	:38	:02	:00	1:47	:20	:24	:18	:02	:02	:45	
GRADES 2 & 5 N= 39	1:10	:48	:52	:06	:02	2:04	:20	:21	:15	:01	:03	:41	
SCHOOLS WITH FTI >40TH XILE													
GRADE 2 N= 20	1:14	:46	:56	:10	:05	2:10	:30	:23	:13	:01	:02	:41	
GRADE 5 N= 30	1:03	:36	:47	:03	:01	1:51	:20	:21	:18	:00	:00	:42	
GRADES 2 & 5 N= 50	1:07	:40	:50	:06	:03	1:59	:24	:22	:16	:01	:01	:41	
SCHOOLS W/O FTI >40TH XILE													
GRADE 2 N= 20	1:12	:50	1:09	:05	:03	2:21	:25	:15	:13	:02	:02	:37	
GRADE 5 N= 10	:57	:36	:34	:02	:02	1:45	:29	:25	:20	:03	:01	:53	
GRADES 2 & 5 N= 30	:07	:46	:58	:04	:03	2:09	:26	:18	:16	:02	:02	:42	

F-88

80.74

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES						SCIENCE						
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	
SCHOOLWIDE PROJ. <40TH %ILE													
GRADE 2 N= 39	101	101	104	100	101	106	104	102	109	100	102	114	
GRADE 5 N= 19	107	104	110	101	100	115	105	103	108	100	100	114	
GRADES 2 & 5 N= 58	103	102	106	100	101	109	104	103	109	100	101	114	
SCHOOLWIDE PROJ. >40TH %ILE													
GRADE 2 N= 40	102	101	107	101	104	113	103	102	114	101	101	118	
GRADE 5 N= 20	110	107	118	101	100	129	101	101	104	100	100	105	
GRADES 2 & 5 N= 60	104	103	111	101	103	118	102	102	111	100	101	114	
TITLE I SCHOOLS <40TH %ILE													
GRADE 2 N= 20	100	101	103	100	100	103	101	101	110	100	101	112	
GRADE 5 N= 20	106	102	108	100	100	115	105	105	110	100	102	117	
GRADES 2 & 5 N= 40	103	101	105	100	100	109	103	103	110	100	101	114	
TITLE I SCHOOLS >40TH %ILE													
GRADE 2 N= 36	102	102	108	100	101	111	100	100	109	101	101	109	
GRADE 5 N= 36	109	105	118	101	101	126	108	106	107	100	101	115	
GRADES 2 & 5 N= 72	105	103	113	101	101	118	104	103	108	101	101	112	
SCHOOLS WITH FTI <40TH %ILE													
GRADE 2 N= 20	103	103	106	100	101	111	100	101	105	100	100	107	
GRADE 5 N= 19	103	103	116	100	101	120	106	107	112	100	100	122	
GRADES 2 & 5 N= 39	103	103	111	100	101	115	103	104	108	100	100	114	
SCHOOLS WITH FTI >40TH %ILE													
GRADE 2 N= 20	101	102	106	100	100	108	102	101	108	100	102	111	
GRADE 5 N= 30	106	103	116	101	100	122	103	104	114	101	101	119	
GRADES 2 & 5 N= 50	104	102	112	101	100	116	103	103	112	101	101	116	
SCHOOLS W/O FTI >40TH %ILE													
GRADE 2 N= 20	101	103	112	101	102	116	100	100	104	100	100	104	
GRADE 5 N= 10	109	107	138	101	103	150	100	100	100	100	100	100	
GRADES 2 & 5 N= 30	104	104	121	101	102	127	100	100	103	100	100	103	

F-89

111

112

80.71

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS						
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	
SCHOOLWIDE PROJ. <40TH %ILE													
GRADE 2 N= 39	:00	:01	:03	:00	:00	:04	1:35	1:12	1:27	:12	:08	3:16	
GRADE 5 N= 19	:00	:01	:02	:00	:00	:03	1:50	1:06	1:34	:06	:01	3:07	
GRADES 2 & 5 N= 58	:00	:01	:03	:00	:00	:04	1:40	1:10	1:29	:10	:05	3:13	
SCHOOLWIDE PROJ. >40TH %ILE													
GRADE 2 N= 40	:00	:00	:01	:00	:00	:02	1:33	1:10	1:34	:11	:09	3:21	
GRADE 5 N= 20	:00	:00	:01	:00	:00	:01	1:41	1:06	1:30	:07	:02	3:16	
GRADES 2 & 5 N= 60	:00	:00	:01	:00	:00	:02	1:36	1:08	1:32	:10	:07	3:19	
TITLE I SCHOOLS <40TH %ILE													
GRADE 2 N= 20	:00	:00	:03	:00	:00	:03	1:33	:58	1:28	:10	:04	3:05	
GRADE 5 N= 20	:00	:00	:04	:00	:00	:05	1:36	1:04	1:34	:06	:06	3:15	
GRADES 2 & 5 N= 40	:00	:00	:03	:00	:00	:04	1:35	1:01	1:31	:08	:05	3:10	
TITLE I SCHOOLS >40TH %ILE													
GRADE 2 N= 36	:01	:00	:00	:00	:01	:02	1:31	:59	1:28	:07	:08	3:04	
GRADE 5 N= 36	:00	:00	:02	:00	:00	:02	1:47	1:12	1:23	:07	:02	3:13	
GRADES 2 & 5 N= 72	:00	:00	:01	:00	:00	:02	1:35	1:06	1:26	:07	:05	3:09	
SCHOOLS WITH FTI <40TH %ILE													
GRADE 2 N= 20	:00	:00	:01	:01	:01	:03	1:46	1:15	1:30	:12	:09	3:16	
GRADE 5 N= 19	:00	:00	:04	:00	:00	:05	1:25	1:18	1:28	:02	:04	3:19	
GRADES 2 & 5 N= 39	:00	:00	:03	:00	:00	:04	1:36	1:17	1:29	:07	:06	3:17	
SCHOOLS WITH FTI >40TH %ILE													
GRADE 2 N= 20	:01	:01	:02	:01	:02	:05	1:49	1:12	1:25	:13	:11	3:15	
GRADE 5 N= 30	:00	:01	:03	:00	:00	:04	1:32	1:04	1:37	:06	:02	3:17	
GRADES 2 & 5 N= 50	:00	:01	:02	:01	:01	:04	1:39	1:08	1:32	:09	:05	3:16	
SCHOOLS W/O FTI >40TH %ILE													
GRADE 2 N= 20	:00	:00	:01	:00	:00	:02	1:38	1:09	1:40	:08	:08	3:20	
GRADE 5 N= 10	:00	:01	:00	:00	:00	:01	1:35	1:09	1:33	:05	:06	3:30	
GRADES 2 & 5 N= 30	:00	:01	:01	:00	:00	:02	1:37	1:09	1:38	:07	:07	3:23	

F-90

80.71

Figure F-32. SECONDARY MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION

115

F-91

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
SCHOOLWIDE PROJ. <40TH XILE												
GRADE 2 N= 39	:19	:18	:11	:11	:00	2:19	:06	:04	:02	:02	:00	:33
GRADE 5 N= 19	:15	:11	:03	:05	:00	1:50	:07	:08	:01	:03	:00	:45
GRADES 2 & 5 N= 58	:18	:15	:09	:09	:00	2:09	:06	:05	:02	:03	:00	:37
SCHOOLWIDE PROJ. >40TH XILE												
GRADE 2 N= 40	:24	:20	:08	:11	:00	2:10	:05	:05	:01	:03	:00	:37
GRADE 5 N= 20	:12	:13	:05	:07	:00	2:00	:06	:02	:01	:04	:00	:41
GRADES 2 & 5 N= 60	:20	:18	:07	:10	:00	2:07	:05	:04	:01	:03	:00	:38
TITLE I SCHOOLS <40TH XILE												
GRADE 2 N= 20	:17	:14	:10	:07	:03	2:14	:06	:06	:01	:02	:00	:32
GRADE 5 N= 20	:08	:08	:04	:10	:01	1:54	:03	:04	:02	:02	:00	:45
GRADES 2 & 5 N= 40	:12	:11	:07	:09	:02	2:04	:05	:05	:02	:02	:00	:39
TITLE I SCHOOLS >40TH XILE												
GRADE 2 N= 36	:19	:19	:08	:10	:01	2:13	:05	:03	:02	:02	:01	:30
GRADE 5 N= 36	:11	:12	:04	:05	:00	1:47	:07	:03	:02	:01	:00	:43
GRADES 2 & 5 N= 72	:15	:16	:06	:07	:00	2:00	:06	:03	:02	:02	:01	:37
SCHOOLS WITH FTI <40TH XILE												
GRADE 2 N= 20	:17	:18	:08	:13	:01	2:20	:05	:03	:01	:02	:00	:37
GRADE 5 N= 19	:21	:14	:04	:05	:00	1:47	:06	:04	:03	:01	:00	:45
GRADES 2 & 5 N= 39	:19	:16	:06	:09	:00	2:04	:06	:04	:02	:01	:00	:41
SCHOOLS WITH FTI >40TH XILE												
GRADE 2 N= 20	:09	:14	:07	:09	:01	2:10	:02	:06	:01	:02	:00	:41
GRADE 5 N= 30	:10	:10	:03	:04	:00	1:51	:09	:03	:02	:01	:00	:42
GRADES 2 & 5 N= 50	:09	:11	:05	:06	:00	1:59	:06	:04	:01	:02	:00	:41
SCHOOLS W/O FTI >40TH XILE												
GRADE 2 N= 20	:17	:21	:08	:15	:00	2:21	:04	:07	:01	:03	:01	:37
GRADE 5 N= 10	:09	:13	:05	:05	:00	1:45	:06	:03	:01	:02	:01	:53
GRADES 2 & 5 N= 30	:14	:18	:07	:12	:00	2:09	:04	:06	:01	:03	:01	:42

F-92

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES						SCIENCE						
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	
SCHOOLWIDE PROJ. <40TH XILE													
GRADE 2 N= 39	:00	:00	:00	:01	:00	:06	:01	:01	:00	:03	:00	:14	
GRADE 5 N= 19	:01	:01	:01	:02	:00	:15	:02	:04	:01	:00	:00	:14	
GRADES 2 & 5 N= 58	:00	:00	:00	:01	:00	:09	:01	:02	:01	:02	:00	:14	
SCHOOLWIDE PROJ. >40TH XILE													
GRADE 2 N= 40	:01	:00	:00	:01	:00	:13	:01	:01	:00	:03	:00	:18	
GRADE 5 N= 20	:02	:03	:01	:05	:00	:29	:00	:00	:00	:00	:00	:05	
GRADES 2 & 5 N= 60	:01	:01	:00	:02	:00	:18	:01	:01	:00	:02	:00	:14	
TITLE 1 SCHOOLS <40TH XILE													
GRADE 2 N= 20	:00	:00	:00	:00	:00	:03	:00	:00	:00	:01	:00	:12	
GRADE 5 N= 20	:01	:02	:00	:01	:00	:15	:01	:01	:00	:02	:00	:17	
GRADES 2 & 5 N= 40	:01	:01	:00	:00	:00	:09	:01	:01	:00	:01	:00	:14	
TITLE 1 SCHOOLS >40TH XILE													
GRADE 2 N= 36	:00	:00	:00	:00	:00	:11	:00	:00	:00	:02	:00	:09	
GRADE 5 N= 36	:04	:02	:00	:03	:00	:26	:01	:01	:00	:01	:00	:15	
GRADES 2 & 5 N= 72	:02	:01	:00	:01	:00	:18	:00	:01	:00	:02	:00	:12	
SCHOOLS WITH FTI <40TH XILE													
GRADE 2 N= 20	:00	:01	:01	:01	:00	:11	:01	:00	:00	:01	:00	:07	
GRADE 5 N= 19	:03	:04	:00	:01	:00	:20	:03	:01	:00	:01	:00	:22	
GRADES 2 & 5 N= 39	:02	:02	:00	:01	:00	:15	:02	:01	:00	:01	:00	:14	
SCHOOLS WITH FTI >40TH XILE													
GRADE 2 N= 20	:00	:00	:00	:00	:00	:08	:01	:00	:00	:00	:00	:11	
GRADE 5 N= 30	:02	:02	:00	:01	:00	:22	:01	:01	:00	:01	:00	:19	
GRADES 2 & 5 N= 50	:01	:01	:00	:00	:00	:16	:01	:01	:00	:01	:00	:16	
SCHOOLS W/O FTI >40TH XILE													
GRADE 2 N= 20	:01	:00	:00	:02	:00	:16	:00	:00	:00	:00	:00	:04	
GRADE 5 N= 10	:03	:01	:01	:04	:00	:50	:00	:00	:00	:00	:00	:00	
GRADES 2 & 5 N= 30	:02	:00	:01	:03	:00	:27	:00	:00	:00	:00	:00	:03	

F-93

113

11

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS						
	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	READ	WRITE	LISTEN	SPEAK	IND LANG	TIME	
SCHOOLWIDE PRD. <40TH %ILE													
GRADE 2 N= 39	:00	:00	:00	:01	:00	:04	:26	:23	:14	:18	:00	3:16	
GRADE 5 N= 19	:01	:00	:00	:00	:00	:03	:26	:23	:06	:11	:00	3:07	
GRADES 2 & 5 N= 58	:00	:00	:00	:01	:00	:04	:26	:23	:11	:16	:00	3:13	
SCHOOLWIDE PRD. >40TH %ILE													
GRADE 2 N= 40	:00	:00	:00	:01	:00	:02	:31	:27	:10	:18	:01	3:21	
GRADE 5 N= 20	:00	:00	:00	:01	:00	:01	:20	:17	:08	:17	:00	3:16	
GRADES 2 & 5 N= 60	:00	:00	:00	:01	:00	:02	:27	:24	:09	:17	:01	3:19	
TITLE I SCHOOLS <40TH %ILE													
GRADE 2 N= 20	:00	:00	:00	:00	:00	:03	:23	:21	:12	:10	:03	3:05	
GRADE 5 N= 20	:00	:00	:00	:01	:00	:05	:14	:15	:06	:15	:01	3:15	
GRADES 2 & 5 N= 40	:00	:00	:00	:01	:00	:04	:18	:18	:09	:13	:02	3:10	
TITLE I SCHOOLS >40TH %ILE													
GRADE 2 N= 36	:00	:00	:00	:00	:00	:02	:24	:23	:10	:14	:02	3:04	
GRADE 5 N= 36	:00	:00	:00	:01	:00	:02	:22	:17	:06	:11	:00	3:13	
GRADES 2 & 5 N= 72	:00	:00	:00	:01	:00	:02	:23	:20	:08	:13	:01	3:09	
SCHOOLS WITH FTI <40TH %ILE													
GRADE 2 N= 20	:00	:00	:00	:00	:00	:03	:23	:21	:10	:16	:01	3:16	
GRADE 5 N= 19	:00	:01	:00	:01	:00	:05	:33	:24	:07	:09	:00	3:19	
GRADES 2 & 5 N= 39	:00	:00	:00	:00	:00	:04	:28	:23	:08	:13	:01	3:17	
SCHOOLS WITH FTI >40TH %ILE													
GRADE 2 N= 20	:00	:00	:00	:01	:00	:05	:12	:19	:09	:13	:01	3:15	
GRADE 5 N= 30	:00	:00	:00	:00	:00	:04	:21	:16	:05	:06	:00	3:17	
GRADES 2 & 5 N= 50	:00	:00	:00	:00	:00	:04	:17	:17	:07	:09	:01	3:16	
SCHOOLS W/D FTI >40TH %ILE													
GRADE 2 N= 20	:00	:00	:00	:00	:00	:02	:22	:28	:09	:20	:01	3:20	
GRADE 5 N= 10	:01	:00	:00	:00	:00	:01	:18	:17	:08	:10	:02	3:30	
GRADES 2 & 5 N= 30	:00	:00	:00	:00	:00	:02	:21	:24	:09	:17	:01	3:23	

76-3



Figure F-33. SCHOOL HOURS SPENT IN DIFFERENT LOCATIONS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

STUDENTS	CLASSROOM	READING LAB	SCHOOL LIBRARY	OTHER *
ACTUAL TITLE I STUDENTS				
GRADE 2 N= 17	4:29	:18	:01	1:42
GRADE 5 N= 17	4:13	:09	:04	2:05
GRADES 2 & 5 N= 34	4:21	:13	:02	1:54
ACTUAL FORMER TI STUDENTS				
GRADE 2 N= 10	4:35	:03	:08	1:44
GRADE 5 N= 10	4:29	:03	:08	1:51
GRADES 2 & 5 N= 20	4:32	:03	:08	1:47
TITLE I SCHOOLS >40TH FILE				
GRADE 2 N= 36	4:45	:00	:04	1:42
GRADE 5 N= 36	4:31	:00	:05	1:54
GRADES 2 & 5 N= 72	4:38	:00	:04	1:48

* ALL SCHOOL LOCATIONS OTHER THAN CLASSROOMS, READING LABS, AND LIBRARY. INCLUDES HALLWAYS, AUDITORIUM, LUNCHEON, RESTROOM, AND ART ACTIVITIES OUT OF THE CLASSROOM.

80.71

Figure F-34. COMPETITIVENESS OF TIME SPENT
IN BASIC SKILLS INSTRUCTION.

124

F-97

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

COMPETITIVENESS OF TIME SPENT IN BASIC SKILLS INSTRUCTION

STUDENTS	COMPETITIVE		SOMWHAT COMPETITIVE	NONCOMPETITIVE
	INDIVIDUAL	GROUP		
ACTUAL TITLE I STUDENTS				
GRADE 2 N= 17	100	100	100	3:04
GRADE 5 N= 17	102	101	100	3:19
GRADES 2 & 5 N= 34	101	101	100	3:12
ACTUAL FCRRER TI STUDENTS				
GRADE 2 N= 10	100	100	100	3:18
GRADE 5 N= 10	100	100	100	3:12
GRADES 2 & 5 N= 20	100	100	100	3:15
TITLE I SCHOOLS >40TH FILE				
GRADE 2 N= 36	100	100	100	3:04
GRADE 5 N= 36	100	100	100	3:12
GRADES 2 & 5 N= 72	100	100	100	3:08

F-98

Figure F-35. PERCENTAGE OF TIME SPENT IN ETHNICALLY MIXED AND UNMIXED GROUPS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

PERCENTAGE OF TIME SPENT IN ETHNICALLY MIXED AND UNMIXED GROUPS

STUDENTS	GROUP ETHNICITY DURING TIME SPENT IN...			
	BASIC SKILLS		OTHER AREAS	
	MIXED	UNMIXED	MIXED	UNMIXED
ACTUAL TITLE I STUDENTS				
GRADE 2 N= 17	87.5%	12.5%	97.0%	3.0%
GRADE 5 N= 17	90.5%	9.5%	95.9%	4.1%
GRADES 2 & 5 N= 34	89.0%	11.0%	96.7%	3.3%
ACTUAL FORMER TI STUDENTS				
GRADE 2 N= 10	76.2%	23.8%	90.0%	10.0%
GRADE 5 N= 10	95.9%	4.1%	94.9%	5.1%
GRADES 2 & 5 N= 20	84.8%	15.2%	92.1%	7.9%
TITLE I SCHOOLS 540TH FILE				
GRADE 2 N= 36	97.5%	2.5%	97.2%	2.8%
GRADE 5 N= 36	94.9%	5.1%	95.0%	5.0%
GRADES 2 & 5 N= 72	96.3%	3.7%	96.3%	3.7%

E-100

Figure F-36. LANGUAGE OF INSTRUCTION DURING
BASIC SKILLS INSTRUCTION.

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS					MATH				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO
	ACTUAL TITLE I STUDENTS									
GRADE 2 N= 17	2109	101	101	100	100	134	100	100	100	
GRADE 5 N= 17	1154	100	102	100	100	149	100	100	100	
GRADES 2 & 5 N= 34	2102	101	101	100	100	141	100	100	100	
ACTUAL FCRRP TI STUDENTS										
GRADE 2 N= 10	2122	100	100	100	100	139	100	100	100	
GRADE 5 N= 10	1153	100	102	100	100	131	100	100	100	
GRADES 2 & 5 N= 20	2107	100	101	100	100	135	100	100	100	
TITLE I SCHOOLS 40TH FILE										
GRADE 2 N= 36	2107	103	103	100	100	130	100	100	100	
GRADE 5 N= 36	1146	100	101	100	100	143	100	100	100	
GRADES 2 & 5 N= 72	1156	101	102	100	100	137	100	100	100	

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES					SCIENCE				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO L
ACTUAL TITLE I STUDENTS										
GRADE 2 N= 17	102	100	100	100	100	114	100	100	100	100
GRADE 5 N= 17	114	100	100	100	100	118	100	100	100	100
GRADES 2 & 5 N= 34	108	100	100	100	100	116	100	100	100	100
ACTUAL FORMER TI STUDENTS										
GRADE 2 N= 10	109	100	100	100	100	105	100	100	100	100
GRADE 5 N= 10	110	100	100	100	100	133	100	100	100	100
GRADES 2 & 5 N= 20	110	100	100	100	100	119	100	100	100	100
TITLE I SCHOOLS >40TH TILE										
GRADE 2 N= 36	110	100	100	100	100	109	100	100	100	100
GRADE 5 N= 36	126	100	100	100	100	115	100	100	100	100
GRADES 2 & 5 N= 72	118	100	100	100	100	112	100	100	100	100

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED					ALL BASIC SKILLS AREAS					
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	
ACTUAL TITLE I STUDENTS											
GRADE 2 N= 17	103	100	100	100	100	3103	101	101	100	100	
GRADE 5 N= 17	105	100	100	100	100	3121	100	102	100	100	
GRADES 2 & 5 N= 34	104	100	100	100	100	3112	101	102	100	100	
ACTUAL FORMER TI STUDENTS											
GRADE 2 N= 10	104	100	100	100	100	3118	100	100	100	100	
GRADE 5 N= 10	104	100	100	100	100	3110	100	102	100	100	
GRADES 2 & 5 N= 20	104	100	100	100	100	3114	100	101	100	100	
TITLE I SCHOOLS >40TH SILE											
GRADE 2 N= 36	102	100	100	100	100	2158	103	103	100	100	
GRADE 5 N= 36	102	100	100	100	100	3112	100	101	100	100	
GRADES 2 & 5 N= 72	102	100	100	100	100	3105	101	102	100	100	

Figure F-37. INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS.

132

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS

STUDENTS		1	2-5	6-9	10-13	14-17	18 OR GREATER	AVERAGE SIZE OF GROUP	AVERAGE SIZE WHEN > 1
ACTUAL TITLE I STUDENTS									
GRADE 2	N= 17	1:24	:21	:14	:02	:11	:52	8.63	15.03
GRADE 5	N= 17	1:31	:19	:19	:10	:07	:58	9.43	16.25
GRADES 2 & 5	N= 34	1:27	:20	:16	:06	:09	:55	9.05	15.67
ACTUAL FORMER TI STUDENTS									
GRADE 2	N= 10	1:39	:30	:05	:03	:10	:51	7.76	14.44
GRADE 5	N= 10	1:54	:06	:06	:02	:05	:59	8.68	19.95
GRADES 2 & 5	N= 20	1:46	:18	:06	:02	:08	:55	8.21	16.86
TITLE I SCHOOLS >40TH FILE									
GRADE 2	N= 36	1:28	:06	:10	:06	:07	1:07	10.15	18.52
GRADE 5	N= 36	1:45	:05	:04	:07	:06	1:06	9.72	20.05
GRADES 2 & 5	N= 72	1:36	:05	:07	:06	:07	1:07	9.93	19.25

F-106

Figure F-38. INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH (PERSON).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
 1980-1981

INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH...

STUDENTS	CLASSROOM TEACHER	OTHER TEACHER	TITLE I TEACHER	COUNSELOR	TITLE I AIDE	OTHER AIDE	NO
ACTUAL TITLE I STUDENTS							
GRADE 2 N= 17	1:13	:19	:11	:02	:02	:01	1:
GRADE 5 N= 17	1:10	:20	:11	:03	:00	:00	1:
GRADES 2 & 5 N= 34	1:12	:19	:11	:02	:01	:01	1:
ACTUAL FORMER TI STUDENTS							
GRADE 2 N= 10	1:12	:21	:00	:00	:00	:00	1:
GRADE 5 N= 10	:56	:20	:00	:00	:00	:02	1:
GRADES 2 & 5 N= 20	1:04	:21	:00	:00	:00	:01	1:
TITLE I SCHOLLS >40TH FILE							
GRADE 2 N= 36	1:14	:15	:00	:00	:00	:03	1:
GRADE 5 N= 36	1:04	:19	:01	:01	:00	:00	1:
GRADES 2 & 5 N= 72	1:09	:17	:00	:00	:00	:01	1:

Figure F-39. SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED--ON TASK/OFF TASK.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

80.71

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

F-11-3

STUDENTS		BASIC SKILLS/MAJOR CONTENT AREAS																	
		READING/ LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED			ALL AREAS		
		ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL	ON TASK	OFF TASK	TOT- AL
ACTUAL TITLE	STUDENTS																		
GRADE 2	N= 17	2:05	:07	2:12	:32	:02	:34	:02	:00	:02	:14	:00	:14	:03	:00	:03	2:55	:09	3:05
GRADE 5	N= 17	1:50	:06	1:56	:43	:06	:49	:13	:01	:14	:17	:01	:18	:05	:00	:05	3:08	:14	3:23
GRADES 2 & 5	N= 34	1:57	:07	2:04	:38	:04	:42	:08	:01	:08	:15	:01	:16	:04	:00	:04	3:02	:12	3:14
ACTUAL FORMER TITLE	STUDENTS																		
GRADE 2	N= 10	2:11	:10	2:22	:33	:06	:39	:09	:00	:09	:05	:00	:05	:03	:01	:04	3:01	:17	3:18
GRADE 5	N= 10	1:47	:08	1:55	:29	:02	:31	:07	:03	:10	:32	:01	:33	:04	:00	:04	2:59	:14	3:12
GRADES 2 & 5	N= 20	1:59	:09	2:08	:31	:04	:35	:08	:02	:10	:18	:00	:19	:04	:01	:04	3:00	:15	3:15
TITLE 1 SCHOOLS >40TH TITLE																			
GRADE 2	N= 36	2:07	:06	2:13	:26	:02	:30	:10	:00	:11	:09	:00	:09	:02	:00	:02	2:56	:08	3:04
GRADE 5	N= 36	1:45	:02	1:47	:43	:01	:43	:26	:01	:26	:15	:00	:15	:02	:00	:02	3:10	:04	3:13
GRADES 2 & 5	N= 72	1:56	:04	2:00	:36	:01	:37	:18	:00	:18	:12	:00	:12	:02	:00	:02	3:03	:06	3:09

* EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE: INSTRUCTION PROVIDED BY THE COUNSELOR, INSTRUCTIONAL GAMES, FILMS, AND LIBRARY ACTIVITIES THAT ARE NOT OBVIOUSLY RELATED TO PARTICULAR SUBJECT AREAS.



Figure F-40. SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED--ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

80.71

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

		ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS								
		ART	MUSIC	P. E.	EXT. PE	LUNCH	BETWEEN CLASS	OTHER*	MGMT./MISC.**	TOTAL
ACTUAL TITLE I STUDENTS										
GRADE 2	N= 17	111	112	113	111	128	116	118	1:37	3:25
GRADE 5	N= 17	114	121	118	108	128	117	107	1:15	3:07
GRADES 2 & 5	N= 34	112	117	115	109	128	117	112	1:26	3:16
ACTUAL FORMER TI STUDENTS										
GRADE 2	N= 10	110	124	107	107	130	116	108	1:31	3:12
GRADE 5	N= 10	108	123	118	106	127	119	115	1:23	3:18
GRADES 2 & 5	N= 20	109	123	112	107	128	118	112	1:27	3:15
TITLE I SCHOOLS >40TH FILE										
GRADE 2	N= 36	108	107	121	108	130	114	115	1:43	3:26
GRADE 5	N= 36	110	115	119	108	129	115	112	1:29	3:17
GRADES 2 & 5	N= 72	109	111	120	108	129	114	114	1:36	3:21

* EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, SCHOOL FAIR.

** EXAMPLES OF MGMT./MISC. ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNOUNCEMENT, CLASSROOM MANAGEMENT BY TEACHER SUCH AS DISCIPLINARY ACTIVITIES AND GENERAL GIVING OF DIRECTIONS.

F-112

Figure F-41. SCHOOL HOURS SPENT IN
MANAGEMENT/MISCELLANEOUS
ACTIVITIES.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

80.71

SCHOOL HOURS SPENT IN MANAGEMENT/MISCELLANEOUS ACTIVITIES

STUDENTS		DIRECTS *	CLEAN UP *	CLASS CONTROL *	TRANSITION *	OTHER *	TOTAL
ACTUAL TITLE I STUDENTS							
GRADE 2	N= 17	:09	:01	:01	:17	1:08	1:37
GRADE 5	N= 17	:09	:01	:01	:13	:51	1:15
GRADES 2 & 5	N= 34	:09	:01	:01	:15	1:00	1:26
ACTUAL FORMER II STUDENTS							
GRADE 2	N= 18	:11	:03	:03	:15	1:00	1:31
GRADE 5	N= 10	:10	:01	:02	:10	:59	1:23
GRADES 2 & 5	N= 20	:10	:02	:03	:12	:59	1:27
TITLE I SCHOOLS >40TH FILE							
GRADE 2	N= 36	:10	:02	:02	:16	1:13	1:43
GRADE 5	N= 36	:09	:02	:02	:12	1:05	1:29
GRADES 2 & 5	N= 72	:09	:02	:02	:14	1:09	1:36

- * DIRECTS: STUDENT IS LISTENING TO DIRECTIONS FROM TEACHER THAT ARE RELATED TO WHAT THE STUDENT IS TO DO RATHER THAN HOW TO DO IT.
- CLEAN UP: STUDENT IS INVOLVED IN CLEAN-UP ACTIVITIES SUCH AS THROWING AWAY PAPERS, WIPING DOWN TABLES, ETC.
- CLASS CONTROL: TEACHER IS ENGAGED IN DISCIPLINARY ACTION WHICH AFFECTS THE STUDENT UNDER OBSERVATION SO THAT NO INSTRUCTIONAL ACTIVITY IN THE BASIC SKILLS/MAJOR CONTENT AREAS IS OCCURRING FOR THE STUDENT.
- TRANSITION: STUDENT IS INVOLVED IN SHIFTING FROM ONE ACTIVITY TO ANOTHER. INCLUDES PUTTING UP MATERIALS, GETTING OUT MATERIALS, AND ALL LINE-UP TIME.
- OTHER: STUDENT IS NOT INVOLVED IN INSTRUCTIONAL ACTIVITY FOR SOME REASON OTHER THAN THOSE LISTED IN THE FOUR SUBCATEGORIES ABOVE. INCLUDES ANNOUNCEMENTS, ROLL CALL, TAKING UP LUNCH MONEY, ETC.

F-114

111

115

80.71

Figure F-42. CONTENT OF INSTRUCTION DURING THE
BASIC SKILLS AREA OF (BASIC SKILLS
AREA).

143

F-115

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: READING/LANGUAGE ARTS

STUDENTS	*****																		
	• TIME •	• IN ALL •	• CON- •	• TENT •	• AREAS •	• COM- •	• WRIT- •	• SPELL- •	• VOCAB- •	• WORD •	• WRITE: •	• STUDY- •	• WRITE: •	• LITER- •					
	• SION •	• -TUAL •	• ING •	• SSION •	• GRAL •	• SKILLS •	• SKILLS •	• SKILLS •	• SKILLS •	• -ITION •	• SKILLS •	• MAR •	• SKILLS •	• OTHER •					
ACTUAL TITLE I STUDENTS																			
GRADE 2 N= 17	:06	:02	:04	:04	:50	:51	:38	:08	:05	:02	:06	:00	:01	:2:12					
GRADE 5 N= 17	:56	:05	:01	:03	:40	:30	:30	:09	:07	:10	:18	:01	:02	:1:56					
GRADES 2 & 5 N= 34	:01	:03	:02	:04	:45	:41	:34	:09	:06	:06	:12	:00	:02	:2:04					
ACTUAL FORMER TI STUDENTS																			
GRADE 2 N= 10	:15	:12	:04	:03	:44	:57	:32	:15	:08	:01	:06	:00	:02	:2:22					
GRADE 5 N= 10	:53	:02	:06	:01	:32	:34	:12	:05	:04	:04	:23	:00	:00	:1:55					
GRADES 2 & 5 N= 20	:04	:07	:05	:02	:38	:46	:22	:10	:06	:03	:15	:00	:01	:2:08					
TITLE I SCHOOLS >40TH FILE																			
GRADE 2 N= 36	:10	:07	:04	:04	:45	:42	:37	:09	:07	:03	:13	:00	:01	:2:13					
GRADE 5 N= 36	:45	:05	:03	:03	:37	:27	:20	:03	:06	:06	:14	:02	:01	:1:47					
GRADES 2 & 5 N= 72	:58	:06	:03	:03	:41	:35	:29	:06	:06	:05	:13	:01	:01	:2:00					

F-116



CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: MATH

E-117

STUDENTS	COMP-REHEN- SION	LISTEN- PERCEP- TUAL	HAND- WRIT- ING	ORAL EXPRE- SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE- COMPS- ITION	STUDY- ING SKILLS	WRITE- GRAM- MAR	LITER- ARY SKILLS	OTHER SKILLS	TIME IN ALL CON- TENT AREAS
	ACTUAL TITLE I STUDENTS													
GRADE 2 N= 17	134	100	100	100	100	101	100	100	100	100	100	100	100	134
GRADE 5 N= 17	149	102	100	100	100	100	100	100	100	100	100	100	100	149
GRADES 2 & 5 N= 34	142	101	100	100	100	100	100	100	100	100	100	100	100	142
ACTUAL FORMER TI STUDENTS														
GRADE 2 N= 10	139	102	100	100	100	100	100	100	100	100	100	100	100	139
GRADE 5 N= 10	131	100	100	100	100	101	100	100	100	100	100	100	100	131
GRADES 2 & 5 N= 20	135	101	100	100	100	100	100	100	100	100	100	100	100	135
TITLE I SCHOOLS >40TH FILE														
GRADE 2 N= 36	130	101	100	100	100	100	100	100	100	100	100	100	100	130
GRADE 5 N= 36	143	100	100	100	100	100	100	100	100	100	100	100	100	143
GRADES 2 & 5 N= 72	137	101	100	100	100	100	100	100	100	100	100	100	100	137

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SOCIAL STUDIES

F-118

STUDENTS	COMP- REHEN- SION	LISTEN PERCEP -TUAL	HAND- WRIT- ING	CRAL EXPRE- SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE: COMPOS- ITION	STUDY- ING SKILLS	WRITE: GRAM- MAR	LITER- ARY SKILLS	OTHER AREAS	***** TIME IN ALL CON- TENT AREAS
	ACTUAL TITLE I STUDENTS													
GRADE 2 N= 17	102	100	100	101	100	100	101	100	100	100	100	100	100	102
GRADE 5 N= 17	113	100	100	102	100	100	103	100	101	100	100	100	100	114
GRADES 2 & 5 N= 34	108	100	100	101	100	100	102	100	100	100	100	100	100	108
ACTUAL FORMER TI STUDENTS														
GRADE 2 N= 10	109	100	100	100	101	100	103	100	100	100	100	100	101	109
GRADE 5 N= 10	110	100	100	100	100	100	100	100	100	100	100	100	103	110
GRADES 2 & 5 N= 20	110	100	100	100	100	100	102	100	100	100	100	100	102	110
TITLE I SCHOOLS >40TH FILE														
GRADE 2 N= 36	111	100	100	101	100	100	101	100	100	101	100	100	100	111
GRADE 5 N= 36	126	103	100	101	102	100	106	100	100	103	100	100	100	126
GRADES 2 & 5 N= 72	118	101	100	101	101	100	103	100	100	102	100	100	100	118

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SCIENCE

STUDENTS	COMP-REHEN- SION	LISTEN- PERCEP- TUAL	HAND- WRIT- ING	ORAL EXPRE- SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE- COMPOS- ITION	STUDY- ING SKILLS	WRITE- GRAM- MAR	LITER- ARY SKILLS	OTHER	IN ALL CON- TENT AREAS
	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ACTUAL TITLE I STUDENTS														
GRADE 2 N= 17	114	100	100	100	101	101	104	100	101	100	100	100	100	114
GRADE 5 N= 17	118	103	100	100	102	101	102	100	100	100	100	100	100	118
GRADES 2 & 5 N= 34	116	102	100	100	101	101	103	100	101	100	100	100	100	116
ACTUAL FERMER TI STUOENTS														
GRADE 2 N= 10	105	101	100	100	100	100	100	100	100	100	100	100	100	105
GRADE 5 N= 10	133	104	100	103	104	100	103	100	100	101	100	100	103	133
GRADES 2 & 5 N= 20	119	102	100	101	102	100	101	100	100	100	100	100	101	119
TITLE I SCHOOLS >40TH SILE														
GRADE 2 N= 36	109	101	100	101	100	100	101	100	100	100	100	100	100	109
GRADE 5 N= 36	115	101	100	101	101	100	100	100	101	100	100	100	100	115
GRADES 2 & 5 N= 72	112	101	100	101	101	100	101	100	100	100	100	100	100	112

F-119

15/

154

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: UNDETERMINED

STUDENTS	COMP-REHE- SION	LISTEN- -TUAL	HAND- WRIT- TAG	ORAL- EXPRE- SSION	READ- SILENT CRAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD- ATTACK SKILLS	WRITE- COMPOS- ITION	STUDY- ING SKILLS	WRITE- GRAM- MAR	LITER- ARY SKILLS	OTHER AREAS	TIME IN ALL CON- TENT AREAS
	ACTUAL TITLE I STUDENTS													
GRADE 2 N= 17	103	101	100	101	101	100	100	100	100	100	100	100	100	103
GRADE 5 N= 17	105	102	100	100	100	100	100	100	100	100	100	100	100	105
GRADES 2 & 5 N= 34	104	101	100	101	100	100	100	100	100	100	100	100	100	104
ACTUAL FORMER TI STUDENTS														
GRADE 2 N= 10	103	100	100	101	100	100	100	100	100	100	100	100	101	104
GRADE 5 N= 10	104	100	100	100	100	100	100	100	100	100	100	100	103	104
GRADES 2 & 5 N= 20	103	100	100	101	100	100	100	100	100	100	100	100	102	104
TITLE I SCHOOLS >40TH SILE														
GRADE 2 N= 36	101	101	100	100	100	100	100	100	100	100	100	100	100	102
GRADE 5 N= 36	102	101	100	100	100	100	100	100	100	100	100	100	100	102
GRADES 2 & 5 N= 72	101	101	100	100	100	100	100	100	100	100	100	100	100	102

F-120



CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: ALL BASIC SKILLS AREAS

STUDENTS	*****													*****	
	• COMP- • REHEN- • STON	• LISTEN • PERCEP • TUAL	• HAND- • WRIT- • IAG	• GRAL • EXPRE- • SSION	• READ- • SILENT • CRAL	• SPELL- • ING • SKILLS	• VOCAB- • ULARY • SKILLS	• WORD • ATTACK • SKILLS	• WRITE- • COMPOS • TION	• STUDY- • ING • SKILL	• WRITE- • GRAM- • MAR	• LITER- • ARY • SKILLS	• OTHER	• TIME • IN ALL	• CON- • TENT • AREAS
ACTUAL TITLE I STUDENTS															
GRADE 2 N= 17	2159	103	104	106	151	152	143	108	106	102	106	100	102	3105	
GRADE 5 N= 17	3121	111	101	105	142	131	135	109	108	110	118	101	102	3123	
GRADES 2 & 5 N= 34	3110	107	102	105	147	142	135	109	107	106	112	100	102	3114	
ACTUAL FORMER TI STUDENTS															
GRADE 2 N= 10	3110	115	104	105	144	157	135	115	108	101	106	100	103	3118	
GRADE 5 N= 10	3111	106	106	104	135	134	115	105	104	105	123	100	108	3112	
GRADES 2 & 5 N= 20	3111	110	105	104	140	146	125	110	106	103	115	100	106	3115	
TITLE I SCHOOLS >40TH FILE															
GRADE 2 N= 36	3102	110	104	106	145	142	135	109	107	104	113	100	101	3104	
GRADE 5 N= 36	3111	110	103	105	141	127	127	103	106	109	114	102	102	3113	
GRADES 2 & 5 N= 72	3106	110	103	106	143	135	133	106	107	107	113	101	101	3109	

F-121

157

155

Figure.F-43. PREDOMINANT MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION.

150

F-123

The previous numbered page in
the original document was blank

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
ACTUAL TITLE I STUDENTS												
GRADE 2 N= 17	1:13	138	1102	108	103	2:12	121	116	111	101	101	134
GRADE 5 N= 17	1:02	134	158	104	104	1:56	126	126	117	102	100	149
GRADES 2 & 5 N= 34	1:07	136	1100	106	103	2:04	124	121	114	102	101	142
ACTUAL FORMER TI STUDENTS												
GRADE 2 N= 10	1:24	154	1106	112	104	2:22	120	119	113	101	104	139
GRADE 5 N= 10	1:01	152	132	102	100	1:55	109	117	113	100	104	131
GRADES 2 & 5 N= 20	1:13	153	149	107	102	2:08	114	118	113	101	104	135
TITLE I SCHOOLS >40TH SILE												
GRADE 2 N= 36	1:11	140	1101	106	105	2:13	116	117	110	100	101	130
GRADE 5 N= 36	1:04	137	139	104	101	1:47	126	125	116	101	100	143
GRADES 2 & 5 N= 72	1:08	138	150	105	103	2:00	121	121	113	101	100	137

F-124

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES							SCIENCE						
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME		
ACTUAL TITLE I STUDENTS														
GRADE 2 N= 17	:00	:00	:02	:00	:00	:02	:02	:02	:12	:00	:01	:14		
GRADE 5 N= 17	:05	:02	:09	:00	:00	:14	:05	:05	:10	:00	:02	:18		
GRADES 2 & 5 N= 34	:03	:01	:05	:00	:00	:08	:04	:04	:11	:00	:01	:16		
ACTUAL FORMER TITLE I STUDENTS														
GRADE 2 N= 10	:00	:01	:06	:00	:02	:09	:00	:03	:02	:00	:01	:05		
GRADE 5 N= 10	:01	:01	:06	:00	:02	:10	:08	:11	:17	:00	:01	:33		
GRADES 2 & 5 N= 20	:01	:01	:06	:00	:02	:10	:04	:07	:09	:00	:01	:19		
TITLE I SCHOOLS >40TH FILE														
GRADE 2 N= 36	:02	:02	:08	:00	:01	:11	:00	:00	:09	:01	:01	:09		
GRADE 5 N= 36	:09	:05	:18	:01	:01	:26	:08	:06	:07	:00	:01	:15		
GRADES 2 & 5 N= 72	:05	:03	:13	:01	:01	:18	:04	:03	:08	:01	:01	:12		

E-125

100

100

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1980-1981

PAGE 3 OF 3

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS						
	READ	WRITE	LISTEN	SPEAK	(NO LANG)	TIME	READ	WRITE	LISTEN	SPEAK	(NO LANG)	TIME	
ACTUAL TITLE I STUDENTS													
GRADE 2 N= 17	100	100	103	100	100	103	1:36	1:56	1:30	1:09	1:04	3:05	
GRADE 5 N= 17	101	100	105	100	100	105	1:39	1:08	1:38	1:07	1:06	3:23	
GRADES 2 & 5 N= 34	100	100	104	100	100	104	1:37	1:02	1:34	1:08	1:05	3:14	
ACTUAL FORMER TI STUDENTS													
GRADE 2 N= 10	100	100	102	101	101	104	1:45	1:16	1:29	1:14	1:12	3:18	
GRADE 5 N= 10	100	100	104	100	100	104	1:19	1:22	1:12	1:02	1:07	3:12	
GRADES 2 & 5 N= 20	100	100	103	101	101	104	1:32	1:19	1:20	1:08	1:09	3:15	
TITLE I SCHOOLS >40TH SILE													
GRADE 2 N= 36	101	100	100	100	101	102	1:31	1:59	1:28	1:07	1:08	3:04	
GRADE 5 N= 36	100	100	102	100	100	102	1:47	1:12	1:23	1:07	1:02	3:13	
GRADES 2 & 5 N= 72	100	100	101	100	100	102	1:39	1:06	1:26	1:07	1:05	3:09	

F-126

101

105

Figure F-44. SECONDARY MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION.

100

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
ACTUAL TITLE I STUDENTS												
GRADE 2 N= 17	114	114	111	107	103	2:12	105	106	101	101	100	1:34
GRADE 5 N= 17	108	109	105	112	101	1:56	104	104	102	102	100	1:49
GRADES 2 & 5 N= 34	111	112	108	110	102	2:04	104	105	102	102	100	1:42
ACTUAL FORMER TI STUDENTS												
GRADE 2 N= 10	114	114	108	114	101	2:22	105	104	101	101	101	1:39
GRADE 5 N= 10	126	115	103	108	100	1:55	101	101	103	101	100	1:31
GRADES 2 & 5 N= 20	120	115	106	111	101	2:08	103	103	102	101	100	1:35
TITLE I SCHOOLS >40TH FILE												
GRADE 2 N= 36	119	119	108	110	101	2:13	105	103	102	102	101	1:30
GRADE 5 N= 36	111	112	104	105	100	1:47	107	103	102	101	100	1:43
GRADES 2 & 5 N= 72	115	116	106	107	100	2:10	106	103	102	102	101	1:37

F-128

10.

10.

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	SOCIAL STUDIES						SCIENCE					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
ACTUAL TITLE I STUDENTS												
GRADE 2 N= 17	100	100	100	100	100	102	100	100	100	101	100	114
GRADE 5 N= 17	102	102	100	101	100	114	101	101	100	102	100	118
GRADES 2 & 5 N= 34	101	101	100	100	100	108	101	101	100	101	100	116
ACTUAL FORMER TI STUDENTS												
GRADE 2 N= 10	101	100	100	101	100	109	102	100	100	100	100	105
GRADE 5 N= 10	100	101	100	100	100	110	105	102	100	103	100	133
GRADES 2 & 5 N= 20	100	101	100	101	100	110	103	101	100	101	100	119
TITLE I SCHOOLS >40TH TILE												
GRADE 2 N= 36	100	100	100	100	100	111	100	100	100	102	100	109
GRADE 5 N= 36	104	102	100	103	100	126	101	101	100	101	100	115
GRADES 2 & 5 N= 72	102	101	100	101	100	118	100	101	100	102	100	112

F-129

15

17

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
ACTUAL TITLE I STUDENTS												
GRADE 2 N= 17	100	100	100	101	100	103	119	121	112	110	104	3109
GRADE 5 N= 17	100	100	100	101	100	105	115	116	107	117	101	3123
GRADES 2 & 5 N= 34	100	100	100	101	100	104	117	118	110	114	102	3114
ACTUAL FORMER TI STUDENTS												
GRADE 2 N= 10	100	100	100	101	100	104	121	118	109	117	102	3118
GRADE 5 N= 10	100	100	100	100	100	104	132	120	106	112	100	3112
GRADES 2 & 5 N= 20	100	100	100	100	100	104	126	119	108	114	101	3115
TITLE I SCHOOLS >40TH FILE												
GRADE 2 N= 36	100	100	100	100	100	102	124	123	110	114	102	3104
GRADE 5 N= 36	100	100	100	101	100	102	122	117	106	111	100	3113
GRADES 2 & 5 N= 72	100	100	100	101	100	102	123	120	108	113	101	3109

171

172

A. Title I Schoolwide Projects

Allison
Becker

B. Current Title I, not Schoolwide Project

Blackshear	Maplewood	Rosedale
Brown	Mathews	Rosewood
Bryker Woods	Metz	Sanchez
Campbell	Norman	Sims
Casis	Oak Springs	Walnut Creek
Dawson	Ortega	Zavala
Govalle	Ridgetop	Zilker
Harris		

C. Schools with Former Title I Students and Involved in Busing for Desegregation

Allan	Gullett
Barrington	Highland Park
Barton Hills	Joslin
Blanton	Pecan Springs
Brentwood	Sunset Valley
Brooke	Webb
Cook	Wooten
Cunningham	Wooldridge
Graham	

D. Other Schools Involved with Busing for Desegregation, but Having no Former Title I Students

Hill
Pillow
Read
Summit
Winn

E. Other Schools not Involved in Busing for Desegregation

Andreys	Odom
Doss	Pease
Houston	Pleasant Hill
Langford	Reilly
Lee	St. Elmo
Linder	Travis Heights
Menchaca	Williams
Oak Hill	

Figure F-45: AISD SCHOOLS IN EACH PROJECT CATEGORY

	TITLE I SCHOOLWIDE PROJECTS												TITLE I REGULAR						NON-TITLE I					
	<40						≥40						<40			≥40			<40			≥40		
	Allison			Becker			Allison			Becker			Title I			Non-Title I			Former Title I			Non-Title I		
	H	B	O	H	B	O	H	B	O	H	B	O	H	B	O	H	B	O	H	B	O	H	B	O
Grade 2	*15	3	2	11	4	5	17	2	1	13	1	6	9	7	4	9	7	20	10	7	3	20	20	
	**15	3	2	14	4	1	17	2	1	13	3	4	10	8	2	12	7	17	7	6	7	9	10	21
Grade 5				14	3	2				11	1	8	7	9	4	7	9	20	10	7	3	20	20	
				15	2	2				14	1	5	10	6	4	5	6	25	11	5	3	9	6	25

E-132

*Proposed Ethnicity H=Hispanic
 **Final Ethnicity B=Black
 O=Other

Figure F-46: PROPOSED AND FINAL ETHNICITY OF STUDENTS OBSERVED.

171

171

PROCEDURE FOR SELECTING STUDENTS TO BE OBSERVED

Selecting Schools to be Observed

1. AISD schools were listed by project categories (Figure F-45):
 - A. Title I schoolwide projects (Allison and Becker),
 - B. current Title I schools, but not schoolwide projects,
 - C. non-Title I schools with former Title I students and involved in busing for desegregation,
 - D. other non-Title I schools involved in busing for desegregation
 - E. other non-Title I schools not involved in busing for desegregation.
2. One hundred twenty observations were scheduled at Allison and Becker, the Title I schoolwide project schools (Category A). Observations at both schools were scheduled in four two-week periods throughout the school year. Forty observations were scheduled at Allison in second grade classrooms, forty observations were scheduled at Becker in second grade classrooms, and forty observations were scheduled at Becker in fifth grade classrooms.
3. One hundred twelve observations were scheduled in Title I schools (Category B). The number of observations per school was roughly apportioned according to the number of Title I participants in that school.
4. One hundred twenty observations were scheduled in non-Title I schools (Categories C and D). The number of observations per school was apportioned according to the number of teachers in the grades to be observed.
5. No observations were scheduled in schools not involved in busing for desegregation (Category E).

At least 20 observations of students in each group of interest were scheduled. Figure F-1 shows the planned number of observations.

Scheduling Schools and Observations

1. Schools within Categories B, C, and D were arranged in random order. The first school in each category was randomly assigned a week in which to be observed. Then the second school in each group was randomly assigned to a week. Successive schools in each category were scheduled using this procedure until all schools had been assigned.

2. Each school was randomly assigned days to be observed within the time period scheduled. The observations were then numbered 1-352. Observers were randomly assigned to each observation.
3. Limits of two observations per day per school and fifteen observations per week were set.

Selecting Students to be Observed

1. Classes were randomly scheduled for each observation. Students to be observed were selected according to the type of observation scheduled. Observations were categorized by these six project codes.
 1. Schoolwide Project Schools (Category A) \leq 40th percentile
 2. Schoolwide Project Schools (Category A) $>$ 40th percentile
 3. Title I Schools (Category B) \leq 40th percentile
 4. Title I Schools (Category B) $>$ 40th percentile
 5. Schools with Former Title I Students (Category C) \leq 40th percentile
 6. Non-Title I (Category D) $>$ 40th percentile
2. Four students of the group to be observed for each observation were chosen at random from the class. The first of the four students selected was the one to be observed. The other three students were alternates.
3. Three of the students observed were found to be special education students. The observations of these students were omitted.
4. Prior to the selection of students a rough estimate was made of the expected number of students of three ethnic groups (Hispanic, Black, and Anglo) who would be observed. The division of the observations among ethnic groups was based on the characteristics of the students in each group. In scheduling the observations it was assumed that the random selection of students to be observed would result in an ethnic distribution similar to the composition of each category. After approximately half of the observations had been completed, it became apparent that some ethnic groups were being overrepresented. The remaining observations were monitored in an attempt to ensure the desired ethnic composition. Figure F-46 shows the proposed ethnicity and the final ethnicity of the students observed.

Changes in Scheduling

1. Becker has a first/second grade combination class and a fifth/sixth grade combination class. These two classes were observed fewer times than the other second and fifth grade classes to avoid overrepresenting them.
2. The principal at Graham requested that no more than two observers be present in their school in one day. A reliability observation originally scheduled at Graham was rescheduled at another school to avoid having three observers present.
3. Brown was originally scheduled to have one Project 3 (< 40th percentile) observations and three Project 4 (> 40th percentile) observations in their fifth grade classrooms. Two classrooms were composed entirely of fifth grade students, and two classrooms were composed of fourth and fifth graders. In the fourth/fifth grade combination classes all of the fifth grade students were served by Title I. Since only two classes had students above the 40th percentile, the number of Project 3 observations was increased from one to two, and the number of Project 4 observations was decreased from three to two. In order to keep the total number of Project 3 and 4 observations consistent, the number of Project 3 observations at Harris was reduced from two to one and the number of Project 4 observations was increased from three to four.
4. An observer, from Title VII was scheduled to do an observation at Brooke on a day when two Title I observers were also scheduled to do an observation. One Title I observation at Brooke was rescheduled to avoid having three observers there on the same day.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 2, 1980

TO:

FROM:

Freda Holley *Freda Holley*

SUBJECT: Classroom Observation Procedures

As in past years, the Office of Research and Evaluation will conduct classroom observations in AISD schools this year. These observations are very important in providing the District with information about what actually happens in classrooms. Thus, ORE greatly appreciates your cooperation in helping the observations run as smoothly as possible.

NOTIFICATION

One week prior to a visit to your school by an evaluation assistant/observer, you will receive written notification of the date of the observation, the name of the evaluation assistant/observer, and the name of his/her supervising evaluator. A notice for you to post and copies of an informational brochure will be provided at that time. Samples of these are enclosed.

Observations will not be conducted in every classroom. Which classrooms are observed depends on which students have been chosen for observation.

IN-CLASS PROCEDURES

The evaluation assistants will remain as much in the background in the classroom as possible. However, because student names usually will be needed, the teacher or aide will be asked to identify a small number of students (four or five) prior to the beginning of the observation.

TEACHER REACTIONS

After the observations, a reaction form will be left for the teacher to complete and return to ORE. The reaction form is an optional activity for the teacher. However, we encourage teachers to complete the forms because of the valuable feedback which they can provide to the evaluators.

Thank you for your cooperation.

Approved:

Robert A. Hartung
Director of Elementary Education

FH:GL:1fs

179

Enclosures

F-136

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 3, 1980

TO:

FROM:

Freda Holley

Freda Holley

SUBJECT: Notification of Observation Dates and Observers

The evaluation assistants/observers listed below will be on your campus to conduct classroom observations at grades 2 and/or 5 between _____ and _____. Please post the enclosed notice where teachers will see it. Brochures describing the observations are also enclosed for distribution to your second and/or fifth grade teachers.

Should any problems arise concerning the propriety of the behavior of any of the observers, please inform the observer's supervising evaluator.

Observer

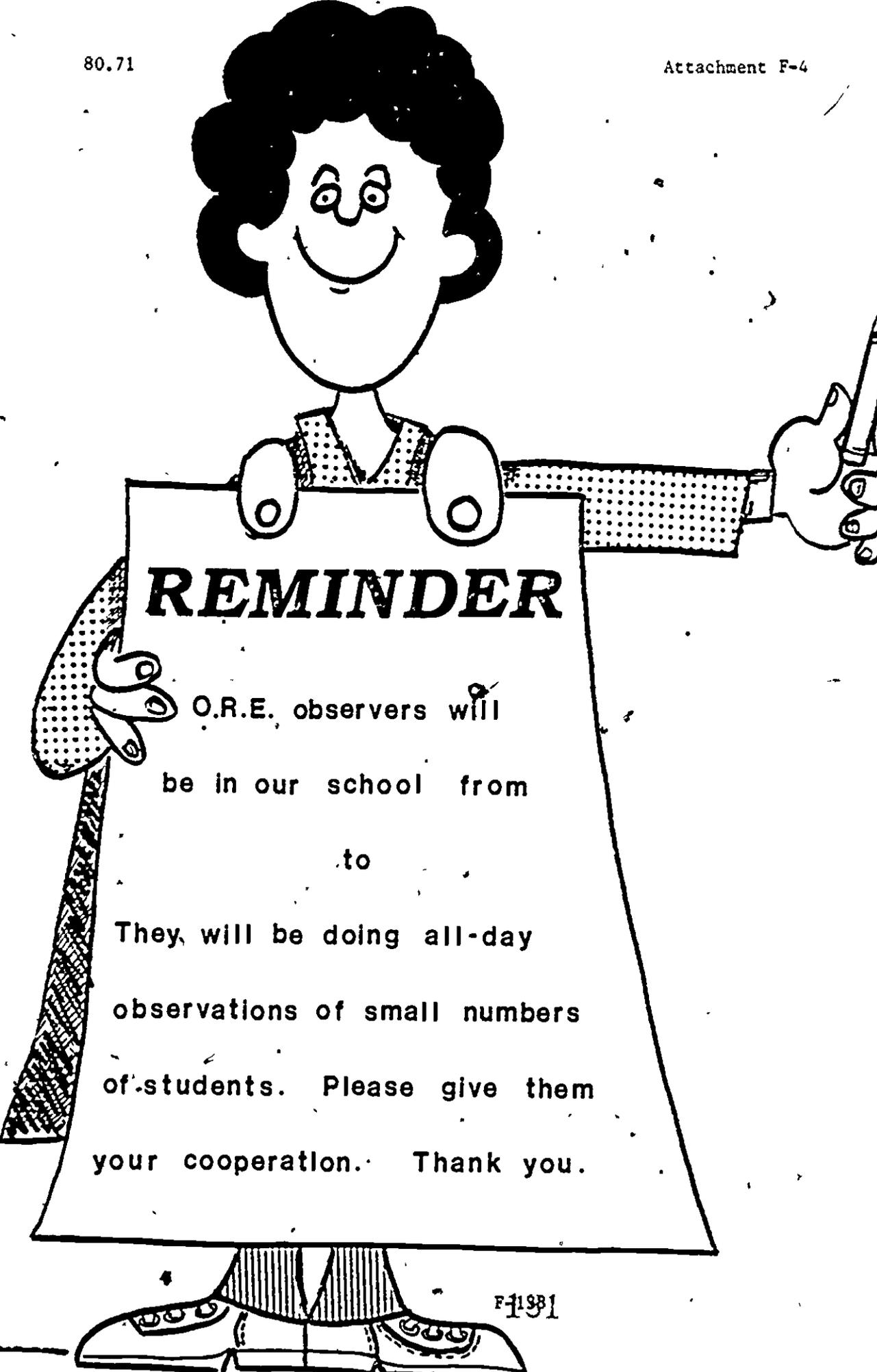
Supervising Evaluator

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Approved:

Roberta Hartung
Director of Elementary Education

FH:DD:lfs



REMINDER

O.R.E. observers will
be in our school from
to
They will be doing all-day
observations of small numbers
of students. Please give them
your cooperation. Thank you.

F-13B1

INFORMATION

from **ORE** *about*

**CLASSROOM
OBSERVATIONS**



AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

BEST COPY AVAILABLE

F-139

192

1. WHY ARE CLASSROOM OBSERVATIONS NECESSARY?

Experience has shown that when achievement scores are reported, it is important to see a description of what actually happened in the classroom to produce that achievement. When the achievement data for students are reported, the instructional program which produced those results needs to be very carefully described.

Observations from ORE are definitely not for personnel evaluation. The data collected on individuals are not available to principals or to the personnel office.

2. WHAT TRAINING HAVE THE OBSERVERS HAD?

All of the evaluation assistants who will be observing in project schools have bachelor's degrees. These observers have received training in observation processes as well as a practicum in observing with the instruments to be used. All of the questions outlined in this paper have been discussed in detail with the evaluation assistants.

3. WILL TEACHERS HAVE AN OPPORTUNITY TO MAKE COMMENTS ABOUT THE OBSERVATIONS?

After each observation, a reaction form will be left in the classroom for mailing to ORE any comments or reactions to the observation.

BEST COPY AVAILABLE 183

4. WHO ARE THE OBSERVERS?
HOW WILL THE TEACHER KNOW WHO THEY
ARE WHEN THEY COME TO THE ROOM?



Belinda Turner
Evaluation Assistant



Lauren Hoeda
Evaluation Assistant



Leticia Garza
Evaluation Assistant



Wanda Washington
Evaluation Assistant



Roselio Zapata
Evaluation Assistant

As standard procedure,
ORE observers will
identify themselves at
the school office upon
arrival and will wear
name tags on campuses
where this is requested.
Some of the observers
are pictured here.

BEST COPY AVAILABLE

5. WILL THE TEACHER KNOW WHEN AN OBSERVER WILL BE IN THE CLASSROOM?

Observations are scheduled at random times to sample a range of school activities. ORE will notify a school of the dates on which observations will occur; however, individual teachers will not be told the specific dates of observations in their classrooms.

6. WHAT HAVE BEEN TEACHERS' REACTIONS TO OBSERVATIONS IN THE PAST?

Reaction forms returned to ORE in the past showed that almost 90% of the teachers felt that the observations were conducted at a convenient time, more than 85% felt that the activities observed were representative of normal classroom activities, and 98% felt that the observer did not detract from the effectiveness of instructional activities.

7. IS THERE A DIFFERENCE BETWEEN THE OBSERVATIONS CONDUCTED BY ORE AND THOSE CONDUCTED BY INSTRUCTIONAL SUPERVISORS?

Yes, the ORE observers are collecting data for the purpose outlined in #1. The instructional supervisors will be observing for the purpose of identifying areas in which they may help the teachers and aides in implementing instructional activities.

BEST COPY AVAILABLE

195

8. WHAT IS THE NATURE OF THE ORE OBSERVATIONS?

Observations will be conducted using a variety of techniques. One such technique will use the Pupil Activities Record-Revised (PAR-R). The PAR-R will be used to record the activities of randomly selected students for the entire school day. For each minute of the day, the observers will record the following information:

1. Instructional area in which the student was functioning.
2. Group size in which child was working.
3. Person delivering instruction.
4. Place of instruction.
5. Mode of instruction.
6. Content of instruction.
7. Motivation strategies.
8. Language of instruction.
9. On-Task/Off-Task behavior.
10. Composition of instructional groups.

Other instruments will also be used and will be described more thoroughly prior to their use.

None of the instruments used requires the observer to make judgements about the effectiveness or appropriateness of the on-going instruction.

BEST COPY AVAILABLE

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

BOARD OF TRUSTEES

Will Davis, President
Nan Clayton, Vice President
Manuel Navarro, Secretary

Steve M. Ferguson
Ed C. Small

Jerry Nugent
Peter W. Werner

SUPERINTENDENT OF SCHOOLS

Dr. John Ellis

DIRECTOR
OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley

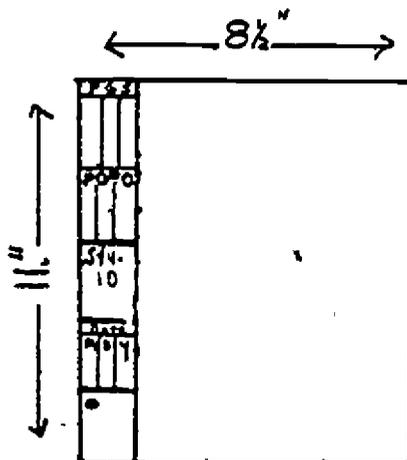
Publication Number: 80.27

BEST COPY AVAILABLE

.197

F-140

If there is a substitute teacher present the day of the observation, his or her presence should be indicated by bubbling in the left most "0" in the set of bubbles appearing at the bottom left-hand portion of the scanning sheet when the identifying information on the sheet is to your left.



This information should be coded only once on the page 1 of the observation.

Note: The substitute teacher is coded in the regular teacher's bubble during the actual observation.

..... 11"

BASIC		ADULT		GROUP SIZE									
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9
0	1	0	1	0	1	2	3	4	5	6	7	8	9

8 1/2"

This code reflects the way the teacher structures the child's environment. The code should be entered in the first "RESP" columns.

CODE

- I: Competitive/Individual- The individual is a single "unit" in a competitive task. This task would be clearly competitive: there is an obvious *winner* or multiple *winner*s, or an emphasis on being *first*, or *best*.
- G: Competitive/Group- The child's group (two or more) is competing with another group, but must cooperate within the group itself. One group will be *better*, *faster*, *first*, etc.
- S: Somewhat Competitive- The individual or group is in a situation with some competitive characteristics. While the teacher may not *state* that she wants to see who is first or best, (which would then be coded as C or G) she seems to encourage this. Or, the students may encourage it, with her tacit approval. (Clue: the teacher may be calling only on people who have the answer first.)
- N: Noncompetitive- Neither the group nor the individual is competing with others. The emphasis will be on doing something well, or working hard. (The teacher may even discourage the "me first" attitude, or make a point of calling on many different students, even the shy ones.) In this situation, students may still be striving to achieve, but would be comparing themselves against an absolute standard. It would be *possible* for all students to do well.

R E S P

	S	N	
	G	I	

**CODING ETHNICITY INFORMATION
SPECIAL PROCEDURE
1980-81**

During this first year of desegregation, we would like to collect some information on the PAR-R form about ethnicity:

- 1) the size of the group of which the student is a part,
- 2) the ethnic group most highly represented in that group (the predominant group(s)),
- 3) all of the ethnic groups represented in the group.

Code this information at two times:

- 1) every fifteen minutes, on the first line of each form (8:01, 8:16, 8:31; etc.) regardless of the type of activity category marked on the form (do not code during Music, Art, or PE, or when the student is out of the observer's sight for any reason), and
- 2) every minute during BASIC skills instruction.

GROUP SIZE: Code this under the columns labeled GROUP SIZE on the PAR-R form. The same rules apply as those listed under this category on page 9 of the manual. The only change is that group size is to be recorded on the first line of each page regardless of the activity column marked as well as every minute during BASIC skills. Remember to include the student observed in your count.

PREDOMINANT ETHNIC GROUP: Use the first row of circles under the labels APPR, CORR, SUST, and SCOP to code the ethnic group which is represented by the most members in the observed student's group. (See illustration below.)

	APPR	CORR	SUST	SCOP	GROUP SIZE						
	A	C	S	S	R	G	S				
	C	E	P	O	U	C	E	O	U		
	O	S	P	R	S	O	S	R	S		
Content	P	P	R	R	T	P	P	R	T		
0	0	0	0	0	0	0	0	0	0	0	0
			0	0	0	0					

← PREDOMINANT ETHNIC GROUP
 ← ALL ETHNIC GROUPS REPRESENTED

Fill in the "Y" circle under APPR, CORR, SUST, or SCOP depending on which group has the most representatives (include the student in your count). Code this information based on the activity which occupies the predominant part of the minute. If a group includes equal numbers of members from two or all three ethnic groups, fill in all circles that apply. For example, if a group includes 6 Anglo, 6 Mexican-American, and 3 Black students, fill in both the Anglo and Hispanic "Y" circles. Base your ethnic counts on students' appearance unless you have a roster or some other good indicator of ethnicity.



Use the following guidelines in deciding ethnicity:

Anglo = A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, and not of Hispanic origin.

Hispanic = A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture of origin, regardless of race.

Black = A person having origins in any of the black racial groups of Africa, and not of Hispanic origin.

Other = Includes any other groups, such as:

- American Indian or Alaskan Native - a person having origins in any of the original peoples of North American, and who maintains cultural identification through tribal affiliation or community recognition.
- Asian or Pacific Islander - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinents, or the Pacific Islands. This area includes China, India, Japan, Korea, the Philippines, Samoa, etc.
- Any other groups not listed in any of the other categories.

ALL ETHNIC GROUPS REPRESENTED: On the second row of circles under APPR, CORR, SUST, SCOP, fill in the "N" circles for all ethnic groups represented by at least one member in the observed student's group (use the same definitions listed above); however, there is no need to fill in the circle(s) for the ethnic groups already coded under PREDOMINANT ETHNIC GROUP.

Classroom Observation Reaction Form

Austin Independent School District

If you wish to comment on today's observation of your classroom, please respond to these items and/or write any additional comments which would help us improve the observation process.

Circle the most appropriate choice.

A. The observation was conducted at a convenient time.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

B. The classroom situations observed were representative of the normal activities of my class.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:

C. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

Comments:-

Other comments concerning the observation:

Observation I.D. _____

Please fold, staple, and drop into the district mail. Thanks.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 13, 1980

TO:

FROM:

Freda Holley *Freda Holley*

SUBJECT: Observation Results

An observer from our office recently completed a full-day observation of the activities of a student in your class. It is our feeling that a person whose class is observed deserves to see the results of the observation and that the results should be treated in a confidential manner. The enclosed computer printout summarizes the results of that observation. It has been sent to you in a sealed envelope to ensure that the results are seen only by those with whom you wish to share them.

The definitions on the back of this page should be helpful in understanding the summary. If you have any questions about the observation or the results, please call David Doss at 458-1228.

We feel that classroom observations provide some of the most important information we collect in doing our evaluations. We are very grateful for the cooperation we receive from the teachers whose classes are observed.

Approved:

Roberta Hartung
Acting Director of Elementary Education

FH:DD:lfs

193

F-146

UNDERSTANDING THE INDIVIDUAL OBSERVATION SUMMARY

The enclosed summary describes how the time of one of your students was spent during a recent day. For the most part, the summary should be self-explanatory; however, several terms may be unclear and are defined below. The observer coded information on a minute-by-minute basis. If two activities occurred during a minute, the predominant activity was coded.

Noninstructional Activities

Directions: Student under observation is listening to directions from teacher that are not instructional in nature — that is, directions related to *what the student is to do rather than how* the student should do something.

Clean Up: Student under observation is involved in cleanup activities of some kind such as wiping down tables, throwing away papers, etc.

Transition: Student is involved in shifting from one activity to another.

Class Control: Teacher is engaged in classroom management which affects the student under observation so that no instructional activities are occurring for the student.

Group Size

To determine the group size, the observer counts the number of students involved in an activity with the student under observation. If no other students are involved, group size is recorded as one.

Mode of Instruction

The mode of instruction tells what the student was doing. A primary mode is one which occurs for more than 30 seconds; a secondary mode is one which occurs for less than 30 seconds. The nonlanguage mode indicates that the student is manipulating objects, cutting, pasting, using a microscope, etc.

Motivational Strategies

The student under observation is participating in an activity that is either: a) *competitive*, with a clear winner or winners for the "best" or "fastest" students; b) *somewhat competitive*, with some encouragement provided for students who finish first or are better than other students; or c) *noncompetitive*, with each student having an equal opportunity to succeed or be called upon.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

INDIVIDUAL OBSERVATION SUMMARY

SCHOOL: _____ DATE OF OBSERVATION: 4/23/81
 GRADE: 2 _____ OBSERVATION #: 314

NOTE: TIME REPORTED IN THIS SUMMARY IS IN MINUTES.

TOTAL NUMBER OF MINUTES SPENT IN DIFFERENT SCHOOL LOCATIONS:

CLASSROOM	READING CENTER	LIBRARY	OTHER
299	0	0	91

NONINSTRUCTION TIME:

DIRECTIONS	CLEAN UP	TRANSITION	CLASS CONTROL	OTHER
9	2	11	2	104

TIME SPENT IN OTHER INSTRUCTION:

ART	MUSIC	P.E.	EXTENDED P.E.	LUNCH	BETWEEN CLASSES	OTHER
0	26	0	0	30	19	15

TIME SPENT IN THE BASIC SKILLS AREAS:

READING	MATH	SOCIAL STUDIES	SCIENCE	UNDETERMINED	COUNSELING & GUIDANCE
99	0	0	72	2	0

DURING BASIC SKILLS THE AVERAGE GROUP SIZE WAS 7.4. THE STUDENT WAS ON TASK 173 MINUTES AND OFF TASK 0 MINUTES.

TIME IN BASIC SKILLS DURING WHICH THE STUDENT WAS IN CONTACT WITH:

CLASSROOM TEACHER	TITLE I TEACHER	OTHER TEACHER	COUNSELOR	TITLE I AIDE	OTHER AIDE	NO ONE
74	0	2	0	0	0	97

BEST COPY AVAILABLE

THE LANGUAGE OF INSTRUCTION DURING BASIC SKILLS:

ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANGUAGE
173	0	0	0	0

THE DOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS:

READING	WRITING	LISTENING	SPEAKING	NO LANGUAGE
49	75	30	20	0

THE SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS:

READING	WRITING	LISTENING	SPEAKING	NO LANGUAGE
32	12	32	20	0

THE CONTENT OF INSTRUCTION DURING BASIC SKILLS:

CONTENT AREA	MINUTES	CONTENT AREA	MINUTES
COMPREHENSION	173	LISTENING/PERCEPTUAL	27
HANDWRITING	0	ORAL EXPRESSION	37
READ-SILENT/ORAL	32	SPELLING SKILLS	52
VOCABULARY SKILLS	0	WORD ATTACK SKILLS	0
WRITING: COMPOSITION	14	STUDYING SKILLS	0
WRITING: GRAMMAR	14	LITERARY SKILLS	0
OTHER	0		

TIME DURING BASIC SKILLS SPENT USING MOTIVATIONAL TECHNIQUES:

SCHEMATIC	NON-
COMPETITIVE	COMPETITIVE
0	173

DURING BASIC SKILLS INSTRUCTION WHEN GROUP SIZE WAS GREATER THAN 1:

THE ETHNICITY OF THE GROUP WAS:	FOR THIS NUMBER OF MINUTES:
MIXED	115
UNMIXED	0

TIME SPENT IN ACHIEVEMENT TESTING WAS 0 MINUTES.

BEST COPY AVAILABLE

ESEA Title I
Appendix G
SCHOOLWIDE PROJECT INTERVIEWS

Brief description of the instrument

Schoolwide project teacher interviews centered around how the Title I teacher was responding to the new program structure. The aide interviews were done to determine how they were used to assist in instruction.

To whom was the instrument administered?

Teachers paid from Title I funds at Allison and Becker and Title I aides at Allison.

How many times was the instrument administered?

Once.

When was the instrument administered?

Title I teachers at Allison were interviewed May 18, 1981. Title I teachers at Becker were interviewed May 19, 1981, and Title I aides at Allison were interviewed May 22, 1981.

Where was the instrument administered?

In the schools.

Who administered the instrument?

Interviews of the teachers were conducted by the project evaluator and senior evaluator.

What training did the administrators have?

General training in interviewing.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The fact that teachers and aides were interviewed in groups may have inhibited some responses.

Who developed the instrument?

Office of Research and Evaluation.

Are reliability and validity data available on the instrument?

NA

Are there norm data available for interpreting the results?

NA

SCHOOLWIDE PROJECT INTERVIEWS

Purpose

Information from teacher and aide interviews was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1980-81.

Decision Question D2: Should Title I schoolwide projects be continued, expanded, or revised? If so, how?

Evaluation Question D2-7: How were Title I teachers in the schoolwide projects responding to the new program structure?

- a. How much stress was associated with the change?
- b. If given a choice, would Title I teachers at Allison and Becker choose to teach in a schoolwide project or a regular Title I project?
- c. In what areas have the schoolwide project teachers had the greatest difficulty adjusting to the new structure?
- d. What specifically do the teachers see as the positive aspects of the schoolwide project approach?

Evaluation Question D2-6: How were aides being used at Allison?

Procedure

Allison and Becker schools were Title I "schoolwide projects" during the 1980-81 school year. The Title I teachers at these schools worked as regular classroom teachers. Their work with children was the same as that of teachers paid from state and local funds. Title I and local funds were used to reduce the pupil:teacher ratio to 15:1 on these campuses. Title I funds were also used to hire aides at Allison.

The teachers and aides paid from Title I funds were interviewed at their schools near the end of the school year. Teachers were interviewed as a group by the project evaluator and senior evaluator. The teachers were sent a set of questions (Attachment G-1) to review before the interview. The aides were interviewed in a group by the project evaluator.

Results

Teacher Interviews

The questions raised in evaluation question D2-7 are discussed below. The notes on which the answers to questions are based can be found in Attachment G-2 and G-3.

a. *How much stress was associated with the change?*

This question was raised by one of the schoolwide project principals who was concerned that the teachers would feel greater than ordinary stress during the school year because of the feeling that if the project was not a success during the first year, it would be terminated. Some teachers agreed that they had begun the year with a sense of pressure to produce; however, they all agreed that the reduction in stress that resulted from the reduced student:teacher ratio more than overcame the stress due to the pressure to succeed.

b. *If given a choice, would Title I teachers at Allison and Becker choose to teach in a schoolwide project or a regular Title I project?*

It was felt that some teachers might prefer the somewhat special status of a reading teacher to having a regular class where they were required to prepare and teach all subjects to the same students all day long.

This question was generally met with derision. The teachers greatly enjoyed the year. They felt that they were more effective than in the past; they felt closer to their students, and they found teaching more interesting. Perhaps most importantly of all, they felt more ownership of what had happened in their rooms and more potent in their ability to have an impact on the lives of their students.

c. *In what areas have the schoolwide project teachers had the greatest difficulty adjusting to the new structure?*

This question was included because it was possible that teachers who had been with the Title I Program for several years might have trouble returning to the routine of a classroom teacher.

Only one teacher reported any trouble in this regard. She had no previous experience as a classroom teacher. All of her experience had been with teaching in the Title I Program. She reported getting things under control after a short time.

d. *What specifically do the teachers see as the positive aspects of the schoolwide project approach?*

The teachers generally saw all aspects of their job as improved. However, most improvements seem to fall into one of three categories--improvements in efficiency, improvements in quality of time with students, and improvements in teacher morale.

Improvements in Efficiency: The teachers reported that with 15 students routine tasks such as taking roll and grading papers took less time. The smaller class size seemed to reduce discipline problems and the time devoted to handling them. The teachers also seemed to feel they could make better use of instructional time by seeing reading groups more than once a day or by having more and smaller reading groups. There were fewer interruptions without a pull-out program.

Improvements in Quality of Time: The improvements in the quality of the time with their students had two aspects. First, they were able to better monitor the progress of each student. The teachers felt that they could detect problems sooner and provide more and quicker corrective feedback. The other aspect was an increased closeness between the teachers and their students. They seemed to feel that as they got to know their students better, they were more effective in their teaching.

Improvements in Teacher Morale: Improvement in teacher morale seemed to be nurtured by several factors. The greater closeness they felt with their students in itself was rewarding. Plus, the teachers seemed to feel more in control of what happened to the students in their classes. As a result they felt more ownership for the progress of their students, and they felt more responsible for the success they saw their students having.

Aide Interviews

Three of the four Title I aides at Allison were interviewed. Two of the three had previous experience as Title I aides. One had many years of experience with Title I. They were interviewed at the end of the last day of school. It was also their next to the last day of employment as Title I aides since their positions had been cut from the Title I Program.

Each aide worked with all teachers at one grade level, i.e., there was one aide per grade. Two aides reported working in each classroom for about 45 minutes a day. They spent about half of their time doing clerical work, and about half of their time working with the children. When they worked with the children they worked in small groups or in a one-to-one arrangement.

The other aide reported working more like a reading teacher. She would work with one group while the teacher worked with another. She would help one group work in their workbooks while the teacher read with the others, or vice versa. All reported working in the library after 2:30.

In previous years the aides had worked more like reading teachers. They had had their own groups of students who came to work with them in the reading lab. They felt they did more one-to-one work in the lab. The schoolwide project meant doing a greater variety of activities with the children. They felt that, as a result, the year had been more interesting.

• They felt that the benefits of the lower pupil:teacher ratio would be lost if the number of students increased above 18 in a class.

They also noted that the students seemed healthier. The teachers were able to identify problems and send the children to the nurse sooner than in the past.

They felt that the teachers with whom they worked had higher morale and were easier to work with this year.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 13, 1981

TO: Title I Teachers at Allison and Becker
FROM: David Doss *DD*
SUBJECT: Group Discussion

As your principal has told you, Glynn Ligon and I will be visiting your school soon to get your thoughts on the schoolwide projects at the end of the first year. Attached is a list of questions to show you the kinds of things we want to learn from you. Please take a few minutes to think about these questions prior to our meeting.

We are looking forward to talking with you.

Approved: *Freda M. Holley*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD: lfs

cc: Eugenio Hinojosa
Karen Simpson

G-7

203

QUESTIONS ABOUT SCHOOLWIDE PROJECTS

1. Have you felt any undue stress related to working in a schoolwide project? Specifically, have you felt pressure from the Board and others that the program must show gains this year?

2. If you were a Title I teacher last year, what were some of the problems you encountered in becoming a regular classroom teacher again? What were the advantages of the change?

3. Austin's schoolwide projects differ from the regular Title I program in several important ways.
 1. The pupil/teacher ratio is low.
 2. The classroom teacher provides all of the instruction; there is no Title I pullout.
 3. Title I students are not identified and targeted for special instruction.

How do these characteristics compare in the contributions they make to improving the Title I Program?

4. What instructional changes have you made as a result of having a small class size?

5. What are the greatest benefits of being in a schoolwide project?

6. What are the problems of the schoolwide project? For teachers? For students?

NOTES FROM DISCUSSION WITH TITLE I TEACHERS AT ALLISON

Three teachers were interviewed. One sent in answers to the questions. One of the teachers interviewed had previous Title I experience.

At the beginning of the year one reported feeling some pressure--that their kids had better produce if the program was to be refunded.

Generally they felt the usual stress from trying to do the best they could. In working with the children several reported feeling that they should make the most of the time they had with the students and see that they used all the minutes of the day for instructional purposes.

To some extent they felt some greater than normal obligation to handle problems themselves, but not to the point that they did not seek help when needed.

They reported that because there was no pullout program, they had fewer interruptions, and they felt they achieved a better integration of the basic skills instruction.

One reported a temporary shortage of materials and having to make her own math and science materials.

One taught more oral language and did more art activities and enrichment activities in social studies and science.

The thing that came across most strongly was that they had more time to interact with their students. They felt that they were able to get to know them better as people. This greater amount of pupil/teacher interaction allowed them to detect errors sooner. There was more and earlier corrective feedback. Papers could be quickly graded and returned. Another example is that they could meet with reading groups twice a day rather than once.

They liked the fact that students were not identified as Title I. They felt that the identification has more negative aspects than positive ones. Shy students were seen as "opening up" more quickly.

The teachers reported feeling better about themselves and what they had been able to accomplish. They reported spending less time at home on paperwork, since they had fewer papers to grade, etc.

They did not report doing a lot of teaming except for a film, etc.

They felt that having 17 students would be the maximum number a teacher could have and still get the benefits of the lower pupil:teacher ratio. They could tell a difference when their classes had 16 or 17.

They thought discipline was better, and they spent less time disciplining students. This may be due in part to the greater amount of space between students in a 15:1 classroom as well as to the reduced

number of students to monitor. One teacher felt that behavior problems could be corrected more quickly which meant the student lost less instructional time.

We met with them shortly after they had received their students' test results. Their expectations had exceeded their students' gains.

206

NOTES FROM DISCUSSION WITH TITLE I TEACHERS AT BECKER

We first got an idea of the experience of these teachers. All had several years of teaching experience. One had previously taught only in a Title I program. All others had experience in both the classroom and in Title I.

They reported feeling some stress at the beginning of the school year, because of the perception that they were on the line. The program had to show success during the first year or it might be stopped. That stress diminished as the school year progressed. They reported feeling less overall stress because of the advantages of the lower pupil:teacher ratio.

They all seemed to agree that the change from Title I lab teacher to classroom teacher was enjoyable. Having the same students and teaching a greater variety of subjects was more interesting. The one teacher without previous experience with a class of her own had problems early in the year but soon had things under control.

They all had very positive reactions to the schoolwide projects. One change that emerged as important to the teachers was an increased closeness between them and their students. They felt that they got to know each child individually. They felt that the increased closeness enabled them to instruct the children better. Even those teachers who teamed a lot reported an increased closeness with their students. One teacher was able to give birthday parties for her students. That would have been impossible with a class of 25 or 30. As at Allison, they reported a greater opportunity to work with their students in a one-to-one fashion. The lower PTR also meant that diagnosis could be done more quickly at the beginning of the year.

The teachers reported being able to meet with groups for longer periods of time. They were also able to have more and smaller groups than previously.

Another advantage seen by all was improved discipline:

The schoolwide projects seemed to have a strong impact on teacher morale. They said that the work they had done this year was not necessarily easier, but it was definitely more rewarding. They felt good about the year and what they had been able to accomplish. They felt more in control of the situation and more able to make a difference in the children's learning. They were more interested in seeing the students' test scores than in other years because they felt more responsibility for what had occurred during the year.

They felt they had better parent cooperation. Also, with fewer students, parent conferences were longer.

When asked what problems there were with the lower PTR they could only name a few. At Becker space was a definite problem. In some cases three classes shared one large classroom. With the increase in the number of classes at the school came problems in scheduling art, music, and PE instruction. They were not able to have a school choir this year.

When asked whether they preferred the schoolwide project to providing supplemental instruction in a reading lab or classroom, there was no question that the schoolwide project was preferred. They felt that the advantages would disappear with more than 18 students.

Finally, they reported that their expectations had exceeded the gains made by their students. One teacher who teamed a lot with another teacher reported that it had been a year of trying new things and finding which worked and which did not.

208

ESEA Title I
Appendix H
RAINBOW WIT QUESTIONNAIRES

H-1

Instrument Description: Rainbow Kit Parent Questionnaire

Brief description of the instrument

Four Rainbow Kit Parent Questionnaires were sent to the parents of participants in the Rainbow Kit Program. Three of the questionnaires were computer-generated and personalized with the participating students' names. When the students returned the completed questionnaires, they were given a book.

To whom was the instrument administered?

The parents of Rainbow Kit participants.

How many times was the instrument administered?

The parents received four questionnaires.

When was the instrument administered?

Parents were sent questionnaires in December, 1980, February, 1981, April, 1981; and May, 1981

Where was the instrument administered?

In the parents' homes.

Who administered the instrument?

N/A

What training did the administrators have?

Directions were sent with the questionnaires.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

A return rate of only about 50 to 60% was achieved. Responses to the questionnaires were not anonymous.

Who developed the instrument?

The questionnaires were developed by the project evaluator with the assistance of Title I Program staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

210

BEST COPY AVAILABLE

Instrument Description: Rainbow Kit Teacher Questionnaire

Brief description of the instrument

This three-item questionnaire was sent to Title I teachers who taught in schools at which some grades participated in the Rainbow Kit Program. The purpose of the questionnaire was to gather information about any problems associated with the use of the kits.

To whom was the instrument administered?

Title I teachers at Brown, Dawson, Harris, Ridgetop, and Zilker who participated in the Rainbow Kit Program.

How many times was the instrument administered?

Once.

When was the instrument administered?

The teacher questionnaire was sent out on April 29, 1981.

Where was the instrument administered?

Teachers completed the questionnaires at their school.

Who administered the instrument?

N/A

What materials did the administrator have?

Directions accompanied the questionnaire.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Responses to the questionnaire were not anonymous. The return rate was 100%.

Who developed the instrument?

The questionnaire was developed by the project evaluator with the assistance of Title I Program staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

RAINBOW KIT QUESTIONNAIRES

Purpose

Information from the Rainbow Kit Parent Questionnaire and the Rainbow Kit Teacher Questionnaire was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1980-81.

Decision Question D3: Should the Rainbow Kit project be continued, modified, or discontinued?

Evaluation Question D3-2: Did parents participate with their children in Rainbow Kit activities?

Evaluation Question D3-3: Did the degree of parental participation increase or decrease over time?

Evaluation Question D3-4: Did the activities get home to the parents?

Evaluation Question D3-5: Were there problems or bottlenecks at the school end of the project that impeded implementation?

Procedure

The Rainbow Kits are collections of 36 reading-related activities for parents and children. The activities, which were developed on four levels--kindergarten, first grade, primary (grades 2 and 3) and intermediate (grades 4-6)--are packaged in envelopes and designed to be sent home with the Title I children on a weekly basis throughout the school year. The parents received a plastic file box at the beginning of the year and were urged to keep the activities in the box as the students brought them home. The activities were developed primarily by Ann Cunningham, a Title I reading coordinator.

The Rainbow Kits were pilot tested in six Title I schools during the 1980-81 school year. The schools selected for participation were those least affected by the desegregation plan; i.e., K-6 schools which were not involved in busing. Becker was excluded because of its special status as a Title I schoolwide project school. The six schools which participated were Brown, Dawson, Harris, Maplewood, Ridgetop, and Zilker. All Title I students at certain grade levels at each school were assigned at random to either participation or control status. After the assignments had been made, they were then examined and adjusted so that about half of the students at each school and about half of the students in each grade across schools were in each group. However, in the end rigor succumbed somewhat to expedience

when the final assignments were made. Figure H-1 gives the final grade assignments.

Rainbow Kit Parent Questionnaires

Parent questionnaires and teacher questionnaires were used to gather information about this project. Parents were sent questionnaires in December, February, April, and May. The questionnaires were written by the project evaluator with the cooperation of program staff who were closely involved with the kits. The questionnaires were distributed to the participating teachers by Ann Cunningham; they in turn sent them home with the participating students. If they returned a completed questionnaire, students were given a book. It was hoped that the books would ensure a high return rate. Unfortunately, only about 50-60% of the questionnaires were returned.

Attachments H-1 through H-4 are copies of the four parent questionnaires. The first one was typed and reproduced. Subsequent questionnaires were computer generated and personalized by putting the student's name in the questions. The questionnaires were collected by Ann Cunningham and returned to ORE for processing. After coding and keypunching, they were analyzed using the SPSS package on the University of Texas Dual Cyber system.

Rainbow Kit Teacher Questionnaire

The Rainbow Kit Teacher Questionnaire (Attachment H-5) was developed by Title I Evaluation with the cooperation of program staff. It was sent to all Title I teachers in schools participating in the Rainbow Kit project on April 29, 1981.

The teachers were asked to indicate the difficulty level of the kit for the average Title I student, grades 1-6. The questionnaire also included two questions asking the teachers to describe the problems and positive aspects of using the Rainbow Kits. Teachers' names were added to the top of the questionnaires in order to keep a record of those teachers returning questionnaires. This was done because of the need for a high return rate. Responses were handled confidentially and are reported in such a way that individual teachers cannot be identified.

A second questionnaire was sent on May 19, 1981 to teachers who had not responded after the original questionnaire was sent. All of the 19 questionnaires sent were eventually returned. Three of the questionnaires were returned by Title I teachers who did not use the Rainbow Kit because it did not involve students in the grades they taught. Therefore, 16 questionnaires were used in the analyses.

Any written comments included by the teacher were copied verbatim from the questionnaire. The comments are included in Attachment H-6.

The questionnaire results are presented below first for the parent questionnaires and then for the teacher questionnaire.

Results

Some items appeared on more than one parent questionnaire; others appeared only once. The results for the unique items will be presented first (by questionnaire) followed by the common items.

First Parent Questionnaire

The responses of the parents to the first four items on this questionnaire can be found in Figures H-2 through H-5. The responses show some misunderstanding on the part of some parents. For example, this questionnaire was sent out in December. One parent reported already receiving more activities (48) than the kit has. It seems reasonable to conclude, however, that most of the activities were getting to the parents who responded and that they were working on them with their children. It also seems reasonable to conclude that most activities took less than 30 minutes to do and that some activities were worked on more than once.

Second Parent Questionnaire

The responses to this questionnaire are displayed in Figures H-6 through H-10. An examination of the figures leads to the conclusions listed below.

- A majority of the parents who responded worked on all activities their child(ren) brought home.
- Only 3% of the parents would not use the kit if it did not come with a pencil and scissors.
- About 90% of the parents would like their child to receive more than one Rainbow Kit activity each week, and more than half of these parents would like to get two or three.
- Reading, math, and language arts were the subject areas most preferred by the parents.

Third Parent Questionnaire

This questionnaire had two questions about homework. The first asked if the child had brought home any homework that day in addition to the Rainbow Kit. About half of the students had brought some home. The parents reported that when they do have homework it usually takes about 30 minutes or less for the children to finish.

The results also showed that the families are keeping the activities in the box and that they had worked on at least a few activities more than once.

Fourth Parent Questionnaire

Figures H-15 through H-21 report the results of the fourth questionnaire.

- The directions of most of the activities were easy to understand.
- The four kits did not differ significantly in the difficulty of the directions.
- About a third of the parents reported other children also used the Rainbow Kit activities. These children ranged in age from 2 to 15 and had a median age of about 8.
- Over 75% of the parents felt that their child had learned "Much" or "Very Much" from participating in the program.
- Almost 90% of the respondents reported enjoying the work with their children either "Much" or "Very Much." To put it another way, about half of the parents both returned the questionnaire and reported enjoying working with their children either "Much" or "Very Much." The parents of the kindergarten students appeared to enjoy working with their children the most.

Items Common to Two or More Questionnaires

Who usually works with _____ on the lessons?

This question was on each of the first three questionnaires. The parents consistently reported that in about 70-75% of the cases the mother worked with the child. In about five percent of the cases the child worked alone.

How hard would you say most of the activities have been for _____?

This question also appeared on the first three questionnaires. In general the parents felt the activities were of an appropriate difficulty level. If anything, they were slightly easier than the parents felt they should be. There were significant differences in difficulty between grades. It appears that grades K, 3, 5, and 6 were the easiest.

About how many hours of television did _____ watch yesterday?

Parents were asked this question on all four questionnaires. The reported amount of TV watched by the children ranged from none to 18 hours. On the average, though, the parents reported their children watched from about two and one-half to two and three-quarter hours a day.

Parents were given an opportunity to add written comments to each questionnaire. Generally, the responses were positive. The parents said they enjoyed the activities and were learning a lot, etc. The

most frequent negative comment appeared to be that the activities were too easy. The verbatim parent comments from the fourth parent questionnaire are presented as a sample in Attachment H-7.

Rainbow Kit Teacher Questionnaire

Figure H-27 summarizes the responses to Question 1. The majority of teachers working with grades 1, 2, 4, and 5 indicated that the difficulty level of the kit was "just right" for the average Title I student. Teachers working with students in Grade 3 generally indicated that the difficulty level of the kit was "easy" to "too easy," while teachers working with students in Grade 6 generally indicated the difficulty level of the kit was "too easy."

Question 2 asked teachers to describe the problems they saw with using the Rainbow Kit. Many of the problems teachers reported were related to the distribution of the kit. Although a few teachers said they had no trouble with distribution, many cited specific problems. A common problem was students' forgetting to take the kit home after receiving it. One teacher suggested providing a letter to parents informing them of distribution dates so they would know when their children should be receiving a kit.

Another frequently mentioned problem concerned the organization of the kit. Some teachers suggested grouping the cards together by classification and number to aid in the selection of the most appropriate lesson for the week. A few teachers reported that their aides assisted in distribution, and expressed concern that without aides next year, distribution will be more difficult.

Question 3 asked the teachers to describe the positive aspects of using the Rainbow Kits. Many teachers reported that the activities in the Rainbow Kit corresponded with their Title I instruction. Generally, teachers felt that the students found the activities interesting and enjoyed receiving the weekly kit and free books and ribbons for completing the activities. Teachers reported that parental response to the kit was positive.

The verbatim response of the teachers can be found in Attachment H-6.

School	K	1	2	3	4	5	6
Brown	P	C	C	C	P	P	P
Dawson	P	C	C	C	P	P	P
Harris	C	P	P	P	C	C	C
Maplewood	P	P	P	P	C	C	C
Ridgetop	C	P	P	C	P	C	C
Zilker	C	C	C	C	P	P	P

P = Participant
C = Control

Figure H-1. ASSIGNMENT OF GRADES TO RAINBOW KIT PARTICIPATION.

Number of Activities	Frequency	Percent
2	4	1.5
3	9	3.5
4	17	6.6
5	26	10.0
6	38	14.7
7	30	11.6
8	44	17.0
9	32	12.4
10	29	11.2
11	11	4.2
12	4	1.5
13	3	1.2
14	2	.8
15	3	1.2
17	1	.4
18	1	.4
20	1	.4
25	1	.4
32	1	.4
34	1	.4
42	1	.4

Mean = 7.99

Standard Deviation = 4.26

Median = 7.63

Figure H-2: PARENT QUESTIONNAIRE 1, ITEM 1. .Counting the Rainbow Kit activity that came with this questionnaire, how many activities has your child brought home?

Number Worked On	Frequency	Percent
0	1	.4
2	9	3.4
3	25	9.5
4	30	11.4
5	23	8.7
6	36	13.7
7	30	11.4
8	36	13.7
9	29	11.0
10	19	7.2
11	9	3.4
12	3	1.1
13	3	1.1
14	1	.4
15	1	.4
16	1	.4
17	1	.4
19	1	.4
20	2	.8
24	1	.4
25	1	.4
26	1	.4

Mean = 7.08

Standard Deviation = 3.64

Median = 6.75

Figure H-3: PARENT QUESTIONNAIRE 1, ITEM 2. How many activities has your child worked on?

Time Spent On Last Activity	Frequency	Percent
0	1	.4
1	7	2.6
2	6	2.2
3	14	5.1
4	4	1.5
5	24	8.8
6	3	1.1
7	1	.4
8	4	1.5
9	1	.4
10	40	14.7
15	40	14.7
20	37	13.6
25	4	1.5
30	55	20.2
35	6	2.2
40	4	1.5
45	5	1.8
50	1	.4
60	8	2.9
75	1	.4
80	2	.7
90	2	.7
120	2	.7

Mean = 20.34

Standard Deviation = 17.93

Median = 15.28

Figure H-4: PARENT QUESTIONNAIRE 1, ITEM 3. About how much time did your child spend working on the last activity (in minutes)?

Number of Times on Activity	Frequency	Percent
0	1	.4
1	56	21.1
2	95	35.8
3	50	18.9
4	21	7.9
5	12	4.5
6	5	1.9
7	4	1.5
8	4	1.5
9	1	.4
10	6	2.3
12	1	.4
15	2	.8
20	1	.4
30	5	1.9
50	1	.4

Mean = 3.63

Standard Deviation = 5.27

Median = 2.30

Figure H-5: PARENT QUESTIONNAIRE 1, ITEM 4. On the average, how many times did your child work on the last activity?

Response	Number	Percent
None	5	1.7
A Few	23	8.0
About Half	35	12.2
Most	69	24.0
All	156	54.2
TOTAL	288	100.0

Figure H-6: PARENT QUESTIONNAIRE 2, ITEM 1. Thinking about the activities that _____ has brought home since the Christmas holidays, how many has he/she worked on?

Response	Number	Percent
Yes	277	96.9
No	9	3.1
TOTAL	286	100.0

Figure H-7: PARENT QUESTIONNAIRE 2, ITEM 2. The Rainbow Kit contains a pencil and a pair of scissors. Would you still use the kit if they were not included?

Response	Number	Percent
Yes	254	89.1
No	31	10.9
TOTAL	285	100.0

Figure H-8: PARENT QUESTIONNAIRE 2, ITEM 3a. Most parents seem to like the Rainbow Kit which makes us think you might want more activities. Would you like for _____ to bring home more activities each week?

Response	Number	Percent
2 lessons	77	30.0
3 lessons	70	27.2
4 lessons	40	15.6
5 lessons	46	17.9
> 5 lessons	24	9.3
TOTAL	257	100.0

Figure H-9: PARENT QUESTIONNAIRE 2, ITEM 36. If you checked "Yes" above, how many activities would you like to receive each week?

Response	Number	Percent
Reading	192	32.5
Math	171	28.9
Science	38	6.4
Social Studies	53	9.0
Language Arts	131	22.0
Other	6	1.0
TOTAL	591	100.0

Figure H-10: PARENT QUESTIONNAIRE 2, ITEM 4. If _____ received more Rainbow Kit activities, what should be the subject area(s)?

223

Response	Frequency	Percent
Yes	124	53.7
No	107	46.3
TOTAL	231	100.0

Figure H-11. PARENT QUESTIONNAIRE 3, ITEM 1. Not counting any Rainbow Kit activities, did _____ bring home any homework from school today?

Response	Frequency	Percent
15 minutes or less	52	22.4
Between 16 and 30 minutes	105	45.3
Between 31 minutes and one hour	58	25.0
More than one hour	17	7.3
TOTAL	232	100.0

Figure H-12. PARENT QUESTIONNAIRE 3, ITEM 2. When _____ has homework, about how long does it take him/her to do it?

Response	Frequency	Percent
Yes	237	97.5
No	6	2.5
TOTAL	243	100.0

Figure H-13. PARENT QUESTIONNAIRE 3, ITEM 3a. The plastic box and all of the Rainbow Kit activities are yours to keep. They do not need to be returned to the school. Are you keeping the activities _____ has received in the box?

Response	Frequency	Percent
None	23	9.6
A Few	125	52.3
Many	54	22.6
All	37	15.5
TOTAL	239	100.0

Figure H-14. PARENT QUESTIONNAIRE 3, ITEM.3b. Are you doing the activities more than once with _____?

Response	Value	Frequency	Percent
Almost all	1	12	4.6
Many	2	9	3.5
Some	3	52	20.0
Very Few	4	72	27.7
None	5	115	44.2
TOTAL		260	100.0

Figure H-15. PARENT QUESTIONNAIRE 4, ITEM 1. Were the directions for the activities hard to follow?

Kit Level	N	Mean	Standard Deviation
Kindergarten	49	4.41	0.73
First Grade	36	3.92	1.16
Primary	71	3.97	1.24
Intermediate	102	3.95	1.08

df = 3, 254
F = 2.372
p = 0.0709

Figure H-16. DIFFICULTY OF RAINBOW KIT INSTRUCTION BY KIT LEVEL.
The higher the mean; the easier the instruction.

Response	Frequency	Percent
Yes	90	34.5
No	171	65.5
TOTAL	261	100.0

Figure H-17. PARENT QUESTIONNAIRE 4, ITEM 2a. Have any other children besides _____ used his/her Rainbow Kit activities?

Age	Frequency	Percent
2	2	2.2
3	2	2.2
4	8	8.7
5	11	12.0
6	8	8.7
7	9	9.8
8	13	14.1
9	9	9.8
10	12	13.0
11	5	5.4
12	10	10.9
13	2	2.2
15	1	1.1
TOTAL	92	100.1

Figure H-18. PARENT QUESTIONNAIRE 4, ITEM 2b. If other children have used the activities, what are their ages?

Response	Value	Frequency	Percent
Very Much	1	118	45.4
Much	2	100	38.5
Some	3	37	14.2
Little	4	3	1.2
Very Little	5	2	.8
TOTAL		260	100.1

Figure H-19. PARENT QUESTIONNAIRE 4, ITEM 4. How much do you think _____ learned by doing the Rainbow Kit activities?

Response	Value	Frequency	Percent
Very Much	1	174	66.4
Much	2	56	21.4
Some	3	23	8.8
Little	4	6	2.3
Very Little	5	3	1.1
TOTAL		262	100.0

Figure H-20. PARENT QUESTIONNAIRE 4, ITEM 5. How much have you enjoyed working with _____?

Kit Level	N	Mean	Standard Deviation
Kindergärten	49	1.20	0.46
First Grade	86	1.61	0.84
Primary	72	1.42	0.78
Intermediate	103	1.66	0.97
df = 3,256			
F = 3.883			
p = .0097			

Figure H-21. ENJOYMENT OF RAINBOW KIT BY KIT LEVEL. The lower the mean, the greater the enjoyment.

Response	Questionnaire 1		Questionnaire 2		Questionnaire 3	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Mother	180	75.0	173	71.5	145	71.4
Father	16	6.7	27	11.2	15	7.4
Brother or Sister	25	10.4	26	10.7	25	12.3
Other	7	2.9	3	1.2	8	3.9
No One	12	5.0	13	5.4	10	4.9
TOTAL	240	100.0	242	100.0	203	100.0

Figure H-22. WHO USUALLY WORKS WITH _____ ON THE LESSONS?

Response	Value	Questionnaire 1		Questionnaire 2		Questionnaire 3	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
Too Hard	1	3	1.1	0	0.0	0	0.0
Hard	2	16	6.1	18	6.4	12	5.0
Just Right	3	144	54.5	186	66.4	153	64.3
Easy	4	72	27.3	54	19.3	51	21.4
Too Easy	5	29	11.0	22	7.9	22	9.2
Mean			3.41		3.29		3.35
S.D.			0.81		0.70		0.72
Median			3.29		3.16		3.20

Figure H-23. HOW HARD WOULD YOU SAY MOST OF THE ACTIVITIES HAVE BEEN FOR _____?

Grade	Questionnaire 1			Questionnaire 2			Questionnaire 3		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
K	45	3.40	0.72	47	3.51	1.32	44	3.30	0.51
1	36	3.11	0.52	41	3.29	1.10	31	3.10	0.70
2	25	3.16	0.69	36	3.17	0.61	25	3.04	0.45
3	41	3.66	0.82	45	3.51	1.16	38	3.50	0.65
4	42	3.36	0.88	50	3.14	0.67	41	3.32	0.79
5	35	3.71	0.83	42	3.76	1.39	33	3.58	0.94
6	30	3.37	1.03	21	3.57	0.81	22	3.59	0.80

Figure H-24. AVERAGE ACTIVITY DIFFICULTY LEVEL BY QUESTIONNAIRE AND GRADE. Means were significantly different (.05).

Hours of TV	Questionnaire 1		Questionnaire 2		Questionnaire 3		Questionnaire 4	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Percent
0.0	16	5.8	20	6.9	18	7.7	22	8.0
0.5	6	2.2	6	2.1	7	3.0	10	3.9
0.8	0	0.0	1	0.3	0	0.0	0	0.0
1.0	32	11.5	20	6.9	34	14.6	42	16.5
1.5	6	2.2	16	5.5	10	4.3	16	6.2
2.0	68	24.5	77	26.6	57	24.5	65	25.6
2.5	14	5.0	8	2.8	8	3.4	7	2.8
3.0	52	18.7	66	22.8	38	16.3	38	15.0
3.5	5	1.8	9	3.1	2	0.9	0	0.0
4.0	42	15.1	33	11.4	32	13.7	31	12.2
4.5	2	0.7	3	1.0	0	0.0	1	0.4
5.0	19	6.8	14	4.8	15	6.4	8	3.1
6.0	7	2.5	11	3.8	7	3.0	7	2.8
6.5	1	0.4	0	0.0	0	0.0	0	0.0
7.0	3	1.1	2	0.7	2	0.9	1	0.4
8.0	2	0.7	1	0.3	0	0.0	1	0.4

Figure H-25. REPORTED HOURS OF TV WATCHING BY QUESTIONNAIRE (Page 1 of 2)

Hours of TV	Questionnaire 1		Questionnaire 2		Questionnaire 3		Questionnaire	
	Freq.	Percent	Freq.	Percent	Freq.	Percent	Freq.	Perce
9.0	2	0.7	1	0.3	1	0.4	1	0.
10.0	1	0.4	0	0.0	1	0.4	1	0.
11.0	0	0.0	0	0.0	0	0.0	2	0.
12.0	0	0.0	0	0.0	1	0.4	0	0.
15.0	0	0.0	1	0.3	0	0.0	0	0.
18.0	0	0.0	0	0.0	0	0.0	1	0.
TOTAL	278	100.1	289	99.6	233	99.9	254	100.
<u>Mean</u>		2.78		2.70		2.56		2.43
<u>S.D.</u>		1.70		1.69		1.78		2.04
<u>Median</u>		2.64		2.51		2.17		2.04

Figure H-25. REPORTED HOURS OF TV WATCHING BY QUESTIONNAIRE. (continued, Page 2 of 2)

Grade	Questionnaire 1			Questionnaire 2			Questionnaire 3			Questionnaire 4		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
K	44	2.63	1.84	47	2.77	1.55	45	2.56	1.61	48	2.34	1.6
1	42	2.38	1.40	42	1.96	1.14	32	1.86	1.27	35	1.77	1.0
2	28	2.91	1.26	36	2.79	1.52	25	2.50	1.61	27	2.30	1.2
3	45	2.54	1.70	45	2.69	1.77	36	2.69	1.59	42	1.88	1.5
4	43	2.79	1.72	51	2.76	1.62	39	2.95	2.11	46	3.40	3.4
5	36	3.14	1.83	42	2.69	1.21	32	2.39	1.27	31	2.63	1.3
6	30	3.42	2.06	21	3.86	3.13	20	3.35	2.85	24	2.52	1.9
TOTAL	268	2.79	1.72	284	2.71	1.70	229	2.59	1.78	253	2.43	2.0
df	6, 261			6, 277			6, 222			6, 246		
F	1.575			3.111			1.914			3.073		
p	0.1547			0.0058			0.0796			0.0064		

Figure H-26. AMOUNT OF TV WATCHED BY GRADE AND QUESTIONNAIRE.

GRADE	RESPONSES				
	1=TOO HARD	2=HARD	3=JUST RIGHT	4=EASY	5=TOO EASY
Grade 1			3		1
Grade 2			3	1	1
Grade 3				2	2
Grade 4			5	2	
Grade 5			4	2	1
Grade 6				1	4

Invalid Responses = 3

Figure H-27. FREQUENCY OF RESPONSES TO QUESTION 1. For each grade to which you gave Rainbow Kit activities, indicate the difficulty level of the kit for the average Title I student.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

RAINBOW KIT PARENT QUESTIONNAIRE

Directions: Read each question carefully, then give your answer as indicated.

1. Counting the Rainbow Kit activity that came with this questionnaire, how many activities has your child brought home?

_____Activities

2. How many activities has your child worked on?

_____Activities

3. About how much time did your child spend working on the last activity (in minutes)?

_____Activities

4. On the average, how many times did your child work on the last activity?

_____Times

5. Who usually works with your child on the lessons? (Check one)

___Mother ___Father ___Brother or Sister ___Other ___No one

6. How hard would you say most of the activities have been for your child?

___Too Hard ___Hard ___Just Right ___Easy ___Too easy

7. About how many hours of television did your child watch yesterday?

_____Hours

If you have any other comments about the Rainbow Kit, write them on the back of this page.

Thank you for your time.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RAINBOW KIT PARENT QUESTIONNAIRE—NUMBER 2

DIRECTIONS: PLEASE TELL US ABOUT HOW YOU WORK WITH _____ BY ANSWERING THE QUESTIONS BELOW.

1. THINKING ABOUT THE ACTIVITIES THAT _____ HAS BROUGHT HOME SINCE THE CHRISTMAS HOLIDAYS, HOW MANY HAS HE/SHE WORKED ON?

NONE OR ALMOST NONE A FEW ABOUT HALF MOST ALL OR ALMOST ALL

2. THE RAINBOW KIT NOW CONTAINS A PENCIL AND A PAIR OF SCISSORS. WOULD YOU STILL USE THE KIT IF THEY WERE NOT INCLUDED?

____ YES ____ NO

3. MOST PARENTS SEEM TO LIKE THE RAINBOW KIT WHICH MAKES US THINK YOU MIGHT WANT MORE ACTIVITIES. WOULD YOU LIKE FOR _____ TO BRING HOME MORE ACTIVITIES EACH WEEK?

____ YES ____ NO

IF YOU CHECKED "YES" ABOVE, HOW MANY ACTIVITIES WOULD YOU LIKE TO RECEIVE EACH WEEK? (CHECK ONE.)

____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ MORE THAN 5

4. IF _____ RECEIVED MORE RAINBOW KIT ACTIVITIES, WHAT SHOULD BE THE SUBJECT AREA(S)? (CHECK ONE OR MORE AREAS.)

____ READING ____ SOCIAL STUDIES (HISTORY, GEOGRAPHY, ETC.)
____ MATH ____ LANGUAGE ARTS (WRITING, CAPITALIZATION, PUNCTUATION, GRAMMAR, ETC.)
____ SCIENCE ____ OTHER (DESCRIBE): _____

5. WHO USUALLY WORKS WITH _____ ON THE LESSONS? (CHECK ONE.)

____ OTHER ____ FATHER ____ BROTHER OR SISTER ____ OTHER ____ NO ONE

6. HOW HARD WOULD YOU SAY MOST OF THE ACTIVITIES HAVE BEEN FOR _____?

____ TOO HARD ____ HARD ____ JUST RIGHT ____ EASY ____ TOO EASY

7. ABOUT HOW MANY HOURS OF TELEVISION DID _____ WATCH YESTERDAY?

____ HOURS

IF YOU HAVE ANY OTHER COMMENTS ABOUT THE RAINBOW KITS, WRITE THEM ON THE BACK OF THIS PAGE.

THANK YOU FOR YOUR TIME.

BEST COPY AVAILABLE

109

JUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RAINBOW KIT PARENT QUESTIONNAIRE--NUMBER 3

DIRECTIONS: PLEASE TELL US ABOUT HOW YOU WORK WITH _____ BY ANSWERING THE QUESTIONS BELOW.

1. NOT COUNTING ANY RAINBOW KIT ACTIVITIES, DID _____ BRING HOME ANY HOMEWORK FROM SCHOOL TODAY? (CHECK ONE.)

___ YES ___ NO

2. WHEN _____ HAS HOMEWORK, ABOUT HOW LONG DOES IT TAKE HIM/HER TO DO IT? (CHECK ONE.)

15 MINUTES
OR LESS

BETWEEN 15
AND 30
MINUTES

BETWEEN 31
MINUTES AND
ONE HOUR

MORE THAN
ONE HOUR

3. THE PLASTIC BOX AND ALL OF THE RAINBOW KIT ACTIVITIES ARE YOURS TO KEEP. THEY DO NOT NEED TO BE RETURNED TO THE SCHOOL.

4. ARE YOU KEEPING THE ACTIVITIES _____ HAS RECEIVED IN THE BOX? (CHECK ONE.)

___ YES ___ NO

5. ARE YOU DOING THE ACTIVITIES MORE THAN ONCE WITH _____? (CHECK ONE.)

NONE DONE
MORE THAN
ONCE

A FEW DONE
MORE THAN
ONCE

MANY DONE
MORE THAN
ONCE

ALL DONE
MORE THAN
ONCE

6. WHO USUALLY WORKS WITH _____ ON THE LESSONS? (CHECK ONE.)

___ MOTHER ___ FATHER ___ BROTHER OR SISTER ___ OTHER ___ NO ONE

7. HOW HARD WOULD YOU SAY MOST OF THE ACTIVITIES HAVE BEEN FOR _____?

___ TOO HARD ___ HARD ___ JUST RIGHT ___ EASY ___ TOO EASY

8. ABOUT HOW MANY HOURS OF TELEVISION DID _____ WATCH YESTERDAY?

___ HOURS

IF YOU HAVE ANY OTHER COMMENTS ABOUT THE RAINBOW KITS, WRITE THEM ON THE BACK OF THIS PAGE. THANK YOU FOR YOUR TIME.

109

237

H-30

BEST COPY AVAILABLE

109

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

LAST RAINBOW KIT PARENT QUESTIONNAIRE

DIRECTIONS: PLEASE TELL US ABOUT HOW YOU WORK WITH _____ BY ANSWERING THE QUESTIONS BELOW.

1. WERE THE DIRECTIONS FOR THE ACTIVITIES HARD TO FOLLOW? (CHECK ONE.)

ALMOST ALL MANY SOME VERY FEW NONE

2. HAVE ANY OTHER CHILDREN BESIDES _____ USED HIS/HER RAINBOW KIT ACTIVITIES? (CHECK ONE.)

____ YES ____ NO

IF OTHER CHILDREN HAVE USED THE ACTIVITIES, WHAT ARE THEIR AGES?

3. ABOUT HOW MUCH TELEVISION DID _____ WATCH YESTERDAY?

____ HOURS

4. HOW MUCH DO YOU THINK _____ LEARNED BY DOING THE RAINBOW KIT ACTIVITIES? (CHECK ONE.)

VERY MUCH MUCH SOME LITTLE VERY LITTLE

5. HOW MUCH HAVE YOU ENJOYED WORKING WITH _____? (CHECK ONE.)

VERY MUCH MUCH SOME A LITTLE VERY LITTLE

6. IF YOU HAVE SUGGESTIONS ABOUT WAYS THE RAINBOW KIT PROGRAM CAN BE IMPROVED, PLEASE SHARE THEM WITH US ON THE BACK OF THIS PAGE. IF YOU HAVE ANY OTHER COMMENTS ABOUT THE PROGRAM, ALSO WRITE THEM ON THE BACK.

THANK YOU FOR YOUR TIME.

109

238-31

BEST COPY AVAILABLE

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 29, 1981

TO: Teachers Who Piloted the Rainbow Kits
FROM: David Doss
SUBJECT: Rainbow Kit Questionnaire

As the school year draws to a close, it is time to gather information about your reactions to using the Rainbow Kits with your Title I students. Please take a few minutes to reflect on your use of the kits this year, and then complete the attached questionnaire. Your responses, both positive and negative, are very important to the evaluation of this pilot project. Return to Adm., Bldg., Box 79.

Approved: *Sida Hollis*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:Yfs

cc: Lee Laws
Ann Cunningham
Bella Greek
Principals of Schools Using Rainbow Kits

239

H-32

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

RAINBOW KIT QUESTIONNAIRE*

1. For each grade to which you gave Rainbow Kit activities, indicate the difficulty level of the kit for the average Title I student.
1 = too hard, 2 = hard, 3 = just right, 4 = easy, 5 = too easy

Grade	Difficulty Level
1	—
2	—
3	—
4	—
5	—

2. Use the space below to describe the problems you saw with using the Rainbow Kits. (Consider such things as ease of distribution, the match between activities and your Title I instruction, parental response, etc.).
3. Use the space below to describe the positive aspects of using the Rainbow Kits. (Consider such things as ease of distribution, the match between activities and your Title I instruction, parental response, etc.).

240

* I have added your name to the top of the form because we need a high return rate. Your responses will be handled confidentially. Nothing will be reported in such a way that individual teachers can be identified.

VERBATIM TEACHER RESPONSES TO QUESTIONS 2 AND 3

Teacher responses are presented verbatim so that their meanings would not be unintentionally altered. Readers may judge for themselves the accuracy of the conclusions contained in the text of this appendix.

Most teachers who participated in the project taught at either the primary or intermediate level but not both. These responses are reported by level so that commonalities and differences between levels may be identified.

Question 2: *Use the space below to describe the problems you saw with using the Rainbow Kits. (Consider such things as ease of distribution, the match between activities and your Title I instruction, parental response, etc.)*

Primary Grades

"The parents responded very well, especially the kindergarten. They said they were very helpful to their children."

"Writing names on envelopes was time consuming--"

"There was very good parental response. Most children were eager for them each week. The distribution was no trouble what-so-ever once the routine was established. The activities paralleled the skills being taught and was needed more frequently by the students using them. A bit more of some skills were needed such as alphabetizing, following directions, and reasoning."

"As far as distribution is concerned, I think it might be better to provide parents with a letter at the beginning of the year telling them the exact dates each envelope will be sent home. We have had problems with some of our kids not taking the envelopes home."

1. No way for teachers to monitor actual use of kit at home.
2. No correlation between kit and regular classroom teacher.
3. would be of more benefit if the comprehension activities were constructed along the same lines as the ITBS questions
4. Needs more comprehension questions
5. should be on a volenter basis"

"We started our program late because of incomplete building, and had to send home two activities several times. Not all activities reached parents. Some students did activities without any help or supervision. If I had had more students (I only had 10), I could foresee real distribution problems, especially without an aide who could pull them for you."

"The questionnaires that the parents had to respond to concerning the kits could have been a little more specific. They should have asked more detailed questions and should have been signed by the parents. The continuity of the kits concerning Title I instruction was beneficial and distribution was not a problem."

"No problems."

Intermediate Grades

"The activities would be easier to distribute if they were arranged in boxes with the same lessons together. That is, all the alphabetizing 1's should be together, classifying 4 together, etc. Parents of fourth and fifth level students sometimes would not work with the students."

"I think it would be easier and faster for me to pull the cards if they were grouped together by classification and number. (Ex: All the Vocabulary 1's together, all vocab. 2 together, all vocab. 3 together, etc.)"

"The skills started out way too simple for the students at _____, who are only one grade level behind in their reading. Because of this the students lost interest in the activities and let them accumulate in their desks. If the kit was organized so that all the sequencing 1's were together, the sequencing 2's together, etc. it would be much easier and less time consuming to distribute. Also, if the b-3, b-4, etc. was stamped on each section of each of the sequence cards instead of just at the top, the reluctant learner might review them more often."

"Children sometimes forgot to take envelopes home. Parent response could have been better. Students could have been placed by screening test. Some parents had negative responses when students were inappropriately placed."

"Many students at _____ found the activities too easy and lost interest. Some tended to leave the activities in their desks for several weeks at a time. Many parents commented about needing more difficult tasks. Title I instruction included the specific skills in the Rainbow Kit. Many students mastered these type activities early in the year and needed something more complicated."

"Instructions were too difficult--too detailed and too long--It appears that a lot of money was spent on a format that was not entirely useful or practical."

"The only problem I had was storing the kits and activities. We are very crowded here and we really didn't have a good place to store all the materials."

"Would be too much trouble without aides. Not worth the trouble of setting up. Many of the students did not take the lessons home, or

They at least had to be repeatedly reminded to take them home. Students did not particularly enjoy the activities.

Question 3: *Use the space below to describe the positive aspects of using the Rainbow Kits. (Consider such things as ease of distribution, the match between activities and your Title I instruction, parental response, etc.)*

Primary Grades

"Parental response was very positive, any comments were for continuation of the program."

"The parents seem to be very appreciative of the kits because it gave the children homework to do. Some expressed the need for more than one kit a week. Some wanted to bring them back to school to note progress. Some grade 3 parents thought a higher level was needed."

"I believe the skills taught in the Rainbow Kit are very appropriate for the children and correspond nicely with our instruction. In my opinion, Rainbow Kits provide an excellent opportunity for children and parents to work together."

"1. helpful that there was nothing for the teacher to do but distribute."

"Parents responded very well. Many request made by parents for math activities. Intermediate parents requested kits for their kids also (next year?). Parents reported they felt it really helped. I have been able to use corresponding to my lessons."

"There was no problem with the distribution of the kits. The children liked the idea of receiving a free book for working in the kit. Most parents expressed thanks and said they liked the lessons."

"Children enjoyed them and looked forward to getting them."

"Distribution of the kits was not a problem. The activities fitted in with my Title I instruction."

Intermediate Grades

1. Parents are always asking, 'What can I do to help?' The kits answer that need.
2. Activities are interesting. Students seem to enjoy doing them, even when parents won't help.
3. I recommend we use the kits districtwide. They are worth the trouble and expense."

"The kids enjoyed getting something special every week. All of my parents comments were good ones. I hope we'll continue the kits next year in all the grades."

"Parents felt they learned by helping students. Aides took over distribution. They will not be employed next year."

"Most of the children said they liked using the kit and several of the parents also wrote that they enjoyed having something to work with their children at home on."

"Students enjoyed the books, ribbons, and receiving the envelopes once a week."

"Parents appreciated being given specific activities to work with. The students enjoyed receiving ribbons and the free books. They looked forward to the weekly distribution."

"Children were able to earn free books,"

WRITTEN COMMENTS ADDED TO PARENT QUESTIONNAIRE NUMBER 4

1. I would like to say that the Rainbow Kit has help _____ alot. And me too. Thank you.
2. I enjoyed the box work so if you can keep this program going. I have enjoyed work in with the rainbow box _____ I love you all, and good luck and keep on keep on.
3. I think the program is very nice and that it should be continued.
4. I enjoyed working with the Rainbow Kit with my son I think it is a very educational program to help children to learn faster and the parents have a chance to participate with the childs education.
5. I think it a very nice program for _____ she is learning alot. Thank you.
6. I believe this is a very good program. I feel it covers some material that is not covered in every day classrooms. But the material covered in the kits helps my child understand more of the day-to-day work inside her classroom.
7. I have enjoyed working with the rainbow kit.
8. The Rainbow Kit has been very helpful to _____. I hope she can continue in this program next year because it has helped her alot and she liked doing the assignments.
9. The use of the Rainbow Kit was helpful in trying to help _____ improve his school work. I prefer the summer program home kits. Use of the kit also showed the areas that my child is weak in. We did not complete all of the lessons.
10. All easy for him. Thank you.
11. _____ has alot of these and no place to put them are she suppose to throw them away or keep them.
12. Most of the exercises _____ already knew how to do. But it gave me an opportunity to work with him to see just how much he has absorbed over the years he has been attending school. Thank you.
13. This was a nice program for my child _____. And I do think it should continued it. It has help _____ alot. Thank you.
14. I think these activities are good because they help children in certain areas of learning. _____ has really enjoyed them.
15. I enjoyed working with _____ because he gets excites when he he can do it and I enjoy share his feels with us.
16. I like it very much.

17. I enjoyed working with the Rainbow Kit. In alot of ways it helped the both of us. I hope that the kit is still being used when my son gets to the fourth grade. Thank you.
18. _____ seemed pretty interested @ first but then lost interest.
19. It's very good to have extra learning Materials around the house. Thanks.
20. I have been a great improvement on _____ reading. I think the rainbow kit is great. Thanks.
21. Great! Need more ways like this to teach childrens. Thanks.
22. I think it's very good for children, & to be continued.
23. I think the program is a very good way for parent and child to work together and very helpful in understanding the child problems. Thank you so much for programs like this.
24. I enjoyed working on the Rainbow Program. Hope to do it again soon.
25. I really enjoyed these activities.
26. The kit is very helpful learning activity for the small kids. However, _____ seems to know most of the activities and the ones he has trouble with, I go over more than once a week and he seems to be doing alot better. I hope that you continue the Rainbow Kit for the other kindergarten kids next year. We have enjoyed working together. Thank you.
27. They have been very helpful.

80.71

ESEA Title I
Appendix I
TITLE I SERVICE REPORTS

I-1 217

* Instrument Description. Title I Service Report

Brief description of the instrument

The Title I Service Reports were computer-generated class rosters for each Title I school which were used by the school to indicate a) the teacher code for each student, b) which students were served instructionally by a Title I teacher or aide, c) where that instruction took place, d) parental participation in Title I activities in the classroom and outside class, and e) entry and exit dates.

To whom was the instrument administered?

Information was collected for each student in each Title I school by Title I instructional personnel.

How many times was the instrument administered?

Twice

When was the instrument administered?

At the end of the first two six-week periods and at the end of the third nine-week period.

Where was the instrument administered?

Report forms were sent by ORE to the school where they were completed and returned.

Who administered the instrument?

The reports were completed by Title I staff

What training did the administrators have?

Instructions for completing the reports were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some school personnel may have misunderstood the definitions used in completing the forms. The personnel completing the forms were employed by the program being evaluated.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None

Are there any data available for re-analyzing the results?

No

Instrument Description: Nonpublic and V&D Nine-week Reports

Brief description of the instrument

The Nonpublic and V&D Nine-Week Reports were sent to each nonpublic school and V&D institution with a Title I Program. For V&D institutions the rosters were used to indicate a) which students were served by Title I personnel, and b) which schools or AISD Programs the students attended. The nonpublic schools recorded the names of Title I students and the type of service received. In addition, schools provided test score information, ethnicity, entry and exit dates, and information about which students' parents participated in Title I activities.

To whom was the instrument administered?

Information was collected for each Title I student in a nonpublic school and V&D institution.

How many times was the instrument administered?

Three times, at the end of each of the first three nine-week periods.

When was the instrument administered?

October, 1980, January, 1981, and March, 1981.

Where was the instrument administered?

The forms were sent by DRE to the schools where they were completed and returned.

Who administered the instrument?

The reports were completed by school staff.

What instructions did the administrators have?

Instructions for completing the report were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the reliability of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

Instrument Description: Early Childhood Attendance Form

Brief description of the instrument

The Early Childhood Attendance Form was sent each six weeks to the Title I prekindergarten teachers. The forms were used to collect information about a) which students were served in each class, b) their ethnicity, c) the number of days they were present and absent, and d) whether or not their parents worked in Title I activities.

To whom was the instrument administered?

Information was collected for each early childhood student. Information about students in Title I/Title I Migrant split-funded classes were collected by the Title I Migrant Evaluation and reported to Title I.

How many times was the instrument administered?

Five times, at the end of the first five, six-week periods.

When was the instrument administered?

October, 1980; November, 1980; January, 1981; February, 1981, and April, 1981.

Where was the instrument administered?

The forms were sent by ORE to the schools where they were completed and returned.

Who administered the instrument?

The reports were completed by the prekindergarten teachers.

What training did the administrators have?

Instructions for completing the report were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the reliability of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there other data available for interpreting the results?

No

250

TITLE I SERVICE REPORTS

Purpose

Information from four service reports--the Title I Service Report, the Title I Early Childhood Attendance Form, the Title I Nine-Week Report for Nonpublic Schools, the Title I Nine-Week Report for N&D Institutions--was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1980-81.

Decision Question D1: Should the Title I Reading Improvement Program be modified? If so, how?

Evaluation Question D1-2: How many students were served at each grade in the following ways:

- a. by a Title I reading teacher only,
- b. by a Title I aide only,
- c. by both a Title I reading teacher and aide,
- d. in the classroom only,
- e. in the reading center only, and
- f. in both the classroom and reading center?

Evaluation Question D1-4: Considering instructional arrangement, was the participant-to-instructor ratio equitable across campuses? Was the participant number-to-instructor ratio equitable across campuses?

The information gathered was used in partial fulfillment of Information Needs I5, I6, I7, I8, I13, I14, I15, and I18 for the TEA Evaluation Report.

- I5: How many students were served by Title I at each grade in public and nonpublic schools?
- I6: How many students were served in N&D institutions?
- I7: How many students of each ethnic group were served by public schools, nonpublic schools, and N&D institutions?
- I8: How many students (duplicated count) were served in reading in public schools? ... in reading and math in nonpublic schools?
- I13: How many parents of Title I students
- a. participated in project planning, implementation and/or evaluation,
 - b. worked as volunteers in the Title I classroom, and/or
 - c. worked as volunteers in Title I activities that took place outside the Title I classroom?

- I14: How many parents (total) of non-Title I students worked in the activities listed above?
- I15: What is the total membership, by grade, of the Title I Reading component? Of each nonpublic school component? (Membership is the number of students at the grade level on the roll of the project as of the tenth day on which it met.)
- I18: How many days were Title I students served at grades 2 and 6?

Procedure

The procedures used to gather Title I service information are described below, by instrument.

Title I Early Childhood Attendance Form

Early Childhood Attendance Forms were sent to the teachers of the Title I prekindergarten classes at the end of the first five six-week periods. Teachers recorded all information on the first report. After the first six weeks, unchanging information such as the students' names was typed onto the forms before they were sent to the teachers. The teachers had only to add new students and the attendance information for those already listed. Attachments I-1 through I-5 provide copies of the instructions sent to the teachers. Attendance information for Title I students in Title I/Title I Migrant split-funded classes was obtained from Title I Migrant Evaluation.

Nine-Week Reports for Nonpublic Schools and N&D Institutions

Service information was requested from nonpublic schools and N&D institutions with Title I programs at the end of each of the first three nine-week periods. The procedures used to collect the information can be found in Attachments I-6 through I-11.

Title I Service Reports

The Title I Nine-Week Reports used to gather service information from Title I schools in the past was renamed the Title I Service Report this year. The service report was sent to schools only twice, once at the end of the second six-weeks and once at the end of the third nine-weeks. In 1979-80 the reports were used to document the Title I eligibility of each student in Title I schools. The amount of time required to handle that information in the schools and in ORE was very large. Because of the time requirement and the fact that TEA requested additional information that had to be collected using the service report, the decision was made not to collect test information in 1980-81.

252

The first Service Report was sent to the schools in November. Attachment I-12 is a copy of the memo and instructions which accompanied the report. Attachment I-13 is a copy of the report format. The second report was identical. When the reports were returned to ORE they were processed by a Title I evaluation assistant. The procedures for processing the reports are described in Attachment I-14. In March, a summary report was sent to the Title I principals (Attachment I-15). They also received rosters (Attachment I-16) of the students who appeared to represent documentation problems so they could see that their records were in good order prior to the TEA monitoring visit in April.

The second and last service report was sent to the schools in March. Attachment I-17 is a copy of the memo and instructions which accompanied the form. The processing checklist for the second report is included as Attachment I-18. The processing of the first service report had shown that making telephone calls to the campuses to clear up discrepancies in the reports was an ineffective process. It was anticipated that two kinds of errors would occur most frequently when the teachers completed the reports. In order to consolidate the requests for the two kinds of information needed to correct these errors, two follow-up forms were created, Form A and Form B. If a school's report only had the first kind of error, they were sent a memo requesting the information and a Form A for reporting it. If they had only the second kind of errors, then they were sent a Form B with instructions. If the school had both kinds of problems, they were sent a third memo and copies of both forms. Attachment I-19 is a copy of the three memos and two forms. This approach proved successful because it provided the school with all of the information they needed to clear up questions about their report. It was much more efficient than trying to ask complex questions over the phone.

The third service report was deleted (see Attachment I-20) when a way was found to get the most important information from other sources.

Results

The results are presented by Evaluation question.

Evaluation Question D1-2: How many students were served at each grade in the following ways:

- a. by a Title I reading teacher only,
- b. by a Title I aide only,
- c. by both a Title I reading teacher and aide,
- d. in the classroom only,
- e. in the reading center only, and

- f. in both the classroom and reading center?

Figure I-1 provides the results for both reporting periods combined. This is a duplicated count; i.e., any student served in more than one school is counted more than once. The reader should also note that a student's service is combined across reporting periods. That is, if a student was reported to have been served by a teacher in the classroom on the first report and by an aide in the classroom in the second report, he would be counted in Figure I-1 as having been served by a teacher and an aide in the classroom. Attachment I-21 provides the same information by school.

Figure I-2 is a copy of a similar summary for the 1979-80 school year. A comparison of the two figures reveals a significant trend away from providing Title I services in the classroom. In 1980-81 about 25% of the students counted in the report were served in the classroom only. Last year over 35% of the students were served that way. The figures also show a drop from 15.6% to 11.4% in the percentage of students served by the aide alone.

Evaluation Question D1-4: Considering instructional arrangement, was the participant-to-instructor ratio equitable across campuses? Was the participant number-to-instructor ratio equitable across campuses?

This question was included in the design because a previous examination of the results obtained with the Nine-Week Reports in 1979-80 had indicated that some campuses had a much higher ratio of students served to Title I instructors than others. One possible reason for such differences was how the programs were structured on each campus. It is possible that one instructional arrangement would require a lower student:instructor ratio than another. To answer this question, four types of instructional arrangements were defined.

1. Served in Classroom: The majority of the students in the school were served in the classroom rather than in the lab or in both places.
2. Served in the Lab: A majority of the students were served in the lab.
3. Mixed, Classroom or Lab: A clear majority of the students was not served in the classroom or the lab. The structure usually varied by grade; students at some grades were seen in a lab while students at another grade were served in the classroom.
4. Both Classroom and Lab: A majority of the students were seen in both the classroom and the lab.

The schools are classified by this scheme in Figure I-3. The figure provides several different types of resource allocation data by which the schools can be compared. There does not seem to be a strong relationship between instructional arrangement and the participant number

to instructor ratio or between the instructional arrangement and the number served to instructor ratio. Although it could appear that schools like Walnut Creek which had teachers only had a higher student to instructor ratio because teacher salaries are much higher than aide salaries.

For that reason a better yardstick for comparing campuses on resource allocation might be a base cost per pupil. The right column in Figure I-3 shows a base cost figure that was determined by multiplying the number of Title I teachers by a base salary figure (\$11,879), multiplying the number of Title I aides by another salary figure (\$7,308) adding the products together and dividing the sum by the number of students served. This per pupil cost also showed a wide range of variation, from \$214 per student at Zilker to \$486 per pupil at Mathews. Part of this range can be explained by the difficulty of providing a program at a school with a small number of Title I students at a low per pupil cost. For example, the correlation between the number of students served and the base cost per pupil is $-.39$. However, most of the variation between campuses would seem to be due to other factors.*

Information Need I5: How many students were served by Title I at each grade in public and nonpublic schools?

Figures I-4 and I-5 provide the number of students served by Title I in public and nonpublic schools. The 3,959 students served in public schools is a reduction of 423 students from the number served in 1979-80.

Information Need I-6: How many students were served in N&D institutions?

Figure I-6 provides the data necessary to answer this question. The large number of students served at the Travis County Gardner House is due to the extremely high turnover rate at that facility.

Information Need I7: How many students of each ethnic group were served by public schools, nonpublic schools, and N&D institutions?

The previously mentioned figures, I-4, I-5, and I-6, provide the ethnic breakdown for these schools and institutions. The change in Title I schools from '79-'80 to '80-'81 meant some changes in the percentage of students belonging to the major ethnic groups -- a 7.2% increase for Blacks, an 8.89 decrease for Hispanics, and a 1.2% increase for Anglos.

Information Need I-8: How many students (duplicated count) were served in reading in public schools? ...in reading and math in nonpublic schools?

Figure I-4 provides the count of students served in reading by the Title I Program in public schools. Figure I-7 shows the number of students served in reading and math at each of the nonpublic schools.

Information Need I13: How many parents of Title I students

- a. participated in project planning, implementation, and/or evaluation,

*See addendum on page I-10

- b. worked as volunteers in the Title I classroom, and/or
- c. worked as volunteers in Title I activities that took place outside the Title I classroom?

Information Need I14: How many parents (total) of non-Title I students worked in the activities listed above?

Results for both of these information needs are reported in Figure I-8.

Information Need I15: What is the total membership, by grade, of the Title I Reading component? Of each nonpublic school component?

Tenth day membership was determined by getting frequency distributions by grade of entry dates for each school. These distributions were used to determine the first day of service. The number of students who entered the program on that day or within ten school days were counted to give the membership. The results are reported in Figures I-9 and I-10.

Information Need I18: How many days were Title I students served at grades 2 and 6?

Figure I-11 shows the average number of days between Title I entry and exit days for the students served in 1980-81.

Addendum

Review of this appendix by program staff raised additional possible reasons for the wide variation in per pupil expenditures reported under evaluation question D1-4. Because of the importance of these findings, additional analyses were performed.

One factor suggested was that the number of low-achieving students projected to attend a number of Title I schools did not in fact arrive. As a result the participation number at these schools were adjusted by amendment. However, personnel were not reassigned when the numbers were adjusted. As a result these schools had higher per pupil expenditures because costs remained fixed while the number of students decreased.

There appears to be some merit to this argument. When the 7 schools showing the largest percentage decrease are compared with the seven schools that had either no change or an increase in participation numbers, the average per pupil costs do appear to differ. Figure I-12 provides the results.

The other possible factor raised by the staff was related to a planned attempt to spend more money per pupil on those campuses with the highest concentration of low-income students; i.e. an attempt to produce a

high negative correlation between percent low income and per pupil expenditure. In 1979-80 TEA interpreted a part of the Title I legislation as requiring such expenditures. In fact, Texas may have been the only state in the nation where this apparently dubious interpretation was made. It appears that in 1980-81 the prudent approach was to make an attempt at relating spending to the concentration of low-income students, but not in such a strict manner.

There also appears to be evidence for this factor in the data. The correlation between schools' percent low income and expenditures per Title I child was $-.56$.

In an attempt to seek some additional clarity, some regression analyses were performed to see what percent of the variation in per pupil expenditures could be accounted for by the combined factors. Three factors were used, the percentage of low-income students at the school, the size of the program (number served by Title I), and the instructional arrangement (binary membership vector based on the classification scheme described on page I-8). The results showed that those three factors accounted for about half (47%) of the variation in per pupil costs. When the size of the program and the instructional arrangement were entered independently with a model containing the percent low income alone, they contributed about 10% and 9% respectively. Together they added about 16%.

These analyses show that about half of the variation in per pupil costs can be traced to the explanations tested. About half, then, must be due to untested influences. Despite the reasons, the observed imbalance in resource allocation would seem to deserve serious attention. These known factors are all under the District's control. It is unlikely that TEA will require the 1979-80 spending formula again. Teachers can be reassigned and/or assigned to more than one campus. The District needs to seriously weigh the apparent costs of such actions against possible improvements in program performance. (A cursory examination of proposed staffing for 1981-81 indicates that some improvement is at hand.) Also, Title I Evaluation should consider examining this year's achievement data for evidences of the impact of the variation on student achievement.

Figure I-1. INSTRUCTIONAL ARRANGEMENT BY GRADE FOR BOTH REPORTING PERIODS, 1980-81.

258

The previous numbered page in
the original document was blank

I-13

TITLE I SERVICE PROGRAM SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL TOTAL
 PARTICIPANT NUMBER: 3356

BOTH REPORTING PERIODS
 AUGUST 27, 1980 - MARCH 19, 1981

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	136	32	7	175
AIDE ONLY	13	20	29	64
TEACHER & AIDE	102	53	76	235
TOTAL	250	294	121	665

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	235	115	79	427
AIDE ONLY	24	40	31	95
TEACHER & AIDE	178	22	70	270
TOTAL	437	175	180	792

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	247	40	52	339
AIDE ONLY	32	7	5	45
TEACHER & AIDE	79	31	34	144
TOTAL	358	78	92	528

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	253	112	13	383
AIDE ONLY	15	23	0	38
TEACHER & AIDE	96	0	15	111
TOTAL	360	135	28	532

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	81	100	35	221
AIDE ONLY	2	1	2	5
TEACHER & AIDE	102	1	42	252
TOTAL	287	102	79	475

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	138	100	27	272
AIDE ONLY	0	1	0	1
TEACHER & AIDE	137	17	6	152
TOTAL	275	126	33	434

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	141	76	38	257
AIDE ONLY	3	0	6	9
TEACHER & AIDE	205	3	204	415
TOTAL	349	79	48	476

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2380
AIDE ONLY	86	275	77	438
TEACHER & AIDE	936	123	2739	1304
TOTAL	2234	994	601	3829

* EXCLUDES STUDENTS WHO ARE IN THE REGULAR CLASSROOM ONLY AND ARE NOT IN THE CLASSROOM BEING SERVED BY A TEACHER OR AIDE.

259

260

I-14
 BEST COPY AVAILABLE



Figure I-2. INSTRUCTIONAL ARRANGEMENT FOR ALL THREE NINE-WEEKS,
1979-80.

201

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: TOTAL

FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 4355

AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	101	153	13	267
AIDE ONLY	24	183	20	227
TEACHER & AIDE	88	127	148*	363
TOTAL	213	463	181	857

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	219	295	45	559
AIDE ONLY	16	167	31	214
TEACHER & AIDE	110	21	198*	337
TOTAL	353	483	274	1110

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	200	154	10	364
AIDE ONLY	5	76	8	89
TEACHER & AIDE	70	2	106*	178
TOTAL	275	232	124	631

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	161	88	37	286
AIDE ONLY	11	47	11	69
TEACHER & AIDE	185	20	153*	358
TOTAL	357	155	201	713

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	145	103	73	321
AIDE ONLY	18	27	11	56
TEACHER & AIDE	185	39	32*	256
TOTAL	348	169	116	633

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	220	122	59	381
AIDE ONLY	19	18	20	57
TEACHER & AIDE	101	46	31*	178
TOTAL	340	166	110	616

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1019	938	13	1970
AIDE ONLY	137	560	9	706
TEACHER & AIDE	610	354	309*	1273
TOTAL	1766	1852	331	3949

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1111	837	94	2042
AIDE ONLY	165	516	10	691
TEACHER & AIDE	820	142	212*	1174
TOTAL	2096	1495	316	3907

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1120	797	100	2017
AIDE ONLY	174	505	0	679
TEACHER & AIDE	773	171	176*	1120
TOTAL	2067	1473	276	3816

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY; CLASSROOM ONLY.

U

School	Participant Number	Number Served	Number of Instructors*	Participant Number to Instructor Ratio	Number Served to Instructor Ratio	Base Cost Per Student Served
<u>Served in Classroom</u>						
Blackshear (84Z)***	162	200	3 + 2 = 5	32.4 : 1	40.0 : 1	\$ 251
Sanchez (98Z)	210	235	4 + 4 = 8	26.3 : 1	29.4 : 1	327
Walnut Creek (87Z)	135	142	3 + 0 + 3	45.0:1	47.3:1	251
<u>Served in Lab</u>						
Campbell (95Z)	234	263	5 + 3 = 8	29.3:1	32.9 : 1	309
Casla (100Z)	132	156	3 + 2 = 4	33.0:1	39.0:1	275
Dawson (99Z)	270	296	5 + 4 = 9	30.0:1	32.9:1	299
Harris (86Z)	197	214	4 + 2 = 6	32.8:1	35.7:1	290
Maplewood (88Z)	175	186	3 + 3 = 6	29.2 : 1	31.0 : 1	309
Mathews (100Z)	63	79	2 + 2 = 4	15.8:1	19.8:1	486
Metz (100Z)	202	233	5 + 2 = 7	28.9:1	33 : 1	318
Ridgetop (81Z)	57	68	1 + 1 = 2	28.5:1	34.0:1	282
Sims (100Z)	98	107	2 + 2 = 4	24.5:1	26.8:1	359

Figure I-3. TITLE I STUDENT TO TITLE INSTRUCTOR RATIOS BY CAMPUS AND BASE COST PER STUDENT SERVED. (Page 1 of 2)

School	Participant Number	Number Served	Number of Instructors*	Participant Number to Instructor Ratio	Number Served to Instructor Ratio	Base Cost Per Student Served
<u>Mixed, Classroom or Lab</u>						
Brown (95%)	160	192	4 + 0 = 4	40.0 1	48.0 1	\$ 247
Bryker Woods (67%)	75	101	2 + 5 = 2 5	30 0 1	40 4 1	271
Covalle (75%)	300	339	5 + 4 = 9	33.3 1	37.7 1	261
Oak Springs (68%)	215	263	4 + 3 = 7	30 7 1	37 6 1	264
Ortega (85%)	101	107	2 + 2 = 4	25 3 1	26 8 1	359
Rosedale (65%)	110	119	2 + 2 = 4	27 5 1	29 8 1	322
Zavala (95%)	177	198	3 + 2 = 5	23 4 1	39 6 1	254
Norman (62%)	120	134	2 + 1 = 3	40.0 1	44 7 1	232
<u>Both Classroom and Lab</u>						
Rosewood (51%)	53	65	2 + 1 = 3	17.7 1	21 7 1	478
Zilker (98%)	110	129	2 + 2 = 3	36 7 1	43 0 1	241

*The first number is the number of Title I teachers, the second is Title I aides

**Based on a teacher salary of \$11,879 and an aide salary of \$7,308

***The percentages represent the percentage of students at the school who were served in the way in which the school was classified.

Figure I-3. TITLE I STUDENTS TO TITLE I INSTRUCTOR RATIOS BY CAMPUS AND BASE COST PER STUDENT SERVED. (continued, Page 2 of 2)

Grade	Boys						Girls					
	American Indian	Black	Asian	Hispanic	Other	Total	American Indian	Black	Asian	Hispanic	Other	Total
Pre-k	0	51	2	28	10	91	0	48	1	37	6	92
K	0	150	0	183	39	372	0	112	1	153	16	282
1	1	172	4	180	86	443	0	141	3	149	39	332
2	1	84	3	129	47	264	1	93	0	129	35	258
3	0	190	1	121	50	262	0	89	1	125	49	264
4	1	89	9	95	43	237	0	116	2	82	35	235
5	0	86	6	72	41	205	1	92	8	91	36	228
6	0	81	0	71	39	200	0	80	5	73	36	194
TOTAL	3	803	36	879	355	2074	2	771	21	839	252	1885

Figure I-4. NUMBER OF STUDENTS SERVED BY GRADE, SEX, AND ETHNICITY.
Does not include Allison and Becker schoolwide projects.

Grade	Ethnicity					Total
	American Indian	Black	Asian	Hispanic	Other	
K	0	2	0	12	4	18
1	0	3	0	9	1	13
2	0	5	0	10	2	17
3	0	3	0	8	6	17
4	0	3	0	9	2	14
5	0	1	0	3	5	9
6	0	2	0	3	4	9
Total	0	19	0	54	24	97

Figure I-5. NUMBER OF STUDENTS SERVED BY NONPUBLIC SCHOOLS -- BY GRADE AND ETHNICITY.

297

Ethnicity	N&D Institutions					Total
	Bryant House	Giristown	Jr. Helping Hand Home	Salado House	Settlement Club	
American Indian	0	0	2	0	1	0
Black	0	3	3	12	1	156
Asian	0	0	0	0	0	0
Hispanic	0	2	2	10	3	218
Anglo	0	8	16	22	19	218
Total	0	13	23	44	24	586

Figure I-6. ETHNIC BREAKDOWN OF THE STUDENTS SERVED BY N&D INSTITUTIONS.

Grade	Number of Students Served in...	
	Reading	Math
K	18	18
1	10	12
2	12	15
3	13	15
4	9	12
5	6	9
6	7	8
TOTAL	75	89

Figure I-7. NUMBER OF STUDENTS SERVED BY NONPUBLIC SCHOOLS IN READING AND MATH. (Duplicated Count).

299

<u>Classification</u>	<u>Number</u>
<u>Public Schools - Title I Parents</u>	
a. Parents participating in project planning, implementation, and evaluation.	354
b. Worked as volunteers in Title I classes.	36
c. Worked as volunteers in activities outside the Title I classroom.	217
<u>Nonpublic Schools - Title I Parents</u>	
a. Parents participating in project planning, implementation, and evaluation.	2
b. Worked as volunteers in Title I classes.	2
c. Worked as volunteers in activities outside the Title I classroom.	3
<u>Non-Title Parents</u>	
a. Parents participating in project planning, implementation, and evaluation.	0
b. Worked as volunteers in Title I classes.	10
c. Worked as volunteers in activities outside the Title I classroom.	11

Figure I-8. NUMBERS OF TITLE I AND NON-TITLE I PARENTS WORKING IN TITLE I PROGRAM ACTIVITIES.

School	Grade					Total
	2	3	4	5	6	
Blackshear	0	0	43	49	47	139
Brown	16	16	24	33	12	101
Bryker Woods	17	22	0	0	0	39
Campbell	0	0	84	60	59	203
Casis	31	47	0	0	0	78
Dawson	46	38	36	31	34	185
Govalle	77	67	0	0	0	144
Harris	18	45	35	23	38	159
Maplewood	25	26	34	20	26	131
Mathews	10	7	6	8	7	38
Metz	44	43	0	0	0	87
Norman	16	16	0	0	0	32
Oak Springs	43	45	0	0	0	88
Ortega	0	0	21	24	21	66
Ridgetop	12	5	7	3	5	32
Rosedale	0	0	38	30	25	93
Rosewood	15	17	0	0	0	32
Sanchez	46	41	0	0	0	87
Sims	17	18	0	0	0	35
Walnut Creek	0	0	41	39	27	107
Zavala	0	0	46	51	39	136
Zilker	13	11	13	14	14	65
TOTAL	446	464	428	385	354	2077

Figure I-9. TENTH DAY MEMBERSHIP OF TITLE I READING IMPROVEMENT PROGRAM BY SCHOOL AND GRADE (2-6).

271

Grade	St. Austin's		St. Ignatius		St. Mary's	
	Reading	Math	Reading	Math	Reading	Math
K	2	2	3	3	0	6
1	2	1	2	5	3	4
2	4	4	2	2	4	9
3	3	4	4	6	0	5
4	3	4	3	2	0	6
5	3	6	2	2	1	1
6	0	0	6	6	0	1
TOTAL	17	21	22	26	8	32

Figure I-10. TENTH DAY MEMBERSHIP OF TITLE I NONPUBLIC COMPONENTS BY GRADE.

Program	Grade 2	Grade 6
Title I Regular	133	133
St. Austin's	166	-
St. Ignatius	169	140
St. Mary's	171	153

Figure I-11. AVERAGE NUMBER OF DAYS BETWEEN ENTRY AND EXIT DATES.

Schools	Percent Change	Base Personnel Cost Per Student*
Seven Largest Decreases		
Rosewood	-41	478
Mathews	-34	486
Bryker Woods	-23	271
Blackshear	-19	251
Casis	-19	275
Campbell	-17	309
Maplewood	-15	309
AVERAGE	-24	340
Seven With no Change or a Gain		
Zilker	+22	241
Ridgetop	+16	282
Walnut Creek	+ 4	251
Brown	0	247
Govalle	0	261
Norman	0	232
Sims	0	359
AVERAGE	+ 6	268

*In Dollars

Figure I-12. BASE PERSONNEL COST PER PUPIL FOR THE 14 SCHOOLS WITH THE GREATEST AND SMALLEST CHANGE IN PARTICIPANT NUMBER DURING 1980-81.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 7, 1980

TO: Title I Early Childhood Teachers

FROM: David Doss DD

SUBJECT: Early Childhood Attendance -- First Six Weeks

As in last year's evaluation, we need to know who your students are and how frequently they attend class. Please provide the information requested on the attached form for each student who was enrolled in your class at least one day during the first six-weeks period which ended October 3rd.

In completing the form, please use the following conventions:

- a. list students' names with the last name first,
- b. do not use nicknames,
- c. code ethnicity according to these definitions,
 - 1 - American Indian - A person having origins in any of the original peoples of North America.
 - 2 - Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.
 - 3 - Black, not of Hispanic Origin - A person having origins in any of the black racial groups.
 - 4 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.
 - 5 - White, not of Hispanic Origin - A person having origins in any of the original people of Europe, North Africa, the Middle East, or the Indian subcontinent.
- d. code sex using an "M" for boys and a "F" for girls,
- e. if the student has withdrawn from your class place a "W" in the Withdrawn column but be sure also to list the number of days present and absent.

274

Please return the completed form to the address below by October 15th.

Marie Mulkey
Administration Building, Box 79

If you have any questions, please feel free to call (458-1228).

Approved: *Eula J. Kelly*
Director of Office of Research and Evaluation

Approved: *Roberta Hartman*
Acting Director of Elementary Education

DD:lfs

cc: Lee Laws
Oscar Cantu
Timy Baranoff
Principals with Title I Early Childhood Classes

275

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 13, 1980

TO: Title I Early Childhood Teachers

FROM: David Doss

SUBJECT: Early Childhood Attendance -- Second Six Weeks

Enclosed is the attendance form for your class for the second six weeks. Use the attached instructions to complete the report for the second six weeks (October 6th through November 14th). I have included instructions for updating the form for students already listed and instructions for providing all of the information for new students. Also note that we have added some new columns. At the end of the first six weeks I was not aware that TEA wanted information on parental participation. *Therefore please provide information about parental participation for both the first and second six weeks on this form.*

Please return the completed form to the address below by November 26th.

Marie Mulkey
Administration Building, Box 79

If you have any questions, please call (458-1228).

Approved: *[Signature]*
Director of Office of Research and Evaluation

Approved: *[Signature]*
Acting Director of Elementary Education

DD:lfs

cc: Lee Laws
Oscar Cantu
Timy Baranoff
Principals with Title I Early Childhood Classes

277

INSTRUCTIONS FOR COMPLETING ATTENDANCE FORM

Students Already Listed

1. Briefly scan the typed information to check for accuracy. Correct any errors.
2. TEA wants information about how many parents worked as volunteers in Title I classrooms and how many parents worked in Title I activities outside of the classroom. The columns under "Participation" are used to record this information. If a parent of a student worked during the first two six weeks as a volunteer in your classroom, place a check in the appropriate column under "Class." If a student's father worked in the classroom, place the check under the "F" under Class. Mothers are to be recorded by checks under "M." If a parent worked on Title I activities outside of the classroom such as on study trips, or in a PAC fund raising activity, place the appropriate check under the "Outside" heading.

If any parents who are not parents of your students have worked on Title I activities for your class, list their names on the back of the form and write "Class" beside those who worked on classroom activities and "Outside" beside those who worked on outside activities.

3. Add the number of days present and absent for this six weeks.
4. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure to also list the number of days absent and present for the student.

New Students

1. List the student's name, last name first. Do not use nicknames.
2. Record parental participation using the instructions in number 2 above.
3. Code ethnicity according to these definitions,
 - 1 = American Indian - A person having origins in any of the original peoples of North America.
 - 2 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.
 - 3 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.
 - 4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

5 = White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

4. Code sex using an "M" for boys and a "F" for girls.
5. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure to also list the number of days absent and present for the student.

279

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 15, 1980

TO: Title I Early Childhood Teachers
FROM: David Doss
SUBJECT: Early Childhood Attendance -- Third Six Weeks

Enclosed is the attendance form for your class for the third six weeks. Use the attached instructions to complete the report for the third six weeks (November 17th through January 14th). I have included instructions for updating the form for students already listed and instructions for providing all of the information for new students.

Please return the completed form to the address below by January 28th.

Marie Mulkey
Administration Building, Box 79

If you have any questions, please call (458-1228).

Approved: *Frank M. Holley*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:lfs

cc: Lee Laws
Oscar Cantu
Timy Baranoff
Principals with Title I Early Childhood Classes

250

INSTRUCTIONS FOR COMPLETING ATTENDANCE FORM

Students Already Listed

1. Briefly scan the typed information to check for accuracy. Correct any errors.
2. TEA wants information about how many parents worked as volunteers in Title I classrooms and how many parents worked in Title I activities outside of the classroom. We have recorded the information you reported last six weeks by typing "X's" on the form where you wrote in checks.

Record parental involvement for the third six weeks according to the instructions below. *You need not add a check to a box which already has an "X" in it. We are interested in how many parents work in each type of activity but not how many times they did it.*

The columns under "Participation" are used to record this information. If a parent of a student worked during the third six weeks as a volunteer in your classroom, place a check in the appropriate column under "Class." If a student's father worked in the classroom, place the check under the "F" under Class. Mothers are to be recorded by checks under "M." If a parent worked on Title I activities outside of the classroom such as on study trips, or in a PAC fund raising activity, place the appropriate check under the "Outside" heading.

If any parents who are not parents of your students have worked on Title I activities for your class, list their names on the back of the form and write "Class" beside those who worked on classroom activities and "Outside" beside those who worked on outside activities.

3. Add the number of days present and absent for this six weeks.
4. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure also to list the number of days absent and present for the student.

New Students

1. List the student's name, last name first. Do not use nicknames.
2. Record parental participation using the instructions in number 2 above.
3. Code ethnicity according to these definitions,
 - 1 = American Indian - A person having origins in any of the original peoples of North America.
 - 2 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.

- 3 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.
- 4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 5 = White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
4. Code sex using an "M" for boys and a "F" for girls.
5. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure to also list the number of days absent and present for the student.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 9, 1981

TO: Title I Early Childhood Teachers

FROM: David Doss

SUBJECT: Early Childhood Attendance -- Fourth Six Weeks

Enclosed is the attendance form for your class for the fourth six weeks. Use the attached instructions to complete the report for the fourth six weeks (January 15th through February 27th). I have included instructions for updating the form for students already listed and instructions for providing all of the information for new students.

Please return the completed form to the address below by March 20th.

Marie Mulkey
Administration Building, Box 79

If you have any questions, please call (458-1228).

Approved: *Fred McCallister, Jr.*
Director of Office of Research and Evaluation

Approved: *Roberta Hartman*
Acting Director of Elementary Education

DD:1fs

cc: Lee Laws
Oscar Cantu
Timy Baranoff
Principals with Title I Early Childhood Classes

293

INSTRUCTIONS FOR COMPLETING ATTENDANCE FORM

Students Already Listed

1. Briefly scan the typed information to check for accuracy. Correct any errors.
2. TEA wants information about how many parents worked as volunteers in Title I classrooms and how many parents worked in Title I activities outside of the classroom. We have recorded the information you reported last six weeks by typing "X's" on the form where you wrote in checks.

Record parental involvement for the fourth six weeks according to the instructions below. *You need not add a check to a box which already has an "X" in it. We are interested in how many parents work in each type of activity but not how many times they did it.*

The columns under "Participation" are used to record this information. If a parent of a student worked during the fourth six weeks as a volunteer in your classroom, place a check in the appropriate column under "Class." If a student's father worked in the classroom, place the check under the "F" under Class. Mothers are to be recorded by checks under "M." If a parent worked on Title I activities outside of the classroom such as on study trips, or in a PAC fund raising activity, place the appropriate check under the "Outside" heading.

If any parents who are not parents of your students have worked on Title I activities for your class, list their names on the back of the form and write "Class" beside those who worked on classroom activities and "Outside" beside those who worked on outside activities.

3. Add the number of days present and absent for this six weeks.
4. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure also to list the number of days absent and present for the student.

New Students

1. List the student's name, last name first. Do not use nicknames.
2. Record parental participation using the instructions in number 2 above.
3. Code ethnicity according to these definitions,
 - 1 = American Indian - A person having origins in any of the original peoples of North America.
 - 2 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.

I-37281

- 3 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.
 - 4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
 - 5 = White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
4. Code sex using an "M" for boys, and a "F" for girls.
 5. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure to also list the number of days absent and present for the student.

295

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 10, 1981

TO: Title I Early Childhood Teachers
FROM: David Doss
SUBJECT: Early Childhood Attendance -- Fifth Six Weeks

Enclosed is the attendance form for your class for the fifth six weeks. Use the attached instructions to complete the report for the fifth six weeks (March 2nd through April 10th). I have included instructions for updating the form for students already listed and instructions for providing all of the information for new students.

Please return the completed form to the address below by April 24th.

Marie Mulkey
Administration Building, Box 79

If you have any questions, please call (458-1228).

Approved: *Sue M. Holley*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:ifs

cc: Lee Lays
Oscar Cantu
Timy Baránoff
Principals with Title I Early Childhood Classes

296

INSTRUCTIONS FOR COMPLETING ATTENDANCE FORM

Students Already Listed

1. Briefly scan the typed information to check for accuracy. Correct any errors.
2. TEA wants information about how many parents worked as volunteers in Title I classrooms and how many parents worked in Title I activities outside of the classroom. We have recorded the information you reported last six weeks by typing "X's" on the form where you wrote in checks.

Record parental involvement for the fifth six weeks according to the instructions below. *You need not add a check to a box which already has an "X" in it. We are interested in how many parents work in each type of activities, but not how many times they did it.*

The columns under "Participation" are used to record this information. If a parent of a student worked during the fifth six weeks as a volunteer in your classroom, place a check in the appropriate column under "Class." If a student's father worked in the classroom, place a check under the "F" under Class. Mothers are to be recorded by checks under "M." If a parent worked on Title I activities outside of the classroom such as on study trips, or in a PAC fund raising activity, place the appropriate check under the "Outside" heading.

If any parents who are not parents of your students have worked on Title I activities for your class, list their names on the back of the form and write "Class" beside those who worked on classroom activities and "Outside" beside those who worked on outside activities.

3. Add the number of days present and absent for this six weeks.
4. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure also to list the number of days absent and present for the student:

New Students

1. List the student's name, last name first. Do not use nicknames.
2. Record parental participation using the instructions in number 2 above.
3. Code ethnicity according to these definitions:
 - 1 = American Indian - A person having origins in any of the original peoples of North America.
 - 2 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.

- 3 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Phillipine Islands, and Samoa.
- 4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central and South American, or other Spanish culture or origin, regardless of race.
- 5 = White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
4. Code sex using an "M" for boys and "F" for girls.
5. Write a "W" in the "Withdrawn" column if the student withdrew during this six weeks. Be sure to also list the number of days absent and present for the student.

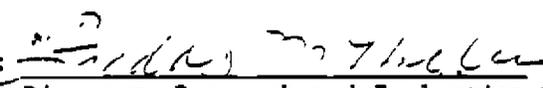
AUSTIN INDEPENDENT SCHOOL DISTRICT (Page 1 of 3)
Office of Research and Evaluation

October 21, 1980

TO: Nonpublic School Principals
FROM: David Doss, Title I Evaluator
SUBJECT: Title I Nine-Week Report for Nonpublic Schools

As you know, our office is charged with evaluating the Title I Program on your campus. In order to do that, we need to know who you are serving and what their test scores are. The attached form is designed to provide that information. Please complete the report following the enclosed instruction and return the form to ORE by November 7th.

If you have any questions, please feel free to call (458-1228).

Approved: 
Director, Research and Evaluation

DD:lm
Enclosure

cc: Lee Laws
Allie Langdon
Sister Loretta Raphael
Sister M. Viyianne

299

TITLE I NINE-WEEK REPORT FOR NONPUBLIC SCHOOLS

INSTRUCTIONS

The purpose of the Nine-week Report is to provide ORE and the Department of Developmental Programs with information about the services being provided by Title I to students in nonpublic schools. Please provide the information described below for each student who received Title I services at your school.

Name: List the students served by the Title I Program at your school. Please do not use nicknames.

Address: Home address of the student, street and number. Include city if student resides outside Austin.

Grade: Current grade placement of the student.

Selection Test: The selection test is the one used to determine the student's eligibility for Title I service. The boxes under this heading are divided in half; the bottom or left half is for reading tests, the top or right half is for math tests. Selection Test information is needed for each area in which a student receives Title I instruction. For each test provide the information described below.

- a. Test Name. You can write initials of the test in the box; eg. SRA or ITBS. Unless you indicate otherwise, the test will be assumed to be a reading total score.
- b. Score. Record the student's percentile score. If no percentile score is available, indicate what kind of score has been recorded.
- c. Date. The date the test was given.

Pretest: This refers to the test which will be used to measure the achievement objective at your school. It should not be the same administration as the selection test.

Record the same information as described above. Remember that reading test information is recorded in the lower or left half, while math information is recorded in the upper or right half.

Title I Instruction: Indicate the subject area(s) in which each student received Title I instructional services. If the student was served in reading or math only, place a check in the proper column. If the student was served in both reading and math, check both columns.

Continuation-Title I Nine-Week Report Instructions

Pg. 2

Withdrawn: If a student has withdrawn from Title I, please record the withdrawal date in the last box on the right.

Tenth Day Count: TEA has added a new information requirement this year. We have to report the enrollment in each program on the tenth day on which it met. Please determine the tenth day on which you met with students. Then place a check beside the names of any students whom you had seen up to and including that day. However, do not include any students who had exited the program for any reason prior to the tenth day.

Also, at the bottom of the form, indicate the date you first began serving students in reading and math.

Return the completed forms to the following address:

David Goss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

291

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 20, 1981

TO: Nonpublic School Principals
FROM: David Doss, Title I Evaluator
SUBJECT: Title I Nine-Week Report for Nonpublic Schools

As you know, our office is charged with evaluating the Title I Program on your campus. In order to do that, we need to know who you are serving and what their test scores are. The enclosed form is designed to provide that information for the second nine weeks (October 27 through January 14th). Since the last report was completed, I have learned of additional information which must be reported to TEA. As a result, we have modified the form slightly. The attached instructions describe the information that is needed. Please complete the report following the enclosed instructions and return the form to ORE by January 30th.

If you have any questions, please feel free to call (458-1228).

Approved: Freda Haller
Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Allie Langdon
Sister Loretta Raphael
Sister M. Vivianne

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TITLE I NINE-WEEK REPORT FOR NONPUBLIC SCHOOLS

INSTRUCTIONS

The information about name, address, grade, and selection and pretests reported for all students during the first nine-weeks has been included on this Nine-Week Report. Briefly review this information for accuracy and provide any missing data.

Note that this form asks for information not previously requested (e.g., entry and exit dates, parental participation, etc). Use the instructions below to add that information.

Provide all the requested information for any additional students served during the second six weeks.

Name: List the students served by the Title I Program at your school. Please do not use nicknames.

Address: Home address of the student, street and number. Include city if student resides outside Austin.

Grade: Current grade placement of the student.

Ethnicity: Use the codes below to indicate the ethnicity of each student. Use only one code per student. The category which most closely reflects the individual's recognition in his community should be used for those who are of mixed racial and/or ethnic group origins.

- 1 = American Indian - A person having origins in any of the original peoples of North America.
- 2 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.
- 3 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.
- 4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 5 = White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

Selection Test: The selection test is the one used to determine the student's eligibility for Title I service. The boxes under this heading are divided in half; the bottom or left half is for reading tests, the top or right half is for math tests. Selection Test information is needed for each area in which a student received Title I instruction. For each test provide the information described below.

- a. **Test Name.** You can write initials of the test in the box; SRA or ITBS. Unless you indicate otherwise, the test will be assumed to be a reading total score.
- b. **Score.** Record the student's percentile score. If no percentile score is available, indicate what kind of score has been recorded.
- c. **Date.** The date the test was given.

Pretest: This refers to the test which will be used to measure the achievement objective at your school. It should not be the same administration as the selection test.

Record the same information as described above. Remember that reading test information is recorded in the lower or left half, while math information is recorded in the upper or right half.

Title I Instruction: Indicate the subject area(s) in which each student received Title I instructional services. If the student was served in reading or math only, place a check in the proper column. If the student was served in both reading and math, check both columns.

Entry: TEA requires that we report the average length of Title I service provided to students. For that reason we need the entry date for each student. The entry date is the first date on which you worked with each student this year. For most students this will be some time during the first nine weeks. Record the date by writing the month a slash and then the day. For example, September 27 would be recorded as 9/27.

Exit: If a student has withdrawn from Title I service, record the exit date in the same way you recorded entry date.

In and Out: TEA wants information about how many parents worked as volunteers in Title I classrooms and how many parents worked in Title I activities outside of the classroom.

The columns headed "In" and "Out" refer to parental participation in and out of the classroom. If a parent of a student worked at any time this year as a volunteer in your classroom, place a check in the appropriate column under "In." If a student's father worked in the classroom, place the check under the "F" under "In." Work by mothers is to be recorded under the "M." If a parent worked on Title I activities outside of the classroom such as on study trips, or in a PAC fund raising activity, place the check under the appropriate "Out" heading.

If any parents who are not parents of your students have worked on Title I activities for your class, list their names on the back of the form and write "In" beside those who worked on classroom activities and "Out" beside those who worked on outside activities.

Return the completed forms to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

295

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 1, 1981

TO: Nonpublic School Principals

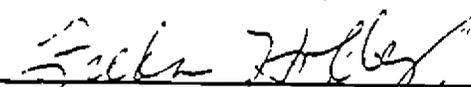
FROM: David Doss, Title I Evaluator

SUBJECT: Title I Nine-Week Report for Nonpublic Schools

As you know, our office is charged with evaluating the Title I Program on your campus. In order to do that, we need to know who you are serving and what their test scores are. The enclosed form is designed to provide the information for the third nine-weeks (January 15th through March 19th). The attached instructions describe the information that is needed. Please complete the report following the enclosed instructions and return the form to ORE by April 15th.

If you have any questions, please feel free to call (458-1228).

Approved:


Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Allie Langdon
Sister Loretta Raphael
Sister M. Vivianne

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TITLE I NINE-WEEK REPORT FOR NONPUBLIC SCHOOLS

INSTRUCTIONS

The information about name, address, grade, and selection and pretests reported for all students during the first two nine-weeks has been included on this Nine-Week Report. Briefly review this information for accuracy and provide any missing data.

Provide all the requested information for any additional students served during the second six weeks.

Name: List the students by the Title I Program at your school. Please do not use nicknames.

Address: Home address of the student, street and number. Include city if student resides outside Austin.

Grade: Current grade placement of the student.

Ethnicity: Use the codes below to indicate the ethnicity of each student. Use only one code per student. The category which most closely reflects the individual's recognition in his community should be used for those who are of mixed racial and/or ethnic group origins.

- 1 = American Indian - A person having origins in any of the original peoples of North America.
- 2 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.
- 3 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Phillipine Islands, and Samoa.
- 4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- 5 = White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

Selection Test: The selection test is the one used to determine the student's eligibility for Title I service. The boxes under this heading are divided in half; the bottom or left half is for reading tests, the top or right half is for math tests. Selection Test information is needed for each area in which a student received Title I instruction. For each test provide the information described on the following page.

- a. Test Name. You can write initials of the test in the box; SRA or ITBS. Unless you indicate otherwise, the test will be assumed to be a reading total score.
- b. Score. Record the student's percentile score. If no percentile score is available, indicate what kind of score has been recorded.
- c. Date. The date the test was given.

Pretest: This refers to the test which will be used to measure the achievement objective at your school. It should not be the same administration as the selection test.

Record the same information as described above. Remember that reading test information is recorded in the lower or left half, while math information is recorded in the upper or right half.

Title I Instruction: Indicate the subject area(s) in which each student received Title I instructional services. If the student was served in reading or math only, place a check in the proper column. If the student was served in both reading and math, check both columns.

Entry: TEA requires that we report the average length of Title I service provided to students. For that reason we need the entry date for each student. The entry date is the first date on which you worked with each student this year. For most students this will be some time during the first nine weeks. Record the date by writing the month a slash and then the day. For example, September 27 would be recorded as 9/27.

Exit: If a student has withdrawn from Title I service, record the exit date in the same way you recorded entry date.

In and Out: TEA wants information about how many parents worked as volunteers in Title I classrooms and how many parents worked in Title I activities outside of the classroom. We have added the information you provided earlier. You need not place checks in boxes that already have them. We need to know how many adults worked but not how many times.

The columns headed "In" and "Out" refer to parental participation in and out of the classroom. If a parent of a student worked at any time this year as a volunteer in your classroom, place a check in the appropriate column under "In." If a student's father worked in the classroom, place the check under the "F" under "In." Work by mothers is to be recorded under the "M." If a parent worked on Title I activities outside of the classroom such as on study trips, or in a PAC fund raising activity, place the check under the appropriate "Out" heading.

If any parents who are not parents of your students have worked on Title I activities for your class, list their names on the back of the form and write "In" beside those who worked on classroom activities and "Out" beside those who worked on outside activities.

Return the completed forms to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752
I-51 298

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation.

October 23, 1980

TO: Superintendents of N&D Institutions

FROM: David Doss, Title I Evaluator

SUBJECT: Title I Nine-Week Report for N&D Institutions

As you may know, our office is charged with reporting certain information to the Texas Education Agency regarding the Title I programs in institutions for neglected and/or delinquent children. Specifically, we need to know whom you have served each nine-weeks during the regular school term.

Please complete the enclosed report and return it to ORE by November 7th. If you have any questions or need additional materials, please call (458-1228).

Thank you.

Approved: Frieda Halley, Director
Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Allie Langdon

299

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment I-9
(Page 2 of 3)

TITLE I NINE-WEEK REPORT FOR N&D INSTITUTIONS

INSTRUCTIONS

The purpose of the Nine-Week Report is to provide ORE and the Department of Developmental Programs with information about the services being provided by Title I to students in N&D institutions.

Please provide the information described below for each student who receives Title I services at your home.

Name: List the names of all students served by Title I at your institution from August 27th through October 24th. Please do not use nicknames.

Ethnicity: Use the codes below to indicate the ethnicity of each student. Use only one code per student. (The category which most closely reflects the individual's recognition in his community should be used for those who are mixed racial and/or ethnic group origins.

1. American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
2. Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
3. Black, not of Hispanic Origin - A person having origins in any of the black racial groups of Africa.
4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
5. White, not of Hispanic origin - A person having origins in any of the original peoples of Europe, North African, or the Middle East.

Enter?: If the student entered Title I services during the nine-week period, check this column. All students will have a check in this column for the first nine-weeks.

Exit?: If the student exited Title I services during the nine-weeks, check this column.

AISD School or Institutional Program: If the student attends an AISD school, write the school's name in this column. If the student is not attending public school, use the codes below to show the kind of educational program serving the student.

- 1 = Institutional Basic Education Program: A program in reading, writing, math, etc. offered at the institution.
- 2 = Institutional Vocational Education Program: A vocational education program offered at the institutions.
- 3 = Institutional Special Education Program: An instructional program offered at the institution to students with handicaps or special educational needs.
- 4 = No Program: The student is not served by an educational program.
- 5 = Other: If the student is served by an educational program that is not described above, use this code and provide a brief description of the program.

Return the completed form to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

301

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 20, 1981

TO: Superintendents of N&D Institutions

FROM: David Doss, Title I Evaluator

SUBJECT: Title I Nine-Week Report for N&D Institutions

As you may know, our office is charged with reporting certain information to the Texas Education Agency regarding the Title I programs in institutions for neglected and/or delinquent children. Specifically, we need to know whom you have served each nine-weeks during the regular school term.

Please complete the enclosed report and return it to ORE by January 30th. If you have any questions or need additional materials, please call (458-1228).

Thank you.

Approved: *David Doss*
Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Allie Langdon

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TITLE I NINE-WEEK REPORT FOR N&D INSTITUTIONS

INSTRUCTIONS

The information you reported about students who received Title I service during the first nine weeks has been added to the form. If there are any students served during the second nine weeks who were not served during the first nine weeks, please add their names to the list. Please do not use nicknames.

Please provide the information described below for each student who receives Title I service at your home. If previously reported information is incorrect or has changed, draw a line through the incorrect information and write in the correction.

Name: List the names of all students served by Title I at your institution from October 27th through January 14th. Please do not use nicknames.

Ethnicity: Use the codes below to indicate the ethnicity of each student. Use only one code per student. The category which most closely reflects the individual's recognition in his community should be used for those who are of mixed racial and/or ethnic group origins.

1. American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
2. Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Phillipine Islands, and Samoa.
3. Black, not of Hispanic Origin - A person having origins in any of the black racial groups of Africa.
4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
5. White, not Hispanic Origin - A person having origins in any of the original peoples of Europe, North African, or the Middle East.

Enter?: If the student entered Title I services during the nine-week period, check this column.

Exit?: If the student exited Title I services during the nine-weeks, check this column.

AISD School or Institutional Program: If the student attends an AISD school, write the school's name in this column. If the student is not attending public school, use the codes below to show the kind of educational program serving the student.

- 1 = Institutional Basic Education Program: A program in reading, writing, math, etc. offered at the institution.
- 2 = Institutional Vocational Education Program: A vocational education program offered at the institution.
- 3 = Institutional Special Education Program: An instructional program offered at the institution to students with handicaps or special educational needs.
- 4 = No Program: The student is not served by an educational program.
- 5 = Other: If the student is served by an educational program that is not described above, use this code and provide a brief description of the program.

Return the completed form to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 1, 1981

TO: Superintendents of N&D Institutions

FROM: David Doss, Title I Evaluator

SUBJECT: Title I Nine-Week Report for N&D Institutions

As you may know, our office is charged with reporting certain information to the Texas Education Agency regarding the Title I programs in institutions for neglected and/or delinquent children. Specifically, we need to know whom you have served each nine-weeks during the regular school term.

Please complete the enclosed report and return it to ORE by April 15th. If you have any questions or need additional materials, please call (458-1228).

Thank you.

Approved: *Linda Holley*
Director of Office of Research and Evaluation

DD:lfs.

cc: Lee Laws
Allie Langdon

305

TITLE I NINE-WEEK REPORT FOR N&D INSTITUTIONS

INSTRUCTIONS

The information you reported about students who received Title I service during the first two nine weeks has been added to the form. If there are any students served during the third nine weeks who were not served during the second nine weeks, please add their names to the list. do not use nicknames.

Please provide the information described below for each student who receives Title I service at your home. If previously reported information is incorrect or has changed, draw a line through the incorrect information and write in the correction.

Name: List the names of all students served by Title I at your institution from January 15th through March 19th. Please do not use nicknames.

Ethnicity: Use the codes below to indicate the ethnicity of each student. Use only one code per student. The category which most closely reflects the individual's recognition in his community should be used for those who are of mixed racial and/or ethnic group origins.

1. American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
2. Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Phillipine Islands, and Samoa.
3. Black, not of Hispanic Origin - A person having origins in any of the black racial groups of Africa.
4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
5. White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North African, or the Middle East.

Enter?: If the student entered Title I services during the nine-week period, check this column.

Exit?: If the student exited Title I services during the nine-weeks, check this column.

AISD School or Institutional Program: If the student attends an AISD school, write the school's name in this column. If the student is not attending public school, use the codes below to show the kind of educational program serving the student.

- 1 = Institutional Basic Education Program: A program in reading writing, math, etc. offered at the institution.
- 2 = Institutional Vocational Education Program: A vocational education program offered at the institution.
- 3 = Institutional Special Education Program: An instructional program offered at the institution to students with handicaps or special educational needs.
- 4 = No Program: The student is not served by an educational program.
- 5 = Other: If the student is served by an educational program that is not described above, use this code and provide a brief description of the program.

Return the completed form to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

307

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment I-12
(Page 1 of 6)

November 24, 1980

TO: Principals of Title I Schools
FROM: David Doss^{DD}, Title I Evaluator
SUBJECT: Title I Service Report

This data collection effort will serve two purposes. First, it replaces an effort by the Division of Planning and Programming to collect teacher codes. Other schools (non-Title I) will provide the information later.

Second, it is the first of three Title I Service Reports for the 1980-81 school year. These Service Reports replace the Nine-Week Reports which were done four times a year in the past. We have made several other changes in order to reduce the time required to complete the form. Unfortunately, the Education Department has added new information that we must report to TEA. As a result, the time and effort required to complete the form has not been reduced as much as we had hoped.

There are two major steps to completing the form:

- a. updating the roster so that it reflects current enrollment and
- b. adding the Title I information.

I suggest that the updating be done by someone at the school office who has access to current class rosters. It represents a task all elementary schools will be asked to complete eventually.

The Title I teachers and aides should add the Title I information next. Please pass the report to _____, your school's Title I contact person, who will see that the form is completed with the Title I information and returned to ORE by December 10th.

If you have any questions about the report, please call (458-1228).

Approved: *Fred McHally*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:lfs

cc: Title I Teachers and Aides
Lee Laws
Oscar Cantu
Title I Reading Coordinators
Terry Bishop
Glen Smith

I-6308

INSTRUCTIONS FOR COMPLETING THE TITLE I SERVICE REPORT

The instructions below are rather long and detailed, but please read them carefully. They were written in detail in an attempt to anticipate problems that might arise. It is important that the instructions be followed so that the results are accurate and comparable across campuses.

A. Updating the Roster

The District's Department of Programming and Planning is planning to collect the information described below from each elementary school campus. In order to prevent your having to report this information twice, we have made arrangements to share this information with Programming and Planning. As result, your school will be skipped when this information is collected from the other schools later in the year. In order for the information to be useful to Programming and Planning, it is important that you

- a. add the name, teacher code, and ID number for any unlisted students who currently attend your school, and
- b. add teacher codes for those students already listed.

Space have been left between grades for adding names. If all additions do not fit between classes, go to the end of the report. Use the instructions below for adding students and updating information.

1. Teacher: Attached to these instructions is a list of code numbers for the professional employees on your campus. Write the code number for each student's classroom teacher in the spaces to the left of the student's name. If a code number is already listed, verify its accuracy.
2. Student Name: Use the student's official name; do not use nicknames.
3. ID#: Add the student's AISD identification number.

If a student listed on the report no longer attends your school, mark a "W" for "Withdrawn" in place of the teacher code.

B. Adding Title I Information

The information requested below is needed for the Title I evaluation. It is important that the information be provided for all students served by Title I this year. Use the instructions above to add any students who are no longer in your school who were served by Title I. Write a "W" in place of the teacher code for these students.

The instructions below describe how to record the Title I information.

1. Title I Instruction By...: Place a check in the appropriate column(s) to show which Title I personnel served each student and where he/she was served. Multiple checks should be made if the student was served by more than one person and/or in more than one place. All students served prior to November 14th should be checked regardless of the length of service.

Since this is the most important section of the report, a few examples will be given. The services for the students described below are coded on the example form below.

Student 1: She is seen by both a Title I teacher and aide in the reading center. (The term "lab" is used on the form because it is shorter than "reading center.")

Student 2: He is seen by a Title I aide in the classroom only.

Student 3: He is seen by a Title I reading teacher and the Title I aide in his regular classroom.

Student 4: She sees a Title I Reading teacher and aide in the lab each morning. In addition, she is seen by the Title I aide in the classroom for a "double dose."

Title I Instruction By...			
Reading Teacher		Aide	
Lab	Class	Lab	Class
Student 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have any questions at all about this section, please call David Doss (458-1228).

2. Parent Participation: The Education Department wants information about how many parents (Title I and non-Title I) worked as volunteers in Title I activities in and out of the Title I classroom.

In recording this information use the following instructions:

- a. "Class" is any place at the school where Title I instruction is provided. It may be either the reading center or the regular classroom. Examples of parent participation would be tutoring and assisting with clerical tasks in the classroom.
 - b. "Outside" refers to other places where Title I activities occur. Parents who have contributed to Title I activities by providing supervision on a Title I study trip, or by organizing a PAC fund-raising activity would be recorded here. Exclude attendance at PAC meetings.
 - c. Indicate activities by fathers with checks in the "F" column; volunteer work by mothers is indicated by checks in the "M" column.
3. Title I Entry and Exit Dates: The Education Department also requires that we report several kinds of information, which we cannot get without the date each student enters and exits the Title I Program. The entry date is the date the student first received Title I instruction. If a student is no longer receiving Title I instruction, then the exit date would be the date he/she last worked with a Title I teacher or aide. Enter the month and day of entry for each Title I student. Also enter the exit date for those who are no longer being served. The examples below show that the first and third students entered on September 15th. The second student entered on September 22nd, and the fourth student entered on September 16th and exited on September 17th.

	ENTRY		EXIT	
	Month	Day	Month	Day
Student 1	<u>9</u>	<u>15</u>	—	—
Student 2	<u>9</u>	<u>22</u>	—	—
Student 3	<u>9</u>	<u>15</u>	—	—
Student 4	<u>9</u>	<u>16</u>	<u>9</u>	<u>17</u>

311

C. Return to ORE

When the report has been updated, and completed, separate the original and carbon copies. The carbon copy is for your records. Send the original to the following address:

Marie Mulkey
Administration Building, Box 79

312

I-612

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

WHY?

We are often asked to do things without being told why. Such a situation is usually frustrating at best. This sheet is included in an attempt to alleviate some of those frustrations. The following is not essential to the completion of the report, so you need not read it if you are not interested. However, if you want to know how the information we request is used, read on.

The section on Nine-Week Reports (which the Service Report replaces) in the Title I Reading Guide explains that these reports are the most important source used in evaluating the Title I Program. Any statement produced by Title I evaluation concerning the needs of Title I students or the effectiveness of the program is based on the information provided in these reports. The conclusions reached are invalid to the extent that these reports are inaccurate. Since decisions are made based in part on evaluation results, it is clear that these reports are important and deserve close attention. The following section describes some of the uses of the information provided in each column of the report.

1. Teacher Code: Knowledge of the student's classroom teacher will enable us to organize subsequent reports by classroom so they will be easier to complete. In addition, this information will be provided to the Division of Programming and Planning and to ORE's Systemwide Testing Program so that various documents they plan to send to schools can be organized by classroom. All other elementary schools will be asked to provide Planning and Programming with teacher codes later in the year. It is hoped that at some time in the future, this information can be collected as part of the membership information collected by the Department of Pupil Services so that a separate exercise can be avoided.
2. Student Name and ID#: Student's names are often not unique. In addition, names may change or differ between information sources. The ID number gives us the invariant identifier for each student that is necessary for combining information from several sources. For example, without ID numbers we would have to rely on the schools for student test information rather than other files in ORE.

BEST COPY AVAILABLE

OVER 313

I-67

WYHJ

3. Title I Instruction by Reading Teachers and Aides: The information in these columns is extremely important. It determines who is included when we report information about how many students are being served, what their needs are, and how well they are progressing.
4. Parent Participation: AISD must report evaluation information to TEA once every three years. This year is our assigned year to report. The information reported under "Parent Participation" is one of the requirements that the Education Department has imposed on the local districts. It does not play an important part in the local evaluation effort, and its presence on the form should not be interpreted as an indication that ORE is looking for a lot of parental involvement in the classroom. It is not likely that this information will be collected after this year until the 1983-84 school year when we must report to TEA once again.
5. Title I Entry and Exit Dates: The entry and exit dates are also part of the required reporting process. They are needed for determining the average number of days the students were in the Title I Program, which is a reporting requirement.

314

This explains some of the ways information provided on the Service Report is used. If you have any questions or would like to make suggestions at how the collection of this information can be improved please call Ed Doss at 458-1228

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FORM 1

TITLE I SERVICE REPORT

SCHOOL:

CONTACT PERSON:

AUGUST 27, 1980 - NOVEMBER 14, 1980

80-71

TEACHER NUMBER	STUDENT NAME	ID#	TITLE I INSTRUCTION BY ...				PARENTAL PARTICIPATION IN TITLE I ACTIVITIES				ENTRY MONTH	DAY	EXIT MONTH	DAY
			READING TEACHER		AIDE		IN CLASSROOM		OUTSIDE CLASS					
			LAB	CLASS	LAB	CLASS	FATHER	MOTHER	FATHER	MOTHER				

I-69

Attachment I-13

315

316

SERVICE REPORT PROCESSING CHECKLIST

Report Number I

School: _____

- ____ 1. Glance through the printout to see if it appears that the directions were followed.
 - ____ a. If the problems can be handled over the phone, call the contact person shown on the form. Gather all questions about the report together before calling. Postpone calling until problems w/ teach. codes can be checked.
 - ____ b. If the problems require extensive work at the school, take the report to David with an explanation.

- ____ 2. Check teacher codes.
 - ____ a. Are the codes within the bounds found on the school teacher code list? If a teacher code greater than expected is found, code the teacher name and number on the new teacher code file.
 - ____ b. Make sure that the teacher codes of Title I students are not Title I teacher codes.

- ____ 3. Verify that all students who have not been lined through have a "W" of a valid teacher code in the "Teacher Number" column.

- ____ 4. Draw a line through all students who have withdrawn and were not served by Title I. Add a teacher code of 999 to withdrawn Title I students.

- ____ 5. Verify that all Title I students have valid entry and/or exit dates.

- ____ 6. Attempt to find ID#'s for added students. If ID#'s are not available, assign a temporary number according to Carol's instructions. Code information on the added student file.

Check completed: _____
 (Date)

317

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 5, 1981

TO: Principals of Title I Schools
FROM: David Doss
SUBJECT: Service Report Summary

Enclosed are two reports which summarize the results of the first Title I Service Report for 1980-81. They are provided to aid you in supervising the program on your campus and monitoring its compliance with regulations.

Note that these results apply to the first two six weeks only. Any apparent problems may have been corrected by now, however, you should discuss the report with your Title I teachers to make sure your program is in compliance with the law. In addition, the Title I reading supervisor assigned to your school is available to discuss the results with you, and to provide any assistance which might be required.

The two summaries are described below.

1. Title I Nine-Week Report Summary - Instructional Arrangement: This report shows how many students were served by Title I at each grade in your school during the first two six weeks. It also shows the instructional arrangement; i.e., who served the students and where. The thing to look at in this report is the difference between your participant number and the total number served. Remember this report shows the total number served during the first two six weeks, not the number served at one time. As a result, the total might exceed the participant number, while the number of students served at any one time was within bounds.
2. Concentration of Services Report: This report shows how well your school ranked your students and provided services to those with the greatest needs. At each grade the "effective" eligibility criterion was established. This was the score made by the highest scoring Title I student who does not score above the eligibility criterion. In most cases, the "effective" eligibility criterion will be the same as the standard eligibility criterion at a grade; however, in some cases schools have more students than they can serve. Perhaps they can only serve students up to the 30th percentile. Then the 30th percentile becomes the effective eligibility criterion at that grade at that school.

The important information in the report is the number of students scoring below the effective eligibility criterion who are not served (skipped students) and those scoring above the criteria who are served. Skipped students and those above the criterion who are served represent potential legal/fiscal problems.

1. When TEA monitors visit the District, they may want to know what services skipped students are receiving.
2. Students above the criterion should only be served if they have been retested and found to score below the cutoff.

Note that this report includes only those students for whom ORE has test information.

Summary of Findings

The table on the attached page compares findings for the first reporting period for the last three years. The following summary statements can be made:

1. About 90% of the participant number was served during the first reporting period each year.
2. A higher percentage of the students has been taught by a teacher only each year. The percentages served in other ways have declined.
3. There has been a major shift from providing instruction in the classroom toward teaching students in reading centers.
4. Only 84 students scoring above the criteria were served.
5. Seven hundred students below the criteria were skipped. This represents about the same proportion of skipped students as last year.

If you have any questions, please call.

Approved: Linda Holley
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Acting Director, Elementary Education

DD:rrf
Attachments

cc: Mauro Reyna Lee Laws Oscar Cantu Title I Reading Coordinators

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

	FIRST NINE WEEKS		FIRST TWELVE WEEKS
	1978-79	1979-80	1980-81
1. Participant Number	5148	4361	3633
2. Number Served	4581	3962	3351
3. Number Served By. . .			
Teacher Only	1766 (39%)*	1982 (50%)*	2011 (60%)*
Aide Only	914 (20%)	707 (18%)	407 (12%)
Both Teacher and Aide	1901 (41%)	1273 (32%)	933 (28%)
4. Number Served In. . .			
Classroom Only	**	1853 (47%)	998 (30%)
Reading Center Only	**	1778 (45%)	1996 (60%)
Both	**	331 (8%)	357 (11%)
5. Number Above Criterion and Served	513	157	84
6. Number Below Criterion and Not Served	399	872	700

*Percent of total served.

**Not available.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 16, 1981

TO: Principals of Title I Schools

FROM: David Doss D.D.

SUBJECT: Rosters to Accompany Title I Service Report Summary

I have received several calls from teachers wanting to know the names of students we counted in the Title I Service Report summaries who

- a. were served even though they scored above the Title I eligibility criterion, or
- b. were not provided service even though they scored below the highest scoring Title I student.

In response we have prepared the enclosed lists of such students. The Title I Reading Coordinators tell me that on the whole the teachers are doing an excellent job of selecting students. Most if not all of the apparent problems identified in the service report summaries can probably be explained by the items below. The real question is whether clear documentation of these exists at the campus level to explain what may appear to be problems to the TEA monitors.

Students Above the Criterion Who Were Served

Most students in this group are likely to have had invalid scores and were retested. There should be a record of the retest score at the school. If a student is being served without a retest, a test should be given soon.

In retrospect it seems best that the original copy of the yellow retest form should reside at the school rather than at ORE. Therefore, we will soon copy all retest forms that we have received and return the original to your Title I contact person. In the future, we will routinely copy the forms when we receive them and return the original promptly.

Skipped Students

Students are supposed to be served starting with the lowest achieving and working up. Students may be skipped only if they are being served by another program. Programs which might be serving these students are Special Education, Title I Migrant, or the Local/State Bilingual Program. Some of these students may have been skipped because they had invalidly low test scores. In those cases a retest score should be available to the monitors on campus.

321

I hope this memo has made it clear that the service report summary only indicates potential problem areas. I hope the enclosed rosters aid your school in preparing for the upcoming monitoring visit by TEA.

Approved: *Luella M. Kelly*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:ifs

cc: Title I Teachers and Aides
Lee Laws
Oscar Cantu
Belia Greak
Ann Cunningham

322

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 27, 1981

TO: Principals of Title I Schools
FROM: David Doss, ^{DD} Title I Evaluator
SUBJECT: Title I Service Report

The time has come for the second of three Title I Service Reports. This report should be more easily and more quickly completed than the first, since teacher codes do not need to be updated and only unlisted Title I students must be added.

Please pass the report immediately to _____, your schools Title I contact person, who will see that the form is completed and returned to ORE by April 8th.

If you have any questions, please call (458-1228).

Approved: *Julia Hiller*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:lfs

cc: Title I Teachers and Aides
Lee Laws
Oscar Cantu
Title I Reading Coordinators

323

INSTRUCTIONS FOR COMPLETING THE TITLE I SERVICE REPORT

The instructions below are rather long and detailed, but please read them carefully. They were written in detail in an attempt to anticipate problems that might arise. It is important that the instructions be followed so that the results are accurate and comparable across campuses.

A. Updating the Roster

Updating the report should be much simpler this time. *You only need to update the form for unlisted Title I students.*

Spaces have been left between grades for adding names. If all additions do not fit between classes, go to the end of the report. Use the instructions below for adding Title I students.

1. Teacher: Add the name of the student's classroom teacher.
2. Student Name: Use the student's official name; do not use nicknames.
3. ID#: Add the student's AISD identification number.

B. Adding Title I Information

The information requested below is needed for the Title I evaluation. It is important that the information be provided for all students served by Title I during the time between November 17, 1980, and March 19, 1981. Be sure to use the instructions above to add any students served during this period, even if they no longer attend your school.

The instructions below describe how to record the Title I information.

1. Title I Instruction By...: Place a check in the appropriate column(s) to show which Title I personnel served each student, and where he/she was served. Multiple checks should be made if the student was served by more than one person and/or in more than one place. All students served between November 17th and March 19th should be checked regardless of the length of service.

Since this is the most important section of the report, a few examples will be given. The services for the students described below are coded on the example form on the following page.

Student 1: She is seen by both Title I teacher and aide in the reading center. (The term "lab" is used on the form because it is shorter than "reading center.")

Student 2: He is seen by a Title I aide in the classroom only.

Student 3: He is seen by a Title I reading teacher and the Title I aide in his regular classroom.

Student 4: She sees a Title I Reading teacher and aide in the lab each morning. In addition, she is seen by the Title I aide in the classroom for a "double dose."

	Title I Instruction By			
	Reading Teacher		Aide	
	Lab	Class	Lab	Class
Student 1	✓	—	✓	—
Student 2	—	—	—	✓
Student 3	—	✓	—	✓
Student 4	✓	—	✓	✓

If you have any questions at all about this section, please call David Doss (458-1228).

2. Parent Participation: The Education Department wants information about how many parents (Title I and non-Title I) worked as volunteers in Title I activities in and out of the Title I classroom.

Record the information by placing checks in the appropriate columns in accordance with the instructions below. We have added the information you provided in the first report to this printout. You need not place checks in boxes that already have an "X" in them.

- a. "Class" is any place at the school where Title I instruction is provided. It may be either the reading center or the regular classroom. Examples of parent participation would be tutoring and assisting with clerical tasks in the classroom.
- b. "Outside" refers to other places where Title I activities occur. Parents who have contributed to Title I activities by providing supervision on a Title I study trip, or by organizing a PAC fund-raising activity would be recorded here. Exclude attendance at PAC meetings.
- c. Indicate activities by fathers with checks in the "F" column; volunteer work by mothers is indicated by checks in the "M" column.

3. Title I Entry and Exit Dates: The Education Department also requires that we report several kinds of information which we cannot get without the date each student enters and exits the Title I Program. The entry date is the date the student first received Title I instruction. If a student is no longer receiving Title I instruction, then the exit date would be the date he/she last worked with a Title I teacher or aide.

We have printed the entry dates you reported on the first report. Therefore you only need to add entry data for any students who have entered Title I service and exit data for any who have exited. The examples below show that the first and third students entered on September 15th. The second student entered on September 22nd, and the fourth student entered on September 16th and exited on September 17th.

	ENTRY		EXIT	
	Month	Day	Month	Day
Student 1	9	15	—	—
Student 2	9	22	—	—
Student 3	9	15	—	—
Student 4	9	16	9	17

C. Return to ORE

When the report has been updated and completed, separate the original and carbon copies. The carbon copy is for your records. Send the original to the following address:

Marie Mulkey
Administration Building, Box 79

326

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

SERVICE REPORT PROCESSING CHECKLIST

Report Number 2

School: _____

- ____ 1. Glance through the report to see if directions were generally followed. If severe problems exist, take the report to David.
- ____ 2. Code teacher code, ID#, and school for those with changes in teacher code.
- ____ 3. Look for missing information. Fill out an information request form to send to school.
- ____ 4. Send form to school. File one copy in file with service report.
- ____ 5. Place a red mark beside the student to be punched (all Title I students including those with changes in teacher codes and any others with added information other than teacher codes). Mark out participation and entry and exit information that was printed on the form for any student to be given a red mark.

Check completed: _____

327

AUSTIN INDEPENDENT SCHOOL DISTRICT
- Office of Research and Evaluation

April 7, 1981

TO:

FROM: David Doss

SUBJECT: Questions About Second Title I Service Report

Your second Title I Service Report appears to be incomplete. Please call Marie Mulkey at 458-1228 and give her the missing information, or return this completed form through school mail.

We need Title I information and/or an exit date for the students listed on Form A. They were marked as receiving Title I instruction on the first service report. If they are still being served or were served at any time during this reporting period, indicate how they were served below. If they are no longer being served, provide an exit date. Remember, the exit date refers to exit from Title I service.

Thank you.

Approved: *Freda M. Hille*
Director of Office of Research and EvaluationApproved: *Roberta Hartung*
Acting Director of Elementary Education

DD:lfs

cc: Principal
Title I Reading Coordinators

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 7, 1981

TO:

FROM: David Doss

SUBJECT: Questions About Second Title I Service Report

Your second Title I Service Report appears to be incomplete. Please call Marie Mulkey at 458-1228 and give her the missing information, or return this completed form through school mail.

We need information about the students listed on Form B. They were marked as served on the current report. Please provide an entry date. Remember, the entry date refers to entry to Title I service.

Thank you.

Approved:

Freda M. Gelling
Director of Office of Research and Evaluation

Approved:

Roberta Hartung
Acting Director of Elementary Education

DD:lfs

cc: Principal
Title I Reading Coordinators

329

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 7, 1981

TO:

FROM: David Doss

SUBJECT: Questions About Second Title I Service Report

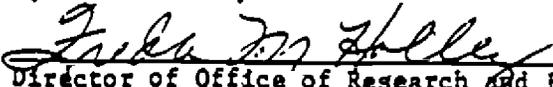
Your second Title I Service Report appears to be incomplete. Please call Marie Mulkey at 458-1228 and give her the missing information, or return this completed form through school mail.

We need Title I information and/or an exit date for the students listed on Form A. They were marked as receiving Title I instruction on the first service report. If they are still being served or were served at any time during this reporting period, indicate how they were served below. If they are no longer being served, provide an exit date. Remember, the exit date refers to exit from Title I service.

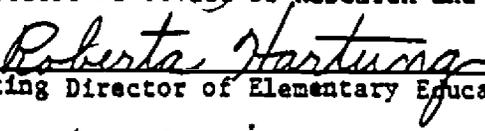
We also need information about the students listed on Form B. They were marked as served on the current report. Please provide an entry date. Remember, the entry date refers to entry to Title I service.

Thank you.

Approved:


Director of Office of Research and Evaluation

Approved:


Acting Director of Elementary Education

DD:lfs

cc: Principal
Title I Reading Coordinators

330

I-83

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 12, 1981

TO: Title I Teachers and Aides
FROM: David Doss *D.D.*
SUBJECT: Third Service Report

I am pleased to be able to write that we will not be asking you to complete a third Title I Service Report this year. We have found a way to meet our reporting obligations by using information from the reading coordinators and the Department of Pupil Services.

Approved: *Erna M. Hill*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

DD:ifs

cc: Principals of Title I Schools
Lee Laws
Oscar Cantu
Belia Greek
Ann Cunningham

333

INSTRUCTIONAL ARRANGEMENT BY SCHOOL AND GRADE
FOR BOTH REPORTING PERIODS

334

I-87

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BLACKSHAR

*BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 162

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	46	1	47
TEACHER & AIDE	0	0	0*	0
TOTAL	0	46	1	47

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	26	16	43
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	7*	7
TOTAL	1	26	23	50

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	47	3	50
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	4*	4
TOTAL	0	47	7	54

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	48	1	49
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	48	1	49

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	121	20	142
AIDE ONLY	0	46	1	47
TEACHER & AIDE	0	0	11*	11
TOTAL	1	167	31	200

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	592	251	2090
AIDE ONLY	88	275	77	440
TEACHER & AIDE	706	120	272*	1103
TOTAL	2041	987	600	3628

80.71

Attachment I-21
(Page 2 of 24)

BEST COPY AVAILABLE

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BROWN

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 160

AUGUST 27, 1980 - MARCH 19, 1981

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE-I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE OF THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	6	7	23
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	6	7	23

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	39	2	51
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	39	2	51

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	11	9	0	20
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	11	9	0	20

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	16	0	19
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	3	16	0	19

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	31	0	31
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	31	0	31

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	17	17	0	34
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	17	17	0	34

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	4	0	14
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	4	0	14

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	61	122	0	192
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	61	122	0	192

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	17	438
TEACHER & AIDE	904	129	273*	1308
TOTAL	2237	986	601	3826

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY CLASSES ONLY.

Attachment I-21
(Page 3 of 24)

I-89
BEST COPY AVAILABLE



AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BRUYER WOODS

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 75

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	5	0	0	5
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	5	0	0	5

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	4	33	44
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	7	4	33	44

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	19	1	0	20
AIDE ONLY	3	0	0	3
TEACHER & AIDE	0	0	0*	0
TOTAL	22	1	0	23

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	6	0	0	6
AIDE ONLY	0	0	0	0
TEACHER & AIDE	23	0	0*	23
TOTAL	29	0	0	29

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	27	5	23	75
AIDE ONLY	0	0	0	0
TEACHER & AIDE	28	0	0*	28
TOTAL	55	5	23	101

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	936	129	275*	1340
TOTAL	2269	986	603	3858

339

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: CAMPELL

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 234¹¹

AUGUST 27, 1980 - MARCH 19, 1991

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	26	2	10*	38
TOTAL	26	2	10	38

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	89	0	0*	89
TOTAL	90	0	0	90

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	4	0	0	4
AIDE ONLY	0	0	0	0
TEACHER & AIDE	66	0	0*	66
TOTAL	70	0	0	70

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	0	0	0	0
TEACHER & AIDE	63	0	0*	63
TOTAL	65	0	0	65

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	0	0	7
AIDE ONLY	0	0	0	0
TEACHER & AIDE	146	0	10*	156
TOTAL	153	0	10	163

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	904	129	273*	1306
TOTAL	2237	986	601	3824

* TEACHERS SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

LAB ONLY: 234

Attachment I-21
(Page 5 of 24)

342

I-91

BEST COPY AVAILABLE

STATE OF TEXAS
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: CASIS

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 122

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	2	0	0	2

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	42	0	0	42
AIDE ONLY	6	0	0	6
TEACHER & AIDE	19	0	0*	19
TOTAL	66	0	0	66

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	27	0	0	27
AIDE ONLY	12	0	0	12
TEACHER & AIDE	0	0	0*	0
TOTAL	39	0	0	39

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	43	0	0	43
AIDE ONLY	3	0	0	3
TEACHER & AIDE	2	0	0*	2
TOTAL	48	0	0	48

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0*	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	115	0	0	115
AIDE ONLY	21	0	0	21
TEACHER & AIDE	20	0	0*	20
TOTAL	156	0	0	156

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	592	251	2090
AIDE ONLY	96	275	77	448
TEACHER & AIDE	906	129	273*	1308
TOTAL	2249	996	601	3846

383

Attachment I-21
(Page 6 of 24)

80.71

341

I-92

BEST COPY AVAILABLE

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: DANSON

90TH REPORTING PERIODS

PARTICIPANT NUMBER: 270

AUGUST 27, 1980 - MARCH 19, 1981

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	39	0	0	39
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	39	0	0	39

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	31	0	0	31
AIDE ONLY	4	0	0	4
TEACHER & AIDE	15	0	0*	16
TOTAL	51	0	0	51

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	41	0	0	41
AIDE ONLY	0	0	0	0
TEACHER & AIDE	8	0	0*	8
TOTAL	49	0	0	49

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	42	0	0	42
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	42	0	0	42

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	20	0	0	20
AIDE ONLY	0	0	0	0
TEACHER & AIDE	22	0	0*	22
TOTAL	42	0	0	42

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	8	0	2	10
AIDE ONLY	0	0	0	0
TEACHER & AIDE	24	0	0*	24
TOTAL	32	0	2	34

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	21	0	0	21
AIDE ONLY	0	0	0	0
TEACHER & AIDE	18	0	0*	18
TOTAL	39	0	0	39

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	207	0	2	209
AIDE ONLY	4	0	0	4
TEACHER & AIDE	33	0	0*	33
TOTAL	244	0	2	246

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	906	327	273*	1506
TOTAL	2239	1184	601	3924

* INCLUDES SERVICES SUCH AS: (1) SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB, (2) SERVED BY A TEACHER AND AIDE IN THE CLASSROOM ONLY, (3) SERVED BY A TEACHER IN THE CLASSROOM ONLY.

345

346

I-93
BEST COPY AVAILABLE

Attachment I-21
(Page 7 of 24)



AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: GOVALL

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 300

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	30	0	0	30
AIDE ONLY	0	25	0	25
TEACHER & AIDE	0	1	22*	23
TOTAL	30	26	22	78

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	20	0	0	20
AIDE ONLY	1	7	2	10
TEACHER & AIDE	51	0	19*	70
TOTAL	72	7	21	100

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	30	0	0	30
AIDE ONLY	12	4	2	18
TEACHER & AIDE	9	0	25*	34
TOTAL	51	4	27	82

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	44	0	2	46
AIDE ONLY	0	20	0	20
TEACHER & AIDE	0	0	13*	13
TOTAL	44	20	15	79

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	124	0	2	126
AIDE ONLY	13	56	4	73
TEACHER & AIDE	61	1	79*	141
TOTAL	198	57	85	340

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	97	275	77	449
TEACHER & AIDE	426	173	273*	872
TOTAL	1770	1030	601	3401

347

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: HARRIS

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 197

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0	0
TOTAL	0	0	0	0

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	29	0	0	29
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	13	13
TOTAL	29	0	13	42

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	15	0	0	15
AIDE ONLY	0	0	1	1
TEACHER & AIDE	0	0	5	5
TOTAL	15	0	6	21

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	38	0	0	38
AIDE ONLY	0	0	0	0
TEACHER & AIDE	8	0	1	9
TOTAL	46	0	1	47

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	29	0	0	29
AIDE ONLY	0	0	0	0
TEACHER & AIDE	7	0	1	8
TOTAL	36	0	1	37

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	6	1	0	7
AIDE ONLY	0	1	0	1
TEACHER & AIDE	14	0	2	16
TOTAL	20	2	2	24

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	35	0	0	35
AIDE ONLY	0	0	0	0
TEACHER & AIDE	3	0	5	8
TOTAL	38	0	5	43

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	152	1	0	153
AIDE ONLY	0	1	1	2
TEACHER & AIDE	27	0	24	51
TOTAL	179	2	25	206

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	936	120	273	1329
TOTAL	2269	977	601	3847

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BOTH BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY CLASSROOM ONLY.

80.71

Attachment I-21
(Page 9 of 24)

I-95

BEST COPY AVAILABLE

349



350

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: MAPLEWOOD

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 175

AUGUST 27, 1990 - MARCH 19, 1991

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	22	0	0*	22
TOTAL	22	0	0	22

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	1	0	1
TEACHER & AIDE	18	0	3*	21
TOTAL	18	1	3	22

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	15	0	0	15
AIDE ONLY	0	2	0	2
TEACHER & AIDE	10	0	1*	11
TOTAL	25	2	1	28

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	16	0	0	16
AIDE ONLY	0	2	0	2
TEACHER & AIDE	8	0	0*	8
TOTAL	24	2	0	26

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	1	0	2
AIDE ONLY	0	1	0	1
TEACHER & AIDE	31	0	0*	31
TOTAL	32	2	0	34

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	21	0	2	23
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	21	0	2	23

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	22	0	0	22
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	22	0	0	22

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	75	1	2	78
AIDE ONLY	0	6	0	6
TEACHER & AIDE	40	0	13*	53
TOTAL	115	7	15	137

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	597	251	2095
AIDE ONLY	86	275	77	438
TEACHER & AIDE	106	129	274*	509
TOTAL	2239	999	601	3839

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: MATHEWS

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 63

AUGUST 27, 1980 - MARCH 19, 1981

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	9	0	0	9
AIDE ONLY	1	0	0	1
TEACHER & AIDE	6	0	0*	6
TOTAL	16	0	0	16

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	0	0	3
AIDE ONLY	4	0	0	4
TEACHER & AIDE	5	0	0*	5
TOTAL	12	0	0	12

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	12	0	0	12
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	12	0	0	12

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	4	0	0	4
AIDE ONLY	9	0	0	9
TEACHER & AIDE	1	0	0*	1
TOTAL	14	0	0	14

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	2	0	0	2
TEACHER & AIDE	7	0	0*	7
TOTAL	9	0	0	9

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	10	0	0*	10
TOTAL	10	0	0	10

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	7	0	0*	7
TOTAL	7	0	0	7

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	29	0	0	29
AIDE ONLY	14	0	0	14
TEACHER & AIDE	34	0	0*	34
TOTAL	77	0	0	77

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	96	275	77	439
TEACHER & AIDE	906	122	273*	1329
TOTAL	2249	986	601	3836

Attachment I-21
(Page 11 of 24)

I-97

BEST COPY AVAILABLE

353

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

* LAB ONLY (CLASSROOM ONLY).

351

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: METZ

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 202

AUGUST 27, 1990 - MARCH 19, 1991

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	32	0	0	32
AIDE ONLY	0	0	0	0
TEACHER & AIDE	17	0	0*	17
TOTAL	49	0	0	49

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	64	0	0	64
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	64	0	0	64

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	67	0	0	67
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	67	0	0	67

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	53	0	0	53
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	53	0	0	53

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	216	0	0	216
AIDE ONLY	0	0	0	0
TEACHER & AIDE	17	0	0*	17
TOTAL	233	0	0	233

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	597	251	2095
AIDE ONLY	86	275	77	438
TEACHER & AIDE	906	129	273*	1308
TOTAL	2239	999	601	3839

3650

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: NORMAN

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 120

AUGUST 27, 1980 - MARCH 19, 1981

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	4	0	4
TEACHER & AIDE	0	0	32*	32
TOTAL	0	4	32	36

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	15	5	7	27
AIDE ONLY	0	1	0	1
TEACHER & AIDE	19	0	12*	30
TOTAL	34	6	19	59

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	20	0	0*	20
TOTAL	20	0	0	20

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	1	0	1
TEACHER & AIDE	18	0	0*	18
TOTAL	18	1	0	19

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	15	5	7	27
AIDE ONLY	0	1	0	1
TEACHER & AIDE	38	0	42*	80
TOTAL	53	6	51	110

TOTAL--ALL SCHOOLS*

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	587	251	2085
AIDE ONLY	84	275	77	436
TEACHER & AIDE	206	130	273*	609
TOTAL	1537	992	601	3130

I-99

BEST COPY AVAILABLE

Attachment I-21
(Page 13 of 24)

357

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY; CLASSROOM ONLY.

358



AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: OAK SPRINGS

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 215

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	3	0	3
AIDE ONLY	11	21	16	48
TEACHER & AIDE	0	2	0*	2
TOTAL	11	26	16	53

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	17	32	24	68
AIDE ONLY	7	21	1	29
TEACHER & AIDE	2	7	7*	16
TOTAL	26	60	32	118

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	11	23	47
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	2*	2
TOTAL	3	11	25	49

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	44	0	46
AIDE ONLY	2	0	0	2
TEACHER & AIDE	0	0	0*	0
TOTAL	4	44	0	48

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	17	90	57	164
AIDE ONLY	20	42	17	79
TEACHER & AIDE	2	9	5*	16
TOTAL	39	141	82	262

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	36	275	77	438
TEACHER & AIDE	206	122	228*	1356
TOTAL	1489	979	556	2924

359

20

TITLE I SERVICE REPORT SU4442Y - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ORTEGA

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 101

AUGUST 27, 1980 - MARCH 19, 1981

80,71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	0	0	7
AIDE ONLY	0	22	0	22
TEACHER & AIDE	0	0	4*	4
TOTAL	7	22	4	33

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	3	3
AIDE ONLY	0	3	0	3
TEACHER & AIDE	0	0	0*	0
TOTAL	0	3	3	6

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	25	0	0*	26
TOTAL	27	0	0	27

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	25	0	0	25
AIDE ONLY	0	0	3	3
TEACHER & AIDE	0	0	0*	0
TOTAL	25	0	3	28

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	0	0	10
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	12*	12
TOTAL	10	0	12	22

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	43	0	0	43
AIDE ONLY	0	22	0	22
TEACHER & AIDE	25	0	16*	41
TOTAL	68	22	16	107

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	906	129	273*	1308
TOTAL	2239	986	601	3826

* INCLUDES SERVICES SUCH AS BEING PROVIDED BY A TEACHER IN LAB AND A AIDE IN CLASS OR PROVIDED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY CLASSROOM ONLY.

I-101

BEST COPY AVAILABLE

361

352

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ROSEDALE

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 110

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENTS USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	10	0	10
TEACHER & AIDE	0	0	0*	0
TOTAL	0	10	0	10

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	2	0	2
TEACHER & AIDE	0	0	0*	0
TOTAL	0	2	0	2

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	1	3
AIDE ONLY	0	0	0	0
TEACHER & AIDE	13	1	27*	41
TOTAL	15	1	28	44

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	6	1	0	7
AIDE ONLY	0	0	0	0
TEACHER & AIDE	12	17	0*	29
TOTAL	18	18	0	36

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	10	10
AIDE ONLY	0	0	3	3
TEACHER & AIDE	13	0	4*	17
TOTAL	13	0	14	27

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	8	1	11	20
AIDE ONLY	0	12	0	12
TEACHER & AIDE	13	18	31*	42
TOTAL	21	21	42	84

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	542	251	2040
AIDE ONLY	84	75	77	236
TEACHER & AIDE	904	129	222*	1255
TOTAL	2235	746	550	3531

80.71

I-103

Attachment I-21
(Page 17 of 24)

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
* CAN ENOLVE CLASSROOM ONLY.

306

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ROSEWOOD

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 53

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	1	13	14
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	1	11*	12
TOTAL	0	2	24	26

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	1	7	9
AIDE ONLY	0	0	0	0
TEACHER & AIDE	10	0	1*	11
TOTAL	11	1	8	20

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	0	0	3
AIDE ONLY	0	0	0	0
TEACHER & AIDE	15	0	1*	16
TOTAL	18	0	1	19

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	1	20	21
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	1	13*	14
TOTAL	0	2	23	25

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	206	129	73*	408
TOTAL	1539	986	401	2926

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: SANCHEZ

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 210

AUGUST 27, 1980 - MARCH 19, 1991

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	7	0	7
AIDE ONLY	0	29	0	29
TEACHER & AIDE	0	53	0*	53
TOTAL	0	80	0	80

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	32	0	32
AIDE ONLY	0	2	0	2
TEACHER & AIDE	0	14	5*	19
TOTAL	0	48	5	53

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	19	0	19
AIDE ONLY	0	1	0	1
TEACHER & AIDE	0	21	0*	31
TOTAL	0	50	0	50

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	52	0	52
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	52	0	52

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	109	0	109
AIDE ONLY	0	23	0	23
TEACHER & AIDE	0	94	5*	103
TOTAL	0	230	5	235

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	86	275	77	438
TEACHER & AIDE	924	129	273*	1326
TOTAL	2257	986	601	3844

* INCLUDES SERVICES SUCH AS A TITLING SERVICE BY A TEACHER IN LAB AND AN AIDE IN CLASS OR ONLY SERVED BY A TITLING SERVICE IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY: CLASSROOM ONLY.

I-105

BEST COPY AVAILABLE

289



AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: SIMS

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 99

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENTS USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

FIRST GRADE

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	29	0	0*	29
TOTAL	29	0	0	29

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	40	0	0*	40
TOTAL	41	0	0	41

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	19	0	0*	19
TOTAL	19	0	0	19

THIRD GRADE

FOURTH GRADE

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	18	0	0*	18
TOTAL	18	0	0	18

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	2	0	0*	2
TOTAL	2	0	0	2

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SIXTH GRADE

TOTAL--THIS SCHOOL

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	106	0	0*	106
TOTAL	107	0	0	107

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	76	275	77	428
TEACHER & AIDE	206	220	222*	648
TOTAL	2529	1077	550	4156

I-106

ERIC

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: WALNUT CREEK

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 124

AUGUST 27, 1980 - MARCH 19, 1981

80.71

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	15	0	15
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	15	0	15

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	42	2	46
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	1	42	2	46

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	42	2	46
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	2	42	2	46

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	4	24	7	35
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	4	24	7	35

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	123	12	142
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	7	123	12	142

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	537	251	2035
AIDE ONLY	26	275	77	378
TEACHER & AIDE	528	120	274*	1322
TOTAL	1801	932	602	3335

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BY AN AIDE ONLY IN LAB.
* LAB ONLY; CLASSROOM ONLY.

Attachment I-21
(Page 21 of 24)

I-107

BEST COPY AVAILABLE

373

374



TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ZAVALA

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 177

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	1	53	0	54
TEACHER & AIDE	0	0	0*	0
TOTAL	1	53	0	54

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	2	6	0	8
TEACHER & AIDE	0	0	0*	0
TOTAL	2	6	0	8

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	23	0	1	24
AIDE ONLY	2	0	2	4
TEACHER & AIDE	12	0	7*	19
TOTAL	37	0	10	47

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	49	0	0	49
AIDE ONLY	0	0	0	0
TEACHER & AIDE	4	0	0*	4
TOTAL	53	0	0	53

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	39	0	0	39
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	39	0	0	39

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	110	0	1	111
AIDE ONLY	2	6	2	10
TEACHER & AIDE	14	0	7*	21
TOTAL	126	6	10	142

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	59	261	2067
AIDE ONLY	86	275	77	438
TEACHER & AIDE	226	179	273*	678
TOTAL	1559	413	611	2583

I-108

BEST COPY AVAILABLE



TITLE I SERVICE PEOPLE SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ZILKEP

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 110

AUGUST 27, 1980 - MARCH 19, 1981

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	21	21
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	21	21

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	27	27
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	27	27

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	12	12
AIDE ONLY	0	0	3	3
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	15	15

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	0	11	14
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	3	0	11	14

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	14	14
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	14	14

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	18	18
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	18	18

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	20	20
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	20	20

TOTAL--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	0	75	78
AIDE ONLY	0	0	51	51
TEACHER & AIDE	0	0	0*	0
TOTAL	3	0	126	129

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	107	59	251	417
AIDE ONLY	36	275	77	428
TEACHER & AIDE	0	129	273*	402
TOTAL	143	903	601	1647

377 INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR A TEACHER SERVING IN A CLASS IN THE CLASSROOM AND AN AIDE IN THE LAB.
* LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I SERVICE REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: TOTAL

BOTH REPORTING PERIODS

PARTICIPANT NUMBER: 3356

AUGUST 27, 1980 - MARCH 19, 1991

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	135	33	7	175
AIDE ONLY	13	203	38	254
TEACHER & AIDE	102	58	76*	236
TOTAL	250	294	121	665

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	235	113	79	427
AIDE ONLY	24	40	31	95
TEACHER & AIDE	178	22	70*	270
TOTAL	437	175	180	792

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	247	43	52	342
AIDE ONLY	32	7	6	45
TEACHER & AIDE	79	31	34*	144
TOTAL	358	78	92	528

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	258	112	13	383
AIDE ONLY	15	23	0	38
TEACHER & AIDE	96	0	15*	111
TOTAL	369	135	28	532

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	85	100	35	221
AIDE ONLY	2	1	2	5
TEACHER & AIDE	209	1	42*	252
TOTAL	297	102	79	478

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	138	109	27	273
AIDE ONLY	0	1	7	1
TEACHER & AIDE	137	17	6*	160
TOTAL	275	126	33	434

SIXTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	148	76	38	262
AIDE ONLY	0	0	0	0
TEACHER & AIDE	135	0	30*	165
TOTAL	283	76	68	427

TOTAL--ALL SCHOOLS

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1247	582	251	2080
AIDE ONLY	85	275	77	437
TEACHER & AIDE	996	129	273*	1398
TOTAL	2328	986	601	3915

TOTAL
379

380

80.71

ESEA Title I
Appendix J
TEACHER RECORDS

381

J-1

80.71

ESEA Title I
Appendix J
TEACHER RECORDS

381

J-1

Brief description of the instrument

Folders containing diagnostic test results and other records were kept by the Title I campus contact person or other school personnel. These records were inspected by Title I evaluation assistants.

To whom was the instrument administered?

Records of a random sample of Title I and non-Title I students were examined.

How many times was the instrument administered?

Once at each Title I school, except for Allison and Becker.

When was the instrument administered?

Records were kept continuously and were examined from January through April, 1981.

Where was the instrument administered?

In Title I schools, except for Allison and Becker.

Who administered the instrument?

Records were inspected by Title I evaluation assistants.

What discussions did the administrators have?

Procedures were discussed with project evaluator.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None.

Who developed the instrument?

The checklist for inspection of folders was developed by the Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

No.

Are there other data available for interpreting the results?

No.

381-A

TEACHER RECORDS

Purpose

Information gained from inspection of student folders was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1980-81.

Decision Question D1: Should the Title I Reading Improvement Program be modified? If so, how?

Evaluation Question D1-3: Did the Title I schools maintain records of test scores for each student in attendance?

The primary purpose for asking the above evaluation question was to identify any problems with documentation prior to the April monitoring visit from the Texas Education Agency, so they could be corrected prior to the visit.

Procedure

Title I principals were notified of the records check by memo on December 10, 1980 (see Attachment J-1). Attachment J-2 is a copy of the records check form used by the Title I observer.

During the month of December, 1980, ten students across grade levels were randomly selected from each Title I school. A list was compiled for each set of 10 students. The list contained the students' names, student identification numbers (ID), and grades. In Title I schools scheduled to be observed between early January and the middle of April, the record check was done by Title I observers from ORE in conjunction with their scheduled observations at Title I schools. Special arrangements were made for other Title I schools.

In both cases the observer who was to administer the Records Checklist telephoned the campus Title I contact person two to three days prior to the scheduled date of the check. The contact person was asked to be available for an after school meeting with the observer on the scheduled date. In most cases, the records check was done following an observation. They were also asked to pull together the records of the students whose records were to be checked.

In case both observers were scheduled for the same Title I school, they decided between themselves which observer would administer the Records Checklist.

The results of the record checks were reviewed with the project evaluator as they were done. If there appeared to be serious problems with the

records at a campus, the evaluator wrote a memo (Attachment J-3) describing the problem and sent it to the Title I reading coordinator responsible for the school. A carbon copy went to the school principal. The procedure was designed so that the reading coordinator could work with the school personnel to get the documentation up to date prior to the visit of TEA monitors. If the school records were in excellent shape a memo of congratulations was sent to the school.

Results

A total of 220 record checks were done by Title I evaluation assistants. The inspection showed that overall the Title I documentation was adequate. Only two schools appeared to have serious documentation problems. Three schools received congratulatory memos.

By regulation, the selection of Title I students must be based on an objective measure such as an achievement test. Therefore, all students in Title I must have test scores to show that they are or are not eligible for Title I. The primary purpose of the records check was to verify that test scores were available for all students. Figure J-1 shows that almost all students had test scores.

Data compiled from item 11 (How are test scores kept at this campus?) yielded the information in Figure J-2.

As stated above, the primary purpose of the record checks was to identify potential problems with documentation prior to the monitoring visit by the Texas Education Agency. The continuation of this activity should be closely examined because the Title I Administrator had examined the records in the schools prior to the TEA visit. Given his expertise, his visits should be more useful to campuses than those of evaluation assistants. Therefore, if he continues to make premonitoring visits, evaluation resources should probably be used in other ways.

Status	STUDENTS		
	Title I	Non-Title I	Special Ed., Withdrawn, etc.
Had Scores	80	97	20
No Scores	5	2	16
TOTAL	85	99	36

Figure J-1: RAW TALLY OF DATA COLLECTED FROM RECORDS CHECK.

Frequency	Person/Persons Keeping Records
1	Counselor
2	Cumulative Folder Only (Attendance Clerk)
5	Cumulative Folder and Title I Contact Person
3	Title I and Individual Classroom Teacher
9	Title I Contact Person Only
2	No Separate Title I Record

Figure J-2: PERSONS KEEPING TITLE I TEST RECORDS IN TITLE I SCHOOLS.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

December 10, 1980

INFORMATION ONLY
NO ACTION REQUIRED

TO: Principals of Title I Schools

FROM: David Doss, Title I Evaluator

SUBJECT: Pre-Monitoring Check of Title I Records

In August and September, you received information describing how Title I students must be selected for service. Next spring, TEA representatives will conduct a monitoring visit to see if those procedures have been followed. They will be looking at records to see if students with the greatest needs are being served and if test results are available to verify the need.

Last year, Title I Evaluation internally monitored the compliance with those rules on an ongoing basis by asking for test score information on the Title I Service Reports (then called Nine-Week Reports). Because the results showed very good compliance, and because of the amount of work required to add that information to the report, we have deleted test scores from the service report. However, the issue is of sufficient importance that we need to look at it prior to the monitoring visit in order to ensure that the District will be "clean" when monitored by TEA.

To accomplish that end, a Title I evaluation assistant will call the Title I contact person at your school sometime after January 5th (usually during the week that observations are being done) to arrange for the examination of the Title I records of 10 randomly selected students in your school. The information will be used to answer two basic questions.

1. Do Title I schools have test scores on file for each student in the school?
2. Are any students being served who score above the Title I eligibility criterion?

If it appears that problems exist at a school, the information will be given to the appropriate Title I reading coordinator, so she can investigate further and work with the school to correct the problem prior to the monitoring visit.

Last year some misunderstandings arose when a somewhat similar records check was done. This year, I want to make two points clear at the onset.

1. The requirement that these records must be maintained is not something that originated with ORE; we simply, have the task of collecting information about how well the District is complying with the law.

2. That these records must be kept, is not something new. For details, see Section I of the document Testing Standards for Title I Eligibility which the teacher received in September.

If you have any questions, please call (458-1228).

Approved: *Ernie J. Holler*
Director of Office of Research and Evaluation

Approved: *Roberta Hartung*
Acting Director of Elementary Education

JD:lfs

cc: John Ellis
Lee Laws
Oscar Cantu
Title I Reading Coordinators
Title I Teachers and Aides

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

RECORDS CHECK

School: _____ Date: _____ EA: _____

1. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

2. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

3. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

4. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

5. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

6. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

7. Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

80.71

Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

Student: _____ ID#: _____ Grade: _____

Test: _____ Level: _____ Administration Date: _____

Results (Fill in one): Raw Score _____ Percentile _____ Grade Equivalent _____ Title I? _____

are test scores kept at this campus?: _____

339

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 11, 1981

TO: Title I-Reading Coordinator. Addressed

FROM: David Doss

SUBJECT: Title I Records

My December memo to principals of Title I schools concerning our check of Title I records included the following statement:

If it appears that problems exist at a school, the information will be given to the appropriate Title I reading coordinator, so she can investigate further and work with the school to correct the problems prior to the monitoring visit.

Our check at _____ indicated that the following problem(s) exist at that school:

1. No central list of test scores for determining Title I eligibility
2. One of the 10 randomly selected students did not have a test score.
3. Two of the 10 children had been tested with a test (the IBL¹) other than the ITBS or CAT.

Approved: _____

Fula Halley
Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Oscar Cantu

J-10 399

80.71

ESEA Title I

Appendix K

PARENT ADVISORY COUNCIL RECORDS

390

K-1

Brief description of the instrument:

The parent advisory council records included districtwide and local PAC attendance forms and agendas. The information was gathered at PAC meetings.

To whom was the instrument administered?

Persons attending PAC meetings filled in the attendance forms, agendas concerned those meetings.

How many times was the instrument administered?

Once at each PAC meeting

When was the instrument administered?

During PAC meetings.

Where was the instrument administered?

At sites of PAC meetings

Who administered the instrument?

Community representatives or other local campus contact persons were responsible a) for seeing that parents signed attendance forms, and b) for sending in an agenda for each meeting

What training did the administrators have?

The needed information was discussed with community representatives and local campus contact persons at a meeting early in the school year

Was the instrument administered under standardized conditions?

No

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Department of Developmental Programs and Office of Research and Evaluation

What reliability and validity data are available on the instrument?

None.

Are there norms data available for interpreting the results?

No.

391

PARENT ADVISORY COUNCIL RECORDS

Purpose

Information from local and Districtwide PAC meeting agendas and attendance forms was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1980-81.

Decision Question D6: Should the Title I Parental Involvement Component be modified? If so, how?

Evaluation Question D6-1: Were the objectives of the Parental Involvement Component met?

Evaluation Question D6-2: Did attendance at Districtwide and local PAC meetings improve over the 1980-81 school year?

Evaluation Question D6-3: Did representatives from nonpublic schools attend Districtwide PAC meetings?

Evaluation Question D6-4: How many Districtwide and local PAC meetings were held between July 1, 1980, and June 30, 1981?

Evaluation Question D6-5: Were there differences in the number of PAC meetings (and parent-training sessions) held and the number of persons attending when the establishment of the PAC was the responsibility of:

- a. the Title I Migrant Parental Involvement Specialist,
- b. a Title I Reading Coordinator, or
- c. a local campus staff member?

Evaluation Question D6-6: Were there differences in the frequency of and attendance at PAC meetings between Title I schools which were and were not affected by busing?

Evaluation Question D6-7: Did campuses hold as many PAC meetings as planned at the beginning of the school year?

Evaluation Question D6-8: On the average, what percentage of the local PAC meetings at a school did elected PAC members attend?

Evaluation Question D6-9: When local PAC responsibilities were handled by local campus persons, did the number of meetings and the number of persons in attendance appear to be affected by the job classification of the person responsible for the meetings?

Procedure

The legislation creating Title I requires that each participating school within a project must *elect* at least eight persons to serve as the school's Title I Parent Advisory Council (PAC). In order to monitor the establishment of PAC's, several kinds of records were collected by Title I Evaluation. The paragraphs below describe these documents.

The first form, the Basic PAC Information Form, was developed by ORE last year with the advice of Title I staff. It was sent to principals of Title I schools by the Title I Migrant Parental Involvement Specialist. The forms were developed to provide documentation that PAC's had been established at each school. They were completed by the school, signed by the principal, and returned to the Parental Involvement Office.

At each local PAC meeting and/or parent-training session, participating parents, guests, and staff members were asked to sign an attendance roster. Each school had a parental involvement contact person, appointed by the principal, whose responsibility it was to see that all participants signed the sheets. They were also responsible for seeing that copies of the attendance forms, the meeting agenda, and minutes were sent to the Title I Parental Involvement Specialist or the Title I Reading Coordinator responsible for overseeing PAC activities at the school.

At the Districtwide level, the Title I Migrant Parental Involvement Specialist was responsible for getting copies of the meeting agendas and minutes and for collecting parent signatures.

Periodically the information gathered by the Title I Parental Involvement Specialist was sent to ORE. Those records form the bases for this appendix. During the month of June, 1981, a Title I evaluation assistant prepared a list of PAC records received by that time. She provided the list to the Title I Reading Coordinator and the Parental Involvement Specialist with the request that any additional records be forwarded to ORE by June 19, 1981. This appendix reports on all materials received through June 19, 1981. The number of meetings and the number of parents in attendance were counted by hand. The meeting agendas and minutes were examined to determine which were PAC meetings and which were parent-training sessions. Although there were 24 Title I schools involved this year, Zavala and Casis held their meetings jointly and so were counted as one (1) school, reducing the total used in this report from 24 to 23.

The results reported in this appendix must be viewed with a certain degree of caution for the reasons listed below.

1. The determination of which sessions were PAC meetings, or parent-training sessions, or both contains a degree of subjectivity.
2. The attendance forms frequently did not have the status (parent, staff, guest) of persons listed thereon. The AISD Staff Directory

was used to make the determination of status when possible. Persons who could not be found in the directory were counted as parents.

3. In some cases, minutes referred to other meetings which supposedly had been held but for which no records could be located.

Results

The results will be discussed in terms of the relevant evaluation questions.

Evaluation Question D6-1: Were the objectives of the Parental Involvement Component met? These objectives were:

- 1a. At least two parent-training sessions for Districtwide PAC members, apart from or in conjunction with Districtwide PAC meetings, will be held during the 1980-81 school year.
- 1b. At least one parent from each Title I school will be trained.
2. A minimum of three staff development sessions or meetings will be held by the Title I/Title I Migrant Parental Involvement Specialist for community representatives and/or campus parental involvement contact persons.
- 3a. At least two parent-training sessions apart from or in conjunction with local PAC meetings, will be held on Title I campuses during the 1980-81 school year.
- 3b. At least 10 parents will be trained on each campus.

According to copies of meeting minutes and agendas received by ORE prior to June 19, 1981, seven Districtwide PAC meetings were held at which parents received training. Moreover, two Districtwide PAC Workshops were held. The first objective was met. However, the second objective of training one parent from each school was not met. Two of the 23 Title I schools, Mathews and Walnut Creek, did not have anyone in attendance. Altogether 99 parents (unduplicated count) attended Districtwide training sessions (see Figure K-1).

The objective concerning the staff development sessions for community representatives and/or campus contact persons was technically met. Three sessions were held -- in November, January, and March. However, they were held on District staff development days. As a result, those campus contact persons who were not community representatives did not attend. It appears that they were not provided any training.

The objective that each campus would hold two parent-training sessions was not met. Figure K-2 shows that six campuses had fewer than two parent-training sessions.

Neither was the objective that 10 parents would be trained on each campus met. Five campuses fell short of the required number (see Figure K-2).

Evaluation Question D6-2: Did attendance at Districtwide and local PAC meetings improve over the 1979-80 school year?

The total attendance at Districtwide PAC meetings increased from 268 in 1979-80 to 292 in 1980-81. An unduplicated count showed a total of 103 individuals attended one or more meetings.

The number of parents receiving Districtwide training also increased from 77 in 1979-80 to 99 in 1980-81.

The attendance at local PAC meetings cannot be compared with attendance for 1979-80 at local PAC meetings. The 1979-80 records were no longer readily available in ORE. However, comparing the total number of parents trained at local PAC meetings, it appears that the number decreased slightly from 553 in 1979-80 to 506 in 1980-81 (see Figure K-2).

Evaluation Question D6-3: Did representatives of nonpublic schools attend Districtwide PAC meetings?

Yes. Representatives of nonpublic schools attended Districtwide PAC meetings. Figure K-3 shows how many representatives from nonpublic schools with Title I programs were present at each meeting.

Evaluation Question D6-4: How many Districtwide and local PAC meetings were held between 7-1-80 and 6-30-81?

There were nine Districtwide PAC meetings and two Districtwide PAC workshops held during the 1980-81 school year.

Public schools held 71 local PAC meetings between the above dates; nonpublic schools held five meetings as well. Figure K-4 shows the dates and locations of both local and Districtwide PAC meetings.

The total number of local PAC meetings decreased from 75 in 1979-80 to 71 in 1980-81.

Evaluation Question D6-5: Were there differences in the number of PAC meetings and parent-training sessions held and the number of persons attending when the establishment of the PAC was the responsibility of:

- a. the Title I Migrant Parental Involvement Specialist,
- b. a Title I Reading Coordinator, or
- c. a local campus staff member?

Yes. Figure K-5 supports the following conclusion:

- a. The Parental Involvement Specialist had the highest frequency of meetings.
- b. The campus staff persons had the highest average attendance.

Evaluation Question D6-6: Were there differences in the frequency of and attendance at PAC meetings between Title I schools which were and were not affected by busing?

Yes. The 14 schools which were involved in busing had a slightly greater average number of meetings than the nine schools which were not involved in busing. However, the schools not involved in busing had a greater average number of parents and staff attending their meetings.

Evaluation Question D6-7: Did campuses hold as many PAC meetings as planned at the beginning of the school year?

From the PAC minutes and agendas submitted to ORE it was found that about half, 13 of the 23 schools, planned to hold a specific number of PAC meetings. Five of the 13 actually had as many or more meetings as they had planned.

Evaluation Question D6-8: On the average, what percentage of the local PAC meetings at a school did elected PAC members attend?

At most schools a PAC of eight members was elected. From those eight, four officers were elected. However, some schools elected other numbers of members and officers. For the purpose of answering this question, anyone listed as a member or an officer was involved in the analysis. The following steps were used to get the average percentage of meetings attended by the members at each school.

1. Determine the number of members (A) at the school.
2. Count the number of meetings held (B).
3. Multiply the members by the number of meetings to get the number of attendance opportunities (C). $C = A \times B = \text{Number of Attendance Opportunities}$.
4. Sum the number of meetings each member attended to get the total number of times members attended (D).
5. Divide D by C to get the average percentage of meetings attended by each member.

The results showed that on the average a local PAC member attended over half (52%) of the meetings held.

Evaluation Question D6-9: When local PAC responsibilities were handled by local campus persons, did the number of meetings and the number of persons in attendance appear to be affected by the job classification of the person responsible for the meeting?

The intent of this question was to see whether there were differences in how well the PAC's function when they were the responsibility of persons in different positions such as principals, counselors, or reading teachers. When it was determined that only six schools had chosen the option of using a local campus person to handle PAC responsibilities and that three were community representatives, two were counselors, and one was a reading teacher, the total number and the distribution across job classifications did not seem adequate to allow this question to be answered.

School	Number of Parents
Allison	6
Becker	2
Blackshear	1
Brown	4
Bryker Woods	3
Campbell	5
Casis/Zavala	3
Dawson	1
Govalle	1
Harris	5
Maplewood	3
Mathews	0
Metz	5
Norman	1
Oak Springs	3
Ortega	3
Ridgetop	4
Rosedale	5
Rosewood	2
Sanchez	4
Sims	3
Walnut Creek	0
Zilker	3
Other*	32
TOTAL	99

*Parents from Title I Migrant and nonpublic schools.

Figure K-1. UNDUPLICATED COUNT OF PARENTS ATTENDING DISTRICTWIDE PAC TRAINING SESSIONS OR WORKSHOPS BY SCHOOL REPRESENTED.

School	Number of Training Sessions	Number of Parents Trained
Allison	1	8
Becker	2	79
Blackshear	1	8
Brown	3	33
Bryker Woods	4	10
Campbell	2	13
Casis/Zavala	2	18
Dawson	2	32
Govalle	4	28
Harris	4	51
Maplewood	1	17
Mathews	2	15
Metz	3	36
Norman	4	15
Oak Springs	3	14
Ortega	2	12
Ridgetop	2	9
Rosedale	3	27
Rosewood	1	4
Sanchez	4	18
Sims	1	8
Walnut Creek	1	30
Zilker	3	21
TOTAL	55	506

Figure K-2. NUMBER OF PARENT-TRAINING SESSIONS HELD AND THE NUMBER (UNDUPLICATED COUNT) OF PARENTS TRAINED BY SCHOOL.

Month	Number of Nonpublic Representatives	Total Number of Parents Attending	Percentage of Total
September	1	10	10
October	5	18	28
November	1	32	3
January	3	10	30
February	2	22	9
March 12	1	14	7
March 26	1	15	7
April	2	10	20
May	1	27	4
TOTAL	17	158	11

Figure K-3. NUMBER OF NONPUBLIC SCHOOLS PARENTS OR TEACHERS IN ATTENDANCE AT DISTRICTWIDE PAC MEETINGS.

School	Month and Date									Total Attendance	
	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May		
Public Schools											
Allison	9-23	10-15		12-2	1-20		3-03			5	135
Becker		10-09	11-18							2	80
Blackshear		10-21	11-18			2-17			5-19	4	41
Brown	9-23		11-18				3-03			3	55
Bryker Woods		10-03	11-17			2-09		4-06		4	35
Campbell		10-23				2-06	3-13			3	34
Casls		10-16				2-12		4-02		3	71
Dawson		10-07		12-16		2-10				3	53
Govalle		10-21	11-11		1-13	2-10				4	69
Harris	9-23		11-18			2-17		4-07		4	93
Haplewood			11-11			2-10				2	48
Mathews	9-22					2-26				2	28
Metz		10-14		12-04	1-14		3-19			4	72
Norman		10-16	11-20			2-19		4-23		4	31
Oak Springs		10-07	11-11			2-10		4-07		4	35
Ortega				12-16	1-20		3-10			3	34

Figure K-4. DATES AND ATTENDANCE AT TITLE I LOCAL AND DISTRICTWIDE PAC MEETINGS. (Page 1 of 2)

School	Month and Date									Total Attendance	
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May		
Ridgetop			11-14		1-20					2	21
Rosedale		10-16	11-20		1-29					3	63
Rosewood				12-02	1-27					2	13
Sanchez		10-22		12-10	1-28		3-18			4	46
Sims			11-18				3-16			2	20
Walnut Creek	9-18									1	31
Zilver		10-07			1-15		3-19			3	50
TOTAL	5	14	12	6	9	11	8	5	1	71	1158
Nonpublic											
St. Ignatius	9-09		11-11		1-13					3	
St. Mary's	9-18	10-16								2	
Districtwide	9-18	10-09	11-13		1-08	2-12	3-12 3-26	4-09	5-14	9	292

Figure K-4 DATES AND ATTENDANCE AT TITLE I LOCAL AND DISTRICTWIDE PAC MEETINGS. (continued, page 2 of 2)

Person Responsible	Number of Schools	Number of Meetings	Number with Training	Attendance	Meetings Per School	Attendance Per Meeting
Parent Involvement Specialist	3	11	9	152	3.7	13.8
Title I Reading Coordinator	14	46	34	757	3.3	16.5
Campus Staff Person	6	14	12	249	2.3	17.8
TOTAL	23	71	55	1,158	3.1	16.3

Figure K-5. LOCAL PAC MEETING FREQUENCY AND ATTENDANCE WHEN SCHOOLS ARE GROUPED BY PERSONS RESPONSIBLE FOR THE MEETINGS.

Type of School	Number of Schools	Number of Meetings	Number with Training	Average Number of Meetings	Average Attendance
Involved in Busing	14	45	35	3.2	13.2
Not Involved in Busing	9	26	20	2.9	21.7

Figure K-6. PAC MEETING FREQUENCY AND ATTENDANCE FOR SCHOOLS INVOLVED AND NOT INVOLVED IN BUSING.

School	Number Planned	Number. Held
Allison	4	5
Blackshear	4	4
Brown	4	3
Casis/Zavala	4	3
Govalle	6	4
Harris	5	4
Maplewood	4	2
Metz	4	4
Norman	3	4
Oak Springs	4	4
Ridgetop	3	2
Rosewood	5	2
Sánchez	6	4
TOTAL	56	45

Figure K-7. NUMBER OF PAC MEETINGS PLANNED AND HELD BY SCHOOLS PLANNING A SPECIFIC NUMBER OF MEETINGS.

School	Members*	Meetings	Number of...		Average Percentag of Meetings Attend
			Attendance Opportunities**	Times Members Attended	
Allison	12	5	60	24	40.0
Becker	6	2	12	2	16.7
Blackshear*	2	4	8	5	62.5
Brown	9	3	27	7	25.9
Bryker Woods	6	4	24	20	83.3
Campbell	10	3	30	11	36.7
Casis	8	3	24	14	58.3
Dawson	3	3	9	4	44.4
Govalle	11	4	44	16	36.4
Harris	8	4	32	17	53.1
Maplewood	9	2	18	12	66.7
Mathews	11	2	22	13	59.1
Metz	8	4	32	16	50.0
Norman	5	4	20	10	50.0
Oak Springs	3	4	12	6	50.0

Figure K-8. AVERAGE PERCENTAGE OF LOCAL PAC MEETINGS ATTENDED
BY LOCAL ELECTED PAC MEMBERS. (Page 1 of 2)

School	Members*	Meetings	Number of... Attendance Opportunities**	Times Members Attended	Average Percenta Of Meetings Atten
Ortega	10	3	30	12	40.0
Ridgetop	7	2	14	12	85.7
Rosedale	8	3	24	15	62.5
Sanchez	3	4	12	7	58.3
Sims	3	2	6	5	83.3
Walnut Creek	4	1	4	4	100.0
Zilker	11	3	33	27	81.8
TOTAL	157 _L	69	497	259	52.1

*Includes members and officers if different

**Members X Meetings

Figure K-8. AVERAGE PERCENTAGE OF LOCAL PAC MEETINGS ATTENDED
BY LOCAL ELECTED PAC MEMBERS. (continued, Page 2 of 2)

80.71

ESEA Title I
Appendix L
Title I Instructional Services Log

L-1 408

Brief description of the instrument:

The Title I Instructional Services Log was developed to gather information about the amount of Title I instructional time received by a sample of second- and sixth-grade Title I students.

To whom was the instrument administered?

Information about instructional time was collected on a sample of five Title I students at the second and/or sixth grade at the 22 Title I regular schools.

How many times was the instrument administered?

Information was collected for five days for each student.

When was the instrument administered?

The amount of Title I instructional time was recorded daily from May 13-19, 1981.

Where was the instrument administered?

In the 22 Title I regular schools.

Who administered the instrument?

The Title I contact person at each campus was responsible for getting the information from the second- and sixth-grade Title I teachers.

What training did the administrators have?

Instructions accompanied the form.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The dates listed on the form were for Sunday through Thursday rather than for Monday through Friday. The data were collected very near the end of the school year.

Who developed the instrument?

Title I Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there some data available for interpreting the results?

No.

400

TITLE I INSTRUCTIONAL SERVICES LOG

Purpose

Information from the Title I Instructional Services Log was used in satisfying Information Needs I16 and I17 of the TEA Report.

- I16: What was the average number of hours per week during which the average student in the TRIP and nonpublic school components (grades 2 and 6) received instruction in the component?
- I17: What was the total number of hours that the average participant in the TRIP and nonpublic school components (grades 2 and 6) received instruction in the component?

Procedure

The Texas Education Agency requires that districts receiving Title I funds submit an evaluation report on the district's Title I Program once every three years. This year, 1980-81, is the reporting year for AISD. One kind of information required by TEA is the amount of Title I instructional time received by the average Title I student at grades 2 and 6. A computer generated Title I Instructional Services Log was created to collect the information for a sample of five randomly selected Title I students at grades 2 and 6.

Title I contact persons at Title I schools (except Allison and Becker, the schoolwide projects) were sent a Title I Instructional Services Log on April 28, 1981. They were asked to record the actual instructional time received by five randomly selected Title I students per grade for five days, May 11-15. A copy of the cover memo and Instructional Services Log are included as Attachments L-1 and L-2.

- Title I teachers at nonpublic Title I schools were contacted by telephone and were requested to record the actual instructional time for all of their Title I students in Reading and Math for five school days, May 13-19.

Twenty of the 22 Instructional Services Logs from public Title I schools were returned for a return rate of 91%. All of the three Instructional Service Logs from nonpublic Title I schools were returned.

For each Title I school returning an Instructional Services Log, the average number of minutes of Title I instruction per day per student was calculated at each grade. This average was computed by:

1. totaling the number of minutes in Title I instruction for all students throughout the period recorded,

2. dividing this total by the number of students listed on the log (excluding students who were withdrawn from the school), and
3. dividing this number by five, the number of days for which information was gathered.

Note by examining Attachment L-2 that the dates on the form are May 10th through May 14th. Unfortunately, those dates are Sunday through Thursday. Most schools corrected the date and recorded service for May 11th through May 15th. Some, however, only recorded the information for four days, May 11th-14th. At these schools the division was by four rather than five.

The averages for all Title I schools were summed and an average was calculated. The averages for each component in the nonpublic schools were obtained the same way.

The answer to Information Need I16 for each instructional component was determined by multiplying the component's daily average times five. The results for Information Need I17 were calculated by multiplying the daily averages by the average number of days students were served (see Appendix I).

The data reported in this appendix were gathered solely for the purpose of reporting to the Texas Education Agency. The validity of the results are limited by the conditions listed below.

1. The data were collected very late in the school year and may not accurately reflect the amount of Title I instruction occurring throughout the year. The reader is referred to Appendix F of this report for more acceptable information on time usage.
2. The form on which the data were recorded contained an error.
3. A sample of only five students per grade school was used.

The use of these data for any purposes other than TEA Title I Evaluation Report cannot be endorsed.

Results

The results are reported in Figures L-1 and L-2 by component and grade.

Component	Amount of Title I Instruction Per Week	
	Grade 2	Grade 6
AISS TRIP	2 hrs. 35 min.	2 hrs. 38 min.
St. Austin's Reading	2 hrs. 30 min.	-
St. Austin's Math	2 hrs. 8 min.	-
St. Ignatius Reading	1 hrs. 58 min.	1 hr. 30 min.
St. Ignatius Math	2 hrs. 38 min.	1 hr. 41 min.
St. Mary's Reading	2 hrs. 53 min.	1 hr. 0 min.
St. Mary's Math	3 hrs. 17 min.	1 hr. 35 min.

Figure L-1. AVERAGE TIME SPENT IN TITLE I INSTRUCTION PER WEEK.

Component	Hours of Title I Service Per Year	
	Grade 2	Grade 6
AISS TRIP	-	-
St. Austin's Reading	83	-
St. Austin's Math	71	-
St. Ignatius Reading	66	42
St. Ignatius Math	89	47
St. Mary's Reading	99	31
St. Mary's Math	112	48

Figure L-2. AVERAGE TIME SPENT IN TITLE I INSTRUCTION PER YEAR.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 28, 1981

TO: Title I Contact Person

FROM: David Doss ^{DD}

SUBJECT: Instructional Services Log

Please help us figure out how to get this information. Every three years, TEA wants us to record and report the actual Title I instructional time received by grades 2 and 6 students.

We have limited this to only five days, May 11-15, and to only five students per grade. Will you find a way to record the times and return this to us by May 20? Do not hesitate to call us at 458-1228 for help.

Thanks.

Approved: *Freda M. Hollen*
Director of Office of Research and EvaluationApproved: *Roberta Hartung*
Acting Director of Elementary Education

DD:GL:lfs

cc: Lee Laws
Oscar Cantu
Belia Greek
Ann Cunningham
Principals of Title I Schools
Title I Teachers and Aides

413

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION
TITLE I PROGRAM EVALUATION

TITLE I INSTRUCTIONAL SERVICES LOG

INSTRUCTIONS: INCLUDE INSTRUCTION BY TITLE I TEACHERS AND AIDES.
IF THE STUDENT IS ABSENT, RECORD 00.

SCHOOL: _____

NUMBER OF MINUTES EACH DAY OF
TITLE I INSTRUCTION

STUDENT NAME	GRADE	MAY 10	MAY 11	MAY 12	MAY 13	MAY 14
EXAMPLE STUDENT	2	:30	:00	:25	:30	:30
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__

STUDENT NAME	GRADE	MAY 10	MAY 11	MAY 12	MAY 13	MAY 14
EXAMPLE STUDENT	6	:30	:00	:25	:30	:30
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__
		:__	:__	:__	:__	:__

80.71

ESEA Title I
Appendix M
Miscellaneous District Records

4
M-1

415

Brief description of the instrument:

The data reported in this appendix were collected from a variety of sources. These sources are described in the Procedures section.

To whom was the instrument administered?

N/A

How many times was the instrument administered?

N/A

When was the instrument administered?

N/A

Where was the instrument administered?

N/A

Who administered the instrument?

N/A

What training did the administrators have?

N/A

Was the instrument administered under standardized conditions?

N/A

Were there problems with the instrument or the administration that might affect the validity of the data?

N/A

Who developed the instrument?

N/A

What reliability and validity data are available on the instrument?

N/A

Are there norm data available for interpreting the results?

N/A

416

MISCELLANEOUS DISTRICT RECORDS

Purpose

Information from a variety of District records was used to answer the following decision and evaluation question from the Title I Evaluation Design for 1980-81.

Decision Question D1: Should the Title I Reading Improvement Program be modified? If so, how?

Evaluation Question D1-9: How many Title I teachers were teaching in new schools in 1980-81?

Decision Question D2: Should Title I schoolwide projects be continued, expanded, or revised: If so, how?

Evaluation Question D2-5: How many student teachers were working at Allison and Becker?

The information gathered was also used in partial fulfillment of Information Needs I9, I10, I11, and I12 for the TEA Evaluation Report.

- I9: How many public school attendance areas were eligible for the Title I Program in 1980-81?
- I10: How many public school attendance areas participated in the Title I Program in 1980-81?
- I11: How many FTE's were employed with Title I funds in each of the following job categories:
- Administrative Staff
 - Teachers
 - Teacher Aides
 - Curriculum Specialists
 - Staff Providing Supporting Services
 - Clerical Staff
 - Other
- I12: How many persons paid primarily from Title I funds received Title I sponsored training between July 1, 1980 and June 30, 1981? How many persons paid primarily from other funds received training from Title I?

Procedure

ORE staff members used the 1979-80 and 1980-81 copies of the Directory of the Austin Independent School District to answer Evaluation Questions D1-9.

Information concerning student teacher placement was supplied by AISD's Office of Staff Development and Student Teaching.

The answers to Information Needs I9 and I10 were obtained from the 1980-81 Title I application for funding.

The number of full-time equivalents (FTE's) employed by Title I in various job classifications (Information Need I11) was provided by the Title I/Title I Migrant Administrator.

Copies of participant sign-in sheets from Title I funded staff development sessions were provided by Title I reading supervisors. An unduplicated count of participants was done by job classification. The events included in this count were limited to those conceived, arranged, and funded by Title I.

Results

Results are presented by evaluation question and information need.

Evaluation Question D1-9: How many Title I teachers were teaching in new schools in 1980-81?

Review of the 1979-80 and 1980-81 copies of the Directory of the Austin Independent School District and verification by Title I reading supervisors showed 26 Title I teachers relocated to different schools.

Evaluation Question D2-5: How many student teachers were working at Allison and Becker?

The Office of Staff Development and Student Teaching reported that Allison had a total of 27 student teachers during the 1980-81 school year. Two of the 27 student teachers were at the grade level at which observations occurred.

Becker had a total of nine student teachers during the school year. Of the nine student teachers, one was assigned to a second-grade class and one to a fifth-grade class.

Information Need I9: How many public school attendance areas were eligible for the Title I Program in 1980-81?

According to page 3 of the 1980-81 Title I application, 56 AISD schools (46 elementary schools, eight junior highs, and 2 special education facilities) had concentrations of low-income students above the

district average.

Information Need I10: How many public schools attendance areas participated in the Title I Program in 1980-81?

The Title I program served students on 24 campuses in 1980-81.

Information Need I11: How many FTE's were employed with Title I funds in each of the following job categories:

- Administrative Staff
- Teachers
- Teacher Aides
- Reading Coordinators
- Staff Providing Supporting Services
- Clerical Staff
- Others

The results are presented in Figure M-1.

Information Needs I12: How many persons paid primarily from Title I funds received Title I sponsored training between July 1, 1980 and June 30, 1981? How many persons paid primarily from other funds received training from Title I?

The results are presented in Figure M-2.

Job Classification	Regular Term, 1980-81		
	Public	Non-Public	Local N & D
Administrative Staff	.75	.50	.50
Teachers	88.00	3.00	
Teacher Aides	55.50	1.00	2.75
Reading Coordinators	3.00		
Staff Providing Supporting Services	2.25		
Clerical Staff	10.00	.50	.50
Others	.75		

Figure M-1. NUMBER OF FULL-TIME EQUIVALENTS EMPLOYED BY TITLE I JOB CLASSIFICATION.

Job Classification	Title I Funded Staff	Non-Title I Funded Staff
Administrative Staff	3	7
Teachers	99	19
Teacher Aides	64	0
Curriculum Specialists	0	9
Others	2	3
TOTAL	168	38

Figure M-2. NUMBER OF TITLE I AND OTHER PERSONNEL RECEIVING TRAINING FUNDED BY TITLE I.

420

BOARD OF TRUSTEES

Will D Davis, President

Nan Clayton, Vice President

Manuel Navarro, Secretary

Steve M Ferguson

Peter W Werner, M. D.

Ed Small

Jerry Nugent

SUPERINTENDENT OF SCHOOLS

Dr John Ellis

DIRECTOR, OFFICE OF RESEARCH AND EVALUATION

Dr Freda M Holley

421