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ABSTRACT

The Austin Independent School District presents a final technical report concerning its Chapter 1 and Chapter 1 Migrant Programs. Chapter 1 and Migrant Program Early Childhood (prekindergarten) students made impressive achievement gains that were even larger than last year's. However, students in grades 2-12 who have been served from 1 to 4 years by the Migrant Program did not make greater achievement gains from 1981 to 1982, or 1982 to 1983, than did other migrant students who have not been served. The high school Migrant Program has several weaknesses: (1) little focus on low-achieving students; (2) no discernible impact of the program on achievement; (3) considerable disparity among the number of students served by each teacher; and (4) a lower proportion of eligible students served than at the elementary and junior high levels. There is some evidence that extremely low-scoring Schoolwide Projects students (those few who are more than a year behind grade level) do not gain as much in some cases as comparable students in Regular Chapter 1 schools. The report discusses the programs in detail and includes descriptions of the instruments used in the Migrant Program (Appendices A to L). (PN)

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ECIA CHAPTER 1 MIGRANT:

1982-83 Final Technical Report

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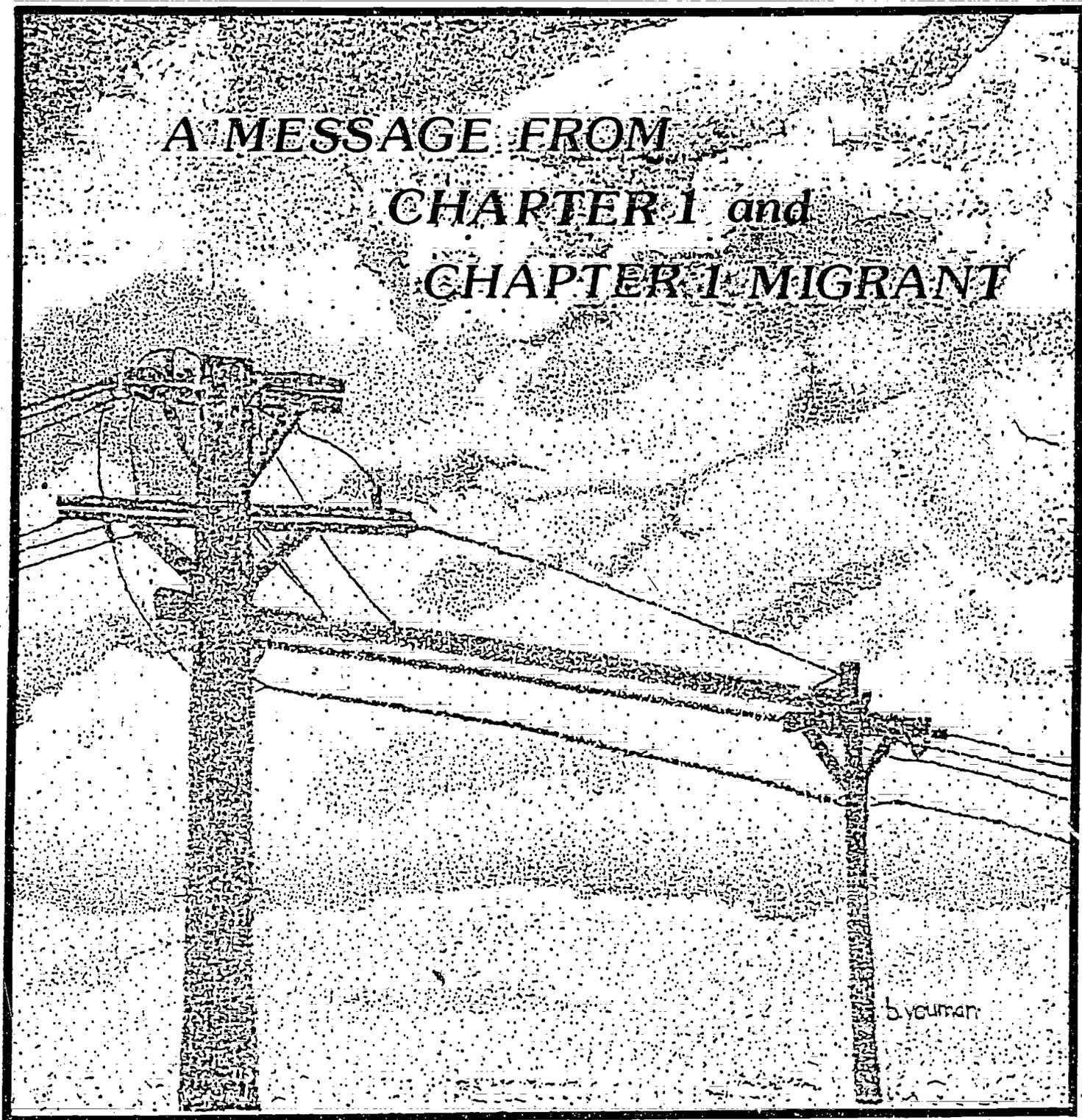
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A MESSAGE FROM
CHAPTER 1 and
CHAPTER 1 MIGRANT



Cover Drawing by Becky Youman, Austin High School

Austin Independent School District
Austin, Texas

1982-83

DEFINITIONS

Chapter 1 Regular - The Chapter 1 Regular Program provides supplementary reading instruction to low-achieving students (those who score at the 30th percentile or below) in twenty-five schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects - Two schools, Allison and Becker, have a sufficient concentration of low-income students to qualify as Chapter 1 Schoolwide Projects. In these schools Chapter 1 and extra local funds are used to lower the pupil/teacher ratio. All students in the schools are considered Chapter 1 students.

Current Migrant - A current migratory child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisher, and (b) who has moved within the past twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Current and former migratory students are eligible for the same program services.

Types of Service -

Lab or Pullout - Student is served outside regular classroom.

Classroom Service - Student is served in his/her regular classroom.

Special Class - Student is registered for a special program class, e.g., Early Childhood Classes.

Other - Any other ways a student might be served, e.g., tutoring.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students. These records are sent as a student migrates from school district to school district to provide each school district with information about the student. The District and the MSRTS Clerk are required to maintain these files in a certain order and update various records during the school year.

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Final Report

Project Title: Chapter 1 and Chapter 1 Migrant

Contact Persons: Karen Carsrud and Catherine Christner

MAJOR POSITIVE FINDINGS:

1. Chapter 1 and Migrant Program Early Childhood (prekindergarten) students made impressive achievement gains that were even larger than last year's.
2. The achievement gains of 1982-83 Schoolwide Projects students in reading, math, and language were generally greater than those of comparable students in the Regular Chapter 1 Program schools. A longitudinal examination of Schoolwide Projects students' achievement gains also appears encouraging concerning advantages of participation in the program.
3. There is evidence to indicate continued improvement in the Regular Chapter 1 Program. The program met or exceeded its objectives at every grade level.

MAJOR FINDINGS REQUIRING ACTION:

1. The high school Migrant Program has several weaknesses:
 - little focus on low-achieving students;
 - no discernible impact of the program on achievement;
 - considerable disparity among the number of students served by each teacher; and
 - a lower proportion of eligible students served than at the elementary and junior high levels.
2. Students in grades 2-12 who have been served from one to four years by the Migrant Program did not make greater achievement gains from 1981 to 1982, or 1982 to 1983, than did other migrant students who have not been served.
3. There is some evidence that extremely low-scoring Schoolwide Projects students (those few who are more than a year behind grade level) do not gain as much in some cases as comparable students in Regular Chapter 1 schools. If such evidence continues to emerge, other forms of instructional grouping or supplemental instruction should be considered for these students.

CHAPTER 1 AND MIGRANT EARLY CHILDHOOD (PRE-K)

DID EARLY CHILDHOOD STUDENTS MAKE ACHIEVEMENT GAINS?

Yes! Both Chapter 1 and Migrant Program students made very good gains on the Peabody Picture Vocabulary Test-Revised (PPVT-R). The Chapter 1 students showed an average gain of 17.4 scale score points from the pre- to the posttest. Migrant Program students gained an average of 12.9 points. Over a period of time, scaled scores are expected to remain constant, so these gains indicate real growth rates well above the national average.

Both programs produced improved gains this year when compared to last year (see Figure 1). Chapter 1 continues to produce greater gains than does the Migrant Program. As was noted last year also, Chapter 1 students with lower pretest scores made greater gains than did Migrant Program students scoring at the same low levels. There also continued to be more variety in average gains made across the Migrant Program classes than across the Chapter 1 classes.

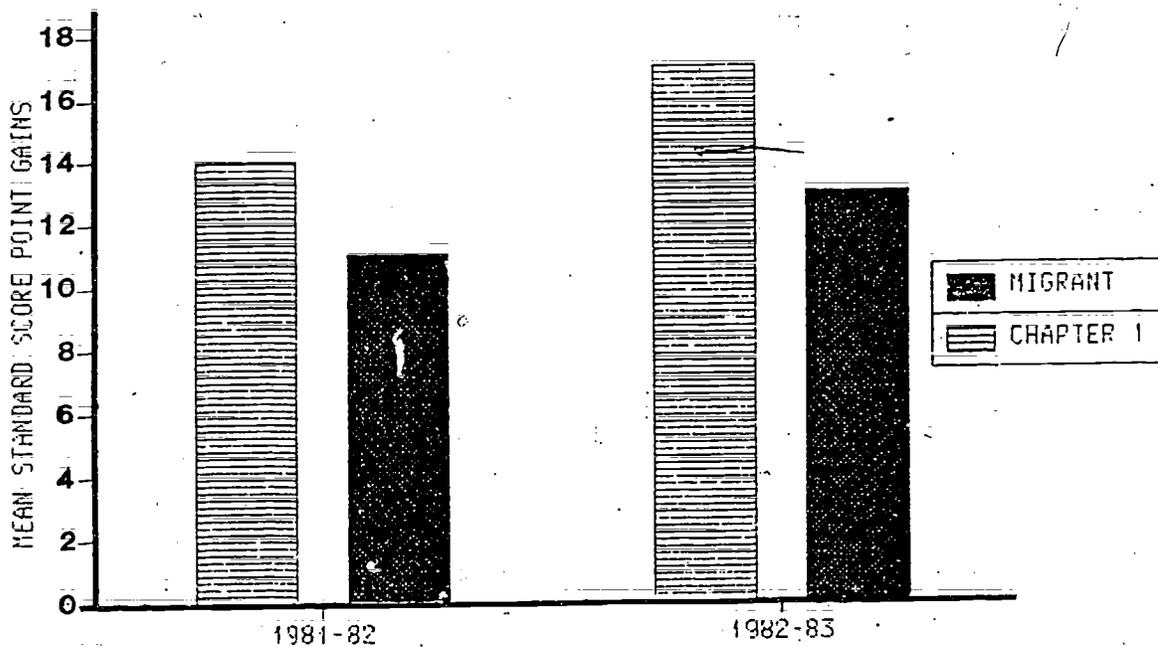


Figure 1. CHAPTER 1 AND MIGRANT PROGRAM GAINS ON THE PPVT-R IN 1981-82 and 1982-83.

WHAT HAPPENS TO THE ACHIEVEMENT OF FORMER PREKINDERGARTEN STUDENTS WHEN THEY REACH HIGHER GRADE LEVELS?

Prekindergarten students in AISD's Early Childhood programs score at high levels at the end of the prekindergarten year and at beginning of kindergarten. However, these high achievement levels have not always been evident at higher grade levels. Figure 2 shows the spring, 1983 median reading total percentile for 1978-79 prekindergarten students. It suggests that they might be regaining some of their lost advantage. However, these data must be interpreted with caution, because medians for these students have varied from year to year, not all former pre-kindergarten students have remained in the District or been tested every year, and the number of students in the analyses is quite small in some cases.

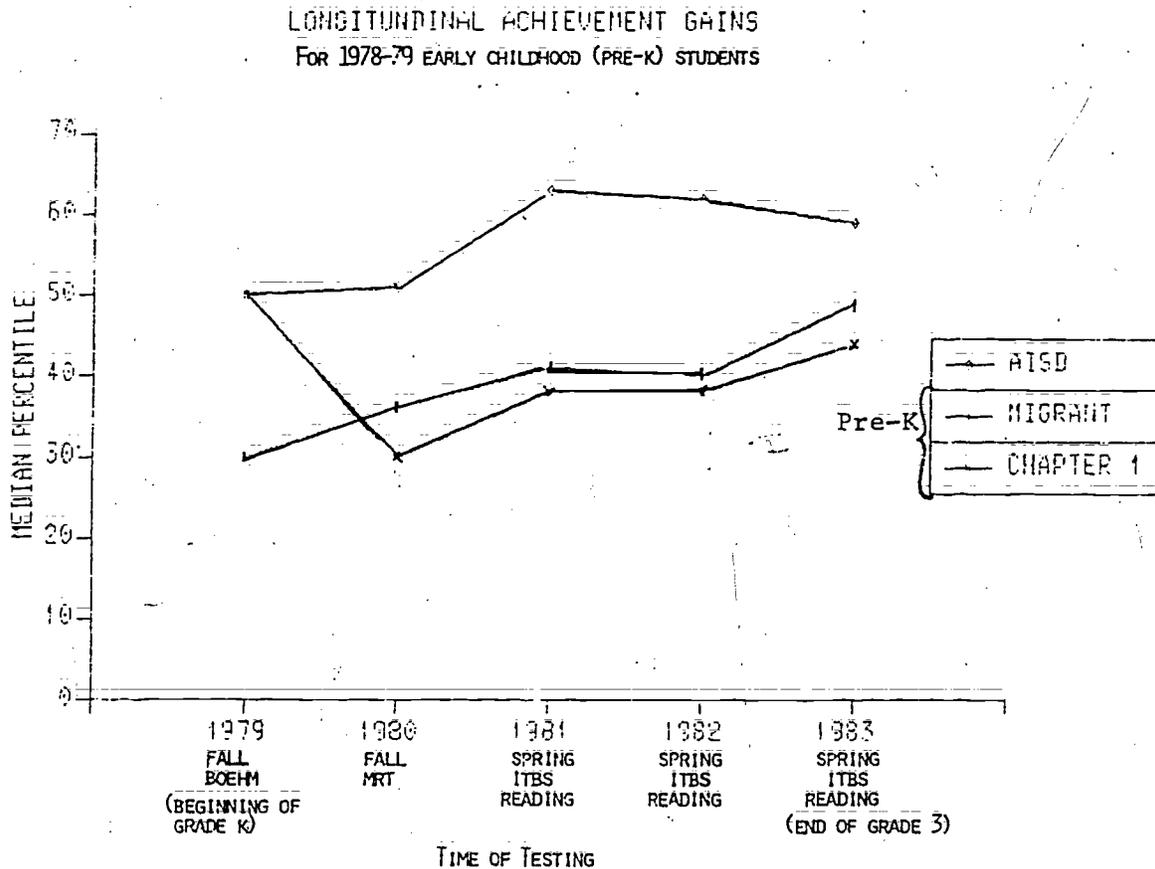


Figure 2.. MEDIAN PERCENTILE FOR FORMER EARLY CHILDHOOD (PRE-K) STUDENTS AS THEY REACH HIGHER GRADE LEVELS.

HAVE ANY SPECIAL EFFORTS BEEN AIMED AT FORMER PREKINDERGARTEN STUDENTS TO HELP THEM MAINTAIN THEIR HIGH ACHIEVEMENT?

Yes, in 1982-83 elementary instructional coordinators worked with a randomly chosen group of teachers to help the teachers focus on the needs of former prekindergarten students and retained students in their classes. The intervention was a fairly unstructured one, however, and former prekindergarten students and retained students in those classes did not gain more than a control group of former prekindergarten and retained students whose teachers were not aided.

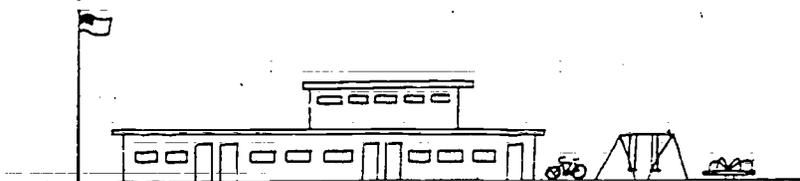
THE CHAPTER 1 PROGRAM IN AISD

WHAT IS THE CHAPTER 1 PROGRAM?

As part of the Educational Consolidation and Improvement Act (ECIA), Chapter 1 was created to serve educationally disadvantaged students in economically disadvantaged areas. The program was called Title I in previous legislation. In AISD, the program is primarily a reading/language arts program serving K-6 students in 25 Regular Chapter 1 schools and two Schoolwide Projects. In addition, three nonpublic schools, four institutions for neglected/delinquent (N & D) children, and nine prekindergarten classes were served by the program.

WHAT ARE SCHOOLWIDE PROJECTS?

In Schoolwide Projects, extra teachers normally provided by Chapter 1 funds, along with extra locally funded teachers, are all used as classroom teachers to reduce the average class size for the entire school. In the AISD Regular Chapter 1 Program, Chapter 1-funded teachers provide service only to students who are below the 31st percentile in their reading achievement test scores (or language scores, for kindergartners). In a Schoolwide Project, all students are served.



HOW ARE SCHOOLS AND INDIVIDUAL CHILDREN SELECTED FOR THE CHAPTER 1 PROGRAM?

By law, AISD Chapter 1 schools must be chosen by first ranking all the District's schools on the basis of the percentage of low-income students who reside in each schools' attendance area. In order to do this, a major effort is conducted each year to count all students and also the number of low-income students who actually reside in various areas of the city and to determine the areas of greatest economic need. Then, the AISD elementary schools with the highest percentage of low-income students residing in their attendance area are selected to participate in the Chapter 1 Program.

Individual children within Chapter 1 schools are also ranked on the basis of "greatest need." Students with the lowest reading achievement test scores are served first, with as many students (up to the 31st percentile) served as resources allow.

HOW MANY STUDENTS WERE SERVED IN THE CHAPTER 1 PROGRAM 1982-83?

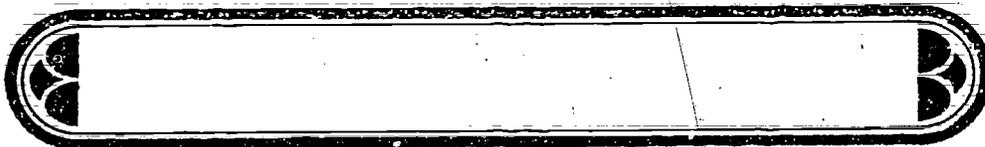
The Chapter 1 Program provided service to 4,557 students in 1982-83. Figure 3 illustrates the proportion of students served by each component.

WERE THERE CHANGES IN HOW REGULAR CHAPTER 1 PROGRAM SERVICES WERE DELIVERED FOR 1982-83?

There was a slight increase in the percentage of Chapter 1 students who were "pulled out" to the reading lab for service. For 1982-83, 38% of Chapter 1 students were served in the lab, versus 34% for 1981-82.

WHAT PERCENTAGE OF ELIGIBLE STUDENTS WERE SERVED?

Approximately 67% of eligible students in Chapter 1 schools were served by Chapter 1. However, many students who are eligible for Chapter 1 are served by other programs, such as Special Education, Bilingual, or Migrant.



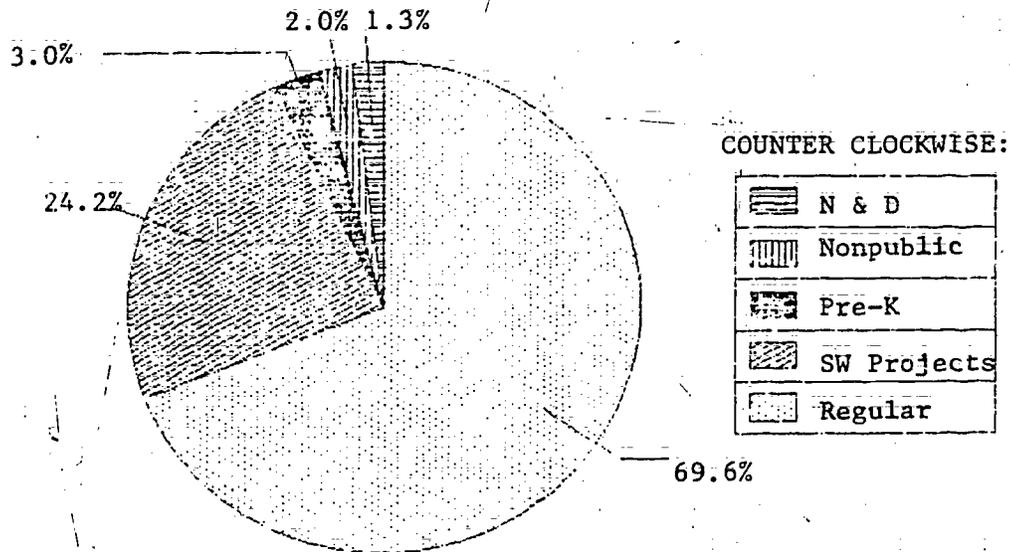


Figure 3. PROPORTION OF CHAPTER 1 STUDENTS SERVED BY EACH COMPONENT IN 1982-83.

WHAT TYPES OF SERVICES ARE PROVIDED BY THE CHAPTER 1 PROGRAM AT THE FOUR N & D INSTITUTIONS?

Three of the N & D (neglected and delinquent) institutions use Chapter 1 funds to hire aides to work with students, while the fourth uses the funds to purchase instructional materials. The aides perform a variety of tasks: tutoring, assisting students during supervised study halls, and meeting with regular AISD classroom teachers. In structured interviews, directors of the institutions reported that students to be served by Chapter 1 are selected on the basis of need, but that it is difficult to validly test the children, because many are emotionally disturbed, volatile, or have short attention spans.

There can also be considerable turnover in the student populations of these institutions, as shown in Figure 4. One director reported difficulty in finding a qualified person to fill the aide position at the relatively low salary (\$5.63/hour). Another director felt that residents at that facility were not academically oriented, but instead were focused on learning the skills needed for independent living. In short, there are many difficulties associated with providing services within these facilities. However, all of the directors felt that the program was helpful.

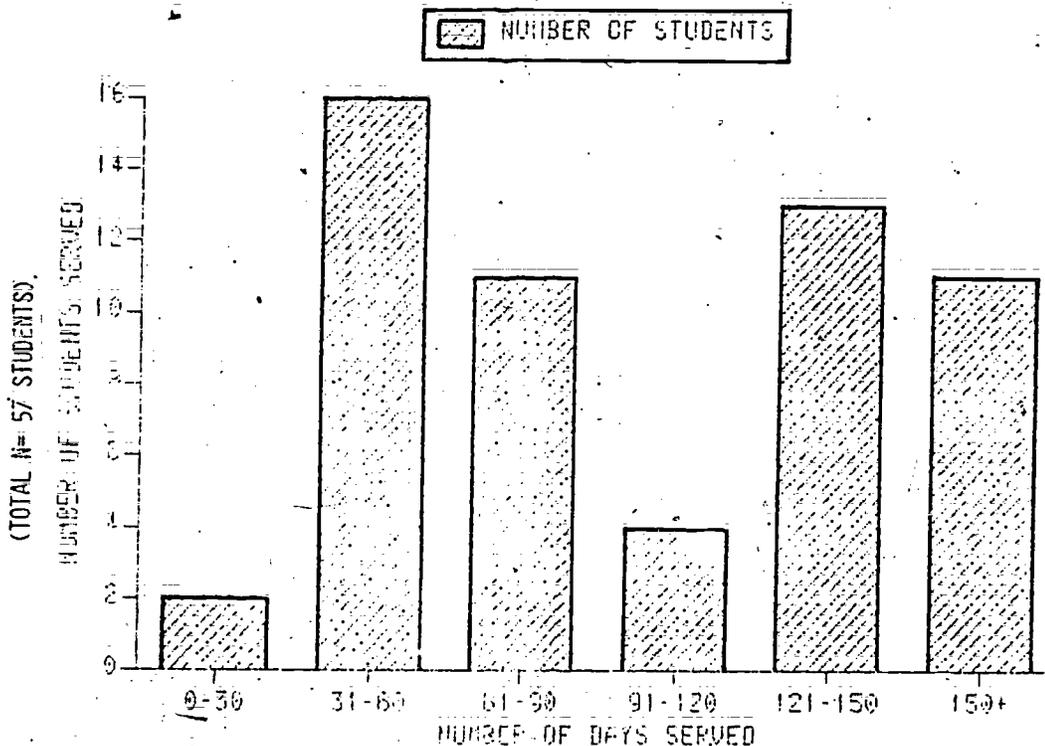


Figure 4. NUMBER OF DAYS N & D CHAPTER 1 STUDENTS WERE SERVED.

WHAT TYPES OF SERVICES ARE PROVIDED BY THE CHAPTER 1 PROGRAM AT THE THREE NONPUBLIC SCHOOLS?

Supplemental instruction was provided in both reading and math to students below the 31st percentile. A total of 91 students were served, with some receiving Chapter 1 service in both subject areas. Figure 5 shows the number of students served in reading and math by the three nonpublic schools.

	Reading	Math
St. Mary's	46	38
St. Austin's	11	9
St. Ignatius'	18	17
Total	75	64

Figure 5. DUPLICATED COUNT OF STUDENTS SERVED IN READING AND MATH AT THREE NONPUBLIC CHAPTER 1 SCHOOLS.

THE CHAPTER 1 MIGRANT PROGRAM IN AISI

WHAT IS THE MIGRANT INSTRUCTIONAL PROGRAM?

In 1982-83 the Migrant Program funded: eight fulltime and two halftime Early Childhood teachers; seven fulltime and one halftime elementary teachers; one fulltime and three parttime junior high teachers; and three fulltime and one parttime senior high teachers. Twenty-four AISD campuses were served by a Migrant Program teacher.

WHO WAS SERVED BY MIGRANT PROGRAM TEACHERS?

Figure 6 shows the numbers of students served by Migrant Program teachers across grade levels. The numbers confirm the relative stability of the migrant student population in that 65% were seen for 91 days or more out of the 165 day school year.

As has been reported for several years, there continue to be discrepancies in the proportion of eligible students served at each level across each six weeks: 87% to 95% of the eligible early childhood (prekindergarten) students; 69% to 77% of the eligible K-6 students; 65% to 81% of the eligible junior high students; and 47% to 56% of the eligible senior high students. Figure 7 illustrates this disparity for the fourth six weeks of 1982-83.

Although the Migrant Program is not limited to providing instruction for the lowest achieving students (those scoring at the 30th %ile or lower), the focus is on students at these levels. On the average 86% of the elementary and junior high low achieving migrant students were served by a Migrant Program teacher, while only 58% of the low-achieving senior high migrant students on the average were served by a senior high Migrant Program teacher.

HOW WERE MIGRANT STUDENTS SERVED?

In Figure 8 are given the various ways migrant students received instruction from a Migrant Program teacher. The variation across grade levels is considerable.

As has been reported for the last several years, the number of students served by the senior high Migrant Program teachers varied greatly across teachers. One teacher saw 13 students while another saw 37 students. The only parttime teacher (60%) saw more students regularly than did one fulltime teacher.

Grade	1-15 Days		16-30 Days		31-90 Days		91 or More		Total Number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
EC	5	3.8%	1	0.8%	9	6.8%	118	88.7%	133
K	4	8.2%	7	14.3%	4	8.2%	34	69.4%	49
1	0	0.0%	6	8.2%	14	19.2%	53	72.6%	73
2	1	2.3%	1	2.3%	5	11.4%	37	84.1%	44
3	2	5.9%	1	2.9%	10	29.4%	21	61.8%	34
4	4	11.1%	4	11.1%	5	13.9%	23	63.9%	36
5	2	5.1%	4	10.3%	12	30.8%	21	53.8%	39
6	1	4.0%	3	12.0%	5	20.0%	16	64.0%	25
Elementary Total	14	4.7%	26	8.7%	55	18.3%	205	68.3%	300
7	5	11.6%	3	7.0%	11	25.6%	24	55.8%	43
8	3	6.5%	11	23.9%	14	30.4%	18	39.1%	46
Junior High Total	8	9.0%	14	15.7%	25	28.1%	42	47.2%	89
9	6	11.1%	8	14.8%	13	24.1%	27	50.0%	54
10	5	14.7%	2	5.9%	8	23.5%	19	55.9%	34
11	3	10.0%	4	13.3%	12	40.0%	11	36.7%	30
12	0	0.0%	6	35.3%	9	52.9%	2	11.8%	17
Senior High Total	14	10.4%	20	14.8%	42	31.1%	59	43.7%	135
AIKD Total	41	6.2%	61	9.3%	131	19.9%	424	64.5%	657

Figure 6. NUMBER AND PERCENT OF MIGRANT STUDENTS SERVED DURING 1982-83 BY A MIGRANT PROGRAM TEACHER FOR VARYING LENGTHS OF TIME.

This year, in an effort to work with the high school migrant students, a pilot Dropout Prevention Program was instituted at two high schools, Anderson and Crockett. Because this program started late in the school year, evaluation data are not yet available on the success of this program.

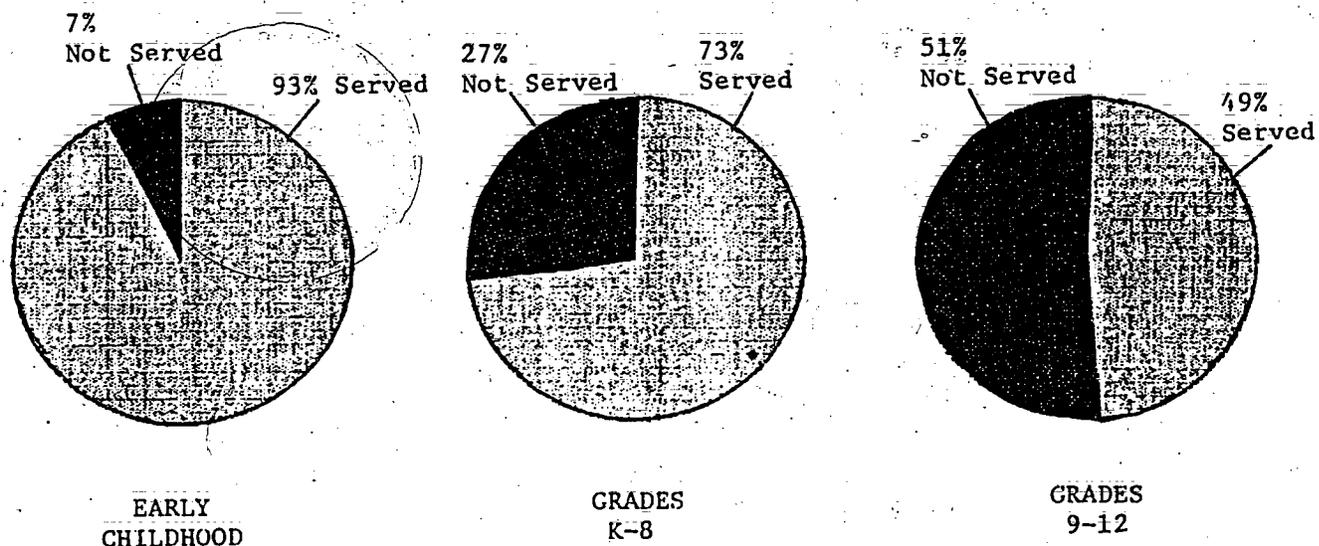


Figure 7. PROPORTIONS OF ELIGIBLE MIGRANT STUDENTS BEING SEEN AT EACH LEVEL.

	Lab/ Pullout	Classroom Service	Special Migrant Class	Other Methods
EC	0%	0%	100%	0%
K-6	71%	29%	0%	<1%
7-8	7%	29%	49%	15%
9-12	3%	53%	18%	26%

Figure 8. AVERAGE PERCENTS OF STUDENTS SERVED BY THE MIGRANT PROGRAM VIA THESE FOUR INSTRUCTIONAL METHODS.

Chapter 1 Achievement Gains

WHAT WERE THE ACHIEVEMENT GAINS OF STUDENTS IN THE REGULAR CHAPTER 1 PROGRAM?

The AISD Regular Chapter 1 Program met or exceeded its objectives at every grade level. The objectives were based on the ITBS achievement gains made by Chapter 1 students from the previous year (which had been generally higher than for the year before that!) Thus, the gains of this year's Chapter 1 students indicate that program improvement has continued across the last two years. Figure 9 shows the average gains of Regular Chapter 1 students in reading across the grade levels.

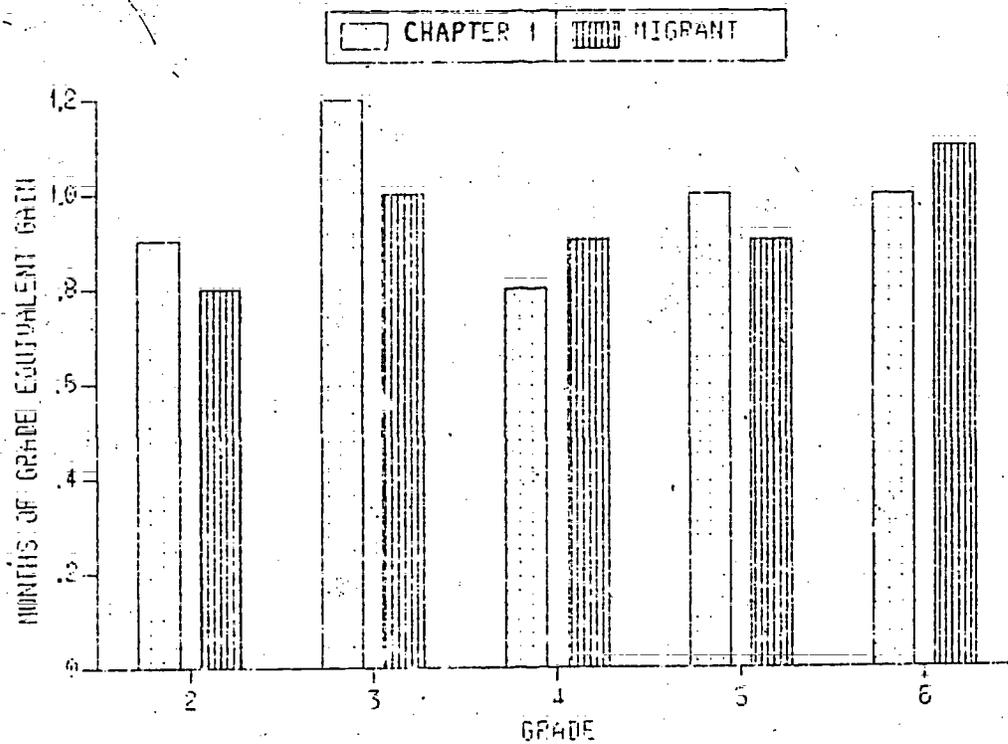


Figure 9. MEAN GAINS IN READING GRADE EQUIVALENT SCORES FOR CHAPTER 1 AND MIGRANT PROGRAM STUDENTS.

HOW DID THESE GAINS COMPARE TO THOSE OF STUDENTS IN SCHOOLWIDE PROJECTS?

The achievement gains of students in Schoolwide Projects were compared to the gains of Regular Chapter 1 students with comparable pretest scores. A total of 19 comparisons were made with Language (grades K-6), Reading (grades 1-6), and Math (grades 1-6) Total ITBS scores. Five of these 19 comparisons yielded nonsignificant results. For nine of these 19 comparisons, Schoolwide Projects students clearly gained significantly more than Regular Chapter 1 students, regardless of their pretest scores.

For five of these comparisons, Schoolwide Projects students generally gained more than comparable Regular Chapter 1 students, except for those few students with extremely low pretest scores. Students in these five comparisons who had extremely low pretest scores (more than a year behind grade level on the pretest) gained less in Schoolwide Projects than comparable students in the Regular Chapter 1 schools. It is possible that whole-class instruction may have some limitations for these extremely low-scoring students. However, for the large majority of students, Schoolwide Projects were more effective at increasing achievement than the Regular Chapter 1 Program.

WHAT HAS HAPPENED TO THE ACHIEVEMENT OF STUDENTS IN SCHOOLWIDE PROJECTS FOR THREE YEARS?

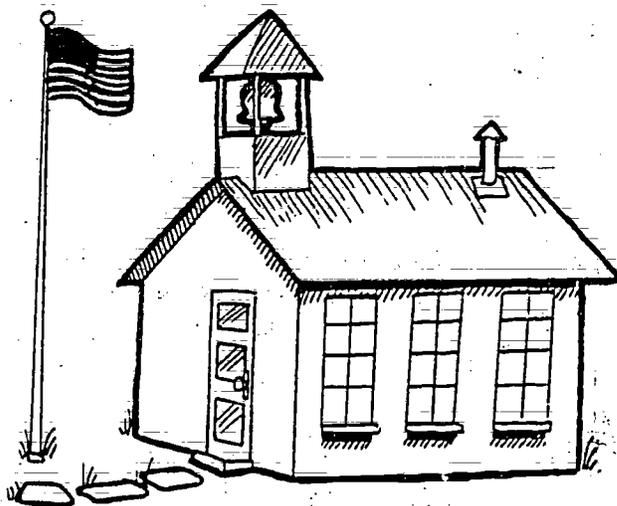
A matched group was drawn of students in either Schoolwide Projects or Regular Chapter 1 schools for all of the last three years. The sample was matched on ethnicity, low-income status, grade, sex, pretest, age, and retaine status. Comparisons were made of spring 1983 ITBS scores for students who were in grades K and 1 and who were attending the two types of schools during 1980-81 and afterwards. Partially because the numbers of students in the samples were small, only one comparison yielded a statistically significant finding: Schoolwide Project students who were in grade 1 during 1980-81 had gained more in Language by the spring of 1983 than comparable students in Regular Chapter 1 schools. However, other comparisons approached statistical significance and all of the comparisons favored Schoolwide Projects students.

WHAT HAS HAPPENED TO THE ACHIEVEMENT OF STUDENTS WHO ARE NO LONGER ATTENDING A CHAPTER 1 SCHOOL BECAUSE OF DESEGREGATION?

Some students that received Title I services prior to the District's desegregation plan beginning in 1980-81 no longer receive these services because their new schools do not have a high enough percentage of low-income children to qualify for the Chapter 1 Program. A comparison was made of two groups of K-3 students who were served by Title I in 1979-80: those who remained in Title I/Chapter 1 schools and those who did not. These comparisons revealed that spring 1983 reading achievement test scores were significantly higher in three of the four comparisons for the group of students no longer attending a Chapter 1 school. Research in this area has suggested that attending schools which have lower concentrations of low-income children can enhance achievement gains, which may have offset any disadvantages to students who lost Chapter 1 services. Furthermore, the former Title I students may have been served by the SCE Program in their new schools.

WERE THERE OTHER ACHIEVEMENT FINDINGS OF INTEREST CONCERNING CHAPTER 1 STUDENTS?

There was a nonsignificant trend for low-achieving kindergartners in Chapter 1 schools to gain more in language if their school served kindergartners with the program. K was the only grade level which was optional for schools to serve with the Chapter 1 Program. Students who were retained in kindergarten gained less if they were served by Chapter 1 than did students who were not served. However, the two groups of students may not have been comparable. No differences were found in reading achievement between Chapter 1 and non-Chapter 1 retainees at other grades. Also there was no consistent pattern in the results that favored students served by the Regular Chapter 1 Program in a particular location such as the reading lab, regular classroom, or both.



Chapter 1 Migrant Program Achievement Gains

Figure 10 (Grades 1-8) and Figure 11 (Grades 9-12) illustrate how generally low achieving the migrant students are. These figures are based on all migrant students who had test scores. The Hispanic comparison group is included since over 94% of the migrant students are Hispanic.

WHAT ACHIEVEMENT GAINS WERE MADE BY MIGRANT STUDENTS WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER?

Grades K-8

Kindergarten students served by a Migrant Program teacher made an average 0.7 grade equivalent point gain on the Iowa Tests of Basic Skills (ITBS) Language Total from the fall of 1982 to the spring of 1983. This gain is smaller than that made by all AISD kindergarteners pre- and posttested but the same as all AISD Hispanic kindergarteners. The gain is one month better than Migrant Program kindergarten students made in 1981-82.

Those first graders served by a Migrant Program Teacher had an average ITBS Reading Total grade equivalent score of 1.6. This is two months less than the national average for first graders of 1.8. The Migrant Program students' scores this year are slightly better than the Migrant Program first graders' average scores last year.

In Figure 12 are presented the average grade equivalent gains for the Migrant Program students in grades 2-8. Also included are the the gains made by students in 1980-81 and 1981-82 for comparison purposes. As can be noted from the figure, the gains this year are similar to last year's gains, but with less variation across the grade levels.

In comparing the Migrant Program gains with the gains made by Chapter 1 Regular students (see Figure 9), it can be noted that Chapter 1 students made greater gains at some grades, while the Migrant Program students' gains were as good or better at other grade levels.

Grade	1980-81	1981-82	1982-83
2	0.7	0.7	0.8
3	1.0	1.0	1.0
4	1.0	0.9	0.9
5	0.9	0.7	0.9
6	0.5	1.1	1.1
7	1.6	1.2	0.9
8	1.0	0.8	0.9

Figure 12. AVERAGE GRADE EQUIVALENT GAINS ON THE ITBS READING TOTAL FOR STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER IN 1980-81, 1981-82, AND 1982-83.

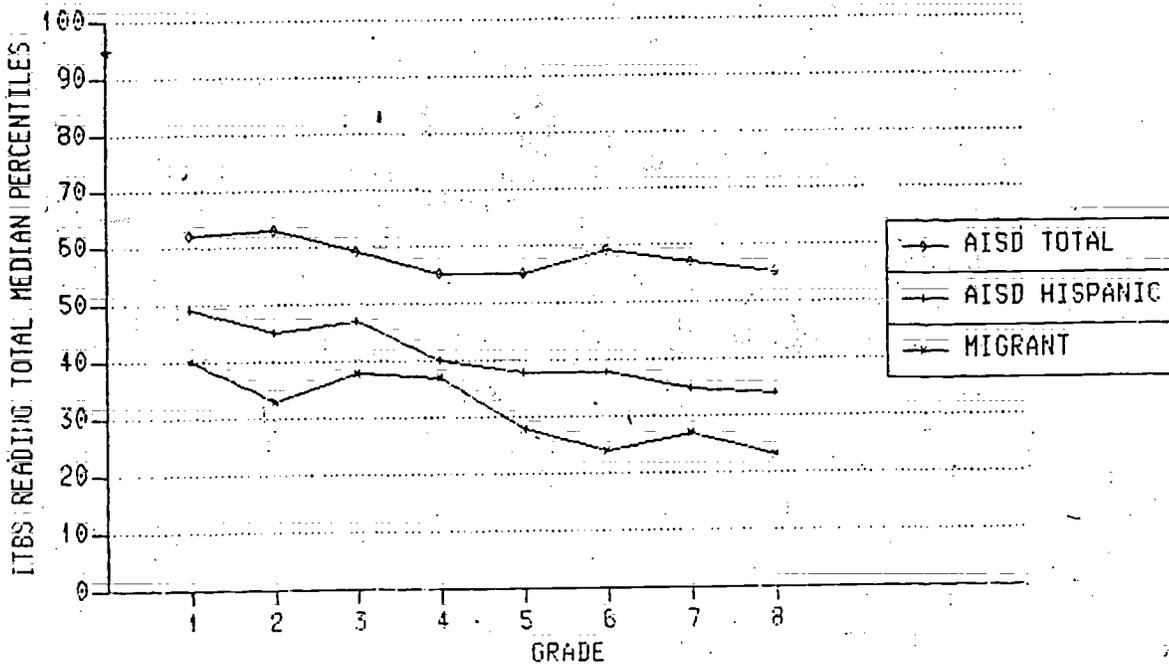


Figure 10. 1982-83 MIGRANT STUDENT ACHIEVEMENT, GRADES 1-8 AND TWO COMPARISON GROUPS.

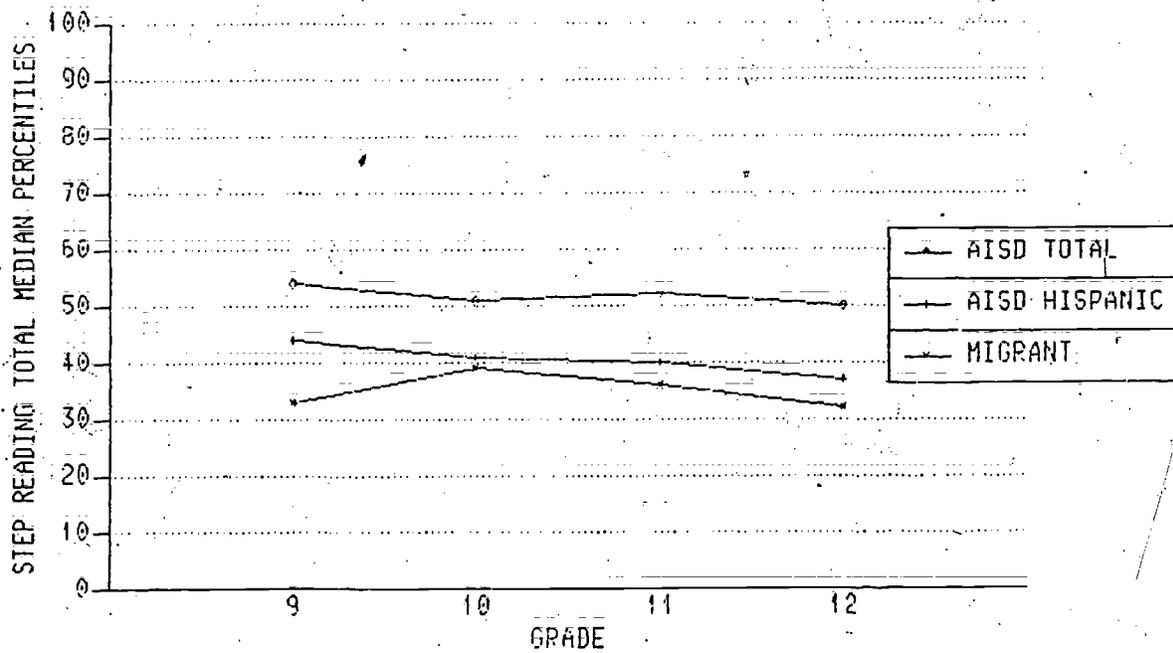


Figure 11. 1982-83 MIGRANT STUDENT ACHIEVEMENT, GRADES 9-12 AND TWO COMPARISON GROUPS.

Grades 9-12

Grade 9 students who were served by a Migrant Program teacher had a median percentile of 31 on their spring 1983 STEP Reading scores. This is considerably below the AISD median percentile for 9th graders of 54 and well below the median percentile for Hispanics 9th graders of 44.

Grades 10-12 migrant students served by a Migrant Program teacher showed percentile losses on the average. For comparison purposes, in Figure 13 are given the median percentiles for the pre- and posttests for Migrant Program students, all AISD, and AISD Hispanic students. The two comparison groups are consistently higher across both the pre- and posttest.

AISD is required by the Texas Education Agency to offer services to students in grades K-12 before it can offer early childhood prekindergarten classes. Because the high school program has not been particularly successful, new ways of implementing services to grades 9-12 students are being examined for 1983-84.

OVER TIME, DOES IT HELP STUDENTS' ACHIEVEMENT TO BE SERVED BY THE MIGRANT PROGRAM?

A longitudinal data file of migrant students in grades 2-12 was created to examine the long-term benefits of receiving instruction by a Migrant Program teacher. Achievement gains examined were from the spring of 1982 to the spring of 1983. In comparing the achievement gains of the students not served with those served one, two, three, or four years by a Migrant Program teacher, no discernable differences could be found in favor of students who were served regardless of length of time served. This was true even when gains were examined for just those students who scored at the 30th percentile or below. This same type of analysis was done in 1981-82, and the results were consistent.

	1981-82			1982-83		
	Grade 9	Grade 10	Grade 11	Grade 10	Grade 11	Grade 12
AISD Students Pre- & Posttested	60 (N=2357)	54 (N=2115)	54 (N=2242)	54 (N=2357)	53 (N=2115)	51 (N=2242)
AISD Hispanics Pre- & Posttested	50 (N=473)	42 (N=411)	41 (N=444)	42 (N=478)	40 (N=411)	38 (N=444)
Migrant Program Students (Served) Pre- & Posttested	40 (N=20)	35 (N=22)	31 (N=70)	36 (N=20)	29 (N=22)	24 (N=10)

Figure 13. MEDIAN PERCENTILES ON THE STEP, READING TOTAL, 1978 NORMS FOR MIGRANT STUDENTS SERVED BY A MIGRANT TEACHER AND TWO COMPARISON GROUPS. These are medians from matched (cohort) groups.

PARENTAL INVOLVEMENT-Chapter 1 & Migrant

WHAT HAPPENED WITH PARENTAL ADVISORY COUNCILS (PACs) IN 1982-83?

This year there was no legal requirement of the Chapter 1 and Migrant Program that the District form PACs. The only specific requirement regarding parental involvement in either program was a directive to inform parents about the programs and to get parental input on any proposed changes in the programs. Last spring both the Elementary Chapter 1/Migrant Districtwide PAC members and the Secondary Migrant Districtwide PAC members had voted to continue with the PAC meetings as their preferred way of parental involvement in the two programs.

In examining the documentation of the PAC meetings the following can be noted:

- Eight elementary meetings, four secondary meetings, and one elementary/secondary meeting were held.
- The minutes/agendas of these meetings reflect compliance with the law: both groups discussed the current programs, possible funding cuts, regulation changes, and the programs for the upcoming year.
- A total of 104 Chapter 1 parents and 31 Migrant parents attended the elementary PAC meetings. A total of 32 Migrant parents attended the secondary PAC meetings.
- The attendance of migrant parents at PAC meetings decreased sharply from 1981-82 levels (by 63 parents at the elementary level and 54 parents at the secondary level).
- The attendance of Chapter 1 parents at PAC meetings improved over the number attending in 1981-82 (91 parents).

Both the elementary and secondary persons responsible for the parental involvement component indicated that improving parent attendance was one of their highest priorities.

IN WHICH PARENTAL INVOLVEMENT ACTIVITIES DO PARENTS EXPRESS THE GREATEST INTEREST?

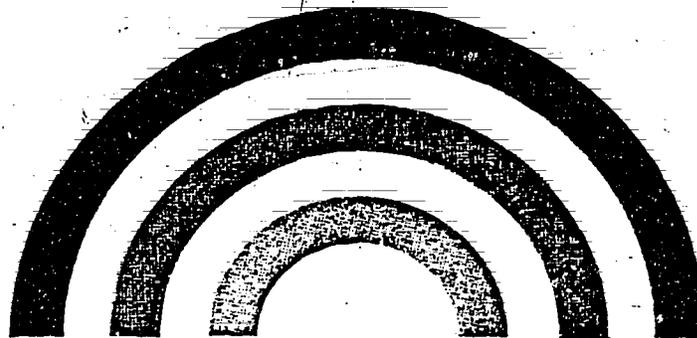
A survey was sent to 400 randomly chosen parents of elementary children served by Chapter 1 with approximately 29% of the parents responding. The activities in which parents reported the most interest were Math and Reading Rainbow Kits, which are take-home kits containing activities parents can do with their children. Over 95% of the parents responding were interested or very interested in these activities. Parents were also interested in attending workshops that would teach them how to help their child in reading, math, or learning games that can be made at home.

Of less interest to parents than Rainbow Kits or workshops were activities such as helping with school events, attending PAC meetings, and working with children or teachers at the school.

WHAT ADDITIONAL INFORMATION DO WE HAVE ABOUT RAINBOW KITS?

This year, a survey of the parents of the 408 children receiving Rainbow Kits was conducted. If the survey was returned, the student received a free book, and the return rate was approximately 52%. Most parents (67%) thought the kits were of the appropriate difficulty level and also that their children had learned from working on the kits. However, the directions on some of the activities were reported as too difficult by approximately 40% of the parents. This is an increase from the previous year, although the kits were not changed. It may, however, indicate an area where modifications are needed.

Evaluations in previous years have documented that Rainbow Kits are somewhat expensive and do not generally have detectable short-term effects on student achievement. However, parents continue to indicate high levels of interest in activities that facilitate their working at home with their children. In the event that Rainbow Kits become prohibitively expensive, other take-home activities that are similar but less expensive might be considered.



RAINBOW KIT

HEALTH SERVICES

WHAT SERVICES WERE PROVIDED BY THE MIGRANT NURSE?

The Migrant Nurse:

- Saw 372 different students during the school year,
- Visited 54 different AISD campuses,
- Made 566 contacts with parents,
- Conducted a wide variety of health related services for students (see Figure 14), and
- Used over \$17,000 to provide medical/dental services to 393 migrant students (see Figure 15).

Both the Migrant Nurse and the Chapter 1/Chapter 1 Migrant Administrator felt that the position should definitely be fulltime for 1983-84. This would allow time for serving more students and providing more services. Migrant Program teachers surveyed in the spring expressed some dissatisfaction with the Health Services provided. This may reflect the decreased availability of the Nurse, due to the decrease in her position from full- to halftime.

Activity	Number of Times Activity was Reported
Regularly Scheduled Exam	129
Nonscheduled Exam	28
Phone Contact	379
Referral to Medical Doctor	218
Referral to Dentist	241
Home Visit	35
Counseling/Teaching	176
Referral to Other Professional	36

Figure 14. TALLY OF VARIOUS NURSING ACTIVITIES FOR SEPTEMBER, 1982 THROUGH MAY, 1983.

Month	Duplicated Count of Students Served	Medical	Dentist	Pharmacy	X-Ray	Lab	Glasses	Total Spent	Average Spent Per Student
September	6	\$ 66.00	\$ 73.00	\$.00	\$.00	\$.00	\$ 137.00	\$ 276.00	\$ 46.00
October	29	598.00	356.00	40.00	.00	21.00	300.00	1,315.00	45.34
November	36	376.00	1,065.00	309.51	.00	.00	150.00	1,900.51	52.79
December	17	128.00	1,125.00	.00	.00	.00	200.00	1,453.00	85.47
January	32	695.00	1,158.00	119.63	.00	28.00	150.00	2,150.63	67.21
February	32	567.00	421.00	181.51	.00	35.00	50.00	1,254.51	39.20
March	40	691.00	1,733.00	285.22	45.00	35.00	36.00	2,825.22	70.63
April	45	907.65	1,256.00	199.25	.00	24.00	100.00	2,486.90	55.26
May	56	958.00	1,594.00	411.42	130.00	12.00	230.00	3,695.42	65.99
TOTAL	293	\$4,986.65	\$9,141.00	\$1,546.54	\$175.00	\$155.00	\$1,353.00	\$17,357.19	\$ 59.24

Figure 15. SUMMARY OF MEDICAL EXPENSES PAID FOR BY MIGRANT PROGRAM FUNDS FOR SEPTEMBER, 1982 THROUGH MAY, 1983.

Migrant Student Record Transfer System (MSRTS)

The Migrant Student Record Transfer System (MSRTS) Clerk kept eligibility forms, log books, and other MSRTS records in the prescribed order. However, in interviewing the Clerk and assessing the reasons why a number of MSRTS timelines were not met, several reasons/concerns were identified:

- The Clerk did not receive the MSRTS objectives until the end of the year. Although she was told as things needed to be done, by not having the objectives she was not always able to plan ahead or anticipate problems;
- Both the Clerk and her supervisor were new to the MSRTS system in 1982-83;
- There was often a lack of coordination among the MSRTS Clerk, her supervisor, the community representatives, and their supervisors--a problem which should be somewhat alleviated by the staff being all located in one office in 1983-84; and
- Other tasks sometimes took priority over tasks related to the MSRTS deadlines, causing the MSRTS deadlines not to be met.

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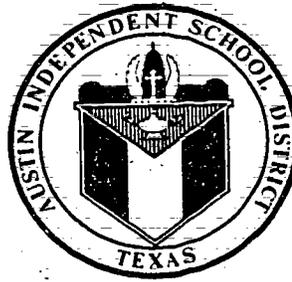
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ECIA CHAPTER 1 MIGRANT

APPENDIX A

PEABODY PICTURE VOCABULARY TEST-REVISED

Instrument Description: Peabody Picture Vocabulary Test

Brief description of the instrument:

The PPVT-R is an individually administered, untimed standardized vocabulary test. The test requires subjects to respond to cue words by choosing from among four pictures the one that corresponds to the cue word. The words get progressively harder as the test proceeds. Specific cue words given depend on the subject's age and performance on the first few items. The subject reaches his or her "ceiling" when he or she is performing at chance level (defined as six errors in eight consecutive responses). The subject's raw score is based on two factors: how high the ceiling item is, and how many errors are made on the way. See the Test Manual for more detailed information.

To whom was the instrument administered?

To students in the Chapter 1 and Chapter 1 Migrant prekindergarten programs.

How many times was the instrument administered?

Twice to each student who was enrolled during both testing periods (September and April); once to others. All analyses are based on only those students with two scores. Each student was randomly assigned to one of the two alternate forms for the pretest, then given the other for the posttest.

When was the instrument administered?

The pretests were administered between September 20 and October 8, 1982, and the posttests were administered between April 19 and May 5, 1983.

Where was the instrument administered?

In the subjects' schools, either in the hall or in an empty room or office.

Who administered the instrument?

Migrant: The Chapter 1 Migrant Evaluator or an ex-teacher hired specifically for PPVT testing.

Chapter 1: The Chapter 1 Evaluation Assistant, or one of two ex-teachers and one ex-Head Start/Home Start director hired for testing.

What training did the administrators have?

All had extensive previous experience with the PPVT.

Was the instrument administered under standardized conditions?

No. There was variation in the noise level and privacy of the different settings. However, most students seemed attentive and eager to do well, so the effect of the potential distraction on scores is probably small.

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

All norms are based on subjects who achieved a "basal", defined as 8 consecutive correct responses. Many of the students we tested did not achieve basals, and increased error of measurement is probably associated with their scores.

Who developed the instrument?

Lloyd M. Dunn, Ph.D. and Leota M. Dunn.

What reliability and validity data are available on the instrument?

Over the age range we tested, reliabilities range from .70 to .84 (split-half), and from .76 to .77 (alternate forms). There are no concurrent or predictive validity data available for the PPVT-R, except that it correlates .50 to .80 with the PPVT, which correlates strongly with other vocabulary tests and moderately with other achievement tests.

Are there norm data available for interpreting the results?

Yes. Standard score and percentile norms are provided for each month of chronological age.

PEABODY PICTURE VOCABULARY TEST-REVISED

Purpose

The Peabody Picture Vocabulary Test-Revised (PPVT-R) was administered to Chapter 1 and Chapter 1 Migrant prekindergarten students to help answer the following decision and evaluation questions:

Chapter 1

Decision Question D3: Should the Chapter 1 Early Childhood Education Program be continued, modified, or discontinued?

Evaluation Question D3-1: Was the objective of the Early Childhood Program met?

Chapter 1 Migrant

Decision Question D1: Should the Early Childhood Education Component be continued as it is, modified, or deleted?

Evaluation Question D1-1: Were the achievement objectives met?

Evaluation Question D1-2: How do the pre/posttest gains made by the Migrant students on the Peabody Picture Vocabulary Test compare with the Chapter 1 and Title VII students?

Evaluation Question D1-3: How do the pre/posttest gains made by Migrant and Chapter 1 students this year compare with gains made in 1981-82?

Procedure

Because the PPVT-R is an individually administered test, three former teachers and one former Head Start/Home Start director were hired to help with testing. All Migrant testing was done by the Migrant Evaluator and one of the former teachers. Chapter 1 pretesting was done by the Chapter 1 Evaluation Assistant and another former teacher; the third former teacher and the former Head Start/Home Start director helped the Evaluation Assistant with Chapter 1 posttesting. All testers were female.

In September, a memo (see Attachment A-1) was sent to Chapter 1 and Chapter 1 Migrant Pre-K teachers telling them the weeks during which testing would be done and how to prepare students to do their best. During the week before testing began, teachers were telephoned and specific testing dates were arranged. Most testing was done between September 20 and September 29, 1982. The few children who were absent on their class' testing day were tested on September 30, October 1, or October 4.

Students were randomly assigned to one of the two alternate forms for the pretest, then given the other form as the posttest. Two students from each program were inadvertently given the same form on the pre- and posttest. Because the tests were administered seven months apart and the children had never been given the correct answers to the items, data from these four students were included in the analyses.

Examination of pretest standard scores revealed a 14-point mean difference in scores obtained by the two Chapter 1 testers ($t = 4.47$, $p < .001$, $df = 118$.) Although no tester effect was obtained for Migrant test administrators, it was decided to have each child in each program posttested by the same tester by which he or she had been pretested, in the hope that gain scores would be unaffected by any tester effects.

All testing was done in the students' schools, in an empty classroom, office, library, or cafeteria. All testing was done in English.

In November, teachers were given their students' results in the form of standard scores (age-corrected scores with a mean of 100 and standard deviation of 15 -- see Attachment A-2 for a sample class report). In April 1983, a memo (Attachment A-3) was sent to teachers and principals advising them that posttesting would be done soon. Specific dates were again scheduled with the teachers by telephone. Most children were post-tested between April 19, and April 29, 1983, with makeups for absent children on May 2-5. Most testing was again done in empty classrooms or offices, though children were tested in public hallways in two schools.

The teachers received their students' posttest results and mean class and program gains in mid-May, along with a memo explaining the results (Attachment A-4).

All tests, pre and post, were scored by the testers or the Chapter 1 Evaluation Intern and each test was checked for accuracy by another ORE Staff member.

Analyses

Standard score gains from pre- to posttest were evaluated separately for each program with a paired-sample t-test. The programs were compared using a multiple regression approach to analysis of covariance, with pretest score as the covariate. First, a "known-true" model is constructed, with posttest score as the dependent variable and the six predictor vectors described in Attachment A-5 (as Model 1). This model contains separate linear, curvilinear and group membership components for each program, and allows for independent curvilinear regression lines. Six other possible models are then constructed (Models 2-7, Attachment A-5) each having fewer predictor vectors than the "known-true" model. Weights are obtained for the vectors in each model using the SPSS Regression package.

A systematic series of model comparisons is then done, until the model is found which combines the best prediction of posttest scores (i.e. the lowest residual sum of squares) with the fewest predictor vectors. All model comparisons are evaluated by an F test. See Attachment A-5 page 2 for the F formula and a flow chart of model comparisons.

Results

All results reported include only those students with both pre- and posttest scores.

Were the Achievement Objectives Met?

For Chapter 1, the achievement objective was specified in terms of percent of students making certain standard score gains, e.g. 33% will gain more than 20 points, etc. Figure 1 shows the expected and actual percent of students in each gain category, both for all students and for the subcategory of students with basals. As the top table shows, when all students are included, the program clearly exceeded its goals. The first three gain categories each had more students than expected, while fewer students than expected made very small or no gain.

Interpretation of the bottom figure, which includes only those students with basals, is a little more difficult. It appears that many students in the highest gain category were those who did not have basals on the pretest. The overall pattern of these results, however, is still very positive.

Chapter 1 Migrant did not set explicit achievement objectives.

Were the Programs Effective in Improving Student Achievement?

Because PPVT-R standard scores have the same mean and standard deviation for all ages, any within-program pre- to posttest gain can be tested against a null hypothesis of no gain. Figure 2 shows mean pre- and posttest standard scores for each program, for all students and also for the subcategory of students with basals. As the table shows, Chapter 1 students and Chapter 1 Migrant students each made highly reliable gains.

How Do Gains Made From Pre- to Posttest Compare Among the Two Programs?

Figure 3 shows the results of the model comparisons described in the Analyses section. As the table shows, Model 6 best describes the data, for all students and also for the subgroup of students who achieved basals. Model 6 produces parallel, linear regression lines, and represents a statistically reliable difference between programs. In other words, if pretest score is controlled for, Chapter 1 students made reliably higher gains than Migrant students. Figure 4 shows the plots of the regression lines for all students. When the regression lines for only those students with basals are plotted, the pattern is the same.

How do this year's gains compare to last year's?

Figure 7 shows the mean pretest and posttest PPVT-R standard score, and the mean gain, for each program in 1981-82 and 1982-83. For Chapter 1, this year's mean pretest score is similar to last year's, but this year's posttest mean is higher, representing a larger average gain this year. A similar pattern was obtained for Migrant Students, but the increased gain from 1981-82 to 1982-83 was not as great. Figure 8 shows these gains in graphic form.

Other Findings of Interest.

A very high negative correlation between pretest standard score and gain was discovered ($r = -.59$ for all students, $-.65$ for students with basals, $p < .001$ for both correlations). The correlations were similar in magnitude for Chapter 1 and Migrant.

It is well known that any correlation between pretest and gain will almost always be negative, because of regression to the mean. But the magnitude of the obtained correlations seemed too great to be statistical artifact. Moreover, participants in the prekindergarten program had been selected by an earlier screening test, not the PPVT-R pretest. There are those who hold that measuring gains from the so-called "second pretest," as was done here, effectively controls for the effect of regression to the mean. This is a controversial matter, however, and it was decided to take the most conservative approach and remove the regression effect statistically, using the formula in Attachment A-6.

Correlations between pretest and gain, corrected for regression to the mean, are $-.68$ and $-.64$ for all students and those with basals, respectively ($p < .001$ for both). Again, the separate correlation values for Chapter 1 and Migrant were very similar.

Children with low pretest scores made bigger gains than those with higher pretest scores, even with regression effects accounted for. Figures 4 and 5 show this effect in two different ways. Figure 4 illustrates the regression lines predicting posttest score from pretest score, for all Chapter 1 and Migrant students. The third line, labeled "No Gain", represents a fictitious group of students whose posttest and pretest scores were the same. Figure 5 shows the same relationships, but illustrates the prediction of gain rather than posttest score. The horizontal line represents the fictitious "No Gain" group.

The most obvious explanation for this phenomenon is that the Early Childhood curriculum is tailored to the needs of the lowest-achieving participants and that children who are relatively more advanced in September are not benefiting as much, at least as measured by their vocabularies. Or it could be that teachers tend to give more attention to the lower-achieving students.

Another interesting finding was a wide variation in the average gains made by classes. As shown in Figure 6, mean gains ranged from 14.0 to 23.7 among Chapter 1 classrooms, and from 1.6 to 22.0 among Migrant classrooms.

All Students

<u>Standard Score Gain</u>	<u>Objective</u>	<u>Actual</u>	N=116
More than 20 points	33%	35%	
11-20 points	24%	34%	
6-10 points	10%	15%	
1-5 points	14%	8%	
0 or fewer points	18%	8%	

Students with Basals

<u>Standard Score Gain</u>	<u>Objective</u>	<u>Actual</u>	N=102
More than 20 points	33%	31%	
11-20 points	24%	35%	
6-10 points	10%	17%	
1-5 points	14%	8%	
0 or fewer points	18%	9%	

Figure 1: COMPARISON OF CHAPTER 1 GAIN OBJECTIVES WITH ACTUAL GAINS.

All StudentsChapter 1

	<u>Mean Standard Score</u>	<u>t*</u>	<u>p</u>	<u>N</u>
Pretest	72.87	-14.32	<.001	116
Posttest	90.23			

Migrant

	<u>Mean Standard Score</u>	<u>t*</u>	<u>p</u>	<u>N</u>
Pretest	66.24	-8.61	<.001	102
Posttest	79.16			

Students With Basals OnlyChapter 1

	<u>Mean Standard Score</u>	<u>t*</u>	<u>p</u>	<u>N</u>
Pretest	76.65	-12.86	<.001	102
Posttest	92.78			

Migrant

	<u>Mean Standard Score</u>	<u>t*</u>	<u>p</u>	<u>N</u>
Pretest	74.48	-6.83	<.001	71
Posttest	85.96			

Figure 2. COMPARISONS OF PRE- AND POSTTEST STANDARD SCORES.

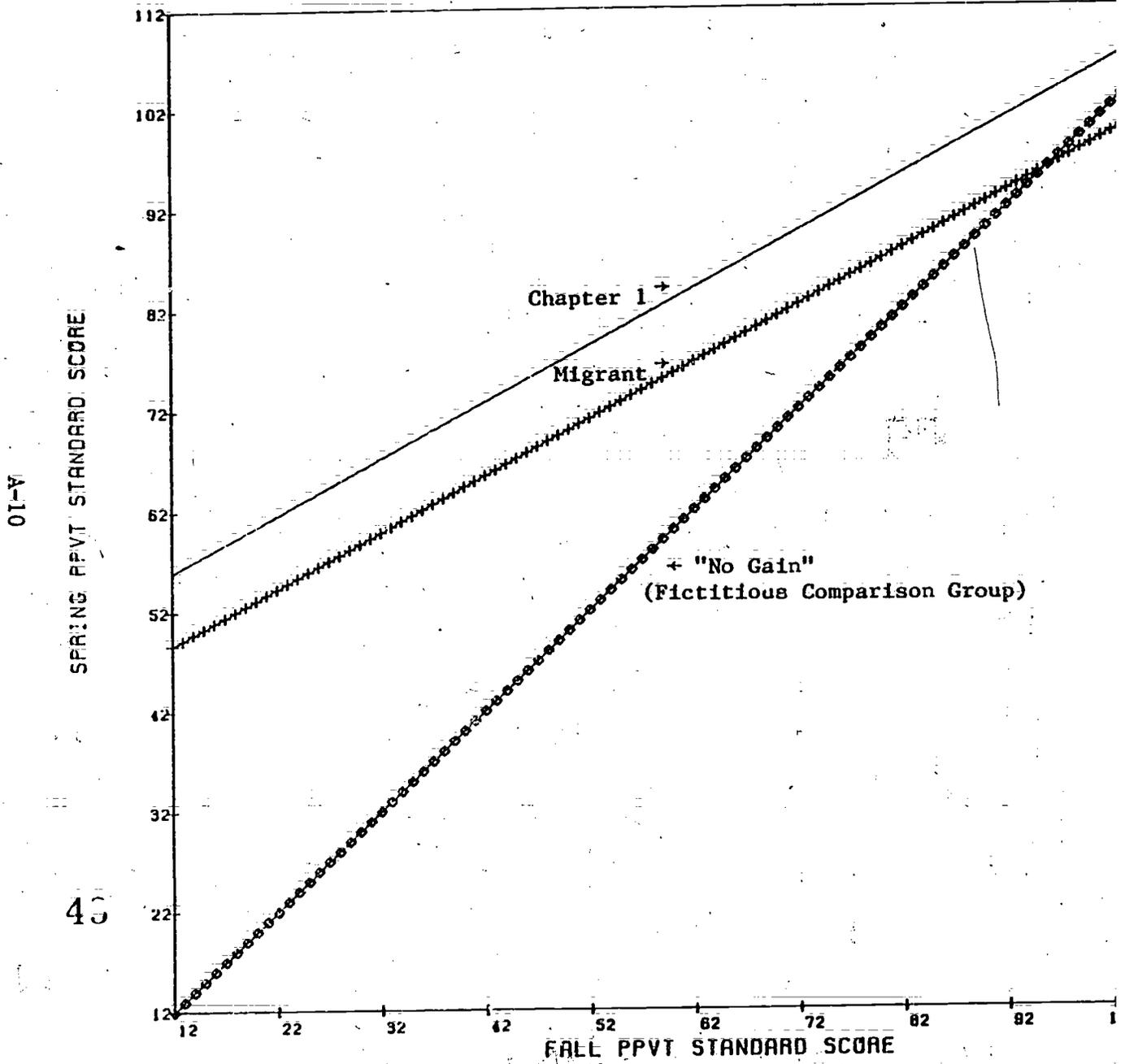
*t - test for correlated samples.

41

<u>ALL STUDENTS</u>	Model 1 vs Model 5 -- Curvilinear vs Linear		
	Model 1 ESS = 25684.25	F(2,212) = 0.29	(n.s)
	Model 5 ESS = 25754.71		
	Model 5 vs Model 6 -- Common Linear Slopes		
	Model 5 ESS = 25754.71	F(1,214) = 0.26	(n.s)
	Model 6 ESS = 25786.43		
	Model 6 vs Model 7 -- Common Intercepts		
	Model 6 ESS = 25786.43	F(1,215) = 23.72	(p<.01)
	Model 7 ESS = 28631.29		
<u>STUDENTS WITH BASALS</u>	Model 1 vs Model 5 -- Curvilinear vs Linear		
	Model 1 ESS = 16379.54	F(2,167) = 0.75	(n.s)
	Model 5 ESS = 16525.88		
	Model 5 vs Model 6 -- Common Linear Slopes		
	Model 5 ESS = 16525.88	F(1,169) = 0.26	(n.s)
	Model 6 ESS = 16551.69		
	Model 6 vs Model 7 -- Common Intercepts		
	Model 6 ESS = 16551.69	F(1,170) = 14.46	(p<.01)
	Model 7 ESS = 17959.41		

Figure 3: OBTAINED F VALUES FROM MODEL COMPARISONS.

MODEL 6 FOR ALL STUDENTS



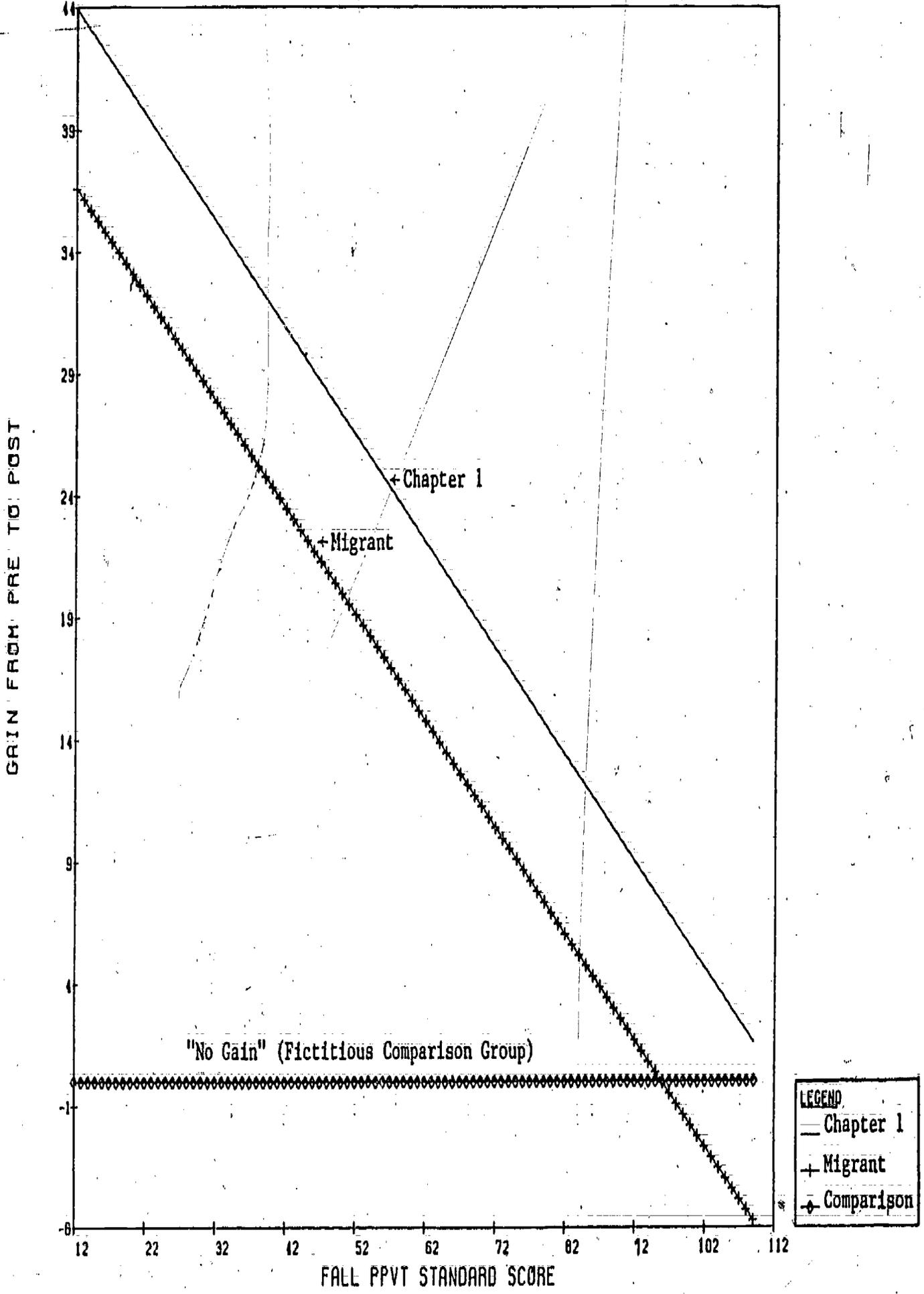


Figure 5: PPVT-R GAINS AS A FUNCTION OF PRETEST SCORES, BY PROGRAM.



Chapter 1

	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>N</u>
	<u>72.9</u>	<u>90.2</u>	<u>17.4</u>	<u>116</u>
School 1	74.4	88.6	14.2	12
School 2	70.7	90.0	19.4	13
School 3	76.4	90.5	14.1	15
School 4	80.9	97.6	16.8	8
School 5	67.2	88.8	21.7	6
School 6	77.3	91.3	14.0	15
School 7	59.4	83.1	23.7	15
School 8	73.9	92.4	18.6	16
School 9	75.9	91.8	15.9	16

Migrant

	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>N</u>
	<u>66.2</u>	<u>79.2</u>	<u>12.9</u>	<u>102</u>
School 10	72.3	82.4	10.1	12
School 11	64.3	72.0	7.7	10
School 12	75.2	86.1	10.8	13
School 13	60.2	82.2	22.0	6
School 14	62.9	65.9	3.0	9
School 15	58.8	72.2	13.5	8
School 16	65.4	67.0	1.6	8
School 17	71.9	90.4	18.5	12
School 18	60.8	79.2	18.4	13
School 19	63.0	84.6	21.6	11

NOTE: (Post-Pre) is not always equal to gain, due to rounding.

Figure 6: MEAN STANDARD SCORES - STUDENTS BY SCHOOL.

		<u>Mean Pretest Score</u>	<u>Mean Posttest Score</u>	<u>Gain</u>
<u>Chapter 1</u>	1981-82	72.60	86.80	14.35
	1982-83	72.87	90.23	17.36
<u>Migrant</u>	1981-82	66.15	77.67	11.16
	1982-83	66.24	79.16	12.92

Figure 7: MEAN PPVT-R PRETEST, POSTTEST, AND GAIN SCORES FOR 1981-82 AND 1982-83, BY PROGRAM.

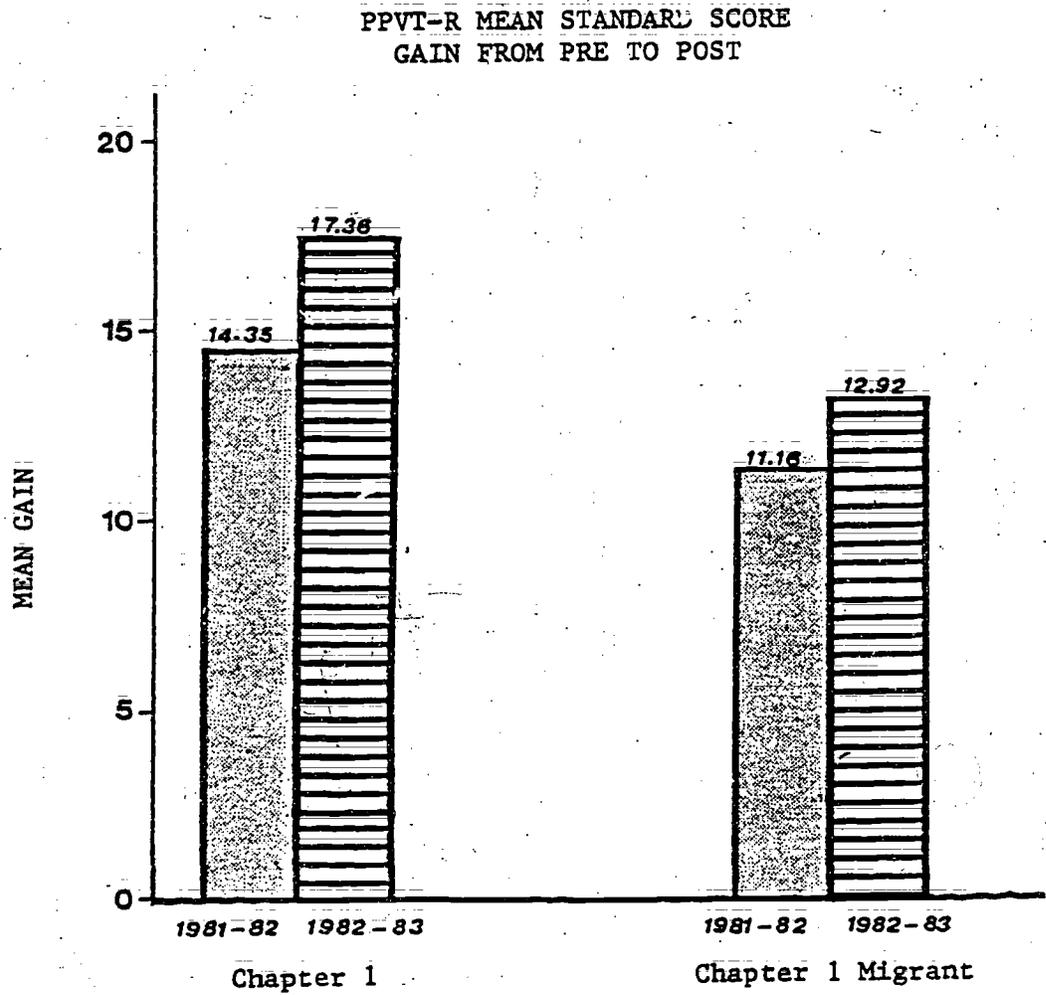


Figure 8. COMPARISON OF GAINS FROM PRETEST TO POSTTEST FOR 1981-82 and 1982-83, BY PROGRAM.

45

82.02

September 7, 1982

TO: Chapter 1 and Migrant Program Early Childhood Teachers
FROM: Catherine Christner and Karen Carsrud
SUBJECT: Early Childhood Achievement Pretest

The revised version of the Peabody Picture Vocabulary Test (PPVT-R) will be used again this year to measure early childhood achievement results. The only change from last year is an earlier testing date. The pretest will be administered the last two weeks of September: September 20 - October 1. Makeups will be the first week of October.

Several teachers in the past have had very good success in getting high student attendance and positive student attitudes on the day of testing. The children were told about the testing beforehand. Notes were sent home asking parents to be sure their child gets plenty of sleep and comes to school on the day of testing.

Enclosed is an Early Childhood Roster that we need you to complete as soon as possible and return to us so we can prepare the test records for each child. In addition to the children's name, please list the day, month, and year of birth and whether they are English, Spanish, or Other Language Dominant. For Chapter 1 teachers only, please list the screening score for each child. We will forward this information to Anita Uphaus for her use. Please return the completed original by Friday, September 10 to Catherine Christner.

We will be calling you very soon to set a date for testing your class. We will conduct the testing in the morning. Each child will be tested individually and be out of class five to ten minutes.

Your cooperation and help are appreciated. Please call if you have any questions.

CC:lg
Enclosures

Approved: *Edna Folley*
Director, Office of Research and Evaluation

Approved: *Ruth Mae Altshuler*
Assistant Superintendent for Elementary Education

cc: Anita Uphaus
Timy Baranoff
Lee Laws

Ambrosio Melendrez
Principals with Chapter 1 and Migrant
Early Childhood Teachers

50

PICTURE VOCABULARY RESULTS

CHAPTER 1 AND MIGRANT

11/01/82

82.02

NAME	STANDARD SCORE	LANG	POSSIBLY INVALID
	23	SPAN	
	8	SPAN	
	98	ENG	
	48	ENG	
	94	ENG	
	64	ENG	
	73	ENG	
	70	ENG	
	86	ENG	
	79	ENG	
	75	ENG	
	83	ENG	
	68	ENG	
	104	ENG	
	92	ENG	

CLASS TOTALS
TOTAL STUDENTS
CLASS AVERAGES

1065
15 STUDENTS WITH VALID SCORES= 15
71.00

CHAPTER 1 PROGRAM TOTAL
TOTAL STUDENTS
CHAPTER 1 PROGRAM AVERAGE

9167
126 STUDENTS WITH VALID SCORES= 126
72.75

MIGRANT PROGRAM TOTAL
TOTAL STUDENTS
MIGRANT PROGRAM AVERAGE

6806
104 STUDENTS WITH VALID SCORES= 104
65.44

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 11, 1983

TO: Chapter 1 and Migrant Program Early Childhood Teachers
FROM: Catherine Christner, Perry Sailor, and Karen Carsrud
SUBJECT: Early Childhood Achievement Posttest

As in previous years, Early Childhood participants will be administered the Peabody Picture Vocabulary Test-Revised (PPVT-R) as a posttest to measure achievement gains. This spring's testing will be done during the last two weeks of April: April 18-29. Makeups will be administered May 2-6.

A high attendance rate and positive student attitudes on the day of testing are important. To help in these areas in the past, teachers have told the children about the testing beforehand, and sent notes home asking parents to be sure their child gets plenty of sleep and comes to school on the day of testing.

We will be calling you very soon to set a date for testing your class. We will conduct the testing in the morning, and would like to do it as soon after breakfast as possible. As you know, each child is tested individually and will be out of class from ten to fifteen minutes.

Your cooperation and help are greatly appreciated. Please call one of us at 458-1227 if you have any questions.

APPROVED:


Director of Office of Research and Evaluation

APPROVED:


Assistant Superintendent of Elementary Education

PS:sc

cc: Anita Uphaus
Timy Baranoff
Lee Laws
Ambrosio Melendrez
Principals with Chapter 1 and Migrant Program Early Childhood Teachers

May 13, 1983

TO: Chapter 1 and Migrant Program Early Childhood Teachers
FROM: Catherine Christner and Karen Carsrud
SUBJECT: Peabody Picture Vocabulary Test-Revised Posttest Scores

Enclosed are the results from the posttesting of your students. For each student posttested you will find a posttest standard score. If the student was also pretested he/she will have a pretest score listed and a gain score listed. Student's language dominance at the time of pretesting is listed. If we felt that for some reason a student did not have a valid score, that is also indicated on your printout (these students' results were not used in the computation of class or program gains).

For each class and each program an average pretest score, an average post-test score, and an average gain score were computed. These data for your class and program are listed.

Please call if you have questions.

CC:lg
Enclosure

cc: Anita Uphaus
Ambrosio Melendrez
Lee Laws
Timy Baranoff
Principals with Chapter 1 or Migrant Early Childhood Teachers

APPROVED: *Judith M. Holley*
Director, Research and Evaluation

APPROVED: *Ruth M. Alister*
Assistant Superintendent for Elementary Education

PEABODY STANDARD SCORE RESULTS
 CHAPTER 1 AND MIGRANT

STUDENT NAME	STANDARD SCORES			LANG DOM
	PRE	POST	GAIN	
		104		ENG
	86	95	11	ENG
	91	103	12	ENG
	41	77	36	ENG
	50	69	19	ENG
	32	72	40	ENG
	32	55	23	ENG
	71	93	22	ENG
	69	87	18	ENG
	94	99	5	ENG
	33	80	47	ENG
	32	85	53	ENG
	45	74	29	ENG
	69	74	5	ENG
	70	94	24	ENG
	78	90	12	ENG
	94			ENG

CLASS AVERAGES

~~52.50~~ ~~83.13~~ ~~23.73~~

STUDENTS PRETESTED 16
 STUDENTS POSTTESTED 16
 STUDENTS WITH BOTH VALID PRE AND POSTTEST SCORES 15

CHAPTER 1 PROGRAM AVERAGES

~~73.33~~ ~~90.36~~ ~~17.03~~

STUDENTS PRETESTED 128
 STUDENTS POSTTESTED 128
 STUDENTS WITH BOTH VALID PRE AND POSTTEST SCORES 117

* = POSSIBLY INVALID. GAIN NOT INCLUDED IN CALCULATIONS.

Models Used in Two-Group Analysis of Covariance

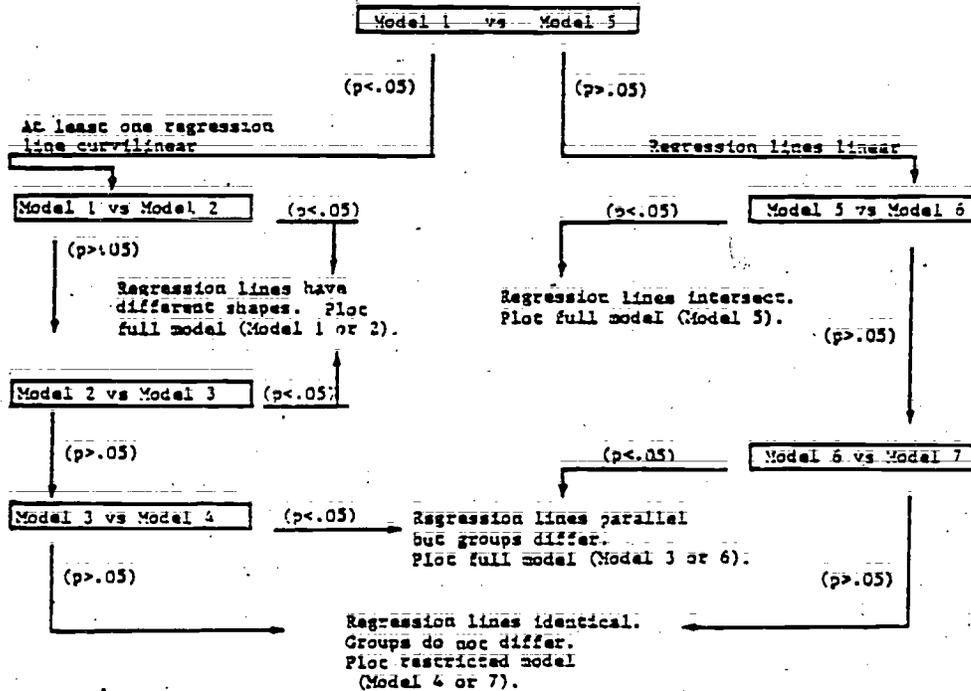
Variables

- U = Unit vector
- 1 = posttest
- 2 = pretest
- 3 = pretest if group 1; 0, otherwise
- 4 = pretest if group 2; 0, otherwise
- 5 = pretest squared (variable 2 squared)
- 6 = variable 3 squared
- 7 = variable 4 squared
- 8 = 1 if group 1; 0, otherwise

ModelsComments

Model 1	$1 = U + 3 + 4 + 6 + 7 + 8$	Allows independent curvilinear regression lines.
Model 2	$1 = U + 3 + 4 + 5 + 8$	Requires quadratic component of lines to be equal for each group. Intercepts may differ.
Model 3	$1 = U + 2 + 5 + 8$	Requires parallel curvilinear regression lines. Intercepts may differ.
Model 4	$1 = U + 2 + 5$	Requires parallel curvilinear regression lines with common intercept.
Model 5	$1 = U + 3 + 4 + 8$	Allows independent (different) linear (straight line) regression lines.
Model 6	$1 = U + 2 + 8$	Requires common linear slopes; and intercepts may differ.
Model 7	$1 = U + 2$	Requires common linear slopes and common intercepts.

FLOW CHART OF MODEL COMPARISONS



Calculation of F for Model Comparisons

$$F = \frac{(ESS_r - ESS_f) / df_1}{ESS_f / df_2}$$

Where

ESS_r = residual sum of squares for the model with fewer predictors (restricted model).

ESS_f = residual sum of squares for the model with more predictors (full model).

df_1 = the number of independent predictor vectors in the full model minus the number in the restricted model.

df_2 = the number of cases minus the number of independent predictors in the full model.

$$r_{ag} = \frac{r_{xy} + \frac{\delta_x}{\delta_y} (1-r_{xx})}{\left(\frac{1}{\delta_y}\right) (\sqrt{r_{xx}}) \sqrt{\delta_y^2 - \delta_x^2(1-r_{xx}) - \delta_z^2(1-r_{zz})}}$$

Where: r_{ag} = corrected correlation between pretest and gain.
 r_{xy} = observed correlation between pretest and gain.
 r_{xx} = reliability of pretest.
 r_{zz} = reliability of posttest.
 δ_x = observed standard deviation of pretest scores.
 δ_y = observed standard deviation of gain scores.
 δ_z = observed standard deviation of posttest scores.

*Thomson, G.H. A formula to correct for the effect of errors of measurement or the correlation of initial values with gains. Journal of Experimental Psychology, 1924, 7, 321-324.

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ECIA CHAPTER 1 MIGRANT
APPENDIX B
IOWA TESTS OF BASIC SKILLS

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement test battery. Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 7-10. The elementary schools administered the test April 19, 20, and 21 to students in grades K-6. Students in grades 7 and 8 were tested on February 15, 16, and 17. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test proctors in their classroom at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

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

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company.

What reliability and validity data are available on the instrument?

The reliability of individual subtests and area totals, as summarized by Kuder-Richardson Formula 20 coefficients, ranges from .75 to .97, across test levels. Coefficients for the total battery range from .94 to .99, across test levels. Equivalent-forms reliability coefficients, calculated for grades 3-8, range from .71 to .92, across subtests and area totals. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp.13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS (ITBS)

Purpose

The grade K through 8 Migrant Program students' Reading Total scores on the ITBS were gathered to answer the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-1: Were the achievement objectives met?

- a) Kindergarten
- b) Grades 1-6
Grades 7 and 8

Evaluation Question D2-2: How do the gains/achievement scores made this year by migrant students in grades K-12 compare with the gains/achievement scores in 1981-82?

Procedure

On February 15-17, 1983 all AISD 7th and 8th graders (except those with special education exemptions) were administered the ITBS. Make-ups were conducted the week of February 21 through February 25. On April 19-21 (1983), all AISD kindergarten through 6th graders (except those with special education exemptions) were administered the ITBS. Make-ups were administered April 22 or April 25-29. The procedures used in administering the ITBS can be found in the Systemwide Evaluation Technical Report for 1982-83, ORE Publication Number 82.55, Appendix C.

Each K-8th grade student's reading total was accessed from the Systemwide Testing data tapes. Their raw score, grade equivalent, percentile, and whether they were tested on-level, up a level, or down a level were included. The data are in the format shown in Appendix D (this report) for the Migrant Student Master File.

Results

Evaluation Question D2-1: Were the achievement objectives met?

The Migrant Program objective set three performance levels (A, B, and C) for gains on the ITBS. A students are those at or above the national

median (50th %ile or above); B students are those 0.01 to 1.0 year below the national median (49th-31st %ile); and C students are those 1.01 or more below the national median (30th %ile or below). The ultimate goal of the program is that all students score at the A achievement level. The gains needed for each level (to reach the A level) range from 0 to 1 year to 2.01 or more years. *The assessment of achievement of the objectives set in this stratified manner is difficult to interpret.*

a) Kindergarten

In Figure B-1 are presented data about the gains made by the kindergarten students served by a Migrant Program teacher. The achievement scores used are based on the students' scores in the ITBS Language Total in September, 1982 (pre) and April, 1983 (post). The percent of students who made gains (at the C level) was very small (3 out of 37), so in this sense the objective was not met. The average gain was 0.7 grade equivalents.

Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains (Pre- to Post)	Number and Percent of Students Making Gains at Each Level	Average Gain (Grade Equivalent)
A	7 (18%)	11 (28%)	0-1 year	72%	0.7
B	16 (41%)	11 (28%)	1.01-2 years	20%	
C	16 (41%)	17 (44%)	2.01 or more years	8%	

Figure B-1. COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A, B, AND C LEVELS BY GRADE FOR SERVED MIGRANT PROGRAM STUDENTS IN KINDERGARTEN WITH A PRE- AND POSTTEST.

b) Grade 1

There were 62 grade 1 students served by a Migrant Program teacher who had spring 1983 ITBS Reading Total scores. The average grade equivalent score was 1.6. The expected score for first graders is 1.8 grade equivalents. The objective for first graders was to have an average score within one month of that expected. Therefore, the objective was not met.

c) Grades 2-6

In Figure B-2 are given the number and percent of students served by a Migrant Program teacher scoring at each level on the pre- and posttest, and the number and percent of students who made each level gain. The assessment of the objectives as stated is difficult to interpret, but the following can be noted: the majority of students across all grade levels on both the pre- and posttests scored at the C level; grades 3 and 6 averaged gains of one year or more; and students rarely showed any gains at the C level as is the goal of the program.

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d) Grades 7 and 8

In Figure B-2 are also presented the achievement data on migrant students in grades 7 and 8 served by a Migrant Program teacher. As with grades 2-6, the majority of students across all grade levels on both the pre- and posttest scored at the C level. Both grade level students averaged 0.9 grade equivalent gains.

Evaluation Question D2-2: How do the gains made this year by Migrant Program students in grades K-12 compare with the gains made in 1981-82?

a) K

Served kindergarten students last year made 0.6 average grade equivalent gains, so the students this year did slightly better (0.7).

b) Grade 1

The average grade equivalent score on the ITBS Reading Total for served first graders was 1.5 in 1981-82. The average in 1982-83 was one month higher (1.6).

c) Grades 2-8

The average grade equivalent gains for these grades (for served students) in 1980-81 through 1982-83 are presented in Figure B-3. The gains this year are similar to 1981-82's gains, but with less variation in gains across the grades.

Grade	1980-81	1981-82	1982-83
2	0.7	0.7	0.8
3	1.0	1.0	1.0
4	1.0	0.9	0.9
5	0.9	0.7	0.9
6	0.5	1.1	1.1
7	1.6	1.2	0.9
8	1.0	0.8	0.9

Figure B-3. AVERAGE GRADE EQUIVALENT GAINS ON THE ITBS READING TOTAL FOR STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER IN 1980-81, 1981-82, and 1982-83.

Miscellaneous

What is the achievement level of migrant students?

In Figure B-4 are listed the number and percent of migrant students at each grade level (K-6) who scored at the A, B, and C achievement levels on the

ITBS Reading Total (Language Total at K) in the spring of 1983. The majority of students scored at the C level. Grade 1 scores are especially interesting in that slightly more students had scores at or above the 50th %ile than had scores at or below the 30th %ile.

How does migrant students' achievement compare with AISD's achievement?

Figure B-5 contains comparison figures for migrant students, all AISD students, and all AISD Hispanic students in grades K-8 who had spring ITBS scores. As can be clearly noted from the figure across all grade levels the migrant students scored below Hispanic students and well below AISD students.

Grade	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Expected Gains Pre- to Posttest	Number and Percent of Students Making Gains at Each Level	Average Gain Made (Grade Equivalents)
Grade 1 (n=62)	A	Not Applicable	23 (37%)	Not Applicable	Not Applicable	1.6 Average Grade Equivalent
	B	Applicable	21 (34%)			
	C		18 (29%)			
Grade 2 (n=35)	A	11 (31%)	11 (31%)	0 to 1 year	26 (74%)	0.8
	B	10 (29%)	8 (23%)	1.01 to 2 yrs.	9 (26%)	
	C	14 (40%)	16 (46%)	2.01 or more years	0 (0%)	
Grade 3 (n=26)	A	4 (15%)	8 (31%)	0 to 1 year	14 (54%)	1.0
	B	8 (31%)	8 (31%)	1.01 to 2 yrs.	11 (42%)	
	C	14 (54%)	10 (38%)	2.01 or more years	1 (4%)	
Grade 4 (n=31)	A	8 (26%)	6 (19%)	0 to 1 year	18 (58%)	0.9
	B	11 (35%)	12 (39%)	1.01 to 2 yrs.	12 (39%)	
	C	12 (39%)	13 (42%)	2.01 or more years	1 (3%)	
Grade 5 (n=33)	A	5 (15%)	6 (18%)	0 to 1 year	19 (58%)	0.9
	B	9 (27%)	5 (15%)	1.01 to 2 yrs.	13 (39%)	
	C	19 (58%)	22 (67%)	2.01 or more years	1 (3%)	
Grade 6 (n=22)	A	2 (9%)	1 (4%)	0 to 1 year	6 (27%)	1.1
	B	4 (18%)	7 (32%)	1.01 to 2 yrs.	16 (73%)	
	C	16 (73%)	14 (64%)	2.01 or more years	0 (0%)	
Grade 7 (n=32)	A	4 (12%)	4 (12%)	0 to 1 year	19 (59%)	0.9
	B	2 (6%)	6 (19%)	1.01 to 2 yrs.	9 (28%)	
	C	26 (81%)	21 (69%)	2.01 or more years	4 (13%)	
Grade 8 (n=34)	A	5 (15%)	5 (15%)	0 to 1 year	18 (53%)	0.9
	B	11 (32%)	10 (29%)	1.01 to 2 yrs.	12 (35%)	
	C	18 (53%)	19 (56%)	2.01 or more years	4 (12%)	

Figure B-2. COMPARISON OF EXPECTED AND ACTUAL GAINS FOR A, B, AND C LEVELS BY GRADE FOR SERVED MIGRANT PROGRAM STUDENTS IN GRADES 1-8 WITH A PRE- AND POSTTEST.



Achievement Level	GRADE								
	K	1	2	3	4	5	6	7	8
A (50th tile or more)	31 (27%)	60 (41%)	34 (28%)	37 (32%)	24 (29%)	16 (17%)	11 (17%)	11 (18%)	9 (16%)
B (49th- 30th tile)	24 (21%)	33 (22%)	27 (22%)	36 (32%)	24 (29%)	24 (25%)	17 (26%)	14 (23%)	12 (21%)
C (30th tile or less)	61 (52%)	55 (37%)	60 (50%)	41 (36%)	34 (42%)	56 (58%)	37 (57%)	35 (59%)	35 (63%)
TOTAL	116 (100%)	148 (100%)	121 (100%)	114 (100%)	82 (100%)	96 (100%)	65 (100%)	60 (100%)	56 (100%)

Figure B-4: NUMBER AND PERCENT OF MIGRANT STUDENTS SCORING AT EACH (A, B, C) LEVEL, SPRING, 1982.

	K			1			2			3			4			5			6			7			8		
	AI SD	HISP	MIG																								
Median Title	52	33	26	62	49	40	63	45	33	59	47	38	55	40	37	55	38	28	60	43	29	57	35	27	55	34	23
N	3705	984	110	3969	1182	140	3758	1078	127	3500	998	174	3553	1039	82	3557	1024	96	3794	992	65	4090	980	60	3831	920	56
% of students scoring between: 20 - 99th titles	12%	6%	4%	20%	8%	4%	21%	6%	3%	11%	3%	3%	14%	4%	1%	14%	3%	2%	16%	4%	3%	14%	4%	0%	16%	4%	0%
75 - 99th titles	25%	14%	10%	41%	25%	17%	46%	20%	8%	31%	13%	11%	30%	15%	9%	30%	12%	5%	32%	12%	6%	34%	13%	7%	33%	12%	4%
1 - 25th titles	21%	34%	46%	15%	22%	30%	17%	26%	37%	15%	22%	32%	22%	33%	35%	23%	36%	37%	21%	36%	58%	19%	34%	47%	22%	36%	52%
1 - 10th titles	12%	20%	28%	3%	5%	7%	7%	11%	12%	3%	5%	4%	6%	10%	13%	8%	17%	16%	7%	12%	25%	6%	12%	21%	7%	11%	16%

Figure B-5. A COMPARISON OF ALL AI SD STUDENTS, AI SD HISPANIC STUDENTS, AND MIGRANT STUDENTS IN THE READING TOTAL SCORES FROM THE 1983 ADMINISTRATION OF THE ITBS. For Kindergarten students, the Language Total Scores (not Reading) are reported.

B-9

70

71

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ECMA CHAPTER 1 MIGRANT

APPENDIX C

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

Serial description of the instrument:

The STEP is a standardized, multiple-choice achievement test battery. In 1982-83, AISD used a subset of the complete battery, omitting the Mechanics of Writing and Science tests. These tests will be given every other year, alternating with the English Expression and Social Studies tests. Tests given each year are Reading, Math Computation, and Math Basic Concepts.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period--April 6 and 7. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 16 and 23.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test proctors in each classroom. The make-up testing was administered and proctored by ORE personnel. ~~What training did the administrators have?~~

Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

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

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .83 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

Purpose

The Migrant Program 9th - 12th grade students' Reading scores on the STEP were collected to answer the following decision and evaluation questions:

Decision Question D2. Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-1: Were the achievement objectives met?

c) Grades 9-12

Evaluation Question D2-2: How do the gains/achievement scores made this year by migrant students in grades K-12 compare with the gains/achievement scores in 1981-82?

Procedure

On April 6 and 7, 1983, all AISD 9th-12th graders were administered the STEP, Series II. Make-ups were conducted on April 16 and April 23. The procedures used in administering and scoring the STEP can be found in the Systemwide Evaluation Technical Report for 1982-83, ORE Publication Number 82.55, Appendix B.

Each high school student's reading total score was accessed from the Systemwide Testing data tapes. Program DISTATP was used to gather frequency data on the students' scores. The data are in the format shown in Appendix D (this report) for the Migrant Student Master File.

Results

Evaluation Question D2-1. Were the achievement objectives met?

The Migrant Program objective set three performance levels (A, B, and C) for gains on the STEP. A students are those at or above the national median (50th %ile or above); B students are those 0.01 to 1.0 year below the national median (49th-31st %ile); and C students are those 1.01 or more below the national median (30th %ile or below). The ultimate goal of the program is that all students score at the A achievement level. The gains needed for each level (to reach the A level) range from 0 to 1 year to 2.01 or more years.

The assessment of achievement of the objectives set in this stratified manner is difficult to interpret.

e) Grade 9

There were 32 grade 9 students who were served by a Migrant Program teacher and who had a spring '82 STEP Reading score. The median %ile (1978 norms) for these students was 31. This is considerably below the AISD median %ile for 9th graders of 54 (N=4115) and well below the median %ile for Hispanic 9th graders of 44 (N=1027).

f) Grades 10-12

In Figure C-1 are given the pre- and posttest scores of the served students and a summary of their gains. Only 1 student made C level gains of 20 or more %ile points. The large percentage of students at each grade made gains of 5 %ile points or less. No grade made a positive gain - all grades' average gains were negative.

For comparison purposes, in Figure C-2 are given the median percentiles for the pre- and posttests for served migrant students, all AISD students, and AISD Hispanic students. As was true with 9th graders, the two comparison groups are consistently higher across both the pre- and posttest.

	1981-82			1982-83		
	Grade 9	Grade 10	Grade 11	Grade 10	Grade 11	Grade 12
AISD Students	60	56	54	54	53	51
Pre- & Posttested	(N=2357)	(N=2115)	(N=2242)	(N=2357)	(N=2115)	(N=2242)
AISD Hispanics	50	42	41	42	40	38
Pre- & Posttested	(N=473)	(N=411)	(N=444)	(N=478)	(N=411)	(N=444)
Migrant Program Students (Served)	40	35	31	36	29	24
Pre- & Posttested	(N=20)	(N=22)	(N=70)	(N=20)	(N=22)	(N=10)

Figure C-2. MEDIAN PERCENTILES ON THE STEP, READING TOTAL, 1978 NORMS FOR MIGRANT STUDENTS SERVED BY A MIGRANT TEACHER AND TWO COMPARISON GROUPS. These are medians from matched groups.

Evaluation Question D2-2: How did gains made this year by Migrant Program students in grades 9-12 compare with gains made in 1981-82?

In Figure C-3 are comparisons of the scores and gains made in 1981-82 and 1982-83. These are in terms of the 1970 norms. There were more students served in 1982-83 who had higher pretest scores than in 1981-82, but most had decreased by the posttest. Except for the 9th graders whose median %ile was slightly higher in 1982-83, the average gains in 1981-82 were higher than in 1982-83.

Miscellaneous ✓

What is the achievement level of migrant students?

In Figure C-4 below are given the number and percent of migrant students at each grade level who scored at the A, B, and C achievement levels on the STEP Reading Total (1978 norms) in the spring of 1983. The figures are based on all migrant students who had test scores. Few students scored in the upper achievement ranges.

ACHIEVEMENT LEVEL	GRADE					TOTAL
	9th	10th	11th	12th		
A (50th Tile or +)	10 (20%)	8 (24%)	4 (12%)	4 (14%)		26 (18%)
B (49th-31st Tile)	16 (32%)	17 (52%)	14 (41%)	12 (41%)		59 (40%)
C (30th or +)	24 (48%)	8 (24%)	16 (47%)	13 (45%)		61 (42%)

Figure C-4. NUMBER AND PERCENT OF MIGRANT STUDENTS SCORING AT EACH (A, B, C) LEVEL, SPRING, 1983.

How does migrant students' achievement compare with AISD's achievement?

Figure C-5 was prepared to answer this question. The figures are based on all AISD students, all Hispanic AISD students, and all migrant students with spring 1982 STEP Reading Total scores. The scores reported are based on 1978 norms. The migrant students' median scores are considerably below the AISD medians and are consistently lower than the medians for Hispanic students.

	9			10			11			12		
	AISD	HISP	MIG									
median Tile	54	44	33	51	41	39	52	40	36	50	37	32
N	4115	1027	50	3308	687	33	2864	575	34	2766	569	29
% of students scoring in												
90-99th Tiles	2%	0%	0%	0%	0%	0%	2%	1%	0%	1%	0%	0%
75-99th Tiles	20%	7%	4%	18%	7%	0%	13%	4%	0%	13%	4%	3%
1-25th Tiles	14%	23%	32%	13%	23%	21%	10%	17%	32%	14%	25%	35%
tile ranges												
1-10th Tiles	3%	4%	8%	3%	4%	0%	1%	2%	0%	3%	4%	7%

Figure C-5. A COMPARISON OF ALL AISD STUDENTS, AISD HISPANIC STUDENTS, AND MIGRANT STUDENTS ON READING TOTAL SCORES FROM THE 1983 ADMINISTRATION OF THE STEP. These figures are based on 1978 norms.

Grade	Expected Performance Level	Number and Percent of Students with Pretest Scores at Each Level	Number and Percent of Students with Posttest Scores at Each Level	Actual Gains Pre- To Posttest	Number and Percent of Students Making Gains Listed	Average Gain Made (Percentiles)
Grade 9 (N=32)	A B C	Not Applicable	5 (16%) 11 (34%) 16 (50%)	Not Applicable	Not Applicable	Median Percentile was 31%ile
Grade 10 (N=20)	A B C	7 (35%) 5 (25%) 8 (40%)	2 (10%) 11 (55%) 7 (35%)	0-5 %ile pts. 6-19%ile pts. 20 or more %ile pts.	16 (80%) 4 (20%) 0 (0%)	-5%ile pts.
Grade 11 (N=22)	A B C	4 (18%) 8 (36%) 10 (46%)	2 (9%) 8 (36%) 12 (55%)	0-5 %ile pts. 6-19%ile pts. 20 or more %ile pts.	18 (82%) 3 (14%) 1 (4%)	-7%ile pts.
Grade 12 (N=10)	A B C	0 (0%) 5 (50%) 5 (50%)	1 (10%) 3 (30%) 6 (60%)	0-5 %ile pts. 6-19%ile pts. 20 or more %ile pts.	9 (90%) 1 (10%) 0 (0%)	-4%ile pts.

Figure C-1. COMPARISONS OF PRE-, POSTTEST, AND GAINS FOR MIGRANT PROGRAM STUDENTS IN GRADES 9-12 WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER. The achievement scores are Reading Total, STEP, 1978 norms.

Grade		Expected Performance Level	Number and Percent of Students with Posttest Score at Each Level		Number and Percent of Students with Posttest Scores at Each Level		Actual Gains Pre- to Posttest	Number and Percent of Students Making Gains Listed		Average Gain Made (Percentiles)	
1981-82	1982-83		1981-82	1982-83	1981-82	1982-83		1981-82	1982-83	1981-82	1982-83
9th (N=47)	9th (N=32)	A B C	Not Applicable		2 (4%) 2 (4%) 43 (92%)	1 (3%) 2 (6%) 29 (91%)	Not Applicable	Not Applicable		Median 71le was 10X1le	Median 71le was 12X1le
10th (N=30)	10th (N=20)	A B C	0 (0%) 1 (3%) 29 (97%)	1 (5%) 5 (25%) 14 (70%)	0 (0%) 3 (10%) 27 (90%)	1 (5%) 2 (10%) 17 (85%)	0-5X1le points 6-19X1le points 20 or + X1le pts.	25 (83%) 3 (10%) 2 (7%)	16 (80%) 4 (20%) 0 (0%)	0.4X1le points	-4X1le points
11th (N=16)	11th (N=22)	A B C	0 (0%) 0 (0%) 16 (100%)	2 (9%) 2 (9%) 18 (82%)	1 (6%) 1 (6%) 14 (88%)	1 (4%) 3 (14%) 18 (82%)	0-5X1le points 6-19X1le points 20 or + X1le	8 (50%) 6 (38%) 2 (12%)	19 (86%) 1 (5%) 2 (9%)	5X1le points	-2X1le points
12th (N=12)	12th (N=10)	A B C	0 (0%) 0 (0%) 12 (100%)	0 (0%) 2 (20%) 8 (80%)	0 (0%) 0 (0%) 12 (100%)	0 (0%) 1 (10%) 9 (90%)	0-5X1le points 6-19X1le points 20 or + X1le	10 (83%) 2 (17%) 0 (0%)	8 (80%) 2 (20%) 0 (0%)	-1X1le points	-3X1le points

Figure C-3. COMPARISONS OF PRE-, POSTTEST, AND GAINS FOR SERVED MIGRANT PROGRAM STUDENTS IN GRADES 9-12 FOR 1981-82 AND 1982-83. The achievement scores are Reading Total, STEP, 1970 norms.

C-7

73

80

82.02

ECIA CHAPTER 1 MIGRANT

APPENDIX D

MIGRANT STUDENT MASTER FILE

8

D-1

Data File Description: Migrant Student Master FileBrief description of the data file:

The Migrant Student Master File contains the following information for each student in AISD who has registered for the Migrant Program: name, grade, location, AISD ID, sex, ethnicity, birthdate, address, eligibility date, termination date, registration date, migrant status, total days served (1982-83), parental participation, medical and dental expense, service status (1982-83), achievement test scores for 1982-83 and back through 1978-79 (if available), and projected school for 1983-84. Added during the year were LEP status, free/reduced lunch status, and enrollment date. Also the file is available which students or other individuals are included on the file? on-line.

All students who are registered in the Migrant Program.

How often is information on the file added, deleted, or updated?

Each time a new student is registered, or more current, up-to-date information is available.

Who is responsible for changing or adding information to the file?

The Migrant Program Programmer and Evaluator.

How was the information contained on the file gathered?

The file is built based on eligibility forms signed by the students' parents indicating their qualifications as migrants. Updated information on students is also obtained from the District's Student Master File, teachers, and other school staff.

Are there problems with the information on the file that may affect the validity of the data?

Not applicable.

What data are available concerning the accuracy and reliability of the information on the file?

Data are constantly updated as more current information is made available.

Are there normative or historical data available for interpreting the results?

No.

Brief description of the file layout:

The file has all the data fields indicated in the description above.

MIGRANT STUDENT MASTER FILE (MIG'83)

Purpose

The Migrant Student Master File was created to provide a master list of all eligible Migrant Program students in the District. All data files used in this evaluation were matched with this file. The main purpose of this appendix is to document the development and use of this file.

Decision Question D1. Should the Early Childhood Education Component be continued as it is, modified, or deleted?

Evaluation Question D1-4: What have been the long-term effects of participation in the Migrant Early Childhood Education Component on migrant students' achievement?

Decision Question D2. Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-3: What have been the long-term effects of participation in the Migrant K-12 Instructional Component on migrant students' achievement?

Evaluation Question D2-11: At the end of 1982-83, how many grade 9-12 migrant students had met AISD's minimum competency requirements in reading and math?

Procedure

This file was created in the summer of 1982 by taking the Migrant Student Master File from the end of 1982-82 and keeping all students who were still eligible for service in 1982-83. The data available on each student is listed in Attachment D-1. This year the file (for the first time) became an on-line disk file (STUMIG). Additional data like free/reduced lunch, LEP status, etc. were added to the file. Longitudinal achievement test scores and service status were added back to 1978-79.

Additional students were added to the file when a copy of their eligibility form (Attachment D-2) was received from the MSRTS Clerk. When any changes/updates were received, these (as well as any new students) were added to the file via the CRT.

Frequently throughout the year, MIG'83 was checked against data on the District's Student Master File. Program MG-UPDAT matches MIG'83 against the District's file and corrects any mismatches. A program (MI-ERROR) is run regularly to check for errors. Errors are then corrected via the CRT.

After each of the six six-weeks, the service status on MIG'83 was updated based on the data from the Migrant Student Attendance Record (see Appendix E). Whenever students were on the attendance records, but not on MIG'83, the MSRTS Clerk was contacted by letter or phone to request copies of these students' eligibility forms.

In addition to providing easily accessible District records on eligible migrants, this file was used to generate a variety of service and other reports for various District personnel such as Migrant Nurse, Chapter 1/ Migrant Administrator, Secondary Migrant Coordinator, Dropout Prevention Specialist, Parental Involvement Specialist, Early Childhood Coordinator, Migrant teachers, principals, instructional supervisor, MSRTS Clerk, ORE personnel, Child Accounting Supervisor, Pupil Records Supervisor, and Data Services personnel.

Results

Evaluation Question D1-4: What have been the long term effects of participation in the Migrant Early Childhood Education Component?

Attachment D-3 addresses this question - it is a joint report with Chapter 1 and gives methods as well as results.

Evaluation Question D2-3: What have been the long-term effects of participation in the K-12 Instructional Component on migrant student achievement?

In Figures D-1 through D-5 are comparisons of the achievement gains from 1982 to 1983 for several different groups of migrant students: those not served by a teacher; those served one year; those served two years; those served three years; and those served four (out of the last four years). As can be noted from these figures, the groups' gains are not that much different. In Figures D-6 through D-10 are these same data for just those students who scored at the 30th %ile or below on the pretest. Again no discernable impact can be noted for those who were served a lot versus those not served or served only a short period of time. These results replicate those obtained last year in comparing gains from 1981 to 1982.

Evaluation Question D2-11: At the end of 1982-83, how many grade 9-12 migrant students had met AISD's minimum competency requirements in reading and math?

In Figure D-11 are presented the numbers of migrant students by grade level and by school who have met competency. At the end of the 9th grade only 22.6% had met math competency and only 20.4% had met reading competency. In Figure D-12 are given the corresponding figures for AISD students and AISD Hispanic students. A much higher percentage of these students had met competency by the end of 9th grade.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	4	33	37	4
2	19	37	25	-12
3	49	24	38	14
4	33	43	43	0
5	39	22	30	8
6	25	35	39	4
7	14	26	29	3
8	6	14	13	-1
10	4	43	54	11
11	5	33	36	3
12	12	37	37	0

Net Changes = +7, -2

Figure D-1. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K); BY GRADE, FOR MIGRANT STUDENTS NOT SERVED BY A MIGRANT PROGRAM TEACHER DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	54	26	29	3
2	33	47	31	-16
3	22	42	47	5
4	18	42	43	1
5	18	21	25	4
6	15	13	14	1
7	12	17	31	14
8	9	28	28	0
10	5	51	41	-10
11	5	33	44	11
12	4	32	43	5

Net Changes = +8, -2

Figure D-2. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K); BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER ONE YEAR DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	35	34	32	-2
2	15	58	49	-9
3	11	30	36	6
4	7	50	45	-5
5	9	19	22	3
6	5	17	12	-5
7	17	15	27	12
8	14	18	25	7
10	6	49	50	1
11	5	25	37	12
12	2	0	0	0

Net Changes = +6, -4

Figure D-3: PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER TWO YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
2	16	34	48	14
3	10	24	33	9
4	10	39	43	4
5	15	40	30	-10
6	7	14	15	1
7	10	28	29	1
8	10	45	43	-2
10	9	34	36	2
11	9	28	30	2
12	2	0	0	0

Net Changes = +7, -2

Figure D-4: PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTAL, BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER THREE YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
2	17	41	38	-3
3	8	44	45	1
4	8	26	25	-1
5	9	22	24	2
6	7	20	27	7
7	5	15	24	9
8	10	32	13	-19
10	7	29	31	2
11	9	33	24	-9
12	7	19	16	-3

Net Changes = +5, -4

Figure D-5. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTAL, BY GRADE, FOR MIGRANT STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER ALL FOUR YEARS OF THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	2	0	0	0
2	7	22	15	-7
3	29	15	24	9
4	10	21	17	-4
5	23	12	18	6
6	11	15	13	-2
7	9	23	19	-4
8	4	4	7	3
10	1	0	0	0
11	2	0	0	0
12	3	0	0	0

Net Changes = +3, -4

Figure D-6. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE NOT SERVED BY A MIGRANT PROGRAM TEACHER DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	32	16	12	-4
2	10	24	13	-11
3	7	23	35	12
4	5	15	13	-2
5	11	13	20	7
6	12	10	11	1
7	8	11	22	11
8	6	21	23	2
10	0	0	0	0
11	1	0	0	0
12	1	0	0	0

Net Changes = +5, -3

Figure D-7. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER ONE YEAR DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
K	15	18	13	-5
2	4	29	52	23
3	6	19	30	11
4	2	0	0	0
5	6	10	15	5
6	3	0	0	0
7	12	10	17	7
8	10	15	16	1
11	3	0	0	0
12	1	0	0	0

Net Changes = +5, -1

Figure D-8. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS (ITBS LANGUAGE TOTAL FOR K), BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER TWO YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
2	8	19	34	15
3	7	22	26	4
4	3	0	0	0
5	5	15	12	-3
6	5	10	14	4
7	5	5	11	6
8	2	0	0	0
10	4	21	16	-5
11	5	24	22	-2
12	1	0	0	0

Net Changes = +4, -3

Figure D-9. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS, BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER THREE YEARS DURING THE LAST FOUR YEARS.

Grade	Number of Students	Pretest Median %ile	Posttest Median %ile	Change Pre to Post
2	7	9	27	18
3	2	0	0	0
4	5	20	23	3
5	8	21	22	1
6	5	15	19	4
7	4	14	19	5
8	5	23	14	-9
10	4	20	21	1
11	4	18	18	0
12	4	13	10	-3

Net Changes = +6, -2

Figure D-10. PRETEST (1982) MEDIAN, POSTTEST (1983) MEDIAN, AND CHANGE IN SCORES ON THE ITBS AND STEP READING TOTALS, BY GRADE, FOR MIGRANT STUDENTS WHO SCORED AT THE 30TH %ILE OR BELOW ON THE PRETEST AND WHO WERE SERVED BY A MIGRANT PROGRAM TEACHER ALL FOUR YEARS OF THE LAST FOUR YEARS.

School	Grade 9			Grade 10			Grade 11			Grade 12		
	Number	Met Math	Met Reading	Number	Met Math	Met Reading	Number	Met Math	Met Reading	Number	Met Math	Met Reading
Austin	9	3	3	2	2	1	5	4	4	4	3	3
Johnston	18	1	1	16	9	9	11	8	7	10	8	5
McCallum	2	1	0	2	2	2	3	3	3	1	1	1
Reagan	3	1	2	2	1	2	0	0	0	3	2	2
Travis	22	8	5	9	5	3	11	8	6	9	7	6
Crockett	13	2	1	5	3	3	8	6	6	4	3	3
Anderson	22	4	5	13	7	9	9	7	6	7	6	3
Johnson	2	1	2	1	1	1	1	1	1	1	1	1
St. John's Developmental Center	0	0	0	1	0	0	0	0	0	0	0	0
Clifton Center	1	0	0	0	0	0	0	0	0	0	0	0
Teenage Parent	1	0	0	1	1	1	0	0	0	1	1	1
W. R. Robbins	0	0	0	0	0	0	1	0	0	2	1	1
TOTAL	91	21 22.6%	19 20.4%	52	29 55.8%	31 59.6%	49	37 75.5%	32 67.3%	42	33 78.6%	26 61.9%

D-10

Figure D-11. BY-SCHOOL TALLY OF THE NUMBER OF MIGRANT STUDENTS AT EACH SCHOOL AND HOW MANY AT EACH GRADE LEVEL MET COMPETENCY BY THE END OF 1982-83.



Grade	Group	Met Math		Met Reading	
		Number	Percent	Number	Percent
9	AI SD	2591	53%	2702	55%
9	AI SD Hispanic	475	36%	480	37%
10	AI SD	2834	75%	2810	74%
10	AI SD Hispanic	554	66%	497	60%
11	AI SD	2818	89%	2745	86%
11	AI SD Hispanic	552	86%	495	77%
12	AI SD	2956	92%	2840	88%
12	AI SD Hispanic	614	89%	559	81%

Figure D-12. NUMBERS AND PERCENTAGES OF AI SD STUDENTS AND AI SD HISPANIC STUDENTS BY GRADE WHO MET MINIMUM COMPETENCY IN READING AND MATH BY THE END OF 1982-83.

FILE LAYOUT

VSAM UNLABELED
 LABEL ID STUMIG TAPE NO. _____ BY: _____
 BLOCKSIZE _____ CHARACTERS DATE CREATED: _____
 RECORD SIZE 260 CHARACTERS SUG. SCRATCH DATE: _____
 BACKUP ID STUMIG3U DENSITY _____ BPI _____
 SEQUENCE ID, Name _____
 DESCRIPTION Migrant Master
 REMARKS Copy book of record layout = MIGMAST

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	1	3		School Code (Current)	
20	4	23		Student Name	
7	24	30		AISD ID	
1	31	31		Sex	
1	32	32		Ethnicity	
6	33	38		Birthdate	MM DD YY
1	39	39		Active Code	W X G P N Y H T
1	40	40		Flag (change)	A B C D E F H
33	41	73		Address (home)	
5	74	78		Zip Code	
11	79	89		MSRTS Code	
3	90	92		Projected School	(in 82-83, this will be for 83-84)
6	93	98		Eligibility Date	MM DD YY
6	99	104		Termination Date	MM DD YY
4	105	108		Registration Date	MM YY
1	109	109		Migrant Status	
6	110	115		Enrollment Date (for current year)	MM DD YY
3	116	118		Total Days Served (for current year)	
1	119	119		Parent Contact (for current year)	
1	120	120		Medical Expense (for current year)	
1	121	121		Dental Expense (for current year)	
1	122	122		Served by Health Services (for current year)	
1	123	123		LEP Status (for current year)	
1	124	124		Free/Reduced Price Lunch (for current year)	
2	125	126		Year (79)	
A	2	127		Grade	
B	1	129	1978-79	Service Status	
C	3	130	data	Wn. Scores-Total-Reading Total Raw Score	
D	2	133		" " " " " Percentile Rank	
E	3	135		" " " " " Grade Equivalent	



SECTION A

(1) _____
(Name of School District)

(2) _____
(Student I.D., Number Mnemonic)

(3) _____
(Campus) (Campus I.D.)

TEXAS EDUCATION AGENCY
Division of Migrant Education
Certificate of Eligibility
School Year _____

(5) Migrant Status: 1 2 3 4 5
(Circle)

(6) _____ (7) _____
(Grade) (School Enrollment Date)

This is to certify that (8) _____ last traveled across (9) [State/School District] boundaries on (10) _____
(Name of Student) (Circle) (Mo/Day/Yr)

from (11) _____ to (12) _____ to enable (13) _____
(City/State—last move) (City/State—Destination) (Name of Worker)

(14) [the child/the child's parent or guardian/or a member of the child's immediate family] to obtain temporary or seasonal employment
(Circle)

(15) _____ The above named student arrived in this (16) [State/School District] on (17) _____
(Type of Work) (Circle) (Mo/Day/Yr)

from (18) _____
(City/State)

The purpose of the Migrant Education Program and the Migrant Student Record Transfer System has been explained to me. It is understood that school and health records will be transferred to other school districts in which a student is enrolled and that these records will be made available to me upon request. I understand that in order for a child to be eligible for the migrant education program, the parent or guardian of the child must be, or must have been, a migratory agricultural worker or a migratory fisher.

(19) _____ (20) _____ (21) _____
(Signature of person obtaining the information on this form.) (Signature of Parent or Guardian) (Date)

(22) Language used to explain the contents of this document (23) _____
_____ Spanish _____ English _____ Other (Specify) (Relationship)

SECTION B This section is to be completed for newly identified students or to update information for previously identified students.

(1) _____ (2) _____ (3) _____ (4) Male Female (5) Birthdate: _____
(Last Name) (First Name) (Middle I.) (Mo/Day/Yr)

(6) Parent Information: _____ (7) Verification Birth Certificate
(Name of Father) Document
_____ None
(Name of Mother) Other

(8) Birthplace: _____ (9) Homebase: _____ (10) Grade _____
(City/County-Country/State) (City and State)

(11) Migrant Status: 1 2 3 4 5 6 (12) Current Address: _____
(Circle) (Street, P.O. Address and Number)

(13) State/School Arrival Date: _____ (14) School Enrollment Date: _____
(Mo/Day/Yr) (Mo/Day/Yr) (Code) (Telephone No)

(15) Guardian Information: _____ (16) Eligibility Termination Date: _____
(Male) (Status 3 or 6 Only) (Mo/Day/Yr)

(Female)

(17) Social Program _____
(Status 1, 2, 4, 5 only) (Name) (Code)

White—LEA or Fiscal Agent Audit File
Yellow—Terminal Operator (for newly identified students only)
Pink—Parent or Guardian



PREKINDERGARTEN LONGITUDINAL FILE



File Description: Prekindergarten Longitudinal FileBrief description of the data file:

This file contains information on students who were at one time in a District pre-kindergarten program (beginning in 1978-79). Scores from the prekindergarten year, as well as available scores from subsequent years, are included on the file, with information on student ethnicity and later participation in Migrant and Chapter 1/Title I programs.

Which students or other individuals are included on the file?

Any student who participated in an AISD prekindergarten class during the past 5 years. The programs included are Title I/Chapter 1, Migrant, Happy Talk, At-Home, and Title VII.

How often is information on the file added, deleted, or updated?

The file was created in 1981-1982, but is now updated yearly.

Who is responsible for changing or adding information to the file?

The Chapter 1 or Chapter 1 Migrant evaluation staff.

How was the information contained on the file gathered?

The file was merged with the various achievement test files, prekindergarten program files, and program service files.

Are there problems with the information on the file that may affect the validity of the data?

It is sometimes difficult to find student ID numbers for some students on the file. Often, this occurs when a pre-k student did not attend school in AISD subsequent to prekindergarten. However, in some cases, achievement data might be omitted from a student's record merely because no ID number could be found. For the earlier years of prekindergarten, records for students who were missing either a pre- or posttest score were not available.

What data are available concerning the accuracy and reliability of the information on the file?

The reliability of the achievement test information can be found in technical reports for each year a test was given.

Are there normative or historical data available for interpreting the results?

Yes. This file itself is a historical record. There are national norms available for all of the tests, as well as districtwide data for AISD students who took the tests.

Brief description of the file layout:

The file contains student information (ID, name, birthday, ethnicity), and a code to indicate which pre-k program a student attended. The year a student attended pre-k, and his or her pre-k pre- and posttest scores (if available) are included. Spring (and fall) achievement test scores for years subsequent to the prekindergarten year are also included. (Migrant and Title I/Chapter 1 status for subsequent years is also included.)

PREKINDERGARTEN LONGITUDINAL FILE

Purpose

The prekindergarten longitudinal file was created to provide information relevant to the following decision and evaluation questions:

Chapter 1 Regular

Decision Question D3: Should the Chapter 1 Early Childhood Education Program be continued, modified, or discontinued?

Evaluation Question D3-2: - Do former E.C.* students score higher than comparable students in their schools when they reach higher grade levels?

*Pre-Kindergarten

Chapter 1 Migrant

Decision Question D1: Should the Early Childhood Education component be continued as it is, modified, or deleted?

Evaluation Question D1-4: What have been the long-term effects of participation in Migrant Early Childhood Education component on migrant students' achievement?

Procedure

The following is a list of prekindergarten programs that were included on the file at the time of this report:

- 4 years of Title I (78-79, 79-80, 80-81, 81-82)
- 4 years of Migrant (78-79, 79-80, 80-81, 81-82)
- 3 years of Happy Talk (78-79, 79-80, 80-81)
- 1 year of At-Home (80-81)
- 2 years of Title VII (80-81, 81-82)

The individual files from various programs had been previously combined into one large longitudinal file (called PREKL). The student ID number, name, program type, program year, pre- and posttest scores were also moved from the individual prekindergarten data files to PREKL. Student Masterfile information (from years subsequent to the pre-k year) was also added with "current school," birthday, and ethnicity. Systemwide Testing files were used to update each record (see Figure 1).

Grade	<u>Year/Test</u>				
	78-79	78-80	80-81	81-82	82-83
EC	x	x	x	x	x
K		Boehm/Boehm	Boehm/Boehm	ITBS/ITBS	ITBS/ITBS
1			MRT/ITBS	MRT/ITBS	ITBS
2				ITBS	ITBS
3					ITBS

Figure 1. SUMMARY OF TEST SCORE INFORMATION CONTAINED ON PREKL FOR EACH COHORT OF PRE-K STUDENTS.

Analyses

For students who had participated in an AISD prekindergarten program, the pre-k longitudinal file (PREKL) was used to calculate their median percentiles for the spring of 1983. For the comparison group, students who resided in traditional Title I areas, attended Chapter 1 schools, and who had no AISD prekindergarten program were chosen. The Districtwide medians were obtained from Systemwide Testing reports.

Results

Figure 2 - shows the medians for each cohort of pre-k students as the students reach higher levels. Figure 3 graphically depicts the scores of the 1978-79 pre-k cohort, and tentatively suggests, that long-term benefits to the students may be re-emerging as they reach higher grade levels.

Pre-K Year	Test Date	Test	AISD Pre-K Program			Whole District
			Title I	Migrant	None	
1978-79	Fall, 1979	BTBC	50 (N=28)	30 (N=12)	N/A	50
	Fall, 1980	MRT	30 (N=53)	36 (N=83)	N/A	51
	Spring, 1981	ITBS (R.T.)	30 (N=45)	41 (N=76)	47 (N=735)	63
	Spring, 1982	ITBS (R.T.)	38 (N=47)	40 (N=76)	38 (N=916)	62
	Spring, 1983	ITBS (R.T.)	44 (N=60)	49 (N=76)	40.0 (N=913)	59
1979-80	Fall, 1980	BTBC	40 (N=79)	30 (N=92)	N/A	N/A
	Fall, 1981	MRT	43 (N=76)	36 (N=75)	42 (N=862)	55
	Spring, 1982	ITBS (R.T.)	50 (N=72)	47 (N=77)	41 (N=972)	62
	Spring, 1983	ITBS (R.T.)	46 (N=74)	42 (N=85)	40 (N=926)	63
1980-81	Fall, 1981	ITBS (I.T.)	23 (N=112)	18 (N=161)	17 (N=647)	29
	Spring, 1982	ITBS (I.T.)	26 (N=126)	26 (N=178)	26 (N=817)	50
	Spring, 1983	ITBS (R.T.)	46 (N=111)	42 (N=96)	47 (N=908)	62
1981-82	Fall, 1982	ITBS (I.T.)	28 (N=92)	29 (N=68)	23 (N=700)	42
	Spring, 1983	ITBS (I.T.)	31 (N=95)	26 (N=85)	26 (N=890)	52

Figure 2. MEDIAN PERCENTILES FOR COHORTS OF PREKINDERGARTEN STUDENTS AS THEY REACH HIGHER GRADE LEVELS.

LONGITUDINAL ACHIEVEMENT GAINS
FOR 1978-79 EARLY CHILDHOOD (PRE-K) STUDENTS

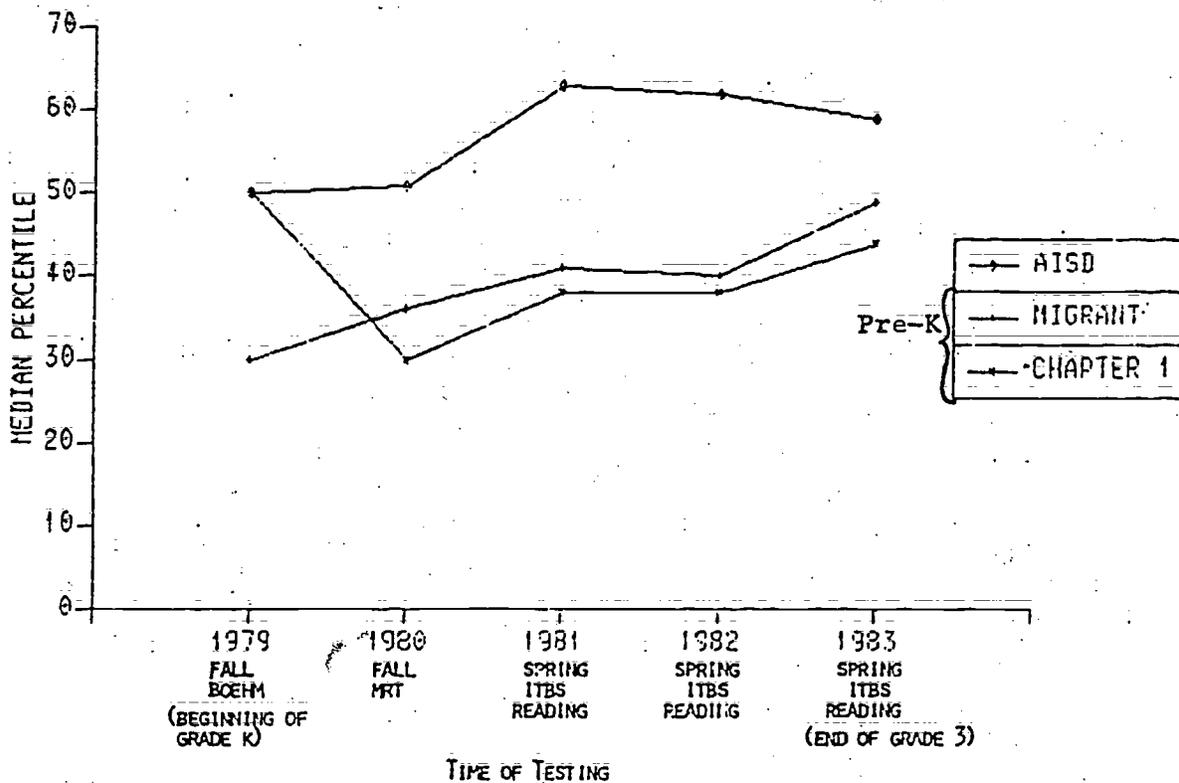


Figure 3. MEDIAN PERCENTILE FOR FORMER EARLY CHILDHOOD (PRE-K) STUDENTS AS THEY REACH HIGHER GRADE LEVELS.

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ECIA CHAPTER 1 MIGRANT

APPENDIX E

MIGRANT STUDENT ATTENDANCE RECORD

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Brief description of the instrument:

The Migrant Student Attendance Record was computer-generated each six-weeks with an up-to-date list of migrant students at each Migrant school. The following data were on the form or entered by the teacher: school, teacher, student name, AISD ID, grade, ethnicity, type of instruction, parent participation, and daily attendance.

To whom was the instrument administered?

The attendance records were completed by the Migrant Program teachers on each student they served during each six weeks. This attendance record only reflected service by the Migrant Program teachers - not schoolwide daily attendance of these students.

How many times was the instrument administered?

Daily from August 23, 1982 - May 26, 1983.

When was the instrument administered?

Daily on school days.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

The Migrant Program teachers.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

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

None were identified.

Who developed the instrument?

The instrument was developed and modified by the Chapter 1 Migrant evaluators, past and present.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

MIGRANT STUDENT ATTENDANCE RECORD

Purpose

The Migrant Student Attendance Record was completed by the Migrant Program teachers in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1: Should the Early Childhood Education Component be continued as it is, modified, or deleted?

Evaluation Question D1-5: How many Early Childhood (EC) students did Migrant Program teachers serve?

- a) What number and percent of eligible EC students received services from a Migrant Program teacher?
- b) What was the average number of EC students seen daily by a Migrant Program teacher during each six-weeks period?
- c) What was the average number of EC students served by a Migrant Program teacher during each six-weeks period?
- d) What was the average number of days of instruction received by EC students during each six-weeks period?

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-4: How many K-12 students did Migrant Program teachers serve?

- a) What number and percent of eligible K-12 students received services from a Migrant Program teacher?
- b) What was the average number of K-12 students seen daily by a Migrant Program teacher during each six-weeks period?
- c) What was the average number of K-12 students served by a Migrant Program teacher during each six-weeks period?
- d) What was the average number of days of instruction received by K-12 students during each six-weeks period?

Evaluation Question D2-5: What percentage of migrant students (K-6, 7-8, 9-12) served by a Migrant Program teacher were served by each instructional method (lab, team teaching, special class, and other)? How does this compare with 1981-82?

Procedure

Attendance data for students served by a Migrant Program teacher were collected using the Migrant Student Attendance Record (Attachment E-1). At the beginning of the school year the Migrant Program teachers were sent an introductory memo (Attachment E-2) and a set of directions (Attachment E-3), along with the attendance record for the first six weeks.

The form was computer-generated each six weeks (see AISD program MG-AFORM0101). A carbon copy was included so the teachers could have their own record. Space was provided for additional names to be added by the teacher. New forms were sent to the teachers right before the beginning of each six-weeks period along with a reminder (Attachment E-4) to send in the completed attendance forms from the preceding six weeks.

When the completed forms were returned to ORE, the number of days each student received instructional services was tallied by the Migrant Evaluation Secretary. They were then keypunched and verified as per the card file layout in Attachment E-5.

The attendance data were stored at AISD and also analyzed here. The attendance data for each six weeks are stored on EMGATT83. Program MG-ATTS 20101 sorts by ID and name. MG-ATTM10101 compares the attendance file with the Migrant Program Student Master File (Mig '83). This checks for discrepancies and prints a list of mismatched students and updates the service status code on MIG '83. The attendance file is then checked and corrected by hand. MG-ATSRT0101 sorts by school, grade, and name and calculates the percentages of days served by school, grade, and total. MG-ATTM20101 merges MIG '83 and the attendance file to build MG-MRGAL (which is updated regularly). MG-ATCMT produces the final attendance summaries (Attachments E-9 through E-14). The attendance forms for each six weeks are produced using program MG-AFORM 0101. MG-ALSRT0101 sorts by school, grade, name, and does analyses for summary data for each school, grade, and overall totals. Examples of the by-school data produced are Attachments E-6 through E-8. Attendance summaries for the District for each six weeks are included in Attachments E-9 through E-14.

Results

Evaluation Question D1-5: How many Early Childhood (EC) students did Migrant Program teachers serve?

- a) What number and percent of eligible EC students received services from a Migrant Program teacher?

A total of 133 eligible EC students were served in 1982-83. The percent of eligible students being seen each six weeks ranged from 86.5% to 94.9%. This is down from the 91.5% to 98.3% seen in 1981-82. Also the total number of students seen in 1981-82 was slightly higher - 135.

- b) What was the average number of EC students seen daily by a Migrant Program teacher during each six-weeks period?

Across the six-weeks periods, the average daily attendance was 13 students - the same average seen in 1981-82.

- c) What was the average number of students served by a Migrant Program teacher during each six-weeks period?

The average number of students served was 121. This is a very slight increase from the 120 seen in 1981-82.

- d) What was the average number of days of instruction received by EC students during each six-weeks period?

The average number of days served was 25. This is the same average as in 1981-82.

Evaluation Question D2-4: How many K-12 students did Migrant Program teachers serve?

- a) What number and percent of eligible K-12 students received services from a Migrant Program teacher?

Over the entire school year, including students who had withdrawn from school at some point (but who were served) 524 K-12 students were seen by a Migrant Program teacher. See Figure E-1. This is down considerably from the 637 K-12 students seen in 1981-82. The number of eligible students being seen this year is up slightly from last year - in 1981-82 63% to 72% of the eligible students were served and in 1982-83, 70% to 73% of the eligible students were served. Since slightly more of the eligible students were served this year, the decreased number of students served most likely reflects several things:

- fewer students were seen at the senior high level in 1982-83 than in 1981-82 with the same number of teachers,*
- there were more half-time teachers in 1981-82 spread out over more schools (4 schools changed the status of teachers between Migrant and Chapter 1 during midyear) increasing the number of students possible to see,*
- in connection with the second point, students were generally seen for more days per student in 1982-83 than in 1981-82 (see Figure E-1).*

There continues to be much variance in the number of eligible students served at each level: 69.1% to 77.0% of the eligible K-6 students; 64.0% to 80.8% of the eligible junior high students; and 47.0% to 56.3% of the eligible senior high students. These same figures for 1981-82 were:

60.7% to 72.9% of the eligible K-6 students; 69.7% to 77.1% of the eligible junior high students, and 45.6% to 53.8% of the eligible senior high students. Although there are slightly more of the eligible students being seen (especially at the elementary level), there are across all levels generally fewer numbers of students being seen.

- b) What was the average number of K-12 students seen daily by a Migrant Program teacher during a six-weeks period?

K-6

The average daily attendance was 32 students per teacher, up from the 28 students seen per teacher in 1981-82.

7-8

The average daily attendance at the junior high level was slightly over 18 students. Although this is down from the 20 students seen in 1981-82, it is still impressive since there were fewer teacher hours available in 1982-83 than in 1981-82 - only one teacher was full-time, two were 40% time, and one was 60% time.

9-12

At the senior high level, the average daily attendance was 23 students. This is down from the 1981-82 figure of 27 students. This is with no change in the percentage of teacher time available from 1981-82 to 1982-83.

- c) What was the average number of K-12 students served by a Migrant Program teacher during a six-weeks period?

K-6

The average number of students served was 253. This is down from the 284 student average seen in 1981-82.

7-8

The average number of junior high students seen was 73. This is down from the 1981-82 figure of 78 students.

9-12

An average of 90 senior high students were seen. This is a decrease from the average of 108 students seen last year.

As in previous years, the teacher loads of each teacher varied greatly from a low of 13 for one teacher to a high of 37 for another. The only non-fulltime teacher (60% time) saw more students regularly than did one fulltime teacher who saw an average of 13 students three out of the six six-weeks periods.

- d) What was the average number of days of instruction received by K-12 students during a six-weeks period?

K-6

Twenty days was the average number of days K-6 students were served. This is a two-day increase from the 1981-82 average of 18 days per student.

7-8

The junior high students on the average were served 18 1/2 days. This is a decrease from the 1981-82 figure of 20 days.

9-12

The 9th - 12th graders received an average of 22 days of instruction per six weeks. This is a one-day increase from the 21 days students were seen on the average in 1981-82.

Evaluation Question D2-5: What percentage of migrant students (K-6, 7-8, 9-12) served by a Migrant Program teacher were served by each instructional method (lab, team teaching, special class, and other)? How does this compare with 1981-82?

K-6

In 1982-83 the elementary program had the highest use of labs as an instructional method, when compared to the secondary program. The percentage of students served via this method varied from 64.3% to 81.3% across the six six-weeks periods. The use of team teaching varied from 18.7% to 35.0%. A special self-contained migrant class was not used at all at the elementary level, while other methods of serving students were used very rarely.

The use of labs as an instructional method has decreased slightly from 1981-82. From 72.3% to 86.7% of the elementary students were served in a lab setting last year. Team teaching was used less in 1981-82 - from a low of 11.7% of the students to a high of 22.3% of the students were served this way. A special migrant class was used to some degree in 1981-82 (as high as 10% of the students were served via this method) and use of other methods of serving students was very rare.

7-8

The most frequently used method of serving students at this level was through a special migrant class. Between 39.2% and 62.5% of the students were served in this way. Team teaching was the next most popular method of service with between 21.9% and 31.9% of the students served in this manner. Other ways of serving students (usually tutorials) were used for 12.2% to 20.0% of the students. For the first semester of the school year the lab method was not used at all. For the last three six weeks, it was used for 12.5% to 14.9% of the students.

Slightly more junior high students were served via team teaching than in special classes in 1981-82. The percentage served by team teaching ranged from 46.4% to 50.7%. Those served via special classes ranged from 39.5% to 52.2%. The numbers served by the other two methods was generally quite low, never exceeding serving 10% of the students.

9-12

The majority of students at the high school level were served in team teaching situations. The actual percentages ranged between 40.5% and 66.3%. The next most frequently used technique was other methods - ranging from 16.3% to 33.7% of the students served this way. The third most used method was the special migrant class which was used for 12.0% to 22.6% of the students. The least used method was the lab or pullout method which was used for between 2% and 4% of the students.

In 1981-82 the numbers of students served by labs, team teaching, and special classes were in the same ranges (except for the last two six weeks) around one-third of the students per each method with other methods being used for no more than 5% of the students. The actual ranges for each were: labs - 12.3% to 32.5% team teaching - 34.9% to 38.6%; special migrant class - 27.2% to 48.1%; and other - 0.0% to 5.3%.

Miscellaneous

Attachments E-9 through E-14 are summary data charts for each six-week period in 1982-83. They contain the data used to compile the figures mentioned heretofore for 1982-83.

In Figure E-1 are the figures for the number of days students were seen at each grade level. The numbers confirm the relative stability of the migrant student population in that 65% were seen for 91 days or more. This is more than the 56% figure reported for 1981-82. The early childhood students were the most stable group, with 89% of them being served 91 or more days. The senior high students, as a group, were the least stable, with 44% of them being served 91 or more days.

A new feature in the data charts in Attachments E-9 through E-14 this year is a column indicating the number of "C" level students being served. These are students whose achievement test scores were at or below the 30th percentile. As can be seen the elementary and junior high teachers saw a much higher percentage of "C" level students than did the senior high teachers.

In Figure E-2 are given the number of students served broken down by grade and ethnicity. Ninety-six percent of those seen were of Hispanic origin.

Grade	1-15 Days		16-30 Days		31-90 Days		91 or More		Total Number
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
EC	5	3.8%	1	0.8%	9	6.8%	118	88.7%	133
K	4	8.2%	7	14.3%	4	8.2%	34	69.4%	49
1	0	0.0%	6	8.2%	14	19.2%	53	72.6%	73
2	1	2.3%	1	2.3%	5	11.4%	37	84.1%	44
3	2	5.9%	1	2.9%	10	29.4%	21	61.8%	34
4	4	11.1%	4	11.1%	5	13.9%	23	63.9%	36
5	2	5.1%	4	10.3%	12	30.8%	21	53.8%	39
6	1	4.0%	3	12.0%	5	20.0%	16	64.0%	25
Elementary Total	14	4.7%	26	8.7%	55	18.3%	205	68.3%	300
7	5	11.6%	3	7.0%	11	25.6%	24	55.8%	43
8	3	6.5%	11	23.9%	14	30.4%	18	39.1%	46
Junior High Total	8	9.0%	14	15.7%	25	28.1%	42	47.2%	89
9	6	11.1%	8	14.8%	13	24.1%	27	50.0%	54
10	5	14.7%	2	5.9%	8	23.5%	19	55.9%	34
11	3	10.0%	4	13.3%	12	40.0%	11	36.7%	30
12	0	0.0%	6	35.3%	9	52.9%	2	11.8%	17
Senior High Total	14	10.4%	20	14.8%	42	31.1%	59	43.7%	135
AI SD Total	41	6.2%	61	9.3%	131	19.9%	424	64.5%	657

Figure E-1. NUMBER AND PERCENT OF MIGRANT STUDENTS SERVED DURING 1982-83 BY A MIGRANT PROGRAM TEACHER FOR VARYING LENGTHS OF TIME.

Grade	American Indian	Asian	Black	Hispanic	Anglo	Total
EC	1	0	3	129	0	133
K	0	0	0	47	2	49
1	0	0	2	69	2	73
2	0	0	0	42	2	44
3	0	0	1	33	0	34
4	0	0	1	34	1	36
5	0	0	0	38	1	39
6	0	0	0	25	0	25
Elementary Total	0	0	4	288	8	300
7	0	0	1	42	0	43
8	0	0	2	44	0	46
Junior High Total	0	0	3	86	0	89
9	0	0	1	51	2	54
10	0	0	4	30	0	34
11	0	0	0	30	0	30
12	0	0	0	17	0	17
Senior High Total	0	0	5	128	2	135
AISD Total	1	0	15	631	10	657

Figure E-2. NUMBER OF STUDENTS SERVED BY A MIGRANT PROGRAM TEACHER DURING 1982-83, BROKEN DOWN BY ETHNICITY AND GRADE LEVEL.

E-10

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MIGRANT STUDENT ATTENDANCE RECORD

02/18/83
 PROG: MG-AFORM

AUSTIN INDEPENDENT SCHOOL DISTRICT
 OFFICE OF RESEARCH AND EVALUATION

SCHOOL: JOHNSTON HIGH SCHOOL(003)
 TEACHER: NABOB ELUBES

92.02

INSTRUCTION CODE: 1=STUDENT LEAVES REGULAR CLASS (LAB OR RESOURCE ROOM)
 2=MIGRANT TEACHER ENTERS REGULAR CLASSROOM (TEAMING)
 3=STUDENT REGISTERED FOR SPECIAL MIGRANT CLASS
 4=OTHER (SPECIFY)

ATTENDANCE CODE: 7=STUDENT RECEIVES SERVICES

PARENTAL CONTACT: 1=CONTACT WITH ONE PARENT (PAR CONT)
 2=CONTACT WITH TWO PARENTS

* = NO SCHOOL FOR STUDENTS

NUMBER OF DAYS IN THIS SIX WEEKS = 28

SIX WEEKS - FEBRUARY 28 THRU APRIL 15, 1983

N/A = NOT AVAILABLE

STUDENT NAME LAST FIRST MIDDLE	ACII LEVEL	AISO ID	IGRD	ETU	ATTENDANCE														C FOR IP OJREI A NUSEI														
					FEB MARCH					APRIL																							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	A	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													
XXXXXXXXXXXXXXXXXX	C	XXXXXXXX	11	4																													

E-11

Attachment E-1



August 19, 1982

TO: Chapter I Migrant Teachers

FROM: Catherine *CC* Christner, Migrant Evaluator

SUBJECT: Migrant Student Attendance Records for 1982-83

Accompanying this memo are the Migrant Student Attendance Records for the first six-weeks period of 1982-83. They have been changed only slightly from last year. The forms are computer generated with the students' names, IDs, grades, and ethnicities already completed. Additional space is included for you to add students who are not listed, but whom you are serving. This list will be updated for each of the six-weeks periods as we receive more up-to-date information.

These forms should also serve to remind you of the eligible migrant students at your school. Their achievement level has been added (where available) to aid in instructional planning.

Please read the enclosed directions very carefully before completing the forms. There are several differences between this year and last year. This year you will only indicate by a bar (/) the days you have served a student. You will not need to make any marks on the days a student is not served. Please see the enclosed example. Call me if you have any questions.

The week before each six-weeks period you will receive a reminder from me to send in your Attendance Records plus a new set of Attendance Records for the next six weeks. Please send me the original of the completed forms and keep the carbon copies for your records.

I really appreciate your cooperation and assistance.

CC:lg
Enclosure

APPROVED: *Judith M. Holler*
Director, Research and Evaluation

APPROVED: *W. Daniel Hill*
Acting Assistant Superintendent for Secondary Education

APPROVED: *Ruth McAllister*
Assistant Superintendent for Elementary Education

cc: Gonzalo Garza	José Mata
Lee Laws	Maud Sims
Ambrosio Melendrez	Timy Baranoff
Principals of Schools with Migrant Teachers	Lawrence Buford

INSTRUCTIONS: MIGRANT STUDENT ATTENDANCE RECORD

The Migrant Student Attendance Records should be completed for each of the following six-weeks periods:

- First six-weeks period August 23, 1982 — October 1, 1982
- Second six-weeks period October 4, 1982 — November 12, 1982
- Third six-weeks period November 15, 1982 — January 12, 1983
- Fourth six-weeks period January 17, 1983 — February 25, 1983
- Fifth six-weeks period February 28, 1983 — April 15, 1983
- Sixth six-weeks period April 18, 1983 — May 26, 1983

Although the name, achievement level, AISD ID (if available), grade, and ethnicity will be entered for those students listed, please check this information to be sure it is correct. If it is incorrect or incomplete, cross out what is incorrect and add the correct or additional information.

After each grade there is a break for you to add the names (and other identifying information) of any additional migrant students you have served this six weeks. For students listed who you did not serve at all, just leave the attendance information for them blank.

An example of a completed Attendance Record is attached to help clarify how to complete the form.

Complete the Migrant Student Attendance Record daily by following the directions listed below. Include on the form any migrant students you have seen (even if you saw the student only on one day) during the six-weeks period.

STUDENT NAME: Each student's name should be listed as it appears on the MSRTS blue form. Please put the last name first, then a space, and then put the first name. Do not use nicknames.

ACHIEVEMENT LEVEL: This refers to the achievement test scores of the students.
ACH Level (ABC) An A student is one who scored at or above the 50th %ile.
 A B student scored from the 49th %ile through the 31st %ile.
 A C student scored at or below the 30th %ile.

AISD ID: This is the District's seven-digit identification code number for each student. It should be listed in the student's cumulative folder.

GRADE: The student's current grade should be entered here.
 (GRD)

ETHNICITY: Use the following codes to record the students' ethnicities.
 (ETH)

- 1 = American Indian: A person having origins in any of the original peoples of North American.
- 2 = Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, Viet Nam, 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 = Anglo, 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.

INSTRUCTION: The box under this heading is used to record the conditions under which each student receives instruction from the Migrant Program teacher. Use the following codes to record the type of instruction used for each student served.

(INST)

- 1 = Student leaves his/her regular class in order to receive instruction from the Migrant Program teacher in some other location. (Lab or Resource Room)
- 2 = Migrant Program teacher enters the student's regular classroom in order to provide instruction. (Teaming)
- 3 = Student is registered for a regularly-scheduled class taught by the Migrant Program teacher.
- 4 = Other. Please specify what other instructional mode was used.

ATTENDANCE: Under this category is a column for each day in the six-weeks attendance period. Use these columns to record for each student served (sometime during the six-weeks period) the days they were served by the Migrant Program teacher. Use the following code:

- / = Student was present this date and received instruction from the Migrant Program teacher.

PARENT CONTACT: The column under this heading is used to record parent contact. Any of the following activities should be included: the parents participated in the classroom; the parents were in a conference with the teacher; and the teacher visited the home of the parent. One of the following numerical codes should be entered for each student served if contact (as defined above) was made with one or both parents.

(PAR CONT)

- 1 = Contact with one parent
- 2 = Contact with two parents

EXAMPLE

MIGRANT STUDENT ATTENDANCE RECORD

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

SCHOOL: BLUENONNET HIGH (012)
TEACHER: MIKE BABLIVEZ

INSTRUCTION CODE: 1=STUDENT LEAVES REGULAR CLASS (LAD OR RESOURCE ROOM)
2=MIGRANT TEACHER ENTERS REGULAR CLASSROOM (TEAMING)
3=STUDENT REGISTERED FOR SPECIAL MIGRANT CLASS
4=OTHER (SPECIFY)

ATTENDANCE CODE: 1=STUDENT RECEIVES SERVICES
PARENTAL CONTACT: 1=CONTACT WITH ONE PARENT (PAR CONT) 2=CONTACT WITH TWO PARENTS

82-02

* = IN SCHOOL FOR STUDENTS
NUMBER OF DAYS IN THIS SIX WEEKS = 29
N/A = NOT AVAILABLE

1ST 6 WEEKS - AUG 29 THRU OCT 1, 1982

STUDENT NAME	ACR	LEVEL	AID#	GRO	ETH	ATTENDANCE																												C FOR			
						AUG						SEPT												OCT													
LAST	FIRST	MIDDLE	INITIAL	ID		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	USE
ALVAREZ	ALVIR		C	1502514	12	4																															
RENTIZ	HENRY		N/A	5936714	12	4	2																														
DAY	LOHME		C	6832015	12	3	2																														
Donat	Daniel		C	9999999	12	1	2																														

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Attachment E-3
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FILE ID A / T / D

CARD FILE LAYOUT

LOCATION:

PROGRAM: Chapter I Migrant

AISD

YEAR: 1982-83

BT PF, acct. pass. file name

CONTENTS: Migrant Student Attendance Record

82.02

Field	Columns	Description
	1-3	File ID = ATD
	4-4	Week: 1 = 1st six weeks; 2 = 2nd six weeks; 3 = 3rd six weeks; etc.
	5-7	School Code
	8-9	Teacher Code
	10-29	Student Name: Last Name (space) First Name (space) Middle Initial or name
	30-30	ABC Level: A = 1; B = 2; C = 3; (if blank - leave blank or if N/A leave blank)
	31-37	AISD ID
	38-39	Grade: EC = EC K = KA; 1 = 01; 2 = 02; etc.
	40-40	Ethnicity: 1 = American Indian; 2 = Asian; 3 = Black; 4 = Hispanic; 5 = Anglo
	41-41	Type of Instruction: 1 = Lab/Resource Room; 2 = Teaming; 3 = Migrant Class; 4 = Other
	42-42	Parent Participation: 0 = No parent participation; 1 = One parent participation; 2 = Two parent participation
	43-44	/ = Student receives services (number of /'s in box)

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Attachment E-5
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If a column is blank on the form - leave it blank on the card.

Punch a card ONLY for the ones marked.



82.02

Attachment E-5
(continued, page 2 of 2)

01 = Jo Ann Hinte - Allan
02 = Nancy Tovar - Allan
03 = Hermides Biel - Allison
04 = Cathy Kidd - Becker
05 = Mary Alice Ramirez - Brooke
06 = Linda Rodriguez - Brooke
07 = Diana Hernandez - Cook
08 = Bonnie Bahr - Dawson
09 = Delia Saenz - Dawson
10 = Anna Garza - Govalle
11 = Abby Grant - Highland Park
12 = Vivian Ferguson - Maplewood
13 = Dorothy Martinez - Metz
14 = Susan Webb - Ortega
15 = Ofelia Saucedo - Sanchez
16 = Nelda Alvarado - St. Elmo
17 = Sylvia Lomas - Webb
18 = Lynn Forbush - Zavala

19 = Frank Garza - Fulmore
20 = Desiree Reyna - Martin
21 = Rosie Reyes - O. Henry
22 = Jola Edwards - Porter/Crockett

23 = Imelda Ramos - Anderson
24 = Nabor Flores - Johnston
25 = Phil Torres - Travis

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INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
 SCHOOL: JOHNSTON HIGH SCHOOL
 *SIX WEEKS: 480

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF "C" LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LABS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - MIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
9	5	26.32	36.36	24.20	80.67	0.00	40.00	60.00	0.00	0.00	0.00
10	3	23.08	12.50	25.00	83.33	0.00	0.00	100.00	0.00	0.00	0.00
11	4	44.44	50.00	29.75	99.17	25.00	0.00	75.00	0.00	0.00	0.00
12	1	11.11	12.50	30.00	100.00	100.00	0.00	0.00	0.00	0.00	0.00
SR. HIGH	13	26.00	33.22	26.54	88.46	15.38	15.38	69.23	0.00	0.00	0.00
TOTAL	13	26.00	33.22	26.54	88.46	15.38	15.38	69.23	0.00	0.00	0.00

*THERE ARE 30 DAYS IN THIS SIX WEEKS

INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83

SCHOOL:

ELEMENTARY

*SIX WEEKS: 3RD

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF "C" LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LABS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - HIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	16	100.00	-NA-	28.81	92.94	0.00	0.00	100.00	0.00	43.75	0.00
K	10	90.91	100.00	27.50	88.71	100.00	0.00	0.00	0.00	0.00	0.00
1	12	75.00	80.00	25.42	81.99	100.00	0.00	0.00	0.00	0.00	0.00
2	5	83.33	100.00	24.20	78.06	0.00	100.00	0.00	0.00	0.00	0.00
3	8	66.67	75.00	27.75	89.52	100.00	0.00	0.00	0.00	0.00	0.00
4	3	75.00	100.00	26.33	84.95	100.00	0.00	0.00	0.00	0.00	0.00
5	5	100.00	100.00	20.20	65.16	100.00	0.00	0.00	0.00	0.00	0.00
6	1	33.33	100.00	30.00	96.77	100.00	0.00	0.00	0.00	0.00	0.00
ELEM.	44	77.19	90.00	25.75	83.07	98.64	11.36	0.00	0.00	0.00	0.00
TOTAL	60	82.19	90.00	26.57	85.70	65.00	8.33	26.67	0.00	11.67	0.00

*THERE ARE 31 DAYS IN THIS SIX WEEKS

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Attachment E-7

INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83

SCHOOL:

ELEMENTARY

*SIX WEEKS: 4RD

GRADE/ LEVEL	NUMBER	PERCENT	PERCENT	AVERAGE NO.	AVERAGE %	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT
	OF STUDENTS SERVED	OF ELIGIBLE STUDENTS SERVED	OF "C" LEVEL STUDENTS SERVED	OF DAYS OF INSTR. REC'D BY STUDENTS	OF DAYS OF STUDENTS SERVED	OF STUDENTS SERVED - LABS	OF STUDENTS SERVED - TEAM TEACH.	OF STUDENTS SERVED - MIG. CLASS	OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	14	93.33	-NA-	26.57	88.57	0.00	0.00	100.00	0.00	35.71	14.29
TOTAL	14	93.33	-NA-	26.57	88.57	0.00	0.00	100.00	0.00	35.71	14.29

*THERE ARE 30 DAYS IN THIS SIX WEEKS

E-21

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INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
 SCHOOL: ALSO
 *SIX WEEKS: 1ST

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF MC LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LABS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - MIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	109	86.51	-NA-	18.57	64.03	0.00	0.00	100.00	0.00	66.06	13.76
K	31	62.00	85.71	12.42	42.83	70.97	29.03	0.00	0.00	3.23	0.00
1	62	83.78	86.84	13.24	45.66	83.87	16.13	0.00	0.00	0.00	1.61
2	38	77.55	93.33	8.37	28.86	55.26	44.74	0.00	0.00	0.00	0.00
3	28	68.29	73.68	9.04	31.16	82.14	17.86	0.00	0.00	0.00	0.00
4	33	75.00	100.00	13.91	47.96	60.61	39.39	0.00	0.00	0.00	0.00
5	30	78.95	95.65	15.10	52.07	30.00	70.00	0.00	0.00	3.33	0.00
6	21	77.78	100.00	13.52	46.63	52.38	47.62	0.00	0.00	0.00	0.00
ELEM.	243	75.23	90.21	12.23	42.19	65.02	34.98	0.00	0.00	0.82	0.41
7	37	71.15	81.48	20.08	69.25	0.00	10.81	72.97	16.22	5.41	2.70
8	43	91.49	95.23	16.12	55.57	0.00	41.86	44.19	13.95	11.63	0.00
JR. HIGH	80	80.81	88.87	17.95	61.90	0.00	27.50	57.50	15.00	8.75	1.25
9	38	50.00	61.22	23.29	80.31	0.00	86.84	2.63	10.53	0.00	0.00
10	26	59.09	67.85	22.69	70.25	3.85	65.38	15.38	15.38	0.00	0.00
11	18	51.43	55.17	25.17	86.78	5.56	27.78	33.33	33.33	0.00	0.00
12	4	14.29	20.00	26.25	90.52	25.00	50.00	25.00	0.00	0.00	0.00
SR. HIGH	86	46.99	60.04	23.64	81.52	3.49	66.28	13.95	16.28	0.00	0.00
TOTAL	518	70.86	83.60	16.34	56.36	31.08	31.66	32.24	5.02	15.64	3.28

*THERE ARE 29 DAYS IN THIS SIX WEEKS

Attachment E-9



INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
 SCHOOL: AISD
 *SIX WEEKS: 2ND

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF "C" LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LANS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - MIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	122	93.13	-NA-	24.53	87.62	0.00	0.00	98.36	1.64	63.11	13.11
K	36	67.92	84.61	22.03	78.67	69.44	25.00	0.00	5.56	22.22	0.00
1	64	84.21	87.50	23.13	82.59	87.50	12.50	0.00	0.00	10.94	0.00
2	41	77.36	93.23	22.63	80.84	48.78	51.22	0.00	0.00	9.76	0.00
3	29	70.73	77.77	21.21	75.74	72.41	24.14	0.00	3.45	6.90	0.00
4	32	74.42	100.00	19.94	71.21	65.63	34.38	0.00	0.00	37.50	0.00
5	34	72.34	91.66	18.50	66.07	35.29	64.71	0.00	0.00	38.24	0.00
6	22	75.86	100.00	19.14	68.34	50.00	50.00	0.00	0.00	27.27	0.00
ELEM.	258	75.44	90.09	21.34	76.19	64.34	34.50	0.00	1.16	20.16	0.00
7	33	68.75	84.61	22.39	79.98	0.00	12.12	60.70	18.18	12.12	0.00
8	42	85.71	90.90	16.67	59.52	0.00	35.71	42.86	21.43	14.29	2.38
JR. HIGH	75	77.32	88.13	19.19	68.52	0.00	25.33	54.67	20.00	13.34	1.33
9	38	54.29	60.97	24.03	85.81	0.00	78.95	7.89	13.16	0.00	0.00
10	26	61.90	69.23	21.85	78.02	3.45	57.69	15.38	23.08	0.00	0.00
11	21	56.76	58.62	21.81	77.89	4.76	19.05	20.57	47.62	0.00	0.00
12	9	31.03	35.00	12.11	43.25	11.11	11.11	11.11	66.67	0.00	0.00
SR. HIGH	94	52.81	60.24	21.79	77.81	3.19	53.19	14.89	20.73	0.00	0.00
TOTAL	549	73.40	83.10	21.83	77.96	30.78	28.78	31.88	8.56	25.32	3.10

*THERE ARE 20 DAYS IN THIS SIX WEEKS

INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
 SCHOOL: AISD
 *SIX WEEKS: 3RD

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF "C" LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LABS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - MIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	122	91.73	-NA-	27.28	88.00	0.00	0.00	100.00	0.00	52.46	7.38
K	41	75.93	100.00	25.29	81.59	90.24	9.76	0.00	0.00	9.76	0.00
1	64	81.01	89.74	24.98	80.59	85.94	14.06	0.00	0.00	0.00	0.00
2	42	76.36	93.33	24.10	77.73	73.81	26.19	0.00	0.00	0.00	0.00
3	30	69.77	78.94	23.73	76.56	100.00	0.00	0.00	0.00	0.00	0.00
4	34	77.27	100.00	20.82	67.17	70.59	29.41	0.00	0.00	8.82	0.00
5	34	77.27	91.30	19.41	62.62	67.65	32.35	0.00	0.00	8.82	0.00
6	22	78.57	100.00	22.18	71.55	77.27	22.73	0.00	0.00	0.00	9.09
ELEM.	267	76.95	93.02	23.28	75.10	81.27	18.73	0.00	0.00	3.75	0.75
7	32	64.00	80.76	24.16	77.92	0.00	12.50	68.75	18.75	9.38	0.00
8	32	64.00	90.90	21.19	68.35	0.00	31.25	56.25	12.50	28.13	3.13
JR. HIGH	64	64.00	85.83	22.68	73.14	0.00	21.88	62.50	15.63	18.76	1.57
9	37	54.41	65.00	25.27	81.52	2.70	86.49	5.41	5.41	0.00	0.00
10	24	57.14	60.71	24.42	78.76	0.00	58.33	12.50	29.17	0.00	0.00
11	22	56.41	50.00	25.09	80.94	4.55	31.82	22.73	40.91	0.00	0.00
12	9	30.00	35.00	17.78	57.35	11.11	11.11	11.11	66.67	11.11	11.11
SR. HIGH	92	51.40	57.36	24.27	78.30	3.26	58.70	11.96	26.09	1.09	1.09
TOTAL	545	71.81	84.17	24.27	78.30	40.37	21.65	31.74	6.24	15.96	2.39

*THERE ARE 31 DAYS IN THIS SIX WEEKS

INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
 SCHOOL: AISD
 *SIX WEEKS: 4RD

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF "C" LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LABS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - MIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	124	92.54	-NA-	26.27	87.55	0.00	0.00	100.00	0.00	52.42	12.90
K	40	72.73	92.30	22.63	75.42	65.00	35.00	0.00	0.00	5.00	0.00
1	58	73.42	76.31	24.80	82.93	86.21	13.79	0.00	0.00	5.17	0.00
2	38	76.00	85.71	22.76	75.88	71.05	28.95	0.00	0.00	2.63	0.00
3	30	69.77	77.77	21.67	72.22	100.00	0.00	0.00	0.00	0.00	0.00
4	32	74.42	100.00	21.34	71.15	75.00	25.00	0.00	0.00	6.25	0.00
5	33	73.33	83.33	18.58	61.92	27.27	72.73	0.00	0.00	6.06	3.03
6	19	65.52	80.00	22.05	73.51	57.89	42.11	0.00	0.00	5.26	10.53
ELEM.	250	72.67	84.71	22.31	74.37	70.80	29.20	0.00	0.00	4.40	1.20
7	33	66.00	84.61	21.82	72.73	3.03	9.09	63.64	24.24	3.03	0.00
8	39	79.59	85.71	12.44	41.45	20.51	51.28	23.08	5.13	0.00	0.00
JR. HIGH	72	72.73	85.21	16.74	55.79	12.50	31.94	41.67	13.89	1.39	0.00
9	36	53.73	67.50	24.58	81.94	0.00	63.89	22.22	13.89	0.00	0.00
10	19	46.34	42.30	24.16	80.53	0.00	52.63	26.32	21.05	0.00	0.00
11	21	55.26	51.72	20.67	68.89	4.76	19.05	19.05	57.14	0.00	0.00
12	10	34.48	40.00	20.00	66.67	10.00	10.00	0.00	80.00	0.00	0.00
SR. HIGH	86	49.14	54.88	23.00	76.67	2.33	44.19	19.77	33.72	0.00	0.00
TOTAL	532	70.74	78.51	22.59	75.30	35.34	25.19	32.14	7.33	14.47	3.57

*THERE ARE 30 DAYS IN THIS SIX WEEKS

INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
 SCHOOL: A15D
 *SIX WEEKS: 5TH

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT OF ELIGIBLE STUDENTS SERVED	PERCENT OF "C" LEVEL STUDENTS SERVED	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT OF STUDENTS SERVED - LABS	PERCENT OF STUDENTS SERVED - TEAM TEACH.	PERCENT OF STUDENTS SERVED - HIG. CLASS	PERCENT OF STUDENTS SERVED - OTHER	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
EC	126	94.03	-NA-	24.82	88.63	0.00	0.00	100.00	0.00	51.59	7.14
K	39	68.42	72.22	21.97	78.48	64.10	35.90	0.00	0.00	2.56	0.00
1	58	71.60	73.68	21.43	76.54	84.49	13.79	0.00	1.72	0.00	0.00
2	39	76.47	86.66	27.44	80.13	74.36	25.64	0.00	0.00	5.13	0.00
3	29	65.91	73.68	21.93	78.33	100.00	0.00	0.00	0.00	6.90	0.00
4	26	59.09	66.66	16.08	60.30	69.23	30.77	0.00	0.00	3.85	0.00
5	32	69.57	75.00	17.28	61.72	31.25	68.75	0.00	0.00	0.00	0.00
6	21	70.00	88.23	17.33	61.90	61.90	38.10	0.00	0.00	4.76	0.00
ELEM.	244	69.12	76.20	20.36	72.70	70.90	28.69	0.00	0.41	2.07	0.00
7	32	65.31	79.57	21.03	75.11	3.13	12.50	62.50	21.88	9.38	6.25
8	41	80.39	82.60	13.73	49.04	21.95	51.22	21.95	4.08	19.51	2.44
JR. HIGH	73	73.00	80.83	16.93	60.47	13.70	34.25	39.73	12.33	15.07	4.11
9	33	50.77	60.00	22.58	80.63	3.03	66.67	18.18	12.12	3.03	0.00
10	20	47.62	46.42	22.05	81.61	0.00	40.00	40.00	20.00	15.00	0.00
11	19	54.29	53.33	23.95	74.81	5.26	10.53	21.05	63.16	10.53	0.00
12	12	41.38	40.00	16.50	58.93	0.00	16.67	8.33	75.00	8.33	0.00
SR. HIGH	84	49.12	52.40	21.41	76.45	2.38	40.48	22.62	34.52	8.33	0.00
TOTAL	527	69.53	72.06	21.12	75.41	35.10	24.48	33.02	7.40	17.08	2.28

*THERE ARE 20 DAYS IN THIS SIX WEEKS

E-26

INSTRUCTION PROVIDED BY MIGRANT PROGRAM TEACHER(S)

1982 - 83
SCHOOL: AISD
*SIX WEEKS: 6TH

GRADE/ LEVEL	NUMBER OF STUDENTS SERVED	PERCENT	PERCENT	AVERAGE NO. OF DAYS OF INSTR. REC'D BY STUDENTS	AVERAGE % OF DAYS SERVED	PERCENT	PERCENT	PERCENT	PERCENT	PERCENT OF ONE PARENT CONTACT	PERCENT OF TWO PARENT CONTACT
		OF ELIGIBLE STUDENTS SERVED	OF "C" LEVEL STUDENTS SERVED			OF STUDENTS SERVED - LABS	OF STUDENTS SERVED - TEAM TEACH.	OF STUDENTS SERVED - MIG. CLASS	OF STUDENTS SERVED - OTHER		
EC	124	91.85	-NA-	25.94	89.43	0.00	0.00	100.00	0.00	38.71	9.68
K	41	71.93	77.77	21.59	74.43	63.41	36.59	0.00	0.00	12.20	0.00
1	61	75.31	78.94	19.25	66.37	86.89	13.11	0.00	0.00	0.00	0.00
2	40	78.43	86.66	20.85	71.90	75.00	25.00	0.00	0.00	5.00	0.00
3	30	66.67	68.42	19.33	66.67	100.00	0.00	0.00	0.00	0.00	0.00
4	29	67.44	85.71	13.52	46.61	75.86	24.14	0.00	0.00	10.34	3.45
5	35	76.09	80.00	15.57	53.60	31.43	68.57	0.00	0.00	5.71	0.00
6	22	73.33	88.23	16.64	57.37	59.09	40.91	0.00	0.00	0.00	4.55
ELEM.	258	73.09	80.42	18.51	63.93	71.71	28.29	0.00	0.00	4.65	0.78
7	32	65.31	70.57	21.88	75.43	3.13	96.87	65.63	21.88	9.38	6.25
8	42	82.35	91.30	13.45	46.39	23.01	52.38	19.05	4.76	9.52	9.52
JR. HIGH	74	74.00	85.80	17.10	58.95	14.87	33.79	39.19	12.16	9.46	8.11
9	40	59.70	69.56	18.68	64.40	2.50	70.00	17.50	13.33	0.00	0.00
10	28	66.67	60.00	17.61	60.71	0.00	66.29	21.43	14.29	3.57	0.00
11	22	61.11	61.29	18.00	62.07	4.55	27.27	40.91	27.27	0.00	0.00
12	8	27.59	20.00	16.00	55.17	0.00	12.50	37.50	50.00	12.50	0.00
SR. HIGH	98	56.32	60.93	18.00	62.07	2.04	54.08	25.51	18.37	2.04	0.00
TOTAL	554	72.70	76.91	19.90	68.60	35.74	27.26	32.13	4.87	12.45	3.61

*THERE ARE 29 DAYS IN THIS SIX WEEKS

82.02

ECIA CHAPTER 1 MIGRANT
APPENDIX F
MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Instrument Description: Migrant Program Teacher QuestionnaireBrief description of the instrument:

This questionnaire is an eight-item survey designed to gather teachers' perceptions of various aspects of the Migrant Program with which they deal.

To whom was the instrument administered?

All Migrant Program teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

February, 1983.

Where was the instrument administered?

The questionnaire was sent to the teachers via school mail to their school locations.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

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 were identified.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None are available.

Are there non-data available for interpreting the results?

No.

MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Purpose

The Migrant Program Teacher Questionnaire was sent to the Migrant Program teachers in the spring of 1983 in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D1. Should the Early Childhood Education Component be continued as it is, modified, or deleted?

Evaluation Question D1-6: How successful was the implementation of the Early Childhood Education Component?

- a) What concerns/strengths were identified by Migrant Program Early Childhood teachers?

Decision Question D2. Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-6: How successful was the implementation of the K-12 Component?

- a) What concerns/strengths were identified by Migrant Program teachers?

Decision Question D3. Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

- a) What concerns/strengths were identified by the Migrant Program teachers?

Decision Question D4. Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

- a) What concerns/strengths were identified by the Migrant Program Teachers?

Procedures

The Migrant Program Teacher Questionnaire was developed to be the contact with the Migrant Program teachers in 1982-83 for the purpose of gathering evaluative data about the program. As last year this effort was conducted through the District Priorities staff. The Migrant Program Teacher Questionnaire (Attachment F-1) was developed by the Migrant Evaluator. The form was given to the District Priorities staff to generate, distribute, and receive back from the teachers. In addition to the Migrant Program Teacher Questionnaire items the teachers were also randomly given several other items dealing with other District concerns. Each teacher therefore received his or her own unique computer-generated questionnaire. The only results discussed here are the ones dealing with the Migrant Program items. For more complete details on the procedures and results and other items see the 1982-83 Systemwide Evaluation Final Technical Report (Publication Number 82.55) Appendix Q.

Surveys were sent through the school mail on February 16, 1983 with a follow-up sent on March 2, 1983. An explanation was mailed to principals at the same time. Seven elementary teachers responded to the questionnaire, six secondary teachers responded to the questionnaire, and seven early childhood teachers responded to the questionnaire. The survey data were summarized through the use of DISTATP. Please note that the early childhood teachers were only given the first four items of the Migrant Program Teacher Questionnaire as the last four items were not relevant for their positions since they do not share instruction with the regular classroom teachers.

Results

Evaluation Question D1-6: How successful was the implementation of the Early Childhood Education Component?

In Figure F-1 are listed the Early Childhood teachers' responses to the Migrant Program Teacher Questionnaire. Questions 1 and 2 are applicable to this evaluation question. As can be seen in Figure F-1, the teachers' responses to question one about the coordination with classroom teachers were mixed. Since the classes were all self-contained, the responses may reflect some teachers' feelings of isolation as the only early childhood teacher at their school. In their response to question 2, the teachers (with one exception) were positive about the instructional supervision that they received.

Evaluation Question D2-6: How successful was the implementation of the K-12 Component?

- a) What concerns/strengths were identified by Migrant Program teachers?

Figures F-2 and F-3 present the summaries of elementary and secondary Migrant Program teachers' responses to the questionnaire items. The responses to items 1 and 2 and 5-8 are applicable to this evaluation question.

Elementary

As can be noted from Figure F-2, all the elementary teachers were positive about the coordination they had with regular classroom teachers. They were slightly less positive about the instructional supervision they received with one person neutral and one dissatisfied.

In Figure F-4 are the responses of the elementary Migrant Program teachers in 1981-82 to these same questions asked of the teachers in 1982-83. The teachers were more satisfied in 1982-83 with the coordination they had with the regular classroom teachers than they were in 1981-82. The teachers' expressed level of satisfaction with their instructional supervision remained basically the same as in 1981-82.

Questions 5-8 deal with how the Migrant Program teachers and the classroom teachers work together. Through their responses the elementary teachers indicated the classroom teachers took the major responsibility for report card grades and lesson plans for the classroom teacher. The teachers reported mostly sharing the selection of materials and skills they would address with the classroom teacher. The area where the teachers reported the most responsibility was writing their own lesson plans.

Secondary

The secondary teachers' responses to items 1 and 2 are in Figure F-3. Teachers were positive about their coordination with the regular classroom teachers. Only one teacher expressed dissatisfaction with the instructional supervision received.

The responses to these two same questions by Migrant Program teachers in 1981-82 are given in Figure F-5. Last year teachers expressed more dissatisfaction with the coordination they had with the regular classroom teachers than did teachers this year. Their overall satisfaction with the instructional supervision they received was about the same across both years.

The 1982-83 teachers' responses to questions 5-8 are presented in Figure F-3. The secondary teachers' responses are quite different from the elementary teachers' responses to item 5 - the majority of the secondary teachers determine report card grades (this was not the case at the elementary level). This probably reflects the fact that most secondary teachers teach a special Migrant Program class whereas the elementary teachers mainly do team teaching or pull out of the regular classroom. The secondary teachers select more of their own materials and which skill areas are to be worked on. They are autonomous in their writing of lesson plans. Since many of these teachers operate their own classroom, they responded to item 8 with this in mind.

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

- a) What concerns/strengths were identified by Migrant Program teachers?

Early Childhood

In Figure F-1, item 3 are the Migrant Program early childhood teachers' responses about their level of satisfaction with health care services. The teachers had mixed feelings - some positive, some neutral, and some dissatisfied. Their dissatisfaction may be reflecting the Nurse's being only half time this school year.

Elementary

Item 3 in Figure F-2 contains the elementary teachers' responses to the health care services question. Only slightly more teachers were satisfied than dissatisfied. This may reflect the lower availability of the Nurse.

Item 3 in Figure F-4 contains the responses of 1981-82 elementary teachers to the question about their satisfaction with health services. Generally the teachers were neutral or satisfied. No one expressed dissatisfaction.

Secondary

Figure F-3, item 3 contains the secondary teachers' responses to the health care services question. The teachers were very mixed in their satisfaction with the health care services, as were the early childhood and elementary teachers.

The secondary teachers in 1981-82 (see Figure F-5, item 3) were generally satisfied with the health care services provided.

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

- a) What concerns/strengths were identified by Migrant Program teachers?

Early Childhood

In Figure F-1, item 4 are contained the early childhood teachers' responses to the question about their satisfaction with the services provided by their community representatives. The teachers were split on this item - 4 were satisfied, 3 were dissatisfied, and 2 were neutral.

Elementary

The elementary teachers (Figure F-2, item 4) were generally satisfied with the services provided by their community representative - with only one teacher expressing dissatisfaction.

In 1981-82 (see Figure F-4, item 4) the elementary teachers were all satisfied or neutral about the services provided by their community representative - with no one expressing dissatisfaction.

Secondary

Figure F-3, item 4, gives the secondary teachers' responses to their satisfaction with their community representatives. Except for one teacher who was very dissatisfied, the teachers were generally satisfied with the services provided.

In 1981-82 (see Figure F-5, item 4) the secondary teachers expressed (as a group) a greater degree of dissatisfaction with the services provided by their community representatives than did the teachers in 1982-83.

82.02

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

QUESTIONS FOR ALL MIGRANT PROGRAM TEACHERS INCLUDING EARLY CHILDHOOD TEACHERS.

Please rate your level of agreement with the next four questions:

	Totally Agree	Agree	Neutral	Disagree	Totally Disagree	Not Applicable
1. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	5	4	3	2	1	0
2. The instructional supervision I received this school year has been what I needed.	5	4	3	2	1	0
3. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	5	4	3	2	1	0
4. The services provided by the community representatives this school year have been what were needed.	5	4	3	2	1	0

QUESTIONS FOR ALL MIGRANT PROGRAM TEACHERS IN GRADES K-12.

For the questions below, please circle the number of the response that most clearly reflects your situation.

For Migrant students, who--	Migrant Program Teacher Only	Mostly the Migrant Program Teacher	Both Equally	Mostly the Classroom Teacher	Classroom Teacher Only
5. Determines report card grades in areas with migrant instruction.	5	4	3	2	1
6. Selects materials and skills for Migrant Program teachers to address.	5	4	3	2	1
7. Writes lessons and plans which the Migrant Program teacher will follow.	5	4	3	2	1
8. Writes lessons and plans which the classroom teacher will follow.	5	4	3	2	1

MIGRANT PROGRAM EARLY CHILDHOOD TEACHER RESPONSES
TO THE 1982-83 MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Mean	N
	5	4	3	2	1			
1. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	0 0%	2 22.2%	3 33.3%	2 22.2%	0 0%	2 22.2%	3.0	9
2. The instructional supervision that I received this school year has been what was needed.	1 11.1%	6 66.7%	1 11.1%	1 11.1%	0 0%	0 0%	3.8	9
3. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	0 0%	4 44.4%	2 22.2%	1 11.1%	2 22.2%	0 0%	3.2	9
4. The services provided by the community representative(s) this school year have been what was needed.	0 0%	4 44.4%	2 22.2%	3 33.3%	0 0%	0 0%	3.1	9

Figure F-1: SUMMARY OF THE MIGRANT PROGRAM EARLY CHILDHOOD TEACHER'S RESPONSES TO THE 1982-83
MIGRANT PROGRAM TEACHER QUESTIONNAIRE.

ELEMENTARY MIGRANT PROGRAM TEACHER RESPONSES
TO THE 1982-83 MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Mean	N
	5	4	3	2	1			
1. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	0 0%	7 100%	0 0%	0 0%	0 0%	0 0%	4.0	7
2. The instructional supervision that I have received this school year has been what was needed.	1 14.3%	4 57.1%	1 14.3%	1 14.3%	0 0%	0 0%	3.7	7
3. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	0 0%	3 42.9%	1 14.3%	2 28.6%	0 0%	1 14.3%	3.2	7
4. The services provided by the community representative(s) this school year have been what was needed.	2 28.6%	3 42.9%	1 14.3%	1 14.3%	0 0%	0 0%	3.9	7

Please circle the number of the response that most clearly reflects your situation.	Migrant Program Teacher Only	Mostly the Migrant Program Teacher	Both Equally	Mostly the Classroom Teacher	Classroom Teacher Only	Mean	N
	5	4	3	2	1		
For Migrant Students...							
5. Who determines report card grades in areas with Migrant instruction?	0 0%	0 0%	0 0%	4 42.9%	3 57.1%	1.4	7
6. Who selects materials and skills for Migrant Program teachers to address?	0 0%	2 33.3%	4 66.7%	0 0%	0 0%	3.3	6
7. Who writes lessons and plans which the Migrant Program teacher will follow?	3 50.0%	1 16.7%	2 33.3%	0 0%	0 0%	4.2	6
8. Who writes lessons and plans which the classroom teacher will follow?	0 0%	0 0%	0 0%	1 14.3%	6 85.7%	1.1	7

Figure F-2: SUMMARY OF THE ELEMENTARY MIGRANT PROGRAM TEACHERS' RESPONSES TO THE 1982-83 MIGRANT PROGRAM TEACHER QUESTIONNAIRE.

SECONDARY MIGRANT PROGRAM TEACHER RESPONSES TO THE
1982-83 MIGRANT PROGRAM TEACHER QUESTIONNAIRE

Please rate your level of agreement with the following statements:	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Not Applicable	Mean	N
1. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	2 40.0%	2 40.0%	1 20.0%	0 0%	0 0%	0 0%	4.2	5
2. The instructional supervision that I have received this school year has been what was needed.	1 16.7%	3 50.0%	1 16.7%	1 16.7%	0 0%	0 0%	3.7	6
3. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	0 0%	2 33.3%	1 16.7%	2 33.3%	0 0%	1 16.7%	3.0	6
4. The services provided by the community representative(s) this school year have been what was needed.	3 50.0%	1 16.7%	1 16.7%	0 0%	1 16.7%	0 0%	3.8	6

Please circle the number of the response that most clearly reflects your situation.	Migrant Program Teacher Only 5	Mostly the Migrant Program Teacher 4	Both Equally 3	Mostly the Classroom Teacher 2	Classroom Teacher Only 1	Mean	N
For Migrant Students...							
5. Who determines report card grades in areas with Migrant instruction?	3 50.0%	1 16.7%	0 0%	2 33.3%	0 0%	3.8	6
6. Who selects materials and skills for Migrant Program teachers to address?	3 50.0%	1 16.7%	2 33.3%	0 0%	0 0%	4.2	6
7. Who writes lessons and plans which the Migrant Program teachers will follow?	3 50.0%	2 33.3%	1 16.7%	0 0%	0 0%	4.3	6
8. Who writes lessons and plans which the classroom teacher will follow?	2 33.3%	2 33.3%	1 16.7%	0 0%	1 16.7%	3.7	6

Figure F-3: SUMMARY OF THE SECONDARY MIGRANT PROGRAM TEACHERS' RESPONSES TO 1982-83 MIGRANT PROGRAM TEACHER QUESTIONNAIRE.

ELEMENTARY TEACHER RESPONSES TO SELECTED QUESTIONS
ON THE 1981-82 MIGRANT PROGRAM TEACHER QUESTIONNAIRE

82.02

Please rate your level of agreement with the following statements:	Totally Agree 5	Agree 4	Neutral 3	Disagree 2	Totally Disagree 1	Not Applicable	Mean	N
1. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	1 14.3%	4 57.1%	0 0%	2 28.6%	0 0%	0 0%	3.6	7
2. The instructional supervision that I have received this school year has been what I needed.	1 14.3%	5 71.4%	0 0%	0 0%	1 14.3%	0 0%	3.7	7
3. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	1 14.3%	3 42.9%	3 42.9%	0 0%	0 0%	0 0%	3.7	7
4. The services provided by the com- munity representative(s) this school year have been what was needed.	1 14.3%	4 57.1%	2 28.6%	0 0%	0 0%	0 0%	3.9	7

Figure F-4. SUMMARY OF THE 1981-82 ELEMENTARY MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTIONS THAT WERE ASKED AGAIN IN 1982-83.

F-12

SECONDARY TEACHER RESPONSES TO SELECTED QUESTIONS
ON THE 1981-82 MIGRANT PROGRAM TEACHER QUESTIONNAIRE

82.02

Please rate your level of agreement with the following:	Totally Agree 5	Agree 4	Neutral 3	Disagree 2	Totally Disagree 1	Not Applicable	Mean	N
1. The coordination that I have had with the regular classroom teachers this school year has been what was needed.	1 14.3%	3 42.9%	1 14.3%	0 0%	1 14.3%	1 14.3%	3.5	7
2. The instructional supervision that I have received this school year has been what I needed.	2 28.6%	3 42.9%	1 14.3%	0 0%	1 14.3%	0 0%	3.7	7
3. The health care services provided by the Migrant Program Nurse this school year have met the needs of students.	0 0%	4 57.1%	2 28.6%	0 0%	0 0%	1 14.3%	3.7	7
4. The services provided by the com- munity representative(s) this school year have been what was needed.	1 14.3%	2 28.6%	2 28.6%	1 14.3%	1 14.3%	0 0%	3.1	7

Figure F-5. SUMMARY OF THE 1981-82 SECONDARY MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTIONS THAT WERE ASKED AGAIN IN 1982-83.

150

150

ECIA CHAPTER 1 MIGRANT

APPENDIX G

MIGRANT PROGRAM STAFF INTERVIEW

Instrument Description: Migrant Program Staff InterviewBrief description of the instrument:

The interview format consisted of a series of open-ended questions about the Migrant Program components. The interviewees were only asked those questions pertinent to their position.

To whom was the instrument administered?

Chapter 1/Migrant Administrator, Early Childhood Coordinator, Migrant Nurse, Parental Involvement Specialist, Secondary Migrant Coordinator, and Dropout Prevention Specialist.

How many times was the instrument administered?

Once to each person interviewed.

When was the instrument administered?

April, 1983.

Where was the instrument administered?

In a location of the interviewees' choice, usually their office.

Who administered the instrument?

The Migrant Evaluator.

What training did the administrators have?

Experience and training in interviewing.

Was the instrument administered under standardized conditions?

Not applicable.

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

None were identified.

Who developed the instrument?

The Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there more data available for corroborating the results?

No.

MIGRANT PROGRAM STAFF INTERVIEW

Purpose

The Migrant Program Staff Interview was conducted with Migrant Program staff members in order to answer the following decision and evaluation questions:

Decision Question D1. Should the Early Childhood Education Component be continued as it is, modified, or deleted?

Evaluation Question D1-6: How successful was the implementation of the Early Childhood Education Component?

- b) What concerns/strengths were identified by Migrant Program staff?

Decision Question D2. Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-6: How successful was the implementation of the K-12 Component?

- b) What concerns/strengths were identified by Migrant Program staff?

Evaluation Question D2-10: What evidence is there that the Dropout Prevention Specialist made a difference in the migrant students' dropout rates at Anderson and Crockett?

Decision Question D3. Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

- b) What concerns/strengths were identified by Migrant Program staff?

Decision Question D4. Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

- b) What concerns/strengths were identified by Migrant Program teachers?

Procedure

An appointment was made with each of the six staff members to be interviewed - the Chapter 1/Migrant Program Administrator (April 21, 1983), the Migrant Nurse (April 26, 1983), the Dropout Prevention Specialist (April 29, 1983), the Early Childhood Coordinator (May 2, 1983), the Secondary Migrant Program Supervisor (May 5, 1983), and the Parental Involvement Specialist (May 6, 1983). A memo confirming the appointment (Attachment G-1) was sent to each person, as was a copy of the interview questions (Attachments G-2 through G-7) prior to the interview. Each person was asked only the questions designated for his/her position. The interviews were all conducted by the Migrant Program Evaluator. Following the interviews, drafts of the interviews were sent to the staff members for them to check for accuracy and clarity. Their comments were taken into account in preparing this summary.

Results

A summary of each of the interviews as conducted is available in Attachments G-8 through G-13. Only the main points from each will be reported here. For the statements listed below the abbreviations used are as follows:

- A is Administrator (see Attachment G-8)
- D is Dropout Prevention Specialist (see Attachment G-9)
- E is Early Childhood Coordinator (see Attachment G-10)
- N is Migrant Nurse (see Attachment G-11)
- P is Parental Involvement Specialist (see Attachment G-12)
- S is Secondary Migrant Coordinator (see Attachment G-13)

Evaluation Question D1-6: How successful was the implementation of the Early Childhood Education Component?

- b) What concerns/strengths were identified by Migrant Program staff?

Strengths

- . the program has provided a needed service (A).
- . the class sizes were small, enabling the teachers to concentrate their services (A).
- . the teachers have become more open and willing to work together (E).
- . there is less separation between the two programs (E).
- . the teachers are sharing ideas and materials more (E).
- . the teachers are volunteering to help and plan staff development (E).
- . the teachers are growing as teachers by visiting other teachers (E).
- . the teachers are implementing the AISD curriculum more (E).
- . the supervision of the teachers has been a very positive experience (E).

Weaknesses

- . none of the classes were at full capacity (A).
- . the migrant students' attendance was low (A and E).
- . the funding cutbacks are disappointing (A and E).
- . there may not be enough direct instruction and time on task in the migrant classes (E).

Evaluation Question D2-6: How successful was the implementation of the K-12 Component?

- b) What concerns/strengths were identified by Migrant Program staff?

Strengths (K-6)

- . students are receiving high quality services in small group sizes (A).
- . teachers have ample supplies and materials (A).
- . sufficient funds have been available to provide services (A).
- . supervision of teachers is stronger than in the past (A).
- . Chapter 1, Migrant Program, and SCE teachers are much better coordinated with each other and with regular classroom teachers than in the past (A).

Weaknesses (K-6)

- . not all migrant students receive instructional services (where principals have opted not to have the program or where there are not enough students at a school to justify a teacher) (A).

Strengths (7-12)

- . the program serves a good number of students at the junior high level (S).
- . generally the teachers are really high quality teachers (S).
- . counselors are really sensitive to the needs of migrant students (S).
- . the high school program is more geared this year to helping students meet the competency requirement for reading (S).

Weaknesses (7-12)

- . scheduling students for service at the high school level continues to be a problem (S).
- . as the number of students decrease at the junior high level, we have to decrease the number of teacher hours available to students (S).
- . one of the teachers is a weakness (S).

Evaluation Question D2-10: What evidence is there that the Dropout Prevention Specialist made a difference in the migrant students' dropout rates at Crockett and Anderson?

Since this program got started so late in the school year, the interviewees felt it was too early to judge the program's effectiveness. What is presented here are the interviewees' ideas on strengths/weaknesses of the program and suggestions for improvement.

Strengths

- . the program is very research based (S and D).
- . evaluation and follow-up are built in (D).
- . Dropout Prevention Specialist has been an asset (S).
- . administrators and counselors at both schools have been very supportive (D and S).
- . students have not been pulled out of classes for services (D).
- . the students have responded very well to José Mata (D).
- . some of the students in the counseling group at Crockett are opening up more (S).

Weaknesses

- . the program started in the third week of the second semester (S and D).
- . there is no way to insure student attendance (D).
- . students did not come regularly (L and S).
- . since funding is unclear for 1983-84, needed planning for next year is not being done (D).
- . since the program was of a pilot nature there was a lot of time spent with TEA and the AISD business office explaining the program and its goals (S).

Improvements/Options

- . begin the program at the beginning of the school (S and D).
- . find a way to improve student participation (through class credit, etc.) (S and D).
- . provide parent training (D).
- . provide more training for counselors, teachers, and principals (D).
- . build in more frequent student contact (D).
- . begin the program earlier in the schooling of the children (late elementary and junior high school) (D and S).
- . involve more male/Hispanic adult role models (D).

Evaluation Question D3-4: How successful was the implementation of the Health Services Component?

- b) What concerns/strengths were identified by the Migrant Program staff?

Strengths

- . the Nurse made a lot of parent contacts (N).
- . the Nurse did a good job (A).
- . services were provided to all students who needed them (A).
- . lots of contact was made with current migrants and their families (N).
- . physical histories were done on many students and sent to their families (N).
- . families were screened more on the basis of eligibility for a clinic card at Brackenridge (N).

- . early childhood students were carefully screened (N).
- . there was a lot of rapport built with parents since the Nurse was fluent in Spanish (N).

Weaknesses

- . lack of good information on who was currently migratory (N).
- . a half-time Nurse really limited the number of students seen (N and A).
- . not enough school and teacher contacts were made (N).

Improvement/Options

- . make the position a full-time position (N and A).
- . improve the recruiting process (N).
- . plan and conduct more teacher training on what services are offered by the Migrant Health Services Program (N).
- . provide more training/information to parents on health care (especially preventative health care) (P).

Evaluation Question D4-4: How successful was the implementation of the Parental Involvement Component?

- b) What concerns/strengths were identified by Migrant Program staff?

Strengths (Elementary)

- . the PAC president, Mary Jones, has been an asset (P).
- . we elected new PAC officers who are good (P).
- . sometimes we have high attendance at the PAC meetings (P).
- . there were several good parental involvement conferences in Austin (P).
- . a few AISD parents were very involved in these conferences (P).
- . the community representatives work well with both parents and schools (P).
- . not having local campus PACs has been good for those campuses who were unsuccessful in getting parents to participate (P).
- . some parents attend both the Chapter 1/Migrant PAC and the Title VII PAC meetings, thus getting a double dose of some materials (P).
- . each representative is making 5 home visits a week of a positive nature (P).

Weaknesses (Elementary)

- . parent attendance at PAC meetings fluctuates a lot (P).
- . some schools did not receive as much attention from their community representatives as they should (P).
- . our office gets so many assignments from so many different areas that we are frequently pulled in many different directions (P).
- . with all the "special assignments" we are assigned, we sometimes fall behind on the regular duties we do (P).
- . not having the local PACs has not (for the most part) improved attendance at the Districtwide PAC meetings (P).

Improvements/Options (Elementary)

- . try to have names, addresses, etc. of students early in the school year so there will be no delays in beginning (P).
- . continue making the five positive home visits per week (P).
- . prepare the notices for PAC meetings well in advance (P).
- . continue to work on getting higher parent attendance at PAC meetings, perhaps by having more student programs (P).
- . rotate the PAC meetings at various schools since the office will no longer be housed at Kealing (in 1983-84) (P).
- . continue to coordinate our activities with the schools and other District offices (P).

Strengths (Secondary)

- . a number of the parents, especially Mr Mendoza, the president, are a strength (S).
- . the parents who have come to the PAC meetings have benefited (S).
- . the workshops that we have had have focused on communication skills (S).
- . the two community representatives do a very good job (S).

Weaknesses (Secondary)

- . the main weakness is parents not attending the meetings (S).
- . the parents who do not attend are the ones who need to the most (S).

Improvements/Options (Secondary)

- . continue to work on improving parent attendance - perhaps by having suppers in conjunction with the meetings (S).

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO:

FROM: Catherine ^{cc}Christner

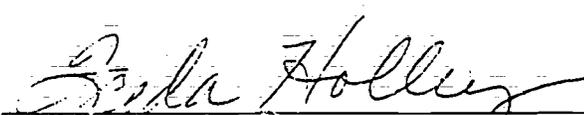
SUBJECT: Migrant Program Staff Interview Summary

Enclosed is a draft of my summary of our interview. Please review it as soon as possible for additions, deletions, or any corrections you would like. If I do not hear from you by _____, I will assume everything as stated is acceptable.

CC:lg
Enclosure

cc: Lee Laws

APPROVED:



Director, Research and Evaluation

82.02

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment G-2

MIGRANT PROGRAM STAFF INTERVIEW - ADMINISTRATOR

What have been the strengths of the implementation of the Early Childhood Education Component this school year?

What have been the weaknesses of the implementation of the Early Childhood Education Component this school year?

What have been the strengths of the implementation of the K-6 Instructional Component this school year?

What have been the weaknesses of the implementation of the K-6 Instructional Component this school year?

Have there been any problems with the supervision of the K-6 Migrant Program teachers this school year?

What have been the strengths of the implementation of the Health Services Component this school year?

What have been the weaknesses of the implementation of the Health Services Component this school year?

Spring '83

82.02

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment G-3

MIGRANT PROGRAM STAFF INTERVIEW - MIGRANT NURSE

What have been the strengths of the implementation of the Health Services Component this school year?

What have been the weaknesses of the implementation of the Health Services Component this school year?

What are some improvements/options you would suggest that you feel would make this component more effective?

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G-11

Spring '83

82.02

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment G-4

MIGRANT PROGRAM STAFF INTERVIEWS - DROPOUT PREVENTION SPECIALIST

What have been the strengths of the implementation of the Dropout Prevention Specialist Program this school year?

What have been the weaknesses of the implementation of the Dropout Prevention Specialist Program this school year?

Do you feel the Migrant Program should continue with this program?

Have you had problems with students not coming for services? If so, why do you think students are not coming?

What are some improvements/options you would suggest that you feel would make it more effective?

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment G-5

MIGRANT PROGRAM STAFF INTERVIEW--EARLY CHILDHOOD COORDINATOR

What have been the strengths of the implementation of the Early Childhood Education Component this school year?

What have been the weaknesses of the implementation of the Early Childhood Education Component this school year?

Have there been any problems with the supervision of the Early Childhood teachers this school year?

MIGRANT PROGRAM STAFF INTERVIEW - SECONDARY MIGRANT COORDINATOR

What have been the strengths of the implementation of the Grades 7-12 Instructional Component this school year?

What have been the weaknesses of the implementation of the Grades 7-12 Instructional Component this school year?

Have there been any problems with the supervision of grades 7-12 Migrant Program teachers this school year?

What have been the strengths of the implementation of the Secondary Parental Involvement Component this school year?

What have been the weaknesses of the implementation of the Secondary Parental Involvement Component this school year?

What have been the strengths of the implementation of the Dropout Prevention Specialist Program this school year?

What have been the weaknesses of the implementation of the Dropout Prevention Specialist Program this school year?

82.02

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment 3-7

MIGRANT PROGRAM STAFF INTERVIEW - PARENTAL INVOLVEMENT SPECIALIST

What have been the strengths of the implementation of the Parental Involvement Component this school year?

What have been the weaknesses of the implementation of the Parent Involvement Component this school year?

What differences have you noted in parent involvement/participation in the Districtwide PAC, since local PACs were not required this year?

What are some improvements/options you would suggest that you feel would make this component more effective?

AUSTIN INDEPENDENT SCHOOL DISTRICT Attachment G-8
Office of Research and Evaluation (Page 1 of 3)

MIGRANT PROGRAM STAFF INTERVIEW - ADMINISTRATOR

What have been the strengths of the implementation of the Early Childhood Education Component this school year?

From what I've seen the program itself has provided a needed service for those students who have participated. The class sizes are small and this has enabled the teachers to concentrate their services on students who need them.

What have been the weaknesses of the implementation of the Early Childhood Education Component this school year?

The weakness that I have seen is the low attendance. In some schools the attendance was very low, especially during the winter months when there was a high absentee rate. During the 1982-83 the number of Early Childhood units was increased. This I feel diluted the the number of migrant students to receive service. I don't think any of the units except for south Austin were at full capacity so there was always room for other students. As a result of that, the cost for students was rather high. I think we would have been able to share the same number of students with eight units as we have in the previous year. I found about the low attendance in the middle of the year and I didn't quite know how to solve it at that point in time. We had the community representatives make numerous home visits to encourage parents to send their children to classes. We were even to the point that we thought about asking some people to leave the program if their children who were enrolled were not attending.

Next year we know that probably there will be some cutbacks in funds. At this point we just don't know how much. Since in terms of priorities for the program, current migrants are first, former migrants are second, and the Early Childhood Program is third, we will have to reduce the Early Childhood Program to some degree. What I am planning to do at this point is to cut back on the number of classes. The transportation costs are exceedingly high, especially to fill half the class at Maplewood (since these students are transported such large distances). So not only will there be money savings in terms of number of units open but also considerable savings on transportation.

What have been the strengths of the implementation of the K-6 Instructional Component this school year?

There have been good services offered to the elementary schools and the children are receiving services in small group sizes in reading. In my visits I have determined that teachers have ample supplies and materials and ample time to provide services to the students. It's a strength that we have enough funds this school year to provide services on a daily basis at every school to the minimum number of children that need to be served.

I feel that the services provided by these reading teachers have had a very positive effect. I hope the evaluation shows that also.

What have been the weaknesses of the implementation of the K-6 Instructional Component this school year?

Well one of the problems I have seen is that there are migrant students at schools without a migrant teacher and therefore these students aren't receiving services. It's unfortunate that we cannot provide instructional services to everyone. Also in some cases where there were enough students for a teacher, principals felt that there was not enough room for another teacher or that other programs at the school like Chapter 1 could provide services for migrant students who had need.

Although TEA has questioned this I feel the following is a strength and not a weakness. They have said that we have one of the highest per pupil costs in terms of our teachers. I have explained to them that AISD has one of the highest teacher pay scales as well as we try to recruit people who have a lot of experience with low achieving students and have a Master's degree preferably in reading. I feel like this is a really positive benefit to the migrant program. There is a high per pupil cost when you serve students with teachers with Master's degrees or maximum experience.

Have there been any problems with the supervision of the K-6 Migrant Program teachers this school year?

No. I feel that the supervision is stronger than it has been in the past because the teachers work directly with the Chapter 1 reading coordinators. Actually the Chapter 1 reading coordinators are funded out of Chapter 1, Migrant, and SCE. I feel that the three programs were coordinated much better and the reading coordinators have worked more directly with the teachers to coordinate the Migrant Program with regular classroom instruction. I feel that supervision was a definite strength this year.

What have been the strengths of the implementation of the Health Services Component this school year?

The strength is that we have been able to provide services to all the students who needed it. We have a number of students who needed costly services but we felt justified in providing them. One case that I am thinking about in particular is a child who needed a breathing machine, a very expensive item. The evidence did support that she remained in school through use of the machine where she might not have otherwise.

Another strength is the Migrant Program Nurse. I feel that she did a good job. She concentrated her services on students who had needs. She tried to identify through screening and other sources the students who had the most needs. The students with the greatest needs and those current migrants are where she concentrated her services.

What have been the weaknesses of the implementation of the Health Services Component this school year?

Although I think that the Migrant Program Nurse did a very good job, she and I agreed that having a nurse on a half-time basis is a weakness because we feel that it does limit the number of students she can see as well the number of contacts that she can make with parents and schools. She has seen a lot of students but she has had to concentrate on the current migrants and others that regulations provide for being seen first. She and I feel that the nurse's position should be a full-time position to maximize the number of students that can be reached.

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MIGRANT PROGRAM STAFF INTERVIEW - DROPOUT PREVENTION SPECIALIST

What have been the strengths of the implementation of the Dropout Prevention Specialist Program this school year?

The main strength of the program is that it is research based. Evaluation and follow-up on students is built into the program itself. Both the counseling program which is based on leadership skills development and the token economy program which rewards kids for attendance, grades and not misbehaving are very much structured around what research found to be effective.

Administrators and counselors both at Crockett and at Anderson have been very supportive of the program and this certainly has been an asset in terms of the program's operation. Also the student contact at both schools is during advisory or lunch, therefore the students are not being pulled out of classes. José Mata has participated in the program at both schools and the counseling group at Crockett. There is evidence from the counseling group at Crockett that the kids have responded very well to him.

What have been the weaknesses of the implementation of the Dropout Prevention Specialist Program this school year?

The biggest weakness is that the program started late in the school year. It was well into the third week of the second semester before it actually began. There is no real way to insure student attendance since it is voluntary and there is no course credit for attending or picking up tokens on a regular basis.

Funding is still not clear for the 1983-84 school year so next year cannot be planned for now. The program this year has been limited to two schools because of its pilot nature. Ideally it would be best implemented if it could reach all the students. Also by the time students are this age many of their habits are very well formed and it's very difficult to start trying to reach these students at this age.

Do you feel the Migrant Program should continue with this program?

Yes, very definitely. The program needs to be continued and expanded to other schools. Also the program should be tried at the junior high level as well as the elementary level.

Have you had problems with students not coming for services? If so, why do you think students are not coming?

Yes there has been a very definite problem with students not coming for service. Again, as I have said they receive no credit for either the program at Crockett or Anderson. At Anderson they at least have the token economy that keeps them coming but at Crockett they come during advisory and some students study when they have a lot of homework to do so often they don't come for these reasons. Since the counseling class at Crockett focuses on leadership skills and communication skills some of the students don't want to come because they are very shy and are unwilling to speak up. Mr. Mata's group has had very high attendance so it's my feeling that perhaps the students prefer a male, Hispanic group leader. It's hard to say. Students often just have too many other things to do. Also some may not perceive the counseling as a worthwhile thing. There's no incentive for them going.

At Anderson it's also a problem that they don't come. They do check in or stop in on an irregular basis and that makes it hard to give them reinforcement for doing well when they come so seldom. Finally, there seems to be some peer pressure or cultural pressure against expressing their feelings or staying in school. There's a lot of pressure for kids to find jobs, etc. and this may have a lot to do with the fact that the students don't see any problem with dropping out of school and not participating in these programs.

What are some improvements/options you would suggest that you feel would make it more effective?

The biggest improvement that could be made is starting the program right at the beginning of the school year. One of the biggest problems has been that students don't have enough incentive for showing up. Somehow perhaps they could get class credit, something towards graduation. I am not sure exactly what but something that gets them coming regularly. One of the weaknesses in terms of trying to make the program effective is that there is not really enough parent contact. I would think that if the program were to be continued or expanded, there needs to be more parent training as well as educating both teachers and counselors of what's going on, why certain things are being done and ways that teachers, counselors, and parents could reinforce the program. If students could get reinforcement at home for attending the program then maybe their attendance would be better. For the Anderson group it would really be nice to build in more frequent contact - perhaps do some counseling discussion, how to improve grades, how to improve behavior, etc. rather than them just dropping by to pick up their tokens. Again another major improvement would be to implement similar programs at the junior high and elementary level. Since so many of the behavior patterns that some of these students have were established long ago, by this point in their high school career it's very difficult to try to erase that behavior. Perhaps if they were reached sooner there would be more likelihood that some of their behavior patterns could be changed. Also since Mr. Mata's group especially at Crockett has shown a high attendance rate, it might be well to involve more males and/or Hispanics in terms of providing good role models for these students.

MIGRANT PROGRAM STAFF INTERVIEW--EARLY CHILDHOOD COORDINATOR

What have been the strengths of the implementation of the Early Childhood Education Component this school year?

The main thing that I have noticed this school year is a marked difference in teachers' attitudes. This year we have several new hires and they have been well accepted into the program as well as their ideas have been accepted. This year people have been more open and willing to work together, the teachers with each other and with me, and I feel like that's a real improvement. Also in the past, with the two programs under my supervision, Chapter 1 and Migrant, it seemed like the Chapter 1 teachers and the Migrant teachers worked very separately. This year they have really come together and are working together. For example at a conference in February I noticed that two teachers, one from Chapter 1 and one from Migrant, presented together in a session on learning centers. Another group of teachers which happened to have two Chapter 1 teachers and two Migrant teachers did another display for another unit. It just seemed like that this year more than ever in the past, the two groups of teachers really worked together as a group and there wasn't as much separation between the groups as there has been in the past.

Also in the past it appeared that there was little sharing of ideas and materials with each other. I have noticed a great increase in sharing this year. For example, one teacher visited a warehouse where free materials were available and not only did she pick up enough for herself but she picked up enough for the other teachers. This was very pleasing to me. Also last year I often get volunteers when I needed help with projects or staff development. This year I have had more volunteers for participating and presenting staff development and there has been increased interest in teaching others and working with the teachers on sharing on ideas, etc. I think the idea of developing staff development for your peers is very important. Also because they are working together so much, I have been able to order more resource books and other teaching supplies which they have suggested and requested thus strengthening each teacher's materials inventory. Teachers are sharing more, so more ideas as well as materials are being shared across the programs and across the teachers.

One other thing that has happened more and more is that teachers have been growing by going to visit other teachers and watching them teach in their classrooms. I feel as a consequence of this, the quality of what they are doing is improving. The visits are voluntary. I provide a substitute for the day they request. I feel that when they see another teacher doing similar activities which they have done they feel more confidence in their ability to do it and, as a result of this activity the teachers' competency in general seemed to be improving.

The Migrant teachers are implementing the AISD curriculum more so than they have in the past. They are using materials more. I have seen materials that I have provided being used in all the classrooms and through that use indications are that the curriculum is being followed more closely. I know that at first the teachers were very hesitant to leave the BECP curriculum and totally use the AISD curriculum, but I feel they have made the transition now.

What have been the weaknesses of the implementation of the Early Childhood Education Component this school year?

One of the main things that concerns me is that it was pointed out by the teacher at Maplewood, who's funded half Migrant and half Chapter 1, that the migrant students' attendance seems low. Other teachers have commented on this. In Chapter 1 the students' attendance is almost mandatory to remain in the program while it seems that the Migrant attendance is lower and the emphasis on attendance isn't as strong. Migrant students have bus services and busses take them right to school and back home. This is one of the reasons that for the last three six weeks periods of 1982-83. I want to compare the Chapter 1 Early Childhood attendance with the Migrant Early Childhood attendance.

There is another area that I am somewhat concerned about but it is very hard to pinpoint - it's something that I feel when I go into the classroom and observe. I have not seen as much direct instruction as I feel is necessary. There seemed to be a lot of center work and indirect instruction but not as much direct instruction as I would like in the Migrant classrooms. Related to this I am somewhat concerned about time on task. This may be a reflection of differences in teachers' styles and it may be that whenever I go by and visit, I don't see the direct teaching happening. Also it may be a reflection that there is more variety in teaching styles among the Migrant teachers than among the Chapter 1 Early Childhood teachers. It may be that some of the formats of the teaching day in some classes seem a lot freer in terms of structuring than in some of the other classes. This is an area that I definitely intend to look at more closely next year. If I find that it is an area of weakness, I will definitely address it at staff development sessions or plan next year as I have this year on sending some of the teachers who could benefit from visiting classrooms of teachers who are stronger in these areas. Since teachers have shown so much willingness this year to grow and develop as teachers, I feel like the teachers will cooperate. We'll put out the extra effort to make sure the children are direct taught and meaningfully occupied all day long.

I don't know if I would call this a weakness or not, but I am very disappointed that the program will be cut and we will be losing three classrooms. Because of the strong foundation that has been laid in this program, hopefully the classes won't be completely lost to the District. I think that the six classes left will be very strong classes.

Have there been any problems with the supervision of the Early Childhood teachers this school year?

No, I don't feel that there have been. It's really been a very good year. The communication channels have opened more than ever and I feel like the teachers have cooperated with me over and above and beyond. As I said before, teachers have volunteered for things more and I have had numerous notes from teachers commenting on the various things that we have done. They seemed to feel very free to let me know what they need and how they feel about what I am doing, etc. This is really quite pleasing to me since last year was my first year with these teachers and I did feel like it took me a while to gain acceptance from some of the teachers.

Although I have not been able to spend any more individual time with teachers this year than last, I have spent more overall time with the Early Childhood teachers per se. Because of bringing all the teachers from Chapter 1 and Migrant together I think they have strengthened both programs because there are so many different ideas that the teachers share with each other, etc. Also this year what has helped in the area of supervision is allowing the teachers to go for one day to visit another classroom and I provide the substitute. This has really strengthened the teachers' relationships with each other as well as with me. I have been getting very positive feedback from the teachers about the opportunity to do this. I've also appreciated the fact that the teachers have given me positive feedback.

MIGRANT PROGRAM STAFF INTERVIEW - MIGRANT NURSE

What have been the strengths of the implementation of the Health Services Component this school year?

One of the main strengths is I've made a lot of contact with parents. I have tried to make as much contact as possible with current migrants even though this information on who was currently and formerly migrant was not always correct. Also this year I have done physical histories on a lot of students and am sending this information to their parents. Even though it's in a form of a questionnaire and I am not getting a high response rate, I feel this onetime contact that will make parents more aware of their children's health situation. I feel I am setting some ground work for next year so that when the program starts again whoever is the Migrant Nurse will be able to pick up on these families. Also I believe that more than in the past I have screened out for services those families who were getting Medicare or who were eligible for a clinic card. A lot of families who were eligible for a clinic card have not applied and rather than going ahead and giving them services, we really put strong pressure on the parents to go ahead and make application for clinic cards, so that we can use the money for the Migrant Health Services for those students who are not eligible for the clinic card. Also one thing that I am very proud of is, towards the beginning of the school year I was trying to screen Early Childhood students very closely, focusing on children who were having any sort of learning difficulties because these are the ones who are going to have difficulty in the Early Childhood classrooms as well as the other classrooms later on. Finally I feel good about the fact that I speak Spanish very fluently because I feel that has really helped gain rapport with the parents and get them to follow through on some of the needed things with their children's health. I have recommended next year since I am not going to be in this position any more that a full-time bilingual nurse take the job.

What have been the weaknesses of the implementation of the Health Services Component this school year?

Mainly this has been the lack of information that we have on the students, especially the current migrants. Since I have only been half-time I have really tried to focus my emphasis on current migrants and the files on the current migrants were not updated at the beginning of the year like they were supposed to be. In fact I think it was in January or in February when I finally got the information about who was current and who was not. A lot of the students who were current from last year's information were no longer current but did receive services. I don't know what the holdup was but it did make it very difficult to try to provide services for current migrants when you didn't know who they were. Also because the list came in so late in the year the information on the students, particularly their addresses and phone numbers were not always correct, so my secretary had to spend a lot of time calling the schools or homes. Again I don't know where the

problem originated but I definitely feel like the current migrants need to be updated at the very beginning of school so that the Nurse will know at the beginning of the school year who is current and who isn't so that she can focus her services where they need to be focused.

Another weakness is the fact that at the beginning of the year I felt that 20 hours would be sufficient to cover the needs of the Health Services Program. I realized that as the year has gone by that it would have been much better if this were a full-time position. Not only could I have made more contacts with the current migrants but also my time had to be really be limited with the schools. It's obvious to me now that there needs to be more school contact as well as contact with teachers, as well as contact with parents. Just shortly before the end of school I visited one school and the teacher didn't even know what services were available. It's very frustrating because one learns that you can't do it all - you can't be at the schools at the same time that you are trying to make telephone contact with parents or seeing students, etc.

What are some improvements/options you would suggest that you feel would make this component more effective?

I would like to recommend that the nurse who takes the job makes a lot of contacts with the schools for educational purposes, that the nurse meets teachers and talks to them in detail about what the health services program offers and which parents are eligible and which are not. It seems that this is a constant need and should be done several times throughout the year. As I said earlier I feel like that the Migrant Nurse needs to be a full-time position and preferably that the person should be bilingual so that contact would be easier to make with parents.

The whole process of recruiting parents seems very haphazard. I really hope that a more organized way of recruiting with the community representatives is conducted. One of the things that I have requested for next year since community representatives have a lot more contact with parents, in August or September whenever the recruiting begins I would like to put together some sort of information packet to give to parents and give these packets to community representatives so that when they make contact with parents they can tell them about the health services program. I know that this has been something that has been done before but I feel like it's something that needs to be continued so that parents will know who is eligible and who is not and what kind of services are available, etc.

In addition to educating the teachers about what services are available I feel a lot of time needs to be spent talking to parents about their child's health needs. A lot of parents do not realize the kind of health care children need. I am thinking mainly about dental services where a lot of parents do not encourage their children to brush their teeth, they don't know the proper brushing techniques, etc. I feel that the preventative health care is very important and a lot more time needs to be spent on this. One of the main purposes for doing this is to reinforce what we are telling the kids when we meet with them and if the parents are also reinforcing their needs to brush their teeth more regularly, eat properly, etc. then we'll have a much higher likelihood of improvement of their health problems.

MIGRANT PROGRAM STAFF INTERVIEW - PARENTAL INVOLVEMENT SPECIALIST

What have been the strengths of the implementation of the Parental Involvement Component this school year?

I think this year we had a good year. We have continued with our District-wide Parental Advisory Council meetings and we have elected new officers for the following year. We feel really good about the officers that have been elected. Mary Jones, who is the current president, is in her second year. She has really been a really good leader. This year I have been trying different environments and different kinds of activities to get parents even more involved. Rather than just trying to get them to come to meetings we wanted to encourage them to take responsibility in gathering information or doing other things they really wanted to do. The parents decided they wanted to revise a handbook on parental involvement to replace the one we had had previously. Five parents were on the committee with a teacher and two community representatives, etc. We all got together several times and came up with some ideas on parental involvement. I was disappointed the parents who had a lot of ideas didn't follow through with the responsibility for putting the book together. However, we did incorporate many of their ideas through workshop activities during the year.

The attendance at meetings continues to fluctuate for some reason. Sometimes we have very good meetings, very good attendance, but other times we don't. Sometimes the attendance is a little better and sometimes it's a weakness. A smaller group of parents allows for more in depth discussions and therefore involves the parents to a greater degree. We have had more workshops this year with parents. We have given them a lot of information on how to work with their children at home to improve grades and to understand their children better, etc. There have been some good conferences here in Austin and a number of parents have attended. I have seen some really positive changes in some of the parents who have attended the meetings in that they are really interested. They learn about what other districts go through and it's been very exciting to see them involved. Unfortunately a relatively small number of parents have participated in these meetings. At least with those parents, attending these parental involvement workshops has really been a positive benefit. It allows them to draw comparisons with what's going on with other districts and communicate with other parents from other districts.

Usually we have the Chapter 1/Migrant meetings early in the month. If we are doing a workshop I prepare materials, etc. and then later in the month when we have the Bilingual Education PAC meetings we often conduct the same workshop in Spanish. Some of the parents who have come to the Chapter 1/Migrant meetings who might need information again in Spanish, come again and I feel like that by getting this double dose, the information is really penetrating for them.

Another strength of the program is that I feel we have very good community representatives who relate well both with the campuses and with the parents. They are always willing to help and assist. We have a couple of situations this year where the representatives have traded off with others when it became necessary due to heavy work load, or the absence of community representatives. This type of teamwork has provided schools with uninterrupted service. This has worked well. The community representatives are handling a larger load this year and that's made it difficult at times, but then again we are flexible and they have been very cooperative in working with each other.

What have been the weaknesses of the implementation of the Parental Involvement Component this year?

I don't know if I would specifically call it a weakness but some of the representatives have worked more directly with the community than directly with the school. Although it certainly is important, I feel that there needs to be more contact, in some cases, with the school so that the representatives will be responsive to the school needs and to the teachers' needs with the children. It's hard in the Migrant Program where the representatives have to spend so much time out in the field recruiting or updating information on the children, etc. They make more home visits because they have to establish this contact. But in doing this sometimes, the schools may be neglected. This was more of a problem last year than this year because this year we met early in the year and gave out school assignments and have tried to make sure that more school contacts were made. Here is a summary of the contacts that our office (all staff - not just migrant) made during 1982-83 (see last page this attachment).

Another of the weaknesses is that we get so many different assignments from so many areas that it just seems that we fall behind on this or we fall behind on that. Schools see us and they ask us to get involved in their carnival, PTA, etc. This is positive in itself, but if it comes at a time when we are also involved in getting information on Cinco de Mayo week, or information on Black History month or whatever, it makes it very difficult to do all the things that everyone wants you to do. As a result from all the involvement with different people, it seems like we are all rushing around at times. Sometimes we feel as if we are being pulled in so many different directions at one time that we don't know exactly what priorities we should be following. It's hard often because due to special things that have come up like the documentation of the Cinco de Mayo celebrations in AISD, we get behind on some of the regular things that we do, like getting out notices for the Parental Advisory Council meetings or calling parents to remind them to come to these meetings. The regular workload is disrupted when we get all these special assignments. Fortunately the staff is very understanding about this and again are very flexible and seem to be very good at shifting gears.

What differences have you noted in parental involvement/participation in the Districtwide PAC, since local PAC's were not required this year?

I think that for some campuses it's probably good but for others I think it's probably been to their detriment. In some cases the local PAC's forced the schools or teachers to pay attention to the needs of parents and children.

Some schools never really did the PAC in a way that really got parents participating and communicating, etc. but others really did a good job with parent training etc. Therefore, I really don't feel that it's made a lot of difference. The campuses that were doing a good job of doing the local PACs continue through PTA or other methods to have workshops for parents or meeting with parents. The teachers are meeting with parents in one way or another so I feel like the campuses that were doing a good job with the local campus PACs are still meeting with parents. Those who weren't having much success with the PAC - it's probably been better for them because they do not have to put the effort into trying to have PAC meetings and then having almost no success. It was very discouraging for them.

Also I have noticed that this has not necessarily improved the attendance at the Districtwide PAC meetings.

What are some improvements/options you would suggest that you feel would make this component more effective?

One of the things that I noticed this last year was that parents' attendance was quite high when we had programs that included some performances by children. So I feel if we have more PAC meetings with children from early childhood to elementary, etc. that the parents will attend more. Also something new we tried this year to get higher attendance was a PAC recognition plaque to reward higher attendance. This worked for a while but towards the middle of the year the attendance at meetings decreased so we will use this method again next year. Another area that I want to try to work on next year is trying to prepare the notices for the meetings early in the year. That's one area where we do get behind sometimes - we didn't get the notices out as fast as I would have liked and we didn't always get a chance to make a follow-up calls. Another thing that we had tried this year - the community representatives wanted to make sure that they made positive contact with parents. Often their contact with parents was initiated at the school level where schools wanted to know why students weren't attending, etc. The representatives wanted to go out and make five home visits on their own every week of a more positive nature. So they have been doing this and they feel good about it. I feel good about it so next year we are hoping to continue this.

My big concern for next year is that we will no longer be at Kealing, we will be housed at Twin Towers. Kealing seemed very accessible and comfortable for parents. Now I am really concerned that Twin Towers is too far north and so formal that parents won't call or won't come. I still don't know where we will be having our PAC meetings but I hope that we can try to rotate those meetings at some of the schools so that different parents can get involved more than before. Twin Towers does not have any space for our library which was always available to parents. We have found a room at Sanchez to set up our library so it will be available to parents there. As soon as possible we can move to a campus where we will be much more accessible to parents. I feel our strength has been the accessibility to both the schools and the families. We will be more involved at the school if we are located in a school building.

We have even been more involved this year with carnivals and PTAs, other school functions, Hispanic Cinco de Mayo and Heritage Month, and the Black History Month, etc. We have coordinated with a lot of other programs and I feel like this has been a real good experience. We hope to continue this next year although it is very time consuming. We feel like it's important to keep those relationships with the community as well as with the schools.

Parental Involvement Specialist's own Tally of Community Representatives' (All - Not Just Migrant) Activities for 1982-83.

<u>Parent Contacts</u>	<u>Home Visits</u>	<u>Contacts with Campus Staff and Personnel</u>	<u>School Visits</u>
6,131	3,333	2,941	2,445

MIGRANT PROGRAM STAFF INTERVIEW - SECONDARY MIGRANT COORDINATOR

What have the strengths of the implementation of the Grades 7-12 Instructional Component this school year?

I feel I need to divide the program into two - that of junior high and senior high. Junior high is the more successful program because more students get seen. I feel the reason is because it is not complicated for scheduling and course selection at the junior high level. Whereas it is at the senior high level. Another strength in both programs as a general rule (with one exception) is that we really do have good teachers. The teacher we have at Crockett/Porter is certified in reading so I feel those students are getting better instruction. Since the District is very much oriented at the high school level to mastering competency in both reading and math, we can really tie the migrant program to trying to help students meet the competency requirements in reading, and I see this is a strength. Another strength is that at both the senior and junior high level in working with the counselors over the last several years things have really improved. Counselors are very sensitive to the needs of the migrant students and really do work at scheduling the students into Migrant Program classes as much as possible.

What have been the weaknesses of the implementation of the Grades 7-12 Instructional Component this school year?

One of the biggest problems, of course, at the high school level is the difficulty in getting students scheduled for services, especially at the upper grade levels. We are competing with workstudy programs and other programs, plus the kids would prefer to take other subjects or there is no credit for the Migrant Program classes in a number of cases and that makes the program less attractive for some students. Scheduling is always the major problem at the high school level. I really don't feel like there are weaknesses per se at the junior high level. The only problem being that as the number of migrant students decrease at a particular junior high school we have to prorrate the teacher only parttime and that way it does limit the amount of time they can spend with the students. There is a problem with one teacher which I am trying to work on solving with the teacher and the principal.

Have there been any problems with the supervision of grades 7-12 Migrant Program teachers this school year?

There has been a supervision problem at one school. As I have indicated before I am working with this teacher's principal to try to come to some resolution. Also at another school, one of the team teachers reported that she wasn't working well with the migrant teacher to the principal and the principal was really upset by this. In checking out the situation it was just a personality conflict and the migrant teacher is definitely a strong teacher. The situation has been resolved to everyone's satisfaction.

What have been the strengths of the implementation of the Secondary Parental Involvement Component this school year?

One of the main strengths is those parents who have been involved, especially Mr. Mendoza who is our PAC president. The parents that do come regularly to PAC meetings have benefited from the programs. This year we have had mostly workshops focused on communication. Parents really have seemed to enjoy this. Areas of communication we looked at were communication between parents and child, parents and school, school and child and all of that has gone very well. Another strength is that the two community representatives for the secondary level do a very good job in communicating with parents. I feel that's a definite strength.

What have been the weaknesses of the implementation of the Secondary Parental Involvement Component this school year?

As I have indicated the main weakness is our inability to get parents to attend. Attendance of parents at meetings is lower this year than last year. What has been most frustrating is the parents who have greatest needs and greatest problems are the ones who need to be there and those are the parents who don't come. This also has concerned the other parents who do attend but they so far have not come up with successful ways to get parents to come. I feel these non-attending parents are really working on areas such as surviving so their priorities are elsewhere. One of the things that we hope to try next year that seems to have worked well when we have tried it is to have food and refreshments more at each meeting. For some reason this seems to draw more people so in addition to just having refreshments we might have suppers in conjunction with our meetings. Hopefully with this we can get a few more people to come out. Parents are the ones who made these suggestions.

What have been the strengths of the implementation of the Dropout Prevention Specialist Program this school year?

One of the main strengths is that the program is very research-based. The way it has been structured has given us very definite directions on how we implemented the project. Angie has been a real strength too, because she has put together the program and implemented it. The principals at both schools have been very supportive of the project as well as the counselors at both campuses have been very helpful. Although it's still very early in the program I feel like so many of the kids at Anderson are attending school more often than they were before. Some of the kids who are participating in the counselor sessions at Crockett are now questioning some things that have been discussed so I feel like they are now opening up and maybe we are reaching them.

What have been the weaknesses of the implementation of the Dropout Prevention Specialist Program this school year?

The program is brand new, it's a pilot program and the whole idea of the

token economy was very unusual to the AISD Business Office. Lee Laws and I had to spend time this year meeting with people in Finance or meeting with TEA to explain what the program was all about, etc.

The program did not get started until late in the year. We were not able to find someone who we felt was qualified to operate the program until November and the program itself was not set and in operation until the second semester of the school year. It just seems that with this new type program we ran into a lot of roadblocks in the District and with TEA. They had trouble understanding the nature of this program. Another problem is that the students have not always participated as much as we would like. I know this is especially true of Angie's group and she has been very disappointed because more students haven't come. I feel if we have more ways to get the students interested in coming on a regular basis it would really be a benefit to them. Also I would suggest that in the future we try to have this program at the junior high level and probably in the fifth and sixth level as well. If we were to do it again I would start the counseling at the beginning of the year and start the reward system at the beginning of the year. The delay really did cost us.

If the program is funded next year, the ground work we laid this year with TEA and AISD personnel will really pay off in terms of the program being administered smoothly.

ECIA CHAPTER 1 MIGRANT
APPENDIX H
MIGRANT HEALTH SERVICES FORM

Instrument Description: Migrant Health Services Form

Brief description of the instrument:

This form provides information about the health services delivered by the Migrant Program Nurse. Information collected included: student name; ID, grade, school, ethnicity, problem, type of contact, resolution of problem, parent contact, and outcome.

To whom was the instrument administered?

The Nurse and her secretary completed the forms.

How many times was the instrument administered?

The forms were kept on a monthly basis.

When was the instrument administered?

Monthly, from August, 1982 through May, 1983.

Where was the instrument administered?

In the Migrant Program Nurse's office.

Who administered the instrument?

The form was completed by the Nurse or her secretary.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

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

None were identified.

Who developed the instrument?

The form with slight modifications has been used the last several years. It was developed in a collaborative manner by the Migrant Evaluator and the Nurse.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

MIGRANT HEALTH SERVICES FORM

Purpose

The Migrant Health Services Form was completed by the Migrant Program Nurse in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D3. Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-1: Were the component's objectives met?

Evaluation Question D3-2: What services did migrant students received?

Evaluation Question D3-3: How many migrant students (by grade and ethnicity) were served by the Migrant Program Nurse?

Procedure

The Migrant Health Services Form was developed in 1977 by the Migrant Evaluator and the Migrant Nurse. The form was designed to describe the nature of the student contacts made by the Migrant Nurse.

Since there was a new Migrant Nurse this year, she opted to use the form with no changes. See Attachment H-1 for the Migrant Health Services Form. The directions for the completion of the form are in Attachment H-2. In completing the forms, the Nurse recorded health problem(s) experienced by each student. The problem codes used with the form were the ones designated by the Migrant Student Record Transfer System. Attachment H-3 defines the problem codes used.

The data were keypunched, one card per contact. Attachment H-4 is a copy of the card file layout used. The data are stored at AISD on file MG-HEL83.

In order to help the Nurse with her reporting to Health Services, the Migrant Health Services and Medical/Dental Expense Monthly Report was used. This is a monthly summary of her activities. See Attachment H-5 for a sample month's completed form. The program used to run these monthly reports is EVONURSE.

Results

Evaluation Question D3-1: Were the component's objectives met?

This year the Nurse set one of her goals as seeing 85% of the early childhood students. She came close to reaching this goal by seeing 107 or 80% of the 133 early childhood students.

H-3

Another goal was to make at least minimal contact with 90% of the currently migratory students. By the end of May, 1983, 75% of these students or their parents had been contacted. It should be noted that the data on who was/was not currently migratory were frequently inaccurate during the school year making it difficult for the Nurse to know who was current and who was not.

In Figure H-1 are listed the duplicated and unduplicated counts of students seen by campus. Across campuses she served 372 students in all. This is lower than the 479 students seen in 1981-82 when the nurse position was fulltime, not halftime as it was this year.

Evaluation Question D3-2: What services did migrant students receive?

A wide variety of services for students was conducted. See Figure H-2. There were quite a wide variety of health problems encountered (Figure H-3). The most common problems were cavities, physical evaluation, and health supervision.

Evaluation Question D3-3: How many migrant students (by grade and ethnicity) were served by the Migrant Nurse?

These data are presented in Figure H-4. The most children were seen at the early childhood level, and 98% of the students seen were Hispanic.

Miscellaneous

In Figure H-5 are listed the number of contacts with students by month. April and May were the busiest months.

The Nurse and her staff made 566 contacts with parents - the majority of the contacts were phone calls. See Figure H-6.

SCHOOL	DUPLICATED COUNT OF STUDENTS SERVED	UNDUPLICATED COUNT OF STUDENTS SERVED
Austin	11	5
Johnston	14	8
McCallum	1	1
Reagan	2	2
Travis	10	7
Crockett	26	10
Anderson	9	5
LBJ	2	1
Fulmore	4	2
O. Henry	4	3
Pearce	2	2
Porter	5	4
Martin	21	9
Murchison	4	4
Bedichek	2	1
Allison	88	29
Andrews	18	3
Barton Hills	2	1
Becker	28	11
Blackshear	12	4
Brooke	88	23
Brown	8	3
Campbell	2	2
Casis	6	4
Cunningham	14	5
Dawson	77	28
Govalle	17	10
Harris	1	1
Highland Park	10	13
Joslin	11	6
Maplewood	31	9
Mathews	4	4
Metz	60	21
Oak Springs	4	4
Ortega	16	6
Sanchez	47	14
Pleasant Hill	4	3
Ridgetop	1	1
Rosewood	2	2
St. Elmo	42	12
Travis Heights	22	10
Allan	87	33
Wooten	1	1
Zavala	74	15
Barrington	1	0
Pillow	1	1
Wooldridge	1	1
Sunset Valley	2	2
Graham	3	2
Linder	21	5
Cook	17	10
Webb	8	4
Langford	15	4
Developmental Center	3	1
TOTALS	986	372

Figure H-1. DUPLICATED AND UNDUPLICATED COUNTS OF MIGRANT STUDENTS SERVED AT EACH SCHOOL FROM SEPTEMBER, 1982 THROUGH MAY, 1983. Duplicated indicates number of contacts with students at that school. Unduplicated indicates number of students seen (regardless of the number of times each student was seen).

Activity	Number of Times Activity was Reported
Regularly Scheduled Exam	129
Nonscheduled Exam	28
Phone Contact	379
Referral to Medical Doctor	218
Referral to Dentist	241
Home Visit	35
Counseling/Teaching	176
Referral to Other Professional	36

Figure H-2. TALLY OF VARIOUS NURSING ACTIVITIES FOR SEPTEMBER, 1982 THROUGH MAY, 1983.

PROBLEM CODE	PROBLEM	FREQUENCY	PERCENTAGE
1711	Cavities	143	14.3
1602	Physical evaluation	133	13.3
1601	Health supervision	104	10.4
1305	Other ill-defined conditions	89	8.9
1710	Dental referral	73	7.3
0703	Upper respiratory infection, cold, sore throat, etc.	48	4.8
0108	Pediculosis	29	2.9
0508	Other ear problems	27	2.7
0525	Failed vision screening test	23	2.3
1706	Prophylaxis	23	2.3
1307	Enlarged tonsils	20	2.0
0519	Needs glasses	18	1.8
1006	Other problems of skin/subcutaneous tissue	17	1.7
1733	Gingivitis	17	1.7
0507	Otitis media	16	1.6
0901	Diseases of the kidney/bladder	13	1.3
0509	Other eye problems	12	1.2
0522	Referral	12	1.2
1001	Impetigo	12	1.2
0704	Other respiratory diseases	8	0.8
1004	Dermatitis	8	0.8
0803	Other problems of digestive system	7	.7
1717	Abscess screening	7	.7
0511	Other diseases of the nervous system/sense organs	6	.6
0523	Amblyopia	6	.6
1712	Failed dental screening	6	.6
9900	Sensitive data	6	.6
0000	No problem found	5	.5
1102	Other diseases of the musculo-skeletal system	5	.5
0702	Influenza and pneumonia	4	.4
1002	Scabies	4	.4
1302	Headache	4	.4
1400	Accidents, trauma, and injuries	4	.4
1609	Health referral	4	.4
1801	Disorder articulation	4	.4
0605	Other problems of circulatory system/other heart	4	.4
0303	Obesity	3	.3
1103	Scoliosis screening	3	.3
1306	Epilepsy	3	.3
0121	Chicken pox	2	.2
0304	Other endocrine nutrition/metabolic problems	2	.2
0515	Hyperopia	2	.2
0520	Wears glasses	2	.2
0526	Failed hearing screening test	2	.2
0603	Hypertension	2	.2
0902	Diseases of genital organs	2	.2
1008	Warts	2	.2

Figure H-3. NUMBER AND PERCENTAGE OF CONTACTS MADE FOR EACH HEALTH PROBLEM IN SEPTEMBER, 1982 - MAY, 1983.
(Page 1 of 2)

PROBLEM CODE	PROBLEM	FREQUENCY	PERCENTAGE
1100	Diseases of musculo-skeletal system	2	0.2
1203	Cleft lip/palate	2	0.2
1204	Other congenital anomalies	2	0.2
1206	Umbilical hernia	2	0.2*
1209	Heart murmur	2	0.2
1402	Fractures of extremities	2	0.2
1605	X-Ray	2	0.2
1607	Tetanus shot	2	0.2
1608	Medication prescribed	2	0.2
2200	Examination	2	0.2
0103	Diarrhea	1	0.1
0117	Tuberculosis, other	1	0.1
0118	Streptococcal infections	1	0.1
0119	Other infective parasite	1	0.1
0200	Neoplasms	1	0.1
0306	Hyperactive	1	0.1
0309	Poor nutritional habits	1	0.1
0512	Organic visual problem	1	0.1
0516	Myopia	1	0.1
0529	Nervous stomach	1	0.1
0701	Asthma	1	0.1
0805	Drain plugged salivary gland	1	0.1
0900	Diseases of genito-urinary system	1	0.1
0903	Other genito-urinary	1	0.1
1003	Ringworm	1	0.1
1005	Eczema	1	0.1
1101	Arthritis/rheumatism	1	0.1
1105	Scoliosis screening/negative	1	0.1
1109	Spinal scoliosis	1	0.1
1111	Orthopedic screening	1	0.1
1200	Congenital anomalies	1	0.1
1303	Infestations, mites	1	0.1
1308	Nose bleed	1	0.1
1404	Laceration, open wound	1	0.1
1603	Immunizations	1	0.1
1611	Antibiotics	1	0.1
1702	Fillings	1	0.1
1708	Root canal	1	0.1
1800	Communication disorders	1	0.1
2203	Vision screening	1	0.1
9999	Other sensitive data	1	0.1
TOTAL		997	100%

Figure H-3. NUMBER AND PERCENTAGE OF CONTACTS MADE FOR EACH HEALTH PROBLEM IN SEPTEMBER, 1982 - MAY, 1983.
(continued, page 2 of 2)

INSTRUCTIONS: MIGRANT HEALTH SERVICES FORM

The Migrant Health Services Form should be completed on a monthly basis and sent through the school mail to Catherine Christner, Administration Building, Box 79.

In an effort to reduce clerical time, follow-up contacts will not be recorded on this form.

In addition to the directions below, an example is attached.

SCHOOL: The three-digit school code should be entered on this line. Please use the attached school code list to find each school's number code. Use a different Migrant Health Services Form for each school.

DATE: Please enter the month and year the expenses were incurred, i.e., Oct. 82.

NAME: The student name should be listed with the last name first then a space, followed by the student's first name.

AISD ID NUMBER: The seven-digit AISD student identification number will be completed by ORE personnel.

ETHNICITY: Please enter the one-digit ethnicity code as taken from the following list: (1) American Indian (2) Asian or Pacific Islander (3) Black, not of Hispanic origin (4) Hispanic, and (5) Anglo, not of Hispanic origin.

GRADE: The student's current grade in school should be entered.

CONTACT BY THE MIGRANT NURSE: This falls into the three categories listed below.

- 1) **Regularly Scheduled Screening.** This is a screening or exam given at a scheduled time at the student's school. This would not include, for example, a scheduled follow-up exam which was separate from the scheduled exams given to other members of a student's school.
- 2) **Non-Scheduled Exam.** This would include any exam given by the Migrant Nurse at the student's school or in the Nurse's office which would not be classified as a scheduled screening.
- 3) **Handled by Phone.** Use the following codes in this category:
 - 1 = The Nurse diagnoses the problem and takes some action by phone without seeing the student.
 - 2 = Immunization Record Check
 - 3 = Other

Record a "1" in the column of whichever of the three headings is the most applicable, except if the contact is an Immunization Record Check (2) or Other (3) under the Handled-by-Phone category.

PROBLEMS(S): This section is where a listing is made of what health problems were found. Two types of information are requested.

- (1) **Description.** Under this column a brief verbal description of the health problem noted for that student is listed. Each additional health problem for that student is listed on succeeding lines.
- (2) **MSRTS Code.** Across from description of each health problem the appropriate four-digit MSRTS Code should be entered. If no problem was found, enter 0000. Use 9999 to indicate no appropriate code was available or the code was unknown. Use 1305 to indicate the student's condition is ill-defined—a problem exists, but no diagnosis is available.

RESOLUTION BY MIGRANT NURSE: One or more columns under this heading will generally be completed following each contact by the Migrant Nurse. There may be some cases where none of the actions listed were taken. If multiple actions are taken for a given column (for example, two home visits), indicate the number of occurrences. Otherwise, place a "1" under the proper column (Referred to MD, Referred to Dentist, Home Visit, and Counseling or Teaching). In the last column, Parent Contact, please enter the following codes as appropriate: 1 = A parent is contacted by phone; 2 = A note home to the parent is sent; and 3 = The parent makes a visit to the Nurse's office.

If some unlisted action is taken, write "other" and a description in the "Outcome" column. Under the referral headings, "W" means on the waiting list.

If there is some other resolution not covered the Nurse records one of the following in the outcome column:

1 = Psychologist Counselor; 2 = Public Health Department; 3 = Regular School Nurse; 4 = AISD Vision/Hearing Technician; 5 = Speech Therapist; 6 = Local Support Team and; 7 = OT/PT

OUTCOME: This column is provided for the Nurse to expand upon the resolution of any contacts with students.

COMPLETED : This column is provided for the Nurse's convenience to check as a case is resolved.

When situations arise which are not readily recorded on the form, please call Catherine Christner at 458-1227, so that some agreed-upon solution can be reached.

ATE

1982-83

MIGRANT HEALTH SERVICES FORM

SCHOOL: 053
DATE: Oct. 82
NAME (LAST FIRST)

EXAMPLE

Table with columns: AID ID NUMBER, ETHNICITY, GRADE, CONTACT BY MIG. NURSE (REGULARLY SCHEDULED SC, NON-SCH. EXAM, HANDLED BY PHONE), PROBLEM(S) (DESCRIPTION, MSRTS CODE), RESOLUTION BY MIGRANT NURSE (REFERRED TO MD, REFERRED TO DENTIST, HOME VISIT, COUNSELING OR TEACHING, PARENT CONTACT), OUTCOME, COMPLETED.

*And other contacts as coded

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82.02

Attachment H-2 (continued, page 3 of 3)

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MSRHS HEALTH PROBLEMS LIST

06/25/81

Attachment H-3

PAGE 1

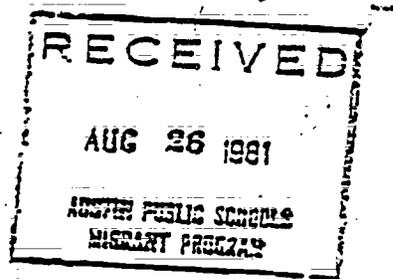
82.02

(Page 1 of 6)

CODE	HEALTH PROBLEM	EH LINKAGES
1400	ACCIDENTS, TRAUMA AND INJURIES	
1401	FRACTS. OF SKULL, SPINE, AND TRUNK	206
1402	FRACTS. OF EXTREMITIES	206
1403	DISLOC, SPRAIN, STRAIN	206
1404	LACERATION, OPEN WOUND	206
1405	BURNS	206
1406	POISONING-TOXIC EFFECT	206
1500	ALLERGIC CONDITIONS TO EXTRANEIOUS AGENTS	
1501	DETERGENTS	206
1502	OILS AND GREASE	206
1503	SOLVENTS	206
1504	DRUGS	206
1505	CHEMICALS	206
1506	FOODS	205 206
1507	PLANTS	206
1508	ANIMALS	206
1509	ULTRA-VIOLET RADIATION (EXCEPT SUNBURN)	206
1510	UNSPECIFIED CAUSE	206
1511	ASA ASPIRIN	206
1512	PENICILLIN	206
1513	INSECTS	206
1514	WASP OR BEE STINGS	206
1515	HORSE SERUM	
1800	COMMUNICATIVE DISORDERS	204
1801	DISORD ARTICULATION	204
1802	DISORDERS OF VOICE	204
1803	DISORD LANG. SYMBOLIZAT	204
1804	DISORD RHYTHM (STUTTER)	204
1200	CONGENITAL ANOMALIES	
1201	CARDIO-VASCULAR (HEART DEFECT)	101 206
1202	CONGENITAL HIP (POSSIBLE MOTOR IMPAIRMENT)	203
1203	CLEFT LIP/PALATE (POSS. SPEECH IMPAIRMENT)	204
1204	OTH CONGENIT. ANAMOLIES	206
1205	HERNIA	101 206
1206	UMBILICAL HERNIA	101 206
1207	NYSTAGMUS	201
1208	STRABISMUS	201
1209	HEART MURMUR	
1210	FLAT FOOTED	
1211	FAILURE TO THRIVE	
1700	DENTAL HEALTH	205 206
1701	EXTRACTION	
1702	FILLINGS	
1703	PARTIAL	
1704	DENTURES	
1705	BRACES	
1706	PROPHYLAXIS	
1707	PERMANENT BRIDGE	
1708	ROOT CANAL	
1709	CAPPING	

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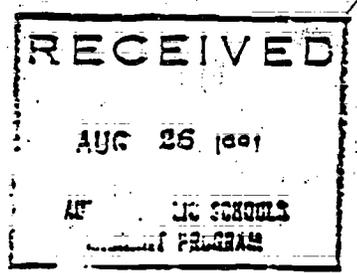


82.02

Attachment H-3
(continued, page 2 of 6)

EH LINKAGES

CODE	HEALTH PROBLEM			
1710	REFERRAL			
1711	CAVITIES			
1712	FAILED DENTAL SCREENING			
1713	FLOURIDE SCREENING			
1714	FLOURIDE TREATMENT			
1715	FLOURIDE RINSE			
1716	DENTAL SCREENING			
1717	ABSCESS SCREENING			
1718	PULPOTOMY			
1719	NEEDS TO SEE ORTHODONTIST			
1720	INDIRECT PULCAP			
1721	ACID ETCH CROWN			
1722	ALLOY			
1723	ADAPTIC			
1724	DENTAL X-RAY			
1725	PERIODONTAL POCKET			
1726	INCISION & DRAINAGE			
1727	PALATAL COMPOSITE RESTORATION			
1728	CROWN			
1729	GUT-SUTURE			
1730	SPACE MAINTAINER			
1731	UVEITIS			
1732	FORMOCRESOL PULP			
1733	GINGIVITIS			
1100	DISEASES OF MUSCULO-SKELETAL SYSTEM			
1101	ARTHRITIS/RHEUMATISM		101	203
1102	OTHER DISEASES OF THE MUSCULO-SKELETAL SYSTEM		101	203
1103	SCOLIOSIS SCREENING			
1104	LEG PERTHES			
1105	SCOLIOSIS SCREENING-NEGATIVE			
1106	LORDOSIS SCREENING			
1107	PODIATRIC SCREENING			
1108	OSGOOD SCHLATTERS DISEASE			
1109	SPINAL SCOLIOSIS			
1110	ARTHROGRIPOSIS			
1111	ORTHOPEDIC SCREENING			
1112	OSTEOCARCINOMA			
0400	DISEASES OF THE BLOOD FORMING ORGANS			
0401	SICKLE CELL ANEMIA		101	203 206
0402	HEMOPHILIA		101	203 206
0403	LEUKEMIA		101	203 206
0404	ANEMIA		101	203 206
0405	GLYCEMA		101	203 206
0600	DISEASES OF THE CIRCULATORY SYSTEM			
0601	CARDIOVASCULAR DISEASES		101	
0602	CEREBRAL VASC. ACCIDENT		206	
0603	HYPERTENSION		206	
0604	RHEUMATIC FEVER/RHEUMATIC HEART DISEASE		101	206
0605	OTHER PROBS OF CIRCULATORY SYSTEM/OTHER HEART		206	
0606	SUBCONJUNCTIVA HEMATOMA			

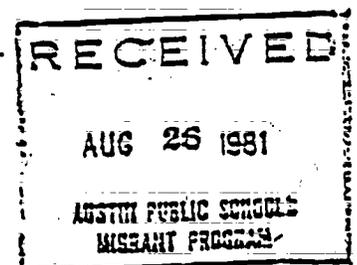


82.02

CODE	HEALTH PROBLEM	EH LINKAGES			
0800	DISEASES OF THE DIGESTIVE SYSTEM				
0801	DISEASES OF THE LIVER	206			
0802	GASTROENTERITIS/COLITIS				
0803	OTHER PROB OF DIGESTIVE SYSTEM	206			
0804	ESOPHAGUS MALFUNCTION				
0805	DRAIN PLUGGED SALIVARY GLAND				
0806	THRUSH				
0807	JAUNDICE				
0900	DISEASES OF THE GENITO-URINARY SYSTEM				
0901	DISEASES OF THE KIDNEY/ BLADDER	206			
0902	DISEASES OF GENITAL ORG	206			
0903	OTHER GENITO-URINARY	206			
0904	HYDROCELE				
0500	DISEASES OF THE NERVOUS SYSTEM				
0501	PARAPLEGIC/QUADRAPLEGIC	101	203	204	206
0502	BLIND/PARTIALLY BLIND	201	203		
0503	CATARACT (EXCEPT CONGENITAL)	201	203		
0504	DEAF/PARTIALLY DEAF	202			
0505	GLAUCOMA	201			
0506	MTR NEURON DISORDER(INC POST-POLIO)MTR IMPRMNT	101	203		
0507	OTITIS MEDIA	202			
0508	OTHER EAR PROBLEMS	202			
0509	OTHER EYE PROBLEMS	201			
0510	SPEECH DISTURBANCES	204			
0511	OTHER DISEASES OF NERV. SYSTEM/SENSE ORGANS	206			
0512	ORGANIC VISUAL PROBLEM				
0513	BINOULAR VISUAL				
0514	REFRACTIVE				
0515	HYPEROPIA	201			
0516	MYOPIA	201			
0517	ASTIGMATISM	201			
0518	NEEDS HEARING AID	202			
0519	NEEDS GLASSES	201			
0520	WEARS GLASSES	201	206		
0521	WEARS HEARING AID	202			
0522	REFERRAL	206			
0523	AMBLYOPIA				
0524	ANISOMETROPIA				
0525	FAILED VISION SCREENING TEST	201			
0526	FAILED HEARING SCREENING TEST	202			
0527	WEARS CONTACT LENS				
0528	BITING NAILS				
0529	NERVOUS STOMACH				
0530	CEREBRAL PALSY				
0531	CONGENITAL CATARACT				
0532	PINK EYE				
0533	NEUROFIBROMATOSIS				
0534	COLOR BLINDNESS				
0535	DYSLEXIA				
0536	BLEPHARITIS				

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MSRTS HEALTH PROBLEMS LIST
06/25/81

Attachment H-3 PAGE 4
(continued, page 4 of 6)

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CODE	HEALTH PROBLEM	EH LINKAGES
0537	CHALAZION	
0538	EMMETROPHIA	
0700	DISEASES OF THE RESPIRATORY SYSTEM	101 206
0701	ASTHMA	206
0702	INFLUENZA AND PNEUMONIA	206
0703	UPPER RESP. INFECTION, COLD, SORE THROAT, ETC.	206
0704	OTHER RESPIR. DISEASES	206
0705	CHEST PAINS	
1000	DISEASES OF THE SKIN-SUBCUTANEQUS TISSUE	206
1001	IMPETIGO	206
1002	SCABIES	206
1003	RINGWORM	206
1004	DERMATITIS	206
1005	ECZEMA	206
1006	OTHER PROBLEMS OF SKIN/ SUBCUTANEOUS TISSUE	206
1007	INGROWN TOE NAIL	
1008	WARTS	
0300	ENDOCRINE, NUTRITIONAL AND METABOLIC DISEASES	101 205 206
0301	DIABETES MELLITUS	101 205 206
0302	MALNUTRITION/DEHYDRATN	205
0303	OBESITY	205 206
0304	OTHER ENDOCRINE NUTRIT/METABOLIC PROBLEMS	
0305	HYPOGLYCEMIA	
0306	HYPERACTIVE	
0307	HASHIMOTO STRUMA	
0308	ABSCESS CELLULITIS INFECTION	
0309	POOR NUTRITIONAL HABITS	
2207	EXAMINATION - VISION, DENTAL, HEALTH + OTHER	
2201	AUDIO EXAMS	
2202	MCT-VISION SCREENING	
2203	VISION SCREENING	
2204	TWO HR POST PRANDIAL GLUCOSE TST	
2205	OFFICE VISIT	
2000	HEALTH PROBLEM SAMPLE	
2001	HEALTH PROBLEM SAMPLE	
0100	INFECTIVE AND PARASITIC DISEASES	
0101	DIPHTHERIA	
0102	COCCIDIOIDOMYCOSIS	206
0103	DIARRHEA	206
0104	SALMONELLA OR SHIGELLA	206
0105	HEPATITIS	
0106	MEASLES	
0107	MUMPS	206
0108	PEDICULOSIS	
0109	PERTUSSIS	
0110	RUBELLA(GERMAN MEASLES)	206
0111	VENEREAL DISEASE	201 206
0112	TRACHOMA	
0113	TUBERCULOSIS, PULMONARY-ACTIVE	101 205 206
0114	TUBERCULOSIS, PULMONARY-INACTIVE	206

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MIGRANT PROGRAM

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Attachment H-3
(continued, page 5 of 6)

CODE	HEALTH PROBLEM	EH LINKAGES
0115	TUBERCULOSIS, REACTOR / CONVERTER	206
0116	TUBERCULOSIS, EXTRA- PULMONARY	206
0117	TUBERCULOSIS, OTHER	206
0118	STREPTOCOCCAL INFECTIONS	206
0119	OTHER INFECTIVE, PARASIT.	206
0120	ATHLETE'S FOOT	
0121	CHICKEN POX	
0122	CAPITIS	
0123	MENINGITIS	
0124	MALARIA	
0125	SCARLET FEVER	
0126	HEMOPURPURA	
0200	NEOPLASMS	
0201	MALIGNANT	206
0202	BENIGN	206
9900	SENSITIVE DATA	
1600	SUPPLEMENTARY CLASSIFICATION	
1601	HEALTH SUPERVISION	206
1602	PHYSICAL EVALUATION	206
1603	IMMUNIZATIONS	206
1604	AMPUTATION	101 203 206
1605	X-RAY	206
1606	EEG ELECTROENCEPHALOGRAM	
1607	TETANUS SHOT	
1608	MEDICATION PRESCRIBED	
1609	HEALTH REFERRAL	
1610	EMERGENCIES	
1611	ANTIBIOTICS	
1612	CHEST X-RAY	
1613	IMMUNIZATIONS REFUSED	
1614	BREAST EXAMINATION	
1615	HEMOGLOBIN	
1616	HEMATOCRIT	
1617	COMPLETE BLOOD COUNT	
1618	CHEMOTHERAPY	
1619	ALOPECIA AREOLA	
1900	SURGERY	
1901	TONSILLECTOMY	206
1902	ADENOIDECTOMY	206
1903	T AND A	206
1904	MYRINGOTOMY	206
1905	MYRINGOTOMY BILATERAL	206
1906	APPENDECTOMY	206
1907	TYMPANOPLASTY	206
1908	CYSTOSCOPY	206
1300	SYMPTOMS, ILLNESSES--DEFINED CONDITIONS	
1301	CONVULSIVE DISORDERS	206
1302	HEADACHE	206
1303	INFESTATIONS, MITES	206
1304	INFESTATIONS, TICKS	206

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MIGRANT PROGRAM

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MSRTS HEALTH PROBLEMS LIST
06/25/81

82.02

Attachment H-3
(continued, page 6 of 6)

CODE	HEALTH PROBLEM	EH LINKAGES
1305	OTHER ILL-DEFINED COND.	206
1306	EPILEPSY	101 206
1307	ENLARGED TONSILS	206
1308	NOSE BLEED	
2100	WOMEN INFANT CHILDREN WIC	

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MIGRANT PROGRAM

TOTAL HEALTH PROBLEMS = 255. H-20

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FILE ID A / T / E

CARD FILE LAYOUT

LOCATION:

PROGRAM: Chapter I Migrant

AISD

YEAR: 1982-83

UT PF

acct. pass. file name

CONTENTS: Migrant Health Services Form

Field	Columns	Description
	1-3	File ID = ATE
	5-7	School Code
	9-12	Date of monthly report: Sept. '82 = 0982; Oct. '82 = 1082; Nov. '82 = 1182; Dec. '82 = 1282; Jan. '83 = 0183; Feb. '83 = 0283; March '83 = 0383; April '83 = 0483; May '83 = 0583
	14-33	Student Name (Last Name space First Name)
	35-41	AISD Student ID
	43-43	Ethnicity: 1 = American Indian; 2 = Asian/Oriental; 3 = Black; 4 = Hispanic; 5 = Anglo
	45-46	Grade: EC = EC; K = KA; 1 = 01; 2 = 02; etc.
	48-48	Regularly Scheduled Visit (Screening): 1 or Blank
	50-50	Non-Scheduled Exam: 1 or Blank
	52-52	Handled by Phone: 1, 2, 3, or Blank
	54-57	MSRTS Code: 4-digit problem code

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Attachment H-4
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MIGRANT HEALTH SERVICES AND MEDICAL / DENTAL
EXPENSE MONTHLY REPORT
APRIL, 1983

82-02

STUDENT CONTACTS

RESOLUTION OF PROBLEMS
(REFERS TO THIS MONTH ONLY)

GRADE	REG	NON	PHONE	TOTAL	TOTAL	TOTAL	TOTAL	REFERD	REFERD	HOME	COUNSE	REFERD	PARENT CONTACT		
	SCHED EXAM	SCHED EXAM	CON- TACT	PROBLM THIS MONTH	PROBLM TO DATE	CONCT THIS MONTH	CONCT TO DATE	TO MD	TO DDS	VISIT	/ TEACH	TO OTHER	PHONE	NOTE	OFFICE VISIT
EC	0	1	7	12	373	9	164	4	2	1	3	0	7	2	0
K	1	0	4	11	34	9	26	1	2	1	1	0	5	6	0
1	3	1	12	28	93	17	67	5	4	1	1	1	13	8	0
2	1	0	10	16	43	12	31	3	3	0	0	0	8	5	0
3	1	0	10	21	62	14	43	5	4	0	2	1	9	5	0
4	1	0	5	10	31	8	27	2	2	1	2	0	6	1	0
5	3	0	5	18	43	9	25	3	4	0	2	0	5	6	0
6	4	0	5	17	39	9	21	3	4	1	3	0	6	5	0
7	0	0	5	6	21	5	15	2	4	0	1	0	5	0	0
8	0	0	1	1	15	1	12	0	1	0	0	1	0	0	0
9	0	0	4	7	23	5	17	2	1	1	1	0	4	1	0
10	0	0	2	3	11	3	9	1	0	0	0	0	2	1	0
11	0	0	2	2	6	2	6	0	2	0	0	0	2	0	0
12	0	0	3	3	8	3	8	1	1	0	0	0	3	0	0
TOTAL	14	2	75	155	802	106	471	32	34	6	16	3	75	40	0

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Attachment H-5
(Page 1 of 2)

MIGRANT HEALTH SERVICES AND MEDICAL / DENTAL
EXPENSE MONTHLY REPORT
APRIL, 1983

82-02

NUMBER OF SCHOOLS SERVED THIS MONTH IS 39

NUMBER OF SCHOOLS SERVED TO DATE IS 50

UNDUPLICATED COUNT OF MIGRANT PROGRAM STUDENTS SERVED THIS MONTH IS 86

UNDUPLICATED COUNT OF MIGRANT PROGRAM STUDENTS SERVED TO DATE IS 323

UNDUPLICATED COUNT (AND %) OF CURRENT MIGRANT PROGRAM STUDENTS SERVED THIS MONTH IS 51, (41.80%)

UNDUPLICATED COUNT (AND %) OF CURRENT MIGRANT PROGRAM STUDENTS SERVED TO DATE IS 78, (43.93%)

MEDICAL / DENTAL BILLS RECVD	CURRENT MONTH	TO-DATE
DOCTORS	\$907.65	\$4101.65
DENTISTS	\$1250.00	\$7114.00
PHARMACY	\$199.25	\$1135.12
X-RAYS	\$0.00	\$45.00
LAB	\$24.00	\$143.00
CLASSES	\$100.00	\$1123.00
TOTAL	\$2486.90	\$13661.77

Attachment H-5
(continued, page 2 of 2)

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82.02

ECIA CHAPTER 1 MIGRANT

APPENDIX I

MIGRANT MEDICAL EXPENSES FORM

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I-1

82.02 Instrument Description: Migrant Medical Expenses Form

Brief description of the instrument:

This form provides for the collection of the following information on a monthly basis about the medical/dental bills paid for from Migrant Program funds: student name, grade, ID, and school, plus space for listing the amount of the doctor (or dental, pharmacy, X-ray, lab, glasses) bill received and a space to indicate a code for which doctor, etc. provided the service.

To whom was the instrument administered?

The form was completed by the Nurse or her secretary.

How many times was the instrument administered?

The forms were kept on a monthly basis.

When was the instrument administered?

Monthly from September, 1982 through May, 1983.

Where was the instrument administered?

In the Nurse's office or other location of her choice.

Who administered the instrument?

The form was completed by the Nurse or her secretary.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

Not applicable.

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

None were identified.

Who developed the instrument?

The Migrant Program nurses and evaluators, past and present developed and modified the form over the years as needs were indicated.

What reliability and validity data are available on the instrument?

None.

Are there raw data available for interpreting the results?

No.

MIGRANT MEDICAL EXPENSES FORM

Purpose

The Migrant Medical Form was completed by the Migrant Program Nurse in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D3: Should the Health Services Component be continued as it is, modified, or deleted?

Evaluation Question D3-1: Were the component's objectives met?

Evaluation Question D3-2: What services did migrant students receive?

Evaluation Question D3-3: How many migrant students (by grade and ethnicity) were served by the Migrant Program Nurse?

Procedure

The Migrant Medical Expenses Form was developed in 1977 by the Migrant Evaluation and the Migrant Program Nurse. It was designed to gather information concerning: a) the amount of Migrant Program money spent each month for health services, and b) the type of expenditures made. Since the Migrant Nurse was new to this position, she requested the form remain the same as in 1981-82. The form is in Attachment I-1. The directions for the completion of the form are in Attachment I-2. The Medical Expenses codes used are in Attachment I-3.

The data were coded and keypunched on a monthly basis in the card file layout in Attachment H-4. The data are stored on file MG-MED83. See Appendix H for information about the monthly report produced for the Nurse on program health services and medical expenses.

Results

Evaluation Question D3-1: Were the component's objectives met?

There were no specific objectives related to the expenditure of monies for medical expenses.

Evaluation Question D3-2: What services did migrant students receive?

In Figure I-1 are presented the type of expenditures by month and the number of students served from September through May. Dental bills accounted for just over half the money spent. Across all months and types of expenditures, an average of \$59.24 was spent per student. This is slightly lower than the \$62.46 average per student spent in 1981-82.

Tabulations on the dental expenditures alone are presented in Figure I-2. Eighty-eight students had dental expenses paid, with an average of \$103.88 spent per student. This average is only very slightly different than the 1981-82 average of \$103.48.

Evaluation Question D3-3: How many migrant students (by grade and ethnicity) were served by the Migrant Nurse?

As can be noted in Figure I-3, 175 students had medical/dental bills paid from Migrant Program funds from September through May. Early childhood students had the most bills paid, followed by elementary students with secondary students having the least. Only one student out of the 175 who had medical/dental expenses paid for was not Hispanic.

Miscellaneous

In Figure I-4 are presented some comparisons between this year's data and that of previous years. This year the average spent per student was less than each of the previous years reported. Please note all comparisons are September through April (since May data were not available from the early years). The percentage of monies spent on dental expenses is higher than in 1981-82, but lower than in the other years reported.

Month	Duplicated Count of Students Served	Medical	Dentist	Pharmacy	X-Ray	Lab	Glasses	Total Spent	Average Spent Per Student
September	6	\$ 66.00	\$ 73.00	\$.00	\$.00	\$.00	\$ 137.00	\$ 276.00	\$ 46.00
October	29	598.00	356.00	40.00	.00	21.00	300.00	1,315.00	45.34
November	36	376.00	1,065.00	309.51	.00	.00	150.00	1,900.51	52.79
December	17	128.00	1,125.00	.00	.00	.00	200.00	1,453.00	85.47
January	32	695.00	1,158.00	119.63	.00	28.00	150.00	2,150.63	67.21
February	32	567.00	421.00	181.51	.00	35.00	50.00	1,254.51	39.20
March	40	691.00	1,733.00	285.22	45.00	35.00	36.00	2,825.22	70.63
April	45	907.65	1,256.00	199.25	.00	24.00	100.00	2,486.90	55.26
May	56	958.00	1,594.00	411.42	130.00	12.00	230.00	3,695.42	65.99
TOTAL	293	\$6,986.65	\$9,141.00	\$1,546.54	\$175.00	\$155.00	\$1,353.00	\$17,357.19	\$ 59.24

Figure I-1. SUMMARY OF MEDICAL EXPENSES PAID FOR BY MIGRANT PROGRAM FUNDS FOR SEPTEMBER, 1982 THROUGH MAY, 1983.

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Month	Number of Students Served	Amount of Dental Bills	Average Spent Per Student
September	1	\$ 73.00	\$ 73.00
October	5	356.00	71.20
November	12	1,065.00	88.75
December	10	1,125.00	112.50
January	9	1,158.00	128.67
February	5	421.00	84.20
March	11	1,733.00	157.55
April	14	1,256.00	89.71
<u>May</u>	<u>21</u>	<u>954.00</u>	<u>93.05</u>
TOTAL	88	\$ 9,141.00	\$ 103.88

Figure I-2. MONTHLY SUMMARY AND TOTAL OF NUMBER OF STUDENTS AND AN AVERAGE SPENT PER STUDENT ON DENTAL BILLS PAID FOR BY MIGRANT PROGRAM FUNDS (SEPTEMBER, 1982 THROUGH MAY, 1983).

Grade	Duplicated Count	Unduplicated Count
Early Childhood	73	39
K	22	16
1	54	31
2	20	10
3	21	14
4	18	13
5	23	11
6	12	10
Elementary Total	170	105
7	8	6
8	7	6
Junior High Total	15	12
9	18	8
10	10	5
11	4	3
12	3	3
Senior High Total	35	19
AISD Total	293	175

Figure I-3. NUMBER OF MIGRANT STUDENTS BY GRADE LEVEL WHO HAD MEDICAL OR DENTAL EXPENSES PAID FOR BY THE MIGRANT PROGRAM (FOR SEPTEMBER, 1982 - MAY, 1983).

	1978-79	1979-80	1980-81	1981-82	1982-83
MONTHS IN WHICH MOST BILLS WERE RECEIVED	November, January, February, April	November, January, February, April	November, January, February, March	January, February, March, April	November, January, March, April
NUMBER OF STUDENTS (DUPLICATED COUNT) SERVED FROM SEPTEMBER THROUGH APRIL	212	249	463	341	237
TOTAL FUNDS EXPENDED SEPTEMBER THROUGH APRIL	\$15,165.28	\$20,629.68	\$32,754.62	\$19,999.52	\$13,661.77
AVERAGE SPENT PER STUDENT (DUPLICATED COUNT), SEPTEMBER THROUGH APRIL	\$ 71.53	\$ 82.85	\$ 70.74	\$ 58.65	\$ 57.64
PERCENT OF FUNDS SPENT ON DENTAL EXPENSES	63%	69%	72%	49%	53%

Figure I-4. COMPARISONS OF EXPENDITURES OF MIGRANT PROGRAM FUNDS FOR MEDICAL/DENTAL BILLS FOR 1978-79 THROUGH 1982-83. All figures are based on September through April.

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INSTRUCTIONS: MIGRANT MEDICAL EXPENSES FORM

This form should be completed on a monthly basis and sent through the school mail to Catherine Christner, Administration Building, Box 79. In addition to the directions below, an example is attached.

DATE: Please enter the month and year the expenses were incurred; i.e., May 83.

NAME: The student name should be listed with last name first then a space, followed by the student's first name.

ID: The seven-digit AISD student identification number will be completed by ORE personnel.

SCHOOL: The three-digit school code should be entered in this column. Please use the attached school code list to find each school's number code.

GRADE: The student's current grade in school should be entered.

DOCTOR: Doctor and Dentist are both completed in the same fashion.
DENTIST: Each column has a dotted line separating the column into two halves. In the first half -- a two-digit code is entered for the doctor (or dentist) from whom the bill was received. In the second half of the column, the dollars and cents amount of the bill received should be entered.

PHARMACY: Pharmacy, X-Ray, Lab, and Glasses are all completed in the same fashion. Each column has a dotted line separating the column into two halves. In the first half -- a one-digit code is entered for the pharmacy (or x-ray, lab, or glasses) where the bill originated. In the second half of the column, the dollars and cents amount of the bill received should be entered.

Unless it is helpful for your purposes, there is no need to enter bills received on the Migrant Health Services Form, since the referral should already be on there.

Note: The Migrant Nurse should send a listing of the codes assigned and the assignees for the last six items. As the year progresses, if additional doctors, dentists, etc., are added please assign them a code number. Please advise Catherine Christner of any changes or additions made.

MIGRANT MEDICAL EXPENSES FORM 1982-83. (Doctor, Dentists, Pharmacies, etc.)

GLASSES

Garrett Optical = 1
 South Austin Optical = 2

PHARMACY

Eckerd's Drugs - North = 1
 Eckerd's Drugs - South = 2
 Wilson's Oxygen Supply = 3
 D & R Pharmacy = 4
 Central Pharmacy = 5

X-RAY

East Side Pediatrics = 01
 Javier Guerra, M.D. = 02

LABORATORY

East Side Pediatrics = 01
 Javier Guerra, M.D. = 02

DENTIST

Richard Ross, D.D.S. = 20
 Byron Smith, D.D.S. = 21
 Wayne McElveen, D.D.S. = 22
 Tate/White/Hale, D.D.S. = 23
 Chad Snow, D.D.S. = 24
 William Buchanan, D.D.S. = 25

DOCTOR

East Side Pediatrics - 01
 Javier Guerra, M.D. = 02
 Sue Ellen Young, M.D. = 03
 Ernest Butler, M.D. = 04
 C. Wade Peters, Jr., M.D. = 05
 Austin Minor Emergency Clinic (AMEC) = 06
 George Willeford, M.D. = 07
 Capital Pediatric Group = 08
 James Sharp, M.D. = 09
 Boyd Morgan, M.D. = 10
 William Gamei, M.D. = 11

FILE ID A / T / F

CARD FILE LAYOUT

LOCATION:

PROGRAM: Chapter 1 Migrant

1 / AISD MG-MED83

YEAR: 1982-83

UT PF

acct. pass. file name

CONTENTS: Migrant Medical Expenses Form

82102

Field	Columns	Description
	1-3	File ID = ATF
	4-7	Date of Monthly Report: August '82 = 0882; Sept. '82 = 0982; Oct. '82 = 1082; Nov. '82 = 1182; Dec. '82 = 1282; Jan. '83 = 0183; Feb. '83 = 0283; March '83 = 0383; April '83 = 0483; May '83 = 0583
	8-27	Student Name (Last Name space First Name)
	28-34	AISD Student ID
	35-37	School Code
	38-39	Grade: Pre-K = EC; K = KA; 1 = 01; 2 = 02; etc.
	40-44	Doctor: Amount or Blank
A	45-46	Doctor: Two-digit code listed or Blank
	47-51	Dentist: Amount or Blank
B	52-53	Dentist: Two-digit code listed or Blank
	54-58	Pharmacy: Amount or Blank
c	59	Pharmacy: One-digit code listed or Blank

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Attachment 1-4
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ECIA CHAPTER 1 MIGRANT

APPENDIX J

DROPOUT PREVENTION SPECIALIST TASK LOG

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J-1

Instrument Description: Dropout Prevention Specialist Task Log

Brief description of the instrument:

The Log is a one-page sheet upon which the Dropout Prevention Specialist enters the following: name of person contacted, date of contact, type of person, demographic data (if student), purpose of contact, contact made, and comments.

To whom was the instrument administered?

The Dropout Prevention Specialist used this form to record the services provided.

How many times was the instrument administered?

Not applicable.

When was the instrument administered?

Whenever it was convenient for the Dropout Prevention Specialist.

Where was the instrument administered?

At a location of the Specialist's choice.

Who administered the instrument?

The Dropout Prevention Specialist.

What training did the administrators have?

Directions and an example were provided.

Was the instrument administered under standardized conditions?

Not applicable.

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

None were identified.

Who developed the instrument?

The Migrant Evaluator with review by the Dropout Prevention Specialist.

What reliability and validity data are available on the instrument?

None.

Are there now data available for interpreting the results?

No.

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DROPOUT PREVENTION SPECIALIST TASK LOG

Purpose

The Dropout Prevention Specialist Task Log was completed by the Dropout Prevention Specialist in order to obtain information relevant to the following decision and evaluation questions:

Decision Question D2: Should the K-12 Instructional Component (Communication Skills) be continued as it is, modified, or deleted?

Evaluation Question D2-9: What services did the Dropout Prevention Specialist provide?

Procedure

The Dropout Prevention Specialist Task Form (Attachment J-1) was developed to keep records of the Specialist's contacts and their purposes. The form was developed by the Migrant Evaluator with review by the Dropout Prevention Specialist. A set of directions (Attachment J-2) was sent with a number of the forms as was a cover memo (Attachment J-3). The Specialist returned the completed forms to the Migrant Evaluator who tallied the results by hand.

Results

Evaluation Question D2-9: What services did the Dropout Prevention Specialist provide?

In Figure J-1 is a monthly summary of the Specialist's non-student contacts. The Specialist made the most contacts with District administrators, either at the central office level or at Crockett and Anderson. The majority of all non-student contacts was for information giving/gathering purposes or a combination of information giving/gathering and planning. Eighty-six percent of these contacts were made in person by the Specialist and the remaining 14% were by phone.

Since the program did not begin serving students til the third week of the second semester, student contacts were made from February through May (Crockett) and February through June (Anderson). The structure of the program at each school was entirely different. At Anderson a token economy was instituted. Students earned vouchers to be redeemed (at a Revco and a Stop N' Go) for attendance, improved grades, decreased discipline problems, etc. The students at Crockett received counseling during their advisory period. The counseling focused on developing leadership and communication skills.

There were two counseling groups set up at Crockett. One was led by the Dropout Prevention Specialist and the second was led by the Secondary Migrant Coordinator. Twenty students in all participated - 8 in the Specialist's group and 12 in the Coordinator's group. The student attendance varied greatly between the groups. In the Specialist's group, students opted to attend the sessions only 36% of the time on the average. The average number of days students attended was 15, with four of the eight attending 7 days or less. In the Coordinator's group there were 37 days possible for counseling. The average attendance was 28 days with only one student coming 6 days or less. Overall students in this group attended 76% of the time.

Initially there were 39 migrant students at Anderson to participate in the program. One meeting was held in early February to explain the token economy system to the students. Thirteen meetings were held between February and June to distribute vouchers to students for their "good" behavior (increased class attendance, school attendance, less discipline problems, improved grades, etc.). All students did not attend each of these informal sessions. As the Dropout Prevention Specialist reported in an interview (see Appendix G of this report) student attendance at these distribution sessions was quite sporadic. She hoped if the program was funded for 1983-84 that these times could be more structured to provide counseling/reinforcement to students as well as just distributing vouchers.

Month	Administration/ Central Office	Teacher	Parent	Counselor	Research Library	Others
October	3	1	4	1	3	0
November	3	0	0	2	4	5
December	12	0	0	0	11	6
January	18	0	0	1	7	7
February	7	1	0	2	0	2
March	10	0	0	0	0	3
April	10	0	0	2	0	4
May	3	0	0	0	0	2
June	1	0	0	0	0	3

Figure J-1. NUMBER OF NON-STUDENT CONTACTS MADE BY THE DROPOUT PREVENTION SPECIALIST DURING 1982-83.

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Instructions:**DROPOUT PREVENTION SPECIALIST TASK LOG**

The Dropout Prevention Specialist Task Log should be completed on a monthly basis and sent through the school mail to Catherine Christner, Administration Building, Box 79. Please send the original. The copies are for the Dropout Prevention Specialist's use.

In addition to the directions below, an example is attached.

Name of Person Contacted: Enter the name of the person contacted (last name, first name).

Date of Contact: Enter the date of contact, i.e., 9/11/82.

Type Person: Enter the type of person with whom contact was made -- teacher, student, parent, administrator, community representative, employer, other.

Location/School: (To be completed only if contact was with a student.) Enter the three-digit school code for the school which the student attends.

Grade: (To be completed only if contact was with a student.) Enter the student's current grade in school.

AISD ID: (To be completed only if contact was with a student.) The seven-digit AISD student identification number will be completed by ORE personnel.

Purpose of Contact: A number of possible purposes are listed under this heading. The Dropout Prevention Specialist should place a ✓ in every column applicable to that contact. A ✓ would be placed under other if the purpose was not something already listed.

Contact Mode: Each time a contact is recorded the Dropout Prevention Specialist should indicate by a ✓ under Phone, Personal, or Note how the contact was made.

Comments: In this column can be entered additional comments as desired. See the example form for some possible things that might be included here.

DROPOUT PREVENTION SPECIALIST TASK LOG

EXAMPLE

Name of Person Contacted	Date of Contact	Type Person*	If contact w/student please complete:			Purpose of Contact: (Check all applicable)										Contact Mode		Comments:
			Location/School	Grade	ATSD ID	Personal Counseling	Social Counseling	Academic Counseling	Job/Career Counseling	Family Counseling	Other Counseling	Other	Planning Information Giving/Gathering	Phone	Note			
Doe, Juan	10/4/82	student	008	10				✓	✓							✓	✓	Student referred due to poor class attendance.
Doe, Dalia	10/6/82	parent														✓	✓	PAC Meeting
Coy, Coco	"	"														✓	✓	" "
Furillo, Frank	"	adm.														✓	✓	" "
Deloo, Otis	10/7/82	student	009	12		✓	✓			✓						✓	✓	
" "	10/8/82	"	"	"			✓			✓						✓	✓	
Rosenberg, Ralph	10/11/82	Employer														✓	✓	Discussed possibility of part-time jobs for student.
Kelton, K.K.	10/11/82	other-counselor														✓	✓	Coordination of activities w/mother at 008.
Solis, Sylvia	10/14/82	student	009	11				✓	✓							✓	✓	Group counseling session
Alto, Adam	10/14/82	"	009	12				✓	✓							✓	✓	
Brucilla, Betty	10/14/82	"	009	11				✓	✓							✓	✓	
Trinidad, Troy	10/14/82	"	009	11				✓	✓							✓	✓	
Sosa, Susie	10/14/82	"	009	12				✓	✓							✓	✓	

*Teacher, student, parent, administrator, community representative, employer, other



AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 9, 1982

TO: Angie Ladogana
FROM: Catherine Christner
SUBJECT: Dropout Prevention Specialist Task Log

Enclosed are the copies of the Dropout Prevention Specialist Task Logs for your use. Although the form is hopefully self-explanatory, I have also included directions for its completion as well as an example. Please send the original of the completed form(s) to me on a monthly basis. The two copies are for your use.

Let me know if you have questions.

CC:lg
Enclosures

cc: Lee Laws
José Mata

APPROVED: *Juda M. Kelly*
Director, Research and Evaluation

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ECIA CHAPTER 1 MIGRANT

APPENDIX K

PAC RECORDS

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K-1

Brief description of the instrument:

The Parent Advisory Council (PAC) records include those of the Elementary Chapter 1/Chapter 1 Migrant Districtwide PAC and the Secondary Chapter 1 Migrant Districtwide PAC. The records are the attendance forms, agendas, handouts, etc.

To whom was the instrument administered?

Persons attending PAC meetings filled in the attendance forms. The other data were collected at the 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 the sites of PAC meetings.

Who administered the instrument?

The community representatives were responsible for seeing that parents and other attenders signed the attendance forms. The Secondary Migrant Coordinator and the Parental Involvement Specialist were responsible for sending the agendas, sign-in sheets, etc. to ORE.

What training did the administrators have?

Previous experience with collecting the data.

Was the instrument administered under standardized conditions?

No.

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

No.

Who developed the instrument?

The 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.

PARENT ADVISORY COUNCIL (PAC) RECORDS

Purpose

Information from the Elementary Chapter 1/Chapter 1 Migrant Districtwide PAC and the Secondary Chapter 1 Migrant Districtwide PAC meeting agendas and attendance forms was used to answer the following decision and evaluation questions:

Decision Question D4. Should the Parental Involvement Component be continued as it is, modified, or deleted?

Evaluation Question D4-1: Were the component's objectives met?

Evaluation Question D4-2: How many Districtwide (Elementary and Secondary) PAC meetings/training sessions were held between August 1, 1982 and May 31, 1983?

Evaluation Question D4-3: Did more migrant parents attend Districtwide PAC meetings and training sessions during the 1982-83 than they did during 1981-82?

Procedure

The legislation creating Chapter 1 and Chapter 1 Migrant requires that each participating school district gather parent input on the functioning and planning of the programs. Both local and districtwide PACs are no longer required activities the District must conduct. In the last spring meeting of the Districtwide PACs, parents decided they would like to continue the districtwide PACs as their way of giving input and being involved in the programs. The elementary parents also voted to retain the option of having a local campus PAC if parents at that school so desired.

This appendix will document only the Chapter 1/Migrant Elementary Districtwide PAC and the Migrant Secondary Districtwide PAC. Several types of information were collected to verify the establishment of the PACs. These data are: The PAC Meeting Roll Sheet (Attachment K-1), minutes/handouts of the meetings, and agendas of the meetings. The Parental Involvement Specialist (for elementary) and the Secondary Migrant Coordinator (for secondary) were responsible for sending these data to the Migrant Evaluator (see memo regarding this in Attachment K-2). The number of meetings and the number of parents in attendance were tallied by hand.

As in previous years, people attending the PAC meetings frequently did not check the proper status (Chapter 1 parent, migrant parent, or AISD staff/others) on the PAC Roll Sheet. The Staff Directory was used to make the determination of status where possible.

Results

Evaluation Question D4-1: Were the component's objectives met?

This year there was no requirement in the law governing Chapter 1 and Migrant that there be PACs. The only specific regarding parental involvement in either program was a directive to inform parents about the programs and get parental input on proposed changes in the program. Last spring the Districtwide PAC members had voted to continue with the PAC meetings as the preferred way of parental involvement in the program.

Figure K-1 presents summary data on the Chapter 1/Migrant Elementary Districtwide PAC and Figure K-2 presents summary data on the Migrant Secondary Districtwide PAC. The minutes/agendas of these meetings reflect the meeting of this objective in that both groups discussed the programs (Chapter 1 and/or Migrant) met to discuss possible funding cuts and regulation changes, and gave input on the programs for the upcoming year.

Evaluation Question D4-2: How many Districtwide (Elementary and Secondary) PAC meetings/training sessions were held between August 1, 1982 and May 31, 1983?

As can be noted from the two figures - there were eight elementary meetings, four secondary meetings, and one elementary/secondary meeting.

Evaluation Question D4-3: Did more migrant parents attend Districtwide PAC meetings and training sessions during 1982-83 than they did in 1981-82?

No. In 1981-82 the total attendance across all meetings at the elementary level was 63 migrant parents. At the secondary level the figure for 1981-82 was 54 migrant parents. This year parents' attendance decreased sharply to a total of 31 migrant parents at the elementary level meetings and 32 at the secondary level meetings. The number of Chapter 1 parents in attendance across all elementary PAC meetings increased from 91 to 104 in 1982-83.

ELEMENTARY DISTRICTWIDE PAC MEETINGS					
Month	Day	Number of Chapter 1 Parents in Attendance	Number of Migrant Parents in Attendance	Number of AISD Staff/ Others in Attendance	Event
September	23	12	4	18	Discussion of Chapter 1/ Migrant Programs
October	11	11	1	21	Speaker: Wilhelmina Delco
November	11	26	2	9	Speaker: Etta Hollins (Project PASS) Show by Rosewood EC Class
December	NO	MEETING WAS HELD.			
January	13	13	4	12	Presentation By Brykerwoods Students. Speaker from Texas War on Drugs Agency.
	18		8	7	Special Elementary/Secondary Migrant PAC Meeting to Discuss Possible Funding Cuts
February	16	8	3	4	Report on Parental Involvement Conference, Presentation on Helping Children Learn at Home
March	10	5	2	4	Review of the Chapter 1/Migrant 1983-84 Application for Funding
April	14	6	2	6	Workshop on How to Keep Your Child Learning Throughout the Summer
May	12	23	5	8	Status of Chapter 1/Migrant Programs for 1983-84, Program by Blackshear EC students Fashion Show, Covered Dish Supper
TOTAL		104	31	89	

Figure K-1. SUMMARY OF THE 1982-83 CHAPTER 1/MIGRANT ELEMENTARY DISTRICT-WIDE PAC MEETINGS.

K-5

SECONDARY DISTRICTWIDE PAC MEETINGS				
Month	Day	Number of Migrant Parents in Attendance	Number of AISD Staff/ Others in Attendance	Event
September	NO	MEETING WAS	HELD.	
October	7	4	7	Review of By-laws and Grievance Procedures, Review of the Program in 1981-82, and Changes for 1982-83, and Communication Workshop
November	3	9	6	Workshop on Communication Skills With Secondary Students
December	NO	MEETING WAS	HELD.	
January	18	8	7	Special Elementary/Secondary PAC Meeting to Discuss Possible Funding Cuts
February	NO	MEETING WAS	HELD.	
March	3	4	6	Update on Proposed Migrant Regulations, Migrant Application For Funding for 1983-84
April	7	7	5	Discipline at School and Home
May	NO	MEETING WAS	HELD.	
TOTAL		32	31	

K-6

Figure K-2. SUMMARY OF THE 1982-83 MIGRANT SECONDARY DISTRICTWIDE PAC MEETINGS.



PAC MEETING ROLL SHEET

Elementary
Secondary

82.02

Date: _____

Check One

PARENTS

Name	Telephone	Chapt.1	Chapt.1 Migrant	ALSD/ Others
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

26

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 14, 1982

TO: Eva Barron, José Mata
FROM: Catherine Christner
SUBJECT: PAC Meeting Roll Sheets

Enclosed are the copies of the PAC Meeting Roll Sheets for the Districtwide PAC meetings.

Please let me know at some point if you need some more.

CC:lg
Enclosure

APPROVED: *Freda M. Holley*
Director, Research and Evaluation

cc: Lee Laws
Ambrosio Melendrez
Charles Akins

ECIA CHAPTER 1 MIGRANT

APPENDIX L

MSRTS RECORDS

Instrument Description: Migrant Student Record Transfer System (MSRTS) Records

Brief description of the instrument:

With the MSRTS Clerk, the Chapter 1 Migrant Evaluator reviewed the MSRTS records and correspondence to ascertain if each of the objectives of the MSRTS Component was met.

To whom was the instrument administered?

MSRTS Clerk.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 25, 1983.

Where was the instrument administered?

The MSRTS Clerk's office.

Who administered the instrument?

The Chapter 1 Migrant Evaluator.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

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

None were identified.

Who developed the instrument?

Not applicable.

What reliability and validity data are available on the instrument?

None.

Are there more data available for interpreting the results?

No.

MIGRANT STUDENT RECORD TRANSFER SYSTEM(MSRTS) RECORDS

Purpose

The MSRTS records were reviewed in order to gather information relevant to the following decision and evaluation questions:

Decision Question D5. Should the MSRTS Component be continued as it is, modified, or deleted?

Evaluation Question D5-1: Were the component's objectives met?

Procedure

Throughout the 1982-83 school year, the MSRTS Clerk updated the MSRTS records as students were added, withdrawn, terminated (as eligible migrant students), etc. Copies of the eligibility forms were sent to ORE as they were received by the MSRTS Clerk. Also shared was information on the termination of any students. When students appeared on the Migrant Student Attendance Record (see Appendix E) for whom we did not have an eligibility form, the Clerk was called and asked to send a copy of the eligibility form to ORE. In mid-May the Clerk was contacted to arrange a time for the Evaluator to come and review the MSRTS records to see if the objectives were met. When the interview time was set, a memo (see Attachment L-1) was sent to the Clerk and her supervisor to remind them of the meeting. On objectives that were not measurable by examination of the records, the Evaluator queried the Clerk about the achievement of these objectives. The Evaluator also randomly selected 10 students from the Migrant Student Master File (see Appendix D) to check to see if their MSRTS records were in order.

Results

Evaluation Question D5-1: Were the MSRTS Component's objectives met?

IDENTIFICATION, RECRUITMENT & ENROLLMENT

Objective #1: Within two days after each currently migratory student's (Status 1, 2, 4, and 5) eligibility is certified, enrollments must be transmitted to the district's designated terminal site.

Procedures:

- Review prior year eligibility forms for currently migratory students (Status 1, 2, 4, and 5) who were enrolled in the district during the previous year.

- Complete a new eligibility form for students who have made a qualifying move or who have remained in the district and are still current migrant students.
- Obtain eligibility information including the signature of the student's parent or guardian either:
 - (1) at the school, as a student enrolls in the district, or
 - (2) by visiting the home of the student.
- Provide a copy of the signed eligibility form to the parent/guardian.

NOTE: If a student entered the district as a current migrant (Status 1, 2, 4, or 5) during the prior year but has not moved within the 12 months since that enrollment date, the district is not required to obtain a new eligibility form for that student. The eligibility form obtained previously may be updated as follows:

- (1) Record the status change on the eligibility form using red ink.
 - (2) Record current campus on eligibility form. Obtain parental concurrence.
 - (3) Proceed with enrollment by updating the enrollment data on the Educational Record.
 - (4) Alphabetize educational records by campus.
 - (5) Record the name of each student and the date sent to the designated terminal site in a district ledger/daily log.
 - (6) Forward educational records to the designated terminal site.
- Review each form for accuracy and completeness.
 - File original eligibility form in auditable file. (Cooperative districts will send original eligibility to ESC.)
 - Maintain regular contact with individual campus central office personnel to obtain a list of currently enrolling students for determination of eligibility for migrant services.

The MSRTS Clerk reported that generally this objective was not met. This year the eligibility of many last year's current migrants has not been checked yet. It is the community representatives who are responsible for conducting the home visits to verify this information.

The Evaluator verified: the status changes were made using red ink; the current campus was on the eligibility form; the enrollment data are on the Educational Record, the records are kept by campus; and the district ledger is in order. The Clerk reported the records were forwarded on time.

The Clerk did review forms to be sure data were correct and complete. The original eligibility forms were available. The Clerk reported calling schools to verify enrollment dates, as well as checking with Mr. Gandy's office several times a week during the peak enrollment times.

The Clerk reported the secondary community representatives were good about getting the eligibility forms or verifying changes in status, etc., while the elementary staff was generally late in sending forms, etc. in to her. This is one area she feels definitely needs to be strengthened next year. She and her supervisor have planned meetings with the elementary staff to explain the MSRTS system and the important timelines and deadlines, etc. Also it should help in that all staff (elementary and secondary) will be housed in the same building, along with the Clerk.

The Evaluator was able to locate 9 of the 10 students she had randomly selected. Their records, including updates and educational and health records were all in order. After the Evaluator left, the Clerk called to say she found the 10th students. His record still was filed under his old school, not the one he was currently enrolled in. This was corrected.

Objective #2: Before September 1 of each school year, district records will have been surveyed to verify the continued residence of all formerly migratory students (Status 3 and/or 6).

Procedures:

- Review prior year eligibility for and make a list of students who were identified as formerly migratory during the previous year indicating the termination date.
- Verify that each student has reenrolled in the district and/or still resides in the attendance area of this district and that eligibility has not terminated.
- Indicate current campus on list.

The Clerk reported that the community representatives did the residences checks where needed. District records (through ORE) were used to gather addresses of students and develop appropriate lists of formerly migrant students.

Objective #3: Within two (2) weeks after receipt of the computer printout listing Status 3 and/or 6 migrant students automatically enrolled by the central computer bank in Little Rock, the continued residence in the district of all formerly migratory students will be certified by the superintendent of the local education agency.

The two week time limit is not long enough reported the Clerk. Since AISD has so many former migrants, this is not enough time for all residences to be verified. During this time she did check with district records to verify the addresses as much as possible. She reported an advantage in that the community representatives know their families and their schedules so verifying goes more smoothly because of this.

INCOMING RECORDS

Objective #4: Incoming records will be reviewed and distributed to designated personnel.

Procedures:

- Compare information received with the eligibility form.
- Scan all incoming forms for medical alert flags and notify appropriate personnel.
- Maintain a district ledger/daily log and record the date each record was received beside the date each was sent to the terminal site.
- Inquire at the terminal site about any transmittals which have not been received or acknowledged within ten days from the Central Computer Bank at Little Rock.
- Distribute records as designated:
 - (1) One copy of the Educational Record will be kept in the auditable file for use in updating.
 - (2) Duplicated copies of the Educational Record will be routed to the appropriate migrant instructional staff.
 - (3) All copies of medical forms will be routed to health personnel.

The Clerk reported these were all met except she did not always make the 10 day deadline on transmittals. She also reported that the Migrant Nurse took care of handling the medical alert.

UPDATING

Objective #5: Within two days after withdrawal of a student (currently or formerly migratory) at any time during the school year, update information (medical and academic) with withdrawal notification will be promptly forwarded to the designated terminal site.

The Clerk reported that the Migrant Program teachers are very good about this. However, generally the schools do not let her know within the two day timeline.

Objective #6: Final update information will be forwarded to the designated terminal site for Status 1, 2, 4, and 5 students.

Procedures:

- Update the medical form---between March 1 and March 31.
- Update the academic form---between April 15 and April 30.
- Include the following information for updating records:
 - (1) Reading, Oral Language, Math and Early Childhood skills on the appropriate Skills Information System forms.
 - (2) Credit accrual, special programs, test data or other academic information on the Educational Record.
 - (3) Health screening/treatment data on the Medical Record.

The Clerk reported the Migrant Nurse handled the updates on the medical forms and did so by the deadline. The academic forms were updated, but not by the April 30 deadline. The teachers complete the SIS forms. She reports the Educational Record data, but it is all determined elsewhere in the District. The Nurse completes the medical data.

Objective #7: Within two days after the close of the regular school year, withdrawal notification for all currently migratory students (Status 1, 2, 4, and 5) enrolled in such program will be transmitted to the designated terminal site.

Since school was not over when this interview was conducted, the objective has not been met. However, the Clerk reported she had every intention of meeting this deadline.

SUMMER SCHOOL ENROLLMENTS & WITHDRAWALS

- Objective #8: Within two days after all migrant students (Status 1, 2, 3, 4, 5, and 6) have enrolled in the summer school program, enrollment data will be transmitted to the designated terminal site.
- Objective #9: Within two days after the close of the summer school program, withdrawal notification for all migrant students (Status 1, 2, 3, 4, 5, and 6) enrolled in such program will be transmitted to the designated terminal site.

Summer school has not started, so this objective cannot yet be measured.

FILING

- Objective #10: During each fiscal year, the district will maintain auditable eligibility files and implement MSRTS procedures to ensure transmittal and retrieval of the most current academic and health information available for migrant students in this district.

Procedures:

- Develop and/or maintain two auditable eligibility files as follows:
 - (1) one file containing eligibility forms for all formerly migratory students (Status 3 and/or 6), and
 - (2) one file containing eligibility forms for all currently migratory students (Status 1, 2, 4 and 5). This file should be maintained alphabetically, by district, in a central location.

NOTE: Retain all eligibility forms for a period of not less than six years from the date of identification.

The Evaluator verified that the files were set up consistent with this objective.

TRAINING

- Objective #11: MSRTS assigned personnel and Migrant Program Directors will attend training sessions to develop competencies in MSRTS component activities to ensure compliance with Federal law and applicable regulations.

The Clerk attended a number of training sessions throughout this school year. She found this very helpful, but felt to make the component more effective, more of the Migrant Program staff needed to attend training or through other means they need to become more aware of all the component's objectives and timelines.

EVALUATION

Objective #12: Component activities will be evaluated by Chapter 1/Migrant Administrator on a monthly basis to ensure operational effectiveness and accomplishment of objectives.

The Clerk said she did work with the Administrator. She felt this was a hard year since it was the first year for both of them in their positions. Also until the Evaluator requested a copy of the MSRTS objectives in May, the Clerk had never seen them. She felt she could have done a better job if she had seen these before school began and been able to plan her activities better. The Administrator told her when things needed to be done throughout the year. She felt 1983-84 would be better since both had now had a year of experience in the system, and they would be better prepared.

The Clerk felt that to really improve AISD's meeting of the MSRTS objectives, the community representatives, their supervisors, she and the Chapter 1/Migrant Administrator all needed to meet together more often so the importance of and timing of meeting the objectives could be discussed. It seemed this year that at times, the MSRTS objectives were superseded by other things when perhaps they should not have been. As mentioned earlier, the Clerk and Administrator have planned to have coordinated meetings next year.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 19, 1983

TO: Barbara Brown
FROM: Catherine Christner
SUBJECT: Examination of MSRTS Records

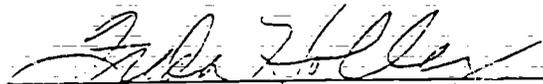
This memo is to confirm our appointment for an interview on May 25, 1983 at 2:30 p.m. in your office.

I will review the MSRTS records and eligibility forms, etc. to examine the achievement of the objectives for the MSRTS component for 1982-83.

CC:lg

cc: Ambrosio Melendrez
Jose Mata
Lee Laws

APPROVED: _____


Director, Research and Evaluation

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12/1/82