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ABSTRACT

The Austin Independent School District (Texas) evaluated three district-funded projects for 1985-86: Project Teach and Reach, the Gifted and Talented Program, and Project BEST (Basic Effective Strategies for Teaching). Teach and Reach focuses on compensatory education in reading and mathematics for low achieving black students in grades K-3. The program uses small group and individual instruction and a variety of teaching techniques. The program evaluation found that the majority of administrators and teachers felt that it promoted increased student learning, but the program was expensive. The Gifted and Talented Program operates at both the elementary and secondary levels in language arts, mathematics, and bilingual gifted. Program goals included providing teacher training, updating curricula, piloting the mathematics program, and implementing the gifted bilingual program in at least three schools. The evaluation found that the program's 5-year reorganization plan was on schedule. Project BEST is a 3-year staff development program, with the goals of improving administrative leadership skills and introducing the elements of lesson design, motivation factors, practice theory, and retention theory. The evaluation found that Project BEST facilitated principals' instructional leadership, that the majority of teachers were implementing the project, and that administrators evinced a highly positive attitude toward the project. (JDD)

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ERRATUM

9/18/86

The last sentence on page 11 (page 6 of independently numbered Teach and Reach reports) is incorrect. The sentence should read as follows.

According to an Overlap Study conducted in December, 1985, Teach and Reach served one student in reading at Sunset Valley who was also served by SCE.

**CAPITAL PROJECTS, 1985-86:
TEACH AND REACH**

EXECUTIVE SUMMARY

AUTHORS: David Wilkinson, Natalia Luna

OTHER CONTACT PERSONS: David Doss, Glynn Ligon

MAJOR POSITIVE FINDINGS

1. Teach and Reach students gained more than predicted at kindergarten in reading and at grade 1 in mathematics.
2. Except for grade 2 in reading, students' scores overall were higher this year than last year. However, except for kindergarten reading and grade 1 mathematics, it is unclear whether the gains were due to Teach and Reach or the regular school program.
3. Most administrators and two thirds of the teachers with students served by Teach and Reach believe it promoted increased student learning this past year.

MAJOR FINDINGS REQUIRING ACTION

1. Teach and Reach students gained less than predicted at grade 2 in reading. Most students showed percentile losses since last spring.
2. Teach and Reach is an expensive program.
 - A small number of students is served for only half an hour daily. If a student were served by Teach and Reach on a full-time basis for a year, the cost would be \$13,998, more than half again the cost for a full-time equivalent student in Special Education (\$8,365).
 - Teach and Reach served fewer than the 40 students per teacher targeted in the project proposal; only two teachers served 40 or more students. Serving additional students would lower the per pupil cost, thus making the program more efficient.
3. To become more efficient, Teach and Reach has several options:
 - Serve students at lower percentiles (but avoid overlap with Chapter 1);
 - Serve low-achieving students of other ethnicities in addition to Black students; and
 - Move the program to other schools without Chapter 1 which have a sufficient concentration of low-achieving Black students.

**CAPITAL PROJECTS, 1985-86:
GIFTED AND TALENTED**

EXECUTIVE SUMMARY

AUTHORS: David Wilkinson, Natalia Luna

OTHER CONTACT PERSONS: David Doss, Glynn Ligon

MAJOR POSITIVE FINDINGS

1. The Office of Gifted Education is on schedule in implementing the five-year plan for reorganizing the District's gifted education programs. During the 1985-86 school year, the AIM High Mathematics Program was piloted in 32 elementary schools.
2. A more standard approach toward the instruction of gifted and talented students is being taken by schools as evidenced by the increasing predominance of the team/grade level method of instructional delivery.
3. A plan for a districtwide AIM High Science Program was developed, and the program is ready to be piloted in 10 schools in 1986-87.

MAJOR FINDINGS REQUIRING ACTION

1. The Office of Gifted Education needs to improve its record keeping so that the number of students served by the various AIM High programs can be accurately determined.
2. Implementation of the Bilingual Gifted Program on a pilot basis was late and was apparent at only one of four selected schools by the end of the school year. Concerns in the Bilingual Gifted Task Force about the student selection criteria, and a limited interest on the part of schools in piloting the program, delayed program implementation.
3. There is confusion over the relationship between state and local funding of the Gifted and Talented Program. The District needs to get a clear understanding of how funds flow from the State, what amount is actually received, and how funds should be channelled through local budgets.

**CAPITAL PROJECTS, 1985-86:
PROJECT BEST**

EXECUTIVE SUMMARY

AUTHORS: David Wilkinson, Natalia Luna

OTHER CONTACT PERSONS: David Doss, Glynn Ligon

MAJOR POSITIVE FINDINGS

1. Evidence indicates that Project BEST is facilitating the principals' instructional leadership. Compared to last year, significantly greater percentages of teachers believe that:
 - Their principals have provided more instructional leadership since Project BEST began; and
 - Administrators have given them feedback on their use of lesson design and motivation theory.

Significantly greater percentages of administrators believe that:

 - They have provided more helpful instructional feedback since Project BEST began; and
 - Project BEST is facilitating better communication about instruction among teachers and campus administrators.
2. Teachers are implementing Project BEST in the classroom. The majority of the teachers report applying Project BEST information usually or often; about 90% apply it at least sometimes.
3. Administrators evince a highly positive attitude toward Project BEST. Over 90% believe:
 - BEST has improved their instructional leadership skills,
 - BEST is facilitating better communication about instruction between teachers and administrators; and
 - AISD staff are benefitting from the strategies and content of Project BEST.
4. All 1985-86 required staff development sessions and make-ups were conducted.

MAJOR FINDINGS REQUIRING ACTION

1. Teachers are less positive than administrators in some of their attitudes toward Project BEST. Less than half believe:
 - BEST has made them more effective teachers;
 - Principals have provided more instructional leadership since Project BEST began; and
 - The District's continued commitment to Project BEST is important.
2. Significantly greater percentages of elementary teachers than secondary teachers indicate that:
 - They are using Project BEST techniques;
 - Their principals are giving them more feedback; and
 - Overall, they have more positive attitudes toward BEST.
3. Because of ambiguity concerning which staff are required to receive Project BEST training, it is not possible to determine if all staff who should be have been trained.

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INTRODUCTION

This report supplies information on three district-funded projects:

- Project Teach and Reach,
- Gifted and Talented, and
- Project BEST.

The projects are diverse in intent and scope, but they share one characteristic--each is deemed of sufficient priority by the District to warrant evaluation. A description of each of the programs and the evaluation findings associated with it is contained on the pages that follow.

The evaluations of these three programs do not by any means exhaust the ORE evaluation activities relating to local programs and priorities. Many other evaluation activities were conducted or coordinated by locally funded evaluation staff. For 1985-86, evaluation information is available on the following topics.

<u>Topic</u>	<u>Pub. No.</u>	<u>Type of Report</u>
● AISD's Personnel Evaluation Systems: 1984-85	84.66	Final
● A Progress Report on Forming the Future	85.08	Final
	85.09	Technical
● Nutrition Education	85.43	Final
	85.22	Technical
● Title VII	85.23	Design
	85.44	Interim
● Chapter 2 Discretionary	85.28A	Design
	85.15	Final
	85.28B	Technical
● Chapter 2 Formula	85.13	Design
	85.15	Final
	85.14	Technical
● Faculty/Staff Recruitment, Calendar Year 1985	85.54	Final
● Programs for Limited-English Speakers	85.57	Final
	85.56	Technical
● Special Education in AISD, 1985-86	85.26	Final
	85.34	Technical

85.63

INTRODUCTION (Continued)

<u>Topic</u>	<u>Pub. No.</u>	<u>Type of Report</u>
● School-Community Guidance Center	85.16 85.65 85.35	Design Final Technical
● School Goal Setting (Elementary Education/ORE joint project)	--	Manual
● Report On School Effectiveness (ROSE), 1985-86	85.N	Technical
● Dropouts	84.20 -- 85.12	Technical Newsletter Newsletter

WHAT IS PROJECT TEACH AND REACH?**Mandate:** District program**Focus:** Compensatory education for Black students in grades K-3**Subject Areas:** Reading, mathematics

Staff: 1 supervising teacher
 6 basic skills teachers (1 per campus served)
 1 part-time parental advisor
 1 secretary

Students Served by Campus, Subject Area, and Grade Level:

	Reading Only					Mathematics Only					Both					Total
	K	1	2	3	K-3	K	1	2	3	K-3	K	1	2	3	K-3	
Andrews	0	8	6	12	26	0	2	4	0	6	0	1	2	1	4	36
Govalle	0	0	0	0	0	0	0	11	17	28	0	0	0	0	0	28
Harris	10	4	5	7	26	0	0	0	0	0	0	0	0	0	0	26
Oak Springs	0	0	0	0	0	4	9	13	16	42	0	0	0	0	0	42
Sims	0	0	0	0	0	9	9	15	10	43	0	0	0	0	0	43
Sunset Valley	0	13	0	0	13	0	6	0	0	6	0	6	0	0	6	25
Total	10	25	11	19	65	13	26	43	43	125	0	7	2	1	10	200

The total number of students served (cumulative count) as of May, 1986 was 200. Of these, 188 were served for at least four months.

Cost:

1985-86 Budget Allocation: \$199,617

Cost Per Student: \$ 998

Cost Per Student Contact Hour: \$ 2,333*

Cost Per Full-Time Equivalent (FTE) Student: \$ 13,998*

* Assumes service was daily. Because approximately one half of the students were not served on Friday, actual costs would be higher.

The cost per student contact hour is the cost of serving one student for an hour per day for a year. The cost per FTE student is the cost of serving one student full-time (six hours daily) for a year. Cost calculations are based on 200 students served.

Teach and Reach costs are "add-on" costs; i.e., they are additional costs over and above the costs of providing a regular education to the students served by Teach and Reach.

HOW WERE STUDENTS SERVED BY TEACH AND REACH?

Group Size:

- Most groups were small (fewer than five students).
- Some individual help was provided as time permitted.

Instructional Arrangement: As of April,

- Four of six teachers used pullout only;
- One taught small groups in the regular classroom while the regular teacher conducted other activities, for the first four months. After the four months, pullout was used. Three times a month the teacher went into the regular classroom.
- One pulled out seven groups (five reading, two mathematics) and team taught three groups (one mathematics, two reading) with the regular teacher.

Students were generally instructed during mathematics or language arts time, depending on the subject taught.

Subject Areas Taught: Three basic skills teachers taught mathematics only, two taught reading and mathematics, one taught reading only. The teachers teaching both reading and mathematics primarily taught reading but taught both reading and mathematics to a few students.

Duration of Service: Lessons were 30 minutes per day. About one half of the students were served five days per week; the other half were served four days per week.

Groups started receiving service September 16 through October 23, 1985, depending on grade level and campus. Individual students were added throughout the school year. Students received an average of 150 days service out of 173 days in the school year.

Grading: Teach and Reach teachers generally did not determine students' grades or participate in parent-teacher conferences. They provided input on performance to regular classroom teachers.

Materials: Materials varied widely across schools. Teachers had one or more texts they used plus workbooks and teacher-made worksheets and materials. Materials used also included educational games, charts, filmstrips, flashcards, and manipulatives.

Techniques: Teach and Reach teachers reported using a variety of teaching techniques with students. These included direct teaching, small group instruction, visual/auditory presentation, reward systems for motivation, performing in class, drill, and choral and oral reading.

Skills Taught: Instruction was based on student needs identified by the basic skills teachers using a variety of methods. ITBS skills analyses and TABS results from the past year provided one basis. Also mentioned by teachers were diagnostic tests, the essential elements, TEAMS objectives, and their own observations.

Parental Advisor: The Parental Advisor was responsible for a broad range of program activities. Besides setting up workshops for parents on a variety of topics, the Parental Advisor helped to set up a Parent Advisory Council, contacted parents by telephone and in written communications, and maintained a lending library of instructional materials for parents. Other activities included meeting with principals to discuss Teach and Reach, writing news releases announcing workshops, and performing other services of a social services nature.

Supervising Teacher: The Supervising Teacher was responsible for the overall implementation of the program, in cooperation with the principals of the Teach and Reach schools. The Supervising Teacher attended parent workshops, met and communicated with administrative staff and community members involved with the program, and supervised the basic skills teachers and Parental Advisor.

HOW DID THE PROJECT CHANGE FROM THE PREVIOUS YEAR?

The 1985-86 school year was the second year for Project Teach and Reach. The project was very similar to that of the previous year. Many of the same staff were involved. The schools served were virtually the same, the project guidelines were nearly all the same, and the instructional approach was the same. There were some differences from 1984-85

- The student selection criteria changed. In 1984-85, students scoring between the 30th and 40th percentiles in reading or mathematics on the ITBS were the primary target group. In 1985-86, the range was extended to the 50th percentile.
- More extensive coordination with classroom teachers was incorporated into the program by means of weekly planning sheets, coordination charts, and grade level summary sheets.
- The number of days service increased for some students from four days to five. All students were served Monday through Thursday, but some students were also served on Friday morning.
- The number of students served decreased from 1984-85.
- A lending library of instructional materials for parents was begun.
- A Parent Advisory Council was set up.

HOW WELL WAS TEACH AND REACH IMPLEMENTED?

For the most part, implementation of Project Teach and Reach in its second year went smoothly.

Strengths

1. All staff were in place at the beginning of the year.
2. The presence of eight (of nine) of the same staff as in 1984-85 was an asset.
3. Students were identified and the basic skills teachers began to serve them earlier than last year. Service began for most students on September 16, 1986 and on the following week.
4. Communication between basic skills teachers and classroom teachers was made a project priority.
5. In reading, 58 (91%) of the students served had pretest scores in the primary target range of the 30th to the 50th percentile on the ITBS; in mathematics, 76 (78%) of the students did.

Concerns

Problems encountered and changes made in the program included the following.

1. The number of students served fell short of the 40 students per teacher targeted in the project proposal. By spring, half of the basic skills teachers were serving fewer than 30 students. Only two teachers served more than 40 students.

According to the Supervising Teacher, student mobility was more of a problem than in the previous year. Other factors cited by the Supervising Teacher which hampered program implementation were the unavailability of a permanent room for one teacher, so that the teacher had to operate on an itinerant basis, and the authority of principals to determine how the program would be implemented on their campuses.

2. Although project staff were cautioned by ORE against pulling students out of class for service because of research findings about its negative impact, pullout was the primary method of service. Four of the six teachers used pullout exclusively. By spring, one teacher who had begun by teaching small groups in the regular classroom was mostly using pullout. One teacher went to the regular classroom sometimes and pulled students out sometimes.

3. One teacher was ill and was out for six weeks, during only part of which a substitute provided services to students. One teacher left the program at the end of February and was replaced by a regular classroom teacher from the same school.

Coordination with the Regular Classroom

As previously noted, communication between the basic skills teachers and regular classroom teachers was made a project priority. Coordination was brought about by three means: (1) weekly planning sheets exchanged between the basic skills teachers and the classroom teachers, (2) coordination charts on which the basic skills teachers recorded the occurrences each month of grade level meetings, informal teacher contacts, and special conferences, and (3) grade level summaries exchanged between grade level chairs and the basic skills teachers listing the skills on which the basic skills teachers would be working.

According to the Supervising Teacher, this system worked well. The majority of the basic skills teachers stated in interviews that they held planning meetings with classroom teachers at least once a month. Survey results from regular classroom teachers whose students were served by Teach and Reach indicate that one half agree that Teach and Reach improved this year in coordinating schedules across teachers. Almost two thirds of the classroom teachers were satisfied with the amount of coordination on their campuses between Teach and Reach and the regular instructional program.

Coordination with Other Special Programs

The project proposal stated as its intent that Teach and Reach pick up where Chapter 1 left off. The selection criteria for service to students were established so as not to conflict with Chapter 1. Because Chapter 1 instruction is exclusive to reading, Chapter 1 students scoring below the 30th percentile in mathematics could be served. For the most part, Teach and Reach served students who were not served by other special programs, e.g., Chapter 1 Migrant, State Compensatory Education (SCE), and Project PLUS (Progress and Learning for Underachieving Students). In interviews, four of the six basic skills teachers said that they did not serve any students served by Chapter 1 or other special programs. Two teachers said they gave mathematics instruction to several Chapter 1 students served in reading. However, according to an Overlap Study conducted in December, 1985, Teach and Reach served 13 students in reading (12 at Govalle) who were also served by Chapter 1.

WHAT DID PEOPLE THINK ABOUT THE PROJECT?

Program staff believed they helped their students learn new skills and feel better about school and themselves. The basic skills teachers believed their services were well accepted at the schools. Parents believed that their children benefitted from Project Teach and Reach and would like them to continue in the program next year. The Supervising Teacher reported that feedback received from principals and parents had been positive.

The biggest contributions cited in comments by the basic skills teachers were that Teach and Reach:

- Improved students' confidence and attitudes towards school work;
- Worked on specific skills;
- Provided supplemental instruction; and
- Used various teaching methods in order to facilitate learning.

The spring districtwide surveys included questions for administrators and teachers who had students served by Teach and Reach. A spring parent survey asked questions of parents who had students served by Teach and Reach.

Eight of the nine administrators at the six Teach and Reach campuses believed that:

- Teach and Reach was promoting increased learning, and
- The goals and objectives were clearly communicated.

All nine administrators believed that the instructional emphasis on skill needs should have a positive effect on achievement. Most (88%) indicated they had sufficient control over the way the program was implemented. In addition, most comments they heard about Teach and Reach from students, parents, and teachers were positive.

Teachers' responses were fairly positive, although more mixed than administrators'.

- Almost three fourths (71%) felt that Teach and Reach has improved this year in instructional approach and in subject areas focused on.
- Over one half (56%) agree that Teach and Reach improved this year in coordinating schedules across teachers.
- Two thirds (67%) felt that the project promoted increased learning; (60%) felt the project enhanced the instructional program in their classrooms.
- The majority have observed improvement this year in instructional arrangement (72%) and in the attitudes towards school work of students in Teach and Reach (54%).
- Almost two thirds (64%) are satisfied with the amount of coordination on their campuses between the Teach and Reach and regular instructional programs.

Spring, 1985 and Spring, 1986 Survey Comparison

Figure 1 shows a comparison of the responses by teachers and administrators to the same items on the spring surveys administered in 1985 and 1986. Although shifts in opinion since 1985 may be observed, no statistically significant differences were found between the administrations.

KEY: Agree = Strongly agree, agree		Adm. = Administrators		
Neutral = Neutral				
Disagree = Disagree, strongly disagree				
<u>Teachers and Administrators</u>				
		<u>Surveys</u>		
		%	%	%
		Agree	Neutral	Disagree
Teach and Reach is promoting increased learning for those served in this school.	Spr. '85 Adm. (N=8)	100	0	0
	Spr. '86 Adm. (N=9)	89	0	11
	Spr. '85 Teachers (N=55)	71	18	11
	Spr. '86 Teachers (N=24)	67	17	17
<u>Teachers</u>				
I have observed improvement in the attitudes toward school work of those students in Teach and Reach.	Spr. '85 (N=56)	46	34	20
	Spr. '86 (N=26)	54	19	27
Teach and Reach has enhanced instructional program in my classroom.	Spr. '85 (N=56)	41	36	23
	Spr. '86 (N=25)	60	24	16
I am satisfied with the amount of coordination on my campus between the Teach and Reach and regular instructional programs.	Spr. '85 (N=56)	50	20	30
	Spr. '86 (N=25)	64	12	24
<u>Administrators</u>				
The amount of control I had over the way Teach and Reach was implemented in my school was:	Spr. '85 (N=7)	<u>Too Little</u> 14	<u>Just Right</u> 86	<u>Too Much</u> 0
	Spr. '86 (N=8)	13	88	0
I have heard primarily _____ comments about Teach and Reach from parents.	Spr. '85 (N=8)	<u>Positive</u> 63	<u>Negative</u> 13	<u>No</u> 25
	Spr. '86 (N=9)	78	11	11
I have heard primarily _____ comments about Teach & Reach from students.	Spr. '85 (N=8)	75	13	13
	Spr. '86 (N=9)	78	22	0
I have heard primarily _____ comments about Teach & Reach from teachers.	Spr. '85 (N=8)	63	13	25
	Spr. '86 (N=9)	67	11	22
The goals and objectives of Teach and Reach were clearly communicated to me.	Spr. '85 (N=8)	<u>Agree</u> 100	<u>Neutral</u> 0	<u>Disagree</u> 0
	Spr. '86 (N=9)	89	11	0
The instructional emphasis on skill needs of Teach and Reach should have a positive effect on student achievement.	Spr. '85 (N=8)	100	0	0
	Spr. '86 (N=8)	100	0	0

Figure 1. RESPONSES TO SPRING, 1985 AND SPRING, 1986 DISTRICTWIDE SURVEY ITEMS ON PROJECT TEACH AND REACH.

WHAT IMPACT DID THE PROJECT HAVE ON STUDENT ACHIEVEMENT?

There are a number of ways to look at the impact of a program on achievement. One way is to ask:

"Did the students served show achievement gains greater than the national average?"

This approach provides valuable descriptive information. However, the best assessment of the value of a supplementary program to AISD is the extra benefit it provides above and beyond that seen for similar students who only receive the regular program. This more salient question can be stated as:

"Did students in the program learn more than similar AISD students who did not participate?"

We will attempt to address both questions in this summary. The impact of the program on student achievement is difficult to assess for a variety of reasons (including the small number of students served per grade level, the presence of only one teacher per campus, and the difficulty of finding a valid comparison group). In addition, Teach and Reach only served students for 30 minutes per day four and one-half days a week; the rest of the time was spent with the regular teacher, and, for some students, other special teachers. The total length of time students spent on a subject did not increase (this is true for most compensatory programs); part of the allotted class time was simply spent with the Teach and Reach teacher rather than the regular classroom teacher. For the most part, students missed independent practice time in the regular class in favor of more instruction and guided practice with Teach and Reach.

Factors other than program service which can impact achievement tend to balance out with larger samples. However, with smaller samples, the program must have a larger impact to be detected with statistical tests. With a smaller project impact, trends in the data can be detected, but it is more difficult to make conclusive statements on impact.

In evaluating Teach and Reach, the ITBS Reading Total and Mathematics Total scores of those served in an area a minimum of four months were checked before and after service. Language scores were used at the kindergarten level. A total of 64 of the 73 students served the minimum time had reading pretest and posttest scores; 98 of 125 mathematics students had both mathematics scores. Ten students were served in both reading and mathematics.

Increases and Decreases in Student Scores

The expectation is that students who learn an average amount in a year will achieve roughly the same percentile score for pre- and posttests. Small positive and negative changes can be expected. A program with a positive effect should have considerably more students showing increases than decreases in percentile scores.

The overall number and percentage of Teach and Reach students who had percentile scores which increased, stayed the same, or decreased is shown below. Totals may not equal exactly 100 percent because of rounding.

	Reading		Mathematics	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Increases	42	66%	60	61%
No Change	1	2%	1	1%
Decreases	21	33%	37	38%
Total	<u>64</u>	<u>101%</u>	<u>98</u>	<u>100%</u>

The percentage of students showing increases versus decreases in scores is statistically significant in both reading and mathematics.

Figures 2 and 3 display the percentages of Teach and Reach students with increases and decreases in percentile scores in reading and mathematics, by grade level. A review of these increases and decreases by grade reveals the following patterns.

- Student gains in reading were more positive at grades K, 1 and 3; 9 of 10 kindergartners (90%) showed gains while 20 of 28 second graders (71%) and 10 of 16 (63%) of third graders did (note small sample sizes).
- Less than one-third (30%) of those served in reading at the second-grade level showed gains.
- A larger percentage of students showed increases than decreases in mathematics scores at grades 1 and 2.
- The same percentage of students showed increases and decreases in mathematics at grade 3 (one student's scores stayed the same).

In both reading and mathematics, some individual students showed large increases and some large decreases in percentile scores between pre- and posttesting.

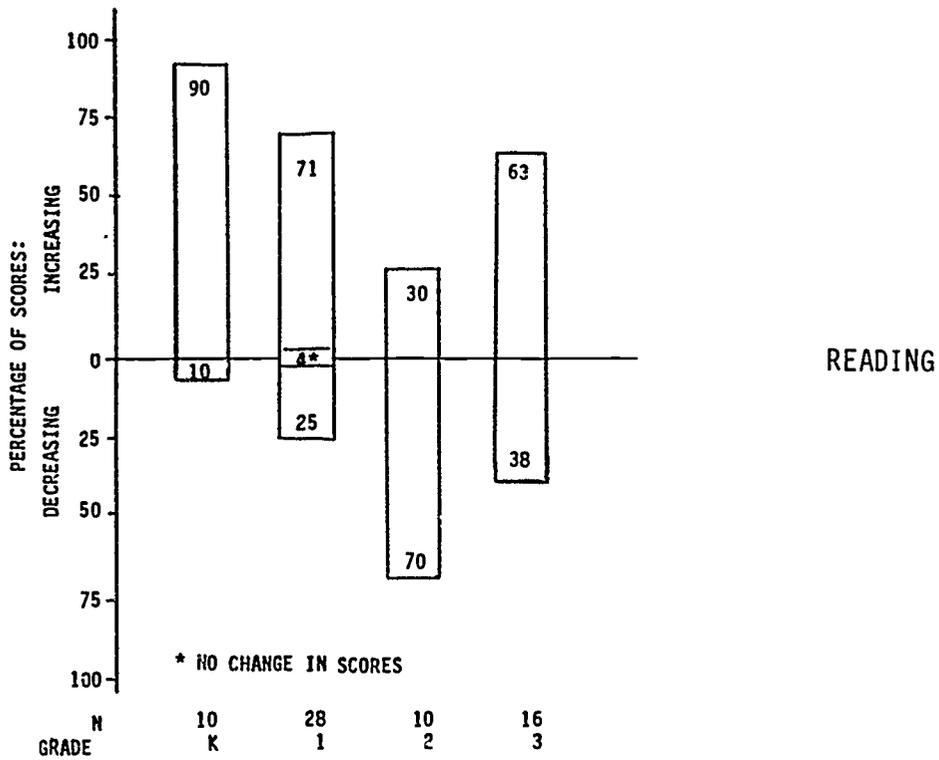


Figure 2. PERCENTAGE OF TEACH AND REACH READING STUDENTS SHOWING INCREASES AND DECREASES IN ITBS READING TOTAL PERCENTILE SCORES. Comparisons are from spring, 1985 to spring, 1986 at grades 1-3; kindergarten scores are from fall, 1985 and spring, 1986.

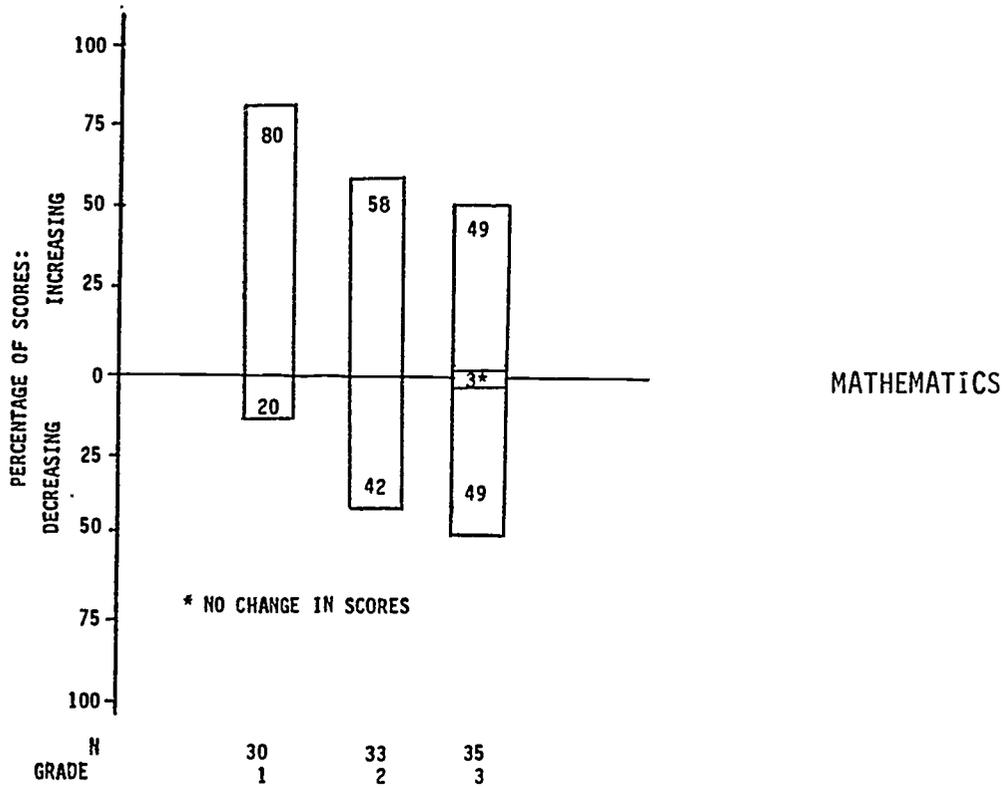


Figure 3. PERCENTAGE OF TEACH AND REACH MATHEMATICS STUDENTS SHOWING INCREASES AND DECREASES IN ITBS PERCENTILE SCORES. Comparisons are from spring, 1985 to spring, 1986. Kindergartners (N=11) are not included because no mathematics pretest is available.

Report on School Effectiveness (ROSE)

The ROSE report (1986) is based on regression analyses which consider previous achievement and the following factors in comparing the growth of Teach and Reach students to others in AISD.

- Sex
- Ethnicity
- Family income
- Pupil/teacher ratio for the grade
- Transfer status
- Desegregation status (Was school impacted? Was student reassigned?)

The ROSE indicates whether compared to similar students in AISD, those in Teach and Reach:

- Exceeded predicted gains,
- Achieved predicted gains, or
- Achieved below predicted gains.

Results indicate that:

- The gains of kindergartners served in reading and of first graders served in mathematics exceeded predicted levels.
- Students served in reading at grades 1 and 3 and in mathematics at grades 2 and 3 achieved predicted gains; i.e., gains were not significantly different from similar students not served.
- Students served in reading at grade 2 were below predicted gains.

GRADE	N	ROSE Results PERFORMANCE IN...	
		READING	MATHEMATICS
K*	10	Exceeded predicted gain	Achieved predicted gain
1	28	Achieved predicted gain	Exceeded predicted gain
2	11	Below predicted gain	Achieved predicted gain
3	13	Achieved predicted gain	Achieved predicted gain

* ITBS Language scores were used at kindergarten.

Overall, except in grade 2 in reading, Teach and Reach students' scores were higher this year than last year. However, except for kindergarten reading and grade 1 mathematics, it is unclear whether the gains were due to Teach and Reach or to the regular school program.

WHAT IMPROVEMENTS COULD THE PROGRAM MAKE FOR NEXT YEAR?

The Teach and Reach basic skills teachers suggested the following improvements for next year:

- More time for on-campus planning;
- Uniformity among Teach and Reach teachers in terms of materials and teaching methods used;
- More class time--45 minutes instead of 30;
- Identifying students earlier and staying within the identification guidelines; and
- More formal coordination with kindergarten teachers.

The spring districtwide survey asked regular teachers which of the Teach and Reach areas needed the most or least change.

<u>Area</u>	<u>Least</u>	<u>Most</u>
-Coordination of schedules across teachers	14%	6%
-Instructional arrangement	18%	0%
-Percentile rank ranges of those served	14%	41%
-Instructional approach	5%	6%
-Subject areas given focus	0%	0%
-No change needed	50%	47%

Commenting about areas for change, a few teachers suggested that Teach and Reach:

- Should place more emphasis on basic reading skills, less on watching films, story time;
- Should serve students on Fridays (some were);
- Needs to coordinate with instructional schedules; and
- Should serve students with lower percentile scores.

The supervising teacher indicated the following changes were planned for next year.

- An examination of whether there would be enough students to serve at Govalle;
- Continued development of:
 - The resources file,
 - Instructional materials,
 - Lending library for parents,
 - The TEAMS reference file, and
 - Team planning;

- An examination of the area of teachers' communication with parents to make improvements; and,
- Continuing efforts to:
 - Inform the community about the program and how it is progressing,
 - Work with classroom teachers to make the program more effective by improving those aspects of it which are not working.

Evaluation results suggest that Teach and Reach needs to become more efficient in making the best use of the district resources allocated to it.

- Teach and Reach costs are add-on costs, over and above the cost of the regular education program.
- Students, however, do not receive additional instructional time; they simply receive Teach and Reach instead of regular instruction.
- For the second year, Teach and Reach has had difficulty finding enough low-achieving Black students to serve. Even with the extension of the percentile range for service from the 40th percentile to the 50th, Teach and Reach this year served fewer than 40 students per teacher.
- The presence of Teach and Reach at five Chapter 1 schools means that fewer low-achieving students are available for service.

To become more efficient, Teach and Reach has several options:

- Serve students at lower percentiles (but avoid overlap with Chapter 1);
- Serve low-achieving students of other ethnicities in addition to Black students;
- Move the program to other schools without Chapter 1 which have a sufficient concentration of low-achieving Black students.

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The final technical report describes questions addressed, the data collection instruments and procedures used, and the results found in the 1985-86 evaluation of Project Teach and Reach.

WHAT IS AISD'S GIFTED AND TALENTED PROGRAM?

Overview

Although it is frequently thought and spoken of as unitary, AISD's Gifted and Talented Program is, in fact, two programs, one at the elementary level and one at the secondary level. In this division, the programs reflect the traditional differentiation of programs, curricula, and administrative structures between elementary and secondary education. Although there are certain characteristics in common between the two programs, each must be taken separately. It should be noted, however, that when the term "gifted and talented program" is used in AISD, it is frequently synonymous with the elementary program. Indeed, the focus of the 1985-86 evaluation, the results of which are reported here, was on the elementary program, and it is largely from that perspective that this report should be considered.

Elementary

Pre-1982: Elementary gifted and talented programs have existed in the District since 1975-76. In 1981-82, 54 of the 61 elementary schools in AISD had one or more programs for gifted and talented students in a wide variety of academic and nonacademic areas. However, as noted in the first formal evaluation of the Gifted and Talented Program conducted that year, feedback from administrators, teachers, and parents indicated that the programs lacked organization and that there did not seem to be any continuity to the programs. A program may have been offered at one grade level, but no provisions were made for a student to continue in that program at the next grade level the following year.

Reorganization: In 1982, the Committee on Gifted Education of the Forming the Future Project proposed a five-year plan for the reorganization of the District's gifted education programs. The reorganization reflected an acknowledged need for continuity from grade to grade and school to school in the basic subject areas (language arts, mathematics, science, and social studies) and the need for a uniform and effective procedure to identify gifted and talented students.

AIM High: In 1983-84, the Office of Gifted Education (OGE) began implementation of the elementary five-year plan. Language arts was the first focus, to be followed over five years with programs in mathematics, science, and social studies. In the first year, OGE staff developed and revised student identification procedures and wrote curriculum units for the language arts program. Termed the AIM High Program, the title of the program refers to the characteristics sought in gifted students (Ability, Interest, and Motivation). In 1984-85, the AIM High Language Arts Program was implemented in all 60 elementary schools in AISD. Also in that year, a selection matrix for identifying students gifted in mathematics was developed and employed to select the students to participate in the pilot of the AIM High Mathematics Program in 1985-86.

In 1985-86, OGE entered the third year of the five-year plan to reorganize the Gifted and Talented Program. Goals for the year were to:

- Pilot the mathematics program,
- Implement a program for gifted bilingual students in at least three schools,
- Provide training for mathematics and language arts teachers,
- Update and add to the language arts curriculum,
- Improve communication among parents, schools, and OGE, and
- Develop a proposal for a districtwide science program.

Secondary

Honors Program: In 1983-84, as part of an initiative to provide incentives for students to strive for excellence, the District implemented an Honors Program.

Students Served: Students served are in grades 7-12 in 20 secondary schools as well as within the Science Academy located in LBJ High School.

Course Offerings: Each junior high school offers honors courses in English/language arts, science, mathematics, and social studies. High schools offer honors courses in these same four areas, as well as courses in computer science and foreign language.

Concepts: The Honors Program is conceived as "a means for providing additional challenges within the traditional program of instruction." Honors classes should allow:

- Students with a special interest to explore further and study more intensively the content of an academic subject;
- Students with special abilities to take the initiative in learning and surpass the regular curriculum through independent study, research projects, and extensive reading; and
- Students to be rewarded for the additional time and effort they spend in honors classes by the weighted honors course grade.

Course Objectives: A student in an honors course will:

- Function at higher skill levels;
- Analyze more complex data to solve problems;
- Cover material in greater depth;
- Read at a higher level of comprehension;
- Write with more attention to precision and fluency;
- Engage in more independent self-initiated learning; and
- Place emphasis on the quality of learning activities rather than the quantity.

Staff Development: According to the Department of Secondary Education, attempts are made to provide Honors Program teachers with special training. Instructional coordinators regularly hold "mini-meetings" with teachers in each of the areas. Teachers also attend conferences, workshops, and other meetings in order to improve their skills in working with high-achieving students. In addition, newsletters are sent to teachers throughout the year.

WHAT CRITERIA WERE USED FOR THE IDENTIFICATION OF GIFTED STUDENTS?

Elementary

Language Arts: In language arts, there were two sets of criteria, one for students in grade 1, and another for students in grades 2-6.

The purpose of the identification process is to identify those students who would benefit more from a gifted language arts program than from the regular language arts curriculum. A "gifted" student is defined by the AIM High Program as "one whose abilities and intellectual needs would be better served by a differentiated curriculum designed for gifted students than by the existing curriculum."

A "Grade One AIM High Language Arts Identification Matrix" is completed for each first-grade student being considered for the AIM High Language Arts Program. The matrix is completed for each student who scored at or above the 80th percentile on both ITBS Word Analysis or Language Total and ITBS Listening or Reading Total. The exception to this criterion is the so-called "loophole" candidate, i.e., a student whom school staff feel strongly should be included for further testing despite missing the achievement cutoff. No more than two students per class are supposed to be included by means of this "loophole" policy.

A very similar matrix is completed for each student in grades 2-6 being considered for the AIM High Language Arts Program. The matrix is completed for each student who scored at or above the 85th percentile on both ITBS Reading Total and Language Total or is a "loophole" candidate.

On both matrices, a number of "matrix points" is assigned according to the scores or ratings entered into the matrix. For grade 1, matrix points are assigned according to results from five instruments:

1. Subtests of the Iowa Tests of Basic Skills (ITBS), as described above;
2. The Learning Characteristics, Communication Characteristics, and Motivation Characteristics subtests of the Renzulli-Hartman Behavior Rating Scales, an informal tool to assist teachers in observing particular behaviors which may be associated with giftedness;
3. A writing sample developed by OGE;
4. A reading test developed by OGE; and
5. The Verbal subtest of the Developing Cognitive Abilities Test (DCAT).

Four of the five instruments are also used for grades 2-6. However, the Motivation Characteristics subtest is excluded, and a Student Interest Survey--developed by OGE to determine if a student has an interest in the kinds of activities that may occur in the AIM High curriculum--is used in place of the OGE-developed reading test.

The total number of matrix points necessary for admission to the AIM High Program is determined for each campus by the Gifted Advisory Council, composed of teachers and other staff members appointed by the principal.

Mathematics: In mathematics, a single set of criteria was used for all students in grades 1-6.

An "AIM High Mathematics Identification Matrix" is completed for each student being considered for the AIM High Mathematics Program. The matrix is completed for each student who scored at or above the 90th percentile on ITBS Math Concepts, Math Problems, or Math Computation, or is a "loophole" candidate. Matrix points are assigned according to scores or ratings from five instruments:

1. The mathematics subtests of the Iowa Tests of Basic Skills (ITBS), as described above;
2. A behavior checklist developed by OGE;
3. An interest survey;
4. The student's performance history, determined from available report cards, test results, and other evaluation instruments, from which the student is assigned a performance rating of "poor," "average," "good," or "superior"; and
5. The Quantitative and Spatial subtests of the Developing Cognitive Abilities Test (DCAT).

As in language arts, the total number of matrix points needed for admission to the program is determined on each campus by its Gifted Advisory Council.

A detailed description of the identification and selection process for both language arts and mathematics is contained in the AIM High Program Manual.

Bilingual Gifted: In 1985-86, students were identified for service based solely on teacher nomination. The criteria to be used in 1986-87 were sketched out on April 29, 1986. The identification of bilingual gifted students will be a three-stage process.

1. Teacher nomination
 - a. Renzulli-Hartman Checklist of Learning Characteristics
 - b. Checklist on specific behaviors: Scale for Rating Behavioral Characteristics of Bilingual Children
2. Student performance on one of three standardized tests (to be determined)
 - a. Raven Progressive Matrices Test
 - b. Developing Cognitive Abilities Test (DCAT)
 - c. Cartoon Conservation Test
3. Skills tests
 - a. Reading test (to be determined)
 - b. Writing sample

A matrix similar to those already in use in the AIM High Program will be developed.

Secondary

A student may take an honors course if:

- Standardized test scores indicate a potential for success in the Honors Program;
- Teachers recommend the student on the basis of the student's classroom performance;
- Past grades reflect high achievement; and
- Interest, ambition, and motivation for the mastery of honors work are present.

According to the Department of Secondary Education, AISD considers careful counseling of each student an important part of the Honors Program and has emphasized it each semester to the counseling staff. Students are made aware of the concepts of the Honors Program through prehonors counseling, which takes place prior to serious consideration of a student for admittance to the program. The counseling also provides students with an opportunity to decide if honors courses are in line with their future plans. Should a student enrolled in an honors course decide to drop it, the student may go back into the regular section of the class without penalty.

HOW SATISFACTORY HAS THE IDENTIFICATION PROCESS BEEN?

Although no direct measure of campus opinion was taken, this question was directed to the Program Coordinator in an interview in April, 1986. Her responses are summarized briefly below.

Language Arts: There have been very few complaints about the process for identifying students for service in AIM High Language Arts. Consequently, the OGE staff has not felt the need to modify the process.

Mathematics: The AIM High Mathematics Program was piloted this year. The OGE staff is considering some changes in the identification process, including:

1. The number of subtests on which a student must score at or above the cutoff
2. The test used, and
3. Further changes to the student interest survey.

Bilingual Gifted: An identification process initially developed in 1984-85 was not fully endorsed by the Bilingual Gifted Task Force for implementation in 1985-86. Questions were raised about the appropriateness of the standardized tests for the particular population of students to be served. OGE undertook a search for more appropriate instruments. A revised process will be implemented in the coming school year. For this year, teacher nomination as the sole criterion has not been a problem.

Apart from the view of the Program Coordinator, experience and common sense suggest that two factors govern whether an identification process will be perceived as satisfactory by campus personnel:

1. Does the process generally identify the students whom teachers regard as gifted or talented?
2. Is the process cumbersome?

Concerning the first point, the Program Coordinator's statement that there have been very few complaints about the identification process for language arts--the process which has been in place the longest and is the model for the other subject areas--indicates that it has gained general acceptance. In addition, the Coordinator stated in the interview that OGE staff did an informal survey asking teachers if their own choices of students to be served by the program would have differed from those students who were identified by the formal process. According to the Coordinator, there was very little difference.

It is not surprising that school personnel approve of the process because the number of matrix points needed for admission is determined by each school's Gifted Advisory Council. Within the framework set up by OGE, **schools themselves decide which students will be in their AIM High Programs.** Their satisfaction is, therefore, to be expected.

In regard to the second point, however, some anecdotal evidence suggests that schools do not always complete the identification matrices. Although in the pilot year it was not required, a number of schools did not complete their matrices to identify students to serve in the AIM High Mathematics Program. In fact, according to OGE staff, **completed identification matrices, although strongly encouraged, are not required for service in AIM High.** To the extent that schools choose not to complete matrices, it may be because they regard the identification process as cumbersome.

In any event, it is unlikely that a simpler system can be developed because **the State requires that a minimum of five criteria be used for selecting gifted/talented students.**

In sum, the current identification procedures seem to be as satisfactory as might be expected given the constraints under which they operate.

HOW MANY STUDENTS WERE SERVED BY THE GIFTED AND TALENTED PROGRAM?

A comprehensive accounting of the number of students served by the Gifted and Talented Program in 1985-86 includes students served by:

- AIM High Language Arts and Mathematics,
- The AIM High Bilingual Gifted Pilot Program in language arts,
- Elementary adjunct programs in art enrichment, French, music (Young Composers and Austin Symphony), and science, and
- The secondary Honors Program (see page 29).

While it was possible to obtain a total count of the number of students served by the AIM High Program, poor program documentation prevented the determination of precise individual counts of the number of students served in each of the AIM High Programs.

Figure 1 shows the number of elementary students, grades 1-6, who were served in 1985-86 by the AIM High Program. The number of students served by the Bilingual Gifted Program could not be determined. No counts were attempted of the number of children who participated in the informal kindergarten program. Figure 2 shows the number of students served according to subject area, insofar as it could be determined.

Adjunct programs (art enrichment, Young Composers, Symphony, science program, French) served 574 first through sixth graders, 343 of whom were not otherwise served by AIM High. Figure 3 gives the number of students participating in AIM High adjunct programs.

GRADE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
1	2	23	51	100	525	701
2	2	16	80	105	590	793
3	2	20	66	103	596	787
4	0	16	55	96	511	678
5	2	22	30	93	541	688
6	2	18	37	92	522	671
TOTAL	10	115	319	589	3,285	4,318
	(0.2%)	(2.7%)	(7.4%)	(13.6%)	(76.1%)	(100%)

Note: These are unduplicated counts; i.e., no student is counted more than once.

Figure 1. NUMBER OF STUDENTS PARTICIPATING IN AIM HIGH (LANGUAGE ARTS AND MATHEMATICS) CLASSES, BY GRADE AND ETHNICITY, 1985-86.

Subject Area	Students Served	
	Number	Percent
Language Arts	1,622	37.6
Mathematics	338	7.8
Language Arts and Mathematics	210	4.9
Unidentified	2,148	49.7
TOTAL	4,318	100.0

Unidentified = The students were served by AIM High, but the Office of Gifted Education could not identify the area of service with certainty. These students were probably served by the AIM High Language Arts Program.

Note: These are unduplicated counts; i.e., no student is counted more than once.

Figure 2. NUMBER OF STUDENTS SERVED BY THE AIM HIGH PROGRAM IN 1985-86, BY AREA.

GRADE	PROGRAM					TOTAL
	Art Enrichment	French	Young Composers	Austin Symphony	Science	
Unknown	0	0	5	0	0	5
1	0	2	2	0	0	4
2	0	4	0	0	0	4
3	0	3	59	11	0	73
4	68	0	0	24	11	103
5	124	0	0	120	13	257
6	112	0	2	0	14	128
TOTAL	304	9	68	155	38	574

Note: These are duplicated counts; i.e., students were counted in each program in which they participated.

Figure 3. NUMBER OF STUDENTS PARTICIPATING IN GIFTED AND TALENTED ADJUNCT PROGRAMS IN 1985-86.

HOW WERE GIFTED STUDENTS AT THE SECONDARY LEVEL SERVED THIS YEAR?

Gifted and talented students were served at the secondary level in 1985-86 primarily through the secondary Honors Program. Figure 4 gives the number of secondary students who took honors courses in 1985-86.

Besides the Honors Program, 13 students from each high school and four from each junior high school were invited to participate in a one-day Science Futures Symposium held on Saturday, April 19, 1986. Of the 157 students invited, 127 students attended, along with 31 of their teachers. The purpose of this all-day symposium, the third annual event of its kind, was to present the best in current research to the District's top science students.

GRADE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC	ANGLO/ OTHER	TOTAL
7	2	24	54	84	592	756
8	2	32	52	87	628	801
9	1	40	85	104	891	1,121
10	1	40	76	102	807	1,026
11	4	55	68	134	806	1,067
12	2	47	57	104	667	877
TOTAL	12	238	392	615	4,391	5,648
	(0.2%)	(4.2%)	(6.9%)	(10.9%)	(77.7%)	(100%)

Figure 4. NUMBER OF STUDENTS ENROLLED IN SECONDARY HONORS COURSES IN 1985-86, BY GRADE AND ETHNICITY.

HOW WERE THE GIFTED AND TALENTED CLASSES ORGANIZED, AND HOW OFTEN DID THEY MEET?

Five major categories of classes were identified according to administration, organization, and instructional delivery methods. A survey of principals of schools participating in the AIM High Program included the following list of types of classes:

SELF-CONTAINED CLASS: Identified gifted and talented (G/T) students meet with one teacher all day, all week.

CLUSTER GROUPING: Each teacher accommodates G/T students within the regular classroom.

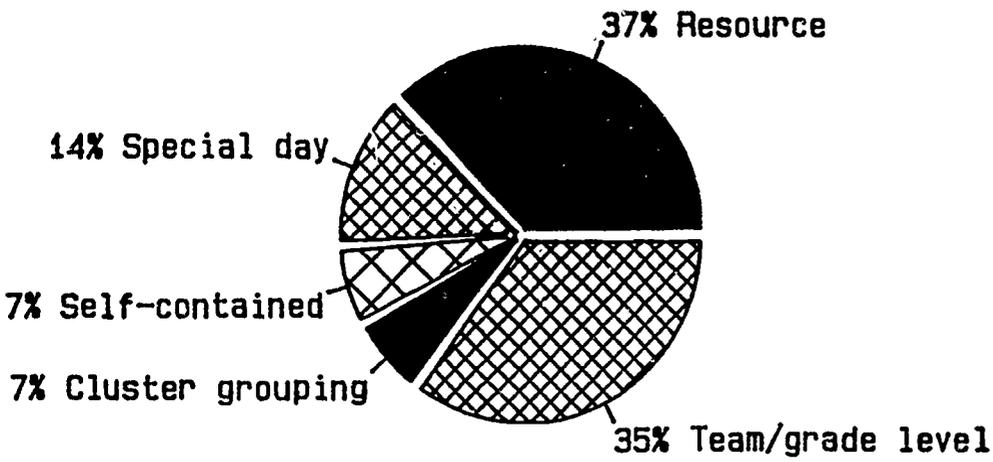
RESOURCE CLASS: G/T teachers instruct different groups of identified G/T students all day in designated subject areas. (The teachers deliver instruction all day, but to different students.)

TEAM/GRADE LEVEL: Designated teachers draw G/T students from other team/grade level teachers during a specific block or period and disperse their own students among classes of other team members.

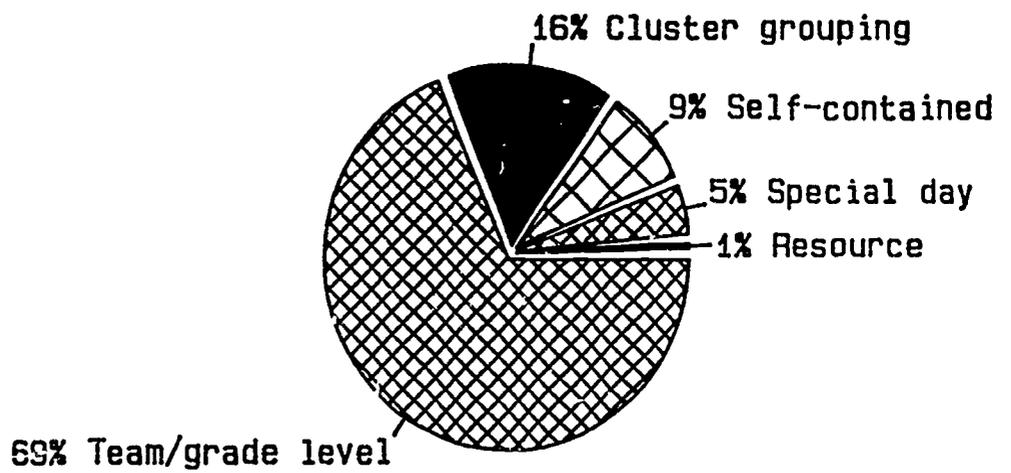
SPECIAL DAY CLASS: Support personnel, e.g., counselors, librarians, etc., teach G/T students all day or half a day once a week.

Principals were asked to identify which classification best described their gifted and talented classes. In language arts, the category "team/grade level" was the most commonly reported with 78.5% (197 of 251 classes). "Cluster grouping" and "self-contained" classes were the second and third most frequent with 11.2% (28 of 251) and 8.0% (20 of 251), respectively. Only 2.4% (6 of 251) reported teaching "special day" classes, and none reported teaching a "resource" class (see Figure 5).

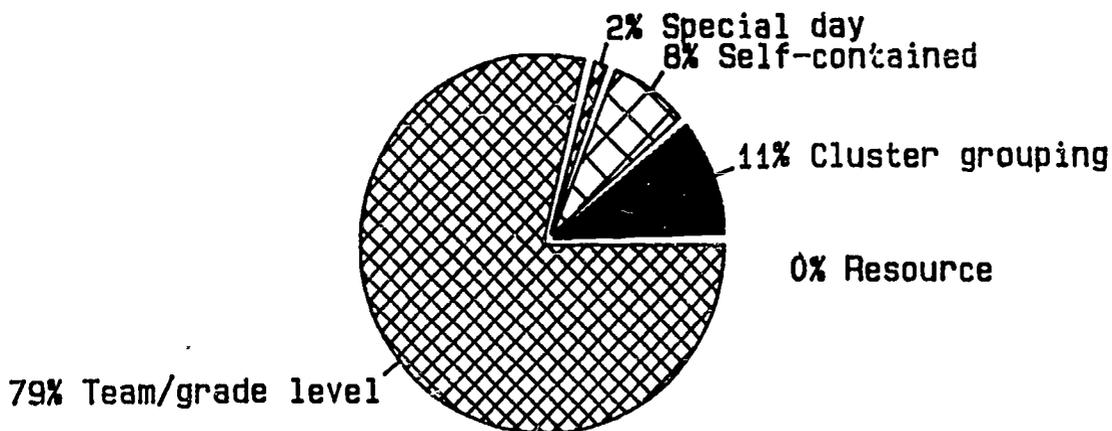
The same survey question was asked of teachers of AIM High language arts teachers as part of the evaluations of the Gifted and Talented Program in 1984-85 and 1983-84. Over the three school years, there has been a notable change in the proportions of class types. Because the Program was expanded for the first time to all 60 of the District's elementary schools in 1984-85, the percentage of classes taught by itinerant teachers (resource class) dropped and the number of classes taught by designated teachers (team/grade level) greatly increased that year. In 1985-86, the percentages of classes of the team/grade level type again increased and the percentages of self-contained and special day classes decreased. No school reported teaching gifted and talented students in a resource class this year. For a comparison of the distribution of the gifted and talented classes by type over the three years, see Figure 5.



1983-84



1984-85



1985-86

Figure 5. DISTRIBUTION OF LANGUAGE ARTS GIFTED AND TALENTED CLASSES BY TYPE.

HOW MUCH DID THE GIFTED AND TALENTED PROGRAM COST?

It is not clear precisely how much the Gifted and Talented Program cost in 1985-86. The 1985-86 budget for the Office of Gifted Education (OGE) was divided into two portions, one of which provided **\$258,884** in funds from the local budget. The second portion was set up as a holding account which provided an additional **\$99,385** to be replaced from state funds when and if the State approved funds to flow to the District. An application for state grant monies was submitted to the Texas Education Agency (TEA) in October, 1985. It should be noted that the application was based in part on student counts from the secondary Honors Program.

When no response to the application was received by late spring, inquiries were made to TEA. According to TEA, the State had changed its funding procedures for gifted and talented programs and AISD had already received state funds based on the student counts submitted in the application. According to a summary of finances from TEA, AISD received as part of the total fund allocation from the State **\$646,847** earmarked for the Gifted and Talented Program. This figure is misleading, however, because actual state aid amounted to only 56% of the total funds it calculated as the cost of AISD's school program. The remainder was to be made up from local fund sources. Thus, if the local share of the Gifted and Talented Program is proportional to the local share of the total, actual state funding for the Gifted and Talented Program in 1985-86 was **\$362,234**.

At this writing, it is not known whether AISD is accountable to the State for spending this amount. According to AISD's Finance Department, the **\$99,385** appropriated for OGE pending disbursement of state funds may be made available to OGE, but a determination has not been made. A related question is whether **\$141,625** appropriated for honors courses should be regarded as part of the State's funding of the Gifted and Talented Program since state funding was based in part on student counts from the secondary Honors Program.

To address the present question, the most reasonable course would be to consider only the **\$258,884** appropriated from local funds as the total budget for the elementary Gifted and Talented Program. Cost calculations for the secondary Honors Program would be merely speculative at this time. With these qualifications stated, the cost of the Gifted and Talented Program is displayed in the following table.

1985-86 Budget Allocation: **\$258,884**

Cost Per Student: \$ 53

Because the average of the contact hours per day was slightly less than one, the cost per student contact hour for a year was **\$49**. Note that this cost is an "add-on" cost, i.e., a cost over and above the cost of providing a regular education to the student. If this add-on cost were extended to the whole instructional day, the cost for serving one student full-time for a year (cost per full-time equivalent student) would be **\$293**.

Calculations are based on 4,318 students served by the AIM High Program and 574 students served by elementary adjunct programs (total = 4,892).

DID THE OFFICE OF GIFTED EDUCATION MEET ITS GOALS FOR 1985-86?

The Office of Gifted Education met most of its goals for 1985-86.

- The AIM High Mathematics Program was piloted in 32 elementary schools.
- Staff development was provided for language arts and mathematics teachers, both on a districtwide basis and by geographic area.
- The language arts curriculum was augmented by a new language arts unit for kindergarten produced in the fall. A commercially produced language arts series, which was piloted in four schools, seems a promising alternative to locally produced units.
- Communication among parents, schools, and OGE was addressed.
 - A system for notifying parents about meetings and other program activities was developed.
 - A quarterly newsletter provided a variety of program information.
 - A brochure about what it means to be in AIM High was developed and sent home to parents of students in grades 4-6.
 - OGE was adopted by several prominent corporations.
- A plan for a districtwide science program was developed, and the program is ready to be piloted in 10 schools. Students would be identified on the basis of science interest and performance rather than on test scores alone.

OGE fell somewhat short of its goal in one area.

- The Bilingual Gifted Program was implemented in only one of the four pilot schools. This school did not begin serving students until February.

According to the Program Coordinator, planning for the program occurred throughout the 1984-85 school year, with the Bilingual Gifted Task Force meeting monthly. Student selection criteria were decided, and a matrix similar to that used in the regular AIM High Program was developed. However, mostly because of end-of-year pressures, identification of the students was delayed until after the start of the 1985-86 school year.

In 1985-86, however, questions about the identification matrix were raised by the Bilingual Gifted Task Force, and in December, 1985, the matrix was reconsidered. An overview of alternative identification instruments was planned for January, 1986, with identification to be completed by February. Also in December, 1985, four schools were selected to pilot the program. Only two of the schools, however, indicated an interest in participating. Questions about the identification process continued, so it was decided to proceed this year with identification based solely on teacher nomination. Service to students did not begin until February, 1986. In May, 1986, inquiries from ORE determined that only one school actually had a program.

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The final report presents a summary of the findings of the 1984-85 evaluation of the Gifted and Talented Program.

Sanders, B., et al. AIM High program manual. Austin, Tx: Austin Independent School District, Office of Gifted Education.

This manual describes the AIM High Program for gifted and talented students. In addition to general descriptive information it specifies the procedures followed in identification of students who are eligible to participate in the AIM High Program.

Wilkinson, D., & Luna, N. (1986, July). Gifted and talented: 1985-86 Final technical report. (Publication No. 85.61) Austin, TX: Austin Independent School District, Office of Research and Evaluation.

The final technical report describes the questions addressed, the data collection instruments and procedures employed, and the results of the 1985-86 evaluation of the Gifted and Talented Program.

WHAT IS PROJECT BEST?

General Description

Project BEST is:

- Basic Effective Strategies for Teaching, a long-range, three-year staff development program.
- Based on the educational research and theories of Madeline Hunter, others, and the Teacher Expectations and Student Achievement (TESA) project.
- Designed to provide teachers and administrators with a common language and a way to think about and plan for instruction.
- Intended to be applicable to presentations in any subject area and at any grade level.

Goals

Project BEST 1984-85

During the first year, primary goals were to:

- Improve administrative leadership skills, and
- Introduce the elements of lesson design and factors of motivation for effective teaching to administrators and teachers.

Project BEST 1985-86

During the second year, primary goals were to:

- Improve administrative leadership skills, and
- Introduce the principles of practice theory and factors of retention theory for effective teaching to administrators and teachers.

ELEMENTS OF LESSON DESIGN

1. Anticipatory set
2. Stating the objective
3. Providing information
4. Modeling
5. Checking for understanding
6. Guiding initial practice
7. Independent practice

FACTORS OF MOTIVATION

1. Concern
2. Feeling tone
3. Interest
4. Success
5. Knowledge of results
6. Intrinsic vs. extrinsic

PRINCIPLES OF PRACTICE

1. Teach short, meaningful amounts.
2. Have short practice periods of intense effort with intent to learn.
3. Practice new learning in massed practice and old learning in distributed practice.
4. Give students specific knowledge of results.

FACTORS OF RETENTION

1. Meaning
2. Degree of original learning
3. Feeling tone
4. Practice
5. Transfer

Required Sessions

Three in 1984-85:

- Two three-hour sessions on lesson design, and
- One three-hour session on motivation.

Two in 1985-86:

- One three-hour session on practice theory, and
- One three-hour session on retention theory.

Administrators were trained first. They subsequently provided training to teachers and other professionals on campus.

One additional three-hour session on learning styles and task analysis was required for administrators in 1985-86. These three hours of training, along with the 15 hours of Project BEST training, were applied toward the 36 hours in Instructional Leadership training required by the State for all Texas administrators.

Optional Sessions

Planned for 1984-85 were:

- A one-week overview of BEST,
- A 3-day Hunter Institute for principal/teacher teams and selected central administrators,
- Follow-up sessions on motivation with principals,
- Follow-up sessions on motivation with campus professionals, and
- Training on eight selected topics (as time allowed) such as using the chalkboard, seatwork, and giving directions.

Planned for 1985-86 were:

- Two summer make-up sessions on lesson design and motivation theory for teachers and administrators who were not trained in 1984-85;
- Two spring make-up sessions on practice theory and retention theory for administrators who were not trained in fall, 1985;
- A 3-day Hunter Institute for teachers and selected central administrators who had not attended an institute before; and
- Training on 11 selected topics (as time allowed), eight from the previous year and three new ones.

Development of Training Modules

The Administrative Leadership Committee was formed to guide the development of the training modules and monitor the progress of Project BEST. It includes central and school administrators and teachers.

The Project BEST Writing Committee (a team of administrators) developed the training modules. Some materials were purchased (e.g., Madeline Hunter training tapes) with the rest developed by AISD. Materials were piloted with a Teacher Review Committee made up of teachers from grades K-12.

Written materials, videotapes, and group and individual exercises were used in the training. Administrators' notebooks, Coaching Strategies Handbook, included instructions to follow in conducting campus training sessions.

Cost

	<u>1984-85</u>	<u>1985-86</u>
Budget Allocation :	\$67,442	\$64,800
Number Trained :	4,500 (approx.)	4,680
Cost per Trainee :	\$ 15	\$ 14
Number of Students*:	57,699	58,131
Cost per Student :	\$ 1	\$ 1

* As of 5th six weeks

These figures do not include staff time.

HOW WELL WAS PROJECT BEST IMPLEMENTED IN 1985-86?Sessions Held

All required training sessions took place. Time did not allow the development of any of the 11 optional modules on selected topics like using the chalkboard, seatwork, and following directions. Some of these topics were covered through tapes shown at workshops at schools and broadcast on AISD's Cable Channel 8.

Staff Trained

Project BEST training was required of all campus administrators and teachers. In addition, those staff, both campus and central, who have a significant amount of contact with students were also supposed to be trained. Who these other staff were who were to have taken the training is unclear. Attempts by the Elementary Coordinator for Staff Development and Student Teaching to identify these staff are the basis for the table below. AISD administrators, both campus and central, were required to attend two training sessions held in August. Campus administrators were, in turn, to train the teachers and other staff on their campuses in August and September. Make-up sessions were conducted in January and February for administrators. Make-up sessions for teachers and other staff were conducted on campus at the discretion of the principal and at districtwide make-up sessions. The percentage of staff who received the required Project BEST training in each area and in both areas is shown below.

STAFF	% OF STAFF TRAINED		
	Practice	Retention	Both
Administrators	99.0%	99.0%	99.0%
Teachers	93.2%	94.6%	92.2%
Other Professionals	82.3%	88.1%	80.9%
Classified	51.4%	65.3%	49.2%
Others	78.7%	82.7%	58.7%
TOTAL	89.5%	92.1%	88.2%

High percentages of administrative and professional staff received BEST training in both practice theory and retention theory. Lower percentages of classified and "other" staff were trained.

- Nearly all administrators (99%) and most teachers (92%) received training in both areas.
- The percentages of teachers trained were lower than those for administrators. Administrators may have had more opportunities to receive the training. They had more incentive to complete it, because Project BEST training counted toward the 36 hours of instructional leadership training mandated by the State for all administrators.
- Other professionals (e.g., counselors, physical therapists, and nurses) were trained at as nearly a high a level as teachers.
- Smaller percentages of classified personnel (e.g., teacher aides) received Project BEST training, perhaps because of the confusion over which staff were supposed to be trained.
- A respectable percentage (though a small number) of "other" staff (e.g., retired principals seeking instructional leadership certification, substitute teachers, and student teachers) also received training.

External Research

A thesis study (Penny, 1986) conducted in fall, 1985 by a researcher from the University of Texas examined the perceptions of AISD high school principals of the effectiveness of the training and support they received to develop them as leaders and trainers of Project BEST. The study was designed to gain more understanding of what could be done by a school district to train and support high school principals to become more effective school leaders, to ascertain the roles principals played in implementing the project, and to isolate individual developmental needs. The role of the District in promoting and supporting change was also examined along with the effect of mandating the innovation, Project BEST.

Eight principals were interviewed and were administered a questionnaire to ascertain their stages of concern as change facilitators of Project BEST. A change facilitator was defined in the study as "any individual who has implicit or explicit responsibilities for facilitating change." Aspects of the training program which were most useful to principals, and aspects which could be improved, were identified.

The most valued methods of support to principals were the funding, the development of the training manuals, the training workshops, the influence of Dr. Hunter and her ideas, and the Administrative Leadership Committee.

The other methods of support offered by the District which were important to principals and enabled the project to start and be maintained the first year were:

- The visible support of the Superintendent,
- The top priority given the program,
- The commitment of the School Board,
- The technical assistance offered schools,
- The forward planning by the District,
- The allocation of time,
- The mandate given to the program to increase its acceptance and importance, and
- The freedom valued by at least one principal to implement the program his/her own way.

The researcher identified some aspects of the program as requiring improvement and made 13 recommendations for remedying the problems he detected. These are shown in Figure 1.

1. Make sure examples illustrating an instructional model apply to all levels of teaching.
2. Do not train people right before the school year begins.
3. Spell out the responsibilities of principals, assistant principals, and teachers in implementing Project BEST.
- 4-5. With the help of principals, assistant principals and others, review the coaching strategies handbook to make sure it tells how to coach, monitor, and give feedback.
6. After the review, plan to revise the coaching strategies handbook and to conduct training sessions.
7. Consider resources such as video programs to assist training groups with the coaching of teachers.
8. Continue to support the school team implementing Project BEST, including principals who are not actively involved.
9. Emphasize [secondary] principals' meetings as a way to share Project BEST information among schools.
10. Check with the Education Service Center for complementary programs to support the project.
11. Look for [high school] principals elsewhere who have successfully implemented a similar project and are willing to share their experiences.
12. As part of monitoring the project, train people to use the study's methodology to find out principals' concerns about implementing the project.
13. Have members of the Administrative Leadership Committee meet with randomly selected groups of teachers from each school during the spring to find out how much teachers are using the training and what they need to help them use it.

Figure 1. RECOMMENDATIONS FOR IMPROVING PROJECT BEST FROM A UNIVERSITY OF TEXAS RESEARCHER.

WHAT DID PEOPLE THINK ABOUT PROJECT BEST?

Quality of the Training

Immediately after each training session took place, teachers and administrators rated the quality of the session using Staff Development's standard rating form. Ratings were given for 10 qualities of presenters and the topic on a 1 (low) to 5 (high) scale. Average ratings for each session and both combined are in the following chart.

STAFF	SESSION		
	Practice	Retention	Both
Elementary Teachers	4.69	4.69	4.69
Junior High Teachers	4.58	4.45	4.52
Senior High Teachers	4.47	4.27	4.37
Special Teachers	4.62	4.58	4.60
Administrators	4.42	4.48	4.45

As the chart shows:

- All sessions were rated to be of high quality.
- Elementary teachers rated BEST sessions the highest, followed by special program teachers, junior high, and finally senior high teachers.
- Administrators generally rated the sessions slightly lower than did teachers.

Although all qualities were rated high,

- Ability to stay on task, degree of organization, and clarity of objectives received the highest ratings from teachers.
- Administrators rated these same qualities highly, but they gave their highest ratings to sensitivity to group needs.
- Usefulness/relevance of content received the lowest ratings from teachers (although still rated above 4.3).
- Knowledge of content received the lowest ratings from administrators (4.4).

Two items on the fall, 1985 teacher and administrator surveys addressed the quality of BEST training sessions.

- Nearly 90% of the administrators and almost two thirds of the teachers believed trainers were well prepared.
- Almost three fourths of the administrators and about one half of the teachers liked the way 1985-86 Project BEST information was shared (videotapes, presenters, exercises).

A number of questions about Project BEST were directed to teachers and administrators as part of the districtwide surveys conducted in fall, 1985 and spring, 1986. The following results were obtained from these surveys.

Instructional Leadership

Improving instructional leadership continued to be a major goal in 1985-86. More administrators believe BEST has improved their instructional leadership than do teachers. Most teachers do acknowledge, however, that they have received feedback from administrators this year on their application of BEST in their classrooms. Ratings of staff development reported earlier also suggest most teachers felt administrators were well prepared as presenters for training sessions. Some teachers may have felt their campus administrators already had strong instructional leadership skills and therefore did not improve with BEST.

Figure 2 shows administrator and teacher responses to survey items on administrative instructional leadership.

- Most administrators believe BEST has improved their instructional leadership skills and their instructional feedback to staff.
- Smaller percentages of teachers (fewer than half) recognized a difference. Large percentages of teachers were neutral or unsure on these items (some teachers may not have had the same administrators last year).
- By spring, nearly three quarters (74%) of the teachers indicated an administrator had provided feedback to them on at least one factor of practice theory; 56% indicated they had received feedback on at least one factor of retention theory. High percentages of teachers indicated that an administrator had provided feedback to them on at least one element of lesson design (80%) and one factor of motivation theory (72%).
- By spring, most of the administrators (93%) believed that Project BEST is facilitating better communication between teachers and campus administrators. However, less than one half of the teachers (43%) in either fall or spring shared that belief.

Key: <u>Agree</u> = Strongly agree, agree		<u>Neutral</u> = Neutral		
<u>Disagree</u> = Disagree, strongly disagree				
<u>ADMINISTRATORS</u>	<u>Semester</u>	<u>%</u> <u>Agree</u>	<u>%</u> <u>Neutral</u>	<u>%</u> <u>Disagree</u>
Project BEST has improved my instructional leadership skills.	Fall	86	10	3
	Spring	90	8	1
I have provided more helpful instructional feedback since Project BEST began in 1984-85.	Fall	80	16	4
	Spring	90	7	3
Project BEST is facilitating better communication about instruction between teachers and campus administrators.	Fall	79	15	6
	Spring	93	6	1
<u>TEACHERS</u>				
My principal has provided more instructional leadership since Project BEST began in 1984-85.	Fall	41	42	17
	Spring	45	36	19
Project BEST is facilitating better communication about instruction between teachers and campus administrators.	Fall	43	27	30
	Spring	43	32	24
Project BEST is facilitating better communication about instruction among professionals on this campus.	Spring	39	33	27
An administrator has given me feedback on at least one element of lesson design.	Fall		<u>Yes</u> 63	<u>No</u> 37
	Spring	80	9	12
An administrator has given me feedback on my use of at least one factor of motivation theory.	Fall		57	43
	Spring	72	12	16
An administrator has given me feedback on my use of at least one factor of practice theory.	Fall		55	46
	Spring	74	11	15
An administrator has given me feedback on my use of at least one factor of retention theory.	Fall		45	56
	Spring	56	19	25

Figure 2. RESPONSES TO FALL, 1985 AND SPRING, 1986 DISTRICTWIDE SURVEY ITEMS RELATED TO BEST INSTRUCTIONAL LEADERSHIP.

Usefulness

Figure 3 presents administrator and teacher responses to survey items related to the usefulness of Project BEST.

- Almost two thirds of the teachers (62%) believe BEST reinforced their teaching skills and helped them recognize the elements of good teaching.
- Most administrators (91%) agree that Project BEST has helped them recognize the elements of good teaching.
- Less than half of the teachers believe BEST had taught them new skills (47%) or made them more effective classroom teachers (44%).
- The majority of administrators and teachers agree that AISD staff are benefitting from the content and strategies of Project BEST.
- While most administrators (89%) agree that the District's continued commitment to Project BEST is important, less than half of the teachers do (44%).
- The majority of teachers have applied Project BEST information on motivation theory (61%), practice theory (67%), lesson design (69%), and retention theory (56%) to their classroom instruction.

The goal for this second year was simply to introduce practice and retention. High implementation was not expected immediately. Teachers seem willing to say BEST has reinforced their skills but not that it has improved them. Comments from teachers indicated that some teachers felt they already knew and used much of the BEST information. Administrators apparently see a greater need for BEST than teachers. According to the Administrative Leadership Committee, this may be because:

- Administrators were more involved in BEST's development;
- BEST has had a greater impact on administrators;
- Teachers' morale is depressed over the TECAT and related issues;
- A much higher percentage of administrators have attended the Hunter Institutes and interacted with Madeline Hunter herself;
- Project BEST is a "top-down" innovation; and
- Administrators are now more confident in their abilities to observe instruction and give appropriate feedback.

Key: <u>Agree</u> = Strongly agree, agree <u>Disagree</u> = Disagree, strongly disagree <u>Neutral</u> = Neutral		Adms. = Administrators		
	Surveys	% Agree	% Neutral	% Disagree
Project BEST has helped me recognize the elements of good teaching.	Fall Adms.	83	9	8
	Spring Adms.	91	3	6
	Fall Teachers	57	25	19
	Spring Teachers	62	21	17
Project BEST has reinforced my teaching skills.	Spring Teachers	62	24	14
Project BEST has made me a more effective classroom teacher.	Spring Teachers	44	31	26
Project BEST has taught me new skills.	Spring Teachers	47	24	29
AISD staff are benefiting from the content and strategies of Project BEST.	Fall Adms.	85	14	1
	Spring Adms.	91	7	3
	Fall Teachers	53	29	18
	Spring Teachers	53	33	15
The District's continued commitment to Project BEST is important.	Spring Adms.	89	9	3
	Spring Teachers	44	33	23
Key: U/O = Usually, Often Some = Sometimes S/N = Seldom, Never		U/O	Some	S/N
I have applied Project BEST information on motivation theory to my classroom instruction.	Fall Teachers			
	Spring Teachers	61	33	6
I have applied Project BEST information on practice to my classroom instruction.	Fall Teachers			
	Spring Teachers	67	28	5
I have applied Project BEST information on lesson design to my classroom instruction.	Fall Teachers			
	Spring Teachers	69	25	6
I have applied Project BEST information on retention theory to my classroom instruction.	Fall Teachers			
	Spring Teachers	56	33	11

Figure 3. RESPONSES TO FALL, 1985 AND SPRING, 1986 DISTRICTWIDE SURVEY ITEMS ON USEFULNESS OF PROJECT BEST.

Implementation of Training

Figure 4 shows administrator and teacher responses to survey items relating to the implementation of Project BEST.

- Almost all administrators understand their role in Project BEST (98%) and most (71%) have found materials from the "Coaching Strategies" handbook helpful.
- The majority of administrators (66%) and teachers (56%) agree that it would be better to provide all BEST training on early release time rather than in the first week of teacher duty.
- Almost three quarters of administrators (73%) liked the way the 1985-86 Project BEST information was shared; only 49% of teachers liked it.

Spring, 1985 and Spring, 1986 Survey Comparison

Figures 5 and 6 show a comparison of the responses by teachers and administrators to the same items on the spring surveys administered in 1985 and 1986. A statistically significant shift in teacher and administrator opinion occurred between spring, 1985 and spring, 1986 indicating increased implementation of Project BEST.

- In spring, 1985, 28% of the teachers felt that Project BEST had improved their principals' instructional leadership skills, compared to 45% a year later.
- The percentage of teachers who indicated that they had received feedback from an administrator on the use of at least one element of lesson design increased from 67% to 80%.
- Similarly, the percentage who indicated they received feedback on the use of at least one factor of motivation increased from 61% to 72%.

From spring, 1985 to spring, 1986, greater percentages of administrators believed that:

- They had provided more helpful instructional feedback since Project BEST began in 1984-85--from 72% in spring, 1985 to 90% this year.
- Project BEST is facilitating better communication about instruction among teachers and campus administrators--from 78% to 93%.

Elementary and Secondary Comparison

Attachment 1 presents a comparison of the responses by elementary and secondary teachers to items on the spring, 1986 districtwide surveys. Statistically significant differences of opinion between elementary and secondary teachers occurred on nearly every item. As shown in the attachment:

- Elementary teachers were consistently more positive in their attitudes toward Project BEST than were secondary teachers.
- Greater percentages of elementary teachers than secondary teachers indicated that they are applying Project BEST in their classrooms.
- Greater percentages of elementary than secondary teachers indicated that they received feedback from an administrator on their use of Project BEST information.

The strong differences in opinion about Project BEST between elementary and secondary teachers, indicating different levels of commitment to the project, point to a need for continued staff development, perhaps with a different approach, at the secondary level.

Key: <u>Agree</u> = Strongly agree, agree		<u>Neutral</u> = Neutral		
<u>Disagree</u> = Disagree, strongly disagree				
Administrators Surveys: Fall = Fall Adms. Spring = Spring Adms.				
	<u>Surveys</u>	<u>%</u>	<u>%</u>	<u>%</u>
		<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>
Project BEST trainers are generally well prepared.	Fall Adms.	87	11	3
	Spring Adms.	87	12	2
	Fall Teachers	63	26	12
	Spring Teachers	65	26	10
Project BEST training materials are generally balanced between elementary and secondary content.	Spring Adms.	53	23	24
	Spring Teachers	37	42	21
I understand my role in Project BEST.	Spring Adms.	98	0	2
I have found materials from "Coaching Strategies" helpful.	Spring Adms.	71	24	5
It would be better to provide all BEST training on early release time rather than in the first week of teacher duty.	Spring Adms.	66	12	22
	Spring Teachers	56	27	17
I liked the way 1985-86 Project BEST information was shared (videotapes, presenters, exercises).	Fall Adms.	73	18	10
	Fall Teachers	49	31	20

Figure 4. RESPONSES TO THE FALL, 1985 AND SPRING, 1986 DISTRICTWIDE SURVEY ITEMS ON IMPLEMENTATION OF BEST.

	Spring 1985			Spring 1986				
	(N)	<u>A</u>	<u>N</u>	<u>D</u>	(N)	<u>A</u>	<u>N</u>	<u>D</u>
Project BEST has made me a more effective classroom teacher.	667	42	35	23	629	44	31	26
Project BEST has reinforced my teaching skills.	634	67	21	11	558	62	24	14
Project BEST has taught me new skills.	684	42	29	29	602	47	24	29
My principal has provided more instructional leadership since Project BEST began in 1984-85.	669	28	49	23	591	45	36	19
An administrator has given me feedback on my use of at least one element of lesson design.	657	67	15	18	607	80	9	12
An administrator has given me feedback on my use of at least one factor of motivation theory.	676	61	17	23	578	72	12	16
	(N)	<u>U/O</u>	<u>Some</u>	<u>S/N</u>	(N)	<u>U/O</u>	<u>Some</u>	<u>S/N</u>
I have applied lesson design to my classroom instruction.	608	66	28	6	621	69	25	6
I have applied motivation theory to my classroom instruction.	675	62	32	6	585	61	33	6

Figure 5. COMPARISON OF RESPONSES ON THE SPRING, 1985 AND SPRING, 1986 TEACHER SURVEYS.

	Spring 1985			Spring 1986				
	(N)	<u>A</u>	<u>N</u>	<u>D</u>	(N)	<u>A</u>	<u>N</u>	<u>D</u>
Project BEST has improved my instructional leadership skills.	95	82	17	1	72	90	8	1
I have provided more helpful instructional feedback since Project BEST began in 1984-85.	103	72	22	6	59	90	7	3
Project BEST is facilitating better communication about instruction among teachers and campus administrators.	98	78	17	5	69	93	6	1

Figure 6. COMPARISON OF RESPONSES ON THE SPRING, 1985 AND SPRING, 1986 ADMINISTRATOR SURVEYS.

WHAT WAS THE IMPACT OF THE PROJECT ON STUDENT ACHIEVEMENT?

It is not possible with the data at hand to determine Project BEST's impact on student achievement because:

- . The project is being implemented in all schools, and
- . Many other variables influence student achievement besides Project BEST.

Although positive trends in achievement may not be attributed with any certainty to the influence of Project BEST, it is worthwhile noting that achievement as measured by the ITBS and TAP is generally up slightly again this year.

Whether the generally positive achievement picture can be credited at least in part to Project BEST is unknown, but the District embarked on Project BEST with the hope that there might be some effect on student performance.

HAS BEST ACCOMPLISHED ITS GOALS FOR 1985-86?

BEST has accomplished its goals for 1985-86.

- All required sessions were held.
- Session quality was considered high.
- Administrators believe it has improved their instructional leadership ability.
- Teachers indicate it has reinforced their teaching skills and that they are implementing BEST in the classroom.
- A significant change has occurred since last spring in teachers' beliefs in the ability of Project BEST to improve their administrators' instructional leadership.

BEST planners might work toward:

- A greater precision in determining who is to receive the BEST training besides campus administrators and teachers, and
- Continued staff development, perhaps conducted differently, for teachers at the secondary level.

Key: Agree = Strongly agree, agree Neutral = Neutral Disagree = Disagree, strongly disagree					
	Teachers	(N)	A	N	D
Project BEST is facilitating better communication about instruction between teachers and campus administrators.	Elementary	352	50%	35%	16%
	Secondary	218	34%	28%	38%
Project BEST is facilitating better communication about instruction among professionals on this campus.	Elementary	361	44%	34%	23%
	Secondary	233	33%	33%	34%
Project BEST has helped me recognize the elements of good teaching.	Elementary	383	69%	20%	11%
	Secondary	212	49%	23%	28%
My principal has provided more instructional leadership since Project BEST began.	Elementary	367	49%	37%	15%
	Secondary	224	40%	34%	26%
AISD staff are benefitting from the content and strategies of Project BEST.	Elementary	361	62%	31%	7%
	Secondary	246	39%	35%	26%
An administrator has given me feedback on my implementation of at least one element of lesson design.	Elementary	362	86%	8%	7%
	Secondary	245	71%	10%	19%
An administrator has given me feedback on my use of at least one factor of motivation theory.	Elementary	360	79%	10%	11%
	Secondary	218	61%	15%	23%
An administrator has given me feedback on my use of at least one factor of practice theory.	Elementary	394	81%	9%	10%
	Secondary	229	61%	15%	24%
An administrator has given me feedback on my use of at least one factor of retention theory.	Elementary	359	61%	20%	19%
	Secondary	220	47%	17%	35%

Attachment 1. COMPARISON OF ELEMENTARY AND SECONDARY TEACHERS' RESPONSES TO SPRING, 1986 DISTRICTWIDE SURVEY ITEMS RELATED TO BEST.

(Page 1 of 2)

Key: Agree = Strongly agree, agree Neutral = Neutral Disagree = Disagree, strongly disagree		U/O = Usually/Often Some = Sometimes S/N = Seldom/Never			
	Teachers	(N)	A	N	D
Project BEST has made me a more effective classroom teacher.	Elementary	397	48%	34%	18%
	Secondary	232	37%	25%	38%
Project BEST has reinforced my teaching skills.	Elementary	345	67%	26%	8%
	Secondary	243	55%	22%	24%
Project BEST has taught me new skills.	Elementary	374	53%	24%	23%
	Secondary	228	37%	25%	37%
The District's continued commitment to Project BEST is important.	Elementary	344	47%	36%	18%
	Secondary	230	41%	50%	10%
Project BEST trainers are generally well prepared.	Elementary	350	69%	26%	5%
	Secondary	203	57%	25%	18%
Project BEST training materials are generally balanced between elementary and secondary content.*	Elementary	377	35%	42%	23%
	Secondary	225	41%	40%	19%
It would be better to provide all BEST training on early release time rather than in the first week of teacher duty.*	Elementary	357	59%	24%	17%
	Secondary	220	52%	31%	17%
		(N)	U/O	Some	S/N
I have applied Project BEST information on practice theory to my classroom instruction.	Elementary	372	74%	23%	4%
	Secondary	225	56%	37%	7%
I have applied Project BEST information on retention theory to my classroom instruction.	Elementary	359	62%	30%	9%
	Secondary	223	47%	40%	14%
I have applied Project BEST information on lesson design to my classroom instruction.	Elementary	380	76%	22%	3%
	Secondary	241	60%	31%	10%
I have applied Project BEST information on motivation theory to my classroom instruction.	Elementary	359	70%	26%	4%
	Secondary	226	47%	44%	9%

* Differences between groups are not statistically significant.

Attachment 1. COMPARISON OF ELEMENTARY AND SECONDARY TEACHERS' RESPONSES TO SPRING, 1986 DISTRICTWIDE SURVEY ITEMS RELATED TO BEST.

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The final technical report describes the questions addressed, the data collection instruments and procedures employed, and the results of the 1985-86 evaluation of Project BEST.

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