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ABSTRACT

This report describes an evaluation of the Austin (Texas) Independent School District's (AISD) Chapter 1 and Chapter 1 Migrant programs. Chapter 1 is a federally funded compensatory educational program that provided funding in 1990-91 to 25 AISD elementary schools with high concentrations of low-income students. Chapter 1 Migrant is also a federally funded program that provided compensatory reading services to migrant students at 11 AISD elementary and secondary campuses in 1990-91. The study's major findings are as follows: (1) students served by the Supplementary Program made greater than a year's gain in their reading comprehension scores; (2) at Walnut Creek, students in grades 2 and 5 made over a year's gain in reading comprehension, while students in grade 3 made only an 0.2 gain; (3) on an October 1990 achievement test, Walnut Creek students averaged the highest master levels; (4) Chapter 1 Migrant teachers and tutors provided instructional services to 175 migrant students (52 percent of those eligible); (5) all six of the institutions for neglected or delinquent students met their goals for the 1990-91 school year; and (6) the attendance of both Chapter 1 Regular and Chapter 1 Migrant parents at Parent Advisory Council meetings decreased. Eighteen figures illustrate the text. Included are a list of participating schools, definitions, and seven references. (JB)

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**AUSTIN INDEPENDENT SCHOOL DISTRICT  
AUSTIN, TEXAS**

**CHAPTER 1 and  
CHAPTER 1 MIGRANT**

**EVALUATION  
FINDINGS**

**1990-91**

**June, 1991**

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## Chapter 1 and Chapter 1 Migrant Reading and Reading Comprehension

Austin Independent School District

Department of Management Information Systems

Office of Research and Evaluation

Executive Summary

October, 1990

Publication Number 90.03

1111 West 6th Street

Austin, Texas 78703

### Program Description

Chapter 1, a federally funded compensatory educational program, provided funding to 25 Austin Independent School District (AISD) elementary schools with high concentrations of low-income students. Seventeen campuses had such a high concentration of disadvantaged students that Chapter 1 helped fund schoolwide projects (SWP's) that lowered the pupil-to-teacher ratio (PTR) and served all children at those schools. AISD supplemented the Chapter 1 funding at the 15 Chapter 1 SWP's (plus one other locally funded SWP) and designated them Priority Schools. Andrews and Walnut Creek also had such a high concentration of low income students that they were also eligible to be SWP's. The Chapter 1 money at these two schools was used to fund teachers to work with the students on computers. In addition, Chapter 1 funded supplementary reading teachers at seven elementary campuses. Chapter 1 also paid for full-day prekindergarten classes at the 16 Priority Schools, Andrews, Walnut Creek, and the seven Chapter 1 supplementary schools. (For more detailed description of the Priority Schools and full-day pre-K, see ORE Publication Number 90.04). Additional services were offered at one private school and six institutions for neglected or delinquent (N or D) students. There was also a parental involvement component.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students at 11 AISD elementary and secondary campuses. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving migrant students received priority service. There were also health services and parent involvement components.

### Major Findings

Students served by the Supplementary Program made greater than a year's gain (in grade equivalents) in their reading comprehension scores. At grade 2, the average gain was 1.2 years. At grade 4, Chapter 1 Supplementary students made a 0.8 gain, an average gain for low achievers nationally. The average gain for average students is one year. With the exception of grade four, all gains were higher than those made in 1989-90.

At Walnut Creek, grades 2 and 5 students made over a year's gain (1.0 and 1.2) in reading comprehension while grade 3 students made only a 0.2 gain. At grade 3, Andrews' students made a good gain of 1.1 years, while grades 2, 4, and 5 students made gains similar to that of low achievers nationally.

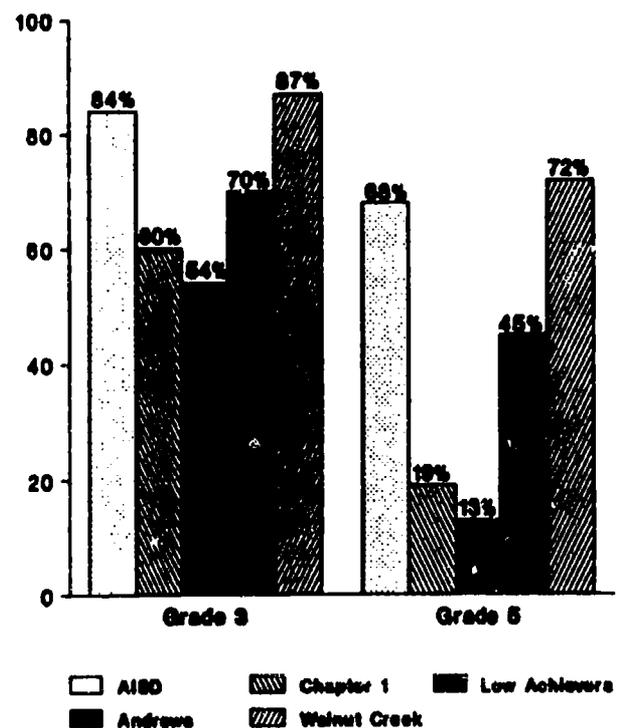
The figure graphically illustrates how Chapter 1 served students performed on the October, 1990 TAAS reading test. AISD averages are given as reference points. At grades 3 and 5, Walnut Creek students averaged the highest mastery level, with the District next highest, followed by Andrews' students, and Chapter 1 Supplementary students. The lowest group was District low achievers (not served by Chapter 1).

The Chapter 1 Migrant teachers and tutors provided instructional services to 175 migrant students. This is 52% of those eligible.

All six of the institutions for neglected or delinquent students met their goals for the 1990-91 school year.

The attendance of both Chapter 1 Regular and Chapter 1 Migrant parents at Parent Advisory Council (PAC) meetings decreased. A duplicate count of 503 parents attended Chapter 1 PAC meetings, planning sessions and workshops in 1989-90 versus 345 in 1990-91. Chapter 1 Migrant parents had a duplicate count of 112 parents attending meetings in 1989-90 versus 95 in the 1990-91 school year.

TAAS READING MASTERY  
October, 1990



A copy of the full report for which this is the Executive Summary is available as Publication Number 90.03 from:  
Austin Independent School District  
Office of Research and Evaluation  
1111 West 6th Street  
Austin, Texas 78703

# PROGRAM DESCRIPTIONS

## WHAT ARE THE COMPONENTS OF THE CHAPTER 1 PROGRAM?

In 1990-91, the Chapter 1 Program had the following components:

**Supplementary Reading Instruction (1-6).** Chapter 1 provided supplementary reading and language arts instruction for students with low achievement scores at 7 elementary schools with high concentrations of low-income families. Students were eligible for services at these campuses if they had a reading comprehension score for first graders at or below the 30th percentile on a standardized achievement test.

**Schoolwide Projects (Pre-K-6).** Federal regulations allow Chapter 1 and additional local funds to be used to reduce the overall pupil-to-teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75%. In such a schoolwide project (SWP), all students are considered to be served by Chapter 1 and teachers paid with Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels. Fifteen elementary schools in AISD qualified as Chapter 1 SWP's; one additional SWP was fully funded by AISD. These 16 schools were designated Priority Schools by AISD and they also received financial support for other special services and personnel. Two other schools became eligible for SWP funding because of high concentrations of disadvantaged students on their campuses. They were designated as SWPs and received funding for teachers only.

**Full-Day Prekindergarten.** About a fourth (25.8%) of the Chapter 1 budget was also allocated to the full-day prekindergarten program. The State of Texas funded half-day pre-K for at-risk four-year-olds (those who were identified as limited-English-proficient or low-income); Chapter 1 added money to create a full-day program at the 16 Priority Schools and the 7 Chapter 1 Supplementary schools.

**Nonpublic School (Pre-K-5).** St. Mary's Cathedral School was the only nonpublic school in Austin that provided Chapter 1 services. Supplementary reading and mathematics instruction was offered to low-achieving students in a computer-assisted instruction (CAI) laboratory.

**Institutions for the Neglected or Delinquent Youth (K-12).** The six institutions for neglected or delinquent (N or D) youth which participated in the Chapter 1 Program this year are Gardner House, Turman House, Mary Lee Foundation, Junior Helping Hand Home, Settlement Club Home, and Spectrum, the Austin Youth Shelter. Children at these N or D institutions received compensatory reading and mathematics services in a variety of modes.

## WHAT ARE THE COMPONENTS OF THE CHAPTER 1 MIGRANT PROGRAM?

In 1990-91, the Chapter 1 Migrant Program had the following components:

**Reading Instruction (K-12).** There were four elementary schools, three middle schools, and four high schools that had teachers and/or tutors who were fully or partially funded by the Migrant Program. The priority for service was on low-achieving students.

**Health Services.** A half-time nurse provided health screening, referral services, and a variety of other services to migrant students.

**Migrant Student Record Transfer System (MSRTS).** A national recordkeeping network, MSRTS files contain program eligibility and service information, medical records, and achievement data on all migrant children. AISD's MSRTS Clerk maintained these records and assisted in efforts to keep migrant students enrolled in school.

## WHAT COMPONENTS WERE COMMON TO THE CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS?

**Parental Involvement.** Each program employed two parental involvement representatives who visited students' homes, encouraged parents participation in their children's education, conducted workshops, acted as liaisons with the schools, interpreted at conferences, organized Parent Advisory Council meetings and social events, and provided other follow-up services.

**Evaluation.** Both programs provided funds for the evaluation of the programs, completion of TEA reports, special testing, needs assessments, on-line student files, and other services as program needs indicated.

**Coordination.** Instructional coordinators and a Project Specialist worked directly with program staffs to provide guidance, support, materials, and staff development. They also monitored and ensured compliance with federal regulations.

**Administration.** The Administrator for both programs was responsible for filing applications for funding, directing fiscal matters, and consulting with instructional staff on program planning and implementation.

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All programs reported herein are funded by the Educational Consolidation and Improvement Act. The Chapter 1 Programs, formerly called Title I Programs, were created to serve educationally disadvantaged students.



## Program Impact on Student Achievement

### CHAPTER 1 SUPPLEMENTARY ACHIEVEMENT GAINS

#### WHAT READING ACHIEVEMENT GAINS DID CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION STUDENTS MAKE?

Students served by the Supplementary Program made greater than a year's gain (in grade equivalents) in their reading comprehension scores. At grade 2, the average gain was 1.2 years. At grade 4, Chapter 1 Supplementary students made a 0.8 gain, an average gain for low achievers nationally. The average gain for average students is one year. With the exception of grade four, all gains were higher than those made in 1989-90.

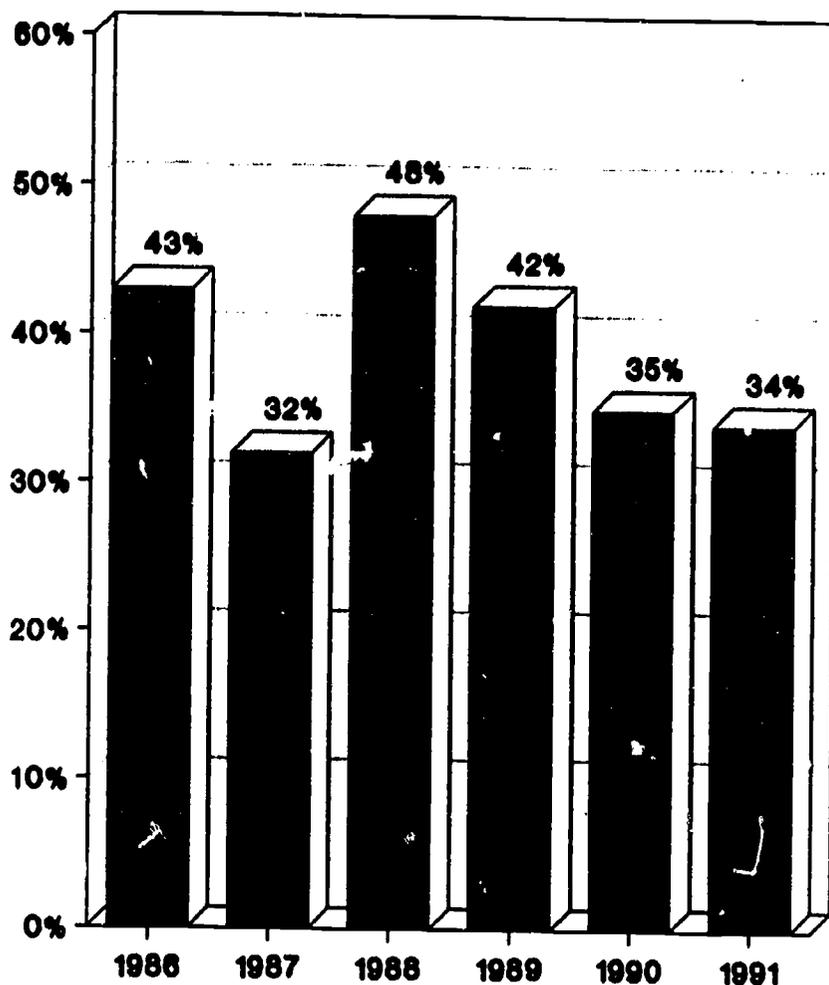
**FIGURE 1**  
**MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS**  
**CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION**

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	Met or Exceeded 1989-90 Levels
2	0.8	0.8	N/A	1.1	1.0	0.9	1.2 (N=101)	Yes
3	1.0	1.0	1.0	1.2	0.9	0.8	1.1 (N=120)	Yes
4	0.9	0.9	0.8	1.0	1.0	0.9	0.8 (N=129)	No
5	1.0	0.8	0.8	1.0	1.3	0.9	1.1 (N=119)	Yes
6	1.2	1.0	0.9	1.2	1.7	--	--	--

**BASED ON THEIR 1991 ITBS SCORES, HOW MANY STUDENTS WILL HAVE EXITED CHAPTER 1 FOR 1991-92?**

Based on their spring ITBS scores, 34% of the students eligible for Chapter 1 in 1990-91 became ineligible for service in 1991-92 because they scored higher than the 30th percentile on the Reading Comprehension Test. Last year, this figure was 35%.

**FIGURE 2  
PERCENT OF STUDENTS ELIGIBLE TO EXIT CHAPTER 1**



**CHAPTER 1 PRIORITY SCHOOLS ACHIEVEMENT GAINS**

**WHAT READING ACHIEVEMENT GAINS DID THE CHAPTER 1 (PRIORITY SCHOOLS) MAKE?**

The data for grades 2 through 6 are presented in Figure 3 below. Because the Chapter 1 Schoolwide Projects serve all students (unlike the Chapter 1 Reading Instruction Supplementary Component), these numbers reflect the gains of all students with a valid pre- and posttest reading comprehension score, not just low achievers. Past years' data are included to give perspective, but it should be noted that the 1983-84 through 1986-87 gains reflect only two schools, while the 1987-88 gains are for 12 schools; the 1988-89 and 1989-90 gains are for 13 schools; and the 1990-91 gains are for 15 schools. The key points include:

- Three of the five grade levels (grades 2, 3 and 4) showed as high or higher GE reading gains in 1990-91 than in 1989-90.
- No grade level averaged 1.0 GE, which is the average for students nationwide.

**FIGURE 3  
MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS SUMMARY  
CHAPTER 1 SCHOOLWIDE PROJECTS  
(PRIORITY SCHOOLS ONLY)**

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	Met or Exceeded 1989-90 Levels
2	0.7	0.6	N/A	1.1	0.9	0.5	0.9	Yes
3	0.8	0.9	0.8	1.1	0.7	0.9	0.8	No
4	0.8	0.9	0.9	0.7	0.6	0.8	0.8	Yes
5	1.0	0.9	0.8	0.9	1.0	0.9	0.9	Yes
6	1.1	0.8	1.2	0.8	0.9	1.0	0.8	No

**WHAT READING ACHIEVEMENT GAINS DID THE CHAPTER 1 SCHOOLWIDE PROJECTS OF ANDREWS AND WALNUT CREEK MAKE?**

The data for grades 2 through 5 are presented in Figure 4. Because Chapter 1 Schoolwide Projects serve all students, not just low achievers, these numbers reflect the gains of all students with a valid pre- and posttest score.

Gains of 1.0 (one year) grade equivalent is the gain that is expected for average students. Grades 2 and 5 students at Walnut Creek, and grade 3 students at Andrews made gains of 1.0 or greater. Grade 3 students at Walnut Creek made the lowest gains (0.2) of the grade levels reported.

**FIGURE 4**  
**MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS SUMMARY FOR**  
**ANDREWS AND WALNUT CREEK**

GRADE	WALNUT CREEK	ANDREWS
2	1.0	0.9
3	0.2	1.1
4	0.9	0.7
5	1.2	0.8

**CHAPTER 1 SUPPLEMENTARY READING AND CHAPTER 1**  
**SCHOOLWIDE PROJECTS ACHIEVEMENT COMPARISONS**

**DID LOW-ACHIEVING STUDENTS SERVED BY CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION DIFFER IN ACHIEVEMENT GAINS FROM LOW-ACHIEVING STUDENTS SERVED IN THE CHAPTER 1 SWP'S?**

The ITBS Reading Comprehension scores of low-achieving students served by the Chapter 1 Supplementary Reading Instruction Component were compared with the scores of the low-achieving students at the 13 Chapter 1 SWP's. These analyses were run by grade on the Report of School Effectiveness (ROSE) residual scores of the two respective groups of students. The ROSE used regression analyses to statistically control for students' demographic characteristics and obtained predicted ITBS Reading Comprehension scores based on the performance of similar students districtwide. Using these demographic characteristics and the students' previous achievement levels, predicted achievement levels were generated. The difference between the actual achievement score and the predicted achievement score was calculated for each student. The average difference (residual) was then examined for designated groups to determine if the group performed higher or lower than expected. (See ORE Publication Number 90.U for an explanation of the ROSE.) Uncorrelated t-tests were used to test for statistical significance.

The results indicated that for grades 2, 3, 4, and 5, the gains produced for low achievers were not statistically significantly different. This means that low achievers in the two components made very similar reading comprehension gains. These results are similar to the results from these same analyses conducted in 1988-89 when at grades 2, 3, 5, and 6 the gains produced by the two components were not significantly different, and in 1989-90 when at grades 2, 3, 4, 5, and 6, the gains were not significantly different.

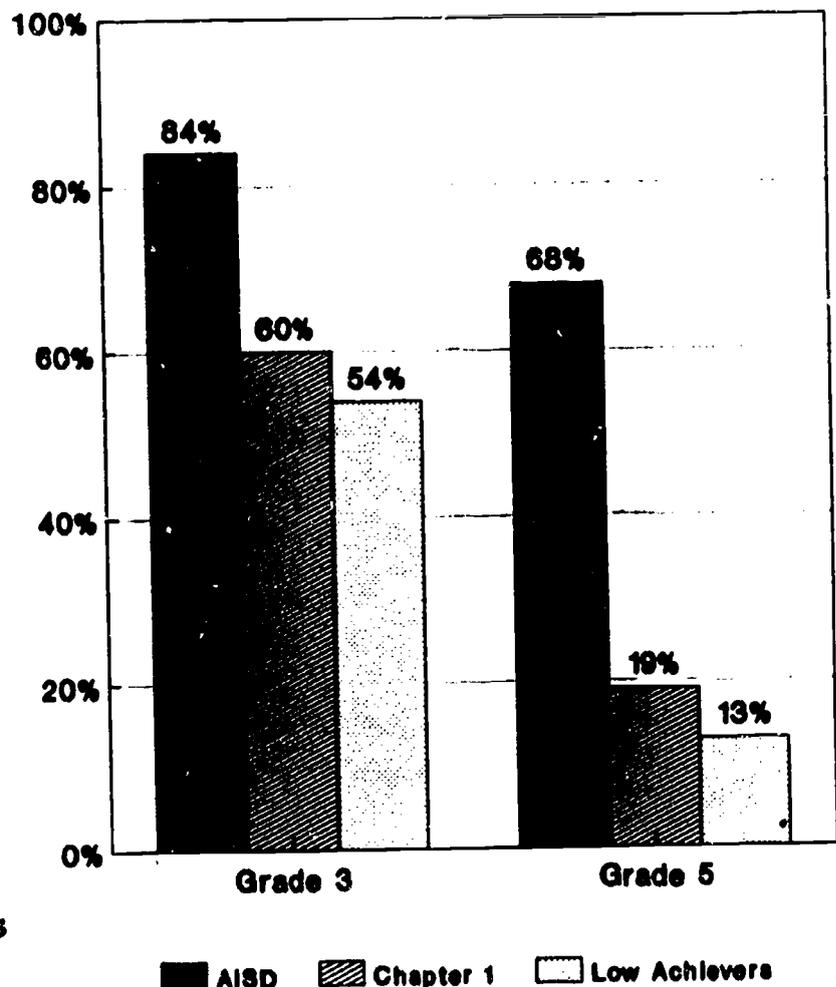
**HOW DID GRADES 3, AND 5 CHAPTER 1 SUPPLEMENTARY SERVED STUDENTS PERFORM ON THE TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) GIVEN IN OCTOBER, 1990?**

The majority (60%) of Chapter 1 served students in grade 3 mastered the TAAS Reading Test in October, 1990. Of those grade 5 students served by Chapter 1, 19% mastered the TAAS Reading Test in November, 1990. For comparison, data are also presented for AISD as a whole and for all AISD low achievers (based on ITBS Reading Comprehension scores, at or below the 30th percentile) less those served by Chapter 1.

The key points include:

- At grades 3 and 5 a slightly higher (6%) number of Chapter 1 served students mastered the TAAS when compared to unserved AISD low achievers.
- The percentage of AISD low achievers and Chapter 1 served students, at grade 5, was low 13% and 19%, respectively.
- Mastery levels of both groups of low achievers were well below the District average, especially at grade 5.
- Although not directly comparable, when comparing 1990 TEAMS mastery with 1990 TAAS mastery, Chapter 1 students at grade 3 had very similar mastery levels (59%, 60%) as did low achievers levels (53%, 54%).
- At grade 5, the mastery levels of low achievers and Chapter 1 students were much lower than AISD as a whole (13%, 19% vs 68%).

**FIGURE 5  
GRADES 3 AND 5 TAAS READING MASTERY  
COMPARISONS FOR AISD, LOW ACHIEVERS,  
AND CHAPTER 1**



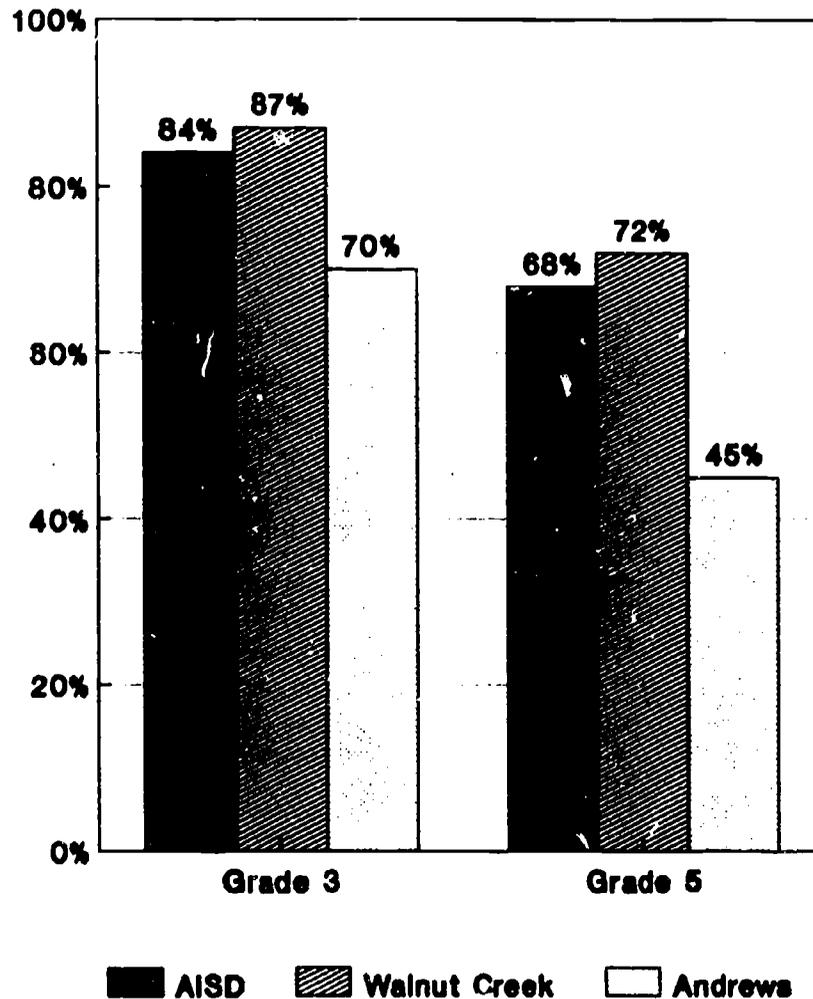
**HOW DID ANDREWS AND WALNUT CREEK STUDENTS PERFORM ON THE TAAS GIVEN IN OCTOBER, 1990?**

Figure 6 illustrates the results for the TAAS reading test.

The key findings include:

- At both grades 3 and 5, the mastery levels of Walnut Creek students were higher than Andrews and higher than the AISD averages.
- There were higher mastery levels at grade 3 for Andrews' students (70%) than at grade 5 for Andrews' students (45%).

**FIGURE 6  
GRADE 3 AND 5 TAAS READING  
MASTERY COMPARISONS FOR AISD,  
ANDREWS, AND WALNUT CREEK**



## CHAPTER 1 MIGRANT ACHIEVEMENT GAINS

### WHAT ACHIEVEMENT GAINS WERE MADE BY MIGRANT STUDENTS WHO WERE SERVED BY A CHAPTER 1 MIGRANT TEACHER?

Figure 7 presents the average GE gain of those migrant students who were served by a Chapter 1 Migrant teacher and who had pre- and posttest scores. Grades 2 through 8 are ITBS Reading Comprehension Test gains and grades 9-12 are TAP Reading Test gains. The data before 1987-88 are based on Reading Total scores, not Reading Comprehension scores.

**FIGURE 7**  
**MEAN GRADE EQUIVALENT GAINS OF SERVED**  
**MIGRANT STUDENTS, 1984-85 THROUGH 1990-91**

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	Met or Exceeded 1989-90 Level
2	0.8	0.6	N/A	1.2	too few students	0.3 (N=4)	too few students	--
3	0.9	1.0	0.8	1.0	too few students	0.6 (N=5)	too few students	--
4	0.7	0.8	1.0	-0.6	too few students	0.7 (N=8)	too few students	--
5	0.5	0.8	0.7	1.0	too few students	too few students	too few students	--
6	0.9	0.8	0.8	1.1	0.6 (N=9)	too few students	too few students	--
7	0.9	1.1	1.1	-0.7	0.8 (N=17)	1.4 (N=8)	No Students	--
8	1.1	1.1	1.0	-0.8	2.2 (N=6)	1.5 (N=6)	1.5 (N=7)	Yes
9	0.5	1.0	0.9	1.3	1.4 (N=23)	*0.6 (N=17)	1.2 (N=17)	Yes
10	1.1	1.0	0.6	1.4	0.2 (N=12)	0.2 (N=11)	0.6 (N=9)	Yes
11	-0.2	-1.5	1.6	0.8	1.2 (N=6)	0.3 (N=7)	1.2 (N=9)	Yes
12	-2.2	-0.5	N/A	-1.2	0.7 (N=12)	-0.02 (N=5)	-0.09 (N=4)	No

\*The pretest is the ITBS Reading Comprehension (1988 norms) while the posttest is the TAP Reading (1988 norms).

Of the grade levels with enough students to report, three of the five showed gains higher than 1989-90 levels. Students in grades 9, 11, and 12 showed the highest average gains. Because of the small numbers of students at each grade level, these gains should be interpreted cautiously.



## Instructional Program Service

### CHAPTER 1 SERVICE

Key demographics of students served by Chapter 1 in 1990-91 are summarized in the figure below.

**FIGURE 8**  
**ETHNICITY OF CHAPTER 1 STUDENTS 1990-91**

	American Indian	Asian	Black	Hispanic	White	Total
Supplementary Reading Instruction	3 .3%	5 .5%	225 21.9%	686 66.7%	109 10.6%	1,028 100%
Chapter 1 School-wide Projects	13 .2%	17 .3%	1,929 30.8%	4,039 64.3%	275 4.4%	6,273 100%
Full-Day Prekindergarten	1 .07%	14 1.0%	422 31.0%	845 61.1%	101 7.3%	1,383 100%
Andrews and Walnut Creek	0 0.0%	21 1.6%	545 42.8%	457 35.9%	250 20.0%	1,273 100%
Totals	17 .2%	57 .6%	3,121 31.3%	6,027 61.0%	735 7.4%	9,957 100%

The following were characteristics of students served by the Chapter 1 Supplementary Reading Instruction Component:

- Chapter 1 teachers served 88% of the eligible students.
- Sixty-five percent of the limited-English-proficient (LEP) students who were eligible for Chapter 1 were served by a Chapter 1 teacher.
- Eighty-nine percent of the served students were eligible for free or reduced-price meals, not a prerequisite for Chapter 1 service.

Demographics of the students served at the Chapter 1 Schoolwide Project Schools revealed the following:

- Twenty-six percent of the students were LEP.
- Eighty-seven percent of the students were eligible for free or reduced-price meals.

The full-day pre-K vital statistics included the following:

- Full-day pre-K children accounted for 16% of the Chapter 1 population.
- Ninety-seven percent were eligible for free or reduced-price meals.

**HOW MANY STUDENTS WERE SERVED ACROSS ALL CHAPTER 1 COMPONENTS?**

Chapter 1 served 10,846 students across all instructional components in 1990-91. This is an increase from the 1989-90 total of 8,979. Three of the five components in 1990-91 experienced an increase in the number of students served. Chapter 1 continued to fund 16 SWP's (Priority Schools), carried half the cost of full-day prekindergarten at 25 schools, and served kindergarteners at the 16 Chapter 1 SWP's.

Figure 9 shows the number of students served by each component for the last three years.

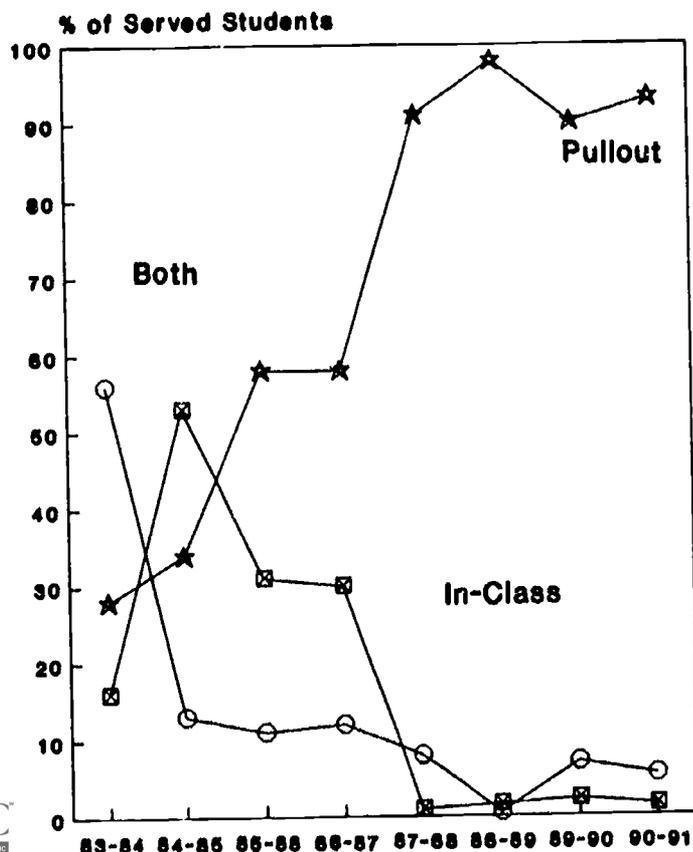
**FIGURE 9  
CHAPTER 1 STUDENTS SERVED BY COMPONENT  
1988-89, 1989-90, AND 1990-91**

	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
Supplementary Reading	1,436	1,436	1,028
Full-Day Pre-K	1,302	1,172	1,383
Schoolwide Projects	5,593	5,240	6,273
N or D Institutions	703	1,136	869
Nonpublic School	11	11	20
Andrews & Walnut Creek	0	0	1,273
<b>Totals</b>	<b>9,045</b>	<b>8,979</b>	<b>10,846</b>

**HOW WERE STUDENTS IN THE SUPPLEMENTARY READING INSTRUCTION COMPONENT SERVED?**

Figure 10 illustrates how Chapter 1 supplementary students in grades 1-6 were served. In 1990-91, pullout was the most common form of service delivery (958 students); only 15 were served in class; and 55 were served in a combination of both locations. These distributions are different from previous years. Though the general trend over the last few years has been away from a pullout setting toward in-class then back toward pullout again, the changes were relatively gradual compared to 1987-88. Most Chapter 1 teachers have chosen this type of service and favorable achievement gains appear to support their decision.

**FIGURE 10  
SERVICE LOCATIONS FOR CHAPTER 1 STUDENTS SERVED BY THE SUPPLEMENTARY  
READING INSTRUCTION COMPONENT 1983-84 THROUGH 1990-91**



### WHAT ELEMENTARY CAMPUSES HAVE COMPUTER-ASSISTED INSTRUCTION (CAI) LABORATORIES?

During the 1990-91 school year, Chapter 1 operated CAI laboratories at the following elementary campuses: Andrews, Becker, Norman, Oak Springs, Sims, and Zavala.

Andrews, Norman, Oak Springs, and Sims operated the Writing to Read (WTR) program, while Becker and Zavala utilized Prescription Learning.

Blanton, Blackshear, and Read CAI laboratories, which are funded by Chapter 2, used WICAT, Writing to Read, and Bridge respectively.

### WHAT ARE THE FUNDING SOURCES OF THE CAI LABORATORIES?

Chapter 1 allocated \$105,194 for the 1990-91 school year. This money was used for teacher assistant wages, maintenance, computer software, and a computer station at Sanchez.

Chapter 2 allocated \$48,089 to fund the computer laboratories and provide for three teacher assistant positions at Blackshear, Blanton, and Read.

**FIGURE 11  
COMPUTER-ASSISTED INSTRUCTION LABORATORIES,  
STUDENTS SERVED, GRADE SERVED, TIME SERVED**

Campos	Lab Type	Students Served	Grade Served	Time Served
Andrews	WTR	all students	K 1 some of grade 2	60 minutes daily 60 minutes every other day 45 minutes daily
Becker	Prescription Learning	all students	Pre-K - 1 2 - 5	30 minutes once a week 30 minutes twice a week
Blackshear	WTR	all students	K - 1	60 minutes daily
Blanton	WICAT	K-5 plus 6th graders in AIM High	K 1 - 6	20 minutes twice a week 30 minutes daily
Norman	WTR	K - 1	K - 1	50 - 60 minutes daily for one semester
Oak Springs	WTR	K - 1	K - 1	45 minutes daily
Sims	WTR	K - 1	K - 1	45 minutes daily
Read	Bridge	Low Achievers * Others	5 5	90 minutes a week 45 minutes a week
Zavala	Prescription Learning	all students	2 & 4 3 & 5	30 minutes four times a week 30 minutes three times a week

\* Low achievers - those below the 30th percentile in mathematics

**WHO OPERATES THE CAI LABORATORIES?**

The computer-assisted laboratories are operated by a teacher assistant in eight of the nine schools. Andrews utilizes the assistance of their Chapter 1 reading teachers. The teacher assistant's duties include managing the technical aspects of running the computer system, placing each student in the proper curriculum areas, helping students as they work, and producing teacher reports of the student's progress.

**HOW ARE CLASSROOM TEACHERS INVOLVED?**

Classroom teachers are involved in working with the teacher assistant while students are receiving laboratory instruction. Both the teacher assistant and the classroom teacher are available to students for further instruction and guidance.

**HOW IS THE CURRICULUM FOR EACH STUDENT SELECTED?**

The curriculum for Writing to Read students is preselected. The software program is designed to introduce phonemes and reinforce the skill by working in the five learning stations. Students begin at the same level, but are allowed to progress at their own pace.

Schools using Prescription Learning select drills highlighting areas of learning the student has not mastered. A prescription is given to each student after students have been tested to determine areas in need of extra work.

**HOW IS THE INSTRUCTION IN THE LABORATORY COORDINATED WITH INSTRUCTION IN THE CLASSROOM?**

Instruction in the laboratory is coordinated with instruction in the classroom through meetings between the classroom teacher and the teacher assistant. Teachers cited frequent contact with the teacher assistant allowed for quality laboratory time. Several schools viewed instruction in the laboratory as a supplementary reinforcement to the classroom instruction.

**WHAT WERE TEACHER'S COMMENTS AS TO THE EFFECTIVENESS OF CAI LABS?**

Teachers cited effectiveness in:

- development of sophisticated writing skills, (especially with Writing to Read students),
- ability to focus on individual weak areas,
- acquired self-management skills,
- motivation of students who will not persevere with other methods, and,
- achievement for students lacking in fine motor skills.

## CHAPTER 1 MIGRANT SERVICE

### HOW MANY STUDENTS WERE SERVED BY THE MIGRANT PROGRAM AT GRADES 1-12?

A total of 175 migrant students in grades k-12 were served by the Chapter 1 Migrant Supplementary Reading Instruction Component this year. Migrant teachers and tutors were assigned to 11 schools and served 52% of the eligible migrant students who attended those schools.

The tutoring program which was implemented last year in schools that had large concentrations of migrant students increased the number of eligible migrant students served. Five tutors employed by the program provided 1446 hours of service to an additional 80 or 24% of the migrant students eligible for service. Migrant teachers who were assigned to 7 schools served 95 or 28% of the eligible students.

Fifty-two percent of the eligible migrant students in the District received Chapter 1 Migrant instructional services. Figure 12 illustrates the decline in the number of migrant students enrolled in AISD over the last five school years and the number and percentage of eligible students receiving Chapter 1 Migrant Supplementary Reading service. The 1989-90 figures begin the reflection of the number served by both teachers and tutors. Prior years reflect service by teachers.

**FIGURE 12**  
**READING INSTRUCTION COMPONENT NUMBER AND PERCENTAGE OF MIGRANT STUDENTS SERVED AND NOT SERVED, 1986-87 THROUGH 1990-91**

	1986-87		1987-88		1988-89		1989-90		1990-91	
	#	%	#	%	#	%	#	%	#	%
Served	207	34	186	28	138	24	170	36	175	52
Not Served	312	66	478	72	441	76	305	64	161	48
Total Enrolled	779	100	664	100	579	100	475	100	336	100

Of the 175 migrant students who were served:

- 54% were male and 46% were female,
- 99% were Hispanic,
- 10% attended elementary schools,
- 26% attended middle schools, and
- 64% attended senior high schools,
- 51% were served in a pullout setting,
- 2% were served in a combination of pullout and special migrant class, and
- 47% were served by other methods.

In addition, 78 migrant students attended one or more of the 16 Priority Schools.

## Other Program Components

### WHAT HEALTH SERVICES WERE PROVIDED TO MIGRANT STUDENTS DURING 1990-91?

#### The Migrant Nurse:

- Provided a variety of health services to 182 individual migrant students,
- Visited 52 different campuses,
- Made 190 contacts with parents, and
- Used \$3,202 to provide medical and dental services to 37 separate migrant students.

### WHAT DID THE PARENTAL INVOLVEMENT COMPONENTS DO IN 1990-91?

A school district receiving Chapter 1 and Chapter 1 Migrant funds is required to inform parents about the programs and get their input on any proposed changes. Chapter 1 and Chapter 1 Migrant parents indicated, as in the past, that Parent Advisory Council (PAC) meetings were their preferred mode of participation.

The documentation of the PAC meetings revealed the following:

Activities	Chapter 1 Regular				Chapter 1 Migrant			
	# Meetings		*Attendance		# Meetings		*Attendance	
	School Years		School Years		School Years		School Years	
	89-90	90-91	89-90	90-91	89-90	90-91	89-90	90-91
Districtwide Orientation	4	7	46	89	6	7	63	58
Planning Sessions	10	6	393	137	0	0	0	0
Workshops	1	1	8	26	1	1	15	9
TOTALS	5	5	56	93	5	2	34	28
	20	19	503	345	12	10	112	95

\*Attendance = Duplicated Counts.

- Sixteen or more workshops were each presented by the Parental Involvement Specialist and one of the Parental Involvement Representatives to both Priority Schools and Supplementary schools. These workshops served a twofold purpose. They fulfilled requests from the schools and provided certification in the MegaSkills program for the two presenters. See Publication 90.04 for additional data on the MegaSkills program.
- The Chapter 1 Migrant PAC provided three monetary achievement awards to three graduating migrant seniors.

- The Chapter 1 Regular PAC provided two monetary achievement awards to two graduating Chapter 1 seniors.
- Approximately 300 parents, community members, and children attended one of the Celebrations of Children's Achievement program which is held twice per year and sponsored by AISD's Parent Advisory Councils. One ceremony was held at the beginning of the school year to recognize the achievement of two students from each Chapter 1 school who exited the program. The second ceremony was held at the end of the school year and recognized scholarship recipients, parents, community members, and others who have made contributions during the year, and two students from each Chapter 1 school who have shown the greatest academic improvement.

**WERE THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) GUIDELINES FOLLOWED BY AISD?**

Yes. The Migrant Clerk:

- Kept the eligibility forms, educational records, log books, etc. in an audible file which met all the Texas Education Agency's standards;
- Handled all medical update requirements;
- Transmitted data to TEA for inclusion in the Public Education Information Management System, PEIMS;
- Monitored migrant students' academic records, enrolled at-risk students or recaptured-dropouts in alternative schools, and preenrolled students in summer school;
- Provided support services to migrant students and parents, including dropout prevention activities aimed at the whole family.

**WHAT DID THE EVALUATION OF THE INSTITUTIONS FOR NEGLECTED OR DELINQUENT (N or D) YOUTH INDICATE?**

Six institutions received Chapter 1 funds to serve 869 children who resided in AISD's attendance areas. These grants were used to pay tutors at four of the N or D's. The establishments also used their allotments to purchase books, instructional materials, cassette tapes, and workbooks. The number of students served at individual sites ranged from 7 to 515, and length of service ranged from one day to the entire school year.

The six N or D's can be categorized as:

- A Texas Youth Commission halfway house,
- A county juvenile detention center,
- A home for wards of the state,
- A foster group care home, and
- Two residential treatment facilities.

Placements were made because of delinquency, abuse, neglect, and/or emotional and behavioral deficits. Three sites send all students to AISD schools; one has a self-contained class but sends some students to AISD schools; and three send some students to AISD and surrounding schools. The ages of the residents ranged from 8 to 18, and four of the facilities are coeducational.

Because Chapter 1 is a supplementary education program, the focus of service was on improving students' academic skills and reducing the risk of school failure and early withdrawal. The diverse needs of the clientele led the staffs at the N or D's to approach educational improvement with varying emphases. One focused on preparing the youth to become more productive and employable members of society; another concentrated on improving self-esteem; and three strove to instill acceptable behaviors.

The N or D's did not report problems connected with the Chapter 1 Program. All six institutions accomplished the goals they set for themselves for the 1990-91 school year.

#### **HOW DID THE NONPUBLIC SCHOOL PARTICIPATE IN THE CHAPTER 1 PROGRAM?**

Of the eligible nonpublic schools in Austin, St. Mary's Cathedral School participated in the Chapter 1 Program. Twenty students, grades pre-K through four, were served. Chapter 1 funded a Prescription Learning computer-assisted instruction lab for the eligible Chapter 1 students enrolled at St. Mary's. Chapter 1 provided a half-time Computer Lab Technician to monitor students' behavior and provide technical assistance.

# Costs

## WHAT DID THE CHAPTER 1 PROGRAM COST?

AISD's 1990-91 Chapter 1 Program budget allocation was \$4,901,114. Figure 13 displays the percentage of the budget assigned to each component.

**FIGURE 13  
1990-91 CHAPTER 1 BUDGET ALLOCATIONS**

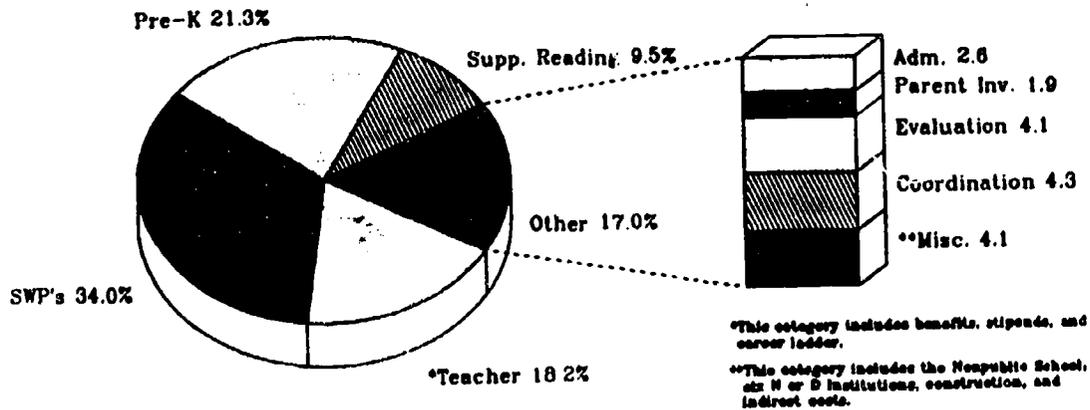


Figure 14 summarizes the Chapter 1 cost per student and per contact hour (where applicable) for the separate components. The Coordination Component includes instructional coordinators and a project specialist. The ECIA Chapter 1 and Chapter 1 Migrant Final Technical Report (ORE Publication Letter 90.7) details the cost analyses and documents all calculations.

**FIGURE 14  
1990-91 CHAPTER 1 PROGRAM COMPONENTS,  
RANKED IN ORDER OF BUDGET ALLOCATION**

Component	Budget Allocation	Students Served	Cost per Student	Number of Contact Hours	Cost per Contact Hour
Schoolwide Projects*	\$1,693,176	2,682	\$ 620	1,660,512	\$ .89
Full-Day Prekindergarten	1,044,617	1,393	755	655,568	1.60
Supplementary Reading Instruction	696,698	1,028	654	128,500	3.63
Coordination	206,403	8,821	24	N/A	N/A
Evaluation	200,854	10,728	19	N/A	N/A
Parental Involvement	93,994	740	127	N/A	N/A
Administration	128,802	9,993	13	N/A	N/A
N & D Institutions	58,825	869	68	N/A	N/A
Nonpublic School	10,127	20	506	N/A	N/A
Other**	132,253	N/A	N/A	N/A	N/A
Teacher ***	993,267	N/A	N/A	N/A	N/A

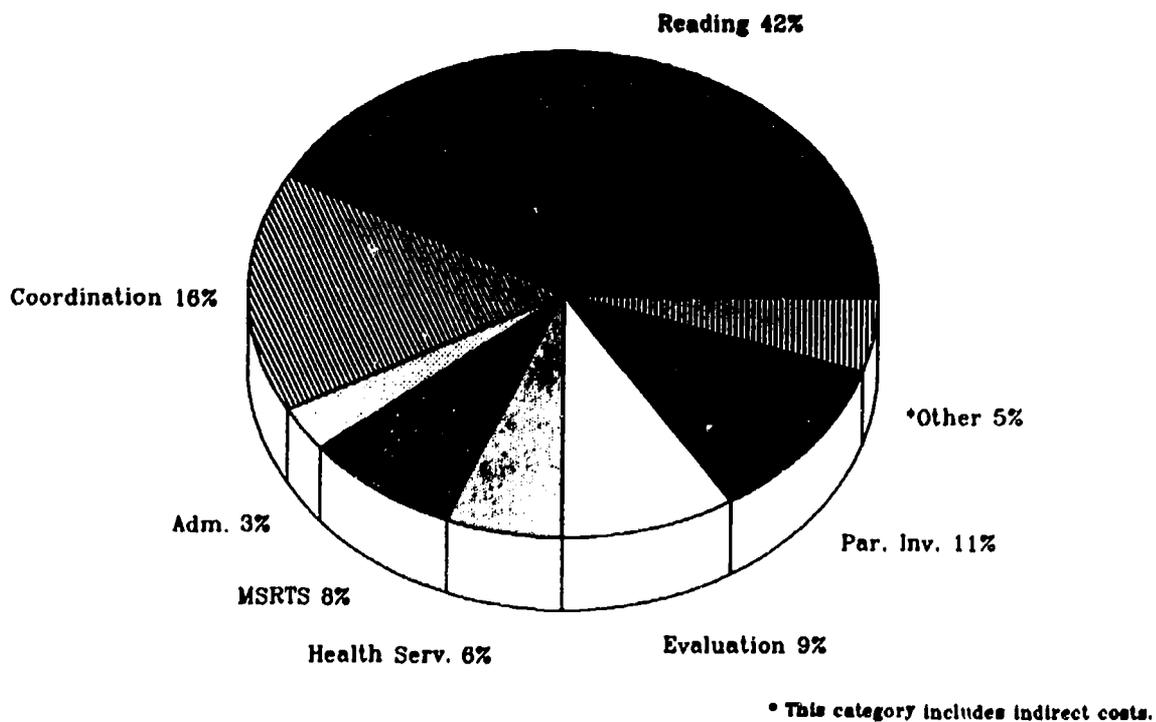
\*This component includes Andrews and Walnut Creek.  
 \*\*This component includes indirect costs and construction.  
 \*\*\*This component includes benefits, stipends, and career ladder.

For comparing supplementary program costs, it is useful to compute full-time equivalent (FTE) allocations. An FTE is defined as the annual cost of providing full-time service. To determine the FTE expense for each instructional component, multiply the cost per contact hour by the number of hours in a school day (six), then multiply that product by the number of days in a school year (175). There was a \$3,812 cost per FTE in the Supplementary Reading Instruction Component.

#### WHAT DID THE CHAPTER 1 MIGRANT PROGRAM COST?

The Chapter 1 Migrant Program allotted \$323,621 to AISD in 1990-91. Figure 15 shows the proportion of the budget as it was divided among components.

**FIGURE 15**  
**1990-91 CHAPTER 1 MIGRANT BUDGET ALLOCATIONS**



The FTE rate for the Supplementary Reading Instruction Component was \$20,381. This is higher than the 1989-90 cost of \$18,785 per FTE.

**FIGURE 16**  
**1990-91 CHAPTER 1 MIGRANT PROGRAM COMPONENTS,**  
**RANKED IN ORDER OF BUDGET ALLOCATION**

Component	Budget Allocation	Students Served	Cost per Student	Number of Contact Hours	Cost per Contact Hour
Supplementary Reading Instruction	\$138,675	175	\$ 792	7,146	\$ 19.41
Coordination	51,054	336	152	N/A	N/A
Health Services	19,850	336	59	N/A	N/A
Parental Involvement	36,716	336	109	N/A	N/A
Evaluation	28,899	336	86	N/A	N/A
MSRTS	24,656	336	73	N/A	N/A
Administration	8,171	336	24	N/A	N/A
Other*	15,600	N/A	N/A	N/A	N/A

\*This component includes indirect costs and construction.

Please note the following explanations regarding the Chapter 1 and Chapter 1 Migrant costs:

- All costs are based on allocations, not actual expenditures.
- Students participating in the Supplementary Reading Instruction Components are served for approximately one half hour per day.
- For cost comparison purposes only, the number of students served at the SWP represents only the number of low achievers. Although all students at a SWP are considered served by Chapter 1, the supplementary funds are apportioned according to the number of students with achievement test scores which make them eligible for the program.

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 **Attachments**

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**ATTACHMENTS**

**Attachment 1. Chapter 1 Teacher Survey . . . . . 20**  
**Attachment 2. Chapter 1 and Chapter 1 Migrant Interviews . . . . 21**

### CHAPTER 1 TEACHER SURVEY

#### WHAT WERE CHAPTER 1 TEACHERS' CONCERNS ABOUT THE IMPLEMENTATION OF THE PROGRAM?

In the spring, 1991, districtwide survey, 19 elementary Chapter 1 teachers received four items related to the implementation of the Chapter 1 and Chapter 1 Migrant instructional programs. The responses to these items are shown below. The overall response rate was 86%.

Most teachers indicated satisfaction with:

- The operation of the program at their campus,
- The staff development they received,
- The curriculum materials they used, and
- The amount of joint planning time shared with other classroom teachers in their schools.

#### CHAPTER 1 TEACHERS' RESPONSES TO SPRING, 1991, SURVEY ITEMS

KEY: Agree = Agree, Strongly Agree		Neutral = Neutral		
Disagree = Disagree, Strongly Disagree		N = Number		
	N	Agree	Neutral	Disagree
I am satisfied with the operation of the Chapter 1/Chapter 1 Migrant Program at my campus.	19	95	0	5
I am satisfied with the staff development I have received.	18	89	11	0
I am satisfied with the curriculum materials I am using.	19	89	0	11

KEY: A = More than once a week		D = Once a month				
B = Once a week		E = Irregularly, less than once a month				
C = Every two weeks						
	N	% A	% B	% C	% D	% E
How often do you, the compensatory teacher, participate in joint planning meetings with the classroom teachers?	18	33	39	1	17	5

**CHAPTER 1 AND CHAPTER 1 MIGRANT INTERVIEWS****HOW SATISFIED WERE THE CHAPTER 1 AND CHAPTER 1 MIGRANT CENTRAL OFFICE STAFF WITH HOW THE PROGRAMS OPERATED?**

The instructional coordinators, program administrator, and other central office staff were interviewed in spring, 1991, about the programs' operation during the school year. The most frequently mentioned subjects follow:

- Pre-K classes were perceived as having strong curricula and being uniform across campuses. The teachers were experienced and cohesive as a group.
- The Chapter 1 Migrant Supplementary Reading Instruction Component operated more effectively this year. There were enough experienced teachers to staff the number of schools in the program. A tutoring program begun in 1989-90 school year continued to provide service to schools with large concentrations of migrant students through flexible scheduling of tutoring sessions. The tutors, who are college students, added to the effectiveness of this component.
- The staff development offered teachers was skills-oriented.
- The successful implementation of the Nonpublic School and the N or D Component was credited to established programs, experienced teachers, and review and assessment of the N or D student residents' folders prior to enrollment in the public schools' regular or special education programs.
- The level of Chapter 1 and Chapter 1 Migrant parent participation decreased (1,015 to 740) from 1989-90 to 1990-91. (The 300 persons attending the Celebration of Children's Achievement are included in the 740 figure). Both Chapter 1 and Chapter 1 Migrant PACs activities culminated in monetary, scholastic (achievement) awards. These awards mark the third year for the Migrant PAC and the first for Chapter 1 PAC.
- The Migrant students' health needs were met.
- Staff members interviewed indicated Chapter 1 and Chapter 1 Migrant Supplementary instructional staff need more inservices that are specifically designed for them.

- Thirteen Priority Schools and six Chapter 1 Supplementary schools participated in the Rainbow Kits program during the 1990-91 school year in Language Arts. The program distributed 11,576 kits. Chapter 1 funded 32% or \$30,745 of the total cost of \$94,989.00.
- The cost of a kit per student dropped in accordance with the number of kits sent out to the schools regardless of the number of schools participating in the program.
- Data from the interview summaries of both the Grants Administrator and the Parent Training Specialists (See Publication 90.04) indicate the following methods of ordering and distribution have not changed from the 1989-90 year:
  - Kits are ordered by the principal or designee on an "all students at a grade level" basis.
  - Parent Training Specialists do the bulk of receiving, inventory, distribution and provision of workshops on the use of the kits in the Priority Schools.
  - Chapter 1 teachers and other school staff handle these duties in the Chapter 1 schools.
  - Grade levels served are K-6.

The Rainbow Kits program has a twofold function which is:

- Fulfillment of Public Law 100-297 which calls for provision of activities that can be done at home by the child and parent at the convenience of the parent.
- The kits are often used as part of the training curriculum of other parent training programs operating in the Austin Independent School District.

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#### COST COMPARISON

Year	# of Schools Participating	Total Crst	Total Issued	Cost Per Student
1988-89	25	\$ 81,631	7,700	\$10.60
1989-90	21	\$ 83,235	6,800	\$12.24
1990-91	23	\$ 94,989	11,576	\$ 8.21



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## References

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Participating Schools. . . . . 24  
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**PARTICIPATING AISD SCHOOLS  
CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAM  
1990-91**

	Chapter 1 Reading	Schoolwide Project	Chapter 1 Migrant	Priority Schools	Full-Day Pre-K
Allan		X		X	X
Allison		X		X	X
Andrews		X			X
Becker		X		X	X
Blackshear		X		X	X
Brooke		X		X	X
Brown	X				X
Campbell		X		X	X
Dawson	X		X		X
Govalle		X		X	X
Harris	X				X
Houston	X				X
Linder	X		X		X
Metz		X	X	X	X
Norman		X		X	X
Oak Springs		X		X	X
Ortega		X		X	X
Pecan Springs		X		X	X
Ridgetop	X		X		X
Sanchez		X		X	X
Sims		X		X	X
St. Elmo			X		X
Walnut Creek		X	X		X
Winn		X		X	X
Wooten	X				X
Zavala		X		X	X

Martin			X		
Murchinson			X		
Porter			X		

Austin			X		
Bowie			X		
Johnston			X		
Travis			X		

## DEFINITIONS

Chapter 1 Supplementary Reading Instruction - AISD's Chapter 1 Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects (SWP's) - Chapter 1 and supplemental local funds are used in reducing the overall pupil-to-teacher ratio within a school if the concentration of low-income students at that school equals or exceeds 75%. In a SWP, teachers paid from Chapter 1 funds function as regular classroom teachers with students of mixed achievement levels. All students are considered served by Chapter 1 in a SWP. In AISD, the SWP's are called Priority Schools.

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

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

Full-Day Prekindergarten - Chapter 1 funds supplemented State funds to expand half-day pre-K to a full-day program for children at all Chapter 1 and Priority Schools (SWP's).

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance area for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Service Locations - 1) Pullout - Students are served outside the regular classroom. 2) In-class - Students are served in the regular classroom. 3) Both - Students receive a combination of pullout and in-class service. 4) Other - Any other ways students might be served, e.g., tutoring or special class.

Special Testing - All students in schools served by the Chapter 1 Reading Instruction Component are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester ITBS score they are special-tested.

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