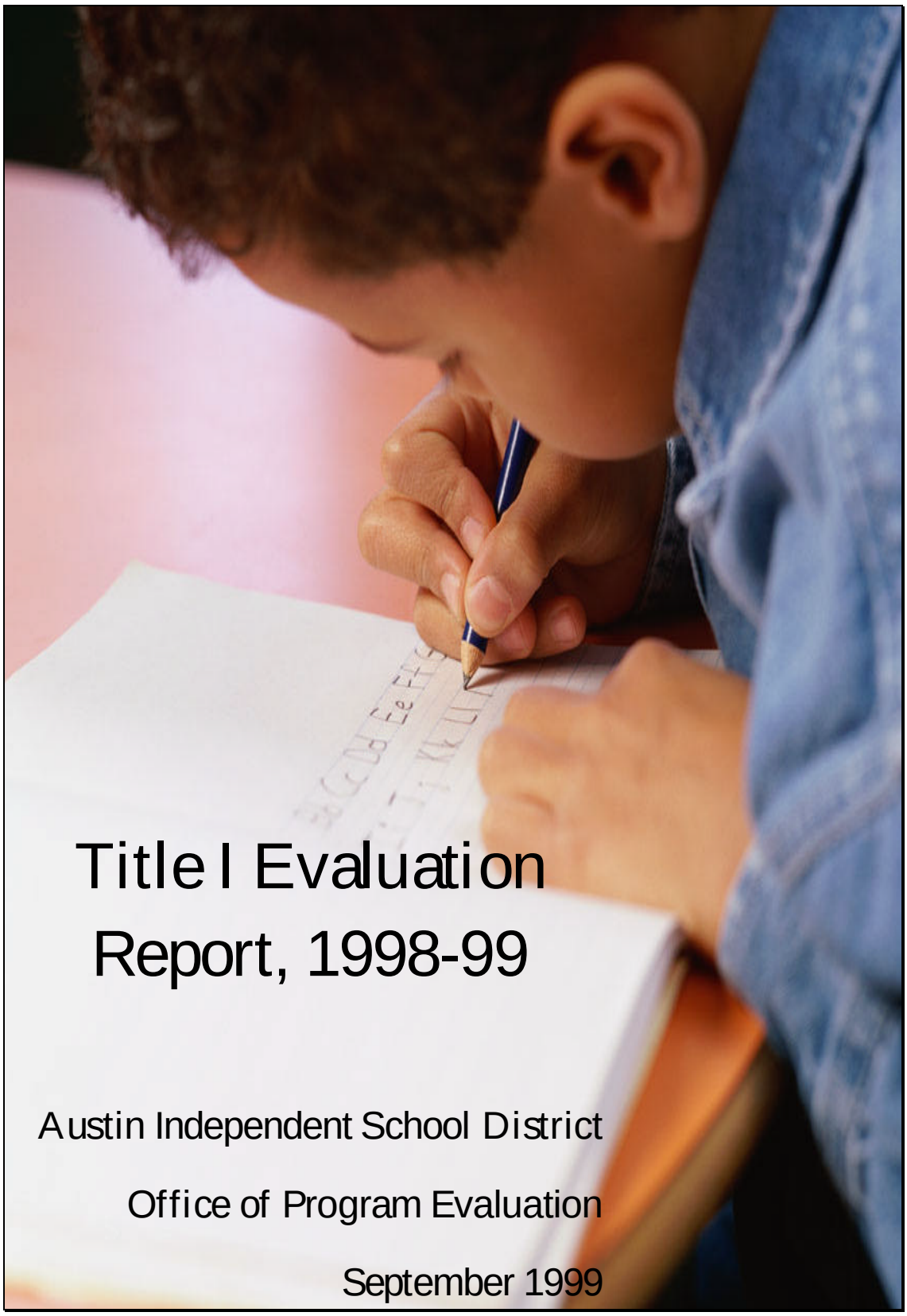

Title I Evaluation Report, 1998-99

Austin Independent School District

Office of Program Evaluation

September 1999

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TITLE I OVERVIEW

TITLE I PROGRAM DESCRIPTION

Title I is a compensatory education program supported by funds from the U.S. Department of Education through the *Elementary and Secondary Education Act of 1965,* as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382)*. The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills described in the state content standards, and to meet the state performance standards developed for all children.

In 1998-99, 50 Austin Independent School District (AISD) schools (43 elementary, 5 middle, and 2 high schools) received Title I funds. (For a complete list of the schools funded under Title I in AISD, see Appendix A.) This number includes all schools with 60% or more low-income students. The following programs were funded by Title I and evaluated during the 1998-99 school year:

- Schoolwide Programs (SWPs);
- Prekindergarten (pre-K) Program;
- Parental Involvement Component;
- Extended Year Program (year-round schools and summer school);
- Private School Programs; and
- Neglected Facility/Delinquent Institution Programs.

Schoolwide Programs

As a result of the reauthorization of Title I in 1994, a school can be designated a Title I schoolwide program if either 50% of the children in the school's attendance zone or 50% of the children enrolled in the school are low-income students. Because AISD provided services in the 1998-99 school year to students in schools at or above the 60% low-income level, each of the 50 AISD Title I schools provides a schoolwide program.

All students at a schoolwide campus are served by Title I. In the 1998-99 school year, 31,948 students (25,581 elementary, 4,820 middle school, and 1,547 high school students) were enrolled in schoolwide programs and benefited from Title I funding. Overall, 81.8% of all Title I students were classified as low income. The ethnic breakdown of all Title I students was 61.9% Hispanic, 25.6% African American, 11% Anglo/Other, and 1.5% Asian. Summary demographic information for 1998-99 Title I schools is presented in Table 1.

Table 1: Demographics for AISD Title I Schoolwide Program Students, and Title I Elementary, Middle, and High School Students, 1998-99

	Number Enrolled	% Low Income	% Asian	% African America	% Hispanic	% Anglo/ Other
All Title I Students	31,948	81.8	1.5	25.6	61.9	11.0
Title I Elem. Students	25,581	83.9	1.5	23.9	63.3	11.4

Title I MS Students	4,820	77.3	1.6	29.5	59.2	9.7
Title I HS Students	1,547	61.4	1.0	41.6	47.6	9.7

Schoolwide programs have a great deal of flexibility in using federal education funds, subject to rules established by the Department of Education. However, the programs must adhere to the spirit of the law, which is cooperation among funding sources and inclusion of all students.

The direction and incentives in the law are designed so that all children will achieve at high levels. Some strategies that are encouraged include the following:

- providing opportunities, based on best knowledge and practice, for all children in the school to meet the state's proficient and advanced levels of student performance;
- using effective means of improving student achievement, such as incorporating research-based teaching strategies;
- selecting a highly qualified professional staff;
- providing professional development; and
- increasing parental involvement.

Prekindergarten Program

The half-day prekindergarten (pre-K) program is mandated and funded by the State of Texas for all four-year-olds who are limited English proficient (LEP), low income, or homeless. In 1998-99, AISD offered pre-K programs at 54 elementary schools. Of these campuses, 21 were half-day and 33 were full-day programs. Over the years, Title I schools have used funds to provide a full-day prekindergarten program for students. In 1998-99, 33 of the 43 Title I elementary schools provided a full-day pre-K program and 10 Title I schools provided a half-day program.

Extended Year Programs

In 1998-99, the year-round school calendar was used in 11 Title I elementary schools. In this program, the school year revolves around an approximate 60/20 schedule (i.e., 60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during these intersessions. Federal funds are used to cover intersession expenses such as salaries, materials, and costs associated with support staff.

The 1999 Title I summer school was an extension of supplementary instructional services provided to Title I students who are at risk of retention or are below grade level in literacy skills. The 1999 *Summer Opportunity to Accelerate Reading* (S.O.A.R.) summer school program was held at six schools (Campbell, Graham, Houston, Linder, Norman, and Pecan Springs). S.O.A.R.'s goal was to provide early intervention to accelerate literacy learning for students entering grades 1-3 in the fall of 1999. The program spanned a 20-day period from June 3 - June 30 with approximately 1,250 students participating at the six schools. A balanced literacy approach to instruction was used. All teachers who participated in S.O.A.R. were required to attend professional

development to train them in running records, the assessment instrument (Developmental Reading Assessment), and strategies to improve reading skills.

Private Schools

Nine private schools in the AISD attendance area received Title I funds in 1998-99. Ebenezer Child Development Center, El Buen Pastor Early Childhood Development Center, Hope Lutheran School, Mt. Sinai Christian Academy, Praise Christian Academy, Sacred Heart Catholic School, St. Ignatius Catholic School, St. Martin's Lutheran School, and St. Mary's Cathedral School offered additional instructional services to low-income students in prekindergarten through grade 8 using Title I funds. The number of private schools receiving Title I funds increased from eight in 1997-98 to nine schools in 1998-99.

Neglected or Delinquent Facility Program

Two institutions for neglected youth (Settlement Club Home and Lifeworks/Youth Options) and five institutions for delinquent youth (Gardner Betts/Travis County Juvenile Detention Center, The Oaks Treatment Center, Travis County Leadership Academy, Phoenix Academy of Austin, and Turman House) received funds from Title I in 1998-99. Phoenix Academy of Austin is a new participant to the program this year, and Turman House renewed their involvement with Title I after a one-year absence. Placement in these seven institutions was made because of delinquency, abuse, neglect, and/or emotional and behavioral problems. As a result of Title I funding, youth at these institutions primarily received compensatory reading and mathematics services.

Parent and Community Involvement

Schools that receive Title I/Title I Migrant funds are required to build partnerships that will benefit not only students and parents, but schools and communities as well. One way to accomplish this goal is to make a concentrated effort to involve parents in the Title I program. In the 1998-99 school year, 25 Title I schools (21 elementary and 4 middle schools) had a parent education staff member that assisted with parent and community activities and to help ensure parental representation in Title I programs.

TITLE I PROGRAM COSTS

The level of Title I funding for a *district* is based on the percentage of low-income families living in the district attendance area. The U.S. Department of Education allocates funds to local education agencies (LEAs) based on census data. Title I funding for a *campus* is determined by the percentage of low-income students in the school's attendance area. Schools are ranked annually based on the percentage of children from low-income families residing in their attendance area. Districts are required by law to serve all schools that were 75% or more low income, which is defined by AISD as the percentage of students receiving free and reduced-price lunch at each school. The AISD level of service for 1998-99 included schools with 60% or more low income; there were 43 elementary, 5 middle, and 2 high schools in AISD that met this criterion. This section of the report examines the Title I allocations for the 1998-99 school year. An audit of expenditures was not completed for this evaluation.

The 1998-99 budget allocation for AISD under Title I, Part A funding was $12,355,226 (including $1,571,560 roll-forward from the prior year). A total of 32,215 students were served with Title I funds through schoolwide programs, private schools, and neglected institutions. The approximate cost per student served through Title I, Part A funding was $383. Table 2 shows the number of students served by each of the Title I programs funded under this budget in 1998-99.

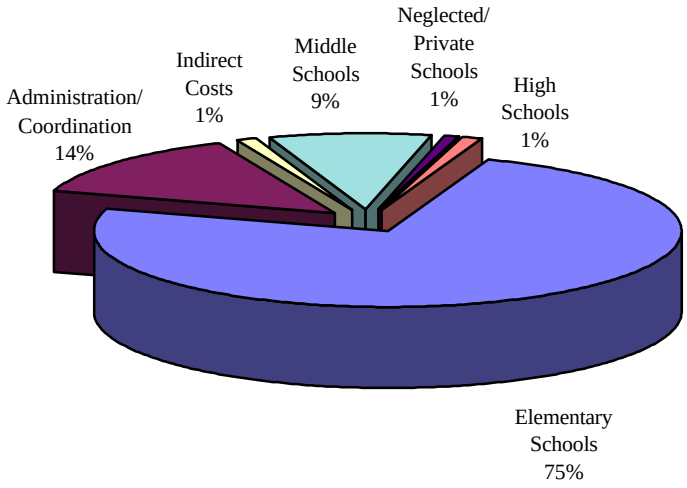
Table 2: Number of Students Served through Title I, Part A Funding in 1998-99

Title I Program	Number of Students Served
Schoolwide Programs	31,948
Private Schools	211
Neglected Institutions	56
TOTAL	32,215

The Title I, Part A funds were used to provide services to Title I public and private elementary, middle, and high schools and to provide funds for the administration and support services offered to assist the implementation of the Title I program. Seventy-five percent of the total Title I budget was allocated to elementary schoolwide programs; 9% to middle schools; 1% to high schools; and 14% to administration, coordination and support services, and evaluation of the program. The administrative costs included: salaries and benefits for the instructional coordinators and support staff; parent programs; professional development; evaluation; and general administration for Title I.

Private schools, neglected institutions, and indirect costs account for a small percentage of the total Title I, Part A budget (no more than one percent of the budget for each item). Figure 1 shows the percentage of Title I funds allocated for each budget area in 1998-99.

Figure 1: 1998-99 Title I Allocations for Elementary, Middle, and High Schools, and Administration/Coordination



* Indirect Costs consist of salaries and expenditures/expenses for persons who are engaged in administrative activities from which the entire school district benefits.

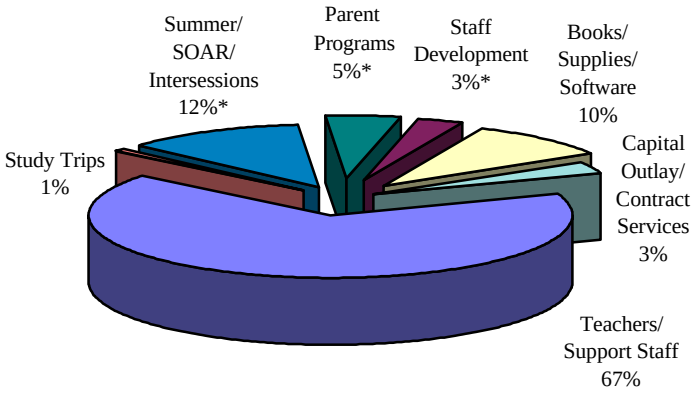
The amount of funds allocated directly to the AISD Title I campuses was $10,512,956 (85% of the allocation) in 1998-99. Individual campuses made decisions about the use of their allocations according to federal guidelines. Since the reauthorization of the Title I program in 1994, there has been greater flexibility with the use of Title I funds at the campus level.

ELEMENTARY SCHOOL FUNDING

Title I elementary schools received an allocation of $9,258,093, which equals 75% of the total allocation received by the district. The 43 Title I elementary schools used their funds for salary and benefits for additional teachers (e.g., pre-K, technology) and support staff, intersessions, summer school, parent programs, professional development, books and supplies, capital outlay, software, stipends, and study trips.

The largest portion of the Title I funds distributed to elementary schools was used for teacher and support staff salaries and benefits during the school year and for extended year programs such as summer school and intersessions. Approximately 79% of all Title I elementary campus funds were used for salaries and benefits for teachers and support staff. Two costly programs that focus on early learning and literacy are S.O.A.R. ($916,806) and full-day pre-K ($2,676,530, which is 22% of the total Title I budget). Figure 2 shows the amount of funds allocated to the Title I elementary schools in 1998-99 for teachers and support staff; capital outlay/contract services; books, supplies, and software; staff development; parent programs; student study trips; and extended year programs.

Figure 2: 1998-99 Title I Elementary School Allocation



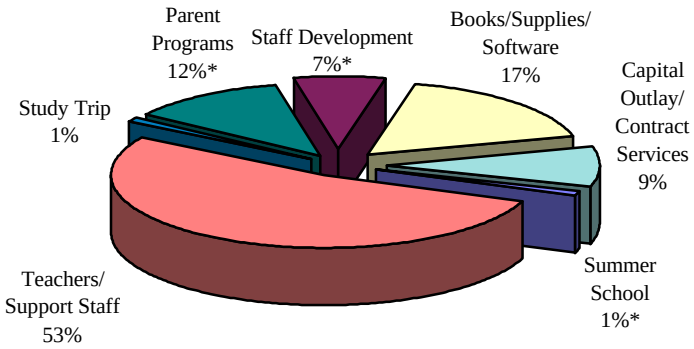
* Part of the funds for this category are designated for salaries and benefits.

MIDDLE SCHOOL FUNDING

In 1998-99, five AISD middle schools received Title I funds. During the past school year, the middle schools received $1,127,862 (9% of the district's Title I allocation).

The middle schools also used the majority of their funds (53%) for teacher and support staff salaries in 1998-99. Approximately 57% of all Title I middle school campus funds were used for salaries and benefits. Figure 3 shows the percentage of Title I funds used by middle schools in 1998-99 in the areas of instruction (teacher and support staff); parent programs; staff development; books, supplies, and software; capital outlay and contract services; summer school; and student study trips.

Figure 3: 1998-99 Title I Middle School Allocation



* Part of the funds for this category are designated for salaries and benefits.

HIGH SCHOOL FUNDING

The 1998-99 school year was the first year that AISD high schools were designated as Title I schools. The budget for the two high schools involved in the program, Reagan and Garza Independence, was $127,001. These schools used their Title

I funds for teachers, books and supplies, capital outlay, staff development, and study trips. Approximately 37% of all Title I high school campus funds were used for salaries and benefits. Figure 4 shows the percentage of Title I funds allocated to high schools in 1998-99 by category.

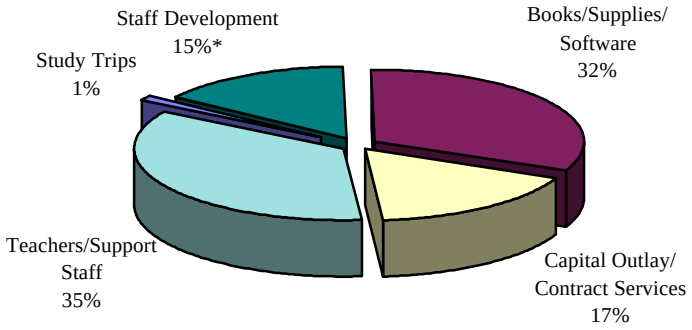


Figure 4: 1998-99 Title I High School Allocation

* Part of the funds for this category are designated for salaries and benefits.

By comparing Figures 2-4, it can be seen that elementary, middle, and high schools tended to allocate their funds differently. In general, elementary schools directed more of their funds for salaries than did middle or high schools (67%, 53%, and 35% respectively). Elementary schools reserved a smaller proportion of their allocations for professional development than did other types of campuses (3% at elementary, 7% at middle school, and 15% at high school level). Also, the two high schools that received Title I funds used a higher proportion of their allocations for books/supplies/software (32%) than did elementary or middle schools (10% and 17%, respectively).

PRIVATE SCHOOLS

The 1998-99 allocation for the nine private schools that participated in the Title I program totaled $51,603. A total of 211 students at the private schools met the criteria to be served with Title I funds. A description of the private school uses of Title I funds can be found in the private schools section of this report.

NEGLECTED OR DELINQUENT FACILITIES

Seven institutions for neglected or delinquent (N or D) youth served residents during the 1998-99 school year with Title I funds. The two institutions for neglected youth, Settlement Club Home and Lifeworks/Youth Options, served 56 residents and received $6,072 in Title I funds in 1998-99.

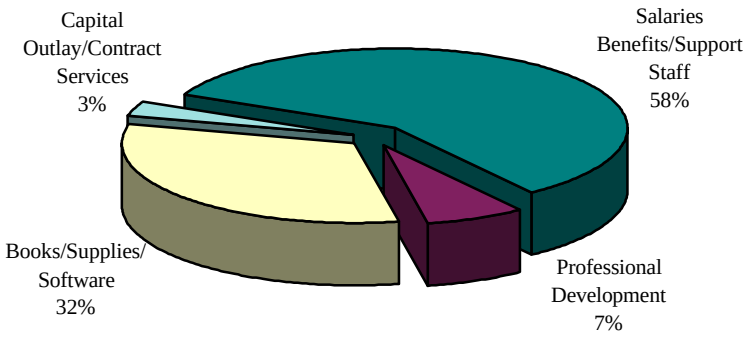
Delinquent institutions receive funds from Title I, Part D, Subpart 2. The five institutions for delinquent youth (Gardner-Betts, Phoenix Academy of Austin, The Oaks Treatment Center, Travis County Leadership Academy, and Turman House) served 1,394 residents and received $107,597 in 1998-99. A full description of the programs for

neglected and delinquent youth funded under Title I can be found in the appropriate section of this report.

ADMINISTRATIVE/COORDINATION FUNDING

The budget to support and coordinate Title I funds in 1998-99 was $1,734,117. The services included salaries and benefits for the instructional coordinators, pre-K coordinator, Reading Recovery teacher leaders, technology facilitator, volunteer coordinator, and visiting teachers; parent programs; professional development; and general administration for Title I. These services provide administrative support that adds to the overall quality of the Title I instructional program. Figure 5 shows the percentage of funds allocated for Title I administrative support services.

Figure 5: 1998-99 Administrative Support Allocation



SUMMARY AND RECOMMENDATIONS

The 1998-99 budget allocation for AISD under Title I, Part A funding was $12,355,226 (includes $1,571,560 roll-forward from prior year). A total of 32,215 students were served with Title I funds through schoolwide programs, private schools, and neglected institutions.

Title I funds are used to benefit students at campuses with high percentages of low-income students. Decisions about how funds are used at the schools are made by the campus leadership to address the needs of their students. Many strategies are used to accomplish this goal. Eleven of the Title I campuses use the year-round schedule to shorten the summer break and to provide additional instruction during the intersessions. Full-day pre-K is funded at 33 of the Title I campuses at a cost of $2,676,530 (22% of the total Title I budget). The S.O.A.R. summer reading program provided additional instruction to Title I students who were below grade level in literacy at a cost of $916,806. With the addition of two high schools to the Title I program this year, Title I funds are distributed throughout AISD schools from pre-K to grade 12.

The roll-forward amount of $1,571,560 from the 1997-98 Title I allocation represents approximately 14% of the total funds received by the district. This is a sizeable proportion of funds that were not spent by the campuses during the school year.

It is recommended that a concerted effort be made to ensure that campuses make strategic use of all funds during the year in which they are allocated to maximize the benefits that Title I can provide to students in need. This is ensured when budget items are tied directly to identified student needs as outlined in Campus Improvement Plans.

FULL-DAY PREKINDERGARTEN

National and statewide attention to early childhood learning and literacy has prompted lawmakers to increase funding and accountability for early childhood education. In Texas, new legislation requires that, beginning with third grade classes in 2002-2003 (i.e. next year's kindergarten classes), students must pass TAAS reading at grade 3 and all TAAS tests at grades 5 and 8 to be promoted to the next grade level. Statewide training in literacy learning to support the new legislation began in summer 1999 for kindergarten teachers.

Realizing the importance of early childhood education, the 76th Texas Legislature passed Senate Bill 4 which directs $100 million in new funding to support *Instructional Excellence* for kindergarten and prekindergarten grant programs. Another $7.5 million was allocated for *Instructional Excellence* in the Head Start program. The Commissioner of Education will administer the grants for implementing or expanding kindergarten and prekindergarten programs with priority given to school districts in which the level of student performance on grade 3 TAAS is substantially below the statewide average.

In 1998-99, the Austin Independent School District (AISD) placed increased emphasis on literacy learning for early grades with many opportunities for professional development. There has been a strong emphasis on the balanced literacy model for primary education teachers. The AISD *Early Childhood Summer Summit,* offered each year for pre-K through grade 2 teachers, emphasizes professional growth and teaching literacy and mathematics. *Planning for Student Success in Early Literacy* workshops were offered at the Professional Development Academy (PDA) for prekindergarten teachers in the following areas:

- Environmental Print
- Phonemic Awareness (Introduction)
- Phonemic Awareness (Advanced)
- Literacy Centers
- Shared Reading
- Interactive Writing

Additional training was offered by the district in administering the PALM (*Primary Assessment of Language Arts and Mathematics*), the district assessment model used for students in prekindergarten through grade 2. The literacy workshops and the

PALM workshops are optional for pre-K teachers although they are strongly encouraged, especially for new teachers.

The AISD Title I evaluation staff recognizes the importance of language and literacy development in the prekindergarten program. Staff members have attended training sessions on literacy learning and on the PALM and have worked with the primary education staff to be better informed about districtwide initiatives. Because approximately 20% of the Title I budget supports an extra half day of pre-K instruction at schools with full-day programs, the Title I evaluation staff examines the pre-K program annually for program effectiveness. The assessments used for pre-K are the *Peabody Picture Vocabulary Test* (PPVT-III), which measures gains in receptive vocabulary in English, and the *Test de Vocabulario en Imágenes Peabody* (TVIP), which measures gains for Spanish-speaking students.

AISD PREKINDERGARTEN PROGRAM DESCRIPTION

Half-day prekindergarten programs are mandated and funded by the State of Texas for all four-year-olds who are limited English proficient, low income, or homeless. In 1998-99, 54 of the 68 AISD elementary schools provided prekindergarten education. AISD has both half-day and full-day programs. Twenty-one of the schools offered half-day classes while 33 schools offered full-day classes.

The number of Title I elementary schools increased from 36 in 1997-98 to 43 in 1998-99 because the district lowered the criteria for Title I participation from 70% low income enrollment to 60%. All 33 of the campuses with full-day pre-K programs receive Title I funds. The new Title I schools chose to have half-day pre-K programs and use the Title I funds on other programs due to the high cost of funding a full-day program. The 10 Title I elementary schools with half-day programs in 1998-99 were Cook, Graham, Hart, Joslin, Maplewood, Odom, Palm, Pleasant Hill, St. Elmo, and Travis Heights.

Student Demographics

The AISD prekindergarten program served 3,553 four-year-olds during the 1998-99 school year. There were 1,021 students enrolled in half-day pre-K classes and 2,532 students enrolled in full-day pre-K classes.

The number of students attending half-day classes continues to increase each year as new schools open with half-day classes (an increase of 54 students in 1998-99). The number of students attending full-day pre-K decreased for the second year (64 fewer students from 1997-98 to 1998-99). The number of limited English proficient students continues to increase each year with a gain of 156 students from 1997-98 to 1998-99. Although the number of students served by pre-K was similar to last year, the number of pre-K teachers decreased by five in 1998-99. Table 3 summarizes various comparison data from the past five years and from the anchor year, 1986-87. (Note: These data include all students served at any point in a given year.)

Table 3: Demographic Information for the AISD Pre-K Program, 1986-87 and 1994-95 to 1998-99

Category	1986-87	1994-95	1995-96	1996-97	1997-98	1998-99
Half-Day Classes				68	70	72
Full-Day Classes				152	153	147
Teachers				186	188	183
Low-Income Students				3,437	3,313	3,311

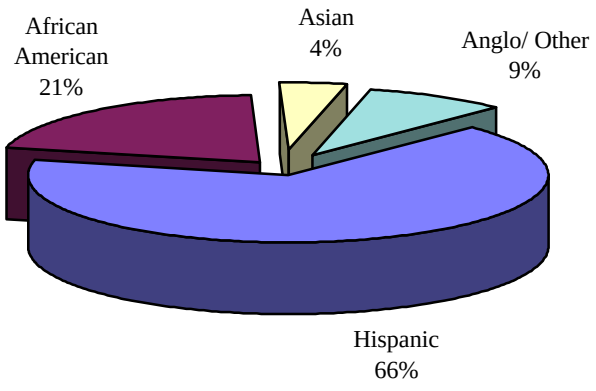
LEP Students	1,181		1,236	1,392
Half-Day Students	942	967		1,021
Full-Day Students	2,652		2,596	2,532
Total Students	3,594		3,563	3,553

Note: The values represent the number of cases in each category.

Students who attended pre-K during the 1998-99 school year represented a diverse population. Demographics for the pre-K class of 1998-99 include the following:

- ninety-three percent of the students were from low-income families;
- gender was balanced with 50% female and 50% male;
- thirty-nine percent of the students were limited English proficient; and,
- as shown in Figure 6, Hispanics made up the largest ethnic group (66%), followed by African Americans (21%), Anglo/Others (9%), and Asians (4%). These percentages represent an increase from 1997-98 to 1998-99 in Hispanic and Asian students, and a decrease in African American and Anglo/Other pre-K students.

Figure 6: Ethnicity of AISD Pre-K Students, 1998-99



There were 43 Title I schools and 11 non-Title I schools that offered pre-K in 1998-99. The number of pre-K students served at each campus varied widely, and ranged from 17 students at Mathews and Zilker (non-Title I schools) to 149 students at Walnut Creek (Title I). The average number of students per pre-K class in 1998-99 was 19.4, up from 18.6 in 1997-98. (The increase in pupil-teacher-ratio is likely due to the increase in the number of half-day classes in which teachers have two groups of students.) The average number of years of teaching experience for pre-K teachers in AISD was 7.1 years. Fifty-six percent of the pre-K teachers had more than 5 years of teaching experience.

PROGRAM EFFECTIVENESS

To measure achievement gains for pre-K students in 1998-99, the *Peabody Picture Vocabulary Test-III* (PPVT-III) and the *Test de Vocabulario en Imágenes Peabody* (TVIP) were administered at the beginning and at the end of the school year to a sample of students. The sample was a randomly selected subset from each class at all 54 schools that offered pre-K. In fall 1998, 2,315 pre-K students were tested. Although every effort was made to posttest all students who had a valid pretest score, 281 fewer students were posttested due to withdrawals, illnesses, and relocations of eligible students. A total of 2,055 students (58% of all pre-K students) had valid pre- and posttest scores. The ethnicity of the students tested included 68% Hispanic, 20% African American, 8% Anglo/Other, and 4% Asian, which closely matches the overall ethnicity of pre-K students in 1998-99. The gender balance of those tested was 52% female and 48% male.

The PPVT-III and the TVIP measure knowledge of receptive (hearing) vocabulary. Standard test scores are based on national age-norms, with a mean of 100 and a standard deviation of 15. The TVIP has the same structure and standard score system as does the PPVT-III. The PPVT-III is an English-language test and the TVIP is the Spanish-language version of the test. The pretest was given in September 1998 to pre-K students at regular-calendar and year-round schools. The posttest was administered in April 1999 at regular-calendar schools and in May 1999 at year-round schools.

In 1998-99, there were 183 pre-K classrooms (95 bilingual and 88 English only) in AISD. A look at average gains from pretest to posttest by classrooms reveals the following:

- All of the bilingual classes showed a gain in either English or Spanish.
- Seventy-seven percent of the bilingual classes showed a gain in both English (PPVT-III) and Spanish (TVIP).
- Ninety-seven percent of English-only classes had an overall gain on the PPVT-III.

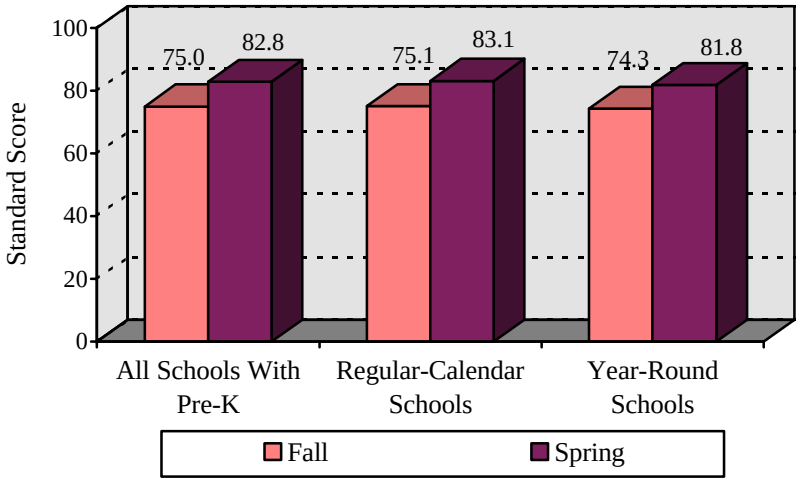
The PPVT-III and TVIP data are presented in this report in a year-round and regular-calendar school comparison, and in a half-day and full-day comparison. T-tests were performed to determine if differences found were statistically significant. None of

the comparisons showed statistically significant differences. A five-year longitudinal study is also presented for these comparisons.

Year-Round and Regular-Calendar Schools Comparisons

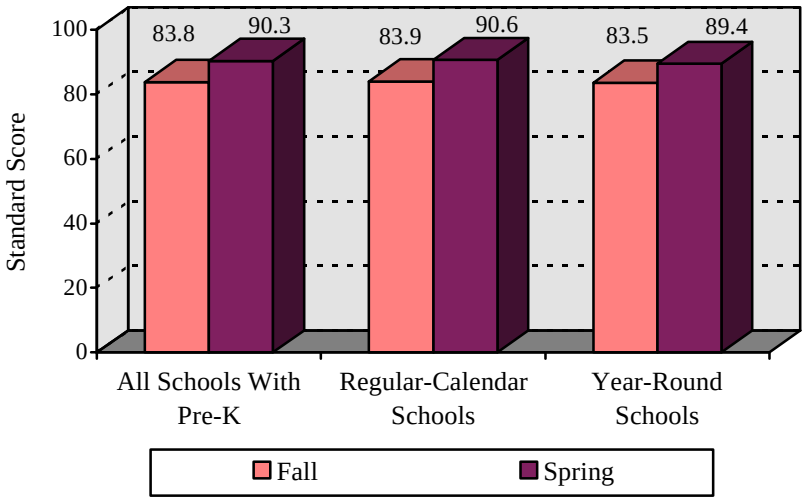
Eleven AISD elementary schools followed a year-round calendar in 1998-99. All of these schools (Allan, Barrington, Becker, Maplewood, Metz, Ortega, Sanchez, St. Elmo, Widen, Winn, and Wooldridge) receive Title I funds. The average pretest and posttest scores on the PPVT-III and TVIP were calculated for year-round school students (n=451), regular-calendar school students (n =1,583), and all pre-K students (n=2,034). Year-round school students were posttested at a later date than were students in regular-calendar schools so that days of instruction would be comparable for both groups. In 1998-99, pre-K students at regular-calendar schools made similar gains (8.0 standard score points) on the PPVT-III when compared to students at year-round schools (7.5 points). Figure 7 presents the scores for all pre-K students who had valid PPVT-III pre- and posttest scores in 1998-99.

Figure 7: PPVT-III Scores for Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1998-99



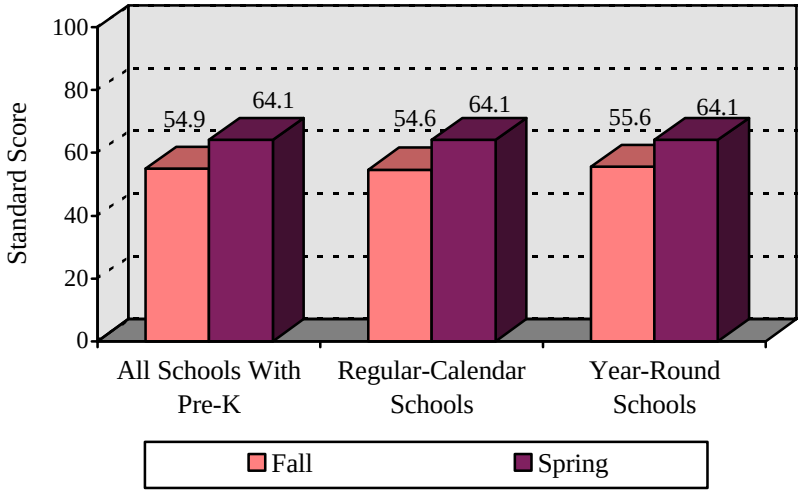
A sample of LEP Spanish-speaking students who received a bilingual instructional pre-K program was pre- and posttested with the TVIP in addition to the PPVT-III. A total of 803 Spanish-speaking students (58% of all LEP pre-K students) had valid pre- and posttest scores on both the English and Spanish tests. The standard scores for students tested with the TVIP at year-round schools (n=189), regular-calendar schools (n=614), and all schools with a pre-K program (n=803) are shown in Figure 8. The gain from pre- to posttest on the TVIP for year-round students (5.9 standard score points) was slightly less than the gain for regular-calendar students (6.7 points). As stated earlier, the difference was not found to be statistically significant.

Figure 8: TVIP Scores for Spanish LEP Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1998-99



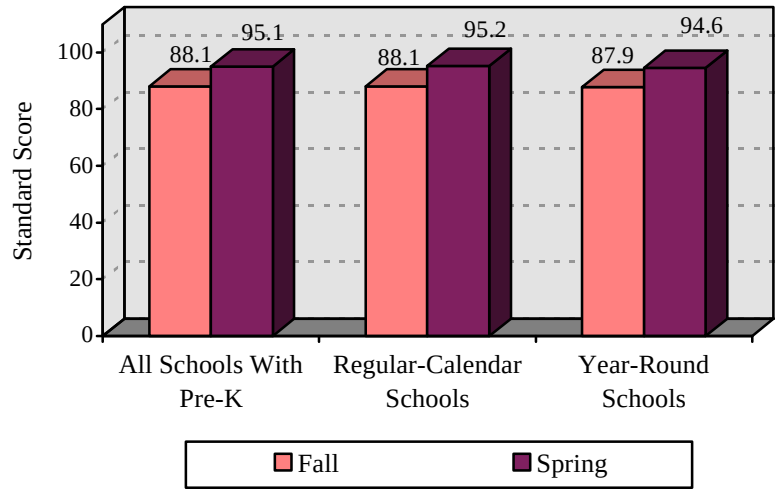
The PPVT-III (English) average standard scores for Spanish LEP students are lower than for students overall. The average gain on the PPVT-III was greater for Spanish students at regular-calendar schools (9.5 standard score points) than at year-round schools (8.5), although the difference is not statistically significant. This finding differs from 1997-98 when a t-test of significance performed on the mean gains from pre- to posttest for the two groups showed that year-round students' mean gain was significantly greater than the mean gain for students in regular-calendar schools (16.9 and 10, respectively). Figure 9 shows the 1998-99 PPVT-III pre- and posttest scores for students in all pre-K schools, year-round schools, and regular-calendar schools.

Figure 9: PPVT-III Scores for Spanish LEP Pre-K Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1998-99



The scores for the English monolingual students (n=1,231) were grouped for a comparison between regular-calendar and year-round schools. Both pre- and posttest averages and overall gains were slightly higher for English monolingual students at regular-calendar schools (7.1) than at year-round schools (6.7). Figure 10 shows the PPVT-III scores for English monolingual students.

Figure 10: PPVT-III Scores for English Monolingual Students at Year-Round Schools, Regular-Calendar Schools, and All Schools with a Pre-K Program, 1998-99

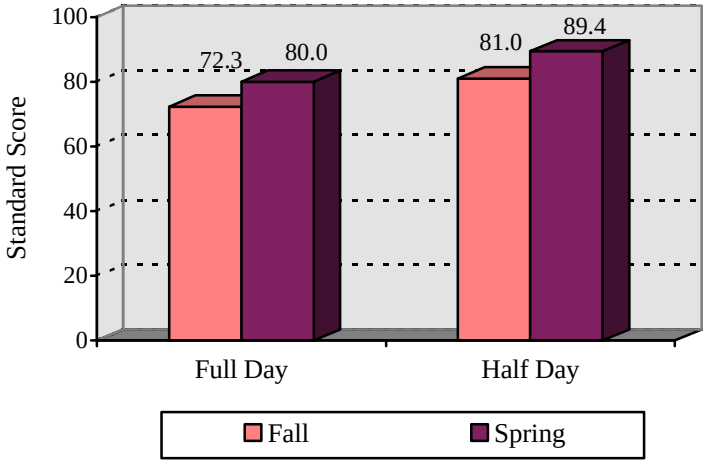


Half-Day and Full-Day Comparisons

Pre-K classes in AISD are offered to limited English proficient (LEP) students and low-income students through both half-day and full-day programs. Because all of the schools that offer a full-day program receive Title I funds, the PPVT-III and TVIP data were evaluated on the basis of half-day and full-day programs to investigate any effects that could be attributed to Title I programs.

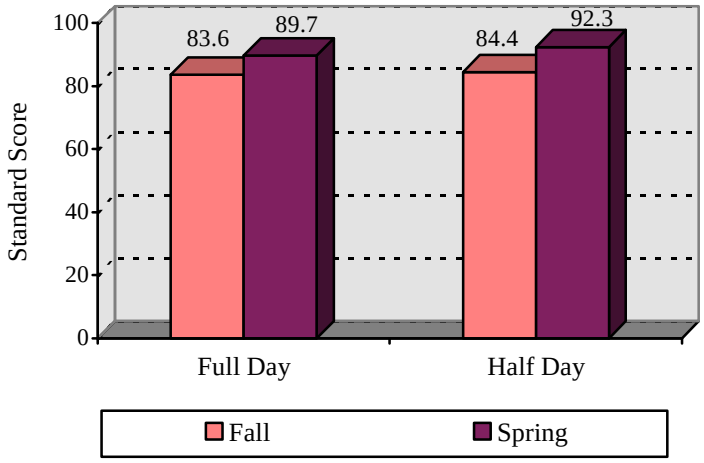
While half-day pre-K students began and ended the 1998-99 school year with higher average scores, the average gains on the English language PPVT-III for both groups were similar (7.7 standard score points for full day and 8.3 points for half day). Figure 11 shows the 1998-99 PPVT-III scores for half-day and full-day pre-K students.

Figure 11: PPVT-III Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1998 and Spring 1999



Both full-day and half-day Spanish LEP students achieved higher average pre- and posttest scores on the TVIP than on the PPVT-III. In addition, half-day Spanish LEP students made a higher average gain (7.9 points) than did full-day Spanish LEP students (6.1 points). However, this difference was not statistically significant. Figure 12 shows the average TVIP pre- and posttest scores for full-day and half-day Spanish LEP students.

Figure 12: TVIP Pre- and Posttest Scores for Half-Day and Full-Day Pre-K Students, Fall 1998 and Spring 1999



Spanish-speaking pre-K students at schools with half-day pre-K programs made a greater average gain (12.3 standard score points) on the PPVT-III than did full-day

students (8.3 points). However, gains for English monolingual students at full-day pre-K programs (7.2 points) were greater on the PPVT-III than for half-day students (6.6 points). Figure 13 shows the pre- and posttest PPVT-III scores for Spanish-speaking students at full-day and half-day programs. Figure 14 shows PPVT-III scores for monolingual English students at full-day and half-day programs.

Figure 13: PPVT-III Scores for Spanish LEP Pre-K Students at Schools with Full-Day and Half-Day Programs, 1998-99

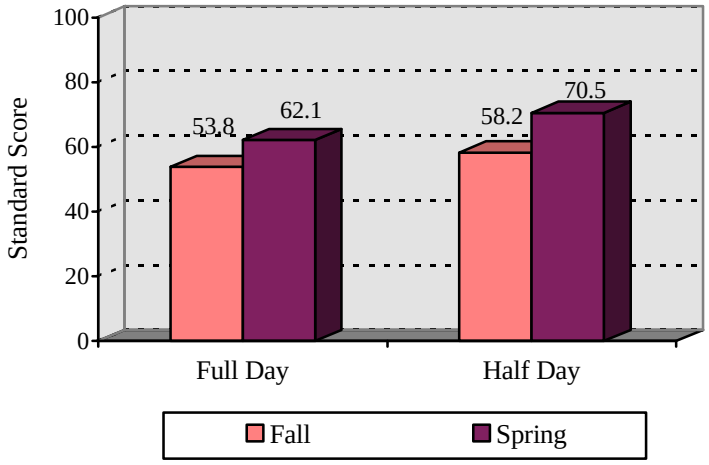
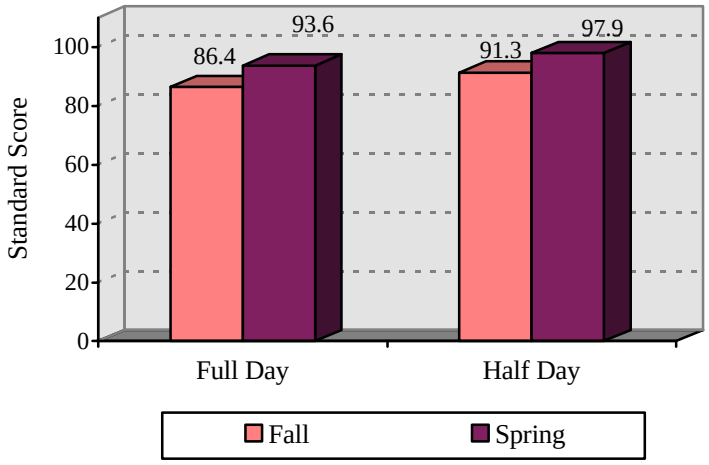


Figure 14: PPVT-III Scores for English Monolingual Pre-K Students at Schools with Full-Day and Half-Day Programs, 1998-99



Because participation in pre-K is not required by the State of Texas, attendance is sometimes a problem for the schools. In 1998-99, full-day pre-K students were absent an average of 9.5 days and half-day students were absent an average of 11.5 days. The half-

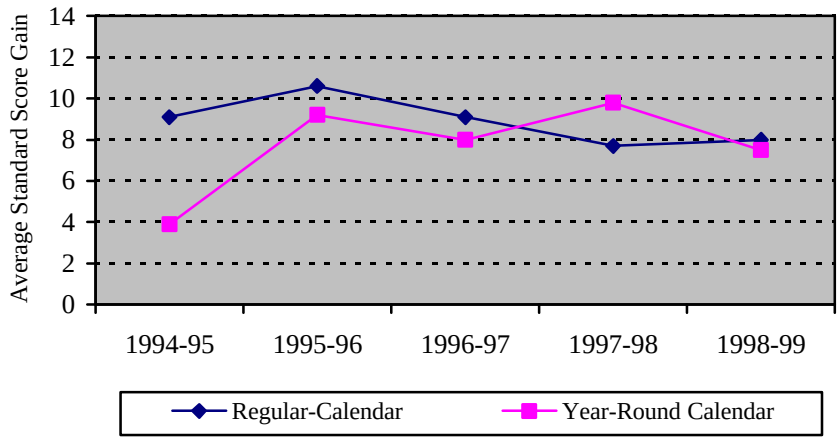
day absentee rate is higher possibly because of the difficulty parents have with scheduling the other half of the day for their children.

LONGITUDINAL COMPARISONS

Pre-K test data were reported for year-round schools beginning in 1994-95. While the range of average standard score gains is different for year-round schools (3.9 - 9.8 points) than it is for regular-calendar schools (7.7 – 10.6 points) across the five years of data collection, the 1998-99 average gains are very similar. Gains for year-round students on the PPVT-III and the TVIP were low in 1994-95, but increased until they were almost equal to the gains for regular-calendar students in 1998-99. A longitudinal look at the gains for pre-K students by school calendar is presented in Figures 15 and 16.

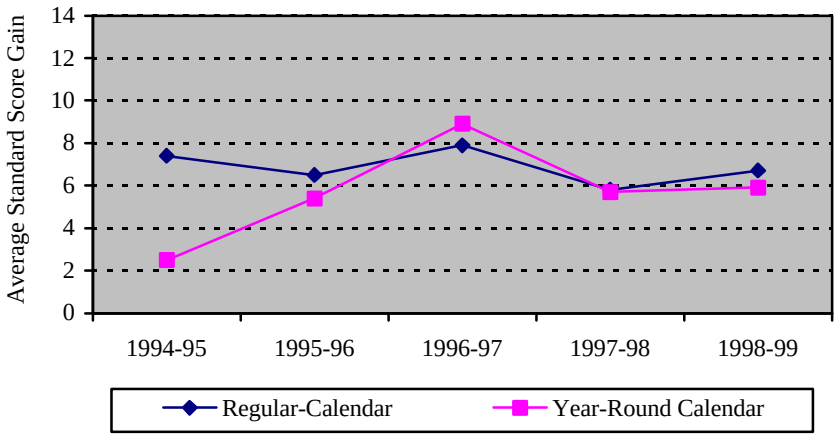
Regular-Calendar and Year-Round Longitudinal Comparison

Figure 15: PPVT Gain Comparison for Regular-Calendar and Year-Round Calendar Schools, 1994-95 through 1998-99



Note: The PPVT-R was used in 1994-95 through 1996-97 and the PPVT-III was used in 1997-98 and 1998-99.

Figure 16: TVIP Gain Comparison for Regular-Calendar and Year-Round Calendar Schools, 1994-95 through 1998-99

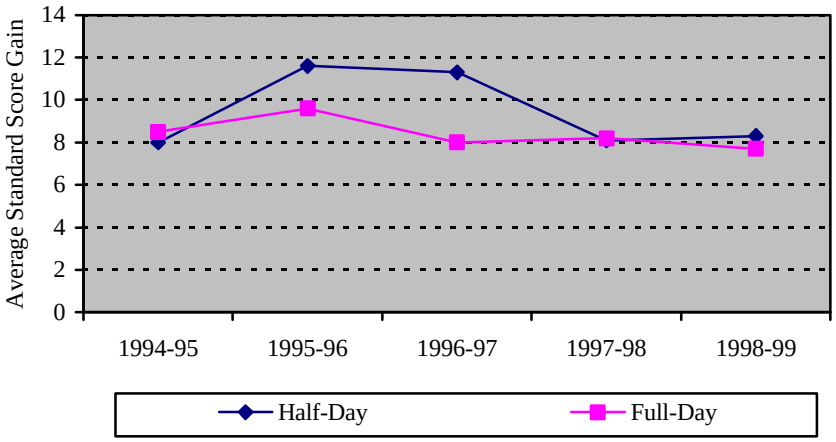


Note: The PPVT-R was used in 1994-95 through 1996-97 and the PPVT-III was used in 1997-98 and 1998-99.

Full-Day and Half-Day Longitudinal Comparison

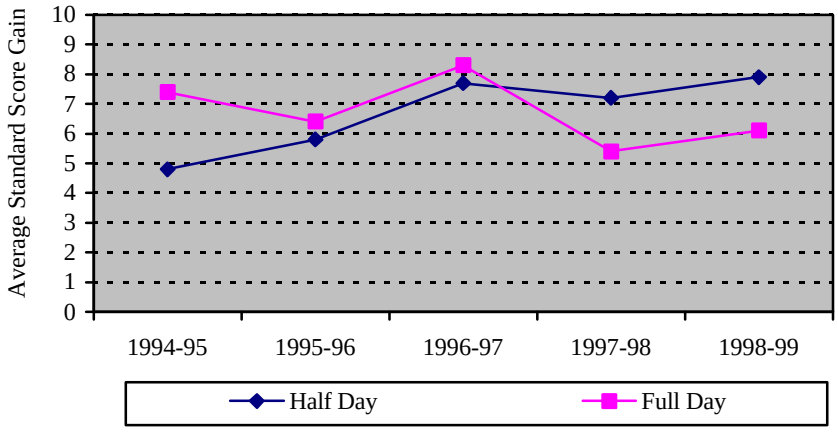
The PPVT-III gains for half-day students were similar to those for full-day students in 1994-95, 1997-98, and 1998-99 and higher the other two years. TVIP gains for half-day students climbed steadily from 1994-95 to 1998-99, while gains for full-day students declined from 1994-95 to 1998-99 with a peak in 1996-97. Figures 17 and 18 show the longitudinal PPVT gains and the TVIP gains for half-day and full-day students in 1994-95 through 1998-99.

Figure 17: PPVT Gain Comparison for Half-Day and Full-Day Programs, 1994-95 through 1998-99



Note: The PPVT-R was used in 1994-95 through 1996-97 and the PPVT-III was used in 1997-98 and 1998-99.

Figure 18: TVIP Gain Comparison for Half-Day and Full-Day Programs, 1994-95 through 1998-99



Note: The PPVT-R was used in 1994-95 through 1996-97 and the PPVT-III was used in 1997-98 and 1998-99.

SUMMARY AND RECOMMENDATIONS

National and statewide attention to early childhood learning and literacy has prompted lawmakers to increase funding and accountability for early childhood education. In Texas, new legislation requires that, beginning with third grade classes in 2002-2003 (i.e. next year's kindergarten classes), students must pass TAAS reading at grade 3 and all TAAS tests at grades 5 and 8 to be promoted to the next grade level. Statewide training in literacy learning to support the new legislation began in summer 1999 for kindergarten teachers.. Certainly pre-K teachers are important to this process as well. Grants will be available through the Commissioner of Education for implementing or expanding kindergarten and prekindergarten programs with priority given to school districts in which the level of student performance on grade 3 TAAS is substantially below the statewide average.

AISD is meeting the challenge by emphasizing professional development in literacy learning at the primary level offered by primary education specialists at the district's Professional Development Academy. Additional training is available in administering the PALM (Primary Assessment of Language Arts and Mathematics), the district's ongoing assessment used in pre-K through grade 2 that allows teachers to monitor student academic progress.

The number of pre-K students has decreased slightly for the past two years even though the number and percent of low-income and Spanish-speaking students in the district is increasing each year. Title I provided funding for the full-day program at schools with the greatest concentrations of low-income students (33 of the 54 schools with pre-K programs). Hispanic students made up the largest percentage of students served (66%), followed by African American (21%), Anglo/Other (9%), and Asian (4%).

In 1998-99, the *Peabody Picture Vocabulary Test*–III (PPVT-III) was used to measure gains in receptive vocabulary in English and the *Test de Vocabulario en Imágenes Peabody* (TVIP) measured gains for Spanish-speaking students. The results of the tests were used to compare year-round and regular-calendar schools, and half-day and full-day programs. T-tests of differences between mean gains were performed; none of the mean differences were found to be statistically significant. Longitudinal data were reported.

Year-Round and Regular-Calendar Comparisons

In every comparison, regular-calendar schools made greater gains than year-round schools in 1998-99. This is unexpected because average gains in 1997-98 for students in year-round schools were significantly higher on the PPVT-III and the TVIP. Additional findings for 1998-99 include the following:

- Overall, pre-K students at regular-calendar and year-round schools made similar gains on the PPVT-III (8.0 and 7.5 standard score points, respectively).

- On the TVIP, the Spanish-speaking LEP students at regular-calendar schools made slightly greater gains (6.7 standard score points) than did students at year-round schools (5.9 points).
- The average gains on the PPVT-III for Spanish-speaking students were greater for regular-calendar schools (9.5 standard score points) than for year-round schools (8.5 points).
- The average gains on the PPVT-III for English monolingual students were similar for regular-calendar schools (7.1 standard score points) and for year-round schools (6.7 points).

Half Day and Full Day Comparisons

- In 1998-99, average gains on the PPVT-III for half-day and full-day pre-K students were similar (8.3 and 7.7 standard score points, respectively).
- Half-day Spanish LEP students achieved higher pretest and posttest scores, and greater gains than did the full-day LEP students. This pattern has remained consistent over the years.
- Spanish-speaking pre-K students at schools with half-day pre-K programs made a greater average gain (12.3 standard score points) on the PPVT-III (English) than did full-day students (8.3 points).
- Gains for English monolingual students in full-day pre-K programs (7.2 standard score points) were greater on the PPVT-III than were gains for half-day English monolingual students (6.6 points).

Longitudinal Gains

A five-year longitudinal comparison of average gains on the PPVT-III and the TVIP was undertaken in 1998-99. Observations about the longitudinal data include the following:

- While year-round schools had much smaller gains in 1994-95 on the PPVT and TVIP than did regular-calendar schools, the average gains in 1998-99 were very similar on both assessments.
- Five-year comparisons for half-day and full-day programs showed that after greater gains in 1995-96 and 1996-97 for half-day programs, the gains were similar for the two programs in 1998-99.

- T

  VIP gains for half-day students have climbed steadily over the five-year period; gains for full-day students were greater at first and are now smaller than gains for half-day students.

As AISD strives to improve learning, increase TAAS scores, and eliminate social promotion, it will be necessary to strengthen early childhood programs. The effort of the primary education staff to offer valuable training to teachers of young children is a beginning. Required professional development for pre-K-grade 2 teachers in balanced literacy and PALM may be necessary for continued improvements in literacy learning. Also, it is recommended that PALM scores be examined to determine if they can be used to broaden the scope of the pre-K evaluation to incorporate an indicator of something other than receptive vocabulary. Further, in light of recent legislative changes in Texas, it is recommended that provisions be made, beginning in the 1999-2000 school year, to monitor the progress of pre-K students using available assessment data to determine if they are acquiring the skills necessary to pass the TAAS tests when they enter the third grade in 2002-2003.

Summer Opportunity to Accelerate Reading (S.O.A.R.) 1999

The *Summer Opportunity to Accelerate Reading* (S.O.A.R.) program is AISD's Title I elementary summer school. S.O.A.R., in its second year of operation, provided early intervention to accelerate the literacy learning of students entered grades 1-3 in fall 1999.

The focus of the instruction is balanced literacy. Elements of a balanced literacy reading program are reading aloud to children, shared reading and writing, interactive writing, word study, guided reading, and independent reading. Curriculum specifically designed to complement individual reading levels is provided. S.O.A.R. teachers and administrators participated in two days of professional development in using the balanced literacy approach to improve reading achievement.

The 1999 S.O.A.R. program was offered at six elementary sites (Campbell, Graham, Houston, Linder, Norman, and Pecan Springs) from June 3 – June 30, 1999. In addition to classroom teachers, Title I funds supported a principal, nurse, librarian, parent training specialist, monitors, and a secretary at each campus.

Students who are at risk of retention and/or are below grade level in literacy skills were required to have teacher and principal recommendations to be eligible to attend S.O.A.R. Title I students who met the criteria could attend the summer school program free of charge. Other AISD students could attend a program at Houston or Norman that followed the S.O.A.R. curriculum framework if they met the eligibility criteria, and either paid tuition or were funded by the Optional Extended Year (OEY) program.

EVALUATION DESIGN

In 1999, the Title I evaluation staff conducted a follow-up study of the S.O.A.R. program. Both quantitative and qualitative data were included in the evaluation.

The assessment instrument used in the S.O.A.R. program was the Developmental Reading Assessment (DRA). Teachers administered the DRA the first week of summer school to determine initial reading levels. A posttest administered by the teachers during the last week of school was used to calculate reading achievement gains.

Attendance data compiled for students who attended at least five days of the program include enrollment numbers, attendance rates at campuses, and attendance rates overall. Student demographics including ethnicity, gender, grade distribution, language, and funding source are reported. Teacher demographics include ethnicity, gender, and grade level taught during the school year. Pupil-teacher ratio is also reported.

Teachers and principals who work with the balanced literacy framework of S.O.A.R. have valuable information to share. Title I evaluation staff visited each S.O.A.R. campus during the last week of summer school and conducted an interview

with the principal. In addition, all S.O.A.R. teachers were asked to respond to a questionnaire about the S.O.A.R. program and the balanced literacy approach for teaching reading. Returning S.O.A.R. teachers were asked additional questions concerning improvements to the summer program and their use of the balanced literacy approach during the preceding school year.

QUANTITATIVE DATA

S.O.A.R. BUDGET

Although the budget allocation for the 1999 S.O.A.R. program was $916,806, only $901,514 was spent. This represents almost two times the amount budgeted for S.O.A.R. in 1998 ($487,620). The cost of staff at each campus comprised 48% of the budget and included the principal, a secretary, teachers, a librarian, a parent training specialist, a nurse, monitors, and custodians. Supplies, books, and materials were the next largest expense, using 35% of the budget. Transportation expenses were covered by S.O.A.R. at a cost of $100,000, 11% of the budget. Figure 19 shows the percentages of actual expenditures for S.O.A.R. by category.

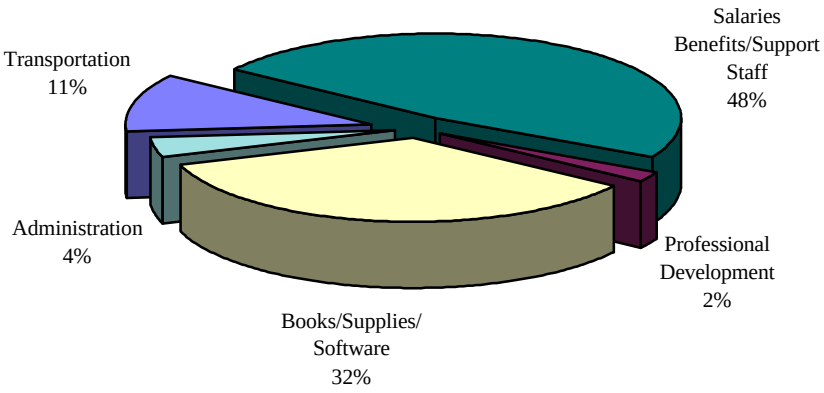


Figure 19: 1999 S.O.A.R. Allocations

STUDENT DEMOGRAPHICS

During 1999, students were served under three funding sources: Title I, tuition, and Optional Extended Year. Seventy-six percent (n=52) of all AISD elementary campuses were represented at S.O.A.R. Students from 31 Title I and 21 non-Title I AISD elementary schools and two private schools participated in the 1999 S.O.A.R. program. Table 4 shows the number of students, by funding source, who attended S.O.A.R. for five or more days in 1999.

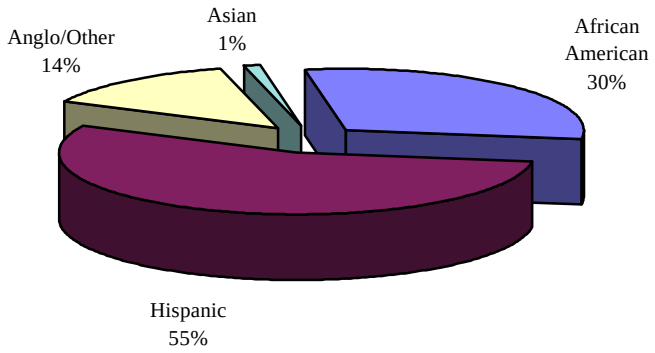
Table 4: Number of Students Served in 1999 S.O.A.R. by Funding Source

Funding Source	# Students Served
Title I (AISD)	1,049
Title I (Private)	3

Optional Extended Year Program	96
Tuition	101
Total	1,249

Of the 1,249 students who attended more than five days, 57% were male and 43% female. The largest percentage of students attending the 1999 S.O.A.R. program will be entering grade 2 in the fall. The grade distribution is as follows: 24% grade 1; 44% grade 2; and 32% grade 3 students. Forty students returned to S.O.A.R. for the second year. The ethnicity was diverse with 55% Hispanic, 30% African American, 14% Anglo/Other, and 1% Asian. Figure 20 presents the ethnicity for S.O.A.R. students.

Figure 20: Ethnicity for 1999 S.O.A.R. Students



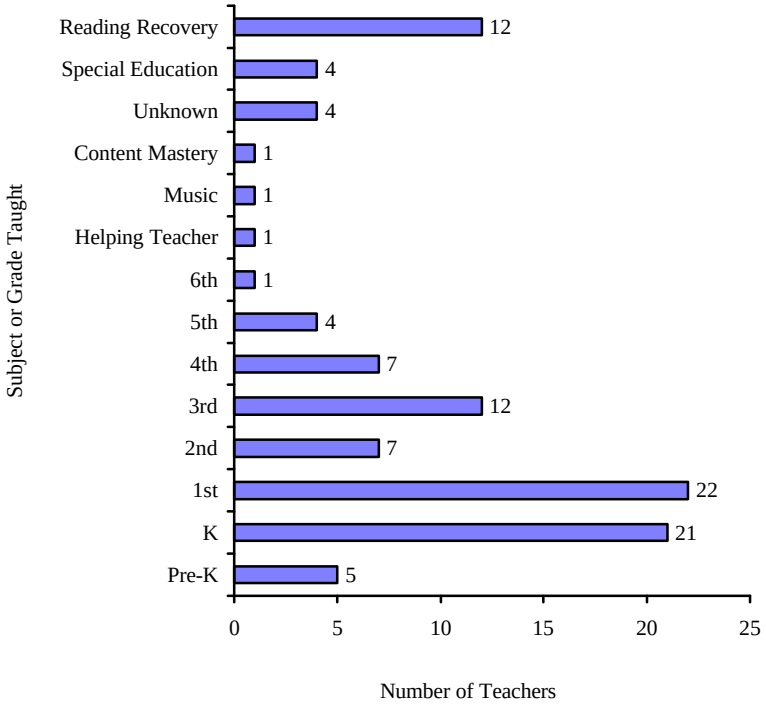
Although the overall demographics of S.O.A.R. indicate diversity, the population of students varied across the campuses. The largest population of Asian students was at Graham (3%), African American students at Norman (51%), Hispanic students at Linder (77%), and Anglo/Other students at Houston (26%). In 1999, reading instruction was offered in English and Spanish; 84% of students received instruction in English and 16% of students received instruction in Spanish.

TEACHER DEMOGRAPHICS

In 1999, 102 teachers participated in the S.O.A.R. program. The ethnicity of the teaching staff was 52% Anglo/Other, 18% African American, and 30% Hispanic. Only five of the 102 teachers were male. Nineteen teachers were bilingual certified and eight were ESL certified. Twenty-two teachers, 49% of the 1998 staff, returned to teach in S.O.A.R. in 1999.

During the 1998-99 school year, S.O.A.R. teachers taught at 36 different AISD campuses. Most (94%) of the S.O.A.R. teachers taught grades pre-K – 5 or reading during the 1998-99 school year. Other teachers included a helping teacher, a middle school teacher, an elementary music teacher, and four special education teachers. Figure 21 shows the number of teachers by grade or subject taught during the 1998-99 school year.

Figure 21: Number of S.O.A.R. Teachers by Grade or Subject



The majority (52%) of the S.O.A.R. teachers had five years or less of AISD teaching experience. On average, the teachers had 7.7 years of teaching experience with AISD. The breakdown of experience teaching in AISD is as follows:

- 0-5 years – 52%
- 6-10 years – 18%
- 11-20 years – 24%
- 20+ years – 6%

The overall pupil-teacher-ratio was 12 students to each teacher, higher than the 1998 ratio of 9 to 1. A ratio of no more than 18 to 1 was the original program goal.

ATTENDANCE

Only students who attended S.O.A.R. for five or more days were included in the attendance analysis. Enrollment for 1999 was 1,249 (compared to 388 students in 1998). An additional 90 students who were recorded as enrolled stayed fewer than five days.

The total of 1,339 students includes all those who attended S.O.A.R. sometime during the program. The preregistration enrollment totaled 1,679 students, which indicates that an estimated 20% of the students registered for S.O.A.R. did not attend (compared to 35% in 1998).

According to records from the six campuses, an average daily attendance for the S.O.A.R. program was 1,053 students. The average daily attendance at the S.O.A.R. campuses is as follows: Campbell - 118, Graham - 168, Houston - 295, Linder - 149, Norman - 167, and Pecan Springs - 154. The average number of days each student was in attendance was 16.6. Twenty-three percent (n=285) of the students attended all 20 days of the S.O.A.R. program. To compare this year's attendance with the 19-day program of 1998, 444 (36%) of the 1999 S.O.A.R. students attended 19 or 20 days of the program.

Program Effectiveness

The assessment instrument used in the S.O.A.R. program was the Developmental Reading Assessment (DRA). The DRA, used with kindergarten through third-grade students, is administered during a one-on-one conference as children read specially selected assessment texts. The test's procedures incorporate the work of Dr. Marie Clay, including the use of running records.

The DRA assessment texts represent a range of reading difficulty (20 texts from Level A through 44). There are four stages of literacy identified by the DRA – emergent (levels A-2), early (levels 3-10), transitional (levels 12-24), and extending (levels 28-44). The running record is administered as the pre- and posttest to determine reading level.

When interpreting the results of the DRA, it is advisable to take into consideration that the reading records are a somewhat subjective measurement. In addition, some of the teachers who were involved in the S.O.A.R. program for the first time possibly had limited experience with administering the DRA, and the results should be interpreted cautiously.

Increase in Level

By completing a pretest and posttest with the DRA, it was possible to determine reading improvement during the 20-day program. To determine the effect of attendance on reading gains, the gains for students with 17 or more days in attendance were compared with gains for all students.

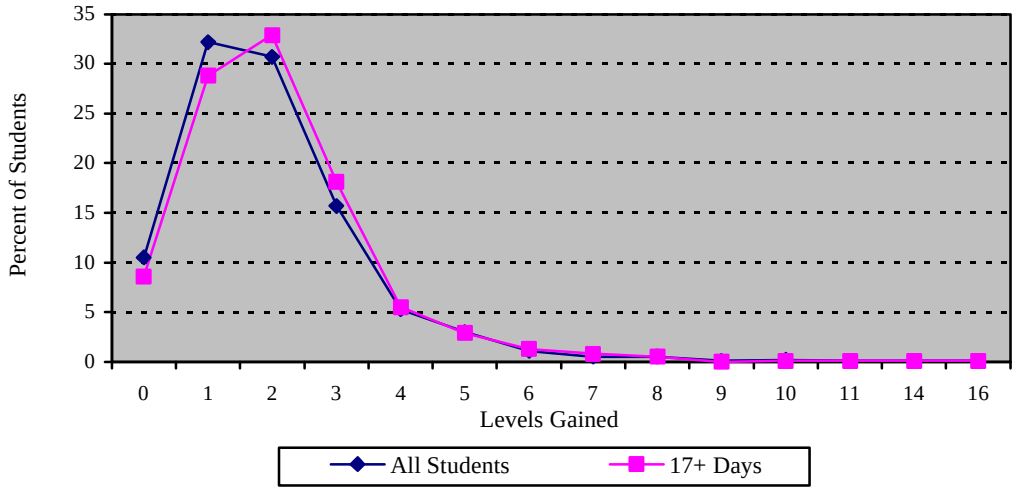
During the four-week S.O.A.R. program, 89% of all students with valid pre- and posttest scores (n=1,101) showed reading improvement by advancing one or more levels on the DRA. The average gain in levels for all students with five days of attendance was 2.0, with a range from –2 to +16 levels gained.

Of the 780 students who received a full program of 17-20 days, 91% made gains of one or more level. The average gain in levels for students who attended 17 or more days was 2.1. Because the average attendance rate overall was 16.6 days, the

achievement differences between all students and those with at least 17 days of attendance would be expected to be similar.

By examining Figure 22, it can be seen that attending at least 17 days of the S.O.A.R. program had a positive effect on student gains. When gains are compared for the percentage of students with 17+ days in attendance and for all students making gains, the 2 and 3 level gains are higher for students who attended 17+ days. Gains at the 4-10 levels are similar for the two groups.

Figure 22: Number of Levels Gained and the Percentage of Students in Each Group for All Students with Valid DRA Pre- and Posttest Scores



The greatest movement occurred at Level A from pretest to posttest. Advancement from the lowest level (A) to a higher level during S.O.A.R. was achieved by 182 students. Of the 206 students who pretested at Level A, only 24 (2%) remained at this level at the end of S.O.A.R. Many of the Level A students were reported by teachers as being below Level A (i.e., having limited letter knowledge and phonemic awareness) at the pretest.

Increase in Stages

Because there are only four stages of literacy versus 20 levels of reading difficulty identified on the DRA, it is more difficult to advance from one stage to another than it is to move from one level to another, especially if the student started at the lowest level in a given stage. Overall, 364 students (33% of those who attended S.O.A.R.) advanced one or more stages. The majority of students, however, made no advancement to the next stage of literacy as measured by the DRA. A higher percentage of students who attended 17 or more days made a gain in stage than did all students attending S.O.A.R. Figure 23 shows the percentage of all students and those that attended 17 days or more of S.O.A.R. who gained 0-2 stages on the DRA.

Figure 23: Percent of All Students and Students with 17+ Days in Attendance That Made Gains of 0-2 Stages on the DRA

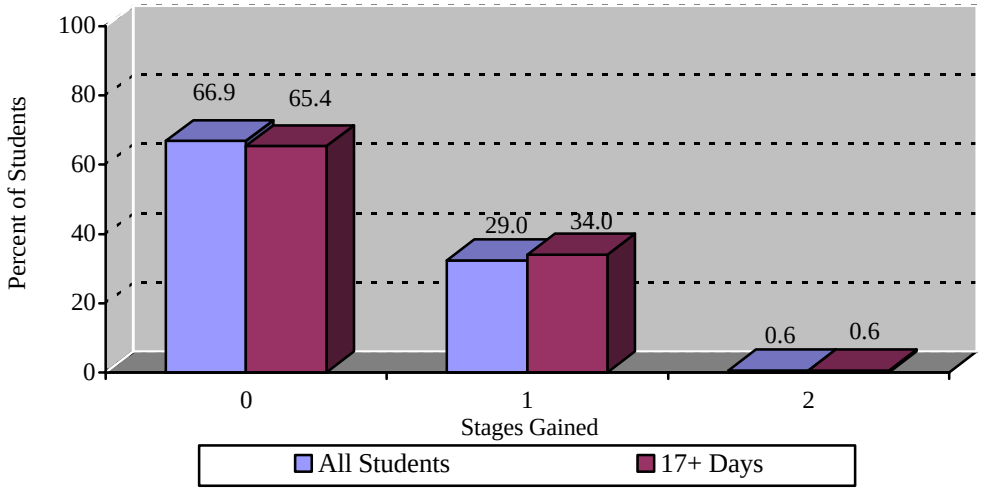
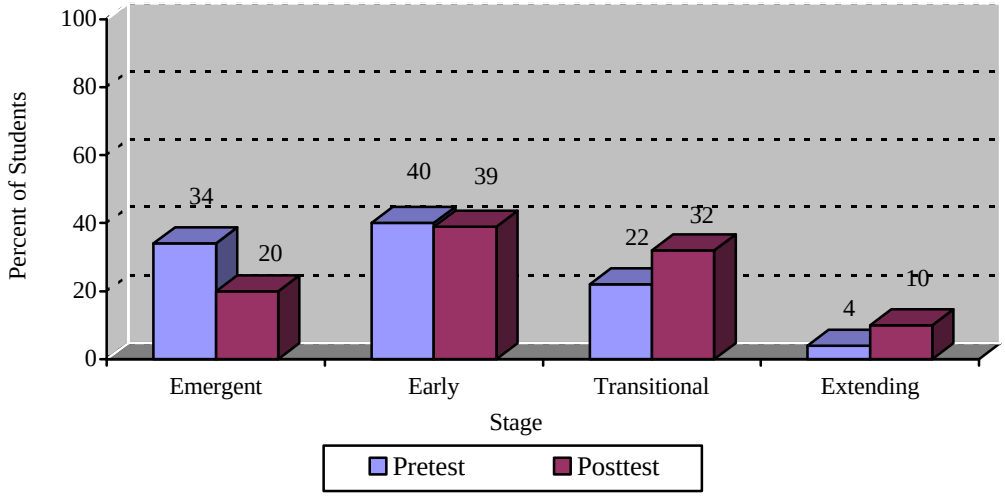


Figure 24 shows the pretest and posttest percents of all students at each stage. The graph shows that the percentage of students at the two lowest stages (emergent and early) decreased from pretest to posttest, while the percentage of students at the two highest stages (transitional and extending) increased from pretest to posttest, which is evidence of reading gains for S.O.A.R.

Figure 24: Percent of All Students at Each Pretest and Posttest Stage, 1999 S.O.A.R.



Further analysis of the reading assessment data for all students with valid pre- and posttest scores reveals the following information:

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  ineteen percent (n=145) of the students who began at or below the emergent stage remained at the emergent stage. Ninety-seven of the 107 students who began at the lowest level (A) advanced to a higher level within the emergent stage or into the early stage of reading.

- Of the 283 students who posttested in the early stage of reading, 243 (86%) began in the early stage and 40 (14%) advanced from the emergent stage.
- Of the 269 students who posttested in the transitional stage of reading, 143 (53%) began in the transitional stage and 126 (47%) advanced from the early stage.
- Of the 71 students who posttested in the extending stage of reading, 27 (38%) began in the extending stage, 5 (7%) advanced from the early stage, and 39 (55%) advanced from the transitional stage of reading.

Achievement by Grade

Student grade placement was based on the fall 1999 grade level. When scores were examined by grade, it could be seen that grade 2 had the greatest mean gain in level and in stage. All students, both English and Spanish, with pre- and posttest scores were included in this comparison. The mean gain in levels was 2.2 for grade 2, compared with 1.4 for grade 1, and 2.0 for grade 3. The mean gain in stages was 0.4 for grade 2 and 0.3 for both grades 1 and 3. Table 5 shows the minimum, maximum, and mean gains for DRA levels and stages by grade for all students with valid pre- and posttest scores.

Table 5: Minimum, Maximum, and Mean Gains for DRA Levels and Stages by Grade for All Students with Valid DRA Pre- and Posttest Scores

Grade	Number	Minimum Gain Level	Maximum Gain Level		Minimum Gain Stage	Maximum Gain Stage	
1	255	0	4.0	1.4	0	1.0	.3
2	487	0	9.0	2.0	0	2.0	.4
3	359	-2.0	16.0	2.2	0	2.0	.3

Achievement by Language

Spanish instruction for reading was initiated for S.O.A.R. in 1999. The DRA kit was purchased for Spanish reading assessment in 1999 and bilingual teachers were trained with this version. There were no Spanish S.O.A.R. classes for upcoming first grade students, 10 classes for grade 2, and 9 classes for grade 3.

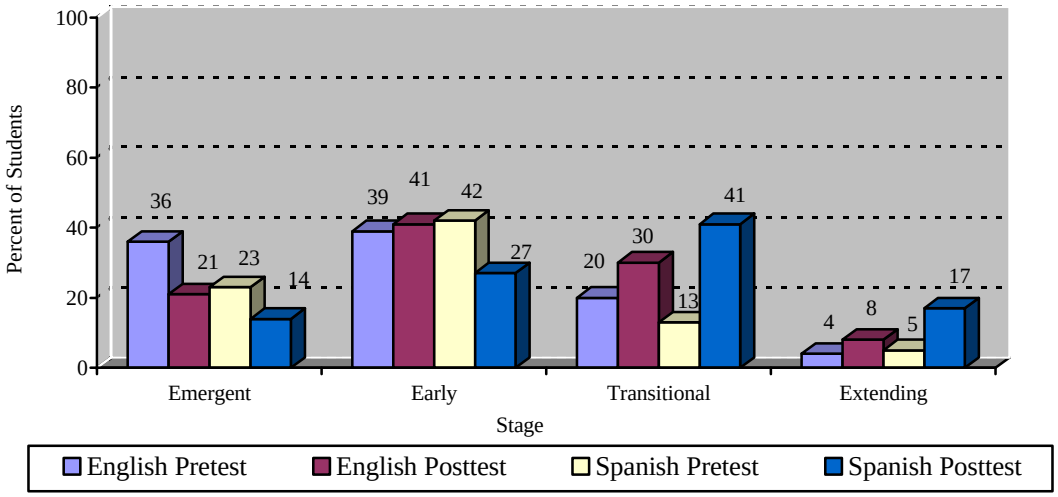
The mean gain level for Spanish was 2.6 compared to 1.9 for English. This might partially be explained by the fact that there were no grade 1 Spanish students, and grade 1 students overall had the lowest mean gain of all students. Table 6 shows the minimum, maximum, and mean gains by language on the DRA.

Table 6: Minimum, Maximum, and Mean Gains for DRA Levels and Stages by Language for All Students with Valid DRA Pre- and Posttest Scores

Language	Number	Minimum Gain Level	Maximum Gain Level	Mean Gain Level	Minimum Gain Stage	Maximum Gain Stage	Mean Gain Stage
English	922	-2.0	10.0	1.9	0	2.0	0.3
Spanish	179	0	16.0	2.6	0	2.0	0.4

Figure 25 shows the percent of English and Spanish students at each stage at pretest and posttest. As was the case with S.O.A.R. students overall, the percentage of Spanish students at the two lowest stages (emergent and early) decreased from pretest to posttest, while the percentage of students at the two highest stages (transitional and extending) increased from pretest to posttest. The increases were greater for the Spanish-speaking students than they were for the English-speaking students (28% versus 10% gain, respectively, at the transitional stage and 12% versus 4% gain, respectively, at the extending stage).

Figure 25: 1999 English and Spanish Pre- and Posttest Comparisons



Achievement by Funding Source

Prior to the beginning of the summer program, AISD was informed that students from different funding sources would need to be placed in separate classrooms. It was decided that tuition and OEY students would attend two of the six sites. One south location (Houston) and one north location (Norman) were selected to serve students from all three funding sources. Because of this separation by funding source, the number of students in each type of class varied. The Title I classes averaged a pupil-teacher ratio of 12:1, OEY classes averaged 14:1, and tuition classes averaged 21:1. Teachers of the tuition students expressed some concern that their students were not getting as great a benefit from S.O.A.R. as other students because of the large class sizes. Table 7 shows the gains in level and stage for each of the funding sources. The Title I students made the greatest gains and tuition students the smallest gains. This difference may be a result of inconsistent class sizes across the funding sources, with more individualized instruction in the smaller Title I-funded classes.

Table 7: Minimum, Maximum, and Mean Gains for DRA Levels and Stages by Funding Source for All Students with Valid DRA Pre- and Posttest Scores

Funding Source	Number	Minimum Gain Level	Maximum Gain Level	Mean Gain Level	Minimum Gain Stage	Maximum Gain Stage	Mean Gain Stage
OEY	78	0	7.0	1.9	0	1.0	0.4
Title I	929	-2.0	16.0	2.0	0	2.0	0.3
Tuition	94	0	3.0	1.5	0	1.0	0.2

1998 and 1999 Mean Gain Comparisons

Even though the 1999 S.O.A.R. program served three times as many students at twice as many campuses, the achievement gains as reported on the DRA are very similar for the two years. In 1998, 85% of all students showed gains and, in 1999, 89% of all students showed gains. For students who attended 17 or more days, a gain was achieved by 89% of students in 1998 and 91% of students in 1999. The mean gain for all students was 1.9 in 1998 and 2.0 in 1999. Table 8 shows the mean gain by level and stage for 1998 and 1999 for all students and for students who attended 17 or more days.

Table 8: Mean Gain and Stage Levels by Attendance, 1998 and 1999

	Mean Gain	Mean Stage

	Level	Level
1998		
All Students	.9	.32
17+ Students	.0	.35
1999		
All Students	.0	.34
17+ Students	.1	.35

QUALITATIVE DATA

Qualitative information is important to this evaluation because new approaches to reading were implemented in this summer school program. Teachers and principals who worked with the balanced literacy framework were thought to have valuable information to share. This section will include information obtained from the teacher survey, mentor teacher survey, principal interviews, and the S.O.A.R. project director interview. Second year S.O.A.R. teachers were asked to give feedback based on two years of experience with the summer reading program.

Teacher Survey

Teachers at each of the S.O.A.R. sites were invited to respond to a multiple-choice survey about the S.O.A.R. program and the balanced literacy approach to teaching reading. Ninety (88%) teachers responded to the survey. In general, teachers were very positive about the program. The survey question with the strongest overall agreement showed the teachers' willingness to use the strategies learned from the program when they return to their regular campuses. The survey item with the weakest support was that the instructional materials were appropriate to meet the needs of all students. Table 9 shows the mean responses to the teacher survey by campus and across the six campuses.

Table 9: Mean Responses to S.O.A.R. Teacher Survey by Campus and Across Campuses

Survey Questions	Campbell (n=11)	Graham (n=14)	Houston (n=24)	Linder (n=13)	Norman (n=17)	Pecan Springs (n=11)	All (n=90)
The training sessions I attended adequately prepared me to teach in the S.O.A.R. program.	3.7	3.9	3.9	3.9	2.9	3.0	3.6
I received enough information during training to feel confident that I administered the Developmental Reading Assessment (DRA) correctly in my classroom.	3.8	3.9	4.0	4.0	3.6	3.7	3.9
I feel that the DRA was a good instrument to measure student growth during the S.O.A.R. program.	4.5	4.1	3.9	4.2	4.5	4.2	4.2
The daily schedule contained an adequate mix of activities to keep all students engaged academically throughout the day.	4.5	4.5	3.8	4.3	4.4	3.7	4.2
S.O.A.R. instructional materials were appropriate to meet the needs of all	3.4	3.4	2.9	3.3	3.5	2.9	3.2

students.							
I plan to use instructional strategies learned during S.O.A.R. in my regular classroom next year.	4.6	4.9	4.4	4.6	4.6	4.6	4.6
The assistance I received from S.O.A.R. support staff was helpful in meeting the needs of below-grade-level readers.	4.5	4.5	3.9	4.6	4.1	4.5	4.2

Note: Scale is as follows: 5=Strongly Agree; 4=Agree; 3=Unsure; 2=Disagree; and 1=Strongly Disagree

Teacher Comments

All S.O.A.R. teachers were asked to respond to questions about the training, daily schedule, materials, assessment, and support. Second year S.O.A.R. teachers were asked to elaborate on the organization and operation of this year's program, the training by grade level, instructional strategies learned, the mentor teacher model, strengths of the program compared to 1998, and improvements that could be made for S.O.A.R. 2000. Twenty of the 22 returning S.O.A.R. teachers responded to the survey. Although teacher interviews were not part of the 1999 evaluation, many first year S.O.A.R. teachers made comments on their surveys. Teacher comments are summarized in the following paragraphs.

Training and Preparation

The 1999 S.O.A.R. training was organized by grade level at three campuses with grade 1 teachers at Houston, grade 2 teachers at Graham, and grade 3 teachers at Campbell. Training was led by two mentor teachers at each site. This design was the result of the 1998 teacher comments suggesting that training would be more helpful if it was presented by grade level.

While teachers generally agreed that the grade-level approach to training was helpful, many of the teachers were frustrated that information presented by the mentor teachers was not consistent across grade levels. Many teachers stated that clear expectations needed to be shared about the components of the program, especially centers. A teacher who taught last year believes that the 1998 training was stronger for several reasons: the perspectives of six instructors last year were more informative than the perspectives of two instructors this year (last year's trainers were the language arts coordinator, the curriculum specialist, three Reading Recovery teachers, and a consultant for Celebration Press, publisher of the DRA); an actual classroom was set up for viewing; and more instructional strategies were presented last year. Another second year teacher felt that she would not have been prepared after this year's training if she had not taught S.O.A.R. in 1998.

The length of the training and preparation was also a concern. The 1998 training and preparation time included two days of training and one day in the classrooms, with a weekend in between before students arrived on Monday. This year, two days were scheduled for training and preparation time, with students arriving on the third day.

Some teachers said that they had only two hours to get their rooms set up. Most teachers volunteered many hours of their own time to be ready for the next day. The term *"rushed"* was mentioned often by teachers describing the preparation time.

Teachers were at different levels of understanding about balanced literacy and the DRA. Some teachers (e.g., Reading Recovery) who were already trained in running records felt that their time would have been better spent in their classes than in a repeat of the DRA training.

Materials

Each grade level at the S.O.A.R. campuses was provided reading materials to share. Mentor teachers assigned reading levels to books based on Reading Recovery criteria. Each teacher also received consumable supplies to use in the classroom. For a complete list of S.O.A.R. materials, see Appendix B.

Most of the comments about supplies and books were positive. One teacher said, *"Good program; great leadership; materials were wonderful."* Teachers from campuses that had more Spanish-speaking students or had large classes, however, did express some needs for additional materials.

With an ample supply of books at each of the grade levels, the area of need seems to be more low-level books and readiness materials. Each classroom contained students at a variety of reading levels, requiring teachers to borrow materials across grade levels. Some of the schools solved this difficulty by setting up a central literacy library where all the books were placed and teachers would check out books that met the instructional needs of their students.

More hands-on materials for centers were also requested. In particular, some of the teachers of large classes said that they did not have enough materials for centers to keep all of the students engaged.

A source of frustration for many teachers was that not everything they would need was readily available at the school. Tape was provided, but no tape dispenser; staples, but no stapler; lots of big books, but no easels. Many teachers suggested that a list needs to be developed that indicates what AISD will provide and what teachers might need to bring to S.O.A.R. from their own classrooms.

Some teachers commented that the host school needs to cooperate with the S.O.A.R. program to make this summer experience positive for students and teachers. Access to a copier, laminator, and library books is important to a successful program, according to these teachers.

The bilingual reading instruction was added in 1999, which required the purchase of Spanish reading materials. Before this purchase was made, Terry Ross asked for assistance from the bilingual staff. Some of the materials did not arrive before S.O.A.R. began, and bilingual teachers had to teach without big books and take-home decodable books or enough low-level books. One teacher said, "*We need more Spanish materials.*

However, I appreciate the effort to gather as much material as possible once it was realized that each campus needed more."

Daily Schedule

The daily schedule for S.O.A.R. was academically challenging – 3 1/2 hours with no breaks. A 15-minute DEAR (Drop Everything And Read) session was added at the beginning of each day. Students read on their own during this time. One teacher thought that this was *"unrealistic for a student just out of kindergarten."* A few teachers believe that students need some time to unwind.

The survey respondents overwhelmingly believe that, according to one teacher, *"The focus on literacy is great for these students to be immersed all morning long."* Another teacher said that, *"By changing activities often, children are prevented from acting out."*

Assessment

The Developmental Reading Assessment (DRA) was used as a pre- and posttest for the summer program. Teacher training with the assessment was provided by the mentor teachers.

Most AISD elementary schools will be using the DRA during the 1999-2000 school year. Because teachers from the 1998 S.O.A.R. program, Reading Recovery teachers, and many other district teachers were already skilled with taking running records, the DRA training was not as beneficial to as many teachers this year as it was last year, according to one second-year teacher.

Also, some concern was expressed about the ability to show growth at the lower levels using this assessment tool. One teacher stated that, *"Students do progress even if the DRA does not show it."*

Mentor Teacher Model

S.O.A.R. teachers expressed great appreciation for the mentor teachers. The mentor teacher was available to teachers daily on campus to provide materials and ideas for the literacy learning. Teachers said they *"felt very supported"* by this model.

Daily debriefing with the mentor teachers was helpful according to survey respondents. Teachers would share ideas, ask questions, and get immediate feedback. Some of the duties that the mentor teachers indicated were part of their role included the following:

- s
  upport school personnel;
- p
  rovide workshops on components of balanced literacy;
- a
  ssist teachers in their classrooms and after school;

- p
  rovide technical assistance to teachers in classrooms;
- o
  bserve teachers and offer feedback;
- c
  o-teach when appropriate;
- c
  onduct daily debriefing for principal and teachers; and
- h
  elp teachers complete assessments.

When asked which model (i.e., the curriculum specialist or the mentor teacher) they prefer, most second year teachers selected the mentor teacher model because they believe it is more personal, less intimidating, and the feedback is ongoing. However, the second year teachers expressed a concern that the training provided under this model was not as strong and consistent as it was under the curriculum specialist model.

Strengths of the 1999 Program

Teachers said that they would use the skills learned in the S.O.A.R. program when they return to their regular classroom. As one teacher stated, *"Experience has taken me to another level of understanding due to the fact that I practiced it for 20 days."*

Second year S.O.A.R. teachers were asked to list the strengths of the 1999 S.O.A.R. program as compared with the 1998 program. The following is a summary of the strengths they cited:

- p
  arental involvement;
- g
  rade-level training;
- g
  ood teachers (especially several Reading Recovery teachers);
- e
  xperience of individuals who had worked during the 1998 S.O.A.R. program;
- f
  ewer transportation problems;
- e
  xperienced S.O.A.R. principal (at Norman);
- S
  panish component;
- m
  entor teacher model; and
- n
  umber of students served.

Mentor teachers were also asked to indicate what they viewed to be the strengths of the S.O.A.R. program and they added the following:

- wealth of materials;
- desire for consistency in the program;
- outstanding organization, preparation, and leadership;
- student gains in reading;
- daily reading practice; and
- leveled books

Although there was not a specific question about class size, this topic was frequently mentioned on the teacher survey. The average class size this year was 12:1, but many of the tuition classes contained 20 or more students. One teacher who had a class of 21 tuition students stated that, "*Tuition children did not receive equal treatment.*" Most teachers believe that the small class size is what makes this program work for below-grade-level students in a 4-week summer session.

Suggestions for Improving the Summer Reading Program

According to one teacher, "*Although this is a young program (2years old), I think it is a good one with a lot of potential. Already, I think it is valuable to many of the children involved. It can only get better with time and effort.*" Second year teachers suggested that future programs include the following:

- consistent training with specific suggestions for classroom management;
- clear expectations for teachers;
- more low-level books;
- more bilingual books and materials
- take-home books on the student's instructional level;
- small class size;
- consistent guidelines across all S.O.A.R. sites (e.g., library use, attendance, use of support staff);
- more preparation time (one full day);

- m
  ore consistent identification of students for S.O.A.R.; and
- a
  dditional supplies (e. g., glue, sentence strips, stapler, easels, tape dispensers).

Mentor teachers were also asked to suggest improvements in the program for next year and they added the following:

- L
  ocate the bilingual program on one campus with a bilingual mentor teacher.
- I
  ncrease principal involvement in classroom and debriefing sessions.
- S
  chedule periodic meetings for the mentor teachers to discuss training and classroom observations.
- P
  roduce a video of AISD classrooms where balanced literacy is implemented.
- H
  ave more specific curriculum training instead of an overview of balanced literacy.
- R
  equire accurate student information from home campuses.

Principal Interviews

The Title I evaluation staff interviewed the principals during site visits that were conducted at the S.O.A.R. campuses. Many of the comments and suggestions cited by the teachers were also mentioned by the principals. A summary of the results of the principal interviews follows. Also included in this section are comments by the S.O.A.R. project director concerning suggestions for future summer programs.

Training and Preparation

In general, the site principals felt that the teachers could have used one full day to set up their classrooms, instead of the half day that was provided in the training schedule. Several principals commented that the ideal situation would have been for the site principal and the mentor teacher to have an opportunity to view the classrooms before the students arrived to ensure that centers, etc. were properly set up. Also, the principals noted that they would have appreciated additional time to distribute materials to classrooms.

When asked about the balanced literacy training that was provided to teachers, the principals commented that teachers who had previously taught in S.O.A.R. had an advantage. As one principal noted, the amount of material that was presented in the training sessions was *"too overwhelming"* for teachers new to the program. Several principals observed that the bilingual teachers needed more training in the balanced literacy model and how it would work in their classrooms. Also, some concern was expressed that presenters differed in the information they provided to teachers, and it

would have been helpful to have campus-level training as opposed to grade-specific sessions to ensure that all teachers heard the same instructions regarding how their classrooms should be set up.

Just as was the case during the 1997-98 S.O.A.R. program, preregistration did not provide principals with a good estimate of the number of students they would be serving at their campuses. Several of the principals felt that problems with bus schedules contributed to the lower attendance figures. One principal suggested that student recruitment could be improved by clearer communication with the home campuses, and recommended that S.O.A.R. principals make presentations to the campuses assigned to their site.

Daily Operations

When asked about the logistics of running the summer program, the principals' main concern was with transportation. In several cases the issue was that students were unfamiliar with riding buses, and they and their parents needed to adjust to the schedule. Other principals commented that parents were not informed when bus schedules were altered, and students might have been lost to the program because of these transportation issues. Also, for the OEY and tuition students, the bus routes were longer and more discipline problems were reported on these buses. One principal suggested that either a trial run should be made prior to the program's start date or a staff person ride the bus on the first day of class to check problems with the posted schedule.

According to the principals, teachers and students adapted well to the S.O.A.R. daily schedule. Although one principal felt that the students needed a break during the morning, another principal commented that the schedule allows for movement in the classroom (primarily between centers) so students are not expected to sit for long periods during the day. Other principals commented that using the library broke up the day for the students.

When asked about discipline problems, several principals noted that the problems they encountered, although few in number, likely were issues that existed during the school year and were not directly related to the S.O.A.R. program. One principal suggested that the discipline problems stemmed from the students' lack of familiarity with working in centers. In general, the principals would have appreciated clear, detailed information from the home schools about the students enrolled in the summer program, especially regarding potential special education issues.

All of the principals reported that the parent training specialists worked on attendance, making calls to parents when students were absent. In general, attendance did not appear to be a problem this summer, although one principal noted that several students were *"lost"* to the Optional Extended Year program when it started on her campus because the schedule was more appealing to the parents. Another principal made use of a weekly newsletter to parents that stressed the importance of attendance.

Because bilingual classes were added to the S.O.A.R. program this year, principals were asked for their impressions about this innovation. All of the principals indicated that bilingual classes were a welcome addition to the program. One principal commented that the bilingual students seemed to have higher attendance rates, and another noted that the bilingual classes made *"lots of gains"* during the program. However, general concern was expressed about the materials that were provided for the Spanish classes, and several principals commented that the students were not identified correctly as needing Spanish instruction.

Materials

As noted above, the greatest concern about materials seemed to center around the availability of adequate materials for the Spanish-language classes. With one exception, the principals indicated that additional Spanish material would have been helpful at their campuses. In particular, big books and audiotapes were lacking in the Spanish classrooms, and additional materials for the centers would have been helpful. In general, the principals felt that more materials were needed for lower level students in both English and Spanish. One principal reported that teachers set up a literacy library at the school to share materials across the grades to address the wide variety of instructional levels present in some classrooms.

Principals reported that the office supplies provided for S.O.A.R. were adequate. However, one principal suggested that butcher paper be added to the supplies list. Also, another principal reported that teachers needed to bring some materials from their regular classrooms (e.g. tape dispensers and wipe-off boards) and it would have been helpful for the teachers to have been told this when they signed up to teach in the program.

Support Staff/Activities

Each S.O.A.R. site was assigned a parent training specialist, a nurse, a librarian, one secretary, and classroom monitors/teacher aides to assist with the summer program. The biggest change in the support staff from the previous summer involved the inclusion of a mentor teacher at each campus. Based on comments during the site visits, it appeared that the exact role of the mentor teachers was not clear to the principals. Although the principals reported that the mentor teachers served as instructional resources, it was also apparent that they were used in additional capacities. Principals reported that the mentor teachers were used to transport students to the cafeteria if needed, helped the teachers locate supplies/materials and organized curricular materials. However, the primary role of the mentor teachers was to support the classroom teachers instructionally. The mentor teachers modeled lessons, led discussions during debriefing sessions, and provided feedback to teachers based on classroom observations.

The librarians also provided valuable support to the teachers, according to the principals. In all cases, the librarians worked with the classroom teachers to enhance the students' learning experiences. Classes were scheduled to use the library at specific times during the week, ensuring that all students had the opportunity to make use of the

facility. Most of the librarians allowed students to check out books to the classrooms, although they were not allowed to take the books home. One principal reported that the librarian, with the assistance of a university student intern, leveled books in the library around themes that the teachers could carry over into their classrooms. Also, one principal reported that the librarian provided information to parents about the Austin Public Library summer reading program and about a reading promotion at a local bookstore.

When asked specifically about parental involvement with S.O.A.R, all of the principals reported that the parent training specialist was a valuable asset to the program. Student attendance was monitored with the assistance of the parent training specialists. All of the principals indicated that successful parent meetings had been conducted at each site. Also, parents from each of the S.O.A.R. campuses participated in a meeting at the Family Resource Center at Allan Elementary School. Newsletters were sent to the parents in both Spanish and English to keep them informed about the summer program. Also, several of the principals noted that parents came to the school to eat lunch with their children, and one principal commented that she was *"delighted that the parents are so supportive of this program."*

Optional Extended Year and Tuition Classes

The principals at the two campuses that hosted Optional Extended Year and tuition classes were asked for feedback on this aspect of the S.O.A.R. program. Both principals commented that parents expressed some concerns, feeling that their children were being *"penalized"* in some way because their classes were larger and their bus rides were longer than they were for other students. One principal commented that there was little support from central administration for the OEY program, and it was difficult to get questions answered. Also, one principal noted the disparity in average class size across the three funding sources, with tuition students having the largest classes.

Suggestions for Improving Summer Reading Program

When asked to summarize the strengths of the S.O.A.R. program, the principals indicated that the program design was a major asset. Several of the principals noted that the program builds student self-esteem through the small class size and individualized attention. Other principals highlighted the professional development provided to the teachers as a program strength. According to one principal, *"the staff is small enough that a bond is created."* Other principals commented that the teachers share ideas and peer coach, all of which is encouraged by the structure of the S.O.A.R. program.

In terms of improvements to the program for next year, all principals agreed that teachers should be allowed a full day to set up their classrooms before the students arrived. Other comments centered on the need for complete information from home schools; more materials available for all instructional levels; and additional contract days for principals, the parent training specialists, and secretaries to get the program set up at the campuses. Also, in terms of teacher training, several principals indicated that more

modeling would be desirable, and that the training should be conducted in a central location so that all teachers would hear the same message from the trainers.

Project Director's Comments

Terry Ross, the AISD administrative supervisor for language arts K-12, was the director of S.O.A.R. for the second year. She is largely responsible for the structure of the summer reading program and has useful suggestions to improve the program for next year.

Ms. Ross reported that the desired structure for 1999 S.O.A.R. was for the principal and mentor teacher at each campus to implement the program, with the assistance of Kathryn Stone, logistics coordinator for S.O.A.R.. Ms. Ross felt that the mentor teachers were a plus even though the model was not as strong as originally envisioned. According to Ms. Ross, the consistent implementation of the curriculum is of primary importance, and it is imperative that principals and mentor teachers be instructional leaders at the campus.

When asked about the training this year, Ms. Ross stated that teacher surveys and comments indicated that it was not as strong as the 1998 training had been. The grade level approach was not as important to teachers as consistency and modeling from presenters. In addition, there is a possibility that the district will hire a full-time summer programs supervisor who could coordinate S.O.A.R. next year.

The bilingual classes were a positive addition to the program this year, according to Ms. Ross. However, next year she hopes to involve the bilingual team in more of the planning and decision making. After this year's experience, Ms. Ross has a good indication of what materials need to be available next summer.

In 2000, students will register earlier than they did this year, transportation will need to improve, and the Optional Extended Year Program will need to be separated from the S.O.A.R. program, according to Ms. Ross. The larger class sizes for students who were tuition or OEY students created inequities this year that were the result of the state requirement to separate students by funding source. In support of the program, Ms Ross says that *"S.O.A.R. has two objectives: 1) kids, and 2) teacher training. I think it accomplishes both."*

SUMMARY

The 1999 S.O.A.R. program offered a balanced literacy approach to reading to 1,249 students, approximately three times the number of students served in 1998. The number of S.O.A.R. campuses increased from three in 1998 to six in 1999. This year, students from 52 AISD elementary schools (31 Title I and 21 non-Title I) and two private schools participated in the program. The ethnicity was diverse, with 55% Hispanic, 30% African American, 14% Anglo/Other, and 1% Asian students. One hundred and two teachers from 36 AISD campuses taught in this balanced literacy program. Following are specific findings related to various aspects of the S.O.A.R. program.

Attendance

- The average daily attendance for the S.O.A.R. program was 1,053 students.
- The average number of days each student was in attendance was 16.6. Twenty-three percent of students attended all 20 days of the program. Thirty-six percent attended either 19 (the length of the 1998 program) or 20 days.
- The preregistration enrollment totaled 1,679 students, which indicated that an estimated 20% of the students who registered for S.O.A.R. did not attend.

Assessment

The DRA uses specially selected assessment texts that represent a range of difficulty (20 texts from Level A through 44). A running record is administered as the pre- and posttest to determine reading level. Analysis of the test scores revealed the following:

- During the four-week program, 89% of all students with valid pre- and posttest scores (n=780) showed improvement by advancing one or more reading levels on the DRA.
- Only 145 (19%) remained at the emergent level. Ninety-seven of the 107 students who began at the lowest level (A) advanced to a higher level within the emergent stage of reading.
- Of the 283 students who posttested in the early stage of reading, 243 (86%) began in the early stage and 40 (14%) advanced from the emergent stage.
- Of the 269 students who posttested in the transitional stage of reading, 143 (53%) began in the transitional stage and 126 (47%) had advanced from the early stage.
- Of the 71 students who posttested in the extending stage of reading, 27 (38%) began in the extending stage of reading, 5 (7%) advanced from the early stage, and 39 (55%) advanced from the transitional reading stage.
- Attending at least 17 days of the S.O.A.R. program appeared to have a positive effect on student gains. When looking at all students regardless of the number of days in attendance, the average gain in level was 2.0, compared with an average gain of 2.1 levels for students who attended at least 17 days. A similar pattern was seen in terms of the average stage gains. However, because the average attendance rate overall was 16.6 days, the achievement gains for all students and for those with at least 17 days of attendance would be expected to be similar.
- When scores were examined by grade, students at grade 2 showed the greatest mean gain in both level and stage.
- Eighty-four Spanish-speaking students were instructed in Spanish. The mean gain level for Spanish-speaking students was 2.6, compared to 1.9 for English-speaking students.
- Overall, there was a decreased number of students in the emergent and early stages and an increased number of students in the transitional and extending stages.
- Achievement by funding source indicates that Title I students achieved the largest mean gain (2.0 levels) and tuition students had the smallest mean gain (1.5. levels).

- Gains were similar for students attending the 1998 and 1999 S.O.A.R. programs. In 1998, 85% of all students made gains compared to 89% of all students in 1999. For students who attended 17 or more days, a gain was achieved by 89% of students in 1998 and 91% of students in 1999. The mean gain for all students was 1.9 in 1998 and 2.0 in 1999.

Surveys and Interviews

Teachers were asked to respond to a survey about the S.O.A.R. program. The principal of each campus and the program director were interviewed. An analysis of the interview and survey data revealed the following:

- Teachers expressed strong support for the balanced literacy approach to reading and indicated their willingness to use the strategies learned from the program when they return to their regular campuses.
- The training provided by the mentor teachers by grade levels was not as strong as the 1998 training where all teachers were trained by the same presenters, according to second year S.O.A.R. teachers.
- The mentor teacher model was overwhelmingly supported by new and second year teachers as well as principals. Principals agreed that there should be a clearer role for the mentor teacher. The program director would like to see the mentor teacher and principal become more involved in implementing the program.
- The teachers were generally pleased with the amount and quality of materials available to them for teaching reading. However, some grade 1 teachers said that there were not enough materials to promote phonemic awareness skills for non-readers.

RECOMMENDATIONS

As a result of reviewing the evaluation findings, these recommendations concerning the S.O.A.R. program are offered for consideration:

- Continue S.O.A.R. next summer, and incorporate elements of the balanced literacy approach into regular classroom teaching throughout the year.
- Maintain a low teacher-pupil ratio for the summer classes.
- Require detailed information (e.g., LEP status, special education status, behavior or discipline issues) from the home school about students recommended for S.O.A.R.
- Purchase additional materials that better meet the needs of pre-reading students.
- Expand and improve the bilingual program by including the bilingual team in planning, providing training specifically for bilingual teachers, hiring a bilingual mentor teacher, and purchasing more Spanish materials and books.
- Continue to emphasize balanced literacy by offering professional development for all teachers throughout the school year.
- Recruit teachers for the summer program who have experience with balanced literacy.
- Recruit principals who are knowledgeable about balanced literacy.
- Improve the mentor teacher model.

- Strengthen the training for first time S.O.A.R. teachers and allow experienced teachers more flexibility with DRA training. Include more modeling in the training.
- Allow teachers one full day of preparation time.
- Add additional contract days for principals and support staff to prepare for S.O.A.R.
- Register students earlier to enable communication with parents about bus routes and schedules.
- Explore means to offer a balanced literacy summer reading program to Optional Extended Year students and to tuition students.
- Inform teachers of items that are furnished by S.O.A.R. and items they may want to bring with them from their home school.

YEAR-ROUND SCHOOLS

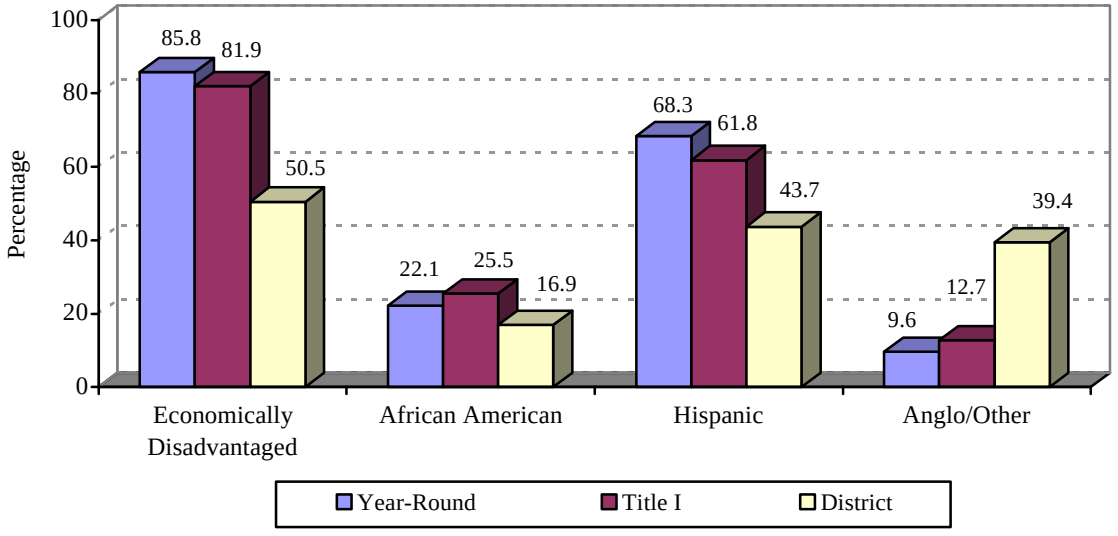
The Austin Independent School District has been involved in year-round education since the 1992-1993 school year. The 11 AISD schools, all of which received Title I funds, that follow the year-round calendar are Allan, Barrington, Becker, Maplewood, Metz, Ortega, St. Elmo, Sanchez, Widen, Winn, and Wooldridge elementary schools. A total of 6,314 students were enrolled at the year-round campuses in 1998-99.

In the year-round program in AISD, the school year revolves around a modified 60/20 schedule (approximately 60 days in school and 20 days out) in contrast to the traditional nine-month calendar. The breaks between the 60-day sessions are called intersessions. Students falling behind in achievement are provided supplementary instruction during the fall and spring intersessions.

DEMOGRAPHIC COMPARISONS

Of the 6,314 students served by year-round schools, 68% were Hispanic, 22% were African American, and 10% were Anglo/Other. Eighty-six percent of year-round students are from low-income families. Demographic variables for year-round students as compared to all Title I students and to the district as a whole are presented in Figure 26. It can be seen that the year-round schools have higher percentages of economically disadvantaged students and Hispanic students than do Title I schools and the district.

Figure 26: Demographics for Year-Round Schools, All Title I Schools, and the District, 1998-99



YEAR-ROUND SCHOOLS ACHIEVEMENT

In 1998-99, year-round schools as a group were compared to regular-calendar schools and to non-year-round Title I schools. TAAS scores used for these analyses are based on accountability data as reported to TEA (i.e., the October subset). Figures 27 and 28 present results of spring 1999 TAAS testing by average percent passing and by

average TLI for these comparison groups. Overall, in terms of percent passing TAAS, students in year-round schools outperformed students in non-year-round Title I schools, but did not do as well as students in regular-calendar schools, in all three subject areas tested. The same is true for the average TLI comparison between year-round, regular-calendar, and non-year-round Title I schools.

Figure 27: Percent Passing 1999 TAAS by Subject for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools

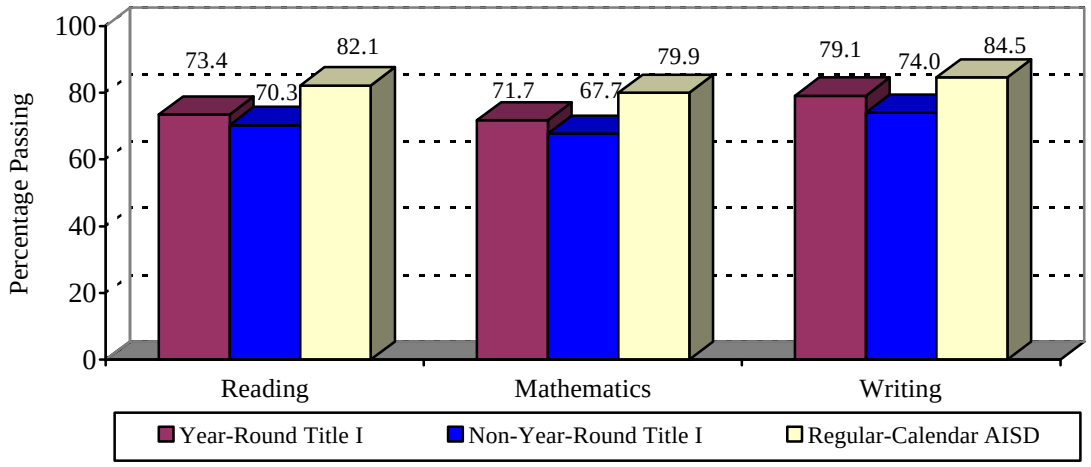
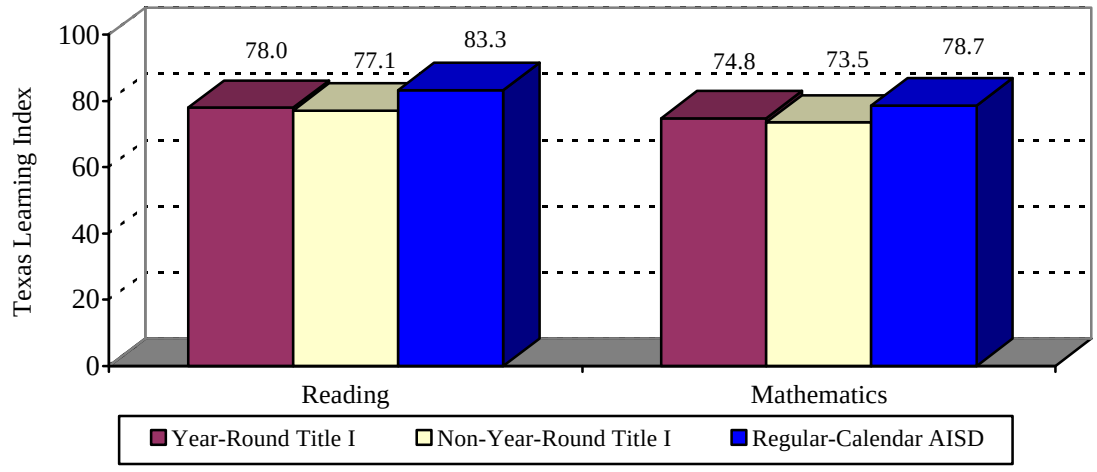


Figure 28: 1999 TAAS Average TLI by Subject for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools



Figures 29-31 present the 1999 passing rates for TAAS reading, mathematics, and writing for year-round schools, non-year-round Title I schools and regular-calendar schools districtwide by disaggregated groups. Figures 32 and 33 present the average TLIs for 1999 TAAS reading and mathematics. It can be seen from these figures that, during the 1998-99 school year, the year-round schools consistently outperformed non-

year-round Title I schools on every indicator reported. Further, African American and economically disadvantaged students at year-round schools outperformed similar students at regular-calendar schools in all comparisons reported. Also, Hispanic students at year-round schools achieved a higher percentage passing TAAS mathematics and writing than did similar students at regular-calendar schools. This pattern of year-round schools having a beneficial effect on economically disadvantaged students is supported in various research findings (see *Year-Round Schools Evaluation Report 1996-97,* AISD Publication No. 96.10).

Percent Passing TAAS

Figure 29: Percent Passing 1999 TAAS Reading for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools by Disaggregated Groups

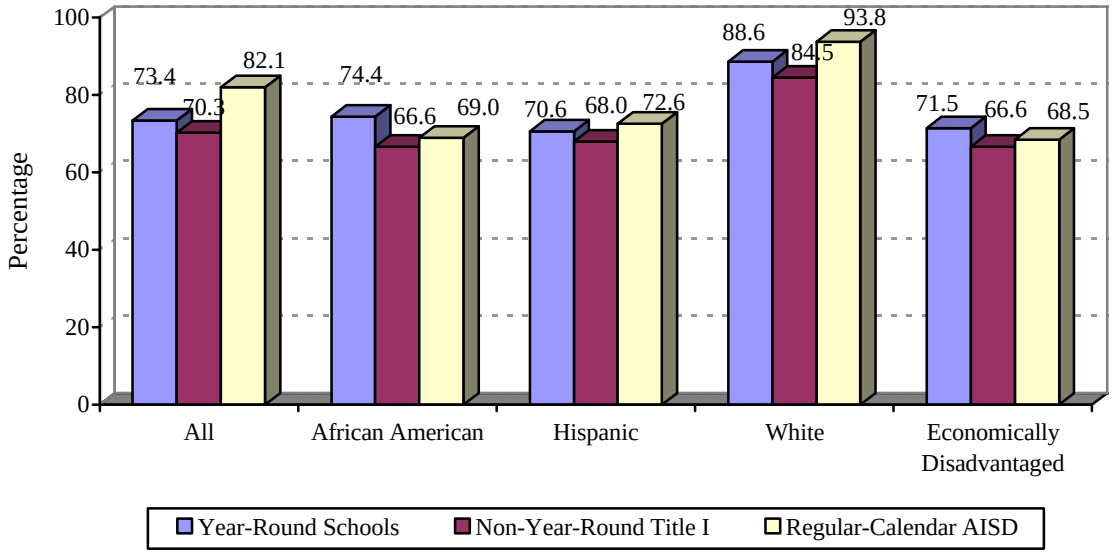


Figure 30: Percent Passing 1999 TAAS Mathematics for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools by Disaggregated Groups

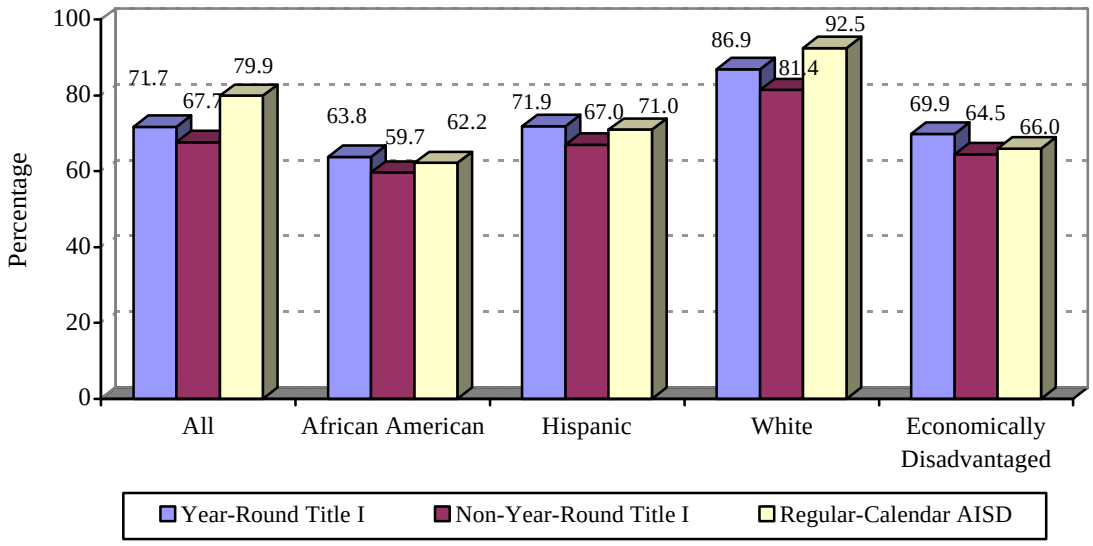
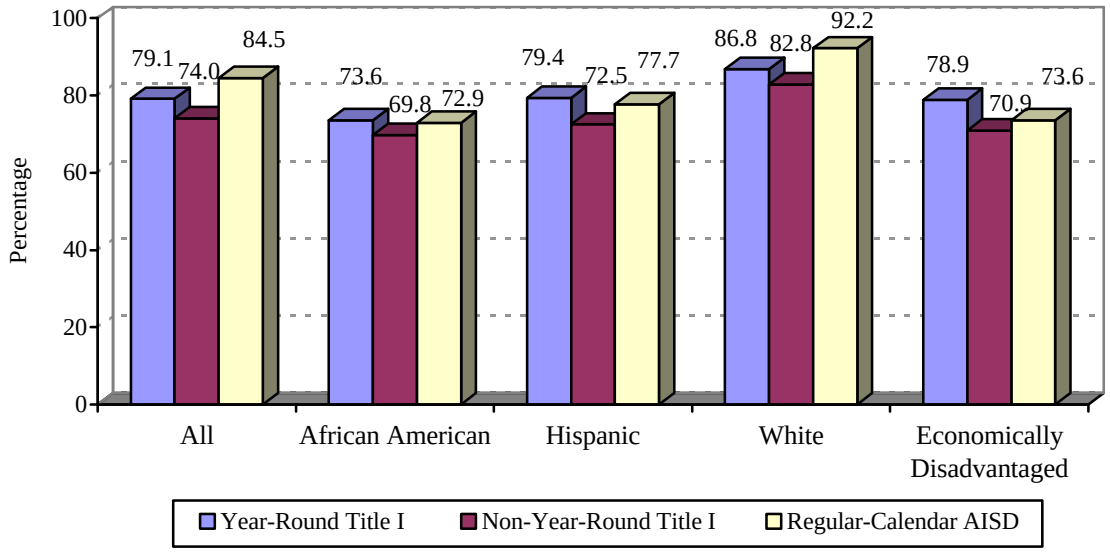


Figure 31: Percent Passing 1999 TAAS Writing for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools by Disaggregated Groups



Average TLI

Figure 32: 1999 TAAS Reading Average TLI for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools by Disaggregated Groups

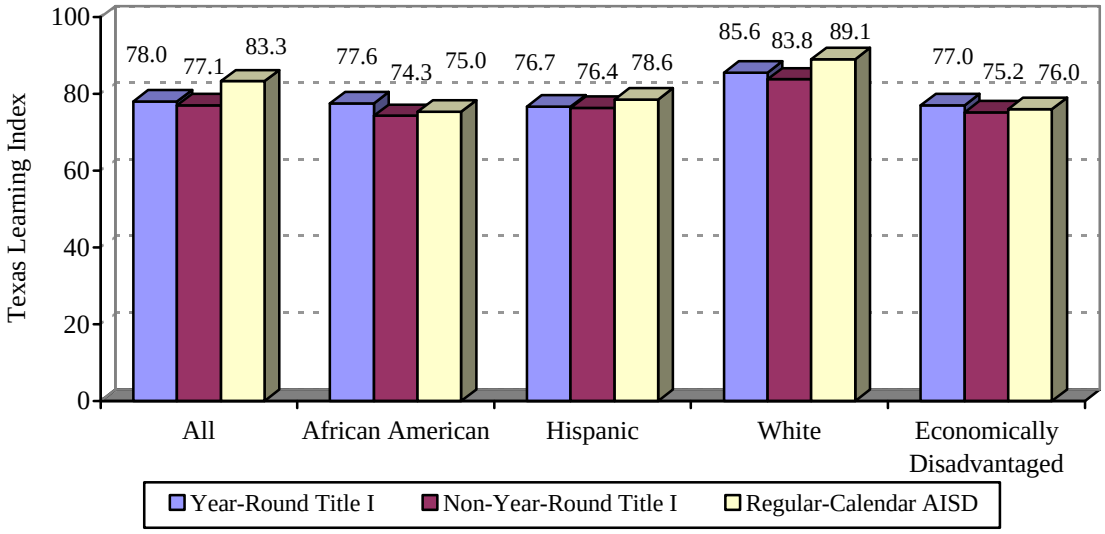
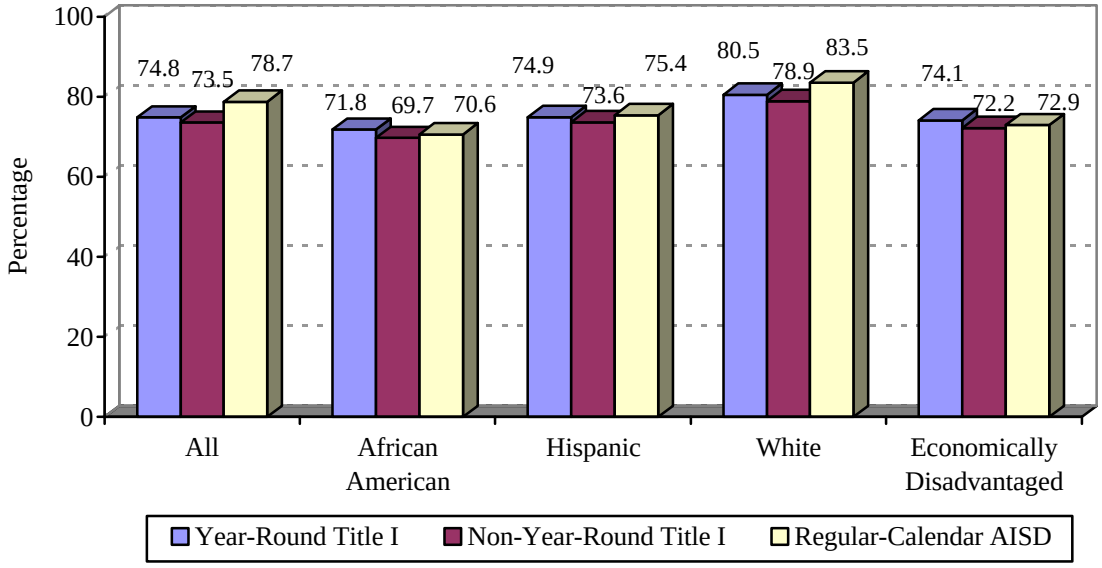


Figure 33: 1999 TAAS Mathematics Average TLI for Year-Round Title I, Non-Year-Round Title I, and Regular-Calendar AISD Schools by Disaggregated Groups



LONGITUDINAL DATA

Figures 34 and 35 present longitudinal TAAS data for students at year-round schools for the past five years by percent passing and average TLI, respectively. The scores showed steady improvement from 1994-95 to 1997-98. However, in 1998-99, the percentage of students passing TAAS declined slightly in each of the subject areas. The greatest decline was seen in TAAS reading, where the percent passing dropped from 78.2 in 1997-98 to 73.4 in 1998-99. However, it should be noted that 1998-99 was the first year in which special education students and students who took the Spanish TAAS were included in the accountability figures, so a more inclusive group of students was reported. When average TLI scores are examined it can be seen that the pattern is similar, with a gain each year until 1998-99.

Figure 34: Percent of Year-Round Students Passing TAAS Reading, 1994-95 through 1998-99

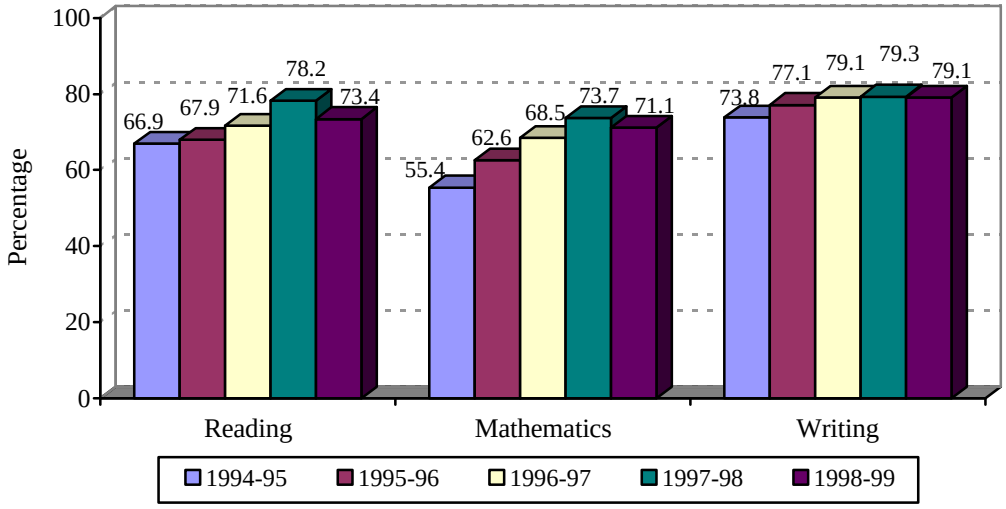
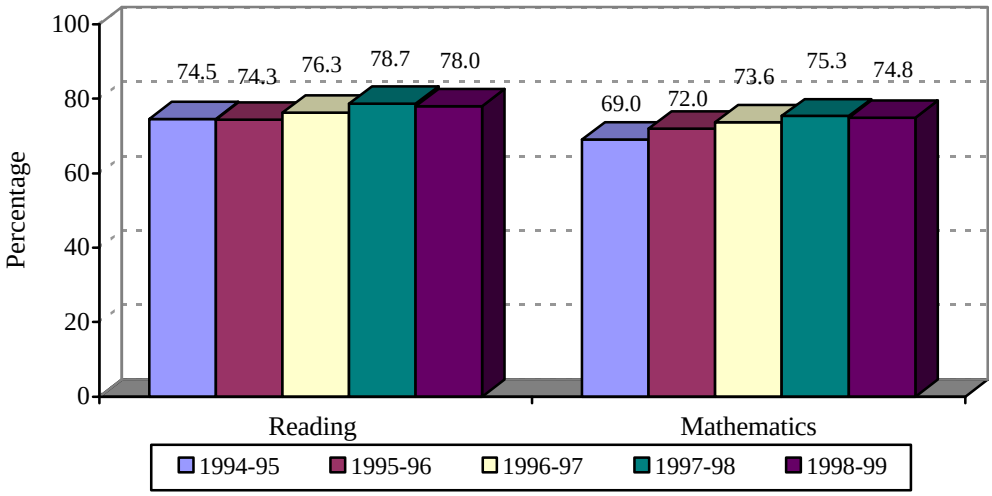


Figure 35: TAAS Average TLI for Year-Round Students, 1994-95 through 1998-99



SUMMARY AND RECOMMENDATIONS

In 1998-99, 6,314 students attended the 11 AISD year-round schools, all of which receive Title I funds. Hispanic students made up the largest ethnic group (68%), followed by African American (22%), and Anglo/Other (10%) students. Eighty-six percent of year-round students are from low-income families.

Year-round TAAS data were compared to that of regular-calendar schools and non-year-round Title I schools by disaggregated group. During the 1998-99 school year, the year-round schools consistently outperformed non-year-round Title I schools on every indicator reported. Further, African American and economically disadvantaged students at year-round schools outperformed similar students at regular-calendar schools in all comparisons reported. Also, Hispanic students at year-round schools achieved a higher percent passing TAAS mathematics and writing than did similar students at regular-calendar schools. The evidence would seem to indicate that year-round schools are effective for African American and economically disadvantaged students in AISD. This conclusion is supported by various research findings. However, after showing steady improvement from 1994-95 to 1997-98, the TAAS percent passing and average TLI in all subjects for year-round schools declined in 1998-99.

It is recommended that further measures be taken during the 1999-2000 school year to determine if African-American and economically disadvantaged students perform significantly better at year-round schools than they do at regular-calendar schools. It is also recommended that TAAS scores at year-round schools continue to be monitored to determine if the decline in 1998-99 overall passing rates and average TLI scores was an anomaly or the beginning of a trend. In Figure 55 in the *Title I Student Achievement* section of this report, it can be seen that the percent passing TAAS reading and writing declined districtwide as well. An investigation should be undertaken to determine if the decline in test scores was a result of the inclusion of additional students in the accountability system, and whether a disproportionate number of special education students and students who take the Spanish TAAS attend year-round schools.

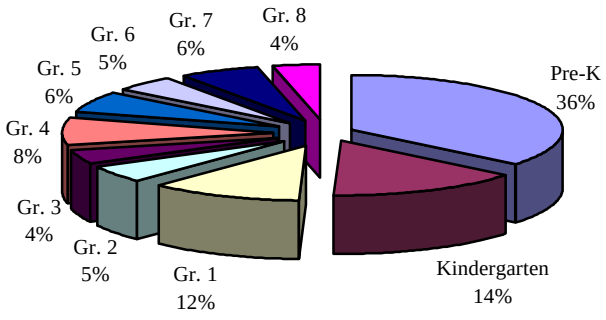
PRIVATE SCHOOLS

Eligible students who are attending private schools may be served with Title I funds. Students who generate funds for a private school must meet a two-part eligibility requirement: a student must reside in a Title I school attendance area, and also meet a prescribed income level used for determining low-income status. Of the students who generate funds for a private school, only those who also meet the criterion of needing assistance to reach state achievement standards are eligible to be served. Nine private schools in the AISD attendance area received Title I funds in 1998-99: Ebenezer Child Development Center; El Buen Pastor Early Childhood Program; Hope Lutheran School; Mt. Sinai Christian Academy; Praise Christian Academy; Sacred Heart Catholic School; St. Ignatius Martyr School; St. Martin's Lutheran School; and St. Mary's Cathedral School. However, Praise Christian Academy did not return all of the requested evaluation information. Therefore, limited demographic data and no achievement data are available for Praise Christian Academy.

DEMOGRAPHICS

In 1998-99, 228 students were served at nine private schools. Of these students, 51% were male, 44% were African American, 41% were Hispanic, and 15% were Anglo/Other. Figure 36 shows the percentage of students served by grade at private schools in 1998-99. Thirty-six percent of the students served were pre-K students. Additionally, 62% of the students served were in pre-K, kindergarten, or grade 1.

Figure 36: Percentage of Private School Students Served by Grade, 1998-99



SUPPLEMENTARY INSTRUCTIONAL PROGRAMS

By school year 1998-99, St. Mary's Cathedral School had participated in the Title I program for nine years; St. Martin's Lutheran School and Sacred Heart Catholic School had each been in the program for four years; Praise Christian Academy and Hope Lutheran were both in their third year; Ebenezer Child Development Center and Mt. Sinai Christian Academy were in their second year; and St. Ignatius Martyr School and El Buen Pastor Early Childhood were in their first year of participation.

Table 10: Number of Students Served at Private Schools by Type of Instructional Service, 1998-99

Private School	Reading	Other Language Arts	Math	Preschool Service	Total Served
Ebenezer	0	0	0	29	29
Mt. Sinai	0	0	0	20	20
Praise Christian	22	2	22	1	25
Sacred Heart	3	3	0	0	3
St. Martin's	2	2	2	0	2
St. Mary's	22	22	23	3	45
El Buen	33	0	0	11	33
St. Ignatius	3	3	0	0	3
Hope Lutheran	52	0	22	18	68

Use of Title I Funds

Table 10 shows the number of students served by subject area at participating schools during 1998-99. Most schools used Title I funds to supplement reading and language arts programs. Ebenezer, Hope Lutheran and Mt. Sinai used funds to supplement preschool programs. Specifically, principals at the schools indicated that 1998-99 Title I funds were used to supplement instructional programs at their schools as follows:

- Ebenezer Child Development Center bought classroom supplies.
- El Buen purchased developmental reading materials.
- Hope Lutheran purchased books, software, and laptop computers.
- Mt. Sinai Christian Academy purchased library resources, classroom supplies, and media equipment. They also provided staff development.
- Praise Christian Academy bought computers, software, supplementary textbooks, and library materials. The Academy hired instructional support staff and provided staff development, using Title I funds.
- Sacred Heart purchased additional laptop computers.
- St. Ignatius bought laptop computers, software and books.
- St. Martin's purchased Accelerated Reading and Advantage Learning software.
- St. Mary's purchased software and additional hardware, and paid for a part-time lab technician.

ACHIEVEMENT

To determine program effectiveness for private schools, the percentage of students showing gains on a recognized standardized achievement test is used as the criterion. However, when considering the results reported for these schools, it is important to keep in mind the low numbers of students tested at each campus. Also, because various instruments are used at the schools, it is not possible to draw specific conclusions across the campuses or to make comparisons between campuses.

Ebenezer Child Development Center

Ebenezer Child Development Center used the PPVT-R to test 10 pre-K students. Of the seven students with valid pre- and posttest scores, six students made gains.

El Buen Pastor Early Childhood Program

El Buen Pastor Early Childhood Program did not pretest students until March 1999. Because this would o

Hope Lutheran

Hope Lutheran had valid pre- and posttest for 44 kindergarten and pre-K students using the PPVT-R. Twe

Mt. Sinai Christian Academy

Mt. Sinai Christian Academy used the PPVT-R to test 18 pre-K students. All of the students tested showed gains.

Praise Christian Academy

Praise Christian Academy did not provide achievement data.

Sacred Heart Catholic School

Sacred Heart tested three kindergarten students using the *Comprehensive Test of Basic Skills* (CTBS). All three students had pre- and posttest scores, and the data showed that all students made gains.

St. Ignatius Martyr School

St. Ignatius Martyr School tested two students in grade 2 and one student in grade 6 using the CTBS. One

St. Martin's Lutheran School

St. Martin's assessed two students in grades 3 and 5 using the *Stanford Achievement Test* (SAT). Both students made gains.

St. Mary's Cathedral School

Ten pre-K and kindergarten students were tested with the PPVT-R with nine students having valid pre- and post-test results. Of those nine students, five showed gains. First grade students were pre-tested using the *Metropolitan Readiness Test* and grades 2 – 8 were tested using the CTBS. However, grades 1- 8 were posttested using the SAT. Therefore, pre/post comparisons could not be made for these 37 students because a posttest different from the original pretest was used.

SUMMARY AND RECOMMENDATIONS

Analyses of students' scores at Ebenezer Child Development Center, Hope Lutheran, Mt. Sinai Christian Academy, Sacred Heart Catholic School, St. Ignatius Martyr School, St. Martin's Lutheran School, and St. Mary's Cathedral School show valid pre- and posttest scores for 35 students in reading, 119 students in language arts (includes PPVT-R), and 35 students in mathematics. Fifty-four percent of these students made gains in reading, 67% made gains in language arts, and 57% made gains in mathematics. Overall, because of the different assessment instruments used and because several schools did not report achievement data, it is difficult to make general statements about the effectiveness of the programs at the private schools.

The goal for private school children as stated in the Title I regulations is "*to help private school students make adequate progress toward achieving the state's challenging student performance standards*." Based on the available data from the private schools in AISD, it appears that program implementation in 1998-99 was minimally effective in meeting this goal. However, it is possible that improved data gathering methods would yield more favorable results. It is recommended that Title I program evaluation staff at AISD work closely with the private schools to help with the assessment process, in particular the documentation of test results and data reporting. It is also recommended that AISD program evaluation staff restructure the data collection process to help ensure that the private schools report data that will be meaningful to them in planning their programs in subsequent years.

INSTITUTIONS FOR NEGLECTED OR DELINQUENT YOUTH

Two institutions for neglected youth (Settlement Club Home and Lifeworks/Youth Options) and five institutions for delinquent youth (Gardner Betts/Travis County Juvenile Detention Center, The Oaks Treatment Center, Travis County Leadership Academy, Phoenix Academy of Austin, and Turman House) received funds from Title I in 1998-99. Individuals are placed in these institutions because of delinquency, abuse, neglect, and/or emotional and behavioral problems. During the 1998-99 school year, Title I staff tracked program implementation at the neglected or delinquent (N or D) institutions using demographic, qualitative, and quantitative data.

DEMOGRAPHIC DATA

The seven institutions for neglected or delinquent youth that received Title I funds in 1998-99 served 1,450 youth who lived in AISD's attendance area. Key demographics from these institutions include the following:

- 75% were male;
- 44% were Hispanic;
- 29% were African American;
- 27% were White;
- 4% were LEP; and
- 0.7% were homeless.

In Table 11, descriptive data for students served by the N or D institutions in 1998-99 are presented. A further breakdown of these data by institution is presented in Appendix B.

Table 11: 1998-99 Descriptive Data for Students Served by Neglected or Delinquent Institutions

Descriptive Data	Neglected	Delinquent	Total
Gender			
Male	6	1,082	)88
Female	50	312	62
Ethnicity			
American Indian or Alaskan	0	5	
Asian or Pacific Islander	0	5	
African American	19	546	65
Hispanic	14	617	31
Anglo	23	361	84
Other Demographics			
Enrolled in AISD	47	877	4
Enrolled Elsewhere	9	302	11
Are AISD Leavers	0	72	2
Leave AISD Attendance Area upon Leaving Facility	10	480	90
Enrolled in Special Ed.	41	325	66
LEP	2	60	2
Homeless	10	0	)
Eligible to Participate	56	1,394	450

PROGRAM DESCRIPTIONS

Funds for neglected institutions are authorized by Title I, Part A. and, by legislative design, are required "*to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state student performance standards developed for all children."* The funds for delinquent institutions are authorized by Title I, Part D, Subpart 2 which states, "*These programs shall be designed to: carry out high-quality education programs that prepare youth for high school completion, additional training, employment, or further education; facilitate the transition from an institutional setting to further education or employment; and operate dropout prevention programs in local schools for youth at risk of dropping out or youth returning from correctional facilities and delinquent institutions."*

Two of the N or D institutions serve neglected children. The following are descriptions of the programs offered at the neglected institutions:

- *Settlement Home* – This is a residential foster home program for severely abused girls ages 7 to 17. A part-time tutor paid through Title I funds provided after-school and evening tutorial services.
- *Lifeworks/Youth Options* – Formerly known as Youth Options, Lifeworks is an emergency shelter that serves homeless youth in grades 7 to 12 until they can be enrolled in AISD or an alternative education program. Title I funds were used to provide computer support and to purchase educational supplies and library materials.

The other five institutions serve delinquent youth. The following are descriptions of the programs offered at the delinquent institutions using Title I funds:

- *Gardner-Betts Juvenile Justice Center* - Delinquent detainees, ages 10 to 16, were provided on-site supplementary instruction. The program offered a TAAS-centered curriculum focusing on English, mathematics and reading in content areas during the regular school year. In addition, Gardner-Betts offers an on-site summer program for at-risk students at the end of each regular school year. Available figures for summer 1998 show Gardner-Betts provided instructional services to 299 males and 104 females in grades 4 through GED.
- *The Oaks Psychiatric Health System* – A coeducational group, ages 5 to 21, lives in a group home at this facility. The residents received on-site and after-school supplementary instruction tailored to their specific educational needs.
- *Travis County Juvenile Shelter-Leadership Academy* - Delinquent detainees, ages 10 to 16, were provided on-site instruction and transitional halfway housing. In addition, a support program offered intensive supervision of residents while they were at the halfway house, attending their home school, or taking GED classes.
- *Phoenix Academy of Austin* – The 1998-99 school year was the first time the Phoenix Academy participated in the Title I program. Adolescent males, ages 13 to 16, participated in both residential and day-treatment substance abuse programs at this facility. The Title I supplementary instructional program targeted students who did not meet minimum standards on assessment instruments at grades 5 and 6.

- *Turman House* – Delinquent detainees, ages 16-21, received services at this halfway house. Title I funds provided supplementary instruction in GED preparation classes as well as job preparation instruction. Turman House renewed their participation in the Title I program during the 1998-99 school year after a one-year absence.

PROGRAM GOALS

All of the N or D institutions reported that their program goals supported by Title I funds were met. Title I-supported goals reported by the institutions are as follows:

- Keep students in class and on task.
- Increase the number and efficiency of grade reports sent to receiving institutions.
- Increase the efficiency of daily attendance reporting to AISD campuses.
- Increase reading levels of students reading below grade level.
- Improve student attendance.
- Provide tutorial services and increase the number of students served by these services.
- Improve students' access to technology and improve instruction through the use of technology.
- Increase the percent of students who either return to the regular classroom, graduate, or earn their GED.

PROGRAM OUTCOMES

The following examples are representative of measured outcomes reported by the N or D institutions participating in the Title I program through AISD:

- Gardner-Betts Juvenile Justice Center served 379 non-duplicated students in its Reading Lab, representing a 40% increase from the 1997-98 school year;
- Travis County Leadership Academy reported that Title I funds supported a 100% attendance rate at their facility; and
- Turman House reported a 16% increase in the percentage of test sections passed by students as a benefit of GED 2001 software and GED workbooks purchased with Title I funds.

Other outcomes reported by the institutions included improved access to technology, maintenance and development of tutorial programs, and increased efficiency in sending grade reports to receiving institutions, thus facilitating students' transition to regular high school or other educational programs.

SUMMARY AND RECOMMENDATIONS

Review of program goals and outcomes indicate that activities and resources funded by Title I have been effective in supporting programs at the N or D institutions. However, the types of criteria used to determine effectiveness, along with the specificity of the data reported, vary greatly by institution. It is recommended that program evaluation personnel restructure the data collection process to help ensure that N or D institutions report data that will be meaningful to them in planning their programs in

subsequent years. It is anticipated that new state evaluation requirements for measurable criteria as indicators of effectiveness will require changes in data reporting for N or D institutions, with greater emphasis on clearly specified program goals leading to quantifiable outcomes.

TITLE I STUDENT ACHIEVEMENT

ACHIEVEMENT DATA ANALYSES

Improved student achievement is a major goal of the Title I program. The state accountability system criteria are used to assess student performance at Title I campuses. Four levels of performance are determined by the Texas Education Agency (TEA): Exemplary, Recognized, Acceptable, and Low Performing. The 1998-99 minimum requirements for a campus to receive an acceptable rating from TEA are as follows:

- At least 45% of all students at a campus must pass each section of TAAS (Texas Assessment of Academic Skills), including reading and mathematics at grades 3 through 8 and writing in grades 4 and 8. In addition, at least 44% of students in each disaggregated group (African American, Hispanic, White, and economically disadvantaged) must pass TAAS.
- The annual dropout rate must be 6% or less for a secondary campus, and for each disaggregated group at the campus.
- The attendance rate for a campus must be 94% or higher.

In order to address the impact of Title I funds on student achievement, several analyses are presented in this report. TAAS passing rates, along with average Texas Learning Index (TLI) scores, are presented for Title I schools, non-Title I schools, and for the district overall. In addition, a longitudinal analysis of achievement data is presented using both TAAS passing rates and average TLI scores. All scores are presented for elementary and for middle/junior high schools separately. The numbers used for these analyses consist of the scores used to determine accountability ratings because Title I uses the same achievement standards as does the state accountability system. The information is presented for the schools overall and for disaggregated groups by subject area tested. Additional analyses presented in this report include an examination of spring 1999 grade 3 TAAS reading scores, and a comparison of AISD Title I schools with similar schools statewide. Finally, TAAS data are presented for each Title I school by disaggregated group for 1996 through 1999.

PERCENT PASSING TAAS

Figures 37 through 44 present the 1999 passing rates for TAAS reading, mathematics, and writing for Title I schools, non-Title I schools, and for the district as a whole. Data are reported separately for elementary and secondary schools. It can be seen from these figures that students at non-Title I schools and at district schools as a whole outperform Title I students. This pattern is not unexpected. However, when the passing rates for disaggregated groups are examined, the scores for economically disadvantaged, Hispanic, and African American students in Title I elementary schools approach the scores for students in these groups in non-Title I schools and in the district overall (i.e., Title I and non-Title I schools combined). The two sets of scores are most similar for economically disadvantaged students. The same general patterns can be found

by examining scores for middle school students. When data were examined during the 1997-98 school year, the same relationships were discovered.

Two high schools were added to the list of Title I campuses in AISD during the past school year. Figure 45 provides a breakdown by Title I elementary, middle, and high schools. It can be seen that the percent passing mathematics declines across the three levels while the reading and writing passing rates are highest at the elementary level and lowest at the middle school level. However, because the data for the high schools are based on only two campuses, some caution is necessary when interpreting the figure. Also, Title I high schools are not included in any other analyses presented in this report because of the small number of students involved.

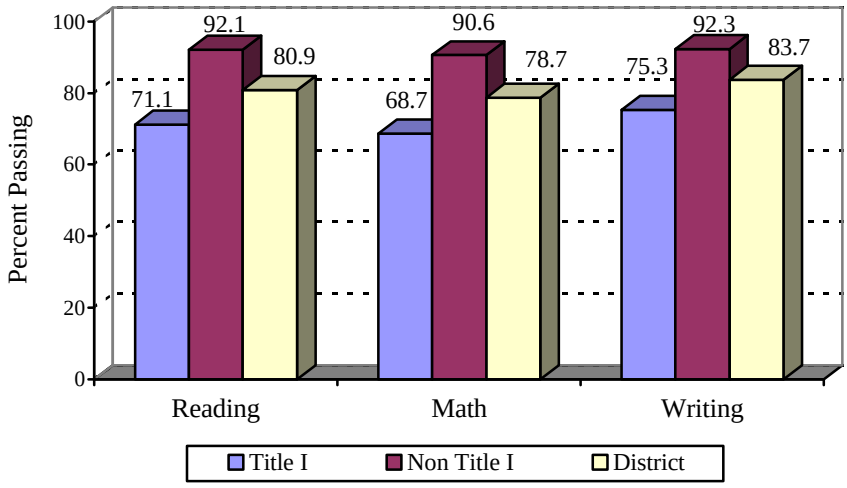


Figure 37: 1999 TAAS Percent Passing by Subject for Title I, Non-Title I, and District Elementary Schools

TITLE I ELEMENTARY SCHOOLS

Figure 38: 1999 TAAS Reading Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

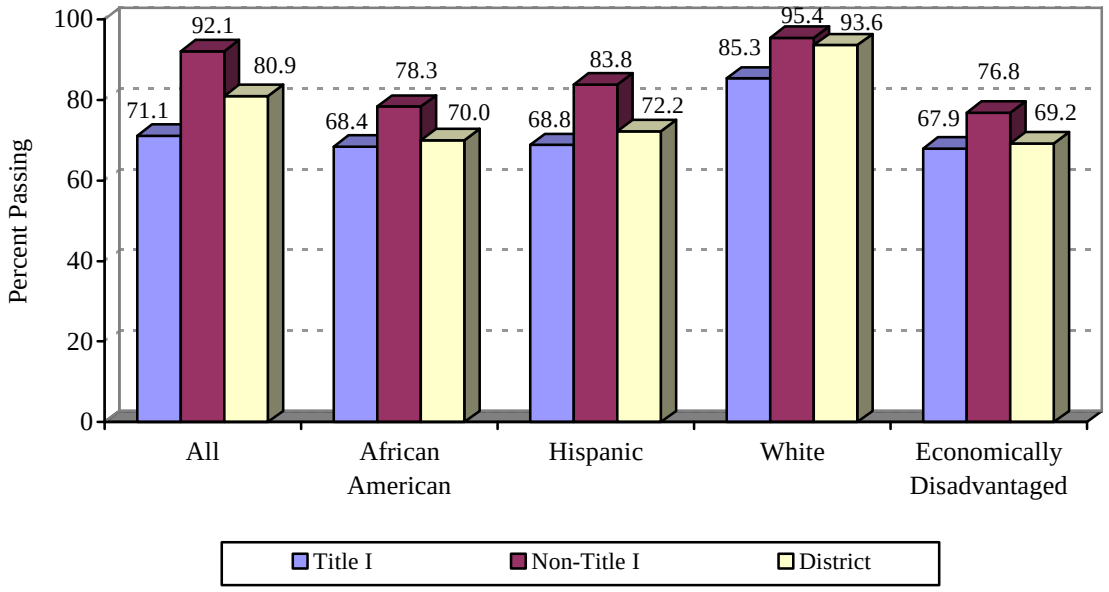


Figure 39: 1999 TAAS Mathematics Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

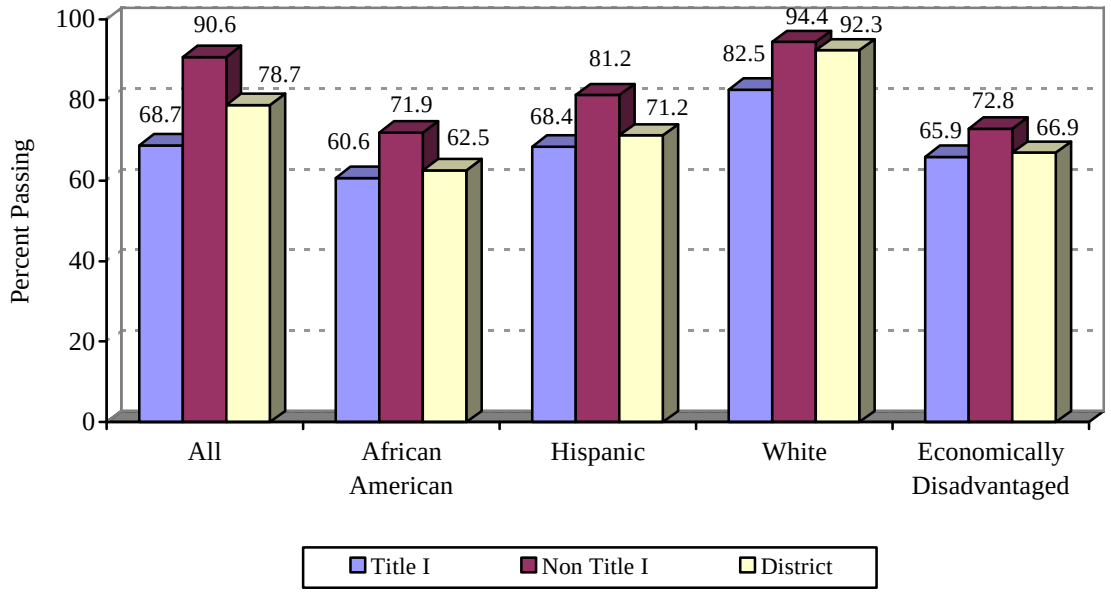
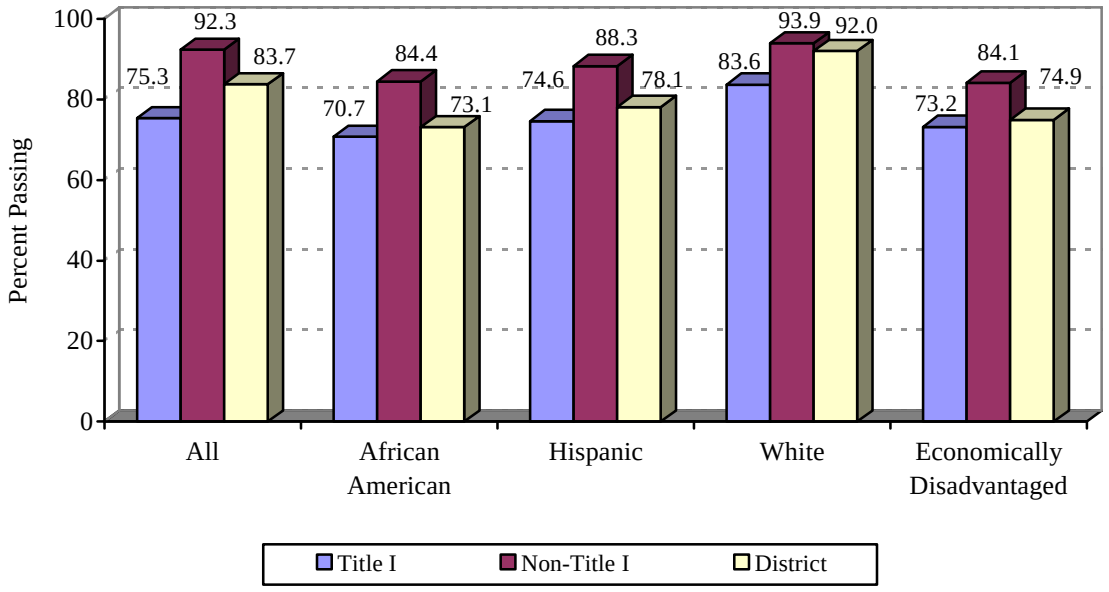
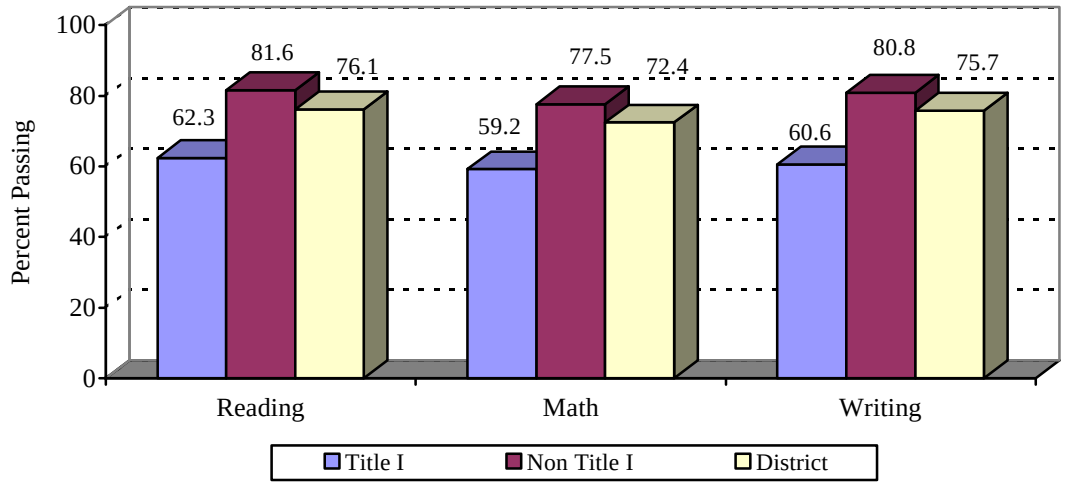


Figure 40: 1999 TAAS Writing Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools



TITLE I MIDDLE SCHOOLS

Figure 41: 1999 TAAS Percent Passing by Subject for
Title I, Non-Title I, and District Middle/Junior High Schools



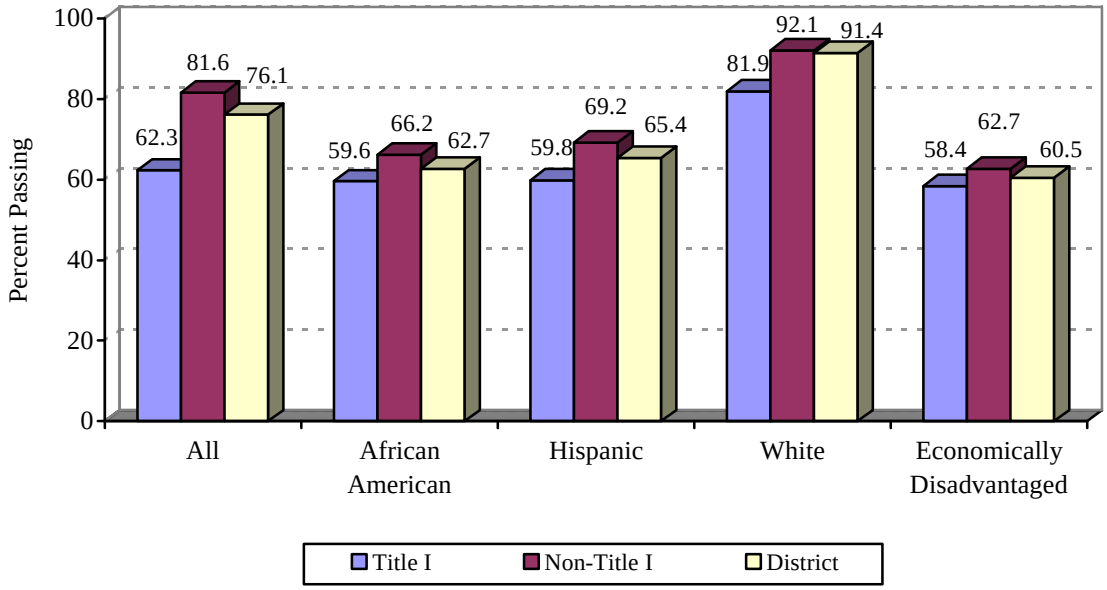
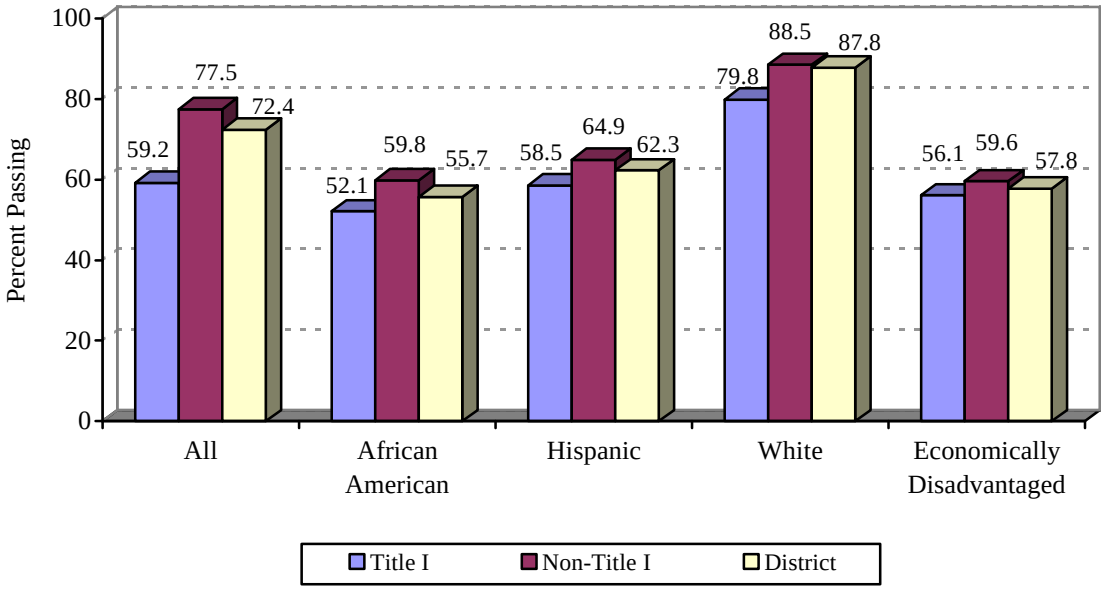


Figure 42: 1999 TAAS Reading Percent Passing by Disaggregated Groups
for Title I, Non-Title I, and District Middle/Junior High Schools

Figure 43: 1999 TAAS Mathematics Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools



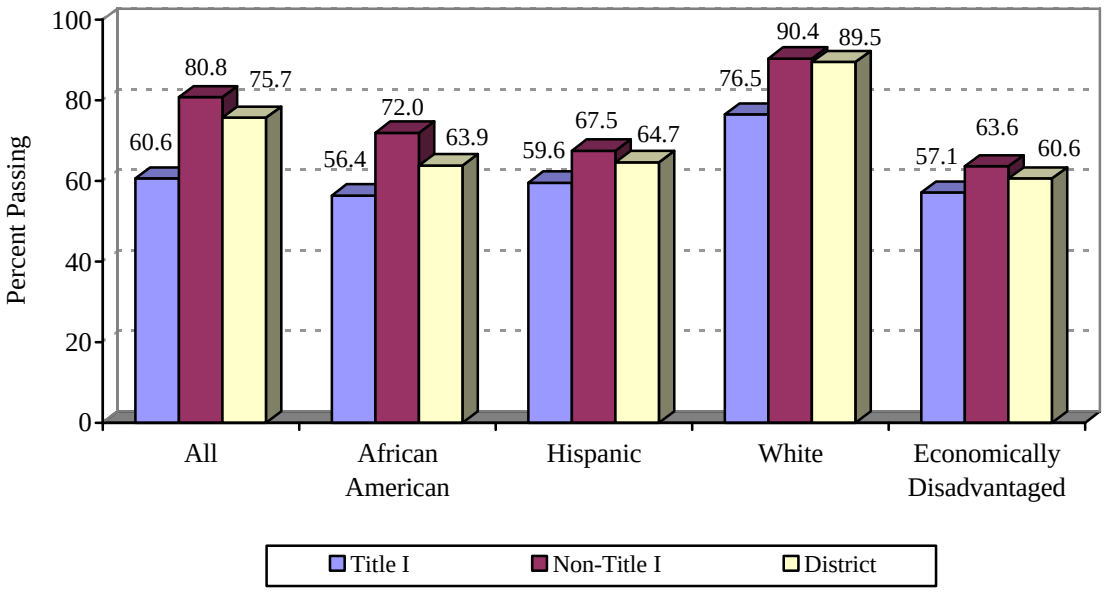
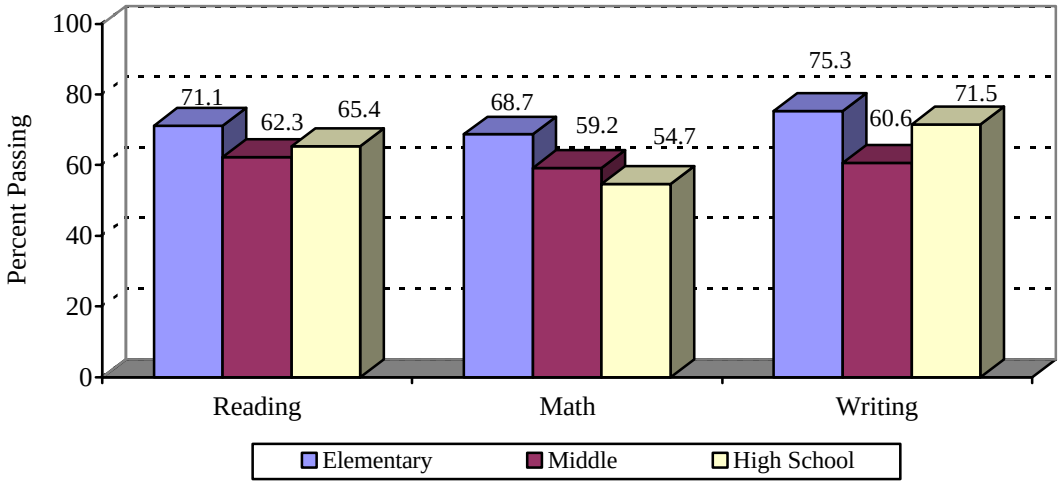


Figure 44: 1999 TAAS Writing Percent Passing by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools

Figure 45: 1999 TAAS Percent Passing for All Students at Title I Elementary, Middle, and High Schools, by Subject



TEXAS LEARNING INDEX

Title I achievement levels look slightly different when TLI scores are used for the analyses instead of percent passing TAAS. Figures 46 through 50 present average TLI scores for 1998 TAAS reading and mathematics. When disaggregated scores are examined, it can be seen that the average TLI scores for Title I students are more similar to those for students in non-Title I schools than were the passing rates examined in the previous section of this report. The scores are most similar at the middle school level. With the exception of mathematics scores for middle school economically disadvantaged and African American students, the average TLI for Title I students across disaggregated groups exceeds the required passing score of 70.

ELEMENTARY SCHOOLS TLI

Figure 46: 1999 TAAS Average TLI by Subject for Title I, Non-Title I, and District Elementary Schools

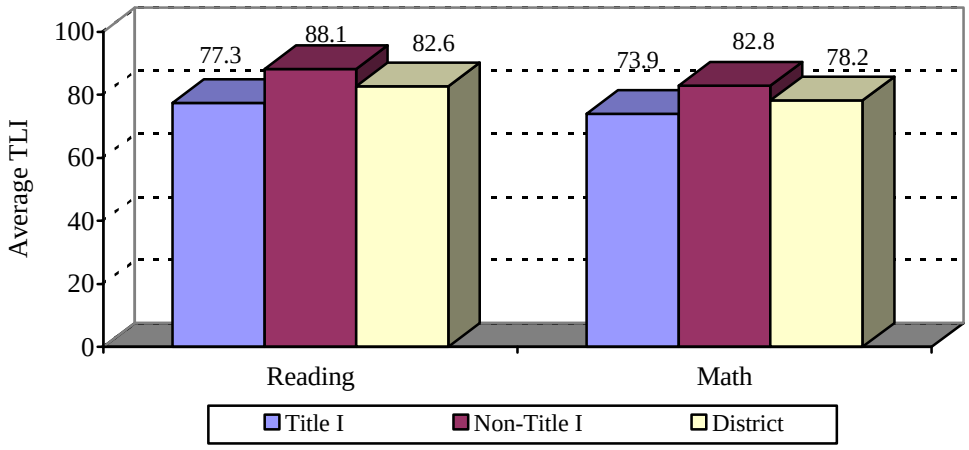


Figure 47: 1999 TAAS Reading Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools

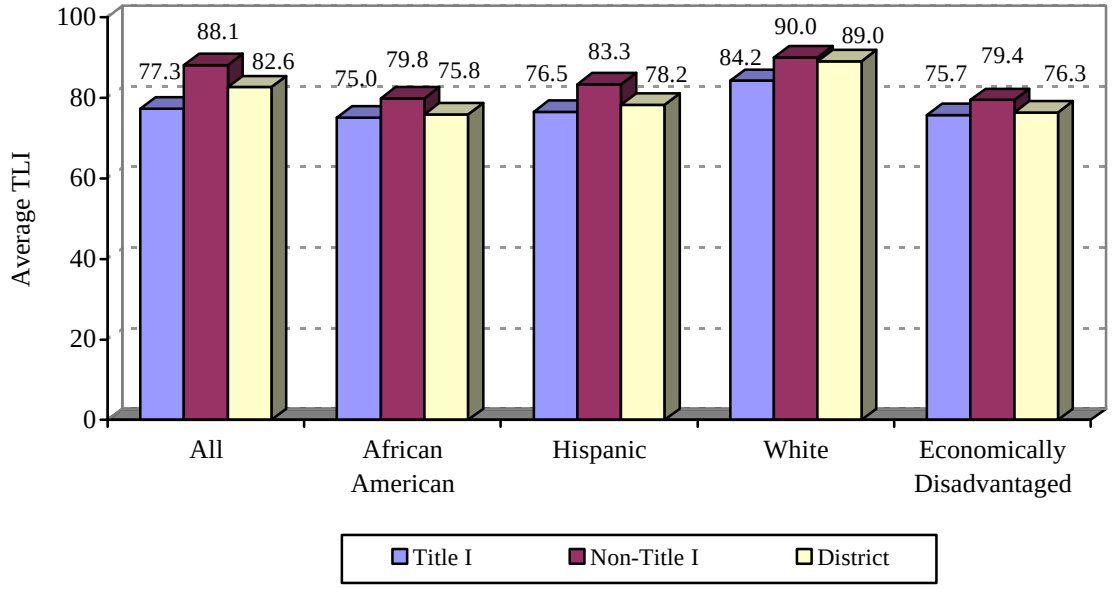
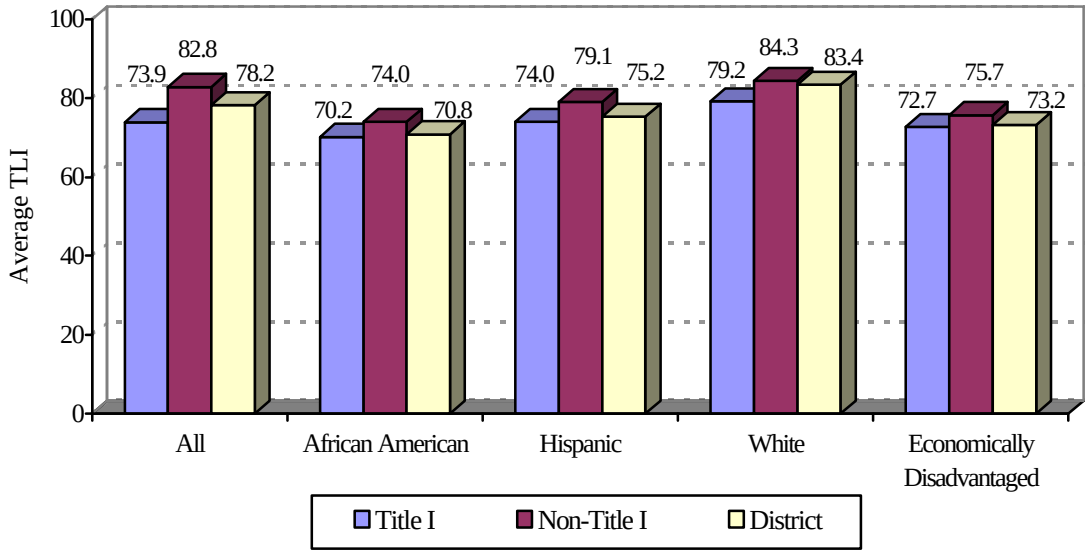


Figure 48: 1999 TAAS Mathematics Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Elementary Schools



MIDDLE SCHOOLS TLI

Figure 49: 1999TAAS Reading Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools

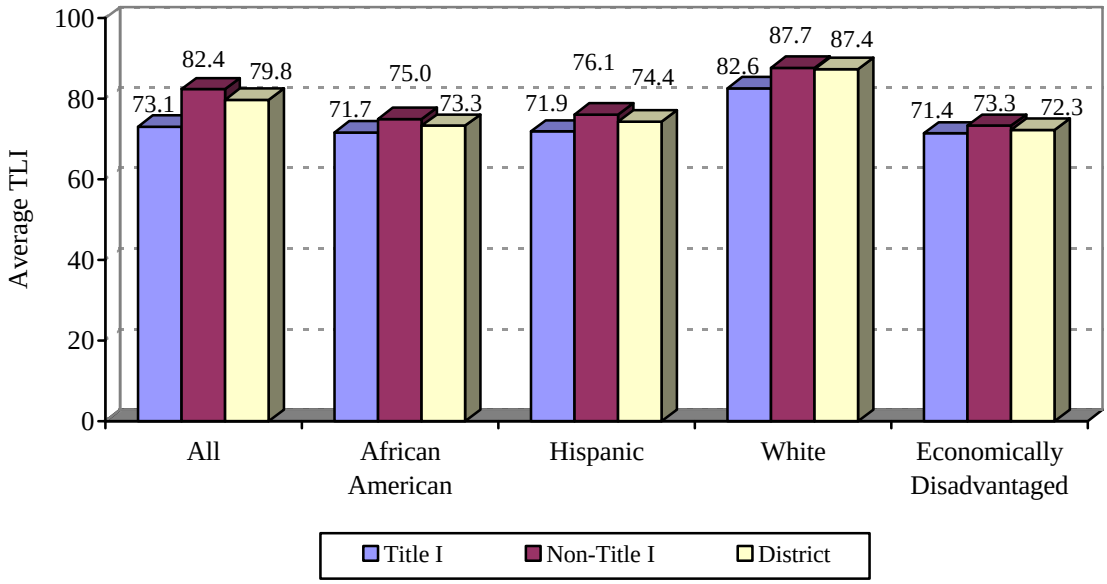
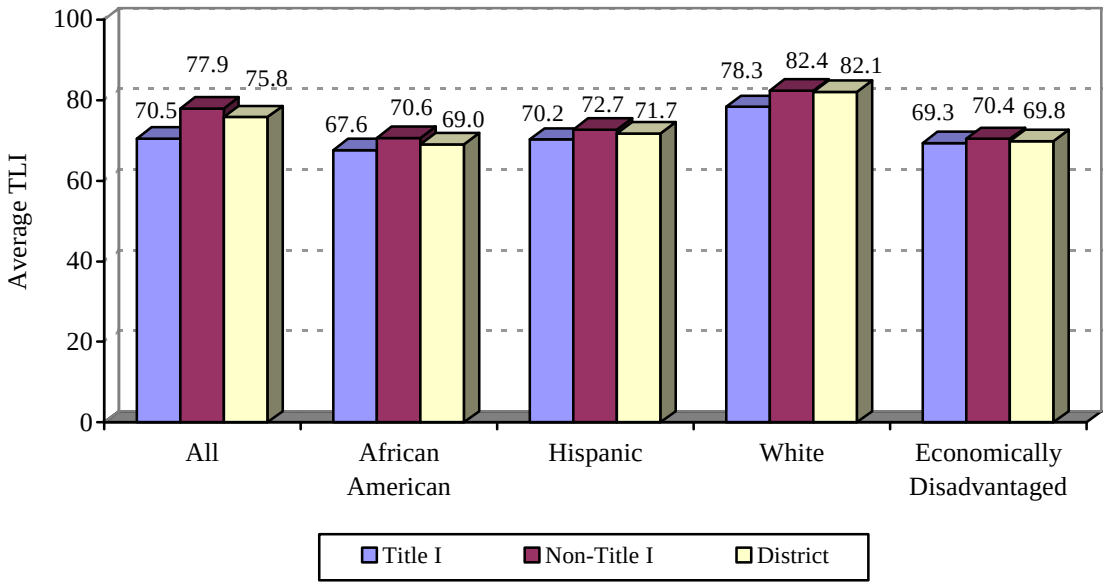


Figure 50: 1999 TAAS Mathematics Average TLI by Disaggregated Groups for Title I, Non-Title I, and District Middle/Junior High Schools



LONGITUDINAL DATA

Figures 51 through 54 present longitudinal TAAS data for Title I students for the past four years by percent passing and average TLI, respectively. The percent passing in reading for students at Title I elementary schools decreased two percentage points over scores from last year, while scores in writing have remained consistent over the entire four-year period. Mathematics passing rates for elementary students have increased steadily over the same period. For middle school students in Title I schools the increase in percent passing mathematics has been even more dramatic, with a gain of 20 percentage points over the four-year period. When average TLI scores are examined, it can be seen that the scores have remained virtually the same from last year to this year. In addition, all of the average TLI scores for 1998-99 are at or above the required passing standard of 70.

Figure 51: TAAS Percent Passing for Title I Elementary Students by Subject, 1995-96 through 1998-99

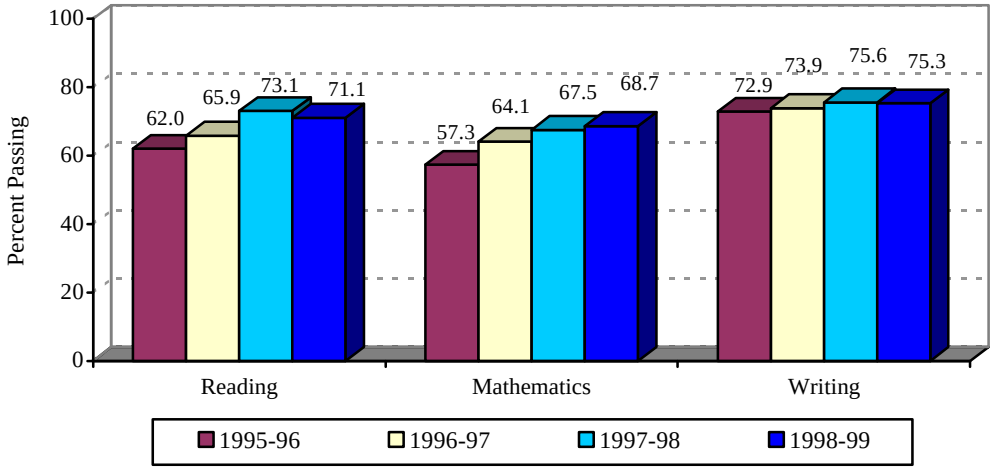


Figure 52: TAAS Percent Passing for Title I Middle/Junior High Students by Subject, 1995-96 through 1998-99

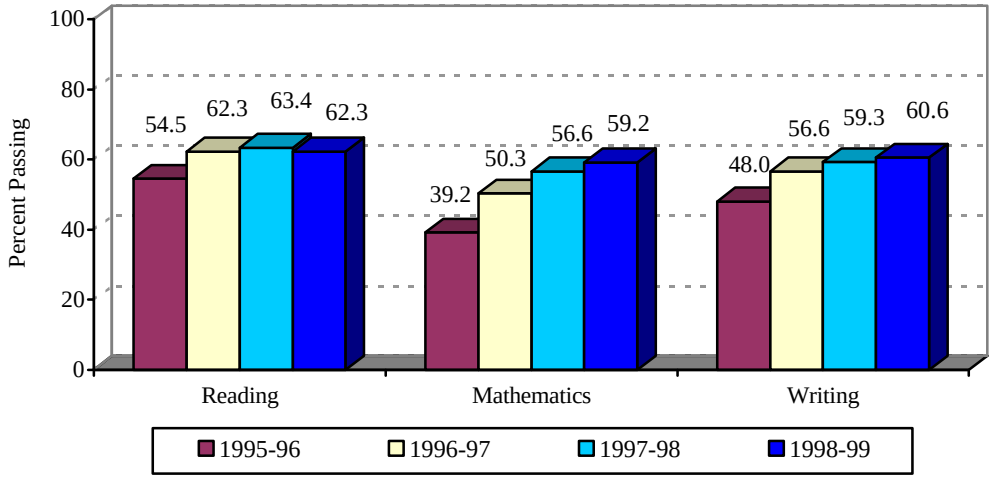
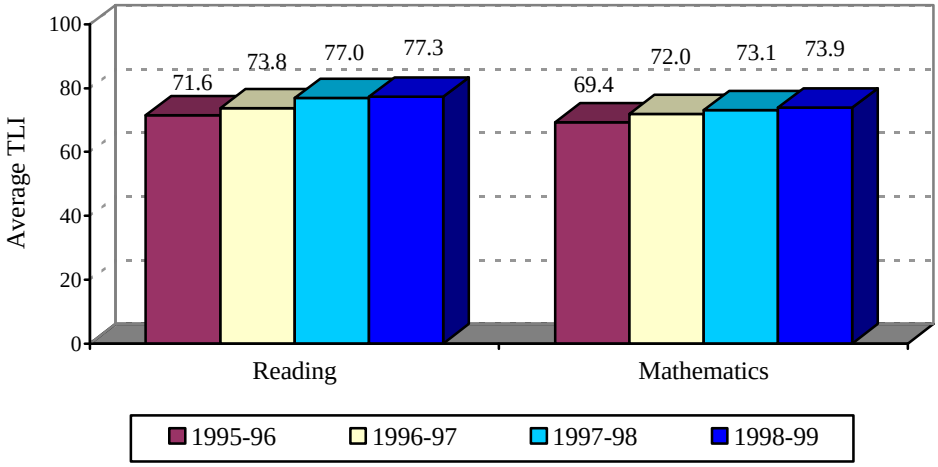


Figure 53: TAAS Average TLI for Title I Elementary Students, 1995-96 through 1998-99



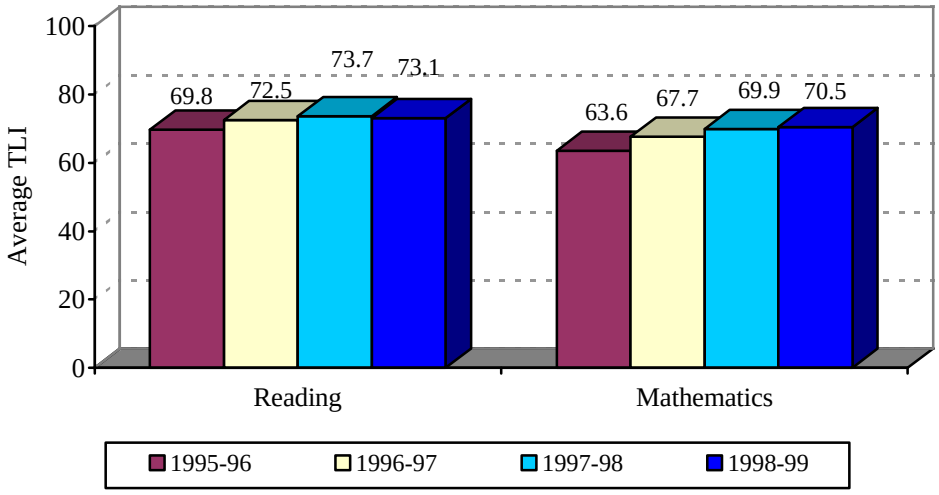


Figure 54: TAAS Average TLI for Title I Middle/Junior High Students, 1995-96 through 1998-99

Table 12 shows the percentage of Title I schools with gains in TAAS passing rates for all students from 1997 to 1998 and from 1998 to 1999 by subject. Not included in the analysis for 1998-99 were Garza High School (not enough students to report), Reagan High School (new to Title I in 1998-99), and Hart Elementary (a new campus in 1998-99).

With the exception of TAAS writing at middle schools, the percent of Title I schools making gains in TAAS reading, mathematics, and writing decreased. Part of the decline can be explained by the fact that more students were included in the accountability system in 1999; students who took the grades 3 and 4 Spanish TAAS reading and mathematics along with special education students who took TAAS were

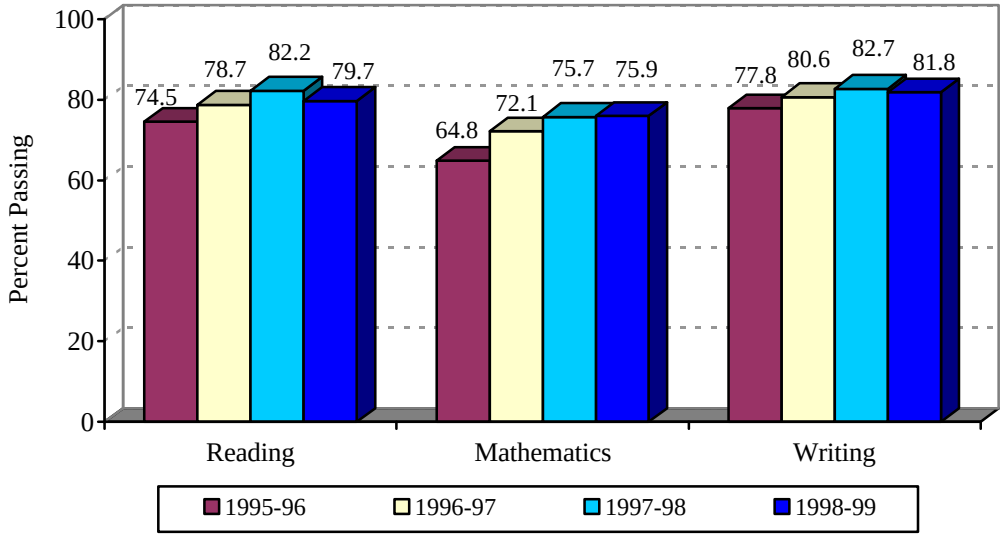
included in the accountability system and, thus, their scores are included in the overall averages. Nevertheless, the pattern revealed here needs to be monitored next year to determine if a trend is being established.

Table 12: Percent of Title I Schools Making Gains on TAAS from 1997 to 1998 and from 1998 to 1999 by Subject

TAAS Subject	% Title I Schools Making Gains From 1997 to 1998	1998 to 1999
Reading		
All Title I Schools	83	34
Title I Elem. Schools	86	33
Title I Middle Schools	60	40
Mathematics		
All Title I Schools	68	51
Title I Elem. Schools	67	50
Title I Middle Schools	80	60
Writing		
All Title I Schools	54	45
Title I Elem. Schools	53	43
Title I Middle Schools	60	60

After making gains in each TAAS subject from 1995-96 through 1997-98, the overall district percent passing TAAS reading and writing declined slightly in 1998-99, while TAAS mathematics percent passing remained consistent. Longitudinal data for the Title I elementary schools (seen in Figure 51) were similar to the overall district longitudinal results. Figure 55 shows the TAAS percent passing for the district, grades 3-8 and 10, 1995-96 through 1998-99.

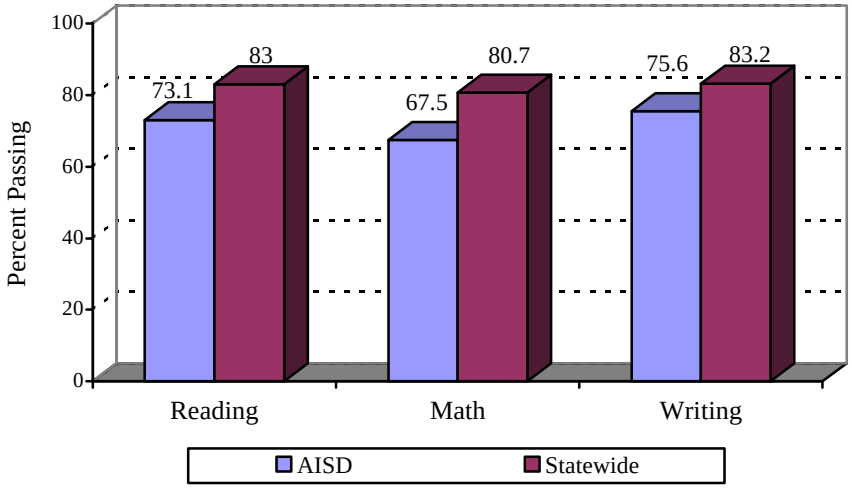
Figure 55: TAAS Percent Passing for the District, Grades 3-8 and 10, 1995-96 through 1998-99



STATEWIDE COMPARISON

Figure 56 represents a comparison of passing rates for TAAS reading, mathematics, and writing for Title I schoolwide programs statewide and for AISD. The most recent statewide data currently available is for school year 1997-98, so that is the comparison represented here. When interpreting these data, keep in mind that AISD serves campuses under Title I that have at least 60 percent low-income students, but the statewide cut-off to qualify as a schoolwide program is lower. Consequently, fewer low-income students proportionally are included in the statewide figures. It can be seen that Title I schoolwide programs statewide are achieving higher passing rates across all subjects than are similar schools in AISD. The discrepancy is greatest at mathematics, with 67.5 percent passing in AISD as compared to 80.7 percent passing statewide. Regardless, the figures indicate that schoolwide campuses in AISD are not performing at the same level as are schoolwide campuses throughout Texas.

Figure 56: 1998 TAAS Percent Passing by Subject for Title I Schoolwide Campuses in AISD and Statewide



COMPARISON OF GRADE 3 TAAS READING SCORES

Grade 3 TAAS reading scores for 1999 were compared for Title I schools and non-Title I schools. The only students included in the analysis were those who were in AISD in fall 1994 who had valid pretest scores on the PPVT that was administered that year and who also had a valid score on the grade 3 TAAS reading test administered in spring 1999. Using an advanced statistical technique (analysis of covariance, with fall PPVT scores as the covariate), the reading scores for the two groups of schools were compared to determine if there was a significant difference between Title I and non-Title schools when variation due to differences in the preparedness levels of students was eliminated from the calculations (PPVT measures receptive vocabulary, which in this analysis was used as a measure of school preparedness). When the average reading TLIs for students in Title I (76.2) and non-Title I schools (79.2) were compared after they were statistically adjusted, it was found that the average TLI score for students in non-Title I schools (78.0) remained significantly higher than the average TLI score for students in Title I schools (76.4). From a practical point of view, because the number of students (n=1,090) in the study was large (which increases the power to detect differences) and the difference between the adjusted means was slight, further investigation is needed in order to draw definitive conclusions about the affect of Title I schools versus non-Title I schools on reading ability as measured by TAAS.

SUMMARY AND RECOMMENDATIONS

Overall, scores on TAAS obtained by students in Title I schools are lower than scores districtwide and for non-Title I students. However, when scores are examined by disaggregated groups, it can be seen that economically disadvantaged, Hispanic, and African American students compare favorably with students in these groups in non-Title I schools and in the district overall. When disaggregated TLI scores are examined, it can be seen that the average TLI scores for Title I students are more similar to those for students in non-Title I schools than are the passing rates. The scores are most similar at the middle school level.

When scores are examined longitudinally for Title I schools, it can be seen that average TLI scores have remained virtually the same from last year to this year. Further comparisons indicate that, with the exception of TAAS writing at middle schools, the percent of Title I schools making gains in TAAS reading, mathematics, and writing decreased during the past year from previous years. Also, students in schoolwide campuses in AISD are performing at a lower level than are students in schoolwide campuses throughout Texas.

It is recommended that more extensive efforts be made to monitor performance in Title I schools during the 1999-2000 school year. Additional analyses will be conducted during the next school year to investigate if the decline in test scores that occurred during the 1998-99 school year is a reflection of the increased numbers of students included in the accountability system or an indication of a trend. Also, the Title I evaluation staff will work with schools to assist them with TAAS data analysis to enable the schools to better meet the educational needs of their students.

ACHIEVEMENT DATA BY SCHOOL

In Figures 57 through 204, TAAS data are presented for each Title I school by disaggregated group for 1996 through 1999. The numbers used in these figures are based on accountability data reported to TEA and are derived from students who were enrolled in the district on the last Friday in October each year. Seven of the Title I schools in AISD (Blackshear, Govalle, Langford, Palm, Pecan Springs, and Wooldridge elementary schools; and Mendez Middle School) were rated as *Low-Performing* by TEA for the 1998-99 school year.

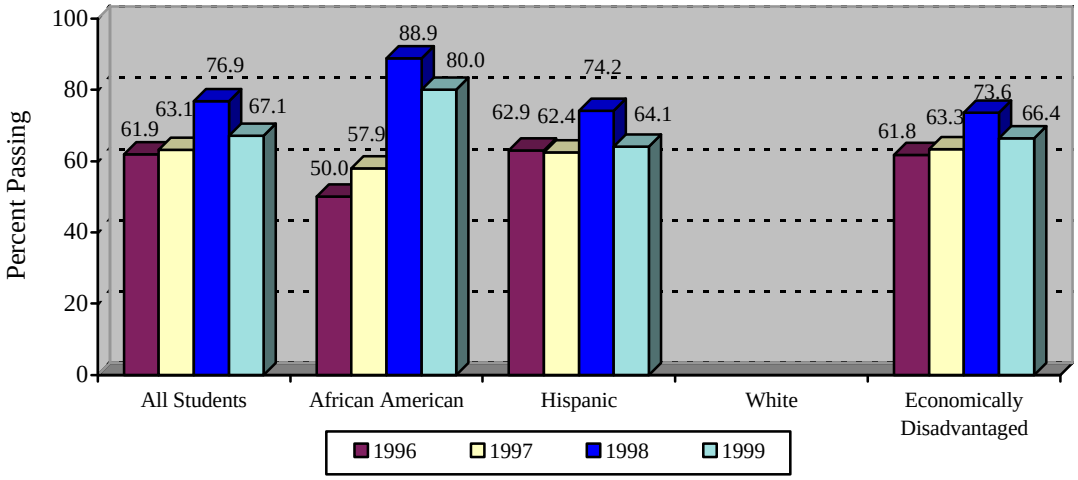
Numbers are reported in the following figures if at least five students were tested in a given disaggregated group; however, the criterion for inclusion in TEA's accountability ratings is a minimum of 30 students in a group. Consequently, some of the data reported herein were not included in the statewide accountability ratings.

Although the overall achievement levels for Title I schools during the 1998-99 school year declined from the previous year, there were individual campuses that experienced successes during the past year. Hart Elementary, a new campus for 1998-99, would have been rated recognized except for the African American mathematics percentage passing rate of 72.9. Hart and five other Title I elementary schools (Brown, Maplewood, Reilly, Sanchez, and Winn) had at least 70% of their students passing in

each disaggregated group and each subject area. Also, Sims Elementary and Webb Middle School achieved impressive gains from 1998 to 1999.

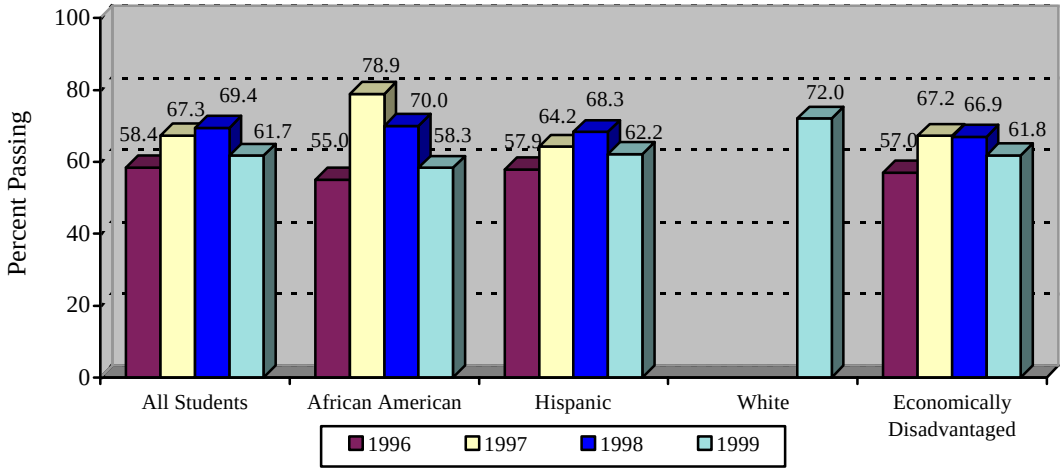
ALLAN ELEMENTARY

Figure 57: TAAS Reading by Disaggregated Group, 1996 through 1999



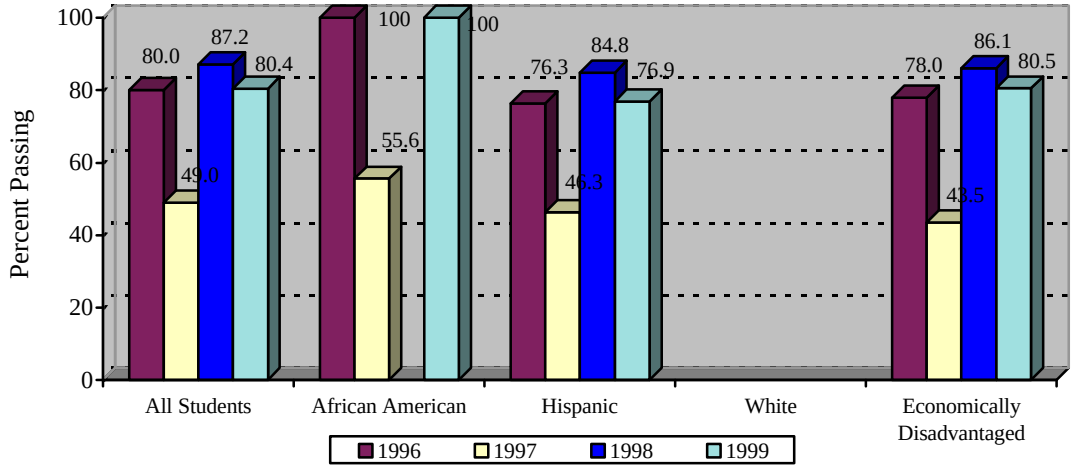
* There were not enough White students in any year to report.

Figure 58: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

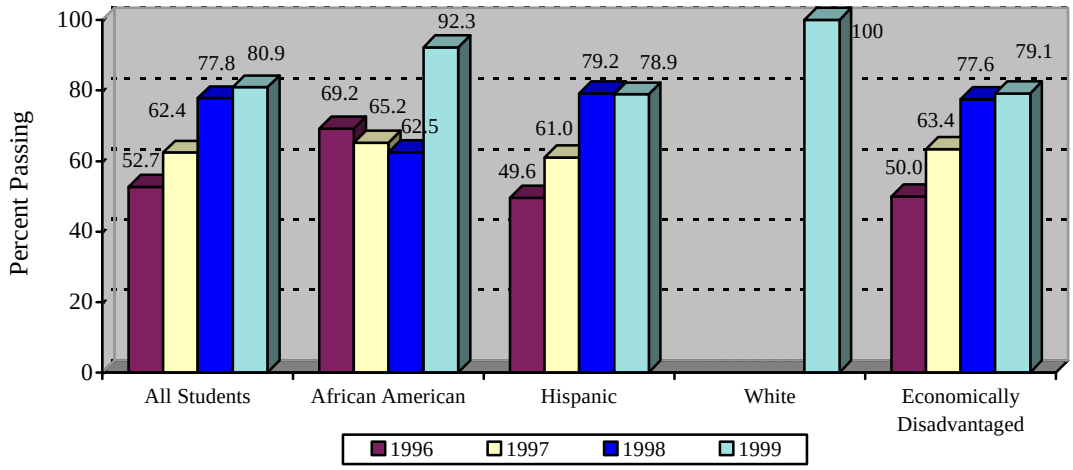
Figure 59: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year or African American students in 1998 to report.

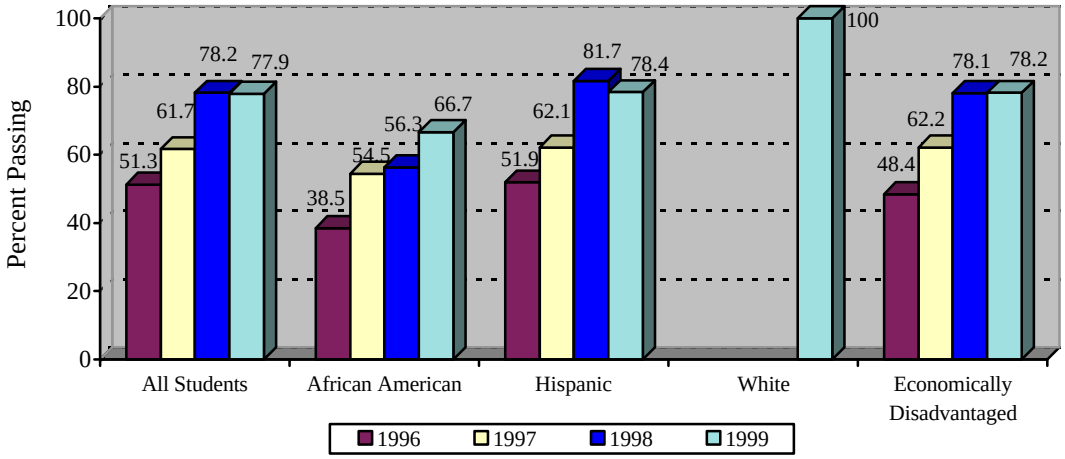
ALLISON ELEMENTARY

Figure 60: TAAS Reading by Disaggregated Group, 1996 through 1999



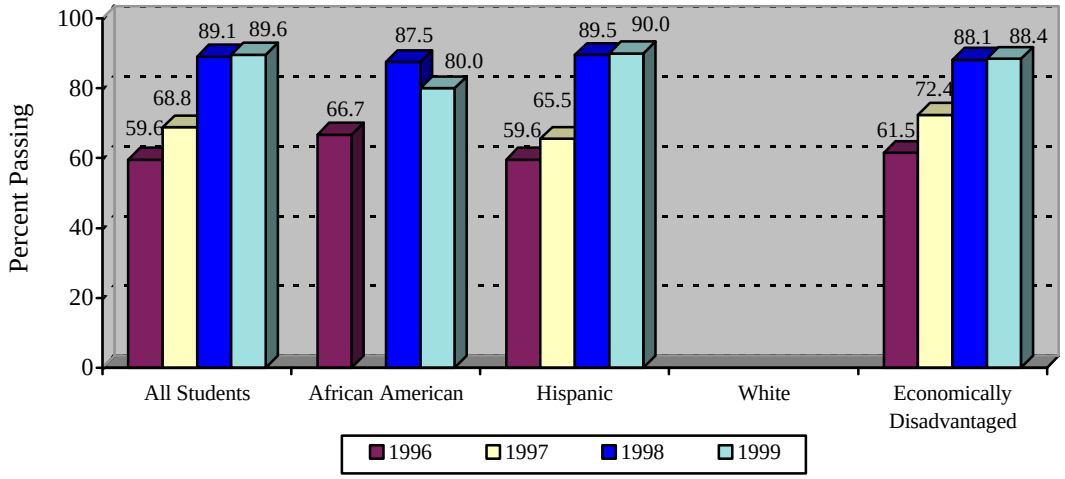
* There were not enough White students in 1996, 1997, or 1998 to report.

Figure 61: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1996, 1997, or 1998 to report.

Figure 62: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1997 or White students in any year to report.

ANDREWS ELEMENTARY

Figure 63: TAAS Reading by Disaggregated Group, 1996 through 1999

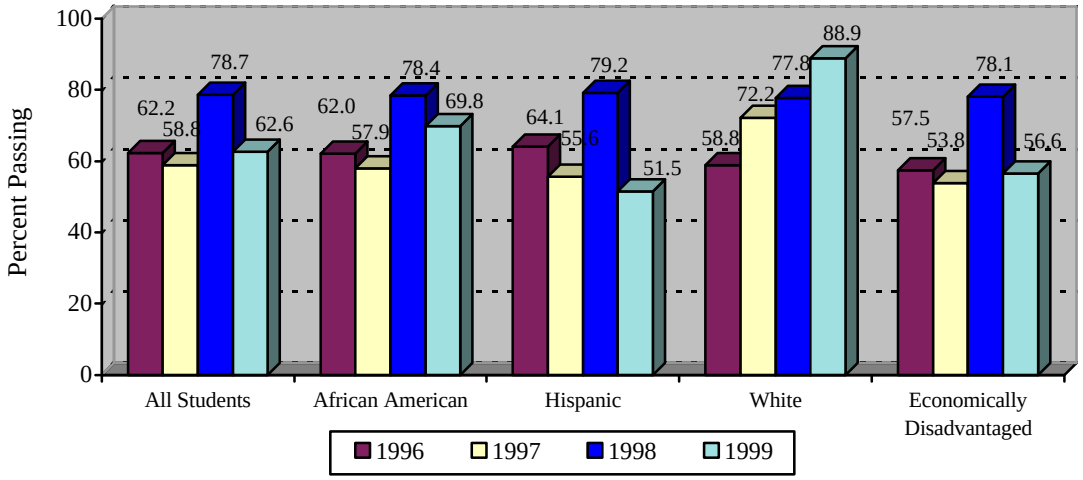


Figure 64: TAAS Mathematics by Disaggregated Group, 1996 through 1999

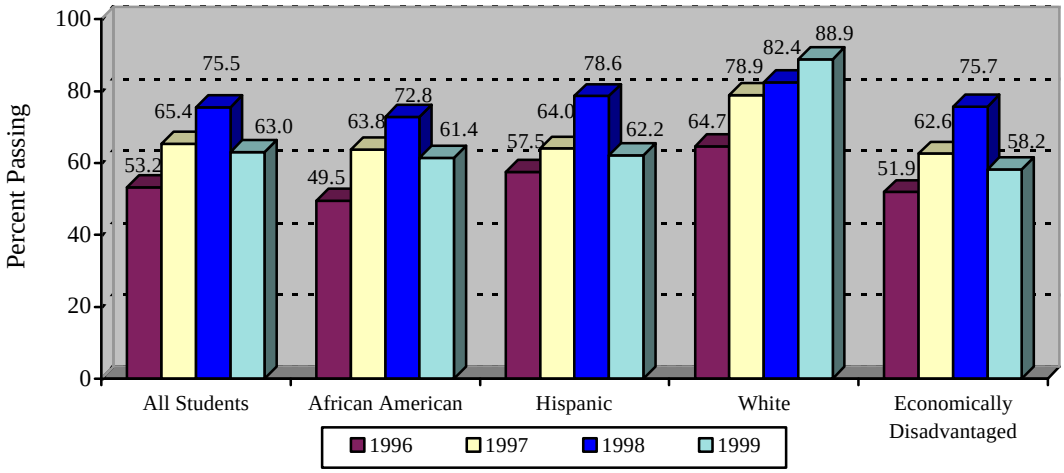
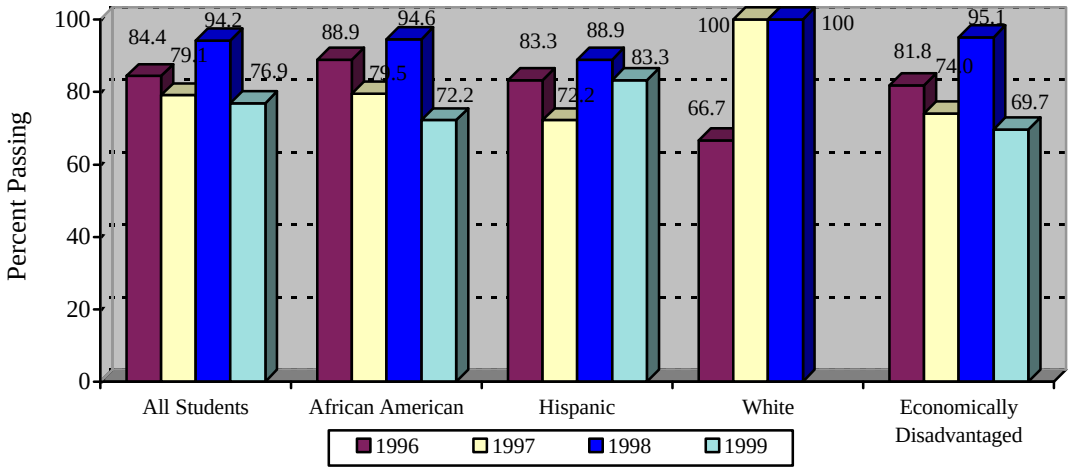


Figure 65: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1999 to report.

BARRINGTON ELEMENTARY

Figure 66: TAAS Reading by Disaggregated Group, 1996 through 1999

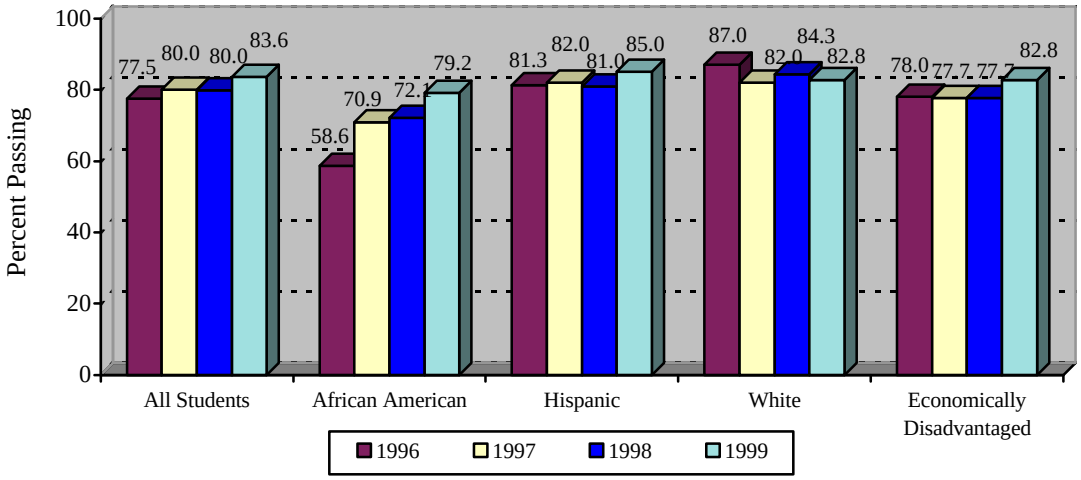


Figure 67: TAAS Mathematics by Disaggregated Group, 1996 through 1999

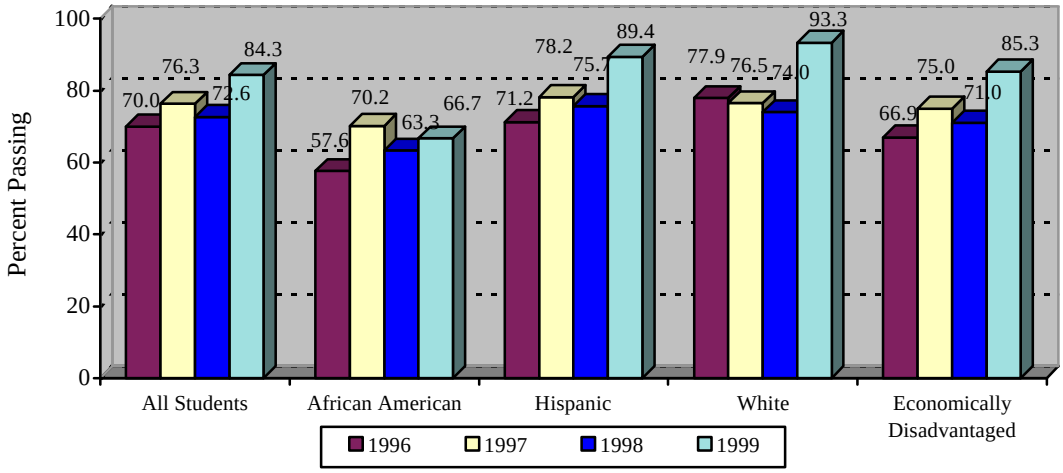
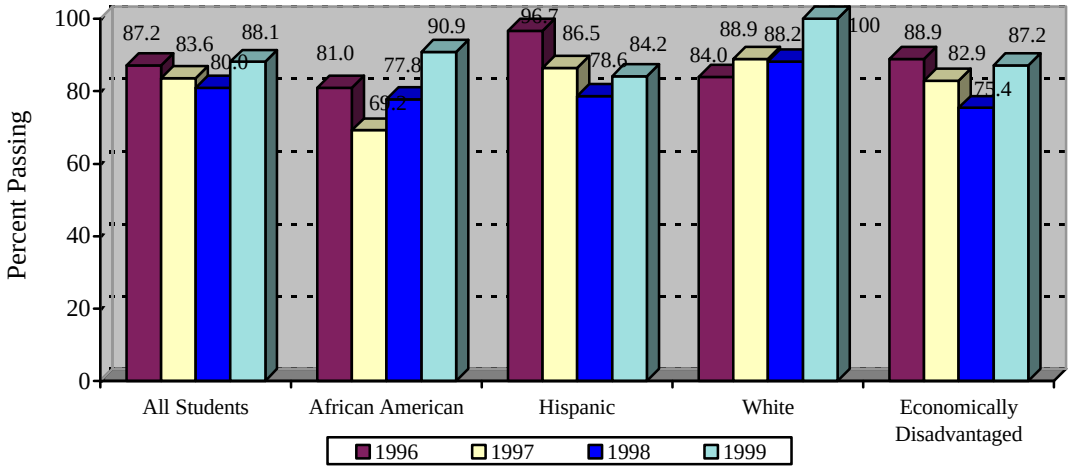


Figure 68: TAAS Writing by Disaggregated Group, 1996 through 1999



BECKER ELEMENTARY

Figure 69: TAAS Reading by Disaggregated Group, 1996 through 1999

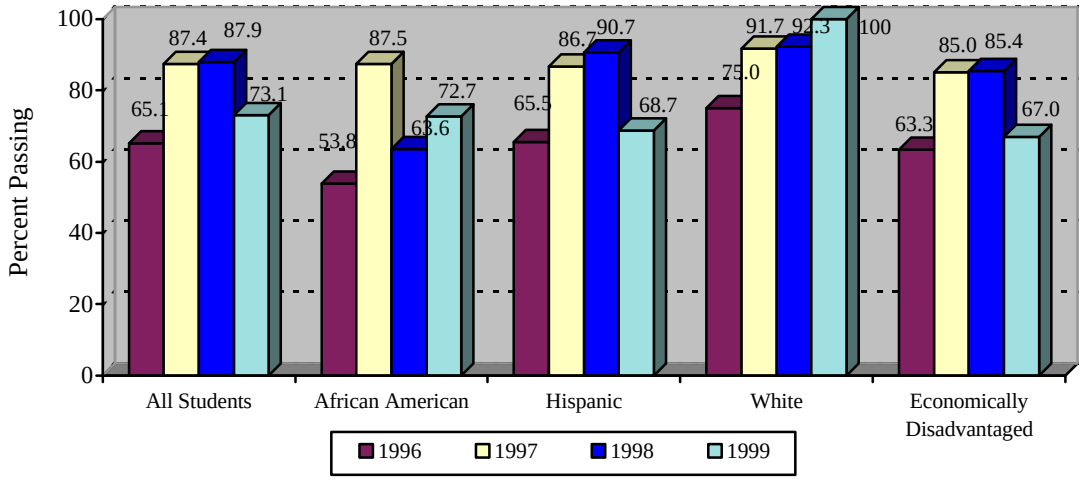


Figure 70: Mathematics by Disaggregated Group, 1996 through 1999

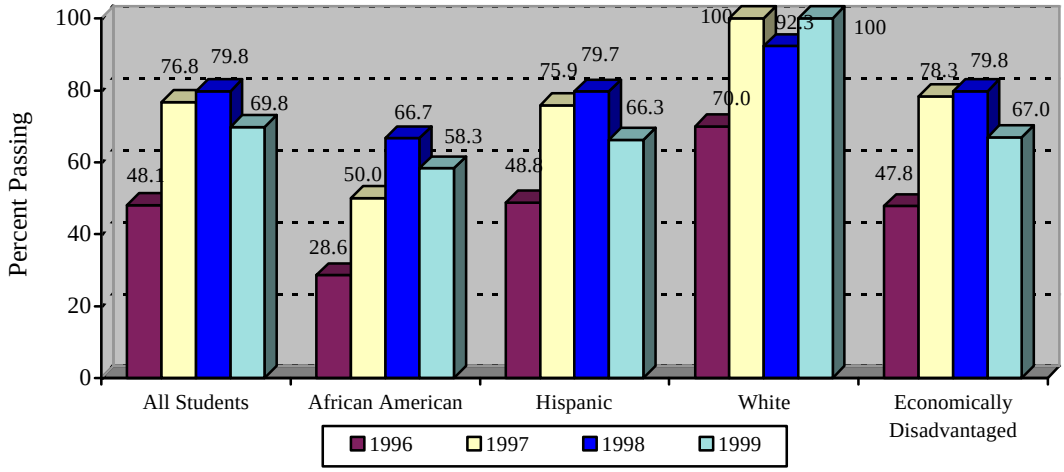
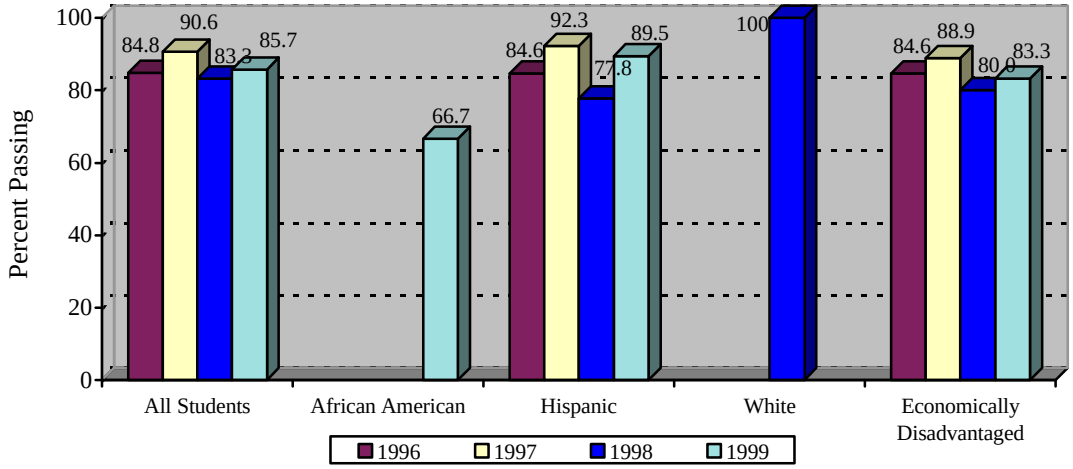


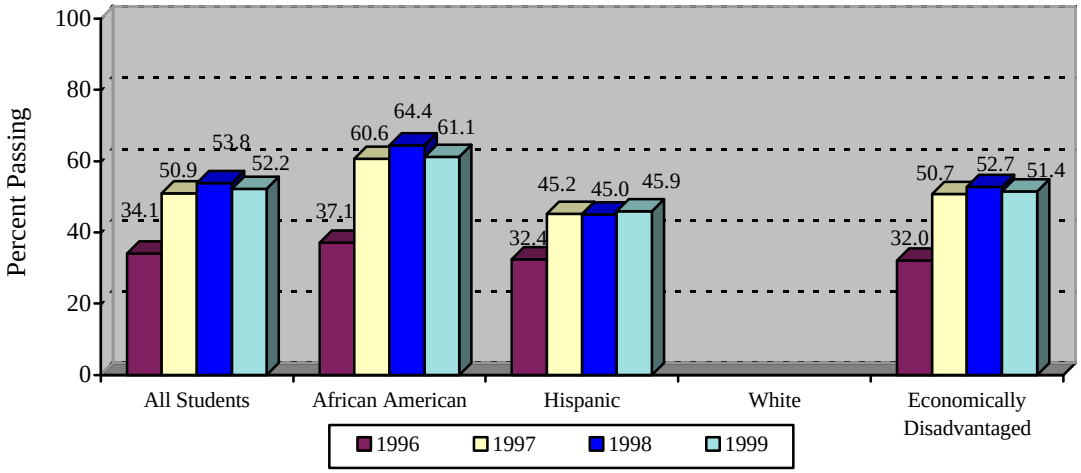
Figure 71: TAAS Writing by Disaggregated Group, 1996 through 1999



***** There were not enough African American students in 1996, 1997, 1998 or White students in 1996, 1997, or 1999 to report.

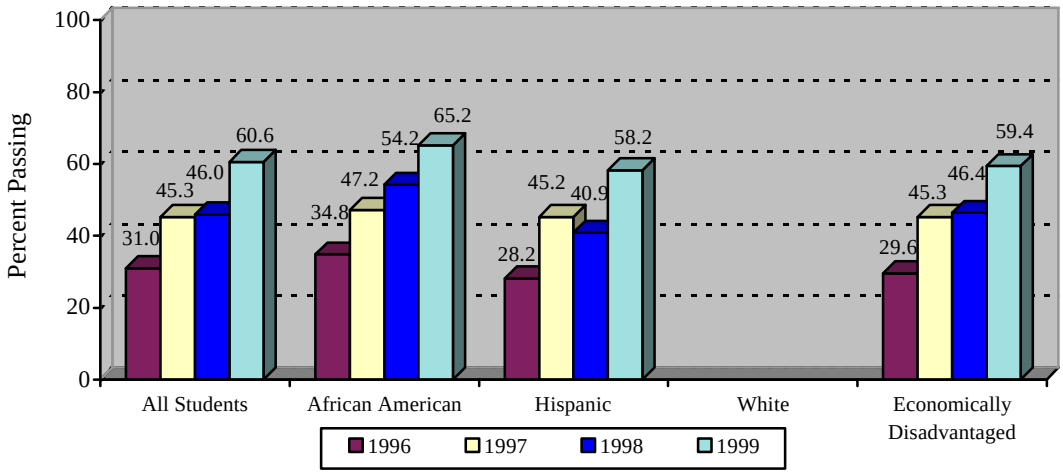
BLACKSHEAR ELEMENTARY

Figure 72: TAAS Reading by Disaggregated Group, 1996 through 1999



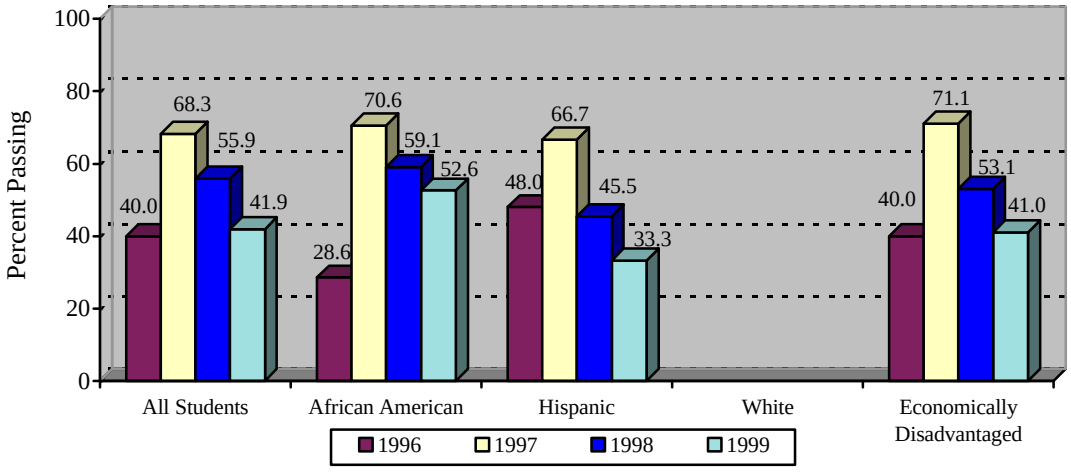
* There were not enough White students in any year to report.

Figure 73: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 74: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

BLANTON ELEMENTARY

Figure 75: TAAS Reading by Disaggregated Group, 1996 through 1999

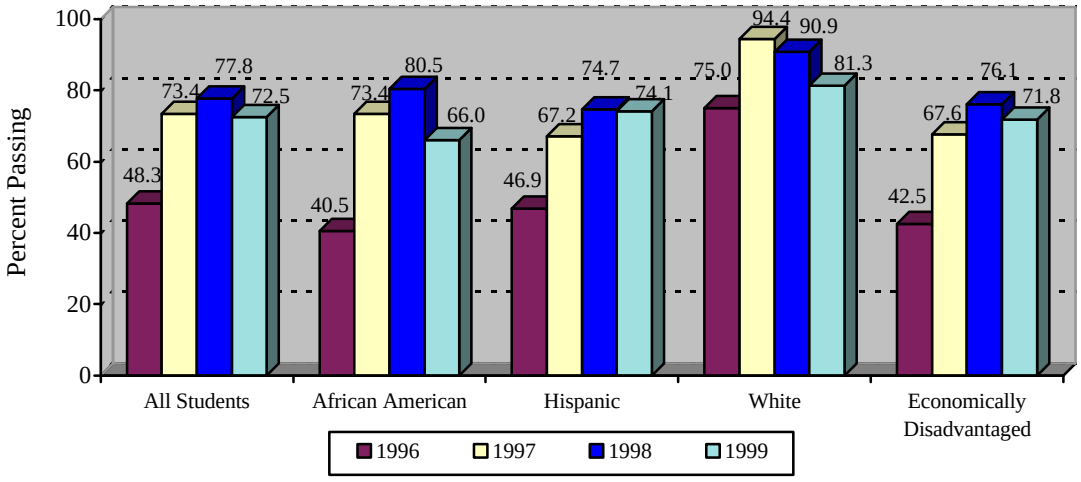


Figure 76: TAAS Mathematics by Disaggregated Group, 1996 through 1999

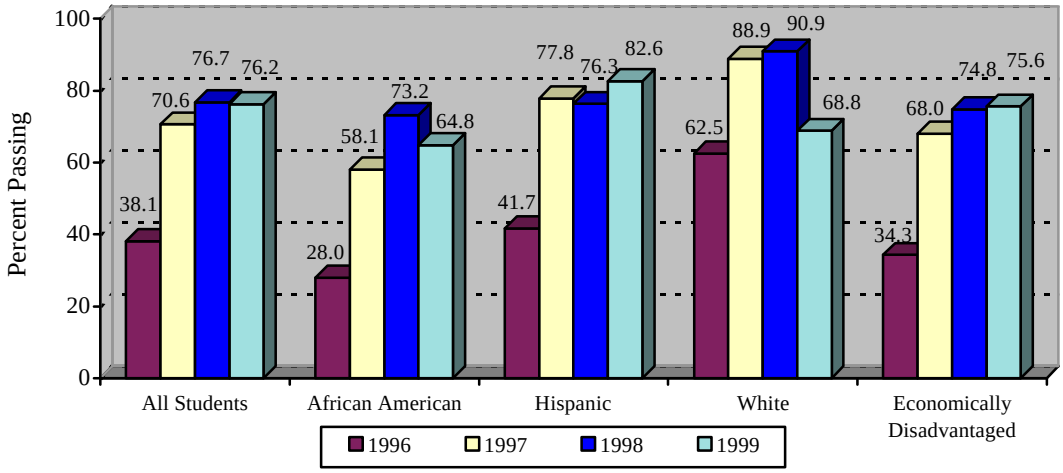
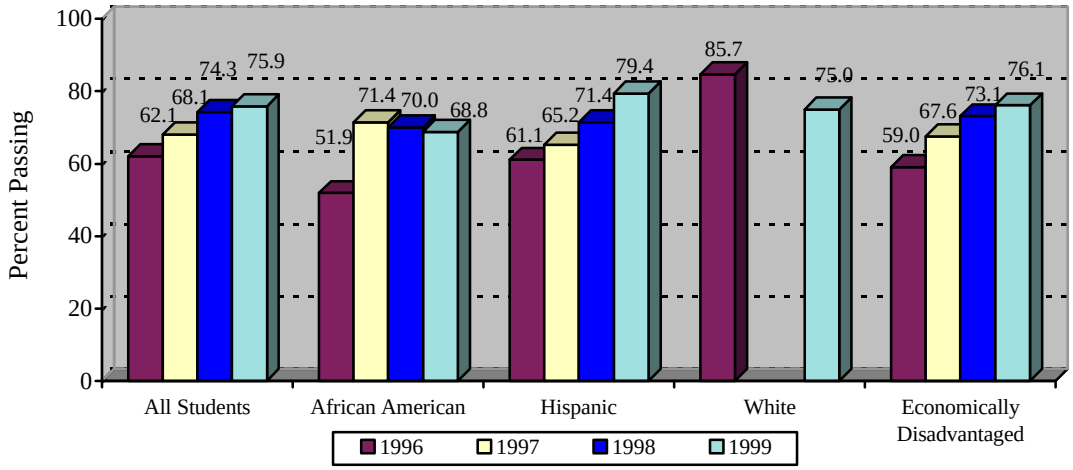


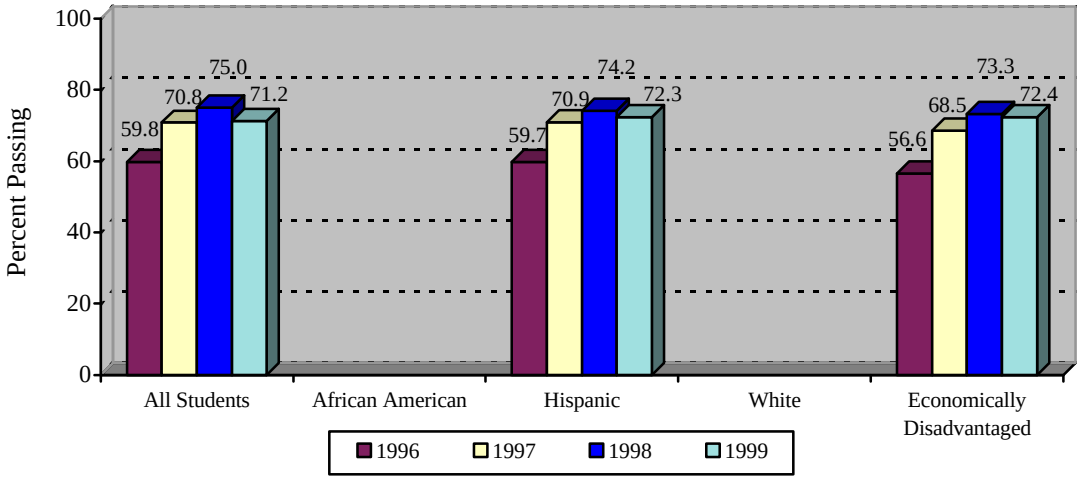
Figure 77: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1997 or 1998 to report.

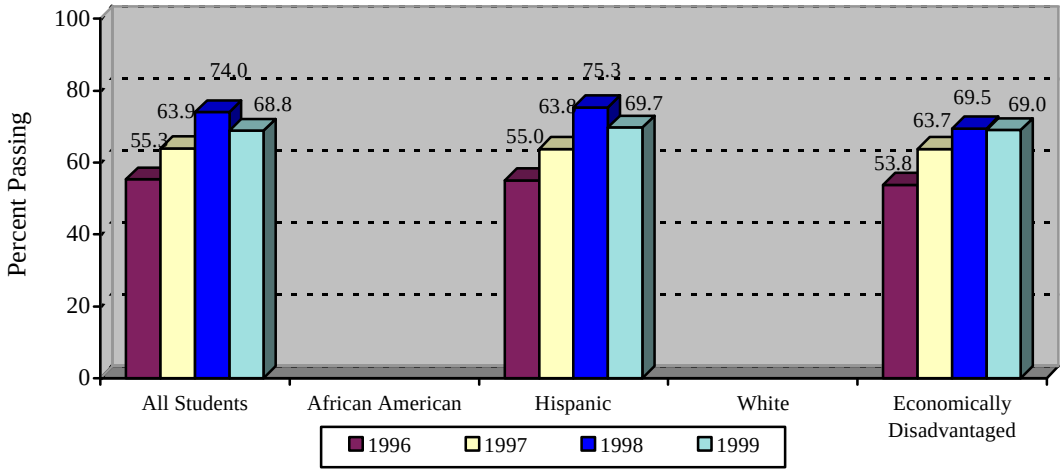
BROOKE ELEMENTARY

Figure 78: TAAS Reading by Disaggregated Group, 1996 through 1999



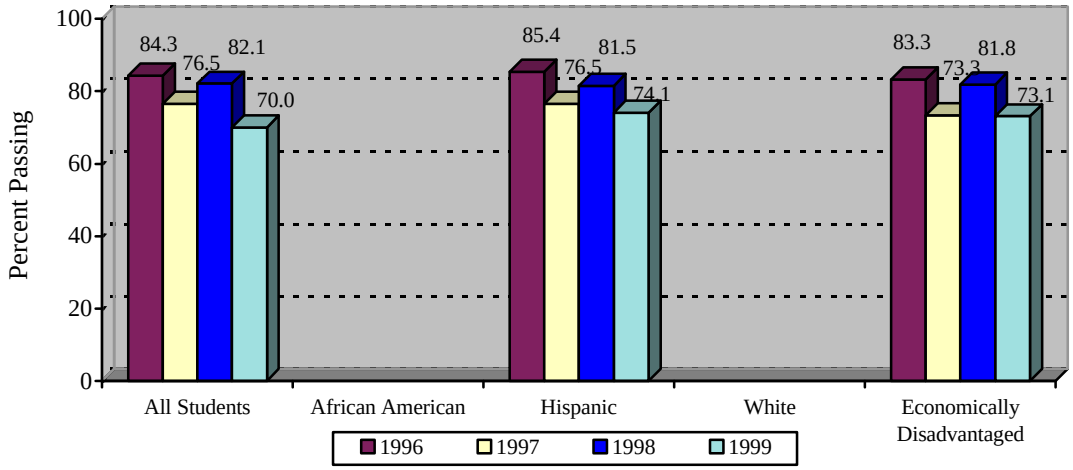
* There were not enough African American or White students in any year to report.

Figure 79: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough African American or White students in any year to report.

Figure 80: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American or White students in any year to report.

BROWN ELEMENTARY

Figure 81: TAAS Reading by Disaggregated Group, 1996 through 1999

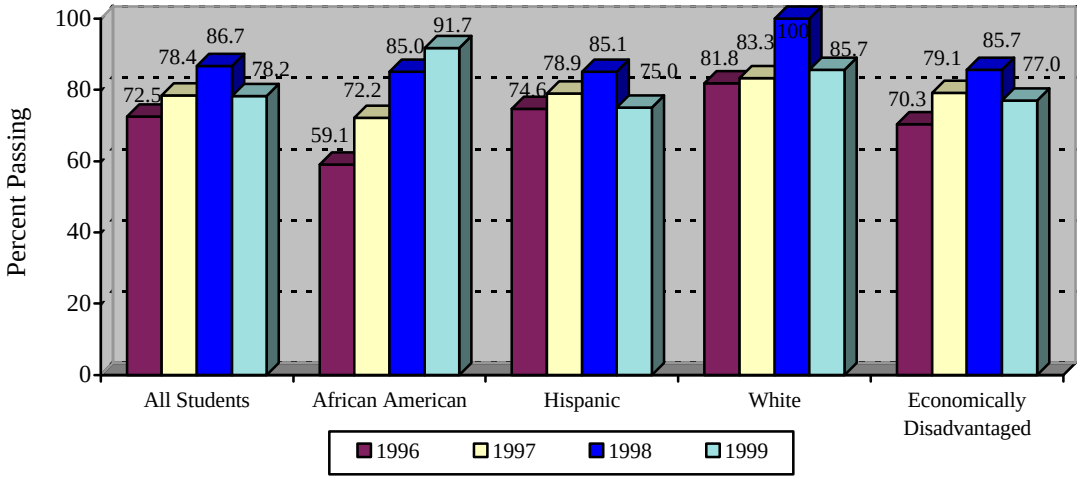


Figure 82: TAAS Mathematics by Disaggregated Group, 1996 through 1999

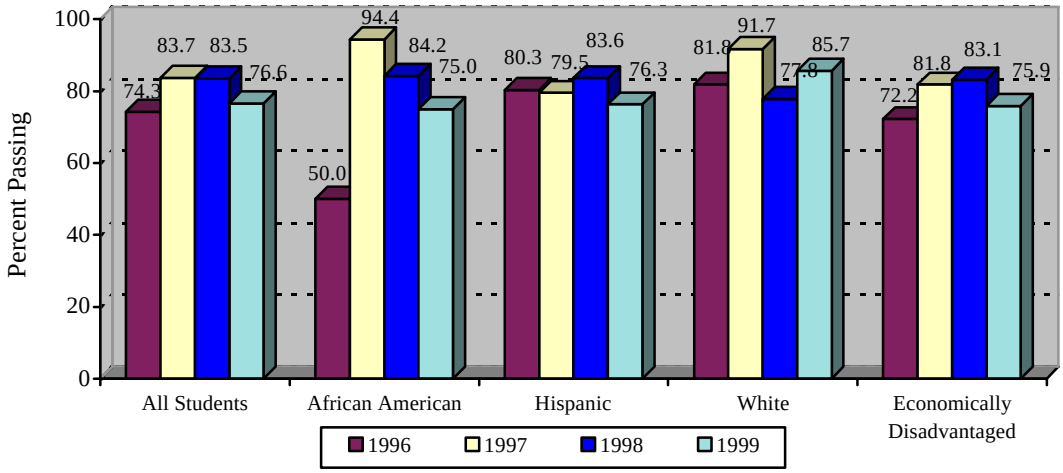
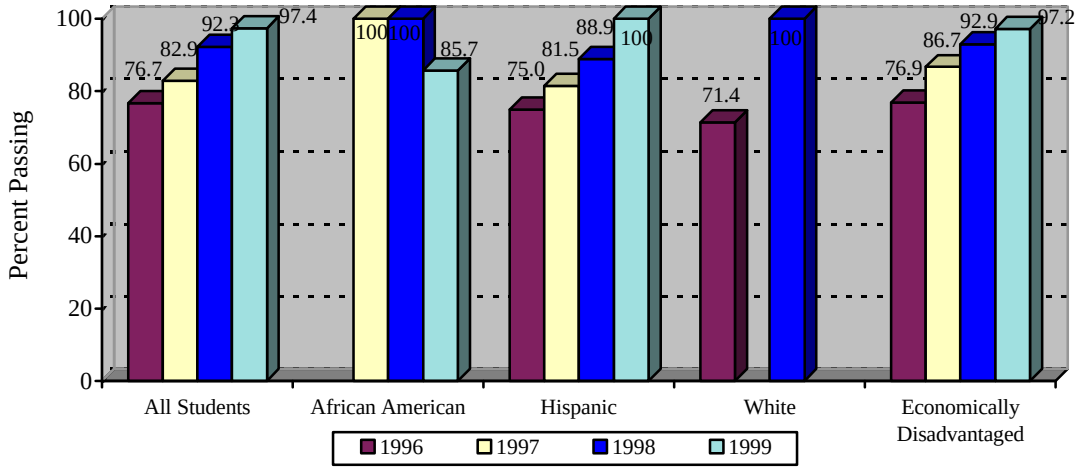


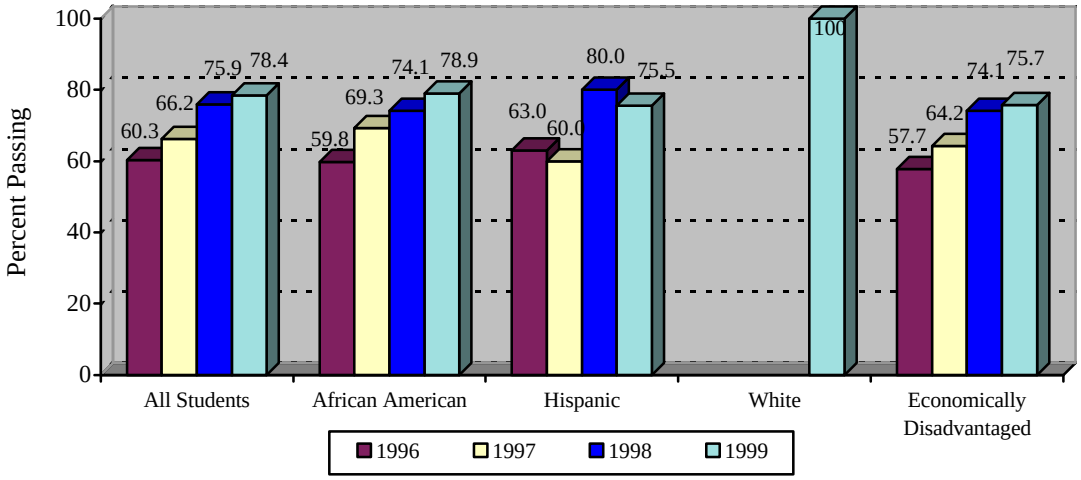
Figure 83: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1996 or White students in 1997 or 1999 to report.

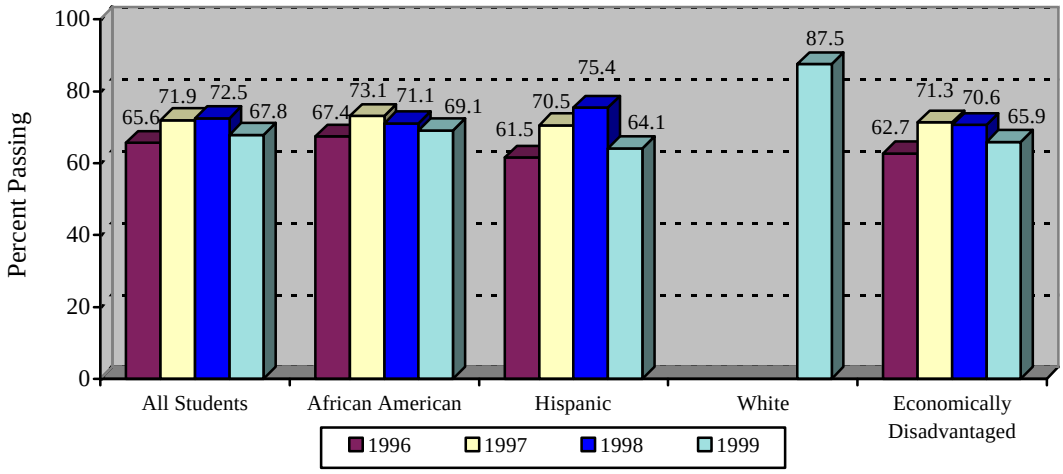
CAMPBELL ELEMENTARY

Figure 84: TAAS Reading by Disaggregated Group, 1996 through 1999



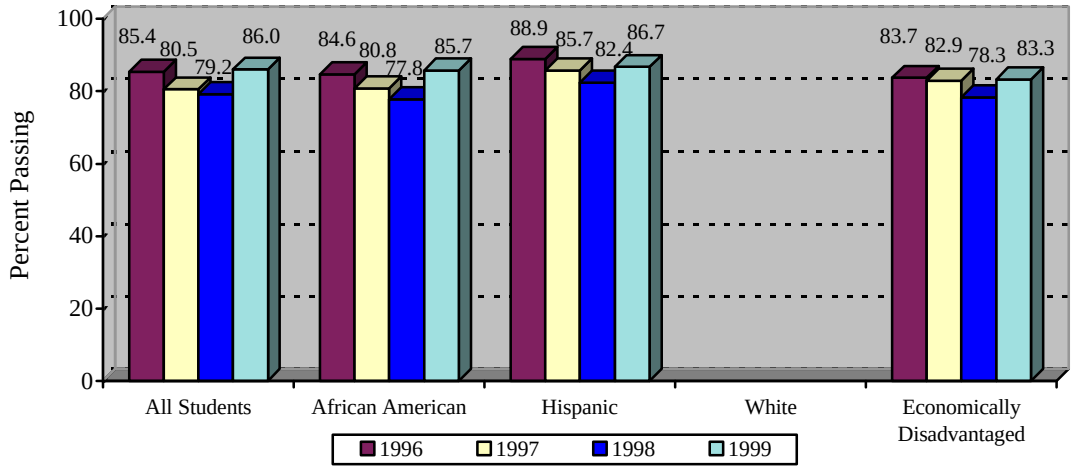
* There were not enough White students in 1996, 1997, or 1998 to report.

Figure 85: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 86: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

COOK ELEMENTARY

Figure 87: TAAS Reading by Disaggregated Group, 1996 through 1999

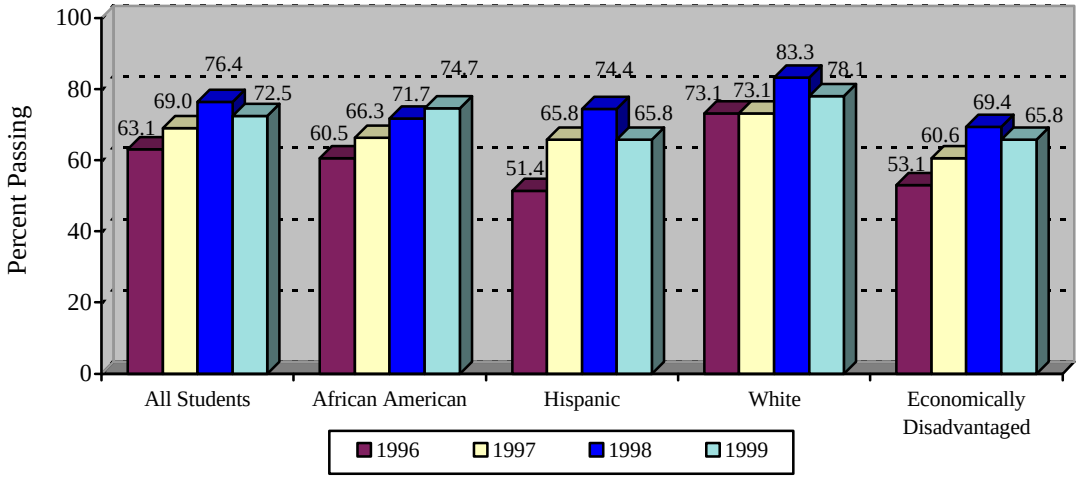


Figure 88: TAAS Mathematics by Disaggregated Group, 1996 through 1999

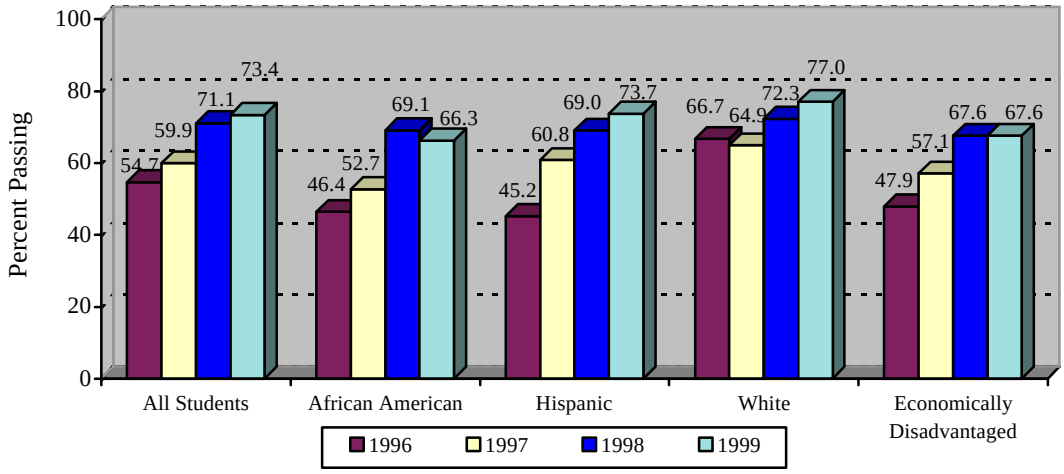
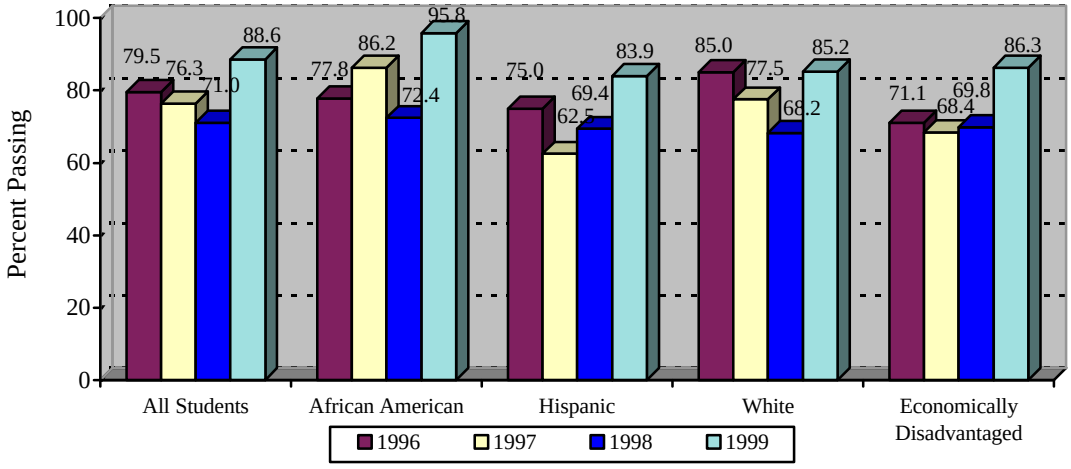


Figure 89: TAAS Writing by Disaggregated Group, 1996 through 1999



DAWSON ELEMENTARY

Figure 90: TAAS Reading by Disaggregated Group, 1996 through 1999

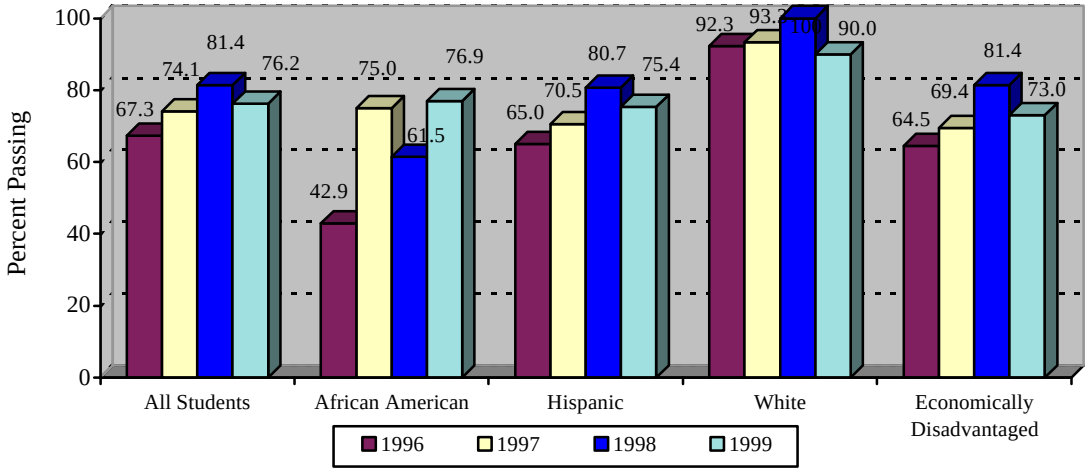


Figure 91: TAAS Mathematics by Disaggregated Group, 1996 through 1999

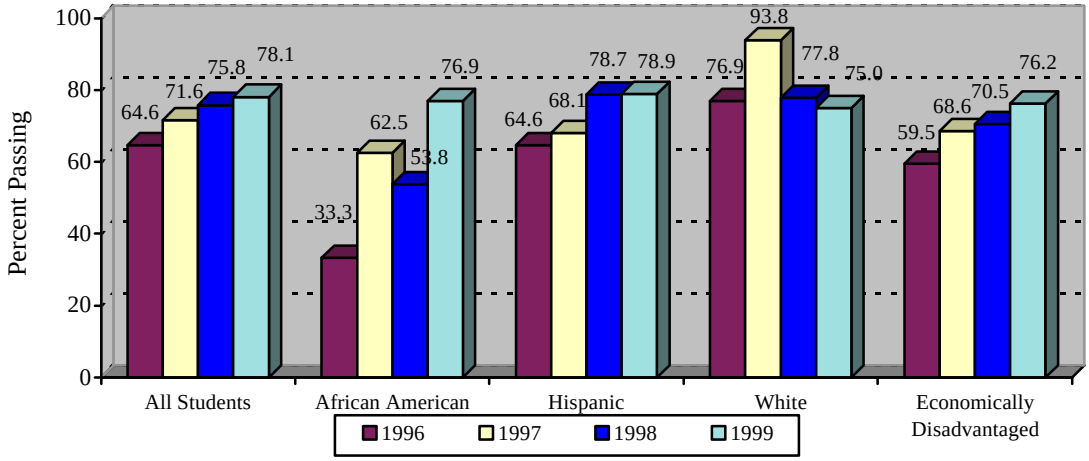
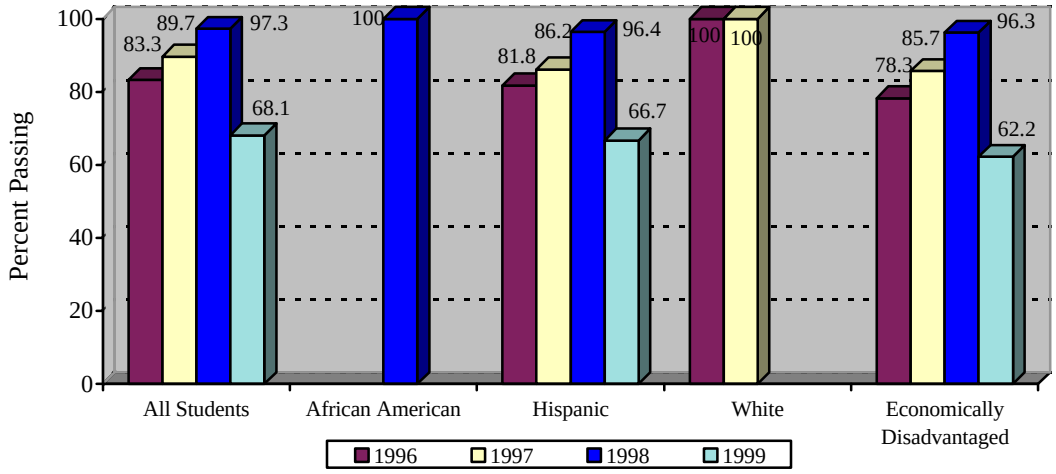


Figure 92: TAAS Writing by Disaggregated Group, 1996 through 1999



* There

GALINDO ELEMENTARY

Figure 93: TAAS Reading by Disaggregated Group, 1996 through 1999

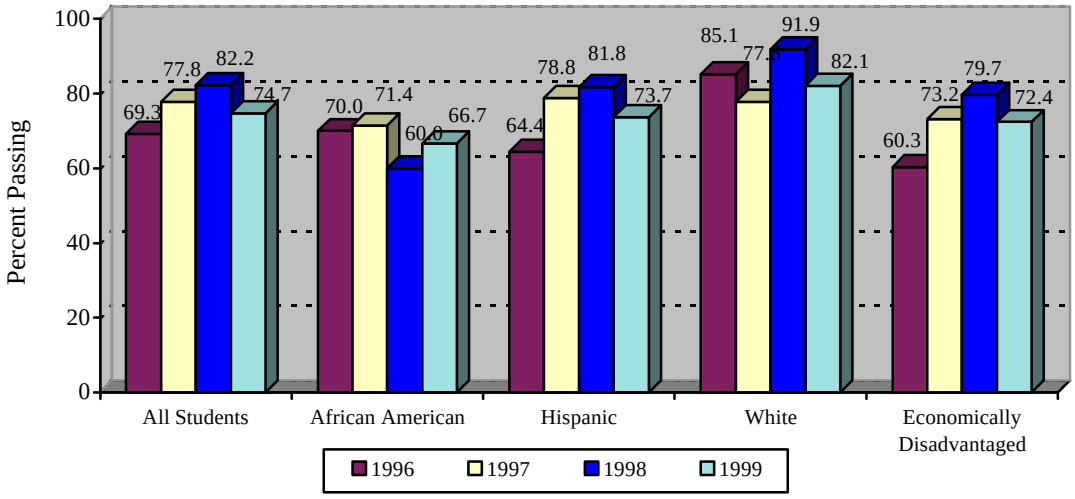


Figure 94: TAAS Mathematics by Disaggregated Group, 1996 through 1999

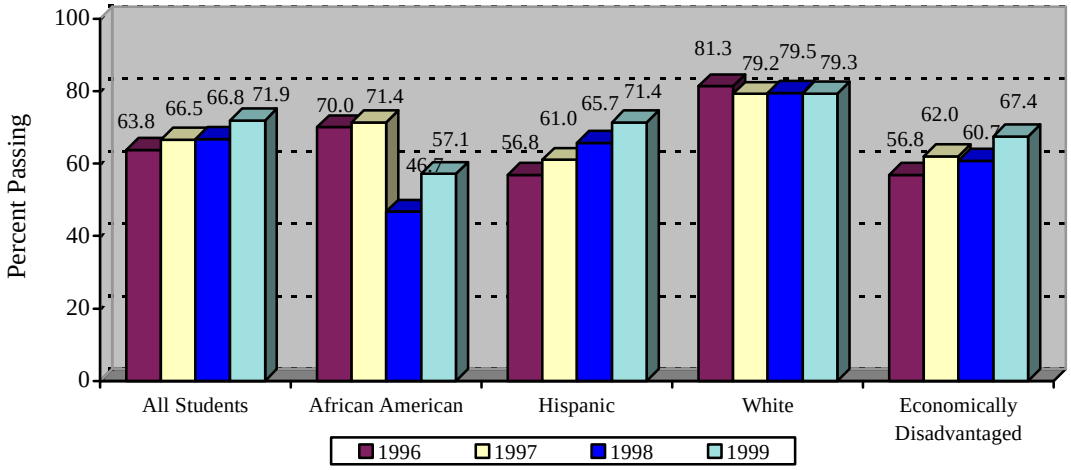
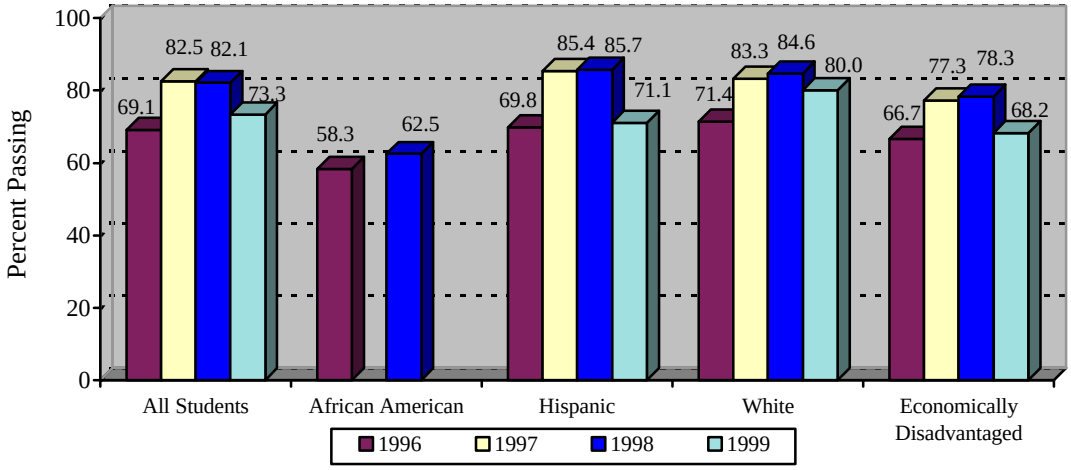


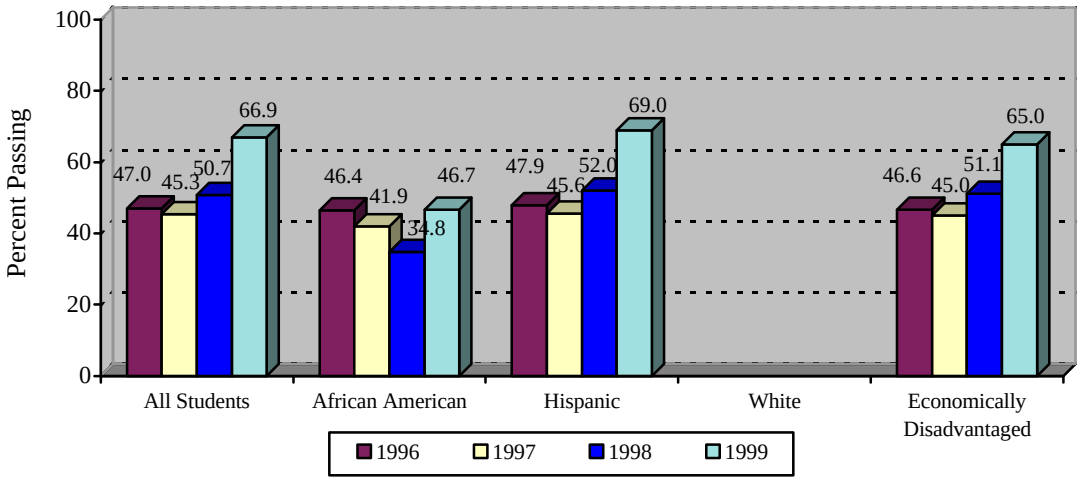
Figure 95: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1997 or 1999 to report.

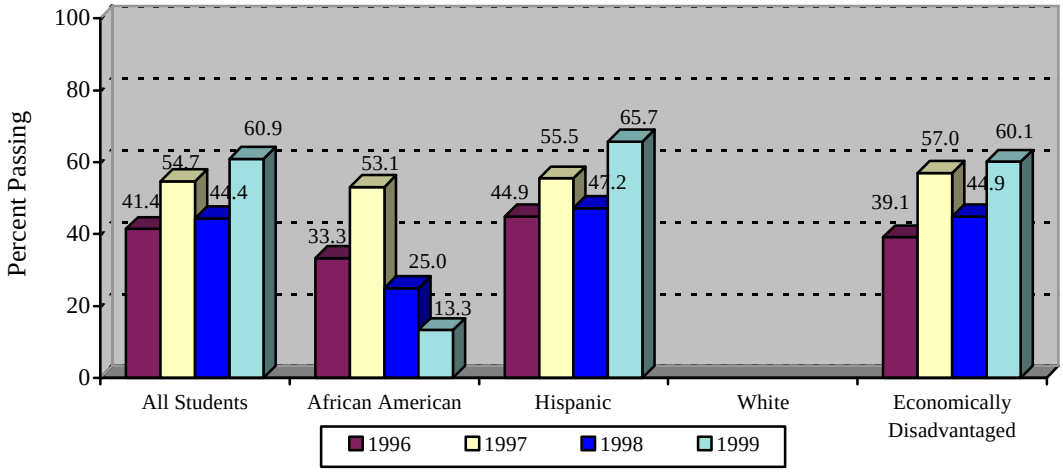
GOVALLE ELEMENTARY

Figure 96: TAAS Reading by Disaggregated Group, 1996 through 1999



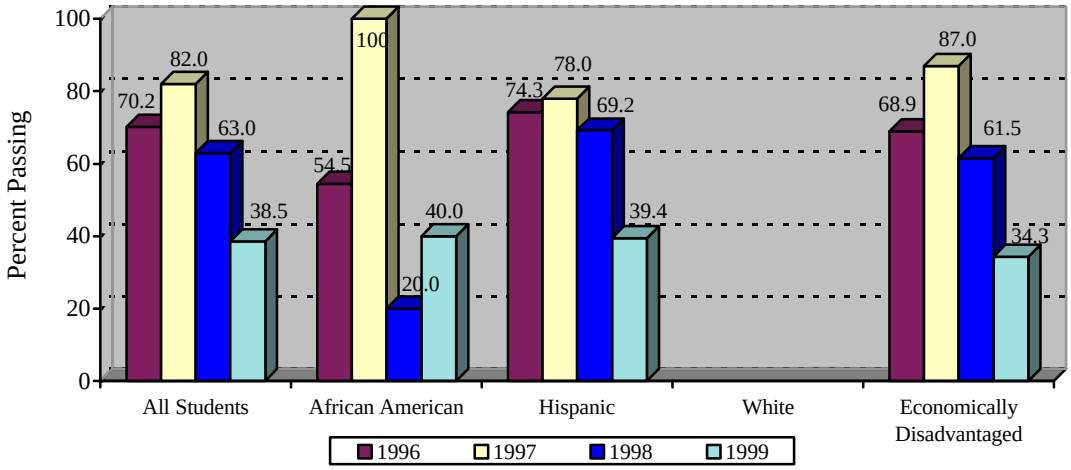
* There were not enough White students in any year to report.

Figure 97: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 98: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

GRAHAM ELEMENTARY

Figure 99: TAAS Reading by Disaggregated Group, 1996 through 1999

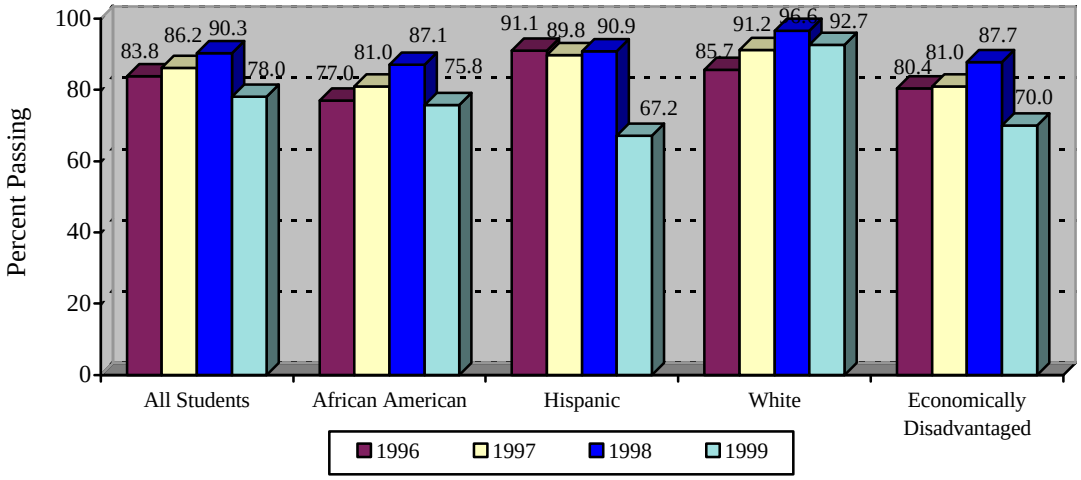


Figure 100: TAAS Mathematics by Disaggregated Group, 1996 through 1999

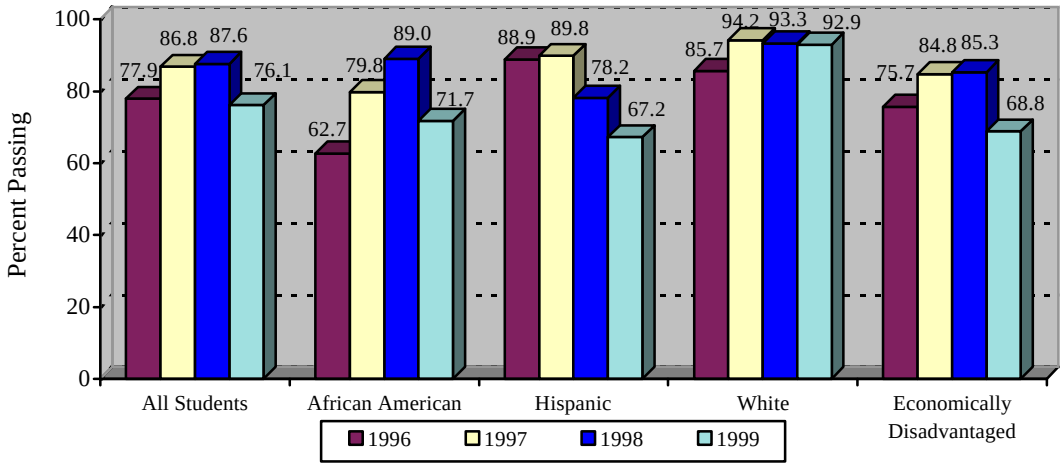
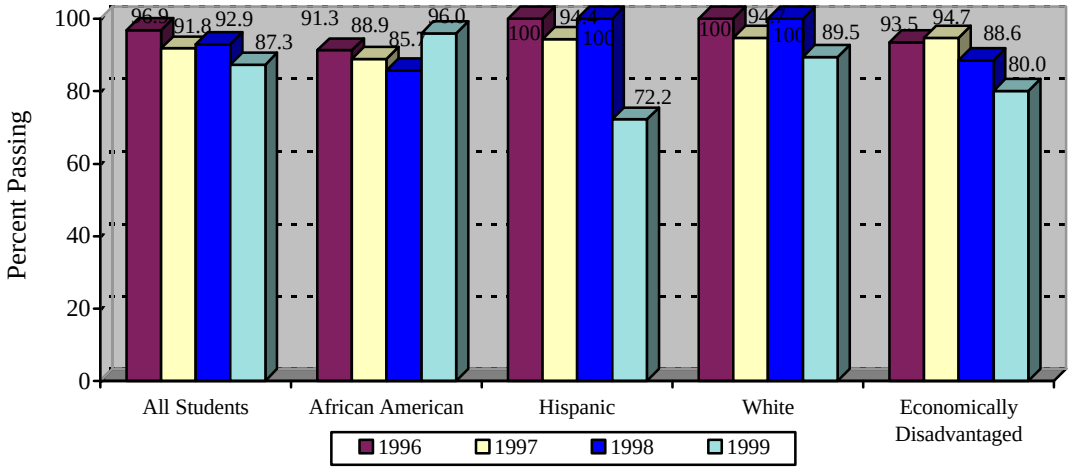
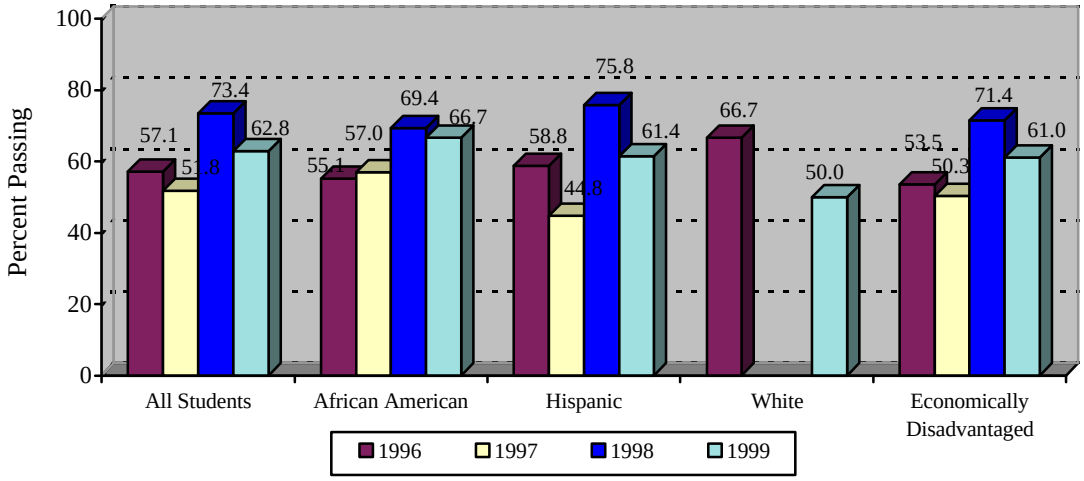


Figure 101: TAAS Writing by Disaggregated Group, 1996 through 1999



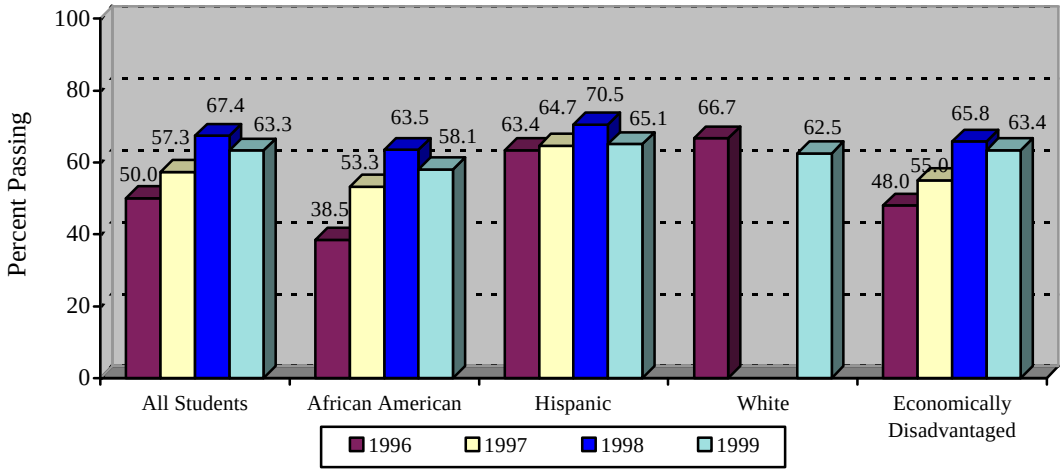
HARRIS ELEMENTARY

Figure 102: TAAS Reading by Disaggregated Group, 1996 through 1999



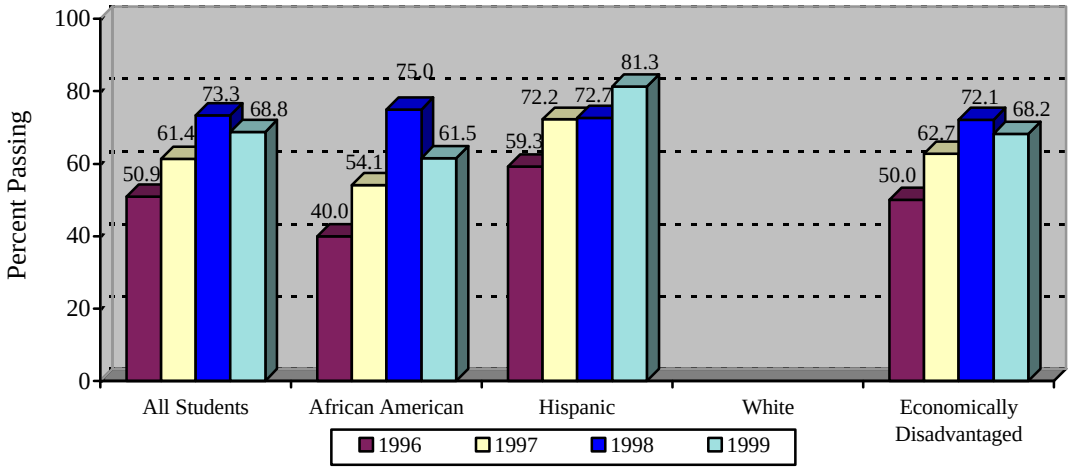
* There were not enough White students in 1997 or 1998 to report.

Figure 103: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1997 or 1998 to report.

Figure 104: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

HART ELEMENTARY

Figure 105: TAAS Reading by Disaggregated Group, 1996 through 1999

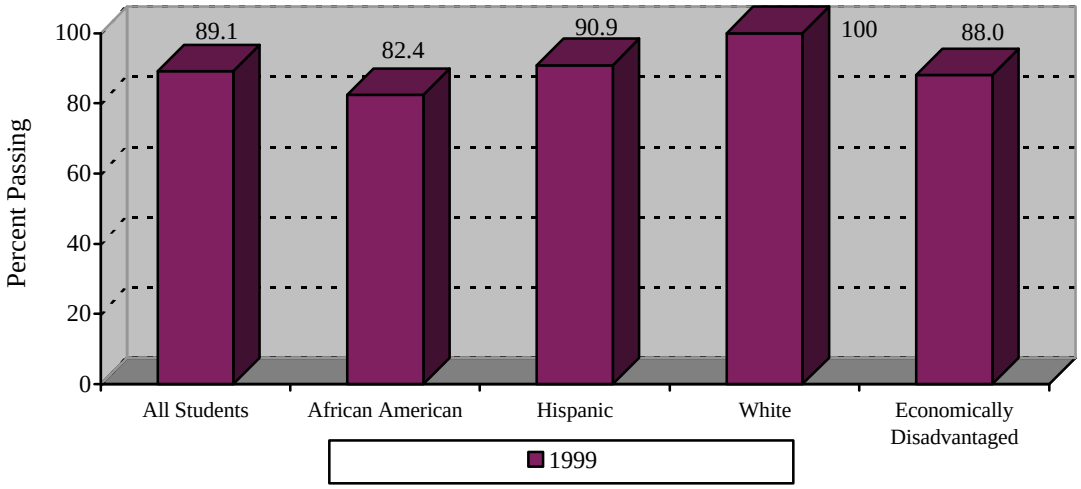


Figure 106: TAAS Mathematics by Disaggregated Group, 1996 through 1999

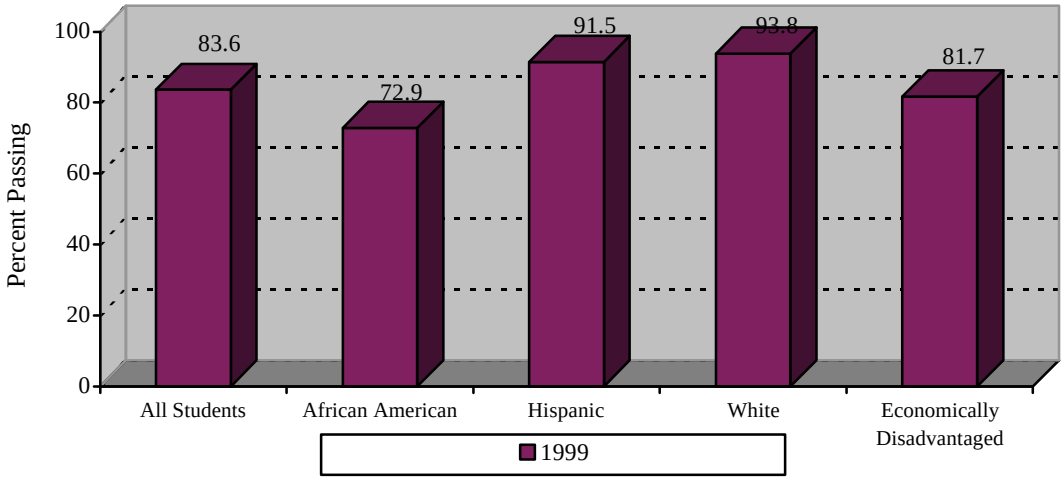
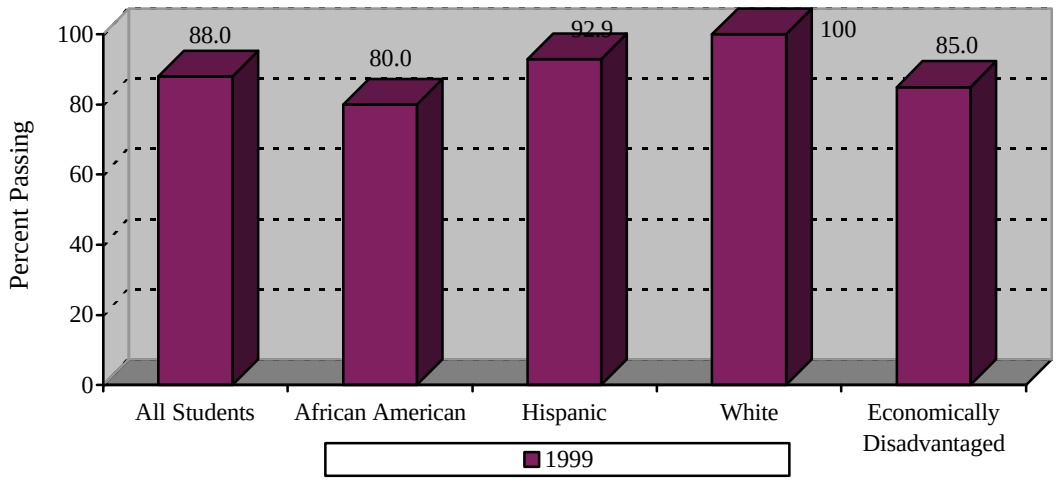


Figure 107: TAAS Writing by Disaggregated Group, 1996 through 1999



HOUSTON ELEMENTARY

Figure 108: TAAS Reading by Disaggregated Group, 1996 through 1999

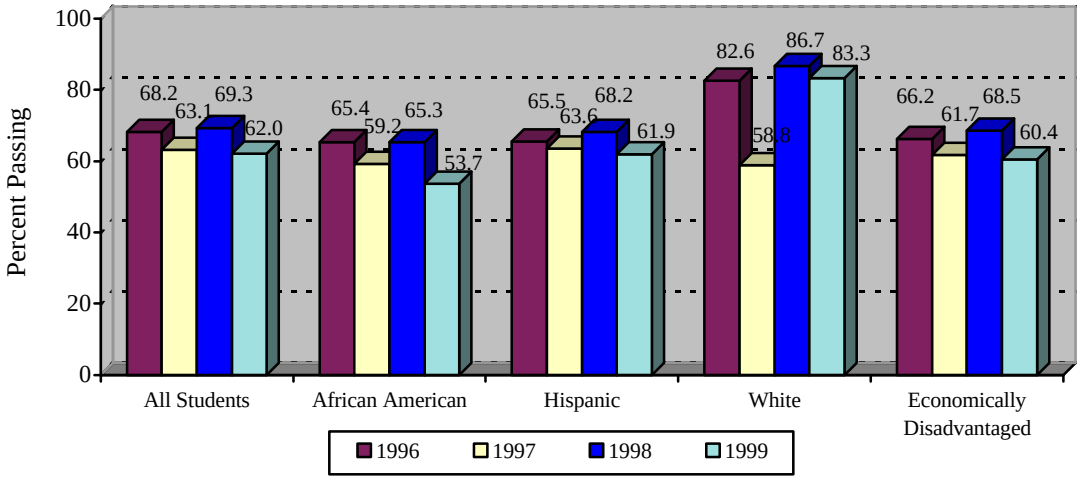


Figure 109: TAAS Mathematics by Disaggregated Group, 1996 through 1999

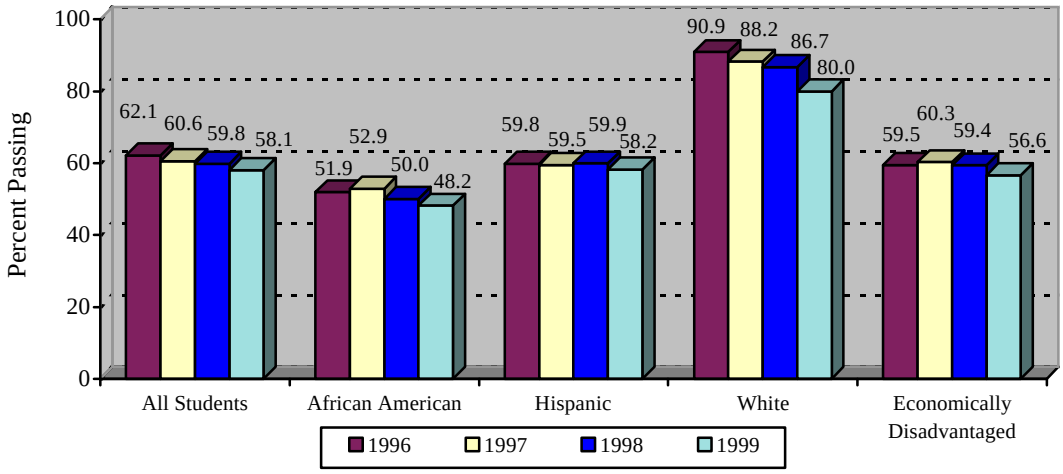
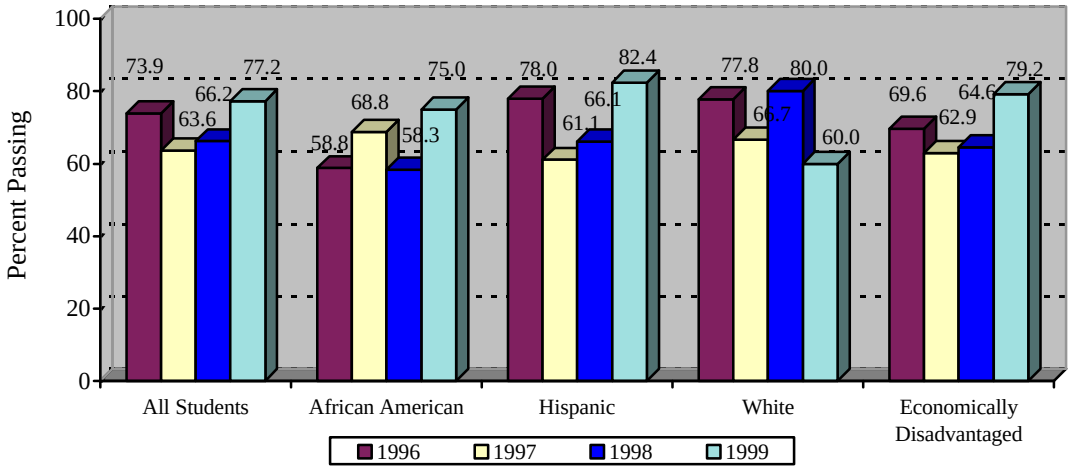
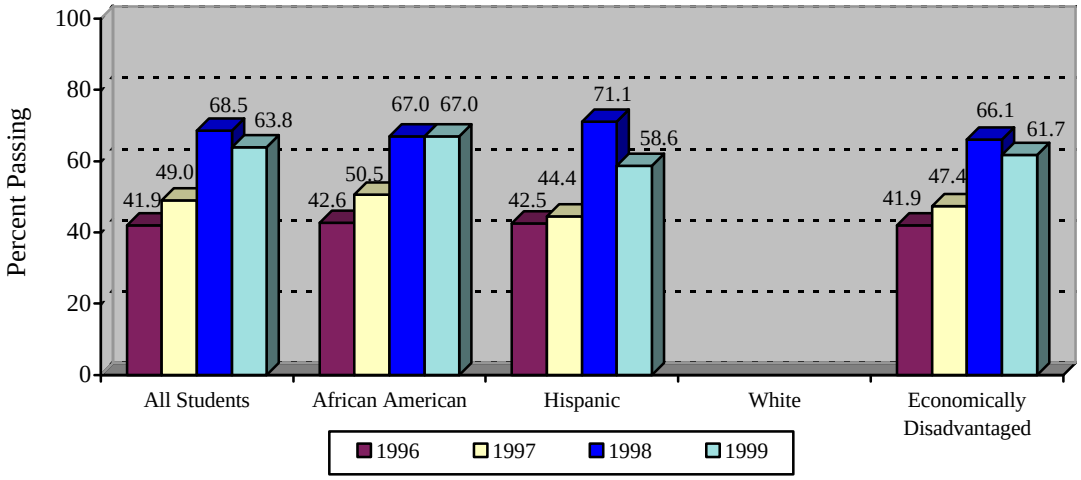


Figure 110: TAAS Writing by Disaggregated Group, 1996 through 1999



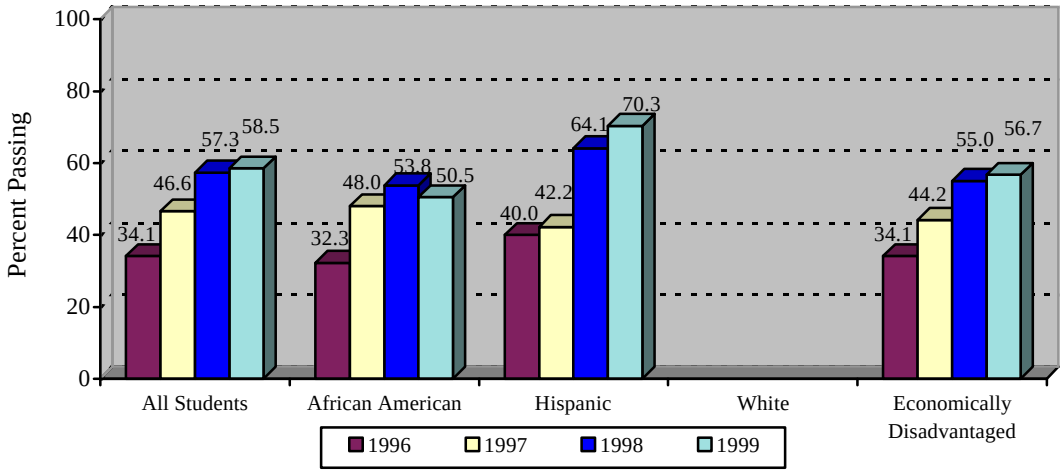
JORDAN ELEMENTARY

Figure 111: TAAS Reading by Disaggregated Group, 1996 through 1999



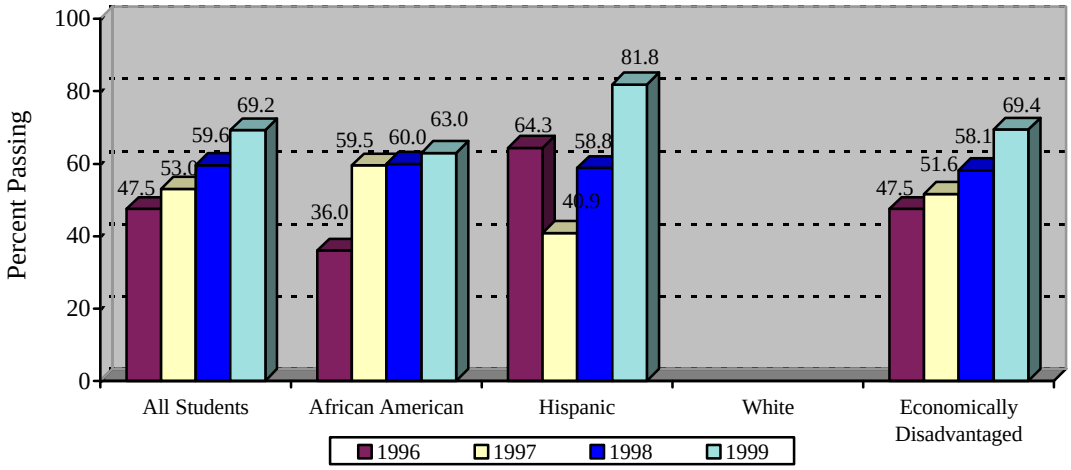
* There were not enough White students in any year to report.

Figure 112: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 113: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

JOSLIN ELEMENTARY

Figure 114: TAAS Reading by Disaggregated Group, 1996 through 1999

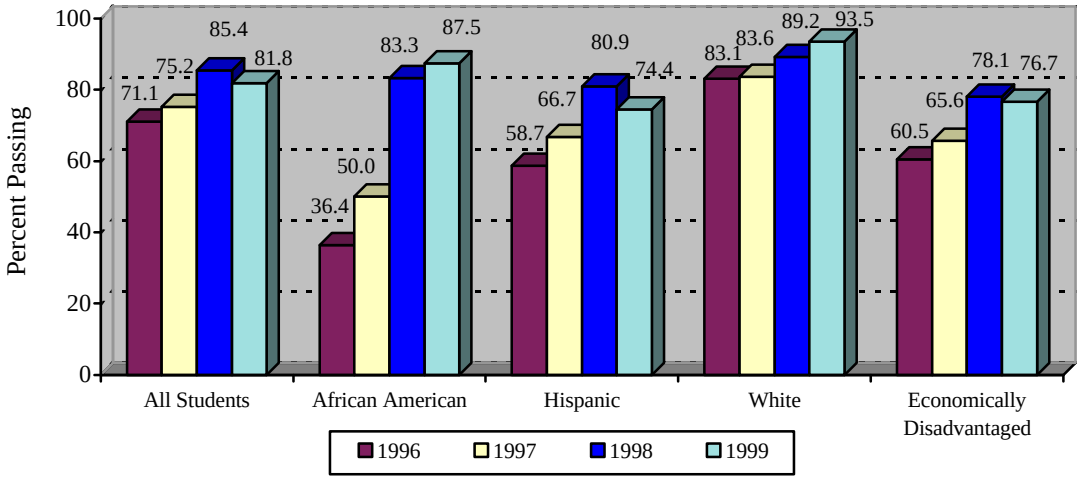


Figure 115: TAAS Mathematics by Disaggregated Group, 1996 through 1999

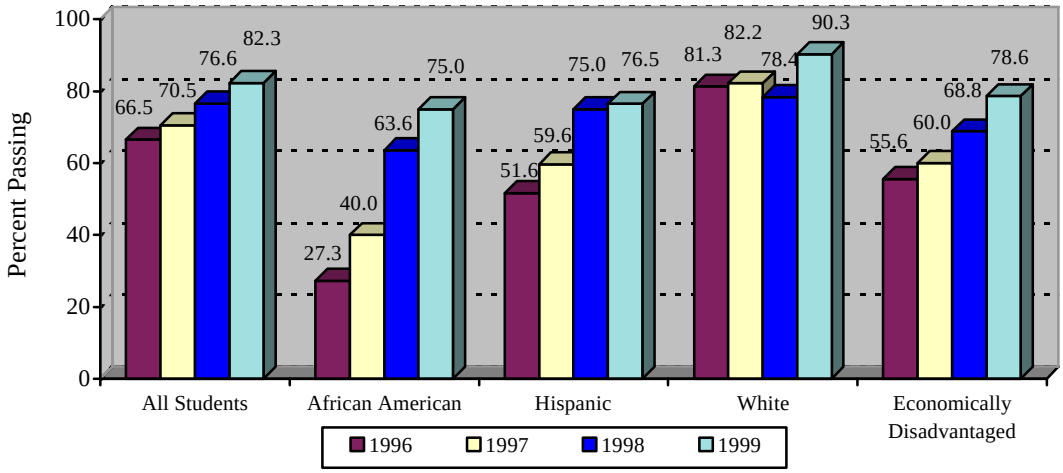
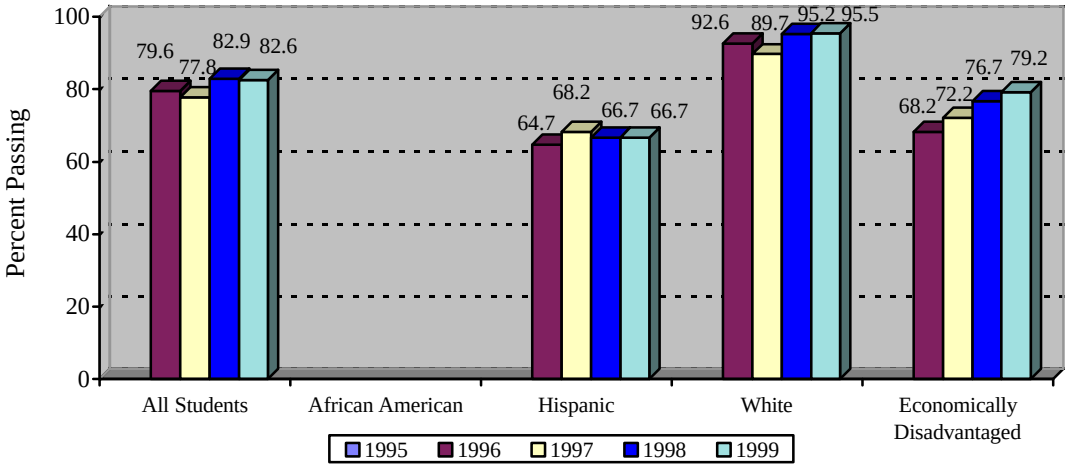


Figure 116: TAAS Writing by Disaggregated Group, 1996 through 1999



There were not enough African American students in any year to report**.**

LANGFORD ELEMENTARY

Figure 117: TAAS Reading by Disaggregated Group, 1996 through 1999

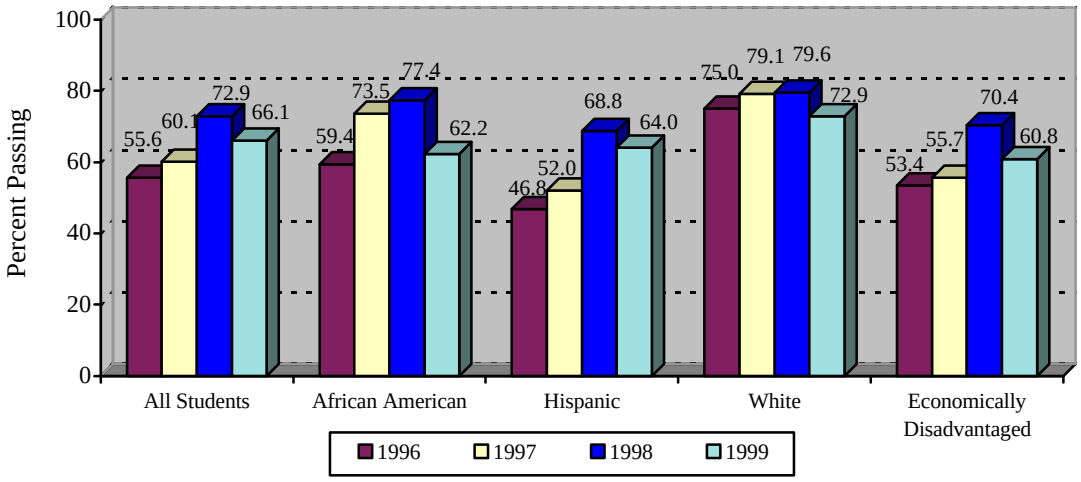


Figure 118: TAAS Mathematics by Disaggregated Group, 1996 through 1999

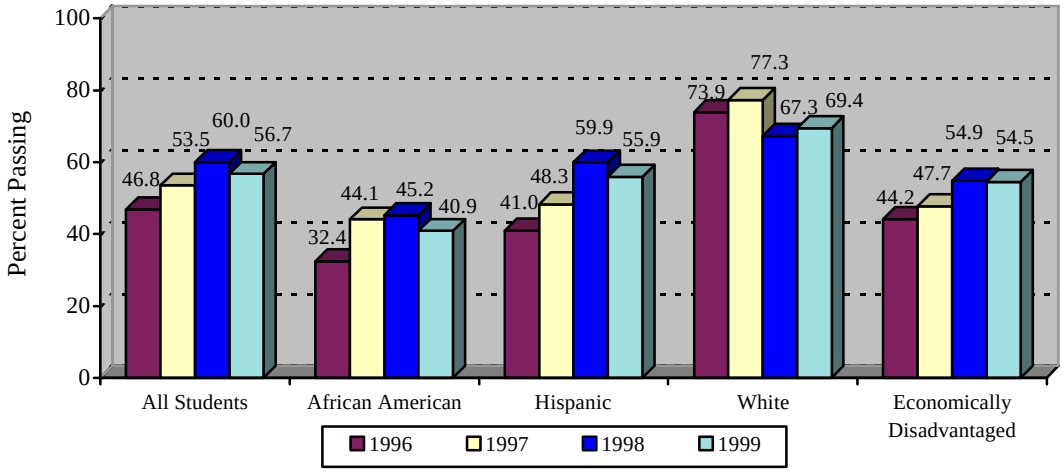
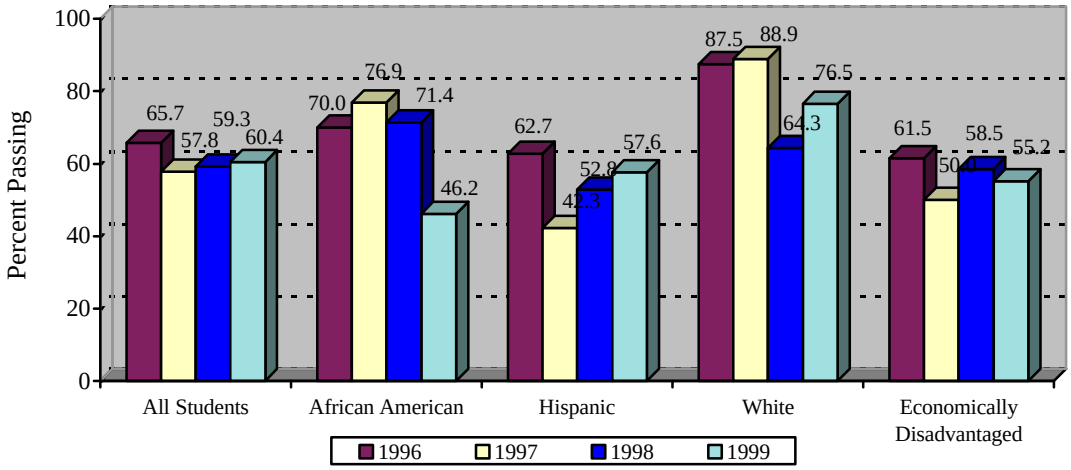


Figure 119: TAAS Writing by Disaggregated Group, 1996 through 1999



LINDER ELEMENTARY

Figure 120: TAAS Reading by Disaggregated Group, 1996 through 1999

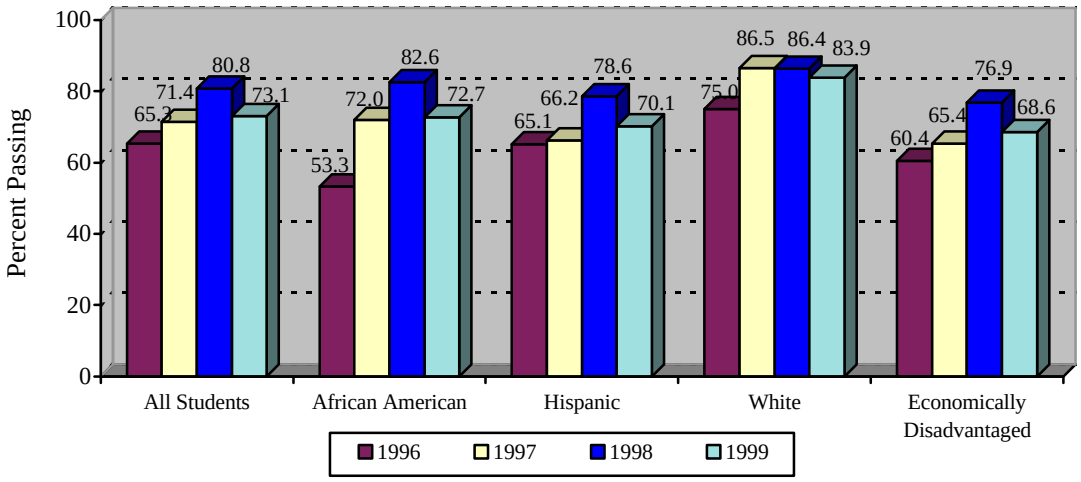


Figure 121: TAAS Mathematics by Disaggregated Group, 1996 through 1999

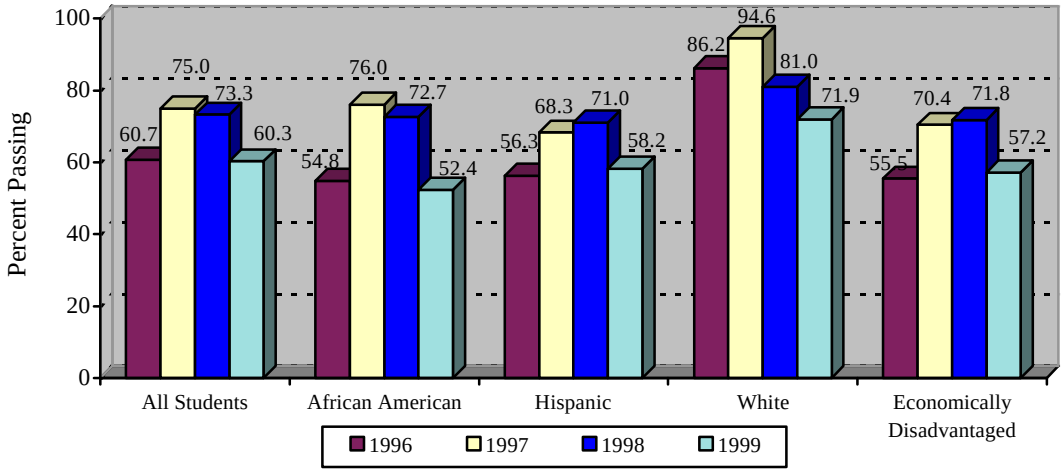
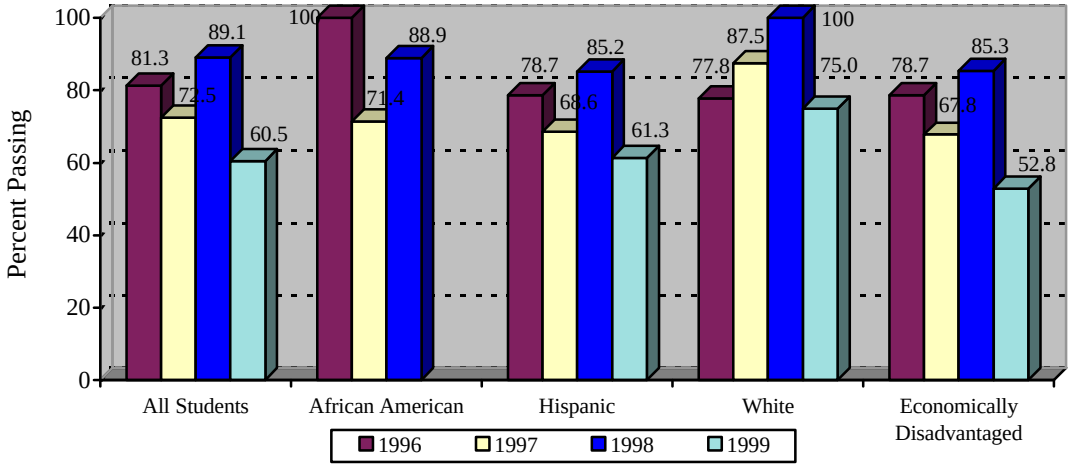


Figure 122: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1999 to report.

MAPLEWOOD ELEMENTARY

Figure 123: TAAS Reading by Disaggregated Group, 1996 through 1999

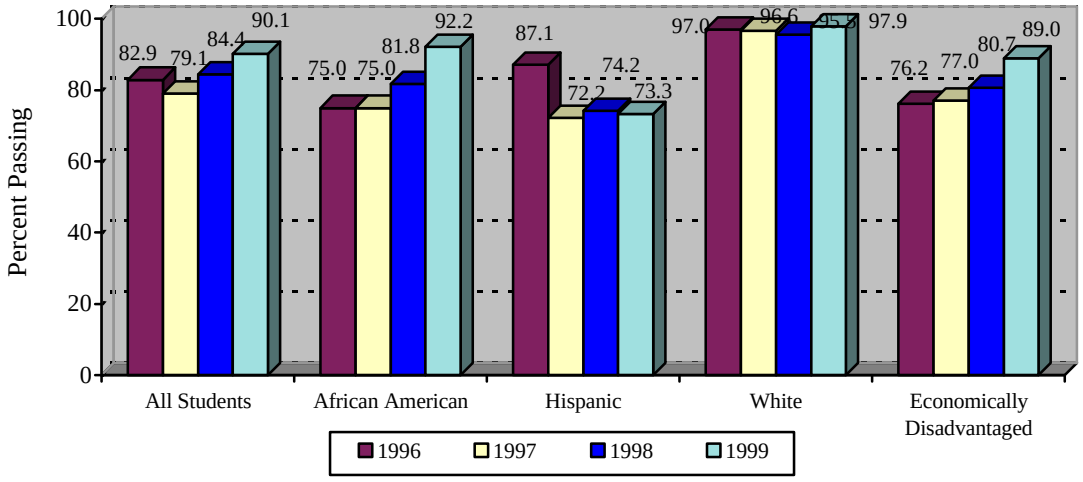


Figure 124: TAAS Mathematics by Disaggregated Group, 1996 through 1999

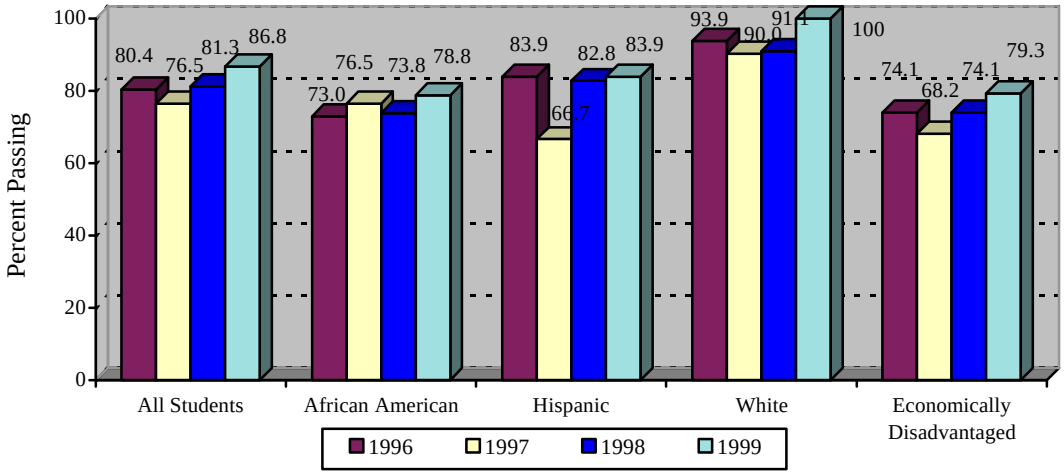
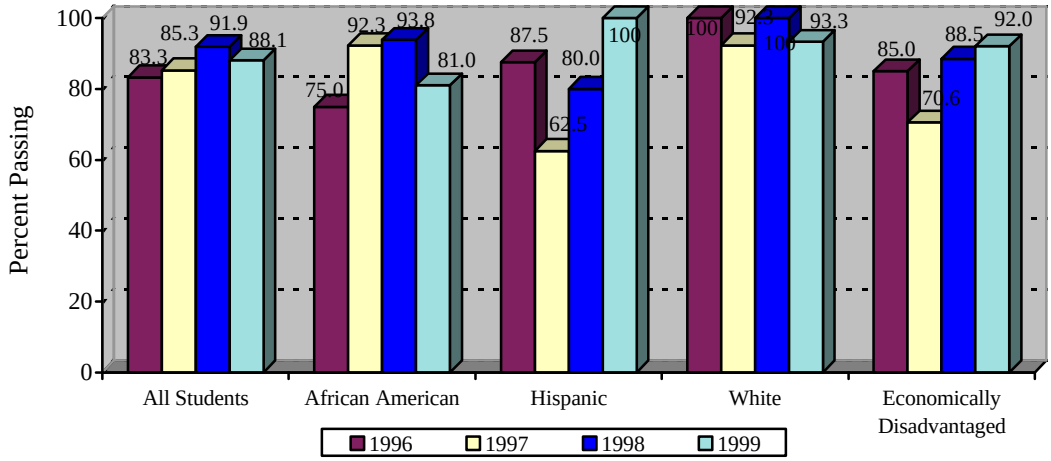
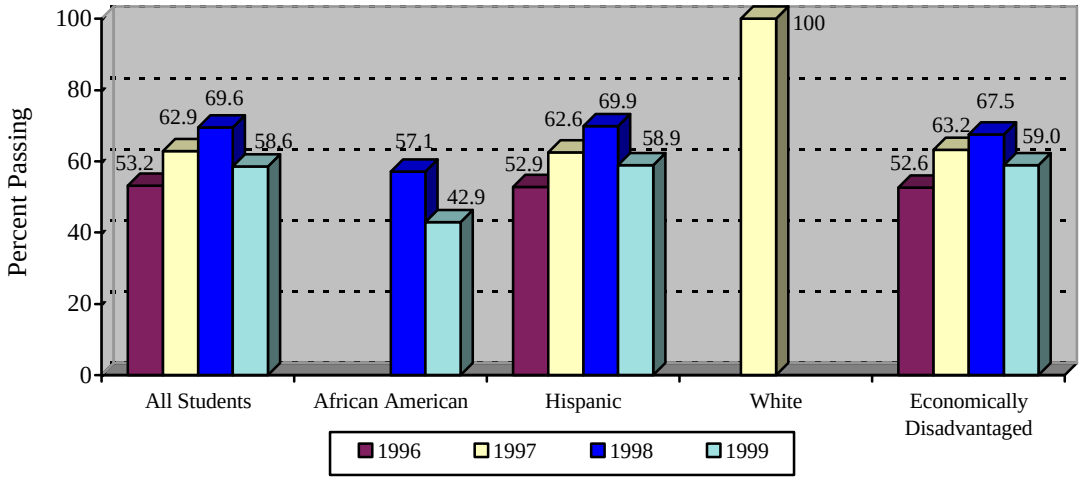


Figure 125: TAAS Writing by Disaggregated Group, 1996 through 1999



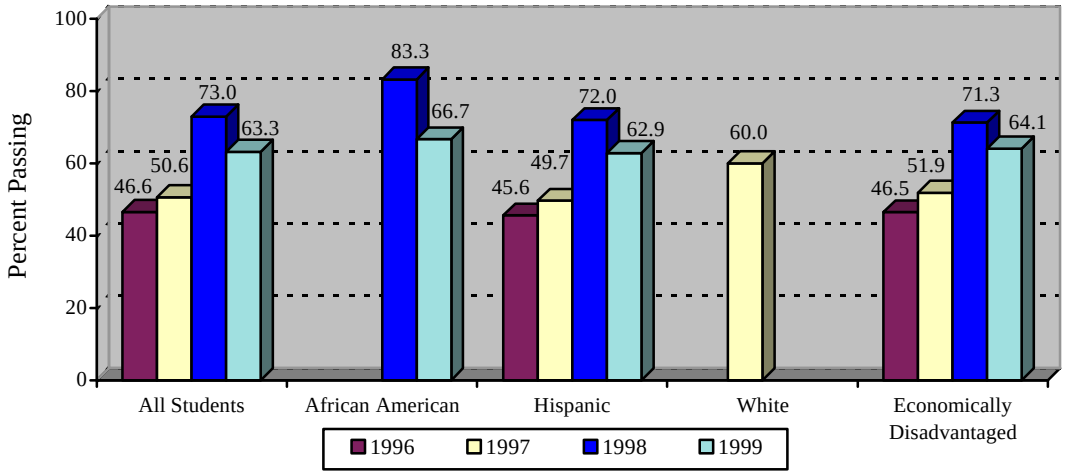
METZ ELEMENTARY

Figure 126: TAAS Reading by Disaggregated Group, 1996 through 1999



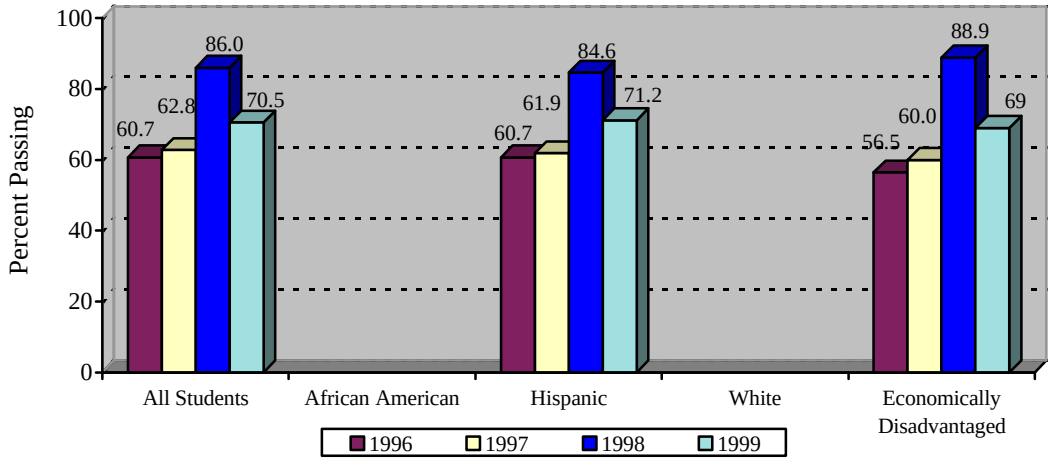
* There were not enough African American in 1996 or 1997 or White students in 1996, 1998, or 1999 to report.

Figure 127: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough African American in 1996 or1997 or White students in 1996, 1998, or 1999 to report.

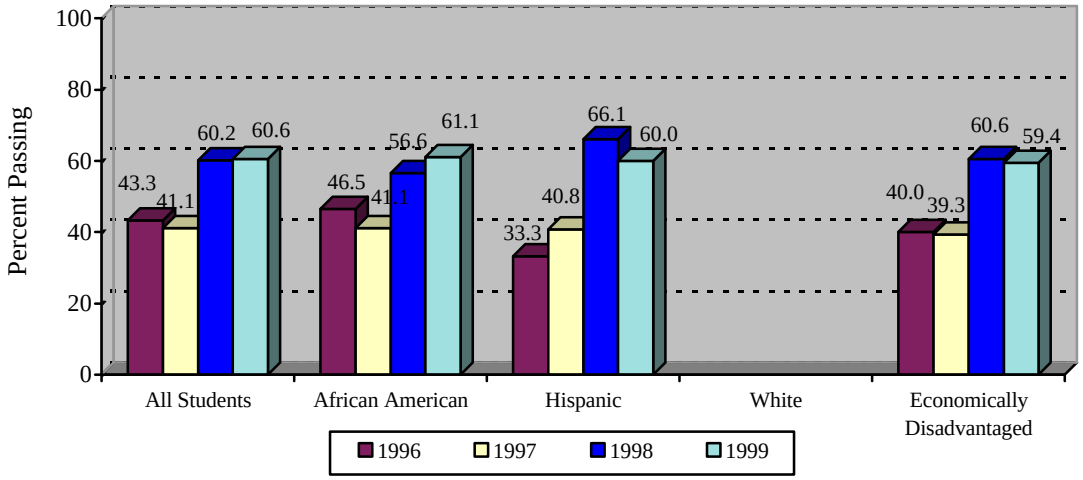
Figure 128: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American or White students in any year to report.

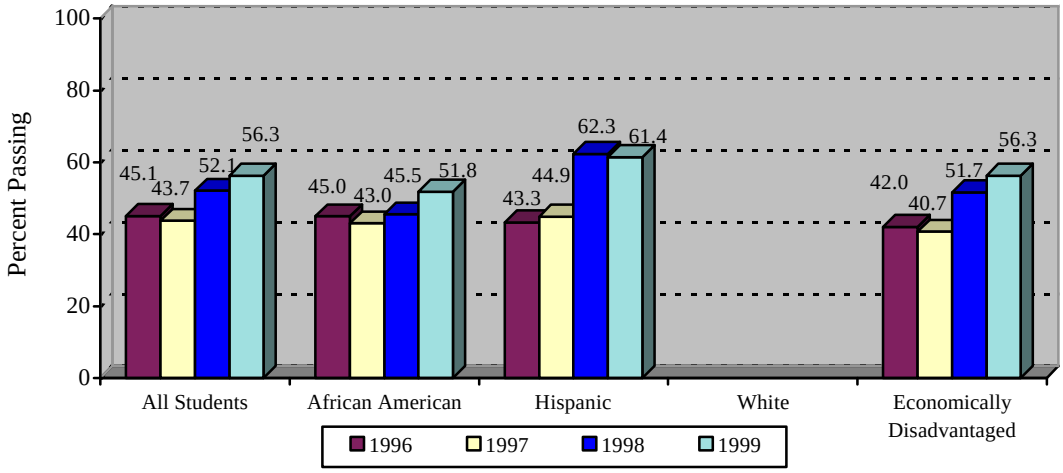
NORMAN ELEMENTARY

Figure 129: TAAS Reading by Disaggregated Group, 1996 through 1999



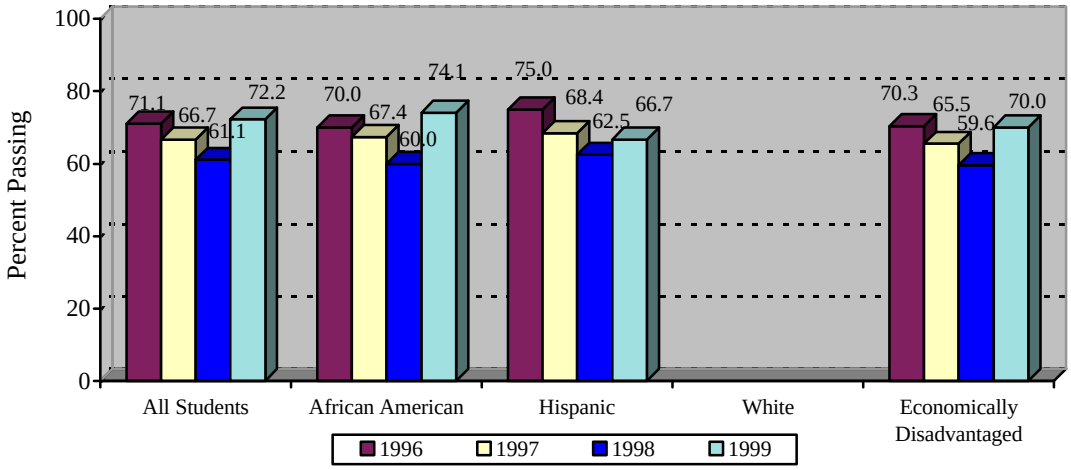
* There were not enough White students in any year to report.

Figure 130: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

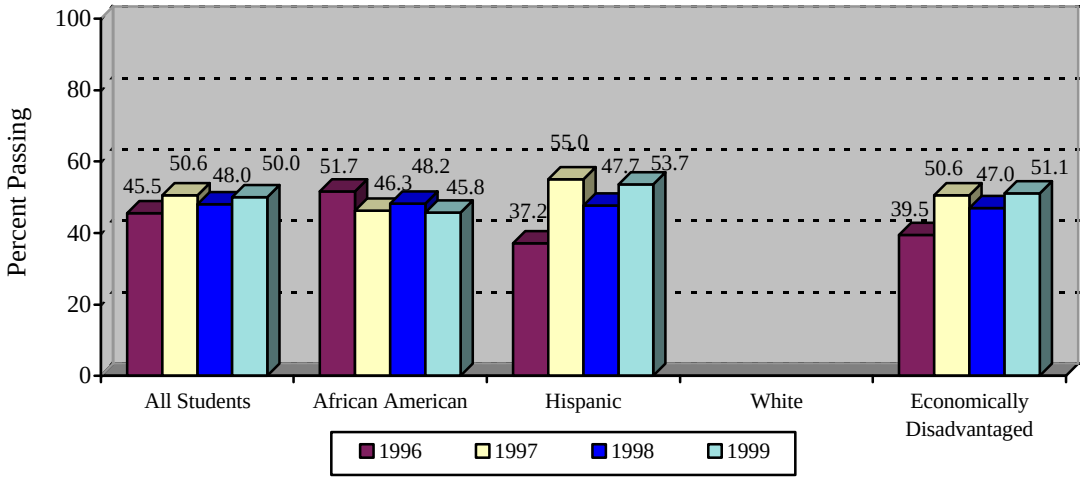
Figure 131: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

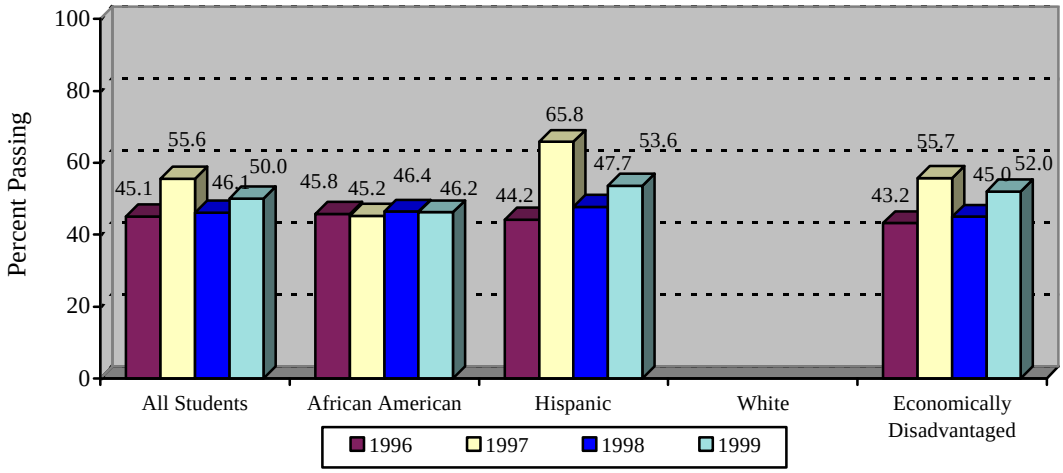
OAK SPRINGS ELEMENTARY

Figure 132: TAAS Reading by Disaggregated Group, 1996 through 1999



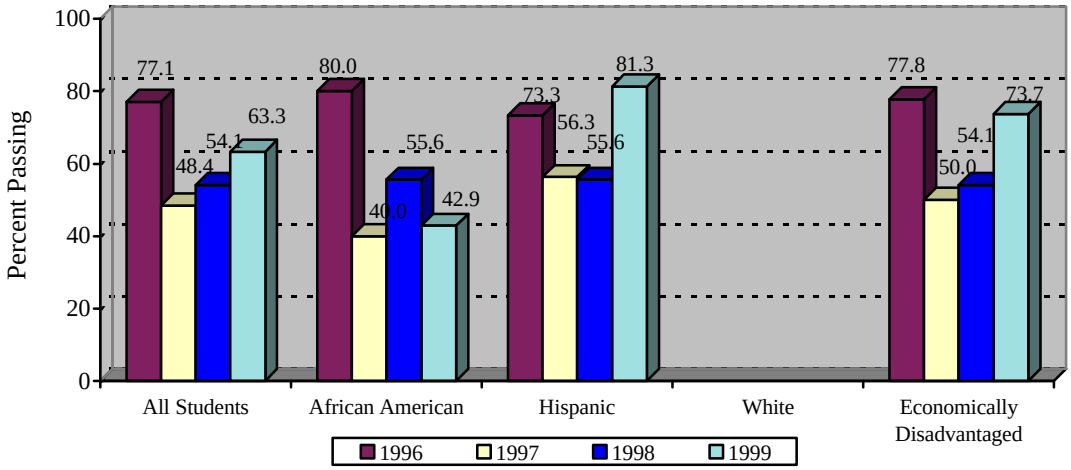
* There were not enough White students in any year to report.

Figure 133: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 134: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

ODOM ELEMENTARY

Figure 135: TAAS Reading by Disaggregated Group, 1996 through 1999

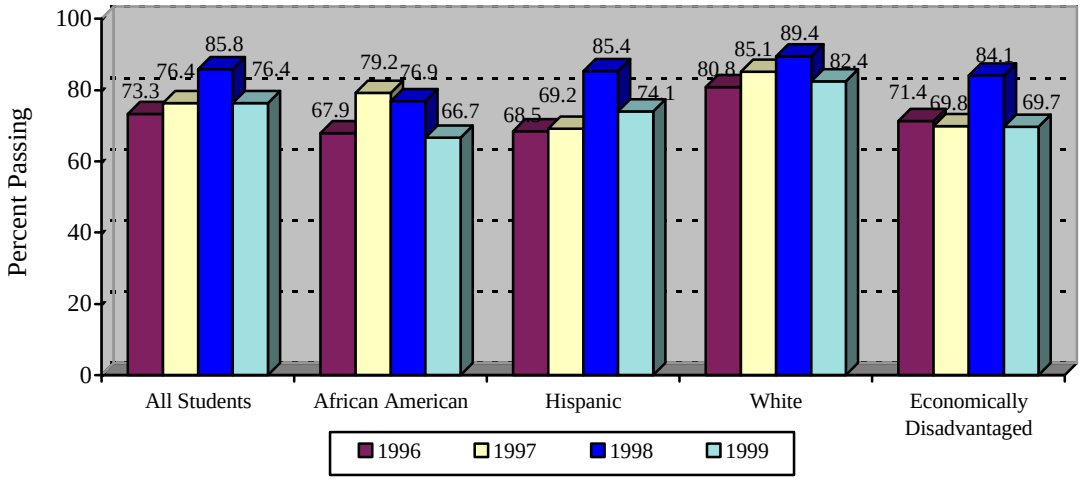
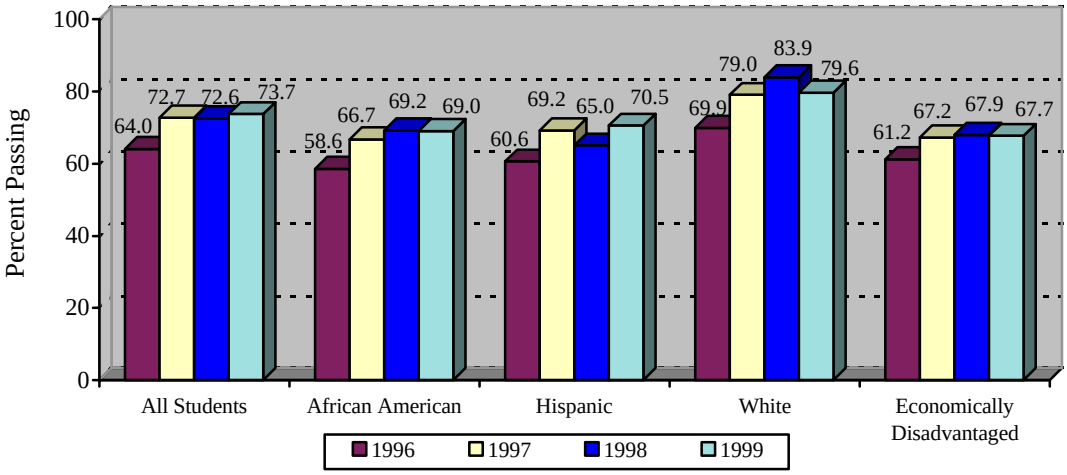
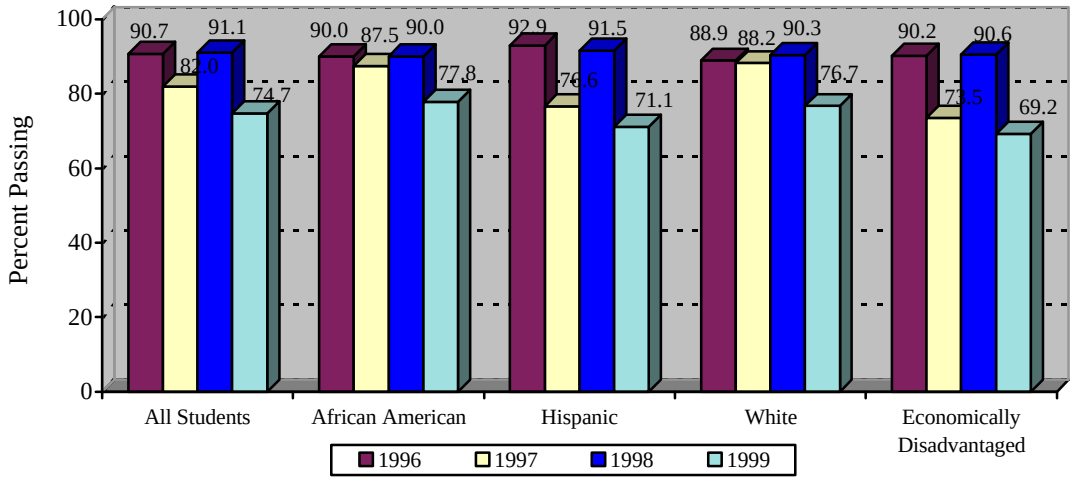


Figure 136: TAAS Mathematics by Disaggregated Group, 1996 through 1999



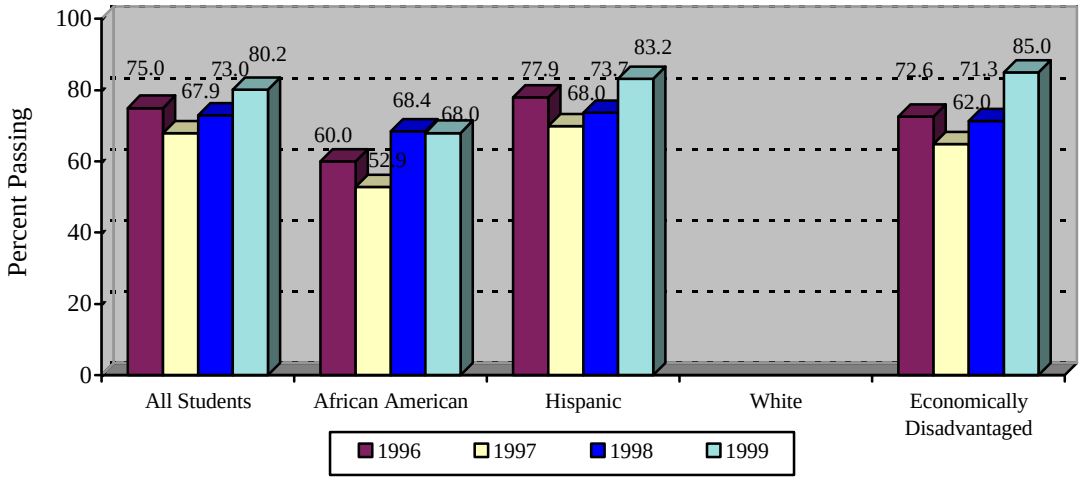
* There were not enough White students in any year to report.

Figure 137: TAAS Writing by Disaggregated Group, 1996 through 1999



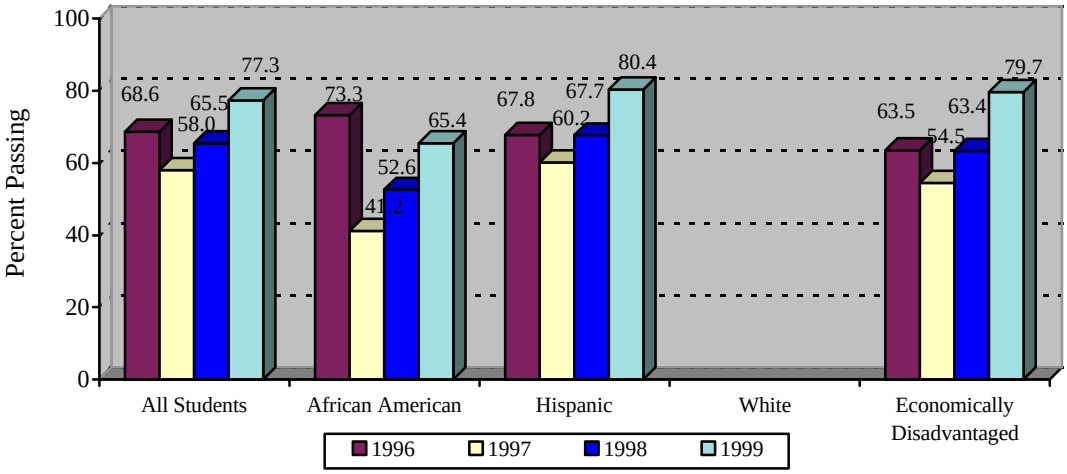
ORTEGA ELEMENTARY

Figure 138: TAAS Reading by Disaggregated Group, 1996 through 1999



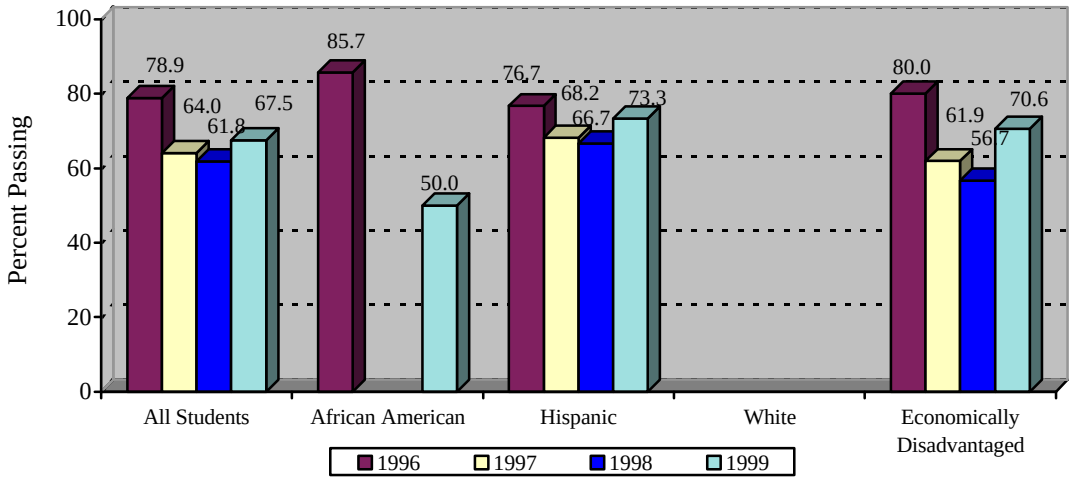
* There were not enough White students in any year to report.

Figure 139: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 140: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1997 or 1998 and White students in any year to report.

PALM ELEMENTARY

Figure 141: TAAS Reading by Disaggregated Group, 1996 through 1999

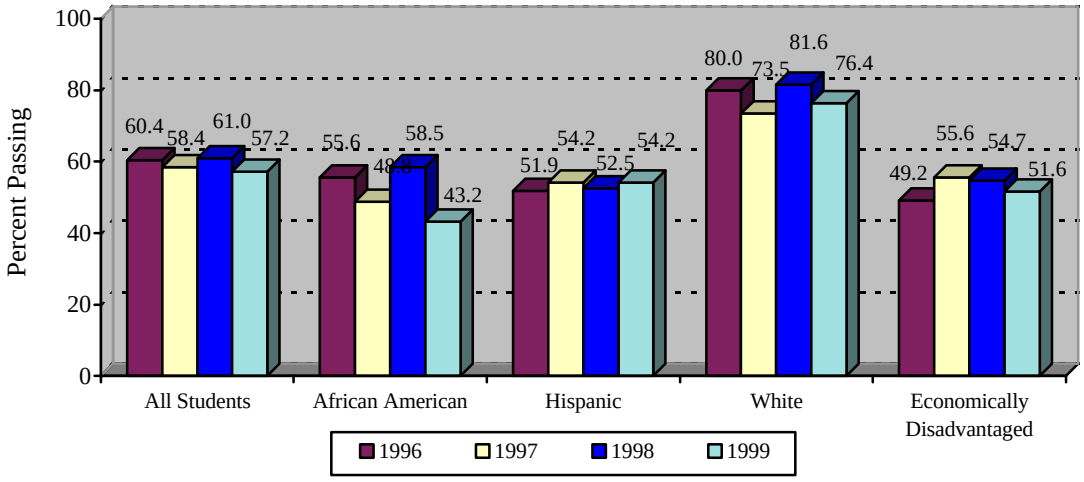


Figure 142: TAAS Mathematics by Disaggregated Group, 1996 through 1999

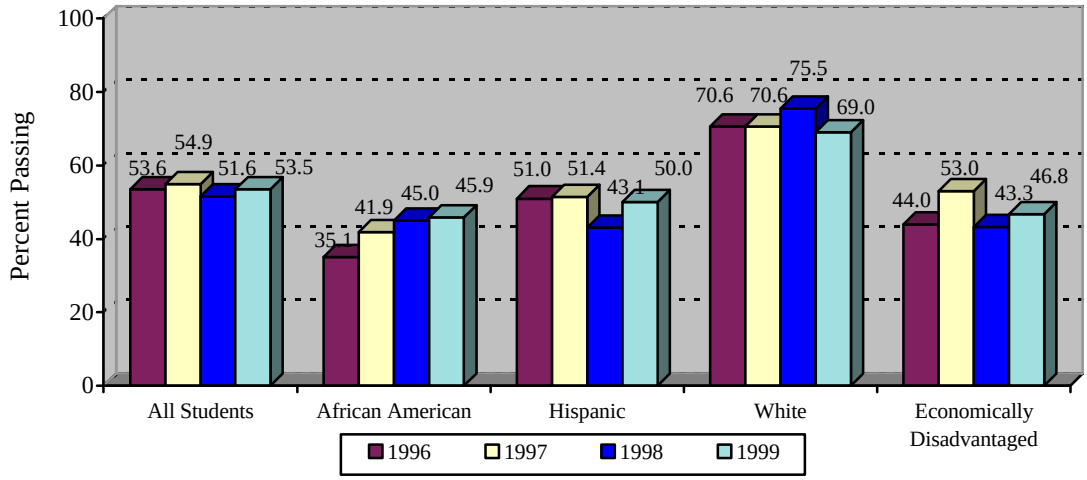
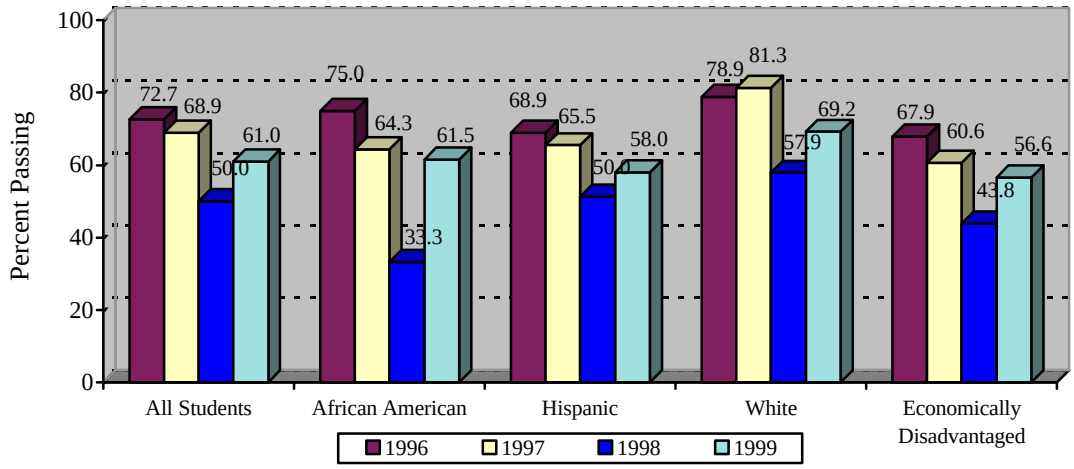
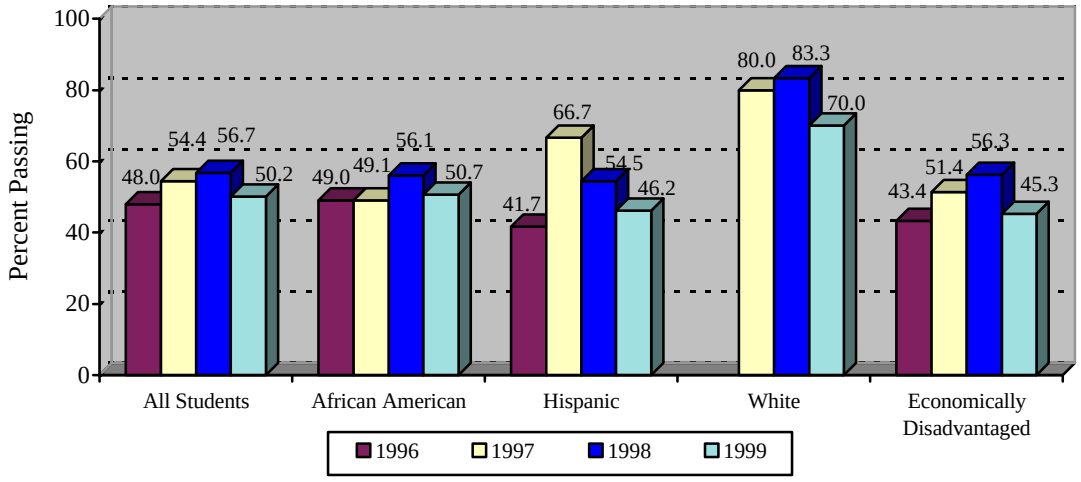


Figure 143: TAAS Writing by Disaggregated Group, 1996 through 1999



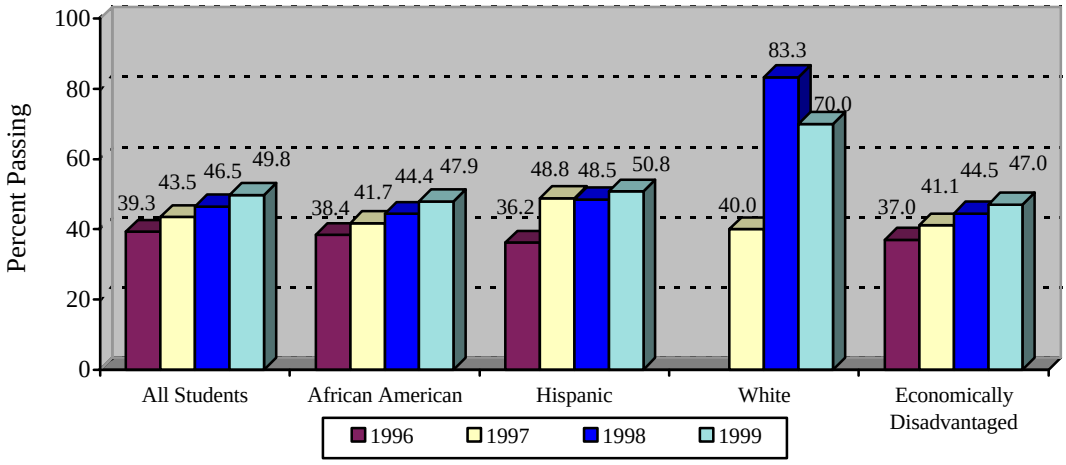
PECAN SPRINGS ELEMENTARY

Figure 144: TAAS Reading by Disaggregated Group, 1996 through 1999



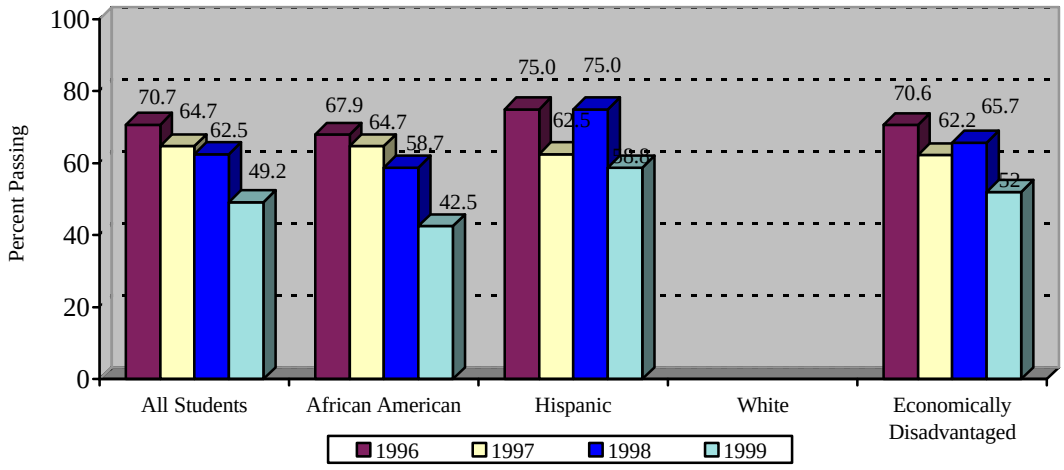
* There were not enough White students in 1996 to report.

Figure 145: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1996 to report.

Figure 146: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

PLEASANT HILL ELEMENTARY

Figure 147: TAAS Reading by Disaggregated Group, 1996 through 1999

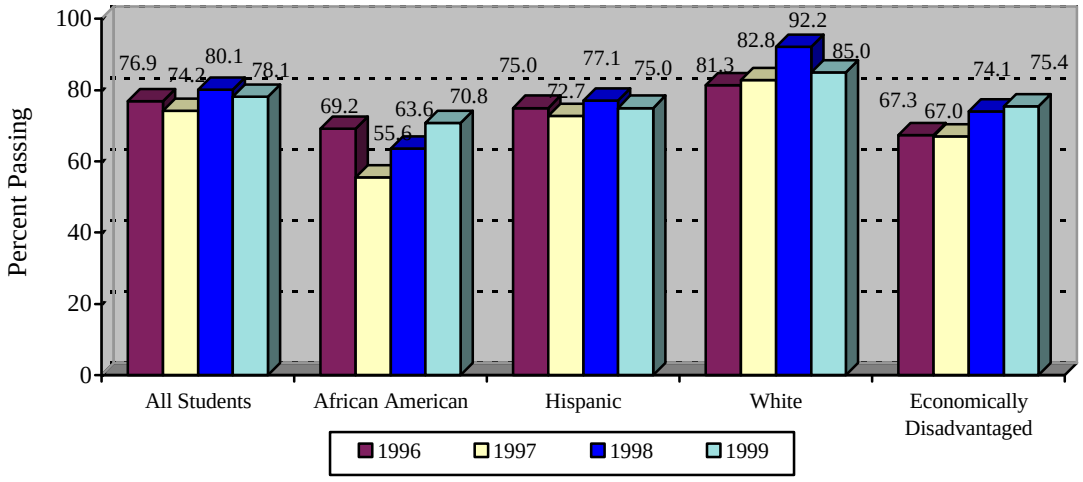


Figure 148: TAAS Mathematics by Disaggregated Group, 1996 through 1999

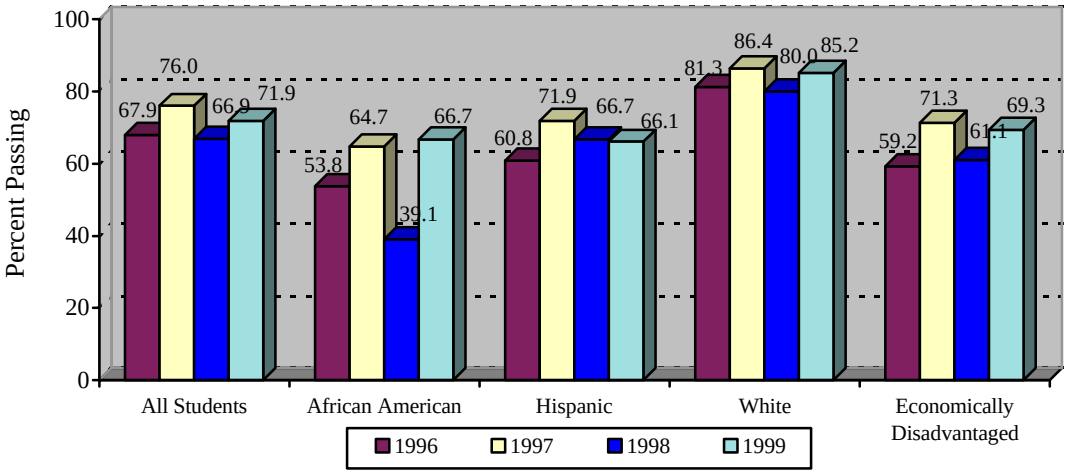
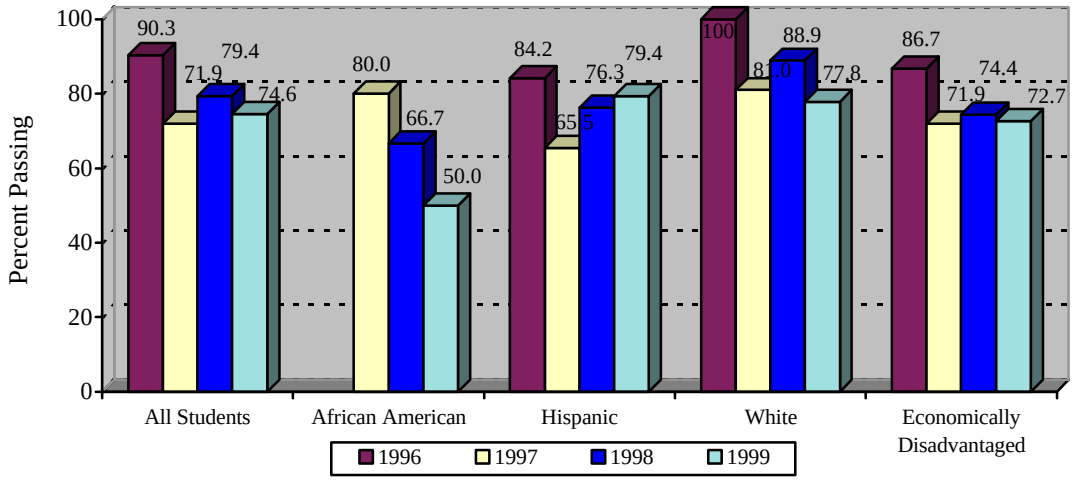


Figure 149: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1996 to report.

REILLY ELEMENTARY

Figure 150: TAAS Reading by Disaggregated Group, 1996 through 1999

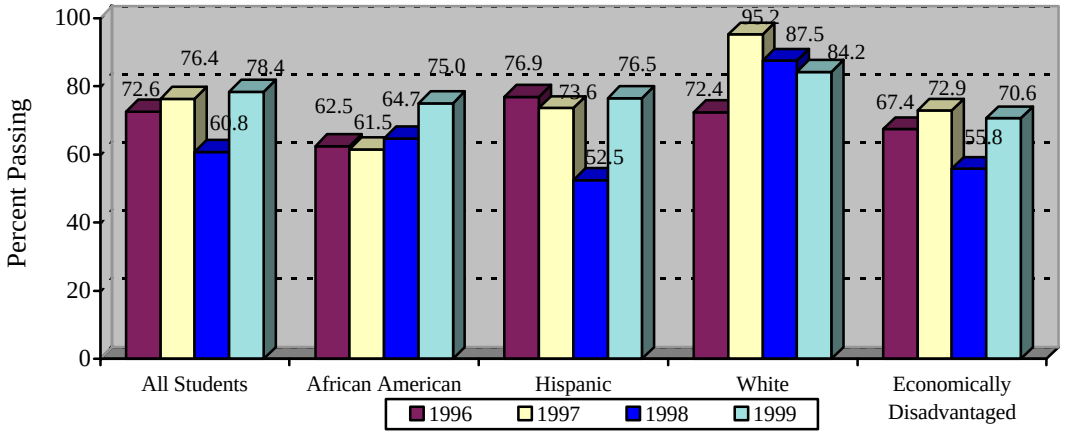


Figure 151: TAAS Mathematics by Disaggregated Group, 1996 through 1999

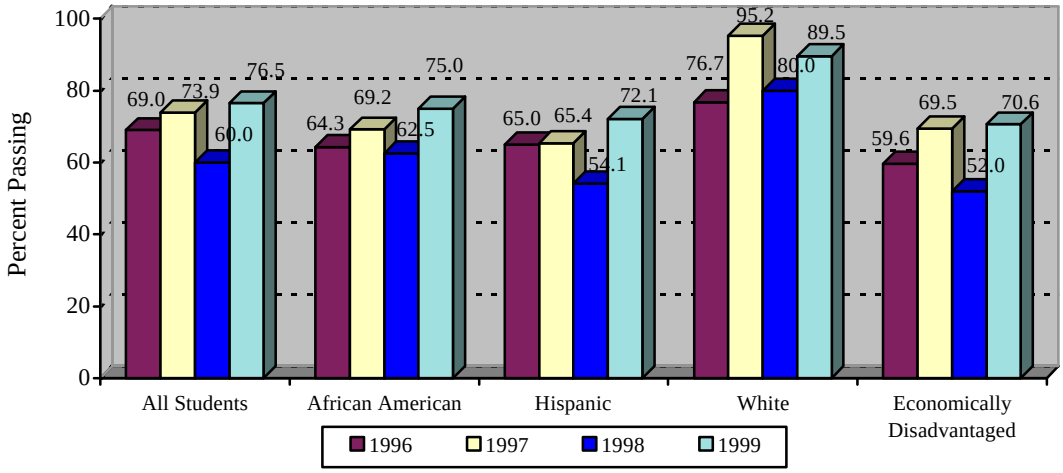
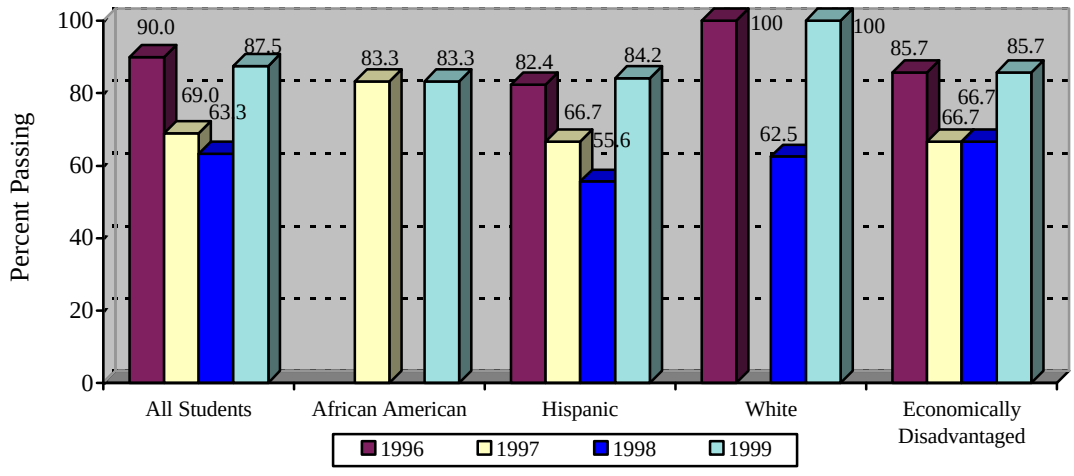


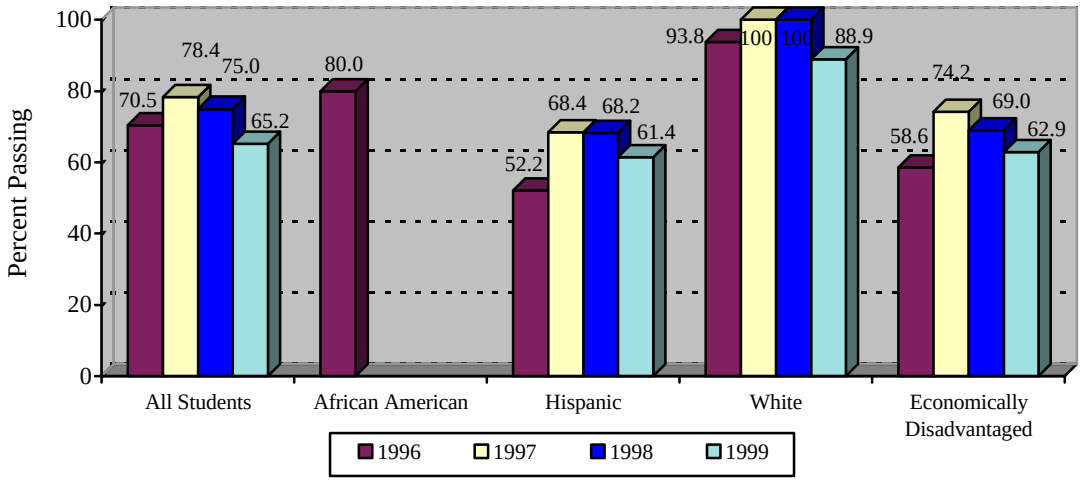
Figure 152: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1996 and 1998 or White students in 1997 to report.

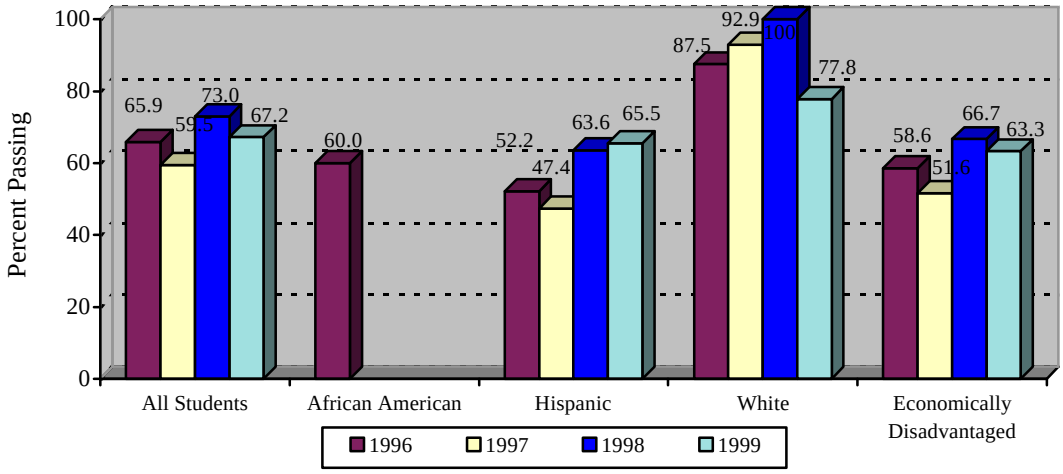
RIDGETOP ELEMENTARY

Figure 153: TAAS Reading by Disaggregated Group, 1996 through 1999



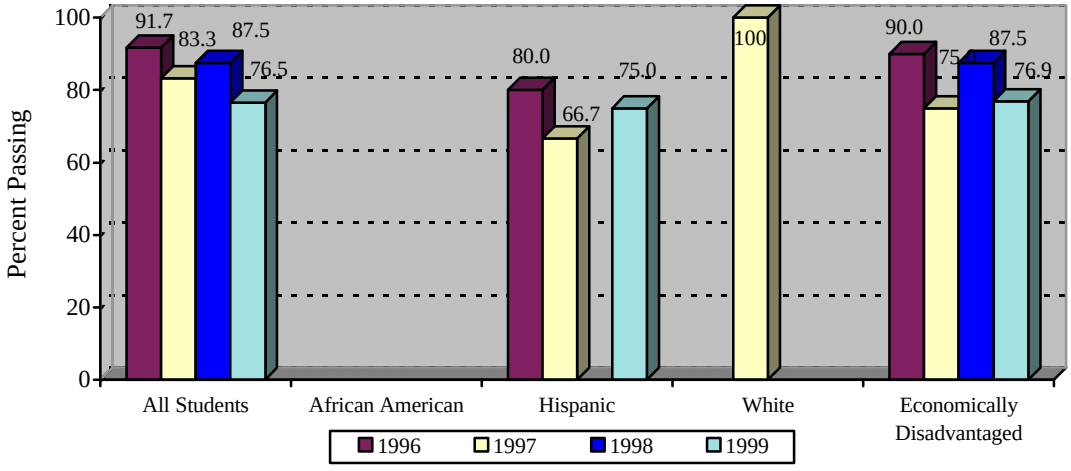
* There were not enough African American students in 1997, 1998, or 1999 to report.

Figure 154: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough African American 1997, 1998, or 1999 to report.

Figure 155: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in any year, Hispanic students in 1998, and White students in 1996, 1998, and 1999 to report.

ST. ELMO ELEMENTARY

Figure 156: TAAS Reading by Disaggregated Group, 1996 through 1999

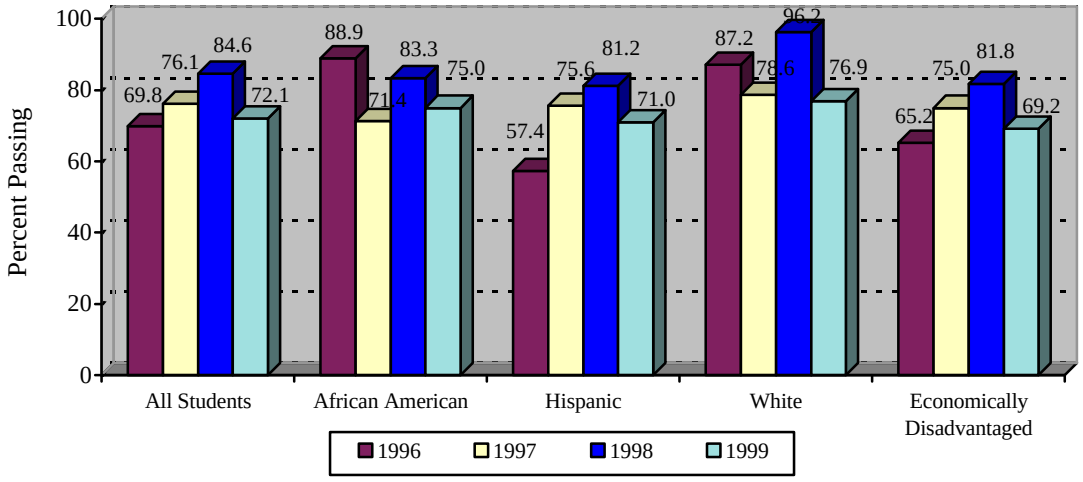


Figure 157: TAAS Mathematics by Disaggregated Group, 1996 through 1999

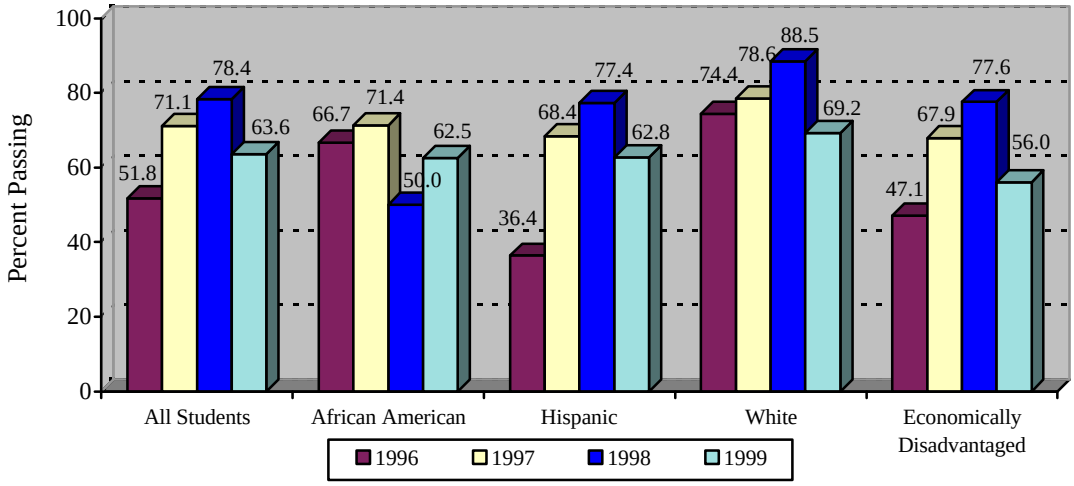
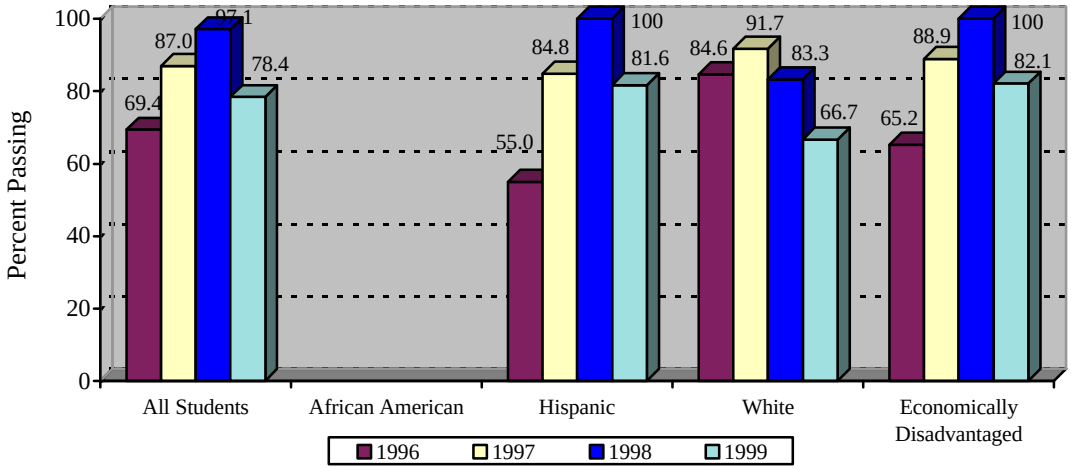


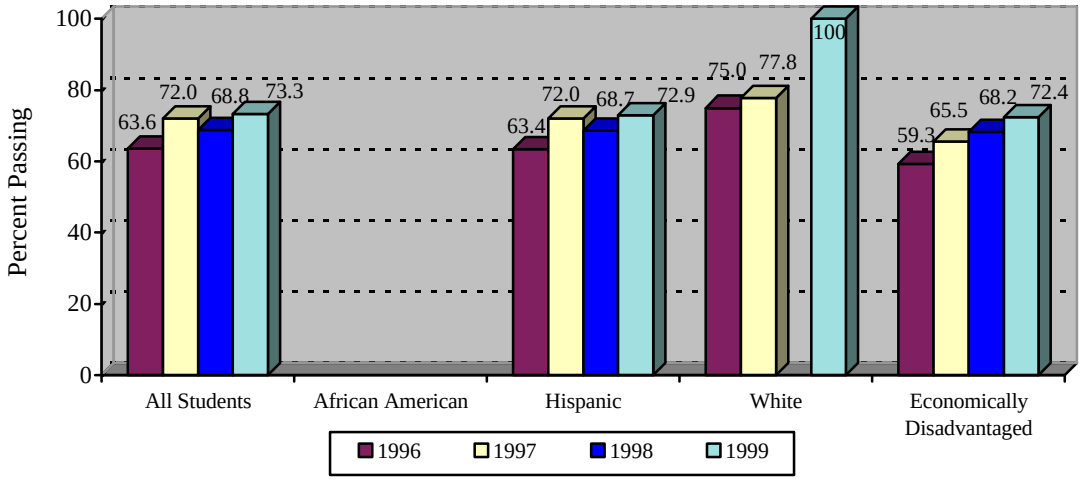
Figure 158: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in any year to report.

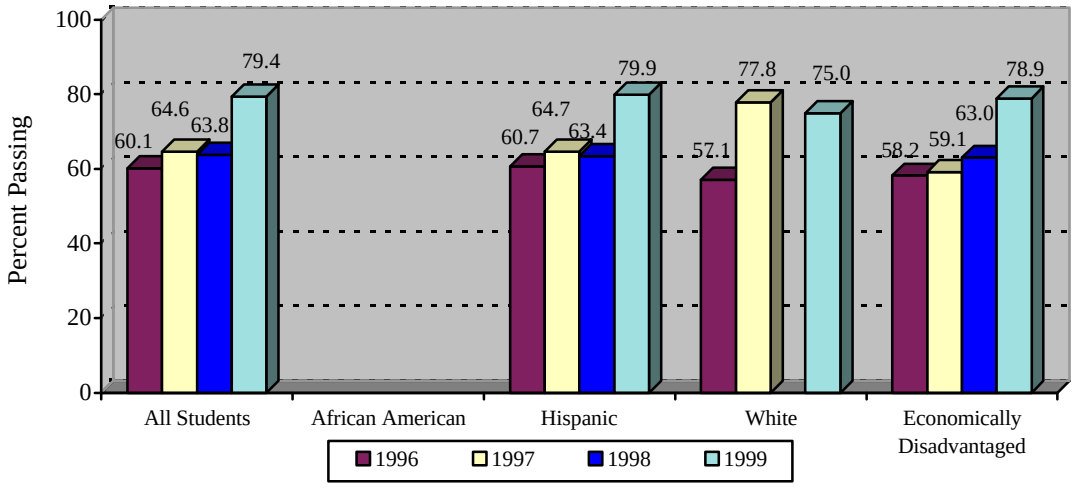
SANCHEZ ELEMENTARY

Figure 159: TAAS Reading by Disaggregated Group, 1996 through 1999



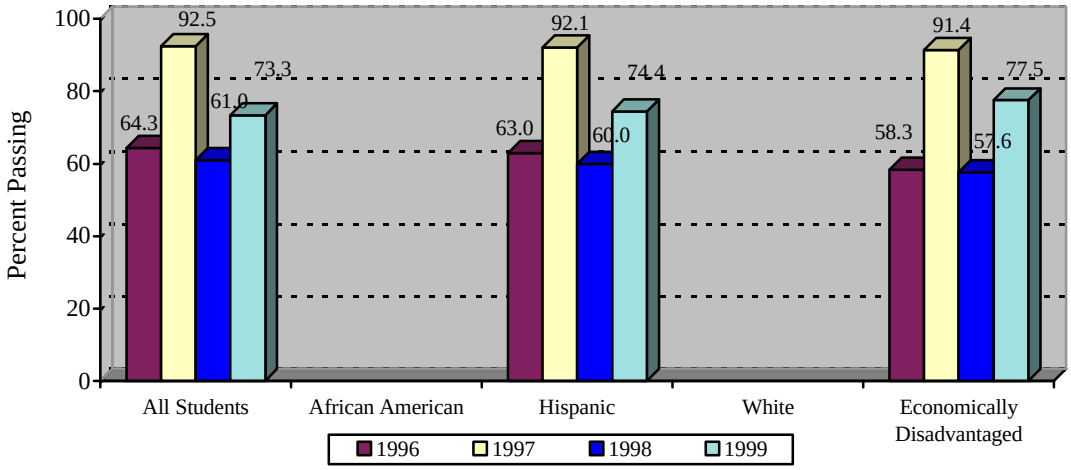
* There were not enough African American students in any year to report.

Figure 160: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough African American students in any year or White students in 1998 to report.

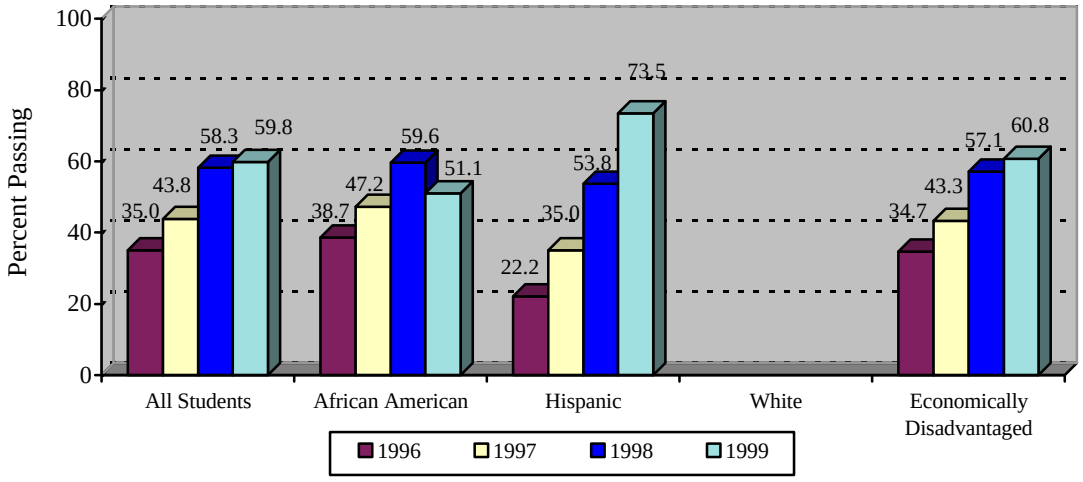
Figure 161: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American and White students in any year to report.

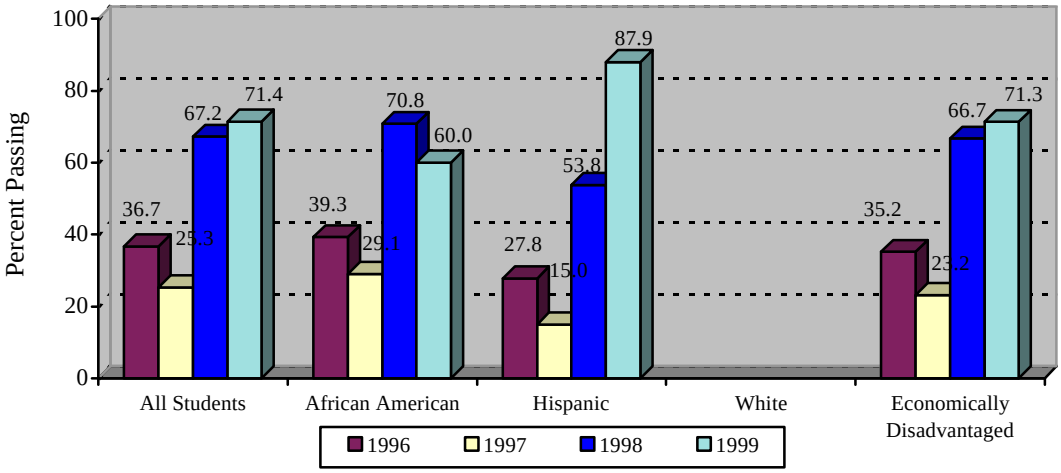
SIMS ELEMENTARY

Figure 162: TAAS Reading by Disaggregated Group, 1996 through 1999



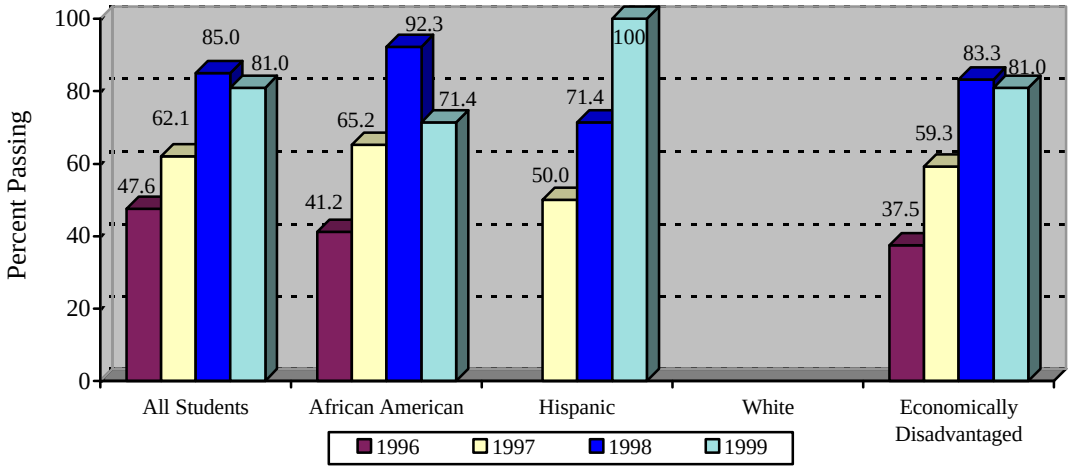
* There were not enough White students in any year to report.

Figure 163: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in any year to report.

Figure 164: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough Hispanic students in 1996 and White students in any year to report.

TRAVIS HEIGHTS ELEMENTARY

Figure 165: TAAS Reading by Disaggregated Group, 1996 through 1999

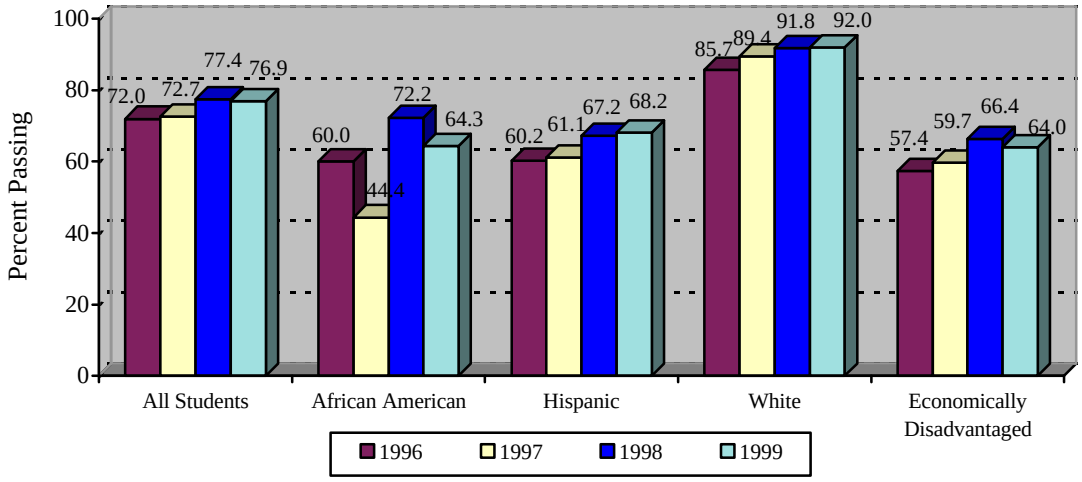


Figure 166: TAAS Mathematics by Disaggregated Group, 1996 through 1999

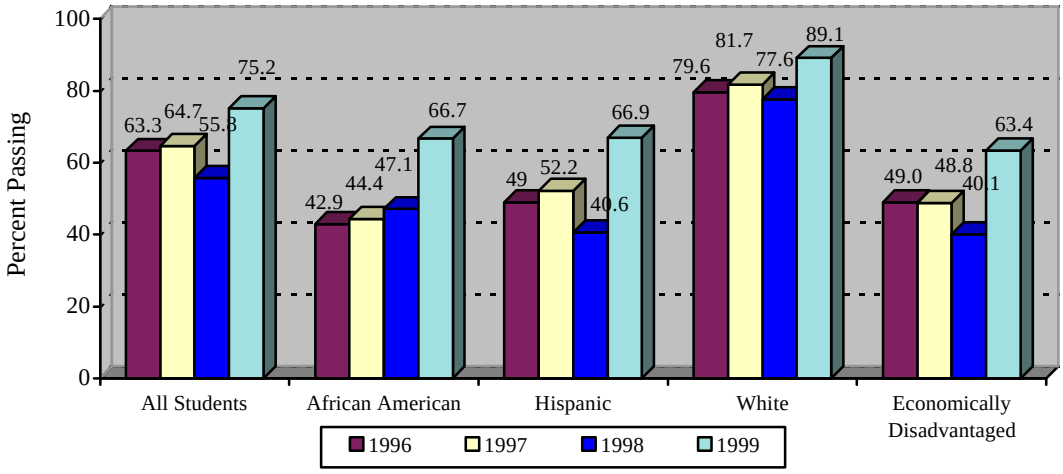
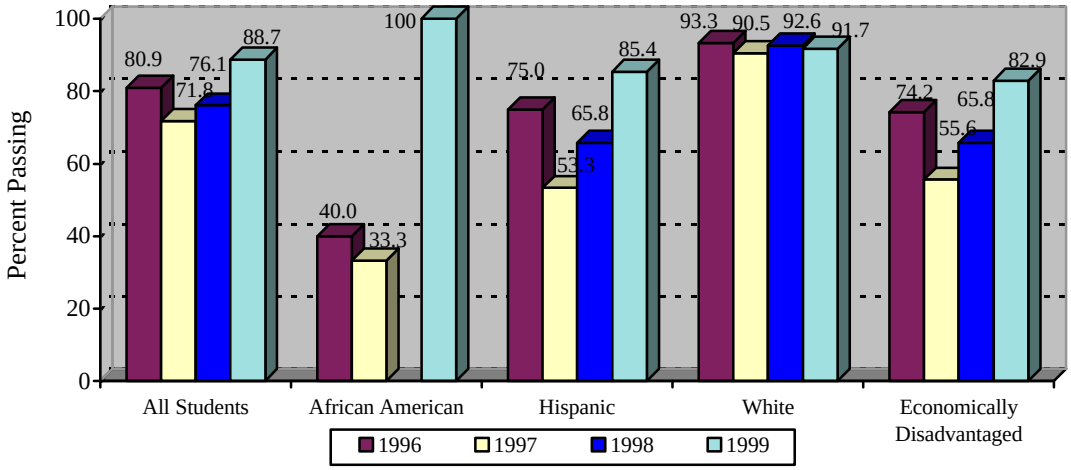


Figure 167: TAAS Writing by Disaggregated Group, 1996 through 1999



*** THERE WERE NOT ENOUGH AFRICAN AMERICAN STUDENTS IN 1998 TO REPORT.**

WALNUT CREEK ELEMENTARY

Figure 168: TAAS Reading by Disaggregated Group, 1996 through 1999

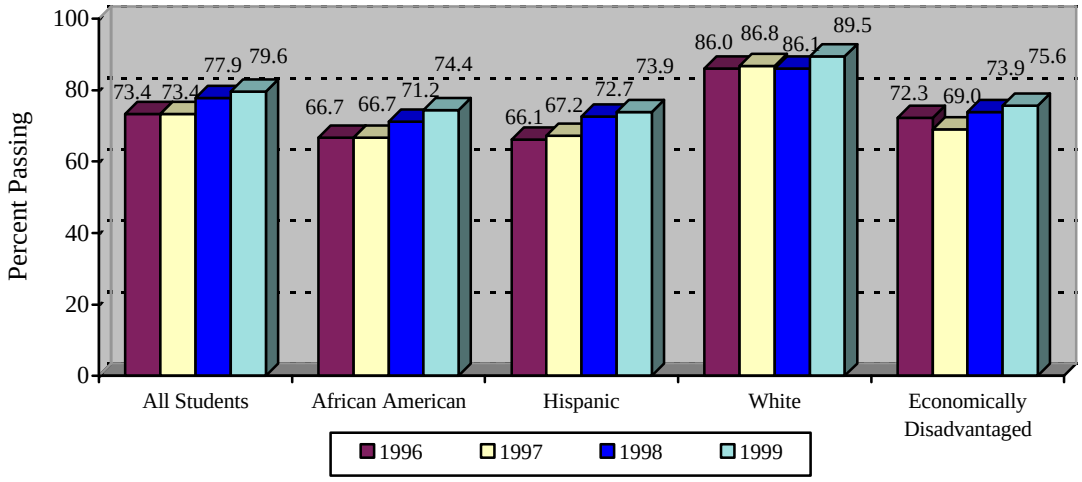


Figure 169: TAAS Mathematics by Disaggregated Group, 1996 through 1999

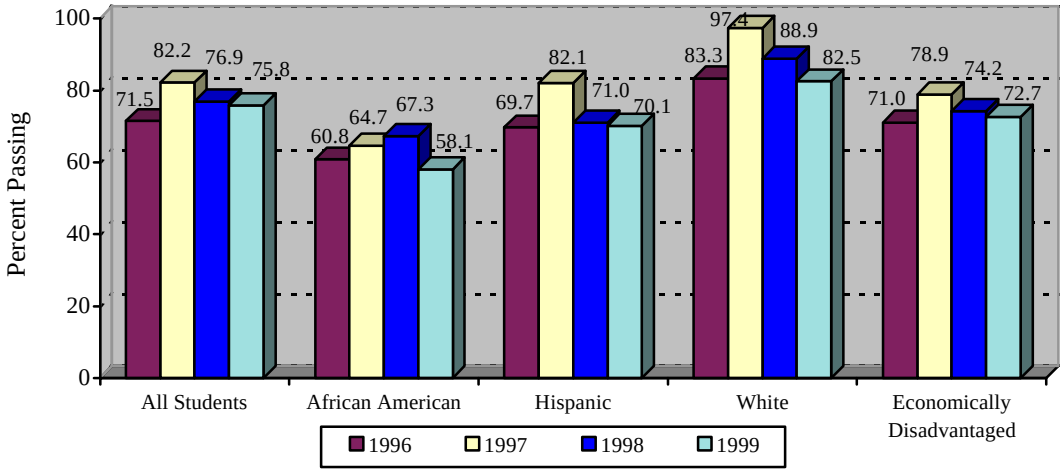
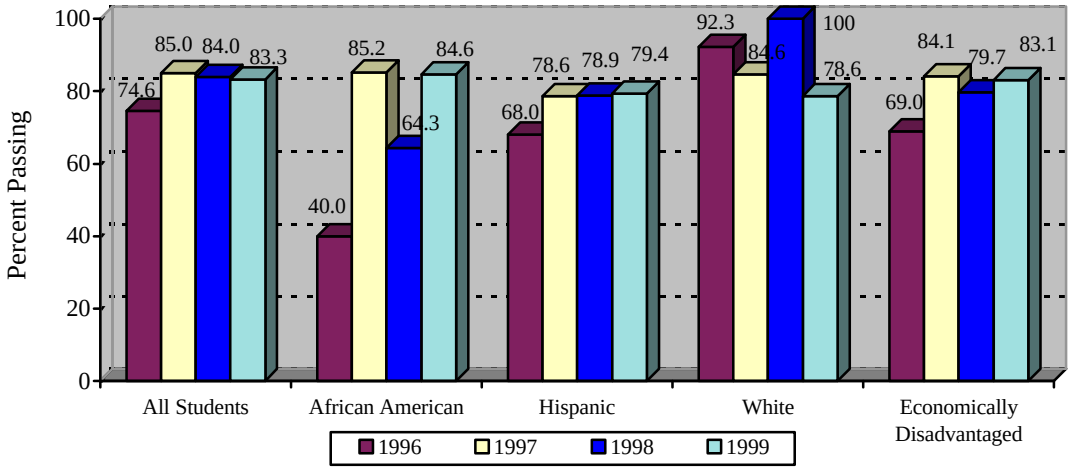


Figure 170: TAAS Writing by Disaggregated Group, 1996 through 1999



WIDEN ELEMENTARY

Figure 171: TAAS Reading by Disaggregated Group, 1996 through 1999

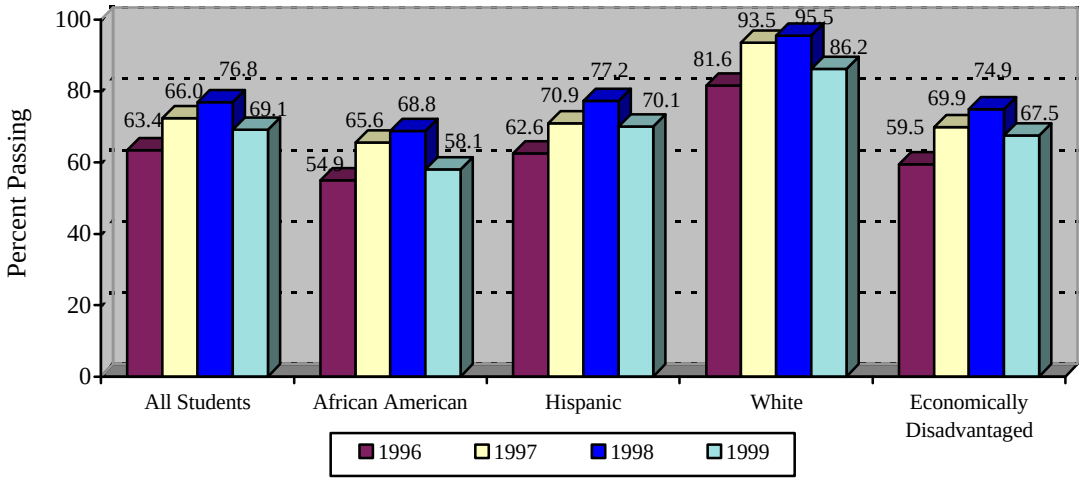


Figure 172: TAAS Mathematics by Disaggregated Group, 1996 through 1999

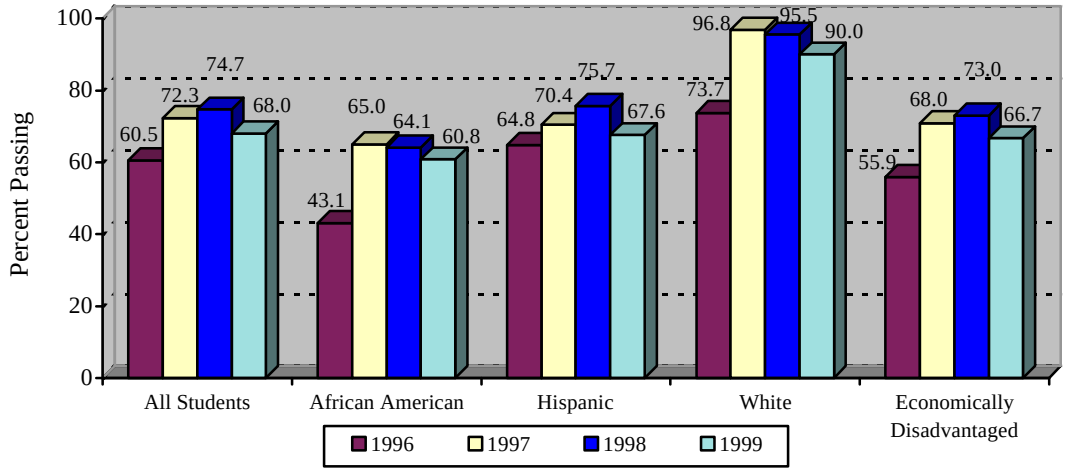
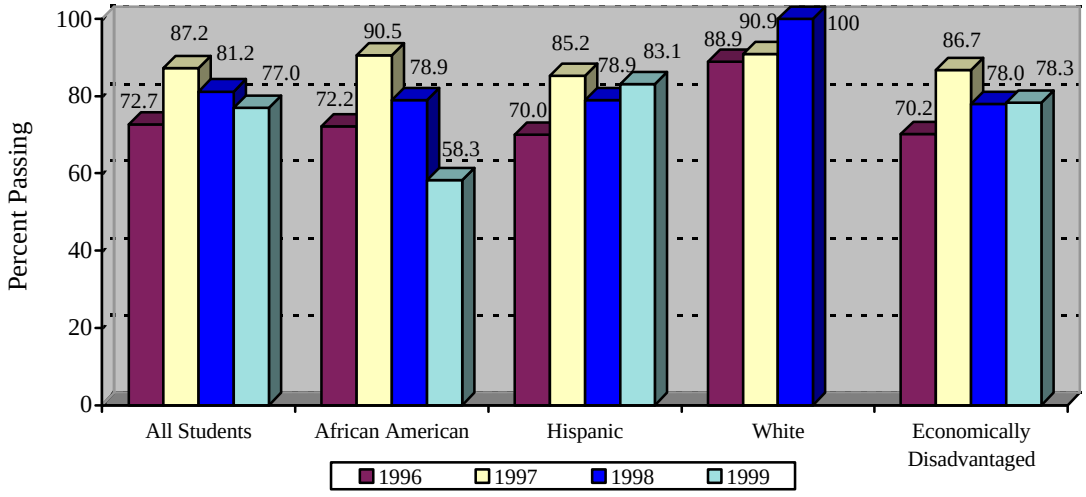


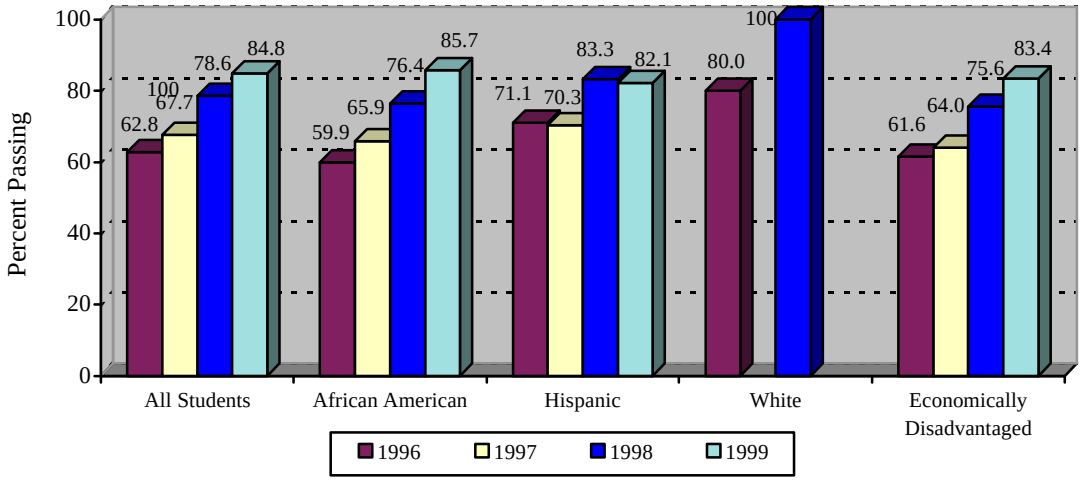
Figure 173: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1999 to report.

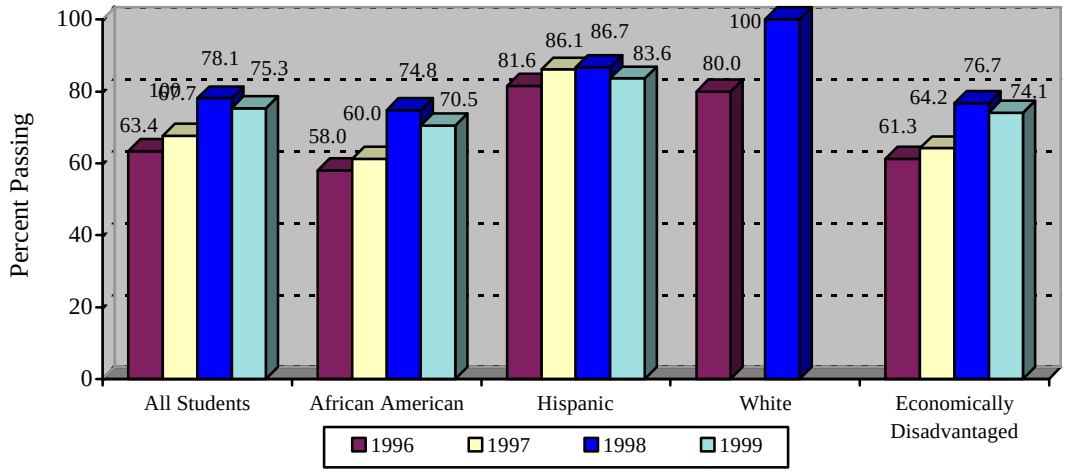
WINN ELEMENTARY

Figure 174: TAAS Reading by Disaggregated Group, 1996 through 1999



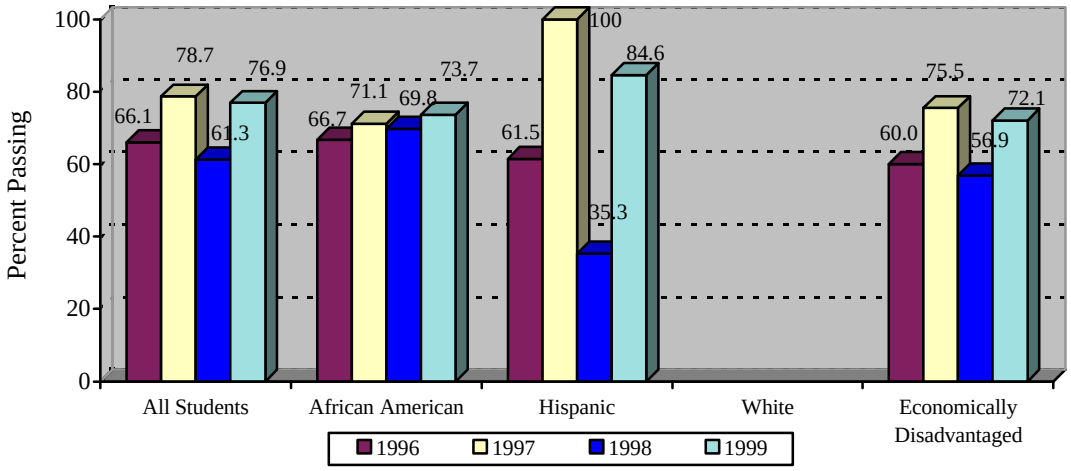
***** There were not enough White students in 1997 or 1999 to report.

Figure 175: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough White students in 1997 or 1999 to report.

Figure 176: TAAS Writing by Disaggregated Group, 1996 through 1999



* There we

WOOLDRIDGE ELEMENTARY

Figure 177: TAAS Reading by Disaggregated Group, 1996 through 1999

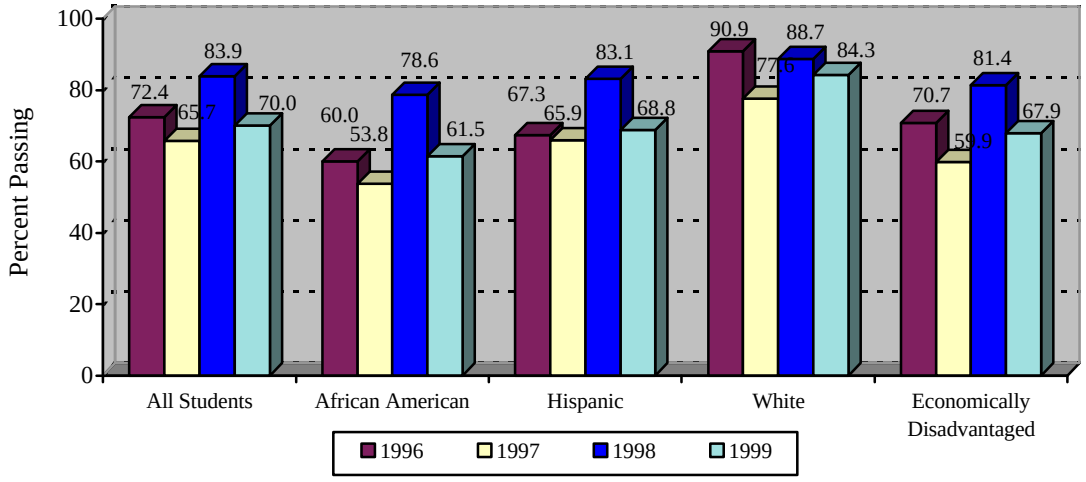


Figure 178: TAAS Mathematics by Disaggregated Group, 1996 through 1999

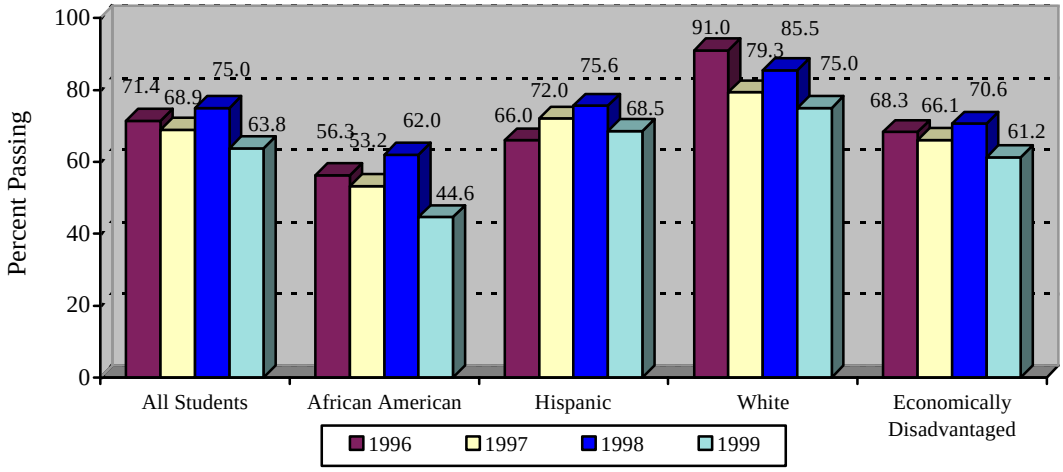
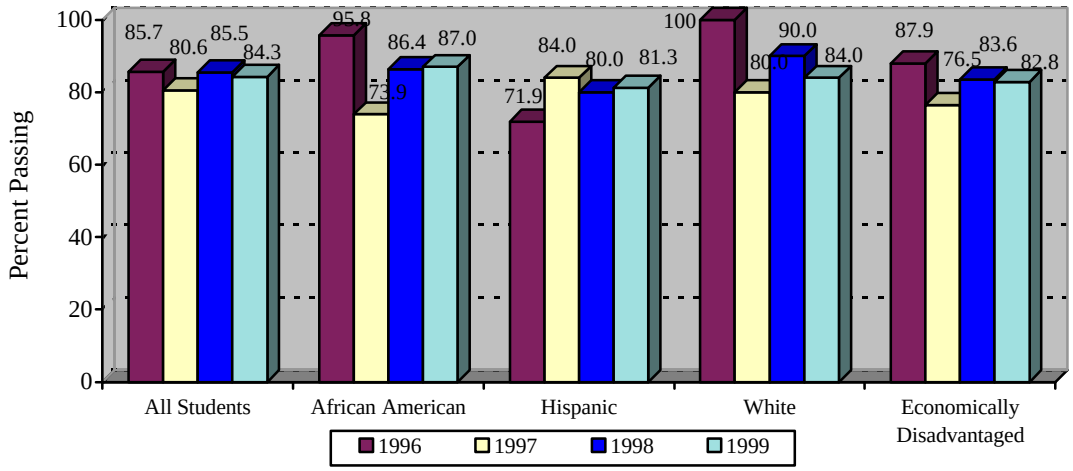


Figure 179: TAAS Writing by Disaggregated Group, 1996 through 1999



WOOTEN ELEMENTARY

Figure 180: TAAS Reading by Disaggregated Group, 1996 through 1999

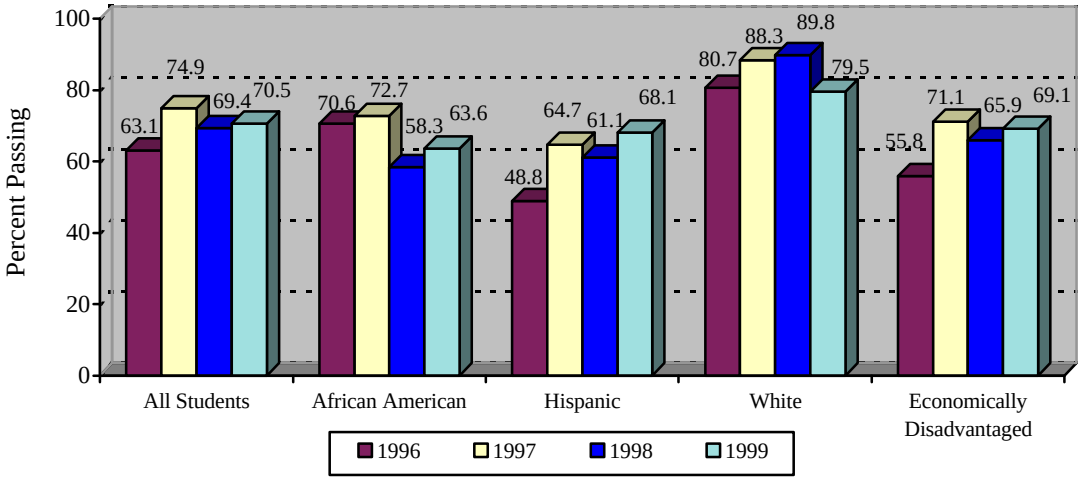


Figure 181: TAAS Mathematics by Disaggregated Group, 1996 through 1999

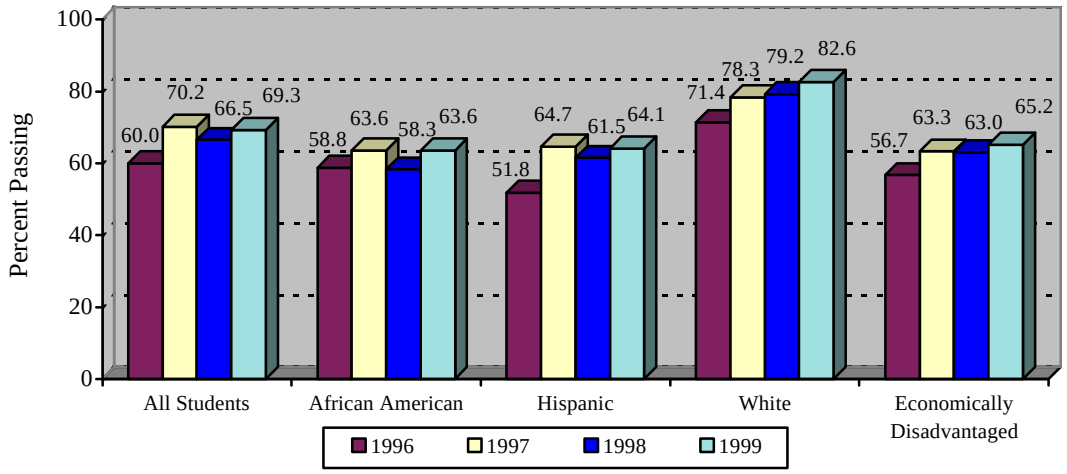
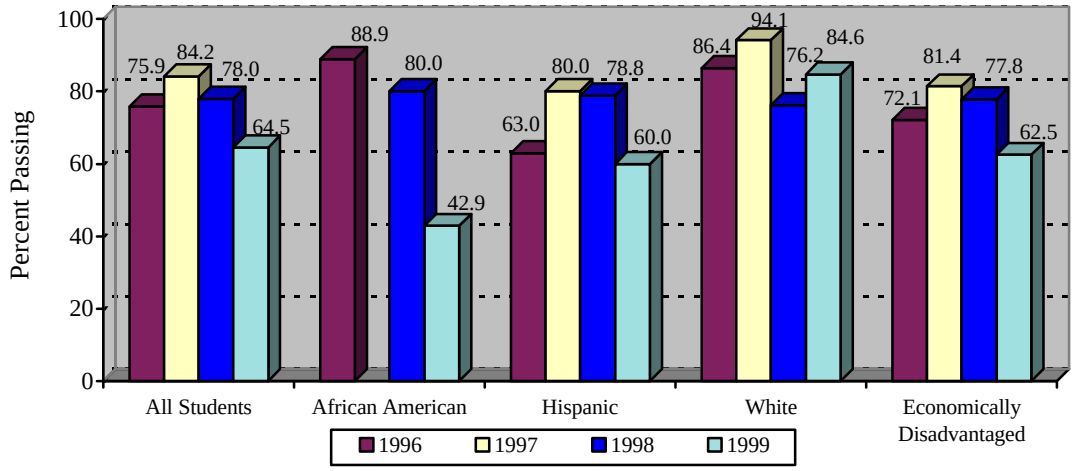


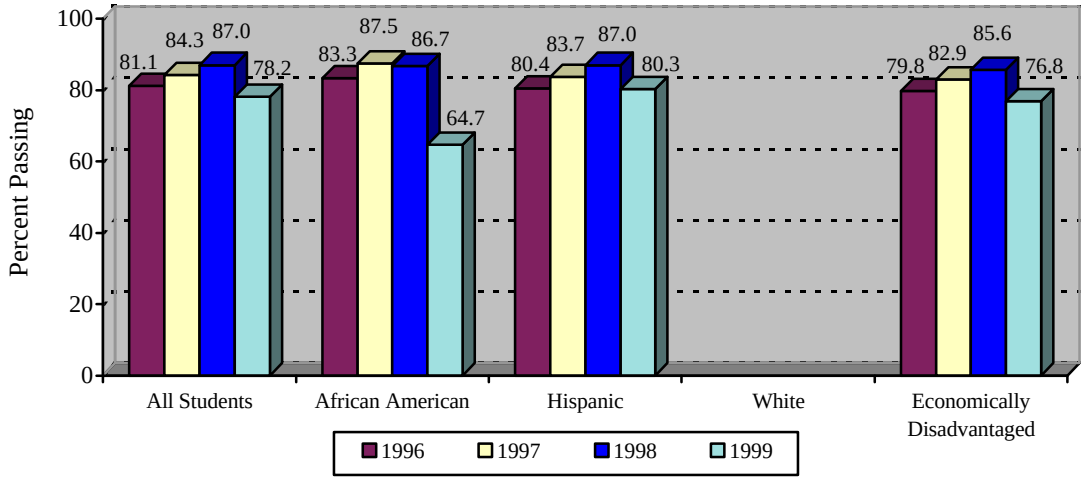
Figure 182: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African American students in 1997 to report.

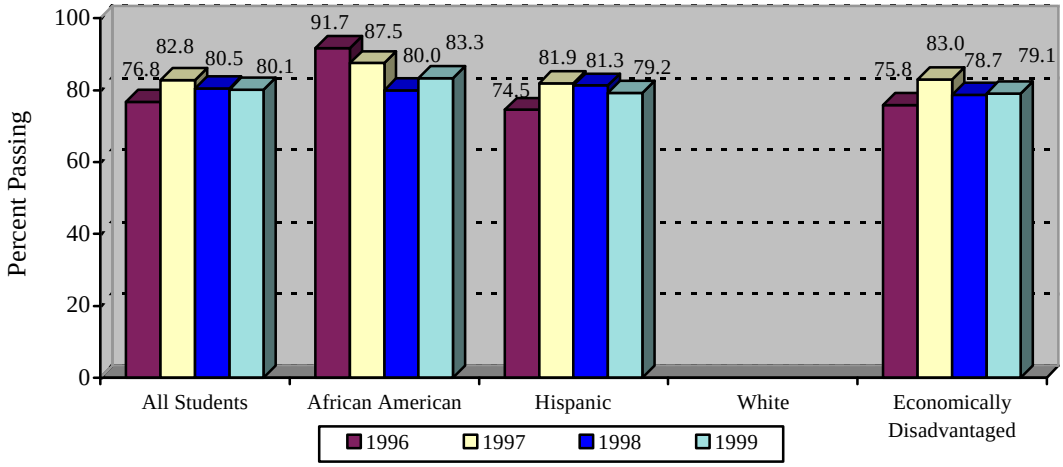
ZAVALA ELEMENTARY

Figure 183: TAAS Reading by Disaggregated Group, 1996 through 1999



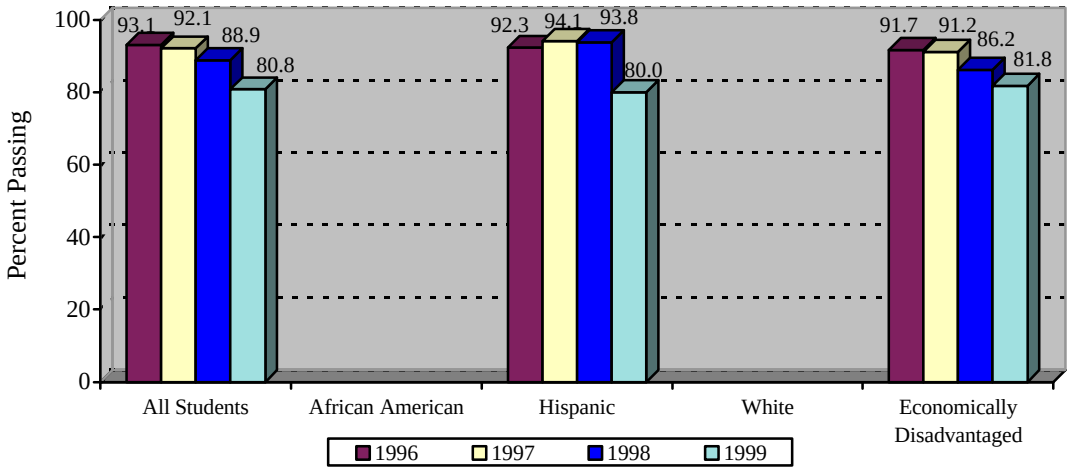
*****There were not enough White students in any year to report.

Figure 184: TAAS Mathematics by Disaggregated Group, 1996 through 1999



There were not enough White students in any year to report.

Figure 185: TAAS Writing by Disaggregated Group, 1996 through 1999



* There were not enough African Americans or White students in any year to report.

DOBIE MIDDLE SCHOOL

Figure 186: TAAS Reading by Disaggregated Group, 1996 through 1999

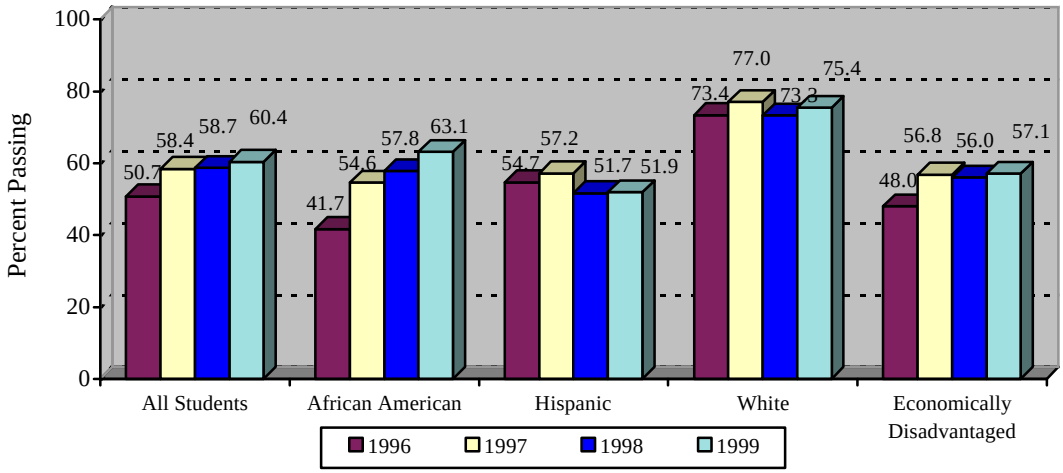


Figure 187: TAAS Mathematics by Disaggregated Group, 1996 through 1999

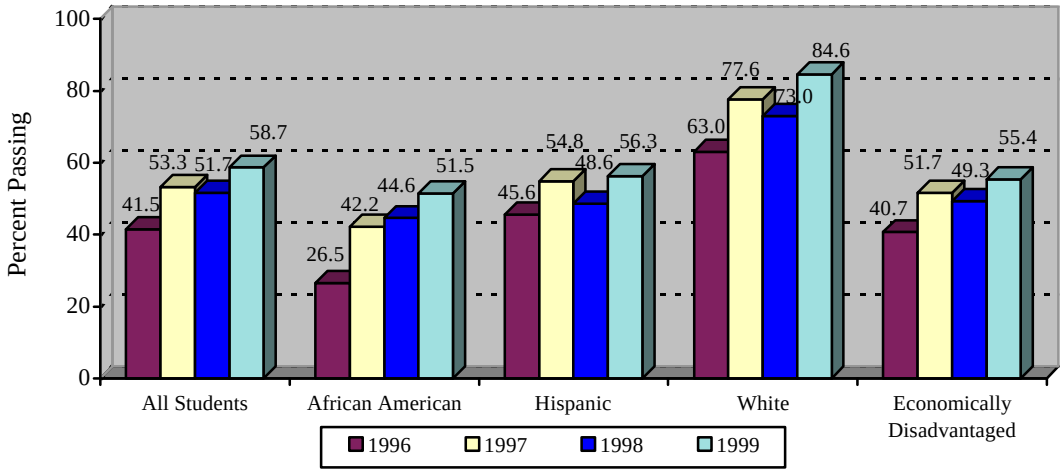
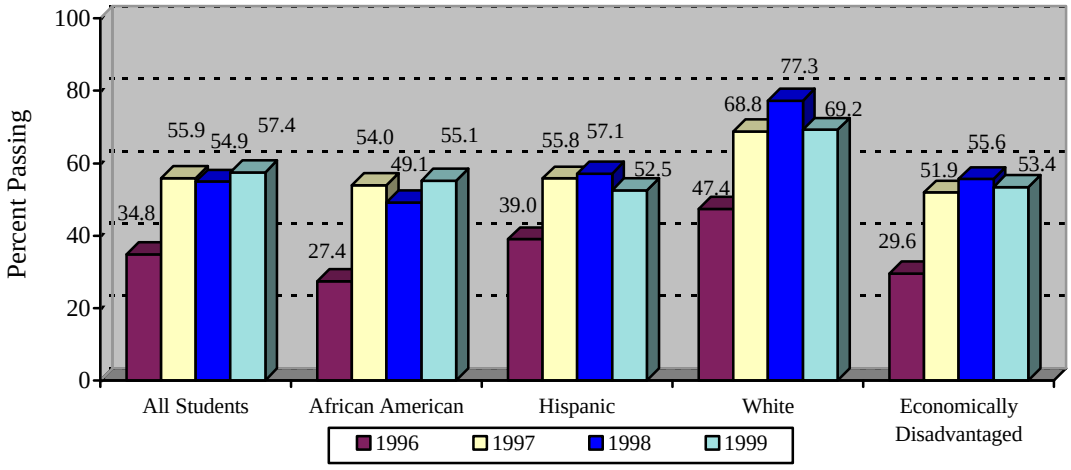


Figure 188: TAAS Writing by Disaggregated Group, 1996 through 1999



FULMORE MIDDLE SCHOOL

Figure 189: TAAS Reading by Disaggregated Group, 1996 through 1999

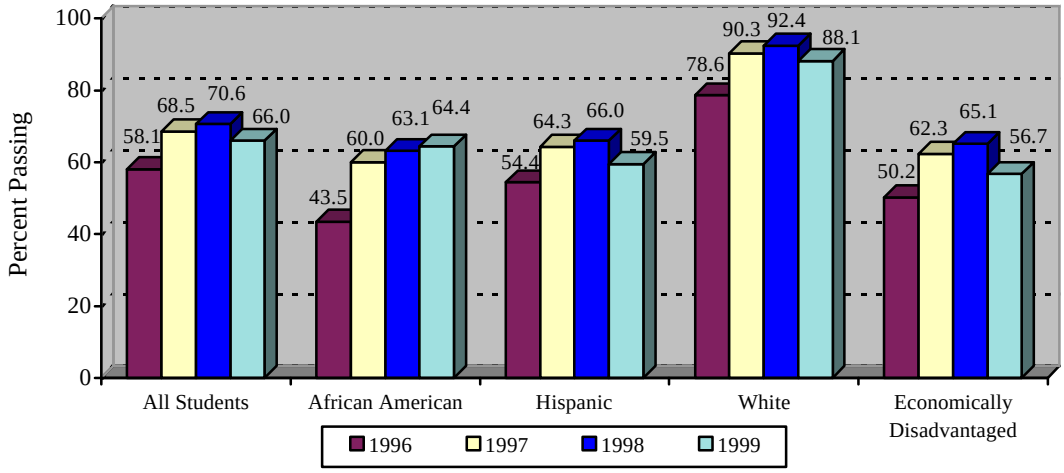


Figure 190: TAAS Mathematics by Disaggregated Group, 1996 through 1999

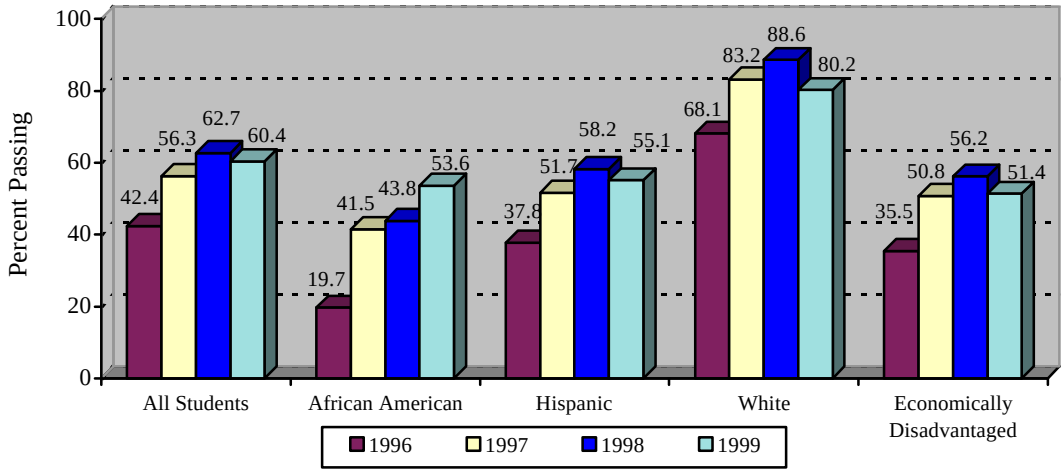
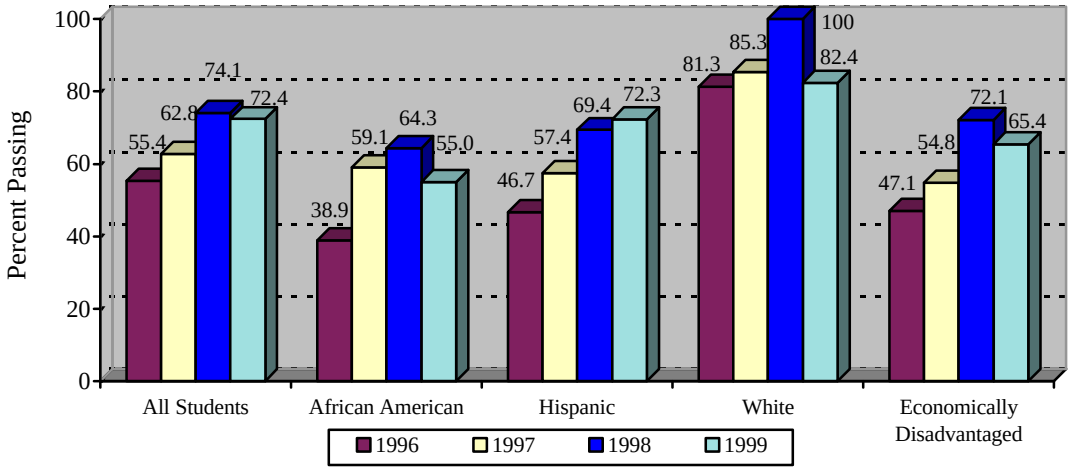


Figure 191: TAAS Writing by Disaggregated Group, 1996 through 1999



MENDEZ MIDDLE SCHOOL

Figure 192: TAAS Reading by Disaggregated Group, 1996 through 1999

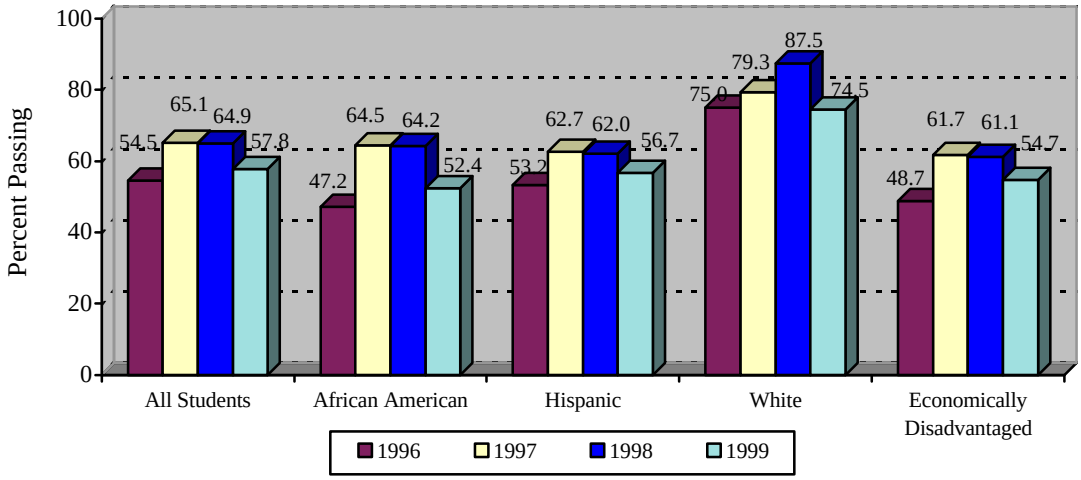


Figure 193: TAAS Mathematics by Disaggregated Group, 1996 through 1999

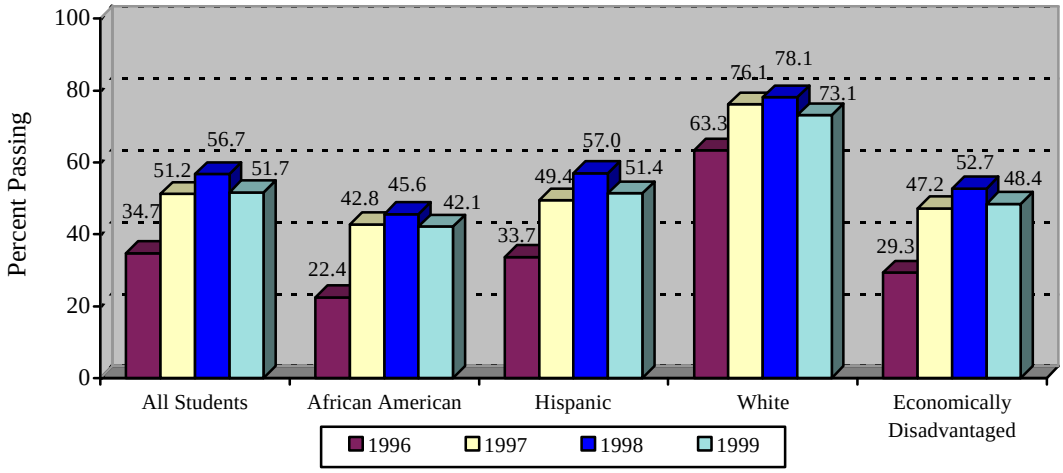
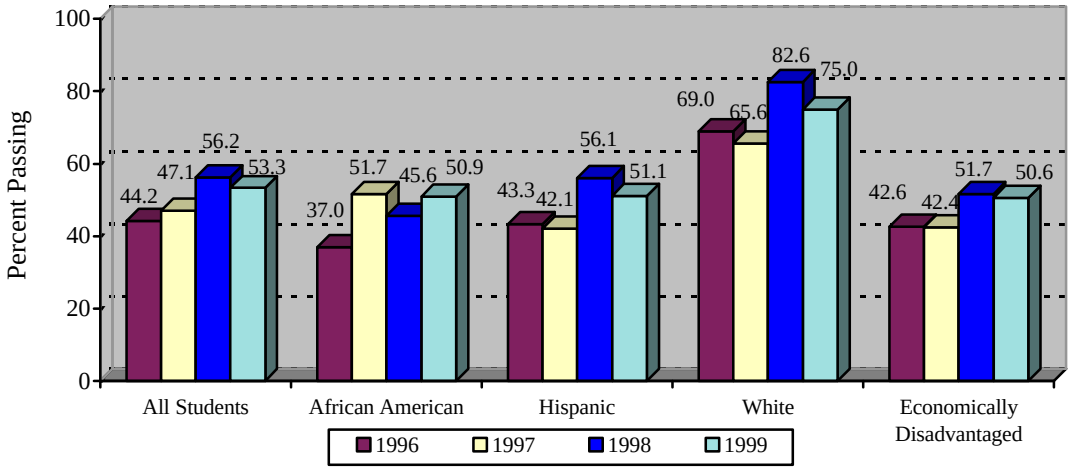


Figure 194: TAAS Writing by Disaggregated Group, 1996 through 1999



PEARCE MIDDLE SCHOOL

Figure 195: TAAS Reading by Disaggregated Group, 1996 through 1999

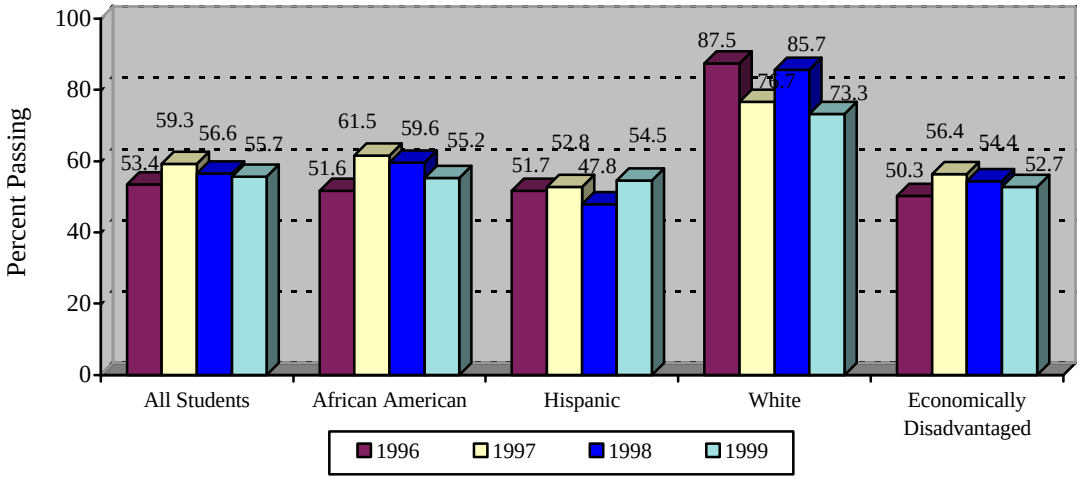


Figure 196: TAAS Mathematics by Disaggregated Group, 1996 through 1999

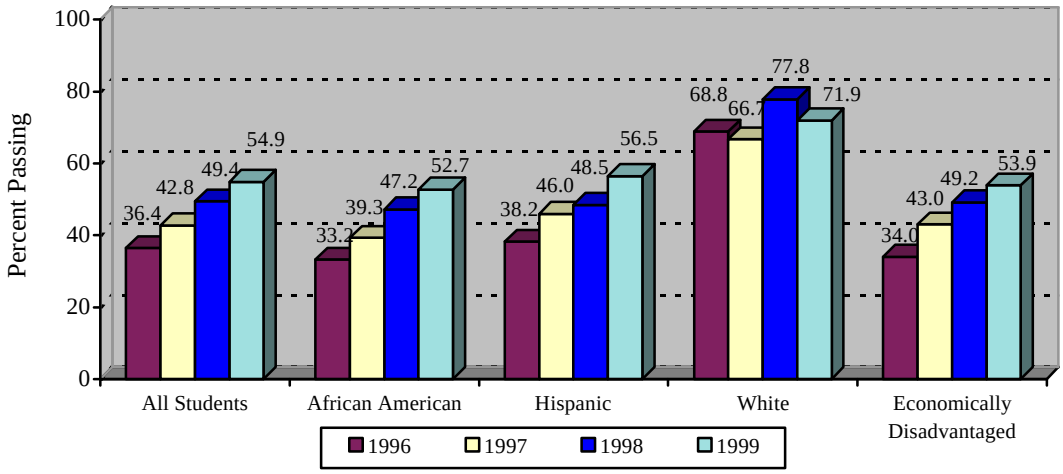
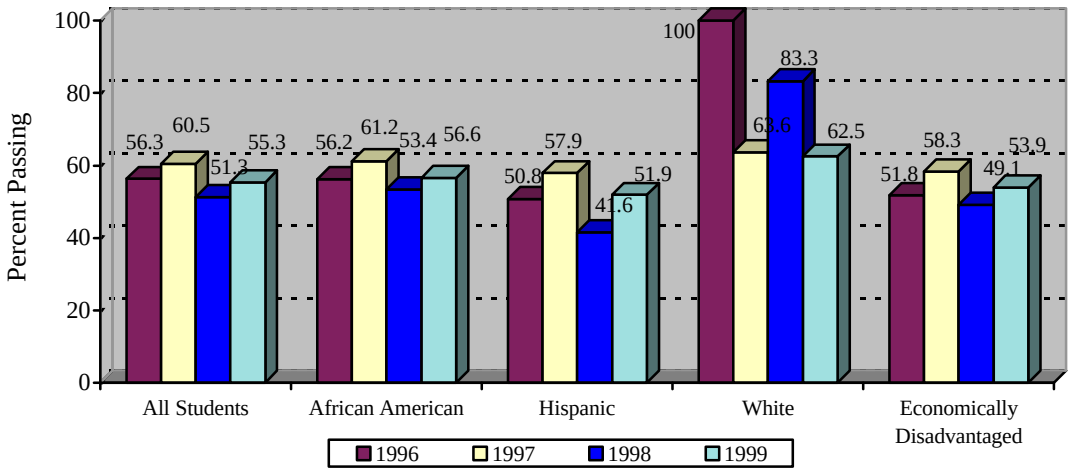


Figure 197: TAAS Writing by Disaggregated Group, 1996 through 1999



WEBB MIDDLE SCHOOL

Figure 198: TAAS Reading by Disaggregated Group, 1996 through 1999

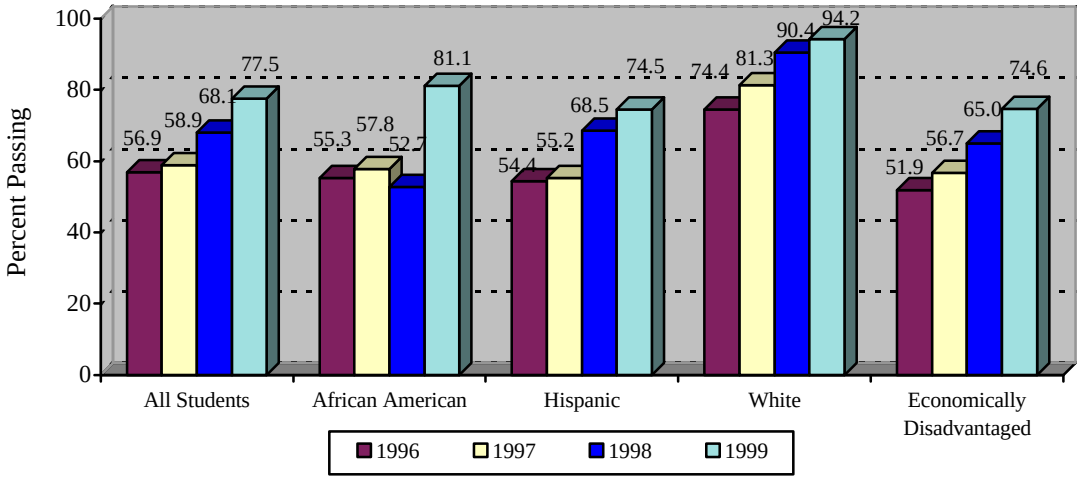


Figure 199: TAAS Mathematics by Disaggregated Group, 1996 through 1999

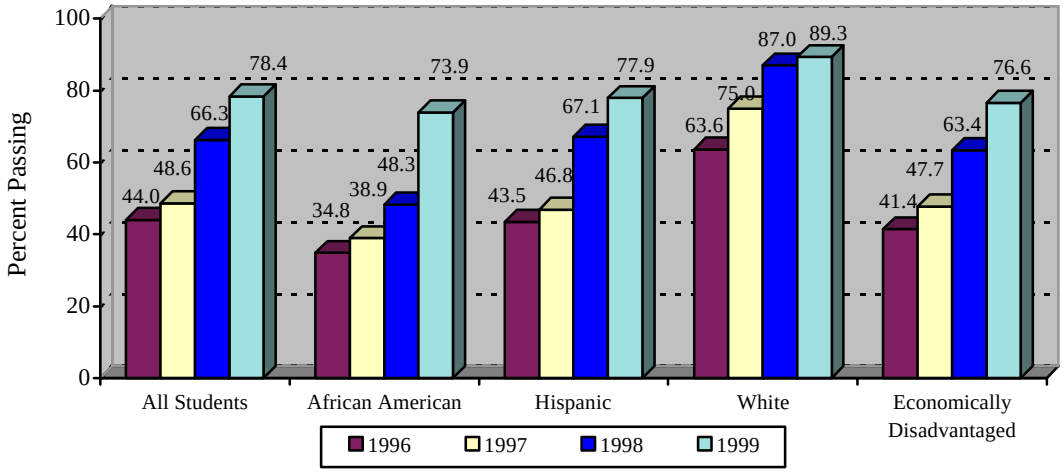
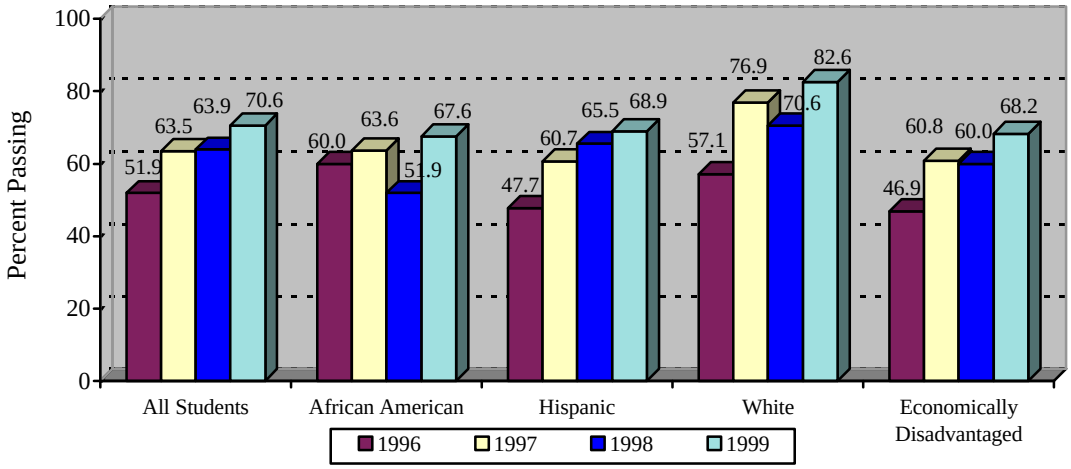
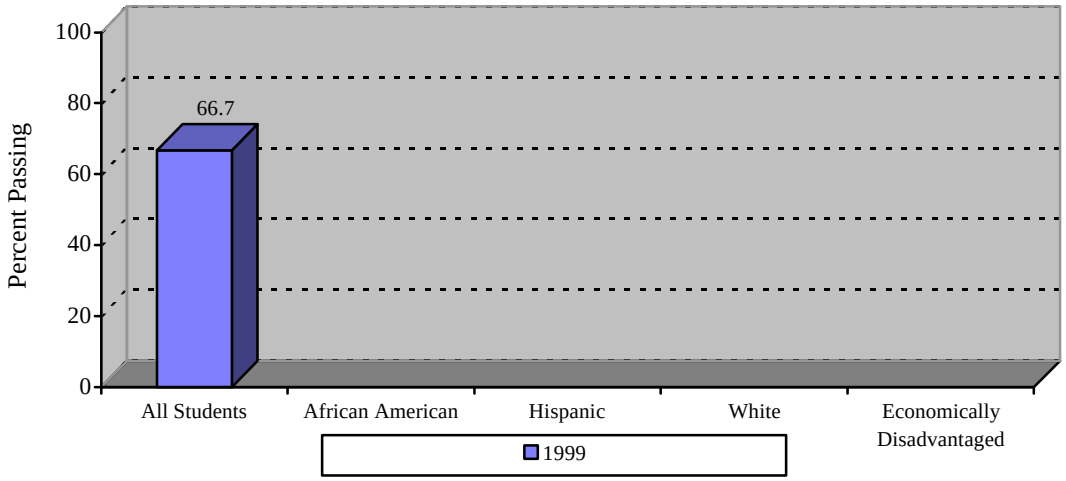


Figure 200: TAAS Writing by Disaggregated Group, 1996 through 1999



GARZA HIGH SCHOOL*

Figure 201: TAAS Mathematics by Disaggregated Group, 1996 through 1999



* There were not enough students taking TAAS reading or writing to report.

REAGAN HIGH SCHOOL

Figure 202: TAAS Reading by Disaggregated Group, 1996 through 1999

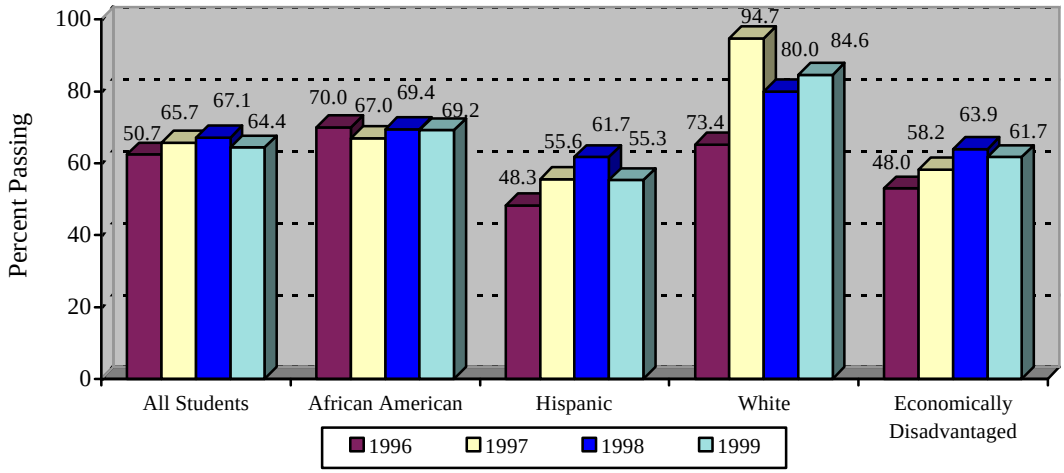


Figure 202: TAAS Mathematics by Disaggregated Group, 1996 through 1999

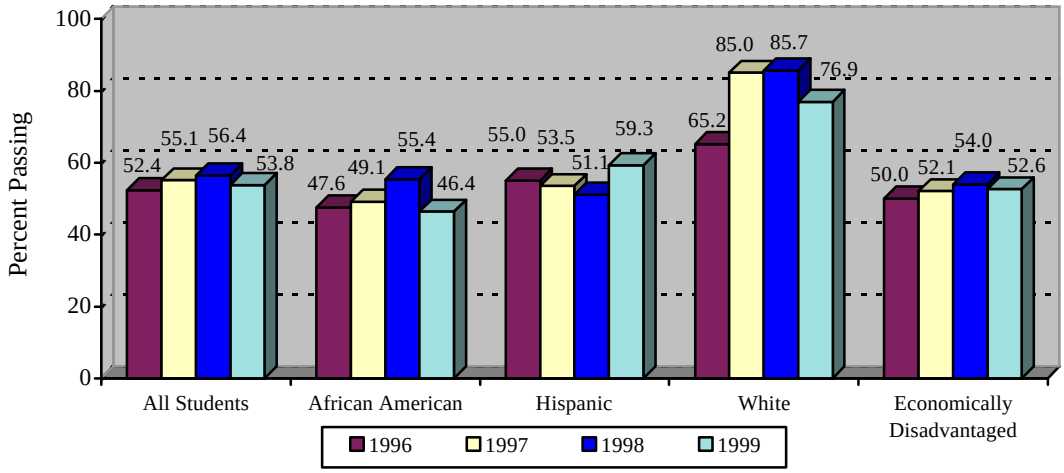
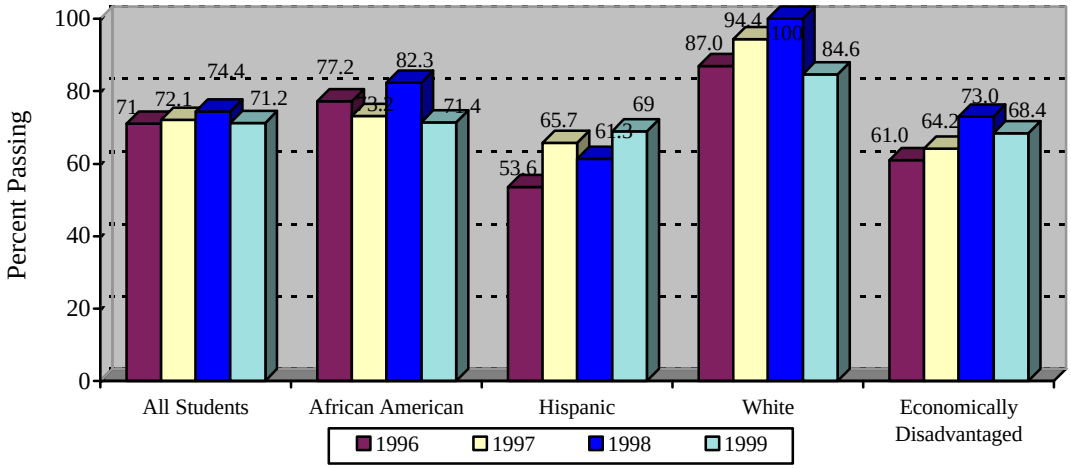


Figure 203: TAAS Writing by Disaggregated Group, 1996 through 1999



PARENT AND COMMUNITY INVOLVEMENT

PARENTAL INVOLVEMENT

One important component of a Title I program is the involvement of parents in the education of their children. By working in partnership with the schools and the community, parents provide critical support to the education process. This section describes programs that are initiated by parent education staff to encourage parent and community involvement in AISD Title I schools. Programs to be discussed in the parental involvement portion of this report include school-level parental involvement, the Parent Advisory Council, and the parent center at Allan. Case studies outlining successful parental involvement activities at eight campuses will be presented. The information about parent and community involvement was compiled from surveys completed by parent education staff. The survey was designed to gather information from the parent education staff in the following areas:

- collaboration between parent education staff and regular school staff;
- long-term parental involvement planning;
- efforts to seek parental input during the school year;
- staff development available to parent education staff; and
- gender-specific programs, adult literacy classes, and the types of workshops offered in Title I schools.

Surveys were returned from 17 (68%) of the 25 Title I-funded schools with parent education staff. Parent Advisory Council and Austin Partners in Education (APIE) records were also used as support documentation.

SCHOOL-LEVEL PARENTAL INVOLVEMENT

Title I funds are allocated for school-level parental involvement activities, including family literacy training and instruction to enhance parenting skills. According to Title I regulations, parents of children participating in Title I-funded programs must be involved in decisions regarding how parental involvement funds are spent.

There are 25 Title I schools that have at least one staff member whose primary responsibility is to assist with campus-level parent and community involvement. The 25 schools are Allan, Allison, Andrews, Blackshear, Brooke, Brown, Campbell, Dawson, Govalle, Harris, Houston, Jordan, Linder, Metz, Odom, Ortega, Pecan Springs, Sanchez, Widen, Winn, and Wooldridge elementary schools; and Dobie, Fulmore, Pearce and Mendez middle schools. Also, three high schools and two elementary schools that are not funded through Title I have parent education staff.

The goals established by the Parent Programs Specialist for 1998-99 included the following:

1. Provide support and assistance to Title I campuses in implementing the necessary strategies to engage the involvement of parents in the education of their children.
2. Promote the idea of establishing a family resource center in each school with a parent education staff.
3. Maintain lines of communication with parent groups and organizations to facilitate coordination and collaboration, and establish new communication links with other groups as needed.

COLLABORATION, LONG TERM PLANNING, AND PARENTAL INPUT

All of the parent education staff who responded to the questionnaire said that they worked with the principal, other staff members and/or the PTA president in planning annual parental involvement activities for the parents at their schools. Most often the parent education staff used telephone calls to gather data from parents about activities, topics, and workshops that interested them. In addition, surveys or questionnaires were conducted during the first semester. Based on this input from parents, workshops and seminars on a variety of topics were organized covering academic concerns as well as social issues such as gangs, drugs, and teen pregnancy. The events with the highest attendance were parent nights, health fairs, Family Math Night, Family Reading Night, and ESL classes. In addition, the Citywide Parenting Conference hosted by Sanchez Elementary School drew 1500 participants, including 300 children, from all areas of Austin. During the 1998-99 school year, attendance at these workshops and seminars increased 66% over the previous year.

STAFF DEVELOPMENT AND OTHER JOB-RELATED MEETINGS

The majority (88%) of the parent education staff who responded to the questionnaire said they attended and sometimes participated in AISD/PDA sponsored staff development. Also, 71% of the respondents reported attending other staff development. Forty-seven percent of the parent education staff attended districtwide Parent Advisory Council (PAC) meetings.

Perhaps the most pertinent staff development services are offered by School Support staff or the Family Resource Center because this is the forum to discuss issues specific to the duties of the parent education staff. However, only 29% of the parent education staff indicated that they attended these job-specific staff development meetings during the 1998-99 school year.

When asked for the reasons that they did not participate in more staff development or job-related meetings, the survey respondents indicated that other commitments (primarily job or family-related) or scheduling conflicts prevented them from attending. See the section on districtwide PAC meetings for additional information on the types of sessions offered during the past year.

GENDER-SPECIFIC PROJECTS

Over the past several years, Title I-funded schools in AISD have made an effort to increase participation by fathers and grandfathers in school activities. When asked to

describe projects in which they worked specifically with fathers or grandfathers during the 1998-99 school year, the parent education staff who responded to the survey cited the following activities:

- Father's Day events which included social and educational activities;
- election of fathers/grandfathers as PTA officers or project supervisors (e.g., Brooke Bydee People Sculpture project, landscaping and mural creations); and
- creation of Dads' clubs (e.g., the Fulmore Middle Schools Dads' Club).

Other gender-specific activities sponsored by Title I schools include Grandparents' Day events, the Harris Elementary School Community in Schools Fathers' Program, Houston's Whole Family Literacy Program, and family communication workshops.

ADULT LITERACY

To help parents who would like to read and write better, Title I guidelines suggest working cooperatively with other programs in the district, including the adult literacy program. Fourteen of the 17 parent education staff members held adult literacy classes at their schools or placed adults in sessions at other campuses during the 1998-99 school year. They enrolled 370 adults (a 12% increase over the previous year) between August 1998 and May 1999. One hundred and eight of the enrolled adults completed the classes, and 17 entered the public workforce. In addition, two of the students completing adult classes at Widen during the 1998-99 school year received their General Educational Development (GED) certificates and were hired as teacher aides at the school after graduation.

During the 1997-98 school year, only 49 adults completed the adult literacy course in which they were enrolled, indicating a 120% increase in the completion rate for this year. Over the past few years there has been a steady increase in the number of Title I schools offering adult literacy classes, in the number of adult students completing the offered classes and in the number of completers who then enter the public workforce.

DISTRICTWIDE PARENT ADVISORY COUNCIL MEETINGS

The Parent Programs Specialist, Fred Estrello, merged Title I regular and Title I migrant Parent Advisory Council (PAC) meetings into one districtwide meeting after the Title I regular PAC was reinstated in 1997. These meetings were scheduled monthly, excluding December and March. The meetings were conducted in both Spanish and English. Three PAC meetings were held during the 1998-99 school year, with 250 Title I regular and Title I migrant parents and staff in attendance.

The districtwide PAC meetings were usually held on the same date as the Parent Education staff meetings. Parent educators met in the morning at a host school and the PAC met the same evening at a designated host site. The PAC meetings were designed to inform parents about the overall programs, solicit parents' comments, communicate

proposed changes, and provide the latest information on social or governmental issues. The typical agenda included introductory comments, program updates, and an overview of materials to be presented from Mr. Estrello. During the year, presentations were given by a variety of speakers, including AISD staff and Texas Outreach for Healthy Kids. This latter presentation had previously been provided to the Parent Education staff, and it was so well-received that a similar program was planned for the parents. Highlights of the presentation included information on affordable health insurance for families, sign-up dates, and a dental health care rider to the insurance plan. Handouts accompanied all presentations, and workshops.

Refreshments were provided and door prizes were awarded at the end of each meeting. Door prizes from educational/social agencies were child-oriented and educational in nature, while door prizes provided by the parent programs specialists were aimed toward parents, providing information about resources available from various city and state agencies.

PARENT PROGRAMS SPECIALIST AND THE FAMILY RESOURCE CENTER

Parent Programs, a part of AISD's Department of School Support Services, is housed in the Family Resource Center at Allan Elementary School. The office, headed by Fred Estrello, Parent Programs Specialist, oversees the operations of a number of staffs including Parent Education (PTS and PIR) and the Parent Advisory Council. Also, the office serves as a training complex providing information, training, and support to parents of Title I students. In spring 1999, Mr. Estrello was surveyed concerning Title I parental activities planned, implemented and supervised by his office, methods of gathering parental input, use of available resources, summer support activities, and general information on accomplishments and possible areas of improvement. Responses to the survey offered the following information:

- The Family Resource Center used a variety of methods (e.g. surveys, polls, think tank activities, etc.) to gather input from parent education staff and PAC participants. Family Resource Center staff used this information to plan subsequent staff development activities for School Support staff and presentations for Parent Advisory Council meetings.
- Mr. Estrello made use of departments/offices within AISD such as Program Evaluation, School to Career, and Transportation for various information needs.
- Two major parental support activities were scheduled for summer implementation during June 1999: the Summer Family Literacy & Parental Involvement classes and Summer Parent Presentations scheduled for various campuses throughout the district.

When asked to indicated which activities were most successful during the past year in terms of attendance and feedback, Mr. Estrello listed the following events:

- P

AC meeting at Harris Elementary School with approximately 200 parents in attendance, that focused on family literacy and a Reading Is Fundamental (RIF) presentation;

- a PAC meeting at Dobie Middle School with 27 in attendance that centered around middle school issues, student report cards, and a review of how to read a student TAAS report;
- a PAC meeting at Sanchez Elementary School with 20 in attendance that discussed migrant recruiting and affordable student health insurance; and
- a staff development activity at Jordan Elementary School with approximately 50 staff members in attendance that addressed how to conduct parental in-service workshops.

Mr. Estrello also noted Parental Involvement Week (November 9-13, 1998) that is observed by schools districtwide. During the week, the School Board and city officials issued resolutions/proclamations, the Family Resource Center held open house, one day was designated as Statewide Parental Involvement Day, and the last day of the conference featured a brown bag lunch.

PARENT INVOLVEMENT CASE STUDIES

During the 1998-99 school year, Title I staff developed and implemented the Parent Involvement Programs Questionnaire to gather more detailed information about activities conducted at the Title I-funded campuses. Principals at all 50 Title I campuses received the questionnaire, and 39 (78%) of them replied in time for their responses to be included in this report. The principals' comments were used to identify successful and innovative campus-level parental involvement activities. Eight campuses (Brown, Norman, Oak Springs, Odom, Reilly, Sanchez, Webb, and Wooldridge) were selected for further investigation, and case study information was gathered to describe the activities.

The Parent Involvement Questionnaire also provided general information about activities, both on- and off-campus, conducted at the Title I schools to involve parents throughout the year. In addition, principals were asked to indicate their school's primary goal for parental activities during the 1998-99 school year. A copy of the questionnaire can be found in Appendix E, along with detailed information on the responses to specific questions.

SUMMARY OF QUESTIONNAIRE RESPONSES

When asked to identify on-campus activities that involved active parent participation, 92% of the principals indicated that parents were involved as campus-level planning team members. Eighty-two percent of the respondents indicated that parents were involved in adult classes such as driver's education and computer classes, and 80% of the principals noted that parents were used as classroom helpers. Seventy-four percent of the principals responded that their parents served as representatives at central administration activities. Also, 30% of the respondents indicated that parents acted as delegates to various citywide organizations such as Austin Interfaith, the Hispanic Heart Association, and the Citywide PTA.

Principals were asked to describe a parental involvement activity from the 1997-98 school year that was particularly successful. As previously mentioned, eight of these activities are described in detail in this report. Other activities reported by the principals included health fairs, ESL and GED classes, and a back-to-school social. Carnivals, open houses, and local conferences were also cited as being particularly successful. Additionally, these types of open-door, all-inclusive activities generally had the largest attendance and greatest level of parental involvement.

Thirty-eight of the 39 respondents indicated a desire to encourage additional parental involvement as the primary goal of their parent program for the 1998-99 school year. Specific activities mentioned most frequently to accomplish this goal included brown bag breakfasts/lunches and workshops. In addition, several principals indicated that they would offer more evening activities as well as events specifically designed to appeal to fathers.

CASE STUDIES

Title I evaluation staff completed case studies at eight schools involving site visits and staff interviews. The programs were selected to be representative of the types of successful and innovative parental involvement activities being offered at Title I campuses during the 1997-98 school year.

During the site visits, evaluation staff gathered specific information on the design and implementation of each activity. General information on the level of parent involvement at each campus was discussed. Schools were also asked to supply evidence of the activity's success. Following are the descriptions of the parental involvement activities conducted at each of the selected campuses.

T. A. Brown

For the past two years, Brown Elementary School has participated in a partnership with KLRU, an Austin Public Broadcasting System television station, to provide Family Reading Workshops. The program, Ready to Learn Service (RTL), promotes positive interaction between parents and children by encouraging them to read and view television programs together.

In fall 1998, three teachers from Brown attended the KLRU training with teachers from Walnut Creek and Dawson elementary schools. During the nine-hour training provided by KLRU, teachers learned effective strategies for reading storybooks and using television as a learning tool. The trained teachers then set up workshops to teach these skills to parents. Each school was asked to commit to training a minimum of 20 families. The workshops are offered to parents in the fall during the evening, and the workshops last 60-90 minutes. Strategies and activities presented at the workshops included the following:

1. Storybook reading strategies and selection (featured book: *The Very Hungry Caterpillar*)
2. Using television as an intentional teaching tool and criteria for program selection (featured book: *The Little Red Hen*)

3. Hands-on activities that extend concepts from a television program and storybook (featured book: *Borreguita and the Coyote*)

KLRU provided materials in English and Spanish for each of the three workshops. In addition to the training for teachers and the materials for parents, KLRU provided each teacher on the team with a set of the books and the video used in the parent workshops; a set of *PBS Families*, a newsletter in Spanish and English for each child in the team member's class; and a set of door prizes for each workshop.

In 1997-98, the Family Reading Workshops were offered to all families of pre-K through grade 5 students at Brown, and 60-75 families participated. In fall 1998, the program was limited to families of pre-K and kindergarten students, and 36-38 families participated. Flyers were sent with students, and the Parent Training Specialist (PTS) made phone calls to parents to extend the invitation to participate.

Parents have been very supportive of the program and have asked to have the workshops repeated. During the monthly parent coffee session with the principal, Ms. Claudia Santamaria, parents indicated that the Family Reading Workshops have helped them work with their children at home. Benita Rodriguez, the PTS at Brown, has also received positive feedback about the workshops in a parent questionnaire. Further, Ms. Santamaria believes that the effects of the Family Reading Workshops contributed to T.A. Brown being named a Recognized campus by the Texas Education Agency in 1998. Parents are encouraged to read with their children and to communicate with their children about what they read and what they see on television, and this type of interaction has a positive effect on student achievement.

Norman

During the 1997-98 school year, Norman Elementary School offered a series of General Educational Development (GED) and English As a Second Language (ESL) classes to parents on a bi-weekly schedule. Thirty parents were enrolled in GED classes and 46 parents attended ESL classes during that school year. Although the classes were designed to enhance language and academic skills, the parents' self-esteem was also raised through participation in the classes. Once the parents felt more confident in their own skills, they were more likely to become involved in school-related activities.

Two instructors from Austin Community College (ACC), who work under contract with Norman, oversee the classes. Cornel Jones, the principal at Norman, noted that ACC has offered GED and ESL classes for years, and during that time only one parent from Norman has taken advantage of the classes even though the college is located near the school. Once Norman began to offer the same classes, however, attendance rose to over 70 parents. When asked why this was the case, parents told Mr. Jones that they felt more comfortable and safer in Norman's more familiar surroundings.

Parents noted several benefits from their participation in the GED and ESL classes. According to Mr. Jones, the parents were pleased with the high quality of instruction provided in the classes. As a result of their participation, parents discovered the strength of "people power," and their increasing self-confidence made these parents

more likely to use the power they possess. They began to exert their ideas about issues of importance to them. Also, the parents who participated in the classes perceived the school as a hub for community action.

Mr. Jones remarked that the children of participating parents tended to have better test scores, better behavior, and fewer social problems. He named several community and civic projects whose success was directly attributable to the parents, including side-of-the-road trash and garbage removal and the Skippy Van, a mini medical clinic on wheels, whose staff provides minor medical services to students.

Oak Springs

Oak Springs offered a one-time course entitled *Twelve Steps to Bringing Out the Best in Every Child* for their parents in February 1997. While students attended Saturday school, parents were invited to participate in a presentation by Marian E. Barnes, author of the book by the same name.

The book, which evolved from a series of parenting workshops designed to help parents and other adults involved with rearing children, was funded in part by the City of Austin under the auspices of the Austin Arts Commission. The following statement from the book describes the philosophy of this project: *"The best in every child is developed when the youngster's life is cultivated and enriched by caring adults who provide ample opportunities for the young person's personal, spiritual, educational, and social growth."*

The twelve-step pyramid described in this book includes the following characteristics: respect, self-esteem, love, friendship, communication, spiritual development, discipline, education, evaluation, projection, decision making, and support. After a brief puppet show, Ms. Barnes discussed the 12 steps in depth with parents, suggesting activities, games, etc. that they could do themselves and with their children or grandchildren to develop a strong support system. Parents then participated in role playing with some of the ideas that were presented. Each parent was given his or her own copy of the book to take home.

Parents were invited to the Saturday morning activity through a flyer that was sent home with the students. The announcements were written in English and Spanish. Dr. Avis Wallace, principal of Oak Springs, speaks Spanish and can translate if Spanish-speaking parents are in attendance. Beverly Piper, the counselor at Oak Springs, said that because Dr. Wallace speaks Spanish, some parents are more comfortable attending parent activities. Although only 10 parents attended this particular workshop, they were the parents of 35 children.

The presentation and purchase of books were funded through Title I. Ms. Piper indicated that Ms. Barnes is available to do other workshops with parents. While the counselor felt that this was a good workshop, she will probably wait a few years before offering it again so that a new group of parents can participate.

Odom

A large number of parents at Odom Elementary School attend PTA meetings. A typical meeting can attract anywhere from 75 to 200 people, which is uncharacteristic for most elementary schools. According to Ron Bolek, Odom's principal, the success of their PTA meetings is a result of the format for these meetings that has been developed by Odom's staff.

At the beginning of the school year, Odom's teachers and administrators decide on a calendar for the year's PTA's meetings. Each teacher takes responsibility for the program that will be presented at one of the meetings. Student presentations are the focus of the meetings, along with PTA business and topics of general interest. Teachers and students work together to choose a topic for their presentation. During the past year, classes made presentations that focused on curriculum projects. In addition, several of the PTA programs featured special celebrations that incorporated current events. One of the more successful of these special programs took place in February, and combined Black History Month and Presidents' Day.

This format for PTA meetings places responsibility on the students and teachers to plan a program and to carry out a presentation. Students have an opportunity to express themselves creatively and to participate in planning and conducting a parent meeting. In turn, parents have an opportunity to watch a program in which their children are actively involved. According to Mr. Bolek, this format has proven to be highly successful at reaching a large number of parents. Prior to adopting this format, attendance at Odom's PTA meetings was much lower than current levels. More importantly, parents report greater satisfaction with the current year's programs. Mr. Bolek noted that parents who do not speak English as their native language have been especially positive about the program format. In addition, the number of parents visiting the school during their children's classes and during the lunch hour has increased dramatically during the past year.

Reilly

On two consecutive Saturdays prior to the start of school, teachers from Reilly Elementary School conduct a Neighborhood Walk. This gives the teachers an opportunity to introduce themselves to parents, explain what they hope to cover during the coming year, and invite parents to visit the classroom and participate in school meetings. During the 1997-98 Neighborhood Walk, 100% of Reilly's teachers participated and at least 75% of the parents were contacted.

Although some teachers were initially hesitant about making home visits during the Neighborhood Walk, the principal provided written guidelines for conducting the visits. After some initial nervousness, the teachers became comfortable with the process. The school's librarian, counselor, and teacher aides also participate in the walk.

Some parents were also initially uncomfortable with the home visits, primarily because of embarrassment about living quarters. However, teachers put parents at ease

and the process was able to be completed smoothly. Parents reported that they were pleased with the home visits and were appreciative of the neighborhood walks in general.

Reilly's staff is committed to the concept of the Neighborhood Walk because they believe that the activity raises the students' morale, gives the teachers insight into their students' home environment, and increases the likelihood that parents will become involved in school activities. According to Encarnacion Garza, Reilly's principal, this activity addresses the emotional needs of the students more than the academic ones, but each area contributes to the students' overall success in school.

One possible indicator of the success of the Neighborhood Walks is the level of parental participation in subsequent activities during the school year. Dr. Garza noted that parents who had not participated previously began attending school meetings and making classroom visits. Also, parents were more likely to eat lunch at school with their children after the Neighborhood Walk activity. Subsequently, parents have reported that they particularly enjoy the lunch visits.

Sanchez

For the past several years, Sanchez Elementary School has served as the host for the citywide Celebration of Families Fair. Yolanda Maldonado, Sanchez's Parent Training Specialist, works in conjunction with City of Austin staff to coordinate the program, organize speakers, and publicize the event.

Although the event is open to parents across the city, the Celebration of Families Fair is most closely associated with Sanchez. Ms. Maldonado and Ed Leo, the principal at Sanchez, have been instrumental in organizing the event. Because of Sanchez's central location and active parent community, the event has been well-attended. For example, the fair held in March 1998 reached over 600 families throughout Austin. The attendance has grown at such a rate, in fact, that the event was moved to Palmer Auditorium this past year.

The Celebration of Families Fair is a daylong event. Generally it begins in the afternoon and continues through the evening. This allows parents who work during the day to participate. Numerous workshops are offered throughout the day featuring acknowledged experts in the field of parenting. Workshop topics that have been particularly well received include Communication within Families and Parenting Education Across Cultures. Exhibitors set up booths, door prizes are offered, and entertainment for the entire family is provided. Because the fair has been so popular over the years, the event is now able to attract national speakers.

Because the Celebration of Families Fair is such a large undertaking, many members of the Sanchez community are involved in the event. This gives parents, community members, and Sanchez staff an opportunity to work together during the fair in numerous volunteer capacities. As a result of their participation in the annual fair, many parents remain involved in their children's education. Mr. Leo reported that participants initiate parent-teacher conferences, take on leadership roles at the school, and work as parent volunteers throughout the school year.

Webb Middle School

Webb Middle School brings parents, teachers, and students together three times each year for a community picnic with the first picnic in the winter (indoors), another in the spring, and the end-of-school picnic in April or May. Although the picnic has been held on Sunday and on a holiday, Saturday seems to be the best day for the activities, according to Mr. Al Mindiz-Melton, principal at Webb. As many as 700 persons have been in attendance for the food, fun, and music.

Mr. Mindiz-Melton says that the picnics are an extension of the school's effort to socialize with parents in order to build community. The PTA and the assistant principal have been in charge of organizing the events for the past two years. Flyers are sent home with students to invite the families to participate.

On the day of the picnic, staff members cook barbecue at the school. Parents and teachers bring covered-dish food items to accompany the main course. Music bands composed of parents or teachers play during the picnic. Softball is organized for those who want to participate. A keynote speaker, usually an elected official, is invited to speak on the importance of education. Congressman Lloyd Doggett spoke to the Webb gathering in spring 1998.

Mr. Mindiz-Melton believes that the community picnic improves communication among parents, teachers, and administrators. This community building, along with an increased focus on academic achievement, has helped Webb to increase the overall passing rate on TAAS mathematics and TAAS reading.

Wooldridge

ESL classes were started four years ago at Wooldridge Elementary School. Ruth Fowler, the Parent Training Specialist (PTS) at the campus, teaches four classes a week – two beginner level and two intermediate level. Each ESL class meets once a week for three hours, and the classes consist of a mix of lecture and computer work. Pretests and posttests are administered at appropriate points in the classes.

The classes were offered at the request of parents. Also, the school staff believed that these classes would be instrumental in helping parents learn English. Acquiring this skill enables parents to communicate better with the school and to participate more fully in their children's education.

Parent participation in the classes has been consistently high. More importantly, participants appear to have made a commitment to the classes. During the 1997-98 school year, 59 parents enrolled in the classes (20 in beginner classes and 39 in intermediate classes), and each class averaged 8-12 attendees per session. Ms. Fowler reported that she receives constant positive feedback from the parents. More importantly, the parents frequently comment that they feel more comfortable in the school after participating in the ESL classes, and teachers have begun referring parents to Ms. Fowler for enrollment in the classes.

SUMMARY AND RECOMMENDATIONS

In 1998-99, survey data and other support documents indicate parent education staff in AISD met their established goals. The staff offered workshops, seminars, and activities designed to enhance parenting skills and to encourage participation by parents and the community in the education of children. The Family Resource Center was a valuable resource for many activities throughout the year, and School Support staff were able to undertake a number of activities through the center. In addition, the parent education staff engaged in joint efforts with AISD school support services staff and other organizations in the district and community to offer numerous programs, including parenting classes, literacy programs, and ESL instruction. However, parent education staff have not taken full advantage of services offered by School Support Services, such as staff development and districtwide Parent Advisory Council meetings.

Review of data gathered from the Parent Involvement Questionnaire and the case studies conducted at eight sites indicated that the staff at Title I-funded schools in AISD employ a variety of approaches to involve parents in their school's operations. Some campuses have enjoyed greater success than others at getting parents involved in campus activities. Parents have responded at these campuses by attending meetings, volunteering in a variety of capacities, and becoming actively involved in the education of their children.

It is recommended that the parent education staff be strongly encouraged to attend staff development activities sponsored by the Family Resource Center in order to keep up-to-date on activities in the district and on the specific requirements of their jobs. Also, the parent education staff should take an active role in disseminating information on successful parental involvement activities at Title I campuses in the district. It is further recommended that principals and central administration staff take responsibility for ensuring that campuses throughout the district are aware of successful practices currently in place.

COMMUNITY PARTNERSHIPS

Programs funded under Title I are encouraged to use strategies that address the needs of children through building stronger partnerships between schools and communities. AISD has access to many local business and community volunteers through Austin Partners in Education (APIE), formerly the Austin Adopt-A-School program.

Both monetary donations and volunteer hours add invaluable resources to Title I schools. Under APIE, there are different levels of involvement available to community organizations. The Partner level requires a written commitment of time and resources, while the Friend level is more informal and operates without a written plan. (See *Austin Partners in Education August 1998 Special Skyliner Edition* for a complete explanation of the levels.) Out of 363 community Partners and 1,774 community Friends, H.E.B. Food Stores was the top adopter in 1998-99, supporting 31 Title I schools as a Friend and nine as a Partner.

Table 13 shows the amounts of in-kind and cash contributions for Title I schools with parent education staff, for Title I schools without parent education staff, and for all other schools in the district. Title I schools with parent education staff received over 20% more in-kind contributions and three times the amount of cash contributions as did Title I schools without parent education staff. When compared to other schools in the district, Title I elementary schools as a group received greater amounts of in-kind and cash contributions. On the secondary level, Title I middle schools received more cash contributions than did other district schools.

Table 13: Community Involvement – In-Kind and Cash Contributions for Title I Schools With/Without Parent Education Staff and for Other District Schools, 1998-99

Grade	In-Kind Contributions			Cash Contributions		
	Other District	Title I With Parent Ed. Staff	Title I With-out Parent Ed. Staff	Other District	Title I With Parent Ed. Staff	Title I With-out Parent Ed. Staff
Elementary	$431,234	$395,464	$302,584	$163,657	$140,299	$64,335
Middle/Jr. High	101,380	19,001	12,400	34,594	77,299	7,915
High School	831,830	0	19,885	171,882	0	0
Other*	682,191	0	0	154,934	0	0
Total	$2,046,635	$414,465	$334,869	$525,067	$217,598	$72,270

* Refers to donors or partners such as the Clifton Center, school board members, and AISD directors or coordinators.
(See the 1998-99 Austin Partners in Education Report for a complete list.)

Table 14 shows the number of volunteers and volunteer hours for Title I schools with parent education staff, for Title I schools without parent education staff, and for the district overall. Although Title I schools do not receive as many volunteers or volunteer hours as do other schools in the district, those Title I schools that have parent education staff receive more of these benefits than do Title I schools without parent education staff. Also, while the number of volunteers in Title I schools is similar regardless of the staff at the school (2,551 at schools with parent education staff and 2,468 at schools without parent education staff), the number of volunteer hours is three times higher at schools with parent education staff (84,623 hours vs. 27,395 hours at schools without parent education staff). However, it should be noted that the overall number of volunteer hours for Title I schools with parent education staff, while still impressive, has declined sharply from the 1997-98 school year, when 179,526 hours were donated by 2,533 volunteers.

Table 14: Community Involvement – Number of Volunteers and Volunteer Hours for Schools Districtwide, and for Title I Schools With/Without Parent Education Staff, 1998-99

Grade	Number of Volunteers			Number of Volunteer Hours		
	District	Title I With Parent Ed. Staff	Title I Without Parent Ed. Staff	District	Title I With Parent Ed. Staff	Title I With-Out Parent Ed. Staff
Elementary	3,762	2,159	2,403	57,127	81,918	25,850
Middle/Jr. High	1,068	392	25	20,073	2,705	545
High School	4,157	0	40	33,255	0	1,000
Other*	408	0	0	17,099	0	0
Total	10,095	2,551	2,468	127,554	84,623	27,395

* Refers to donors or partners such as the Clifton Center, school board members, and AISD directors or coordinators. (See the 1998-99 Austin Partners in Education Report for a complete list.)

To determine the monetary value of volunteer services, the Austin Partners in Education office uses the nationally assigned value of $14 as an hourly rate of pay. The following values were derived based on this rate:

- Title I schools with parent education staff (84,623 hours) $1,184,722
- Title I schools without parent education staff (27,395 hours) $ 383,530
- All other AISD schools (127,554 hours)
- District Total

From these figures it can be seen that Title I schools as a whole received $1,568,252, which amounts to 47% of the total dollar amount of hours volunteered in the district.

Appendices F and G contain details of the community partnerships by school, and Appendix H lists specific information on Title I schools' Friends and Partners by category.

SUMMARY AND RECOMMENDATIONS

The parent education staff was successful in encouraging the support of the community through contributions and volunteer time. Title I schools with parent education staff received over 20% more in-kind contributions and three times the amount of cash contributions as did Title I schools without parent education staff. Although Title I schools do not receive as many volunteers or volunteer hours as do other schools in the district, those Title I schools that have parent education staff receive more of these benefits than do Title I schools without parent education staff.

Although the number of volunteer hours served at Title I schools with parent education staff has declined over the past year, some of this may be due to changes brought about by the reorganization of the Adopt-A-School program into Austin Partners in Education. Because both monetary donations and volunteer hours add invaluable resources to Title I schools it is recommended that Title I schools review Friends and Partners participation efforts, and develop ways to bring community volunteers into the schools to provide the same level of assistance as they have in the past.

TITLE I MIGRANT EDUCATION

TITLE I MIGRANT PROGRAM DESCRIPTION

The Title I Migrant Education program is authorized under Title I, Part C of the *Elementary and Secondary Education Act of 1965* as amended by the *Improving America's Schools Act of 1994 (P.L. 103-382)*. State educational agencies (SEAs) receive funds for the costs to identify and to address the special educational needs of migratory children in accordance with a comprehensive state plan that will benefit migrant children ages 3 through 21 (or until attainment of a high school degree, whichever comes first).

The term "migratory child" means a child who is, or whose parent, spouse, or guardian is a migratory worker (including agriculture, dairy, fishing, and ranching), and who has moved from one school district to another in the preceding 36 months to obtain temporary or seasonal employment. The intent of the migrant education program is to assist states in the following ways:

- support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- ensure that migratory children have the opportunity to meet the same challenging state content standards and challenging student performance standards that all children are expected to meet;
- design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and,
- ensure that migratory children benefit from state and local systemic reforms.

AISD directs Title I Migrant funds to provide educational materials and supplies to elementary schools with high concentrations of migrant students in grades K-6, to provide supplementary instruction to secondary migrant students at risk of academic failure, and to assist families with social and health needs. The migrant specialist services workers (New Generation System clerk and recruiters) assist in identifying migrant students and in securing needed social, medical, and instructional services.

SUPPLEMENTARY INSTRUCTION

Only AISD schools with large concentrations of migrant students were given funds to provide supplementary instructional materials/services to at risk migrant students during the 1998-99 school year. Twenty-three schools received migrant funds for the provision of supplementary instruction during the 1998-99 school year. These schools include the following: Anderson, Austin, Lanier, LBJ, Reagan and Travis high schools;

Dobie, Fulmore, Lamar, Mendez, Pearce, Porter, and Webb middle schools; and Andrews, Blanton, Brown, Galindo, Harris, Metz, Sims, Sunset Valley, Widen, and Wooldridge elementary schools.

Migrant students attended summer school programs at Bowie and Lanier high schools, Webb Middle School, and Dawson and Palm elementary schools during the summer of 1998. The classes were provided to migrant students who were at risk of academic failure based on low standardized test scores, failure to master subject matter, failure to pass TAAS, and/or poor attendance.

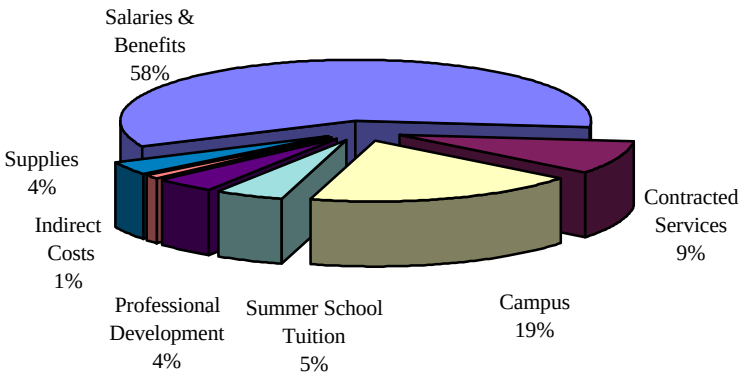
PARENT AND COMMUNITY INVOLVEMENT

Parents and community members are encouraged to participate at all Title I schools, but a special effort is made to reach out to the parents of migrant students enrolled in AISD. Twenty-five Title I schools have a parental involvement representative or a parent training specialist to assist with parental involvement activities. A discussion of parental involvement activities for Title I/Title I Migrant parents is included in the section of this report entitled *Parent and Community Involvement Overview*.

TITLE I MIGRANT PROGRAM COSTS

The 1998-99 AISD Title I Migrant program budget allocation was $189,886. Fifty-nine percent of the Title I Migrant allocation was used for salaries and benefits for two parent involvement specialists, a National Generation System (NGS) data tracking specialist, and partial salaries for evaluation and support staff. Nine percent of the Title I Migrant funds was allocated to contract services for medical and dental services. Summer school tuition for migrant students was provided at a cost of $9,000 (5% of the budget). Supplies and materials (4% of the budget) included instructional materials, testing materials, reproduction costs, and general supplies. The remainder of the funds included 4% for travel and registration fees for professional development and 1% for indirect costs (salaries and expenditures for persons who are engaged in administrative activities from which the entire school district benefits). Figure 204 shows the percentages of the Title I Migrant budget allocated in each of these areas.

Figure 204 : 1998-99 Title I Migrant Budget Allocations



The Title I evaluation staff was not able to obtain information about the number of at-risk migrant students who received direct instructional services or the number enrolled in summer school 1999. Consequently, this report will not contain as detailed a discussion of Title I migrant activities during the 1998-99 school year as has been presented in previous reports.

TITLE I MIGRANT SUPPLEMENTARY INSTRUCTION

The Title I Migrant Education Program instructs states to provide high-quality educational programs for migratory children to ensure that they will have the opportunity to meet the same challenging state content standards and student performance standards that all children are expected to attain. In Texas, the state performance standard is measured by the TAAS tests.

The AISD Title I Migrant Education Program consists of a supplementary instructional program that provides direct instructional services to migrant students through tutoring or indirect services through books and/or other instructional materials purchased with migrant funds; summer programs; and migrant program services. These components will be discussed in the following sections of this report.

SUPPLEMENTARY INSTRUCTIONAL PROGRAM

In school year 1998-99, schools with high concentrations of migrant students received migrant funds to use for supplementary instructional staff (i.e., tutors), instructional materials, and/or fixed assets such as computers or software. This represents a change from previous years in which tutorial services were arranged through the central migrant office.

An analysis of the migrant students' on-line file showed 494 students residing within the AISD attendance area. Of these students, 311 were within the three year "eligibility for service" period. However, these 311 students do not include August recruits. Table 15 provides demographic data for all migrant students residing within the AISD attendance area, regardless of eligibility; eligible migrant students only who reside

within AISD's attendance area; and eligible migrant students enrolled at campuses receiving Title I Migrant supplementary funds.

Table 15: 1998-99 Demographic Information for All Title I Migrant Students in AISD's Attendance Area

	% Low Income	% Minority	% Female
All Migrant Students	93	99	48
Eligible Migrant Students	100	100	45
Migrant Students at Campuses Receiving Funds	100	100	45

Records indicate that there were 91 eligible migrant students at the elementary schools receiving funding, and 107 eligible migrant students at secondary schools (61 middle and 46 high school students) that received funds. Figure 205 shows the percent of migrant students at campuses receiving migrant funds for elementary, middle, and high school.

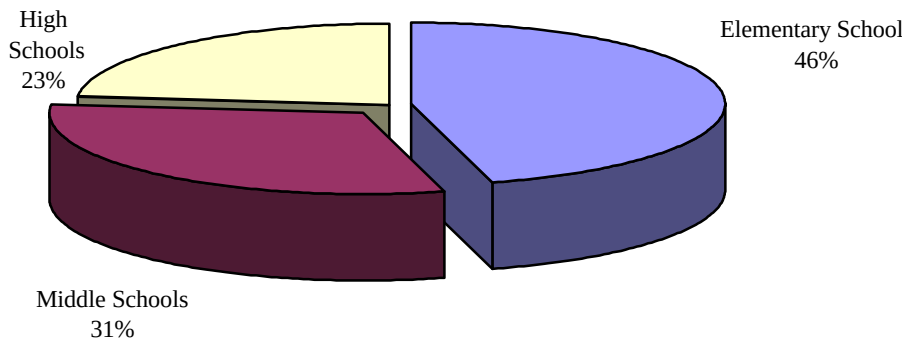


Figure 205 : Percent of Migrant Students at Campuses Receiving Migrant Funds by Level

A review of the expenditures at these schools indicates that 74% of the schools spent all or at least 90% of their Title I migrant funds. However, Austin, LBJ, and Reagan high schools; and Lamar, Pearce, and Porter middle schools did not spend their Title I migrant allocations. Consequently, their funds were redistributed for other migrant programs such as summer school.

Attendance Data

Attendance data were analyzed for students in schools receiving migrant funds and for students districtwide. The figures for students districtwide include migrant students at the respective grade levels. The 1998-99 attendance data presented in Table 16 indicate that the attendance patterns for migrant students were similar to the patterns

for students districtwide, with higher attendance rates in the fall than in the spring. Also, attendance is highest at the elementary level and lowest at the high school level. However, the attendance rates for migrant students are equal to or higher than the attendance rates for students districtwide at all levels.

Table 16: Elementary, Middle School, and High School Attendance Rates for Title I Migrant Students and Students Districtwide, 1998-99

	Average Attendance Rate	
	Fall 1998	Spring 1999
Elementary Migrant	97.3	95.3
Elementary District	96.6	95.3
Middle School Migrant	95.6	93.2
Middle School District	94.7	92.5
High School Migrant	92.2	87.7
High School District	90.4	87.7

Achievement Data

Achievement data were analyzed for migrant students at elementary and secondary schools to determine the effectiveness of migrant supplementary instructional services. The data compared migrant students at schools that received supplementary funding with migrant students at schools that did not receive this additional funding. TAAS data are presented in Tables 17 and 18. These data indicate the following:

- Elementary students at schools receiving supplementary funding had a higher percentage passing on TAAS mathematics at grade 3 and on All Tests Taken at grades 3 and 4 than did migrant students at schools not receiving supplementary funding.
- Elementary schools receiving supplementary funding had lower percentages of migrant students passing TAAS reading and writing in 1998-99 than did elementary schools not receiving the supplementary funding.
- On the secondary level, migrant students at schools that did not receive supplementary funding tended to perform better on the TAAS than did migrant students at schools that received this additional funding. The exceptions to this are at grade 7 mathematics and All Tests Taken and at exit level reading.
- In general, there is no clear indication that receiving supplementary funding has a positive effect on migrant student performance on TAAS.

Table 17: Percent of Elementary Title I Migrant Students Passing TAAS at Schools With and Without Supplementary Funding, 1998-99

	Schools Receiving Funds		Schools Not Receiving Funds	
	Grade 3	Grade 4	Grade 3	Grade 4
Reading	83	55	86	62
Mathematics	72	58	64	71
Writing	*	67	*	71
All Tests Taken	72	50	64	42

Note: Grade 5 is not included on this table because too few migrant students were tested.
* TAAS writing is administered only at grade 4 in elementary schools.

Table 18: Percent of Secondary Title I Migrant Students Passing TAAS at Schools With and Without Supplementary Funding, 1998-99

	Schools Receiving Funds % Passing TAAS			Schools Not Receiving Funds % Passing TAAS		
	Grade 6	Grade 7	Exit Level	Grade 6	Grade 7	Exit Level
Reading	52	47	72	57	60	54
Mathematics	56	53	69	57	20	46
Writing	*	*	58	*	*	77
All Tests Taken	42	32	44	57	20	46

Note: Grade 8 scores are not included on this table because too few migrant students were tested.
* TAAS writing is administered only at grade 8 and exit level in secondary schools.

TITLE I MIGRANT SUMMER PROGRAMS

The data reported in this section pertain to the 1998 summer migrant program. Data for the 1999 summer program are not yet available.

Migrant students attended summer school programs at five schools during summer 1998. However, complete course-level information was not provided to the NGS specialist's office so minimal instructional information is provided in this report on the migrant summer program.

The Title I migrant program provided tuition for 46 AISD secondary migrant students. Five (11%) of the students withdrew from summer school or never attended class. A review of data for the 41 students who attended the 1998 migrant summer school indicated the following:

- 92% were promoted to the next grade;
- 7% of the students did not return to AISD in fall 1998;
- 63% of the students served were female; and
- all students received vision, medical, and dental checkups.

MIGRANT PROGRAM SERVICES

Three full-time staff members provide migrant program services to students in AISD – a New Generation System (NGS) specialist and two recruiters/parent training specialists. The NGS system allows for national coordination of the migrant program, and the system has helped AISD migrant staff to identify and track the movement of migrant students. Both the specialist and the recruiters worked closely with AISD's parent involvement program. These staff members provided essential services to the migrant program by identifying at-risk secondary migrant students and initiating preventative or recovery efforts with these students. As a result of the staff's efforts, at-risk migrant students have been enrolled in special reading or language classes and summer school. Health and social services have also been provided as a result of this identification process.

Coordination with state and local agencies to secure services for migrant students and their families has been beneficial to 3-year olds, teenage-parents, and school-age children in general. Also, the migrant staff foster communication between parents and schools. However, the Austin area has experienced a general decline in migrant industry over the years, so it has become more difficult to recruit eligible migrant students.

For general information about the duties of the Title I migrant specialist services staff, see Appendix D.

EMPLOYEE COORDINATED SURVEY

The districtwide coordinated survey was mailed to district employees in spring 1999. Several questions were included in the survey to gather information about AISD employees' awareness of the Title I migrant program. The surveyed population included principals, teachers, and other campus professionals (e.g. librarians, counselors, etc.) at all grade levels. Two hundred and twenty-five surveys were sent out, and 136 valid

surveys were returned. Table 19 shows the percentage of responses for selected coordinated survey questions by category of respondent. Administrators' responses are not included in the table because only three principals returned valid surveys.

Table 19: Spring 1999 Employee Survey Response Summary by Category of Respondent

Statement	Teachers		Other Professionals		
	% No	% Not Sure	% Yes	% No	% Not Sure
There are migrant students enrolled at my school.					
There is a process at my school to identify a migrant student's need for supplementary instruction.					
Migrant parents take advantage of opportunities for parental involvement at my school.					

In addition to the questions in Table 19, respondents were asked to report their awareness of various instructional and support services available to migrant students at their schools. Responses to these questions are summarized in Table 20. Again, administrators' responses are not included in the table because of the small number of valid surveys returned by this category of respondent.

Table 20: Spring 1999 Employee Survey Response Summary for Instructional and Support Services

Survey Question	% Teachers	% Other Professionals
1. Migrant students receive the following instructional services at my school:		
Academic Tutoring	19.9	26.3
TAAS Tutoring	20.8	26.3
Mentor's assistance	17.2	21.0
Content Mastery	12.2	13.2
Not sure	29.9	13.2
2. Migrant students receive the following support services from the recruiters at the Family Resource Center:		
Medical	8.2	9.5
Dental	7.0	9.5
General Health Screening	12.7	9.5
Vision	7.0	9.5
Not sure	65.2	61.9

Review of the data in Table 19 indicates that the majority of school-based professional employees are aware of the presence of migrant students in their schools. However, the majority of the instructional staff are not sure of the process for identifying the instructional needs of migrant students. In general, school-based personnel are not aware of migrant parents' involvement in activities at the schools.

Regarding specific instructional and support services that migrant students receive through supplementary migrant funding, it can be seen in Table 18 that 65% of the teachers and 62% of other professionals reported that they were not sure if students received these services. In general, respondents were less sure about the support services received by the migrant students than they were about instructional services.

SUMMARY AND RECOMMENDATIONS

The success of the migrant program as measured by attendance and TAAS scores is mixed. Attendance rates for migrant students are equal to or higher than the attendance rates for students districtwide at all levels. However, there is no clear indication that receiving supplementary funding has a positive effect on migrant student performance on TAAS. Further, the data suggest that campuses that have programs in place to address the needs of all students (i.e., campuses that do not receive supplementary migrant funding) produce better achievement results for migrant students than do campuses that receive funds to provide separate programs for their migrant students.

The Title I migrant program provided tuition for 46 AISD secondary migrant students to attend summer school. Eleven percent of these students either withdrew from summer classes or did not attend at all. However, 92% of the students who attended summer school were promoted to the next grade by the start of school year 1998-99.

There were several difficulties encountered in terms of data collection. The Title I migrant evaluation staff was unable to address a 1998-99 program evaluation goal that called for obtaining a clearer picture of the migrant program's effect on participants through a longitudinal review of migrant students' achievement data because of the lack of consistency in the available data across the past two years. Also, the staff was unable to report 1998 summer school course completions and promotion or retention data because of the incomplete data reported by the schools.

It is recommended that increased efforts be made during the 1999-2000 school year to collect and compile accurate, complete data on the migrant students served in AISD. A closer look needs to be taken at the instructional services provided to migrant students at schools receiving supplementary funds to obtain a clearer picture of the effects of the migrant program on its participants. In addition, given the number of campuses that did not use their migrant allocations during the past year, it would be helpful to provide guidance to principals on the appropriate use of these funds. As much as possible, the migrant specialist services staff and the Title I migrant evaluation staff need to collaborate on data collection efforts and communicate about areas of the program that need further attention.

APPENDICES

APPENDIX A: PARTICIPATING AISD SCHOOLS BY TYPE OF TITLE I PROGRAM, 1998-99

Title I Schools	Schoolwide Program	Full-Day Pre-K	Title 1 Migrant
Allan	x	x	
Allison	x	x	
Andrews	x	x	x
Barrington	x	x	
Becker	x	x	
Blackshear	x	x	
Blanton	x	x	
Brooke	x	x	
Brown	x	x	x
Campbell	x	x	
Cook	x	x	
Dawson	x	x	
Galindo	x	x	
Govalle	x	x	
Graham	x	x	
Harris	x	x	x
Hart	x	x	
Houston	x	x	
Jordan	x	x	
Joslin	x	x	
Langford	x	x	
Linder	x	x	
Maplewood	x		
Metz	x	x	x
Norman	x	x	
Oak Springs	x	x	
Odom	x	x	
Ortega	x	x	
Palm	x		
Pecan Springs	x	x	
Pleasant Hill	x	x	
Reilly	x	x	
Ridgetop	x	x	x
St. Elmo	x		
Sanchez	x	x	
Sims	x	x	x
Travis Heights	x	x	
Walnut Creek	x	x	x
Widen	x	x	
Winn	x	x	
Wooldridge	x	x	
Wooten	x	x	
Zavala	x	x	
Dobie MS	x		
Fulmore MS	x		x
Mendez MS	x		x
Pearce MS	x		
Webb MS	x		
Garza HS	x		
Reagan HS	x		x

APPENDIX B: 1999 S.O.A.R. MATERIALS LIST

English Materials List

Each teacher received:
Lowercase Magnetic Letters
Uppercase Magnetic Letters
Daily News Pocket Chart
Letter Storage Book
Magnetic Marker Board
Developmental Reading Assessment Package (Addison-Wesley-Longman)

Each school received:

Grade 1

Rigby

20 sets – KinderTimes Add-to-Pack

5 sets Kindergarten Add-to-Package – to be used for centers – reading and writing

5 sets KinderReaders Add-to-Pack

10 sets Alphabet Blends and Digraphs Add-to-Pack

3 sets – Complete Alphabet Starters

5 sets – Stage 2 Big Rhyme Book A

5 sets Stage 2 Big Rhyme Book Add-to-Pack

5 sets Split-Page Rhyme Book Add-to-Pack

4 sets – Shared Reading, Stage 1 (set includes 15 big books, 60 small books, and 15 cassettes)

Decodable Stories – Set A (to be shared by first grade team – take home books)

Wright Group

2 sets – Foundations, Level 1, Sets A-D (set of 64 books to be divided among first grade teachers for independent reading)

6 sets – Twig Books, Sets A-F

6 sets – Twig Books, Sets AA-HH and G-H

6 sets – Windmill Books

Grade 2

Rigby

5 sets – Shared Reading, Stage 2 (set includes 15 big books, 80 small books, and 15 cassettes)

5 sets – Shared Reading, Stage 3 (set includes 15 big books, 80 small books, and 15 cassettes)

3 sets – 1st Grade Add-to-Pack

3 sets – 2nd Grade Add-to-Pack

4 sets – Stage 3 Big Rhyme Book A

4 sets – Stage 3 Big Rhyme Book B

4 sets – Rhyme Book Add-to-Pack

Decodable Stories - Set B/Set C- to be shared for take home books

Wright Group

3 sets – Sunshine Extensions, Level 1

3 sets – Sunshine Extensions, Level 2

2 sets – Foundations, level 1, Set E-J (set of 104 pupil books to be shared for independent reading)

Grade 3

Rigby

3 sets - 2nd Grade Add-to-Pack

5 sets – Shared Reading, Stage 4 (set includes 15 big books, 80 small books, and 15 cassettes)

5 sets Shared Reading, Stage 5 (set includes 15 big books, 80 small books, and 15 cassettes)

Decodable Stories - Set C/D– take home books (to be shared by third grade team)

Wright Group

3 sets – Sunshine, Level 2

3 sets – Classroom Library for Independent Reading Set

1 set Guided Reading Set

2 sets – Foundations Levels 2-5 (set of 69 pupil books to be shared by third grade teachers)

6 sets – Worlds of Poetry Library

Spanish Materials List

Each teacher received:

1 set Spanish Magnetic Letters (lowercase)

1 set Spanish Magnetic Letters (uppercase)

Each school received:

Rigby

2 Arbol de Literatura

2 Las Olas (big book)

2 El hombrecito de pan de jengibre (big book)

2 Quien esta en la chaza (big book)

2 La sandia grandotota y enorme (big book)

2 La gallinta roja (big books)

1 Chiquicuentos

2 Los tres chivos vivos (big book)

2 Simon dice (big book)]

1 Chiquicuentos, Grupo A

1 Chiquicuentos, Grupo B

1 Los Libros Acordeones, Spanish Add-to-Pack

Wright Group

1 Spanish Sunshine, Level 1, Set AA-DD

1 Spanish Sunshine Level 1, Set A-D

1 Spanish Sunshine Extensions, level 1, Sets 1-4

1 La Caja De Cuentos

1 Perdido (6 pack)

1 Volando (6 pack)

1 Quien Vive Aqui (6 pack)

1 Plaf (6 pack)

Consumable Materials (each teacher)

Masking Tape

Scotch Tape

Thumbtacks

Index Cards

8 ½ x 11 White Paper

1" Binder

Skill Box

Felt Markers – assorted colors

Newsprint

Pencils #2 & Eraser

AV Pens – assorted colors

Tagboard – assorted colors

Transparency Film

Chart Tablet/Rings

Chalk

Primary Paper

Mounting Board – assorted colors

Paper clips

Crayons

APPENDIX C: 1998-99 DEMOGRAPHIC DATA FOR NEGLECTED OR DELINQUENT YOUTH BY TYPE OF INSTITUTION

	Detention Centers		Residential Emergency Shelter	Residential Facilities				
Demographics	Gardner Betts	Travis County	Lifeworks	Turman House	Phoenix Academy	The Oaks	Settlement Club Home	Total
Eligible to Participate	02		10	)				1,450
Male			6	)		)		1,088
Female			4					362
Am. Indian or Alaskan			0					5
Asian or Pacific Islander			0					5
African American			6	)				425
Hispanic			2		)			631
White			2					384
Enrolled in AISD			10	)				924
Enrolled Elsewhere			0					311
AISD Dropouts			0				**9** **0**	72
Leave AISD Attendance Area upon Release	)			)			9	490
Enrolled in Special Ed.			6		)			366
LEP			2					62
Homeless			10					10
Grade 1			0					0
Grade 2			0					1
Grade 3			0					2
Grade 4			0					2
Grade 5			0					11
Grade 6			0					56
Grade 7			1					165
Grade 8			1					257
Grade 9			2					557
Grade 10			2					220
Grade 11			2					71
Grade 12			2					15
Non-Graded (GED etc.)			0					94

APPENDIX D: DUTIES OF THE MIGRANT SPECIALIST SERVICES STAFF

Under the reauthorization of Title I/Title I Migrant, the Migrant Student Record Transfer System (MSRTS) was renamed Migrant Program Services (MPS). Within AISD, the migrant program specialist's title was changed to New Generation System clerk. The New Generation System (NGS), an electronic data transfer system, was put into operation nationwide during the 1997-98 school year. This electronic system enables the user to forward migrant students' educational and health information to a central data bank that allows school districts to access current data from any location nationwide.

The NGS clerk and the recruiters perform a variety of tasks that supplement the performance evaluation of the program. Their duties for 1998-99 included the following:

- act as liaison between migrant parents and the schools (recruiters/NGS clerk);
- provide Title I migrant information to parents through direct or indirect methods NGS clerk/recruiters);
- secure supplementary services/materials for migrant students (NGS clerk/recruiters);
- process migrant student records (NGS clerk); and
- coordinate with state and local social agencies to secure provision of services to migrant students and their families (NGS clerk).

Beginning with the 1998-99 school year, Title I evaluation staff provided six-week grade reports for secondary migrant students to the migrant program services staff. Review of the six-week grade report allows migrant staff to identify at-risk students and to determine appropriate preventative or recovery efforts needed in the following areas:

- summer school attendance;
- credit-by-examination;
- correspondence courses;
- increased home visitations (for attendance and communication purposes); or
- increased liaison activities.

SPECIFIC ACTIVITIES OF NGS CLERK AND RECRUITERS

The specific activities carried out by the NGS clerk during 1998-99 include the following:

- kept eligibility, educational, and medical data;
- logged records and other information into the New Generation System's computerized file in compliance with state and local agency standards;
- entered withdrawal and attendance information, secondary credit information, and TAAS test scores for students who moved during the school year;
- handled medical update requirements;
- arranged payment for minor emergencies and dental, vision, and other services for migrant students;
- secured guidance services for students;

- coordinated social services for school-age students;
- participated in preventative and recovery efforts with other migrant staff resulting in the registration students in 1999 summer programs, and in the payment for a summer school teacher at Dawson Elementary School;
- provided reading workshops and materials to migrant parents during regular session;
- presented information about the Title I Migrant Program at districtwide PAC meetings; and
- attended parent education staff meetings, and in-service workshops that provided the most recent information on migrant program services.

Activities specific to the recruiters included the following:

- districtwide PAC presentations;
- direct or indirect parent contact through home visits, telephone calls or flyers;
- recruiting efforts;
- attendance at parent education staff meetings and in-services that were applicable to recruiting activities; and
- attendance at out-of-state conferences.

APPENDIX E: 1998-99 PARENT INVOLVEMENT PROGRAM QUESTIONNAIRE SUMMARY RESPONSES (N=39)

Question/Statement	Options	% Responding
1. On-campus activities involving active parent participation: (Check all that apply)	Campus level planning team member (CAC, etc.)	92
	Classroom helper (read stories, check student papers, etc.)	80
	Clerical assistant (front desk, cafeteria, etc.)	59
	Seminars and workshops (present, interpret, facilitate, etc.)	51
	Monitor	51
	Transition assistant (walk students from cafeteria, playground, library, etc. to classroom)	36
	Interpreter	33
	Tutor	33
	Parent Education Staff meetings (participate as a school representative)	31
	Other (Family Night literacy activities, chaperons, volunteers, etc.)	31
	Parent Advisory Council (PAC) meetings	8
2. Off-site activities involving parents: (Check all that apply)	CAC representative	74
	Civic representative	15
	Other (Austin Interfaith delegate, representative to the Hispanic Heart Assn., Citywide PTA, care team member, etc.)	30

Appendix E Continued:

	School	Activity (# participating)
3. During the 1997-98 school year, which parental activity would you consider to have been the most successful? Indicate how many people were in attendance.	Allan	KLRU Family Literacy Program (40)
	Andrews	Health Fair (100)
	Brooke	Health Fair (300)
	Brown	Family Reading Workshop (75)
	Campbell	Parenting Skill Classes (15)
	Fulmore MS	Open House (200)
	Galindo	Community Walk (school staff)
	Graham	Carnival (250)
	Houston	ESL and GED classes (40)
	Langford	Parental assistance with CIP
	Maplewood	Back-to-school social (200)
	Norman	ESL and GED classes (76)
	Oak Springs	Positive Behavior workshop (10)
	Ortega	Parent involvement meeting (20)
	Reilly	Neighborhood Walk (school staff)
	Ridgetop	Parents in Action meeting (15)
	Sanchez	City-wide Parenting Conference (400)
		ESL and GED classes (50)
	Webb MS	Community Picnic (700)
	Widen	Reading Class (20)
	Zavala	Read to Me (25)

APPENDIX F: TITLE I SCHOOLS WITH PARENT EDUCATION STAFF BY TYPE OF COMMUNITY INVOLVEMENT, 1998-99

School	Partners/Friends	Cash	In-Kind	Volunteers	Vol. Hours
Allan	5	5,002	52, 603	105	5,198
Allison	2	9,150	34,308	131	2,435
Andrews	1	151	3,688	88	1,144
Blackshear	2	4,675	13,145	171	3,764
Brooke	7	22,077	17,612	63	5,757
Brown		4,800	5,050	63	3,010
Campbell		7,525	)	0	0
Dawson	1	2,650	5,670	26	298
Govalle	2	13,078	10,684	78	453
Harris		3,272	7,716	113	1,325
Houston	7	1,100	18,734	61	6,756
Jordan	2	1,899	17,087	185	3,354
Linder	5	800	54,396	4	552
Metz	9	1,525	2,040	10	119
Odom	9	600	19,950	73	2,300
Ortega	0	315	11,394	257	7,289
Pecan Springs	1	0	)	73	2,865
Sanchez	7	53,000	58,000	411	19,000
Widen	5	2,000	33,340	48	12,330
Winn	5	3,400	11,273	175	3,929
Wooldridge	6	3,340	1,774	24	40
Subtotal	56	$140,299	$395,464	2,159	81,918
Dobie MS	0	947	1,929	23	86
Fulmore MS	9	4,142	3,900	95	278
Mendez MS	3	1,348	5,435	163	3,380
Pearce MS	5	70,862	5,737	111	2,705
Grand Total	18	$217,598	$414,465	2,551	88,367

APPENDIX G: TITLE I SCHOOLS WITHOUT PARENT EDUCATION STAFF BY TYPE OF COMMUNITY INVOLVEMENT, 1998-99

School	Partners/ Friends	Cash Contribution	In-Kind Contribution	# of Volunteers	Volunteer Hours
Barrington	16	$ 1,500	$ 2,756	236	1,265
Becker	17	4,563	3,780	133	4,506
Blanton	22	510	9,015	32	100
Cook	26	3,150	12,214	266	3,518
Galindo	9	2,500	500	21	180
Graham	17	925	11,206	26	1,285
Hart	21	1,459	164,565	91	1,289
Joslin	25	440	1,370	8	148
Langford*	10	310	5,110	79	717
Maplewood	26	1,425	1,850	239	1,718
Norman	17	8,160	10,275	155	1,385
Oak Springs*	18	4,930	2,825	57	440
Palm	10	0	0	33	716
Pleasant Hill	08	300	10	524	399
Reilly	12	1,010	1,760	48	692
Ridgetop	15	60	12,814	60	1,389
St Elmo	22	0	0	54	878
Sims	27	2,646	16,101	61	586
Travis Heights	21	3,305	7,961	79	869
Walnut Creek	18	1,543	15,067	94	1,680
Wooten	13	3,737	19,050	21	564
Zavala	32	21,842	4,355	86	1,526
Subtotal	402	$64,315	$302,584	2,403	25,850
Webb MS	13	7,915	12,400	25	545
Garza HS	06	0	19,885	40	1,000
Reagan HS	26	0	0	0	0
Subtotal	45	7,915	32,285	65	1,545
Grand Total	447	$72,230	$334,869	2,468	27,395

APPENDIX H: TITLE I SCHOOL PARTNERS/FRIENDS BY CATEGORY

Categories	Descriptive Data
Associations	Springdale Shopping Center Merchants Association
Attorneys/Legal Services	Blackwell, Lackey & Assoc.; Brown, McCarroll & Oaks, Thurgood Marshall Legal Society
Banks, Credit Unions or Trust Firms	Austin Trust, Bank One, Comerica, First State, Frost
Barber/Beauty Shops	Juan in A Million, Lee's Barber Shop, Sir Dukes, Supercuts
Beverages	Coca-Cola, Pepsi
Cafes, Restaurants and Cafeterias	Amayo Taco Village, Black-Eyed Pea, Carrows, Eastside Café, Golden Corral, Hula Hut, Luby's, Kerbey Lane, Magnolia Café, Olive Garden, Papa Johns, Shoney's, Waterloo Ice House
Car Dealerships	Capitol Chevrolet-Geo, Cen-Tex Nissan, First Texas Honda, Hendrix GMC, Leif Johnson Ford, Prestige Chrysler Plymouth
City of Austin	Austin Fire Department, Austin Police Department
Civic Organizations	Girl Scouts, Neighborhood Longhorn, Northeast Kiwanis, Optimist Clubs, Shady Oaks, The Fellows, TOPS
County	Travis County Adult Supervision & Corrections Dept., Travis County Constable's Office
Fast Food	Church's Chicken, Dairy Queen, Fran's Hamburgers, Kentucky Fried Chicken, La Pizza Loca, McDonald's, Sonic, Taco Bell, Whataburger
Federal	IRS
Fraternities & Sororities	Alpha Kappa Sigma, Beta Alpha Rho, Delta Sigma Theta
Funeral Homes	Angel and King Tears
Hotels	Four Seasons, Holiday Inn, Red Lion
Insurance	Allstate, State Farm, Teachers
Medical	Austin Diagnostic Clinic, Austin Regional Clinic; Brackenridge Hospital; St. David's Hospital
Mentoring or Tutoring	Communities in Schools, Huston-Tillotson College, St. Edward's University,
Personal Contributors	See APIE Report
Printing/Copying	Alamo Printing and Copying, Kinko's, Kwik Kopy
Professional Organizations	See APIE Report
Realtors	W. G. Hunt
Recreational Businesses	Capital Dart Bowl, Malibu Grand Prix, Showplace Lanes
Regional Business	Southwestern Bell
Religious Organizations	Churches (all denominations-See APIE)
Retailers/Wholesalers	Home Depot, Target, Sam's, Walgreen's, Wal-Mart
Security	National Guard, Texas State Troopers
Student Associations	St. Edward's University African American Student Assoc., St. Edward's University Hispanic Student Assoc.
Supermarkets	Albertson, Fiesta Mart, H-E-B, Randall's
Technology	Apple, Dell, Motorola, Samsung, Sematech
Universities (General)	St. Edward's University, Southwest Texas State University, The University of Texas
Vending Company	Pro Pak

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Division of Accountability and Information Systems
Joy McLarty, Ph.D.

Department of Accountability
Maria Whitsett, Ph.D.

Office of Program Evaluation
Holly Williams, Ph.D.

AUTHORS

Gloria Zyskowski, Ph.D.
Janice Curry
Ertha Patrick
Wanda Washington

Programmer
Veda Raju

Board of Trustees
Kathy Rider, President
Doyle Valdez, Vice President
Ted Whatley, Secretary
Loretta Edelen
Olga Garza
Liz Hartman
Rudy Montoya
Ave Wahrmund
Patricia A. Whiteside

Superintendent of Schools
Pascal D. Forgione, Jr., Ph.D.

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