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ABSTRACT
                 Summaries are presented of all research and
evaluation work conducted by the Austin Independent School District
during the 1977-78 school year. Summaries are divided into the
following areas: 1978 at a glance: district priorities: basic skills
achievement: systemwide achievement profiles: low socioeconomic
status (SES) achievement: professional personnel evaluation: minimum
competency: local/state bilingual: Elementary Secondary Education Act
(ESEA) Title I: ESEA Title I migrant: ESEA Title VII bilingual: state
compensatory education: Emergency School Aid Act (ESAA) basic: ESAA
pilot: education for parenthood pilot: Project Parental Involvement,
Academic Achievement, Vocational Programming, and Extra-Curricular
Opportunities (PAVE): ad-hoc studies: and occasional papers, on such
topics as minimum competency requirements, teacher competency
testing, time use in schools, data processing systems for testing
programs, and communication skills. (MH)

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austin independent school district

1977-78

EVALUATION FINDINGS

APPROVED: _____
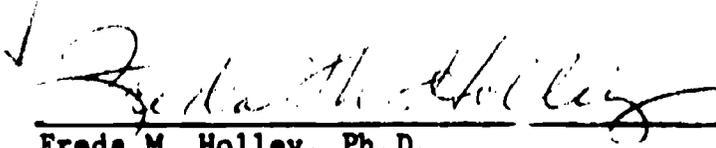
Freda M. Holley, Ph.D.
Director, Office of Research and Evaluation

July, 1978

Publication Number: 77.59

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FOREWORD TO THE READER

This Evaluation Findings volume marks the second year that the Austin Independent School District's Office of Research and Evaluation has abstracted a major portion of its year's work in such a central format.

Our purpose in printing this volume is to communicate quickly to decision-makers in the Austin Independent School District (and to other interested persons) the overall results of our research and evaluation work during the 1977-78 school year.

This year the Office of Research and Evaluation has initiated a new dissemination technique which is designed to facilitate communication of and use of its findings. In past years, complete Technical Reports and complete Final Reports were published. Each of these documents was lengthy and, taken together, presented the potential of "information-overload" to the reader. This year, in an attempt to deal with this potential problem, the complete Final Report format was dropped and replaced with a vastly shortened Final Report Summary. Each Final Report Summary, approximately ten pages in length, presents the most salient findings of that evaluation project. In this way, evaluation information is presented in a concise and useable fashion. Of course, the conscientious decision-maker will still want to have access to the more detailed information regarding evaluation methods and findings, which is found in the complete Technical Report and various Interim Reports. These documents are readily available from the Office of Research and Evaluation.

A chronological index of all 1977-78 O.R.E. publications follows the Table of Contents. Also included are instructions on how to order copies of this Evaluation Findings volume or copies of any complete documents referenced.

The purpose of evaluation in the Austin Independent School District is to provide useable information for decision making. We believe that better educational decisions in our district can result from the study of this information.

Any suggestions for improvements to future Evaluation Findings volumes are solicited and welcomed. A form has been included with this volume to help us in this matter. Its return would be appreciated; simply fill out, fold, staple and return by mail.
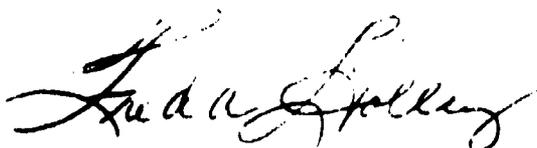
Freda M. Holley
Director, Office of Research
and Evaluation

TABLE OF CONTENTS

A. Forword to the Reader

B. Table of Contents

C. Professional Staff of the Office of Research and Evaluation

D. Chronological Index of 1977-78 O.R.E. Publications

EVALUATION FINDINGS

I. 1978 AT A GLANCE

----- 1977-78 Evaluation Findings Overall Summary
Freda Holley, Ph.D.

II. DISTRICT PRIORITIES

----- Overall Summary
Freda Holley, Ph.D.

77.53 Systemwide Evaluation - Final Technical Report Abstract
Jim Watkins, Catherine Christner, Ph.D.,
Jane Ogden, Ph.D.

77.03 Results of the 1977-78 Priorities Survey of Austin
School Patrons Abstract
Freda Holley, Ph.D., Ann Lee, Ph.D.

III. BASIC SKILLS ACHIEVEMENT

----- Final Report Summary
Jim Watkins

77.12 Systemwide Evaluation - Evaluation Design Abstract
Jim Watkins

IV. SYSTEMWIDE ACHIEVEMENT PROFILES

----- Districtwide Achievement Profiles
Jane Ogden, Ph.D.

77.56 A.I.S.D. School Campus Longitudinal Trends, 1973-74
trhough 1977-78, Vol. I: Elementary Schools (Allison-Lee)
Abstract
Iane Ogden, Ph.D.

77.57 A.I.S.D. School Campus Longitudinal Trends, 1973-74
through 1977-78, Vol. II: Elementary Schools
(Linder-Zilker) Abstract
Jane Ogden, Ph.d.

77.55   A.I.S.D. School Campus Longitudinal Trends, 1973-74
        through 1977-78, Vol. III: Junior High Schools Abstract
            Jane Ogden, Ph.D.

77.54   A.I.S.D. School Campus Longitudinal Trends, 1973-74
        through 1977-78, Vol. IV: Senior High Schools Abstract
            Jane Ogden, Ph.D.

V.   LOW SES ACHIEVEMENT

-----   Final Report Summary
            Jim Watkins, Christine Haskins

77.02   Review of Research in Parental Involvement in Education -
        Interim Report Abstract
            Paula Matuszek, Ph.D.

77.18   Low SES and Minority Student Achievement Study -
        Evaluation Design Abstract
            Jim Watkins, Catherine Christner, Ph.D.

VI.   PROFESSIONAL PERSONNEL EVALUATION

-----   Final Report Summary
            Catherine Christner, Ph.D.

77.23   Professional Personnel Evaluation System - Evaluation
        Design Abstract
            Catherine Christner, Ph.D.

VII.   MINIMUM COMPETENCY

-----   Final Report Summary
            Mary Minter

77.09   High School Graduation Minimum Competency Requirements -
        Evaluation Design Abstract
            Jim Watkins

VIII.   LOCAL/STATE BILINGUAL

-----   Final Report Summary
            Lynn Ceyanes

77.45   State/Local Bilingual Final Technical Report Abstract
            Lynn Ceyanes

77.26   Handout for State Bilingual Program "Evaluacion ¿de qué
        consiste y por qué se lleva acabo?" Abstract
            Lynn Ceyanes, Raul Contreras

77.34   Local/State Bilingual Evaluation - Evaluation Design
        Abstract
            Lynn Ceyanes, Paula Matuszek, Ph.D.

IX. E.S.E.A. TITLE I

------ Final Report Summary
            Joy Hester

77.21   Title I Final Technical Report Abstract
            Joy Hester

77.31   Needs Assessment for the Preparation of 1978-79
        Applications for Compensatory Education Programs Abstract
            Joy Hester, Paula Matuszek, Ph.D.

77.24   O.R.E. Findings About... Title I Brochure Abstract
            Joy Hester

77.13   How Time is Used in Title I - A Sample of Non-Title I
        and Sixth Grade Schools Abstract
            Joy Hester

77.08   E.S.E.A. Title I Program: Achievement Test Profile Abstract
            Joy Hester

77.25   E.S.E.A. Title I Evaluation Design Abstract
            Joy Hester

X. E.S.E.A. TITLE I MIGRANT

------ Final Report Summary
            David Doss

77.58   Title I Migrant Final Technical Report Abstract
            David Doss

77.31   Needs Assessment for the Preparation of 1978-79
        Applications for Compensatory Education Programs Abstract
            David Doss, Paula Matuszek, Ph.D.

77.10   Title I Migrant Evaluation Design Abstract
            David Doss

XI. E.S.E.A. TITLE VII BILINGUAL

------ Final Report Summary
            Glynn Ligon

77.44   Title VII Bilingual Final Technical Report Abstract
            Glynn Ligon

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CHRONOLOGICAL INDEX OF 1977-78 O.R.E. PUBLICATIONS

77.01   ORE Office Procedure Manual

77.02   Review of Research in Parental Involvement in Education-Interim Report

77.03   Results of 1977-78 Priorities Survey of Austin School Patrons

77.04   List of Junior High CAT Testing Reports

77.05   List of High School STEP Testing Report

77.06   Evaluation Report 1977-78: Allan Junior High School SWAT Team Evaluation

77.07   Title VII Evaluation Design: 1977-78

77.08   Achievement Test Profiles: ESEA Title I Program

77.09   Evaluation Design: High School Graduation Minimum Competence Requirements

77.10   Evaluation Migrant Title I

77.11   Achievement Test Profiles: ESEA Title VII Bilingual Program

77.12   Evaluation Design: Systemwide Evaluation

77.13   How Time is Used in Title I - A Sample of non-Title I & Sixth grade Schools

77.14   Communication Skills Workshop Evaluation Title VII Bilingual

77.15   ESAA Pilot -- Evaluation Design

77.16   ESAA Basic -- Evaluation Design

77.17   State Compensatory Education Program

77.18   Low SES & Minority Student Achievement Study

77.19   Evaluation Design -- Education for Parenthood Project

77.20   Evaluation Design -- Project PAVE Evaluation

77.21   Title I -- Final Technical Report

77.22   Interim Evaluation Report - 1977-78 -- ESEA Title VII Bilingual Project

77.23   Evaluation Design -- Professional Personnel Evaluation System

HOW TO ORDER COPIES OF THIS VOLUME OR OTHER REPORTS

Additional copies of this 1977-78 Evaluation Findings Volume may be ordered from:

> Ms. Vera Guerra
> Office of Research and Evaluation
> Austin Independent School District
> 6100 Guadalupe, Box 79
> Austin, Texas 78752
> Phone: (512) 458-1227

The charge is fifteen dollars per copy. Requests may also be sent to the above address for copies of the complete reports referenced in this volume's abstracts. Charge for copies of such reports will be calculated when the request arrives, based on current reproduction costs. All requests are, of course, subject to the availability of reports. Checks should be made payable to the Austin Independent School District.

Evaluation Findings on: All Evaluations Conducted in 1977-78

Contact Person: Freda M. Holley

Summary of Evaluation Findings:

In some ways the title to this section is a misnomer and the prescribed
format inappropriate since the intent here is not to provide a comprehensive
review of all evaluations conducted. Rather the purpose is to look at trends
or significant issues that seem to emerge when all findings in all evaluations
in ORF and national trends in evaluation and research are considered. Since
the Director of the Office of Research and Evaluation is charged with the
indepth review and editing of all publications of the Office, the role
provides a unique opportunity to provide this kind of overview. In the
past this has been done in several ways: one year there was a separate paper
and another a verbal summary with overhead transparencies. This year this
section has been added to this volume.

In the comprehensive examination of our evaluation findings this year,
the predominant issues that seem to emerge are *the question of time and
its effect on achievement, the effects of early childhood education and
parental involvement on low S-E-S and minority student achievement, the
content of the reading and other programs of the district, and the
importance of staff competency in all aspects of school functioning
and the role of training and accountability in that competency.* Running
through all these issues is the question of the utility and use of
evaluation findings; thus the report will conclude with a discussion
of the *responsibilities of the Board and administrators in the use of
evaluation findings.*

TIME AND ITS EFFECT ON ACHIEVEMENT

Researchers Wiley and Harnischfeger (1974) concluded in their summary of the
research of the literature on the relationship of the quantity of schooling
to achievement that:

> In terms of typical gains in achievement over a year's
> period, we concluded that in schools where students
> receive 24 percent more schooling, they will increase
> their average gain in reading comprehension by two-thirds
> and their gains in mathematics and verbal skills by more
> than one third. These tremendous effects indicate that
> the amount of schooling a child receives is a highly
> relevant factor for his achievement.

Moreover, current research on teaching has found, at least tentatively, that the
way the teacher expends her time in the classroom has a strong relationship
to learning. Yet some observational research reports suggest that rather
large amounts of classroom time are lost to instruction; Hughes (1959),

for example, concludes that teachers in elementary school may "devote 40 percent or more of their time to management routines and maintaining order or control."

Locally, ORE evaluations suggested that efforts at individualization, team teaching, and supervision of aides or student teachers may have resulted in an increase in the amount of management and clerical duties required of classroom teachers with a concurrent decrease in student instructional contact. It also appeared that multiple programs or new programs, until well established, may have the same result. Moreover, it looked as though a concomitant effect of a drop in achievement was occuring.

This was part of the framework from which ORE planned and conducted a study of time use in its major compensatory program evaluations during the 1976-77 school year. The findings were rather devastating in the sense that they tended to confirm the magnitude of the time problem. The results of this study were well publicized both internally and externally. Graphs on a following page illustrate the findings. Although there were many negative reactions to the findings, evidence seemed to indicate that steps were being taken to increase instructional time. The Director of Elementary Education in particular seemed to be giving this high priority. The Department of Developmental Programs contributed in various ways such as attempting to reduce the overlap of federal programs for individual students using overlap data provided by ORE. A local television station even suggested that the administration was the "grinch who stole Christmas" because of an erroneous story that schools were being required to drop holiday activities to gain more instructional time.

Fortunately, the University of Texas Research and Development Center had been engaged in research in recent years that produced suggestions for teachers on reducing time in management activities. Throughout the year these researchers worked cooperatively with the school district through the Departments of Elementary Education and Developmental Programs to share their findings with teachers, principals, and other staff. Coordinators in the Department of Elementary Education developed a slide-tape presentation using the R & D research and used it throughout the school system.

At the secondary level where resources were not available to ORE to conduct observations on time use, an attempt to look at time was made by including appropriate questions on a teacher questionnaire. Here too the problem seemed drastic with a possible loss of 15 days per quarter from instruction to such activities as scheduling, management, assemblies, testing, and so forth. Because much of the loss of instructional time at the secondary level seemed to be due to the demands of the quarter system, it appeared that little could be done at the secondary level. Too, there were no available data on in-class time use.

Despite the positive efforts going on in the district at the elementary level, this story also has a villain, the Texas Legislature. In its most recent session, the Legislature reduced the number of days in the school year so that the 1977-78 school year was only 175 school days rather than the former 180.

Now with the results all in, the findings are most suggestive. *Instructional time can be increased.* The data from this year's compensatory education evaluation time study show rather dramatic increases in the amount of time allocated to the academic subjects. The graphs below, one from 1976-77 and the other from this year, 1977-78, illustrate the increases. For example, Title I students received 24 minutes more instruction daily this year over last in the basic skills/major content areas, non-Title I students in Title I schools received 35 minutes more, and non-Title school students received 23 minutes more.

NON-TITLE I/TITLE I SCHOOLS

1976-77

NON-TITLE I/TITLE I SCHOOLS

1977-78

READING/LANGUAGE ARTS
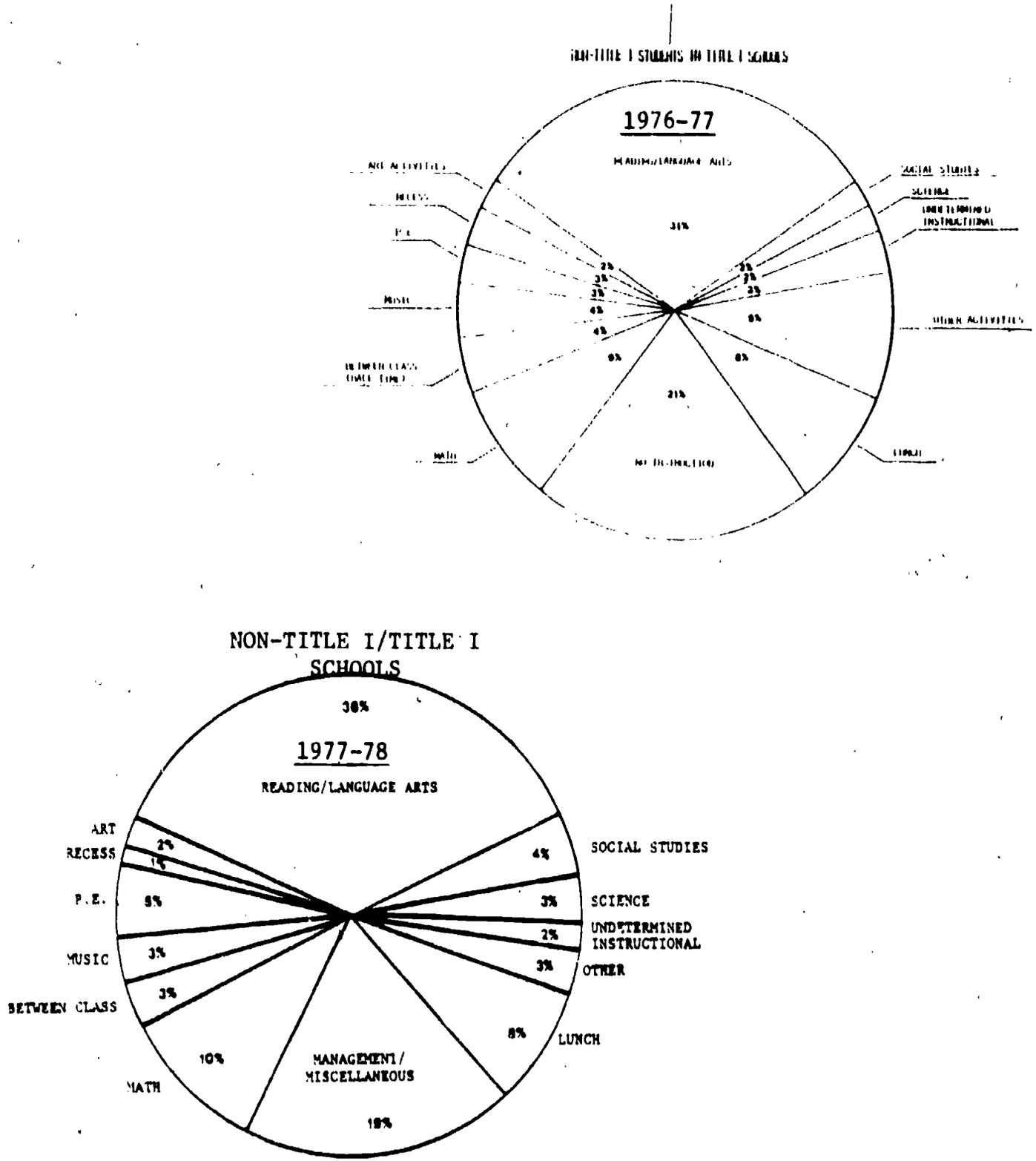
Figure 1.   TIME USE IN 1977-78 VERSUS 1976-77

1.3

These findings were in general replicated at the SCE sixth grade schools. In addition, when comparisons were made between two schools who had also increased the length of their school day voluntarily in order to increase the amount of available time, it was found that State Compensatory Education students in 7.0 hours schools received substantially more instructional time in reading/language arts than did those in 6.5 hour schools.

Thus, time for instruction increased in the elementary schools and coincidentally the achievement scores continued to rise. And there were general increases in median achievement scores in grades 1 through 6.

There seems no reason to believe that this kind of instructional time increase occurred at the secondary level , although the resources of ORE did not permit observations to determine this as a fact. Thus, it is fair to speculate that the high schools lost five instructional days due to the legislative action with no moderating increase in instructional time. Achievement scores at the secondary level did decline.

The junior high schools had increases of one percentile in reading and math at the seventh grade level and neither gains nor losses at eighth grade. This moderates the possibility of the suggested relation ship at the secondary level except that one other factor which may have been having a strong effect at that level was an awareness of the new graduation requirements in reading and mathematics. The fact that gains came at the seventh grade level and not the eighth grade level may or may not suggest that eighth graders last year were already strongly aware of the requirement and gain due to that effect was realized at that time while seventh graders have just begun to understand its implications for them as well.

Regardless of whether a positive achievement effect can be traced directly to increased time at the elementary level, the increased time itself is noteworthy. Even though 23 to 36 minutes per day may not seem like much of a gain, over a 175 day school year the gain in minutes would amount to from 8.4 to 13.1 additional days in the school year. To give a further feeling for the significance of this, if current payroll costs for classroom personnel alone were used to compute a comparative cost for this, an equivalent number of extra school days could be estimated to cost from a low of $1,745,000 to a high of $2,725,000.

One might think from this that the evaluation costs not only for the time study, but for a number of evaluation activities might be considered a worthwile investment. Of course, however, such results could not be attained by data alone, but only through the system's efficient use of such findings.

I.4

One cannot conclude that we have yet realized all the benefit that we
can from increased attention to the quantity of schooling. For example,
low S-E-S students typically do not have good attendance, particularly
at upper grade levels. This is illustrated in Figure 3. (As an aside,
this figure doesn't show it, but figures for males and females are quite
different and interesting.) Of course, the relationship between attendance
and achievement is complex, despite the seeming simplicity in Figure 2, and
we do not know the direction of
the cause nor the origin.
Nonetheless, attention to
attendance would seem to be
warranted. Parental involvement
activities or programs such as
that at Martin might be considered.

My conclusion would be that
the Legislature might well
rethink its action on the
school year, and we should
continue to pursue ways to
increase instructional
time.
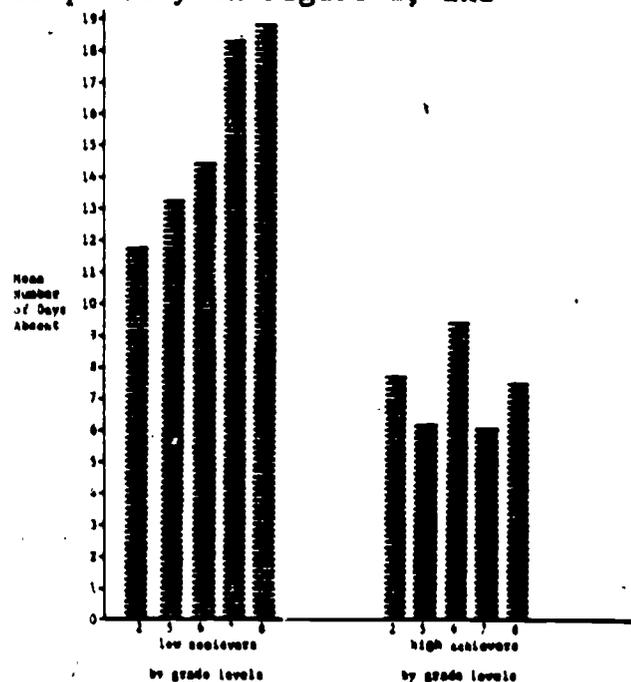
Figure 2: RELATIONSHIP BETWEEN HIGH AND LOW ACHIEVEMENT AND THE MEAN
NUMBER OF DAYS ABSENT. 1975-1976 achievement and attendance
data were used in the analysis of variance.
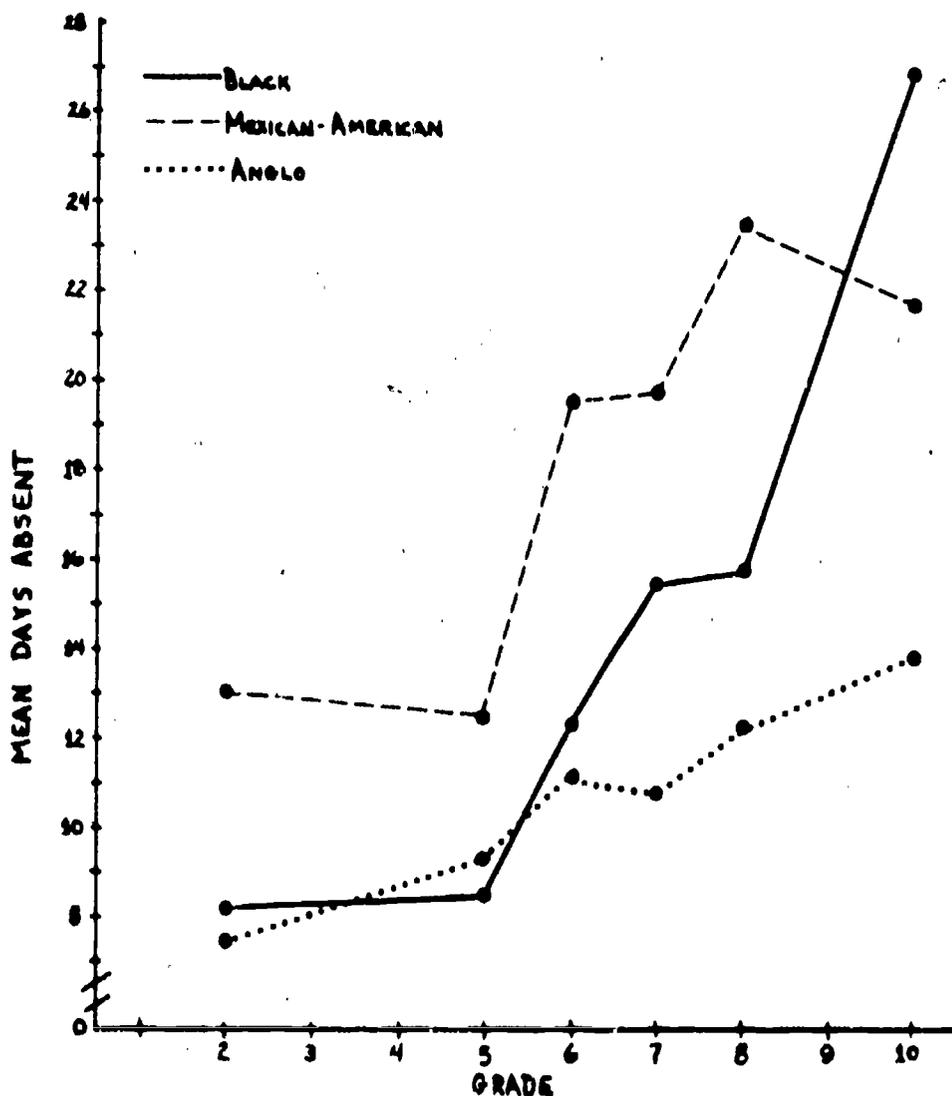
Figure 3: MEAN NUMBER
OF DAYS ABSENT BY
ETHNIC GROUP

THE EFFECTS OF EARLY CHILDHOOD EDUCATION AND PARENTAL INVOLVEMENT

There were positive signs of achievement improvement for low S-E-S and minority achievement in this year's evaluation findings. This in itself is encouraging (See District Priorities Summary later in this volume.), but a few areas are particularly interesting.

Parent involvement has been particularly difficult to achieve in Title I schools and in sixth grade schools where minority children are bussed in. Past evaluations have documented staff feelings of despair about improved parent involvement and this year's State Compensatory Education evaluation indicates that sixth grade schools still have this feeling.

However, both Title I and Title I Migrant evaluations indicate this year that parent participation in the required Parent Advisory Councils has increased dramatically over last year.

In addition, Title I schools have piloted an "At Home Program" which involves parents in the education of their children through having parents work with children on a set of lessons. Students in this program achieved established objectives in most grade levels; in those where objectives were not achieved, measurement problems may well have been the problem (Where test levels changed, objectives were not achieved.). This achievement was particularly noteworthy because the objectives for this program were set higher than for the general Title I, yet objectives were achieved at more grade levels by the At Home than by the Title I program. The graph below illustrates first grade achievement for the At Home Program and for the overall Title I program.

AT HOME   **READING**
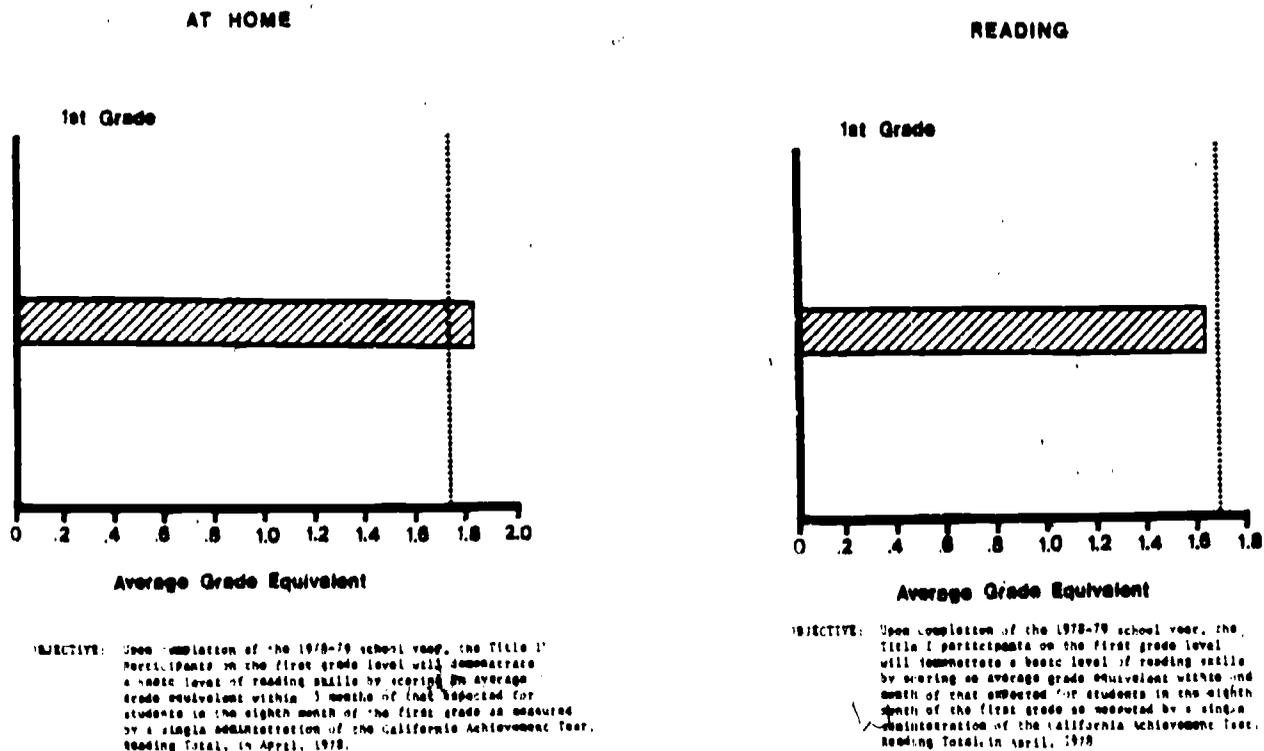
Figure 4.   FIRST GRADE ACHIEVEMENT FOR
            TITLE I AND THE TITLE I
            AT HOME PROGRAMS.

One bright spot in most of our compensatory programs has always been pre-first grade instruction. Title I students in kindergarten have typically changed their achievement from an entry point equivalent to a low L-E-S average to an exit point equivalent to a middle S-E-S average. The same results were demonstrated again this year. In addition, new evidence of effectiveness came from a structured preschool program. To quote from the Migrant Evaluation:
"If one accepts the assumption that students should maintain the same percentile from year to year if they maintain an average growth rate, the migrant pre-kindergarten students tested in English clearly made over a year's gain in six months. The students tested in Spanish moved from the 16th percentile on the pre-kindergarten norms to the 20th percentile on the kindergarten norms also demonstrating over a year's growth in six months." In examining the various kinds of preschool programs being tried, however, it appears that a structured curriculum and well-managed classroom are just as necessary to results here as in later grades. Too, start-up problems can obscure hopes of achievement benefits for these programs in the same way that evaluation has demonstrated in programs of other types and other levels.

THE CONTENT OF READING AND OTHER SUBJECT MATTER AREAS

New developments in research on teaching and learning give greater attention to the actual content of instruction being delivered. As evaluations have considered the effects of multiple programs, multiple curricula, and the problems of integrating these across schools as children transfer in and out of schools over the years, the conclusion that these have to be important aspects of achievement is almost inescapable.

ORE made its first attempt to look at curriculum content two years ago when final exams were analyzed in the Secondary Curriculum (Quarter System) Study to see to what extent courses seemed to conform to curriculum guides. In 1977-78 Title I and State Compensatory Education evaluations surveyed teachers on such things as the materials they used, their training in reading, their use of that training, and so forth. The variety discovered is of considerable interest.

It seems possible that some of these variations may be related to student achievement. It is the current intent of the Office of Research and Evaluation to pursue this issue further, in the coming year for reading and perhaps for other subject areas in the years beyond.

STAFF COMPETENCY

Through all the evaluations that ORE has conducted over the past years seems to run a thread that ties good results and bad results back to the competency of those involved in the programmatic efforts. Sometimes a lack of competency is due merely to a lack of experience and at others times it appears to be a matter both of ability and training.

24

Our evaluations in 1977-78 again offer multiple instances in which
the competency of those working in the programs can be surmised.
For example, one report has test results showing dramatic gains
in most classrooms and an almost opposite picture in one classroom.
Observation data for the program documents classroom activities which
seem clearly related to that lack of results.

ORE does not have the resources nor should it have the role of translating
its data such that it can be used for personnel evaluation. However,
the wise reader and the good manager whether of a program or a school
will think about the implications of data he receives at his level
for personnel evaluation. The new personnel evaluation system
recognizes "secondary data" which merely indicates for the
personnel evaluator a problem to follow up, document, and take
steps on or disregard. The data from ORE falls very much in this
category. It never proves competence or incompetence, but it can
suggest a possiblity of competence or incompetence. The ability
to understand and interpret the data he is given then is a crucial
skill that all administrators should have. The new Professional
Personnel System recognizes this as a competency for administrators
and will provide at least initial training for the competency. ORE
has become more and more convinced that any good administrator
training program ought to have at least one introductory course in
statistics. A course in research design because it teaches the
fundamentals of data use and interpretation would also be a good
investment for most administrators in today's complex world of
information overload. Most administrators seem to recognize this
need too for it is one of the training needs they have expressed
in relation to the new Professional Evaluation System.

ORE findings continue to suggest also that accountability has a
real role in achievement and productivity. Standards need to
be high and living up to the standard required. This is just as
evident for students as for staff. When faced with a minimum
competency graduation requirement, students improve their performance.
When standards are reduced, performance may well decline. Relaxed
course requirements at the high school level seems to be associated
with SAT decline; the graph on the following page seems to suggest
relaxing grading standards may also be associated with a decline
in ACT scores. One wishes that longitudinal data were available for
similar studies at other grade levels; it is possible, for example
that the use of a more rigorous achievement test such as the STEP will
over a number of years produce higher learning levels.

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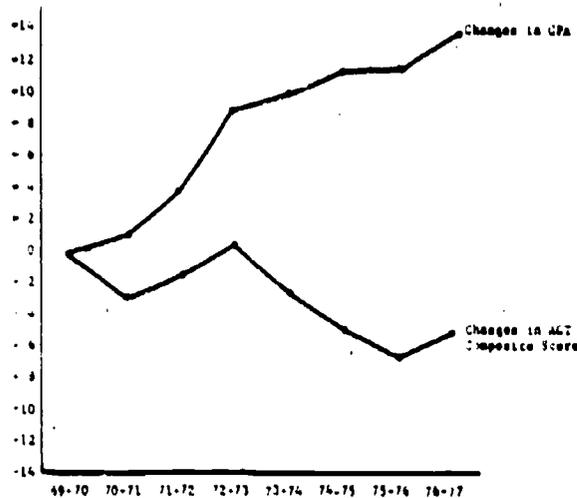
Figure 5.   REPORTED GRADE POINT
            AVERAGES AND ACT
            SCORES

ORE suspects then that if the district is to improve the quality of
its professional and administrative staff as called for in one of
the three current priorities, such findings need to be considered.
Accountability as well as evaluation is required.

THE USE OF EVALUATION FINDINGS

As suggested above, evaluation findings may serve multiple
purposes in the district including that of accountability. The
Office of Research and Evaluation can only provide data in any
accountability system. The use of that data or information is
necessary by all those who receive it if improvements are to
result. Over the past five years, ORE has seen an increasing
effort throughout the system to accept that responsibility for use.
One cannot but believe that some of the positive results evidenced
are due to the increased use.

When ORE examines why the increase has occurred, there seem to be
two reasons.   The Board and Superintendent have *listened to and*
studied the results and they have *demanded that those reporting to*
them do the same. Board members have *repeatedly insisted upon knowing*
how results had been and were to be used. The Superintendent adopted
the *same stance with the Cabinet and they followed through.*

The second reason is that ORE has been able to produce findings that
do have utility. Although ORE has never had excessive resources, it
has been possible through the blending of district and federal program
resources, through calling on research resources external to the district
such as the University of Texas Research and Development Center, and by

1.9

carefully designing its evaluation designs to take the best advantage
of those it does have. ORE's local budget for the studies in this
volume was $355,000 which represents roughtly .03% and certainly less
than 1% of the district budget--not an excessive amount for an organization
to allocate both to quality control and research. It is not surprising
either that the best findings to come out of the office have come
from federal program evaluations where resources have been somewhat
more adequate.

Considering these facts, it appears to ORE that if evaluation findings
are to be used, the findings must be usable and the organization must
recognize them and insist on their use. Teachers and administrators
exist in a world with many demands which compete for their time; the
organization must provide the structure which focuses their efforts
on the most important goals. There is some evidence that the priority
system performs a part of that function. The personnel evaluation and
accountability system can provide the other.

*In summary, it appears that it is the responsibility of the Board and
the Superintendent to pay heed to the evaluation findings and to
provide systems which permit them to require the use of evaluation
findings by the entire system.* The positive results that AISD has
experienced in several priority areas this past year would seem to
be a result of the acceptance of that responsibility by the Board and
the Superintendent and the allocation of their scarce resource of
time to the actions required.

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II. DISTRICT PRIORITIES

Evaluation Findings on: District Priorities

Contact Person: Freda Holley, Catherine Christner, or Jane Ogden

Summary of Evaluation Findings:

On August 1, 1977 after a prolonged process of receiving staff and community input, the Board of Trustees formally set three priorities for the district for the 1977-78 school year. These were:

- Improve the basic skills of students in reading and math, including reading in the areas of language arts, math, social studies, and science.

- Assure that Austin I.S.D. has highly skilled teachers and administrators by improving the evaluation system and e phasizing competencies.

- Improve the achievement of low socio-economic-status students and minority students.

It is the purpose of this report to summarize the data available from all other ORE reports and from the specific separate reports prepared on each of the areas above in order to specify how well the district has achieved the priorities established. In addition, particular information collected on the priorities process itself will be presented.

Priorities Process

The intent of the priorities process is to provide direction to the organization in such a way that in addition to carrying out its essential functions, it can direct and focus attention on a few limited and specific areas in which to make extraordinary progress. The evaluation question is whether the process has been accepted and implemented well enough that any progress made can be attributed to it. ORE collected data in two ways in order to make this determination. First, teachers, principals, instructional coordinators, assistant directors, and non-cabinet level directors were interviewed. Second, school goals were analyzed.

Interviews revealed that the school staff agreed that the setting of priorities by the Board was a desirable process. As Figure 1 shows, this agreement ranged from moderate to strong across the various groups.

	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)	
	N	%	N	%	N	%	N	%	N	%
Elementary Teachers(N=28)	5	18%	14	50%	5	18%	3	11%	1	4%
Elementary Principals(N=14)	10	71%	3	21%	-	-	-	-	1	7%
Elementary Coordinators & Area Directors (N=18)	15	83%	2	11%	1	5%	-	-	-	-
Secondary Teachers(N=14)	6	43%	5	36%	1	7%	1	7%	1	7%
Secondary Principals(N=8)	3	38%	4	50%	1	12%	-	-	-	-
Secondary Coordinators & Ass't. Directors (N=21)	9	43%	9	43%	1	5%	2	10%	-	-
Non-cabinet Level Directors(N=18)	12	47%	5	28%	1	6%	-	-	-	-

Figure 1: Staff ratings of agreement with priority setting by the Board of Trustees.

29

	Elementary Teachers	Elementary Principals	Elementary Coordinators	Elementary Assistant Directors	Secondary Teachers	Secondary Principals	Secondary Coordinators	Secondary Assistant Directors	Non-Cabinet Level Directors
It gives direction, goals, unity	10	9	12	7	2	3	12	1	11
It's the Board's responsibility	1	-	-	-	5	-	2	2	8
The Board represents the community	5	1	-	-	3	3	1	1	-
The Board gets educators' input	7	2	2	2	4	3	6	-	1
It shows Board's interest	-	1	1	-	2	-	-	-	-
It focuses finances	-	2	-	-	1	1	1	-	2
Gives the system credibility	-	-	1	-	-	-	1	-	-
The priorities are valid	2	2	-	-	-	-	-	-	-

Figure 2: Reasons given by staff for agreement with priority setting by the Board of Trustees.

As can be seen from Figure 2, the most frequently given reason for agreement is that the process gives direction and unity.

The majority of all those interviewed also recognized all three priorities correctly. Figure 3 illustrates this, but also shows that on this item as on all others, teachers are both the least informed and the least in favor of the process. Still a remarkable number could recognize all three.

The most recognized of the three priorities is that of Basic skills while the least recognized is that of Teacher and Administrator Evaluation. Figure 4 shows the recognition rates of the priorities by the various groups.

	3 of 3 Correct N	%	2 of 3 Correct N	%	1 of 3 Correct N	%	0 of 3 Correct N	%
Total Elementary Teachers (N=26)	10	38%	11	42%	3	12%	2	8%
Title I Elementary Teachers (N=8)	4	50%	3	38%	1	12%	-	-
Non-Title I Elementary Teachers (N=14)	4	28%	8	57%	-	-	2	14%
Total Elementary Principals (N=11)	9	82%	2	18%	-	-	-	-
Title I Elementary Principals (N=4)	3	75%	1	25%	-	-	-	-
Non-Title I Elementary Principals (N=7)	6	86%	1	14%	-	-	-	-
Elementary Coordinators (N=13)	7	54%	5	38%	1	8%	-	-
Elementary Area Directors (N=5)	4	80%	1	20%	-	-	-	-
Secondary Teachers (N=14)	4	29%	5	36%	5	35%	-	-
Secondary Principals (N=8)	4	50%	4	50%	-	-	-	-
Secondary Coordinators (N=19)	11	58%	7	37%	1	5%	-	-
Secondary Ass't Directors (N=2)	2	100%	-	-	-	-	-	-
Non-cabinet Level Director (N=18)	12	72%	5	28%	-	-	-	-

Figure 3: No. of priorities recognized correctly by the various groups.

	Low SES N	%	Basic Skills N	%	Teacher Evaluation N	%
Elementary						
Teachers (N=28)	14	50%	21	75%	12	41%
Principals (N=11)	9	82%	10	91%	9	82%
Coordinators (N=13)	12	92%	11	85%	9	69%
Asst. Directors (N=5)	5	100%	5	100%	4	80%
Secondary						
Teachers (N=14)	6	41%	13	91%	8	57%
Principals (N=8)	7	86%	7	88%	6	75%
Coordinators (N=19)	14	74%	19	100%	15	79%
Asst. Director (N=2)	2	100%	2	100%	2	100%
Directors (N=18)	14	99%	18	100%	15	93%

Figure 4: Recognition rates for each of the three priorities.

All those interviewed were asked to identify specific efforts made to address priorities. While almost all those interviewed could identify activities carried out related to priorities, few could pinpoint activities newly initiated or designed to address priorities. Exceptions were the listing of priorities on the staff directory, budget sheets designed to relate expenditures to priorities, and activities related to the development of the personnel evaluation system.

In addition to the interviews, copies of the school goals were secured and analyzed. This was undertaken, because both the Director of Elementary Education and the Director of Secondary Education are known to have stressed the priorities in their directions to schools for the development of school goals as well as to have stressed their importance in principal meetings throughout the year. Also, school goals appear to be the best mechanism by which to focus and direct school and classroom attention on the achievement of priorities.

It is apparent that even using very rigid standards in the analysis (goal must explicitly state a priority or subdivision of that priority.), school goals do highly reflect the priorities. Well over half of all goals met the criteria as can be seen from Figure 5. Thus, it is evident that the Departments of Elementary and Secondary Education are successfully focusing school direction on the district priorities.

Groups of Schools	Percentages of goals which refer to district priorities
Elementary Area I	38%
Elementary Area II	43%
Elementary Area III	46%
Elementary Area IV	52%
Elementary Area V	53%
Title I Schools	44%
Non-Title I Schools	49%
All Elementary Schools	47%
High Schools	58%
Junior High Schools	56%
All Secondary Schools	57%

Figure 5: Percentages of school goals which directly refer to district priorities.

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31

Priorities Achievement

It is not the intent of this section to assign grades to the district for
its achievement in priority areas since the priorities are far too complex
for that, but it is hoped that a feeling for the progress made toward the
priorities can be conveyed. In addition, some evaluation of the steps taken
to bring the district closer to the outcomes will be attempted.

In general, the Office of Research and Evaluation would have to conclude
that a fairly high degree of progress has been made on the basic skills
priority and on the low S-E-S and minority achievement priority. The later
progress is particularly gratifying since this is an area in which not only
Austin, but other urban districts as well have failed to see improvements.
In neither area, of course, is the picture entirely positive and some conflicting
data does occur. Particularly at the senior high school level this year,
declines in achievement scores are discouraging. Although good progress has
been made on the teacher portion of the teacher and administrator improvement
priority, ORE has little data to indicate progress toward that portion of
the priority related to administrative evaluation. ORE was unable, within
its resources, to collect data specific to this element in 1977-78; however,
the evaluation design for the coming year allows for this.

A brief discussion of achievement in each of the priority areas below simply
summarizes the more elaborate information provided in the sections of this
volume specific to each priority area or to programs falling within the
priority area.

Basic Skills

Our prime measures of basic skills achievement are the California Achievement
Test (CAT) at the elementary and junior high level and the Sequential Tests
of Educational Progress (STEP) at the senior high school level.

Achievement in the elementary
grades improved dramatically in
both reading and math. The
adjacent figure illustrates the
gains in reading. The junior
high schools also evidenced slight
gain in seventh grade reading
and math and held steady in eighth
grade.

Achievement at the senior high
school level is not so encourag-
ing. There are nine subtests
comprising the STEP battery.
Across four grade levels, there
are thus 36 changes that can occur
in districtwide median scores.
Of these possible changes there
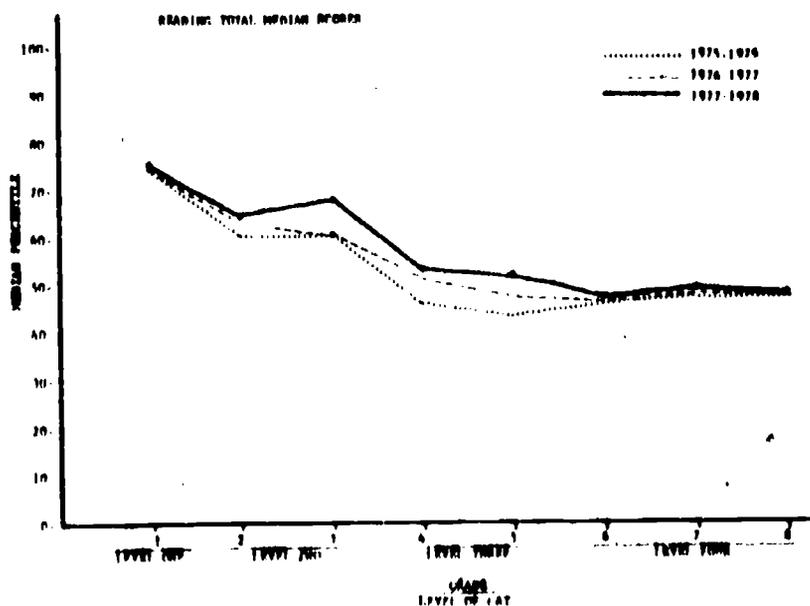
Figure 6: CAT Reading
Achievement in grades 1-6.

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32

were four median gains, eleven medians remaining unchanged, and twenty-one median losses. The most drastic declines came at the twelfth grade level where all medians for all subtests declined; this senior decline may, however, have been a result of an excessive absentee rate, particularly severe at Anderson High which has many of the district's highest achieving students. (See the Basic Skills summary later in this volume for a more detailed discussion of this problem and its effects.)

The four gains came equally at tenth and eleventh grade. The figure to the right gives some feeling for the pattern of senior high achievement.

SUBTESTS	75-76	76-77	77-78	CHANGES FROM 76-77 to 77-78
Reading	39	42	42	0
Mechanics of Writing/Spelling	31	36	36	0
Mechanics of Writing/ Capitalization & Punctuation	26	31	34	+3
Mechanics of Writing/Total	29	33	31	-2
English Expression	32	34	34	0
Math Computation	39	39	41	+2
Math Concepts	49	49	47	-2
Science	41	45	43	-2
Social Studies	38	41	36	-5

The figure below gives a summary of the districtwide achievement picture

Figure 7: Districtwide STEP median percentile scores for all senior high <u>tenth</u> graders.

Achievement in Grades 1 to 12	Changes from 1976-77 to 1977-78	
	Reading	Math
No. of possible changes	12	16
No. of gains	6	6
No. of no-changes	4	5
No. of losses	2	5

Figure 8: District Achievement in Reading and Math, Grades 1-12.

in reading and mathematics across all grade levels. In total, the picture is still more positive than negative, but most of the gain is accounted for at the elementary level.

There are complex reasons as always to account for the achievement picture we find this year. The most likely explanation is related to the time available for instruction. This is discussed in some detail in the preface discussion <u>1977-78 At A Glance</u> and will not be repeated here. This is an important issue, however, and reference to that section should be made.

In addition to these two achievement tests we also have two other tests serving as important measures of progress on the basic skills priority. These are the Scholastic Aptitude Test (SAT) taken primarily by high school applicants to more prestigious colleges and the American College Achievement Tests (ACT) taken by those interested in other colleges. These are voluntary tests in part although they are required by a number of colleges for entrance.

These measures too are discouraging.
The SAT scores for 1978-79 are
not yet available, but 1977-78
scores were again down continuing
a multiyear trend. Still the
district remains well above
the national average for SAT
takers. The graph at right
illustrates the trends
in the math and verbal sections
of these tests.

The ACT picture is slightly more
encouraging with the 1976-77 scores
showing improvement, but with these
scores remaining well below national
norms.
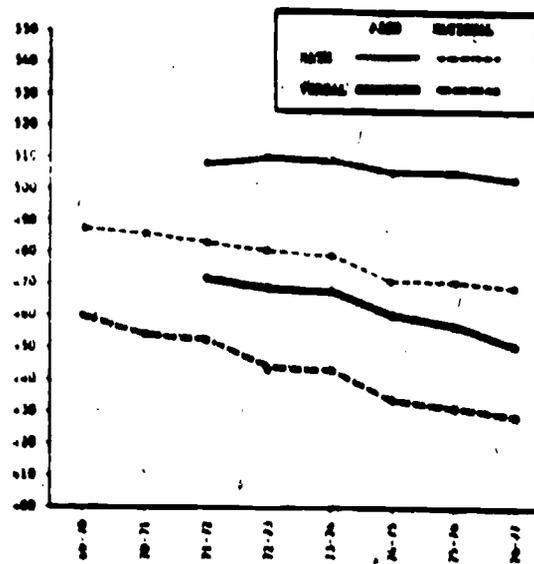
Figure 9: Mean SAT scores
for AISD and National SAT-
takers.

A final measure of achievement comes from our former student questionnaire.
Here one-year graduates tell us how they are faring. Of these students,
65% are attending some type of post-graduate school with fully 74% being
in a four-year college or university. As a measure of their high school
preparation, most students felt their courses have prepared them for college
except in the area of writing essays. The figure below illustrates their
agreement with satisfactory preparation in the major academic areas. Despite
their ratings in these areas, fully 47% of all students felt that high school
graduation requirements should have demanded more of them. Seventy-three
percent (73%) of these same students felt that their high school had adequately
prepared them for their present activities.

All Graduates:	Strongly Disagree	Disagree	Agree	Strongly Agree
The high school graduation requirements should have required more of me.	4%	43%	38%	15%
Overall, high school adequately prepared me ⌐ my present activities.	9%	17%	60%	13%
Graduates in School or College:				
I wrote enough essays to prepare me for college writing.	20%	33%	38%	9%
My Language Arts courses required enough of me to prepare me for college	8%	29%	54%	9%
My Mathematics courses required enough of me to prepare me for college.	9%	20%	51%	20%
My Social Studies courses required enough of me to prepare me for college.	6%	18%	66%	10%
My Science courses required enough of me to prepare me for college.	6%	25%	58%	12%

Figure 9: AISD graduates ratings of high school activities.

Low S-E-S and Minority Achievement

As yet no concrete way to identify students as low S-E-S in any feasible
manner has been identified. Therefore, the Title I school population
continues to be the population to which we must refer primarily in considering
this question. Although this is one feasible way to look at this question,
the fact remains that many students outside the Title I schools fit this
description and many who are there do not. Because minority status can
be easily identified on student records, many analyses that cannot be
done for low S-E-S students can be considered for minority students and
there is considerable, but not complete overlap between these categories.
These constraints need to be considered in looking at the data we have
on this priority.

Overall minority achieve-
ment continues to be
lower than Anglo student
achievement. In general,
Anglo students score
highest, Mexican-American
students score slightly
higher than Black students
and Black students score
lowest. The figure
showing achievement
on the Math Computation
section of the STEP
is illustrative of
the manner in which
these groups achieve
in all subjects at
all grade levels.

The districtwide
picture on STEP
achievement shown
on a previous page
in Figure 7 is also
an illustration
typical of Anglo
student achievement.
The picture on
minority achievement
is slightly more
positive for both
Mexican-American
and Black students.
The two figures on
the next page show
a larger number of
gains for Mexican-
Americans and Blacks
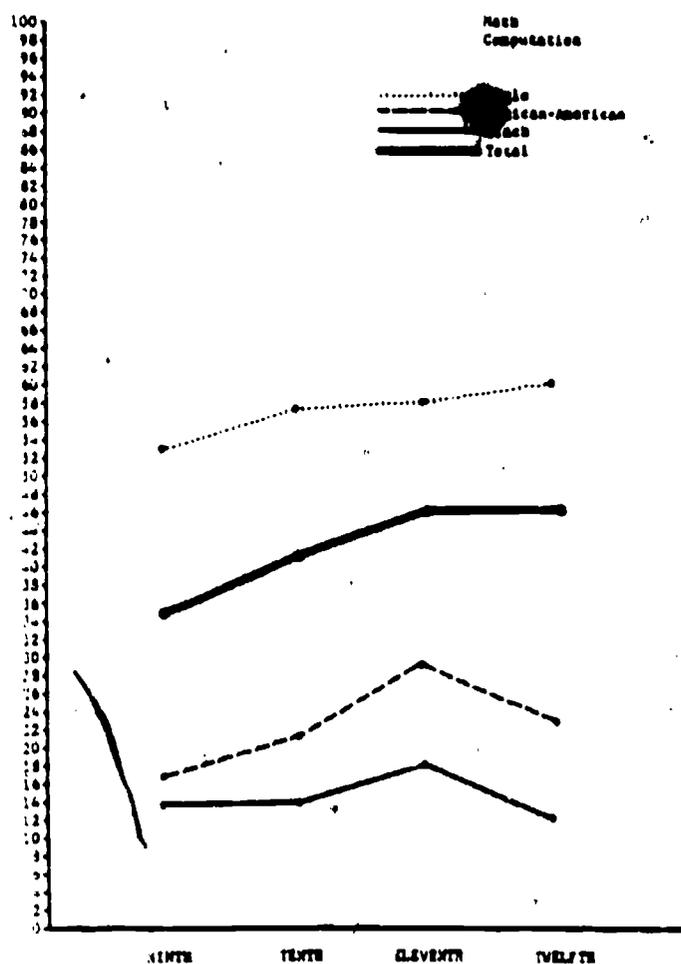
Figure 10: Median percentiles
of 9th, 10th, 11th, and 12th
grade students on the STEP.

II.7

than for Anglos. Blacks had a total of 14 gains, Mexican-American 9, and Anglos only 8. This may to some extent be explainable statistically h the fact that Blacks start out below the median and Anglos above.

On the CAT in grades 1 to 8 gains were even more dramatic. Out of a total of 32 possible changes in reading and math (8 grades x 2 subjects x 2 ethnic groups), 28 median gains were made. In some cases these gains were considerable—as much as 8 points and often 4 points.

SUBTESTS	GRADE			
	9	10	11	12
Reading	+4	0	+3	+4
Mechanics of Writing/Spelling	+2	-2	+2	-2
Mechanics of Writing/ Capitalization & Punctuation	0	0	+1	+1
Mechanics of Writing/Total	0	-3	+1	0
English Expression	+1	+1	+1	∩
Math Computation	+1	-2	+4	-2
Math Concepts	0	-7	0	0
Science	-2	-3	+2	-5
Social Studies	-1	0	+3	-1

Figure 11: Changes in Median scores from Spring 1977 to Spring 1978 for all Black AISD high school students.

SUBTESTS	GRADE			
	9	10	11	12
Reading	+2	+2	0	-4
Mechanics of Writing/Spelling	+2	-4	0	-8
Mechanics of Writing/ Capitalization & Punctuation	-1	+1	0	-6
Mechanics of Writing/Total	+1	0	+2	-3
English Expression	0	+3	0	-2
Math Computation	0	0	+8	0
Math Concepts	-5	-2	0	-5
Science	-2	-2	0	-9
Social Studies	0	0	+2	-5

Figure 12: Changes in Median scores from Spring 1977 to Spring 1978 for all Mexican-American AISD high school students.

The way these program funds are expended is illustrated in the figure below. There can be considerable variation in the allocation to a school based primarily on population, achievement level of its students, and the socio-economic-status of the students.
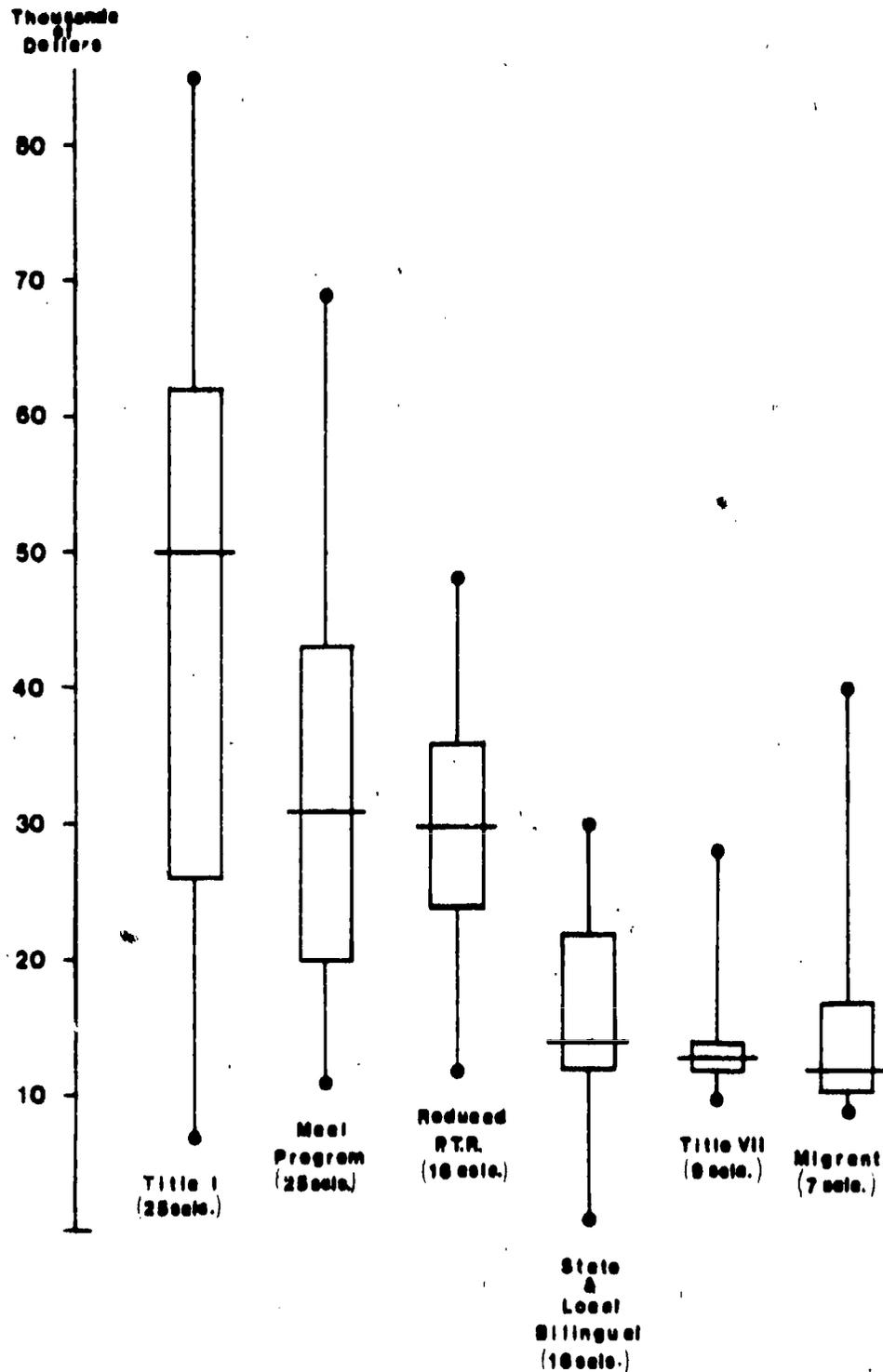
Figure 14: Special fund distribution across schools. Horizontal lines represent median number of schools. Dots represent schools at extremes.

Other favorable signs come from the fact that Title I has demonstrated better achievement than ever in the past from preschool to fifth grade level.

More minority students also seem to be going on to college with percentages of minority students taking the SAT and the ACT both increasing at the l.st reporting date.

Why may it be that such positive signs are beginning to appear? Title I concentrated their services more this year and streamlined their reading program into three models. Overall the number of programs in Title I seems to have been reduced; too, the possibly negative effect from the overlap of programs competing for student time may have been moderated by reduced overlap.

Undoubtedly, the overall stress on basic skills that produced achievement gains at the elementary level for the entire district has also had its effect here. A dramatic possibility is that there has been increased time available for student learning (See 1977-78 at a Glance.) At the high school level, the minimum competency graduation requirement also seems to have had a very positive effect on minority achievement. Minority students who had failed the 8th grade CAT requirement achieved many percentile points higher on the STEP this year in 11th grade than did their counterparts last year.

A total of fourteen specially funded programs are operating in the twenty-five Title I schools with extra funds of over three million dollars being expended there. As the table below illustrates, there appears to be a higher percentage of these special funds going to predominantly Mexican-American schools than to predominantly Black or mixed schools. This is undoubtedly due to the bilingual program funding.

School	% of Total Funds	School	% of Total Funds	School	% of Total Funds
Allison	8.20	Mathews	3.73	Sims	4.94
Becker	6.93	Metz	5.64	Zavala	4.63
Blackshear	4.18	Norman	3.40	Brentwood	.99
Brooke	6.43	Oak Springs	5.06	Reilly	.63
Brown	2.35	Ortega	4.30	Pleasant Hill	1.23
Campbell	4.83	Ridgetop	2.03	Pecan Springs	1.70
Dawson	4.76	Rosedale	2.82	St. Elmo	2.80
Govalle	6.61	Rosewood	2.01		
Maplewood	4.55	Sanchez	5.78		
				TOTAL	99.99

Figure 13: Special funds allocated
directly to Title I schools.

34

Despite this positive evidence of progress on the low S-E-S and minority achievement priority, the problem remains severe. Overall achievement is low. This undoubtedly is reflected in other problems these students experience such as low attendance, higher discipline rates, and increasing drop-out rates. This latter problem is one of increasing severity over the last five years, especially for the Mexican-American student as is illustrated in the figure below.
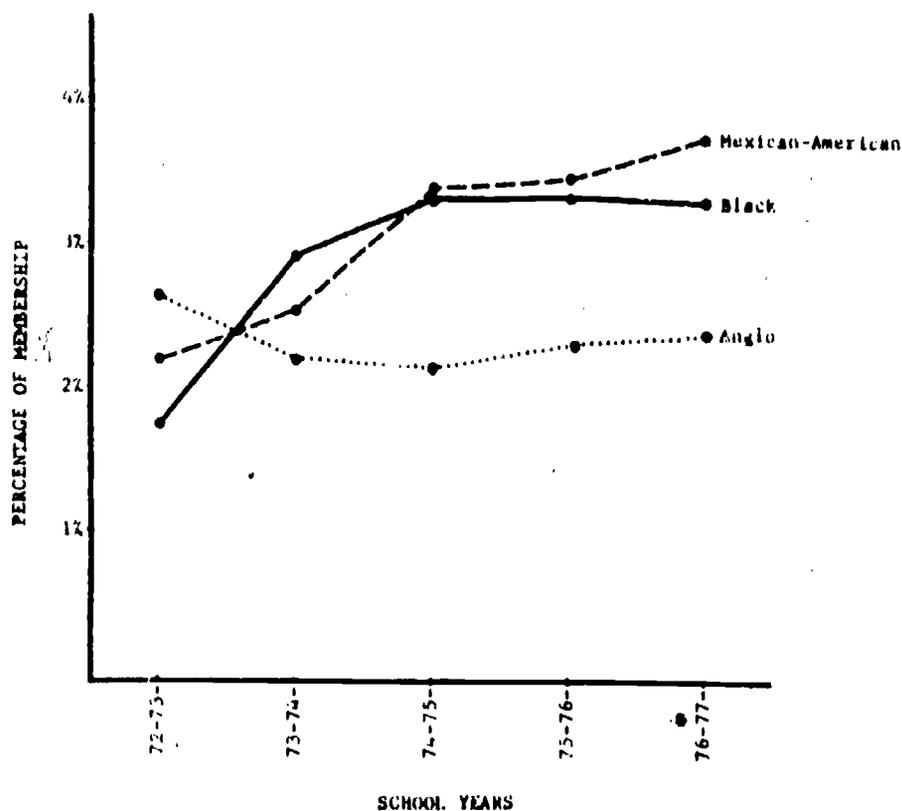
Figure 15: Percentage of each ethnic group who are school leavers from 1972-73 to 1976-77.

Highly Skilled Teachers and Administrators

The progress that has been made on this priority consists primarily of the design and approval of a professional evaluation system which covers teachers, counselors, librarians, and other personnel who deliver services directly to students. Since the approval of the system in January, the Department of Staff Personnel has delivered an estimated 69 hours of training. Evaluation of the training to date reveals an administrative staff increasingly familiar with the contents and requirements of the professional personnel evaluation system.

Whether this effort does result in increased skill for teachers and administrative staff will have to be determined in the next few years as ORE carries out the evaluation of its implementation.

Although the priority calls for improvement in the evaluation sy,tem for both teaching staff and administrators, the time available to the Department c˙ Staff Personnel and to ORE permitted no progress on the latter half of the priority. The collection of data and congruent literature searches on administrative evaluation are called for in the ORE evaluation design for 1978-79.

As a part of its baseline data collection, ORE noted that principals currently rate new teachers in the system as either excellent or satisfactory to a far higher degree than one would expect to find excellent and satisfactory teachers in a normal distribution. On another front, data collected this year from former students of AISD indicated that most students rate their teacher's competency as fairly high although a substantial number do not feel as positive. Former student

Teachers	Graduates' Responses	
	Agreed + Strongly Agreed	Disagreed + Strongly Disagreed
Had knowledge and broad subject area backgrounds.	82%	18%
Presented material verbally in clear manner.	79%	21%
Used common sense in instruction.	76%	24%
Respected my rights & encouraged responsibility.	74%	26%
Could tell if students had learning problems.	⸴69%	31%

Figure 16: Former student ratings of their teachers on five selected competencies.

ratings on five high priority items for students are shown in figure 16 above.

Conclusion

Thus, it would appear that the establishment of district priorities, i:1 part, has resulted in real advances in each of the selected areas. Of course, each of the results found, except for the professional personnel evaluation system, may be attributable to a number of factors other than priorities. For example, the national trend now appears to be toward improved basic skills achievement.

Based also upon the data collected in the interviews, it seems likely that further progress might be made if all administrative departments followed the lead of the Department of Elementary and Secondary Education in determining a specific plan by which they might contribute to the district priorities. The development of a five year plan in the accreditation process, if properly pursued, may well be the vehicle for this.

ABSTRACT

Title: Systemwide Evaluation 1977-1978 Technical Report

Contact Person: Jim Watkins, Catherine Christner or Jane Ogden

No. of Pages:

Summary:

This is the accompanying document to the following Final Report
Summaries:

District Priorities
Basic Skills Achievement
School Campus Longitudinal Trends
Low S.E.S Achievement
Professional Personnel Evaluation
Minimum Competency

The technical report contains 19 appendices. Each appendix reports on
the information collected by a specific data collection measure. These
appendices are:

Appendix A: Scholastic Aptitude Tests
Appendix B: American College Tests
Appendix C: California Achievement Tests
Appendix D: Sequential Tests of Educational Progress
Appendix E: Boehm Tests of Basic Concepts
Appendix F: Metropolitan Readiness Tests
Appendix G: High School Competency Tests
Appendix H: District Attendance
Appendix I: District School Leavers
Appendix J: District Graduation Rates
Appendix K: District Budgets
Appendix L: Former Student Questionnaire
Appendix M: Competency Survey
Appendix N: Handbook Development
Appendix O: Principal Interview/Teacher Questionnaire
Appendix P: New Teacher Checklist
Appendix Q: District Priorities Interviews
Appendix R: Professional Evaluation System Evaluator Training
Appendix S: School Goals

ABSTRACT

Evaluation Findings on: Results of 1977-78 Priorities Survey of Aust.n
School Patrons.

Contact Person: Freda Holley

Summary of Evaluation Fin ngs: In May, 197', the Austin Board of Trustees
tentatively establised the 1977-78 priorities for the Austin I.S.D. In an
effort to seek public input and reaction to these priorities, they directed
the Office of Research and Evaluation to conduct a newspaper survey of
Austin school patrons, soliciting their opinions about the tentative 1977-78
priorities.

O.R.E. received 1,003 completed questionnaires. The written comments of
respondents to the Board indicated that, on the whole, Austin school patrons
appreciated the opportunity to express their opinions on public education
topics.

The priority-ranking results revealed that those Austin patrons who responded
to the survey closely agreed with the Board on the top three priorities for
1977-78. The Board had tentatively set the top three as: basic skills,
low SES and minority student achievement, and teacher and administrator
evaluation. Austin school patrons ordered these same priorities as 1, 3, and
2.

Written comments indicated a strong support of programs for the gifted and
talented. These comments corroborated the #4 rating given by all respondents
to "Develop more and better programs for the gifted and talented."

The large number of write-ins for "Improve discipline in A.I.S.D. schools,"
as well as the large number of written comments about this topic, indicate
that Austin school patrons' concern about discipline should not be discounted.

III. BASIC SKILLS ACHIEVEMENT

FINAL REPORT

Evaluation Findings on: Basic Skills

Contact Person: Jim Watkins or Jane Odgen

Summary of Evaluation Findings:

An examination of the achievement levels of the district in 1977-1978 was done by looking at the medians for each achievement test and the distribution of scores at both the elementary and secondary levels.

California Achievement Test (CAT) results indicate that AISD school students in grades one through eight performed better on the CAT in 1977-1978 than in 1975-1976 and 1976-1977. CAT medians for every subtest in grades one through three were above the national norms. In grades four through eight the lowest median was only five percentile points below the national norms. The districtwide median percentile scores of elementary and junior high school students on the CAT

1) showed the strongest gains in the median percentile at the fifth grade level with every subtest showing a higher median than in previous years,

2) were the lowest at the eighth grade and sixth grade levels,

3) were strongest on the Math Computation subtest,

4) were weakest on the Math Concepts and Reading Vocabulary subtests,

5) showed no losses, only gains or no changes for both the Reading Total and the Math Total scores across all grade levels.

GRADE	READING VOCABULARY 75-76	76-77	77-78	READING COMPREHENSION 75-76	76-77	77-78	READING TOTAL 75-76	76-77	77-78	MATH COMPUTATION 75-76	76-77	77-78	MATH CONCEPTS 75-76	76-77	77-78	MATH TOTAL 75-76	76-77	77-78
1	73	75	75	68	68	68	75	75	76	71	71	68	70	67	67	70	70	70
2	61	68	68	63	65	67	61	65	65	60	67	69	55	60	64	62	66	68
3	56	56	67	60	60	66	61	61	69	62	67	67	53	53	58	56	59	61
4	46	47	54	48	53	53	47	52	54	46	51	58	54	58	51	51	56	56
5	46	46	49	46	50	54	44	48	52	47	47	54	47	50	54	49	49	52
6	46	46	46	50	45	45	47	47	48	40	44	49	47	47	47	43	43	48
7	50	48	48	52	48	49	49	49	50	41	45	49	51	47	51	46	46	48
8	48	48	48	51	51	51	49	49	49	43	46	49	50	46	46	44	47	47

Figure 1: DISTRICTWIDE MEDIANS FOR 1975-1976 THROUGH 1977-1978 FOR EACH SUBTEST AT EACH GRADE LEVEL.

III.1

44

AISD 1977-78 median CAT achievement scores range from the 45th percentile
to the 76th percentile. In other words, in our poorest achieving subject
area at our weakest grade level, the average AISD elementary student performs
5%ile points below the performance of an average student nationwide. In
our best achieving sugject area at our strongest grade level, the average
performance of an AISD elementary student is 26%ile points higher than the
performance of an average student nationwide. Figure 2 presents the
distribution of scores of the AISD sample for the Reading Total. If AISD
performance were identical to that of the nationwide norms, exactly 50% of
the scores would fall between the 1st and 50th percentile and between the
50th and 99th percentiles. Thus, as the figure shows, AISD CAT scores
tend to be more concentrated in the upper percentile ranges until the
sixth grade when an approximate balance between the upper and lower halves
occurs.

GRADE	PERCENTILE RANGE					
	1-10	1-25	1-50	50-99	75-99	90-99
1	1.7	8.0	22.9	77.1	52.6	28.3
2	4.8	15.9	33.7	67.7	40.0	27.6
3	5.5	14.2	35.9	64.1	42.0	25.7
4	8.5	22.2	46.6	55.2	27.5	13.4
5	9.8	25.2	49.6	52.4	27.2	14.3
6	12.6	29.7	54.0	48.1	24.8	11.6
7	11.7	28.0	51.3	50.0	28.9	14.0
8	13.2	28.4	50.9	49.1	27.6	13.2

Figure 2: PERCENTAGE OF STUDENTS, BY GRADE, SCORING IN VARIOUS PERCENTILE
RANGES ON THE CAT READING TOTAL IN 1977-1978.

Although there have been increases in the median percentile scores at each
grade level since 1975-1976, there is a general tendency for the districtwide
median percentile scores to decrease from grade one to grade eight. However,
this decline appears to be lessening. Thus, as Figure 3 on the next page
illustrates, the amount of decline in scores from first to eighth grades
for 1977-1978 was less than the amount of decline in 1976-1977 and 1975-1976.

Tracking group data makes it possible to compare minority student achievement
at each grade level in 1977-1978 with achievement data for the same students
in previous years at earlier grade levels. The two year tracking group data
indicate that the rate of decline in median percentiles from grade one to
grade eight may be decreasing. Figure 4 on the next page presents the median
percentile scores of the AISD students in 1977-1978 and the median percentile
scores for those same students in 1976-1977.

45

GRADED TOTAL MEDIAN SCORES

legend:
.... 1975-1976
------------- 1976-1977
————— 1977-1978

LEVEL TEST   LEVEL TEST   LEVEL THREE   LEVEL FOUR
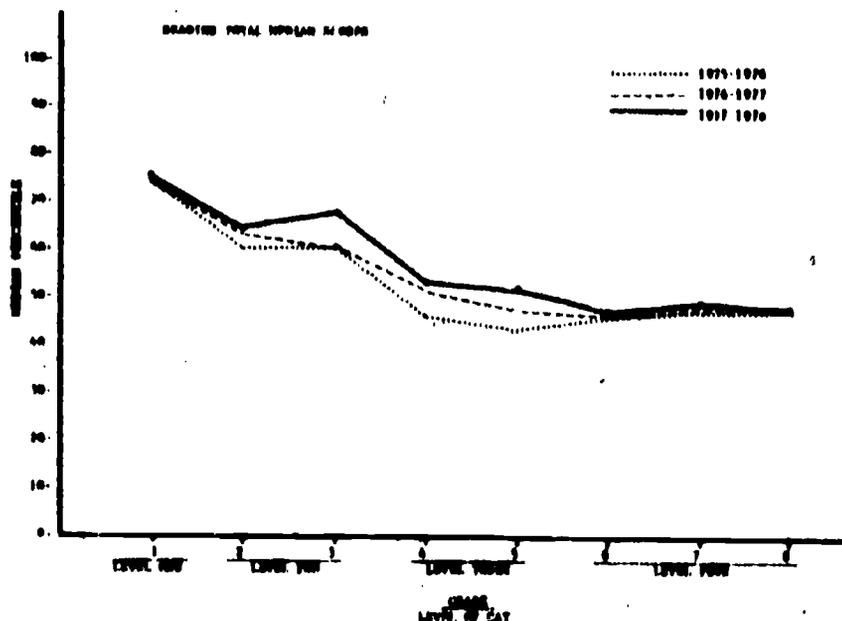
GRADE
LEVEL OF CAT

Figure 3:   MEDIAN PERCENTILES FOR READING TOTAL SINCE 1975-1976, DISTRICT.

GRADES 1976-77 1977-78		READING TOTAL MEDIAN SCORES 1976-77 1977-78		AMOUNT OF CHANGE	MATH TOTAL MEDIAN SCORES 1976-77 1977-78		AMOUNT OF CHANGE
1st	2nd	76	67	-9	72	69	-3
2nd	3rd	65	69	+4	66	61	-5
3rd	4th	61	54	-7	61	58	-3
4th	5th	52	52	0	58	54	-4
5th	6th	48	48	0	49	51	+2
6th	7th	47	50	+3	46	51	+5
7th	8th	50	49	-1	48	49	+1

**Figure 4:   TWO-YEAR TRACKING GROUP MEDIAN PERCENTILES ON THE CAT FOR
READING TOTAL AND MATH TOTAL.**

The tracking group achievement pattern is particularily strong for the
Reading Total. Although at first glance it appears that the tracking group
students are doing worse, expecially for the Math Total, it should be kept
in mind that a decrease in scores from earlier grades to later grades is
expected according to the districtwide patterns illustrated in Figure 2.
That is, an average student in the district would drop ten percentile points
from grade one to grade two, placing him at the 65th percentile, still 15%ile
points above the national median. The tracking group lost nine percentile
points placing them at the 67th percentile, still 17%ile points above the
national median. Figure 5 presents a comparison of the tracking group
achievement gains and losses and the achievement gains and losses of the
districtwide medians in 1976-1977 and 1977-1978.

III.3

46

GRADE	1976-1977 TO 1977-1978 TRACKING GROUP		DISTRICTWIDE CHANGE 1976-77 TO 77-78	
	AMOUNT OF CHANGE IN READING TOTAL	AMOUNT OF CHANGE IN MATH TOTAL	AMOUNT OF CHANGE IN READING TOTAL	AMOUNT OF CHANGE IN MATH TOTAL
2	-9	-3	-10	-2
3	+4	-5	+4	-5
4	-7	-3	-7	-3
5	0	-4	0	-4
6	0	+2	0	-1
7	+3	+5	+3	+5
8	-1	+1	0	+1

Figure 5: COMPARISON OF TRACKING GROUP ACHIEVEMENT GAINS AND LOSSES AND
DISTRICTWIDE, 1977-1978 ACHIEVEMENT GAINS AND LOSSES IN TERMS
OF MEDIAN PERCENTILE SCORES.

Sequential Tests of Educational Progress (STEP) results indicate that AISD
school students at each grade level did not perform as well on the STEP in
1978 as the students at the same grade levels in 1977. The most acute drop
in achievement scores occurred for the twelfth grade across virtually all
subject areas. In skills areas, the most acute drop occurred on the Social
Studies test across virtually all secondary grade levels. See Figure 6 for
the districtwide medians for the last three years.

The districtwide median percentile scores of AISD high school students:

1) were lower than the nationwide norming samples at all grade levels,
    on virtually all skills subtests with the exceptions of the 11th
    and 12th grade Math Concepts medians,

2) were the weakest on the Mechanics of Writing Total and the English
    Expression subtests, and

3) were lower in more skills subtests at more grade levels than in
    1976-1977 or 1975-1976 with 9th, 10th, and 11th grade students
    showing approximately as many gains as losses and the 12th grade
    students showing decreases on all subtests.

The performance of the bottom 25% of the AISD high school students:

1) was lower than the performance of the bottom 25% of the students
    nationwide,

2) was relatively consistent in the 9th, 10th, and 11th, grades with
    that of the previous year for the same grades, and

3) was lower in all areas for 12th graders in 1978 than for 12th
    graders in 1977.

III.4

47

Figure 6: DISTRICTWIDE MEDIANS ON THE STEP FOR THE LAST THREE YEARS.

The performance of the top 25% of AISD high school students:

1) was lower than that of the top 25% of the nationwide norming sample,

2) when reviewed by grade showed the 9th graders remaining stable since 1976-1977, the 10th graders scoring slightly higher, and the 11th graders scoring slightly lower. The top 25% of the 12th graders scores much lower on virtually all of the STEP subtest than in 1976-1977.

See Figure 7 for a graphic display of these trends.
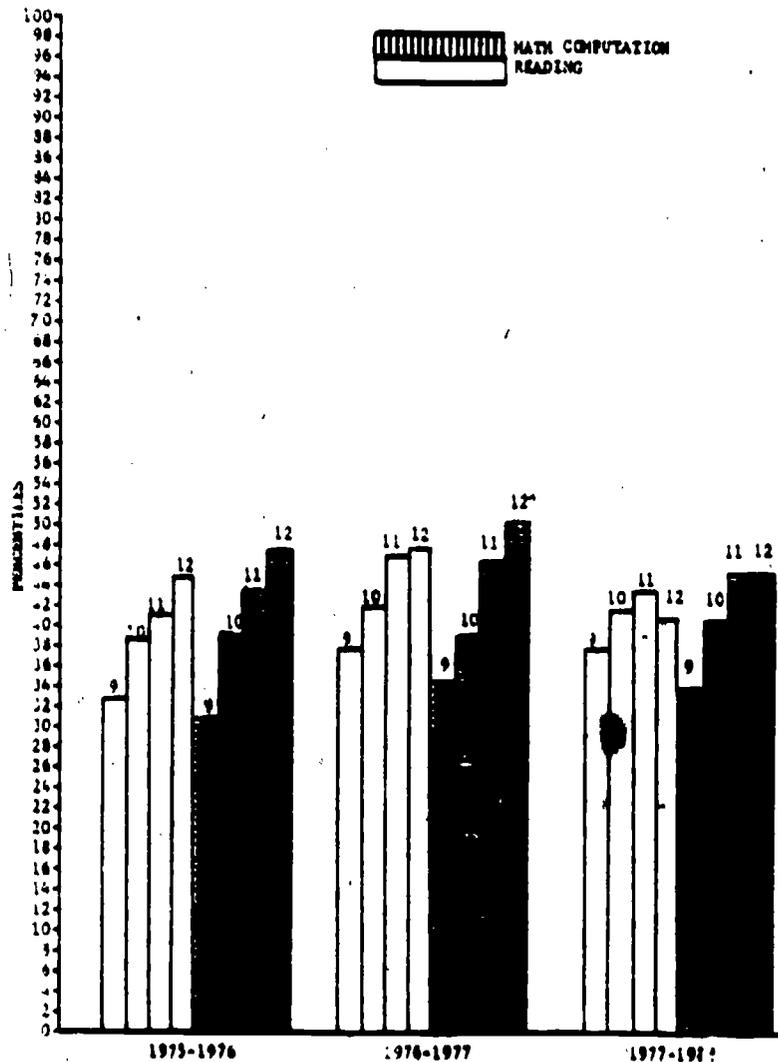
Figure 7: MEDIAN PERCENTILE SCORES FOR READING AND MATH COMPUTATION FROM 1975-1976 THROUGH 1977-1978, DISTRICTWIDE.

AISD's median high school achievement scores range from the 28th percentile to the 54th percentile. In other words, in our poorest achieving subject area and at our weakest grade level, the average AISD high school student performs only as well as a student at the 28th percentile nationwide. In our best achieving subject area at our strongest grade level, the average AISD high school student performs as well as a student at the 54th percentile nationwide.

III.6

~~49~~

There is a general tendency for the median percentile rank scores to increase from the 9th to the 11th grades. That is, grade eleven in AISD compares more favorably to the national norm group than does grade ten, and grade ten more so than grade nine. Figure 8 illustrates this trend.

The Math Concepts subtest was the only one on which the median performance of AISD students was higher (at grades 11 and 12) than that of the national norming sample. AISD is particularly behind the national norming sample at all high school grades on English Expression, all Mechanics of Writing subtests and Social Studies.

There is a general tendency for AISD scores to be more concentrated in the lowest ten percentile ranks, the bottom quartile and the lower half of the percentile scale than the nationwide norming sample. This is paralleled by a tendency to have smaller proportions of students in the highest ten percentile ranks, the top quartile and the upper half of the percentile scores than national norming samples. A few exceptions to these two basic trends of score distributions occurred on the Math Concepts, Math Computation, Science and Reading tests at some grade levels.
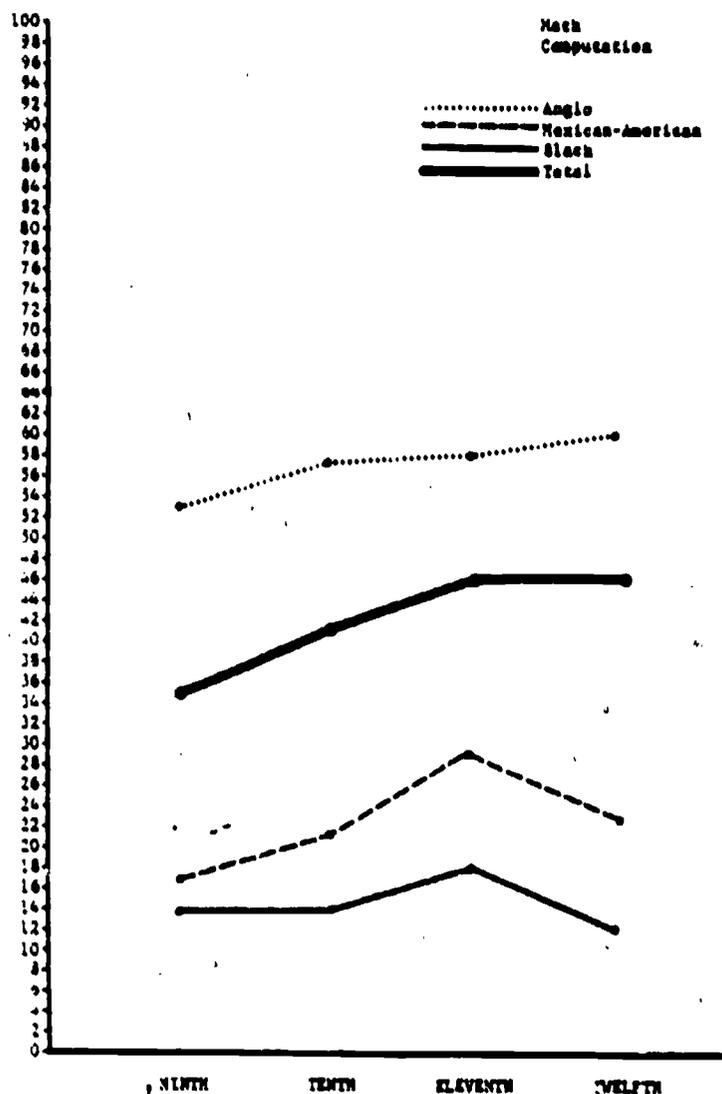
Figure 8:   MEDIAN PERCENTILES OF 9TH, 10TH, 11TH, AND 12TH GRADE STUDENTS ON THE STEP, 1977-1978.

An examination of the campus wide medians revealed that the median scores for the largest number of schools for most skills areas fell in the second quartile. This is the quartile directly below the national median. In addition:

1)   the only subtest that did not reflect the above trend was the Math Concepts subtest which had median scores at each high school for all grades that were divided evenly between the second and the third quartiles.

2)   a general downward shift in STEP medians from 1976-1977 is evidenced by the large number of schools that now have medians in the 2nd quartile rather than the 3rd.

III.7

3) the number of schools having median scores in the 1st quartile has remained the same.

4) the downward shift in twelfth grade median scores was more character-istic of schools that had medians that fell in the 1st or the 2nd quartiles.

For a precise presentation of the overall relationship between achievement at the different campuses at each grade in 1977-1978 and achievement at these campuses for the same grade in previous years, refer to the Systemwide Testing School Profiles for 1975-1976 through 1977-1978.

Figure 9: PERCENT OF SENIORS TAKING THE STEP OVER THE LAST THREE YEARS AT EACH CAMPUS.
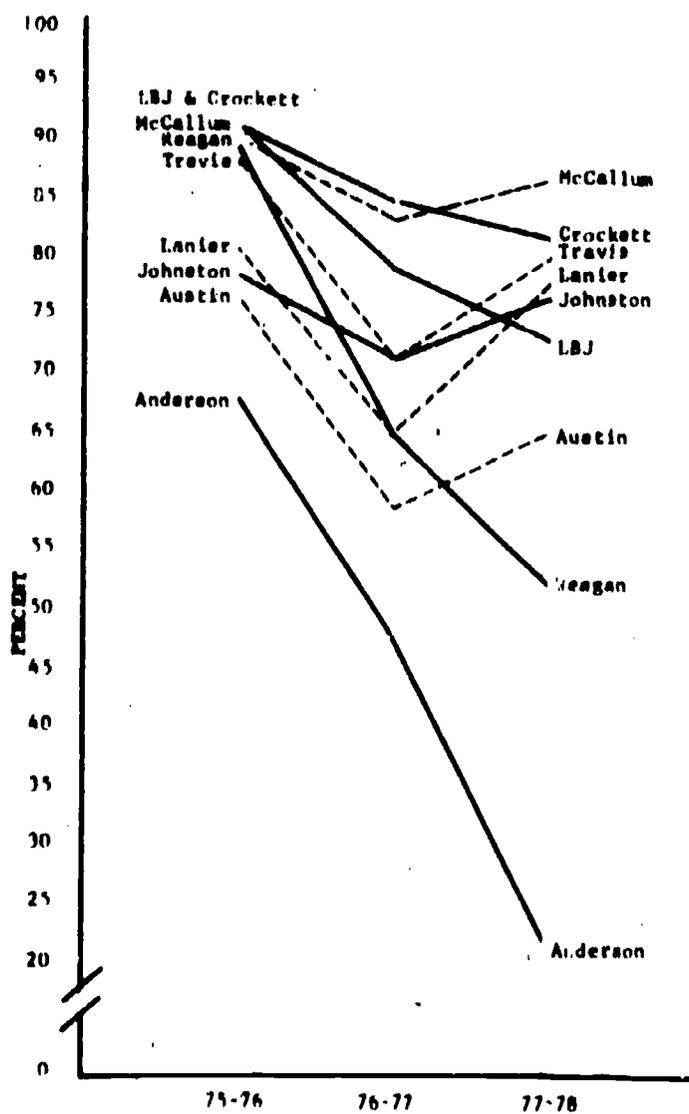
Because there was an overall decrease since 1975-1976 in STEP scores, particularly at the twelfth grade level, the percent of seniors taking the STEP at each high school campus was tallied. Figure 9 presents the percent of seniors taking the STEP at each school over the last three years. As can be seen from the graph, the most noticeable decline has been at Anderson, which is typically a high scoring school. The districtwide achievement analyses were then re-done excluding the Anderson students. Figure 10 on the following page displays the differences in the medians of the districtwide and the districtwide minus Anderson for the Mechanics of Writing, Total and the Math Computation. These particular tests were chosen because they represent the two basic patterns that emerged from the analysis--that the 1977-1978 medians experienced less of a drop from 1976-1977 medians when Anderson was excluded and that the amount of decline was the same but the medians since 1975-1976 were lower. The basic results of the analyses were that:

1) the overall districtwide medians are lower when Anderson is excluded,

III.8
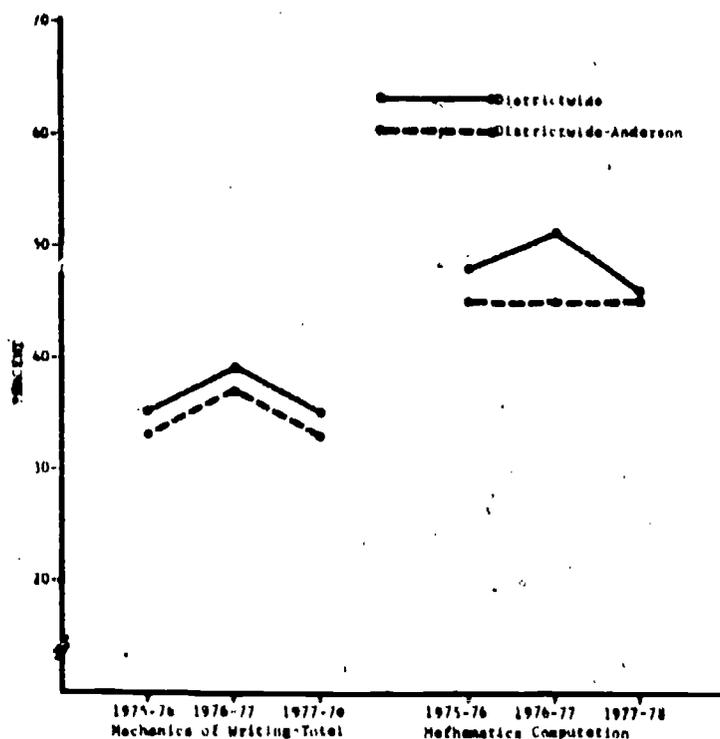
Figure 10: EXAMPLES OF HOW THE STEP
           MEDIANS ARE EFFECTED WHEN
           ANDERSON IS EXCLUDED.

2) the most noticeable
    difference occurs for the
    12th grade sample, and

3) in the 12th grade, six of the
    nine subtests showed signifi-
    cantly lower rates of decline
    when Anderson was excluded.

Thus, it was not possible to come to
a clear conclusion as to the
effect that the decreasing percent-
ages of seniors taking the STEP
at various campuses has had on
districtwide achievement gains
and losses. However, it is certainly
significant that excluding one campus
from the sample noticeabley effects
the achievement patterns.

Tracking Group Data: An examination of the median percentile scores of the
two year tracking group students reveals that each consecutive grade level
from ten to twelve show progressively fewer gains and more losses over the
previous year's scores. Both the 11th and 12th grade tracking groups showed
only losses or no-changes over their median percentile rank scores of the
previous year. In addition, all two year tracking group students considered
together had more losses from 1976-1977 to 1977-1978 in Reading and Social
Studies than in any other STEP skills tests.

An examination of the median scores of the three year tracking group students
reveals that 11th grade students of 1977-1978 showed an increase in median
percentile scores from 1975-1976 to 1976-1977 and no change from 1976-1977 to
1977-1978. The twelfth grade students of 1977-1978 showed an increase in the
median percentiles scores from 1975-1976 and a decrease from 1976-1977 to
1977-1978.

College Admissions Tests

AISD mean Scholastic Aptitude Test (SAT) scores have been consistently higher
than the national mean scores. Since 1971-1972 there continues to be a decline
in both the Verbal and Math scores across the nation and in AISD. The rate of
decline of AISD Verbal scores parallels the decline of the national scores.
However, in Math, the AISD scores, although declining, are not going down as
sharply as those across the nation. The AISD mean SAT-Math score in 1976-
1977 was about 40 points higher than the mean SAT-Verbal score. The mean
SAT scores for AISD and the national SAT-taking sample are presented in
Figure 11 on the following page.

III.9
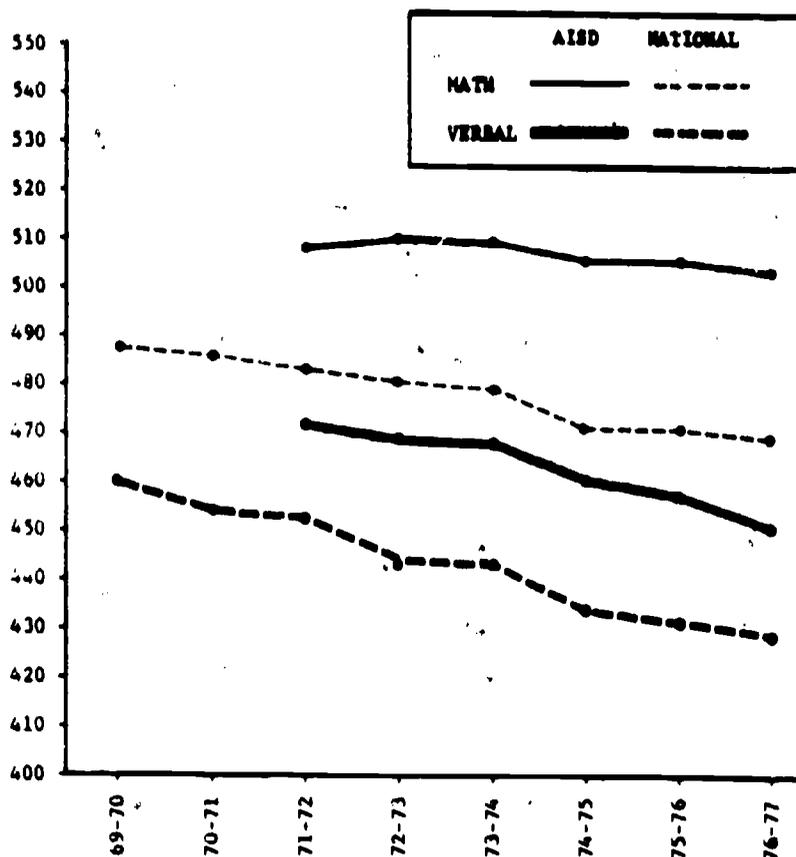
Figure 11: MEAN SAT SCORES FOR AISD AND NATIONAL SAT-TAKERS SINCE 1969-1970.

AISD and nationwide means were below the norming sample mean of 20 on the American College Test (ACT) in 1976-1977. In addition, this year's AISD scores were slightly lower than the nationwide sample for English, Social Studies and the Composite score, and substantially below for the Natural Science. Thus, the pattern is that the nationside scores are below the national norms set by ACT and AISD scores are below those of the nation. As seen in Figure 12, the mean composite score for AISD and the nationwide ACT-takers since 1969-1970 have shown overall decreases. Comparison of the ethnic breakdowns since 1969-1970 and the declining scores suggests that there is a strong relationship between decreasing scores and increasing minority participation.

<u>Comparison of college admission test achievement data and other achievement data:</u> The decline in college admission test scores is somewhat inconsistent with other achievement data for AISD high school students. ACT-takers are asked by ACT to estimate their overall GPA. These estimations are self-reports. Since 1969-1970, estimated GPA's have been going up. There are a few exceptions to this trend but they are generally very small decreases so that they are more than offset by the increases of other years. In spite of the fact that GPA's are going up, both ACT and SAT scores are going down. This relationship is graphically presented in Figure 13 for ACT grade reports and ACT composite scores.
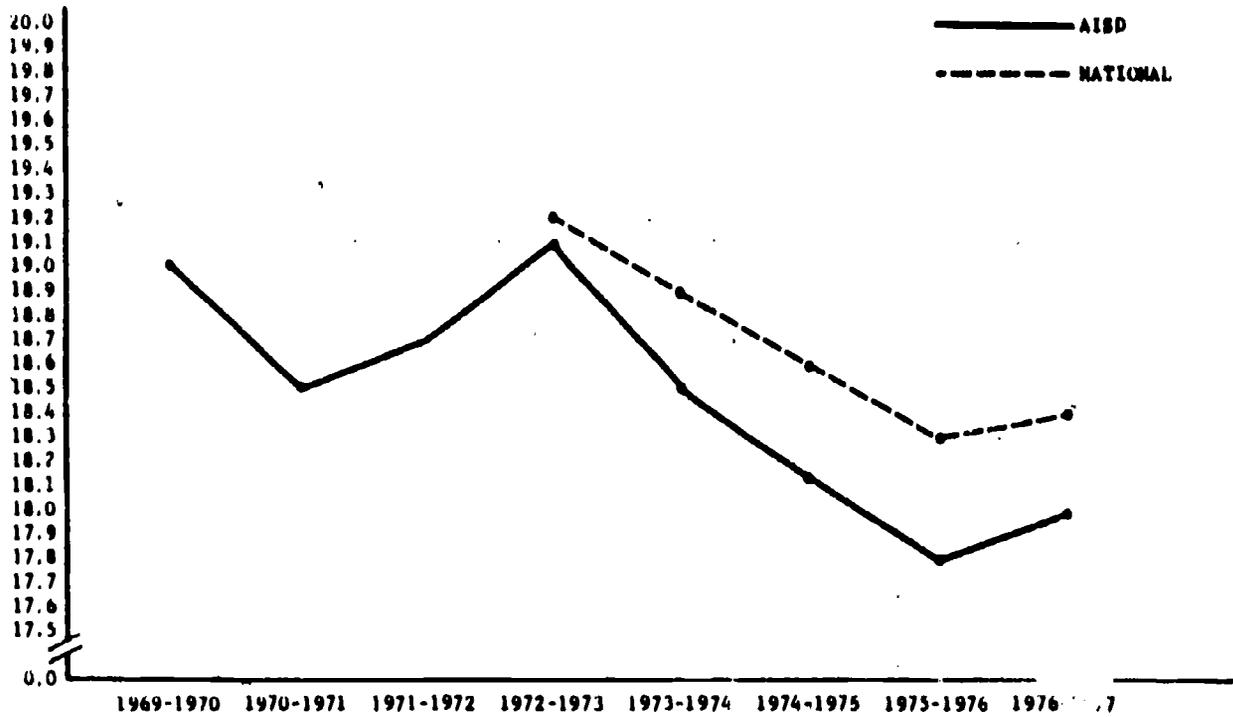
Figure 12:   MEAN ACT SCORES FOR AISD AND NATIONAL ACT-TAKERS SINCE 1969-1970.
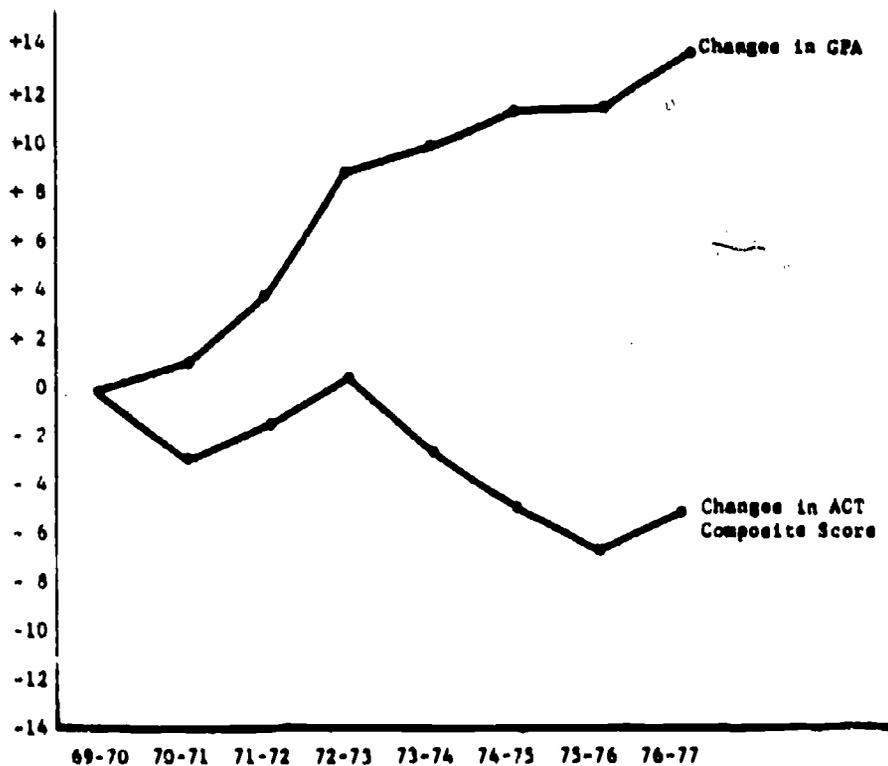
Figure 13:   THE PERCENT CHANGE IN ESTIMATED OVERALL GPA AND THE ACT COMPOSITE
SCORE OF AISD ACT-TAKERS.   The percent change is a ration with 196
1969-base period (%change = $\frac{(later\ data-1969\ data)}{1969\ data}$ x 100.

III.11
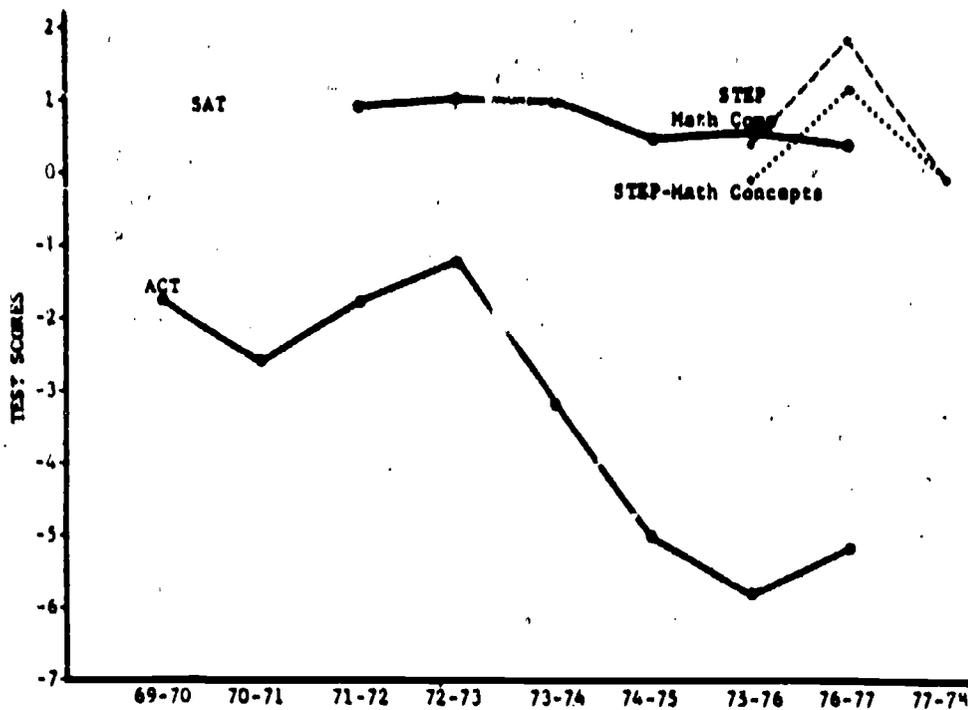
Figure 14:   TEST SCORES FOR THE MATH
              PORTIONS O' THE SAT, ACT AND
              STEP. Scores were reported as
              Z-scores, using publisher's
              provided national means and
              standard deviations.

Figure 15:   TEST SCORES FOR THE READINC
              PORTIONS OF THE SAT, ACT AND
              STEP. Scores were reported as
              Z-scores, using publisher's
              provided national means and
              standard deviations.

In addition to the inconsistency
between increasing GPA and
decreasing college admission test
scores, there is also an
inconsistency between the district-
wide STEP scores and the AISD
ACT and SAT mean scores. Figure
14 presents a comparison of the
math portions of each test.
Figure 15 presents a comparison
of the verbal and reading
portions of each test. As can
be seen from the graphs, since
1972-1973 both the quantitative
(math) and the verbal mean scores
of SAT have declined steadily.
Both math and English portions
of the ACT have appeared to
keep more in line with the
STEP achievement patterns.
That is, a slight rise occurred
in 1976-1977.

Systemwide Attendance

In 1977-1978 elementary sch ls
had the highest attendance rates
and high schools the lowest.
Figure 16 on the following page
shows this pattern and also
the wide variation among different
campuses. The junior high
schools differ by as much as
9% and the high schools and
elementary schools by 7%.

The districtwide attendance rate
of 92.0% was 1.2% lower than
that for the 1969-1970 school
year which had t e highest
attendance rate during recent
years. However, it was 1%
higher than the low of 91.0%
in 1973-1974.

III.12

55

Figure 16: ATTENDANCE BY SCHOOL IN 1977-1978. 'The point at the top of
each box-line represent the school with the highest percent
attendance. The upper box boundry represents the upper quartile,
the cross-hatch through the box, the median, and the lower
boundry of the box, the lower quartile.

School Leavers Data

School leavers are students who withdraw from AISD schools before graduation
and do not go to other schools. Leavers also include students who stop coming
to school without officially withdrawing.

The percentage of all students at all grade levels who were leavers in
1976-1977 was 2.8%. The percentage of leavers has increased steadily from
2.42% in 1972-1973 to 2.87% in 1976-1977, the latest year for which data
was available. Most of the students who leave are at the high school level.
In 1976-1977, 8.39% of AISD high school students were school leavers.

Former Student Questionnaire

About 65% of the sampled 1976-1977 AISD graduates were attending some type
of school nine months after graduation. About 28% were working and not atten
attending school, and about 7% were in the military, job hunting, or
homemakers. This was essentially the same breakdown as for the 1975-1976
graduates.

Seventy-five percent of AISD graduates in both 1975-1976 and 1976-1977
believed high school gave them adequate preparation for their present
activities. In the required areas, Mathematics and Language Arts stood out
as the areas where students took courses they felt were relevant. Science
and Social Studies were judged far less relevant. In the elective areas,
Vocation Cooperative Education, Driver Education, and Business Education
stood out as the relevant areas. Homemaking, Foreign Languages and the Fine

II .13

Arts were judged as being far less relevant.

Despite graduates' judgement of the general adequacy of preparation for
college work, 25% to 50% of the 1976-1977 graduates who were attending four
year colleges felt that the core curriculum areas designed for college
preparation were inadequate. Almost 50% of the 1976-1977 gradu tes and 65%
of the 1975-1976 graduates also believed that high school cu   culums should
have required more of them.

Summary of Basic Skills Evaluation

Aisd students in grades one through eight scored higher on the
California Achievement Test (CAT) in 1977-1978 than in 1975-1976 or 1976-1977.

1) This is true for virtually all subtest.

2) Students in grades one through three scored above the national norms.

3) More AISD students in grades one through five than nationwide score
above the 50th percentile.

AISD students in grades nine through twelve scored lower on the Sequential
Tests of Educational Progress (STEP) in 1977-1978 than in 1976-1977.

1) At all grade levels the greatest drop in scores was in Social Studies.

2) The greatest drop in all subtests was at the twelfth grade level.

3) More AISD high school students than nationwide score in the lower
half of the percentile range.

4) Each grade from ten through twelve made progressively fewer gains
and losses in 1977-1978 from the previous years' scores.

In four AISD high schools the percentage of seniors who took the STEP has
decreased drastically over the three years in which the tests have been
given. In the other five high schools the percentage dropped the second year,
then increased in 1977-1978 to near its initial rate.

In 1977-1978 high school students averaged only 53.5 days in class during each
60 day quarter. This has risen from the equivalent of 52.4 days per quarter
in 1973-1974, but is still below the high of 54.9 days in 1969-1970. Junior
high students attended an average of 54.6 days per 60 day quarter in 1977-1978.
Elementary school students attended an average of 56.5 days per quarter.

AISD Scholastic Aptitude Test (SAT) scores continued a long range decline in
1976-1977, while remaining above nationwide scores.

AISD American College Test (ACT) scores increase in 1976-1977 after three
years of declines, but remained below the nationwide sample.

Declines in ACT and SAT scores seem to be inconsistant with marked increases
in high school GPA, as reported by AISD students to ACT and with the STEP data.

From 25% to 50% of AISD's 1976-1977 graduates who went to four year colleges felt that their preparation in the core curriculum areas was inadequate for college work. Seventy-five percent of the 1976-1977 graduates believe high school gave them adequate preparation for their present activities, however, almost 50% believe high school should have required more of them. Of AISD's 1976-1977 high school graduates 65% went to some type of school, 28% went to work and 7% joined the military, were job hunting or were homemakers.

ABSTRACT

Title: Basic Skills

Contact Person: James Watkins or Jane Ogden

No. Pages: 21

Content:

The evaluation design is a one-year plan of evaluation work for the
project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This form presents the names of persons who are responsible for some aspect of the project's implementation and who have been provided with relevant portions of the design for review and comment.
II.	Decision Questions	In this section, all of the decision questions are stated and are related to the relevant evaluation activities.
III.	Narrative Summary	This section briefly describes the project and the evaluation activities.
IV.	Information Sources Summary	The specific analysis procedures for each of the evaluation questions are presented in this section.
V.	Summary of Data to be Collected	This section contains a timeline for the data collection activities.
VI.	Evaluation Time Resources Allocation Summary	This section summarizes all of the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

This design presents the evaluation plans for the examination of academic
achievement in the district and for the examination of some of the factors
relating to achievement. The evaluation is intended to provide information
to district decisionmakers concerning the adopted district priority of
improving the basic skills of students in the Austin School District.

The evaluation design specifies the analysis of achievement test results from the district-administered testing program and also from other testing programs in which Austin students participate--the Scholastic Aptitude Test (SAT) and the American College Tests (ACT). Also examined are some of the other factors that are related to achievement, including attendence rates, graduation rates, and school dropouts.

The information that is provided will serve as a descriptive summary of the school district's status during the current (1977-1978) school year. It will also provide information regarding long range trends that may be occuring in the district.

<u>Scope of Design</u>:

7 Decision Questions
47 Evaluation Questions

<u>Evaluation Resources Required (in person-days)</u>:

8 Director
85 Senior Evaluator
40 Data Analyst
56 Secretary

IV. SYSTEMWIDE ACHIEVEMENT PROFILES

AUSTIN INDEPENDENT SCHOOL DISTRICT

CAMPUS LONGITUDINAL TRENDS

1973-74 THROUGH 1977-78

The following pages present district summary data for the achievement
tests administered in the spring of each school year, to all AISD
students in grades 1-12. The California Achievement Tests are
administered in grades 1-8, and the Sequential Tests of Educational
Progress are administered in grades 9-12. Data for grades 1,3,5, and
9 through 12 are available for only the past three school years,
1975-76 through 1977-78.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	1977-78	
91 - 99 %ILE	9						
81 - 90 %ILE	8						
	7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE							
41 - 50 %ILE	5						
31 - 40 %ILE							
21 - 30 %ILE	4						
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						
NUMBER OF STUDENTS TESTED				3995	4328	4553	
3RD QUARTILE				91 %ILE	91 %ILE	91 %ILE	75 %ILE
MEDIAN				75 %ILE	75 %ILE	75 %ILE	50 %ILE
1ST QUARTILE				49 %ILE	49 %ILE	54 %ILE	25 %ILE

READING VOCABULARY RESULTS

NUMBER OF STUDENTS TESTED				4090	4402	4606	
3RD QUARTILE				92 %ILE	91 %ILE	92 %ILE	75 %ILE
MEDIAN				73 %ILE	73 %ILE	75 %ILE	50 %ILE
1ST QUARTILE				50 %ILE	50 %ILE	55 %ILE	25 %ILE

READING COMPREHENSION RESULTS

NUMBER OF STUDENTS TESTED				3998	4339	4559	
3RD QUARTILE				92 %ILE	91 %ILE	91 %ILE	75 %ILE
MEDIAN				68 %ILE	68 %ILE	68 %ILE	50 %ILE
1ST QUARTILE				38 %ILE	38 %ILE	38 %ILE	25 %ILE

COMMENTS.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 8						
81 - 90 %ILE	7			••• ••• ••• •••	••• ••• ••• •••	••• ••• •••	
71 - 80 %ILE				••• ••• •••••	••• ••• •••• •••	••• ••• •••	••• •••
61 - 70 %ILE	6			•••••• •••• •••• ••••	•••••• ••••• ••• •••	•••••• •••• ••• •••	••• ••• ••• •••
51 - 60 %ILE	5			••• ••• ••• ••••	••• ••• ••• •••	••• ••• •••• •••	••• ••• •••••
41 - 50 %ILE				•••	••• •	•••	•••••••• •••• ••••
31 - 40 %ILE	4						••• ••••
21 - 30 %ILE							•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 1						
NUMBER OF STUDENTS TESTED				4046	4371	4580	
3RD QUARTILE				80 %ILE	80 %ILE	87 %ILE	75 %ILE
MEDIAN				70 %ILE	70 %ILE	70 %ILE	50 %ILE
1ST QUARTILE				47 %ILE	45 %ILE	45 %ILE	25 %ILE

MATH COMPUTATION RESULTS

NUMBER OF STUDENTS TESTED				4076	4364	4569	
3RD QUARTILE				85 %ILE	85 %ILE	85 %ILE	75 %ILE
MEDIAN				71 %ILE	71 %ILE	68 %ILE	50 %ILE
1ST QUARTILE				48 %ILE	48 %ILE	44 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

NUMBER OF STUDENTS TESTED				4054	4381	4569	
3RD QUARTILE				89 %ILE	89 %ILE	86 %ILE	75 %ILE
MEDIAN				70 %ILE	67 %ILE	67 %ILE	50 %ILE
1ST QUARTILE				43 %ILE	39 %ILE	43 %ILE	25 %ILE

COMMENTS:

READING TOTAL RESULTS   ACHIEVEMENT PROFILES GRADE 2, A.I.S.O.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 – 99 %ILE	9						
81 – 90 %ILE	8						
71 – 80 %ILE	7						
61 – 70 %ILE	6						
51 – 60 %ILE	5						
41 – 50 %ILE							
31 – 40 %ILE	4						
21 – 30 %ILE							
11 – 20 %ILE	2						
1 – 10 %ILE	1						

NUMBER OF STUDENTS TESTED	3504	3954	3962	4054	4402	
3RD QUARTILE	86 %ILE	87 %ILE	88 %ILE	90 %ILE	90 %ILE	75 %ILE
MEDIAN	62 %ILE	63 %ILE	61 %ILE	65 %ILE	65 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	27 %ILE	33 %ILE	40 %ILE	40 %ILE	25 %ILE

READING VOCABULARY RESULTS

NUMBER OF STUDENTS TESTED	3544	3981	3965	4062	4407	
3RD QUARTILE	84 %ILE	87 %ILE	82 %ILE	89 %ILE	89 %ILE	75 %ILE
MEDIAN	58 %ILE	62 %ILE	63 %ILE	68 %ILE	68 %ILE	50 %ILE
1ST QUARTILE	26 %ILE	29 %ILE	31 %ILE	37 %ILE	39 %ILE	25 %ILE

READING COMPREHENSION RESULTS

NUMBER OF STUDENTS TESTED	3507	3972	3964	4062	4405	
3RD QUARTILE	86 %ILE	86 %ILE	86 %ILE	90 %ILE	90 %ILE	75 %ILE
MEDIAN	58 %ILE	61 %ILE	63 %ILE	65 %ILE	67 %ILE	50 %ILE
1ST QUARTILE	28 %ILE	30 %ILE	28 %ILE	35 %ILE	35 %ILE	25 %ILE

COMMENTS

65

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7		•••	•••	•••	•••	
71 - 80 %ILE		•••	•••	•••	•••	•••	•••
61 - 70 %ILE	6	•••	•••	••••	••••••	••••••	•••
51 - 60 %ILE		•••	•••••••	•••	•••	•••	•••
41 - 50 %ILE	5	•••	•••	•••	•••	•••	••••••
31 - 40 %ILE	4	•••	•••	•••			•••
21 - 30 %ILE		•••	•••		/		•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

NUMBER OF STUDENTS TESTED	3501	3947	3942	4030	4389	
3RD QUARTILE	79 %ILE	81 %ILE	86 %ILE	88 %ILE	88 %ILE	75 %ILE
MEDIAN	50 %ILE	54 %ILE	62 %ILE	66 %ILE	66 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	28 %ILE	34 %ILE	38 %ILE	40 %ILE	2? %ILE

MATH COMPUTATION RESULTS

NUMBER OF STUDENTS TESTED	3508	3969	3954	4067	4401	
3RD QUARTILE	77 %ILE	79 %ILE	88 %ILE	89 %ILE	91 %ILE	75 %ILE
MEDIAN	52 %ILE	54 %ILE	60 %ILE	67 %ILE	69 %ILE	50 %ILE
1ST QUARTILE	27 %ILE	29 %ILE	38 %ILE	38 %ILE	40 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

NUMBER OF STUDENTS TESTED	3571	3952	3953	4051	4402	
3RD QUARTILE	79 %ILE	79 %ILE	79 %ILE	83 %ILE	83 %ILE	75 %ILE
MEDIAN	50 %ILE	52 %ILE	55 %ILE	60 %ILE	64 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	24 %ILE	28 %ILE	31 %ILE	35 %ILE	25 %ILE

COMMENTS

ACHIEVEMENT PROFILES GRADE 3, A.I.S.D.

READING TOTAL RESULTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	1977-78	
91 - 99 %ILE	9						
	8						
81 - 90 %ILE	7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE							
41 - 50 %ILE	5						
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	3858	3797	3985	
3RD QUARTILE	86 %ILE	86 %ILE	90 %ILE	75 %ILE
MEDIAN	61 %ILE	61 %ILE	69 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	32 %ILE	36 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	3860	3799	3987	
3RD QUARTILE	81 %ILE	81 %ILE	81 %ILE	75 %ILE
MEDIAN	56 %ILE	56 %ILE	67 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	33 %ILE	36 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	3859	3799	3987	
3RD QUARTILE	85 %ILE	85 %ILE	90 %ILE	75 %ILE
MEDIAN	60 %ILE	60 %ILE	66 %ILE	50 %ILE
1ST QUARTILE	29 %ILE	32 %ILE	37 %ILE	25 %ILE

COMMENTS.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE							
41 - 50 %ILE	5						
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED			3861	3794	3976	
3RD QUARTILE			84 %ILE	84 %ILE	88 %ILE	75 %ILE
MEDIAN			56 %ILE	59 %ILE	61 %ILE	50 %ILE
1ST QUARTILE			30 %ILE	34 %ILE	37 %ILE	25 %ILE

MATH COMPUTATION RESULTS

			1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED			3863	3798	3994	
3RD QUARTILE			86 %ILE	92 %ILE	92 %ILE	75 %ILE
MEDIAN			62 %ILE	67 %ILE	67 %ILE	50 %ILE
1ST QUARTILE			33 %ILE	34 %ILE	36 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

			1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED			3861	3790	3980	
3RD QUARTILE			76 %ILE	76 %ILE	82 %ILE	75 %ILE
MEDIAN			53 %ILE	53 %ILE	58 %ILE	50 %ILE
1ST QUARTILE			25 %ILE	25 %ILE	32 %ILE	25 %ILE

COMMENTS

68

READING TOTAL RESULTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9						
81 - 90 %ILE	8 7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE							
41 - 50 %ILE	5						
31 - 40 %ILE	4						
21 - 30 %ILE	3						
11 - 20 %ILE							
1 - 10 %ILE	2 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4117	4469	3907	3754	3758	
3RD QUARTILE	75 %ILE	74 %ILE	74 %ILE	78 %ILE	78 %ILE	75 %ILE
MEDIAN	50 %ILE	45 %ILE	47 %ILE	52 %ILE	54 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	18 %ILE	22 %ILE	26 %ILE	29 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4142	4470	3908	3757	3758	
3RD QUARTILE	76 %ILE	76 %ILE	77 %ILE	80 %ILE	80 %ILE	75 %ILE
MEDIAN	46 %ILE	46 %ILE	46 %ILE	49 %ILE	54 %ILE	50 %ILE
1ST QUARTILE	23 %ILE	19 %ILE	21 %ILE	24 %ILE	28 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4129	4476	3908	3755	3758	
3RD QUARTILE	76 %ILE	75 %ILE	77 %ILE	77 %ILE	77 %ILE	75 %ILE
MEDIAN	50 %ILE	47 %ILE	48 %ILE	53 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	20 %ILE	23 %ILE	27 %ILE	27 %ILE	25 %ILE

COMMENTS

MATH TOTAL RESULTS — ACHIEVEMENT PROFILES/GRADE 4, A.I.S.D.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7			•••	•••	•••	
71 - 80 %ILE	6	•••	•••	•••	•••	•••	•••
61 - 70 %ILE		•••	•••	•••	•••	•••	•••
51 - 60 %ILE	5	•••	•••	•••••	••••••	•••••	•••
41 - 50 %ILE		••••••	••••••	•••	•••	•••	•••••
31 - 40 %ILE	4	•••	•••	•••	•••	•••	•••
21 - 30 %ILE		•••	•••	•••	•••		•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4194	4353	3887	3733	3740	
3RD QUARTILE	76 %ILE	74 %ILE	82 %ILE	82 %ILE	82 %ILE	75 %ILE
MEDIAN	49 %ILE	50 %ILE	51 %ILE	56 %ILE	58 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	18 %ILE	22 %ILE	27 %ILE	29 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4188	4360	3891	3744	3742	
3RD QUARTILE	78 %ILE	77 %ILE	86 %ILE	86 %ILE	89 %ILE	75 %ILE
MEDIAN	48 %ILE	48 %ILE	54 %ILE	56 %ILE	58 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	18 %ILE	24 %ILE	27 %ILE	30 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4159	4446	3803	3750	3748	
3RD QUARTILE	75 %ILE	73 %ILE	77 %ILE	82 %ILE	82 %ILE	75 %ILE
MEDIAN	45 %ILE	41 %ILE	46 %ILE	51 %ILE	51 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	17 %ILE	20 %ILE	26 %ILE	26 %ILE	25 %ILE

COMMENTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	1977-78	
91 - 99 %ILE	9						
81 - 90 %ILE	8						
71 - 80 %ILE				••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••
61 - 70 %ILE	6			••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••
51 - 60 %ILE				••• •••	•••• ••••••	••••• ••••••	•••• ••••
41 - 50 %ILE	5			•••••• ••••	••••• •••	••• •••	•••••• •••
31 - 40 %ILE				••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••
21 - 30 %ILE	4			••• •••	••• •••	••• •••	•••
11 - 20 %ILE	2						
1 - 10 %ILE	1						
NUMBER OF STUDENTS TESTED				4247	3754	3704	
3RD QUARTILE				74 %ILE	74 %ILE	79 %ILE	75 %ILE
MEDIAN				44 %ILE	48 %ILE	52 %ILE	50 %ILE
1ST QUARTILE				22 %ILE	22 %ILE	25 %ILE	25 %ILE

READING VOCABULARY RESULTS

NUMBER OF STUDENTS TESTED				4248	3755	3707	
3RD QUARTILE				72 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN				46 %ILE	46 %ILE	49 %ILE	50 %ILE
1ST QUARTILE				20 %ILE	22 %ILE	25 %ILE	25 %ILE

READING COMPREHENSION RESULTS

NUMBER OF STUDENTS TESTED				4247	3756	3705	
3RD QUARTILE				75 %ILE	75 %ILE	79 %ILE	75 %ILE
MEDIAN				46 %ILE	50 %ILE	54 %ILE	50 %ILE
1ST QUARTILE				24 %ILE	24 %ILE	27 %ILE	25 %ILE

COMMENTS

ACHIEVEMENT PROFILES GRADE 5, A.I.S.D.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74 NO DATA	1974-75 NO DATA	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7					•••	
71 - 80 %ILE				•••	•••	•••	•••
61 - 70 %ILE	6			•••	•••	•••	•••
51 - 60 %ILE	5			•••	•••	•••	•••
41 - 50 %ILE				•••	•••	•••	•••
31 - 40 %ILE	4			•••	•••	•••	•••
21 - 30 %ILE				•••	•••	•••	•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

NUMBER OF STUDENTS TESTED				4177	3741	3691	
3RD QUARTILE				77 %ILE	77 %ILE	82 %ILE	75 %ILE
MEDIAN				47 %ILE	47 %ILE	52 %ILE	50 %ILE
1ST QUARTILE				22 %ILE	23 %ILE	26 %ILE	25 %ILE

MATH COMPUTATION RESULTS

			1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED			4180	3734	3698	
3RD QUARTILE			77 %ILE	77 %ILE	83 %ILE	75 %ILE
MEDIAN			47 %ILE	50 %ILE	54 %ILE	50 %ILE
1ST QUARTILE			22 %ILE	24 %ILE	26 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

			1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED			4236	3750	3694	
3RD QUARTILE			77 %ILE	77 %ILE	81 %ILE	75 %ILE
MEDIAN			49 %ILE	49 %ILE	54 %ILE	50 %ILE
1ST QUARTILE			20 %ILE	23 %ILE	27 %ILE	23 %ILE

COMMENTS

READING TOTAL RESULTS

PERCENTILE RANGE	S T A N I N E	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	⑨						
81 - 90 %ILE	⑦						
71 - 80 %ILE		●●● ●●●	●●●	●●● ●●●	●● ● ●●●	●●● ●●●	●●● ●●●
61 - 70 %ILE	⑥	●●● ●●● ●●●	●●● ●●●	●●● ●●● ●●● ●	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●
51 - 60 %ILE		●●● ●●● ●●●●	●●● ●●●	●●● ●●●	●●● ●●● ●●●	●●● ●●●●	●●● ●●●●
41 - 50 %ILE	⑤	●●●●●●● ● ●●●	●●●● ●●●●●● ●●●●●	●●●●● ●●●●●● ●●●●	●●●●●● ●●●●●	●●●●●●● ●●●●	●●●●●●● ●●●●
31 - 40 %ILE	④	●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●●	●●● ●●
21 - 30 %ILE		●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●	●●●
11 - 20 %ILE	③		●●●				
1 - 10 %ILE	② ①						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4298	4619	4460	4204	3818	
3RD QUARTILE	74 %ILE	72 %ILE	76 %ILE	74 %ILE	74 %ILE	75 %ILE
MEDIAN	48 %ILE	44 %ILE	47 %ILE	47 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	19 %ILE	17 %ILE	20 %ILE	20 %ILE	20 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4300	4626	4462	4205	3820	
3RD QUARTILE	73 %ILE	71 %ILE	73 %ILE	73 %ILE	73 %ILE	75 %ILE
MEDIAN	47 %ILE	45 %ILE	46 %ILE	46 %ILE	46 %ILE	50 %ILE
1ST QUARTILE	19 %ILE	19 %ILE	22 %ILE	22 %ILE	22 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4301	4619	4460	4204	3819	
3RD QUARTILE	76 %ILE	74 %ILE	76 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN	48 %ILE	46 %ILE	50 %ILE	45 %ILE	45 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	19 %ILE	20 %ILE	20 %ILE	20 %ILE	25 %ILE

COMMENTS

73

MATH TOTAL RESULTS   ACHIEVEMENT PROFILES GRADE 6, A.I.S.D.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE				••• •••	••• ••• •••	••• ••• •••	••• ••• •••
61 - 70 %ILE	6	••• •••	••• •••	••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••
51 - 60 %ILE	5	••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••	••• ••• ••• •••	••• ••• •••
41 - 50 %ILE		••• ••••	••• ••••	••••••	••••••	••••••	••• •••
31 - 40 %ILE	4	•••• ••• •••	••••••••• •••••	••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••
21 - 30 %ILE		••• ••• •••	••• ••• •••	••• ••• •••	••• ••• •••	••• •••	•••
11 - 20 %ILE	3	••••	••••				
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4277	4592	4431	4183	3627	
3RD QUARTILE	65 %ILE	66 %ILE	74 %ILE	74 %ILE	76 %ILE	75 %ILE
MEDIAN	30 %ILE	35 %ILE	43 %ILE	43 %ILE	50 %ILE	50 %ILE
1ST QUARTILE	17 %ILE	15 %ILE	19 %ILE	19 %ILE	22 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4287	4629	4472	4193	3632	
3RD QUARTILE	56 %ILE	58 %ILE	69 %ILE	69 %ILE	76 %ILE	75 %ILE
MEDIAN	34 %ILE	34 %ILE	40 %ILE	44 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	16 %ILE	16 %ILE	19 %ILE	22 %ILE	22 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4283	4594	4433	4185	3630	
3RD QUARTILE	71 %ILE	71 %ILE	77 %ILE	77 %ILE	81 %ILE	75 %ILE
MEDIAN	39 %ILE	39 %ILE	47 %ILE	47 %ILE	47 %ILE	50 %ILE
1ST QUARTILE	17 %ILE	13 %ILE	19 %ILE	19 %ILE	19 %ILE	25 %ILE

COMMENTS:

READING TOTAL RESULTS   ACHIEVEMENT PROFILES GRADE 7, A.I.S.D.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE	6	•••	•••	•••	•••	•••	•••
61 - 70 %ILE		•••	•••	•••	•••	•••	•••
51 - 60 %ILE	5	•••	•••	•••	•••	•••	•••
41 - 50 %ILE		••••••	•••••	•••••	••••••	••••••	••••••
31 - 40 %ILE	4	•••	•••	•••	•••	•••	•••
21 - 30 %ILE		•••	•••	•••	•••	•••	•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

NUMBER OF STUDENTS TESTED	4368	4646	4646	4576	4378	
3RD QUARTILE	76 %ILE	77 %ILE	77 %ILE	77 %ILE	79 %ILE	75 %ILE
MEDIAN	47 %ILE	48 %ILE	50 %ILE	48 %ILE	50 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	22 %ILE	23 %ILE	21 %ILE	23 %ILE	25 %ILE

READING VOCABULARY RESULTS

NUMBER OF STUDENTS TESTED	4371	464	4646	4577	4378	
3RD QUARTILE	79 %ILE	75 %ILE	78 %ILE	78 %ILE	78 %ILE	75 %ILE
MEDIAN	50 %ILE	50 %ILE	52 %ILE	48 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	22 %ILE	24 %ILE	21 %ILE	24 %ILE	25 %ILE

READING COMPREHENSION RESULTS

NUMBER OF STUDENTS TESTED	4371	4648	4651	4576	4378	
3RD QUARTILE	75 %ILE	77 %ILE	77 %ILE	77 %ILE	77 %ILE	75 %ILE
MEDIAN	47 %ILE	49 %ILE	49 %ILE	49 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	21 %ILE	24 %ILE	19 %ILE	24 %ILE	25 %ILE

COMMENTS

75

MATH TUTAL RESULTS   ACHIEVEMENT PROFILES GRADE 7, A.I.S.D.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 98 %ILE	9						
81 - 90 %ILE	7						
71 - 80 %ILE				▪▪▪ ▪▪▪	▪▪ ▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪
61 - 70 %ILE	8	▪▪▪ ▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪ ▪▪▪	▪▪▪ ▪▪▪ ▪▪▪	▪▪▪ ▪▪▪ ▪▪▪	▪▪▪ ▪▪▪
51 - 60 %ILE	5	▪▪▪ ▪▪▪ ▪▪▪	▪▪▪ ▪▪▪ ▪▪▪	▪▪▪ ▪▪▪ ▪▪▪	▪▪ ▪ ▪▪ ▪	▪▪▪ ▪▪▪▪	▪▪▪ ▪▪▪▪
41 - 50 %ILE		▪▪▪ ▪▪▪▪	▪▪▪ ▪▪▪▪	▪▪▪▪▪▪ ▪▪▪	▪▪▪▪▪▪ ▪▪▪	▪▪▪▪ ▪▪▪	▪▪▪▪ ▪▪▪
31 - 40 %ILE	4	▪▪▪▪ ▪▪▪	▪▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪
21 - 30 %ILE		▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪ ▪▪▪	▪▪▪
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4309	4649	4397	4576	4378	
3RD QUARTILE	65 %ILE	68 %ILE	74 %ILE	76 %ILE	79 %ILE	75 %ILE
MEDIAN	40 %ILE	39 %ILE	46 %ILE	46 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	19 %ILE	18 %ILE	20 %ILE	20 %ILE	22 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4310	4659	4452	4581	4378	
3RD QUARTILE	59 %ILE	59 %ILE	72 %ILE	72 %ILE	77 %ILE	75 %ILE
MEDIAN	36 %ILE	36 %ILE	41 %ILE	43 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	18 %ILE	18 %ILE	23 %ILE	23 %ILE	23 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4309	4651	4397	4576	4379	
3RD QUARTILE	73 %ILE	77 %ILE	79 %ILE	79 %ILE	82 %ILE	75 %ILE
MEDIAN	45 %ILE	45 %ILE	51 %ILE	47 %ILE	51 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	20 %ILE	20 %ILE	20 %ILE	20 %ILE	25 %ILE

COMMENTS.

READING TOTAL RESULTS ACHIEVEMENT PROFILES GRADE 8, A.I.S.D.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE		▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪
61 - 70 %ILE	6	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪
51 - 60 %ILE	5	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪
41 - 50 %ILE		▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪
31 - 40 %ILE	4	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪
21 - 30 %ILE		▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪	▪▪▪
11 - 20 %ILE	3						
1 - 10 %ILE	2 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4271	4501	4655	4666	4579	
3RD QUARTILE	79 %ILE	77 %ILE	79 %ILE	79 %ILE	79 %ILE	75 %ILE
MEDIAN	50 %ILE	48 %ILE	49 %ILE	49 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	22 %ILE	23 %ILE	22 %ILE	22 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4271	4502	4657	4669	4581	
3RD QUARTILE	76 %ILE	76 %ILE	74 %ILE	74 %ILE	74 %ILE	75 %ILE
MEDIAN	50 %ILE	50 %ILE	48 %ILE	48 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	22 %ILE	24 %ILE	21 %ILE	21 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	4271	4508	4659	4667	4580	
3RD QUARTILE	79 %ILE	77 %ILE	79 %ILE	79 %ILE	79 %ILE	75 %ILE
MEDIAN	52 %ILE	49 %ILE	51 %ILE	51 %ILE	51 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	21 %ILE	23 %ILE	23 %ILE	23 %ILE	25 %ILE

COMMENTS

ACHIEVEMENT PROFILES GRADE 8, A.I.S.D.

MATH TOTAL RESULTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9						
	8						
81 - 90 %ILE	7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE							
41 - 50 %ILE	5						
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM GROUP
NUMBER OF STUDENTS TESTED	4227	4530	4598	4644	4570	
3RD QUARTILE	73 %ILE	70 %ILE	75 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN	44 %ILE	43 %ILE	44 %ILE	47 %ILE	47 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	19 %ILE	22 %ILE	20 %ILE	23 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM GROUP
NUMBER OF STUDENTS TESTED	4234	4546	4655	4652	4573	
3RD QUARTILE	70 %ILE	66 %ILE	71 %ILE	74 %ILE	74 %ILE	75 %ILE
MEDIAN	41 %ILE	38 %ILE	43 %ILE	46 %ILE	49 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	18 %ILE	20 %ILE	23 %ILE	25 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM GROUP
NUMBER OF STUDENTS TESTED	4229	4531	4600	4647	4572	
3RD QUARTILE	77 %ILE	76 %ILE	76 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN	48 %ILE	46 %ILE	50 %ILE	46 %ILE	46 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	20 %ILE	22 %ILE	19 %ILE	22 %ILE	25 %ILE

COMMENTS.

78

A.I.S.D.   9TH GRADE   STEP II ACHIEVEMENT PROFILE
READING

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE				••• •••			•••• ••• ••••
61 - 70 %ILE	6	••• •••	••• •••	••• •••			••• ••• ••••
51 - 60 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			•••• ••••• ••••••
41 - 50 %ILE	5	••• ••• •••	••• ••• •••	••• ••• •••			•••••• •••
31 - 40 %ILE	4	•••• ••••• ••••	••• • •••	••• ••• •••			••• ••• •••
21 - 30 %ILE		••• •••	••• •••	••• •••			•••
11 - 20 %ILE	3	••• •••	•••	•••			
1 - 10 %ILE	2 1						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	4433	4338	4308			
3RD QUARTILE	66 %ILE	68 %ILE	71 %ILE			75 %ILE
MEDIAN	33 %ILE	38 %ILE	38 %ILE			50 %ILE
1ST QUARTILE	14 %ILE	14 %ILE	16 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

79

A.I.S.D.   9TH GRADE   STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							•••
61 - 70 %ILE	6		•••				•••
51 - 60 %ILE		•••	•••	•••			•••
41 - 50 %ILE	5	•••	•••	•••			•••
31 - 40 %ILE	4	•••	•••	•••			•••
21 - 30 %ILE		•••	•••	•••			•••
11 - 20 %ILE	3	•••	•••	•••			
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	4419	4338	4490			
3RD QUARTILE	59 %ILE	61 %ILE	59 %ILE			75 %ILE
MEDIAN	30 %ILE	32 %ILE	30 %ILE			50 %ILE
1ST QUARTILE	09 %ILE	11 %ILE	09 %ILE			25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	4430	4343	4493			
3RD QUARTILE	64 %ILE	64 %ILE	62 %ILE			75 %ILE
MEDIAN	36 %ILE	36 %ILE	33 %ILE			50 %ILE
1ST QUARTILE	13 %ILE	13 %ILE	13 %ILE			25 %ILE

SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	4424	4344	4504			
3RD QUARTILE	58 %ILE	61 %ILE	63 %ILE			75 %ILE
MEDIAN	25 %ILE	30 %ILE	28 %ILE			50 %ILE
1ST QUARTILE	11 %ILE	11 %ILE	10 %ILE			25 %ILE

COMMENTS.

60

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE							••• ••• ••• •••
61 - 70 %ILE	6						••• •••
51 - 60 %ILE		••• ••• •••	••• •••	••• •••			••• •••••
41 - 50 %ILE	5	••• ••• •••	••• ••• •••	••• ••• •••			•••••• ••••• •••
31 - 40 %ILE		••• •••••	••• •••••	••• •••••			••• ••• ••••
21 - 30 %ILE	4	••••• •••	••••• •••	••••• •••			••••
11 - 20 %ILE	3	••• •••	••• •••	••• •••			
1 - 10 %ILE	2 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	4435	4342	4502			
3RD QUARTILE	56 %ILE	60 %ILE	60 %ILE			75 %ILE
MEDIAN	29 %ILE	29 %ILE	29 %ILE			50 %ILE
1ST QUARTILE	11 %ILE	11 %ILE	10 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							••• ••• •••
61 - 70 %ILE	6	•••	•••	•••			•••
51 - 60 %ILE		•••	•••	•••			•••
41 - 50 %ILE	5	•••	•••	•••			••••
31 - 40 %ILE		•••• •••••	•••••• ••••	••••••• ••••			•••
21 - 30 %ILE	4	•••	•••	•••			•••
11 - 20 %ILE	3	•••	•••	•••			
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	4386	4243	4447			
3RD QUARTILE	62 %ILE	66 %ILE	68 %ILE			75 %ILE
MEDIAN	31 %ILE	35 %ILE	33 %ILE			50 %ILE
1ST QUARTILE	13 %ILE	13 %ILE	14 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

82

A.I.S.D.   9TH GRADE   STEP II ACHIEVEMENT PROFILE
MATH BASIC CONCEPTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							•••
61 - 70 %ILE	6	•••	•••	•••			•••
51 - 60 %ILE		•••	•••	•••			•••
41 - 50 %ILE	○	••••	••••	•••			••••
31 - 40 %ILE	4	•••	•••	•••••			•••
21 - 30 %ILE		•••	•••	•••			•••
11 - 20 %ILE	3	•••	•••	•••			
1 - 10 %ILE	2 / 1						
NUMBER OF STUDENTS TESTED		4412	4322	4494			
3RD QUARTILE		69 %ILE	69 %ILE	69 %ILE			75 %ILE
MEDIAN		42 %ILE	42 %ILE	37 %ILE			50 %ILE
1ST QUARTILE		17 %ILE	17 %ILE	15 %ILE			25 %ILE
NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							
NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS

83

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE	5						
41 - 50 %ILE							
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	2						
1 - 10 %ILE	1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	4397	4247	4448			
3RD QUARTILE	68 %ILE	68 %ILE	68 %ILE			75 %ILE
MEDIAN	34 %ILE	39 %ILE	39 %ILE			50 %ILE
1ST QUARTILE	14 %ILE	16 %ILE	14 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

84

A.I.S.D.   9TH GRADE   STEP II ACHIEVEMENT PROFILE
SOCIAL STUDIES

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 – 99 %ILE	9						
81 – 90 %ILE	7						
71 – 80 %ILE							••• ••• •••
61 – 70 %ILE	6	••• •••	••• •••	••• •••			••• ••• •••
51 – 60 %ILE		••• •••	••• •••	••• •••			••• ••• •••
41 – 50 %ILE	5	••• •••	••• •••	••• •••			••• ••• •••
31 – 40 %ILE	4	•••• •••••	••••• ••••	•••• ••••••			••• •••
21 – 30 %ILE		••• •••	••• •••	••• •••			•••
11 – 20 %ILE	3	••• •••	••• •••	••• •••			
1 – 10 %ILE	2 / 1						
NUMBER OF STUDENTS TESTED		4396	4277	4448			
3RD QUARTILE		64 %ILE	67 %ILE	64 %ILE			75 %ILE
MEDIAN		32 %ILE	34 %ILE	32 %ILE			50 %ILE
1ST QUARTILE		13 %ILE	13 %ILE	13 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

85

A.I.S.D. 10TH GRADE STEP II ACHIEVEMENT PROFILE
READING

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9						
81 - 90 %ILE	8						
71 - 80 %ILE			••• •••	••• •••			••• •••
61 - 70 %ILE	7	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
51 - 60 %ILE	6	•• •• ••	••• ••• •••	••• ••• •••			••• •••••
41 - 50 %ILE	5	••• ••••	••• • •••••	•••• ••••••			•••• ••••
31 - 40 %ILE	4	•••• ••• •••	••• ••• •••	••• ••• •••			••• •••
21 - 30 %ILE		••• ••	••• •••	••• •••			•••
11 - 20 %ILE	3	•• ••	•••	•••			
1 - 10 %ILE	1						
NUMBER OF STUDENTS TESTED		3900	3938	4140			
3RD QUARTILE		68 %ILE	72 %ILE	72 %ILE			75 %ILE
MEDIAN		39 %ILE	42 %ILE	42 %ILE			50 %ILE
1ST QUARTILE		16 %ILE	16 %ILE	16 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS.

86

A.I.S.D.   10TH GRADE   STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE							
61 - 70 %ILE	6						
51 - 60 %ILE	5						
41 - 50 %ILE							
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	3						
1 - 10 %ILE	2 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3889	3937	4133			
3RD QUARTILE	59 %ILE	64 %ILE	64 %ILE			75 %ILE
MEDIAN	29 %ILE	33 %ILE	31 %ILE			50 %ILE
1ST QUARTILE	11 %ILE	13 %ILE	11 %ILE			25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3897	3942	4136			
3RD QUARTILE	60 %ILE	65 %ILE	62 %ILE			75 %ILE
MEDIAN	31 %ILE	36 %ILE	36 %ILE			50 %ILE
1ST QUARTILE	14 %ILE	17 %ILE	14 %ILE			25 %ILE

SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3893	3940	4136			
3RD QUARTILE	56 %ILE	59 %ILE	65 %ILE			75 %ILE
MEDIAN	26 %ILE	31 %ILE	34 %ILE			50 %ILE
1ST QUARTILE	10 %ILE	13 %ILE	11 %ILE			25 %ILE

COMMENTS.

87

A.I.S.D.   10TH GRADE   STEP II ACHIEVEMENT PROFILE
ENGLISH EXPRESSION

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							••• ••• •••
61 - 70 %ILE	6		••• ••	••• ••			••• •••
51 - 60 %ILE		••• •• ••••	•••• ••• •••	•• ••• •••			•••• ••••
41 - 50 %ILE	5	••• •• •••	•••• ••• •••	•• ••• ••			•••• •••• •••
31 - 40 %ILE	4	••••• ••••••	••••• •• ••••	••••• •• ••••			•••• ••• ••••
21 - 30 %ILE		••• •• •••	••• ••• •••	••• ••• ••			•••
11 - 20 %ILE	3	••• •••	••• ••• •••	•• •• •••			
1 - 10 %ILE	2 / 1						

NUMBER OF STUDENTS TESTED		3894	3940	4134			
3RD QUARTILE		58 %ILE	63 %ILE	65 %ILE			75 %ILE
MEDIAN		32 %ILE	34 %ILE	34 %ILE			50 %ILE
1ST QUARTILE		11 %ILE	12 %ILE	11 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS

83

A.I.S.D.   10TH GRADE   STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION

PERCENTILE RANGE	STAN NINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE		••• ••• •••	•••	••• •••			••• ••• •••
61 - 70 %ILE	6	••• ••• •••	••• •••	••• ••• •••			••• ••• •••
51 - 60 %ILE	5	••• ••• •••	••• ••• •••	••• •••			••• •••• ••••••
41 - 50 %ILE		•••• ••••	•••• ••••	•••• •••••			•••• •••
31 - 40 %ILE	4	•••• ••• •••	•••• ••• •••	••• ••• •••			••• ••• •••
21 - 30 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			•••
11 - 20 %ILE	3	••• •••	••• •••	••• •••			
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	3836	3832	4050			
3RD QUARTILE	75 %ILE	72 %ILE	74 %ILE			75 %ILE
MEDIAN	39 %ILE	39 %ILE	41 %ILE			50 %ILE
1ST QUARTILE	16 %ILE	16 %ILE	16 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS:

A.I.S.D.   IJTH GRADE   STEP II ACHIEVEMENT PROFILE
                            MATH BASIC CONCEPTS

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
81 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE		•••	•••	•••			•••
61 - 70 %ILE	6	••• ••• ••	••• ••• •••	••• •• •••			••• ••• •••
51 - 60 %ILE		••• ••••	••• ••• •	••• •••			••• ••••
41 - 50 %ILE	5	•••••• ••• ••	•••••• •••• •••	•••• •••••• ••••			•••••• ••• ••
31 - 40 %ILE	4	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
21 - 30 %ILE		••• •••	••• •••	••• •••			•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 1						

NUMBER OF STUDENTS TESTED		3885	3929	4116			
3RD QUARTILE		73 %ILE	73 %ILE	75 %ILE			75 %ILE
MEDIAN		49 %ILE	49 %ILE	47 %ILE			50 %ILE
1ST QUARTILE		23 %ILE	23 %ILE	21 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS

(1)

A.I.S.D.   10TH GRADE.   STEP II ACHIEVEMENT PROFILE
SCIENCE

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 90 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE		•••	•••	•••			•••
61 - 70 %ILE	6	•••	•••	•••			•••
51 - 60 %ILE	5	•••	•••	•••			•••
41 - 50 %ILE		••••	••••••	••••			•••••
31 - 40 %ILE	4	•••	•••	•••			•••
21 - 30 %ILE		•••	•••	•••			•••
11 - 20 %ILE	3	•••	•••	•••			
1 - 10 %ILE	2 / 1						

NUMBER OF STUDENTS TESTED	3853	3822	4038			
3RD QUARTILE	71 %ILE	71 %ILE	74 %ILE			75 %ILE
MEDIAN	41 %ILE	45 %ILE	43 %ILE			50 %ILE
1ST QUARTILE	15 %ILE	17 %ILE	15 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

91

A.I.S.D.   13TH GRADE   STEP II ACHIEVEMENT PROFILE
SOCIAL STUDIES

PERCENTILE RANGE	S T A N I N E	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	⑨ ⑧						
81 - 90 %ILE	⑦						
71 - 80 %ILE			•••				••• •••
61 - 70 %ILE	⑥	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
51 - 60 %ILE	⑤	••• ••• •••	••• ••• •••	••• ••• •••			•••• •••• ••••
41 - 50 %ILE		••• •••••	•••• •••••••	••• •••			•••• ••• •••
31 - 40 %ILE	④	••••••• ••••	••• •••	••••••• •••			••• ••• •••
21 - 30 %ILE		••• •••	••• •••	••• •••			•••
11 - 20 %ILE	③	•••	•••	•••			
1 - 10 %ILE	② ①						

NUMBER OF STUDENTS TESTED		3834	3844	4050			
3RD QUARTILE		70 %ILE	72 %ILE	68 %ILE			75 %ILE
MEDIAN		38 %ILE	41 %ILE	36 %ILE			50 %ILE
1ST QUARTILE		15 %ILE	17 %ILE	17 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS.

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9						
	8						
81 - 90 %ILE	7						
71 - 80 %ILE		•••	•••	•••			•••
61 - 70 %ILE	6	•••	•••	•••			•••
51 - 60 %ILE		•••	•••	•••			•••
41 - 50 %ILE	5	••••••••	••••••	••••••			••••
31 - 40 %ILE		•••	•••	•••			•••
21 - 30 %ILE	4	•••	•••	•••			•••
11 - 20 %ILE	3	•••	•••	•••			
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3413	3390	3499			
3RD QUARTILE	72 %ILE	75 %ILE	72 %ILE			75 %ILE
MEDIAN	41 %ILE	47 %ILE	44 %ILE			50 %ILE
1ST QUARTILE	17 %ILE	17 %ILE	17 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

93

A.I.S.D.   11TH GRADE   STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE							:::
61 - 70 %ILE	6	:::	:::	:::			:::
51 - 60 %ILE	5	:::	:::	:::			:::
41 - 50 %ILE		:::	:::	:::			:::
31 - 40 %ILE	4	:::::	:::::	:::::			:::
21 - 30 %ILE		:::	:::	:::			:::
11 - 20 %ILE	3	:::	:::	:::			
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3402	3381	3481			
3RD QUARTILE	65 %ILE	65 %ILE	65 %ILE			75 %ILE
MEDIAN	35 %ILE	35 %ILE	35 %ILE			50 %ILE
1ST QUARTILE	12 %ILE	13 %ILE	15 %ILE			25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3406	3385	3484			
3RD QUARTILE	66 %ILE	69 %ILE	66 %ILE			75 %ILE
MEDIAN	40 %ILE	40 %ILE	40 %ILE			50 %ILE
1ST QUARTILE	17 %ILE	17 %ILE	15 %ILE			25 %ILE

SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	3409	3383	3486			
3RD QUARTILE	63 %ILE	65 %ILE	68 %ILE			75 %ILE
MEDIAN	32 %ILE	32 %ILE	36 %ILE			50 %ILE
1ST QUARTILE	12 %ILE	12 %ILE	13 %ILE			25 %ILE

COMMENTS

94

A.I.S.D.   11TH GRADE   STEP I1 ACHIEVEMENT PROFILE
ENGLISH EXPRESSION

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 – 99 %ILE	9 / 8						
81 – 90 %ILE	7						
71 – 80 %ILE							●●● ●●● ●●●
61 – 70 %ILE	6	●●●	●●●	●●●			●●● ●●● ●●●
51 – 60 %ILE		●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●			●●● ●●●●
41 – 50 %ILE	5	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●			●●●●● ●●●● ●●●
31 – 40 %ILE	4	●●●● ●●●●●	●●●● ●●●●●	●●●●●● ●●●●			●●● ●●● ●●●
21 – 30 %ILE		●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●			●●●
11 – 20 %ILE	3	●●● ●●● ●●●	●●● ●●● ●●●	●●● ●●● ●●●			
1 – 10 %ILE	2 / 1						

NUMBER OF STUDENTS TESTED	3418	3381	3483			
3RD QUARTILE	63 %ILE	65 %ILE	65 %ILE			75 %ILE
MEDIAN	33 %ILE	33 %ILE	35 %ILE			50 %ILE
1ST QUARTILE	12 %ILE	12 %ILE	12 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED					
3RD QUARTILE					
MEDIAN					
1ST QUARTILE					

NUMBER OF STUDENTS TESTED					
3RD QUARTILE					
MEDIAN					
1ST QUARTILE					

COMMENTS

A.I.S.D.   11TH GRADE   STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE	6						
61 - 70 %ILE							
51 - 60 %ILE	5						
41 - 50 %ILE							
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						
NUMBER OF STUDENTS TESTED		3330	3213	3366			
3RD QUARTILE		73 %ILE	75 %ILE	73 %ILE			75 %ILE
MEDIAN		44 %ILE	47 %ILE	46 %ILE			50 %ILE
1ST QUARTILE		17 %ILE	19 %ILE	21 %ILE			25 %ILE
NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							
NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS:

96

A.I.S.D.   11TH GRADE   STEP II ACHIEVEMENT PROFILE
                            MATH BASIC CONCEPTS

PERCENTILE RANGE		SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE		••• •••	••• ••• •••	••• ••• •••			••• ••• •••
61 - 70 %ILE	6	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
51 - 60 %ILE	5	••• •••• •••••	•••••••• ••••	•••••• ••••			••• •••• •••••••
41 - 50 %ILE		••••• ••• •••	••• ••• •••	••• ••• •••			••••• ••• •••
31 - 40 %ILE	4	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
21 - 30 %ILE		••• •••	•••	•••			•••
11 - 20 %ILE	3						
1 - 10 %ILE	1						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	3396	3360	3491			
3RD QUARTILE	76 %ILE	79 %ILE	78 %ILE			75 %ILE
MEDIAN	48 %ILE	54 %ILE	54 %ILE			50 %ILE
1ST QUARTILE	22 %ILE	26 %ILE	26 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

97

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975=76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE		•••	•••	•••			•••
61 - 70 %ILE	6	•••	•••	•••			•••
51 - 60 %ILE		•••	•••	•••			•••
41 - 50 %ILE	5	•••••	•••••	•••••			•••••
31 - 40 %ILE		•••	•••	•••			•••
21 - 30 %ILE	4	•••	•••	•••			•••
11 - 20 %ILE	3						
1 - 10 %ILE	2 1						

NUMBER OF STUDENTS TESTED	3343	3207	3363			
3RD QUARTILE	71 %ILE	76 %ILE	73 %ILE			75 %ILE
MEDIAN	44 %ILE	40 %ILE	40 %ILE			50 %ILE
1ST QUARTILE	17 %ILE	19 %ILE	19 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

A.I.S.D. 11TH GRADE STEP II ACHIEVEMENT PROFILE
SOCIAL STUDIES

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 – 99 %ILE	9 / 8						
81 – 90 %ILE	7						
71 – 80 %ILE			●●●				●●● ●●●●
61 – 70 %ILE	6	●●● ●●● ●●●	●●● ●●●	●●● ●●●			●●● ●●●
51 – 60 %ILE	5	●●● ●●●	●●● ●●●	●●● ●●●			●●● ●●●
41 – 50 %ILE		●●●●●●● ●●●●	●●●●●●● ●●●●	●●● ●●●●			●●●●●● ●●●
31 – 40 %ILE	3	●●● ●●●	●●● ●●●	●●●● ●●●			●●● ●●●
21 – 30 %ILE		●●● ●●●	●●● ●●●	●●● ●●●			●●●
11 – 20 %ILE	2	●●●	●●●	●●●			
1 – 10 %ILE	1						

NUMBER OF STUDENTS TESTED	3329	3214	3363			
3RD QUARTILE	70 %ILE	73 %ILE	67 %ILE			75 %ILE
MEDIAN	44 %ILE	44 %ILE	39 %ILE			50 %ILE
1ST QUARTILE	15 %ILE	15 %ILE	16 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

99

A.I.S.D.   12TH GRADE   STEP II ACHIEVEMENT PROFILE
READING

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE		● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ●				● ● ● ● ● ● ● ● ●
61 - 70 %ILE	6	● ● ● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ●			● ● ● ● ● ●
51 - 60 %ILE	5	● ● ● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ●			● ● ● ● ● ● ●
41 - 50 %ILE		● ● ● ● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ● ● ●			● ● ● ● ● ● ● ● ●
31 - 40 %ILE	4	● ● ● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ●			● ● ● ● ● ●
21 - 30 %ILE		● ● ● ● ● ●	● ● ● ● ● ●	● ● ● ● ● ●			● ● ●
11 - 20 %ILE	3	● ● ●		● ● ●			
1 - 10 %ILE	2 1						

NUMBER OF STUDENTS TESTED	2467	1949	2044			
3RD QUARTILE	75 %ILE	76 %ILE	70 %ILE			75 %ILE
MEDIAN	45 %ILE	48 %ILE	41 %ILE			50 %ILE
1ST QUARTILE	17 %ILE	19 %ILE	17 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

100

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 – 99 %ILE	9						
81 – 90 %ILE	7						
71 – 80 %ILE							
61 – 70 %ILE	6						
51 – 60 %ILE	5						
41 – 50 %ILE							
31 – 40 %ILE	4						
21 – 30 %ILE							
11 – 20 %ILE	3						
1 – 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	2435	1920	2026			
3RD QUARTILE	65 %ILE	69 %ILE	62 %ILE			75 %ILE
MEDIAN	35 %ILE	39 %ILE	35 %ILE			50 %ILE
1ST QUARTILE	14 %ILE	16 %ILE	14 %ILE			25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	2445	1926	2030			
3RD QUARTILE	62 %ILE	68 %ILE	65 %ILE			75 %ILE
MEDIAN	39 %ILE	42 %ILE	35 %ILE			50 %ILE
1ST QUARTILE	16 %ILE	16 %ILE	12 %ILE			25 %ILE

SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	2437	1923	2027			
3RD QUARTILE	63 %ILE	69 %ILE	63 %ILE			75 %ILE
MEDIAN	34 %ILE	36 %ILE	34 %ILE			50 %ILE
1ST QUARTILE	15 %ILE	15 %ILE	12 %ILE			25 %ILE

COMMENTS:

A.I.S.D.   12TH GRADE   STEP II ACHIEVEMENT PROFILE
ENGLISH EXPRESSION

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE							••• •••
61 - 70 %ILE	6	••• ••• •••	••• ••• •••	••• ·'••			••• ••• •••
51 - 60 %ILE	5	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••••
41 - 50 %ILE		••• ••• ••••	•••• •••• ••• •••	••• ••• •••			••••• ••••• •••
31 - 40 %ILE	4	•••• ••• •••	•••• ••• •••	••••••• •••• •••			••• ••• •••
21 - 30 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			•••
11 - 20 %ILE	3	•••	•••	••• •••			
1 - 10 %ILE	2 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	2426	1916	2026			
3RD QUARTILE	66 %ILE	66 %ILE	66 %ILE			75 %ILE
MEDIAN	38 %ILE	42 %ILE	34 %ILE			50 %ILE
1ST QUARTILE	15 %ILE	15 %ILE	12 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

102

A.I.S.D.   12TH GRADE   STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE		••• •• ••	••• •• ••	••• •• •••			••• ••• •••
61 - 70 %ILE	6	••• ••• ••	••• ••• ••	••• •• ••			••• ••• ••••
51 - 60 %ILE		••• •• •••••	•••• •••••••	••• •• ••			••• •••• •••••
41 - 50 %ILE	5	•••••••• •••	••••• ••••	•••••••• ••••			••••••• •••• •••
31 - 40 %ILE	4	••• ••• •••	••• ••• •••	••• •• ••			••• ••• •••
21 - 30 %ILE		••• ••• ••	••• ••• •••	•• •• ••			•••
11 - 20 %ILE	3			•••			
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	2344	1763	1877			
3RD QUARTILE	77 %ILE	76 %ILE	76 %ILE			75 %ILE
MEDIAN	48 %ILE	51 %ILE	46 %ILE			50 %ILE
1ST QUARTILE	18 %ILE	18 %ILE	16 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

PERCENTILE RANGE	S T A N I N E	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7						
71 - 80 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
61 - 70 %ILE	6	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
51 - 60 %ILE	5	•••• •••••• •	•••••• •••• •	•••• •••••••			••• •••••
41 - 50 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			•••• •••• •••
31 - 40 %ILE	4	••• ••• •••	••• ••• •••	••• ••• •••			•• ••
21 - 30 %ILE		••• ••• •••	••• •••	••• •••			••
11 - 20 %ILE	3						
1 - 10 %ILE	2 / 1						

	1975-76	1976-77	1977-78			NORM GROUP
NUMBER OF STUDENTS TESTED	2430	1930	2039			
3RD QUARTILE	78 %ILE	80 %ILE	78 %ILE			75 %ILE
MEDIAN	53 %ILE	57 %ILE	53 %ILE			50 %ILE
1ST QUARTILE	23 %ILE	27 %ILE	25 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS.

A.I.S.D.   12TH GRADE   STEP II ACHIEVEMENT PROFILE
SCIENCE

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9						
	8						
81 - 90 %ILE	7						
71 - 80 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
61 - 70 %ILE	6	••• ••• •••	••• ••• •••	••• ••• •••			••• ••• •••
51 - 60 %ILE		••• ••• •••	•••••• •••	••• ••• •••			••• ••• •••
41 - 50 %ILE	5	•••••••	••• •••	••••••••			•••••
31 - 40 %ILE		••• ••• •••	••• •••	••• ••• •••			••• ••• •••
21 - 30 %ILE	4	••• ••• •••	•••	••• ••• •••			••• •••
11 - 20 %ILE	3			•••			
1 - 10 %ILE	2						
	1						

	1975-76	1976-77	1977-78			NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2370	1768	1870			
3RD QUARTILE	76 %ILE	76 %ILE	76 %ILE			75 %ILE
MEDIAN	46 %ILE	54 %ILE	46 %ILE			50 %ILE
1ST QUARTILE	19 %ILE	25 %ILE	17 %ILE			25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS

105

PERCENTILE RANGE	S T A N I N E	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE		:::	:::	:::			:::
61 - 70 %ILE	6	:::	:::	:::			:::
51 - 60 %ILE	5	:::	::::::	:::			:::
41 - 50 %ILE		::::::	:::	:::			:::
31 - 40 %ILE	4	:::	:::	::::			:::
21 - 30 %ILE		:::	:::	:::			:::
11 - 20 %ILE	3	:::		:::			
1 - 10 %ILE	2 1						
NUMBER OF STUDENTS TESTED		2327	1758	1869			
3RD QUARTILE		74 %ILE	78 %ILE	71 %ILE			75 %ILE
MEDIAN		46 %ILE	51 %ILE	40 %ILE			50 %ILE
1ST QUARTILE		15 %ILE	19 %ILE	15 %ILE			25 %ILE
NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							
NUMBER OF STUDENTS TESTED							
3RD QUARTILE							
MEDIAN							
1ST QUARTILE							

COMMENTS

ABSTRACT

Title: Austin Independent School District School Campus Longitudinal Trends, 1973-74 through 1977-78, Vols. I and II: Elementary Schools

Contact Person: Jane Ogden, Ph.D.

No. Pages: 625

Summary:

These volumes are a tabular and graphic record of the California Achievement Tests results in reading and math for each elementary and sixth grade school in the Austin Independent School District, for the past five years: 1973-74 through 1977-78. District Summaries in reading and math at each elementary grade level are also presented. A foreward at the beginning of each volume is divided into three major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.

2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.

3. An explanation of the various characteristics of each school, that are reported along with the test data, in order to define the context in which the test scores were made. Included are the number of students enrolled in the school, the percent attendance, the pupil/teacher ratio, the percentage of low-income students, the ethnic distribution of the student body, and the major special programs operating in each school.

The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for reading and math. Each table displays the median, first quartile, and third quartile scores for the school, grade, and test under consideration, for the past five school years. Similar tables are presented at the beginning of Volume I for the district summaries, separately for each elementary grade level and for reading and math. Scores for grades 1, 3, and 5 are only reported for

the past three school years, because before 1975-76, the CAT was admini-
stered in even-numbered grades only.

The following pages display examples of a "School Characteristics Page",
which serves as a cover page for the achievement tables for each school,
and the actual tables displaying the summary CAT information for both
reading and math.

SCHOOL CHARACTERIST· S

SCHOOL XXXX

	1973-74	1974-75	1975-76	1976-77	1977-78
MEMBERSHIP	610	576	613	553	483
PERCENT ATTENDANCE	94	95	95	92	95
PUPIL/ TEACHER RATIO (PTR)	29.1	29.95	28.7	28.47	27.29
% LOW-INCOME STUDENTS	13.44	9.42	6.59	21.09	33.72
ETHNIC DISTRIBU-TION MA: (%) B : A :	9 23 68	11 30 59	10 34 56	9 39 52	9 43 48
MAJOR SPECIAL PROGRAMS		Bilingual	State Comp.	State Comp.	State Comp.

BRIEF DEFINITIONS

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergar' students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of regular students per teacher in the school.

% LOW-INCOME STUDENTS: The percent of students in the school's attendance area from low-income families.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Mexican-American (MA), Black (B), and Anglo (A).

MAJOR SPECIAL PROGRAMS: Major programs bringing additional resources to a number of schools in the district and being implemented in this school.

READING TOTAL RESULTS   ACHIEVEMENT PROFILES   GRADE 2, SCHOOL XXXX

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 8						
81 - 90 %ILE	7						
71 - 80 %ILE	6						
61 - 70 %ILE							
51 - 60 %ILE	5						
41 - 50 %ILE							
31 - 40 %ILE	4						
21 - 30 %ILE							
11 - 20 %ILE	3						
1 - 10 %ILE	2 1						
NUMBER OF STUDENTS TESTED		80	76	79	83	85	
3RD QUARTILE		76 %ILE	77 %ILE	77 %ILE	77 %ILE	75 %ILE	75 %ILE
MEDIAN		47 %ILE	48 %ILE	50 %ILE	48 %ILE	49 %ILE	50 %ILE
1ST QUARTILE		22 %ILE	22 %ILE	23 %ILE	21 %ILE	24 %ILE	25 %ILE

READING VOCABULARY RESULTS

NUMBER OF STUDENTS TESTED	80	75	77	82	85	
3RD QUARTILE	75 %ILE	75 %ILE	78 %ILE	78 %ILE	79 %ILE	75 %ILE
MEDIAN	50 %ILE	50 %ILE	52 %ILE	48 %ILE	50 %ILE	50 %ILE
1ST QUARTILE	22 %ILE	22 %ILE	26 %ILE	21 %ILE	23 %ILE	25 %ILE

READING COMPREHENSION RESULTS

NUMBER OF STUDENTS TESTED	78	76	78	83	83	
3RD QUARTILE	75 %ILE	77 %ILE	77 %ILE	77 %ILE	78 %ILE	75 %ILE
MEDIAN	47 %ILE	49 %ILE	49 %ILE	49 %ILE	48 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	21 %ILE	24 %ILE	19 %ILE	24 %ILE	25 %ILE

COMMENTS:

MATH TOTAL RESULTS   ACHIEVEMENT PROFILES GRADE 6, SCHOOL XXXX

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9 / 8						
81 - 90 %ILE	7					•••	
71 - 80 %ILE					•••	•••	•••
61 - 70 %ILE	6	•••	•••	•••	•••	•••	•••
51 - 60 %ILE	5	•••	•••	•••	•••	••••••	•••
41 - 50 %ILE		•••	•••	••••••	•••	•••	•••
31 - 40 %ILE	4	•••	••••••	•••	•••	•••	•••
21 - 30 %ILE		•••	•••	•••			•••
11 - 20 %ILE	3		•••				
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	575	568	538	484	444	
3RD QUARTILE	66 %ILE	61 %ILE	69 %ILE	74 %ILE	31 %ILE	75 %ILE
MEDIAN	40 %ILE	34 %ILE	46 %ILE	46 %ILE	56 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	16 %ILE	22 %ILE	26 %ILE	34 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	575	569	539	484	445	
3RD QUARTILE	61 %ILE	56 %ILE	66 %ILE	69 %ILE	79 %ILE	75 %ILE
MEDIAN	36 %ILE	36 %ILE	40 %ILE	44 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	18 %ILE	14 %ILE	19 %ILE	26 %ILE	31 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	575	568	538	484	445	
3RD QUARTILE	71 %ILE	67 %ILE	74 %ILE	61 %ILE	84 %ILE	75 %ILE
MEDIAN	47 %ILE	37 %ILE	47 %ILE	52 %ILE	62 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	17 %ILE	24 %ILE	26 %ILE	33 %ILE	25 %ILE

COMMENTS.

ABSTRACT

Title: Austin Independent School District School Campus Longitudinal
Trends, 1973-74 through 1977-78, Vol.III: Junior High Schools

Contact Person: Jane Ogden, Ph.D.

No. Pages: 59

Summary:

This volume is a tabular and graphic record of the California Achievement
Tests results in reading and math for each junior high school in the Austin
Independent School District for the past five years: 1973-74 through 1977-
78.   District summaries in reading and math, for the seventh and eighth
grades, are also presented.   A foreward at the beginning of the volume is
divided into three major sections:

1. A discussion of the limitations of the achievement data, including
    an explanation of which groups of students were exempted from the
    testing, a description of the testing situations, and the methods
    used for scoring the tests.

2. An explanation of how to read the tables, including a brief expla-
    nation of the way that median and quartile percentile scores are
    derived, both for a national norm group and for a particular group
    of local students.

3. An explanation of the various characteristics of each school that are
    reported along with the test data, in order to define the context in
    which the test scores were made.   Included are the number of students
    enrolled in the school, the percent attendance, the pupil/teacher
    ratio, the percentage of low-income students, the ethnic distribution
    of the student body, and the major special programs operating in each
    school.

The school summary test scores are presented in tabular form, separately
for each grade within each school, and separately for reading and math.
Each table displays the median, first quartile, and third quartile scores
for the school, grade, and test under consideration, for the past five school
years.   Similar tables are presented for the district summaries, separately
for the seventh and eighth grades and for reading and math.

Displayed in the following pages are examples of a "School Characteristics
Page", which serves as a cover page for the achievement tables for each
school, and the actual tables displaying the summary CAT information for
both reading and math.

SCHOOL CHARACTERISTICS

SCHOOL XXXX

	1973-74	1974-75	1975-76	1976-77	1977-78
MEMBERSHIP	610	576	613	553	483
PERCENT ATTENDANCE	94	95	95	92	95
PUPIL/ TEACHER RATIO (PTR)	29.1	29.95	28.7	28.47	27.29
% LOW- INCOME STUDENTS	13.44	9.42	6.59	21.09	33.72
ETHNIC DISTRIBU- TION MA: (%) B : A :	9 23 68	11 30 59	10 34 56	9 39 52	? 43 48
MAJOR SPECIAL PROGRAMS		ESAA	ESAA	ESAA	ESAA

BRIEF DEFINITIONS

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of regular students per teacher in the school.

% LOW-INCOME STUDENTS: The percent of students in the school's attendance area from low-income families.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Mexican-American (MA), Black (B), and Anglo (A).

MAJOR SPECIAL PROGRAMS: Major programs bringing additional resources to a number of schools in the district and being implemented in this school.

MATH TOTAL RESULTS   ACHIEVEMENT PROFILES GRADE 7, SCHOOL XXXX

PERCENTILE RANGE	STANINE	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	9						
	8						
81 - 90 %ILE	7					•••	
71 - 80 %ILE					•••	•••	•••
61 - 70 %ILE	6	•••	•••	•••	•••	•••	•••
51 - 60 %ILE		•••	•••	•••	•••	••••••	•••
41 - 50 %ILE	5	•••	•••	•••••••	•••	•••	•••••
31 - 40 %ILE	4	•••••	••••••	•••	•••	•••	•••
21 - 30 %ILE		•••	•••	•••	•••		•••
11 - 20 %ILE	3		•••				
1 - 10 %ILE	2 / 1						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	375	568	538	484	444	
3RD QUARTILE	66 %ILE	61 %ILE	69 %ILE	74 %ILE	81 %ILE	75 %ILE
MEDIAN	40 %ILE	34 %ILE	46 %ILE	48 %ILE	56 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	16 %ILE	22 %ILE	26 %ILE	34 %ILE	25 %ILE

MATH COMPUTATION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	375	569	539	484	445	
3RD QUARTILE	61 %ILE	56 %ILE	66 %ILE	69 %ILE	79 %ILE	75 %ILE
MEDIAN	36 %ILE	36 %ILE	40 %ILE	44 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	18 %ILE	14 %ILE	19 %ILE	26 %ILE	31 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	375	568	538	484	445	
3RD QUARTILE	71 %ILE	67 %ILE	74 %ILE	81 %ILE	84 %ILE	75 %ILE
MEDIAN	47 %ILE	37 %ILE	47 %ILE	52 %ILE	62 %ILE	50 %ILE
1ST QUARTILE	21 %ILE	17 %ILE	24 %ILE	28 %ILE	33 %ILE	25 %ILE

COMMENTS.

114

READING TOTAL RESULTS   ACHIEVEMENT PROFILES GRADE 7, SCHOOL XXXX

PERCENTILE RANGE	S P A N I N E	SCHOOL YEAR					NORM. GROUP (NATIONAL)
		1973-74	1974-75	1975-76	1976-77	1977-78	
91 - 99 %ILE	⑨ ⑧						
81 - 90 %ILE	⑦						
71 - 80 %ILE		∎∎∎ ∎∎∎	∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎
61 - 70 %ILE	⑥	∎∎∎ ∎∎∎ ∎∎∎	∎∎∎ ∎∎∎ ∎∎∎	∎∎∎ ∎∎∎ ∎∎∎	∎∎∎ ∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎ ∎∎∎
51 - 60 %ILE	⑤	∎∎∎∎∎∎ ∎∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎∎	∎∎∎∎∎∎ ∎∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎
41 - 50 %ILE		∎∎∎ ∎∎∎	∎∎∎∎ ∎∎∎∎∎∎	∎∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎∎ ∎∎∎	∎∎∎∎ ∎∎∎
31 - 40 %ILE	④	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎	∎∎∎ ∎∎∎
21 - 30 %ILE			∎∎∎ ∎∎∎ ∎∎∎				∎∎∎
11 - 20 %ILE	③						
1 - 10 %ILE	② ①						

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	575	571	534	485	444	
3RD QUARTILE	76 %ILE	71 %ILE	76 %ILE	78 %ILE	78 %ILE	75 %ILE
MEDIAN	55 %ILE	42 %ILE	50 %ILE	54 %ILE	50 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	19 %ILE	29 %ILE	32 %ILE	29 %ILE	25 %ILE

READING VOCABULARY RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	575	571	534	485	444	
3RD QUARTILE	77 %ILE	73 %ILE	73 %ILE	77 %ILE	73 %ILE	75 %ILE
MEDIAN	54 %ILE	43 %ILE	50 %ILE	53 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	29 %ILE	21 %ILE	25 %ILE	32 %ILE	29 %ILE	25 %ILE

READING COMPREHENSION RESULTS

	1973-74	1974-75	1975-76	1976-77	1977-78	NORM
NUMBER OF STUDENTS TESTED	575	571	534	485	444	
3RD QUARTILE	76 %ILE	73 %ILE	79 %ILE	76 %ILE	76 %ILE	75 %ILE
MEDIAN	53 %ILE	43 %ILE	54 %ILE	58 %ILE	54 %ILE	50 %ILE
1ST QUARTILE	28 %ILE	22 %ILE	33 %ILE	30 %ILE	30 %ILE	25 %ILE

COMMENTS.

115

ABSTRACT

<u>Title</u>:   Austin Independent School District School Campus Longitudinal
Trends, 1973-74 through 1977-78, Vol. IV: Senior High Schools

<u>Contact Person</u>:   Jane Ogden, Ph.D.

<u>No. Pages</u>:   289

<u>Summary</u>:

This volume is a tabular and graphic record of the median and quartile
scores on the Sequential Tests of Educational Progress for each senior
high school in the Austin Independent School District.   The STEP is a
battery of achievement tests designed to measure student skills in the
academic areas of Reading, English Expression, Mechanics of Writing,
Mathematics Computation and Concepts, Social Studies, and Science.   Data
are presented for the school years 1975-76 through 1977-78, for grades
9-12.   District summaries in each skills area, for each high school
grade level, are also included.   A foreward at the beginning of the vol-
ume is divided into three major sections:

1.   A discussion of the limitations of the achievement data, including
     an explanation of which groups of students were exempted from the
     testing, a description of the testing situations, and the methods
     used for scoring the tests.

2.   An explanation of how to read the tables, including a brief explana-
     tion of the way that median and quartile percentile scores are derived,
     both for a national norm group and a particular group of local stu-
     dents.

3.   An explanation of the various characteristics of each school that are
     reported along with the test data, in order to define the context
     in which the test scores were made.   Included are the number of stu-
     dents enrolled in the school, the percent attendance, the pupil/
     teacher ratio, the percentage of low-income students, the ethnic
     distribution of the student body, and the major special programs
     operating in each school.

The school summary test scores are presented in tabular form, separately
for each grade within each school, and separately for each skills test on
the STEP.   Each table displays the median, first quartile, and third quar-
tile scores for the school, grade, and test under consideration, for the
past three school years.   Similar tables are presented for the district

summaries, separately for the ninth, tenth, eleventh, and twelfth grades, and for each skills test.

Displayed in the following pages are examples of a "School Characteristics Page", which serves as a cover page for the achievement tables for each school, and the actual tables displaying the summary STEP information in two sample skills areas.

SCHOOL CHARACTERISTICS

SCHOOL XXXX

	1973-74	1974-75	1975-76	1976-77	1977-78
MEMBERSHIP	2459	2246	2132	2088	1940
PERCENT ATTENDANCE	89	90	90	90	90
PUPIL/ TEACHER RATIO (PTR)	21.54	19.56	20.60	21.05	22.3
% LOW- INCOME STUDENTS	3.83	10.37	10.31	16.32	22.3
ETHNIC DISTRIBU- TION MA: (%) B : A :	6 10 84	6 11 83	6 13 81	8 14 78	9 16 75
MAJOR SPECIAL PROGRAMS	ESAA	ESAA	ESAA	ESAA	ESAA Education for Parenthood

BRIEF DEFINITIONS

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of regular students per teacher in the school.

% LOW-INCOME STUDENTS: The percent of students in the school's attendance area from low-income families.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Mexican-American (MA), Black (B), and Anglo (A).

MAJOR SPECIAL PROGRAMS: Major programs bringing additional resources to a number of schools in the district and being implemented in this school.

SCHOOL XXXX   13TH GRADE   STEP II ACHIEVEMENT PROFILE
MATH COMPUTATION

PERCENTILE RANGE		SCHOOL YEAR				NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78		
91 99 %ILE	⑨ 8					
81 90 ILE	●		***			
80 ILE		***	***	***		***
	6					
70 ILE		***	***	***		***
60 ILE	⑤	***	***	****		***
50 ILE		****	****	***		****
		***	***	***		***
		***	***	***		***
ILE		***	***			***
20 ILE	○					
10 ILE	◉					

NUMBER OF STUDENTS TESTED	299	306	364		
3RD QUARTILE	72 %ILE	75 %ILE	82 %ILE		75 %ILE
MEDIAN	43 %ILE	50 %ILE	53 %ILE		50 %ILE
1ST QUARTILE	19 %ILE	24 %ILE	29 %ILE		25 %ILE

NUMBER OF STUDENTS TESTED					
3RD QUARTILE					
MEDIAN					
1ST QUARTILE					

NUMBER OF STUDENTS TESTED					
3RD QUARTILE					
MEDIAN					
1ST QUARTILE					

COMMENTS

119

SCHOOL XXXX   12TH GRADE   STEP II ACHIEVEMENT PROFILE
MECHANICS OF WRITING

PERCENTILE RANGE	S T A N I N E	SCHOOL YEAR					NORM GROUP (NATIONAL)
		1975-76	1976-77	1977-78			
91 - 99 %ILE	⑨ ⑧						
81 - 90 %ILE	⑦						
71 - 80 %ILE							••• ••• •••
61 - 70 %ILE	⑥	••• •••	••• •••				••• ••• •••
51 - 60 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			••• ••• ••••
41 - 50 %ILE	⑤	••• ••• •••	•••• ••••••	••• •••			••••••• •••• •••
31 - 40 %ILE	④	•••••• •••• ••••	••• ••• •••	••••• ••••••• •••			•••• ••• •••
21 - 30 %ILE		••• ••• •••	••• ••• •••	••• ••• •••			•••
11 - 20 %ILE	③	•••	•••	•••			
1 - 10 %ILE	② ①						

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	227	181	200			
3RD QUARTILE	62 %ILE	67 %ILE	58 %ILE			75 %ILE
MEDIAN	37 %ILE	41 %ILE	31 %ILE			50 %ILE
1ST QUARTILE	19 %ILE	16 %ILE	14 %ILE			25 %ILE

SUBTEST RESULTS
SPELLING

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	227	181	203			
3RD QUARTILE	68 %ILE	64 %ILE	62 %ILE			75 %ILE
MEDIAN	39 %ILE	42 %ILE	35 %ILE			50 %ILE
1ST QUARTILE	21 %ILE	12 %ILE	12 %ILE			25 %ILE

SUBTEST RESULTS
CAP. & PUNCT.

	1975-76	1976-77	1977-78			NORM
NUMBER OF STUDENTS TESTED	227	181	201			
3RD QUARTILE	63 %ILE	69 %ILE	60 %ILE			75 %ILE
MEDIAN	36 %ILE	36 %ILE	34 %ILE			50 %ILE
1ST QUARTILE	17 %ILE	15 %ILE	12 %ILE			25 %ILE

COMMENTS

120

V. LOW S.E.S. ACHIEVEMENT

FINAL REPORT

Evaluation Findings on: Low SES and Minority Student Achievement Study

Contact Person: Jim Watkins and Jane Odgen

Summary of Evaluation Findings:

An examination of the differences between the achievement levels of the different ethnic groups in 1977-1978 was done by looking at the medians for each ethnic group and the distribution of scores at both the elementary and secondary levels.

California Achievement Test (CAT) results indicate that there is a substantial difference between the average achievement for Anglo and minority students. For instance, Figure 1 shows the average achievement on the Math Total and Reading Total for each ethnic group for grades one through eight.
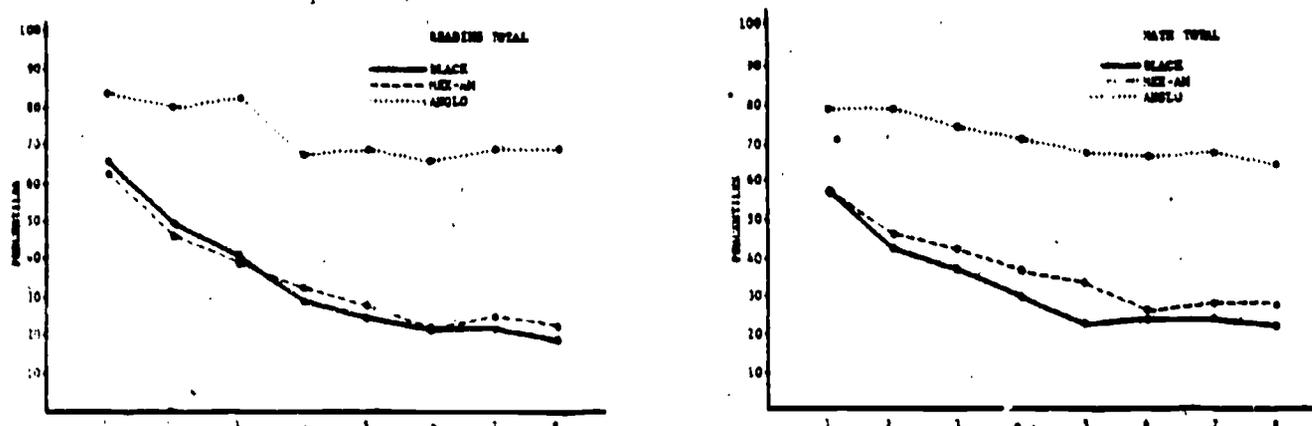
Figure 1: CAT READING TOTAL AND MATH TOTAL MEDIANS FOR EACH ETHNIC GROUP IN GRADES ONE THROUGH EIGHT.

Further examination of the median percentile scores on the CAT by each ethnic group indicates that:

1) Anglo students at every grade level of grades one through eight had higher median scores than minority students on every subtest.
2) Median percentile rank scores for Anglo students reflect the same downward trend that was apparent among minority students. However, Anglo student medians level off at about the fourth and fifth grades while minority student medians continue to decline.
3) The gap between Anglo and minority student achievement becomes progressively wider from grades one through eight.
4) The gap between the median scores for Anglo and minority students is smaller in Math Computation than in Math Concepts.

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5) The patterns for reading and math are similar. However, the difference between Blacks and Mexican-Americans tends to be smaller for reading.

The range of CAT median scores for AISD Black students on the Reading Total was 66%ile in the first grade to 19%ile in the eighth grade. This means that the average first grade Black student in AISD performed as well as a student nationwide that was 16%ile points above the national norms of 50. The average eighth grade Black student in AISD performed only a. well as a student nationwide that was 31%ile points below the national norm of 50. The range of median scores for AISD Mexican-American students was 62%ile in the first grade to 22%ile in the sixth grade. For Anglos the range was 83%ile in the first grade to 66%ile in the sixth grade.

The distribution of scores was also indicative of the increasing difference between minority and Anglo students as they progress through school. The percentage of minority students in AISD who score in certain ranges of the percentile rank on the Reading and Math Totals is presented in Figure 2.

GRADE	ETHNICITY	READING TOTAL PERCENTILE RANGE						MATH TOTAL PERCENTILE RANGE					
		1-10	1-25	1-50	50-99	75-99	90-99	1-10	1-25	1-50	50-99	75-99	90-99
1	Black	3.9	12.8	11.8	68.2	41.1	15.3	7.4	22.7	45.2	56.8	25.3	9.4
	Mex-Am	2.8	15.3	39.9	60.1	30.7	12.0	5.0	19.1	43.0	59.4	23.6	10.1
	Anglo	.5	3.4	12.7	87.3	65.6	39.3	1.1	4.6	17.1	84.1	53.2	30.2
2	Black	8.0	26.0	52.5	49.2	17.5	7.7	10.4	29.5	56.6	45.3	21.9	5.5
	Mex-Am	10.2	30.5	54.5	47.2	19.3	11.0	8.9	23.0	53.6	48.2	24.2	9.6
	Anglo	1.8	7.2	20.2	81.1	54.6	39.8	1.3	5.5	21.1	80.2	58.9	31.4
3	Black	13.3	27.5	57.9	42.1	19.8	9.7	12.0	31.7	66.8	36.0	13.1	5.6
	Mex-Am	11.8	28.8	60.5	39.5	18.9	8.7	8.9	26.7	61.2	41.4	16.4	8.1
	Anglo	1.2	5.4	21.1	78.9	56.2	36.2	1.5	6.4	25.4	76.4	49.4	30.7
4	Black	19.6	43.2	71.1	28.9	11.5	3.6	23.1	46.6	73.3	26.7	10.4	5.9
	Mex-Am	15.8	40.0	72.9	29.8	11.2	2.3	10.3	36.2	62.5	37.85	15.6	5.5
	Anglo	2.6	9.5	29.0	72.5	40.0	20.5	2.3	11.7	29.6	70.4	45.5	25.4
5	Black	25.2	51.3	80.5	21.7	7.5	3.4	27.9	52.9	77.5	22.5	10.0	3.7
	Mex-Am	19.2	45.1	76.6	25.6	8.0	3.3	13.3	36.6	67.5	32.5	13.5	5.2
	Anglo	2.2	10.7	31.0	70.8	19.7	21.4	3.6	12.6	33.9	66.1	44.1	24.2
6	Black	25.2	57.5	83.0	17.8	5.1	2.5	25.2	50.3	79.1	20.9	7.1	3.2
	Mex-Am	25.5	55.2	81.0	20.2	5.9	2.3	22.4	48.2	73.6	26.4	10.3	3.8
	Anglo	3.6	10.9	34.1	68.7	38.8	18.2	4.8	14.3	34.3	65.7	40.5	23.4
7	Black	26.4	55.9	83.1	17.1	6.2	2.3	26.7	53.7	81.0	19.5	5.9	2.0
	Mex-Am	21.1	50.2	76.5	24.4	8.9	2.8	21.4	46.6	75.0	26.8	10.2	4.5
	Anglo	3.4	11.1	31.8	69.9	43.6	22.0	4.7	12.4	33.8	67.6	41.4	23.9
8	Black	29.4	60.5	84.5	15.5	5.9	1.6	27.1	54.8	82.3	17.7	5.5	1.2
	Mex-Am	27.6	53.6	80.3	19.7	7.1	1.9	21.2	47.2	77.5	22.5	8.3	2.0
	Anglo	3.5	10.5	30.9	69.1	41.2	20.5	4.1	13.1	34.9	65.1	41.0	21.4

Figure 2: PERCENTAGE OF STUDENTS BY ETHNICITY IN GRADES ONE THROUGH EIGHT SCORING IN VARIOUS PERCENTILE RANGES ON THE CAT MATH AND READING TOTALS, SPRING, 1978.

123

These figures indicate that at each grade level for grades one through eight, there are progressively more minority students scoring in the lower percentile ranges and fewer minority students scoring in the upper percentile ranges in both reading and math. By the eighth grade, approximately 80% of AISD's minority students score in the lower fifty percentile ranks, and approximately 20% score in the upper fifty percentile rank.

Longitudinal data from the past three years indicates that minority student medians at each grade level in 1977-1978 were generally higher than those of previous years for the same grades. The strongest gains in minority student medians over the past three years have been made at grades one through three. The weakest gains were made in grades six through eight. Figure 3 presents the median for each ethnic group at each grade level for the past three years.

GRADE	ETHNICITY	READING TOTAL			MATH TOTAL		
		1975-1976	1976-1977	1977-1978	1975-1976	1976-1977	1977-1978
1	Black	57	62	66	52	51	57
	Mex-Am	57	54	62	58	52	57
	Anglo	82	85	83	79	80	79
2	Black	42	49	49	36	40	43
	Mex-Am	40	42	46	43	43	47
	Anglo	74	80	80	75	78	79
3	Black	29	35	41	26	35	37
	Mex-Am	33	35	39	37	39	43
	Anglo	74	78	82	70	74	74
4	Black	22	26	29	22	25	29
	Mex-Am	26	31	33	29	33	37
	Anglo	65	69	67	69	72	72
5	Black	22	24	25	22	25	23
	Mex-Am	24	24	28	27	29	34
	Anglo	62	66	68	61	68	68
6	Black	20	20	22	17	22	24
	Mex-Am	22	24	22	22	:5	26
	Anglo	64	64	66	60	.3	67
7	Black	20	20	23	18	20	24
	Mex-Am	21	23	25	24	26	28
	Anglo	66	66	68	62	62	68
8	Black	19	19	19	19	19	23
	Mex-Am	22	20	23	24	23	28
	Anglo	65	67	70	60	63	65

Figure 3: MEDIAN CAT SCORES FOR READING TOTAL AND MATH TOTAL FOR EACH ETHNIC GROUP AT EACH GRADE LEVEL FOR 1975-1976, 1976-1977, AND 1977-1978.

An examination of the differences in achievement between Title I school and non-Title I school students revealed several major points:

1) Non-Title I Mexican-American students achievement exceeded Title I school Mexican-American achievement'in both CAT Reading and Math across grades one through five.

2) Non-Title I school Black student achievment exceeded Title I school Black achievement in both CAT Reading and Math across grades one through five, with very few exceptions.

3) While non-Title I school student achievement typically exceeds Title I school achievement when considering Blacks, this difference, at the median reference point, is quite small across all five grades surveyed. The small size of this difference is consistent for both reading and math achievement.

4) Mexican-American student achievement in Title I and non-Title I schools is similar to the pattern of achievement for Black students in the two types of schools. However, the difference between the two achievement levels is substantially larger than the difference noted for Black students.

Thus, non-Title I school minority student achievement exceeds Title I school minority student achievement, as measured by the 1978 CAT Reading Total and Math Total. The significance of this difference cannot be completely assessed however, because one of the strongest factors in achievement is socio-economic status, which is what the Title I schools are selected for.

A comparison of the achievement medians of students at each grade in 1977-1978 with the achievement medians for the same students in earlier grades (tracking group analysis) revealed several major points:

1) Black student medians experienced by far the largest decline in the primary grades on both the Reading Total and the Math Total.

2) Black student medians declined more from first to eighth grade than any other ethnic group.

3) The strongest improvement in median percentile scores was shown by the Mexican-American students in grades one through eight on the Reading Total.

4) Overall, the tracking group students, both minority and Anglo, tended to loose slightly less than expected, based on the longitudinal data, at the primary grade levels and gain slightly more than expected at the fourth through eighth grade levels on the Reading Total.

5) Math Total medians for the tracking groups declined approximately as much as might be expected when looking at longitudinal data.

6) The decline in Reading Total medians was greater than for Math Total medians.

Based on longitudinal data, the Mexican-American student medians were expected to decline at each grade from the first to the fifth grade. However, the actual tracking group medians begin to show increases in the fourth grade and continue to do so through the eighth grade.

Figure 4 presents the tracking group medians for each year. The change or difference in the scores of the students from one year to the next is presented in the next column. Finally, the expected difference was based on the longitudinal data.(For example, the expected difference for Black first graders of 1977 that became second graders in 1978 was the 1978 second grade median subtracted from the first grade, 1977 median.

GRADE IN		ETHNICITY	READING			EXPECTED	MATH			EXPECTED
1976-1977	1977-1978		1976-1977	1977-1978	CHANGE	CHANGE	1976-1977	1977-1978	CHANGE	CHANGE
1st	2nd	Black	63	48	-15	-13	52	43	-9	-8
		Mex-Am	57	50	-7	-8	55	50	-5	-5
		Anglo	86	82	-4	-5	82	81	-1	-1
2nd	3rd	Black	50	43	-7	-8	42	39	-3	-3
		Mex-Am	43	43	0	-3	46	45	-1	0
		Anglo	80	82	+2	+2	79	77	-2	-4
3rd	4th	Black	36	31	-5	-6	37	29	-8	-6
		Mex-Am	36	33	-3	-2	42	38	-4	-2
		Anglo	78	69	-9	-11	77	72	-5	-2
4th	5th	Black	26	27	+1	-1	27	25	-2	-2
		Mex-Am	31	30	+1	-3	34	38	+4	+1
		Anglo	69	68	+1	-1	72	71	-1	-4
5th	6th	Black	25	22	+3	-2	25	26	+1	-1
		Mex-Am	25	22	+3	-2	31	28	-3	-3
		Anglo	68	68	0	0	68	69	+1	-1
6th	7th	Black	20	25	+5	+3	22	26	+4	+2
		Mex-Am	24	27	+3	+1	24	28	+4	+4
		Anglo	66	70	+4	+4	65	70	+5	+5
7th	8th	Black	21	20	-1	-1	22	23	+1	+3
		Mex-Am	23	25	+2	0	26	29	+3	+2
		Anglo	68	70	+2	+4	66	66	0	+3

Figure 4:   TWO YEAR TRACKING GROUP MEDIANS BY GRADE AND ETHNICITY.   The
change in the scores of the students from one year to the next
is presented in the "change" column.   The "expected change"
column presents an extimation of the change that normally
occurs when going from one grade to the next based on
longitudianl data.   For example, the expected change for first
grade Black students that became second graders in 1978 was the
1978 second grade median for Black students subtracted from
the first grade 1977 median.

Sequential Tests of Education Progress (STEP) results indicate that there
is a substantial difference between the average achievement for Anglo and
minority students. Anglo students consistently had medians that were
higher than those of minority students in 1977-1978 on all skills subtests
at all grade levels. Mexican-American students had higher medians than
the Black students. The district median falls roughly half-way between
the Anglo and Mexican-American medians. Figures 5 and 6 present a graphic
display of this pattern as illustrated by the Reading and Math Computation
subtests.
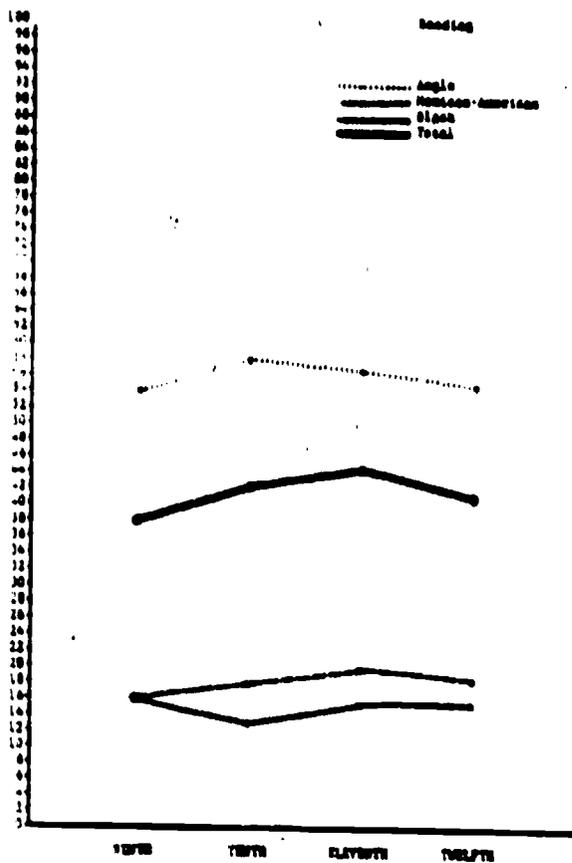
Figure 5: STEP MEDIANS BY ETHNICITY FOk 9TH, 10TH, 11TH AND 12TH GRADES, SPRING, 1978.

Figure 6: STEP MEDIANS BY ETHNICITY FOR 9TH, 10TH, 11TH AND 12TH GRADES, SPRING, 1978.

Although Anglo students consistently scored higher than minority students on the STEP over the past two years, there was no distinct pattern of gains and losses that was consistent across all years, for all grades of each ethnic group. For some grades Anglo student scores inprove from the previous year while minority scores dropped; and for other grades the opposite was true.

In 1977-1978 median Black scores showed mixed decreases and increases on the STEP subtests from 1975-1976 and 1976-1977.

Mexican-American students showed little overall change in 1977-1978 from previous years.

Anglo student medians in 1977-1978 showed mixed increases and decreases on the STEP subtests since 1975-1976 and 1976-1977.

The weakest performance was at the twelfth grade level. Both Black and Anglo students medians dropped on all subtests. Mexican-American medians showed mixed gains and losses at the twelfth grade level.

Figure 7 on the following page presents the median percentile scores for each grade and each ethnic group.

The median percentile score for Black and Mexican-American students was compared with the national norms. The median percentile score for the national standardization sample for all grades is 50. The extent to which median scores for minority students fall below the 50th %ile is the extent to which minority students in AISD are lower than the national norms. AISD achievement median data revealed that:

GRADE	ETHNIC GROUP	READING			MECH. WRIT. SPELLING			MECH. WRIT. CAP/PUNCT.			MECH. WRIT. TOTAL			ENGLISH EXPRESSION			MATH COMPUTATION			MATH CONCEPTS			SCIENCE			SOCIAL STUDIES		
		75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8	75-6	76-7	77-8
9	Black	12	12	16	16	16	18	11	11	11	9	11	11	11	9	10	10	13	14	17	17	17	12	14	12	13	13	12
	M-A	14	14	16	16	16	18	14	14	13	12	12	13	11	11	11	17	17	17	22	22	17	16	16	14	13	15	15
	Anglo	52	52	54	44	48	44	40	43	43	41	45	43	41	44	44	48	52	53	54	59	54	51	56	56	45	51	45
	Total	33	38	38	36	36	33	25	30	28	30	32	30	29	29	29	31	35	35	42	42	37	34	39	39	32	34	32
10	Black	11	13	13	17	17	15	8	10	10	10	13	10	9	9	10	12	16	14	23	23	16	11	13	10	12	12	12
	M-A	16	16	18	22	22	18	16	16	17	16	17	17	12	15	14	21	21	21	28	28	26	17	21	19	20	20	20
	Anglo	53	58	58	44	47	44	38	43	48	41	43	45	41	45	50	55	55	57	62	62	62	57	57	62	53	56	53
	Total	39	42	42	31	36	36	26	31	34	29	33	31	32	34	34	39	39	41	49	49	47	41	45	43	38	41	36
11	Black	11	12	15	19	17	19	8	10	11	10	12	13	7	10	11	12	14	18	17	22	22	12	14	16	11	11	14
	M-A	17	20	20	23	25	25	15	19	19	17	18	20	15	15	15	23	21	29	26	30	30	21	21	21	19	19	21
	Anglo	54	57	57	50	50	47	41	50	50	44	46	49	46	50	48	58	61	58	62	65	63	59	63	58	54	59	50
	Total	41	47	44	40	40	40	32	32	36	35	35	35	33	33	35	44	47	46	48	54	54	44	46	46	44	44	39
12	Black	13	11	15	16	18	16	10	10	11	12	12	12	11	8	8	12	14	12	15	23	23	2	17	12	11	12	11
	M-A	17	23	19	21	29	21	15	23	17	15	23	20	15	18	16	20	23	23	23	32	27	19	28	19	17	24	19
	Anglo	53	59	55	42	47	45	41	46	43	43	47	45	44	50	50	56	64	60	61	68	64	56	64	62	56	63	53
	Total	45	48	41	39	42	35	34	36	34	35	39	35	38	42	34	48	51	46	53	57	53	46	54	46	46	51	40

Figure 7: MEDIAN PERCENTILE SCORES FOR EACH GRADE AND EACH ETHNIC GROUP ON THE STEP OVER THE LAST THREE YEARS.

1) the median scores for both Black and Mexican-American high school students are far below the median scores of the national norming sample.

2) Mexican-American students are typically closer to the national norms than are Black students.

3) the English Expression skills subtest is the weakest area for Black and Mexican-American students at all high school grade levels.

4) Areas of relative strength for minority students are Math Computation, Math Concepts and Spelling.

Figure 8 on the following page presents a graphic display of the medians of the twelfth grade students with a reference line for the national norms.
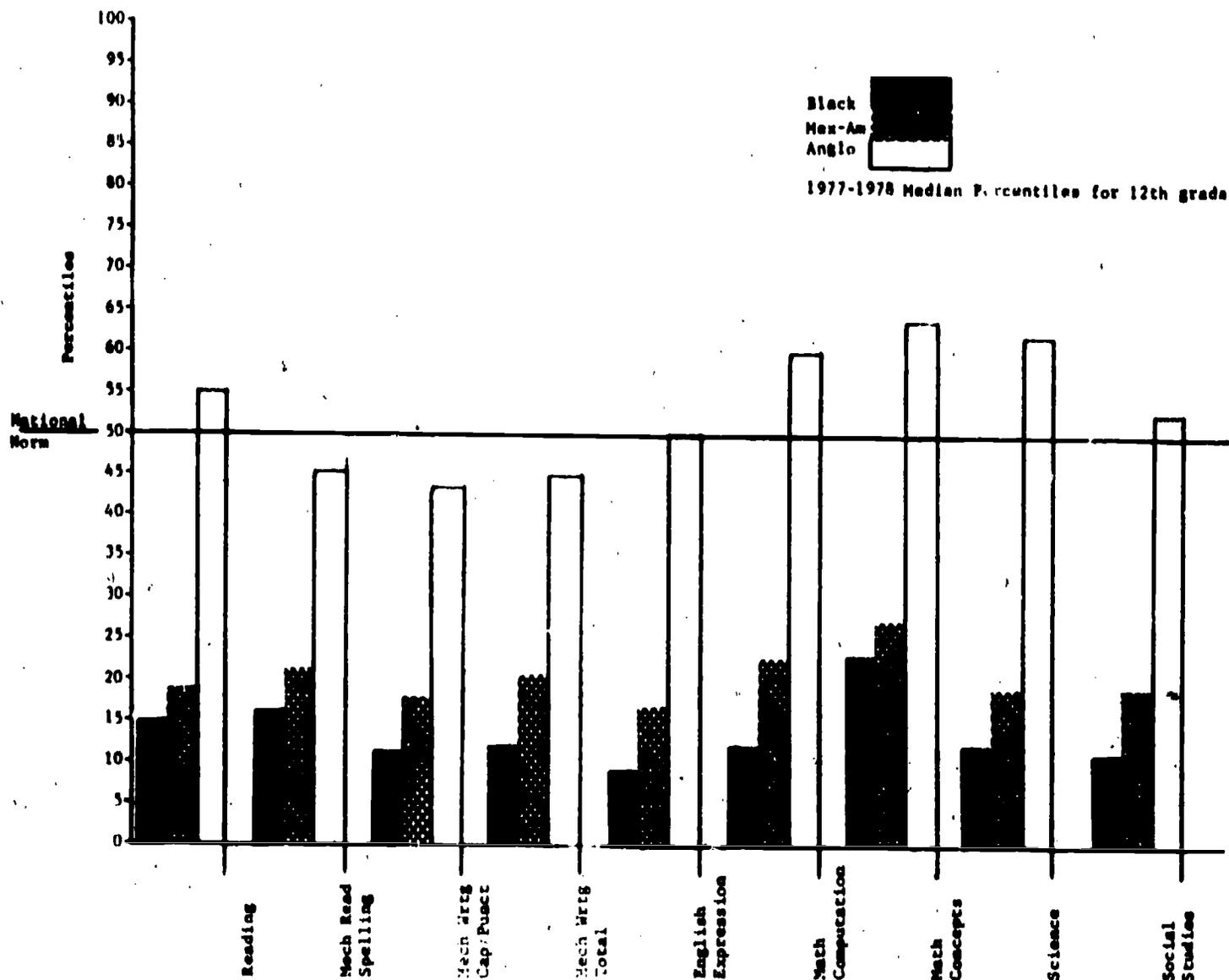
Figure 8: 1977-1978 MEDIAN PERCENTILES FOR 12TH GRADE STUDENTS, BY
ETHNICITY. The national norm of 50 is lined as a reference
point.

Tracking group data on the STEP makes possible a comparison of minority
student achievement at each grade in 1977-1978 with minority student
achievement for the same students in previous years at earlier grade
levels. The two year tracking group medians for students taking the STEP
in 1976-1977 and 1977-1978 show mixed gains and losses for all ethnic
groups at all grade levels. Specifically, Black tenth grade students
showed tow gains and seven losses;eleventh grade, three gain, five losses,
one no change, and twelfth grade, one gain, seven losses, and one no change.
When the overall achievement pattern across grades is considered, Black
students who took the STEP in both 1977-1978 and 1976-1977 had lower scores
in 1977-1978 than in the previous year.

Mexican-American tenth grade student medians showed five gains, two losses,
and two no changes. The eleventh grade showed seven gains, one loss, one
no change and the twelfth grade one gain, eight losses. When the overall

IV.8

achievement pattern across grades is considered, Mexican-American students who took the STEP in both 1977-1978 and 1976-1977 had higher scores in 1977-1978 than in the previous year.

Thus, the students in the Black two year tracking group made lower achievement scores on the majority of the skills tests in the Spring of 1978 than they did in the previous year. The students in the Mexican-American tracking group had slightly higher achievement scores on the skills tests for Spring 1978.

The students in the Anglo two year tracking groups had a more or less equal number of gains and losses on the skills tests from Spring, 1977 to Spring, 1978. Comparison of the three ethnic group achievement patterns reveals the following patterns:

1) all three ethnic groups show the largest number of losses in the twelfth grade.

2) Black students show fairly consistent losses across all three grades.

3) Mexican-American and Anglo tracking group students had more or less equal numbers of gains and losses on the skills tests.

Figure 9 presents a graphic summary of the tracking group data on the Reading subtest of the STEP.
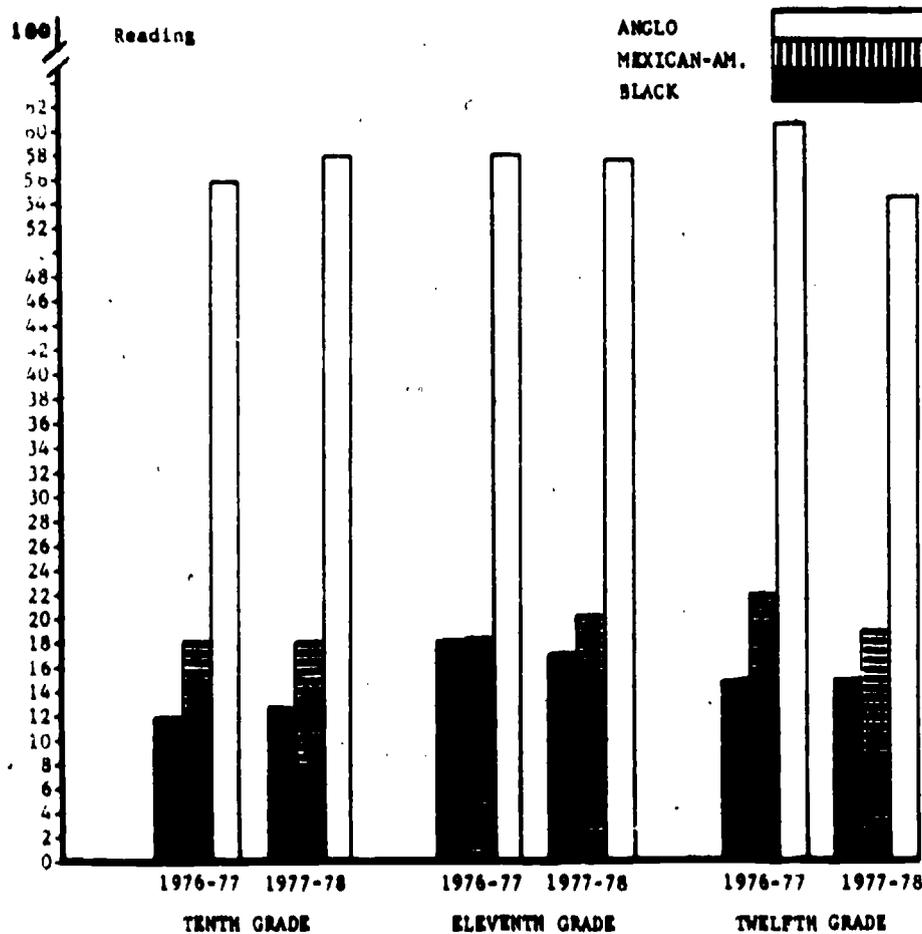
Figure 9: MEDIAN PERCENTILE SCORES BY GRADE AND ETHNICITY FOR THE TWO YEAR TRACKING GROUP STEP ACHIEVEMENT DATA.

IV.9

<u>Scholastic Aptitude Test (SAT)</u> scores have been consistently higher than the national mean scores. However, since 1971-1972 there continues to be a decline in both the Verbal and Math scores across the nation and in AISD. The rate of decline of AISD Verbal scores parallels the decline of the national scores. However, in Math, the AISD scores, although declining are not going down as sharply as those across the nation. Although SAT data is not reported by ethnicity, the percentage of minority students taking the SAT is reported. An examination of the percentage of participation by minority students revealed three major points:

1) the percentage of Anglo students in 1976-1977 who took the SAT (about 44%) was about double the percentage of minority students who participated.

2) a slightly higher percentage of Mexican-American students (about 20%) took the SAT in 1976-1977 than did Black students (about 17%).

3) approximately 22% of the minority (non-Anglo) students who were seniors in 1976-1977 took the SAT.

The data for minority participation in the SAT is presented ● Figure 10.
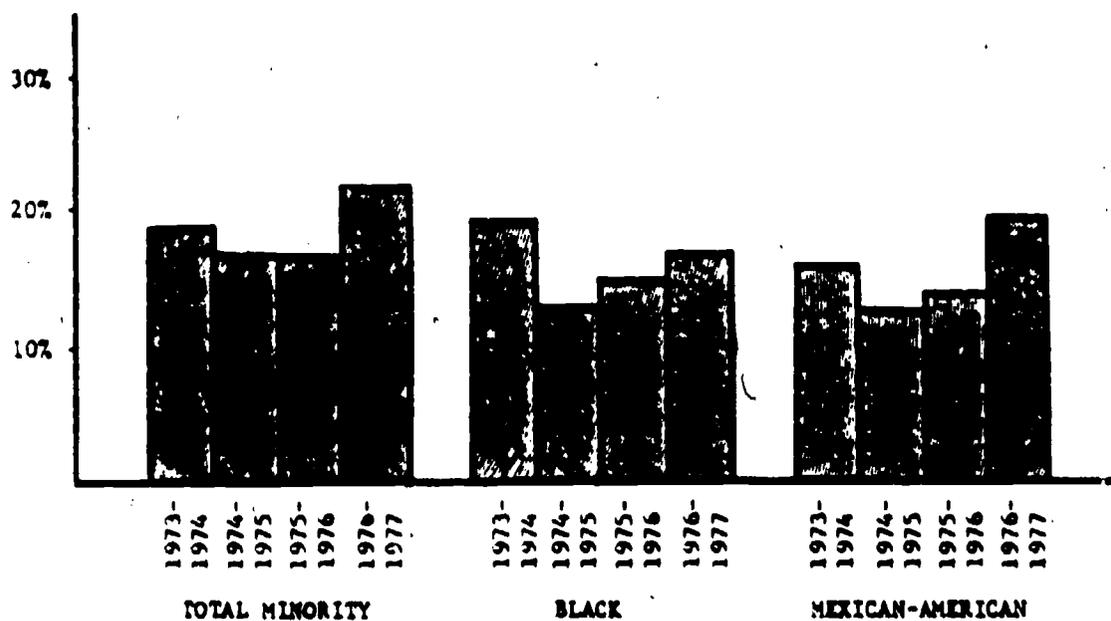
Figure 10:   TRENDS IN PERCENTAGE OF PARTICIPATION IN SAT FOR MINORITY STUDENTS. Reported percentages of each group are computed as (# of SAT-takers) (# of students enrolled n Oct.1st). Percentages should be considered as approximate.

In addition to the 1976-1977 data on minority participation, there was also data on the percentage of minority students taking the SAT for the previous three years. The trend over the past four years has been one of increasing minority participation. The trend is essentially the same for both Black and Mexican-American students.

IV.10

131

The American College Test (ACT) results in 1976-1977 show both AISD and nationwide means below the norming sample mean of 20. In addition, this year's AISD scores were slightly lower than the nationwide sample for English, Social Studies and the Composite score and substantially below for the Natural Science. Although ACT does not report results by ethnicity, the percentage of minority student participation is reported. An examination of the percentage of participation by minority students revealed several major points:

1) Black student participation has not changed noticeably since 1969-1970.

2) Mexican-American participation has more than doubled since 1969-1970.

3) Total minority student participation has doubled since 1969-1970.

4) Anglo paricipation has decreased by approximately 20% since 1969-1970.

5) There appears to be a strong correlation between decreasing ACT scores and increasing minority participation.

Figure 11 presents the ethnic breakdown of AISD ACT-takers.

ETHNIC GROUP	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977
BLACK	7	8	9	7	7	9	7	7
AMERICAN INDIAN	2	0	0	0	1	1	0	0
ORIENTAL AMERICAN	0	1	0	1	0	1	0	1
SPANISH/MEX-AM	4	7	6	5	5	5	8	10
OTHER	1	4	4	4	8	8	7	9
TOTAL MINORITY	14	20	19	17	21	24	22	27
ANGLO	87	79	80	83	76	72	74	71

Figure 11: ETHNIC BREAKDOWN OF AISD ACT-TAKING SAMPLES SINCE 1969-1970.

School Leaver Data

School leavers are students who withdraw from AISD schools before graduation and do not go to other schools. Leavers also include students who stop coming to school without officially withdrawing.

In 1976-1977, 3.30% of the Black students, 3.75% of the Mexican-American students and 2.38% of the Anglo students at all grade levels were school leavers. The districtwide percentage of leavers was 2.87%. Once again

the same pattern across ethnicityies is evident--Anglo school leavers number slightly lower than the district average while minority school leavers number slightly higher than the district average.

Most of the students who leave are at the high school level. In 1976-1977, 11.14% of the Black students, 13.9% of the Mexican-American students, and 6.15% of the Anglo students at the high school level were school leavers.

Figure 12 shows the percentages of each ethnic group who were school leavers at all grade levels over a five year period.
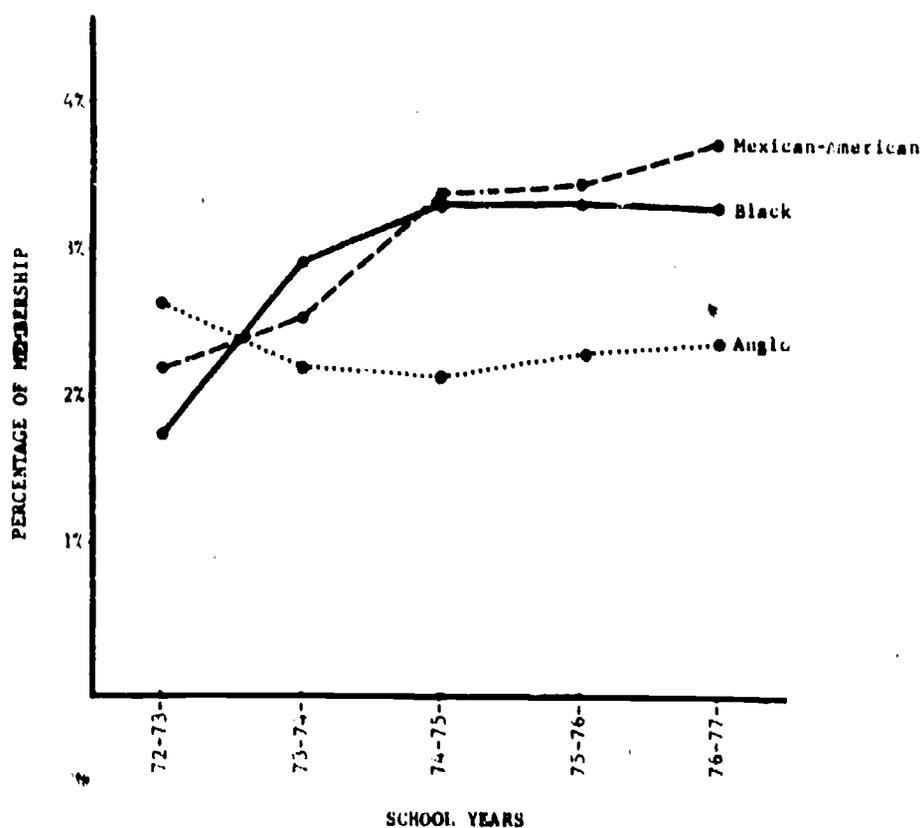
Figure 12: THE PERCENTAGE OF EACH ETHNIC GROUP WHO WERE SCHOOL LEAVERS AT ALL GRADE LEVELS OVER A FIVE YEAR PERIOD.

District Budget Summary

A total of fourteen special programs were identified as operating in the twenty-five Title I schools during the 1977-1978 school year. Most of these were carried over from the previous year. Funds totaling three million dollars were expended on these programs, with 34% going to the Title I program and 25% to the meal program. The remaining funds were distributed more evenly. Generally, funding levels have increased over the past, but much of the increase can be attributed to pay increases for district personnel.

Figure 13 presents the funding levels for six major programs for two years.

133
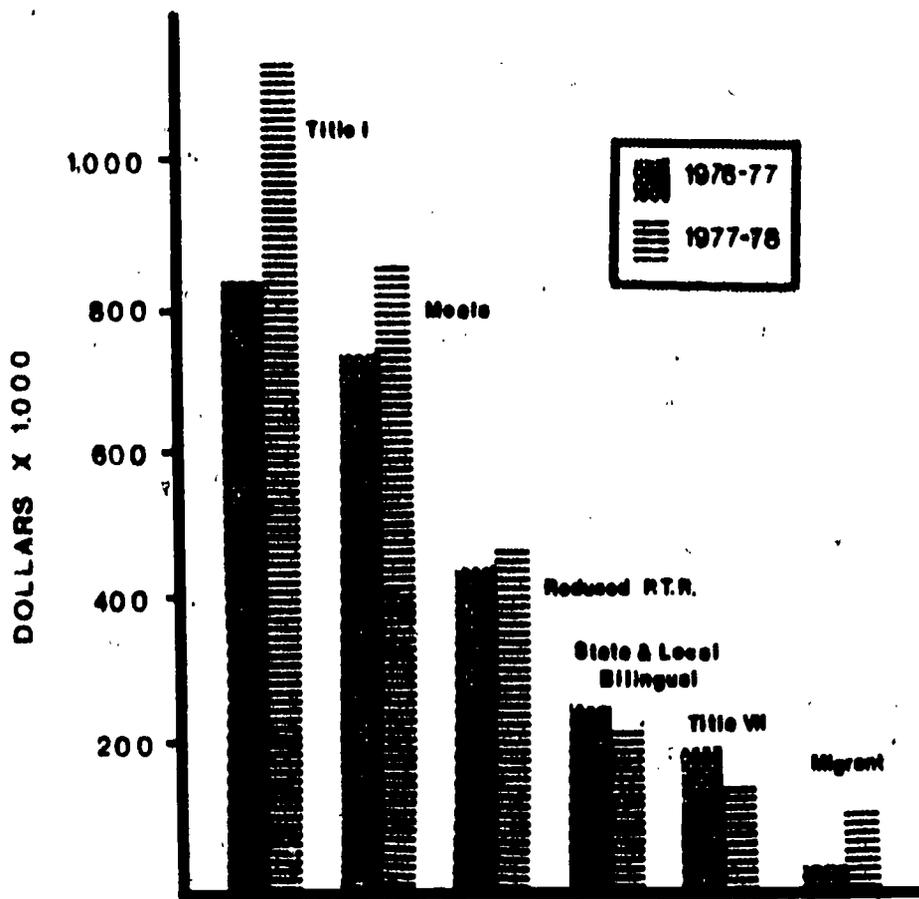
Figure 13: FUNDING LEVELS FOR SIX MAJOR PROGRAMS FOR TWO YEARS.

IV.13

Summary

The general pattern in AISD of achievement related data is that Anglo students will typically score better than the districtwide average, Mexican-American students worse than the districtwide average, and Black students slightly below the Mexican-American students.

AISD achievement medians on the CAT in 1977-1978 in grades one through eight were the highest since 1975-1976 on virtually all subtests at all grade levels. The ethnicity achievement data indicate that:

1) Anglo medians were substantially above both minority groups.

2) All ethnic groups reflect the same downward trend in the primary grades. However, the Anglo medians level off around the fourth grade and minority student medians continues to drop.

3) The gap between minority students becomes progressively wider at higher grade levels.

4) Although the extent to which socio-economic status effects the level of achievement cannot be determined, non-Title I minority student achievement exceed Title I minority students achievement at grades one through five. For Blacks, the difference between achievement at the two types of schools was small, but for Mexican-Americans the gap was substantially higher.

5) Tracking group studies indicate that minority students are doing better than might be expected if just the longitudinal data were analyzed.

The AISD achievement medians on the step in 1977-1978 in grades nine through twelve showed mixed gains and losses. The ethnicity achievement data indicate that:

1) Although Anglo students consistently scores higher than minority students over the past two year, there was no distinct pattern of gains and losses that was consistent across all years, for all grades. For some grades Anglo student scores improved from the previous year while minority scores dropped; and for other grades the opposite was true.

2) The weakest performance was at the twelfth grade level, with Black and Anglo medians dropping on all subtests and Mexican-American medians showing mixed gains and losses.

3) The median scores for minority students are far below the median scores of the national norming sample.

4) The two year tracking group medians for students taking the STEP in 1976-1977 and 1977-1978 showed mixed gains and losses for all ethnic groups at all grade levels.

IV.14

135

The scores on the college admission tests, the American College Test (ACT) and the Scholastic Aptitude Test (SAT), continued to decline in 1976-1977. The rate of decline parallels the decline in national scores. In addition, the trend for both the SAT and the ACT over the last four years has been one of increasing minority student participation.

Districtwide graduation rates in 1977-1978 were up from the previous year. In addition, the individual graduation rates for each ethnic group were also up over the previous year. For the period for which ethnicity data is available, Anglo graduation rates were the highest and showed the least amount of fluctuation. Minority student graduation rates have fluctuated over the past eight years with no specific trend being evident.

School leaver data indicates that most of the students who leave are at the high school level. In 1976-1977, 11.4% of the Black students, 13.9% of the Mexican-American students, and 6.15% of the Anglo students at the high school level were school leavers.

A total of fourteen special programs were identified as operating in the twenty-five Title I schools during the 1977-1978 school year. Funds totaling three million dollars were expended on these programs, with 34% going to the Title I program and 25% to the meal program. The remaining funds were distributed evenly among the remaining programs.

ABSTRACT

Title: Review of Research in Parental Involvement in Education

Contact Person: Paula Matuszek, Nancy Buenen

No. Pages: 8

Summary:

Educational research suggests that the involvement of parents of low socio-economic status (SES) children in the educational process has a positive influence on the children's academic achievement.

At the preschool level, studies in which parents were instructed concerning methods of promoting their children's intellectual development were found to be particularly successful in producing long-term improvements in the academic achievement of low SES children. A few studies also report success in improving the achievement of low SES children whose parents work as paraprofessionals in the school, or serve in an advisory capacity for preschool programs.

At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement.

More research on methods of improving academic achievement through parent involvement programs is still needed, but the research thus far has generally shown that such programs do have a positive effect on academic achievement.

ABSTRACT

Title: Low SES and Minority Student Achievement Study

Contact Person: James Watkins or Catherine Christner

No. Pages: 13

Content:

The evaluation design is a one-year plan of evaluation work for the
project.   The table of contents for this document includes:

I.   Evaluation Design Review Form   This form presents the names of persons
who are responsible for some aspect of
the project's implemention and who
have been provided with relevant
portio..J of the design for review and
comment.

II.   Decision Questions   In this section, all of the decision
questions are stated and are related
to the relevant evaluation questions.

III.   Narrative Summary   This section briefly describes the
project and the evaluation activities.

IV.   Information Sources Summary   The specific analysis procedures for
each of the evaluation questions are
presented in this section.

V.   Summary of Data to be   This section contains a timeline for
Collected   the data collection activities

VI.   Evaluation Time Resources   This section summarizes all of the
Allocation Summary   evaluation work estimates (in person-
days) y position, for each aspect of
the evaluation.

Evaluation Design Summary:

This design represents the evaluation plans for the second cf a two year
examination of low SES and minority students in the district.   The
evaluation is intended to provide information to district decisionmakers
concerning the adopted district priority of increased attention to the
low SES and minority students in Austin's schools.

The evaluation design consists of obtaining information concerning three

different areas of emphasis:

- . Detailed analyses by ethnicity of several types of student performance, including achievement, attendance, drop-out rates and graduation rates. The purpose of these analyses is to provide a complete picture of these students. Performance data of this type was collected for earlier years during the first year's evaluation. Consequently, trends can be examined in addition to describing the situation as of the current school year.

- . A continuation of the collection of data regarding the level of funding support for low SES and minority students will be made.

- . An investigation of the type of teaching strategies that are utilized by teachers of low SES students will also be provided.

Scope of Design:

2 Decision Question Questions
17 Evaluation Questions

Evaluation Resources Required (in person-days)

7 Director
17 Senior Evaluator
50 Evaluator
20 Data Analyst
25 Evaluation Assistant
15 Secretary

VI. PROFESSIONAL PERSONNEL EVALUATION

FINAL REPORT

Evaluation Findings On: Professional Personnel Evaluation System

Contact Persons: Catherine A. Christner, Ph.D. and Freda Holley, Ph.D.

Summary of Evaluation Findings:

Introduction

The AISD Board of Trustees set as one of their major goals for the 1977-
1978 school year, the revision of the evaluation system for professional
personnel. Previous to this decision, the Board had appointed a committee
composed of teachers and principals to revise the current evaluation
system. Although the committee had gathered a great deal of input, the
Board did not adopt the proposed system due to legal problems relating
to vagueness of criteria and the time demand problems for evaluators.

The Board turned the question of the development of a new evaluation system
over to its Personnel Committee. This committee directed the Office of
Staff Personnel, the Office of Research and Evaluation and the school
attorney to develop a system that solved the problems of the committee-
developed system. The Board required that the new system be completed
for their perusal by December 1, 1977.

The evaluation design for this system for 1977-1978, called for two different
types of activities on ORE's part. The first and most major activity was
to provide technical support for the Office of Staff Personnel in the
development of the new professional personnel evaluation system. The second
type of activity was the collection of baseline data for the purpose of
evaluation of the new system. Both these types of activities will be
discussed under the relevant decision question.

Decision Question 1.   WHAT COMPETENCIES SHOULD BE COVERED IN THE AISD
                        PROFESSIONAL PERSONNEL EVALUATION FORMS?

The first step in the revision process was to base the evaluation instru-
ments on a set of competencies that were as specific and behaviorally
stated as possible. The categories of competencies developed by the
earlier appointed committee were taken as the starting point since so
much district input had led to their selection. Based on these categories,
the available literature was surveyed and an initial list of 90 highly
promising competencies was selected.

In order to maximize consensus within the district on which competencies
were seen as important, all the professional personnel (including admin-
istrators were surveyed as to how they rated the importance of each
competency. Every teacher, librarian, counselor, special education teacher
and principal received a random sample of items to minimize time spent
on the task. In addition, a sample of parents and high school students,

VI.1

University of Texas education professors and central office administrators (e.g. the coordinators and bilingual instructional specialists) also rated the importance of the items.

Analyses of the results of the survey allowed for the consensual selection of the final items for each of the four professional evaluation instruments (teacher, special education teacher, librarian and counselor). Figure 1 contains the 63 teacher competencies chosen through this districtwide survey. Copies of all the evaluation instruments to be used for the 1978-1979 year are in the Professional Personnel Evaluation Handbook.

Decision Question 2: WHAT SHOULD AISD INCLUDE IN THE PROFESSIONAL PERSONNEL EVALUATION HANDBOOKS AS A BACKUP FOR THE COMPETENCY EVALUATION INSTRUMENTS?

In the fall of 1977, the secondary principals and fifty percent of the elementary principals were interviewed about their concerns with the current evaluation system as well as their idea of an ideal evaluation system. A sample of teachers was randomly selected from these schools and surveyed regarding these issues.

Both groups agreed that an ideal system should be systematic, ongoing and have periodic steps. Each group felt a pre-appraisal conference was desirable. A strong need for a variety of documentary forms was felt by both groups, since it was agreed that inadequate performance must be documented before incompetent teachers could be terminated. Also the respondents indicated that ideally, an evaluation system should include observations of teachers and data from a variety of circumstances should be included. Ideally, too, the evaluation process should commit the district to deal with personnel development. Many of the procedures and the documentation identified as necessary in an ideal system were perceived as currently inadequate by the teacher respondents. This trend was also found in the principals' responses, although it was not as strong.

The New Teacher Checklist data for the fall of 1977 were analyzed to examine the current ratings being given. This information proved valuable in giving direction in some needed backups for the new system. The checklist was completed differently by different evaluators - some checking only the main category headings, some using subheadings only and others using a combination. This suggests the need for standardized procedures for the completion of evaluation forms. The ratings given were greatly inflated over what would be expected from the normal curve. More specific definition of the scale points as well as behavioral examples for each competency could help make the basis for evaluation more consistent across evaluators.

The Professional Personnel Evaluation Handbook developed by the Office of Staff Personnel with the technical assistance of the Office of Research and Evaluation addresses many of the concerns expressed in the survey of teachers and principals. The introduction explains the basis for and contains the data upon which the competency - based evaluation instruments were developed. The policies of the district governing contract regulations are clearly laid out. The required procedures are specified in detail.

I PERSONAL AND PROFESSIONAL QUALITIES

A. PERSONAL QUALITIES

1. Is physically capable of performing assigned tasks.
2. Is emotionally stable.
3. Exhibits poise and self control.
4. Presents an effective role model.
5. Is punctual.
6. Behaves rationally and realistically.
7. Shows initiative and imagination.
8. Uses common sense
9. Shows enthusiasm for work.
10. Communicates effectively and pleasantly.
11. Exhibits an overall positive attitude.
12. Demonstrates professional growth.

B. PROCEDURAL AND RECORD-KEEPING SKILLS

1. Keeps school records and reports up-to-date and accurate.
2. Recognizes the necessity for and complies with all administrative policies and procedures
3. Complies with all school board policies and procedures.
4. Complies with local campus routines.
5. Documents student progress effectively.

II TEACHING EFFECTIVENESS

A. INSTRUCTIONAL SKILLS

1. Prepares written lesson plans whose instructional objectives are evident to students and self.
2. Employs creative and imaginative approaches to teaching.
3. Designs lessons which incorporate a variety of materials, instructional techniques, and learning activities.
4. Presents subject matter appropriate to the needs, abilities, and interests of students.
5. Makes clear to students standards for learning performance.
6. Diagnoses individual and class difficulties.
7. Moves around the room at times, rather than teaching seated behind the desk.
8. Plans instruction around needed student competencies.
9. Prepares appropriate tests and evaluation activities to measure student learning.
10. Reports test and evaluation data competently to parents.
11. Uses formal and informal means for assessing student learning.
12. Teaches lessons with clear, logical and sequential content.

13. Utilizes a variety of questioning strategies.
14. Interprets own tests and evaluation activities accurately.
15. Paces instruction to suit students' concentration and interest spans.
16. Makes assignments appropriate to the student's instructional level.

B. CLASSROOM MANAGEMENT SKILLS

1. Uses a variety of motivational strategies.
2. Maintains class control in an atmosphere conducive to learning.
3. Organizes the class routine so that little time is lost in transition from one learning activity to another.
4. Organizes the classroom for quick and efficient distribution of learning materials.
5. Has a lesson plan for the day so that each student moves smoothly through the day's learning activities.
6. Uses management procedures which prevent behavior problems from arising.
7. Uses behavior management techniques which preserve student and teacher dignity and self-esteem if problems arise.
8. Practices positive reinforcement techniques.
9. Allocates time to include presentation of all appropriate content.
10. Provides enrichment activities for students who complete assigned work.
11. Involves all students in learning activities.
12. Is prepared to begin teaching at the beginning of each period.

C. EXPERTISE IN BASIC SKILLS AND SUBJECT AREAS

1. Has knowledge and a broad background in subjects taught.
2. Is well informed concerning latest developments in content fields.
3. Demonstrates knowledge and ability to use the basic essentials of standard English in oral and written communication and in spelling.
4. Demonstrates knowledge and ability to use the basic essentials of mathematics skills and concepts.
5. Presents information verbally in a clear and understandable fashion.
6. Teaches lessons and units that reflect the AISD curricula.

III. INTERPERSONAL SKILLS

1. Fosters positive self-images in students.
2. Fosters students' self-control and self-direction.
3. Is consistent in relationships with students.
4. Is cordial in relationships with students.
5. Treats students impartially.
6. Is adaptable when dealing with individual and cultural differences.
7. Communicates with students sympathetically, accurately and with understanding.
8. Works effectively with teachers, student teachers and support personnel.
9. Recognizes and responds to contributions of students.
10. Respects students' rights and encourages their sense of responsibility.
11. Establishes a warm relationship with students.
12. Communicates with parents sympathetically, accurately and with understanding.

Two observations (three for new professionals) are required before evaluation
occurs. The recommended procedures encourage pre-appraisal conferences and
a competency improvement plan for working with professionals to improve the
instructional program. An extensive section on behavioral descriptors for
each competency is included to aid both the evaluator and the evaluatee in
focusing on what behaviors to look for in each competency area. Also in
this section, focus is given to a variety of possible data sources for
gathering information abou¯ a professional's performance. Extensive district
resources are detailed in a section dealing with improving evaluatee per-
formance. The next part of t ¬ Handbook details what determines contractual dif-
ficulty and recommended steps (in addition to those in the Improving
Evaluatee Performance section) for working with these professionals. Resources
are ¬hen given to aid evaluators develop their skills. In addition to this
evaluator training sessions have been (and will continue to be) conducted to
train evaluators to assure consistent use of the evaluation instruments as well
as help standardize the evaluation process districtwide. Finally the appendices
in the Handbook contain a variety of observation forms, and parent and student
input forms for possible (but not required) use.

Decision Question 3: WHAT TRAINING SHOULD AISD PROVIDE FOR ADMINISTRATORS
WHO WILL EVALUATE PROFESSIONAL STAFF?

When the principals and the teacher sample were surveyed in the fall of 1977
about the current and ideal evaluation system they also received a questionnaire
about evaluator training. Teachers generally felt that evaluators needed more
training than the evaluators themselves did. The figure below shows the
responses of principals and teachers to some areas of possible training needs.

Figure 2: PRINCIPALS AND TEACHERS RESPONSES TO EVALUATOR TRAINING NEEDS

The two most important concerns for both groups were using available resources
to facilitate the further development of all teachers and the use of conferencing
skills which assure better feedback as well as planning and problem solving.

VI.4

144

In November the staff of the Office of Staff Personnel, the O.R.E District
Priorities staff and U.T. R&D staff members met and brainstormed possible
evaluator training needs should the new system (in development) be approved
by the school Board. The first need was determined to be initial orientation
to the system - including make-up of the system, how it was developed,
the system philosophy, and how to present the system to the faculty. It
was felt that a major part of the proposed system should be a comprehensive
staff development plan for evaluators both to learn the system and improve
such skills areas as data gathering, written documentation and conferencing.

The December 14, 1977, issue of Update presented a brief summary of the
proposed system. This was seen as an initial introduction for all district
personnel to the system.

On January 9, 1978, the Board approved the new evaluation system and a
calendar of training for evaluators. This was to include in-depth orientation
sessions for principals and other evaluation team members (including the
coordinators, assistant principals, etc.) in March of 1978. In the summer
and continuing through the 1978-79 school year, additional training was to
be conducted in the skill areas of data gathering, written documentation and
conferencing skills.

The January 11, 1978, principals'meeting was devoted to the new evaluation
system. The new evaluation instruments were presented as were the data upon
which they were based. The required and recommended procedures were discussed
as well as dealing with professionals in contractual difficulty.

The major orientations to the new system were held in group meetings in
March and April of 1978. The special education supervisors (due to scheduling
problems) received individual training earlier. Although the sessions were
broken into elementary, secondary and special groups (i.e. Developmental
Programs, Office of Student Development, etc.) the content was basically
the same. A video tape of Dr. Davidson and other district representatives
was used to present the philosophy of the new system, some positive aspects
as well as some concerns of teachers and principals. Differences and
similarities between the old and the new system were detailed. The system
was then explained in more depth by going through the Handbook and focusing
upon required and recommended procedures. In the secondary sessions, in-
structional coordinators discussed their role in the evaluation team.
Brainstorming was conducted to generate ideas on how the new system could
be used to help improve instruction. The groups also discussed their future
training needs.

The last part of the orientation was an assessment conducted by ORE to de-
termine the evaluators' knowledge of the Handbook, their attitudes about
the training session as well as their needs for further training and a
preassessment of possible training needs in various evaluator skill areas.
Some areas of need for further training that were indicated by this assess-
ment were: Additional stress on primary and secondary information sources;
study of a wider variety of good data sources on a professional's perfor-
mance; more in-depth work on the aspects of good observations and conferencing
skills; what makes up a good lesson plan; use of the actual evaluation
instruments; and clarification of how to work most efficiently as part of an
evaluation team.

The attitudes toward the March and April workshops were quite positive with most respondents feeling the training had not only oriented them to the new system, but had made them more positive about the system and more knowledgeable about where to go for help or questions dealing with the new system. Both verbally in the group sessions and through written feedback at the sessions, the workshop participants expressed their needs for further training. These are presented below.

MAJOR TRAINING NEEDS	
Elementary	**Secondary**
Time to Read and Study the Handbook	Time to Read and Study the Handbook
Practicing-Simulation	Practice Work in Instrument Use
Observations and How to Write Up	Observation and Writing Up Observations
Help in Documentation	Conferencing
Conferencing	Roles of Instructional Coordinators and Deans
Roles of Instructional Coordinators and Other Support Personnel	Documentation and Report Writing
Learning Competencies and Behaviors Associated with Each Rating	Definitions of Ratings and the Associated Behaviors
Conflict Resolution	Providing Written Feedback
Competency Improvement Plan	Conflict Resolution
How to Give Written Feedback Positively	Competencies-Learning their Meanings
Familiarity with Resources	How to Plan Goals and Objectives
How to Do In-service for Teachers	Time Management
Time Management	Working with Teachers Positively
	Competency Improvement Plan

Figure 3: MAJOR TRAINING NEEDS EXPRESSED BY EVALUATORS

As can be noted there was considerable agreement between elementary and secondary evaluators and evaluation team members about their needs. Since they received their Handbooks in the March and April sessions, the aspect of reading and studying the Handbook will be covered. Additional training is being planned for the summer in observation (using video tapes and case studies) written documentation, use of the evaluation forms and conferencing. As part of the Board's directive that O.R.E evaluate the training, additional training activities will be monitored and evaluated to give feedback to the Office of Staff Personnel.

Decision Question 4. WHAT REVISIONS SHOULD BE MADE IN THE SYSTEM WHICH WILL
BE IMPLEMENTED IN 1978-1979?

The evaluation questions for this decision question focused on two aspects
of the current system: The ratings given to professional personnel under
the present system and attitudes toward the current evaluation system.

The data from the spring, 1978, professional evaluations were not ready to be
analyzed in time for this report, however the New Teacher Checklists completed
in the fall of 1977 were analyzed. All data on individuals were kept strictly
confidential.

The table below presents the percentages of excellent and satisfactory ratings
given to new district professionals. The special groups category includes
such professionals as school psychologists, Title I reading specialists, etc.

Checklist Category / Professional Groups	Personal Qualities	Human Relations	Classroom Organization	Lesson Plans	Classroom Teaching	Attitude toward Supervisor	Personal Qualities	Human Relations	Classroom Organization	Lesson Plans	Classroom Teaching	Attitude toward Supervisor
Regular Elementary	100	98.4	97.3	97.8	98.8	100	59.1	40.9	30.1	29.0	23.7	40.9
Regular Secondary	98.7	94.9	99.4	94.3	97.5	97.5	39.6	23.3	12.0	12.6	15.2	20.8
Sp. Ed. Elementary	100	96.1	96.0	100	98.0	98.0	45.1	35.3	32.0	27.5	22.4	45.1
Sp. Ed. Secondary	100	86.7	100	103	100	100	26.7	20.0	16.3	35.7	35.7	26.7
Special Groups	100	100	100	100	100	100	71.4	61.5	33.3	44.4	40.0	50.0
Percentages of Ratings which were Satisfactory or Better.							Percentages of Excellent Ratings					

Figure 4: PERCENTAGES OF SATISFACTORY AND EXCELLENT RATINGS
ON THE NEW TEACHER CHECKLIST

As the above figure illustrates, ratings given were quite positive.
The ratings on the categories that refer more to personal characteristics
(i.e. Personal Qualities, Human Relations and Attitude toward Supervision)
were more highly rated than those which refer to teaching or planning
behaviors. Comparisons of the ratings given elementary and secondary teachers
indicate generally across the six categories, new elementary teachers received
higher ratings than did new secondary teachers. This was somewhat true
of the comparisons between elementary and secondary special education
teachers as well. As discussed in Decision Question 2, evaluators differed
a great deal in their techniques of scale completion.

The analyses of the New Teacher Checklist data strongly suggests the
need for systematization of completion of the evaluation forms as well

as rating scale gui'es to judge how to rate evaluatees on each competency.
The increase of the rating scale to five points could increase the "spread"
of the ratings perhaps more accurately reflecting the population evaluated.

Comparisons were made between the ratings of the checklist portion of the forms
and the comments section.   The ratings were somewhat related to the comments,
in the sense that a high rating was usually accompanied by positive comments.
However, the comments were generally not related to the specific rating cate-
gories in any discernable way.   This suggests that evaluators need to be
trained to give more useful(to the evaluatee) comments based upon the areas
evaluated.   The new evaluation forms(and the training in the new system)
will hopefully improve this situation since evaluators are asked in the com-
ments section to justify as much as possible higher or lower(than the "3"
level) ratings and speak specifically to the evaluatee's strengths and areas
in need of improvement.

The principals interviewed and the teachers surveyed in the fall survey on
attitudes toward the current and an ideal evaluation system responded to a
question about their major concerns about the currentl/(1977-78) used evalua-
tion system.   The figure below presents the tabulation of these concerns.

PRINCIPALS	NUMBER CONCERNED	TEACHERS	NUMBER CONCERNED
Not enough time to carry out system.	27	Evaluators do not have enough time to ob-serve and carry out the system.	22
Evaluation form and criteria too general.	27	Reliance on principals' judgement and/or competence.	17
Process and system not spelled out and sys-tematic.	7	Too little emphasis on strengths, helping and positive aspects of system.	12
No consistency in what ratings mean.	12	Inadequacies (and vagueness) of system and instrument.	7
Objectivity in this system hard.	11	None.	6
Lack of teacher input.	4	Lack of regular and systematic feedback.	4

Figure 5:   RESPONDENTS' CONCERNS WITH THE PRESENT EVALUATION SYSTEM

As can be noted, most of these concerns have been addressed in the new system:
it is more systematic, more behavioral,more specific and more objective; the
Handbook spells out details of the system; working with helping professionals
is stressed; observations are required; and feedback to the evaluatee is one
focus in the evaluation process.   Unfortunately, the time problem is a major
concern of both evaluators and evaluatees and the new system does not solve it
per se.   It does however, spell out what both parties can expect in the
process, therefore allowing for more planning and hopefully better time
management of the evaluation process.

As part of baseline data gathering, 1977 AISD graduates were surveyed
about their feelings about their school experiences.   This year these
former students were asked to judge the competence of the teachers they
had.   Three-fourths agreed or strongly agreed that AISD teachers are competent.

Despite majority agreement, there may be some cause for concern when 18 to
31% of the graduates disagree that teachers possessed such competencies as
"Used common sense in instruction." Hopefully the new evaluation system,
in making the improvement of instruction its major priority, will increase
the numbers of students satisfied with their teachers.

Teachers	Graduates' Responses	
	Agreed + Strongly Agreed	Disagreed + Strongly Disagreed
Had knowledge and broad subject area backgrounds.	82%	18%
Presented material verbally in clear manner.	79%	21%
Used common sense in instruction.	76%	24%
Respected my rights & encouraged responsibility.	74%	26%
Could tell if students had learning problems.	69%	31%

Figure 6: GRADUATES' RESPONSES TO STATEMENTS THAT TEACHERS HAVE THE LISTED
COMPETENCIES.

Publication No. 77.23

(Evaluation Design)

ABSTRACT

Title: Professional Personnel Evaluation System Evaluation Design

Contact Person: Catherine A. Christner, Ph.D.

No. Pages: 9

Content:

The evaluation design is a one-year plan of evaluation work for the project.
The table of contents for this document includes:

I. Evaluation Design Review Form — This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.

II. Decision Questions
   A. Questions Addressed
   B. Overview
— Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives (and their data sources).

III. Narrative Summary
   A. Program Summary
   B. Evaluation Summary
— This chapter briefly describes the project and the evaluation activities tied to the project.

IV. Information Sources Summary — The principal evaluator(s) provide work estimates (in person-days) for each person on the evaluation team. Work estimates are projected for each "information source" and are broken into the four types of evaluation tasks: development, collection, analysis, and dissemination.

V. Summary of Data to be Collected in the Schools — This is a timeline for the collection of data in the schools.

VI. Evaluation Time Resources Allocation Summary — This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

150

Evaluation Design Summary:

In the summer of 1977, the Board rejected a committee-developed teacher
evaluation process due to vagueness of criteria, time-demand problems for
evaluators and other legal problems. The Board referred the revisions of the
process to its own Personnel Committee, who in turn directed the Office of
Staff Personnel, the Office of Research and Evaluation and the school attorney
to develop a system that solved the problems of the committee-developed system.
The Board required that the new system be completed for their perusal by Decem-
ber 1, 1977.

The evaluation for this program calls for two types of activities on ORE's
part. The first will be technical support for the Office of Staff Personnel
in the development of the new professional personnel evaluation system. The
second will be to collect baseline data (evaluation ratings, attitudinal
data, training data) for the purpose of evaluation of the new system.

The design specifies ORE responsibilites and activities in four major areas:

1. Competencies. ORE activities include a literature survey of professional
   personnel competencies, a survey of competency instruments, coordinator
   input into competencies, a survey of all the professional level personnel
   in the district on the importance of various competencies and the development
   of an evaluation instrument based on these surveys.

2. Professional Personnel Evaluation Handbook. Activities include collecting
   data on what AISD staff believes should be included as a backup for a new
   evaluation instrument, what the district staff feels are the problems
   with the current evaluation system, and the technical inputs of the
   development of the new Professional Personnel Evaluation Handbook.

3. Evaluator Training. Activities include a survey of AISD staff on their
   views on what skills evaluators need to carry out the new evaluation system
   and the evaluation of the training conducted for evaluators in the new
   system.

4. Evaluation of professional personnel evaluation system itself. During
   1977-78 activities include gathering baseline data on the current ratings
   given in the current system and attitudinal data on the current system.

Scope of Design:

   4 Decision Questions (System Level)
   11 Evaluation Questions

Evaluation Resources Required (in person-days):

   42 Director
   174 Evaluator
   598 Evaluation Assistant
   33 Programmer
   282 Secretary

VII. MINIMUM COMPETENCY

FINAL REPORT

Evaluation Findings on: Minimum Competency

Contact Person: Mary Minter, Jim Watkins or Jane Ogder.

Summary of Evaluation Findings:

WHAT ARE THE HIGH SCHOOL GRADUATION REQUIREMENTS IN READING AND MATH?

The Texas Education Agency (TEA) requires that students begin language arts and mathematics courses in the quarter in which they enter high school and that they continue those courses until the student has earned 6 quarter credits in mathematics and 9 quarter credits in language arts.
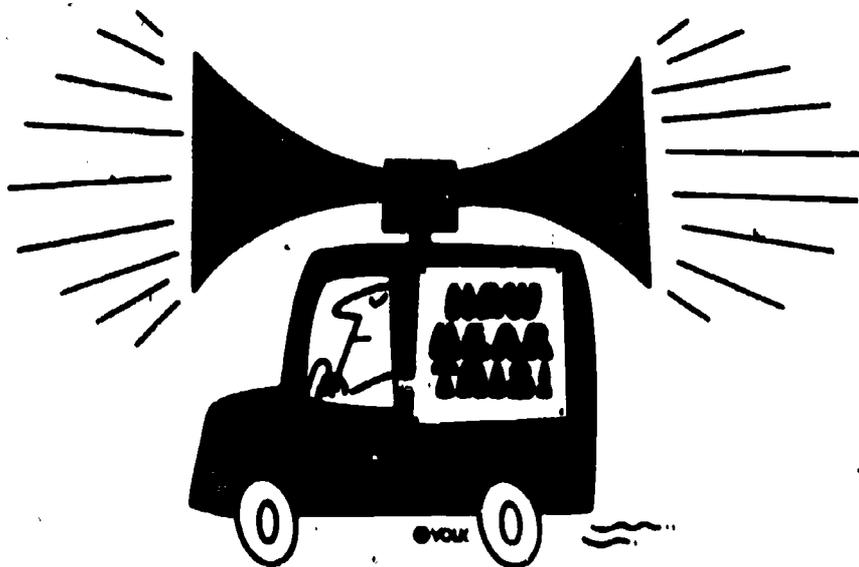
In 1975, the Board of Trustees of the Austin Independent School District mandated that students be required to demonstrate at least an 8th grade competence in both reading and mathematics prior to graduation or to place on file at the school, a letter signed by parent or guardian acknowledging that the student proposes to graduate without achieving such competency. The requirements are effective beginning with the graduating class of 1978-79. These minimum competency requirements are to be met in addition to the course requirements in language arts and mathematics set by TEA.

Students are given several opportunities to demonstrate proficiency in reading and math before completing the final quarter of coursework in math and/or reading. Those students who have not reached the required level of proficiency by the time they have completed the 6 quarters of required math courses, must enroll in the Fundamentals of Math Tutorial (FOMT) class until the student meets competency or submits a letter of waiver. Similarly, those students who have not demonstrated competency in reading by the time they have completed 9 quarters of language arts, must enroll in a reading tutorial class. The reading tutorial classes will begin in the fall quarter, 1978. There were pilot reading tutorial classes at LBJ and Reagan (only) during the 1977-78 school year.

MINIMUM TEST SCORES NECESSARY
FOR DEMONSTRATING PROFICIENCY
IN READING AND/OR MATHEMATICS
FOR
HIGH SCHOOL GRADUATION

Test and Administration	Reading Requirement	Mathematics Requirement
OPTION 1: CAT, Level 4, Form A, when administered to 8th grade students as part of the districtwide testing program (in Feb.)	Reading Total Raw Score = 55 or higher Percentile Score = 50 or higher	Mathematic Total Raw Score = 58 or higher Percentile Score = 50 or higher
OPTION 2: STEP, Level 2, when administered to high school students as part of the district-wide testing program (in April)	Reading Raw Score = 28 or higher For both Form A and Form B Minimum acceptable percentile score by grade 9th grade = 30 10th grade = 21 11th grade = 15 12th grade = 11	(1) Mathematics Computation Raw Score = 26 or higher on Form A Raw Score = 27 or higher on Form B Minimum acceptable percentile score by grade 9th grade = 35 10th grade = 29 11th grade = 26 12th grade = 20
		(2) Mathematics Basic Concepts Raw Score = 20 or higher on Form A Raw Score = 21 or higher on Form B Minimum acceptable percentile Scores by grade 9th grade = 37 10th grade = 33 11th grade = 30 12th grade = 27
OPTION 3: CAT, Level 4, Form B, when administered to high school students as directed by ORE	Reading Total Raw Score = 53 or higher Percentile Score = 50 or higher	Mathematics Total Raw Score = 55 or higher Percentile Score = 50 or higher

Figure 1

HOW MUCH HAVE FOMT CLASSES HELPED STUDENTS IN MEETING COMPETENCY REQUIREMENTS?

It was found that 554 students enrolled in FOMT during 1977-78, the first
year in which the math tutorial classes were operational. Of this group,
42.3% met competency after only 1 quarter.
Another 7.4% demonstrated competency after
2 quarters and another 1.1% demonstrated
competency after 3 quarters. It should
be noted that only one group of students,
those enrolled in the fall quarter of FOMT,
have had the opportunity to enroll in FOMT
for 3 quarters. By the end of the year,
however, a total of 50.8% of those students
who had failed to meet competency by the
end of 10th grade and who had completed
at least 6 quarters of high school math,
and who had subsequently enrolled in FOMT,
did demonstrate competency in mathematics.

There is some question, however, as to whether these students actually
acquired sufficient skills as a result of enrollment in the FOMT class,
or whether they were remembering items from the previous administration
of the test. This is a very serious question since the same form of the
test (CAT, Form B, Level 4) is administered at the end of each quarter
to the FOMT classes. Some consideration will need to be given to this
matter in order to get a more accurate picture of the impact of the FOMT
classes.

Another question that is raised by the findings on this question is how
much change in student performance is due to an increase in student moti-
vation. Before 1977-78, students did not have to meet a specific level
of proficiency in order to graduate. It is likely that the 1977-78 stu-
dents put more effort into their test performance because their eligibility
for graduation depended upon it.

For whatever reason, those students who comprised the study group for
1977-78 did show improvement over the previous year's students having
similar backgrounds with respect to testing. (See Figure 2)

ARE ANY STUDENTS EXEMPT FROM THE COMPETENCY TESTING REQUIREMENT?

Students were exempt from the competency testing
only if they:

- were in an integrated or self-contained
  special education classroom.
- transferred to the Austin Independent
  School District with at least one
  quarter of senior-level credit earned
  in the non-AISD district.
- Entered high school before 1974-75
  (before the board policy on competency
  requirements had been adopted).

VII.3

ELEVENTH GRADE 1976-77
BLACK(N=101)
MEX.-AMER.(N=108)
ANGLO(N= 92)

MATH
COMPUTATION

BLACK

MEX.-AMER.

ANGLO

MATH
CONCEPTS

BLACK

MEX.-AMER.

ANGLO

ELEVENTH GRADE 1977-78
BLACK(N= 98)
MEX.-AMER.(N=121)
ANGLO(N=121)

25% 20% 15% 10% 5% 0%   0% 5% 10% 15% 20% 25%
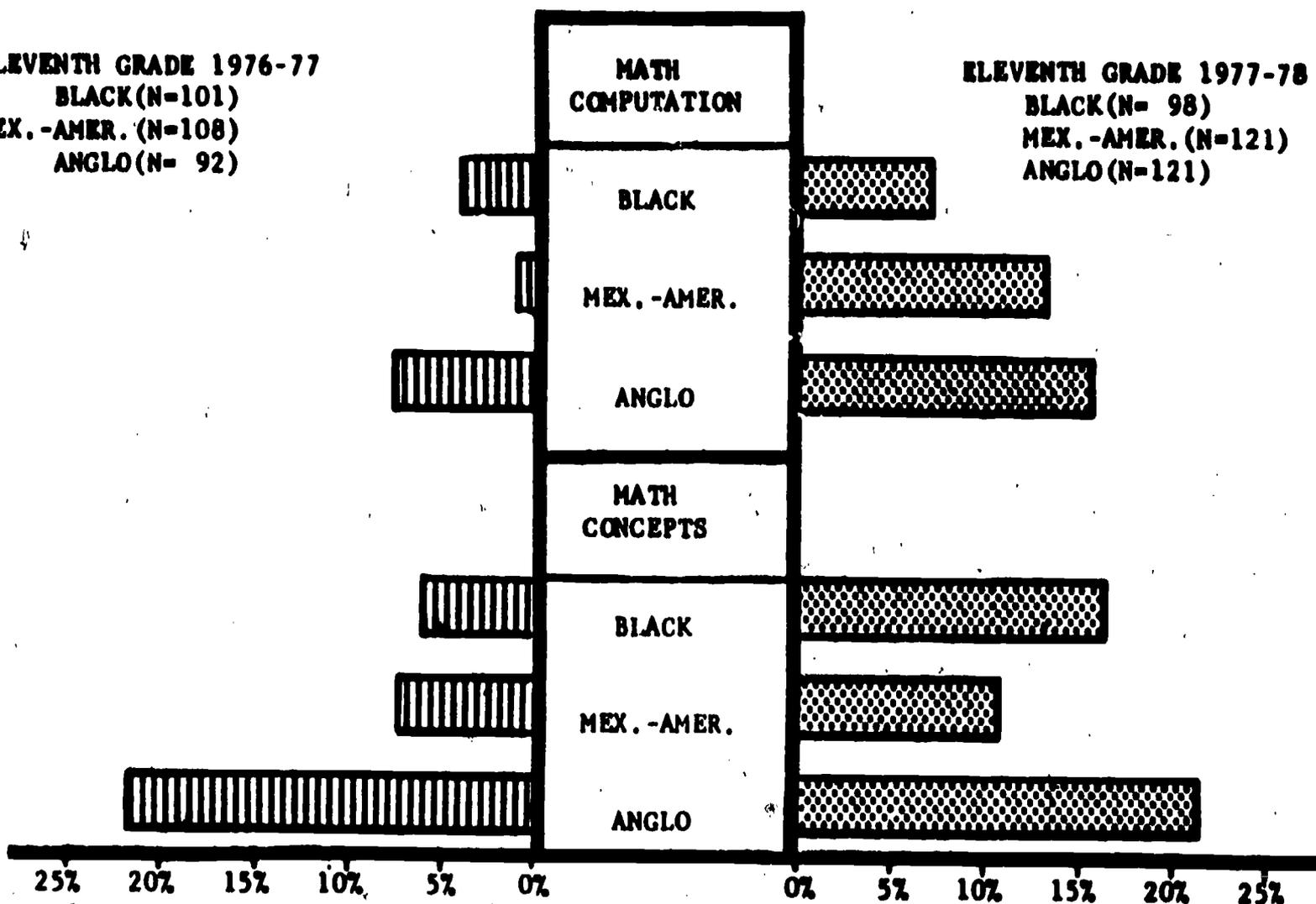
Figure 2.   PERCENTAGE OF STUDENTS FAILING THE COMPETENCY REQUIREMENT
            AT 8TH GRADE LEVEL WHO PASSED THE STEP AT ELEVENTH GRADE LEVEL
            PRIOR TO AND AFTER THE GRADUATION REQUIREMENT WENT INTO EFFECT

WHAT SCORES MUST BE MET IN ORDER TO DEMONSTRATE 8TH GRADE PROFICIENCY?

In order to demonstrate competence in reading and/or math, students must
achieve a satisfactory score on any one of the following tests:
    . the California Achievement Test (CAT) administered at 8th grade,
      on which the student must score at or above the 50th percentile
      level based on the CAT norms for the December-February adminis-
      tration of Level 4, Form A.
    . the Sequential Tests of Educational Progress (STEP), administered
      ...nually at the high school level, on which the student must score
        or above the level indicated in Figure 1 for the respective
      grade and subject area (i.e., reading or mathematics).
    . the California Achievement Test administered at the high school
      level, on which the student must score at or above the 50th
      percentile level based on the CAT norms for the December-February
      administration of Level 4, Form B.

VII.4

156

HOW DO PARENTS AND STUDENTS KNOW WHAT STUDENTS ARE FACING THIS YEAR?

During 1977-78, there were at least two articles which appeared in a local newspaper regarding the Austin ISD competency testing program. The articles were written by the Director of the Office of Research and Evaluation.

The television medium was also used to try to inform the public about the minimum competency requirements. Appearances were made by the Director of Secondary Instruction and the Director of the Office of Research and Evaluation.

Just before students enter high school (during their 8th grade year), they are provided copies of the "Blue Book", the school district guide to information on school district policies and regulations which Austin high school students and their parents should know. The graduation requirements, including both competency requirements and course requirements are included.

Students at both 8th grade and at the high school level are provided with brochures describing their test results on the 8th grade California Achievement Test and the Sequential Tests of Educational Progress (at grades 9-12) respectively. These brochures include information on the minimum competency requirements and how that specific tests and the test results fit into the competency testing program.

SHOULD OTHER STUDENTS BE REQUIRED TO TAKE FOM CLASSES?

The findings on this question are not conclusive. It is clear that the students who take only advanced mathematics classes do better on the STEP than do students who have been enrolled in FOM classes. (See Figure 3). This finding may be the result of differences in entry-level skills possessed by the student at the time of enrollment in FOM or advanced math classes. It is suggested that a study be made to compare the entry level skills of students in advanced math (e.g., algebra, geometry, etc.-- courses other than FOM) and those who enroll in the Fundamentals of Math (basic skills) courses.

Just as there is a question on the findings of differences between FOM and non-FOM students, the question of FOM and FOMT student differences has not yet been addressed. In looking at the progress of FOMT students; however, the fact that 50.8% achieved competency during the 1977-78 school year was impressive, particularly since 42.3% met competency after only one quarter in FOMT. (See Figures 3 through 6)

157

Percent of Students
Failing Math Computation

90 —

80 —

70 —

60 —

50 —

40 —

30 —

20 —

10 —

All Non-FOM Students

All FOM Students

Black Non-FOM Students

Black FOM Students

Mex. Amer. Non-FOM Students

Mex. Amer. FOM Students

Anglo Non-FOM Students
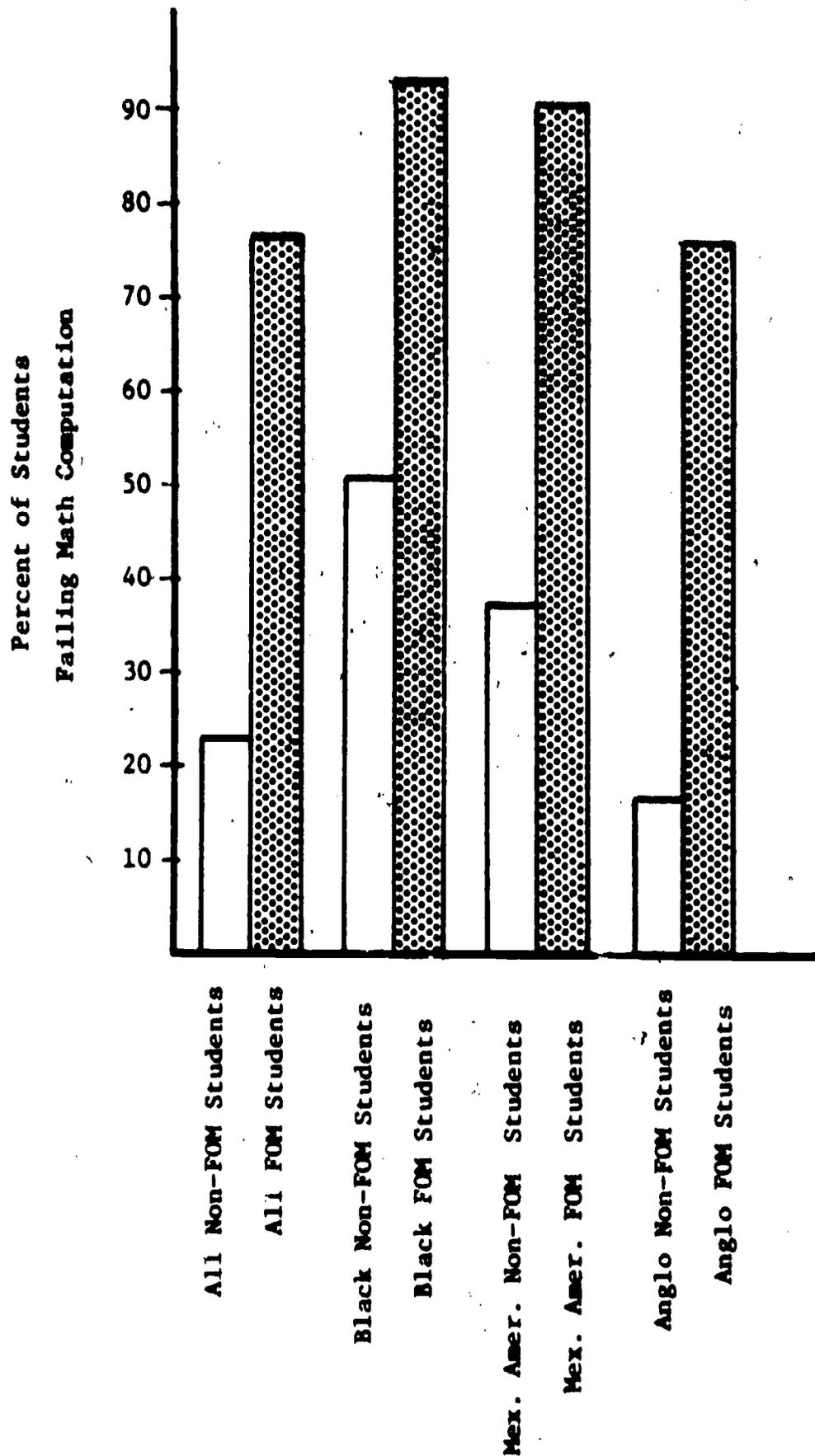
Anglo FOM Students

Figure 3. PERFORMANCE OF STUDENTS IN GRADE 9 ON STEP MATH COMPUTATION (STEP ADMINISTERED TO 9TH GRADE IN 1977/78). Non-FOM students are these who have taken only advanced math courses (e.g., algebra, geometry, etc.). FOM students are those who have been enrolled for at least one quarter in Fundamentals of Math (FOM).

VII.6

159
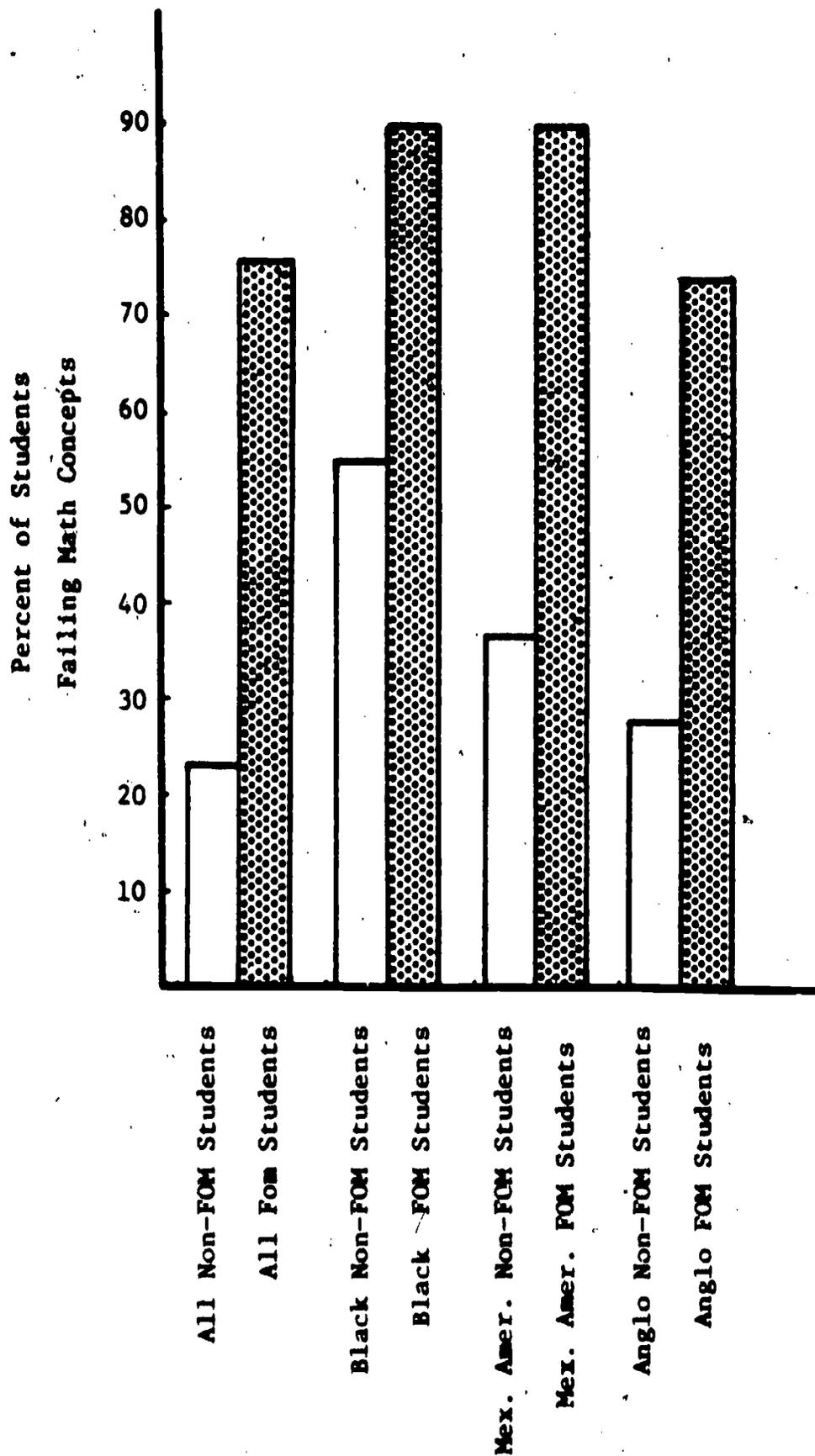
Figure 4. PERFORMANCE OF STUDENTS IN GRADES 9 ON THE STEP MATH CONCEPTS
(ADMINISTERED TO 9TH GRADE IN 1977/78). Non-FOM students
are those who have taken only advanced math courses (e.g., algebra,
geometry, etc.). FOM students are those who have been enrolled
for at least one quarter in Fundamentals of Math (FOM).

VII.7

159

Figure 5.   PERFORMANCE OF STUDENTS IN GRADE 10 ON STEP MATH COMPUTATION
(STEP ADMINISTERED TO 10TH GRADE IN 1977/78). Non-FOM students
are those who have taken only advanced math courses (e.g., algebra,
geometry, etc.). FOM students are those who have been enrolled
for at least one quarter in Fundamentals of Math (FOM).

Figure 6.   PERFORMANCE OF STUDENTS IN GRADE 10 ON STEP MATH CONCEPTS
(STEP ADMINISTERED TO 10TH GRADE IN 1977/78).   Non-FOM students
are those who have taken only advanced math courses (e.g., algebra,
geometry, etc.).   FOM students are those who have been enrolled
for at least one quarter in Fundamentals of Math (FOM).

VII.9

161

HOW MANY STUDENTS OPTED FOR THE WAIVER LETTER?

There were a total of 41 letters of waiver in mathematics received by the high schools during the 1977-78 school year. Three of the students who submitted letters later took the CAT in the FOMT class and passed.

Of tne 38 remaining etudents who submitted letters, 60.5% had been enrolled in FOMT for 2 or 3 quarters. This represents 18% of the 209 students who would not otherwise graduate, thus leaving 171 who will not have met competency by the end of 1978-79.

There is considerable difference among schools in the number of letters received. This is thought to be due, at least in part, to the fact that some schools actively discourage students from submitting waiver letters and strongly encourage (insist) that they repeat FOMT until competence is met or the student is about to graduate.

Figure 7 il strates the number of students, by ethnic group and by school, for whom letters have been recieved.
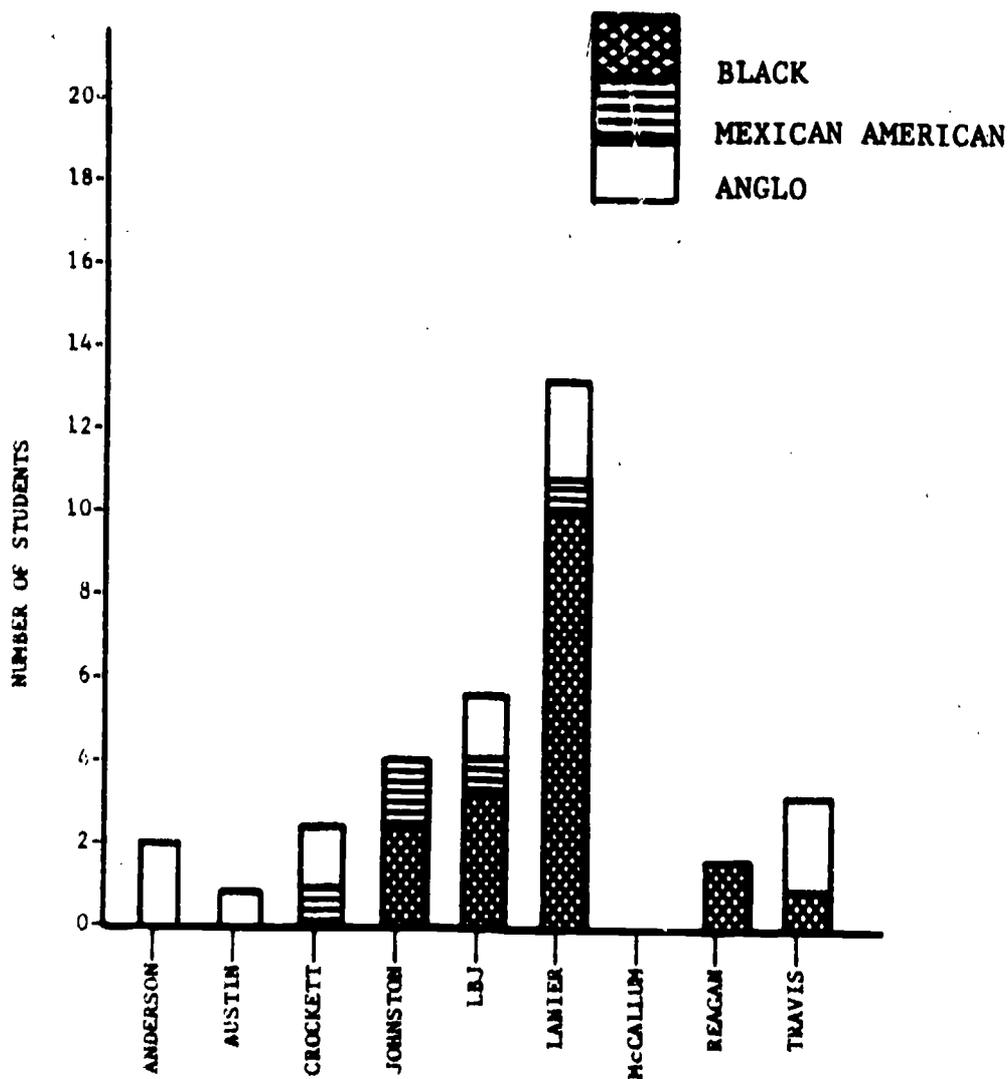
Figure 7. NUMBER OF STUDENTS WITH ACCEPTED WAIVER LETTERS FOR MATH COMPETENCY.

VII.10

WHO WILL GRADUATE? WHO WILL NOT?

With each succeeding grade, there is a smaller percentage of students
who have failed to demonstrate competency. Anglo students attain com-
petency in earlier grades than do minority students. Figure 8 displays
these results.

Test	Grade	Black	Mex. Am.	Anglo
Reading	8	84.5%	80.3%	30.9%
	9	73.6%	72.4%	22.2%
	10	61.8%	49.9%	12.3%
	11	32.3%	30.5%	5.0%
	12	38.7%	29.4%	6.6%
Math	8	82.3%	77.5%	34.9%
	9	82.7%	78.1%	31.6%
	10	70.4%	56.0%	17.7%
	11	33.2%	23.8%	4.5%
	12	53.8%	48.0%	14.9%

Figure 8. PERCENTAGE OF STUDENTS FAILING TO DEMONSTRATE COMPETENCY,
BY GRADE AND ETHNICITY. DATA IS REPORTED AS OF THE END
OF 1977-78.

Further improvements are expected next year. It is predicted that by
the end of next year, only 3% of the seniors (11th grade students during
the current year) will have still failed to demonstrate competency in
reading. Four percent of these seniors will have failed to demonstrate
competency in math.

So far, only a few students are taking advantage of the waiver letter
option. At the close of this year only 7% of those students taking Math
tutorial classes had submitted waiver letters.

ABSTRACT

Title: Minimum Competency

Contact Person: James Watkins or Jane Ogden

No. Pages: 17

Content:

The evaluation design is a one-year plan of evaluation work for the
project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This form presents the names of persons who are responsible for some aspect of the project's implementation and who have been provided with relevant portions of the design for review and comment.
II.	Decision Questions	In this section, all of the decision questions are stated and are related to the relevant evaluation questions.
III.	Narrative Summary	This section briefly describes the project and the evaluation activities.
IV.	Information Sources Summary	The specific analysis procedures for each of the evaluation questions are presented in this section.
V.	Summary of Data to be Collected	This section contains a timeline for the data collection activities.
VI.	Evaluation Time Resources Allocation Summary	This section summarizes all of the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

This design represents the evaluation plans for the assessment of the
consequences of the recently adopted board policy regarding minimum
competency requirements and of the actions taken by the district to
assist students who need additional help to demonstrate the required
minimum competencies in reading and in math.

The evaluation design consists of providing achievement data results
for all students currently in high school and in the 8th grade of the

Junior High Schools, for the purpose of describing:

- projected implications for the senior class of 1978-1979 (the first class which will graduate under the competency requirements policy),

- current competency status of all high school and 8th grade students, on a districtwide basis as well as by different ethnicities and school campuses,

- the effectiveness of the special tutorial classes .at have been conducted during the 1977-1978 year for students who have not been able to demonstrate competency in math, and

- the adequacy of the equating procedure which the Office of Research and Evaluation used to determine cutoff scores on the high school STEP test which would be considered as equivalent to the 50%ile cutoff scores on the CAT.

Other data was collected to assess some of the other important aspects of the board policy and the corresponding administrative procedures. This included class sizes for the tutorial classes, attendance rates in these tutorial classes, and the frequency with wh..ch the letter of waiver option (permitting students to graduate without having demonstrated competency, if the parents or guardians approved by signing the letter) was being utilized in the district.

Scope of Design:

4 Decision Questions
13 Evaluation Questions

Evaluation Resources Required (in person-days):

9 Director
50 Senior Evaluator
50 Data Analyst
50 Testing Technicians
22 Secretary

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<u>Scope of Design</u>:

4 Decision Questions
13 Evaluation Questions

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9   Director
50 Senior Evaluator
50 Data Analyst
50 Testing Technicians
22 Secretary

VIII. LOCAL/STATE BILINGUAL

Evaluation Findings on: Local/State Bilingual

Contact Person: Lynn Ceyanes and Glynn Ligon

Summary of Evaluation Findings:

Description of the Program

The Local/State Bilingual Program in the Austin Independent School District
receives funds from the District and the State of Texas in the amount of
$520,902 to provide bilingual education to selected students attending the
public schools in Austin.

The Local/State Bilingual Program operates on eighteen campuses and spans
grades K-5. Approximately 4,343 students participate in Local/State funded
bilingual instructional activities. About 3,373 of these students attend
schools where the Title VII Project is in operation and are administered to
in part by the Title VII Project Staff. The Title VII campuses are also
known as High Concentration Bilingual Campuses (HCBC's). The remaining
970 students attend schools at campuses where there are lower concentrations
of Spanish-surnamed students (LCBC's). The program for students in this
latter category is administered entirely by Local/State Bilingual Staff.

The Local/State Bilingual Project is administered and supervised by a staff
of seven professionals--a project coordinator, five instructional specialists
and a parental involvement specialist. These staff members are responsible
for the implementation of the two components of the program: the instruc-
tional component and the parental involvement component. Evaluation of the
parental involvement component was not included in the application to TEA,
therefore no decision questions were raised by the bilingual program staff
dealing with this component. Teachers at six of the low concentration
bilingual campuses are assisted by bilingual resource teachers. Although
each staff member is assigned the responsibility of facilitating her compo-
nent, each also supervises classrooms at the HCBC's and LCBC's and contri-
butes to planning and implementation of all components.

Evaluation Purposes

The primary focus of the evaluation is the assessment of the objectives in
language development and concept development. Project student outcome
objectives were measured in the areas of oral language development, reading,
math and second language acquisition. In addition, information was gathered
which will assist AISD in making decisions relevant to bilingual education
throughout the District. The major question addressed in the 1977-1978
evaluation was that of identifying students of limited English-speaking
ability (LESA).

Evaluation Activities

Outcome evaluation involved the use of a variety of instruments administered mainly to selected samples of project and non-project students. In addition to a locally developed test for math in Spanish, four standardized tests were administered to assess Spanish reading, language dominance, and English reading.

Evaluation Findings

The results from the evaluation findings are presented here according to the four decision questions which the Local/State Bilingual Project must address. This information is seen as contributing to the answering of these decision questions along with the project staff's observations and the political and practical constraints imposed upon the project.

Decision Question 1: How should AISD bilingual program resources be allocated in 1978-79 to Hispanic students who speak: strong English, weak Spanish; strong English, no Spanish; strong English, strong Spanish; weak English, strong Spanish; weak English; weak Spanish; no English, strong Spanish; no English, weak Spanish?

The concept of equal educational opportunity of language minority children has existed for many years. The first federal legislation dealing with this issue was the Fourteenth Amendment (1868), which established the principle of equal opportunity. Almost one hundred years later the Civil Rights Act (1964), established the principle of equal educational opportunity for national origin minority groups.

The court case which has had the greatest impact on bilingual education is that of Lau vs Nichols. As a result of this case the Lau Remedies were writ-en. These guidelines provide federal regulations by which the Office for Civil Rights conducts reviews of compliance by school districts, and specify guidelines which school districts may use to develop and implement Lau compliance plans.

The Lau Remedies specify that if a child has a home language other than English he may or may not be considered LESA. If the student meets the LESA qualifications and is attending a school district which has twenty or more students who speak that language, the child must receive instruction in his dominant language.

In Texas, a state supported bilingual education program is required for LESA students in grades K-3. According to the Texas Education Agency, a bilingual program must contain six components. These include:
- a. The basic concepts starting children in the school enviroment are taught in the child's first language.
- b. Language development is provided in the child's first language.
- c. Language development is provided in the child's second language.
- d. Subject matter and concepts are taught in the child's first language.
- e. Subject matter and concepts are taught in the child's second language.
- f. Specific attention i given to instilling in the children a positive identity with their cultural heritage, self-assurance, and confidence.

VIII.2

1, (1)

In addition, instructional staff for elementary bilingual programs who provide instruction in two languages must have elementary certificates with bilingual education area of specialization or bilingual endorsements. Teachers of secondary programs must have a secondary teaching certificate appropriate for the course for which credit is given. They should also complete a methods and techniques workshop designed for secondary programs for limited English speakers designed by TEA.

The local requirements for bilingual education are outlined in the School Board Policy on Bilingual Multicultural Education, which was adopted September 9, 1974. This policy is basically a restatement of the six components mentioned previously, with the additional option of a maintenance program which could be developed beyond the third grade, enabling a student to receive bilingual instruction on a voluntary basis.

In Decision Question 1, the Local/State Bilingual program specified sever. language categories for LESA students. No figures are available concerning the number of students in each of those categories. Similar categories, however, were used in the language dominance grouping prepared by the Department of Bilingual Education in January of 1978. The totals are summarized in Figure 1.

Language Dominance Grouping

School	Grade Levels	Spanish Dominant Monolingual	Spanish Dominant English	Bilingual	English Dominant Spanish	English Dominant Monolingual	Monolingual English + Spanish	Total Number LESA
Allison	0-5	12	42	199	167	111	70	504
Becker	0-5	10	6	71	90	60	6	219
Brentwood	K-1	0	0	6	12	47	0	60
Brooke	K-5	9	71	187	189	74	1	114
Brown	0-4	3	10	1	14	70	0	90
Dawson	8	1	5	77	90	74	4	244
Govalle	0-5	10	41	104	112	41	1	147
Linder	0-4	11	10	8	40	144	0	221
Maplewood	K-5	0	12	22	0	0	0	41
Metz	K-5	11	45	77	209	56	0	456
Odom	4	0	6	14		49	0	61
Ortega	K-5		10	85	43	104	1	154
Pleasant Hill	K-1	1	2	14	61	10	0	84
Ridgetop	0-4		2	11	4	167	0	170
Brookdale	K-2		1	1	2	10	0	15
Sanchez	K-5	14	44	47	119	87	5	456
Sims	7-1	0	7	7	0	14	0	48
St. Elmo	K-1	0	0	21	55	127	7	200
Travis Heights	4	0	0	47	17	0	0	74
Zavala	K-5	15	60	100	91	50	0	327
Totals		140	177	949	1100	1111	47	4113

Figure 1.   LANGUAGE DOMINANCE CATEGORIES FOR STUDENTS IN SCHOOLS WITH BILINGUAL PROGRAMS

Decision Question 2: How should local bilingual resources be allocated among AISD campuses?

VIII.3

When making this decision, it is necessary to consider how other resources
for bilingual education are allocated. During the 1977-78 school year the
Local/State Bilingual program served both high and low concentration bilin-
gual campuses. Low concentration bilingual campuses received local and
state funds from the local district and State of Texas only.

The total expenditures for the low concentration campuses, including
materials, personnel costs, resource teacher salaries and all other cate-
gories shown in Figure 2, reached $297,423. The nine high concentration
campuses received materials and services totaling $147,736 from the local
funds.

The money allocated to individual low concentration schools ranged from
$22,969 for Brentwood to $42,969 which was Linder's portion of the total
funds. This variation in funding is attributed to numerous factors.
Schools which had been in the project in previous years received slightly
less and schools without bilingual personnel were served by resource
teachers who were paid by local funds. The number of project students at
each campus also influenced the amount of money allotted to each school.

Schools	Local Core Materials	Staff Development	Curriculum Development	A.V. Equipment	Aides	Resource Teacher	Specialists Instructional	Specialists Parent Involvement	Evaluation	Director & Coordinator & S. Program	Operational Resources	Totals
Local/State Bilingual Campuses and Brandale												
Sub Total	$75,000	$1,500	$4,600	$9,000	$75,000	$47,111	$19,600	$19,140	$95,000	$70,900	$70,950	$297,423
High Concentration Bilingual Campuses												
Sub Total	---	$1,500	$4,000	---	$50,000	$26,704	$42,707	$1,000	---	$17,700	$6,000	$147,636
Deferred Funds					$39,100							$39,100
Grand Total	$75,000	$3,000	$8,600	$9,000	$154,100	$66,417	$61,803	$20,000	$95,000	$44,700	$14,950	$416,727

*Budget based on per campus needs. Initial implementation of program or the
addition of grade levels. TEA appropriations have not been included.

Figure 2.   BUDGET ALLOCATIONS FOR LOCAL/STATE BILINGUAL CAMPUSES AND
            HIGH CONCENTRATION BILINGUAL CAMPUSES

The funding for high concentration campuses is also shown in Figure 2. No
funds were allotted for materials or evaluation since the grant from Title
VII covers those areas. Local funds paid aides and resource teachers and
also provided for the services of supervisory personnel to some schools.

The District also received funds from the ESEA Title VII Project totaling
$623,681.00 as illustrated in Figure 3. The difference in funding from
one elementary campus to another is due to the allocations for consumable
and non-consumable supplies. The schools received a specific allotment
for each project student, therefore, the schools with the most project
students received the most money for those supplies.

Central (Department of Bilingual Education)	$241,712.00
Central (ORE)	63,854.00
Central (Austin I.S.D.)	39,978.00
Resource Centers (Sanchez - Zavala)	45,688.00
Allison	23,901.00
Becker	24,711.00
Brooke	25,251.00
Dawson	23,502.40
Govalle	23,901.00
Metz	23,901.00
Ortega	24,711.00
Sanchez	23,901.00
Zavala	25,386.00
Travis Heights	18,283.60
	$628,681.00
1977-1978 Grant Award	$628,681.00

Figure 3. ESEA TITLE VII FUNDS ALLOCATION FOR 1977-78

Decision Question 3: What criteria and procedures should be used for identifying LESA (Limited English-Speaking Ability) students in AISD?

During the 1977-78 school year, LESA students were identified as those who had a score of one or greater on the Spanish scale of the PAL Oral Language Dominance Measure.

In addition, those students who had previously been identified as LESA were also included. Finally, the Office of Research and Evaluation estimated the number of students who may have been missed in one of the above identification procedures and added these students to the LESA category.

When other methods of identifying LESA students were conducted, the results were comparable. PAL language dominance classifications from fall, 1977, were compared with the teachers' judgement of their students' dominant language in May, 1978. Teachers were asked to specify language dominance with no option for a bilingual classification. Those students who were identified as Spanish dominant on the PAL were also judged to be Spanish dominant by the teacher. The same was true for English dominant students. Those few students who, according to the PAL, were bilingual had to be considered either English dominant or Spanish dominant by their teachers according to instructions from ORE and therefore the accuracy of the bilingual designation could not be verified.

Due to the correlation of the PAL results and teacher judgements, it appears that the District should continue to use the PAL as part of the LESA identification process. Since students above the third grade level must also be identified as LESA or non-LESA, the District established a LESA committee to consider procedures for identifying these students. This committee, composed of school administrators, teachers, and parents, met numerous times in the spring and summer of 1978 to survey language dominance measures, study federal, state, and local regulations concerning LESA students, and propose procedures for identifying students who are of limited English-speaking ability.

The recommendations of the committee will be presented prior to the next school year so that the procedures can be finalized and implemented during registration in August, 1978.

Decision Question 4: Should changes be made in the objectives of the program?

<u>Objective 1: Acquisition of Math Readiness Skills in Spanish and English, Kindergarten</u> On the Boehm Test of Basic Concepts the English dominant kindergarten students in the project demonstrated acquisition of math readiness skills through instruction in English. Non-project students who were tested also increased their average scores significantly. There was virtually no difference in the scores of project and non-project students. As illustrated in Figure 4 even though project students come from homes where Spanish is spoken they appear to be no more language disadvantaged than students from non-Spanish speaking backgrounds.

LESA students in the bilingual schools scored higher on the Boehm than students from the HCBC's. Too few Spanish dominant students were administered the Boehm, in Spanish, to calculate significance.

Since all of the average gains for project and non-project students on all scales were significant, perhaps some change in the objectives needs to be made. It would be helpful to make the objectives more explicit by stating the percentage of students who are to make a specific gain. In fact, the objectives for first graders to be measured by the CAT are expressed in this manner.

GROUP	N	PRETEST MEAN	POSTTEST MEAN	DIFFERENCE	f	.
P+Project	34	9.43	13.19	3.76	127.34	.0000
Non-Project	114	9.49	13.24	3.35	106.19	.0000
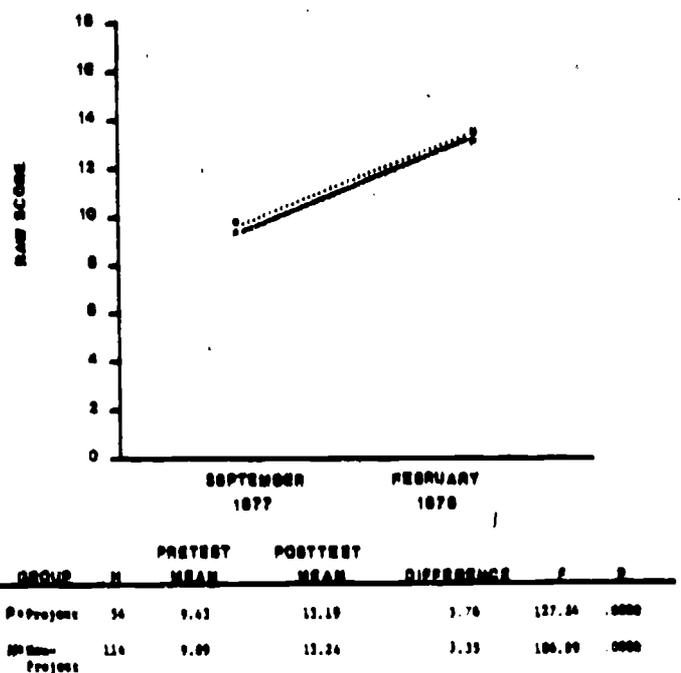
Figure 4. BOEHM QUANTITY SCORES FOR STUDENTS TESTED IN ENGLISH

VIII.6

Objective 2: English Reading and Math, First through Fourth Grades   The
California Achievement Test scores indicate that more than 60% of the first
grade students scored above the 50th percentile on all three math scales.
Second, third, and fourth grade students made gains which were significant
on all three scales; math computation, math concepts and problems, and
math total.   More than 50% of the first graders scored above the 60th
percentile on the vocabulary and comprehension scales.   Forty-nine, rather
than fifty percent of the students scored above the 60% percentile on the
total reading scale.   Second, third, and fourth grade students made signi-
ficant gains on all three reading scales.

Overall on the CAT, students met 23
of the 24 objectives. This could
be misleading, however, since the
objectives were not very specific
as to the outcomes expected. Objec-
tives could specify the comparison
of scores between project and non-
project students but it is difficult
to find comparable groups. Again,
the solution appears to be the
specificity of the objective. As
was the case with the objectives
for the first grade, the objec-
tives should be stated in terms
of the percentage of students
who will achieve at a certain
level.
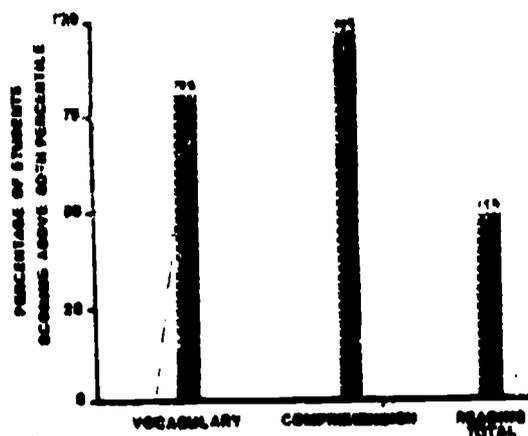
Figure 5.   CALIFORNIA ACHIEVEMENT
            TEST READING SCORES
            FOR FIRST GRADE STUDENTS

Objective 3: Math Skills in Spanish, First through Fourth Grades   Spanish
dominant third grade students made significant gains from pre- to posttesting
on the Spanish Math Test - Examen de Matemática en Español (EME). First,
second, and fourth grade students did not meet this objective when their
scores were considered separately by individual grade level. However, when
all scores for all project students in grades 1-4 were combined the average
gain was significant thus indicating that overall the students met the
objective, but the small numbers at each grade level prevented most grade
levels from being considered statistically significant.

When using a test such as the EME which
was developed locally, stating objec-
tives in terms of significant gains
may be the best alternative since no
other norms are available. Since there
are no norms based on a comparable
group of students it would be benefi-
cial to use the gains for 1977-1978
as the basis for setting the objective
for the 1978-79 school year.
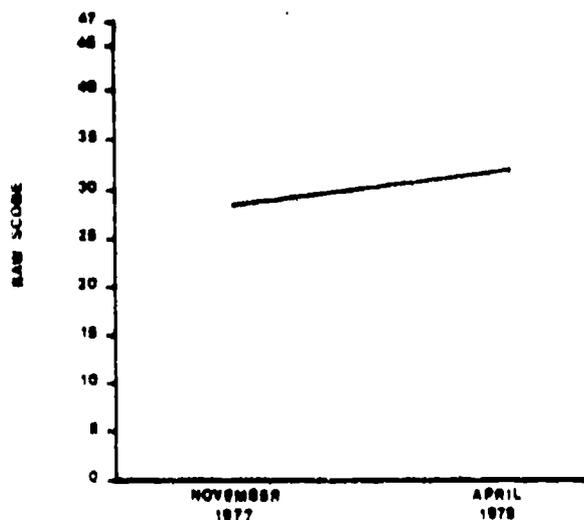
Figure 6.   SPANISH MATH TEST (EME)
            TOTAL RAW SCORES FOR ALL
            STUDENTS TESTED

N	PRETEST MEAN	POSTTEST MEAN	DIFFERENCE	t	p
	10.79	11.33	4.83	13.7761	.0000

<u>Objective 4: Language Skills in the First and Second Language, Kindergarten and First Grade</u>   The objectives for project students which were measured by the PAL Oral Language Dominance Measure appear in the following figure.

OBJECTIVES

	MET	NOT MET
Spanish language skills will increase for Spanish dominant kindergarten students		X
Spanish language skills will increase for Spanish dominant first grade students		X
Spanish language skills will increase for English dominant kindergarten students	X	
Spanish language skills will increase for English dominant first grade students		X
English language skills will increase for English dominant kindergarten students	X	
English language skills will increase for English dominant first grade students	X	
English language skills will increase for Spanish dominant kindergarten students	X	
English language skills will increase for Spanish dominant first grade students	X	

Figure 7.   PROJECT OBJECTIVES MEASURED BY THE PAL

All of the objectives which were not met dealt with the development of Spanish language skills. It appears that these skills are not emphasized in the curriculum at the LCBC's since these same students increased their English language skills significantly.

<u>Objective 5: Spanish Reading Skills, Second Through Fourth Grades</u>   Second through fourth grade project students were administered the Prueba de Lectura - Spanish Reading Test in November, 1977, and again in April 1978. Second grade students did not meet the objective concerning improved Spanish reading skills. None of the gains on any of the reading scales was significant for these students. Third grade students did not meet the objective since their average gains on the comprehension scale were not significant. Fourth grade project students did not meet the objective either. There was no significant gains on any of the three scales. Figure 8 shows the scores on the total raw score scale. In all, the comprehension scale presented the most difficulty since none of the grade levels, when considered separately, made significant gains on this scale. However, when the scores for all the students at each grade level were combined, the average gains on all three scales were significant.
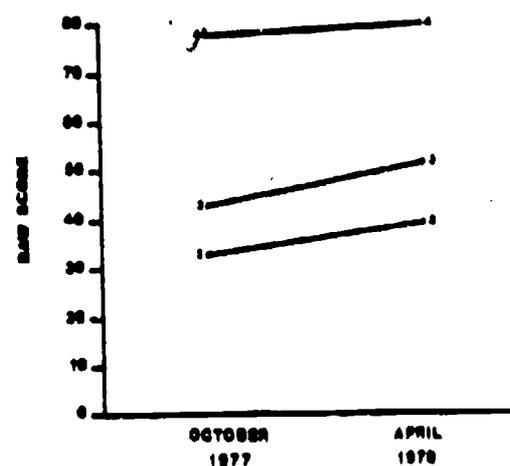
Figure 8.   SPANISH READING TEST -
PRUEBA DE LECTURA TOTAL
RAW SCORES FOR SECOND,
THIRD AND FOURTH GRADES

GRADE	N	PRETEST MEAN	POSTTEST MEAN	DIFFERENCE	t	p
2	9	26.44	29.11	4.67	1.41	.071
3	10	43.90	51.90	8.00	7.04	.014
4	2	77.00	79.00	2.00	4.00	.013

Objective 6:   Improvement in Language Development in the Second Language,
Second through Fourth Grades   The Second Language Improvement Index was
administered in March 1978. Randomly selected second through fourth grade
students were evaluated by their teachers regarding improvement in their
second language. As illustrated in Figure 9 all students (100%) in grades
2-4 who were receiving instruction in English as a second language improved
their language skills. The English dominant project students evaluated,
exceeded the level established in the objective.

Students who were rated
2, 3, 4, or 5 on a 1-5
scale of improvement were
considered to have improved
their second language skills.
The rating of 1 was desig-
nated as no improvement.
There was no mention of
significance or a speci-
fication of the percentage
of students who needed to
meet some criteria in the
objective. Thus, the
wording of the objective
appears to be the main
reason that such a large
percentage of the students
met the objectives.
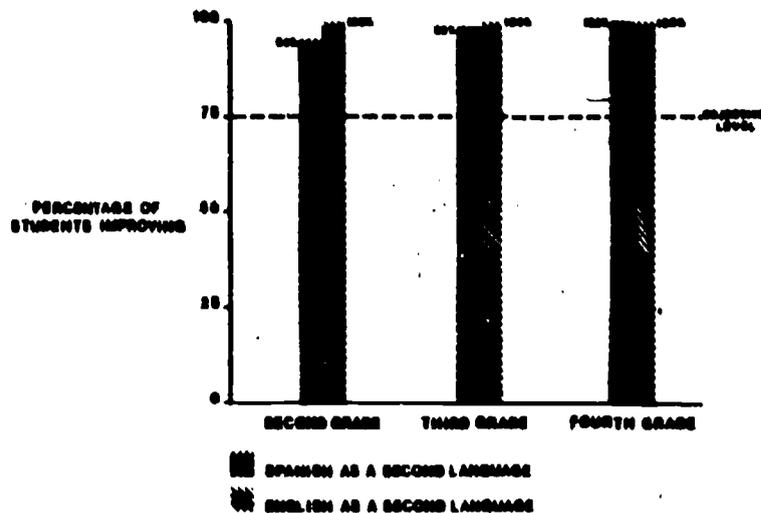
Figure 9.   SECOND LANGUAGE IMPROVEMENT INDEX

Objective 7:   Observation of Bicultural Displays/Activities, All Project
Classrooms   The final objective concerned the observation by bilingual
staff of bicultural displays/activities on at least one half of their
visits to project classrooms. Eight of the nine schools met the objective.
When the results from all schools were totaled by grade level, all grade
levels met the objective, as shown in Figure 10.
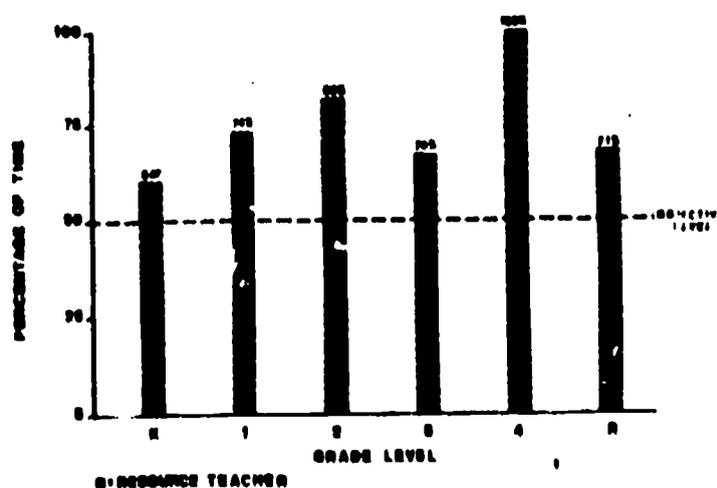
Figure 10.   BICULTURAL DISPLAYS/ACTIVITIES RECORD

177

The overall summary of the attainment of objectives is presented in Figure 11:
All of the objectives dealing with instruction in English were met. Four of
the five objectives concerning instruction in Spanish were not met.

Language	Area of Instruction	Grade Level	Did Project Students meet the Objectives?
Spanish	Math Readiness Skills	Kindergarten	*
English	Math Readiness Skills	Kindergarten	Yes
English	Math Skills	First through Fourth	Yes
English	Reading Skills	First	Yes
English	Reading Skills	Second through Fourth	Yes
English	Math Skills	Second through Fourth	Yes
Spanish	Math Skills	Third	Yes
Spanish	Math Skills	First, Second, Fourth	No
Spanish	Dominant Language Skills	Kindergarten	No
Spanish	Dominant Language Skills	First	No
Spanish	Second Language Skills	Kindergarten	Yes
Spanish	Second Language Skills	First	No
English	Dominant Language Skills	Kindergarten	Yes
English	Dominant Language Skills	First	Yes
English	Second Language Skills	Kindergarten	Yes
English	Second Language Skills	First	Yes
Spanish	Reading Skills	Second through Fourth (combined)	Yes

*Not enough students tested to determine significance

Figure 11. SUMMARY OF PROJECT OBJECTIVES

Summary

Teachers in the Local/State Bilingual Project had bicultural displays in
their classrooms or conducted bicultural activities during more than fifty
percent of the visits by project supervisors. In addition, according to
their teachers, at least 98% of the students improved their second language
skills to some degree.

By August 1978, AISD will have a standard policy and procedure for the
identification of LESA students which will be based on information collected
by the District LESA Committee.

Students met all of the objectives when instruction was in English; however,
four of the five objectives dealing with instruction in Spanish were not met.

ABSTRACT

Title: Technical Report, Local/State Bilingual Program

Contact Persons: Lynn Ceyanes and Paula Matuszek

No. Pages: 121

Summary:

The Technical Report consists of 8 appendices. Each appendix reports
on the information collected by a specific data collection measure.

Each appendix contains:

> An instrument description
> Purpose of the measure
> Decision questions addressed
> Evaluation questions
> Procedures used to collect the data
> Summary of the results
> Tables and figures presenting the data

This technical report contains the following appendices:

> Appendix A   Boehm Test of Basic Concepts
> Appendix B   California Achievement Test
> Appendix C   Examen de Matemática en Español
> Appendix D   PAL Oral Language Dominance Measure
> Appendix E   Spanish Reading Test - Prueba de Lectura
> Appendix F   Second Language Improvement Index
> Appendix G   Bicultural Displays/Activities Record
> Appendix H   Report on Committee for Identifying LESA Students

ABSTRACT

Title: Evaluación ¿De que consiste y por que se lleva acabo?
(Evaluation: What does it consist of and why does it take
place?)

Contact Person: Lynn Ceyanes, Glynn Ligon

No. Pages: 7

Content:

The handout was designed to provide the bilingual teachers with
information concerning the evaluation of the locally funded bilin-
gual program. The guide contains some of the reasons for the
rising concern for bilingual education and its evaluation. It
also summarizes the program objectives for the 1977-78 school year.
Definitions for some of the evaluation instruments and terminology
were also given to provide a better understanding of the tests used
by ORE and the interpretation of the data collected by the office.

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ABSTRACT

Title: Local/State Bilingual Program (1977-78) Evaluation Design

Contact Person: Lynn Coyanes and Paula Matuszek

No. Pages: 13

Content:

The evaluation design is a one-year plan of evaluation work for the
project.   The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.

II.   Decision Questions
   A.   Questions Addressed
   B.   Overview
	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives (and their data sources).

III.   Narrative Summary
   A.   Program Summary
   B.   Evaluation Summary
	This chapter briefly describes the project and the evaluation activities tied to the project.

IV. Information Sources Summary	The principal evaluator(s) provide work estimates (in person-days) for each person on the evaluation team. Work estimates are projected for each "information source" and are broken into the four types of evaluation tasks: development, collection, analysis, and dissemination.
V. Summary of Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VI. Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

VII. Program Planning Sheets   Chapter VII includes the program plans
                                     which relate program needs to student
                                     outcomes (including measurable objectives),
                                     classroom processes, inputs to classrooms,
                                     staff/program activities, and staff re-
                                     sources.

FINAL REPORT

Evaluation Findings on: ESEA Title I Program

Contact Person: Joy Hester or Paula Matuszek

Summary of Evaluation Findings:

The ESEA Title I Program in the Austin Independent School District is a
continuing program supported by federal funds under the Elementary and
Secondary Act. The purpose of ESEA Title I is to provide for the learning
needs of educationally disadvantaged students in school attendance areas
having high concentrations of children from low-income families. It is
intended to provide supplemental assistance over and above the regular
school program.

Participation of schools in the Title I Program is determined by economic
criteria. Schools which have a higher concentration of low-income families
than the district average are eligible to receive Title I services. Parti-
cipation of individual students on each campus is determined on the basis
of educational requirements established for each grade level.

Twenty-five AISD schools (five added at mid-year), two non-public schools,
and four agencies for neglected and delinquent children delivered services
to students in 1977-78 through Title I funds. A total of $2,683,446 in
Title I funds was expended in 1977-78.

The chart on the following page gives the characteristics of each component
delivering services to Title I students in Austin ISD in 1977-78.

Evaluation of the Title I Program was implemented through an evaluation
design based on decision questions generated by program staff during special
meetings with Office of Research and Evaluation staff. Evaluation results
are presented in terms of these decision questions.

DECISION QUESTION #1:   *SHOULD TITLE I BE CONTINUED IN AISD WITHIN THE
SAME STRUCTURE IN WHICH IT HAS FUNCTIONED IN THE PAST?*

Information from the following sources should assist administrators in
making this decision.

Achievement

In an effort to acquire better achievement results for Title I students in
1977-78, an attempt was made to concentrate the services of Title I personnel
on fewer students and on those students exhibiting the greatest need for
help. Fewer students were indeed served, but with the exception of 3rd

IX.1

Component Characteristics

COMPONENT	$$$$ SPENT	# STUDENTS SERVED	SERVICES DELIVERED	STAFFING	SCHOOLS SERVED
READING Model I - Expanded Lab Model II - Project VIA Model III - Individual-ized Skills	$1,755,087	K: 920 1st: 939 2nd: 739 3rd: 644 4th: 684 5th: 619 Total: 4,545	Component designed to improve the reading skills of designated students through supplementary instruction provided by reading teachers and aides.	Model I: 20 teachers, 21.5 instructional aides, 1 supervisor. Model II: 15 teachers, 12 instructional aides, 1 supervisor. Model III: 25 teachers, 24.5 instructional aides, 1 supervisor.	Model I: Blackshear, Brentwood, Brown, Dawson, Pecan Springs, Pleasant Hill, Reilly, Ridgetop* Rosedale, St. Elmo, Zavala. Model II: Campbell, Maplewood, Mathews, Oak Springs, Ortega, Ridgetop*, Rosewood, Sims. Model III: Allison, Becker, Metz Brooke, Govalle, Norman, Sanchez
GUIDANCE AND COUNSELING	$252,379	K: 864 1st: 841 2nd: 657 3rd: 623 4th: 658 5th: 596 Total: 4,242	Component provides counseling services to students served in the instructional component.	18 counselors, 1 supervisor	All schools except those added to the Title I Program at mid-year (St. Elmo, Pleasant Hill, Brentwood, Reilly, Pecan Springs)
PARENTAL INVOLVEMENT	$131,475	K: 651 1st: 653 2nd: 553 3rd: 484 4th: 443 5th: 461 Total: 3,245	Component designed to increase parental support and improve attendance of chronically absent Title I students.	15 community representatives	All schools except those added to the Title I Program at mid-year (St. Elmo, Pleasant Hill, Reilly, Brentwood, Pecan Springs) and Dawson, Metz, and Sanchez.
HAPPY TALK	$31,876	Preschool: 85	Home-based instructional program through use of toys and books demonstrated by community representatives in weekly visits to homes of participants.	3 community representatives, 1 project supervisor	Eligible children residing in Title I attendance zones.
AT HOME	$34,000	K: 149 (..) 1st: 183 (92) 2nd: 137 (97) 3rd: 147 (86) 4th: 144 (84) 5th: 148 (88) Total: 908 (544)	Home-based instructional program conducted with children and their parents through lessons mailed into central office of the At Home Program in Maryland; lessons are scored there mailed back to participants with comments.	None specifically funded by the component: program was managed by reading supervisors and SCE Planner	Brooke, Brown, Campbell, Norman, Ridgetop, Rosedale, Sims, Zavala *Ridgetop changed from Model I to Model II at mid-year.

grade, students started out at very
much the same level of achievement
as students at those grade levels in pre-
vious years. Third graders in 1977-78
started out at a lower point than students
in both previous years, and they were the
only group to show an increase from pre-
test to posttest in their percentile
ranking.

Of 926 kindergarteners served in 1977-78,
272 (29%) scored above the stated criteria
for designation of students for Title I
services (fall 1977 Boehm scores). Of
906 first graders, 208 (23%) scored above
the cutoff, as did 248 (32%) second graders.
Percentages at other grade levels ranged
from 11% to 15%.

Because the CAT and the Boehm are not
infallible measures of the needs of
students, schools were allowed the
option of identifying as many as 10% of
their allotted number of students to be
served even if the students' scores were
above the criterion cutoffs. It is obvious
that this 10% allowance was greatly exceeded.
*The effort to concentrate services on fewer
students in 1977-78 was successful, whereas
the effort to concentrate services on stu-
dents with greatest need was not.*

Even though only partial achievement of
the goal of concentrating services was
attained, *the Title I Program showed
better achievement gains in 1977-78 than
in previous years.* The objectives called
for 1) an average CAT grade equivalent
gain of .8 months per month of instruc-
tion in grades 2-5, 2) an average CAT
grade equivalent score of 1.8 in first
grade, and 3) a raw score gain of nine
points on the Boehm Test of Basic Concepts.

The graphs opposite show that Title I
students in kindergarten, third, and
fifth grades met their objectives in
1977-78; second graders came close to
meeting their objective. *In all cases
the average gain and the percent meeting
the objective was higher for this year
than it was in 1976-77.*
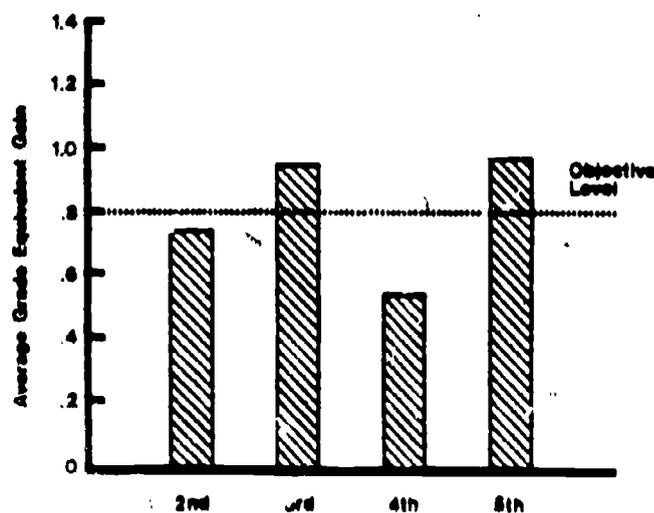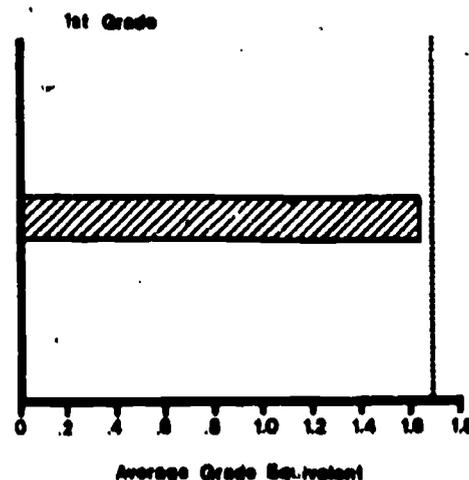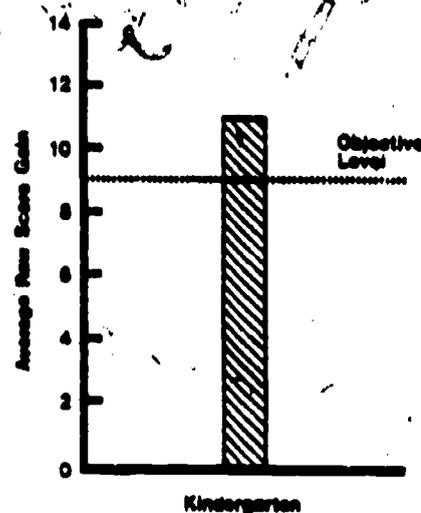
Overlap of Special Program Services

Title I student identification files were merged at mid-year 1977-78 with identification files from other major special programs in order to determine the number of students served by the various combinations of programs on Title I campuses.

Results showed that . . .

At mid-year 1977-78 there were 8,449 children in Title I schools; 4,422 of those students had been served by Title I, and 3,452 were being served through the Title VII Bilingual Program.

Of the Title I students, 50% were served by the Title I Program and no other major compensatory program.

Only .8% of the Title I students were served by Title I and two other special programs.

None of the students in Title I schools were served by more than three programs.

Three percent of the Title I students were served by Special Education.

Nineteen percent of the Special Education students in Title I schools were served by Title I.

Forty-three percent of the Title I students were served by Title VII; 56% of the Title VII students were served by Title I. This largest area of overlap is illustrated in the figure below.

8449 children in Title I Schools

4422 Title I Program Children

3452 Title VII Program Children
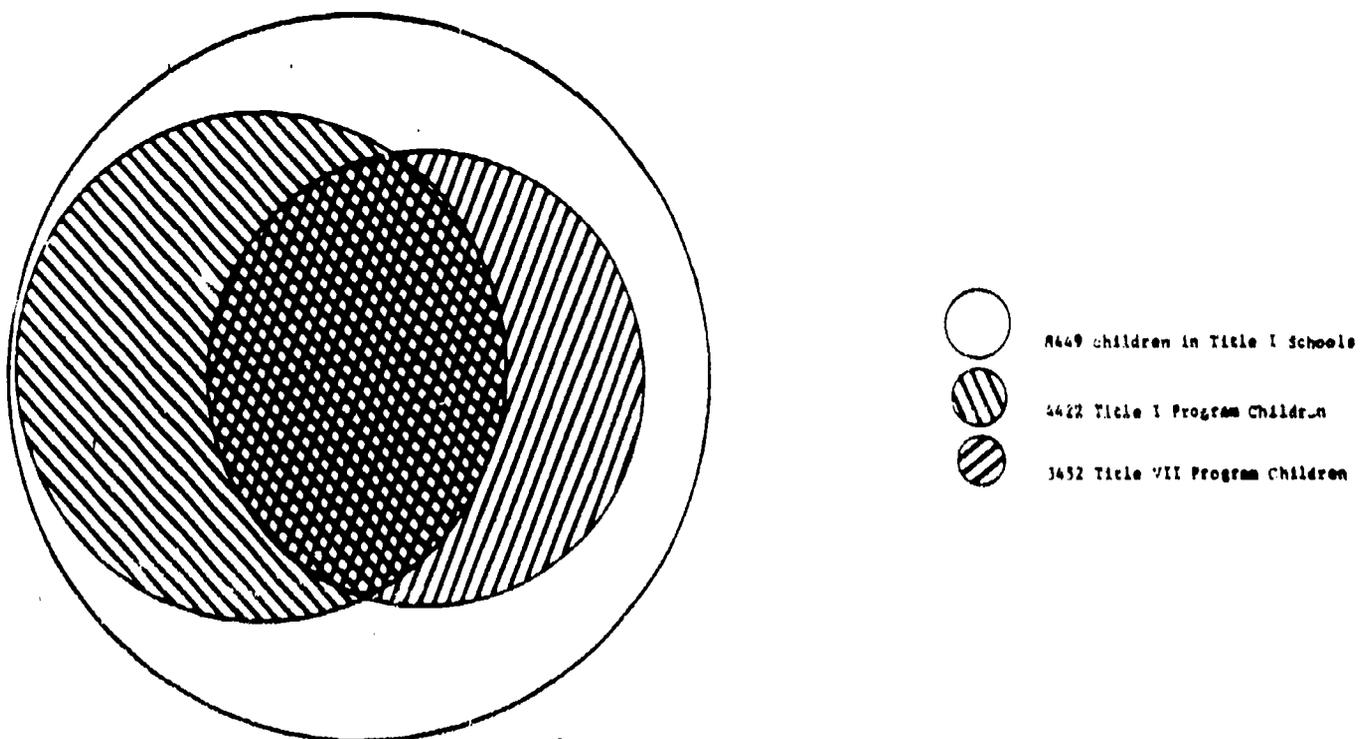
Comparison of these results with the results of a similar study done the previous year shows that *there was less overlap in special program services in 1977-78*, as illustrated in the following statements.

In 1976-77 there were 445 Title I students who were also served by two other special programs; in 1977-78 there were only 34 such students.

In 1976-77 there were 324 students who were also served through Special Education; in 1977-78 there were only 124 such students.

In 1976-77 there were 2,555 students who participated in the Title VII or the SCE bilingual programs; in 1977-78 the Title VII Program "picked up" the SCE Bilingual Program students, and 1,918 of the expanded group of Title VII students were also served by Title I.

Management and Paperwork Demands of Title I and Other Special Programs

Principals, classroom teachers, Title I reading teachers, and counselors were asked to estimate the amount of time they spent weekly in paperwork for AISD Regular, Title I, and other special programs in their schools. Observations of selected principals were also conducted in an effort to find out the amount and kind of paperwork and management tasks they are required to perform. Four principals were observed on three separate occasions from the beginning of their work day to the ending. Principals representing each of the following groups were observed:

1) Title I/Title VII Schools
2) Title I/Local Bilingual Schools (no Title VII Program)
3) Title I Only Schools
4) Non-Title I Schools

Results of these efforts showed the following for each group from whom information was solicited.

Classroom Teachers: One-fifth of the classroom teachers indicated on questionnaires that they spent no time at all on paperwork for Title I, and nearly one-half spent less than 30 minutes weekly on such paperwork.

A third of the classroom teachers spent no time at all on Title VII paperwork, and 23% spent less than 30 minutes weekly on such tasks.

Special Education appeared to require very little or nothing in the way paperwork from classroom teachers in most cases; however, 18% did report spending more than two hours a week on Special Education paperwork.

Title I Reading Teachers: Title I reading teachers spent little time in paperwork for programs other than Title I, according to their questionnaire responses. Thirty-nine percent reported spending either no time at all or less than 30 minutes weekly on paperwork for the Title I Program.

Counselors: According to their responses, 19% of the counselors spent 1-2

hours *daily* on paperwork for Title I, and a further 19% spent more than two hours daily on such tasks.

Only 7% of the Title I clerical aides spent more than two hours daily assisting the counselor with Title I paperwork, according to counselors, while a further 7% did spend 1-2 hours daily in assisting them.

It appears that counselors spent more time in paperwork for Title I and for AISD Regular than they did for Special Education and other special programs in their schools. It also appears that as a group they received little assistance with paperwork from the Title I clerical aides.

Although 63% of counselors reported spending one hour or less on Title I paperwork daily, and 87% spent an hour or less daily on Special Education paperwork, *the combination of sources requesting paperwork of counselors indicates that the amount of paperwork performed by counselors is inordinate.*

Principals: There was no consistent pattern in the amount of paperwork that principals indicated they had to do for various programs. Special Ed was the most demanding program in terms of paperwork on two campuses, but was the least demanding on another. Title I was the least demanding on two other campuses. The amount of time spent on Title I paperwork ranged from 0-5% weekly on three campuses to 50% on one campus.

The variation from campus to campus would seem to depend upon the management system employed by the principal and the resources available. Three principals cited the clerical aides and other new personnel this year as the reason for less Title I paperwork for the principals. On campuses where a fulltime counselor was not available, principals usually spent more time in paperwork for Special Education.

Several principals stated that management of people is the time-consuming factor related to Title I and other special programs, rather than paperwork demands.

Day-long observations of the selected principals showed that . . .

> 1-2% of the day for Title I principals was devoted to Title I paperwork.
>
> 2% of the Title I/Title VII principal's day was taken up by Title VII paperwork.
>
> None of the Title I principals spent any time in paperwork for Special Education, while the non-Title I principal spent 1% of his day in Special Ed paperwork.
>
> Principals of the Title I schools with bilingual programs spent more time in meetings with AISD administrative personnel.
>
> The principal of the Title I/Title VII school spent considerably more time with Title I campus staff than did the other two Title I

IX.6

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principals. Very little principal time was spent with bilingual
program personnel on the two campuses with bilingual programs.

Principals of Title I schools with bilingual programs spent half as
much time with students than was spent by the other two principals.

The Title I/Title VII principal consistently worked longer days than
did the other three principals, and the Title I/Local Bilingual
principal ranked second in terms of most hours worked.

The findings related to amount of time spent in paperwork are consistent
with principal statements during interviews that *the actual paperwork
associated with special programs was not burdensome. The management of
personnel and coordination of the programs were perceived by them to be
far more demanding. Observation results, however, did not show much
campus time spent on special program management tasks,* though meetings or
interviewing activities off campus did take large amounts of time when
they occurred.

DECISION QUESTION #2: *SHOULD TITLE I CONTINUE TO SERVE THE SAME SCHOOLS
                        THAT WERE SERVED IN 1977-78?*

The Systemwide Evaluation unit of the Office of Research and Evaluation
analysed 1977-78 CAT scores for Title I schools as a group and non-Title I
schools as a group. Median percentiles for each grade level indicate that,
with the exception of Blacks in first and fourth grades, all ethnic groups
in non-Title I schools scored higher than corresponding groups in Title I
schools.

The overlap information discussed under Decision Question #1 is also
relevant in the present case and should be consulted.

DECISION QUESTION #3: *HOW SHOULD TITLE I ACTIVITIES BE COORDINATED WITH
                        THOSE OF OTHER FEDERAL, STATE, AND LOCAL PROGRAMS?*

The evaluation department at Texas Education Agency was asked informally
by the Title I Evaluator in the spring of 1978 to identify exemplary districts
where coordination of federal, state, and local programs was functioning
at a level worthy of emulation or study by AISD. Response from TEA indi-
cated that although several districts have made good progress in this
direction, none would be considered exemplary. It was suggested that visits
to these districts would be most effective if they were conducted by special
program personnel, AISD Regular personnel, and evaluation personnel *together.*

In order to determine the amount of coordination presently taking place
between Title I and other programs in AISD, the following groups were asked
to respond to questions about coordination.

Program Coordinators: Five evaluations combined their efforts for one

spring staff survey to all persons in coordinator/supervisor positions in the five programs, plus the Department of Elementary Education. Study of the responses to the survey revealed the following about the coordination of special programs in AISD.

The Bilingual Education Task Force meets monthly and brings together supervisors and coordinators from both the Title VII and the State/ Local Bilingual Programs, with some personnel from Title I, Regular and the Department of Elementary Education.

The First Friday meetings held monthly by the Department of Elementary Education are irregularly attended by personnel from Title I, Title VII Bilingual, and the State/Local Bilingual Programs.

Within departments, program staffs meet regularly with each other. The biweekly Department of Developmental Programs staff meeting involved personnel from the State Compensatory Education, the Title I, and the Migrant programs.

Title I summer school planning involved a couple of coordinators from the Department of Elementary Education.

Development of an early childhood program for the district has involved personnel from Title I Regular and Migrant and the Department of Elementary Education.

Coordination other than meetings and conferences occurs through copies of memoranda, joint staff development activities, and working on smaller projects at the campus level.

Comments about the need for more communication and coordination were frequent.

Classroom Teachers/Title I Reading Teachers: Teacher questionnaire responses indicated that coordination between Title I and the regular AISD program was fairly high. There was considerably less coordination between Title I and Title VII, though, according to teachers, with 42% saying that there was very little or no coordination in evidence between the two programs.

Title I reading teachers were even more positive than classroom teachers in their perceptions of the coordination between Title I and other programs.

Counselors: Nearly half of the counselors felt there was much coordination between Title I and the regular AISD program, according to their question- naire responses, but very few felt there was much coordination between Title I and Title VII. Coordination between Title I and other special programs appeared to be more in evidence to counselors than Title I – Title VII coordination.

Principals: Coordination problems continued to exist for most principals,

including those principals who felt that coordination between Title I
and AISD Regular had improved. Problems with coordination of the bilingual
programs with Title I and with the regular AISD instructional program were
most often mentioned.

*It is obvious that although coordination between Title I and AISD Regular
has increased, there is still room for improvement. It is even more
obvious that coordination between Title VII and Title I, and between Title VII
and AISD Regular, is in need of improvement.*

DECISION QUESTION #4: *SHOULD ANY OF THE THREE INSTRUCTIONAL MODELS
                        EMPLOYED IN 1977-78 BE CONTINUED, EXPANDED, OR
                        REVISED?*

Information in the following areas should assist decision-makers with
this question.

Instructional Time

Day-long observations of randomly selected Title I students, non-Title I
students in Title I schools, and non-Title I school students were con-
ducted throughout the year in 1976-77 and again in 1977-78. Study of
these observation results shows the following.

> Students in each of the three models received a little over $3\frac{1}{2}$
> hours of instruction daily in the basic skills/major content areas.
> There were some differences between the models by grade level, but
> *these grade level differences cancelled each other out, and the
> results for each model differed by only 1-2 minutes.*

> Time spent in reading/language arts was the same for each model,
> with each spending two hours and 23-24 minutes in those activities.

> Schools in each of the three models delivered more time in reading/
> language arts to their Title I students than students in non-Title I
> schools received.

Achievement

All models made comparable gains on the California Achievement Test at
every grade level.

DECISION QUESTION #5: *SHOULD A CLEARER CURRICULAR APPROACH BE ADOPTED FOR
                        THE EXPANDED LAB MODEL (I) AND THE INDIVIDUALIZED
                        SKILLS MODEL (III)?*

Observations

Observation results showed that . . .

> Model II (Project VIA) students used more audiovisual materials and

192

fewer books other than text books than did students in Model I
(Expanded Lab) and Model III (Individualized Skills).

Students in Model III used fewer texts and more books other than
textbooks than did students in the other models.

There was very little difference between the three models in terms
of materials usage in all other categories.

The use of more audiovisual materials by students observed in Model II
schools is consistent with the Model II curriculum, which calls for use
of special a-v equipment. The use of fewer books other than textbooks in
this model is also consistent with the structured curriculum of the
Psychotechnics Program being implemented in Model II.

Classroom Teachers/Title I Reading Teachers

When asked to indicate the curricular systems they used with their students,
one-third of Title I reading teachers indicated that they used the Psych-
technics Program. It can safely be assumed that one-third makes up the
one-third of Title I reading teachers who are assigned to Project VIA
schools, since the Psychotechnics Program was brought to AISD this year by
Title I specifically for Project VIA. Making the same assumption for
classroom teachers (that is, if they indicated use of the Psychotechnics
Program, they were in Project VIA schools), it can be said that the Psycho-
technics Program was fairly extensively used in the Project VIA model.

Generally there was much variation in the curricular systems used within
Title I reading teachers as a group and within classroom teachers as a
group. There was also much variation between the two groups.

DECISION QUESTION #6:   *SHOULD SPECIAL PROCEDURES BE ADOPTED TO DEAL WITH*
                        CHILDREN WHO TRANSFER FROM ONE MODEL TO ANOTHER
                        DURING THE SCHOOL YEAR?

Classroom Teachers/Title I Reading Teachers/ Title I Aides

Title I instructional personnel were asked to indicate on nine week reports
all student transfers into and out of their schools. Study of these records
showed that only 20 Title I students transferred from one model to another
during the school year. Twenty-one other students transferred from one
school to another within the same model.

Twenty-two percent of classroom teachers indicated in questionnaire
responses that there had been at least a few problems experienced in working
with Title I students who had transferred into their schools from a school
in one of the other two models, and 39% of Title I reading teachers had
experienced problems of this nature.

Thirty-eight percent of classroom teachers, and 20% of Title I teachers had

IX.10

192

had no transfer students from other Title I models.

There would appear to be no need for special procedures to deal with transfer students from one model to another during the year.

<u>DECISION QUESTION #7</u>: *SHOULD TITLE I CONTINUE THE CONCENTRATION OF SERVICES ON A SMALLER NUMBER OF STUDENTS THAN HAD BEEN SERVED PREVIOUS TO 1977-78?*

The achievement information reported under Decision Question #1 and the overlap information under that same question are relevant to this question. Other major sources of information which relate to this question are the nine week reports completed by Title I instructional personnel at the end of each nine week period and the observation data.

<u>Nine Week Reports</u>: School personnel identified 6,330 students for service in 1976-77 and served 5,433 of those students by the end of the third nine week period. In the following year, 4,998 students were identified, and 3,623 were served. *Title I definitely concentrated its services on fewer students in 1977-78.*

Most campuses were able to serve over 90% of their identified students by the end of the third nine week period in 1977-78, and most were able to provide reading instruction by a Title I reading teacher to at least 60% of their students. Over 70% of all identified students were served by a Title I reading teacher at some time during the year. A little over 30% were served daily throughout the year.

<u>Observations</u>: Comparison of observation results for 1977-78 with 1976-77 shows that *Title I students received more time daily in basic skills/major content area instruction in 1977-78. However, non-Title I students in Title I schools and students in non-Title I schools also received more instruction in these areas in 1977-78.*

Substantial increases in time spent in reading/language arts were shown for all groups in 1977-78, while slight increases in time spent in math were also shown. No more time was spent in science by any of the groups, but increases in time spent in social studies were shown.

Decreases in 1977-78 were shown for all groups in activities coded under Other (school assemblies, fairs, field trips, etc.) and activities coded as Management/Miscellaneous (the category called No Instruction in 1976-77).

The pie graphs shown below display the percentages of time spent in each area by all three groups.

Comparison of observation results for students who went to a reading lab with those students who did not go to a reading lab shows that reading lab students received more time in reading/language arts than did students who did not attend a reading lab. *This indicates that the reading services*

offered by Title I are supplemental to the regular reading program in that they are generally in addition to the regular reading instruction received by the students.

TITLE I

Reading/Language Arts 36%; Social Studies 4%; Science 2%; Undetermined Instructional 2%; Other 3%; Lunch 3%; Management/Miscellaneous 19%; Math 9%; Between Class 4%; Music 4%; P.E. 6%; Recess 3%; Arts 2%

NON-TITLE I STUDENTS IN TITLE I SCHOOLS

Reading/Language Arts 36%; Social Studies 4%; Science 3%; Undetermined Instructional 2%; Other 3%; Lunch 8%; Management/Miscellaneous 19%; Math 10%; Between Class 3%; Music 1%; P.E. 5%; Recess 2%; Art 2%

STUDENTS IN NON-TITLE I SCHOOLS

Reading/Language Arts 33%; Social Studies 5%; Science 3%; Undetermined Instructional 2%; Other 3%; Lunch 7%; Management/Miscellaneous 19%; Math 11%; Between Class 3%; Music 3%; P.E. 5%; Recess 1%; Arts 4%

IV.12

DECISION QUESTION #8:   *SHOULD THE ACTIVITIES OF THE VARIOUS TITLE I SUPPORT COMPONENTS BE CONTINUED AS THEY ARE, OR SHOULD THEY BE MODIFIED?*

Guidance and Counseling Component

Ninety percent of all identified Title I students were served in some way by a counselor by the end of March. Thirty-eight percent were individually counseled, and 88% were group counseled.

In the fall of 1977 a random sample of students in Title I schools was rated by their classroom teachers on a behavior rating checklist. In the spring of 1978 the teachers again rated these students. The objective for the component called for 60% of the students to demonstrate an increase in acceptable classroom behavior, as measured by teacher ratings on this behavior rating checklist. At no grade level was the objective met. However, more of the students who were individually *and* group counseled showed improvement than students who were only group counseled.

Parental Involvement Component

Sixty-five percent of all Title I students in AISD were served by a Title I community representative by the end of the third nine week period. The homes of 36% of those students had been visited, and parent contact of some kind had been made for 55%.

In the fall of 1977 the evaluation staff checked school attendance registers in order to determine the students on each campus who had been absent from school 12 days or more in 1976-77. Lists of these students were sent to the community representatives so that they could concentrate on improving the attendance of these students in order to meet the objective that 60% of the designated low attenders (with whom the community representative worked) would demonstrate improved attendance in 1977-78. A check of the students' attendance records for 1977-78 showed that the objective was met.

However, of the students who were designated to community representatives as low attenders, community representatives only worked with 565 in some way. *Four hundred forty-four low attenders were not served in any way by a Title I community representative.*

At Home Program

A total of 884 students was initially enrolled by the schools for participation in the At Home Program, but only 570 students completed the program. One hundred fifty-three partially completed the program. Some students who participated in the At Home Program did not receive service through the Title I instructional component, as is required for students served in support components.

Objectives set for the At Home Program were based on the same measures as the objectives for the Reading Component. However, objectives for the At Home Program were set slightly higher, since these students were to receive

service through the regular Title I reading component and through the
At Home Program. *Participants met these objectives at the first, third,
and fifth grades. Kindergarteners came very close to meeting their objective.*

Happy Talk

Approximately 20 weekly lessons were presented by Happy Talk community
representatives in the homes of participants. Pretest and posttest
measures administered by Title I Evaluation to participants and a control
group showed that *the achievement of children in the treatment group,
compared to those in the control group, did not differ significantly.*

It is possible that several problem areas could have accounted for the
absence of significant group differences. First, a two month delay in
program activities reduced the actual number of lessons received by the
treatment group. Second, the use of a possibly unreliable measure of
student achievement, i.e., the Spanish translation of the Peabody Picture
Vocabulary Test, could function to obscure program effects. And lastly,
parent questionnaire responses indicate that some did not spend much time
working with their children using the concepts demonstrated by the Happy
Talk community representatives.

ABSTRACT

Title: ESEA Title I Project 1977-78 Final Technical Report

Contact Person: Joy Hester, Paula Matuszek, Ph.D.

No. Pages: 774

Summary:

This report documents the purpose, procedures, and results for each informa-
tion source used by Title I Evaluation in 1977-78. It contains 24 appendices,
each of which is devoted to a single instrument or information source.

Each appendix contains:

    An instrument description
    Purpose for administering or accessing the instrument/source
    Procedures used to collect the data
    Results
    Figures presenting the data

The technical report for 1977-78 contains the following appendices:

    Appendix A: California Achievement Test
    Appendix B: Boehm Test of Basic Concepts
    Appendix C: Pupil Activities Record
    Appendix D: Classroom Observation Reaction Form
    Appendix E: Behavior Rating Checklist
    Appendix F: Nine Week Reports
    Appendix G: Attendance Data
    Appendix H: Peabody Picture Vocabulary Test
    Appendix I: Iowa Test of Preschool Development
    Appendix J: Cloze Vocabulary Test
    Appendix K: Summer School Attitude Toward School Measure
    Appendix L: Summer School Attendance
    Appendix M: Staff Survey
    Appendix N: Records/Schedules of Component Supervisors
    Appendix O: Parent Questionnaire
    Appendix P: Happy Talk Parent Questionnaire
    Appendix Q: Classroom Teacher/Title I Teacher/Title I Aide Questionnaire
    Appendix R: District PAC Records
    Appendix S: Counselor Questionnaire
    Appendix T: Principal Interview
    Appendix U: PAC Officer Interview
    Appendix V: Happy Talk Supervisor Interview
    Appendix W: Happy Talk Community Representative Interview
    Appendix X: Principal Observations

ABSTRACT

Title: Needs Assessment for the Preparation of 1977-78 Applications for Compensatory Education Programs

Contact Person: Paula Matuszek, Joy Hester, David Doss, Patsy Totusek

No. Pages: 722

Summary:

The seventeen sections in this needs assessment are:

I. Introduction. A rationale for needs assessment is accompanied by a brief overview of the nature of this publication.

II. School Characteristics: Enrollment, percent attendance, percent low income, and ethnic distribution are given for the past five years for all A.I.S.D. schools.

III. Study of School Costs. Grant costs and other information relevant to the question of distribution of resources among schools is given. This information was prepared by the Department of Finance for presentation to the Board of Trustees. It is included in this report in order to make it more accessible to planners.

IV. Family Survey, Low SES and Minority Student Achievement Study. A survey of a sample of families in Austin that had either second or fifth grade students attending Austin schools was undertaken by the Low SES and Minority Student Achievement Study in 1977. Some of the preliminary results of this survey are included here. These results show by ethnicity ....

    1) Percent of Male Head of Household Working
    2) Percent of Female Head of Household Working
    3) Level of Education of Male Head of Household
    4) Level of Education of Female Head of Household
    5) Percentage of Students Having Preschool or Daycare
    6) Percentage of Students Attending Kindergarten
    7) Percentage of Students Attending AISD Kindergarten
    8) Percentage of Students Changing Schools in the Past Year
    9) Number of Different Schools that Student Has Attended
    10) Parents' Rating of How Student is Doing in School
    11) Parents' Ratings of the School that the Student Attended

       12)   Amount of Education Parent Would Like to See Student Get
       13)   Yearly Family Income

V.   Literature Reviews. Because it is always important before embarking on new educational endeavors to see what results have been recorded for similar endeavors in other situations, the following areas of interest are summarized in literature reviews.

       1)   Sibling Tutoring
       2)   Parental Involvement and Sixth Graders
       3)   Summer School for Low SES Students
       4)   Math Programs for Low SES and Minority Students

IV. Language Dominance Information. Information in the following categories is given by grade level and school for all K-5 Elementary campuses.

       1)   Number of English dominant children
       2)   Number of Spanish dominant children
       3)   Number of bilingual children
       4)   Number of children for whom more information is needed
       5)   Number of children for whom both scores were low

VII. Overlap Study: The Number of Students Served by Multiple Programs.

An ongoing concern of personnel involved with special programs has been the overlap of services being provided to some students. In an effort to document the extent of this overlap, ORE conducted an overlap study in 1976-77 which defined the groups of students being served by each of the many possible combinations of special programs. The results of that study were sufficiently enlightening to encourage a repetition of that effort in 1977-78 in order to determine the amount of overlap that might continue to exist. The results of the recent study are included here.

VIII. Achievement Levels: This section summarizes the scores obtained by A.I.S.D. students on four tests:

       1.)   Boehm Test of Basic Concepts
       2.)   Metropolitan Readiness Test
       3.)   California Achievement Test
       4.)   Sequential Tests of Education Progress

IX. Title I Summer School. A comprehensive review of the results of the evaluation of Title I summer school is reviewed here. This information should prove useful to planners of summer school in general and Title I summer school in particular.

X. Title I Parent Questionnaire. A short questionnaire was mailed to a sample of parents of Title I students in October of 1977. This chapter outlines their respones.

XI. <u>Identification of Title I Students</u>. Procedures and criteria for identifying Title I students are outlined, and a study of the lists is discussed. This study shows the percentage of students on each campus who were identified by test score and those who were identified by school recommendation. It also prints out the percentages of students who were identified for services even though their test scores were higher than the scores stated in the criteria, as well as the percentages of students who were not identified for services even though their scores were low enough to automatically qualify them for services. The percentages of students without any test scores at all are also noted.

XII. <u>Title I Nine Week Reports</u>. Nine week report forms are completed by the Title I counselor, community representative, and instructional personnel on each Title I campus. Two types of summaries of the these reports for the first nine week period are included here:

    1) A general summary for each campus which shows the number and percentage of students served by Title I instructional personnel, the community representative, and the counselor.

    2) Detailed school summaries for counselors and community representatives which show the activities that are included under the larger categories in the general summary.

Separate chapters address the following areas of the Migrant Program in A.I.S.D.

XIII. Austin's Migrant Students: Where They Attend School.

XIV. Austin's Migrant Students: What Is The Entry Achievement Level of the Pre-Kindergarten Students?

XV. Austin's Migrant Students: At What Level Are They Achieving?

XVI. Austin's Migrant Students: What are Their Health Needs?

XVII. Austin's Migrant Students: What Other Supplementary Programs Are Serving Them?

ABSTRACT

Title: Title I at the End of the Year 1976-77

Contact Person: Joy Hester, Paula Matuszek, Ph.D.

No. Pages: 12

Summary: This brochure summarizes information contained in the end-of-year evaluation report for the 1976-77 Title I Program in Austin ISD.

School Characteristics:

Questionnaires administered to teachers in Title I schools revealed that 58% of the teachers have formal training beyond a bachelor's degree. Responses to the questionnaire further revealed that 33% of teachers in Title I schools had eight or more years of teaching experience in low-income schools, 8% were in their first year of teaching, and 20% were in their first year of teaching in a Title I school.

The chart below gives the major characteristers for the past five years of the present 20 Title I schools.

OVERALL TITLE I SCHOOL CHARACTERISTICS

	1972-73	1973-74	1974-75	1975-76	1976-77
ENROLLMENT	10,384	8,614	8,041	7,404	7,775
PERCENT ATTENDANCE	94%	92%	93%	93%	96%
PUPIL/TEACHER RATIO (PTR)	26.6	23.2	23.0	22.2	22.5
ETHNIC DISTRIBUTION(%)					
Mexican American	48	49	49	49	49
Black	36	37	37	36	37
Anglo	15	14	15	14	14
MAJOR SPECIAL PROGRAMS	Title I Bilingual Migrant Communication Skills IGE	Title I Bilingual PTR Reduced Migrant Community Schools Communication Skills IGE ESAA	Title I Bilingual PTR Reduced Migrant Community Schools Communication Skills ESAA Right to Read IGE	Title I Bilingual PTR Reduced Migrant SCE Right to Read Community Schools ESAA	Title I Bilingual PTR Reduced Migrant SCE Right to Read Community Schools ESAA

General Description of Title I Program

Austin's Title I Program was designed to provide special services to low achieving students. Supplemental reading instruction was provided to identified Title I students in 20 Austin public schools, two non-public schools, and one agency for neglected and delinquent children.

Eighty-seven percent of the 6,230 students identified for Title I services were served by Title I instructional personnel in some way. A study showed the amount of direct instructional time provided to Title I students by Title I personnel varied from none to several hours per week. On the average, a Title I student received about seven minutes a day of direct instruction from Title I personnel.

Two other areas of Austin's Title I Program were counseling and guidance and parental involvement. Fifteen of the twenty schools had Title I counselors who worked with students individually or in groups. Thirteen of those same twenty schools had Title I community representatives who worked with the parents of Title I students. Improved attendance for Title I students was a major focus of their activities, along with efforts to involve parents of Title I students in school activities.

A parent advisory committee made up of parents of Title I students met regularly to review the progress of the Title I program and to provide input in the planning and conducting of program activities.

Evaluation Findings about Reading

There was no common approach to reading being used in the Title I schools or in the Title I reading labs.

Through classroom observations, school visits, and discussions with school personnel, descriptions of individual school programs were developed. Evident in these school program descriptions was a common theme: most classroom teachers and most Title I reading personnel were chosing their own approach to reading instruction rather than coordinating their approach with teachers within their school or other schools.

Evaluation Findings about Guidance and Counseling

Each teacher in a Title I school rated the classroom behavior of a group of randomly selected students in the fall and again in the spring, using a locally developed behavior rating checklist.

According to the teacher ratings, more of the students who received counseling services improved in their behavior than did students who did not receive counseling services.

Evaluation Findings about Parental Involvement

Fifty-six percent of those students whose homes were visited and/or whose parents had received telephone calls from the community representative improved their attendance. However, this figure fell short of the 60% called for in the objective set for that component.

Evaluation Findings about Parental Involvement

20

ABSTRACT

Title: How Time Is Used In Title I,   A Sample of Non-Title I, and Sixth
Grade Schools.

Contact Person: Joy Hester and Paula Matuszek, Ph.D.

No. Pages: 9

Summary:

A total of 227 day-long observations were conducted by the Office of
Research and Evaluation during the 1976-77 school year as part of the
evaluations of Title I and State Compensatory Education. This procedure
yielded 1,475 hours of observations and provided a picture of how time
in the school day is used in the Title I schools, sixth grade schools,
and a sample of non-Title I schools. Information relevant to group size,
amount of verbal instruction received (adult contact), and materials
used was also gathered.

Five groups of scudents were observed:

    Title I students
    Non-Title I students in Title I schools
    Students in non-Title I schools
    SCE students (State Compensatory Education)
    Non-SCE students

Observation results are presented in a series of pie graphs such as the
one shown for Title I students.

TITLE I STUDENTS
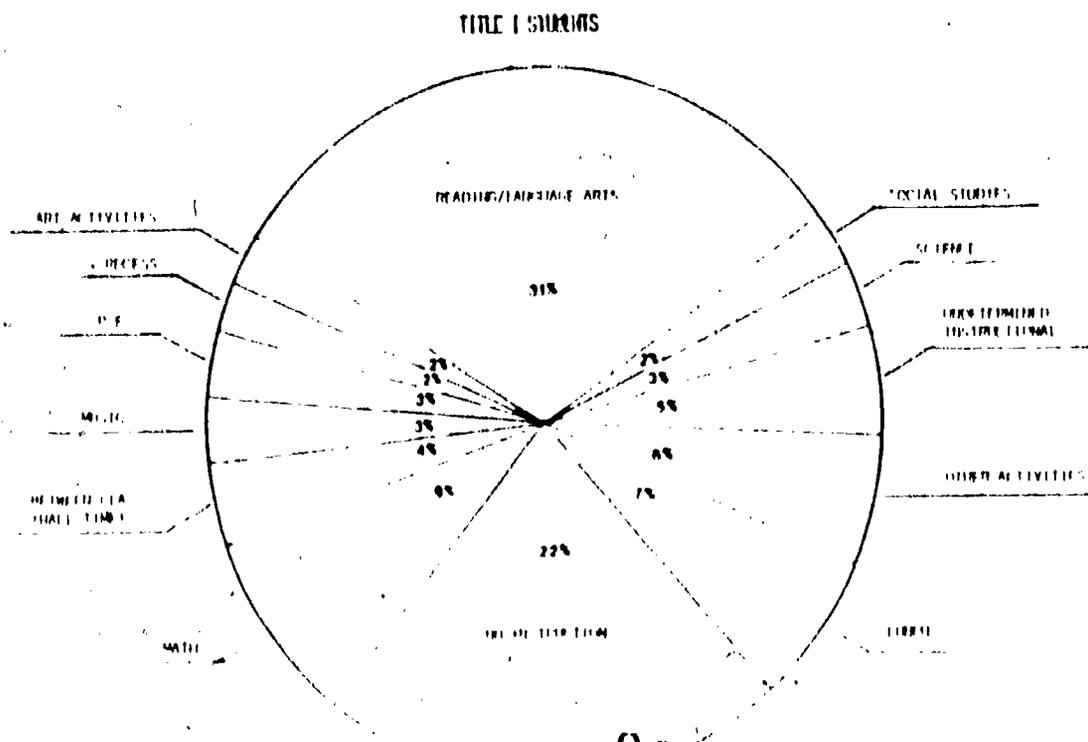
ABSTRACT

Title: Achievement Test Profiles (Title 1)

Contact Person: Joy Hester

No. Pages: 210

Summary: The information in this report was originally prepared as information for principals and school staffs to use in setting school goals. Each school received its own school data. This 77-78 report summarizes the data for all Title I schools.

Graphic representations such as those shown below are included for the following:

California Achievement Test median percentiles (for each of the three major Title I components) for April, 1977, and April, 1978, for grades 2-5. Projectwide medians as well as individual school scores are provided.

Boehm Test of Basic Concepts (Total Score) for September, 1977, and February, 1978, for kindergarteners projectwide and by individual school.

BOEHM TEST OF BASIC CONCEPTS · FORM A
1976-77 KINDERGARTEN STUDENTS

SCHOOL: ALLISON
REFERENCE GROUP: ESEA TITLE I STUDENTS
COMPONENT: INSTRUCTIONAL
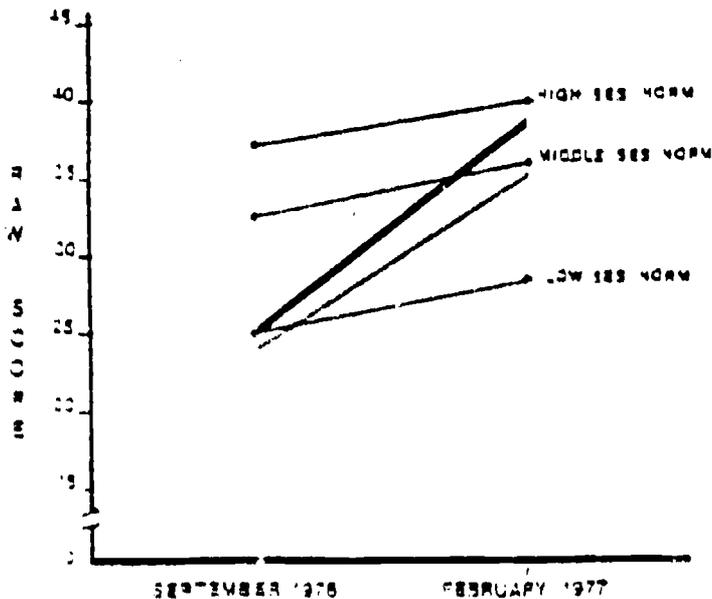
CALIFORNIA ACHIEVEMENT TEST

SCHOOL: ALLISON
AREA: READING TOTAL
TEST LEVEL: 2
STUDENTS: STUDENTS ENROLLED IN GRADE 3 IN 1976-77
COMPONENT: INSTRUCTIONAL
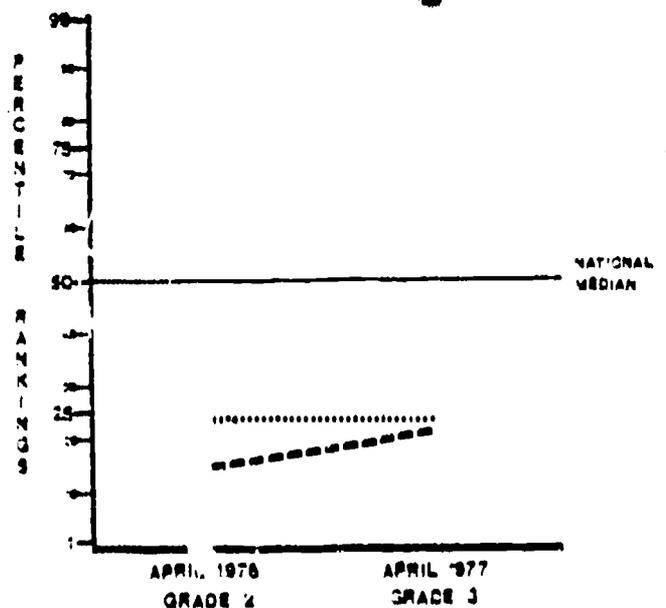
ABSTRACT

Title: ESEA Title I Program (1977 - 78) Evaluation Design

Contact Person: Paula Matuszek, Ph.D., Joy Hester

No. Pages: 29

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form — This chapter presents the names of persons responsible for some aspect of the project's implementation who have been provided relevant portions of the design for review and comment.

II. Decision Questions
A. Questions Addressed
B. Overview
— Here the evaluator states all the decision questions and relates them to evaluation questions, objectives, and data sources.

III. Narrative Summary
A. Program Summary
B. Evaluation Summary
— This chapter briefly describes the project and the evaluation activities tied to the project.

IV. Information Sources Summary — Each data source is listed, and the evaluation questions which the source references are listed. The dates of data collection and the analysis techniques to be employed are also given for each source.

V. Summary of Data to be Collected in the Schools — This is a timeline for the collection of data in the schools.

VI. Evaluation Time Resources Allocation Summary — This chapter gives estimates of the number of person days required from each staff person for completion of all activities related to each data source.

Evaluation Design Summary:

Evaluation of the Title I Program in Austin serves two main purposes:

. To provide information to the local decision-makers responsible
for the implementation of the project's activities.

. To provide information required by the Texas Education agency
on the progress of students being served.

For each of these purposes a major report will be prepared toward the end
of the project year. The staff hired to accomplish this task consists of
a senior evaluator (45% of her time alloted to Title I, the remainder to
other compensatory programs), an evaluator (100%), two evaluation assistants
for process evaluation (100%), one evaluation assistant for data processing
(90%), with the remainder of his time funded by Title I Migrant, a data
analyst (7%), with the remainder of her time funded by Title I Migrant, a
secretary (100%), and an evaluation intern (50%). This division of labor
allows for the necessary coordination of activities and ideas within the
evaluations of the compensatory education programs in the District.

On-going evaluation through classroom observations, interviews, questionnaires,
and monitoring of records, documents the level of implementation of project
activities. Outcome evaluation through standardized and locally developed
instruments measures the student outcomes produced by these activities.

Other major responsibilities of the evaluation staff include the conducting
of required needs assessments, the collection of demographic data on
schools and students, the measurement of project objectives, and the
management of the following surveys.

1) Nine week reporting of services provided.
2) Spring economic and educational needs surveys.
3) Fall identification of Title I students.

Decision questions are identified at both a system-wide and a project
level.' These are then associated with evaluation questions, the answers
to which will contribute to the answering of the decision question.
Lastly, the scheduling, collection, analysis, and reporting of this infor-
mation is outlined in terms of the school personnel affected, the time
required of evaluation, and the dates for completion of information
gathering and reporting activities.

Scope of Design:

10 Decision questions (Levels: System and Program)
58 Evaluation question

Evaluation Resources Required (in person-days):

54	Coordinator
94.5	Senior Evaluator
230	Evaluator
178.5	Data Analyst
760	Evaluation Assistants and Evaluation Intern
238	Secretary

FINAL REPORT

Evaluation Findings on: Title I Migrant

Contact Person: David Doss, Paula Matuszek

Summary of Evaluation Findings:

The following is a summary of evaluation findings about the Migrant
Program for 1977-1978. Only the most significant findings are reported
here. For more information see the other documents described in this
section of this Evaluation Findings volume.

The Migrant Program in Austin is a program which offers instructional
and support services to Austin's migrant students. The Migrant Program
was funded for 1977-78 at approximately $500,000. To be eligible for
services students must meet the definition of a currently migratory or
formerly migratory child. A currently migratory child is one whose
parents or guardian is a migratory agricultural worker or migratory
fisherman, and who has within the last twelve months moved from one
school district to another in order to enable the child, the child's
guardian, or a member of the child's immediate family to obtain temporary
or seasonal employment in an agricultural or fishing activity. A formerly
migratory child is one who has not migrated during the last year, but
who did migrate within the last five years.

By May 1, 1978, the District had registered about 1100 eligible students,
about 65% of whom were currently migratory students. They were enrolled
in 55 District schools and three parochial schools; however, about
62% attended ten schools in east and south Austin.

Analyses of the migrant students' scores on the Boehm Test of Basic
Concepts, the Metropolitan Readiness Test, (MRT), the California Achievement
Tests (CAT), and the Sequential Tests of Educational Progress (STEP)
show that at most grade levels the migrant students as a group score
well below the national average. (See the figures on the following page.)
In addition many migrant students come from low income families that
have limited resources for purchasing clothing and medical care. In
an attempt to meet these needs, the Migrant Program developed both
instructional and support components.

The Instructional Components

Because the migrant students in Austin attend so many different schools,
it is not economically feasible to serve all of them with an instructional
program. Only those schools with a sufficiently large concentration of
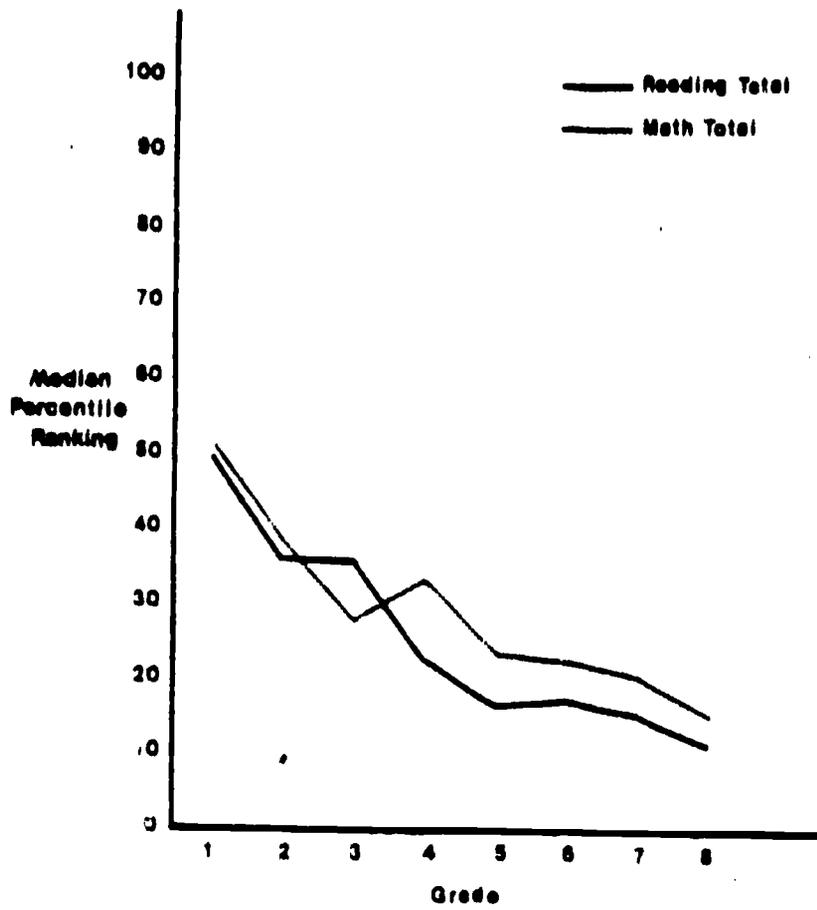
MEDIAN CAT PERCENTILE RANKING BY GRADE: MIGRANT STUDENTS
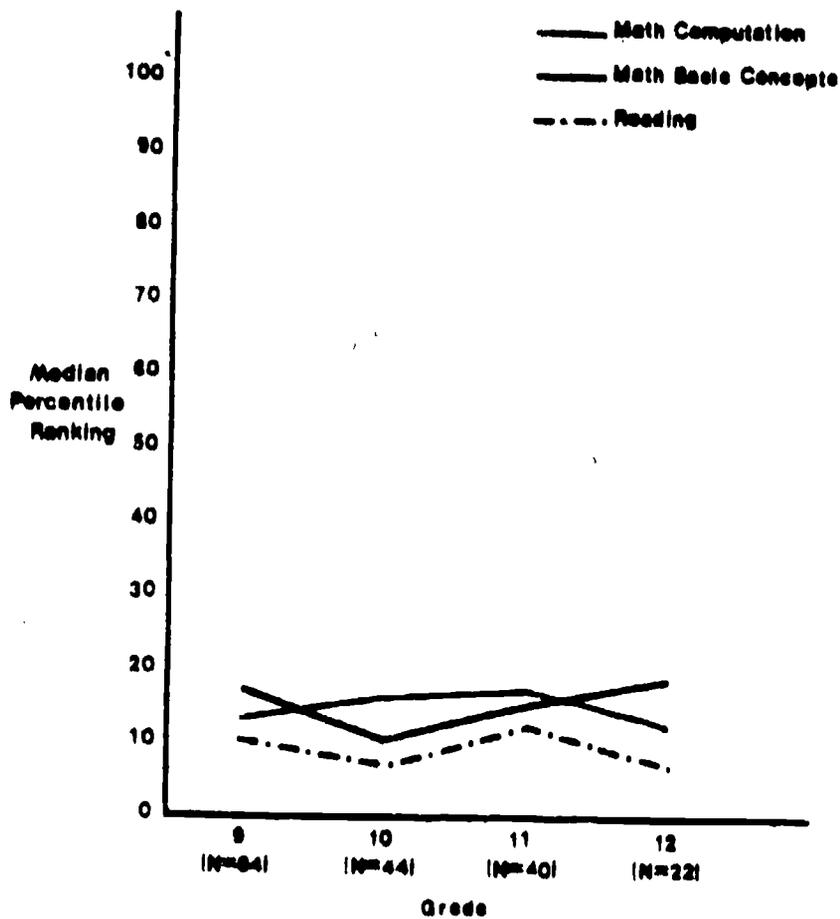
MEDIAN STEP PERCENTILE RANKING BY GRADE: MIGRANT STUDENTS

X.2

migrant students have a Migrant
teacher on the campus. In the other
schools, those migrant students with
a need for instructional support are
supposed to be served by another of
the compensatory education programs
in the District such as Title I
Regular, the State Compensatory
Education Program, or the ESAA Basic
Program. In January, 1978, 50% of
the migrant students registered at
that time were not being served by a
Migrant teacher. Of that number
about 53% were being served by another
compensatory program which meant that
about 23% of the migrant students were
not receiving supplemental instruc-
tion. Some overlap occurred between
programs. Of the 774 students served
by the Migrant Program or another
supplemental program, 235 or about
30% were served by more than one.

School	Grades	Number	Percentage
Johnston	9-12	107	20.0
Travis	9-12	92	17.2
Allan	6-8	55	10.3
Fulmore	7-8	59	11.0
Martin	6-8	59	11.0
Travis Heights	5	23	4.3
Ortega	K-5	26	4.9
Brentwood	Pre-k	16	3.0
Brooke	Pre-k	21	3.9
Mathews	Pre-k	15	2.8
Metz	Pre-k	22	4.1
Oak Springs	Pre-k	21	3.9
St. Elmo	Pre-k	18	3.4
Total	Pre-k-12	534	100.0

The 1977-78 Migrant Program had
three instructional components:
a Pre-kindergarten Component for four-year-olds, an Oral/Written
Communication Component for students in kindergarten through the fifth
grade, and an Oral Language Development Component for students in
grades six through twelve.

Pre-kindergarten Component

The Pre-kindergarten Component provided full-day, pre-kindergarten classes
for four-year-old migrant students at six sites. All of the teachers
were bilingual and in most cases so were their aides. The curriculum
used in the classes was the Bilingual Early Childhood Program (BECP)
developed by the Southwest Educational Development Laboratory.

The evaluation findings for 1977-78 show the Pre-k Component to have been
the most successful of the instructional components. A series of seven,
day-long, observations were done in each pre-k classroom. The observations
showed that the students spent on the average about 150 minutes or about
two thirds of the time they were not eating or napping in instructional
activities. About 50 minutes or one third of their instructional time
was spent in BECP activities. About 75% of the instructional time was
structured; i.e., the activity showed evidence of rules set down by the
teacher or aide, either at that time or at some earlier time. The
predominant language of instruction was English. Spanish was used only
about 40 minutes per day or about 22% of the time language was recorded.
It would appear that students who were Spanish dominant, however,

X.3

received considerably more of their instruction in Spanish than the average given above. This was especially true when the students were grouped by language dominance for small group instruction. It would appear from these findings that the pre-k teachers were not "short changing" their students in Spanish instruction, but rather were teaching primarily in English because they felt it to be the most appropriate language for most of their students.

In addition to observation data, the evaluation of the Pre-k Component examined two sources of achievement data. The first was the results of the mastery testing done as part of the BECP. Each eight to ten units of the BECP has a mastery test designed to measure mastery of the concepts taught by the units. The teachers had time to give two of the three tests by the end of the year.

The results in figures below show a high level of mastery on each test. The students exceeded the objective set by the program in applying for funding to the Texas Education Agency.
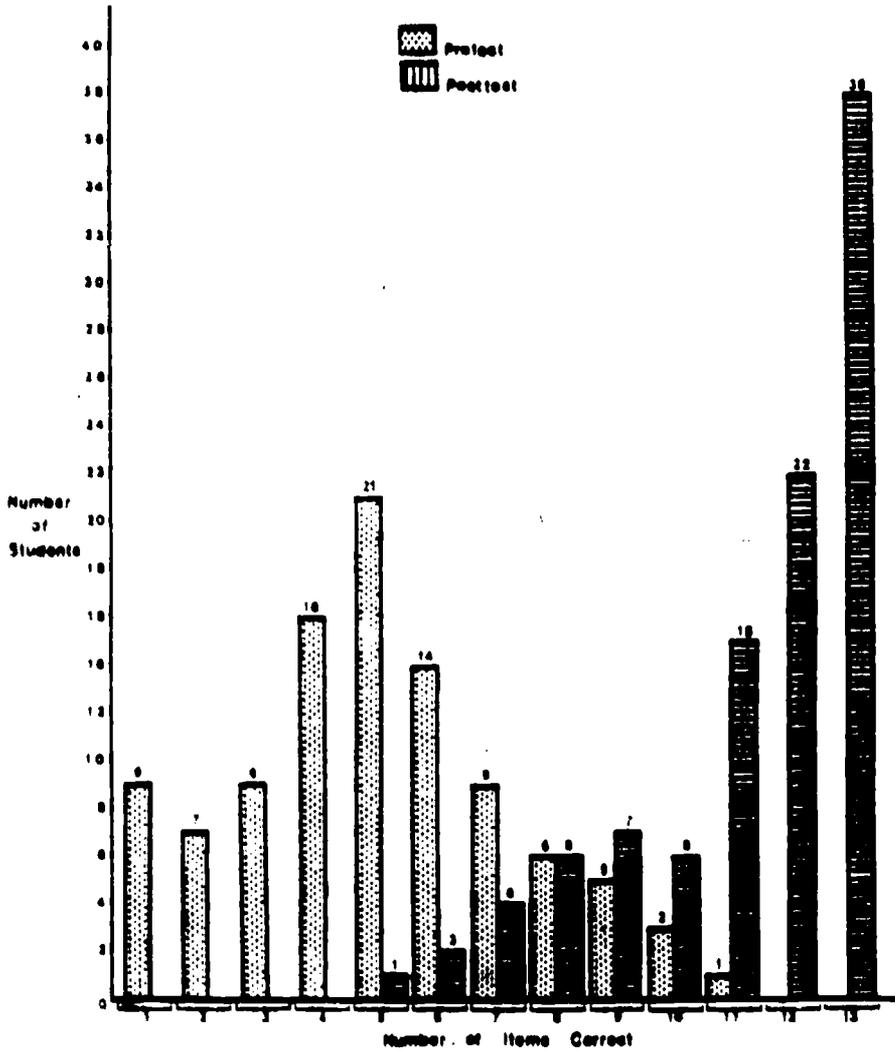
COMPARISON OF THE NUMBER OF ITEMS ANSWERED CORRECTLY FOR PRE AND POST ADMINISTRATIONS OF MASTERY I (N=103).
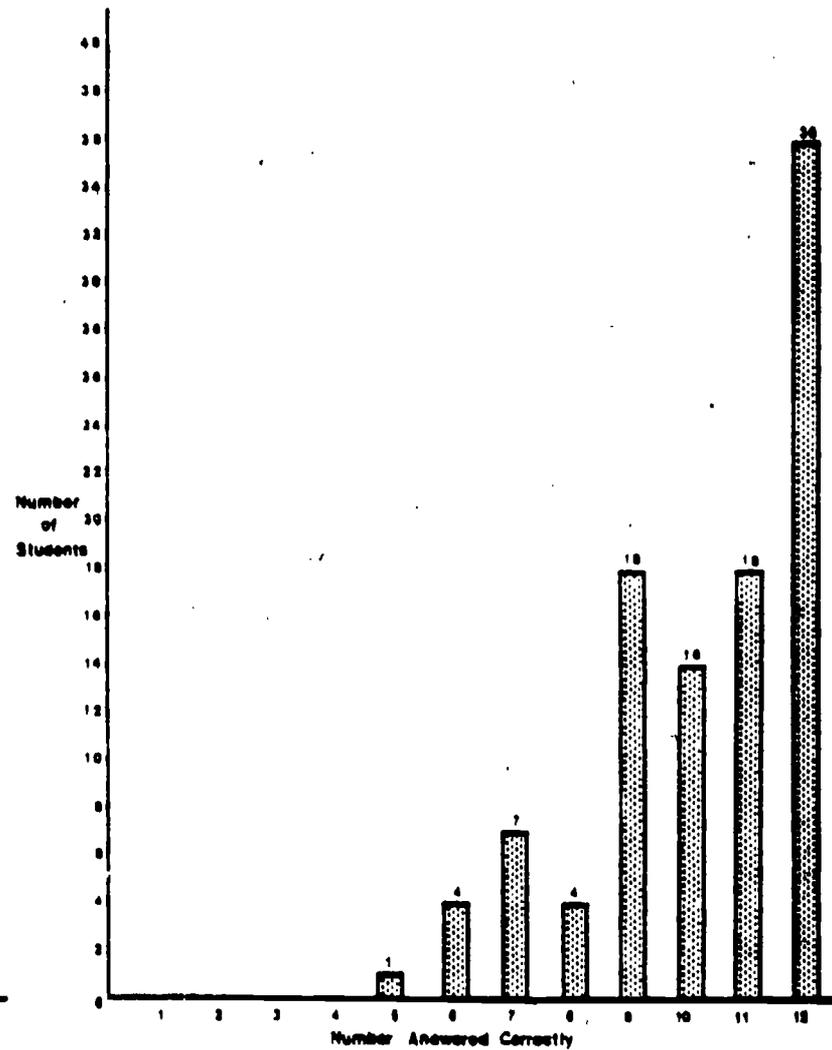
NUMBER OF ITEMS CORRECTLY ANSWERED ON MASTERY TEST II-- ALL STUDENTS TESTED (N=102).

In addition, the migrant pre-k students and the four-year-olds at the Rosewood-Zaragosa Day Care Center were given the General Concepts Test of the Tests of Basic Experiences series. The two groups did not differ on the pretest; however, by the posttest, the migrant students had clearly out-gained the Rosewood-Zaragosa students. The reasons for the differences in gains are not clear since the experiences of the two groups differed in a number of ways. It is clear, though, that the Migrant Program pre-k classes produced greater gains than did the Rosewood-Zaragosa Day Care Center. Overall, the migrant students achieved about a year's growth in six months. The figure to the right shows the median and range of total score for migrant students on the pretest and posttest administrations of the TOBE.

It was also found in analyzing the TOBE results that statistically significant class-to-class differences existed within the Migrant
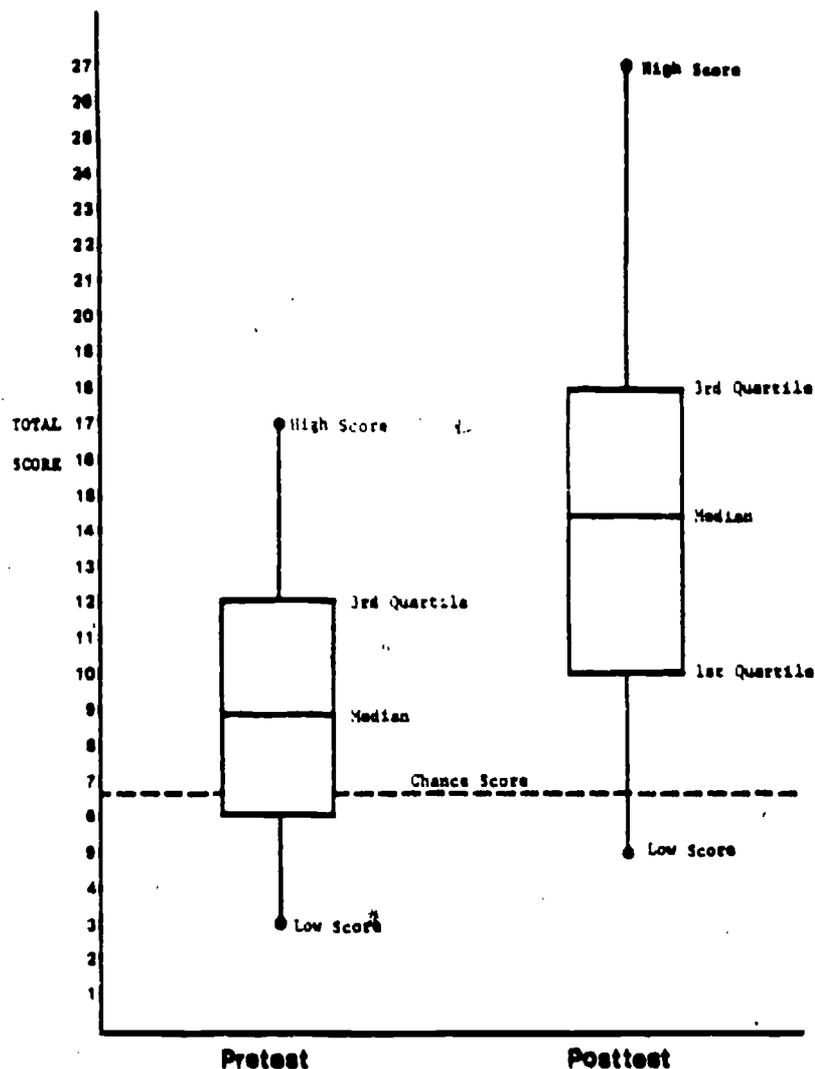
MODIFIED BOX AND WHISKERS SHOWING TOBE PRETEST AND POSTTEST DISTRIBUTIONS FOR ALL STUDENTS (N=111 ON PRETEST; N=101 ON POSTTEST).

Program. Again, it is not clear why the differences occurred; however, a preliminary "eyeballing" of the observation data with the TOBE results in mind showed that those classes that spent more time in BECP activities and in structured activities appeared to make larger gains on the TOBE. Moreover, those classes that spent more time without the direct supervision of an adult made smaller achievement gains on the test.

Interviews of the pre-k teachers revealed that they are generally pleased with the BECP. They seemed most pleased by the curriculum's highly structured nature and its breadth of coverage. The weakness of the English syntax activities and the feeling that some activities are too elementary for some students were the most commonly reported disadvantages.

Oral/Written Communication

The Oral/Written Communication Component was implemented at only one campus: Ortega. The Migrant teacher there worked with 26 students in grades one through five. Because the component employed only one teacher,

213

very little information was gathered except that needed to measure
the component's objectives. The results showed that the objectives
were greatly exceeded at grades one, two, and three. Grades four and
five showed very poor gains. The objective at kindergarten was almost
met. However, because the number of students tested at each grade
level was so small, inferences about the quality of the program are
difficult if not impossible to make. Had the component served more
students, it is doubtful that the gains would have been as large at
grades one, two, or three, or as small at grades four and five as those
found.

Secondary Oral Language Development Component

The Secondary Oral Language Development Component provided instructional
services to students in grades six through twelve in six schools (see
Figure 1). Each school had one Migrant teacher except Johnston which
had two. Migrant students at these schools were pulled out of their
regular classes for instruction in oral language development by the
Migrant teachers.

A series of seven, day-long observations of the classes of each teacher
under this component found significant problems with the "pull-out"
method of scheduling instruction at the high school level. Students
were not seen 45% of the time observations were scheduled. Some of this
can be attributed to a turnover in the Migrant teacher position at one
school during the fall. If this is taken into account, the percentage
of days during which no students were seen drops to about 35%, still
a significant proportion. The primary reasons students were not seen
seems to have been that the teachers had trouble locating and scheduling
students at the beginning of each quarter and that students did not
see the Migrant teachers during quarter exams.

At grades six through eight, the teachers did not see students about
30% of the time; however, at this level the reasons were different.
Half of the time they were personal, either illness of the teacher
or a member of her family. In the other cases, the teacher was getting
students out of class to see the Migrant Nurse, was substituting for
another teacher, or was attending a conference.

On the days students were seen, the secondary classes had the following
characteristics.

> On the average, Migrant teachers saw four classes of migrant
> students for a total of about two hours and 35 minutes a day.

> A greater proportion of class time was spent in oral language
> development at grades six through eight (45%) than at the high
> schools (25%). Half of the instruction at the high school level
> was coded under "Other."

X.6

214

The Oral Language Development Guide was not used a great deal
at either level.

About half of the pupil-teacher interactions were initiated by
the teachers for the purpose of instruction. Altogether, about
63% of the interactions were for instructional purposes.

An overwhelming majority, 96.2%, of the interactions occurred
entirely in English. There was no relationship between the purpose
of the interactions and the language used.

Because it appeared from the 1976-77 evaluation of the Migrant Program
that the levels of the CAT normally used were too difficult for some
migrant students, achievement data collected to measure the objectives
for the component were gathered using lower levels of the instrument.
The results showed that students at grades six, seven, eight, and eleven
gained more than the national average. Students at grade nine met the
component objective of .8 months growth per month of instruction but
were still below average in their gains. Tenth and twelfth graders did
not meet the objective. The tenth graders came close, but the twelfth
graders did not. The difference in gains that emerges when grades six
through eight are compared with grades nine through twelve may be due
in part to the scheduling problems observed at the high school level.
The gains made by the eleventh graders may be due more to the remedial
instruction associated with the District's new graduation requirement
than to the effect of the Migrant Program instruction. The eleventh
graders are the first class that must meet the requirement. The figure
below shows the average month's growth per month of instruction for
grades six through twelve.

Grade	Number Tested	Average Gain Per Month of Instruction
6	26	2.3
7	53	1.6
8	43	1.1
9	33	0.8
10	17	0.7
11	31	1.3
12	12	0.3

In interviews with the secondary teachers, reading received the most
support as the instructional area that should be addressed by the
Migrant Program. The current emphasis on oral language development
was reported to be acceptable to the other teachers in schools with
a Migrant teacher.

The Support Services

The 1977-78 Migrant Program provided a number of support services to
parents, teachers, and students as aids to the instructional components.

Clothing

The Migrant Program provided clothing for qualified migrant students who showed a need. To receive clothing a student must, by regulation, be served by a Migrant teacher or another supplemental instructional program. Clothing was purchased for students by the community representatives upon the request of a parent or teacher. The Migrant Program set aside $5,200 for clothing purchases at the beginning of the school year. By the end of April, they had spent about $4,000 of that sum. A duplicated count of students receiving clothing by month showed 176 purchases made between July 1, 1977, and May 1, 1978. The average amount of these purchases was about $22.50. Travis Heights was the only school served by a Migrant teacher in which some students did not receive clothing. Additionally, some migrant students served by supplemental programs in seven schools without a Migrant teacher received clothing.

The interviews of parents, Migrant teachers, and principals with a Migrant teacher all contained questions about the clothing benefits for migrant students. All parents interviewed whose children had received clothing and/or medical benefits, reported being satisfied or very satisfied.

The Migrant teachers had a more mixed reaction to the clothing purchases. Five felt no change was needed. Six felt improvements could be made and offered suggestions such as completing the purchase of cold weather clothing early in the school year and keeping teachers better informed about which students have been served. The principal interviews revealed that only two of the twelve knew that migrant students must be served by a supplemental instructional program before they may receive clothing. Not all principals interviewed knew that the Migrant Program could provide clothing for their students.

Health Services

The Migrant Program employed a Family Nurse Practitioner who provided health services for migrant students. The nurse did regularly scheduled screenings of migrant students as well as non-scheduled exams upon the requests of teachers or parents. The figure to the right shows the kinds of contacts the nurse had with students and their frequency. A great variety of problems were found by the nurse; however, dental problems occurred with a greater frequency than others. The single most frequent action taken by the nurse was to contact the parents either by phone or by note. Her

Direct Contact By AISD Personnel;
Indirect Contact By Migrant Nurse
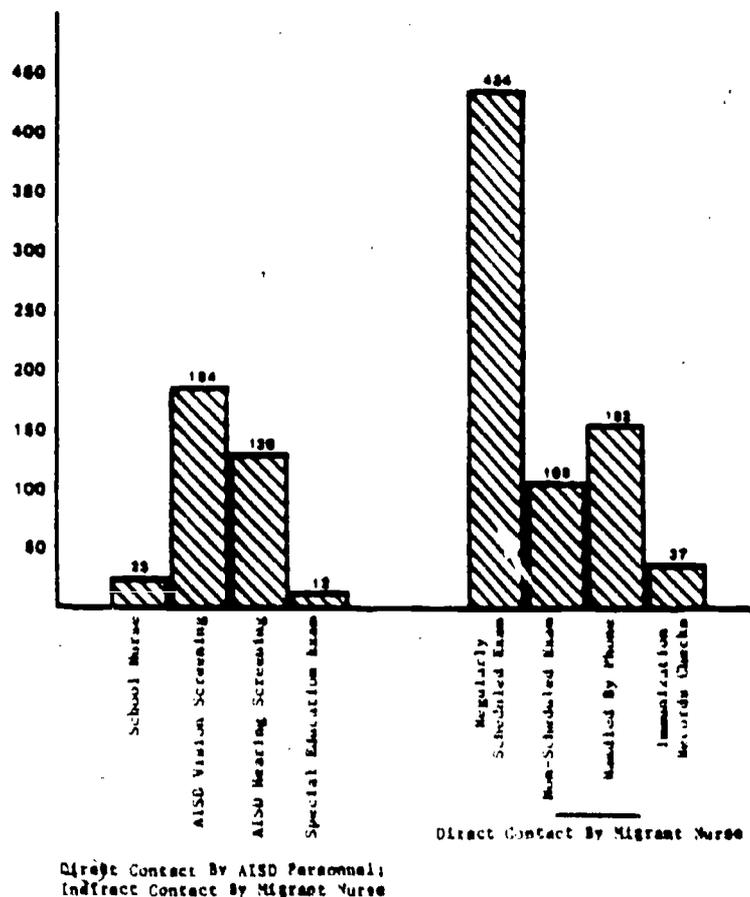
NUMBER OF DIRECT AND INDIRECT CONTACTS WITH MIGRANT STUDENTS BY MIGRANT NURSE BY TYPE OF CONTACT--JULY, 1977-APRIL, 1978.

X.8

second most common response was to counsel the students. A total of 508 students were referred to other professionals for care; 280 to physicians and 228 to dentists.

Initially, $10,305 was allocated for paying physicians and dentists. Funds were later transferred from other accounts so that by the end of April the amount had risen to $15,005. Bills totaling $13,269 had been received by April 30, 1978.

Interviews of parents and migrant teachers showed that they felt that the quality of health care offered by the program was high. The general reaction of the teachers was that the scope of the program should be expanded. They would like to see the nurse more frequently and would like to see more money available for medical and dental care. All of the principals interviewed knew that health care was available to their migrant students.

Identification and Recruitment of Migrant Students

Before students may be served by the Migrant Program, their parents must complete an Eligibility/Identification form. The 1977-78 forms were completed during home visits by the community representatives who worked under the direction of the Migrant Parental Involvement Specialist. They were kept on file by the Program as evidence of eligibility. Altogether, 1084 students were registered by May 1, 1978. More than 50% of the registrations were completed in July and August. The Parental Involvement personnel made about 950 home visits to recruit students between July and the end of April. This is about 16 recruitment visits per month per recruiter including the Parent Involvement Specialist.

Since Austin began its Migrant Program, concern has been expressed by parents, teachers, and administrators that not all of Austin's migrant students are actually migratory. There is little that the evaluation of the Migrant Program can do to shed light on the question given the resources available; however, from the data gathered this year, the following statements can be made:

The families of many of Austin's migrant students do not travel far to engage in their migratory employment. The parents of about 30% of the migrant students reported on the Eligibility/ Identification forms that they migrated within Travis County or one of the four contiguous counties: Bastrop, Blanco, Caldwell, or Williamson. (The figure on the next page shows where Austin's students migrate within the State of Texas.)

When the reports of where they migrated given by 17 parents as part of the parent interview were compared with their responses to the same question at the time of registration, nine of 17 did not match.

X.9

217

Where Austin's Students Migrate in Texas

STUDENTS

▓ ≥ 50

▒ ≥ 30 < 50

▓ ≥ 15 < 30

Outlined counties < 15

TEXAS
COUNTY OUTLINE MAP
STATE DEPARTMENT OF HIGHWAYS
AND PUBLIC TRANSPORTATION
TRANSPORTATION PLANNING DIVISION
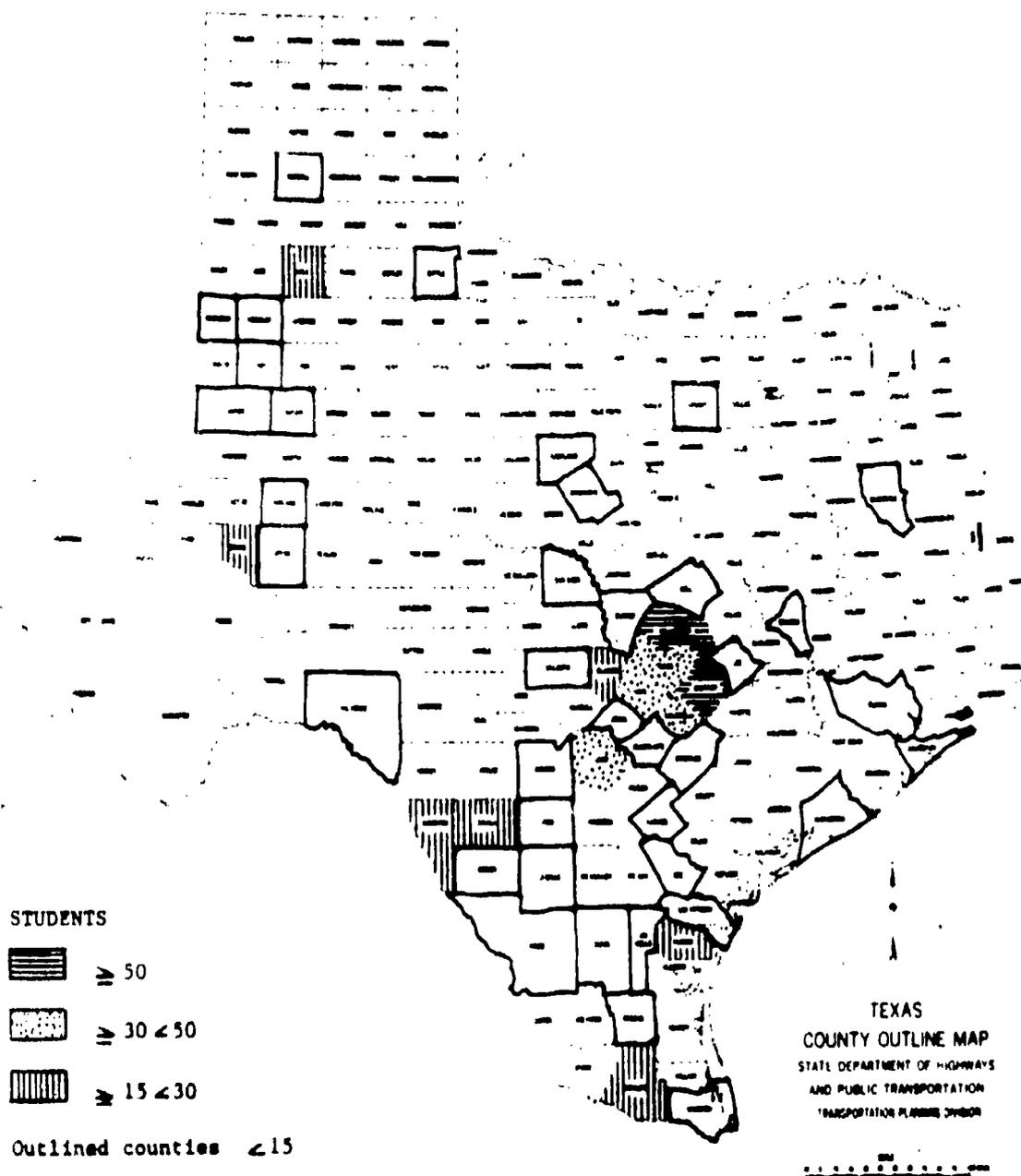
When the teachers were asked what percentage of their students
they thought were not migrant, the responses varied greatly.
Six reported knowing of none who did not meet the definition;
three gave qualified answers; and four indicated that some of
their students were not migrant. One teacher estimated that one
half of her currently migratory students were not in fact migratory.

The interviews of principals with Migrant teachers showed that
only about half were able to give the essence of the definition
of a migrant student.

X.10

215

Parental Involvement

In addition to clothing purchases and recruitment, the Parental
Involvement personnel were responsible for the establishment of
Parent Advisory Councils (PACs) for each local school with a Migrant
teacher and for the District as a whole. The migrant PACs were
generally combined with the Title I Regular PACs where they existed
on the same campus. The Districtwide PAC was also a combined Title I/
Migrant PAC.

The Migrant Program showed great improvement in the establishment of
local PACs this year. In 1976-77 only five local PAC meetings were
held and not all schools had a PAC meeting. This year a total of 44
local PAC meetings were held, and each school had meetings. The
attendance by migrant parents at the Districtwide PAC meetings almost
doubled from 35 (duplicated count) in 1976-77 to 69 (duplicated count)
this year. The average number of parents attending each local PAC
meeting per school, though, was small.

Interviews of the principals with Migrant teachers showed that very few
were completely familiar with who may serve on the local PACs. While
three quarters knew the name of the Parental Involvement Specialist,
only about one third knew the name of the community representative for
their schools.

Four of the thirteen teachers interviewed felt that the parental
involvement activities were being satisfactorily implemented. The
concerns of the remaining teachers lay in four areas: the amount of
training parents were receiving in working with their children, the
frequency with which the representatives visited the schools, the
Parent Advisory Council meetings, and the amount of information
that parents have about the Migrant Program.

Interviews of the officers of the Districtwide PAC revealed the following:

> In general the PACs have had access to the Title I and Migrant
> information that they have needed.

> Districtwide PAC members have received copies of the regulations
> and guidelines which govern Title I and Migrant, although
> the local PAC members have not.

> The officers were dissatisfied with the training that they
> received in their roles as officers. They did, however, find
> attendance at statewide meetings on parental involvement helpful.

> It was the general consensus of the parents that the opportunities
> to advise the staff on the Title I and Migrant applications
> were inadequate. They felt that they should have been involved
> earlier in the planning process and that there should have been
> more time to review the completed proposals before their sub-
> mission to the Texas Education Agency.

They felt that relations with the program staffs had been good despite the disagreements that occurred.

There is a need for increased involvement in PAC activities by Black and Anglo parents.

Staff Development

The Migrant Program sponsored a total of four workshops for Migrant teachers, two for the pre-kindergarten teachers and two for the secondary teachers. In addition, the secondary teachers met five times between the middle of February and the end of April to discuss the implementation of the Secondary Component. The four staff development sessions that were evaluated were given above average ratings by the participants.

For the bulk of their staff development, the Migrant teachers attended staff development activities in their schools on the District staff development days.

Summary

The Pre-kindergarten Component remained the instructional highlight of the Migrant Program. The program was well implemented and the students showed impressive gains.

Achievement gains at the secondary level (6-12) appeared to be greater than in 1976-77 although significant problems in implementation were found during observation. Part of the gain in achievement was probably due to improved testing procedures.

The Migrant Nurse has done a thorough and highly regarded job of providing health care.

There was great improvement in the establishment of local PACs, and attendance at the Districtwide PAC meetings almost doubled. Attendance at PAC meetings at both levels, however, remained low.

The PAC officers felt that their opportunities to provide input into the development of the Title I and Migrant applications was inadequate.

ABSTRACT

Title: 1977-78 Title I Migrant Technical Report

Contact Person: David Doss, Paula Matuszek

No. Pages: 376

Summary:

This is the companion document to the 1977-78 Title I Migrant Final
Report. A copy of the report can be found in this chapter of the
1977-78 Evalua ion Findings volmne.

The Technical Report consists of 22 appendices. Each appendix reports
the information collected using one or more related information sources.

Each appendix contains:

    Instrument Description
    Purpose of data collection
    Procedures of data collection and analysis
    Summary of Results
    Tables and figures presenting the results

The Technical Report contains the following appendices:

Appendix A: Bilingual Early Childhood Program Mastery Tests
Appendix B: Boehm Test of Basic Concepts
Appendix C: Metropolitan Readiness Test
Appendix D: California Achievement Tests
Appendix E: Sequential Tests of Educational Progress
Appendix F: Tests of Basic Experiences--General Concepts Test
Appendix G: Pre-kindergarten Observation Form
Appendix H: Secondary Observation Form
Appendix I: Classroom Observation Reaction Form
Appendix J: Migrant Student Attendance Forms
Appendix K: Teacher Records
Appendix L: Migrant Teacher Interview
Appendix M: Principal With a Migrant Teacher Interview
Appendix N: Parent Questionnaire and Interview
Appendix O: Migrant Student Master File
Appendix P: Staff Development Forms
Appendix Q: Parental Involvement Travel Logs

Appendix R: PAC Information
Appendix S: PAC Officer Interview
Appendix T: Clothing Purchases Form
Appendix U: Migrant Health Services Forms
Appendix V: Staff Questionnaire

22

ABSTRACT

<u>Title</u>: Needs Assessment for the Preparation of 1977-78 Applications for Compensatory Education Programs

<u>Contact Person</u>: Paula Matuszek, Joy Hester, David Doss, Patsy Totusek

<u>No. Pages</u>: 722

<u>Summary</u>:

The seventeen sections in this needs assessment are:

I. <u>Introduction</u>. A rationale for needs assessment is accompanied by a brief overview of the nature of this publication.

II. School Characteristics: Enrollment, percent attendance, percent low income, and ethnic distribution are given for the past five years for all A.I.S.D. schools.

III. <u>Study of School Costs</u>. Grant costs and other information relevant to the question of distribution of resources among schools is given. This information was prepared by the Department of Finance for presentation to the Board of Trustees. It is included in this report in order to make it more accessible to planners.

IV. <u>Family Survey, Low SES and Minority Student Achievement Study</u>. A survey of a sample of families in Austin that had either second or fifth grade students attending Austin schools was undertaken by the Low SES and Minority Student Achievement Study in 1977. Some of the preliminary results of this survey are included here. These results show by ethnicity ....

    1) Percent of Male Head of Household Working
    2) Percent of Female Head of Household Working
    3) Level of Education of Male Head of Household
    4) Level of Education of Female Head of Household
    5) Percentage of Students Having Preschool or Daycare
    6) Percentage of Students Attending Kindergarten
    7) Percentage of Students Attending AISD Kindergarten
    8) Percentage of Students Changing Schools in the Past Year
    9) Number of Different Schools that Student Has Attended
    10) Parents' Rating of How Student is Doing in School
    11) Parents' Ratings of the School that the Student Attended

12) Amount of Education Parent Would Like to See Student Get
13) Yearly Family Income

V. Literature Reviews. Because it is always important before embarking on new educational er..'eavors to see what results have been recorded for similar endeavors in other situations, the following areas of interest are summarized in literature reviews.

1) Sibling Tutoring
2) Parental Involvement and Sixth Graders
3) Summer School for Low SES Students
4) Math Programs for Low SES and Minority Students

IV. Language Dominance Information. Information in the following categories is given by grade level and school for all K-5 Elementary campuses.

1) Number of English dominant children
2) Number of Spanish dominant children
3) Number of bilingual children
4) Number of children for whom more information is needed
5) Number of children for whom both scores were low

VII. Overlap Study: The Number of Students Served by Multiple Programs.

An ongoing concern of personnel involved with special programs has been the overlap of services being provided to some students. In an effort to document the extent of this overlap, ORE conducted an overlap study in 1976-77 which defined the groups of students being served by each of the many possible combinations of special programs. The results of that study were sufficiently enlightening to encourage a repetition of that effort in 1977-78 in order to determine the amount of overlap that might continue to exist. The results of the recent study are included here.

VIII. Achievement Levels: This section summarizes the scores obtained by A.I.S.D. students on four tests:

1.) Boehm Test of Basic Concepts
2.) Metropolitan Readiness Test
3.) California Achievement Test
4.) Sequential Tests of Education Progress

IX. Title I Summer School. A comprehensive review of the results of the evaluation of Title I summer school is reviewed here. This information should prove useful to planners of summer school in general and Title I summer school in particular.

X. Title I Parent Questionnaire. A short questionnaire was mailed to a sample of parents of Title I students in October of 1977. This chapter outlines their responses.

224

XI. <u>Identification of Title I Students</u>. Procedures and criteria for identifying Title I students are outlined, and a study of the lists is discussed. This study shows the percentage of students on each campus who were identified by test score and those who were identified by school recommendation. It also prints out the percentages of students who were identified for services even though their test scores were higher than the scores stated in the criteria, as well as the percentages of students who were not identified for services even though their scores were low enough to automatically qualify them for services. The percentages of students without any test scores at all are also noted.

XII. <u>Title I Nine Week Reports</u>. Nine week report forms are completed by the Title I counselor, community representative, and instructional personnel on each Title I campus. Two types of summaries of the these reports for the first nine week period are included here:

    1) A general summary for each campus which shows the number and percentage of students served by Title I instructional personnel, the community representative, and the counselor.
    2) Detailed school summaries for counselors and community representatives which show the activities that are included under the larger categories in the general summary.

Separate chapters address the following areas of the Migrant Program in A.I.S.D.

XIII. Austin's Migrant Students: Where They Attend School.

XIV. Austin's Migrant Students: What Is The Entry Achievement Level of the Pre-Kindergarten Students?

XV. Austin's Migrant Students: At What Level Are They Achieving?

XVI. Austin's Migrant Students: What are Their Health Needs?

XVII. Austin's Migrant Students: What Other Supplementary Programs Are Serving Them?

ABSTRACT

Title: Title I. Migrant Program (1977-78) Evaluation Design

Contact Person: David Doss, Paula Matuszek

No. Pages: 26

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents of this document includes:

I. Evaluation Design Review Form	This chapter lists the names and positions of persons responsible for some aspect of program implementation who were provided relevant portions of the design for review and comment.
II. Decision Questions A. Questions Addressed B. Overview	The decision questions addressed in the design are listed in section A. Part B lists the evaluation questions and information sources which will provide information relevant to the decision questions.
III. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the Title I Migrant Program and the evaluation activities to be undertaken.
IV. Information Sources Summary	This section provides by information source the population from whom information is to be gathered, the evaluation questions to which the information is relevant, the date the information is to be collected, and the analysis techniques to be used.

V.   Summary of Data To Be Collected   This is a timeline for data collection
     In The Schools   in the schools.

VI. Evaluation Time Resources   This chapter provides estimates of the
     Allocation Summary   time requirement (in person-days)
                                        of each aspect of the evaluation for
                                        each position associated with the
                                        evaluation.

Evaluation Design Summary:

The evaluation of the Migrant Program for 1977-78 has two main functions:

    a)   to collect and disseminate information relevant to the
         decision questions outlined in this document, and
    b)   to report to the Texas Education Agency through interim
         and final evaluation reports on how well the Migrant Program
         is meeting its stated objectives.

In carrying out these funcitons the Migrant Evaluation ⬤ll collect three
basic types of data: needs assessment data, process data, and outcome
data.   The needs assessment data will include such things as how many
migrant students are enrolled in the District and where, what their
achievement levels are this year, and the degree to which migrant students
are being served by other compensatory programs.

Process data provides information about how well the activities proposed
for the Program are being implemented. Data in this category include
parent, teacher, and principal interviews, classroom observations,
analyses of parent involvement personnel travel logs, and PAC meeting
records.

The outcome data will indicate the extent to which the Migrant Program has
had an impact on the achievement of migrant students.   The California
Achievement Tests and the mastery tests of the Bilingual Early Childhood
Program will be the measures used.

Scope of Design:

 9 Decision questions (system level and program level)
55 Evaluation questions

Evaluation Resources Required (in person-days):

   .7.0 Coordinator
  52.2 Senior Evaluator
230.0 Evaluator
  59.5 Data Analyst
212.0 Evaluation Assistants
  95.5 Secretary

FINAL REPORT

Evaluation Findings: ESEA Title VII Bilingual Project, 1977-1978

Contact Person: Glynn Ligon

Summary of Evaluation Findings:

Description of the Program

The Austin Independent School District was funded for $628,681 under
Title VII of the Elementary and Secondary Education Act for the 1977-
1978 school year to operate a demonstration bilingual program. This
was the third year of a five-year project. Three thousand five hundred
thirty-four students in ten schools from grades kindergarten through
sixth grade were served by the project. Approximately one third of
these students were in classrooms where only state and local monies
supported the services; however, since Title VII, state, and local
classrooms team taught together, separating out effects of each funding
source is impossible. Therefore, all results reported here are for the
entire population of bilingual program students in these ten schools.
Two of these schools served as demonstration sites for the dissemination
of information and materials and for the in-class training of project
teachers.

The project had four major components. The Instructional Component coor-
dinated bilingual instructional activities in project classrooms through
supervision by project staff. At each grade level, teaching teams of
bilingual and monolingual teachers conducted instructional activities with
the assistance of bilingual aides. The Staff Development Component planned
and managed summer workshops for teachers, aides, and principals as well
as on-campus inservice activities during the school year. The Curriculum
Development component developed cultural units and units for the project's
Experienced-Based Curriculum (EBC) activities which combined in-class
instruction with first-hand field experiences. The Parental Involvement
Component worked with project students' parents to inform them about and
to involve them in the education of their children.

Evaluation Purposes

The evaluation of the project had three foci. First, a major effort was
made to document the on-going activities of the project to determine the
level of implementation of proposed activities and to provide the staff
with continual feedback. Second, student outcome objectives were measured
in the areas of oral language, reading, and math in both English and Spanish.
Third, research designs were carried out to investigate the benefits to
be derived from an activity-oriented experience-based curriculum.

XI.1

229

Evaluation Activities

Process evaluation of project activities included administration of questionnaires, workshop reaction forms, and interviews in addition to review of available records documenting attendance at workshops, parental participation in school activities, and development of curriculum materials.

Outcome evaluation included the administration of a variety of instruments mainly to samples of project and non-project students. Locally-developed Experience-Based Curriculum Tests in English and Spanish and El Examen de Matemática en Español were used in conjunction with standardized tests for basic concepts, reading, and math in English.

Evaluation Findings

The evaluation design was planned around eight decision questions which the Title VII Bilingual Project must address. Thus, the results from the evaluation activities conducted are reported here according to these questions. The information provided through the evaluation is seen as contributing to the answering of these decision questions along with the project staff's own observations and understandings of the political and practical constraints imposed upon the project.

Decision Question 1: Should the Austin Independent School District be refunded for a fourth year of operation by ESEA Title VII?

All of the succeeding evaluation information is relevant to this question. The Austin Independent School District has built up data on over 5,000 students during the first three years of the project's operation and expects to be able to make a real contribution to the education of Spanish speaking children through the longitudinal study of these students' progress through 1980. Contributions have already been made to the field of bilingual education in the areas of assessment of teacher competencies and use of activity-oriented experience-based curricula in addition to the contributions made locally to curriculum, staff development, and instructional approaches on which Austin's overall bilingual education effort is based.

Decision Question 2: How should the Title VII Project, other bilingual programs, the Department of Elementary Education, and the Department of Developmental Programs coordinate the curriculum, instruction, and supervision in project schools?

A comparison of the 1977-1978 staff survey results to those obtained during the previous year reveals very similar responses concerning coordination of Title VII with the Department of Elementary Education and the Department of Developmental Programs (Title I Regular, Title I Migrant, and State Compensatory Education). Coordination; cooperation, and communication are not currently satisfactory to these programs' supervisors and coordinators.

The attendance of some personnel from other programs at the monthly
Bilingual Education Task Force Meetings appears to be the major recent
improvement. A few Title VII staff members infrequently attend meetings
of the Department of Elementary Education. Periodically, Department of
Elementary Education personnel have been involved in special activities
such as staff development and the writing of the Experience-Based Curriculum.

The supervisors and coordinators feel a need for improved coordination
in all areas. In interviews, principals felt coordination could be improved
by better communication and by combining the many programs into a single
program on each campus. Principals felt strongly that there are too many
supervisors from too many programs attempting to influence instruction on
their campuses.

Most supervisors and coordinators of non-bilingual programs were aware
that Title VII focuses on developing communication skills and overall
achievement; however, their knowledge of how Title VII is attempting to
meet the instructional needs of its project students was quite sketchy.
There does appear to be a need for Title VII to communicate its goals
and activities to the other programs' staffs.

Periodic meetings were suggested as a means to improve coordination;
however, several supervisors cautioned that available time for meetings
is scarce already.

*Decision Question 3: What areas should be the focus of staff development
activities in 1978-1979?*

The Teacher Competency Test (Assessment of Teaching Competencies for
Bilingual Education) administered in the spring of 1978 showed that pro-
ject teachers agreed with the staff's philosophy and approach for bilingual
instruction but did not possess high levels of knowledge in some areas of
instructional techniques. Figure 1 shows the average percentage of correct
answers given by project teachers to items in each of the nine areas measured.

Principals and the Title VII staff were surveyed to determine the areas of
student achievement which they viewed as highest priority for improvement
so that staff development activities could be focused on providing teachers
the skills to address these achievement needs. The staff unanimously cited
communication skills, English and Spanish, as being their highest priority.
Principals, on the other hand, focused on more general basic skills needed
for achievement and, to a lesser degree cultural understanding and appre-
ciation.

A review of achievement test results shows kindergarteners to be doing
better in relation to non-project students in acquisition of basic concepts
than are students in the upper grade levels in reading and math. Achieve-
ment in Spanish content and language acquisition is almost impossible to
interpret since no acceptable norms are available; however, project students
do score below both local and national norms on all achievement measures in
English with the exception of the Boehm Test of Basic Concepts at kinder-
garten and the California Achievement Test at grade one.

RANK	AREA	AVERAGE PERCENTAGE OF CORRECT ANSWERS
1	Miscellaneous (philosophy and approach to bilingual education)	86%
2	Knowledge of the techniques for effectively utilizing para-professionals in communication skills instruction	79%
3	Knowledge of the techniques for developing communication skills with Title VII's Experience-Based Curriculum	73%
4	Knowledge of the processes of language development- first and second languages (how a child learns)	71%
5	Knowledge of the techniques for developing writing skills (composition)	67%
6	Knowledge of the techniques of classroom management which contribute to development of communication skills	63%
7	Knowledge of the techniques for developing reading skills-first and second languages (how a teacher should teach)	58%
8	Knowledge of the techniques for developing oral language skills- first and second languages (how a teacher should teach)	58%
9	Knowledge of the techniques for developing communication skills with Title VII's Language Master Card Program	54%

Figure 1. RANKING OF COMPETENCY AREAS (TEACHER COMPETENCY TEST) BY PERCENTAGE OF CORRECT ANSWERS

In interviews and on reaction forms, principals and teachers were asked to rate the success of the 1977-1978 staff development activities. The summer workshop and materials fair were highly rated and well received by the participants. The principals' workshop was also seen as beneficial by them. On-campus staff development activities were rated by the teachers as having been useful to them - 76% actually participated. Fewer, 56%, participated in materials-making sessions at the two resource centers.

The 48 new teachers participating in the new teacher internships rated their value lower than did the participants in the previous year. These ratings were generally lower than for other types of activities.

Teachers did feel that the pre-school campus planning sessions conducted by Title VII provided them with a better understanding of the scope of the bilingual program. Principals' assessments of these sessions ranged from "essential" to "useless." However, the principals felt the staff development activities conducted on campuses during the year were very useful and that their teachers were better instructors because of them.

The Staff Development Component far exceeded its objectives for provision of at least four hours of training for teachers in the teaching of oral language development, reading readiness, and reading in both Spanish and English. From seven to 37 hours of workshops were provided in each area during the summer from which teachers could choose. Overall, these sessions were rated highly by the participants, exceeding the objective of an average rating of 3.5 out of 5 on a workshop rating scale.

The project teachers expressed in fall interviews the desire for supervisors to help them address needs in the areas of teaching oral language and ESL, grouping for reading, planning a Spanish reading program for a few students, and understanding the Title VII Teacher's Manual. Principals in spring interviews expressed a desire for supervisors to do more in-depth work with teachers in diagnosing needs, setting up groups, selecting materials, conducting demonstration lessons, and discussing observations. Some principals also wanted supervisors to be assigned to a campus rather than visiting periodically.

The success of the bilingual supervisors in meeting their objective of visiting each project classroom at least once per month was much improved over the previous year. Figure 2 shows the percentage of project class-rooms visited each month in 1977-1978. Although in no month were all 153 teachers visited, consistently over 90% received visits each month.

Decision Question 5: What activities should Title VII conduct in the areas of curriculum development, materials, and guides?

During the 1977-1978 school year, the Title VII Project developed and disseminated to teachers six Experience-Based Curriculum Units along with necessary instructional materials and seven cultural units. Most teachers surveyed felt the Experience-Based Curriculum Units contributed to their being better teachers. The units developed were sufficient to meet the project's curriculum objectives for the year.

PERCENTAGE OF CLASSROOMS
VISITED BY A SUPERVISOR

MONTH	0%	50%	100%	
September				(92%)
October				(98%)
November				(93%)
December *				
January				(99%)
February				(97%)
March *				
April				(97%)

* Atypical months; no figures reported
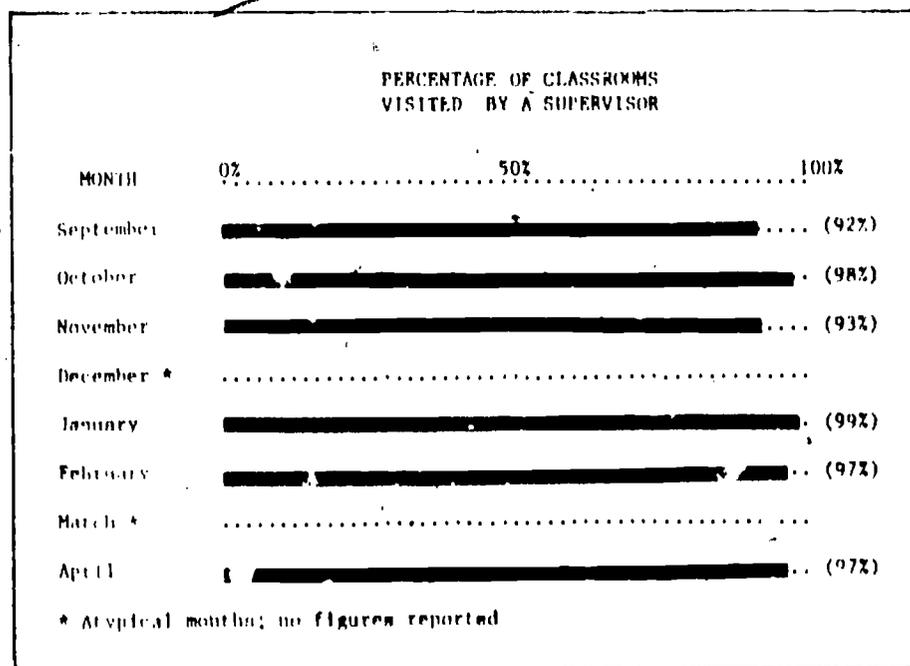
Figure 2. PERCENTAGE OF TITLE VII CLASSROOMS VISITED BY A BILINGUAL SUPERVISOR EACH MONTH

In terms of curriculum needs, teachers surveyed in the fall wanted materials on how to teach English as a second language and Spanish as a second language. Many other more diverse requests were also made. Principals focused more on supervision and follow-up as means to assure that curriculum is understood and appropriate materials are used by the teachers.

The project's objective of each student's participating in at least fo r cultural units was not attained according to teacher survey results. Even though the project developed seven cultural units, 64% of the teachers reported conducting fewer than four units by March, 1978.

Decision Question 6: What should be the foci for parental involvement project wide?

In the fall of 1977, the Title VII evaluation staff monitored the activities of the project's community representatives. Their logs indicated that the most frequent functions performed included home visitations, home telephone calls, recordkeeping, and transporting parents and children to or from school-related activities. Community representatives also participated in conferences with teachers, principals, and school nurses.

Each project school was to have a core of at least four parent volunteers who would be trained and would participate in project classrooms in a capacity related to instruction at least three times during the year. This objective was met or exceeded on eight of the nine campuses with a community representative. On the ninth, the parents identified as making up the core of volunteers reported that they were used ly in non-instructional activities.

Records of parents' visitations to project classrooms showed 6,735 reported visits during 1977-1978. This exceeded the project's goal of 6,000. Of interest is the fact that 4,720 of these visits were recorded from September to December, and fewer than half that many, 2,015, from January to April. This could reflect the actual contrast in participation levels from fall to spring or the relaxation of teachers and community representatives in their monitoring of the recording of the visits.

A randomly selected group of parents of kindergarten and third grade project students were trained by the community representatives to use specially designed Experience-Based Curriculum lessons with their children at home. When these parents were interviewed in the spring, their levels of knowledge and support of school activities were no different than those of a control group of parents. When the gains made by the children whose parents were trained and used the home units were compared to a control group's, a difference in favor of the students whose parents worked with them was found in only one of six areas – Spanish vocabulary for kindergarten students. Figure 3 graphically displays the total scores of the two groups on the Experience-Based Curriculum Test. The conculusions drawn are that the training of the parents and their use of the home units had no measurable or consistent effect upon the parents' knowledge or attitudes or upon the children's learning the vocabulary associated with the Experience-Based Curriculum.

.STRUMENT: Experience-Based Curriculum Test
LEVEL: 1
SCALE: All Items
GRADE(S): Kindergarten

INSTRUMENT: Experience-Based Curriculum Test
LEVEL: 1
SCALE: All Items
GRADE(S): Third
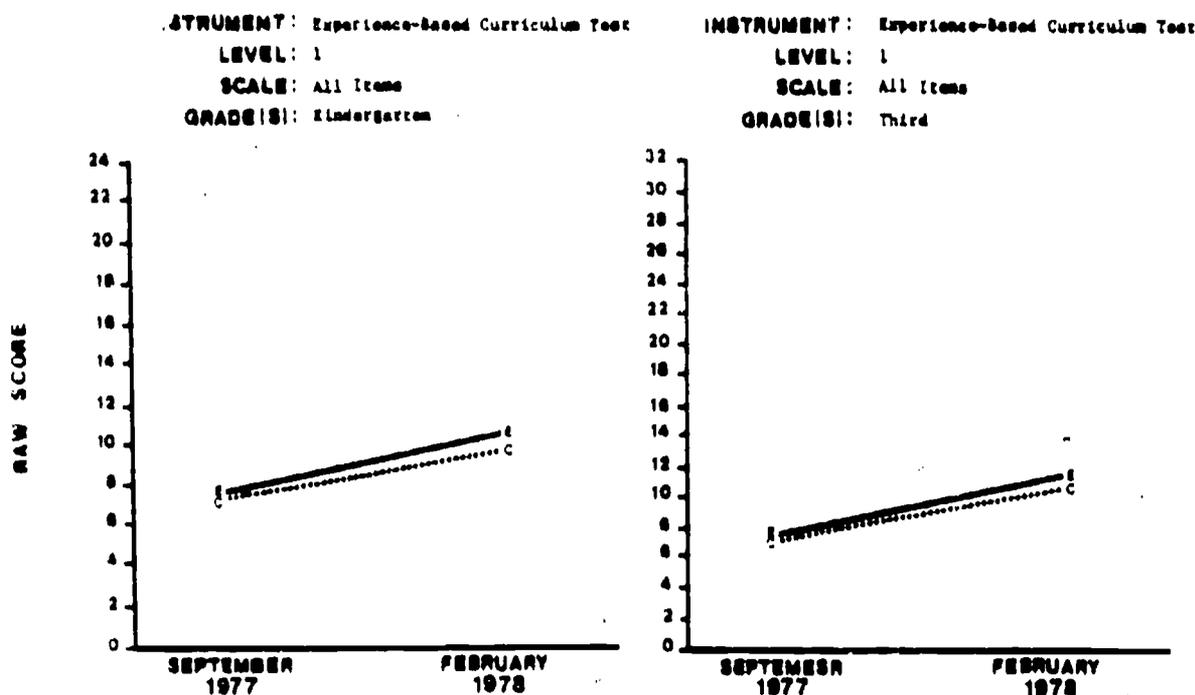
Figure 3.   COMPARISON OF EXPERIMENTAL (E) ⁿO CONTROL (C) PARENTS'
STUDENTS' EBC SCORES

*Decision Question 7:   Should the Title VII Bilingual Project implement
an activity-oriented experience-based curriculum?*

This question was researched by randomly assigning each grade level in the
nine K-5 project schools to either an early treatment group or a delayed
treatment group.   Figure 4 details the sequence of events for each group.
The comparison being made was between the learning of students who parti-
cipated in instructional units presented by a trained teacher before and
after field trip experiences and the learning of students who did not
participate.

The locally developed Experience-Based Curriculum Test (EBCT) was admin-
istered pre and post to measure acquisition of vocabulary related to the
field experiences.   As evidenced in the sample results displayed in Figure
5, the students in the early treatment group did outperform the delayed
treatment group.   In eight of nine comparisons, in both English and Spanish,
the students participating in the units and field trips outperformed the
non-participants.

To assess more general achievement results from the experience-based
instruction, both the Boehm Test of Basic Concepts (BTBC) for kindergarten
and the California Achievement Test (CAT) for grades two through five were
administered.   Out of two BTBC and 12 CAT comparisons made, only one was
statistically significant.   The early treatment fourth grade students out-
performed their comparison group counterparts on the CAT Vocabulary Subtest.

XI.7

In summary, the Experience-Based Curriculum was successful in teaching the target vocabulary; however, more generalized achievement benefits were not evident.

Decision Question 8: After reviewing the levels of attainment for the project's 1977-1978 objectives, what revisions should be made to increase the possibility of meeting these objectives more fully?

Process Objectives

An Instructional Activities Questionnaire was administered mid-year to elicit from project teachers their estimates of instructional time in each area of the curriculum. In addition, the teachers were asked to identify the materials they use for instruction in each area. Figure 6 shows the objective level in terms of hours per week of instruction in each of 12 areas. Time in all areas exceeded the objective level set except for oral language and reading.
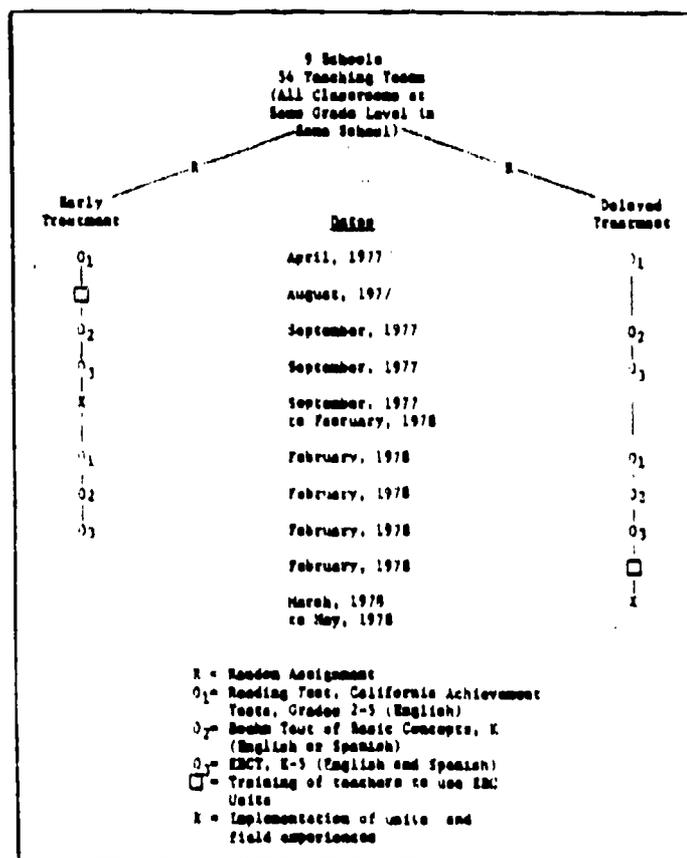
Figure 4. RESEARCH DESIGN FOR THE EXPERIENCE-BASED CURRICULUM
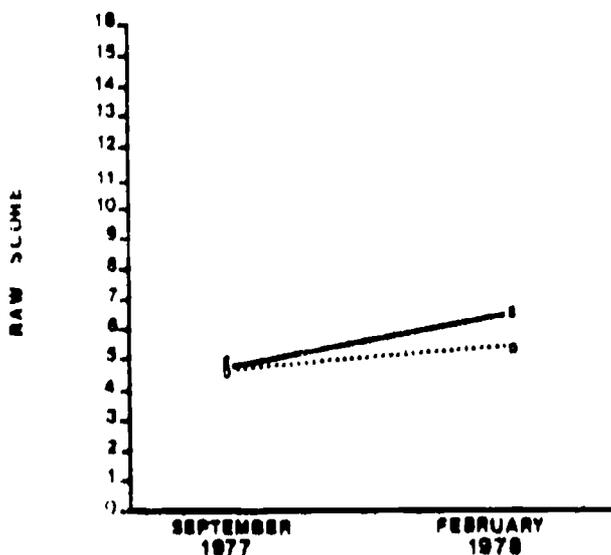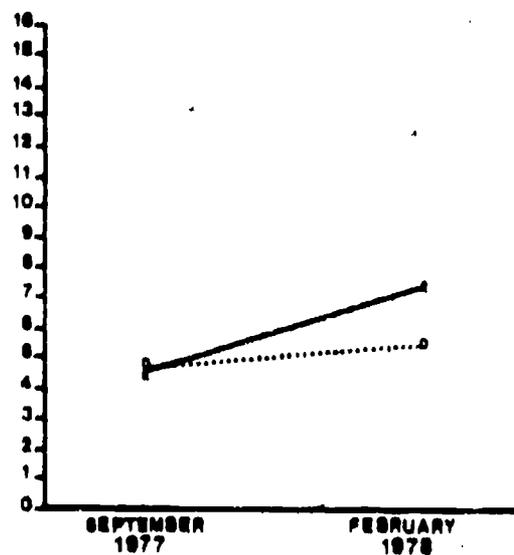
Figure 5. COMPARISON OF EARLY (E) TO DELAYED (D) TREATMENT GROUPS ON THE EBCT
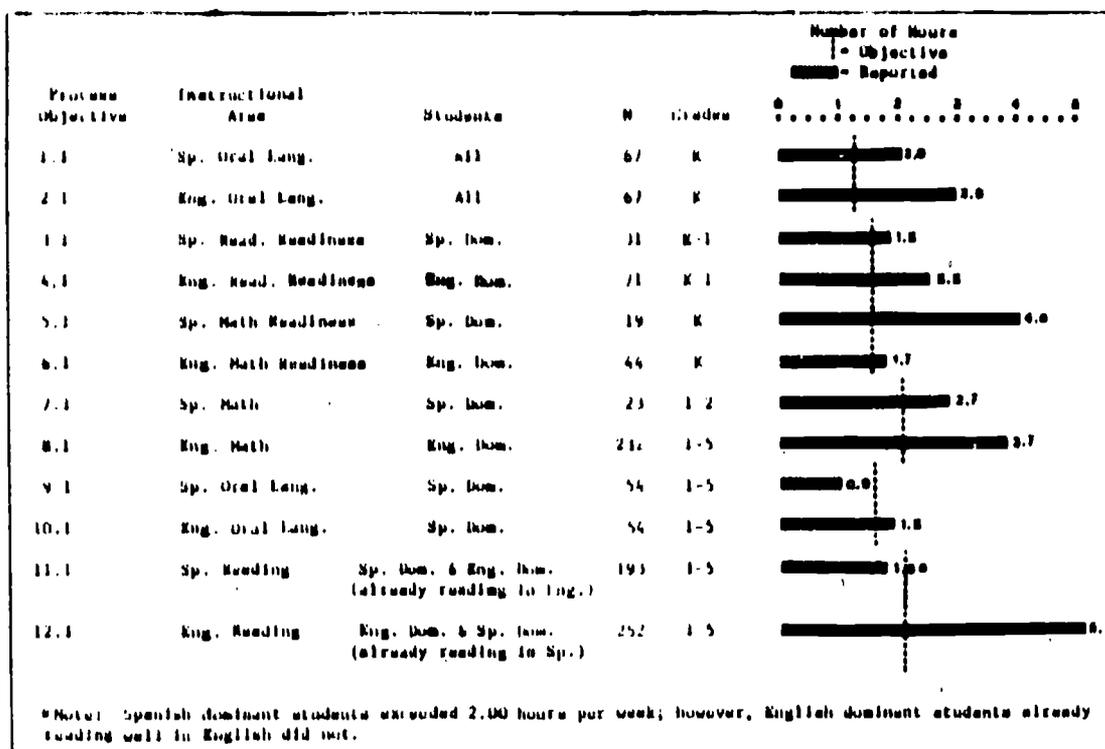
Figure 6.   LEVELS OF ATTAINMENT FOR OBJECTIVES RELATED TO AMOUNT OF
INSTRUCTIONAL TIME IN SELECTED AREAS

Figure 7 looks at the teachers' reported use of materials identified by
the Title VII staff and a curriculum committee with teacher representatives
as appropriate.   In about half of the instructional areas surveyed, the
reported use of approved materials was below the 90% criterion level. As
in the previous two years, the project teachers reported using a very wide
variety of curriculum materials with little consistency being evident among
the project schools.
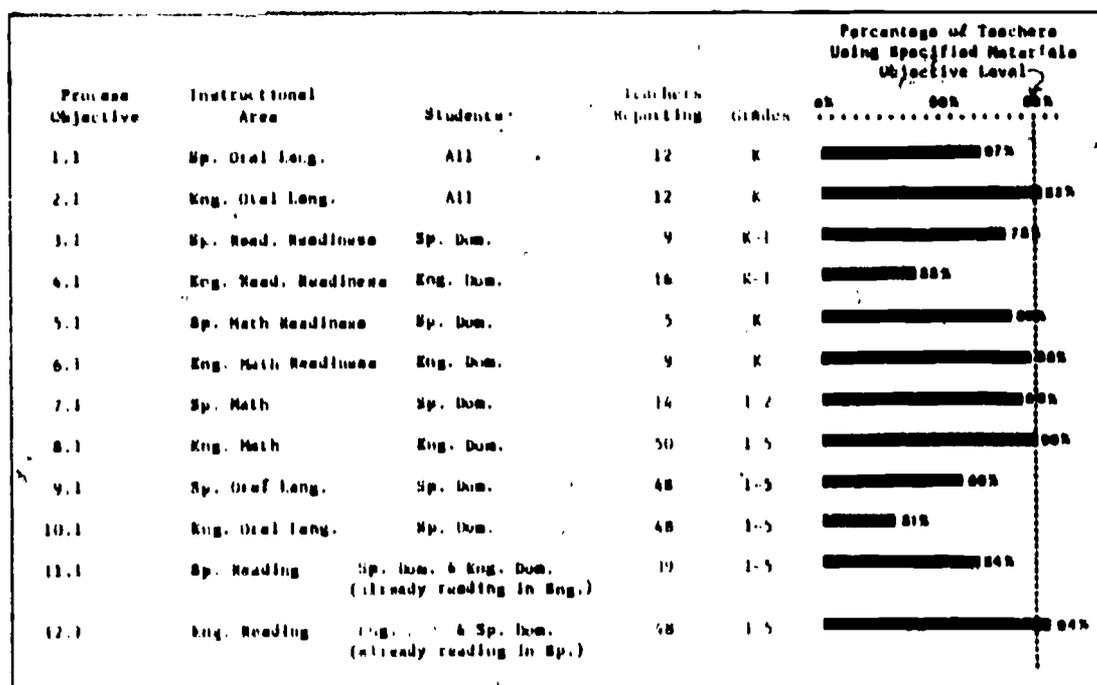
Figure 7.   LEVELS OF ATTAINMENT FOR OBJECTIVES RELATED TO INSTRUCTIONAL
MATERIALS USED

All other process objectives have been referenced previously under their appropriate decision questions.

Outcome Objectives

Five major instruments were administered to measure the project's 11 outcome objectives. Each outcome objective expected project students to demonstrate significant gains from pre- to posttest. All except the one for achievement in math skills in Spanish expected project students to outperform non-project students enrolled in the Title VII schools. This group of non-project students is limited for comparison purposes because it is less Mexican American in makeup, more English dominant, and concentrated more in the higher achieving project schools. These factors should be considered in the interpreting of comparisons made.

Objective 1: English Oral Language Acquisition, Kindergarten   The PAL Oral Language Dominance Measure was administered in September and in April to a sample of students in kindergarten. Figure 8 displays the relative levels of language proficiency in English and the gains demonstrated by students grouped according to language dominance and project status. There were an insufficient number of Spanish dominant and bilingual non-project students to make comparisons in these language categories. The pre to post gains were statistically significant for all groups. Neither the project nor the non-project English dominant students significantly outgained the other.
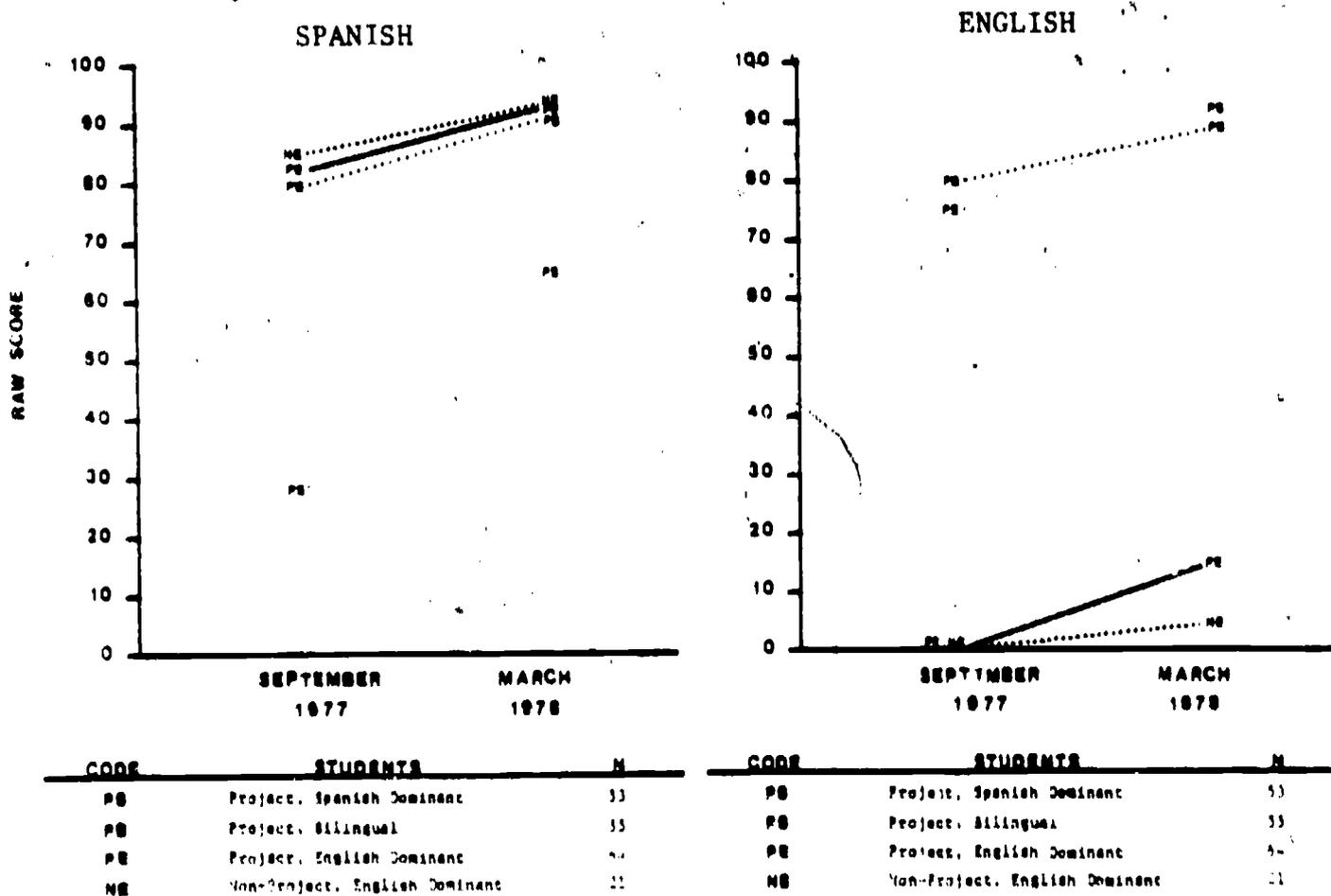
Figure 8.   GAINS ON PAL ORAL LANGUAGE DOMINANCE MEASURE

Objective 2: Spanish Oral Language Acquisition, Kindergarten   Figure 8
also shows the same comparisons for the students' Spanish scores. Gains
from pre to post were significant. The gains in Spanish made by project
students were significantly greater than those made by the non-project
students.

Objective 3: Spanish Reading Readiness, Kindergarten   The Boehm Test
of Basic Concepts was administered in Spanish to over 100 project students
in September and again in February. No non-project students were tested
in Spanish. Figure 9 shows that these students made significant gains,
equalling the mid-year socio-economic norm on the posttest.
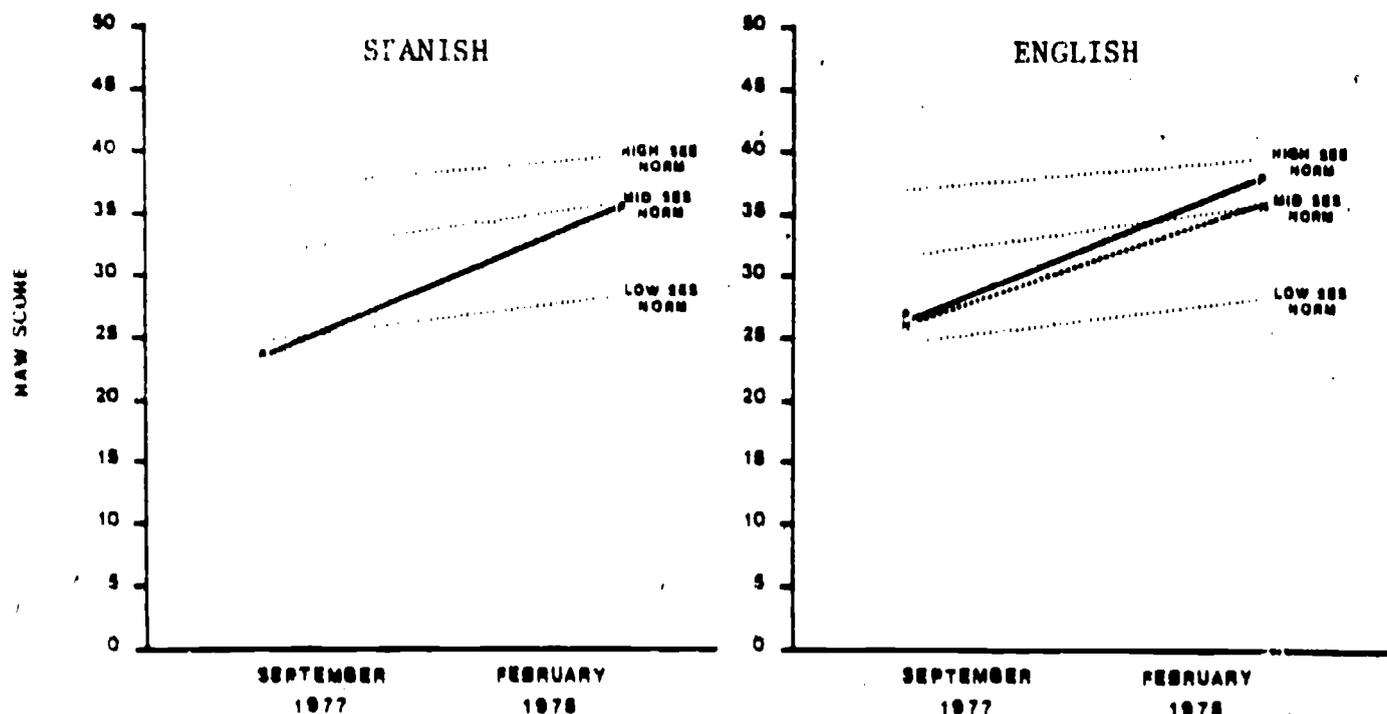
Figure 9.   BOEHM TOTAL SCORE FOR STUDENTS TESTED IN SPANISH OR ENGLISH

Objective 4: English Reading Readiness, Kindergarten   Figure 9 also shows
that both project and non-project students tested in English on the Boehm
Test of Basic Concepts demonstrated significant gains and exceeded the mid-
year middle socio-economic norm. The gains made by project students, how-
ever, exceeded those of non-project students by two raw score points, a
statistically significant advantage for project students.

Objective 5: Math Readiness Skills in Spanish, Kindergarten   The Quantity
Subscale of the Boehm Test of Basic Concepts was used to measure math
readiness acquisition. No non-project students were tested in Spanish.
The project students' gains were statistically significant.

Objective 7: Math Skills in Spanish, Second Grade   El Examen de Matemática
en Español was administered to those second grade project students who were
receiving math instruction in Spanish. Their gains over the year were sig-
nificant.

Objective 8: Math Skills in English, Second through Fifth Grade   Project
students demonstrated significant gains on the math subtests of 'the
California Achievement Test; however, these gains were not statistically
different from those of non-project students.

Objective 9: Spanish Reading Skills, Second through Fifth Grade   The
Prueba de Lectura was used as the measure of Spanish reading proficiency.
Figure 10 displays the project students' gains over the year. These gains
were significant; whereas, the gains for non-project students were not.
Although the number of non-project students tested was small, their gains
were not significant and were significantly less than those of the project
students.

Objective 10: English Oral Language
Acquisition, Second through Fifth Grade
Project students demonstrated signifi-
cant gains on the Vocabulary Subtest of
the California Achievement Test; how-
ever, these gains were not statisti-
cally different from those of non-
project students.

Objective 11: English Reading Skills,
Second through Sixth Grade   Project
students demonstrated significant gains
on the reading subtests of the Cali-
fornia Achievement Test; however,
these gains were not statistically
different from those of non-project
students.

A three year look at achievement
trends is represented in Figure 11.
The differences between the project
and non-project students are not
statistically significant for this
year's third, fourth, or fifth
graders.
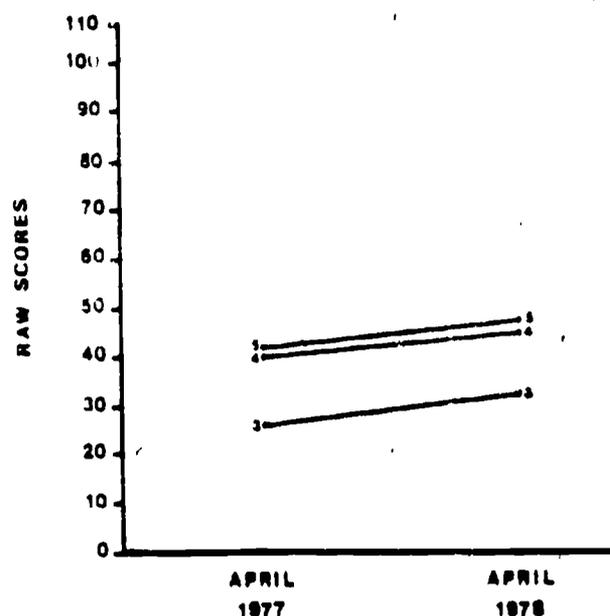
Figure 10.   GAINS IN SPANISH
READING (PRUEBA DE
LECTURA-TOTAL SCORE)
FOR PROJECT STUDENTS
IN GRADES 3,4, AND 5

The overall picture of the attainment of outcome objectives by the project
is presented in Figure 12. On every measure, project students made sig-
nificant gains during the year. On half of these measures their gains
were significantly greater than those of non-project students. On none
of these did non-project students significantly outgain project students.

Summary

The Title VII Bilingual Project met its objectives for delivery of services
to the project classrooms. Within the classrooms, the anticipated time de-
voted to different areas of instruction occurred with the exception of
Spanish oral language and reading. Project teachers continued the use of
a very wide variety of curriculum materials, often not using those recom-
mended by the project staff. Coordination of Title VII activities with
those of the local program and other special projects improved very little
and remains an area of need.

XI.12

THIRD GRADE

FIFTH GRADE

ACHIEVEMENT DEVELOPMENT SCALE SCORES

Third grade y-axis: 750, 360, 350, 340, 330, 320, 310, 300, 290, 280, 270, 260, 0

Fifth grade y-axis: 750, 430, 420, 410, 400, 390, 380, 370, 360, 350, 340, 330, 0

APRIL 1976   APRIL 1977   APRIL 1978
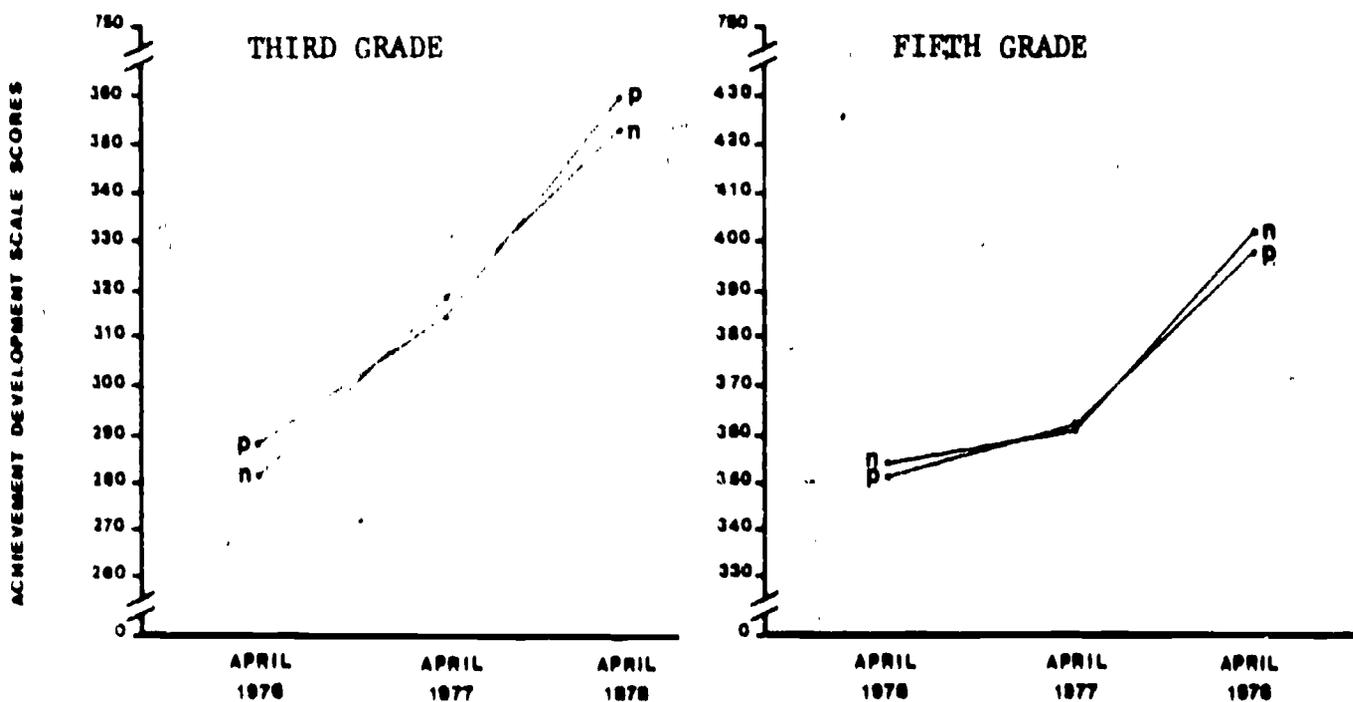
Figure 11. READING TOTAL, CALIFORNIA ACHIEVEMENT TEST, 1976-1978 FOR PROJECT (P) AND NON-PROJECT (N) STUDENTS

LANGUAGE	AREA OF INSTRUCTION	GRADE LEVEL	DID PROJECT STUDENTS DEMONSTRATE A SIGNIFICANT GAIN DURING THE YEAR?	WAS THIS GAIN GREATER THAN, LESS THAN, OR EQUAL TO THAT OF NON-PROJECT STUDENTS?
English	Oral Language	Kindergarten	YES	EQUAL
Spanish	Oral Language	Kindergarten	YES	GREATER
Spanish	Reading Readiness	Kindergarten	YES	*
English	Reading Readiness	Kindergarten	YES	GREATER
Spanish	Math Readiness	Kindergarten	YES	*
English	Math Readiness	Kindergarten	YES	GREATER
Spanish	Math Skills	Second	YES	*
English	Math Skills	Second-Fifth	YES	EQUAL
Spanish	Reading Skills	Second-Fifth	YES	GREATER
English	Oral Language	Second-Fifth	YES	EQUAL
English	Reading Skills	Second-Fifth	YES	EQUAL

*No Spanish dominant non-project students available for testing

Figure 12. SUMMARY OF ATTAINMENT OF PROJECT OUTCOME OBJECTIVES, 1977-1978

XI.13

211

The Experience-Based Curriculum again proved to be a viable approach to teaching; however, generalized effects on achievement were not found. Parents who were trained to use related activities with their children did not evidence a change in attitudes or knowledge of school activities. Their children did not learn more than those of parents who were not participating in the project.

Kindergarten project students demonstrated real gains above and beyond those of non-project students in English and Spanish reading and math readiness skills. In the upper grade levels, project students held an advantage in Spanish reading achievement but there were no differences in achievement measured in English.

$21\;$

ABSTRACT

Title: Final Technical Report - ESEA Title VII Bilingual Project,
        1977 - 1978.

Contact Person: Glynn Ligon

No. Pages: 610

Summary:

This report contains 27 appendices each detailing the information
collected by a specific data collection measure.

Each appendix contains:

        Description of the Instrument
        Purpose of the Measure
        Procedures for Administration
        Summary of Results
        Figures of Data

This report contains the following appendices:

        Appendix A   Oral Language Dominance Measure (PAL)
        Appendix B   Spanish Screening Test
        Appendix C   Experience-Based Curriculum Test (EBCT)
        Appendix D   Parental Involvement Record Sheet
        Appendix E   Fall Teacher Interview Form
        Appendix F   Instructional Activities Questionnaire (IAQ)
        Appendix G   Workshop Reaction Form
        Appendix H   Spring Teacher Questionnaire
        Appendix I   Community Representative Monitoring Sheet
        Appendix J   Internship Reaction Form
        Appendix K   Principals' Workshop Reaction Form
        Appendix L   Teacher Competency Test (Assessment of
                     Teaching Competencies for Bilingual Education)
        Appendix M   Staff Questionnaire
        Appendix N   Principal Interview
        Appendix O   Parent Interview Form
        Appendix P   Spanish Math Test (El Examen de Matemática en
                     Español)
        Appendix Q   Spanish Reading Test (Prueba de Lectura)
        Appendix R   Boehm Test of Basic Concepts
        Appendix S   California Achievement Test
        Appendix T   Documentation of Materials Sent to the Schools
        Appendix U   Documentation of Staff Development Activities

ABSTRACT

Title: ESEA Title VII Interim Report (Dec., 1977)

Description of the Program

The Austin Independent School District is funded for $628,681 under Title VII of the Elementary and Secondary Education Act for the 1977-78 school year to operate a demonstration bilingual program. This is the third year of a projected five-year program. Ten schools with approximately 3,400 students in 153 classrooms in grades kindergarten to six participate in project activities. Two schools serve as demonstration sites for the dissemination of information and materials and for the in-class training of bilingual program teachers.

The project has four major components. The Instructional Component coordinates bilingual instructional activities in all project class-rooms through supervision by the project staff. At each grade level, teaching teams of bilingual and monolingual teachers conduct instruc-tion. Bilingual aides assist the teams at the various grade levels according to need and availability. The Staff Development Component plans and conducts a large number of training activities for teachers and aides. In addition, teachers and full-time students receive financial support for pursuing professional degrees and certification. The Curriculum Development Component identifies, adapts, and develops materials for instruction. The Parental Involvement Component plans and effects project-wide and local campus parent training and involve-ment activities.

A major activity for all components is the preparation and implementation of an activity-oriented/experience-based curriculum.

Evaluation Purposes

The evaluation of the project has three foci. First, an effort is being made to document the on-going project activities and to provide the staff with feedback. Second, project student outcome objectives are being measured in the areas of oral language development, reading, and math. Third, research designs are being carried out to investigate the relative benefits to be derived from the use of at-home study units by parents trained by community representatives and from the activity-oriented/experience-based curriculum.

Evaluation Findings

The Title VII Project is at about the same level of implementation as it was last year. That is to say, in December of 1976, the project had registered the highest level of implementation since its inception in 1974. Insofar as the material and organizational resources available

to the project staff are concerned, the endeavor to make bilingual education a meaningful part of the AISD curriculum is at its highest level ever as it can possibly get. It would now be in order to examine the ways in which the bilingual program can be further enhanced at the local campus level. The level of instructional and supportive services continues to be high, and whether this will result in the meeting of student outcome objectives cannot be determined until June, 1978, when the achievement testing has been conducted and analyzed.

Instruction

A guide to the project and its activities has been provided to all project teachers as a response to their desire to have a ready reference to information concerning the Title VII Project. The low return of the Instructional Activities Questionnaire from teachers makes it difficult to gauge precisely the utilization of the core curriculum. Judging from the questionnaires that have been returned, however, it seems that a very wide variety of commercial and teacher-made materials are being used.

With respect to the visitation of classrooms, 94% of project clas....... s were visited at least once a month from September through November. These visitations consisted mostly of assisting the teachers to upgrade instruction, demonstration lessons, planning instruction, and ordering materials.

Staff Development

The summer workshop conducted for a week in August, 1977, was rated by the participants as having been productive. Since August, staff development has been conducted or planned by the project staff, as required, to individuals or groups. As of November 30, the project had conducted about forty-three of these individualized, on-campus training activities. A two-day workshop for principals was also conducted in the summer. Responses of those participating indicated support for this type of activity. However, participation for the workshop for principals was not high.

Curriculum Development

Objectives for curriculum development have already been met. The EBC units and learning kits have been completed and distributed to the campuses. Culturally relevant units have been prepared and sent to the teachers. Other English and Spanish language materials will be disseminated as they become available.

Parental Involvement

Monitoring of the community representatives' daily logs has shown home visits and phone calls to parents to be two of their major activities. All of the K-5 schools have already identified and trained a core of four volunteer parents to assist in instructionally related activities.

Monthly record sheets are being kept on-campus to document contacts with parents, relatives, or guardians. As of November 30, almost 4,000 contacts have been made between teachers and parents in the classroom setting.

A project-wide newsletter will be published before the end of the first semester. Another newsletter will be distributed at the end of the 1977-78 school year.

24

ABSTRACT

<u>Title</u>: Bilingual Communication Skills Workshop, 1977-1978

<u>Contact Person</u>: Glynn Ligon

<u>No. Pages</u>: 132

<u>Summary</u>:

The summer workshop for project teachers and aides was conducted from
August 8 through August 12, 1977. For each workshop session, participants
were asked to complete a reaction form rating that session from 1-5
for its success in meeting the objectives posted. In addition, an over-
all reaction form was completed by a sample of participants on the last
day of the workshop.

Generally, all the sessions were well received by the participants.
The ratings centered around 4.4 for meeting of objectives and around
4.6 for the knowledgeability and preparedness of the consultant.

Participants' general comments were in favor of more materials-making
sessions, shorter and more varied sessions, and more teacher input into
the selection of consultants.

This volume contains a detailed summary of the objectives, ratings, and
comments for each session.

ABSTRACT

Title: Achievement Test Profiles, ESEA Title VII Bilingual Project,
1977-1978

Contact Person: Glynn Ligon

No. Pages: 66

Summary:

This volume contains graphic summaries of the student outcome results
for the project schools during the 1976-1977 school year.

For each instrument there is a guide to interpreting the results and
then individual school profiles.

The instruments and scores presented are:

Boehm Test of Basic Concepts- Total Raw Score

California Achievement Test-   Reading Total Percentile
                               Math Total Percentile

Prueba de Lectura- Total Raw Score

ABSTRACT

Title: ESEA Title VII Bilingual Project 1977-1978 Evaluation Design

Contact Person: Glynn Ligon

No. Pages: 45

Content:

The evaluation design is a one-year plan of evaluation work for the project.

I.   Evaluation Design Review Form   This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.

II.   Decision Question
   A.   Questions Addressed
   B.   Overview
Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives (and their data sources).

III.   Narrative Summary
   A.   Program Summary
   B.   Evaluation Summary
This chapter briefly describes the project and the evaluation activities tied to the project.

IV.   Information Sources Summary   The principal evaluator(s) provide work estimates (in person-days) for each person on the evaluation team. Work estimates are projected for each "information source" and are broken into the four types of evaluation tasks: development, collection, analysis, and dissemination.

V.   Summary of Data to be Collected in the Schools   This is a timeline for the collection of data in the schools.

VI.   Evaluation Time Resources Allocation Summary   This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

VII.   Program Planning Sheets   Chapter VII includes the program plans which relate program needs to student outcomes (including measurable objectives), classroom processes, inputs to classrooms, staff/program activities, and staff resources.

Evaluation Design Summary:

In addition to measuring input, process, and outcome objectives, the
evaluation includes research designs for investigating the efforts
of the project's Experience-Based Curriculum. All of this is done
within the framework of decision and evaluation questions.

Scope of Design:

8 Decision questions
24 Evaluation questions
40 Objectives

Evaluation Resources Required (in person-days):

11.0 Coordinator
42.0 Senior Evaluator
172.5 Evaluator
180.0 Data Analyst
240.0 Evaluation Assistant
240.0 Secretary

FINAL REPORT

Evaluation Findings on: State Compensatory Education Program, 1977-78

Contact Person: Patsy Totusek, Paula Matuszek

Summary of Evaluation Findings:

The 1975-76 school year was the first opportunity for Texas schools to take advantage of State Compensatory Education (SCE) funds. The SCE program is biennial, in that SCE funds are appropriated for a two-year period, after which time additional legislation must occur if the funding is to be renewed. SCE funds for the 1977-79 interval were made available to Texas schools through the actions of a special summer session of the 1977 Texas Legislature. Austin I.S.D. received approximately $400,000 for planning and implementation of its 1977-78 SCE program.

SCE services have been offered in the sixth-grade schools since the inception of the program. The sixth-grade schools were established in the fall of 1973 as agents for desegregation. The reorganization of Austin schools which accompanied their creation caused new needs to arise. During 1975-76, many of the sixth-grade centers did not have adequate materials to instruct their educationally disadvantaged students, and staff development was needed to teach instructors how to work with low achieving children. It was felt advisable to use SCE funds in the sixth-grade schools for material acquisition and staff development purposes, in that such expenditures would extend the life of the program should the program fail to be renewed. Each sixth-grade campus planned its own SCE program, and no additional staff personnel were hired to administer or monitor SCE activities.

In 1977-78, many of the sixth-grade campuses employed SCE funded personnel to work with SCE identified students. Six of the eight SCE schools hired SCE Reading Teachers to work with SCE students. Furthermore, a SCE Coordinator/Supervisor was employed to assist in the planning and monitoring of program activities.

In addition to the Sixth-grade Basic Skills Component described above, the 1977-78 SCE program contained a Planning Component, an Evaluation Component, and several components relating to curriculum development. The Planning Component consisted of three planners who were assigned specific tasks related to local, state, and federally funded programs. Evaluation activities were designed so as to assess the degree to which component objectives were met. The curriculum design components were

concerned with developing curricular materials for educationally disadvantaged students.

The evaluation findings will be summarized according to the decision question for which they are relevant. The system-level decision questions are addressed first, followed by the program-level decision questions.

Decision Question: Should the Compensatory Planners continue to coordinate federal, state, and local program activities?

Ten objectives were listed for the 1977-78 Planning Component. Seven of these objectives were completely attained. These objectives required the planners to: 1) assist in the development of a comprehensive summer school plan among Title I, SCE, Title I Migrant, AISD, and the Vietnamese programs; 2) complete a demographic study for use in planning potential locations of new Title I schools; 3) assist in drafting copies of a Parental Involvement Reading Program; 4) produce a reading curriculum for the summer school program at Blanton; 5) develop a coordinated application for the integration of Title I and SCE through the Consolidated Application for State and Federal Assistance; 6) coordinate the At-Home Program for Title 1; and 7) assist in the development of major compensatory applications.

Two objectives were partially attained. One of these objectives stated the Compensatory Planners would assist in "City Games," a cooperative environmental design project to be piloted in SCE schools. Two Compensatory Planners stated they had not been involved in completion of this objective. The third Compensatory Planner said she had attended the meetings at which the project had been introduced to teachers and principals, but had not been actively involved in completion of the objective. She considered herself "on call" should any problems arise. The second partially attained objective stated the planners would assist in developing a plan for a Fine Arts Strand for use in Title I schools. Although one planner compiled some research on language development as it would apply to a Fine Arts Strand, further activities were postponed because the Director of Developmental Programs did not feel it was feasible to obtain TEA approval for the project at the time.

The tenth objective stated the planners would develop models for the Title I program for 1978-79. Since a decision was made to continue the current Title I models, this objective was no longer appropriate.

The total cost of the SCE Planning Component for the 1977-78 year as reported in the Annual Evaluation Report TEA, was $135,744.

Decision Question: What role should the Department of Developmental Programs staff and the SCE Coordinator/Supervisor play in the local campus planning of SCE activities?

Interview information obtained from the Director of Developmental Programs, the Educational Planner, and the SCE Coordinator/Supervisor was used to document the role of the Department of Developmental Programs staff and the SCE Coordinator/Supervisor in the planning of 1977-78 local campus activities.

Informal planning began in February of 1977, when the Director of Elementary Education called a meeting for preliminary planning with sixth-grade principals. The Director of Developmental Programs asked the principal of each sixth-grade school to submit a memorandum to her regarding needs and budget requests for the 1977-78 school year. Formal planning of 1977-78 SCE local campus activities began with a meeting of the SCE Task Force on June 2. The Task Force consisted of selected district personnel. The purpose of the Task Force was to determine how SCE monies should be spent in the Austin Independent School District.

During the month of June, the SCE Coordinator/Supervisor requested each sixth-grade principal to submit a written statement of their school's SCE needs. According to the SCE Coordinator/Supervisor, approximately one-half of the SCE principals complied with this request. The remaining principals were contacted by telephone and requested to state their SCE plans orally. Telephone contact or visits to the school were used by the SCE Coordinator/Supervisor when further confirmation or discussion of a school's plan was necessary. The SCE Coordinator/Supervisor said he was not generally aware of the process schools used to derive a statement of their needs.

On July 26, 1977, the Director of Elementary Education held a meeting for the SCE principals and area directors. Among other things, the SCE Extended Year Program was reviewed (a summer school component in the original 1977-78 SCE application), and the principals' reactions to the SCE program were discussed. It was the SCE Coordinator/Supervisor's feeling that the SCE principals agreed to participate in the Summer Extended Year Program at this meeting.

The SCE Coordinator/Supervisor said all the SCE principals had completed their 1977-78 SCE school plans by August 2. On August 3, the SCE Coordinator/Supervisor sent each SCE principal a statement of the final appropriation for their school's program for the coming year.

In January, 1978, the Director of Elementary Education held a meeting with the SCE principals and personnel from the Department of Developmental Programs to discuss the Summer Extended Year Program. It was decided at that time that the Summer Extended Year Program would not be implemented as planned. Several of the principals did not want to participate in the

program, in that they felt they had not been consulted in the planning
of the program, and that the program did not take into consideration
some variables which would hinder its effectiveness. From January to
February, the SCE Coordinator/Supervisor met individually with the SCE
principals to determine how they could best use the $70,000 made available
through the change in the Summer Extended Year Program.

Information obtained in interviews with the SCE principals revealed only
three of the eight principals were generally satisfied with the 1977-78
planning process. Four principals said there was not enough time during
the planning procedures to acquire teacher input. Six principals said
inadequate information was provided about the distribution of all SCE
funds. Five principals said insufficient information and guidelines were
provided for local campus planning. Four principals said inadequate
advance notice was given for meetings with the Department of Developmental
Programs staff. Three principals said some sixth-grade principals should
have been invited to participate on the SCE Task Force.

The Director of Developmental Programs said some problems occurred during
the planning process due to inaccurate assumptions about the needs of the
principals in planning their local campus programs. She said several steps
will be taken in planning the 1978-79 programs to correct previous diffi-
culties. Among other things, the Director of Developmental Programs said
plans were being made to develop a time-line showing critical decision
making points. Guidelines for local campus planning activities would be
made available, and more group meetings allowing SCE principal interaction
would be held. The SCE Coordinator/Supervisor said he would like to see
program planning begin earlier so as to allow more time for decision
making.

The SCE principals also had several suggestions with regard to improving
the planning process. Two principals said each sixth-grade school should
be provided with an expenditure limit to use in planning their projected
SCE activities. Two principals said the method of allocating funds to dif-
ferent SCE campuses should be explained. Six principals said more advance
notification of Departmental of Developmental Program (DDP) meetings would
be helpful, and four principals suggested time at DDP meetings be allowed
for them to discuss their SCE plans and experiences. One principal said
the DDP staff should attempt to be more aware of the principals' planning
needs. Another principal said the Department of Curriculum and Instruction
should be provided with adequate information about SCE activities to allow
them to assist the principals with SCE projects. Three principals felt some
of the sixth-grade principals should participate in determining future SCE
program priorities. One principal felt the DDP staff should provide greater
assistance to the principals in planning the practical aspects of a summer
school program.

Decision Question: Which SCE local campus activities should be continued?

With only a few minor exceptions, the SCE program activities implemented at each sixth-grade school corresponded with the projected SCE local campus activities described in the 1977-78 SCE application to TEA.

Four schools (Baker, Blanton, Read, and Travis Heights) included videotape activities in their SCE school plans. Most of the videotape activities at Blanton centered upon teacher-produced lessons, while most of the videotape activities at Travis Heights involved the taping and showing of commercial programs. At both Baker and Read, the greatest percentage of videotape activities involved taping or showing a tape of students performing various activities.

Four schools (Baker, Blanton, Joslin, and Travis Heights) used SCE funds to employ aides. The aide at Baker spent most of her time in clerical activities. The aide at Blanton spent the greatest portion of her time working on videotape-related tasks, and consulting with teachers. The aide at Joslin spent most of her time performing clerical and instructional duties. The aide at Travis Heights was employed primarily in clerical, instructional, and videotape activities.

Martin sixth-grade school used part of its SCE funds to hire a community representative to promote attendance of SCE students. Seventy percent of the community representative's time was spent in contacting the families of absent students. The remainder of his time was spent in conferences with the assistant principal and teachers, planning, making referrals, etc. Three SCE Community Representatives (and later two) were employed at Martin during 1976-77. Martin's attendance during 1976-77 showed a marked improvement over previous years when no community representatives were employed. Martin hired only one SCE Community Representative during 1977-78, and the 1977-78 attendance rate remained the same as in 1976-77. While it is possible the failure to show attendance gains for the 1977-78 school year was due to the fewer number of community representatives employed, it is also possible community representative-type activities can only improve attendance to a certain point.

Information concerning the reading and math practices of regular classroom and special education teachers was obtained through the use of questionnaires. The findings revealed variances both within and among the schools with regard to materials used during instruction, organizational plans during instruction, grouping techniques, average group size, frequency and method of assessment, and use and training in various reading curriculum systems.

The greatest percent of teachers sampled felt there was an average need for math and reading workshops as compared to workshops in the other content areas. A total of 68% of the teachers sampled felt future SCE funds should be spent on the purchase of additional reading materials, and 66% felt future SCE funds should be spent on the purchase of additional math materials. Seventy-six percent of the teachers sampled

felt future SCE funds should be used to employ math teachers to work with SCE students. Fifty-nine percent of the teachers sampled in schools without SCE Reading Teachers felt future SCE funds should be used to employ reading teachers during 1978-79. Ninety-eight percent of the teachers sampled in schools that currently employ SCE Reading Teachers felt future SCE funds should continue to be used for reading teachers during 1978-79.

Three of the schools (Blanton, Travis Heights, and Allan) employed a floating reading teacher during the 1977-78 school year, and three schools (Martin, Read, and Webb) employed reading teachers in a lab setting. Major differences were found among the programs with regard to materials used, organizational plans, and level of SCE student served.

In order to assess the effectiveness of laboratory, floating, and classroom teacher instruction in promoting reading achievement, a comparison was made of the gains made by SCE students who were reading on different levels and receiving different types of reading instruction. Figure 1 groups SCE students (high, average, low) according to the reading total scores they received on the fifth-grade administration of the CAT. Since all SCE students are reading below the sixth-grade level, students classified as "high scorers" are only high scorers relative to other SCE students. Within the high, average, and low scorers, students were further classified according to the type of reading services they received during the 1977-78 school year. The average pre-posttest reading total gain in ADSS points is shown for each category of students.
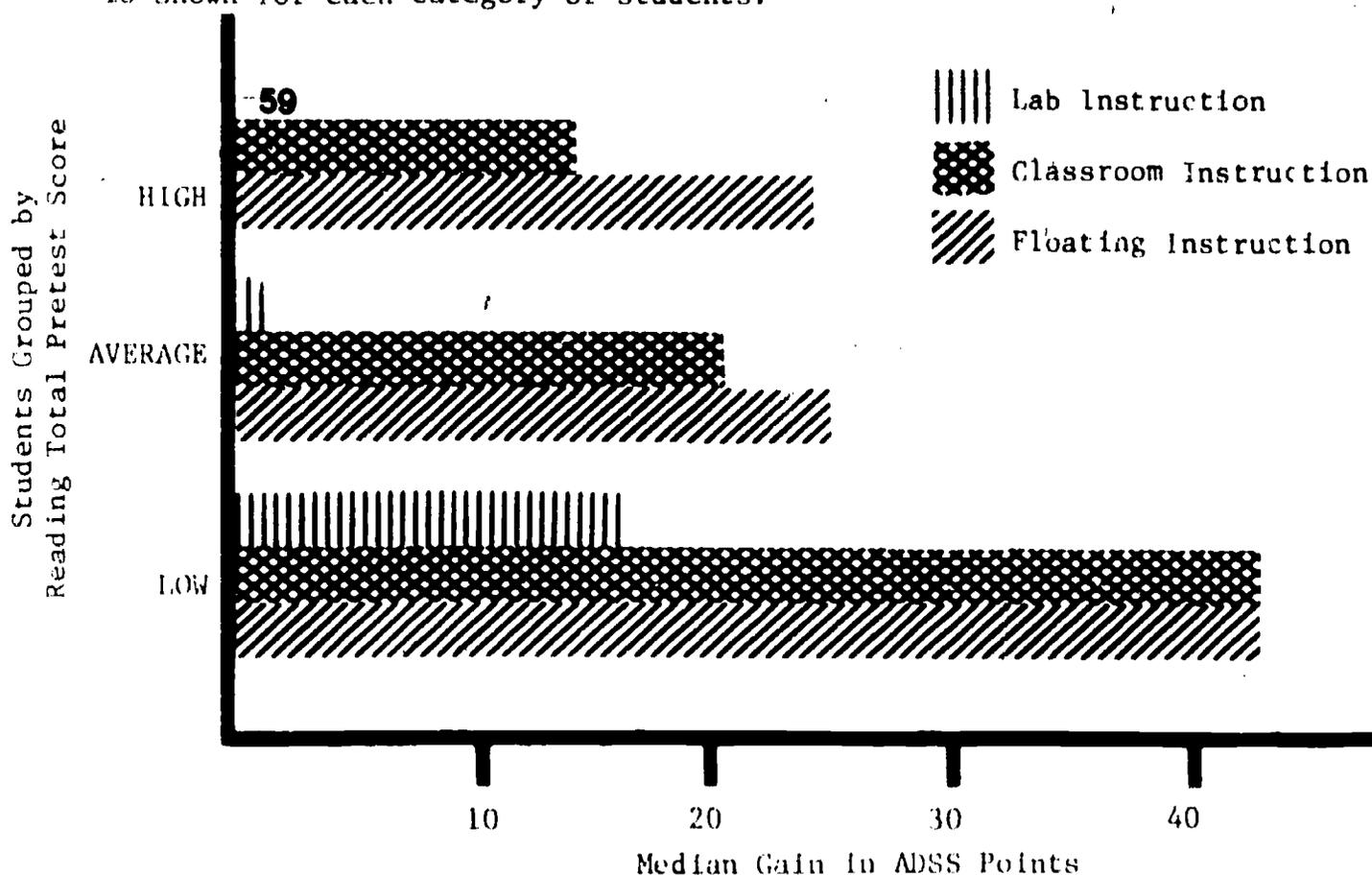
Figure 1. MEDIAN GAIN MADE ON THE READING TOTAL SUBSCALE BY SCE STUDENTS READING ON DIFFERENT LEVELS AND RECEIVING DIFFERENT TYPES OF READING INSTRUCTION.

XII.6

Several observations can be drawn from the data displayed in Figure 1:

1) SCE students receiving floating services made consistently greater gains than SCE students receiving laboratory services.

2) SCE students with w or average reading total pretest scores who received classroom instruction made gains comparable to the gains made by SCE students with similar pretest scores receiving floating instruction. SCE students with high reading total pretest scores who received classroom instruction made fewer gains than SCE students with similar pretest scores receiving floating instruction.

3) SCE students receiving laboratory instruction consistently made fewer gains than SCE students receiving classroom reading services.

4) SCE students with the lowest pretest reading total scores consistently made the greatest gains in reading. This was regardless of whether the student received float ng, classroom, or laboratory services. SCE students with average pretest reading total scores achieved only one-half the gains showed by SCE students with low pretest reading total scores. The fewest gains were made by SCE students with relative high pretest reading total scores.

In considering the negative gain made by SCE students with high reading total pretest scores receiving lab services, it should be noted only six students were included in the sample. A larger sample is needed before conclusions can be made about the achievement of SCE students in this category.

In general, the data presented in Figure 1 suggest floating reading instruction is more likely to help SCE students make reading gains than either classroom or laboratory services.

It is difficult to assess the effectiveness of classroom instruction in promoting SCE reading gains, due to the many types of classroom instruction provided. In some schools, the classroom teacher is responsible for teaching all the students in the class, and in other schools the teacher is relieved of teaching some of the students by the SCE Reading Teacher. In the latter instance, it is not certain if SCE students receiving classroom services would have made the same gains had the teacher been required to divide her attention among all the students in the class. The use of the term "classroom instruction," therefore, is somewhat ambiguous due to the variety of situations it represents.

The SCE Reading Teacher at Travis Heights taught reading to one class of SCE students using the LOMS method. The LOMS method was developed to teach reading to children who are reading below-grade level in the primary grades. This was the first use of the LOMS method with sixth-grade students in Austin.

In order to assess the effectiveness of the LOMS approach, the reading gains made by the SCE students receiving LOMS instruction were compared with the reading gains made by other SCE students who were reading on the same level, but who were receiving reading instruction from a classroom teacher. SCE students receiving reading instruction from a classroom teacher made substantially greater gains on each of the three CAT reading subscales than the SCE students receiving LOMS instruction. Due to the small number of students receiving LOMS instruction (21), definite conclusions should not be drawn from this analysis. Additional information is needed before a true comparison of the LOMS approach and other instructional approaches can be made.

Overall, 46.4% of all the SCE students met the reading objective of .8 gain in grade equivalents per month of instruction. A total of 54.5% of all the SCE students met the math objective of .3 gain in grade equivalents per month of instruction. The achievement of SCE students in reading in 1977-78 was approximately the same as the reading achievement of SCE students in 1976-77. The math achievement of SCE students in 1977-78 was slightly higher than the math achievement of SCE students in 1976-77.

During 1976-77, Baker had a 7.0 hour day while the other SCE schools had a 6.5 hour day. At the beginning of the 1977-78 school year, Travis Heights also lengthened its school day to 7.0 hours. In 1977-78, observations were conducted in the SCE school. with 6.5 hour days and the SCE schools with 7.0 hour days, so that the time each allotted for SCE instructional activities could be compared. It was found that by lengthening the school day, schools with 7.0 hour days were able to provide substantially more instructional time for their SCE students than schools with 6.5 hour days. SCE students in 7.0 hour schools received a total of 23 minutes more instruction each day in the basic skills/major content areas than SCE students in 6.5 hour schools. Figure 2 compares the amount of time spent in various activities by SCE students in 7.0 hour schools and SCE students in 6.5 hour schools. One of the most important findings is that students in 7.0 hour schools received an average of two hours and two minutes of reading/language arts instruction each day, while SCE students in 6.5 hour schools received an average of one hour and forty-three minutes of instruction in reading/ language arts each day. This means SCE students in 7.0 hour schools received an average of 19 minutes more reading/language arts instruction each day than SCE students in 6.5 hour schools. It is also important to note that SCE students in 7.0 hour schools spent less time in management/ miscellaneous activities (time spent in listening to directions, transitions, cleaning up, class control, listening to announcements, roll call, etc.) than SCE students in 6.5 hour schools. SCE students in 7.0 hour schools spent an average of 74 minutes every day in management/miscellaneous activities, while SCE students in 6.5 hour schools spent an average of 82 minutes in such activities. These findings suggest SCE students in 7.0 h shcools are receiving more instruction and spending less time in management/miscellaneous activities than SCE students in 6.5 hour schools.
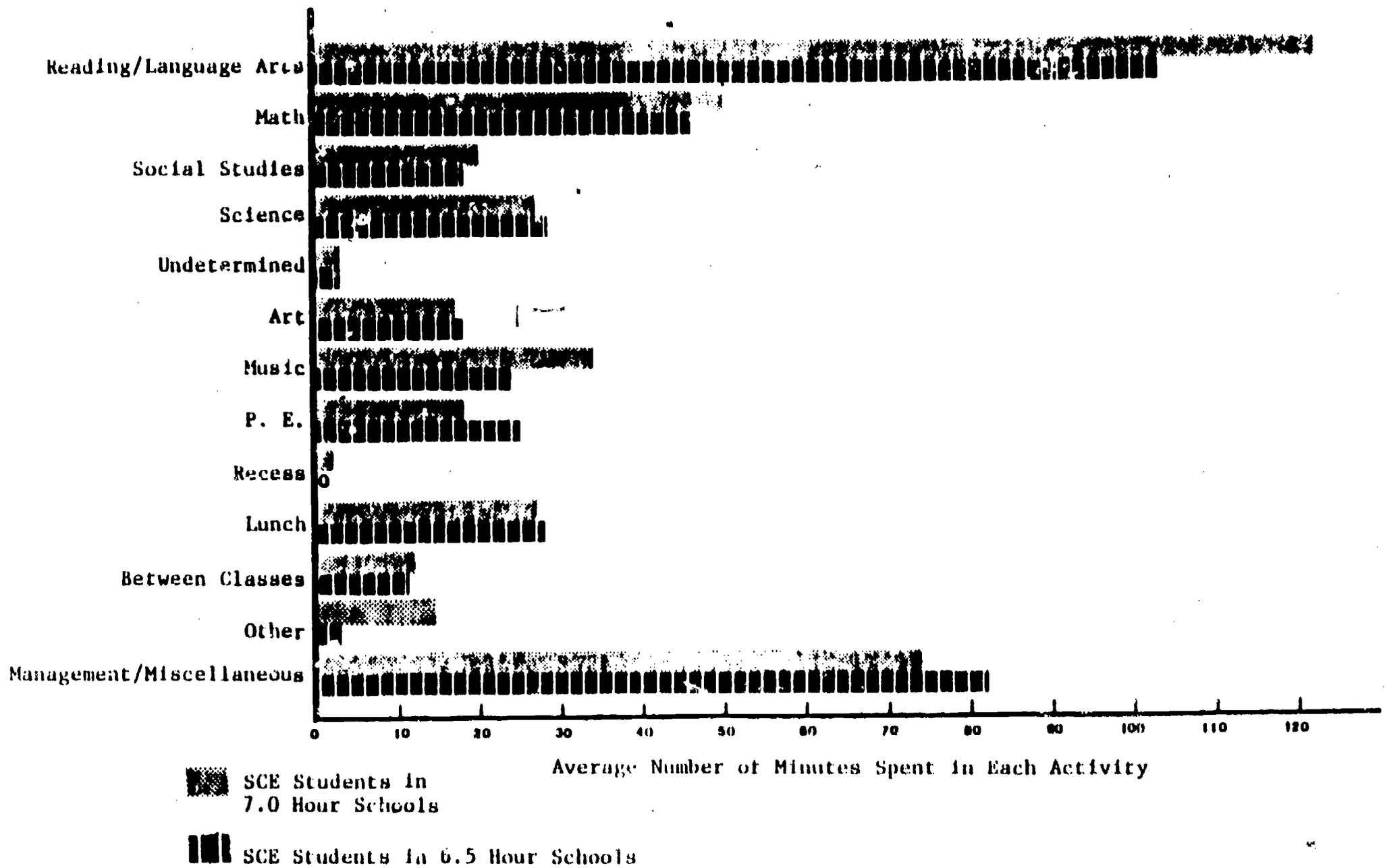
Figure 2. AMOUNT OF TIME SPENT IN VARIOUS ACTIVITIES BY SCE STUDENTS IN 6.5 HOUR AND 7.0 HOUR
SCHOOLS DURING 1977-78.

Data from the 1976-77 State Compensatory Education Final Technical Report
reveals SCE and non-SCE students received essentially the same amount
of instruction in reading/language arts, math, social studies, science, and
art during 1976-77. There was no more than three minutes difference in
the amount of instruction SCE and non-SCE students received in each
subject area. Data from 1977-78 observation research, however, reveals
SCE and non-SCE students received different amounts of instruction in
1977-78 in several areas. SCE students in both 6.5 and 7.0 hour schools
received a substantially greater amount of instructional time in science,
and less instructional time in social studies than did non-SCE students.
SCE students in 6.5 hour schools received more instructional time (8
minutes) in math than non-SCE students in 6.5 hour schools. SCE students
in both 6.5 hour schools and 7.0 hour schools received slightly more
instructional time in reading/language arts than did non-SCE students,
and substantially more instructional time in art than non-SCE students.
These findings suggest instructional time in 1977-78 was used differently
for SCE students than it was used for non-SCE students in several ways.

In general, SCE students in 1977-78 received more instruction in reading/
language arts than SCE students in 1976-77. Little difference was found
in the amount of math instruction received by 1976-77 and 1977-78 SCE
students. SCE students in 1977-78 received less instruction in social
studies than SCE students in 1976-77, and more instruction in science.
SCE students in 1977-78 spent significantly less time in management/
miscellaneous activities than SCE students in 1976-77.

Twelve SCE funded workshops were conducted during the 1977-78 school year.
Of the six most highly rated workshops, five were concerned with
curriculum planning and/or introduction of materials. Only two of these
six workshops were conducted by consultants. Both of these workshops
addressed specific problems identified by the workshop participants.

The total cost of the SCE Basic Skills Component for the 1977-78 year
as reported in the Annual Evaluation Report to TEA was $164,527.

Decision Question: Should the role of SCE Coordinator/Supervisor be
continued in its present form?

Information obtained from observation of the SCE Coordinator/Supervisor
and interviews conducted with the Director of Developmental Programs,
the Educational Planner, and the SCE Coordinator/Supervisor indicate
the duties of the SCE Coordinator/Supervisor include: assuming
responsibility for the SCE budget; processing purchase requisitions;
writing the SCE application to TEA; writing SCE amendments when neces-
sary; working with the Compensatory Planners; helping design and imple-
ment summer school activities; visiting sixth-grade schools and documenting
program activities; handling SCE personnel appointments in SCE schools;

coordinating the activities of sixth-grade schools with the activities of other district departments; and handling office management concerns.

The Director of Developmental Programs would like .o see the SCE Coordinator/Supervisor take more of a leadership role next year in coordinating the work of the Compensatory Planners. The Director of Developmental Programs said she would also like to see the SCE Coordinator/Supervisor supervising the SCE campus staff in a manner comparable to that supervision performed bv the instructional coordinators. The SCE Coordinator/Supervisor feels it is important to synchronize his activities with those of the instructional coordinators, and would like to spend more time in the schools in the coming year.

Two of the SCE principals did not know what the responsibilities of the SCE Coordinator/Supervisor were, and so did not know whether the responsibilities associated with the position should be altered. Four SCE principals felt the SCE Coordinator/Supervisor's responsibilities should remain the same for the 1978-78 school year. Two of the principals felt the SCE Coordinator/Supervisor should be responsible for coordinating local campus programs, but should not be responsible for evaluating SCE school personnel.

Decision Question: Should the proposed curriculum documents be considered for implementation?

The SCE curriculum writer developed two books to be used as a third-grade multisensory curriculum guide to teach reading and language arts skills to educationally disadvantaged students. In addition to completing the stated objectives, the curriculum writer produced other LOMS-related materials, provided feedback for teachers using the LOMS directives, and conducted in-service LOMS training sessions.

Curriculum guides for reading in the content area of science were produced for students in grades K-6. Curriculum guides for reading in the content area of health were produced for students in grades K-3.

The documents produced in this component were examined for completeness, and will receive further evaluation as they are implemented in district schools.

The total cost of the SCE Elementary Curriculum Development Component for the 1977-78 year as reported in the Annual Evaluation Report to TEA was $26,250.

A high school tutorial curriculum was completed and was field tested on one high school campus during the third quarter of the school year. A junior high school tutorial curriculum was also developed and will be field tested in a junior high summer school program. The results of the field testing will be reviewed and any necessary changes will then be made.

The total cost of the Transition Curriculum Development Component in 1977-78 as reported in the Annual Report to TEA was $25,343.

Decision Question: Should parental involvement activities be included
as a structured feature of the SCE program? If so, what general direc-
tion should it take?

Although much research has been done concerning parental involvement in
education, most studies have focused on the preschool years, and to some
extent the first few years of elementary school. While there is strong
evidence that certain types of parental involvement activities facilitate
achievement, improve attendance, and enhance self-concept at these early
ages, little is known concerning the effect of parental involvement upon
the behavior of sixth-grade students. Even less is known about the effects
of a parental involvement program in schools where students are bussed.
As a result, more research is needed before conclusions can be drawn
concerning the probable success of a parental involvement program in
sixth-grade schools where students are bussed.

In the meantime, each SCE principal was asked if a structured parental
involvement program was likely to be successful in the sixth-grade schools.
While all of the sixth-grade principals would appreciate greater parental
involvement in the sixth-grade schools, none of the principals felt
structured SCE parental involvement activities were likely to be suc-
cessful. One principal stated SCE parental activities should not be sepa-
rated from non-SCE parental activities, in that this would create antago-
nistic feelings between the two groups of parents. Several principals
stated the heavy reliance on bussing caused parents to be located through-
out the city. This makes it difficult to develop a feeling of school unity,
as well as making it harder for parents to find transportation to the
schools. All of the principals stated many of their students come from
one-parent homes, homes in which both parents work, or homes in which
the parent(s) holds more than one job. This means parents have trouble
finding time to attend school functions. All of the principals said their
schools' parental involvement activities were hindered by the short period
of time the students were in the sixth-grade schools.

ABSTRACT

<u>Title</u>:   State Compensatory Education 1977-78 Technical Report

<u>Contact Person</u>:   Patsy Totusek, Paula Matuszek

<u>No. Pages</u>:   486

<u>Summary</u>:

This is the accompanying document to the State Compensatory Education
1977-78 Final Report (see Final Report in this volume).

The Technical Report consists of 22 appendices. Each appendix reports
the information collected by a specific collection measure.

Each appendix contains:

   An instrument description
   Purpose of the measure
   Procedures used to collect the data
   Summary of results
   Tables and figures presenting the data

This technical report contains the following appendices:

   Appendix A: Pupil Activities Record (PAR)
   Appendix B: California Achievement Test
   Appendix C: Educat..onal Planner Interview
   Appendix D: Director of Developmental Programs Interview
   Appendix E: SCE Coordinator/Supervisor Interview
   Appendix F: SCE Coordinator/Supervisor Observation and Running Interview
   Appendix G: SCE Aide Questionnaire
   Appendix H: SCE Principal Interview
   Appendix I: Workshop Evaluation Scale
   Appendix J: Videotape Tally Sheet
   Appendix K: SCE Community Representative Diary
   Appendix L: SCE Community Representative Interview
   Appendix M: Classroom Teacher Reading Questionnaire
   Appendix N: Classroom Teacher Math Questionnaire
   Appendix O: Special Education Teacher Reading Questionnaire
   Appendix P: Special Education Teacher Math Questionnaire
   Appendix Q: Classroom Observation Reaction Form
   Appendix R: SCE Reading Teacher Interview/Observation
   Appendix S: Martin Sixth-Grade Attendance
   Appendix T: SCE Community Representative Monitoring Form
   Appendix U: SCE School Characteristics

Information in these appendices is summarized in the Final Report for
this project.

ABSTRACT

Title: Analysis of the 1977-78 CAT Scores for SCE Identified Students

Contact Person: Patsy Totusek

No. Pages: 7

Summary:

This report previews the statistical procedures that will be used to analyze the CAT scores of students participating in the 1977-78 SCE program. The report is intended to be used as a reference document, to help in interpreting the CAT scores for SCE students at each sixth-grade school, and for all sixth-grade schools combined.

The same format is used throughout the report to explain each of the analyses. This format involves:

a) A statement of the evaluation question for which the analysis is relevant;

b) A copy of the table that will be used to report the results; and

c) Any explanations which may be needed to interpret the table correctly.

ABSTRACT

Title: Needs Assessment for the Preparation of 1977-78 Applications for Compensatory Education Programs

Contact Person: Paula Matuszek, Joy Hester, David Doss, Patsy Totusek

No. Pages: 722

Summary:

The seventeen sections in this needs assessment are:

I. Introduction. A rationale for needs assessment is accompanied by a brief overview of the nature of this publication.

II. School Characteristics: Enrollment, percent attendance, percent low income, and ethnic distribution are given for the past five years for all A.I.S.D. schools.

III. Study of School Costs. Grant costs and other information relevant to the question of distribution of resources among schools is given. This information was prepared by the Department of Finance for presentation to the Board of Trustees. It is included in this report in order to make it more accessible to planners.

IV. Family Survey, Low SES and Minority Student Achievement Study. A survey of a sample of families in Austin that had either second or fifth grade students attending Austin schools was undertaken by the Low SES and Minority Student Achievement Study in 1977. Some of the preliminary results of this survey are included here. These results show by ethnicity ....

    1) Percent of Male Head of Household Working
    2) Percent of Female Head of Household Working
    3) Level of Education of Male Head of Household
    4) Level of Education of Female Head of Household
    5) Percentage of Students Having Preschool or Daycare
    6) Percentage of Students Attending Kindergarten
    7) Percentage of Students Attending AISD Kindergarten
    8) Percentage of Students Changing Schools in the Past Year
    9) Number of Different Schools that Student Has Attended
   10) Parents' Rating of How Student is Doing in School
   11) Parents' Ratings of the School that the Student Attended

    12) Amount of Education Parent Would Like to See Student Get
    13) Yearly Family Income

V. Literature Reviews. Because it is always important before embarking
    on new educational endeavors to see what results have been recorded
    for similar endeavors in other situations, the following areas of
    interest are summarized in literature reviews.

        1) Sibling Tutoring
        2) Parental Involvement and Sixth Graders
        3) Summer School for Low SES Students
        4) Math Programs for Low SES and Minority Students

IV. Language Dominance Information. Information in the following categories
     is given by grade level and school for all K-5 Elementary campuses.

        1) Number of English dominant children
        2) Number of Spanish dominant children
        3) Number of bilingual children
        4) Number of children for whom more information is needed
        5) Number of children for whom both scores were low

VII. Overlap Study: The Number of Students Served by Multiple Programs.

      An ongoing concern of personnel involved with special programs has
      been the overlap of services being provided to some students. In
      an effort to document the extent of this overlap, ORE conducted an
      overlap study in 1976-77 which defined the groups of students being
      served by each of the many possible combinations of special programs.
      The results of that study were sufficiently enlightening to encourage
      a repetition of that effort in 1977-78 in order to determine the amount
      of overlap that might continue to exist. The results of the recent
      study are included here.

VIII. Achievement Levels: This section summarizes the scores obtained by
       A.I.S.D. students on four tests:

        1.) Boehm Test of Basic Concepts
        2.) Metropolitan Readiness Test
        3.) California Achievement Test
        4.) Sequential Tests of Education Progress

IX. Title I Summer School. A comprehensive review of the results of the
     evaluation of Title I summer school is reviewed here. This information
     should prove useful to planners of summer school in general and Title I
     summer school in particular.

X. Title I Parent Questionnaire. A short questionnaire was mailed to
    a sample of parents of Title I students in October of 1977. This
    chapter outlines their respones.

XI. <u>Identification of Title I Students</u>. Procedures and criteria for
identifying Title I students are outlined, and a study of the lists
is discussed. This study shows the percentage of students on
each campus who were identified by test score and those who were
identified by school recommendation. It also prints out the
percentages of students who were identified for services even
though their test scores were higher than the scores stated in
the criteria, as well as the percentages of students who were not
identified for services even though their scores were low enough
to automatically qualify them for services. The percentages of
students without any test scores at all are also noted.

XII. <u>Title I Nine Week Reports</u>. Nine week report forms are completed by
the Title I counselor, community representative, and instructional
personnel on each Title I campus. Two types of summaries of the
these reports for the first nine week period are included here:

    1) A general summary for each campus which shows the number and
       percentage of students served by Title I instructional
       personnel, the community representative, and the counselor.
    2) Detailed school summaries for counselors and community
       representatives which show the activities that are included
       under the larger categories in the general summary.

Separate chapters address the following areas of the Migrant Program in
A.I.S.D.

XIII. Austin's Migrant Students: Where They Attend School.

 XIV. Austin's Migrant Students: What Is The Entry Achievement Level
of the Pre-Kindergarten Students?

  XV. Austin's Migrant Students: At What Level Are They Achieving?

 XVI. Austin's Migrant Students: What are Their Health Needs?

XVII. Austin's Migrant Students: What Other Supplementary Programs Are
Serving Them?

ABSTRACT

Title: State Compensatory Education Program (1977-78) Evaluation Design

Contact Person: Patsy Totusek, Paula Matuszek

No. Pages: 21

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form — This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.

II. Decision Question
A. Questions Addressed
B. Overview

Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives (and their data sources).

III. Narrative Summary
A. Program Summary
B. Evaluation Summary

This chapter briefly describes the project and the evaluation activities tied to the project.

IV. Information Sources Summary — The principal evaluator provides work estimates (in person-days) for each person on the evaluation team. Work estimates are projected for each "information source" and are broken into the four types of evaluation tasks: development, collection, analysis, and dissemination.

V. Summary of Data to be Collected in the Schools — This is a timeline for the collection of data in the schools.

VI. Evaluation Time Resources Allocation Summary — This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1977-78 SCE program involves two major activities:

a) The production of a Final Report and a Technical Report which present information relevant to the decision questions; and

b) The production of an Annual Evaluation Report for TEA which documents the extent to which program objectives have been achieved.

These activities require the collection of needs assessment, process, and outcome data.

Needs assessment data will be used to identify the needs of SCE principals in planning local campus programs and working with district and SCE staff personnel. The number of students eleigible for SCE services will be determined, and rosters listing the names of SCE students will be distributed to the schools.

Process data will be used to analyze the extent to which program objectives have been implemented. Interviews, questionnaires, observations, and diaries will be used to collect information concerning:

a) The classroom activities engaged in by SCE and non-SCE students;

b) The organizational plans and instructional strategies used by SCE Reading Teachers;

c) The services performed by SCE Aides;

d) The attendance improvement activities conducted by the Martin Community Representative;

e) The videotape activities performed in the SCE schools; and

f) The typical activities engaged in by the SCE Coordinator/ Supervisor.

Several types of outcome data will be collected. Scores obtained on the California Achievement Test will be used to assess the impact of SCE activities upon student achievement in reading and math, and the documents developed by the Compensatory Planners will be examined for completeness. Since many of the tasks assigned to the Compensatory Planners will not be completed until late in the year, a more comprehensive evaluation of their work will be postponed until a later date. The Workshop Evaluation Form will be administered to participants of SCE workshops, in order to assess the training received.

271

Scope of Design:

6 Decision questions (System level and program level)
32 Evaluation questions

Evaluation Resources Required (in person-days):

  5.25 Coordinator
  8.5 Senior Evaluator
174   Evaluator
108   Data Analyst
162   Evaluation Assistant
127   Secretary

FINAL REPORT

Evaluation Findings on: ESAA Basic, 1977-78

Contact Person: Myron Friedman, Paula Matuszek

*The prevailing policy of the Office of Research and Evaluation is to
undertake evaluations only on those programs which provide evaluation
resources at a level permitting the production of information adequate
to make decisions about the program.   The office maintains that an inade-
quate evaluation may be of less value than no evaluation.   In the case of
the ESAA Basic and Pilot programs, the level of funding is far below that
recommended.   The ESAA Basic program budget for 1977-78 was $278,236.
The evaluation budget for ESAA Basic for this time period was $5,400.
The evaluation budget for ESAA Basic thus represents only 1% of the
program budget.   These levels were insisted upon by ESAA funding sources.
Although this level of funding is hardly adequate for carrying out an
evaluation, ORE had no option in this matter.   This was obviated by the
ESAA requirement for assessing the attainment of program objectives.
The Office of Research and Evaluation, therefore, has been forced to
conduct an evaluation far below our usual standards.*

Summary of Evaluation Findings:

Description of the Program:

The Emergency School Aid Act (ESAA) appropriates Federal funds yearly to
Basic (desegregation programs) and Pilot Programs (compensatory and/or
research programs).   The AISD, ESAA Basic Project included three components
in the 1977-78 funding year.   The three components included the Secondary
Communication Skills and Staff Development Project, the School-Community
Liaison Program, and the Student Action Project.   The Secondary Communi-
cation Skills Program has now completed its fifth year of operation.
During this funding year, its services were twofold: individualized
tutoring of reading skills and staff development.   The program provided
individualized tutoring of reading skills for students in grades seven
through twelve on 18 secondary campuses (O. Henry and Murchison Junior
Highs were not included in this year's program).   Tutoring was provided
by ESAA Reading Specialists on each of the 18 participating campuses.
The program provided staff development in instructional techniques and
multi-ethnic concepts.

Three Staff Development Specialists were responsible for organizing and
implementing inservice workshops, classroom demonstrations and displays
of instructional material on individual campuses and on a District-wide

basis. In addition, a reading, math and career awareness program wa'
implemented by an ESAA Reading-Math Specialist at St. Mary's Parochi
School.

The second component of ESAA Basic, the School-Community Liaison Program
has now completed its 5th year of ESAA funding. The services of the School-
Community Liaison (SCL) Program were directed toward student workshops
human relations, staff training in desegregation problems, leadership
training programs, and various community activities. The School-Community
Liaison Representatives (SCL Staff) divided their time between working
with individual schools and working with one of the major task groups
directed toward program goals (workshop design; service to individual
students and parents; Trilogy, a tri-ethnic drama group designed to
demonstrate the dynamics of interpersonal multi-ethnic relationships).

The third component of ESAA Basic, the Student Action Project has now
completed its 5th year of funding. The specific goal of the Student
Action Project was to increase "minority participation in secondary
level student activities by removing barriers which impede participation
in student activities." During this funding year, the services of the
Student Action Project (SAP) were directed toward goals: 1) developing
co-curriculum clubs in the areas of creative writing and reading on two
secondary campuses: 2) increasing minority participation districtwide in
student clubs and activities; 3) providing orientation sessions for two
sixth grade schools to help students become more aware of opportunities
for participating in clubs and other student activities at junior high.
The program was implemented by the SAP Coordinator and Student Activity
Contact Persons and by Club sponsors at each secondary campus.

The evaluation findings will be summarized separately for each component
of the ESAA Basic Project. Relevant evaluation findings will be reported
for each component's Decision Questions.

Secondary Communication Skills and Staff Development Project

Decision Questions:

Should ESAA Basic Secondary Communication Skills and Staff Development
Project be refunded for an additional year?

Should the Secondary Communication Skills Program Staff Development
Component be maintained for an additional year?

Should the Secondary Communication Skills Program utilize only individual
tutoring (as opposed to teaming in the classrooms) in the instructional
program?

Should the Secondary Communication Skills Program focus its instructional
program on a specified target group?

Six objectives were listed for the 1977-78 Secondary Communication Skills
Component. Three objectives were completely attained. The first objective
which was attained, specified that 60% of a 50% sample of the secondary
teachers who participated in the staff development activities will indicate
that they received useful training and have knowledge of the instructional
content of the training. More than 60% of the teachers responding to a
Teacher Questionnaire indicated that they received useful training.
Furthermore, 77% of the teachers responding indicated that the materials
and ideas received from the ESAA Staff Development have had a significant
impact upon student learning and the behavior of students in their class-
rooms. The overwhelming majority of teachers responding indicated
that the program is needed and that it is not merely a duplication of
services offered by other programs. Although the majority (93%) of the
teachers responding indicated that the program is needed, a large number
of teachers (71%) indicated that improvement is needed. One identified
area for improvement is in publicizing the content of training available.
More than 50% of the teachers responding indicated that they were not
fully aware of the Staff Development offerings in the areas of management
techniques and multicultural awareness.

The second objective which was attained specified that 50% of St. Mary's
6th, 7th, and 8th graders will show an average gain in reading achievement
equal to .8 months gain for each month of instruction. Fourteen students
at St. Mary's participated in the reading tutoring program. Fifty-seven
percent (8 students) met the specified criterion.

The third objective which was attained specified that 50% of a 15% sample
of the identified students participating in the tutoring program will
demonstrate improved reading ability equivalent to .8 months gain per
one month of instruction.

A total of 2,114 students on 18 secondary campuses participated in the
reading-tutoring program. Overall, 52.8% of a random sample (sample
size = 130 students) of students met the criterion. There was only a
slight difference between the percentages of junior high and senior high
students who met the criterion. At the junior high level 51.2% of the
students met the criterion. At the senior high level 54.2% of the
students met the criterion. The ESAA Reading Specialists worked with
students in one of two settings. Some students received individual
tutoring in a tutoring center, other students received individual tutoring
and classroom instruction in a teaming situation (ESAA Specialist teamed
with classroom teacher). Students in a tutoring center appeared to spend
more time in direct instruction of reading than students in a teaming
situation. Although teaming students apparently received the same amount
of instruction time per week (approximately 2½ hours), more of their
instruction time may have been spent in assistance in specific content
material, rather than direct instruction in reading. Whatever apparent
difference there may have been between the two approaches to tutoring,
there were no significant differences in the effectiveness of the tw
approaches. In the teaming situation 51.3% of the students met the
objective. In the tutoring situation 56.4% of the students met the
objective.

One objective was only partially attained. This objective specified that 60% of a 15% sample of the identified students participating in the tutoring program will have a higher grade point average for the third quarter than for the first quarter in the content areas of social studies, language arts, science, and math.

A total of 2,114 students on 18 secondary campuses were reported as having participated in the reading-tutoring program. Overall, 47% of a random sample (sample size = 349 students) of the students met the specified criterion. There was only a slight difference between the percentages of junior high and senior high students who met the criterion.

Two objectives were not attained. One of these objectives specified that 50% of St. Mary's 6th, 7th, and 8th graders will show an average gain in math achievement equal to .8 month gain for each month of instruction.

Twenty-nine students at St. Mary's participated in the math tutoring program. Improvement from pretest to posttest was evident for 57% of the students. However, only 38% (11) of the students met the criterion of .8 month gain for each month of instruction.

The second objective which was not attained specified that students in the 6th, 7th, and 8th grades at St. Mary's will on the average show a significant gain in their knowledge of careers. Students in grades seven and eight did increase their knowledge of careers, based upon a Student Career Questionnaire completed by St. Mary's students. However, the increase from pretest to posttest was not at a significant level for any of the three grades.

Student Action Program

Decision Questions:

Should ESAA Basic: Student Action Project be refunded for an additional year?

Should the type of activities offered by the Student Action Project be modified?

Three objectives were listed for the 1977-78 Student Action Project. Two objectives were completely attained. The first completely attained objective stated that there will be a 100% increase in the number of academic clubs in the areas of reading and creative writing in both of the participating senior high schools. This was interpreted to mean that two new clubs would be established at each high school. The two clubs were established at Austin and McCollum High Schools.

The objective has no stated criteria as to the membership of the clubs, the extent and nature of its activities, or the extent of members' participation in the clubs. In view of the SAP's broader goal of increasing minority participation in school activities it is interesting to note that minority students constituted 30% of the Reading club and 13% of the Writing club at McCallum High. Minority students (1) constituted 8% of the Writing club at Austin High.

The second objective which was completely attained stated that 50% of the students in a random sample of classrooms in each of the two participating schools will be able to name at least one student activity and define its purpose. The Student Action Project Coordinator distributed Student Activity Handbooks to all sixth grade students via their school counselors. Students in a random sample of two classrooms at Webb and two sixth grade classes at Allan Junior High completed a brief questionnaire prior to the distribution of the Student Activity Handbooks. Based upon this pretest, more than 50% of the students in the sample at Webb already met the objective. At posttest (readministration of Questionnaire after students received the Handbooks) the objective was met at both schools. All four classes showed improvement from pretest to posttest. This increase is an indication that the Student Action Project may have been successful in providing sixth grade students with information about school clubs and activities.

The third objective stated that minority student participation in student activities will increase on a district-wide basis at least 30% over their participation in 1974.

The objective has been met or exceeded in the following five categories of clubs:

	Gain Needed to Meet Objective	Actual Gain
Band	30%	104%
Orchestra	30%	140%
Junior Historians	30%	106%
Publications	30%	112%
Drama	30%	61%

The objective was not met in the following five categories of clubs:

	Gain Needed to Meet Objective	Actual Gain
Chorus	30%	10%
Human Relations	30%	24%
Pep Squad/Drill Team/ Cheerleaders	30%	-27% (decrease)
Student Council	30%	7%
Vocational Clubs	30%	-15% (decrease)

Junior and Senior High Schools were equally effective/ineffective in meeting this objective.

School-Community Liaison Program

Decision Questions:

Should ESAA Basic: School Community Liaison Program be refunded for an additional year?

Five objectives were listed for the 1977-78 School-Community Liaison (SCL) Program. Two objectives were completely attained. The first attained objective specified that 50% of a 5% sample of assisted parents will make statements which indicate that contact with the SCL program improved their problem's resolution. An overwhelming majority of the parents responding to a telephone interview indicated that their contact with SCL improved their problem's resolution. Furthermore, 90% (sample responding = 11) of the parents responding indicated that they could now handle situations with the school on their own better than they could before working with SCL.

All of the parents who responded also indicated that they would again approach the SCL representative for assistance and would also recommend that other parents go to him/her for help.

The second completely attained objective was based upon student responses to an Interethnic Behavior Scale. The scale was designed to assess the extent to which students of different ethnic groups related with one another in various school situations. This objective specified that 20% of a 2% sample of secondary school students will report participation in one or more SCLR activities. On the average, the measure of inter-ethnic behavior will be higher for those reporting participation than for those not reporting participation. The Interethnic Behavior Scale was administered in May 1978 to a random sample of junior high and senior high social studies classes. Fifty-two percent of the students in the sample (124 students responded to the questionnaire items) reported participation in one or more activities on their campus which had been sponsored in part or in whole by the SCL Program. These two groups of students (those who reported having participated in SCL sponsored activities vs. those who had not participated) were compared on the basis of their average responses to the Interethnic Behavior Scale. Overall, the average response of SCL Activity participants was higher than the mean for nonparticipants. This might be interpreted to mean that through contact with SCL Activities, students in the sample increased the frequency by which they interact within the school setting with students of different ethnic backgrounds.

The other three objectives were either partially attained or almost completely attained. The second objective based upon the Interethnic Behavior Scale specified that 70% of a 25% sample of the members of the Student Advisory Committee and 50% of a 25% sample of the Student Human Relations Committee will achieve increased scores on a measure of Inter-ethnic Behavior. The School-Community Liaison Representatives worked directly with the Human Relations Committees and Student Advisory Committees

on many of the secondary campuses. The nature of this work ranged from serving as advisors in discussion groups to sponsoring leadership training and student workshops in human relations. Samples of these two groups of students completed the Interethnic Behavior Scale in Fall 1977 and again in May 1978. There appeared to be no significant differences between the percentage of junior high and senior high school students who improved their scores from pretest to posttest. Overall, 53.7% (N = 304) of the Human Relations Committee members improved their scores on the Interethnic Behavior Scale, therefore, this part of the objective was met. Although 57% of the Student Advisory Committee members (N = 32) improved their scores, this percentage fell short of the criterion specified in the objective. Therefore, the objective was only partially attained.

The last two objectives related to Trilogy, the tri-ethnic drama group. One of the objectives specified that 50% of a random sample of the Trilogy Audience members will be able to: 1) state in their own words two goals of Trilogy, 2) indicate on a list of Trilogy goals that at least 30% of the stated goals were met for them at that performance. Trilogy performances were held throughout the year at various AISD secondary campuses and several community locations. Audiences at more than ten Trilogy performances were requested to complete a questionnaire immediately following the performance. More than 77% of this sample of Trilogy Audience members indicated that the goals have been either somewhat or completely met. However, only 25% of the Audience members were able to correctly list two or more Trilogy goals.

The second objective relating to Trilogy specified that 10% of a 2% sample of the secondary students and 75% of a 25% sample of the Human Relations Committee members will be able to: 1) state in their own words two goals of Trilogy, 2) indicate on a list of Trilogy goals that at least 30% of the stated goals had been met for them.

Overall, 56% of the sample of secondary students (same sample that responded to the Interethnic Behavior Scale, N = 124) and 82% of the Human Relations Committee members (N = 304) stated that the Trilogy goals were at least somewhat met for them. Overall, 14% of the sample of secondary students were able to state at least two goals of Trilogy; however, only 24% of the Human Relations Committee members were able to state two goals. Because this percentage fell short of the 75% criterion specified in the objective, this objective was only partially attained.

ABSTRACT

Title: ESAA Basic - 1977-78 Final Technical Report

Contact Person: Myron Friedman

No. Pages: 235

Summary:

This is the accompanying document to the ESAA Basic Final Evaluation Report.

Each appendix contains:

> An instrument description
> Purpose of the measure
> Procedures used to collect the data
> Summary of results
> Tables and figures presenting the data.

This technical report contains the following appendices:

Appendix A: California Achievement Test (Reading Only)
Appendix B: Grade Point Averages
Appendix C: Teacher Questionnaire
Appendix D: California Achievement Test (Reading and Math)
Appendix E: Student Career Questionnaire
Appendix F: Interethnic Behavior Scale
Appendix G: Student Activity Questionnaire
Appendix H: Parent Telephone Interviews
Appendix I: Trilogy Audience Questionnaire
Appendix J: Club Records
Appendix K: Student Activity Membership Report

Information in these appendices is summarized in the Final Report for this project.

ABSTRACT

Title: ESAA Basic Evaluation Design (1977-78)

Contact Person: Myron Friedman

No. Pages: 17

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form   This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.

II. Decision Questions
    A. Questions Addressed
    B. Overview
Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives (and their data sources).

III. Narrative Summary
    A. Program Summary
    B. Evaluation Summary
This chapter briefly describes the project and the evaluation activities tied to the project.

IV. Information Sources Summary   The principal evaluator(s) provide work estimates (in person-days) for each person o. the evaluation team. Work estimates are projected for each "information source" and are broken into four types of evaluation tasks: development, collection, analysis, and dissemination.

V. Summary of Data to be Collected in the Schools   This is a timeline for the collection fo data in the schools.

VI. Evaluation Time Resources Allocation Summary   This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

The primary focus of the 1977-1978 ESAA Basic Evaluation is on the extent to which each component program met its stated objectives. An additional focus is upon an evaluation of the effectiveness of specific program activities in meeting their objectives. Information regarding the programs will be collected and presented in the areas of Student Performance, including achievement scores on the California Achievement Test and Grade Point Averages; Student Participation in program activities; Teacher and Parent responses to specific program components.

Scope of Design:

3 Decision Question (Level: Office of Education, Program)
3 Evaluation Questions

Evaluation Resources Required (in person-days):

1 Coordinator
4 Senior Evaluator
43 Evaluator

FINAL REPORT

<u>Evaluation Findings on</u>: ESAA Pilot, 1977-78

<u>Contact Person</u>: Myron Friedman, Paula Matuszek

*The prevailing policy of the Office of Research and Evaluation is to under-
take evaluations only on those programs which provide evaluation resources
at a level permitting the production of information adequate to make deci-
sions about the program. The office maintains that an inadequate evalua-
tion may be of less value than no evaluation. In the case of the ESAA
Basic and Pilot programs, the level of funding is far below that recom-
mended. The ESAA Pilot program budget for 1977-1978 was $130,846. The
evaluation budget for ESAA Pilot was $3900 through March 31, 1978. A
program budget revision at that time increased the ESAA Pilot evaluation
budget to $7,843.51. This raised the ESAA Pilot evaluation budget from
3% to 6% of the program budget. These levels were insisted upon by
ESAA funding sources. Although this level of funding is hardly adequate
for carrying out an evaluation, ORE had no option in this matter. This
was obviated by the ESAA requirement for assessing the attainment of
program objectives. The Office of Research and Evaluation, therefore,
has been forced to conduct an evaluation far below our usual standards.*

Summary of Evaluation Findings

Description of the Program

The ESAA Pilot Project 1977-78 is a research project in the Austin Inde-
pendent School District funded by the Emergency School Aid Act (ESAA).
ESAA Pilot is essentially compensatory in nature. It is designed "to
overcome the adverse educational and social effects of minority group
isolation by improving the academic achievement of minority children,
and by offering services to students and teachers which will promote
social growth and affective communication skills."

ESAA Pilot Programs have been funded in AISD since 1972. Formerly they
had the title Project Assist. Although the current ESAA Pilot is
projected to extend through three academic years, each year a new
proposal and application must be submitted.

The 1977-1978 ESAA Pilot had two separate components. The first com-
ponent was a writing instruction program designed to improve the writing
skills and reading achievement of elementary grade students. The second
component, Project Outreach, is a guidance and counseling program at two
elementary schools and one junior high school. The writing instruction
component utilized a semi-experimental research design to evaluate the
effectiveness of two different methods of writing instruction with
minority children. The two methods of writing instruction shared a
common goal of improving students' writing skills (mechanics of writing
as well as written expression) and thereby improving students' overall read-
ing achievement. The two methods of writing instruction to be evaluated
were:

Language Arts-Writing: This approach consisted of an implementation of the AISD Essential Competencies in Writing at each grade level. Teachers in this treatment group received assistance tying the Essential Competencies to specific instructional material (specific lessons in the district-adopted Language Arts textbook as well as other supplementary materials purchased by the ESAA Pilot Project). Teachers in this group also received inservice training in methods of sentence building and language patterning. This approach was implemented by the participating classroom teachers during their regularly scheduled Language Arts periods. This approach was conducted in one classroom per grade level (Kindergarten through fifth grade) at the following schools: Oak Springs, Rosewood, Pecan Springs, and Sims.

Social Studies-Writing: This approach consisted of an adaptation of the Language Experience Approach to teaching reading. Teachers in this group received inservice training in the techniques of the Language Experience Approach. Teachers in this group also received inservice training in methods of sentence building and language patterning. These techniques and supplementary materials purchased by the ESAA Pilot Project were to be used in the implementation of writing instruction. This approach was conducted in one classroom per grade level (Kindergarten through fifth grade) at the following schools: Campbell, Norman, and Winn.

The two methods of writing instruction have been implemented by regular classroom teachers who have participated in ESAA Pilot Staff Development sessions throughout the year. The essence of the program then is in the extent to which the classroom teachers have received training in and have actually implemented the techniques of each method of writing instruction.

A second component of the ESAA Pilot is Project Outreach, a training program for the University of Texas at Austin School of Social Work. The bulk of Project Outreach funds come from a National Institute of Mental Health (NIMH) training grant. ESAA Pilot provides supplementary funding to cover supplies and other incidental costs. Although Project Outreach has been operating in the schools since 1971, it did not become part of ESAA Pilot (Project Assist) until the 1975-76 school year. During the current funding year, Project Outreach provided guidance and counseling services to students in two elementary schools: Campbell and Rosewood, and one junior high school: Martin. There were eleven first-year social work interns working in the above schools. The interns were supervised by an instructor at The University of Texas School of Social Work.

The evaluation findings will be summarized according to the decision question for which they are relevant.

Decision Question:

Should Project Outreach be refunded for an additional year?

The one objective listed for the 1977-78 Project Outreach was completely attained. The objective specified that at least 33% of the students who have received direct services by Project Outreach will have improved in the areas for which they were referred. The Project Outreach Social Work interns worked direct with more than 112 students at Campbell and Rosewood Elementary Schools and Martin Junior High School. The nature of their work with these

students ranged from individual and group counseling to the establishment of a school wide system of reinforcing positive student behaviors. Overall, 40.1% of the students being served by Project Outreach had improved in the area for which they were referred. The improvement in student behavior was especially evident at Rosewood. Teachers at Rosewood on the average rated students who were participating in Project Outreach as having improved in all fourteen categories of academic and social behavior being assessed.

Should ESAA Pilot be refunded for an additional year?

Two objectives were listed for the 1977-78 Pilot Project writing instruction component. Both of the objectives were partially met. The first objective specified that <u>50% of a sample of the students in the pilot classrooms, grades 2-5, will demonstrate a significant increase in reading achievement relative to a sample of students not participating in the pilot project.</u> More than 600 elementary students participated in the 1977-78 ESAA Pilot Project writing instruction component. These students received writing instruction from their regular classroom teacher in either Language Arts or Social Studies class periods. In order to assess one aspect of the writing component, a comparison was made between Spring 1977 and Spring 1978 California Achievement Test-Reading scores. More than 50% of the students in all Pilot classrooms, grades 2-5 demonstrated some improvement in reading achievement as measured by the CAT. This increase, however, was not statistically significant relative to a control group which had not participated in the pilot project. The objective was therefore only partially attained.

Further examination of the CAT data indicated that students in each of the two writing instruction approaches improved their reading skills from Spring 1977 to Spring 1978. The overall improvement for each group was at a level of statistical significance. In both groups, the greatest amount of improvement was found for third and fourth grade students, each showing a gain of almost one grade equivalent.

A further comparison was made between the CAT-Reading scores of students in each of the two different writing instruction approaches. Results of this comparison indicated that while there appeared to be sizeable differences between the two groups on their average gain on the CAT, the differences were not large enough to reach a level of statistical significance. Therefore, it appears that the two approaches to writing instruction had an equal effect upon students' improvement of reading skills.

The second objective specified that <u>the writing skill competencies of at least 60% of a sample of the students in the pilot project classrooms will have improved significantly.</u> During the first week of November 1977 and the middle of May 1978, all of the students in the Pilot Project classrooms participated in writing experiences. The purpose of these two experiences was to generate samples of students' writing which could be used to assess the effectiveness of the writing instruction programs.

Thirteen different aspects of student writing were identified for the purpose of assessing improvements in writing skills. These different aspects of writing included measures of writing productivity, maturity, complexity, and grammar. The writing samples collected in November and May

XI7.3

were evaluated by a panel of three raters who were trained in the use of a writing assessment instrument.

A comparison was made between each student's writing sample from November with that written in May. Results of this comparison indicated that more than 60% of the students improved on 5 of the 13 aspects of writing being assessed. In general, the objective was met or partially met for the aspects of writing which reflected specific characteristics of the essays such as the number of words in the essay. Less improvement was found in general measures such as paragraph usage, type of sentence usage and overall quality. Although the program's stated objective, which was in terms of percent of students making gain, was met for only five variables, the mean scores for both the Language Arts group and the Social Studies group showed statistically significant im-provement for almost all the 13 aspects of writing. Thus, the objective's criterion of 60% may be unrealistic, as is often the ca e with new programs without longitudinal data.

Further comparisons were made between students' scores in the Language Arts-Writing group and those in the Social Studies-Writing group to determine if the two approaches produced similar results. The results indicate that neither of the two groups showed consistently better gains than the other. It appears then that the two approaches to writing instruction had an equal effect upon students' improvement of writing skills.

While both groups did demonstrate significant gains, these gains were not significantly greater than the gains found in a group of students which had not participated in the writing instruction program. The nature of the control group, however, makes interpretation of experimental versus control group differences tenuous. In particular, the small size and non-random nature of the control group and the potential for communication between control group and experimental group teachers are serious limitations which must be considered when looking at the data. Therefore, with all of these considerations in mind it cannot necessarily be concluded that the gains found were due to the Pilot program.

Typically, it takes two to three years for a new program to become well implemented and begin to affect outcome measures. During the first year of a new program, therefore, reliance on outcome measures alone can be misleading. Therefore, a teacher questionnaire was administered to determine the extent to which the Pilot program was actually implemented and the extent to which teachers involved in the project actually differed in classroom practices from control group teachers.

The two major areas addressed by the questionnaire are teachers' approaches to writing and the degree of program implementation. For the purpose of this questionnaire writing instruction was defined as having the following three phases.

      A.   Pre-writing phase, in which the teacher provides the students with experiences to serve as subject matter for the writing; establishes the purpose of the subject matter; encourages the

students to write. The primary objective of this phase is to
provide the student with something to write about.

B. Writing phase, in which the students write their first draft,
proofread it, and confer with the teacher on their choice of
wording, structure, and so forth.

C. Instruction phase, in which the teacher may: group students for
specific instruction (e.g., phonic analysis or writing mechanics);
guide the writing process; encourage and assist the students in
their writing.

More than 80% of the teachers in the Language Arts Writing, Social Studies
Writing, and Control groups agreed that this definition of writing instruction
parallels their own. More than 60% of the teachers in each of the groups
reported that they actually followed the three phase method of instruction
either to a great or to a moderate degree. All groups characterized their
primary approach to writing instruction as one that places the highest
emphasis on encouraging students to write as much as possible without specific
concern for accuracy in writing mechanics or grammar.

In response to questions regarding their actual implementation of
the writing instruction program, more than 80% of the teachers in
the Language Arts Writing group and in the Social Studies Writing group
reported that writing instruction occured in Language Arts as well as
Social Studies content areas. In both groups, the majority of teachers
(more than 60% indicated that they spend between 10 and 40 minutes a day
in writing instruction. In both groups, at least 69% of the teachers
indicated that they implemented the program either adequately or completely.

The approach to writing instruction described by teachers in all three groups
is highly similar. Such a finding suggests that the nature of the writing
instruction curriculum might then be considered as a possible explanation
for the lack of significant differences found between the gain in writing
skills evidenced by students in the three groups. Again, due to the
inadequate nature of the Control group, such a hypothesis must be considered
only tentative and warrants further investigation.

In response to questions regarding the implementation of the actual techniques
of each writing program 71% of the teachers in the Social Studies Writing
group indicated that they applied the Language-Experience approach either to
a moderate degree or to a great degree. However, in response to a question
regarding teachers' use of one of the major techniques in the Language-
Experience approach (taking dictation) only 55% of the teachers in the
Social Studies group indicated that they had used this technique moderately
or extensively with their entire class. Eleven percent indicated that they
had not used the techniques at all. In contrast to the Social Studies group
57% of the teachers in the Language Arts group indicated that they had used
this technique moderately or extensively with their entire class. Only 5%
indicated that they had not used the techniques at all. This is in spite of
the fact that only the Social Studies group received training in this
technique from the ESAA Pilot Staff Development. Further comparisons indicated
that 50% of the teachers in both groups utilized the Laidlow Language Arts
textbooks either to a moderate degree or a great degree.

ABSTRACT

Title: ESAA Pilot - 1977-78 Final Technical Report

Contact Person: Myron Friedman

No. Pages: 115

Summary:

This is the accompanying document to the ESAA Pilot Final Evaluation
Report.

Each appendix contains:

> An instrumer.t description
> Purpose of the measure
> Procedures used to collect the data
> Summary of results
> Tables and figures presenting the data.

This technical report contains the following appendices:

    Appendix A: California Achievement Test
    Appendix B: Assessment of Writing Skills
    Appendix C: ESAA Pilot Teacher Questionnaire

    Appendix D: Teacher's Evaluation of Pupil Behavior

Information in these appendices is summarized in the Final Report for
this project.

ABSTRACT

Title: ESAA Pilot Evaluation Design (1977-78)

Contact Person: Myron Friedman

No. Pages: 13

Content:

The evaluation design is a one-year plan of evaluation work for the
project. The table of contents for this document includes:

I.   Evaluation Design Review Form   This chapter presents the names and/or
                                     signatures of persons (responsible
                                     for some aspect of the project's
                                     implementation) who have been provided
                                     relevant portions of the design for
                                     review and comment.

II. Decision Questions   Here the evaluator states all the decision
     A. Questions Addressed   questions and relates them to the evaluation
     B. Overview   questions and objectives (and their data
                                sources).

III. Narrative Summary   This chapter briefly describes the project
     A. Program Summary   and the evaluation activities tied to the
     B. Evaluation Summary   project.

IV. Information Sources Summary   The principal evaluator(s) provide work
                                   estimates (in person-days) for each person
                                   on the evaluation team. Work estimates
                                   are projected for each "information
                                   source" and are broken into the four
                                   types of evaluation tasks: development,
                                   collection, analysis, and dissemination.

V.   Summary of Data to be   This is a timeline for the collection of
     Collected in the Schools data in the schools.

VI. Evaluation Time Resources   This chapter summarizes all the evaluation
     Allocation Summary   work estimates (in person-days) by
                                 position, for each aspect of the eval-
                                 uation.

Evaluation Design Summary:

The focus of the evaluation of the ESAA Pilot for 1977-1978 will be on a research design to determine the effectiveness of the two treatment models in improving writing skills directly and reading achievement indirectly. Information will be gathered from district-wide achievement data as well as from a pre-post-assessment designed specifically to tap the writing skills which are the basis of the project.

Another area of investigation will be the effectiveness of Project Outreach in helping referred students improve in social-behavioral areas. Information will be gathered from teachers' responses on a pre-post rating scale of pupil behavior.

Scope of Design:

8 Decision questions (Level: Office of Education, Program)
9 Evaluation questions

Evaluation Resources Required (in person-days):

1 Coordinator
6 Senior Evaluator
65 Evaluator

FINAL REPORT

Evaluation Findings on: Education for Parenthood Program

Contact Person: Nancy Baenen, Paula Matuszek

Summary of Evaluation Findings:

Description of the Program

The Education for Parenthood Pilot Project (EPP) is a cooperative program
of the Austin Independent School District (AISD) and Child Incorporated,
a non-profit organization which runs a number of local day care centers.
The development of the Education for Parenthood Project stemmed from a
growing concern for the increased number and attrition of student-parents,
and the lack of adequate services to meet their needs. The Education for
Parenthood Project (EPP) is designed to meet the needs of several target
groups: 1) all high school students who are interested in becoming
better prepared for the responsibilities of parenthood, 2) students who
are interested in preparing for work in the child care area, 3) student-
parents, and 4) the children of student-parents. EPP attempts to provide
education for parenthood courses for secondary students (who are present
or future parents), pre-employment training in child services, and infant
and family teaching centers for the care of the infants and toddlers of
student-parents (plus a few children from the community).

In order to meet these goals, homemaking course offerings at Johnston,
Lanier, LBJ, and Kealing were expanded or redirected to place a major
emphasis on education for parenthood, child development, and career
education training in child care. Four infant and family teaching centers
were also established on these campuses, which serve several purposes.
They provide day care for the children of student-parents, thereby
enabling parents to more easily complete their high school education;
they provide an opportunity for career education students to work directly
with young children under supervision; and they provide a place for
students in general education for parenthood courses to observe infants
and toddlers.

Students in all of the homemaking courses at project campuses are encouraged
to visit the infant centers and use them in ways which are appropriate.
The chart on the following page shows the courses which were tested as
part of the project evaluation this year, and how they used the centers.

		Focus of Course and Duration	Use of Infant Centers
Career Education Courses	Pre-employment Laboratory Education (PELE)	Sequential patterns of child development, orientation to lab experience, observation skills, safety and hygiene, guidance theories. Year long course.	Students spent about four hours in class per week, and six hours observing and working in the centers.
	Home Economics Cooperative Education (HECE)	On the job training for students in occupations requiring knowledge and skills in one or more home economics subject areas. Course time spent mainly on general employment skills with some individualized instruction. Child Care is one setting some students choose. PELE is a prerequisite. Year long course.	Students work 15 to 20 hours per week in infant centers. Receive class instruction 5 hours a week.
General Education for Parenthood Courses	Child Development A	Preparation for parenthood, child care, pre- and post-natal care, child development stages up to 2 years, guidance, community health services, job opportunities. One quarter.	Occasional use. Amount of use tends to vary with teacher. Observe infants and toddlers.
	Child Development B	Basic needs and developmental patterns of the young child from age 2 to 6. For future parents, child care personnel, social workers, teachers, etc. One quarter.	Occasional use. Amount of use varies by teacher. Observe infants and toddlers.
	Family Living/Child Development I C	Appreciation of self and others; family relationships; adolescent development; getting along with others. Adolescent development; care and guidance of children; children in family; job opportunities related to child development. One quarter.	Occasional use at teacher's discretion. Generally less often than Child Development classes. Observe infants and toddlers.

Thus, students in career education courses (HECE and PELE) work in the infant and family teaching centers on campus on a regular basis. Students in the courses designed for the general high school population visit the center primarily to observe, and generally do not come as often.

The high schools that have infant centers will be call "project schools" throughout this report; those which do not will be referred to as "non-project schools". The main difference is not in the courses offered, since all high schools do offer parenthood education courses. The primary difference is the presence of the center on campus and their use in connection with the courses. Students at non-project schools in career education courses do work with young children, but do so in community day care centers and nurseries. Students in non-project schools in courses for the general high school populations, however, do not have a regular opportunity to observe. Student-parents who attend these schools must make their own day care arrangements.

A final distinction which should be made is that the Teenage Parent
Program and the Education for Parenthood Project are not synonymous.
The Teenage Parent Program primarily serves the needs of students while
they are pregnant. Students attend the Kealing Learning Center until
they have their child, but then usually must leave by the end of the
following quarter. When the Education for Parenthood Program began
in 1976-77, it took over the operation of the Kealing infant center.
The Education for Parenthood Project primarily deals with student-
parents after their children are born, and in a somewhat different
manner. Student-parents are provided with free day care to enable
them to more easily stay in school. In addition, parent clubs meet
at the centers to discuss tne special concerns cf parents. However,
EPP also serves students interested in careers in child care, as well
as all students interested in becoming better prepared for parenthood
in general. The centers serve as teaching sites for these students.
About 7% of the total number of students served by EPP during 1977-78
were student-parents. Thus, the focus of the programs and the popula-
tion served are somewhat different.

Evaluation Findings

The effectiveness of the Education for Parenthood Project is rather
difficult to measure objectively. However, evaluation data can provide
some indication of the value and success of the program in meeting its
objectives and goals. The evaluation findings will be summarized
according to the decision question or questions for which they are
relevant.

Decision Questions:

Federal/state level: Should funding of the Education for Parenthood
Project be continued?

System level: If outside funding is not available, should AISD fund the
project?

All five of the process objectives for the project were met: a plan for
the revision and refinement of the project was developed, revised,
finalized, and implemented by January, 1978 and the evaluation component
was fully implemented by May, 1978.

The outcome objectives which relate to these decision questions stated
chat: 1) Students enrolled in Education for Parenthood courses will
score significantly higher on an achievement test of knowledge of child
development and family living principles at the end of the courses than
at the beginning; 2) Students enrolled in EPP courses who regularly
visited an infant center will score significantly higher on an achieve-
ment test given at the end of the courses than students who did not;
3) Students' attitudes towards parenthood and child rearing will be
different at the end of Education for Parenthood courses than they were
at the beginning; 4) 75% of career education students enrolled during
1976-77 will be able to find employment after completing the program
(long-term objective); and 5) 75% of enrolled parents will continue in

school after giving birth.

Three of these objectives were met; two were not.

An Education for Parenthood Achievement Test was developed by ORE and project staff by January, 1978, and students were tested at the end of the second quarter, and the beginning and end of the third quarter. Average student scores were not significantly different on the pre- and post-tests. Thus, the first objective was not met. The reason for this is not clear. It may be that the test is too difficult or that the material covered in the courses did not match that covered in the test (although teachers helped to develop the questions based on course content).

However, the second objective was met. Students in PELE and HECE courses, who visit centers more regularly and work more directly with young children, did show higher scores on the post-test than other EPP students. Also, students who visit an infant center more than ten class periods per quarter do better on the EPP test than students who go less often.

The post-test scores of all students in EPP classes at project schools and all students in parenthood education courses at non-project schools were compared to a control group at the end of the second and third quarter. Both groups of parenthood education students scored higher on the test than the control students (who were HECE students working in non-child care employment settings). The second quarter results showed project students to have higher, but not significantly higher, EPP test scores than non-project students. The results for the third quarter showed the non-project students to have significantly higher post-test scores than the project students. When pre-test scores were taken into account, however, the two groups' post-test scores were not significantly different. These results suggest that students who attend project schools, when considered as a total group, do not tend to score higher on a test of child development knowledge than students in non-project schools.

Part of the reason for these results may be explained by the STEP scores of EPP students. A comparison was made of the Reading and Writing subtest scores of students in project and non-project schools who took the EPP test. It was found that project students score lower than non-project students at all grade levels on the two subtests (except twelfth grade reading, where the two groups achieved similar scores). It is possible that differences in student STEP achievement may be related to scores on the EPP achievement test; an effort will be made to determine this during next year's evaluation. For example, there may be a relation-ship between EPP achievement scores and reading achievement on the STEP. In addition, students who achieve higher scores on the STEP and EPP tests may have better test-taking skills than those who do not. Thus, lower test scores may not necessarily reflect less knowledge of the subject area.

The fourth objective dealt with the ability of career education students to find employment in the child care field. This is a long-term objective, and the information provided this year through a survey of teachers did not provide conclusive results. About one-half of the students are still in school. The teachers did not know the employment status of 64-76% of those who have now either graduated or dropped out. Teachers did report that 24% of the students who attended project schools, and 36% of those who attended non-project schools are currently working in the child care field, or studying child care or a related field in college. Information about the number of students who seek and find employment in the child care field will be sought again during 1978-79.

The fifth objective deals with the number of student-parents who remain in school after giving birth. The combined drop-out rate for the Johnston, Lanier, and LBJ infant and family teaching centers during 1977-78 was 19% (12 of 64 students). The percentage of EPP student-parents who dropped out while attending Kealing during 1977-78 was 11%. These figures compare favorably to those from 1976-77, when 28% of the EPP student-parents at Johnston, Lanier, and LBJ, and 11% of those at Kealing, dropped out. About half of the student-parents in EPP during 1977-78 at Johnston, Lanier, and LBJ are still in school; 19% have now graduated. Thus, more than the criterion level of 75% of t e students remained in school after giving birth, and the objective was met.

Progress has been made toward achieving the program goals for which evaluation data is available. EPP courses are providing information to students which should help them to become, or be, more responsible parents; some EPP students have been able to find gainful employment in the child care field after completing the program, and most EPP student-parents are remaining in high school and graduating. An important reason for this may be the availability of quality day care for their children.

The Texas Education Agency (TEA) provided $133,719 for the operation of the Education for Parenthood Project this year. Based on the number of students who visited the infant center at least once (1433), the cost per student for 1977-78 was $93.31. This included $77.37 per student for pilot expenses, $11.86 per student for evaluation expenses, and $4.08 per student for ongoing expenses. All of the pilot expenses will no longer be necessary once the program is firmly established, or will be covered by outside funds if AISD decides to continue the project after 1978-79. AISD would make the decision regarding the continuation of evaluation funding. AISD would need to cover the ongoing expenses of $4.08 per student.

System level: If funding for the entire project is not available, should some components be recommended for funding?

The major components of the program include classroom instruction, the infant centers, dissemination, evaluation, community involvement and coordination and resource management. The evaluation can provide

Information relevant to the effectiveness of classroom instruction and the infant centers. The effectiveness of classroom instruction can be further divided into the effectiveness of the program for the general high school population, career education students, and student-parents.

A great deal of the information presented in the discussion of the advisability of funding the overall project is relevant to this, and will only be briefly summarized here. However, some additional information is also relevant.

Students did show variations in EPP test scores which were related to the courses taken. Based on May post-test scores, career education students achieved the highest scores (PELE followed by HECE); followed by Child Development students, parents, and finally Family Living/Child Development students. Family Living/Child Development students are generally 9th or 10th graders, and have the least contact with the centers. The fact that parents do not score higher may be related to the fact that they achieve very low scores on the STEP. Their median reading scores, for example, are below the tenth percentile at every grade level except grade ten. This is considerably below the performance of project students, non-project students, and the AISD median.

A comparison of scores of project and non-project students reveals that non-project students in Child Development, Family Living/Child Development, and HECE (Child Care) achieve higher scores on the EPP test than project students. The only project students who achieved higher scores were PELE students. Again, it is possible that these results may be affected by the generally lower achievement shown by project students on the STEP. It seems clear, however, that the students who are benefiting the most, in terms of EPP test scores, from the infant centers at Lanier, LBJ, and Johnston are the PELE students.

Student-parents' graduation and drop-out rates have already been discussed; about 81% have remained in school after giving birth. The attendance rate for these students before and after entering the EPP program were also studied. Although the small number of students for whom complete attendance records were available must be considered, the data show that the attendance of student-parents improved slightly after they began participating in the EPP program.

Three of the 56 students (5.4%) who had infants during 1976-77 and participated in EPP at Johnston, Lanier, or LBJ had another child during 1977-78. Five of the 55 (9%) of the students who attended Kealing during 1976-77 had children again during 1977-78. The Travis County birth rate for women 18 and under as of 1975 was approximately 4.9%*. Thus, the rate of student-parents who have second children is slightly higher than the birth rate for the county for women of comparable ages. Thus, the objective of a birth rate which was 10% lower than that for Travis County was not met.

*Based on 1975 City Health Department records of the number of birth to women 18 and under, and the April, 1976 census figures for Travis County.

A comparison of the scores of student-parents and the rest of the students who took the May post-test reveal no significant differences in the scores of the two groups. If there actually is a relationship between STEP scores and EPP test scores, this may be a positive finding, since parents' STEP scores are so low.

For students in general EPP courses, the Education for Parenthood test did not reveal higher scores for those who had the opportunity to observe in the infant centers. This may reflect on the type or amount of contact students have with children in the center, or may reflect a relationship between general academic ach sysment and EPP achievement test scores.

Career education students show the highest level of achievement on the EPP test. Approximately 31% of those who are out of school found work in the child care field.

The infant centers did seem to affect the achievement level of students who visit on a regular basis. Student-parents received obvious benefits in the form of quality day care for their children, and their attendance also seemed to improve slightly after entering the program. The only group for whom the centers have not yet proved to be beneficial (in terms of EPP test scores at least), are the students in general EPP courses such as Child Development and Family Living/Child Development.

System level: Should centers be started on other campuses?

A survey was conducted of students in one health class per high school concerning knowledge of, and attitudes towards, child care and parenthood. The sample was designed to represent the general high school population. An average of 54% of the students on campuses that do not have an infant center answered each question correctly. Over three-fourths of the students knew the answers to a few questions, but less than one-third knew others. Thus, students seem to have some correct ideas about child care and parenthood, but definitely do not know everything.

The percent of students on project campuses that answered the survey questions correctly was similar to that of students on non-project campuses. Students in both groups felt there was a need for courses in child development, and about one-half of them indicated that they would probably or definitely take such a course. More students said they would stay in school if they had a baby right now if free day care was available than if it was not. Thus, students perceive a need for the services provided by EPP both on project and non-project campuses. One interesting difference in the responses of students at project and non-project schools was that students at project schools indicated that they had more confidence in their ability to be a good parent to a child under one year of age than did non-project students.

The infants of student-parents cared for in the infant centers are

XV.7

297

showing average rates of development. Babies who were cared for at the Lanier and Johnston infant centers during 1976-77 showed an average level of psychomotor and intellectual development on the Bayley Scales of Infant Development for their age. The infants also showed a similar level of psychomotor and intellectual development to infants from comparable backgrounds who had been cared for primarily in the home.

Laboratory experiences do seem to improve the education students receive if they are used regularly (over ten class periods per quarter). Students who visit the infant centers the most (generally career education students), show the highest scores on the Education for Parenthood Achievement Test.

There are some indication that student-parents are staying in school due to the provision of infant care facilities. About 85% of the student-parents are remaining in school after giving birth. The current estimate of the percent of students in the Teenage P. rents Program who remained in school after giving birth in 1975-76 is 40%. However, the accuracy of this figure has yet to be determined. Most of the student-parents are still in school, so it is impossible to say whether they will complete their high school educations for sure at this point.

All of this data tends to support the view that infant and family teaching centers are valuable, and might be a useful addition at other high school campuses.

The only data which do not seem to support this assertion are inconclusive at this point. Teachers reported that only 31% of the 1976-77 pre-employment students who are now out of school are working in the child care field or studying it in college. This did not meet the objective of 75%. However, the data are inconclusive, since teachers did not know the present employment status of over 60% of their former students. About half of the students are still in high school as well, so this data will have to be checked again next year.

Program level: Do some project components need modification?

The EPP test findings suggest that the laboratory experiences in the infant centers have been the most effective with pre-employment (PELE) students. Project students in the other courses (Child Development, HECE, and Family Living/Child Development) do not show a higher level of achievement on the test than non-project students. This may be due to factors such as lower academic achievement of project students. However, it may also indicate that students are not visiting the centers as often, or using the centers as effectively as they could be.

As previously stated, it is known that about 31% of the students who are now out of school and took pre-employment courses are presently working in the child care field. The fact that the teachers did not know the present status of a large portion of their former students must be considered in interpreting this figure. However, it is possible

that modifications in the classes or preparation for job hunting could increase the percentage of students who find employment in the child care field.

About 81% of the student-parents involved in EPP during 1977-78 stayed in school after giving birth. Although these figures meet the objective, it is always possible to attempt to improve them. Also, efforts to locate and inform more pregnant high school students about the services available to them through EPP might help to reduce the overall number of students who drop out of school due to parenthood.

The process objectives for 1977-78 were all met. Three of the six outcome objectives were met. Thus, progress has been made toward achieving project goals, but the program can still be improved.

ABSTRACT

Title: Education for Parenthood Project - 1977-78 Final Technical
          Report

Contact Person: Nancy Baenen

No. Pages: 200

Summary:

This is the accompanying document to the Education for Parenthood
Project Final Evaluation Report.

Each appendix contains:

        An instrument description
        Purpose of the measure
        Procedures used to collect the data
        Summary of results
        Tables and figures presenting the data.

This technical report contains the following appendices:

        Appendix A: Student Achievement Data
        Appendix B: Student Records
        Appendix C: Student Employment Data
        Appendix D: Infant Assessment Data
        Appendix E: Campus Survey Data
        Appendix F: Project Documentation Data File
        Appendix G: Evaluation Report 1976-77
        Appendix H: STEP Data

Information in these appendices is summarized in the Final Report
for this project.

ABSTRACT

Title: Evaluation Design--Education for Parenthood Project

Contact Person: Nancy Baenen

No. Pages: 1/

Summary:

The Education for Parenthood Project is an innovative, cooperative program of the Austin Independent School District and Child, Inc. The project is designed to assist in the education of high school students about parenting through coordinated efforts which draw upon the strengths of both agencies. The development of the Education for Parenthood Project stemmed from the growing concern by educators for the increased number and attrition of student-parents, and the lack of adequate services to meet this need.

The objectives of this project are that: 1) more student-parents will complete high school, 2) students will be prepared for work in child care field, and 3) students will be better prepared to assume the responsibilities of parenthood.

The major foci of this project are on providing to present and future parents, and students seeking careers in this area, instruction and guided observation for learning about child development. Education for Parenthood provides parenthood education courses through the Home Economics Department of AISD, and operates four infant and family centers on public school campuses.

Funding for the project is based on allocations from ESEA Title IV-C through the Texas Education Agency, AISD, and Child, Inc. In Phase I (1976-77) of operation, the project received support from these sources to begin implementation. Twenty-five staff were employed, and $142,379 was budgeted. By June, 1977, all process objectives had been achieved but with some delay due to lateness in employing a project facilitator. Despite this delay, all major project components were in place at year's end.

During 1977-78, Phase II of operation, the project will continue implementation of activities, and will develop and implement a plan for revision and refinement of the project. To support this effort, 40 staff will be employed, and $239,000 budgeted for project operation. Of this total, AISD provides in-kind services of 14 Home Economics teachers and use of facilities and Child, Inc. provides 70% of the cost of child care facilities.

During Phase I of the project, an assessment was made of project implementation and operation by Arbec, Inc., an independent evaluator. The Office of Research and Evaluation of AISD agreed to provide evaluation services to the project during 1977-78 at the cost of $14,000. The purpose of this evaluation is to assess the project's progress toward achievement of outcome objectives. The information obtained will serve as an interim assessment to assist in decision-making by TEA, AISD, and Child, Inc. about the operation and impact of the project.

This evaluation will focus on the effectiveness of the project for improving parenting education of high school students, and their special populations of student-parents and career education students. Evaluation decisions addressed herein concern the project's continued operation and funding. Data will be gathered from appropriate individuals and sources about the achievement of project goals and objectives, and the project's impact on student achievement. These data will be analyzed and reported to TEA, AISD and Child, Inc. by mid-June, 1978 in a manner that will assist them in making decisions about the project.

300

FINAL REPORT

Evaluation Findings on: Project P.A.V.E. Final Report 1977-78

Contact Person: Richard Eglsaer

Summary of Evaluation Findings:

Description of the Program

In 1975, a group of teachers at Travis High School in Austin, Texas, developed a proposal to address the concerns of special education students. This proposal had as its major goal the coordination and extending of services for identified high school special education students. The proposal was directed at four crucial areas in the education of handicapped students: Parental involvement, Academic achievement, Vocational programming, and Extra-curricular opportunities (P.A.V.E.). This proposal was accepted for funding by the Bureau of Education for the Handicapped through the Texas Education Agency from Title VI-B monies.

The first year (1975-76) P.A.V.E. employed four staff to focus on specific school based changes in the types of services offered special education students on that campus. AISD provided in-kind support through the Project Director who was Assistant Principal of Travis High School. The total project budget was $93,278.

In 1976-77, P.A.V.E. tested a systematic decision-making process model for coordinating special education services, the purpose of which was to smooth the transition for ninth-graders from junior high school to high school by providing high school resource teachers with information from previous teachers, and to provide for continuous sharing of parental and school information throughout the school year. Additionally, effort was made to involve parents, and to study and improve direct services to students through in-service to teachers, vocational course offerings, physical education innovation, career orientation and information, and materials development and dissemination. During this school year, an Academic Coordinator was appointed in January, and the Project Coordinator position was vacant from February to the end of the year. The total budget was $104,000.

The primary goals for 1977-78 were to modify and continue operation of the systematic planning process; provide inservice training for special education personnel and vocational counselors in administration of vocational assessment instruments. To support this effort, the project employed five staff members and operated on a total budget of $95,944 for the year.

Evaluation Findings:

The 1977-78 evaluation of Project P.A.V.E focused on two questions:
1) Should Project P.A.V.E. activities be disseminated to other districts?
and 2) Should Project P.A.V.E. be adopted by schools of AISD? In order
to answer these two questions a series of evaluation questions were
formulated. These questions and the relevant findings are presented
below.

1.1   To what extent have school sponsored activities involved spe-
       cial education students?

       High school students in the Austin Independent School District
       typically enroll in 6 classes a quarter. During the 1st quar-
       ter of 1977-78, special education students were scheduled into
       regular classes slightly more often than in the past (4.81
       compared to 3.87 and 3.68 for students in 1975-76 and 1976-77
       respectively).

1.2   What are the attendance and drop-out statistics for special
       education students?

       During 1977-78, 9th-grade students were absent on an average
       27.8 days, 10th-grade students averaged 28.6 absences, and
       11th-grade students were absent 23.1 days. These attendance
       rates were not statistically different from the attendance
       rates in the past. The drop-out rate for 1977-78 (19.6%) was
       slightly lower than in previous years (28.6% and 28.3% for
       1975-76 and 1976-77 respectively).

1.3   Have objectives for the project been met?

       Seventeen of 26 objectives were to a large extent implemented.
       Of the remaining 9 objectives, 4 were partially met and 5 were
       not met.

1.4   To what extent have identified special education students earned
       credits toward graduation?

Grade	Average 1977-78 Total Yearly Credits	Average 1977-78 Sp.Ed. Credits	Average 1977-78 Regular Credits
9th	13.37	3.81	9.55
10th	12.11	5.55	6.61
11th	13.38	6.83	6.06

XVI-2

1.5   What activities can be done by school personnel without addi-
        tional expense?

        The following activities will probably be continued by the
        special education teachers next year: 1) Jr.-Sr. conference,
        2) planning conferences, 3) pre-employment lab, 4) cafeteria
        work station, 5) student monitoring, and 6) in-depth review.

1.6   What time commitment and personnel commitment are required for
        school personnel to conduct P.A.V.E. activities and how do they
        perceive its effectiveness?

        P.A.V.E. documented the time it took to complete many of the
        activities of the 1977-78 school year. The parent interview
        and student interview each required approximately 1/2 hour
        to administer. The Jr.-Sr. high school conference required
        approximately 15 minutes per student. The administration of
        the Wide Range Interest-Opinion Test required approximately 1
        hou. per student. The administration of the social Pre-Voca-
        tional Information Battery required approximately 3 hours for
        a group of 4 students. The planning conference required
        approximately 1 hour for each student. The student monitoring
        process required approximately 5 minutes of the teacher's
        time per student.

        The staff perceived the following activities as being most
        helpful: 1) Jr.-Sr. high conference, 2) vocational testing,
        3) planning conferences, 4) pre-employment lab, 5) adaptive
        P.E., 6) cafeteria work station, 7) student monitoring, 8) in-
        depth review, 9) parental involvement and 10) materials use
        and dissemination.

2.2   To what extent have the same or similar activities developed
        by P.A.V.E. been implemented in other schools of AISD?

        The following activities have been largely implemented in the
        other high schools: 1) Jr.-Sr. high school conference, 2) stu-
        dent interview, 3) parental involvement, and 4) student moni-
        toring. The following activities have not been implemented
        systematically: 1) parent interview, 2) vocational testing,
        and 3) adaptive P.E.

2.3   What systematic Planning Process activities have been most
        utilized?

        A Jr.-Sr. high school conference was held for 9 of 22 incoming
        9th-grade students. Sixteen of 22 (72%) incoming students
        attended the student orientation session. Fourteen of 22 (63%)

9th-grade students were given the Social Pre-Vocational
Information Battery, 12 of 22 (54%) 9th-graders were given
the Wide Range Interest-Opinion Test, and 10 of 13 (76%)
11th-grade students were given the McCarron-Dials Work
Evaluation System. Planning Conferences were held for 44
(83%) identified special education students. Students were
monitored during the 1st and 2nd quarters, and in-depth
reviews were held for 10 students during the year.

2.4   What kinds of decisions are now made about special education
      students that were not made before implementation of the
      Systematic Planning Process?

      The L.S.T. decisions are basically restricted to on-campus
      referrals, off-campus referrals, schedule changes, and pro-
      gram changes. Thus the impact of the Systematic Planning
      Process can only be gauged by the frequency with which the
      L.S.T. discussed special education students and the type of
      decisions they made. During 1975-76, special education
      students were discussed by the L.S.T. 7 times. During 1977-78
      special education students were discussed 66 times. For the
      concerns referred to the L.S.T. during the 1977-78 school
      year, 20 times (30.3%) the L.S.T. was not able to resolve these
      concerns. Seven times this was because the L.S.T. did not have
      enough information about the needs of the students. Five times
      this was because the L.S.T. did not have available program
      options which would have met the student's needs. Eight times
      the L.S.T. recommendations were not implemented.

2.5   To what extent are parents, students, and counselors involved
      in decision making?

      Forty-five of 64 (70.3%) parents were involved and participated
      in either the planning conferences or IEP meetings during the
      1977-78 school year. Nine of 64 (14.1%) parents participated
      in the Parent Tutoring sessions. Only two of the special
      education students participated in the planning conferences.
      Counselors did not participate in any of the planned activities.

2.6   What changes are there in student achievement, drop-out rate
      and attendance?

      There were no significant differences in the total yearly
      credits, special education credits, regular credits, and
      vocational credits earned between this year's special educa-
      tion students and last year's special education students.
      This year's 11th-grade students earned significantly more
      vocational and special education credits this year than they
      did last year as 10th-graders. This year's 10th-grade

special education students also earned significantly more vocational credits this year than they did last year as 9th-graders. The drop-out rate was slightly less this year than it was in previous years (19.6% for 1977-78 compared to 28.6% and 28.3% for 1975-76 and 1976-77 respectively). There were no significant differences in the attendance rates between special education students in 1977-78 and 1976-77.

2.7   What is student participation in alternative programming options and other P.A.V.E. activities?

Five students were enrolled and received credit for the Pre-employment Lab during each of the three quarters. Two students worked in the Cafeteria Work Station during the 2nd and 3rd quarter of 1977-78. Twenty-six students were enrolled in the Adaptive P.E. class during 1977-78.

2.8   What changes are there in teachers' reported classroom practices and attitudes with identified special education students?

Nine of 11 (81.8%) teachers surveyed indicated that there was increased communication between the regular teachers and the special education teachers. All 11 teachers indicated that the presence of Project P.A.V.E. on their campus had created an awareness of the needs of the special education students. Ten of 11 teachers felt that whenever possible special education students should be involved in the regular classroom. These same ten teachers however, agreed that the amount of time required of the regular teacher to meet the needs of the special education students takes away from the learning of regular students. Seven of the 11 teachers (63.6%) felt that there were not sufficient resources available to regular teachers to help them meet the needs of special education students.

2.9   What changes in services to students derived from the L.S.T.?

For the concerns referred to the L.S.T. during the 1977-78 school year, 13 times (19.7%) no new services were recommended. Fifteen times (22.7%) the L.S.T. recommended on-campus referrals. Eight times (12.1%) off-campus referrals were recommended of which 5 were implemented. Nine times (13.6%) the L.S.T. recommended schedule changes. Eight of these 9 schedule changes were implemented, and 4 of these 8 were helpful as defined by the student earning credit for the new course. Twenty-one times (31.8%) the L.S.T. recommended a program change for the student. Sixteen of these 21 recommendations were implemented and 11 of these changes proved to be helpful as defined by a student earning 5 or more credits for the new program.

307

2.10   What activities do L.S.T. members think they can and will carry
        on without P.A.V.E.?

        The following activities will probably continue next yea· in
        the absence of Project P.A.V.E.: 1) Vocational Testing, 2)
        Student Monitoring, 3) In-depth Reviews, 4) Teacher Meetings,
        and 5) Materials Use and Dissemination.

2.11   Do teachers who attend in-service training report positive
        effects for their work with special education students?

        Eight of 9 teachers surveyed indicated that the in-service
        program was effective and that the training received in
        the workshop generalized to the classroom.

2.12   How many parents participate in P.A.V.E. activities (confer-
        ences, meetings)?

        Forty-five of 64 (70.3%) parents participated in either a
        planning conference or an IEP meeting. Twenty of 64 (31.2%)
        parents attended planning conferences whereas 25 of 64 (39.1%)
        parents attended the IEP meetings. Nineteen of 64 (29.7%)
        parents did not attend either type of meeting. Nine of 64
        (14.1%) parents participated in the Parent Tutoring Sessions.
        A revised copy of the parent handbook was sent to all the
        parents of special education students.

ABSTRACT

Title: Project P.A.V.E.* Final Technical Report 1977-78

Contact Person: Richard Eglsaer

No. Pages: 75

Summary:

This is the accompanying document to the Project P.A.V.E. Final Report 1977-78 (see following abstracts in this volume).

The technical report consists of 7 appendices. Each appendix reports on the information collected by a specific data collection measure.

Each appendix contains:

> An instrument description
> Purpose of the instrument
> Decision and evaluation questions addressed
> Procedures used to collect the data
> Summary of results
> Tables and figures presenting the data

This technical report contains the following appendices:

Appendix A: Planning Conference Data
Appendix B: Local Support Team Analysis
Appendix C: Student Transcript Data
Appendix D: Student Attendance Data
Appendix E: Staff Questionnaire
Appendix F: Austin Independent School District Staff Survey
Appendix G: P.A.V.E. Activities and Verification Documents

Information in these appendices is summarized in the Final Report for this project.

*P.A.V.E. stands for: Parental involvement, Academic achievement, Vocational programming, and Extracurricular opportunities.

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ABSTRACT

Title: Project P.A.V.E. (1977-78) Evaluation Design

Contact Person: Richard Eglsaer

No. Pages: 12

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I.   Evaluation Design Review Form   This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.

II. Decision Questions   Here the evaluator states all the deci-
     A. Questions Addressed   sion questions and relates them to the
     B. Overview   evaluation questions and objectives
                                    (and their data sources).

III. Narrative Summary   This chapter briefly describes the pro-
     A. Program Summary   ject and the evaluation activities tied
     B. Evaluation Summary   to the project.

IV. Information Sources Summary   The principal evaluator(s) provide work estimates (in person-days) for each person on the evaluation team. Work estimates are projected for each "information source" and are broken into the four types of evaluation tasks: development, collection, analysis, and dissemination.

V.   Summary of Data to be   This is a timeline for the collec-
     Collected in the Schools   tion of data in the schools.

VI. Evaluation Time Resources   This chapter summarizes all the
     Allocation Summary   evaluation work estimates (in person days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

School year 1977-78 marks the end of the three-year funding cycle for Project P.A.V.E. In June 1978, the Texas Education Agency, Austin Independent School District, and other school districts in Texas will need information about the impact of services and activities developed by P.A.V.E. on special education students.

This evaluation will focus on the effectiveness of each component of P.A.V.E. for improving the education and achievement of psecial education students.

Data will be gathered from appropriate individuals and groups about the effectiveness and replicability of activities and services developed by P.A.V.E. Data will also be gathered about the extent to which P.A.V.E. activities have already been disseminated in the Austin Independent School District. These data will be analyzed and reported to the Texas Education Agency by mid-June 1978 in a manner that will assist others who desire to replicate these activities to assess their worth and cost.

Scope of Design:

 2 Decision Questions (Levels: State and System)
18 Evaluation Questions

Evaluation Resources Required (in person-days):

 5.0 Senior Evaluator
52.5 Evaluator
20.0 Evaluation Assistant

ABSTRACT

Title: Allan Junior High School S.W.A.T. Team Evaluation Report

Contact Person: Gary W. Weibly

No. Pages: 34

Summary: This report was the result of a service request made by the principal of Allan Junior High School to the Office of Research and Evaluation to conduct a "mini-evaluation" of S.W.A.T., a special program at that school, Project S.W.A.T. (Students With it All Together) was designed to provide positive reinforcement to those students exhibiting appropriate classroom behavior. Specfically, the program had the primary objective of reducing the number of discipline referrals to the school office.

The scope of the evaluation of this project was restricted due to a severely limited time frame and resource budget. These limitations allowed for only three type of information gathering efforts: (1) collection and analysis of already existing discipline data, (2) assessment of student opinion through questionnaire, and (3) assessment of teacher opinion through questionnaire. These limitations, and others described in the report, limited the degree to which the results could be interpreted and generalized.

The purpose of the S.W.A.T. Program evaluation was to collect information regarding its effectiveness. This information was then used by Allan and district administrators to help make some key decisions about the program. The two major decision questions addressed by the evaluation activities were:

(1) Should the S.W.A.T. Program be continued (refunded) for the 1978-79 school year?, and

(2) If continued, should the S.W.A.T. Program be modified in any way?

Data collected through the three methods described above
indicated that, overall, the S.W.A.T. Program has been well
received by both teachers and parents and it has been effective
in reducing the discipline referral rate. Suggestions for change
were varied, but generally centered on: (a) concern over the
merit/demerit system being used, (b) expressed need for more
variety in S.W.A.T. activities with less time between events,
and (c) a desire to cut down on the paperwork associated with
the project.

31.3

ABSTRACT

Title: Office of Research and Evaluation Procedures Manual

Contact Person: Freda Holley

No. Pages: Changes Periodically

Summary: The Office of Research and Evaluation Procedures Manual was designed to assist employees of that office perform their work. Each staff member has access to a copy which details procedure associated with a wide array of the tasks and activities carried out at ORE.

The procedures outlined in the manual are not set in concrete, a process for periodic updating and revision is included in the opening pages. Procedures are listed for activities following into eight general categories:

* Administration
* Finance
* Personnel
* Data Collection
* Data Management
* Typing Guides and Formats
* Files
* Miscellaneous

Each of these sections begins with a cover page that identifys the ORE resource person for that section, who the section is of primary importance to (e.g., all ORE staff, district funded staff, secretaries, etc.), and a list of contents. For an example of content, the procedures currently listed in the Personnel section include:

. Personnel Recruitment
. Job Descriptions
. Appointments
. Career Ladder
. Leaves

. Leave Forms
. Travel and School Leave
. Lunch and Coffee Breaks
. Personnel Evaluation

ABSTRACT

<u>Title</u>: List of Junior High CAT Testing Reports

<u>Contact Person</u>: Jane Ogden

<u>No. Pages</u>: 3 (with 9 attachments)

<u>Summary</u>:

This is a list of the reports of junior high school CAT testing that are created by ORE. The reports are divided into three categories: reports of individual student results, schoolwide summary reports, and districtwide summary reports. Each report is briefly described, and a sample of each report is attached.

ABSTRACT

Title: List of High School STEP Testing Reports

Contact Person: Jane Ogden

No. Pages: 3 (with 9 attachments)

Summary:

This is a list of the reports of high school STEP testing that are cr ated by ORE. The reports are divided into three categories: reports of individual student results, schoolwide summary reports, and districtwide summary reports. Each report is briefly described, and a sample of each report is attached.

ABSTRACT

Title: Testing Guide '78 for Junior High Schools

Contact Person: Jane Ogden

No. Pages: 4

Summary:

This is a hand-out designed for distribution to all AISD junior high school teachers, to explain the procedures to be followed during the California Achievement Testing in their schools, and to provide other pertinent testing information. The following topics are included:

1. How the CAT scores are used to meet high school graduation requirements.

2. Teachers' responsibilities before, during, and after the CAT testing.

3. Which students are exempt from testing.

4. How to fill in the information fields on an answer sheet, for students who do not have pre-printed ID information.

5. How to use a special circumstances log.

6. What to do if a teacher sees students cheating during the test.

317

ABSTRACT

Title: Minimum Competency Requirements: What to do when your school
         board sets them

Contact Persons: Mary Minter, James Watkins, Paula Matuszek, Ph.D.

No. Pages: 19

Summary:

This is a discussion of the school district's efforts to initiate a
minimum competency testing program. The major difficulties experienced
in dealing with policy issues, technical problems, and routine mechani-
cal problems of implementation are identified and the rational for the
particular strategies selected are shared.

Comments:

This paper was presented at the First Annual Meeting of the Southwest
Educational Research Association in Austin, Texas, January, 1978.

ABSTRACT

<u>Title</u>: Programming for the Disadvantaged Student: A Case Study of an Input Evaluation

<u>Contact Person</u>: Paula Matuszek, Ph.D.

<u>No. Pages</u>: 15

.<u>Summary</u>:

Context and input evaluations preceeding actual program implementation have long been recognized by evaluators as effective ways to provide information to decision makers. This is especially true in the area of compensatory programs. Planning educational programs for the disadvantaged student is a difficult task; evaluation can provide information to improve such planning.

During the 1976-1977 school year the achievement of disadvantaged students was set as a priority for the Austin Independent School District, and as aprt of that priority the AISD Office of Research and Evaluation carried out an extensive context and input evaluation designed to facilitate the educational programming for such students. This study had three main foci. First, the achievement and other characteristics of AISD's low SES and minority students were examined. Variables considered included achievement, attendance, mobility, self-concept, attitude toward school, home background variables, graduation requirements, and a variety of other outcome measures. This examination served to illuminate the situation, indicating the extent to which various areas were in fact problems. In some cases, such as achievement, we found that the problem was even greater than we had supposed. In others we were supprosed to discover that we did not necessarily have a problem--there were no substantial differences among groups in the affective measures given at the elementary level.

The second focus of the study was on programs already being implemented in Title I schools. (AISD has ESEA Title I, Title I Migrant, Title IVC and Title VII programs, ESAA Pilot and Basic programs, and a variety of state and local efforts operating in its disadvantaged schools.)

The third focus involved exploring the research to get ideas of what kinds of programs seem to be effective in helping low SES students and what kinds of classroom patterns and interactions seem to facilitate their learning.

This paper presents the major findings of the study and discusses how information was fed back into the priority setting for the district, as well as what impact it had on program planning.

ABSTRACT

<u>Title</u>:   Administering the Tests of Basic Experiences to Low SES Mexican-
American Pre-kindergarten Students: Caution.

<u>Contact Person</u>:   David Doss

<u>No. Pages</u>:   10

<u>Summary</u>:

This paper reports the results of an administration in English of the Tests
of Basic Experiences General Concept Test to 72 Mexican-American pre-kindergarten
(4-year-old) students during the fall of their pre-kindergarten year. Examina-
tion of the internal consistency reliability (alpha coefficient) and the propor-
tion passing each item indicated that the test was too difficult for the students.
The paper describes the population tested, the test administration procedures,
the analyses, and the results. It is recommended that the TOBE not be given to
four-year-olds from a low SES background unless provisions are made to check the
reliability before using the results.

<u>Comments</u>:

This paper was presented at the 1978 Annual Meeting of the Southwest Educational
Research Association in Austin.

320

ABSTRACT

Title: Bringing Research and Practice Together on
Teacher Evaluation

Contact Person: Freda Holley, Ph.D.

No. Pages: 6

Summary:

This paper discusses the discrepancy between school district needs
for information on teacher evaluation and the kinds of research
data that is available. A description of the practical and research
literature reveals few answers to the practical questions that are
being asked. A discussion of the efforts to collaborate between
the Austin Independent School District and the University of Texas
Research and Development Center in order to bridge the gap between
practice and research concludes the paper.

Comments:

This paper was presented to the Annual Meeting of the Texas
Association for Planning, Evaluation, and Research in Arlington,
Texas on February 23, 1978.

321

ABSTRACT

Title: Beyond Dissemination: Helping School Board Members and Administrators Take Action on Evaluation Findings

Contact Person: Freda Holley, Ph.D.

No. Pages: 30

Summary:

This author takes the stance in this paper that the evaluator's responsibility does not end with the writing of a report on an evaluation project. Evaluation or research findings need to result in improved decisions and resultant actions if public school evaluation stands a chance of succeeding as a field. The responsibility of seeing that this happens in a district may well need to be shared by evaluators. The paper continues to explore the problem and provides a description of one system an training process that a school system evolved. The system includes a "future focus" for evaluation studies and a district priority setting cycle. The training includes schedule, formats, and a "Recommendations Manual." The training process is initiated by the Superintendent.

Comments:

This paper was presented at the 1978 Annual Meeting of the American Educational Research Association in Toronto, Canada.

322

ABSTRACT

<u>Title</u>: Compensatory Programs Do Not Supplant, They Supplement: Right?

<u>Contact Person</u>: David Doss, Joy Hester

<u>No. Pages</u>: 21

<u>Summary</u>:

The regulations and guidelines issued by the Office of Education and state education agencies imply that local districts must provide "something extra" with ESEA Title I funds. On many campuses other compensatory programs also compete for the time of Title I eligible students. In an attempt to determine what the something extra is that Title I provides and the effects of multiple compensatory programs on providing the something extra, information available from a 1976-77 study of students served by multiple compensatory programs and a study involving daylong observations of 225 students on a minute-by-minute basis was analyzed to answer the following questions: Are Title I students receiving something extra? If a student is served by Title I and a bilingual program, does the something extra from Title I get lost in the competition for the studen 's time and attention? The results showed that students served only by Title I worked in smaller groups than students in non-Title I schools. Students in Title I schools spent more time in activities which did not involve direct instructions (assemblies, school fairs, field trips, etc.) than did students in non-Title I schools. And students served by Title I and a bilingual program received substantially less reading instruction than the other students observed.

<u>Comments</u>:

This paper was presented at the 1978 annual meeting of the American Educational Research Association in Toronto, Ontario, Canada.

ABSTRACT

Title: Can Researchers Find True Happiness In A Public School Setting?
A Success Story In Bilingual Education Evaluation

Contact Persons: Glynn Ligon, Freda Holley

No. Pages: 21

Summary:

Is productive research possible in a public school setting?   Can
the natural conflict between service oriented school personnel and
research oriented evaluators be resolved?   The ESEA Title VII Bi-
lingual Program in Austin, Texas has encountered both failures and
successes in this area.   Their experiences are presented here to
illustrate that it is possible to design research around constraints
encountered in the public schools.

The narrative of this paper is written as a parable; however, the
events represented here are based on actual happenings.   Appendices
are attached to provide the reader with definitions of the true
variables and descriptions of the results obtained.

A seeker of truth can find happiness in a public school setting if
the constraints of the situation are considered and accepted before-
hand.   Truth-seeking and education can go hand-in-hand, sometimes.

Comments:

This was a paper presented at the annual meeting of the American
Educational Research Association, Toronto, Ontario, March, 1978.

ABSTRACT

Title: Changing Primary Evaluation Clients

Contact Person: Freda Holley, Ph.D.

No. Pages: 14

Summary:

This paper discusses the adjustments an evaluation unit in an
urban school district setting today must be prepared to make
in response to a frequently changing environment. If the
unit is to remain adapted to its context and supply information
that has a chance of bringing about educational improvement, a
change in primary clients may need to occur at various times.
There are some tentative ideas about when such a client change
may be necessary, what effects such a change may bring to the
evaluation unit, and what the costs of such change may be.

Comments:

This paper was presented as a part of a symposium sponsored
by the Center for the Study of Evaluation at the '978 Annual
Meeting of the American Educational Research Association in
Toronto, Canada. The proceedings of the syposium are to be
published as a monograph by the Center.

ABSTRACT

Title: Teacher Competency Testing: Your School District May
Be Doing It Next

Contact Person: Freda Holley, Ph.D.

No. Pages: 40

Summary:

Around the country school boards are beginning to call for
teacher competency testing. When the Supreme Court upheld a
lower court decision that the State of South Carolina could
continue to use the National Teacher Exam despite the fact that
the test had a "disparate racial impact," it probably accelerated
this trend.

This paper describes the events in one school system associated
with this trend. It particularly describes that system's
experience with designing a test to assess bilingual teacher
competency and a staff development program designed to improve
that competency.

Comments:

This paper was presented at the 1978 Annual Meeting of the
American Educational Research Association in Toronto, Canada.

326

ABSTRACT

Title: Implementing a Minimum Competency Test Program

Contact Persons: Mary Minter, James Watkins, Paula Matuszek, Ph.D.

No. Pages: 19

Summary:

This is a discussion of the school district's efforts to initiate a
minimum competency testing program. The major difficulties experienced
in dealing with policy issues, technical problems, and routine
problems of implementation are identified and the rationale for the
particular strategies selected are shared.

Comments:

This paper was presented at the Annual Meeting of the American
Educational Research Association in Toronto, Ontario, March, 1978.

ABSTRACT

<u>Title</u>: Who Are the Disadvantaged, and What Should We Do for Them? The Relationship of Family Variables to Achievement and Some Implications for Educational Programming

<u>Contact Person</u>: Paula Matuszek

<u>No. Pages</u>: 17

<u>Summary</u>:

In the proce s of studying the achievement of low SES students, th. Austin Independent School District found a wide variety of different variables which had been used to define SES and were supposedly related to achievement. In the hope of illuminating these relationships, we carried out a survey of parents across the district to establish income, education, attitude toward education, amount of reading in the home, and a number of other variables. The relationship of these variables to achievement for second-and fifth-grade students is presented, and implications for program planning for disadvantaged children are discussed.

ABSTRACT

Title: Data Processing Systems for School District Testing Offices

Contact Person: Jim Watkins or David Wilkinson

No. Pages: 27

Summary: This paper develops a basic conceptual framework for data processing systems of school district testing offices. The framework consists of two components: the basic functions which a basic data processing system must perform, and the different classes of constraints under which any data processing system must operate.

The framework is described generally and by the discussion of several different examples. These examples illustrate some of the different types of data processing systems that might be utilized, each appropriate for a different combination of objectives and const ints.

The framework that is presented is that developed in the Austin Office of Research and Evaluation. It represents the result of two years of experience in managing a testing program. The framework is intended to serve as a guide to other school districts which may be developing a data processing system or modifying an existing system.

Comments:

This paper was presented at the 1978 Annual Meeting of the American Educational Research Association.

ABSTRACT

Title: Where Does The Time Go? A Study Of Time Use In Public Schools

Contact Persons: Joy Hester, Glynn Ligon

No. Pages: 37

Summary:

Day-long observations of students were conducted by the Austin ISD
Office of Research and Evaluation during the 1976-77 school year
as part of an effort to determine exactly how time in the school
day was being used in Austin ISD elementary schools. Minute-by-
minute observations of 227 randomly selected students in 32 schools
yielded 1,475 hours of observation data. Information collected
through teacher questionnaires provided somewhat less extensive
but relevant data related to instructional time at the secondary
level. Results of these studies were disturbing to many administrators
who had assumed that most of the school time available was being
used for instruction, and changes in the system began to occur.

Comments:

This was a paper presented at the annual meeting of the American
Educational Research Association, Toronto, Ontario, March, 1978.

ABSTRACT

Title: Communicating Evaluation Information: Some Practical Tips That Work.

Contact Person: Freda Holley, Ph.D.

No. Pages: 38

Summary:

This paper presents communication principles useful in the dissemination of public school evaluation information. The information covered falls into six major areas:

* Evaluation Audiences

* Evaluation Messages

* The Written Medium

* Verbal Presentations

* Difficult Audiences

* Working With the Press

The authors recount many of their experiences related to dissemination of evaluation information and analyze the reasons for their failures and successes.

Comments:

This paper was presented at the annual meeting of the American Educational Research Association, Toronto, Canada in March 1978. It is also slated for publication as a chapter in the book, How to Present an Evaluation Report (in press).

ABSTRACT

Title: Selecting an Average

Contact Person: Patsy Totusek

No. Pages: 4

Summary:

This paper defines mean, median, and mode, and describes the charac-
teristics of each. Graphs are provided which show the relationship
among the mean, median, and mode in normal and skewed distributions.
The variables influencing the identification of an "average" score in
a skewed distribution is discussed.